Fall Assessment Sessions

In the fall of their first year of college, participants in the Wabash National Study of Liberal Arts Education will complete the following (see attached copies):

- **Registration Form** – This form asks students to give consent for the study, provide demographic information, and asks about high school activities.
- **Student Survey** – This survey provides background information on high school experiences, values and goals, health, etc. Participants will not take this survey again, but some of the questions are repeated on the Student Experiences Survey used in the spring.
- **Outcomes Measures**
  - ALL participants complete the following. These measures are combined into a single document, “Student Assessments.”
    - **Need for Cognition Scale** – measures how much people enjoy engaging in effortful cognitive activities
    - **Socially Responsible Leadership Scale** – measures seven aspects of leadership development
    - **Ryff Psychological Well-Being Scale** – measures six dimensions of psychological well-being
    - **Miville-Guzman Universality-Diversity Scale** (Short form) – measures awareness and acceptance of similarities and differences among people
  - Each of the following are completed by half of the participants:
    - **CAAP Critical Thinking Test** – measures skills in clarifying, analyzing, evaluating, and extending arguments
    - **Defining Issues Test 2** – measures moral reasoning

Spring Assessment Sessions

In the spring of their first year and the spring of their fourth year, participants in the Wabash National Study of Liberal Arts Education will complete the following (see attached copies):

- **National Survey of Student Engagement** – gathers information about how students spend their time, student participation in programs and activities, etc.
- **Student Experiences Survey** – gathers information on college experiences such as curricular and co-curricular experiences, and interactions with faculty, peers, etc.
- **Outcomes Measures** – see description above
WABASH NATIONAL STUDY OF Liberal Arts Education

Registration Form

DIRECTIONS:
• Use only a soft lead, #2 pencil—no mechanical pencils. Do not use an ink or ballpoint pen.
• Fill in the appropriate ovals completely.
• Make your marks heavy and dark and keep within the ovals.
• To change an answer, erase your mark completely and then mark your new choice.
• Mark only ONE response for each question.

Note: Before you begin the registration form, please print your Study ID Number (located on your envelope label) in the boxes to the right. Then, fill in the corresponding oval below each box.

GENERAL INSTRUCTIONS: Welcome to the Wabash National Study of Liberal Arts Education. Please provide all information requested. Be assured that your identity and all responses you provide will be held in strict confidence. Some questions request that you print your information in the small boxes at the top of each column and then fill in the corresponding oval below each box (e.g., questions 2, 4, and 15). Question 3 requests a printed response. The remaining questions require that you fill in an oval.

3 PRIMARY E-MAIL ADDRESS—Please print your e-mail on the line below (one character per space) including all letters, numbers, and symbols.

4 What is your date of birth?

5 What is your gender?

6 What is your race/ethnicity? (Select only ONE.)

7 What is your current citizenship status?

8 Is English your native language?

9 How many brothers and/or sisters do you have?

Study ID Number

Welcome to the Wabash National Study of Liberal Arts Education. Please provide all information requested. Be assured that your identity and all responses you provide will be held in strict confidence. Some questions request that you print your information in the small boxes at the top of each column and then fill in the corresponding oval below each box (e.g., questions 2, 4, and 15). Question 3 requests a printed response. The remaining questions require that you fill in an oval.

Please fill in the ovals below indicating your willingness to...

Yes ☐ No ☐ participate in the study.

See explanation on the enclosed Consent Form.

Please read and sign below. I have read the enclosed Consent Form and agree to participate in those parts of the study I have marked above.

NOTE: Students under 18 may be required to have a parent sign a parent(s)' permission form.

Your Signature (Do not print.)

/ / 

Date

side 1

Research supported in part by an award from the National Science Foundation. This study is supported by grants from the National Science Foundation, the Wabash College National Liberal Arts Foundation, and the Wabash College Foundation.
GENERAL INSTRUCTIONS: Three sections of questions follow. For the first two sets, mark the responses that most closely indicate what you think or feel. For the third set, mark the responses that best indicate your views and personal activities.

There is neither a right nor wrong answer to any question. If you do not want to respond to any item, feel comfortable leaving the response blank. Your identity and responses will be held in strict confidence.

DIRECTIONS:
- Use only a soft lead, #2 pencil—no mechanical pencils. Do not use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

Note: Before you begin the survey, please print your Study ID Number in the boxes to the right. Then, fill in the corresponding oval below each box.

Section I

How important to you personally is each of the following?

A. Becoming accomplished in one of the performing arts (acting, dancing, singing, etc.)
B. Obtaining recognition from my colleagues for contributions to my field of expertise
C. Influencing the political structure
D. Influencing social values
E. Raising a family
F. Having administrative responsibility for the work of others
G. Helping others who are in difficulty
H. Making a theoretical contribution to science
I. Writing original works (poems, novels, short stories, etc.)
J. Creating artistic work (painting, sculpture, film, etc.)
K. Becoming successful in a business of my own
L. Becoming involved in activities that preserve and enrich the environment
M. Developing a meaningful philosophy of life
N. Volunteering in my community
O. Helping to promote racial understanding
P. Keeping up to date with political affairs
Q. Becoming a community leader
R. Integrating spirituality into my life
S. Improving my understanding of other countries and cultures
T. Working to find a cure for a disease or illness
U. Making a lot of money
V. Working in a prestigious occupation
W. Becoming passionate about or committed to my occupation
Section II

Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

A. I enjoy having discussions with people whose ideas and values are different from my own.
B. The real value of a college education lies in being introduced to different values.
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.
D. Learning about people from different cultures is a very important part of my college education.
E. I enjoy taking courses that challenge my beliefs and values.
F. The courses I enjoy most are those that make me think about things from a different perspective.
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.
H. I am willing to work hard in a course to learn the material even if it won’t lead to a higher grade.
I. When I do well on a test, it is usually because I am well-prepared; not because the test is easy.
J. In high school, I frequently did more reading in a class than was required simply because it interested me.

Section III—Background Information

For each of the following questions, please mark only ONE response.

A. How would you characterize your political views?
   ○ Far left
   ○ Liberal
   ○ Middle-of-the-road
   ○ Conservative
   ○ Far right

B. Overall, how would you rate your health?
   ○ Excellent
   ○ Good
   ○ Fair
   ○ Poor
   ○ Very Poor

C. How frequently do you engage in aerobic exercise (e.g., running, walking, hiking, swimming)?
   ○ I don’t exercise regularly.
   ○ 1–2 hours per week
   ○ 3–4 hours per week
   ○ 5–6 hours per week
   ○ More than 6 hours per week

D. Think back to a typical week in your last year of high school. How often did you consume alcoholic beverages?
   ○ 0 times
   ○ 1 time per week
   ○ 2 times per week
   ○ 3 times per week
   ○ 4 times per week
   ○ 5 times per week
   ○ 6 times per week
   ○ 7 times per week
   ○ More than 7 times per week

E. In a typical week, during your last year in high school, how many times did you have 5 or more “drinks” in one sitting? (A “drink” is a 12-ounce can of beer, a four-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)
   ○ 0
   ○ 1 time
   ○ 2 times
   ○ 3–4 times
   ○ 5 or more times

F. How many cigarettes do you smoke a day?
   ○ I don’t smoke cigarettes.
   ○ Less than 1/2 pack
   ○ 1/2 to 1 pack
   ○ more than 1 pack but less than 2 packs
   ○ 2 or more packs

G. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?
   ○ Almost always
   ○ Frequently
   ○ Occasionally
   ○ Seldom
   ○ Never

Thank you for answering these questions.
GENERAL INSTRUCTIONS: Four assessments follow. Each contains items about which you are asked to indicate what you think or feel. There is neither a right nor wrong answer to any question. If you do not want to respond to an item, feel comfortable leaving the response blank. Your identity and responses will be held in strict confidence.

DIRECTIONS:
- Use only a soft lead, #2 pencil—no mechanical pencils. Do not use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

Note: Before you begin the assessments, please print your Study ID Number in the boxes to the right. Then, fill in the corresponding oval below each box.

We are interested in knowing how students feel about different situations in which they must think, reason, make decisions, or solve a problem. A number of such situations are listed below.

Instructions: For each statement listed below, please indicate the extent to which you feel it is characteristic of you. For example, if the statement is not at all like you, fill in the “Extremely Uncharacteristic” oval, or if you really can’t decide if the statement is or is not characteristic of you, darken the “Uncertain” oval.

Section I

1. I would prefer complex to simple problems.
2. I like to have the responsibility of handling a situation that requires a lot of thinking.
3. Thinking is not my idea of fun.
4. I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.
5. I try to anticipate and avoid situations where there is likely a chance I will have to think in depth about something.
6. I find satisfaction in deliberating hard and for long hours.
7. I only think as hard as I have to.
8. I prefer to think about small, daily projects to long-term ones.
9. I like tasks that require little thought once I’ve learned them.
10. The idea of relying on thought to make my way to the top appeals to me.
11. I really enjoy a task that involves coming up with new solutions to problems.
12. Learning new ways to think doesn’t excite me very much.
13. I prefer my life to be filled with puzzles that I must solve.
14. The notion of thinking abstractly is appealing to me.
15. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.
16. I feel relief rather than satisfaction after completing a task that required a lot of mental effort.
17. It’s enough for me that something gets the job done; I don’t care how or why it works.
18. I usually end up deliberating about issues even when they do not affect me personally.

Need for Cognition Survey—Used with author permission. 5/16/06
Please read through each of the following items and indicate your level of agreement or disagreement with each. You should do this by marking the oval that most closely represents your opinion about that statement. If you agree with a statement very much, darken the oval for 5; if you agree moderately, darken the oval for 4; if you are not inclined to agree or disagree, darken the oval for 3; if you disagree moderately, darken the oval for 2; and if you disagree with the statement very much, darken the oval for 1.

For the statements that refer to a group, think of any group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group when responding to all items. Please indicate your general feelings about participating in a group.

The Socially Responsible Leadership Scale—Used with author permission. 5/12/06
The following set of statements deals with how you might feel about yourself and your life. Please remember that there are neither right nor wrong answers.

**Instructions:** DARKEN the oval that best describes the degree to which you agree or disagree with each statement.

1. Most people see me as loving and affectionate.
2. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.
3. In general, I feel I am in charge of the situation in which I live.
4. I am not interested in activities that will expand my horizons.
5. I live life one day at a time and don’t really think about the future.
6. When I look at the story of my life, I am pleased with how things have turned out.
7. Maintaining close relationships has been difficult and frustrating for me.
8. My decisions are not usually influenced by what everyone else is doing.
9. The demands of everyday life often get me down.
10. I don’t want to try new ways of doing things—my life is fine the way it is.
11. I tend to focus on the present, because the future always brings me problems.
12. In general, I feel confident and positive about myself.
13. I often feel lonely because I have few close friends with whom to share my concerns.
14. I tend to worry about what other people think of me.
15. I do not fit very well with the people and the community around me.
16. I think it is important to have new experiences that challenge how you think about yourself and the world.
17. My daily activities often seem trivial and unimportant to me.
18. I feel like many of the people I know have gotten more out of life than I have.
19. I enjoy personal and mutual conversations with family members or friends.
20. Being happy with myself is more important to me than having others approve of me.
21. I am quite good at managing the many responsibilities of my daily life.
22. When I think about it, I haven’t really improved much as a person over the years.
23. I don’t have a good sense of what it is I’m trying to accomplish in my life.
24. I like most aspects of my personality.
25. I don’t have many people who want to listen when I need to talk.
26. I tend to be influenced by people with strong opinions.
27. I often feel overwhelmed by my responsibilities.
28. I have a sense that I have developed a lot as a person over time.
29. I used to set goals for myself, but that now seems a waste of time.
30. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.
31. It seems to me that most other people have more friends than I do.
32. I have confidence in my opinions, even if they are contrary to the general consensus.
33. I generally do a good job of taking care of my personal finances and affairs.
34. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.
35. I enjoy making plans for the future and working to make them a reality.
36. In many ways, I feel disappointed about my achievements in my life.
37. People would describe me as a giving person, willing to share my time with others.
38. It’s difficult for me to voice my own opinions on controversial matters.
39. I am good at juggling my time so that I can fit everything in that needs to be done.
40. For me, life has been a continuous process of learning, changing, and growth.
41. I am an active person in carrying out the plans I set for myself.
42. My attitude about myself is probably not as positive as most people feel about themselves.
43. I have not experienced many warm and trusting relationships with others.
44. I often change my mind about decisions if my friends or family disagree.
45. I have difficulty arranging my life in a way that is satisfying to me.
46. I gave up trying to make big improvements or changes in my life a long time ago.
47. Some people wander aimlessly through life, but I am not one of them.
48. The past has its ups and downs, but in general, I wouldn’t want to change it.
49. I know that I can trust my friends, and they know they can trust me.
50. I judge myself by what I think is important, not by the values of what others think is important.
51. I have been able to build a home and a lifestyle for myself that is much to my liking.
52. There is truth to the saying that you can’t teach an old dog new tricks.
53. I sometimes feel as if I’ve done all there is to do in life.
54. When I compare myself to friends and acquaintances, it makes me feel good about who I am.

*The Ryff Psychological Well-being Scale—Used with author permission. 5/12/06*
The following items are statements using several terms that are defined below for you. Please refer to these definitions throughout the rest of the questionnaire.

**Culture** refers to the beliefs, values, traditions, ways of behaving, and language of any social group. A social group may be racial, ethnic, religious, etc.

**Race or racial background** refers to a sub-group of people possessing common physical or genetic characteristics. Examples include White, Black, American Indian, etc.

**Ethnicity or ethnic group** refers to a specific social group sharing a unique cultural heritage (e.g., customs, beliefs, language, etc.). Two people can be of the same race (i.e., White), but from different ethnic groups (e.g., Irish-American, Italian-American, etc.).

**Country** refers to groups that have been politically defined; people from these groups belong to the same government (e.g., France, Ethiopia, United States). People of different races (White, Black, Asian) or ethnicities (Italian, Japanese) can be from the same country (United States).

**Instructions:** Please indicate how descriptive each statement is of you by darkening the oval corresponding to your response. This is not a test, so there are neither right nor wrong, good nor bad answers. All responses are anonymous and confidential.

1. I would like to join an organization that emphasizes getting to know people from different countries.
2. Persons with disabilities can teach me things I could not learn elsewhere.
3. Getting to know someone of another race is generally an uncomfortable experience for me.
4. I would like to go to dances that feature music from other countries.
5. I can best understand someone after I get to know how he/she is both similar to and different from me.
6. I am only at ease with people of my race.
7. I often listen to music of other cultures.
8. Knowing how a person differs from me greatly enhances our friendship.
9. It’s really hard for me to feel close to a person from another race.
10. I am interested in learning about the many cultures that have existed in this world.
11. In getting to know someone, I like knowing both how he/she differs from me and is similar to me.
12. It is very important that a friend agrees with me on most issues.
13. I attend events where I might get to know people from different racial backgrounds.
14. Knowing about the different experiences of other people helps me understand my own problems better.
15. I often feel irritated by persons of a different race.

**The Miville–Guzman Universality–Diversity Scale © 1992 Marie L. Miville**

Permission is granted for research and clinical use of the scale. Further permission must be obtained before any modification or revision of the scale can be made.

Thank you for your answers to these questions.
Sample Passage 1

Senator Favor proposed a bill in the state legislature that would allow pharmacists to prescribe medications for minor illnesses, without authorization from a physician (i.e., a "prescription"). In support of her proposal, Favor argued:

Doctors have had a monopoly on authorizing the use of prescription medicines for too long. This has caused consumers of this state to incur unnecessary expense for their minor ailments. Often, physicians will require patients with minor complaints to go through an expensive office visit before the physician will authorize the purchase of the most effective medicines available to the sick.

Consumers are tired of paying for these unnecessary visits. At a recent political rally in Johnson County, I spoke to a number of my constituents and a majority of them confirmed my belief that this burdensome, expensive, and unnecessary practice is widespread in our state. One man with whom I spoke said that his doctor required him to spend $80 on an office visit for an uncommon skin problem which he discovered could be cured with a $2 tube of prescription cortisone lotion.

Anyone who has had to wait in a crowded doctor's office recently will be all-too-familiar with the "routine": after an hour in the lobby and a half-hour in the examining room, a physician rushes in, takes a quick look at you, glances at your chart and writes out a prescription. To keep up with the dizzying pace of "health care," physicians rely more and more upon prescriptions, and less and less upon careful examination, inquiry, and bedside manner.

Physicians make too much money for the services they render. If "fast food" health care is all we are offered, we might as well get it at a good price. This bill, if passed into law, would greatly decrease unnecessary medical expenses and provide relief to the sick: people who need all the help they can get in these trying economic times. I urge you to vote for this bill.

After Senator Favor's speech, Senator Counter stood to present an opposing position, stating:

Senator Favor does a great injustice to the physicians of this state in generalizing from her own health care experiences. If physicians' offices are crowded, they are crowded for reasons that are different from those suggested by Senator Favor. With high operating costs, difficulties in collecting medical bills, and exponential increases in the costs of malpractice insurance, physicians are lucky to keep their heads above water. In order to
do so, they must make their practices more efficient, relying upon nurses and laboratories to do some of the patient screening.

No one disputes the fact that medical expenses are soaring. But, there are issues at stake which are more important than money—we must consider the quality of health care. Pharmacists are not trained to diagnose illnesses. Incorrect diagnoses by pharmacists could lead to extended illness or even death for an innocent customer. If we permit such diagnoses, we will be personally responsible for those illnesses and deaths.

Furthermore, since pharmacies make most of their money by selling prescription drugs, it would be unwise to allow pharmacists to prescribe. A sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics!

Finally, with the skyrocketing cost of insurance, it would not be profitable for pharmacists to open themselves up to malpractice suits for mis-prescribing drugs. It is difficult enough for physicians with established practices to make it; few pharmacists would be willing to take on this financial risk. I recommend that you vote against this bill.

Sample Items for Passage 1

1. Favor's "unofficial poll" of her constituents at the Johnson County political rally would be more persuasive as evidence for her contentions if the group of people to whom she spoke had:
   
   I. been randomly selected.
   II. represented a broad spectrum of the population: young and old, white and non-white, male and female, etc.
   III. not included an unusually large number of pharmacists.

   A. I only
   B. II only
   C. III only
   D. I, II, and III

2. In her example of the man who paid $80 for an office visit to treat an uncommon skin problem, Favor seems to assume, but probably should not, that:

   A. the man would have discovered this cure without the doctor's diagnosis.
   B. two dollars is the average price of the cortisone lotion.
   C. eighty dollars is the average price for an office visit of this kind.
   D. cortisone lotion is effective on all rashes.

3. Counter's concern that a sick person who has not seen a physician might go into a drugstore for aspirin and come out with narcotics is probably unfounded because:

   A. sick persons often send others to get their drugs.
   B. narcotics are not normally prescribed for "minor ailments."
   C. most people do not buy aspirin at the drugstore.
D. most people who need narcotics go to a physician to get them.

4. It is obvious from Favor's speech that she believes which of the following?

   A. Most prescriptions are unnecessary.
   B. Senator Counter will oppose the bill.
   C. If the bill is passed into law it will greatly reduce the cost of all medical treatment.
   D. If the bill is passed the average costs for treatment of minor ailments would be reduced significantly.

5. It is clear from Senator Counter's speech that he believes:

   A. physicians are not having difficult economic times.
   B. Favor's description of the crowded physician's office is not completely inaccurate.
   C. the cost of malpractice insurance is not growing at an accelerated pace.
   D. the quality of health care will not diminish if pharmacists are allowed to prescribe drugs.

Sample Passage 2

A: The domestic spending policies of the current administration are simply reprehensible. The real enemy of our democracy is not big government, but big business. As our society becomes increasingly dominated by enormous corporate conglomerates, there is less and less room for real individual initiative. Our lives are becoming completely determined by what happens in the board room as the rich get richer and the poor get poorer.

B: How can you say that? You have it just backwards. Excessive government regulation and high taxes lead to complete totalitarianism. Only when there is less government intervention in our lives and lower taxes allow us to employ our assets to our own best advantage does talk of individual initiative make any sense at all.

A: You elitists are all alike. You think only of the freedom of opportunity for the privileged few. You have no concern for those members of society who may not have the resources to be entrepreneurs or investors. Democracy means "liberty and justice for all," not just for those of you with a lot of money.

B: Justice? What justice is there in taking away my hard-earned dollars to pay for welfare programs for people who don't want work? And besides, liberty is simply a question of the existence of possibilities. Everyone can succeed in our society, if they only use their talents and assets wisely. You can lead a horse to water, but you can't make it drink.

A: You're confusing liberty with license. Having the right to do something doesn't mean that there's any real opportunity for you to actually do it. The least-advantaged of our society do not have the ability to exploit the system successfully. Freedom is a matter of choice between real alternatives, alternatives the poor do not have.

B: People don't choose their parents. It wouldn't be my fault if mine were a little better off than most. It's a fool's dream to think that you can get rid of the inequalities of birth. But the glory of
democracy is that everybody has an equal say in where we go from here, given those natural inequalities. Besides, the only purpose of government is to protect the property rights of its citizens.

A: But the authority of the government is the authority given to it by the people. And there is no apparent reason for the poor to recognize your so-called "right of property" when they do not have any property. How could you convince them that it is for their own good to recognize this right?

B: Of course it's for their own good. Without the government—human nature being what it is—there would be constant strife and violence. One of the reasons for having a government is to ensure "domestic tranquility," right? Since life would be so uncertain in a state of anarchy, everybody has an interest in recognizing the authority of the government. Besides, as long as the poor can have property, the principle is completely fair—if they had property, the government would protect it.

A: And if wishes were horses, then beggars would ride. Look, it's only fair that the better-off members of a democratic society provide for the support of the least-advantaged. A democracy consists in the free will of its citizens to self-government—you know: "We, the people, in order to form a more perfect union. . . ." The economic structure of a democratic society must be such as to command everyone's consent from a standpoint of self-interest and complete equality. From such a standpoint, I cannot base my decision on the basis of the position I currently occupy within society or the amount of property I now have, so I must choose to make the best of what may be a bad situation—I must choose from the standpoint of the least-advantaged. So only if the fundamental institutions of a democracy provide real opportunities for the least-advantaged is there any justification for individuals to give their allegiance to the government and recognize the right of property.

B: But that's just what I mean. If we only encouraged investment, a free and growing economy would provide for more opportunity for the least advantaged. The profits might be reaped in the first instance by the investors, but they would eventually trickle down through the economy to raise the standard of living of every member of the society.

A: You're incorrigible. I don't know why I put up with you.

B: Think what you want; after all, it's a free country.

Sample Items for Passage 2

1. What is A's complaint about the current administration's policies?

   A. They allow businesses to own property.
   B. They don't permit the poor to own property.
   C. They favor business interests at the expense of social programs.
   D. They restrict the freedom of all citizens.

2. A's argument in favor of social welfare programs relies on which of the following assumptions?
A. It is unreasonable to think that everyone desires property.
B. It is unreasonable to submit to any authority besides yourself.
C. It is reasonable to expect society to give everyone an equal opportunity.
D. It is unreasonable to expect someone to submit to an authority if it is not to his own advantage.

3. Which of the following justifications of the necessity of our government's intervention in the affairs of some other country would be consistent with B's position?

A. To ensure the freedom of that country's citizens
B. To protect the property rights of that country's citizens
C. To foster the individual initiative of our country's citizens
D. To protect the property rights of our country's citizens

4. If disputes about property are not the only source of strife and violence, then B argues inconsistently with respect to the:

A. nature of freedom.
B. nature of equality.
C. purpose of government.
D. rights of a citizen in a democracy.

5. A and B clearly disagree on which of the following?

A. What form of government our society should have
B. Whether individual initiative is desirable
C. What constitutes freedom and equality in a democratic society
D. Whether the government should protect the right of property

Answers:


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Instructions

This questionnaire is concerned with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/issues raise different ways of judging what is important in making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the INSTRUCTIONS (this part) and the stories presenting the social problems; the other part contains the questions (issues) and the ANSWER SHEET on which to write your responses.

Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the Presidency of the United States. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=Little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.
Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

<table>
<thead>
<tr>
<th>GREAT</th>
<th>MUCH</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NO</th>
</tr>
</thead>
</table>

Rate the following 12 issues in terms of importance (1-5)

1. Financially are you personally better off now than you were four years ago?
2. Does one candidate have a superior moral character?
3. Which candidate stands the tallest?
4. Which candidate would make the best world leader?
5. Which candidate has the best ideas for our country’s internal problems, like crime and health care?

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number. From top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and fourth most important. Please indicate your top four choices. You might fill out this part, as follows:

**Rank which issue is the most important (item number).**

Most important item  

South most important  

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you—in that case, rate the item as “No” importance and do not rank the item. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1 = strongly favor some action, 2 = can’t decide, 3 = strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a #2 pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

[Notice the second part of this questionnaire, the Answer Sheet. The Identification Number at the top of the answer sheet may already be filled in when you receive your materials. If not, you will receive instructions about how to fill in the number. If you have questions about the procedure, please ask now.

Please turn now to the Answer Sheet.]
Famine—(Story #1)

The small village in northern India has experienced shortages of food before, but this year’s famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh’s family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell the food later at a huge profit. Mustaq is desperate and thinks about stealing some food from the rich man’s warehouse. The small amount of food that he needs for his family probably wouldn’t even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the Answer Sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you.]

Reporter—(Story #2)

Molly Dayton has been a news reporter for the Gazette newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but built a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson’s earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson’s chance to win.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]
School Board—(Story #3)

Mr. Grant has been elected to the School Board District 190 and was chosen to be Chairman. The district is bitterly divided over the closing of one of the high schools. One of the high schools has to be closed for financial reasons, but there is no agreement over which school to close. During his election to the school board, Mr. Grant had proposed a series of “Open Meetings” in which members of the community could voice their opinions. He hoped that dialogue would make the community realize the necessity of closing one high school. Also he hoped that through open discussion, the difficulty of the decision would be appreciated, and that the community would ultimately support the school board decision. The first Open Meeting was a disaster. Passionate speeches dominated the microphones and threatened violence. The meeting barely closed without fist-fights. Later in the week, school board members received threatening phone calls. Mr. Grant wonders if he ought to call off the next Open Meeting.

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Cancer—(Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]

Demonstration—(Story #5)

Political and economic instability in a South American country prompted the President of the United States to send troops to “police” the area. Students at many campuses in the U.S.A. have protested that the United States is using its military might for economic advantage. There is widespread suspicion that big oil multinational companies are pressuring the President to safeguard a cheap oil supply even if it means loss of life. Students at one campus took to the streets, in demonstrations, tying up traffic and stopping regular business in the town. The president of the university demanded that the students stop their illegal demonstrations. Students then took over the college’s administration building, completely paralyzing the college. Are the students right to demonstrate in these ways?

[Now turn to the Answer Sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you.]
DIT-2 Answer Sheet

University of Minnesota
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Please read story #1 in the INSTRUCTIONS booklet.

Famine -- (Story #1)

What should Mustaq Singh do? Do you favor the action of taking the food? (Mark one.)

1. Should take the food
2. Can't decide
3. Should not take the food

Rate the following 12 issues in terms of importance (1-5)

1. Is Mustaq Singh courageous enough to risk getting caught for stealing?
2. Isn't it only natural for a loving father to care so much for his family that he would steal?
3. Shouldn't the community's laws be upheld?
4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?
5. Does the rich man have any legal right to store food when other people are starving?
6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?
7. What values are going to be the basis for social cooperation?
8. Is the epitome of eating reconcilable with the culpability of stealing?
9. Does the rich man deserve to be robbed for being so greedy?
10. Isn't private property an institution to enable the rich to exploit the poor?
11. Would stealing bring about more total good for everybody concerned or wouldn't it?
12. Are laws getting in the way of the most basic claim of any member of a society?

Rank which issue is the most important (item number).

Most important item
Third most important
Second most important
Fourth most important

Now please return to the Instructions booklet for the next story.

Reporters -- (Story #2)

Do you favor the action of reporting the story? (Mark one.)

1. Should report the story
2. Can't decide
3. Should not report the story

Rate the following 12 issues in terms of importance (1-5)

1. Doesn't the public have a right to know all the facts about all the candidates for office?
2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?
3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?
4. Since voting is such a joke anyway, does it make any difference what reporter Dayton does?
5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?
6. What would best serve society?
7. If the story is true, how can it be wrong to report it?
8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?
9. Does the right of "habeas corpus" apply in this case?
10. Would the election process be more fair with or without reporting the story?
11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?
12. Isn't it a reporter's duty to report all the news regardless of the circumstances?

Rank which issue is the most important (item number).

Most important item
Third most important
Second most important
Fourth most important

Now please return to the Instructions booklet for the next story.

PLEASE DO NOT WRITE IN THIS AREA
819805
School Board -- (Story #3)
Do you favor calling off the next Open Meeting?
(1) Should call off the next open meeting  (2) Can't decide  (3) Should have the next open meeting

Rate the following 12 issues in terms of importance (1-5)

1. Is Mr. Grant required by law to have Open Meetings on major school board decisions?  
2. Would Mr. Grant be breaking his election campaign promises to the community by discontinuing the Open Meetings?
3. Would the community be even angrier with Mr. Grant if he stopped the Open Meetings?
4. Would the change in plans prevent scientific assessment?
5. If the school board is threatened, does the chairman have the legal authority to protect the Board by making decisions in closed meetings?
6. Would the community regard Mr. Grant as a coward if he stopped the open meetings?
7. Does Mr. Grant have another procedure in mind for ensuring that divergent views are heard?
8. Does Mr. Grant have the authority to expel troublemakers from the meetings or prevent them from making long speeches?
9. Are some people deliberately undermining the school board process by playing some sort of power game?
10. What effect would stopping the discussion have on the community's ability to handle controversial issues in the future?
11. Is the trouble coming from only a few hotheads, and is the community in general really fair-minded and democratic?
12. What is the likelihood that a good decision could be made without open discussion from the community?

Rank which issue is the most important (item number).

Most Important Item  
Second Most Important  
Third Most Important  
Fourth Most Important

Now please return to the Instructions booklet for the next story.

Cancer -- (Story #4)
Do you favor the action of giving more medicine?
(1) Should give Mrs. Bennett an increased dosage to make her die  (2) Can't decide  (3) Should not give her an increased dosage

Rate the following 12 issues in terms of importance (1-5)

1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?
2. Wouldn't society be better off without so many laws about what doctors can and cannot do?
3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?
4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?
5. Is the painkiller medicine an active heliotropic drug?
6. Does the state have the right to force continued existence on those who don't want to live?
7. Is helping to end another's life ever a responsible act of cooperation?
8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?
9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?
10. Should only God decide when a person's life should end?
11. Wouldn't society protect everyone against being killed?
12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

Rank which issue is the most important (item number).

Most Important Item  
Second Most Important  
Third Most Important  
Fourth Most Important

Now please return to the Instructions booklet for the next story.
### Rate the following 12 issues in terms of importance (1-5)

<table>
<thead>
<tr>
<th>Issue</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do the students have any right to take over property that doesn't belong to them?</td>
<td></td>
</tr>
<tr>
<td>2. Do the students realize that they might be arrested and fined, and even expelled from school?</td>
<td></td>
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<tr>
<td>3. Are the students serious about their cause or are they doing it just for fun?</td>
<td></td>
</tr>
<tr>
<td>4. If the university president is soft on students this time, will it lead to more disorder?</td>
<td></td>
</tr>
<tr>
<td>5. Will the public blame all students for the actions of a few student demonstrators?</td>
<td></td>
</tr>
<tr>
<td>6. Are the authorities to blame by giving in to the greed of the multinational oil companies?</td>
<td></td>
</tr>
<tr>
<td>7. Why should a few people like Presidents and business leaders have more power than ordinary people?</td>
<td></td>
</tr>
<tr>
<td>8. Does this student demonstration bring about more or less good in the long run to all people?</td>
<td></td>
</tr>
<tr>
<td>9. Can the students justify their civil disobedience?</td>
<td></td>
</tr>
<tr>
<td>10. Shouldn't the authorities be respected by students?</td>
<td></td>
</tr>
<tr>
<td>11. Is taking over a building consistent with principles of justice?</td>
<td></td>
</tr>
<tr>
<td>12. Isn't it everyone's duty to obey the law, whether one likes it or not?</td>
<td></td>
</tr>
</tbody>
</table>

#### Most important item: 1 2 3 4 5 6 7 8 9 10 11 12
#### Second most important: 1 2 3 4 5 6 7 8 9 10 11 12

### Please provide the following information about yourself:

1. **Age in years:**
   - [ ] 0
   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5
   - [ ] 6
   - [ ] 7
   - [ ] 8
   - [ ] 9
   - [ ] 10
   - [ ] 11
   - [ ] 12

2. **Sex (mark one):**
   - [ ] Male
   - [ ] Female

3. **Level of Education (mark highest level of formal education attained, if you are currently working at that level [e.g., Freshman in college] or if you have completed that level [e.g., if you finished your Freshman year but have gone on no further].)**
   - [ ] Grade 1 to 6
   - [ ] Grade 7, 8, 9
   - [ ] Grade 10, 11, 12
   - [ ] Vocational/technical school (without a bachelor's degree) (e.g., Auto mechanic, beauty school, real estate, secretory, 2-year nursing program).
   - [ ] Junior college (e.g., 2-year college, community college, Associate Arts degree)
   - [ ] Freshman in college in bachelor degree program.
   - [ ] Sophomore in college in bachelor degree program.
   - [ ] Junior in college in bachelor degree program.
   - [ ] Senior in college in bachelor degree program.
   - [ ] Professional degree (Practitioner degree beyond bachelor's degree) (e.g., M.D., M.B.A., Bachelor of Divinity, D.D.S. in Dentistry, J.D. in law, Masters of Arts in teaching, Masters of Education [in teaching], Doctor of Psychology, Nursing degree along with 4-year Bachelor's degree)
   - [ ] Masters degree (in academic graduate school)
   - [ ] Doctoral degree (in academic graduate school, e.g., Ph.D. or Ed.D.)
   - [ ] Other Formal Education. (Please describe: _______________________

4. **In terms of your political views, how would you characterize yourself (mark one)?**
   - [ ] Very Liberal
   - [ ] Somewhat Liberal
   - [ ] Neither Liberal nor Conservative
   - [ ] Somewhat Conservative
   - [ ] Very Conservative

5. **Are you a citizen of the U.S.A.?**
   - [ ] Yes
   - [ ] No

6. **Is English your primary language?**
   - [ ] Yes
   - [ ] No

### Thank You.

Please do not write in this area.
In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

- Worked harder than you thought you could to meet an instructor’s standards or expectations
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Had serious conversations with students who are very different from you, in terms of their students on projects during class
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
- Had serious conversations with students who are very different from you, in terms of their religious beliefs, political opinions, or personal values

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

- Memory and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Making judgments about the value of information, arguments, or methods, such as examining a particular case or situation in depth and considering its components
- Applying theories or concepts to practical problems or in new situations

Write in your year of birth: 19

Your sex:

- Male
- Female

Are you an international student or foreign national?

- Yes
- No

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

- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

What is your current classification in college?

- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

Did you begin college at your current institution or elsewhere?

- Started here
- Started elsewhere

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

- Vocational or technical school
- Community or junior college
- 4-year college other than this one
- None
- Other

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

- Full-time
- Less than full-time

Are you a member of a social fraternity or sorority?

- Yes
- No
1. During the current school year, about how much reading and writing have you done?
   a. Number of assigned textbooks, books, or book-length packs of course readings
      None 1-4 5-10 11-20 More than 20
   b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
      None 1-4 5-10 11-20 More than 20
   c. Number of written papers or reports of 20 pages or more
      None 1-4 5-10 11-20 More than 20
   d. Number of written papers or reports between 5 and 19 pages
      None 1-4 5-10 11-20 More than 20
   e. Number of written papers or reports of fewer than 5 pages
      None 1-4 5-10 11-20 More than 20

2. In a typical week, how many homework problem sets do you complete?
   None 1-2 3-4 5-6 More than 6

3. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.
   Very little    Very much
   1   2   3   4   5

4. During the current school year, about how often have you done each of the following?
   a. Attended an art exhibit, play, dance, music, theater, or other performance
      Very often Often Some-times Never
   b. Exercised or participated in physical fitness activities
      Very often Often Some-times Never
   c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
      Very often Often Some-times Never
   d. Examined the strengths and weaknesses of your own views on a topic or issue
      Very often Often Some-times Never
   e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
      Very often Often Some-times Never
   f. Learned something that changed the way you understand an issue or concept
      Very often Often Some-times Never

5. Which of the following have you done or do you plan to do before you graduate from your institution?
   a. Practicum, internship, field experience, co-op experience, or clinical assignment
   b. Community service or volunteer work
   c. Participate in a learning community or some other formal program where groups of students take two or more classes together
   d. Work on a research project with a faculty member outside of course or program requirements
   e. Foreign language coursework
   f. Study abroad
   g. Independent study or self-designed major
   h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
   i. Preparation for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   j. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   k. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   l. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   m. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   n. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   o. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   p. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   q. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   r. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   s. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   t. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   u. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   v. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   w. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   x. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   y. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   z. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

6. To what extent does your institution emphasize each of the following?
   a. Spending significant amounts of time studying and on academic work
   b. Providing the support you need to help you succeed academically
   c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
   d. Helping you cope with your non-academic responsibilities (work, family, etc.)
   e. Providing the support you need to thrive socially
   f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)
   g. Using computers in academic work

7. Mark the box that best represents the quality of your relationships with people at your institution.
   a. Relationships with other students
      Unfriendly, Unsupportive, Sense of alienation
      Friendly, Supportive, Sense of belonging
   b. Relationships with faculty members
      Unavailable, Unhelpful, Unsupportive
      Available, Helpful, Supportive
   c. Relationships with administrative personnel and offices
      Unhelpful, Inconsiderate, Rigid
      Helpful, Considerate, Flexible

8. About how many hours do you spend in a typical 7-day week doing each of the following?
   a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   b. Working for pay on campus
   c. Working for pay off campus
   d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
   e. Relaxing and socializing (watching TV, partying, etc.)
   f. Providing care for dependents living with you (parents, children, spouse, etc.)
   g. Commuting to class (driving, walking, etc.)

9. To what extent has your experience at this school year, about how much reading and writing have you done?

10. How would you evaluate your entire educational experience at this institution?
    a. Acquiring a broad general education
    b. Acquiring job or work-related knowledge and skills
    c. Writing clearly and effectively
    d. Speaking clearly and effectively
    e. Thinking critically and analytically
    f. Analyzing quantitative problems
    g. Using computing and information technology
    h. Working effectively with others
    i. Voting in local, state, or national elections
    j. Learning effectively on your own
    k. Understanding yourself
    l. Resolving conflicts effectively
    m. Solving complex real-world problems
    n. Developing a personal code of values and ethics
    o. Contributing to the welfare of your community
    p. Developing a deeper sense of spirituality

11. Overall, how would you evaluate the quality of academic advising you have received at your institution?
    a. Excellent
    b. Good
    c. Fair
    d. Poor

12. If you could start over again, would you go to the same institution you are now attending?
    a. Definitely yes
    b. Probably yes
    c. Probably no
    d. Definitely no
GENERAL INSTRUCTIONS: This survey contains questions about your activities and experiences during this academic year. There is neither a right nor wrong answer to any question. Please do your best to provide complete information. However, if you cannot respond to an item, feel free to leave the response blank. Your identity and responses will be held in strict confidence.

DIRECTIONS:
- Use only a soft lead, #2 pencil—no mechanical pencils. Do not use an ink or ballpoint pen.
- Fill in the appropriate ovals completely.
- Make your marks heavy and dark and keep within the ovals.
- To change an answer, erase your mark completely and then mark your new choice.
- Mark only ONE response for each question.

Note: Before you begin the survey, please print your Study ID Number, located on the label of your envelope, in the boxes to the right. Then, fill in the corresponding oval below each box.

Section I

1. What is the highest academic degree you intend to earn in your lifetime? (Mark only one oval.)

- Vocational/technical certificate or diploma
- Associate degree (A.A., A.S., or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., M.B.A., etc.)
- Law (J.D.)
- Doctorate (Ph.D., Ed.D., M.D.)

2. During this academic year, how many courses have you taken or are you taking in the general areas listed below?

- 0 Courses
- 1 Course
- 2 Courses
- 3 Courses
- 4 Courses
- 5 or More Courses

A. Fine Arts, Humanities, and Languages (e.g., art, music, philosophy, religion, history)
B. Mathematics/Statistics/Computer Science
C. Natural Sciences (e.g., chemistry, physics)
D. Social Science (e.g., anthropology, economics, psychology, political science, sociology)
E. Allied Health (e.g., nursing, physical therapy)
F. Business
G. Education
H. Engineering
I. Other Pre-professional (e.g., architecture, agriculture, journalism)

3. Have you received and/or are you now receiving the following types of financial aid?

- Yes
- No

- A. Loans
- B. Scholarships and/or grants
- C. Work-study

Section II

1. Below are some activities in which students often participate while in college. Indicate if you have or have not had each experience during your time at this college.

- Yes
- No

A. Participated in a living-learning community where your residence was connected to an academic program
B. Participated in a learning community where you and a group of students took two or more classes together
C. Held a leadership position in a student club, campus organization, residence hall, or fraternity/sorority
D. Been a member of an honors college or honors program
E. Served as a resident assistant/advisor
F. Served as a peer educator in a non-academic area (e.g., health and wellness, career exploration)
G. Served as a student orientation leader
H. Participated in a leadership-training program
I. Participated in a seminar designed specifically for first-year students (e.g., First-Year, Freshman Seminar)
J. Was a member of a religious congregation or group
K. Discussed a personal problem or concern with a faculty member

2. How often have you engaged in each of the following activities during this academic year?

- Very Often
- Often
- Sometimes
- Rarely
- Never

A. Attended a debate or lecture on a current political/social issue
B. Participated in intramural sports
C. Participated in a racial or cultural awareness workshop
D. Participated in activities that helped you explore career options
3. In how many of the following courses or activities have you participated or taken part during this academic year?

<table>
<thead>
<tr>
<th>Courses or Activities</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Courses or Activities</td>
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<tr>
<td>1 Course or Activity</td>
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<td>2 Courses or Activities</td>
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<tr>
<td>4 or More Courses or Activities</td>
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</tbody>
</table>

- A. Courses focusing on diverse cultures and perspectives (e.g., African American Studies, Latino Studies)
- B. Courses focusing on women's/gender studies
- C. Courses focusing on issues of equality and/or social justice
- D. Courses taught by more than one instructor, each from a different department
- E. Student clubs or campus organizations

4. Below are statements about your contact and interactions with faculty. Indicate the extent to which you agree/disagree with each.

<table>
<thead>
<tr>
<th>Interaction</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. My non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.</td>
<td></td>
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<tr>
<td>B. My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.</td>
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<tr>
<td>C. My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.</td>
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<tr>
<td>D. Since coming to this institution, I have developed a close, personal relationship with at least one faculty member.</td>
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<tr>
<td>E. I am satisfied with the opportunities to meet and interact informally with faculty members.</td>
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</tbody>
</table>

5. Below are statements about your views of the faculty's interest in teaching and students. Indicate the extent to which you agree/disagree with each.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. faculty are genuinely interested in students.</td>
<td></td>
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<tr>
<td>B. faculty are interested in helping students grow in more than just academic areas.</td>
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<tr>
<td>C. faculty are outstanding teachers.</td>
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<tr>
<td>D. faculty are genuinely interested in teaching.</td>
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<tr>
<td>E. faculty are willing to spend time outside of class to discuss issues of interest and importance to students.</td>
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</tbody>
</table>

6. Below are statements about receiving feedback from faculty concerning your learning in the classroom. How often have you experienced each?

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. faculty informed me of my level of performance in a timely manner.</td>
<td></td>
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<tr>
<td>B. faculty checked to see if I had learned the material well before going on to new material.</td>
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</tbody>
</table>

7. Below are statements about experiences you may have had in class. How often have you experienced each?

<table>
<thead>
<tr>
<th>Experience</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. faculty asked challenging questions in class.</td>
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<tr>
<td>B. faculty asked me to show how a particular course concept could be applied to an actual problem or situation.</td>
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<tr>
<td>C. faculty asked me to point out any fallacies in basic ideas, principles, or points of view presented in the course.</td>
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<tr>
<td>D. faculty asked me to argue for or against a particular point of view.</td>
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<tr>
<td>E. faculty challenged my ideas in class.</td>
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<tr>
<td>F. students challenged each other's ideas in class.</td>
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</tbody>
</table>

8. Below are statements about faculty skill/clarity as well as preparation and organization in teaching. Taking into consideration all of the faculty with whom you’ve interacted at this college/university, how often have you experienced each?

<table>
<thead>
<tr>
<th>Skill/Clarity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. faculty gave clear explanations.</td>
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<tr>
<td>B. faculty made good use of examples and illustrations to explain difficult points.</td>
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<tr>
<td>C. faculty effectively reviewed and summarized the material.</td>
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<tr>
<td>D. faculty interpreted abstract ideas and theories clearly.</td>
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<tr>
<td>E. faculty gave assignments that helped in learning the course material.</td>
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<tr>
<td>F. the presentation of material was well organized.</td>
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<tr>
<td>G. faculty were well prepared for class.</td>
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<td>H. class time was used effectively.</td>
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<tr>
<td>I. course goals and requirements were clearly explained.</td>
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<tr>
<td>J. faculty had a good command of what they were teaching.</td>
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</tbody>
</table>

9. Indicate the extent to which you agree/disagree with each of the following statements about your experiences at this college.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. courses have helped me understand the historical, political, and social connections of past events.</td>
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<tr>
<td>B. courses have helped me see the connections between my intended career and how it affects society.</td>
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<tr>
<td>C. my out-of-class experiences have helped me connect what I have learned in the classroom with life events.</td>
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<tr>
<td>D. my out-of-class experiences have helped me translate knowledge and understanding from the classroom into action.</td>
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<tr>
<td>E. my out-of-class experiences have had a positive influence on my intellectual growth and interest in ideas.</td>
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<tr>
<td>F. my out-of-class experiences have had a positive influence on my personal growth, attitudes, and values.</td>
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</tbody>
</table>
10. Below are descriptions of the types of exams or assignments you may have had at this college. How often have you experienced each?

Exams or assignments required me to . . .

- A. write essays.
- B. solve problems.
- C. use course content to address a problem not presented in the course.
- D. compare or contrast topics or ideas from a course.
- E. point out the strengths and weaknesses of a particular argument or point of view.
- F. argue for or against a particular point of view and defend my argument.

11. Below are statements about experiences you may have had with other students at this college. To what extent do you agree/disagree with each?

A. Since coming to this institution, I have developed close personal relationships with other students.
B. The student friendships I have developed at this institution have been personally satisfying.
C. My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.
D. My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.
E. It has been difficult for me to meet and make friends with other students.
F. Few of the students I know would be willing to listen to me and help me if I had a personal problem.
G. Most students at this institution have values and attitudes different from my own.

12. How often have you had the following interactions with diverse students (e.g., students differing from you in race, national origin, values, religion, political views) while attending this college?

A. Had discussions regarding inter-group relations
B. Had meaningful and honest discussions about issues related to social justice
C. Shared personal feelings and problems
D. Had guarded, cautious interactions
E. Felt silenced by prejudice and discrimination from sharing my own experiences
F. Had hurtful, unresolved interactions
G. Had tense, somewhat hostile interactions
H. Felt insulted or threatened based on my race, national origin, values, or religion

13. Below are statements about learning cooperatively with other students on academic matters. How often have you experienced each?

A. In my classes, students taught each other in addition to faculty teaching.
B. Faculty encouraged me to participate in study groups outside of class.
C. I have participated in one or more study group(s) outside of class.

14. How frequently have you interacted with student affairs professionals (e.g., residence hall staff, career counselor, student union or campus activities staff) as described below?

A. Discussed a personal problem or concern
B. Had serious discussions with staff whose political, social, or religious opinions were different from your own
C. Worked on out-of-class activities (e.g., committees, orientation, student life activities)
D. Talked about career plans
E. Discussed ideas from your reading or classes
F. Discussed grades or assignments

Section III

1. How important to you personally is each of the following?

- Essential
- Very Important
- Somewhat Important
- Not Important

A. Becoming accomplished in one of the performing arts (e.g., acting, dancing, singing)
B. Obtaining recognition from my colleagues for contributions to my field of expertise
C. Influencing the political structure
D. Influencing social values
E. Raising a family
F. Having administrative responsibility for the work of others
G. Helping others who are in difficulty
H. Making a theoretical contribution to science
I. Writing original works (e.g., poems, novels, short stories)
J. Creating artistic work (e.g., painting, sculpture, film)
K. Becoming successful in a business of my own
L. Becoming involved in activities that preserve and enrich the environment
M. Developing a meaningful philosophy of life
N. Volunteering in my community
O. Helping to promote racial understanding
P. Keeping up to date with political affairs
Q. Becoming a community leader
R. Integrating spirituality into my life
S. Improving my understanding of other countries and cultures
T. Working to find a cure for a disease or illness
U. Making a lot of money
V. Working in a prestigious occupation
W. Becoming passionate about or committed to my occupation
2. Indicate the extent to which you agree/disagree with each of the following statements about your views or perspectives in general.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

A. I enjoy having discussions with people whose ideas and values are different from my own.
B. The real value of a college education lies in being introduced to different values.
C. I enjoy talking with people who have values different from mine because it helps me better understand myself and my values.
D. Learning about people from different cultures is a very important part of my college education.
E. I enjoy taking courses that challenge my beliefs and values.
F. The courses I enjoy most are those that make me think about things from a different perspective.
G. Contact with individuals whose backgrounds (e.g., race, national origin, sexual orientation) are different from my own is an essential part of my college education.
H. I am willing to work hard in a course to learn the material even if it won’t lead to a higher grade.
I. When I do well on a test, it is usually because I am well-prepared, not because the test is easy.
J. I frequently do more reading in a class than is required simply because it interests me.
K. I frequently talk to faculty outside of class about ideas presented during class.
L. Getting the best grades I can is very important to me.
M. I enjoy the challenge of learning complicated new material.
N. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most important part of college.
O. My academic experiences (i.e., courses, labs, studying, discussions with faculty) will be the most enjoyable part of college.
P. I enjoy reading poetry and literature.
Q. I enjoy reading about science.
R. I enjoy reading about history.
S. I enjoy expressing my ideas in writing.
T. After I write about something, I see that subject differently.
U. If I have something good to read, I’m never bored.

3. How often have you had the following experiences while attending this college?

- Very Often
- Often
- Sometimes
- Rarely
- Never

A. Encountered diverse perspectives on campus outside the classroom (e.g., administrative offices, public forums)
B. Made friends with a student whose race was different from your own
C. Made friends with a student from another country
D. Had serious discussions with other students about different lifestyles and customs
E. Had serious discussions with other students about major social issues such as racial diversity, human rights, equality, or justice
F. Had serious discussions with faculty whose political, social, or religious opinions were different from your own

4. In a typical one-week period during this year in college, how often did you consume alcoholic beverages?

- 0 times per week
- 1 time per week
- 2 times per week
- 3 times per week
- 4 times per week
- 5 times per week
- 6 times per week
- More than 7 times per week

5. In a typical one-week period during this year in college, how often did you have 5 or more “drinks” in one sitting? (A “drink” is a 12-ounce can of beer, a 4-ounce glass of wine, 1 wine cooler, 1 shot of liquor, or 1 mixed drink.)

- 0 times
- 1 time
- 2 times
- 3–4 times
- 5 or more times

6. How many cigarettes do you smoke a day?

- I don’t smoke cigarettes.
- Less than 1/2 pack
- 1/2 to 1 pack
- More than 1 pack but less than 2 packs
- 2 or more packs

7. How often do you feel that you are “sleep deprived” (i.e., don’t get enough sleep to function effectively)?

- Almost always
- Frequently
- Occasionally
- Seldom
- Never

Thank you for your answers to these questions.