First-Year Experiences and Senior Transitions Topical Module (2021)

This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.

First-Year Experiences

1. During the current school year, about how often have you done the following?
Response options: Very often, Often, Sometimes, Never
   a. Studied when there were other interesting things to do
   b. Found additional information for course assignments when you didn't
   a. understand the material
   b. Participated in course discussions, even when you didn't feel like it
   c. Asked instructors for help when you struggled with course assignments
   d. Finished something you had started when you encountered challenges
   e. Stayed positive, even when you did poorly on a test or assignment

2. During the current school year, how difficult have the following been for you?
Response options: Not at all difficult (1) to Very difficult (6)
   a. Learning course material
   b. Managing your time
   c. Getting help with school work
   d. Interacting with faculty

3. During the current school year, about how often have you sought help with coursework from the following sources?
Response options: Very often, Often, Sometimes, Never
   a. Faculty members
   b. Academic advisors
   c. Learning support services (tutoring, writing center, success coaching, etc.)
   d. Friends or other students
   e. Family members
   f. Other persons or offices

4. During the current school year, have you participated in a first-year seminar or other course that introduces students to expectations of the academic community and college success skills (goalsetting, study skills, campus resources, etc.)?
Response options: Yes, No, Unsure

5a. During the current school year, have you seriously considered leaving this institution?
Response options: Yes, No

5b. [If answered "Yes"] Why did you consider leaving? (Select all that apply.)
Response options: Academics are too difficult; Academics are too easy; Other academic issues (major not offered, course availability, advising, credit transfer, etc.); Financial concerns (costs or financial aid); To change your career options (transfer to another school or program, military service, etc.); Difficulty managing demands of school and work; Too much emphasis on partying; Not enough opportunities to socialize and have fun; Relations with faculty and staff; Relations with other students; Campus climate, location, or culture; Unsafe or hostile environment; Personal reasons (family issues, physical or mental health, homesickness, stress, etc.); A reason not listed above, please specify: [text box]

6. How important is it to you that you graduate from this institution?
Response options: Not important (1) to Very important (6)

Senior Transitions

1. Do you expect to graduate this spring or summer?

Response options: Yes, No

1a. After graduation, what best describes your immediate plans?

Response options: Full-time employment, Part-time employment, Graduate or professional school, Military service, Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.), Internship (paid or unpaid), Travel or gap year, No plans at this time, Other, please specify: [text box]

1b. [If answered "Full-time employment" or "Part-time employment"] Do you already have a job for after graduation?

Response options: No; Yes, I will start a new job; Yes, I will continue in my current job

2. To what extent have courses in your major(s) prepared you for your post-graduation plans?

Response options: Very much, Quite a bit, Some, Very little

3. Do you intend to work eventually in a field related to your major(s)?

Response options: Yes, No, Unsure

4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?

Response options: Yes, No, Unsure

5. Do you plan to start your own business (nonprofit or for-profit) someday?

Response options: Yes, No, Unsure

6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

Response options: Very much, Quite a bit, Some, Very little
   a. Critical thinking and analysis of arguments and information
   b. Creative thinking and problem solving
   c. Research skills
   d. Clear writing
   e. Persuasive speaking
   f. Technological skills
   g. Financial and business management skills
   h. Entrepreneurial skills
   i. Leadership skills
   j. Networking and relationship building

7. To what extent has your coursework in your major(s) emphasized the following?

Response options: Very much, Quite a bit, Some, Very little
   a. Generating new ideas or brainstorming
   b. Taking risks in your coursework without fear of penalty
   c. Evaluating multiple approaches to a problem
   d. Inventing new methods to arrive at unconventional solutions

8. Have you been creating an ePortfolio or other collection that includes samples of your work over time, shows your progress, and helps you reflect on the knowledge and skills you have gained?

Response options: Yes, No, Unsure

Inclusiveness and Engagement with Cultural Diversity Topical Module (2020)

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module.

1. During the current school year, how much has your coursework emphasized the following?
Response options: Very much, Quite a bit, Some, Very little
   a. Developing the skills necessary to work effectively with people from various backgrounds
   b. Recognizing your own cultural norms and biases
   c. Sharing your own perspectives and experiences
   d. Exploring your own background through projects, assignments, or programs
   e. Learning about other cultures
   f. Discussing issues of equity or privilege
   g. Respecting the expression of diverse ideas

2. How much does your institution emphasize the following?
Response options: Very much, Quite a bit, Some, Very little
   a. Demonstrating a commitment to diversity
   b. Providing students with the resources needed for success in a multicultural world
   c. Creating an overall sense of community among students
   d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)
   e. Providing information about anti-discrimination and harassment policies
   f. Taking allegations of discrimination or harassment seriously
   g. Helping students develop the skills to confront discrimination and harassment

3. How much does your institution provide a supportive environment for the following forms of diversity?
Response options: Very much, Quite a bit, Some, Very little
   a. Racial/ethnic identity
   b. Gender identity
   c. Economic background
   d. Political affiliation
   e. Religious affiliation
   f. Sexual orientation
   g. Disability status

4. During the current school year, about how often have you done the following?
Response options: Very often, Often, Sometimes, Never
   a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people
   b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)
   c. Participated in a diversity-related club or organization
   d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)
   e. Reflected on your cultural identity