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ABSTRACT

An outcomes study for Eastern New Mexico University is proposed that would track every third freshman class from the time of arrival until about 3 years after leaving the university. After contact with the new freshmen, the contact again occurs at the end of the sophomore year and at the time of graduation. Students who do not return will be contacted to determine reasons for withdrawal. Fifteen possible research questions that the study could answer are identified. Time frames for collecting data for persisting and withdrawing students are considered. Expenses associated with tracking one class using American College Testing (ACT) program forms are estimated. Data collection instruments of the College Board/National Center for Higher Education Management System (NCHEMS) and the ACT program are most appropriate for the study. Appended are: the NCHEMS and College Board's "Entering-Student Questionnaire," the "Continuing-Student Questionnaire," the "Program-Completer and Graduating-Student Questionnaire," the "Former-Student Questionnaire," the "Recent-Alumni Questionnaire," and the "Long-Term Alumni Questionnaire" and ACT's "Entering Student Survey," "Student Opinion Survey," the "Alumni Survey," and the "Withdrawing/Nonreturning Student Survey." (SW)

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OUTCOMES AND IMPACTS:
A STUDENT TRACKING STUDY FOR
EASTERN NEW MEXICO UNIVERSITY

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- commissioned papers
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(including consultation, referrals, a national directory, and more)

This paper is part of an on-going assessment collection maintained by the Forum. We are pleased to make it more widely available through the ERIC system.

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INTRODUCTION

The American public used to accept the value of a college education without question. Most graduates acquired high level good paying jobs, were considered well-educated individuals, and seen as leaders of society. However, over the past two decades a number of major trends have changed how the general public views postsecondary education. First, many institutions are now faced with stable or declining enrollments. National enrollment projections show continual declines until approximately 1997 when the college age cohort is expected to start increasing. Second, fewer graduates are being offered high-level good paying jobs. Third, institutional costs are increasing while funding is decreasing. This is especially true in New Mexico where enrollment, the state population, and the state general revenue are all unstable. Fourth, institutions have been expanding the number of courses and degree programs they offer while at the same time not phasing-out low and no demand programs. Fifth, the focus of education has moved away from the "educated person" concept and towards vocationalism -- the employability of graduates. Finally, the undergraduate curriculum has been slowly deteriorating to the point of complete disarray. Educational quality has now been replaced by mediocrity and employability has become the criteria of success.

Public concern over these factors is being expressed through the demand for more accountability. This situation has prompted the questioning of the goals and objectives of postsecondary education in general and of specific institutions. As a result, institutions of postsecondary education are studying the impact they have on their students and are trying to redefine their curriculum in terms of quality and student

involvement. Institutions are now under pressure to: (1) document both the cognitive and affective impact the institution has on its students; and (2) decrease the institution's current attrition rate. The issues of quality and student involvement are so critical that they were the focus of the 1985 AAHE (American Association for Higher Education) national conference and the thrust of several nationally known reports sponsored by the federal government.

A review of the relevant literature reveals a plethora of studies focusing on college students and what happens to them during and after attendance (see Feldman and Newcomb, 1969; Trent and Medsker, 1968; Astin, 1977; Bowen, 1977; Lenning et al., 1974; and Pace, 1979). There is also an abundance of data focusing on student attrition and retention -- what are the characteristics of the withdrawing/nonreturning students and why do they leave (see Astin, 1971 and 1975; Tinto, 1975; Pantages and Creedon, 1978; and Pascarella, 1982)? While their results are consistent with each other, the above mentioned studies focus on national data and therefore cannot provide the specific types of data needed to make the hard policy decisions facing Eastern New Mexico University.

In order to establish a better understanding of the impact Eastern New Mexico University has on its students, it is essential that a longitudinal outcomes study be implemented. The information generated by such a study should prove useful to all segments of the campus and greatly aid in improving the quality of the undergraduate experience at Eastern New Mexico University as well as aiding in resource allocation and retrenchment decisions.

METHODOLOGY

The study being proposed is a comprehensive outcomes study which is to be implemented on a cyclical basis (preferably tracking every third freshman class). This study is being designed to track a given freshman class from the time they apply to the institution until approximately three years after they leave. This type of study incorporates both the traditional attrition/retention type of study as well as the classical outcomes type of study. The tracking of every third freshman class allows for the development of trend data as well as between class comparisons. The design being recommended was developed by Peter Ewell for NCHEMS (Ewell, 1984). In his design (figure 1) tracking begins as soon as the student applies for admission to the institution and continues until three to five years after the student graduates.

For the purpose of this study, initial student contact begins when the student actually enrolls for the first time (see Figure 2). The next point of contact occurs at the end of the sophomore year with contact again at the time of graduation. Fall and spring enrollments will be monitored to identify those students who do not return. Once identified, these students can be contacted for the purpose of investigating the reasons they withdrew from the university. Students who officially withdraw will be surveyed as part of the withdrawing process. The last contact with the student (now a former student) comes approximately three years after graduation. In total, the tracking of one freshman class will take seven years.

CONTROL OF THE STUDY

To ensure that the data collected is of use for "educational"

FIGURE 1

STUDENT-OUTCOMES DATA-COLLECTION POINTS FOR COLLEGES AND UNIVERSITIES

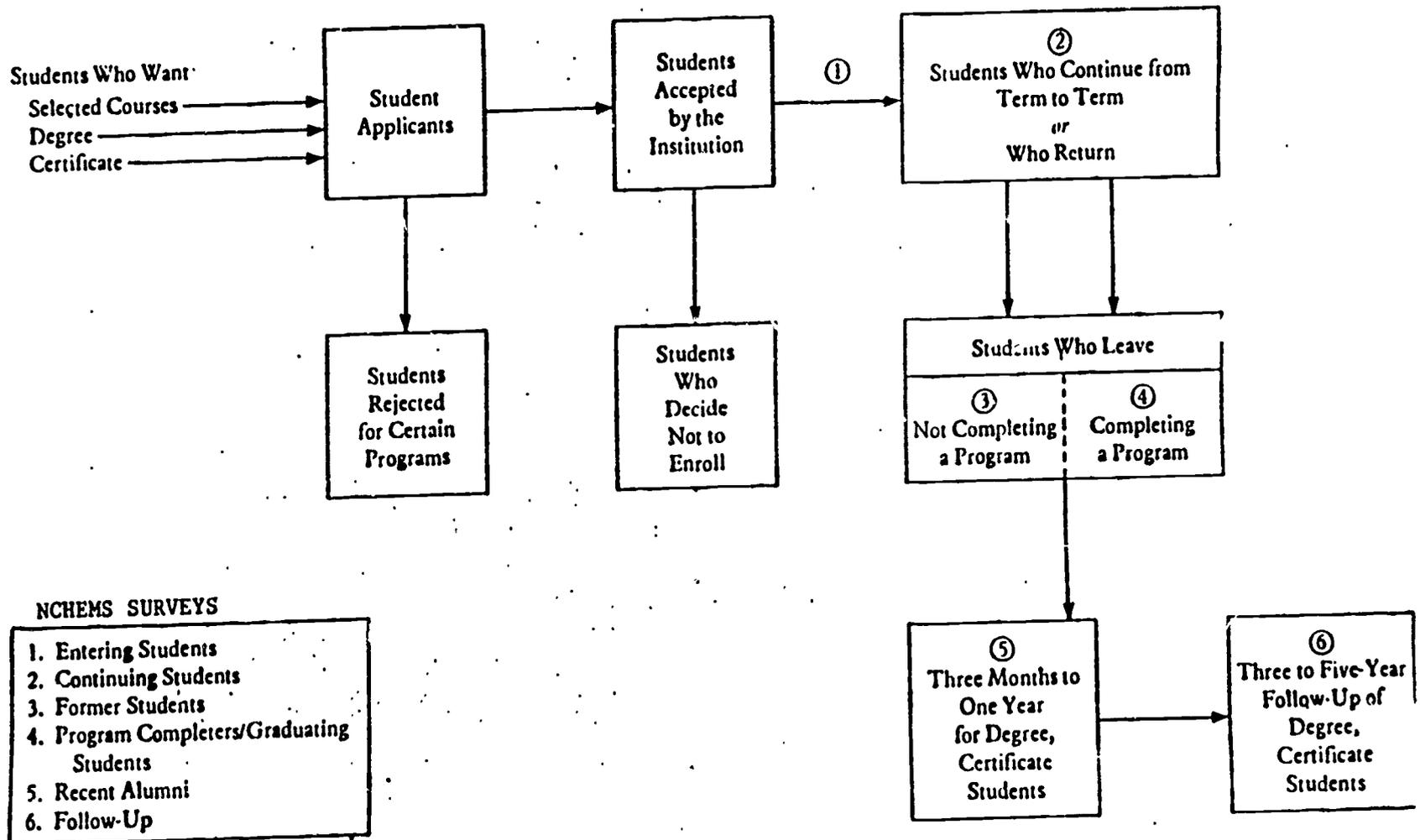
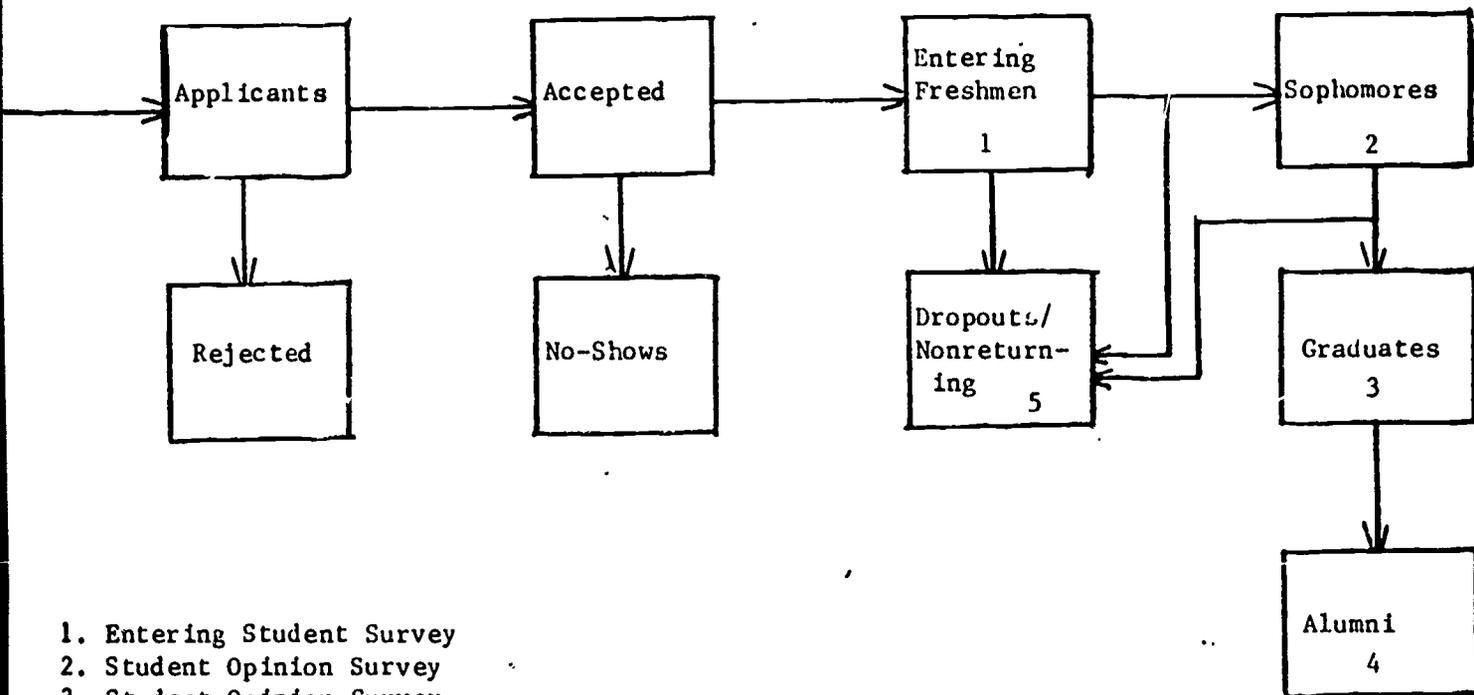


Figure 2
Student Tracking Flowchart



1. Entering Student Survey
2. Student Opinion Survey
3. Student Opinion Survey
4. Alumni Survey
5. Withdrawing/Nonreturning Student Survey

improvement and policymaking at Eastern New Mexico University, it is essential to appoint a steering/advisory committee. The role of the committee will be: (1) to develop the specific research questions that will guide this study and dictate the type of data to be collected; (2) provide guidance to the study and provide insight to possible improvements in design and data analysis; (3) to develop specific guidelines for the implementation and continual operation of the study; (4) the continual evaluation of the study, to identify possible weaknesses and needed modification; and (5) authorizing data analysis and distribution of reports. One caveat to the charge of the committee is that currently there is no best way to measure cognitive impact/outcomes nor are there any standardized tests developed for such a project. Therefore, determining how to define cognitive impacts/outcomes and the determining of how to measure them will be the initial focus of the committee (several suggestions will be presented later in this proposal). The committee is an integral component to the success of this study with its importance far exceeding the initial design and implementation of data collection. It is the charge of the committee to keep the study current and "timely" as well as to generate and distribute reports.

Given the importance of this committee and the role it will serve, its composition is critical. The committee needs to be representative of program and policy areas on campus. Therefore, members should be drawn from the faculty and administration. The selection of faculty members to serve on this committee will be crucial. It is imperative that the faculty members selected be concerned with student development and that they be able to be active participants on the committee. The administrative sector encompasses divisions with each focusing on different issues and concerns. Members from the administrative areas should be drawn from student affairs,

academic affairs, business affairs, and a non-voting member representing the planning office. Because data collection will be the major effort and will rely on using student records and possibly amending the registration process, it is essential that the registrar and/or the chief admissions officer be a member of the committee. It is recommended that the advisory committee be composed as follows: Eldon Walker, George Mehaffy, Robert Wilkinson, Richard Walsh, Paul Formo, Pat Caldwell, Dale Davis, Carol Holden, Renee Neely, Winston Cox, and the new Dean of the College of Liberal Arts. This list of names should be forwarded to the Deans and Vice Presidents for their approval and/or modification. It is also recommended that once the committee has been formed that President Matheny appoint one of the members as chairperson.

Two final points need clarification at this point. First, the actual data collection process and the day-to-day operations of the study should be under the direction of the registrar and/or the chief admissions officer. This recommendation is advanced because the key to the success of this study will be the institution's ability to identify and track specific students. The second point of clarification focuses on the role the Institutional Research staff will play in this study. Given the inherent nature of the office and the function its staff serves, the role of the Institutional Research staff should be to provide direct staff support to the advisory committee. This support should include data analysis and report writing as well as any technical support as needed.

POSSIBLE RESEARCH QUESTIONS

1. Why do Eastern New Mexico University students change majors?
2. What kinds of Liberal Arts courses do students majoring in the professional degree programs enroll in?

3. What do those student who are denied admissions in to the professional degree programs do?
4. What is the impact of Eastern's current advising system on students?
5. Is there a correlation between a student's intended course of study and the actual course of study attempted and/or completed?
6. What are the characteristics of those students who: (1) apply to Eastern; (2) are accepted; (3) are rejected; and (4) are accepted but do not enroll?
7. Impacts/Outcomes
 - What are the cognitive impacts/outcomes of attending Eastern?
 - What impact does Eastern have on its students?
 - How do the above two categories vary according to student majors and/or entering characteristics?
8. What are the differences between withdrawing/nonreturning students and persisters?
 - Do the differences vary by student major?
9. How successful are Eastern's graduates in finding satisfactory employment after graduation?
 - How many find employment in the fields for which they are prepared?
10. Do those students who enroll in the SAS courses do better academically and/or persist longer than those students who do not enroll in the SAS courses?
11. Why do students select Eastern?
 - Do reasons vary according to their degree of success with Eastern?
12. Why do students withdraw/leave Eastern?
 - Do the stated reasons vary across majors and/or entering student characteristics?
13. Are there any identifiable curricular clusters students follow as they progress through Eastern?
 - Do these patterns vary by major or college?
 - Do these patterns vary according to the reasons given for attending Eastern?

14. How involved are students in their undergraduate experience?

15. How well are students liking their classes and does the degree of satisfaction vary by department?

POPULATION OF INQUIRY

The population of investigation for this study will be the entering freshman class for the fall 1985 semester. This includes all students who apply for the fall 1985 semester whether they actually enroll or not. Defining the population as all first-time freshman applicants for the fall semester provides the opportunity to investigate the success of current recruiting activities as well as determining Eastern's applicant to enrollment ratio. The initial research population, for data collection purposes will be the first-time entering freshman class for the fall 1985 semester. Given the design of the study as described above, the data collection process will be used to track every third fall freshman class. Therefore, the fall 1985 class will be the first, the fall 1987 will be the second and so on until it is decided that the study is no longer needed.

INSTRUMENTATION

Astin (1977, page 7) states that "...a thorough examination of the impact of college must take into account a wide range of outcomes. There is no easy way to capture the impact of college adequately in one or two simple measures such as credits and degrees or job placement." There is a great need to identify a variety of measures to use in this study in order to identify and measure the impact Eastern New Mexico University has on its students. However, given the importance of the advisory committee

recommended for this study, the exact data collection instruments cannot be identified at this time.

Several agencies (NCHEMS, ACT, ETS, ACE/CIRP, and HERI at UCLA) provide what can be best described as basic data collection forms with supporting data analysis and reporting services. These materials are designed to support college outcome and retention/attrition types of studies. Also, some will provide a data tape for the user's own analysis. NCHEMS will also provide, for a fee, comparative national data. For the purpose of this study either the NCHEMS or ACT instruments are most appropriate only for collecting the most superficial data necessary to support this study. The survey forms and all pertinent information about the NCHEMS service and the ACT services are found in Appendix A and B of this proposal (NCHEMS in Appendix A and ACT in Appendix B).

The NCHEMS survey materials are designed to support a total student tracking type of outcomes study. The data collection forms are designed such that comparisons can be made at anytime during the student's progress through the institution. Each data form also has space to add fifteen more questions of the user's design. The ACT data forms are designed to provide data about students, but not as part of a total tracking system. However, compared to the NCHEMS survey materials, the data items on each of the forms appear to be more direct and get to the particulars. The ACT forms also have provisions for adding thirty additional questions of the user's design. The only real problem with the ACT data forms as they relate to this study is the lack of a data form for graduating seniors. However, this void can be dealt with using the advisory committee's direction and input as to the research question to be asked. It needs to be emphasized that neither the NCHEMS nor the ACT data focuses on cognitive impacts.

For the purpose of this study, the ACT forms in Appendix B are best suited as the basic data collection forms. However, the ACT data should not be the only data collected that the ACT forms be the sole data collected. While the ACT forms acquire basic data about students, the forms will not address many of the specific questions aimed at areas the advisory committee will want to investigate. As previously stated, it is imperative that the advisory committee develop the research questions that will both guide this study and dictate the type of data collected. Other measures worth considering are: (1) Astin's Cooperative Institutional Research Program instrument; (2) Pace's measure of the "Quality of Involvement"; and (3) the using of the GRE as a pretest posttest measure of student academic development. It is also suggested that the committee invest considerable time and effort in determining the appropriate data to be collected and that their recommendations should not be guided by the size of the study group. It may well be that the committee would rather study a random sample and collect a wider variety of data and in more detail.

DATA COLLECTION PROCESS

The data collection time-frame should be as follows (see Figure 2). First, data collection instruments, including the ACT Entering Student Survey, should be administered to the entering freshman within the first two weeks of their entering fall semester. It would be most advantageous to make the data collection process part of the registration procedures to ensure the capturing of all students to be included, especially the late enrollees who might be missed if using a different means of surveying. The second point of data collection should come at the end of their sophomore year. This may prove to be difficult since students

cannot be forced to give of their free-time to complete data collection forms. It may be more advantageous to have the second data collection point at the actual enrollment period for the corresponding spring term, which immediately precedes the end of the sophomore year. The other alternative would be to capture those students who return for the following fall semester. Among the data instruments to be completed will be the ACT Student Opinion Survey. The third point for data collection comes as the students apply for graduation. Again the best point at which to collect the data for this period would be at the time the student applies for graduation. In this way it is assured that all students who are a part of the class being tracked and are graduating will be surveyed. Among the data forms to be completed at this time is the ACT Student Opinion Survey. Also, the current data form sent to students applying to Eastern needs to be revised.

So far, the time-frame for collecting data on those students who persist has been presented. However, there is another data collection process which needs discussion; the one for tracking those students who withdraw before they graduate. As there are basically two ways for the student to withdraw, two processes are needed for identifying those who withdraw. The first means by which a student can withdraw is officially. That is, by following the institution's procedures for withdrawing from the institution and receiving some financial reimbursement. Those students who officially withdraw should complete the ACT Withdrawing/Nonreturning Student Survey and all other data collection instruments (if possible) as part of the official withdrawing process. The second way a student withdraws is simply by leaving and not returning. For identification of those students who fit this category, enrollment status will be checked twice each semester. The first check should come as soon as possible after

the end of late enrollment with the second check at the end of each semester. Once a student has been identified as withdrawn from the institution the student should be contacted (preferably by phone) and the ACT Withdrawing/Nonreturning Student Survey form completed. The one real weakness to this design is that there will be limited data on those who unofficially withdraw.

At this point it needs to be emphasized that the data collection process being proposed has several critical impacts on both the current admissions and withdrawing process as well as the way student data is collected. The proposed process is dependent upon modifying the current admissions and withdrawing processes so those students included in the study can be easily identified and administered the appropriate data collection materials. This in turn implies the need to develop a process for identifying which students are being studied and what forms they need to complete. Finally, this data collection process implies the need for a flexible data base system capable of storing large amounts of data and having easy access to any or all of the data at any given time.

RESOURCES

Since the data collection process, including the types of data to be collected, has not been formalized, an accurate estimate of the resources needed to support this study is difficult to make. However, there are several standard items that will be needed regardless of what data is collected. First, a room will be needed where all data collection can be done. Depending on the final data collection process the size of the room could range from a small alcove with several tables to a large lecture

hall. There also needs to be approximately three individuals present at all times during the data collection process. These individuals are to oversee the process and resolve any problems which might arise. As for collecting the non-returning student data, one or two individuals can manage this process -- making phone calls as non-returning students are identified. Phone charges should be minimal since the majority of the students are in-state and there is access to a WATTS line. For the purpose of this proposal it is assumed that no additional personnel will be hired to conduct the data collection process. Current personnel in the registrar's office and the admissions office should be able to carry out the data collection. Again, the above suggestions are just that -- suggestions. They are dependent upon sample size and the type of data collected and how it is collected.

The following table shows the estimated expenses associated with tracking one class and using the ACT forms as previously discussed. The estimated amounts are based on a class size of 450 students and a fifty percent overall attrition rate. Based on these assumptions the following number of survey materials will be needed: (1) 500 Entering Student Surveys; (2) 275 Withdrawing/Nonreturning Student Surveys; (3) 550 Student Opinion Surveys; and (4) 275 Alumni Surveys. The other charges, with the exception of the process charges, are predetermined and are unaffected by the number of survey forms used. Since four major data collection points are being proposed, four data tapes will be requested as well as four data handling/processing procedures.

ESTIMATED EXPENSES

Surveys	1600	\$ 5.00 per 25	320.00
ACT Data Handling	1345	.45 each	605.25
Data Tapes	4	40.00 each	116.00
Users Guide	2	4.00 each	8.00
Item Catalog	2	4.00 each	8.00
Normative Data	4	8.00 each	32.00
TOTAL			1089.25

SUMMARY

The study being proposed is a comprehensive outcomes study to be implemented with the arrival of every third freshman class, starting with the fall 1985 entering freshman class. Because of the large scope of the study, only those students who are entering freshman in the fall term are being included in the study. This proposal includes a list of possible research questions but it does not include the total packet of data instruments to be used. These items are the major responsibility of the proposed advisory committee and are the keystones to the utility of this study. It is essential that the advisory committee be representative of the program and policy areas on campus so the research questions developed and the data instruments used will provide the type of data needed to make the policy decisions facing Eastern New Mexico University. The benefits of this study are directly tied to the research questions that guide it and the type of data collected.

Data from this study will be useful in a wide range of policy decisions ranging from extra-curricular programs that need to be offered to the development of long-range program review policies and procedures in order to enhance Eastern's academic quality and level of student/faculty involvement. The data will help identify attrition problems and provide insight into the causes and possible solutions of these problems. Results

of this study can also aid in resource allocation decisions as they relate to such policy areas as: (1) what student services are needed and are the existing services adequate (including but not limited to all basic skills and tutoring services as well as other remedial services); (2) are the existing facilities adequate to support the needs of students; and (3) what degree programs need to be developed or phased-out.

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APPENDIX A

Entering-Student Questionnaire

(Four-Year Institutions)

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. *Please print.*

LAST
NAME

1-12

FIRST
NAME

13-20

MIDDLE
INITIAL

21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER

22-30

TELEPHONE NUMBER _____ - _____

PERMANENT MAILING ADDRESS
NUMBER AND STREET

31-55

CITY

56-70

STATE

71-72

ZIP CODE

73-77

National Center for Higher Education Management Systems
The College Board



Student-Outcomes Information Services

STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?

- 0 Yes
 ① No

If you are not currently married, you would circle the number 1.

1. What is your sex?

- 78- 0 Female
 1 Male

2. How do you describe yourself? Circle one.

- 79- 0 American Indian or Alaskan Native
 1 Asian, Pacific Islander, or Filipino
 2 Black or Afro-American
 3 Hispanic, Chicano, or Spanish-speaking American
 4 White or Caucasian
 5 Other _____

3. How old are you?

- 80- 0 Under 18
 1 18 to 22 years
 2 23 to 25 years
 3 26 to 30 years
 4 31 to 40 years
 5 41 to 50 years
 6 51 to 60 years
 7 61 years or more

4. Are you currently married?

- 81- 0 Yes
 1 No

5. Do you feel that you have a permanent handicap?
 Circle all that apply.

- 82 0 No
 83 1 Yes, restricted mobility
 84 2 Yes, restricted hearing
 85 3 Yes, restricted vision
 86 4 Yes, but I prefer not to record it on this form
 87 5 Other _____

6. a. Have you previously enrolled in any postsecondary educational institution? If you have enrolled in more than one, please circle the most recent.

- 88- 0 No, I have not been previously enrolled
 1 Yes, at this institution
 2 Yes, at a public two-year college
 3 Yes, at a public four-year college or university
 4 Yes, at a private college or university
 5 Yes, at a vocational/technical school, hospital school of nursing, trade school, or business school
 6 Other _____

b. If you have attended another college, please write in the name of the one you most recently attended.

7. The following statements reflect the goals of many college students. Please circle the letters of all those goals that are important to you.

Academic Goals

- 89 A To increase my knowledge and understanding in an academic field
 90 B To obtain a certificate or degree
 91 C To complete courses necessary to transfer to another educational institution
 92 D Other _____

Career-Preparation Goals

- 93 E To discover my career interests
 94 F To formulate long-term career plans and/or goals
 95 G To prepare for a new career
 96 H Other _____

Job- or Career-Improvement Goals

- 97 I To improve my knowledge, technical skills, and/or competencies required for my job or career
 98 J To increase my chances for a raise and/or promotion
 99 K Other _____

Social- and Cultural-Participation Goals

- 100 L To become actively involved in student life and campus activities
 101 M To increase my participation in cultural and social events
 102 N To meet people
 103 O Other _____

Personal-Development and Enrichment Goals

- 104 P To increase my self-confidence
 105 Q To improve my leadership skills
 106 R To improve my ability to get along with others
 107 S To learn skills that will enrich my daily life or make me a more complete person
 108 T To develop my ability to be independent, self-reliant, and adaptable
 109 U Other _____

8. From the list of goals in question 7, please select the three that are most important to you and enter their codes below. For example, if your most important goal is "To obtain a certificate or degree," enter the letter B in the first box.

Most Important 110 Second Most Important 111 Third Most Important 112

9. What degree are you currently working toward at our college, and what is the highest degree you ultimately plan to earn? Circle a number in each column.

Current	Ultimate	
0	0	Not seeking a certificate or degree
1	1	Certificate
2	2	Associate degree
3	3	Bachelor's degree
4	4	Master's degree
5	5	Specialist degree (e.g., Ed.S.)
6	6	Professional degree (e.g., medicine, law, theology)
7	7	Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

10. a. Please write in your intended major or area of study at our college.

b. Now look at List A: Majors and Areas of Study and enter in the boxes below the code number of the category in which your major or area of study falls.

115-118

11. What is your intended enrollment status?

119 — 0 Primarily for credit—full-time (12 or more hours each term enrolled)
 1 Primarily for credit—part-time (less than 12 hours each term enrolled)
 2 Primarily not for credit

12. What will your primary employment or occupation status be during your first term at our college? Circle the most appropriate response.

120 — 0 Employed more than half time
 1 Employed half time or less
 2 Homemaker, not employed outside of the home
 3 Not employed but would like to work
 4 Not employed and do not care to work while attending college

13. The decision to attend a particular college is usually influenced by a variety of factors. Please circle all of the factors that influenced your choice to attend our college.

- 121 A Academic reputation of our college
- 122 B Course offerings
- 123 C Former student's advice
- 124 D Teacher's or friend's advice
- 125 E Counselor's advice
- 126 F Employer's suggestion
- 127 G Will help me retain my current employment
- 128 H Costs
- 129 I Availability of financial aid
- 130 J Institution's social reputation
- 131 K Close to home
- 132 L Wanted a change in scenery or location
- 133 M Range and availability of student services
- 134 N I can identify with fellow students
- 135 O Inconvenient to go elsewhere
- 136 P Other _____

14. How did you learn about our college? Please circle all items that apply.

- 137 0 From people at my high school
- 138 1 From relatives, friends, or acquaintances
- 139 2 From a representative of this college
- 140 3 From a college placement service or some other education-information service
- 141 4 From a college catalog
- 142 5 From material I received in the mail
- 143 6 From material I read in a newspaper or magazine
- 144 7 From a radio or TV advertisement
- 145 8 From an information display at an education fair, shopping center, county fair, or similar location
- 146 9 Other _____

15. a. Was our college your first choice?

147 — 0 Yes
 1 No

b. If no, what kind of college was your first choice?

148 — 0 A public two-year college
 1 A public four-year college or university
 2 A private college or university
 3 A vocational/technical school, hospital school of nursing, trade school, or business school
 4 Other _____

What was the name of the college that was your first choice?

16. Do you plan to apply for financial aid at our college?

149 — 0 Yes, I have already applied
 1 Yes, I plan to apply
 2 No, I do not think I will ever apply

17. When would you most prefer to take your classes?

Circle one.

- 0 Weekday mornings
- 1 Weekday afternoons
- 2 Weekday evenings
- 3 Anytime during the week
- 4 Anytime during the weekend
- 5 No preference

18. Do you plan to enroll at our college next term?

- 0 Yes
- 1 No, I will complete my program this term
- 2 No, but I plan to return at some future date
- 3 No, I plan to transfer to another college
- 4 No, I have no plans for additional education at this time
- 5 I do not yet know my plans for next term

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

<input type="checkbox"/>														
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
152	153	154	155	156	157	158	159	160	161	162	163	164	165	166

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

Continuing-Student Questionnaire

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. *Please print.*

LAST
NAME

1-12

FIRST
NAME

13-20

MIDDLE
INITIAL

21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER

22-30

TELEPHONE NUMBER _____ - _____

PERMANENT MAILING ADDRESS
NUMBER AND STREET

31-55

CITY

56-70

STATE

71-72

ZIP CODE

73-77

National Center for Higher Education Management Systems
The College Board



STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?

0 Yes

1 No

If you are not currently married, you would circle the number 1.

1. What is your sex?

0 Female

1 Male

2. How do you describe yourself? Circle one.

0 American Indian or Alaskan Native

1 Asian, Pacific Islander, or Filipino

2 Black or Afro-American

3 Hispanic, Chicano, or Spanish-speaking American

4 White or Caucasian

5 Other _____

3. How old are you?

0 Under 18

1 18 to 22 years

2 23 to 25 years

3 26 to 30 years

4 31 to 40 years

5 41 to 50 years

6 51 to 60 years

7 61 years or more

4. Are you currently married?

0 Yes

1 No

5. Do you feel that you have a permanent handicap?

Circle all that apply.

82 0 No

83 1 Yes, restricted mobility

84 2 Yes, restricted hearing

85 3 Yes, restricted vision

86 4 Yes, but I prefer not to record it on this form

87 5 Other _____

6. How long have you been at our college?

0 One term

1 One year

2 Two years

3 Three years

4 Four years

5 Five years

6 Six years

7 More than six years

7. The following statements reflect the goals of many college students. In the first column, please circle the letters of those goals that are important to you at this time. In the second column, circle the letters of those goals you feel you are achieving or have achieved.

These goals are important to me at this time

These goals I am achieving or have achieved

- | | | | |
|-----|---|-----|--|
| | | | <u>Academic Goals</u> |
| 89 | A | 90 | A To increase my knowledge and understanding in an academic field |
| 91 | B | 92 | B To obtain a certificate or degree |
| 93 | C | 94 | C To complete courses necessary to transfer to another educational institution |
| 95 | D | 96 | D Other _____ |
| | | | <u>Career-Preparation Goals</u> |
| 97 | E | 98 | E To discover career interests |
| 99 | F | 100 | F To formulate long-term career plans and/or goals |
| 101 | G | 102 | G To prepare for a new career |
| 103 | H | 104 | H Other _____ |
| | | | <u>Job- or Career-Improvement Goals</u> |
| 105 | I | 106 | I To improve my knowledge, technical skills and/or competencies for my job or career |
| 107 | J | 108 | J To increase my chances for a raise and/or promotion |
| 109 | K | 110 | K Other _____ |
| | | | <u>Social- and Cultural-Participation Goals</u> |
| 111 | L | 112 | L To become actively involved in student life and campus activities |
| 113 | M | 114 | M To increase my participation in cultural and social events |
| 115 | N | 116 | N To meet people |
| 117 | O | 118 | O Other _____ |
| | | | <u>Personal-Development and Enrichment Goals</u> |
| 119 | P | 120 | P To increase my self-confidence |
| 121 | Q | 122 | Q To improve my leadership skills |
| 123 | R | 124 | R To improve my ability to get along with others |
| 125 | S | 126 | S To learn skills that will enrich my daily life or make me a more complete person |
| 127 | T | 128 | T To develop my ability to be independent, self-reliant, and adaptable |
| 129 | U | 130 | U Other _____ |

8. From the list of goals in question 7, please select the three that are most important to you at this time and enter their codes below. For example, if your most important goal is "To obtain a certificate or degree," enter the letter B in the first box.

Most Important 131 Second Most Important 132 Third Most Important 133

9. What degree are you currently working toward at our college, and what is the highest degree you ultimately plan to earn? Circle a number in each column.

Current	Ultimate	
0	0	Not seeking a certificate or degree
1	1	Certificate
2	2	Associate degree
3	3	Bachelor's degree
4	4	Master's degree
5	5	Specialist degree (e.g., Ed.S.)
6	6	Professional degree (e.g., medical, law, theology)
7	7	Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

134 135

10. a. Please write in your intended major or area of study at our college.

b. Now look at List A: Majors and Areas of Study and enter in the boxes below the code number of the category in which your major or area of study falls.

--	--	--	--

136-139

11. What is your intended enrollment status?

- 140
- 0 Primarily for credit — full-time (12 or more hours each term enrolled)
 - 1 Primarily for credit — part-time (less than 12 hours each term enrolled)
 - 2 Primarily not for credit

12. What is your primary employment or occupation status at this time? Circle the most appropriate response.

- 141
- 0 Employed more than half-time
 - 1 Employed half time or less
 - 2 Homemaker, not employed outside of the home
 - 3 Not employed but would like to work
 - 4 Not employed and do not care to work while attending college

13. When would you prefer to take your classes?

- 142
- 0 Weekday mornings
 - 1 Weekday afternoons
 - 2 Weekday evenings
 - 3 Anytime during the week
 - 4 Anytime during the weekend
 - 5 No preference

14. Do you plan to enroll at our college next term?

- 143
- 0 Yes
 - 1 No, I will complete my program this term
 - 2 No, but I plan to return at some future date
 - 3 No, I plan to transfer to another college
 - 4 No, I have no plans for additional education this time
 - 5 I do not yet know my plans for next term

15. Concerning financial aid, which of the following is true for you?

- 144
- 0 I have received financial aid
 - 1 I have applied for financial aid but was denied
 - 2 I have not applied for financial aid but plan to apply in the future
 - 3 I do not think I will ever apply

16. The following are services provided by colleges. For each service, circle the number of response that is most appropriate.

- | | I did not know about this service | I knew about this service but did not use it | I used this service and was satisfied with it | I used this service but was not satisfied with it | |
|-----|-----------------------------------|--|---|---|---|
| 145 | 0 | 1 | 2 | 3 | Admissions |
| 146 | 0 | 1 | 2 | 3 | Registration |
| 147 | 0 | 1 | 2 | 3 | Business office |
| 148 | 0 | 1 | 2 | 3 | Academic advising |
| 149 | 0 | 1 | 2 | 3 | Guidance, counseling, and testing |
| 150 | 0 | 1 | 2 | 3 | Reading, writing, math, and study skill improvement |
| 151 | 0 | 1 | 2 | 3 | Tutoring |
| 152 | 0 | 1 | 2 | 3 | Minority affairs |
| 153 | 0 | 1 | 2 | 3 | College cultural programs |
| 154 | 0 | 1 | 2 | 3 | Recreation and athletic programs |
| 155 | 0 | 1 | 2 | 3 | Financial aid |
| 156 | 0 | 1 | 2 | 3 | Student employment |
| 157 | 0 | 1 | 2 | 3 | Career planning |
| 158 | 0 | 1 | 2 | 3 | Job placement |
| 159 | 0 | 1 | 2 | 3 | Housing services |
| 160 | 0 | 1 | 2 | 3 | Cafeteria |
| 161 | 0 | 1 | 2 | 3 | Health services |
| 162 | 0 | 1 | 2 | 3 | Library |
| 163 | 0 | 1 | 2 | 3 | Child care |
| 164 | 0 | 1 | 2 | 3 | Bookstore |
| 165 | 0 | 1 | 2 | 3 | Parking |
| 166 | 0 | 1 | 2 | 3 | Campus security |
| 167 | 0 | 1 | 2 | 3 | Other _____ |

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

<input type="checkbox"/>														
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
168	169	170	171	172	173	174	175	176	177	178	179	180	181	182

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

Program-Completer and Graduating-Student Questionnaire

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. *Please print.*

LAST
NAME

1-12

FIRST
NAME

13-20

MIDDLE
INITIAL

21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER

22-30

TELEPHONE NUMBER _____

PERMANENT MAILING ADDRESS
NUMBER AND STREET

31-55

CITY

56-70

STATE

71-72

ZIP CODE

73-77

National Center for Higher Education Management Systems
The College Board



STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?

- 0 Yes
 1 No

If you are not currently married, you would circle the number 1.

1. What is your sex?

- 78 0 Female
 1 Male

2. How do you describe yourself? Circle one.

- 79 0 American Indian or Alaskan Native
 1 Asian, Pacific Islander, or Filipino
 2 Black or Afro-American
 3 Hispanic, Chicano, or Spanish-speaking American
 4 White or Caucasian
 5 Other _____

3. How old are you?

- 80 0 Under 18
 1 18 to 22 years
 2 23 to 25 years
 3 26 to 30 years
 4 31 to 40 years
 5 41 to 50 years
 6 51 to 60 years
 7 61 years or more

4. Are you currently married?

- 81 0 Yes
 1 No

5. Do you feel that you have a permanent handicap?

Circle all that apply.

- 82 0 No
 83 1 Yes, restricted mobility
 84 2 Yes, restricted hearing
 85 3 Yes, restricted vision
 86 4 Yes, but I prefer not to record it on this form
 87 5 Other _____

6. How long have you been at our college?

- 88 0 One term
 1 One year
 2 Two years
 3 Three years
 4 Four years
 5 Five years
 6 Six years
 7 More than six years

7. The following statements reflect the goals of many college students. In the first column, please circle the letters of those goals that are important to you at this time. In the second column, circle the letters of those goals you feel you are achieving or have achieved.

These goals are important to me at this time

These goals I am achieving or have achieved

- | | | <u>Academic Goals</u> | |
|-----|---|--|---|
| 89 | A | 90 | A To increase my knowledge and understanding in an academic field |
| 91 | B | 92 | B To obtain a certificate or degree |
| 93 | C | 94 | C To complete courses necessary to transfer to another educational institution |
| 95 | D | 96 | D Other _____ |
| | | <u>Career-Preparation Goals</u> | |
| 97 | E | 98 | E To discover career interests |
| 99 | F | 100 | F To formulate long-term career plans and/or goals |
| 101 | G | 102 | G To prepare for a new career |
| 103 | H | 104 | H Other _____ |
| | | <u>Job- or Career-Improvement Goals</u> | |
| 105 | I | 106 | I To improve my knowledge, technical skills, and/or competencies for my job or career |
| 107 | J | 108 | J To increase my chances for a raise and/or promotion |
| 109 | K | 110 | K Other _____ |
| | | <u>Social- and Cultural-Participation Goals</u> | |
| 111 | L | 112 | L To become actively involved in student life and campus activities |
| 113 | M | 114 | M To increase my participation in cultural and social events |
| 115 | N | 116 | N To meet people |
| 117 | O | 118 | O Other _____ |
| | | <u>Personal-Development and Enrichment Goals</u> | |
| 119 | P | 120 | P To increase my self-confidence |
| 121 | Q | 122 | Q To improve my leadership skills |
| 123 | R | 124 | R To improve my ability to get along with others |
| 125 | S | 126 | S To learn skills that will enrich my daily life or make me a more complete person |
| 127 | T | 128 | T To develop my ability to be independent, self-reliant and adaptable |
| 129 | U | 130 | U Other _____ |

8. From the list of goals in question 7, please select the three that are most important to you at this time and enter their codes below. For example, if your most important goal is "To obtain a certificate or degree," enter the letter B in the first box.

Most Important 131 Second Most Important 132 Third Most Important 133

9. Which of the following are you receiving from our college?

- 134 — 0 Certificate
 1 Associate degree
 2 Bachelor's degree
 3 Master's degree
 4 Specialist degree (e.g., Ed.S.)
 5 Professional degree (e.g., medicine, law, theology)
 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

10. a. Please write in your major or area of study while at our college.

b. Now look at List A: Majors and Areas of Study and enter in the boxes below the code number of the category in which your major or area of study falls.

--	--	--	--

135-138

11. What has been your primary enrollment status while attending our college?

- 139 — 0 Primarily for credit — full-time (12 or more hours each term enrolled)
 1 Primarily for credit — part-time (less than 12 hours each term enrolled)
 2 Primarily not for credit

12. For the program you are now completing, were any of the credits earned from another college? Circle all that apply.

- 140 — 0 No, they were all earned here
 1 Yes, from a public two-year college
 2 Yes, from a public four-year college or university
 3 Yes, from a private college or university
 4 Yes, from a vocational/technical school, hospital school of nursing, trade school, or business school
 5 Other _____

13. The following are services provided by colleges. How would you evaluate these services as provided by our college? For each service, circle the number of the response that is most appropriate.

		I did not know about this service					
			I knew about this service but did not use it				
				I used this service and was satisfied with it			
					I used this service but was not satisfied with it		
	↓	↓	↓	↓			
141	0	1	2	3		Admissions	
142	0	1	2	3		Registration	
143	0	1	2	3		Business office	
144	0	1	2	3		Academic advising	
145	0	1	2	3		Guidance, counseling, and testing	
146	0	1	2	3		Reading, writing, math, and study-skills improvement	
147	0	1	2	3		Tutoring	
148	0	1	2	3		Minority affairs	
149	0	1	2	3		College cultural programs	
150	0	1	2	3		Recreation and athletic programs	
151	0	1	2	3		Financial aid	
152	0	1	2	3		Student employment	
153	0	1	2	3		Career planning	
154	0	1	2	3		Job placement	
155	0	1	2	3		Housing services	
156	0	1	2	3		Cafeteria	
157	0	1	2	3		Health services	
158	0	1	2	3		Library	
159	0	1	2	3		Child care	
160	0	1	2	3		Bookstore	
161	0	1	2	3		Parking	
162	0	1	2	3		Campus security	
163	0	1	2	3		Other _____	

14. Have you taken any licensing or certification examination related to your major or area of study at our college?

- 164 — 0 Yes, I have taken and passed an exam
 1 Yes, I have taken an exam but do not yet know the results
 2 Yes, I have taken an exam but did not pass
 3 No, I have not taken any exams but plan to do so
 4 No, and I do not plan to take any

15. What are your current employment plans?

- 165 — 0 I plan to continue working in the same job I had prior to completing this educational program
 1 I plan to work in a job I recently obtained
 2 I am currently looking for a job
 3 I do not plan to work outside the home
 4 I have not yet formulated my employment plans
 5 Other _____

16. If you currently have or will be starting a new job, to what extent is it related to your major or area of study at our college?

- 166 — 0 Directly related
 1 Somewhat related
 2 Not related

17. a. Do you currently have plans for additional education?

- 0 No, not at this time
- 1 Yes, I plan to reenroll at this college
- 2 Yes, I have already enrolled at another college
- 3 Yes, I plan to enroll at another college
- 4 I am currently undecided about any additional education

b. If you circled response 2 or 3, please write in the name of the college you plan to attend.

18. If you plan to continue your education, what is the highest degree you ultimately plan to earn?

- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

<input type="checkbox"/>														
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
169	170	171	172	173	174	175	176	177	178	179	180	181	182	183

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

Former-Student Questionnaire

(Four-Year Institutions)

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so. Please print.

LAST NAME
1-12

FIRST NAME
13-20

MIDDLE INITIAL
21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER
22-30

TELEPHONE NUMBER _____

PERMANENT MAILING ADDRESS NUMBER AND STREET
31-55

CITY
56-70

STATE
71-72

ZIP CODE
73-77

National Center for Higher Education Management Systems
The College Board



Student-Outcomes Information Services

STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?

- 0 Yes
 ① No

If you are not currently married, you would circle the number 1.

1. What is your sex?

- 0 Female
 1 Male

2. How do you describe yourself? Circle one.

- 0 American Indian or Alaskan Native
 1 Asian, Pacific Islander, or Filipino
 2 Black or Afro-American
 3 Hispanic, Chicano, or Spanish-speaking American
 4 White or Caucasian
 5 Other _____

3. How old are you?

- 0 Under 10
 1 18 to 22 years
 2 23 to 25 years
 3 26 to 30 years
 4 31 to 40 years
 5 41 to 50 years
 6 51 to 60 years
 7 61 years or more

4. Are you currently married?

- 0 Yes
 1 No

5. Do you feel that you have a permanent handicap?
 Circle all that apply.

- 0 No
 1 Yes, restricted mobility
 2 Yes, restricted hearing
 3 Yes, restricted vision
 4 Yes, but I prefer not to record it on this form
 5 Other _____

6. How long did you attend our college?

- 0 One term
 1 One year
 2 Two years
 3 Three years
 4 Four years
 5 Five years
 6 Six years
 7 More than six years

7. The following statements reflect the goals of many college students. In the first column, please circle the letters of those goals that were important to you when you attended our college. In the second column, circle the letters of those goals you feel you are achieving or have achieved as a result of your experiences at our college.

		These goals were important to me		These goals I am achieving or have achieved	
				<u>Academic Goals</u>	
89	A	90	A	To increase my knowledge and understanding in an academic field	
91	B	92	B	To obtain a certificate or degree	
93	C	94	C	To complete courses necessary to transfer to another educational institution	
95	D	96	D	Other _____	
<u>Career-Preparation Goals</u>					
97	E	98	E	To discover career interests	
99	F	100	F	To formulate long-term career plans and/or goals	
101	G	102	G	To prepare for a new career	
103	H	104	H	Other _____	
<u>Job- or Career-Improvement Goals</u>					
105	I	106	I	To improve my knowledge, technical skills, and/or competencies in my job or career	
107	J	108	J	To increase my chances for a raise and/or promotion	
109	K	110	K	Other _____	
<u>Social- and Cultural-Participation Goals</u>					
111	L	112	L	To become actively involved in student life and campus activities	
113	M	114	M	To increase my participation in cultural and social events	
115	N	116	N	To meet people	
117	O	118	O	Other _____	
<u>Personal-Development and Enrichment Goals</u>					
119	P	120	P	To increase my self-confidence	
121	Q	122	Q	To improve my leadership skills	
123	R	124	R	To improve my ability to get along with others	
125	S	126	S	To learn skills that will enrich my daily life or make me a more complete person	
127	T	128	T	To develop my ability to be independent, self-reliant, and adaptable	
129	U	130	U	Other _____	

8. From the list of goals in question 7, please select the three that were most important to you when you attended our college. For example, if your most important goal was "To obtain a certificate or degree," enter the letter B in the first box.

Most Important 131 Second Most Important 132 Third Most Important 133

9. What degree were you seeking when you attended our college?

- 134 { 0 Not seeking a certificate or degree
1 Certificate
2 Associate degree
3 Bachelor's degree
4 Master's degree
5 Specialist degree (e.g., Ed.S.)
6 Professional degree (e.g., medicine, law, theology)
7 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

10. a. Please write in your major or area of study at our college.

b. Now look at List A: Majors and Areas of Study and enter in the boxes below the code number of the category in which your major or area of study falls.

135-138

11. a. Was our college your first choice?

- 139 { 0 Yes
1 No

b. If no, what kind of college was your first choice?

- 140 { 0 A public two-year college
1 A public four-year college or university
2 A private college or university
3 A vocational/technical school, hospital school of nursing, trade school, or business school
4 Other _____

What was the name of the college that was your first choice?

12. When you left our college, what was your overall grade point average (GPA)?

- 141 { 0 4.00 to 3.01
1 3.00 to 2.01
2 2.00 to 1.01
3 1.00 or less
4 Unknown or did not have one

13. What was your primary enrollment status when you attended our college?

- 142 { 0 Primarily for credit — full-time (12 or more hours each term enrolled)
1 Primarily for credit — part-time (less than 12 hours each term enrolled)
2 Primarily not for credit

14. While you were enrolled, how many hours did you normally work when classes were being held?

- 143 { 0 I was not employed
1 Employed 1-10 hours per week
2 Employed 11-20 hours per week
3 Employed 21-35 hours per week
4 Employed 36 hours or more per week

15. Did you apply for financial assistance (loan or scholarship) while at our college?

- 144 { 0 Yes, and I received it
1 Yes, but I did not receive it
2 Yes, but I left before I found out if I received it
3 No

16. The decision to leave a particular college can be motivated by a variety of reasons. Please circle the letters of all of the reasons that contributed to your decision to leave our college.

Academic Reasons

- 145 A Achieved my academic goals
146 B Transferred to another college
147 C Needed a break from college
148 D Courses/programs I wanted were not available
149 E Dissatisfied with my academic performance
150 F Dissatisfied with the quality of teaching
151 G Dissatisfied with the learning environment
152 H Course work not what I wanted
153 I Unsure of my academic goals
154 J Other _____

Financial Reasons

- 155 K Did not have enough money to continue
156 L Could not obtain sufficient financial aid
157 M Could not earn enough money while enrolled
158 N Other _____

Other Reasons

- 159 O Achieved my personal goals
160 P Accepted a job or entered the military
161 Q College experience not what I expected
162 R Few people I could identify with
163 S Moved out of the area
164 T Could not work and go to school at the same time
165 U Other responsibilities became too great
166 V Personal problems
167 W Other _____

17. From the list of reasons in question 16, please select the three most important reasons and enter their codes below. For example, if the most important reason was that you "Transferred to another college," enter the letter B in the first box.

Most Important 168 Second Most Important 169 Third Most Important 170

18. The following are services provided by colleges. How would you evaluate these services as provided by our college? For each service, circle the number of the response that is most appropriate.

I did not know about this service
 ↓
 I knew about this service but did not use it
 ↓
 I used this service and was satisfied with it
 ↓
 I used this service but was not satisfied with it
 ↓

- | | | | | | |
|-----|---|---|---|---|--|
| 171 | 0 | 1 | 2 | 3 | Admissions |
| 172 | 0 | 1 | 2 | 3 | Registration |
| 173 | 0 | 1 | 2 | 3 | Business office |
| 174 | 0 | 1 | 2 | 3 | Academic advising |
| 175 | 0 | 1 | 2 | 3 | Guidance, counseling, and testing |
| 176 | 0 | 1 | 2 | 3 | Reading, writing, math, and study-skills improvement |
| 177 | 0 | 1 | 2 | 3 | Tutoring |
| 178 | 0 | 1 | 2 | 3 | Minority affairs |
| 179 | 0 | 1 | 2 | 3 | College cultural programs |
| 180 | 0 | 1 | 2 | 3 | Recreation and athletic programs |
| 181 | 0 | 1 | 2 | 3 | Financial aid |
| 182 | 0 | 1 | 2 | 3 | Student employment |
| 183 | 0 | 1 | 2 | 3 | Career planning |
| 184 | 0 | 1 | 2 | 3 | Job placement |
| 185 | 0 | 1 | 2 | 3 | Housing services |
| 186 | 0 | 1 | 2 | 3 | Cafeteria |
| 187 | 0 | 1 | 2 | 3 | Health services |
| 188 | 0 | 1 | 2 | 3 | Library |
| 189 | 0 | 1 | 2 | 3 | Child care |
| 190 | 0 | 1 | 2 | 3 | Bookstore |
| 191 | 0 | 1 | 2 | 3 | Parking |
| 192 | 0 | 1 | 2 | 3 | Campus security |
| 193 | 0 | 1 | 2 | 3 | Other _____ |

19. a. Do you currently have plans for additional education?

- 194 { 0 No, not at this time
 1 Yes, I plan to reenroll at this college
 2 Yes, I have already enrolled at another college
 3 Yes, I plan to enroll at another college
 4 I am currently undecided about any additional education

b. If you circled responses 2 or 3, please write in the name of the college you plan to attend or are attending.

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

<input type="checkbox"/>				
20	21	22	23	24
195	196	197	198	199
<input type="checkbox"/>				
25	26	27	28	29
200	201	202	203	204
<input type="checkbox"/>				
30	31	32	33	34
205	206	207	208	209

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

Recent-Alumni Questionnaire

PERSONAL IDENTIFICATION SECTION

Do not complete this section unless you are asked to do so *Please print.*

LAST
NAME

1-12

FIRST
NAME

13-20

MIDDLE
INITIAL

21

ANY OTHER NAME WHICH MAY APPEAR ON YOUR SCHOOL OR COLLEGE RECORDS _____

STUDENT IDENTIFICATION NUMBER

22-30

TELEPHONE NUMBER _____

PERMANENT MAILING ADDRESS
NUMBER AND STREET

31-55

CITY

56-70

STATE

71-72

ZIP CODE

73-77

National Center for Higher Education Management Systems
The College Board



received from our college?

- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

10. a. Please write in the major or area of study associated with the certificate or degree referred to in question 9.

b. Now look at List A: Majors and Areas of Study and enter in the boxes below the code number of the category in which your major or area of study falls.

□ □ □ □

135-138

11. If you plan to continue your education, what is the highest degree you ultimately plan to earn?

- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

12. Have you taken any licensing or certification examinations related to your major or area of study at our college?

- 0 Yes, I have taken and passed an exam
- 1 Yes, I have taken an exam but do not yet know the results
- 2 Yes, I have taken an exam but did not pass
- 3 No, I have not taken any exam, but plan to do so
- 4 No, and I do not plan to take any

13. Since completing your program at our college, have you enrolled at another college?

- 0 Yes
- 1 No

If No, skip to question 19.

14. a. What kind of college did you first attend after you completed your program at our college?

- 0 A public two-year college
- 1 A public four-year college
- 2 A private college or university
- 3 A vocational/technical school, hospital school of nursing, trade school, or business school
- 4 Other _____

b. Please write in the name of that college.

college referred to in question 14?

- 0 Certificate
- 1 Associate degree
- 2 Bachelor's degree
- 3 Master's degree
- 4 Specialist degree (e.g., Ed.S.)
- 5 Professional degree (e.g., medicine, law, theology)
- 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

16. a. Please write in your intended major or area of study at the college referred to in question 14.

b. Now look again at List A: Majors and Areas of Study and enter in the boxes below the code number of the category in which your intended major or area of study at the college referred to in question 14 falls.

□ □ □ □

144-147

17. How well did our college prepare you for your additional college work?

- 0 Excellent preparation
- 1 Good preparation
- 2 Adequate preparation
- 3 Inadequate preparation
- 4 Does not apply

18. Did you transfer any credits from our college toward your additional college work?

- 0 Yes
- 1 No, I did not try to transfer any credits
- 2 No, I tried but they were not accepted

19. Are you currently employed?

- 0 Yes, I have a full-time job outside of the home
- 1 Yes, I have a part-time job outside of the home
- 2 No, I am not currently employed outside of the home

If No, skip to question 26.

20. a. Describe your current job (e.g., accountant, engineer, salesperson, teacher).

b. Now look at List B: Occupational Titles and enter in the boxes below the code number of the category in which your current job falls.

□ □

151-152

21. After completing your program at our college, how long did you look for work before obtaining your first job?

- 0 Had a job which continued after I completed my program
- 1 Obtained a job just prior to graduation
- 2 Less than two months after graduation
- 3 Two to three months after graduation
- 4 Four to eight months after graduation
- 5 More than eight months after graduation

22. How did you find your first job?

- 0 College placement office or professor
- 1 Professional periodicals or organizations
- 2 Civil Service application
- 3 Employment agency
- 4 Newspaper advertisement
- 5 Direct application to employer
- 6 Friends or relatives
- 7 Other _____

23. What is/was your annual salary or wage in your first job?

- 0 Less than \$3,000 per year
- 1 \$3,000 to \$5,999 per year
- 2 \$6,000 to \$8,999 per year
- 3 \$9,000 to \$11,999 per year
- 4 \$12,000 to \$14,999 per year
- 5 \$15,000 to \$17,999 per year
- 6 \$18,000 to \$20,999 per year
- 7 \$21,000 to \$23,999 per year
- 8 \$24,000 or more per year

24. How well did our college prepare you for your first job?

- 0 Excellent preparation
- 1 Good preparation
- 2 Adequate preparation
- 3 Inadequate preparation
- 4 Not applicable to first job

25. To what extent is/was your first job related to your major or area of study at our college?

- 0 Directly related
- 1 Somewhat related
- 2 Not related

26. If you currently are not employed or are not working in a job related to your major or area of study at our college, which of the following applies?

- 0 I never looked for work related to my major or area of study
- 1 I looked for work related to my major or area of study but could not find any

27. Whether you are currently employed or not, would you be willing to move to another community to work in a job related to your major or area of study at our college?

- 0 Yes
- 1 No

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

<input type="checkbox"/>														
28	29	30	31	32	33	34	35	36	37	38	39	40	41	42
160	161	162	163	164	165	166	167	168	169	170	171	172	173	174

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us.

STANDARD QUESTIONS SECTION

INSTRUCTIONS:

Specific directions are given for completing many of the questions in this questionnaire. Where no directions are given, please circle the number or letter of the most appropriate response, such as in the sample question below.

Sample:

4. Are you currently married?

0 Yes

① No

If you are not currently married, you would circle the number 1.

1. What is your sex?

0 Female

① Male

2. How do you describe yourself? Circle one.

0 American Indian or Alaskan Native

① Asian, Pacific Islander, or Filipino

2 Black or Afro-American

3 Hispanic, Chicano, or Spanish-speaking American

4 White or Caucasian

5 Other _____

3. How old are you?

0 Under 18 years

1 18 to 22 years

2 23 to 25 years

3 26 to 30 years

① 4 31 to 40 years

5 41 to 50 years

6 51 to 60 years

7 61 years or more

4. Are you currently married?

0 Yes

① No

5. Do you feel that you have a permanent handicap? Circle all that apply.

83 0 No

84 1 Yes, restricted mobility

85 2 Yes, restricted hearing

86 3 Yes, restricted vision

87 4 Yes, but I prefer not to record it on this form

88 5 Other _____

6. How long did you attend our college?

0 One or two terms

1 One year

2 Two years

3 Three years

① 4 Four years

5 Five years

6 Six years

7 More than six years

7. When did you complete your program at our college? Please enter the year in the box below.

90-91

1	9		
---	---	--	--

8. What was the most recent certificate or degree you received from our college?

0 Certificate

1 Associate degree

2 Bachelor's degree

92- 3 Master's degree

4 Specialist degree (e.g., Ed.S.)

5 Professional degree (e.g., medicine, law, theology)

6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

9. a. Please write in the major or area of study associated with the degree or certificate referred to in question 8. If you received a degree or certificate with a "double" major, please write in both.

b. Now look at List A: Majors and Areas of Study and enter in the boxes below the code number(s) of the category(ies) in which your major(s) or area(s) of study fall(s).

93-96

--	--	--	--

97-100

--	--	--	--

(Use this second box only if you took a "double" major.)

10. Since completing your program at our college, have you undertaken further formal study?

101- 0 Yes

1 No → If No, skip to question 17.

11. a. After your program at our college what kind of college, university, professional, or vocational school did you most recently attend?

0 A public two-year college

1 A public four-year college, university or professional school

102- 2 A private college, university or professional school

3 A vocational/technical school, hospital school of nursing, trade school, or business school

4 Other

(Specify): _____

b. Please write in the name of that institution.

103-106

--	--	--	--

(Please do not write in this box.)

12. What degree or certificate were you seeking at the college, university, professional, or vocational school referred to in question 11?

0 Certificate

1 Associate degree

2 Bachelor's degree

3 Master's degree

107- 4 Specialist degree (e.g., Ed.S.)

5 Professional degree (e.g., medicine, law, theology)

6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)

7 No degree or certificate (e.g., job advancement)

13. Did you complete the requirements of the certificate or degree indicated in question 12?

- 108
- 0 Yes
 - 1 No, but I am still enrolled seeking it
 - 2 No, but I still plan to complete it even though I am not currently enrolled
 - 3 No, and I do not expect to complete it
 - 4 Does not apply

14. a. Please write in the major or area of study associated with the degree or certificate referred to in question 12. If you were pursuing a degree or certificate with a "double" major, please write in both.

b. Now look again at List A: Majors and Areas of Study and enter in the boxes below the code number(s) of the category(ies) in which your major(s) or area(s) of study fall(s).

109-112

113-116

(Use this second box only if you pursued a "double" major.)

15. How well did our college prepare you for your additional formal education?

- 117
- 0 Excellent preparation
 - 1 Good preparation
 - 2 Adequate preparation
 - 3 Inadequate preparation
 - 4 Does not apply

16. How would you evaluate the counseling and advisement we gave you about your options for further formal education after you completed your program at our college?

- 118
- 0 Excellent
 - 1 Good
 - 2 Adequate
 - 3 Inadequate
 - 4 Does not apply

17. What is the highest degree or certificate you ultimately plan to earn? (If this is the same as the degree you now hold, circle that degree.)

- 119
- 0 Certificate
 - 1 Associate degree
 - 2 Bachelor's degree
 - 3 Master's degree
 - 4 Specialist degree (e.g., Ed.S.)
 - 5 Professional degree (e.g., medicine, law, theology)
 - 6 Doctoral degree (e.g., Ph.D., Ed.D., D.B.A.)
 - 7 Does not apply

18. How well did our college prepare you for the work you are now doing (or if you are not currently employed, for the work you did most recently)?

- 120
- 0 Excellent preparation
 - 1 Good preparation
 - 2 Adequate preparation
 - 3 Inadequate preparation
 - 4 Does not apply

19. The following statements reflect some of the outcomes of college education or training. In the first column, please circle the letters of those outcomes which you realized while you attended our college. In the second column, circle the letters of those outcomes you feel you have realized or are realizing since you left our college.

These are outcomes I realized while I attended your college

These are outcomes that I have realized or am realizing since I left your college

Academic Goals

- 121 A 122 A An increase in my knowledge and understanding in an academic field
- 123 B 124 B A certificate or degree
- 125 C 126 C Completed the courses necessary to transfer to another educational institution
- 127 D 128 D Other (specify): _____

Career-Preparation Goals

- 129 E 130 E Discovered career interests
- 131 F 132 F Formulated long-term career plans and/or goals
- 133 G 134 G Prepared for a new career
- 135 H 136 H Other (specify): _____

Job- or Career-Improvement Outcomes

- 137 I 138 I Improved knowledge, technical skills, and/or competencies for job or career
- 139 J 140 J Increased chances for a raise and/or promotion
- 141 K 142 K Other (specify): _____

Social- and Cultural-Participation Outcomes

- 143 L 144 L Became actively involved in student life and campus activities
- 145 M 146 M Increased participation in cultural and social events
- 147 N 148 N Met people I otherwise might not have known
- 149 O 150 O Other (specify): _____

Personal-Development and Enrichment Outcomes

- 151 P 152 P Increased self-confidence
- 153 Q 154 Q Improved leadership skills
- 155 R 156 R Improved ability to get along with others
- 157 S 158 S Learned skills that will enrich my daily life or make me a more complete person
- 159 T 160 T Developed ability to be independent, self-reliant, and adaptable
- 161 U 162 U Other (specify): _____

20. From the list of outcomes in question 19, please select the three that now seem to you to be the most important outcomes of having attended our college and enter the codes below. For example, if you now think that the most important outcome for you was the "increased leadership skills" enter the letter Q in the first box.

Most Important Second Most Important Third Most Important

163

164

165

21. Since you completed your program at our college, have you been employed for pay?

- 0 Yes, I am currently employed full-time
- 1 Yes, I am currently employed part-time
- 2 Yes, I was employed after leaving your college but currently am unemployed and looking for work
- 3 Yes, I was employed after leaving your college but currently am unemployed and not looking for work
- 4 No, I was never employed after leaving your college

→ If No, skip to the Additional Questions Section

22. a. What was the first job you had after you completed your program at our college (e.g., accountant, engineer, salesperson, teacher)?

b. What is your current job? If you are not currently employed, what was your most recent job?

c. Now look at List B: Occupational Titles and enter in the boxes below the code numbers of the categories in which your first job and your current job fall.

First Job

167-168

Current Job

169-170

23. What was your annual salary or wage in the first job you had after you completed your program at our college? What is your current annual salary or wage? Circle the number in the first column which best describes your salary in the first job you had after completing your program at our college. Circle the number in the second column which best describes your current salary. If either job was part-time, give the approximate full-time equivalent annual salary.

Starting salary in your first job after college

Salary at current job

- | | | |
|---|---|---------------------------------|
| 0 | 1 | 0 Less than \$12,000 per year |
| 1 | 2 | 1 \$12,000 to \$17,999 per year |
| 2 | 3 | 2 \$18,000 to \$23,999 per year |
| 3 | 4 | 3 \$24,000 to \$29,999 per year |
| 4 | 5 | 4 \$30,000 to \$35,999 per year |
| 5 | 6 | 5 \$36,000 to \$41,999 per year |
| 6 | 7 | 6 \$42,000 per year or more |
| 7 | | 7 Does not apply |

ADDITIONAL QUESTIONS SECTION

Additional questions may have been added to this printed form by your college. If you have been asked to answer additional questions, please use the boxes below to record your responses.

24 25 26 27 28 29 30 31 32 33 34 35 36 37 38

173 174 175 176 177 178 179 180 181 182 183 184 185 186 187

Please use the space below for any comments you have about our college, this questionnaire, or anything else you care to share with us

APPENDIX B

ACT

TO: Institutions Receiving Evaluation/Survey Service Sample Instruments
FROM: Michael J. Valiga, Assistant Director, Institutional Services Area
DATE: 1984-85 Academic Year
RE: The ACT Evaluation/Survey Service

Enclosed are sample copies of three of the ACT Evaluation/Survey Service (ESS) instruments currently available for use by educational institutions and agencies. Also enclosed are an ESS order form, an ESS Scoring/Reporting Service form and a 1984-85 ESS brochure.

One of the major features of each ACT survey instrument is the section provided for additional items. In this section, institutional personnel may include up to 30 items designed specifically to meet the special data needs of the particular institution; the only requirement for each of these items is that it have 12 or fewer options, only ONE of which is appropriate for each student.

Another major feature of the ACT Evaluation/Survey Service is the report subgrouping option. An institution using the ACT survey scoring/reporting service may select up to 15 subgroups of students to serve as the basis for the report prepared for that institution. These subgroups may be identified using student responses to one or two of the items in the instrument including the options items selected by the institution. Using this subgrouping option, college personnel may compare and contrast the responses of various student groups and identify areas of relative strength and/or weakness.

In addition to the standard services described above, ACT will also provide (on a cost basis) special consultation, preparation of executive summary reports, customized data analysis, and other services to assist colleges in administering the instruments and interpreting the data. The ACT Evaluation/Survey Service has been designed to provide low-cost, understandable, action-oriented data which will assist colleges and universities in such areas as accreditation, accountability and institutional self-study.

We appreciate your interest in the ACT Evaluation/Survey Service. If you need further information about this service, we urge you to order the ESS Specimen Set, which contains copies of all current ESS instruments and provides a more detailed explanation of the service.

If you have any questions or comments concerning this new ACT program, feel free to contact me at 319/337-1102.

2201 North Dodge Street, P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1000



ACT Evaluation/Survey Service Prices

(effective September 1, 1984—subject to change without notice)

Materials Prices

4-page Survey Instruments (package of 25)	\$ 5.00
2-page Survey Instruments (package of 25)	\$ 3.25
User's Guide	\$ 4.00
Item Catalog	\$ 4.00
Normative Data Reports (for certain ESS instruments)	\$ 8.00
Specimen Set (includes 1 copy each of all 11 ESS instruments, sample report pages, User's Guide, sample subgrouping form, and ESS order form)	\$ 6.00

Scoring/Reporting Prices*

institutional Reporting/Handling Fee	\$50.00
Fee for Each Instrument Processed	\$.45

*Fees include scoring of instruments and preparation of individualized college report.

Additional Prices

Additional Copies of Computer Report	\$ 9.00
Magnetic Tape Containing Student Data	\$40.00
Composite Reports (containing survey results from several institutions)	\$50.00

(Note: Postage and shipping charges will be added to all invoices.)

For More Information

Return the attached information card along with the appropriate fee (if necessary) to:

ACT
Evaluation/Survey Service (84)
P.O. Box 168
Iowa City, Iowa 52243

Or contact the ACT Regional Office in your area.

SCORING/REPORTING SERVICE

ACT ENTERING STUDENT SURVEY REPORT 09/09/83
 CONGRESSIONAL COLLEGE IOWA CITY, IOWA CODE 0000 PAGE 122

SECTION III. ITEM C. Indicate your rating of this college at the time you applied for admission.

		MY FIRST CHOICE	MY SECOND CHOICE	MY THIRD CHOICE	FOURTH OR LOWER	BLANK	TOTAL
TOTAL GROUP	N:	192	160	71	49	4	476
	%:	40.3	33.6	14.9	10.3	0.8	100.0
BUSINESS MAJORS	N:	31	50	14	8	0	103
	%:	30.1	48.5	13.6	7.8	0.0	100.0
ALL MINORITIES	N:	7	18	12	5	1	43
	%:	16.3	41.9	27.9	11.6	2.3	100.0
HIGH H.S. GPA	N:	74	60				
	%:	40.7					

FEATURES

- ★ Extensive frequency and percentage data for all survey items.
- ★ Easy-to-read tables.
- ★ Survey results for up to 15 student subgroups *selected by college personnel.*
- ★ Scoring and reporting of all additional (optional) items designed by college officials.
- ★ Helpful summary tables (rankings of adult learner needs, summaries of student satisfaction items, etc.).
- ★ Individual student data records on magnetic tape for college use.
- ★ Additional reports, executive summaries, and composite reports if requested.
- ★ Comparative (normative) data reports.

ACT STUDENT OPINION SURVEY REPORT 09/09/83
 CONGRESSIONAL COLLEGE IOWA CITY, IOWA CODE 0000 PAGE 64

SECTION III SUMMARY

SATISFACTION AVERAGES FOR COLLEGE ENVIRONMENT ITEMS BASED ON LOCAL AND NATIONAL SAMPLES.

ITEM NUMBER	ITEM TEXT	-----SATISFACTION AVERAGES-----				LOCAL-PRIVATE COLLEGE DIFFERENCE
		LOCAL FREQUENCY	LOCAL STUDENTS	PRIVATE COLLEGE SAMPLE	NATIONAL SAMPLE	
1	TESTING/GRADING SYSTEM	397	3.93	3.73	3.70	.20*
2	COURSE CONTENT IN YOUR MAJOR FIELD	394	3.77	3.83	3.80	-.06
3	INSTRUCTION IN YOUR MAJOR FIELD	401	3.87	3.86	3.83	.01
4	OUT-OF-CLASS AVAILABILITY OF YOUR INSTRUCTORS	397	4.26	3.98	3.87	
5	ATTITUDE OF FACULTY TOWARD STUDENTS					



ACT Evaluation/Survey Service Order Form

(Prices effective September 1, 1984—Subject to change without notice)

To order ESS materials, you must use this form even if you submit a purchase order. Place your order at least three weeks before you need the materials. Please print or type.

Description	Quantity	Price	Total
Survey Instruments (Distributed in packages containing 25 instruments and, if appropriate, 25 copies of the major/occupation code list.)			
1. Adult Learner Needs Assessment Survey (package of 25)	___ pkgs.	\$5.00	\$ _____
2. Alumni Survey (package of 25)	___ pkgs.	\$5.00	\$ _____
3. Alumni Survey (2-Year College Form) (package of 25)	___ pkgs.	\$5.00	\$ _____
4. Entering Student Survey (package of 25)	___ pkgs.	\$5.00	\$ _____
5. Student Opinion Survey (package of 25)	___ pkgs.	\$5.00	\$ _____
6. Student Opinion Survey (2-Year College Form) (package of 25)	___ pkgs.	\$5.00	\$ _____
7. Survey of Academic Advising (package of 25—available February 1985)	___ pkgs.	\$5.00	\$ _____
8. Survey of Current Activities and Plans (package of 25)	___ pkgs.	\$5.00	\$ _____
9. Survey of Postsecondary Plans (package of 25)	___ pkgs.	\$5.00	\$ _____
10. Withdrawing/Nonreturning Student Survey (package of 25)	___ pkgs.	\$5.00	\$ _____
11. Withdrawing/Nonreturning Student Survey (Short Form) (package of 25)	___ pkgs.	\$3.25	\$ _____
ESS Specimen Set (Includes one copy of each survey instrument, an ESS order form, several sample report pages, a sample Subgroup Selection Form, and the ESS User's Guide)	___ sets	\$6.00	\$ _____
ESS User's Guide (Included with the ESS Specimen Set above)	___ copies	\$4.00	\$ _____
ESS Item Catalog (Contains several hundred sample items to help your institution construct its own local survey questions)	___ copies	\$4.00	\$ _____
Normative Data Reports (Each report contains comparative data based on student records from colleges that administered the particular survey instrument(s).)			
1. Alumni Survey Normative Data Report	___ copies	\$8.00	\$ _____
2. Entering Student Survey Normative Data Report	___ copies	\$8.00	\$ _____
3. Student Opinion Survey Normative Data Report	___ copies	\$8.00	\$ _____
4. Student Opinion Survey (2-Year College Form) Normative Data Report	___ copies	\$8.00	\$ _____
5. Withdrawing/Nonreturning Student Survey Normative Data Report	___ copies	\$8.00	\$ _____
TOTAL			\$

If total is less than \$10.00, please enclose payment with order.
Postage and shipping charges will be added to all invoices.

- over -

ACT Scoring/Reporting Service

As part of the standard ESS program, ACT will optically score your institution's completed survey instruments and prepare a summary report of the results. (Scoring/reporting prices \$50.00 reporting/handling fee plus \$.45 per student record processed) The summary report is based on up to 15 student subgroups of your choice and provides extensive frequency data for all items on the particular survey. Institutions that use the Scoring/Reporting Service may also obtain copies of their student data on magnetic tape.

If you plan to administer an ESS instrument, do you also plan to use the ACT Scoring/Reporting Service?

Yes

Undecided

No

Ship Materials To:

Bill To:

Signed: _____ Date _____ Phone (____) _____

Return this form to: ACT
Evaluation/Survey Service (84)
P.O. Box 168
Iowa City, Iowa 52243

ACT

9/84

LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES

Since we could not list all possible occupations and programs of study, you may not be able to find an exact description of the one that applies to you. If that is the case, you should select a general area—for example, 100 (Agricultural Fields), 200 (Engineering Fields), 220 (Fine and Applied Arts).

If you are completely undecided about your answer, mark 000.

- | | | |
|---|---|--|
| 000 Undecided | 194 Secondary Education, general | 275 Linguistics |
| 100 AGRICULTURE, general | 195 Social Science Education | 276 Literature, English |
| 101 Agricultural Business | 196 Special Education | 277 Philosophy |
| 102 Agricultural Economics | 197 Speech Education | 278 Religion and Theology |
| 103 Agricultural and Farm Management (farming and ranching) | 198 Student Guidance and Counseling | 279 Speech, Debate, Forensic Science |
| 104 Agriculture, Forestry, and Wildlife Technologies | 200 ENGINEERING, general | 280 MATHEMATICS, general |
| 105 Agronomy (field crops and crop management) | 201 Aerospace, Aeronautical, and Astronautical Engineering | 281 Applied Mathematics |
| 106 Animal Science (husbandry) | 202 Agricultural Engineering | 282 Statistics (mathematical and theoretical) |
| 107 Fish, Game, and Wildlife Management | 203 Architectural Engineering | 285 PHYSICAL SCIENCE, general |
| 108 Food Science and Technology | 204 Chemical Engineering | 283 Astronomy |
| 109 Forestry | 205 Civil Engineering | 287 Chemistry |
| 110 Horticulture/Oriental Horticulture | 206 Electrical, Electronics, and Communications Engineering | 288 Earth Sciences |
| 111 Natural Resources Management (soil conservation) | 207 Environmental and Ecological Engineering | 289 Geology |
| 120 ARCHITECTURE, general | 208 Geological Engineering | 290 Oceanography |
| 121 Architecture Technology | 209 Industrial and/or Management Engineering | 291 Physics |
| 122 City, Community, and Regional Planning | 210 Mechanical Engineering | 300 COMMUNITY SERVICE, general |
| 123 Environmental Design, general | 211 Metallurgical and Materials Engineering | 301 Criminal Justice and Law Enforcement (police, corrections, etc.) |
| 124 Interior Design | 212 Mining and Mineral Engineering | 302 Parks and Recreation Management |
| 125 Landscape Architecture | 213 Nuclear Engineering | 303 Public Administration |
| 130 BIOLOGICAL SCIENCES, general | 214 Ocean Engineering | 304 Social Work |
| 131 Biology | 215 Petroleum Engineering | 305 Military |
| 132 Biochemistry | 220 FINE AND APPLIED ARTS, general | 310 SOCIAL SCIENCES, general |
| 133 Botany | 221 Applied Design (ceramics, weaving, commercial art) | 311 Anthropology |
| 134 Entomology | 222 Art (painting, drawing, sculpture) | 312 Area Studies (American civilization, American studies, etc.) |
| 135 Microbiology | 223 Art History and Appreciation | Criminal Justice (see code 301) |
| 136 Zoology | 224 Dance | 313 Economics |
| 140 BUSINESS AND COMMERCE, general | 225 Dramatic Arts (theater arts) | 314 Ethnic Studies (Asian studies, Black studies, Chicano studies, etc.) |
| 141 Accounting | 226 Music (liberal arts) | 315 Geography |
| 142 Banking and Finance | 227 Music (performing, composition, theory) | 316 History |
| 143 Business Economics | 228 Music History and Appreciation | 317 International Relations |
| 144 Business Management and Administration | 229 Photography/Cinematography | 318 Law (prelaw) |
| 145 Food Marketing | 230 FOREIGN LANGUAGES, general | 319 Political Science |
| 146 Hotel and Restaurant Management | 231 French | 320 Psychology |
| 147 Labor and Industrial Relations | 232 German | 321 Sociology |
| 148 Office Management | 233 Italian | 330 TRADE, INDUSTRIAL, AND TECHNICAL, general |
| 149 Marketing and Purchasing (sales and retailing) | 234 Latin | 331 Agricultural Mechanics and Technology |
| 150 Real Estate and Insurance | 235 Spanish | 332 Air Conditioning, Refrigeration, and Heat Technology |
| 151 Recreation and Tourism | 236 Russian | 333 Aeronautical and Aviation Technology |
| 152 Secretarial Studies | 240 HEALTH PROFESSIONS, general | 334 Appliance Repair |
| 153 Transportation and Public Utilities | 241 Dentistry | 335 Automobile Body Repair |
| 160 COMMUNICATIONS, general | 242 Dental Assistant | 336 Automobile Mechanics |
| 161 Journalism | 243 Dental Hygiene | 337 Business Machine Maintenance |
| 162 Radio/Television (related to broadcasting) | 244 Dental Lab Technology | 338 Carpentry and Construction |
| 163 Advertising | 245 Environmental Health Technologies | 339 Drafting/Engineering Graphics |
| 164 Library Science | 246 Medicine, general | 340 Electricity and Electronics |
| 170 COMPUTER AND INFORMATION SCIENCES, general | 247 Medical Assistant or Medical Office Assistant | 341 Engineering Technology—Aeronautical |
| 171 Computer Programming | 248 Medical or Laboratory Technology | 342 Engineering Technology—Automotive |
| 172 Information Systems and Sciences | 249 Nursing (registered) | 343 Engineering Technology—Civil |
| 173 Systems Analysis | 250 Nursing (licensed practical nurse) | 344 Engineering Technology—Industrial/Mechanical |
| 174 Data Processing Technology | 251 Occupational Therapy | 345 Engineering Technology—Mechanical |
| 175 Computer Operating | 252 Optometry | 346 Graphic Arts (printing, typesetting) |
| 176 Data Systems Repair | 253 Pharmacy | 347 Heavy Equipment Operating |
| 180 EDUCATION, general | 254 Physical Therapy | 348 Dry Cleaning, Laundry, and Clothing Technology |
| 181 Agricultural Education | 255 Public Health | 349 Industrial Arts |
| 182 Art Education | 256 Radiology | 350 Leatherworking (shoe repair, etc.) |
| 183 Business, Commerce, and Distributive Education | 257 X-ray Technology | 351 Machinework (tool and die, etc.) |
| 184 Educational Administration | 258 Surgical Technology (surgeon's assistant, etc.) | 352 Masonry (brick, cement, stone, etc.) |
| 185 Elementary Education | 259 Veterinary Medicine | 353 Metalworking |
| 186 English Education | 260 HOME ECONOMICS, general | 354 Plumbing and Pipefitting |
| 187 Home Economics Education | 261 Clothing and Textiles | 355 Radio/TV Repair |
| 188 Industrial Arts, Vocational/Technical Education | 262 Consumer Economics and Home Management | 356 Small Engine Repair |
| 189 Mathematics Education | 263 Family Relations and Child Development | 357 Upholstering |
| 190 Music Education | 264 Foods and Nutrition (including Dietetics) | 358 Watch Repair and Other Instrument Maintenance and Repair |
| 191 Physical Education | 265 Institutional Management | 359 Welding |
| 192 Postsecondary Education, general | 270 LETTERS (humanities), general | 360 Woodworking (cabinetmaking, millwork) |
| 193 Science Education | 271 Classics | 370 GENERAL STUDIES |
| | 272 Comparative Literature | |
| | 273 Creative Writing | |
| | 274 English, general | |

SECTION II—EDUCATIONAL PLANS AND PREFERENCES

Please respond to the following questions about your postsecondary educational plans and needs.

A

INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR REASON, A MINOR REASON, OR NOT A REASON THAT YOU DECIDED TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL

MAJOR REASON FOR CONTINUING MY EDUCATION
 MINOR REASON FOR CONTINUING MY EDUCATION
 NOT A REASON FOR CONTINUING MY EDUCATION

To Meet Educational Requirements for My Chosen Occupation

To Become a Better-Educated Person

To Increase My Earning Power

To Qualify for a High-Level Occupation

To Develop Independence from My Parents

To Be with Friends Who Attend or Will Attend College

To Develop My Mind and Intellectual Abilities

To Study New and Different Subjects

To Develop Personal Maturity

To Meet New and Interesting People

To Become a More Cultured Person

To Find a Spouse

To Develop and Use My Athletic Skills

To Take Part in the Social Life Offered at College

To Continue My Religious Training

Parents and/or Relatives Wanted Me to Continue My Education

High School Teachers and/or Counselors Suggested that I Continue My Education

Couldn't Find Anything Better to Do at this Time

B

INDICATE WHETHER EACH OF THE FOLLOWING WILL BE A MAJOR SOURCE, A MINOR SOURCE, OR NOT A SOURCE OF FUNDING FOR YOUR POSTSECONDARY EDUCATION

MAJOR SOURCE OF FUNDS
 MINOR SOURCE OF FUNDS
 NOT A SOURCE OF FUNDS

Parents/Relatives

Social Security Benefits

Veteran's Benefits

Spouse's Income

Educational Grants (Pell Grants, SEOG, Private Grants, etc.)

Scholarships (Private, Federal, College, etc.)

Student Loans (NDSL, Guaranteed Student Loans, etc.)

Other Loans (Bank Loans, etc.)

Employment While Attending College (Including Work-Study)

Summer Employment

Personal Savings

C

FOR WHAT PURPOSE DID YOU ENROLL AT THIS PARTICULAR COLLEGE?
(Select Only ONE)

No Definite Purpose in Mind

To Take a Few Job-Related Courses

To Take a Few Courses for Self-Improvement

To Take Courses Necessary for Transferring to Another College

To Obtain or Maintain a Certification

To Complete a Vocational/Technical Program

To Obtain an Associate (2-Year) Degree

To Obtain a Bachelor's Degree

To Obtain a Master's Degree

To Obtain a Doctorate or Professional Degree

D

WHICH OF THE FOLLOWING TYPES OF CLASSES DO YOU MOST PREFER TO ATTEND?
(Select Only ONE)

Morning Classes

Afternoon Classes

Evening Classes

Weekend Classes

No Preference

E

WHICH TYPE OF CLASS FORMAT DO YOU MOST PREFER?
(Select Only ONE)

Lecture Format

Small-Group Format

Independent Study Format (Self-Paced Study)

Laboratory or Shop Format (with Hands-On Experience)

Private Tutor Format

Correspondence Course Format

Other Format

No Preference

F

DO YOU FEEL YOU WILL NEED SPECIAL HELP IN ANY OF THE FOLLOWING AREAS AS YOU CONTINUE YOUR EDUCATION?
(Mark Yes or No for EACH Item)

YES
NO

Expressing ideas in Writing

Increasing Reading Speed

Improving Reading Comprehension

Improving Mathematics Skills

Developing Better Study Skills and Habits

Improving Test-Taking Skills

Improving Public Speaking Skills

Identifying a Major Area of Study

Selecting an Appropriate Career

G

INDICATE THE EXTRACURRICULAR ACTIVITIES IN WHICH YOU WOULD LIKE TO PARTICIPATE WHILE ATTENDING THIS COLLEGE
(Please Respond to EACH Item)

WOULD LIKE TO PARTICIPATE IN THIS ACTIVITY
 WOULD NOT LIKE TO PARTICIPATE IN THIS ACTIVITY

Student Government

Student Publications (Newspaper, Yearbook, etc.)

Instrumental Music

Vocal Music

Debate

Dramatics, Theater

Departmental Clubs

Religious Organizations

Racial or Ethnic Organizations

vars. y Athletics

Intramural Athletics

Cheerleading

Political Organizations

Student Radio or T.V.

Fraternity or Sorority

Special Interest Groups (Sailing Club, Dance Club, Judo Club, etc.)

Campus or Community Service Organizations

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR PLANNED COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS H AND I AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE PLANNED COLLEGE MAJOR, SELECT THE ONE THAT BEST DESCRIBES YOUR OCCUPATIONAL PROGRAM.)

H

INDICATE YOUR PLANNED COLLEGE MAJOR

0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

I

INDICATE YOUR OCCUPATIONAL CHOICE

0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

SECTION III—COLLEGE IMPRESSIONS

Indicate your impressions of this college by completing the following questions.

A					HOW IMPORTANT WAS EACH OF THE FOLLOWING IN YOUR DECISION TO ATTEND THIS COLLEGE?					
					VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT IMPORTANT		
					↓	↓	↓	↓		
0	0	0	0	0	1. Academic Reputation of the College					
0	0	0	0	0	2. Availability of a Particular Program of Study					
0	0	0	0	0	3. Variety of Courses Offered					
0	0	0	0	0	4. Location of the College					
0	0	0	0	0	5. Size of the College					
0	0	0	0	0	6. Entrance Requirements for the College					
0	0	0	0	0	7. Cost of Attending the College					
0	0	0	0	0	8. Type of Community in Which the College is Located					
0	0	0	0	0	9. Availability of Financial Aid or Scholarship					
0	0	0	0	0	10. Opportunity for Part-Time Work					
0	0	0	0	0	11. Sports Opportunities (Varsity Athletics)					
0	0	0	0	0	12. Social Climate and Activities at the College					
0	0	0	0	0	13. Racial/Ethnic Makeup of the College					
0	0	0	0	0	14. Male/Female Ratio of the Student Body					
0	0	0	0	0	15. Religious Affiliation of the College					
0	0	0	0	0	16. Type of Housing Available					
0	0	0	0	0	17. Facilities Available (Laboratories, Classroom Facilities, Recreational Areas, etc.)					
0	0	0	0	0	18. Extracurricular Activities Available (Drama, Intramural Athletics, Music Programs, etc.)					
0	0	0	0	0	19. Friends Attend (or Plan to Attend) the College					
0	0	0	0	0	20. Advice of Parents or Relatives					

B						INDICATE YOUR LEVEL OF AGREEMENT WITH EACH STATEMENT ABOUT THIS COLLEGE								
						STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	DONT KNOW/DOES NOT APPLY			
						↓	↓	↓	↓	↓	↓			
0	0	0	0	0	0	1. This college has high-quality academic programs								
0	0	0	0	0	0	2. The cost of attending this college is reasonable.								
0	0	0	0	0	0	3. College personnel care about individual students								
0	0	0	0	0	0	4. It is difficult to earn good grades at this college.								
0	0	0	0	0	0	5. This college has a high-quality program in the subject area I plan to pursue.								
0	0	0	0	0	0	6. This college has many activities and organizations for students.								
0	0	0	0	0	0	7. This college has a strong intercollegiate athletic program								
0	0	0	0	0	0	8. There are a large number and variety of courses and programs offered at this college								
0	0	0	0	0	0	9. Students at this college are friendly.								
0	0	0	0	0	0	10. This college has too many required courses.								
0	0	0	0	0	0	11. There are excellent recreational facilities for individual student use.								
0	0	0	0	0	0	12. Many students at this college use drugs and/or alcohol								
0	0	0	0	0	0	13. There are comfortable residence halls at this college								
0	0	0	0	0	0	14. Students from various racial and ethnic backgrounds get along well.								
0	0	0	0	0	0	15. There are many students at this college who hold extreme political views.								
0	0	0	0	0	0	16. Many students at this college are more interested in having fun than in studying.								
0	0	0	0	0	0	17. This college offers many cultural events and programs								
0	0	0	0	0	0	18. Students must be above average to be admitted to this college.								
0	0	0	0	0	0	19. There are too many rules and regulations at this college								
0	0	0	0	0	0	20. This college has high-quality classroom and laboratory facilities.								
0	0	0	0	0	0	21. This college provides sufficient financial aid for students								

SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College" and leave part

B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service" and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

PART A: USAGE			COMPLETE PART B ONLY IF YOU HAVE USED THE SERVICE →	PART B: LEVEL OF SATISFACTION				
NOT AVAILABLE AT THIS COLLEGE	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE	COLLEGE SERVICE OR PROGRAM	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
0	0	0	1. Academic advising services	0	0	0	0	0
0	0	0	2. Personal counseling services	0	0	0	0	0
0	0	0	3. Career planning services	0	0	0	0	0
0	0	0	4. Job placement services	0	0	0	0	0
0	0	0	5. Recreational and intramural programs and services	0	0	0	0	0
0	0	0	6. Library facilities and services	0	0	0	0	0
0	0	0	7. Student health services	0	0	0	0	0
0	0	0	8. Student health insurance program	0	0	0	0	0
0	0	0	9. College-sponsored tutorial services	0	0	0	0	0
0	0	0	10. Financial aid services	0	0	0	0	0
0	0	0	11. Student employment services	0	0	0	0	0
0	0	0	12. Residence hall services and programs	0	0	0	0	0
0	0	0	13. Food services	0	0	0	0	0
0	0	0	14. College-sponsored social activities	0	0	0	0	0
0	0	0	15. Cultural programs	0	0	0	0	0
0	0	0	16. College orientation program	0	0	0	0	0
0	0	0	17. Credit-by-examination program (PEP, CLEP, etc.)	0	0	0	0	0
0	0	0	18. Honors programs	0	0	0	0	0
0	0	0	19. Computer services	0	0	0	0	0
0	0	0	20. College mass transit services	0	0	0	0	0
0	0	0	21. Parking facilities and services	0	0	0	0	0
0	0	0	22. Veterans services	0	0	0	0	0
0	0	0	23. Day care services	0	0	0	0	0

SECTION III—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this

college, fill in the oval in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

		LEVEL OF SATISFACTION					
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	0	0	0	0	0	0
	2. Course content in your major field	0	0	0	0	0	0
	3. Instruction in your major field	0	0	0	0	0	0
	4. Out-of-class availability of your instructors	0	0	0	0	0	0
	5. Attitude of the faculty toward students	0	0	0	0	0	0
	6. Variety of courses offered by this college	0	0	0	0	0	0
	7. Class size relative to the type of course	0	0	0	0	0	0
	8. Flexibility to design your own program of study	0	0	0	0	0	0
	9. Availability of your advisor	0	0	0	0	0	0
	10. Value of the information provided by your advisor	0	0	0	0	0	0
	11. Preparation you are receiving for your future occupation	0	0	0	0	0	0
ADMISSIONS	12. General admissions procedures	0	0	0	0	0	0
	13. Availability of financial aid information prior to enrolling	0	0	0	0	0	0
	14. Accuracy of college information you received before enrolling	0	0	0	0	0	0
	15. College Catalog/admissions publications	0	0	0	0	0	0
REGULATIONS	16. Student voice in college policies	0	0	0	0	0	0
	17. Rules governing student conduct at this college	0	0	0	0	0	0
	18. Residence hall rules and regulations	0	0	0	0	0	0
	19. Academic probation and suspension policies	0	0	0	0	0	0

		LEVEL OF SATISFACTION						
		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	
FACILITIES	22. Classroom facilities	0	0	0	0	0	0	
	23. Laboratory facilities	0	0	0	0	0	0	
	24. Athletic facilities	0	0	0	0	0	0	
	25. Study areas	0	0	0	0	0	0	
	26. Student union	0	0	0	0	0	0	
	27. Campus bookstore	0	0	0	0	0	0	
	28. Availability of student housing	0	0	0	0	0	0	
	29. General condition of buildings and grounds	0	0	0	0	0	0	
	REGISTRATION	30. General registration procedures	0	0	0	0	0	0
		31. Availability of the courses you want at times you can take them	0	0	0	0	0	0
		32. Academic calendar for this college	0	0	0	0	0	0
33. Billing and fee payment procedures		0	0	0	0	0	0	
GENERAL	34. Concern for you as an individual	0	0	0	0	0	0	
	35. Attitude of college nonteaching staff toward students	0	0	0	0	0	0	
	36. Racial harmony at this college	0	0	0	0	0	0	
	37. Opportunities for student employment	0	0	0	0	0	0	
	38. Opportunities for personal involvement in campus activities	0	0	0	0	0	0	
	39. Student government	0	0	0	0	0	0	
	40. Religious activities and programs	0	0	0	0	0	0	



SECTION II—REASONS FOR LEAVING THIS COLLEGE

Listed below are a number of reasons why a student might leave college. Please blacken the oval indicating whether each of the reasons listed was a major reason, a

minor reason, or not a reason that you decided to leave this college.

	MAJOR REASON	MINOR REASON	NOT A REASON
1 Learned all I wanted to learn at this time	0	0	0
2 Decided to attend a different college	0	0	0
3 Health-related problem (family or personal)	0	0	0
4 Wanted a break from my college studies	0	0	0
5 Wanted to move to (or was transferred to) a new location	0	0	0
6 Marital situation changed my educational plans	0	0	0
7 Difficulty in obtaining transportation to this college	0	0	0
8 Uncertain about the value of a college education	0	0	0
9 Commuting distance to this college was too great	0	0	0
10 Child care was not available or was too costly	0	0	0
11 Family responsibilities were too great	0	0	0
12 Did not like the size of this college	0	0	0
13 Experienced emotional problems	0	0	0
14 Felt racial/ethnic tension	0	0	0
15 Felt alone or isolated	0	0	0
16 Influenced by parents or relatives	0	0	0
17 Had conflicts with my roommate(s)	0	0	0
18 Wanted to live nearer to my parents or loved ones	0	0	0
19 Wanted to travel	0	0	0
20 Dissatisfied with my grades	0	0	0
21 Was suspended or placed on probation	0	0	0
22 Courses were too difficult	0	0	0
23 Courses were not challenging	0	0	0
24 Inadequate study habits	0	0	0
25 Too many required courses	0	0	0
26 Disappointed with the quality of instruction at this college	0	0	0

	MAJOR REASON	MINOR REASON	NOT A REASON
(27) Desired major was not offered by this college	0	0	0
(28) Desired major was offered, but course content was unsatisfactory	0	0	0
(29) Academic advising was inadequate	0	0	0
(30) Experienced class scheduling problems	0	0	0
(31) Dissatisfied with the academic reputation of this college	0	0	0
(32) Could not find housing I liked	0	0	0
(33) Unhappy with college rules and regulations	0	0	0
(34) Impersonal attitudes of college faculty or staff	0	0	0
(35) Dissatisfied with the social life at this college	0	0	0
(36) Inadequate facilities for physically handicapped students	0	0	0
(37) Did not budget my money correctly	0	0	0
(38) Encountered unexpected expenses	0	0	0
(39) Applied for financial aid, but did not receive it	0	0	0
(40) Financial aid received was inadequate	0	0	0
(41) Tuition and fees were more than I could afford	0	0	0
(42) Could not find part-time work at this college	0	0	0
(43) Could not obtain summer employment	0	0	0
(44) Cost of living was too high in this community	0	0	0
(45) Wanted to get work experience	0	0	0
(46) Accepted a full-time job	0	0	0
(47) Conflict between demands of job and college	0	0	0
(48) My chosen occupation did not require more college	0	0	0

Please reexamine your major reasons for leaving this college, and indicate the single most important reason by completely blackening the circle containing the number of that reason. For example, if your most important reason for leaving college was "19 Wanted to travel," you would blacken the circle containing the number "19" as illustrated below. (Blacken only one circle.)

19	Wanted to travel	●	○	○
----	------------------	---	---	---

SECTION III—COLLEGE SERVICES AND CHARACTERISTICS

Please blacken the oval that indicates your level of satisfaction with each of the following services and characteristics of this college. If any item is not applicable to you or to this college, fill in the oval in the "Does Not Apply" column and

proceed to the next item. Please respond to each item by choosing only one of the six alternatives

	DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
1 Academic advising services	0	0	0	0	0	0
2 Personal counseling services	0	0	0	0	0	0
3 Career planning services	0	0	0	0	0	0
4 Job placement services	0	0	0	0	0	0
5 Recreational and intramural programs and services	0	0	0	0	0	0
6 Library facilities and services	0	0	0	0	0	0
7 Student health services	0	0	0	0	0	0
8 Student health insurance program	0	0	0	0	0	0
9 College-sponsored tutorial services	0	0	0	0	0	0
10 Financial aid services	0	0	0	0	0	0
11 Student employment services	0	0	0	0	0	0
12 Residence hall services and programs	0	0	0	0	0	0
13 Food services	0	0	0	0	0	0
14 College-sponsored social activities	0	0	0	0	0	0
15 Cultural programs	0	0	0	0	0	0
16 College orientation program	0	0	0	0	0	0
17 Credit-by-examination program (PEP, CLEP, etc.)	0	0	0	0	0	0
18 Honors programs	0	0	0	0	0	0
19 Computer services	0	0	0	0	0	0
20 College mass transit services	0	0	0	0	0	0
21 Transcript services	0	0	0	0	0	0

	DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
24 Testing/grading system	0	0	0	0	0	0
25. Course content in your major field	0	0	0	0	0	0
26 Out-of-class availability of your instructors	0	0	0	0	0	0
27. Instruction in your major field	0	0	0	0	0	0
28 Class size relative to the type of course	0	0	0	0	0	0
29 Variety of courses offered by this college	0	0	0	0	0	0
30. General registration procedures	0	0	0	0	0	0
31. Availability of the courses you want at times you can take them	0	0	0	0	0	0
32. Flexibility to design your own program of study	0	0	0	0	0	0
33. Availability of your adviser	0	0	0	0	0	0
34. Value of the information provided by your adviser	0	0	0	0	0	0
35. Preparation you are receiving for your future occupation	0	0	0	0	0	0
36. Student voice in college policies	0	0	0	0	0	0
37. College rules governing student conduct	0	0	0	0	0	0
38 Residence hall rules and regulations	0	0	0	0	0	0
39 Classroom and laboratory facilities	0	0	0	0	0	0
40 Athletic facilities	0	0	0	0	0	0
41 Parking facilities and services	0	0	0	0	0	0
42. Attitude of college nonteaching staff toward students	0	0	0	0	0	0
43 Racial harmony at this college	0	0	0	0	0	0
44. Concern for you as an individual	0	0	0	0	0	0

SECTION III—COLLEGE EXPERIENCES

Please complete each of the following questions related to your education at this college.

A INDICATE YOUR RATING OF THIS COLLEGE AT THE TIME YOU APPLIED FOR ADMISSION

It Was My First Choice
 It Was My Second Choice
 It Was My Third Choice
 It Was My Fourth Choice or Lower

B IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO ATTEND THIS COLLEGE?

Definitely Yes
 Probably Yes
 Uncertain
 Probably No
 Definitely No

C IF YOU COULD START COLLEGE OVER, WOULD YOU CHOOSE TO GRADUATE WITH THE SAME MAJOR?

Definitely Yes
 Probably Yes
 Uncertain
 Probably No
 Definitely No

D HOW WOULD YOU COMPARE THE QUALITY OF EDUCATION PROVIDED AT THIS COLLEGE WITH THAT OF OTHER COLLEGES?

Better
 About the Same
 Worse
 Unable to Judge

E REGARDLESS OF THE FINANCIAL BENEFITS, HAS YOUR COLLEGE EDUCATION IMPROVED THE QUALITY OF YOUR LIFE?

Definitely Yes
 Probably Yes
 Uncertain
 Probably No
 Definitely No

F WHAT WAS YOUR PRIMARY REASON FOR ATTENDING THIS COLLEGE? (Blacken Only ONE Oval)

Cost
 Admissions Standards
 Size
 Social Atmosphere
 Location
 Type of Programs Available
 Academic Reputation
 Availability of Scholarship or Financial Aid
 Advice of Parents or Relatives
 Advice of High School Personnel
 To Be with Friends
 Other

G INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR SOURCE, MINOR SOURCE, OR NOT A SOURCE OF FUNDS FOR YOUR COLLEGE EDUCATION

MAJOR SOURCE
 MINOR SOURCE
 NOT A SOURCE

Parents or Relatives
 Personal Savings
 Summer Employment
 Employment at College
 Spouse
 VA Benefits
 Social Security Benefits
 Student Loans (NDSL etc.)
 Scholarships
 Educational Grants (BEOG SEOG etc.)

H RATE EACH OF THE FOLLOWING ALUMNI ASSOCIATION PROGRAMS AND SERVICES AT THIS COLLEGE

VERY GOOD
 FAIR
 POOR
 NO OPINION
 DOES NOT APPLY

Publications
 Homecoming Activities
 Fund Raising Programs
 Chapter Meetings
 Tour Programs

I HOW MUCH DID YOUR EDUCATION AT THIS COLLEGE CONTRIBUTE TO YOUR PERSONAL GROWTH IN EACH OF THE FOLLOWING AREAS?

VERY MUCH
 SOMEWHAT
 VERY LITTLE

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Writing effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Speaking affectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Understanding written information
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Working independently
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Managing personal/family finances
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Learning on your own
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Understanding graphic information
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Using the library
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Following directions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Understanding consumer issues
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Caring for your own physical and mental health
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Working cooperatively in a group
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Organizing your time effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Recognizing your rights, responsibilities, and privileges as a citizen
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Planning and carrying out projects
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Understanding and applying mathematics in your daily activities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Understanding different philosophies and cultures
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Persisting at difficult tasks
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Defining and solving problems
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Understanding the interaction of man and the environment
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Leading/guiding others
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Recognizing assumptions, and making logical inferences, and reaching correct conclusions
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Understanding and appreciating the arts
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Understanding and applying scientific principles and methods

SECTION IV—EMPLOYMENT HISTORY

Please respond to the following questions related to your employment since you graduated from this college. Complete only the parts of this section that apply to you

PART A: TO BE COMPLETED BY ALL ALUMNI

WHICH OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING?
(Blacken Only ONE Oval)

- Employed Full Time
 Employed Part Time
 Self Employed (Farm or Business Owner, etc.)
 Serving in the Armed Forces
 Continuing My Education
 Employed and Continuing My Education
 Caring for a Home Family
 Unemployed
 Other

PART B: COMPLETE THE FOLLOWING QUESTIONS ONLY IF YOU HAVE EVER HELD A FULL-TIME JOB SINCE GRADUATING FROM THIS COLLEGE

B FROM WHICH SOURCE DID YOU LEARN ABOUT THE FIRST JOB YOU HELD AFTER GRADUATING FROM THIS COLLEGE?
(Blacken Only ONE Oval)

- Career Placement Office
 College Counselor/Adviser
 Faculty at the College
 Parent or Relative
 Newspaper/Trade Publication
 Professional Meeting
 Another Student/Friend
 Recruited by Employer
 Public/Private Employment Agency
 Other

C INDICATE WHETHER EACH OF THE FOLLOWING WAS A MAJOR PROBLEM, MINOR PROBLEM, OR NOT A PROBLEM IN OBTAINING YOUR FIRST JOB AFTER GRADUATION

- MAJOR PROBLEM
 MINOR PROBLEM
 NOT A PROBLEM
- Deciding What I Wanted to Do
 Knowing How to Find Job Openings
 Scheduling Interviews
 Writing a Resume, Vita, or Letter of Introduction
 Finding a Job That Paid Enough
 Completing Job Applications
 Finding a Job for Which I Was Trained
 Finding a Job Where I Wanted to Live
 Finding the Kind of Job I Wanted
 Race/Sex Discrimination

D WHAT WAS YOUR ANNUAL SALARY/INCOME IN THE FIRST JOB YOU HELD AFTER COLLEGE?

- Less than \$6,000
 \$6,000 to \$8,999
 \$9,000 to \$11,999
 \$12,000 to \$14,999
 \$15,000 to \$17,999
 \$18,000 to \$20,999
 \$21,000 to \$23,999
 \$24,000 to \$26,999
 \$27,000 to \$29,999
 \$30,000 to \$39,999
 \$40,000 to \$50,000
 Over \$50,000

PART B: CONTINUED

E HOW LONG DID IT TAKE YOU TO OBTAIN YOUR FIRST FULL-TIME JOB AFTER LEAVING THIS COLLEGE?

- Obtained the Job Prior to Leaving College
 Less Than One Month
 1 to 3 Months
 4 to 6 Months
 7 to 12 Months
 Over 12 Months

F INDICATE THE NUMBER OF FULL-TIME JOBS YOU HAVE HELD SINCE LEAVING THIS COLLEGE

- 1
 2
 3
 4
 5 or More

PART C: COMPLETE THESE QUESTIONS ONLY IF YOU ARE CURRENTLY UNEMPLOYED

G INDICATE THE PRIMARY REASON YOU ARE NOW UNEMPLOYED

- Have Been Unable to Find a Full-Time Job Since College
 Was Laid Off by Employer
 Quit to Find Another Job
 Health/Personal Reasons
 Do Not Desire Employment at This Time
 Other

H HOW LONG HAVE YOU ACTIVELY BEEN SEEKING EMPLOYMENT?

- Not Seeking Employment
 Less Than 1 Month
 1 to 3 Months
 4 to 6 Months
 7 to 12 Months
 Over 12 Months

I HAVE YOU SOUGHT HELP FROM THIS COLLEGE'S PLACEMENT OFFICE?

- Yes It Has Been Helpful
 Yes but It Has Not Been Helpful
 No

PART D: COMPLETE THESE QUESTIONS ONLY IF YOU ARE CURRENTLY EMPLOYED

J INDICATE YOUR CURRENT OCCUPATION

Use the List of College Majors and OCC National Codes to indicate your current occupation

<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

K WHAT IS YOUR CURRENT ANNUAL SALARY/INCOME?

- Less than \$6,000
 \$6,000 to \$8,999
 \$9,000 to \$11,999
 \$12,000 to \$14,999
 \$15,000 to \$17,999
 \$18,000 to \$20,999
 \$21,000 to \$23,999

L HOW WELL DID THIS COLLEGE PREPARE YOU FOR YOUR PRESENT OCCUPATION?

- Very Well
 Adequately
 Poorly
 Not at All

M HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATION TO YOUR MAJOR AT THIS COLLEGE?

- Highly Related
 Moderately Related
 Slightly Related
 Not Related

N DO YOU FEEL YOU ARE CURRENTLY UNDEREMPLOYED?

- Yes

O INDICATE YOUR SATISFACTION WITH THE FOLLOWING ASPECTS OF YOUR PRESENT JOB

- VERY SATISFIED
 SATISFIED
 NEUTRAL
 DISSATISFIED
 VERY DISSATISFIED
- Challenge

SECTION V—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but

few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
(A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) (R) (S) (T) (U) (V) (W) (X) (Y) (Z)																													

SECTION VI—MAILING ADDRESSES

PLEASE PRINT YOUR NAME AND CURRENT ADDRESS ON THE LINES PROVIDED BELOW.

PLEASE PRINT THE NAME AND ADDRESS OF SOMEONE WHO CAN FORWARD MAIL TO YOU, SHOULD YOU MOVE.

PLEASE PRINT YOUR CURRENT BUSINESS ADDRESS ON THE LINES PROVIDED BELOW

First Name _____ MI _____ Maiden Name _____ Last Name _____
 Street Address/P.O. Box _____
 City _____
 State _____ Zip Code _____

Name _____
 Street Address/P.O. Box _____
 City _____
 State _____ Zip Code _____

Name of Organization _____
 Street Address/P.O. Box _____
 City _____
 State _____ Zip Code _____

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.