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## Appendix A:

## IRB Approval Letter



## Institutional Review Board

Carmen Green  
IRB Administrator  
Research Compliance Office  
1880 Pratt Drive, Suite 2006(0197), Blacksburg, VA 24061  
Office: 540-231-4358; FAX: 540-231-0959  
email: [cgreen@vt.edu](mailto:cgreen@vt.edu)

DATE: January 25, 2006

## MEMORANDUM

TO: Joan B. Hirt ELPS  
Belinda Bennett

FROM: Carmen Green 

SUBJECT: **IRB Exempt Approval:** "Understanding the Influence of Student Interactions on College Student Leader Change in Opinion: Exploring Differences by Frequency of Involvement" IRB # 06-029

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of January 25, 2006.

Virginia Tech has an approved Federal Wide Assurance (FWA00000572, exp. 7/20/07) on file with OHRP, and its IRB Registration Number is IRB00000667.

cc: File

Department Reviewer: Jan K. Nespor

## Appendix B:

## 2004 CSEQ



## College Student Experiences Questionnaire

This questionnaire asks about how you spend your time at college—with faculty and friends and in classes, social and cultural activities, extracurricular activities, employment, and use of campus facilities such as the library and student center. The usefulness of this or any other survey depends on the thoughtful responses of those who are asked to complete it. Your participation is very important and greatly appreciated.

The information obtained from you and other students at many different colleges and universities will help administrators, faculty members, student leaders, and others to improve the conditions that contribute to your learning and development and to the quality of the experience of those who will come after you.

At first glance, you may think it will take a long time to complete this questionnaire, but it can be answered in about 30 minutes or less. And you will learn some valuable things about yourself, as your answers provide a kind of self-portrait of what you have been doing and how you are benefitting from your college experience.

You do not have to write your name on the questionnaire. But as you will see on the next page we would like to know some things about you so that we can learn how college experiences vary, depending on students' age, sex, year in college, major field, where they live, whether they have a job, and so forth. To know where the reports come from, a number on the back page identifies your institution.

Your questionnaire will be read by an electronic scanning device, so be careful in marking your responses. **Please use only a #2 black lead pencil.** Do not write or make any marks on the questionnaire outside the spaces provided for your answers. Erase cleanly any responses you want to change. **It is very important to answer all questions;** if you are uncertain about what a question means, use your best judgment.

**Thank you for your cooperation and participation!**

This questionnaire is available from the Indiana University Center for Postsecondary Research and Planning, School of Education, 201 North Rose Avenue, Bloomington, IN 47405-1006. It is for use by individuals and institutions interested in documenting, understanding, and improving the student experience.

## BACKGROUND INFORMATION

**DIRECTIONS:** Indicate your response by filling in the appropriate oval next to the correct answer.

### Age

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

### Sex

- male                       female

### What is your marital status?

- not married             separated  
 married                 widowed  
 divorced

### What is your classification in college?

- freshman/first-year     senior  
 sophomore               graduate student  
 junior                     unclassified

### Did you begin college here or did you transfer here from another institution?

- started here  
 transferred from another institution

### Where do you now live during the school year?

- dormitory or other campus housing  
 residence (house, apartment, etc.) within walking distance of the institution  
 residence (house, apartment, etc.) within driving distance  
 fraternity or sorority house

### With whom do you live during the school year? (Fill in all that apply)

- no one, I live alone  
 one or more other students  
 my spouse or partner  
 my child or children  
 my parents  
 other relatives  
 friends who are not students at the institution I'm attending  
 other people: who? →

### Do you have access to a computer where you live or work, or nearby that you can use for your school work?

- yes  
 no

### What have most of your grades been up to now at this institution?

- A                             B-, C+  
 A-, B+                     C, C-, or lower  
 B

### Which of these fields best describes your major, or your anticipated major? You may indicate more than one if applicable.

- Agriculture  
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)  
 Business (accounting, business administration, marketing, management, etc.)  
 Communication (speech, journalism, television/radio, etc.)  
 Computer and information sciences  
 Education  
 Engineering  
 Ethnic, cultural studies, and area studies  
 Foreign languages and literature (French, Spanish, etc.)  
 Health-related fields (nursing, physical therapy, health technology, etc.)  
 History  
 Humanities (English, literature, philosophy, religion, etc.)  
 Liberal/general studies  
 Mathematics  
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)  
 Parks, recreation, leisure studies, sports management  
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)  
 Pre-professional (pre-dental, pre-medical, pre-veterinary)  
 Public administration (city management, law enforcement, etc.)  
 Social sciences (anthropology, economics, political science, psychology, sociology, etc.)  
 Visual and performing arts (art, music, theater, etc.)  
 Undecided  
 Other: What? →

### Did either of your parents graduate from college?

- no                             yes, mother only  
 yes, both parents         don't know  
 yes, father only

### Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?

- yes                             no

### How many credit hours are you taking this term?

- 6 or fewer                 15 - 16  
 7 - 11                       17 or more  
 12 - 14

### During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

- 5 or fewer hours a week     21 - 25 hours a week  
 6 - 10 hours a week         26 - 30 hours a week  
 11 - 15 hours a week         more than 30 hours a week  
 16 - 20 hours a week



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

	ON-CAMPUS	OFF-CAMPUS
None; I don't have a job	<input type="radio"/>	<input type="radio"/>
1 - 10 hours a week	<input type="radio"/>	<input type="radio"/>
11 - 20 hours	<input type="radio"/>	<input type="radio"/>
21 - 30 hours	<input type="radio"/>	<input type="radio"/>
31 - 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>

If you have a job, how does it affect your school work?

- I don't have a job
- My job does not interfere with my school work
- My job takes some time from my school work
- My job takes a lot of time from my school work

How do you meet your college expenses? Fill in the response that best approximates the amount of support from each of the various sources.

	None	Very Little	Less Than Half	About Half	More Than Half	All or Nearly All
Self (job, savings, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse or partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American
- Asian or Pacific Islander
- Black or African American
- Caucasian (other than Hispanic)
- Mexican-American
- Puerto Rican
- Other Hispanic
- Other: What?

## COLLEGE ACTIVITIES

**DIRECTIONS:** In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
<b>Library</b>				
Used the library as a quiet place to read or study materials you brought with you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found something interesting while browsing in the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a librarian or staff member for help in finding information on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read assigned materials other than textbooks in the library (reserve readings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an index or database (computer, card catalog, etc.) to find material on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a bibliography or reference list for a term paper or other report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone back to read a basic reference or document that other authors referred to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
<b>Computer and Information Technology</b>				
Used a computer or word processor to prepare reports or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer tutorial to learn material for a course or developmental/remedial program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searched the World Wide Web or Internet for information related to a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to retrieve materials from a library <u>not</u> at this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a computer to analyze data (statistics, forecasting, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a Web page or multimedia presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**DIRECTIONS:** In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.

	Very Often	Often	Occasionally	Never
<b>Course Learning</b>				
Completed the assigned readings for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took detailed notes during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a role play, case study, or simulation for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to see how different facts and ideas fit together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized major points and information from your class notes or readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a class assignment, project, or presentation with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to explain material from a course to someone else (another student, friend, co-worker, family member.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project where you had to integrate ideas from various sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing Experiences</b>				
Used a dictionary or thesaurus to look up the proper meaning of words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked other people to read something you wrote to see if it was clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referred to a book or manual about writing style, grammar, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revised a paper or composition two or more times before you were satisfied with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an instructor or staff member for advice and help to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared a major written report for a class (20 pages or more).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
<b>Experiences with Faculty</b>				
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic program or course selection with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas for a term paper or other class project with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your career plans and ambitions with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder as a result of feedback from an instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with a faculty member outside of class (had a snack or soft drink, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated with other students in a discussion with one or more faculty members outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked your instructor for comments and criticisms about your academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's expectations and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Art, Music, Theater</b>				
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, worked on scenery, etc.), on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a concert or other music event, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read or discussed the opinions of art, music, or drama critics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**DIRECTIONS: In your experience at this institution during the current school year, about how often have you done each of the following? Indicate your response by filling in one of the ovals to the right of each statement.**

	Very Often	Often	Occasionally	Never
<b>Campus Facilities</b>				
Used a campus lounge to relax or study by yourself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met other students at some campus location (campus center, etc.) for a discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a cultural or social event in the campus center or other campus location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Went to a lecture or panel discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a campus learning lab or center to improve study or academic skills (reading, writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used campus recreational facilities (pool, fitness equipment, courts, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a team sport (intramural, club, intercollegiate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Followed a regular schedule of exercise or practice for some recreational sporting activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Clubs and Organizations</b>				
Attended a meeting of a campus club, organization, or student government group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a campus committee, student organization, or project (publications, student government, special event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on an off-campus committee, organization, or project (civic group, church group, community event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met with a faculty member or staff advisor to discuss the activities of a group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managed or provided leadership for a club or organization, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Personal Experiences</b>				
Told a friend or family member why you reacted to another person the way you did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed with another student, friend, or family member why some people get along smoothly, and others do not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend for help with a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles or books about personal growth, self-improvement, or social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified with a character in a book, movie, or television show and wondered what you might have done under similar circumstances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken a test to measure your abilities, interests, or attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a friend to tell you what he or she really thought about you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with a faculty member, counselor or other staff member about personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student Acquaintances</b>				
Became acquainted with students whose interests were different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose family background (economic, social) was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose age was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Became acquainted with students from another country.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose political opinions were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose religious beliefs were very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students whose race or ethnic background was different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious discussions with students from a country different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Scientific and Quantitative Experiences</b>				
Memorized formulas, definitions, technical terms and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used mathematical terms to express a set of relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained your understanding of some scientific or mathematical theory, principle or concept to someone else (classmate, co-worker, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment or project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practiced to improve your skill in using a piece of laboratory equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showed someone else how to use a piece of scientific equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained an experimental procedure to someone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared the scientific method with other methods for gaining knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## CONVERSATIONS

**DIRECTIONS:** In conversations with others (students, family members, co-workers, etc.) outside the classroom during this school year, about how often have you talked about each of the following?

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

Information in Conversations	Frequency			
	Very Often	Often	Occasionally	Never
Referred to knowledge you acquired in your reading or classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explored different ways of thinking about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referred to something one of your instructors said about the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subsequently read something that was related to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changed your opinion as a result of the knowledge or arguments presented by others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persuaded others to change their minds as a result of the knowledge or arguments you cited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## READING/WRITING

During this current school year, about how many books have you read? Fill in one response for each item listed below.	Number of Books			
	None	Fewer than 5	Between 5 and 10	More than 20
Textbooks or assigned books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigned packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-assigned books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During this current school year, about how many exams, papers, or reports have you written? Fill in one response for each item listed below.	Number of Exams/Papers/Reports			
	None	Fewer than 5	Between 5 and 10	More than 20
Essay exams for your courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Term papers or other written reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## OPINIONS ABOUT YOUR COLLEGE OR UNIVERSITY

How well do you like college?

- I am enthusiastic about it.
- I like it.
- I am more or less neutral about it.
- I don't like it.

If you could start over again, would you go to the same institution you are now attending?

- Yes, definitely
- Probably yes
- Probably no
- No, definitely

## THE COLLEGE ENVIRONMENT

Colleges and universities differ from one another in the extent to which they emphasize or focus on various aspects of students' development. Thinking of your experience at this institution, to what extent do you feel that each of the following is emphasized? The responses are numbered from 7 to 1, with the highest and lowest points illustrated. Fill in the oval with the number that best represents your impression on each of the following seven-point rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing aesthetic, expressive, and creative qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing critical, evaluative, and analytical qualities

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing an understanding and appreciation of human diversity

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing information literacy skills (using computers, other information resources)

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on developing vocational and occupational competence

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

Emphasis on the personal relevance and practical value of your courses

Strong Emphasis (7) (6) (5) (4) (3) (2) (1) Weak Emphasis

The next three ratings refer to relations with people at this college. Again, thinking of your own experience, please rate the quality of these relationships on each of the following seven-point rating scales.

Relationships with other students

Friendly, Supportive, Sense of belonging (7) (6) (5) (4) (3) (2) (1) Competitive, Uninvolved, Sense of alienation

Relationships with administrative personnel and offices

Helpful, Considerate, Flexible (7) (6) (5) (4) (3) (2) (1) Rigid, Impersonal, Bound by regulations

Relationships with faculty members

Approachable, Helpful, Understanding, Encouraging (7) (6) (5) (4) (3) (2) (1) Remote, Discouraging, Unsympathetic

Go to next page

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

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

**ADDITIONAL QUESTIONS**

- |              |               |               |
|--------------|---------------|---------------|
| 1. A B C D E | 8. A B C D E  | 15. A B C D E |
| 2. A B C D E | 9. A B C D E  | 16. A B C D E |
| 3. A B C D E | 10. A B C D E | 17. A B C D E |
| 4. A B C D E | 11. A B C D E | 18. A B C D E |
| 5. A B C D E | 12. A B C D E | 19. A B C D E |
| 6. A B C D E | 13. A B C D E | 20. A B C D E |
| 7. A B C D E | 14. A B C D E |               |

**OTHER ID#  
If Requested**

<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"/>
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
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**THANK YOU FOR YOUR PARTICIPATION!**

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## CURRICULUM VITAE

**Belinda R. Bennett**

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 Winston-Salem, NC 27105  
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**EDUCATIONAL BACKGROUND**

- Ph.D Virginia Polytechnic Institute & State University, 2006  
 Major-Educational Leadership and Policy Studies  
 Concentration: Higher Education and Student Affairs  
 Dissertation Topic: *The Influence of Student Interactions on College Student Leader Change in Opinion: Differences by Frequency of Involvement*  
 Graduate Certificate: Race and Social Policy
- MS North Carolina Agricultural & Technical State University, 1996  
 Major-Adult Education  
 Concentration: Gerontology Research
- BS University of North Carolina at Greensboro, 1993  
 Business & Community Services  
 1<sup>st</sup> Minor: Sociology  
 2<sup>nd</sup> Minor: Human Development and Family Studies

**PROFESSIONAL EXPERIENCE**

Virginia Polytechnic Institute and State University, Blacksburg, VA, 2006 to Present

Communications Coordinator, Higher Education Program (HED).  
 Graduate assistantship includes corresponding with current and former students, faculty and staff in order to present the weekly updates, HED newsletter and website.

Virginia Polytechnic Institute and State University, Blacksburg, VA, 2004-2006

Graduate Assistant for Student Learning Initiatives, Department of Student Activities. Major responsibilities included: co-chairing the comprehensive program review committee; guiding the department through a self-study using the Council for the Advancement of Standards (CAS); management of departmental

assessment activities including designing tools to assess student outcomes; directing assessment initiatives; training staff to conduct assessments; serving as chief architect of the creation of a comprehensive document reflecting intricacies of the Department of Student Activities in regards to its' history and current goals, and assessed the department's programs and services.

Facilitated the VT Student Government Exchange trip with Monterrey Tec in Monterrey, Mexico, co-taught the Residential Leadership Community (RLC) Praxis course, implemented and completed the selection process for the 2<sup>nd</sup>-year RLC program, and was the advisor for Relay for Life (Sponsored by the Student Government Association).

Virginia Polytechnic Institute and State University, Blacksburg, VA, 2002-2004

Graduate Assistant for Leadership Development, Department of Student Activities. Major responsibilities included advising LEAD, an emerging leaders program for first year students, chairing the VT Man & Woman of the Year Award, the Who's Who Among Students in American Universities and Colleges Award and the University Student Leadership Award (USLA) committees.

UnitedHealthcare of North Carolina, Greensboro, NC, 1998-2002

Quality Control Supervisor. Major responsibilities included supervising Quality Control Representatives who monitored customer service calls and provided feedback to service representatives; formulated quality standards and developed quality-monitoring tools to assess efficiency, effectiveness and quality of work; processed customer service appeals.

Kaset Facilitator/Trainer. As the Kaset Facilitator for the company, I guided employees through a series of discussions and group activities to teach soft skills for improved service delivery to UnitedHealthcare customers.

Quality Control Representative. Monitored customer service calls and provided feedback to service representatives.

American Express Travel Related Services, Greensboro, NC, 1991-1998

Customer Service Representative/Trainer. Major responsibilities included training and monitoring calls for new employees, providing support to customers with general inquires, and handling supervisor calls.

### **ADDITIONAL PROFESSIONAL EXPERIENCE**

*Directorate Member*, 2006-present. ACPA Commission for Assessment for Student Development.

*Research Assistant, 2004-2005.* Initiative led by Dr. Don G. Creamer and Dr. Terrell L. Strayhorn, for the publication of the *Frameworks for Assessing Learning and Development Outcomes (FALDOS)* text, to supplement the Council for the Advancement of Standards (CAS) book of standards. Duties included literature research and writing assessment protocols for CAS learning and development domains. Protocols are used to provide guidance to student affairs practitioners about “how-to” assess the effectiveness of their programs on student learning.

*Research Assistant, 2004-2005.* Conducted a study with a mixed method protocol, using the Student Leadership Outcomes Inventory (SLOI), a self report survey designed to ascertain interpersonal, group process and self-management skill development attributed to student leadership experiences. The study also sought to identify the relationship between advisement, leadership training and leadership skill development.

*Graduate Student Consultant, Program Review Team.* Creating Outcomes Based Measures, Division of Student Affairs, DePaul University, (Chicago, IL, 2004).

*Graduate Student Consultant, Program Review Team.* Masters Degree Program Approval Consultation, Cambridge College (Cambridge, MA, 2003).

## **RESEARCH**

Student Affairs Administration at Historically Black Colleges and Universities (HBCUs), 2004-2005. An investigation into differences in professional life among administrators at different types of post-secondary institutions. Principal Investigator: Dr. Joan B. Hirt, Associate Professor, Education Leadership and Policy Studies, Virginia Tech.

Student Affairs Administration at Research Universities, 2003-2004. An investigation into differences in professional life among administrators at different types of post-secondary institutions. Principal Investigator: Dr. Joan B. Hirt, Associate Professor, Education Leadership and Policy Studies, Virginia Tech.

## **PUBLICATIONS**

Hirt, J. B., Bennett, B. R., Strayhorn, T. L., & Amelink, C. T. (2006). What really matters? The nature of rewards for student affairs administrators at historically Black colleges and universities. *NASAP Journal*, 9, 83-99.

Hirt, J. B., Strayhorn, T. L., Amelink, C. A., & Bennett, B. R. (2006). The nature of student affairs work at historically Black colleges and universities. *Journal of College Student Development*, 47, 661-676.

Hirt, J. B., Amelink, C. A., Bennett, B. R., & Strayhorn, T. L. (in review). Relationships between student affairs administrators and students at HBCUs: A system of othermothering. *Journal of College Student Development*.

## SERVICE

### A. Memberships and Roles in Professional Organizations

<u>ORGANIZATION</u>	<u>ROLE</u>	<u>DATES</u>
American College Personnel Association (ACPA)	Member	2003-
	Commission for Assessment for Student Development	
	-Directorate Member	2006-
	-Assessment Research Grant Reviewer	2006-
	-Chair of Assessment Showcase	2006-
	Standing Committee for Graduate Students and New Professionals	2005-
	Standing Committee for Multicultural Affairs	2005-
American Association of University Women	Member	2005-
Chi Sigma Alpha Student Affairs Academic and Professional Honor Society, Alpha Chapter	Member	2004-
	Vice President	2004-2005
Kappa Delta Pi International Honors Society in Education, Theta Tau Chapter	Member at-large	1995-
	Vice President	1995-1996
National Association of Student Personnel Administrators (NASPA)	Member	2003-
	Assessment, Evaluation, and Research Knowledge Community	2006-
	International Assessment and Retention Conference:	
	Program Reviewer	2006-

### B. Local Service

#### Virginia Polytechnic Institute and State University

Search Committee Member, Assistant Director for Student Organizations, Department of Student Activities, 2005  
 Search Committee Member, Chief of Staff and Director of Administration Division of Student Affairs, 2004  
 Member, Graduate Student Assembly Budget Board, 2003-2004  
 Co-Chair of Registration Committee, S.A.I.L. Leadership Conference Committee,

2004

Committee Member, *Face to Face*, an inter-group dialogue & collective sharing on race and ethnicity, 2003

Reviewer, Graduate Student Assembly Travel Grant, 2003

National Pan Hellenic Council Awards, Judge, 2002

#### Other Service

Member, Greensboro Alumnae Chapter, Delta Sigma Theta Sorority, Inc., 1998 to present.

Board of Directors member, Wilson's Constant Care, LLC Group Home, 2006 to present.

### RESEARCH GRANTS

Hirt, J. B., Bennett, B. R., Martin, C. A., & Strayhorn, T. L. (2004). The nature of professional work for administrators at HBCUs. National Association of Student Personnel Administrators, Region III research grant. Blacksburg, VA: Virginia Tech. Funded \$500.

Hirt, J. B., Bennett, B. R., & Strayhorn, T. L. (2003). The nature of professional work for administrators at Research Universities. National Association of Student Personnel Administrators, Region III research grant. Blacksburg, VA: Virginia Tech. Funded \$500.

### SELECTIVE PRESENTATIONS

#### A. National

Vann, M. & Bennett, B. R. (April, 2005). Student Leadership Outcomes Inventory (SLOI): Seven years of student leader learning assessment. Session presented at the annual convention of the American College Personnel Association, Nashville, TN: Co-presenter.

Bennett, B. R. & Vann, M. (March, 2005). Student Leadership Outcomes Inventory (SLOI): Seven years of student leader learning assessment. Session presented at the annual convention of the National Association of Student Personnel Administrators, Tampa, FL: Co-presenter.

Bennett, B. R. & Strayhorn, T. L. (February, 2004). The nature of professional worklife for administrators at HBCUs. Session facilitated at the annual convention of the National Association of Student Affairs Professionals, Washington, DC: Co-facilitator.

Bennett, B. R. & Strayhorn, T. L. (March, 2003). The nature of professional worklife for administrators at research universities. Session facilitated at the annual convention of the National Association of Student Personnel Administrators, St. Louis, MO:



Co-facilitator.

B. Regional

Bennett, B. R. & Schneider, S. (April, 2006). A self study of Student Activities from the CAS perspective: From shaky beginnings to insightful ends. Session presented at the annual symposium of the North Carolina State University's Undergraduate Assessment Symposium, Cary, NC: Co-presenter.

C. Local

Bennett, B. R. (September, 2005). Student Leadership Outcomes Inventory (SLOI): Seven years of student leader learning assessment. Session presented at the annual leadership conference sponsored by Virginia Tech and Radford University, Blacksburg, VA.

Schneider, S. & Bennett, B. R. (February, 2003). Perspectives on interpersonal communication. Session presented at the Magic of Leadership Conference, sponsored by Virginia Tech and Radford University, Radford, VA: Co-presenter.