

**Ithaca S+R  
Undergraduate  
Student Survey  
Instrument**



# Ithaka S+R Local Student Survey

## Undergraduate Student Questionnaire

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# Overview

The Local Undergraduate Student Survey provides institutions with a heightened awareness about their campus constituents and helps academic leaders manage and address environmental change. The survey has a core component and optional modules, covering these major topics:

- Types of course/research assignments, information practices and preferences for curricular and non-curricular tasks, and perceptions of campus contributors towards key skill development
- Perceptions of the role of the library for information discovery and use, including interactions with librarians and library staff
- Use and value of library and other campus spaces, including perceptions of belonging and safety in the library

You can choose to implement: the core questionnaire, or the core questionnaire in addition to up to two modules based on your institutional context and priorities.

Additionally, if there are important topics not covered in our existing questionnaire, we can work with you to generate a new module to address these issues.

# Summary of Modules

## Core questionnaire modules

**Coursework, academics, and information practices:** covers types of course/research assignments, information practices and preferences for curricular and non-curricular tasks, and perceptions of campus contributors towards key skill development

**Role of the library:** covers perceptions of the role of the library for information discovery and use, including interactions with librarians and library staff

**Library space planning:** supplements the “Role of the Library” module and covers additional topics related to use and value of library and other campus spaces, including perceptions of belonging and safety in the library

## Optional modules

**Higher education objectives:** covers goals for pursuing current program, field of study, or major, and the contributions their institution appears to be making

**Basic needs (developed in consultation with the Hope Center):** supplements demographic questions to provide a deep dive on food security, housing security, and homelessness<sup>1</sup>

**Extra- and co-curricular activities:** covers work and internship experience and expectations related to career goals

**Undergraduate research:** covers understanding of, interest in, and opportunities for conducting or contributing to original research

**Career goals:** supplements the “Higher Education Objectives” module and covers additional career-related topics related to higher education goals and outcomes

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<sup>1</sup> For more information on questions in this module, see Guide to Assessing Basic Needs Insecurity in Higher Education by Sara Goldrick-Rab, Jed Richardson, and Peter Kinsley, July 2018, available at <https://hope4college.com/wp-content/uploads/2018/12/Basic-Needs-Insecurity-College-StudentsDec18repost.pdf>, p. 3-7.

# Coursework, Academics, and Information Practices

## CA1

Please think about the most recent time you needed information on a college or university service (such as financial aid, academic advising, etc.). Which of the following starting points did you use to find this information?

- A general search engine (such as Google or Bing)
- The college or university's website
- Asked another student
- Asked a professor
- Asked a librarian or library staff member
- Asked an academic advisor
- Asked a family member
- Other (please specify):

## CA2

Please think about your most recently completed research project. Which of the following starting points did you use to begin your research?

- A general search engine (such as Google, or Bing)
- The college or university library's website or online catalog
- Google Scholar
- An academic database (such as JSTOR or EBSCO)
- Asked a professor
- Asked a librarian or library staff member
- Asked another student
- Asked an academic advisor
- Other (please specify):
- N/A (I have never, or I have not yet, completed a research project)

### CA3

How difficult or easy are each of the following for you?

	Very difficult	Somewhat difficult	Neither easy nor difficult	Somewhat easy	Very easy	Not applicable
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balancing work and school responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Balancing family, household, and school responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having reliable access to the Internet (via Wi-Fi or Ethernet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having reliable access to a functioning computer, laptop, or other similar device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting textbooks and other course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having enough money to pay for my courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having enough money to pay for my basic needs (such as housing, food, clothing, transportation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding information and resources for navigating college services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding information and resources for completing coursework and/or research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding reliable transportation to get to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding quiet space for completing coursework and/or research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing research papers for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting help with completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting help from professors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting to a new community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**CA4**

How often are you assigned each of the following types of work in the courses you are currently taking?

	Never	Rarely	Sometimes	Regularly
Short written responses or reactions to assigned readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature reviews (summary/analysis of previous academic research on a specific topic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-form essays or other papers that do not require research or citations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Original research papers on research you have conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group projects and/or presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multimedia projects (such as video, podcast, or website creation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coding, software, or programming assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structural design projects (such as building models or prototypes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem sets (computational questions based on class lessons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Art or design projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research laboratory exercises or reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online forum or discussion board responses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## CA5

How often do you use each of the following types of sources of information for your coursework or research projects?

	Never	Rarely	Sometimes	Regularly
News or magazine articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online video tutorials (such as videos available on Khan Academy, Coursera, or YouTube)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative datasets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images or scans of images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print textbooks or textbook chapters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles or other academic articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wikipedia or other online encyclopedias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study resources provided by your professor (such as notes or study guides)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical collection(s) of historical documents or records (such as rare books, hand-written letters/diaries, or artifacts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digitized collection(s) of historical documents or records (such as rare books, hand-written letters/diaries, or artifacts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video, audio, or other multimedia materials (not including tutorials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unpublished reports, articles or manuscripts (such as planning documents, agency reports, or white papers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print books, book chapters, or novels ( <b>not</b> including textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic or E-book versions of textbooks or textbook chapters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books, E-book chapters, or electronic versions of novels ( <b>not</b> including textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental textbook or course materials retrieved via access code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## CA6

### [If respondent rarely, sometimes, or regularly uses print or electronic textbooks in CA5]

Which of the following activities have you completed regarding print or electronic course materials? Please select all that apply.

- Purchased new textbook(s)
- Purchased previous edition of textbook(s) required
- Purchased used textbook(s)
- Sold used textbook(s)
- Rented textbook(s) from the bookstore and/or an online retailer (such as Amazon or Chegg)
- Borrowed textbook(s) from the college or university library
- Borrowed from or shared textbook(s) with friends or classmates
- Did not purchase or borrow required textbook(s)
- Selected course(s) that offered low or no cost textbook(s)

## CA7

Below are a variety of activities you may perform for your coursework or research projects. Please think about doing each activity and use the scales to indicate how easy or hard it is to perform each in print or electronic format.

	Much easier in print format than electronic	Somewhat easier in print format than electronic	About the same in print and electronic formats	Somewhat easier in electronic format than print	Much easier in electronic format than print	N/A (I don't perform this activity)
Reading an academic journal article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading a chapter of a textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading a book or novel (not including textbooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading a news or magazine article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### CAS

Generally speaking, what level of noise do you most prefer when working on coursework or a research project?

- Complete silence (no noise present)
- Some background noise (such as music on headphones, tv on, white noise machine on)
- Some active noise (such as people occasionally chatting)
- Lots of active noise (such as being in a cafe or cafeteria)
- N/A (I do not have a preference)

### CA9

Where do you most prefer to spend time working on coursework or a research project?  
Please select up to three options below.

- My college or university's library
- My college or university's student union [**can embed student union name(s)**]
- A cafe or dining hall on campus
- A cafe off campus
- My dorm room or bedroom off campus
- A study lounge in my dorm hall or shared living space in off campus housing
- In my car or public transit
- Outdoor spaces on or off campus (such as the quad or a park)
- An unused classroom
- A computer lab
- A research lab
- Other (please specify):

**Please read the following statements and tell us the extent to which you agree or disagree with each.**

**CA10**

My professors help me develop the research skills to find and use academic sources of information for my coursework or research projects.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree
- N/A (I have never, or I have not yet, used academic sources of information)

**CA11**

Campus librarians or library staff help me develop the research skills to find and use academic sources of information for my coursework or research projects.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree
- N/A (I have never, or I have not yet, used academic sources of information)

# Role of the Library

**How useful is it to you personally that your college or university library provides each of the services listed below, or how useful would it be for the library to provide each?**

## **ROL1**

The library stores, organizes, and keeps track of books, articles, data, images, or other resources.

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

## **ROL2**

The library pays for resources that I need for my coursework or research projects, from academic journals to books to electronic databases.

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

## **ROL3**

The library supports and facilitates my learning or studying activities.

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

#### **ROL4**

The library helps students develop research skills.

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

**How useful is it to you personally that your college or university librarians or library staff provide each of the services listed below, or how useful would it be for them to provide each?**

#### **ROL5**

Librarians or library staff provide assistance or guidance in finding sources for coursework or research projects (such as books, articles, databases, websites, etc.).

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

#### **ROL6**

Librarians or library staff provide assistance or guidance on managing citations of books, articles, data, images, or websites for coursework or research projects (such as for a bibliography, works cited, or index section).

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

### **ROL7**

Librarians or library staff provide assistance or guidance on using information ethically (such as to avoid plagiarism).

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

### **ROL8**

Librarians or library staff provide assistance or guidance with identifying media manipulation and disinformation (including intentional and unintentional false information).

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

### **ROL9**

Librarians or library staff provide assistance or guidance with managing data or datasets.

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

### **ROL10**

Librarians or library staff provide support in learning and using online search engines or databases.

- Not at all useful
- Not too useful
- Somewhat useful
- Very useful
- Extremely useful

### **ROL11**

Are you currently or have you ever been employed in a library at this college or university?

- Yes
- No

### **[Contingent on respondent indicating that they currently are or have been employed in a library at this college]**

Since you indicated that you are currently employed or have been employed in a library at this college or university, for the remainder of this survey please do not include work-related interactions when answering questions.

### **ROL12**

How often do you interact with librarians or library staff members at this college or university (in person, via email, or via an online chat platform)?

- More than twice a week
- Once or twice a week
- Once or twice a month
- Once or twice a semester or quarter
- Once or twice a year
- N/A (I have never interacted with a librarian or library staff member)

### **ROL13**

#### **[Contingent ROL12]**

What was the main reason for your most recent interaction with a librarian or library staff member at this college or university (in person, via email, or via an online chat platform)?

- To get help with finding or accessing resources
- To checkout an item or items from the library's collection
- To borrow a device such as a laptop, tablet, or e-reader
- To get help with using a laptop or desktop computer in the library for general use
- To get help with using specific programs or applications on a computer or other device in the library
- To get help with printing, scanning, or other similar activities
- To get help with using personal devices such as a laptop or tablet
- To find a place to work or study
- To get help in navigating the building
- Other (please fill in):

**ROL14**

How often do you securely log into your college or university account to access online information resources provided by the college or university library for your coursework or research projects from an off-campus location?

- Never
- Rarely
- Sometimes
- Regularly

**ROL15**

Have you ever attended a session, class, or workshop on how to find information for your coursework or research projects using your college or university library’s resources?

- Yes
- No
- I’m not sure

**ROL16**

**[Contingent on respondent selecting “Yes” or “I’m not sure” in ROL15]**

Have you attended a library information session, class, or workshop that was... (please make a selection for each item below):

	Yes	No	I’m not sure
Taught by a librarian in a library location?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught by a librarian invited into a classroom or lecture hall by a professor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught by a librarian online (such as in a webinar or pre-recorded video tutorial)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught by a college or university staff or faculty member other than a librarian?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught during an orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focused on finding sources of information for your major, field, or program of study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Library Space Planning

## LS1

How often do you typically go inside a library at this college or university?

- More than twice a week
- Once or twice a week
- Once or twice a month
- Once or twice a semester or quarter
- Once or twice a year
- N/A (I have never been inside a library at this college or university)

**[All remaining questions in this module are contingent on the respondent indicating that they have been inside a library in LS1]**

## LS2

**[For participants with more than one library]:** Which of the following college or university libraries do you visit most often? Please select one: **[drop-down list of locations]**

## LS3

In general, about how much time do you typically spend when you go to a library at this college or university?

- Less than 30 minutes
- More than 30 minutes but less than an hour
- 1-2 hours
- 2-4 hours
- 4-8 hours
- More than 8 hours

#### LS4

What time(s) of the day do you typically visit a library at this college or university?  
Please select all that apply.

- Early morning (6 AM - 9 AM)
- Late morning (9 AM - 12 PM)
- Early afternoon (12 PM - 3 PM)
- Late afternoon (3 PM - 5 PM)
- Evening (5 PM - 8 PM)
- Late evening (8 PM - 12 AM)
- Overnight (12 AM - 6 AM)

#### LS5

What day(s) of the week do you typically visit a library at this college or university?  
Please select all that apply.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

**LS6**

How often do you do the following activities inside a library at this college or university?

	More than twice a week	Once or twice a week	Once or twice a month	Once or twice a semester or quarter	Once or twice a year	Never
Study for an exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a group project with two or more people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work or study with a group of two or more people, but not on a group project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct research or work on a research project on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a paper or assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend time between classes or other breaks in schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat a food or consume a beverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a group of two or more people to socialize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a nap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a laptop or computer in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a printer, scanner, or other similar device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a physical resource (such as a reserve reading, a book from the library's stacks, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an online resource (such as an e-book, digital or PDF copy of a journal article, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on digital or media projects (such as videos, images, audio, websites, or web pages, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a professor (such as for office hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a librarian (such as for a research consultation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## LS7

Overall, how satisfied or dissatisfied are you with each of the following aspects of the campus library building that you visit most often? [**Extremely dissatisfied; dissatisfied; somewhat dissatisfied; neither satisfied nor dissatisfied; somewhat satisfied; satisfied; extremely satisfied**]

- The availability of desks
- The availability of group study rooms or areas
- The size of group study rooms or areas
- The general level of noise
- The location on campus
- The days and hours (i.e. open and closing times)
- The enforcement of library rules or posted signs
- The availability of power outlets
- The comfort of seating (including types of seating such as chairs, desks, workstations, couches, etc.)
- The availability of seating (including the number of available seating options or places to study or work)
- The availability of computers (including desktops, laptops, etc.)
- The availability of printers
- The availability of advanced software or applications (such as statistical analysis programs, GIS mapping software, or graphic editing software)
- The availability of librarians or library staff
- The connection or access to the Internet (via Wi-Fi or Ethernet)
- The availability of space to spread out reading materials or personal belongings
- The organization or maintenance of the book storage areas (i.e. the stacks)
- The availability of designated quiet study areas
- The availability of food or drinks
- The availability of bathrooms
- The availability of accessible accommodations (such as handrails, ramps, elevators, screen-readers, large-print materials, etc.)
- The safety of my personal belongings

## LS8

In general, how useful is it to you personally that your college or university library provides space for each of the following activities? Or, if spaces are not provided for one or more of these, please tell us how useful it would be to you personally if your library were to provide it.

	Not at all useful	Not too useful	Somewhat useful	Very useful	Extremely useful
Study for an exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a group project with two or more other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work or study with a group of two or more people, but not on a group project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct research or work on a research project on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a paper or assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spend time between classes or other breaks in schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat food or consume a beverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a group of two or more people to socialize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a nap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a laptop or computer in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a printer, scanner, or other similar device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a physical resource (such as a reserve reading, a book from the library's stacks, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an online resource (such as an e-book, digital or .pdf copy of a journal article, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all useful	Not too useful	Somewhat useful	Very useful	Extremely useful
Work on digital or media projects (such as videos, images, audio, websites, or web pages, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a professor (such as for office hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a librarian (such as for a reference consultation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please read each of the following statements and tell us the extent to which you agree or disagree.**

### LS9

I prefer studying or working on coursework or research projects in a library at this college or university over any other type of campus building or location.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

### LS10

I would prefer to spend more time in a library at this college or university if I could.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**LS11**

When I am in a library at this college or university, I feel that I belong.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**LS12**

I prefer to be in the library at this college or university compared to other spaces on campus when I work on particularly complex or stressful projects or coursework.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**LS13**

Librarians and library staff members at this college or university are welcoming and approachable.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**LS14**

I feel motivated to do coursework or work on research projects when I am in a library at this college or university.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**LS15**

The time I spend in a library at this college or university could just as easily be spent somewhere else on campus.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**LS16**

In general, how safe or unsafe do you feel in the campus library building that you visit most often?

- Extremely unsafe
- Unsafe
- Somewhat unsafe
- Neither unsafe nor safe
- Somewhat safe
- Safe
- Extremely safe



### LS17

#### **[Contingent on visiting library in day time hours]<sup>2</sup>**

In general, how safe or unsafe do you feel during **daylight** hours when going to or from the campus library building that you visit most often?

- Extremely unsafe
- Unsafe
- Somewhat unsafe
- Neither unsafe nor safe
- Somewhat safe
- Safe
- Extremely safe

### LS18

#### **[Contingent on visiting library in evening hours]<sup>3</sup>**

In general, how safe or unsafe do you feel **after dark or at nighttime** when going to or from the campus library building that you visit most often?

- Extremely unsafe
- Unsafe
- Somewhat unsafe
- Neither unsafe nor safe
- Somewhat safe
- Safe
- Extremely safe

### LS19

#### **[Contingent on respondent selecting any “unsafe” option or the “neither safe nor unsafe” option in previous three questions]**

Your safety is our highest priority. Please explain any safety issues you have experienced or describe why you feel unsafe when visiting the campus library building(s): **[open text field]**

---

<sup>2</sup> Day time hours in LS4: Early morning, late morning, early afternoon, late afternoon, evening

<sup>3</sup> Evening hours in LS4: Evening, late evening, overnight

# Demographics

The following questions ask for you to provide personal information such as your class level, age, gender, and major. If there is a question you do not want to answer, you may skip it.

## D1

Which of the following types of courses are you currently enrolled in at this college or university? Please select all that apply.

- In person or face-to-face course(s)
- Online course(s)
- Hybrid course(s) (meet(s) both in person and online)

## D2

What is your current year or class level at your college or university based on the amount of credits you have? [**can customize each term below**]

- First year
- Second year
- Third year
- Fourth year
- Other (please specify):

## D3

What is your major? If you are enrolled with a double major, please select the major that you consider to be your primary major. (**Includes a drop-down menu of institution-specific majors that may also include an undeclared option**).

## D4

With which gender(s) do you most identify? Please select all that apply.

- Man
- Woman
- Transgender
- Non-binary
- Another option not listed here (please specify): \_\_\_\_\_
- I prefer not to answer this question [**exclusive**]<sup>4</sup>

<sup>4</sup> "Exclusive" - should a respondent select this option, they would be unable to select other answer options for this question.

**D5**

What is your GPA? If you are not sure, please give us your best estimate. If you don't yet have a GPA, please leave the box below blank.

**D6**

What is your age?

- Under 18
- 18 to 22
- 23 to 30
- 31 to 40
- 41+

**D7**

Do you live in a residence hall or other on-campus or residential student housing facility?

- Yes
- No

**D8**

Have you ever (please select all that apply):

- Transferred from a 2-year college or community college to a 4-year college or university
- Transferred from a 4-year college or university to another 4-year college or university
- Considered transferring from this college or university to another college or university

**D9**

Did one or more of your parents complete a degree from a 4-year college or university?

- Yes
- No

**D10**

Have you received or are you currently eligible for a Federal Pell Grant?

- Yes
- No
- Don't know / not sure

**D11**

Please select all forms of employment that currently apply for you:

- A full-time job (on campus)
- A full-time job (off campus)
- A part-time job (on campus)
- A part-time job (off campus)

**D12**

Please select the population group or groups that you most closely identify with from the list below:

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic, Latino, Latina, or Latinx
- Middle Eastern
- Native Hawaiian or Other Pacific Islander
- White or Caucasian
- Other (please specify): \_\_\_\_\_
- I prefer not to answer this question **[exclusive]**

**D13**

Are you an international student or foreign national?

- Yes
- No

**D14**

Are you currently serving on active duty or are you a veteran of the U.S. Armed Forces, National Guard, or Reserves?

- Yes
- No

# Open-Ended Comment

## OE1

**[Display if HEO module is not included in survey]**

We would value any additional feedback. Please use the space below to provide any further information or comments you would like to share with us **about your experience at this college or university.**

## OE2

Please use the space below to provide any additional feedback or comments you would like to share with us **about this survey or any of the questions in this survey.**

# Higher Education Objectives

How important is it to you to achieve each of the following goals as a result of your experience at this college or university?

## HE1

Gain advanced academic knowledge about a specific subject, field, or major.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

## HE2

Studying abroad or participating in an international program for credit.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

## HE3

Taking general courses on many different topics.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

## HE4

Building my resume or curriculum vitae with career-related experiences.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE5

Improving my ability to find sources of information on a range of topics.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE6

Working on original research projects with professors or advisors (such as in an undergraduate research lab).

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE7

Having a specific GPA.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE8

Getting involved in organized extracurricular activities (such as clubs, sports, campus leadership or committees, etc.)

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE9

Developing a professional network (such as through networking events, job fairs, conferences, etc.).

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE10

Developing a social network or community (such as making new friends, attending social events with other students, etc.).

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE11

Building a career or post-graduation plan.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE12

Collaborating on group projects or in teams with other students.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important



### HE13

Enrolling in an additional degree program (such as a second bachelor's, master's, doctoral, or professional degree).

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE14

Getting a job or a new job upon graduation.

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### HE15

When you think about the type of job or career that you hope to have, how useful do you think each of the following factors will be in helping you get your desired job or career?

	Not at all useful	Not too useful	Somewhat useful	Very useful	Extremely useful
My major, field, or program of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reputation or ranking of my college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My collaborative research experience with professors at this college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The type of degree that I expect to receive (such as a B.A., M.A., Ph.D., J.D., M.D., M.B.A., etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in organized extracurricular activities (such as clubs, sports, campus leadership or committees, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all useful	Not too useful	Somewhat useful	Very useful	Extremely useful
My work experience or internship(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty mentor(s) or advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research and analysis skills that I acquired or expect to acquire at this college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### HE16

Overall, how would you rate your experience at this college or university so far?

- Very poor
- Poor
- Somewhat poor
- Average
- Somewhat good
- Good
- Very good

### HE17

Please use the space below to provide any further information or comments you would like to share with us about the quality of your experience at this college or university so far.

**[Open-ended text box]**

# Basic Needs

The following questions ask you to provide personal information in order to more fully understand your overall experience as a student at this college or university. If there is a question you do not want to answer, you may skip it.

Please read the following statements and tell us the extent to which the statements are often true, sometimes true, or never true for each.

## BN1

“The food that I bought just didn’t last, and I didn’t have money to get more.”  
Was that often, sometimes, or never true for you in the last 12 months?

- Often true
- Sometimes true
- Never true

## BN2

“I couldn’t afford to eat balanced meals.”  
Was that often, sometimes, or never true for you in the last 12 months?

- Often true
- Sometimes true
- Never true

## BN3

In the last 12 months, did you ever cut the size of your meals or skip meals because there wasn’t enough money for food?

- Yes
- No

## BN4

**[Contingent on respondent indicating “yes” to BN3]**

How often did this happen – almost every month, some months but not every month, or in only 1 or 2 months?

- Almost every month
- Some months but not every month
- Only in 1 or 2 months

**BN5**

In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?

- Yes
- No

**BN6**

In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?

- Yes
- No

**BN7**

In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?

- Yes
- No

**BN8**

In the past 12 months, did you not pay or underpay your rent or mortgage?

- Yes
- No

**BN9**

In the past 12 months, did you not pay the full amount of a gas, oil, or electricity bill?

- Yes
- No

**BN10**

In the past 12 months, have you moved two times or more?

- Yes
- No

**BN11**

In the past 12 months, did you move in with other people, even for a little while, because of financial problems?

- Yes
- No

**BN12**

In the past 12 months, did you live with others beyond the expected capacity of the house or apartment?

- Yes
- No

**BN13**

Since starting college, have you ever been homeless?

- Yes
- No

#### BN14

In the past 12 months, have you slept in any of the following places? Please select all that apply.

- Campus or university housing
- Sorority / fraternity house
- In a rented or owned house, mobile home, or apartment (alone or with roommates or friends)
- In a rented or owned house, mobile home, or apartment with my family (parent, guardian, or relative)
- At a shelter
- In a camper or RV
- Temporarily staying with a relative, friend, or couch surfing until I find other housing
- Temporarily at a hotel or motel without a permanent home to return to (not on vacation or business travel)
- In transitional housing or independent living program
- At a group home such as a halfway house or residential program for mental health or substance abuse
- At a treatment center (such as detox, hospital, etc.)
- Outdoor location such as street, sidewalk, or alley, bus or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass
- In a closed area / space with a roof not meant for human habitation such as abandoned building, car or truck, van, encampment or tent, or unconverted garage, attic, or basement

# Extra and Co-curricular Experiences

For the following questions, please think about your involvement in extra or co-curricular activities at this college or university.

## E1

Do you currently have or have you ever had a paid or unpaid internship that is related to your career goals? Please select yes or no for each type below.

	Yes	No
One or more <b>paid</b> internships	<input type="radio"/>	<input type="radio"/>
One or more <b>unpaid</b> internships	<input type="radio"/>	<input type="radio"/>

## E2

How important or unimportant is it to you to have or complete a paid or unpaid internship related to your career goals before you graduate?

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

**E3**

Do you participate in each of the following types of activities?

	Yes	No
Academic clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Community service or volunteering	<input type="radio"/>	<input type="radio"/>
Intramural sports or intercollegiate athletics	<input type="radio"/>	<input type="radio"/>
Journalism, media, or communications-related activities (such as the campus newspaper, radio/television station, etc.)	<input type="radio"/>	<input type="radio"/>
Performing arts (such as dance, theatre/drama, music, etc.)	<input type="radio"/>	<input type="radio"/>
Political, environmental, or civic activist clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Professional or pre-professional clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Religious/spiritual clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Social clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>
Student associations, government, or committees	<input type="radio"/>	<input type="radio"/>
Working on campus at a job (including work study programs)	<input type="radio"/>	<input type="radio"/>



**E4**

**[Contingent on respondent selecting “yes” in E3 – only items with “yes” will be pulled into this question]**

In general, about how many hours per week did you spend participating in each of the following activities?

	Less than 1 hour	1 - 5 hours	6 - 10 hours	11 - 15 hours	More than 15 hours
Academic clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service or volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramural sports or intercollegiate athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journalism, media, or communications-related activities (such as the campus newspaper, radio/television station, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing arts (such as dance, theatre/drama, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political, environmental, or civic activist clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional or pre-professional clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student associations, government, or committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on campus at a job (including work study programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**E5**

**[Contingent on respondent selecting “yes” in E3 – only items with “yes” will be pulled into this question]**

And, how useful do you think your participation in each of the following activities is to your post-graduation career goals?

	Not at all useful	Not too useful	Somewhat useful	Very useful	Extremely useful
Academic clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service or volunteering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramural sports or intercollegiate athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journalism, media, or communication-related activities (such as the campus newspaper, radio/television station, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing arts (such as dance, theatre/drama, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political, environmental, or civic activist clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional or pre-professional clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social clubs, organizations, or societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student associations, government, or committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on campus at a job (including work study programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Undergraduate Research

## UR1

Some students conduct or contribute to original academic research for course credit and/or for publication. At this college or university, have you ever:

	Yes	No
Collaborated on an original research project with one or more faculty advisors or professors	<input type="radio"/>	<input type="radio"/>
Collaborated on an original research project with one or more <b>undergraduate</b> students	<input type="radio"/>	<input type="radio"/>
Collaborated on an original research project with one or more <b>graduate</b> students	<input type="radio"/>	<input type="radio"/>
Been employed or received college or university credit as a research assistant	<input type="radio"/>	<input type="radio"/>
Received acknowledgment for contributions to a book or article published by a faculty advisor or professor	<input type="radio"/>	<input type="radio"/>
Published original research as the primary book or article author	<input type="radio"/>	<input type="radio"/>
Published original research as the primary conference poster or presentation author	<input type="radio"/>	<input type="radio"/>
Consulted with a subject librarian or departmental library liaison (such as a librarian who specializes in your major, field, or program of study)	<input type="radio"/>	<input type="radio"/>

**UR2**

How important is it to you to do each of the following before you graduate from this college or university?

	Not at all important	Not very important	Somewhat important	Very important	Extremely important
Conduct or complete your own original research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate on an original research project with one or more faculty advisors or professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate on an original research project with one or more <b>undergraduate</b> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate on an original research project with one or more <b>graduate</b> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be employed or receive college or university credit as a research assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive acknowledgment for contributions to a book or article published by a faculty advisor or professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publish original research as the primary book or article author	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publish original research as the primary conference poster or presentation author	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### UR3

In general, how would you rate your own current skill level in each of the following research-related tasks?

	Very poor	Poor	Somewhat poor	Average	Somewhat good	Good	Very good
Locating academic sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating academic sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing or incorporating academic information into research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding different models and options for publishing research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information ethically (i.e. understanding the concept of intellectual property, copyright issues, and/or legal and ethical standards for the conduct of academic research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing according to academic or discipline-specific standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Framing or developing original research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating hypotheses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing data, media, images, or other primary source materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing data, media, images, or other primary source materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preserving data, media, images, or other primary source materials for the long-term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and submitting grant applications or other funding proposals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming evidence-based conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## UR4

How important is it to you to acquire each of the following research skills as a result of your experience at this college or university?

	Not at all important	Not very important	Somewhat important	Very important	Extremely important
Locating academic sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating academic sources of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing or incorporating academic information into research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding different models and options for publishing research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information ethically (i.e. understanding the concept of intellectual property, copyright issues, and/or legal and ethical standards for the conduct of academic research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing according to academic or discipline-specific standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Framing or developing original research questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating hypotheses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing data, media, images, or other primary source materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing data, media, images, or other primary source materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preserving data, media, images, or other primary source materials for the long-term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and submitting grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all important	Not very important	Somewhat important	Very important	Extremely important
applications or other funding proposals Forming evidence-based conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Career Goals

Please read each of the following statements and tell us the extent to which you agree or disagree.

## CG1

The courses that I have to take for my major are relevant to my **educational** goals.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

## CG2

The courses that I have to take outside my major are relevant to my **educational** goals (for example, electives, prerequisites, core curriculum, or general education or G.E. courses).

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

## CG3

The courses that I have to take for my major are relevant to my **career** goals.

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree



#### CG4

The courses that I have to take outside my major are relevant to my **career** goals (for example, electives, prerequisites, core curriculum, or general education or G.E. courses).

- Strongly disagree
- Disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Agree
- Strongly agree

**When you think about the type of job or career that you hope to have, how important are each of the following goals to you personally?**

#### CG5

Having a job that pays a lot of money or a high salary

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

#### CG6

Having a job that is personally rewarding or enriching

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

#### CG7

Having a job that makes me happy or proud

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### **CG8**

Having a job that makes a difference to society

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### **CG9**

Having a job that allows me to serve my country

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### **CG10**

Having a job in a specific region, area, or city

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important

### **CG11**

Having a job that makes my family happy or proud

- Not at all important
- Not too important
- Somewhat important
- Very important
- Extremely important