The Student Attitude Survey

1965
1. First, I'd appreciate having your opinions on a number of different aspects of college life. For each item I mention, would you please give me the number that best describes its importance to you in terms of contributing to your education? (SHOW CARD 1)

<table>
<thead>
<tr>
<th>HOW IMPORTANT</th>
<th>HOW SATISFIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Very important</td>
<td>A. Very satisfied</td>
</tr>
<tr>
<td>2. Moderately important</td>
<td>B. Moderately satisfied</td>
</tr>
<tr>
<td>3. Not very important</td>
<td>C. Slightly satisfied</td>
</tr>
<tr>
<td>4. Unimportant</td>
<td>D. Slightly dissatisfied</td>
</tr>
<tr>
<td></td>
<td>E. Moderately dissatisfied</td>
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<tr>
<td></td>
<td>F. Very dissatisfied</td>
</tr>
</tbody>
</table>

2. First, how important to your education is having class discussions between students and the professor in your lecture courses? (CARD 1)

2a. How satisfied are you with the amount of discussion in your lecture classes? (LETTER, CARD 1)

3. How important is the amount of personal communication you have with your professors? (CARD 1)

3a. Are you satisfied or dissatisfied with the amount of communication you have with your proffs? (LETTER, CARD 1)

4. And how important is having personal communication with your teaching assistants (TA's only here, not proffs)? (CARD 1)

4a. How satisfied are you with the amount of communication you have with TA's? (LETTER, CARD 1)

5. How important is it that your professors maintain a warm and understanding attitude toward you personally? (CARD 6)

5a. Are you satisfied with the ability of your professors to maintain this attitude? (LETTER, CARD 1)

Interviewer's Name: ___________ Date: ___________ Sample #: ___________
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6. How important a contribution to your education is having professors participate in informal conversations and discussions with students outside class?
   \[ \begin{array}{c} \text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\ \downarrow \quad \downarrow \quad \downarrow \quad \downarrow \quad \text{(CARD 1)} \end{array} \]
   
   6a. Are you satisfied here? \[ \text{LETTER, CARD 1} \]

7. How important do you believe that professors (profs only here) consider the teaching facet or aspect of their duties at this university?
   \[ \begin{array}{c} \text{1} \quad \text{2} \quad \text{3} \quad \text{4} \\ \downarrow \quad \downarrow \quad \downarrow \quad \downarrow \quad \text{(CARD 1)} \end{array} \]

8. This semester, how many times—if any—have you asked a question or volunteered an answer or other remark in any of your lecture classes? (Please don't count the discussion, lab, or quiz sections you may have just the lectures). You can just give me a total.
   \[ \begin{array}{c} \text{None} \quad \text{Once} \quad 2-3 \text{times} \quad \text{or} \quad \# \quad \text{Inap., no lectures} \\ \downarrow \quad \downarrow \quad \downarrow \quad \downarrow \quad \text{(TO Q 9)} \end{array} \]
   
   8a. Why would you say it is you haven't spoken out more often?

   

9. In these same lecture classes, what is the total number of times, if any, you have spoken to the professor individually outside class? (Please don't count speaking with any teaching assistants you may have in these courses, just the professors; also please don't count seeing the prof just to get a signature or to pick up a reading list.) What would the total be here?
   \[ \begin{array}{c} \text{None} \quad \text{Once} \quad 2-3 \text{times} \quad \text{or} \quad \# \\ \downarrow \quad \downarrow \quad \downarrow \quad \downarrow \quad \text{(TO Q 10)} \end{array} \]
   
   9a. Why do you feel it is you haven't seen your professors more often outside class?
10. On this card (SHOW CARD 2) are a number of "learning devices" that would be typical in a course that has a lecture section taught by a professor and a discussion section taught by a teaching assistant. From your own experiences as a student, we'd like you to rank in order the three devices on the list that you generally find are the most effective in helping you actually learn the subject matter of the course. Which letter would rank number 1, 2, and 3?

<table>
<thead>
<tr>
<th># RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Texts and other required readings</td>
</tr>
<tr>
<td>B. Unrequired, voluntary reading in subject</td>
</tr>
<tr>
<td>C. Lectures by the professor</td>
</tr>
<tr>
<td>D. Discussions between professor and students</td>
</tr>
<tr>
<td>E. Tests</td>
</tr>
<tr>
<td>F. Discussion sections led by the TA</td>
</tr>
<tr>
<td>G. Written assignments (term papers, notebooks, essays, etc.)</td>
</tr>
<tr>
<td>H. Audio-visual aids (films, slides, etc.)</td>
</tr>
<tr>
<td>I. &quot;Bull sessions&quot; regarding the course with other students</td>
</tr>
<tr>
<td>J. Other: (SPECIFY)</td>
</tr>
</tbody>
</table>

11. Do teachers here encourage critical and creative thinking on the part of their students? /Yes/ /Partly/ /No/ /Don't know/

12. Are students here free to disagree with professors in class or on papers without fear of reprisals--such as lower grades? /Yes/ /Partly/ /No/ /Don't know/

13. Just as there is not full agreement regarding the main objectives of higher education, there is also some difference of opinion as to the attributes or characteristics of the "ideal" professor. This card has a list of some of the attributes that are mentioned as things a professor should have. (SHOW CARD 3) When a department chairman at this university needs to hire a new professor for his staff, which one of these attributes or characteristics would you say he considers most important as he looks over the candidates for the position?

/Don't know/, or

<table>
<thead>
<tr>
<th>CARD 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Complete mastery of subject matter</td>
</tr>
<tr>
<td>B. Extensive original research and publication</td>
</tr>
<tr>
<td>C. Warm and deep sensitivity to human values and needs</td>
</tr>
<tr>
<td>D. Knowledge of, and ability to use, effective teaching techniques</td>
</tr>
<tr>
<td>E. Ability to relate theoretical subject matter to practical problems and events in today's world</td>
</tr>
<tr>
<td>F. Willingness to give special attention to individual students</td>
</tr>
<tr>
<td>G. A greater concern with raising questions than with providing answers</td>
</tr>
</tbody>
</table>

14. If the students were hiring the professor, what would they stress as the most important attribute the candidate must posses?
15. In terms of your own personal satisfaction, which number on the left side of Card 1 indicates how important getting good grades is to you?

16. How important is it to your parents that you get good grades?

17. How important is it to you that you graduate with the degree for which you are now working?

18. Looking on the right side of Card 1, which letter best describes how satisfied you are with the ability of your professors to deliver clear, well-organized lectures?

19. How satisfied are you with the amount of individual comments your professors generally write on your essay tests and class papers?

20. Now I'd like to ask how satisfied you are with the quality of teaching by professors (profs only here) in three different subject matter areas. Please also tell me if you haven't had a prof in the area I mention. First, in general, how satisfied are you with teaching by profs in the humanities (such as English, languages, philosophy, history, and music)?

21. ...profs in the biological and physical sciences (such as botany, chemistry, geography, and physics)?

22. ...and profs in the social sciences (such as psychology, sociology, commerce, poli sci, and journalism)?

23. Would you also please tell me how satisfied you are with the quality of teaching by teaching assistants in the same three areas? Again, please mention it if you can't make a judgment because you've not had TA's in a given area. First, the humanities?

24. ...TA's in the biological and physical sciences?

25. ...and TA's in the social sciences?
A25. Now, let's think in terms of teaching by both profs and TA's. How satisfied or dissatisfied are you with the general quality of teaching throughout the university?

(LETTER)

26. Students at some large universities feel that their education has become depersonalized. Do you believe education on this campus is not depersonalized, somewhat depersonalized, or highly depersonalized?

/Not/ /Some/ /Highly/ /Don't know/ (TO Q 27)

26a. What forms do you feel this depersonalization takes here?

__________________________________________________________

__________________________________________________________

__________________________________________________________

27. Would you please explain for me, in your own words, the meaning of the term "Publish or Perish"---if you've heard the term before.

__________________________________________________________

__________________________________________________________

__________________________________________________________

27a. Do you believe that the doctrine of "Publish or Perish" exists on this campus?

/Yes/ /Partly/ /No/ /Don't know/ (TO Q 28)

27b. In general, are you strongly against the "Publish or Perish" doctrine, somewhat against it, somewhat in favor of it, or strongly in favor of it?

/Strong Agnst./ /Somewt. Agnst./ /Somewt. Favor/ /Strong Favor/ /DK/

28. Do you feel that faculty members have full academic freedom on this campus?

/Yes/ Partly, usually, etc./ /No/ /Don't know/
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Now I'll read a series of statements and would like to know whether you agree or disagree with each one. We'll save time if you just give me the number on the right side of Card 4 that most nearly describes your feelings. Please remember that there is no such thing as a right or a wrong answer.

CARD 4

<table>
<thead>
<tr>
<th>How Often</th>
<th>Agree-Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Frequently</td>
<td>1. Strongly agree</td>
</tr>
<tr>
<td>O. Occasionally</td>
<td>2. Moderately agree</td>
</tr>
<tr>
<td>R. Rarely</td>
<td>3. Slightly agree</td>
</tr>
<tr>
<td>N. Never</td>
<td>4. Slightly disagree</td>
</tr>
<tr>
<td></td>
<td>5. Moderately disagree</td>
</tr>
<tr>
<td></td>
<td>6. Strongly disagree</td>
</tr>
</tbody>
</table>

29. First, do you agree or disagree with this statement: In setting school policy, the administration of this university can be fully trusted to give sufficient consideration to the rights and needs of students. ____ (####)

30. Some of my classes are so large that it is difficult for me to learn much in them. ____ (####)

31. A teacher's popularity among students is more often a sign that he tells good jokes, dresses very well, or is an easy grader than it is a sign that he is a truly fine teacher. ____ (####)

32. Most students here don't really give too much thought to the quality of their education. ____ (####)

33. Student evaluations should be one of the important factors in the hiring, promoting, or dismissing of faculty members. ____ (####)

34. The good reputation this university has is based primarily on the excellence of its teaching. ____ (####)

35. I often feel that my class assignments are busy work rather than meaningful learning activities. ____ (####) [4]% [7]

36. Professors seem more interested in their research than they are in their students. ____ (####) [4]% [1] [3]

37. Grades at this university are usually an accurate measure of the quality of my work. ____ (####) [4]% [3] [0]

38. A professor's responsibility to do research is just as important to the education of his students as is his responsibility to do classroom teaching. ____ (####)
39. Significant learning can take place in a class even if the professor doesn't know or relate to the student individually. 

40. There seem to be many students on this campus who are more concerned with getting a degree than they are with getting the education that the degree is supposed to represent.

41. Professors on this campus should be doing far more classroom teaching instead of having it shunted off on graduate students serving as teaching assistants.

42. Generally speaking, students in today's large university are no longer treated as individuals; instead they become IBM cards, numbers, cogs in a sort of educational factory.

43. Students also differ in their reasons for deciding to attend a particular university. What was your main reason for selecting this university?

44. There seems to be no consensus among students about the main objectives of a college education. (SHOW CARD 5) Of the objectives shown on this card, which one is the most important to you? (CHECK ONE ONLY)

CARD 5

A. Developing ability to get along with different kinds of people
B. Training for a specific vocation or occupation
C. Developing qualities of responsible citizenship
D. Providing a basic general education and appreciation of ideas
E. Developing knowledge of, and interest in, local, national, and international problems
F. Obtaining a degree, which is the only way to qualify for the best jobs
G. Developing character as well as moral and ethical values
H. Other (SPECIFY):

45. Which one of these objectives do you think your parents feel is most important? 

46. Which objective do you believe the faculty here thinks is most important for the college student?

47. And, which objective do you believe the American public in general considers to be the most important?
48. On some other matters now... Like everyone else, students wish to be treated with consideration, dignity, and respect. How satisfied are you with the way you are treated as a student at this university? (SHOW CARD 1)  

50. Registration procedures here? (LETTER)  

51. The university library? (LETTER)  

52. The student newspaper on campus? (LETTER)  

53. There has been much talk about a "new" breed of college student these days. Do you feel the standards and values of today's student generation are basically any different from the standards and values of their parents' generation?  

\[ \begin{align*} 
\text{Yes} & \quad \text{Depends; partly} & \quad \text{No} & \quad \text{DK} \\
\text{(TO Q 54)} 
\end{align*} \]  

53a. In what ways do you feel this is so?  

54. Just how do you feel American society views today's college student—i.e., what opinions do you feel the general public has about the student generation?  

\( \text{DK} \)  

55. Would you say there are major reforms that should be made in American society today?  

\[ \begin{align*} 
\text{Yes} & \quad \text{Depends} & \quad \text{No} & \quad \text{DK} \\
\text{(TO Q 56)} 
\end{align*} \]  

55a. Which reform do you believe to be the most important?  

56. What would you say is currently the most important campus issue at this university?
57. In your opinion, which of the following types of actions are ever justifiable methods for the expression of student grievances against a university? Are petitions justifiable?  
[Yes] [Maybe, sometimes] [No] [DK]

58. Picketing?  
[Yes] [Sometimes] [No] [DK]

59. Sit-ins?  
[Yes] [Sometimes] [No] [DK]

60. Students refraining from going to classes?  
[Yes] [Sometimes] [No] [DK]

61. Civil disobedience?  
[Yes] [Sometimes] [No] [DK]

62. How much influence do you think organized student protests have in modifying university policy toward the student position on a disputed issue--would it be very much influence, moderate, slight, or none at all?  
[Very much] [Mod.] [Slight] [None] [DK]

63. Were you sympathetic, or not toward the student demonstrations against university policy at the Berkeley campus of the University of California in late 1964 and early 1965?  
[Yes] [Partly, somewhat] [No] [DK]

64. How likely do you feel it is that you would ever take part in a demonstration in support of a student grievance on this campus--very likely, moderately likely, slightly likely, or unlikely?  
[Very] [Mod.] [Slightly] [Unlikely] [DK]

64a. What type of circumstance or event do you envision that might actually lead you to take part in a demonstration against the University of Wisconsin?  

65. How interested are you in the civil-rights movement?  
[Very] [Mod.] [Slightly] [Unint.]

66. How interested in civil rights do you think most other students here are?  
[Very] [Mod.] [Slightly] [Unint.] [DK]

67. In general, are you sympathetic or unsympathetic toward public demonstrations--rallies, picketing, sit-ins, and so forth--supporting civil rights?  
[Symp.] [Depends] [Unsymp.] [DK]
68. Have you ever signed a petition, worn a button, or written a letter to an editor or to a governmental official in support of the civil-rights movement?
   [Yes] [No] [DK]

69. Do you think it is very likely, moderately likely, or unlikely that you would ever participate in a demonstration regarding civil rights, or have you done so already?
   [Very] [Mod.] [Unlikely] [Done so] [DK]

70. As far as having a positive influence on governmental policies and decisions, would you say that student demonstrations for civil rights have very much influence, some influence, or no influence at all?
   [Very much] [Some] [None] [DK]

71. Do you personally favor or oppose U.S. participation in the Viet Nam war?
   [Favor] [Depends] [Oppose] [DK]

72. In general, are you sympathetic or unsympathetic toward public demonstrations opposing the U.S. government's action in Viet Nam?
   [Symp.] [Depends] [Unsymp.] [DK]

73. Have you ever signed a petition, worn a button, or written a letter to an editor or official in support of either side of the issue regarding U.S. participation in the war in Viet Nam?
   [Yes] [No]

74. Is it very likely, moderately likely, or unlikely that you would ever participate in a demonstration regarding the war in Viet Nam, or have you done so already?
   [Very] [Mod.] [Unlikely] [Done so] [DK]

75. As far as positive influence on governmental policies and decisions, would you say that student demonstrations about Viet Nam have very much influence, some influence, or no influence at all?
   [Very much] [Some] [None] [DK]

76. We're interested in the kinds of sources you use in obtaining information and in formulating opinions about the Viet Nam crisis. Who or what are the best sources on this campus for information and opinions about Viet Nam? (LIST SPECIFICALLY)
   [None] (1) ____________________________________________
   [DK] (2) ____________________________________________
   (3) ____________________________________________
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77. Who or what are your best off-campus sources for information and opinions on the war? (LIST SPECIFICALLY)
   /None/  (1)__________________________________________
   (2)__________________________________________
   /DK/  (3)__________________________________________
   (4)__________________________________________

78. What single source would you say has been most influential in the forming of your opinions regarding U.S. involvement in the war? (BE SPECIFIC; IF PERSONS OR GROUPS, DETERMINE RELATIONSHIP TO R)
   /None/  /DK/, or__________________________________________

79. A few more quick agree-disagree questions now. As before, for each statement I read, please tell me how much you agree or disagree with it. (SHOW CARD 4) First: College education seems to do more to break down values and ideals than to build them up? _____ (#)

80. Many of the values and standards of society today are hypocritical. _____ (#)

81. The civil-rights crises in the United States must be resolved at the local level without the intervention of the federal government. _____ (#)

82. United States foreign policy in Viet Nam should be supported by every American. _____ (#)

83. Organized religion is largely ineffective today when it tries to deal with political, social, or economic problems. _____ (#)

84. There is a widespread support of the status quo among adults in society today—making needed reforms very difficult to accomplish. _____ (#)

85. I support the House Un-American Activities Committee. _____ (#)

86. There are no absolute values in society today, no universal rights or wrongs; each person must search his own soul for the correct values. _____ (#)

87. Pre-marital sexual relations are not morally justified, even if both parties consent freely. _____ (#)

88. Abortion should never be legalized in this country. _____ (#)
89. Contraceptive pills should be available without prescription to anyone who wants them.  

90. These days there seems to be very little one person can do to control the policies and events that affect his everyday existence.  

91. Now, there are some background questions to help us interpret the findings. First, what is your present college class level?  

\[
\text{Class:} \quad \begin{array}{cccccc}
\text{Fresh} & \text{Soph} & \text{Jr.} & \text{Sr.} & \text{Grad} & \text{Special} \\
(\text{ALL}) & (\text{TO QUESTION 92}) & (\text{TO Q 92})
\end{array}
\]  

91a. How many years have you been in graduate study?  

92. How many semesters—counting summer school and the present one—have you been a student on this campus?  

93. What is your present (or anticipated) major? (BE SPECIFIC)  

94. What is the highest college degree you eventually plan to earn and in what subject field?  

\[
\text{(DEGREE), (FIELD)}
\]  

95. For what specific occupation or career are you preparing?  

96. How many course credits are you carrying this semester?  

97. And about how many hours do you average each day in studying, doing research, or otherwise preparing for your classes?  

98. Have you ever personally witnessed, or do you personally know of, an example of cheating of any kind on this campus?  

\[
\text{Yes} \quad \text{No} \quad \text{DK} \\
(\text{TO Q 99})
\]  

98a. How many instances of cheating are you personally aware of?  

98b. What form(s) did this cheating take?  

99. Do you know anything about the honors program for L. and S. undergrads on this campus?  
   Yes  /No/  
   (TO Q 100)  

99a. In general, do you think this program—as it operates on this campus—is doing a very good job, a good job, a fair job, or a poor job?  
   Very Good  /Good  /Fair  /Poor  /DK/  

99b. Do you think you would like to be in (IF GRAD: have been in) this honors program?  
   Yes  /Depends  /No  /Already in program  /DK/  

100. What is your overall grade point average for courses taken at this university?  
   GPA  
   (GPA)  /No grades yet/  

101. What is your age?  
   (AGE)  

102. Are you single, married, separated, divorced, or widowed?  
   Single  /Married  /Sep.  /Divorced  /Widowed  
   (TO Q 103)  

102a. How many children, if any, do you have living with you?  
   (#)  

103. Have you been on active service with the U.S. armed forces?  
   Yes  /No/  

104. In what type of housing unit are you now living?  
   U. dorm  /Priv. dorm  /U. apt. or house  /Co-op hse.  /Frat-Sor.  
   Priv. apt. or hse.  /Room in priv. home  /With parents  
   Other:  
   
105. Please give me the total number of other colleges or universities, if any, that you attended before coming to this school.  
   (#)  

106. Are you a citizen of the United States or of another country?  
   U.S.  /Other (SPECIFY):  
   (TO Q 107)  

106a. In what state were you born?  

106b. What city and state do you now consider your permanent home?  
   (CITY):  
   (STATE):  
   
107. In addition to attending college, do you have a paying job?  
/Yes/ /No/  
(TO Q 108)

107a. On the average, how many hours per week do you work? _____ (#)

107b. Is your job with this university?  
/Yes/ /No/  
(TO Q 108)

107c. What is the title and department of your position?  
(TITLE) ___________________________________  (DEPT.) _______________________

108. When you were growing up, what was the approximate population of the place you lived for the longest period of time?  
/Farm/ /Village under 2,500/ /Under 10,000/ /10-50,000/  
/50-100,000/ /100-500,000/ /More than 500,000/  
(TO Q 110) (TO Q 110) (TO Q 110)

109. (IF HOMETOWN LESS THAN 50,000, ASK THIS Q) Could the place where you usually lived be considered a suburb of a city of at least 50,000 residents?  
/Yes/ /No/ /DK/
110. What is your present religious preference, if any?

/Protestant/ Roman Catholic/ Jewish/ None/ OTHER: (TO Q 111)

110a. What denomination is that? 110b. Would you describe yourself as an agnostic, an atheist, or what?

111. Just before you entered college, did you have a different religious preference than you do now?

/Yes/ /No/ (TO Q 112)

111a. What was your religious preference just before you entered college? (GET SPECIFIC DENomination)

112. Since you entered college, would you say the importance and influence of religion in your life has greatly increased, slightly increased, remained about the same, slightly decreased, or greatly decreased?

/Great inc./ /Some inc./ /Same/ /Some Decr./ /Great decr/

113. How would you classify your present political preference, if any—liberal Republican, conservative Republican, conservative Democrat, liberal Democrat, or what?

/Lib.rep./ /Con.rep./ /Con. dem./ /Lib. dem./ Other:

114. Since you entered college, would you say your political beliefs have become a great deal more conservative, somewhat more conservative, remained about the same, become somewhat more liberal, or a great deal more liberal?

/Gr. deal con./ /Some con./ /Same/ /Some lib./ /Gr. deal lib./

115. Now we'd like some information about the campus groups in which you are currently active at this university. (SHOW CARD 6) Would you please tell me if you are either: (1) an officer or other highly involved member, or (2) a member or participant in any of the kinds of groups listed?

/None/ (TO Q116) #

A. Honorary, professional, or service organization connected with a department, school, college, or with university student government.

B. Special interest group not included in "A" above

C. Social fraternity or sorority

D. Housing unit organization in university residence hall or private dorm

E. Partisan political action group

F. Civil rights action group

G. Religious group

H. Athletic team

I. Other (SPECIFY):
115a. All together, what would be an average of the total hours each week you spend participating in the activities of the group(s) you've noted here? (#)

116. How much pressure, if any, were you under from your parents to go to college following your high school graduation—was it none at all, only slight pressure, moderate pressure, or very much pressure?

/None/ /Slight/ /Moderate/ /Very much/ /Don't know/ /No parents/
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117. Are both your parents currently living and together, or are they separated or divorced, or is one or both of them dead? (CHECK MORE THAN ONE BOX IF NECESSARY)

Together/ Separated/ Divorced/ Mother dead/ Father dead/

(ASK THIS Q IF ONE OR BOTH PARENTS LIVING)

118. Just approximately, what was your parents' total annual income last year?

$ __________

119. What percentage of the costs of attending college would you say you are receiving from your parents or other relatives—nothing, 25%, 50%, 75%, more than 75%, or all?

Nothing/ 25%/ 50%/ 75%/ More/ All/ DK/

120. On the average, how many times each month do you see, write, or telephone your parents?

_____ (#) Live at home/ Both parents dead/

(SKIP TO Q 127)

I'd like to know how often you discuss certain topics with your parents. (SHOW CARD 4)

CARD 4

<table>
<thead>
<tr>
<th>HOW OFTEN</th>
<th>AGREE-DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Frequent</td>
<td>1. Strongly agree</td>
</tr>
<tr>
<td>O. Occasionally</td>
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<tr>
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<tr>
<td></td>
<td>5. Moderately disagree</td>
</tr>
<tr>
<td></td>
<td>6. Strongly disagree</td>
</tr>
</tbody>
</table>

121. Which letter on the left side of this card represents the frequency with which you discuss your future goals with either or both of your parents? (LETTER)

122. Which number on the right side of this card best represents the amount of agreement or disagreement between you and your parents about your future goals? (#)

123. How frequently do you discuss political beliefs with your parents? (LETTER)

124. How much do you and your parents agree on political beliefs? (#)
125. How frequently do you discuss issues relating to religion with them?  
____(LETTER)

126. How much do you and your parents agree on issues relating to religion and ethics?  
____(#)

127. What was your father's main job while you were growing up? (BE SPECIFIC)  
FATHJOB

128. What was the highest grade of school or year of college your father completed?  
____(SCHOOL), or ____ (COLLEGE)

129. While you were growing up, was your father's political preference Republican, Democrat, or what?  
FATHPOL /Republican/ /Democrat/ OTHER:

130. What was your father's religious preference, if any, while you were growing up?  
/Protestant/ /Rom.Cath/ /Jewish/ /None/ Other: ____ (TO Q 131)

130a. What denomination was that?  

131. How much schooling did your mother complete?  
MOMED ____ (YRS. SCHOOL), or ____ (YRS. COLLEGE)

132. While you were growing up, was your mother's political preference Republican, Democrat, or what?  
MOMPOL /Republican/ /Democrat/ OTHER:

133. And what was your mother's religious preference, if any, while you were growing up?  
/Protestant/ /Roman Catholic/ /Jewish/ /None/ OTHER: ____ (TO Q 134)

133a. What denomination is that?  

Let's speak for a moment of the people you've met since coming to this university. How many of them do you consider to be truly good friends?

Don't know / None, or [ ] (#)

134a. Are any of these good friends professors here? [ ] (#)

134b. How frequently do you and your good friends here discuss the quality of education at this university...frequently, occasionally, rarely, or never?

Frequently / Occasionally / Rarely / Never

135. About how often do you read our student newspaper—daily, two to four times a week, once a week, less often, or never?

Daily / 2-4 times / Once a week / Less / Never

136. What would you estimate as a weekly average of the time you spend reading off-campus newspapers, if any?

None / [ ] (# Minutes or Hours)

137. What would be a good estimate of the amount of time you spend each week—on the average—reading magazines or other periodicals, if any? (Do not include reading you do as part of your academic assignments.)

None / Don't know [ ] (# Minutes or Hours)

138. About how much times do you average each week, if any, listening to the radio?

None [ ] (# Minutes or Hours)

139. And, what would be a weekly average of the time you spend watching television?

None [ ] (# Minutes or Hours)

140. As a final question, let me ask you what changes, if any, do you feel could be made to improve your education at this university?

None / Don't know [ ]
INTERVIEWER'S SUPPLEMENT

A. R's Race is: /White (include India students)/ /Negro/ OTHER: 

B. R's Sex is: /Male/ /Female/

THUMBNA aspiration:

C. Number of minutes required to take this interview: ______(#)