

FIRST YEAR MINDSET STUDENT SURVEY FOR FRESHMEN RETENTION

[Content Only – Survey will be hosted on Online Platform]

[Introduction]

We're interested in hearing about your experiences so far. This survey will help us better understand your transition to college and find ways to improve your time here at [School].

The survey will only take you about 10 minutes. Please complete it in one session. Your responses will remain confidential.

[Page Break]

Please provide your [School] email address and your EMPLID (if you know it). We need this to mark survey participation, but your responses will not be linked to you in any way.

What is your [School] email address? _____

What is your EMPLID?

- _____
- Check here if unknown

[Reflection]

We're going to start by asking you a few questions about activities during your first semester at [School].

Instructions: During this past semester at [School], how important did you find the following? Consider the whole range of the scale provided.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|---------------------|----------------|----------------------|--------------------|---------------|
| Extremely important | Very important | Moderately important | Slightly important | Not important |

1. Developing relationships with other students
2. Taking interesting classes
3. Developing strategies to balance schoolwork with other responsibilities
4. Adjusting to the academic rigor of classes

[Page Break]

[Administrative Hassles & Uptake of Resources]

[Reference: Reeves, S. L. (2015). [*Caught up in red tape: bureaucratic hassles undermine sense of belonging in college among first generation students*](#) (Doctoral dissertation).]

Instructions: Please indicate whether or not you've taken each of the following actions:

1. Met with a professor during office hours Yes ☐ No ☐ did not need to

2. Went to tutoring for help with coursework Yes ☐ No ☐ did not need to
3. Visited the Wellness Center ☐ Yes ☐ No ☐ did not need to
4. Studied with a group with peers Yes ☐ No ☐ did not need to
5. Talked to a student success mentor (SSM) for advice Yes ☐ No ☐ did not need to
6. Made academic advising appointments Yes ☐ No ☐ did not need to

7. Which courses did you get tutoring help for [If answered "Yes" to question 2]? Check all that apply.
- Math courses
 - Writing courses
 - Courses required for my major (other than Math or Writing)
 - Other

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-----------|----------------|-----------|-------|------------|
| Only once | Not very often | Sometimes | Often | Very often |

8. How frequently did you take each of the following actions: [insert 1-10 in present tense where student answered "Yes"]?

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-------------|--------|--------------------------------|-------------|------------------|
| Very simple | Simple | Neither simple nor complicated | Complicated | Very complicated |

9. How simple or complicated was each of the following actions: [insert 1-10 in present continuous tense where student answered "Yes"]?

[Page Break]

[Growth Mindset]

[Reference: Hong, Ying-yi, et al. (1999). "Implicit theories, attributions, and coping: A meaning system approach." Journal of Personality and Social Psychology 77.3, 588.]

Instructions: Indicate the extent to which you agree or disagree with each statement. Consider the whole range of the scale provided.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|----------------------------|-------|----------------|
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

1. You can grow your basic intelligence a lot in your lifetime.
2. I can learn from hard tasks.
3. Sometimes my mistakes help me learn how to perform better in the future.
4. Struggles are an important part of learning.
5. You have a certain amount of intelligence, and you really can't do much to change it.

[Page Break]

[Social Belonging]

[Reference: Walton, G. M. & Cohen, G. L. (2007). A question of belonging: Race, social fit, and achievement. *Journal of Personality and Social Psychology*, 92, 82-96.]

Instructions: Please consider the whole range of the scale provided to answer the following question.

Scale:

| 1 | 2 | 3 | 4 | 5 | 6 |
|-------|--------------|----------------|-----------|-------|------------|
| Never | Almost never | Not very often | Sometimes | Often | Very often |

1. During this first semester at [School], how often, if ever, did you wonder: "Maybe I don't belong here?"

[Stereotype Threat]

[References: Picho, Katherine, and Scott W. Brown. "Can stereotype threat be measured? A validation of the Social Identities and Attitudes Scale (SIAS)." *Journal of Advanced Academics* 22.3 (2011): 374-411.

Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education They're not magic. *Review of Educational Research*, 81(2), 267-301.]

Instructions: Please consider the whole range of the scale provided to answer the following question.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|----------------------------|-------|----------------|
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

1. My gender affects the way I'm treated at [School].
2. My race or ethnicity affects the way I'm treated at [School].
3. My sexual identity affects the way I'm treated at [School].
4. My religion affects the way I'm treated at [School].

[Perceived Identification]

[References: Cheek, J. M., Tropp, L. R., Chen, L. C., & Underwood, M. K. (1994, August). Identity Orientations: Personal, social, and collective aspects of identity. Paper presented at the meeting of the American Psychological Association, Los Angeles, CA. Adapted from: Cheek, Underwood & Cutler (1985).

Cheek, J. M., Smith, S.M., & Tropp, L. R. (2002, February). Relational identity orientation: A fourth scale for the AIQ. Paper presented at the meeting of the Society for Personality and Social Psychology, Savannah, GA.

[<http://www.midss.org/sites/default/files/aiq.pdf>]

Instructions: Please read each item carefully and consider how it applies to you. Consider the whole range of the scale provided.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-----------------|---------------|---------------|-----------|----------------|
| Not at all true | Slightly true | Somewhat true | Very true | Extremely true |

1. Doing well at [School] is important to my sense of who I am.
2. Graduating from [School] is important to my sense of who I am.
3. My gender is important to my sense of who I am.
4. My race or ethnic background is important to my sense of who I am.
5. The place where I was raised is important to my sense of who I am.

[Page Break]

[Time Management/ Planning]

Instructions: Please select the approximate number of hours you spent on the following activities in a typical week this semester.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-------------------|---------------|----------------|----------------|------------------|
| Less than 5 hours | 6 to 10 hours | 11 to 15 hours | 16 to 20 hours | 20 or more hours |

1. In a typical week I worked _____ hours.
2. In a typical week I studied _____ hours.
3. In a typical week, I participated in campus activities _____ hours.
4. In a typical week, I was in class for _____ hours.

[Page Break]

["Grit"]

[Reference: Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (GRIT-S). *Journal of Personality Assessment*, 91(2), 166-174. [<https://www.sas.upenn.edu/~duckworth/images/12-item%20Grit%20Scale.05312011.pdf>]]

Now we are going to ask you some questions about you. Remember, be honest. There are no right or wrong answers!

Instructions: Please rank the extent to which each of these statements is like you.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------------|------------------|------------------|--------------------|
| Very much like me | Mostly like me | Somewhat like me | Not much like me | Not like me at all |

1. New ideas and projects sometimes distract me from previous ones.
2. I am a hard worker.
3. I finish whatever I begin.
4. I become interested in new pursuits every few months.

[Page Break]

[Sense of Purpose]

[References: Damon, William, Jenni Menon, and Kendall Cotton Bronk. (2003). The Development of Purpose During Adolescence. *Applied Developmental Science*. Vol. 7, No. 3, 119–128.

Sayles, M. L. (1994). Adolescents' purpose in life and engagement in risky behaviors: differences by gender and ethnicity. (Doctoral Dissertation. University of North Carolina at Greensboro.) *Dissertation Abstracts International*, 55, 09A 2727.

Scheier, Michael F., Carsten Wrosch, Andrew Baum, Sheldon Cohen, Lynn M. Martire, Karen A. Matthews, Richard Schulz, and Bozena Zdaniuk. (2005). The Life Engagement Test (LET): Assessing Purpose in Life. *Journal of Behavioral Medicine*, Vol. 29, No. 3. 291-298.]

Instructions: Indicate the extent to which you agree or disagree with each statement. Consider the whole range of the scale below.

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|----------------------------|-------|----------------|
| Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree |

1. I feel my life has a sense of purpose.
2. There is not enough purpose in my life.

[Life Satisfaction]

[Reference: Diener, E., Emmons, R.A., Larson, R.J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49, 71-75.]

Instructions: Please answer the question below using the scale provided. There is no right or wrong answer!

Scale:

| 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|--------------|------------------------------------|-----------|-------------------|-----------------------|
| Totally dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Totally satisfied | Prefer not to respond |

1. All things considered, how satisfied are you with your life as a whole?

[Page Break]

[Stress Management]

[Reference: Cohen, S., & Janicki-Deverts, D. (2012). Who's stressed? Distributions of psychological stress in the United States in probability samples from 1983, 2006 and 2009. *Journal of Applied Social Psychology*.]

Please answer the following questions about your perspective on this upcoming semester.

Instructions: Please consider the full range of the scales below to select the answer that fits your feelings best.

Scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|------|----------|------|-------------------|-------|--------------|-------------------|
| None | A little | Some | A moderate amount | A lot | A great deal | An extreme amount |

1. Before starting at [School], how much stress did you usually experience on a day-to-day basis?

Scale:

| 1 | 2 | 3 | 4 | 5 |
|------------|------|-----------------|------|------------|
| A lot more | More | The same amount | Less | A lot less |

2. During your first semester as a student at [School], did you experience more, less, or the same amount of stress?

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-----------------|---------------|-----------------|-----------|----------------|
| Not well at all | Slightly well | Moderately well | Very well | Extremely well |

3. How well were you able to handle the day-to-day stress you experienced at [School] this semester?

[Page Break]

[Goal-Setting]

[Reference: Morisano, Dominique, Jacob B. Hirsh, Jordan B. Peterson, Robert O. Pihl, & Bruce M. Shore. (2010). Setting, Elaborating, and Reflecting on Personal Goals Improves Academic Performance. *Journal of Applied Psychology*, Vol. 95, No. 2, 255-264.]

Instructions: Please answer the following question using only one of the answers provided that is the best response for you.

1. Have you set goals for your future, written them down, and made plans to accomplish them?
 - Yes, I have set goals for my future.
 - Yes, I have set goals for my future, and I have written them down.
 - Yes, I have set and written goals for my future, and I have made plans to accomplish them.
 - No, I haven't yet set goals or written them down.

[Personal and Demographic Information]

[Reference: Reis, H. T., & Gosling, S. D. (2010). Social psychological methods outside the laboratory. In S. T. Fiske, D. T. Gilbert, & G. Lindzey, (Eds.), *Handbook of Social Psychology* (5th ed., vol. 1, pp. 82-114). New York: Wiley. (<http://bit.ly/2aexQPh>)]

Instructions: Almost done! Please rate the extent to which the pair of traits listed applies to you, even if one characteristic applies more strongly than the other.

Scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-------------------|---------------------|-------------------|----------------------------|----------------|------------------|----------------|
| Strongly disagree | Moderately disagree | Disagree a little | Neither agree nor disagree | Agree a little | Moderately agree | Strongly agree |

1. Extraverted, enthusiastic
2. Critical, quarrelsome
3. Dependable, self-disciplined
4. Anxious, easily upset
5. Open to new experiences, complex
6. Reserved, quiet
7. Sympathetic, warm
8. Disorganized, careless
9. Calm, emotionally stable
10. Conventional, uncreative

[Page Break]

Finally, we are going to ask some questions about your background to help us to understand possible differences in students' experiences.

Please specify your gender:

- Male
- Female
- Other: [Free response]

Are you Hispanic/ Latino?

- Yes
- No

Regardless of how you responded to the previous question, please indicate your race by selecting one or more options from the categories below:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific islander
- White

Age: [Free response, restricted to numeric]

Are you a part-time or full-time student?

- I am a part-time student
- I am a full-time student

What category best describes your household income?

- Under \$20,000 annually
- \$20,000-\$40,000 annually
- Over \$40,000 annually

Are you a U.S. citizen?

- Yes
- No

Did one of your parents or guardians attend college?

- Yes
- No
- I don't know

What is your program of study? (Some examples: Engineering, Liberal Arts, Biology, English, Undecided) [Free response]

Do you plan to complete a four-year degree?

- Yes
- No
- Undecided

[Page Break]

Instructions: Please answer the question below using the scale provided. There is no right or wrong answer!

Scale:

| 1 | 2 | 3 | 4 | 5 |
|-----------------------|---------------------|---------------------|-----------------|----------------------|
| Not distracted at all | Slightly distracted | Somewhat distracted | Very distracted | Extremely distracted |

1. How distracted were you as you completed this activity? (Some examples of distractions: interruptions, other people talking to you, or checking social media)