



EDUVENTURES

Student Affairs Learning Collaborative
Collaborative Research Report
March 2008

Learning Beyond the Classroom *Introduction and Methods*

Background and Objectives

Today's universities are diverse learning communities that aim to prepare well-rounded, healthy, and productive citizens, capable of taking on leadership and community roles in a variety of contexts. Universities guide students through an important phase of intellectual and personal growth and strive to equip them with the knowledge, qualities, and skills necessary to make a positive difference in the world. Clearly, this requires learning beyond the academic curriculum, and it is student affairs professionals who design, promote, and facilitate a large part of that co-curricular learning.

Traditionally, most of the research conducted by student affairs divisions has focused on gauging students' satisfaction with programs and services, and tracking students' participation in co-curricular activities. More recently, student affairs professionals have moved beyond student satisfaction surveys; most are eager to move toward examining the impact of student affairs' programs on student achievement and developing key student competencies. The *Learning Beyond the Classroom* study addresses both of these needs.

Specifically, it looks at the relationship between participation in clubs and organizations and student GPA, stated likelihood to persist, and likelihood to graduate. It also looks at student participation in leadership, community, and intercultural programming and the relationship between this participation and development of student competencies in two areas: intercultural sensitivity and socially responsible leadership.

Key Points of Inquiry

1. What level of engagement do students exhibit in clubs and organizations and how do patterns of engagement vary by student subgroups?
2. What is the relationship between engagement in clubs and organizations and indicators of student success, including GPA, likelihood to persist, and likelihood to graduate?
3. What is students' level of participation in different leadership, community, and intercultural programming and how does this vary by student subgroups?
4. What programs do students find most impactful in developing their "own personal sense of leadership," "own personal sense of citizenship," and "understanding, acceptance, and appreciation of cultural differences"?
5. What programs show the largest difference in levels of socially responsible leadership and intercultural sensitivity between participants and non-participants?

Study Design

Data for the project was collected from a student survey administered to sophomores and seniors at 25 Student Affairs Learning Collaborative member institutions. Three types of data were collected as part of the student survey: participation in clubs, activities, and student affairs programming; indicators of student success; and indicators of student outcomes.

As shown in Table 1, the first type of information collected was on whether students were members of 18 different types of clubs and organizations. Students were also asked whether they held either positional or situational leadership roles in these clubs and organizations. Data was also collected on the frequency with which students participated in community, political, and intercultural activities, as well as formal leadership, community, and intercultural programming. A second type of data collection was around indicators of student success, including GPA, likelihood to persist, likelihood to graduate, and satisfaction with the campus climate.

A third and final component of the study involves measuring student outcomes. Two outcomes were selected as the focus of this research: socially responsible leadership and intercultural sensitivity. Together, socially responsible leadership and intercultural sensitivity are key competencies involved in creating a welcoming environment for diverse student groups, which is one of the key concerns voiced by the student affairs leaders we surveyed when developing the Student Affairs Learning Collaborative.

The two outcomes were formally evaluated using two subscales from the Socially Responsible Leadership Scale and Intercultural Sensitivity Scale. The outcomes were also informally evaluated by asking students which types of programming were most important in developing their “own personal sense of leadership,” “own personal sense of citizenship,” and “understanding, acceptance, and appreciation of cultural differences.”

Table 1. Data Collection

Participation	Success Measures	Outcome Measures
A. Clubs and organizations - Membership - Leadership roles B. Activities - Community activities - Political activities - Intercultural activities C. Programming - Leadership programs - Community programs - Intercultural programs	A. Student GPA B. Likelihood to Persist C. Likelihood to Graduate D. Satisfaction With Campus Climate	A. Socially Responsible Leadership - Citizenship and Common Purpose subscales B. Intercultural Sensitivity - Interaction Engagement and Respect for Cultural Differences subscales C. Student Evaluations - “Sense of leadership” - “Sense of citizenship” - “Intercultural understanding”

Outcome Measures

After reviewing the *Frameworks for the Assessment of Learning and Development Outcomes* (CAS, 2006) and *Learning Reconsidered 2* (ACPA, ACUHO-I, ACUI, NASPA et al, 2006), three outcomes were identified as potential variables for inclusion in this study: civic engagement (sometimes used interchangeably with the term social responsibility), leadership development, and intercultural maturity (sometimes referred to as appreciating diversity). Initial feedback from members of the Student Affairs Learning Collaborative indicated that these are outcomes of interest; however, some concerns were raised regarding the reliability and validity of the proposed instruments. As a result of this feedback, we modified the study design to include only two outcomes and selected the outcomes based on the availability of instruments that have evidence of their reliability and validity. The outcome measures used for the study are described below.

Socially Responsible Leadership: Items from the Socially Responsible Leadership Scale – Revised Version Two (SRLS-R2) were used to measure learning outcomes associated with leadership. The SRLS-R2 began with a dissertation by Tracy Tyree, who created a set of scales to measure the critical values identified in the Social Change Model of Leadership. Her original scale included 104 items. A few years later, Cara Appel-Silbaugh and John Dugan used statistical techniques to reduce the number of items in each scale; this work resulted in the 68-item SRLS-R2. The instrument assesses eight dimensions: consciousness of self, congruence, commitment, common purpose, collaboration, controversy with civility, citizenship, and change. It was not feasible to administer the instrument in its entirety, so items from two of the eight subscales were selected for this study: common purpose and citizenship. As a result, for this study the operational definition of someone who displays socially responsible leadership is someone who works toward a common purpose and displays citizenship.

- Common purpose is defined as “having shared goals and values when working with others” (Tyree, 1998, page 176).
- Citizenship is defined as “believing in a process whereby an individual and/or group become responsibly connected to the community and to society through some activity” (Tyree, 1998, page 176).

The two subscales selected for this study have been shown to have high internal consistency. Tyree (1998) reports reliability coefficients of .82 for the common purpose subscale and .92 for the citizenship subscale. Tyree conducted a factor analysis and examined item-total correlations to explore the construct validity of the subscales. Results suggest that the items within each subscale do measure the same construct. The reliability and validity studies were conducted among a random sample of undergraduate students at one university. More recently, in the *Guidebook for Using the SRLS-R2 for Research and Assessment*, the National Clearinghouse for Leadership Programs reports reliability coefficients of .81 for the common purpose subscale and .91 for the citizenship subscale of the SRLS-R2.

As part of the *Learning Beyond the Classroom Study* analysis, Cronbach’s Alpha reliability coefficients were calculated to examine the internal consistency of the outcome measures. The analysis resulted in coefficients of .91 for the common purpose subscale and .93 for the citizenship subscale. Results of a factor analysis show that items in each subscale cluster together.

Intercultural Sensitivity: Intercultural sensitivity refers to a person’s “active desire to motivate [his or herself] to understand, appreciate, and accept differences among cultures” (Chen and Starosta, 1998, page 23). Items from the Intercultural Sensitivity Scale (Chen and Starosta, 2000) were used to measure outcomes associated with intercultural sensitivity. The Intercultural Sensitivity Scale (ISS) is a 24-item instrument that assesses five dimensions related to intercultural sensitivity: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. It was not feasible to administer the instrument in its entirety, so items from two of the five subscales were selected for this study: interaction engagement and respect for cultural differences. As a result, for this study the operational definition of someone who displays intercultural sensitivity is someone who has a strong desire to interact with people from different cultures and who understands, accepts, and appreciates cultural differences.

The decision to use the interaction engagement and respect for cultural differences subscales was based on results of a factor analysis conducted by Chen and Starosta (2000), which showed that these were the two strongest factors. In addition to a factor analysis, Chen and Starosta conducted concurrent and predictive validity studies. Results of the validation studies showed that among a sample of college students, the ISS is moderately correlated with measures hypothesized to be related to intercultural sensitivity (Interaction Attentiveness Scale, Impression Rewarding Scale, Self-Esteem Scale, Self-Monitoring Scale, Perspective Taking Scale). The ISS was found to be a statistically significant ($p < .001$) predictor of intercultural effectiveness and attitude toward intercultural communication. The studies also showed high internal consistency of the ISS, with reliability coefficients of .86 and .88.

In 2005, Graf and Harland evaluated the validity of the ISS among a sample of college students. Results of a discriminant validity study suggested the ISS and measures of interpersonal competence are not assessing the same constructs. Results of a second validity study suggested that the affective aspect of intercultural communication competence as measured by the ISS and the behavioral assessment scale for intercultural communication (BASIC) do not assess the same aspects of intercultural competence. Results of a third study showed that the ISS was a statistically significant ($p < .05$) predictor of intercultural decision quality. The study also showed high internal consistency of the ISS, with a reliability coefficient of .89. The reliability coefficients for the subscales were lower (.71 for the interaction engagement subscale and .73 for the respect for cultural differences) but still respectable given the small number of items in each subscale.

As part of the *Learning Beyond the Classroom Study* analysis, Cronbach’s Alpha reliability coefficients were calculated to examine the internal consistency of the outcome measures. The analysis resulted in coefficients of .81 for the interaction engagement subscale and .82 for the respect for cultural differences subscale. Results of a factor analysis show that items in each subscale cluster together.

Survey Instrument

The final version of the survey used for the study is attached in Appendix A. The attached survey instrument was developed by Eduventures’ Student Affairs Learning Collaborative (SA-LC) staff with input from members of the SA-LC. As explained above, the outcome measures are subscales from existing instruments.

Sample

The target population for the study is college students age 18 to 24 in their sophomore and senior years of college. A random sample of sophomores and seniors attending 25 member institutions were invited to participate in the study (Table 2). A total of 8,685 students participated in the first wave of the study (Table 3).¹ The participants were made up of a slightly higher number of seniors (54%) relative to sophomores (46%). Women made up two-thirds of the sample, as did students living on campus. The ethnic breakdown included 71% white students, 7% Hispanic or Latino, 7% Asian or Asian-America, 4% black or African-American, 8% multiracial, less than 1% Native Hawaiian or Pacific Islander, less than 1% American Indian or Native American, and 4% other.

Table 2, Participating Institutions

Boise State University	University of California, Los Angeles
Clemson University	University of California, Santa Barbara
Colorado State University	University of Colorado, Boulder
Florida State University	University of Hawaii at Manoa
Fordham University	University of Kentucky
Georgia Institute of Technology	University of Maryland, College Park
Miami University	University of North Carolina, Chapel Hill
Mississippi State University	The University of Texas at Dallas
Northwestern University	The University of Texas at El Paso
Oregon State University Foundation	University of Utah
Texas Christian University	University of West Florida
Texas Tech University	Vanderbilt University
University of California, Irvine	

Data Collection

A three-step approach was used to contact and to follow up with students.

1. A brief pre-notice letter (Dillman, 2000) was e-mailed to students two to three days prior to the invitation and survey link mailing. This e-mail alerted students that the invitation and survey link would arrive in a few days. The text for the pre-notice e-mail is attached.
2. An invitation e-mail containing a link to the survey was e-mailed to students two to three days after the pre-notice letter. The invitation e-mail served as an information sheet by briefly explaining the purpose of the study, the amount of time it will take, and why the student was selected. It also explained that participation is voluntary, responses are confidential, and provided contact information for students who wish to ask questions about the study. Participants can either keep an electronic copy of this message in their mail folders or print copies for future reference if needed. The text for the invitation e-mail is attached.
3. A thank you/reminder e-mail was sent to students five to seven days after the invitation and survey link. This e-mail served to remind those who had not completed the survey to do so and to thank those who had responded. This e-mail also contained a link to the survey. The text for the thank you/reminder e-mail is attached.

¹An additional 806 students participated in the second wave of the study. The results of the entire sample will be analyzed as part of the *Supporting Minority Student Success* report.

Table 3. Demographics of Student Participants

Respondent Categories	N (%)
All Respondents	8,683 (100%)
Class	
Sophomore	3,988 (46%)
Senior	4,695 (54%)
Gender	
Male	2,900 (33%)
Female	5,704 (66%)
Prefer not to answer/Transgender	79 (1%)
Ethnicity	
White, non-Hispanic	6,151 (71%)
Black or African-American, non-Hispanic	251 (3%)
Hispanic or Latino	574 (7%)
Asian or Asian-American	623 (7%)
Native Hawaiian, other Pacific Islander	35 (<1%)
American Indian, other Native American	21 (<1%)
Multiracial	658 (8%)
Other	83 (1%)
Prefer not to answer	288 (3%)
Residence	
On campus	2,581 (30%)
Off campus	6,022 (69%)
Prefer not to answer	80 (1%)

Students who participated in this research were informed both through the invitation e-mail, as well as at the start of the Web survey, that their responses are confidential and that their participation in the survey is entirely voluntary. As with any Web-based survey, the student can choose to close the Web browser or navigate away from the survey at any time.

Research suggests that there are four main causes of non-response to surveys: inaccessibility, inability, carelessness, and non-compliance (Sosdian and Sharp, 1980). Our approach for handling each cause of non-response is described below.

Inaccessibility occurs when a student does not receive the survey. When using Internet data collection methods, this sometimes occurs when the e-mail containing the survey link is blocked by spam-filtering software and consequently, some students never receive the survey. A bulk amount of survey e-mail can trigger the university e-mail system's spam filter. To avoid this, member institutions sent out the e-mail to their own sample of students in several small batches. Member institutions were also advised to contact their information technology (IT) department prior to the study launch to find out what precautions to take to avoid this problem.

Inability refers to a situation in which the student cannot respond due to illness, a computer crash, and other situations of that nature. Although many of these situations are outside of our control, a precaution we will take is to make sure the survey is accessible from various Web browsers (Internet Explorer, Netscape, Firefox, etc.).

Carelessness occurs when a student unintentionally deletes the e-mail containing the survey link. To reduce the possibility of non-response due to carelessness, we made students aware that the survey link is coming by sending the pre-notice e-mail and followed up with students after the survey link was sent with a thank you/reminder e-mail.

Non-compliance occurs when a student makes a conscious decision not to respond to the survey. To reduce non-compliance, all correspondence (pre-notice, invitation, and thank you/reminder e-mails) was sent from a representative of the member institution rather than from Eduventures. Students are more likely to participate if they know the study is being sponsored by their school and receive the correspondence from a university e-mail address. We also offered an incentive. A lottery approach was used whereby all students who participated in the study were entered into a raffle to win a \$100 gift card. Eduventures randomly selected one winner from each campus. Eduventures purchased and distributed the gift cards to the winners.

Data Analysis and Reporting

Eduventures SA-LC staff analyzed the data collected from all member institutions in aggregate. Weights adjusting for institution size were applied to the data. Our analyses included the following:

- Cronbach's Alpha reliability coefficients were calculated to examine the internal consistency of the outcome measures. A factor analysis was conducted to examine the extent to which the items in each subscale cluster together.
- Participation rates were calculated to examine student engagement in clubs/organizations, leadership programs, community programs and intercultural programs.
- Mean ratings were calculated to understand the extent to which students find leadership programs, community programs and intercultural programs important in developing their sense of leadership, citizenship and respect for cultural differences. Independent sample t tests were used to identify statistically significant mean differences between student subgroups. Non-directional tests were conducted at an alpha level of .05
- The relationship between students' scores on the outcome measures and participation in co-curricular programs was examined by comparing mean scores of student participants and non-participants. Independent sample t tests were used to identify statistically significant mean differences between student participants and non-participants. Non-directional tests were conducted at an alpha level of .05.

Organization of the Report

The remainder of the *Learning Beyond the Classroom* report is organized into three content chapters. Chapter 1 focuses on student engagement in clubs and organizations and the relationship between engagement and student success as measured by student GPA, likelihood to persist, and likelihood to graduate. Chapter 2 focuses on student participation and evaluations of

leadership and community programming, the relationship between participation and outcome measures associated with Socially Responsible Leadership, and differences in participation and evaluation by specific student sub-segments. Chapter 3 focuses on student participation and evaluations of intercultural programming, the relationship between participation and outcome measures associated with Intercultural Sensitivity, and differences in participation and evaluation by specific student sub-segments.

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Attachments

Text for Pre-Notice E-mail

Dear Student,

A few days from now, you will receive an e-mail inviting you to complete a Web-based survey. I am writing in advance because we have found that students like to know ahead of time that they will be contacted. This survey is part of a study that we are conducting to better understand students' engagement in activities on campus. Your responses will assist the groups on campus that coordinate student activities to offer the best possible mix of opportunities outside the classroom. As a token of appreciation, all students who participate will be entered into a drawing to win a \$100 gift card.

If you have any questions about the study, we would be happy to answer them. You can e-mail ENTER NAME OF PERSON at ENTER E-MAIL ADDRESS.

We hope that you will participate.

Sincerely,

Vice President of Student Affairs

Text for E-mail Invitation

Dear Student,

A few days ago, I sent you an e-mail about a study that we are conducting to better understand students' experiences outside the classroom. Please help us by taking a few minutes to share your experiences and opinions with us.

Results from the survey will be used to better understand in which types of activities students participate on campus and to improve current programs and services. We are conducting the survey among a random sample of students in their sophomore and senior years of college.

Participation is voluntary and you will not be penalized if you choose not to participate. Your answers are confidential and will be released only as summaries in which no individual's answers can be identified.

As a token of appreciation, all students who participate by ENTER DATE will be entered into a drawing to win a \$100 gift card.

When you are ready to complete the survey, either click on the link below or copy and paste it into your Web browser.

SURVEY LINK HERE

If you have any questions about the study, we would be happy to answer them. You can e-mail ENTER NAME OF PERSON at ENTER E-MAIL ADDRESS.

Thank you very much for helping with this important study.

Sincerely,

Vice President of Student Affairs

Text for Thank You/Reminder E-mail

Dear Student,

Last week we sent you an e-mail inviting you to participate in our Web survey. This survey is part of a study that we are conducting to better understand students' experiences outside the classroom and to improve current programs and services.

If you have already completed the survey, please accept our sincere thanks. If not, please do so in the next day or two. All students who participate by ENTER DATE will be entered into a drawing to win a \$100 gift card. When you are ready to complete the survey, either click on the link below or copy and paste it into your Web browser.

SURVEY LINK HERE

We are especially grateful for your help.

Sincerely,

Vice President of Student Affairs

Learning Beyond the Classroom Study

PROGRAMMING INSTRUCTIONS ARE IN ALL CAPITAL LETTERS

INTRODUCTION

Welcome to the Learning Beyond the Classroom Study. This survey is being conducted to better understand students' engagement in campus programs and activities. Your responses will assist the groups on campus that coordinate student activities to offer the best possible mix of opportunities outside the classroom. Your participation in this survey is completely voluntary. Your answers will be combined with those of other study participants and reported as statistical summaries. No personal identifiers will ever be connected with your answers.

The survey will take approximately 15 minutes to complete. If you are ready to begin, click the "next" button below.

NEXT BUTTON HERE

SCREENING ITEM

Q1. What is your current age?

1. 18
2. 19
3. 20
4. 21
5. 22
6. 23
7. 24
8. 25 or older

IF AGE 25 OR OLDER TERMINATE. DISPLAY MESSAGE: We are only surveying students age 24 and younger at this time. Thank you for your interest in the study.

PRE-COLLEGE EXPERIENCES

The first few questions are about your **senior year in high school**.

How many of the following types of organizations, groups, and clubs did you belong to during your **senior year of high school**? Include groups that were affiliated with your high school and those that were not. Enter your responses in the table below. If you are unsure, please provide your best estimate.

ALLOW ONE RESPONSE PER ROW.
 VALID RANGE FOR NUMERIC RESPONSE 0 – 9
 98= DK, 99=REFUSED

	Enter number
Q2 Academic club or organization	
Q3 Boys/Girls Club	
Q4 Group or club for students of a particular cultural background	
Q5 Community service club or organization	
Q6 Environmental group	
Q7 Honor society	
Q8 Student government or other governance group	
Q9 Performance or visual arts group (such as band, chorus, theater, dance, etc.)	
Q10 Political advocacy group	
Q11 Religious/Spiritual club	
Q12 Church, synagogue, mosque, or other religious/spiritual group	
Q13 Scouts	
Q14 Social club or group	
Q15 Special interest group	
Q16 Sports team, intramural, or club sport	
Q17 Spirit group (such as spirit squad, cheerleading, power dancers, etc.)	
Q18 Publication or media (such as yearbook, newspaper, magazine, or radio station)	
Q19/Q20 Other. Please specify	

During your senior year of high school, in how many organizations, groups, or clubs did you:

ALLOW ONE RESPONSE PER ROW.
 VALID RANGE FOR NUMERIC RESPONSE 0 – 30
 98= DK, 99=REFUSED

	Enter number of groups
Q21 Play an active role in creating or running events or programs?	

Q22 Serve as an officer (i.e., president) or some other leadership position?	
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During your senior year of high school, how often were you involved in each of the following types of activities? If you are unsure, please provide your best estimate.

	Every day	A few times a week	Once a week	2 to 3 times a month	Once a month	2 or 3 times a year	Once a year	Never	Prefer not to answer
Q23 Perform community service or volunteer work	1	2	3	4	5	6	7	8	9
Q24 Attend community events such as public meetings, festivals, parades, or holiday celebrations	1	2	3	4	5	6	7	8	9
Q25 Plan or coordinate community events such as public meetings, festivals, parades, or holiday celebrations	1	2	3	4	5	6	7	8	9
Q26 Engage in political activities such as attending political functions, meetings, or rallies	1	2	3	4	5	6	7	8	9
Q27 Participate in demonstrations, protests, boycotts, or marches	1	2	3	4	5	6	7	8	9
Q28 Engage in public speaking at school or in the community	1	2	3	4	5	6	7	8	9
Q29 Act as a role model or a mentor for others	1	2	3	4	5	6	7	8	9
Q30 Socialize with people from a different cultural background	1	2	3	4	5	6	7	8	9
Q31 Attend events where you learned about people from different cultural backgrounds	1	2	3	4	5	6	7	8	9
Q32 Plan or organize events with people from different cultural backgrounds	1	2	3	4	5	6	7	8	9

Q33 During your senior year of high school, approximately how many hours did you work for pay during a typical week during the academic year?

1. None
2. Less than 1 hour
3. 1 to 5 hours
4. 6 to 10 hours

5. 11 to 15 hours
6. 16 to 20 hours
7. 21 to 30 hours
8. More than 30 hours

9. Don't know
10. Prefer not to answer

Q34 During your senior year of high school, how many of the students in your high school were the same race or ethnic background as you? If you are unsure, please provide your best estimate.

1. Less than 25%
2. 25% to 49%
3. 50% to 74%
4. 75% or more

5. Don't know
6. Prefer not to answer

Q35 Now think about everyone that you would have considered a personal friend (not just your closest friends) during your **senior year of high school**. How many of them were of the same race or ethnic background as you?

1. All
2. Most
3. About half
4. Some
5. None

6. Don't know
7. Prefer not to answer

Q36 Think about the neighborhood where you were living during your **senior year of high school**. How many families in the neighborhood were of the same race or ethnic background as you? If you lived in more than one place, answer about the neighborhood where you spent the most time.

1. Less than 25%
2. 25% to 49%
3. 50% to 74%
4. 75% or more

5. Don't know
6. Prefer not to answer

COLLEGE EXPERIENCES

The next few questions are about your college experiences.

How many of the following types of organizations, groups, and clubs do you belong to **this year**? For each one, please indicate the number that are affiliated with the university and the number that are not.

ALLOW MULTIPLE RESPONSES PER ROW
 VALID RANGE FOR NUMERIC RESPONSE 0 – 9
 98=DK, 99=REFUSED

	University	Non-university
Academic club or organization	Q37	Q37.1
Career club or professional organization/society	Q38	Q38.1
Group or club for students of a particular cultural background	Q39	Q39.1
Community service club or organization	Q40	Q40.1
Environmental group	Q41	Q41.1
Honor society	Q42	Q42.1
Hospitality group (such as campus ambassadors, orientation teams, tour guides, etc.)	Q43	Q43.1
Student government or other governance group (such as residence hall government and student judiciary board)	Q44	Q44.1
Performance or visual arts group (such as band, chorus, theater, dance, etc.)	Q45	Q45.1
Political advocacy group	Q46	Q46.1
Religious/Spiritual club	Q47	Q47.1
Church, synagogue, mosque, or other religious/spiritual group	Q48	Q48.1
Social fraternity or sorority	Q49	Q49.1
Social club or group (other than fraternity or sorority)	Q50	Q50.1
Special interest group	Q51	Q51.1
Sports team, intramural, or club sport	Q52	Q52.1
Spirit group (such as spirit squad, cheerleading, power dancers, etc.)	Q53	Q53.1
Publication or media (such as yearbook, newspaper, magazine, or radio station)	Q54	Q54.1
Q55/Q56 Other – please specify:		

In how many organizations, groups, or clubs do you:

ALLOW ONE RESPONSE PER ROW.

VALID RANGE FOR NUMERIC RESPONSE 0 – 30
 98=DK, 99=REFUSED

	Enter number of groups
Q57 Play an active role in creating or running events or programs?	
Q58 Serve as an officer (i.e., president) or some other leadership position?	

OUTCOMES (BLOCK 1)

Please indicate how much you agree or disagree with each of the following statements. For the statements that refer to a group, think of any group of which you have been a part. This might be a formal organization or an informal study group. For consistency, use the same group in all of your responses. You want to indicate your general feelings about participating in a group.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Q59 I am committed to a collective purpose in those groups to which I belong.	5	4	3	2	1	6
Q60 It is important to develop a common direction in a group in order to get anything done.	5	4	3	2	1	6
Q61 I contribute to the goals of the group.	5	4	3	2	1	6
Q62 I think it is important to know other people's priorities.	5	4	3	2	1	6
Q63 I have helped to shape the mission of the group.	5	4	3	2	1	6
Q64 Common values drive an organization.	5	4	3	2	1	6
Q65 I know the purpose of the groups to which I belong.	5	4	3	2	1	6
Q66 I work well when I know the collective values of a group.	5	4	3	2	1	6
Q67 I support what the group is trying to accomplish	5	4	3	2	1	6

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Q68 I believe I have responsibilities to my community.	5	4	3	2	1	6

Q69 I give time to making a difference for someone else.	5	4	3	2	1	6
Q70 I work with others to make my communities better places.	5	4	3	2	1	6
Q71 I have the power to make a difference in my community.	5	4	3	2	1	6
Q72 I am willing to act for the rights of others.	5	4	3	2	1	6
Q73 I participate in activities that contribute to the common good.	5	4	3	2	1	6
Q74 I believe I have a civic responsibility to the greater public.	5	4	3	2	1	6
Q75 I value opportunities that allow me to contribute to my community.	5	4	3	2	1	6

During the current academic term, how often are you involved in each of the following types of activities?

	Every day	A few times a week	Once a week	2 to 3 times a month	Once a month or less	Never	Prefer not to answer
Q76 Perform community service or volunteer work	1	2	3	4	5	6	7
Q77 Attend community events such as public meetings, festivals, parades, or holiday celebrations	1	2	3	4	5	6	7
Q78 Plan or coordinate community events such as public meetings, festivals, parades, or holiday celebrations	1	2	3	4	5	6	7
Q79 Engage in political activities such as attending political functions, meetings, or rallies	1	2	3	4	5	6	7
Q80 Participate in demonstrations, protests, boycotts, or marches	1	2	3	4	5	6	7
Q81 Engage in public speaking at school or in the community	1	2	3	4	5	6	7
Q82 Act as a role model or a mentor for others	1	2	3	4	5	6	7
Q83 Socialize with people from a different cultural background	1	2	3	4	5	6	7
Q84 Attend events where you learn about people from different cultural backgrounds	1	2	3	4	5	6	7
Q85 Plan or organize events with people from different cultural backgrounds	1	2	3	4	5	6	7

OUTCOMES (BLOCK 2)

Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Q86 I enjoy interacting with people from different cultures.	5	4	3	2	1	6
Q87 I tend to wait before forming an impression of culturally distinct counterparts.	5	4	3	2	1	6
Q88 I am open-minded to people from different cultures.	5	4	3	2	1	6
Q89 I often give positive responses to my culturally different counterpart during our interaction.	5	4	3	2	1	6
Q90 I avoid those situations where I will have to deal with culturally distinct persons.	5	4	3	2	1	6
Q91 I often show my culturally distinct counterparts my understanding through verbal or nonverbal cues.	5	4	3	2	1	6
Q92 I have a feeling of enjoyment toward differences between my culturally distinct counterpart and me.	5	4	3	2	1	6

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
Q93 I think people from other cultures are narrow-minded.	5	4	3	2	1	6
Q94 I don't like to be with people from different cultures.	5	4	3	2	1	6
Q95 I respect the values of people from different cultures.	5	4	3	2	1	6
Q96 I respect the ways people from different cultures behave.	5	4	3	2	1	6
Q97 I would not accept the opinions of people from different cultures.	5	4	3	2	1	6
Q98 I think my culture is better than other cultures.	5	4	3	2	1	6

Since you first started attending this university, which of the following university-sponsored leadership programs have you participated in?

Q99 Pre-enrollment leadership course

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q100 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored leadership programs have you participated in?

Q101 Academic course with a focus on leadership

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q102 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored leadership programs have you participated in?

Q103 Student leadership organization or honor society such as Blue Key, Omicron Delta Kappa, Order of Omega, etc.

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q104 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored leadership programs have you participated in?

Q105 Talk or conference on leadership

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q106 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored leadership programs have you participated in?

Q107 Leadership workshop, seminar or retreat

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH

Q108 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4		5	6

Since you first started attending this university, which of the following university-sponsored leadership programs have you participated in?

Q109 Program where you acted as a mentor, advisor, or counselor

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q110 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4		5	6

Q111

Since you first started attending this university, have you participated in any other university-sponsored leadership programs?

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q112. What was the name of it?

ALLOW 3 OR 4 LINES OF TEXT

Q113 Please use a 1 to 5 scale to rate how important this has been in developing your personal sense of leadership.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Q114 Think about all of the programs and activities on campus that have been important in developing your personal sense of leadership. In the box below, please describe one of your most significant learning experiences in this area.

ALLOW 2 OR 3 PARAGRAPHS OF TEXT

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q115 Academic course with a focus on diversity or multicultural issues

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q116 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q117 Talk or conference on diversity or multicultural issues

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q118 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q119 Program designed to increase diversity or multicultural awareness including retreats, workshops, and seminars

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q120 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q121 Study abroad

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q122 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4		5	6

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q123 Program geared toward students of a particular cultural background

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q124 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4		5	6

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q125 Event sponsored by a student organization associated with a specific cultural group

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q126 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored multicultural or diversity programs have you participated in?

Q127 Cultural exhibit, performance, festival, or celebration

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q128 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Q129 **Since you first started attending this university**, have you participated in any other university-sponsored multicultural or diversity programs?

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q130 What was the name of it?

ALLOW 3 OR 4 LINES OF TEXT

Q131 Please use a 1 to 5 scale to rate how important it has been in developing your understanding, acceptance, and appreciation for cultural differences.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Q132 Think about all of the programs and activities on campus that have been important in developing your understanding, acceptance and appreciation for cultural differences. In the box below, please describe one of your most significant learning experiences in this area.

ALLOW 2 OR 3 PARAGRAPHS OF TEXT

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q133 Academic courses with a focus on community issues or citizenship

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q134 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q135 Service-learning courses or programs

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q136 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4		5	6

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q137 Volunteer or community service programs

1. Yes
2. No

3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q138 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4		5	6

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q139 Fundraising for a charity or local community

1. Yes
2. No

3. Don't know

4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q140 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q141 Programs designed to increase involvement in the community

1. Yes
2. No
3. Don't know
4. Prefer not to answer

Q142 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q143 Tutoring, mentoring, advising, or counseling members of the community

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q144 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Since you first started attending this university, which of the following university-sponsored civic or community programs have you participated in?

Q145 Program that places students in communities to engage in community service and experiential learning during summer, fall, winter, or spring breaks (often called alternative break or break away programs).

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q146 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all important					Very Important	Prefer not to answer
1	2	3	4	5	6	

Q147 Since you first started attending this university, have you participated in any other university-sponsored civic or community programs?

1. Yes
2. No
3. Don't know
4. Prefer not to answer

IF YES, DISPLAY UNDERNEATH:

Q148 What was the name of it?

ALLOW 3 OR 4 LINES OF TEXT

Q149 Please use the 1 to 5 scale to rate how important it has been in developing your personal sense of citizenship.

Not at all
important
1

2

3

4

Very
Important
5

Prefer not to
answer
6

Q150 Think about all of the programs and activities on campus that have been important in developing your personal sense of citizenship. In the box below, please describe one of your most significant learning experiences in this area.

ALLOW 2 OR 3 PARAGRAPHS OF TEXT

During a typical week (Monday through Sunday) this academic term, approximately how many hours do you spend:

	None	Less than 1 hour	1 to 5 hours	6 to 10 hours	11 to 15 hours	16 to 20 hours	21 to 30 hours	More than 30 hours	Prefer not to answer
Q151 In class, studying, or doing school work	1	2	3	4	5	6	7	8	9
Q152 Working for pay	1	2	3	4	5	6	7	8	9
Q153 Relaxing, socializing, or spending time with family or friends	1	2	3	4	5	6	7	8	9
Q154 Participating in extracurricular activities sponsored by the university	1	2	3	4	5	6	7	8	9
Q155 Participating in extracurricular activities that are not sponsored by the university	1	2	3	4	5	6	7	8	9

Which of the following sources of financial support help pay for your tuition and other school-related expenses? Please select all that apply.

ALLOW MULTIPLE RESPONSES

- Q156.1 Student loan
- Q156.2 Fellowship, scholarship, or grant
- Q156.3 Work study
- Q156.4 Your personal earnings or savings
- Q156.5 Parents' earnings or savings
- Q156.6 Other family members' earnings or savings
- Q156.7 Employer reimbursement or assistance
- Q156.8/Q157 Other – please specify

- Q156.9 Prefer not to answer

Q158 Which of the following best describes where you are living now while attending college?

1. Residence hall or other university-owned housing on campus (excluding fraternity or sorority housing)
2. On-campus fraternity or sorority housing
3. Off-campus fraternity or sorority housing
4. Off-campus house or apartment within walking distance to campus
5. Off-campus house or apartment within driving distance to campus
6. Living at home with parents or other family members

7. Prefer not to answer

IF CURRENTLY LIVING ON CAMPUS (Q158=1 OR 2), SKIP TO Q161

Q160 Have you ever lived in a residence hall or other university-owned housing on campus?

1. Yes → SKIP TO Q159
2. No → SKIP TO Q163

3. Prefer not to answer

Q159 How long did you live on campus?

1. Less than one academic year
2. 1 to less than 2 years
3. 2 to less than 3 years
4. 3 to less than 4 years
5. 4 or more years

6. Don't know
7. Prefer not to answer

EVERYONE WHO ANSWERED Q159, SKIP TO Q162

Q161 How long have you lived on campus?

8. Less than one academic year
9. 1 to less than 2 years
10. 2 to less than 3 years
11. 3 to less than 4 years
12. 4 or more years

13. Don't know
14. Prefer not to answer

Q162 Have you ever served as a resident assistant (RA)?

1. Yes
2. No

3. Don't know
4. Prefer not to answer

Q163 How many of the people who live near you now (while you are attending college) are of the same race or ethnic background as you?

1. Less than 25%
2. 25% to 49%
3. 50% to 74%
4. 75% or more

5. Don't know
6. Prefer not to answer

Q164 Now think about everyone that you would consider a personal friend (not just your closest friends). How many of them are of the same race or ethnic background as you?

1. All
2. Most
3. About half
4. Some
5. None

6. Don't know
7. Prefer not to answer

Please use the 1 to 5 scale to rate your level of satisfaction with the following aspects of this university:

	Satisfaction Rating					
	Very Dissatisfied				Very Satisfied	Prefer not to answer
Q165 Sense of community at the university	1	2	3	4	5	6
Q166 Institutional commitment to students' well-being	1	2	3	4	5	6
Q167 Opportunities for students to provide feedback to the institution	1	2	3	4	5	6
Q168 Types of organizations, groups, and clubs on campus	1	2	3	4	5	6
Q169 Diversity of the entire campus community (including students, faculty, and staff)	1	2	3	4	5	6
Q170 Institutional commitment to developing students' understanding, acceptance, and appreciation for cultural differences	1	2	3	4	5	6
Q171 Amount of interaction among students from different cultural backgrounds	1	2	3	4	5	6
Q172 Institutional commitment to developing students' leadership skills	1	2	3	4	5	6
Q173 Opportunities to take on leadership roles	1	2	3	4	5	6
Q174 Institutional commitment to civic engagement	1	2	3	4	5	6
Q175 Opportunities to engage in civic activities	1	2	3	4	5	6

BACKGROUND QUESTIONS

Finally, we have just a few background questions.

Q176 Please indicate your gender.

1. Male
2. Female
3. Transgender
4. Prefer not to answer

Q177 Did you begin college at your current institution or elsewhere?

1. Started here
2. Started elsewhere
3. Prefer not to answer

IF STARTED ELSEWHERE (Q177=1) ASK:

Q178 How many credit hours did you transfer to this institution?

VALID RANGE 0 – 97
98=DK, 99= REFUSED

Q179 In the current academic term, what is your enrollment status?

1. Less than 6 credit hours
2. 6 to 11 credit hours
3. 12 to 16 credits
4. 17 or more credit hours
5. Don't know
6. Prefer not to answer

Which of the following best describes your current field of study (major)? If you have a dual major, indicate both.

ALLOW UP TO 2 RESPONSES

Q180.1 – Q180.28

1. Agriculture
2. Architecture
3. Biological/Life Sciences

4. Business Management/Administrative Services
5. Communications
6. Computer and Information Sciences
7. Conservation and Natural Resources
8. Criminal Justice/Protective Services
9. Education
10. Engineering
11. Engineering-related Technologies
12. Languages/Linguistics/Literature
13. Health and Related Sciences including medical preparatory programs (i.e., pre-medicine)
14. Home Economics
15. Law/Pre-law/Legal Studies
16. Liberal Arts/General Studies
17. Mathematics and Statistics
18. Parks, Recreation, Leisure, and Fitness Studies
19. Philosophy, Religion, and Theology
20. Physical Sciences
21. Psychology
22. Public Affairs
23. Social Work
24. Social Science and History
25. Visual and Performing Arts
26. Other
27. Don't know
28. Prefer not to answer

Q181 Please specify.

Q182 What is your cumulative GPA?

1. 3.75 or higher
2. 3.50 to 3.74
3. 3.00 to 3.49
4. 2.50 to 2.99
5. 2.00 to 2.49
6. Below 2.0

7. Don't know
8. Prefer not to answer

Q183 What is your current classification in college?

1. First year / Freshman
2. Second year / Sophomore
3. Third year / Junior
4. Fourth year + / Senior
5. Graduate student
6. Unclassified

7. Don't know
8. Prefer not to answer

IF SENIOR (Q183=4), SKIP TO Q185

Q184 How likely are you to return to this school next year?

1. Definitely will
2. Probably will
3. Probably will not
4. Definitely will not

5. Don't know
6. Prefer not to answer

Q185 How likely is it that you will graduate from this institution?

1. Definitely will
2. Probably will
3. Probably will not
4. Definitely will not

5. Don't know
6. Prefer not to answer

Q186 Are you an international student or foreign national?

1. Yes
2. No

3. Don't know
4. Prefer not to answer

Which of the following best describes you? Please select all that apply.

ALLOW MULTIPLE RESPONSES

Q187.1 – Q187.10

1. White, non-Hispanic
2. Black or African-American, non-Hispanic
3. Hispanic or Latino/a
4. Asian or Asian-American
5. Native Hawaiian or other Pacific Islander
6. American Indian or other Native American
7. Multiracial
8. Other
9. Don't know
10. Prefer not to answer

Q188 Please specify

What is the highest level of education completed by your parent(s)/guardian(s)?

	Mother Q189	Father Q190
Did not graduate from high school	1	1
Graduated from high school/GED	2	2
Attended college but did not complete degree	3	3
Associate degree	4	4
Bachelors degree	5	5
Master's degree	6	6
Professional degree (for example M.D. or J.D.)	7	7
Doctorate	8	8
Don't know	9	9
Prefer not to answer	10	10

191. Those are all of the questions. Would you like to be entered into a drawing to win a \$100 gift card?

1. Yes
2. No → DISPLAY THANK YOU MESSAGE

IF YES:

Please enter your e-mail address below. Your e-mail address will be removed from the data set immediately after winners of the drawing have been selected and notified. No record of who has participated in the research will be included in the data set used for analysis and reporting.