

## Empowerment Through Difference Stimulus Materials

### [Study 1 Instructions and Student Profiles]

Please complete this survey only if you were emailed an invitation directly from [research assistant name] or [primary researcher name].

#### [University name] Student Project

Dear student,

Thank you for your help with this survey. The [university name] Student Project is part of a national initiative to create interactive, web-based resources for new students. We are collaborating with students here at [university name] to provide a resource for first- and second-years about how to successfully navigate the [university name] experience. In this new website, we will feature the stories of recent [university name] seniors who will share diverse narratives about their ups and downs, highs and lows, and processes of growth and understanding during their transition to [university name].

These stories were selected from a larger database of stories that students submitted to us. The stories are small excerpts from larger narratives that are designed to convey a particular lesson or nugget of wisdom about the college experience. The students who submitted these stories hope that, by sharing their stories and perspectives, they will be able to help students like you in their transition to [university name]. While recent seniors now, these students were once first- and second years too and hope to share their own experiences in order to help others be successful.

#### [University name] Student Project

By participating in this project, you have the chance to take two surveys and, as a thank-you, receive \$8 and \$10 Amazon.com gift cards.

This first survey is about 10-15 minutes long and will focus on getting your feedback on other students' experiences. You will receive an \$8 Amazon.com gift card for completing this survey.

The second survey, which you will have an opportunity to complete in the next couple days, is about 20-25 minutes long. This survey will ask you to complete a short problem solving task and to answer questions about your own experiences as a [university name] student. You will receive a \$10 Amazon.com gift card for completing the second survey.

## [University name] Student Stories

You will now have the chance to read five stories about students' [university name] experiences. These students came from very different backgrounds before arriving at [university name].

The stories reveal that these differences are part of what make [university name] such an amazing place to be. When you read the stories, please consider them carefully and think about whether and how they may be useful to share with new [university name] students.

We would like you to think about how the stories could be helpful and informative to students like you. Please use this survey as an opportunity to learn from other students and also to give back to students in the future. Based on your feedback, we will select stories to feature in the website and better understand student needs.

Please note that you will be asked for feedback about the stories after you read all five of them, so please take care to read them carefully.

[Five difference-education student profiles were presented to participants, each displayed on a separate page. Although the original materials included pictures, they are not included here. Instead, we list student gender and race/ethnicity, which would have been observable from the photograph.]

**Erica, Junior, Class of 2014 [Asian Female]**

“I think **my parents definitely had an influence**. Both of my parents have Ivy League educations, whether for grad school or undergrad. But I’m also really lucky because my parents are supportive no matter what my choices are.

Before coming to [university name], I went to a small private school where I felt really comfortable and supported. But, it was definitely a big adjustment for me going into classes with 150, 300 people. **It was hard to stand up for myself and get the personal attention and help that I needed** from my professors and TAs. As a first-year, I learned that if you want to take advantage of the opportunities to get the most out of your classes, you really can. **All it takes is a little ingenuity** to email a professor whose class is closed and ask, ‘Can I get into your class? I really want to take it.’”

**Nate, Senior, Class of 2013 [Hispanic Male]**

“Having parents who hadn’t gone to college meant **that I didn’t really know much about what college was about**. From my understanding as a high school student, college was something that a good student was supposed to do to support yourself in the future. That was my main motivation- it was just something a good student was supposed to do, **you were supposed to go to college**.”

I think my family wanted me to go where I was going to be happy. But I think with [university name] in particular, **the big impediment was money - would we be able to afford [university name] compared to a state school**. We didn’t realize that **many students have to take out loans to pay for college**. Once we figured that out and once I got my financial aid, it all worked out and was no longer such a big deal to my dad.

The fact that [university name] seemed like such an improbable destination for me as a public school student, and the fact that I feel like I overcame the odds to be here, really prompted me to work harder and contribute more to [university name] now that I’m here. I think, for me, **because of the tough time I had getting here, I appreciate my experience so much more.**”

**Steven, Junior, Class of 2014 [White Male]**

“Attending college for me is really about **creating opportunities for yourself** as well as really **getting to know who you are**. I feel as if people treat college as an opportunity to get a college degree, but it’s also really about the experience of going to college itself. To me, that’s really what it’s all about. And there was also a lot of family motivation. Not that there was peer pressure but both of my parents are fairly well-educated and **it was just sort of the expectation that I would go to college** and pursue perhaps a degree beyond that.

The main issue I had my first year was **learning how to be away from my family right after my mom got really sick**. I felt like I was really missing out and not doing my fair share. Luckily her treatment went well. Throughout her treatment, she was also very supportive of me pursuing my own ambitions and taking full advantage of what [university name] has to offer.”

**Anne, Senior, Class of 2013 [White Female]**

“Since my parents didn’t go to college, **they didn’t feel that they had room to tell me how to make my decisions**, as they had never been in that position. That definitely made things hard because I would have liked a bit of input from my parents.

One thing that really helps me deal with some of these challenges is to put them into context. I’ve been through **a lot of adversity in my life** and am sure that I’m not alone in that but that defines how I think about myself and how I approach my life. It gave me a much broader perspective that as made [university name] a lot easier to tackle. Midterms and papers may seem hard, and they are, but at the same time they just seem like **another drop in the bucket** and I love that perspective sometimes even if I occasionally forget to look at the world through it. There’s always gonna be kids that took more AP classes than you or they had better teachers, they read more books, their parents could let them do more things, they went overseas more times than you. So to me, it’s really about **assessing what you have, making the best of the situation, and moving forward** from that instead of looking at what you could’ve done better up to that point. I’ve done really well and have been successful and this perspective has helped to achieve that.”

**Chris, Senior, Class of 2013 [Black Male]**

“My parents went to college and **they understand the benefits of me taking that path as well**. They gave me lots of advice and talked with me about my interests and some options for future careers from a pretty young age. My family was happy that I decided to choose [university name] because I’m from [city where university is located], so they really **liked that I would be close to home** and that I would be able to come home to visit regularly – I wouldn’t be too far if anything happened to me.

But once I got to [university name] it was kind of **a pressure to come home too often**. They also expected to know every detail of my life as a college student. It came to the point where my parents and I just had to have a talk and I told them that I needed to stay at school more than come home and focus on my school life. Once they realized that their expectations were pulling me away from school, I was able to visit a little less so that **I could more fully engage** in the experience at [university name].”

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**Erica, Junior, Class of 2016 [Asian Female]**

“One challenge for me in my first years was **learning how to study and figuring out how to be fully prepared** by the time that exams come at the end of the quarter. Sometimes, I get really overwhelmed with so much material to process at once, particularly given the way that the quarter system is set up. The pace is so accelerated compared to what I am have been used to until now. I have also found that it can be pretty stressful to go from not having to worry much about grades in high school to college classes that are at a completely different level.

Throughout the year, I learned that the **most helpful way to study for midterms and final exams was to re-read material**, at least two or even three different times. I have found that if you re-red the material and get those tricky questions right, **you will have a definite advantage over a lot of other students** who don't do the reading. In preparation for exams, I also like making study sheets of a list of all the major concepts I need to know.”

**Nate, Senior, Class of 2015 [Hispanic Male]**

“I applied to [university name] as a **biology major with the expectation of going to med school one day**. That was my initial plan, but after I took a few biology classes, I realized I absolutely couldn’t stand the sight of blood and would probably make a pretty terrible doctor. In response to that concern, I switched to political science. I’m happy with political science as my major because overall I think that **it’s the best fit with my interests**.

My biggest challenge I have faced at [university name] is usually just **the lack of time to do everything that I need and want to do**. I want to learn as much as I can from my classes, but at the same time, I don’t want to miss out on all of the new people that I want to meet and all of the extracurricular activities that I want to participate in. What I’ve learned is that **I can take a relaxed approach to my classes for most of the quarter**. But when I’m feeling pressured toward the middle or at the end of the quarter, **I fully devote myself to academics.**”

**Steven, Junior, Class of 2016 [White Male]**

“When I was accepted into [university name], I had a strong **desire to become a history major**. I had always had an interest in history in high school and even before that. To see if history was right for me, I took an intro history class my first quarter at [university name]. I thoroughly enjoyed the class, and so I took a couple more history classes throughout my first year. I was even more sure about my decision after taking more history classes and **declared my major at the end of second quarter freshman year**.

One thing that I’ve struggled with is figuring **out how to manage my time when I have multiple assignments due at once**. When I have more than one thing due on the same day, I always try to have in my head what I have coming up in my classes in the next five days or so. If I have a midterm, I’ll try to get all of my other homework done so I can focus for a good **two or three days on just studying for the midterm**. Since finals generally cover all material from the quarter, I allow for around four to five days to study before the exam. I also make sure to not schedule anything else that would potentially take away from my study time. This helps me to focus and avoid any unnecessary distractions.”

**Anne, Senior, Class of 2015 [White Female]**

“I have had some difficulties at [university name] figuring out **how to get the most out of my classes**. I wanted to make sure to fully take advantage of the learning experience and I wanted to make sure that I wasn’t missing out. So, after being at [university name] for a while, I learned that I get so much more out of my classes **if I keep on top of things and stay organized**. For example, I try to keep up on my readings, so that I don’t have to cram at the end. I also go through syllabi for my classes each week, and make a list of my priorities. I use these lists to make sure not to get behind in my classes. This allows me to focus on learning.

Also, I think taking notes on readings is really valuable as you can just **consult notes before exams instead of having to go back through all of the readings** and overwhelming yourself. I find it’s helpful to make streamlined versions or outlines of your readings or class notes. Just going back through all of the notes and constructing a master sheet can make the information easier to process.”

**Chris, Senior, Class of 2015 [Black Male]**

“When I first arrived at [university name], **I knew that I wanted to major in some area of engineering**. One reason why I was so interested in engineering was because the engineering field is one of the only disciplines in which you can make a considerable amount of money with only a bachelor’s degree. In the long term, I plan on going to law school to be an intellectual property lawyer and the bar exam for this field requires a technical degree.

Figuring out how to study efficiently is a skill that has taken me quite a while to learn. When I first got to [university name], **I wasted way too much time**. I tried to learn every detail for every class and to thoroughly cover all the readings. Now, I’ve figured out that learning the concepts and making sure that I understand them is most important. To get the key points for a class, **I usually attend study sessions led by professors** and take notes.”

## [Study 1 Dependent Measures]

Now please take some time to think about the excerpts from the stories that you just read about [university name] students' diverse experiences. Think about the themes that are similar and different across the stories.

Keep in mind that there are no right or wrong answers to our questions. We want to know what you really think or feel, so please do your best to provide honest answers.

**Please reflect on your experiences. How does your story relate to the stories that you just read?**

[Text entry]

**Please list three ways in which the lessons shared in these stories could help you navigate [university name] in the future?**

1: [text entry]

2: [text entry]

3: [text entry]

**Based on the lessons conveyed in the stories, what are the top three things you would like to share with future incoming students to help them navigate their transition to [university name]?**

1: [text entry]

2: [text entry]

3: [text entry]

Now we would like to know more about your perceptions of the student stories that you read at the beginning of this survey.

Please answer the questions using the scale below.

1	2	3	4	5	6	7
Not at All			Somewhat			Very Much

Do you think the information presented will be useful to [university name] students?

Did you enjoy hearing other [university name] students' stories?

Did the student stories reinforce what you think [university name] is like?

Did you learn from the student stories?

Did the student stories change your understanding of what it means to be a [university name] student?

Did you like the students who shared their stories?

Did you think that the information conveyed by the student stories was positive?

Did you feel like you could relate to the students who shared their stories?

Did the student stories challenge your assumptions about [university name]?  
Did you pay attention to the content of the student stories?  
Did you think the student stories were interesting?  
Did you think that the information conveyed by the student stories was negative?  
Did the student stories change your perception of the culture at [university name]?

**Think about how you felt after hearing the students' stories. Using the scale below, please rate the extent to which you felt...**

1	2	3	4	5	6	7
Not at All			Somewhat			Very Much
Empowered						
Overwhelmed						
Stress out						
Reassured						
Optimistic						
Relieved						
Calm						
Anxious						
Engaged						
Positive						

**Think about how you felt after hearing the students' stories. Using the scale below, please rate the extent to which you felt...**

1	2	3	4	5	6	7
Not at All			Somewhat			Very Much
Confused						
Interested						
Good						
Connected						
Uncertain						
Stimulated						
Negative						
Motivated						
Comfortable						
In control						

**Using the scale below, please rate your agreement with the following statements:**

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

Students with different backgrounds and experiences can find their own way of being successful at [university name].

There are different ways to be a successful [university name] student.

[University name] makes an effort to include ideas and practices that represent a wide variety of backgrounds.

I think that my background will help me succeed at [university name].

It is important to have multiple perspectives on campus (e.g., cultures, races, ethnicities, genders, socioeconomic backgrounds, and sexualities).

**Using the scale below, please rate your agreement with the following statements:**

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

I feel like I belong as a student at [university name].

I feel like I fit in with the academic community at [university name].

If my parents visit me at [university name], I feel comfortable introducing them to my friends.

I feel a part of the [university name] community.

I expect that the social experience at [university name] will be difficult for me.

In the future, I could see myself having a lot of friends at [university name].

**Using the scale below, please rate your agreement with the following statements.**

**I feel comfortable...**

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

Speaking, sharing my thoughts, or asking questions in my classes.

Sharing my opinions with other [university name] students.

Emailing my professors with thoughts or questions after class.

Asking my professors for help outside of class.

Asking my peers for advice about academic topics like studying or picking a major.

Talking about my background with other [university name] students.

Talking about my background with my professors.

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

I think that it is normal for students to ask for help outside of class.  
Getting extra help outside of class is part of being a good student.  
Getting advice from mentors and advisors will help me succeed academically.  
Getting advice from mentors and advisors will help me succeed outside of the classroom, through activities, internships, or awards and fellowships.  
Getting advice from mentors and advisors is important to help me plan for my future.

**[Study 2 Instructions and Student Profiles]**

**[University name] Student Stories Project**

Dear student,

Thank you for participating in the [university name] Student Stories project. The purpose of this project is to improve the college transition for incoming [university name] students who come from a diverse range of backgrounds. As an incoming [university name] student, your opinions and experiences are very valuable.

The study will consist of three parts. The first will ask you to read and evaluate some potential welcome materials that we have developed for incoming students. The second will ask you about your perceptions of [university name]. The third and final part will ask you some questions about who you are so that we can better understand the skills, backgrounds, and diverse perspectives of students in this year's incoming class.

## ***[University name] Student Stories***

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**The stories reveal that these differences are part of what make [university name] such an amazing place to be. When you read the stories, please consider them carefully and think about whether and how they may be useful to share with new [university name] students.**

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“I think **my parents definitely had an influence**. Both of my parents have Ivy League educations, whether for grad school or undergrad. But I’m also really lucky because my parents are supportive no matter what my choices are.

Before coming to [university name], I went to a small private school where I felt really comfortable and supported. But, it was definitely a big adjustment for me going into classes with 150, 300 people. **It was hard to stand up for myself and get the personal attention and help that I needed** from my professors and TAs. As a first-year, I learned that if you want to take advantage of the opportunities to get the most out of your classes, you really can. **All it takes is a little ingenuity** to email a professor whose class is closed and ask, ‘Can I get into your class? I really want to take it.’”

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The fact that [university name] seemed like such an improbable destination for me as a public school student, and the fact that I feel like I overcame the odds to be here, really prompted me to work harder and contribute more to [university name] now that I’m here. I think, for me, **because of the tough time I had getting here, I appreciate my experience so much more.**”

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## [Study 2 Dependent Measures]

Now please take some time to think about the excerpts from the stories that you just read about [university name] students' diverse experiences. Think about the themes that are similar and different across the stories.

Keep in mind that there are no right or wrong answers to our questions. We want to know what you really think or feel, so please do your best to provide honest answers.

Please reflect on your own experiences. How does your story relate to the stories that you just read?

[text entry]

Please list three ways in which the lessons shared in these stories could help you navigate [university name] in the future?

1: [text entry]

2: [text entry]

3: [text entry]

Based on the lessons conveyed in the stories, what are the top three things you would like to share with future incoming students to help them navigate their transition to [university name]?

Lesson 1: [text entry]

Lesson 2: [text entry]

Lesson 3: [text entry]

Please answer the questions using the scale below.

1

2

3

4

5

6

7

Not at all

Somewhat

Very  
Much

Do you think the information presented will be useful to incoming [university name] students?

Did you enjoy reading the student stories?

Did you think that the information conveyed by the student stories was positive?

Did you like the students who shared their stories?

Did you feel like you could relate to the students who shared their stories?

**Think about how you feel right now after reading the student stories. Using the scale below, indicate the extent to which you feel each of the following emotions:**

1	2	3	4	5
Very slightly	A little	Moderately	Quite a bit	Extremely

Empowered  
Engaged  
Reassured  
Positive  
Optimistic  
Interested  
Relieved  
Good  
Calm  
Connected

**Think about how you feel right now after reading the student stories. Using the scale below, indicate the extent to which you feel each of the following emotions:**

1	2	3	4	5
Very slightly	A little	Moderately	Quite a bit	Extremely

Stimulated  
Motivated  
Comfortable  
In Control  
Overwhelmed  
Stressed Out  
Anxious  
Confused  
Uncertain  
Negative

## Part Two (Time 1 Survey)

For the second part of the study, we'd like to ask you about your perceptions of [university name] and your expectations about your upcoming experiences as a [university name] student.

Although we realize that you haven't had much experience with [university name] yet, we'd like to get an idea of what your perceptions are coming in. Take a moment to think about what your experiences will be like.

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

I expect that other students at [university name] will make unfair assumptions about me based on my background and previous experiences.

I expect that the academic experience at [university name] will be difficult for me.

People who have backgrounds like my own are included at [university name].

I am well prepared to be academically successful as a student at [university name].

I expect that students at [university name] are accepting of people who have had diverse backgrounds and experiences.

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

Students with different backgrounds and experiences can find their own way of being successful at [university name].

I expect that my professors at [university name] will make unfair assumptions about me based on my background and previous experiences.

I expect that I will have to become a different person to fit in at [university name].

For this question, to make sure you are paying attention, please answer with a two

There are different ways to be a successful [university name] student.

I feel like I belong as a student at [university name].

I feel a part of the [university name] community.

**To what extent do you think students from the following communities feel comfortable at [university name]?**

1                      2                      3                      4                      5                      6                      7  
Not at all                      Somewhat                      Very  
comfortable                      comfortable                      comfortable

- The LGBT community
- First-generation students (first in family to go to college)
- Racial or ethnic minority students
- Female students
- Religious students
- International students
- Low-income students

**Please think about the rest of this year at [university name].**

**In a typical month, approximately how many times do you expect to engage in the following actions? Please use the (0 to 5 or more) scale below each item to mark your response.**



- Email a professor to ask a question?
- Meet with a professor outside of class?
- Go to the writing center?
- Meet with other students to work on homework outside of class?
- Meet with other students to study for tests or exams outside of class?
- Meet with a mentor or advisor to seek feedback or advice on course assignments?
- Meet with a mentor or advisor to seek feedback or advice on choosing classes or picking a major?
- Meet with a mentor or advisor to seek feedback or advice on future aspirations or career goals?

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

Being a good student means figuring things out on your own.  
Getting extra help outside of class is part of being a good student.  
Working well with others is part of being a good student.  
Being a good student means being able to pave your own path to success.  
Getting advice from mentors and advisors helps students to succeed academically

### Part Three

**For the third and final part of the study, we'd like to know more about you so that we can better understand the skills, backgrounds, and diverse perspectives of students in this year's incoming class.**

Using the scale below, please indicate the extent to which each of the following statements describes you:

1	2	3	4	5
Does not describe me well				Describes me very well

I believe that there are two sides to every question and try to look at them both.  
I try to look at everybody's side of a disagreement before I make a decision.  
I sometimes find it difficult to see things from the "other person's" point of view.  
Before criticizing somebody, I try to imagine how I would feel if I were in their place.  
If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.  
I sometimes try to understand my friends better by imagining how things look from their perspective.

Using the scale below, please rate your agreement with the following statements.

I feel comfortable...

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

speaking, sharing my thoughts, or asking questions in my classes.  
sharing my opinions with other [university name] students.  
emailing my professors with thoughts or questions after class.  
asking my professors for help outside of class.  
asking my peers for advice about academic topics like studying or picking a major.  
talking about my background with other [university name] students.  
talking about my background with my professors.

Using the scale below, please rate your responses to the following statements:

1	2	3	4	5	6	7
Strongly disagree						Strongly agree

I can do all of the work in class if I don't give up.  
For this question, to make sure you are paying attention, please answer with a six.  
I'm certain I can master the skills taught at [university name] this upcoming year.  
I'm certain I can figure out how to do the most difficult classwork.

Using the scale below, please rate your responses to the following questions:

1	2	3	4	5	6	7
Not at all Important			Somewhat Important			Extremely Important

How important is academic success to you?  
How important is being a college student to you?



[College of Arts and Sciences] Advisement: Orientation for Freshman  
Peer Tutoring  
[University name] Writing Center  
Center for Academic Support  
Student-Athlete Academic Services  
Office Hours of TAs/Professors  
[University School for Communication and Journalism] Career Development Office  
[University School for Communication and Journalism] Resource Center  
Disability Services and Programs  
Undergraduate Research Fellowships  
[University School of Business] Peer Tutoring Program  
Learning Enrichment Workshops  
[University School of Law] Peer Mentor Program  
[University School of Engineering] Student-Alumni Mentoring Program (VSAMP)  
[University School of Engineering] First Year Advising  
[University School of Engineering] Career Services  
[University Center] for Learning and Creativity  
Music Industry Connection  
I do not want information on any of these resources

[NOTE: Participants were then shown more information about these resources.]

**Please answer the following questions about the stories you read at the beginning of the survey.**

**How much did the students mention their backgrounds in their stories?**

1	2	3	4	5	6	7
Not at all		Somewhat		A lot		Very Often

**Did you pay attention to the content of the student stories you read?**

Yes No

## Demographic Information

### Gender:

Male Female

### What is your age (enter a number only)?

[text entry]

### Race/Ethnicity:

Black/African American

Asian/Asian-American

White/Caucasian

Latino/Hispanic

Native American

Other (specify)

### Are you a U.S. citizen?

Yes No

### Were you born in the U.S.?

Yes No

### For how many years have you lived in the U.S.?

[text entry]

### What is the highest level of education completed by your father?

Some high school or less

High school diploma

Some college (1 yr. to less than 4 yrs.)

Two-year college degree (A.A.)

Four-year college degree (B.A. or B.S.)

MA/PhD, MD MBA, Law Degree

N/A

### What is the highest level of education completed by your mother?

Some high school or less

High school diploma

Some college (1 yr. to less than 4 yrs.)

Two-year college degree (A.A.)

Four-year college degree (B.A. or B.S.)

MA/PhD, MD MBA, Law Degree

N/A

### How many siblings do you have who attended or started attending college before you?

0, 1, 2, 3 or more

**What was your household's yearly income when you last lived at home?**

Less than \$25,000  
\$25,001-\$50,000  
\$50,001-\$75,000  
\$75,001-\$100,000  
\$100,001-\$125,000  
\$125,001-\$150,000  
\$150,001-\$175,000  
\$175,001-\$200,000  
\$200,001-\$250,000  
\$250,001-\$300,000  
greater than \$300,001

**Did you receive any Federal Pell Grants?**

Yes No

**Please enter your SAT scores:**

Reading: [text entry]

Writing: [text entry]

Math: [text entry]

**Please enter your ACT scores:**

Composite: [text entry]

Reading: [text entry]

English: [text entry]

Mathematics: [text entry]

Science: [text entry]

**What was your high school weighted GPA?**

[text entry]

**What was your high school unweighted GPA?**

[text entry]

**Did you participate in any extracurricular activities when you were in high school?**

Yes No

**If yes, please list the extracurricular activities:**

[text entry]

**How many AP/IP classes did you take when you were in high school?**

0, 1, 2, 3, 4, 5, 6+

**How many classes have you taken at other colleges before coming to [university name]?**

0, 1, 2, 3, 4, 5, 6+

**Do you have course credit at [university name] from AP/IP classes or college courses you took before coming to [university name]?**

Yes No

**[Study 2, Time 2 Instructions]**

**[University name] Student Stories Project**

Dear student,

Thank you for participating in the [university name] Student Stories project. The purpose of this project is to improve the college transition for incoming [university name] students who come from a diverse range of backgrounds. As a recent [university name] student, your opinions and experiences are very valuable.

The study will consist of three parts. The first part will ask you about your perceptions of [university name]. The second part will ask you some questions about who you are so that we can better understand the skills, backgrounds, and diverse perspectives of students in this year's freshman class. Finally, the third part will ask you to imagine yourself in a variety of scenarios and to report how you would likely feel in each.

## [Study 2, Time 2 Dependent Measures]

### Part One

**For the first part of the study, we'd like to ask you about your perceptions of [university name] and your experiences as a [university name] student this year. Take a moment to think about what your experiences have been like.**

We are interested in your perceptions of [university name]. Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

I am well prepared to be academically successful as a student at [university name].  
People who have backgrounds like my own are included at [university name].  
The academic experience at [university name] has been difficult for me.  
Students at [university name] are accepting of people who have had diverse backgrounds and experiences.  
Other students at [university name] make unfair assumptions about me based on my background and previous experiences.

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

Students with different backgrounds and experiences can find their own way of being successful at [university name].  
My professors at [university name] make unfair assumptions about me based on my background and previous experiences.  
I had to become a different person to fit in at [university name].  
For this question, to make sure you are paying attention, please answer with a two.  
There are different ways to be a successful [university name] student.  
I feel like I belong as a student at [university name].  
I feel a part of the [university name] community.

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

[University name] is a place for students like me.

If my parents visit me at [university name], I would feel comfortable introducing them to my friends.

I feel like I fit in with the academic community at [university name].

The social experience at [university name] has been difficult for me.

I have a lot of friends at [university name].

Thank you! Now we would like to know more about your daily life at [university name].  
Using the scale below, please rate your agreement with the following statements.

I feel comfortable...

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

speaking, sharing my thoughts, or asking questions in my classes.

sharing my opinions with other [university name] students.

emailing my professors with thoughts or questions after class.

asking my professors for help outside of class.

asking my peers for advice about academic topics like studying or picking a major.

talking about my background with other [university name] students.

talking about my background with my professors.

Please think about how you spend your time at [university name].

In a typical MONTH, approximately how many times have you engaged in the following actions?

Please use the following scale below to mark your responses from 0 to 5 (or more).

0	1	2	3	4	5

Email a professor to ask a question?

Meet with a professor outside of class?

Go to the writing center?

Meet with other students to work on homework outside of class?

Meet with other students to study for tests or exams outside of class?

Meet with a mentor or advisor to seek feedback or advice on course assignments?

Meet with a mentor or advisor to seek feedback or advice on choosing classes or picking a major?

Meet with a mentor or advisor to seek feedback or advice on future aspirations or career goals?

Now, in a typical WEEK, approximately how many hours did you spend on the following activities?

Please use the following scale below to mark your responses from 0 to 25 (or more).

0	5	10	15	20	25

Talking/texting with your family

Talking/texting with friends from home

Classwork (working on your own)

Classwork (working together with peers)

Community service (e.g., volunteering in a homeless shelter)

Working at a job for pay

Socializing with friends at [university name]

Religion worship or related activities

Training for a sports team, working out

Participating in other campus organizations

**We would like to get a sense of which academic resources you've used during your first year at [university name].**

**Select from the list below each of the resources you've used.**

General Academic Support Counseling through the Center for Academic Support  
The Math Center  
[University name] Chemistry Club  
[University name] Career Center  
Counseling Services  
Academic Advising for [College of Arts and Sciences]  
[Department of Entrepreneurship] Center for Entrepreneurial Studies  
[university name] MediaComm Lab  
The Language Center  
Language Table  
[College of Arts and Sciences] Advisement: Orientation for Freshman  
Peer Tutoring  
[University name] Writing Center  
Center for Academic Support  
Student-Athlete Academic Services  
Office Hours of TAs/Professors  
[University School for Communication and Journalism] Career Development Office  
[University School for Communication and Journalism] Resource Center  
Disability Services and Programs  
Undergraduate Research Fellowships  
[University School of Business] Peer Tutoring Program  
Learning Enrichment Workshops  
[University School of Law] Peer Mentor Program  
[University School of Engineering] Student-Alumni Mentoring Program (VSAMP)  
[University School of Engineering] First Year Advising  
[University School of Engineering] Career Services  
[University Center] for Learning and Creativity  
Music Industry Connection  
I have NOT used any of these resources.  
Other resource(s) (please specify) [text entry]

We are also interested in your transition to [university name].

Using the scale below, please respond to each of the following questions:

1	2	3	4	5	6	7
Very Difficult			Neutral			Very Easy

How difficult was your transition to [university name]?

How challenging has your coursework been?

To ensure you are paying attention, please respond "Neutral" to this question.

How hard was it to make friends?

Take a second to think about your transition to college thus far.

Specifically, how have aspects from your life and experiences *before* college affected your transition this year and experiences at [university name]?

In the space below, please tell us what these factors are and how you think they made a difference.

What aspects from your life and experiences before college **helped** your transition to college? (try to provide at least 3 aspects) [text entry]

What aspects from your life and experiences before college have made your transition to college **more difficult**? (try to provide at least 3 aspects) [text entry]

Using the scale below, please respond to the following questions:

1	2	3	4	5	6	7
Not at All						Very Much

To what extent do you think students' *backgrounds before college* influence their transition to and academic/social experiences in college?

To what extent do you think your *background before college* influenced your transition to and your academic/social experiences in college?

Please indicate which of the following aspects of your background before college influenced your transition to and academic and social experiences in college?

Check the box next to each aspect that you believe had an influence:

Friends from home

Family

Local community

High school

General academic preparation

Extracurricular activities in high school

Advanced Placement (AP) classes

Gender

Race/Ethnicity

Social Class

Sexual Orientation

Community service involvement

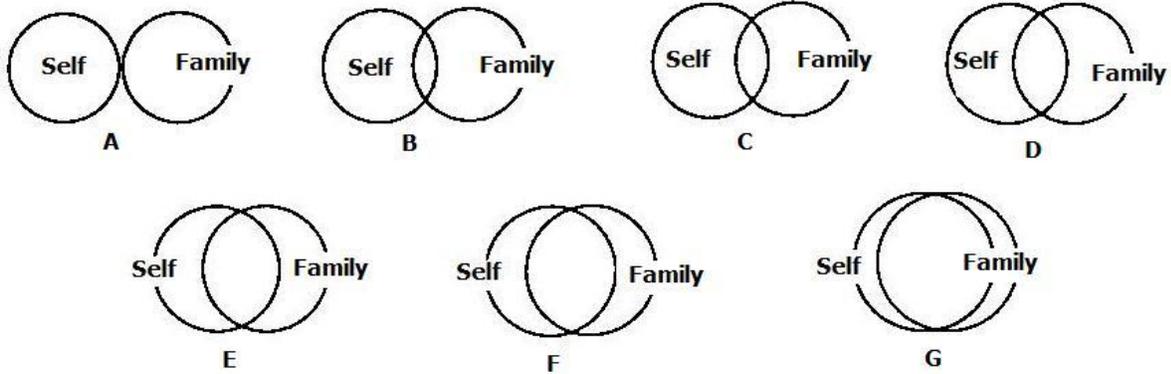
Part-time or full-time employment

Other [text entry]

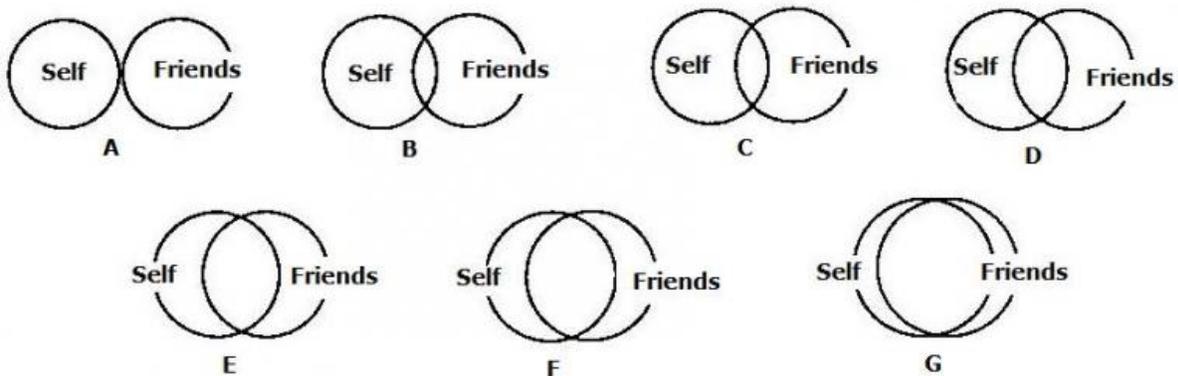
## Part Two

For the second part of the study, we'd like to know more about you so that we can better understand the skills, backgrounds, and diverse perspectives of students in this year's freshman class.

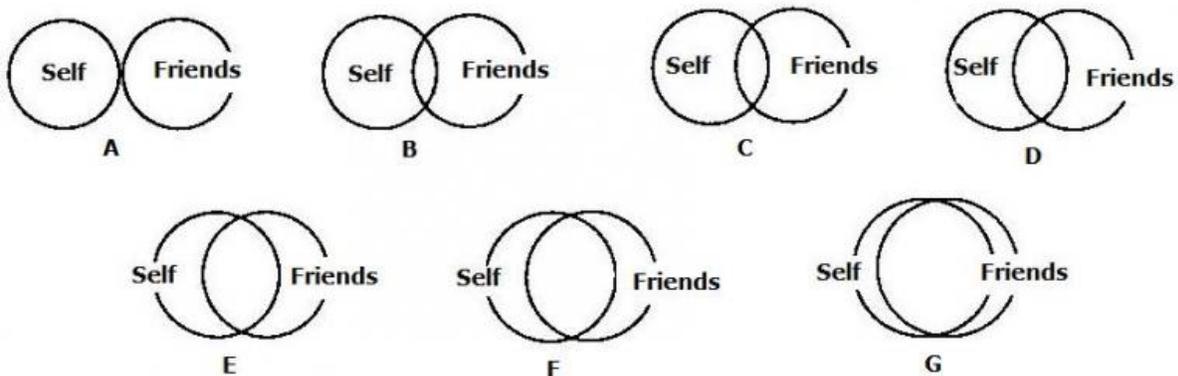
Please select the picture below that best describes your current relationship with your FAMILY:



Please select the picture below that best describes your current relationship with your FRIENDS FROM HOME:



Please select the picture below that best describes your current relationship with your FRIENDS AT [UNIVERSITY NAME]:





Now, we are interested in your perceptions of students in general.

Using the scale below, please rate your agreement with the following statements:

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

Being a good student means figuring things out on your own.

Getting extra help outside of class is part of being a good student.

Working well with others is part of being a good student.

Being a good student means being able to pave your own path to success.

For this question, to make sure you are paying attention, please answer with a six.

Getting advice from mentors and advisors helps students to succeed academically.

Thank you for your responses so far! We would now like to ask you about your general emotions.

Using the scale below, please indicate the extent to which you felt each of the following emotions during the *past 30 days*:

1	2	3	4	5
Very slightly	A little	Moderately	Quite a bit	Extremely

Empowered  
Stressed Out  
Optimistic  
Uncertain  
Confused  
Worthless  
In Control  
Frustrated

Using the scale below, please indicate the extent to which you felt each of the following emotions during the **past 30 days**:

1	2	3	4	5
Very slightly	A little	Moderately	Quite a bit	Extremely

Engaged  
Anxious  
Lonely  
Interested  
Negative  
Motivated  
Stimulated  
Overwhelmed

Next we are interested in more about you. Using the scale below, please indicate your responses. Be honest – there are no right or wrong answers!

1	2	3	4	5
Not True at All				True Nearly All the Time

When my performance doesn't meet my expectations, I start to question my abilities.  
I am a hard worker.  
I am able to adapt to change.  
I think that coping with stress can strengthen me.  
I can achieve goals despite obstacles.  
I think of myself as a strong person.

For the following items, report how often each has occurred this semester using the following scale:

**How often have you...**

0	1	2	3	4
Never				Very Often

Felt anxious or distressed about personal relationships  
Felt anxious or distressed about family matters  
Felt anxious or distressed about financial matters  
Felt anxious or distressed about academic matters



### Part Three

**For the third and final part of the study, we'd like to know more about how you handle typical situations that college students often experience.**

**Imagine** that you have two midterms on the same day. You know that both midterms will be very difficult and are extremely important to your final grade in each class.

How would you feel?

Using the scale below, please indicate how much you would feel each of the following emotions:

1	2	3	4	5	6	7
Not at All						Very Much
Anxious						
Capable						
Empowered						
Frustrated						
Overwhelmed						
Calm						

Have you encountered a situation similar to this during your time at [university name]?

Yes  
No

**Imagine** that you have to meet one-on-one with a professor outside of class. You are meeting with your professor to discuss an assignment that you did not understand and on which you received a poor grade.

How would you feel?

Using the scale below, please indicate how much you would feel each of the following emotions:

1	2	3	4	5	6	7
Not at All						Very Much
Anxious						
Capable						
Empowered						
Frustrated						

Overwhelmed  
Calm

Have you encountered a situation similar to this during your time at [university name]?

Yes  
No

**Imagine** that you are in class having a discussion about what it's like to live in different types of neighborhoods. The neighborhood you grew up in comes up and people are making generalizations about the type of people that live there, but no one knows you lived there.

How would you feel?

Using the scale below, please indicate how much you would feel each of the following emotions:

1	2	3	4	5	6	7
Not at All						Very Much

Anxious  
Capable  
Empowered  
Frustrated  
Overwhelmed  
Calm

Have you encountered a situation similar to this during your time at [university name]?

Yes  
No

**Imagine** that you are in class at the start of the Spring semester talking about what you did over the winter break. You realize from the different types of experiences students discussed that many of your peers come from a very different socioeconomic background than you do.

How would you feel?

Using the scale below, please indicate how much you would feel each of the following emotions:

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Not at All

Very  
Much

Anxious  
Capable  
Empowered  
Frustrated  
Overwhelmed  
Calm

Have you encountered a situation similar to this during your time at [university name]?

Yes  
No

**Imagine** that you overhear your classmates organizing a study group to prepare for the final exam. They ask another student sitting close to you to join them, but they do not ask you to join the study group.

How would you feel?

Using the scale below, please indicate how much you would feel each of the following emotions:

1	2	3	4	5	6	7
Not at All						Very Much

Anxious  
Capable  
Empowered  
Frustrated  
Overwhelmed  
Calm

Have you encountered a situation similar to this during your time at [university name]?

Yes  
No

**Imagine** that you are home on a Thursday night. You notice your friend has posted a picture on Facebook of a party that is clearly occurring at the moment, but your friend did not invite you to come with him/her.

How would you feel?

Using the scale below, please indicate how much you would feel each of the following emotions:

1	2	3	4	5	6	7
Not at All						Very Much

Anxious  
Capable  
Empowered  
Frustrated  
Overwhelmed  
Calm

Have you encountered a situation similar to this during your time at [university name]?

Yes  
No

Take a second to think back to the initial questionnaire you completed during fall semester as part of the Student Stories Study. What do you remember about that questionnaire? [Please summarize anything you remember in the space below.](#)

## Demographic Information

Thank you for your responses! You're almost done. We just have a few demographic questions for you!

### Gender:

Male Female

### What is your age? (enter a number only)

[text entry]

### Race/Ethnicity:

Black/African American

Asian/Asian-American

White/Caucasian

Latino/Hispanic

Native American

Other (specify)[text entry]

### Are you a U.S. citizen?

Yes No

### Were you born in the U.S.?

Yes No

### For how many years have you lived in the U.S.?

[text entry]

### What is the highest level of education completed by your father?

Some high school or less

High school diploma

Some college (1 yr. to less than 4 yrs.)

Two-year college degree (A.A.)

Four-year college degree (B.A. or B.S.)

MA/PhD, MD MBA, Law Degree

N/A

### What is the highest level of education completed by your mother?

Some high school or less

High school diploma

Some college (1 yr. to less than 4 yrs.)

Two-year college degree (A.A.)

Four-year college degree (B.A. or B.S.)

MA/PhD, MD MBA, Law Degree

N/A

**How many siblings do you have who attended or started attending college before you?**

0, 1, 2, 3 or more

**What was your household's yearly income when you last lived at home?**

Less than \$25,000

\$25,001-\$50,000

\$50,001-\$75,000

\$75,001-\$100,000

\$100,001-\$125,000

\$125,001-\$150,000

\$150,001-\$175,000

\$175,001-\$200,000

\$200,001-\$250,000

\$250,001-\$300,000

greater than \$300,001

**Did you receive any Federal Pell Grants?**

Yes No