



Grade Level Report

Student Wellness Survey 2018

NMCUSD Secondary Schools

This document shows students' responses to a survey that asked them to express their feelings and beliefs about their quality of life social and emotional experiences. The survey was administered using a secure online format.



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Survey Content

This section briefly describes the items that were included in the survey.

(1) Student Personal Strengths and Assets

Social Emotional Health Survey–Secondary (SEHS-S). The SEHS-S has 12 subscales (three items per subscale) that map on to four social and emotional health domain strengths: belief in self (self-awareness, persistence, self-efficacy), belief in others (school support, family coherence, and peer support), emotional competence (emotional regulation, empathy, and behavioral self-control), and engaged living (gratitude, zest, and optimism). The subscales use the following four-point response options: 1 = not at all true, 2 = a little true, 3 = pretty much true, and 4 = very much true. Altogether, the SEHS-S has 36 items that have been validated in multiple studies.

(2) Student Personal Distress Experiences

Social Emotional Distress Scale (SEDS). The SEDS (Moffa, Dowdy, & Furlong, 2016) assesses students' internal experiences of psychological distress. This measure has 10 items that ask about unpleasant feelings of being worried or sad. The items use a four-point response format: 1 = not at all true, 2 = a little true, 3 = pretty much true, and 4 = very much true. Students comment on their experiences over the past month.

(3) School Connectedness Scale

This is a five-item measure of a students' sense of belonging toward their school. This shows a student's psychological and emotional school engagement. The response scale is 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree. This measure has been shown to be valid for use across 18 sociocultural groups of students.

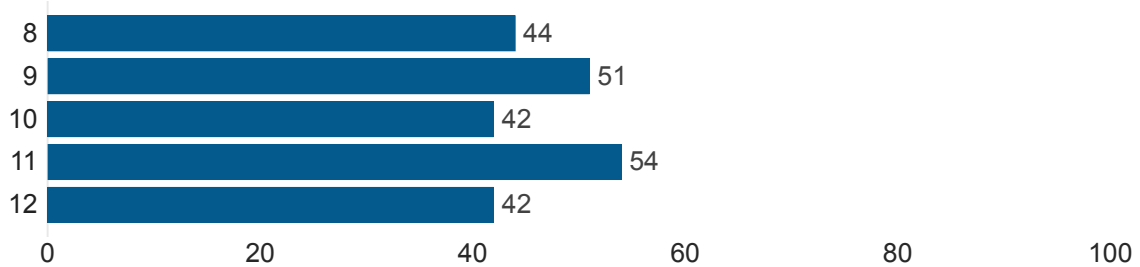
(4) Life Satisfaction

Students' are asked to complete one item that asks them to rate their overall life satisfaction using a 0-100 sliding scale response format.

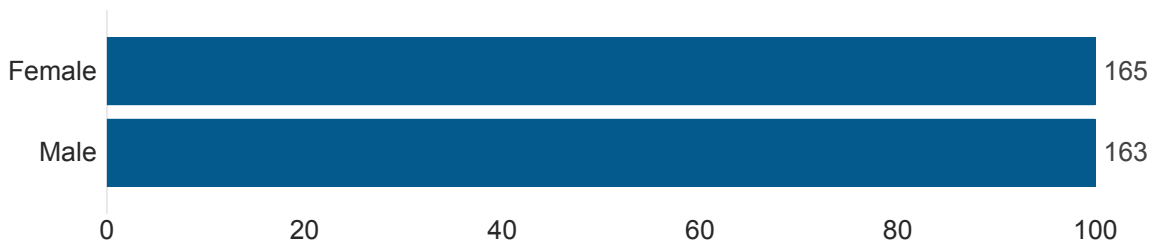
Social Emotional Health Survey Secondary Student Responses by Grade Level

Student Information

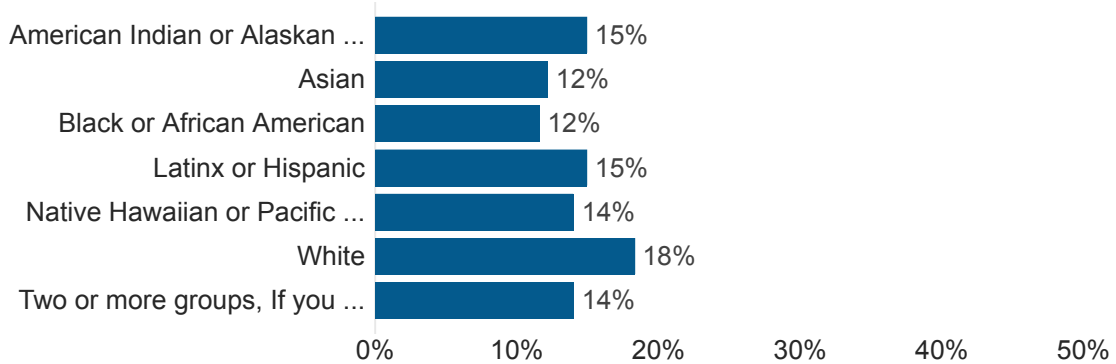
Q2 - What is your grade?



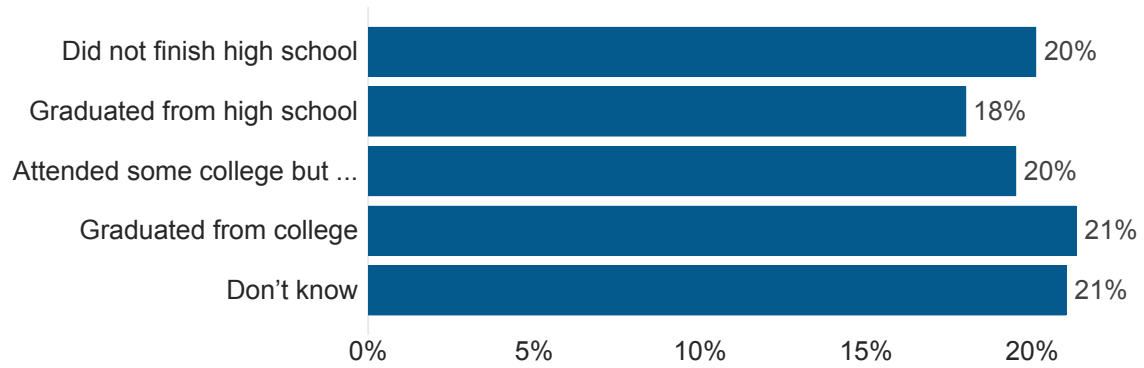
Q3 - How do you identify?



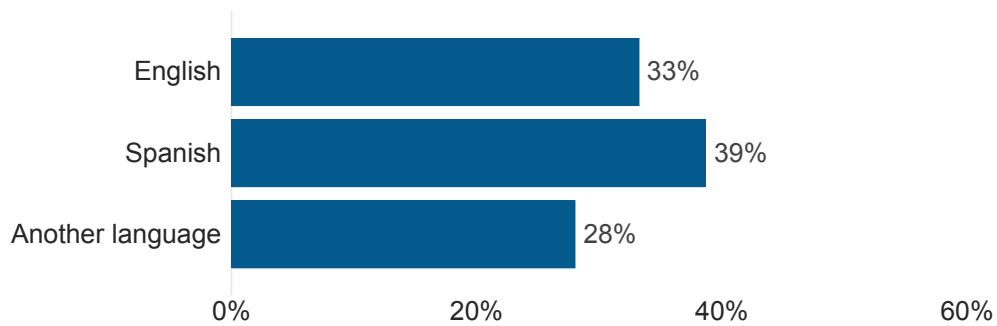
Q4 - Which of the following cultural/ethnic groups do you most closely identify with?



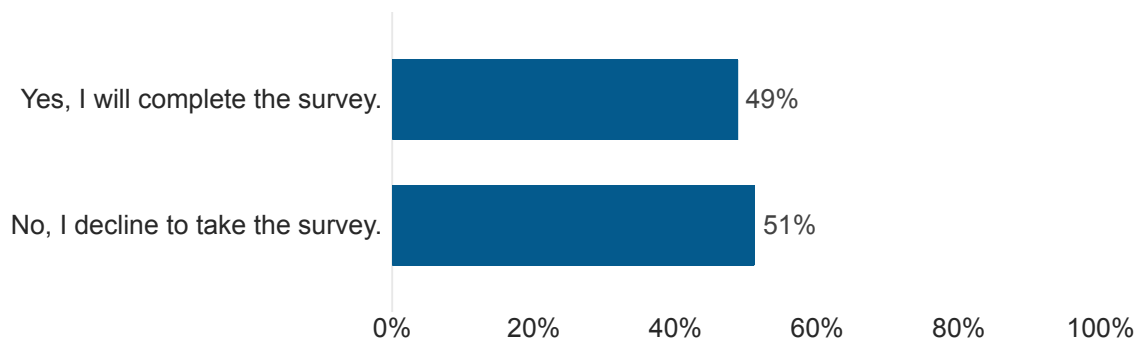
Q6 - What is the highest level of education your parents or guardians completed?



Q7 - What language is spoken most of the time in your home? -

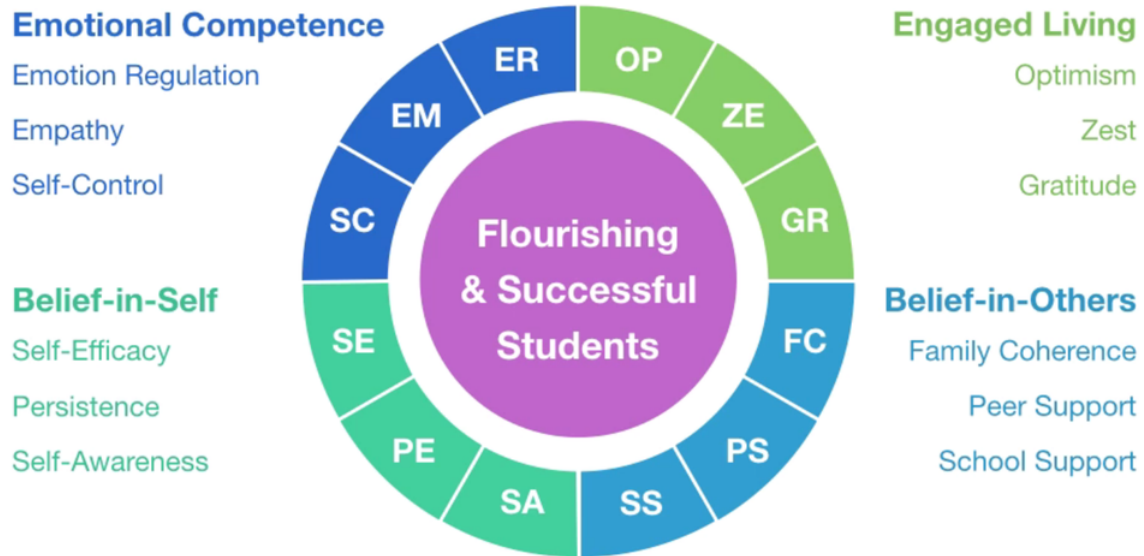


Q9 - Do you agree to participate in this survey?



Social Emotional Health Survey – Secondary Responses by Grade Level

The following sections show responses to the SEHS-S items. The SEHS-S measures four general student mindsets: Belief in Self (subscales = self-efficacy, persistence, self-awareness), Belief in Others (subscales = family coherence/support, peer support, school support), Emotional Competence (subscales = emotional regulation, empathy, self-control) and Engaged Living (subscales = gratitude, zest, and optimism). The combination of items is called the Covitality index.



Self-Efficacy

Self-efficacy is a student's belief that she or he can perform a task, at a specific level of difficulty.

Mastery Experiences

Provide opportunities for students to practice their developing skills and teach strategies that can be used when challenges arise. These activities should be relatively challenging, but achievable with effort. Research shows that students feel efficacious when they have had previous experiences with success.

Model Success

Observing peers and others succeed promotes feelings of efficacy. Teachers can model how to solve problems, ways for overcoming difficulties, and effective strategies. Students who are slightly more advanced at a given task can be great models for others. For example, having a student solve a problem in front of the class or describe their experience solving a particular problem, including working through challenges, can increase efficacy beliefs in their classmates.

Encouragement

When others communicate to a student that they can succeed, that student feels more confident in their abilities. Teachers who give appropriate, realistic encouragement and performance-based feedback promote feelings of efficacy in their students. Praising students' effort after success as well as providing information about strengths and skills that they can work to improve, gives them information they can use when evaluating their capabilities and can increase positive expectations about future performances. Students with self-efficacy feel confident that they know how to approach learning tasks and that they can engage in behaviors that will move them toward successful learning.

Research has shown that self-efficacy is related to many positive outcomes:

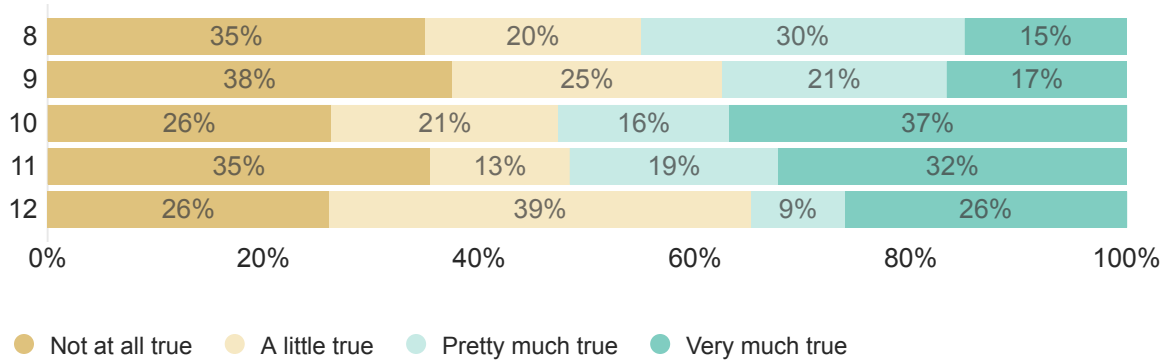
- Increased achievement, engagement, and time spent in academic tasks.
- Positive feelings toward school and learning.
- Persistence and resiliency when facing challenges.
- School attendance and class participation.

Resources

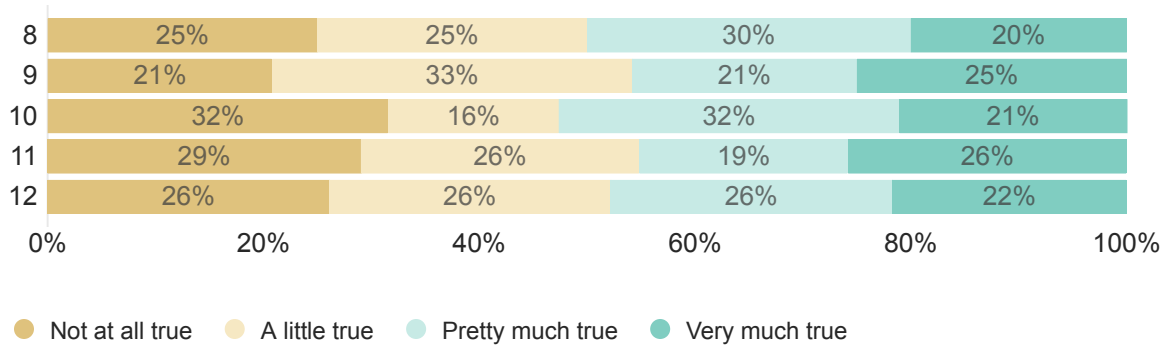
<http://www.project-covitality.info/prevention-and-intervention/belief-in-self.html>

Self-Efficacy Items

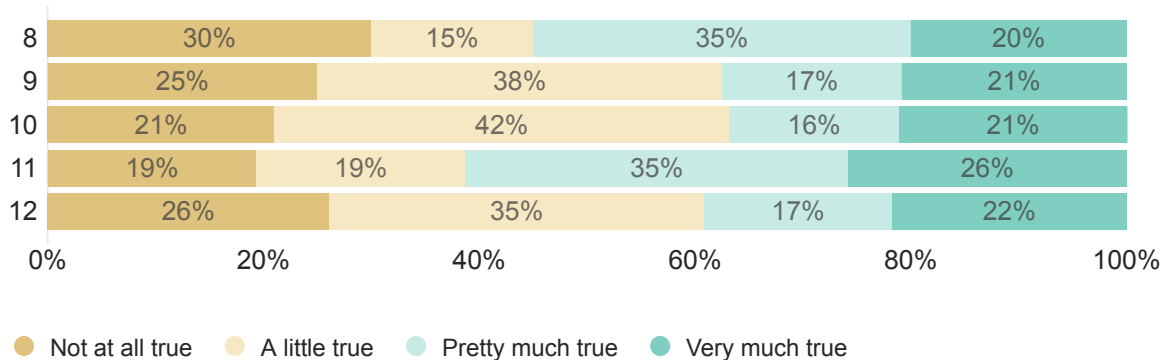
Q10 - I can work out my problems.



Q11 - I can do most things if I try.



Q12 - There are many things that I do well.



Self-Awareness

Self-awareness is defined as recognition of one’s emotions and values and their impacts on behavior, as well as accurate self-assessment of strengths and challenges.

Why is self-awareness important?

Studies show that students experiencing self-awareness in the classroom:

- Are better able to set idealistic goals.
- Are better able to identify, monitor, evaluate, and modify learning strategies.
- Show less performance-avoidance goals and better academic performance.
- Show fewer behavior problems.
- Show more leadership and prosocial behavior.

Self-Awareness in the Classroom

Individual Learning Styles. Encourage students to notice and record learning strategies that were helpful when working on or completing an assignment.

Mindful Breathing Exercise. During the beginning of each school day, ask students to:

- Sit down in a comfortable position.
- Close their eyes and be as still as possible.
- Bring their attention to their breath.
- Feel their stomach rising and falling.

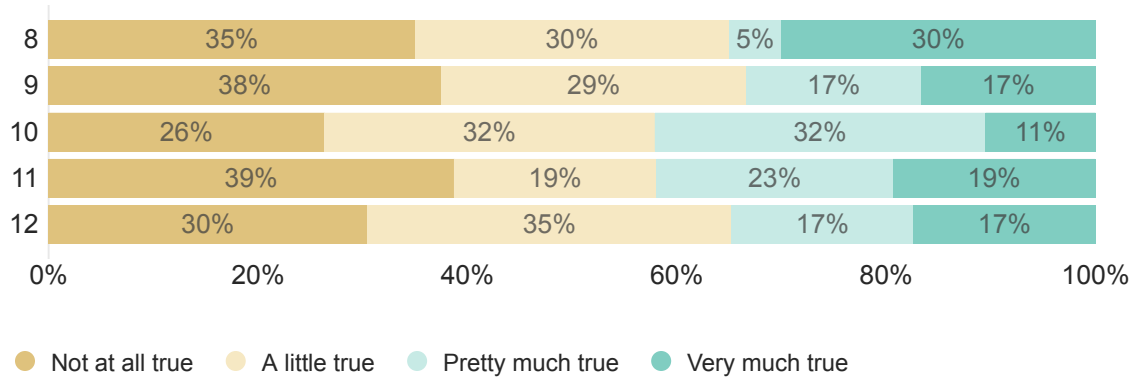
Identifying and Managing. Learning to deal with one’s feelings in a positive way is an important skill. Ask students to identify how they feel today. Naming our emotions allows us to “slow down” and consider them before acting. It is through understanding the message of our emotions that we are empowered to act in ways that connect with our best judgment. Demonstrate understanding of emotions by validating students’ feelings and helping them explore options in response to those feelings.

Resources

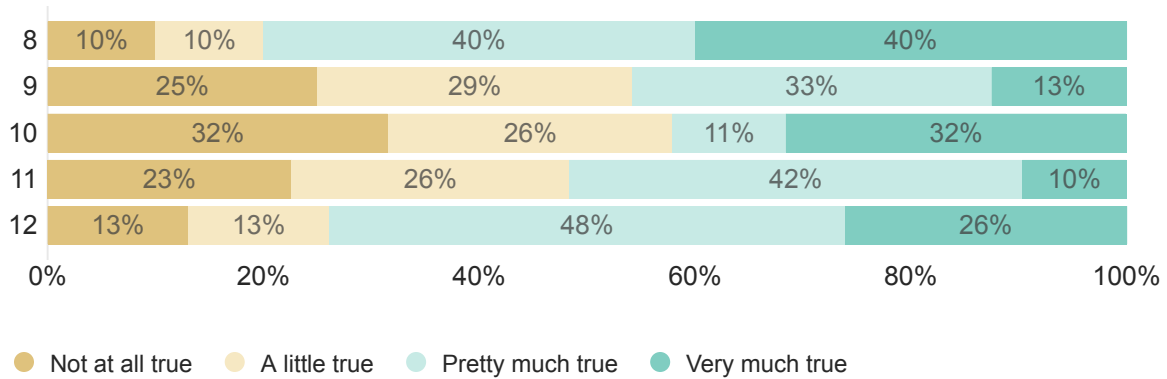
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Self-Awareness Items

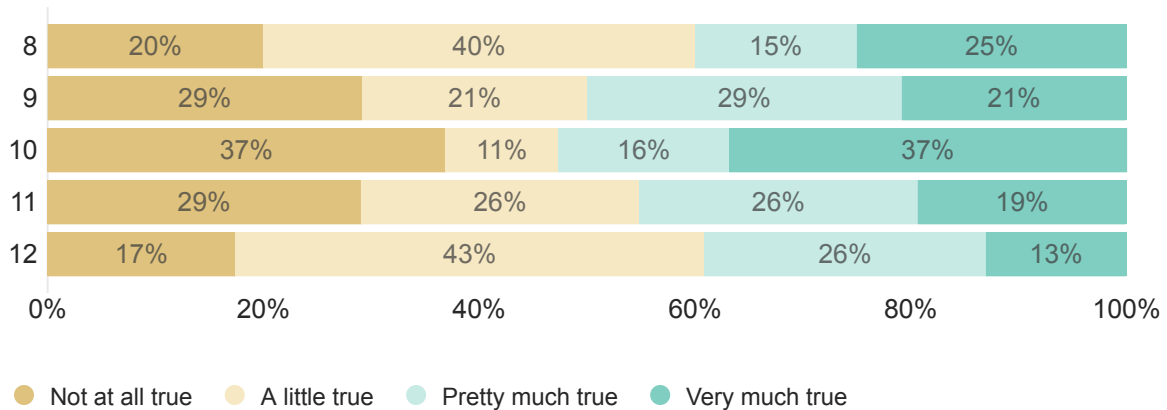
Q13 - There is purpose to my life.



Q14 - I understand why I do what I do.



Q15 - I understand my moods and feelings.



Persistence

Persistence is the act of enduring in the face of difficulty. For example, this happens when a student struggles with a math concept until he or she understands it.

Persistent students perform better in school. Studies report that persistence has been positively related to:

- | | |
|----------------------------------|----------------------------|
| Increased achievement in school. | Success in one's vocation. |
| Self-esteem. | Self-regulation. |
| Problem solving abilities. | More positive emotion. |

Goal Setting

For each academic unit or concept, aid students in setting specific, achievable goals related to these concepts. Research indicates that when specific and attainable goals are set, task persistence increases.

If-Then Obstacles Strategy

When goal-setting with students, devote some time to allow the class to formulate if-then plans to overcome obstacles. For example, for a class research paper or project, have students brainstorm possible obstacles and what they plan on doing to address these obstacles: "If I have trouble finding research sources, I will ask my teacher for help."

Progress Monitoring

Include frequent checks on students' progress on assignments with multiple steps. When homework checking, also allow students to provide feedback on their own progress and what barriers have come up in completing tasks. Have students share strategies with one another to tackle those barriers.

Recognizing Student Effort

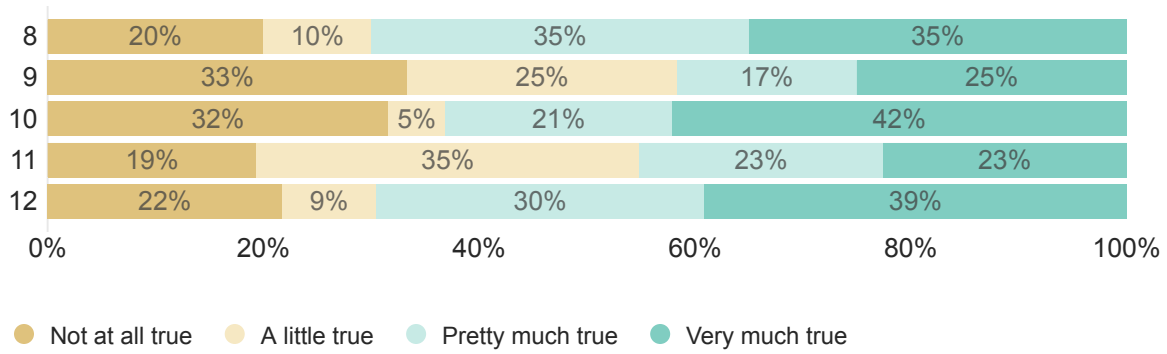
When praising a student's accomplishments, link the student's success to the effort they invested in the assignment: "You really worked hard on this paper and showed determination when the assignment challenged you." Students persist on difficult tasks when they believe skills can be built upon and are not fixed.

Resources

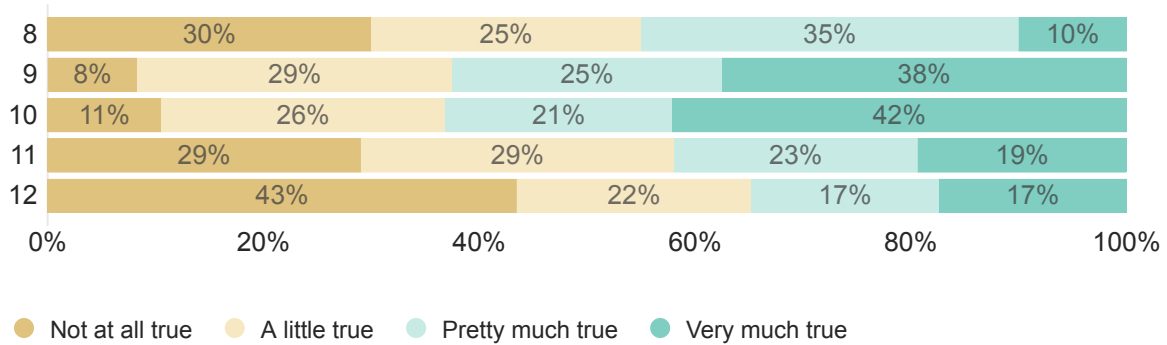
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Persistence items

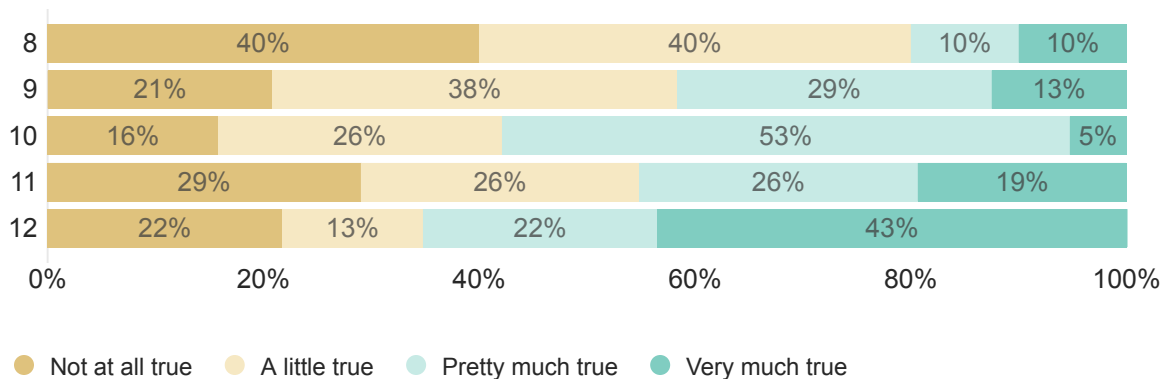
Q16 - When I do not understand something, I ask the teacher again and again until I understand.



Q17 - I try to answer all the questions asked in class.



Q18 - When I try to solve a math problem, I will not stop until I find a final solution.



School Support

School support is how much students think their teachers care about their academic success.

When students feel like their teachers are caring and supportive, they can reach their full academic potential. Studies have shown that school support is associated with many positive outcomes:

- Higher levels of classroom motivation and participation.
- Better grades.
- Greater social and academic competence.
- Higher levels of enjoyment and acceptance by peers.
- Fewer inappropriate classroom behaviors.

Building a Community

- Email new students before school starts to say hello.
- Greet each student as they enter the classroom each day.
- Have daily meetings to create a sense of community.
- Encourage teachers, principals, and counselors to connect electronically with students and stay in contact during the summer.

Start a Mentoring Program

Implement a program where adult mentors meet with students for 20 minutes once a week and establish a nurturing relationship (e.g., Check & Connect). Mentors can seek training to be culturally sensitive.

Parents as Team Members

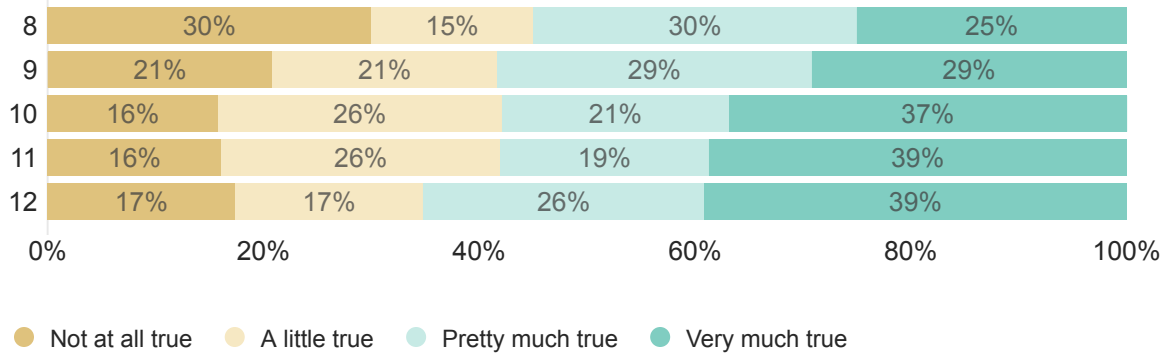
Call parents and work on addressing problems together before the problems become too severe. Parents and students can be invited to regular meetings regarding how to be successful in school.

Resources

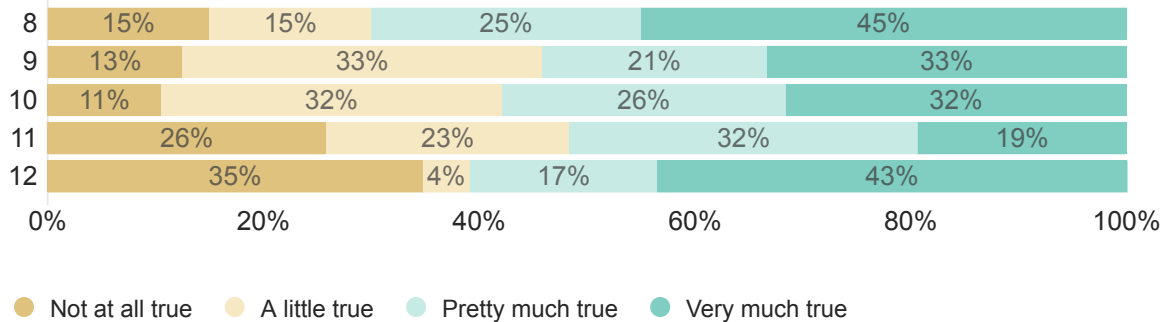
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School Support Items

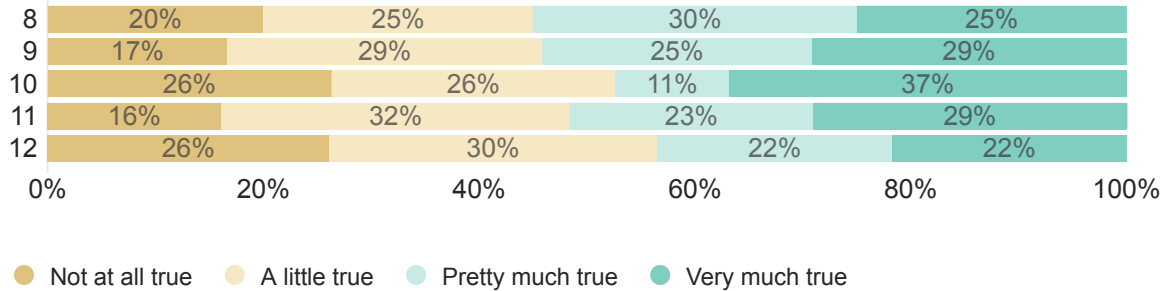
Q19 - At my school, there is a teacher or some other adult who always wants me to do my best.



Q20 - At my school, there is a teacher or some other adult who listens to me when I have something to say.



Q21 - At my school, there is a teacher or some other adult who believes that I will be a success.



Family Support

Family Support is the feeling of family togetherness and encouragement.

High family support:

- Affects students' ability to tend to their behaviors and emotions.

- Promotes positive outcomes, such as building self-regulation.

- Is connected to lower risk for dropping out of school.

- Social emotional health.

- Improved peer relationships.

- Decreased bullying behavior.

Family-School Partnerships

Parent counseling and education related to student success and student needs may be valuable for several families in the school community. This may help the school better understand the needs of families and students.

Parent Counseling and Education

Understand that both parents and schools have important expertise/knowledge.

Show respect for diverse families and cultures. Create a welcoming environment through open communication in the form of letters home and an "open-door" policy.

Parents as Team Members

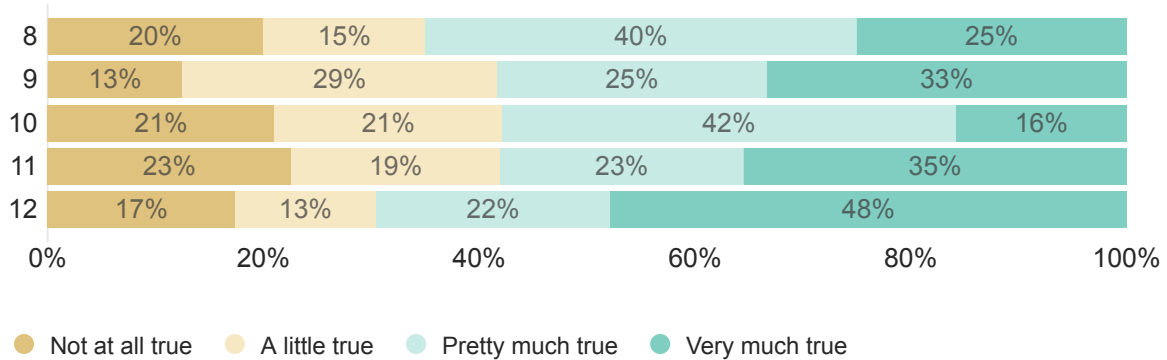
Develop focused, individualized parent partnership plans addressing social health, family history and/or other targeted concerns to guide assessment and classroom intervention.

Resources

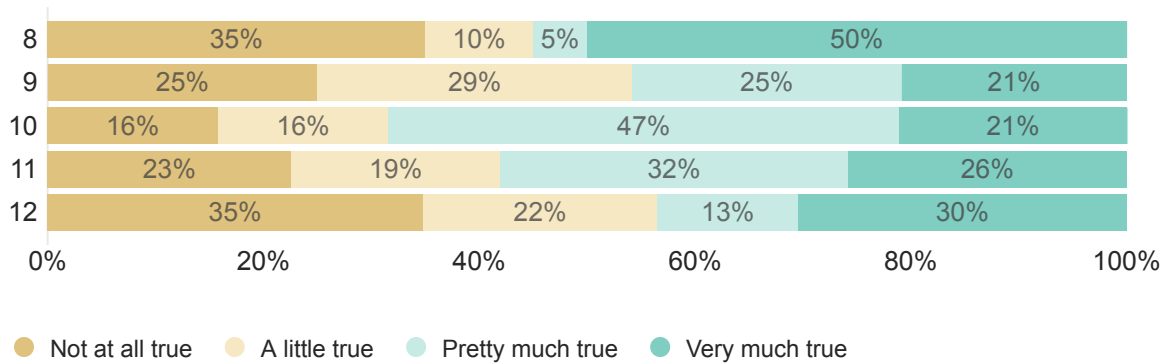
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Family Support items

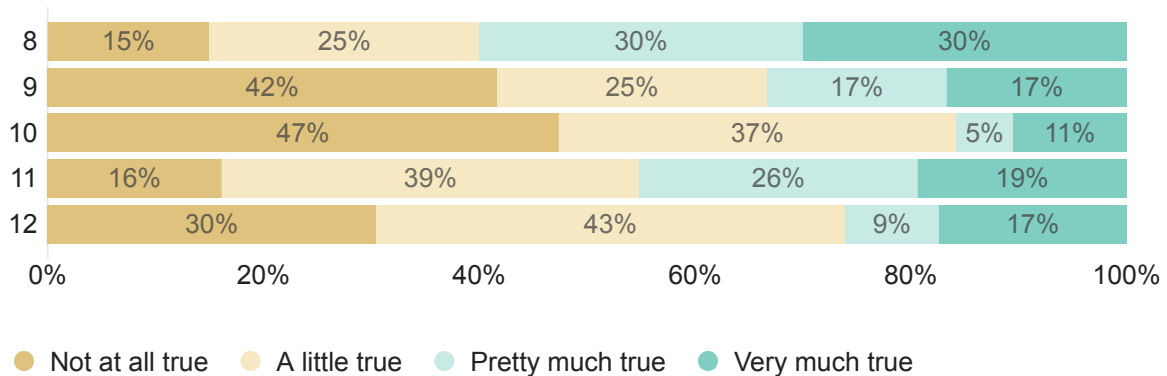
Q22 - My family members really help and support one another.



Q23 - There is a feeling of togetherness in my family.



Q24 - My family really gets along well with each other.



Peer Support

Peer Support refers to the different friendships and bonds that students have. This support system helps students improve their interpersonal skills, sensitivity, and understanding. Peer support greatly affects students' cognitive and social development and psychological adjustment.

Why is Peer Support Important?

Studies have shown that peer support is associated with many positive outcomes:

- Increased school engagement.
- Improvement of overall school climate.
- Higher self-esteem.
- Fewer emotional problems.
- Fewer psychosomatic complaints (i.e., headaches, stomachaches).
- Lower rates of depression.

Advisory Programs

Set up weekly or monthly student advisory groups with members from different grade levels, and encourage teachers to serve as group advisors. Weekly or monthly meeting topics can range from homework discussions, school clubs and activities, to academic and family difficulties. Advisory groups can serve as a student's family in school.

Peer Tutoring

Promote student-student connectedness by establishing a peer-mentoring program.

Peer Mentoring

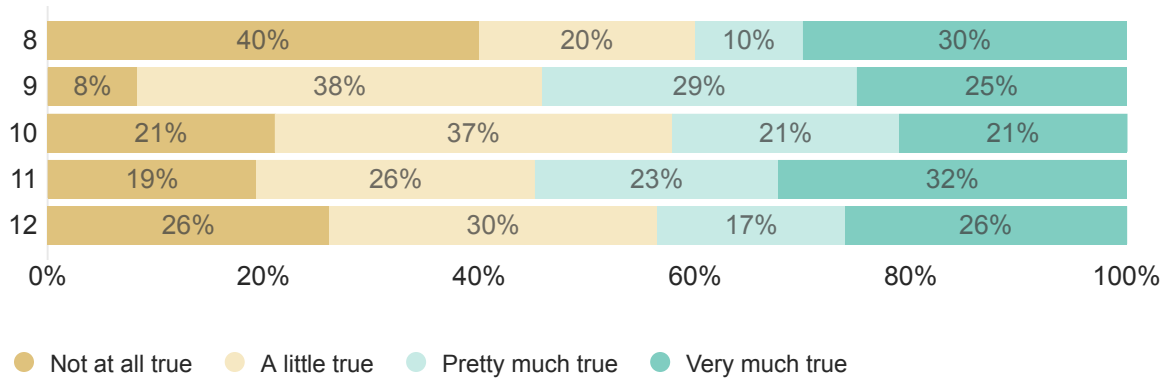
Pair junior and senior mentors with freshmen and sophomore mentees. Begin with formal mentoring sessions, study skills workshops, and social bonding activities. Let this lead into informal sessions where students select what topics to discuss or what to do.

Resources

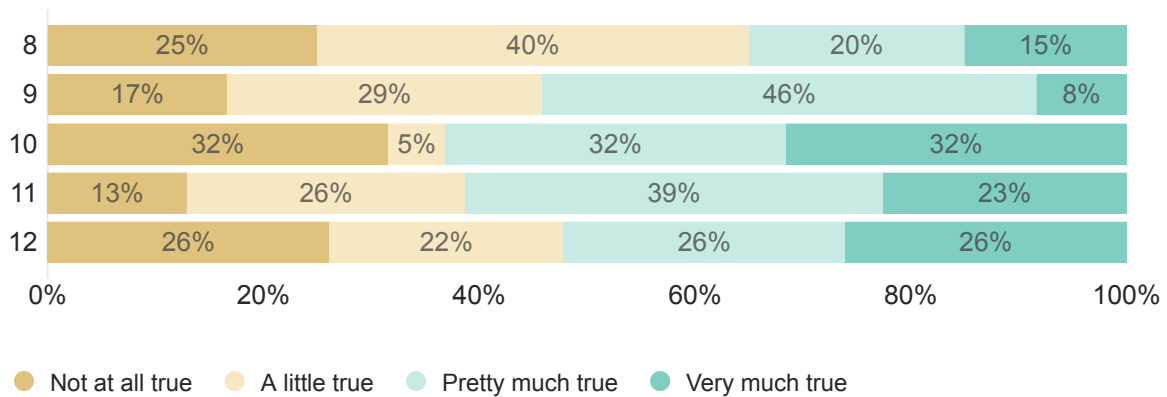
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Peer Support Items

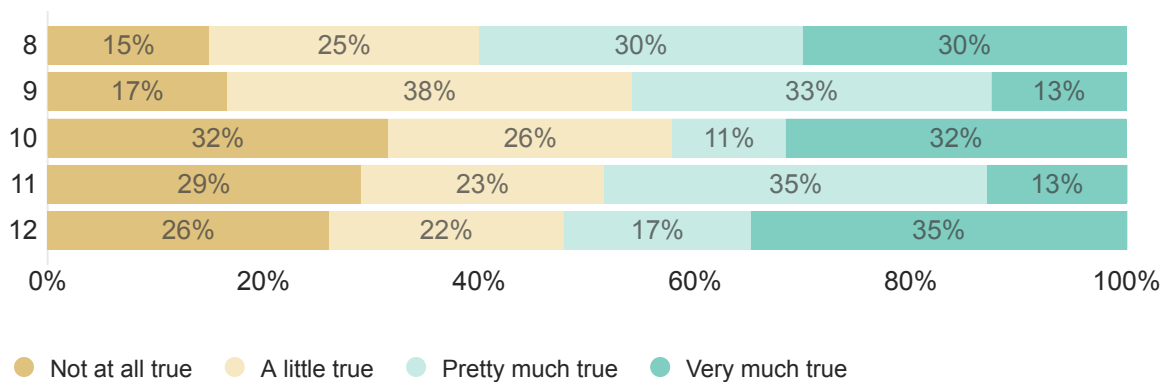
Q25 - I have a friend my age who really cares about me.



Q26 - I have a friend my age who talks with me about my problems.



Q27 - I have a friend my age who helps me when I'm having a hard time.



Emotional Regulation

Emotional Regulation refers to how we manage our emotions and our efforts to control what emotions we feel, when we feel them, and how we experience and express them.

Emotional regulation is important inside and outside of the classroom.

Studies show that students with good emotional regulation skills:

- Have better social skills.
- Are more resilient to stress and adversity.
- Perform better in school.
- Are less at risk for mental health symptoms.
- Are less likely to be bullies or victims of bullies.

Emotion regulation helps teachers, too.

Studies have found that teachers with better emotional regulation abilities experience more positive emotions, greater job satisfaction, and a greater sense of personal accomplishment.

Some Strategies to Foster Emotional Regulation

Relaxation Techniques. Teach relaxation techniques that students can use to help them calm down. Some examples include... Counting by threes or counting down from 10...Breathing in while lifting arms...Massaging hands between the thumb and pointer finger...Breathing deeply in and out... On the inhale, saying, "re," and on the exhale, saying, "lax."

Mindfulness. Use guided mindfulness meditations or curricula to help students become more aware and accepting of emotions. Mindfulness can increase students' attention skills and ability to cope with stress.

Expressive Writing. Promote successful coping by allowing students to process emotionally-laden events by giving them opportunities to express their emotions about difficult experiences through structured writing activities.

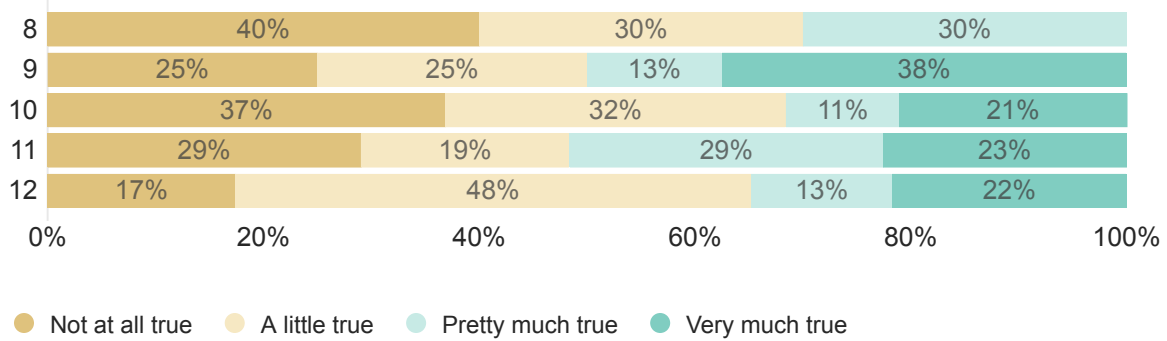
Social Emotional Learning. Talk to students about emotions. Teach them to identify and understand their own and others' emotions. Explicitly teach problem-solving strategies, appropriate expression of emotions, and ways to de-escalate emotional responses. This can be incorporated within a literacy curriculum. Ask questions about how the characters are feeling, why they are feeling those emotions, and how they can cope.

Resources

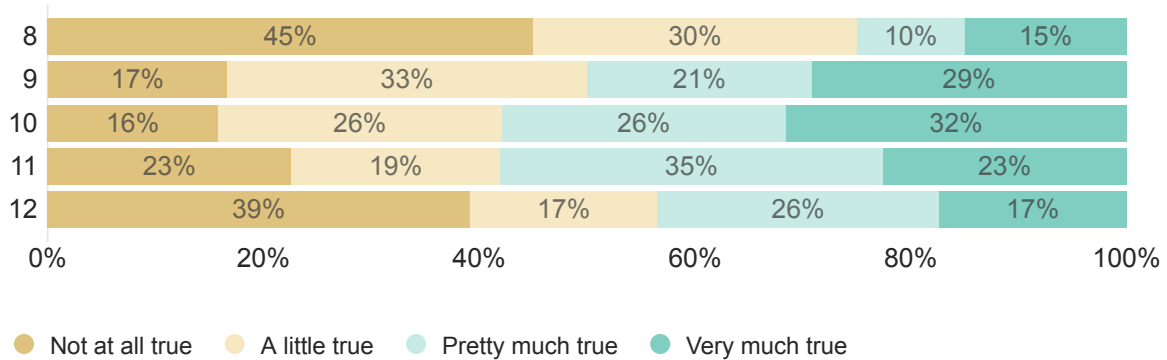
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Emotional Regulation Items

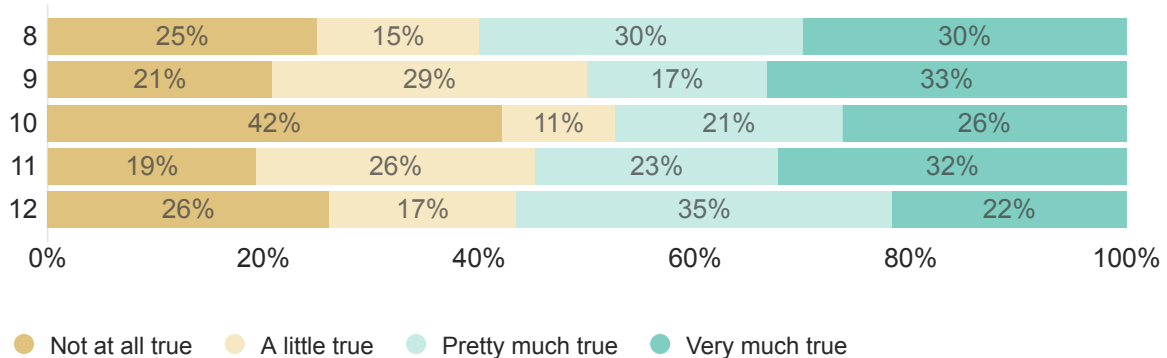
Q28 - I accept responsibility for my actions.



Q29 - When I make a mistake, I admit it.



Q30 - I can deal with being told no.



Empathy

Empathy is the ability to share someone's feelings or motivations and understand their perspective. Affective empathy is the ability to emotionally relate to someone else's feelings. Cognitive empathy is the ability to imagine what someone else is feeling.

Why is empathy important?

Studies have shown that students who have empathy:

- Do better in school.
- Are more cooperative with others.
- Are more resilient.
- Are more altruistic.

Teachers who have empathy:

- Are less likely to burn out.
- Have students with better academic outcomes.
- Are more likely to respond to bullying behavior.
- Have students who display more prosocial behaviors.

Focus on Similarities

Use activities in which students identify characteristics, thoughts, feelings, and behaviors that they share with others.

Create Bonding Attachments

Have students draw a picture, bring a photo of, or just visualize someone they feel safe with. Use cooperative learning strategies to build bonds between students. Have students play music together. Express and show care for your students.

Role-plays and Acting

Incorporate role-playing into classroom lessons in Language Arts, Social Studies, and even Math. Encourage students to act in plays. Create an afterschool drama program.

Identify Feelings

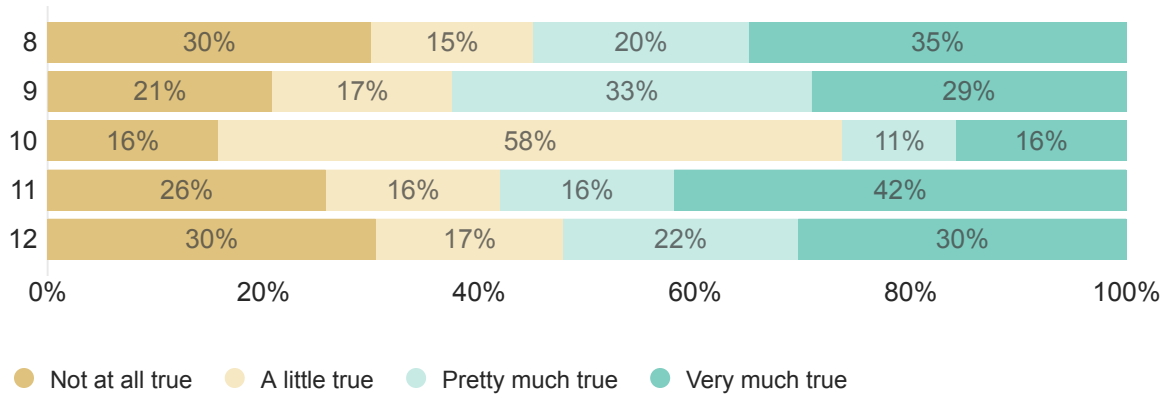
Ask students how they are feeling. Have students notice how others are feeling. Teach vocabulary words related to feelings.

Resources

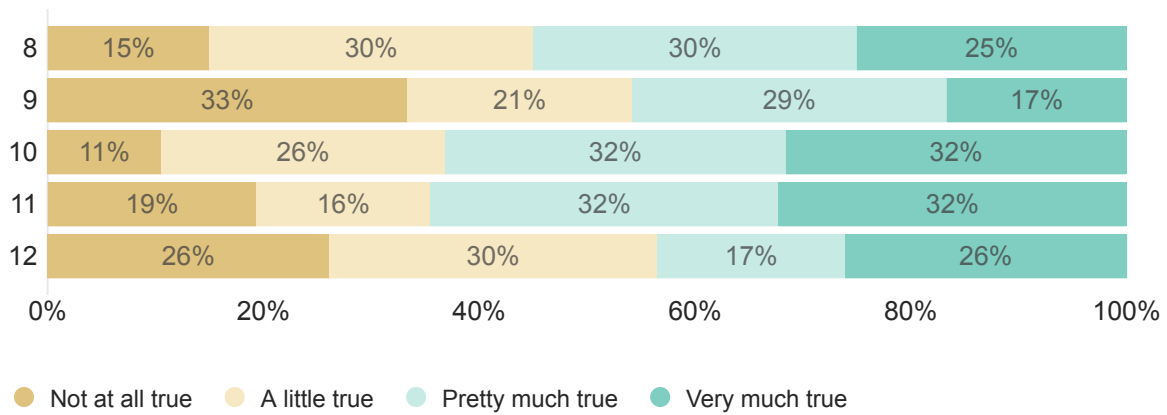
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Empathy Items

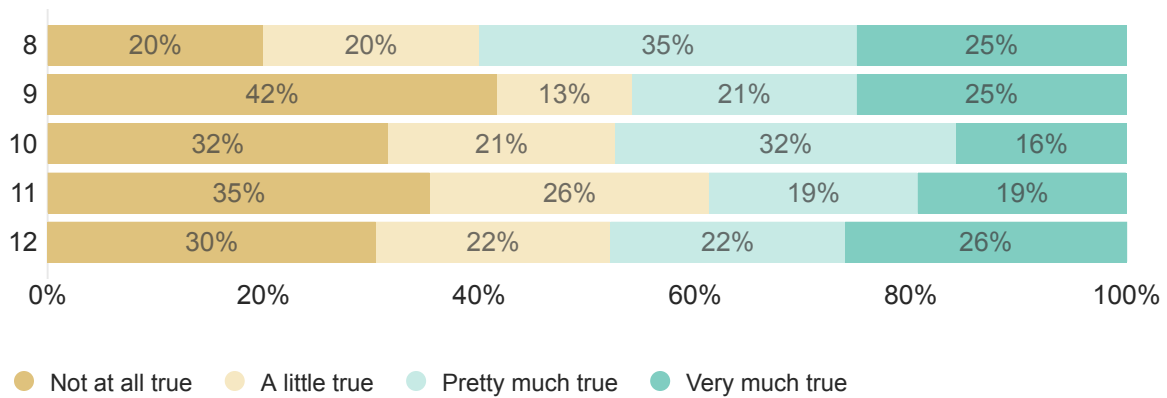
Q31 - I feel bad when someone gets their feelings hurt.



Q32 - I try to understand what other people go through.



Q33 - I try to understand how other people feel and think.



Self-Control

Self-control is the capability to control one's behaviors or thoughts, particularly in difficult situations, to obtain a reward or avoid punishment.

Students with high self-control perform better in school.

Studies show that students with high self-control report:

- Higher grades.
- Fewer office discipline referrals and suspensions.
- Better relationships with family and friends.

Self-Control is linked to long-term positive effects

Children with high self-control are more likely to grow up to:

- Have lower levels of alcohol abuse and eating disorders.
- Have a higher paying job.
- Have more money saved.

Self-Affirmation

Promote self-control by having students think about what is most important to them and what their core values are, and have them write it down. Research has shown self-affirmation to be an effective method of increasing self-control in situations when self-control is depleted.

Mindfulness

Mindfulness is an awareness of the present moment. Meditation is one form of mindfulness exercise. Having students practice mindfulness, even in brief increments, may enhance self-control.

Social and Emotional Learning

Social-Emotional Learning (SEL) focuses on five core competencies, including self-management, which incorporates self-control and emotion management. SEL programs can be incorporated into the standard curriculum. Routines can also help students maintain self-control:

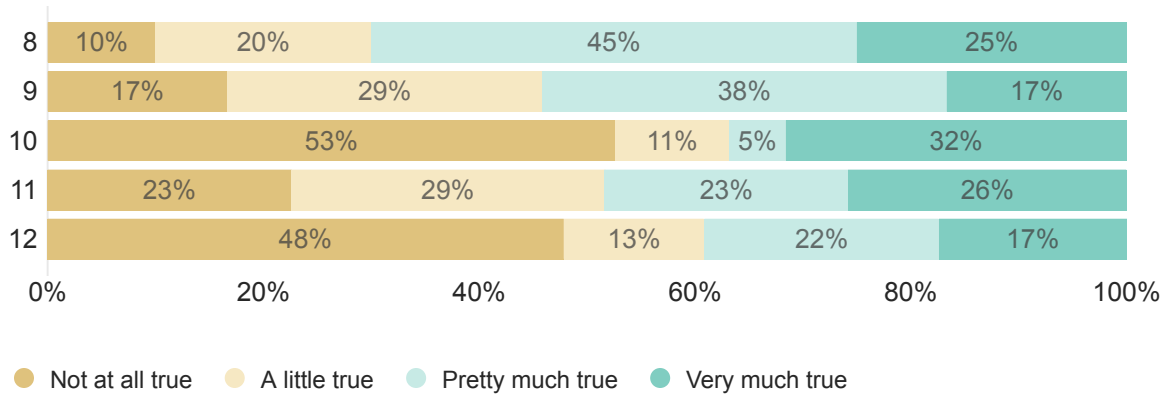
- "Stop and Stay Cool," a step-by-step process for staying in control of strong feelings.
- "Decision Tree" that students can use to make choices.

Resources

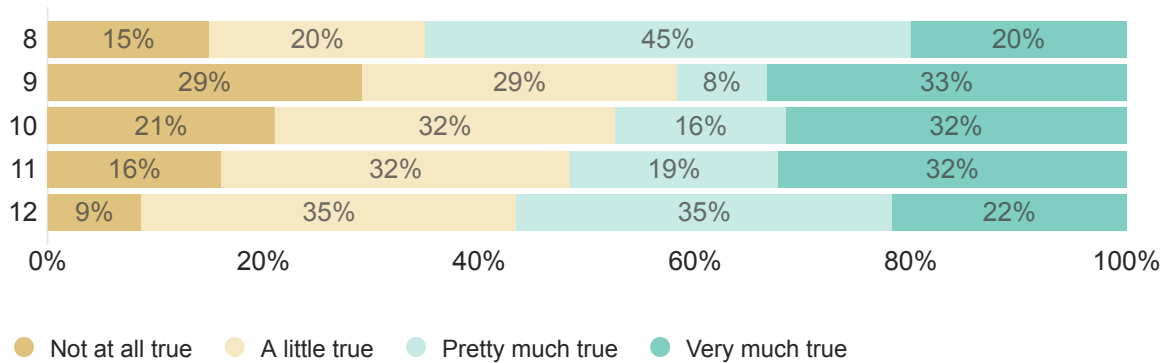
<http://www.project-covitality.info/prevention-and-intervention/emotional-competence.html>

Self-Control Items

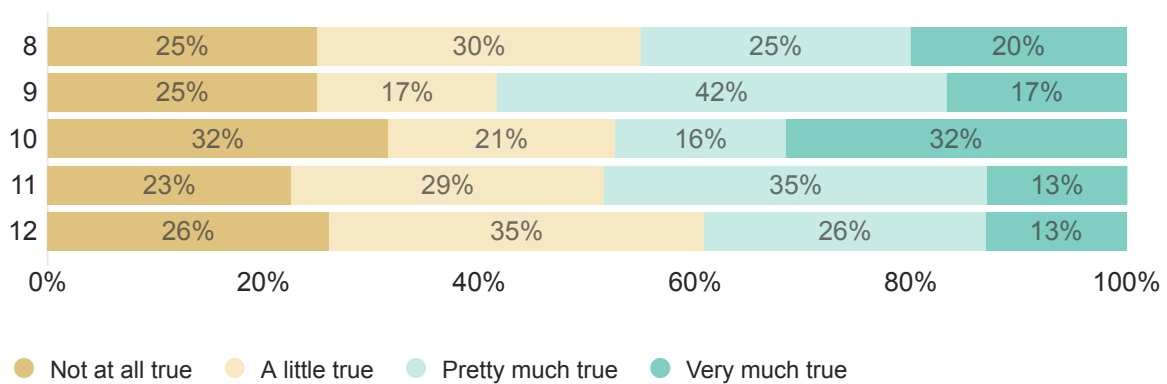
Q34 - I can wait for what I want.



Q35 - I don't bother others when they are busy.



Q36 - I think before I act.



Optimism

Optimism is the tendency to believe that good things are to come and to have a positive outlook.

Importance of Optimism

Studies have shown that optimistic thinking is associated with many positive outcomes:

- Increased school achievement.
- Improved subjective well-being.
- Higher self-esteem.
- Increased problem solving.
- Better health.
- Lower rates of depression.
- Better school adjustment.
- Lower dropout rates.

Happiness Scavenger Hunt

Ask students to create a list of things in their immediate surroundings and day-to-day experiences that bring happiness to them. Share these experiences as a class.

Imagine: Best Possible Self

Give students the opportunity to write about their best possible self for 15 minutes. Then, ask them to close their eyes and imagine what they wrote as vividly as they can.

Self-Administered Optimism

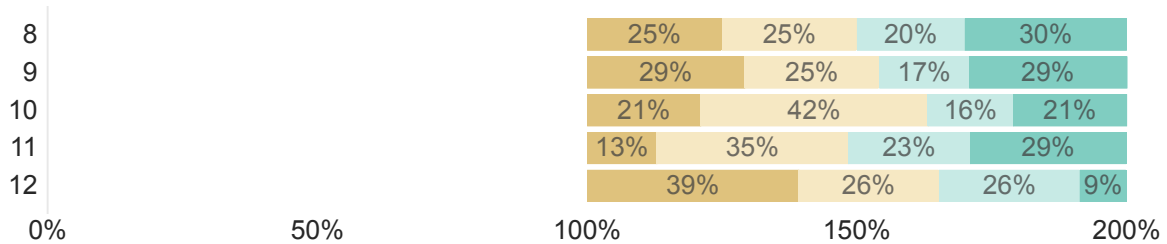
Familiarize the student with the concept of explanatory style. Have them keep track of their best and worst daily events in a journal. Ask them to provide causes for each event. After some time, ask them to rethink the causes and notice what they attribute these events to.

Resources

<http://www.project-covitality.info/prevention-and-intervention/engaged-living.html>

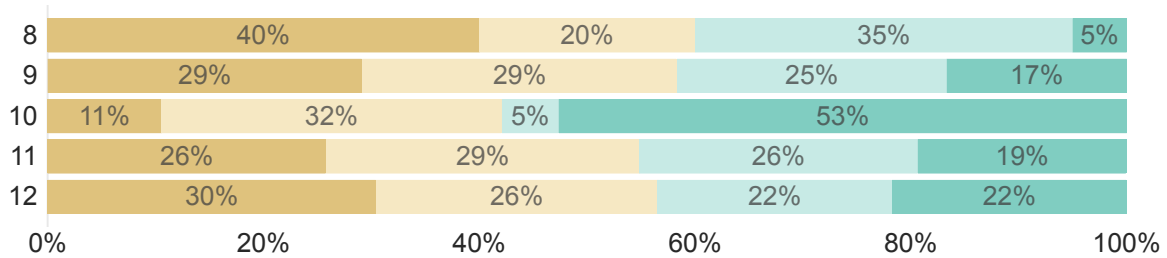
Optimism Items

Q37 - Each day I look forward to having a lot of fun.



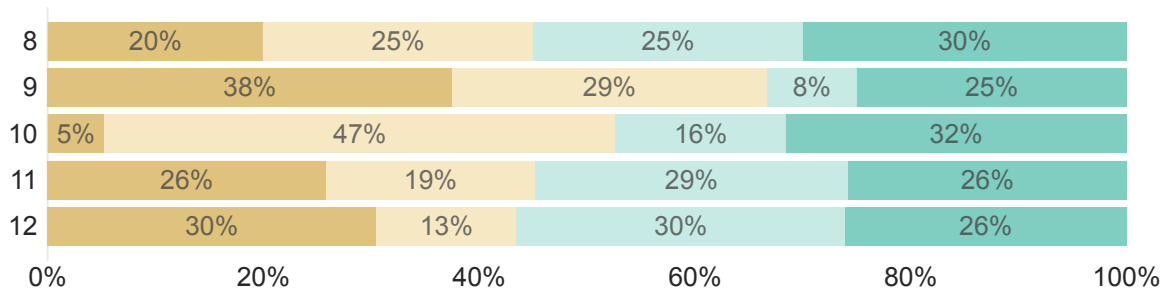
● Not at all true
 ● A little true
 ● Pretty much true
 ● Very much true
 ● Not at all true
● A little true
 ● Pretty much true
 ● Very much true

Q38 - I usually expect to have a good day.



● Not at all true
 ● A little true
 ● Pretty much true
 ● Very much true

Q39 - Overall, I expect more good things to happen to me than bad things.



● Not at all true
 ● A little true
 ● Pretty much true
 ● Very much true

Zest

Zest is the degree of enthusiasm and energy with which a student approaches work.

Zest is Closely Linked to Happiness

Studies have identified zest as one of three strengths of character most closely related to happiness in youth. The other two strengths identified are love and hope. While other character strengths, such as gratitude, are robustly linked to happiness in adults, zest has been shown to have these effects even in young children.

Zest Prevents Negative Outcomes

Beyond promoting positive effects such as happiness, zest has also been shown to mediate the association between avoidance and life satisfaction. The development of zest in anxious or avoidant individuals may promote increased happiness. Additionally, zest prevents other negative outcomes such as boredom and anxiety.

Humor in Tests

Tests can cause a great deal of anxiety for students. This anxiety can be reduced through the inclusion of humorous or “joke” items on tests. Humor and laughing have been shown to have positive psychological effects and to produce a sense of well-being that allows people to deal with stress more effectively. A simple, silly question on a test that provokes laughter could improve student performance.

Funny Introductions

Humor is especially effective in increasing enthusiasm and motivation when used during the introduction of a new topic. Students also benefit from humorous visual stimulation. Humor is most effective when used with students who are not already engaged or motivated, so using it at the beginning of a new lesson allows you to reap the greatest benefits.

Student Participation

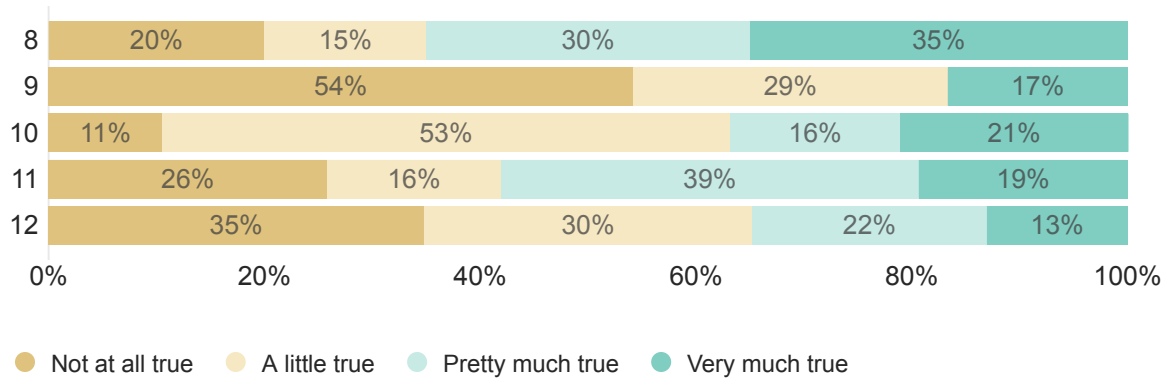
Involve students in creating an open, comfortable classroom climate by encouraging them to be humorous as well. Ask students to find funny quotes relating to the topic at hand and share them with the class. You can post these quotes on the whiteboard, or make them into more permanent classroom decorations. You can also challenge students to invent their own puns relating to the topic.

Resources

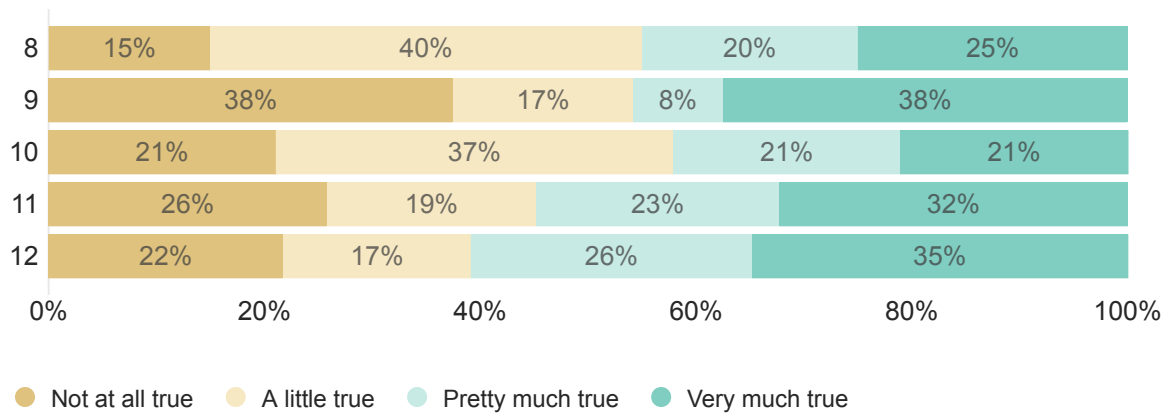
<http://www.project-covitality.info/prevention-and-intervention/engaged-living.html>

Zest Items

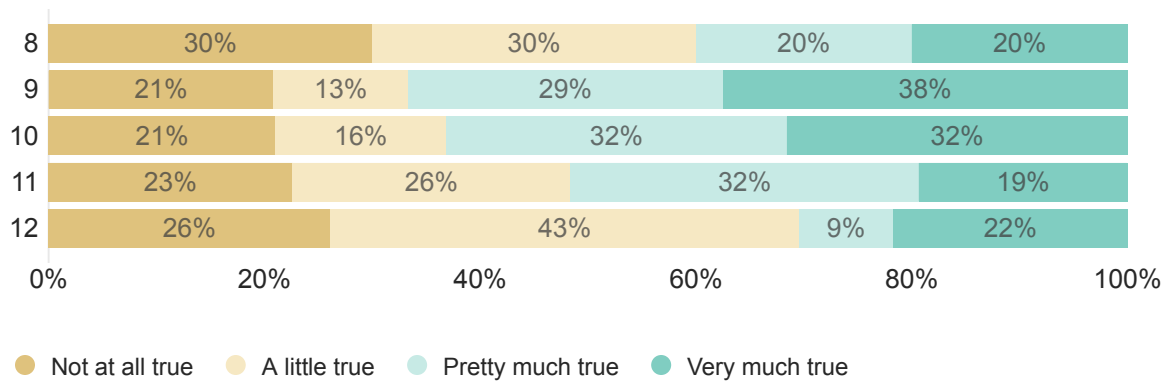
Q40 - On most days, I feel **ENERGETIC**.



Q41 - On most days, I feel **ACTIVE**.



Q42 - On most days, I feel **ENTHUSIASTIC**.



Gratitude

Gratitude is an expression of a student's affirmation and appreciation for the gifts, benefits, and supports received from others (family, peers, teachers...)

Grateful students do better in school

Studies show that students experiencing gratitude in the classroom report...

- More connection to school.
- Feeling closer to their teachers.
- More meaning in life.
- High GPAs.
- Being prosocial.
- More positive emotions.

Gratitude Journal

Have students keep a weekly journal in which they record five things from the past week for which they are grateful. Each day, students can jot down one thing before class begins.

Gratitude Visit

Students can write a letter to someone who has helped them but whom they have never properly thanked. Then the students read this letter to the person and share with the class. This can be held on a monthly rotation, with several students from the classroom a month in charge of making a gratitude visit and reporting their experiences.

Gratitude Raffle

To motivate students to participate in gratitude activities, award raffle tickets to students based on their participation, such as one raffle ticket for every week they complete their gratitude journal. A gratitude raffle can also be a standalone, with students earning raffle tickets every morning they show gratitude for someone or something.

Schoolwide Gratitude

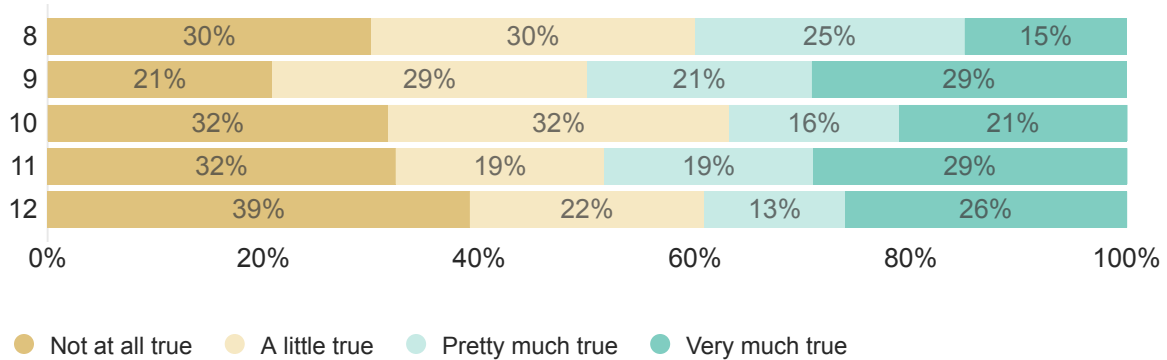
Hold schoolwide annual or monthly gratitude days with assemblies focused on the topic or highlighting appreciation of specific students and school staff. Adults can also model grateful behavior around school.

Resources

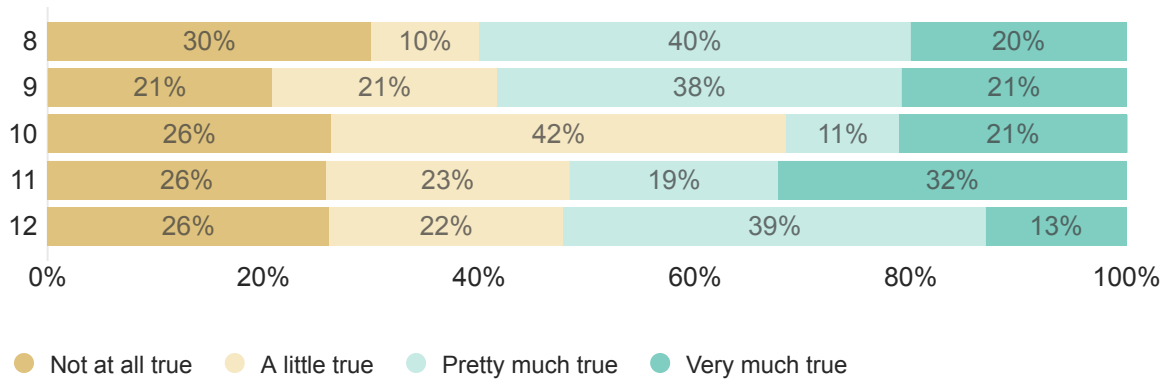
<http://www.project-covitality.info/prevention-and-intervention/engaged-living.html>

Gratitude Items

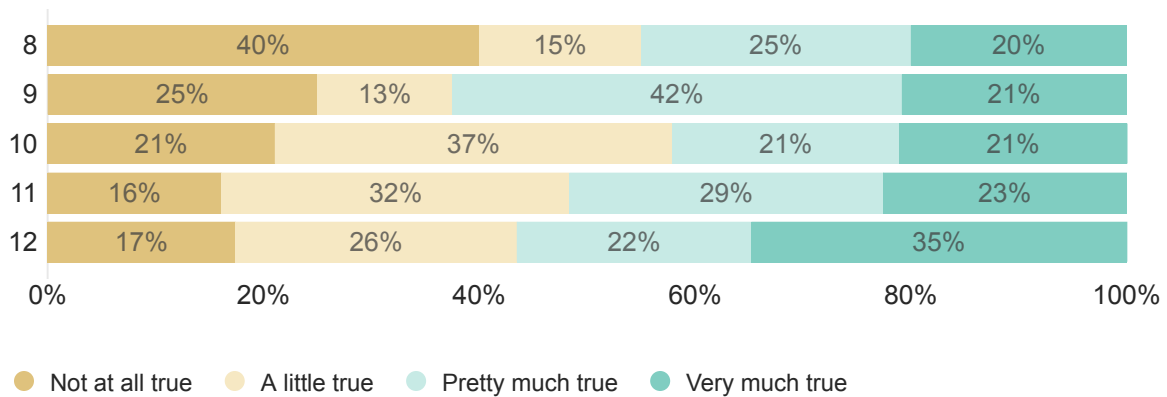
Q46 - I could make a long list of things that I am grateful for.



Q47 - I am thankful for so much in my life.



Q48 - I am grateful to many different people.

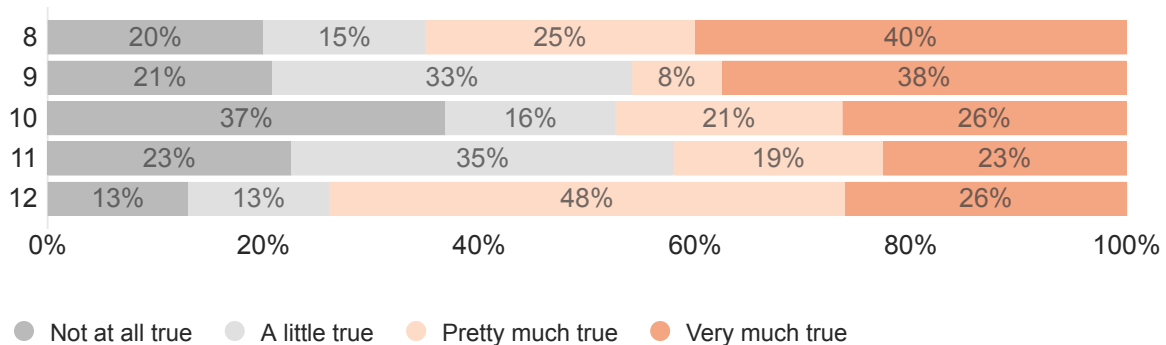


Past Month Emotional Distress

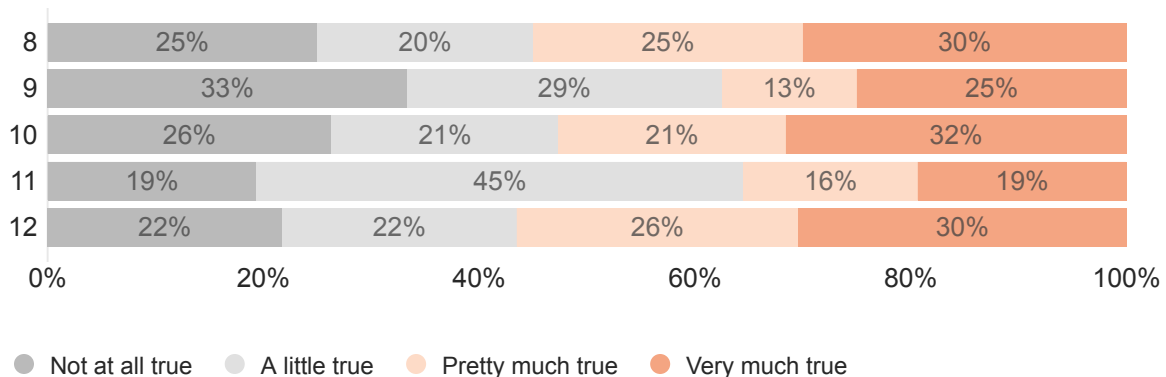
The Social Emotional Distress Scale (SEDS) assesses students internal experience of psychological distress. This measure has 10 items that asked about unpleasant feelings of being worried or sad. The items use a four-point response format: 1 = not at all true, 2 = a little true, 3 = pretty much true, and 4 = very much true. Students are asked to comment on their experiences over the past month.

Emotional Distress Items

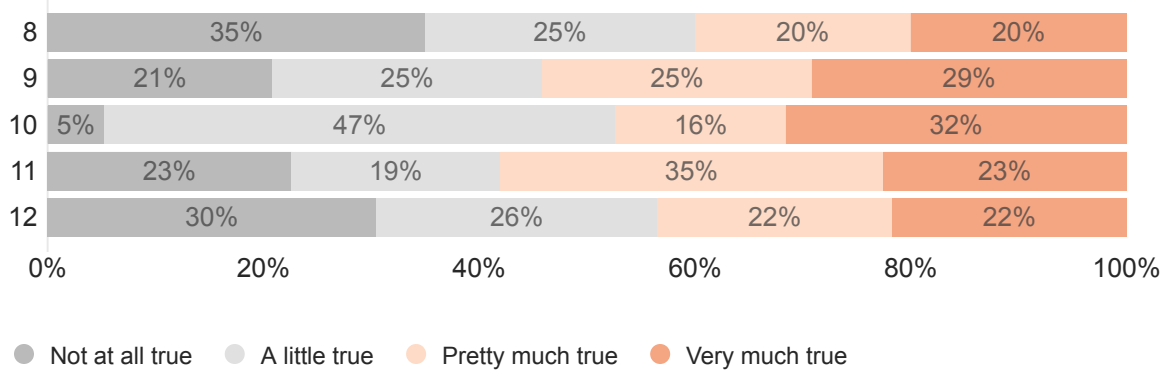
Q50 - In the past month, I had a hard time breathing because I was anxious.



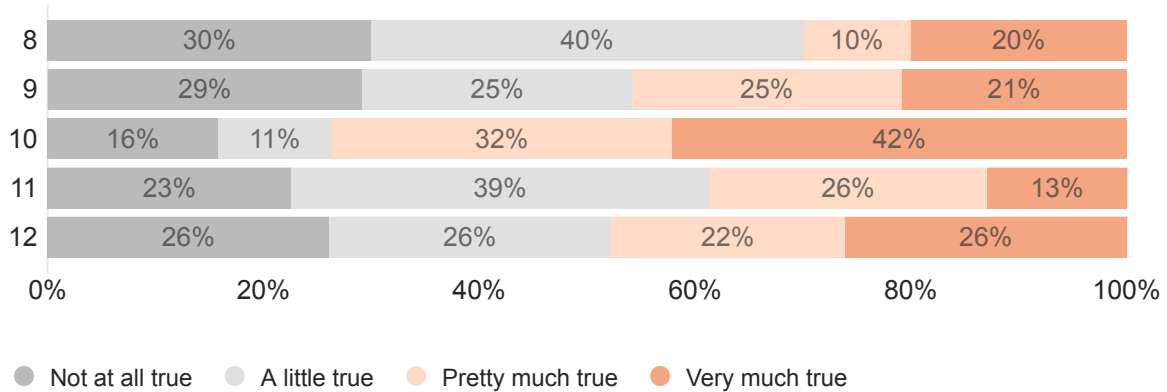
Q51 - In the past month, I worried that I would embarrass myself in front of others.



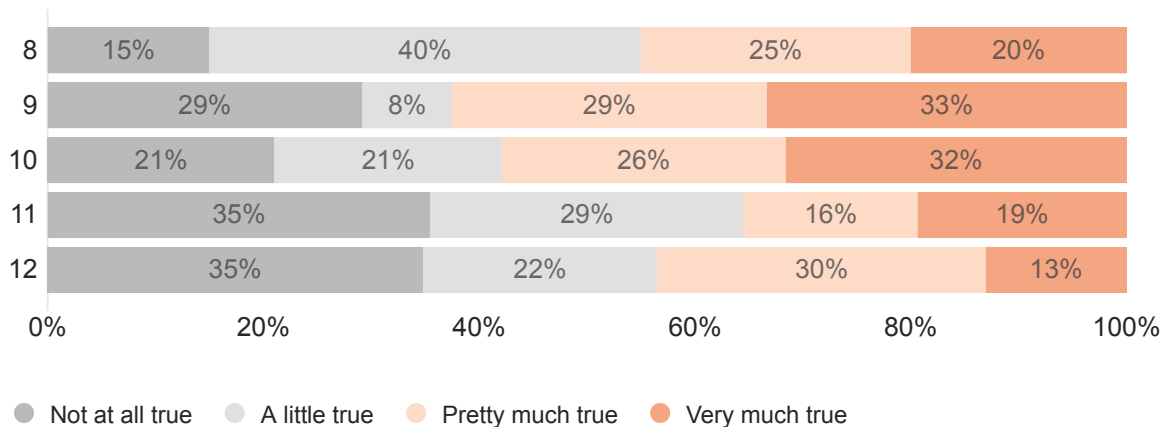
Q52 - In the past month, I was tense and uptight.



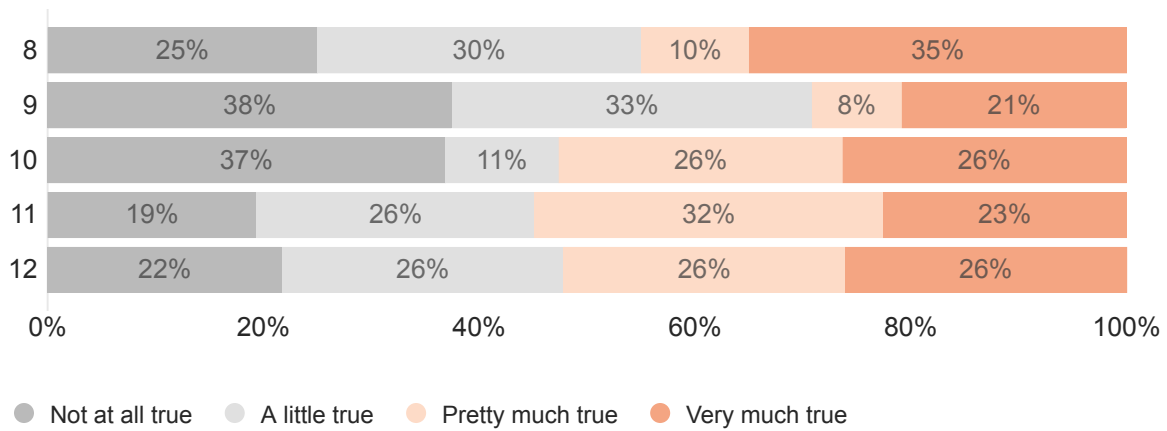
Q53 - In the past month, I had a hard time relaxing.



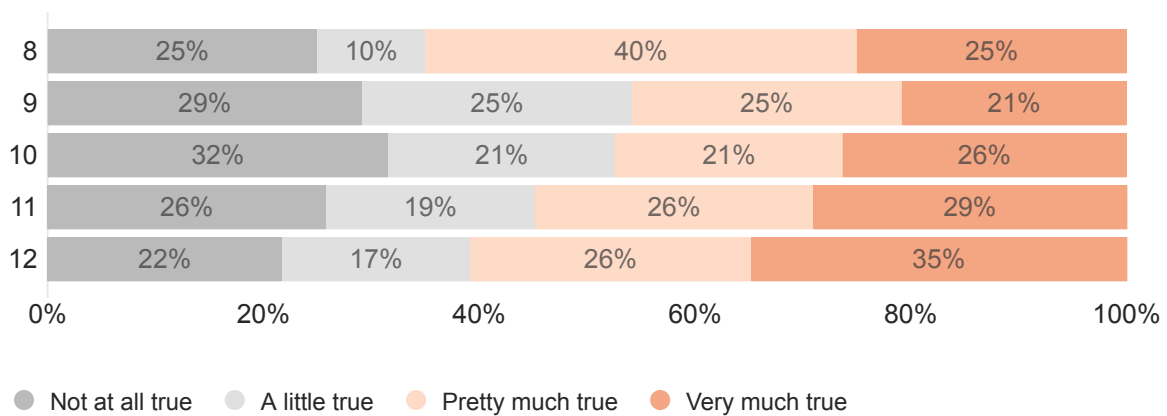
Q54 - In the past month, I felt sad and down.



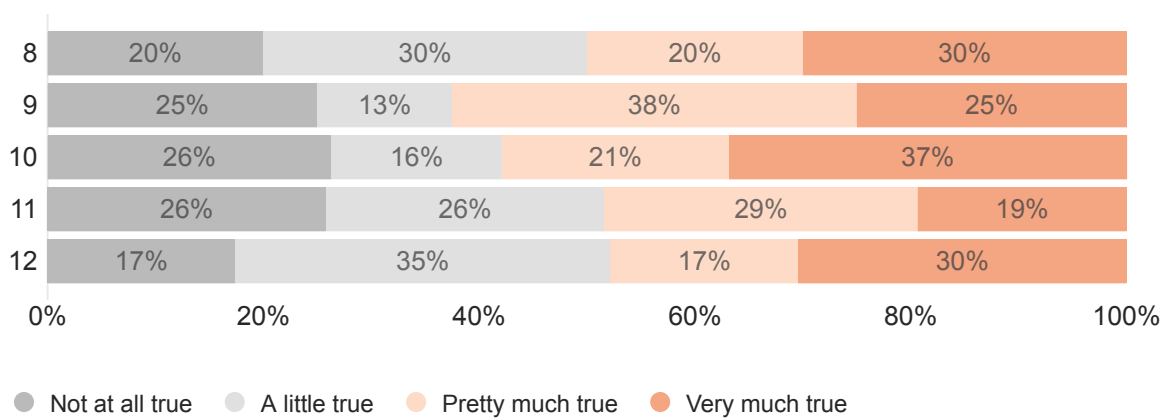
Q55 - In the past month, I was easily irritated.



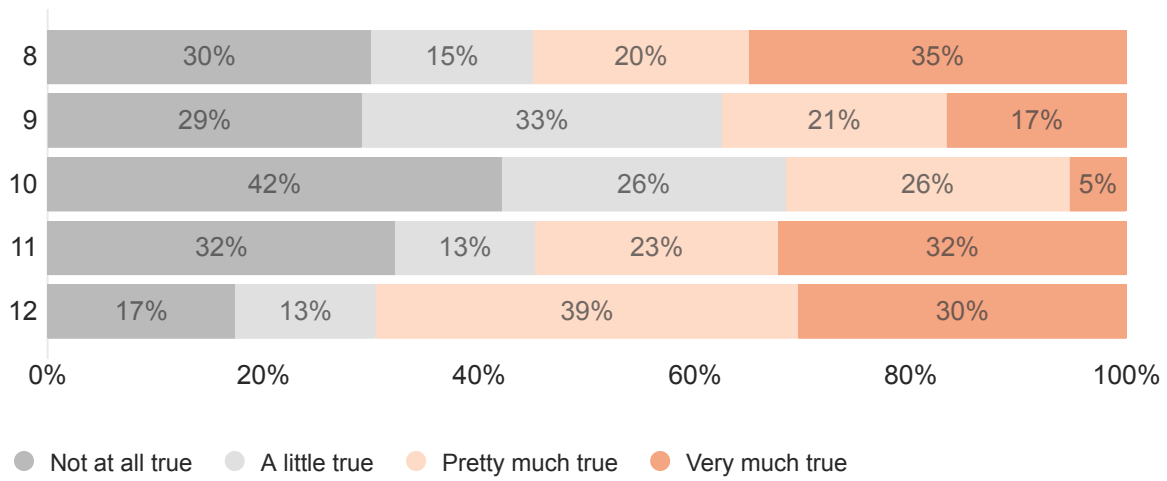
Q57 - In the past month, it was hard for me to get excited about anything.



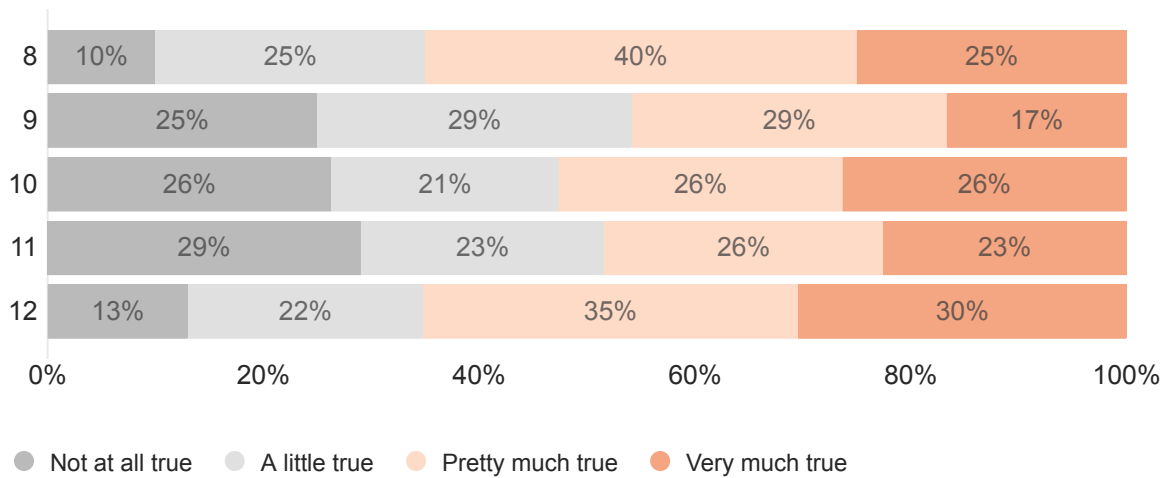
Q58 - In the past month, I was easily annoyed and sensitive.



Q56 - In the past month, it was hard for me to cope and I thought I would panic.



Q59 - In the past month, I was scared for no good reason.

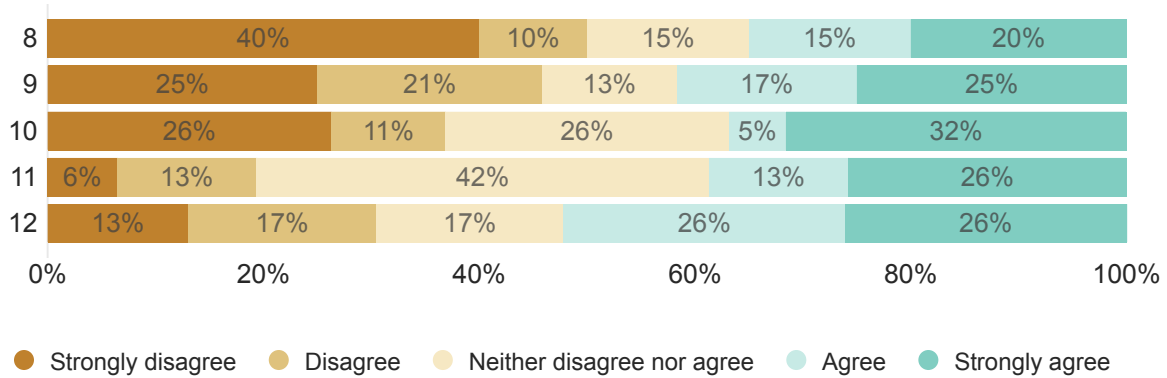


School Connectedness

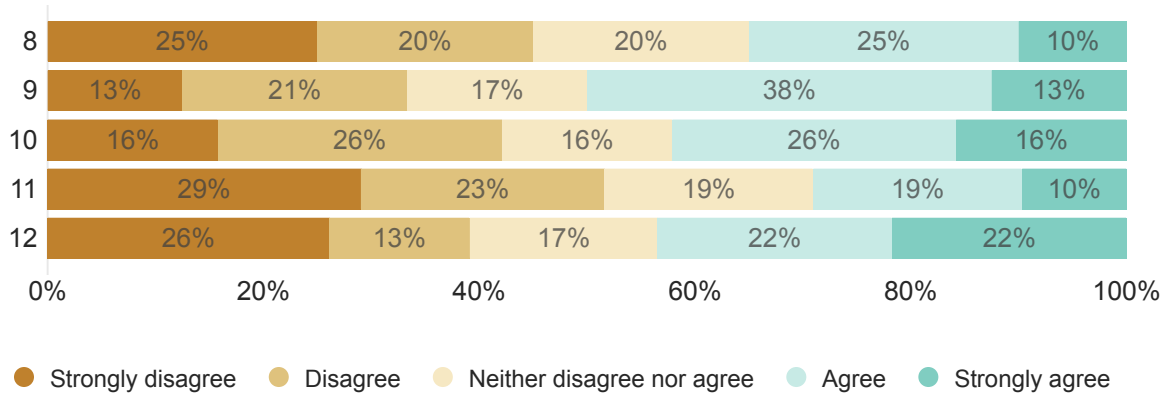
School Connectedness

This is a five-item measure of a student's sense of belonging toward their school. This shows a student's psychological and emotional school engagement. The response scale is 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree. This measure has been shown to be valid for use across 18 sociocultural groups of California students. For many years these five items have been included in the California Healthy Kids Survey, Core Module.

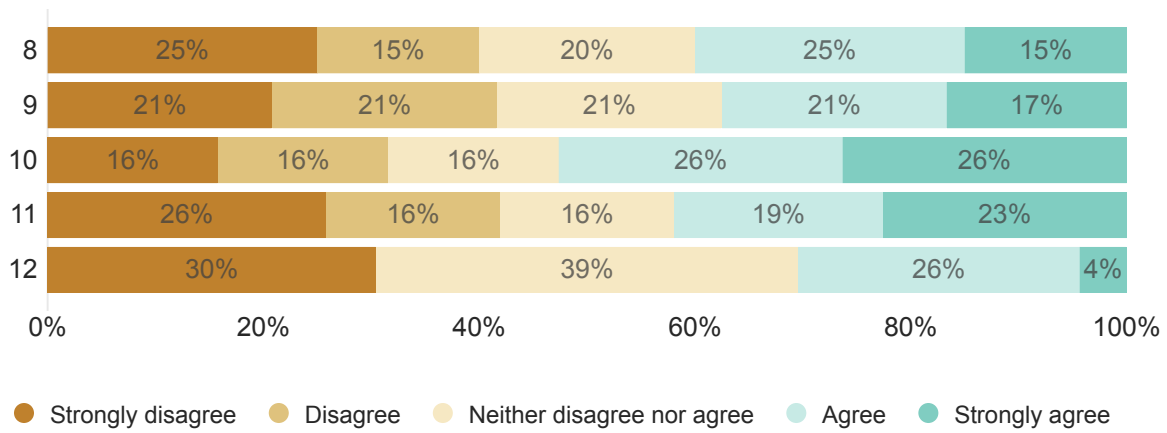
Q61 - I feel close to people at this school.



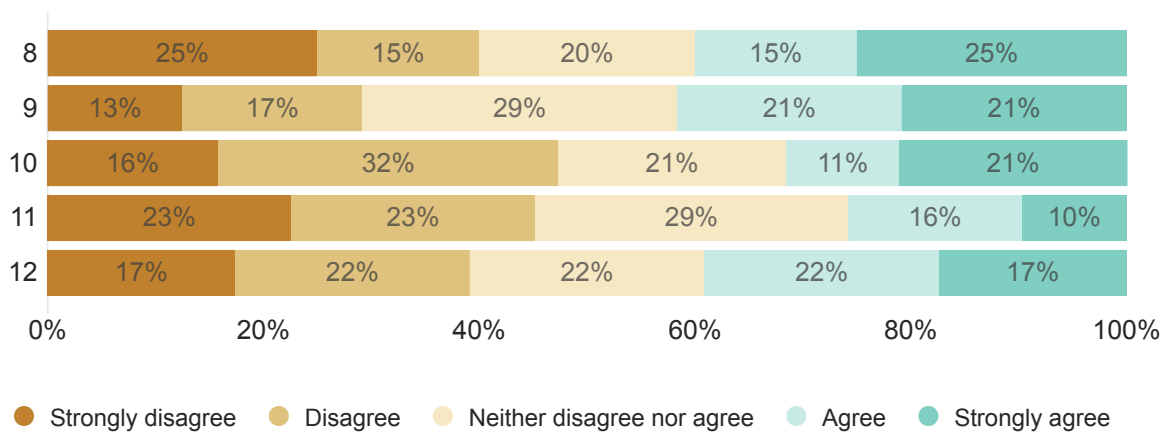
Q62 - I am happy to be at this school.



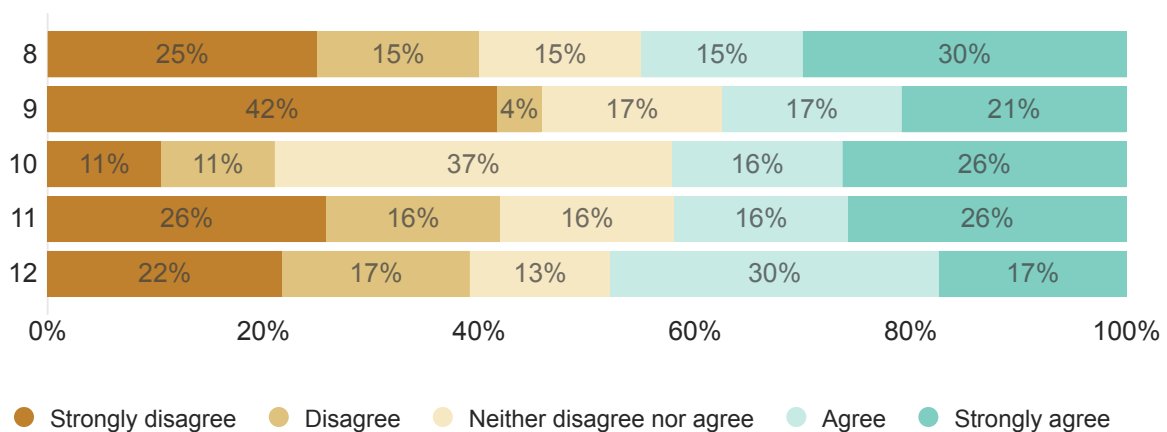
Q63 - I feel like I am a part of this school.



Q64 - The teachers at this school treat students fairly.



Q65 - I feel safe in my school.




Life Satisfaction


To assess students' general satisfaction with their life they were asked to complete one item that asked them to rate their overall life satisfaction using a 0-100 sliding scale response format.

From 0 = Dissatisfied to 100 = Satisfied, I would describe my satisfaction with MY LIFE OVERALL as:


Dissatisfied



Satisfied



0 10 20 30 40 50 60 70 80 90 100



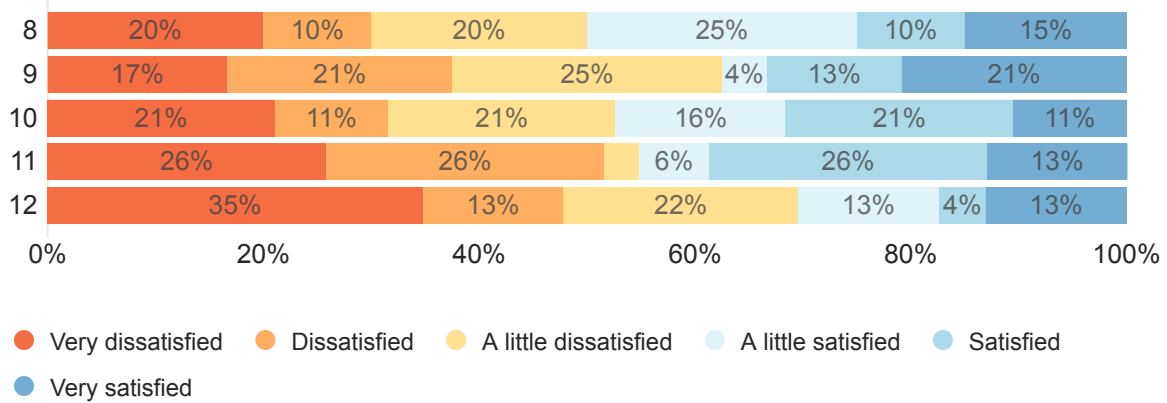
Click and slide to answer

Q81_1. Overall Life Satisfaction Rating

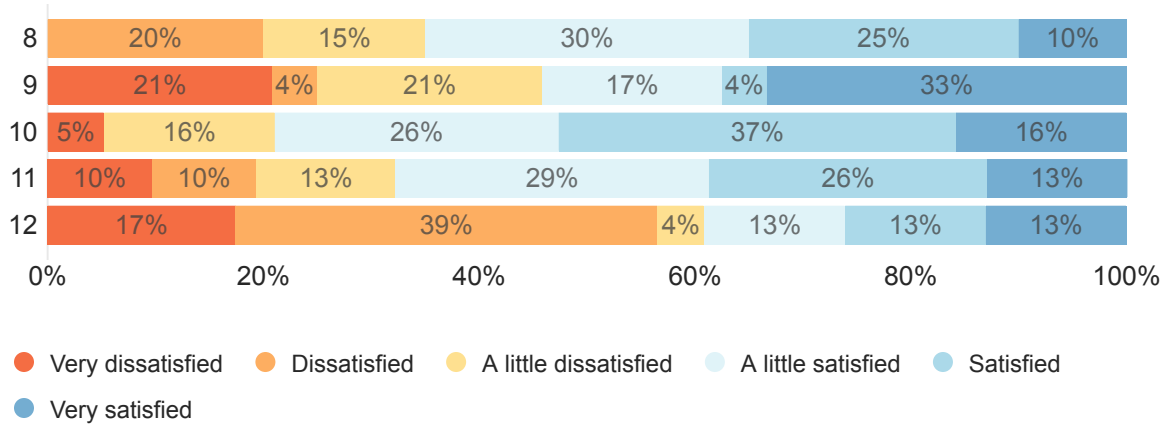
The "Mean" value is the average response across all students.

Field	Mean	Responses
8	60	20
9	55	24
10	46	19
11	53	31
12	52	23

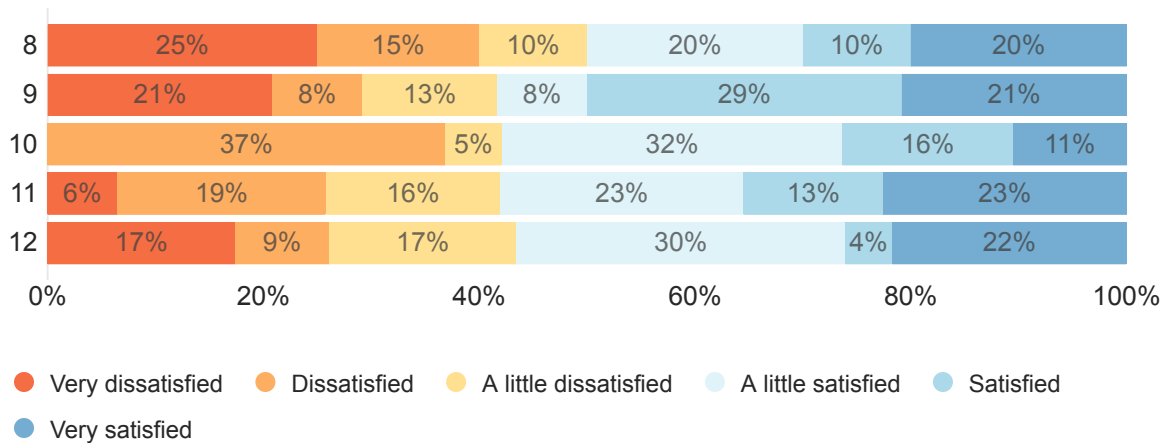
Q78 - I would describe my satisfaction with MY SCHOOL EXPERIENCE as:



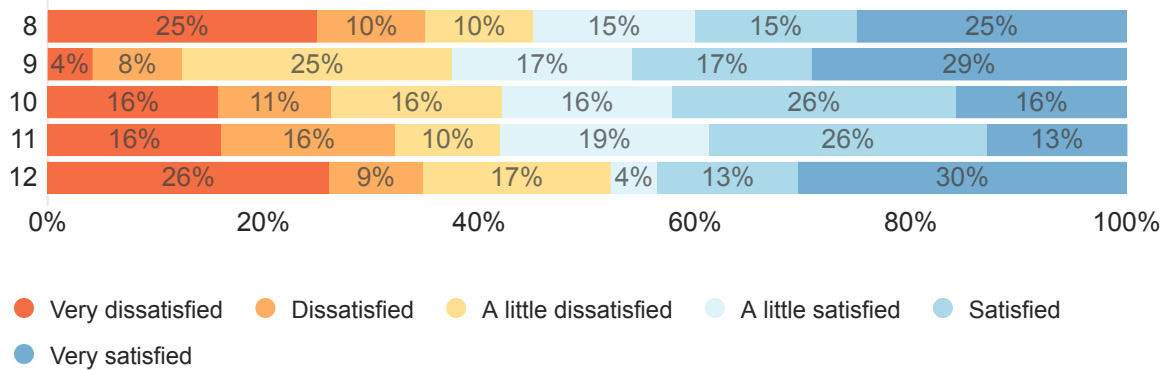
Q79 - I would describe my satisfaction with MYSELF as:



Q80 - I would describe my satisfaction with WHERE I LIVE as:



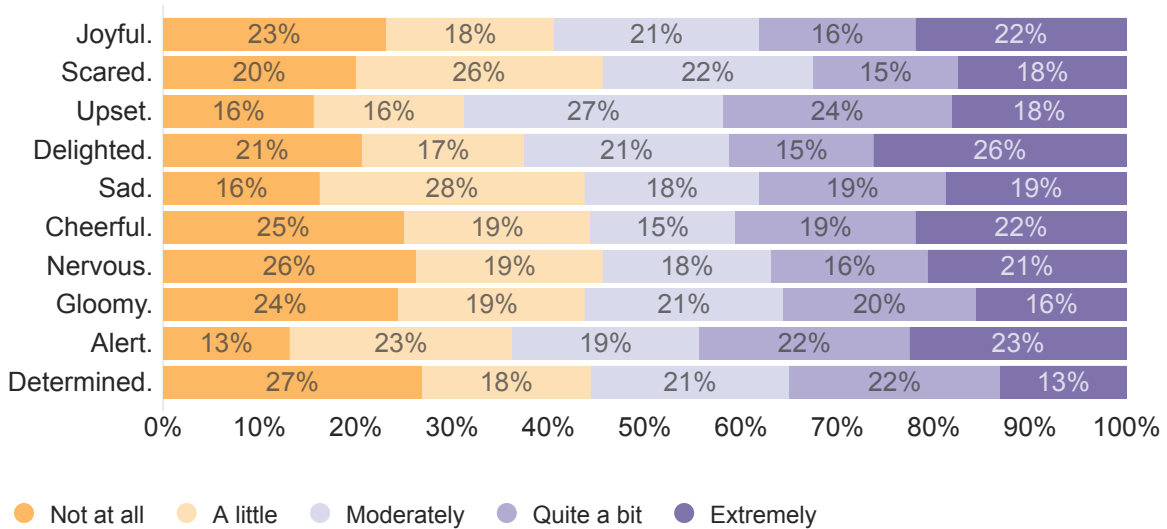
Q77 - I would describe my satisfaction with MY FRIENDSHIPS as:



Past Week Frequency of Emotional Experiences

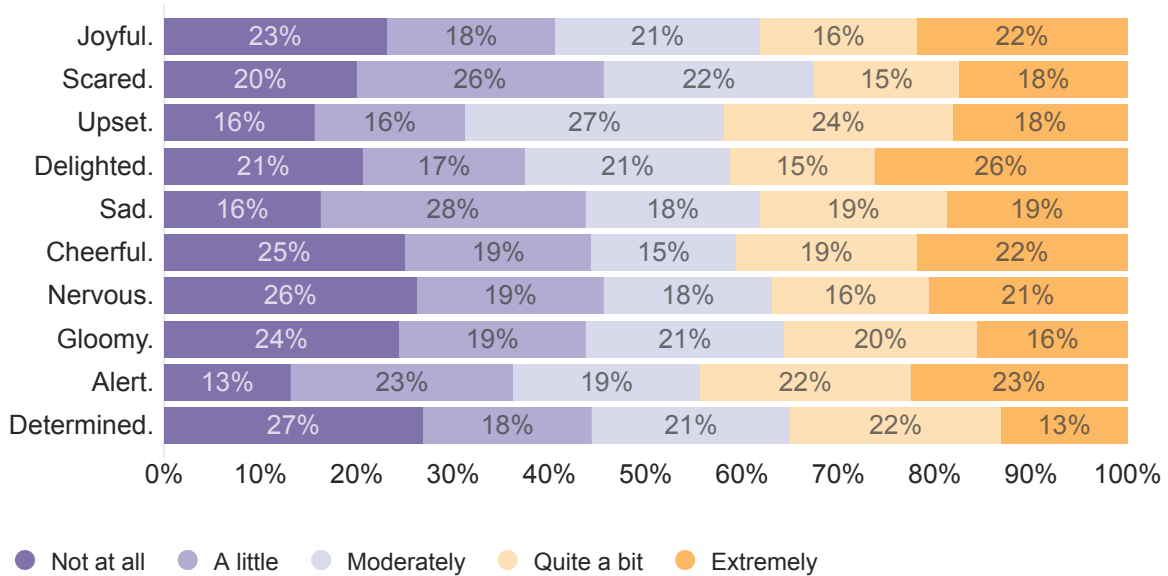
Q83 - Please indicate how much you felt this way over the past week.

Positive Emotions



Q83 - Please indicate how much you felt this way over the past week.

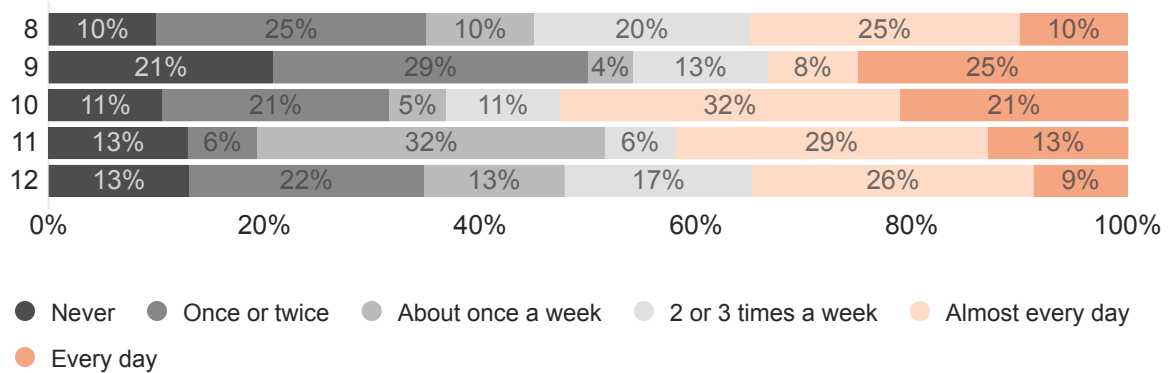
Negative Emotions



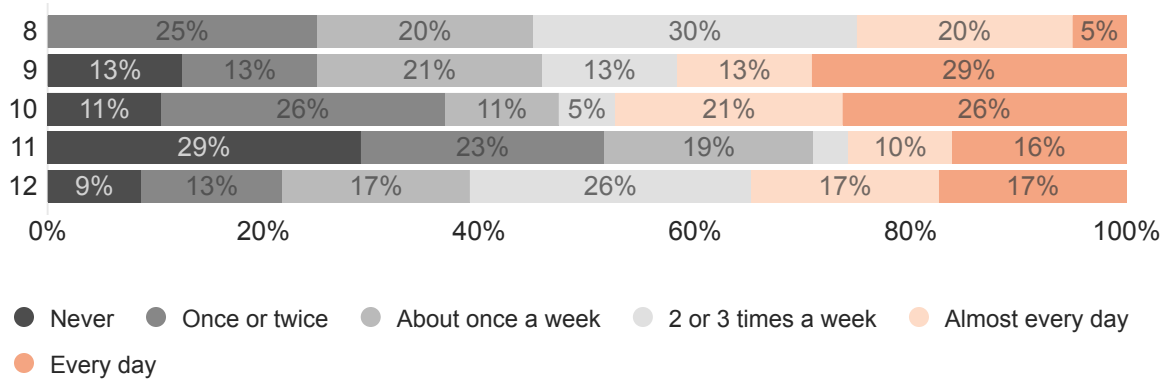
Social Well-being Items

(How often in the past month have you felt this way?...

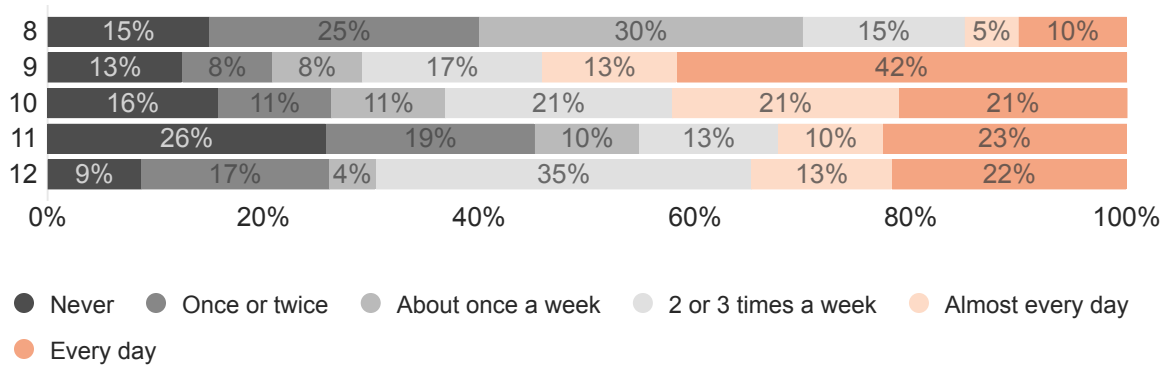
Q84_1 - That you had something important to contribute to society.



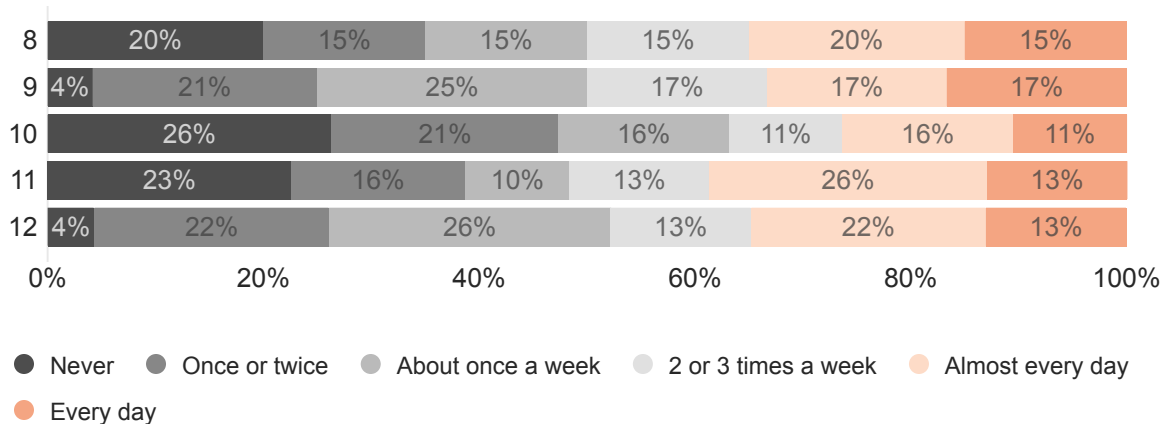
Q84_5 - That you belonged to a community (like a social group, school, neighborhood, etc.).



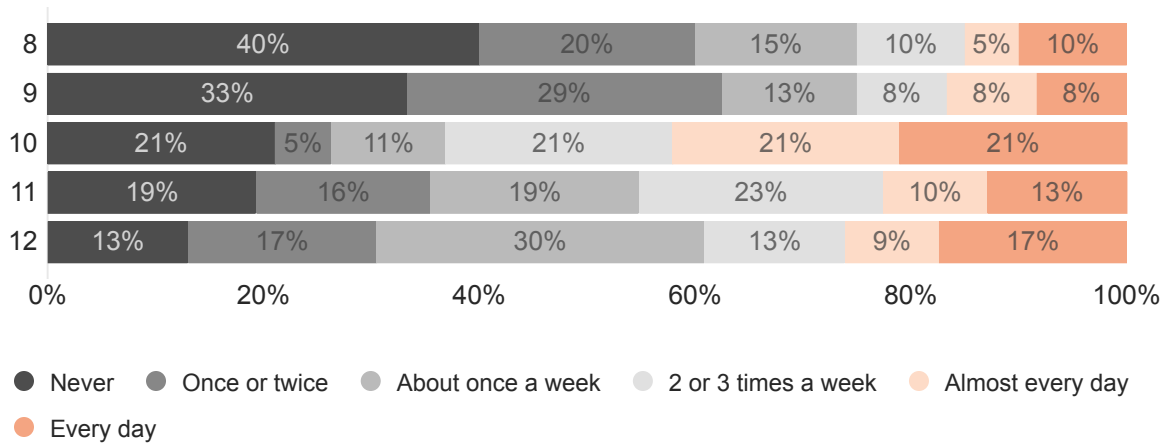
Q84_6 - That our society is a good place, or is becoming a better place, for all people.



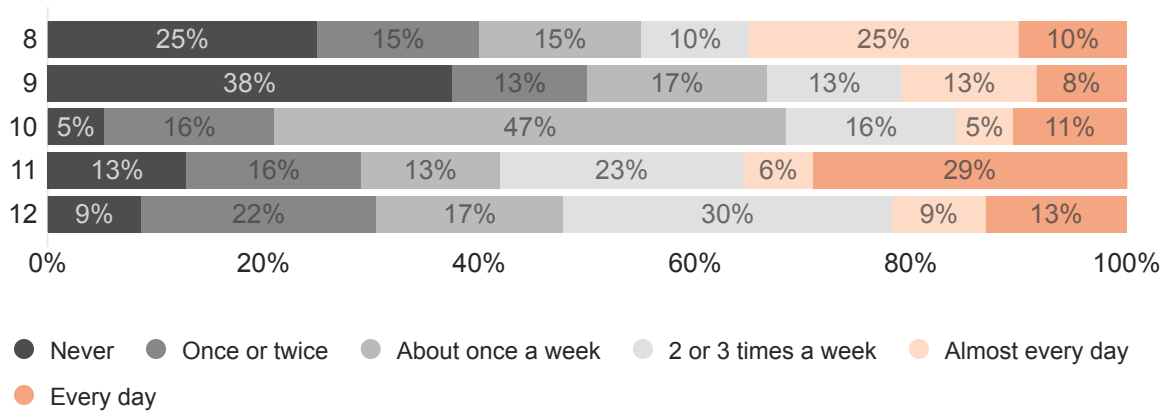
Q84_7 - That people are basically good.



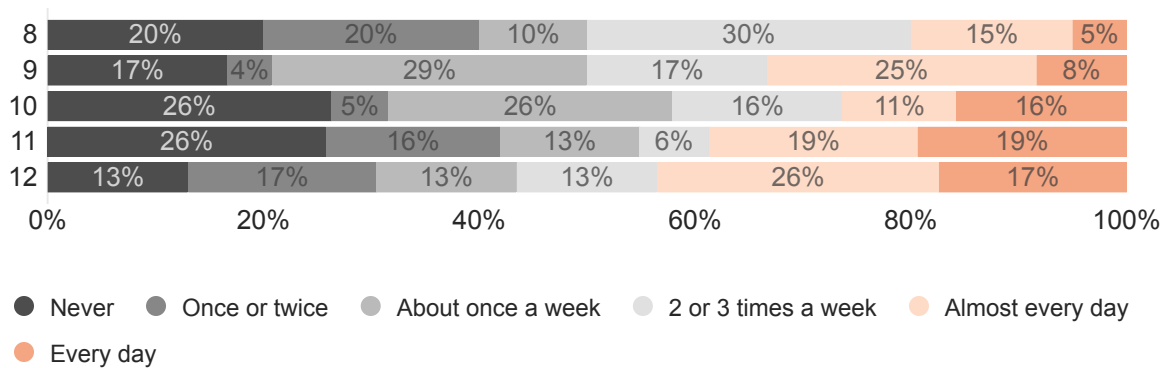
Q85_8 - That the way our society works made sense to you.



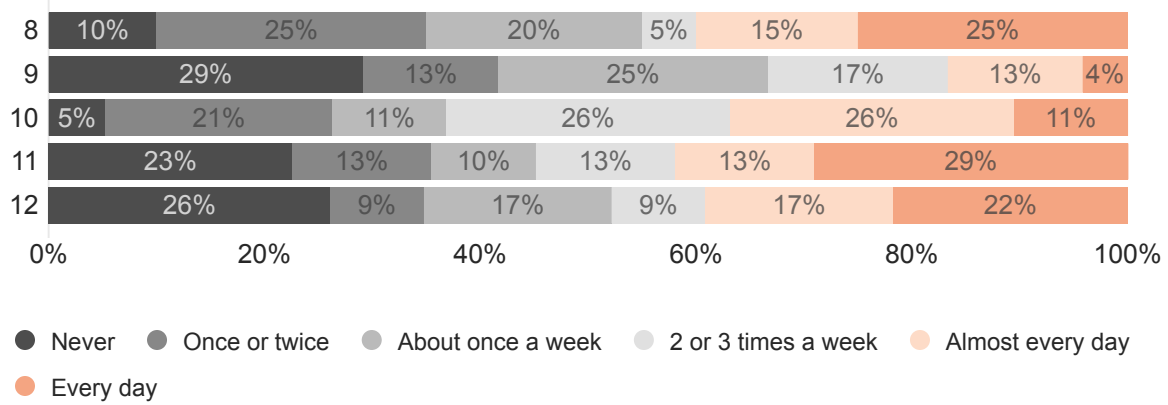
Q85_11 - That you had warm and trusting relationships with others.



Q85_12 - That you had experiences that challenged you to grow and become a better person.

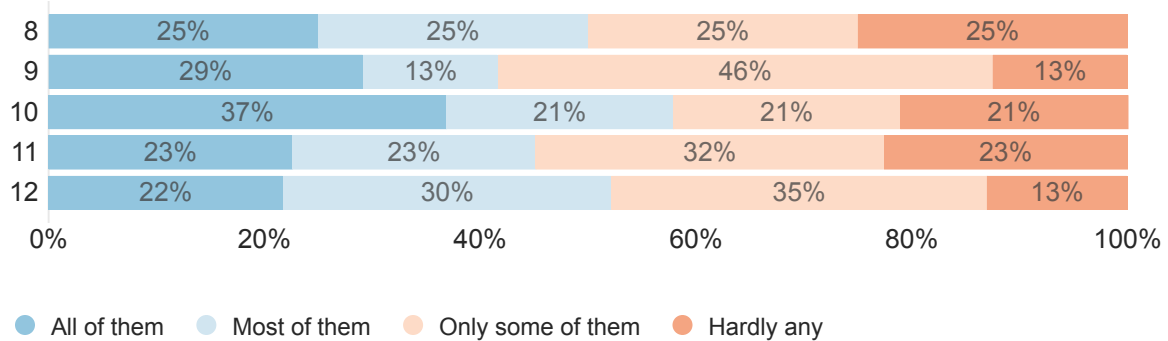


Q85_14 - That your life has a sense of direction or meaning to it.

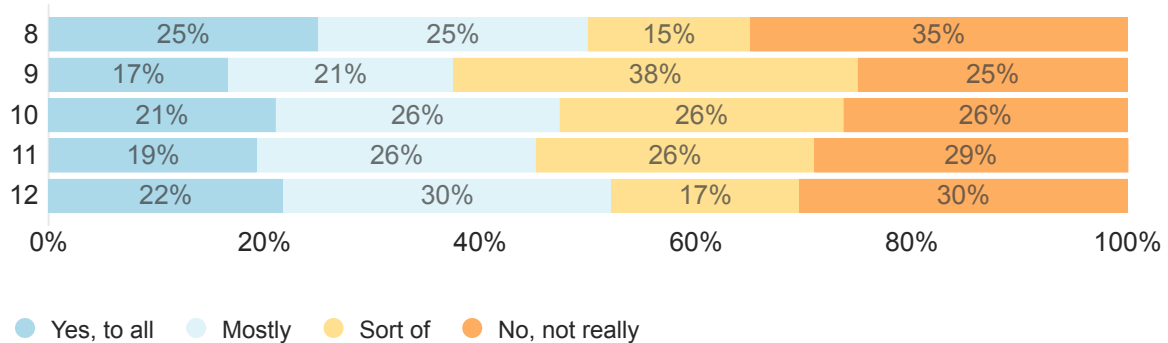


Student Opinions About the Survey

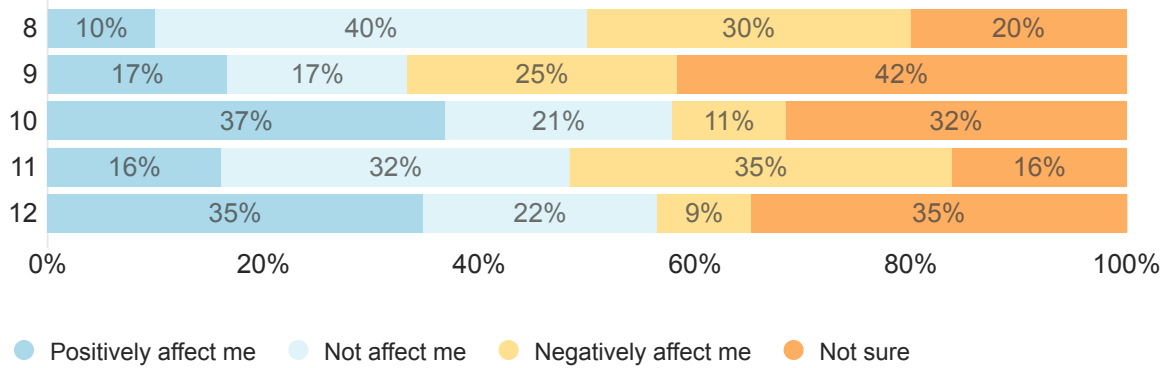
Q87 - How many questions in this survey did you answer honestly?



Q106 - Did you feel comfortable responding honestly to these topics?



Q107. I think my responses to this survey will... (see options in legend below)



Q 108. Are you comfortable with the intended uses of this survey?

