

The UMay Survey is particularly valuable because it allows U-M to analyze responses at the school/college or department level. However, it may also be informative to see some campus-level snapshots of U-M undergraduates. Here are several "quick takes" on some key topics, based on 2009 responses to UMay.

U-M responses:	6,471	(26% response rate)
Others responses:	51,556	(43% response rate)

"Others" include students at UC-Berkeley, U of Florida, U of Minnesota, Rutgers, and U of Pittsburgh

STUDENT GOALS

Highest degree level expected	U-M	Others
Bachelor's	7%	10%
Teaching credential	1%	1%
MBA	11%	11%
Other professional master's	14%	10%
Academic master's	13%	14%
Law degree	9%	9%
MD	9%	8%
Other Medical (DO, DDS, DVM, etc.)	4%	5%
Doctorate	17%	17%
Multiple doctorates	3%	3%
Don't know yet	14%	12%

Reported the following were "very important" in selecting a major	U-M	Others
Intellectual curiosity	93%	91%
Leads to a high paying job	41%	47%
Prepares me for a fulfilling career	86%	87%
Complements desire to study abroad	25%	29%
Parental desires	15%	18%
Easy requirements	10%	15%
Allows time for other activities	26%	33%
Provides international opportunities	38%	45%
Prestige	48%	50%
Couldn't get into my first choice of major	6%	8%
Interest in subject area	97%	96%
Prepares me for graduate/professional school	68%	70%

Reported the following were "very important" goals in college	U-M	Others
Be in a position to give something back to my community after finishing my education	61%	61%
Acquire a well-rounded general education	76%	78%
Discover what kind of person I really want to be	83%	82%
Achieve a high GPA	51%	60%
Establish meaningful friendships	79%	76%
Prepare for graduate or professional school	64%	67%
Obtain the skills I need to pursue my chosen career	90%	89%
Be in a position to make a lot of money after finishing my education	39%	48%
Enjoy my college years before assuming adult responsibilities	63%	61%

STUDENT EXPERIENCE WITH FACULTY AND RESEARCH

Agree or "strongly agree" that	U-M	Others
The University has a strong commitment to undergraduate education	70%	61%
Attending a university with world-class researchers is important to me	58%	54%
The emphasis on research detracts from the quality of teaching on campus	17%	17%

Had "often" or "very often"	U-M	Others
Taken a small research-oriented seminar with faculty	7%	6%
Communicated with a faculty member by e-mail or in person	46%	39%
Talked with the instructor outside of class about issues and concepts derived from a course	21%	18%
Interacted with faculty during lecture class sessions	46%	39%
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committees, etc.)	9%	10%
Had a class in which the professor knew or learned your name	50%	43%

Reported that they had	U-M	Others
Taken at least one student research course	38%	33%
Assisted faculty in research with course credit	22%	16%
Assisted faculty in research for pay (w/o course credit)	16%	9%

Answered "yes" when asked	U-M	Others
Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?	88%	88%
Are students treated equitably and fairly by the faculty?	92%	89%
Do faculty provide prompt and useful feedback on student work?	80%	80%

Familiarity with faculty	U-M	Others
Knew two or more faculty well enough to request a letter of recommendation	55%	49%

STUDENT LEARNING AND COURSEWORK

Estimated time on academic tasks	U-M	Others
Spent 11+ hours in class per week	93%	81%
Spent 11+ hours studying per week	71%	52%
Academic tasks required "often" or "very often"	U-M	Others
Recognize or recall specific facts, terms and concepts	77%	77%
Explain methods, ideas, or concepts and use them to solve problems	76%	73%
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	59%	58%
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods and reasoning	58%	56%
Create or generate new ideas, products or ways of understanding	51%	48%
Did "often" or "very often"	U-M	Others
Used facts and examples to support your viewpoint	77%	71%
Incorporated ideas or concepts from different courses when completing assignments	57%	57%
Examined how others gathered and interpreted data and assessed the soundness of their conclusions	47%	45%
Reconsidered your own position on a topic after assessing the arguments of others	46%	42%
Had "often" or "very often"	U-M	Others
Extensively revised a paper at least once before submitting it to be graded	43%	40%
Sought academic help from instructor or tutor when needed	28%	25%
Worked on class projects or studied as a group with other classmates outside of class	44%	34%
Helped a classmate better understand the course material when studying together	35%	32%
Contributed to a class discussion	48%	35%
Brought up ideas or concepts from different courses during class discussions	30%	23%
Asked an insightful question in class	28%	22%
Found a course so interesting that you did more work than was required	16%	16%
Chosen challenging courses, when possible, even though you might lower your GPA by doing so	37%	31%
Made a class presentation	26%	21%

OBSTACLES TO SUCCESS

Had "often" or "very often"

	U-M	Others
Turned in a course assignment late	1%	2%
Gone to class without completing assigned reading	25%	23%
Gone to class unprepared	11%	10%
Skipped class	8%	9%

"Agree" or "strongly agree" that

	U-M	Others
Academic cheating is a problem on this campus	9%	15%

Sleep Habits

	U-M	Others
Averaged six or fewer hours sleep on weeknights	47%	47%

Factors that were obstacles to academic success "frequently" or "all the time"

	U-M	Others
Competing job responsibilities (i.e., paid employment)	13%	18%
Competing family responsibilities	9%	16%
Other competing responsibilities (e.g., athletics, clubs, internship)	22%	20%
Weak English skills	2%	3%
Weak math skills	5%	5%
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	13%	12%
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)	29%	30%
Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)	14%	17%
Feeling depressed, stressed, or upset	25%	23%
Physical illness or condition	5%	7%

CAMPUS DIVERSITY

UMAY Respondents who were

	U-M	Others
Female	60%	58%
Male	40%	42%
American Indian-Alaskan	1%	0%
African-American	5%	6%
Chicano-Latino	4%	10%
Asian-Filipino-Pacific Islander	12%	17%
White	67%	61%
Unknown	7%	3%
International	4%	2%
Michigan residents	71%	n/a
Transfer students	10%	18%

Self-reported demographic characteristics	U-M	Others
Wealthy or professional/upper-middle class background	47%	33%
Parent income over \$200,000	17%	11%
Parent income under \$50,000	16%	24%
First generation in college	10%	16%
Liberal or very liberal	40%	34%
Conservative or very conservative	12%	15%
Heterosexual	92%	92%
Atheist, agnostic, or not particularly spiritual	28%	26%
Spiritual but not association with a major religion	10%	11%
Jewish	8%	5%
Muslim	2%	2%
Hindu	2%	2%
Buddhist	1%	2%
Roman Catholic	21%	20%
Other Christian	28%	31%
Born outside of the U.S. (excludes international students)	7%	14%
Native language other than English (excludes international students)	9%	19%
"Agree" or "strongly agree" that	U-M	Others
Diversity is important on this campus	71%	65%
Diversity is important to me	67%	66%
"Agree" or "strongly agree" that students of their race/ethnicity were respected on campus	U-M	Others
White	89%	84%
Asian-American/Pacific Islander	56%	59%
Latino	61%	59%
Black/African-American	22%	34%
Native American	75%	61%

CAMPUS CLIMATE

"Agree" or "strongly agree" that	U-M	Others
I feel that I belong on this campus	72%	69%
I am proud to be a student at this campus	82%	76%
Most students are proud to attend this school	91%	76%
I feel valued as an individual on this campus	41%	37%
This institution values the opinions of students	53%	46%
"Agree" or "strongly agree" that	U-M	Others
I feel free to express my political beliefs on campus	73%	71%
I feel free to express my religious beliefs on campus	73%	71%
Students are respected here regardless of their economic or social class	54%	63%
Students are respected here regardless of their gender	77%	78%
Students are respected here regardless of their race or ethnicity	69%	68%
Students are respected here regardless of their religious beliefs	65%	65%
Students are respected here regardless of their political beliefs	55%	61%
Students are respected here regardless of their sexual orientation	63%	63%
"Agree" or "strongly agree" that	U-M	Others
Alcohol use is a problem on this campus	26%	27%
Drug use a problem on this campus	19%	19%
There is a clear sense of appropriate and inappropriate behavior on this campus	43%	44%

STUDENT INVOLVEMENT

Participated or had leadership role in the following organizations	U-M	Others
Academic (e.g., math club, philosophy club)	25%	27%
Advocacy (e.g., Amnesty International, Living Wage Advocacy)	9%	8%
Campus sports club (e.g., rugby club, Kendo club)	18%	17%
Campus varsity team	4%	3%
Governing bodies (e.g., MSA, IFC, RHA)	10%	10%
Greek fraternity or sorority	18%	17%
Honor society	18%	23%
Media (e.g., MI Daily, radio station)	6%	5%
Performing group (e.g., MMB, dance team)	12%	9%
Political (e.g., Young Republicans, College Democrats)	10%	7%
Project group (e.g., Solar Car, Steel Bridge)	7%	5%
Recreational (e.g., chess club, bike club, rock climbing club)	14%	12%
Religious (e.g., Hindu Students Council, University Christian Outreach)	17%	15%
Service (e.g., Dance Marathon, KGrams)	34%	16%
Other campus-based club or organization	34%	28%

"Agree" or "strongly agree" that

Opportunities for community service while here are important to me
Opportunities to develop my leadership skills while here are importa

U-M	Others
46%	45%
65%	63%

Time spent on community service or volunteer activities

0 hours per week
1-5 hours per week
6 or more hours per week

U-M	Others
49%	48%
42%	40%
9%	12%

Time spent on student organizations

0 hours per week
1-5 hours per week
6 or more hours per week

U-M	Others
29%	37%
42%	39%
29%	25%

Time spent "partying"

0 hours per week
1-5 hours per week
6 or more hours per week

U-M	Others
28%	34%
43%	41%
28%	25%

Time spent on paid employment

0 hours per week
1-10 hours per week
11-20 hours per week
11 or more hours per week

U-M	Others
46%	51%
29%	18%
20%	20%
5%	11%