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UMAY Summary Report

University of Michigan - 2015

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2015 UMay Summary Report • University of Michigan

Summary Report Notes & Definitions

Purpose

The purpose of this University of Michigan Ask You (UMAY) Summary Report is to serve as a snapshot of the University of Michigan's 2015 data collected as the institution's participation in the Student Experience in the Research University (SERU) national survey. This is a standalone report of data compiled by the Office of Measurement Services at the University of Minnesota and intended as a preview of full results. Requests for additional analyses or more detailed reports should be directed to Carson Phillips <carsonp@umich.edu>, the UMay/SERU coordinator.

What SERU items are included in this Summary Report?

This UMay Summary Report contains response frequencies and means (where applicable) for items in the core section of the 2015 SERU survey related to academics, time use, and satisfaction. It *does not* include data from open-ended items. See Appendix A for a list of questions included in this report.

In addition, open-ended text responses associated with “other” categories have been omitted. Students who select an “other” option (typically included in select all or multiple choice survey questions) have the opportunity to add an open-ended text description of the “other” selection.

Where do the data come from?

Data in the UMay Summary Report are drawn from all 2015 SERU surveys from the University of Michigan where the student agreed to the informed consent statement. Duplicate surveys (students who completed the survey more than once) and null surveys (in which students consented to take the survey but did not answer any items) have been removed from the data set used to prepare this report.

This report *does include* partially completed surveys. Since the UMay Summary Report includes completed and partially completed survey data, not all questions will have the same response total (the total *n* will not match across all tables). This happens for a variety of reasons. Most often, students simply choose not to respond to all questions. In other cases, students may leave the survey and do not return to complete it.

Survey Details

Data Collection Method	Online Survey via Qualtrics Research Suite Software
Survey Launch Date	Wednesday, March 11, 2015
Survey Close Date	Monday, June 15, 2015
Total Number Invited	26,788
Total Completed Surveys	5,290
Response Rate	19.75%

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For questions, please contact Carson Phillips <carsonp@umich.edu>, Office of Budget and Planning.

UMAY 2015: Academic Engagement

1. During this academic year, how often have you done each of the following?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Contributed to a class discussion	0.78%	8.49%	22.92%	21.21%	27.52%	19.08%	5,262
2	Brought up ideas or concepts from different courses during class discussions	3.73%	18.32%	27.30%	23.08%	18.18%	9.39%	5,252
3	Asked an insightful question in class	3.96%	17.21%	30.23%	22.11%	18.22%	8.27%	5,247
4	Found a course so interesting that you did more work than was required	7.87%	21.91%	31.24%	19.55%	12.27%	7.16%	5,234
5	Chosen challenging courses, when possible, even though you might lower your GPA by doing so	4.58%	10.16%	21.86%	21.61%	24.77%	17.02%	5,257
6	Made a class presentation	7.10%	13.64%	25.36%	22.55%	18.53%	12.82%	5,241
7	Had a class in which the professor knew or learned your name	2.38%	9.28%	18.93%	19.41%	23.93%	26.07%	5,256

Statistic	Contributed to a class discussion	Brought up ideas or concepts from different courses during class discussions	Asked an insightful question in class	Found a course so interesting that you did more work than was required	Chosen challenging courses, when possible, even though you might lower your GPA by doing so	Made a class presentation	Had a class in which the professor knew or learned your name
Mean	4.23	3.62	3.58	3.28	4.03	3.70	4.31
Standard Deviation	1.27	1.32	1.30	1.34	1.40	1.43	1.40

2. How frequently have you engaged in these activities so far this academic year?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Taken a small research-oriented seminar with faculty	64.21%	10.14%	9.49%	6.60%	5.10%	4.47%	5,259
2	Communicated with a faculty member by e-mail, texting, or in person	1.16%	5.34%	22.04%	20.43%	24.59%	26.45%	5,263
3	Talked with the instructor outside of class about issues and concepts derived from a course	10.05%	20.13%	27.00%	18.97%	14.04%	9.82%	5,256
4	Interacted with faculty during class sessions	2.42%	11.91%	26.33%	22.54%	21.11%	15.69%	5,257
5	Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)	48.17%	20.59%	12.50%	7.54%	5.62%	5.58%	5,265

Statistic	Taken a small research-oriented seminar with faculty	Communicated with a faculty member by e-mail, texting, or in person	Talked with the instructor outside of class about issues and concepts derived from a course	Interacted with faculty during class sessions	Worked with a faculty member on an activity other than coursework (e.g., student org., campus committee, cultural activity)
Mean	1.92	4.41	3.36	3.95	2.19
Standard Deviation	1.47	1.29	1.45	1.34	1.51

3. How frequently during this academic year have you done each of the following?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Turned in a course assignment late	53.05%	34.52%	8.60%	2.48%	0.95%	0.40%	5,044
2	Gone to class without completing assigned reading	6.66%	20.95%	30.25%	19.61%	13.85%	8.68%	5,032
3	Gone to class unprepared	8.84%	35.68%	34.51%	12.84%	5.65%	2.49%	5,025
4	Skipped class	18.63%	44.58%	24.19%	7.46%	3.33%	1.81%	5,014
5	Raised your standard for acceptable effort due to the high standards of a faculty member	5.95%	12.56%	29.27%	27.29%	18.75%	6.17%	5,023
6	Extensively revised a paper before submitting it to be graded	5.31%	11.12%	21.28%	22.33%	23.28%	16.68%	5,029
7	Sought academic help from instructor or tutor when needed	9.45%	17.70%	25.18%	19.88%	17.60%	10.19%	5,016
8	Worked on class projects or studied as a group with classmates outside of class	2.50%	9.64%	21.34%	21.48%	22.47%	22.57%	5,033
9	Helped a classmate better understand the course material when studying together	3.72%	10.08%	24.23%	23.95%	23.85%	14.17%	5,031

Statistic	Turned in an assignment late	Gone to class without completing reading	Gone to class unprepared	Skipped class	Raised your standard for acceptable effort due to the high standards...	Extensively revised a paper before submitting it...	Sought academic help from instructor or tutor...	Worked on class projects or studied as a group with classmates...	Helped a classmate better understand the course material...
Mean	1.65	3.39	2.78	2.38	3.59	3.97	3.49	4.19	3.97
Standard Deviation	0.86	1.36	1.11	1.08	1.26	1.43	1.46	1.38	1.34

4. Thinking back over your coursework this academic year, how often were you required to do the following?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Recognize or recall specific facts, terms, and concepts	0.26%	2.88%	13.04%	21.71%	29.78%	32.34%	5,040
2	Explain methods, ideas, or concepts and use them to solve problems	0.48%	2.81%	11.08%	20.16%	32.49%	32.99%	5,026
3	Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	2.09%	9.76%	20.14%	23.47%	24.53%	20.02%	5,031
4	Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning	2.48%	11.50%	21.29%	23.19%	22.68%	18.86%	5,036
5	Create or generate new ideas, products, or ways of understanding	2.96%	13.42%	22.77%	22.51%	21.22%	17.13%	5,038

Statistic	Recognize or recall specific facts, terms, and concepts	Explain methods, ideas, or concepts and use them to solve problems	Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning	Create or generate new ideas, products, or ways of understanding
Mean	4.75	4.80	4.19	4.09	3.97
Standard Deviation	1.14	1.12	1.34	1.37	1.39

5. Thinking back on this academic year, how often have you done each of the following?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Used facts and examples to support your viewpoint	0.52%	2.11%	10.86%	20.58%	34.67%	31.26%	4,972
2	Incorporated ideas or concepts from different courses when completing assignments	0.74%	6.74%	22.82%	25.78%	27.15%	16.76%	4,969
3	Examined how others gathered and interpreted data and assessed the soundness of their conclusions	2.82%	12.33%	24.83%	24.49%	23.44%	12.08%	4,965
4	Reconsidered your own position on a topic after assessing the arguments of others	1.73%	7.85%	24.95%	26.61%	25.40%	13.45%	4,965

Statistic	Used facts and examples to support your viewpoint	Incorporated ideas or concepts from different courses when completing assignments	Examined how others gathered and interpreted data and assessed the soundness of their conclusions	Reconsidered your own position on a topic after assessing the arguments of others
Mean	4.81	4.22	3.90	4.06
Standard Deviation	1.09	1.21	1.30	1.23

6. On average, how much of your assigned course reading have you completed this academic year?

#	Answer	Response	%
1	0-10%	148	2.96%
2	11-20%	214	4.29%
3	21-30%	245	4.91%
4	31-40%	276	5.53%
5	41-50%	350	7.01%
6	51-60%	491	9.83%
7	61-70%	624	12.50%
8	71-80%	974	19.51%
9	81-90%	932	18.67%
10	91-100%	739	14.80%
Total		4,993	100.00%

Statistic	Value
Mean	7.02
Standard Deviation	2.46

UMAY 2015: Student Use of Time

7. How many hours do you spend in a typical week (7 days) on the following activities?

#	Question	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30	Total Responses
1	Attending classes, discussion sections, or labs	0.20%	3.11%	8.63%	32.51%	37.27%	11.66%	4.07%	2.54%	4,888
2	Studying and other academic activities outside of class	0.45%	7.12%	20.55%	21.59%	20.03%	13.51%	7.94%	8.82%	4,877
3	Attending movies, concerts, sports, or other entertainment events	23.56%	62.10%	10.31%	2.27%	0.82%	0.59%	0.18%	0.16%	4,881
4	Performing community service or volunteer activities	46.80%	43.41%	6.45%	1.83%	0.76%	0.37%	0.16%	0.23%	4,870
5	Participating in physical exercise, recreational sports, or physically active hobbies	16.38%	48.48%	23.35%	7.07%	2.21%	1.37%	0.47%	0.67%	4,891
6	Participating in spiritual or religious activities	68.29%	25.35%	3.74%	1.37%	0.65%	0.33%	0.10%	0.16%	4,891
7	Participating in student clubs or organizations	21.72%	46.46%	18.51%	7.08%	3.24%	1.19%	0.63%	1.17%	4,884
8	Socializing with friends	1.88%	32.46%	33.18%	17.48%	8.10%	3.15%	1.23%	2.52%	4,886
9	Partying	36.61%	43.45%	13.84%	3.95%	1.33%	0.53%	0.18%	0.10%	4,886
10	Spending time with family	54.13%	35.18%	5.92%	1.99%	0.92%	0.57%	0.37%	0.92%	4,881
11	Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video)	0.98%	28.34%	29.61%	18.04%	9.20%	5.14%	2.81%	5.88%	4,883
12	Watching TV, streaming movies/TV on computer or tablet	13.10%	40.06%	25.93%	11.17%	4.60%	2.20%	1.31%	1.62%	4,870
13	Commuting to school and/or to work	31.78%	54.96%	9.75%	2.22%	0.66%	0.27%	0.14%	0.23%	4,871
14	Working at a job	45.4%	8.5%	18.8%	13.1%	7.2%	2.6%	1.9%	2.5%	4,921

Statistic	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
Mean	4.67	4.70	1.98	1.69	2.40	1.43	2.36	3.24	1.93	1.68	3.62	2.74	1.88	1.56
Standard Deviation	1.18	1.70	0.84	0.87	1.14	0.80	1.27	1.40	0.97	1.09	1.69	1.40	0.84	1.81

8. During this academic year, what was the average number of hours per night you slept on weeknights?

#	Answer	Response	%
1	4 or less	119	2.43%
2	5	513	10.46%
3	6	1,474	30.05%
4	7	1,851	37.74%
5	8	829	16.90%
6	9 or more	119	2.43%
Total		4,905	100.00%

UMAY 2015: Academic & Personal Development

9. Ability level when you started at U-M

#	Question	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Total Responses
1	Analytical and critical thinking skills	0.44%	4.58%	29.12%	42.64%	18.45%	4.77%	4,763
2	Ability to be clear and effective when writing	1.11%	6.97%	26.54%	37.53%	21.73%	6.11%	4,762
3	Ability to read and comprehend academic material	1.10%	8.30%	28.37%	37.64%	19.17%	5.43%	4,748
4	Foreign language skills	7.81%	18.75%	29.82%	24.75%	13.78%	5.09%	4,752
5	Understanding your field of study (i.e., college major)	8.23%	24.87%	35.67%	23.32%	6.21%	1.70%	4,752
6	Quantitative (mathematical and statistical) skills	2.44%	8.13%	24.63%	37.30%	21.50%	6.01%	4,759
7	Ability to speak clearly and effectively in English	0.23%	1.45%	8.93%	19.59%	25.64%	44.16%	4,758
8	Ability to understand international perspectives (economic, political, social, cultural)	2.33%	13.32%	29.95%	33.28%	15.00%	6.12%	4,768
9	Leadership skills	0.99%	7.64%	24.65%	36.67%	21.25%	8.81%	4,767

Statistic	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Mean	3.88	3.90	3.82	3.33	3.00	3.85	5.01	3.64	3.96
Standard Deviation	0.94	1.05	1.04	1.28	1.10	1.11	1.08	1.14	1.10

10. Current ability level

#	Question	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Total Responses
1	Analytical and critical thinking skills	0.11%	0.34%	3.53%	24.97%	52.57%	18.48%	4,725
2	Ability to be clear and effective when writing	0.19%	1.08%	7.95%	30.28%	43.06%	17.44%	4,719
3	Ability to read and comprehend academic material	0.17%	0.61%	6.02%	29.09%	46.22%	17.89%	4,717
4	Foreign language skills	6.09%	15.70%	24.37%	26.73%	19.35%	7.76%	4,714
5	Understanding your field of study (i.e., college major)	0.83%	1.44%	6.56%	22.44%	44.52%	24.20%	4,710
6	Quantitative (mathematical and statistical) skills	2.16%	6.64%	19.74%	30.73%	28.84%	11.88%	4,712
7	Ability to speak clearly and effectively in English	0.08%	0.53%	2.95%	14.59%	30.37%	51.47%	4,715
8	Ability to understand international perspectives (economic, political, social, cultural)	0.51%	2.24%	10.65%	27.00%	39.50%	20.10%	4,722
9	Leadership skills	0.59%	2.22%	9.47%	27.55%	39.46%	20.70%	4,729

Statistic	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Mean	4.85	4.67	4.74	3.61	4.81	4.13	5.29	4.63	4.65
Standard Deviation	0.78	0.90	0.85	1.33	0.98	1.19	0.87	1.02	1.02

11. Ability level when you started at U-M

#	Question	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Total Responses
1	Library research skills (e.g., finding books, articles, evaluating information sources)	3.49%	19.65%	36.88%	27.13%	9.64%	3.21%	4,732
2	Other research skills	2.77%	16.48%	38.06%	30.52%	9.87%	2.29%	4,721
3	Ability to prepare and make a presentation	0.97%	4.79%	28.47%	42.02%	18.51%	5.23%	4,721
4	Interpersonal (social) skills	0.87%	5.76%	23.59%	36.58%	22.28%	10.92%	4,726

Statistic	Library research skills (e.g., finding books, articles, evaluating information sources)	Other research skills	Ability to prepare and make a presentation	Interpersonal (social) skills
Mean	3.29	3.35	3.88	4.06
Standard Deviation	1.09	1.03	0.97	1.10

12. Current ability level

#	Question	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Total Responses
1	Library research skills (e.g., finding books, articles, evaluating information sources)	0.96%	4.96%	17.98%	35.08%	30.91%	10.12%	4,695
2	Other research skills	0.45%	2.71%	14.92%	37.76%	33.28%	10.89%	4,685
3	Ability to prepare and make a presentation	0.28%	1.13%	8.16%	32.10%	41.63%	16.69%	4,691
4	Interpersonal (social) skills	0.77%	2.02%	7.44%	27.28%	39.19%	23.29%	4,692

Statistic	Library research skills (e.g., finding books, articles, evaluating information sources)	Other research skills	Ability to prepare and make a presentation	Interpersonal (social) skills
Mean	4.20	4.33	4.64	4.72
Standard Deviation	1.07	0.98	0.91	1.01

13. Ability level when you started at U-M

#	Question	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Total Responses
1	Ability to appreciate and understand racial and ethnic diversity	1.41%	8.04%	25.42%	31.86%	21.62%	11.65%	4,740
2	Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	1.88%	9.14%	21.61%	29.40%	21.70%	16.27%	4,738
3	Ability to appreciate cultural and global diversity	0.91%	5.66%	21.62%	34.45%	23.35%	14.02%	4,737

Statistic	Ability to appreciate and understand racial and ethnic diversity	Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	Ability to appreciate cultural and global diversity
Mean	3.99	4.09	4.16
Standard Deviation	1.18	1.27	1.14

14. Current ability level

#	Question	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Total Responses
1	Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	1.42%	4.57%	13.61%	25.77%	30.36%	24.26%	4,703
2	Ability to appreciate cultural and global diversity	0.57%	1.23%	6.29%	24.34%	38.84%	28.72%	4,704
3	Ability to appreciate and understand racial and ethnic diversity	0.62%	0.98%	5.49%	23.38%	42.99%	26.55%	4,701

Statistic	Ability to appreciate and understand racial and ethnic diversity	Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	Ability to appreciate cultural and global diversity
Mean	4.87	4.52	4.86
Standard Deviation	0.94	1.21	0.98

UMAY 2015: Plans & Aspirations

15. Which of the following best represents your plans for after graduation? (Select only one)

#	Answer	Response	%
1	Enroll in graduate or professional school	1,888	39.90%
2	Work full-time	1,883	39.79%
3	Work part-time	30	0.63%
4	Be self-employed	31	0.66%
5	Study or work abroad	126	2.66%
6	Join armed forces	27	0.57%
7	Paid internship	88	1.86%
8	Unpaid internship/ volunteer	41	0.87%
9	Take a year off	145	3.06%
10	Do something else	29	0.61%
11	I have no idea at this point	425	8.98%
12	Other	19	0.40%
Total		4,732	100.00%

16. What career do you hope to eventually have after you have completed your education? (Select only one)

#	Answer	Response	%
1	Agriculture/agribusiness	8	0.17%
2	Artistic, creative professions	375	7.92%
3	Business, finance-related professions	625	13.21%
4	Civil Service/government	161	3.40%
5	Education	168	3.55%
6	Engineering, computer programming	942	19.91%
7	Law	210	4.44%
8	Medicine, health-related professions	1,096	23.16%
9	Military	18	0.38%
10	Psychology, helping professions	230	4.86%
11	Researcher, scientist	347	7.33%
12	I have no idea whatsoever	277	5.85%
13	Other	275	5.81%
Total		4,732	100.00%

17. What is the highest academic degree or credential that you plan to eventually earn?

#	Answer	Response	%
1	Bachelor's degree (B.A., B.S., etc.)	563	11.90%
2	Teaching credential	16	0.34%
3	Business master's (M.B.A.)	582	12.30%
4	Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.)	558	11.80%
5	Academic master's (M.A., M.S., etc.)	638	13.49%
6	Law degree (L.L.B. or J.D.)	268	5.67%
7	Medical doctorate other than M.D. (D.O., D.D.S., D.V.M., etc.)	161	3.40%
8	Medical doctor (M.D.)	405	8.56%
9	Doctorate (Ph.D., Ed.D., etc.)	719	15.20%
10	Multiple doctoral degrees (M.D./Ph.D.)	107	2.26%
99	I do not know yet	640	13.53%
12	If other, please elaborate	73	1.54%
Total		4,730	100.00%

UMAY 2015: Research & Creative Scholarly Experience

18. Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a University of Michigan student.

#	Question	Yes, doing now or have done	No	Total Responses
1	A research project or research paper as part of your coursework	78.84%	21.16%	4,688
2	At least one student research course (a course in which you learned research methods or researched a topic)	58.14%	41.86%	4,689
3	At least one independent study course	20.74%	79.26%	4,682
4	Assist faculty in research with course credit	26.51%	73.49%	4,662
5	Assist faculty in research for pay without course credit	19.77%	80.23%	4,683
6	Assist faculty in research as a volunteer without course credit	16.13%	83.87%	4,675
7	A creative activity as part of your coursework	60.15%	39.85%	4,673
8	Work on creative projects under the direction of faculty with course credit	40.79%	59.21%	4,682
9	Work on creative projects under the direction of faculty for pay without course credit	8.23%	91.77%	4,678
10	Work on creative projects under the direction of faculty as a volunteer without course credit	11.68%	88.32%	4,673

UMAY 2015: Overall Satisfaction

19. How satisfied are you with the following aspects of your campus experiences/education?

#	Question	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Total Responses
1	My University of Michigan grade point average	5.97%	12.05%	16.68%	24.94%	26.77%	13.59%	4,688
2	Overall social experience	2.28%	5.14%	9.81%	25.73%	36.54%	20.50%	4,688
3	Overall academic experience	1.37%	2.90%	7.45%	24.91%	43.01%	20.36%	4,685
4	Value of your education for the price you are paying	3.97%	6.25%	12.72%	28.94%	31.80%	16.31%	4,685

Statistic	My University of Michigan grade point average	Overall social experience	Overall academic experience	Value of your education for the price you are paying
Mean	3.95	4.51	4.66	4.27
Standard Deviation	1.41	1.20	1.06	1.28

20. Please select your level of agreement with the following statements.

#	Question	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Total Responses
1	I feel that I belong at the University of Michigan	1.83%	3.50%	6.20%	19.37%	34.55%	34.55%	4,692
2	Knowing what I know now, I would still choose to enroll at the University of Michigan	2.20%	2.98%	5.65%	14.28%	28.20%	46.69%	4,691

Statistic	I feel that I belong at the University of Michigan	Knowing what I know now, I would still choose to enroll at the University of Michigan
Mean	4.85	5.03
Standard Deviation	1.17	1.21

UMAY 2015: Evaluation of the Major or (if no major yet chosen) Evaluation of the Educational Experience

21. [For students with a major] Were the following factors very important to you in deciding on your major?

Question	Yes	No	Total Responses
Intellectual curiosity	93.06%	6.94%	3,316
Leads to a high paying job	52.69%	47.31%	3,314
Prepares me for a fulfilling career	90.31%	9.69%	3,313
Parental/family desires	24.21%	75.79%	3,309
Allows time for other activities	36.76%	63.24%	3,305
Provides international opportunities	47.08%	52.92%	3,307
Prestige	49.71%	50.29%	3,309
Could not get into my first choice of major	7.29%	92.71%	3,294
Prepares me for graduate/professional school	61.46%	38.54%	3,306
Compelled to choose a major by school requirements or deadlines	14.78%	85.22%	3,294
Other, please elaborate	15.78%	83.33%	1,112

22. [For students who have not yet declared] Which of the following factors do you consider to be very important to you in deciding on your major?

Question	Yes	No	Total Responses
Intellectual curiosity	96.47%	3.53%	1,358
Leads to a high paying job	73.53%	26.47%	1,360
Prepares me for a fulfilling career	96.91%	3.09%	1,358
Parental/family desires	36.50%	63.50%	1,356
Allows time for other activities	61.12%	38.88%	1,358
Provides international opportunities	53.62%	46.38%	1,354
Prestige	52.62%	47.38%	1,355
Prepares me for graduate/professional school	65.54%	34.46%	1,355
Other, please elaborate	20.32%	78.73%	312

23. Please answer the following questions about your major.

Question	Yes	No	Total Responses
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	93.29%	6.71%	3,309
Are the program requirements well defined?	94.11%	5.89%	3,311
Are department rules and policies clearly communicated?	90.36%	9.64%	3,310
Is the description of the major in the catalog accurate?	95.33%	4.67%	3,301
Is the website (and/or social media) used to facilitate communication between students and the program?	78.68%	21.32%	3,302

24. How often have you experienced the following?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Open channels of communication between faculty and students regarding student needs, concerns, and suggestions	1.21%	6.71%	17.86%	22.80%	33.87%	17.54%	4,635
2	Students treated equitably and fairly by the faculty	0.39%	1.64%	6.73%	15.78%	47.83%	27.63%	4,633
3	Faculty clearly explaining what constitutes plagiarism and its consequences	0.80%	3.61%	9.13%	14.64%	35.60%	36.23%	4,632
4	Faculty providing prompt and useful feedback on student work	0.41%	3.32%	12.99%	29.78%	37.40%	16.10%	4,634

Statistic	Open channels of communication between faculty and students regarding student needs, concerns, and suggestions	Students treated equitably and fairly by the faculty	Faculty clearly explaining what constitutes plagiarism and its consequences	Faculty providing prompt and useful feedback on student work
Mean	4.34	4.92	4.89	4.49
Standard Deviation	1.22	0.95	1.15	1.04

25. How satisfied are you with each of the following aspects of your educational experience in the major?

#	Question	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Total Responses
1	Variety of courses available in your major	1.50%	4.16%	9.61%	19.25%	36.20%	29.28%	3,268
2	Quality of lower-division courses in your major	2.57%	4.42%	11.09%	23.97%	37.57%	20.38%	3,146
3	Quality of upper-division courses in your major	1.05%	2.04%	5.71%	16.75%	38.32%	36.14%	2,944


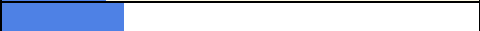



Statistic	Variety of courses available in your major	Quality of lower-division courses in your major	Quality of upper-division courses in your major
Mean	4.72	4.51	4.98
Standard Deviation	1.19	1.21	1.05

26. How satisfied are you with each of the following aspects of your educational experience overall? [in your major, or, if no major declared, overall]

#	Question	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Total Responses
1	Advising by faculty on academic matters	2.44%	4.49%	9.09%	31.99%	38.03%	13.97%	4,589
2	Advising by school or college staff on academic matters	3.78%	6.51%	12.58%	30.80%	34.60%	11.73%	4,578
3	Advising by departmental staff on academic matters	2.85%	4.49%	10.75%	30.66%	36.27%	14.99%	4,569
4	Quality of faculty instruction	0.70%	1.95%	5.71%	23.98%	48.53%	19.13%	4,554
5	Quality of teaching by Graduate Students (TAs, GSIs)	2.23%	4.85%	11.40%	33.22%	35.29%	13.02%	4,579
6	Availability of courses for general education or breadth requirements	1.33%	4.04%	10.16%	28.87%	41.25%	14.35%	4,579
7	Availability of courses needed for graduation	1.46%	3.47%	8.72%	23.61%	46.05%	16.69%	4,578
8	Access to small classes	2.84%	5.82%	13.25%	25.63%	37.11%	15.35%	4,573
9	Access to faculty outside of class	0.74%	2.43%	7.85%	25.94%	46.15%	16.89%	4,572
10	Ability to get into a major that you want	1.40%	1.88%	3.96%	13.44%	45.47%	33.84%	4,568
11	Opportunities for research experience or to produce creative products	1.79%	5.01%	13.34%	28.94%	35.00%	15.92%	4,572
12	Educational enrichment programs (e.g., service-learning, study abroad, internships)	1.95%	5.05%	11.57%	29.14%	36.41%	15.88%	4,554
13	Availability of library research resources	0.37%	0.99%	4.03%	23.83%	44.98%	25.80%	4,562

Statistic	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
Mean	4.41	4.21	4.38	4.75	4.34	4.48	4.59	4.34	4.65	5.01	4.38	4.41	4.89
Standard Deviation	1.12	1.22	1.17	0.94	1.13	1.07	1.06	1.22	0.98	1.01	1.16	1.15	0.89

27. How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job or for graduate or professional school?

#	Answer		Response	%
0	Zero		1,014	21.94%
1	1		1,181	25.56%
2	2		1,238	26.79%
3	3		699	15.13%
4	4 or more		489	10.58%
Total			4,621	100.00%

UMAY 2015: Evaluation of the Second Major

28. Would you like to evaluate another second major?

Answer	Response	%
Yes	127	29.95%
No, skip to next part of questionnaire	297	70.05%
Total	424	100.00%

29. Were the following factors very important to you in deciding on your second major?

Question	Yes	No	Total Responses
Intellectual curiosity	97.64%	2.36%	127
Leads to a high paying job	29.13%	70.87%	127
Prepares me for a fulfilling career	81.10%	18.90%	127
Parental/family desires	11.81%	88.19%	127
Allows time for other activities	29.13%	70.87%	127
Provides international opportunities	46.46%	53.54%	127
Prestige	30.71%	69.29%	127
Could not get into my first choice of (second) major	3.94%	96.06%	127
Prepares me for graduate/professional school	57.48%	42.52%	127
Compelled to choose a (second) major by school requirements or deadlines	5.51%	94.49%	127
Other, please elaborate	16.33%	81.63%	48

30. Please answer the following questions about your second major.

Question	Yes	No	Total Responses
Do you understand how the requirements of your (second) major combine to produce a coherent understanding of a field of study?	91.34%	8.66%	127
Are the program requirements well defined?	85.83%	14.17%	127
Are department rules and policies clearly communicated?	85.83%	14.17%	127
Is the description of the (second) major in the catalog accurate?	94.49%	5.51%	127
Is the website (and/or social media) used to facilitate communication between students and the program?	77.17%	22.83%	127

31. Please answer the following questions about your experience in the second major. How often have you experienced the following?

#	Question	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)	Total Responses
1	Open channels of communication between faculty and students regarding student needs, concerns, and suggestions	1.57%	7.09%	6.30%	18.11%	40.16%	26.77%	127
2	Students treated equitably and fairly by the faculty	0.00%	2.36%	3.94%	10.24%	42.52%	40.94%	127
3	Faculty clearly explaining what constitutes plagiarism and its consequences	2.36%	4.72%	9.45%	14.17%	25.20%	44.09%	127
4	Faculty providing prompt and useful feedback on student work	0.00%	2.36%	8.66%	18.90%	43.31%	26.77%	127

Statistic	Open channels of communication between faculty and students regarding student needs, concerns, and suggestions	Students treated equitably and fairly by the faculty	Faculty clearly explaining what constitutes plagiarism and its consequences	Faculty providing prompt and useful feedback on student work
Mean	4.69	5.16	4.87	4.83
Standard Deviation	1.23	0.93	1.33	1.00

32. How satisfied are you with each of the following aspects of your educational experience in your second major?

#	Question	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Total Responses
1	Variety of courses available in your (second) major	2.42%	4.03%	12.90%	17.74%	18.55%	44.35%	124
2	Quality of lower-division courses in your (second) major	3.51%	7.89%	7.02%	17.54%	33.33%	30.70%	114
3	Quality of upper-division courses in your (second) major	2.48%	1.65%	8.26%	12.40%	31.40%	43.80%	121

Statistic	Variety of courses available in your major	Quality of lower-division courses in your major	Quality of upper-division courses in your major
Mean	4.79	4.61	5.00
Standard Deviation	1.36	1.38	1.20

UMAY 2015: Items Specific to the University of Michigan

33. How easy or difficult have each of the following for you at the University of Michigan? (Note: If not important to you, please indicate as such.)

#	Question	Not Important to Me	Very Difficult	Difficult	Neutral	Easy	Very Easy	Total Responses
1	Finding people on campus who share my background and experiences	4.84%	5.34%	13.72%	23.28%	40.88%	11.94%	4,548
2	Developing friendships with other students	0.66%	4.36%	14.57%	19.76%	43.55%	17.10%	4,544
3	Being taken seriously academically--to have professors think I am capable of doing quality work	0.64%	2.29%	7.73%	22.20%	47.81%	19.33%	4,541
4	Feeling comfortable in the campus community--feeling as though I belong here	0.57%	5.26%	12.52%	21.95%	42.28%	17.41%	4,543
5	Developing effective study habits	0.35%	6.85%	21.89%	27.26%	33.77%	9.87%	4,537
6	Feeling on top of the academics--confident I can do the work required	0.22%	8.68%	25.30%	31.03%	28.17%	6.59%	4,537
7	Participating in & making contributions to class discussions & projects	0.57%	4.37%	16.23%	26.62%	40.75%	11.47%	4,535
8	Raising a question in class about something I do not understand	0.82%	6.94%	21.80%	27.62%	33.22%	9.59%	4,536
9	Approaching instructors for advice and assistance	0.35%	4.28%	14.70%	23.89%	43.21%	13.57%	4,538
10	Finding academic help when I need it	1.13%	2.39%	10.78%	26.44%	46.21%	13.06%	4,527
11	Identifying my academic & intellectual strengths and interests	0.40%	3.64%	13.04%	24.19%	46.22%	12.51%	4,539
12	Accessing information about academic opportunities such as study abroad, honors, service learning, research programs, etc.	2.78%	2.67%	12.58%	26.70%	43.85%	11.43%	4,540
13	Getting involved in campus programs outside of the classroom (i.e. Student Life programming, Trotter Center, ASB)	9.08%	3.22%	13.84%	29.19%	34.28%	10.40%	4,539
14	Finding ways to be involved in student clubs & organizations	3.44%	3.22%	10.28%	20.92%	43.01%	19.14%	4,541

Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mean	4.26	4.52	4.72	4.52	4.17	3.98	4.37	4.14	4.46	4.53	4.50	4.40	4.08	4.54
Standard Deviation	1.27	1.11	0.98	1.11	1.11	1.08	1.06	1.12	1.05	1.00	1.01	1.10	1.36	1.20

34. Indicate your level of agreement with the following statements:

#	Question	Strongly Disagree	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Total Responses
1	I was prepared academically for the University of Michigan	3.91%	6.85%	9.94%	21.92%	35.87%	21.50%	4,525
2	I am performing up to my academic potential	3.41%	8.14%	15.73%	26.50%	32.52%	13.69%	4,520
3	I feel valued as an individual at this institution	4.34%	8.21%	15.48%	29.20%	31.52%	11.26%	4,521
4	UM has a strong commitment to undergraduate education	1.70%	2.90%	6.19%	24.47%	44.96%	19.78%	4,520
5	UM has a strong commitment to diversity	4.25%	6.39%	11.64%	24.62%	36.06%	17.04%	4,520
6	Diversity is important at this institution	3.79%	5.32%	10.53%	23.31%	37.38%	19.68%	4,513
7	Diversity is important to me	1.75%	3.08%	5.07%	18.23%	37.41%	34.47%	4,520

Statistic	I was prepared academically for the University of Michigan	I am performing up to my academic potential	I feel valued as an individual at this institution	UM has a strong commitment to undergraduate education	UM has a strong commitment to diversity	Diversity is important at this institution	Diversity is important to me
Mean	4.43	4.18	4.09	4.67	4.33	4.44	4.90
Standard Deviation	1.32	1.28	1.28	1.06	1.30	1.27	1.13

35. Based on your experience and observation, rate the general climate for students at the University of Michigan along the following dimensions. Campus Climate is:

#	Question	1	2	3	4	5	6	Total Responses
1	Friendly:Hostile	22.84%	48.14%	19.25%	6.90%	2.32%	0.55%	4,535
2	Caring:Impersonal	14.63%	36.14%	28.36%	13.02%	5.64%	2.21%	4,524
3	Respectful:Disrespectful	19.17%	42.22%	26.72%	8.24%	2.79%	0.86%	4,517
4	Tolerant of diversity:Intolerant of diversity	23.52%	40.23%	22.73%	8.85%	3.55%	1.13%	4,532
5	Safe:Dangerous	23.01%	47.61%	20.85%	6.80%	1.44%	0.29%	4,528

Statistic	Friendly:Hostile	Caring:Impersonal	Respectful:Disrespectful	Tolerant of diversity:Intolerant of diversity	Safe:Dangerous
Mean	2.19	2.66	2.36	2.32	2.17
Standard Deviation	0.98	1.18	1.02	1.10	0.93

36. Please rate your current awareness and understanding of the following issues compared with when you started at the University of Michigan:

#	Question	Much Weaker	Weaker	No Change	Stronger	Much Stronger	Total Responses
1	Social class and economic differences/issues	0.36%	1.49%	28.11%	52.54%	17.50%	4,503
2	Racial and ethnic differences/issues	0.51%	1.67%	25.21%	51.13%	21.48%	4,502
3	Gender differences/issues	0.44%	1.11%	26.10%	46.42%	25.92%	4,502
4	Sexual orientation differences/issues	0.44%	1.11%	26.35%	46.61%	25.48%	4,497

Statistic	Social class and economic differences/issues	Racial and ethnic differences/issues	Gender differences/issues	Sexual orientation differences/issues
Mean	3.85	3.91	3.96	3.96
Standard Deviation	0.73	0.76	0.78	0.78

37. How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?

#	Question	Never (1)	Rarely (2)	Sometimes	Often (5)	All of the Time	Total Responses
1	Their religious beliefs were very different than yours	6.79%	17.84%	42.18%	28.28%	4.92%	4,495
2	Their political opinions were very different from yours	6.19%	21.03%	39.51%	27.58%	5.70%	4,493
3	They were an immigrant or from an immigrant family	15.99%	27.80%	32.70%	19.67%	3.83%	4,489
4	They were of a different nationality than your own	4.93%	16.60%	38.00%	33.03%	7.43%	4,481
5	They were of a different race or ethnicity than your own	4.01%	11.99%	37.41%	36.99%	9.60%	4,488
6	Their gender was different	6.29%	15.40%	34.86%	33.54%	9.91%	4,481
7	Their sexual orientation was different	9.47%	23.38%	36.06%	25.14%	5.95%	4,487
8	They were from a different social class	5.10%	15.69%	37.34%	32.40%	9.48%	4,494

Statistic	Their religious beliefs were very different than yours	Their political opinions were very different from yours	They were an immigrant or from an immigrant family	They were of a different nationality than your own	They were of a different race or ethnicity than your own	Their gender was different	Their sexual orientation was different	They were from a different social class
Mean	3.07	3.06	2.68	3.21	3.36	3.25	2.95	3.25
Standard Deviation	0.96	0.98	1.08	0.97	0.95	1.04	1.05	1.00

38. Compared with when you first entered UM, how would you rate yourself on the following attributes:

#	Question	Much Weaker	Weaker	No Change	Stronger	Much Stronger	Total Responses
1	Ability to thoughtfully consider perspectives different from my own	0.20%	1.00%	21.24%	62.92%	14.64%	4,482
2	Recognition of the strengths, limitations, and/or biases inherent in my own perspective	0.20%	1.18%	17.19%	61.70%	19.72%	4,473
3	Ability to work & get along with people whose background and experiences are different from my own	0.29%	1.67%	24.27%	56.54%	17.22%	4,478

Statistic	Ability to thoughtfully consider perspectives different from my own	Recognition of the strengths, limitations, and/or biases inherent in my own perspective	Ability to work & get along with people whose background and experiences are different from my own
Mean	3.91	4.00	3.89
Standard Deviation	0.64	0.66	0.70

Select Supplemental Demographic Data about Respondents

(from University of Michigan official records)

Residency

	Response	%
In-State	3,501	66.2%
Out-of-State	1,789	33.8%
Total	5,290	100.0%

Sex

	Response	%
Male	1,985	37.5%
Female	3,305	62.5%
Total	5,290	100.0%

Class Level

	Response	%
Freshman	534	10.1%
Sophomore	1,181	22.3%
Junior	1,300	24.6%
Senior	2,275	43.0%
Total	5,290	100.0%

Matriculation Status at Entry

	Response	%
Freshman	4,732	89.5%
Transfer	558	10.5%
Total	5,290	100.0%

U-M School/College

	Response	%
Taubman	34	0.6%
Stamps	98	1.9%
Ross	203	3.8%
Dentistry (Dental Hygiene)	29	0.5%
Education	26	0.5%
Engineering	1,138	21.5%

Information	18	0.3%
Joint Music-Art	3	0.1%
Kinesiology	146	2.8%
LSA	3,180	60.1%
Music, Theatre & Dance	154	2.9%
Nursing	229	4.3%
Ford	32	0.6%
Total	5,290	100.00%

Race-Ethnicity

	Response	%
African American	194	3.7%
Hispanic American	214	4.0%
Native American	12	0.2%
Native Hawaiian/Pacific Islander	3	0.1%
Asian American	854	16.1%
White	3,435	64.9%
2 or More Races	187	3.5%
Unknown	96	0.2%
Subtotal	4,995	94.4%
International	295	5.6%
Total	5,290	100.0%

Has Declared a Major

	Response	
Yes	3,738	70.7%
No	1,552	29.3%
Total	5,290	100.0%

Responding Students' Age on April 15, 2015

Age	Response	%
18	15	0.3%
19	1,031	19.5%
20	1,234	23.3%
21	1,170	22.8%
22	1,170	22.1%
23	394	7.4%
24	93	1.8%
25	42	0.8%
26-30	65	1.2%
31-40	31	0.6%
41-50	7	0.1%
>50	0	0.0%
Total	5,290	100.0%

Academic Engagement

1. During this academic year, how often have you done each of the following? (7 questions about class experiences)
2. How frequently have you engaged in these activities so far this academic year? (5 questions about faculty interactions)
3. How frequently during this academic year have you done each of the following? (9 questions about class assignments/homework)
4. Thinking back over your coursework this academic year, how often were you required to do the following? (Types of information/knowledge required to succeed in courses)
5. Thinking back on this academic year, how often have you done each of the following? (Types of discourse, discussion, or critical thinking)
6. On average, how much of your assigned course reading have you completed this academic year?

Student Use of Time

7. How many hours do you spend in a typical week (7 days) on the following activities? (such as attending classes, entertainment, commuting, at work, etc.)
8. During this academic year, what was the average number of hours per night you slept on weeknights?

Academic & Personal Development

9. Ability level when you started at U-M (in writing, analysis, math, etc.)
10. Current ability level (in writing, analysis, math, etc.)
11. Ability level when you started at U-M (in doing research, making presentations, etc.)
12. Current ability level (in doing research, making presentations, etc.)
13. Ability level when you started at U-M (in appreciating art, culture, diversity)
14. Current ability level (in appreciating art, culture, diversity)

Plans & Aspirations

15. Which of the following best represents your plans for after graduation? (additional school, work, join military, etc.)
16. What career do you hope to eventually have after you have completed your education? (Select from a list of 13 broad categories)
17. What is the highest academic degree or credential that you plan to eventually earn? (Select from a list of 12 items)

Research & Creative Scholarly Experience

18. Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a University of Michigan student.

Overall Satisfaction

19. How satisfied are you with the following aspects of your campus experiences/education? (GPA, social life, academic life, cost of college)
20. Please select your level of agreement with the following statements about a feeling of belonging at the U-M, and whether you'd still attend if you could do this over.

Evaluation of the Major or Evaluation of the Educational Experience

21. Which of the following 11 factors were very important to you in deciding on your major? [For students with a major]
22. Which of the following 9 factors do you consider to be very important to you in deciding on your major? [For students who have not yet declared]
23. Please answer the following questions about program requirements and other items related to your major (coherence and information communication)
24. How often have you experienced the following? (treatment by faculty members)
25. How satisfied are you with the choice and quality of courses in your major?
26. How satisfied are you with each of the following 13 aspects of your educational experience overall? (advising, instruction, class size, etc.)
27. How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job or for graduate or professional school?

Evaluation of the Second Major

28. Would you like to evaluate another second major?
29. Were the following 11 factors very important to you in deciding on your second major?
30. Please answer the following 5 questions about your second major. (program requirements, policies, etc.)
31. Please answer the following questions about your experience in the second major. How often have you experienced the following? treatment by faculty members)
32. How satisfied are you with choice and quality of courses in your second major?

Items Specific to the University of Michigan

33. How easy or difficult have each of the following for you at the University of Michigan? (Aspects of personal and academic life)
34. Indicate your level of agreement with the following statements on academic preparation, undergraduate education and diversity.
35. Based on your experience and observation, rate the general climate for students at the University of Michigan along the following dimensions.
36. Please rate your current awareness and understanding of the following issues on social class, race/ethnicity, gender and sexual orientation compared with when you started at the University of Michigan.
37. How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?
38. Compared with when you first entered UM, how would you rate yourself on the following attributes? (consider other's perspectives, etc.)

Select Supplemental Demographic Data (from University of Michigan official records)

- Residency
- Class Level
- Gender
- Matriculation Status at Entry
- U-M School/College
- Race-Ethnicity
- Has Declared a Major
- Responding Students' Age on April 15, 2015