

**2013 (This) University Student Experience in the Research University Survey**  
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This year's survey has three parts:

I. Academic engagement, time use, academic and personal development, overall satisfaction, and evaluation of the educational experience.

II. Background information

III. A randomly assigned module emphasizing academic experience, civic engagement, personal development, or items of special interest to the campus

Your questionnaire is not submitted until you press the "Submit" button at the end.

**Part I: ACADEMIC ENGAGEMENT, TIME, STUDENT DEVELOPMENT, CAMPUS CLIMATE,  
SATISFACTION, AND EVALUATION OF THE EDUCATIONAL EXPERIENCE**

***Academic Engagement***

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

Options

Never

Rarely

Occasionally

Somewhat often

Often

Very often

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

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

Options

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Taken a small research-oriented seminar with faculty

Communicated with a faculty member by e-mail or in person

Talked with the instructor outside of class about issues and concepts derived from a course  
Interacted with faculty during lecture class sessions  
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)

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

Options

- Never
- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

Turned in a course assignment late  
Gone to class without completing assigned reading  
Gone to class unprepared  
Skipped class  
Raised your standard for acceptable effort due to the high standards of a faculty member  
Extensively revised a paper before submitting it to be graded  
Sought academic help from instructor or tutor when needed  
Worked on class projects or studied as a group with classmates outside of class  
Helped a classmate better understand the course material when studying together

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

Options

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

***Time Allocation***

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

Options

- 0
- 1-5
- 6-10
- 11-15

- 16-20
- 21-25
- 26-30
- More than 30

Attending classes, discussion sections or labs

Studying and other academic activities outside of class

Paid employment (include paid internships)

Of your total hours spent working for pay, about how many hours did you work on campus?

Of your total hours spent working for pay, about how many hours did you work off campus?

Of your total hours spent working for pay, about how many hours were related to your academic interests?

Attending movies, concerts, sports, or other entertainment events

Performing community service or volunteer activities

Participating in physical exercise, recreational sports, or physically active hobbies

Participating in spiritual or religious activities

Participating in student clubs or organizations

Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)

Socializing with friends

Partying

Spending time with family

Using the computer or other electronic device for non-academic purposes (e.g., games, texting, social networking)

Watching TV

Commuting to school and to work

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

- 0-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11+

**Core*****Academic and Personal Development*****7. Please rate your level of proficiency in the following areas when you started at this institution and now.**

Options for both “When you started here” and “Current ability level”

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Analytical and critical thinking skills

Ability to be clear and effective when writing

Ability to read and comprehend academic material

Foreign language skills

Understanding of a specific field of study

Quantitative (mathematical and statistical) skills

Ability to speak clearly and effectively in English

Ability to understand international perspectives (economic, political, social, cultural)

Leadership skills

Computer skills

**3. Please rate your level of proficiency in the following areas when you started at this campus and now.**

Options for both “When you started here” and “Current ability level”

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Internet skills

Library research skills

Other research skills

Ability to prepare and make a presentation

Interpersonal (social) skills

**8. Similarly, please rate your abilities now and when you first began at this university on the following dimensions.**

Options for both "When you started here" and "Current ability level"

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to appreciate, tolerate 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

Understanding the importance of personal social responsibility

Self awareness and understanding

***Institution Climate for Diversity***

**9. Indicate how strongly you agree or disagree with each of the following statements.**

Options

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their economic or social class

Students are respected here regardless of their gender

Students are respected here regardless of their race or ethnicity

Students are respected here regardless of their religious beliefs

Students are respected here regardless of their political beliefs

Students are respected here regardless of their sexual orientation

Students are respected here regardless of their disabilities

**Now indicate how strongly you agree or disagree with the statements in terms of yourself.**

Options

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree
- Not Applicable (Only for Last Two Statements)

I feel free to express my political beliefs on campus  
I feel free to express my religious beliefs on campus  
Students of my race/ethnicity are respected on this campus  
Students of my socio-economic status are respected on this campus  
Students of my gender are respected on this campus  
Students of my religious beliefs are respected on this campus  
Students of my political beliefs are respected on this campus  
Students of my sexual orientation are respected on this campus  
Students of my immigration background are respected on this campus  
Students with a physical, psychological, or learning disability like mine are respected on this campus

### ***Plans and Aspirations***

#### **10. What do you plan to do when you graduate?**

- Enroll in graduate or professional school
- Work full-time
- Work part-time
- Be self-employed
- Study or work abroad
- Join armed forces
- Work in an internship or volunteer position
- Take a year off
- Do something else
- I have no idea at this point
- Other

#### **11. What career do you hope to eventually have after you've completed your education?**

- Artistic, creative professions
- Business, finance-related professions
- Education
- Engineering, computer programming
- Law
- Medicine, health-related professions
- Psychology, helping professions
- Researcher, scientist
- I have no idea whatsoever
- Other

#### **12. What is the HIGHEST academic degree or credential that you plan to eventually earn?**

- Bachelor's degree (BA, BS, etc.)
- Teaching credential
- Business master's (MBA)
- Other professional master's (MEd, MPP, MPH, MFA, MLIS, MSN, MSW, M.ARCH, etc)
- Academic master's (MA, MS, etc.)
- Law degree (LLB or JD)

- Medical doctorate other than MD (DO, DDS, DVM, etc)
  - Medical doctor (MD)
  - Doctorate (PhD, EdD, etc)
  - Multiple doctoral degrees (MD/PhD)
  - I don't know yet
- If other, please elaborate  
{Enter text answer}

**13. Indicate the following research and creative activities that you are currently doing or have completed as a (This) University student.**

Options

- Yes, doing now or have done
- No

A research project, creative activity, or research paper as part of your coursework

At least one student research course

At least one independent study course

Assist faculty in research with course credit

Assist faculty in research for pay without course credit

Assist faculty in research as a volunteer without course credit

Work on creative projects under the direction of faculty with course credit

Work on creative projects under the direction of faculty for pay without course credit

Work on creative projects under the direction of faculty as a volunteer without course credit

***Overall Satisfaction and Agreement***

**14. Please rate your level of satisfaction with the following aspects of your university education.**

Options

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

(This University) grade point average

Overall social experience

Overall academic experience

Value of your education for the price you're paying

**15. Please rate your level of agreement with the following statements.**

Options

- Strongly disagree
- Disagree
- Disagree somewhat

- Agree somewhat
- Agree
- Strongly agree

I feel that I belong at this institution

Knowing what I know now, I would still choose to enroll at (This University)

***Evaluation of the Major or Evaluation of the Educational Experience***

*For double majors*

**The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to University records. Please select the major that you will evaluate. If you do not want to evaluate the first major listed, then you will need to make another selection. If you have changed majors and would like to evaluate your new major, please select that option and then choose your new major from the subsequent list.**

- (\*) [MAJORTEXT1]
- [MAJORTEXT2]
- Other

*Or for single majors*

**The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to University records. Please select the major that you will evaluate. If you have changed majors and would like to evaluate your new major, please select that option and then choose your new major from the subsequent list.**

- (\*) [MAJORTEXT1]
- Other

*If they want to evaluate an "Other" major*

**Please select your new major from the following list.**

- Accounting (UG) - New Brunswick (Code= 010)
- ...
- Women's & Gender Studies in School of Arts and Sciences (UG) (Code= 988)

*If evaluating a major*

**16. Were the following factors very important to you in deciding on your major?**

*If not evaluating a major*

**16. Which of the following factors do you consider to be very important to you in deciding on your major?**

Options for both are

- Yes
- No



Intellectual curiosity  
 Leads to a high paying job  
 Prepares me for a fulfilling career  
 Complements desire to study abroad  
 Parental desires  
 Easy requirements  
 Allows time for other activities  
 Provides international opportunities  
 Prestige  
 Couldn't get into my first choice of major  
 Interest in subject area  
 Prepares me for graduate/professional school  
 Other  
 If other is yes  
 Please describe:

**17. Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?**

- Options
- Never
  - Rarely
  - Occasionally
  - Somewhat often
  - Often
  - Very often

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

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

- Options
- Never
  - Rarely
  - Occasionally
  - Somewhat often
  - Often
  - Very often

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

*If evaluating a major*

**19. Please answer the following questions about your major.**

*If not evaluating a major*

**19. Please answer the following questions about your educational experience overall.**

Options

Yes

No

Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?

Are the program requirements well defined?

Are department rules and policies clearly communicated?

Is the description of the major in the catalog accurate?

Is the website (and/or social media) used to facilitate communication between students and the program?

*If not evaluating a major*

**Please answer the following questions about your educational experience overall.**

Options

Yes

No

Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?

Are students treated equitably and fairly by the faculty?

Do faculty clearly explain what constitutes plagiarism and its consequences?

Do faculty provide prompt and useful feedback on student work?

*If evaluating a major*

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

Options

Very dissatisfied

Dissatisfied

Somewhat dissatisfied

Somewhat satisfied

Satisfied

Very satisfied

Variety of courses available in your major

Quality of lower-division courses in your major

Quality of upper-division courses in your major

*If not evaluating a major*

**How satisfied are you with each of the following aspects of your educational experience overall?**

Options

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by faculty on academic matters

Advising by student peer advisers on academic matters

Advising by school or college staff on academic matters

Advising by departmental staff on academic matters

Quality of faculty instruction

Quality of teaching by Graduate Students (TA's, AI's)

Availability of courses for general education or breadth requirements

Availability of courses needed for graduation

Access to small classes

Access to faculty outside of class

Ability to get into a major that you want

Opportunities for research experience or to produce creative products

Educational enrichment programs (e.g., study abroad, internships)

Accessibility of library staff

Availability of library research materials

**21. 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?**

- Zero
- 1
- 2
- 3
- 4 or more

*If evaluating a major*

**22. Would you like to evaluate another major?**

- Yes
- (\*) No, skip to next part of questionnaire

**SecondMajor (If yes selected for evaluating another major)***If a double major***23. Which major would you like to now evaluate? Your prior selection appears below.** [MAJORTEXT1] [MAJORTEXT2] Other*If evaluating a single major***23. Which major would you like to now evaluate? Your prior selection appears below.** [MAJORTEXT1] Other*If other, please select your major from this list.* Accounting (UG) - New Brunswick (Code= 010)

...

 Women's & Gender Studies in School of Arts and Sciences (UG) (Code= 988)**24. Were the following factors very important to you in deciding on your major?**

Options

 Yes No

Intellectual curiosity

Leads to a high paying job

Prepares me for a fulfilling career

Complements desire to study abroad

Parental desires

Easy requirements

Allows time for other activities

Provides international opportunities

Prestige

Couldn't get into my first choice of major

Interest in subject area

Prepares me for graduate/professional school

Other

If other, please elaborate:

**25. Please answer the following questions about your major.**

**Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?**

Options

Yes

No

Are the program requirements well defined?

Are department rules and policies clearly communicated?

Is the description of the major in the catalog accurate?

Is the website (and/or social media) used to facilitate communication between students and the program?

Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?

Are students treated equitably and fairly by the faculty?

Do faculty clearly explain what constitutes plagiarism and its consequences?

Do faculty provide prompt and useful feedback on student work?

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

Options

Very dissatisfied

Dissatisfied

Somewhat dissatisfied

Somewhat satisfied

Satisfied

Very satisfied

Variety of courses available in your major

Quality of lower-division courses in your major

Quality of upper-division courses in your major

Advising by faculty on academic matters

Advising by student peer advisers on academic matters

Advising by school or college staff on academic matters

Advising by departmental staff on academic matters

Quality of faculty instruction

Quality of teaching by Graduate Students (TA's, AI's)

Availability of courses for general education or breadth requirements

Availability of courses needed for graduation

Access to small classes

Access to faculty outside of class

Ability to get into a major that you want

Opportunities for research experience or to produce creative products

Educational enrichment programs (e.g., study abroad, internships)

Accessibility of library staff

Availability of library research material

***Demographics***

**PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS**

**1. Will you complete a bachelor degree this spring or summer?**

Probably yes

Probably no

*If probably yes*

**How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?**

Not at all concerned

Unconcerned

Somewhat unconcerned

Somewhat concerned

Concerned

Very concerned

*If probably no*

**How concerned are you about paying for your undergraduate education NEXT YEAR?**

Not at all concerned

Unconcerned

Somewhat unconcerned

Somewhat concerned

Concerned

Very concerned

**How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?**

Not at all concerned

Unconcerned

Somewhat unconcerned

Somewhat concerned

Concerned

Very concerned

*For both*

**How concerned are you about your accumulated educational debt?**

Not at all concerned

Unconcerned

Somewhat unconcerned

- Somewhat concerned
- Concerned
- Very concerned

**2. Which of the following have you done in the past year to meet college expenses?**

{Choose all that apply}

- Applied for financial aid for the first time
- Asked financial aid office to reevaluate my application
- Bought fewer books, bought cheaper used books, read books on reserve
- Took a leave of absence or a quarter/semester off
- Took more courses per term
- Took action to graduate more quickly
- Did not retake a class to improve grade
- Accepted AP or similar credit instead of taking the course
- Decided against study abroad
- Took a community college course because it was cheaper
- Took a job for the first time at college
- Worked before but increased the number of hours worked
- Increased the debt I carry on my credit card
- Increased my annual student loan amount
- Have cut expenses overall / have been more frugal
- None of the above. Cost hasn't been a problem
- Other

2b. Please elaborate:

**3. How frequently have you engaged in the following behaviors in the past year?**

Options

- Never
- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

Skipped meals to save money

Cut down on personal / recreational spending

Worried about my personal debt

Worried about my family's debt and financial circumstances

**3a. To what extent do you agree or disagree with this statement: Given the grants and scholarships, if any, that you receive, the total cost of attending the (This) University is manageable.**

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree

- Agree
- Strongly agree

**4. Is there anything else that you would like to tell us about the impact of the cost to attend on your educational experience at (This University)?**

5. When did you come to the United States to live?

- I was born in the U.S.
- 1997 or earlier
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012 or later

**6. When did you learn to speak English?**

- English is my native language
- Before I was 5 years old
- When I was 6 to 10 years old
- When I was 11 to 15 years old
- After turning 16 years old

**7. To the best of your knowledge, where were these relatives born?**

Options

- In U.S.
- Outside the U.S.
- Do not know

My mother

My father

My mother's mother

My father's mother

My mother's father

My father's father



**7a. What is the highest level of education reached by your mother?***In United States*

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

*In Foreign Country*

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

**7b. What is the highest level of education reached by your father?***In United States*

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

*In Foreign Country*

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent

- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

**8. To the best of your knowledge, how many of your grandparents went to college?**

- I don't know
- None
- One
- Two
- Three
- Four

**9. Which of the following best describes your social class when you were growing up?**

- Wealthy
- Upper-middle or professional-middle
- Middle-class
- Working-class
- Low-income or poor

**10. Are you a financially independent student?**

*Some students have no contact with their parents, and therefore cannot use their tax information for filing the FAFSA. If you find yourself in this situation and have been formally declared an independent student, then please answer yes.*

- Yes
- No

*If financially dependent*

**11. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2012?**

- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$64,999
- \$65,000 to \$79,999
- \$80,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 to \$149,999
- \$150,000 to \$199,999

\$200,000 or more

*If financially independent*

**11. To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2012?**

Less than \$10,000

\$10,000 to \$19,999

\$20,000 to \$34,999

\$35,000 to \$49,999

\$50,000 to \$64,999

\$65,000 to \$79,999

\$80,000 to \$99,999

\$100,000 to \$124,999

\$125,000 to \$149,999

\$150,000 to \$199,999

\$200,000 or more

**12. What is your religious/spiritual preference?**

Spiritual but not associated with a major religion

Not particularly spiritual

No preference

Agnostic

Atheist

Baptist

Buddhist

Christian Church (Disciples)

Eastern Orthodox

Episcopalian

Hindu

Jewish

Lutheran

Methodist

Mormon

Muslim

Presbyterian

Quaker

Roman Catholic

Seventh Day Adventist

Sikh

Taoist

Unitarian/Universalist

United Church of Christ/Congregational

Other Christian

Other Religion

**13. What is your sexual orientation?**

- Bisexual
- Gay/Lesbian
- Heterosexual
- Questioning
- Self-identified Queer
- Decline to state
- Other

13b. Please elaborate:

**14. With which gender do you identify?**

- Woman
- Man
- Decline to state
- Other

**14a. Do you identify as transgender?**

- Yes
- No

*If 14a is other*

**14b. Please elaborate:**

**15. How would you characterize your political orientation?**

- Very liberal
- Liberal
- Slightly liberal
- Moderate or middle of the road
- Slightly conservative
- Conservative
- Very conservative

**16. Please indicate the highest level of organized sports in which you participate?**

- Professional sports
- NCAA with athletic scholarship
- NCAA without athletic scholarship
- Competitive personal (e.g., 5K races)
- Campus club sports team
- Intramural sports
- Personal recreation
- Does not apply to me

*If any answer but "does not apply to me"*

**16a. On average, how many hours a week do you spend on this one activity? (Must be numeric)**

**17. Where are you living this term?**

- University residence hall
- University owned apartment or house (on- or off-campus)
- Sorority or fraternity
- Co-op student housing
- Off-campus in an apartment
- Off-campus in a house
- Other

*If other*

17b. Please elaborate:

**18. How far from campus do you live?**

- On campus or < 1 mile
- 1 mile to 2 miles
- 3 miles to 10 miles
- 11 to 20 miles
- 21 miles or more

**19. What is your primary mode of transportation to campus during the spring 2012 term?**

- Walk
- Bicycle
- University/Campus Bus
- City bus
- Subway train or other train (e.g. Amtrak)
- Carpool (2 or more)
- Drive alone
- Motorcycle, motorized scooter, or moped
- Rollerblade, skateboard, skate, or scooter
- Mobility scooter, powered wheelchair, or wheelchair
- Other

*If other*

19b. Please elaborate:

**20. Who do you live with?**

- No one. I live alone
- I share an apartment, house or residence hall room with at least one other (This University) student
- I share an apartment or house with peers who are not (This University) students
- I live with at least one family member
- I am a single parent living with children
- I live with my spouse or domestic partner and children
- I live with my spouse or domestic partner without children

Other

If other

20b. Please elaborate:

### ***Academic Experience***

#### **PART III: ACADEMIC EXPERIENCE & GLOBALIZATION**

**1. We would like to hear more about being an undergraduate at a research university. Please indicate your level of agreement with the following statements.**

Options

Strongly disagree

Disagree

Disagree somewhat

Agree somewhat

Agree

Strongly agree

(This) University has a strong commitment to undergraduate education

Attending a university with world-class researchers is important to me

It doesn't really matter where I get my undergraduate education ((This University), regional college, community college) since they are all similar in quality

The emphasis on research detracts from the quality of teaching at this institution

**2. How important to you are the following aspects of being an undergraduate at a research university like the (This) University?**

Options

Not important

Not very important

Somewhat important

Important

Very important

Essential

Learning about faculty research

Having courses with faculty members who refer to their own research as part of the class

Learning research methods

Assisting faculty members in their research, for pay or as a volunteer

Pursuing your own research

The prestige of this institution when you apply to grad school

The prestige of this institution when you apply for a job

Having access to a world-class library collection

Being able to attend plays, concerts, lectures, and other cultural events

**3. Have you completed or are you now participating in the following activities at (This University)?**

Options

 Yes, doing now or have done No

First-year seminar

Learning community ( two or more linked classes across a common theme)

Reading a book that is common across the university (e.g. "common book")

Writing-intensive courses

Courses that involve themes related to diversity or global learning

Capstone or senior thesis courses

Service learning or community-based learning

Formal undergraduate research programs (such as UROP)

Formal creative activity or scholarship (such as in published collection, play, or gallery exhibit)

Honors program

Living-learning programs

Internship under the direction of a faculty member

Other internship (e.g., co-op, clinical assignment)

**4. Have you completed or are you now participating in the following activities at (This University)?**

Options

 Yes, doing now or have done No

Any (This University) study abroad, including summer study abroad

Study abroad program affiliated with another college or university

Traveled abroad for a service learning, volunteer, or work experience

Traveled abroad for cross-cultural experience or informal education

Traveled abroad for recreation

Enrolled in a course with an international/global focus

Obtained a certificate/minor/major with an international/global theme (e.g., in Latin American Studies)

**5. While attending the (This University), how frequently have you engaged in the following?**

Options

 Never Rarely Occasionally Somewhat often Often Very often

Interacted with students from outside the U.S. in class (e.g., through section discussions, study groups or class projects)

Interacted with students from outside the U.S. in social settings (e.g., in clubs or student

organizations, or in informal settings)

Developed a friendship with a student from outside the U.S.

Worked with a faculty member on a project with an international/global theme

Presented a paper at a symposium or conference or participated in a panel on international / global topics

Attended lectures, symposia, workshops or conferences on international/global topics

Attended a performance with an international/global focus

**6. During this academic year, how frequently have you followed news about the following?**

Options

Never

Rarely

Occasionally

Somewhat often

Often

Very often

The United States

Countries outside the United States

Global politics and diplomacy

Global climate and environmental issues

International business and economics

Global health issues

International conflicts and peace issues

**Please rate your level of proficiency in the following areas when you started at this campus and now.**

**Options for both “When you started here” and “Current ability level”**

**7. As a (This University) student, how would you rate your competencies below?**

Options for current competencies and when you started at this institution

Very poor

Poor

Fair

Good

Very good

Excellent

Understanding the complexities of global issues

Ability to apply disciplinary knowledge in a global context

Linguistic and cultural competency in at least one language other than my own

Ability to work with people from other cultures

Comfort working with people from other cultures



**8. During this academic year, how often have each of the following been obstacles to your school work or academic success?**

Options

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Competing job responsibilities (i.e., paid employment)

Competing family responsibilities

Other competing responsibilities (e.g., athletics, clubs, internship)

Weak English skills

Weak math skills

Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)

Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)

Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)

Feeling depressed, stressed, or upset

Physical illness or condition

Military deployment

**9. How important is it to you to graduate in four years or, if you are a transfer student, in two years?**

- Not important
- Not very important
- Somewhat important
- Important
- Very important
- Essential
- Not applicable

***Civic Engagement A***

**PART III: COMMUNITY AND CIVIC ENGAGEMENT**

***Activities***

**1. Indicate the way in which you have been involved in the following activities or organizations this academic year.**

*Campus-based activities and organizations*

Options

- Participant or member
- Officer or leader

Neither

Academic group (e.g., math club, philosophy club)

Advocacy association (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)

Campus sports club (e.g., rugby club, Kendo club)

Campus varsity team (e.g., basketball, softball, soccer)

Governing bodies (e.g., student government, , panhellenic, residence hall association)

Greek fraternity or sorority

Honor society

Media (e.g., campus newspaper, radio station)

Performing group (e.g., school band, dance team)

Political (e.g., Young Republicans, College Democrats)

Recreational (e.g., chess club, bike club, rock climbing club)

Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)

Community service club (e.g., Special Olympics Volunteers Club, Habitat for Humanity)

Other campus-based club or organization

*Off-campus activities and organizations*

Participant or member

Officer or leader

Neither

**2. To what extent do you agree or disagree with the following statements?**

Options

Strongly disagree

Disagree

Disagree somewhat

Agree somewhat

Agree

Strongly agree

Opportunities to engage in community service while here are important to me

Opportunities to develop my leadership skills while here are important to me

Opportunities to connect my academic work with community-based experience are important to me

***Community Service***

**3. DURING THIS ACADEMIC YEAR, have you participated in community service?**

On campus

Off campus

No

Yes

*If yes to either, go to next page, otherwise skip to subsequent item 4*

**Civic Engagement B****3a. Which of the following were significant reasons for getting involved in community service?**

Options

- A significant reason
- Not a significant reason

- Required as part of my academic program
- Required by my fraternity/sorority
- Unique or interesting opportunity arose to participate
- Encouragement from friends or family
- Encouragement from [University] faculty/staff
- Encouragement from other [University] students
- Belief in the particular cause
- Location of where the work was to be conducted
- Opportunity to learn new things
- Opportunity to enhance my academic achievement
- Opportunities to develop leadership skills
- Become a better citizen and community participant
- Change conditions in the community
- Strengthen my resume for graduate school or employment
- Other

*If other please elaborate***3b. What was the focus of the organization where you did this community service? (Select all that apply.)**

{Choose all that apply}

New list 12/18/2012

- Agriculture/nutrition
- Animal welfare
- Arts, community/public arts (all disciplines)
- Child care
- Civil rights/human rights
- Disability issues
- Diversity/multiculturalism
- Economic development
- Education (pre-K - 12)
- Environment/sustainability issues
- Health
- Higher education (access to and success in)
- Housing/homelessness
- Hunger
- Immigrants/migrant worker rights
- International issues

- Mental health
- Mentoring
- Poverty
- Senior/elder services
- Sexual assault
- Social justice
- Substance abuse
- Tutoring
- Women's issues
- Other

If Other

3bb. If other, please elaborate

**3c. If your involvement in community service was through a related class, please list the name and number of the course:**

Course name and number:

**3d. Please name up to three organizations and their location (for example, "United Way, City, State") where you participated in community engagement during this academic year:**

Organization name and location

Organization name and location

Organization name and location

**3e. Thinking about your participation in all forms of community service, which includes service through clubs, courses, and one-time events, please estimate how many total hours of service you completed this academic year:**

- One to ten hours
- Eleven to twenty hours
- Twenty-one to fifty hours
- Fifty-one to one hundred hours
- More than one hundred hours

### ***Civic Engagement C***

Service-learning courses involve combining academic learning with service participation with non-profits, citizens groups, or governmental entities to support infrastructure or programming that allows these groups to meet community-identified needs and issues. Students work on a wide range of issues and perform a wide variety of tasks, some examples are: working in after-school programs, homeless shelters, pre-K to 12 education, Adult Basic Education, citizenship education, clinics, employment programs, violence prevention efforts, the environment, and the arts.

**4. During this academic year, have you enrolled in a course that had a service-learning component?**

{Select all that apply}

No

Yes, during this current academic year

Yes, but not during this current academic year

*If yes*

**4a. How many times have you enrolled in a course that had a service-learning component?**

Once

Twice

Three times

More than three times

**4b. In considering all of the service-learning courses you took, what was the average number of hours of service you completed for a course?**

One to ten hours

Eleven to twenty-five hours

Twenty-six to fifty hours

More than fifty hours

**5. To what extent have you been involved in the following community-focused experiences during this academic year:**

Options

Not at all

One term or less

More than one term

Study abroad or other internationally-based experience

Community-based capstone experience

Internship or clinical practicum

Academic field study

Community-based research

Business apprenticeship

Other

If other, please elaborate

*If not "Not at all"*

***Civic Engagement D***

**5a. Which of the following best characterizes the nature of your community-focused experiences during this academic year?**

- Charity (providing help to individuals)
- Empowering Others
- Public or Collective Action
- Participatory democracy (changing laws)
- Social Action (rally, sit in)
- Social Change (changing societal conditions or views)
- Social Justice
- Other
- If other, please elaborate

**5b. To what extent has participation in community-focused activities at this University influenced your desire to continue community-focused activities after you graduate?**

- Not at all
- To some extent
- To a great extent

**5c. To what extent has your participation in community-focused activities while attending this University enhance your desire to continue studying at this institution?**

- Not at all
- To some extent
- To a great extent

***Civic Engagement E*****CIVIC ENGAGEMENT**

**National election year sub-module (items 6-9)**

**6. During the 2012 national election did you vote for President?**

- Options
- Yes
  - No

*If yes*

**6a. Which candidate did you vote for?**

- Barack Obama – Democrat
- Mitt Romney – Republican
- Gary Johnson – Libertarian

Jill Stein – Green  
Virgil Goode – Constitutional

Decline to state  
Other  
If other, please elaborate

*If no*

**6a. Why did you not vote?**

I was not 18 at the time of the election  
I am not a US citizen  
I was not registered  
I was registered but not where I go to school  
I was eligible and intended to vote but ran out of time  
I was eligible to vote but chose not to vote

**7. During the last national political election did you:**

Options

Yes  
 No

work on a political campaign?  
wear a campaign button, put a sticker on your car, or place a sign at your residence?  
give money to a political candidate or cause?  
try to influence someone else's vote?

**8.**

I feel like I have a good understanding of political issues facing this country  
I believe I have a role to play in the political process  
When policy issues are being discussed, I usually have something to say  
I think I am better informed about politics and government than most people  
I consider myself well qualified to participate in the political process

Options

Strongly disagree  
 Disagree  
 Disagree somewhat  
 Agree somewhat  
 Agree  
 Strongly agree

**9. Which of the following were the most important issues for you in the presidential election? [select up to 3]**

Abortion  
Climate change  
Defense/National security  
Education  
Equal rights/pay/opportunity  
Environment  
Federal budget deficit/Balanced budget  
Foreign policy/International affairs  
Government regulation  
Healthcare  
Honesty/Integrity  
Jobs  
Medicare/Care for the elderly  
Social security  
The economy  
Taxes

**10. Do you consider yourself to be a**

- Democrat  
 Republican  
 Independent  
 Other

*If Democrat*

**10a. Do you consider yourself to be a strong Democrat?**

- Yes  
 No

*If Republican*

**10a. Do you consider yourself to be a strong Republican?**

- Yes  
 No

*If Independent*

**10a. Do you lean more toward the Democratic Party or Republican Party?**

- Democratic  
 Republican  
 Neither



*If other*

**10b. Please elaborate:**

**10. In the classroom, how often have you been asked to**

Options

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Acknowledge personal differences

Appreciate the world from someone else's perspective

Interact with someone with views that are different from your own

Discuss and navigate controversial issues

Define an issue or challenge and identify possible solutions

Implement a solution to an issue or challenge

Reflect upon the solution of an issue or challenge

Reflect on community or social issues as a shared responsibility

Reflect on your responsibility for community or social issues

Act on community or social issues

**11. Outside the classroom, how often do you**

Options

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Acknowledge personal differences

Appreciate the world from someone else's perspective

Interact with someone with views that are different from your own

Discuss and navigate controversial issues

Define an issue or challenge and identify possible solutions

Implement a solution to an issue or challenge

Reflect upon the solution of an issue or challenge

Reflect on community or social issues as a shared responsibility

Reflect on your individual responsibility for community or social issues

Act on community or social issues

***Student Development***

### PART III: STUDENT LIFE AND DEVELOPMENT

#### *Goals & Aspirations*

1. Indicate how important each of the following college goals is to you.

Options

- Not important
- Somewhat important
- Very important

Be in a position to give something back to my community after finishing my education

Acquire a well-rounded general education

Achieve a high GPA

Establish meaningful friendships

Prepare for graduate or professional school

Obtain the skills I need to pursue my chosen career

Be in a position to make a lot of money after finishing my education

Explore new ideas

Develop a personal code of values and ethics

Develop an in-depth understanding of a specific field of study

Establish social networks that will help further my career

Obtain the skills I need to function in the international arena

#### *Perceptions and Institutional Climate*

2. Based on your experience and observation, rate the general climate for students at (This University) along the following dimensions:

*Institution climate is*

Options

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

Friendly Hostile

Caring Impersonal

Intellectual Not Intellectual

Tolerant of diversity Intolerant of diversity

Safe Dangerous

Too hard academically Too easy academically

Affordable Not affordable

3. 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?**

Options

- Never
- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

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

They had physical or other observable disabilities

They had learning, psychological, or other disabilities that are not readily apparent

**4. In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:**

Options

- Never
- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

Races or ethnicities

Genders

Sexual orientations

Political affiliation, opinions or beliefs

Religions

Social classes

Immigrant backgrounds

Physical or other observable disabilities

Learning, psychological, or other disabilities that are not readily apparent

**5. In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about:**

Options

- Never
- Rarely

- Occasionally
- Somewhat often
- Often
- Very often

Races or ethnicities

Genders

Sexual orientations

Political affiliation, opinions or beliefs

Religions

Social classes

Immigrant backgrounds

Physical or other observable disabilities

Psychological, or other disabilities that are not readily apparent

**6. In this academic year, I have heard students express negative or stereotypical views about:**

Options

- Never
- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

Races or ethnicities

Genders

Sexual orientations

Political affiliation, opinions or beliefs

Religions

Social classes

Immigrant backgrounds

Physical or other observable disabilities

Psychological, or other disabilities that are not readily apparent

**7. Please rate your awareness and understanding of the following issues when you started at this institution and now.**

Options for both current awareness and understanding and when started at this university

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

My own racial and ethnic identity

Social class and economic differences/issues

Racial and ethnic differences/issues  
Gender differences/issues  
Sexual orientation differences/issues  
Physical or other observable disabilities  
Learning, psychological, or other disabilities that are not readily apparent

**8. What is your level of agreement or disagreement with the following:**

Options

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

I feel valued as an individual at this institution  
I am proud to be a student at this institution  
Most students are proud to attend this school  
This institution values students' opinions  
Academic cheating is a problem at this institution  
Alcohol use is a problem at this institution  
Drug use is a problem at this institution  
Diversity is important at this institution  
Diversity is important to me

**SUMMARY OBSERVATIONS**

**9. Please describe for us the most important way that you have changed or developed as a person since you became a student at the (This) University.**

**Closing Comment**

**What is the SINGLE, MOST IMPORTANT thing that your institution could realistically do to create a better undergraduate experience for students like you? Please describe only one and use fewer than 500 words.**

Number of words is set by each institution

When you select "Finish" at the bottom of this page, your survey will be securely locked and you will receive no further messages from us about this survey.

After locking your response, if you need to change a prior response, please contact [seru@berkeley.edu](mailto:seru@berkeley.edu)

Thanks! Your help is much appreciated. Please look for results to be made public in the months ahead.

The last section is the UM Module:

Active & Engaged Learning, and Student Use of Technology

Seen by approximately 25% of respondents



- Most Classes
- All Classes

To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I get more actively involved in courses that use technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution's technology services are available when I need them for my coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes me feel more connected to what's going on at U-M.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes the learning process more impersonal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have trouble remaining focused on academic work due to my personal use of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes me feel connected to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have experienced significant problems due to technology use by faculty in a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes me feel connected to professors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology elevates the level of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any further comments about the use of technology in the U-M learning experience? (Open-ended)

Have you participated in a massively online open course (MOOC) such as those offered by Coursera, edX etc., while at U-M?

- Yes
- No

Who was the provider of this course?

- U-M
- Other Institution (Specify)
- Don't know/Can't Recall

Did you complete the MOOC?

- Yes
- No





Community, Residential College etc.)

- » Internship, co-op, clinical assignment, or other experiential learning opportunity
- » Academic-oriented student organization (e.g., Philosophy Club, Solar Car)
- » School or college-level honors program
- » Department-level honors program
- » An academic study abroad program, including academic year, semester, GIEU, or summer study abroad
- » Travel abroad for a service learning, volunteer, project or work experience

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following statements do you agree with regarding engaged learning programs, such as those listed above?

	Disagree	Neither Agree nor Disagree	Agree	Does not apply
Students at U-M have adequate opportunities to participate in engaged learning programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities for participation in engaged learning programs at U-M are fair and equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you apply to the LSA Honors Program when you were admitted to U-M (please note that we are interested in your response even if you eventually enrolled in a different school or college)?

- Yes
- No

Do you have any other comments regarding U-M's provision of engaged learning activities?

**Student Use of Technology In Learning**

Do you own the following?

	Yes	No
Laptop	<input type="radio"/>	<input type="radio"/>
Tablet (e.g., Android, iPad etc.)	<input type="radio"/>	<input type="radio"/>
Desktop computer	<input type="radio"/>	<input type="radio"/>
Smartphone	<input type="radio"/>	<input type="radio"/>

How often do you make use of a laptop, tablet, or other portable computing device during class for academic purposes?

- Never
- Some Classes

Did you participate in a MOOC before attending U-M?

Yes

No

Who was the provider of this course?

University of Michigan

Other institution (Specify)

Don't know/can't recall

Did you complete the MOOC?

Yes

No

How did participating in this pre-college MOOC affect your college decisions, if at all?