2014 Student Experience in the Research University Survey

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This year's survey has x {depending on module usage} 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, community and civic engagement, personal development, technology, 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 ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat 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 ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat 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  ( ) Occasionally  ( ) Often
( ) Rarely  ( ) Somewhat 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%  ( ) 41-50%  ( ) 81-90%
( ) 11-20%  ( ) 51-60%  ( ) 91-100%
( ) 21-30%  ( ) 61-70%
( ) 31-40%  ( ) 71-80%

Time Allocation

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

Type a number in each box [must be numeric].
Paid employment (including internships) on campus?
Paid employment (including internships) off campus?

If hours worked either on or off campus >0
Of your total hours spent working for pay, about how many hours were related to your academic interests?

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

Options
( ) 0  ( ) 11-15  ( ) 26-30
( ) 1-5  ( ) 16-20  ( ) More than 30
( ) 6-10  ( ) 21-25

Attending classes, discussion sections or labs
Studying and other academic activities outside of class
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
Socializing with friends
Party ing
Spending time with family
Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video)
Watching TV, streaming movies/TV on computer or tablet
Commuting to and from school and work

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

Options
( ) 4 or less ( ) 6 ( ) 8
( ) 5 ( ) 7 ( ) 9 or more

Academic and Personal Development

8. 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 ( ) Fair ( ) Very good
( ) Poor ( ) 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 your field of study (i.e., college major)
Quantitative (mathematical and statistical) skills
Ability to speak clearly and effectively in English
Ability to understand international perspectives (economic, political, social, cultural)
Leadership skills

9. 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 ( ) Fair ( ) Very good
( ) Poor ( ) Good ( ) Excellent

Library research skills (e.g., finding books, articles, evaluating information sources)
Other research skills
Ability to prepare and make a presentation
Interpersonal (social) skills

10. 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 ( ) Fair ( ) Very good
( ) Poor ( ) Good ( ) Excellent

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

Institution Climate for Diversity

11. Indicate how strongly you agree or disagree with the following statements in terms of yourself.

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

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

12. Which of the following BEST represents your plans for after graduation?
(Select only one)
( ) Enroll in graduate or professional school ( ) Paid internship
( ) Work full-time ( ) Unpaid internship/volunteer
( ) Work part-time ( ) Take a year off
( ) Be self-employed ( ) Do something else
( ) Study or work abroad ( ) I have no idea at this point
( ) Join armed forces ( ) Other

13. What career area do you hope to eventually have after you have completed your education?
14. What is the HIGHEST academic degree or credential that you plan to eventually earn?

( ) Bachelor's degree (B.A., B.S., etc.)
( ) Teaching credential
( ) Business master's (M.B.A)
( ) Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.)
( ) Academic master's (M.A., M.S., etc.)
( ) Law degree (L.L.B. or J.D.)
( ) Medical doctorate other than M.D. (D.O., D.D.S., D.V.M., etc.)
( ) Medical doctor (M.D.)
( ) Doctorate (Ph.D., Ed.D., etc.)
( ) Multiple doctoral degrees (M.D./Ph.D.)
( ) I do not know yet
( ) Other

14a. If other, please elaborate
(Enter text answer)

15. Indicate the following scholarship, 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 or research paper as part of your coursework
At least one student research course (a course in which you learned research methods or researched a topic)
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
A creative activity as part of your coursework
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

16. Please rate your level of satisfaction with the following aspects of your university education.
17. Please rate your level of agreement with the following statements.

Options
( ) Strongly disagree         ( ) Disagree somewhat        ( ) Agree
( ) Disagree                      ( ) Agree somewhat            ( ) 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**

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. 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. You will have the opportunity later to evaluate a second major, if you wish.

(*) [MAJORTEXT1]
( ) [MAJORTEXT2] (Double majors will see second major listed)
( ) Other

*If they want to evaluate an “Other” major
Please select your new major from the following list.

( ) List of majors appears here

*If evaluating a major

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

*If not evaluating a major

18. 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
18a. If other, please describe:
{Enter text answer}

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

Options
( ) Never          ( ) Occasionally          ( ) Often
( ) Rarely         ( ) Somewhat 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

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

Options
( ) Never          ( ) Occasionally          ( ) Often
( ) Rarely         ( ) Somewhat 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
21. Please answer the following questions about your major.

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 evaluating a major*
Please answer the following questions about your major.

*If not evaluating a major*
Please answer the following questions about your educational experience overall.

22. How often have you experienced the following?

Options for both are
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat often ( ) Very often

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

*If evaluating a major*
23. How satisfied are you with each of the following aspects of your educational experience in the major?

Options
( ) Very dissatisfied ( ) Somewhat dissatisfied ( ) Satisfied
( ) Dissatisfied ( ) Somewhat 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*
23. How satisfied are you with each of the following aspects of your educational experience overall?

Options
( ) Very dissatisfied ( ) Somewhat dissatisfied ( ) Satisfied
( ) Dissatisfied ( ) Somewhat satisfied ( ) Very satisfied

Advising by faculty 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)
Availability of library research resources

24. 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
25. Would you like to evaluate another major?

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

Second Major (If yes selected for evaluating another major)

If a double major
26. Which major would you like to now evaluate? Your prior selection appears below.

( ) [MAJORTEXT1]
( ) [MAJORTEXT2]
( ) Other

[MAJOR-SPECIFIC ITEMS 18-23 REPEAT FOR SECOND MAJOR]

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 no
How concerned are you about paying for your undergraduate education NEXT YEAR?

Options
( ) Not concerned
( ) Somewhat concerned
( ) Concerned
( ) Very concerned

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

Options
( ) Not concerned
( ) Somewhat concerned
( ) Concerned
( ) Very concerned

How concerned are you about your accumulated educational debt?

Options
( ) Not concerned
( ) Somewhat concerned
( ) Concerned
( ) Very concerned

2. During this past academic year did you decide against participating in studying abroad because of the cost?

( ) Did not consider studying abroad
( ) Yes, because of the cost
( ) Yes, for another reason

If another reason, please elaborate
(Enter Text Answer)

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

Options
( ) Never  ( ) Occasionally  ( ) Often
( ) Rarely  ( ) Somewhat often  ( ) Very often

Skipped meals to save money
Cut down on personal / recreational spending
Worried about my debt and financial circumstances
4. 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.

Options
( ) Strongly disagree ( ) Somewhat disagree ( ) Agree
( ) Disagree ( ) Somewhat agree ( ) Strongly agree

5. 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)?
{Enter text answer}

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

( ) I was born in the U.S. ( ) 2003 ( ) 2009
( ) 1998 or earlier ( ) 2004 ( ) 2010
( ) 1999 ( ) 2005 ( ) 2011
( ) 2000 ( ) 2006 ( ) 2012
( ) 2001 ( ) 2007 ( ) 2013 or later
( ) 2002 ( ) 2008

7. When did you learn to speak English?

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

8. Please identify, to the best of your knowledge, where the following relatives were born?

Options
( ) In U.S. ( ) Outside the U.S. ( ) Do not know

My mother
My father

8a. What is the highest level of education reached by your mother?

_In United States – In Foreign County (options appear for both)_

( ) 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

8b. What is the highest level of education reached by your father?

In United States – In Foreign County (options appear for both)

( ) 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

9. To the best of your knowledge, how many of your grandparents were born outside of the United States?

Options
( ) Zero
( ) 1
( ) 2
( ) 3
( ) 4

10. 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

11. 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 no, financially dependent

12. To the best of your knowledge, which category includes the total annual combined income of your
parent(s) before taxes in 2013?

( ) Less than $10,000 ( ) $80,000 to $99,999
( ) $10,000 to $19,999 ( ) $100,000 to $124,999
( ) $20,000 to $34,999 ( ) $125,000 to $149,999
( ) $35,000 to $49,999 ( ) $150,000 to $199,999
( ) $50,000 to $64,999 ( ) $200,000 or more
( ) $65,000 to $79,999

If yes, financially independent

12. To the best of your knowledge, which category includes your household’s total annual combined income before taxes in 2013?

( ) Less than $10,000 ( ) $80,000 to $99,999
( ) $10,000 to $19,999 ( ) $100,000 to $124,999
( ) $20,000 to $34,999 ( ) $125,000 to $149,999
( ) $35,000 to $49,999 ( ) $150,000 to $199,999
( ) $50,000 to $64,999 ( ) $200,000 or more
( ) $65,000 to $79,999

13. 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

14. Do you have any physical disabilities that affect how you access or use campus facilities?

( ) Yes
( ) No

14a. Do you have any learning disabilities that affect how you read, study, or do your coursework?

( ) Yes
( ) No

If yes to either 14 or 14a
14aa. Do you currently receive accommodations from the university due to your disability?

( ) Yes
( ) No

14 aaa. Is there anything else you would like to tell us about how disability affects your experiences as a student on this campus?
{Enter text answer}

15. What is your sexual orientation?

( ) Bisexual
( ) Gay/Lesbian
( ) Heterosexual
( ) Questioning
If other

15a. If other, please elaborate:
{Enter text answer}

16. With which gender do you identify?

( ) Woman
( ) Man
( ) Decline to state
( ) Other
If other

16a. If other, please elaborate:
{Enter text answer}

17. How would you characterize your political orientation?

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

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

( ) Professional/global competitive sports
( ) Non-professional, collegiate-level competitive sports with athletic scholarship
( ) Non-professional, collegiate-level competitive sports 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”*

18a. On average, how many hours a week do you spend on this one activity? (Must be numeric)

19. 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*

19a. If other, please elaborate:

{Enter text answer}

20. How far do you live from campus?

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

21. What is your primary mode of transportation to campus during the spring 2014 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*

21a. If other, please elaborate:

{Enter text answer}

22. With whom do you live?

( ) 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
22a. If other, please elaborate:
{Enter text answer}

SERU International Student Experience and Education Abroad Core Drop-Down Questions. Items developed by the International Learning and Experiences Module SERU workgroup.

Set A: International student experience (seen by international students)
Set B: Domestic student education abroad experience (seen by domestic students)

Set A: International student experience
{Only international students}

CORE Lead-In question:

When did you come to live in the United States? (RUCIMMIGRANTYR)

I am an international (foreign) student
I was born in the United States
1990 or earlier
1991
1992, etc.

[If I am an international (foreign) student selected]

1. How easy or difficult have the following been for you as an international student at [institution name]?

Options
( ) Very easy
( ) Easy
( ) Neither easy or difficult
( ) Difficult
( ) Very difficult

Understanding classroom lectures
Keeping up with my writing assignments and writing clearly in English
Participating in classroom or study group discussions
Making friends with Americans
Learning how to understand and respond to Americans of the opposite sex
Fitting into the social scene and finding organizations and groups of students where I feel
comfortable and can socialize

2. **How satisfied are you with each of the following?**

Options

( ) Very dissatisfied  ( ) Somewhat satisfied
( ) Dissatisfied  ( ) Satisfied
( ) Somewhat dissatisfied  ( ) Very satisfied

The interest in and attention to international students shown by professors
The interest in and attention to international students shown by American students
The university services provided specifically for international students; services such as help with visas, arrival orientation, English language resources, etc.
The university services provided for all students; services such as academic advising, career services, housing, food services, etc.
The quality of information provided to you about university rules, regulations, degree requirements and resources on campus
The opportunities to explore American life and culture outside the university

3. **How much of a concern are or have been each of the following for you?**

Options

( ) Not a concern
( ) Somewhat a concern
( ) A serious concern

Finding satisfactory housing
Obtaining an ATM or bank card
Violence and personal security on and around the campus
Having adequate financial support
Understanding U.S. medical insurance and obtaining health services
Securing a job in the U.S. after graduation

4. **Is your interaction primarily with American students or other international students?**

Options

( ) All or almost all international
( ) Mostly international
( ) About half and half
( ) Mostly American
( ) All or almost all American

When studying or doing homework with other students
When socializing (parties, going to movies, recreation)
Of the students you consider to be personal friends

5. **What are your plans after you complete your undergraduate degree? (Select all that apply)**

{Check all that apply}
To pursue an advanced degree in the U.S.
To pursue an advanced degree at home or in a country other than the U.S.
To work temporarily in the U.S.
Other

6. What were the primary reasons for your decision to pursue your undergraduate studies in the U.S.?
   (Check up to three)

   The international reputation of this university
   An interest in understanding the U.S. and its culture
   Desire to increase your English language proficiency
   An appreciation for the quality of teaching at U.S. universities.
   An interest in working in the U.S. in the future.
   Have family members living in the U.S.

Reduced Set B: Domestic student education abroad experience

CORE Lead-In question:

When did you come to live in the United States? (RUCIMMIGRANTYR)

I am an international (foreign) student
I was born in the United States
1990 or earlier
1991
1992, etc.

[If not “I am an international student”]

1. While a student at [University], have you completed or are you now participating in any of the following? If so, check yes and complete information for all that apply.

<table>
<thead>
<tr>
<th>Study Abroad Program</th>
<th>Yes</th>
<th>Organized and Sponsored by [University]?</th>
<th>Did you/will you receive academic credit?</th>
<th>Did or does the program entail intensive foreign language?</th>
<th>In which country/countries were/are you located?</th>
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<tr>
<td>A study abroad program lasting a full academic year</td>
<td>[check box]</td>
<td>[check box]</td>
<td>[check box]</td>
<td>[check box]</td>
<td>[Enter text]</td>
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<tr>
<td>A study abroad program for a semester or at least 4 months</td>
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<td>A short-term study abroad program or</td>
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<td>Activity</td>
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<td>tour lasting less than 3 months</td>
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<td>An intensive language only study program</td>
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<td>An international internship or work abroad experience</td>
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<td>A service learning or volunteer service opportunity in another country</td>
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<td>A research project or field placement in another country</td>
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</table>

**END OF CORE SURVEY. NEXT, STUDENTS WILL SEE ONE OF SEVERAL MODULES.**
MODULE OPTION ONE: ACADEMIC EXPERIENCE AND GLOBALIZATION (20% of students will see)

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 ( ) Agree somewhat
( ) Disagree ( ) Agree
( ) Disagree somewhat ( ) 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 that important
( ) Somewhat 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)
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)

(Numbering changes here because we have eliminated items related to study abroad, because these appear in the core)

8. While attending U-M, how frequently have you engaged in the following?

Options
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat 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

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

Options
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat 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”

10. As a U-M student, how would you rate your competencies below?

Options for current competencies and when you started at this institution
( ) Very poor ( ) Fair ( ) Very good
( ) Poor ( ) 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

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

Options
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat often ( ) Very often

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, organizing material)
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)
Poor study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)
Feeling depressed, stressed, or upset
Physical illness or condition
I am reluctant to ask for help when I need it
I cannot concentrate on my work
Military deployment
Other (text box offered)

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

Options
( ) Not that important ( ) Essential
( ) Somewhat important ( ) Not applicable
( ) Very important
MODULE OPTION TWO: COMMUNITY AND CIVIC ENGAGEMENT (20% of students will see)

PART III: COMMUNITY AND CIVIC ENGAGEMENT

Community and Civic Engagement A

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, 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 somewhat ( ) Agree
( ) Disagree ( ) Agree somewhat ( ) Strongly agree

Opportunities to engage in community service while a [institution name] student are important to me
Opportunities to develop my leadership skills while a [institution name] student are important to me
Opportunities to connect my academic work with community-based experience are important to me
Community and Civic Engagement B

Community Service

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

On campus
Off campus

Options
( ) No
( ) Yes

If yes to either, go to 3a, otherwise skip to subsequent item 4

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
3aa. If other, please elaborate
{Enter text answer}

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

{Choose all that apply}

Education (includes child care, education k-12, higher education, tutoring, mentoring)
Health (includes agriculture/nutrition, health, mental health, substance abuse)
Social issues (includes civil rights/human rights, disability, diversity, housing/homelessness, hunger, immigrants, seniors/elder services, women’s issues, social justice)
Environment (includes animal welfare, environment/sustainability)
Arts
Economic development
International
Other
If Other
3bb. If other, please elaborate
{Enter text answer}

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:
{Enter text answer}

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

Organization name and location
{Enter text answer}

Organization name and location
{Enter text answer}

Organization name and location
{Enter text answer}

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:

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

Community and Civic Engagement C

Service-learning

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. How many times have you enrolled in a [institution name] course that had a service-learning component?

Options
( ) Zero
( ) Once
( ) Twice
( ) Three times
( ) More than three times

If not zero

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

Options
( ) One to ten hours
( ) Eleven to twenty-five hours
( ) Twenty-six to fifty hours
( ) More than fifty hours

Community and Civic Engagement D

Community-focused experiences

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
Other
If other
If other, please elaborate

If not “Not at all”

5a. Which of the following BEST characterizes the nature of your community-focused experiences during this academic year?
{Select only one}
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*

5aa. If other, please elaborate
{Enter text answer}

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

Options
( ) 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?

Options
( ) Not at all                ( ) To some extent             ( ) To a great extent

Community and Civic Engagement E

Co-curricular Learning

6. People sometimes talk about “co-curricular learning,” meaning the learning that students do outside of the classroom, focusing on student clubs and organizations. During the last academic year, how often have you done the following activities in a student club or organization of which you are a member?

Options
( ) Never                  ( ) 3-5 times
( ) 1-2 times             ( ) More than 5 times

Chair a meeting
Planned an event
Promoted or marketed an event
Led or facilitated a discussion
Made a presentation that required research
Recruited new members for the organization/club
Written a report or article
Collected or analyzed data
Designed or produced a product for sale
Invited or hosted a speaker
Written a constitution, bylaws, piece of legislation or rules
Mediated a dispute
Created an artistic work or performance
Engaged in an in-depth discussion about a local, state, national, or international issue
Worked with another student as a peer educator or peer mentor
Created or updated a website or webpage
Partnered with a community organization or organized community outreach

7. Please rate how important your interactions with other students in student clubs and organizations has been to each of the following:

Options
( ) Of no importance ( ) Important
( ) Somewhat important ( ) Very important

Learning to meet deadlines
Becoming more dependable and reliable
Learning how to resolve disputes
Maintaining your ethical standards when they are challenged
Developing an ability to work with others to accomplish a goal
Developing your knowledge of how organizations work
Understanding how to succeed in competitive situations
Developing your listening skills
Developing emotional self-control
Enjoying the college experience
Applying what you have learned in class to solving real world problems
Developing a willingness to argue your position against others who have different views
Developing networking skills
Learning how to use technology more effectively
Developing oral presentation skills
Developing written expression skills
Developing or practicing quantitative/data analysis skills
Developing an ability to teach others

8. In the classroom, how often have you been asked to?

Options
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Sometimes ( ) 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

9. Outside the classroom, how often do you:

Options
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Sometimes ( ) 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
MODULE OPTION THREE: STUDENT LIFE AND DEVELOPMENT (20% of students will see)

PART III: STUDENT LIFE AND DEVELOPMENT

Goals & Aspirations

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

Options
( ) Not that important  ( ) Very important
( ) Somewhat important  ( ) Essential

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       ( ) Occasionally       ( ) Often
( ) Rarely      ( ) Somewhat 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       ( ) Occasionally       ( ) Often
( ) Rarely      ( ) Somewhat 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       ( ) Occasionally       ( ) Often
( ) Rarely      ( ) Somewhat 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

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

Options
( ) Never ( ) Occasionally ( ) Often
( ) Rarely ( ) Somewhat 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

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 ( ) Fair ( ) Very good
( ) Poor ( ) 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 ( ) Somewhat disagree ( ) Agree
( ) Disagree ( ) Somewhat 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

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.

{Enter text box}
MODULE OPTION FOUR: QUESTIONS SPECIFIC TO MICHIGAN (40% of students will see)

Teaching & Learning

This academic year, most of my professors/instructors . . .

Options
( ) Never  ( ) Occasionally  ( ) Often
( ) Rarely  ( ) Somewhat often  ( ) Very often

- Explained how to learn or study the course materials
- Clarified expectations for how to do well on graded work
- Provided feedback on assignments that was helpful to my learning
- Provided timely feedback throughout the course on my progress
- Encouraged student interaction inside the classroom
- Encouraged group work in or outside of class, such as small-group discussions, peer review, or study groups
- Encouraged a form of student interaction in class beyond simple discussion, such as a formal debate, class game, breakout into small groups, etc
- Encouraged students in the course to teach each other the course material

How often in this academic year have you had the opportunity for active student participation . . .

Options
( ) Never  ( ) Occasionally  ( ) Often
( ) Rarely  ( ) Somewhat often  ( ) Very often

in course lectures (as opposed to discussion sections)
in course discussion sections?

Please assess the opportunities for active student participation this academic year . . .

Options
( ) Too Much  ( ) About Right  ( ) Too Little
in course lectures (as opposed to discussion sections)
in course discussion sections?

Have you completed or are you now participating in the following activities at U-M?

Options
( ) Yes, doing now  ( ) No, would like to but am unable
( ) Yes, have done  ( ) No, and no plans
( ) No, but planning to

- First-year seminar
- Small research-oriented seminar with faculty
- Service learning or community-based learning
- Formal undergraduate research programs (e.g., UROP)
- Formal creative activity or scholarship (e.g., composition, published collection, play or gallery exhibit)
- Living-learning or other learning-oriented communities (e.g., Michigan Learning 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
Experience abroad for a service learning, volunteer, project or work experience

How educationally valuable, in your opinion, is this activity to your educational development and future success? (same list of opportunities presented)
Options
( ) Not at all Valuable  ( ) Somewhat Valuable  ( ) Valuable

Please indicate why you were unable to participate in the program(s) listed above [NOTE: THIS QUESTION ONLY SHOWS ITEMS FOR WHICH THE RESPONDENT SELECTED "No, would like to but unable" ABOVE]
(select all that apply):

Options
( ) Not at all Valuable  ( ) Somewhat Valuable  ( ) Valuable
( ) Not enough spaces available in program
( ) Did not meet GPA or other academic selectivity requirements
( ) Could not afford cost of participation
( ) Conflicts with curriculum requirements
( ) Could not find adequate or timely information about program
( ) Other

Engaged learning experiences include activities such as undergraduate research, internships, project based work (both within and outside formal courses), education abroad or embedded in community service, etc.

For each of the following learning objectives, indicate the level to which you believe engaged learning experiences will develop your capacity:

Options
( ) Does not develop
( ) Provides some development but is not essential
( ) Is critical to development

Knowledge of the natural world
Knowledge of society and human culture
Creativity and innovation
Ability to observe, think about, and effect positive change in the world
Ability to effectively collaborate
Ability to understand diversity of values and the role of culture in decisions
Ability to effectively communicate with a variety of audiences
Ability to understand and address complex problems and issues
Quantitative reasoning skill
Ability to provide and receive feedback and critique

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  ( ) Occasionally  ( ) Often
( ) Rarely  ( ) Somewhat 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

Technology

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

Never (don’t own)
Never (own, but don’t use in class)
Some Classes
Most Classes
All Classes

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

Options
( ) Strongly disagree  ( ) Strongly agree
( ) Disagree  ( ) Don’t Know
( ) Agree

I get more actively involved in courses that use technology.
U-M’s technology services are always available when I need them for my coursework.
Technology makes the learning process more impersonal
I have trouble remaining focused on academic work due to my personal use of technology.
I have experienced significant problems due to technology use by faculty in a course.
Technology makes me feel connected to professors.
Technology elevates the level of teaching.

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

Have you ever taken an online course (for credit or not for credit) at another institution?
Options:
( ) Yes
( ) No
Tell us more about the course (or courses) & institution(s). Please include the state where the institution was located:

Have you considered taking online classes for badges, certificates, continuing education credits, etc.?
   ( ) Yes, have done or are currently doing
   ( ) Yes, have considered
   ( ) No

What certification or credit were you seeking, and what was the cost of the class?
SUMMARY OBSERVATIONS [ALL STUDENTS SEE THIS ITEM regardless of module]

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 the SERU Coordinator, Mark Miazga, at miazg003@umn.edu

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