

## 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                 |                                 |                                  |
|---------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> 0-10%  | <input type="checkbox"/> 41-50% | <input type="checkbox"/> 81-90%  |
| <input type="checkbox"/> 11-20% | <input type="checkbox"/> 51-60% | <input type="checkbox"/> 91-100% |
| <input type="checkbox"/> 21-30% | <input type="checkbox"/> 61-70% |                                  |
| <input type="checkbox"/> 31-40% | <input type="checkbox"/> 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

- |                               |                                |                                       |
|-------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> 0    | <input type="checkbox"/> 11-15 | <input type="checkbox"/> 26-30        |
| <input type="checkbox"/> 1-5  | <input type="checkbox"/> 16-20 | <input type="checkbox"/> More than 30 |
| <input type="checkbox"/> 6-10 | <input type="checkbox"/> 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  
 Partying  
 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

- |                                    |                            |                                    |
|------------------------------------|----------------------------|------------------------------------|
| <input type="checkbox"/> 4 or less | <input type="checkbox"/> 6 | <input type="checkbox"/> 8         |
| <input type="checkbox"/> 5         | <input type="checkbox"/> 7 | <input type="checkbox"/> 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”

- |                                    |                               |                                    |
|------------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> Very poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Very good |
| <input type="checkbox"/> Poor      | <input type="checkbox"/> Good | <input type="checkbox"/> 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”

- |                                    |                               |                                    |
|------------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> Very poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Very good |
| <input type="checkbox"/> Poor      | <input type="checkbox"/> Good | <input type="checkbox"/> 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"

- |                                    |                               |                                    |
|------------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> Very poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Very good |
| <input type="checkbox"/> Poor      | <input type="checkbox"/> Good | <input type="checkbox"/> 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

- |  |  |
|--|--|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree   |
| <input type="checkbox"/> Disagree          | <input type="checkbox"/> Strongly agree                                |
| <input type="checkbox"/> Somewhat disagree | <input type="checkbox"/> Not Applicable (Only for Last Two Statements) |
| <input type="checkbox"/> 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}

- |  |   |
|--|---|
| <input type="checkbox"/> Enroll in graduate or professional school | <input type="checkbox"/> Paid internship              |
| <input type="checkbox"/> Work full-time                            | <input type="checkbox"/> Unpaid internship/volunteer  |
| <input type="checkbox"/> Work part-time                            | <input type="checkbox"/> Take a year off              |
| <input type="checkbox"/> Be self-employed                          | <input type="checkbox"/> Do something else            |
| <input type="checkbox"/> Study or work abroad                      | <input type="checkbox"/> I have no idea at this point |
| <input type="checkbox"/> Join armed forces                         | <input type="checkbox"/> Other                        |

**13. What career area do you hope to eventually have after you have completed your education?**

- |  |   |
|--|---|
| <input type="checkbox"/> Agriculture/agribusiness              | <input type="checkbox"/> Medicine, health-related professions |
| <input type="checkbox"/> Artistic, creative professions        | <input type="checkbox"/> Military                             |
| <input type="checkbox"/> Business, finance-related professions | <input type="checkbox"/> Psychology, helping professions      |
| <input type="checkbox"/> Civil Service/government              | <input type="checkbox"/> Researcher, scientist                |
| <input type="checkbox"/> Education                             | <input type="checkbox"/> I have no idea whatsoever            |
| <input type="checkbox"/> Engineering, computer programming     | <input type="checkbox"/> Other                                |
| <input type="checkbox"/> Law                                   |   |

**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.**

Options

- Very dissatisfied                       Somewhat dissatisfied                       Satisfied  
 Dissatisfied                               Somewhat satisfied                       Very satisfied

(This University) grade point average

Overall social experience

Overall academic experience

Value of your education for the price you are paying

**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

Intellectual curiosity  
 Leads to a high paying job  
 Prepares me for a fulfilling career  
 Parental/family desires  
 Allows time for other activities  
 Provides international opportunities  
 Prestige  
 Could not get into my first choice of major  
 Prepares me for graduate/professional school  
*[If evaluating a major]*  
 Compelled to choose a major by school requirements or deadlines  
 Other  
*If other is yes*

**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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Somewhat disagree | <input type="checkbox"/> Agree          |
| <input type="checkbox"/> Disagree          | <input type="checkbox"/> Somewhat agree    | <input type="checkbox"/> 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?**

- |   |                               |  |
|---|-------------------------------|--|
| <input type="checkbox"/> I was born in the U.S. | <input type="checkbox"/> 2003 | <input type="checkbox"/> 2009          |
| <input type="checkbox"/> 1998 or earlier        | <input type="checkbox"/> 2004 | <input type="checkbox"/> 2010          |
| <input type="checkbox"/> 1999                   | <input type="checkbox"/> 2005 | <input type="checkbox"/> 2011          |
| <input type="checkbox"/> 2000                   | <input type="checkbox"/> 2006 | <input type="checkbox"/> 2012          |
| <input type="checkbox"/> 2001                   | <input type="checkbox"/> 2007 | <input type="checkbox"/> 2013 or later |
| <input type="checkbox"/> 2002                   | <input type="checkbox"/> 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

- |                                  |   |                                      |
|----------------------------------|---|--------------------------------------|
| <input type="checkbox"/> In U.S. | <input type="checkbox"/> Outside the U.S. | <input type="checkbox"/> 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  3
- 1  4
- 2

**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?**

- |   |   |
|---|---|
| <input type="checkbox"/> Less than \$10,000   | <input type="checkbox"/> \$80,000 to \$99,999   |
| <input type="checkbox"/> \$10,000 to \$19,999 | <input type="checkbox"/> \$100,000 to \$124,999 |
| <input type="checkbox"/> \$20,000 to \$34,999 | <input type="checkbox"/> \$125,000 to \$149,999 |
| <input type="checkbox"/> \$35,000 to \$49,999 | <input type="checkbox"/> \$150,000 to \$199,999 |
| <input type="checkbox"/> \$50,000 to \$64,999 | <input type="checkbox"/> \$200,000 or more      |
| <input type="checkbox"/> \$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?**

- |   |   |
|---|---|
| <input type="checkbox"/> Less than \$10,000   | <input type="checkbox"/> \$80,000 to \$99,999   |
| <input type="checkbox"/> \$10,000 to \$19,999 | <input type="checkbox"/> \$100,000 to \$124,999 |
| <input type="checkbox"/> \$20,000 to \$34,999 | <input type="checkbox"/> \$125,000 to \$149,999 |
| <input type="checkbox"/> \$35,000 to \$49,999 | <input type="checkbox"/> \$150,000 to \$199,999 |
| <input type="checkbox"/> \$50,000 to \$64,999 | <input type="checkbox"/> \$200,000 or more      |
| <input type="checkbox"/> \$65,000 to \$79,999 |   |

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

- |   |   |
|---|---|
| <input type="checkbox"/> Spiritual but not associated with a major religion | <input type="checkbox"/> Methodist                              |
| <input type="checkbox"/> Not particularly spiritual                         | <input type="checkbox"/> Mormon                                 |
| <input type="checkbox"/> No preference                                      | <input type="checkbox"/> Muslim                                 |
| <input type="checkbox"/> Agnostic   | <input type="checkbox"/> Presbyterian                           |
| <input type="checkbox"/> Atheist  | <input type="checkbox"/> Quaker                                 |
| <input type="checkbox"/> Baptist  | <input type="checkbox"/> Roman Catholic                         |
| <input type="checkbox"/> Buddhist   | <input type="checkbox"/> Seventh Day Adventist                  |
| <input type="checkbox"/> Christian Church (Disciples)                       | <input type="checkbox"/> Sikh                                   |
| <input type="checkbox"/> Eastern Orthodox                                   | <input type="checkbox"/> Taoist                                 |
| <input type="checkbox"/> Episcopalian                                       | <input type="checkbox"/> Unitarian/Universalist                 |
| <input type="checkbox"/> Hindu  | <input type="checkbox"/> United Church of Christ/Congregational |
| <input type="checkbox"/> Jewish   | <input type="checkbox"/> Other Christian                        |
| <input type="checkbox"/> Lutheran   | <input type="checkbox"/> 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
- Self-identified Queer
- Decline to state
- Other

*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.**

	Yes	Organized and sponsored by [University]?	Did you/will you receive academic credit?	Did or does the program entail intensive foreign language?	In which country/countries were/are you located?
A study abroad program lasting a full academic year	[check box]	[check box]	[check box]	[check box]	[Enter text]
A study abroad program for a semester or at least 4 months					
A short-term study abroad program or					

tour lasting less than 3 months					
An intensive language only study program					
An international internship or work abroad experience					
A service learning or volunteer service opportunity in another country					
A research project or field placement in another country					

**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

- |  |   |
|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Agree somewhat |
| <input type="checkbox"/> Disagree          | <input type="checkbox"/> Agree          |
| <input type="checkbox"/> Disagree somewhat | <input type="checkbox"/> 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

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Often
<input type="checkbox"/> Rarely	<input type="checkbox"/> Somewhat often	<input type="checkbox"/> 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

<input type="checkbox"/> Never	<input type="checkbox"/> Occasionally	<input type="checkbox"/> Often
<input type="checkbox"/> Rarely	<input type="checkbox"/> Somewhat often	<input type="checkbox"/> 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

- |                                    |                               |                                    |
|------------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> Very poor | <input type="checkbox"/> Fair | <input type="checkbox"/> Very good |
| <input type="checkbox"/> Poor      | <input type="checkbox"/> Good | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |   |   |
|---|---|
| <input type="checkbox"/> Not that important | <input type="checkbox"/> Essential      |
| <input type="checkbox"/> Somewhat important | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> 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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Strongly disagree | <input type="checkbox"/> Disagree somewhat | <input type="checkbox"/> Agree          |
| <input type="checkbox"/> Disagree          | <input type="checkbox"/> Agree somewhat    | <input type="checkbox"/> 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

Chaired 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

- |   |   |
|---|---|
| <input type="checkbox"/> Of no importance   | <input type="checkbox"/> Important      |
| <input type="checkbox"/> Somewhat important | <input type="checkbox"/> 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

- |                                 |                                       |                                     |
|---------------------------------|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Sometimes    | <input type="checkbox"/> 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

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

**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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                 |   |                                     |
|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Never  | <input type="checkbox"/> Occasionally   | <input type="checkbox"/> Often      |
| <input type="checkbox"/> Rarely | <input type="checkbox"/> Somewhat often | <input type="checkbox"/> 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

- |                                   |                                      |                                     |
|-----------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Too Much | <input type="checkbox"/> About Right | <input type="checkbox"/> 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

- |  |  |
|--|--|
| <input type="checkbox"/> Yes, doing now      | <input type="checkbox"/> No, would like to but am unable |
| <input type="checkbox"/> Yes, have done      | <input type="checkbox"/> No, and no plans                |
| <input type="checkbox"/> 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 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](mailto:miazg003@umn.edu)

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