

UMAY 2015 Survey – University of Michigan

UMAY/SERU Consent Form

After reading this important information, please select "Agree" at the bottom of this page and then "Next" to begin the survey.

What are UMay & SERU? The **University of Michigan Asks You (UMAY)** survey is a questionnaire designed to help the University better understand the undergraduate experience at Michigan. It is a part of a multi-campus project known as the Student Experience in the Research University (SERU). The project is funded by the participating research universities and is based at the Center for Studies in Higher Education at UC-Berkeley. It is being administered by the University of Minnesota Office of Measurement Services (OMS).

We share aggregate results of the survey with every undergraduate school or college on campus, down to the department level. **Your responses provide U-M with important feedback about the undergrad experience.**

INFORMED CONSENT for the UMay/SERU Project

Procedure: If you agree to take the UMay survey, you will be directed to an online questionnaire that should take about 15-30 minutes to complete.

You will answer a core set of questions about yourself and your undergraduate experience, and then will be asked to answer one additional short survey module of questions specific to the University of Michigan.

Please note: The UMay Survey is best viewed on a tablet or PC (not a smartphone)

Prizes: Students who submit their survey will be automatically entered into drawings for a \$100 cash prize. U-M will conduct 30 days of drawings, resulting in 30 student winners.

Accessibility: If you are using screen reading software (e.g., JAWS), please use table navigation. You are also encouraged to send a reply or call Mark Miazga at 612-624-0675 for confidential assistance. If you are visually impaired and would prefer to complete the survey over the phone, please contact the survey administrators at 612-626-1875.

Voluntary Participation: Participation in this research is entirely voluntary, and your decision whether or not to participate will not affect your relationship with the University in any way. You may choose to withdraw at any time without penalty; however, to be entered in the drawing for prizes you must submit the survey. You may also choose not to answer particular questions and still be eligible for prizes.

Benefits: While there may not be any direct benefit to you from participating, UMay results will help the University evaluate and improve the undergraduate experience. The data may also be made available to researchers who are studying issues that can improve undergraduate education at a wider level.

Protecting Your Privacy: Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. By participating, you agree to allow U-M to match your survey responses to official campus information crucial to answering important questions about the undergraduate experience. These data are:

Current class level
High school GPA

Term/year you first enrolled
Ethnicity

Credits earned
Date of birth
Cum GPA
ACT or SAT scores
Major
High school rank
Transfer status

Whether you are a U-M athlete
Transfer credits
Financial Aid Status, including aid received
Sex
Residency & Citizenship
Membership in a Michigan Learning Community

Also, if you responded to the UMay survey in previous years, your 2015 responses may be linked to those you provided in prior years. Once the survey data is linked to academic information, the personally-identifiable information will be removed from the data set. The University of Michigan will retain the ability to link survey data back to you but will guard your confidentiality.

Study Staff: On the University of Michigan campus, the survey is sponsored by the Office of the Provost, and the principal investigator is Karen Zaruba, Assistant Director for Enrollment Management & Student Surveys.

Asking Questions and Reporting Concerns: If you have other questions, please contact the survey coordinators at the University of Michigan at umaysurvey@umich.edu or (734) 763-9954; or contact the survey staff at miazg003@umn.edu or the Project Coordinator, Mark Miazga at 612-624-0675. In addition, if you have questions about your rights as a research participant, or wish to obtain information, ask questions or discuss any concerns about this study with someone other than the researcher(s), please contact the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board, 2800 Plymouth Rd. Building 520, Room 1169 Ann Arbor, MI 48109-2800, (734) 936-0933 [or toll free, (866) 936-0933], irbhsbs@umich.edu.

The study number is HUM00027019. You may choose to save or print a copy of this consent form by using the print function of your browser.

Problems: Problems logging in? Please send us a message or call us at 612-626-1875.

CONSENT Statement of Consent By selecting "Agree," I am providing my consent to this survey research effort, as described above. I understand and will participate.

- Agree (1)
- Disagree (2)

If Disagree Is Selected, Then Skip To End of Survey

This year's survey has three parts:

- I. Academic engagement, time use, academic and personal development, overall satisfaction, and evaluation of the educational experience.
- II. Background information.
- III. Items specific to the University of Michigan. 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

Q6 During this academic year, how often have you done each of the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Contributed to a class discussion (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brought up ideas or concepts from different courses during class discussions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an insightful question in class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found a course so interesting that you did more work than was required (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen challenging courses, when possible, even though you might lower your GPA by doing so (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a class in which the professor knew or learned your name (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 How frequently have you engaged in these activities so far this academic year?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Taken a small research-oriented seminar with faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated with a faculty member by e-mail, texting, or in person (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with the instructor outside of class about issues and concepts derived from a course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with faculty during class sessions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 How frequently during this academic year have you done each of the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Turned in a course assignment late (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class without completing assigned reading (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class unprepared (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped class (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raised your standard for acceptable effort due to the high standards of a faculty member (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensively revised a paper before submitting it to be graded (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought academic help from instructor or tutor when needed (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on class projects or studied as a group with classmates outside of class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped a classmate better understand the course material when studying together (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Thinking back over your coursework this academic year, how often were you required to do the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Recognize or recall specific facts, terms, and concepts (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain methods, ideas, or concepts and use them to solve problems (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or generate new ideas, products, or ways of understanding (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Thinking back on this academic year, how often have you done each of the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Used facts and examples to support your viewpoint (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated ideas or concepts from different courses when completing assignments (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined how others gathered and interpreted data and assessed the soundness of their conclusions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconsidered your own position on a topic after assessing the arguments of others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 On average, how much of your assigned course reading have you completed this academic year?

- 0-10% (1)
- 11-20% (2)
- 21-30% (3)
- 31-40% (4)
- 41-50% (5)
- 51-60% (6)
- 61-70% (7)
- 71-80% (8)
- 81-90% (9)
- 91-100% (10)

Time Allocation

Q13 How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none) Paid employment (including internships) on campus:

Q14 Paid employment (including internships) off campus:

Answer If How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none) Paid employment (including internships) on campus: Text Response Is Greater Than 0 Or How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none) Paid employment (including internships) on campus: Text Response Is Empty Or How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none) Paid employment (including internships) off campus: Text Response Is Greater Than 0 Or How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none) Paid employment (including internships) off campus: Text Response Is Empty

Q15 Of your total hours spent working for pay, about how many hours were related to your academic interests? (Must be numeric, enter 0 for none)

Q16 How many hours do you spend in a typical week (7 days) on the following activities?

	0 (1)	1-5 (2)	6-10 (3)	11-15 (4)	16-20 (5)	21-25 (6)	26-30 (7)	More than 30 (8)
Attending classes, discussion sections, or labs (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying and other academic activities outside of class (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending movies, concerts, sports, or other entertainment events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing community service or volunteer activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in physical exercise, recreational sports, or physically active hobbies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in spiritual or religious activities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in student clubs or organizations (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with family (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV, streaming movies/TV on computer or tablet (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to school and/or to work (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 During this academic year, what was the average number of hours per night you slept on weeknights?

- 4 or less (1)
- 5 (2)
- 6 (3)
- 7 (4)
- 8 (5)
- 9 or more (6)

Academic and Personal Development

Q19 Please rate your level of proficiency in the following areas when you started at this campus and now.

	When you started here						Current ability level					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Analytical and critical thinking skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be clear and effective when writing (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to read and comprehend academic material (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding your field of study (i.e., college major) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak clearly and effectively in English (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand international perspectives (economic, political, social, cultural) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Please rate your level of proficiency in the following areas when you started at this campus and now.

	When you started here						Current ability level					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Library research skills (e.g., finding books, articles, evaluating information sources) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other research skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare and make a presentation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal (social) skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Similarly, please rate your level of proficiency in the following areas when you started at this campus and now.

	When you started here						Current ability level					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Ability to appreciate and understand racial and ethnic diversity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate cultural and global diversity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Climate for Diversity

Q23 Please indicate how strongly you agree or disagree with the following statements in terms of yourself.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel free to express my political beliefs on campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my religious beliefs on campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my race/ethnicity are respected on this campus (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my socio-economic status are respected on this campus (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender are respected on this campus (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected on this campus (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected on this campus (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Please indicate how strongly you agree or disagree with the following statements in terms of yourself.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
Students of my immigration background are respected on this campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a physical, psychological, or learning disability like mine are respected on this campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Plans and Aspirations

Q26 Which of the following best represents your plans for after graduation? (Select only one)

- Enroll in graduate or professional school (1)
- Work full-time (2)
- Work part-time (3)
- Be self-employed (4)
- Study or work abroad (5)
- Join armed forces (6)
- Paid internship (7)
- Unpaid internship/ volunteer (8)
- Take a year off (9)
- Do something else (10)
- I have no idea at this point (11)
- Other (12)

Q27 What career do you hope to eventually have after you have completed your education? (Select only one)

- Agriculture/agribusiness (1)
- Artistic, creative professions (2)
- Business, finance-related professions (3)
- Civil Service/government (4)
- Education (5)
- Engineering, computer programming (6)
- Law (7)
- Medicine, health-related professions (8)
- Military (9)
- Psychology, helping professions (10)
- Researcher, scientist (11)
- I have no idea whatsoever (12)
- Other (13)

Q28 What is the highest academic degree or credential that you plan to eventually earn?

- Bachelor's degree (B.A., B.S., etc.) (1)
- Teaching credential (2)
- Business master's (M.B.A.) (3)
- Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.) (4)
- Academic master's (M.A., M.S., etc.) (5)
- Law degree (L.L.B., J.D., etc.) (6)
- Medical doctorate other than M.D. (D.O., D.D.S., D.V.M., etc.) (7)
- Medical doctor (M.D.) (8)
- Doctorate (Ph.D., Ed.D., etc.) (9)
- Multiple doctoral degrees (M.D./Ph.D.) (10)
- I do not know yet (99)
- If other, please elaborate (12) _____

Q29 Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a University of Michigan student.

	Yes, doing now or have done (1)	No (0)
A research project or research paper as part of your coursework (1)	<input type="radio"/>	<input type="radio"/>
At least one student research course (a course in which you learned research methods or researched a topic) (2)	<input type="radio"/>	<input type="radio"/>
At least one independent study course (3)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research with course credit (4)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit (5)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit (6)	<input type="radio"/>	<input type="radio"/>
A creative activity as part of your coursework (7)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit (8)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit (9)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit (10)	<input type="radio"/>	<input type="radio"/>

Overall Satisfaction and Agreement

Q31 How satisfied are you with the following aspects of your campus experiences/education?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
My University of Michigan grade point average (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of your education for the price you are paying (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 Please select your level of agreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel that I belong at the University of Michigan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now, I would still choose to enroll at the University of Michigan (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENTS WILL ANSWER IF THEY HAVE A MAJOR DECLARED

RUCMJR1EVA 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 campus records. Please select the major that you will evaluate. If you do not want to evaluate the first major listed, then you will need to make another selection. If

you have changed majors and would like to evaluate your new major, please select the "Other" option and then choose your new major from the subsequent list. For those with a second major listed below, you will have an opportunity to evaluate the second major, if you wish.

If MAJOR_TEXT1 Is Not Empty

- First Major name listed here

If MAJOR_TEXT2 Is Not Empty

- Second Major name listed here
- Other (3)

Answer If The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according U-M

RUCMJR1EVA Please select your new major from the following list.

- AAPTIS BA (215)...
- Women's Studies BS (427)

VERSION FOR STUDENTS WITH DECLARED MAJOR

Q35 Were the following factors very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice of major (8)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (9)	<input type="radio"/>	<input type="radio"/>
Compelled to choose a major by school requirements or deadlines (10)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (11)	<input type="radio"/>	<input type="radio"/>

VERSION FOR STUDENTS WITH NO DECLARED MAJOR YET

Q36 Evaluation of the Major or Evaluation of the Educational Experience Which of the following factors do you consider to be very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (8)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (9)	<input type="radio"/>	<input type="radio"/>

Answer If EVAL_MAJOR Is Equal to Y

Q37 Please answer the following questions about your major.

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (7)	<input type="radio"/>	<input type="radio"/>
Is the website (and/or social media) used to facilitate communication between students and the program? (8)	<input type="radio"/>	<input type="radio"/>

VERSION FOR STUDENTS WITH DECLARED MAJOR

Please answer the following questions about your experiences in the major.

Answer If EVAL_MAJOR Is Equal to N

Please answer the following questions about your educational experience overall.

Q40 How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty clearly explaining what constitutes plagiarism and its consequences (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty providing prompt and useful feedback on student work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VERSION FOR STUDENTS WITH DECLARED MAJOR

Q41 How satisfied are you with each of the following aspects of your educational experience in the major?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable- No courses taken (99)
Variety of courses available in your major (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of lower-division courses in your major (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of upper-division courses in your major (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by departmental staff on academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching by Graduate Students (TAs, GSIs, AIs) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses for general education or breadth requirements (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get into a major that you want (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., service-learning, study abroad, internships) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library research resources (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUCPROF1RE 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 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 or more (4)

RUCMJR2EVA Would you like to evaluate another major?

- Yes (1) (Major items will repeat)
- No, skip to next part of questionnaire (0)

If No Is Selected, Then Skip To End of Block

Part II: Your Background and Personal Characteristics

RUCCOMPLET Will you complete a bachelor's degree this spring or summer?

- Probably yes (1)
- Probably no (0)

Answer If Will you complete a bachelor's degree this spring or summer? Probably yes Is Selected

RUCPAYCNCR How concerned have you been about paying for your undergraduate education up to now?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

Answer If Will you complete a bachelor's degree this spring or summer? Probably no Is Selected

RUCPAYCNCR How concerned are you about paying for your undergraduate education next year?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

Answer If Will you complete a bachelor's degree this spring or summer? Probably no Is Selected

RUCPAYCNCR How concerned have you been about paying for your undergraduate education up to now?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

RUCPAYACCU How concerned are you about your accumulated educational debt?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

RUCSTDYABR Which of the following best describes your participation in a study abroad program this year?

- I have completed, am currently, or will be this summer on a study abroad program (1)
- I did not consider studying abroad (2)
- I considered study abroad but decided against it because of the cost (3)
- I considered study abroad but decided against it for another reason. Please elaborate: (4) _____

Q58 How frequently have you engaged in the following behaviors in the past year?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Skipped meals to save money (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal / recreational spending (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my debt and financial circumstances (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUCCOSTMAN 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 University of Michigan is manageable.

- Strongly disagree (1)
- Disagree (2)
- Somewhat disagree (3)
- Somewhat agree (4)
- Agree (5)
- Strongly agree (6)

RUCPELL Have you ever received a Pell grant?

- Yes (1)
- No (2)

RUCCOSTTXT Is there anything else that you would like to tell us about the impact of the cost to attend on your educational experience at the University of Michigan?

RUCIMMIGRA When did you come to the United States to live?

- I was born in the U.S. (1)
- 1999 or earlier (2)
- 2000 (3)
- 2001 (4)
- 2002 (5)
- 2003 (6)
- 2004 (7)
- 2005 (8)
- 2006 (9)
- 2007 (10)
- 2008 (11)
- 2009 (12)
- 2010 (13)
- 2011 (14)
- 2012 (15)
- 2013 (16)
- 2014 or later (17)

RUCAGEENGL When did you learn to speak English?

- English is my native language (1)
- Before I was 6 years old (2)
- When I was 6 to 10 years old (3)
- When I was 11 to 15 years old (4)
- After turning 16 years old (5)

Q64 Please identify, to the best of your knowledge, where the following relatives were born.

	In U.S. (1)	Outside the U.S. (0)	Do not know (99)
My mother (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUCPARENTE Which of the following best describes the educational experience of your parents?

- Neither parent attended college (1)
- Neither parent has a four-year degree but one or both attended college (2)
- One or both parents have a four-year degree (3)

RUCSOCIALC Which of the following best describes your social class when you were growing up?

- Wealthy (5)
- Upper-middle or professional-middle (4)
- Middle-class (3)
- Working-class (2)
- Low-income or poor (1)

RUCFINANCI Are you considered a financially independent student for the purposes of the Free Application for Federal Student Aid (FAFSA)? Note: The FAFSA is used by US citizens and permanent residents to apply for financial aid from the US federal and state governments.

- Yes (1)
- No (0)

Answer If Are you a financially independent student? No Is Selected

RUCINCOME To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2014?

- Less than \$10,000 (1)
- \$10,000 to \$19,999 (2)
- \$20,000 to \$34,999 (3)
- \$35,000 to \$49,999 (4)
- \$50,000 to \$64,999 (5)
- \$65,000 to \$79,999 (6)
- \$80,000 to \$99,999 (7)
- \$100,000 to \$124,999 (8)
- \$125,000 to \$149,999 (9)
- \$150,000 to \$199,999 (10)
- \$200,000 or more (11)

Answer If Are you a financially independent student?Some students have no contact with their parents, and t... Yes Is Selected

RUCINCOME To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2014?

- Less than \$10,000 (1)
- \$10,000 to \$19,999 (2)
- \$20,000 to \$34,999 (3)
- \$35,000 to \$49,999 (4)
- \$50,000 to \$64,999 (5)
- \$65,000 to \$79,999 (6)
- \$80,000 to \$99,999 (7)
- \$100,000 to \$124,999 (8)
- \$125,000 to \$149,999 (9)
- \$150,000 to \$199,999 (10)
- \$200,000 or more (11)

RUCRELIGIO What is your religious/spiritual preference?

- Spiritual but not associated with a major religion (1)
- Not particularly spiritual (2)
- No preference (3)
- Agnostic (4)
- Atheist (5)
- Baptist (6)
- Buddhist (7)
- Christian Church (Disciples) (8)
- Eastern Orthodox (9)
- Episcopalian (10)
- Hindu (11)
- Jewish (12)
- Lutheran (13)
- Methodist (14)
- Mormon (15)
- Muslim (16)
- Presbyterian (17)
- Quaker (18)
- Roman Catholic (19)
- Seventh Day Adventist (20)
- Sikh (21)
- Taoist (22)
- Unitarian/Universalist (23)
- United Church of Christ/Congregational (24)
- Other Christian (25)
- Other religion (26)

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

- Yes (1)
- No (0)

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

- Yes (1)
- No (0)

Answer If Do you have any physical disabilities that affect how you access or use campus facilities? Yes Is Selected Or Do you have any learning disabilities that affect how you read, study, or do your coursework? Yes Is Selected

RUCACCOMDI Do you currently receive accommodations from campus due to your disability?

- Yes (1)
- No (2)

Answer If Do you have any physical disabilities that affect how you access or use campus facilities? Yes Is Selected Or Do you have any learning disabilities that affect how you read, study, or do your coursework? Yes Is Selected

RUCDISABIL Is there anything else you would like to tell us about how your disability affects your experiences as a student on this campus?

RUCGENDER2 What is your current gender identity?

- Male (1)
- Female (2)
- Trans Male/Trans Man (3)
- Trans Female/Trans Woman (4)
- Genderqueer/Gender Non-Conforming (5)
- Decline to state (6)
- Other; please elaborate (7) _____

RUCSEX2015 What sex were you assigned at birth, such as on an original birth certificate?

- Male (1)
- Female (2)
- Decline to state (3)
- Other; please elaborate (4) _____

RUCSEXORIE Do you consider yourself to be:

- Heterosexual or straight (1)
- Gay or lesbian (2)
- Bisexual (3)
- Questioning (4)
- Decline to state (5)
- Other, please elaborate (6) _____

RUCPOLITCO How would you characterize your political orientation?

- Very liberal (1)
- Liberal (2)
- Slightly liberal (3)
- Moderate or middle of the road (4)
- Slightly conservative (5)
- Conservative (6)
- Very conservative (7)

RUCRESIDNC Where are you living this term?

- Campus residence hall (1)
- Campus owned apartment or house (on- or off-campus) (2)
- Sorority or fraternity (4)
- Co-op student housing (4)
- Off-campus in an apartment (5)
- Off-campus in a house (6)
- Other, please elaborate (7) _____

Q80 How far do you live from campus?

- On campus or < 1 mile (1)
- 1 mile to 2 miles (2)
- 3 miles to 10 miles (3)
- 11 to 20 miles (4)
- 21 miles or more (5)

RUCTRANSPO What is your primary mode of transportation to campus during the spring 2015 term?

- Walk (1)
- Bicycle (2)
- Campus Bus (3)
- City bus (4)
- Subway train or other train (e.g., Amtrak) (5)
- Carpool (2 or more) (6)
- Drive alone (7)
- Motorcycle, motorized scooter, or moped (8)
- Rollerblade, skateboard, skate, or scooter (9)
- Mobility scooter, powered wheelchair, or wheelchair (10)
- Other, please elaborate (11) _____

RUCLIVEWIT With whom do you live?

- No one. I live alone (1)
- I share an apartment, house or residence hall room with at least one other University of Michigan student (2)
- I share an apartment or house with peers who are not University of Michigan students (3)
- I live with at least one family member (4)
- I am a single parent living with children (5)
- I live with my spouse or domestic partner and children (6)
- I live with my spouse or domestic partner without children (7)
- Other, please elaborate (8) _____

**Almost done! Thank you for the feedback you are giving to make U-M a better institution.
These last items are of specific interest to the University of Michigan.**

MIWC1 How easy or difficult has each of the following for you at the University of Michigan? (Note: If not important to you, please indicate as such.)

	Not Important to Me (1)	Very Difficult (2)	Difficult (3)	Neutral (4)	Easy (5)	Very Easy (6)
Finding people on campus who share my background and experiences (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing friendships with other students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being taken seriously academically--to have professors think I am capable of doing quality work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling comfortable in the campus community--feeling as though I belong here (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective study habits (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling on top of the academics--confident I can do the work required (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in & making contributions to class discussions & projects (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a question in class about something I do not understand (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approaching instructors for advice and assistance (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding academic help when I need it (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying my academic & intellectual strengths and interests (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing information about academic opportunities such as study abroad, honors, service learning, research programs, etc. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved in campus programs outside of the classroom (i.e. Student Life programming, Trotter Center, ASB) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding ways to be involved in student clubs & organizations (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIWC2 Indicate your level of agreement with the following statements:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
I was prepared academically for the University of Michigan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am performing up to my academic potential (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued as an individual at this institution (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UM has a strong commitment to undergraduate education (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UM has a strong commitment to diversity (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important at this institution (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIWC3 Based on your experience and observation, rate the general climate for students at the University of Michigan along the following dimensions. Campus Climate is:

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)
Friendly:Hostile (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring:Impersonal (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectful:Disrespectful (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerant of diversity:Intolerant of diversity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe:Dangerous (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIWC4 Please rate your current awareness and understanding of the following issues compared with when you started at the University of Michigan:

	Much Weaker (1)	Weaker (2)	No Change (3)	Stronger (4)	Much Stronger (5)
Social class and economic differences/issues (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic differences/issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender differences/issues (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation differences/issues (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIWC5 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?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	All of the Time (5)
Their religious beliefs were very different than yours (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political opinions were very different from yours (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were an immigrant or from an immigrant family (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were of a different nationality than your own (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were of a different race or ethnicity than your own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their gender was different (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation was different (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were from a different social class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIWC6 Compared with when you first entered UM, how would you rate yourself on the following attributes:

	Much Weaker (1)	Weaker (2)	No Change (3)	Stronger (4)	Much Stronger (5)
Ability to thoughtfully consider perspectives different from my own (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of the strengths, limitations, and/or biases inherent in my own perspective (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work & get along with people whose background and experiences are different from my own (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIWC7 What is your level of agreement or disagreement with the following:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
I would know the steps to take on campus if I felt harrassed or discriminated against by a faculty member (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would know the steps to take on campus if I felt harrassed or discriminated against by a member of the staff or administration (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would know the steps to take on campus if I felt harrassed or discriminated against by a fellow student (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary Observations Closing Comment

RUCMOSTIMP What is the single, most important thing that your campus could realistically do to create a better undergraduate experience for students like you? Please describe only one and use fewer than [500] characters.

When you select "Submit" at the bottom of this page, your survey will be securely locked and you should receive no further reminders from us about completing the 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. Aggregate results will be shared with undergraduate schools, colleges, and departments at the University, as well as with key administrative and service units across campus. Your responses will help UM make better-informed decisions about undergraduate education.