

SERU 2018 University of Michigan

Start of Block: Introduction

META Browser Meta Info

Browser (1)

Version (2)

Operating System (3)

Screen Resolution (4)

Flash Version (5)

Java Support (6)

User Agent (7)

REMOVE1 UMAC/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 UMAC & SERU? The **University of Michigan Asks You (UMAC)** 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's 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 UMAC/SERU Project

Procedure: If you agree to take the UMAC 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.

Prizes: Students who submit their survey will be automatically entered into drawings for cash

prizes including seventy-five prizes at \$25, fifteen at \$50, and five at \$100.

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 612-626-1520.

Voluntary Participation: Participation in this research is entirely voluntary, and your decision 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.

Risks: The researchers have taken steps to minimize the risks of this study. Even so, there is a small chance that the information you provide could be unintentionally disclosed. To mitigate this risk, your response will be stored on a password protected server and only the researchers will have access to personally-identifiable information.

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:

- Personal demographics (e.g. sex, race/ethnicity, residency status)
- Admissions application information (e.g. test scores, high school GPA)
- Financial aid status, including aid received
- Transfer status/credits
- Academic record (e.g. current class level, credits earned, GPA, major, courses taken)
- Membership in a Michigan Learning Community
- Participation in athletics
- Use of U-M facilities

Also, if you responded to the UMay survey in previous years, your 2018 responses may be linked to those you provided in prior years. If you completed other campus surveys, your UMay responses may also be linked to the responses from those surveys. Once the survey data is linked to any 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 Carson Phillips, Research Area Specialist.

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) 764-3660; or contact the Project Coordinator, Mark Miazga at miazg003@umn.edu or 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 612-624-0675.



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)

Skip To: End of Survey If Statement of Consent By selecting "Agree," I am providing my consent to this survey research ef... = Disagree

Page Break

REMOVE2 This year's survey has three parts:

- I. Your experiences at the University of Michigan
- II. Your Background and Personal Characteristics
- III. Items of special interest to the campus

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

End of Block: Introduction

Start of Block: PART I Academic Engagement

REMOVE3 Your experiences at the University of Michigan

Academic Engagement



R1 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 (RUCCHLLNGCLSDIS)	<input type="radio"/>					
Brought up ideas or concepts from different courses during class discussions (RUCCHLLNGDIFCLS)	<input type="radio"/>					
Asked an insightful question in class (RUCCHLLNGASKIN)	<input type="radio"/>					
Found your courses so interesting that you did more work than was required (RUCCHLLNGINTRST)	<input type="radio"/>					
Communicated with the instructor outside of class about issues and concepts derived from a course (RUCFCLTYDISCEX)	<input type="radio"/>					
Made a class presentation (RUCCHLLNGPRESNT)	<input type="radio"/>					
Had a class in which the professor knew or learned your name (RUCCHLLNGNAME)	<input type="radio"/>					



R2 How frequently have you engaged in these activities so far this academic year?

	Never (1)	One time (2)	Two times (3)	Three or more times (4)
Taken a small research-oriented seminar with faculty (RUCFCLTYSMNR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen challenging courses (RUCCHLLNGCOURSE)	<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) (RUCFCLTYOTHACT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



R3 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 (RUCCLATEASSIGN)	<input type="radio"/>					
Gone to class unprepared (RUCCLASSUNPREP)	<input type="radio"/>					
Skipped class (RUCSKIPPEDCLASS)	<input type="radio"/>					
Increased your academic effort due to the high standards of a faculty member (RUCINCREASEEFFORT)	<input type="radio"/>					
Substantially revised a paper before submitting it to be graded (RUCREVISEDPAPER)	<input type="radio"/>					
Sought academic help from instructor or tutor when needed (RUCSOUGHTHELP)	<input type="radio"/>					
Studied with a group of classmates outside of class (RUCSTUDYGROUP)	<input type="radio"/>					
Worked on class projects with classmates outside of class (RUCCLASSPROJECT)	<input type="radio"/>					
Helped a classmate better understand the course material when studying together (RUCHELPEDMATE)	<input type="radio"/>					

Page Break



R4_RUCAMOUNTREAD 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)

Page Break

REMOVE4 **Time Allocation**



R5_RUCTIMEPAIDON **During this academic year, 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:



R6_RUCTIMEPAIDOFF Paid employment (including internships) **off** campus:

Display This Question:

If If During this academic year, how many hours do you spend in a typical week (7 days) on the followin... Text Response Is Not Empty

And During this academic year, how many hours do you spend in a typical week (7 days) on the followin... Text Response Is Greater Than 0

Or If

If Paid employment (including internships) off campus: Text Response Is Not Empty

And Paid employment (including internships) off campus: Text Response Is Greater Than 0

R7_RUCTIMEPAIDIN **Of your \$e{ q://QID330/ChoiceTextEntryValue + q://QID338/ChoiceTextEntryValue } hours spent working for pay, about how many hours were related to your academic interests? (Must be numeric, enter 0 for none)**



R8 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 (RUCTIMECLASS)	<input type="radio"/>							
Studying and other academic activities outside of class (RUCTIMESTUDY)	<input type="radio"/>							
Attending cultural events, movies, concerts, sports or other entertainment with others (RUCTIMEENTERTAIN)	<input type="radio"/>							
Performing community service or volunteer activities (RUCTIMECOMMSRV)	<input type="radio"/>							
Participating in physical exercise, recreational sports, or physically active hobbies (RUCTIMEEXERCISE)	<input type="radio"/>							
Participating in spiritual or religious activities (RUCTIMESPIRIT)	<input type="radio"/>							
Participating in student clubs or organizations (RUCTIMECLUB)	<input type="radio"/>							
Socializing with friends (RUCTIMEFRIEND)	<input type="radio"/>							
Partying (RUCTIMEPARTY)	<input type="radio"/>							
Spending time with family (RUCTIMEFAMILY)	<input type="radio"/>							

Spending time on
entertainment from
television, internet, and
other media
(RUCTIMEMEDIA)



R9_RUCTIMESLEEP 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)

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REMOVE5 *Educational Experiences*



R10 Have you completed or are you now participating in the following activities at the University of Michigan?

	Yes, doing now or have done (1)	No (0)
First-year seminar (RUCFIRSTYRSEM)	<input type="radio"/>	<input type="radio"/>
Learning community (taking two or more linked classes with the same cohort of students) (RUCLRNCOMMNTY)	<input type="radio"/>	<input type="radio"/>
Living-learning program(s) (where students with common interests live together and share learning experiences in and out of the classroom) (RUCLLIVELEARN)	<input type="radio"/>	<input type="radio"/>
Writing-intensive/enriched course(s) (RUCWRITEINTNSV)	<input type="radio"/>	<input type="radio"/>
Academic experiences with a diversity (e.g., race, gender, sexual orientation, etc.) focus (RUCDVRSTYTHEME)	<input type="radio"/>	<input type="radio"/>
Capstone or thesis project(s) (RUCCAPSTONE)	<input type="radio"/>	<input type="radio"/>
Academic service learning or community-based learning experience (RUCSERVICELRNG)	<input type="radio"/>	<input type="radio"/>
Credit bearing internship, practicum, or field experience (RUCINTERNCRED)	<input type="radio"/>	<input type="radio"/>
Non-credit bearing internship, practicum, or field experience (RUCINTERNNONCRED)	<input type="radio"/>	<input type="radio"/>
Honors program (RUCHONORSPRGM)	<input type="radio"/>	<input type="radio"/>
Leadership program (RUCLEADERSHIP)	<input type="radio"/>	<input type="radio"/>
Entrepreneurial program (RUCENTREPREN)	<input type="radio"/>	<input type="radio"/>

On campus academic experiences with an international/global focus (RUCCOURSEGLOBAL)

Study abroad—academically-focused time outside of the U.S. in which at least 1 academic credit is accrued (RUCSTUDYABROAD)

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R11 Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a University of Michigan student.

A research project refers to original projects in any discipline or field of studies and may include critical analysis of primary or secondary sources, scientific investigations, and developing and testing systems/tools.

A creative project refers to original projects in any discipline or field of studies and may include design of various media forms, performance arts, marketing campaign, and curating an exhibit.

	Yes, doing now or have done (1)	No (0)
A research project or research paper as part of your coursework (RUCCMPLTDRES)	<input type="radio"/>	<input type="radio"/>
At least one research methods course (RUCMETHODS)	<input type="radio"/>	<input type="radio"/>
At least one independent study course (RUCRES199)	<input type="radio"/>	<input type="radio"/>
Assist faculty in conducting research (RUCRESFAC)	<input type="radio"/>	<input type="radio"/>
A creative project as part of your coursework (RUCCREATACT)	<input type="radio"/>	<input type="radio"/>
Assist faculty with their creative project (RUCCREATFAC)	<input type="radio"/>	<input type="radio"/>
Conduct own research or creative project outside of your regular coursework <u>under</u> the guidance or supervision of a faculty member (RUCSOLOFACSUP)	<input type="radio"/>	<input type="radio"/>
Conduct own research or creative project outside of your regular coursework <u>without</u> the guidance or supervision of a faculty member (RUCSOLONOFAC)	<input type="radio"/>	<input type="radio"/>

 Page Break

Display This Question:

If Indicate the following scholarship, research, and creative activities that you are currently doing... = Assist faculty in conducting research [Yes, doing now or have done]



R12_RUCRESEARCH You indicated that you are assisting or have assisted faculty with research. Which of the following best describes the nature of that assistance? (Please select all that apply based on the variety of experiences you are having or have had)

- As a research participant (1)
 - As a research assistant (2)
 - Other, please specify (3)
-

Display This Question:

If Indicate the following scholarship, research, and creative activities that you are currently doing... = Assist faculty with their creative project [Yes, doing now or have done]



R13_RUCCREATE You indicated you are assisting or have assisted faculty with a creative project. Was your assistance with the creative project for... (Please select all that apply based on the variety of experiences you are having or have had)

- Course credit without pay (1)
 - Pay without course credit (2)
 - Pay with course credit (7)
 - Volunteer without pay or course credit (3)
-

Display This Question:

If Indicate the following scholarship, research, and creative activities that you are currently doing... = Assist faculty in conducting research [Yes, doing now or have done]



R14_RUCRESEARCHCREDIT **Was your assistance with research for...** (Please select all that apply based on the variety of experiences you are having or have had)

- Course credit without pay (1)
- Pay without course credit (2)
- Pay with course credit (7)
- Volunteer without pay or course credit (3)

Display This Question:

If Indicate the following scholarship, research, and creative activities that you are currently doing... = Conduct own research or creative project outside of your regular coursework under the guidance or supervision of a faculty member [Yes, doing now or have done]

Or Indicate the following scholarship, research, and creative activities that you are currently doing... = Conduct own research or creative project outside of your regular coursework without the guidance or supervision of a faculty member [Yes, doing now or have done]

R88_RUCCOMMUNICATE **You indicated you are or have conducted your own research or creative project outside of your regular coursework. If you communicated or shared the**

results of your research or creative project, please indicate how you did this (*Please select all that apply*)

- Through presenting/exhibiting/performing it on campus (1)
 - Through presenting/exhibiting/performing it outside of campus, such as at a regional, national and/or international conference or competition (4)
 - Through publishing in a peer-reviewed professional journal (5)
 - Through publishing in a campus or student journal (6)
 - Through publishing in an electronic forum or other public arena (7)
 - Other ways; please specify (8)
-

Page Break

R15 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)
Appreciate the world from someone else's perspective: In the classroom (RUCINAPPOTHPERS)	<input type="radio"/>					
Appreciate the world from someone else's perspective: Outside the classroom (RUCEXAPPOTHPERS)	<input type="radio"/>					
Interact with someone with views that are different from your own: In the classroom (RUCINOTHVIEW)	<input type="radio"/>					
Interact with someone with views that are different from your own: Outside the classroom (RUCEXOTHVIEW)	<input type="radio"/>					
Discuss and navigate controversial issues: In the classroom (RUCINCNTRVSY)	<input type="radio"/>					
Discuss and navigate controversial issues: Outside the classroom (RUCEXCNTRVSY)	<input type="radio"/>					

REMOVE6 *Campus Climate for Diversity and Inclusiveness*



R16 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)
Students of my race/ethnicity are respected on this campus (RUCMYRACE)	<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 (RUCMYSES)	<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 (RUCMYGENDER)	<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 (RUCMYRELIGION)	<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 (RUCMYPOLITICS)	<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 (RUCMYSEX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



R17 Please indicate how strongly you agree or disagree with the following statements in terms of yourself.

	Not applicable (99)	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
Students of my immigration background are respected on this campus (RUCMYIMMIGRANT)	<input type="radio"/>						
Students with a disability or condition like mine are respected on this campus (RUCMYDISABILITY2)	<input type="radio"/>						



R18 Please select your level of agreement or disagreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
Overall, I feel comfortable with the climate for diversity and inclusiveness at the University of Michigan. (RUCCLIMATE)	<input type="radio"/>					
EVAL_MAJOR = Y						
Overall, I feel comfortable with the campus climate for diversity and inclusion in my major. (RUCCLIMATEMAJ)	<input type="radio"/>					
Overall, I feel comfortable with the climate for diversity and inclusion in my classes (RUCCLIMATECLS)	<input type="radio"/>					
The University of Michigan is a safe and secure campus. (RUCSAFESECURE)	<input type="radio"/>					
The University of Michigan is a welcoming campus. (RUCWELCOME)	<input type="radio"/>					

End of Block: PART I Academic Engagement

Start of Block: PART I Evaluation of the Major or Evaluation of the Educational Experience

Display This Question:

If **EVAL_MAJOR = Y**

REMOVE7 **Evaluation of the Major**

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 or 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.

Display This Question:

If MAJOR_TEXT2 Is Not Empty

And EVAL_MAJOR = Y

REMOVE8 For those with a second major listed below, you will have an opportunity later to evaluate the second major, if you wish.

Display This Question:

If EVAL_MAJOR = Y



R19_RUCMJR1EVAL

MAJOR_TEXT1 Is Not Empty

#{e://Field/MAJOR_TEXT1} (1)

MAJOR_TEXT2 Is Not Empty

#{e://Field/MAJOR_TEXT2} (2)

Other (3)

Page Break

Display This Question:

If = Other

And If

EVAL_MAJOR = Y



R20_RUCMJR1EVALOTH **Please select your new major from the following list.**

▼ Aerospace Engineering BSE (182) ... Zoology BS (449)

Page Break

Display This Question:

If EVAL_MAJOR = Y



R21 Were the following factors very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (RUC1MJRCURIOSTY)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (RUC1MJRHIGHPAY)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (RUC1MJRFULFILL)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (RUC1MJRPARENTS)	<input type="radio"/>	<input type="radio"/>
Prestige (RUC1MJRPRESTIGE)	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice major (RUC1MJR2CHOICE)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (RUC1MJRGRADSCHL)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (RUC1MJROTHER)	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:
 If EVAL_MAJOR = Y



R22 Thinking back over your coursework *in your major* 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 (RUC1MJRRECALL)	<input type="radio"/>					
Explain methods, ideas, or concepts and use them to solve problems (RUC1MJREXPLAIN)	<input type="radio"/>					
Break down course material into component parts to see the basis for different outcomes and conclusions (RUC1MJRANALYZING)	<input type="radio"/>					
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning (RUC1MJREVALUATION)	<input type="radio"/>					
Create or generate new ideas, products, or ways of understanding (RUC1MJRGENERATION)	<input type="radio"/>					

Display This Question:
 If EVAL_MAJOR = N



R23
Evaluation of the Educational Experience

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 (RUCRECALL)	<input type="radio"/>					
Explain methods, ideas, or concepts and use them to solve problems (RUCEXPLAIN)	<input type="radio"/>					
Break down course material into component parts to see the basis for different outcomes and conclusions (RUCANALYZING)	<input type="radio"/>					
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning (RUC EVALUATION)	<input type="radio"/>					
Create or generate new ideas, products, or ways of understanding (RUCGENERATION)	<input type="radio"/>					

Page Break

Display This Question:
If EVAL_MAJOR = Y



R24 Thinking back over your coursework in your major this academic year, how often did you do 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 (RUC1MJRUSEDFACTS)	<input type="radio"/>					
Incorporated ideas or concepts from different courses when completing assignments (RUC1MJRSYNTHESIS)	<input type="radio"/>					
Examined how others gathered and interpreted data and assessed the soundness of their conclusions (RUC1MJREXAMINED)	<input type="radio"/>					
Reconsidered your own position on a topic after assessing the arguments of others (RUC1MJRREASSESS)	<input type="radio"/>					

Display This Question:
If EVAL_MAJOR = N



R25 Thinking back over all of your coursework this academic year, how often did you do 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 (RUCUSEDFACTS)	<input type="radio"/>					
Incorporated ideas or concepts from different courses when completing assignments (RUCSYNTHESIS)	<input type="radio"/>					
Examined how others gathered and interpreted data and assessed the soundness of their conclusions (RUCEXAMINED)	<input type="radio"/>					
Reconsidered your own position on a topic after assessing the arguments of others (RUCREASSESS)	<input type="radio"/>					

 Page Break _____

Display This Question:
If EVAL_MAJOR = Y



R26 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? (RUC1MJRCOHERENT)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (RUC1MJRREQUIRE)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (RUC1MJRCLRRULES)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (RUC1MJRCATALOG)	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If EVAL_MAJOR = N

REMOVE10 Please answer the following questions about your educational experience overall.

Display This Question:

If EVAL_MAJOR = Y

Remove10.1 Please answer the following questions about your experiences in the major.

X→

R27 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 (RUC1MJROPEN)	<input type="radio"/>					
Students treated equitably and fairly by the faculty (RUC1MJRFAIR)	<input type="radio"/>					
Clear explanation of what constitutes plagiarism (RUC1MJRPLAGIAR)	<input type="radio"/>					
Faculty providing prompt and useful feedback on student work (RUC1MJRFEEDBACK)	<input type="radio"/>					
Faculty maintaining respectful interactions in classes (RUC1MJRFACRESP)	<input type="radio"/>					
Opportunities for active participation in lecture and discussion classes (RUC1MJRACTPART)	<input type="radio"/>					
An instructor who increases your enthusiasm for the subject (RUC1MJRENTHUSE)	<input type="radio"/>					

Page Break

Display This Question:
 If EVAL_MAJOR = Y



R28 How satisfied or dissatisfied 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 (RUC1MJRVARIETY)	<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 (RUC1MJRLDQUAL)	<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 (RUC1MJRUDQUAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between students and the department (RUC1MJRCOMM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

X→

R29 How satisfied or dissatisfied 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)
Academic advising by faculty (RUCFACADVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising by school or college staff (RUCCOLADVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising by departmental staff (RUCDEPADVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction (RUCFACINST)	<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, AIs) (RUCTAINST)	<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 (RUCGEEVAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation (RUCCRSAVAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes (RUCSMLCLASS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class (RUCFACACCESS)	<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
(RUCGETMJR)

Opportunities for research experience or to produce creative products
(RURESOPP)

Educational enrichment programs (e.g., service-learning, study abroad, internships)
(RUCENRICH)

Availability of library research resources
(RUCLIBRES)



R30_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)

End of Block: PART I Evaluation of the Major or Evaluation of the Educational Experience

Start of Block: PART I Evaluation of the Second Major

Display This Question:

If MAJOR_TEXT2 Is Not Empty
And EVAL_MAJOR = Y

X→

R31_RUCMJR2EVALCUE **Would you like to evaluate another major?**

- Yes (1)
- No, skip to next part of questionnaire (0)

Skip To: End of Block If Would you like to evaluate another major? = No, skip to next part of questionnaire

Display This Question:

If EVAL_MAJOR = Y
And Would you like to evaluate another major? = Yes

R32_RUCMJR2EVAL **Please select your second major to evaluate from the following list.**

!= \${e://Field/MAJOR_TEXT1}

And MAJOR_TEXT1 Is Not Empty

- \${e://Field/MAJOR_TEXT1} (1)

MAJOR_TEXT2 Is Not Empty

- \${e://Field/MAJOR_TEXT2} (2)

- Other (3)

Display This Question:

If Please select your second major to evaluate from the following list. = Other
And Would you like to evaluate another major? = Yes

X→

R33_RUCMJR2EVALOTH **Please select your new major from the following list.**

▼ Aerospace Engineering BSE (176) ... Zoology BS (443)

Page Break

Display This Question:

If Would you like to evaluate another major? = Yes

X→

R34 Were the following factors very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (RUC2MJRCURIOSTY)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (RUC2MJRHIGHPAY)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (RUC2MJRFULFILL)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (RUC2MJRPARENTS)	<input type="radio"/>	<input type="radio"/>
Prestige (RUC2MJRPRESTIGE)	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice major (RUC2MJR2CHOICE)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (RUC2MJRGRADSCHL)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (RUC2MJROTHER)	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Would you like to evaluate another major? = Yes

X→

R35 Thinking back over your coursework in your major 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 (RUC2MJRRECALL)	<input type="radio"/>					
Explain methods, ideas, or concepts and use them to solve problems (RUC2MJREXPLAIN)	<input type="radio"/>					
Break down course material into component parts to see the basis for different outcomes and conclusions (RUC2MJRANALYZING)	<input type="radio"/>					
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning (RUC2MJREVALUATION)	<input type="radio"/>					
Create or generate new ideas, products, or ways of understanding (RUC2MJRGENERATION)	<input type="radio"/>					

Page Break

Display This Question:

If Would you like to evaluate another major? = Yes

X→

R36 Thinking back over your coursework in your major this academic year, how often did you do 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 (RUC2MJRUSEDFACTS)	<input type="radio"/>					
Incorporated ideas or concepts from different courses when completing assignments (RUC2MJRSYNTHESIS)	<input type="radio"/>					
Examined how others gathered and interpreted data and assessed the soundness of their conclusions (RUC2MJREXAMINED)	<input type="radio"/>					
Reconsidered your own position on a topic after assessing the arguments of others (RUC2MJRREASSESS)	<input type="radio"/>					

Page Break

Display This Question:

If Would you like to evaluate another major? = Yes



R37 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? (RUC2MJRCOHERENT)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (RUC2MJRREQUIRE)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (RUC2MJRCLRRULES)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (RUC2MJRCATALOG)	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:
If Would you like to evaluate another major? = Yes



R38 Please answer the following questions about your experience in the major.

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 (RUC2MJROPEN)	<input type="radio"/>					
Students treated equitably and fairly by the faculty (RUC2MJRFAIR)	<input type="radio"/>					
Clear explanation of what constitutes plagiarism (RUC2MJRPLAGIAR)	<input type="radio"/>					
Faculty providing prompt and useful feedback on student work (RUC2MJRFEEDBACK)	<input type="radio"/>					

Display This Question:
If Would you like to evaluate another major? = Yes



R39 How satisfied or dissatisfied 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 (RUC2MJRVARIETY)	<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 (RUC2MJRLDQUAL)	<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 (RUC2MJRUDQUAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between students and the department (RUC2MJRCOMM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: PART I Evaluation of the Second Major

Start of Block: PART I contin and PART II Background and Personal Characteristics

REMOVE11

Co-Curricular Experience



R40_RUCCCORG While a student at the University of Michigan have you been involved or are you currently involved in a student organization(s)?

Yes (1)

No (0)

Page Break

Display This Question:

If While a student at the University of Michigan have you been involved or are you currently involve...
= Yes



R41_RUCCCORGOFC **Are you or have you been an officer of a student organization?**

Yes (1)

No (0)

Display This Question:

If While a student at the University of Michigan have you been involved or are you currently involve...
= Yes



R42 During the current academic year, how often have you done the following activities in a student club or organization of which you are a member?

	Never (1)	1-2 times (2)	3-5 times (3)	More than 5 times (4)
Chaired a meeting (RUCCCLCHAIRMTG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planned an event (RUCCCLPLANEVENT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted or marketed an event (RUCCCLPROMO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Led or facilitated a discussion (RUCCCLDISCUSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruited new members for the organization/club (RUCCCLRECRUIT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediated a dispute (RUCCCLMEDIATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnered with a community organization or organized community outreach (RUCCCLORG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a budget (RUCCCLBUDGET)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegated tasks to others (RUCCCLDELEGATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If While a student at the University of Michigan have you been involved or are you currently involve...
= Yes



R43 Please rate how important your interactions with other students in student clubs and organizations has been to each of the following:

	Of no importance (1)	Somewhat important (2)	Very important (3)	Essential (4)
Becoming more dependable and reliable (RUCDEPEND)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to resolve disputes (RUCRESOLVE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an ability to work with others to accomplish a goal (RUCOTHERS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your knowledge of how organizations work (RUCORGANIZE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how to succeed in competitive situations (RUCCOMPETE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing oral presentation skills (RUCORALPRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing networking skills (RUCNETWORK)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing writing skills (RUCWRITING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

.....
Page Break

REMOVE12 *Academic and Personal Development*



R44 Please rate your level of proficiency in the following areas when you started at this campus and now.

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)
Analytical and critical thinking skills: When you started here (RUCSKILLCRIT_CRITT1)	<input type="radio"/>					
Analytical and critical thinking skills: Now (RUCSKILLCRIT_CRITT2)	<input type="radio"/>					
Ability to be clear and effective when writing: When you started here (RUCSKILLWRITE_WRITET1)	<input type="radio"/>					
Ability to be clear and effective when writing: Now (RUCSKILLWRITE_WRITET2)	<input type="radio"/>					
Ability to read and comprehend academic material: When you started here (RUCSKILLREAD_READT1)	<input type="radio"/>					
Ability to read and comprehend academic material: Now (RUCSKILLREAD_READT2)	<input type="radio"/>					
Understanding your field of study (i.e., college major): When you started here (RUCSKILLMJR_MJRT1)	<input type="radio"/>					
Understanding your field of study (i.e., college major): Now (RUCSKILLMJR_MJRT2)	<input type="radio"/>					
Quantitative (mathematical and statistical) skills: When you started here (RUCSKILLMATH_MATHT1)	<input type="radio"/>					
Quantitative (mathematical and statistical) skills: Now (RUCSKILLMATH_MATHT2)	<input type="radio"/>					
Oral communication skills: When you started here (RUCSKILLSPEAK_ORALT1)	<input type="radio"/>					
Oral communication skills: Now (RUCSKILLSPEAK_ORALT2)	<input type="radio"/>					

.....
Page Break



R45 Please rate your level of proficiency in the following areas when you started at this campus and now.

	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Excellent (6)
Ability to understand international perspectives (economic, political, social, cultural): When you started here (RUCSKILLNTRNT_NTRNTT1)	<input type="radio"/>					
Ability to understand international perspectives (economic, political, social, cultural): Now (RUCSKILLNTRNT_NTRNTT2)	<input type="radio"/>					
Leadership skills: When you started here (RUCSKILLLEAD_LEADT1)	<input type="radio"/>					
Leadership skills: Now (RUCSKILLLEAD_LEADT2)	<input type="radio"/>					
Library and online information research skills (e.g., finding books, articles, evaluating information sources): When you started here (RUCSKILLLRES_LREST1)	<input type="radio"/>					
Library and online information research skills (e.g., finding books, articles, evaluating information sources): Now (RUCSKILLLRES_LREST2)	<input type="radio"/>					
Ability to prepare and make a presentation: When you started here (RUCSKILLPRSNT_PRSNTT1)	<input type="radio"/>					
Ability to prepare and make a presentation: Now (RUCSKILLPRSNT_PRSNTT2)	<input type="radio"/>					
Ability to design, conduct, and evaluate research: When you started here (RUCSKILL_RSRCHT1)	<input type="radio"/>					
Ability to design, conduct, and evaluate research: Now (RUCSKILL_RSRCHT2)	<input type="radio"/>					
Interpersonal and teamwork skills: When you started here (RUCSKILLSOC_SOCT1)	<input type="radio"/>					

Interpersonal and teamwork skills:
Now (RUCSKILLSOC_SOCT2)



Page Break _____

REMOVE13 **Satisfaction**



R46 How satisfied or dissatisfied 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 (RUCSATGPA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience (RUCSATSOCIAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (RUCSATACADEMIC)	<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 (RUCSATVALUE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



R47 Please select your level of agreement or disagreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel valued as an individual at this campus (RUCAGREEINDVAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I belong at the University of Michigan (RUCAGREEBELONG)	<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 (RUCAGREEREENRLL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

REMOVE13 ***Plans and Aspirations***



R48_RUCPOSTBACPLANS **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)
 - Do a paid internship (7)
 - Do an unpaid internship/volunteer (8)
 - Take a year off (9)
 - Do something else (10)
 - I have no idea at this point (11)
 - Other (12)
-

Page Break

X→

R49_RUCPOSTBACCAREER What career do you hope to eventually have after you have completed your education? (Select only one)

- Agriculture, Food, & Natural Resources (1)
 - Architecture & Construction (2)
 - Arts, Audio/Visual Technology, & Communications (3)
 - Business Management & Administration (4)
 - Education & Training (5)
 - Finance (6)
 - Government & Public Administration (7)
 - Health Science (8)
 - Hospitality & Tourism (9)
 - Human Services (10)
 - Information Technology (11)
 - Law, Public Safety, Corrections, & Security (12)
 - Manufacturing (13)
 - Marketing, Sales, and Service (14)
 - Military Service (15)
 - Science, Technology, Engineering, & Mathematics (16)
 - Transportation, Distribution, & Logistics (17)
 - I have no idea whatsoever (18)
 - Other (19)
-



R50_RUCPOSTBACDGREE What is the highest academic degree or credential that you eventually plan to 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 (11)
-

Page Break



R51_RUCFOURYR **How important is it to you to graduate within four years after starting college?**

- Not that important (1)
 - Somewhat important (2)
 - Very important (3)
 - Essential (4)
 - Not applicable (99)
-



R52_RUCCOMLETEBA **Will you complete a bachelor's degree this spring or summer?**

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

Page Break



R53_RUCPAYCNCRNNOW **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)
-

Display This Question:

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



R54_RUCPAYCNRNNXYR **How concerned are you about paying for your undergraduate education next year?**

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



R55_RUCPAYACCUMDEBT **How concerned are you about your accumulated educational debt?**

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

Page Break _____



R56_RUCPELL **Have you ever received a Pell grant?**

Yes (1)

No (0)



R57 **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 or cut the size of meals because there wasn't enough money for food (RUCSKIPMEAL)	<input type="radio"/>					
Cut down on personal/recreational spending (RUCCUTSPENDING)	<input type="radio"/>					
Worried about my debt and financial circumstances (RUCWRRYFAMDEBT)	<input type="radio"/>					

Page Break

X→

R58 Which of the following have you done this current academic year to meet college expenses?

	Yes, doing now or have done (1)	No (0)
Applied for financial aid, scholarships, and/or grants (RUCEXPFINAID)	<input type="radio"/>	<input type="radio"/>
Asked financial aid office to reevaluate my application (RUCEXPREEVAL)	<input type="radio"/>	<input type="radio"/>
Bought fewer books, bought cheaper/used books, read books on reserve (RUCEXPBOOKS)	<input type="radio"/>	<input type="radio"/>
Took a leave of absence or a quarter/semester off (RUCEXPLOA)	<input type="radio"/>	<input type="radio"/>
Took more courses per term (RUCEXPCOURSE)	<input type="radio"/>	<input type="radio"/>
Took action to graduate more quickly (RUCEXPGRAD)	<input type="radio"/>	<input type="radio"/>
Did not retake a class to improve grade (RUCEXPRETAKE)	<input type="radio"/>	<input type="radio"/>
Took a community college course because it was cheaper (RUCEXPCOMM)	<input type="radio"/>	<input type="radio"/>
Took a job for the first time at college (RUCEXPJOB)	<input type="radio"/>	<input type="radio"/>
Worked before but increased the number of hours worked (RUCEXPHOURS)	<input type="radio"/>	<input type="radio"/>
Increased the debt I carry on my credit card (RUCEXPDEBT)	<input type="radio"/>	<input type="radio"/>
Increased my annual student loan amount (RUCEXPLOAN)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate: (RUCEXPOTH)	<input type="radio"/>	<input type="radio"/>

.....
Page Break

**R59_RUCCOSTMANAGBLE 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)

**R60_RUCCOST_TXT 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?**

Page Break

REMOVE14 **PART II: Your Background and Personal Characteristics**



R61_RUCIMMIGRANTYR **When did you come to the United States to live?**

- I was born in the U.S. (1)
 - 2002 or earlier (2)
 - 2003 (3)
 - 2004 (4)
 - 2005 (5)
 - 2006 (6)
 - 2007 (7)
 - 2008 (8)
 - 2009 (9)
 - 2010 (10)
 - 2011 (11)
 - 2012 (12)
 - 2013 (13)
 - 2014 (14)
 - 2015 (15)
 - 2016 (16)
 - 2017 or later (17)
-



R62_RUCAGEENGLISH **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)
-



R63 **Please identify, to the best of your knowledge, where the following were born.**

	In U.S. (1)	Outside the U.S. (2)	Do not know (99)
My Parent A / Guardian A / Mother (RUCMOTHER2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Parent B / Guardian B / Father (RUCFATHER2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



R64_RUCPARENTED Which of the following best describes the educational experience of your parents/guardians?

- Neither parent/guardian attended any college (1)
 - One or both parents/guardians attended some college, but neither has a four-year degree (2)
 - One parent/guardian has a four-year degree (3)
 - Both parents/guardians have a four-year degree (4)
 - One parent/guardian has a graduate or professional degree (5)
 - Both parents/guardians have a graduate or professional degree (6)
-



R65_RUCSOCIALCLASS 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)
-

Page Break

X→

R66_RUCRELIGION2 **What is your religious/spiritual preference?**

- No particular religion and not particularly spiritual (1)
- Agnostic (59)
- Atheist (29)
- Baptist (30)
- Buddhist (31)
- Christian Church (Disciples of Christ) (32)
- Eastern Orthodox (33)
- Episcopalian (34)
- Greek Orthodox (35)
- Hindu (36)
- Jewish/Orthodox (37)
- Jewish/Other (38)
- Jewish/Reformed (39)
- Lutheran (40)
- Methodist (41)
- Mormon (42)
- Muslim/Other (43)
- Muslim/Shia (44)
- Muslim/Sunni (45)
- Non-denominational Evangelical (47)
- Presbyterian (48)

- Quaker (49)
 - Roman Catholic (50)
 - Russian Orthodox (51)
 - Seventh Day Adventist (52)
 - Sikh (53)
 - Spiritual but not associated with a major religion (54)
 - Taoist (55)
 - Unitarian/Universalist (56)
 - United Church of Christ/Congregational (57)
 - Religious/spiritual preference not listed above. Please Specify: (58)
-

Page Break



R67 Do you have any conditions or disabilities that significantly affect your experience as a student at the University of Michigan, including how you learn or perform academically, interact with others, or access campus?

	Yes (1)	No (0)
Physical disability or condition (e.g., mobility limitation, sensory condition) (RUCPHYDIS2)	<input type="radio"/>	<input type="radio"/>
Learning disability or condition (e.g., dyslexia, speech disorder) (RUCLRNDIS)	<input type="radio"/>	<input type="radio"/>
Neurodevelopmental/cognitive disability or condition (e.g., autism, attention-deficit/hyperactivity disorder, brain injury) (RUCNEURO)	<input type="radio"/>	<input type="radio"/>
Emotional or mental health concern or condition (e.g., depression, anxiety, post-traumatic stress disorder) (RUCMENTHLTH)	<input type="radio"/>	<input type="radio"/>
Other disability or condition (please specify) (RUCDISOTHER)	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:
If Do you have any conditions or disabilities that significantly affect your experience as a student... [Yes] (Count) >= 1



R70_RUCACCOMDIS Do you currently receive accommodations from your campus due to your disability/condition?

- Yes (1)
- No (0)
- I am not aware of such services (3)

Display This Question:
If Do you have any conditions or disabilities that significantly affect your experience as a student... [Yes] (Count) >= 1

R71_RUCDISABIL_TXT2 Is there anything else you would like to tell us about how your disability/condition affects your experiences as a student on this campus?

Page Break _____



R72_RUCGENDER2 **What is your current gender identity?**

- Man (1)
 - Woman (2)
 - Trans Man (3)
 - Trans Woman (4)
 - Genderqueer/Gender Non-Conforming (5)
 - Not listed above (please specify) (6)
-



R73_RUCSEX2 **What sex were you assigned at birth, such as on an original birth certificate?**

- Male (1)
 - Female (2)
 - Intersex/Non-binary (3)
-

Page Break



R74_RUCSEXORIENT2 **What is your current sexual orientation?**

- Heterosexual or straight (1)
 - Gay or lesbian (2)
 - Bisexual (3)
 - Queer (4)
 - Questioning (5)
 - Not listed above (please specify) (6)
-



R75_RUCPOLITCORIENT **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)
 - Other, please elaborate: (8)
-

Page Break



R76_RUCRESIDNC Where are you living this term?

- Campus residence hall (1)
 - Campus owned apartment or house (on-or off-campus) (2)
 - Sorority or fraternity (3)
 - Co-op student housing (4)
 - Off-campus in an apartment (5)
 - Off-campus in a house (6)
 - No stable residence/Homeless (7)
 - Other, please elaborate (8) _____
-



R77_RUCDISTTOCAMP 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)
-

Page Break _____



R78_RUCLIVewith **With whom do you live? Please select the option that best describes your living situation this term.**

- 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) _____

Page Break

Display This Question:

If INTERNATIONAL = X

REMOVE International Student Experience

Display This Question:

If INTERNATIONAL = X



i1 How easy or difficult have the following been for you as an international student at the University of Michigan?

	Very Difficult (1)	Difficult (2)	Neither easy nor difficult (3)	Easy (4)	Very Easy (5)
Understanding classroom lectures (ISELECTURE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up with my writing assignments and writing clearly in English (ISEWRITING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in classroom or study group discussions (ISEDISCUSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making friends with Americans (SEFRIENDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to understand and respond to Americans of the opposite sex (SEOPPSEX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitting into the social scene, such as finding organizations and groups of students where I feel comfortable and can socialize (SESOCIAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If INTERNATIONAL = X

X→

i2 How satisfied or dissatisfied are you with each of the following?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
The interest in and attention to international students shown by professors (ISESATISPROF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interest in and attention to international students shown by American students (ISESATISSTUD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus services provided specifically for international students; services such as help with visas, arrival orientation, English language resources, etc. (ISESATISINTLSRVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus services provided for all students; services such as academic advising, career services, housing, food services, etc. (ISESATISALLSRVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of information provided to you about campus rules, regulations, degree requirements, and resources on campus (ISESATISRULES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The opportunities to explore American life and culture outside the university (ISESATISOFFCAMP)

Opportunities for making friends from your home country (ISESATISFRIENDS)

Display This Question:
If INTERNATIONAL = X



i3 How much of a concern are or have each of the following been for you?

	Not a concern (1)	Somewhat a concern (2)	A serious concern (3)
Finding satisfactory housing (ISECONHOUSING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining an ATM or bank card (ISECONBANK)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence and personal security on and around the campus (ISECONSAFETY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having adequate financial support (ISECONFINAID)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding U.S. medical insurance and obtaining health services (ISECONHEALTH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing a job in the U.S. after graduation (ISECONJOB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:
If INTERNATIONAL = X

X→

i4 Is your interaction primarily with American students or other international students during each of the following?

	All or almost all international (1)	Mostly international (2)	About half and half (3)	Mostly American (4)	All or almost all American (5)
When studying or doing homework with other students (ISEINTERACTSTUDY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When socializing (parties, going to movies, recreation) (ISEINTERACTSOCIAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When participating in clubs or student organizations (ISEINTERACTCLUB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If INTERNATIONAL = X

X→ X→

i5 What are your plans after you complete your undergraduate degree? (Select all that apply)

- To pursue an advanced degree in the U.S. (1)
- To pursue an advanced degree at home or in a country other than the U.S. (2)
- To work temporarily in the U.S. (3)
- Other (4)

Display This Question:

If INTERNATIONAL = X



i6 **What were the primary reasons for your decision to pursue your undergraduate studies in the U.S.? (Select up to three)**

- The international reputation of this campus (1)
- An interest in understanding the U.S. and its culture (2)
- Desire to increase your English language proficiency (3)
- An appreciation for the quality of teaching at U.S. campuses (4)
- An interest in working in the U.S. in the future. (5)
- Have family members living in the U.S. (6)

End of Block: PART I contin and PART II Background and Personal Characteristics

Start of Block: PART III Module 1 Academic Experience

Display This Question:

If MOD_ASSIGN = 1



S1 **Part III: Academic Experience and Globalization**

Academic Experience While a student at the University of Michigan, have you completed or are you now participating in any of the following internationally-based experiences? Please check yes or no for each item.

Note: Study abroad is defined as an academically-focused time outside of the U.S. in which at least 1 academic credit is accrued.

	Yes (1)	No (0)
A <u>study abroad</u> program lasting a full academic year (SAFULLYR)	<input type="radio"/>	<input type="radio"/>
A <u>study abroad</u> program for a semester or at least 4 months (SASEM)	<input type="radio"/>	<input type="radio"/>
A short-term <u>study abroad</u> program or tour lasting less than 3 months (SASHORT)	<input type="radio"/>	<input type="radio"/>
An intensive language only study program (SALANG)	<input type="radio"/>	<input type="radio"/>
An international internship or work abroad experience (SAWORK)	<input type="radio"/>	<input type="radio"/>
A service-learning or volunteer service opportunity in another country (SASRVC)	<input type="radio"/>	<input type="radio"/>
A research project or field placement in another country (SAPROJECT)	<input type="radio"/>	<input type="radio"/>

Display This Question:

If MOD_ASSIGN = 1

And Part III: Academic Experience and GlobalizationAcademic Experience While a student at the Unive... != A <u>study abroad</u> program lasting a full academic year [Yes]

And Part III: Academic Experience and GlobalizationAcademic Experience While a student at the Unive... != A <u>study abroad</u> program for a semester or at least 4 months [Yes]

And Part III: Academic Experience and GlobalizationAcademic Experience While a student at the Unive... != A short-term <u>study abroad</u> program or tour lasting less than 3 months [Yes]



R79_RUCSTDYABR

You indicated that you did not have a study abroad experience(s). Was this mainly because:

Note: Study abroad is defined as an academically-focused time outside of the U.S. in which at least 1 academic credit is accrued.

- I did not consider it (1)
- I considered study abroad but decided against it because of the cost (2)
- I considered study abroad but decided against it for another reason. Please elaborate:
(3) _____
- Planning to do so later (4)

Display This Question:
 If MOD_ASSIGN = 1
 And Part III: Academic Experience and Globalization Academic Experience While a student at the Unive... = Yes

Carry Forward Selected Choices from "Part III: Academic Experience and Globalization Academic Experience While a student at the University of Michigan, have you completed or are you now participating in any of the following internationally-based experiences? Please check yes or no for each item. Note: Study abroad is defined as an academically-focused time outside of the U.S. in which at least 1 academic credit is accrued."



S2
 Please answer the questions below about your international and/or education abroad experience.

	Select all that apply			In which country were/are you mainly located?
	Organized and sponsored by the University of Michigan? (1)	Did you/will you receive academic credit? (2)	Did or does the program entail intensive foreign language? (3)	

A study abroad program lasting a full academic year (S2_x1)

▼ Afghanistan
(1) ... Other
(259)

A study abroad program for a semester or at least 4 months (S2_x2)

▼ Afghanistan
(1) ... Other
(259)

A short-term study abroad program or tour lasting less than 3 months (S2_x3)

▼ Afghanistan
(1) ... Other
(259)

An intensive language only study program (S2_x4)

▼ Afghanistan
(1) ... Other
(259)

An international internship or work abroad experience (S2_x5)

▼ Afghanistan
(1) ... Other
(259)

A service-learning or volunteer service opportunity in another country (S2_x6)

▼ Afghanistan
(1) ... Other
(259)

A research project or field placement in another country (S2_x7)

▼ Afghanistan
(1) ... Other
(259)

Display This Question:

If MOD_ASSIGN = 1

And If

Part III: Academic Experience and GlobalizationAcademic Experience While a student at the Unive... = Yes



S3 Please answer the following questions about your experiences abroad that you previously selected.

How much did or will your experience abroad contribute to each of the following:

	Little or not at all (1)	Somewhat (2)	A great deal (3)
Foreign language proficiency (SACONTLANGPROF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural awareness (SACONTCULTAWARE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (SACONTSELFCON)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarifying my choice of major or career (SACONTMJRCHOICE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If MOD_ASSIGN = 1

And If

Part III: Academic Experience and GlobalizationAcademic Experience While a student at the Unive... = Yes



S4 Why did you decide to pursue an international experience as part of your undergraduate studies? (Check up to three)

- To enhance my career and employment prospects (1)
- To understand my own culture from outside its confines (2)
- To acquire greater proficiency in a foreign language (3)
- To understand a foreign culture and develop my intercultural skills (4)
- To experience a new environment (5)
- To study something different (6)
- To gain insights about my family's heritage (7)

Display This Question:
If MOD_ASSIGN = 1
And If
Part III: Academic Experience and Globalization Academic Experience While a student at the Unive... = Yes

S5_SASIGCONT_TXT In your own words, what has been or will be the most significant contribution of your participation in your experience abroad to your overall undergraduate education?

Display This Question:
If MOD_ASSIGN = 1



**A1 We would like to hear more about being an undergraduate at a research campus.
Please indicate your level of agreement with the following statements.**

	Strongly disagree (1)	Disagree (2)	Disagree somewhat (3)	Agree somewhat (4)	Agree (5)	Strongly agree (6)
The University of Michigan has a strong commitment to undergraduate education (AUCCOMMIT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a campus with world-class researchers is important to me (AUCWORLDCLASS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It does not really matter where I get my undergraduate education (the University of Michigan, regional college, community college) since they are all similar in quality (AUCDONTCARE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The emphasis on research detracts from the quality of teaching at this campus (AUCTOOMUCHEMPH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If MOD_ASSIGN = 1



A2 How important to you are the following aspects of being an undergraduate at a research campus like the University of Michigan?

	Not that important (1)	Somewhat important (2)	Very important (3)	Essential (4)
Learning about faculty research (AUCLRNFACRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having courses with faculty members who refer to their own research as part of the class (AUCFACREFRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning research methods (AUCRESMTHDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting faculty members in their research, for pay or as a volunteer (AUCASSTFACPAY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuing your own research (AUCPURSUEOWNRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this campus when you apply to grad school (AUCUNIVPRSTGGRD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this campus when you apply for a job (AUCUNIVPRSTGJOB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to a world-class library collection (AUCWRLDCLSSLIB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to attend plays, concerts, lectures, and other cultural events (AUCCLTURONCMPUS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If MOD_ASSIGN = 1



A3 While attending the University of Michigan, how frequently have you engaged in the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Interacted with students from outside the U.S. in class (e.g., through section discussions, study groups, or class projects) (AUCGLOBINCLASS)	<input type="radio"/>					
Interacted with students from outside the U.S. in social settings (e.g., in clubs or student organizations, or in informal settings) (AUCGLOBSOCIAL)	<input type="radio"/>					
Developed a friendship with a student from outside the U.S. (AUCGLOBFRIEND)	<input type="radio"/>					
Worked with a faculty member on a project with an international/global theme (AUCGLOBWFACULTY)	<input type="radio"/>					
Presented a paper at a symposium or conference or participated in a panel on international/global topics (AUCGLOBPRESENT)	<input type="radio"/>					
Attended lectures, symposia, workshops, or conferences on international/global topics (AUCGLOBLECTURE)	<input type="radio"/>					
Attended a performance with an international/global focus (AUCGLOBPERFORM)	<input type="radio"/>					

Display This Question:

If MOD_ASSIGN = 1



A4 During this academic year, how frequently have you followed news about the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Global politics and diplomacy (AUCNEWSGLOBPOLI)	<input type="radio"/>					
Global climate and environmental issues (AUCNEWSGLOBCLIM)	<input type="radio"/>					
International business and economics (AUCNEWSINTLBIZ)	<input type="radio"/>					
Global health issues (AUCNEWSGLOBHLTH)	<input type="radio"/>					
International conflicts and peace issues (AUCNEWSINTCON)	<input type="radio"/>					

Page Break

Display This Question:

If MOD_ASSIGN = 1

JS X→

A5 Please rate your level of proficiency in the following areas when you started at this campus and now.

As a University of Michigan student, how would you rate your competencies below?

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Understanding the complexities of global issues: When you started here (AUCINTCOMPLEX_COMPLEX1)	<input type="radio"/>					
Understanding the complexities of global issues: Now (AUCINTCOMPLEX_COMPLEX2)	<input type="radio"/>					
Ability to apply disciplinary knowledge in a global context: When you started here (AUCINTDISCIPLIN_DISCIPLINT1)	<input type="radio"/>					
Ability to apply disciplinary knowledge in a global context: Now (AUCINTDISCIPLIN_DISCIPLINT2)	<input type="radio"/>					
Linguistic and cultural competency in at least one language other than my own: When you started here (AUCINTLINGUIST_LINGUISTT1)	<input type="radio"/>					
Linguistic and cultural competency in at least one language other than my own: Now (AUCINTLINGUIST_LINGUISTT2)	<input type="radio"/>					
Ability to work with people from other cultures: When you started here (AUCINTWORK_WORKT1)	<input type="radio"/>					
Ability to work with people from other cultures: Now (AUCINTWORK_WORKT2)	<input type="radio"/>					
Comfort working with people from other cultures: When you started here (AUCINTCOMFORT_COMFORTT1)	<input type="radio"/>					
Comfort working with people from other cultures: Now (AUCINTCOMFORT_COMFORTT2)	<input type="radio"/>					

Display This Question:

If MOD_ASSIGN = 1



A6 During this academic year, how often have each of the following been obstacles to your school work or academic success?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Competing job responsibilities (e.g., paid employment) (AUCOBSTJOB)	<input type="radio"/>					
Competing family responsibilities (AUCOBSTFAM)	<input type="radio"/>					
Other competing responsibilities (e.g., athletics, clubs, internship) (AUCOBSTOTHER)	<input type="radio"/>					
Weak English skills (AUCOBSTENGL)	<input type="radio"/>					
Weak math skills (AUCOBSTMATH)	<input type="radio"/>					
Inadequate study skills (e.g., knowing how to start, organizing material) (AUCOBSTSKILL)	<input type="radio"/>					
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing) (AUCOBSTBEHAV)	<input type="radio"/>					
Poor study environment (e.g., noisy roommate, poor internet access, inadequate computer or software) (AUCOBSTENVR)	<input type="radio"/>					
Feeling depressed, stressed, or upset (AUCOBSTDEPRESS)	<input type="radio"/>					

Physical illness or condition (AUCOBSTILL)	<input type="radio"/>					
I am reluctant to ask for help when I need it (AUCOBASK)	<input type="radio"/>					
I cannot concentrate on my work (AUCOBCON)	<input type="radio"/>					
Military deployment (AUCMILITARY)	<input type="radio"/>					
Other; please elaborate: (AUCOBOTH)	<input type="radio"/>					

End of Block: PART III Module 1 Academic Experience

Start of Block: PART III Module 2 Community Engagement

Display This Question:
If MOD_ASSIGN = 2

REMOVE14

Part III: Community and Civic Engagement Activities and Organizations

Display This Question:
If MOD_ASSIGN = 2



C1 To what extent do you agree or disagree with the following statements?

	Strongly disagree (1)	Disagree (2)	Disagree somewhat (3)	Agree somewhat (4)	Agree (5)	Strongly agree (6)
Opportunities to engage in community service while a University of Michigan student are important to me (CUCCMNTYSRVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to develop my leadership skills while a University of Michigan student are important to me (CUCDEVLEAD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to connect my academic work with community-based experience are important to me (CUCCLIDNTY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:
If MOD_ASSIGN = 2

REMOVE15 **Community and Civic Engagement**

Community Service

Display This Question:
If MOD_ASSIGN = 2

X→

C2 **During this academic year**, have you participated in community service?

	Yes (1)	No (0)
On campus (CUCSRVCYNON)	<input type="radio"/>	<input type="radio"/>
Off campus (CUCSRVCYNOFF)	<input type="radio"/>	<input type="radio"/>

Display This Question:
If During this academic year, have you participated in community service? = On campus [Yes]
Or During this academic year, have you participated in community service? = Off campus [Yes]
And If
MOD_ASSIGN = 2

X→

C3 Which of the following were significant reasons for getting involved in community service?

	A significant reason (1)	Not a significant reason (0)
Required as part of my academic program (CUCCSREQ)	<input type="radio"/>	<input type="radio"/>
Required by my fraternity/sorority (CUCCSRVGREEK)	<input type="radio"/>	<input type="radio"/>
Unique or interesting opportunity arose to participate (CUCCSINTRST)	<input type="radio"/>	<input type="radio"/>
Encouragement from friends or family (CUCCSFRIEND)	<input type="radio"/>	<input type="radio"/>
Encouragement from University of Michigan faculty/staff (CUCCSSTAFF)	<input type="radio"/>	<input type="radio"/>
Encouragement from other University of Michigan students (CUCCSTUDENT)	<input type="radio"/>	<input type="radio"/>
Belief in the particular cause (CUCCSCAUSE)	<input type="radio"/>	<input type="radio"/>
Location of the work (CUCCSLOCATE)	<input type="radio"/>	<input type="radio"/>
Opportunity to learn new things (CUCCSLEARN)	<input type="radio"/>	<input type="radio"/>
Opportunity to enhance my academic achievement (CUCCSACAD)	<input type="radio"/>	<input type="radio"/>
Opportunity to develop leadership skills (CUCCSLEAD)	<input type="radio"/>	<input type="radio"/>
Become a better citizen and community participant (CUCCSCITZN)	<input type="radio"/>	<input type="radio"/>
Change conditions in the community (CUCCSIMPRVCOMNT)	<input type="radio"/>	<input type="radio"/>
Strengthen my resume for graduate school or employment (CUCCSGRADSCH)	<input type="radio"/>	<input type="radio"/>

Other, please elaborate
(CUCCSOTHER)



Page Break

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]

Or During this academic year, have you participated in community service? = Off campus [Yes]

And MOD_ASSIGN = 2



**C4 What was the focus of the organization(s) where you did this community service?
(Select all that apply)**

- Education (includes child care, education K-12, higher education, tutoring, mentoring) (1)
 - Health (includes agriculture/nutrition, health, mental health, substance abuse) (2)
 - Social issues (includes civil rights/human rights, disability, diversity, housing/homelessness, hunger, immigrants, seniors/elder services, women's issues, social justice) (3)
 - Environment (includes animal welfare, environment/sustainability) (4)
 - Arts (5)
 - Economic development (6)
 - International (7)
 - Other; please elaborate: (8)
-

Page Break

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]

Or During this academic year, have you participated in community service? = Off campus [Yes]

And MOD_ASSIGN = 2

C5_CUCCOMSRVCLSS If your involvement in community service was through a related class, please list the name and number of the course:

Course name and number:

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]

Or During this academic year, have you participated in community service? = Off campus [Yes]

And If

MOD_ASSIGN = 2

C6_CUCORGNAMELC Please name up to three organizations and their location (for example, "United Way, City, State") where you participated in community engagement during this academic year:

Organization name and location (1)

Organization name and location (2)

Organization name and location (3)

Page Break

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]

Or During this academic year, have you participated in community service? = Off campus [Yes]

And MOD_ASSIGN = 2



C7_CUCSRVCHRS 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:

- 1-10 hours (1)
- 11-20 hours (2)
- 21-50 hours (3)
- 51-100 hours (4)
- More than 100 hours (5)

Page Break

Display This Question:

If MOD_ASSIGN = 2

REMOVE16 **Community and Civic Engagement**

Service-Learning

Display This Question:

If MOD_ASSIGN = 2



C8_CUCSVCLRNNUMBER 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.

How many times have you enrolled in a University of Michigan course that had a service-learning component?

- Zero (0)
 - Once (1)
 - Twice (2)
 - Three times (3)
 - More than three times (4)
-

Display This Question:

If Service-learning courses involve combining academic learning with service participation with non-...
!= Zero

And If

MOD_ASSIGN = 2



C9_CUCSVCLRNHOURS In considering all of the service-learning courses you took, what was the average number of hours of service you completed for a course?

- 1-10 hours (1)
- 11-25 hours (2)
- 26-50 hours (3)
- More than 50 hours (4)

Page Break

Display This Question:
If MOD_ASSIGN = 2

REMOVE17 **Community and Civic Engagement**

Community-focused experiences

Community-focused experiences refer to educational experiences that are connected to communities outside the university.

Display This Question:
If MOD_ASSIGN = 2



C10 To what extent have you been involved in the following community-focused experiences during this academic year or last summer?

	Not at all (1)	Once (2)	More than once (3)
Study abroad or other internationally-based experience with a service learning focus (CUCSTUDYABROAD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-based capstone experience (CUCCAPSTONE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship or clinical practicum (CUCINTERNSHIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic field study (CUCACADFLDSTD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-based research (CUCRESEARCH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (CUCOTHEREXP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If To what extent have you been involved in the following community-focused experiences during this... = Once

Or To what extent have you been involved in the following community-focused experiences during this... = More than once

And If

MOD_ASSIGN = 2



C11_CUCISSUE In considering your overall experience(s) with community-focused learning activities during this academic year, which of the following best characterizes the purpose of those experience(s)?

- Charity (providing help to individuals) (1)
- Empowering others (2)
- Participatory Democracy (changing laws) (3)
- Social change (changing societal conditions or views) (4)
- Community development (5)
- Job experience or specific career development (6)
- Other, please elaborate (7) _____

Display This Question:

If To what extent have you been involved in the following community-focused experiences during this... = Once

Or To what extent have you been involved in the following community-focused experiences during this... = More than once

And If

MOD_ASSIGN = 2



C12_CUCAFTEREFFECT To what extent has your participation in community-focused activities at this campus influenced your desire to continue community-focused activities after you graduate?

- Not at all (1)
- To some extent (2)
- To a great extent (3)

Page Break _____

Display This Question:
If MOD_ASSIGN = 2

JS X→

C13a How often have you been asked to?

	Never (1)	Rarely (2)	Occasionally (3)	Sometimes (4)	Often (5)	Very often (6)
Acknowledge personal differences: In the classroom (CUCINACKDIFF)	<input type="radio"/>					
Acknowledge personal differences: Outside the classroom (CUCEXACKDIFF)	<input type="radio"/>					
Define an issue or challenge and identify possible solutions: In the classroom (CUCIDIDISSUESOL)	<input type="radio"/>					
Define an issue or challenge and identify possible solutions: Outside the classroom (CUCEXIDISSUESOL)	<input type="radio"/>					

Display This Question:
If MOD_ASSIGN = 2

JS X→

C13b How often have you been asked to?

	Never (1)	Rarely (2)	Occasionally (3)	Sometimes (4)	Often (5)	Very often (6)
Implement a solution to an issue or challenge: In the classroom (CUCINIMPLMTSOL)	<input type="radio"/>					
Implement a solution to an issue or challenge: Outside the classroom (CUCEXIMPLMTSOL)	<input type="radio"/>					
Reflect upon the solution of an issue or challenge: In the classroom (CUCINREFLECT)	<input type="radio"/>					
Reflect upon the solution of an issue or challenge: Outside the classroom (CUCEXREFLECT)	<input type="radio"/>					

Display This Question:

If MOD_ASSIGN = 2



C13c How often have you been asked to?

	Never (1)	Rarely (2)	Occasionally (3)	Sometimes (4)	Often (5)	Very often (6)
Reflect on community or social issues as a shared responsibility: In the classroom (CUCINCSHRDRESPON)	<input type="radio"/>					
Reflect on community or social issues as a shared responsibility: Outside the classroom (CUCEXSHRDRESPO N)	<input type="radio"/>					
Reflect on your individual responsibility for community or social issues: In the classroom (CUCINYRRESPON)	<input type="radio"/>					
Reflect on your individual responsibility for community or social issues: Outside the classroom (CUCEXYRRESPON)	<input type="radio"/>					
Act on community or social issues: In the classroom (CUCINACT)	<input type="radio"/>					
Act on community or social issues: Outside the classroom (CUCEXACT)	<input type="radio"/>					

 Page Break _____

Display This Question:

If MOD_ASSIGN = 2



CIV0001 **Have you ever run for an elected position in government?**

Yes (1)

No (0)

Display This Question:

If MOD_ASSIGN = 2



CIV0002 **Have you ever considered running for an elected position in government?**

Yes (1)

No (0)

Page Break

Display This Question:

If MOD_ASSIGN = 2

And If

Have you ever considered running for an elected position in government? = Yes

CIV0003 How strong is your interest in running for an elected position in government?

- Not at all strong (1)
- Slightly strong (4)
- Strong (5)
- Very strong (6)
- Extremely strong (7)

Display This Question:

If MOD_ASSIGN = 2

CIV0004 How likely is it that you would ever run for an elected position in government?

- Not at all likely (1)
- Slightly likely (4)
- Likely (5)
- Very likely (6)
- Extremely likely (7)

Display This Question:

If Have you ever run for an elected position in government? = Yes

And If

MOD_ASSIGN = 2

CIV0005 **What elected positions in government did you run for? (Select all that apply)**

- School Board (1)
- Mayor (4)
- State Legislator (5)
- Member of the U.S. House of Representatives (6)
- U.S. Senator (7)
- President (8)
- City, County, or Town Council (9)
- Governor (10)
- Statewide office (i.e., Attorney General) (11)

Page Break

Display This Question:

If MOD_ASSIGN = 2

And If

Have you ever considered running for an elected position in government? = Yes

CIV0005.1 What elected positions in government would you consider running for? (Select all that apply)

- School Board (1)
- Mayor (4)
- State Legislator (5)
- Member of the U.S. House of Representatives (6)
- U.S. Senator (7)
- President (8)
- City, County, or Town Council (9)
- Governor (10)
- Statewide office (i.e., Attorney General) (11)

Page Break

Display This Question:

If MOD_ASSIGN = 2



CIV0006 Has anyone ever suggested that you run for an elected position in government?

Yes (1)

No (0)

Display This Question:

If Has anyone ever suggested that you run for an elected position in government? = Yes

And If

MOD_ASSIGN = 2

CIV0007 **Who has suggested that you run for an elected position in government? (select all that apply)**

- An official from a political party (1)
 - A co-worker or business associate (11)
 - An elected official (12)
 - A friend or acquaintance (13)
 - A spouse or partner (14)
 - A member of your family (15)
 - A non-elected political activist (16)
 - A student or classmate (18)
 - A faculty member or instructor (19)
 - An administrator or staff member (20)
 - Other (please specify) (17)
-

Page Break

Display This Question:

If MOD_ASSIGN = 2

CIV0008 **How qualified do you feel you are to hold an elected position in government?**

- Not at all qualified (1)
- Slightly qualified (4)
- Qualified (5)
- Very qualified (6)
- Extremely qualified (7)

End of Block: PART III Module 2 Community Engagement

Start of Block: PART III Module 3 Student Life and Development

Display This Question:

If MOD_ASSIGN = 3

REMOVE18 **Part III: Student Life and Development**

Display This Question:

If MOD_ASSIGN = 3



D1 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)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Their religious beliefs were different (DUCDIFFRELIG)	<input type="radio"/>					
Their political opinions were different (DUCDIFFPOLITICS)	<input type="radio"/>					
They were an immigrant or from an immigrant family (DUCDIFFIMMIG)	<input type="radio"/>					
They were of a different nationality (DUCDIFFNATION)	<input type="radio"/>					
They were of a different race or ethnicity (DUCDIFFRACE)	<input type="radio"/>					
Their gender was different (DUCDIFFGENDER)	<input type="radio"/>					
Their sexual orientation was different (DUCDIFFSEXOR)	<input type="radio"/>					
They were from a different social class (DUCDIFFSES)	<input type="radio"/>					
They had physical or other observable disabilities (DUCDIFFPHYSDIS)	<input type="radio"/>					
They had learning, psychological, or other disabilities that are not readily apparent (DUCDIFFPSYDIS)	<input type="radio"/>					

Display This Question:

If MOD_ASSIGN = 3



D2 In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Races or ethnicities (DUCFACRACE)	<input type="radio"/>					
Genders (DUCFACGENDER)	<input type="radio"/>					
Sexual orientations (DUCFACSEXOR)	<input type="radio"/>					
Political affiliation, opinions, or beliefs (DUCFACPOLITICS)	<input type="radio"/>					
Religions (DUCFACRELIG)	<input type="radio"/>					
Social classes (DUCFACSES)	<input type="radio"/>					
Immigrant backgrounds (DUCFACIMMIG)	<input type="radio"/>					
Physical or other observable disabilities (DUCFACPHYDIS)	<input type="radio"/>					
Learning, psychological, or other disabilities that are not readily apparent (DUCFACPSYDIS)	<input type="radio"/>					

Page Break



D3 In this academic year, I have heard non-teaching staff or administrators express negative or stereotypical views about:

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Races or ethnicities (DUCSTAFFRACE)	<input type="radio"/>					
Genders (DUCSTAFFGENDER)	<input type="radio"/>					
Sexual orientations (DUCSTAFFSEXOR)	<input type="radio"/>					
Political affiliation, opinions, or beliefs (DUCSTAFFPOLIT)	<input type="radio"/>					
Religions (DUCSTAFFRELIG)	<input type="radio"/>					
Social classes (DUCSTAFFSES)	<input type="radio"/>					
Immigrant backgrounds (DUCSTAFFIMMIG)	<input type="radio"/>					
Physical or other observable disabilities (DUCSTAFFPHYDIS)	<input type="radio"/>					
Learning, psychological, or other disabilities that are not readily apparent (DUCSTAFFPSYDIS)	<input type="radio"/>					



D4 In this academic year, I have heard students express negative or stereotypical views about:

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Races or ethnicities (DUCSTDNTRACE)	<input type="radio"/>					
Genders (DUCSTDNTGENDER)	<input type="radio"/>					
Sexual orientations (DUCSTDNTSEXOR)	<input type="radio"/>					
Political affiliation, opinions, or beliefs (DUCSTDNTPOLIT)	<input type="radio"/>					
Religions (DUCSTDNTRELIG)	<input type="radio"/>					
Social classes (DUCSTDNTSES)	<input type="radio"/>					
Immigrant backgrounds (DUCSTDNTIMMIG)	<input type="radio"/>					
Physical or other observable disabilities (DUCSTDNTPHYDIS)	<input type="radio"/>					
Learning, psychological, or other disabilities that are not readily apparent (DUCSTDNTPSYDIS)	<input type="radio"/>					

Display This Question:

If MOD_ASSIGN = 3

JS X→

D5 Please rate your awareness and understanding of the following issues when you started at this campus and now.

	Ver y poo r (1)	Poo r (2)	Fai r (3)	Goo d (4)	Very goo d (5)	Excellen t (6)
My own racial and ethnic identity: When you started (DUCOWNRACE_OWNRACT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own racial and ethnic identity: Now (DUCOWNRACE_OWNRACT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class and economic differences/issues: When you started (DUCSESDIFF_SESDIFFT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class and economic differences/issues: Now (DUCSESDIFF_SESDIFFT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic differences/issues: When you started (DUCRACEDIFF_RACEDIFFT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic differences/issues: Now (DUCRACEDIFF_RACEDIFFT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender differences/issues: When you started (DUCGENDERDIFF_GENDERDIFFT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender differences/issues: Now (DUCGENDERDIFF_GENDERDIFFT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation differences/issues: When you started (DUCSEXORDIFF_SEXORDIFFT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation differences/issues: Now (DUCSEXORDIFF_SEXORDIFFT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or other observable disabilities: When you started (DUCPHYDISABIL_PHYDISABILDIFFT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or other observable disabilities: Now (DUCPHYDISABIL_PHYDISABILDIFFT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning, psychological, or other disabilities that are not readily apparent: When you started (DUCPSYDISAB_PSYDISABT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Learning, psychological, or other disabilities
that are not readily apparent:**
Now (DUCPSYDISAB_PSYDISABT2)

C C C O C O

Page Break

Display This Question:
 If MOD_ASSIGN = 3



D6

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 am proud to be a student at this campus (DUCIMPROUD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are proud to attend this school (DUCSTDNTPROUD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus values students' opinions (DUCSTDNTPN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic cheating is a problem at this campus (DUCHEAT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol use is a problem at this campus (DUCALCOHOL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug use is a problem at this campus (DUCDRUGUSE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important at this campus (DUCDVRSIMPRTCPS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me (DUCDVRSIMPRTME)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
 If MOD_ASSIGN = 3

D7_DUCCHNGPRSN_TXT Please describe for us the most important way that you have changed or developed as a person since you became a student at the University of Michigan.

End of Block: PART III Module 3 Student Life and Development

Start of Block: PART III Module 4 Technology

Display This Question:
If MOD_ASSIGN = 4

REMOVE19 **Part III: Technology Module**

Display This Question:
If MOD_ASSIGN = 4



T1 Please answer A and B for each of the following:

A. Do you own the following?		B. On a typical weekday, how often do you use each of the following (whether your own or shared) for academic purposes?							
Yes (1)	No (0)	0 hours (1)	Less than 1 hour (2)	1 to 3 hours (3)	3 to 5 hours (4)	5 to 7 hours (5)	7 to 9 hours (6)	More than 9 hours (7)	

Laptop
(TECABLAPTOP)

<input type="radio"/>									
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Tablet
(TECABTABLET)

<input type="radio"/>									
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Desktop computer
(TECABDESKTOP)

<input type="radio"/>									
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Smartphone
(TECABSMART)

<input type="radio"/>									
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Page Break

Display This Question:

If MOD_ASSIGN = 4

X→

T2 Many web-based technologies allow users to participate actively in the creation of online content. About how often do you do each of the following?

	Multiple times a day (1)	About once a day (2)	A few times a week (3)	A few times a month (4)	A few times a semester (5)	Seldom or never (6)
Send a tweet via Twitter (TECOFTTWITTER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or contribute to a blog (TECOFTBLOG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a podcast (TECOFTPODCAST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload a video (e.g., to YouTube) (TECOFTVIDEO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload photos (e.g., to Instagram, Snapfish, Picasa) (TECOFTPHOTO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to a Google document or spreadsheet (TECOFTGOOGLE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upload content to Facebook (TECOFTFACE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



T3 Approximately how many courses (including your current courses and courses taken at other campuses of higher education) have you taken that were delivered in each of these ways? (Mark one answer for each.)

	0 courses (0)	1 to 3 courses (1)	4 to 6 courses (2)	7 to 10 courses (3)	more than 10 courses (4)
Course delivered totally online for University of Michigan students only. (TECCRSONLINE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) (TECCRSONLINELA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course with some face-to-face time replaced with time spent working online (a primarily/partially online or hybrid course) (TECCRSHYBRID)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If MOD_ASSIGN = 4

And Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [1 to 3 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [4 to 6 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [7 to 10 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [more than 10 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [1 to 3 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [4 to 6 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [7 to 10 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [more than 10 courses]



T4 Approximately how many fully online courses did you complete successfully (meaning that you received a passing grade?) (Mark one answer for each)

	0 courses (0)	1 to 3 courses (1)	4 to 6 courses (2)	7 to 10 courses (3)	more than 10 courses (4)
<p><i>Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [1 to 3 courses]</i></p> <p><i>Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [4 to 6 courses]</i></p> <p><i>Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [7 to 10 courses]</i></p> <p><i>Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for University of Michigan students only. [more than 10 courses]</i></p> <p>Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) (TECCRSONLINELAPASS)</p>					



Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [1 to 3 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [4 to 6 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [7 to 10 courses]

Or Approximately how many courses (including your current courses and courses taken at other campuses... = Course delivered totally online for a larger audience (e.g., EdX, Coursera, etc.) [more than 10 courses]



Course delivered totally online for University of Michigan students only. (TECCRSONLINEPASS)

Page Break

Display This Question:

If MOD_ASSIGN = 4



T5_TECFORMAT Preferences for course format. Many campuses are considering increasing the number of courses they offer fully online, i.e., with no face-to-face contact at all. What is your preference about taking courses fully online as opposed to face-to-face courses? (Please mark only one answer.)

- Strongly prefer fully online courses (1)
- Somewhat prefer fully online courses (2)
- Neutral between fully online and face-to-face courses (3)
- Somewhat prefer face-to-face courses (4)
- Strongly prefer face-to-face courses (5)
- Don't know (6)

Display This Question:

If MOD_ASSIGN = 4



T6_TECPREFER What is your preference about taking hybrid (blended, with both online and face-to-face components) as opposed to traditional face-to-face courses? (Please mark only one answer.)

- Strongly prefer hybrid courses (1)
- Somewhat prefer hybrid courses (2)
- Neutral between hybrid and traditional courses (3)
- Somewhat prefer traditional courses (4)
- Strongly prefer traditional courses (5)
- Don't know (6)

Display This Question:

If MOD_ASSIGN = 4



T7_TECPART **Have you participated in a course which used a Learning Management System (e.g., Blackboard, Canvas, Desire2Learn, eLearning Commons, Moodle)?**

Yes (1)

No (0)

Page Break

Display This Question:

If Have you participated in a course which used a Learning Management System (e.g., Blackboard, Canv... = Yes

And If

MOD_ASSIGN = 4



T8 How much do you agree or disagree about the role Learning Management Systems (LMS) like Blackboard, Canvas, Desire2Learn, eLearning Commons, or Moodle have played in your learning experiences at this campus?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly Agree (6)
LMS have helped me to interact with my instructors (TECLMSHELP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS have resulted in prompt feedback from my instructors (TECLMSFEEDBACK)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS have made it easier to work with other students (TECLMSEASIER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS have helped me to complete assignments on time (TECLMSONTIME)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS have helped me be more efficient with my study time (TECLMSEFFICIENT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS are only useful for transmitting information (TECLMSTRANSMITT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, LMS have helped me to succeed in my coursework (TECLMSSUCCEED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The advantages gained by using LMS outweigh the disadvantages (TECLMSOUTWEIGH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LMS have made my education more affordable (TECLMSAFFORDABLE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If MOD_ASSIGN = 4



T9 For the purposes of this survey, “educational technology” means digital technology used for educational purposes. This includes digital tools and materials that are used in the classroom or lab (e.g., PowerPoint presentations, digital videos, animations) as well as those made available online (e.g., course-related websites, online discussion tools, email, web-based quizzes, and assignments).

To what degree has each of the following factors been a problem for your use of educational technology in your courses?

	Not a problem (1)	Small problem (2)	Moderate problem (3)	Large problem (4)
Instructors not using educational technologies at all (TECDEGATALL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors not using educational technologies well (TECDEGWELL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time needed to learn educational technologies (TECDEGLEARN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time needed to use educational technologies (TECDEGUSE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If MOD_ASSIGN = 4



T10 Thinking about your college experience within the past year, how many of your instructors...

	None (1)	Some (2)	Most (3)	All (4)
effectively use technology to impact your academic success? (TECINSEFFICTIVE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide you with adequate training for the technology used in courses? (TECINSADEQUATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have adequate technical skills for carrying out course instruction? (TECINSTTECSKILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use "the right kind(s)" of technology? (TECINSRIGHT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have used technology to aid your understanding of course materials and ideas? (TECINSAID)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If MOD_ASSIGN = 4



T11 Different instructors use different technologies. For each of the following resources/tools please indicate (A) are your instructors using it? and (B) what is your opinion about instructors using it?

	A. Do your instructors use it?				B. Instructors should...				
	None (1)	Some (2)	Most (3)	All (4)	Not use it (1)	Use it less (2)	Use it about the same (3)	Use it more (or begin using it) (4)	Don't know (5)

Course or Learning Management System (Blackboard, Canvas, Desire2Learn, eLearning Commons, Moodle, etc.) (TECALMS)	<input type="radio"/>							
E-portfolios (TECAPORTFOLIO)	<input type="radio"/>							
E-books or e-textbooks (TECAEBOOK)	<input type="radio"/>							
Freely available course content beyond your campus (OpenCourseWare, Khan Academy, etc.) (TECAFREE)	<input type="radio"/>							
Locally installed word processor and spreadsheet software (Word, Excel, etc.) (TECAWORD)	<input type="radio"/>							
Locally installed presentation software (PowerPoint) (TECAPOWER)	<input type="radio"/>							
Web-based word processor, spreadsheets, presentation software (Google Documents, NumSum, Prezi, etc.) (TECAWEBWORD)	<input type="radio"/>							
Wikis (Wikipedia, course wiki, etc.) (TECAWIKI)	<input type="radio"/>							
Blogs (TECABLOGS)	<input type="radio"/>							
Recommend an article or information online by tagging/bookmarking/"liking" (Delicious, Digg, Newsvine, Twine, etc.) (TECAARTICLE)	<input type="radio"/>							
Online forums or bulletin boards (TECAFORUM)	<input type="radio"/>							

Podcasts and webcasts (TECAPODCAST)	<input type="radio"/>								
Web-based music (TECAMUSIC)	<input type="radio"/>								
Web-based videos (TECAWEBVIDEO)	<input type="radio"/>								
Video-sharing websites (YouTube, etc.) (TECAVIDEOSHARE)	<input type="radio"/>								
Photo-sharing websites (Instagram, Snapfish, Picasa, etc.) (TECAPHOTOSHARE)	<input type="radio"/>								
Online multi-user computer games (TECACOMGAME)	<input type="radio"/>								
Simulations or educational games (TECASIMULATION)	<input type="radio"/>								
Facebook (TECAFACE)	<input type="radio"/>								

Page Break

Display This Question:

If MOD_ASSIGN = 4



T12 To what extent do you agree or disagree with the following statements?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	I don't know (7)
I get more actively involved in courses that use technology. (TECAGRINVOLVED)	<input type="radio"/>						
By the time I graduate, the technology I have used in my courses will have adequately prepared me for the workplace. (TECAGRGRAD)	<input type="radio"/>						
My institution's technology services are always available when I need them for my coursework. (TECAGRINST)	<input type="radio"/>						
I skip classes when materials from course lectures are available online. (TECAGRSKIP)	<input type="radio"/>						
When I entered college, I was adequately prepared to use technology needed in my courses. (TECAGRENTERED)	<input type="radio"/>						
Technology makes me feel more connected to what's going on at the campus. (TECAGRCONNECTED)	<input type="radio"/>						

Technology better prepares me for future educational plans (i.e., transferring to another degree program, getting into graduate school).
(TECAGRPREPARE)

C

Technology makes me feel connected to other students.
(TECAGRFEELSTU)

C

Technology makes me feel connected to professors.
(TECAGRFEELPROF F)

C

Technology elevates the level of teaching.
(TECAGRELEVATE)

C

Technology helps me achieve my academic outcomes.
(TECAGRACHIEVE)

C

End of Block: PART III Module 4 Technology

Start of Block: PART III WILDCARD: Value of U-M degree, final 2-20-18

UMich_WCREMOVE **Part III: Items of Special Interest to the Campus**

UMich_WC1 **What do you perceive to be the value of a U-M degree and how does it differ from another university?**

UMich_WC2 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: PART III WILDCARD: Value of U-M degree, final 2-20-18

Start of Block: PART III WILDCARD: Wayfaring items, final 2-23-18

UMich_WC3 **How easy or difficult has each of the following been for you at U-M? (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"/>
Feeling comfortable in the campus community - feeling as though I belong here (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective study habits (4)	<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 (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"/>					
Finding academic help when I need it (10)	<input type="radio"/>					
Identifying my academic & intellectual strengths and interests (11)	<input type="radio"/>					
Accessing information about academic opportunities such as study abroad, honors, service learning, research programs, etc. (12)	<input type="radio"/>					
Getting involved in campus programs outside of the classroom (e.g. Student Life programming, Trotter Center, ASB, optiMize) (13)	<input type="radio"/>					
Finding ways to get involved in student clubs & organizations (14)	<input type="radio"/>					
Connecting with U-M alumni to help build a professional network (15)	<input type="radio"/>					
Scheduling classes to meet curriculum/degree requirements (16)	<input type="radio"/>					

UMich_WC4 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

UMich_WC5 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"/>					
I am performing up to my academic potential (2)	<input type="radio"/>					
U-M has a strong commitment to undergraduate education (3)	<input type="radio"/>					
U-M has a strong commitment to diversity (4)	<input type="radio"/>					
Diversity is important at this institution (5)	<input type="radio"/>					
Diversity is important to me (6)	<input type="radio"/>					

UMich_WC6 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break



UMich_WC7 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 (UMich_WC7_1)	<input type="radio"/>	Hostile					
Caring (UMich_WC7_2)	<input type="radio"/>	Impersonal					
Respectful (UMich_WC7_3)	<input type="radio"/>	Disrespectful					
Safe (UMich_WC7_4)	<input type="radio"/>	Dangerous					

UMich_WC8 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: PART III WILDCARD: Wayfaring items, final 2-23-18

Start of Block: PART III WILDCARD: Engaged Learning, final 2-20-18

UMich_WC9 During your time at U-M, have you participated in any high-impact engaged learning experiences (whether for academic credit or not)? Select all in which you have directly engaged.

A single experience may count in more than one area (e.g. research and international) so please select all that apply.

	Yes (1)	Not yet, but I plan to (2)	No, and I don't plan to (3)
Research e.g. discovery-based research experience with a faculty or graduate student mentor as part of an effort to explore novel research questions and create new knowledge (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative Work e.g. the production, curation, or interpretation of a creative work or performance that was shared with an audience beyond that of a typical course (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International e.g. an international experience, which could include study abroad as well as project, internship, volunteer work, or other field-based experiences abroad (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic Engagement e.g. a civic engagement project, service learning, or community-based experience, with substantial interaction in a community setting (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Internship, Practicum, or Clinical Experience
e.g. an internship, practicum, or clinical assignment experience with immersion in a professional or community setting (5)

Client-based Project Experience e.g. a client-based project experience wherein the project specifications of a real client or community stakeholder drove the work (6)

Entrepreneurship
e.g. an entrepreneurial experience involving the actual implementation of an idea to address a need or opportunity, which could include participating in the launch of a for-profit company or social venture (7)

UMich_WC10 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

UMich_WC11 Briefly describe *one* engaged learning experience you have had inside or outside of the classroom during your time at U-M.

UMich_WC12 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

UMich_WC13 **Have you encountered *any* of the following barriers to fully participating in any engaged learning experience while at U-M (select all that apply)?**

- Not enough space in course or program (1)
 - Not enough time due to paid employment (2)
 - Not enough time due to extracurricular involvement (3)
 - Not enough time due to course load/coursework (4)
 - Did not meet academic selectivity requirements to participate (5)
 - Did not receive enough encouragement or support from faculty/staff (6)
 - Could not afford cost of participation (7)
 - Conflicted with degree requirements (8)
 - Could not find adequate or timely information about opportunities (9)
 - Did not feel welcomed or included (10)
 - Other, please explain (11)
-
- No, I have not encountered any barriers to participating (12)
-

UMich_WC14 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

End of Block: PART III WILDCARD: Engaged Learning, final 2-20-18

Start of Block: PART III WILDCARD: Costs & Affordability, Final, 2/22/18

UMich_WC15 **How much during the 2017-2018 school year did you worry about the following costs?**

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)
Tuition / Fees (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Room and board (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books and other class materials (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student club / organization dues or fees (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tickets to U- M athletics events (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
U-M apparel (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus food or entertainment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking and/or other car-related costs (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traveling to and from parent / guardian home (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sending money back home to help support my family (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare, health insurance, and/or medical costs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other costs
(please
explain) (12)



UMich_WC16 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

UMich_WC17 Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Overall, I feel like I can afford day-to-day costs of living in Ann Arbor. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel like I can afford day-to-day costs of being a U-M student. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lived outside of Ann Arbor and I was able to afford the costs of moving to Ann Arbor at the start of the academic year. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to afford the costs of items necessary for my living space (bedding, small appliances, etc.) at the start of the academic year. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents/guardians are able to help me finance my day-to-day costs (phone, meals, etc.). (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If they chose to, my parents/guardians could financially afford to visit campus. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

UMich_WC18 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

UMich_WC19 **After deciding to attend, how could U-M have better explained the costs related to your enrollment (e.g. enrollment deposit, housing deposit, orientation, etc.)?**

UMich_WC20 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: PART III WILDCARD: Costs & Affordability, Final, 2/22/18

Start of Block: PART III WILDCARD: Student parent, updated 2-21-18

UMich_WC21 **Are you currently responsible for providing care for a child under 18 or an adult who needs assistance (other than yourself)?**

Yes (1)

No (2)

Display This Question:

*If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes*

UMich_WC22 Please indicate the ages of the individual(s) that you are providing care for (select all that apply):

Newborn-2 years (1)

3-5 years (2)

6-12 years (3)

13-18 years (4)

I am providing care for an adult who needs assistance (e.g. with a disability) (5)

UMich_WC23 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Page Break

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes

UMich_WC24 **This academic year, how often have your caregiving responsibilities limited your ability to:**

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Schedule required classes (1)	<input type="radio"/>					
Attend office hours (2)	<input type="radio"/>					
Participate in extracurricular activities (3)	<input type="radio"/>					
Connect socially with other students (4)	<input type="radio"/>					
Meet with campus support staff (e.g. financial aid, academic advisors) (5)	<input type="radio"/>					
Complete required group work assignments with peers (6)	<input type="radio"/>					
Complete required assignments excluding group work (e.g. homework, projects) (7)	<input type="radio"/>					
Use academic resource centers (e.g. Sweetland Writing Center, Science Learning Center) (8)	<input type="radio"/>					

Attend campus- sponsored events (9)	<input type="radio"/>					
Go to work / employment (10)	<input type="radio"/>					
Live in U-M campus housing (11)	<input type="radio"/>					
Other, please explain (12)	<input type="radio"/>					



UMich_WC25 Timing
 First Click (1)
 Last Click (2)
 Page Submit (3)
 Click Count (4)



Page Break

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes

UMich_WC26 **During this academic year, how many hours in a typical week (7 days) did you spend providing care for a child under 18 or an adult who needs assistance?**

- 0 (1)
- 1-5 (2)
- 6-10 (3)
- 11-15 (4)
- 16-20 (5)
- 21-25 (6)
- 26-30 (7)
- More than 30 (8)

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes



UMich_WC27 **To date, how much have your caregiving responsibilities increased your overall student loan debt? Enter "0" if it has not increased your debt.**

UMich_WC28 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes

UMich_WC29 **What type of arrangement do you *primarily* use to help provide care for your dependents?**

- Center-based program (1)
- Home-based program (2)
- Before / after school program (3)
- Spouse / partner (4)
- Family / friend caregiver (5)
- In-home caregiver (6)
- Other, please explain (7) _____
- None, I am the sole caregiver for my dependents (8)

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes

UMich_WC30 **Where was your *primary* care arrangement located?**

- in Ann Arbor (1)
- 1-9 miles outside of Ann Arbor (2)
- 10-19 miles outside of Ann Arbor (3)
- 20-29 miles outside of Ann Arbor (4)
- 30+ miles outside of Ann Arbor (5)

UMich_WC31 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes

UMich_WC32 **Please indicate how strongly you agree or disagree with the following statements.**

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
My caregiving arrangement is affordable. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My caregiving arrangement provides me with an adequate number of care hours to complete my academic requirements. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty take students' caregiving responsibilities into consideration when designing courses. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My caregiving responsibilities have negatively affected my relationships with faculty . (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My caregiving responsibilities have negatively affected my relationships with staff . (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My caregiving responsibilities have negatively affected my relationships with **peers**. (6)



UMich_WC33 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

Display This Question:

If Are you currently responsible for providing care for a child under 18 or an adult who needs assis...
= Yes

UMich_WC34 **How has your role as a caregiver affected your experience as a student on this campus?**

UMich_WC35 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

End of Block: PART III WILDCARD: Student parent, updated 2-21-18

Start of Block: PART III WILDCARD: Campus map - belong

UMich_WC36 **We want to understand campus locations where students feel welcomed and comfortable based on their experiences.**

On the next page, you will see a campus map. Based on locations you have been to before, you will first be asked to select up to 3 locations where **you felt most welcomed**. On another page, you will then be asked to select up to 3 locations you have been to before where **you did NOT feel welcomed**.

Under each map, you will be able to explain why you felt welcomed or not welcomed in these spaces.

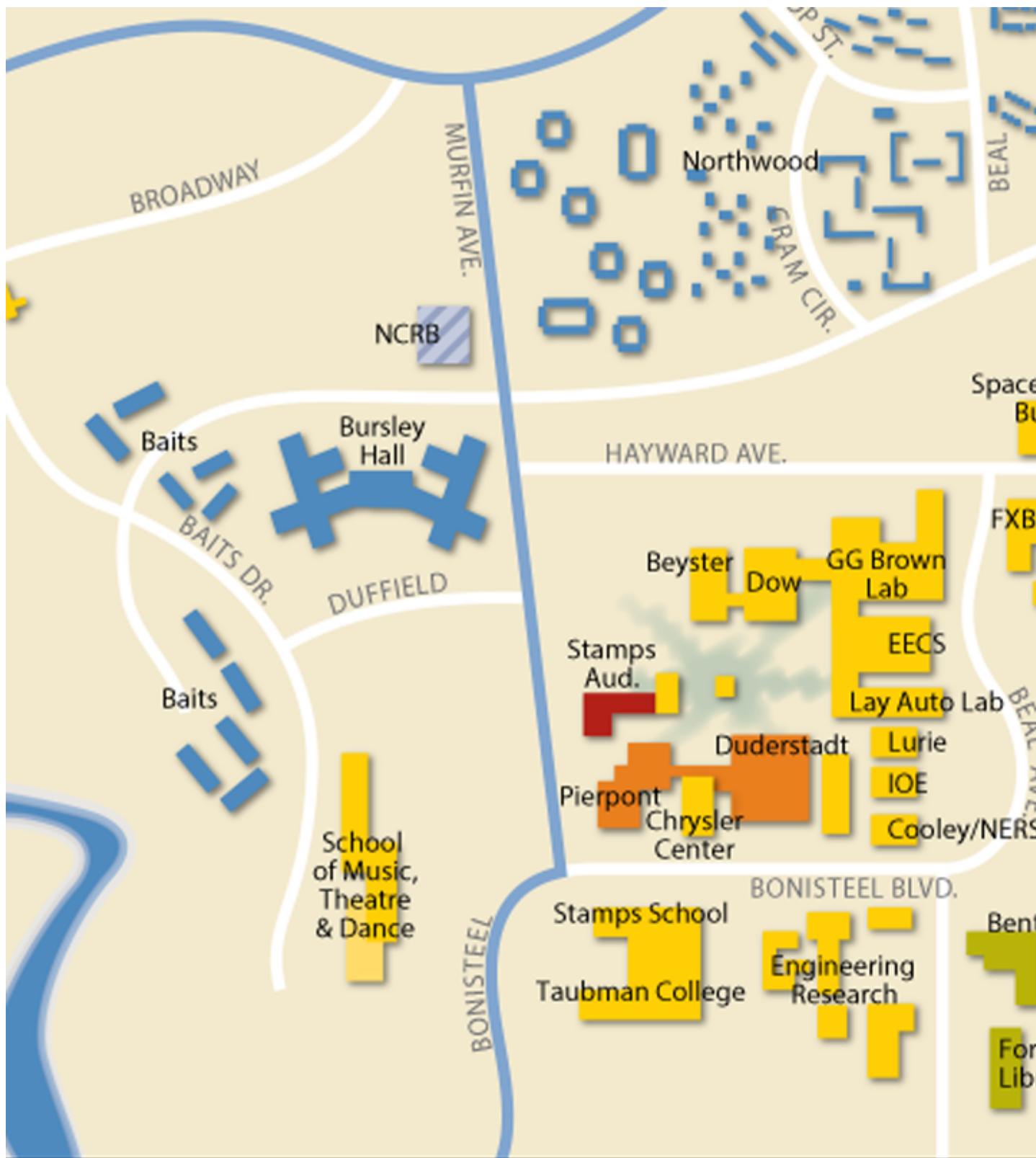
UMich_WC37 Timing
First Click (1)
Last Click (2)
Page Submit (3)
Click Count (4)

Page Break

UMich_WC38

On this map, please select up to 3 locations you have been to before where you felt most

welcomed and comfortable. Only your last three selections for the entire image will be recorded.



UMich_WC39

Explain who or what activity in that space made you feel welcomed/comfortable.

UMich_WC40 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

UMich_WC41 Browser Meta Info

Browser (1)

Version (2)

Operating System (3)

Screen Resolution (4)

Flash Version (5)

Java Support (6)

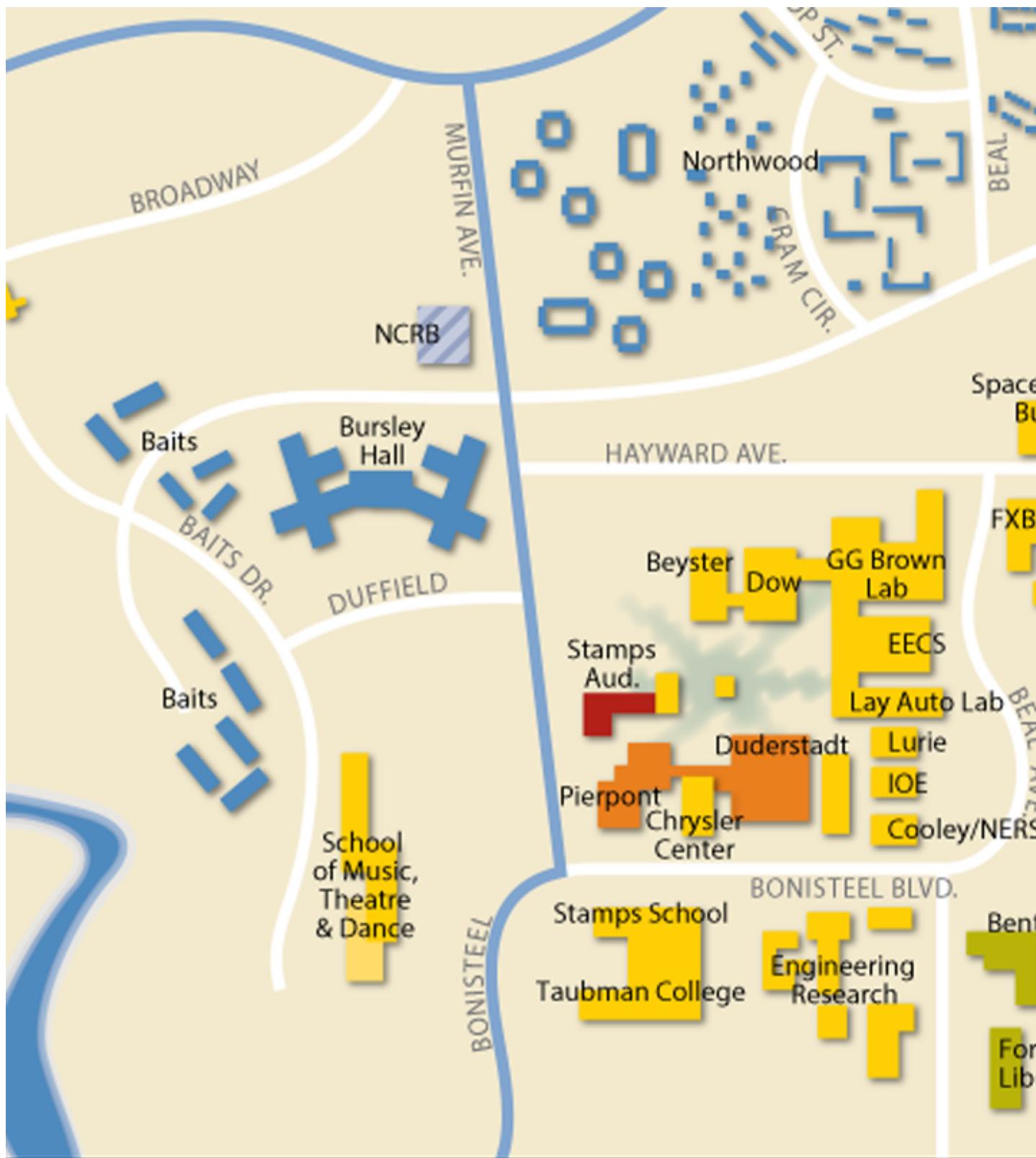
User Agent (7)

Page Break

UMich_WC42

On this map, please select up to 3 locations you have been to before where *you felt NOT*

welcomed or uncomfortable. Only your last three selections for the entire image will be recorded.



UMich_WC43

Explain who or what activity in that space made you feel NOT welcomed/uncomfortable.

UMich_WC44 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

UMich_WC45 Browser Meta Info

Browser (1)

Version (2)

Operating System (3)

Screen Resolution (4)

Flash Version (5)

Java Support (6)

User Agent (7)

End of Block: PART III WILDCARD: Campus map - belong

Start of Block: PART IV Closing Comments

META Browser Meta Info

Browser (1)

Version (2)

Operating System (3)

Screen Resolution (4)

Flash Version (5)

Java Support (6)

User Agent (7)

REMOVE20 **Summary Observations**

Closing Comment



R80_RUCLEARNEX

What is one of the most meaningful learning experiences you have had at the University of Michigan? Please use fewer than 2,000 characters.

REMOVE21 When you select "Submit" at the bottom of this page, your survey will be securely locked and you will receive no further messages from us about this survey. After locking your response, if you need to change a prior response, please contact the SERU Coordinator, Mark Miazga, at miazg003@umn.edu Thanks! Your help is much appreciated. Please look for results to be made public in the months ahead.

End of Block: PART IV Closing Comments
