



After reading this important information, please select "Agree" at the bottom of this page if you wish to participate.

What is SERU?

This survey is the product of a consortium of major U.S. research universities. It is a comprehensive examination of the undergraduate experience and is used to improve academic programs and the undergraduate experience. The survey is administered by the University of California, Berkeley's Office of Student Research and Campus Surveys..

Prizes!

As an appreciation for your time and as an incentive for participation, students who complete the survey will be entered into a drawing for prizes [prizes vary by campus]. Prizes will be awarded on an ongoing basis throughout the survey process, so fill out the survey early for the best chance of winning.

Protecting your privacy

Your participation is voluntary. Your decision whether or not to participate in the survey will not affect your grades or your relationship with your campus. The main purpose of this survey project is to get a fuller understanding of the undergraduate experience at public research universities so that campus administrators can provide the best programs and services possible. To gain this understanding, survey responses will be matched to official campus information, for example: major, GPA, year in school, gender and ethnicity, and other background information. Please be assured that except to allow for this matching your identity will never be connected to your survey responses, your responses will be completely confidential, and the results of the study will be reported only as aggregate data. Your survey submission implies consent to these terms.

Accessibility

If you are using screen reading software (e.g., JAWS), please use the frames navigation. We also encourage you to call Steve Chatman at 510-642-2097 for confidential assistance.

Problems

Problems logging in? If you are visually impaired and would prefer to complete the survey over the phone, please send us a message or call us at 510-642-2097.

I understand and will participate.

Agree

Disagree

Next >





2010 University of ZZZ Student Experience in the Research University Survey

Copyright © 2006-2010 The Regents of the University of California All Rights Reserved.

This year's survey has three parts:

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

II. Background information

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

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

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

Time Allocation

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

How many hours do you spend in a typical week (7 days) on the following activities?	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Attending classes, discussion sections or labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying and other academic activities outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid employment (include paid internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of your total hours spent working for pay, about how many hours did you work on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of your total hours spent working for pay, about how many hours were related to your academic interests?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many hours do you spend in a typical week (7 days) on the following [Moved from end of core section] ng activities?	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Attending movies, concerts, sports, or other entertainment events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing community service or volunteer activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in physical exercise, recreational sports, or physically active hobbies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in spiritual or religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in student clubs or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer or smart phone for non-academic purposes (games, shopping, e-mail/instant messaging, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to school and to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

< Back Next >



Academic and Personal Development

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

Please rate your level of proficiency in the following areas when you started at this campus and now.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Analytical and critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be clear and effective when writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to read and comprehend academic material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of a specific field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak clearly and effectively in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand international perspectives (economic, political, social, cultural)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please rate your level of proficiency in the following areas when you started at this campus and now.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Internet skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare and make a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal (social) skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Similarly, please rate your abilities now and when you first began at this university on the following dimensions.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Ability to appreciate, tolerate and understand racial and ethnic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate cultural and global diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the importance of personal social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self awareness and understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Climate for Diversity

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

Indicate how strongly you agree or disagree with each of the following statements.	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel free to express my <u>political beliefs</u> on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my <u>religious beliefs</u> on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>economic or social class</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>gender</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>race or ethnicity</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>religious beliefs</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>political beliefs</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>sexual orientation</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>disabilities</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Engagement

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

How frequently during this academic year have you done each of the	Never	Rarely	Occasionally	Somewhat	Often	Very
--	-------	--------	--------------	----------	-------	------

following?	never	Rarely	Occasionally	often	Often	often
Turned in a course assignment late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class without completing assigned reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raised your standard for acceptable effort due to the high standards of a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensively revised a paper at least once before submitting it to be graded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought academic help from instructor or tutor when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on class projects or studied as a group with other classmates outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped a classmate better understand the course material when studying together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How frequently have you engaged in these activities so far this academic year?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Taken a small research-oriented seminar with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated with a faculty member by e-mail or in person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with the instructor outside of class about issues and concepts derived from a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with faculty during lecture class sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

During this academic year, how often have you done each of the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Contributed to a class discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brought up ideas or concepts from different courses during class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an insightful question in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found a course so interesting that you did more work than was required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen challenging courses, when possible, even though you might lower your GPA by doing so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a class in which the professor knew or learned your name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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


Plans and Aspirations

10. What do you plan to do when you graduate? If other, please elaborate

11. What career do you hope to eventually have after you've completed your education? If other, please elaborate

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

13. Indicate the following research and creative activities that you are currently doing or have completed as a ZZZ student.

	Yes, doing now or have done	No
		
A research project, creative activity, or paper as part of your coursework	<input type="radio"/>	<input type="radio"/>

At least one student research course	<input type="radio"/>	<input type="radio"/>
At least one independent study course	<input type="radio"/>	<input type="radio"/>
Assist faculty in research <u>with course credit</u>	<input type="radio"/>	<input type="radio"/>
Assist faculty in research <u>for pay without course credit</u>	<input type="radio"/>	<input type="radio"/>
Assist faculty in research <u>as a volunteer without course credit</u>	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty <u>with course credit</u>	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty <u>for pay without course credit</u>	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty <u>as a volunteer without course credit</u>	<input type="radio"/>	<input type="radio"/>

Overall Satisfaction and Agreement

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

Please rate your level of satisfaction with the following aspects of your university education.	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
ZZZ grade point average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience	<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're paying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please rate your level of agreement with the following statements. Please rate your level of agreement with the following statements.	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
I feel that I belong at this campus	<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 this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[UD] Evaluation of the Major

[LD] Evaluation of the Educational Experience

[Double major example]

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

[MajorText1]

Please select your new major from the following list.

[MajorText2]

Other

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

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

Which of the following factors do you consider to be very important to you in deciding on your major?	Yes	No
Intellectual curiosity	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career	<input type="radio"/>	<input type="radio"/>
Complements desire to study abroad	<input type="radio"/>	<input type="radio"/>
Parental desires	<input type="radio"/>	<input type="radio"/>
Easy requirements	<input type="radio"/>	<input type="radio"/>
Allows time for other activities	<input type="radio"/>	<input type="radio"/>
Provides international opportunities	<input type="radio"/>	<input type="radio"/>
Prestige	<input type="radio"/>	<input type="radio"/>
Couldn't get into my first choice of major	<input type="radio"/>	<input type="radio"/>
Interest in subject area	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

Please describe:

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

Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Recognize or recall specific facts, terms and concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain methods, ideas, or concepts and use them to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or generate new ideas, products or ways of understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Thinking back on this academic year, how often have you done each of the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Used facts and examples to support your viewpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated ideas or concepts from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined how others gathered and interpreted data and assessed the soundness of their conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconsidered your own position on a topic after assessing the arguments of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[UD]19. Please answer the following questions about your major.

[LD]19. Please answer the following questions about your educational experience overall.

Please answer the following questions about your major.	Yes	No
[UD]Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	<input type="radio"/>	<input type="radio"/>
[UD]Are the program requirements well defined?	<input type="radio"/>	<input type="radio"/>
[UD]Are department rules and policies clearly communicated?	<input type="radio"/>	<input type="radio"/>
[UD]Is the description of the major in the catalog accurate?	<input type="radio"/>	<input type="radio"/>
Please answer the following questions about your educational experience overall.	Yes	No
Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?	<input type="radio"/>	<input type="radio"/>
Are students treated equitably and fairly by the faculty?	<input type="radio"/>	<input type="radio"/>
Do faculty clearly explain what constitutes plagiarism and its consequences?	<input type="radio"/>	<input type="radio"/>

Do faculty provide prompt and useful feedback on student work?

[LD]20. How satisfied are you with each of the following aspects of your educational experience overall?

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

How satisfied are you with each of the following aspects of your educational experience in the major?	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
[UD]Variety of courses available in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[UD]Quality of lower-division courses in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[UD]Quality of upper-division courses in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with each of the following aspects of your educational experience overall?	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Advising by <u>faculty</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>student peer advisers</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>school or college staff</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>departmental staff</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching by graduate student TA's	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., study abroad, internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library research materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job or for

graduate or professional school?

- Zero 1 2 3 4 or more

22. Would you like to evaluate another major? [New item]

- Yes
 No, skip to next part of questionnaire

[< Back](#)[Next >](#)

This page is shown if student elected to evaluate a second major.

23. Which major would you like to now evaluate? Your prior selection appears below.

[MajorText1]

[MajorText2]

Other

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

Were the following factors very important to you in deciding on your major?	Yes	No
Intellectual curiosity	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career	<input type="radio"/>	<input type="radio"/>
Complements desire to study abroad	<input type="radio"/>	<input type="radio"/>
Parental desires	<input type="radio"/>	<input type="radio"/>
Easy requirements	<input type="radio"/>	<input type="radio"/>
Allows time for other activities	<input type="radio"/>	<input type="radio"/>
Provides international opportunities	<input type="radio"/>	<input type="radio"/>
Prestige	<input type="radio"/>	<input type="radio"/>
Couldn't get into my first choice of major	<input type="radio"/>	<input type="radio"/>
Interest in subject area	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

If other, please elaborate:

25. Please answer the following questions about your major.

Please answer the following questions about your major.	Yes	No
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	<input type="radio"/>	<input type="radio"/>

Are the program requirements well defined?	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated?	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate?	<input type="radio"/>	<input type="radio"/>
Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?	<input type="radio"/>	<input type="radio"/>
Are students treated equitably and fairly by the faculty?	<input type="radio"/>	<input type="radio"/>
Do faculty clearly explain what constitutes plagiarism and its consequences?	<input type="radio"/>	<input type="radio"/>
Do faculty provide prompt and useful feedback on student work?	<input type="radio"/>	<input type="radio"/>

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

How satisfied are you with each of the following aspects of your educational experience in the major?	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Variety of courses available in your major	<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	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>faculty</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>student peer advisers</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>school or college staff</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>departmental staff</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching by graduate student TA's	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

creative products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., study abroad, internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library research materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

< Back

Next >



PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

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

Probably yes

Probably no



Not at all concerned Slightly concerned Moderately concerned Concerned Rather concerned Very concerned

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

How concerned are you about your accumulated educational debt?

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

Applied for financial aid for the first time

Took a community college course because it was cheaper

Asked financial aid office to reevaluate my application

Took an online course because it was cheaper

Bought fewer books, bought cheaper used books, read books on reserve

Took a job for the first time at college

Took a leave of absence or a quarter/semester off

Worked before but increased the number of hours worked

Took more courses per term

Changed my commute to campus (e.g., now bike or take public transportation to campus)

Took fewer courses per term

Added a roommate

Changed my major or minor

Moved home to reduce expenses

Took action to graduate more quickly

Moved elsewhere to reduce expenses

Dropped double major or changed plan to double major

Decided to move home after college

Did not retake a class to improve grade

Increased the debt I carry on my credit card

- Accepted AP or similar credit instead of taking the course
- Decided to postpone graduate or professional school to earn money
- Decided to quickly enroll in graduate or professional school because jobs are so scarce
- Decided against planned internship
- Decided against study abroad
- Increased my annual student loan amount
- Have cut expenses overall / have been more frugal
- None of the above. Cost hasn't been a problem
- Other

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

How frequently have you engaged in the following behaviors in the past year?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Skipped meals to save money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal / recreational spending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my personal debt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my family's debt and financial circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3a. Have you heard about the Blue and Gold Opportunity Plan, which ensures that scholarships and grants will cover fees for students from families making less than \$70,000 a year, with financial need? Yes No

3b. 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 ZZZ is manageable.

- Strongly disagree
 Disagree
 Somewhat disagree
 Somewhat agree
 Agree
 Strongly agree

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

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

6. When did you learn to speak English?

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

To the best of your knowledge, where were these relatives born?	In U.S.	Outside the U.S.
My mother	<input type="radio"/>	<input type="radio"/>
My father	<input type="radio"/>	<input type="radio"/>
My mother's mother	<input type="radio"/>	<input type="radio"/>
My father's mother	<input type="radio"/>	<input type="radio"/>
My mother's father	<input type="radio"/>	<input type="radio"/>
My father's father	<input type="radio"/>	<input type="radio"/>

[Mother US] 7a. What is the highest level of education reached by your mother?

[Mother Outside US] 7a. What is the highest level of education reached by your mother?

	Degree
In United States	<input type="text"/>
In Foreign Country	<input type="text"/>

[Father US] 7b. What is the highest level of education reached by your father?

[Father Outside US] 7b. What is the highest level of education reached by your father?

What was the highest level of education reached by your father?	Degree
In United States	<input type="text"/>
In Foreign Country	<input type="text"/>

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

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

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

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

10. Are you a financially independent student?

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

- Yes No

[Dependent] 11. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2009?

[Independent]11. To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2009?

12. What is your religious/spiritual preference? [\[Help\]](#)

13. What is your sexual orientation?

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

14. With which gender do you identify?

- Woman (Female)
- Man (Male)
- Transgender
- Genderqueer
- Decline to state
- Other

15. How would you characterize your political orientation?

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

- Slightly conservative
 Conservative
 Very conservative

16. Please indicate the highest level of organized sports in which you participate? [\[Help\]](#)

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

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

< Back

Next >





PART III: ACADEMIC EXPERIENCE & GLOBALIZATION

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

We would like to hear more about being an undergraduate at a research university. Please indicate your level of agreement with the following statements.	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
The U of ZZZ has a strong commitment to undergraduate education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a university with world-class researchers is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It doesn't really matter where I get my undergraduate education (ZZZ, regional college, community college) since they are all similar in quality	<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 on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How important to you are the following aspects of being an undergraduate at a research university like the University of ZZZ?	Not important	Not very important	Somewhat important	Important	Very important	Essential
Learning about faculty research	<input type="radio"/>	<input type="radio"/>	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning research methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting faculty members in their research, for pay or as a volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuing your own research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this campus when you apply to grad school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this campus when you apply for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to a world-class library collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to attend plays, concerts, lectures, and other cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Have you completed or are you now participating in the following activities?

Have you completed or are you now participating in the following activities?	Yes, doing now or have done	No
Internship under the direction of a faculty member	<input type="radio"/>	<input type="radio"/>
Other internship (e.g., co-op, clinical assignment)	<input type="radio"/>	<input type="radio"/>

4. Have you completed or are you now participating in the following activities?

Have you completed or are you now participating in the following activities?	Yes, doing now or have done	No
Any ZZZ study abroad, including ZZZ and summer study abroad	<input type="radio"/>	<input type="radio"/>
Study abroad program affiliated with another college or university	<input type="radio"/>	<input type="radio"/>
Traveled abroad for a service learning, volunteer, or work experience	<input type="radio"/>	<input type="radio"/>
Traveled abroad for cross-cultural experience or informal education	<input type="radio"/>	<input type="radio"/>
Traveled abroad for recreation	<input type="radio"/>	<input type="radio"/>
Enrolled in a course with an international/global focus	<input type="radio"/>	<input type="radio"/>
Obtained a certificate/minor/major with an international/global theme (e.g., in Latin American Studies)	<input type="radio"/>	<input type="radio"/>

5. While attending [ZZZ], how frequently have you engaged in the following?

While attending [ZZZ], how frequently have you engaged in the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Interacted with students from outside the U.S. in class (e.g., through section discussions, study groups or class projects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a friendship with a student from outside the U.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a project with an international/global theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented a paper at a symposium or conference or participated in a panel on international / global topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended lectures, symposia, workshops or conferences on international/global topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a performance with an international/global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

--	--	--	--	--	--	--

During this academic year, how frequently have you followed news about the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
The United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Countries outside the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global politics and diplomacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global climate and environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International business and economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International conflicts and peace issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. As a [ZZZ] student, how would you rate your competencies below?

As a [ZZZ] student, how would you rate your competencies below?	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Understanding of the complexities of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply disciplinary knowledge in a global context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linguistic and cultural competency in at least one language other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfort working with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

During this academic year, how often have each of the following been obstacles to your school work or academic success?	Not at all	Rarely	Occasionally	Frequently	All the time
Competing job responsibilities (i.e., paid employment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other competing responsibilities (e.g., athletics, clubs, internship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak English skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak math skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling depressed, stressed, or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical illness or condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

< Back

Next >





PART III: COMMUNITY AND CIVIC ENGAGEMENT

Activities

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

Campus-based activities and organizations	Participant or member	Officer or leader	Neither
Academic (e.g., math club, philosophy club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus sports club (e.g., rugby club, Kendo club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus varsity team (e.g., basketball, softball, soccer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Governing bodies (e.g., student government, IFC, panhellenic, residence hall association)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek fraternity or sorority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honor society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media (e.g., campus newspaper, radio station)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing group (e.g., school band, dance team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political (e.g., Young Republicans, College Democrats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational (e.g., chess club, bike club, rock climbing club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other <u>campus-based</u> club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Off-campus activities and organizations	Participant or member	Officer or leader	Neither
Off-campus club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

state

Campus-based activities and organizations	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
Opportunities for community service while here are important to me	<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 here are important to me	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Service & Leadership

3. DURING THIS ACADEMIC YEAR, have you done community service work (deleted) either on or off campus?

No Yes

[< Back](#) [Next >](#)



Page displayed if answered "Yes" to community service question on previous page.

3a. How did you get involved in community service? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment.

How did you get involved in community service?	Yes	No
Through a related class	<input type="radio"/>	<input type="radio"/>
Through a program where I receive course credit (e.g., field studies credit for tutoring)	<input type="radio"/>	<input type="radio"/>
Through a formal service program (AmeriCorps, VISTA, etc.) where I receive pay or a stipend	<input type="radio"/>	<input type="radio"/>
Through my fraternity or sorority	<input type="radio"/>	<input type="radio"/>
Through another student organization on campus	<input type="radio"/>	<input type="radio"/>
Through a university department or program	<input type="radio"/>	<input type="radio"/>
Through my religious organization or church	<input type="radio"/>	<input type="radio"/>
Through my internship	<input type="radio"/>	<input type="radio"/>
I found the work on my own	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

If other, please elaborate

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

- | | |
|--|---|
| <input type="checkbox"/> Access and success in higher education | <input type="checkbox"/> Hunger |
| <input type="checkbox"/> Agriculture/nutrition | <input type="checkbox"/> Immigrants/migrant worker rights |
| <input type="checkbox"/> Animal welfare | <input type="checkbox"/> International issues |
| <input type="checkbox"/> Arts education | <input type="checkbox"/> Legal aid |
| <input type="checkbox"/> Arts, community/public arts (all disciplines) | <input type="checkbox"/> Mental health |
| <input type="checkbox"/> Child care | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Civil rights/human rights | <input type="checkbox"/> Parenting |
| <input type="checkbox"/> Conflict resolution | <input type="checkbox"/> Poverty |
| <input type="checkbox"/> Crime/criminal justice | <input type="checkbox"/> Reading/writing |
| <input type="checkbox"/> Disability issues | <input type="checkbox"/> Senior/elder services |
| <input type="checkbox"/> Disaster preparedness | <input type="checkbox"/> Sexual assault |
| <input type="checkbox"/> Diversity/multiculturalism | <input type="checkbox"/> Substance abuse |
| <input type="checkbox"/> Economic development | <input type="checkbox"/> Tax form preparation |
| <input type="checkbox"/> Education, pre-K to community college | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Environment/sustainability issues | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Global citizenship | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Health | <input type="checkbox"/> Voting |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> Women's issues |
| <input type="checkbox"/> Housing/homelessness | <input type="checkbox"/> Other <input type="text"/> |

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

Course name and number:

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

Organization name and location

Organization name and location

Organization name and location

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

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

3f. Which of the following were significant reasons for getting involved in community service?

	A	Not a

Which of the following were significant reasons for getting involved in community service?	A significant reason	NOT a significant reason
Required as part of my academic program	<input type="radio"/>	<input type="radio"/>
Required by my fraternity/sorority	<input type="radio"/>	<input type="radio"/>
Unique or interesting opportunity arose to participate	<input type="radio"/>	<input type="radio"/>
Encouragement from friends or family	<input type="radio"/>	<input type="radio"/>
Belief in the particular cause	<input type="radio"/>	<input type="radio"/>
Location of where the work was to be conducted	<input type="radio"/>	<input type="radio"/>
Opportunity to learn new things	<input type="radio"/>	<input type="radio"/>
Opportunity to enhance my academic achievement	<input type="radio"/>	<input type="radio"/>
Opportunities to develop leadership skills	<input type="radio"/>	<input type="radio"/>
Become a better citizen and community participant	<input type="radio"/>	<input type="radio"/>
Change conditions in the community	<input type="radio"/>	<input type="radio"/>
Strengthen my resume for graduate school or employment	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

If other, please elaborate

Service-learning courses

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 example being 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.

3g. During this academic year, how many times have you enrolled in a course that had a service learning component?

- Zero
- Once
- Twice
- Three times

What was the average number of total service hours for the service-learning courses you took?

- One to ten hours
- Eleven to twenty-five hours
- Twenty-six to fifty hours

- More than three times
- Twenty-six to thirty hours
- More than fifty hours

3h. In addition to voluntary community service activities, there are other critical community involvement activities. To what extent have you been involved in the following community-focused experiences during this academic year:

To what extent have you been involved in the following community-focused experiences during this academic year:	Not at all	One term or less	More than one term
Course-based service-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad or other internationally-based experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer or community service experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship or clinical practicum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic field study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-based research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please elaborate

3i. In your community-focused experiences during this academic year, were you engaged in any of the following issues/activities?

In your community-focused experiences during this academic year, were you engaged in any of the following issues/activities?	Yes	No
Political or legislative work	<input type="radio"/>	<input type="radio"/>
Charity	<input type="radio"/>	<input type="radio"/>
Disaster relief or incident response	<input type="radio"/>	<input type="radio"/>
Protest or march for a particular cause	<input type="radio"/>	<input type="radio"/>
Social justice-related activities	<input type="radio"/>	<input type="radio"/>
Community empowerment and development	<input type="radio"/>	<input type="radio"/>
Religious-related work	<input type="radio"/>	<input type="radio"/>
Career or professional development experiences	<input type="radio"/>	<input type="radio"/>

Experiences for academic learning and development

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

If other, please elaborate

Other

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

3j. To what extent has participation in community-focused activities at this University influenced your desire to continue community-focused activities after you graduate?

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

< Back

Next >





NATIONAL AND GLOBAL ENGAGEMENT Routed to following option based on response at left.

4. Do you consider yourself to be a

- Democrat
- Republican
- Independent
- Other

4a. Do you consider yourself to be a strong Democrat? Yes No

4a. Do you lean more toward the Democratic Party or Republican Party?

4a. Do you consider yourself to be a strong Republican? Democratic Republican

5. Do you think this country is moving in the right direction or wrong direction?

- Right direction
- Wrong direction
- Don't know

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

During this academic year, how frequently have you followed news about the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
The United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Countries outside the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global politics and diplomacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global climate and environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International business and economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International conflicts and peace issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. As a {ZZZ} student, how would you rate your competencies below?

As a {ZZZ} student, how would you rate your competencies below?	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Understanding of the complexities of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply disciplinary knowledge in a global context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linguistic and cultural competency in at least one language other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfort working with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

In the classroom, how often have you been asked to	Never	Rarely	Occasionally	Sometimes	Often	Very often
Acknowledge personal differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with someone with views that are different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss and navigate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define an issue or challenge and identify possible solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a solution to an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon the solution of an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on community or social issues as a shared responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on your responsibility for community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act on community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Outside the classroom, how often do you

Outside the classroom, how often do you	Never	Rarely	Occasionally	Sometimes	Often	Very often
Acknowledge personal differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with someone with views that are different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss and navigate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define an issue or challenge and identify possible solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a solution to an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon the solution of an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on community or social issues as a shared responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on your individual responsibility for community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act on community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

< Back Next >





PART III: STUDENT LIFE AND DEVELOPMENT

Goals & Aspirations

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

Indicate how important each of the following college goals is to you.	Not important	Somewhat important	Very important
Be in a position to give something back to my community after finishing my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire a well-rounded general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover what kind of person I really want to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieve a high GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Form romantic relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish meaningful friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain the skills I need to pursue my chosen career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be in a position to make a lot of money after finishing my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy my college years before assuming adult responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a <u>personal code of values and ethics</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an <u>in-depth understanding</u> of a specific field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate spirituality into my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish social networks that will help further my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain the skills I need to function in the international arena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions and Campus Climate

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

Campus climate is

Friendly

Hostile

6 5 4 3 2 1

Caring

Impersonal

6 5 4 3 2 1

Intellectual

Not Intellectual

6 5 4 3 2 1

Tolerant of diversity

Intolerant of

6 5 4 3 2 1

Safe

Dangerous

6 5 4 3 2 1

Too hard academically

Too easy academically

6 5 4 3 2 1

Affordable

Not affordable

6 5 4 3 2 1

3. How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?

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	Rarely	Occasionally	Somewhat often	Often	Very often
Their religious beliefs were very different than yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political opinions were very different from yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were an immigrant or from an immigrant family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were of a different nationality than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

They were of a different race or ethnicity than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their gender was different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation was different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were from a different social class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about:	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Immigrant backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

In this academic year, I have heard students express negative or stereotypical views about:	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please rate your awareness and understanding of the following issues when you started at this campus and now.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
My own racial and ethnic identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class and economic differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They had learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

What is your level of agreement or disagreement with the following:	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel valued as an individual on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear sense of appropriate and inappropriate behavior on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a student at this campus	<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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This institution values students' opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic cheating is a problem on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol use is a problem on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug use is a problem on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mental Health and Wellness

9. During this academic year, how often has feeling depressed, stressed, or upset been an obstacle to your school work or academic success?

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

10. In this academic year, what was your experience with ZZZ Student Counseling & Support Services' counseling and psychological services?

- Didn't need
- Needed but didn't use
- Used the service at least once

10a. Was the treatment that you received effective?

- Very effective
- Effective
- Not effective
- Not applicable

10b. Please rate the quality of service that you received.

- Excellent
- Good
- Fair
- Poor

10c. How could the Student Counseling & Support Services' counseling service better serve your needs? Please be specific.

10a. If you might have needed this service but didn't use this service, why not?	True for me	Not true for me
I had never heard of it	<input type="radio"/>	<input type="radio"/>
I didn't know what it offered	<input type="radio"/>	<input type="radio"/>
I didn't know if I was eligible	<input type="radio"/>	<input type="radio"/>
I didn't know how to access it	<input type="radio"/>	<input type="radio"/>
I didn't think it would help	<input type="radio"/>	<input type="radio"/>
I had concerns about possible costs	<input type="radio"/>	<input type="radio"/>
I had concerns about possible lack of confidentiality	<input type="radio"/>	<input type="radio"/>
I was embarrassed to use it	<input type="radio"/>	<input type="radio"/>
I didn't have enough time	<input type="radio"/>	<input type="radio"/>
It has a poor reputation	<input type="radio"/>	<input type="radio"/>
The hours are inconvenient	<input type="radio"/>	<input type="radio"/>
The location is inconvenient	<input type="radio"/>	<input type="radio"/>
The wait for an appointment was too long	<input type="radio"/>	<input type="radio"/>
I got help from another university service or staff person	<input type="radio"/>	<input type="radio"/>
I got help off campus	<input type="radio"/>	<input type="radio"/>

SUMMARY OBSERVATIONS

11. 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 ZZZ.

12. Please describe for us the most important way in which your awareness, understanding, or relationship to the world we live in has changed since you became a student at the University of ZZZ.

Group Identification

13. Think about the type of person you are. With which, if any, of the following types of students at this campus do you personally identify? That is, which of these "college identities" describes who you are?

- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, transgender, or self-identified queer students
- Liberal students
- Partiers
- Religious or spiritual students
- Slackers
- Students from very poor backgrounds
- Students from very rich backgrounds
- Students in my major or field of interest
- Students involved in my campus organization
- Students of my racial or ethnic background
- Students who are serious about getting good grades

- Students with disabilities
- Transfer students

14. With which ONE of these groups do you MOST strongly identify?

- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, transgender, or self-identified queer students
- Liberal students
- Partiers
- Religious or spiritual students
- Slackers
- Students from very poor backgrounds
- Students from very rich backgrounds
- Students in my major or field of interest
- Students involved in my campus organization
- Students of my racial or ethnic background
- Students who are serious about getting good grades
- Students with disabilities
- Transfer students

15. With which ONE of these groups do you LEAST identify?

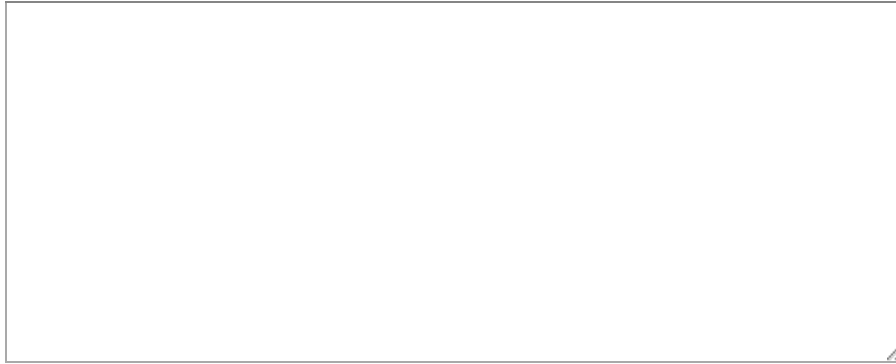
- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, transgender, or self-identified queer students
- Liberal students
- Partiers

- Religious or spiritual students
- Slackers
- Students from very poor backgrounds
- Students from very rich backgrounds
- Students in my major or field of interest
- Students involved in my campus organization
- Students of my racial or ethnic background
- Students who are serious about getting good grades
- Students with disabilities
- Transfer students

[< Back](#)[Next >](#)

{Moved from end of core to end of questionnaire}

What is the SINGLE, MOST IMPORTANT thing that your campus could realistically do to create a better undergraduate experience for students like you? *Please describe only one and use fewer than 50 words.* [\[Help\]](#)

A large, empty rectangular box with a thin black border, intended for the user to enter their response to the question. The box is currently blank.

SERU2010 Dropdown Lists

1

Plans and Aspirations

What do you plan to do when you graduate?

{Choose one}

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

What career do you hope to eventually have after you've completed your education?

{Choose one}

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

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

{Choose one}

- Bachelor's degree (BA, BS, etc.)
- Teaching credential
- Business master's (MBA)
- Other professional master's (MEd, MPP, MPH, MFA, MLIS, MSN, MSW, M.ARCH, etc)
- Academic master's (MA, MS, etc.)
- Law degree (LLB or JD)
- Medical doctorate other than MD (DO, DDS, DVM, etc)
- Medical doctor (MD)
- Doctorate (PhD, EdD, etc)
- Multiple doctoral degrees (MD/PhD)
- I don't know yet

PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

When did you come to the United States to live?

{Choose one}

- I was born in the U.S.
- 1991 or earlier
- 1992
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009 or later

When did you learn to speak English?

{Choose one}

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

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

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

{Choose one}

- None (did not receive formal education)
- Less than high school diploma
- High school diploma
- Associate's or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate
- Master's degree
- A professional degree
- Doctoral degree

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

{Choose one}

- None (did not receive formal education)
- Less than high school diploma
- High school diploma
- Associate's or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate
- Master's degree
- A professional degree
- Doctoral degree

What is your religious/spiritual preference?

{Choose one}

- Spiritual but not associated with a major religion
- Not particularly spiritual
- No preference
- Agnostic
- Atheist
- Baptist
- Buddhist
- Christian Church (Disciples)
- Eastern Orthodox
- Episcopalian
- Hindu
- Jewish
- Lutheran
- Methodist
- Mormon
- Muslim
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- Sikh
- Taoist
- Unitarian/Universalist
- United Church of Christ/Congregational
- Other Christian
- Other Religion

HELP TEXT (via pop-up boxes displaying additional information regarding various questions)

Definition of independent student

You would be an independent student if

- * you have a child, children or other family member that are your legal dependent(s),
- * you are married, if you are under the age of 24 and both of your parents are deceased,
- * you were a ward of your state until you were 18 years of age,
- * you are 24 years of age or older, or
- * you are a Veteran of the United States Armed Forces.

Religion question clarification

Please note that this question, while not perfect, has undergone development over time in response to student feedback. Your response is confidential and you should select the option that BEST DESCRIBES your beliefs.

About sports activities

NCAA sports typically are scholarship eligible, intercampus competitive team activities with professional coaching, conference competition, campus recognition and affiliation. Club sports typically include professional coaching, league competition and travel, participation in tournaments and campus recognition and affiliation without scholarships. Intramural sports typically offer organized INTRAcampus competition and league play.

Closing comment clarification

Why just 50 words? In order to make use of the 1,000's of responses, the feedback must be succinct. We regret that time permits only limited review, but we believe that the feedback has been very effective.