

# 2009 Student Experience in the Research University Undergraduate Experience Survey

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## 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

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

### 1. Time Allocation

1. 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"/>

**Academic and Personal Development**

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

	<b>When you started here</b>	<b>Current ability level</b>
Analytical and critical thinking skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to be clear and effective when writing	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to read and comprehend academic material	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Foreign language skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>

	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Understanding of a specific field of study	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

	<b>When you started here</b>	<b>Current ability level</b>
Quantitative (mathematical and statistical) skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to speak clearly and effectively in English	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to understand international perspectives (economic political, social, cultural)	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Leadership skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Computer skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>

Very good  Very good   
 Excellent  Excellent

	<b>When you started here</b>	<b>Current ability level</b>
Internet skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Library research skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Other research skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to prepare and make a presentation	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Interpersonal (social) skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

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

	<b>When you started here</b>	<b>Current ability level</b>
Ability to appreciate, tolerate and understand racial and ethnic diversity	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to appreciate cultural and global diversity	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Understanding the importance of personal social responsibility	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Self awareness and understanding	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

**Campus Climate for Diversity**

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

Strongly Disagree    Somewhat Disagree    Somewhat Agree    Strongly Agree

	disagree	Disagree	disagree	agree	Agree	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"/>

**Academic Engagement**

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

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

without completing assigned reading

Gone to class unprepared

Skipped class

Raised your standard for acceptable effort due to the high standards of a faculty member

Extensively revised a paper at least once before submitting it to be graded

Sought academic help from instructor or tutor when needed

Worked on class projects or studied as a group with other classmates outside of class

Helped a classmate better understand the course material when studying together

**6. 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

Communicated with a faculty

member by e-mail  
or in person

Talked with the instructor outside of class about issues and concepts derived from a course

Interacted with faculty during lecture class sessions

Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)

**7. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



lower your GPA by  
doing so

Made a class  
presentation

     

Had a class in  
which the  
professor knew or  
learned your name

     

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

(Select one) ▾

(Select one)

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

**Plans and Aspirations**

**9. What do you plan to do when you graduate?**

- 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

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

(Select one)

- (Select one)
- Artistic, creative professions
- Business, finance-related professions
- Education
- Engineering, computer programming
- Law
- Medicine, health-related professions
- Psychology, helping professions
- Researcher, scientist
- Other (please specify below)
- I have no idea whatsoever

If other

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

(Select one)

- (Select 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

**12. Indicate the following research and creative activities that you are currently doing or have completed as a Rutgers 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 <b>research</b> <u>with course credit</u>	<input type="radio"/>	<input type="radio"/>
Assist faculty in <b>research</b> <u>for pay without course credit</u>	<input type="radio"/>	<input type="radio"/>
Assist faculty in <b>research</b> <u>as a volunteer without course credit</u>	<input type="radio"/>	<input type="radio"/>

- Work on **creative projects** under the direction of faculty with course credit
- Work on **creative projects** under the direction of faculty for pay without course credit
- Work on **creative projects** under the direction of faculty as a volunteer without course credit

**Overall Satisfaction and Agreement**

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

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
RU 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"/>

**14. 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"/>

**Evaluation of the Educational Experience**

**Evaluation of the Major**

**The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to university records. Please select the major that you will evaluate.**

I would like to evaluate

Instead, I would like to evaluate a different major

(Select one)

- (Select one)
- Agriculture
- Biology
- Chemistry

**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.**

I would like to evaluate

I would rather evaluate

Instead, I would like to evaluate a different major

(Select one)

- (Select one)
- Agriculture
- Biology
- Chemistry

**15. 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
- Interest in subject area
- Prepares me for graduate/professional school
- Other, please specify:

**Answer the following questions about courses in your major.**

**Answer the following questions about your coursework in general.**

**16. 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"/>

**17. 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"/>

**18. Please answer the following questions about your educational experience overall.**

**18. 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"/>

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

**19. How satisfied are you with each of the following aspects of your educational experience?**

**19. 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"/>

	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 advisors</u> on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

academic  
matters

Advising by  
school or  
college staff on  
academic  
matters

     

Advising by  
departmental  
staff on  
academic  
matters

     

Quality of  
faculty  
instruction

     

Quality of  
teaching by  
graduate  
student TA's

     

Availability of  
courses for  
general  
education or  
breadth  
requirements

     

Availability of  
courses needed  
for graduation

     

Access to small  
classes

     

Access to  
faculty outside  
of class

     

Ability to get  
into a major  
that you want

     

Opportunities  
for research  
experience or  
to produce  
creative  
products

     

Educational  
enrichment  
programs  
(e.g., study



abroad,  
internships)

Accessibility of  
library staff

Availability of  
library  
research  
materials

**20. 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?**

(Select one)

(Select one)

Zero

1

2

3

4 or more

**21. You told us earlier how much time you spend studying and working in a week. How many hours do you spend on each of these other activities in a typical 7 day week?**

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

Attending movies, concerts, sports, or other entertainment events

Performing community service or volunteer activities

Participating in physical exercise, recreational sports, or physically active hobbies

Participating in

spiritual or religious activities

Participating in student clubs or organizations

Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)

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

Socializing with friends

Partying

Spending time with family

Using the computer for non-academic purposes (games, shopping, e-mail/instant messaging, etc.)

Watching TV

Commuting to school and to work

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

(Select one)

(Select one)

0-2

3-4

5-6

7-8  
9-10  
11+

**23. 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:**

**PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS**

**1. When did you come to the United States to live?**

- (Select 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 or later

**2. When did you learn to speak English?**

- (Select 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

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

	Outside U.S.	In 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"/>

**4a. What is the highest level of education reached by your mother in a foreign country?**

(Select one)

(Select one)

- None (did not receive any education in a foreign country)
- Less than the equivalent of high school in the U.S.
- U.S. high school equivalent
- Equivalent of a U.S. associate's or postsecondary certificate
- Equivalent of a U.S. bachelor's
- Post-baccalaureate certificate
- Equivalent of a U.S. master's
- A professional degree
- Equivalent of a U.S. doctorate

**4b. What is the highest level of education reached by your mother in the U.S.?**

(Select one)

(Select one)

- None (did not receive any education in U.S.)
- Less than high school
- GED
- High school degree
- Associate's degree or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate (e.g., teaching certificate)
- Master's
- Professional degree
- Doctorate

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

(Select one)

(Select one)

- Less than high school
- GED
- High school degree
- Associate's degree or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate (e.g., teaching certificate)
- Master's

Professional degree  
Doctorate

**5a. What is the highest level of education reached by your father in a foreign country?**

(Select one)

(Select one)

- None (did not receive any education in a foreign country)
- Less than the equivalent of high school in the U.S.
- U.S. high school equivalent
- Equivalent of a U.S. associate's or postsecondary certificate
- Equivalent of a U.S. bachelor's
- Post-baccalaureate certificate
- Equivalent of a U.S. master's
- A professional degree
- Equivalent of a U.S. doctorate

**5b. What is the highest level of education reached by your father in the U.S.?**

(Select one)

(Select one)

- None (did not receive any education in U.S.)
- Less than high school
- GED
- High school degree
- Associate's degree or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate (e.g., teaching certificate)
- Master's
- Professional degree
- Doctorate

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

(Select one)

(Select one)

- Less than high school
- GED
- High school degree
- Associate's degree or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate (e.g., teaching certificate)
- Master's
- Professional degree
- Doctorate

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

(Select one)

(Select one)

I don't know  
None  
One  
Two  
Three  
Four

**7. 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

**8. Are you a financially 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.*

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

- Yes
- No

**8a. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2008?**

- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$64,999

- \$65,000 to \$79,999
- \$80,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 or more

### 9. What is your religious/spiritual preference?

(Select one)

(Select one)

- Spiritual but not associated with a major religion
- Not particularly spiritual
- 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

### 10. What is your sexual orientation?

- Bisexual
- Gay/Lesbian
- Heterosexual
- Questioning/Unsure
- Queer

- Decline to state
- Other

**11. With which gender do you identify?**

- Female
- Male
- Transgender
- Genderqueer
- Decline to state
- Other

**12. How would you characterize your political orientation?**

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

Submit entries to this point and continue



**PART III: ACADEMIC EXPERIENCE**

**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.**

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
My RU campus 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 (RU New Brunswick, regional college, community college) since they are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



all similar in quality

The emphasis on research detracts from the quality of teaching on this campus

     

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

Learning about faculty research

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

Having courses with faculty members who refer to their own research as part of the class

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

Learning research methods

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

Assisting faculty members in their research, for pay or as a volunteer

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

Pursuing your own research

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

The prestige of this campus when you apply to grad school

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

The prestige of this campus when you apply for a job

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

Having access to a world-class library collection

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

Being able to attend plays, concerts, lectures, and other cultural events on campus

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

**3. 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"/>
Any Rutgers study abroad, including summer study abroad	<input type="radio"/>	<input type="radio"/>
Study abroad program affiliated with another college or university	<input type="radio"/>	<input type="radio"/>
Study abroad program NOT affiliated with a college or university	<input type="radio"/>	<input type="radio"/>

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

Competing job responsibilities (i.e., paid employment)	All the time <input type="radio"/>
	Frequently <input type="radio"/>
	Occasionally <input type="radio"/>
	Rarely <input type="radio"/>
	Not at all <input type="radio"/>
Competing family responsibilities	All the time <input type="radio"/>
	Frequently <input type="radio"/>
	Occasionally <input type="radio"/>
	Rarely <input type="radio"/>
	Not at all <input type="radio"/>
Other competing responsibilities (e.g., athletics, clubs, internship)	All the time <input type="radio"/>
	Frequently <input type="radio"/>
	Occasionally <input type="radio"/>
	Rarely <input type="radio"/>
	Not at all <input type="radio"/>
Weak English skills	All the time <input type="radio"/>
	Frequently <input type="radio"/>
	Occasionally <input type="radio"/>
	Rarely <input type="radio"/>
	Not at all <input type="radio"/>
Weak math skills	All the time <input type="radio"/>
	Frequently <input type="radio"/>
	Occasionally <input type="radio"/>

- Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)
- Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)
- Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)
- Feeling depressed, stressed, or upset
- Physical illness or condition
- Rarely
- Not at all
- All the time
- Frequently
- Occasionally
- Rarely
- Not at all
- All the time
- Frequently
- Occasionally
- Rarely
- Not at all
- All the time
- Frequently
- Occasionally
- Rarely
- Not at all
- All the time
- Frequently
- Occasionally
- Rarely
- Not at all

**5. 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



## PART III: CIVIC ENGAGEMENT

### Activities

1. During this academic year, have you been involved in any of the following activities or organizations?

#### 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"/>
Project group (e.g., Solar Car, Steel Bridge)	<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., Campus Crusade for Christ, Islamic Society of RU, Salam the Muslim Student Association of RU, Sikhs Student Association)	<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 **campus-based** club or organization

Participant or member      Officer or leader      Neither

**Off-campus club or organization**

**2. Which of these best describes your opinion on the following statements?**

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	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"/>
My experience here provides adequate opportunity to explore my cultural identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I can express my political opinions on campus	<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 either on or off campus?**

- No
- Yes

**How did you get involved in this particular community service work? 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.**

- Through a related class
- Through a university department or program
- Through a program where I receive course credit (e.g., field studies credit for tutoring)
- Through my religious organization or church
- Through a formal service program (AmeriCorps, VISTA, etc.) where I receive pay or a stipend
- Through my internship

- Through my fraternity or sorority
- Through another student organization on campus
- I found the work on my own
- Other, please specify:

**What was the type of organization where you did this 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.**

- K-12 school
- Preschool
- Adult literacy or ESL program
- Youth services agency
- Student government
- Environmental group
- Homeless shelter
- Soup kitchen
- Food bank
- Housing organization
- Clinic or hospital
- Animal shelter
- Help hotline
- Religious organization
- Political party
- Political or advocacy organization
- Other, please specify:

**What community service activity did you do?**

	Doing	Not Applicable
Tutoring	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>
Teaching or educating	<input type="radio"/>	<input type="radio"/>
Outreach	<input type="radio"/>	<input type="radio"/>

- Counseling
- Publicity
- Fundraising
- Computer or technical support
- General support
- Building or landscaping
- Preparing or serving food
- Collecting food
- Health care
- Environmental clean up
- Other, please specify:

**Political Engagement**

**4. Do you consider yourself to be a**

Democrat

**Do you consider yourself to be a strong Democrat?**

Yes  No

Republican

**Do you consider yourself to be a strong Republican?**

Yes  No

Independent

**Do you lean more toward the Democratic Party or Republican Party?**

Democratic  Republican

**5. Are you registered to vote?**

Yes

**Are you registered to vote in the same city as your campus?**



Yes

No

No

**What is the primary reason why you are not registered?**

Not a citizen

Not interested

Other, please specify:

**6. When you next have the opportunity to vote, will you?**

Definitely will

Probably will

Maybe

Probably not

**Why won't you vote?**

Not a citizen

Not interested

Other, please specify:

Definitely not

**7. In the most recent election season, to what extent did you do the following?**

	A great deal	A significant amount	Some	Not much	None
Worked for a campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed money to a campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Privately urged others to vote a particular way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid attention to candidates and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about the campaign with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. How important is voting to you personally?**

- Not important
- Important
- Very important

**9. Will you use the following information sources when deciding how to vote?**

	Yes	No
Internet searches	<input type="radio"/>	<input type="radio"/>
Newspapers or magazines (hardcopy or Internet)	<input type="radio"/>	<input type="radio"/>
Candidate debates	<input type="radio"/>	<input type="radio"/>
Friends and family members	<input type="radio"/>	<input type="radio"/>
TV news	<input type="radio"/>	<input type="radio"/>
Paid advertising	<input type="radio"/>	<input type="radio"/>
Postal mailings	<input type="radio"/>	<input type="radio"/>
Electronic mailings	<input type="radio"/>	<input type="radio"/>
Phone calls	<input type="radio"/>	<input type="radio"/>
Rallies or other public events	<input type="radio"/>	<input type="radio"/>

**10. Please rate how important the following issues are in your decision about which candidate to support. Use a scale from 0 to 10 where zero means that a candidate disagreeing with you on this issue would have no effect on your support and a 10 means that you would definitely not support a candidate because of the candidate's position.**

	0	1	2	3	4	5	6	7	8	9	10
Safety from terrorism	<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 health issues like HIV and AIDS	<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"/>
Teen pregnancy	<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"/>
Gun violence	<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"/>
Discrimination and prejudice	<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"/>
Drug and alcohol use	<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"/>
Job creation	<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"/>
Access to affordable higher education	<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"/>
The environment	<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"/>

Access to affordable health care	<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"/>
Privacy issues (e.g., Internet, junk mail)	<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"/>
Issues of morality	<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"/>
Tolerance for those who are different	<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"/>
Retirement security	<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"/>
Abortion	<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"/>
The growing federal deficit	<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"/>
The war in Iraq	<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"/>
Taxes	<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"/>
Gay and lesbian 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"/>
Transgender 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"/>

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

- Right direction
- Wrong direction
- Don't know



**PART III: STUDENT LIFE AND DEVELOPMENT**

**Goals & Aspirations**

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

	Very important	Somewhat important	Not 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
- Prepare for graduate or professional school
- Obtain the skills I need to pursue my chosen career
- Be in a position to make a lot of money after finishing my education
- Explore new ideas
- Enjoy my college years before assuming adult responsibilities
- Develop a personal code of values and ethics
- Develop an in-depth understanding of a specific field of study
- Integrate spirituality into my life
- Establish social networks that will help further my career
- Obtain the skills I need to function in the international arena

**Perceptions and Campus Climate**

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

**Campus climate is**

Friendly

Hostile

Caring

Impersonal

Intellectual

Not intellectual

Tolerant of diversity

Intolerant of diversity

Safe Dangerous

○   ○   ○   ○   ○   ○

Too easy academically Too hard academically

○   ○   ○   ○   ○   ○

Not affordable Affordable

○   ○   ○   ○   ○   ○

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

	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 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 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"/>

**4. Please indicate the extent to which you agree with the following statements.**

	Not applicable	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Students of my race/ethnicity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students of my socio-economic status are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender/sexual identity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my immigration background are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a physical, psychological, or learning disability like mine are respected on this campus	<input type="radio"/>	<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 teaching faculty or instructors express negative or stereotypical views about:**

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender or sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political beliefs or affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical, psychological, or learning disabilities	<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 nonteaching staff or administrators express negative or stereotypical views about:**

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender or sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political beliefs or affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical, psychological, or learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Race or ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender or sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political beliefs or affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical, psychological, or learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	When you started at this campus	As you are now
My own racial and ethnic identity	<input type="button" value="(Select one)"/> (Select one) Very poor	<input type="button" value="(Select one)"/> (Select one) Very poor

	Poor Fair Good Very good Excellent	Poor Fair Good Very good Excellent
Social class and economic differences/issues	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent
Racial and ethnic differences/issues	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent
Gender and sexual orientation differences/issues	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent
Physical disabilities issues	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent
Emotional disabilities issues	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent	(Select one) ▾ (Select one) Very poor Poor Fair Good Very good Excellent

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



	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	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**

**10. 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

**11. In this academic year, what was your experience with Counseling and Psychological Services' counseling and psychological services?**

- Didn't need
- Needed but didn't use

**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 instead	<input type="radio"/>	<input type="radio"/>
I got help off campus	<input type="radio"/>	<input type="radio"/>

- Used the service at least once

**Was the treatment that you received effective?**

- Very effective    Effective    Not effective    Not applicable

**Please rate the quality of service that you received.**

- Excellent    Good    Fair    Poor

**How could the Counseling and Psychological Services' counseling service better serve your needs? Please be specific.**

## SUMMARY OBSERVATIONS

**12. Please describe for us the most important way that you have changed or developed as a person since you became a student at Rutgers University.**

**13. 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 Rutgers University.**

## Group Identification

**14. 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" best describes who you are?**

- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, or transgender 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
- Transfer students

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

(Select one) [dropdown arrow]

- (Select one)
- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, or transgender 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
- Transfer students
- None of the above

**14b. With which ONE of these groups do you LEAST identify?**

(Select one) [dropdown arrow]

- (Select one)
- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, or transgender 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  
 Transfer students  
 None of the above



### PART III: GLOBAL KNOWLEDGE, SKILLS & AWARENESS

**Since enrolling at Rutgers University, have you done the following?** If you had more than one reason for traveling to a location, please record the primary purpose. If your experience abroad consisted of parts with different purposes, for example study abroad followed by two week recreational travel, please report each part separately.

#### 1. Have you participated in a formal study abroad program while attending here?

- Yes  
 No

Did this experience require you to use a language other than English?

- Yes  No

What was the duration of this experience?

- Long-term:** An academic or calendar year  
 **Mid-length:** A regular term (semester, quarter or full summer term)  
 **Short-term:** A semester break, spring break, or intersession / summer term of 8 weeks or less

**What country or countries did you visit?** (Countries are organized by continent / region.)

- Antarctica

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Antarctica (the territory South of 60 deg S) | <input type="checkbox"/> Heard Island and McDonald Islands            |
| <input type="checkbox"/> Bouvet Island (Bouvetoya)                    | <input type="checkbox"/> South Georgia and the South Sandwich Islands |

French Southern Territories

Africa

Please check all that apply

- |   |  |
|---|--|
| <input type="checkbox"/> Algeria                  | <input type="checkbox"/> Malawi                |
| <input type="checkbox"/> Angola                   | <input type="checkbox"/> Mali                  |
| <input type="checkbox"/> Benin                    | <input type="checkbox"/> Mauritania            |
| <input type="checkbox"/> Botswana                 | <input type="checkbox"/> Mauritius             |
| <input type="checkbox"/> Burkina Faso             | <input type="checkbox"/> Mayotte               |
| <input type="checkbox"/> Burundi                  | <input type="checkbox"/> Morocco               |
| <input type="checkbox"/> Cameroon                 | <input type="checkbox"/> Mozambique            |
| <input type="checkbox"/> Cape Verde               | <input type="checkbox"/> Namibia               |
| <input type="checkbox"/> Central African Republic | <input type="checkbox"/> Niger                 |
| <input type="checkbox"/> Chad                     | <input type="checkbox"/> Nigeria               |
| <input type="checkbox"/> Comoros                  | <input type="checkbox"/> Reunion               |
| <input type="checkbox"/> Congo-Kinshasa           | <input type="checkbox"/> Rwanda                |
| <input type="checkbox"/> Congo-Brazzaville        | <input type="checkbox"/> Saint Helena          |
| <input type="checkbox"/> Cote d'Ivoire            | <input type="checkbox"/> Sao Tome and Principe |
| <input type="checkbox"/> Djibouti                 | <input type="checkbox"/> Senegal               |
| <input type="checkbox"/> Egypt                    | <input type="checkbox"/> Seychelles            |
| <input type="checkbox"/> Equatorial Guinea        | <input type="checkbox"/> Sierra Leone          |
| <input type="checkbox"/> Eritrea                  | <input type="checkbox"/> Somalia               |
| <input type="checkbox"/> Ethiopia                 | <input type="checkbox"/> South Africa          |
| <input type="checkbox"/> Gabon                    | <input type="checkbox"/> Sudan                 |
| <input type="checkbox"/> Gambia                   | <input type="checkbox"/> Swaziland             |
| <input type="checkbox"/> Ghana                    | <input type="checkbox"/> Tanzania              |
| <input type="checkbox"/> Guinea                   | <input type="checkbox"/> Togo                  |
| <input type="checkbox"/> Guinea-Bissau            | <input type="checkbox"/> Tunisia               |
| <input type="checkbox"/> Kenya                    | <input type="checkbox"/> Uganda                |
| <input type="checkbox"/> Lesotho                  | <input type="checkbox"/> Western Sahara        |
| <input type="checkbox"/> Liberia                  | <input type="checkbox"/> Zambia                |
| <input type="checkbox"/> Libya                    | <input type="checkbox"/> Zimbabwe              |

Madagascar

Asia & Middle East

Please check all that apply

Afghanistan

Armenia

Azerbaijan

Bahrain

Bangladesh

Bhutan

British Indian Ocean Territory (Chagos Archipelago)

Brunei Darussalam

Cambodia

China

Christmas Island

Cocos (Keeling) Islands

Cyprus

Georgia

Hong Kong

India

Indonesia

Iran

Iraq

Israel

Japan

Jordan

Kazakhstan

Korea

Kuwait

Kyrgyz Republic

Lao People's Democratic Republic

Lebanon

Macao

Malaysia

Maldives

Mongolia

Myanmar

Nepal

Oman

Pakistan

Palestinian Territory

Philippines

Qatar

Saudi Arabia

Singapore

Sri Lanka

Syrian Arab Republic

Taiwan

Tajikistan

Thailand

Timor-Leste

Turkey

Turkmenistan

United Arab Emirates

Uzbekistan

Vietnam

Yemen

Europe

Please check all that apply

- |  |   |
|--|---|
| <input type="checkbox"/> Albania                       | <input type="checkbox"/> Lithuania  |
| <input type="checkbox"/> Andorra                       | <input type="checkbox"/> Luxembourg   |
| <input type="checkbox"/> Austria                       | <input type="checkbox"/> Macedonia  |
| <input type="checkbox"/> Belarus                       | <input type="checkbox"/> Malta  |
| <input type="checkbox"/> Belgium                       | <input type="checkbox"/> Moldova  |
| <input type="checkbox"/> Bosnia and Herzegovina        | <input type="checkbox"/> Monaco   |
| <input type="checkbox"/> Bulgaria                      | <input type="checkbox"/> Montenegro   |
| <input type="checkbox"/> Croatia                       | <input type="checkbox"/> Netherlands  |
| <input type="checkbox"/> Czech Republic                | <input type="checkbox"/> Norway   |
| <input type="checkbox"/> Denmark                       | <input type="checkbox"/> Poland   |
| <input type="checkbox"/> Estonia                       | <input type="checkbox"/> Portugal   |
| <input type="checkbox"/> Finland                       | <input type="checkbox"/> Romania  |
| <input type="checkbox"/> France                        | <input type="checkbox"/> Russian Federation                                 |
| <input type="checkbox"/> Germany                       | <input type="checkbox"/> San Marino   |
| <input type="checkbox"/> Greece                        | <input type="checkbox"/> Serbia   |
| <input type="checkbox"/> Holy See (Vatican City State) | <input type="checkbox"/> Slovakia (Slovak Republic)                         |
| <input type="checkbox"/> Hungary                       | <input type="checkbox"/> Slovenia   |
| <input type="checkbox"/> Iceland                       | <input type="checkbox"/> Spain  |
| <input type="checkbox"/> Ireland                       | <input type="checkbox"/> Sweden   |
| <input type="checkbox"/> Italy                         | <input type="checkbox"/> Switzerland  |
| <input type="checkbox"/> Latvia                        | <input type="checkbox"/> Ukraine  |
| <input type="checkbox"/> Liechtenstein                 | <input type="checkbox"/> United Kingdom of Great Britain & Northern Ireland |

 North America, Central American & Caribbean

Please check all that apply

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Anguilla            | <input type="checkbox"/> Haiti    |
| <input type="checkbox"/> Antigua and Barbuda | <input type="checkbox"/> Honduras |
| <input type="checkbox"/> Aruba               | <input type="checkbox"/> Jamaica  |



- |   |   |
|---|---|
| <input type="checkbox"/> Bahamas                | <input type="checkbox"/> Martinique                       |
| <input type="checkbox"/> Barbados               | <input type="checkbox"/> Mexico                           |
| <input type="checkbox"/> Belize                 | <input type="checkbox"/> Montserrat                       |
| <input type="checkbox"/> Bermuda                | <input type="checkbox"/> Netherlands Antilles             |
| <input type="checkbox"/> British Virgin Islands | <input type="checkbox"/> Nicaragua                        |
| <input type="checkbox"/> Canada                 | <input type="checkbox"/> Panama                           |
| <input type="checkbox"/> Cayman Islands         | <input type="checkbox"/> Puerto Rico                      |
| <input type="checkbox"/> Costa Rica             | <input type="checkbox"/> Saint Barthelemy                 |
| <input type="checkbox"/> Cuba                   | <input type="checkbox"/> Saint Kitts and Nevis            |
| <input type="checkbox"/> Dominica               | <input type="checkbox"/> Saint Lucia                      |
| <input type="checkbox"/> Dominican Republic     | <input type="checkbox"/> Saint Martin                     |
| <input type="checkbox"/> El Salvador            | <input type="checkbox"/> Saint Pierre and Miquelon        |
| <input type="checkbox"/> Greenland              | <input type="checkbox"/> Saint Vincent and the Grenadines |
| <input type="checkbox"/> Grenada                | <input type="checkbox"/> Trinidad and Tobago              |
| <input type="checkbox"/> Guadeloupe             | <input type="checkbox"/> Turks and Caicos Islands         |
| <input type="checkbox"/> Guatemala              | <input type="checkbox"/> U. S. Virgin Islands             |

South America

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Argentina                   | <input type="checkbox"/> French Guiana |
| <input type="checkbox"/> Bolivia                     | <input type="checkbox"/> Guyana        |
| <input type="checkbox"/> Brazil                      | <input type="checkbox"/> Paraguay      |
| <input type="checkbox"/> Chile                       | <input type="checkbox"/> Peru          |
| <input type="checkbox"/> Colombia                    | <input type="checkbox"/> Suriname      |
| <input type="checkbox"/> Ecuador                     | <input type="checkbox"/> Uruguay       |
| <input type="checkbox"/> Falkland Islands (Malvinas) | <input type="checkbox"/> Venezuela     |

Oceania & Australia

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> American Samoa | <input type="checkbox"/> Norfolk Island           |
| <input type="checkbox"/> Australia      | <input type="checkbox"/> Northern Mariana Islands |
| <input type="checkbox"/> Cook Islands   | <input type="checkbox"/> Palau                    |

- |   |   |
|---|---|
| <input type="checkbox"/> Fiji             | <input type="checkbox"/> Papua New Guinea                     |
| <input type="checkbox"/> French Polynesia | <input type="checkbox"/> Pitcairn Islands                     |
| <input type="checkbox"/> Guam             | <input type="checkbox"/> Samoa                                |
| <input type="checkbox"/> Kiribati         | <input type="checkbox"/> Solomon Islands                      |
| <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Tokelau                              |
| <input type="checkbox"/> Micronesia       | <input type="checkbox"/> Tonga                                |
| <input type="checkbox"/> Nauru            | <input type="checkbox"/> Tuvalu                               |
| <input type="checkbox"/> New Caledonia    | <input type="checkbox"/> United States Minor Outlying Islands |
| <input type="checkbox"/> New Zealand      | <input type="checkbox"/> Vanuatu                              |
| <input type="checkbox"/> Niue             | <input type="checkbox"/> Wallis and Futuna                    |

Other

**2. While attending here, have you participated in a service learning, volunteer or work abroad program?**

- Yes  
 No

Did this experience require you to use a language other than English?

- Yes  No

What was the duration of this experience?

- Long-term:** An academic or calendar year  
 **Mid-length:** A regular term (semester, quarter or full summer term)  
 **Short-term:** A semester break, spring break, or intersession / summer term of 8 weeks or less

**What country or countries did you visit?** (Countries are organized by continent / region.)

Antarctica

Please check all that apply

- Antarctica (the territory South of 60 deg S)  Heard Island and McDonald Islands

- Bouvet Island (Bouvetoya)       South Georgia and the South Sandwich Islands
- French Southern Territories

Africa

Please check all that apply

- |   |  |
|---|--|
| <input type="checkbox"/> Algeria                  | <input type="checkbox"/> Malawi                |
| <input type="checkbox"/> Angola                   | <input type="checkbox"/> Mali                  |
| <input type="checkbox"/> Benin                    | <input type="checkbox"/> Mauritania            |
| <input type="checkbox"/> Botswana                 | <input type="checkbox"/> Mauritius             |
| <input type="checkbox"/> Burkina Faso             | <input type="checkbox"/> Mayotte               |
| <input type="checkbox"/> Burundi                  | <input type="checkbox"/> Morocco               |
| <input type="checkbox"/> Cameroon                 | <input type="checkbox"/> Mozambique            |
| <input type="checkbox"/> Cape Verde               | <input type="checkbox"/> Namibia               |
| <input type="checkbox"/> Central African Republic | <input type="checkbox"/> Niger                 |
| <input type="checkbox"/> Chad                     | <input type="checkbox"/> Nigeria               |
| <input type="checkbox"/> Comoros                  | <input type="checkbox"/> Reunion               |
| <input type="checkbox"/> Congo-Kinshasa           | <input type="checkbox"/> Rwanda                |
| <input type="checkbox"/> Congo-Brazzaville        | <input type="checkbox"/> Saint Helena          |
| <input type="checkbox"/> Cote d'Ivoire            | <input type="checkbox"/> Sao Tome and Principe |
| <input type="checkbox"/> Djibouti                 | <input type="checkbox"/> Senegal               |
| <input type="checkbox"/> Egypt                    | <input type="checkbox"/> Seychelles            |
| <input type="checkbox"/> Equatorial Guinea        | <input type="checkbox"/> Sierra Leone          |
| <input type="checkbox"/> Eritrea                  | <input type="checkbox"/> Somalia               |
| <input type="checkbox"/> Ethiopia                 | <input type="checkbox"/> South Africa          |
| <input type="checkbox"/> Gabon                    | <input type="checkbox"/> Sudan                 |
| <input type="checkbox"/> Gambia                   | <input type="checkbox"/> Swaziland             |
| <input type="checkbox"/> Ghana                    | <input type="checkbox"/> Tanzania              |
| <input type="checkbox"/> Guinea                   | <input type="checkbox"/> Togo                  |
| <input type="checkbox"/> Guinea-Bissau            | <input type="checkbox"/> Tunisia               |
| <input type="checkbox"/> Kenya                    | <input type="checkbox"/> Uganda                |
| <input type="checkbox"/> Lesotho                  | <input type="checkbox"/> Western Sahara        |

- Liberia
- Libya
- Madagascar
- Zambia
- Zimbabwe

Asia & Middle East

Please check all that apply

- Afghanistan
- Armenia
- Azerbaijan
- Bahrain
- Bangladesh
- Bhutan
- British Indian Ocean Territory (Chagos Archipelago)
- Brunei Darussalam
- Cambodia
- China
- Christmas Island
- Cocos (Keeling) Islands
- Cyprus
- Georgia
- Hong Kong
- India
- Indonesia
- Iran
- Iraq
- Israel
- Japan
- Jordan
- Kazakhstan
- Korea
- Kuwait
- Lebanon
- Macao
- Malaysia
- Maldives
- Mongolia
- Myanmar
- Nepal
- Oman
- Pakistan
- Palestinian Territory
- Philippines
- Qatar
- Saudi Arabia
- Singapore
- Sri Lanka
- Syrian Arab Republic
- Taiwan
- Tajikistan
- Thailand
- Timor-Leste
- Turkey
- Turkmenistan
- United Arab Emirates
- Uzbekistan
- Vietnam

- Kyrgyz Republic  Yemen
- Lao People's Democratic Republic

Europe

Please check all that apply

- |  |   |
|--|---|
| <input type="checkbox"/> Albania                       | <input type="checkbox"/> Lithuania  |
| <input type="checkbox"/> Andorra                       | <input type="checkbox"/> Luxembourg   |
| <input type="checkbox"/> Austria                       | <input type="checkbox"/> Macedonia  |
| <input type="checkbox"/> Belarus                       | <input type="checkbox"/> Malta  |
| <input type="checkbox"/> Belgium                       | <input type="checkbox"/> Moldova  |
| <input type="checkbox"/> Bosnia and Herzegovina        | <input type="checkbox"/> Monaco   |
| <input type="checkbox"/> Bulgaria                      | <input type="checkbox"/> Montenegro   |
| <input type="checkbox"/> Croatia                       | <input type="checkbox"/> Netherlands  |
| <input type="checkbox"/> Czech Republic                | <input type="checkbox"/> Norway   |
| <input type="checkbox"/> Denmark                       | <input type="checkbox"/> Poland   |
| <input type="checkbox"/> Estonia                       | <input type="checkbox"/> Portugal   |
| <input type="checkbox"/> Finland                       | <input type="checkbox"/> Romania  |
| <input type="checkbox"/> France                        | <input type="checkbox"/> Russian Federation                                 |
| <input type="checkbox"/> Germany                       | <input type="checkbox"/> San Marino   |
| <input type="checkbox"/> Greece                        | <input type="checkbox"/> Serbia   |
| <input type="checkbox"/> Holy See (Vatican City State) | <input type="checkbox"/> Slovakia (Slovak Republic)                         |
| <input type="checkbox"/> Hungary                       | <input type="checkbox"/> Slovenia   |
| <input type="checkbox"/> Iceland                       | <input type="checkbox"/> Spain  |
| <input type="checkbox"/> Ireland                       | <input type="checkbox"/> Sweden   |
| <input type="checkbox"/> Italy                         | <input type="checkbox"/> Switzerland  |
| <input type="checkbox"/> Latvia                        | <input type="checkbox"/> Ukraine  |
| <input type="checkbox"/> Liechtenstein                 | <input type="checkbox"/> United Kingdom of Great Britain & Northern Ireland |

North America, Central American & Caribbean

Please check all that apply

- Anguilla  Haiti

- |   |   |
|---|---|
| <input type="checkbox"/> Antigua and Barbuda    | <input type="checkbox"/> Honduras                         |
| <input type="checkbox"/> Aruba                  | <input type="checkbox"/> Jamaica                          |
| <input type="checkbox"/> Bahamas                | <input type="checkbox"/> Martinique                       |
| <input type="checkbox"/> Barbados               | <input type="checkbox"/> Mexico                           |
| <input type="checkbox"/> Belize                 | <input type="checkbox"/> Montserrat                       |
| <input type="checkbox"/> Bermuda                | <input type="checkbox"/> Netherlands Antilles             |
| <input type="checkbox"/> British Virgin Islands | <input type="checkbox"/> Nicaragua                        |
| <input type="checkbox"/> Canada                 | <input type="checkbox"/> Panama                           |
| <input type="checkbox"/> Cayman Islands         | <input type="checkbox"/> Puerto Rico                      |
| <input type="checkbox"/> Costa Rica             | <input type="checkbox"/> Saint Barthelemy                 |
| <input type="checkbox"/> Cuba                   | <input type="checkbox"/> Saint Kitts and Nevis            |
| <input type="checkbox"/> Dominica               | <input type="checkbox"/> Saint Lucia                      |
| <input type="checkbox"/> Dominican Republic     | <input type="checkbox"/> Saint Martin                     |
| <input type="checkbox"/> El Salvador            | <input type="checkbox"/> Saint Pierre and Miquelon        |
| <input type="checkbox"/> Greenland              | <input type="checkbox"/> Saint Vincent and the Grenadines |
| <input type="checkbox"/> Grenada                | <input type="checkbox"/> Trinidad and Tobago              |
| <input type="checkbox"/> Guadeloupe             | <input type="checkbox"/> Turks and Caicos Islands         |
| <input type="checkbox"/> Guatemala              | <input type="checkbox"/> U. S. Virgin Islands             |

South America

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Argentina                   | <input type="checkbox"/> French Guiana |
| <input type="checkbox"/> Bolivia                     | <input type="checkbox"/> Guyana        |
| <input type="checkbox"/> Brazil                      | <input type="checkbox"/> Paraguay      |
| <input type="checkbox"/> Chile                       | <input type="checkbox"/> Peru          |
| <input type="checkbox"/> Colombia                    | <input type="checkbox"/> Suriname      |
| <input type="checkbox"/> Ecuador                     | <input type="checkbox"/> Uruguay       |
| <input type="checkbox"/> Falkland Islands (Malvinas) | <input type="checkbox"/> Venezuela     |

Oceania & Australia

Please check all that apply

- American Samoa    Norfolk Island

- |   |   |
|---|---|
| <input type="checkbox"/> Australia        | <input type="checkbox"/> Northern Mariana Islands             |
| <input type="checkbox"/> Cook Islands     | <input type="checkbox"/> Palau                                |
| <input type="checkbox"/> Fiji             | <input type="checkbox"/> Papua New Guinea                     |
| <input type="checkbox"/> French Polynesia | <input type="checkbox"/> Pitcairn Islands                     |
| <input type="checkbox"/> Guam             | <input type="checkbox"/> Samoa                                |
| <input type="checkbox"/> Kiribati         | <input type="checkbox"/> Solomon Islands                      |
| <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Tokelau                              |
| <input type="checkbox"/> Micronesia       | <input type="checkbox"/> Tonga                                |
| <input type="checkbox"/> Nauru            | <input type="checkbox"/> Tuvalu                               |
| <input type="checkbox"/> New Caledonia    | <input type="checkbox"/> United States Minor Outlying Islands |
| <input type="checkbox"/> New Zealand      | <input type="checkbox"/> Vanuatu                              |
| <input type="checkbox"/> Niue             | <input type="checkbox"/> Wallis and Futuna                    |

Other

### 3. While attending here, have you traveled abroad for cross-cultural experience or informal education?

- Yes  
 No

Did this experience require you to use a language other than English?

- Yes  No

What was the duration of this experience?

- Long-term:** An academic or calendar year  
 **Mid-length:** A regular term (semester, quarter or full summer term)  
 **Short-term:** A semester break, spring break, or intersession / summer term of 8 weeks or less

**What country or countries did you visit?** (Countries are organized by continent / region.)

- Antarctica

Please check all that apply

- Antarctica (the territory South of 60 deg S)
- Heard Island and McDonald Islands
- Bouvet Island (Bouvetoya)
- South Georgia and the South Sandwich Islands
- French Southern Territories

Africa

Please check all that apply

- |   |  |
|---|--|
| <input type="checkbox"/> Algeria                  | <input type="checkbox"/> Malawi                |
| <input type="checkbox"/> Angola                   | <input type="checkbox"/> Mali                  |
| <input type="checkbox"/> Benin                    | <input type="checkbox"/> Mauritania            |
| <input type="checkbox"/> Botswana                 | <input type="checkbox"/> Mauritius             |
| <input type="checkbox"/> Burkina Faso             | <input type="checkbox"/> Mayotte               |
| <input type="checkbox"/> Burundi                  | <input type="checkbox"/> Morocco               |
| <input type="checkbox"/> Cameroon                 | <input type="checkbox"/> Mozambique            |
| <input type="checkbox"/> Cape Verde               | <input type="checkbox"/> Namibia               |
| <input type="checkbox"/> Central African Republic | <input type="checkbox"/> Niger                 |
| <input type="checkbox"/> Chad                     | <input type="checkbox"/> Nigeria               |
| <input type="checkbox"/> Comoros                  | <input type="checkbox"/> Reunion               |
| <input type="checkbox"/> Congo-Kinshasa           | <input type="checkbox"/> Rwanda                |
| <input type="checkbox"/> Congo-Brazzaville        | <input type="checkbox"/> Saint Helena          |
| <input type="checkbox"/> Cote d'Ivoire            | <input type="checkbox"/> Sao Tome and Principe |
| <input type="checkbox"/> Djibouti                 | <input type="checkbox"/> Senegal               |
| <input type="checkbox"/> Egypt                    | <input type="checkbox"/> Seychelles            |
| <input type="checkbox"/> Equatorial Guinea        | <input type="checkbox"/> Sierra Leone          |
| <input type="checkbox"/> Eritrea                  | <input type="checkbox"/> Somalia               |
| <input type="checkbox"/> Ethiopia                 | <input type="checkbox"/> South Africa          |
| <input type="checkbox"/> Gabon                    | <input type="checkbox"/> Sudan                 |
| <input type="checkbox"/> Gambia                   | <input type="checkbox"/> Swaziland             |
| <input type="checkbox"/> Ghana                    | <input type="checkbox"/> Tanzania              |
| <input type="checkbox"/> Guinea                   | <input type="checkbox"/> Togo                  |
| <input type="checkbox"/> Guinea-Bissau            | <input type="checkbox"/> Tunisia               |



- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> Kenya      | <input type="checkbox"/> Uganda         |
| <input type="checkbox"/> Lesotho    | <input type="checkbox"/> Western Sahara |
| <input type="checkbox"/> Liberia    | <input type="checkbox"/> Zambia         |
| <input type="checkbox"/> Libya      | <input type="checkbox"/> Zimbabwe       |
| <input type="checkbox"/> Madagascar |   |

Asia & Middle East

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Afghanistan   | <input type="checkbox"/> Lebanon               |
| <input type="checkbox"/> Armenia   | <input type="checkbox"/> Macao                 |
| <input type="checkbox"/> Azerbaijan  | <input type="checkbox"/> Malaysia              |
| <input type="checkbox"/> Bahrain   | <input type="checkbox"/> Maldives              |
| <input type="checkbox"/> Bangladesh  | <input type="checkbox"/> Mongolia              |
| <input type="checkbox"/> Bhutan  | <input type="checkbox"/> Myanmar               |
| <input type="checkbox"/> British Indian Ocean Territory (Chagos Archipelago) | <input type="checkbox"/> Nepal                 |
| <input type="checkbox"/> Brunei Darussalam                                   | <input type="checkbox"/> Oman                  |
| <input type="checkbox"/> Cambodia  | <input type="checkbox"/> Pakistan              |
| <input type="checkbox"/> China   | <input type="checkbox"/> Palestinian Territory |
| <input type="checkbox"/> Christmas Island                                    | <input type="checkbox"/> Philippines           |
| <input type="checkbox"/> Cocos (Keeling) Islands                             | <input type="checkbox"/> Qatar                 |
| <input type="checkbox"/> Cyprus  | <input type="checkbox"/> Saudi Arabia          |
| <input type="checkbox"/> Georgia   | <input type="checkbox"/> Singapore             |
| <input type="checkbox"/> Hong Kong   | <input type="checkbox"/> Sri Lanka             |
| <input type="checkbox"/> India   | <input type="checkbox"/> Syrian Arab Republic  |
| <input type="checkbox"/> Indonesia   | <input type="checkbox"/> Taiwan                |
| <input type="checkbox"/> Iran  | <input type="checkbox"/> Tajikistan            |
| <input type="checkbox"/> Iraq  | <input type="checkbox"/> Thailand              |
| <input type="checkbox"/> Israel  | <input type="checkbox"/> Timor-Leste           |
| <input type="checkbox"/> Japan   | <input type="checkbox"/> Turkey                |
| <input type="checkbox"/> Jordan  | <input type="checkbox"/> Turkmenistan          |
| <input type="checkbox"/> Kazakhstan  | <input type="checkbox"/> United Arab Emirates  |

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> Korea                            | <input type="checkbox"/> Uzbekistan |
| <input type="checkbox"/> Kuwait                           | <input type="checkbox"/> Vietnam    |
| <input type="checkbox"/> Kyrgyz Republic                  | <input type="checkbox"/> Yemen      |
| <input type="checkbox"/> Lao People's Democratic Republic |                                     |

Europe

Please check all that apply

- |  |   |
|--|---|
| <input type="checkbox"/> Albania                       | <input type="checkbox"/> Lithuania  |
| <input type="checkbox"/> Andorra                       | <input type="checkbox"/> Luxembourg   |
| <input type="checkbox"/> Austria                       | <input type="checkbox"/> Macedonia  |
| <input type="checkbox"/> Belarus                       | <input type="checkbox"/> Malta  |
| <input type="checkbox"/> Belgium                       | <input type="checkbox"/> Moldova  |
| <input type="checkbox"/> Bosnia and Herzegovina        | <input type="checkbox"/> Monaco   |
| <input type="checkbox"/> Bulgaria                      | <input type="checkbox"/> Montenegro   |
| <input type="checkbox"/> Croatia                       | <input type="checkbox"/> Netherlands  |
| <input type="checkbox"/> Czech Republic                | <input type="checkbox"/> Norway   |
| <input type="checkbox"/> Denmark                       | <input type="checkbox"/> Poland   |
| <input type="checkbox"/> Estonia                       | <input type="checkbox"/> Portugal   |
| <input type="checkbox"/> Finland                       | <input type="checkbox"/> Romania  |
| <input type="checkbox"/> France                        | <input type="checkbox"/> Russian Federation                                 |
| <input type="checkbox"/> Germany                       | <input type="checkbox"/> San Marino   |
| <input type="checkbox"/> Greece                        | <input type="checkbox"/> Serbia   |
| <input type="checkbox"/> Holy See (Vatican City State) | <input type="checkbox"/> Slovakia (Slovak Republic)                         |
| <input type="checkbox"/> Hungary                       | <input type="checkbox"/> Slovenia   |
| <input type="checkbox"/> Iceland                       | <input type="checkbox"/> Spain  |
| <input type="checkbox"/> Ireland                       | <input type="checkbox"/> Sweden   |
| <input type="checkbox"/> Italy                         | <input type="checkbox"/> Switzerland  |
| <input type="checkbox"/> Latvia                        | <input type="checkbox"/> Ukraine  |
| <input type="checkbox"/> Liechtenstein                 | <input type="checkbox"/> United Kingdom of Great Britain & Northern Ireland |

North America, Central American & Caribbean

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Anguilla               | <input type="checkbox"/> Haiti                            |
| <input type="checkbox"/> Antigua and Barbuda    | <input type="checkbox"/> Honduras                         |
| <input type="checkbox"/> Aruba                  | <input type="checkbox"/> Jamaica                          |
| <input type="checkbox"/> Bahamas                | <input type="checkbox"/> Martinique                       |
| <input type="checkbox"/> Barbados               | <input type="checkbox"/> Mexico                           |
| <input type="checkbox"/> Belize                 | <input type="checkbox"/> Montserrat                       |
| <input type="checkbox"/> Bermuda                | <input type="checkbox"/> Netherlands Antilles             |
| <input type="checkbox"/> British Virgin Islands | <input type="checkbox"/> Nicaragua                        |
| <input type="checkbox"/> Canada                 | <input type="checkbox"/> Panama                           |
| <input type="checkbox"/> Cayman Islands         | <input type="checkbox"/> Puerto Rico                      |
| <input type="checkbox"/> Costa Rica             | <input type="checkbox"/> Saint Barthelemy                 |
| <input type="checkbox"/> Cuba                   | <input type="checkbox"/> Saint Kitts and Nevis            |
| <input type="checkbox"/> Dominica               | <input type="checkbox"/> Saint Lucia                      |
| <input type="checkbox"/> Dominican Republic     | <input type="checkbox"/> Saint Martin                     |
| <input type="checkbox"/> El Salvador            | <input type="checkbox"/> Saint Pierre and Miquelon        |
| <input type="checkbox"/> Greenland              | <input type="checkbox"/> Saint Vincent and the Grenadines |
| <input type="checkbox"/> Grenada                | <input type="checkbox"/> Trinidad and Tobago              |
| <input type="checkbox"/> Guadeloupe             | <input type="checkbox"/> Turks and Caicos Islands         |
| <input type="checkbox"/> Guatemala              | <input type="checkbox"/> U. S. Virgin Islands             |

South America

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Argentina                   | <input type="checkbox"/> French Guiana |
| <input type="checkbox"/> Bolivia                     | <input type="checkbox"/> Guyana        |
| <input type="checkbox"/> Brazil                      | <input type="checkbox"/> Paraguay      |
| <input type="checkbox"/> Chile                       | <input type="checkbox"/> Peru          |
| <input type="checkbox"/> Colombia                    | <input type="checkbox"/> Suriname      |
| <input type="checkbox"/> Ecuador                     | <input type="checkbox"/> Uruguay       |
| <input type="checkbox"/> Falkland Islands (Malvinas) | <input type="checkbox"/> Venezuela     |

Oceania & Australia

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> American Samoa   | <input type="checkbox"/> Norfolk Island                       |
| <input type="checkbox"/> Australia        | <input type="checkbox"/> Northern Mariana Islands             |
| <input type="checkbox"/> Cook Islands     | <input type="checkbox"/> Palau                                |
| <input type="checkbox"/> Fiji             | <input type="checkbox"/> Papua New Guinea                     |
| <input type="checkbox"/> French Polynesia | <input type="checkbox"/> Pitcairn Islands                     |
| <input type="checkbox"/> Guam             | <input type="checkbox"/> Samoa                                |
| <input type="checkbox"/> Kiribati         | <input type="checkbox"/> Solomon Islands                      |
| <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Tokelau                              |
| <input type="checkbox"/> Micronesia       | <input type="checkbox"/> Tonga                                |
| <input type="checkbox"/> Nauru            | <input type="checkbox"/> Tuvalu                               |
| <input type="checkbox"/> New Caledonia    | <input type="checkbox"/> United States Minor Outlying Islands |
| <input type="checkbox"/> New Zealand      | <input type="checkbox"/> Vanuatu                              |
| <input type="checkbox"/> Niue             | <input type="checkbox"/> Wallis and Futuna                    |
- Other

#### 4. Have you traveled abroad for recreation while enrolled here?

- Yes  
 No

Did this experience require you to use a language other than English?

- Yes  No

What was the duration of this experience?

- Long-term:** An academic or calendar year  
 **Mid-length:** A regular term (semester, quarter or full summer term)  
 **Short-term:** A semester break, spring break, or intersession / summer term of 8 weeks or less

**What country or countries did you visit?** (Countries are organized by continent / region.)

Antarctica

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Antarctica (the territory South of 60 deg S) | <input type="checkbox"/> Heard Island and McDonald Islands            |
| <input type="checkbox"/> Bouvet Island (Bouvetoya)                    | <input type="checkbox"/> South Georgia and the South Sandwich Islands |
| <input type="checkbox"/> French Southern Territories                  |   |

 Africa

Please check all that apply

- |   |  |
|---|--|
| <input type="checkbox"/> Algeria                  | <input type="checkbox"/> Malawi                |
| <input type="checkbox"/> Angola                   | <input type="checkbox"/> Mali                  |
| <input type="checkbox"/> Benin                    | <input type="checkbox"/> Mauritania            |
| <input type="checkbox"/> Botswana                 | <input type="checkbox"/> Mauritius             |
| <input type="checkbox"/> Burkina Faso             | <input type="checkbox"/> Mayotte               |
| <input type="checkbox"/> Burundi                  | <input type="checkbox"/> Morocco               |
| <input type="checkbox"/> Cameroon                 | <input type="checkbox"/> Mozambique            |
| <input type="checkbox"/> Cape Verde               | <input type="checkbox"/> Namibia               |
| <input type="checkbox"/> Central African Republic | <input type="checkbox"/> Niger                 |
| <input type="checkbox"/> Chad                     | <input type="checkbox"/> Nigeria               |
| <input type="checkbox"/> Comoros                  | <input type="checkbox"/> Reunion               |
| <input type="checkbox"/> Congo-Kinshasa           | <input type="checkbox"/> Rwanda                |
| <input type="checkbox"/> Congo-Brazzaville        | <input type="checkbox"/> Saint Helena          |
| <input type="checkbox"/> Cote d'Ivoire            | <input type="checkbox"/> Sao Tome and Principe |
| <input type="checkbox"/> Djibouti                 | <input type="checkbox"/> Senegal               |
| <input type="checkbox"/> Egypt                    | <input type="checkbox"/> Seychelles            |
| <input type="checkbox"/> Equatorial Guinea        | <input type="checkbox"/> Sierra Leone          |
| <input type="checkbox"/> Eritrea                  | <input type="checkbox"/> Somalia               |
| <input type="checkbox"/> Ethiopia                 | <input type="checkbox"/> South Africa          |
| <input type="checkbox"/> Gabon                    | <input type="checkbox"/> Sudan                 |
| <input type="checkbox"/> Gambia                   | <input type="checkbox"/> Swaziland             |
| <input type="checkbox"/> Ghana                    | <input type="checkbox"/> Tanzania              |
| <input type="checkbox"/> Guinea                   | <input type="checkbox"/> Togo                  |

- |  |   |
|--|---|
| <input type="checkbox"/> Guinea-Bissau | <input type="checkbox"/> Tunisia        |
| <input type="checkbox"/> Kenya         | <input type="checkbox"/> Uganda         |
| <input type="checkbox"/> Lesotho       | <input type="checkbox"/> Western Sahara |
| <input type="checkbox"/> Liberia       | <input type="checkbox"/> Zambia         |
| <input type="checkbox"/> Libya         | <input type="checkbox"/> Zimbabwe       |
| <input type="checkbox"/> Madagascar    |   |

 Asia & Middle East

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Afghanistan   | <input type="checkbox"/> Lebanon               |
| <input type="checkbox"/> Armenia   | <input type="checkbox"/> Macao                 |
| <input type="checkbox"/> Azerbaijan  | <input type="checkbox"/> Malaysia              |
| <input type="checkbox"/> Bahrain   | <input type="checkbox"/> Maldives              |
| <input type="checkbox"/> Bangladesh  | <input type="checkbox"/> Mongolia              |
| <input type="checkbox"/> Bhutan  | <input type="checkbox"/> Myanmar               |
| <input type="checkbox"/> British Indian Ocean Territory (Chagos Archipelago) | <input type="checkbox"/> Nepal                 |
| <input type="checkbox"/> Brunei Darussalam                                   | <input type="checkbox"/> Oman                  |
| <input type="checkbox"/> Cambodia  | <input type="checkbox"/> Pakistan              |
| <input type="checkbox"/> China   | <input type="checkbox"/> Palestinian Territory |
| <input type="checkbox"/> Christmas Island                                    | <input type="checkbox"/> Philippines           |
| <input type="checkbox"/> Cocos (Keeling) Islands                             | <input type="checkbox"/> Qatar                 |
| <input type="checkbox"/> Cyprus  | <input type="checkbox"/> Saudi Arabia          |
| <input type="checkbox"/> Georgia   | <input type="checkbox"/> Singapore             |
| <input type="checkbox"/> Hong Kong   | <input type="checkbox"/> Sri Lanka             |
| <input type="checkbox"/> India   | <input type="checkbox"/> Syrian Arab Republic  |
| <input type="checkbox"/> Indonesia   | <input type="checkbox"/> Taiwan                |
| <input type="checkbox"/> Iran  | <input type="checkbox"/> Tajikistan            |
| <input type="checkbox"/> Iraq  | <input type="checkbox"/> Thailand              |
| <input type="checkbox"/> Israel  | <input type="checkbox"/> Timor-Leste           |
| <input type="checkbox"/> Japan   | <input type="checkbox"/> Turkey                |
| <input type="checkbox"/> Jordan  | <input type="checkbox"/> Turkmenistan          |

- |   |   |
|---|---|
| <input type="checkbox"/> Kazakhstan                       | <input type="checkbox"/> United Arab Emirates |
| <input type="checkbox"/> Korea                            | <input type="checkbox"/> Uzbekistan           |
| <input type="checkbox"/> Kuwait                           | <input type="checkbox"/> Vietnam              |
| <input type="checkbox"/> Kyrgyz Republic                  | <input type="checkbox"/> Yemen                |
| <input type="checkbox"/> Lao People's Democratic Republic |   |

Europe

Please check all that apply

- |  |   |
|--|---|
| <input type="checkbox"/> Albania                       | <input type="checkbox"/> Lithuania  |
| <input type="checkbox"/> Andorra                       | <input type="checkbox"/> Luxembourg   |
| <input type="checkbox"/> Austria                       | <input type="checkbox"/> Macedonia  |
| <input type="checkbox"/> Belarus                       | <input type="checkbox"/> Malta  |
| <input type="checkbox"/> Belgium                       | <input type="checkbox"/> Moldova  |
| <input type="checkbox"/> Bosnia and Herzegovina        | <input type="checkbox"/> Monaco   |
| <input type="checkbox"/> Bulgaria                      | <input type="checkbox"/> Montenegro   |
| <input type="checkbox"/> Croatia                       | <input type="checkbox"/> Netherlands  |
| <input type="checkbox"/> Czech Republic                | <input type="checkbox"/> Norway   |
| <input type="checkbox"/> Denmark                       | <input type="checkbox"/> Poland   |
| <input type="checkbox"/> Estonia                       | <input type="checkbox"/> Portugal   |
| <input type="checkbox"/> Finland                       | <input type="checkbox"/> Romania  |
| <input type="checkbox"/> France                        | <input type="checkbox"/> Russian Federation                                 |
| <input type="checkbox"/> Germany                       | <input type="checkbox"/> San Marino   |
| <input type="checkbox"/> Greece                        | <input type="checkbox"/> Serbia   |
| <input type="checkbox"/> Holy See (Vatican City State) | <input type="checkbox"/> Slovakia (Slovak Republic)                         |
| <input type="checkbox"/> Hungary                       | <input type="checkbox"/> Slovenia   |
| <input type="checkbox"/> Iceland                       | <input type="checkbox"/> Spain  |
| <input type="checkbox"/> Ireland                       | <input type="checkbox"/> Sweden   |
| <input type="checkbox"/> Italy                         | <input type="checkbox"/> Switzerland  |
| <input type="checkbox"/> Latvia                        | <input type="checkbox"/> Ukraine  |
| <input type="checkbox"/> Liechtenstein                 | <input type="checkbox"/> United Kingdom of Great Britain & Northern Ireland |

North America, Central American & Caribbean

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Anguilla               | <input type="checkbox"/> Haiti                            |
| <input type="checkbox"/> Antigua and Barbuda    | <input type="checkbox"/> Honduras                         |
| <input type="checkbox"/> Aruba                  | <input type="checkbox"/> Jamaica                          |
| <input type="checkbox"/> Bahamas                | <input type="checkbox"/> Martinique                       |
| <input type="checkbox"/> Barbados               | <input type="checkbox"/> Mexico                           |
| <input type="checkbox"/> Belize                 | <input type="checkbox"/> Montserrat                       |
| <input type="checkbox"/> Bermuda                | <input type="checkbox"/> Netherlands Antilles             |
| <input type="checkbox"/> British Virgin Islands | <input type="checkbox"/> Nicaragua                        |
| <input type="checkbox"/> Canada                 | <input type="checkbox"/> Panama                           |
| <input type="checkbox"/> Cayman Islands         | <input type="checkbox"/> Puerto Rico                      |
| <input type="checkbox"/> Costa Rica             | <input type="checkbox"/> Saint Barthelemy                 |
| <input type="checkbox"/> Cuba                   | <input type="checkbox"/> Saint Kitts and Nevis            |
| <input type="checkbox"/> Dominica               | <input type="checkbox"/> Saint Lucia                      |
| <input type="checkbox"/> Dominican Republic     | <input type="checkbox"/> Saint Martin                     |
| <input type="checkbox"/> El Salvador            | <input type="checkbox"/> Saint Pierre and Miquelon        |
| <input type="checkbox"/> Greenland              | <input type="checkbox"/> Saint Vincent and the Grenadines |
| <input type="checkbox"/> Grenada                | <input type="checkbox"/> Trinidad and Tobago              |
| <input type="checkbox"/> Guadeloupe             | <input type="checkbox"/> Turks and Caicos Islands         |
| <input type="checkbox"/> Guatemala              | <input type="checkbox"/> U. S. Virgin Islands             |

 South America

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Argentina                   | <input type="checkbox"/> French Guiana |
| <input type="checkbox"/> Bolivia                     | <input type="checkbox"/> Guyana        |
| <input type="checkbox"/> Brazil                      | <input type="checkbox"/> Paraguay      |
| <input type="checkbox"/> Chile                       | <input type="checkbox"/> Peru          |
| <input type="checkbox"/> Colombia                    | <input type="checkbox"/> Suriname      |
| <input type="checkbox"/> Ecuador                     | <input type="checkbox"/> Uruguay       |
| <input type="checkbox"/> Falkland Islands (Malvinas) | <input type="checkbox"/> Venezuela     |



Oceania & Australia

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> American Samoa   | <input type="checkbox"/> Norfolk Island                       |
| <input type="checkbox"/> Australia        | <input type="checkbox"/> Northern Mariana Islands             |
| <input type="checkbox"/> Cook Islands     | <input type="checkbox"/> Palau                                |
| <input type="checkbox"/> Fiji             | <input type="checkbox"/> Papua New Guinea                     |
| <input type="checkbox"/> French Polynesia | <input type="checkbox"/> Pitcairn Islands                     |
| <input type="checkbox"/> Guam             | <input type="checkbox"/> Samoa                                |
| <input type="checkbox"/> Kiribati         | <input type="checkbox"/> Solomon Islands                      |
| <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Tokelau                              |
| <input type="checkbox"/> Micronesia       | <input type="checkbox"/> Tonga                                |
| <input type="checkbox"/> Nauru            | <input type="checkbox"/> Tuvalu                               |
| <input type="checkbox"/> New Caledonia    | <input type="checkbox"/> United States Minor Outlying Islands |
| <input type="checkbox"/> New Zealand      | <input type="checkbox"/> Vanuatu                              |
| <input type="checkbox"/> Niue             | <input type="checkbox"/> Wallis and Futuna                    |

 Other

### 5. Have you traveled abroad to visit family while enrolled here?

- Yes  
 No

Did this experience require you to use a language other than English?

- Yes    No

What was the duration of this experience?

- Long-term:** An academic or calendar year  
 **Mid-length:** A regular term (semester, quarter or full summer term)  
 **Short-term:** A semester break, spring break, or intersession / summer term of 8 weeks or less

**What country or countries did you visit?** (Countries are organized by

continent / region.)

Antarctica

Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Antarctica (the territory South of 60 deg S) | <input type="checkbox"/> Heard Island and McDonald Islands            |
| <input type="checkbox"/> Bouvet Island (Bouvetoya)                    | <input type="checkbox"/> South Georgia and the South Sandwich Islands |
| <input type="checkbox"/> French Southern Territories                  |   |

Africa

Please check all that apply

- |   |  |
|---|--|
| <input type="checkbox"/> Algeria                  | <input type="checkbox"/> Malawi                |
| <input type="checkbox"/> Angola                   | <input type="checkbox"/> Mali                  |
| <input type="checkbox"/> Benin                    | <input type="checkbox"/> Mauritania            |
| <input type="checkbox"/> Botswana                 | <input type="checkbox"/> Mauritius             |
| <input type="checkbox"/> Burkina Faso             | <input type="checkbox"/> Mayotte               |
| <input type="checkbox"/> Burundi                  | <input type="checkbox"/> Morocco               |
| <input type="checkbox"/> Cameroon                 | <input type="checkbox"/> Mozambique            |
| <input type="checkbox"/> Cape Verde               | <input type="checkbox"/> Namibia               |
| <input type="checkbox"/> Central African Republic | <input type="checkbox"/> Niger                 |
| <input type="checkbox"/> Chad                     | <input type="checkbox"/> Nigeria               |
| <input type="checkbox"/> Comoros                  | <input type="checkbox"/> Reunion               |
| <input type="checkbox"/> Congo-Kinshasa           | <input type="checkbox"/> Rwanda                |
| <input type="checkbox"/> Congo-Brazzaville        | <input type="checkbox"/> Saint Helena          |
| <input type="checkbox"/> Cote d'Ivoire            | <input type="checkbox"/> Sao Tome and Principe |
| <input type="checkbox"/> Djibouti                 | <input type="checkbox"/> Senegal               |
| <input type="checkbox"/> Egypt                    | <input type="checkbox"/> Seychelles            |
| <input type="checkbox"/> Equatorial Guinea        | <input type="checkbox"/> Sierra Leone          |
| <input type="checkbox"/> Eritrea                  | <input type="checkbox"/> Somalia               |
| <input type="checkbox"/> Ethiopia                 | <input type="checkbox"/> South Africa          |
| <input type="checkbox"/> Gabon                    | <input type="checkbox"/> Sudan                 |
| <input type="checkbox"/> Gambia                   | <input type="checkbox"/> Swaziland             |

- |  |   |
|--|---|
| <input type="checkbox"/> Ghana         | <input type="checkbox"/> Tanzania       |
| <input type="checkbox"/> Guinea        | <input type="checkbox"/> Togo           |
| <input type="checkbox"/> Guinea-Bissau | <input type="checkbox"/> Tunisia        |
| <input type="checkbox"/> Kenya         | <input type="checkbox"/> Uganda         |
| <input type="checkbox"/> Lesotho       | <input type="checkbox"/> Western Sahara |
| <input type="checkbox"/> Liberia       | <input type="checkbox"/> Zambia         |
| <input type="checkbox"/> Libya         | <input type="checkbox"/> Zimbabwe       |
| <input type="checkbox"/> Madagascar    |   |

Asia & Middle East

Please check all that apply

- |  |  |
|--|--|
| <input type="checkbox"/> Afghanistan   | <input type="checkbox"/> Lebanon               |
| <input type="checkbox"/> Armenia   | <input type="checkbox"/> Macao                 |
| <input type="checkbox"/> Azerbaijan  | <input type="checkbox"/> Malaysia              |
| <input type="checkbox"/> Bahrain   | <input type="checkbox"/> Maldives              |
| <input type="checkbox"/> Bangladesh  | <input type="checkbox"/> Mongolia              |
| <input type="checkbox"/> Bhutan  | <input type="checkbox"/> Myanmar               |
| <input type="checkbox"/> British Indian Ocean Territory (Chagos Archipelago) | <input type="checkbox"/> Nepal                 |
| <input type="checkbox"/> Brunei Darussalam                                   | <input type="checkbox"/> Oman                  |
| <input type="checkbox"/> Cambodia  | <input type="checkbox"/> Pakistan              |
| <input type="checkbox"/> China   | <input type="checkbox"/> Palestinian Territory |
| <input type="checkbox"/> Christmas Island                                    | <input type="checkbox"/> Philippines           |
| <input type="checkbox"/> Cocos (Keeling) Islands                             | <input type="checkbox"/> Qatar                 |
| <input type="checkbox"/> Cyprus  | <input type="checkbox"/> Saudi Arabia          |
| <input type="checkbox"/> Georgia   | <input type="checkbox"/> Singapore             |
| <input type="checkbox"/> Hong Kong   | <input type="checkbox"/> Sri Lanka             |
| <input type="checkbox"/> India   | <input type="checkbox"/> Syrian Arab Republic  |
| <input type="checkbox"/> Indonesia   | <input type="checkbox"/> Taiwan                |
| <input type="checkbox"/> Iran  | <input type="checkbox"/> Tajikistan            |
| <input type="checkbox"/> Iraq  | <input type="checkbox"/> Thailand              |
| <input type="checkbox"/> Israel  | <input type="checkbox"/> Timor-Leste           |

- |   |   |
|---|---|
| <input type="checkbox"/> Japan                            | <input type="checkbox"/> Turkey               |
| <input type="checkbox"/> Jordan                           | <input type="checkbox"/> Turkmenistan         |
| <input type="checkbox"/> Kazakhstan                       | <input type="checkbox"/> United Arab Emirates |
| <input type="checkbox"/> Korea                            | <input type="checkbox"/> Uzbekistan           |
| <input type="checkbox"/> Kuwait                           | <input type="checkbox"/> Vietnam              |
| <input type="checkbox"/> Kyrgyz Republic                  | <input type="checkbox"/> Yemen                |
| <input type="checkbox"/> Lao People's Democratic Republic |   |

Europe

Please check all that apply

- |  |   |
|--|---|
| <input type="checkbox"/> Albania                       | <input type="checkbox"/> Lithuania                  |
| <input type="checkbox"/> Andorra                       | <input type="checkbox"/> Luxembourg                 |
| <input type="checkbox"/> Austria                       | <input type="checkbox"/> Macedonia                  |
| <input type="checkbox"/> Belarus                       | <input type="checkbox"/> Malta                      |
| <input type="checkbox"/> Belgium                       | <input type="checkbox"/> Moldova                    |
| <input type="checkbox"/> Bosnia and Herzegovina        | <input type="checkbox"/> Monaco                     |
| <input type="checkbox"/> Bulgaria                      | <input type="checkbox"/> Montenegro                 |
| <input type="checkbox"/> Croatia                       | <input type="checkbox"/> Netherlands                |
| <input type="checkbox"/> Czech Republic                | <input type="checkbox"/> Norway                     |
| <input type="checkbox"/> Denmark                       | <input type="checkbox"/> Poland                     |
| <input type="checkbox"/> Estonia                       | <input type="checkbox"/> Portugal                   |
| <input type="checkbox"/> Finland                       | <input type="checkbox"/> Romania                    |
| <input type="checkbox"/> France                        | <input type="checkbox"/> Russian Federation         |
| <input type="checkbox"/> Germany                       | <input type="checkbox"/> San Marino                 |
| <input type="checkbox"/> Greece                        | <input type="checkbox"/> Serbia                     |
| <input type="checkbox"/> Holy See (Vatican City State) | <input type="checkbox"/> Slovakia (Slovak Republic) |
| <input type="checkbox"/> Hungary                       | <input type="checkbox"/> Slovenia                   |
| <input type="checkbox"/> Iceland                       | <input type="checkbox"/> Spain                      |
| <input type="checkbox"/> Ireland                       | <input type="checkbox"/> Sweden                     |
| <input type="checkbox"/> Italy                         | <input type="checkbox"/> Switzerland                |
| <input type="checkbox"/> Latvia                        | <input type="checkbox"/> Ukraine                    |

Liechtenstein United Kingdom of Great Britain & Northern Ireland North America, Central American & Caribbean

Please check all that apply

 Anguilla Haiti Antigua and Barbuda Honduras Aruba Jamaica Bahamas Martinique Barbados Mexico Belize Montserrat Bermuda Netherlands Antilles British Virgin Islands Nicaragua Canada Panama Cayman Islands Puerto Rico Costa Rica Saint Barthelemy Cuba Saint Kitts and Nevis Dominica Saint Lucia Dominican Republic Saint Martin El Salvador Saint Pierre and Miquelon Greenland Saint Vincent and the Grenadines Grenada Trinidad and Tobago Guadeloupe Turks and Caicos Islands Guatemala U. S. Virgin Islands South America

Please check all that apply

 Argentina French Guiana Bolivia Guyana Brazil Paraguay Chile Peru Colombia Suriname

- Ecuador  Uruguay
- Falkland Islands (Malvinas)  Venezuela

Oceania & Australia

Please check all that apply

- American Samoa  Norfolk Island
- Australia  Northern Mariana Islands
- Cook Islands  Palau
- Fiji  Papua New Guinea
- French Polynesia  Pitcairn Islands
- Guam  Samoa
- Kiribati  Solomon Islands
- Marshall Islands  Tokelau
- Micronesia  Tonga
- Nauru  Tuvalu
- New Caledonia  United States Minor Outlying Islands
- New Zealand  Vanuatu
- Niue  Wallis and Futuna

Other

**6. While at Rutgers, did you have the following experiences?**

	Yes	No	Don't know
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"/>
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"/>
Had a friendship with one or more [University] students from outside the U.S.	<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"/>

**7. While at Rutgers, did you have these academic experiences?**

	Yes	No
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"/>
Worked with a faculty member on a project with an international/global theme	<input type="radio"/>	<input type="radio"/>
Attended lectures, symposia, workshops or conferences on international/global topics	<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"/>

**8. Did you study a language other than English while attending Rutgers?**

- Yes
- No

Please check all that apply

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Afrikaans                  | <input type="checkbox"/> Hebrew (Classical) | <input type="checkbox"/> Quechua         |
| <input type="checkbox"/> Akkadian                   | <input type="checkbox"/> Hebrew (Modern)    | <input type="checkbox"/> Romanian        |
| <input type="checkbox"/> Albanian                   | <input type="checkbox"/> Hindi              | <input type="checkbox"/> Russian         |
| <input type="checkbox"/> Aymara                     | <input type="checkbox"/> Hittite            | <input type="checkbox"/> Sanskrit        |
| <input type="checkbox"/> Arabic                     | <input type="checkbox"/> Hungarian          | <input type="checkbox"/> Scottish Gaelic |
| <input type="checkbox"/> Aramaic                    | <input type="checkbox"/> Icelandic          | <input type="checkbox"/> Serbian         |
| <input type="checkbox"/> Armenian                   | <input type="checkbox"/> Indonesian         | <input type="checkbox"/> Slovak          |
| <input type="checkbox"/> Assyrian                   | <input type="checkbox"/> Irish Gaelic       | <input type="checkbox"/> Spanish         |
| <input type="checkbox"/> Bengali                    | <input type="checkbox"/> Italian            | <input type="checkbox"/> Sumerian        |
| <input type="checkbox"/> Bosnian, Croatian, Serbian | <input type="checkbox"/> Japanese           | <input type="checkbox"/> Swahili         |
| <input type="checkbox"/> Bulgarian                  | <input type="checkbox"/> Kashmiri           | <input type="checkbox"/> Swedish         |
| <input type="checkbox"/> Cantonese                  | <input type="checkbox"/> Korean             | <input type="checkbox"/> Tagalog         |
| <input type="checkbox"/> Castellano                 | <input type="checkbox"/> Latin              | <input type="checkbox"/> Taiwanese       |
| <input type="checkbox"/> Catalan                    | <input type="checkbox"/> Lithuanian         | <input type="checkbox"/> Tamil           |
| <input type="checkbox"/> Chinese                    | <input type="checkbox"/> Luxembourgish      | <input type="checkbox"/> Telugu          |
| <input type="checkbox"/> Czech                      | <input type="checkbox"/> Macedonian         | <input type="checkbox"/> Thai            |
| <input type="checkbox"/> Danish                     | <input type="checkbox"/> Malaysian          | <input type="checkbox"/> Tibetan         |
| <input type="checkbox"/> Dutch                      | <input type="checkbox"/> Mandarin           | <input type="checkbox"/> Turkish         |

- |  |  |                                     |
|--|--|-------------------------------------|
| <input type="checkbox"/> Egyptian (Middle) | <input type="checkbox"/> Marathi         | <input type="checkbox"/> Ugaritic   |
| <input type="checkbox"/> Farsi             | <input type="checkbox"/> Mongolian       | <input type="checkbox"/> Ukranian   |
| <input type="checkbox"/> Filipino          | <input type="checkbox"/> Norwegian       | <input type="checkbox"/> Urdu       |
| <input type="checkbox"/> Finnish           | <input type="checkbox"/> Oriya           | <input type="checkbox"/> Uzbek      |
| <input type="checkbox"/> French            | <input type="checkbox"/> Persian (Farsi) | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> German            | <input type="checkbox"/> Polish          | <input type="checkbox"/> Welsh      |
| <input type="checkbox"/> Greek (Modern)    | <input type="checkbox"/> Portuguese      | <input type="checkbox"/> Yiddish    |
| <input type="checkbox"/> Greek (Classical) | <input type="checkbox"/> Punjabi         | <input type="checkbox"/> Yoruba     |

**9. As a Rutgers student, how would you rate your competencies below?**

	<b>When you started here</b>	<b>Current ability level</b>
Understanding of the complexities of global issues	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to apply disciplinary knowledge in a global context	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Linguistic and cultural competency in at least one language other than my own	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to work with people from other cultures	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>



Comfort working with people from other cultures

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

Understanding ethical and professional responsibility in an international/global context

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

### **PART III: STUDENT EVALUATION OF OVERALL LEARNING ENVIRONMENT AT RUTGERS UNIVERSITY**

#### **What is the learning environment?**

**The learning environment includes the overall classroom experience, activities the student engages in during the learning process, and faculty-student interaction. The classroom experience involves competent instructional delivery and clear expectations of work and what is to be learned. Activities supporting learning include the opportunity to try out various career paths through internships, opportunities to do research under the tutelage of a faculty member, and the chance to study abroad. Interacting with faculty and other students also plays a strong role in enhancing the learning environment.**

#### **1. Thinking of your overall classroom experience this past semester, what is your level of agreement with each of the following?**

- |   | Strongly Disagree     | Somewhat Disagree     | Somewhat Agree        | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Many of my classes had too many students for effective teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Several of my classrooms were overcrowded.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The workload in many of my classes was excessive.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Too many of my classes have a strictly lecture format.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- e. Too few of my classes used information technology effectively.
- f. Too many of my classes overused online technology.
- g. Too few of my classes encouraged student participation.
- h. Most of my classes allowed for the pursuit of my own interests to some degree.

**2. How many of the following types of classes did you complete last semester?** Note that "classroom" includes appropriate activities outside the class like field trips or performances.

a. Strictly online

(Select one) ▾

(Select one)

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7

b. Mostly online, but some in the classroom or lab

(Select one) ▾

(Select one)

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7

c. Mostly in the classroom or lab, but some online

(Select one) ▾

(Select one)

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7

d. Strictly in the classroom or lab

(Select one) ▾

(Select one)

0  
1  
2  
3  
4  
5  
6  
7

**3. Last semester, most of my professors/instructors . . .**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
a. Were clear about the expectations they had for student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Were fair in their grading practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Took into account different learning styles of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Showed an interest in my opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Attempted to understand any difficulties I had.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provided clear and useful explanations of ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked hard to make the subjects interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Provided helpful feedback other than grades on my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Allowed adequate time frames for work to be completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Explained the standard of work expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Emphasized understanding, not just the memorization of facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Encouraged peer group interaction inside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Encouraged peer group interaction outside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4 How often did you do each of the following during the last semester?**

	Seldom or Never	Sometimes	Frequently	Usually or Always
a. Study alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Study with my roommate(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| c. Study with students in my classes                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Study with friends  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Study in the library  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Study in my apartment or room                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Study in public gathering places (i.e. the student center)    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Study where I have WiFi access at Rutgers                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Study in a learning center or other academic support facility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Visit faculty during office hours                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### 5. Last semester, where did you reside while attending Rutgers?

- Parent's house
- Residence hall
- Off-campus residence (rented for school)
- Off-campus residence (primary residence)
- Fraternity/Sorority

## STUDENT EVALUATION OF PROGRAM'S STUDENT LEARNING OUTCOMES

### What Are Student Learning Outcomes or Goals?

With respect to academic departments or major programs, student learning outcomes can be expressed in terms of what the department/major program wants its students to know by the time they finish the major and in terms of what they want their students to be able to do with what they know by the time they complete the major program.

### 1. Do you know if the department you have your major in has explicitly defined and written goals about what students are expected to learn?

Please check all that apply.

- Yes and they are published in the university catalog
- Yes and they are published in a departmental brochure
- Yes and they are published on the departments' website
- No written goals (learning outcomes) that I know of

**2. Do you know if the department you have your major in provides the following information (written or spoken) to new or prospective students in this major? /b>Please check all that apply.**

- A description of the major (e.g., this (major or field of study) is the study of . . . )
- What would be attractive to students in this major
- The educational background a student should have to do well in this program
- What a student would be expected to learn
- What a student is expected to master during this course of study
- The key or transferable skills that a student who completes the program should acquire
- The types of professional or graduate school programs a student might go on to study
- The types of careers a graduate might consider having successfully completed this program
- None of the above (that I know of)

**3. This section looks at various tools that academic departments may use to assess what and how students are learning. Please indicate if you have engaged in any of these assessment techniques or if you expect to do so during your studies in your major.**

	I have participated	I expect to participate	I have not participated and do not expect to participate during my studies
a. Inter-collegiate competitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Evaluation of fieldwork, internship, performance, service learning, or clinical experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Senior project, performance, recital or show	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Portfolio reviews including videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Independent study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Honors seminars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Senior seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Senior Thesis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Capstone course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other <input style="width: 300px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other <input style="width: 300px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. If you have been evaluated by any of these forms of assessment, including your experience in the classroom, what comments would you like to make about the feedback you have received in your program? Briefly consider the quality, extent, timing, effect on your motivation and value in helping you to improve your performance.**

Submit