

RutgersSERU2012

Informed Consent

I understand and will participate.

{Choose one}

Agree

Disagree

What is the SERU Survey?

The Student Experience in the Research University (SERU) is being administered this spring at Rutgers University and at other major research universities including the University of California campuses, U of Virginia, U of Minnesota, U of Pittsburgh, Texas A&M and the U of Southern California. Researchers and administrators from these institutions helped design the survey. The survey is funded by the participating institutions and is based at the Center for Studies in Higher Education at UC Berkeley. It is being administered by the Berkeley Office of Student Research and Campus Surveys. The principal investigators for this study are: Gregg Thomson, Executive Director, Office of Student Research and Campus Surveys at UC Berkeley; Dr. Steven Brint, Associate Provost at UC Riverside; and Dr. John Douglass, Center for Studies in Higher Education at UC Berkeley. At Rutgers, the Principal Investigator is Gayle Coryell, Research Project Manager with Institutional Research.

Accessibility If you are using screen reading software (e.g., JAWS), please use table navigation. You are also encouraged to send a reply or call Steve Chatman at 510-642-5040 for confidential assistance..

Study Procedure

If you agree to be in this survey, we are asking that you complete the SERU questionnaire. The survey should take about 20 minutes to complete. The main purpose of this survey project is to gain a fuller understanding of the undergraduate experience at major research universities, so that campus administrators can provide the best programs and services possible. The design of the study requires that we also obtain background information about you from official campus records. This includes major, years of attendance, previous schools attended, date of birth, gender, race and ethnicity, SAT/ACT scores, credits completed, high-school rank, high-school and college GPAs.

Prizes

As a token of our appreciation for your time and as an incentive for participation, students who complete the survey will be entered into drawings for a \$2,700 in prizes (three \$500 prizes and sixteen \$75 prizes). You may refuse to participate in this survey without jeopardy. You may choose not to answer particular questions and still be eligible for prizes. You may choose to withdraw at any time without penalty; however, to be entered in the drawing for prizes you must submit the survey.

Voluntary Participation & Benefit

Participation in this research is entirely voluntary. You may refuse to participate in this

survey without jeopardy. You may choose not to answer particular questions and still be eligible for prizes. You may choose to withdraw at any time without penalty; however, to be entered in the drawing for prizes you must submit the survey. Your decision whether or not to participate in the survey will not affect your grades or your relationship with the Rutgers University. While there may not be any direct benefit to you from participating, SERU gives students an opportunity to comment on the quality of the education they are receiving, student services, and other aspects of their undergraduate experience that help the University evaluate and improve undergraduate programs and services.

Protecting your privacy

Any identifiable information that is obtained in connection with this study will remain confidential and will be disclosed only with your permission or as required by law. Survey responses will be matched to official student information listed above. Please be assured that except to allow for this matching, your identity will not be connected to your survey responses, your responses will be confidential, and the results of the study will be reported only as aggregate data. Any quotations from responses to open ended questions used in reporting will be reviewed to ensure that your identity cannot be ascertained. Responses to the survey may not be reviewed immediately. If any of your responses concern matters in need of immediate action or disclose dangerous situations, you should immediately report those matters to the appropriate authorities. If you need immediate assistance, please go to <http://studentaffairs.rutgers.edu>, a Web site that lists student counseling services on campus.

Asking Questions and Reporting Concerns

If you are visually impaired and would prefer to complete the survey over the phone, please contact the survey administrators at 510-642-5040. If you have other questions, please contact the survey staff at seru@berkeley.edu or the Project Director, Steve Chatman at 510-642-5040. If you have questions about the Rutgers University's participation in this study, please contact Gayle Coryell at coryell@instlres.rutgers.edu. If you have questions about your rights as a research subject, contact the Rutgers University Institutional Review Board at 848-932-0150. This informed consent form was approved by the Rutgers University Institutional Review Board for the Protection of Human Subjects on 2/24/2010; approval of this form expires on 2/20/2013.

CONSENT TO PARTICIPATE

I have read this document and agree to participate in this survey. I understand that I am not required to participate and if I begin the survey, I can withdraw from this study at any time by closing the window without submitting the survey. Whether I participate or not will not influence my current or future status as a student at Rutgers in any way. By logging into the survey, I am providing my consent to participate. Furthermore, my electronic authentication on this date into the survey site means that I voluntarily agree to the disclosure of the following educational records [major, years of attendance, previous schools attended, date of birth, gender, race and ethnicity, SAT/ACT scores, credits completed, high-school rank, high-school and college GPAs] to researchers and their support staff at the Rutgers University and the University of California for the purpose of

enhancing programs and services for undergraduate students. I understand that my information will be de-identified and then used for the purposes of this study in aggregate format. Therefore, I cannot revoke my consent once I have submitted the survey.

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

Seeding

**2012 Rutgers University Student Experience in the Research University Survey
Copyright © 2006-2012 The Regents of the University of California All Rights Reserved.**

This year's survey has three parts:

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

II. Background information

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

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

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

Academic Engagement

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

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

Contributed to a class discussion

{Choose one}

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

Brought up ideas or concepts from different courses during class discussions

{Choose one}

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

Asked an insightful question in class

{Choose one}

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

Found a course so interesting that you did more work than was required

{Choose one}

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

Chosen challenging courses, when possible, even though you might lower your GPA by doing so

{Choose one}

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

Made a class presentation

{Choose one}

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

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

{Choose one}

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

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

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

Taken a small research-oriented seminar with faculty

{Choose one}

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

Communicated with a faculty member by e-mail or in person

{Choose one}

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

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

{Choose one}

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

Interacted with faculty during lecture class sessions

{Choose one}

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

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

{Choose one}

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

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

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

Turned in a course assignment late

{Choose one}

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

Gone to class without completing assigned reading

{Choose one}

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

Gone to class unprepared

{Choose one}

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

Skipped class

{Choose one}

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

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

{Choose one}

- Never
- Rarely
- Occasionally

- Somewhat often
- Often
- Very often

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

{Choose one}

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

Sought academic help from instructor or tutor when needed

{Choose one}

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

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

{Choose one}

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

Helped a classmate better understand the course material when studying together

{Choose one}

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

Which did you do?

{Choose one}

- Worked on a class project with other classmates outside of class
- Studied as a group with other classmates outside of class
- Both, worked on a class project and studied with classmates outside of class

4. On average, how much of your assigned course reading have you completed this

academic year?

{Choose one}

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

Time Allocation

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

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

Attending classes, discussion sections or labs

{Choose one}

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

Studying and other academic activities outside of class

{Choose one}

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

Paid employment (include paid internships)

{Choose one}

- 0
- 1-5
- 6-10

- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Of your total hours spent working for pay, about how many hours did you work on campus?

{Choose one}

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

Of your total hours spent working for pay, about how many hours were related to your academic interests?

{Choose one}

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

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

Attending movies, concerts, sports, or other entertainment events

{Choose one}

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

Performing community service or volunteer activities

{Choose one}

- 0

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

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

{Choose one}

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

Participating in spiritual or religious activities

{Choose one}

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

Participating in student clubs or organizations

{Choose one}

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

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

{Choose one}

- 0
- 1-5
- 6-10
- 11-15

- 16-20
- 21-25
- 26-30
- More than 30

Socializing with friends

{Choose one}

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

Partying

{Choose one}

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

Spending time with family

{Choose one}

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

Using the computer or other electronic device for non-academic purposes (e.g., games, texting, social networking)

{Choose one}

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25

- 26-30
- More than 30

Watching TV

{Choose one}

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

Commuting to school and to work

{Choose one}

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

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

{Choose one}

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

CAMPUS

{Choose one}

- FL
- MI
- MN
- NC
- (*) NJ
- OR
- PA
- SC
- TM
- TX

VA

CAMPUS_STUDENT_ID

{Enter text answer}

[
]

FIRST_NAME

{Enter text answer}

[
]

LAST_NAME

{Enter text answer}

[
]

SALUTATION

{Choose one}

Mr.

Ms.

GENDER

{Choose one}

F

M

U

EMAIL

{Enter text answer}

[
]

RESIDENT

{Choose one}

Y

N

MATRICULATION

{Choose one}

1

2

9

EVAL_MAJOR

{Choose one}

Y

N

SHOW_MAJOR

{Choose one}

- 0
- 1
- 2

MODULE_ASSIGN

{Choose one}

- AE
- CE
- SD
- WC
- ME

COLLEGE_CODE1

{Enter text answer}

[
]

COLLEGE_NAME1

{Enter text answer}

[
]

MAJOR_CODE1

{Enter text answer}

[
]

MAJOR_TEXT1

{Enter text answer}

[
]

CIP_CODE1

{Enter text answer}

[
]

COLLEGE_CODE2

{Enter text answer}

[
]

COLLEGE_NAME2

{Enter text answer}

[

]

MAJOR_CODE2

{Enter text answer}

[

]

MAJOR_TEXT2

{Enter text answer}

[

]

CIP_CODE2

{Enter text answer}

[

]

Core

Academic and Personal Development

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

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

Analytical and critical thinking skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Analytical and critical thinking skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to be clear and effective when writing - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to be clear and effective when writing - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to read and comprehend academic material - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to read and comprehend academic material - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Foreign language skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Foreign language skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Understanding of a specific field of study - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Understanding of a specific field of study - Current ability level

{Choose one}

- Very poor

- Poor
- Fair
- Good
- Very good
- Excellent

Quantitative (mathematical and statistical) skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Quantitative (mathematical and statistical) skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to speak clearly and effectively in English - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to speak clearly and effectively in English - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

**Ability to understand international perspectives (economic, political, social, cultural) -
When you started here**

{Choose one}

- Very poor
- Poor

- Fair
- Good
- Very good
- Excellent

Ability to understand international perspectives (economic, political, social, cultural) -

Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Leadership skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Leadership skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Computer skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Computer skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair

- Good
- Very good
- Excellent

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

Internet skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Internet skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Library research skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Library research skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Other research skills - When you started here

{Choose one}

- Very poor
- Poor

- Fair
- Good
- Very good
- Excellent

Other research skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to prepare and make a presentation - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to prepare and make a presentation - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Interpersonal (social) skills - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Interpersonal (social) skills - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good

- Very good
- Excellent

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

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

Ability to appreciate, tolerate and understand racial and ethnic diversity - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to appreciate, tolerate and understand racial and ethnic diversity - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to appreciate the fine arts (e.g., painting, music, drama, dance) - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to appreciate the fine arts (e.g., painting, music, drama, dance) - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good

Excellent

Ability to appreciate cultural and global diversity - When you started here

{Choose one}

Very poor

Poor

Fair

Good

Very good

Excellent

Ability to appreciate cultural and global diversity - Current ability level

{Choose one}

Very poor

Poor

Fair

Good

Very good

Excellent

Understanding the importance of personal social responsibility - When you started here

{Choose one}

Very poor

Poor

Fair

Good

Very good

Excellent

Understanding the importance of personal social responsibility - Current ability level

{Choose one}

Very poor

Poor

Fair

Good

Very good

Excellent

Self awareness and understanding - When you started here

{Choose one}

Very poor

Poor

Fair

Good

Very good

Excellent

Self awareness and understanding - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Institution Climate for Diversity

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

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

Students are respected here regardless of their economic or social class

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their gender

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their race or ethnicity

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their religious beliefs

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree

- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their political beliefs

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their sexual orientation

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students are respected here regardless of their disabilities

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

**Now indicate how strongly you agree or disagree with the statements in terms of yourself.
Answer only those items that apply to you.**

I feel free to express my political beliefs on campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

I feel free to express my religious beliefs on campus

{Choose one}

- Strongly disagree
- Disagree

- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students of my race/ethnicity are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students of my socio-economic status are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students of my gender are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students of my religious beliefs are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students of my political beliefs are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree

- Agree
- Strongly agree

Students of my sexual orientation are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students of my immigration background are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Students with a physical, psychological, or learning disability like mine are respected on this campus

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Plans and Aspirations

10. What do you plan to do when you graduate?

{Choose one}

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

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

{Choose one}

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

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

{Choose one}

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

If other, please elaborate

{Enter text answer}

[
]

If other, please elaborate

{Enter text answer}

[
]

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

A research project, creative activity, or research paper as part of your coursework

{Choose one}

- Yes, doing now or have done
- No

At least one student research course

{Choose one}

- Yes, doing now or have done
- No

At least one independent study course

{Choose one}

- Yes, doing now or have done
- No

Assist faculty in research with course credit

{Choose one}

- Yes, doing now or have done
- No

Assist faculty in research for pay without course credit

{Choose one}

- Yes, doing now or have done
- No

Assist faculty in research as a volunteer without course credit

{Choose one}

- Yes, doing now or have done
- No

Work on creative projects under the direction of faculty with course credit_

{Choose one}

- Yes, doing now or have done
- No

Work on creative projects under the direction of faculty for pay without course credit

{Choose one}

- Yes, doing now or have done
- No

Work on creative projects under the direction of faculty as a volunteer without course credit

{Choose one}

- Yes, doing now or have done
- No

Overall Satisfaction and Agreement

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

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

Rutgers grade point average

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Overall social experience

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Overall academic experience

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Value of your education for the price you're paying

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

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

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

I feel that I belong at this institution

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat

- Agree
- Strongly agree

Knowing what I know now, I would still choose to enroll at Rutgers

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

Evaluation of the Major

Evaluation of the Educational Experience

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

{Choose one}

- (*) [MAJORTEXT1]
- [MAJORTEXT2]
- Other

The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to University records. Please select the major that you will evaluate. If you have changed majors and would like to evaluate your new major, please select that option and then choose your new major from the subsequent list.

{Choose one}

- (*) [MAJORTEXT1]
- Other

Please select your new major from the following list.

{Choose one}

- Accounting in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 010)
- Accounting in School of Arts and Sciences (UG) (Code= 010)
- Afro-American Studies in School of Arts and Sciences (UG) (Code= 014)
- Agricultural Science in School of Environmental and Biological Sciences (UG) (Code= 017)
- American Studies in School of Arts and Sciences (UG) (Code= 050)
- Animal Sciences in School of Environmental and Biological Sciences (UG) (Code= 067)

- () Anthropology - Evolutionary in School of Arts and Sciences (UG) (Code= 071)
- () Anthropology in School of Arts and Sciences (UG) (Code= 070)
- () Applied Sciences in Engineering in School of Engineering (UG) (Code= 073)
- () Art History in School of Arts and Sciences (UG) (Code= 082)
- () Art-Liberal Arts in School of Arts and Sciences (UG) (Code= 080)
- () Astrophysics in School of Arts and Sciences (UG) (Code= 105)
- () Biochemistry in School of Arts and Sciences (UG) (Code= 115)
- () Biochemistry in School of Environmental and Biological Sciences (UG) (Code= 115)
- () Bioenvironmental Engineering (5 yr) in School of Engineering (UG) (Code= 117)
- () Bioenvironmental Engineering (5 yr) in School of Environmental and Biological Sciences (UG) (Code= 117)
- () Bioenvironmental Engineering in School of Engineering (UG) (Code= 116)
- () Biological Sciences in School of Arts and Sciences (UG) (Code= 119)
- () Biological Sciences in School of Environmental and Biological Sciences (UG) (Code= 119)
- () Biomathematics in School of Arts and Sciences (UG) (Code= 122)
- () Biomedical Engineering in School of Engineering (UG) (Code= 123)
- () Biomedical Engineering in School of Engineering (UG) (Code= 125)
- () Biotechnology in School of Environmental and Biological Sciences (UG) (Code= 126)
- () Cell Biology and Neuroscience in School of Arts and Sciences (UG) (Code= 146)
- () Chemical Engineering - 5 Year Program in School of Engineering (UG) (Code= 156)
- () Chemical Engineering in School of Engineering (UG) (Code= 155)
- () Chemistry in School of Arts and Sciences (UG) (Code= 160)
- () Chemistry in School of Environmental and Biological Sciences (UG) (Code= 160)
- () Chinese in School of Arts and Sciences (UG) (Code= 165)
- () Civil Engineering - 5 Year Program in School of Engineering (UG) (Code= 181)
- () Civil and Environmental Engineering in School of Engineering (UG) (Code= 180)
- () Classical Civilization in School of Arts and Sciences (UG) (Code= 190)
- () Communication in Mason Gross School of the Arts (UG) (Code= 192)
- () Communication in School of Arts and Sciences (UG) (Code= 192)
- () Communication in School of Environmental and Biological Sciences (UG) (Code= 192)
- () Comparative Literature in School of Arts and Sciences (UG) (Code= 195)
- () Computer Science in School of Arts and Sciences (UG) (Code= 198)
- () Computer Science in School of Environmental and Biological Sciences (UG) (Code= 198)
- () Criminal Justice in School of Arts and Sciences (UG) (Code= 202)
- () Criminal Justice in School of Environmental and Biological Sciences (UG) (Code= 202)
- () Dance - Liberal Arts in School of Arts and Sciences (UG) (Code= 203)
- () Dance in Mason Gross School of the Arts (UG) (Code= 206)
- () Dance in School of Arts and Sciences (UG) (Code= 206)
- () East Asian Languages and Area Studies in School of Arts and Sciences (UG) (Code= 214)
- () Ecology and Evolution in School of Environmental and Biological Sciences (UG) (Code= 215)

- () Economics in School of Arts and Sciences (UG) (Code= 220)
- () Economics in School of Engineering (UG) (Code= 220)
- () Electrical & Computer Engineering in School of Arts and Sciences (UG) (Code= 332)
- () Electrical & Computer Engineering in School of Engineering (UG) (Code= 332)
- () Electrical & Computer Engineering in School of Engineering (UG) (Code= 333)
- () English in School of Arts and Sciences (UG) (Code= 350)
- () Environmental Planning & Design in School of Environmental and Biological Sciences (UG) (Code= 573)
- () Environmental Policy, Institutions and Behavior in School of Environmental and Biological Sciences (UG) (Code= 374)
- () Environmental Sciences in School of Environmental and Biological Sciences (UG) (Code= 375)
- () Environmental and Business Economics in School of Environmental and Biological Sciences (UG) (Code= 373)
- () European Studies in School of Arts and Sciences (UG) (Code= 360)
- () Exercise Science and Sport Studies in School of Arts and Sciences (UG) (Code= 377)
- () Exercise Science and Sport Studies in School of Environmental and Biological Sciences (UG) (Code= 377)
- () Finance in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 390)
- () Finance in School of Arts and Sciences (UG) (Code= 390)
- () Food Science in School of Environmental and Biological Sciences (UG) (Code= 400)
- () French in School of Arts and Sciences (UG) (Code= 420)
- () Genetics in School of Arts and Sciences (UG) (Code= 447)
- () Genetics in School of Environmental and Biological Sciences (UG) (Code= 447)
- () Geography in School of Arts and Sciences (UG) (Code= 450)
- () Geography in School of Environmental and Biological Sciences (UG) (Code= 450)
- () Geological Sciences in School of Arts and Sciences (UG) (Code= 460)
- () Geological Sciences in School of Environmental and Biological Sciences (UG) (Code= 460)
- () German in School of Arts and Sciences (UG) (Code= 470)
- () Health, Physical Education and Sport Studies in School of Arts and Sciences (UG) (Code= 495)
- () History and Political Science in School of Arts and Sciences (UG) (Code= 514)
- () History in School of Arts and Sciences (UG) (Code= 510)
- () History, French in School of Arts and Sciences (UG) (Code= 513)
- () Human Resource Management in School of Arts and Sciences (UG) (Code= 533)
- () Individualized Major in School of Arts and Sciences (UG) (Code= 555)
- () Industrial Engineering in School of Engineering (UG) (Code= 540)
- () Information Technology and Informatics in School of Arts and Sciences (UG) (Code= 547)
- () Italian in School of Arts and Sciences (UG) (Code= 560)
- () Jewish Studies in School of Arts and Sciences (UG) (Code= 563)
- () Journalism and Media Studies in Mason Gross School of the Arts (UG) (Code= 567)
- () Journalism and Media Studies in School of Arts and Sciences (UG) (Code= 567)
- () Journalism and Media Studies in School of Environmental and Biological Sciences

- (UG) (Code= 567)
- () Labor Studies and Employment Relations in School of Arts and Sciences (UG) (Code= 578)
- () Labor and Employment Relations in School of Management and Labor Relations (UG) (Code= 579)
- () Latin American Studies in School of Arts and Sciences (UG) (Code= 590)
- () Latino and Hispanic Caribbean Studies in School of Arts and Sciences (UG) (Code= 595)
- () Linguistics in School of Arts and Sciences (UG) (Code= 615)
- () Management in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 620)
- () Management in School of Arts and Sciences (UG) (Code= 620)
- () Marine Sciences in School of Arts and Sciences (UG) (Code= 628)
- () Marine Sciences in School of Environmental and Biological Sciences (UG) (Code= 628)
- () Marketing in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 630)
- () Marketing in School of Arts and Sciences (UG) (Code= 630)
- () Materials Science and Engineering in School of Engineering (UG) (Code= 635)
- () Mathematics in School of Arts and Sciences (UG) (Code= 640)
- () Mechanical Engineering - 5 Year Program in School of Engineering (UG) (Code= 651)
- () Mechanical Engineering in School of Engineering (UG) (Code= 650)
- () Medical Technology in School of Arts and Sciences (UG) (Code= 660)
- () Medieval Studies in School of Arts and Sciences (UG) (Code= 667)
- () Meteorology in School of Environmental and Biological Sciences (UG) (Code= 670)
- () Microbiology in School of Arts and Sciences (UG) (Code= 680)
- () Microbiology in School of Environmental and Biological Sciences (UG) (Code= 680)
- () Middle Eastern Studies in School of Arts and Sciences (UG) (Code= 685)
- () Molecular Biology and Biochemistry in School of Arts and Sciences (UG) (Code= 694)
- () Music in Mason Gross School of the Arts (UG) (Code= 702)
- () Music-Liberal Arts in Mason Gross School of the Arts (UG) (Code= 700)
- () Music-Liberal Arts in School of Arts and Sciences (UG) (Code= 700)
- () Natural Resources Management and Policy in School of Arts and Sciences (UG) (Code= 704)
- () Natural Resources Management and Policy in School of Environmental and Biological Sciences (UG) (Code= 704)
- () Nutrition Sciences in School of Arts and Sciences (UG) (Code= 709)
- () Nutrition Sciences in School of Environmental and Biological Sciences (UG) (Code= 709)
- () Pharmacy in Ernest Mario School of Pharmacy (UG) (Code= 720)
- () Philosophy in School of Arts and Sciences (UG) (Code= 730)
- () Philosophy in School of Environmental and Biological Sciences (UG) (Code= 730)
- () Physics and Astronomy in School of Arts and Sciences (UG) (Code= 750)
- () Planning and Public Policy in School of Arts and Sciences (UG) (Code= 762)

- Plant Science in School of Environmental and Biological Sciences (UG) (Code= 776)
- Political Science in School of Arts and Sciences (UG) (Code= 790)
- Portuguese in School of Arts and Sciences (UG) (Code= 810)
- Pre-Business in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 006)
- Pre-Business in School of Arts and Sciences (UG) (Code= 006)
- Pre-Business in School of Management and Labor Relations (UG) (Code= 006)
- Professional Visual Arts in Mason Gross School of the Arts (UG) (Code= 081)
- Psychology in School of Arts and Sciences (UG) (Code= 830)
- Public Health in EJB School of Planning and Public (UG) (Code= 832)
- Public Health in School of Arts and Sciences (UG) (Code= 832)
- Public Health in School of Environmental and Biological Sciences (UG) (Code= 832)
- Religion in School of Arts and Sciences (UG) (Code= 840)
- Russian in School of Arts and Sciences (UG) (Code= 860)
- Social Work in School of Arts and Sciences (UG) (Code= 910)
- Sociology in School of Arts and Sciences (UG) (Code= 920)
- Spanish in School of Arts and Sciences (UG) (Code= 940)
- Statistics - Mathematics in School of Arts and Sciences (UG) (Code= 961)
- Statistics in School of Arts and Sciences (UG) (Code= 960)
- Supply Chain/Marketing Science in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 799)
- Supply Chain/Marketing Science in School of Arts and Sciences (UG) (Code= 799)
- Theater Arts - Liberal Arts in School of Arts and Sciences (UG) (Code= 965)
- Theater Arts in Mason Gross School of the Arts (UG) (Code= 966)
- Women's & Gender Studies in School of Arts and Sciences (UG) (Code= 988)

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

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

Which of the following factors do you consider to be very important to you in deciding on your major?

Intellectual curiosity

{Choose one}

- Yes
- No

Leads to a high paying job

{Choose one}

- Yes
- No

Prepares me for a fulfilling career

{Choose one}

- Yes

No

Complements desire to study abroad

{Choose one}

Yes

No

Parental desires

{Choose one}

Yes

No

Easy requirements

{Choose one}

Yes

No

Allows time for other activities

{Choose one}

Yes

No

Provides international opportunities

{Choose one}

Yes

No

Prestige

{Choose one}

Yes

No

Couldn't get into my first choice of major

{Choose one}

Yes

No

Interest in subject area

{Choose one}

Yes

No

Prepares me for graduate/professional school

{Choose one}

Yes

No

Other

{Choose one}

- Yes
- No

Please describe:

{Enter text answer}

[
]

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

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

Recognize or recall specific facts, terms and concepts

{Choose one}

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

Explain methods, ideas, or concepts and use them to solve problems

{Choose one}

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

Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions

{Choose one}

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

Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods and reasoning

{Choose one}

- Never

- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

Create or generate new ideas, products or ways of understanding

{Choose one}

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

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

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

Used facts and examples to support your viewpoint

{Choose one}

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

Incorporated ideas or concepts from different courses when completing assignments

{Choose one}

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

Examined how others gathered and interpreted data and assessed the soundness of their conclusions

{Choose one}

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

Reconsidered your own position on a topic after assessing the arguments of others

{Choose one}

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

19. Please answer the following questions about your major.

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

Please answer the following questions about your major.

Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?

{Choose one}

- Yes
- No

Are the program requirements well defined?

{Choose one}

- Yes
- No

Are department rules and policies clearly communicated?

{Choose one}

- Yes
- No

Is the description of the major in the catalog accurate?

{Choose one}

- Yes
- No

Please answer the following questions about your educational experience overall.

Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?

{Choose one}

- Yes
- No

Are students treated equitably and fairly by the faculty?

{Choose one}

- Yes
- No

Do faculty clearly explain what constitutes plagiarism and its consequences?

{Choose one}

- Yes
- No

Do faculty provide prompt and useful feedback on student work?

{Choose one}

- Yes
- No

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

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

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

Variety of courses available in your major

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of lower-division courses in your major

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of upper-division courses in your major

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

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

Advising by faculty on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by student peer advisers on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by school or college staff on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by departmental staff on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of faculty instruction

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of teaching by graduate student TAs

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Availability of courses for general education or breadth requirements

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Availability of courses needed for graduation

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Access to small classes

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Access to faculty outside of class

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Ability to get into a major that you want

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Opportunities for research experience or to produce creative products

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Educational enrichment programs (e.g., study abroad, internships)

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Accessibility of library staff

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Availability of library research materials

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

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

{Choose one}

- Zero
- 1
- 2
- 3
- 4 or more

22. Would you like to evaluate another major?

{Choose one}

- Yes
- No, skip to next part of questionnaire

22. Would you like to evaluate another major?

{Choose one}

- Yes
- No, skip to next part of questionnaire

SecondMajor

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

{Choose one}

- [MAJORTEXT1]
- [MAJORTEXT2]
- Other

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

{Choose one}

- [MAJORTEXT1]
- Other

If other, please select your major from this list.

{Choose one}

- Accounting in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 010)
- Accounting in School of Arts and Sciences (UG) (Code= 010)
- Afro-American Studies in School of Arts and Sciences (UG) (Code= 014)
- Agricultural Science in School of Environmental and Biological Sciences (UG) (Code= 017)
- American Studies in School of Arts and Sciences (UG) (Code= 050)
- Animal Sciences in School of Environmental and Biological Sciences (UG) (Code= 067)
- Anthropology - Evolutionary in School of Arts and Sciences (UG) (Code= 071)
- Anthropology in School of Arts and Sciences (UG) (Code= 070)
- Applied Sciences in Engineering in School of Engineering (UG) (Code= 073)
- Art History in School of Arts and Sciences (UG) (Code= 082)
- Art-Liberal Arts in School of Arts and Sciences (UG) (Code= 080)
- Astrophysics in School of Arts and Sciences (UG) (Code= 105)
- Biochemistry in School of Arts and Sciences (UG) (Code= 115)
- Biochemistry in School of Environmental and Biological Sciences (UG) (Code= 115)
- Bioenvironmental Engineering (5 yr) in School of Engineering (UG) (Code= 117)
- Bioenvironmental Engineering (5 yr) in School of Environmental and Biological Sciences (UG) (Code= 117)
- Bioenvironmental Engineering in School of Engineering (UG) (Code= 116)
- Biological Sciences in School of Arts and Sciences (UG) (Code= 119)
- Biological Sciences in School of Environmental and Biological Sciences (UG) (Code= 119)
- Biomathematics in School of Arts and Sciences (UG) (Code= 122)
- Biomedical Engineering in School of Engineering (UG) (Code= 123)
- Biomedical Engineering in School of Engineering (UG) (Code= 125)
- Biotechnology in School of Environmental and Biological Sciences (UG) (Code= 126)
- Cell Biology and Neuroscience in School of Arts and Sciences (UG) (Code= 146)
- Chemical Engineering - 5 Year Program in School of Engineering (UG) (Code= 156)
- Chemical Engineering in School of Engineering (UG) (Code= 155)
- Chemistry in School of Arts and Sciences (UG) (Code= 160)

- () Chemistry in School of Environmental and Biological Sciences (UG) (Code= 160)
- () Chinese in School of Arts and Sciences (UG) (Code= 165)
- () Civil Engineering - 5 Year Program in School of Engineering (UG) (Code= 181)
- () Civil and Environmental Engineering in School of Engineering (UG) (Code= 180)
- () Classical Civilization in School of Arts and Sciences (UG) (Code= 190)
- () Communication in Mason Gross School of the Arts (UG) (Code= 192)
- () Communication in School of Arts and Sciences (UG) (Code= 192)
- () Communication in School of Environmental and Biological Sciences (UG) (Code= 192)
- () Comparative Literature in School of Arts and Sciences (UG) (Code= 195)
- () Computer Science in School of Arts and Sciences (UG) (Code= 198)
- () Computer Science in School of Environmental and Biological Sciences (UG) (Code= 198)
- () Criminal Justice in School of Arts and Sciences (UG) (Code= 202)
- () Criminal Justice in School of Environmental and Biological Sciences (UG) (Code= 202)
- () Dance - Liberal Arts in School of Arts and Sciences (UG) (Code= 203)
- () Dance in Mason Gross School of the Arts (UG) (Code= 206)
- () Dance in School of Arts and Sciences (UG) (Code= 206)
- () East Asian Languages and Area Studies in School of Arts and Sciences (UG) (Code= 214)
- () Ecology and Evolution in School of Environmental and Biological Sciences (UG) (Code= 215)
- () Economics in School of Arts and Sciences (UG) (Code= 220)
- () Economics in School of Engineering (UG) (Code= 220)
- () Electrical & Computer Engineering in School of Arts and Sciences (UG) (Code= 332)
- () Electrical & Computer Engineering in School of Engineering (UG) (Code= 332)
- () Electrical & Computer Engineering in School of Engineering (UG) (Code= 333)
- () English in School of Arts and Sciences (UG) (Code= 350)
- () Environmental Planning & Design in School of Environmental and Biological Sciences (UG) (Code= 573)
- () Environmental Policy, Institutions and Behavior in School of Environmental and Biological Sciences (UG) (Code= 374)
- () Environmental Sciences in School of Environmental and Biological Sciences (UG) (Code= 375)
- () Environmental and Business Economics in School of Environmental and Biological Sciences (UG) (Code= 373)
- () European Studies in School of Arts and Sciences (UG) (Code= 360)
- () Exercise Science and Sport Studies in School of Arts and Sciences (UG) (Code= 377)
- () Exercise Science and Sport Studies in School of Environmental and Biological Sciences (UG) (Code= 377)
- () Finance in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 390)
- () Finance in School of Arts and Sciences (UG) (Code= 390)
- () Food Science in School of Environmental and Biological Sciences (UG) (Code= 400)
- () French in School of Arts and Sciences (UG) (Code= 420)

- () Genetics in School of Arts and Sciences (UG) (Code= 447)
- () Genetics in School of Environmental and Biological Sciences (UG) (Code= 447)
- () Geography in School of Arts and Sciences (UG) (Code= 450)
- () Geography in School of Environmental and Biological Sciences (UG) (Code= 450)
- () Geological Sciences in School of Arts and Sciences (UG) (Code= 460)
- () Geological Sciences in School of Environmental and Biological Sciences (UG) (Code= 460)
- () German in School of Arts and Sciences (UG) (Code= 470)
- () Health, Physical Education and Sport Studies in School of Arts and Sciences (UG) (Code= 495)
- () History and Political Science in School of Arts and Sciences (UG) (Code= 514)
- () History in School of Arts and Sciences (UG) (Code= 510)
- () History, French in School of Arts and Sciences (UG) (Code= 513)
- () Human Resource Management in School of Arts and Sciences (UG) (Code= 533)
- () Individualized Major in School of Arts and Sciences (UG) (Code= 555)
- () Industrial Engineering in School of Engineering (UG) (Code= 540)
- () Information Technology and Informatics in School of Arts and Sciences (UG) (Code= 547)
- () Italian in School of Arts and Sciences (UG) (Code= 560)
- () Jewish Studies in School of Arts and Sciences (UG) (Code= 563)
- () Journalism and Media Studies in Mason Gross School of the Arts (UG) (Code= 567)
- () Journalism and Media Studies in School of Arts and Sciences (UG) (Code= 567)
- () Journalism and Media Studies in School of Environmental and Biological Sciences (UG) (Code= 567)
- () Labor Studies and Employment Relations in School of Arts and Sciences (UG) (Code= 578)
- () Labor and Employment Relations in School of Management and Labor Relations (UG) (Code= 579)
- () Latin American Studies in School of Arts and Sciences (UG) (Code= 590)
- () Latino and Hispanic Caribbean Studies in School of Arts and Sciences (UG) (Code= 595)
- () Linguistics in School of Arts and Sciences (UG) (Code= 615)
- () Management in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 620)
- () Management in School of Arts and Sciences (UG) (Code= 620)
- () Marine Sciences in School of Arts and Sciences (UG) (Code= 628)
- () Marine Sciences in School of Environmental and Biological Sciences (UG) (Code= 628)
- () Marketing in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 630)
- () Marketing in School of Arts and Sciences (UG) (Code= 630)
- () Materials Science and Engineering in School of Engineering (UG) (Code= 635)
- () Mathematics in School of Arts and Sciences (UG) (Code= 640)
- () Mechanical Engineering - 5 Year Program in School of Engineering (UG) (Code= 651)
- () Mechanical Engineering in School of Engineering (UG) (Code= 650)

- () Medical Technology in School of Arts and Sciences (UG) (Code= 660)
- () Medieval Studies in School of Arts and Sciences (UG) (Code= 667)
- () Meteorology in School of Environmental and Biological Sciences (UG) (Code= 670)
- () Microbiology in School of Arts and Sciences (UG) (Code= 680)
- () Microbiology in School of Environmental and Biological Sciences (UG) (Code= 680)
- () Middle Eastern Studies in School of Arts and Sciences (UG) (Code= 685)
- () Molecular Biology and Biochemistry in School of Arts and Sciences (UG) (Code= 694)
- () Music in Mason Gross School of the Arts (UG) (Code= 702)
- () Music-Liberal Arts in Mason Gross School of the Arts (UG) (Code= 700)
- () Music-Liberal Arts in School of Arts and Sciences (UG) (Code= 700)
- () Natural Resources Management and Policy in School of Arts and Sciences (UG) (Code= 704)
- () Natural Resources Management and Policy in School of Environmental and Biological Sciences (UG) (Code= 704)
- () Nutrition Sciences in School of Arts and Sciences (UG) (Code= 709)
- () Nutrition Sciences in School of Environmental and Biological Sciences (UG) (Code= 709)
- () Pharmacy in Ernest Mario School of Pharmacy (UG) (Code= 720)
- () Philosophy in School of Arts and Sciences (UG) (Code= 730)
- () Philosophy in School of Environmental and Biological Sciences (UG) (Code= 730)
- () Physics and Astronomy in School of Arts and Sciences (UG) (Code= 750)
- () Planning and Public Policy in School of Arts and Sciences (UG) (Code= 762)
- () Plant Science in School of Environmental and Biological Sciences (UG) (Code= 776)
- () Political Science in School of Arts and Sciences (UG) (Code= 790)
- () Portuguese in School of Arts and Sciences (UG) (Code= 810)
- () Pre-Business in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 006)
- () Pre-Business in School of Arts and Sciences (UG) (Code= 006)
- () Pre-Business in School of Management and Labor Relations (UG) (Code= 006)
- () Professional Visual Arts in Mason Gross School of the Arts (UG) (Code= 081)
- () Psychology in School of Arts and Sciences (UG) (Code= 830)
- () Public Health in EJB School of Planning and Public (UG) (Code= 832)
- () Public Health in School of Arts and Sciences (UG) (Code= 832)
- () Public Health in School of Environmental and Biological Sciences (UG) (Code= 832)
- () Religion in School of Arts and Sciences (UG) (Code= 840)
- () Russian in School of Arts and Sciences (UG) (Code= 860)
- () Social Work in School of Arts and Sciences (UG) (Code= 910)
- () Sociology in School of Arts and Sciences (UG) (Code= 920)
- () Spanish in School of Arts and Sciences (UG) (Code= 940)
- () Statistics - Mathematics in School of Arts and Sciences (UG) (Code= 961)
- () Statistics in School of Arts and Sciences (UG) (Code= 960)
- () Supply Chain/Marketing Science in Rutgers Business School - Newark/New Brunswick (UG) - New Brunswick (Code= 799)
- () Supply Chain/Marketing Science in School of Arts and Sciences (UG) (Code= 799)
- () Theater Arts - Liberal Arts in School of Arts and Sciences (UG) (Code= 965)

- Theater Arts in Mason Gross School of the Arts (UG) (Code= 966)
- Women's & Gender Studies in School of Arts and Sciences (UG) (Code= 988)

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

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

Intellectual curiosity

{Choose one}

- Yes
- No

Leads to a high paying job

{Choose one}

- Yes
- No

Prepares me for a fulfilling career

{Choose one}

- Yes
- No

Complements desire to study abroad

{Choose one}

- Yes
- No

Parental desires

{Choose one}

- Yes
- No

Easy requirements

{Choose one}

- Yes
- No

Allows time for other activities

{Choose one}

- Yes
- No

Provides international opportunities

{Choose one}

- Yes
- No

Prestige

{Choose one}

Yes

No

Couldn't get into my first choice of major

{Choose one}

Yes

No

Interest in subject area

{Choose one}

Yes

No

Prepares me for graduate/professional school

{Choose one}

Yes

No

Other

{Choose one}

Yes

No

If other, please elaborate:

{Enter text answer}

[

]

25. Please answer the following questions about your major.

Please answer the following questions about your major.

Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?

{Choose one}

Yes

No

Are the program requirements well defined?

{Choose one}

Yes

No

Are department rules and policies clearly communicated?

{Choose one}

Yes

No

Is the description of the major in the catalog accurate?

{Choose one}

- Yes
- No

Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?

{Choose one}

- Yes
- No

Are students treated equitably and fairly by the faculty?

{Choose one}

- Yes
- No

Do faculty clearly explain what constitutes plagiarism and its consequences?

{Choose one}

- Yes
- No

Do faculty provide prompt and useful feedback on student work?

{Choose one}

- Yes
- No

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

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

Variety of courses available in your major

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of lower-division courses in your major

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied

- Satisfied
- Very satisfied

Quality of upper-division courses in your major

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by faculty on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by student peer advisers on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by school or college staff on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Advising by departmental staff on academic matters

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of faculty instruction

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Quality of teaching by graduate student TA's

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Availability of courses for general education or breadth requirements

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Availability of courses needed for graduation

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Access to small classes

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Access to faculty outside of class

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Ability to get into a major that you want

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Opportunities for research experience or to produce creative products

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Educational enrichment programs (e.g., study abroad, internships)

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Accessibility of library staff

{Choose one}

- Very dissatisfied
- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Availability of library research materials

{Choose one}

- Very dissatisfied

- Dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

Demographics

CAMPUS

{Choose one}

- FL
- MI
- MN
- NC
- NJ
- OR
- PA
- SC
- TM
- TX
- VA

PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

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

{Choose one}

- Probably yes
- Probably no

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

{Choose one}

- Not at all concerned
- Unconcerned
- Somewhat unconcerned
- Somewhat concerned
- Concerned
- Very concerned

How concerned are you about paying for your undergraduate education NEXT YEAR?

{Choose one}

- Not at all concerned
- Unconcerned
- Somewhat unconcerned
- Somewhat concerned
- Concerned
- Very concerned

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

{Choose one}

- Not at all concerned
- Unconcerned

- Somewhat unconcerned
- Somewhat concerned
- Concerned
- Very concerned

How concerned are you about your accumulated educational debt?

{Choose one}

- Not at all concerned
- Unconcerned
- Somewhat unconcerned
- Somewhat concerned
- Concerned
- Very concerned

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

{Choose all that apply}

- Applied for financial aid for the first time
- Asked financial aid office to reevaluate my application
- Bought fewer books, bought cheaper used books, read books on reserve
- Took a leave of absence or a quarter/semester off
- Took more courses per term
- Took action to graduate more quickly
- Did not retake a class to improve grade
- Accepted AP or similar credit instead of taking the course
- Decided against study abroad
- Took a community college course because it was cheaper
- Took a job for the first time at college
- Worked before but increased the number of hours worked
- Increased the debt I carry on my credit card
- Increased my annual student loan amount
- Have cut expenses overall / have been more frugal
- None of the above. Cost hasn't been a problem
- Other

2b. Please elaborate:

{Enter text answer}

[
]

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

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

Skipped meals to save money

{Choose one}

- Never
- Rarely

- Occasionally
- Somewhat often
- Often
- Very often

Cut down on personal / recreational spending

{Choose one}

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

Worried about my personal debt

{Choose one}

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

Worried about my family's debt and financial circumstances

{Choose one}

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

3a. To what extent do you agree or disagree with this statement: Given the grants and scholarships, if any, that you receive, the total cost of attending the Rutgers University is manageable.

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

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

{Enter answer in paragraph form}

[

1

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

{Choose one}

- I was born in the U.S.
- 1992 or earlier
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010 or later

6. When did you learn to speak English?

{Choose one}

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

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

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

My mother

{Choose one}

- In U.S.
- Outside the U.S.

My father

{Choose one}

- In U.S.
- Outside the U.S.

My mother's mother

{Choose one}

- In U.S.
- Outside the U.S.

My father's mother

{Choose one}

- In U.S.
- Outside the U.S.

My mother's father

{Choose one}

- In U.S.
- Outside the U.S.

My father's father

{Choose one}

- In U.S.
- Outside the U.S.

7a. What is the highest level of education reached by your mother?

7a. What is the highest level of education reached by your mother?

{Choose one}

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

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

In United States

{Choose one}

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate

- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

In Foreign Country

{Choose one}

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

7b. What is the highest level of education reached by your father?

7b. What is the highest level of education reached by your father?

{Choose one}

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

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

In United States

{Choose one}

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

In Foreign Country

{Choose one}

- Not applicable
- None (did not receive formal education)
- Less than high school diploma or equivalent
- High school diploma or equivalent
- Associate's or postsecondary certificate
- Bachelor's degree or equivalent
- Post-baccalaureate certificate or equivalent
- Master's degree or equivalent
- Professional degree or equivalent
- Doctorate or equivalent

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

{Choose one}

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

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

{Choose one}

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

10. Are you a financially independent student?

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

{Choose one}

- Yes
- No

11. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2011?

{Choose one}

- 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

11. To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2011?

{Choose one}

- 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

12. What is your religious/spiritual preference?

{Choose one}

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

- United Church of Christ/Congregational
- Other Christian
- Other Religion

13. What is your sexual orientation?

{Choose one}

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

13b. Please elaborate:

{Enter text answer}

[
]

14. With which gender do you identify?

{Choose one}

- Woman
- Man
- Decline to state
- Other

14a. Do you identify as transgender?

{Choose one}

- Yes
- No

14b. Please elaborate:

{Enter text answer}

[
]

15. How would you characterize your political orientation?

{Choose one}

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

16. Please indicate the highest level of organized sports in which you participate?

{Choose one}

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

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

{Enter text answer}

[
]

17. Where are you living this term?

{Choose one}

- University residence hall
- University owned apartment or house (on- or off-campus)
- With family
- Sorority or fraternity
- Co-op student housing
- Off-campus in an apartment
- Off-campus in a house
- Other

17b. Please elaborate:

{Enter text answer}

[
]

18. How far from campus do you live?

{Choose one}

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

19. What is your primary mode of transportation to campus during the spring 2012 term?

{Choose one}

- Walk
- Bicycle
- Apartment or campus shuttle bus
- University bus
- City bus

- Subway train or other train (e.g. Amtrak)
- Carpool (2 or more)
- Drive alone
- Motorcycle, motorized scooter, or moped
- Rollerblade, skateboard, skate, or scooter
- Mobility scooter, powered wheelchair, or wheelchair
- Other

19b. Please elaborate:

{Enter text answer}

[
]

20. Who do you live with?

{Choose one}

- No one. I live alone
- I share an apartment or dorm room with at least one other Rutgers student
- I share an apartment with peers who are not Rutgers students
- I live with at least one parent
- I am a single parent living with children
- I live with my spouse or domestic partner and children
- I live with my spouse or domestic partner without children
- Other

20b. Please elaborate:

{Enter text answer}

[
]

MODULE_ASSIGN

{Choose one}

- AE
- CE
- SD
- WC
- ME

PART III: ACADEMIC EXPERIENCE & GLOBALIZATION

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

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

The Rutgers U has a strong commitment to undergraduate education

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

Attending a university with world-class researchers is important to me

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

It doesn't really matter where I get my undergraduate education (Rutgers, regional college, community college) since they are all similar in quality

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

The emphasis on research detracts from the quality of teaching at this institution

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

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

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

Learning about faculty research

{Choose one}

- 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

{Choose one}

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

Learning research methods

{Choose one}

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

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

{Choose one}

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

Pursuing your own research

{Choose one}

- Not important
- Not very important

- Somewhat important
- Important
- Very important
- Essential

The prestige of this institution when you apply to grad school

{Choose one}

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

The prestige of this institution when you apply for a job

{Choose one}

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

Having access to a world-class library collection

{Choose one}

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

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

{Choose one}

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

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

Have you completed or are you now participating in the following activities at Rutgers?

First-year seminar

{Choose one}

- Yes, doing now or have done
- No

Learning community (two or more linked classes across a common theme)

{Choose one}

- Yes, doing now or have done
- No

Reading a book that is common across the university (e.g. "common book")

{Choose one}

- Yes, doing now or have done
- No

Writing-intensive courses

{Choose one}

- Yes, doing now or have done
- No

Courses that involve themes related to diversity or global learning

{Choose one}

- Yes, doing now or have done
- No

Capstone or senior thesis courses

{Choose one}

- Yes, doing now or have done
- No

Service learning or community-based learning

{Choose one}

- Yes, doing now or have done
- No

Formal undergraduate research programs (such as UROP)

{Choose one}

- Yes, doing now or have done
- No

Formal creative activity or scholarship (such as in published collection, play, or gallery exhibit)

{Choose one}

- Yes, doing now or have done
- No

Honors program

{Choose one}

- Yes, doing now or have done
- No

Living-learning programs

{Choose one}

- Yes, doing now or have done
- No

Internship under the direction of a faculty member

{Choose one}

- Yes, doing now or have done
- No

Other internship (e.g., co-op, clinical assignment)

{Choose one}

- Yes, doing now or have done
- No

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

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

Any Rutgers study abroad, including summer study abroad

{Choose one}

- Yes, doing now or have done
- No

Study abroad program affiliated with another college or university

{Choose one}

- Yes, doing now or have done
- No

Traveled abroad for a service learning, volunteer, or work experience

{Choose one}

- Yes, doing now or have done
- No

Traveled abroad for cross-cultural experience or informal education

{Choose one}

- Yes, doing now or have done
- No

Traveled abroad for recreation

{Choose one}

- Yes, doing now or have done
- No

Enrolled in a course with an international/global focus

{Choose one}

- Yes, doing now or have done

No

Obtained a certificate/minor/major with an international/global theme (e.g., in Latin American Studies)

{Choose one}

Yes, doing now or have done

No

5. While attending the Rutgers University, how frequently have you engaged in the following?

While attending Rutgers, how frequently have you engaged in the following?

Interacted with students from outside the U.S. in class (e.g., through section discussions, study groups or class projects)

{Choose one}

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Interacted with students from outside the U.S. in social settings (e.g., in clubs or student organizations, or in informal settings)

{Choose one}

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Developed a friendship with a student from outside the U.S.

{Choose one}

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Worked with a faculty member on a project with an international/global theme

{Choose one}

Never

Rarely

Occasionally

- Somewhat often
- Often
- Very often

Presented a paper at a symposium or conference or participated in a panel on international / global topics

{Choose one}

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

Attended lectures, symposia, workshops or conferences on international/global topics

{Choose one}

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

Attended a performance with an international/global focus

{Choose one}

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

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

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

The United States

{Choose one}

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

Countries outside the United States

{Choose one}

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

Global politics and diplomacy

{Choose one}

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

Global climate and environmental issues

{Choose one}

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

International business and economics

{Choose one}

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

Global health issues

{Choose one}

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

International conflicts and peace issues

{Choose one}

- Never
- Rarely

- Occasionally
- Somewhat often
- Often
- Very often

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

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

Understanding of the complexities of global issues - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Understanding of the complexities of global issues - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to apply disciplinary knowledge in a global context - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to apply disciplinary knowledge in a global context - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Linguistic and cultural competency in at least one language other than my own - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

**Linguistic and cultural competency in at least one language other than my own -
Current ability level**

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to work with people from other cultures - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to work with people from other cultures - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Comfort working with people from other cultures - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Comfort working with people from other cultures - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

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

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

Competing job responsibilities (i.e., paid employment)

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Competing family responsibilities

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Other competing responsibilities (e.g., athletics, clubs, internship)

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Weak English skills

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Weak math skills

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Feeling depressed, stressed, or upset

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently
- All the time

Physical illness or condition

{Choose one}

- Not at all
- Rarely
- Occasionally
- Frequently

All the time

Military deployment

{Choose one}

Not at all

Rarely

Occasionally

Frequently

All the time

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

{Choose one}

Not important

Not very important

Somewhat important

Important

Very important

Essential

Not applicable

PART III: COMMUNITY AND CIVIC ENGAGEMENT

Activities

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

Campus-based activities and organizations

Academic (e.g., math club, philosophy club)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Campus sports club (e.g., rugby club, Kendo club)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Campus varsity team (e.g., basketball, softball, soccer)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Governing bodies (e.g., student government, IFC, panhellenic, residence hall association)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Greek fraternity or sorority

{Choose one}

- Participant or member
- Officer or leader
- Neither

Honor society

{Choose one}

- Participant or member
- Officer or leader
- Neither

Media (e.g., campus newspaper, radio station)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Performing group (e.g., school band, dance team)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Political (e.g., Young Republicans, College Democrats)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Recreational (e.g., chess club, bike club, rock climbing club)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)

{Choose one}

- Participant or member
- Officer or leader
- Neither

Other campus-based club or organization

{Choose one}

- Participant or member
- Officer or leader
- Neither

Off-campus activities and organizations

Off-campus club or organization

{Choose one}

- Participant or member
- Officer or leader
- Neither

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

Campus-based activities and organizations

Opportunities for community service while here are important to me

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

Opportunities to develop my leadership skills while here are important to me

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

Opportunities to connect my academic work with community-based experience are important to me

{Choose one}

- Strongly disagree
- Disagree
- Disagree somewhat
- Agree somewhat
- Agree
- Strongly agree

Community Service & Leadership

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

{Choose one}

- No

Yes

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

How did you get involved in community service?

Through a related class

{Choose one}

Yes

No

Through a program where I receive course credit (e.g., field studies credit for tutoring)

{Choose one}

Yes

No

Through a formal service program (AmeriCorps, VISTA, etc.) where I receive pay or a stipend

{Choose one}

Yes

No

Through my fraternity or sorority

{Choose one}

Yes

No

Through another student organization on campus

{Choose one}

Yes

No

Through a university department or program

{Choose one}

Yes

No

Through my religious organization or church

{Choose one}

Yes

No

Through my internship

{Choose one}

Yes

No

I found the work on my own

{Choose one}

- Yes
- No

Other

{Choose one}

- Yes
- No

3ab. If other, please elaborate

{Enter text answer}

[
]
]

3b. What was the focus of the organization where you did this community service?

(Select all that apply.)

{Choose all that apply}

- Access and success in higher education
- Agriculture/nutrition
- Animal welfare
- Arts education
- Arts, community/public arts (all disciplines)
- Child care
- Civil rights/human rights
- Conflict resolution
- Crime/criminal justice
- Disability issues
- Disaster preparedness
- Diversity/multiculturalism
- Economic development
- Education, pre-K to community college
- Environment/sustainability issues
- Global citizenship
- Health
- HIV/AIDS
- Housing/homelessness
- Hunger
- Immigrants/migrant worker rights
- International issues
- Legal aid
- Mental health
- Mentoring
- Parenting
- Poverty
- Reading/writing

- Senior/elder services
- Sexual assault
- Substance abuse
- Tax form preparation
- Technology
- Transportation
- Tutoring
- Voting
- Women's issues
- Other

3bb. If other, please elaborate

{Enter text answer}

[
]

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

Course name and number:

{Enter text answer}

[
]

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

Organization name and location

{Enter text answer}

[
]

Organization name and location

{Enter text answer}

[
]

Organization name and location

{Enter text answer}

[
]

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

{Choose one}

- One to ten hours

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

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

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

Required as part of my academic program

{Choose one}

- A significant reason
- Not a significant reason

Required by my fraternity/sorority

{Choose one}

- A significant reason
- Not a significant reason

Unique or interesting opportunity arose to participate

{Choose one}

- A significant reason
- Not a significant reason

Encouragement from friends or family

{Choose one}

- A significant reason
- Not a significant reason

Belief in the particular cause

{Choose one}

- A significant reason
- Not a significant reason

Location of where the work was to be conducted

{Choose one}

- A significant reason
- Not a significant reason

Opportunity to learn new things

{Choose one}

- A significant reason
- Not a significant reason

Opportunity to enhance my academic achievement

{Choose one}

- A significant reason

Not a significant reason

Opportunities to develop leadership skills

{Choose one}

- A significant reason
- Not a significant reason

Become a better citizen and community participant

{Choose one}

- A significant reason
- Not a significant reason

Change conditions in the community

{Choose one}

- A significant reason
- Not a significant reason

Strengthen my resume for graduate school or employment

{Choose one}

- A significant reason
- Not a significant reason

Other

{Choose one}

- A significant reason
- Not a significant reason

If other, please elaborate

{Enter text answer}

[
]

Service-learning courses

Service-learning courses involve combining academic learning with service participation with non-profits, citizens groups, or governmental entities to support infrastructure or programming that allows these groups to meet community-identified needs and issues. Students work on a wide range of issues and perform a wide variety of tasks, some example being working in after-school programs, homeless shelters, pre-K to 12 education, Adult Basic Education, citizenship education, clinics, employment programs, violence prevention efforts, the environment, and the arts.

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

{Choose one}

- Zero
- Once
- Twice
- Three times
- More than three times

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

{Choose one}

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

To what extent have you been involved in the following community-focused experiences during this academic year:

Course-based service-learning

{Choose one}

- Not at all
- One term or less
- More than one term

Study abroad or other internationally-based experience

{Choose one}

- Not at all
- One term or less
- More than one term

Volunteer or community service experience

{Choose one}

- Not at all

- One term or less
- More than one term

Internship or clinical practicum

{Choose one}

- Not at all
- One term or less
- More than one term

Academic field study

{Choose one}

- Not at all
- One term or less
- More than one term

Community-based research

{Choose one}

- Not at all
- One term or less
- More than one term

Business apprenticeship

{Choose one}

- Not at all
- One term or less
- More than one term

Other

{Choose one}

- Not at all
- One term or less
- More than one term

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

If other, please elaborate

{Enter text answer}

[
]

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

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

Political or legislative work

{Choose one}

Yes

No

Charity

{Choose one}

Yes

No

Disaster relief or incident response

{Choose one}

Yes

No

Protest or march for a particular cause

{Choose one}

Yes

No

Social justice-related activities

{Choose one}

Yes

No

Community empowerment and development

{Choose one}

Yes

No

Religious-related work

{Choose one}

Yes

No

Career or professional development experiences

{Choose one}

Yes

No

Experiences for academic learning and development

{Choose one}

- Yes
- No

Other

{Choose one}

- Yes
- No

If other, please elaborate

{Enter text answer}

[
]

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

{Choose one}

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

NATIONAL AND GLOBAL ENGAGEMENT

4. Do you consider yourself to be a

{Choose one}

- Democrat
- Republican
- Independent
- Other

4a. Do you consider yourself to be a strong Democrat?

{Choose one}

- Yes
- No

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

{Choose one}

- Yes
- No

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

{Choose one}

- Democratic
- Republican

4b. Please elaborate:

{Enter text answer}

[
]

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

{Choose one}

- Right direction
- Wrong direction
- Don't know

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

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

The United States

{Choose one}

- Never
- Rarely
- Occasionally
- Somewhat often
- Often

Very often

Countries outside the United States

{Choose one}

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

Global politics and diplomacy

{Choose one}

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

Global climate and environmental issues

{Choose one}

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

International business and economics

{Choose one}

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

Global health issues

{Choose one}

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

International conflicts and peace issues

{Choose one}

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

7. As a Rutgers University student, how would you rate your competencies below?

As a {Rutgers} student, how would you rate your competencies below?

Understanding of the complexities of global issues - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Understanding of the complexities of global issues - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to apply disciplinary knowledge in a global context - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to apply disciplinary knowledge in a global context - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good

Excellent

Linguistic and cultural competency in at least one language other than my own - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Linguistic and cultural competency in at least one language other than my own - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to work with people from other cultures - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Ability to work with people from other cultures - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Comfort working with people from other cultures - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good

Excellent

Comfort working with people from other cultures - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

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

In the classroom, how often have you been asked to

Acknowledge personal differences

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Appreciate the world from someone else's perspective

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Interact with someone with views that are different from your own

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Discuss and navigate controversial issues

{Choose one}

- Never
- Rarely
- Occasionally

- Sometimes
- Often
- Very often

Define an issue or challenge and identify possible solutions

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Implement a solution to an issue or challenge

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Reflect upon the solution of an issue or challenge

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Reflect on community or social issues as a shared responsibility

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Reflect on your responsibility for community or social issues

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often

Very often

Act on community or social issues

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

9. Outside the classroom, how often do you

Outside the classroom, how often do you

Acknowledge personal differences

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Appreciate the world from someone else's perspective

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Interact with someone with views that are different from your own

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Discuss and navigate controversial issues

{Choose one}

- Never
- Rarely
- Occasionally

- Sometimes
- Often
- Very often

Define an issue or challenge and identify possible solutions

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Implement a solution to an issue or challenge

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Reflect upon the solution of an issue or challenge

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Reflect on community or social issues as a shared responsibility

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often
- Very often

Reflect on your individual responsibility for community or social issues

{Choose one}

- Never
- Rarely
- Occasionally
- Sometimes
- Often

Very often

Act on community or social issues

{Choose one}

Never

Rarely

Occasionally

Sometimes

Often

Very often

StudentDevelopment

PART III: STUDENT LIFE AND DEVELOPMENT

Goals & Aspirations

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

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

Be in a position to give something back to my community after finishing my education

{Choose one}

- Not important
- Somewhat important
- Very important

Acquire a well-rounded general education

{Choose one}

- Not important
- Somewhat important
- Very important

Discover what kind of person I really want to be

{Choose one}

- Not important
- Somewhat important
- Very important

Achieve a high GPA

{Choose one}

- Not important
- Somewhat important
- Very important

Form romantic relationships

{Choose one}

- Not important
- Somewhat important
- Very important

Establish meaningful friendships

{Choose one}

- Not important
- Somewhat important
- Very important

Prepare for graduate or professional school

{Choose one}

- Not important
- Somewhat important
- Very important

Obtain the skills I need to pursue my chosen career

{Choose one}

- Not important
- Somewhat important
- Very important

Be in a position to make a lot of money after finishing my education

{Choose one}

- Not important
- Somewhat important
- Very important

Explore new ideas

{Choose one}

- Not important
- Somewhat important
- Very important

Enjoy my college years before assuming adult responsibilities

{Choose one}

- Not important
- Somewhat important
- Very important

Develop a personal code of values and ethics

{Choose one}

- Not important
- Somewhat important
- Very important

Develop an in-depth understanding of a specific field of study

{Choose one}

- Not important
- Somewhat important
- Very important

Integrate spirituality into my life

{Choose one}

- Not important
- Somewhat important
- Very important

Establish social networks that will help further my career

{Choose one}

- Not important
- Somewhat important
- Very important

Obtain the skills I need to function in the international arena

{Choose one}

- Not important
- Somewhat important
- Very important

Perceptions and Institutional Climate

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

Institution climate is

Friendly Hostile

{Choose one}

- 6
- 5
- 4
- 3
- 2
- 1

Caring Impersonal

{Choose one}

- 6
- 5
- 4
- 3
- 2
- 1

Intellectual Not Intellectual

{Choose one}

- 6
- 5
- 4
- 3
- 2
- 1

Tolerant of diversity Intolerant of diversity

{Choose one}

- 6

- 5
- 4
- 3
- 2
- 1

Safe Dangerous

{Choose one}

- 6
- 5
- 4
- 3
- 2
- 1

Too hard academically Too easy academically

{Choose one}

- 6
- 5
- 4
- 3
- 2
- 1

Affordable Not affordable

{Choose one}

- 6
- 5
- 4
- 3
- 2
- 1

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

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

Their religious beliefs were very different than yours

{Choose one}

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

Their political opinions were very different from yours

{Choose one}

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

They were an immigrant or from an immigrant family

{Choose one}

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

They were of a different nationality than your own

{Choose one}

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

They were of a different race or ethnicity than your own

{Choose one}

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

Their gender was different

{Choose one}

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

Their sexual orientation was different

{Choose one}

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

They were from a different social class

{Choose one}

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

They had physical or other observable disabilities

{Choose one}

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

They had learning, psychological, or other disabilities that are not readily apparent

{Choose one}

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

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

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

Races or ethnicities

{Choose one}

- Never
- Rarely
- Occasionally
- Somewhat often

- Often
- Very often

Genders

{Choose one}

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

Sexual orientations

{Choose one}

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

Political affiliation, opinions or beliefs

{Choose one}

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

Religions

{Choose one}

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

Social classes

{Choose one}

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

Immigrant backgrounds

{Choose one}

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

Physical or other observable disabilities

{Choose one}

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

Learning, psychological, or other disabilities that are not readily apparent

{Choose one}

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

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

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

Races or ethnicities

{Choose one}

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

Genders

{Choose one}

- Never
- Rarely

- Occasionally
- Somewhat often
- Often
- Very often

Sexual orientations

{Choose one}

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

Political affiliation, opinions or beliefs

{Choose one}

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

Religions

{Choose one}

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

Social classes

{Choose one}

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

Immigrant backgrounds

{Choose one}

- Never
- Rarely
- Occasionally
- Somewhat often

- Often
- Very often

Physical or other observable disabilities

{Choose one}

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

Psychological, or other disabilities that are not readily apparent

{Choose one}

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

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

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

Races or ethnicities

{Choose one}

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

Genders

{Choose one}

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

Sexual orientations

{Choose one}

- Never

- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

Political affiliation, opinions or beliefs

{Choose one}

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

Religions

{Choose one}

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

Social classes

{Choose one}

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

Immigrant backgrounds

{Choose one}

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

Physical or other observable disabilities

{Choose one}

- Never
- Rarely
- Occasionally

- Somewhat often
- Often
- Very often

Psychological, or other disabilities that are not readily apparent

{Choose one}

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

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

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

My own racial and ethnic identity - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

My own racial and ethnic identity - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Social class and economic differences/issues - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Social class and economic differences/issues - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Racial and ethnic differences/issues - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Racial and ethnic differences/issues - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Gender differences/issues - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Gender differences/issues - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Sexual orientation differences/issues - When you started here

{Choose one}

- Very poor

- Poor
- Fair
- Good
- Very good
- Excellent

Sexual orientation differences/issues - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Physical or other observable disabilities - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Physical or other observable disabilities - Current ability level

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Learning, psychological, or other disabilities that are not readily apparent - When you started here

{Choose one}

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

Learning, psychological, or other disabilities that are not readily apparent - Current ability level

{Choose one}

- Very poor

- Poor
- Fair
- Good
- Very good
- Excellent

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

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

I feel valued as an individual at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

There is a clear sense of appropriate and inappropriate behavior at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

I am proud to be a student at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Most students are proud to attend this school

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

This institution values students' opinions

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Academic cheating is a problem at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Alcohol use is a problem at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Drug use is a problem at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Diversity is important at this institution

{Choose one}

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Diversity is important to me

{Choose one}

- Strongly disagree

- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree

Mental Health and Wellness

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

{Choose one}

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

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

{Choose one}

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

10a. If you might have needed this service but didn't use this service, why not?

I had never heard of it

{Choose one}

- True for me
- Not true for me

I didn't know what it offered

{Choose one}

- True for me
- Not true for me

I didn't know if I was eligible

{Choose one}

- True for me
- Not true for me

I didn't know how to access it

{Choose one}

- True for me
- Not true for me

I didn't think it would help

{Choose one}

- True for me
- Not true for me

I had concerns about possible costs

{Choose one}

- True for me
- Not true for me

I had concerns about possible lack of confidentiality

{Choose one}

- True for me
- Not true for me

I was embarrassed to use it

{Choose one}

- True for me
- Not true for me

I didn't have enough time

{Choose one}

- True for me
- Not true for me

It has a poor reputation

{Choose one}

- True for me
- Not true for me

The hours are inconvenient

{Choose one}

- True for me
- Not true for me

The location is inconvenient

{Choose one}

- True for me
- Not true for me

The wait for an appointment was too long

{Choose one}

- True for me
- Not true for me

I got help from another university service or staff person

{Choose one}

- True for me

Not true for me

I got help off campus

{Choose one}

True for me

Not true for me

10a. Was the treatment that you received effective?

{Choose one}

Very effective

Effective

Not effective

Not applicable

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

{Choose one}

Excellent

Good

Fair

Poor

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

{Enter answer in paragraph form}

[

]

SUMMARY OBSERVATIONS

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

{Enter answer in paragraph form}

[

]

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

student at the Rutgers University.

{Enter answer in paragraph form}

[

]

PART III: MATHEMATICS

This module concerns your experiences in mathematics. Your answers will be used to improve the design of mathematics courses on campus.

We would now like to ask you some questions about your preparation for and placement into university mathematics.

1. Which of the following mathematics subjects did you complete before enrolling at this university? Please check as many boxes as fit your experience.

Completed at another four-year college before transferring.

{Choose all that apply}

- Pre-calculus
- Geometry
- Trigonometry
- Statistics
- Business Calculus
- First-year calculus
- Second-year calculus
- Higher mathematics

Completed at another community college before transferring.

{Choose all that apply}

- Pre-calculus
- Geometry
- Trigonometry
- Statistics
- Business Calculus
- First-year calculus
- Second-year calculus
- Higher mathematics

Completed as AP or other college credit granting high school course

{Choose all that apply}

- Pre-calculus
- Geometry
- Trigonometry
- Statistics
- Business Calculus
- First-year calculus
- Second-year calculus
- Higher mathematics

Completed as regular high school college preparation high school course

{Choose all that apply}

- Pre-calculus
- Geometry
- Trigonometry
- Statistics
- Business Calculus
- First-year calculus
- Second-year calculus
- Higher mathematics

1a. Looking back, do you think your high school mathematics courses were rigorous enough to prepare you for university level mathematics?

{Choose one}

- Yes
- No

1a. Were your community college courses rigorous enough to prepare you for university level mathematics?

{Choose one}

- Yes
- No

1a. Were your four-year college courses rigorous enough to prepare you for mathematics at this university?

{Choose one}

- Yes
- No

1b. How well did your high school mathematics courses prepare you for mathematics in college?

{Choose one}

- Not at all well
- Not very well
- Somewhat well
- Very well

1b. How well were you prepared by the community college mathematics courses that you took before enrolling at this university?

{Choose one}

- Not at all well
- Not very well
- Somewhat well
- Very well

1b. How well were you prepared by the four-year college mathematics courses that you took before enrolling at this university?

{Choose one}

- Not at all well

- Not very well
- Somewhat well
- Very well

1c. Why was your mathematics preparation in high school inadequate?

{Choose all that apply}

- I'm just not good at math
- Poorly trained instructors
- Too much time wasted in class
- Mastery of material was not required to pass the classes
- Other students did not care about learning
- Classes were scheduled at times that made it hard to concentrate
- Instructors did not grade homework adequately
- I did not work hard enough
- Other

1ca: Please describe:

{Enter text answer}

[
]

1c. Why was your preparation in these community college math courses inadequate?

{Choose all that apply}

- I'm just not good at math
- Poorly trained instructors
- Too much time wasted in class
- Mastery of material was not required to pass the classes
- Other students did not care about learning
- Classes were scheduled at times that made it hard to concentrate
- Instructors did not grade homework adequately
- I did not work hard enough
- Other

1cb: Please describe:

{Enter text answer}

[
]

1c. Why was your preparation in these four-year college math courses inadequate?

{Choose all that apply}

- I'm just not good at math
- Poorly trained instructors
- Too much time wasted in class
- Mastery of material was not required to pass the classes
- Other students did not care about learning
- Classes were scheduled at times that made it hard to concentrate
- Instructors did not grade homework adequately

- I did not work hard enough
- Other

1cc: Please describe:

{Enter text answer}

[
]

2. Whether you enrolled in a math course or not, how did this university determine the best first mathematics course for you?

{Choose one}

- I did not participate in math placement testing or advising for math
- I was placed based on results from a placement test
- I was placed based on the course work I had taken previously
- Other

2a: Please describe:

{Enter text answer}

[
]

2b. Looking back, which of the following would be the most accurate statement about your initial placement into mathematics at your university?

{Choose one}

- I was placed below my proficiency level. I had more prior preparation than I needed to succeed in the course in which I was placed required.
- I was placed above my proficiency level. I did not have sufficient prior preparation to succeed in the course in which I was placed.
- I was placed properly. I had about the level of prior preparation necessary to succeed in the course in which I was placed.

3. Do you have a declared or intended major?

{Choose one}

- Yes
- No

3a. Since enrolling at this university, have you changed your declared or intended major?

{Choose one}

- Yes
- No

3b. Does your declared or intended major require mathematics?

{Choose one}

- Yes
- No

3b. Did your first declared or intended major require mathematics?

{Choose one}

- Yes
- No

3c. Does your current declared or intended major require mathematics?

{Choose one}

- Yes
- No

4. Please select the options that best reflect your experience with these math courses at this college.

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

Pre-calculus

{Choose one}

- Never enrolled in the course
- Enrolled and dropped because I expected a low grade
- Enrolled and doing OK but dropped the course
- Completed the course once
- Repeated the course once to improve my grade
- Repeated the course more than once to improve my grade

Statistics

{Choose one}

- Never enrolled in the course
- Enrolled and dropped because I expected a low grade
- Enrolled and doing OK but dropped the course
- Completed the course once
- Repeated the course once to improve my grade
- Repeated the course more than once to improve my grade

Business Calculus

{Choose one}

- Never enrolled in the course
- Enrolled and dropped because I expected a low grade
- Enrolled and doing OK but dropped the course
- Completed the course once
- Repeated the course once to improve my grade
- Repeated the course more than once to improve my grade

First semester calculus

{Choose one}

- Never enrolled in the course
- Enrolled and dropped because I expected a low grade
- Enrolled and doing OK but dropped the course
- Completed the course once

- Repeated the course once to improve my grade
- Repeated the course more than once to improve my grade

Second semester calculus

{Choose one}

- Never enrolled in the course
- Enrolled and dropped because I expected a low grade
- Enrolled and doing OK but dropped the course
- Completed the course once
- Repeated the course once to improve my grade
- Repeated the course more than once to improve my grade

Third semester calculus

{Choose one}

- Never enrolled in the course
- Enrolled and dropped because I expected a low grade
- Enrolled and doing OK but dropped the course
- Completed the course once
- Repeated the course once to improve my grade
- Repeated the course more than once to improve my grade

We would now like to ask you questions about your outlook concerning the study of mathematics.

5. How would you characterize your motivation to succeed in mathematics?

{Choose one}

- Not at all motivated
- Not very motivated
- Somewhat motivated
- Highly motivated
- Extremely motivated

6. Some people say that to do well [succeed] in a mathematics class students generally need to spend a minimum of two hours out of class for every hour in class. Do you think this is true?

{Choose one}

- Yes, and I have spent a minimum of two hours out of class for every hour in class.
- Yes, but I haven't spent a minimum of two hours out of class for every hour in class.
- No, but I have spent a minimum of two hours out of class for every hour in class.
- No, and I haven't spent a minimum of two hours out of class for every hour in class.

7. Which of the following is closest to your view of the proper criteria for assessment of student performance and their application in mathematics courses:

{Choose one}

- Both mastery of content and effort should count
- Both mastery of content and effort should count but some instructors do not count effort
- Only mastery of content should count
- Only mastery of content should count but some instructors count effort as well

8. We would like to ask your opinion about a reform that is currently being discussed.

Some believe that calculus is necessary only for certain disciplines in the sciences and engineering, such as physics, astronomy, and engineering. They feel that statistics would be the more appropriate mathematics course for students in most life sciences and some physical science fields (such as earth sciences). Based on your experiences in your major, what is your opinion of this reform idea?

{Choose one}

- I strongly disagree with it.
- I somewhat disagree with it.
- I somewhat agree with it.
- I strongly agree with it.
- I have no opinion about it.

We would now like to ask you several questions about your experiences in mathematics. Please indicate how descriptive these questions are of your experience.

9. The amount of competition from fellow students in mathematics was too much for me.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

10. I was good at mathematics in high school, and I coasted too much in college mathematics courses.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

11. I did not find enough practical applications in the teaching of mathematics courses I took/am taking in the university.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

12. I was too intimidated to go to my mathematics professors' office hours.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

13. I was too intimidated to go to my mathematics teaching assistants' office hours.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

14. Sections in my mathematics courses were not practice or discussion sections. Instead, the teaching assistant lectured.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

15. I found mathematics professors and teaching assistants to provide too little feedback on why I was making errors in my mathematics assessments.

{Choose one}

- Not at all descriptive of my experience
- Not very descriptive of my experience
- Somewhat descriptive of my experience
- Very descriptive of my experience

16. Thinking about the math course in which you had the most difficulty, how often were students asked to solve problems at the board during sections?

{Choose one}

- In every section meeting
- In many section meetings
- In a few section meetings
- Never
- I did not attend section meetings in this course, so I cannot say

We would now like to ask you about the support services on your campus.

17. When taking mathematics courses at this campus, did you know that there was a campus learning resources/academic support center?

{Choose one}

- Yes
- No

-17a. When you were having trouble understanding your mathematics course(s), did you seek out help in mathematics from the campus learning resources/academic support center?

{Choose one}

- Yes
- No, I didn't have trouble.
- No, but I did have trouble
- Other

17aa: Please elaborate:

{Enter text answer}

[
]
]

-17a. How would you rate your experience in obtaining help?

{Choose one}

- Not at all helpful
- Not very helpful
- Somewhat helpful
- Very helpful

-17b. If you did not find the campus learning resources/academic support center

helpful, what was/were the main cause(s) for your failure to obtain the help you needed? (mark as many as apply)

{Choose all that apply}

- Poorly trained staff
- Inability to schedule appointments
- Limited time availability
- Time wasted during sessions
- Some students dominated the time leaving little time for others to discuss problems
- Off-putting attitude of staff
- Other

17ba: Please elaborate:

{Enter text answer}

[
]

18. Were supplemental instruction sections provided by the math department for those who were having trouble succeeding in their mathematics courses?

{Choose one}

- Yes
- No
- I don't know

-18a. If you attended supplemental instruction sessions, how many hours during the quarter or semester did you attend?

-If you attended supplemental instruction sessions, how many hours during the quarter or semester did you attend?

Pre-calculus

{Choose one}

- Not applicable, did not take the course here
- 0 hours, did not go
- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours
- more than 10 hours

Statistics

{Choose one}

- Not applicable, did not take the course here
- 0 hours, did not go
- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours

more than 10 hours

Business Calculus

{Choose one}

- Not applicable, did not take the course here
- 0 hours, did not go
- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours
- more than 10 hours

First semester calculus

{Choose one}

- Not applicable, did not take the course here
- 0 hours, did not go
- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours
- more than 10 hours

Second semester calculus

{Choose one}

- Not applicable, did not take the course here
- 0 hours, did not go
- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours
- more than 10 hours

Third semester calculus

{Choose one}

- Not applicable, did not take the course here
- 0 hours, did not go
- 1-2 hours
- 3-4 hours
- 5-7 hours
- 8-10 hours
- more than 10 hours

19. During the period you were completing the university mathematics sequence for your major did you interact with peer mentors in mathematics?

{Choose one}

- Yes
- No

I don't know

-19a. How would you rate your experience with peer mentors?

{Choose one}

- Poor
- Fair
- Good
- Very good
- Excellent

-19b. What were the main reason(s) for your rating?

{Choose all that apply}

- Poorly trained peer mentors
- Inability to schedule appointments
- Limited time availability
- Time wasted during sessions with peer mentors
- Some students dominated the time leaving little time for others to discuss problems
- Off-putting attitude of peer mentors
- Other

19ba: Please elaborate:

{Enter text answer}

[
]

We would now like to ask you a few questions about your study practices and extra-curricular experiences while taking university mathematics courses.

20. I work on mathematics problems with groups of fellow students.

{Choose one}

- Never
- Seldom
- Often
- Always

21. I find that study with groups of fellow students can be a waste of time because these sessions turn into complaint sessions or bull sessions.

{Choose one}

- Not at all true
- Not very true
- Somewhat true
- Very true

22. During the time you were completing the university mathematics major were you involved in undergraduate research activities?

{Choose one}

- Yes
- No

23. During the time you were completing the university mathematics sequence were you involved in a work internship related to your major?

{Choose one}

- Yes
- No

24. Please answer the following questions about your attendance in math courses at this university.

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

Algebra - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%

- 80- 89%
- 90- 99%
- 100%

Algebra - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Statistics - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Statistics - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Pre-calculus - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%

- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Pre-calculus - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Business Calculus - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Business Calculus - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

First semester calculus - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

First semester calculus - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Second semester calculus - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Second semester calculus - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%

- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Third semester calculus or higher - What percentage of lectures did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Third semester calculus or higher - What percentage of section meetings did you attend?

{Choose one}

- Not applicable
- Fewer than 40%
- 40- 49%
- 50- 59%
- 60- 69%
- 70- 79%
- 80- 89%
- 80- 89%
- 90- 99%
- 100%

Thank you for your help. We will keep you informed as we begin to implement ideas derived from this survey how your answers are being used to improve mathematics instruction in the university.

PART III: STUDENT EVALUATION OF OVERALL LEARNING ENVIRONMENT

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?

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

Many of my classes had too many students for effective teaching.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Several of my classrooms were overcrowded.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

The workload in many of my classes was excessive.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Too many of my classes have a strictly lecture format.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Too few of my classes used information technology effectively.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Too many of my classes overused online technology.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Too few of my classes encouraged student participation.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Most of my classes allowed for the pursuit of my own interests to some degree.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

2. Last semester, most of my professors/instructors . . .

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

Were clear about the expectations they had for student success.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Were fair in their grading practices.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Took into account different learning styles of students.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Showed an interest in my opinions.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Attempted to understand any difficulties I had.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Provided clear and useful explanations of ideas.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Worked hard to make the subjects interesting.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Provided helpful feedback other than grades on my progress.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Allowed adequate time frames for work to be completed.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Explained the standard of work expected.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Emphasized understanding, not just the memorization of facts.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Encouraged peer group interaction inside the classroom.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

Encouraged peer group interaction outside the classroom.

{Choose one}

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree

3. How often did you do each of the following during the last semester?

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

Study alone

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study with my roommate(s)

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study with students in my classes

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study with friends

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study in the library

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study in my apartment or room

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study in public gathering places (i.e. the student center)

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study where I have WiFi access at Rutgers

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Study in a learning center or other academic support facility

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

Visit faculty during office hours

{Choose one}

- Seldom or Never
- Sometimes
- Frequently
- Usually or Always

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

{Choose one}

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

SHOW_MAJOR2

{Choose one}

- 0
- 1
- 2

PART III: STUDENT EVALUATION OF PROGRAM'S STUDENT LEARNING OUTCOMES

What is the learning environment?

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 know by the time they finish the major 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.)

{Choose 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? (Please check all that apply.)

{Choose 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.

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.

Inter-collegiate competitions

{Choose one}

- I have participated

- I expect to participate
- I have not participated and do not expect to participate during my studies

Evaluation of fieldwork, internship, performance, service learning, or clinical experience

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Senior project, performance, recital, or show

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Portfolio reviews including videos

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Independent study

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Honors seminars

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Senior seminar

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Senior Thesis

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Capstone course

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

An assessment technique not listed above

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

A second assessment technique not listed above

{Choose one}

- I have participated
- I expect to participate
- I have not participated and do not expect to participate during my studies

Please succinctly label the assessment technique:

{Enter text answer}

[
]

Please succinctly label the second assessment technique:

{Enter text answer}

[
]

3a. 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.

{Enter answer in paragraph form}

[

]

ClosingComment

What is the SINGLE, MOST IMPORTANT thing that your institution could realistically do to create a better undergraduate experience for students like you? Please describe only one and use fewer than 500 words.

{Enter answer in paragraph form}

[

]

Page 19

When you select "Finish" at the bottom of this page, your survey will be securely locked and you will receive no further messages from us about this survey.

After locking your response, if you need to change a prior response, please contact seru@berkeley.edu

Exit Page

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