

**2014 (This) University Student Experience in the Research University Survey
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This year's survey has x {depending on module usage} 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, community and 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?

Options

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Contributed to a class discussion

Brought up ideas or concepts from different courses during class discussions

Asked an insightful question in class

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

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

Made a class presentation

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

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

Options

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Taken a small research-oriented seminar with faculty

Communicated with a faculty member by e-mail or in person
Talked with the instructor outside of class about issues and concepts derived from a course
Interacted with faculty during lecture class sessions
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)

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

Options

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

Turned in a course assignment late
Gone to class without completing assigned reading
Gone to class unprepared
Skipped class
Raised your standard for acceptable effort due to the high standards of a faculty member
Extensively revised a paper before submitting it to be graded
Sought academic help from instructor or tutor when needed
Worked on class projects or studied as a group with classmates outside of class
Helped a classmate better understand the course material when studying together

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

Options

- 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?

Type a number in each box [must be numeric].

Paid employment (including internships) on campus?

Paid employment (including internships) off campus?

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

Options

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

If hours worked either on or off campus >0

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

Attending classes, discussion sections or labs

Studying and other academic activities outside of class

Attending movies, concerts, sports, or other entertainment events

Performing community service or volunteer activities

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

Participating in spiritual or religious activities

Participating in student clubs or organizations

Socializing with friends

Partying

Spending time with family

Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video)

Watching TV, streaming movies/TV on computer or tablet

Commuting to and from school and work

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

Options

- 4 or less
- 5
- 6
- 7
- 8
- 9 or more

Academic and Personal Development**8. Please rate your level of proficiency in the following areas when you started at this institution and now.**

Options for both "When you started here" and "Current ability level"

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

Analytical and critical thinking skills

Ability to be clear and effective when writing

Ability to read and comprehend academic material

Foreign language skills

Understanding your field of study (i.e., college major)

Quantitative (mathematical and statistical) skills

Ability to speak clearly and effectively in English

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

Leadership skills

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

Options for both “When you started here” and “Current ability level”

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

Library research skills (e.g., finding books, articles, evaluating information sources)

Other research skills

Ability to prepare and make a presentation

Interpersonal (social) skills

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

Options for both “When you started here” and “Current ability level”

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

Ability to appreciate and understand racial and ethnic diversity

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

Ability to appreciate cultural and global diversity

Institution Climate for Diversity

11. Indicate how strongly you agree or disagree with the following statements in terms of yourself.

Options

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree
- Not Applicable (Only for Last Two Statements)

I feel free to express my political beliefs on campus

I feel free to express my religious beliefs on campus

Students of my race/ethnicity are respected on this campus

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

Students of my gender are respected on this campus

Students of my religious beliefs are respected on this campus

Students of my political beliefs are respected on this campus

Students of my sexual orientation are respected on this campus

Students of my immigration background are respected on this campus

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

Plans and Aspirations

12. Which of the following BEST represents your plans for after graduation?

{Select only one}

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

13. What career area do you hope to eventually have after you have completed your education?

- Agriculture/agribusiness
- Artistic, creative professions
- Business, finance-related professions

- Civil Service/government
- Education
- Engineering, computer programming
- Law
- Medicine, health-related professions
- Military
- Psychology, helping professions
- Researcher, scientist
- I have no idea whatsoever
- Other

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

- Bachelor's degree (B.A., B.S., etc.)
- Teaching credential
- Business master's (M.B.A)
- Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.)
- Academic master's (M.A., M.S., etc.)
- Law degree (L.L.B. or J.D.)
- Medical doctorate other than M.D. (D.O., D.D.S., D.V.M., etc.)
- Medical doctor (M.D.)
- Doctorate (Ph.D., Ed.D., etc.)
- Multiple doctoral degrees (M.D./Ph.D.)
- I do not know yet
- Other

14a. If other, please elaborate

{Enter text answer}

15. Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a (This) University student.

Options

- Yes, doing now or have done
- No

A research project or research paper as part of your coursework

At least one student research course (a course in which you learned research methods or researched a topic)

At least one independent study course

Assist faculty in research with course credit

Assist faculty in research for pay without course credit

Assist faculty in research as a volunteer without course credit

A creative activity as part of your coursework

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

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

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

Overall Satisfaction and Agreement

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

Options

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

(This University) grade point average

Overall social experience

Overall academic experience

Value of your education for the price you are paying

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

Options

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

I feel that I belong at this institution

Knowing what I know now, I would still choose to enroll at (This University)

Evaluation of the Major or Evaluation of the Educational Experience

For double majors

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. 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. You will have the opportunity later to evaluate a second major, if you wish.

(*) [MAJORTEXT1]

[MAJORTEXT2]

Other

Or for single majors

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. If you have changed majors and would like to evaluate your new major, please select that option and then choose your new major from the subsequent list.

(*) [MAJORTEXT1]

() Other

If they want to evaluate an "Other" major

Please select your new major from the following list.

() Accounting (UG) - New Brunswick (Code= 010)

...

() Women's & Gender Studies in School of Arts and Sciences (UG) (Code= 988)

If evaluating a major

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

If not evaluating a major

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

Options for both are

() Yes

() No

Intellectual curiosity

Leads to a high paying job

Prepares me for a fulfilling career

Parental/family desires

Allows time for other activities

Provides international opportunities

Prestige

Could not get into my first choice of major

Prepares me for graduate/professional school

[If evaluating a major]

Compelled to choose a major by school requirements or deadlines

Other

If other is yes

18a. If other, please describe:

{Enter text answer}

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

Options

() Never

() Rarely

() Occasionally

() Somewhat often

- Often
- Very often

Recognize or recall specific facts, terms and concepts

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

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

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

Create or generate new ideas, products or ways of understanding

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

Options

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

Used facts and examples to support your viewpoint

Incorporated ideas or concepts from different courses when completing assignments

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

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

If evaluating a major

21. Please answer the following questions about your major.

Options

- Yes
- No

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

Are the program requirements well defined?

Are department rules and policies clearly communicated?

Is the description of the major in the catalog accurate?

Is the website (and/or social media) used to facilitate communication between students and the program?

If evaluating a major

Please answer the following questions about your major.

If not evaluating a major

Please answer the following questions about your educational experience overall.

22. How often have you experienced the following?

Options for both are

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

Open channels of communication between faculty and students regarding student needs, concerns, and suggestions

Students treated equitably and fairly by the faculty

Faculty clearly explaining what constitutes plagiarism and its consequences

Faculty providing prompt and useful feedback on student work

If evaluating a major

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

Options

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

Variety of courses available in your major

Quality of lower-division courses in your major

Quality of upper-division courses in your major

If not evaluating a major

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

Options

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

Advising by faculty on academic matters

Advising by school or college staff on academic matters

Advising by departmental staff on academic matters

Quality of faculty instruction

Quality of teaching by Graduate Students (TA's, AI's)

Availability of courses for general education or breadth requirements

Availability of courses needed for graduation
 Access to small classes
 Access to faculty outside of class
 Ability to get into a major that you want
 Opportunities for research experience or to produce creative products
 Educational enrichment programs (e.g., study abroad, internships)
 Availability of library research resources

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

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

If evaluating a major

25. Would you like to evaluate another major?

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

Second Major (If yes selected for evaluating another major)

If a double major

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

- [MAJORTEXT1]
- [MAJORTEXT2]
- Other

If evaluating a single major

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

- [MAJORTEXT1]
- Other

If other, please select your major from this list.

Accounting (UG) - New Brunswick (Code= 010)

...

Women's & Gender Studies in School of Arts and Sciences (UG) (Code= 988)

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

Options

Yes

No

Intellectual curiosity

Leads to a high paying job

Prepares me for a fulfilling career

Parental/family desires

Allows time for other activities

Provides international opportunities

Prestige

Could not get into my first choice of major

Prepares me for graduate/professional school

Compelled to choose a major by school requirements or deadlines

Other

If other is yes

27a. If other, please describe:

{Enter text answer}

28. Please answer the following questions about your major.

Options

Yes

No

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

Are the program requirements well defined?

Are department rules and policies clearly communicated?

Is the description of the major in the catalog accurate?

Is the website (and/or social media) used to facilitate communication between students and the program?

Please answer the following questions about your major.

29. How often have you experienced the following?

Options

Never

Rarely

Occasionally

Somewhat often

Often

Very often

Open channels of communication between faculty and students regarding student needs, concerns, and suggestions

Students treated equitably and fairly by the faculty
 Faculty clearly explaining what constitutes plagiarism and its consequences
 Faculty providing prompt and useful feedback on student work

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

Options

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

Variety of courses available in your major
 Quality of lower-division courses in your major
 Quality of upper-division courses in your major
 Advising by faculty on academic matters
 Advising by school or college staff on academic matters
 Advising by departmental staff on academic matters
 Quality of faculty instruction
 Quality of teaching by Graduate Students (TA's, AI's)
 Availability of courses for general education or breadth requirements
 Availability of courses needed for graduation
 Access to small classes
 Access to faculty outside of class
 Ability to get into a major that you want
 Opportunities for research experience or to produce creative products
 Educational enrichment programs (e.g., study abroad, internships)
 Availability of library research resources

Demographics

PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

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

- Probably yes
- Probably no

If probably yes

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

Options

- Not concerned
- Somewhat concerned

- Concerned
- Very concerned

If probably no

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

Options

- Not concerned
- Somewhat concerned
- Concerned
- Very concerned

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

Options

- Not concerned
- Somewhat concerned
- Concerned
- Very concerned

For both

How concerned are you about your accumulated educational debt?

Options

- Not concerned
- Somewhat concerned
- Concerned
- Very concerned

2. During this past academic year did you decide against participating in studying abroad because of the cost?

- Did not consider studying abroad
- Yes, because of the cost
- Yes, for another reason

If another reason, please elaborate
{Enter Text Answer}

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

Options

- Never
- Rarely
- Occasionally
- Somewhat often

- Often
- Very often

Skipped meals to save money

Cut down on personal / recreational spending

Worried about my debt and financial circumstances

4. 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 (This) University is manageable.

Options

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

5. Is there anything else that you would like to tell us about the impact of the cost to attend on your educational experience at (This University)?

{Enter text answer}

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

- I was born in the U.S.
- 1998 or earlier
- 1999
- 2000
- 2001
- 2002
- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013 or later

7. When did you learn to speak English?

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

After turning 16 years old

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

Options

- In U.S.
- Outside the U.S.
- Do not know

My mother

My father

8a. What is the highest level of education reached by your mother?

In United States

- 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

- 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

8b. What is the highest level of education reached by your father?

In United States

- 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

- 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

9. To the best of your knowledge, how many of your grandparents were born outside of the United States?

Options

- Zero
- 1
- 2
- 3
- 4

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

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

11. 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.

- Yes
- No

If no, financially dependent

12. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2013?

- 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

If yes, financially independent

12. To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2013?

- 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

13. What is your religious/spiritual preference?

- 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

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

- Yes
- No

14a. Do you have any learning disabilities that affect how you read, study, or do your coursework?

- Yes
- No

If yes to either 14 or 14a

14aa. Do you currently receive accommodations from the university due to your disability?

- Yes
- No

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

{Enter text answer}

15. What is your sexual orientation?

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

If other

15a. If other, please elaborate:

{Enter text answer}

16. With which gender do you identify?

- Woman
- Man
- Decline to state
- Other

If other

16a. If other, please elaborate:

{Enter text answer}

17. How would you characterize your political orientation?

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

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

- Professional/global competitive sports
- Non-professional, collegiate-level competitive sports with athletic scholarship
- Non-professional, collegiate-level competitive sports without athletic scholarship
- Competitive personal (e.g., 5K races)
- Campus club sports team
- Intramural sports
- Personal recreation
- Does not apply to me

If any answer but "does not apply to me"

18a. On average, how many hours a week do you spend on this one activity? (Must be numeric)

19. Where are you living this term?

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

If other

19a. If other, please elaborate:

{Enter text answer}

20. How far do you live from campus?

- On campus or < 1 mile

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

21. What is your primary mode of transportation to campus during the spring 2014 term?

- Walk
- Bicycle
- University/Campus 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

If other

21a. If other, please elaborate:

{Enter text answer}

22. With whom do you live?

- No one. I live alone
- I share an apartment, house or residence hall room with at least one other (This University) student
- I share an apartment or house with peers who are not (This University) students
- I live with at least one family member
- 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

If other

22a. If other, please elaborate:

{Enter text answer}

Optional 2014 Pilot: SERU International Student Experience and Education Abroad Core Drop-Down Questions. Items developed by the International Learning and Experiences Module SERU workgroup.

Set A: International student experience

Set B: Domestic student education abroad experience

3 administrative options available for 2014:

- 1. Add to end of the core: Set A and a reduced set B**
- 2. If elect to administer the Academic Experience and Globalization module, it will include the full set**

B items. Note if doing Option 1 and the AE & G module together the reduced set B items will not be included in the core.

- 3. Opt out of International/Education abroad pilot and the AE & G module, no additional items will be added**

OPTIONAL SECTION

Set A: International student experience

{Only international students}

CORE Lead-In question:

When did you come to live in the United States? (RUCIMMIGRANTYR)

I am an international (foreign) student

I was born in the United States

1990 or earlier

1991

1992, etc.

[If I am an international (foreign) student selected]

- 1. How easy or difficult have the following been for you as an international student at [institution name]?**

Options

Very easy

Easy

Neither easy or difficult

Difficult

Very difficult

Understanding classroom lectures

Keeping up with my writing assignments and writing clearly in English

Participating in classroom or study group discussions

Making friends with Americans

Learning how to understand and respond to Americans of the opposite sex

Fitting into the social scene and finding organizations and groups of students where I feel comfortable and can socialize

- 2. How satisfied are you with each of the following?**

Options

Very dissatisfied

Dissatisfied

Somewhat dissatisfied

Somewhat satisfied

Satisfied

Very satisfied

The interest in and attention to international students shown by professors
 The interest in and attention to international students shown by American students
 The university services provided specifically for international students; services such as help with visas, arrival orientation, English language resources, etc.
 The university services provided for all students; services such as academic advising, career services, housing, food services, etc.
 The quality of information provided to you about university rules, regulations, degree requirements and resources on campus
 The opportunities to explore American life and culture outside the university

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

Options

- Not a concern
- Somewhat a concern
- A serious concern

Finding satisfactory housing
 Obtaining an ATM or bank card
 Violence and personal security on and around the campus
 Having adequate financial support
 Understanding U.S. medical insurance and obtaining health services
 Securing a job in the U.S. after graduation

4. Is your interaction primarily with American students or other international students?

Options

- All or almost all international
- Mostly international
- About half and half
- Mostly American
- All or almost all American

When studying or doing homework with other students
 When socializing (parties, going to movies, recreation)
 Of the students you consider to be personal friends

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

{Check all that apply}

- To pursue an advanced degree in the U.S.
- To pursue an advanced degree at home or in a country other than the U.S.
- To work temporarily in the U.S.
- To remain in the U.S. indefinitely
- To eventually become a U.S. Permanent Resident

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

The international reputation of this university
 An interest in understanding the U.S. and its culture
 Desire to increase your English language proficiency
 An appreciation for the quality of teaching at U.S. universities.
 An interest in working in the U.S. in the future.
 Have family members living in the U.S.

Reduced Set B: Domestic student education abroad experience

CORE Lead-In question:

When did you come to live in the United States? (**RUCIMMIGRANTYR**)

I am an international (foreign) student

I was born in the United States

1990 or earlier

1991

1992, etc.

[If not "I am an international student"]

1. While a student at [University], have you completed or are you now participating in any of the following? If so, check yes and complete information for all that apply.

	Yes	Organized and sponsored by [University]?	Did you/will you receive academic credit?	Did or does the program entail intensive foreign language?	In which country/countries were/are you located?
A study abroad program lasting a full academic year	[check box]	[check box]	[check box]	[check box]	[Enter text]
A study abroad program for a semester or at least 4 months					
A short-term study abroad program or tour lasting less than 3 months					
An intensive language only study program					
An international internship or work					

abroad experience					
A service learning or volunteer service opportunity in another country					
A research project or field placement in another country					

Academic Experience

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.

Options

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

(This) University has a strong commitment to undergraduate education

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

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

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

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

Options

- Not that important
- Somewhat important
- Very important
- Essential

Learning about faculty research

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

Learning research methods

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

Pursuing your own research

The prestige of this institution when you apply to grad school

The prestige of this institution when you apply for a job

Having access to a world-class library collection
Being able to attend plays, concerts, lectures, and other cultural events

3. Have you completed or are you now participating in the following activities at (This University)?

Options

Yes, doing now or have done

No

First-year seminar

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

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

Writing-intensive courses

Courses that involve themes related to diversity or global learning

Capstone or senior thesis courses

Service learning or community-based learning

Formal undergraduate research programs (such as UROP)

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

Honors program

Living-learning programs

Internship under the direction of a faculty member

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

Enrolled in a course with an international/global focus

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

Full Set B items 4-7: Domestic student education abroad experience

CORE Lead-In question:

When did you come to live in the United States? (RUCIMMIGRANTYR)

I am an international (foreign) student

I was born in the United States

1990 or earlier

1991

1992, etc.

[If not "I am an international student"]

4. While a student at [University], have you completed or are you now participating in any of the following? If so, check yes and complete information for all that apply.

	Yes	Organized and sponsored by [University]?	Did you/will you receive academic credit?	Did or does the program entail intensive	In which country/countries were/are you located?

				foreign language?	
A study abroad program lasting a full academic year	[check box]	[check box]	[check box]	[check box]	[Enter text]
A study abroad program for a semester or at least 4 months					
A short-term study abroad program or tour lasting less than 3 months					
An intensive language only study program					
An international internship or work abroad experience					
A service learning or volunteer service opportunity in another country					
A research project or field placement in another country					

IF NO "YESSES" checked: skip to item 8.

FOR ONE "YES": go to items 5, 6 & 7

FOR MORE THAN ONE YES: "You indicated participation in the following programs or activities. Check the one that you consider the most significant and then answer the questions below about it"

[Example]

- A study abroad program for a semester or at least four months
- A service learning or volunteer service opportunity in another country

Please answer the following questions about the program or activity you check.

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

Options

- Little or not at all
- Somewhat
- A great deal

Foreign language proficiency

Cultural awareness,

Self-confidence
Clarifying my choice of major or career

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

To enhance my career and employment prospects
To understand my own culture from outside its confines
To acquire greater proficiency in a foreign language
To understand a foreign culture and develop my intercultural skills
To take time off from my regular studies and enjoy a new environment
To gain insights about my family's heritage

7. In your own words, what has been or will be the most significant contribution of your participation to your overall undergraduate education? {Enter text box}

8. While attending the (This University), how frequently have you engaged in the following?

Options

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

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

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

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

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

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

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

Attended a performance with an international/global focus

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

Options

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

The United States
 Countries outside the United States
 Global politics and diplomacy
 Global climate and environmental issues
 International business and economics
 Global health issues
 International conflicts and peace issues

**Please rate your level of proficiency in the following areas when you started at this campus and now.
 Options for both “When you started here” and “Current ability level”**

10. As a (This University) student, how would you rate your competencies below?

Options for current competencies and when you started at this institution

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

Understanding the complexities of global issues
 Ability to apply disciplinary knowledge in a global context
 Linguistic and cultural competency in at least one language other than my own
 Ability to work with people from other cultures
 Comfort working with people from other cultures

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

Options

Options

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

Competing job responsibilities (i.e., paid employment)
 Competing family responsibilities
 Other competing responsibilities (e.g., athletics, clubs, internship)
 Weak English skills
 Weak math skills
 Inadequate study skills (e.g., knowing how to start, organizing material)
 Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)

Poor study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)
 Feeling depressed, stressed, or upset
 Physical illness or condition
 I am reluctant to ask for help when I need it
 I cannot concentrate on my work
 Military deployment
 Other

If other

11a. If other, please elaborate:

{Enter text answer}

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

Options

- Not that important
- Somewhat important
- Very important
- Essential
- Not applicable

PART III: COMMUNITY AND CIVIC ENGAGEMENT

Community and Civic Engagement A

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

Options

- Participant or member
- Officer or leader
- Neither

Academic group (e.g., math club, philosophy club)
 Advocacy association (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)
 Campus sports club (e.g., rugby club, Kendo club)
 Campus varsity team (e.g., basketball, softball, soccer)
 Governing bodies (e.g., student government, residence hall association)
 Greek fraternity or sorority
 Honor society
 Media (e.g., campus newspaper, radio station)
 Performing group (e.g., school band, dance team)
 Political (e.g., Young Republicans, College Democrats)
 Recreational (e.g., chess club, bike club, rock climbing club)

Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)
 Community service club (e.g., Special Olympics Volunteers Club, Habitat for Humanity)
 Other campus-based club or organization

Off-campus activities and organizations

- Participant or member
- Officer or leader
- Neither

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

Options

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

Opportunities to engage in community service while a [institution name] student are important to me
 Opportunities to develop my leadership skills while a [institution name] student are important to me
 Opportunities to connect my academic work with community-based experience are important to me

Community and Civic Engagement B

Community Service

3. DURING THIS ACADEMIC YEAR, have you participated in community service?

On campus
 Off campus

Options

- No
- Yes

If yes to either, go to 3a, otherwise skip to subsequent item 4

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

Options

- A significant reason
- Not a significant reason

Required as part of my academic program
 Required by my fraternity/sorority

Unique or interesting opportunity arose to participate
 Encouragement from friends or family
 Encouragement from [University] faculty/staff
 Encouragement from other [University] students
 Belief in the particular cause
 Location of where the work was to be conducted
 Opportunity to learn new things
 Opportunity to enhance my academic achievement
 Opportunities to develop leadership skills
 Become a better citizen and community participant
 Change conditions in the community
 Strengthen my resume for graduate school or employment
 Other

If other

3aa. 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}

Education (includes child care, education k-12, higher education, tutoring, mentoring)
 Health (includes agriculture/nutrition, health, mental health, substance abuse)
 Social issues (includes civil rights/human rights, disability, diversity, housing/homelessness, hunger, immigrants, seniors/elder services, women's issues, social justice)
 Environment (includes animal welfare, environment/sustainability)
 Arts
 Economic development
 International
 Other

If 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 service activities 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:

Options

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

Community and Civic Engagement C

Service-learning

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

4. How many times have you enrolled in a [institution name] course that had a service-learning component?

Options

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

If not zero

4a. In considering all of the service-learning courses you took, what was the average number of hours of service you completed for a course?

Options

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

Community and Civic Engagement D

Community-focused experiences

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

Options

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

Study abroad or other internationally-based experience

Community-based capstone experience

Internship or clinical practicum

Academic field study

Community-based research

Other

If other

If other, please elaborate

If not "Not at all"

5a. Which of the following BEST characterizes the nature of your community-focused experiences during this academic year?

{Select only one}

Charity (providing help to individuals)

Empowering Others

Public or Collective Action

Participatory democracy (changing laws)

Social Action (rally, sit in)

Social Change (changing societal conditions or views)

Social Justice

Other

If other

5aa. If other, please elaborate

{Enter text answer}

5b. To what extent has participation in community-focused activities at this University influenced your desire to continue community-focused activities after you graduate?

Options

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

5c. To what extent has your participation in community-focused activities while attending this University enhance your desire to continue studying at this institution?

Options

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

Community and Civic Engagement E

Co-curricular Learning

6. People sometimes talk about “co-curricular learning,” meaning the learning that students do outside of the classroom, focusing on student clubs and organizations. During the last academic year, how often have you done the following activities in a student club or organization of which you are a member?

Options

- Never
- 1-2 times
- 3-5 times
- More than 5 times

Chaired a meeting

Planned an event

Promoted or marketed an event

Led or facilitated a discussion

Made a presentation that required research

Recruited new members for the organization/club

Written a report or article

Collected or analyzed data

Designed or produced a product for sale

Invited or hosted a speaker

Written a constitution, bylaws, piece of legislation or rules

Mediated a dispute

Created an artistic work or performance

Engaged in an in-depth discussion about a local, state, national, or international issue

Worked with another student as a peer educator or peer mentor

Created or updated a website or webpage

Partnered with a community organization or organized community outreach

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

Options

- Of no importance
- Somewhat important
- Important
- Very important

Learning to meet deadlines

Becoming more dependable and reliable
Learning how to resolve disputes
Maintaining your ethical standards when they are challenged
Developing an ability to work with others to accomplish a goal
Developing your knowledge of how organizations work
Understanding how to succeed in competitive situations
Developing your listening skills
Developing emotional self-control
Enjoying the college experience
Applying what you have learned in class to solving real world problems
Developing a willingness to argue your position against others who have different views
Developing networking skills
Learning how to use technology more effectively
Developing oral presentation skills
Developing written expression skills
Developing or practicing quantitative/data analysis skills
Developing an ability to teach others

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

Options
 Never
 Rarely
 Occasionally
 Sometimes
 Often
 Very often

Acknowledge personal differences
Appreciate the world from someone else's perspective
Interact with someone with views that are different from your own
Discuss and navigate controversial issues
Define an issue or challenge and identify possible solutions
Implement a solution to an issue or challenge
Reflect upon the solution of an issue or challenge
Reflect on community or social issues as a shared responsibility
Reflect on your responsibility for community or social issues
Act on community or social issues

9. Outside the classroom, how often do you:

Options
 Never
 Rarely
 Occasionally
 Sometimes
 Often
 Very often

Acknowledge personal differences
 Appreciate the world from someone else's perspective
 Interact with someone with views that are different from your own
 Discuss and navigate controversial issues
 Define an issue or challenge and identify possible solutions
 Implement a solution to an issue or challenge
 Reflect upon the solution of an issue or challenge
 Reflect on community or social issues as a shared responsibility
 Reflect on your individual responsibility for community or social issues
 Act on community or social issues

PART III: STUDENT LIFE AND DEVELOPMENT

Goals & Aspirations

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

Options

- Not that important
- Somewhat important
- Very important
- Essential

Be in a position to give something back to my community after finishing my education
 Acquire a well-rounded general education
 Achieve a high GPA
 Establish meaningful friendships
 Prepare for graduate or professional school
 Obtain the skills I need to pursue my chosen career
 Be in a position to make a lot of money after finishing my education
 Explore new ideas
 Develop a personal code of values and ethics
 Develop an in-depth understanding of a specific field of study
 Establish social networks that will help further my career
 Obtain the skills I need to function in the international arena

Perceptions and Institutional Climate

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

Institution climate is

Options

- 6
- 5

- 4
- 3
- 2
- 1

Friendly Hostile
 Caring Impersonal
 Intellectual Not Intellectual
 Tolerant of diversity Intolerant of diversity
 Safe Dangerous
 Too hard academically Too easy academically
 Affordable Not affordable

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

Options

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

Their religious beliefs were very different than yours
 Their political opinions were very different from yours
 They were an immigrant or from an immigrant family
 They were of a different nationality than your own
 They were of a different race or ethnicity than your own
 Their gender was different
 Their sexual orientation was different
 They were from a different social class
 They had physical or other observable disabilities
 They had learning, psychological, or other disabilities that are not readily apparent

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

Options

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

Races or ethnicities
 Genders

Sexual orientations
Political affiliation, opinions, or beliefs
Religions
Social classes
Immigrant backgrounds
Physical or other observable disabilities
Learning, psychological, or other disabilities that are not readily apparent

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

Options
 Never
 Rarely
 Occasionally
 Somewhat often
 Often
 Very often

Races or ethnicities
Genders
Sexual orientations
Political affiliation, opinions or beliefs
Religions
Social classes
Immigrant backgrounds
Physical or other observable disabilities
Learning, psychological, or other disabilities that are not readily apparent

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

Options
 Never
 Rarely
 Occasionally
 Somewhat often
 Often
 Very often

Races or ethnicities
Genders
Sexual orientations
Political affiliation, opinions or beliefs
Religions
Social classes
Immigrant backgrounds
Physical or other observable disabilities
Learning, psychological, or other disabilities that are not readily apparent

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

Options for both current awareness and understanding and when started at this university

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

My own racial and ethnic identity

Social class and economic differences/issues

Racial and ethnic differences/issues

Gender differences/issues

Sexual orientation differences/issues

Physical or other observable disabilities

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

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

Options

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

I feel valued as an individual at this institution

I am proud to be a student at this institution

Most students are proud to attend this school

This institution values students' opinions

Academic cheating is a problem at this institution

Alcohol use is a problem at this institution

Drug use is a problem at this institution

Diversity is important at this institution

Diversity is important to me

9. Please describe for us the most important way that you have changed or developed as a person since you became a student at the (This) University.

{Enter text box}

Technology Module

Please answer A and B for each of the following

A. Do you own the following?

Options

 Yes No**B. On a typical weekday, how often do you use each of the following (either your own or shared) for academic purposes?**

Options

 0 hours Less than 1 hour 1 to 3 hours 3 to 5 hours 5 to 7 hours 7 to 9 hours More than 9 hours

Laptop

Tablet

Desktop computer

Smartphone

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

Options

 Multiple times a day About once a day A few times a week A few times a month A few times a semester Seldom or never

Send a tweet via Twitter

Create or contribute to a blog ([link to definition](#))Create or contribute to a wiki ([link to definition](#))

Create a podcast

Upload a video (e.g. to YouTube) to share with others

Upload photos (e.g. to Instagram, Snapfish, Picasa) to share with others

Contribute to a Google document or spreadsheet

Upload content to Facebook

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

Options

- 0 courses
- 1 to 3 courses
- 4 to 6 courses
- 7 to 10 courses
- More than 10 courses

A course delivered totally online, i.e. with no face-to-face contact at all

A course with some face-to-face time replaced with time spent working online (a primarily/partially online or hybrid course)

A course with face-to-face time supplemented but not decreased by online interaction

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

Options

- Strongly prefer fully online courses
- Somewhat prefer fully online courses
- Neutral between fully online and face-to-face courses
- Somewhat prefer face-to-face courses
- Strongly prefer face-to-face courses
- Do not know

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

Options

- Strongly prefer hybrid courses
- Somewhat prefer hybrid courses
- Neutral between hybrid and traditional courses
- Somewhat prefer traditional courses
- Strongly prefer traditional courses
- Do not know

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

Options

- No
- Yes

If yes

6a. How much do you agree or disagree about the role Learning Management Systems (LMS) like Blackboard, Canvas, Moodle, or Desire2Learn have played in your learning experiences at this university?

Options

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

LMS have helped me to interact with my instructors
LMS have resulted in prompt feedback from my instructors.
LMS have made it easier to work with other students
LMS have helped me to complete assignments on time
LMS has helped me be more efficient with my study time
LMS are only useful for transmitting information
In general, LMS have helped me to succeed in my coursework.
The advantages gained by using LMS outweigh the disadvantages
LMS have made my education more affordable

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

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

Options

- Not a problem
- Small problem
- Moderate problem
- Large problem

Instructors not using educational technologies at all
Instructors not using educational technologies well
Amount of time needed to learn educational technologies
Amount of time needed to use educational technologies.

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

Options

- None
- Some
- Most
- All

effectively use technology to impact your academic success?
provide you with adequate training for the technology used in courses?

have adequate technical skills for carrying out course instruction?
 use “the right kind(s)” of technology?
 have used technology to aid your understanding of course materials and ideas?

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

A. Do your instructors use it?

Options

- None
- Some
- Most
- All

B. Instructors should...

- not use it
- use it less
- use it about the same
- use it more (or begin using it)
- Do not know

Course or learning management system (Blackboard, Moodle, Sakai, Desire2Learn, etc.)

E-portfolios

E-books or e-textbooks

Freely available course content beyond your campus (OpenCourseWare, Khan Academy, etc.)

Locally installed word processor and spreadsheet software (Word, Excel, etc.)

Locally installed presentation software (PowerPoint)

Web-based word processor, spreadsheets, presentation software, Google Documents, NumSum, Prezi, etc.

Wikis (Wikipedia, course wiki, etc.)

Blogs

Recommend an article or information online by tagging/bookmarking/“liking” (Delicious, Digg, Newsvine, Twine, etc.)

Online forums or bulletin boards

Podcasts and webcasts

Web-based music

Web-based videos

Video-sharing websites (YouTube, etc.)

Photo-sharing websites (Flickr, Snapfish, Picasa, etc.)

Online multi-user computer games

Simulations or educational games

Facebook

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

Options

- Strongly disagree
- Disagree
- Somewhat disagree
- Somewhat agree
- Agree
- Strongly agree
- I do not know

I get more actively involved in courses that use technology

By the time I graduate, the technology I have used in my courses will have adequately prepared me for the workplace

My institution's technology services are always available when I need them for my coursework

I skip classes when materials from course lectures are available online

When I entered college, I was adequately prepared to use technology needed in my courses

Technology makes me feel more connected to what's going on at the college/university

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

Technology makes me feel connected to other students

Technology makes me feel connected to professors

Technology elevates the level of teaching

Technology helps me achieve my academic outcomes

SUMMARY OBSERVATIONS**Closing Comment**

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.

Number of words is set by each institution

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 the SERU Coordinator, Mark Miazga, at miazg003@umn.edu

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