

A Thematic Overview of SERU Results: Potential Areas for Further Research and Institutional Improvement

The Student Experience in the Research University (SERU) survey provides important feedback from students about their levels of satisfaction and engagement, educational achievements and obstacles, and perceptions of the academic and student life environment at Rutgers. Though the SERU responses by students are 'indirect' measures of student outcomes, they nevertheless provide an important empirical roadmap for the university and its academic units and offices to improve the overall student learning environment of the university. Indeed, when coupled with more direct measures of student learning and success, the data provided by the SERU survey enriches the culture of evidence that is crucial for institutional effectiveness and improvement.

In any large survey, questions are often interrelated and share similar underlying constructs or dimensions. The SERU survey is no different. The responses of undergraduates to the SERU questionnaire can be organized according to a number of broad dimensions. Informed by employing the statistical reduction technique of factor analysis, many of the core questions on the SERU instrument¹ fall under eight major dimensions, with sub-dimensions further refining the SERU responses of undergraduates.²

These dimensions can be used to identify areas of concern where Rutgers students, or a sub-group of them, may not be doing as well or may be less satisfied than desired. More importantly, they sharpen the focus for examining reasons for underperformance or dissatisfaction of students, which can then be used to inform and articulate approaches for intervention and improvement.

The table in Appendix A lists each of these dimensions, their sub-components and the specific questions that compose the dimensions. The following is an overview of these dimensions and includes a preliminary discussion about what the SERU results are saying about our students.

¹ The SERU survey instrument is comprised of three basic sections: a main module where all respondents are asked a set of core questions about academic engagement, satisfaction, and student development; a set of student background questions; and a third part that is divided into five modules exploring the undergraduate experience in more detail. Students are randomly assigned and asked to complete only one of these modules. More information on the SERU instrument and how it is administered can be found at <http://cshe.berkeley.edu/research/seru/surveyinstrument.htm>. The present description is based on analysis of only those questions in the main section of the survey instrument.

² These dimensions were empirically derived from the core SERU questions by employing a varimax (orthogonal) rotation to obtain principal components. These principal components were further subjected to a promax (oblique) fit. The number of factors was determined by an analysis of the factor solutions' eigenvalues (via scree plots), factor loadings, and substantive considerations as to the meaning of the factors (Chatman, 2007, 2009). For an introduction to exploratory factor analysis see Hatcher (1994), Kim and Mueller (1978a, 1978b), Kim (1975), and Rummel, 1970).

Satisfaction

Questions asking about student satisfaction are an indelible part of student surveys. Student satisfaction is often viewed as an important element of student success and can be considered both as an input that affects student retention, academic progress, and overall achievement and as an output where high levels of satisfaction are indicative of higher education's value-added effect. Student satisfaction can be conceptualized in many different ways, from rather broad and vague notions of belonging to more targeted academic concerns such as satisfaction with instructional quality or curricular coherence.

The SERU instrument contains many questions that tap into these different aspects of student satisfaction. Factor analysis on SERU questions reveal eight dimensions, or factors, of satisfaction that are asked on the SERU instrument covering thirty distinct questions (see Appendix A). Factor scores on these dimensions and the score for overall satisfaction can be compared across participating institutions to obtain a comparative sense of how satisfied Rutgers students are. Appendix B shows results comparing Rutgers undergraduates to the mean factor scores of undergraduates from participating SERU institutions on many of the dimensions identified through this procedure. The first two graphs in Appendix B compare the satisfaction levels of Rutgers students and undergraduates at participating SERU institutions. An inescapable conclusion from these comparisons is that Rutgers undergraduates are less satisfied than fellow students at participating SERU universities. Rutgers undergraduates not only have lower levels of satisfaction compared to the average for students attending other AAU schools participating in SERU, but such comparisons of satisfaction across individual institutions reveal Rutgers undergraduates to have the lowest satisfaction scores among participating AAU schools both in overall satisfaction and the various sub-dimensions of satisfaction measured by SERU. In fact, in only one instance (on the scale that measures satisfaction with access and availability of courses in the major) do Rutgers students have a higher score than another AAU school.³

Questions that ask about a general sense of belonging show the greatest difference between Rutgers students and the students from other public AAU institutions. Rutgers undergraduates respond the least positively to questions about belonging compared to undergraduates at the other participating SERU research universities, with the depth of this feeling running quite deep. For example, only one out of two Rutgers students responded that they were satisfied or very satisfied with their academic and/or social experience, while only one out of four strongly agreed with the statement "I feel that I belong at Rutgers."⁴

³ Factor analytic results for individual institutions are available upon request.

⁴ Responses to many of the questions by institution are found at <https://sakai.rutgers.edu/portal/site/5961c66e-6a3f-4a03-a16e-51bcb8ec2eef>. (We intend to provide a more complete listing of frequency distributions for questions asked on the SERU instrument soon.)

Thematic Overview of SERU Results

Possible Research Questions

The above results indicate that Rutgers undergraduates are less satisfied with their educational experience compared to undergraduates at peer institutions. SERU results present a wealth of data that facilitates exploring satisfaction among Rutgers undergraduates in more depth. Specifically, questions that can be asked and explored include

- Are there variations in satisfaction (overall and components) among different groups of Rutgers students? Do characteristics such as gender, race/ethnicity, academic discipline and school, class level, academic achievement, and residency status affect student satisfaction?
- Do variations in satisfaction continue to exist across institutions after controlling for differences in the student profile of institutions? If so, could such variations be suggestive of the influence of the broader social, cultural, and political context of the state and region that these institutions operate in? In short, is there an identifiable ‘New Jersey effect’ for the prevailing levels of satisfaction among Rutgers undergraduates?
- What is the relationship between satisfaction and academic progress of Rutgers students? Does satisfaction contribute to a student’s retention and graduation, after controlling for other factors? And if so, what specific components of satisfaction (e.g., satisfaction with advising and out of class contact or satisfaction with the clarity of program requirements, policy, and practices) contribute, or does not contribute, to that success?

Self-Assessment of Current Skills and of Gains in Skills

The SERU instrument includes self-rating items asking undergraduates to assess their skills currently and when they first entered the university. Analytical and critical thinking skills, writing, speaking, and presentation abilities, leadership skills, art and cultural appreciation, self-awareness and understanding, and various research and computer skills are examples of these items. Responses to questions asking about current levels of ability were used to compile measures of self-assessment of current skills. Gains in skills between the time of first enrollment and the current semester in which SERU was administered were also calculated. Factor analysis of these disparate items for both gains and current ability levels resulted in three underlying sub-dimensions of skills: critical thinking and communication, cultural appreciation and social awareness, and computer and research skills.

There is very little variation between Rutgers undergraduates and students from participating SERU institutions in the self-assessment of gains or current skills. Students at other institutions register a somewhat higher level of assessment for current skills that involve critical thinking and communication, but Rutgers undergraduates registered a

Thematic Overview of SERU Results

slightly higher gain score in these skills. Conversely, while Rutgers undergraduates score higher in current cultural appreciation and social awareness competencies, they show less of a gain in these skills compared to undergraduates from peer institutions.

With respect to quantitative skills, Rutgers undergraduates indicate lower levels of ability in this area compared to their peers.⁵ Moreover, the current levels of ability and the gains in quantitative skills registered by both Rutgers and non-Rutgers undergraduates are rather low.

Possible Research Questions

While Rutgers undergraduates and undergraduates from participating SERU institutions are very similar in their assessment of current skills and evaluate similar levels of gains in these skills during their academic careers, questions about about Rutgers students' assessment of their skills. Such questions include

- Why does the current level of competency for critical thinking and communication skills acquired by Rutgers undergraduates rarely exceed two-thirds of respondents indicating a “very good” or “excellent” response?
- Why do Rutgers undergraduates show a smaller gain in cultural appreciation and social awareness skills, but a larger gain in critical thinking and communication skills, compared to the gains of students at peer institutions?
- What role do these competencies play in students' levels of satisfaction about their educational experience, and in their academic success?
- Why do relatively small percentages of Rutgers undergraduates (and undergraduates from all institutions for that matter) indicate a “very good” or “excellent” level of current proficiency in the area of quantitative ability? Why is the amount of gain in quantitative ability during students' academic careers the smallest among all the skills that are asked on the SERU survey?
- How do these competencies vary across various groupings of Rutgers undergraduates?

Engagement with Studies and Academic Disengagement

Student engagement, and in particular engagement with academic activities, has emerged as a key element for explaining educational success of undergraduates.⁶ The types and

⁵ The assessment of quantitative abilities (both gains and current) is found in the sub-dimension of “Quantitative Professions.”

⁶ Student engagement has long been a focus of higher education researchers investigating student retention and success. Simply put, the fundamental premise of this research posits student engagement as the sine qua non for the social and academic integration of students, and for the positive outcomes of retention, academic progress, graduation, and eventual post-graduate success (e.g., Astin, 1993; Pascarella and

Thematic Overview of SERU Results

depth of interaction with faculty, active participation in class activities, and the particular advantages that a research university offers undergraduates have all been identified as critical elements of academic engagement.⁷ SERU asks students about these important activities and also asks students about activities that are indicative of student disengagement from their academic pursuits. These latter questions range from asking about participation in non-academic activities and in habits not conducive to academic success.

Factor analysis on SERU data reveals three types of engagement sub-factors. These three sub-factors address student academic involvement and initiative, research engagement, and collaborative work.⁸ Three sub-factors of academic disengagement were also constructed from questions about participation in non-academic activities and behaviors.

Rutgers students are slightly less engaged in academic activities compared to undergraduates attending peer institutions but show no difference from their peers in non-academic activities. While there are very few differences between students from Rutgers and other institutions, answers provided by Rutgers undergraduates to the questions comprising the various student engagement dimensions raise concern about the sufficiency of engagement levels by Rutgers students.

For example, on the great majority of questions that comprise the ‘academic involvement and initiative’ and ‘collaborative work’ sub-dimensions of student engagement the percentage of students who responded ‘often’ or ‘very often’ is quite low. Rarely do more than 3 out of 10 students indicate this level of frequency. And perhaps even more discouraging is the fact that a small but not insubstantial group of students regularly responded to have ‘rarely’ or ‘never’ engaged in such activities.

The results are even more dismal on components of the research engagement measure. The percentage of positive responses to questions about working with faculty on research projects is quite low (rarely exceeding 15%).

Possible Research Questions

- Investigate if differential impacts of engagement on student outcomes exist for various groupings of students. How do students vary in their engagement

Terenzini, 1991; Astin, 1993; Tinto, 1993; Chickering and Reisser, 1993; Kuh, Schuh, White, and Associates, 1991; Chickering and Gamson, 1987).

⁷ With the emergence of well-designed national surveys, the empirical evidence establishing the importance of these activities for student success has grown exponentially. See, for example, Laird, Chen, Kuh (2009), Kuh et al. (2006), Kuh (2008), Roebken (2007), Chatman (2008), Berkes (2008), Brint and Cantwell (2008), Thomson and Douglass (2009).

⁸ There is some overlap between these measures and the engagement benchmarks compiled by the NSSE (National Survey of Student Engagement) research project, though the research subfactor is a more clearly developed indicator on the SERU survey.

Thematic Overview of SERU Results

patterns, and do such differences, if they do exist, vary in their impact on student achievement for different types of students?⁹

- Further consider the relatively low levels of research engagement activities by students. While this type of student engagement appears to be low, are there important qualifiers such as class level or academic discipline that could be masking the amount of research activity that students do?
- Identify the qualities of those students most likely to be academically disengaged and explore what factors contribute to this condition among these students.

Development of Scholarship

The basis for the development of the three sub-factors used to measure intellectual development is Benjamin Bloom's taxonomy of educational objectives (1956). Items obtained from the SERU survey ask about critical reasoning, curricular foundations for reasoning, and academic effort. Rutgers undergraduates lag slightly behind undergraduates attending other SERU participating schools in the development of reasoning skills, but surpass the average amount of academic effort put forward by students at other institutions.

This elevation of academic effort by Rutgers undergraduates is seen in the individual responses to questions asking about the frequency of raising one's standard due to the high standards of a faculty member and of extensively revising papers. Rutgers respondents had the highest percentage of students responding 'often' or 'very often' to these questions among participating SERU institutions.

Less impressive are the responses to the questions about critical reasoning skills. Similar to the dimensions of self-assessment of skills, the assessment and levels of critical reasoning reported by SERU respondents appear to be rather low. For example, the percentage of undergraduates responding either 'often' or 'very often' to individual questions about the use of critical reasoning skills in coursework rarely exceeds 50 percent. Only when asked about using 'facts and examples to support your viewpoint' or incorporating 'ideas or concepts from different courses when completing assignments' does the percentage of respondents indicating 'often' or 'very often' reach into the 60 percent range. These results are rather consistent across institutions participating in the SERU survey.

⁹ One example of such differences in impact has been noted by George Kuh (2008) who posits that students from underserved backgrounds benefit more from increased levels of student engagement than other students.

Thematic Overview of SERU Results

Possible Research Questions

- What are the possible factors for suppressing the sense among Rutgers undergraduates that their critical reasoning skills are somewhat underdeveloped?
- How do these critical reasoning skills vary within the student population?
- What is the relationship between the development of these skills and other respondent dimensions such as engagement, time use, and satisfaction?

Campus Climate

Rutgers undergraduates perceive the campus climate at Rutgers more positively compared to how undergraduates attending other participating SERU universities perceive the climate on their respective campuses. Undergraduates from Rutgers tend to more readily agree that students at Rutgers are respected regardless of their socioeconomic class, gender, race/ethnicity, or sexual orientation. In addition, Rutgers undergraduates believe that undergraduates at Rutgers are able to freely express their religious and political beliefs at higher levels of agreement than do undergraduates at respective institutions. Perhaps most impressive is the extent to which Rutgers undergraduates agree that students are respected on campus regardless of their political or religious beliefs compared to undergraduates from other SERU participating institutions.

Possible Research Questions

- What are the interconnections between campus climate and satisfaction? What accounts for the seeming anomaly of Rutgers undergraduates tending to have lower levels of satisfaction than students from other participating SERU institutions, particularly in sense of belonging, while giving their institution higher positive marks for its campus climate?
- What is the relationship between campus climate and levels of engagement and academic achievement?
- How do perceptions of campus climate vary across various student characteristics?

Use of Time

Rutgers undergraduates use more of their time working than undergraduates attending other universities, and devote fewer hours to academic pursuits.

Thematic Overview of SERU Results

Possible Research Questions

- What is the interplay – if any – between time devoted to academic endeavors and time used for work?
- How do patterns of time use by Rutgers students affect levels of satisfaction and engagement, development of academic skills, and standard student outcomes of academic progress?

Quantitative Professions

There are two sub-dimensions of quantitative professions. The set of questions asking about the self-assessment of quantitative skills was already discussed above. The second sub-dimension includes questions about a student's career orientation. Students were asked about the importance of certain factors in the selection of a major. These included the importance of: landing a high paying job, preparing for a fulfilling career, and obtaining prestige. Rutgers undergraduates responded at higher rates of affirmation that these characteristics were important to them when selecting a major compared to students at other participating SERU institutions.

Possible Research Questions

- What is the relationship between the importance of these qualities and the majors of students? Do students selecting only certain majors indicate that these qualities are important?
- What is the relationship between the importance of these qualities and student satisfaction, engagement, and development?

Additional Considerations

As already noted, the thematic overview of the SERU survey outlined above was derived from the full set of core questions asked on the SERU instrument administered to all undergraduates at participating research universities. But SERU also contains additional modules of questions that can be used to enhance analysis. One set contains questions about background characteristics of respondents. While some questions are redundant with data that institutions have from their extant student registration systems, SERU also collected data, sometimes in fine detail, about characteristics not regularly maintained on the university systems.¹⁰ These data provide a rich repository for examining the role and effect of exogenous factors on the responses of undergraduates.

The set of modules rotated among survey respondents is another source for further refining the analysis of SERU data. Modules asking additional questions about the

¹⁰ Even the redundant data is useful in that it provides the ability to compare characteristics of students across institutions.

Thematic Overview of SERU Results

academic experience and personal development can be used to further the investigation of the themes outlined above. For example, respondents were asked additional questions about obstacles that potentially can affect academic effort and achievement and also the importance of attending a research university. Rutgers undergraduates were also asked questions about their study habits and their evaluation of certain pedagogical qualities including an assessment of their professors and instructional experiences. The integration of factors such as these can further enhance the lines of inquiry suggested above.

Appendix A

SERU Areas of Focus

Dimension	Sub-Dimension	SERU Questions
Satisfaction	Quality of Instruction and Courses in the Major	<p>How satisfied are you with each of the following aspects of your educational experience in the major?</p> <ul style="list-style-type: none"> Quality of lower-division courses in your major Quality of upper-division courses in your major Quality of faculty instruction Quality of teaching by graduate student GAs/Tas
	Satisfaction with Access and Availability of Courses in the Major	<p>How satisfied are you with each of the following aspects of your educational experience in the major?</p> <ul style="list-style-type: none"> Variety of courses available in your major 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 tha you want Opportunities for resarch experience or to produce createive products
	Sense of Belonging or Satisfaction	<p>Please rate your level of satisfaction with the following aspects of your University education.</p> <ul style="list-style-type: none"> Grade point average Overall social experience Overall academic experience Value of your education for the price you're paying <p>Please rate your level of agreement with the following statements.</p> <ul style="list-style-type: none"> I feel that I belong at this campus Knowing what I know now, I would still choose to enroll at this campus
	Satisfaction with Advising and Out of Class Contact	<p>Please answer the following questions about your major.</p> <ul style="list-style-type: none"> Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions? Are student treated equitably and fairly by the faculty? Do faculty provide prompt and useful feedback on student work? <p>How satisfied are you with each of the following aspects of your educational experience in the major?</p> <ul style="list-style-type: none"> Advising by faculty on academic matters Advising by student peer advisors on academic matters Advising by school or college staff on academic matters Advising by departmental staff on academic matters
	Clarity of Program Requirements, Policies & Practices	<p>Please answer the following questions about your major.</p> <ul style="list-style-type: none"> 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?
	Satisfaction with Library Support	<p>How satisfied are you with each of the following aspects of your educational experience in the major?</p> <ul style="list-style-type: none"> Educational enrichment programs (e.g., study abroad, UCDC, internships) Accessibility of library staff Availability of library research materials

SERU Areas of Focus

Dimension	Sub-Dimension	SERU Questions
Current Skills Self-Assessment (Nonquantitative)	Critical Thinking and Communication	<p>Please rate your level of proficiency in the following areas when you started at this campus and now.</p> <p>Current ability level</p> <ul style="list-style-type: none"> Analytical and critical thinking skills Ability to be clear and effective when writing Ability to read and comprehend academic material Understanding of a specific field of study Ability to speak clearly and effectively in English Understanding international perspectives (economic political, social, cultural etc.) Leadership skills
	Cultural Appreciation and Social Awareness	<p>Please rate your level of proficiency in the following areas when you started at this campus and now.</p> <p>Current ability level</p> <ul style="list-style-type: none"> Interpersonal (social) skills <p>Similarly, please rate your abilities now and when you first began at this university on the following dimensions</p> <p>Current ability level</p> <ul style="list-style-type: none"> Ability to appreciate, tolerate 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 Understanding the importance of personal social responsibility Self awareness and understanding
	Computer and Research Skills	<p>Please rate your abilities now and when you first began at this university on the following dimensions</p> <p>Current ability level</p> <ul style="list-style-type: none"> Computer skills Internet skills Library research skills Other research skills Ability to prepare and make a presentation

SERU Areas of Focus

Dimension	Sub-Dimension	SERU Questions
Engagement with Studies	Academic Involvement and Initiative	<p>How frequently have you engaged in these activities so far this academic year?</p> <ul style="list-style-type: none"> Communicated with a faculty member by email 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 <p>During this academic year, how often have you done each of the following?</p> <ul style="list-style-type: none"> 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 <p>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 grad or prof'l school?</p>
	Research or Creative Projects Experience	<p>How frequently have you engaged in these activities so far this academic year?</p> <ul style="list-style-type: none"> Taken a small research - oriented seminar with faculty Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity) <p>Indicate the following research and creative activities that you are currently doing or have completed as a RU student.</p> <ul style="list-style-type: none"> At least one student research course 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 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
	Collaborative Work	<p>How frequently during this academic year have you done each of the following?</p> <ul style="list-style-type: none"> Sought academic help from instructor or tutor when needed Worked on class projects or studied as a group with other classmates outside of class Helped a classmate better understand the course material when studying together

SERU Areas of Focus

Dimension	Sub-Dimension	SERU Questions
Gains in Self-Assessment of Skills (Nonquantitative)	Critical Thinking and Communication	<p>Please rate your level of proficiency in the following areas when you started at this campus and now.</p> <p>Change between self - reported current skill level and skill level at entry</p> <ul style="list-style-type: none"> Analytical and critical thinking skills Ability to be clear and effective when writing Ability to read and comprehend academic material Understanding of a specific field of study Ability to speak clearly and effectively in English Understanding international perspectives (economic political, social, cultural etc.)
	Cultural Appreciation and Social Awareness	<p>Please rate your level of proficiency in the following areas when you started at this campus and now.</p> <p>Change between self - reported current skill level and skill level at entry</p> <ul style="list-style-type: none"> Interpersonal (social) skills <p>Similarly, please rate your abilities now and when you first began at this university on the following dimensions</p> <p>Current ability level</p> <ul style="list-style-type: none"> Ability to appreciate, tolerate 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 Understanding the importance of personal social responsibility Self awareness and understanding
	Computer and Research Skills	<p>Please rate your abilities now and when you first began at this university on the following dimensions</p> <p>Current ability level</p> <ul style="list-style-type: none"> Computer skills Internet skills Library research skills Other research skills Ability to prepare and make a presentation
Development of Scholarship	Critical Reasoning and Assessment of Reasoning	<p>Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?</p> <ul style="list-style-type: none"> 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 <p>Thinking back on this academic year, how often have you done each of the following?</p> <ul style="list-style-type: none"> 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
	Curricular Foundations for Reasoning	<p>Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?</p> <ul style="list-style-type: none"> 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
	Elevated Academic Effort	<p>How frequently during this academic year have you done each of the following?</p> <ul style="list-style-type: none"> Raised your standard for acceptable effort due to the high standards of a faculty member Extensively revised a paper at least once before submitting it to be graded

SERU Areas of Focus

Dimension	Sub-Dimension	SERU Questions
Campus Climate for Diversity	Climate for Personal Characteristics	<p>Indicate how strongly you agree or disagree with each of the following statements.</p> <ul style="list-style-type: none"> Students are respected here regardless of their economic or social class Students are respected here regardless of their gender Students are respected here regardless of their race or ethnicity Students are respected here regardless of their sexual orientation
	Freedom to Express Beliefs	<p>Indicate how strongly you agree or disagree with each of the following statements.</p> <ul style="list-style-type: none"> I feel free to express my political beliefs on campus I feel free to express my religious beliefs on campus
	Climate of Respect for Personal Beliefs	<p>Indicate how strongly you agree or disagree with each of the following statements.</p> <ul style="list-style-type: none"> Students are respected here regardless of their religious beliefs Students are respected here regardless of their political beliefs
Academic Disengagement*	Extracurricular Engagement*	<p>You told us earlier how much time you spend studying and working in a week. How many hours do you spend on each of these other activities in a typical 7 day week?</p> <ul style="list-style-type: none"> Attending movies, concerts, sports, or other entertainment events Participating in physical exercise, recreational sports, or physically active hobbies Participating in student clubs or organizations Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.) Socializing with friends Partying Using the computer for non - academic purposes (games, shopping, email/instant messaging, etc.) Watching TV
	Poor Academic Habits*	<p>How frequently during this academic year have you done each of the following?</p> <ul style="list-style-type: none"> Turned in a course assignment late Gone to class without completing assigned reading Gone to class unprepared Skipped class <p>On average, how much of your assigned course reading have you completed this academic year?</p>
	Non-academic Motivations*	<p>Were the following factors very important to you in deciding on your major?</p> <ul style="list-style-type: none"> Easy requirements Allows time for other activities

SERU Areas of Focus

Dimension	Sub-Dimension	SERU Questions
Quantitative Professions	Career Orientation	<p>Were the following factors very important to you in deciding on your major?</p> <ul style="list-style-type: none"> Leads to a high paying job Prepares me for a fulfilling career Prestige
	Quantitative Skills	<p>Please rate your level of proficiency in the following areas when you started at this campus and now.</p> <p>Current ability level</p> <ul style="list-style-type: none"> Quantitative (mathematical and statistical) skills <p>Change between self - reported current skill level and skill level at entry</p> <ul style="list-style-type: none"> Quantitative (mathematical and statistical) skills
Use of Time - Academic and Employment	Time Employed	<p>During your TYPICAL 7 - day (168 hour) week during the academic term, how many hours do you spend doing the following?</p> <ul style="list-style-type: none"> Paid employment (include paid internships) Of your total hours spent working for pay, about how many hours did you work on campus? Of your total hours spent working for pay, about how many hours were related to your academic interests?
	Academic Time	<p>During your TYPICAL 7 - day (168 hour) week during the academic term, how many hours do you spend doing the following?</p> <ul style="list-style-type: none"> Attending classes, discussion sections or labs Studying and other academic activities outside of class

Appendix B





