

Campus Specific Banner

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

What is the UCUES Survey?

The [Student Experience at the Research University (SERU) or University of California Undergraduate Experience Survey (UCUES)] is being administered at [Home Institution] and at other major research universities including the University of California campuses, Rutgers University, U of Texas, U of Michigan, U of Pittsburgh, U of Minnesota and the U of Oregon. Researchers and administrators from these institutions helped design the survey. The survey is funded by the participating institutions and is based at the Center for Studies in Higher Education at UC [Home Campus]. It is being administered by the [Home Campus] Office of Student Research and Campus Surveys. The principal investigators for this study are: Gregg Thomson, Executive Director, Office of Student Research and Campus Surveys at UC [Home Campus]; Dr. Steven Brint, Associate Provost at UC Riverside; and Dr. John Douglass, Center for Studies in Higher Education at UC [Home Campus].

Accessibility If you are using screen reading software (e.g., JAWS), please use table navigation. You are also encourage to send a reply or call Steve Chatman at 510-642-2097 for confidential assistance.

Study Procedure

If you agree to be in this survey, we are asking that you complete the [SERU or UCUES] questionnaire. The survey should take about 23 minutes to complete. The main purpose of this survey project is to gain a fuller understanding of the undergraduate experience at major research universities, so that campus administrators can provide the best programs and services possible. The design of the study requires that we also obtain background information about you from official campus records. This includes major, years of attendance, previous schools attended, date of birth, gender, race and ethnicity, SAT/ACT scores, credits completed, high-school rank, high-school and college GPAs.

Prizes

As an appreciation for your time and as an incentive for participation, students who complete the survey will be entered into a drawing for PRIZES.

Voluntary Participation & Benefit

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

Protecting your privacy

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

Asking Questions and Reporting Concerns

If you are visually impaired and would prefer to complete the survey over the phone, please contact the survey administrators at 510.643.7141. If you have other questions, please contact the survey staff at calsurveys@[Home Campus].edu or the Project Director, Steve Chatman at 510.643.7141. If you have questions about your rights as a research subject, contact the [local IRB office].

CONSENT TO PARTICIPATE

I have read this document and agree to participate in this survey. I understand that I am not required to participate and if I begin the survey, I can withdraw from this study at any time by closing the window without submitting the survey. Whether I participate or not will not influence my current or future status as a student at [Home Institution] in any way. By logging into the survey, I am providing my consent to participate. Furthermore, my electronic authentication on this date into the survey site means that I voluntarily agree to the disclosure of the following educational records [major, years of attendance, previous schools attended, date of birth, gender, race and ethnicity, SAT/ACT scores, credits completed, high-school rank, high-school and college GPAs] to researchers and their support staff at [Home Institution] for the purpose of enhancing programs and services for undergraduate students. I understand that my information will be de-identified and then used for the purposes of this study in aggregate format. Therefore, I cannot revoke my consent once I have submitted the survey.

I understand and will participate.

Agree

Disagree

Next >

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2010 [CAMPUS NAME] Student Experience in the Research University Survey

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This year's survey has three parts:

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

II. Background information

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

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

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

Time Allocation

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

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

How many hours do you spend in a typical week (7 days) on the following activities?	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Attending movies, concerts, sports, or other entertainment events	<input type="radio"/>							
Performing community service or volunteer activities	<input type="radio"/>							
Participating in physical exercise, recreational sports, or physically active hobbies	<input type="radio"/>							
Participating in spiritual or religious activities	<input type="radio"/>							
Participating in student clubs or organizations	<input type="radio"/>							
Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)	<input type="radio"/>							
Socializing with friends	<input type="radio"/>							
Partying	<input type="radio"/>							
Spending time with family	<input type="radio"/>							
Using the computer or smart phone for non-academic purposes (games, shopping, e-mail/instant messaging, etc.)	<input type="radio"/>							
Watching TV	<input type="radio"/>							
Commuting to school and to work	<input type="radio"/>							

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

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

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Academic and Personal Development

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

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

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

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

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

Campus Climate for Diversity

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

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

Academic Engagement

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

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

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

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

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

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

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

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

Plans and Aspirations

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

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

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

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

	Yes, doing now or have done	No
A research project, creative activity, or paper as part of your coursework	<input type="radio"/>	<input type="radio"/>
At least one student research course	<input type="radio"/>	<input type="radio"/>
At least one independent study course	<input type="radio"/>	<input type="radio"/>
Assist faculty in research with course credit	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit	<input type="radio"/>	<input type="radio"/>

Overall Satisfaction and Agreement

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

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

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

Please rate your level of agreement with the following statements. Please rate your level of agreement with the following statements.	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
I feel that I belong at this campus	<input type="radio"/>					
Knowing what I know now, I would still choose to enroll at this campus	<input type="radio"/>					

Evaluation of the Major

Evaluation of the Educational Experience

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

- Political Science
- World Arts and Cultures
- Other

- Political Science

Please select your new major from the following list.

- Other

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

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

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

Please describe:

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

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

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

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

19. Please answer the following questions about your major.

Please answer the following questions about your major.	Yes	No
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined?	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated?	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate?	<input type="radio"/>	<input type="radio"/>

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

Please answer the following questions about your educational experience overall.	Yes	No
Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?	<input type="radio"/>	<input type="radio"/>
Are students treated equitably and fairly by the faculty?	<input type="radio"/>	<input type="radio"/>
Do faculty clearly explain what constitutes plagiarism and its consequences?	<input type="radio"/>	<input type="radio"/>
Do faculty provide prompt and useful feedback on student work?	<input type="radio"/>	<input type="radio"/>

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

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

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

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

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

Zero
 1
 2
 3
 4 or more

22. Would you like to evaluate another major?

22. Would you like to evaluate another major?

- Yes
- No, skip to next part of questionnaire
- Yes
- No, skip to next part of questionnaire

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PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

1. Will you complete a bachelor degree this spring or summer? Probably yes
 Probably no

	Not at all concerned	Unconcerned	Somewhat unconcerned	Somewhat concerned	Concerned	Very concerned
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	<input type="radio"/>					
How concerned are you about paying for your undergraduate education NEXT YEAR?	<input type="radio"/>					

	Not at all concerned	Unconcerned	Somewhat unconcerned	Somewhat concerned	Concerned	Very concerned
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	<input type="radio"/>					
How concerned are you about your accumulated educational debt?	<input type="radio"/>					

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

- Applied for financial aid for the first time
- Asked financial aid office to reevaluate my application
- Bought fewer books, bought cheaper used books, read books on reserve
- Took a leave of absence or a quarter/semester off
- Took more courses per term
- Took fewer courses per term
- Changed my major or minor
- Took action to graduate more quickly
- Dropped double major or changed plan to double major
- Did not retake a class to improve grade
- Accepted AP or similar credit instead of taking the course
- Decided to postpone graduate or professional school to earn money
- Decided to quickly enroll in graduate or professional school because jobs are so scarce
- Decided against planned internship
- Decided against study abroad
- Took a community college course because it was cheaper
- Took an online course because it was cheaper
- Took a job for the first time at college
- Worked before but increased the number of hours worked
- Changed my commute to campus (e.g., now bike or take public transportation to campus)
- Added a roommate
- Moved home to reduce expenses
- Moved elsewhere to reduce expenses
- Decided to move home after college
- Increased the debt I carry on my credit card
- Increased my annual student loan amount
- Have cut expenses overall / have been more frugal
- None of the above. Cost hasn't been a problem
- Other

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

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

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

3[b if UC]. 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 [Home Campus] is manageable.
 Strongly disagree Disagree Somewhat disagree Somewhat agree Agree Strongly agree

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

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

6. When did you learn to speak English?

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

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

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

What is the highest level of education reached by your mother?	Degree
In United States	
In Foreign Country	

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

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

What was the highest level of education reached by your father?	Degree
In United States	
In Foreign Country	

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

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

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

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

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

10. Are you a financially independent student?

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

- Yes
- No

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

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

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

13. What is your sexual orientation?

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

14. With which gender do you identify?

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

15. How would you characterize your political orientation?

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

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

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

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

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PART III: ACADEMIC EXPERIENCE & GLOBALIZATION

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

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

2. How important to you are the following aspects of being an undergraduate at a research university like [Home Campus]?

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

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

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

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

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

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

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

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

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

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

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

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

During this academic year, how often have each of the following been obstacles to your school work or academic success?	Not at all	Rarely	Occasionally	Frequently	All the time
Competing job responsibilities (i.e., paid employment)	<input type="radio"/>				
Competing family responsibilities	<input type="radio"/>				
Other competing responsibilities (e.g., athletics, clubs, internship)	<input type="radio"/>				
Weak English skills	<input type="radio"/>				
Weak math skills	<input type="radio"/>				
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	<input type="radio"/>				
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)	<input type="radio"/>				
Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)	<input type="radio"/>				
Feeling depressed, stressed, or upset	<input type="radio"/>				
Physical illness or condition	<input type="radio"/>				

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

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

Campus Specific Banner

PART III: COMMUNITY AND CIVIC ENGAGEMENT

Activities

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

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

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

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

Campus-based activities and organizations	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
Opportunities for community service while here are important to me	<input type="radio"/>					
Opportunities to develop my leadership skills while here are important to me	<input type="radio"/>					
Opportunities to connect my academic work with community-based experience are important to me	<input type="radio"/>					

Community Service & Leadership

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

No Yes

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Campus Specific Banner

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

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

If other, please elaborate

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

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

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

Course name and number:

3d. Please name up to three organizations and their location (for example, [varies by Home Campus] where you participated in community engagement during this academic year:

Organization name and location

Organization name and location

Organization name and location

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

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

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

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

If other, please elaborate

Service-learning courses

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

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

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

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

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

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

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

If other, please elaborate

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

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

If other, please elaborate

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

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

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NATIONAL AND GLOBAL ENGAGEMENT

4. Do you consider yourself to be a

- Democrat
- Republican
- Independent
- Other

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

- Yes
- No

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

- Yes
- No

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

- Democratic
- Republican

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

- Right direction
- Wrong direction
- Don't know

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

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

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

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

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

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

9. Outside the classroom, how often do you

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

Reflect on community or social issues as a shared responsibility	<input type="radio"/>					
Reflect on your individual responsibility for community or social issues	<input type="radio"/>					
Act on community or social issues	<input type="radio"/>					

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Campus Specific Banner

PART III: STUDENT LIFE AND DEVELOPMENT

Goals & Aspirations

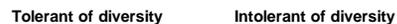
1. Indicate how important each of the following college goals is to you.

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

Perceptions and Campus Climate

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

Campus climate is



6 5 4 3 2 1

Safe **Dangerous**

6 5 4 3 2 1

Too hard academically **Too easy academically**

6 5 4 3 2 1

Affordable **Not affordable**

6 5 4 3 2 1

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

How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Their religious beliefs were very different than yours	<input type="radio"/>					
Their political opinions were very different from yours	<input type="radio"/>					
They were an immigrant or from an immigrant family	<input type="radio"/>					
They were of a different nationality than your own	<input type="radio"/>					
They were of a different race or ethnicity than your own	<input type="radio"/>					
Their gender was different	<input type="radio"/>					
Their sexual orientation was different	<input type="radio"/>					
They were from a different social class	<input type="radio"/>					
They had physical or other observable disabilities	<input type="radio"/>					
They had learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>					

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

Please indicate the extent to which you agree with the following statements.	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Students of my race/ethnicity are respected on this campus	<input type="radio"/>					
Students of my socio-economic status are respected on this campus	<input type="radio"/>					
Students of my gender are respected on this campus	<input type="radio"/>					
Students of my religious beliefs are respected on this campus	<input type="radio"/>					
Students of my political beliefs are respected on this campus	<input type="radio"/>					
Students of my sexual orientation are respected on this campus	<input type="radio"/>					
Students of my immigration background are respected on this campus	<input type="radio"/>					
Students with a physical, psychological, or learning disability like mine are respected on this campus	<input type="radio"/>	<input checked="" type="radio"/>				

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

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

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

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

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

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

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

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

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

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

Mental Health and Wellness

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

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

11. In this academic year, what was your experience with [Home Campus Office] counseling and psychological services?

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

11a. Was the treatment that you received effective?

- Very effective
- Effective
- Not effective
- Not applicable

11b. Please rate the quality of service that you received.

11a. If you might have needed this service but didn't use this service, why not?	True for me	Not true for me
I had never heard of it	<input type="radio"/>	<input type="radio"/>
I didn't know what it offered	<input type="radio"/>	<input type="radio"/>
I didn't know if I was eligible	<input type="radio"/>	<input type="radio"/>
I didn't know how to access it	<input type="radio"/>	<input type="radio"/>
I didn't think it would help	<input type="radio"/>	<input type="radio"/>
I had concerns about possible costs	<input type="radio"/>	<input type="radio"/>
I had concerns about possible lack of confidentiality	<input type="radio"/>	<input type="radio"/>
I was embarrassed to use it	<input type="radio"/>	<input type="radio"/>
I didn't have enough time	<input type="radio"/>	<input checked="" type="radio"/>

- Excellent
- Good
- Fair
- Poor

11c. How could the [Home Campus Specific]'s counseling service better serve your needs? Please be specific.

It has a poor reputation	<input type="radio"/>	<input type="radio"/>
The hours are inconvenient	<input type="radio"/>	<input type="radio"/>
The location is inconvenient	<input type="radio"/>	<input type="radio"/>
The wait for an appointment was too long	<input type="radio"/>	<input type="radio"/>
I got help from another university service or staff person	<input type="radio"/>	<input type="radio"/>
I got help off campus	<input type="radio"/>	<input type="radio"/>

SUMMARY OBSERVATIONS

12. Please describe for us the most important way that you have changed or developed as a person since you became a student at [Home Campus].

13. Please describe for us the most important way in which your awareness, understanding, or relationship to the world we live in has changed since you became a student at [Home Campus].

Group Identification

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

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

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

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

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

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