

SERU for Undergrads: University of Oklahoma Survey Instrument 2024

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Consent Form

After reading this important information, if you consent to taking this survey, please select “Agree” at the bottom of this page and then the “Next” button.

Welcome to the Student Experience in the Research University (SERU) Survey, co-sponsored by the University of Oklahoma, the Center for Studies in Higher Education at the University of California, Berkeley, and the University of Minnesota.

The SERU Survey is your opportunity to provide the campus with critical information about your undergraduate student experience—what is important to you, what is working well, and what is not working so well. The University uses this information to improve our programs and services for undergraduate students. The survey will take about 30-40 minutes to complete. Your answers will be held in strictest confidence and will not be identified with you individually.

Your participation is voluntary, and you are free to choose not to answer any question or withdraw from the survey at any time. A withdrawal notification should be communicated via email to Felix Wao (wao@ou.edu). Once the withdrawal notification has been received, the participant's data will be removed from all data sets.

The survey includes some open-ended questions that allow you to provide a unique response. These responses will not be reviewed by the University of Oklahoma researchers until after the survey has closed.

Potential risks in participating are minimal. Your survey responses are confidential, and your decision to respond will not affect your relationship with the University of Oklahoma, the Center for Studies in Higher Education at the University of California, Berkeley, or the University of Minnesota. Survey responses will be matched to campus records such as student major, year in school, and other background information. The data will be deidentified prior to analysis, but the raw data will contain identifying information for each response. By continuing, you consent to having this data collected as part of the survey.

We highly recommend that you complete the SERU Survey on a laptop or desktop computer—the survey may not function well on a smartphone.

If you agree to complete this survey, we would ask you to do the following things:

- Click the “Agree” button
- Fill out the SERU Survey, which will take approximately 30-40 minutes
- Click the submit button at the end.

For disability services, access requests, or access-related survey support, please contact the administrator, University of Minnesota's University Survey and Assessment Services, at help@seru.edu. If you have questions or concerns, you may contact the Managing Director of the SERU Consortium, North American Division, Ron Huesman at huesm003@umn.edu.

If you would like to talk to someone other than the researcher(s), you are encouraged to contact the OU Institutional Review Board at irb@ou.edu or 405-325-8110.

Statement of Consent

By selecting "Agree," I am providing my consent to this survey research effort, as described above.

I understand and will participate.

- ☐ Agree (1)
- ☐ Disagree (2)

Skip To: End of Survey If Consent = Disagree

Your Education Experiences at the University of Oklahoma

Satisfaction

How satisfied or dissatisfied are you with the following aspects of your university experience/education?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Overall academic experience (RUCSATACADEMIC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience (RUCSATSOCIAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of your education for the price you are paying (RUCSATVALUE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel valued as an individual at the University of Oklahoma (RUCAGREEINDVAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I belong at the University of Oklahoma (RUCAGREEBELONG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now, I would still choose to enroll at the University of Oklahoma (RUCAGREEREENRLL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Engagement

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

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Contributed to a class discussion (RUCCHLLNGCLSDIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation (RUCCHLLNGPRESNT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found your courses so interesting that you did more work than was required (RUCCHLLNGINTRST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated with the instructor outside of class about issues and concepts derived from a course (RUCFCLTYDISCEX2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a class in which the professor knew or learned your name (RUCCHLLNGNAME)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Increased your academic effort due to the high standards of a faculty member (RUCINCREASEEFFORT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substantially revised a paper before submitting it to be graded (RUCREVISEDPAPER2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought academic help from an instructor or tutor when needed (RUCSOUGHTHELP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with a group of classmates outside of class (RUCSTUDYGROUP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped a classmate better understand the course material when studying together (RUCHELPEDMATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUCAMOUNTR2022 **On average, how much of your assigned course reading have you completed this academic year?**

- ☐ 0-20% (1)
- ☐ 21-40% (2)
- ☐ 41-60% (3)
- ☐ 61-80% (4)
- ☐ 81-100% (5)

Educational Experiences

Which of the following activities, experiences, or programs are you currently doing or have completed as a University of Oklahoma student:

(Select all that apply)

- ☐ Credit-bearing internship, practicum, or field experience (RUCINTERNCRED)
- ☐ Non-credit-bearing internship, practicum, or field experience (RUCINTERNNONCRED)
- ☐ Leadership program (RUCLEADERSHIP)
- ☐ Entrepreneurial program (RUCENTREPREN)
- ☐ Study abroad—academically-focused time outside of the U.S. in which at least 1 academic credit is accrued (RUCSTUDYABROAD)
- ☐ None of the above (RUC13NONE)

Which of the following activities, experiences, or programs are you currently doing or have completed as a University of Oklahoma student:

(Select all that apply)

- ☐ Participating in a student organization(s) (RUCCCORG2022)
- ☐ Academic experiences with a diversity focus (e.g., race, gender, sexual orientation) (RUCDVRSTYTHEME2016)
- ☐ Academic experiences with an international/global focus (RUCCOURSEGLOBAL2016)
- ☐ Academic service-learning or community-based learning experience (RUCSERVICELRNG2016)
- ☐ Performing community service or volunteer activities (RUCCOMMSRV)
- ☐ None of the above (RUC14NONE)

Display This Question:

If Which of the following activities, experiences, or programs are you currently doing or have compl... = Participating in a student organization(s)

RUCCCORGOF Are you or have you been an officer of a student organization?

- ☐ Yes (1)
- ☐ No (0)

Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a University of Oklahoma student.

'Research' hover over definition: A research project refers to original projects in any discipline or field of study and may include critical analysis of primary or secondary sources, scientific investigations, and developing and testing systems/tools.

'Creative' hover over definition: A creative project refers to original projects in any discipline or field of studies and may include design of various media forms, performance arts, marketing campaigns, and curating exhibits.

	Yes, doing now or have done (1)	No (0)
A research project or research paper as part of your coursework (RUCCMPLTDRES2014)	<input type="radio"/>	<input type="radio"/>
At least one research methods course (RUCMETHODS)	<input type="radio"/>	<input type="radio"/>
At least one independent study course (RUCRES199)	<input type="radio"/>	<input type="radio"/>
At least one small research-oriented seminar with faculty (RUCFCLTYSMNR2022)	<input type="radio"/>	<input type="radio"/>
	Yes, doing now or have done (1)	No (0)
Assist faculty in conducting research (RUCRESFAC2016)	<input type="radio"/>	<input type="radio"/>
Conduct your own research project outside of your regular coursework under the guidance or supervision of a faculty member (RUCRESUNDFAL2024)	<input type="radio"/>	<input type="radio"/>
Conduct your own research project outside of your regular coursework without the guidance or supervision of a faculty member (RUCRESWIHFAL2024)	<input type="radio"/>	<input type="radio"/>
	Yes, doing now or have done (1)	No (0)
A creative project as part of your coursework (RUCCREATACT2016)	<input type="radio"/>	<input type="radio"/>
Assist faculty with a creative project (RUCCREATFAC2016)	<input type="radio"/>	<input type="radio"/>
Conduct your own creative project outside of your regular coursework under the guidance or supervision of a faculty member (RUCCREUNDFAL2024)	<input type="radio"/>	<input type="radio"/>
Conduct your own creative project outside of your regular coursework without the guidance or supervision of a faculty member (RUCCREWIHFAL2024)	<input type="radio"/>	<input type="radio"/>

Display This Question:

If = Assist faculty in conducting research [Yes, doing now or have done]

RUCRESEARC2018 You indicated that you are assisting or have assisted faculty with research. Which of the following best describes the nature of that assistance? (Select all that apply based on the variety of experiences you are having or have had)

- ☐ As a research participant (a subject of the research study) (1)
- ☐ As a research assistant (2)
- ☐ Other (3)

Display This Question:

If = Assist faculty in conducting research [Yes, doing now or have done]

Or = Conduct your own research project outside of your regular coursework under the guidance or supervision of a faculty member [Yes, doing now or have done]

Or = Conduct your own research project outside of your regular coursework without the guidance or supervision of a faculty member [Yes, doing now or have done]

Or = Assist faculty with a creative project [Yes, doing now or have done]

Or = Conduct your own creative project outside of your regular coursework under the guidance or supervision of a faculty member [Yes, doing now or have done]

Or = Conduct your own creative project outside of your regular coursework without the guidance or supervision of a faculty member [Yes, doing now or have done]

You indicated you are working on or have worked on research or a creative project on your own or with faculty. If you communicated or shared the results of your research or creative project, please indicate if you did any of the following:

(Select all that apply)

- ☐ Presenting / exhibiting / performing it on campus (RUCRESRULT2018_1)
- ☐ Presenting / exhibiting / performing it outside of campus, such as at a regional, national and/or international conference or competition (RUCRESRULT2018_2)
- ☐ Publishing in a peer-reviewed professional journal (RUCRESRULT2018_3)
- ☐ Publishing in a campus or student journal (RUCRESRULT2018_4)
- ☐ Publishing in an electronic forum or other public arena (RUCRESRULT2018_5)
- ☐ Other ways (RUCRESRULT2018_6)
- ☐ None of the above (RUCRESRULT2018_7)

RUCAIOFTEN Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic settings. During this academic year, how often have you used such tools?

Generative AI hover over definition: Generative artificial intelligence (AI) refers to computer programs that can generate text, images, or other content based on provided prompts (e.g., ChatGPT, Google Bard, or Microsoft Bing Chat).

- ☐ Never (1)
- ☐ Several times per year (2)
- ☐ Several times per month (3)
- ☐ Several times per week (4)
- ☐ Daily (5)

Display This Question:

If Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Several times per year

Or Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Several times per month

Or Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Several times per week

Or Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Daily

Students use generative AI in a variety of ways to support their learning. During this academic year, have you used AI tools like ChatGPT for the following purposes?

(Select all that apply)

- ☐ To research a topic (RUCAIREST)
- ☐ To brainstorm for a writing project or presentation (RUCAIBRN)
- ☐ To draft a writing project or presentation (RUCAIDRP)
- ☐ To revise a writing project or presentation (RUCAIREV)
- ☐ To draft responses to written assignments (RUCAIDRA)
- ☐ To revise responses to written assignments (RUCAIRRA)
- ☐ To generate programming code (RUCAICOD)
- ☐ To revise/debug programming code (RUCAIRVDB)
- ☐ To study for exams (RUCAISTUD)
- ☐ To translate to/from foreign language(s) for an assignment (RUCAITRN)
- ☐ Other, please specify: (RUCAIOTH) _____

Display This Question:

If AI_Group = 1

And If

Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... != Never

RUCAIBEYOND_A Please review the following statements about using generative AI tools like ChatGPT and report how many — but not which — are true for you:

- I have had a class with assigned readings on the ethics of generative AI.
- I have heard my classmates mention using AI tools like ChatGPT for their assignments.
- I have often explained to my classmates how to use AI tools like ChatGPT.

The total number of statements that are true for you:

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)

Display This Question:

If AI_Group = 2

And If

Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... != Never

RUCAIBEYOND_B Please review the following statements about using generative AI tools like ChatGPT and report how many — but not which — are true for you:

- I have had a class with assigned readings on the ethics of generative AI.
- I have heard my classmates mention using AI tools like ChatGPT for their assignments.
- I have often explained to my classmates how to use AI tools like ChatGPT.
- I have submitted AI-generated content as my own work in class, knowing it may not be allowed.

The total number of statements that are true for you:

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)

Display This Question:

If Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Several times per year

Or Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Several times per month

Or Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Several times per week

Or Generative artificial intelligence (AI) tools like ChatGPT are becoming more common in academic s... = Daily

To what extent do you agree or disagree with the following statements about the use of generative AI tools like ChatGPT in your coursework?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
My professors have discussed when it is appropriate to use AI to complete my coursework. (RUCAIPRFDISC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand when it is appropriate to use AI to complete my coursework. (RUCAIAPPROPR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professors' policies about the appropriate use of AI to complete my coursework are reasonable. (RUCAIREASON)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I understand how AI generates responses. (RUCAIHOWGEN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how to create effective AI prompts that produce desired responses. (RUCAIPROMPTS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the use of AI can enhance my learning. (RUCAIENHANCE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the use of AI can be detrimental to my learning. (RUCAIDETRIM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Understood the world from someone else's perspective <u>In</u> the classroom (RUCINAPPOTHPERS2022IN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the world from someone else's perspective <u>Outside</u> the classroom (RUCINAPPOTHPERS2022OUT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with someone with views that are different from your own <u>In</u> the classroom (RUCINOTHVIEW2016IN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with someone with views that are different from your own <u>Outside</u> the classroom (RUCINOTHVIEW2016OUT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed controversial issues <u>In</u> the classroom (RUCINCNTRVSY2022IN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed controversial issues <u>Outside</u> the classroom (RUCINCNTRVSY2022OUT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

University Climate for Diversity and Inclusion

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

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
Students of my race/ethnicity are respected at this university (RUCMYRACE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender are respected at this university (RUCMYGENDER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected at this university (RUCMYSEX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my socio-economic status are respected at this university (RUCMYSES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
Students of my religious beliefs are respected at this university (RUCMYRELIGION)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected at this university (RUCMYPOLITICS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my immigration background are respected at this university (RUCMYIMMIGRANT2014)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a disability or condition like mine are respected at this university (RUCMYDISABILITY2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
The University of Oklahoma is a welcoming campus. (RUCWELCOME)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel comfortable with the climate for diversity and inclusion at the University of Oklahoma. (RUCCLIMATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Display This Choice:</i> <i>If EVAL_MAJOR = Y</i>						
Overall, I feel comfortable with the climate for diversity and inclusion in my major . (RUCCLIMATEMA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I feel comfortable with the climate for diversity and inclusion in my classes . (RUCCLIMATECL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of the Major

Display This Question:
If EVAL_MAJOR = Y

The next section asks you to evaluate your experience in your major. Listed below is your major according to campus records.

If you have changed majors, you can evaluate the new major by selecting “Other”, then choosing your new major from the list.

Display This Question:
If EVAL_MAJOR = Y

RUCMJR1EVAL

Display This Choice:
If MAJOR_TEXT1 Is Not Empty

- ☐ \${e://Field/MAJOR_TEXT1} (1)

Display This Choice:
If MAJOR_TEXT2 Is Not Empty

- ☐ \${e://Field/MAJOR_TEXT2} (2)
- ☐ Other (3)

Display This Question:
If = Other
And If
EVAL_MAJOR = Y

RUCMJR1EVALOTH Please select your new major from the following list.

- | | |
|---|--|
| <input type="radio"/> Accounting (1) | <input type="radio"/> Architecture-Four-Plus Year (16) |
| <input type="radio"/> Accounting Accel BBA/FIN MS (2) | <input type="radio"/> Art (17) |
| <input type="radio"/> Accounting-BBA/MAC (3) | <input type="radio"/> Art History (18) |
| <input type="radio"/> Administrative Leadership (4) | <input type="radio"/> Art, Technology & Culture (19) |
| <input type="radio"/> Advertising (5) | <input type="radio"/> Art: Studio Arts (20) |
| <input type="radio"/> Advertising Accel BA (6) | <input type="radio"/> Arts & Sci-Planned Program-BA (21) |
| <input type="radio"/> Aerospace Engineering (7) | <input type="radio"/> Arts & Sci-Planned Program-BS (22) |
| <input type="radio"/> Aerospace Engineering Accel BS (8) | <input type="radio"/> Asian Studies (23) |
| <input type="radio"/> African and African Am Studies (9) | <input type="radio"/> Astronomy (24) |
| <input type="radio"/> Anthropology (10) | <input type="radio"/> Astrophysics (25) |
| <input type="radio"/> Arabic (11) | <input type="radio"/> Aviation (26) |
| <input type="radio"/> Arch Studies 3 1/2 Yr Accel BS (12) | <input type="radio"/> Biochemistry (27) |
| <input type="radio"/> Architectural Engineering (13) | <input type="radio"/> Biology (28) |
| <input type="radio"/> Architectural Engr Accel BS (14) | <input type="radio"/> Biomedical Engineering (29) |
| <input type="radio"/> Architecture 3 1/2 Year Prog (15) | <input type="radio"/> Biomedical Engr Accel BS (30) |

- Chem Engr: Bioengineering (31)
- Chem Engr: Biotechnology (32)
- Chem Engr: Pre-Medical (33)
- Chemical Biosciences (34)
- Chemical Engineering-Standard (35)
- Chemical Engr Accel BS (36)
- Chemical Engr Sustainability (37)
- Chemistry (38)
- Chemistry and Biochemistry (39)
- Chinese (40)
- Civil Engineering (41)
- Civil Engineering Accel BS (42)
- Classics (43)
- Communication (44)
- Community Health BA (45)
- Community Health BS (46)
- Computer Engineering (47)
- Computer Engr-CS-Accel BS (48)
- Computer Engr-EE-Accel BS (49)
- Computer Science (50)
- Computer Science - Accel BS (51)
- Construction Science (52)
- Creative Media Prod Accel BA (53)
- Creative Media Production (54)
- Criminal Justice-OL (55)
- Criminology (56)
- Dance-Ballet Pedagogy (57)
- Dance-Ballet Performance (58)
- Dance-Modern Dance Performance (59)
- Drama: Theatre (60)
- Early Child Birth-3rd Gr-BEd (61)
- Early Childhood Birth-3rd Gr (62)
- Early Childhood Ed Cert (63)
- Early Childhood Education (64)
- Economics (65)
- Economics Accelerated BA (66)
- Economics-BA (67)
- Electrical Engineering (68)
- Electrical Engr-ECE Accel BS (69)
- Elementary Education (70)
- Energy Management (71)
- Engineering Physics (72)
- English (73)
- Entrepreneurship and Vent Mgt (74)
- Environ Design Accel BS/MLA (75)
- Environ Design Accel BS/MRCP (76)
- Environ Sustainability-BA (77)
- Environ Sustainability-BS (78)
- Environmental Design (79)
- Environmental Engineering (80)
- Environmental Engr Accel BS (81)
- Environmental Geology (82)
- Environmental Science (83)
- Environmental Science Accel BS (84)
- Environmental Studies-BA (85)
- Environmental Studies-BS (86)
- European Studies (87)
- Film and Media Studies (88)
- Finance (89)
- Finance Accel BBA/Finance MS (90)
- French (91)
- GeoEnergy Engineering (92)
- Geographic Info Science-BA (93)
- Geographic Info Science-BS (94)
- Geography-BA (95)
- Geography-BS (96)
- Geology (97)
- Geophysics (98)
- German (99)
- Global Energy, Envir. & Resour (100)
- Health and Exercise Science (101)
- Health, Medicine, & Society (102)
- Healthcare Business (103)
- History (104)
- History of Sci, Tech, & Med (105)
- Human Health and Biology (106)

- Human Relations (107)
- Ind Sys Engr Analyt:DSA Acc BS (108)
- Indust & Systems Engr Accel BS (109)
- Indust Sys Engr:MBA Accel BS (110)
- Indust System Engr: Analytics (111)
- Indust System Engr: Pre-Med (112)
- Industrial & Systems Engr (113)
- Information Science and Tech (114)
- Information Studies (115)
- Information Studies Accel BA (116)
- Information Studies-OL (117)
- Integrative Studies-OL (118)
- Interdis St: Business Admin-OL (119)
- Interdis St: Crim Just Lead-OL (120)
- Interdis St: Healthcare Mgt-OL (121)
- Interdis St: Organizat Lead-OL (122)
- Interior Design (123)
- International Business (124)
- International Development (125)
- International Security Studies (126)
- International Studies (127)
- International Studies Accel BA (128)
- Japanese (129)
- Journalism (130)
- Judaic Studies (131)
- Language Arts Education (132)
- Latin American Studies (133)
- Latinx Studies (134)
- Letters (135)
- Lifespan Care Admin-OL (136)
- Linguistics (137)
- Management (138)
- Management Info Sys Accel BBA (139)
- Management Info Systems (140)
- Marketing (141)
- Mathematics Accel BioStats BS (142)
- Mathematics Education (143)
- Mathematics-BA (144)
- Mathematics-BS (145)
- Mechanical Engineering (146)
- Mechanical Engr:Pre-Med (147)
- Mechanical Engr-Accel BS (148)
- Meteorology (149)
- Microbiology (150)
- Microbiology (Professional) (151)
- Multidisciplinary Studies-BA (152)
- Multidisciplinary Studies-BS (153)
- Music (154)
- Music Composition (155)
- Music Education-Instrumental (156)
- Music Education-Vocal (157)
- Musical Theatre (158)
- Music-BA (159)
- Music-Organ (160)
- Music-Piano (161)
- Music-Piano Pedagogy (162)
- Music-Voice (163)
- Music-Wind/Percusn/String Inst (164)
- Native American Studies (165)
- Organizational Leadership-OL (166)
- Paleontology (167)
- Petroleum Engineering (168)
- Petroleum Engr-MBA Accel BS (169)
- Petroleum Geology (170)
- Philosophy (171)
- Physics (172)
- Physics (Professional) (173)
- Plant Biology (174)
- Political Science (175)
- Pre-Communication Disorders (176)
- Pre-Dental Hygiene (177)
- Pre-Nursing Studies (178)
- Pre-Nutritional Sciences (179)
- Pre-Occupational Therapy (180)
- Pre-Pharmacy (181)
- Pre-Physical Therapy (182)

- ☐ Pre-Radiologic Tech-Nuclear Md (183)
- ☐ Pre-Radiologic Tech-Rad Thpy (184)
- ☐ Pre-Radiologic Tech-Radiography (185)
- ☐ Pre-Radiologic Tech-Ultrasound (186)
- ☐ Professional Writing (187)
- ☐ Psychology (188)
- ☐ Psychology-BS (189)
- ☐ Public and Nonprofit Admin (190)
- ☐ Public Health-B of PH (191)
- ☐ Public Relations (192)
- ☐ Public Relations Accel BA (193)
- ☐ Public-Nonprofit Accel BA/MPA (194)
- ☐ Religious Studies (195)
- ☐ Russian (196)
- ☐ Science Ed-Biological Sciences (197)
- ☐ Science Ed-Chemistry (198)
- ☐ Science Ed-Earth Science (199)
- ☐ Science Ed-Physical Science (200)
- ☐ Science Ed-Physics (201)
- ☐ Secondary School Lang Arts (202)
- ☐ Secondary School Science (203)
- ☐ Social Studies Education (204)
- ☐ Social Work (205)
- ☐ Sociology (206)
- ☐ Sociology Accel BA (207)
- ☐ Spanish (208)
- ☐ Special Education (209)
- ☐ Sports Business (210)
- ☐ Supply Chain Management (211)
- ☐ Visual Communication (212)
- ☐ Women's and Gender Studies (213)
- ☐ World Language Education (214)

Display This Question:
If EVAL_MAJOR = Y

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

(Select all that apply)

- ☐ Intellectual curiosity (RUC1MJRCURIOSTY)
- ☐ Prepares me for graduate/professional school (RUC1MJRGRADSCHL)
- ☐ Leads to a high paying job (RUC1MJRHIGHPAY)
- ☐ Prepares me for a fulfilling career (RUC1MJRFULFILL)
- ☐ Parental/family desires (RUC1MJRPARENTS)
- ☐ Prestige (RUC1MJRPRESTIGE)
- ☐ Could not get into my first choice major (RUC1MJR2CHOICE)
- ☐ Other, please specify: (RUC1MJROTHER) _____

Display This Question:
If EVAL_MAJOR = Y

Please answer the following questions about your major.

	Yes (1)	No (0)	Don't know (99)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (RUC1MJRCOHERENT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the program requirements well-defined? (RUC1MJRREQUIRE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are rules and policies for your major clearly communicated?
(RUC1MJRCLRRULES)

☐ ☐ ☐

Is the description of the major in the catalog / on the website accurate?
(RUC1MJRCATALOG)

☐ ☐ ☐

Display This Question:
If EVAL_MAJOR = Y

Thinking back over your coursework *in your major* this academic year, how often were you *required* to do the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Recall facts, terms, or concepts (RUC1MJRRECALL2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain methods, ideas, or concepts (RUC1MJREXPLAIN2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use facts and examples to support your viewpoint (RUC1MJRUSEDFACTS2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze relationships among ideas or concepts (RUC1MJRANALYZING2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate ideas or concepts from different courses (RUC1MJRSYNTHESIS2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge the quality of information, ideas, or conclusions (RUC1MJREVALUATION2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create new ideas, products, or ways of understanding (RUC1MJRGENERATION2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If EVAL_MAJOR = N

Evaluation of the Educational Experience

Display This Question:
If EVAL_MAJOR = N

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

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Recall facts, terms, or concepts (RUCRECALL2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain methods, ideas, or concepts (RUCEXPLAIN2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use facts and examples to support your viewpoint (RUCUSEDFACTS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze relationships among ideas or concepts (RUCANALYZING2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporate ideas or concepts from different courses (RUCSYNTHESIS2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge the quality of information, ideas, or conclusions (RUCEVALUATION2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create new ideas, products, or ways of understanding (RUCGENERATION2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If EVAL_MAJOR = Y

Please answer the following questions about your experiences in the major.

Display This Question:
If EVAL_MAJOR = N

Please answer the following questions about your educational experience overall.

How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Faculty being open to discuss student needs, concerns, and suggestions (RUC1MJROPEN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students treated fairly by the faculty (based on grading and exam policies) (RUC1MJRFAIR2020)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty clearly explaining what constitutes plagiarism (RUC1MJRPLAGIAR2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty providing useful feedback on student work (RUC1MJRFEEDBACK)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty maintaining respectful interactions in classes (RUC1MJRFACRESP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for active participation in classes (RUC1MJRACTPART)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Having an instructor who increases your
enthusiasm for the subject
(RUC1MJRENTHUSE)

☐ ☐ ☐ ☐ ☐ ☐

Display This Question:
If EVAL_MAJOR = Y

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

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable- No courses taken (99)
Variety of courses available in your major (RUC1MJRVARIETY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of lower- division courses in your major (RUC1MJRLDQUAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of upper- division courses in your major (RUC1MJRUDQUAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how satisfied or dissatisfied are you with each of the following aspects of your educational experience?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Quality of faculty instruction (RUC1MJRFACINST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction by teaching assistants / graduate student instructors (RUC1MJRTAINST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses for general education requirements (RUC1MJRGEAVAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation (RUC1MJRCRSAVAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes (fewer than 20 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(RUC1MJRSMLCLASS2020)						
Quality of academic advising (RUC1MJRADVQUAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to academic advising (RUC1MJRADVACC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class (RUC1MJRFACACCESS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get into a major that you want (RUC1MJRGETMJR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between students and the department (RUC1MJRCOMM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (RUC1MJRRESOPP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., service-learning, study abroad, internships) (RUC1MJRENRICH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library resources (RUC1MJRLIBRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUCPROF1RE 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 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 or more (4)

Academic and Personal Development

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

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Analytical and critical thinking skills When you started here (RUCSKILLCRIT_CRITT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical and critical thinking skills Now (RUCSKILLCRIT_CRITT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be clear and effective when writing When you started here (RUCSKILLWRITE_WRITET1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be clear and effective when writing Now (RUCSKILLWRITE_WRITET2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to read and comprehend academic material When you started here (RUCSKILLREAD_READT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to read and comprehend academic material Now (RUCSKILLREAD_READT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills When you started here (RUCSKILLMATH_MATHT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills Now (RUCSKILLMATH_MATHT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Understanding your field of study (i.e., your major) When you started here (RUCSKILLMJR_MJRT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding your field of study (i.e., your major) Now (RUCSKILLMJR_MJRT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills When you started here (RUCSKILLSPEAK_ORAL1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills Now (RUCSKILLSPEAK_ORAL2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills When you started here (RUCSKILLLEAD_LEADT1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills Now (RUCSKILLLEAD_LEADT2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library and online information research skills (e.g., finding books, articles, evaluating information sources) When you started	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

here (RUCSKILLRES_LREST1)

**Library and online information research skills (e.g.,
finding books, articles, evaluating information
sources) Now (RUCSKILLRES_LREST2)**



Student Well-Being

For the following statements, please say whether the statement was *never true*, *sometimes true*, or *often true* for you in the last 12 months.

	Never true (1)	Sometimes true (2)	Often true (3)
The food that I bought just didn't last, and I didn't have money to get more. (RUCFOODLAS2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I couldn't afford to eat balanced meals. (RUCFOODMEL2018)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the last 12 months:

	Yes (1)	No (0)
Did you ever cut the size of your meals or skip meals because there wasn't enough money for food? (RUCFOODCUT2018)	<input type="radio"/>	<input type="radio"/>
Did you ever eat less than you felt you should because there wasn't enough money for food? (RUCFOODLESS2018)	<input type="radio"/>	<input type="radio"/>
Were you ever hungry but didn't eat because there wasn't enough money for food? (RUCFOODSKIP2018)	<input type="radio"/>	<input type="radio"/>

Display This Question:

If In the last 12 months: = Did you ever cut the size of your meals or skip meals because there wasn't enough money for food? [Yes]

RUCFOODFRQ2018 You indicated that you had cut the size of your meals or skipped meals because there wasn't enough money for food. How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

- ☐ Almost every month (1)
- ☐ Some months but not every month (2)
- ☐ Only 1 or 2 months (3)

How often, if at all, were the following statements *true* for you during the current academic year?

	Never true (1)	Sometimes true (2)	Often true (3)	Always true (4)	Not applicable (99)
I had access to a study space free from distractions (RUCTRUESTUDSPC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had access to a reliable internet connection or Wi-Fi (RUCTRUEWIFI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had access to computer hardware and software necessary for learning (RUCTRUECOMP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Over the last two weeks, how often have you been bothered by any of the following problems?

	Not at all (1)	Several days (2)	More than half the days (3)	Nearly every day (4)
Little interest or pleasure in doing things (RUCHWMHLLTINT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed, or hopeless (RUCHWMHFELDOWN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling nervous, anxious, or on edge (RUCHWMHANNERY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not being able to stop worrying (RUCHWMHWORRY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling lonely or isolated (RUCHWMHLONELY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you believe you are experiencing mental health symptoms and would like to discuss potential resources available, you may schedule a consultation by contacting the University Counseling Center (1-405-325-2911). If you are in crisis and require urgent consultation, you may contact the University Counseling Center (1-405-325-2911) Monday through Friday between 8 a.m. and 5 p.m. Central time and indicate that you would like to speak with the crisis counselor. You may also contact the National Hopeline Network, a 24-hour crisis hotline, at 1-800-442-HOPE (1-800-442-4673). Please visit the [University Counseling Center website](#) for additional mental health information and resources.

RUCSAFESECURE2022 Overall, I feel safe from crime and violence on campus.

- ☐ Strongly disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat disagree (3)
- ☐ Somewhat agree (4)
- ☐ Agree (5)
- ☐ Strongly agree (6)

Cost of Attendance

RUCPAYCNCRNNOW How concerned *have you been* about paying for your undergraduate education up to now?

- ☐ Not concerned (1)
- ☐ Somewhat concerned (2)
- ☐ Concerned (3)
- ☐ Very concerned (4)

RUCPAYCNCRNXYR How concerned are you about paying for your undergraduate education *next year*?

- ☐ Not concerned (1)
- ☐ Somewhat concerned (2)
- ☐ Concerned (3)
- ☐ Very concerned (4)
- ☐ Not applicable / I am not going to be enrolled at the university next year (99)

RUCPAYACCUMDEBT How concerned are you about your accumulated educational debt?

- ☐ Not concerned (1)
- ☐ Somewhat concerned (2)
- ☐ Concerned (3)
- ☐ Very concerned (4)

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

- ☐ Strongly disagree (1)
- ☐ Disagree (2)
- ☐ Somewhat disagree (3)
- ☐ Somewhat agree (4)
- ☐ Agree (5)
- ☐ Strongly agree (6)

RUCPELL Have you ever received a Pell grant?

(For definitions, hover over the underlined question text above)

Pell Grant Definition: A Pell grant is a need-based federal subsidy awarded to students who need it to pay for college.

- ☐ Yes (1)
- ☐ No (0)

During the current academic year, how often have you engaged in the following behaviors?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Worried about my debt and financial circumstances (RUCWRRYFAMDEBT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal/recreational spending to help pay for college expenses (RUCCUTSPENDING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the following statements, please indicate whether the statement was *never true*, *sometimes true*, or *often true* for you during the current academic year:

	Never true (1)	Sometimes true (2)	Often true (3)
I worried I would not have enough money to cover the cost of my housing. (RUCHWHSWORRY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was unable to pay all of the costs of my housing on time. (RUCHWHSCOST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During this academic year, how many hours do you spend in a typical week (7 days) on the following activities?

RUCTIMEPAIDON Paid employment (including internships) **on** campus:

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
- ☐ 10 (10)
- ☐ 11 (11)

- ☐ 12 (12)
- ☐ 13 (13)
- ☐ 14 (14)
- ☐ 15 (15)
- ☐ 16 (16)
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- ☐ 38 (38)
- ☐ 39 (39)
- ☐ 40 (40)
- ☐ 41+ (41)

RUCTIMEPAIDOFF Paid employment (including internships) **on** campus:

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)

- ☐ 6 (6)
- ☐ 7 (7)
- ☐ 8 (8)
- ☐ 9 (9)
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- ☐ 37 (37)
- ☐ 38 (38)
- ☐ 39 (39)
- ☐ 40 (40)
- ☐ 41+ (41)

Display This Question:

If During this academic year, how many hours do you spend in a typical week (7 days) on the followin... = 1

Or If

$= 1$
Or $= 2$
Or $= 3$
Or $= 4$
Or $= 5$
Or $= 6$
Or $= 7$
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Or = 37
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Or = 39
Or = 40
Or = 41+

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

Note: 'total' is the number of paid employment hours, computed by adding together RUCTIMEPAIDON and RUCTIMEPAIDOFF.

- ☐ 0 (0)
- ☐ 1 (1)
- ☐ 2 (2)
- ☐ 3 (3)
- ☐ 4 (4)
- ☐ 5 (5)
- ☐ 6 (6)
- ☐ 7 (7)
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- ☐ 35 (35)
- ☐ 36 (36)
- ☐ 37 (37)
- ☐ 38 (38)
- ☐ 39 (39)
- ☐ 40 (40)
- ☐ 41+ (41)

Plans and Aspirations

RUCPOSTBACPLANS2014 Which of the following best represents your primary plans after graduation?

(Select only one)

- ☐ Enroll in graduate or professional school (1)
- ☐ Work full-time (2)
- ☐ Work part-time (3)
- ☐ Be self-employed or start my own company/organization (4)
- ☐ Study or work abroad (5)
- ☐ Serve in the armed forces (6)
- ☐ Do a paid internship (7)
- ☐ Do an unpaid internship / volunteer (8)
- ☐ Take a year off (9)
- ☐ Do something else (10)
- ☐ I have no idea at this point (11)

RUCPOSTBACDGREE What is the *highest* academic degree or credential that you eventually plan to earn?

- ☐ Bachelor's degree (B.A., B.S., etc.) (1)
- ☐ Teaching credential (2)
- ☐ Business master's (M.B.A.) (3)
- ☐ Other professional master's (M.Ed., MPP, MPH, MFA, MLIS, MSN, MSW, M.Arch., etc.) (4)
- ☐ Academic master's (M.A., M.S., etc.) (5)
- ☐ Law degree (L.L.B., J.D., etc.) (6)
- ☐ Medical doctorate other than M.D. (O.D., D.D.S., D.V.M., etc.) (7)
- ☐ Medical doctor (M.D.) (8)
- ☐ Doctorate (Ph.D., Ed.D., etc.) (9)
- ☐ Multiple doctoral degrees (M.D./Ph.D.) (10)
- ☐ I do not know yet (99)
- ☐ Other, please specify: (11) _____

Your Background and Personal Characteristics

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

	In the U.S. (1)	Outside the U.S. (2)	Do not know (99)
Myself (RUCIMMIGRA2022)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Parent A / Guardian A / Mother (RUCMOTHER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Parent B / Guardian B / Father (RUCFATHER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RUCPARENTED Which of the following best describes the educational experience of your parents/guardians?

- ☐ Neither parent/guardian attended any college (1)
- ☐ One or both parents/guardians attended some college, but neither has a four-year degree (2)
- ☐ One or both parents/guardians have a four-year degree (3)
- ☐ One or both parents/guardians have a graduate or professional degree (4)

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

- ☐ Wealthy (5)
- ☐ Upper-middle class (4)
- ☐ Middle class (3)
- ☐ Working class (2)
- ☐ Low income or poor (1)

RUCRELIGIO2022 Which of the following best reflects your current religious beliefs?

- ☐ No religious beliefs (1)
- ☐ Agnostic (2)
- ☐ Atheist (3)
- ☐ Buddhist (4)
- ☐ Christian (5)
- ☐ Hindu (6)
- ☐ Jewish (7)
- ☐ Muslim (8)
- ☐ Religious beliefs not listed above. Please specify: (9) _____

RUCMARITAL_STATUS What is your marital status?

- ☐ Single, never been married (1)
- ☐ Married, or in a domestic partnership (2)
- ☐ Divorced (3)
- ☐ Separated (4)
- ☐ Widowed (5)

RUCDEP_CHILDREN Do you have dependent child(ren) who currently reside with you?

- ☐ No, I do not have children (1)
- ☐ Yes, I have child(ren) who reside with me full-time (50% or more of the time) (2)
- ☐ Yes, I have child(ren) who reside with me part-time (less than 50% of the time) (3)
- ☐ Yes, I have child(ren), but they do not currently reside with me (4)

Do you have any conditions or disabilities that significantly affect your experience as a student at the University of Oklahoma, including how you learn or perform academically, interact with others, or access campus?

- ☐ I do not have any disabilities or conditions (RUCNODIS)
- ☐ Physical disability or condition (e.g., mobility limitation, sensory condition) (RUCPHYDIS)
- ☐ Learning disability or condition (e.g., dyslexia, speech disorder) (RUCLRNDIS)
- ☐ Neurodevelopmental/cognitive disability or condition (e.g., autism, attention-deficit/hyperactivity disorder, brain injury) (RUCNEURO)
- ☐ Emotional or mental health concern or condition (e.g., depression, anxiety, post-traumatic stress disorder) (RUCMENTHLTH)
- ☐ Chronic health condition (e.g., cancer, diabetes, arthritis, sickle cell anemia) (RUCCHRON)
- ☐ Other disability or condition; please specify: (RUCDISOTHER) _____
- ☐ Prefer not to answer (RUCDISNOTANS)

Display This Question:

If Do you have any conditions or disabilities that significantly affect your experience as a student... = Physical disability or condition (e.g., mobility limitation, sensory condition)

Or Do you have any conditions or disabilities that significantly affect your experience as a student... = Learning disability or condition (e.g., dyslexia, speech disorder)

Or Do you have any conditions or disabilities that significantly affect your experience as a student... = Neurodevelopmental/cognitive disability or condition (e.g., autism, attention-deficit/hyperactivity disorder, brain injury)

Or Do you have any conditions or disabilities that significantly affect your experience as a student... = Emotional or mental health concern or condition (e.g., depression, anxiety, post-traumatic stress disorder)

Or Do you have any conditions or disabilities that significantly affect your experience as a student... = Chronic health condition (e.g., cancer, diabetes, arthritis, sickle cell anemia)

Or Do you have any conditions or disabilities that significantly affect your experience as a student... = Other disability or condition; please specify:

RUCDISACC2018 Do you currently receive accommodations from the University of Oklahoma due to your disability/condition?

- ☐ Yes (1)
- ☐ No (0)
- ☐ I am not aware of such services (3)

RUCGENID2021 What is your gender identity?

- ☐ Man (1)
- ☐ Woman (2)
- ☐ Nonbinary (3)
- ☐ Prefer to self-describe: (4) _____
- ☐ Prefer not to answer (5)

RUCTRNSID Do you consider yourself to be transgender?

- ☐ Yes (1)
- ☐ No (0)
- ☐ Prefer not to answer (2)

RUCSEXORE2021 What is your current sexual orientation?

(Select all that apply)

- ☐ Bisexual (RUCSEXORE2021_BSXL)
- ☐ Gay or lesbian (RUCSEXORE2021_GYLSBN)
- ☐ Heterosexual or straight (RUCSEXORE2021_HTRSXL)
- ☐ Pansexual (RUCSEXORE2021_PNSXL)
- ☐ Queer (RUCSEXORE2021_QUEER)
- ☐ Questioning (RUCSEXORE2021_QSTNG)
- ☐ Asexual (RUCSEXORE2021_ASXL)
- ☐ Prefer to self-describe: (RUCSEXORE2021_PSDCBR) _____
- ☐ Prefer not to answer (RUCSEXORE2021_PNTANSW)

RUCPOLITCORIENT2016 How would you characterize your political orientation?

- ☐ Very liberal (1)
- ☐ Liberal (2)
- ☐ Slightly liberal (3)
- ☐ Moderate or middle of the road (4)
- ☐ Slightly conservative (5)
- ☐ Conservative (6)
- ☐ Very conservative (7)
- ☐ Other, please specify: (8) _____
- ☐ Prefer not to answer (9)

RUCRESIDNC Where are you living this term?

- ☐ Campus residence hall (1)
- ☐ University-owned apartment, house, or duplex (on- or off-campus) (2)
- ☐ Sorority or fraternity (3)
- ☐ Co-op student housing (4)
- ☐ Off-campus in an apartment (5)
- ☐ Off-campus in a house (6)
- ☐ Off-campus in a duplex (9)
- ☐ No stable residence / Homeless (7)
- ☐ Other, please specify: (8) _____

RUCDISTTOCAMP How far do you live from campus?

- ☐ On campus or < 1 mile (1)
- ☐ 1 mile to 2 miles (2)
- ☐ 3 miles to 10 miles (3)
- ☐ 11 miles to 20 miles (4)
- ☐ 21 miles or more (5)

RUCLIVEWITH2014 With whom do you live? Please select the option that *best* describes your living situation this term.

- ☐ I live alone (1)
- ☐ I live with at least one other University of Oklahoma student (2)
- ☐ I live with peers who are not University of Oklahoma students (3)
- ☐ I live with at least one family member (4)
- ☐ I am a single parent living with children (5)
- ☐ I live with my spouse or domestic partner and children (6)
- ☐ I live with my spouse or domestic partner without children (7)

☐ Other, please specify: (8) _____

International Student Experience

Display This Question:
If INTL_MOD = Y

ORGCNTRY What is your country of origin?

(List developed by the U.S. Department of State)

- ☐ Afghanistan (1)
- ☐ Albania (2)
- ☐ Algeria (3)
- ☐ Andorra (4)
- ☐ Angola (5)
- ☐ Antigua and Barbuda (6)
- ☐ Argentina (7)
- ☐ Armenia (8)
- ☐ Australia (9)
- ☐ Austria (10)
- ☐ Azerbaijan (11)
- ☐ Bahamas, The (12)
- ☐ Bahrain (13)
- ☐ Bangladesh (14)
- ☐ Barbados (15)
- ☐ Belarus (16)
- ☐ Belgium (17)
- ☐ Belize (18)
- ☐ Benin (19)
- ☐ Bhutan (20)
- ☐ Bolivia (21)
- ☐ Bosnia and Herzegovina (22)
- ☐ Botswana (23)
- ☐ Brazil (24)
- ☐ Brunei (25)
- ☐ Bulgaria (26)
- ☐ Burkina Faso (27)
- ☐ Burma (28)
- ☐ Burundi (29)
- ☐ Cabo Verde (30)
- ☐ Cambodia (31)
- ☐ Cameroon (32)
- ☐ Canada (33)
- ☐ Central African Republic (34)
- ☐ Chad (35)
- ☐ Chile (36)
- ☐ China (37)
- ☐ Colombia (38)
- ☐ Comoros (39)
- ☐ Congo (Brazzaville) (40)
- ☐ Congo (Kinshasa) (41)
- ☐ Costa Rica (42)
- ☐ Côte d'Ivoire (43)
- ☐ Croatia (44)
- ☐ Cuba (45)
- ☐ Cyprus (46)
- ☐ Czechia (47)
- ☐ Denmark (48)
- ☐ Djibouti (49)
- ☐ Dominica (50)
- ☐ Dominican Republic (51)
- ☐ Ecuador (52)
- ☐ Egypt (53)
- ☐ El Salvador (54)
- ☐ Equatorial Guinea (55)
- ☐ Eritrea (56)
- ☐ Estonia (57)
- ☐ Eswatini (58)
- ☐ Ethiopia (59)
- ☐ Fiji (60)
- ☐ Finland (61)
- ☐ France (62)
- ☐ Gabon (63)
- ☐ Gambia, The (64)

- Georgia (65)
- Germany (66)
- Ghana (67)
- Greece (68)
- Grenada (69)
- Guatemala (70)
- Guinea (71)
- Guinea-Bissau (72)
- Guyana (73)
- Haiti (74)
- Holy See (75)
- Honduras (76)
- Hungary (77)
- Iceland (78)
- India (79)
- Indonesia (80)
- Iran (81)
- Iraq (82)
- Ireland (83)
- Israel (84)
- Italy (85)
- Jamaica (86)
- Japan (87)
- Jordan (88)
- Kazakhstan (89)
- Kenya (90)
- Kiribati (91)
- Korea, North (92)
- Korea, South (93)
- Kosovo (94)
- Kuwait (95)
- Kyrgyzstan (96)
- Laos (97)
- Latvia (98)
- Lebanon (99)
- Lesotho (100)
- Liberia (101)
- Libya (102)
- Liechtenstein (103)
- Lithuania (104)
- Luxembourg (105)
- Madagascar (106)
- Malawi (107)
- Malaysia (108)
- Maldives (109)
- Mali (110)
- Malta (111)
- Marshall Islands (112)
- Mauritania (113)
- Mauritius (114)
- Mexico (115)
- Micronesia, Federated States of (116)
- Moldova (117)
- Monaco (118)
- Mongolia (119)
- Montenegro (120)
- Morocco (121)
- Mozambique (122)
- Namibia (123)
- Nauru (124)
- Nepal (125)
- Netherlands (126)
- New Zealand (127)
- Nicaragua (128)
- Niger (129)
- Nigeria (130)
- North Macedonia (131)
- Norway (132)
- Oman (133)
- Pakistan (134)
- Palau (135)
- Panama (136)
- Papua New Guinea (137)
- Paraguay (138)
- Peru (139)
- Philippines (140)

- ☐ Poland (141)
- ☐ Portugal (142)
- ☐ Qatar (143)
- ☐ Romania (144)
- ☐ Russia (145)
- ☐ Rwanda (146)
- ☐ Saint Kitts and Nevis (147)
- ☐ Saint Lucia (148)
- ☐ Saint Vincent and the Grenadines (149)
- ☐ Samoa (150)
- ☐ San Marino (151)
- ☐ Sao Tome and Principe (152)
- ☐ Saudi Arabia (153)
- ☐ Senegal (154)
- ☐ Serbia (155)
- ☐ Seychelles (156)
- ☐ Sierra Leone (157)
- ☐ Singapore (158)
- ☐ Slovakia (159)
- ☐ Slovenia (160)
- ☐ Solomon Islands (161)
- ☐ Somalia (162)
- ☐ South Africa (163)
- ☐ South Sudan (164)
- ☐ Spain (165)
- ☐ Sri Lanka (166)
- ☐ Sudan (167)
- ☐ Suriname (168)
- ☐ Sweden (169)
- ☐ Switzerland (170)
- ☐ Syria (171)
- ☐ Taiwan (172)
- ☐ Tajikistan (173)
- ☐ Tanzania (174)
- ☐ Thailand (175)
- ☐ Timor-Leste (176)
- ☐ Togo (177)
- ☐ Tonga (178)
- ☐ Trinidad and Tobago (179)
- ☐ Tunisia (180)
- ☐ Turkey (181)
- ☐ Turkmenistan (182)
- ☐ Tuvalu (183)
- ☐ Uganda (184)
- ☐ Ukraine (185)
- ☐ United Arab Emirates (186)
- ☐ United Kingdom (187)
- ☐ United States (188)
- ☐ Uruguay (189)
- ☐ Uzbekistan (190)
- ☐ Vanuatu (191)
- ☐ Venezuela (192)
- ☐ Vietnam (193)
- ☐ Yemen (194)
- ☐ Zambia (195)
- ☐ Zimbabwe (196)
- ☐ Other (197)

Display This Question:

If INTL_MOD = Y

And What is your country of origin? (List developed by the U.S. Department of State) = Other

INORPLSSPCFY Please specify which country.

Display This Question:
If INTL_MOD = Y

ISLIVE Where have you lived during the current academic year?

- ☐ Only in the United States (1)
- ☐ Both in the United States and abroad (home country or any other country abroad) (2)
- ☐ Only abroad (home country or any other country abroad) (3)

Display This Question:
If INTL_MOD = Y

How easy or difficult have the following been for you as an international student at the University of Oklahoma?

	Very difficult (1)	Difficult (2)	Neither easy nor difficult (3)	Easy (4)	Very easy (5)
Understanding classroom lectures (ISELECTURE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up with my writing assignments and writing clearly in English (ISEWRITING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in classroom or study group discussions (ISEDISCUSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making friends with Americans (ISEFRIENDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitting into the social scene, such as finding organizations and groups of students where I feel comfortable and can socialize (ISESOCIAL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If INTL_MOD = Y

How satisfied or dissatisfied are you with each of the following?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
The interest in and attention to international students shown by professors (ISESATISPROF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university services provided specifically for international students; services such as help with visas, arrival orientation, English language resources, etc. (ISESATISINTLSRVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The university services provided for all students; services such as academic advising, career services, housing, food services, etc. (ISESATISALLSRVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of information provided to you about university rules, regulations, degree requirements, and resources on campus (ISESATISRULES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities to explore American life and culture outside the university (ISESATISOFFCAMP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for making friends from your home country (ISESATISFRIENDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If INTL_MOD = Y

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

	Not a concern (1)	Somewhat a concern (2)	A serious concern (3)
Managing your student visa status (e.g., F1, J1) (ISIMMVISA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel restrictions between the U.S. and your home country (ISSIMMTR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding satisfactory housing (ISECONHOUSING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence and personal security on and around the campus (ISECONSAFETY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having adequate financial support (ISECONFINAID)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding U.S. medical insurance and obtaining health services (ISECONHEALTH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing a job in the U.S. after graduation (ISECONJOB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:
If INTL_MOD = Y*

ISHARASS During the current academic year, have you experienced instances of intimidating, hostile, or offensive behavior based on your national origin?

- ☐ Yes (1)
- ☐ No (2)

*Display This Question:
If INTL_MOD = Y*

And During the current academic year, have you experienced instances of intimidating, hostile, or off... = Yes

In which ways, if any, have instances of intimidating, hostile, or offensive behavior based on your national origin impacted you during the current academic year?

(Select all that apply)

- ☐ Interfered with your academic or professional performance (ISHARAP)
- ☐ Decreased the likelihood that you will complete your current degree program (ISHARCOM)
- ☐ Increased your concerns about your personal safety (ISHARSA)
- ☐ Affected your mental health (ISHARMH)
- ☐ Interfered with your relationship with your U.S. peers or friends (ISHARFR)
- ☐ Other, please specify: (ISHAROT) _____
- ☐ None of the above (ISHARNONE)

*Display This Question:
If INTL_MOD = Y*

What are your plans after you complete your undergraduate degree?

(Select all that apply)

- ☐ To pursue an advanced degree in the U.S. (ISEGRADADVDGRUS)
- ☐ To pursue an advanced degree at home or in a country other than the U.S. (ISEGRADADVDGRINTL)
- ☐ To work temporarily in the U.S. (ISEGRADWORKTEMP)
- ☐ To work in my home country or in a country other than the U.S. (ISPLANS_WRKOT)
- ☐ Other (ISEGRADOTH)

Display This Question:
If INTL_MOD = Y

What were the primary reasons for your decision to pursue your undergraduate studies in the U.S.?

(Select up to three)

- ☐ The international reputation of this university (ISEUNGRDREP)
- ☐ An interest in understanding the U.S. and its culture (ISEUNGRDCULT)
- ☐ Desire to increase your English language proficiency (ISEUNGRDENGLISH)
- ☐ An appreciation for the quality of teaching at U.S. universities (ISEUNGRDQUALITY)
- ☐ An interest in working in the U.S. in the future (ISEUNGRDWORK)
- ☐ Have family members living in the U.S. (ISEUNGRDFAMILY)

Display This Question:
If TU_MOD = Y

Time Use

Display This Question:
If TU_MOD = Y

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

	0 (1)	1-5 (2)	6-10 (3)	11-15 (4)	16-20 (5)	21-25 (6)	26-30 (7)	More than 30 (8)
Attending classes, discussion sections, or labs (RUCTIMECLASS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying and other academic activities outside of class (RUCTIMESTUDY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending cultural events, movies, concerts, sports or other entertainment with others (RUCTIMEENTERTAIN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing community service or volunteer activities (RUCTIMECOMMSRV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in physical exercise, recreational sports, or physically active hobbies (RUCTIMEEXERCISE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in spiritual or religious activities (RUCTIMESPIRIT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in student clubs or organizations (RUCTIMECLUB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends (RUCTIMEFRIEND)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying (RUCTIMEPARTY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with family (RUCTIMEFAMILY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time on entertainment from television, internet, and other media (RUCTIMEMEDIA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If TU_MOD = Y

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

- ☐ 4 or less (1)
- ☐ 5 (2)
- ☐ 6 (3)
- ☐ 7 (4)
- ☐ 8 (5)
- ☐ 9 or more (6)

Display This Question:
If AUC_MOD = Y

Academic Experiences and Obstacles

Display This Question:
If AUC_MOD = Y

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 (1)	Disagree (2)	Disagree somewhat (3)	Agree somewhat (4)	Agree (5)	Strongly agree (6)
The University of Oklahoma has a strong commitment to undergraduate education (AUCCOMMIT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a university with world-class researchers is important to me (AUCWORLDCLASS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The emphasis on research detracts from the quality of teaching at this university (AUCTOOMUCHEMPH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If AUC_MOD = Y

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

	Not that important (1)	Somewhat important (2)	Very important (3)	Essential (4)
Learning about faculty research (AUCLRNFACRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having courses with faculty members who refer to their own research as part of the class (AUCFACREFRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning research methods (AUCRESMTHDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting faculty members in their research, for pay or as a volunteer (AUCASSTFACPAY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuing your own research (AUCPURSUEOWNRES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this university when you apply to grad school (AUCUNIVPRSTGGRD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The prestige of this university when you apply for a job (AUCUNIVPRSTGJOB)

☐ ☐ ☐ ☐

*Display This Question:
If AUC_MOD = Y*

During this academic year, how often has each of the following been an obstacle to your school work or academic success?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Competing job responsibilities (e.g., paid employment) (AUCOBSTJOB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing family responsibilities (AUCOBSTFAM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other competing responsibilities (e.g., athletics, clubs, internship) (AUCOBSTOTHER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak English skills (AUCOBSTENGL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak math skills (AUCOBSTMATH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate study skills (e.g., knowing how to start, organizing material) (AUCOBSTSKILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing) (AUCOBSTBEHAV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor study environment (e.g., noisy roommate, poor internet access, inadequate computer or software) (AUCOBSTENVR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling depressed, stressed, or upset (AUCOBSTDEPRESS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical illness or condition (AUCOBSTILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am reluctant to ask for help when I need it (AUCOBASK)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cannot concentrate on my work (AUCOBCON)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military deployment (AUCMILITARY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other; please elaborate: (AUCOBOTH)

☐☐☐☐☐☐

Display This Question:

If AUC_MOD = Y

And Which of the following activities, experiences, or programs are you currently doing or have compl... = Participating in a student organization(s)

During the current academic year, how often have you done the following activities in a student club or organization of which you are a member?

	Never (1)	1-2 times (2)	3-5 times (3)	More than 5 times (4)
Chaired a meeting (RUCCCLCHAIRMTG2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planned an event (RUCCCLPLANEVENT2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted or marketed an event (RUCCCLPROMO2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Led or facilitated a discussion (RUCCCLDISCUSS2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruited new members for the organization/club (RUCCCLRECRUIT2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediated a dispute (RUCCCLMEDIATE2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnered with a community organization or organized community outreach (RUCCCLORG2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a budget (RUCCCLBUDGET)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegated tasks to others (RUCCCDELEGATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If AUC_MOD = Y

And Which of the following activities, experiences, or programs are you currently doing or have compl... = Participating in a student organization(s)

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

	Not at all important (1)	Somewhat important (2)	Important (3)	Very important (4)
Becoming more dependable and reliable (RUCDEPEND2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to resolve disputes (RUCRESOLVE2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an ability to work with others to accomplish a goal (RUCOTHERS2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing your knowledge of how organizations work (RUCORGANIZE2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding how to succeed in competitive situations (RUCCOMPETE2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing oral presentation skills (RUCORALPRES2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing networking skills (RUCNETWORK2016)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing writing skills (RUCWRITING)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If CUC_MOD = Y

Community and Civic Engagement

Display This Question:
If CUC_MOD = Y

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

	Strongly disagree (1)	Disagree (2)	Disagree somewhat (3)	Agree somewhat (4)	Agree (5)	Strongly agree (6)
Opportunities to engage in community service while a University of Oklahoma student are important to me (CUCCMNTYSRVC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to develop my leadership skills while a University of Oklahoma student are important to me (CUCDEVLEAD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to connect my academic work with community-based experience are important to me (CUCCULIDNTY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If CUC_MOD = Y

Community Service

Display This Question:
If CUC_MOD = Y

During this academic year, have you participated in community service?

	Yes (1)	No (0)
On campus (CUCSRVCYNON)	<input type="radio"/>	<input type="radio"/>
Off campus (CUCSRVCYNOFF)	<input type="radio"/>	<input type="radio"/>

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]
Or During this academic year, have you participated in community service? = Off campus [Yes]

And If
CUC_MOD = Y

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

(Select all that apply)

- ☐ Required as part of my academic program (CUCCSREQ)
- ☐ Required by my fraternity/sorority (CUCCSRVGREEK)
- ☐ Unique or interesting opportunity arose to participate (CUCCSINTRST)
- ☐ Encouragement from friends or family (CUCCSFRIEND)
- ☐ Encouragement from University of Oklahoma faculty/staff (CUCCSSTAFF)
- ☐ Encouragement from other University of Oklahoma students (CUCCSTUDENT)
- ☐ Belief in the particular cause (CUCCSCAUSE)
- ☐ Location of the work (CUCCSLOCATE)
- ☐ Opportunity to learn new things (CUCCSLEARN)
- ☐ Opportunity to enhance my academic achievement (CUCCSACAD)
- ☐ Opportunity to develop leadership skills (CUCCSLEAD)
- ☐ Become a better citizen and community participant (CUCCSCITZN)
- ☐ Change conditions in the community (CUCCSIMPRVCOMNT)
- ☐ Strengthen my resume for graduate school or employment (CUCCSGRADSCH)
- ☐ Other (CUCCSOTHER)

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]

Or During this academic year, have you participated in community service? = Off campus [Yes]

And If

CUC_MOD = Y

What was the focus of the organization(s) where you did this community service?

(Select all that apply)

- ☐ Education (includes child care, education K-12, higher education, tutoring, mentoring) (CUCTYPEEDUCATE)
- ☐ Health (includes agriculture/nutrition, health, mental health, substance abuse) (CUCTYPEHEALTH)
- ☐ Social issues (includes civil rights / human rights, disability, diversity, housing/homelessness, hunger, immigrants, seniors/elder services, women's issues, social justice) (CUCTYPESOCISS)
- ☐ Environment (includes animal welfare, environment/sustainability) (CUCTYPEENVIRON)
- ☐ Arts (CUCTYPEARTSALL)
- ☐ Economic development (CUCTYPEECONDVP)
- ☐ International (CUCTYPEINTNLISS)
- ☐ Other; please specify: (CUCTYPEOTHER) _____

Display This Question:

If During this academic year, have you participated in community service? = On campus [Yes]

Or During this academic year, have you participated in community service? = Off campus [Yes]

And If

CUC_MOD = Y

CUCSRVCHRS 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:

- ☐ 1-10 hours (1)
- ☐ 11-20 hours (2)
- ☐ 21-50 hours (3)
- ☐ 51-100 hours (4)
- ☐ More than 100 hours (5)

Display This Question:
If CUC_MOD = Y

Service-Learning

Display This Question:
If CUC_MOD = Y

CUCSVCLRNNUMBER **How many times have you enrolled in a University of Oklahoma course that had a service-learning component?**

(For definitions, hover over the underlined question text above)

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

- ☐ Zero (0)
- ☐ Once (1)
- ☐ Twice (2)
- ☐ Three times (3)
- ☐ More than three times (4)

Display This Question:

If How many times have you enrolled in a \${e://Field/University_Name_noThe} course that had a servic... != Zero
And If
CUC_MOD = Y

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

- ☐ 1-10 hours (1)
- ☐ 11-25 hours (2)
- ☐ 26-50 hours (3)
- ☐ More than 50 hours (4)

Display This Question:
If CUC_MOD = Y

Community and Civic Engagement

Display This Question:
If CUC_MOD = Y

To what extent have you been involved in the following community-focused experiences during this academic year or last summer?

(For definitions, hover over the underlined question text above)

'Community-focused' hover over definition: Community-focused experiences refer to educational experiences that are connected to communities outside the university.

	Not at all (1)	Once (2)	More than once (3)
Study abroad or other internationally-based experience with a service-learning focus (CUCSTUDYABROAD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-based capstone experience (CUCCAPSTONE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship or clinical practicum (CUCINTERNSHIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic field study (CUCACADFLDSTD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community-based research (CUCRESEARCH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: (CUCOTHEREXP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If To what extent have you been involved in the following community-focused experiences during this... = Once
Or To what extent have you been involved in the following community-focused experiences during this... = More than once
And If
CUC_MOD = Y

CUCISSUE In considering your overall experience(s) with community-focused learning activities during this academic year, which of the following *best* characterizes the purpose of those experience(s)?

- ☐ Charity (providing help to individuals) (1)
- ☐ Empowering others (2)
- ☐ Participatory Democracy (changing laws) (3)
- ☐ Social change (changing societal conditions or views) (4)
- ☐ Community development (5)
- ☐ Job experience or specific career development (6)

- ☐ Other, please specify: (7) _____

Display This Question:

If To what extent have you been involved in the following community-focused experiences during this... = Once

Or To what extent have you been involved in the following community-focused experiences during this... = More than once

And If

CUC_MOD = Y

CUCAFTEREFFECT To what extent has your participation in community-focused activities at this university influenced your desire to continue community-focused activities after you graduate?

- ☐ Not at all (1)
- ☐ To some extent (2)
- ☐ To a great extent (3)

Display This Question:
If ADV_MOD = Y

Advising

Display This Question:
If ADV_MOD = Y

An advisor is a person who helps students explore academic, career, and personal goals. They can also identify campus and other resources that support student success. Student advising can be provided by staff or faculty and can occur in multiple places like the student's College/School, Major/Department, and within Student Services.

Display This Question:
If ADV_MOD = Y

During this academic year, have you discussed any of the following topics with *an advisor, faculty member, or student success staff/coach*?

(Select all that apply)

- ☐ Selecting courses (ADV1_ADVSELCO)
- ☐ Satisfying general education requirements (ADV1_ADVGENED)
- ☐ Declaring a major (ADV1_ADVDECLA)
- ☐ Developing an academic plan (ADV1_ADVDEVEL)
- ☐ Satisfying major requirements (ADV1_ADVMAJOR)
- ☐ Seeking learning support (such as tutoring) (ADV1_ADVSUPLR)
- ☐ Struggling with class work (ADV1_ADVSTRUG)
- ☐ Finding enrichment opportunities to develop or apply skills (ADV1_ADVENRIC)
- ☐ Career and job opportunities (ADV1_ADVCAREER)
- ☐ Graduate or professional study options (ADV1_ADVGRAD)
- ☐ Issues related to climate for diversity, equity, and inclusion (ADV1_ADVDEI)
- ☐ Personal or family issues (ADV1_ADVPERSO)
- ☐ Other, please specify: (ADV1_ADVOTHER) _____
- ☐ I have not met with an advisor, faculty member, or student success staff/coach this academic year (ADV1_ADVNONE)

Display This Question:

If During this academic year, have you discussed any of the following topics with an advisor, facult... != I have not met with an advisor, faculty member, or student success staff/coach this academic year

And And During this academic year, have you discussed any of the following topics with an advisor, facult... q://QID480/SelectedChoicesCount Is Greater Than 0

And If

ADV_MOD = Y

Overall, how satisfied or dissatisfied are you with the support you received in the topics you discussed?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
<p><i>Display This Choice:</i> <i>If During this academic year, have you discussed any of the following topics with an advisor, facult... = Selecting courses</i></p> <p>Selecting courses (ADV2_ADVSELCO)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i> <i>If During this academic year, have you discussed any of the following topics with an advisor, facult... = Satisfying general education requirements</i></p> <p>Satisfying general education requirements (ADV2_ADVGENED)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i> <i>If During this academic year, have you discussed any of the following topics with an advisor, facult... = Declaring a major</i></p> <p>Declaring a major (ADV2_ADVDECLA)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i> <i>If During this academic year, have you discussed any of the following topics with an advisor, facult... = Developing an academic plan</i></p> <p>Developing an academic plan (ADV2_ADVDEVEL)</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><i>Display This Choice:</i> <i>If During this academic year, have you discussed any of the following topics with an advisor,</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

facult... = Satisfying major requirements

Satisfying major requirements
(ADV2_ADVMAJOR)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Seeking learning
support (such as tutoring)

☐ ☐ ☐ ☐ ☐ ☐

Seeking learning support (such
as tutoring)
(ADV2_ADVSUPLR)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Struggling with class
work

☐ ☐ ☐ ☐ ☐ ☐

Struggling with class work
(ADV2_ADVSTRUG)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Finding enrichment
opportunities to develop or apply
skills

☐ ☐ ☐ ☐ ☐ ☐

Finding enrichment
opportunities to develop or
apply skills
(ADV2_ADVENRIC)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Career and job
opportunities

☐ ☐ ☐ ☐ ☐ ☐

Career and job opportunities
(ADV2_ADV CAREER)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Graduate or
professional study options

☐ ☐ ☐ ☐ ☐ ☐

Graduate or professional study

options (ADV2_ADVGRAD)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Issues related to climate
for diversity, equity, and inclusion

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Issues related to climate for
diversity, equity, and inclusion
(ADV2_ADVDEI)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Personal or family
issues

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Personal or family issues
(ADV2_ADVPERSO)

Display This Choice:
If During this academic year,
have you discussed any of the
following topics with an advisor,
facult... = Other, please specify:

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Other: [Other text entry]
(ADV2_ADVOTHER)

Display This Question:
If ADV_MOD = Y
And During this academic year, have you discussed any of the following topics with an advisor, facult... != I have not
met with an advisor, faculty member, or student success staff/coach this academic year
And And During this academic year, have you discussed any of the following topics with an advisor, facult...
q://QID480/SelectedChoicesCount Is Greater Than 0

Thinking back on the support you received from advising, to what extent do you agree or disagree with the following statements?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
Advisor(s) provided clear information. (ADVVCLEAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor(s) provided accurate information. (ADVACCUR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor(s) responded in a timely manner. (ADVTIMELY)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advisor(s) offered sufficient in-person meeting times. (ADVINPER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor(s) offered sufficient online (e.g., Zoom, MS Teams) meeting times. (ADVONLIN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different advising sources across campus provided consistent information. (ADVCONSI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
 If ADV_MOD = Y

ADVIMPNT What is the *single, most important* thing that advisors could realistically do or keep doing, to create a better undergraduate advising experience for students like you? If you can, be specific about which type of advisor you mean and how it could help.

Display This Question:
If TECH_MOD = Y

Technology

Display This Question:
If TECH_MOD = Y

Do you have regular access to any of the following devices?

(Select all that apply)

- ☐ Laptop (TECHALAPTOP)
- ☐ Tablet (TECHATABLET)
- ☐ Desktop computer (TECHADESKT)
- ☐ Smartphone (TECHAPHONE)
- ☐ None of the above (TECHANONE)

Display This Question:
If TECH_MOD = Y

During this academic year, please indicate how difficult or easy it has been for you to do the following:

	Very difficult (1)	Difficult (2)	Somewhat difficult (3)	Somewhat easy (4)	Easy (5)	Very easy (6)	Not applicable (99)
Access a reliable internet connection on campus (TECHEASYIC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access a reliable internet connection off campus for schoolwork (TECHEASYIOC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a quiet place on campus for online discussions/classes (TECHEASYPLC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find a quiet place off campus for online discussions/classes (TECHEASYPOC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access software required for your courses (TECHEASYSW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access hardware (e.g., laptop, camera) required for your courses (TECHEASYHW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If TECH_MOD = Y

During this academic year, have you used any of the following digital tools *provided by your institution*?

(Select all that apply)

- ☐ Chatbots answering questions related to course registration, tuition, or other services (TECHTCHAT)
- ☐ Course recommendation systems suggesting future courses based on your interests or academic goals (TECHTREC)
- ☐ Tools or apps reminding you of academic deadlines, assignments, or other university-related tasks (TECHTREM)
- ☐ Tools suggesting how to improve your performance in a course (TECHTPERF)
- ☐ Tools recommending academic resources (e.g., tutors, skill-building sessions) (TECHTTUT)
- ☐ AI-powered virtual tutoring systems (TECHTAI)
- ☐ None of the above (TECHTNONE)

Display This Question:
If TECH_MOD = Y

How satisfied or dissatisfied are you with the following?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable (99)
Quality of internet connection on campus (TECHSATIC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of electrical outlets in study spaces and classrooms (TECHSATOUT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the university's computer labs (TECHSATLABS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of technical support / helpdesk (TECHSATSUP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability of the university's learning management system (i.e. [local learning management system]) (TECHSATREL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Choice:
If During this
academic year, have
you used any of the
following digital tools
provided by your inst...
= Chatbots answering
questions related to
course registration,
tuition, or other
services

☐☐☐☐☐☐☐

Your experience with
chatbots answering
questions related to
course registration,
tuition, or other
services
(TECHSATCHAT)

Display This Choice:
If During this
academic year, have
you used any of the
following digital tools
provided by your inst...
= Course
recommendation
systems suggesting
future courses based
on your interests or
academic goals

☐☐☐☐☐☐☐

Your experience with
course
recommendation
systems suggesting
future courses based
on your interests or
academic goals
(TECHSATREC)

Display This Choice:
If During this
academic year, have
you used any of the
following digital tools
provided by your inst...
= Tools or apps
reminding you of
academic deadlines,
assignments, or other
university-related tasks

☐☐☐☐☐☐☐

Your experience with
tools or apps

reminding you of
academic deadlines,
assignments, or
other university-
related tasks
(TECHSATREM)

*Display This Choice:
If During this
academic year, have
you used any of the
following digital tools
provided by your inst...
= Tools suggesting
how to improve your
performance in a
course*

☐☐☐☐☐☐☐

Your experience with
tools suggesting how
to improve your
performance in a
course
(TECHSATPERF)

*Display This Choice:
If During this
academic year, have
you used any of the
following digital tools
provided by your inst...
= Tools recommending
academic resources
(e.g., tutors, skill-
building sessions)*

☐☐☐☐☐☐☐

Your experience with
tools recommending
academic resources
(e.g., tutors, skill-
building sessions)
(TECHSATTUT)

*Display This Choice:
If During this
academic year, have
you used any of the
following digital tools
provided by your inst...
= AI-powered virtual
tutoring systems*

☐☐☐☐☐☐☐

Your experience with
AI-powered virtual
tutoring systems
(TECHSATAI)

Display This Question:
If TECH_MOD = Y

In this survey, "educational technology" refers to digital tools and platforms designed to help you learn better. Examples include interactive presentations and textbooks, communication tools like Zoom or MS Teams, virtual or augmented reality experiences, systems that adapt to individual learning needs, and online assessment platforms.

Display This Question:
If TECH_MOD = Y

During this academic year, which of the following challenges related to educational technology have you experienced in your courses?

(Select all that apply)

- ☐ Instructors not using educational technologies at all (TECHUSENOT)
- ☐ Instructors not using educational technologies well (TECHUSEWELL)
- ☐ Spending too much time learning how to use educational technologies (TECHUSELRN)
- ☐ Spending too much time actually using educational technologies (TECHUSETIME)
- ☐ Lack of proper training or guidance on how to use the technologies (TECHUSEGUID)
- ☐ Internet connectivity or technical issues (TECHUSECONN)
- ☐ Educational technologies not being relevant or useful for the course content (TECHUSEREL)
- ☐ Feeling overwhelmed by the number of technologies used in a course (TECHUSEOVERWH)
- ☐ Privacy or security concerns related to the use of certain technologies (TECHUSEPRIV)
- ☐ Other, please specify: (TECHUSEOTH) _____
- ☐ None of the above (TECHUSENONE)

Display This Question:
If TECH_MOD = Y

Different instructors use different technologies. To what extent do you think instructors should use the following technologies?

	Not use it (1)	Use it less (2)	Use it about the same (3)	Use it more (or begin using it) (4)	Don't know (99)
Recorded video lectures and multimedia content: pre-recorded materials for asynchronous learning (TECHIREC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hybrid discussion sections: Platforms or tools facilitating blended discussions, combining in-person and online engagement (TECHIHYP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Management Systems (LMS): platforms for course organization and delivery (e.g. Canvas, Blackboard, Moodle) (TECHILMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Augmented and virtual reality (AR and VR) tools: Technologies for immersive learning and virtual labs (TECHIARVR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simulations and educational games: interactive tools for complex scenario visualization (TECHISIM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience response systems: real-time feedback tools during lectures or sessions (TECHIRESP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-portfolios: digital platforms to showcase student work and achievements (TECHIPORTF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital textbooks: enhanced e-books with interactive and multimedia elements (TECHIDIG)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AI-assisted learning: systems that offer personalized learning and instant feedback (TECHIAI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative writing platforms: online tools for group writing and research projects (e.g. Google Docs, Overleaf) (TECHICOLL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:
If TECH_MOD = Y

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

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Don't know (99)
I get more actively involved in courses that use technology. (TECAGRINVOLVED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I skip classes when materials from course lectures are available online. (TECAGRSKIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes me feel more connected to what's going on at the campus. (TECAGRCONNECTED)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes me feel connected to other students. (TECAGRFEELSTU)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology makes me feel connected to professors. (TECAGRFEELPROFF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology improves the level of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(TECAGRELEVATE)

Technology helps me achieve
my academic goals.

(TECAGRACHIEVE)



Wildcard Module

Please indicate how strongly you agree or disagree with the following statements:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
My current living situation supports my academic success. (OUWCLVNGSITACADSCCSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current living situation supports my personal well-being. (OUWCLVGSITPERSWELLB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this academic year, finances have negatively impacted my academic performance (e.g., financial worries have distracted you from studying, working to pay for school has reduced your study time). (OUWCFINACADIMPCT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living on campus enriched my social growth. (OUWCRESSOCIALGROW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living on campus enriched my intellectual growth. (OUWCRESINTELLGROW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living on campus enriched my emotional growth. (OUWCRESEMOGROW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living on campus enriched my understanding of different cultures and global perspectives. (OUWCRESGLOBALGROW)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how satisfied or dissatisfied are you with the following aspects of your university experience?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable (99)
Service received from the Student Financial Center (e.g., help with scholarships, financial aid, or questions about paying your bill) (OUWCSTUDFINCEN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scholarship application process through the CASH system (Centralized Academic Scholarship Hub) (OUWCCASH)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service received in the Office of the Registrar (e.g., help with academic records, course scheduling and enrollment, graduation issues) (OUWCREGISTRAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clarity of the tuition and fee structure (i.e., you understand specifically what you are being charged for your education at OU) (OUWCTUITIONFEECLEAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The response time in receiving your official transcript (OUWCTRANSCRIPT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process of transferring in courses from other institutions (OUWCTRNSFRCDT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall course selection (OUWCCOURSESEL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course selection with preferred delivery method (e.g., online, in-person, blended) (OUWCCOURSEFRMT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course availability (OUWCCOURSEAVAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How the enrollment system works (e.g., adding and dropping classes, the process for prerequisite course overrides, course waitlists, class full overrides) (OUWCENROLL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The University's Degree Audit System (OUWCDEGREEAUD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how satisfied or dissatisfied are you with the following aspects of your university experience?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable (99)
Fitness and Recreation (e.g., facilities, programming) (OUWCFITREC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services (e.g., Handshake, career fairs, resume review, mock interviews) (OUWCCAREERSERV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Services (e.g., dining facilities and coffee shops across campus) (OUWCFOODSERV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Services (e.g., Goddard Health Services for physical or mental health) (OUWCHEALTHSERV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran Student Services (e.g., GI benefits, peer advisors) (OUWCVETSERV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic student support services (e.g., tutoring, study skills coaching) (OUWCACADSERV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus activities (e.g., sports/campus recreation, campus events like movies and concerts, student organizations, student government, performing arts, community service/service-learning, spiritual/religious organizations, honor societies) (OUWCCAMPACTIV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Abroad (e.g., program types and locations, access, application process) (OUWCSTUDYABRD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past academic year, my academic advisor has supported my educational experience with the following:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
Understanding academic requirements and policies (OUWCADVREQPOL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an academic plan (OUWCADVACADPLAN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referrals to other resources and engagement activities (OUWCADVRESOURCES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging opportunities that facilitate your career development (OUWCADV CAREERDEV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging opportunities that facilitate your life-long learning and growth (OUWCADVOPPS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discovering your place on campus and connecting you to people or organizations that support your identity and/or goals (OUWCADVCONNECT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Being available via appointment or email to address questions or concerns (OUWCADVAVAIL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being someone you could trust and confide in (OUWCADVTRUST)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reasons for attending an OU athletic event (Select all that apply):

- ☐ I do not attend OU athletic events (OUWCATHYDONOT)
- ☐ Spirited fan atmosphere/tradition (OUWCATHYATMOTRAD)
- ☐ I like watching the event live (OUWCATHYLIVE)
- ☐ Someone invited me (OUWCATHYINVITE)
- ☐ Socializing with friends during the event (OUWCATHYSOCIAL)
- ☐ Social events before/after the event (OUWCATHYPARTY)
- ☐ Relevance of opponent (a secondary rival or in-conference) (OUWCATHYOPPO)
- ☐ OU's team has a winning record (OUWCATHYRECORD)
- ☐ OU's team is playing their biggest rival (OUWCATHYRIVAL)
- ☐ I know at least one of the student-athletes (OUWCATHYKNOW)
- ☐ Pre-game, half-time, and post-game entertainment (OUWCATHYSHOWS)
- ☐ Door prizes/other promotions (OUWCATHYPROMOS)
- ☐ Free tickets (OUWCATHYFREETIX)
- ☐ I respect the coach (OUWCATHYCOACH)
- ☐ Other: (OUWCATHYOTHER) _____

Display This Question:
If Reasons for attending an OU athletic event (Select all that apply): = I do not attend OU athletic events

Reasons for not attending an OU athletic event (Select all that apply):

- ☐ I am not interested in athletics (OUWCATHNINTEREST)
- ☐ I don't want to go alone (OUWCATHNALONE)
- ☐ I do not like being in crowds (OUWCATHNCROWDS)
- ☐ Studying/prior academic obligation (OUWCATHNOBLIG)
- ☐ Poor weather (OUWCATHNWEATHER)
- ☐ Inconvenient time (OUWCATHNTIME)
- ☐ Event is on a weeknight (OUWCATHNWK NIGHT)
- ☐ Work schedule conflict (OUWCATHNWORK)
- ☐ Family commitment (OUWCATHNFAMILY)
- ☐ OU's team has a losing record (OUWCATHNRECORD)
- ☐ Opponent not important (e.g., out-of-conference) (OUWCATHNOPPO)
- ☐ Travel/distance to the event (OUWCATHNTRAVEL)
- ☐ Traffic/parking at the event (OUWCATHNTRAFFIC)
- ☐ Would rather watch the event on TV with friends (OUWCATHNTV)
- ☐ Poor wi-fi/cell phone signal at event (OUWCATHNWIFI)

☐ Covid-related concerns (OUWCATHNCOVID)

☐ Other: (OUWCATHNOTHER) _____

Please indicate how strongly you agree or disagree with the following statements regarding your experience with University Libraries:

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not applicable (99)
I frequently visit an OU Library (WC_7_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The library is an important part of my work as a student (WC_7_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of services and technologies available to me through the Libraries (WC_7_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have utilized at least one of the services and technologies available to me (WC_7_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one of my courses included a library instruction session that I attended (WC_7_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have attended at least one non-course related research or training workshop that was provided by the libraries (Python, Citation Management with Zotero, The Carpentries, etc.) (WC_7_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A consultation with a library professional has been helpful to me (WC_7_7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The libraries' collections and databases have met my needs and expectations (WC_7_8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The libraries' facilities and services have met my needs and expectations (WC_7_9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My interactions with
services, experts, and/or
facilities have had a
positive impact on my
academic success
(WC_7_10)



Summary Observations

RUCLEARNEX What is one of the most meaningful learning experiences you have had at the University of Oklahoma? Please use fewer than 2,000 characters.

Incentive Would you like to opt-in to the incentive drawing?

- ☐ Yes (1)
- ☐ No (2)

When you select "Submit" at the bottom of this page, your survey will be securely locked and you will receive no further messages from us about this survey. After locking your response, if you need to change a prior response, please contact the survey administrator, the University of Minnesota's Survey and Assessment Services, at help@seru.edu. Thanks! Your help is much appreciated.