

Student Experience at the Research University (SERU) Survey 2014: Method and Student Participation

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INTRODUCTION

This report describes the methodology of and student respondents to the first University of Washington Seattle (UWS) administration of the Student Experience at the Research University (SERU) survey. UWS participated in the spring 2014 SERU administration to gather information regarding the academic and student life experiences of undergraduate students at UWS. Results of the survey will be used to improve the educational experiences of UW students and are summarized separately.

The SERU began as a research project out of the University of California Berkeley's Center for Studies in Higher Education (CSHE).¹ The investigators sought to develop a survey specifically tailored to the unique experience of students at research universities. Originally called the University of California Undergraduate Experience Survey (UCUES) and implemented across the University of California system, SERU administration was made available to other Association of American Universities (AAU) member universities in 2008. Participating institutions comprise the SERU Consortium and members administer the SERU survey under agreed-upon protocols, participate in survey development (including addition of campus-specific questions), engage in shared research, and attend policy symposia. Eleven (18%) of the 62 AAU institutions participated in the 2014 SERU administration (see Appendix A).

SURVEY METHOD

Although the research center for the SERU remains at the CSHE, the mechanics of survey administration are managed out of the University of Minnesota (U of M) Office of Institutional Research. U of M delivers the online SERU survey to students at participating institutions, cumulates and returns student responses to the respective institutions, and maintains the central database for longitudinal and cross-institution comparisons. Each institution provides U of M with a census datafile of undergraduate students at the beginning of the spring survey period, along with text for student emails. Institutions also are responsible for promoting student participation and for internal analysis and reporting of responses. The Office of Educational Assessment (OEA) plays this coordinating role at UWS.²

The SERU survey is open for institutional participation each year from January through mid-July, a lengthy time period designed to accommodate varied institutional academic calendars. The 2014 SERU administration at UW officially began March 31 and continued through the next four weeks. Student responses were then held in the U of M database until July 15 when administrations were complete at all institutions and the data could be cleaned. The final UW datafile was received at the end of July.

¹ <http://www.cshe.berkeley.edu/SERU>

² OEA is a unit of Undergraduate Academic Affairs (UAA).

Instrument

The complete SERU 2014 questionnaire consisted of several parts.

Core Questions. The basic questionnaire (Appendix B) was administered to all students at all institutions. This section is comprised of 62 items grouped in the following topical sections:

- Academic Engagement
- Time Allocation
- Academic and Personal Development
- Institutional Climate for Diversity
- Plans and Aspirations
- Overall Satisfaction
- Evaluation of the Major
- Background (demographics)

ISE/SA Pilot Questions. Institutions could choose to include a set of previously untried questions (Appendix C) about experiences of international students (seven items) and students who participated in study abroad programs three items). UW elected to administer these items and they were presented to all students who identified themselves as belonging to one of these two groups.

Topical Modules. Institutions could elect to include additional items on four topics. If an institution selected this option, all topics would be covered but each individual student would be asked to respond to only one. UW did not administer these modules. The four topics were:

- Academic Experience and Globalization
- Community and Civic Engagement
- Student Life and Development
- Technology

Wildcard Questions. Institutions could elect to create their own set of questions to be administered to all students. Institutions selecting this option also could choose to administer the ISE/SA Pilot Questions but not the Topic Modules. UW chose this option and developed a set of nine Wildcard Questions (Appendix D) based on discussions among faculty, staff, and administrators. Items addressed the following topics:

- The Husky Experience
- High Impact Programs
- Online Instruction
- Campus Climate
- Leaving the UW

STUDENT PARTICIPATION

The survey population included all undergraduate students enrolled at the Seattle campus on the tenth day of winter quarter 2014. Excluded were: 1) exchange students and university employees enrolled using a faculty or staff exemption (i.e., special program code between 59 and 61, $n = 203$), 2) those who were younger than 18 years old on March 31, 2014 ($n = 131$), and 3) those who had no email address on file ($n = 1$). Thus, the final population included $N = 27,398$ students.

The primary means of recruitment for the survey consisted of five email messages (with links to the online survey) sent by the survey administrators at U of M and bearing the signature of Ed Taylor, Vice Provost and Dean of Undergraduate Academic Affairs (UAA). (Email text is shown in Appendix E.) The first email was sent on the first day of spring quarter, and subsequent emails were sent every eight days

to non-respondents. Supplemental recruitment methods included a dedicated SERU website³ containing information about the project and a link to the online questionnaire, postings on the UAA and Student Life Facebook pages, yard signs placed around campus, and general emails from the colleges and various academic support service offices. Because of the length and complexity of the survey, significant incentives were offered to motivate student participation. Weekly prizes were tickets for two for event and/or dinner (Teatro ZinZanni; The Triple Door; Argosy Murder Mystery Cruise; iFly indoor skydiving); one Beats Solo headphones; four \$100 UW Bookstore gift cards).

Access to the questionnaire was controlled by students' unique university network identification (UW NetID) to ensure that only authorized students could respond and that each student could respond only once. After logging in, students were asked to read a consent statement and either affirm their consent or decline to participate. Students who declined to participate did not receive further emails. In all, 50 students formally declined to participate.

Response Rate

A total of 7,097 students returned completed questionnaires by the July 15 survey close, representing an overall response rate of 26%.

Response rate varied significantly by college of the first major, $\chi^2(15, N = 27,398) = 135, p < .001$. As shown in Figure 1, the highest response rates were observed among majors in Nursing (38.1%), Public Health (37%), and Social Work (39%).

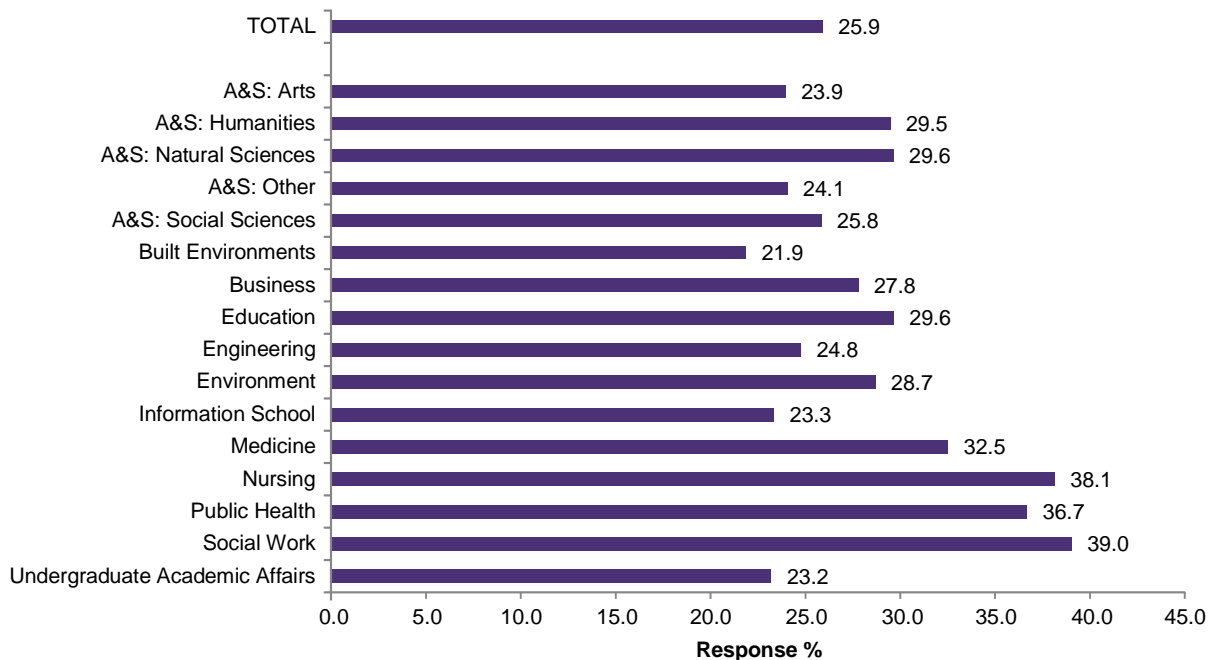


Figure 1. Response rate by college of student's first major

³ <http://surveys.uw.edu/about-the-seru/>

Representativeness

The sample of survey participants differed from the population of students surveyed on a number of key characteristics. As shown in Table 1, women were significantly over-represented (61% of participants vs. 52% of population), $\chi^2(2, N = 27,398) = 312, p < .001$. First-year and sophomore students were under-represented and seniors over-represented, $\chi^2(3, N = 27,398) = 94.4, p < .001$. Transfer students were significantly more likely to participate than their first-time, first-year (FTFY) entrant peers, $\chi^2(2, N = 27,398) = 34.6, p < .001$. Among various ethnicity-residency groups, the lowest response rates were observed among African American (20%) and international (22%) students; in contrast, the rate among Asian American students (28%) was much higher than all other groups, $\chi^2(6, N = 27,398) = 72.0, p < .001$.

Table 1. Characteristics of survey participants

Characteristic	Population		Participated		As percentage of participants
	N	%	n	%	%
TOTAL	27,398	100.0	7,097	25.9	100.0
Sex					
Female	14,248	52.0	4329	30.4	61.0
Male	13,146	48.0	2768	21.1	39.0
Unknown	4	0.0	0	0.0	0.0
Class					
First-year	4,294	15.7	982	22.9	13.8
Sophomore	5,929	21.6	1,331	22.4	18.8
Junior	7,792	28.4	2,123	27.2	29.9
Senior	9,383	34.2	2,661	28.4	37.5
Entry Type					
First-time first-year	21,975	80.2	5,522	25.1	77.8
Transfer	5,299	19.3	1,541	27.4	21.7
Other	124	0.5	34	29.1	0.5
Ethnicity					
African American	966	3.5	191	19.8	2.7
Asian American	7,611	27.8	2,134	28.0	30.1
Hispanic American	1,916	7.0	469	24.5	6.6
Native American	372	1.4	99	26.6	1.4
Pacific Islander	293	1.1	72	24.6	1.0
White American	12,101	44.2	3,213	26.6	45.3
Other/Unknown	451	1.6	109	24.2	1.5
International	3,688	13.5	810	22.0	11.4

CONCLUSIONS

Despite a concerted student recruitment effort, the overall response rate (26%) for the 2014 UW SERU administration remained fairly low. In general, survey response rates have been decreasing over the past several years, at least in part due to student survey fatigue, and they were further depressed in the current study due to the length of the SERU questionnaire. Additionally, the pattern of student response showed under-representation of men, lower-division students, first-time first-year entrants, and under-represented minority students.

The pattern of low response rate and under-representation of specific student groups is consistent with what is commonly observed for other surveys. Nevertheless, these limitations should be kept in mind when interpreting SERU response data, particularly in the context of programmatic decision-making.

Appendix A. Association of American Universities (AAU) Member Institutions⁴

The Association of American Universities (AAU) includes 62 public and private research universities in the United States and Canada. It was founded in 1900 to advance the international standing of U.S. research universities and focuses on issues that are important to research-intensive universities, such as funding for research, research policy issues, and graduate and undergraduate education. Membership is by invitation. Institutions participating in the 2014 SERU administration are shown in bold type.

AAU Member Institutions and Years of Admission

Boston University (2012)	University at Buffalo, SUNY (1989) University
Brandeis University (1985)	of California, Berkeley (1900) University of
Brown University (1933)	California, Davis (1996) University of
California Institute of Technology (1934)	California, Irvine (1996) University of
Carnegie Mellon University (1982)	California, Los Angeles (1974) University of
Case Western Reserve University (1969)	California, San Diego (1982) University of
Columbia University (1900)	California, Santa Barbara (1995) The
Cornell University (1900)	University of Chicago (1900)
Duke University (1938)	University of Colorado Boulder (1966)
Emory University (1995)	University of Florida (1985)
Georgia Institute of Technology (2010)	University of Illinois at Urbana-Champaign (1908)
Harvard University (1900)	The University of Iowa (1909)
Indiana University (1909)	The University of Kansas (1909)
Iowa State University (1958)	University of Maryland, College Park (1969)
The Johns Hopkins University (1900)	University of Michigan (1900)
Massachusetts Institute of Technology (1934)	University of Minnesota, Twin Cities (1908)
McGill University (1926)	University of Missouri-Columbia (1908)
Michigan State University (1964)	The University of North Carolina at Chapel Hill (1922)
New York University (1950)	University of Oregon (1969)
Northwestern University (1917)	University of Pennsylvania (1900)
The Ohio State University (1916)	University of Pittsburgh (1974)
The Pennsylvania State University (1958)	University of Rochester (1941)
Princeton University (1900)	University of Southern California (1969)
Purdue University (1958)	The University of Texas at Austin (1929)
Rice University (1985)	University of Toronto (1926)
Rutgers, The State University of New Jersey (1989)	University of Virginia (1904)
Stanford University (1900)	University of Washington (1950)
Stony Brook University, SUNY (2001)	The University of Wisconsin-Madison (1900)
Texas A&M University (2001)	Vanderbilt University (1950)
Tulane University (1958)	Washington University in St. Louis (1923)
The University of Arizona (1985)	Yale University (1900)

⁴ Information on this page is taken from the AAU website: <http://www.aau.edu/>

Appendix B. SERU Core Questions⁵

PART I. Academic Engagement, Time, Student Development, Campus Climate, Plans and Aspirations, Satisfaction, and Evaluation of the Educational Experience

Academic Engagement

1. During this academic year, how often have you done each of the following? (Q6)

	Never (1)	Rarely (2)	Occasion- ally (3)	Somewhat often (4)	Often (5)	Very often (6)
Contributed to a class discussion (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brought up ideas or concepts from different courses during class discussions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an insightful question in class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found a course so interesting that you did more work than was required (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen challenging courses, when possible, even though you might lower your GPA by doing so (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation (6)	<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 (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How frequently have you engaged in these activities so far this academic year? (Q7)

	Never (1)	Rarely (2)	Occasion- ally (3)	Somewhat often (4)	Often (5)	Very often (6)
Taken a small research-oriented seminar with faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated with a faculty member by e-mail, texting, or in person (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with the instructor outside of class about issues and concepts derived from a course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with faculty during class sessions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁵ SERU question numbers are shown in right margin.

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

(Q8)

	Never (1)	Rarely (2)	Occasion- ally (3)	Somewhat often (4)	Often (5)	Very often (6)
Turned in a course assignment late (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class without completing assigned reading (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class unprepared (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped class (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raised your standard for acceptable effort due to the high standards of a faculty member (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensively revised a paper before submitting it to be graded (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought academic help from instructor or tutor when needed (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on class projects or studied as a group with classmates outside of class (8)	<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 (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(Q9)

- 0-10% (1) 41-50% (5) 81-90% (9)
 11-20% (2) 51-60% (6) 91-100% (10)
 21-30% (3) 61-70% (7)
 31-40% (4) 71-80% (8)

Time Allocation

5. How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Q11. Paid employment (including internships) on campus (1): (Q11)

Q12. Paid employment (including internships) off campus (2): (Q12)

[If student answers "0" to both of the above questions, SKIP TO #7]

6. Of your total hours spent working for pay, about how many hours were related to your academic interests? (Must be numeric, enter 0 for none) (Q13)

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

(Q14)

	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 (1)	<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 (2)	<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 movies, concerts, sports, or other entertainment events (3)	<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 (4)	<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 (5)	<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 (6)	<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 (7)	<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 (8)	<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 (9)	<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 (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV, streaming movies/TV on computer or tablet (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to school and/or to work (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(Q15)

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

Academic and Personal Development

9. Please rate your level of proficiency in the following areas when you started at this campus and now. (Q17,18)

	WHEN YOU STARTED HERE						CURRENT ABILITY LEVEL					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Analytical and critical thinking skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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., college major) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak clearly and effectively in English (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand international perspectives (economic, political, social, cultural) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library research skills (e.g. finding books, articles, evaluating information sources) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other research skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare and make a presentation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal (social) skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Similarly, please rate your abilities now and when you first began at this campus on the following dimensions. (Q19)

	WHEN YOU STARTED HERE						CURRENT ABILITY LEVEL					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Ability to appreciate and understand racial and ethnic diversity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate cultural and global diversity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Climate for Diversity

11. Please indicate how strongly you agree or disagree with the following statements in terms of yourself. (Q21,22)

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel free to express my political beliefs on campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my religious beliefs on campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my race/ethnicity are respected on this campus (3)	<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 on this campus (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender are respected on this campus (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus (6)	<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 on this campus (7)	<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 on this campus (8)	<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 on this campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a physical, psychological, or learning disability like mine are respected on this campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Plans and Aspirations

12. Which of the following BEST represents your plans for after graduation? (Select only one) (Q24)

- | | | |
|---------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------|
| <input type="radio"/> Enroll in graduate or professional school (1) | <input type="radio"/> Study or work abroad (5) | <input type="radio"/> Take a year off (9) |
| <input type="radio"/> Work full-time (2) | <input type="radio"/> Join armed forces (6) | <input type="radio"/> Do something else (10) |
| <input type="radio"/> Work part-time (3) | <input type="radio"/> Paid internship (7) | <input type="radio"/> I have no idea at this point (11) |
| <input type="radio"/> Be self-employed (4) | <input type="radio"/> Unpaid internship/volunteer (8) | <input type="radio"/> Other (12) |

13. What career do you hope to eventually have after you have completed your education? (Q25)

- | | | |
|-----------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------|
| <input type="radio"/> Agriculture/agribusiness (1) | <input type="radio"/> Engineering, computer programming (6) | <input type="radio"/> Psychology, helping professions (10) |
| <input type="radio"/> Artistic, creative professions (2) | <input type="radio"/> Law (7) | <input type="radio"/> Researcher, scientist (11) |
| <input type="radio"/> Business, finance-related professions (3) | <input type="radio"/> Medicine, health-related professions (8) | <input type="radio"/> I have no idea whatsoever (12) |
| <input type="radio"/> Civil Service/government (4) | <input type="radio"/> Military (9) | <input type="radio"/> Other (13) |
| <input type="radio"/> Education (5) | | |

14. What is the HIGHEST academic degree or credential that you plan to eventually earn? (Q26)

- | | | |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <input type="radio"/> Bachelor's degree (B.A., B.S., etc.) (1) | <input type="radio"/> Academic master's (M.A., M.S., etc.) (5) | <input type="radio"/> Doctorate (Ph.D., Ed.D., etc.) (9) |
| <input type="radio"/> Teaching credential (2) | <input type="radio"/> Law degree (L.L.B. or J.D.) (6) | <input type="radio"/> Multiple doctoral degrees (M.D./Ph.D.) (10) |
| <input type="radio"/> Business master's (M.B.A.) (3) | <input type="radio"/> Medical doctorate other than M.D. (D.O., D.D.S., D.V.M., etc.) (7) | <input type="radio"/> I do not know yet (99) |
| <input type="radio"/> Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.) (4) | <input type="radio"/> Medical doctor (M.D.) (8) | <input type="radio"/> If other, please elaborate (12)
_____ |

15. Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as a University of Washington student. (Q27)

	Yes, doing now or have done (1)	No (0)
A research project or research paper as part of your coursework (1)	<input type="radio"/>	<input type="radio"/>
At least one student research course (a course in which you learned research methods or researched a topic) (2)	<input type="radio"/>	<input type="radio"/>
At least one independent study course (3)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research with course credit (4)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit (5)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit (6)	<input type="radio"/>	<input type="radio"/>
A creative activity as part of your coursework (7)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit (8)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit (9)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit (10)	<input type="radio"/>	<input type="radio"/>

Overall Satisfaction and Agreement

16. How satisfied are you with the following aspects of your campus experiences/education. (Q29)

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
My University of Washington grade point average (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (3)	<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 (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please select your level of agreement with the following statements. (Q30)

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel that I belong at the University of Washington (1)	<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 Washington (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of the Major / Evaluation of the Educational Experience

The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to campus records. Please select the major that you will evaluate. If you do not want to evaluate the first major listed, then you will need to make another selection. If you have changed majors and would like to evaluate your new major, please select the "Other" option and then choose your new major from the subsequent list. For those with a second major listed below, you will have an opportunity to evaluate the second major, if you wish.

Please select the major you wish to evaluate:⁶ (Q32)

- (student's first declared major)
- (student's second declared major)
- Other -- Please select your new major from the following list: [SKIP TO #19]

18. Were the following factors very important to you in deciding on your major? (Q33)

		Yes (1)	No (0)
Intellectual curiosity (1)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Prestige (7)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice of major (8)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (9)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Compelled to choose a major by school requirements or deadlines (10)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (11)	[SKIP TO #20]	<input type="radio"/>	<input type="radio"/>

[SKIP TO #20]

19. Which of the following factors do you consider to be very important to you in deciding on your major? (Q34)

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (8)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (9)	<input type="radio"/>	<input type="radio"/>

⁶ See Appendix F for Major Code.

20. Thinking back over your coursework this academic year, how often were you REQUIRED to do the following? (Q35)

	Never (1)	Rarely (2)	Occasion- ally (3)	Somewhat often (4)	Often (5)	Very often (6)
Recognize or recall specific facts, terms, and concepts (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain methods, ideas, or concepts and use them to solve problems (5)						
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions (6)						
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning (7)						
Create or generate new ideas, products, or ways of understanding (8)						

21. Thinking back on this academic year, how often have you done each of the following? (Q36)

	Never (1)	Rarely (2)	Occasion- ally (3)	Somewhat often (4)	Often (5)	Very often (6)
Used facts and examples to support your viewpoint (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated ideas or concepts from different courses when completing assignments (5)						
Examined how others gathered and interpreted data and assessed the soundness of their conclusions (6)						
Reconsidered your own position on a topic after assessing the arguments of others (7)						

[Students without official, declared major SKIP TO #23b]

22. Please answer the following questions about your major. (Q37)

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (7)	<input type="radio"/>	<input type="radio"/>
Is the website (and/or social media) used to facilitate communication between students and the program? (8)	<input type="radio"/>	<input type="radio"/>

23a. Please answer the following questions about your experiences in the major.

23b. Please answer the following questions about your educational experience overall.

How often have you experienced the following?

(Q40)

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty clearly explaining what constitutes plagiarism and its consequences (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty providing prompt and useful feedback on student work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Students without official, declared major SKIP TO #25]

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

(Q41)

	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 (4)	<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 (5)							
Quality of upper-division courses in your major (6)							

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

(Q42)

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)						
Advising by departmental staff on academic matters (3)						
Quality of faculty instruction (4)						
Quality of teaching by Graduate Students (TA's, AI's) (5)						
Availability of courses for general education or breadth requirements (6)						
Availability of courses needed for graduation (7)						
Access to small classes (8)						
Access to faculty outside of class (9)						
Ability to get into a major that you want (10)						
Opportunities for research experience or to produce creative products (11)						
Educational enrichment programs (e.g., service-learning, study abroad, internships) (12)						
Availability of library research resources (13)						

26. 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? (Q43)

- Zero (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 or more (4)

[Students without official, declared major, or with only one major SKIP TO PART 2]

Would you like to evaluate another major? (Q44)

- Yes (1) -- Please select your second major to evaluate from the following list: Accounting BSB ▾ (Q46)
- No, skip to next part of questionnaire (0) [SKIP TO PART 2]

27. Were the following factors very important to you in deciding on your major? (Q47)

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice of major (8)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (9)	<input type="radio"/>	<input type="radio"/>
Compelled to choose a major by school requirements or deadlines (10)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (11)	<input type="radio"/>	<input type="radio"/>

28. Please answer the following questions about your major. (Q48)

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (7)	<input type="radio"/>	<input type="radio"/>
Is the website (and/or social media) used to facilitate communication between students and the program? (8)	<input type="radio"/>	<input type="radio"/>

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

29. How often have you experienced the following? (Q49)

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty clearly explaining what constitutes plagiarism and its consequences (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty providing prompt and useful feedback on student work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How satisfied are you with each of the following aspects of your educational experience in the major? (Q50)

	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 (4)	<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 (5)							
Quality of upper-division courses in your major (6)							

PART II. Your Background and Personal Characteristics.

31. Will you complete a bachelor's degree this spring or summer? (Q52)

- Probably yes (1) [SKIP TO #33]
- Probably no (0)

32. How concerned are you about paying for your undergraduate education NEXT YEAR? (Q54)

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

[SKIP TO #35]

33. How concerned HAVE YOU BEEN about paying for your undergraduate education up to now? (Q53,55)

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

34. How concerned are you about your accumulated educational debt? (Q56)

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

35. During this past academic year did you decide against participating in studying abroad because of the cost? (Q57)

- Did not consider studying abroad (1)
- Yes, because of the cost (3)
- Yes, for another reason. Please elaborate (4)
- I have completed or currently on a study abroad (2)

36. How frequently have you engaged in the following behaviors in the past year? (Q58)

	Never (1)	Rarely (2)	Occasion- ally (3)	Somewhat often (4)	Often (5)	Very often (6)
Skipped meals to save money (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal / recreational spending (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my debt and financial circumstances (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. 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 Washington is manageable. (Q59)

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

38. Is there anything else that you would like to tell us about the impact of the cost to attend on your educational experience at the University of Washington? (Q60)

39. When did you come to the United States to live? (Q61)

- | | | |
|--------------------------------------------------|---------------------------------|------------------------------------------|
| <input type="radio"/> I was born in the U.S. (1) | <input type="radio"/> 2003 (7) | <input type="radio"/> 2009 (13) |
| <input type="radio"/> 1998 or earlier (2) | <input type="radio"/> 2004 (8) | <input type="radio"/> 2010 (14) |
| <input type="radio"/> 1999 (3) | <input type="radio"/> 2005 (9) | <input type="radio"/> 2011 (15) |
| <input type="radio"/> 2000 (4) | <input type="radio"/> 2006 (10) | <input type="radio"/> 2012 (16) |
| <input type="radio"/> 2001 (5) | <input type="radio"/> 2007 (11) | <input type="radio"/> 2013 or later (17) |
| <input type="radio"/> 2002 (6) | <input type="radio"/> 2008 (12) | |

40. When did you learn to speak English?

(Q62)

- English is my native language (1)
- Before I was 6 years old (2)
- When I was 6 to 10 years old (3)
- When I was 11 to 15 years old (4)
- After turning 16 years old (5)

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

(Q63)

	In U.S. (1)	Outside the U.S. (0)	Do not know (99)
My mother (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(Q64)

	Not applicable (99)	None (did not receive formal education) (1)	Less than high school diploma or equivalent (2)	High school diploma or equivalent (3)	Associate's or post-secondary certificate (4)	Bachelor's degree or equivalent (5)	Post-baccalaureate certificate or equivalent (6)	Master's degree or equivalent (7)	Professional degree or equivalent (8)	Doctorate or equivalent (9)	Do not know (10)
In the United States (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
In a foreign country (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								

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

(Q65)

	Not applicable (99)	None (did not receive formal education) (1)	Less than high school diploma or equivalent (2)	High school diploma or equivalent (3)	Associate's or post-secondary certificate (4)	Bachelor's degree or equivalent (5)	Post-baccalaureate certificate or equivalent (6)	Master's degree or equivalent (7)	Professional degree or equivalent (8)	Doctorate or equivalent (9)	Do not know (10)
In the United States (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
In a foreign country (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								

44. To the best of your knowledge, how many of your grandparents were born outside of the United States? (Q66)
- Zero (0)
 - 1 (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)

45. Which of the following best describes your social class when you were growing up? (Q67)
- Wealthy (5)
 - Upper-middle or professional-middle (4)
 - Middle-class (3)
 - Working-class (2)
 - Low-income or poor (1)

46. Are you a financially independent student? Some students have no contact with their parents, and therefore cannot use their tax information for filing the FAFSA. If you find yourself in this situation and have been formally declared an independent student, then please answer yes. Note: The FAFSA is used by US citizens and permanent residents to apply for financial aid from the US federal and state governments. (Q68)
- Yes (1) [SKIP to #48]
 - No (0)

47. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2013? (Q69)
- | | |
|------------------------------------------------|---------------------------------------------------|
| <input type="radio"/> Less than \$10,000 (1) | <input type="radio"/> \$80,000 to \$99,999 (7) |
| <input type="radio"/> \$10,000 to \$19,999 (2) | <input type="radio"/> \$100,000 to \$124,999 (8) |
| <input type="radio"/> \$20,000 to \$34,999 (3) | <input type="radio"/> \$125,000 to \$149,999 (9) |
| <input type="radio"/> \$35,000 to \$49,999 (4) | <input type="radio"/> \$150,000 to \$199,999 (10) |
| <input type="radio"/> \$50,000 to \$64,999 (5) | <input type="radio"/> \$200,000 or more (11) |
| <input type="radio"/> \$65,000 to \$79,999 (6) | |

[SKIP TO #49]

48. To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2013? (Q70)
- | | |
|------------------------------------------------|---------------------------------------------------|
| <input type="radio"/> Less than \$10,000 (1) | <input type="radio"/> \$80,000 to \$99,999 (7) |
| <input type="radio"/> \$10,000 to \$19,999 (2) | <input type="radio"/> \$100,000 to \$124,999 (8) |
| <input type="radio"/> \$20,000 to \$34,999 (3) | <input type="radio"/> \$125,000 to \$149,999 (9) |
| <input type="radio"/> \$35,000 to \$49,999 (4) | <input type="radio"/> \$150,000 to \$199,999 (10) |
| <input type="radio"/> \$50,000 to \$64,999 (5) | <input type="radio"/> \$200,000 or more (11) |
| <input type="radio"/> \$65,000 to \$79,999 (6) | |

49. What is your religious/spiritual preference? (Q71)

- Spiritual but not associated with a major religion (1)
- Not particularly spiritual (2)
- No preference (3)
- Agnostic (4)
- Atheist (5)
- Baptist (6)
- Buddhist (7)
- Christian Church (Disciples) (8)
- Eastern Orthodox (9)
- Episcopalian (10)
- Hindu (11)
- Jewish (12)
- Lutheran (13)
- Methodist (14)
- Mormon (15)
- Muslim (16)
- Presbyterian (17)
- Quaker (18)
- Roman Catholic (19)
- Seventh Day Adventist (20)
- Sikh (21)
- Taoist (22)
- Unitarian/Universalist (23)
- United Church of Christ/Congregational (24)
- Other Christian (25)
- Other religion (26)

50. Do you have any physical disabilities that affect how you access or use campus facilities? (Q72)

- Yes (1)
- No (0)

51. Do you have any learning disabilities that affect how you read, study, or do your coursework? (Q73)

- Yes (1)
- No (0)

[Students are asked to respond to the following two questions if they answered “Yes” to either #50 or 51.]

52. Do you currently receive accommodations from campus due to your disability? (Q74)

- Yes (1)
- No (0)

53. Is there anything else you would like to tell us about how your disability affects your experiences as a student on this campus? (Q75)

54. What is your sexual orientation? (Q76)

- Bisexual (1)
- Gay/Lesbian (2)
- Heterosexual (3)
- Questioning (4)
- Self-identified Queer (5)
- Decline to state (6)
- Other, please elaborate (7)

55. With which gender do you identify? (Q77)

- Woman (1)
- Man (2)
- Decline to state (3)
- Other, please elaborate (4)

56. How would you characterize your political orientation? (Q78)

- Very liberal (1)
- Liberal (2)
- Slightly liberal (3)
- Moderate or middle of the road (4)
- Slightly conservative (5)
- Conservative (6)
- Very conservative (7)

57. Please indicate the highest level of organized sports in which you participate. (Q79)

- Professional/global competitive sports (1)
- Non-professional, collegiate-level competitive sports with athletic scholarship (2)
- Non-professional, collegiate-level competitive sports without athletic scholarship (3)
- Competitive personal (e.g., 5K races) (4)
- Campus club sports team (5)
- Intramural sports (6)
- Personal recreation (7)
- Does not apply to me (99) [SKIP to #59]

58. On average, how many hours a week do you spend on this one activity? (Must be numeric) (Q80)

59. Where are you living this term? (Q81)

- Campus residence hall (1)
- Campus owned apartment or house (on- or off-campus) (2)
- Sorority or fraternity (4)
- Co-op student housing (5)
- Off-campus in an apartment (6)
- Off-campus in a house (7)
- Other, please elaborate (8)

60. How far do you live from campus? (Q82)

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

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

(Q83)

- Walk (1)
- Bicycle (2)
- Campus Bus (3)
- City bus (4)
- Subway train or other train (e.g., Amtrak) (5)
- Carpool (2 or more) (6)
- Drive alone (7)
- Motorcycle, motorized scooter, or moped (8)
- Rollerblade, skateboard, skate, or scooter (9)
- Mobility scooter, powered wheelchair, or wheelchair (10)
- Other, please elaborate (11)

62. With whom do you live?

(Q84)

- No one, I live alone (1)
- I share an apartment, house or residence hall room with at least one other (University Name) University student (2)
- I share an apartment or house with peers who are not (University Name) University 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 elaborate (8)

Appendix C. ISE/SA Pilot Questions⁷

International students only

1. How easy or difficult have the following been for you as an international student at the University of Washington? (Q85)

	Very Easy (1)	Easy (2)	Neither easy or difficult (3)	Difficult (4)	Very Difficult (5)
Understanding classroom lectures (1)	<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 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in classroom or study group discussions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making friends with Americans (4)					
Learning how to understand and respond to Americans of the opposite sex (5)					
Fitting into the social scene and finding organizations and groups of students where I feel comfortable and can socialize (6)					

2. How satisfied are you with each of the following? (Q86)

	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 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The interest in and attention to international students shown by American students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus services provided specifically for international students; services such as help with visas, arrival orientation, English language resources, etc. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus services provided for all students; services such as academic advising, career services, housing, food services, etc. (4)	<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 campus rules, regulations, degree requirements, and resources on campus (5)	<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 (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁷ SERU question numbers are shown in right margin.

3. How much of a concern are or have been each of the following for you? (Q87)

	Not a concern (1)	Somewhat a concern (2)	A serious concern (3)
Finding satisfactory housing (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining an ATM or bank card (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Violence and personal security on and around the campus (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having adequate financial support (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding U.S. medical insurance and obtaining health services (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing a job in the U.S. after graduation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Is your interaction primarily with American students or other international students during each of the following? (Q88)

	All or almost all international (1)	Mostly international (2)	About half and half (3)
When studying or doing homework with other students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When socializing (parties, going to movies, recreation) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of the students you consider to be personal friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. What are your plans after you complete your undergraduate degree? (Select all that apply) (Q89)

- To pursue an advanced degree in the U.S. (1)
- To pursue an advanced degree at home or in a country other than the U.S. (2)
- To work temporarily in the U.S. (3)
- To remain in the U.S. indefinitely (4)
- To eventually become a U.S. Permanent Resident (5)

6. What were the primary reasons for your decision to pursue your undergraduate studies in the U.S.? (Select up to three) (Q90)

- The international reputation of this campus (1)
- An interest in understanding the U.S. and its culture (2)
- Desire to increase your English language proficiency (3)
- An appreciation for the quality of teaching at U.S. campuses (4)
- An interest in working in the U.S. in the future. (5)
- Have family members living in the U.S. (6)

Other than international students

1. While a student at the University of Washington, have you completed or are you now participating in any of the following? If so, check yes. (Q91)

	Yes (1)	No (0)
A study abroad program lasting a full academic year (1)	<input type="radio"/>	<input type="radio"/>
A study abroad program for a semester or at least 4 months (2)	<input type="radio"/>	<input type="radio"/>
A short-term study abroad program or tour lasting less than 3 months (3)	<input type="radio"/>	<input type="radio"/>
An intensive language only study program (4)	<input type="radio"/>	<input type="radio"/>
An international internship or work abroad experience (5)	<input type="radio"/>	<input type="radio"/>
A service learning or volunteer service opportunity in another country (6)	<input type="radio"/>	<input type="radio"/>
A research project or field placement in another country (7)	<input type="radio"/>	<input type="radio"/>

[Students are presented with the following questions foreachprogram for which they checked “Yes”.] (Q92)

2. Select all that apply:

- Organized and sponsored by the University of Washington?
- Did you/will you receive academic credit?
- Did or does the program entail intensive foreign language?

3. In which country were/are you located?

Appendix D. Wildcard Questions⁸

1. Please indicate the extent to which you agree or disagree with the following.

(Q157)

During my time at the UW, I have been encouraged to:

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Connect learning inside the classroom with learning outside the classroom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a deep learning experience in a field that interests and challenges me (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discover my passion in life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think critically and solve complex problems (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use creativity to address new problems or projects (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a research project of my own design from beginning to end (either alone or in a group) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate leadership (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work collaboratively on a team (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better understand and challenge my beliefs and values (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find and use my own creative and/or intellectual voice (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn job search skills (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about diversity in the U.S. and apply that learning in classes and/or in life (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about global issues, values, and differences (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn more about and maintain my own health and well-being (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and pursue my career interests (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Have you completed or are you now participating in the following activities at the UW?

(Q158)

	Yes, doing now or have done	No
First-year seminar (1)	<input type="radio"/>	<input type="radio"/>
Learning community in which groups of students take two or more classes together (such as FIG, IWP, or other linked courses) (2)	<input type="radio"/>	<input type="radio"/>
Living-learning program (3)	<input type="radio"/>	<input type="radio"/>
Capstone or senior thesis course (4)	<input type="radio"/>	<input type="radio"/>
Service learning or community-based learning through the UW (5)	<input type="radio"/>	<input type="radio"/>
Formal creative activity or scholarship (such as in published collection, play, or gallery exhibit) (6)	<input type="radio"/>	<input type="radio"/>
Honors program (7)	<input type="radio"/>	<input type="radio"/>
Internship, co-op, field experience, student teaching, or clinical placement (8)	<input type="radio"/>	<input type="radio"/>

⁸ SERU question numbers are shown in right margin.

3. Approximately how many courses (including your current courses and courses taken at other institutions of higher education) have you taken that were delivered in each of these ways? (Q159)

	0 courses	1 to 3 courses	4 to 6 courses	7 to 10 courses	More than 10 courses
Courses delivered totally online (i.e., with no face-to-face contact at all) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in which some face-to-face time was replaced with time spent working online (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses with face-to-face time supplemented -- but not decreased by -- online interaction (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27	<input type="radio"/>

4. Many universities are considering increasing the number of courses they offer fully online, i.e., with no face-to-face contact at all. What is your preference regarding fully online course versus face-to-face courses? (Q160)

- Strongly prefer fully online courses (1)
- Somewhat prefer fully online courses (2)
- Neutral between fully online and face-to-face courses (3)
- Somewhat prefer face-to-face courses (4)
- Strongly prefer face-to-face courses (5)
- Do not know (6)

5. What is your preference regarding hybrid courses (with both online and face-to-face components) versus traditional face-to-face courses? (Q161)

- Strongly prefer hybrid courses (1)
- Somewhat prefer hybrid courses (2)
- Neutral between hybrid and traditional courses (3)
- Somewhat prefer traditional courses (4)
- Strongly prefer traditional courses (5)
- Do not know (6)

6. Based on your experience and observation, rate the general climate for students at the UW along the following dimensions. (Q162)

The UW is:

	(1)	(2)	(3)	(4)	(5)	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile (1)
Caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Impersonal (2)
Intellectual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Intellectual (3)
Tolerant of diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intolerant of diversity (4)
Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dangerous (5)
Too hard academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Too easy academically (6)
Affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not affordable (7)

7. How much do you agree or disagree with each of the following statements? Select the answers that best reflect your own feelings and beliefs. (Q163)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
If I work hard I am almost always assured of getting the grade I want to achieve. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When we work in small groups in class, I usually emerge as a leader. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been exposed to a racist atmosphere on campus. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been exposed to sexist attitudes on campus. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel isolated on campus. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most professors communicate that I am welcome in their classrooms. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I make a comment in the classroom I am usually taken seriously by the other students. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since coming to the UW, I am more likely to stop myself from using language that may be offensive to others. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since coming to the UW, I am more likely to initiate contact with people who are not of my cultural or racial/ethnic background. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Have you ever seriously considered leaving the UW? (Q164)

- Yes
 No [SKIP TO END]

9. Why were you thinking of leaving? (Q165)

	Not a reason	A partial reason	A major reason
Financial worries/difficulties. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My classes were too big. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not doing well academically. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not figure out what I wanted to major in. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not get into my first choice of major. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not like the major I got into. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not feel that I was learning much. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt socially alone. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt unwelcome here. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a bad experience with roommate(s). (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was emotionally depressed or distressed. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a bad personal experience here. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was homesick. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family needed me. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What made you decide not to leave? (Please use up to 500 characters.) (Q166)

Appendix E. Email Text

EMAIL 1

TO: [student email address]
FROM: UW Undergraduate Academic Affairs ugrad@uw.edu
SUBJECT: The UW wants your feedback

Dear [Student Name]:

The University of Washington always strives to improve the educational experience for you and future students. Today you can help by completing the Student Experience at the Research University (SERU) survey. The results of the SERU will help us understand how students are spending time in and out of the classroom, and this will guide decisions that will benefit UW students.

The survey is available at: <http://surveys.uw.edu/seru/takeseru.php>

In appreciation for participation, we will enter all students who respond by April 30th into a drawing for one of several prizes, including dinner for two at Teatro ZinZanni (valued at \$325), VIP tickets and dinner for two at Triple Door (\$300), dinner for two at Argosy Murder Mystery Cruise (\$160), one of four pairs of Beats Solo HD On-Ear Headphones (\$175/ea), and one of twelve \$100 University BookStore gift cards.

If you have any questions about the project or how we plan to use the results, please contact Ms. Debbie McGhee at demcghee@uw.edu or 206-616-0364. You may also visit the SERU project website at <http://surveys.uw.edu/seru>.

Your feedback is valuable, and I thank you for considering this request.

Sincerely,
Edward Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

EMAIL 2

TO: [student email address]
FROM: UW Undergraduate Academic Affairs ugrad@uw.edu
SUBJECT: REMINDER: Complete the SERU

Dear [Student Name]:

Last week I emailed you regarding the Student Experience at the Research University (SERU) survey. Your response will help me and others at UW improve the experiences of our students.

The survey is available at: <http://surveys.uw.edu/seru/takeseru.php>

In appreciation for participation, we will enter all students who respond by April 30th into a drawing for one of several prizes, including dinner for two at Teatro ZinZanni (valued at \$325), VIP tickets and dinner for two at Triple Door (\$300), dinner for two at Argosy Murder Mystery Cruise (\$160), one of four pairs of Beats Solo HD On-Ear Headphones (\$175/ea), and one of twelve \$100 University BookStore gift cards.

If you have any questions about the project or how we plan to use the results, please contact Ms. Debbie McGhee at demcghee@uw.edu or 206-616-0364. You may also visit the SERU project website at <http://surveys.uw.edu/seru>.

Thank you again for your attention and participation!

Sincerely,
Edward Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

EMAIL 3

TO: [student email address]
FROM: UW Undergraduate Academic Affairs ugrad@uw.edu
SUBJECT: A reminder from Vice Provost Ed Taylor

Dear [Student Name]:

I write again to ask you to help UW improve the undergraduate experience by completing the Student Experience at the Research University (SERU) survey. Please complete the survey as soon as possible. Your help is essential to the success of this important initiative.

The survey is available at: <http://surveys.uw.edu/seru/takeseru.php>

In appreciation for participation, we will enter all students who respond by April 30th into a drawing for one of several prizes, including dinner for two at Teatro ZinZanni (valued at \$325), VIP tickets and dinner for two at Triple Door (\$300), dinner for two at Argosy Murder Mystery Cruise (\$160), one of four pairs of Beats Solo HD On-Ear Headphones (\$175/ea), and one of twelve \$100 University BookStore gift cards.

If you have any questions about the project or how we plan to use the results, please contact Ms. Debbie McGhee at demcghee@uw.edu or 206-616-0364. You may also visit the SERU project website at <http://surveys.uw.edu/seru>.

Thank you again for your attention and participation!

Sincerely,
Edward Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

EMAIL 4

TO: [student email address]
FROM: UW Undergraduate Academic Affairs ugrad@uw.edu
SUBJECT: The SERU awaits you

Dear [Student Name]:

I know that students get a lot of requests to complete surveys, but I want to assure you that completing the Student Experience at the Research University (SERU) will provide a valuable service to the UW. I hope you will complete the survey as soon as possible. Your input matters.

The survey is available at: <http://surveys.uw.edu/seru/takeseru.php>

In appreciation for participation, we will enter all students who respond by April 30th into a drawing for one of several prizes, including dinner for two at Teatro ZinZanni (valued at \$325), VIP tickets and dinner for two at Triple Door (\$300), dinner for two at Argosy Murder Mystery Cruise (\$160), one of four pairs of Beats Solo HD On-Ear Headphones (\$175/ea), and one of twelve \$100 University BookStore gift cards.

If you have any questions about the project or how we plan to use the results, please contact Ms. Debbie McGhee at demcghee@uw.edu or 206-616-0364. You may also visit the SERU project website at <http://surveys.uw.edu/seru>.

Thank you in advance for your participation!

Sincerely,
Edward Taylor
Dean and Vice Provost, Undergraduate Academic Affairs

EMAIL 5

TO: [student email address]
FROM: UW Undergraduate Academic Affairs ugrad@uw.edu
SUBJECT: Last chance to give UW your feedback!

Dear [Student Name]:

Before the survey closes, I want to make a final request for your participation in the Student Experience at the Research University (SERU) survey. The SERU asks about your college experience and the results will be used to improve undergraduate education.

The survey is available at: <http://surveys.uw.edu/seru/takeseru.php>

In appreciation for participation, we will enter all students who respond by April 30th into a drawing for one of several prizes, including dinner for two at Teatro ZinZanni (valued at \$325), VIP tickets and dinner for two at Triple Door (\$300), dinner for two at Argosy Murder Mystery Cruise (\$160), one of four pairs of Beats Solo HD On-Ear Headphones (\$175/ea), and one of twelve \$100 University BookStore gift cards.

If you have any questions about the project or how we plan to use the results, please contact Ms. Debbie McGhee at demcghee@uw.edu or 206-616-0364. You may also visit the SERU project website at <http://surveys.uw.edu/seru>.

Thanks for your help and good luck with your studies.

Sincerely,
Edward Taylor
Dean and Vice
Provost, Undergraduate Academic Affairs

Appendix F. Major Code

Accounting (177)	Eastern European Languages,Lit & Culture (223)
Aeronautics & Astronautics (178)	Economics (224)
American Ethnic Studies (179)	Electrical Engineering (225)
American Indian Studies (180)	English (226)
Anthropology (181)	English,Evening Degree Program (227)
Applied & Comp Math Sci (182)	Environmental Health (228)
Applied Music (183)	Environmental Science and Resource Mgmt (229)
Aquatic and Fishery Sciences (184)	Environmental Studies (230)
Architectural Studies (185)	Ethnomusicology (231)
Art History (186)	Exchange - Arts and Sciences (232)
Astronomy (187)	Exchange - Business administration (233)
Atmospheric Sciences (188)	Exchange - Engineering (234)
Biochemistry (189)	Extended Pre Business Administration (235)
Bioengineering (190)	Extended Pre Engineering (236)
Biology (191)	Extended Pre Major (237)
Bioresource Science and Engineering (192)	Finnish (238)
Bus Admin (Human Resources Management) (193)	French (239)
Bus Admin (Oper & Supply Chain Mgmt) (194)	Gender, Women, and Sexuality Studies (240)
Business Administration (195)	Geography (241)
Business Admin (Entrepreneurship) (196)	Germanics (242)
Business Administration (Finance) (197)	Greek (243)
Business Administration (Inform Systems) (198)	Health Informatics&Hlth Information Mgmt (244)
Business Administration (Marketing) (199)	History (245)
Certificate in International Business (200)	History and Philosophy of Science (246)
Chemical Engineering (201)	Human Centered Design and Engineering (247)
Chemistry (202)	Humanities, Evening Degree Program (248)
Chinese (203)	Individualized Studies (249)
Civil Engineering (204)	Industrial Engineering (250)
Classical Studies (205)	Informatics (251)
Classics (206)	Interdisciplinary Visual Arts (252)
Communication (207)	International Studies (253) International Studies (Asia) (254) International Studies (Jewish Studies) (255) International Studies: Europe (256)
Communication, Evening Degree Program (208)	Intl St: Latin America and Caribbean (257)
Community, Environment, and Planning (209)	Italian (258)
Comparative History of Ideas (210)	Japanese (259)
Comparative Literature (211)	Korean (260)
Comparative Religion (212)	Landscape Architecture (261)
Computer Engineering (213)	Latin (262)
Computer Science (214)	Law, Societies, and Justice (263)
Construction Management (215)	Linguistics (264)
Dance: Dance Studies (216)	Materials Science & Engineering (265)
Danish (217)	Mathematics (266)
Design: Interaction Design (218)	Mechanical Engineering (267)
Digital Arts and Experimental Media (219)	
Drama (220)	
Early Childhood and Family Studies (221)	
Earth and Space Sciences (222)	

Medex (Medex Certificate Program) (268)
Medex Oral Health Therapist Certificate (269)
Medical Technology (270)
Medxd (Medex Degree Program) (271)
Microbiology (272)
Music (273)
Near Eastern Languages & Civilization (274)
Neurobiology (275)
Norwegian (276)
Nursing (277)
Oceanography (278)
Philosophy (279)
Physics (280)
Political Science (281)
Pre Architecture & Urban Planning (282)
Pre Arts (283)
Pre Bioresource Science and Engineering (284)
Pre Business Administration (285)
Pre Engineering (286)
Pre Environmental Health (287)
Pre Health Sciences (288)
Pre Humanities (289)
Pre Major (Arts & Sciences) (290)
Pre Major, Evening Degree Program (291)
Pre Nursing (292)
Pre Public Health (293)
Pre Sciences (294)
Pre Social Sciences (295)
Psychology (296)
Public Health (297)
Romance Linguistics (298)
Russian Language, Literature, & Culture (299)
Scandinavian Area Studies (300)
Social Sciences, Evening Degree Program (301)
Social Welfare (302)
Sociology (303)
South Asian Languages (304)
Spanish (305)
Speech and Hearing Sciences (306)
Statistics (307)
Swedish (308)
Visiting Arts & Sciences (309)
Women Studies (310)