

SERU 2015 Survey Overview

What is the SERU Survey?

The University is participating in the SERU (Student Experience in the Research University) project, which is a collaborative effort among various (mostly public) AAU institutions. Developed by the University of California at Berkeley, the purpose of the SERU project is to develop “new data sources and policy relevant analysis to help broaden our understanding of the undergraduate experience and to promote a culture of institutional self-improvement” at large, public research universities. A major advantage of participating in the SERU project is the ability to compare responses of Carolina students with those of their counterparts at other research universities at the program level. The University adopted SERU as its primary survey about the undergraduate student experience, which replaced the National Survey of Student Engagement (NSSE), last administered in 2010. For more information about the SERU survey, please visit <http://www.cshe.berkeley.edu/SERU>.

Survey Structure

The SERU survey consists of three parts:

- ❖ Academic Engagement: includes classroom participation, assignment completion, time allocation toward academic and non-academic activities, academic and personal development, the institution climate for diversity, plans and aspirations, overall satisfaction.
- ❖ Program Evaluation: questions asked of juniors and seniors about their declared major - background and personal characteristics: includes questions on paying for college expenses, family history, current living situation, plus other demographics. Once these questions have been answered, students are randomly assigned to one of the two modules below:
- ❖ Modules:
 - Community Engagement: covers on- and off-campus involvement in community service, service-learning course participation, and civic engagement
 - Student Life and Development: includes sections on goals and aspirations and perceptions of the institutional climate

Respondent Demographics

The survey was administered to all UNC-Chapel-Hill undergraduates, 3,732 students responded, yielding a response rate of 22%.

Class Level	#	%
Freshman	348	9.3%
Sophomores	599	16.1%
Juniors	794	21.3%
Seniors	1991	53.3%
Gender		
Female	2347	62.9%
Male	1385	37.1%
School		
College of Arts and Sciences	2965	79.4%
Kenan-Flagler Business School	208	5.6%
School of Dentistry	25	.7%
School of Education	40	1.1%
School of Info. and Library Science	23	.6%
School of Journalism	192	5.1%
School of Medicine	27	.7%
School of Nursing	178	4.8%
School of Public Health	74	2.0%

SERU 2015 Survey Results

Part I: Academic Engagement, Time, Academic and Personal Student Development, Campus Climate for Diversity, Plans and Aspirations, and Overall Satisfaction and Agreement

Academic Engagement

DURING THIS ACADEMIC YEAR, HOW OFTEN HAVE YOU DONE EACH OF THE FOLLOWING?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Contributed to a class discussion	29	0.8%	270	7.3%	789	21.2%	848	22.8%	1062	28.6%	716	19.3%
Brought up ideas or concepts from different courses during class discussions	92	2.5%	501	13.5%	1026	27.6%	877	23.6%	810	21.8%	406	10.9%
Asked an insightful question in class	104	2.8%	555	15.0%	1022	27.6%	902	24.4%	746	20.2%	371	10.0%
Found a course so interesting that you did more work than was required	229	6.2%	684	18.5%	1106	29.9%	843	22.8%	550	14.9%	289	7.8%
Chosen challenging courses, when possible, even though you might lower your GPA by doing so	192	5.2%	427	11.5%	843	22.7%	848	22.8%	853	23.0%	550	14.8%
Made a class presentation	133	3.6%	322	8.7%	854	23.1%	879	23.7%	879	23.7%	636	17.2%
Had a class in which the professor knew or learned your name	22	0.6%	143	3.9%	491	13.2%	750	20.2%	1026	27.6%	1279	34.5%

DURING THIS ACADEMIC YEAR, HOW OFTEN HAVE YOU DONE EACH OF THE FOLLOWING?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Taken a small research-oriented seminar with faculty	2019	54.3%	467	12.6%	449	12.1%	330	8.9%	291	7.8%	161	4.3%
Communicated with a faculty member by e-mail or in-person	25	0.7%	136	3.7%	641	17.2%	819	22.0%	1006	27.1%	1091	29.3%
Talked with the instructor outside of class about issues and concepts derived from a course	232	6.2%	642	17.3%	1002	26.9%	769	20.7%	614	16.5%	459	12.3%
Interacted with faculty during lecture class sessions	55	1.5%	283	7.6%	928	25.0%	846	22.8%	899	24.2%	704	19.0%
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)	1505	40.4%	865	23.2%	510	13.7%	314	8.4%	294	7.9%	234	6.3%

HOW FREQUENTLY THIS YEAR HAVE YOU DONE EACH OF THE FOLLOWING?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Turned in a course assignment late	1811	49.2%	1291	35.1%	387	10.5%	110	3.0%	57	1.5%	25	0.7%
Gone to class without completing assigned reading	193	5.3%	736	20.1%	1211	33.0%	698	19.0%	545	14.9%	287	7.8%
Gone to class unprepared	241	6.6%	1177	32.1%	1330	36.2%	540	14.7%	275	7.5%	106	2.9%
Skipped class	665	18.2%	1600	43.8%	944	25.8%	243	6.6%	120	3.3%	85	2.3%
Raised your standard for acceptable effort due to the high standards of a faculty member	151	4.1%	356	9.7%	1026	27.9%	1057	28.8%	832	22.6%	252	6.9%
Extensively revised a paper before submitting it to be graded	126	3.4%	467	12.7%	804	21.9%	814	22.2%	864	23.5%	599	16.3%
Sought academic help from instructor or tutor when needed	374	10.2%	686	18.7%	964	26.3%	757	20.6%	606	16.5%	285	7.8%
Worked on class projects or studied as a group with classmates outside of class	87	2.4%	362	9.9%	835	22.7%	837	22.8%	844	23.0%	707	19.3%
Helped a classmate better understand the course material when studying together	159	4.3%	361	9.8%	956	26.0%	945	25.7%	836	22.8%	417	11.4%

DURING THIS ACADEMIC YEAR, HOW OFTEN WERE YOU REQUIRED TO DO THE FOLLOWING?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Recognize or recall specific facts, terms, and concepts	12	0.3%	62	1.7%	450	12.2%	771	21.0%	1170	31.8%	1215	33.0%
Explain methods, ideas, or concepts and use them to solve problems	18	0.5%	66	1.8%	376	10.2%	767	20.9%	1264	34.4%	1186	32.3%
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	44	1.2%	239	6.5%	645	17.5%	925	25.1%	1060	28.8%	767	20.8%
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning	35	1.0%	225	6.1%	626	17.0%	897	24.4%	1087	29.6%	805	21.9%
Create or generate new ideas, products, or ways of understanding	67	1.8%	341	9.3%	767	20.9%	927	25.2%	908	24.7%	668	18.2%

DURING THIS ACADEMIC YEAR, HOW OFTEN HAVE YOU DONE EACH OF THE FOLLOWING?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Used facts and examples to support your viewpoint	8	0.2%	33	0.9%	349	9.5%	642	17.5%	1374	37.5%	1255	34.3%
Incorporated ideas or concepts from different courses when completing assignments	26	0.7%	172	4.7%	681	18.6%	943	25.8%	1147	31.3%	690	18.9%
Examined how others gathered and interpreted data and assessed the soundness of their conclusions	59	1.6%	295	8.1%	805	22.0%	1011	27.6%	954	26.1%	536	14.6%
Reconsidered your own position on a topic after assessing the arguments of others	35	1.0%	222	6.1%	860	23.5%	1000	27.3%	1001	27.4%	540	14.8%

On average, how much of your assigned course reading have you completed this academic year?		
	#	%
0-10%	73	2.0
11-20%	130	3.5
21-30%	193	5.3
31-40%	215	5.9
41-50%	238	6.5
51-60%	350	9.5
61-70%	484	13.2
71-80%	799	21.7
81-90%	677	18.4
91-100%	515	14.0
Total	3674	100.0

Time Allocation

Descriptive Statistics

How many hours do you spend in a typical week on the following activity?	N	Mean
Paid employment (including internships) on campus?	1199	11.3042

Descriptive Statistics

How many hours do you spend in a typical week on the following activity?	N	Mean
Paid employment (including internships) off campus?	1107	13.4639

Descriptive Statistics

	N	Mean
Of your total hours spent working for pay, about how many hours were related to your academic interests?	861	10.8505

HOW MANY HOURS DO YOU SPEND IN A TYPICAL WEEK (7 DAYS) ON THE FOLLOWING ACTIVITIES?	0		1-5		6-10		11-15		16-20		21-25		26-30		More than 30	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Attending classes, discussion sections, or labs	16	0.4%	125	3.4%	502	13.8%	1481	40.6%	1023	28.1%	280	7.7%	123	3.4%	95	2.6%
Studying and other academic activities outside of class	17	0.5%	429	11.8%	991	27.2%	839	23.0%	626	17.2%	378	10.4%	182	5.0%	178	4.9%
Attending movies, concerts, sports, or other entertainment events	510	14.0%	2223	61.0%	618	17.0%	163	4.5%	60	1.6%	36	1.0%	13	0.4%	19	0.5%
Performing community service or volunteer activities	1141	31.4%	1858	51.1%	359	9.9%	145	4.0%	65	1.8%	29	0.8%	21	0.6%	16	0.4%
Participating in physical exercise, recreational sports, or physically active hobbies	390	10.7%	1759	48.2%	1004	27.5%	281	7.7%	102	2.8%	51	1.4%	28	0.8%	32	0.9%
Participating in spiritual or religious activities	2022	55.5%	1228	33.7%	263	7.2%	66	1.8%	25	0.7%	17	0.5%	10	0.3%	15	0.4%
Participating in student clubs or organizations	804	22.1%	1756	48.2%	670	18.4%	222	6.1%	87	2.4%	43	1.2%	25	0.7%	38	1.0%
Socializing with friends	50	1.4%	1064	29.2%	1257	34.5%	679	18.6%	295	8.1%	141	3.9%	58	1.6%	103	2.8%
Partying	1263	34.7%	1577	43.3%	511	14.0%	157	4.3%	69	1.9%	34	0.9%	13	0.4%	18	0.5%
Spending time with family	1750	48.1%	1388	38.2%	260	7.1%	92	2.5%	56	1.5%	29	0.8%	17	0.5%	46	1.3%
Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video)	51	1.4%	1012	27.8%	1087	29.9%	625	17.2%	357	9.8%	165	4.5%	121	3.3%	217	6.0%
Watching TV, streaming movies/TV on computer or tablet	366	10.1%	1502	41.3%	952	26.2%	417	11.5%	182	5.0%	95	2.6%	54	1.5%	66	1.8%
Commuting to school and to work	964	26.5%	2150	59.2%	345	9.5%	88	2.4%	42	1.2%	13	0.4%	11	0.3%	19	0.5%

During this academic year, what was the average number of hours per night you slept on weeknights?		
	#	%
4 or less	97	2.7
5	441	12.1
6	1154	31.6
7	1290	35.3
8	597	16.3
9 or more	73	2.0
Total	3652	100.0

Academic and Personal Development

RATE YOUR LEVEL OF PROFICIENCY IN THE FOLLOWING AREAS WHEN YOU STARTED AT THIS CAMPUS AND NOW.		Very poor		Poor		Fair		Good		Very good		Excellent		Mean
		#	%	#	%	#	%	#	%	#	%	#	%	
Analytical and critical thinking skills	When started	26	0.7%	175	4.8%	1033	28.6%	1558	43.1%	651	18.0%	174	4.8%	3.87
	Now	5	0.1%	16	0.5%	116	3.3%	774	21.8%	1899	53.4%	744	20.9%	4.91
Ability to be clear and effective when writing	When started	42	1.2%	236	6.5%	926	25.7%	1405	38.9%	764	21.2%	235	6.5%	3.92
	Now	7	0.2%	30	0.8%	164	4.6%	926	26.1%	1669	47.0%	757	21.3%	4.83
Ability to read and comprehend academic material	When started	43	1.2%	234	6.5%	992	27.5%	1373	38.1%	717	19.9%	246	6.8%	3.89
	Now	5	0.1%	19	0.5%	160	4.5%	873	24.6%	1708	48.1%	783	22.1%	4.86
Foreign language skills	When started	280	7.8%	688	19.1%	1086	30.2%	898	25.0%	468	13.0%	177	4.9%	3.31
	Now	133	3.8%	451	12.7%	904	25.5%	1050	29.7%	677	19.1%	326	9.2%	3.75
Understanding your field of study (i.e., college major)	When started	205	5.7%	739	20.5%	1338	37.1%	984	27.3%	264	7.3%	75	2.1%	3.16
	Now	17	0.5%	43	1.2%	172	4.8%	671	18.9%	1580	44.5%	1071	30.1%	4.96
Quantitative (mathematical and statistical skills)	When started	75	2.1%	278	7.7%	921	25.5%	1308	36.3%	746	20.7%	279	7.7%	3.89
	Now	63	1.8%	232	6.5%	703	19.8%	1199	33.8%	994	28.0%	358	10.1%	4.10
Ability to speak clearly and effectively in English	When started	13	0.4%	37	1.0%	275	7.6%	851	23.6%	1041	28.9%	1388	38.5%	4.95
	Now	10	0.3%	10	0.3%	85	2.4%	475	13.4%	1168	32.9%	1801	50.7%	5.31
Ability to understand international perspectives (economic, political, social, cultural)	When started	72	2.0%	445	12.3%	1168	32.4%	1216	33.7%	501	13.9%	204	5.7%	3.62
	Now	13	0.4%	60	1.7%	273	7.7%	938	26.4%	1455	41.0%	812	22.9%	4.75
Leadership skills	When started	61	1.7%	243	6.7%	892	24.7%	1335	37.0%	776	21.5%	305	8.4%	3.95
	Now	24	0.7%	53	1.5%	291	8.2%	934	26.3%	1402	39.5%	847	23.9%	4.74
Library research skills (e.g., finding books, articles, evaluating information sources)	When started	111	3.1%	634	17.6%	1259	34.9%	1094	30.3%	371	10.3%	137	3.8%	3.39
	Now	22	0.6%	93	2.6%	412	11.6%	1175	33.0%	1335	37.5%	520	14.6%	4.48
Other research skills	When started	66	1.8%	453	12.6%	1310	36.4%	1245	34.6%	394	11.0%	127	3.5%	3.51
	Now	14	0.4%	39	1.1%	355	10.0%	1255	35.4%	1365	38.5%	520	14.7%	4.54
Ability to prepare and make a presentation	When started	32	0.9%	193	5.4%	954	26.5%	1542	42.8%	657	18.2%	225	6.2%	3.91
	Now	8	0.2%	21	0.6%	162	4.6%	1039	29.2%	1562	43.9%	764	21.5%	4.80
Interpersonal (social) skills	When started	38	1.1%	170	4.7%	776	21.5%	1351	37.5%	886	24.6%	381	10.6%	4.12
	Now	23	0.6%	36	1.0%	187	5.3%	824	23.2%	1505	42.3%	979	27.5%	4.88

*Scale (1 = Very Poor and 6= Excellent)

RATE YOUR LEVEL OF PROFICIENCY IN THE FOLLOWING AREAS WHEN YOU STARTED AT THIS CAMPUS AND NOW.		Very poor		Poor		Fair		Good		Very good		Excellent		Mean
		#	%	#	%	#	%	#	%	#	%	#	%	
Ability to appreciate and understand racial and ethnic diversity	When started	39	1.1%	255	7.1%	847	23.5%	1291	35.8%	749	20.8%	425	11.8%	4.03
	Now	25	0.7%	21	0.6%	126	3.5%	754	21.2%	1531	43.0%	1104	31.0%	4.98
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	When started	82	2.3%	313	8.7%	840	23.3%	1101	30.5%	746	20.7%	525	14.6%	4.02
	Now	53	1.5%	109	3.1%	406	11.4%	932	26.2%	1188	33.4%	871	24.5%	4.60
Ability to appreciate cultural and global diversity	When started	29	0.8%	195	5.4%	822	22.8%	1300	36.1%	793	22.0%	467	13.0%	4.12
	Now	24	0.7%	26	0.7%	162	4.5%	778	21.8%	1411	39.6%	1161	32.6%	4.97

*Scale (1 = Very Poor and 6= Excellent)

Campus Climate for Diversity

INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS IN TERMS OF YOURSELF.	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
I feel free to express my political beliefs on campus	116	3.2%	225	6.2%	366	10.1%	911	25.3%	1333	37.0%	656	18.2%	4.41
I feel free to express my religious beliefs on campus	72	2.0%	160	4.4%	301	8.4%	876	24.3%	1479	41.0%	716	19.9%	4.58
Students of my race/ethnicity are respected on this campus	68	1.9%	111	3.1%	254	7.1%	646	17.9%	1417	39.4%	1105	30.7%	4.82
Students of my socio-economic status are respected on this campus	52	1.4%	105	2.9%	219	6.1%	682	19.0%	1563	43.4%	977	27.2%	4.81
Students of my gender are respected on this campus	40	1.1%	73	2.0%	222	6.2%	775	21.5%	1604	44.5%	891	24.7%	4.80
Students of my religious beliefs are respected on this campus	57	1.6%	111	3.1%	298	8.3%	836	23.3%	1562	43.5%	728	20.3%	4.65
Students of my political beliefs are respected on this campus	133	3.7%	208	5.8%	351	9.8%	692	19.2%	1432	39.8%	781	21.7%	4.51
Students of my sexual orientation are respected on this campus	18	0.5%	38	1.1%	99	2.7%	345	9.6%	1419	39.4%	1685	46.8%	5.27

*Scale (1=Strongly Disagree and 6= Strongly Agree)

INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE STATEMENTS IN TERMS OF YOURSELF.	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Not applicable		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students of my immigration background are respected on this campus	26	0.7%	44	1.2%	89	2.5%	239	6.6%	652	18.1%	504	14.0%	2049	56.9%	4.90
Students with a physical, psychological, or learning disability like mine are respected on this campus	31	0.9%	65	1.8%	133	3.7%	276	7.7%	505	14.0%	373	10.4%	2217	61.6%	4.65

*Scale (1=Strongly Disagree and 6= Strongly Agree)

Plans and Aspirations

What do you plan to do when you graduate?		
	#	%
Work full-time	1445	40.0
Enroll in graduate or professional school	1327	36.7
I have no idea at this point	284	7.9
Take a year off	160	4.4
Paid internship	97	2.7
Study or work abroad	96	2.7
Work part-time	50	1.4
Unpaid internship/volunteer	36	1.0
Join armed forces	32	.9
Do something else	30	.8
Be self-employed	28	.8
Other	27	.7
Total	3612	100.00

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

	#	%
Medicine, health-related professions	1222	33.9
Business, finance-related professions	586	16.2
Other	311	8.6
Researcher, scientist	219	6.1
Artistic, creative professions	212	5.9
I have no idea whatsoever	190	5.3
Engineering, computer programming	182	5.0
Psychology, helping professions	178	4.9
Education	175	4.8
Law	168	4.7
Civil Service/government	130	3.6
Military	29	.8
Agriculture/agribusiness	8	.2
Total	3610	100.00

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

	#	%
Doctorate (Ph.D., Ed.D., etc.)	557	15.4
Bachelor's degree (B.A., B.S., etc.)	476	13.2
I do not know yet	425	11.8
Academic master's (M.A., M.S., etc.)	406	11.2
Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.)	397	11.0
Business master's (M.B.A.)	390	10.8
Medical doctor (M.D.)	362	10.0
Medical doctorate other than M.D. (D.O., D.D.S., D. V.M., etc.)	233	6.5
Law degree (L.L.B. or J.D.)	192	5.3
Multiple doctoral degrees (M.D./Ph.D.)	92	2.5
Other	71	2.0
Teaching credential	11	.3
Total	3612	100.0

INDICATE THE FOLLOWING SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITIES THAT YOU ARE CURRENTLY DOING OR HAVE COMPLETED AS A CAROLINA STUDENT.	No		Yes, doing now or have done	
	#	%	#	%
A research project or research paper as part of your coursework	491	13.6%	3110	86.4%
At least one student research course (a course in which you learned research methods or researched a topic)	1224	34.0%	2376	66.0%
At least one independent study course	2860	79.5%	737	20.5%
Assist faculty in research with course credit	3004	83.7%	583	16.3%
Assist faculty in research for pay without course credit	3108	86.4%	488	13.6%
Assist faculty in research as a volunteer without course credit	2885	80.4%	702	19.6%
A creative activity as part of your coursework	1045	29.1%	2549	70.9%
Work on creative projects under the direction of faculty with course credit	1954	54.3%	1646	45.7%
Work on creative projects under the direction of faculty for pay without course credit	3222	89.7%	368	10.3%
Work on creative projects under the direction of faculty as a volunteer without course credit	3072	85.6%	517	14.4%

Overall Satisfaction and Agreement

HOW SATISFIED ARE YOU WITH THE FOLLOWING ASPECTS OF YOUR CAMPUS EXPERIENCES/EDUCATION?	Very dissatisfied		Dissatisfied		Somewhat dissatisfied		Somewhat satisfied		Satisfied		Very satisfied		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
Carolina grade point average	243	6.7%	433	12.0%	605	16.8%	898	24.9%	990	27.5%	437	12.1%	3.91
Overall social experience	58	1.6%	138	3.8%	310	8.6%	825	22.9%	1410	39.1%	861	23.9%	4.66
Overall academic experience	42	1.2%	121	3.4%	272	7.5%	912	25.3%	1534	42.6%	723	20.1%	4.65
Value of your education for the price you are paying	54	1.5%	100	2.8%	218	6.1%	710	19.7%	1189	33.0%	1331	37.0%	4.91

*Scale (1= Very dissatisfied and 6=Very Satisfied)

RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS.	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
I feel that I belong at this institution	54	1.5%	102	2.8%	223	6.2%	630	17.5%	1201	33.3%	1396	38.7%	4.94
Knowing what I know now, I would still choose to enroll at Carolina	71	2.0%	112	3.1%	217	6.0%	492	13.6%	967	26.8%	1747	48.4%	5.06

*Scale (1= Strongly Disagree and 6=Strongly Agree)

Part II (A): Program Evaluation – Only juniors and seniors with a declared major

WERE THE FOLLOWING FACTORS VERY IMPORTANT TO YOU IN DECIDING ON YOUR MAJOR?	No		Yes	
	#	%	#	%
Intellectual curiosity	138	5.4%	2438	94.6%
Leads to a high paying job	1270	49.3%	1304	50.7%
Prepares me for a fulfilling career	284	11.0%	2289	89.0%
Parental/family desires	1777	69.1%	795	30.9%
Allows time for other activities	1391	54.1%	1180	45.9%
Provides international opportunities	1280	49.8%	1291	50.2%
Prestige	1271	49.4%	1301	50.6%
Could not get into my first choice of major	2303	89.8%	263	10.2%
Prepares me for graduate/professional school	849	33.0%	1724	67.0%
Compelled to choose a major by school requirements or deadlines	2078	80.9%	491	19.1%
Other	785	83.7%	153	16.3%

ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR MAJOR.	No		Yes	
	#	%	#	%
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	131	5.1%	2442	94.9%
Are the program requirements well defined?	135	5.2%	2437	94.8%
Are department rules and policies clearly communicated?	211	8.2%	2360	91.8%
Is the description of the major in the catalog accurate?	103	4.0%	2463	96.0%
Is the website (and/or social media) used to facilitate communication between students and the program?	530	20.7%	2036	79.3%

HOW SATISFIED ARE YOU WITH EACH OF THE FOLLOWING ASPECTS OF YOUR EDUCATIONAL EXPERIENCE IN THE MAJOR?	Very dissatisfied		Dissatisfied		Somewhat dissatisfied		Somewhat satisfied		Satisfied		Very satisfied		Not applicable-No courses taken		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Variety of courses available in your major	44	1.7%	106	4.1%	217	8.4%	492	19.1%	912	35.5%	778	30.3%	22	0.9%	4.75
Quality of lower-division courses in your major	68	2.6%	102	4.0%	256	10.0%	536	20.9%	961	37.4%	545	21.2%	100	3.9%	4.56
Quality of upper-division courses in your major	22	0.9%	51	2.0%	131	5.1%	327	12.7%	907	35.3%	1002	39.0%	128	5.0%	5.07

* Scale (1=Very dissatisfied and 6=Very Satisfied)

Part II (B): Program Evaluation – All students

HOW OFTEN HAVE YOU EXPERIENCED THE FOLLOWING?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions	39	1.1%	165	4.6%	535	14.9%	804	22.4%	1288	35.9%	756	21.1%
Students treated equitably and fairly by the faculty	17	0.5%	35	1.0%	239	6.7%	577	16.1%	1615	45.0%	1102	30.7%
Faculty clearly explaining what constitutes plagiarism and its consequences	29	0.8%	92	2.6%	270	7.5%	544	15.2%	1340	37.4%	1311	36.6%
Faculty providing prompt and useful feedback on student work	20	0.6%	90	2.5%	403	11.2%	1007	28.1%	1401	39.1%	665	18.5%

HOW SATISFIED ARE YOU WITH EACH OF THE FOLLOWING ASPECTS OF YOUR EDUCATIONAL EXPERIENCE OVERALL?	Very dissatisfied		Dissatisfied		Somewhat dissatisfied		Somewhat satisfied		Satisfied		Very satisfied		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
Advising by faculty on academic matters	69	1.9%	147	4.1%	290	8.1%	1113	31.1%	1454	40.6%	504	14.1%	4.47
Advising by school or college staff on academic matters	124	3.5%	245	6.9%	387	10.8%	1099	30.7%	1316	36.8%	405	11.3%	4.25
Advising by departmental staff on academic matters	68	1.9%	149	4.2%	307	8.6%	1171	32.8%	1418	39.8%	453	12.7%	4.42
Quality of faculty instruction	24	0.7%	60	1.7%	181	5.1%	779	21.9%	1727	48.5%	788	22.1%	4.82
Quality of teaching by Graduate Students (TA's, AI's)	71	2.0%	164	4.6%	369	10.3%	1114	31.2%	1383	38.7%	471	13.2%	4.40
Availability of courses for general education or breadth requirements	92	2.6%	216	6.0%	484	13.5%	1092	30.5%	1268	35.5%	423	11.8%	4.26
Availability of courses needed for graduation	118	3.3%	243	6.8%	444	12.4%	945	26.4%	1366	38.2%	464	13.0%	4.28
Access to small classes	119	3.3%	270	7.5%	493	13.8%	955	26.7%	1229	34.3%	513	14.3%	4.24
Access to faculty outside of class	29	0.8%	72	2.0%	223	6.2%	894	25.0%	1673	46.8%	685	19.2%	4.72
Ability to get into a major that you want	69	1.9%	78	2.2%	179	5.0%	609	17.0%	1582	44.2%	1060	29.6%	4.88
Opportunities for research experience or to produce creative products	53	1.5%	154	4.3%	420	11.7%	1069	29.9%	1341	37.5%	542	15.1%	4.43
Educational enrichment programs (e.g., study abroad, internships)	42	1.2%	141	3.9%	348	9.7%	950	26.6%	1452	40.7%	638	17.9%	4.55
Availability of library research resources	14	0.4%	39	1.1%	101	2.8%	719	20.2%	1757	49.2%	938	26.3%	4.96

*Scale (1=Very Dissatisfied and 6=Very Satisfied)

	Zero		1		2		3		4 or more	
	#	%	#	%	#	%	#	%	#	%
How many professors do you know well enough to ask for a letter of recommendation?	465	13.0%	704	19.6%	1100	30.7%	750	20.9%	569	15.9%

Part II: (C) Background and Personal Characteristics

	Probably no		Probably yes	
	#	%	#	%
Will you complete a BA this spring or summer?	2048	57.0%	1545	43.0%

[for those not expecting to complete a bachelor's degree this spring/summer]	Not concerned		Somewhat concerned		Concerned		Very concerned	
	#	%	#	%	#	%	#	%
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	1010	49.4%	577	28.2%	246	12.0%	211	10.3%
How concerned are you about paying for your undergraduate education NEXT YEAR?	976	47.8%	599	29.3%	243	11.9%	225	11.0%

[for those who are expecting to complete a bachelor's degree this spring/summer]	Not concerned		Somewhat concerned		Concerned		Very concerned	
	#	%	#	%	#	%	#	%
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	820	53.1%	401	26.0%	167	10.8%	156	10.1%

	Not concerned		Somewhat concerned		Concerned		Very concerned	
	#	%	#	%	#	%	#	%
How concerned are you about your accumulated educational debt?	1820	50.7%	706	19.7%	476	13.3%	589	16.4%

	I have completed, am currently, or will be this summer on a study abroad program		I did not consider studying abroad		I considered study abroad but decided against it because of the cost		I considered study abroad but decided against it for another reason. Please elaborate:	
	#	%	#	%	#	%	#	%
Which of the following best describes your participation in a study abroad program this year?	780	21.8%	1239	34.6%	787	21.9%	780	21.8%

HOW FREQUENTLY HAVE YOU ENGAGED IN THE FOLLOWING BEHAVIORS IN THE PAST YEAR?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Skipped meals to save money	1199	33.4%	976	27.2%	830	23.1%	289	8.1%	187	5.2%	107	3.0%
Cut down on personal / recreational spending	129	3.6%	212	5.9%	984	27.4%	880	24.5%	866	24.2%	514	14.3%
Worried about my debt and financial circumstances	514	14.3%	624	17.4%	775	21.6%	584	16.3%	516	14.4%	573	16.0%

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 CAROLINA IS MANAGEABLE.	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
Given the grants and scholarships, if any, that you receive, the total cost of attending UNC is manageable.	122	3.4%	192	5.4%	429	12.0%	929	25.9%	1124	31.4%	789	22.0%	4.42

*Scale (1=Strongly Disagree and 6=Strongly Agree)

	Yes		No	
	#	%	#	%
Have you ever received a Pell grant?	1084	30.3%	2499	69.7%

When did you come to the United States to live?

		#	%
Valid	I was born in the U.S.	3169	88.5
	1999 or earlier	188	5.2
	2000	32	.9
	2001	23	.6
	2002	14	.4
	2003	17	.5
	2004	15	.4
	2005	16	.4
	2006	4	.1
	2007	13	.4
	2008	11	.3
	2009	8	.2
	2010	11	.3
	2011	19	.5
	2012	19	.5
	2013	10	.3
	2014 or later	13	.4
	Total	3582	100.0

	English is my native language		Before I was 6 years old		When I was 6 to 10 years old		When I was 11 to 15 years old		After turning 16 years old	
	#	%	#	%	#	%	#	%	#	%
When did you learn to speak English?	3101	86.5%	318	8.9%	116	3.2%	41	1.1%	11	0.3%

Identify, to the best of your knowledge, where the following relatives were born.	Outside the U.S.		In U.S.		Do not know	
	#	%	#	%	#	%
My mother	907	25.3%	2672	74.5%	8	0.2%
My father	909	25.4%	2654	74.0%	22	0.6%

Which of the following best describes the educational experience of your parents?	Neither parent attended college		Neither parent has a four-year degree but one or both attended college		One or both parents have a four-year degree	
	#	%	#	%	#	%
Parents' educational experience.	423	11.8%	345	9.6%	2814	78.6%

	Low-income or poor		Working-class		Middle-class		Upper-middle or professional-middle		Wealthy	
	#	%	#	%	#	%	#	%	#	%
Which of the following best describes your social class when you were growing up?	202	5.6%	563	15.7%	1349	37.6%	1327	37.0%	145	4.0%

	No		Yes	
	#	%	#	%
Are you a financially independent student?	2903	81.1%	676	18.9%

To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2014?

		#	%
Valid	Less than \$10,000	45	1.6
	\$10,000 to \$19,999	71	2.5
	\$20,000 to \$34,999	211	7.4
	\$35,000 to \$49,999	208	7.3
	\$50,000 to \$64,999	225	7.9
	\$65,000 to \$79,999	268	9.4
	\$80,000 to \$99,999	326	11.4
	\$100,000 to \$124,999	466	16.3
	\$125,000 to \$149,999	235	8.2
	\$150,000 to \$199,999	296	10.3
	\$200,000 or more	509	17.8
	Total	2860	100.0

To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2014?

		#	%
Valid	Less than \$10,000	76	11.4
	\$10,000 to \$19,999	55	8.3
	\$20,000 to \$34,999	82	12.3
	\$35,000 to \$49,999	73	11.0
	\$50,000 to \$64,999	61	9.2
	\$65,000 to \$79,999	54	8.1
	\$80,000 to \$99,999	67	10.1
	\$100,000 to \$124,999	65	9.8
	\$125,000 to \$149,999	40	6.0
	\$150,000 to \$199,999	39	5.9
	\$200,000 or more	54	8.1
	Total	666	100.0

What is your religious/spiritual preference?

	#	%
Spiritual but not associated with a major religion	311	9.0
Not particularly spiritual	329	9.5
No preference	166	4.8
Agnostic	273	7.9
Atheist	247	7.1
Baptist	404	11.7
Buddhist	26	.8
Christian Church (Disciples)	159	4.6
Eastern Orthodox	16	.5
Episcopalian	80	2.3
Hindu	92	2.7
Jewish	78	2.3
Lutheran	52	1.5
Methodist	227	6.6
Mormon	10	.3
Muslim	59	1.7
Presbyterian	181	5.2
Quaker	7	.2
Roman Catholic	364	10.5
Seventh Day Adventist	9	.3
Sikh	3	.1
Taoist	3	.1
Unitarian/Universalist	12	.3
United Church of Christ/Congregational	15	.4
Other Christian	314	9.1
Other religion	23	.7
Total	3460	100.0

	No		Yes	
	#	%	#	%
Do you have any physical disabilities that affect how you access or use campus facilities?	3524	98.4%	56	1.6%

	No		Yes	
	#	%	#	%
Do you have any learning disabilities that affect how you read, study, or do your coursework?	3316	92.6%	264	7.4%

[For those who have a physical/ learning disability]	No		Yes	
	#	%	#	%
Do you currently receive accommodations from the university due to your disability?	195	63.7%	111	36.3%

	Male		Female		Trans Male/Trans Man		Trans Female/Trans Woman		Genderqueer/Gender Non-Conforming		Decline to state		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What is your current gender identity?	1304	36.4%	2225	62.2%	5	0.1%	1	0.0%	16	0.4%	16	0.4%	13	0.4%

	Male		Female		Decline to state		Other	
	#	%	#	%	#	%	#	%
What sex were you assigned at birth, such as on an original birth certificate?	1317	36.8%	2241	62.6%	13	0.4%	9	0.3%

	Heterosexual or straight		Gay or lesbian		Bisexual		Questioning		Decline to state		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
Do you consider yourself to be?	3226	90.3%	109	3.0%	98	2.7%	43	1.2%	43	1.2%	55	1.5%

	Very liberal		Liberal		Slightly liberal		Moderate or middle of the road		Slightly conservative		Conservative		Very conservative	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
How would you characterize your political orientation?	348	9.8%	914	25.7%	585	16.4%	760	21.4%	444	12.5%	442	12.4%	65	1.8%

	Campus residence hall		Campus owned apartment or house (on- or off-campus)		Sorority or fraternity		Off-campus in an apartment		Off-campus in a house		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
Where are you living this term?	1279	35.7%	273	7.6%	138	3.9%	975	27.2%	860	24.0%	53	1.5%

	On campus or < 1 mile		1 mile to 2 miles		3 miles to 10 miles		11 to 20 miles		21 miles or more	
	#	%	#	%	#	%	#	%	#	%
How far do you live from campus?	2232	62.4%	933	26.1%	257	7.2%	60	1.7%	96	2.7%

What is your primary mode of transportation to campus during the spring 2015 term?

	#	%
Walk	2084	58.3
Bicycle	198	5.5
Campus Bus	583	16.3
City bus	301	8.4
Subway train or other train (e.g., Amtrak)	4	.1
Carpool (2 or more)	56	1.6
Drive alone	242	6.8
Motorcycle, motorized scooter, or moped	29	.8
Rollerblade, skateboard, skate, or scooter	4	.1
Mobility scooter, powered wheelchair, or wheelchair	4	.1
Other	69	1.9
Total	3574	100.0

	No one. I live alone		I share an apartment, house or residence hall room with at least one other UNC-Chapel Hill student		I share an apartment or house with peers who are not UNC-Chapel Hill students		I live with at least one family member		I am a single parent living with children		I live with my spouse or domestic partner and children		I live with my spouse or domestic partner without children		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
With whom do you live?	308	8.6%	2943	82.3%	86	2.4%	104	2.9%	10	0.3%	31	0.9%	57	1.6%	36	1.0%

Part III: Community Engagement: Community Service, Service Learning, Community-Focused Experiences, Co-curricular Learning,

INDICATE THE WAY IN WHICH YOU HAVE BEEN INVOLVED IN THE FOLLOWING ACTIVITIES OR ORGANIZATIONS THIS ACADEMIC YEAR.	Participant or member		Officer or leader		Neither	
	#	%	#	%	#	%
Academic group (e.g., math club, philosophy club)	407	22.9%	117	6.6%	1256	70.6%
Advocacy association (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	169	9.5%	77	4.3%	1536	86.2%
Campus sports club (e.g., rugby club, Kendo club)	265	14.9%	76	4.3%	1442	80.9%
Campus varsity team (e.g., basketball, softball, soccer)	59	3.3%	15	0.8%	1699	95.8%
Governing bodies (e.g., student government, residence hall association)	96	5.4%	75	4.2%	1607	90.4%
Greek fraternity or sorority	253	14.2%	141	7.9%	1389	77.9%
Honor society	374	21.0%	41	2.3%	1368	76.7%
Media (e.g., campus newspaper, radio station)	107	6.0%	36	2.0%	1628	91.9%
Performing group (e.g., school band, dance team)	159	8.9%	61	3.4%	1561	87.6%
Political (e.g., Young Republicans, College Democrats)	115	6.5%	17	1.0%	1646	92.6%
Recreational (e.g., chess club, bike club, rock climbing club)	243	13.7%	34	1.9%	1497	84.4%
Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	299	16.8%	114	6.4%	1363	76.7%
Community service club (e.g., Special Olympics Volunteers Club, Habitat for Humanity)	511	28.8%	126	7.1%	1138	64.1%
Other campus-based club or organization	440	24.8%	153	8.6%	1179	66.5%
Off-campus activities and organizations	433	24.6%	81	4.6%	1243	70.7%

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?	Strongly disagree		Disagree		Disagree somewhat		Agree somewhat		Agree		Strongly agree		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
Opportunities to engage in community service while a student at Carolina are important to me	21	1.2%	81	4.5%	104	5.8%	550	30.8%	659	36.9%	370	20.7%	4.60
Opportunities to develop my leadership skills while a student at Carolina are important to me	10	0.6%	38	2.1%	63	3.5%	413	23.1%	715	40.0%	547	30.6%	4.92
Opportunities to connect my academic work with community-based experience are important to me	17	1.0%	29	1.6%	95	5.3%	486	27.2%	703	39.4%	454	25.4%	4.79

*Scale (1=Strongly Disagree and 6=Strongly Agree)

Community Service

DURING THIS ACADEMIC YEAR, HAVE YOU PARTICIPATED IN COMMUNITY SERVICE?	No		Yes	
	#	%	#	%
On campus	858	47.8%	937	52.2%
Off campus	650	36.2%	1145	63.8%

WHICH OF THE FOLLOWING WERE SIGNIFICANT REASONS FOR GETTING INVOLVED IN COMMUNITY SERVICE?	Not a significant reason		A significant reason	
	#	%	#	%
Required as part of my academic program	1036	77.5%	300	22.5%
Required by my fraternity/sorority	1033	77.5%	300	22.5%
Unique or interesting opportunity arose to participate	302	22.6%	1034	77.4%
Encouragement from friends or family	714	53.4%	623	46.6%
Encouragement from faculty/staff	997	74.7%	338	25.3%
Encouragement from other students	673	50.5%	660	49.5%
Belief in the particular cause	240	18.0%	1095	82.0%
Location of where the work was to be conducted	690	51.8%	642	48.2%
Opportunity to learn new things	442	33.1%	892	66.9%
Opportunity to enhance my academic achievement	714	53.6%	618	46.4%
Opportunities to develop leadership skills	503	37.7%	831	62.3%
Become a better citizen and community participant	268	20.1%	1067	79.9%
Change conditions in the community	420	31.4%	916	68.6%
Strengthen my resume for graduate school or employment	517	38.7%	820	61.3%
Other	439	92.6%	35	7.4%

WHAT WAS THE FOCUS OF THE ORGANIZATION WHERE YOU DID THIS COMMUNITY SERVICE?	Selected
	#
Education	644
Health	600
Social issues	700
Environment	251
Arts	106
Economic development	115
International	110
Other	63

PLEASE ESTIMATE HOW MANY TOTAL HOURS OF SERVICE YOU COMPLETED THIS ACADEMIC YEAR:	1-10 hours		11-20 hours		21-50 hours		51-100 hours		More than 100 hours	
	#	%	#	%	#	%	#	%	#	%
Total hours of service you completed this academic year:	350	26.3%	284	21.3%	390	29.3%	177	13.3%	131	9.8%

Service Learning

HOW MANY TIMES HAVE YOU ENROLLED IN A COURSE THAT HAD A SERVICE-LEARNING COMPONENT?	Zero		Once		Twice		Three times		More than three times	
	#	%	#	%	#	%	#	%	#	%
How many times have you enrolled in a course that had a service-learning component?	1263	70.5%	411	22.9%	88	4.9%	14	0.8%	15	0.8%

WHAT WAS THE AVERAGE NUMBER OF HOURS OF SERVICE YOU COMPLETED FOR A COURSE?	1-10 hours		11-25 hours		26-50 hours		More than 50 hours	
	#	%	#	%	#	%	#	%
Average number of hours of service you completed for a course?	107	20.4%	116	22.1%	255	48.6%	47	9.0%

Community-Focused Experiences

TO WHAT EXTENT HAVE YOU BEEN INVOLVED IN THE FOLLOWING COMMUNITY-FOCUSED EXPERIENCES DURING THIS ACADEMIC YEAR OR LAST SUMMER?	Not at all		Once		More than once	
	#	%	#	%	#	%
Study abroad or other internationally-based experience	1516	85.4%	198	11.1%	62	3.5%
Community-based capstone experience	1522	85.9%	198	11.2%	51	2.9%
Internship or clinical practicum	1175	66.3%	352	19.9%	246	13.9%
Academic field study	1427	80.8%	227	12.9%	111	6.3%
Community-based research	1497	84.4%	193	10.9%	83	4.7%
Other	718	95.0%	20	2.6%	18	2.4%

	Charity (providing help to individuals)		Empowering Others		Participatory Democracy (changing laws)		Social Change (changing societal conditions or views)		Community development		Other	
	#	%	#	%	#	%	#	%	#	%	#	%
The nature of your community-focused experiences during this academic year.	269	30.4%	170	19.2%	17	1.9%	176	19.9%	219	24.7%	35	4.0%

	Not at all		To some extent		To a great extent	
	#	%	#	%	#	%
To what extent has your participation in community-focused activities at this campus influenced your desire to continue community-focused activities after you graduate?	133	14.8%	531	59.0%	236	26.2%

Co-curricular Learning

DURING THE LAST ACADEMIC YEAR, HOW OFTEN HAVE YOU DONE THE FOLLOWING ACTIVITIES IN A STUDENT CLUB OR ORGANIZATION OF WHICH YOU ARE A MEMBER?	Never		1-2 times		3-5 times		More than 5 times	
	#	%	#	%	#	%	#	%
Chaired a meeting	1135	64.9%	261	14.9%	94	5.4%	258	14.8%
Planned an event	730	41.7%	508	29.0%	237	13.5%	275	15.7%
Promoted or marketed an event	703	40.3%	442	25.3%	280	16.0%	320	18.3%
Led or facilitated a discussion	751	43.2%	481	27.6%	235	13.5%	273	15.7%
Made a presentation that required research	737	42.2%	545	31.2%	293	16.8%	173	9.9%
Recruited new members for the organization/club	728	41.7%	501	28.7%	244	14.0%	273	15.6%
Written a report or article	966	55.2%	360	20.6%	186	10.6%	237	13.6%
Collected or analyzed data	899	51.6%	384	22.1%	217	12.5%	241	13.8%
Designed or produced a product for sale	1475	84.7%	177	10.2%	41	2.4%	48	2.8%
Invited or hosted a speaker	1339	76.9%	275	15.8%	85	4.9%	42	2.4%
Written a constitution, bylaws, piece of legislation, or rules	1445	82.7%	233	13.3%	39	2.2%	31	1.8%
Mediated a dispute	1180	67.7%	352	20.2%	133	7.6%	77	4.4%
Created an artistic work or performance	1237	71.0%	279	16.0%	98	5.6%	129	7.4%
Engaged in an in-depth discussion about a local, state, national, or international issue	983	56.4%	339	19.4%	206	11.8%	216	12.4%
Worked with another student as a peer educator or peer mentor	1027	58.8%	353	20.2%	171	9.8%	196	11.2%
Created or updated a website or webpage	1255	71.9%	280	16.0%	109	6.2%	102	5.8%
Partnered with a community organization or organized community outreach	1004	57.6%	442	25.4%	176	10.1%	121	6.9%

RATE HOW IMPORTANT YOUR INTERACTIONS WITH OTHER STUDENTS IN STUDENT CLUBS AND ORGANIZATIONS HAS BEEN TO EACH OF THE FOLLOWING:	Of no importance		Somewhat important		Very important		Essential	
	#	%	#	%	#	%	#	%
Learning to meet deadlines	294	17.0%	435	25.2%	591	34.2%	408	23.6%
Becoming more dependable and reliable	202	11.7%	378	22.0%	672	39.0%	470	27.3%
Learning how to resolve disputes	276	16.0%	504	29.3%	625	36.3%	316	18.4%
Maintaining your ethical standards when they are challenged	281	16.3%	420	24.4%	665	38.6%	356	20.7%
Developing an ability to work with others to accomplish a goal	189	11.0%	338	19.6%	730	42.3%	467	27.1%
Developing your knowledge of how organizations work	219	12.7%	413	24.0%	719	41.8%	369	21.5%
Understanding how to succeed in competitive situations	284	16.5%	448	26.0%	665	38.6%	326	18.9%
Developing your listening skills	214	12.4%	388	22.5%	694	40.3%	426	24.7%
Developing emotional self-control	283	16.4%	409	23.8%	639	37.1%	391	22.7%
Enjoying the college experience	172	10.0%	367	21.4%	673	39.2%	504	29.4%
Applying what you have learned in class to solving real world problems	304	17.6%	437	25.4%	653	37.9%	329	19.1%
Developing a willingness to argue your position against others who have different views	265	15.4%	437	25.4%	694	40.3%	327	19.0%
Developing networking skills	244	14.2%	393	22.8%	650	37.7%	437	25.3%
Learning how to use technology more effectively	359	20.8%	468	27.2%	588	34.1%	307	17.8%
Developing oral presentation skills	304	17.7%	397	23.1%	632	36.7%	389	22.6%
Developing written expression skills	348	20.2%	448	26.0%	578	33.6%	347	20.2%
Developing or practicing quantitative/data analysis skills	450	26.1%	493	28.6%	517	30.0%	262	15.2%
Developing an ability to teach others	254	14.7%	402	23.3%	691	40.1%	378	21.9%

IN THE CLASSROOM, HOW OFTEN HAVE YOU BEEN ASKED TO...?	Never		Rarely		Occasionally		Sometimes		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Acknowledge personal differences	89	5.1%	189	10.9%	356	20.6%	543	31.4%	418	24.1%	136	7.9%
Appreciate the world from someone else	36	2.1%	90	5.2%	299	17.3%	492	28.5%	574	33.3%	235	13.6%
Interact with someone with views that are different from your own	27	1.6%	76	4.4%	259	15.0%	436	25.2%	649	37.6%	280	16.2%
Discuss and navigate controversial issues	27	1.6%	101	5.8%	284	16.4%	511	29.6%	575	33.3%	231	13.4%
Define an issue or challenge and identify possible solutions	27	1.6%	73	4.2%	273	15.8%	510	29.5%	586	33.9%	262	15.1%
Implement a solution to an issue or challenge	58	3.4%	165	9.5%	333	19.3%	481	27.8%	491	28.4%	201	11.6%
Reflect upon the solution of an issue or challenge	38	2.2%	109	6.3%	320	18.5%	474	27.5%	562	32.6%	223	12.9%
Reflect on community or social issues as a shared responsibility	55	3.2%	129	7.5%	348	20.2%	500	29.0%	493	28.5%	202	11.7%
Reflect on your responsibility for community or social issues	63	3.6%	163	9.4%	350	20.2%	499	28.8%	477	27.6%	178	10.3%
Act on community or social issues	192	11.1%	293	16.9%	381	22.0%	432	25.0%	311	18.0%	120	6.9%

OUTSIDE THE CLASSROOM, HOW OFTEN DO YOU...?	Never		Rarely		Occasionally		Sometimes		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Acknowledge personal differences	30	1.7%	49	2.8%	189	11.0%	389	22.5%	731	42.4%	338	19.6%
Appreciate the world from someone else	23	1.3%	41	2.4%	204	11.8%	430	24.9%	673	39.0%	354	20.5%
Interact with someone with views that are different from your own	13	0.8%	46	2.7%	215	12.5%	393	22.8%	657	38.1%	401	23.2%
Discuss and navigate controversial issues	29	1.7%	86	5.0%	299	17.3%	482	28.0%	547	31.7%	281	16.3%
Define an issue or challenge and identify possible solutions	28	1.6%	84	4.9%	309	17.9%	475	27.6%	554	32.2%	273	15.8%
Implement a solution to an issue or challenge	54	3.1%	166	9.6%	315	18.3%	501	29.1%	461	26.7%	227	13.2%
Reflect upon the solution of an issue or challenge	33	1.9%	98	5.7%	313	18.2%	510	29.6%	512	29.8%	255	14.8%
Reflect on community or social issues as a shared responsibility	40	2.3%	113	6.6%	338	19.6%	471	27.3%	504	29.2%	259	15.0%
Reflect on your individual responsibility for community or social issues	39	2.3%	90	5.2%	342	19.8%	444	25.7%	531	30.8%	279	16.2%
Act on community or social issues	102	5.9%	230	13.3%	374	21.7%	475	27.5%	355	20.6%	190	11.0%

Part III: Student Life and Development: Goals and Aspirations and Perceptions of Campus Climate

Goals and Aspirations

INDICATE HOW IMPORTANT EACH OF THE FOLLOWING COLLEGE GOALS IS TO YOU.	Not that important		Somewhat important		Very important		Essential	
	#	%	#	%	#	%	#	%
Be in a position to give something back to my community after finishing my education	81	4.5%	397	22.3%	719	40.3%	586	32.9%
Acquire a well-rounded general education	40	2.2%	242	13.6%	782	43.9%	717	40.3%
Achieve a high GPA	75	4.2%	470	26.3%	790	44.3%	449	25.2%
Establish meaningful friendships	29	1.6%	184	10.3%	653	36.7%	913	51.3%
Prepare for graduate or professional school	144	8.1%	366	20.6%	620	34.8%	650	36.5%
Obtain the skills I need to pursue my chosen career	10	0.6%	100	5.6%	618	34.7%	1051	59.1%
Be in a position to make a lot of money after finishing my education	184	10.3%	639	35.8%	579	32.5%	381	21.4%
Explore new ideas	26	1.5%	324	18.2%	869	48.8%	563	31.6%
Develop a personal code of values and ethics	59	3.3%	343	19.3%	776	43.6%	600	33.7%
Develop an in-depth understanding of a specific field of study	23	1.3%	218	12.2%	814	45.7%	728	40.8%
Establish social networks that will help further my career	48	2.7%	362	20.3%	757	42.5%	613	34.4%
Obtain the skills I need to function in the international arena	245	13.8%	518	29.1%	610	34.3%	408	22.9%

Perceptions and Campus Climate

RATE THE GENERAL CLIMATE FOR STUDENTS AT CAROLINA ALONG THE FOLLOWING DIMENSIONS.	1		2		3		4		5		6			Mean
	#	%	#	%	#	%	#	%	#	%	#	%		
Hostile	9	0.5%	32	1.8%	72	4.0%	240	13.5%	815	45.7%	615	34.5%	Friendly	5.06
Impersonal	21	1.2%	48	2.7%	115	6.5%	404	22.7%	716	40.2%	477	26.8%	Caring	4.78
Not Intellectual	9	0.5%	21	1.2%	62	3.5%	246	13.8%	648	36.4%	796	44.7%	Intellectual	5.18
Intolerant of diversity	24	1.3%	62	3.5%	130	7.3%	442	24.8%	657	36.9%	466	26.2%	Tolerant of diversity	4.71
Dangerous	9	0.5%	40	2.2%	118	6.6%	417	23.4%	758	42.6%	439	24.6%	Safe	4.79
Too easy academically	10	0.6%	40	2.2%	192	10.8%	831	46.6%	546	30.6%	163	9.1%	Too hard academically	4.32
Not Affordable	26	1.5%	119	6.7%	247	13.9%	541	30.4%	529	29.7%	319	17.9%	Affordable	4.34

HOW OFTEN HAVE YOU GAINED A DEEPER UNDERSTANDING OF OTHER PERSPECTIVES THROUGH CONVERSATIONS WITH FELLOW STUDENTS BECAUSE THEY DIFFERED FROM YOU IN THE FOLLOWING WAYS?	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Their religious beliefs were very different than yours	74	4.2%	187	10.5%	584	32.8%	487	27.4%	330	18.6%	116	6.5%
Their political opinions were very different from yours	57	3.2%	180	10.1%	531	29.8%	498	28.0%	345	19.4%	168	9.4%
They were an immigrant or from an immigrant family	176	9.9%	352	19.9%	567	32.0%	376	21.2%	229	12.9%	72	4.1%
They were of a different nationality than your own	64	3.6%	159	9.0%	537	30.2%	491	27.6%	373	21.0%	152	8.6%
They were of a different race or ethnicity than your own	40	2.3%	110	6.2%	418	23.5%	521	29.4%	456	25.7%	230	13.0%
Their gender was different	62	3.5%	103	5.8%	428	24.1%	487	27.5%	449	25.3%	245	13.8%
Their sexual orientation was different	101	5.7%	231	13.1%	539	30.5%	449	25.4%	298	16.9%	147	8.3%
They were from a different social class	55	3.1%	159	9.0%	487	27.6%	512	29.1%	383	21.7%	166	9.4%
They had physical or other observable disabilities	224	12.6%	561	31.6%	532	29.9%	277	15.6%	126	7.1%	57	3.2%
They had learning, psychological, or other disabilities that are not readily apparent	245	13.8%	518	29.2%	523	29.4%	283	15.9%	143	8.1%	64	3.6%

IN THIS ACADEMIC YEAR, I HAVE HEARD TEACHING FACULTY OR INSTRUCTORS EXPRESS NEGATIVE OR STEREOTYPICAL VIEWS ABOUT:	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Races or ethnicities	1199	67.4%	362	20.3%	143	8.0%	47	2.6%	20	1.1%	9	0.5%
Genders	1139	64.0%	375	21.1%	185	10.4%	52	2.9%	20	1.1%	10	0.6%
Sexual orientations	1294	72.8%	322	18.1%	102	5.7%	36	2.0%	13	0.7%	10	0.6%
Political affiliation, opinions, or beliefs	811	45.6%	441	24.8%	301	16.9%	143	8.0%	51	2.9%	32	1.8%
Religions	1088	61.1%	380	21.3%	182	10.2%	78	4.4%	35	2.0%	17	1.0%
Social classes	1191	67.1%	351	19.8%	140	7.9%	59	3.3%	23	1.3%	12	0.7%
Immigrant backgrounds	1300	73.3%	326	18.4%	88	5.0%	38	2.1%	13	0.7%	9	0.5%
Physical or other observable disabilities	1420	79.8%	245	13.8%	57	3.2%	37	2.1%	12	0.7%	8	0.4%
Learning, psychological, or other disabilities that are not readily apparent	1359	76.4%	281	15.8%	76	4.3%	35	2.0%	15	0.8%	12	0.7%

IN THIS ACADEMIC YEAR, I HAVE HEARD NON-TEACHING STAFF OR ADMINISTRATORS EXPRESS NEGATIVE OR STEREOTYPICAL VIEWS ABOUT:	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Races or ethnicities	1229	69.4%	305	17.2%	147	8.3%	51	2.9%	25	1.4%	13	0.7%
Genders	1235	69.9%	305	17.3%	144	8.1%	51	2.9%	23	1.3%	10	0.6%
Sexual orientations	1261	71.5%	290	16.4%	134	7.6%	51	2.9%	16	0.9%	12	0.7%
Political affiliation, opinions, or beliefs	1156	65.3%	305	17.2%	187	10.6%	78	4.4%	23	1.3%	21	1.2%
Religions	1235	69.8%	306	17.3%	144	8.1%	53	3.0%	16	0.9%	16	0.9%
Social classes	1259	71.3%	301	17.1%	125	7.1%	55	3.1%	13	0.7%	12	0.7%
Immigrant backgrounds	1306	74.0%	282	16.0%	115	6.5%	37	2.1%	14	0.8%	11	0.6%
Physical or other observable disabilities	1363	77.1%	268	15.2%	85	4.8%	32	1.8%	12	0.7%	8	0.5%
Learning, psychological, or other disabilities that are not readily apparent	1348	76.4%	273	15.5%	88	5.0%	37	2.1%	9	0.5%	10	0.6%

IN THIS ACADEMIC YEAR, I HAVE HEARD STUDENTS EXPRESS NEGATIVE OR STEREOTYPICAL VIEWS ABOUT:	Never		Rarely		Occasionally		Somewhat often		Often		Very often	
	#	%	#	%	#	%	#	%	#	%	#	%
Races or ethnicities	183	10.3%	373	21.0%	688	38.7%	287	16.2%	158	8.9%	88	5.0%
Genders	282	15.9%	411	23.2%	591	33.4%	271	15.3%	154	8.7%	62	3.5%
Sexual orientations	258	14.6%	419	23.7%	607	34.3%	287	16.2%	136	7.7%	62	3.5%
Political affiliation, opinions, or beliefs	185	10.4%	298	16.8%	522	29.4%	392	22.1%	233	13.1%	145	8.2%
Religions	274	15.5%	462	26.1%	549	31.0%	264	14.9%	148	8.4%	74	4.2%
Social classes	432	24.4%	536	30.3%	446	25.2%	191	10.8%	118	6.7%	47	2.7%
Immigrant backgrounds	563	31.8%	540	30.5%	408	23.0%	146	8.2%	79	4.5%	36	2.0%
Physical or other observable disabilities	842	47.4%	484	27.2%	287	16.2%	95	5.3%	41	2.3%	28	1.6%
Learning, psychological, or other disabilities that are not readily apparent	784	44.2%	473	26.7%	318	17.9%	112	6.3%	49	2.8%	36	2.0%

RATE YOUR AWARENESS AND UNDERSTANDING OF THE FOLLOWING ISSUES WHEN YOU ...		Very poor		Poor		Fair		Good		Very good		Excellent		Mean
		#	%	#	%	#	%	#	%	#	%	#	%	
My own racial and ethnic identity	When started	16	0.9%	93	5.3%	245	14.0%	530	30.3%	442	25.2%	425	24.3%	4.46
	Now	7	0.4%	7	0.4%	69	4.0%	423	24.5%	631	36.6%	589	34.1%	4.99
Social class and economic differences/issues	When started	19	1.1%	111	6.4%	354	20.3%	689	39.4%	368	21.1%	207	11.8%	4.09
	Now	5	0.3%	4	0.2%	66	3.8%	458	26.6%	771	44.8%	418	24.3%	4.88
Racial and ethnic differences/issues	When started	29	1.7%	127	7.3%	396	22.7%	656	37.5%	342	19.6%	198	11.3%	4.00
	Now	7	0.4%	4	0.2%	61	3.5%	443	25.7%	755	43.8%	452	26.2%	4.91
Gender differences/issues	When started	35	2.0%	172	9.9%	404	23.2%	632	36.3%	318	18.2%	182	10.4%	3.90
	Now	10	0.6%	10	0.6%	71	4.1%	441	25.7%	747	43.5%	437	25.5%	4.87
Sexual orientation differences/issues	When started	53	3.0%	215	12.3%	433	24.8%	575	32.9%	292	16.7%	180	10.3%	3.79
	Now	8	0.5%	12	0.7%	100	5.8%	466	27.1%	714	41.5%	420	24.4%	4.82
Physical or other observable disabilities	When started	31	1.8%	155	8.9%	404	23.2%	621	35.6%	321	18.4%	212	12.2%	3.96
	Now	14	0.8%	39	2.3%	199	11.5%	580	33.6%	548	31.8%	344	20.0%	4.53
Learning, psychological, or other disabilities that are not readily apparent	When started	45	2.6%	162	9.3%	444	25.4%	588	33.7%	295	16.9%	213	12.2%	3.90
	Now	22	1.3%	33	1.9%	204	11.8%	523	30.4%	573	33.3%	367	21.3%	4.56

*Scale (1=Very Poor and 6=Excellent)

WHAT IS YOUR LEVEL OF AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING:	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Mean
	#	%	#	%	#	%	#	%	#	%	#	%	
I feel valued as an individual at this institution	32	1.8%	91	5.2%	168	9.6%	552	31.4%	719	40.9%	197	11.2%	4.38
I am proud to be a student at this institution	15	0.9%	26	1.5%	61	3.5%	252	14.3%	656	37.3%	748	42.5%	5.13
Most students are proud to attend this school	5	0.3%	5	0.3%	31	1.8%	180	10.3%	772	44.0%	763	43.5%	5.28
This institution values students	31	1.8%	56	3.2%	158	9.0%	485	27.7%	665	38.0%	356	20.3%	4.58
Academic cheating is a problem at this institution	123	7.0%	563	32.0%	455	25.9%	364	20.7%	175	10.0%	78	4.4%	3.08
Alcohol use is a problem at this institution	84	4.8%	343	19.6%	435	24.8%	490	28.0%	247	14.1%	153	8.7%	3.53
Drug use is a problem at this institution	105	6.0%	428	24.5%	467	26.7%	446	25.5%	213	12.2%	89	5.1%	3.29
Diversity is important at this institution	26	1.5%	57	3.2%	115	6.6%	400	22.8%	746	42.5%	410	23.4%	4.72
Diversity is important to me	19	1.1%	51	2.9%	63	3.6%	297	16.9%	663	37.8%	663	37.8%	5.01
*Scale (1=Strongly Disagree and 6=Strongly Agree)													