

2008 University of California Undergraduate Experience Survey

Results for May 2008 graduates only

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Note: The core section of UCUES has slightly different items for upper division students (designated by **[UD]**) and lower division students (designated by **[LD]**). The definition of upper division for this survey is Berkeley undergraduates who

1. had officially declared a major, *and*
2. are either first-time freshmen with 60 or more semester units (exclusive of AP credit) or transfer students with any number of units.

Definitions vary for other UC campuses.

This year's survey has three parts:

- I. Time use, academic and personal development, academic engagement, overall satisfaction, and evaluation of the educational experience.
- II. Background information
- III. A randomly assigned module emphasizing academic experience, civic engagement, personal development, or items of special interest to the campus

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

1. Time Allocation

1. 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	3 (0.2%)	79 (4.0%)	442 (22.4%)	736 (37.3%)	494 (25.0%)	150 (7.6%)	45 (2.3%)	25 (1.3%)
Studying and other academic activities outside of class	11 (0.6%)	286 (14.6%)	503 (25.7%)	424 (21.6%)	322 (16.4%)	184 (9.4%)	91 (4.6%)	139 (7.1%)
Paid employment (include paid internships)	773 (39.6%)	173 (8.9%)	285 (14.6%)	305 (15.6%)	236 (12.1%)	98 (5.0%)	41 (2.1%)	40 (2.1%)
Of your total hours spent working for pay, about how many hours did you work on campus?	1207 (63.0%)	127 (6.6%)	229 (12.0%)	172 (9.0%)	108 (5.6%)	36 (1.9%)	16 (0.8%)	21 (1.1%)
Of your total hours spent working for pay, about how many hours were related to	1237 (64.1%)	222 (11.5%)	173 (9.0%)	137 (7.1%)	89 (4.6%)	42 (2.2%)	12 (0.6%)	18 (0.9%)

your
academic
interests?

Academic and Personal Development

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

	When you started here		Current ability level	
Analytical and critical thinking skills	Very poor	19 (1.0%)	Very poor	1 (0.1%)
	Poor	67 (3.4%)	Poor	4 (0.2%)
	Fair	574 (29.1%)	Fair	57 (2.9%)
	Good	867 (43.9%)	Good	302 (15.4%)
	Very good	358 (18.1%)	Very good	1022 (52.0%)
	Excellent	89 (4.5%)	Excellent	581 (29.5%)
Ability to be clear and effective when writing	Very poor	31 (1.6%)	Very poor	5 (0.3%)
	Poor	149 (7.6%)	Poor	15 (0.8%)
	Fair	560 (28.4%)	Fair	160 (8.2%)
	Good	751 (38.1%)	Good	512 (26.1%)
	Very good	388 (19.7%)	Very good	848 (43.2%)
	Excellent	93 (4.7%)	Excellent	423 (21.5%)
Ability to read and comprehend academic material	Very poor	20 (1.0%)	Very poor	4 (0.2%)
	Poor	181 (9.2%)	Poor	4 (0.2%)
	Fair	632 (32.1%)	Fair	83 (4.2%)
	Good	728 (36.9%)	Good	408 (20.8%)
	Very good	324 (16.4%)	Very good	965 (49.1%)
	Excellent	86 (4.4%)	Excellent	502 (25.5%)
Foreign language skills	Very poor	107 (5.4%)	Very poor	119 (6.1%)
	Poor	337 (17.2%)	Poor	323 (16.5%)
	Fair	666 (33.9%)	Fair	526 (26.8%)
	Good	528 (26.9%)	Good	483 (24.6%)
	Very good	221 (11.3%)	Very good	324 (16.5%)
	Excellent	105 (5.3%)	Excellent	187 (9.5%)
Understanding of a specific field of study	Very poor	57 (2.9%)	Very poor	2 (0.1%)
	Poor	393 (20.0%)	Poor	7 (0.4%)
	Fair	853 (43.4%)	Fair	59 (3.0%)
	Good	526 (26.8%)	Good	362 (18.5%)
	Very good	115 (5.9%)	Very good	941 (48.0%)
	Excellent	20 (1.0%)	Excellent	590 (30.1%)
	When you started here		Current ability level	

Quantitative (mathematical and statistical) skills	Very poor	32 (1.6%)	Very poor	32 (1.6%)
	Poor	115 (5.8%)	Poor	110 (5.6%)
	Fair	506 (25.7%)	Fair	446 (22.8%)
	Good	732 (37.2%)	Good	674 (34.4%)
	Very good Excellent	442 (22.5%) 140 (7.1%)	Very good Excellent	463 (23.6%) 235 (12.0%)
Ability to speak clearly and effectively in English	Very poor	11 (0.6%)	Very poor	4 (0.2%)
	Poor	41 (2.1%)	Poor	7 (0.4%)
	Fair	264 (13.4%)	Fair	95 (4.8%)
	Good	633 (32.1%)	Good	399 (20.3%)
	Very good Excellent	562 (28.5%) 458 (23.3%)	Very good Excellent	714 (36.4%) 745 (37.9%)
Understanding international perspectives (economic political, social, cultural)	Very poor	54 (2.8%)	Very poor	10 (0.5%)
	Poor	299 (15.2%)	Poor	38 (1.9%)
	Fair	770 (39.3%)	Fair	202 (10.3%)
	Good	576 (29.4%)	Good	554 (28.3%)
	Very good Excellent	209 (10.7%) 53 (2.7%)	Very good Excellent	747 (38.1%) 410 (20.9%)
Leadership skills	Very poor	30 (1.5%)	Very poor	12 (0.6%)
	Poor	187 (9.5%)	Poor	39 (2.0%)
	Fair	646 (32.9%)	Fair	273 (13.9%)
	Good	670 (34.1%)	Good	623 (31.8%)
	Very good Excellent	330 (16.8%) 103 (5.2%)	Very good Excellent	656 (33.5%) 358 (18.3%)
Computer skills	Very poor	21 (1.1%)	Very poor	4 (0.2%)
	Poor	115 (5.9%)	Poor	25 (1.3%)
	Fair	579 (29.5%)	Fair	223 (11.4%)
	Good	764 (38.9%)	Good	677 (34.5%)
	Very good Excellent	326 (16.6%) 160 (8.1%)	Very good Excellent	686 (34.9%) 349 (17.8%)

	When you started here	Current ability level
Internet skills	Very poor	11 (0.6%)
	Poor	47 (2.4%)
	Fair	422 (21.5%)
	Good	722 (36.8%)
	Very good Excellent	464 (23.7%) 294 (15.0%)
	Very poor	3 (0.2%)
	Poor	3 (0.2%)
	Fair	83 (4.2%)
	Good	454 (23.2%)
	Very good Excellent	790 (40.3%) 625 (31.9%)

Library research skills	Very poor	72 (3.7%)	Very poor	15 (0.8%)
	Poor	369 (18.8%)	Poor	42 (2.2%)
	Fair	735 (37.5%)	Fair	254 (13.0%)
	Good	579 (29.5%)	Good	657 (33.6%)
	Very good	160 (8.2%)	Very good	691 (35.4%)
	Excellent	45 (2.3%)	Excellent	294 (15.1%)
Other research skills	Very poor	45 (2.3%)	Very poor	6 (0.3%)
	Poor	281 (14.4%)	Poor	20 (1.0%)
	Fair	816 (41.8%)	Fair	244 (12.5%)
	Good	616 (31.5%)	Good	663 (34.0%)
	Very good	157 (8.0%)	Very good	732 (37.5%)
	Excellent	38 (1.9%)	Excellent	286 (14.7%)
Ability to prepare and make a presentation	Very poor	32 (1.6%)	Very poor	7 (0.4%)
	Poor	167 (8.5%)	Poor	25 (1.3%)
	Fair	661 (33.8%)	Fair	176 (9.0%)
	Good	769 (39.3%)	Good	621 (31.9%)
	Very good	263 (13.5%)	Very good	794 (40.8%)
	Excellent	63 (3.2%)	Excellent	323 (16.6%)
Interpersonal (social) skills	Very poor	35 (1.8%)	Very poor	14 (0.7%)
	Poor	142 (7.2%)	Poor	47 (2.4%)
	Fair	558 (28.5%)	Fair	187 (9.5%)
	Good	688 (35.1%)	Good	560 (28.6%)
	Very good	353 (18.0%)	Very good	723 (36.9%)
	Excellent	185 (9.4%)	Excellent	428 (21.8%)

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

	When you started here		Current ability level here	
Ability to appreciate, tolerate and understand racial and ethnic diversity	Very poor	9 (0.5%)	Very poor	15 (0.8%)
	Poor	67 (3.4%)	Poor	23 (1.2%)
	Fair	334 (17.0%)	Fair	103 (5.3%)
	Good	663 (33.8%)	Good	403 (20.6%)
	Very good	555 (28.3%)	Very good	754 (38.6%)
	Excellent	335 (17.1%)	Excellent	655 (33.5%)
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	Very poor	28 (1.4%)	Very poor	27 (1.4%)
	Poor	127 (6.5%)	Poor	71 (3.6%)
	Fair	455 (23.2%)	Fair	222 (11.4%)
	Good	625 (31.9%)	Good	521 (26.7%)

	Very good	456 (23.3%)	Very good	612 (31.4%)
	Excellent	270 (13.8%)	Excellent	499 (25.6%)
Ability to appreciate cultural and global diversity	Very poor	12 (0.6%)	Very poor	12 (0.6%)
	Poor	64 (3.3%)	Poor	25 (1.3%)
	Fair	407 (20.8%)	Fair	140 (7.2%)
	Good	745 (38.1%)	Good	473 (24.3%)
	Very good	481 (24.6%)	Very good	700 (35.9%)
	Excellent	246 (12.6%)	Excellent	598 (30.7%)
Understanding the importance of personal social responsibility	Very poor	14 (0.7%)	Very poor	10 (0.5%)
	Poor	117 (6.0%)	Poor	19 (1.0%)
	Fair	430 (22.0%)	Fair	122 (6.3%)
	Good	762 (38.9%)	Good	440 (22.6%)
	Very good	416 (21.2%)	Very good	765 (39.3%)
	Excellent	219 (11.2%)	Excellent	591 (30.4%)
Self awareness and understanding	Very poor	22 (1.1%)	Very poor	3 (0.2%)
	Poor	122 (6.2%)	Poor	15 (0.8%)
	Fair	568 (29.0%)	Fair	97 (4.9%)
	Good	759 (38.7%)	Good	449 (22.9%)
	Very good	355 (18.1%)	Very good	821 (41.9%)
	Excellent	134 (6.8%)	Excellent	576 (29.4%)

Campus Climate for Diversity

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

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel free to express my <u>political</u> beliefs on campus	35 (1.8%)	65 (3.3%)	132 (6.7%)	435 (22.2%)	816 (41.6%)	480 (24.5%)
I feel free to express my <u>religious</u> beliefs on campus	35 (1.8%)	72 (3.7%)	143 (7.3%)	450 (23.0%)	807 (41.3%)	447 (22.9%)
Students are respected here regardless of their <u>economic or social class</u>	47 (2.4%)	113 (5.8%)	219 (11.2%)	514 (26.3%)	705 (36.0%)	358 (18.3%)
Students are respected	27 (1.4%)	56 (2.9%)	126 (6.4%)	368 (18.8%)	885 (45.2%)	494 (25.3%)

here
regardless
of their
gender

Students **52** (2.7%) **89** (4.6%) **212** (10.8%) **515** (26.3%) **732** (37.4%) **355** (18.2%)

are
respected
here
regardless
of their
race or
ethnicity

Students **49** (2.5%) **96** (4.9%) **214** (11.0%) **534** (27.3%) **724** (37.1%) **337** (17.2%)

are
respected
here
regardless
of their
religious
beliefs

Students **82** (4.2%) **127** (6.5%) **284** (14.5%) **558** (28.5%) **609** (31.1%) **300** (15.3%)

are
respected
here
regardless
of their
political
beliefs

Students **26** (1.3%) **47** (2.4%) **133** (6.8%) **432** (22.1%) **829** (42.4%) **490** (25.0%)

are
respected
here
regardless
of their
sexual
orientation

Academic Engagement

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Turned in a course assignment late	1002 (51.0%)	669 (34.1%)	202 (10.3%)	51 (2.6%)	30 (1.5%)	10 (0.5%)
Gone to class without completing assigned reading	79 (4.0%)	273 (13.9%)	496 (25.3%)	446 (22.8%)	385 (19.7%)	278 (14.2%)
Gone to class unprepared	101 (5.2%)	485 (24.8%)	613 (31.3%)	370 (18.9%)	247 (12.6%)	142 (7.3%)
Skipped class	206 (10.6%)	748 (38.3%)	565 (29.0%)	219 (11.2%)	128 (6.6%)	85 (4.4%)
Raised your standard for acceptable effort due to the high standards of a faculty member	138 (7.1%)	193 (9.9%)	538 (27.6%)	480 (24.6%)	444 (22.7%)	159 (8.1%)
Extensively revised a paper at least once before submitting	155 (7.9%)	298 (15.2%)	420 (21.4%)	345 (17.6%)	407 (20.8%)	335 (17.1%)

it to be
graded

Sought academic help from instructor or tutor when needed **296** (15.1%) **413** (21.1%) **517** (26.4%) **303** (15.5%) **273** (14.0%) **154** (7.9%)

Worked on class projects or studied as a group with other classmates outside of class **116** (5.9%) **316** (16.1%) **508** (26.0%) **373** (19.1%) **354** (18.1%) **290** (14.8%)

Helped a classmate better understand the course material when studying together **113** (5.8%) **276** (14.1%) **600** (30.6%) **429** (21.9%) **357** (18.2%) **185** (9.4%)

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Taken a small research-oriented seminar with faculty	1087 (55.6%)	257 (13.1%)	213 (10.9%)	137 (7.0%)	152 (7.8%)	109 (5.6%)
Communicated with a faculty member by email or in person	40 (2.0%)	240 (12.3%)	585 (29.9%)	376 (19.2%)	345 (17.7%)	368 (18.8%)
Talked with the instructor outside of class about issues and concepts derived from a course	277 (14.2%)	500 (25.6%)	510 (26.1%)	278 (14.2%)	208 (10.7%)	179 (9.2%)
Interacted with faculty during lecture class sessions	262 (13.4%)	505 (25.9%)	501 (25.7%)	276 (14.1%)	191 (9.8%)	217 (11.1%)
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)	1091 (55.9%)	324 (16.6%)	195 (10.0%)	129 (6.6%)	105 (5.4%)	107 (5.5%)

7. 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	46 (2.3%)	257 (13.1%)	572 (29.2%)	399 (20.3%)	344 (17.5%)	344 (17.5%)

discussion

Brought up ideas or concepts from different courses during class discussions **184** (9.4%) **403** (20.6%) **556** (28.4%) **309** (15.8%) **283** (14.5%) **221** (11.3%)

Asked an insightful question in class **172** (8.8%) **436** (22.3%) **609** (31.1%) **305** (15.6%) **236** (12.1%) **199** (10.2%)

Found a course so interesting that you did more work than was required **284** (14.6%) **511** (26.2%) **530** (27.2%) **274** (14.1%) **206** (10.6%) **142** (7.3%)

Chosen challenging courses, when possible, even though you might lower your GPA by doing so **133** (6.8%) **271** (13.8%) **481** (24.6%) **376** (19.2%) **359** (18.3%) **338** (17.3%)

Made a class presentation **143** (7.3%) **358** (18.3%) **639** (32.8%) **387** (19.8%) **261** (13.4%) **163** (8.4%)

Had a class in which the professor knew or learned your name **108** (5.5%) **270** (13.8%) **446** (22.8%) **365** (18.7%) **340** (17.4%) **427** (21.8%)

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

54 (2.8%) 0-10%
79 (4.0%) 11-20%
123 (6.3%) 21-30%
97 (5.0%) 31-40%
131 (6.7%) 41-50%
167 (8.6%) 51-60%
272 (13.9%) 61-70%
380 (19.5%) 71-80%
345 (17.7%) 81-90%
304 (15.6%) 91-100%
[37 missing] (Select one)

Plans and Aspirations

9. What do you plan to do when you graduate?

529 (27.0%) Enroll in graduate or professional school
894 (45.6%) Work full-time
51 (2.6%) Work part-time
24 (1.2%) Be self-employed
75 (3.8%) Study or work abroad
9 (0.5%) Join armed forces
80 (4.1%) Work in an internship or volunteer position
159 (8.1%) Take a year off
40 (2.0%) Do something else
101 (5.1%) I have no idea at this point

10. What career do you hope to eventually have after you've completed your education?

178 (9.1%) Artistic, creative professions
284 (14.5%) Business, finance-related professions
158 (8.1%) Education
216 (11.1%) Engineering, computer programming
198 (10.1%) Law
303 (15.5%) Medicine, health-related professions
65 (3.3%) Psychology, helping professions
175 (9.0%) Researcher, scientist
230 (11.8%) Other (please specify below)
146 (7.5%) I have no idea whatsoever
[36 missing] (Select one)

If other

[Open-ended text field]

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

106 (5.4%) Bachelor's degree (BA, BS, etc.)
16 (0.8%) Teaching credential
278 (14.2%) Business master's (MBA)
167 (8.5%) Other professional master's (MEd, MPP, MPH, MFA, MLIS, MSN, MSW, M.ARCH, etc)
297 (15.2%) Academic master's (MA, MS, etc.)
201 (10.3%) Law degree (LLB or JD)
61 (3.1%) Medical doctorate other than MD (DO, DDS, DVM, etc)
146 (7.5%) Medical doctor (MD)
387 (19.8%) Doctorate (PhD, EdD, etc)
55 (2.8%) Multiple doctoral degrees (MD/PhD)
245 (12.5%) I don't know yet
[30 missing] (Select one)

12. Indicate the following research and creative activities that you are currently doing or have completed as a UC student.

	Yes, doing now or have done	No
A research project, creative activity, or paper as part of your coursework	1785 (91.2%)	173 (8.8%)
At least one student research course (e.g., course 99)	742 (38.1%)	1205 (61.9%)
At least one independent study course (e.g., 199)	738 (37.9%)	1209 (62.1%)
Assist faculty in <u>research with course credit</u>	574 (29.4%)	1376 (70.6%)
Assist faculty in <u>research for pay without course credit</u>	300 (15.4%)	1644 (84.6%)
Assist faculty in <u>research as a volunteer without course credit</u>	422 (21.7%)	1522 (78.3%)
Work on <u>creative projects</u> under the direction of faculty <u>with course credit</u>	501 (25.7%)	1447 (74.3%)
Work on <u>creative projects</u> under the direction of faculty <u>for pay without course credit</u>	101 (5.2%)	1844 (94.8%)
Work on <u>creative projects</u> under the direction of faculty <u>as a volunteer without course credit</u>	208 (10.7%)	1736 (89.3%)

Overall Satisfaction and Agreement**13. Please rate your level of satisfaction with the following aspects of your University education.**

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
UC grade point average	99 (5.1%)	203 (10.4%)	321 (16.4%)	483 (24.6%)	586 (29.9%)	268 (13.7%)

Overall social experience	48 (2.5%)	107 (5.5%)	245 (12.5%)	531 (27.1%)	673 (34.4%)	355 (18.1%)
Overall academic experience	23 (1.2%)	44 (2.3%)	135 (6.9%)	467 (23.9%)	821 (42.0%)	465 (23.8%)
Value of your education for the price you're paying	59 (3.0%)	72 (3.7%)	161 (8.2%)	401 (20.5%)	647 (33.1%)	616 (31.5%)

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

	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
I feel that I belong at this campus	37 (1.9%)	55 (2.8%)	119 (6.1%)	410 (21.0%)	732 (37.5%)	601 (30.8%)
Knowing what I know now, I would still choose to enroll at this campus	44 (2.2%)	46 (2.3%)	96 (4.9%)	263 (13.4%)	595 (30.4%)	915 (46.7%)

[LD] Evaluation of the Educational Experience

[UD] Evaluation of the Major

[UD] The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to University records. Please select the major that you will evaluate. If you have changed majors and would like to evaluate your new major, please write your new major in the space provided and select that major.

1745 (92.1%) *[first major appears here]*
[Open-ended text field]

141 (7.4%) *[second major appears here for double majors]*
[Open-ended text field]

9 (0.5%) *[Open-ended text field] (write in new major to evaluate, if applicable)*

[UD] 15. Were the following factors very important to you in deciding on your major?

	Yes	No
Intellectual curiosity	1838 (94.2%)	114 (5.8%)
Leads to a high paying job	633 (32.5%)	1317 (67.5%)
Prepares me for a fulfilling career	1440 (73.8%)	511 (26.2%)
Complements desire to study abroad	482 (24.8%)	1462 (75.2%)
Parental desires	308 (15.8%)	1637 (84.2%)
Easy requirements	332 (17.1%)	1615 (82.9%)
Allows time for other activities	597 (30.8%)	1344 (69.2%)
Provides international opportunities	803 (41.3%)	1141 (58.7%)
Prestige	849 (43.6%)	1098 (56.4%)
Couldn't get into my first choice of major	151 (7.8%)	1785 (92.2%)
Interest in subject area	1887 (96.9%)	60 (3.1%)
Prepares me for graduate/professional school	1285 (66.2%)	655 (33.8%)

Other, please specify: *[Open-ended text field]* **136** (28.4%) **343** (71.6%)

[UD] Answer the following questions about courses in your major.

[LD] Answer the following questions about your coursework in general.

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Recognize or recall specific facts, terms and concepts	11 (0.6%)	43 (2.2%)	177 (9.1%)	317 (16.2%)	593 (30.4%)	812 (41.6%)
Explain methods, ideas, or concepts and use them to solve problems	20 (1.0%)	71 (3.7%)	162 (8.3%)	295 (15.2%)	583 (30.0%)	813 (41.8%)
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	29 (1.5%)	129 (6.6%)	257 (13.2%)	376 (19.3%)	548 (28.2%)	605 (31.1%)
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods and reasoning	30 (1.5%)	131 (6.7%)	262 (13.5%)	385 (19.8%)	539 (27.7%)	596 (30.7%)
Create or generate new ideas, products or ways of understanding	51 (2.6%)	173 (8.9%)	334 (17.1%)	400 (20.5%)	447 (22.9%)	544 (27.9%)

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Used facts and examples to support your viewpoint	11 (0.6%)	32 (1.6%)	145 (7.4%)	312 (16.0%)	552 (28.3%)	897 (46.0%)
Incorporated ideas or concepts from different courses when completing assignments	20 (1.0%)	82 (4.2%)	255 (13.1%)	427 (21.9%)	571 (29.3%)	596 (30.5%)
Examined how others gathered	47 (2.4%)	181 (9.3%)	348 (17.9%)	433 (22.2%)	458 (23.5%)	481 (24.7%)

and interpreted data and assessed the soundness of their conclusions

Reconsidered your own position on a topic after assessing the arguments of others **42** (2.2%) **138** (7.1%) **446** (22.9%) **452** (23.2%) **481** (24.7%) **390** (20.0%)

[LD] 18. Please answer the following questions about your educational experience overall.

[UD] 18. Please answer the following questions about your major.

	Yes	No
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	1753 (90.3%)	189 (9.7%)
Are the program requirements well defined?	1796 (92.5%)	146 (7.5%)
Are department rules and policies clearly communicated?	1742 (89.7%)	201 (10.3%)
Is the description of the major in the catalog accurate?	1801 (93.5%)	125 (6.5%)
	Yes	No
Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?	1662 (85.4%)	285 (14.6%)
Are students treated equitably and fairly by the faculty?	1756 (90.3%)	189 (9.7%)
Do faculty clearly explain what constitutes plagiarism and its consequences?	1801 (92.5%)	147 (7.5%)
Do faculty provide prompt and useful feedback on student work?	1557 (80.0%)	389 (20.0%)

[LD] 19. How satisfied are you with each of the following aspects of your educational experience?

[UD] 19. How satisfied are you with each of the following aspects of your educational experience in the major?

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Variety of courses available in your major	50 (2.6%)	110 (5.7%)	228 (11.7%)	506 (26.0%)	706 (36.3%)	344 (17.7%)
Quality of lower-division courses in your major	67 (3.5%)	113 (5.9%)	308 (16.2%)	551 (28.9%)	630 (33.0%)	238 (12.5%)
Quality of upper-division	21 (1.1%)	36 (1.9%)	107 (5.5%)	375 (19.3%)	829 (42.7%)	573 (29.5%)

courses
in your
major

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Advising by <u>faculty</u> on academic matters	58 (3.0%)	119 (6.1%)	221 (11.4%)	561 (29.0%)	686 (35.5%)	290 (15.0%)
Advising by <u>student peer advisors</u> on academic matters	50 (2.7%)	99 (5.4%)	293 (15.9%)	776 (42.1%)	504 (27.3%)	123 (6.7%)
Advising by <u>school or college staff</u> on academic matters	86 (4.5%)	107 (5.6%)	256 (13.4%)	625 (32.6%)	626 (32.7%)	217 (11.3%)
Advising by <u>departmental staff</u> on academic matters	62 (3.2%)	74 (3.9%)	203 (10.6%)	547 (28.5%)	677 (35.2%)	358 (18.6%)
Quality of faculty instruction	18 (0.9%)	28 (1.4%)	91 (4.7%)	355 (18.2%)	903 (46.4%)	551 (28.3%)
Quality of teaching by graduate student GSI's (TA's)	32 (1.7%)	59 (3.0%)	147 (7.6%)	495 (25.5%)	791 (40.8%)	414 (21.4%)
Availability of courses for general education or breadth requirements	37 (1.9%)	58 (3.0%)	176 (9.1%)	508 (26.4%)	838 (43.5%)	309 (16.0%)
Availability of courses needed for graduation	29 (1.5%)	41 (2.1%)	156 (8.0%)	436 (22.5%)	895 (46.1%)	384 (19.8%)
Access to small classes	108 (5.6%)	152 (7.8%)	325 (16.7%)	510 (26.2%)	587 (30.2%)	262 (13.5%)
Access to faculty outside of class	43 (2.2%)	76 (3.9%)	178 (9.2%)	557 (28.8%)	779 (40.2%)	304 (15.7%)
Ability to get into a major that you want	30 (1.6%)	37 (1.9%)	71 (3.7%)	252 (13.0%)	873 (45.1%)	672 (34.7%)
Opportunities for research experience or to produce creative products	41 (2.1%)	96 (5.0%)	288 (15.0%)	524 (27.3%)	635 (33.1%)	337 (17.5%)
Educational enrichment programs (e.g., study abroad, UDCD, internships)	46 (2.4%)	84 (4.4%)	255 (13.5%)	618 (32.7%)	644 (34.0%)	245 (12.9%)
Accessibility of library staff	16 (0.8%)	29 (1.5%)	119 (6.2%)	595 (31.1%)	848 (44.4%)	304 (15.9%)
Availability of library research materials	17 (0.9%)	24 (1.2%)	97 (5.0%)	441 (22.9%)	865 (45.0%)	478 (24.9%)

20. 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?

300 (15.6%) Zero
395 (20.5%) 1
570 (29.6%) 2
404 (21.0%) 3
259 (13.4%) 4 or more
[61 missing] (Select one)

21. You told us earlier how much time you spend studying and working in a week. How many hours do you spend on each of these other activities in a typical 7 day week?

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Attending movies, concerts, sports, or other entertainment events	475 (24.4%)	1229 (63.2%)	169 (8.7%)	43 (2.2%)	15 (0.8%)	6 (0.3%)	2 (0.1%)	5 (0.3%)
Performing community service or volunteer activities	972 (50.1%)	663 (34.2%)	195 (10.0%)	67 (3.5%)	28 (1.4%)	7 (0.4%)	2 (0.1%)	7 (0.4%)
Participating in physical exercise, recreational sports, or physically active hobbies	288 (14.8%)	1050 (54.0%)	412 (21.2%)	120 (6.2%)	36 (1.9%)	20 (1.0%)	8 (0.4%)	10 (0.5%)
Participating in spiritual or religious activities	1361 (70.0%)	409 (21.0%)	85 (4.4%)	44 (2.3%)	24 (1.2%)	11 (0.6%)	4 (0.2%)	5 (0.3%)
Participating in student clubs or organizations	807 (41.9%)	618 (32.1%)	262 (13.6%)	119 (6.2%)	73 (3.8%)	18 (0.9%)	7 (0.4%)	20 (1.0%)
Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)	300 (15.4%)	960 (49.4%)	396 (20.4%)	159 (8.2%)	75 (3.9%)	19 (1.0%)	11 (0.6%)	25 (1.3%)
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Socializing with friends	43 (2.2%)	674 (34.7%)	596 (30.7%)	343 (17.7%)	141 (7.3%)	57 (2.9%)	28 (1.4%)	60 (3.1%)
Partying	761 (39.1%)	809 (41.6%)	230 (11.8%)	83 (4.3%)	29 (1.5%)	13 (0.7%)	7 (0.4%)	12 (0.6%)
Spending time with family	943 (49.1%)	636 (33.1%)	149 (7.8%)	99 (5.2%)	34 (1.8%)	13 (0.7%)	9 (0.5%)	38 (2.0%)
Using the computer for non-academic purposes (games, shopping, email/instant messaging, etc.)	41 (2.1%)	575 (29.6%)	570 (29.4%)	328 (16.9%)	192 (9.9%)	82 (4.2%)	45 (2.3%)	107 (5.5%)

Watching TV **525** (27.1%) **760** (39.3%) **373** (19.3%) **164** (8.5%) **59** (3.0%) **25** (1.3%) **12** (0.6%) **18** (0.9%)

Commuting **534** (27.5%) **1041** (53.6%) **258** (13.3%) **75** (3.9%) **22** (1.1%) **5** (0.3%) **4** (0.2%) **2** (0.1%)
to school
and to work

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

6 (0.3%) 0-2
57 (2.9%) 3-4
784 (40.2%) 5-6
1012 (51.9%) 7-8
90 (4.6%) 9-10
2 (0.1%) 11+
[38 missing] (Select one)

23. What is the SINGLE, MOST IMPORTANT thing that your campus could realistically do to create a better undergraduate experience for students like you?

Please describe only one:

[Open-ended textarea field]

PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

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

1460 (75.0%) I was born in the U.S.
155 (8.0%) 1991 or earlier
21 (1.1%) 1992
20 (1.0%) 1993
15 (0.8%) 1994
24 (1.2%) 1995
24 (1.2%) 1996
22 (1.1%) 1997
22 (1.1%) 1998
25 (1.3%) 1999
34 (1.7%) 2000
22 (1.1%) 2001
28 (1.4%) 2002
24 (1.2%) 2003
44 (2.3%) 2004
5 (0.3%) 2005
2 (0.1%) 2006
[42 missing] (Select one)

2. When did you learn to speak English?

1279 (66.0%) English is my native language
329 (17.0%) Before I was 5 years old
192 (9.9%) When I was 6 to 10 years old
99 (5.1%) When I was 11 to 15 years old
40 (2.1%) After turning 16 years old
[50 missing] (Select one)

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

	Outside U.S.	In U.S.
My mother	1143 (58.6%)	807 (41.4%)
My father	1106 (56.9%)	839 (43.1%)
My mother's mother	1230 (63.7%)	701 (36.3%)
My father's mother	1213 (62.8%)	718 (37.2%)
My mother's father	1238 (64.1%)	692 (35.9%)
My father's father	1195 (62.3%)	722 (37.7%)

[If mother born outside U.S.] 4a. What is the highest level of education reached by your mother in a foreign country?

- 50 (4.4%) None (did not receive any education in a foreign country)
- 216 (19.0%) Less than the equivalent of high school in the U.S.
- 301 (26.4%) U.S. high school equivalent
- 95 (8.3%) Equivalent of a U.S. associate's or postsecondary certificate
- 367 (32.2%) Equivalent of a U.S. bachelor's
- 6 (0.5%) Post-baccalaureate certificate
- 59 (5.2%) Equivalent of a U.S. master's
- 31 (2.7%) A professional degree
- 13 (1.1%) Equivalent of a U.S. doctorate
- [851 missing] (Select one)

[If mother born outside U.S.] 4b. What is the highest level of education reached by your mother in the U.S.?

- 556 (50.1%) None (did not receive any education in U.S.)
- 50 (4.5%) Less than high school
- 15 (1.4%) GED
- 44 (4.0%) High school degree
- 122 (11.0%) Associate's degree or postsecondary certificate
- 103 (9.3%) Bachelor's degree
- 27 (2.4%) Post-baccalaureate certificate (e.g., teaching certificate)
- 133 (12.0%) Master's
- 27 (2.4%) Professional degree
- 33 (3.0%) Doctorate
- [879 missing] (Select one)

[If mother born in U.S.] 4. What is the highest level of education reached by your mother?

- 18 (2.2%) Less than high school
- 10 (1.2%) GED
- 164 (20.4%) High school degree
- 93 (11.6%) Associate's degree or postsecondary certificate
- 234 (29.1%) Bachelor's degree
- 61 (7.6%) Post-baccalaureate certificate (e.g., teaching certificate)
- 149 (18.5%) Master's
- 46 (5.7%) Professional degree
- 29 (3.6%) Doctorate
- [1185 missing] (Select one)

[If father born outside U.S.] 5a. What is the highest level of education reached by your father in a foreign country?

- 47 (4.3%) None (did not receive any education in a foreign country)
- 187 (17.1%) Less than the equivalent of high school in the U.S.
- 251 (22.9%) U.S. high school equivalent
- 57 (5.2%) Equivalent of a U.S. associate's or postsecondary certificate
- 349 (31.9%) Equivalent of a U.S. bachelor's
- 13 (1.2%) Post-baccalaureate certificate
- 106 (9.7%) Equivalent of a U.S. master's
- 47 (4.3%) A professional degree
- 38 (3.5%) Equivalent of a U.S. doctorate
- [894 missing] (Select one)

[If father born outside U.S.] 5b. What is the highest level of education reached by your father in the U.S.?

- 481 (44.9%) None (did not receive any education in U.S.)
- 40 (3.7%) Less than high school
- 13 (1.2%) GED
- 37 (3.5%) High school degree
- 53 (4.9%) Associate's degree or postsecondary certificate
- 100 (9.3%) Bachelor's degree
- 11 (1.0%) Post-baccalaureate certificate (e.g., teaching certificate)
- 183 (17.1%) Master's
- 39 (3.6%) Professional degree
- 115 (10.7%) Doctorate
- [917 missing] (Select one)

[If father born in U.S.] 5. What is the highest level of education reached by your father?

- 23 (2.8%) Less than high school
- 6 (0.7%) GED
- 177 (21.5%) High school degree
- 49 (6.0%) Associate's degree or postsecondary certificate
- 240 (29.2%) Bachelor's degree
- 24 (2.9%) Post-baccalaureate certificate (e.g., teaching certificate)
- 131 (15.9%) Master's
- 79 (9.6%) Professional degree
- 94 (11.4%) Doctorate
- [1166 missing] (Select one)

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

361 (18.7%) I don't know
785 (40.6%) None
271 (14.0%) One
287 (14.8%) Two
130 (6.7%) Three
100 (5.2%) Four
[55 missing] (Select one)

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

31 (1.6%) Wealthy
597 (30.7%) Upper-middle or professional-middle
758 (38.9%) Middle-class
382 (19.6%) Working-class
179 (9.2%) Low-income or poor

8. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2007?

62 (3.3%) Less than \$10,000
97 (5.2%) \$10,000 to \$19,999
166 (8.9%) \$20,000 to \$34,999
170 (9.1%) \$35,000 to \$49,999
171 (9.2%) \$50,000 to \$64,999
163 (8.8%) \$65,000 to \$79,999
215 (11.6%) \$80,000 to \$99,999
303 (16.3%) \$100,000 to \$124,999
131 (7.1%) \$125,000 to \$149,999
165 (8.9%) \$150,000 to \$199,999
215 (11.6%) \$200,000 or more

9. What is your religious/spiritual preference?

329 (17.2%) Spiritual but not associated with a major religion
686 (35.9%) Not particularly spiritual
47 (2.5%) Baptist
91 (4.8%) Buddhist
67 (3.5%) Christian Church (Disciples)
21 (1.1%) Eastern Orthodox
12 (0.6%) Episcopalian
38 (2.0%) Hindu
73 (3.8%) Jewish
13 (0.7%) Lutheran
20 (1.0%) Methodist
3 (0.2%) Mormon
46 (2.4%) Muslim
53 (2.8%) Presbyterian
4 (0.2%) Quaker
247 (12.9%) Roman Catholic
6 (0.3%) Seventh Day Adventist
1 (0.1%) Sikh
6 (0.3%) Taoist
4 (0.2%) Unitarian/Universalist
3 (0.2%) United Church of Christ/Congregational
112 (5.9%) Other Christian
27 (1.4%) Other Religion
[80 missing] (Select one)

10. What is your sexual orientation?

[Contact OSR for more information]

11. With which gender do you identify?

[Contact OSR for more information]

12. How would you characterize your political orientation?

216 (11.2%) Very liberal	692 (35.7%) Liberal	371 (19.2%) Slightly liberal	383 (19.8%) Moderate or middle of the road	175 (9.0%) Slightly conservative	83 (4.3%) Conservative	16 (0.8%) Very conservative
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PART III: ACADEMIC EXPERIENCE [30% of respondents]

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

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
My UC campus has a strong commitment to undergraduate education	18 (3.1%)	23 (3.9%)	54 (9.2%)	150 (25.6%)	236 (40.3%)	104 (17.8%)
Attending a university with world-class researchers is important to me	14 (2.4%)	27 (4.6%)	36 (6.2%)	142 (24.4%)	199 (34.3%)	163 (28.1%)
It doesn't really matter where I get my undergraduate education (UC, CSU, community college) since they are all similar in quality	233 (40.0%)	183 (31.4%)	91 (15.6%)	50 (8.6%)	13 (2.2%)	13 (2.2%)
The emphasis on research detracts from the quality of teaching on this campus	38 (6.5%)	104 (17.8%)	130 (22.3%)	185 (31.7%)	75 (12.9%)	51 (8.7%)

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

Learning about faculty research	Not important	33 (5.7%)
	Not very important	104 (17.9%)
	Somewhat important	181 (31.1%)
	Important	160 (27.5%)
	Very important	74 (12.7%)
	Essential	30 (5.2%)
Having courses with faculty members who refer to their own research as part of the class	Not important	54 (9.3%)
	Not very important	120 (20.6%)
	Somewhat important	168 (28.8%)
	Important	128 (22.0%)
	Very important	81 (13.9%)
	Essential	32 (5.5%)
Learning research methods	Not important	20 (3.5%)
	Not very important	48 (8.3%)
	Somewhat important	136 (23.5%)
	Important	168 (29.1%)
	Very important	119 (20.6%)
	Essential	87 (15.1%)
Assisting faculty members in their research, for pay or as a volunteer	Not important	76 (13.1%)
	Not very important	113 (19.6%)
	Somewhat important	141 (24.4%)
	Important	130 (22.5%)
	Very important	68 (11.8%)
	Essential	50 (8.7%)
Pursuing your own research	Not important	58 (10.0%)
	Not very important	93 (16.0%)
	Somewhat important	148 (25.5%)
	Important	140 (24.1%)
	Very important	85 (14.6%)
	Essential	57 (9.8%)
The prestige of this campus when you apply to grad school	Not important	16 (2.8%)
	Not very important	11 (1.9%)
	Somewhat important	51 (8.8%)
	Important	115 (19.8%)
	Very important	192 (33.1%)
	Essential	195 (33.6%)

The prestige of this campus when you apply for a job

Not important **8** (1.4%)
 Not very important **9** (1.5%)
 Somewhat important **43** (7.4%)
 Important **109** (18.8%)
 Very important **209** (36.0%)
 Essential **203** (34.9%)

Having access to a world-class library collection

Not important **16** (2.8%)
 Not very important **32** (5.5%)
 Somewhat important **78** (13.5%)
 Important **130** (22.5%)
 Very important **159** (27.6%)
 Essential **162** (28.1%)

Being able to attend plays, concerts, lectures, and other cultural events on campus

Not important **28** (4.8%)
 Not very important **65** (11.2%)
 Somewhat important **129** (22.2%)
 Important **158** (27.2%)
 Very important **117** (20.2%)
 Essential **83** (14.3%)

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

	Yes, doing now or have done	No
Internship under the direction of a faculty member	90 (15.4%)	494 (84.6%)
Other internship	265 (45.4%)	319 (54.6%)
Any UC study abroad, including EAP and summer study abroad	95 (16.3%)	487 (83.7%)
Study abroad program affiliated with another college or university	39 (6.7%)	542 (93.3%)
Study abroad program NOT affiliated with a college or university	42 (7.2%)	541 (92.8%)

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

Competing job responsibilities (i.e., paid employment)	All the time 40 (6.9%) Frequently 80 (13.8%) Occasionally 141 (24.3%) Rarely 122 (21.0%) Not at all 197 (34.0%)
Competing family responsibilities	All the time 26 (4.5%) Frequently 62 (10.7%) Occasionally 140 (24.3%) Rarely 183 (31.7%) Not at all 166 (28.8%)
Other competing responsibilities (e.g., athletics, clubs, internship)	All the time 31 (5.3%) Frequently 86 (14.8%) Occasionally 176 (30.3%) Rarely 163 (28.1%) Not at all 124 (21.4%)
Weak English skills	All the time 4 (0.7%) Frequently 12 (2.1%) Occasionally 37 (6.4%) Rarely 52 (9.0%) Not at all 475 (81.9%)
Weak math skills	All the time 2 (0.3%) Frequently 18 (3.1%) Occasionally 61 (10.5%) Rarely 105 (18.1%) Not at all 393 (67.9%)
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	All the time 12 (2.1%) Frequently 27 (4.7%)

Occasionally **123** (21.3%)Rarely **203** (35.2%)Not at all **212** (36.7%)

Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much surfing) All the time **54** (9.3%)
 Frequently **122** (21.0%)
 Occasionally **203** (34.9%)
 Rarely **121** (20.8%)
 Not at all **81** (13.9%)

Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software) All the time **18** (3.1%)
 Frequently **63** (10.9%)
 Occasionally **211** (36.4%)
 Rarely **192** (33.1%)
 Not at all **96** (16.6%)

Feeling depressed, stressed, or upset All the time **38** (6.5%)
 Frequently **83** (14.3%)
 Occasionally **215** (37.0%)
 Rarely **156** (26.9%)
 Not at all **89** (15.3%)

Physical illness or condition All the time **8** (1.4%)
 Frequently **25** (4.3%)
 Occasionally **133** (22.9%)
 Rarely **227** (39.1%)
 Not at all **188** (32.4%)

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

34 (5.8%) Not important
63 (10.8%) Not very important
64 (11.0%) Somewhat important
104 (17.8%) Important
148 (25.3%) Very important
158 (27.1%) Essential
13 (2.2%) Not applicable

PART III: CIVIC ENGAGEMENT [20% of respondents]

Activities

1. During this academic year, have you been involved in any of the following activities or organizations?

Campus-based activities and organizations

	Participant or member	Officer or leader	Neither
Academic (e.g., math club, philosophy club)	51 (13.5%)	25 (6.6%)	301 (79.8%)
Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	24 (6.4%)	6 (1.6%)	345 (92.0%)
Campus sports club (e.g., rugby club, Kendo club)	32 (8.5%)	9 (2.4%)	335 (89.1%)
Campus varsity team (e.g., basketball, softball, soccer)	9 (2.4%)	1 (0.3%)	361 (97.3%)
Governing bodies (e.g., student government, IFC, panhellenic, residence hall association)	8 (2.1%)	13 (3.5%)	353 (94.4%)
Greek fraternity or sorority	15 (4.0%)	24 (6.4%)	334 (89.5%)
Honor society	78 (20.7%)	19 (5.0%)	280 (74.3%)
Media (e.g., campus newspaper, radio station)	13 (3.5%)	8 (2.1%)	355 (94.4%)
Performing group (e.g., school band, dance team)	32 (8.5%)	9 (2.4%)	335 (89.1%)
Political (e.g., Young Republicans, College Democrats)	15 (4.0%)	8 (2.1%)	352 (93.9%)
Recreational (e.g., chess club, bike club, rock climbing club)	31 (8.3%)	8 (2.1%)	335 (89.6%)

Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	24 (6.4%)	13 (3.5%)	338 (90.1%)
Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)	33 (8.8%)	29 (7.7%)	314 (83.5%)
Other campus-based club or organization	59 (16.4%)	39 (10.8%)	262 (72.8%)

	Participant or member	Officer or leader	Neither
Off-campus club or organization	69 (18.6%)	30 (8.1%)	272 (73.3%)

2. Which of these best describes your opinion on the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Opportunities for community service while here are important to me	21 (5.6%)	39 (10.4%)	58 (15.5%)	105 (28.1%)	92 (24.6%)	59 (15.8%)
Opportunities to develop my leadership skills while here are important to me	7 (1.9%)	18 (4.8%)	33 (8.8%)	94 (25.1%)	131 (35.0%)	91 (24.3%)
My experience here provides adequate opportunity to explore my cultural identity	22 (5.9%)	21 (5.6%)	60 (16.0%)	115 (30.6%)	120 (31.9%)	38 (10.1%)
I feel I can express my political opinions on campus	9 (2.4%)	11 (2.9%)	29 (7.7%)	100 (26.6%)	155 (41.2%)	72 (19.1%)

Community Service & Leadership

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

- 185** (49.1%) No
- 192** (50.9%) Yes

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

- 18** (9.1%) Through a related class
- 18** (9.1%) Through a program where I receive course credit (e.g., field studies credit for tutoring)
- 8** (4.0%) Through a formal service program (AmeriCorps, VISTA, etc.) where I receive pay or a stipend
- 19** (9.6%) Through my fraternity or sorority
- 56** (28.3%) Through another student organization on campus
- 6** (3.0%) Through a university department or program
- 17** (8.6%) Through my religious organization or church
- 2** (1.0%) Through my internship
- 41** (20.7%) I found the work on my own
- 13** (6.6%) Other, please specify: *[Open-ended text field]*

What was the type of organization where you did this community service? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment.

- 61** (31.9%) K-12 school
- 2** (1.0%) Preschool
- 2** (1.0%) Adult literacy or ESL program
- 8** (4.2%) Youth services agency
- Student government
- 13** (6.8%) Environmental group
- 13** (6.8%) Homeless shelter
- 1** (0.5%) Soup kitchen
- 4** (2.1%) Food bank
- 4** (2.1%) Housing organization
- 24** (12.6%) Clinic or hospital
- 2** (1.0%) Animal shelter

- 3** (1.6%) Help hotline
- 10** (5.2%) Religious organization
- 2** (1.0%) Political party
- 4** (2.1%) Political or advocacy organization
- 38** (19.9%) Other, please specify: *[Open-ended text field]*

What community service activity did you do?

	Doing	Not Applicable
Tutoring	73 (52.1%)	67 (47.9%)
Mentoring	77 (56.2%)	60 (43.8%)
Teaching or educating	87 (64.0%)	49 (36.0%)
Outreach	67 (54.0%)	57 (46.0%)
Counseling	34 (28.8%)	84 (71.2%)
Publicity	22 (19.3%)	92 (80.7%)
Fundraising	37 (30.1%)	86 (69.9%)
Computer or technical support	9 (7.9%)	105 (92.1%)
General support	58 (47.5%)	64 (52.5%)
Building or landscaping	21 (17.5%)	99 (82.5%)
Preparing or serving food	40 (32.3%)	84 (67.7%)
Collecting food	18 (15.7%)	97 (84.3%)
Health care	31 (25.4%)	91 (74.6%)
Environmental clean up	30 (26.1%)	85 (73.9%)
Other, please specify: <i>[Open-ended text field]</i>	15 (21.7%)	54 (78.3%)

Political Engagement

4. Do you consider yourself to be a

217 (58.3%) Democrat

Do you consider yourself to be a strong Democrat?

100 (45.5%) Yes **120** (54.5%) No

38 (10.2%) Republican

Do you consider yourself to be a strong Republican?

6 (15.0%) Yes **34** (85.0%) No

117 (31.5%) Independent

Do you lean more toward the Democratic Party or Republican Party?

96 (84.2%) Democratic **18** (15.8%) Republican

5. Are you registered to vote?

296 (78.5%) Yes

Are you registered to vote in the same city as your campus?

115 (39.4%) Yes

177 (60.6%) No

81 (21.5%) No

What is the primary reason why you are not registered?

38 (44.7%) Not a citizen

24 (28.2%) Not interested

23 (27.1%) Other, please specify: *[Open-ended text field]*

6. In the presidential election this November, will you vote?

- 245** (65.0%) Definitely will
- 57** (15.1%) Probably will
- 23** (6.1%) Maybe
- 20** (5.3%) Probably not

Why won't you vote?

- 31** (60.8%) Not a citizen
- 15** (29.4%) Not interested
- 5** (9.8%) Other, please specify: *[Open-ended text field]*

- 32** (8.5%) Definitely not

7. In the current election season, to what extent have you done the following?

	A great deal	A significant amount	Some	Not much	None
Worked for a campaign	5 (1.3%)	1 (0.3%)	7 (1.9%)	19 (5.1%)	343 (91.5%)
Contributed money to a campaign	2 (0.5%)	2 (0.5%)	16 (4.3%)	23 (6.1%)	332 (88.5%)
Privately urged others to vote a particular way	13 (3.5%)	29 (7.7%)	82 (21.8%)	56 (14.9%)	196 (52.1%)
Paid attention to candidates and issues	69 (18.4%)	93 (24.8%)	141 (37.6%)	30 (8.0%)	42 (11.2%)
Talked about the campaign with other students	45 (12.0%)	85 (22.6%)	129 (34.3%)	56 (14.9%)	61 (16.2%)

8. How important is voting to you personally?

- 58** (15.4%) Not important
- 179** (47.6%) Important
- 139** (37.0%) Very important

9. Will you use the following information sources when deciding how to vote?

	Yes	No
Internet searches	301 (80.7%)	72 (19.3%)
Newspapers or magazines (hardcopy or Internet)	322 (86.6%)	50 (13.4%)
Candidate debates	294 (79.2%)	77 (20.8%)
Friends and family members	256 (69.2%)	114 (30.8%)
TV news	242 (65.4%)	128 (34.6%)
Paid advertising	53 (14.4%)	315 (85.6%)
Postal mailings	43 (11.7%)	326 (88.3%)
Electronic mailings	43 (11.7%)	324 (88.3%)
Phone calls	26 (7.1%)	342 (92.9%)
Rallies or other public events	96 (26.2%)	271 (73.8%)

10. Please rate how important the following issues are in your decision about which candidate to support. Use a scale from 0 to 10 where zero means that a candidate disagreeing with you on this issue would have no effect on your support and a 10 means that you would definitely not support a candidate because of the candidate's position.

	0	1	2	3	4	5	6	7	8	9	10
Safety from terrorism	35 (9.5%)	17 (4.6%)	15 (4.1%)	24 (6.5%)	16 (4.3%)	87 (23.6%)	28 (7.6%)	53 (14.4%)	42 (11.4%)	13 (3.5%)	39 (10.6%)
Sexual health issues like HIV and AIDS	18 (4.9%)	11 (3.0%)	25 (6.8%)	15 (4.1%)	18 (4.9%)	69 (18.6%)	40 (10.8%)	44 (11.9%)	50 (13.5%)	21 (5.7%)	59 (15.9%)
Teen pregnancy	34 (9.2%)	15 (4.1%)	25 (6.8%)	22 (6.0%)	27 (7.3%)	81 (22.0%)	36 (9.8%)	40 (10.9%)	32 (8.7%)	11 (3.0%)	45 (12.2%)

Gun violence	18 (4.9%)	5 (1.4%)	11 (3.0%)	27 (7.3%)	16 (4.3%)	67 (18.2%)	35 (9.5%)	49 (13.3%)	69 (18.8%)	22 (6.0%)	49 (13.3%)
Discrimination and prejudice	15 (4.1%)	5 (1.4%)	11 (3.0%)	13 (3.5%)	16 (4.3%)	34 (9.2%)	20 (5.4%)	47 (12.8%)	65 (17.7%)	42 (11.4%)	100 (27.2%)
Drug and alcohol use	23 (6.3%)	15 (4.1%)	29 (7.9%)	22 (6.0%)	34 (9.3%)	83 (22.6%)	29 (7.9%)	41 (11.2%)	43 (11.7%)	17 (4.6%)	31 (8.4%)
Job creation	16 (4.3%)	5 (1.4%)	8 (2.2%)	7 (1.9%)	11 (3.0%)	44 (12.0%)	35 (9.5%)	49 (13.3%)	82 (22.3%)	46 (12.5%)	65 (17.7%)
Access to affordable higher education	10 (2.7%)	5 (1.4%)	3 (0.8%)	5 (1.4%)	9 (2.4%)	36 (9.8%)	16 (4.3%)	41 (11.1%)	62 (16.8%)	54 (14.6%)	128 (34.7%)
The environment	11 (3.0%)	3 (0.8%)	5 (1.4%)	7 (1.9%)	13 (3.5%)	29 (7.9%)	23 (6.3%)	44 (12.0%)	65 (17.7%)	55 (15.0%)	112 (30.5%)
Access to affordable health care	10 (2.7%)	5 (1.4%)	6 (1.6%)	5 (1.4%)	10 (2.7%)	34 (9.3%)	15 (4.1%)	25 (6.8%)	58 (15.8%)	56 (15.3%)	143 (39.0%)
Privacy issues (e.g., Internet, junk mail)	21 (5.8%)	11 (3.0%)	24 (6.6%)	19 (5.2%)	30 (8.2%)	53 (14.5%)	40 (11.0%)	42 (11.5%)	49 (13.4%)	29 (7.9%)	47 (12.9%)
Issues of morality	33 (9.0%)	16 (4.4%)	28 (7.7%)	22 (6.0%)	26 (7.1%)	58 (15.9%)	22 (6.0%)	49 (13.4%)	50 (13.7%)	22 (6.0%)	39 (10.7%)
Tolerance for those who are different	12 (3.3%)	6 (1.7%)	7 (1.9%)	3 (0.8%)	10 (2.8%)	34 (9.4%)	18 (5.0%)	47 (13.0%)	61 (16.9%)	51 (14.1%)	113 (31.2%)
Retirement security	15 (4.1%)	13 (3.6%)	12 (3.3%)	17 (4.7%)	13 (3.6%)	57 (15.7%)	35 (9.6%)	49 (13.5%)	59 (16.3%)	37 (10.2%)	56 (15.4%)
Abortion	29 (7.9%)	12 (3.3%)	15 (4.1%)	20 (5.4%)	9 (2.5%)	54 (14.7%)	26 (7.1%)	35 (9.5%)	46 (12.5%)	26 (7.1%)	95 (25.9%)
The growing federal deficit	8 (2.2%)	3 (0.8%)	8 (2.2%)	1 (0.3%)	13 (3.6%)	50 (13.7%)	33 (9.0%)	47 (12.8%)	66 (18.0%)	54 (14.8%)	83 (22.7%)
The war in Iraq	12 (3.3%)	3 (0.8%)	3 (0.8%)	5 (1.4%)	10 (2.7%)	38 (10.4%)	24 (6.5%)	39 (10.6%)	52 (14.2%)	59 (16.1%)	122 (33.2%)
Taxes	10 (2.7%)	4 (1.1%)	3 (0.8%)	11 (3.0%)	7 (1.9%)	63 (17.3%)	39 (10.7%)	57 (15.6%)	72 (19.7%)	41 (11.2%)	58 (15.9%)
Gay and lesbian issues	37 (10.1%)	13 (3.6%)	17 (4.6%)	17 (4.6%)	13 (3.6%)	55 (15.0%)	34 (9.3%)	37 (10.1%)	40 (10.9%)	30 (8.2%)	73 (19.9%)
Transgender issues	46 (12.6%)	19 (5.2%)	18 (4.9%)	17 (4.7%)	14 (3.8%)	70 (19.2%)	35 (9.6%)	32 (8.8%)	34 (9.3%)	25 (6.8%)	55 (15.1%)

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

- 41** (10.8%) Right direction
- 203** (53.4%) Wrong direction
- 136** (35.8%) Don't know

PART III: STUDENT LIFE AND DEVELOPMENT [30% of respondents]

Goals & Aspirations

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

	Very important	Somewhat important	Not important
Be in a position to give something back to my community after finishing my education	329 (59.8%)	187 (34.0%)	34 (6.2%)
Acquire a well-rounded general education	418 (76.6%)	111 (20.3%)	17 (3.1%)
Discover what kind of person I really want to be	432 (79.1%)	95 (17.4%)	19 (3.5%)
Achieve a high GPA	244 (44.4%)	248 (45.2%)	57 (10.4%)
Form romantic relationships	115 (21.0%)	258 (47.1%)	175 (31.9%)
Establish meaningful friendships	388 (70.7%)	139 (25.3%)	22 (4.0%)
Prepare for graduate or professional school	334 (61.1%)	165 (30.2%)	48 (8.8%)

Obtain the skills I need to pursue my chosen career	435 (79.4%)	102 (18.6%)	11 (2.0%)
Be in a position to make a lot of money after finishing my education	193 (35.2%)	237 (43.2%)	119 (21.7%)
Explore new ideas	392 (71.4%)	145 (26.4%)	12 (2.2%)
Enjoy my college years before assuming adult responsibilities	327 (59.9%)	162 (29.7%)	57 (10.4%)
Develop a <u>personal code of values and ethics</u>	313 (57.4%)	190 (34.9%)	42 (7.7%)
Develop an <u>in-depth understanding</u> of a specific field of study	342 (62.5%)	187 (34.2%)	18 (3.3%)
Integrate spirituality into my life	105 (19.2%)	160 (29.3%)	281 (51.5%)
Establish social networks that will help further my career	221 (40.3%)	248 (45.3%)	79 (14.4%)
Obtain the skills I need to function in the international arena	177 (32.2%)	229 (41.7%)	143 (26.0%)

Perceptions and Campus Climate

2. Based on your experience and observation, rate the general climate for students of your UC campus along the following dimensions:

Campus climate is

Friendly						Hostile
117 (21.3%)	217 (39.5%)	144 (26.2%)	49 (8.9%)	12 (2.2%)	11 (2.0%)	
Caring						Impersonal
52 (9.5%)	122 (22.2%)	156 (28.4%)	108 (19.6%)	66 (12.0%)	46 (8.4%)	
Intellectual						Not intellectual
242 (44.0%)	224 (40.7%)	60 (10.9%)	14 (2.5%)	10 (1.8%)		
Tolerant of diversity						Intolerant of diversity
182 (33.2%)	240 (43.7%)	73 (13.3%)	38 (6.9%)	13 (2.4%)	3 (0.5%)	
Safe						Dangerous
57 (10.3%)	168 (30.5%)	158 (28.7%)	101 (18.3%)	53 (9.6%)	14 (2.5%)	
Too easy academically						Too hard academically
3 (0.5%)	24 (4.4%)	134 (24.4%)	234 (42.5%)	131 (23.8%)	24 (4.4%)	
Not affordable						Affordable
36 (6.5%)	85 (15.5%)	117 (21.3%)	140 (25.5%)	114 (20.7%)	58 (10.5%)	

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Their religious beliefs were very different than yours	42 (7.7%)	108 (19.7%)	194 (35.5%)	102 (18.6%)	81 (14.8%)	20 (3.7%)
Their political opinions were very different from yours	22 (4.0%)	85 (15.5%)	194 (35.5%)	128 (23.4%)	84 (15.4%)	34 (6.2%)
They were of a different nationality than your own	16 (2.9%)	57 (10.4%)	147 (26.9%)	139 (25.5%)	117 (21.4%)	70 (12.8%)
They were of a different race or ethnicity than your own	17 (3.1%)	45 (8.2%)	155 (28.3%)	138 (25.2%)	119 (21.8%)	73 (13.3%)
Their sexual orientation was different	44 (8.1%)	146 (26.7%)	169 (31.0%)	97 (17.8%)	61 (11.2%)	29 (5.3%)
They were from a different social class	23 (4.2%)	84 (15.4%)	188 (34.6%)	120 (22.1%)	92 (16.9%)	37 (6.8%)

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

Not applicable	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
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Students of my race/ethnicity are respected on this campus	11 (2.0%)	9 (1.6%)	20 (3.6%)	43 (7.8%)	128 (23.4%)	241 (44.0%)	96 (17.5%)
Students of my socio-economic status are respected on this campus	14 (2.6%)	11 (2.0%)	13 (2.4%)	32 (5.8%)	105 (19.2%)	272 (49.6%)	101 (18.4%)
Students of my gender/sexual identity are respected on this campus	23 (4.2%)	2 (0.4%)	6 (1.1%)	10 (1.8%)	92 (16.8%)	277 (50.6%)	137 (25.0%)
Students of my religious beliefs are respected on this campus	64 (11.7%)	7 (1.3%)	20 (3.7%)	40 (7.3%)	119 (21.8%)	211 (38.6%)	85 (15.6%)
Students of my political beliefs are respected on this campus	22 (4.0%)	16 (2.9%)	18 (3.3%)	33 (6.0%)	113 (20.7%)	240 (44.0%)	104 (19.0%)
Students of my sexual orientation are respected on this campus	34 (6.2%)	1 (0.2%)	5 (0.9%)	6 (1.1%)	70 (12.9%)	273 (50.2%)	155 (28.5%)
Students of my immigration background are respected on this campus	116 (21.3%)	5 (0.9%)	10 (1.8%)	22 (4.0%)	85 (15.6%)	217 (39.8%)	90 (16.5%)
Students with a physical, psychological, or learning disability like mine are respected on this campus	220 (40.8%)	7 (1.3%)	9 (1.7%)	20 (3.7%)	67 (12.4%)	150 (27.8%)	66 (12.2%)

5. 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
Race or ethnicity	366 (66.8%)	117 (21.4%)	43 (7.8%)	16 (2.9%)	6 (1.1%)	
Gender or sexual identity	395 (72.3%)	105 (19.2%)	25 (4.6%)	15 (2.7%)	5 (0.9%)	1 (0.2%)
Political beliefs or affiliations	209 (38.3%)	108 (19.8%)	128 (23.5%)	56 (10.3%)	31 (5.7%)	13 (2.4%)
Religion	325 (59.6%)	109 (20.0%)	64 (11.7%)	24 (4.4%)	12 (2.2%)	11 (2.0%)
Sexual orientation	429 (78.6%)	84 (15.4%)	22 (4.0%)	8 (1.5%)	3 (0.5%)	
Socio-economic status	396 (72.8%)	97 (17.8%)	29 (5.3%)	13 (2.4%)	7 (1.3%)	2 (0.4%)
Immigrant background	409 (74.8%)	94 (17.2%)	25 (4.6%)	12 (2.2%)	6 (1.1%)	1 (0.2%)
Physical, psychological, or learning disabilities	449 (82.7%)	75 (13.8%)	12 (2.2%)	4 (0.7%)	2 (0.4%)	1 (0.2%)

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Race or ethnicity	415 (76.1%)	80 (14.7%)	33 (6.1%)	10 (1.8%)	4 (0.7%)	3 (0.6%)
Gender or sexual identity	435 (79.8%)	75 (13.8%)	21 (3.9%)	9 (1.7%)	2 (0.4%)	3 (0.6%)
Political beliefs or affiliations	374 (68.6%)	82 (15.0%)	54 (9.9%)	20 (3.7%)	10 (1.8%)	5 (0.9%)
Religion	415 (76.6%)	77 (14.2%)	28 (5.2%)	11 (2.0%)	4 (0.7%)	7 (1.3%)
Sexual orientation	441 (81.5%)	70 (12.9%)	23 (4.3%)	3 (0.6%)	4 (0.7%)	
Socio-economic status	427 (78.3%)	74 (13.6%)	29 (5.3%)	11 (2.0%)	3 (0.6%)	1 (0.2%)
Immigrant background	438 (80.5%)	67 (12.3%)	29 (5.3%)	4 (0.7%)	4 (0.7%)	2 (0.4%)
Physical, psychological, or learning disabilities	451 (83.1%)	66 (12.2%)	19 (3.5%)	2 (0.4%)	3 (0.6%)	2 (0.4%)

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Race or ethnicity	65 (11.9%)	128 (23.4%)	185 (33.8%)	84 (15.3%)	60 (10.9%)	26 (4.7%)
Gender or sexual identity	108 (19.8%)	151 (27.7%)	151 (27.7%)	62 (11.4%)	50 (9.2%)	24 (4.4%)
Political beliefs or affiliations	58 (10.6%)	102 (18.6%)	156 (28.5%)	101 (18.4%)	85 (15.5%)	46 (8.4%)
Religion	94 (17.2%)	144 (26.4%)	153 (28.1%)	73 (13.4%)	57 (10.5%)	24 (4.4%)
Sexual orientation	128 (23.4%)	145 (26.5%)	142 (25.9%)	68 (12.4%)	46 (8.4%)	19 (3.5%)
Socio-economic status	155 (28.4%)	160 (29.3%)	131 (24.0%)	55 (10.1%)	31 (5.7%)	14 (2.6%)
Immigrant background	162 (29.7%)	148 (27.1%)	134 (24.5%)	51 (9.3%)	31 (5.7%)	20 (3.7%)
Physical, psychological, or learning disabilities	241 (44.1%)	149 (27.3%)	87 (15.9%)	37 (6.8%)	18 (3.3%)	14 (2.6%)

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

When you started at this campus As you are now

My own racial and ethnic identity	8 (1.5%) Very poor 48 (8.9%) Poor 143 (26.5%) Fair 159 (29.4%) Good 92 (17.0%) Very good 90 (16.7%) Excellent [1449 missing] (Select one)	3 (0.6%) Very poor 5 (0.9%) Poor 74 (13.8%) Fair 165 (30.7%) Good 155 (28.8%) Very good 136 (25.3%) Excellent [1451 missing] (Select one)
Social class and economic differences/issues	9 (1.7%) Very poor 57 (10.6%) Poor 178 (33.0%) Fair 185 (34.3%) Good 70 (13.0%) Very good 40 (7.4%) Excellent [1450 missing] (Select one)	7 (1.3%) Poor 49 (9.1%) Fair 185 (34.3%) Good 210 (39.0%) Very good 88 (16.3%) Excellent [1450 missing] (Select one)
Racial and ethnic differences/issues	8 (1.5%) Very poor 54 (10.1%) Poor 184 (34.3%) Fair 186 (34.7%) Good 71 (13.2%) Very good 33 (6.2%) Excellent [1453 missing] (Select one)	2 (0.4%) Very poor 5 (0.9%) Poor 56 (10.5%) Fair 188 (35.2%) Good 203 (38.0%) Very good 80 (15.0%) Excellent [1455 missing] (Select one)
Gender and sexual orientation differences/issues	26 (4.9%) Very poor 80 (15.0%) Poor 191 (35.7%) Fair 154 (28.8%) Good 56 (10.5%) Very good 28 (5.2%) Excellent [1454 missing] (Select one)	4 (0.7%) Very poor 5 (0.9%) Poor 93 (17.4%) Fair 194 (36.3%) Good 160 (29.9%) Very good 79 (14.8%) Excellent [1454 missing] (Select one)
Physical disabilities issues	39 (7.2%) Very poor 100 (18.6%) Poor 208 (38.7%) Fair 127 (23.6%) Good 43 (8.0%) Very good 21 (3.9%) Excellent [1451 missing] (Select one)	14 (2.6%) Very poor 41 (7.6%) Poor 151 (28.1%) Fair 196 (36.4%) Good 88 (16.4%) Very good 48 (8.9%) Excellent [1451 missing] (Select one)
Emotional disabilities issues	42 (7.8%) Very poor 111 (20.7%) Poor 214 (39.9%) Fair 113 (21.0%) Good 36 (6.7%) Very good 21 (3.9%) Excellent [1452 missing] (Select one)	16 (3.0%) Very poor 48 (9.0%) Poor 136 (25.4%) Fair 167 (31.2%) Good 106 (19.8%) Very good 63 (11.8%) Excellent [1453 missing] (Select one)

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

	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
I feel valued as an individual on this campus	22 (4.0%)	52 (9.5%)	90 (16.5%)	210 (38.4%)	140 (25.6%)	33 (6.0%)
There is a clear sense of appropriate and inappropriate behavior on this campus	23 (4.2%)	39 (7.1%)	110 (20.1%)	201 (36.8%)	150 (27.5%)	23 (4.2%)
I am proud to be a student at this campus	5 (0.9%)	7 (1.3%)	13 (2.4%)	84 (15.4%)	226 (41.4%)	211 (38.6%)
Most students are proud to attend this school	1 (0.2%)	1 (0.2%)	9 (1.6%)	98 (17.9%)	262 (47.9%)	176 (32.2%)
This institution values students' opinions	18 (3.3%)	29 (5.3%)	82 (15.0%)	186 (34.1%)	176 (32.2%)	55 (10.1%)
Academic cheating is a problem on this campus	36 (6.6%)	175 (32.1%)	141 (25.8%)	118 (21.6%)	51 (9.3%)	25 (4.6%)
Alcohol use is a problem on this campus	38 (7.0%)	121 (22.2%)	146 (26.8%)	146 (26.8%)	64 (11.8%)	29 (5.3%)
Drug use is a problem on this campus	35 (6.5%)	108 (19.9%)	153 (28.2%)	150 (27.7%)	64 (11.8%)	32 (5.9%)
Diversity is important on this campus	12 (2.2%)	26 (4.8%)	26 (4.8%)	135 (24.7%)	216 (39.6%)	131 (24.0%)
Diversity is important to me	6 (1.1%)	11 (2.0%)	27 (4.9%)	109 (19.9%)	192 (35.0%)	203 (37.0%)

Mental Health and Wellness

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

- 38 (6.9%) Never
- 139 (25.2%) Rarely
- 176 (31.9%) Occasionally
- 78 (14.2%) Somewhat often
- 85 (15.4%) Often
- 35 (6.4%) Very often

11. In this academic year, what was your experience with University Health Services (Tang Center) counseling and psychological services?

- 325 (59.2%) Didn't need
- 74 (13.5%) Needed but didn't use

If you might have needed this service but didn't use this service, why not?

	True for me	Not true for me
I had never heard of it	4 (5.2%)	73 (94.8%)
I didn't know what it offered	33 (42.9%)	44 (57.1%)
I didn't know if I was eligible	26 (33.8%)	51 (66.2%)
I didn't know how to access it	23 (30.7%)	52 (69.3%)
I didn't think it would help	48 (64.0%)	27 (36.0%)
I had concerns about possible costs	39 (52.7%)	35 (47.3%)
I had concerns about possible lack of confidentiality	26 (35.1%)	48 (64.9%)
I was embarrassed to use it	35 (47.3%)	39 (52.7%)
I didn't have enough time	61 (81.3%)	14 (18.7%)
It has a poor reputation	17 (22.7%)	58 (77.3%)
The hours are inconvenient	21 (28.8%)	52 (71.2%)
The location is inconvenient	18 (24.7%)	55 (75.3%)
The wait for an appointment was too long	10 (14.1%)	61 (85.9%)
I got help from another university service or staff person instead	4 (5.6%)	68 (94.4%)
I got help off campus	20 (27.0%)	54 (73.0%)

- 150 (27.3%) Used the service at least once

Was the treatment that you received effective?

- 25 (15.3%) Very effective
- 84 (51.5%) Effective
- 49 (30.1%) Not effective
- 5 (3.1%) Not applicable

Please rate the quality of service that you received.

- 37 (23.1%) Excellent
- 70 (43.8%) Good
- 31 (19.4%) Fair
- 22 (13.8%) Poor

How could the Tang Center's counseling service better serve your needs? Please be specific.

[Open-ended textarea field]

SUMMARY OBSERVATIONS

12. Please describe for us the most important way that you have changed or developed as a person since you became a student at the University of California.

[Open-ended textarea field]

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

[Open-ended textarea field]

Group Identification

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

- 95 (4.8%) Artsy students
- 53 (2.7%) Athletes/jocks
- 53 (2.7%) Conservative students
- 62 (3.1%) Feminist students
- 64 (3.2%) Fraternity/sorority members
- 71 (3.6%) Immigrant students
- 21 (1.1%) Lesbian, gay, bisexual, or transgender students
- 163 (8.2%) Liberal students
- 82 (4.1%) Partiers
- 78 (3.9%) Religious or spiritual students
- 60 (3.0%) Slackers
- 46 (2.3%) Students from very poor backgrounds
- 24 (1.2%) Students from very rich backgrounds
- 319 (16.0%) Students in my major or field of interest
- 180 (9.0%) Students involved in my campus organization
- 179 (9.0%) Students of my racial or ethnic background
- 222 (11.2%) Students who are serious about getting good grades
- 151 (7.6%) Transfer students

14a. With which ONE of these groups do you MOST strongly identify?

- 15 (2.8%) Artsy students
- 10 (1.9%) Athletes/jocks
- 9 (1.7%) Conservative students
- 9 (1.7%) Feminist students
- 27 (5.0%) Fraternity/sorority members
- 13 (2.4%) Immigrant students
- 3 (0.6%) Lesbian, gay, bisexual, or transgender students
- 30 (5.6%) Liberal students
- 7 (1.3%) Partiers
- 31 (5.7%) Religious or spiritual students
- 15 (2.8%) Slackers
- 9 (1.7%) Students from very poor backgrounds
- 2 (0.4%) Students from very rich backgrounds
- 108 (20.0%) Students in my major or field of interest
- 48 (8.9%) Students involved in my campus organization
- 43 (8.0%) Students of my racial or ethnic background
- 53 (9.8%) Students who are serious about getting good grades
- 58 (10.7%) Transfer students
- 50 (9.3%) None of the above
- [1449 missing] (Select one)

14b. With which ONE of these groups do you LEAST identify?

- 7 (1.3%) Artsy students
- 57 (10.6%) Athletes/jocks
- 50 (9.3%) Conservative students
- 31 (5.8%) Feminist students
- 76 (14.1%) Fraternity/sorority members
- 11 (2.0%) Immigrant students
- 64 (11.9%) Lesbian, gay, bisexual, or transgender students
- 5 (0.9%) Liberal students
- 44 (8.2%) Partiers
- 41 (7.6%) Religious or spiritual students
- 37 (6.9%) Slackers
- 10 (1.9%) Students from very poor backgrounds
- 23 (4.3%) Students from very rich backgrounds

- 13** (2.4%) Students in my major or field of interest
- 3** (0.6%) Students involved in my campus organization
- 10** (1.9%) Students of my racial or ethnic background
- 10** (1.9%) Students who are serious about getting good grades
- 11** (2.0%) Transfer students
- 36** (6.7%) None of the above
- [1450 missing]** (Select one)

PART III: ITEMS OF SPECIAL INTEREST TO UC BERKELEY [20% of respondents]

Finally, we are asking you to spend a few minutes describing the occasion in which you received either the best or the worst advice about your undergraduate education at Cal and about your experience with advising in general. Your responses may be shared anonymously with faculty, staff, and other current and future students as part of an effort to improve the undergraduate experience at Cal.

1. First, choose to tell us about either the best or the worst advice.

- 287** (75.5%) BEST advice since starting at Cal
- 93** (24.5%) WORST advice since starting at Cal

What was the advice and how did it affect your undergraduate education?

[Open-ended textarea field]

2. Who offered this advice?

- 141** (37.3%) Another Cal undergraduate
- 44** (11.6%) Your parent or guardian
- 19** (5.0%) A friend not enrolled at Cal
- 5** (1.3%) Another relative of yours
- 49** (13.0%) A Cal faculty member
- 12** (3.2%) A Cal graduate student
- 57** (15.1%) A Cal staff advisor
- 3** (0.8%) A website or publication
- 4** (1.1%) Other Cal staff member
- 44** (11.6%) Other, please specify: *[Open-ended text field]*

3. Based on your experience, if YOU were to give one piece of helpful advice to an incoming freshman or transfer student about to start at Cal, what would you say?

[Open-ended textarea field]

4. Have you ever received advice from two different offices or staff members at Cal that was contradictory or in conflict?

- 72** (17.9%) Yes
- 331** (82.1%) No

Please explain what happened and how you decided which advice to follow:

[Open-ended textarea field]

5. Finally, consider for a moment the advising, counseling and mentoring resources that have been available to you. Regardless of whether you have used them, to what extent have they met your needs as a Cal undergraduate?

[Open-ended textarea field]