

UCUES 2014 Student Response Summary Reports: Academic Engagement

Frequency of doing each of the following during this academic year

	Never		Rarely		Occasionally		Somewhat often		Often		Very often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
contributed to a class discussion	288	2.8%	1607	15.8%	2824	27.8%	2003	19.7%	2100	20.7%	1320	13.0%	10142	100%
brought up ideas or concepts from different courses during class discussions	973	9.6%	2497	24.7%	2637	26.1%	1886	18.6%	1448	14.3%	677	6.7%	10118	100%
asked an insightful question in class	1115	11.1%	2571	25.5%	2671	26.5%	1816	18.0%	1264	12.6%	633	6.3%	10070	100%
found a course so interesting that you did more work than was required	786	7.8%	2086	20.7%	2860	28.4%	2095	20.8%	1493	14.8%	766	7.6%	10086	100%
chosen challenging courses, when possible, even though you might lower your GPA by doing so	744	7.4%	1428	14.1%	2295	22.7%	2067	20.4%	2209	21.8%	1376	13.6%	10119	100%
made a class presentation	1110	11.0%	1832	18.2%	2615	25.9%	1845	18.3%	1693	16.8%	994	9.9%	10089	100%
had a class in which the professor knew or learned your name	955	9.4%	1915	18.9%	2354	23.2%	1832	18.1%	1650	16.3%	1419	14.0%	10125	100%

UCUES 2014 Student Response Summary Reports: Academic Engagement

Frequency of engaging in the following activities so far this academic year

	Never		Rarely		Occasionally		Somewhat often		Often		Very often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
taken a small research-oriented seminar with faculty	6110	61.7%	1389	14.0%	928	9.4%	618	6.2%	500	5.0%	358	3.6%	9903	100%
communicated with a faculty member by email or in person	262	2.6%	1056	10.7%	2576	26.0%	1982	20.0%	2114	21.4%	1908	19.3%	9898	100%
talked with the instructor outside of class about issues and concepts derived from a course	1454	14.7%	2335	23.6%	2367	23.9%	1653	16.7%	1223	12.4%	866	8.7%	9898	100%
interacted with faculty during lecture class sessions	1002	10.1%	2387	24.2%	2643	26.7%	1636	16.6%	1340	13.6%	876	8.9%	9884	100%
worked with a faculty member on an activity other than coursework	5243	52.9%	1812	18.3%	1070	10.8%	752	7.6%	534	5.4%	491	5.0%	9902	100%

UCUES 2014 Student Response Summary Reports: Academic Engagement

Frequency of doing each of the following during this academic year

	Never		Rarely		Occasionally		Somewhat often		Often		Very often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
turned in a course assignment late	4547	46.7%	3516	36.1%	1086	11.1%	354	3.6%	158	1.6%	81	0.8%	9742	100%
Gone to class without completing assigned reading	725	7.5%	2005	20.6%	2949	30.4%	1820	18.7%	1374	14.1%	839	8.6%	9712	100%
Gone to class unprepared	1054	10.9%	3118	32.2%	3018	31.1%	1362	14.0%	794	8.2%	351	3.6%	9697	100%
skipped class	1596	16.5%	4091	42.3%	2405	24.9%	836	8.6%	490	5.1%	252	2.6%	9670	100%
raised your standard for acceptable effort due to high standards of a faculty member	548	5.7%	1257	13.0%	2861	29.5%	2455	25.3%	1943	20.0%	627	6.5%	9691	100%
extensively revised a paper at least once before submitting to be graded	429	4.4%	1164	12.0%	2299	23.6%	2209	22.7%	2241	23.0%	1384	14.2%	9726	100%
sought academic help from instructor or tutor when needed	781	8.0%	1722	17.7%	2486	25.6%	1983	20.4%	1782	18.3%	963	9.9%	9717	100%
worked on class projects or studies as a group with other classmates outside of class	628	6.5%	1413	14.5%	2292	23.6%	1994	20.5%	1984	20.4%	1418	14.6%	9729	100%
helped a classmate better understand course material when studying together	439	4.5%	1126	11.6%	2504	25.7%	2222	22.8%	2148	22.1%	1292	13.3%	9731	100%

UCUES 2014 Student Response Summary Reports: Academic Engagement

Work done on class projects or group studies with other classmates outside of class

	Worked on a class project with other classmates outside of class		Studied as a group with other classmates outside of class		Both, worked on a class project and studied with classmates outside of class		Total	
	#	%	#	%	#	%	#	%
You indicated above that you worked on class projects or studied as a group with other classmates outside of class. Which did you do?	1605	18.2%	2262	25.7%	4930	56.0%	8797	100%

Completion of assigned course reading

	0-10%		11-20%		21-30%		31-40%		41-50%		51-60%		61-70%		71-80%		81-90%		91-100%		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
On average, how much of your assigned course reading have you completed this academic year?	223	2.3%	284	2.9%	401	4.1%	456	4.7%	691	7.1%	1120	11.5%	1307	13.5%	2270	23.4%	1843	19.0%	1114	11.5%	9709	100%

UCUES 2014 Student Response Summary Reports: Time Allocation

Time spent in a typical week (7 days) on the following activities

	0 hours		1-5 hours		6-10 hours		11-15 hours		16-20 hours		21-25 hours		26-30 hours		More than 30 hours		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Attend classes, discussion sections, or labs	59	0.6%	759	8.0%	1834	19.4%	2975	31.5%	2225	23.6%	803	8.5%	340	3.6%	438	4.6%	9433	100%
Study and other academic activities outside of class	101	1.1%	1785	19.0%	2614	27.8%	1949	20.7%	1313	14.0%	736	7.8%	380	4.0%	517	5.5%	9395	100%
Attending movies, concerts, sports or other entertainment events	1907	20.3%	4947	52.8%	1326	14.1%	576	6.1%	315	3.4%	154	1.6%	56	0.6%	92	1.0%	9373	100%
Performing community service or volunteer activities	4065	43.3%	3395	36.2%	968	10.3%	456	4.9%	240	2.6%	131	1.4%	48	0.5%	77	0.8%	9380	100%
Participating in physical exercise, recreational sports, or physically active hobbies	1355	14.4%	4452	47.3%	2004	21.3%	802	8.5%	365	3.9%	204	2.2%	88	0.9%	144	1.5%	9414	100%
Participating in spiritual or religious activities	5717	60.7%	2484	26.4%	563	6.0%	282	3.0%	165	1.8%	92	1.0%	48	0.5%	73	0.8%	9424	100%
Participating in student clubs or organizations	3387	36.0%	3440	36.5%	1328	14.1%	598	6.4%	323	3.4%	145	1.5%	64	0.7%	128	1.4%	9413	100%
Socializing with friends	312	3.3%	3487	37.0%	2753	29.2%	1385	14.7%	711	7.6%	280	3.0%	126	1.3%	360	3.8%	9414	100%
Partying	5136	54.5%	3045	32.3%	618	6.6%	271	2.9%	159	1.7%	85	0.9%	42	0.4%	62	0.7%	9418	100%
Spending time with family	2478	26.4%	3241	34.6%	1549	16.5%	796	8.5%	509	5.4%	261	2.8%	145	1.5%	399	4.3%	9378	100%
Using computer/tablet/smart phone for non-academic purposes and entertainment	137	1.5%	2186	23.2%	2246	23.9%	1695	18.0%	1153	12.3%	603	6.4%	333	3.5%	1056	11.2%	9409	100%
Watching TV, streaming movies/TV on computer or tablet	1090	11.6%	3481	37.1%	2198	23.4%	1078	11.5%	677	7.2%	349	3.7%	171	1.8%	346	3.7%	9390	100%
Commuting to school and/or to work	2575	27.4%	4082	43.4%	1585	16.9%	544	5.8%	295	3.1%	133	1.4%	69	0.7%	120	1.3%	9403	100%

UCUES 2014 Student Response Summary Reports: Time Allocation

Average number of hours slept per night on weeknights

	4 or less		5 hours		6 hours		7 hours		8 hours		9 or more hours		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
During this academic year, what was the average number of hours per night you slept on weeknights?	351	3.8%	1354	14.5%	3033	32.4%	2943	31.5%	1376	14.7%	290	3.1%	9347	100%

UCUES 2014 Student Response Summary Reports: Academic and Personal Development

Level of proficiency in the following areas when started at this campus and now

	Very poor		Poor		Fair		Good		Very good		Excellent		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Analytical and critical thinking skills (When you started here)	148	1.6%	758	8.2%	3737	40.6%	2895	31.5%	1250	13.6%	413	4.5%	9201	100%
Ability to be clear and effective in writing (When you started here)	209	2.3%	1125	12.3%	3441	37.5%	2778	30.3%	1196	13.0%	425	4.6%	9174	100%
Ability to read and comprehend academic material (When you started here)	147	1.6%	855	9.3%	3320	36.2%	3077	33.6%	1313	14.3%	447	4.9%	9159	100%
Foreign language skills (When you started here)	576	6.3%	1592	17.4%	3119	34.0%	2084	22.7%	1056	11.5%	737	8.0%	9164	100%
Understanding of a specific field of study (When you started here)	555	6.1%	1930	21.1%	3449	37.6%	2242	24.5%	736	8.0%	256	2.8%	9168	100%
Quantitative (mathematical and statistical) skills (When you started here)	246	2.7%	1035	11.3%	3217	35.0%	2902	31.6%	1264	13.8%	521	5.7%	9185	100%
Ability to speak clearly and effectively in English (When you started here)	81	0.9%	354	3.9%	1716	18.7%	2345	25.5%	2030	22.1%	2657	28.9%	9183	100%
Ability to understand international perspectives (economic, political, social, cultural) (When you started here)	276	3.0%	1345	14.7%	3387	37.0%	2621	28.6%	1072	11.7%	461	5.0%	9162	100%
Leadership skills (When you started here)	377	4.1%	1313	14.3%	3187	34.7%	2526	27.5%	1168	12.7%	604	6.6%	9175	100%
Analytical and critical thinking skills (Current ability level)	31	0.3%	99	1.1%	1019	11.3%	3415	38.0%	3305	36.8%	1113	12.4%	8982	100%
Ability to be clear and effective in writing (Current ability level)	26	0.3%	157	1.8%	1304	14.5%	3426	38.2%	3020	33.7%	1035	11.5%	8968	100%
Ability to read and comprehend academic material (Current ability level)	27	0.3%	128	1.4%	1047	11.7%	3339	37.3%	3292	36.8%	1110	12.4%	8943	100%
Foreign language skills (Current ability level)	555	6.2%	1334	14.9%	2378	26.6%	2272	25.4%	1492	16.7%	923	10.3%	8954	100%
Understanding of a specific field of study (Current ability level)	61	0.7%	207	2.3%	1030	11.5%	2834	31.7%	3366	37.6%	1453	16.2%	8951	100%
Quantitative (mathematical and statistical) skills (Current ability level)	154	1.7%	610	6.8%	2020	22.5%	3123	34.8%	2234	24.9%	829	9.2%	8970	100%
Ability to speak clearly and effectively in English (Current ability level)	32	0.4%	83	0.9%	691	7.7%	2185	24.4%	2795	31.2%	3181	35.5%	8967	100%
Ability to understand international perspectives (economic, political, social, cultural) (Current ability level)	81	0.9%	325	3.6%	1438	16.0%	2977	33.2%	2860	31.9%	1280	14.3%	8961	100%

UCUES 2014 Student Response Summary Reports: Academic and Personal Development

Leadership skills (Current ability level)	162	1.8%	495	5.5%	1776	19.8%	2742	30.5%	2506	27.9%	1296	14.4%	8977	100%
Library research skills (When you started here)	704	7.7%	2346	25.7%	3463	37.9%	1790	19.6%	616	6.7%	225	2.5%	9144	100%
Other research skills (When you started here)	497	5.4%	1834	20.1%	3851	42.2%	2104	23.0%	621	6.8%	225	2.5%	9132	100%
Ability to prepare and make a presentation (When you started here)	196	2.1%	1012	11.1%	3417	37.4%	2878	31.5%	1192	13.1%	437	4.8%	9132	100%
Interpersonal (social) skills (When you started here)	230	2.5%	920	10.1%	3055	33.5%	2818	30.9%	1339	14.7%	758	8.3%	9120	100%
Library research skills (Current ability level)	108	1.2%	448	5.0%	1764	19.6%	3443	38.2%	2454	27.2%	801	8.9%	9018	100%
Other research skills (Current ability level)	74	0.8%	331	3.7%	1825	20.3%	3581	39.8%	2335	26.0%	850	9.4%	8996	100%
Ability to prepare and make a presentation (Current ability level)	58	0.6%	223	2.5%	1452	16.1%	3392	37.7%	2717	30.2%	1150	12.8%	8992	100%
Interpersonal (social) skills (Current ability level)	103	1.1%	300	3.3%	1184	13.1%	2996	33.2%	2813	31.2%	1617	17.9%	9013	100%

Abilities on the following dimensions when first began at this university and now

	Very poor		Poor		Fair		Good		Very good		Excellent		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Ability to appreciate and understand racial and ethnic diversity (When you started here)	91	1.0%	476	5.3%	2266	25.0%	2825	31.2%	2004	22.1%	1392	15.4%	9054	100%
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (When you started here)	198	2.2%	704	7.8%	2401	26.5%	2614	28.9%	1702	18.8%	1430	15.8%	9049	100%
Ability to appreciate cultural and global diversity (When you started here)	94	1.0%	425	4.7%	2252	24.9%	2969	32.9%	1927	21.3%	1371	15.2%	9038	100%
Ability to appreciate and understand racial and ethnic diversity (Current ability level)	53	0.6%	92	1.0%	735	8.2%	2295	25.7%	3217	36.0%	2536	28.4%	8928	100%
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (Current ability level)	128	1.4%	358	4.0%	1328	14.9%	2565	28.7%	2403	26.9%	2153	24.1%	8935	100%
Ability to appreciate cultural and global diversity (Current ability level)	65	0.7%	112	1.3%	863	9.7%	2450	27.4%	2934	32.8%	2513	28.1%	8937	100%

UCUES 2014 Student Response Summary Reports: Campus Climate for Diversity

Level of agreement with each of the following statements

	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I feel free to express my political beliefs on campus	222	2.5%	320	3.5%	667	7.4%	2731	30.2%	3637	40.2%	1466	16.2%	9043	100%
I feel free to express my religious beliefs on campus	179	2.0%	303	3.4%	624	6.9%	2378	26.4%	3864	42.9%	1669	18.5%	9017	100%
Students of my race/ethnicity are respected on this campus	146	1.6%	250	2.8%	628	7.0%	2090	23.2%	4048	44.9%	1863	20.6%	9025	100%
Students of my socio-economic status are respected on this campus	164	1.8%	223	2.5%	640	7.1%	2176	24.1%	4178	46.2%	1656	18.3%	9037	100%
Students of my gender are respected on this campus	72	0.8%	89	1.0%	342	3.8%	1607	17.8%	4614	51.1%	2310	25.6%	9034	100%
Students of my religious beliefs are respected on this campus	119	1.3%	184	2.0%	543	6.0%	2108	23.4%	4296	47.7%	1763	19.6%	9013	100%
Students of my political beliefs are respected on this campus	135	1.5%	176	2.0%	501	5.6%	2134	23.7%	4342	48.3%	1705	19.0%	8993	100%
Students of my sexual orientation are respected on this campus	70	0.8%	78	0.9%	235	2.6%	1231	13.7%	4281	47.6%	3102	34.5%	8997	100%

Level of agreement with the following statements in terms of yourself

	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Not Applicable		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students of my immigration background are respected on this campus	133	1.5%	173	1.9%	436	4.8%	1261	14.0%	2593	28.8%	1410	15.6%	3009	33%	9015	100%
Students with a physical, psychological or learning disability like mine are respected on this campus	92	1.0%	111	1.2%	228	2.5%	912	10.2%	2039	22.7%	974	10.9%	4610	51%	8966	100%

UCUES 2014 Student Response Summary Reports: Overall Satisfaction and Agreement

Level of satisfaction with the following aspects of university education

	Very dissatisfied		Dissatisfied		Somewhat dissatisfied		Somewhat satisfied		Satisfied		Very satisfied		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
[Home Campus] Grade Point Average (GPA)	821	9.1%	1421	15.8%	1976	21.9%	2381	26.4%	1805	20.0%	614	6.8%	9018	100%
Overall social experience	316	3.5%	666	7.4%	1448	16.1%	2891	32.1%	2756	30.6%	919	10.2%	8996	100%
Overall academic experience	203	2.3%	459	5.1%	1186	13.2%	3115	34.7%	3150	35.1%	866	9.6%	8979	100%
Value of your education for the price you're paying	752	8.4%	984	10.9%	1723	19.2%	2817	31.3%	2026	22.5%	690	7.7%	8992	100%

Level of agreement with the following statements

	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I feel that I belong at this campus	246	2.7%	407	4.5%	830	9.2%	2824	31.4%	3239	36.0%	1456	16.2%	9002	100%
Knowing what I know now, I would still choose to enroll at this campus	339	3.8%	399	4.4%	820	9.1%	2227	24.8%	3106	34.5%	2105	23.4%	8996	100%

UCUES 2014 Student Response Summary Reports: Plans and Aspirations

Post-graduation plan

	Enroll in graduate or professional school		Work full-time		Work part-time		Be self-employed		Study or work abroad		Join armed forces		Paid internship		Unpaid internship/volunteer		Take a year off		Do something else		I have no idea at this point		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What do you plan to do when you graduate?	3696	40.9%	3106	34.3%	186	2.1%	116	1.3%	254	2.8%	50	0.6%	315	3.5%	85	0.9%	360	4.0%	40	0.4%	683	7.6%	152	1.7%	9043	100%

Career plan after graduation

	Agriculture/agribusiness		Artistic, creative professions		Business, finance-related professions		Civil Service/government		Education		Engineering, computer programming		Law		Medicine, health-related professions		Military		Psychology, helping professions		Researcher, scientist		I have no idea whatsoever		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What career do you hope to eventually have after you've completed your education?	12	0.1%	500	5.6%	1258	14.0%	323	3.6%	487	5.4%	1634	18.1%	445	4.9%	2223	24.7%	28	0.3%	678	7.5%	439	4.9%	580	6.4%	397	4.4%	9004	100%

UCUES 2014 Student Response Summary Reports: Plans and Aspirations

Highest degree desire to earn eventually

	Bachelor's degree (BA, BS, etc.)		Teaching credential		Business master's (MBA)		Other professional master's (MEd, MPP, MPH, MFA, MLIS, MSN, M.ARCH, etc)		Academic master's (MA, MS, etc.)		Law degree (LLB or JD)		Medical doctorate other than MD (DO, DDS, DVM, etc)		Medical doctor (MD)		Doctorate (PhD, EdD, etc)		Multiple doctoral degrees (MD/PhD)		I don't know yet		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What is the HIGHEST academic degree or credential that you plan to eventually earn?	1545	17.1%	124	1.4%	907	10.1%	934	10.4%	1203	13.3%	374	4.1%	462	5.1%	662	7.3%	1366	15.1%	228	2.5%	1096	12.1%	121	1.3%	9020	100%

UCUES 2014 Student Response Summary Reports: Plans and Aspirations

Research or creative activities students currently are doing or have completed

	No		Yes, doing now or have done		Total	
	#	%	#	%	#	%
a research project or research paper as part of your coursework	2142	24.1%	6761	75.9%	8903	100%
at least one student research course (a course in which you learned research methods or researched a topic)	2962	33.3%	5923	66.7%	8885	100%
at least one independent study course	6654	75.4%	2169	24.6%	8823	100%
assist faculty in research for course credit	6892	77.9%	1957	22.1%	8849	100%
assist faculty in research for pay without course credit	8191	93.1%	607	6.9%	8798	100%
assist faculty in research as a volunteer without course credit	7642	86.9%	1148	13.1%	8790	100%
A creative activity as part of your coursework	4276	48.6%	4521	51.4%	8797	100%
work on creative projects under direction of faculty with course credit	6248	70.8%	2580	29.2%	8828	100%
work on creative projects under direction of faculty for pay without course credit	8300	94.5%	485	5.5%	8785	100%
work on creative projects under direction of faculty as volunteer without course credit	7915	90.2%	863	9.8%	8778	100%

UCUES 2014 Student Response Summary Reports: Background and Personal Characteristics

Level of concern about paying for undergraduate education up to now

	Not concerned		Somewhat concerned		Concerned		Very concerned		Total	
	#	%	#	%	#	%	#	%	#	%
How concerned HAVE YOU BEEN about paying for education up to now (for students not graduating next Spring or Summer)?	1238	19.2%	2093	32.5%	1465	22.8%	1640	25.5%	6436	100%
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now (for students graduating next Spring or Summer)?	487	22.4%	671	30.9%	448	20.6%	567	26.1%	2173	100%

Level of concern about paying for undergraduate next year

	Not concerned		Somewhat concerned		Concerned		Very concerned		Total	
	#	%	#	%	#	%	#	%	#	%
How concerned are you about paying for your undergraduate education NEXT YEAR (for students not graduating next Spring or Summer)?	1094	17.0%	2169	33.7%	1419	22.0%	1759	27.3%	6441	100%

Level of concern about accumulated educational debt

	Not concerned		Somewhat concerned		Concerned		Very concerned		Total	
	#	%	#	%	#	%	#	%	#	%
How concerned are you about your accumulated educational debt?	2016	23.4%	1813	21.1%	1610	18.7%	3169	36.8%	8608	100%

UCUES 2014 Student Response Summary Reports: Background and Personal Characteristics

Engagement in the following activities to meet college expenses in the past year

	Unselected		Selected		Total	
	#	%	#	%	#	%
applied for financial aid for the first time	5013	57.6%	3690	42.4%	8703	100%
Applied for continuing financial aid	2778	31.9%	5925	68.1%	8703	100%
Applied for outside scholarships/grants	4895	56.2%	3808	43.8%	8703	100%
asked financial aid office to reevaluate my application	7543	86.7%	1160	13.3%	8703	100%
bought fewer books, bought cheaper used books, read books on reserve	1556	17.9%	7147	82.1%	8703	100%
took a leave of absence or a quarter/semester off	8500	97.7%	203	2.3%	8703	100%
took more courses per term	5224	60.0%	3479	40.0%	8703	100%
took action to graduate more quickly	6396	73.5%	2307	26.5%	8703	100%
did not retake a class to improve grade	7030	80.8%	1673	19.2%	8703	100%
accepted AP or similar credit instead of taking the course	5530	63.5%	3173	36.5%	8703	100%
decided against study abroad	5461	62.7%	3242	37.3%	8703	100%
took a community college course because it was cheaper	7317	84.1%	1386	15.9%	8703	100%
took a job for the first time at college	6520	74.9%	2183	25.1%	8703	100%
worked before but increased the number hours worked	7115	81.8%	1588	18.2%	8703	100%
increased the debt I carry on credit card	7406	85.1%	1297	14.9%	8703	100%
increased my annual student loan amount	6501	74.7%	2202	25.3%	8703	100%
have cut expenses overall/have been more frugal	3763	43.2%	4940	56.8%	8703	100%
none of the above. cost hasn't been a problem	8420	96.7%	283	3.3%	8703	100%
other	8552	98.3%	151	1.7%	8703	100%

UCUES 2014 Student Response Summary Reports: Background and Personal Characteristics

Frequency of engagement in the following behaviors in the past year

	Never		Rarely		Occasionally		Somewhat often		Often		Very often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
skipped meals to save money	1972	23.1%	2066	24.2%	2074	24.3%	1056	12.4%	804	9.4%	553	6.5%	8525	100%
cut down on personal/recreational spending	306	3.6%	533	6.3%	1986	23.3%	1838	21.6%	2158	25.4%	1691	19.9%	8512	100%
worried about my debt and financial circumstances	618	7.3%	929	11.0%	1636	19.3%	1370	16.2%	1636	19.3%	2277	26.9%	8466	100%

Familiarity with Blue and Gold Opportunity Plan

	No		Yes		Total	
	#	%	#	%	#	%
Have you heard about the Blue and Gold Opportunity Plan, which ensures that scholarships and grants will cover fees for students from families that make less than \$70,000 a year, with financial need?	3645	43.0%	4841	57.0%	8486	100%

Level of agreement with the statement: given the grants and scholarships, if any, the total cost of attending is manageable

	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
To what extent do you agree or disagree with this statement: Given the grants and scholarships, if any, that you receive, the total cost of attending [Home Campus] is manageable.	755	8.9%	1100	12.9%	1700	20.0%	2899	34.1%	1528	18.0%	527	6.2%	8509	100%

UCUES 2014 Student Response Summary Reports: Academic Experience and Globalization

Level of agreement with the following statements about being an undergraduate at a research university

	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
(Home Campus) has a strong commitment to undergraduate education	118	1.4%	195	2.4%	472	5.7%	2570	31.0%	3632	43.9%	1293	15.6%	8280	100%
Attending a university with world-class researchers is important to me	190	2.3%	380	4.6%	748	9.0%	2545	30.8%	2810	34.0%	1598	19.3%	8271	100%

Level of importance in the following aspects to an undergraduate at a research university

	Not important		Not very important		Somewhat important		Important		Very important		Essential		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
having courses with faculty members who refer to their own research as part of the class	365	4.5%	1115	13.7%	2134	26.2%	2552	31.4%	1394	17.1%	578	7.1%	8138	100%
learning research methods	169	2.1%	512	6.3%	1726	21.3%	2963	36.5%	1798	22.2%	948	11.7%	8116	100%
assisting faculty in their research, for pay or as a volunteer	326	4.0%	812	10.0%	1766	21.8%	2623	32.4%	1686	20.8%	888	11.0%	8101	100%
pursuing your own research	351	4.3%	997	12.3%	1898	23.4%	2471	30.5%	1552	19.2%	834	10.3%	8103	100%
the prestige of this university when you apply to grad school or for a job	198	2.4%	347	4.3%	1335	16.5%	2641	32.5%	2159	26.6%	1434	17.7%	8114	100%

UCUES 2014 Student Response Summary Reports: Academic Experience and Globalization

Completion or participation in the following activities on campus

	No		Yes, doing now or have done		Total	
	#	%	#	%	#	%
First-year seminar	5158	64.0%	2904	36.0%	8062	100%
Courses that involve themes related to diversity	3449	42.8%	4611	57.2%	8060	100%
Capstone or senior thesis courses	7074	88.1%	957	11.9%	8031	100%
Service learning or community-based learning	6319	78.7%	1709	21.3%	8028	100%
Formal undergraduate research programs	6334	78.8%	1700	21.2%	8034	100%
Formal creative activity or scholarship	7304	90.8%	742	9.2%	8046	100%
Honors program	7235	90.0%	803	10.0%	8038	100%
Internship under the direction of a faculty member	7259	90.3%	780	9.7%	8039	100%
Other internship	6402	79.6%	1638	20.4%	8040	100%
Any UC study abroad, including summer study abroad	7284	90.7%	750	9.3%	8034	100%
Study abroad program affiliated with another college or university	7583	94.5%	438	5.5%	8021	100%
Traveled abroad for a service learning, volunteer, or work experience	7298	91.1%	714	8.9%	8012	100%

UCUES 2014 Student Response Summary Reports: Academic Experience and Globalization

Level of competencies in the following areas when responding to survey

	Very poor		Poor		Fair		Good		Very good		Excellent		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
linguistic and cultural competency in at least one language other than my own (When you started here)	507	6.3%	1093	13.6%	2409	29.9%	2080	25.8%	1161	14.4%	801	9.9%	8051	100%
ability to work with people from other cultures (When you started here)	49	0.6%	261	3.2%	1749	21.8%	2762	34.4%	1940	24.1%	1275	15.9%	8036	100%
linguistic and cultural competency in at least one language other than my own (Current ability level)	430	5.5%	916	11.6%	1778	22.6%	2149	27.3%	1601	20.3%	999	12.7%	7873	100%
ability to work with people from other cultures (Current ability level)	29	0.4%	77	1.0%	708	9.0%	2366	30.0%	2754	34.9%	1946	24.7%	7880	100%

UCUES 2014 Student Response Summary Reports: Academic Experience and Globalization

Frequency of the following obstacles to school work during the academic year

	All the time		Frequently		Occasionally		Rarely		Not at all		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
competing job responsibilities (e.g., paid employment)	503	6.4%	1177	15.0%	1996	25.4%	1204	15.3%	2965	37.8%	7845	100%
competing family responsibilities	529	6.8%	1393	17.8%	2697	34.4%	1821	23.2%	1393	17.8%	7833	100%
other competing responsibilities (e.g., athletics, clubs, internships)	361	4.6%	1247	15.9%	2378	30.3%	1838	23.4%	2018	25.7%	7842	100%
weak English skills	115	1.5%	370	4.7%	975	12.4%	1118	14.2%	5286	67.2%	7864	100%
weak math skills	210	2.7%	553	7.1%	1473	18.8%	1787	22.8%	3817	48.7%	7840	100%
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	338	4.3%	1051	13.4%	2420	30.8%	2169	27.6%	1885	24.0%	7863	100%
poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, toomuch surfing)	659	8.4%	1731	22.0%	2765	35.2%	1601	20.4%	1101	14.0%	7857	100%
bad study environment (e.g., noisy roommate, poor internet access, inadequate computer or software)	405	5.2%	1266	16.1%	2741	34.9%	2097	26.7%	1344	17.1%	7853	100%
feeling depressed, stressed or upset	680	8.7%	1555	19.8%	2706	34.5%	1808	23.0%	1103	14.0%	7852	100%
physical illness or condition	128	1.6%	459	5.8%	1576	20.1%	2648	33.7%	3036	38.7%	7847	100%
military deployment	54	0.7%	160	2.0%	440	5.6%	372	4.8%	6803	86.9%	7829	100%
Inability to concentrate on my work	497	6.3%	1325	16.9%	2709	34.5%	1810	23.1%	1506	19.2%	7847	100%
Reluctance to ask for help when I need it	405	5.2%	1045	13.3%	2495	31.8%	2140	27.3%	1758	22.4%	7843	100%

UCUES 2014 Student Response Summary Reports: Academic Experience and Globalization

Importance of graduating in four years (or two years as a transfer student)

	Not important		Not very important		Somewhat important		Important		Very important		Essential		Not applicable		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
How important is it to you to graduate in four years or, if you are a transfer students, in twoyears?	183	2.3%	348	4.4%	894	11.2%	1316	16.5%	2227	27.9%	2792	35.0%	225	2.8%	7985	100%

UCUES 2014 Student Response Summary Reports: Student Life and Development

General climate for students at the campus along the following dimensions

	1 - Very Negative		2 - Negative		3 - Slightly Negative		4 - Slightly Positive		5 - Positive		6 - Very Positive		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Friendly, Hostile	63	0.8%	135	1.7%	585	7.4%	1742	22.0%	2971	37.5%	2425	30.6%	7921	100%
Caring, Impersonal	179	2.3%	309	3.9%	906	11.5%	2205	27.9%	2570	32.5%	1727	21.9%	7896	100%
Intellectual, Not Intellectual	52	0.7%	136	1.7%	578	7.3%	1887	23.9%	3014	38.2%	2226	28.2%	7893	100%
Tolerant of Diversity, Intolerant of Diversity	103	1.3%	266	3.4%	792	10.0%	1871	23.7%	2836	35.9%	2030	25.7%	7898	100%
Appreciative of diversity, Unappreciative of diversity	120	1.5%	303	3.8%	949	12.0%	1981	25.1%	2665	33.8%	1872	23.7%	7890	100%
Safe, Dangerous	17	0.2%	37	0.5%	254	3.2%	859	11.0%	2577	32.9%	4099	52.3%	7843	100%
Too hard academically, Too easy academically	45	0.6%	200	2.5%	1350	17.1%	3739	47.3%	2083	26.3%	494	6.2%	7911	100%
Affordable, Not affordable	715	9.0%	1558	19.7%	2281	28.8%	2270	28.7%	841	10.6%	250	3.2%	7915	100%

Frequency of gaining a deeper understanding of other perspectives through conversation with fellow students who differed in the following ways

	Never		Rarely		Occasionally		Somewhat often		Often		Very often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
religious beliefs	1198	15.3%	1519	19.4%	2218	28.3%	1468	18.7%	1054	13.5%	379	4.8%	7836	100%
political opinions	1181	15.1%	1698	21.7%	2207	28.2%	1520	19.4%	919	11.8%	296	3.8%	7821	100%
nationality	766	9.8%	1071	13.7%	2302	29.5%	1788	22.9%	1405	18.0%	478	6.1%	7810	100%
race or ethnicity	698	8.9%	914	11.7%	2264	29.0%	1779	22.8%	1581	20.2%	578	7.4%	7814	100%
gender	1016	13.0%	1350	17.3%	2170	27.8%	1558	19.9%	1243	15.9%	475	6.1%	7812	100%
sexual orientation	1204	15.4%	1550	19.8%	2046	26.2%	1471	18.8%	1084	13.9%	455	5.8%	7810	100%
social class	889	11.4%	1374	17.6%	2241	28.8%	1650	21.2%	1163	14.9%	474	6.1%	7791	100%

UCUES 2014 Student Response Summary Reports: Student Life and Development

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		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
racess or ethnicities	5091	65.5%	1548	19.9%	666	8.6%	306	3.9%	124	1.6%	39	0.5%	7774	100%
genders	5209	67.1%	1489	19.2%	612	7.9%	293	3.8%	123	1.6%	36	0.5%	7762	100%
sexual orientations	5580	72.1%	1307	16.9%	459	5.9%	263	3.4%	99	1.3%	35	0.5%	7743	100%
political affiliation, opinions or beliefs	4554	58.8%	1682	21.7%	892	11.5%	384	5.0%	175	2.3%	64	0.8%	7751	100%
religions	5205	67.1%	1472	19.0%	590	7.6%	317	4.1%	136	1.8%	39	0.5%	7759	100%
social classes	5239	67.5%	1457	18.8%	595	7.7%	299	3.9%	125	1.6%	43	0.6%	7758	100%
immigrant backgrounds	5416	69.9%	1403	18.1%	504	6.5%	274	3.5%	117	1.5%	36	0.5%	7750	100%
physical or other observable disabilities	5925	76.4%	1101	14.2%	382	4.9%	238	3.1%	79	1.0%	35	0.5%	7760	100%
learning, psychological, or other disabilities that are not readily apparent	5839	75.4%	1147	14.8%	403	5.2%	229	3.0%	86	1.1%	40	0.5%	7744	100%

UCUES 2014 Student Response Summary Reports: Student Life and Development

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		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
racess or ethnicities	4703	61.6%	1432	18.7%	921	12.1%	355	4.6%	160	2.1%	67	0.9%	7638	100%
genders	4917	64.4%	1414	18.5%	793	10.4%	321	4.2%	126	1.7%	59	0.8%	7630	100%
sexual orientations	4980	65.3%	1345	17.6%	779	10.2%	323	4.2%	142	1.9%	57	0.7%	7626	100%
political affiliation, opinions or beliefs	4821	63.2%	1420	18.6%	833	10.9%	312	4.1%	164	2.2%	75	1.0%	7625	100%
religions	4977	65.2%	1361	17.8%	762	10.0%	313	4.1%	151	2.0%	65	0.9%	7629	100%
social classes	5030	66.0%	1362	17.9%	744	9.8%	291	3.8%	136	1.8%	60	0.8%	7623	100%
immigrant backgrounds	5030	65.9%	1343	17.6%	738	9.7%	313	4.1%	150	2.0%	53	0.7%	7627	100%
physical or other observable disabilities	5413	71.0%	1257	16.5%	566	7.4%	242	3.2%	105	1.4%	42	0.6%	7625	100%
learning, psychological, or other disabilities that are not readily apparent	5419	71.1%	1244	16.3%	568	7.5%	227	3.0%	116	1.5%	43	0.6%	7617	100%

UCUES 2014 Student Response Summary Reports: Student Life and Development

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

	Never		Rarely		Occasionally		Somewhat often		Often		Very often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
racism or ethnicities	1518	19.7%	1882	24.4%	2412	31.3%	985	12.8%	623	8.1%	281	3.6%	7701	100%
genders	2306	30.0%	1970	25.6%	1945	25.3%	794	10.3%	449	5.8%	229	3.0%	7693	100%
sexual orientations	2244	29.2%	1972	25.7%	1973	25.7%	794	10.3%	487	6.3%	209	2.7%	7679	100%
political affiliation, opinions or beliefs	2288	29.8%	1967	25.6%	1965	25.6%	782	10.2%	460	6.0%	217	2.8%	7679	100%
religions	2381	31.0%	2015	26.2%	1892	24.6%	767	10.0%	407	5.3%	217	2.8%	7679	100%
social classes	2701	35.1%	2033	26.5%	1705	22.2%	680	8.8%	371	4.8%	195	2.5%	7685	100%
immigrant backgrounds	2604	33.9%	1926	25.1%	1767	23.0%	734	9.6%	410	5.3%	230	3.0%	7671	100%
physical or other observable disabilities	3835	49.9%	1805	23.5%	1258	16.4%	441	5.7%	228	3.0%	115	1.5%	7682	100%
learning, psychological, or other disabilities that are not readily apparent	3855	50.3%	1794	23.4%	1232	16.1%	442	5.8%	217	2.8%	124	1.6%	7664	100%

UCUES 2014 Student Response Summary Reports: Student Life and Development

Level of awareness and understanding of the following issues when started at this campus and now

	Very poor		Poor		Fair		Good		Very good		Excellent		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
my own racial and ethnic identity (When you started here)	79	1.0%	322	4.2%	1974	25.9%	2551	33.5%	1456	19.1%	1242	16.3%	7624	100%
social class and economic differences/issues (When you started here)	73	1.0%	402	5.3%	2320	30.5%	2702	35.5%	1313	17.3%	801	10.5%	7611	100%
racial and ethnic differences/issues (When you started here)	73	1.0%	419	5.5%	2345	30.9%	2716	35.8%	1281	16.9%	757	10.0%	7591	100%
gender differences/issues (When you started here)	119	1.6%	495	6.5%	2358	31.2%	2596	34.3%	1245	16.5%	751	9.9%	7564	100%
sexual orientation differences/issues (When you started here)	155	2.1%	596	7.9%	2330	30.8%	2519	33.3%	1201	15.9%	755	10.0%	7556	100%
physical or other observable disabilities (When you started here)	158	2.1%	541	7.1%	2474	32.5%	2514	33.1%	1175	15.5%	741	9.7%	7603	100%
learning, psychological, or other disabilities that are not readily apparent (When you started here)	194	2.6%	644	8.5%	2475	32.6%	2416	31.9%	1132	14.9%	722	9.5%	7583	100%
my own racial and ethnic identity (Current ability level)	50	0.7%	99	1.3%	924	12.3%	2527	33.7%	2235	29.8%	1658	22.1%	7493	100%
social class and economic differences/issues (Current ability level)	38	0.5%	65	0.9%	898	12.0%	2685	35.8%	2480	33.1%	1327	17.7%	7493	100%
racial and ethnic differences/issues (Current ability level)	42	0.6%	66	0.9%	923	12.3%	2649	35.4%	2490	33.3%	1309	17.5%	7479	100%
gender differences/issues (Current ability level)	55	0.7%	91	1.2%	996	13.3%	2698	36.1%	2304	30.8%	1332	17.8%	7476	100%
sexual orientation differences/issues (Current ability level)	67	0.9%	108	1.4%	1119	15.0%	2581	34.6%	2296	30.8%	1280	17.2%	7451	100%
physical or other observable disabilities (Current ability level)	90	1.2%	203	2.7%	1403	18.7%	2739	36.5%	1956	26.1%	1103	14.7%	7494	100%
learning, psychological or other disabilities that are not readily apparent (Current ability level)	104	1.4%	241	3.2%	1425	19.0%	2631	35.1%	1920	25.6%	1173	15.7%	7494	100%

UCUES 2014 Student Response Summary Reports: Student Life and Development

Level of agreement with the following statement

	Strongly disagree		Disagree		Somewhat disagree		Somewhat agree		Agree		Strongly agree		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I feel valued as an individual on this campus	258	3.4%	569	7.4%	1170	15.2%	3167	41.2%	2040	26.5%	483	6.3%	7687	100%
I am proud to be a student at this campus	113	1.5%	208	2.7%	490	6.4%	2360	30.7%	3164	41.2%	1342	17.5%	7677	100%
This institution values students' opinions	220	2.9%	328	4.3%	912	11.9%	2884	37.6%	2593	33.8%	726	9.5%	7663	100%
Diversity is important on this campus	180	2.3%	325	4.2%	833	10.9%	2565	33.5%	2730	35.6%	1029	13.4%	7662	100%
Diversity is important to me	120	1.6%	198	2.6%	480	6.3%	1999	26.1%	2952	38.5%	1914	25.0%	7663	100%

UCUES 2014 Student Response Summary Reports: Community and Civic Engagement

Involvement in the following activities or organizations this academic year

	Participant or member		Officer or leader		Neither		Total	
	#	%	#	%	#	%	#	%
academic (e.g., math club, philosophy club)	1325	17.6%	447	5.9%	5764	76.5%	7536	100%
advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	410	5.5%	210	2.8%	6881	91.7%	7501	100%
campus sports club (e.g., rugby club, Kendo club)	748	10.0%	227	3.0%	6506	87.0%	7481	100%
campus varsity team (e.g., basketball, softball, soccer)	224	3.0%	98	1.3%	7151	95.7%	7473	100%
governing bodies (e.g., student government, Pan-Hellenic, residence hall associations)	458	6.1%	282	3.8%	6714	90.1%	7454	100%
greek fraternity or sorority	580	7.7%	435	5.8%	6490	86.5%	7505	100%
honor society	806	10.8%	191	2.6%	6487	86.7%	7484	100%
media (e.g., campus newspaper, radio station)	295	3.9%	124	1.7%	7077	94.4%	7496	100%
performing group (e.g., school band, dance team)	558	7.5%	170	2.3%	6760	90.3%	7488	100%
political (e.g., Young Republicans, College Democrats)	187	2.5%	105	1.4%	7192	96.1%	7484	100%
recreational (e.g., chess club, bike club, rock climbing club)	774	10.3%	191	2.6%	6522	87.1%	7487	100%
religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	836	11.2%	247	3.3%	6394	85.5%	7477	100%
service (e.g., Special Olympics volunteers club, Jewish Social Action Committee)	774	10.4%	305	4.1%	6391	85.6%	7470	100%
other campus-based club or organization	1572	21.3%	577	7.8%	5218	70.8%	7367	100%

UCUES 2014 Student Response Summary Reports: Community and Civic Engagement

Community service either on or off campus during this academic year

	No		Yes		Total	
	#	%	#	%	#	%
During THIS ACADEMIC YEAR, have you done community service either on or off campus?	4016	51.8%	3742	48.2%	7758	100%

How did you get involved in community service?

	No		Yes		Total	
	#	%	#	%	#	%
through a campus-based course	2678	79.6%	687	20.4%	3365	100%
through a campus-based organization or program	1293	36.8%	2216	63.2%	3509	100%
through an off-campus organization	1547	44.7%	1916	55.3%	3463	100%

To what extent has participation influenced desire to continue community-focused activities after graduation

	Not at all		To some extent		To a great extent		Total	
	#	%	#	%	#	%	#	%
To what extent has participation influenced desire to continue community-focused activities after you graduate?	669	18.3%	2185	59.7%	809	22%	3663	100%

UCUES 2014 Student Response Summary Reports: Community and Civic Engagement

In the classroom, how often have you been asked to

	Never		Rarely		Occasionally		Sometimes		Often		Very Often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
appreciate the world from someone else's perspective	616	8.2%	1018	13.5%	1549	20.5%	1907	25.2%	1820	24.1%	645	8.5%	7555	100%
interact with someone with views different from your own	417	5.5%	802	10.6%	1522	20.2%	2011	26.7%	2062	27.3%	728	9.7%	7542	100%
discuss and navigate controversial issues	478	6.4%	967	12.9%	1499	19.9%	2034	27.0%	1802	24.0%	743	9.9%	7523	100%

Outside the classroom, how often do you

	Never		Rarely		Occasionally		Sometimes		Often		Very Often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
appreciate the world from someone else's perspective	267	3.5%	601	8.0%	1444	19.1%	1803	23.9%	2378	31.5%	1048	13.9%	7541	100%
interact with someone with views different from your own	233	3.1%	581	7.7%	1392	18.5%	1847	24.5%	2276	30.2%	1206	16.0%	7535	100%
discuss and navigate controversial issues	317	4.2%	873	11.6%	1496	20.0%	1953	26.0%	1890	25.2%	969	12.9%	7498	100%