

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	1,512	2.3%	8,965	13.6%	17,315	26.2%	13,077	19.8%	15,111	22.9%	9,993	15.1%	65,973	100%
brought up ideas or concepts from different courses during class discussions	5,168	7.9%	14,622	22.2%	16,830	25.6%	12,595	19.1%	11,203	17.0%	5,387	8.2%	65,805	100%
asked an insightful question in class	5,707	8.7%	15,032	22.9%	17,612	26.9%	12,324	18.8%	9,920	15.1%	4,918	7.5%	65,513	100%
found a course so interesting that you did more work than was required	5,283	8.1%	13,371	20.4%	18,212	27.8%	13,517	20.6%	9,905	15.1%	5,329	8.1%	65,617	100%
chosen challenging courses, when possible, even though you might lower your GPA by doing so	4,222	6.4%	8,427	12.8%	14,078	21.4%	13,468	20.5%	15,361	23.3%	10,271	15.6%	65,827	100%
made a class presentation	8,950	13.6%	12,752	19.4%	16,416	25.0%	11,850	18.0%	10,213	15.5%	5,526	8.4%	65,707	100%
had a class in which the professor knew or learned your name	6,105	9.3%	11,583	17.6%	14,537	22.1%	11,807	17.9%	11,708	17.8%	10,145	15.4%	65,885	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	39,845	61.8%	8,656	13.4%	6,229	9.7%	4,208	6.5%	3,538	5.5%	2,049	3.2%	64,525	100%
communicated with a faculty member by email or in person	1,664	2.6%	6,302	9.8%	16,092	25.0%	13,087	20.3%	14,725	22.8%	12,592	19.5%	64,462	100%
talked with the instructor outside of class about issues and concepts derived from a course	8,882	13.8%	14,769	22.9%	15,364	23.8%	10,762	16.7%	8,813	13.7%	5,861	9.1%	64,451	100%
interacted with faculty during lecture class sessions	5,984	9.3%	14,404	22.4%	16,725	26.0%	11,302	17.6%	9,813	15.3%	6,104	9.5%	64,332	100%
worked with a faculty member on an activity other than coursework	33,689	52.3%	11,963	18.6%	6,821	10.6%	4,820	7.5%	3,865	6.0%	3,299	5.1%	64,457	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	31,326	49.5%	21,462	33.9%	6,720	10.6%	2,227	3.5%	1,139	1.8%	468	0.7%	63,342	100%
Gone to class without completing assigned reading	4,920	7.8%	13,309	21.1%	19,368	30.7%	11,371	18.0%	9,054	14.3%	5,113	8.1%	63,135	100%
Gone to class unprepared	6,463	10.2%	20,522	32.5%	19,951	31.6%	8,801	14.0%	5,034	8.0%	2,292	3.6%	63,063	100%
skipped class	9,305	14.8%	25,960	41.3%	16,328	26.0%	5,985	9.5%	3,551	5.6%	1,791	2.8%	62,920	100%
raised your standard for acceptable effort due to high standards of a faculty member	3,679	5.8%	8,058	12.8%	18,182	28.8%	16,033	25.4%	12,909	20.5%	4,176	6.6%	63,037	100%
extensively revised a paper at least once before submitting to be graded	3,217	5.1%	8,114	12.8%	14,622	23.1%	13,483	21.3%	14,585	23.1%	9,217	14.6%	63,238	100%
sought academic help from instructor or tutor when needed	4,810	7.6%	10,432	16.5%	15,589	24.7%	12,655	20.0%	12,541	19.8%	7,154	11.3%	63,181	100%
worked on class projects or studies as a group with other classmates outside of class	3,816	6.0%	8,728	13.8%	14,766	23.4%	12,916	20.4%	13,462	21.3%	9,539	15.1%	63,227	100%
helped a classmate better understand course material when studying together	2,680	4.2%	7,056	11.1%	15,871	25.1%	14,307	22.6%	14,767	23.3%	8,606	13.6%	63,287	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?	8,714	15.1%	16,618	28.8%	32,356	56.1%	57,688	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?	1,166	1.8%	1,619	2.6%	2,422	3.8%	2,873	4.6%	4,322	6.9%	7,048	11.2%	8,368	13.3%	14,488	23.0%	12,534	19.9%	8,219	13.0%	63,059	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	232	0.4%	3,921	6.4%	10,933	18.0%	19,710	32.4%	15,921	26.1%	5,762	9.5%	2,234	3.7%	2,193	3.6%	60,906	100%
Study and other academic activities outside of class	495	0.8%	9,552	15.8%	16,842	27.8%	13,251	21.9%	9,385	15.5%	4,958	8.2%	2,748	4.5%	3,392	5.6%	60,623	100%
Attending movies, concerts, sports or other entertainment events	12,719	21.0%	33,745	55.8%	7,984	13.2%	3,072	5.1%	1,530	2.5%	683	1.1%	314	0.5%	389	0.6%	60,436	100%
Performing community service or volunteer activities	26,729	44.1%	22,328	36.9%	6,036	10.0%	2,613	4.3%	1,435	2.4%	670	1.1%	343	0.6%	410	0.7%	60,564	100%
Participating in physical exercise, recreational sports, or physically active hobbies	8,423	13.9%	29,289	48.2%	13,511	22.2%	5,004	8.2%	2,249	3.7%	1,074	1.8%	498	0.8%	689	1.1%	60,737	100%
Participating in spiritual or religious activities	40,662	66.8%	13,916	22.9%	2,982	4.9%	1,397	2.3%	895	1.5%	413	0.7%	245	0.4%	378	0.6%	60,888	100%
Participating in student clubs or organizations	22,094	36.3%	21,792	35.8%	8,798	14.5%	3,865	6.4%	2,098	3.5%	920	1.5%	451	0.7%	770	1.3%	60,788	100%
Socializing with friends	1,958	3.2%	21,876	36.0%	18,373	30.2%	9,252	15.2%	4,529	7.4%	1,884	3.1%	895	1.5%	2,048	3.4%	60,815	100%
Partying	29,211	48.1%	22,133	36.4%	5,404	8.9%	1,985	3.3%	990	1.6%	505	0.8%	231	0.4%	327	0.5%	60,786	100%
Spending time with family	26,054	43.0%	19,633	32.4%	6,519	10.8%	3,222	5.3%	1,957	3.2%	992	1.6%	556	0.9%	1,627	2.7%	60,560	100%
Using computer/tablet/smart phone for non-academic purposes and entertainment	1,256	2.1%	15,807	26.0%	16,075	26.4%	10,509	17.3%	6,694	11.0%	3,473	5.7%	1,850	3.0%	5,119	8.4%	60,783	100%
Watching TV, streaming movies/TV on computer or tablet	8,153	13.4%	23,785	39.2%	13,931	23.0%	6,830	11.3%	3,629	6.0%	1,814	3.0%	896	1.5%	1,660	2.7%	60,698	100%
Commuting to school and/or to work	17,451	28.7%	29,597	48.7%	7,951	13.1%	2,848	4.7%	1,320	2.2%	646	1.1%	338	0.6%	592	1.0%	60,743	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?	1,979	3.3%	8,196	13.5%	18,817	31.1%	19,713	32.6%	9,946	16.4%	1,852	3.1%	60,503	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)	797	1.3%	4,089	6.9%	21,198	35.7%	20,450	34.4%	9,513	16.0%	3,361	5.7%	59,408	100%
Ability to be clear and effective in writing (When you started here)	1,090	1.8%	5,835	9.8%	19,953	33.7%	19,315	32.6%	9,605	16.2%	3,480	5.9%	59,278	100%
Ability to read and comprehend academic material (When you started here)	851	1.4%	4,886	8.3%	19,584	33.1%	20,812	35.2%	9,717	16.4%	3,358	5.7%	59,208	100%
Foreign language skills (When you started here)	4,349	7.3%	10,425	17.6%	19,362	32.7%	13,908	23.5%	6,792	11.5%	4,352	7.4%	59,188	100%
Understanding of a specific field of study (When you started here)	3,494	5.9%	12,221	20.6%	22,336	37.7%	14,611	24.7%	4,742	8.0%	1,782	3.0%	59,186	100%
Quantitative (mathematical and statistical) skills (When you started here)	1,906	3.2%	6,527	11.0%	20,269	34.2%	18,700	31.5%	8,602	14.5%	3,289	5.5%	59,293	100%
Ability to speak clearly and effectively in English (When you started here)	359	0.6%	1,701	2.9%	9,431	15.9%	14,604	24.6%	14,362	24.2%	18,860	31.8%	59,317	100%
Ability to understand international perspectives (economic, political, social, cultural) (When you started here)	1,687	2.9%	8,041	13.6%	20,671	34.9%	17,431	29.5%	7,749	13.1%	3,601	6.1%	59,180	100%
Leadership skills (When you started here)	1,878	3.2%	6,900	11.6%	18,820	31.7%	17,977	30.3%	9,147	15.4%	4,560	7.7%	59,282	100%
Analytical and critical thinking skills (Current ability level)	198	0.3%	656	1.1%	5,672	9.7%	20,269	34.8%	23,016	39.5%	8,473	14.5%	58,284	100%
Ability to be clear and effective in writing (Current ability level)	233	0.4%	1,003	1.7%	7,408	12.7%	21,043	36.2%	20,810	35.8%	7,682	13.2%	58,179	100%
Ability to read and comprehend academic material (Current ability level)	234	0.4%	773	1.3%	5,997	10.3%	20,188	34.8%	22,547	38.8%	8,322	14.3%	58,061	100%
Foreign language skills (Current ability level)	4,101	7.1%	9,153	15.8%	14,450	24.9%	14,498	25.0%	10,093	17.4%	5,775	9.9%	58,070	100%
Understanding of a specific field of study (Current ability level)	437	0.8%	1,203	2.1%	6,156	10.6%	17,481	30.1%	22,427	38.6%	10,347	17.8%	58,051	100%
Quantitative (mathematical and statistical) skills (Current ability level)	1,263	2.2%	4,112	7.1%	12,486	21.5%	19,685	33.8%	14,979	25.7%	5,670	9.7%	58,195	100%
Ability to speak clearly and effectively in English (Current ability level)	179	0.3%	547	0.9%	3,810	6.6%	12,614	21.7%	18,723	32.2%	22,263	38.3%	58,136	100%
Ability to understand international perspectives (economic, political, social, cultural) (Current ability level)	555	1.0%	2,099	3.6%	8,952	15.4%	18,146	31.2%	19,201	33.1%	9,137	15.7%	58,090	100%

UCUES 2014 Student Response Summary Reports: Academic and Personal Development

Leadership skills (Current ability level)	884	1.5%	2,748	4.7%	10,053	17.3%	17,753	30.5%	17,346	29.8%	9,458	16.2%	58,242	100%
Library research skills (When you started here)	3,858	6.5%	13,014	22.0%	22,248	37.6%	13,602	23.0%	4,627	7.8%	1,797	3.0%	59,146	100%
Other research skills (When you started here)	2,476	4.2%	9,968	16.9%	23,788	40.3%	16,185	27.4%	4,855	8.2%	1,756	3.0%	59,028	100%
Ability to prepare and make a presentation (When you started here)	1,118	1.9%	5,121	8.7%	20,096	34.0%	20,764	35.2%	8,705	14.7%	3,232	5.5%	59,036	100%
Interpersonal (social) skills (When you started here)	1,291	2.2%	5,148	8.7%	17,645	29.9%	19,042	32.3%	10,355	17.5%	5,547	9.4%	59,028	100%
Library research skills (Current ability level)	819	1.4%	3,009	5.1%	11,733	20.1%	21,052	36.0%	15,973	27.3%	5,864	10.0%	58,450	100%
Other research skills (Current ability level)	491	0.8%	1,915	3.3%	11,273	19.3%	22,391	38.4%	16,396	28.1%	5,821	10.0%	58,287	100%
Ability to prepare and make a presentation (Current ability level)	387	0.7%	1,438	2.5%	9,107	15.6%	21,318	36.6%	18,445	31.6%	7,594	13.0%	58,289	100%
Interpersonal (social) skills (Current ability level)	668	1.1%	1,725	3.0%	7,238	12.4%	18,049	30.9%	19,357	33.1%	11,382	19.5%	58,419	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)	659	1.1%	3,014	5.1%	13,816	23.6%	18,987	32.4%	13,015	22.2%	9,146	15.6%	58,637	100%
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (When you started here)	1,089	1.9%	4,202	7.2%	14,468	24.7%	17,462	29.8%	11,859	20.2%	9,512	16.2%	58,592	100%
Ability to appreciate cultural and global diversity (When you started here)	587	1.0%	2,662	4.5%	13,613	23.3%	19,591	33.5%	12,864	22.0%	9,217	15.7%	58,534	100%
Ability to appreciate and understand racial and ethnic diversity (Current ability level)	398	0.7%	632	1.1%	4,156	7.2%	14,419	24.9%	21,077	36.4%	17,273	29.8%	57,955	100%
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (Current ability level)	764	1.3%	2,067	3.6%	7,727	13.3%	16,105	27.8%	16,728	28.9%	14,556	25.1%	57,947	100%
Ability to appreciate cultural and global diversity (Current ability level)	398	0.7%	750	1.3%	4,909	8.5%	15,127	26.1%	19,686	34.0%	17,093	29.5%	57,963	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	1,408	2.4%	2,475	4.2%	4,609	7.9%	15,883	27.2%	23,232	39.8%	10,772	18.5%	58,379	100%
I feel free to express my religious beliefs on campus	1,247	2.1%	2,177	3.7%	4,336	7.4%	14,597	25.1%	24,370	41.9%	11,497	19.7%	58,224	100%
Students of my race/ethnicity are respected on this campus	1,117	1.9%	1,899	3.3%	4,338	7.4%	12,888	22.1%	24,961	42.9%	13,041	22.4%	58,244	100%
Students of my socio-economic status are respected on this campus	1,166	2.0%	1,909	3.3%	4,521	7.7%	13,261	22.7%	25,710	44.1%	11,773	20.2%	58,340	100%
Students of my gender are respected on this campus	580	1.0%	956	1.6%	2,738	4.7%	11,065	19.0%	28,253	48.4%	14,736	25.3%	58,328	100%
Students of my religious beliefs are respected on this campus	858	1.5%	1,386	2.4%	3,789	6.5%	13,416	23.1%	26,913	46.3%	11,804	20.3%	58,166	100%
Students of my political beliefs are respected on this campus	1,118	1.9%	1,538	2.6%	3,513	6.0%	12,918	22.2%	26,905	46.3%	12,154	20.9%	58,146	100%
Students of my sexual orientation are respected on this campus	444	0.8%	527	0.9%	1,482	2.5%	7,283	12.5%	26,850	46.2%	21,544	37.1%	58,130	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	895	1.5%	1,203	2.1%	2,686	4.6%	7,165	12.3%	15,021	25.8%	8,534	14.7%	22,662	39%	58,166	100%
Students with a physical, psychological or learning disability like mine are respected on this campus	728	1.3%	918	1.6%	1,952	3.4%	5,791	10.0%	11,727	20.3%	5,431	9.4%	31,283	54%	57,830	100%

UCUES 2014 Student Response Summary Reports: Plans and Aspirations

Post-graduation plan

	Enroll in		Work full-time		Work part-time		Be self-		Study or work		Join armed		Paid		Unpaid		Take a year		Do		I have no idea		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What do you plan to do when you graduate?	23,615	40.5%	18,838	32.3%	1,061	1.8%	679	1.2%	2,088	3.6%	332	0.6%	2,009	3.4%	640	1.1%	2,440	4.2%	292	0.5%	5,246	9.0%	1,076	1.8%	58,316	100%

Career plan after graduation

	Agriculture/		Artistic, creative		Business,		Civil Service/		Education		Engineering,		Law		Medicine,		Military		Psychology,		Researcher,		I have no		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What career do you hope to eventually have after you've completed your education?	518	0.9%	3,358	5.8%	7,519	13.0%	2,217	3.8%	3,598	6.2%	8,571	14.8%	2,847	4.9%	12,747	22.0%	185	0.3%	3,624	6.2%	4,908	8.5%	4,638	8.0%	3,286	5.7%	58,016	100%

UCUES 2014 Student Response Summary Reports: Plans and Aspirations

Highest degree desire to earn eventually

	Bachelor's		Teaching		Business		Other		Academic		Law degree		Medical		Medical doctor		Doctorate		Multiple		I don't know		Other		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
What is the HIGHEST academic degree or credential that you plan to eventually earn?	8,662	14.9%	813	1.4%	5,514	9.5%	4,989	8.6%	7,840	13.5%	2,884	5.0%	2,486	4.3%	4,801	8.3%	9,991	17.2%	1,862	3.2%	7,623	13.1%	706	1.2%	58,171	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		Total	
	#	%	#	%	#	%
a research project or research paper as part of your coursework	13,950	24.3%	43,517	75.7%	57,467	100%
at least one student research course (a course in which you learned research methods or researched a topic)	22,659	39.6%	34,557	60.4%	57,216	100%
at least one independent study course	43,775	76.9%	13,135	23.1%	56,910	100%
assist faculty in research for course credit	45,510	79.9%	11,476	20.1%	56,986	100%
assist faculty in research for pay without course credit	51,760	91.2%	4,982	8.8%	56,742	100%
assist faculty in research as a volunteer without course credit	47,404	83.5%	9,372	16.5%	56,776	100%
A creative activity as part of your coursework	26,977	47.4%	29,900	52.6%	56,877	100%
work on creative projects under direction of faculty with course credit	41,673	73.3%	15,202	26.7%	56,875	100%
work on creative projects under direction of faculty for pay without course credit	53,880	95.1%	2,789	4.9%	56,669	100%
work on creative projects under direction of faculty as volunteer without course credit	51,403	90.7%	5,262	9.3%	56,665	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)	5,581	9.6%	9,243	15.9%	12,026	20.7%	14,805	25.5%	11,974	20.6%	4,448	7.7%	58,077	100%
Overall social experience	1,990	3.4%	4,033	7.0%	8,038	13.9%	17,230	29.8%	18,892	32.6%	7,722	13.3%	57,905	100%
Overall academic experience	1,470	2.5%	2,962	5.1%	7,299	12.6%	18,554	32.1%	20,755	35.9%	6,758	11.7%	57,798	100%
Value of your education for the price you're paying	4,569	7.9%	5,824	10.1%	10,434	18.0%	17,414	30.1%	13,841	23.9%	5,762	10.0%	57,844	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	1,627	2.8%	2,623	4.5%	5,290	9.1%	16,268	28.0%	20,695	35.7%	11,511	19.8%	58,014	100%
Knowing what I know now, I would still choose to enroll at this campus	2,220	3.8%	2,473	4.3%	5,129	8.8%	12,801	22.1%	18,876	32.5%	16,496	28.4%	57,995	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)?	9,950	24.1%	13,295	32.3%	8,482	20.6%	9,478	23.0%	41,205	100%
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now (for students graduating next Spring or Summer)?	3,553	25.1%	4,220	29.8%	2,800	19.8%	3,601	25.4%	14,174	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)?	9,275	22.5%	13,757	33.4%	8,335	20.2%	9,847	23.9%	41,214	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?	14,985	27.3%	11,508	21.0%	9,883	18.0%	18,510	33.7%	54,886	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	35,147	62.9%	20,699	37.1%	55,846	100%
Applied for continuing financial aid	19,882	35.6%	35,964	64.4%	55,846	100%
Applied for outside scholarships/grants	30,891	55.3%	24,955	44.7%	55,846	100%
asked financial aid office to reevaluate my application	48,063	86.1%	7,786	13.9%	55,849	100%
bought fewer books, bought cheaper used books, read books on reserve	10,765	19.3%	45,083	80.7%	55,848	100%
took a leave of absence or a quarter/semester off	54,432	97.5%	1,416	2.5%	55,848	100%
took more courses per term	37,751	67.6%	18,097	32.4%	55,848	100%
took action to graduate more quickly	42,194	75.6%	13,654	24.4%	55,848	100%
did not retake a class to improve grade	46,436	83.1%	9,412	16.9%	55,848	100%
accepted AP or similar credit instead of taking the course	36,528	65.4%	19,320	34.6%	55,848	100%
decided against study abroad	35,534	63.6%	20,314	36.4%	55,848	100%
took a community college course because it was cheaper	46,289	82.9%	9,559	17.1%	55,848	100%
took a job for the first time at college	42,731	76.5%	13,117	23.5%	55,848	100%
worked before but increased the number hours worked	45,421	81.3%	10,427	18.7%	55,848	100%
increased the debt I carry on credit card	47,687	85.4%	8,161	14.6%	55,848	100%
increased my annual student loan amount	42,303	75.7%	13,543	24.3%	55,846	100%
have cut expenses overall/have been more frugal	23,210	41.6%	32,635	58.4%	55,845	100%
none of the above. cost hasn't been a problem	52,968	94.9%	2,873	5.1%	55,841	100%
other	54,599	97.8%	1,239	2.2%	55,838	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	14,248	26.0%	13,229	24.1%	13,234	24.1%	6,063	11.1%	4,863	8.9%	3,231	5.9%	54,868	100%
cut down on personal/recreational spending	2,058	3.8%	3,306	6.0%	12,337	22.5%	11,466	20.9%	14,605	26.6%	11,073	20.2%	54,845	100%
worried about my debt and financial circumstances	4,724	8.6%	6,595	12.1%	10,235	18.7%	8,995	16.5%	10,393	19.0%	13,682	25.0%	54,624	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?	28,016	51.2%	26,699	48.8%	54,715	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.	5,065	9.2%	6,981	12.7%	10,872	19.8%	18,126	33.1%	10,340	18.9%	3,446	6.3%	54,830	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	792	2.0%	1,303	3.3%	2,779	7.0%	12,004	30.2%	16,920	42.6%	5,899	14.9%	39,697	100%
Attending a university with world-class researchers is important to me	888	2.2%	1,798	4.5%	3,300	8.3%	11,145	28.1%	13,610	34.3%	8,924	22.5%	39,665	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	1,801	4.6%	5,655	14.5%	9,737	24.9%	12,175	31.2%	6,825	17.5%	2,870	7.3%	39,063	100%
learning research methods	815	2.1%	2,449	6.3%	7,541	19.4%	13,679	35.1%	9,043	23.2%	5,444	14.0%	38,971	100%
assisting faculty in their research, for pay or as a volunteer	1,442	3.7%	3,894	10.0%	7,846	20.1%	12,010	30.8%	8,575	22.0%	5,172	13.3%	38,939	100%
pursuing your own research	1,633	4.2%	4,826	12.4%	8,659	22.3%	11,507	29.6%	7,650	19.7%	4,628	11.9%	38,903	100%
the prestige of this university when you apply to grad school or for a job	993	2.6%	1,790	4.6%	6,027	15.5%	11,986	30.8%	10,586	27.2%	7,547	19.4%	38,929	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	23,102	59.6%	15,643	40.4%	38,745	100%
Courses that involve themes related to diversity	14,773	38.1%	23,980	61.9%	38,753	100%
Capstone or senior thesis courses	33,365	86.4%	5,263	13.6%	38,628	100%
Service learning or community-based learning	29,944	77.5%	8,671	22.5%	38,615	100%
Formal undergraduate research programs	31,440	81.5%	7,152	18.5%	38,592	100%
Formal creative activity or scholarship	34,733	89.9%	3,903	10.1%	38,636	100%
Honors program	34,326	88.9%	4,301	11.1%	38,627	100%
Internship under the direction of a faculty member	33,242	86.1%	5,386	13.9%	38,628	100%
Other internship	29,784	77.2%	8,805	22.8%	38,589	100%
Any UC study abroad, including summer study abroad	34,537	89.5%	4,064	10.5%	38,601	100%
Study abroad program affiliated with another college or university	36,438	94.5%	2,110	5.5%	38,548	100%
Traveled abroad for a service learning, volunteer, or work experience	34,754	90.2%	3,756	9.8%	38,510	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)	2,975	7.7%	6,092	15.8%	11,169	28.9%	9,610	24.9%	5,386	13.9%	3,391	8.8%	38,623	100%
ability to work with people from other cultures (When you started here)	259	0.7%	1,080	2.8%	7,624	19.8%	13,405	34.8%	9,907	25.7%	6,300	16.3%	38,575	100%
linguistic and cultural competency in at least one language other than my own (Current ability level)	2,654	7.0%	5,133	13.5%	8,283	21.9%	9,804	25.9%	7,578	20.0%	4,453	11.7%	37,905	100%
ability to work with people from other cultures (Current ability level)	193	0.5%	335	0.9%	3,127	8.2%	10,916	28.8%	13,820	36.4%	9,557	25.2%	37,948	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)	2,262	6.0%	5,462	14.5%	8,927	23.7%	5,741	15.2%	15,320	40.6%	37,712	100%
competing family responsibilities	2,287	6.1%	5,523	14.7%	11,559	30.7%	9,507	25.2%	8,788	23.3%	37,664	100%
other competing responsibilities (e.g., athletics, clubs, internships)	1,878	5.0%	5,988	15.9%	11,010	29.2%	8,719	23.2%	10,061	26.7%	37,656	100%
weak English skills	503	1.3%	1,569	4.2%	3,896	10.3%	5,142	13.6%	26,653	70.6%	37,763	100%
weak math skills	988	2.6%	2,620	7.0%	6,772	18.0%	8,394	22.3%	18,863	50.1%	37,637	100%
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	1,737	4.6%	5,025	13.3%	11,223	29.7%	10,130	26.8%	9,621	25.5%	37,736	100%
poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, toomuch surfing)	3,269	8.7%	8,410	22.3%	12,949	34.3%	7,663	20.3%	5,464	14.5%	37,755	100%
bad study environment (e.g., noisy roommate, poor internet access, inadequate computer or software)	2,050	5.4%	6,350	16.8%	13,164	34.9%	9,923	26.3%	6,267	16.6%	37,754	100%
feeling depressed, stressed or upset	3,645	9.7%	7,879	20.9%	12,415	32.9%	8,598	22.8%	5,182	13.7%	37,719	100%
physical illness or condition	707	1.9%	2,341	6.2%	7,507	19.9%	13,085	34.8%	14,011	37.2%	37,651	100%
military deployment	194	0.5%	602	1.6%	1,701	4.5%	1,650	4.4%	33,487	89.0%	37,634	100%
Inability to concentrate on my work	2,598	6.9%	6,910	18.3%	12,906	34.2%	8,327	22.1%	6,956	18.5%	37,697	100%
Reluctance to ask for help when I need it	1,956	5.2%	5,037	13.4%	11,384	30.2%	10,393	27.6%	8,878	23.6%	37,648	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?	1,015	2.7%	2,088	5.5%	4,694	12.3%	6,258	16.4%	10,766	28.2%	12,357	32.4%	970	2.5%	38,148	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	330	0.9%	847	2.2%	2,949	7.8%	7,938	20.9%	14,709	38.8%	11,165	29.4%	37,938	100%
Caring, Impersonal	915	2.4%	1,901	5.0%	4,651	12.3%	10,511	27.8%	12,277	32.4%	7,620	20.1%	37,875	100%
Intellectual, Not Intellectual	304	0.8%	723	1.9%	2,862	7.6%	8,322	22.0%	14,506	38.3%	11,125	29.4%	37,842	100%
Tolerant of Diversity, Intolerant of Diversity	441	1.2%	1,051	2.8%	3,260	8.6%	8,211	21.7%	13,854	36.6%	11,002	29.1%	37,819	100%
Appreciative of diversity, Unappreciative of diversity	606	1.6%	1,338	3.5%	4,113	10.9%	8,915	23.6%	12,737	33.7%	10,098	26.7%	37,807	100%
Safe, Dangerous	408	1.1%	1,226	3.3%	3,574	9.5%	7,948	21.2%	13,412	35.7%	10,976	29.2%	37,544	100%
Too hard academically, Too easy academically	315	0.8%	1,239	3.3%	7,156	18.9%	16,964	44.8%	9,542	25.2%	2,678	7.1%	37,894	100%
Affordable, Not affordable	3,826	10.1%	7,685	20.3%	10,963	28.9%	10,222	27.0%	3,986	10.5%	1,210	3.2%	37,892	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	5,713	15.2%	7,334	19.5%	10,443	27.8%	6,966	18.5%	5,344	14.2%	1,787	4.8%	37,587	100%
political opinions	5,012	13.4%	7,819	20.8%	10,626	28.3%	7,247	19.3%	5,146	13.7%	1,687	4.5%	37,537	100%
nationality	3,541	9.4%	5,245	14.0%	10,644	28.4%	8,459	22.6%	7,146	19.1%	2,446	6.5%	37,481	100%
race or ethnicity	3,120	8.3%	4,546	12.1%	10,266	27.4%	8,565	22.8%	8,003	21.3%	2,997	8.0%	37,497	100%
gender	4,458	11.9%	6,236	16.6%	9,858	26.3%	7,578	20.2%	6,736	18.0%	2,616	7.0%	37,482	100%
sexual orientation	5,206	13.9%	6,986	18.6%	9,345	24.9%	7,114	19.0%	6,205	16.5%	2,643	7.0%	37,499	100%
social class	3,950	10.6%	6,323	16.9%	10,277	27.5%	7,784	20.8%	6,441	17.2%	2,631	7.0%	37,406	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	25,141	67.3%	7,243	19.4%	2,989	8.0%	1,204	3.2%	579	1.6%	196	0.5%	37,352	100%
genders	25,236	67.6%	7,071	18.9%	3,007	8.1%	1,232	3.3%	561	1.5%	216	0.6%	37,323	100%
sexual orientations	27,413	73.7%	6,134	16.5%	2,066	5.6%	979	2.6%	444	1.2%	180	0.5%	37,216	100%
political affiliation, opinions or beliefs	21,315	57.2%	8,153	21.9%	4,604	12.4%	1,850	5.0%	932	2.5%	408	1.1%	37,262	100%
religions	25,145	67.5%	6,943	18.6%	2,914	7.8%	1,298	3.5%	680	1.8%	267	0.7%	37,247	100%
social classes	25,807	69.2%	6,659	17.9%	2,730	7.3%	1,209	3.2%	631	1.7%	233	0.6%	37,269	100%
immigrant backgrounds	26,987	72.5%	6,335	17.0%	2,166	5.8%	1,050	2.8%	526	1.4%	184	0.5%	37,248	100%
physical or other observable disabilities	29,038	77.9%	5,224	14.0%	1,598	4.3%	859	2.3%	384	1.0%	159	0.4%	37,262	100%
learning, psychological, or other disabilities that are not readily apparent	28,320	76.1%	5,536	14.9%	1,831	4.9%	904	2.4%	441	1.2%	192	0.5%	37,224	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	23,470	63.8%	6,722	18.3%	4,015	10.9%	1,511	4.1%	767	2.1%	330	0.9%	36,815	100%
genders	24,252	65.9%	6,610	18.0%	3,536	9.6%	1,431	3.9%	658	1.8%	309	0.8%	36,796	100%
sexual orientations	24,671	67.1%	6,368	17.3%	3,371	9.2%	1,381	3.8%	666	1.8%	299	0.8%	36,756	100%
political affiliation, opinions or beliefs	23,550	64.1%	6,736	18.3%	3,653	9.9%	1,573	4.3%	844	2.3%	400	1.1%	36,756	100%
religions	24,539	66.8%	6,421	17.5%	3,310	9.0%	1,386	3.8%	758	2.1%	336	0.9%	36,750	100%
social classes	24,758	67.4%	6,449	17.5%	3,205	8.7%	1,307	3.6%	719	2.0%	312	0.8%	36,750	100%
immigrant backgrounds	25,012	68.1%	6,313	17.2%	3,117	8.5%	1,313	3.6%	699	1.9%	297	0.8%	36,751	100%
physical or other observable disabilities	26,760	72.8%	5,895	16.0%	2,414	6.6%	990	2.7%	501	1.4%	204	0.6%	36,764	100%
learning, psychological, or other disabilities that are not readily apparent	26,587	72.4%	5,897	16.1%	2,427	6.6%	1,025	2.8%	526	1.4%	238	0.6%	36,700	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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
racess or ethnicities	6,686	18.1%	9,479	25.6%	11,745	31.7%	4,714	12.7%	3,009	8.1%	1,376	3.7%	37,009	100%
genders	9,433	25.5%	9,903	26.8%	9,795	26.5%	4,112	11.1%	2,531	6.8%	1,199	3.2%	36,973	100%
sexual orientations	9,519	25.8%	10,240	27.8%	9,765	26.5%	3,857	10.5%	2,399	6.5%	1,117	3.0%	36,897	100%
political affiliation, opinions or beliefs	9,099	24.6%	9,341	25.3%	9,725	26.3%	4,446	12.0%	2,761	7.5%	1,541	4.2%	36,913	100%
religions	10,069	27.3%	10,193	27.6%	9,111	24.7%	3,910	10.6%	2,364	6.4%	1,255	3.4%	36,902	100%
social classes	11,856	32.1%	10,410	28.2%	8,238	22.3%	3,381	9.2%	1,961	5.3%	1,074	2.9%	36,920	100%
immigrant backgrounds	12,302	33.4%	10,045	27.2%	8,251	22.4%	3,265	8.9%	1,952	5.3%	1,065	2.9%	36,880	100%
physical or other observable disabilities	17,675	47.9%	9,546	25.9%	5,815	15.7%	2,067	5.6%	1,208	3.3%	615	1.7%	36,926	100%
learning, psychological, or other disabilities that are not readily apparent	17,576	47.7%	9,321	25.3%	5,856	15.9%	2,170	5.9%	1,238	3.4%	678	1.8%	36,839	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)	493	1.3%	1,790	4.9%	9,164	25.0%	12,028	32.9%	7,308	20.0%	5,802	15.9%	36,585	100%
social class and economic differences/issues (When you started here)	375	1.0%	2,158	5.9%	10,817	29.6%	12,885	35.3%	6,512	17.8%	3,774	10.3%	36,521	100%
racial and ethnic differences/issues (When you started here)	412	1.1%	2,177	6.0%	10,912	30.0%	12,966	35.6%	6,398	17.6%	3,553	9.8%	36,418	100%
gender differences/issues (When you started here)	613	1.7%	2,659	7.3%	10,827	29.9%	12,423	34.3%	6,208	17.1%	3,538	9.8%	36,268	100%
sexual orientation differences/issues (When you started here)	748	2.1%	3,016	8.3%	10,994	30.3%	11,966	33.0%	5,978	16.5%	3,542	9.8%	36,244	100%
physical or other observable disabilities (When you started here)	763	2.1%	2,882	7.9%	11,265	30.9%	12,067	33.1%	5,870	16.1%	3,591	9.9%	36,438	100%
learning, psychological, or other disabilities that are not readily apparent (When you started here)	901	2.5%	3,323	9.1%	11,364	31.3%	11,636	32.0%	5,631	15.5%	3,496	9.6%	36,351	100%
my own racial and ethnic identity (Current ability level)	279	0.8%	511	1.4%	4,068	11.3%	11,727	32.5%	11,467	31.7%	8,067	22.3%	36,119	100%
social class and economic differences/issues (Current ability level)	186	0.5%	348	1.0%	3,902	10.8%	12,514	34.7%	12,528	34.7%	6,614	18.3%	36,092	100%
racial and ethnic differences/issues (Current ability level)	193	0.5%	334	0.9%	3,912	10.9%	12,464	34.6%	12,589	35.0%	6,520	18.1%	36,012	100%
gender differences/issues (Current ability level)	229	0.6%	403	1.1%	4,176	11.6%	12,198	34.0%	12,097	33.7%	6,825	19.0%	35,928	100%
sexual orientation differences/issues (Current ability level)	270	0.8%	491	1.4%	4,561	12.7%	12,081	33.7%	11,885	33.1%	6,576	18.3%	35,864	100%
physical or other observable disabilities (Current ability level)	356	1.0%	992	2.8%	6,365	17.7%	12,974	36.0%	9,983	27.7%	5,369	14.9%	36,039	100%
learning, psychological or other disabilities that are not readily apparent (Current ability level)	429	1.2%	1,083	3.0%	6,374	17.7%	12,417	34.5%	10,006	27.8%	5,720	15.9%	36,029	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	1,507	4.1%	3,070	8.3%	5,866	15.9%	14,045	38.2%	9,958	27.0%	2,368	6.4%	36,814	100%
I am proud to be a student at this campus	658	1.8%	1,016	2.8%	2,381	6.5%	10,197	27.7%	14,761	40.1%	7,790	21.2%	36,803	100%
This institution values students' opinions	1,394	3.8%	2,011	5.5%	4,911	13.4%	12,944	35.2%	12,023	32.7%	3,467	9.4%	36,750	100%
Diversity is important on this campus	899	2.4%	1,399	3.8%	3,453	9.4%	11,391	31.0%	13,899	37.8%	5,701	15.5%	36,742	100%
Diversity is important to me	671	1.8%	962	2.6%	2,284	6.2%	8,959	24.4%	13,809	37.6%	10,055	27.4%	36,740	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)	6,523	18.0%	1,955	5.4%	27,691	76.6%	36,169	100%
advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	2,361	6.6%	1,018	2.8%	32,635	90.6%	36,014	100%
campus sports club (e.g., rugby club, Kendo club)	3,896	10.8%	995	2.8%	31,058	86.4%	35,949	100%
campus varsity team (e.g., basketball, softball, soccer)	1,209	3.4%	426	1.2%	34,219	95.4%	35,854	100%
governing bodies (e.g., student government, Pan-Hellenic, residence hall associations)	1,958	5.5%	1,373	3.8%	32,453	90.7%	35,784	100%
greek fraternity or sorority	2,888	8.0%	2,085	5.8%	31,090	86.2%	36,063	100%
honor society	3,663	10.2%	695	1.9%	31,652	87.9%	36,010	100%
media (e.g., campus newspaper, radio station)	1,565	4.4%	673	1.9%	33,739	93.8%	35,977	100%
performing group (e.g., school band, dance team)	2,683	7.5%	903	2.5%	32,389	90.0%	35,975	100%
political (e.g., Young Republicans, College Democrats)	1,094	3.0%	449	1.2%	34,391	95.7%	35,934	100%
recreational (e.g., chess club, bike club, rock climbing club)	4,475	12.4%	821	2.3%	30,660	85.3%	35,956	100%
religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	3,752	10.4%	1,090	3.0%	31,082	86.5%	35,924	100%
service (e.g., Special Olympics volunteers club, Jewish Social Action Committee)	3,813	10.6%	1,463	4.1%	30,622	85.3%	35,898	100%
other campus-based club or organization	7,179	20.3%	2,578	7.3%	25,632	72.4%	35,389	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?	19,203	51.9%	17,769	48.1%	36,972	100%

How did you get involved in community service?

	No		Yes		Total	
	#	%	#	%	#	%
through a campus-based course	12,346	77.4%	3,608	22.6%	15,954	100%
through a campus-based organization or program	5,503	32.9%	11,207	67.1%	16,710	100%
through an off-campus organization	7,992	48.9%	8,355	51.1%	16,347	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?	3,180	18.2%	10,087	57.7%	4,206	24%	17,473	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	2,817	7.8%	4,655	12.9%	7,241	20.0%	9,586	26.5%	8,891	24.5%	3,029	8.4%	36,219	100%
interact with someone with views different from your own	1,964	5.4%	3,607	10.0%	6,908	19.1%	9,718	26.9%	10,353	28.6%	3,599	10.0%	36,149	100%
discuss and navigate controversial issues	2,097	5.8%	4,212	11.7%	6,793	18.9%	9,735	27.0%	9,382	26.0%	3,811	10.6%	36,030	100%

Outside the classroom, how often do you

	Never		Rarely		Occasionally		Sometimes		Often		Very Often		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
appreciate the world from someone else's perspective	1,112	3.1%	2,571	7.1%	6,348	17.5%	8,938	24.7%	11,928	33.0%	5,289	14.6%	36,186	100%
interact with someone with views different from your own	914	2.5%	2,401	6.6%	5,847	16.2%	8,815	24.4%	12,010	33.2%	6,153	17.0%	36,140	100%
discuss and navigate controversial issues	1,234	3.4%	3,510	9.7%	6,387	17.7%	9,611	26.7%	10,144	28.2%	5,120	14.2%	36,006	100%