

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	223	3.4%	323	4.9%	602	9.1%	2222	33.7%	2518	38.2%	705	10.7%	6593	100%
Attending a university with world-class researchers is important to me	204	3.1%	344	5.2%	580	8.8%	1851	28.1%	2270	34.4%	1348	20.4%	6597	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	349	5.4%	1039	16.0%	1745	26.9%	1951	30.0%	1004	15.4%	411	6.3%	6499	100%
learning research methods	143	2.2%	444	6.8%	1374	21.2%	2323	35.8%	1394	21.5%	805	12.4%	6483	100%
assisting faculty in their research, for pay or as a volunteer	221	3.4%	614	9.5%	1306	20.1%	2025	31.2%	1443	22.2%	882	13.6%	6491	100%
pursuing your own research	256	3.9%	799	12.3%	1477	22.8%	1951	30.1%	1250	19.3%	751	11.6%	6484	100%
the prestige of this university when you apply to grad school or for a job	146	2.3%	258	4.0%	971	15.0%	2060	31.8%	1825	28.1%	1225	18.9%	6485	100%

Completion or participation in the following activities on campus

	No		Yes, doing now or have done		Total	
	#	%	#	%	#	%
First-year seminar	3973	61.6%	2479	38.4%	6452	100%
Courses that involve themes related to diversity	2235	34.6%	4217	65.4%	6452	100%
Capstone or senior thesis courses	5526	85.9%	909	14.1%	6435	100%
Service learning or community-based learning	5147	79.9%	1293	20.1%	6440	100%
Formal undergraduate research programs	5237	81.4%	1199	18.6%	6436	100%
Formal creative activity or scholarship	5822	90.4%	618	9.6%	6440	100%
Honors program	5528	85.9%	908	14.1%	6436	100%
Internship under the direction of a faculty member	5561	86.4%	874	13.6%	6435	100%
Other internship	5044	78.5%	1383	21.5%	6427	100%
Any UC study abroad, including summer study abroad	5739	89.3%	688	10.7%	6427	100%
Study abroad program affiliated with another college or university	6031	93.9%	394	6.1%	6425	100%
Traveled abroad for a service learning, volunteer, or work experience	5721	89.1%	702	10.9%	6423	100%

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)	421	6.5%	950	14.8%	1924	29.9%	1598	24.8%	948	14.7%	592	9.2%	6433	100%
ability to work with people from other cultures (When you started here)	52	0.8%	155	2.4%	1245	19.4%	2223	34.6%	1723	26.8%	1033	16.1%	6431	100%
linguistic and cultural competency in at least one language other than my own (Current ability level)	377	6.0%	776	12.3%	1451	23.0%	1769	28.0%	1233	19.5%	715	11.3%	6321	100%
ability to work with people from other cultures (Current ability level)	42	0.7%	61	1.0%	538	8.5%	1899	30.0%	2290	36.2%	1497	23.7%	6327	100%

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)	366	5.8%	914	14.5%	1557	24.7%	934	14.8%	2526	40.1%	6297	100%
competing family responsibilities	356	5.7%	816	13.0%	1876	29.9%	1629	25.9%	1607	25.6%	6284	100%
other competing responsibilities (e.g., athletics, clubs, internships)	343	5.5%	937	14.9%	1843	29.3%	1461	23.3%	1699	27.0%	6283	100%
weak English skills	97	1.5%	284	4.5%	667	10.6%	860	13.7%	4384	69.7%	6292	100%
weak math skills	172	2.7%	400	6.4%	1110	17.7%	1355	21.6%	3240	51.6%	6277	100%
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	294	4.7%	826	13.1%	1798	28.6%	1733	27.5%	1641	26.1%	6292	100%
poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, toomuch surfing)	524	8.3%	1362	21.7%	2139	34.0%	1323	21.0%	940	14.9%	6288	100%
bad study environment (e.g., noisy roommate, poor internet access, inadequate computer or software)	380	6.0%	1048	16.6%	2174	34.5%	1631	25.9%	1065	16.9%	6298	100%
feeling depressed, stressed or upset	551	8.8%	1218	19.4%	2101	33.4%	1461	23.2%	960	15.3%	6291	100%
physical illness or condition	110	1.8%	377	6.0%	1254	20.0%	2201	35.1%	2333	37.2%	6275	100%
military deployment	36	0.6%	109	1.7%	326	5.2%	299	4.8%	5514	87.7%	6284	100%
Inability to concentrate on my work	416	6.6%	1110	17.6%	2172	34.5%	1401	22.3%	1191	18.9%	6290	100%
Reluctance to ask for help when I need it	286	4.6%	809	12.9%	1931	30.8%	1738	27.7%	1515	24.1%	6279	100%

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?	205	3.2%	415	6.5%	927	14.6%	1118	17.6%	1681	26.5%	1809	28.5%	194	3.1%	6349	100%