Structure and Content of UCUES 2008

UCUES 2008 employed a modular design to allow for the inclusion of a greater number of items and a decrease in individual response time. The questionnaire contained a set of core questions administered to every respondent plus four unique modules of additional questions that were randomly assigned to subjects. The core questions focused primarily on topics related to academic program review but also covered student demographics, use of time, and general satisfaction. The three common modules include Student Life and Development, Academic Engagement, and Civic Engagement. A fourth module allowed individual campuses to survey their students on issues of campus concern. The content of the campus modules is not included in this document.

A slightly different version of the core was offered to students with a declared major in contrast to undeclared students. Students with a declared major were defined by individual campuses (specific definitions are available upon request). The core questions for majors focused specifically on students’ experience in their major department.

Students were asked to evaluate many different aspects of campus life including academic advising, campus climate, courses and instruction, and interaction with faculty.

UCUES provides information about student behavior including their use of time for working, studying, campus involvement, socializing, family; how they participate academically (i.e. how much course material they read, collaborative learning); self-ratings of academic and interpersonal skills; and involvement in community service.

UCUES documents student attitudes such as their self-perceptions and goals, political beliefs and affiliation, and perceptions of the role of the research university.

UCUES also collects background information not available through other student data sources, especially family immigration background.
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CORE

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

Time Allocation

1. How much time do you spend in a typical week (7 days) on the following activities.

   SCALE
   1=0 hours, 2=1-5 hours, 3=6-10 hours, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More

   Attending classes, discussion sections or labs
   Studying and other academic activities outside of class
   Paid employment (include paid internships)
   Of your total hours spent working for pay, about how many hours did you work on campus?
   Of your total hours spent working for pay, about how many hours were related to your academic interests?

   VARIABLE NAMES IN SPSS
   cruc08_hrs_classes
   cruc08_hrs_studying
   cruc08_hrs_work_all
   cruc08_hrs_work_oncampus
   cruc08_hrs_work_related

Academic and Personal Development

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

   SCALE
   1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent

   Started UC
   Cruc08_skill_crit_started
   Cruc08_skill_write_started
   Cruc08_skill_read_started
   Cruc08_skill_flang_started
   Cruc08_skill_mjr_started
   Cruc08_skill_math_started
   Cruc08_skill_speak_started
   Cruc08_skill_ntrnat_started
   Cruc08_skill_lead_started
   Cruc08_skill_cmptr_started
   Cruc08_skill_int_started
   Cruc08_skill_lres_started
   Cruc08_skill_Ores_started
   Cruc08_skill_prsnt_started
   Cruc08_skill_soc_started

   Currently
   Cruc08_skill_crit_current
   Cruc08_skill_write_current
   Cruc08_skill_read_current
   Cruc08_skill_flang_current
   Cruc08_skill_mjr_current
   Cruc08_skill_math_current
   Cruc08_skill_speak_current
   Cruc08_skill_ntrnat_current
   Cruc08_skill_lead_current
   Cruc08_skill_cmptr_current
   Cruc08_skill_int_current
   Cruc08_skill_lres_current
   Cruc08_skill_Ores_current
   Cruc08_skill_prsnt_current
   Cruc08_skill_soc_current
3. Similarly, please rate your abilities now and when you first began at this university on the following dimensions.

**SCALE** 1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent

<table>
<thead>
<tr>
<th>Ability to appreciate, tolerate and understand racial and ethnic diversity</th>
<th>Started UC</th>
<th>Currently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to appreciate the fine arts (e.g., painting, music, drama, dance)</td>
<td>cruc08_able_arts_started</td>
<td>cruc08_able_arts_current</td>
</tr>
<tr>
<td>Ability to appreciate cultural and global diversity</td>
<td>cruc08_able_globl_started</td>
<td>cruc08_able_globl_current</td>
</tr>
<tr>
<td>Understanding the importance of personal social responsibility</td>
<td>cruc08_able_respn_started</td>
<td>cruc08_able_respn_current</td>
</tr>
<tr>
<td>Self awareness and understanding</td>
<td>cruc08_able_self_started</td>
<td>cruc08_able_self_current</td>
</tr>
</tbody>
</table>

**Campus Climate for Diversity**

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

**SCALE** 1=Strongly disagree, 2=Disagree, 3= Somewhat disagree, 4=Somewhat agree, 5=Agree, 6=Strongly agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel free to express my political beliefs on campus</td>
<td>cruc08_agrxprspoli</td>
</tr>
<tr>
<td>I feel free to express my religious beliefs on campus</td>
<td>cruc08_agrxprsrlgn</td>
</tr>
<tr>
<td>Students are respected here regardless of their economic or social class</td>
<td>cruc08_agrses</td>
</tr>
<tr>
<td>Students are respected here regardless of their gender</td>
<td>cruc08_agrsex</td>
</tr>
<tr>
<td>Students are respected here regardless of their race or ethnicity</td>
<td>cruc08_agrrace</td>
</tr>
<tr>
<td>Students are respected here regardless of their religious beliefs</td>
<td>cruc08_agrrspctrlgn</td>
</tr>
<tr>
<td>Students are respected here regardless of their political beliefs</td>
<td>cruc08_agrpolitics</td>
</tr>
<tr>
<td>Students are respected here regardless of their sexual orientation</td>
<td>cruc08_agrsexorient</td>
</tr>
</tbody>
</table>

**Academic Engagement**

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

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

<table>
<thead>
<tr>
<th>Action</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turned in a course assignment late</td>
<td>cruc08_late_assign</td>
</tr>
<tr>
<td>Gone to class without completing assigned reading</td>
<td>cruc08_without_read</td>
</tr>
<tr>
<td>Gone to class unprepared</td>
<td>cruc08_class_unprepared</td>
</tr>
<tr>
<td>Skipped class</td>
<td>cruc08_skipped_class</td>
</tr>
<tr>
<td>Raised your standard for acceptable effort due to the high standards of a faculty member</td>
<td>cruc08_raised_standard</td>
</tr>
</tbody>
</table>
Extensively revised a paper at least once before submitting it to be graded
Sought academic help from instructor or tutor when needed
Worked on class projects or studied as a group with other classmates outside of class
Helped a classmate better understand the course material when studying together

6. How frequently have you engaged in these activities so far this academic year?
   SCALE 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often
   Taken a small research-oriented seminar with faculty
   Communicated with a faculty member by email or in person
   Talked with the instructor outside of class about issues and concepts derived from a course
   Interacted with faculty during lecture class sessions
   Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)

7. During this academic year, how often have you done each of the following?
   SCALE 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often
   Contributed to a class discussion
   Brought up ideas or concepts from different courses during class discussions
   Asked an insightful question in class
   Found a course so interesting that you did more work than was required
   Chosen challenging courses, when possible, even though you might lower your GPA by doing so
   Made a class presentation
   Had a class in which the professor knew or learned your name

8. On average, how much of your assigned course reading have you completed this academic year?
   SCALE 1=0-10%, 2=11-20%, 3=21-30%, 4=31-40%, 5=41-50%, 6=51-60%, 7=61-70%, 8=71-80%,
   9=81-90%, 10=91-100%

Plans and Aspirations

9. What do you plan to do when you graduate?
   SCALE 1=Enroll in graduate or professional school
   2=Work full-time
   3=Work part-time
   4=Be self-employed
   5=Study or work abroad
   6=Join armed forces
   7=Work in internship or volunteer position
8=Take a year off
9=Do something else
10=I have no idea at this point

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

**SCALE**
1=Artistic, creative professions
2=Business, finance-related professions
3=Education
4=Engineering, computer programming
5=Law
6=Medicine, health-related professions
7=Psychology, helping professions
8=Researcher, scientist
9=Other (please specify below)
10=I have no idea whatsoever

If other___________________

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

**SCALE**
1=Bachelor’s degree (BA, BS, etc.)
2=Teaching credential
3=Business master’s (MBA)
4=Other professional master’s (MEd, MPP, MPH, MFA, MLIS, MSN, MSW, M.ARCH, etc)
5=Academic master’s (MA, MS, etc.)
6=Law degree (LLB or JD)
7=Medical doctorate other than MD (DO, DDS, DVM, etc)
8=Medical doctor (MD)
9=Doctorate (PhD, EdD, etc)
10=Multiple doctoral degrees (MD/PhD)
11=I don’t know yet

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

**SCALE**
1=Yes, doing now or have done 0=No

- A research project, creative activity, or paper as part of your coursework
- At least one student research course (e.g., course 99)
- At least one independent study course (e.g., 199)
- Assist faculty in research, with course credit
- Assist faculty in research for pay, without course credit

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Implementation Version 12-04-2008
Assist faculty in **research** as a volunteer, without course credit  
Work on **creative projects** under the direction of faculty, with course credit  
Work on **creative projects** under the direction of faculty for pay, without course credit  
Work on **creative projects** under the direction of faculty as a volunteer, without course credit

**Overall Satisfaction and Agreement**

13. Please rate your level of satisfaction with the following aspects of your University education.

**SCALE**  
1=Very dissatisfied, 2=Dissatisfied, 3=Somewhat dissatisfied, 4=Somewhat satisfied, 5=Satisfied, 6=Very satisfied  
UC grade point average  
Overall social experience  
Overall academic experience  
Value of your education for the price you're paying

**cruc08_res_fac_vol**  
**cruc08_creat_sch**  
**cruc08_creat_pay**  
**cruc08_creat_vol**

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

**SCALE**  
1=Strongly disagree, 2=Disagree, 3= Somewhat disagree, 4=Somewhat agree, 5=Agree, 6=Strongly agree  
I feel that I belong at this campus  
Knowing what I know now, I would still choose to enroll at this campus

**cruc08_agree_belong**  
**cruc08_agree_reenroll**
Evaluation of the Major (Major Flag=y)

14. 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.

15. What factors were very important to you in deciding on your major? [Major Flag=y]

SCALE  1=Yes, 0=No
- Intellectual curiosity
- Leads to a high paying job
- Prepares me for a fulfilling career
- Complements desire to study abroad
- Parental desires
- Easy requirements
- Allows time for other activities
- Provides international opportunities
- Prestige
- Couldn’t get into my first choice of major
- Interest in subject area
- Prepares me for graduate/professional school
- Other

Answer the following questions about courses in your major. [Major Flag=y]
Answer the following questions about your coursework in general. [Major Flag=n]

16. Thinking back over your coursework this academic year, how often were you REQUIRED to do the following? [Major Flag=y]

SCALE  1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often
- Recognize or recall specific facts, terms and concepts
- Explain methods, ideas, or concepts and use them to solve problems
- Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions
- Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning

Scale variables: cruc08_major_curiosity, cruc08_major_high_pay, cruc08_major_fulfilling, cruc08_major_study_abroad, cruc08_major_parents, cruc08_major_easy, cruc08_major_free_time, cruc08_major_international, cruc08_major_prestige, cruc08_major_2ndchoice, cruc08_major_interest, cruc08_major_gradschl, cruc08_major_othreason, cruc08_major_othtxt, cruc08_recall, cruc08_explain, cruc08_analyzing, cruc08_evaluation
Create or generate new ideas, products or ways of understanding

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

**SCALE**  1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Used facts and examples to support your viewpoint  
cruc08_usedfacts
- Incorporated ideas or concepts from different courses when completing assignments  
cruc08_incorporated
- Examined how others gathered and interpreted data and assessed the soundness of their conclusions  
cruc08_examined
- Reconsidered your own position on a topic after assessing the arguments of others  
cruc08_reassess

18. Please answer the following questions about your educational experience overall. **[Major Flag=n]** or

Please answer the following questions about your major. **[Major Flag=y]**

**SCALE**  1=Yes, 0=No

- **[Major Flag=y]** Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?  
cruc08_major_coherent
- **[Major Flag=y]** Are the program requirements well defined?  
cruc08_major_defined
- Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?  
cruc08_major_open
- **[Major Flag=y]** Are department rules and policies clearly communicated?  
cruc08_major_clear_rules
- Are students treated equitably and fairly by the faculty?  
cruc08_major_faculty_fair
- **[Major Flag=y]** Is the description of the major in the catalogue accurate?  
cruc08_major_catalogue
- Do faculty clearly explain what constitutes plagiarism and its consequences?  
cruc08_major_plagiarism
- Do faculty provide prompt and useful feedback on student work?  
cruc08_major_feedback

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

**[Major Flag=n]** or

How satisfied are you with each of the following aspects of your educational experience in the major? **[Major Flag=y]**

**SCALE**  1=Very dissatisfied, 2=Dissatisfied, 3=Somewhat dissatisfied, 4=Somewhat satisfied, 5=Satisfied, 6=Very satisfied, 0=Not Applicable

- Variety of courses available in your major  
cruc08_sat_course_variety
- Quality of lower-division courses in your major  
cruc08_sat_ld_quality
- Quality of upper-division courses in your major  
cruc08_sat_ud_quality
- Advising by faculty on academic matters  
cruc08_sat_advice_faculty
- Advising by student peer advisors on academic matters  
cruc08_sat_advice_peers
- Advising by school or college staff on academic matters  
cruc08_sat_advice_college
- Advising by departmental staff on academic matters  
cruc08_sat_advice_dept
- Quality of faculty instruction  
cruc08_sat_faculty_teach
- Quality of teaching by graduate student TA's  
cruc08_sat_ta_teach
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?

SCALE  1=0, 2=1, 3=2, 4=3, 5 =4 or more

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

SCALE  1=0 hours, 2=1-5 hours, 3=6-10 hours, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30

- Attending movies, concerts, sports or other entertainment events
- Performing community service or volunteer activities
- Participating in physical exercise, recreational sports, or physically active hobbies
- Participating in spiritual or religious activities
- Participating in student clubs or organizations
- Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)
- Socializing with friends
- Partying
- Spending time with family
- Using the computer for non-academic purposes (games, shopping, email/instant messaging, etc.)
- Watching TV
- Commuting to school and to work

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

SCALE  1=0-2 hours per night, 2=3-4 hours per night, 3=5-6 hours, 4=7-8 hours, 5=9-10 hours, 6=11+ hours per night
23. What is the SINGLE, MOST IMPORTANT thing your campus could realistically do to create a better undergraduate experience for students like you?

PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

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


2. When did you learn to speak English?

   SCALE 1 = English is my native language, 2 = Before I was 5 years old, 3 = When I was 6 to 10 years old, 4 = When I was 11 to 15 years old, 5 = After turning 16 years old

3. To the best of your knowledge, who among the following of your relatives was born in the U.S.?

   SCALE 1 = Born in U.S., 2 = Foreign-born

   My mother
   My father
   My mother’s mother
   My father’s mother
   My mother’s father
   My father’s father
   My mother’s mother
   My father’s mother
   My mother’s father
   My father’s father

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

   SCALE 1 = Less than the equivalent of high school in the U.S.
2=U.S. high school equivalent
3=Equivalent of a U.S. associate’s or postsecondary certificate
4=Equivalent of a U.S. bachelor’s
5=Post-baccalaureate certificate
6=Equivalent of a U.S. master’s
7=A professional degree
8=Equivalent of a U.S. doctorate

If mother born outside U.S.] 4b. What is the highest level of education reached by your mother in the U.S.?
SCALE 1=Less than a high school degree
2=GED
3=High School
4=Associate’s or postsecondary certificate
5=Bachelor’s degree
6=Post-baccalaureate certificate (i.e. teaching certificate)
7=Master’s
8=Professional degree
9=Doctorate

If mother born in U.S.] 4. What is the highest level of education reached by your mother?
SCALE 1=Less than a high school degree
2=GED
3=High School
4=Associate’s or postsecondary certificate
5=Bachelor’s degree
6=Post-baccalaureate certificate (i.e. teaching certificate)
7=Master’s
8=Professional degree
9=Doctorate

If father born outside U.S.] 5a. What is the highest level of education reached by your father in a foreign country?
SCALE 1=Less than the equivalent of high school in the U.S.
2=U.S. high school equivalent
3=Equivalent of a U.S. associate’s or postsecondary certificate
4=Equivalent of a U.S. bachelor’s
5=Post-baccalaureate certificate
6=Equivalent of a U.S. master's
7=A professional degree
8=Equivalent of a U.S. doctorate

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

1=Less than a high school degree
2=GED
3=High School
4=Associate's or postsecondary certificate
5=Bachelor's degree
6=Post-baccalaureate certificate (i.e. teaching certificate)
7=Master's
8=Professional degree
9=Doctorate

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

1=Less than a high school degree
2=GED
3=High School
4=Associate's or postsecondary certificate
5=Bachelor's degree
6=Post-baccalaureate certificate (i.e. teaching certificate)
7=Master's
8=Professional degree
9=Doctorate

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

1=I don't know
2=None
3=One
4=Two
5=Three
6=Four

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

1=Low income or poor, 2=Working class, 3=middle class, 4=Upper-middle or
professional class, 5=Wealthy

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

SCALE  
1=Less than $10,000  
2=$10,000 to $19,999  
3=$20,000 to $34,999  
4=$35,000 to $49,999  
5=$50,000 to $64,999  
6=$65,000 to $79,999  
7=$80,000 to $99,999  
8=$100,000 to $124,999  
9 =$125,000 to $149,999  
10 =$150,000 to $199,999  
11 =$200,000 or more

9. What is your religious/spiritual preference?  
1= Spiritual but not associated with a major religion  
2=Not particularly spiritual  
3=Baptist  
4=Buddhist  
5=Christian Church (Disciples)  
6=Eastern Orthodox  
7=Episcopalian  
8=Hindu  
9=Jewish  
10=Lutheran  
11=Methodist  
12=Muslim  
13=Presbyterian  
14=Quaker  
15=Roman Catholic  
16=Seventh Day Adventist  
17=Sikh  
18=Taoist
10. What is your sexual orientation?

 SCALE 1= Bisexual, 2= Gay/Lesbian, 3= Heterosexual, 4= Questioning/Unsure, 5= Queer, 6= Decline to State, 7= Other

11. With which gender do you identify?

 SCALE 1= Female, 2= Male, 3= Transgender, 4= Genderqueer, 5= Decline to State, 6= Other

12. How would you characterize your political orientation?

 SCALE 1= Very liberal, 2= Liberal, 3= Slightly liberal, 4= Moderate: middle of the road, 5= Slightly conservative, 6= Conservative, 7= Very conservative
Module 1: Student Life and Development

GOALS

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

   SCALE  1=Not important, 2=Not very important, 3=Somewhat important, 4=Important, 5=Very Important, 6=Essential

   - Be in a position to give something back to my community after finishing my education
   - Acquire a well-rounded general education
   - Discover what kind of person I really want to be
   - Achieve a high GPA
   - Form romantic relationships
   - Establish meaningful friendships
   - Prepare for graduate or professional school
   - Obtain the skills I need to pursue my chosen career
   - Be in a position to make a lot of money after finishing my education
   - Explore new ideas
   - Enjoy my college years before assuming adult responsibilities
   - Develop a personal code of values and ethics
   - Develop an in-depth understanding of a specific field of study
   - Integrate spirituality into my life
   - Establish social networks that will help further my career
   - Obtain the skills I need to function in the international arena

   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:

   SCALE  1 to 6
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?

**SCALE**  
1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Their religious beliefs were very different than yours
- Their political opinions were very different from yours
- They were of a different nationality than your own
- They were of a different race or ethnicity than your own
- Their sexual orientation was different
- They were from a different social class

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

**SCALE** 0=Not Applicable, 1=Strongly disagree, 2=Disagree, 3=Disagree somewhat, 4=Agree somewhat, 5=Agree, 6=Strongly agree

- Students of my race/ethnicity are respected on this campus
- Students of my socio-economic status are respected on this campus
- Students of my gender/sexual identity are respected on this campus
- Students of my religious beliefs are respected on this campus
- Students of my political beliefs are respected on this campus
- Students of my sexual orientation are respected on this campus
- Students of my immigration background are respected on this campus
- Students with a physical, psychological, or learning disability like mine are respected on this campus

5. In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Race or ethnicity
- Gender or sexual identity
- Political beliefs or affiliation
- Religion
- Sexual orientation
- Socio-economic status
- Immigration background
Physical, psychological, or learning disabilities
dvuc08_fac_disable
6. In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about:

SCALE  1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Race or ethnicity
dvuc08_staff_race
- Gender or sexual identity
dvuc08_staff_gender
- Political beliefs or affiliation
dvuc08_staff_poli
- Religion
dvuc08_staff_relig
- Sexual orientation
dvuc08_staff_sex
- Socio-economic status
dvuc08_staff_ses
- Immigration background
dvuc08_staff_immgnt
- Physical, psychological, or learning disabilities
dvuc08_staff_disable

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

SCALE  1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Race or ethnicity
dvuc08_stdnt_race
- Gender or sexual identity
dvuc08_stdnt_gender
- Political beliefs or affiliation
dvuc08_stdnt_poli
- Religion
dvuc08_stdnt_relig
- Sexual orientation
dvuc08_stdnt_sex
- Socio-economic status
dvuc08_stdnt_ses
- Immigration background
dvuc08_stdnt_immgnt
- Physical, psychological, or learning disabilities
dvuc08_stdnt_disable

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

SCALE  1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent

- My own racial and ethnic identity.
dvuc08_ethniciden_started
dvuc08_ethniciden_current
- Social class and economic differences/issues.
dvuc08_econdiff_started
dvuc08_econdiff_current
- Racial and ethnic differences/issues.
dvuc08_ethdiff_started
dvuc08_ethdiff_current
- Gender and sexual orientation differences/issues.
dvuc08_gendsexualdiff_started
dvuc08_gendsexualdiff_current
- Physical disability issues
dvuc08_phsdisable_started
dvuc08_phsdisable_current
- Emotional disability issues
dvuc08_emodisable_started
dvuc08_emodisable_current

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

SCALE  1=Strongly disagree, 2=Disagree, 3=Disagree somewhat, 4=Agree somewhat, 5=Agree, 6=Strongly agree

- My own racial and ethnic identity.
dvuc08_ethniciden_started
dvuc08_ethniciden_current
- Social class and economic differences/issues.
dvuc08_econdiff_started
dvuc08_econdiff_current
- Racial and ethnic differences/issues.
dvuc08_ethdiff_started
dvuc08_ethdiff_current
- Gender and sexual orientation differences/issues.
dvuc08_gendsexualdiff_started
dvuc08_gendsexualdiff_current
- Physical disability issues
dvuc08_phsdisable_started
dvuc08_phsdisable_current
- Emotional disability issues
dvuc08_emodisable_started
dvuc08_emodisable_current
I feel valued as an individual on this campus
There is a clear sense of appropriate and inappropriate behavior on this campus
I am proud to be a student at this campus
Most students are proud to attend this school
This institution values students’ opinions.
Academic cheating is a problem on this campus.
Alcohol use is a problem on this campus.
Drug use is a problem on this campus.
Diversity is important on this campus.
Diversity is important to me.

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?
SCALE 1= Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often
dvuc08_stress

11. In this academic year, what was your experience with [campus counseling and psychological services]?
1=Didn’t need
2=Needed but didn’t use (skip to #11c)
3=Used the service at least once (go to #11a and #11b)
dvuc08_counselexp

11a. Was the treatment you received effective?
SCALE 4=Not Applicable, 3=Not effective, 2=Effective, 1=Very effective
dvuc08_counseleffect

11b. Please rate the quality of the service that you received
SCALE 1=Excellent, 2=Good, 3=Fair, 4=Poor
dvuc08_counselquality

11c. How could [campus counseling] better serve your needs? Please be specific
dvuc08_counselbetter

11d. If you might have needed the service but didn’t use this service, why not?
SCALE 1= True for me, 0=Not true for me
dvuc08_ccnousenohear_RECODE
dvuc08_ccnouseoffered_RECODE
dvuc08_ccnouseelig_RECODE
dvuc08_ccnouseaccess_RECODE
dvuc08_ccnousenohelp_RECODE
I had concerns about possible costs
I had concerns about possible lack of confidentiality
I was embarrassed to use it
I didn’t have enough time
It has a poor reputation
The hours are inconvenient
The location is inconvenient
The wait for an appointment was too long
I got help from another university service or staff person instead
I got help off-campus

dvuc08_ccnousecost_RECODE
dvuc08_ccnouseprivacy_RECODE
dvuc08_ccnouseembrss_RECODE
dvuc08_ccnousetime_RECODE
dvuc08_ccnousereput_RECODE
dvuc08_ccnousehours_RECODE
dvuc08_ccnouselocate_RECODE
dvuc08_ccnousewait_RECODE
dvuc08_ccnouseothr_RECODE
dvuc08_ccnouseoffcmp_RECODE
dvuc08_ccnousenohear_RECODE

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.

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.

12. Think about the type of person you are. With which, if any, of the following types of students on your UC campus do you personally identify? That is, which of these “college identities” best describes who you are?

SCALE 0=No, 1=YES

Artsy students
Athletes/jocks
Conservative students
Feminist students
Fraternity/sorority members
Immigrant students
Lesbian, gay, bisexual, or transgender students
Liberal students
Partiers
Religious or spiritual students
Slackers
Students from very poor backgrounds
Students from very rich backgrounds

dvuc08_artsy
dvuc08_jocks
dvuc08_con
dvuc08_fems
dvuc08_greek
dvuc08_immig
dvuc08_gay
dvuc08_ib
dvuc08_party
dvuc08_religious
dvuc08_slack
dvuc08_poor
dvuc08_rich
University of California Undergraduate Experience Survey

Students in my major or field of interest
Students involved in my campus organization
Students of my racial or ethnic background
Students who are serious about getting good grades
Transfer students

dvuc08_major
dvuc08_orgnztn
dvuc08_race
dvuc08_serious
dvuc08_transfer

12a. With which ONE of these groups do you MOST strongly identify?

SCALE  
1 = Artsy students
2 = Athletes/jocks
3 = Conservative students
4 = Feminist students
5 = Fraternity/sorority members
6 = Immigrant students
7 = Lesbian, gay, bisexual, or transgender students
8 = Liberal students
9 = Partiers
10 = Religious or spiritual students
11 = Slackers
12 = Students from very poor backgrounds
13 = Students from very rich backgrounds
14 = Students in my major or field of interest
15 = Students involved in my campus organization
16 = Students of my racial or ethnic background
17 = Students who are serious about getting good grades
18 = Transfer students
19 = Other, please specify:

dvuc08_mostidntfy

12b. With which ONE of these groups do you identify LEAST?

SCALE  
1 = Artsy students
2 = Athletes/jocks
3 = Conservative students
4 = Feminist students
5 = Fraternity/sorority members
6 = Immigrant students
7 = Lesbian, gay, bisexual, or transgender students

dvuc08_leastidntfy
8=Liberal students
9=Partiers
10=Religious or spiritual students
11=Slackers
12=Students from very poor backgrounds
13=Students from very rich backgrounds
14=Students in my major or field of interest
15=Students involved in my campus organization
16=Students of my racial or ethnic background
17=Students who are serious about getting good grades
18=Transfer students
19=Other, please specify:
Module 2: Academic Engagement

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.

**SCALE**
1=Strongly disagree, 2=Disagree, 3=Disagree somewhat, 4=Agree somewhat, 5=Agree, 6=Strongly agree

- My UC campus has a strong commitment to undergraduate education
- Attending a university with world-class researchers is important to me
- It doesn't really matter where I get my undergraduate education (UC, CSU, community college) since they are all similar in quality
- The emphasis on research detracts from the quality of teaching on this campus

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

**SCALE**
1=Not important, 2=Not very important, 3=Somewhat important, 4=Important, 5=Very Important, 6=Essential

- Learning about faculty research
- Having courses with faculty members who refer to their own research as part of the class
- Learning research methods
- Assisting faculty members in their research, for pay, course credit, or as a volunteer
- Pursuing your own research
- The prestige of this university when you apply to grad school
- The prestige of this university when you apply for a job
- Having access to a world-class library collection
- Being able to attend plays, concerts, lectures, and other cultural events on campus

3. In which of the following activities have you participated or are now participating?

**SCALE**
1=Yes, Doing, have done, 0=No

- Internship under the direction of a faculty member
- Other internship
- Any UC study abroad, including EAP and summer study abroad
- Study abroad program affiliated with another college or university
- Study abroad program NOT affiliated with a college or university
4. During this academic year, how often have each of the following been obstacles to your school work or academic success?

**SCALE** 1=Not at all, 2=Rarely, 3=Occasionally, 4=Frequently, 5=All the time

- Competing job responsibilities (i.e., paid employment)
- Competing family responsibilities
- Other competing responsibilities (e.g., athletics, clubs, internship)
- Weak English skills
- Weak math skills
- Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)
- Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much surfing)
- Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)
- Feeling depressed, stressed, or upset
- Physical illness or condition

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

**SCALE** 1=Not important, 2=Not very important, 3=Somewhat important, 4=Important, 5=Very Important, 6=Essential

- aeuc08_obst_job
- aeuc08_obst_fam
- aeuc08_obst_othr
- aeuc08_obst_engl
- aeuc08_obst_math
- aeuc08_obst_skill
- aeuc08_obst_behav
- aeuc08_obst_envr
- aeuc08_obst_depress
- aeuc08_obst_ill
- aeuc08_fouryr
Module 3: Civic Engagement

Activities

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

   Campus-based activities organizations

   SCALE 1 = Neither, 2 = Participant or member, 3 = Officer or leader

   - Academic (e.g., math club, philosophy club)
   - Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)
   - Campus Sports Club (e.g., rugby club, Kendo club)
   - Campus Varsity Team (e.g., basketball, softball, soccer)
   - Governing Bodies (e.g., student government, IFC, panhellenic, residence hall association)
   - Greek fraternity or sorority
   - Honor society
   - Media (e.g., campus newspaper, radio station)
   - Performing group (e.g., school band, dance team)
   - Political (e.g., Young Republicans, College Democrats)
   - Recreational (e.g., chess club, bike club, rock climbing club)
   - Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)
   - Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)
   - Other campus-based club or organization
   - Off-campus club or organization

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

   SCALE 1 = Strongly disagree, 2 = Disagree, 3 = Disagree somewhat, 4 = Agree somewhat, 5 = Agree, 6 = Strongly agree

   - Opportunities for community service while on this campus are important to me
   - Opportunities to develop my leadership skills while on this campus are important to me
   - My experience on this campus provides adequate opportunity to explore my cultural identity
   - I feel I can express my political opinions on campus

Community Service & Leadership

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

<table>
<thead>
<tr>
<th>SCALE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Through a related class</td>
</tr>
<tr>
<td>2</td>
<td>Through a program where I receive course credit (e.g., field studies credit for tutoring)</td>
</tr>
<tr>
<td>3</td>
<td>Through a formal service program (AmeriCorps, VISTA, etc.) where I receive pay or a stipend</td>
</tr>
<tr>
<td>4</td>
<td>Through my fraternity or sorority</td>
</tr>
<tr>
<td>5</td>
<td>Through another student organization on campus</td>
</tr>
<tr>
<td>6</td>
<td>Through a university department or program</td>
</tr>
<tr>
<td>7</td>
<td>Through my religious organization or church</td>
</tr>
<tr>
<td>8</td>
<td>Through my internship</td>
</tr>
<tr>
<td>9</td>
<td>I found the work on my own</td>
</tr>
</tbody>
</table>

**3b. 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.**

<table>
<thead>
<tr>
<th>SCALE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>K-12 school</td>
</tr>
<tr>
<td>2</td>
<td>Preschool</td>
</tr>
<tr>
<td>3</td>
<td>Adult literacy or ESL program</td>
</tr>
<tr>
<td>4</td>
<td>Youth services agency</td>
</tr>
<tr>
<td>5</td>
<td>Student government</td>
</tr>
<tr>
<td>6</td>
<td>Environmental group</td>
</tr>
<tr>
<td>7</td>
<td>Homeless shelter</td>
</tr>
<tr>
<td>8</td>
<td>Soup kitchen</td>
</tr>
<tr>
<td>9</td>
<td>Food bank</td>
</tr>
<tr>
<td>10</td>
<td>Housing organization</td>
</tr>
<tr>
<td>11</td>
<td>Clinic or hospital</td>
</tr>
<tr>
<td>12</td>
<td>Animal shelter</td>
</tr>
<tr>
<td>13</td>
<td>Help hotline</td>
</tr>
<tr>
<td>14</td>
<td>Religious organization</td>
</tr>
<tr>
<td>15</td>
<td>Political party</td>
</tr>
<tr>
<td>16</td>
<td>Political or advocacy organization</td>
</tr>
<tr>
<td>17</td>
<td>Other, please specify:</td>
</tr>
</tbody>
</table>
3c. What kind of community service work did you do? Please check all that apply.

**SCALE**  
0=Not Applicable, 1=Doing

- Tutoring
- Mentoring
- Teaching or educating
- Outreach
- Counseling
- Publicity
- Fundraising
- Computer or technical support
- General support
- Building or landscaping
- Preparing or serving food
- Collecting food
- Health care
- Environmental clean up
- Other, please specify:

Political Engagement

4. Do you consider yourself to be a Democrat, a Republican or an Independent?

**SCALE**  
1 Democrat, 2= Republican, 3=Independent

If Democrat, Do you consider yourself to be a strong Democrat?  
If Republican, Do you consider yourself to be a strong Republican?  

**SCALE**  
0=No, 1=YES

If Independent, Do you lean more toward Democratic Party or Republican Party?  

**SCALE**  
1=Democratic, 2=Republican

5. Are you registered to vote?

**SCALE**  
0=No, 1=YES

If registered

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

**SCALE**  
0=No, 1=YES

If not registered

- What is the primary reason why you are not registered?
6. In the presidential election this November, will you vote?

**SCALE**  
1=Definitely will, 2=Probably will, 3=Maybe, 4=Probably not

If No or Definitely Not, then "Why won't you vote?"

**SCALE**  
1=Not a citizen, 2=Not interested, 3=Other __________________

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

**SCALE**  
1=A great deal, 2=A significant amount of time, 3=Some, 4=Not much, 5=None

- Worked for a campaign
- Contributed money to a campaign
- Privately urged others to vote a particular way
- Paid attention to candidates and issues
- Talked about the campaign with other students

8. How important is voting to you personally?

**SCALE**  
1=Not important, 2=Important, 3=Very Important

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

**SCALE**  
0=No, 1=YES

- Internet searches
- Newspapers or magazines (hardcopy or Internet)
- Candidate debates
- Friends and family members
- TV news
- Paid advertising
- Postal mailings
- Electronic mailings
- Phone calls
- Rallies or other public events

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 is not at all important and 10 means that you would not support a candidate who disagreed with you about the issue.

**SCALE**  
0 to 10
Safety from terrorism
Sexual health issues like HIV and AIRS
Teen pregnancy
Gun violence
Discrimination and prejudice
Drug and alcohol use
Job creation
Access to affordable higher education
The environment
Access to affordable health care
Privacy issues (e.g., Internet, junk mail)
Issues of morality
Tolerance for those who are different
Retirement security
Abortion
The growing federal deficit
The war in Iraq
Taxes
Gay and lesbian issues
Transgender issues

11. Do you think this country is moving in the right direction or wrong direction?
 SCALE  1=Right direction, 2=Wrong direction, 3=Don't know