

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	18	0.3%	380	6.3%	1283	21.1%	2260	37.2%	1395	23.0%	459	7.6%	151	2.5%	126	2.1%	6072	100%
Study and other academic activities outside of class	42	0.7%	759	12.6%	1642	27.2%	1445	23.9%	998	16.5%	531	8.8%	267	4.4%	350	5.8%	6034	100%
Attending movies, concerts, sports or other entertainment events	1023	17.0%	3500	58.1%	895	14.8%	337	5.6%	144	2.4%	72	1.2%	28	0.5%	28	0.5%	6027	100%
Performing community service or volunteer activities	2173	36.0%	2414	40.0%	793	13.1%	320	5.3%	172	2.8%	83	1.4%	41	0.7%	43	0.7%	6039	100%
Participating in physical exercise, recreational sports, or physically active hobbies	917	15.1%	2991	49.4%	1318	21.8%	448	7.4%	187	3.1%	94	1.6%	56	0.9%	47	0.8%	6058	100%
Participating in spiritual or religious activities	3903	64.2%	1402	23.1%	400	6.6%	163	2.7%	101	1.7%	44	0.7%	27	0.4%	39	0.6%	6079	100%
Participating in student clubs or organizations	1494	24.6%	2318	38.2%	1229	20.2%	496	8.2%	260	4.3%	120	2.0%	59	1.0%	94	1.5%	6070	100%
Socializing with friends	188	3.1%	2156	35.6%	1859	30.7%	996	16.4%	447	7.4%	180	3.0%	90	1.5%	148	2.4%	6064	100%
Partying	2877	47.5%	2320	38.3%	487	8.0%	186	3.1%	88	1.5%	58	1.0%	21	0.3%	24	0.4%	6061	100%
Spending time with family	2505	41.4%	2033	33.6%	714	11.8%	309	5.1%	192	3.2%	101	1.7%	51	0.8%	141	2.3%	6046	100%
Using computer/tablet/smart phone for non-academic purposes and entertainment	110	1.8%	1567	25.8%	1716	28.3%	1082	17.8%	651	10.7%	330	5.4%	164	2.7%	447	7.4%	6067	100%
Watching TV, streaming movies/TV on computer or tablet	915	15.1%	2462	40.6%	1313	21.6%	654	10.8%	343	5.7%	161	2.7%	81	1.3%	138	2.3%	6067	100%
Commuting to school and/or to work	2234	36.9%	2521	41.6%	692	11.4%	324	5.3%	150	2.5%	66	1.1%	40	0.7%	35	0.6%	6062	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?	211	3.5%	869	14.4%	1997	33.1%	1966	32.5%	843	14.0%	155	2.6%	6041	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)	57	1.0%	360	6.1%	1955	33.2%	2048	34.7%	1062	18.0%	413	7.0%	5895	100%
Ability to be clear and effective in writing (When you started here)	86	1.5%	457	7.8%	1851	31.4%	1987	33.8%	1069	18.2%	436	7.4%	5886	100%
Ability to read and comprehend academic material (When you started here)	75	1.3%	437	7.4%	1828	31.1%	2150	36.6%	1017	17.3%	370	6.3%	5877	100%
Foreign language skills (When you started here)	319	5.4%	914	15.6%	1944	33.1%	1457	24.8%	741	12.6%	502	8.5%	5877	100%
Understanding of a specific field of study (When you started here)	315	5.4%	1136	19.4%	2201	37.5%	1513	25.8%	502	8.6%	203	3.5%	5870	100%
Quantitative (mathematical and statistical) skills (When you started here)	144	2.4%	534	9.1%	1999	34.0%	1869	31.8%	931	15.8%	402	6.8%	5879	100%
Ability to speak clearly and effectively in English (When you started here)	26	0.4%	154	2.6%	938	15.9%	1388	23.6%	1470	25.0%	1913	32.5%	5889	100%
Ability to understand international perspectives (economic, political, social, cultural) (When you started here)	142	2.4%	795	13.5%	1924	32.7%	1775	30.2%	812	13.8%	429	7.3%	5877	100%
Leadership skills (When you started here)	154	2.6%	558	9.5%	1843	31.3%	1864	31.7%	954	16.2%	510	8.7%	5883	100%
Analytical and critical thinking skills (Current ability level)	23	0.4%	80	1.4%	602	10.4%	1938	33.4%	2234	38.6%	918	15.8%	5795	100%
Ability to be clear and effective in writing (Current ability level)	23	0.4%	111	1.9%	771	13.3%	2044	35.3%	1997	34.5%	839	14.5%	5785	100%
Ability to read and comprehend academic material (Current ability level)	32	0.6%	78	1.4%	615	10.6%	2021	35.0%	2167	37.5%	863	14.9%	5776	100%
Foreign language skills (Current ability level)	311	5.4%	789	13.7%	1434	24.9%	1559	27.0%	1030	17.9%	643	11.2%	5766	100%
Understanding of a specific field of study (Current ability level)	67	1.2%	128	2.2%	664	11.5%	1825	31.7%	2119	36.7%	963	16.7%	5766	100%
Quantitative (mathematical and statistical) skills (Current ability level)	141	2.4%	450	7.8%	1368	23.7%	1939	33.6%	1329	23.0%	546	9.5%	5773	100%
Ability to speak clearly and effectively in English (Current ability level)	18	0.3%	62	1.1%	404	7.0%	1233	21.3%	1789	31.0%	2273	39.3%	5779	100%
Ability to understand international perspectives (economic, political, social, cultural) (Current ability level)	65	1.1%	246	4.3%	918	15.9%	1745	30.2%	1860	32.2%	939	16.3%	5773	100%

UCUES 2014 Student Response Summary Reports: Academic and Personal Development

Leadership skills (Current ability level)	83	1.4%	251	4.3%	969	16.7%	1721	29.7%	1720	29.7%	1044	18.0%	5788	100%
Library research skills (When you started here)	327	5.6%	1174	20.0%	2251	38.3%	1475	25.1%	461	7.9%	183	3.1%	5871	100%
Other research skills (When you started here)	240	4.1%	898	15.3%	2377	40.6%	1666	28.4%	497	8.5%	183	3.1%	5861	100%
Ability to prepare and make a presentation (When you started here)	101	1.7%	410	7.0%	1973	33.7%	2099	35.8%	912	15.6%	362	6.2%	5857	100%
Interpersonal (social) skills (When you started here)	117	2.0%	428	7.3%	1694	28.9%	1985	33.9%	1064	18.2%	573	9.8%	5861	100%
Library research skills (Current ability level)	87	1.5%	309	5.3%	1312	22.6%	2045	35.2%	1486	25.6%	573	9.9%	5812	100%
Other research skills (Current ability level)	66	1.1%	217	3.7%	1211	20.9%	2201	38.0%	1519	26.2%	579	10.0%	5793	100%
Ability to prepare and make a presentation (Current ability level)	45	0.8%	141	2.4%	940	16.2%	2075	35.9%	1814	31.4%	771	13.3%	5786	100%
Interpersonal (social) skills (Current ability level)	62	1.1%	153	2.6%	711	12.2%	1793	30.9%	1950	33.6%	1141	19.6%	5810	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)	70	1.2%	266	4.6%	1371	23.6%	1944	33.4%	1270	21.8%	896	15.4%	5817	100%
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (When you started here)	91	1.6%	370	6.4%	1462	25.2%	1731	29.9%	1200	20.7%	943	16.3%	5797	100%
Ability to appreciate cultural and global diversity (When you started here)	52	0.9%	250	4.3%	1361	23.4%	1939	33.4%	1285	22.1%	920	15.8%	5807	100%
Ability to appreciate and understand racial and ethnic diversity (Current ability level)	49	0.9%	66	1.1%	449	7.8%	1473	25.6%	2066	35.9%	1650	28.7%	5753	100%
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (Current ability level)	66	1.1%	172	3.0%	816	14.2%	1601	27.8%	1659	28.9%	1436	25.0%	5750	100%
Ability to appreciate cultural and global diversity (Current ability level)	43	0.7%	76	1.3%	509	8.8%	1565	27.2%	1944	33.8%	1620	28.1%	5757	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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
contributed to a class discussion	97	1.4%	808	12.0%	1650	24.4%	1362	20.2%	1668	24.7%	1168	17.3%	6753	100%
brought up ideas or concepts from different courses during class discussions	470	7.0%	1452	21.6%	1660	24.7%	1270	18.9%	1224	18.2%	658	9.8%	6734	100%
asked an insightful question in class	489	7.3%	1389	20.7%	1852	27.6%	1310	19.5%	1072	16.0%	596	8.9%	6708	100%
found a course so interesting that you did more work than was required	603	9.0%	1470	21.9%	1851	27.6%	1284	19.1%	981	14.6%	526	7.8%	6715	100%
chosen challenging courses, when possible, even though you might lower your GPA by doing so	506	7.5%	1023	15.2%	1475	21.9%	1292	19.2%	1446	21.5%	987	14.7%	6729	100%
made a class presentation	928	13.8%	1318	19.6%	1729	25.7%	1208	18.0%	999	14.9%	541	8.0%	6723	100%
had a class in which the professor knew or learned your name	688	10.2%	1276	18.9%	1503	22.3%	1168	17.3%	1137	16.9%	972	14.4%	6744	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	3881	59.3%	793	12.1%	709	10.8%	493	7.5%	428	6.5%	242	3.7%	6546	100%
communicated with a faculty member by email or in person	148	2.3%	634	9.7%	1557	23.8%	1366	20.9%	1547	23.7%	1282	19.6%	6534	100%
talked with the instructor outside of class about issues and concepts derived from a course	811	12.4%	1503	23.0%	1548	23.7%	1175	18.0%	912	14.0%	584	8.9%	6533	100%
interacted with faculty during lecture class sessions	603	9.2%	1526	23.4%	1636	25.1%	1133	17.4%	1002	15.4%	624	9.6%	6524	100%
worked with a faculty member on an activity other than coursework	3430	52.5%	1227	18.8%	709	10.9%	481	7.4%	376	5.8%	308	4.7%	6531	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	3430	53.7%	1876	29.4%	670	10.5%	242	3.8%	128	2.0%	42	0.7%	6388	100%
Gone to class without completing assigned reading	579	9.1%	1348	21.2%	1939	30.5%	1117	17.5%	898	14.1%	486	7.6%	6367	100%
Gone to class unprepared	630	9.9%	1858	29.2%	2094	32.9%	949	14.9%	564	8.9%	268	4.2%	6363	100%
skipped class	921	14.5%	2413	38.1%	1743	27.5%	637	10.0%	404	6.4%	221	3.5%	6339	100%
raised your standard for acceptable effort due to high standards of a faculty member	404	6.4%	791	12.5%	1811	28.5%	1670	26.3%	1278	20.1%	398	6.3%	6352	100%
extensively revised a paper at least once before submitting to be graded	354	5.6%	802	12.6%	1442	22.6%	1345	21.1%	1511	23.7%	917	14.4%	6371	100%
sought academic help from instructor or tutor when needed	524	8.2%	1062	16.7%	1629	25.6%	1327	20.8%	1211	19.0%	618	9.7%	6371	100%
worked on class projects or studies as a group with other classmates outside of class	383	6.0%	883	13.9%	1557	24.4%	1356	21.3%	1350	21.2%	843	13.2%	6372	100%
helped a classmate better understand course material when studying together	279	4.4%	717	11.2%	1665	26.1%	1467	23.0%	1516	23.8%	736	11.5%	6380	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?	863	14.8%	1608	27.6%	3362	57.6%	5833	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?	81	1.3%	132	2.1%	195	3.1%	249	3.9%	382	6.0%	705	11.1%	827	13.0%	1387	21.8%	1336	21.0%	1069	16.8%	6363	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	20	1.3%	43	2.9%	142	9.4%	352	23.4%	589	39.1%	361	24.0%	1507	100%
Caring, Impersonal	50	3.3%	98	6.5%	255	16.9%	447	29.7%	423	28.1%	233	15.5%	1506	100%
Intellectual, Not Intellectual	18	1.2%	23	1.5%	113	7.5%	306	20.3%	544	36.1%	501	33.3%	1505	100%
Tolerant of Diversity, Intolerant of Diversity	33	2.2%	43	2.9%	164	10.9%	387	25.7%	548	36.4%	330	21.9%	1505	100%
Appreciative of diversity, Unappreciative of diversity	37	2.5%	76	5.0%	217	14.4%	382	25.3%	481	31.9%	314	20.8%	1507	100%
Safe, Dangerous	14	0.9%	27	1.8%	123	8.2%	336	22.5%	613	41.0%	381	25.5%	1494	100%
Too hard academically, Too easy academically	10	0.7%	33	2.2%	194	12.9%	611	40.5%	486	32.2%	173	11.5%	1507	100%
Affordable, Not affordable	165	10.9%	319	21.2%	382	25.3%	413	27.4%	177	11.7%	52	3.4%	1508	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	172	11.5%	248	16.6%	439	29.4%	309	20.7%	252	16.9%	72	4.8%	1492	100%
political opinions	148	9.9%	287	19.3%	449	30.2%	317	21.3%	226	15.2%	62	4.2%	1489	100%
nationality	102	6.9%	172	11.6%	425	28.6%	369	24.9%	319	21.5%	97	6.5%	1484	100%
race or ethnicity	86	5.8%	153	10.3%	390	26.2%	377	25.3%	362	24.3%	120	8.1%	1488	100%
gender	148	10.0%	227	15.3%	370	24.9%	343	23.1%	296	19.9%	102	6.9%	1486	100%
sexual orientation	161	10.8%	243	16.3%	390	26.2%	322	21.6%	269	18.1%	103	6.9%	1488	100%
social class	121	8.1%	215	14.4%	427	28.7%	350	23.5%	278	18.7%	97	6.5%	1488	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	921	62.0%	318	21.4%	146	9.8%	61	4.1%	34	2.3%	6	0.4%	1486	100%
genders	982	66.2%	269	18.1%	144	9.7%	60	4.0%	20	1.3%	8	0.5%	1483	100%
sexual orientations	1061	71.8%	265	17.9%	88	6.0%	37	2.5%	22	1.5%	5	0.3%	1478	100%
political affiliation, opinions or beliefs	799	54.3%	331	22.5%	209	14.2%	75	5.1%	33	2.2%	24	1.6%	1471	100%
religions	922	62.4%	294	19.9%	162	11.0%	55	3.7%	33	2.2%	12	0.8%	1478	100%
social classes	999	67.6%	277	18.7%	115	7.8%	46	3.1%	26	1.8%	15	1.0%	1478	100%
immigrant backgrounds	1039	70.1%	262	17.7%	90	6.1%	56	3.8%	27	1.8%	8	0.5%	1482	100%
physical or other observable disabilities	1150	77.7%	219	14.8%	58	3.9%	32	2.2%	17	1.1%	4	0.3%	1480	100%
learning, psychological, or other disabilities that are not readily apparent	1120	75.7%	234	15.8%	65	4.4%	35	2.4%	17	1.1%	8	0.5%	1479	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	905	61.8%	264	18.0%	167	11.4%	75	5.1%	34	2.3%	19	1.3%	1464	100%
genders	967	66.1%	251	17.2%	142	9.7%	66	4.5%	25	1.7%	11	0.8%	1462	100%
sexual orientations	973	66.5%	255	17.4%	132	9.0%	67	4.6%	22	1.5%	14	1.0%	1463	100%
political affiliation, opinions or beliefs	914	62.6%	274	18.8%	149	10.2%	79	5.4%	29	2.0%	16	1.1%	1461	100%
religions	948	64.8%	256	17.5%	146	10.0%	63	4.3%	33	2.3%	18	1.2%	1464	100%
social classes	962	65.9%	270	18.5%	128	8.8%	54	3.7%	32	2.2%	13	0.9%	1459	100%
immigrant backgrounds	970	66.2%	250	17.1%	126	8.6%	63	4.3%	38	2.6%	18	1.2%	1465	100%
physical or other observable disabilities	1070	73.0%	232	15.8%	98	6.7%	39	2.7%	20	1.4%	7	0.5%	1466	100%
learning, psychological, or other disabilities that are not readily apparent	1069	73.1%	221	15.1%	99	6.8%	44	3.0%	21	1.4%	9	0.6%	1463	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	183	12.4%	311	21.2%	480	32.7%	263	17.9%	147	10.0%	86	5.9%	1470	100%
genders	321	21.9%	354	24.1%	405	27.6%	199	13.6%	123	8.4%	65	4.4%	1467	100%
sexual orientations	304	20.7%	373	25.4%	428	29.2%	196	13.4%	111	7.6%	55	3.7%	1467	100%
political affiliation, opinions or beliefs	281	19.2%	348	23.7%	414	28.2%	196	13.4%	149	10.2%	78	5.3%	1466	100%
religions	297	20.2%	397	27.1%	384	26.2%	192	13.1%	126	8.6%	71	4.8%	1467	100%
social classes	412	28.2%	420	28.8%	318	21.8%	157	10.8%	96	6.6%	57	3.9%	1460	100%
immigrant backgrounds	377	25.7%	410	28.0%	350	23.9%	162	11.1%	101	6.9%	65	4.4%	1465	100%
physical or other observable disabilities	695	47.3%	374	25.5%	234	15.9%	86	5.9%	50	3.4%	29	2.0%	1468	100%
learning, psychological, or other disabilities that are not readily apparent	670	45.9%	375	25.7%	229	15.7%	107	7.3%	47	3.2%	33	2.3%	1461	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)	19	1.3%	77	5.3%	387	26.7%	481	33.1%	291	20.1%	196	13.5%	1451	100%
social class and economic differences/issues (When you started here)	13	0.9%	86	5.9%	454	31.4%	507	35.1%	262	18.1%	124	8.6%	1446	100%
racial and ethnic differences/issues (When you started here)	20	1.4%	95	6.6%	457	31.7%	494	34.2%	257	17.8%	120	8.3%	1443	100%
gender differences/issues (When you started here)	27	1.9%	119	8.3%	460	31.9%	476	33.1%	237	16.5%	121	8.4%	1440	100%
sexual orientation differences/issues (When you started here)	33	2.3%	143	10.0%	466	32.5%	453	31.6%	225	15.7%	115	8.0%	1435	100%
physical or other observable disabilities (When you started here)	35	2.4%	131	9.1%	468	32.4%	467	32.4%	220	15.2%	122	8.5%	1443	100%
learning, psychological, or other disabilities that are not readily apparent (When you started here)	37	2.6%	151	10.5%	485	33.8%	430	29.9%	212	14.8%	121	8.4%	1436	100%
my own racial and ethnic identity (Current ability level)	8	0.6%	17	1.2%	161	11.2%	468	32.6%	479	33.3%	304	21.2%	1437	100%
social class and economic differences/issues (Current ability level)	6	0.4%	20	1.4%	162	11.3%	492	34.3%	504	35.1%	250	17.4%	1434	100%
racial and ethnic differences/issues (Current ability level)	8	0.6%	17	1.2%	148	10.3%	501	34.9%	502	35.0%	258	18.0%	1434	100%
gender differences/issues (Current ability level)	9	0.6%	22	1.5%	160	11.2%	497	34.8%	469	32.9%	270	18.9%	1427	100%
sexual orientation differences/issues (Current ability level)	8	0.6%	28	2.0%	177	12.4%	488	34.2%	470	32.9%	257	18.0%	1428	100%
physical or other observable disabilities (Current ability level)	13	0.9%	46	3.2%	285	19.9%	511	35.7%	378	26.4%	197	13.8%	1430	100%
learning, psychological or other disabilities that are not readily apparent (Current ability level)	17	1.2%	57	4.0%	268	18.7%	490	34.2%	371	25.9%	228	15.9%	1431	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	66	4.5%	143	9.8%	254	17.4%	521	35.7%	398	27.3%	77	5.3%	1459	100%
I am proud to be a student at this campus	22	1.5%	37	2.5%	84	5.8%	325	22.3%	560	38.4%	429	29.4%	1457	100%
This institution values students' opinions	60	4.1%	88	6.0%	232	15.9%	506	34.7%	442	30.3%	129	8.9%	1457	100%
Diversity is important on this campus	44	3.0%	56	3.8%	154	10.6%	457	31.3%	547	37.5%	201	13.8%	1459	100%
Diversity is important to me	31	2.1%	45	3.1%	90	6.2%	339	23.2%	528	36.2%	427	29.2%	1460	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)	557	9.7%	872	15.2%	1201	20.9%	1453	25.3%	1155	20.1%	500	8.7%	5738	100%
Overall social experience	178	3.1%	376	6.6%	762	13.3%	1648	28.8%	1906	33.3%	853	14.9%	5723	100%
Overall academic experience	173	3.0%	330	5.8%	807	14.1%	1799	31.5%	1964	34.4%	642	11.2%	5715	100%
Value of your education for the price you're paying	415	7.3%	569	10.0%	989	17.3%	1732	30.3%	1407	24.6%	601	10.5%	5713	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	168	2.9%	265	4.6%	574	10.0%	1543	26.9%	1989	34.7%	1188	20.7%	5727	100%
Knowing what I know now, I would still choose to enroll at this campus	203	3.5%	213	3.7%	517	9.0%	1191	20.8%	1784	31.1%	1823	31.8%	5731	100%