

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	35	2.2%	59	3.7%	126	7.9%	464	29.1%	668	41.9%	244	15.3%	1596	100%
Attending a university with world-class researchers is important to me	34	2.1%	91	5.7%	159	10.0%	443	27.8%	507	31.8%	361	22.6%	1595	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	86	5.5%	269	17.2%	429	27.5%	443	28.4%	232	14.9%	101	6.5%	1560	100%
learning research methods	55	3.5%	137	8.8%	329	21.1%	520	33.4%	331	21.3%	185	11.9%	1557	100%
assisting faculty in their research, for pay or as a volunteer	87	5.6%	178	11.4%	335	21.5%	443	28.5%	325	20.9%	187	12.0%	1555	100%
pursuing your own research	92	5.9%	226	14.5%	350	22.5%	419	27.0%	288	18.5%	179	11.5%	1554	100%
the prestige of this university when you apply to grad school or for a job	29	1.9%	50	3.2%	201	13.0%	416	26.8%	474	30.5%	382	24.6%	1552	100%

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Completion or participation in the following activities on campus

	No		Yes, doing now or have done		Total	
	#	%	#	%	#	%
First-year seminar	954	61.6%	595	38.4%	1549	100%
Courses that involve themes related to diversity	739	47.7%	811	52.3%	1550	100%
Capstone or senior thesis courses	1314	85.2%	229	14.8%	1543	100%
Service learning or community-based learning	1188	77.1%	353	22.9%	1541	100%
Formal undergraduate research programs	1246	81.1%	290	18.9%	1536	100%
Formal creative activity or scholarship	1363	88.3%	180	11.7%	1543	100%
Honors program	1252	81.1%	291	18.9%	1543	100%
Internship under the direction of a faculty member	1378	89.5%	162	10.5%	1540	100%
Other internship	1186	77.1%	353	22.9%	1539	100%
Any UC study abroad, including summer study abroad	1334	86.7%	204	13.3%	1538	100%
Study abroad program affiliated with another college or university	1439	93.4%	101	6.6%	1540	100%
Traveled abroad for a service learning, volunteer, or work experience	1377	89.5%	162	10.5%	1539	100%

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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)	103	6.7%	234	15.1%	419	27.1%	387	25.0%	238	15.4%	166	10.7%	1547	100%
ability to work with people from other cultures (When you started here)	11	0.7%	42	2.7%	284	18.3%	503	32.5%	436	28.1%	273	17.6%	1549	100%
linguistic and cultural competency in at least one language other than my own (Current ability level)	86	5.7%	206	13.6%	315	20.7%	388	25.5%	310	20.4%	215	14.1%	1520	100%
ability to work with people from other cultures (Current ability level)	8	0.5%	15	1.0%	107	7.0%	399	26.3%	593	39.0%	398	26.2%	1520	100%

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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)	90	6.0%	208	13.9%	394	26.4%	198	13.3%	603	40.4%	1493	100%
competing family responsibilities	91	6.1%	193	12.9%	439	29.4%	386	25.9%	384	25.7%	1493	100%
other competing responsibilities (e.g., athletics, clubs, internships)	94	6.3%	285	19.1%	483	32.3%	314	21.0%	319	21.3%	1495	100%
weak English skills	21	1.4%	47	3.1%	158	10.5%	205	13.7%	1067	71.2%	1498	100%
weak math skills	38	2.5%	73	4.9%	279	18.7%	341	22.8%	763	51.1%	1494	100%
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	81	5.4%	207	13.8%	427	28.6%	386	25.8%	394	26.4%	1495	100%
poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, toomuch surfing)	154	10.3%	340	22.7%	511	34.2%	271	18.1%	220	14.7%	1496	100%
bad study environment (e.g., noisy roommate, poor internet access, inadequate computer or software)	93	6.2%	252	16.8%	509	34.0%	394	26.3%	250	16.7%	1498	100%
feeling depressed, stressed or upset	147	9.8%	309	20.7%	508	34.0%	329	22.0%	203	13.6%	1496	100%
physical illness or condition	32	2.2%	76	5.1%	294	19.8%	511	34.4%	572	38.5%	1485	100%
military deployment	5	0.3%	22	1.5%	62	4.2%	53	3.6%	1350	90.5%	1492	100%
Inability to concentrate on my work	110	7.4%	281	18.8%	506	33.8%	325	21.7%	274	18.3%	1496	100%
Reluctance to ask for help when I need it	78	5.2%	209	14.0%	441	29.5%	388	26.0%	377	25.3%	1493	100%

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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?	30	2.0%	58	3.8%	139	9.2%	234	15.5%	475	31.4%	538	35.6%	38	2.5%	1512	100%