

# 2007 University of California Undergraduate Experience Survey

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**Note:** The 2007 UCUES core has slightly different items for upper division students (designated by **[UD]**) and lower division students (designated by **[LD]**). The definition of upper division for this survey is undergraduates who

1. had officially declared a major, *and*
2. are either first-time freshmen with 60 or more semester units (exclusive of AP credit) *or* transfer students with any number of units.

## This year's survey has three parts:

- I. Time use, academic and personal development, academic engagement, overall satisfaction, and evaluation of the educational experience.
- II. Background information
- III. A randomly assigned module emphasizing academic experience, civic engagement, personal development, evaluation of services, or items of special interest to UC Berkeley

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

### Time Allocation

**1. During your TYPICAL 7-day (168 hour) week during the academic term, how many hours do you spend doing the following?**

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Attending classes, discussion sections or labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying and other academic activities outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid employment (include paid internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of your total hours spent working for pay, about how many hours did you work on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of your total hours spent working for pay, about how many hours were related to your academic interests?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Academic and Personal Development**

**2. 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?**

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Their religious beliefs were very different than yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their political opinions were very different from yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were of a different nationality than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were of a different race or ethnicity than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their sexual orientation was different	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were from a different social class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Please rate your level of proficiency in the following areas when you started at Cal and now.**

	When you started here		Current ability level	
Analytical and critical thinking skills	Very poor	<input type="radio"/>	Very poor	<input type="radio"/>
	Poor	<input type="radio"/>	Poor	<input type="radio"/>
	Fair	<input type="radio"/>	Fair	<input type="radio"/>
	Good	<input type="radio"/>	Good	<input type="radio"/>
	Very good	<input type="radio"/>	Very Good	<input type="radio"/>
	Excellent	<input type="radio"/>	Excellent	<input type="radio"/>
Ability to be clear and effective when writing	Very poor	<input type="radio"/>	Very poor	<input type="radio"/>
	Poor	<input type="radio"/>	Poor	<input type="radio"/>
	Fair	<input type="radio"/>	Fair	<input type="radio"/>
	Good	<input type="radio"/>	Good	<input type="radio"/>
	Very good	<input type="radio"/>	Very Good	<input type="radio"/>
	Excellent	<input type="radio"/>	Excellent	<input type="radio"/>
Ability to read and comprehend academic material	Very poor	<input type="radio"/>	Very poor	<input type="radio"/>
	Poor	<input type="radio"/>	Poor	<input type="radio"/>
	Fair	<input type="radio"/>	Fair	<input type="radio"/>

	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Foreign language skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Understanding of a specific field of study	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

	<b>When you started here</b>	<b>Current ability level</b>
Quantitative (mathematical and statistical) skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to speak clearly and effectively in English	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Understanding international perspectives (economic political, social, cultural etc.)	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Leadership skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>

	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Computer skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

	<b>When you started here</b>	<b>Current ability level</b>
Internet skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Library research skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Other research skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to prepare and make a presentation	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Interpersonal (social) skills	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

**4. Similarly, please rate your abilities now and when you first began at this university on the following dimensions.**

	<b>When you started here</b>	<b>Current ability level</b>
Ability to appreciate, tolerate and understand racial and ethnic diversity	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Ability to appreciate cultural and global diversity	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Understanding the importance of personal social responsibility	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>
Self awareness and understanding	Very poor <input type="radio"/>	Very poor <input type="radio"/>
	Poor <input type="radio"/>	Poor <input type="radio"/>
	Fair <input type="radio"/>	Fair <input type="radio"/>
	Good <input type="radio"/>	Good <input type="radio"/>
	Very good <input type="radio"/>	Very Good <input type="radio"/>
	Excellent <input type="radio"/>	Excellent <input type="radio"/>

**Academic Engagement**

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

Never      Rarely      Occasionally      Somewhat often      Often      Very often

Turned in a course assignment late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class without completing assigned reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raised your standard for acceptable effort due to the high standards of a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensively revised a paper at least once before submitting it to be graded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought academic help from instructor or tutor when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on class projects or studied as a group with other classmates outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped a classmate better understand the course material when studying together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. On average, how much of your assigned course reading have you completed this academic year?**

(Select one) ▾

- 0-10%
- 11-20%
- 21-30%
- 31-40%
- 41-50%
- 51-60%
- 61-70%
- 71-80%
- 81-90%
- 91-100%

**7. In how many service learning courses have you enrolled? (These are courses in which community-based public service activities are integrated with the academic content of the course)**

(Select one) ▾



Zero

- 1
- 2
- 3
- 4 or more

**8. Among all the courses you have taken this academic year, which one do you consider to be the MOST VALUABLE? Please identify the course as best you can by catalog number, title, and term (for example, EDUC 101, Introduction to Education, in Fall 2006)**

**What makes this course so valuable to you?**

**9. During an average term, how often do you use the campus libraries (including online resources)?**

For research	(Select one) 
	More than once a week
	Weekly
	2 to 3 times a month
	Monthly
	Less than once a month but more than once a term
	Once a term or less
For other purposes	(Select one) 
	More than once a week
	Weekly
	2 to 3 times a month
	Monthly
	Less than once a month but more than once a term
	Once a term or less

**Plans and Aspirations**

**10. What do you plan to do when you graduate?**

- Enroll in graduate or professional school
- Work full-time
- Work part-time
- Join armed forces
- Work in an internship or volunteer position
- Take a year off

- Be self-employed
- Study or work abroad
- Do something else
- I have no idea at this point

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

- Artistic, creative professions
- Business, finance-related professions
- Education
- Engineering, computer programming
- Law
- Medicine, health-related professions
- Psychology, helping professions
- Researcher, scientist
- I have no idea whatsoever
- Other, please specify:

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

(Select one)

- Bachelor's degree (BA, BS, etc.)
- Teaching credential
- Business master's (MBA)
- Other professional master's (MEd, MPP, MPH, MFA, MLIS, MSN, MSW, M.ARCH, etc)
- Academic master's (MA, MS, etc.)
- Law degree (LLB or JD)
- Medical doctorate other than MD (DO, DDS, DVM, etc)
- Medical doctor (MD)
- Doctorate (PhD, EdD, etc)
- Multiple doctoral degrees (MD/PhD)
- I don't know yet

**Overall Satisfaction and Agreement**

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

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
UC grade point average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall academic experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of your education for the price you're paying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
I feel that I belong at Cal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now, I would still choose to enroll at Cal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save

**[LD] Evaluation of the Educational Experience**

**[UD] Evaluation of the Major**

**[UD] 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.**

*(write in new major to evaluate, if applicable)*

**[UD] What factors were very important to you in deciding on your major?**

- Intellectual curiosity
- Leads to a high paying job
- Prepares me for a fulfilling career
- Allows time for other activities
- Provides international opportunities
- Prestige

- Complements desire to study abroad
- Couldn't get into my first choice of major
- Parental desires
- Other, please specify:
- Easy requirements

**[UD] Answer the following questions about courses in your major.**

**[LD and UD] 14. Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?**

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Recognize or recall specific facts, terms and concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain methods, ideas, or concepts and use them to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or generate new ideas, products or ways of understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Used facts and examples to support your viewpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Incorporated ideas or concepts from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined how others gathered and interpreted data and assessed the soundness of their conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconsidered your own position on a topic after assessing the arguments of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**[UD] Indicate your past, current, or planned involvement in the following research activities.**

	Doing now or have done	Plan to do
Completed a research project, creative activity, or paper as part of your coursework	<input type="checkbox"/>	<input type="checkbox"/>
Completed at least one student research course (e.g., course 99)	<input type="checkbox"/>	<input type="checkbox"/>
Completed at least one independent study course (e.g., 199)	<input type="checkbox"/>	<input type="checkbox"/>
Assisted faculty in research, with course credit	<input type="checkbox"/>	<input type="checkbox"/>
Assisted faculty in research for pay, without course credit	<input type="checkbox"/>	<input type="checkbox"/>
Assisted faculty in research as a volunteer, without course credit	<input type="checkbox"/>	<input type="checkbox"/>
Worked on creative projects under the direction of faculty, for example in the visual or performing arts	<input type="checkbox"/>	<input type="checkbox"/>

**[UD] 16. Please answer the following questions about your major.**

	Yes	No	Occasionally	Somewhat often	Often	Very often
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are the program requirements well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

defined?

Are department rules and policies clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalogue accurate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**[LD] 16. Please answer the following questions about your educational experience overall.**

	Yes	No
Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?	<input type="radio"/>	<input type="radio"/>
Are students treated equitably and fairly by the faculty?	<input type="radio"/>	<input type="radio"/>
Do faculty clearly explain what constitutes plagiarism and its consequences?	<input type="radio"/>	<input type="radio"/>

**[LD] 17. How satisfied are you with each of the following aspects of your educational experience?**

**[UD] 17. How satisfied are you with each of the following aspects of your educational experience in the major?**

	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Advising by <u>student peer advisors</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>college staff</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by <u>departmental staff</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advising by <u>faculty</u> on academic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching by graduate student TA's	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses for general education or breadth requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get into a major that you want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., study abroad, UCDC, internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of courses available in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of lower-division courses in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of upper-division courses in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of library staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library research materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**[UD] 17a. 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?**

(Select one) ▾

- Zero
- 1
- 2
- 3
- 4 or more

**18. What are the three most important things Cal could realistically do to create a better undergraduate experience for students like you?**

First:

Second:

Third:

Save

## **PART II: YOUR BACKGROUND**

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

(Select one) ▾

- I was born in the U.S.
- 1991 or earlier
- 1992
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000

- 2001
- 2002
- 2003
- 2004
- 2005 or later

**2. When did you learn to speak English?**

(Select one)

- English is my native language
- Before I was 5 years old
- When I was 6 to 10 years old
- When I was 11 to 15 years old
- After turning 16 years old

**3. To the best of your knowledge, where were these relatives born?**

	Outside U.S.	In U.S.
My mother	<input type="radio"/>	<input type="radio"/>
My father	<input type="radio"/>	<input type="radio"/>
My mother's mother	<input type="radio"/>	<input type="radio"/>
My father's mother	<input type="radio"/>	<input type="radio"/>
My mother's father	<input type="radio"/>	<input type="radio"/>
My father's father	<input type="radio"/>	<input type="radio"/>

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

(Select one)

- None (did not receive any education in a foreign country)
- Less than the equivalent of high school in the U.S.
- U.S. high school equivalent
- Equivalent of a U.S. associate's or postsecondary certificate
- Equivalent of a U.S. bachelor's
- Post-baccalaureate certificate
- Equivalent of a U.S. master's
- A professional degree
- 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.?**

(Select one)

- None (did not receive any education in U.S.)
- Less than high school
- GED
- High school degree
- Associate's degree or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate (e.g., teaching certificate)
- Master's
- Professional degree

## Doctorate

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

(Select one)

- Less than high school
- GED
- High school degree
- Associate's degree or postsecondary certificate
- Bachelor's degree
- Post-baccalaureate certificate (e.g., teaching certificate)
- Master's
- Professional degree
- Doctorate

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

(Select one)

*(same response options as for mother's education)*

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

(Select one)

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

(Select one)

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

(Select one)

- I don't know
- None
- One
- Two
- Three
- Four

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

- Wealthy
- Working-class
- Upper-middle or professional-middle
- Low-income or poor
- Middle-class

**8. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2006?**

- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$34,999
- \$35,000 to \$49,999
- \$50,000 to \$64,999
- \$65,000 to \$79,999
- \$80,000 to \$99,999
- \$100,000 to \$124,999
- \$125,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 or more

**9. How confident are you of that income figure?**

- Not at all confident
- Not very confident
- Fairly confident
- Confident
- Certain