

2011 UC Berkeley Student Experience in the Research University Survey

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This year's survey has three parts:

I. Academic engagement, 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, or items of special interest to the campus

Your questionnaire is not submitted until you press the "Submit" button at the end.

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

Academic Engagement

1. During this academic year, how often have you done each of the following?

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

2. How frequently have you engaged in these activities so far this academic year?

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

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

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"/>

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

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

Time Allocation

5. How many hours do you spend in a typical week (7 days) on the following activities?

How many hours do you spend in a typical week (7 days) on the following activities?	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"/>

How many hours do you spend in a typical week (7 days) on the following activities?	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Attending movies, concerts, sports, or other entertainment events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing community service or volunteer activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in physical exercise, recreational sports, or physically active hobbies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in spiritual or religious activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in student clubs or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer or smart phone for non-academic purposes (games, shopping, e-mail/instant messaging, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to school and to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

0-2 3-4 5-6 7-8 9-10 11+

These elements are required because they determine which alternative versions are presented to the student. For the real questionnaire, these elements, and the others below, would have been preloaded. In practice, only one module is assigned. The item was modified here to allow you to see all at one pass.

ShowMajor [\[Help\]](#) 0 1 2 You may change then assignment to see the evaluation of education overall (zero) or of the major (one or two).

MajorText1 [\[Help\]](#) First major according to University record Feel free to overtype with a real major to see how it is used in the questionnaire.

MajorText2 [\[Help\]](#) Second major according to university rec ModuleAssign [\[Help\]](#) AE CE SD WC

These elements are preloaded and passed through to the data immediately available to analysts during the survey administration.

RCampusID
 FirstName
 LastName
 Email1
 Email2
 CollegeCode1
 MajorCode1

SALUTATION Mr. Ms.
 CampusGender M F U
 CollegeCode2
 MajorCode2

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POWERED BY




Academic and Personal Development

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

Please rate your level of proficiency in the following areas when you started at this campus and now.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Analytical and critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be clear and effective when writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to read and comprehend academic material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of a specific field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak clearly and effectively in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand international perspectives (economic, political, social, cultural)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of proficiency in the following areas when you started at this campus and now.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Internet skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare and make a presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal (social) skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Similarly, please rate your abilities now and when you first began at this university on the following dimensions.	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Ability to appreciate, tolerate and understand racial and ethnic diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate cultural and global diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the importance of personal social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Climate for Diversity

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

Indicate how strongly you agree or disagree with each of the following statements.	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel free to express my <u>political beliefs</u> on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my <u>religious beliefs</u> on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>economic or social class</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>gender</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>race or ethnicity</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>religious beliefs</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>political beliefs</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>sexual orientation</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their <u>disabilities</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Plans and Aspirations

If other, please elaborate

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

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

If other, please elaborate

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

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

	Yes, doing now or have done	No
A research project, creative activity, or paper as part of your coursework	<input type="radio"/>	<input type="radio"/>
At least one student research course	<input type="radio"/>	<input type="radio"/>
At least one independent study course	<input type="radio"/>	<input type="radio"/>
Assist faculty in <u>research with course credit</u>	<input type="radio"/>	<input type="radio"/>
Assist faculty in <u>research for pay without course credit</u>	<input type="radio"/>	<input type="radio"/>
Assist faculty in <u>research as a volunteer without course credit</u>	<input type="radio"/>	<input type="radio"/>
Work on <u>creative projects</u> under the direction of faculty <u>with course credit</u>	<input type="radio"/>	<input type="radio"/>
Work on <u>creative projects</u> under the direction of faculty <u>for pay without course credit</u>	<input type="radio"/>	<input type="radio"/>
Work on <u>creative projects</u> under the direction of faculty <u>as a volunteer without course credit</u>	<input type="radio"/>	<input type="radio"/>

Overall Satisfaction and Agreement

14. Please rate your level of satisfaction with the following aspects of your university education.

Please rate your level of satisfaction with the following aspects of your university education.	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Cal 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"/>

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

Please rate your level of agreement with the following statements. Please rate your level of agreement with the following statements.	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
I feel that I belong at this campus	<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 this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of the Major

Evaluation of the Educational Experience

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 do not want to evaluate the first major listed, then you will need to make another selection. If you have changed majors and would like to evaluate your new major, please select that option and then choose your new major from the subsequent list. 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 select that option and then choose your new major from the subsequent list.

- First major according to University records
- Second major according to university records
- Other
- First major according to University records
- Other

Please select your new major from the following list.

16. Which of the following factors do you consider to be very important to you in deciding on your major?
16. Were the following factors very important to you in deciding on your major?

Which of the following factors do you consider to be very important to you in deciding on your major?	Yes	No
Intellectual curiosity	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career	<input type="radio"/>	<input type="radio"/>
Complements desire to study abroad	<input type="radio"/>	<input type="radio"/>
Parental desires	<input type="radio"/>	<input type="radio"/>
Easy requirements	<input type="radio"/>	<input type="radio"/>
Allows time for other activities	<input type="radio"/>	<input type="radio"/>
Provides international opportunities	<input type="radio"/>	<input type="radio"/>
Prestige	<input type="radio"/>	<input type="radio"/>
Couldn't get into my first choice of major	<input type="radio"/>	<input type="radio"/>
Interest in subject area	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

Please describe:

How satisfied are you with each of the following aspects of your educational experience overall?	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
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"/>
Advising by <u>student peer advisers</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>school or 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"/>
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 TAs	<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, internships)	<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"/>

21. 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?

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

22. Would you like to evaluate another major?

22. Would you like to evaluate another major?

- Yes
- No, skip to next part of questionnaire
- Yes
- No, skip to next part of questionnaire

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PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

1. Will you complete a bachelor degree this spring or summer?

- Probably yes
- Probably no

	Not at all concerned	Unconcerned	Somewhat unconcerned	Somewhat concerned	Concerned	Very concerned
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How concerned are you about paying for your undergraduate education NEXT YEAR?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all concerned	Unconcerned	Somewhat unconcerned	Somewhat concerned	Concerned	Very concerned
How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How concerned are you about your accumulated educational debt?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Which of the following have you done in the past year to meet college expenses?

- Applied for financial aid for the first time
- Took a community college course because it was cheaper
- Asked financial aid office to reevaluate my application
- Took a job for the first time at college
- Bought fewer books, bought cheaper used books, read books on reserve
- Worked before but increased the number of hours worked
- Took a leave of absence or a quarter/semester off
- Increased the debt I carry on my credit card
- Took more courses per term
- Increased my annual student loan amount
- Took action to graduate more quickly
- Have cut expenses overall/have been more frugal
- Did not retake a class to improve grade
- None of the above. Cost hasn't been a problem
- Accepted AP or similar credit instead of taking the course
- Other _____
- Decided against study abroad

3. How frequently have you engaged in the following behaviors in the past year?

How frequently have you engaged in the following behaviors in the past year?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Skipped meals to save money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal/recreational spending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my personal debt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my family's debt and financial circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3a. Have you heard about the Blue and Gold Opportunity Plan, which ensures that scholarships and grants will cover fees for students from families making less than \$70,000 a year, with financial need? Yes No

3b. To what extent do you agree or disagree with this statement: Given the grants and scholarships, if any, that you receive, the total cost of attending UC Berkeley is manageable.

- Strongly disagree Disagree Somewhat disagree Somewhat agree Agree Strongly agree

4. Is there anything else that you would like to tell us about the impact of the cost to attend on your educational experience at Cal?

5. When did you come to the United States to live? _____

6. When did you learn to speak English? _____

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

To the best of your knowledge, where were these relatives born?	In U.S.	Outside the 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"/>

7a. What is the highest level of education reached by your mother?

What is the highest level of education reached by your mother?	Degree
In United States	
In Foreign Country	

7a. What is the highest level of education reached by your mother?

7b. What is the highest level of education reached by your father?

What was the highest level of education reached by your father?	Degree
In United States	

In Foreign Country	
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7b. What is the highest level of education reached by your father?

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

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

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

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

10. Are you a financially independent student?

Some students have no contact with their parents, and therefore cannot use their tax information for filing the FAFSA. If you find yourself in this situation and have been formally declared an independent student, then please answer yes. [\[Help\]](#)

- Yes
- No

11. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2010?

11. To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2010?

12. What is your religious/spiritual preference? [\[Help\]](#)

13. What is your sexual orientation?

- Bisexual
- Gay/Lesbian
- Heterosexual
- Questioning/Unsure
- Self-identified Queer
- Decline to state
- Other

14. With which gender do you identify?

- Woman (Female)
- Man (Male)
- Transgender
- Genderqueer
- Decline to state
- Other

15. How would you characterize your political orientation?

- Very liberal
- Liberal
- Slightly liberal
- Moderate or middle of the road
- Slightly conservative
- Conservative
- Very conservative

16. Please indicate the highest level of organized sports in which you participate? [\[Help\]](#)

- Professional sports
- NCAA with athletic scholarship
- NCAA without athletic scholarship
- Competitive personal (e.g., 5K races)
- Campus club sports team
- Intramural sports
- Personal recreation
- Does not apply to me

16a. On average, how many hours a week do you spend on this one activity? *(Must be numeric)*

17. Where are you living this term?

- University residence hall
- University owned apartment or house (on- or off-campus)
- With family
- Sorority or fraternity
- Co-op student housing
- Off-campus in an apartment
- Off-campus in a house
- Other

18. How far from campus do you live?

- On campus or < 1 mile
- 1 mile to 2 miles
- 3 miles to 10 miles
- 11 to 20 miles
- 21 miles or more

19. What is your primary mode of transportation to campus during the spring 2011 term? [\[Help\]](#)

- Walk
- Bicycle
- Apartment or campus shuttle bus
- University bus
- City bus
- Subway train or other train (e.g. Amtrak)
- Carpool (2 or more)
- Drive alone
- Motorcycle, motorized scooter, or moped
- Rollerblade, skateboard, skate, or scooter
- Mobility scooter, powered wheelchair, or wheelchair
- Other

20. Who do you live with?

- No one. I live alone
 - I share an apartment or dorm room with at least one other Cal student
 - I share an apartment with peers who are not Cal students
 - I live with at least one parent
 - I am a single parent living with children
 - I live with my spouse or domestic partner and children
 - I live with my spouse or domestic partner without children
 - Other
- ModuleAssign
- AE
 - CE
 - SD
 - WC

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Berkeley
UNIVERSITY OF CALIFORNIA

PART III: ACADEMIC EXPERIENCE & GLOBALIZATION

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.

We would like to hear more about being an undergraduate at a research university. Please indicate your level of agreement with the following statements.	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
Berkeley has a strong commitment to undergraduate education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a university with world-class researchers is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It doesn't really matter where I get my undergraduate education (UC, regional college, community college) since they are all similar in quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The emphasis on research detracts from the quality of teaching on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How important to you are the following aspects of being an undergraduate at a research university like the UC Berkeley?	Not important	Not very important	Somewhat important	Important	Very important	Essential
Learning about faculty research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having courses with faculty members who refer to their own research as part of the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning research methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting faculty members in their research, for pay or as a volunteer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursuing your own research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this campus when you apply to grad school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The prestige of this campus when you apply for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to a world-class library collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to attend plays, concerts, lectures, and other cultural events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Have you completed or are you now participating in the following activities?

Have you completed or are you now participating in the following activities?	Yes, doing now or have done	No
Internship under the direction of a faculty member	<input type="radio"/>	<input type="radio"/>
Other internship (e.g., co-op, clinical assignment)	<input type="radio"/>	<input type="radio"/>

4. Have you completed or are you now participating in the following activities?

Have you completed or are you now participating in the following activities?	Yes, doing now or have done	No
Any UC study abroad, including summer study abroad	<input type="radio"/>	<input type="radio"/>
Study abroad program affiliated with another college or university	<input type="radio"/>	<input type="radio"/>
Traveled abroad for a service learning, volunteer, or work experience	<input type="radio"/>	<input type="radio"/>
Traveled abroad for cross-cultural experience or informal education	<input type="radio"/>	<input type="radio"/>
Traveled abroad for recreation	<input type="radio"/>	<input type="radio"/>
Enrolled in a course with an international/global focus	<input type="radio"/>	<input type="radio"/>
Obtained a certificate/minor/major with an international/global theme (e.g., in Latin American Studies)	<input type="radio"/>	<input type="radio"/>

5. While attending UC Berkeley, how frequently have you engaged in the following?

While attending [Berkeley], how frequently have you engaged in the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Interacted with students from outside the U.S. in class (e.g., through section discussions, study groups or class projects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with students from outside the U.S. in social settings (e.g., in clubs or student organizations, or in informal settings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a friendship with a student from outside the U.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a project with an international/global theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented a paper at a symposium or conference or participated in a panel on international/global topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended lectures, symposia, workshops or conferences on international/global topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a performance with an international/global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. During this academic year, how frequently have you followed news about the following?

During this academic year, how frequently have you followed news about the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
The United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Countries outside the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global politics and diplomacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global climate and environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International business and economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International conflicts and peace issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. As a Berkeley student, how would you rate your competencies below?

As a [Berkeley] student, how would you rate your competencies below?	When you started here						Current ability level					
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Understanding of the complexities of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply disciplinary knowledge in a global context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linguistic and cultural competency in at least one language other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfort working with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. During this academic year, how often have each of the following been obstacles to your school work or academic success?

During this academic year, how often have each of the following been obstacles to your school work or academic success?	Not at all	Rarely	Occasionally	Frequently	All the time
Competing job responsibilities (i.e., paid employment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other competing responsibilities (e.g., athletics, clubs, internship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak English skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weak math skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much web surfing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling depressed, stressed, or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical illness or condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Not important
- Not very important
- Somewhat important
- Important
- Very important
- Essential
- Not applicable

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PART III: COMMUNITY AND CIVIC ENGAGEMENT

Activities

1. Indicate the way in which you have been involved in the following activities or organizations this academic year.

Campus-based activities and organizations	Participant or member	Officer or leader	Neither
Academic (e.g., math club, philosophy club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus sports club (e.g., rugby club, Kendo club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus varsity team (e.g., basketball, softball, soccer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Governing bodies (e.g., student government, IFC, panhellenic, residence hall association)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek fraternity or sorority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honor society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media (e.g., campus newspaper, radio station)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing group (e.g., school band, dance team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political (e.g., Young Republicans, College Democrats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational (e.g., chess club, bike club, rock climbing club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus-based club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Off-campus activities and organizations	Participant or member	Officer or leader	Neither
Off-campus club or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. To what extent do you agree or disagree with the following statements?

Campus-based activities and organizations	Strongly disagree	Disagree	Disagree somewhat	Agree somewhat	Agree	Strongly agree
Opportunities for community service while here are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to develop my leadership skills while here are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to connect my academic work with community-based experience are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Service & Leadership

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

- No Yes

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NATIONAL AND GLOBAL ENGAGEMENT

4. Do you consider yourself to be a

- Democrat
- Republican
- Independent
- Other

4a. Do you consider yourself to be a strong Democrat? Yes No

4a. Do you consider yourself to be a strong Republican? Yes No

4a. Do you lean more toward the Democratic Party or Republican Party? Democratic Republican

5. Do you think this country is moving in the right direction or wrong direction?

- Right direction
- Wrong direction
- Don't know

6. During this academic year, how frequently have you followed news about the following?

During this academic year, how frequently have you followed news about the following?	Never	Rarely	Occasionally	Somewhat often	Often	Very often
The United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Countries outside the United States	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global politics and diplomacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global climate and environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International business and economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International conflicts and peace issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. As a UC Berkeley student, how would you rate your competencies below?

As a (Berkeley) student, how would you rate your competencies below?	When you started here					Current ability level						
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
Understanding of the complexities of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply disciplinary knowledge in a global context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linguistic and cultural competency in at least one language other than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfort working with people from other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In the classroom, how often have you been asked to

In the classroom, how often have you been asked to	Never	Rarely	Occasionally	Sometimes	Often	Very often
Acknowledge personal differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with someone with views that are different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss and navigate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define an issue or challenge and identify possible solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a solution to an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon the solution of an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on community or social issues as a shared responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on your responsibility for community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act on community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Outside the classroom, how often do you

Outside the classroom, how often do you	Never	Rarely	Occasionally	Sometimes	Often	Very often
Acknowledge personal differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciate the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with someone with views that are different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss and navigate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Define an issue or challenge and identify possible solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement a solution to an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect upon the solution of an issue or challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on community or social issues as a shared responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on your individual responsibility for community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act on community or social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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PART III: STUDENT LIFE AND DEVELOPMENT

Goals & Aspirations

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

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

Please indicate the extent to which you agree with the following statements.	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
Students of my race/ethnicity are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my socio-economic status are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my immigration background are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a physical, psychological, or learning disability like mine are respected on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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
Races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about:

In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about:	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological, learning or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

In this academic year, I have heard students express negative or stereotypical views about:	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Races or ethnicities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political affiliation, opinions or beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological, learning or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please rate your awareness and understanding of the following issues when you started at this campus and now.	When you started here					Current ability level						
	Very poor	Poor	Fair	Good	Very good	Excellent	Very poor	Poor	Fair	Good	Very good	Excellent
My own racial and ethnic identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social class and economic differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation differences/issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning, psychological, or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

What is your level of agreement or disagreement with the following:	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel valued as an individual on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear sense of appropriate and inappropriate behavior on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be a student at this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students are proud to attend this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This institution values students' opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic cheating is a problem on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol use is a problem on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug use is a problem on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

- Never
- Rarely
- Occasionally
- Somewhat often
- Often
- Very often

11. In this academic year, what was your experience with Berkeley Student Counseling & Support Services' counseling and psychological services?

	11a. If you might have needed this service but didn't use this service, why not?	True for me	Not true for me
<input type="radio"/> Didn't need	I had never heard of it	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Needed but didn't use	I didn't know what it offered	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used the service at least once	I didn't know if I was eligible	<input type="radio"/>	<input type="radio"/>
	I didn't know how to access it	<input type="radio"/>	<input type="radio"/>
	I didn't think it would help	<input type="radio"/>	<input type="radio"/>
	I had concerns about possible costs	<input type="radio"/>	<input type="radio"/>
	I had concerns about possible lack of confidentiality	<input type="radio"/>	<input type="radio"/>
	I was embarrassed to use it	<input type="radio"/>	<input type="radio"/>
	I didn't have enough time	<input type="radio"/>	<input type="radio"/>
	It has a poor reputation	<input type="radio"/>	<input type="radio"/>
	The hours are inconvenient	<input type="radio"/>	<input type="radio"/>
	The location is inconvenient	<input type="radio"/>	<input type="radio"/>
	The wait for an appointment was too long	<input type="radio"/>	<input type="radio"/>
	I got help from another university service or staff person	<input type="radio"/>	<input type="radio"/>
	I got help off campus	<input type="radio"/>	<input type="radio"/>

11a. Was the treatment that you received effective?

- Very effective
- Effective
- Not effective
- Not applicable

11b. Please rate the quality of service that you received.

- Excellent
- Good
- Fair
- Poor

11c. How could the Student Counseling & Support Services' counseling service better serve your needs? Please be specific.

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 UC Berkeley.

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 UC Berkeley.

Group Identification

14. Think about the type of person you are. With which, if any, of the following types of students at this campus do you personally identify? That is, which of these "college identities" describes who you are? (Please select all that apply.)

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

15. With which **ONE** of these groups do you **MOST** strongly identify?

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

16. With which **ONE** of these groups do you **LEAST** identify?

- Artsy students
- Athletes/jocks
- Conservative students
- Feminist students
- Fraternity/sorority members
- Immigrant students
- Lesbian, gay, bisexual, transgender, or self-identified queer students
- Liberal students

- Partiers
- Religious or spiritual students
- Slackers
- Students from very poor backgrounds
- Students from very rich backgrounds
- 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
- Students with disabilities
- Transfer students

