### ACADEMIC ENGAGEMENT

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- Gains in Academic & Life Skills, part 1
- Gains in Academic & Life Skills, part 2

#### Academic Activities
- Participation in Research / Creative Activities with Faculty
- Educational Enrichments
- Engagement with Faculty
- Collaborative Learning
- Frequency of Required Learning Activities
- Time Allocation for Academics & Employment

#### Academic Motivation
- Increased Academic Effort
- Course Engagement
- Reasons for Choosing Major

#### Academic Impediments
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### DEMOGRAPHICS
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- Importance of a Research University

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- Participation in Community Service
- Extent to which community service influenced desire to continue after graduation

### STUDENT DEVELOPMENT

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#### Outcomes
- Gains in Social Skills
- Gains in Understanding of Social Issues and Personal Development

#### Aspirations
- Goals for UC Experience
- Highest Degree Aspirations
- Career Intentions
Self-Reported Gains in Academic & Life Skills (part 1)
Source: UCUES Core 2018 (Seniors only)

- **Understanding of a specific field of study**: 79%
- **Analytical & critical thinking**: 72%
- **Reading & comprehending acad. material**: 68%
- **Understanding international perspectives**: 58%
- **Ability to design, conduct, and evaluate research**: 50%
- **Library research skills**: 54%
- **Making presentations**: 57%
- **Writing effectively**: 65%

- **Started UC Proficiency**: Percentage of respondents answering "Very Good" or "Excellent"
- **Current Proficiency**: Percentage of respondents answering "Very Good" or "Excellent"
Self-Reported Gains in Academic & Life Skills (part 2)

Source: UCUES Core 2018 (Seniors only)

- Ability to explain mathematical information and perform calculations: 11%
- Ability to engage in work specific to your field of study: 7%
- Oral communication skills: 60%
- Quantitative (mathematical & statistical) skills: 60%
- Linguistic or cultural competency in at least one other language: 15%
As part of coursework
A research project or research paper as part of your coursework
A creative project as part of your coursework
Research methods course
Any research or creative project
Assist faculty in conducting research
Assist faculty with their creative project
Conduct research under the guidance of faculty
Independent study
Conduct research without faculty

Participation in Research and Creative Activities with Faculty (for Seniors)
Respondents could choose all that apply
Source: UCUES Core 2018
Educational Enrichments
Source: UCUES UC Module 2018
Engagement with Faculty
Source: UCUES Core 2018

- Open channels of communication between faculty and students regarding student needs, concerns, and suggestions: 48% "Very Often" or "Often"; 11% "Somewhat Often" or "Occasionally"; 41% "Rarely" or "Never".
- Had a class in which the professor knew or learned your name: 32% "Very Often" or "Often"; 27% "Somewhat Often" or "Occasionally"; 41% "Rarely" or "Never".
- Students treated equitably and fairly by the faculty: 65% "Very Often" or "Often"; 4% "Somewhat Often" or "Occasionally"; 31% "Rarely" or "Never".
- Faculty maintaining respectful interactions in classes: 78% "Very Often" or "Often"; 2% "Somewhat Often" or "Occasionally"; 20% "Rarely" or "Never".
- Faculty providing prompt and useful feedback on student work: 49% "Very Often" or "Often"; 7% "Somewhat Often" or "Occasionally"; 44% "Rarely" or "Never".

Percentage of respondents answering:
- "Very Often" or "Often": 48%
- "Somewhat Often" or "Occasionally": 32%
- "Rarely" or "Never": 20%
Helped classmate understand material better: 19% (Rarely or Never), 34% (Very Often or Often), 47% (Somewhat Often or Occasionally)

Worked on class projects with classmates outside of class: 27% (Rarely or Never), 32% (Very Often or Often), 42% (Somewhat Often or Occasionally)

Studied as a group with classmates outside of class: 27% (Rarely or Never), 32% (Very Often or Often), 41% (Somewhat Often or Occasionally)

Source: UCUES Core 2018
Reconsider position after assessing other arguments

Generating new ideas or products

Examining and assessing other methods and conclusions

Incorporating ideas from different courses

Evaluating methods and conclusions

Analysis

Using facts, examples to support viewpoint

Recalling facts, terms, concepts

Percentage of respondents answering:
- "Never" or "Rarely"
- "Occasionally" or "Somewhat Often"
- "Often" or "Very Often"

Source: UCUES Core 2018
Time Allocation for Academics and Employment
(All Respondents)
Source: UCUES Core 2018

- Attending classes: 14.6 hours per week
- Studying: 13.9 hours per week
- Total work: 7.7 hours per week
- On campus work: 4.1 hours per week
Increased Academic Effort
Source: UCUES Core 2018

- Raised standard for acceptable effort due to high standards of a faculty member: 31%
- Extensively revised a paper at least once before submitting to be graded: 37%
- Sought academic help from instructor or tutor: 29%

Percentage of respondents answering:
- "Very Often" or "Often": 52%
- "Somewhat Often" or "Occasionally": 43%
- "Rarely" or "Never": 25%
Course Engagement
Source: UCUES Core 2018

Percentage of respondents answering:
- "Very Often" or "Often"
- "Somewhat Often" or "Occasionally"
- "Rarely" or "Never"

- Contributed to a class discussion: 36% (Very Often or Often), 49% (Somewhat Often or Occasionally), 14% (Rarely or Never)
- Brought up concepts from different courses during class discussions: 25% (Very Often or Often), 49% (Somewhat Often or Occasionally), 26% (Rarely or Never)
- Made a class presentation: 16% (Very Often or Often), 43% (Somewhat Often or Occasionally), 40% (Rarely or Never)
- Found a course so interesting that you did more work than was required: 18% (Very Often or Often), 51% (Somewhat Often or Occasionally), 32% (Rarely or Never)
Reasons for Choosing Major (for students with declared majors)
Respondents could choose all that apply
Source: UCUES Core 2018

- Intellectual curiosity: 94%
- Prepares for fulfilling career: 88%
- Preparation for grad or prof school: 63%
- Leads to high paying job: 56%
- Prestige: 42%
- Parental desires: 29%
- Could not get first choice major: 14%
- Other: 6%
Academic Risk Behaviors
Source: UCUES Core 2018

- Came to class unprepared: 6% "Very Often" or "Often", 40% "Somewhat Often" or "Occasionally", 54% "Rarely" or "Never"
- Skipped class: 7% "Very Often" or "Often", 37% "Somewhat Often" or "Occasionally", 56% "Rarely" or "Never"
- Turned in a course assignment late: 3% "Very Often" or "Often", 15% "Somewhat Often" or "Occasionally", 82% "Rarely" or "Never"
Frequency Certain Behaviors Interfered with Academic Success

Source: UCUES UC Module 2018

- **Poor study behaviors**: 35% Not at All or Rarely, 34% Occasionally, 31% Frequently or All the Time
- **Bad study environment**: 42% Not at All or Rarely, 34% Occasionally, 23% Frequently or All the Time
- **Feeling depressed, stressed or upset**: 28% Not at All or Rarely, 32% Occasionally, 39% Frequently or All the Time
- **Other competing responsibilities**: 53% Not at All or Rarely, 29% Occasionally, 18% Frequently or All the Time
- **Competing family responsibilities**: 52% Not at All or Rarely, 30% Occasionally, 18% Frequently or All the Time
- **Competing job responsibilities**: 54% Not at All or Rarely, 26% Occasionally, 21% Frequently or All the Time
- **Inadequate study skills**: 54% Not at All or Rarely, 28% Occasionally, 18% Frequently or All the Time
- **Physical illness or condition**: 70% Not at All or Rarely, 21% Occasionally, 8% Frequently or All the Time
- **Weak math skills**: 76% Not at All or Rarely, 16% Occasionally, 7% Frequently or All the Time
- **Weak English skills**: 87% Not at All or Rarely, 8% Occasionally, 5% Frequently or All the Time
English Language Background
Source: UCUES Core 2018

- Native English Speakers: 67%
- Learned English before 5 yrs old: 20%
- Learned English when 6-10 yrs old: 9%
- Learned English when 11-15 yrs old: 3%
- Learned English after turning 16 yrs old: 1%
Self-Reported Social Class
Source: UCUES Core 2018

- Middle-class: 35%
- Working-class: 22%
- Upper-middle or professional-middle: 26%
- Low-income or poor: 15%
- Wealthy: 2%
Immigration Background of Students and Their Families
Source: UCUES Core 2018

- Student Foreign Born: 19%
- Student US Born - At Least 1 Parent Foreign Born: 42%
- Student-Parents US Born: 39%
I feel that I belong at this campus

Knowing what I know now, I would still choose to enroll at this campus

Sense of Belonging
Source: UCUES Core 2018
General Satisfaction
Source: UCUES Core 2018

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"

- UC academic experience: 82%
- UC social experience: 79%
- Value of UC education for the price: 63%
- UC gpa: 61%
Campus Climate

"Students of my...are respected on this campus"

Source: UCUES Core 2018

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
Open communication channels with faculty

Faculty provide prompt and useful feedback on student work

Students treated equitably and fairly by faculty

Ability to get into major of choice

Availability of courses needed for graduation

Access to small classes

Opportunities for research, creative products

Advising by faculty on academic matters

Availability of general education courses

Quality of teaching by TAs

Access to faculty outside of class

Quality of faculty instruction

Satisfaction with the Academic Experience

Source: UCUES Core 2018

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"
Satisfaction with Courses in the Major
(for Declared Majors Only)
Source: UCUES Core 2018

Satisfaction with quality of upper-division courses in major: 89%
Satisfaction with variety of courses in major: 80%
Satisfaction with quality of lower-division courses in major: 73%

Percentage of respondents answering "Very Satisfied", "Satisfied", or "Somewhat Satisfied"
Catalog description of major is accurate

Program of study is well-defined

Major requirements result in coherent understanding of field

Department rules are clear

Percentage of respondents who agree

Clarity of Major Program Requirements, Policies & Practices (for Declared Majors)

Source: UCUES Core 2018
My UC campus has a strong commitment to undergraduate education

Attending a university with world-class researchers is important to me

The prestige of this university when you apply to grad school or for a job

Learning research methods

Assisting faculty in his/her research, for pay or as a volunteer

Pursuing your own research

Having courses with faculty members who refer to their own research as part of the class

Importance of a Research University
Source: UCUES UC Module 2018

Percentage of respondents answering "Essential", Very Important", or "Important"

Percentage of respondents answering "Strongly Agree", "Agree", or "Somewhat Agree"
Participation in Community Service
Source: UCUES UC Module 2018

- 42% of respondents who participated in community service in 2017-2018
- 33% of community service participants who became involved through particular means
- 43% through off-campus organization
Extent to which community service influenced desire to continue after graduation

Source: UCUES Core 2018
Time Allocation: Non-Academic Activities
Source: UCUES Core 2018

- Watching TV, streaming movies/TV on computer or tablet: 11.2
- Socializing with friends: 10.6
- Physical exercise/activity, recreational sports: 6.2
- Attending movies, concerts, sports or other events: 5.0
- Student clubs or organizations: 4.2
- Partying: 3.9
- Time with family: 3.4
- Performing community service or volunteer activities: 3.0
- Spiritual activities: 1.7
Time Allocation for Working Students
Source: UCUES Core 2018

Mean hours per week:
- Paid employment total: 7.7
- On-campus employment: 4.1
- Employment (related to academic interests): 3.8
Self-Reported Gains in Social Skills
Source: UCUES Core 2018 (Seniors only)

- Ability to work with people from other cultures/backgrounds: 39% Started, 68% Current
- Ability to analyze or discuss global issues: 11% Started, 48% Current
- Leadership skills: 22% Started, 59% Current
- Interpersonal (social) skills: 26% Started, 63% Current

Legend:
- Orange: Started UC Proficiency - Percentage of respondents answering "Excellent" or "Very Good"
- Blue: Current Proficiency - Percentage of respondents answering "Excellent" or "Very Good"
Gains in Understanding of Social Issues and Personal Development
Source: UCUES UC Module 2018 (Seniors only)

- Physical disability issues: 19%
- Students' own racial/ethnic identity: 32%
- Other disability issues: 20%
- Social class/economic differences: 25%
- Sexual orientation differences/issues: 25%
- Racial/ethnic differences/issues: 25%
- Gender differences/issues: 25%
Post-Graduation Plans for Seniors
Source: UCUES Core 2018

- Enroll in graduate or professional school: 37%
- Work: 35%
- Study/Work Abroad: 4%
- Work in internship or volunteer position: 5%
- Take a year off: 5%
- Do something else: 14%
- Post-Graduation Plans for Seniors
Highest Degree Aspirations for Seniors
Source: UCUES Core 2018

- Total aspiring to graduate or professional degree: 68%
- Master's (academic or professional): 23%
- Doctorate: 17%
- Business: 8%
- Medical or other health profession: 8%
- Law: 7%
- Multiple doctoral degrees (MD/PhD): 3%
Career Intentions
Source: UCUES Core 2018

- STEM fields: 21%
- Business, finance-related: 13%
- Marketing, Sales, & Service Industry: 13%
- Don't know: 10%
- Other: 8%
- Manufacturing: 6%
- Education: 6%
- Public Sector: 6%
- Information Technology: 5%
- Medicine, health-related: 4%
- Architecture & Construction: 4%
- Agriculture, Food, & Natural Resources: 2%
- Law: 1%