

**Key Findings from the Graduation Rate Task Force's Survey of Students:
Patterns of Course Taking and Barriers to Enrollment**

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Main Findings:

About half of students reported that they took three courses in winter of 2014 and that they felt 12 units was a full load. However, not all students took what they considered to be full load.

Students indicated that the unavailability of courses, the 16-unit cap and taking fewer courses to protect one's GPA are among the most important reasons they took three courses (instead of four). Lower division courses, mostly in CHASS, that satisfy general education requirements were most commonly mentioned as being difficult to enroll in.

Students in BCoE and CNAS reported trouble registering for courses less frequently, but many of these students saw the extra demands of lab courses as a reason to take just three courses. Upperclassmen were more likely to report higher total number of problems registering for classes but reported less trouble with courses already being full than lowerclassmen.

It is only among students who worked more than 15 hours per week that work schedules were the most important reason for taking fewer than four courses. Students with high GPAs were more likely to take four courses and indicated higher number of units were preferred, although many more of these students indicated that 15 plus units was a full load than were actually taking that many units.

Introduction

The Graduate Rate Task Force, in its January 2014 report on the causes of UCR's low four and six year graduation rates, recommended a survey of undergraduate students to determine "why students take fewer than the 15 units per term and the courses students feel are in short supply."¹ To graduate in four years a student must carry an average load of 15 units per quarter yet many students take just three classes- or 12 units- and the Task Force identified this as a major reason for UCR's comparatively low graduation rates. To better understand this, an online survey was conducted in February and March of 2014. The participation rate was 46% of students.

This report and its appendices summarize the results of that survey. The report provides analysis of important patterns of responses, particularly where responses vary by college, class level, employment or loan status and students' GPA. The appendix contains tables summarizing each close-ended question and lists of courses in which respondents reported they had difficulty enrolling through an open-ended question. Responses are broken down by the respondents' colleges or years on campus and the appendix gives those interested access to the (more or less raw) data.

Demographics

The On Time Graduation Survey was offered online through the iEval system from February 19 to March 14, 2014. The survey had a response rate of 46%, a high response rate for an online survey, with 8,599 reasonably complete surveys. Table A1 in the Appendix shows that the profile of respondents by college, class level, and major racial/ethnic groups closely matches that of the undergraduate student body as a whole. There is, however, an overrepresentation of female students and possibly students with high GPAs.

Basic Course Taking Behaviors

A large number of respondents indicated they had difficulty enrolling in courses, as 78% of students noted trouble on two or more occasions and 51% reported such difficulty four or more times.

¹ The UCR Graduation Rate Task Force Report is available at <http://chancellor.ucr.edu/docs/Graduation%20Rate%20Task%20Force%20Report%20January%2010%202014.pdf>

	BCoE	CNAS	CHASS	SoBA
Never	16.7%	15.6%	9.2%	10.2%
Once	15.5%	13.0%	7.0%	7.1%
Two or three	33.7%	30.6%	24.8%	23.4%
Four to six	19.2%	21.2%	24.6%	24.0%
Seven to ten	6.7%	9.0%	14.0%	15.2%
More than ten	8.2%	10.6%	20.4%	20.1%
	100.0%	100.0%	100.0%	100.0%

When broken down by college, respondents from BCoE and CNAS reported lower incidence of difficulty than those from CHASS and SoBA. The lists of courses students felt were difficult to register for, discussed in the next section, suggest that students in CHASS and SoBA are having trouble registering for courses in their own college. Upperclassmen reported more incidents of trouble registering for courses. However, even among freshmen, the most common response was two or three times.

	Freshmen	Sophomore	Junior	Senior
Never	13.3%	7.6%	9.3%	8.6%
Once	13.3%	7.7%	6.1%	6.2%
Two to three times	33.5%	26.4%	22.4%	24.5%
Four to six times	19.8%	28.5%	25.7%	24.5%
Seven to ten times	7.1%	12.6%	15.3%	16.0%
More than ten times	13.2%	17.4%	21.3%	20.2%
	100.0%	100.0%	100.0%	100.0%

About half (53%) of students indicated that 14 or fewer units was a full load; however the single most common answer was that 15 or more units constituted a full load (32% of respondents). More than half (59%) of students indicated that they were taking just three courses, despite a sizeable portion of these students stating that at least 15 units is a full load. Some additional insight on course taking behavior can be gained by cross tabulating these items, as in Table 3. Students towards the bottom left were taking fewer units than they considered to be a full load while those towards the upper right were taking more. Because it is difficult to map an exact number of units to an exact number of courses (most, but not all, courses are four units) the total number of respondents is reported. Interestingly, a fair number of students who took just

three courses that said 15 or more units was a full load (1,686 or 20% of the total) and very few of those who said that more than 15 units was a full load were taking more than four courses (only 180, or 7% of those saying 15+). This suggests that a fair number of students were not taking as many courses as they consider a full load. It is not clear why this is the case, but at least a sizable minority of students may not require much incentive to take additional courses.

Table 3: Cross-Tabulation of Units in a Full Load by Units Taken

	Took One or Two Course (less than 8 units)	Took Three Course (12 units)	Four Courses (16 units)	Five or More (20+)	Totals
See Full load as:					
12 units	127	1,520	568	53	2,268
13-14 units	76	1,534	609	54	2,273
15 units	31	664	487	55	1,237
More than 15 units	34	1,022	1,514	180	2,750
	268	4,470	3,178	342	8,528

Most Difficult Courses to Take

The survey contained an open-ended item asking students to name up to five courses that they “have found the most difficult in which to enroll.” Ultimately 6,523 students provided a total of 24,385 valid responses. A large number of courses were named by at least a few students (for example, 850 courses were named by at least one student). More significantly, there were 119 courses named by at least 40 students (roughly a small lecture) and 52 classes were named by 100 or more students (roughly a larger lecture).

Due to their length, all lists of courses are in the appendix. Separate lists are provided for all respondents, by college (with courses split out by those in and outside of the respondents’ college), by respondent’s years on campus and for transfers. It is only possible here to draw attention to some of the broad patterns. It is important to note that because of the way the question was worded we cannot be certain when students had trouble registering for a given course and if, or when, they successfully registered for that course. These lists, then, are useful in getting a sense of where students feel they are having trouble and not an exact prescription of how many seats to add.

Among the 30 courses named most frequently by all students, 27 were lower division courses and 18 were offered by departments in CHASS, 10 by departments in CNAS and two by

departments in BCoE. The most commonly named courses satisfy breadth requirements, although in some cases, either with particular courses (like Ethnic Studies 001) or general areas of study (like Spanish), students may be indicating difficulty registering for courses that are the preferred, but not the only, way of satisfying a given requirement. (For example, any lower division Ethnic Studies courses fulfill the general education requirement satisfied by Ethnic Studies 001.) However, where hundreds of students indicated trouble enrolling in courses it may be useful for departments and colleges to revisit how often and in what ways they offer those courses.

Examining the lists for each college, among CHASS students it is not surprising that lower division requirements in some of the largest departments on campus (like Psychology 001, 002, 011 and 012) make the list. That each of these courses is named by well over 100 students, however, suggests there is significant unmet demand for these courses. CHASS majors had relatively little trouble registering for courses in other colleges with the exception of Biology 030. In CNAS, nine of the ten most difficult courses were the Biology 005 sequence, the Chemistry 001 and Chemistry 112 sequence. CNAS students, by and large, indicated they had trouble enrolling in CHASS courses that satisfy general education requirements. In SoBA, it is noteworthy that BUS 105 and BUS 104 were each named by about one in four SoBA respondents. In BCoE, by contrast, even the most commonly named course (CS 010) was named by less than 10% of BCoE students. Outside their college, BCoE students seemed to have trouble enrolling in courses in CNAS (like Biology, Physics and Chemistry) in addition to the CHASS general education courses.

When broken down by years on campus, it is lower division courses satisfying general education requirements that make up the bulk of the lists named by students at each level. This suggests that, particularly, for the most impacted courses, even the priority registration given to students with more accumulated units may not necessarily make it any easier to enroll.

The list of most difficult courses for transfer students is substantially different from any other group. This group indicated significantly fewer problems registering, with even the course in most demand for this group being named by less than 5% of the group. The list is about half upper division courses and there seems to be little unmet demand for the course popularly used to satisfy general education requirements.

	All respondents
Many courses were closed	48.9%
Taking three courses to protect GPA	37.4%
The 16 unit cap	37.2%
Work schedule	29.4%
Concerns about finding a job after college	27.3%

Most Important Reasons for Taking Fewer than Four Courses

The survey asked respondents to indicate- on a scale of “very important” to “not at all important”- the role that a number factors may have played in their decision to take less than four courses the last time they did so. Answers to individual items are summarized in the Appendix (and broken down by class level and college). Here, we focus on the relative frequency with which respondents rated different items as “very important” reasons to take three classes or “not important at all” in that decision. Among all respondents, the items most frequently mentioned as “very important” and “not important at all” are listed in Table 4 and Table 5.

Almost half of all students indicated that the unavailability of courses was a “very important” reason for having recently taken just three courses. The 16-unit cap, another structural factor that would limit the ability of students to take an additional course, was also commonly named as important. A desire to protect one’s GPA was also mentioned frequently. When responses are disaggregated by college, students in CNAS and, to a lesser extent, BCoE indicated that two lab courses was all they could handle was a “very important” reason to take three courses. Among reasons that were “not important at all” taking care not to fail additional classes and availability of more than four years of financial aid were named by a large share of students. CNAS and BCoE, again, differed somewhat in that scheduling classes around work was more commonly seen as “not important at all” compared to respondents in other colleges.

Students in BCoE showed a profile that seemed to be more supportive of taking more courses. For example, 36% of respondents in BCoE indicated that “I considered 12 units a full load” was “not at all important” in taking just three courses, as opposed to about 20% for each of the other colleges. Similarly, 38% and 39% of BCoE students indicated “wanting to enjoy the college experience” and “worry about finding a job after college” were “not at all important” reasons for taking three courses, while figures in other colleges were in the 24-29% range.

Table 5: Most Common Reasons that Were “Not Important At All” in Recently Taking Three Courses

	All respondents
Must be careful not to fail additional classes	42.5%
Availability of more than four years of financial aid	40.8%
Scheduling classes around extra-curriculars	30.9%
Wanting time to enjoy the college experience	30.3%
Being told by an advisor to take three courses	29.7%

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Table 6: Most Common “Very Important” Reasons to Have Recently Taken Three Courses

	Freshman	Soph.	Junior	Senior	Senior +
Many courses were closed	53.1%	58.5%	54.5%	44.5%	36.2%
Taking three courses to protect GPA	29.1%	37.4%	40.7%	38.6%	44.1%
The 16 unit cap	36.7%	43.1%	40.8%	40.7%	31.5%
Work schedule	21.3%	28.3%	31.8%	30.2%	36.9%
Concerns about finding a job after college	22.7%	23.8%	28.0%	31.5%	35.3%
Interesting fourth course	24.1%	28.1%	26.9%	23.0%	23.7%

The three most common “very important” reasons remain the same when respondents are broken down according to how long they have been at UCR. Among students in their first year the inability to find an interesting fourth course was the fifth most common reason. The importance of courses being closed became less important as students have been on campus longer, presumably as more accumulated units mean students register earlier. On the other hand, concerns about protecting one’s GPA and finding a job after college were more common among students who have been at UCR longer.

Being careful not to fail additional classes and more than four years of financial aid were the most common factors that were “not important at all” for all groups. Among students who have been at UCR longer, fewer indicated that work and extra-curriculars were a factor in taking

less than three classes while seniors indicated advisors play less of a role (that is, they more commonly say they are “not important at all”).

Focusing more closely on the role of advisors, the two most common answers for all respondents to this item (at very nearly 30% each) were “somewhat important” and “not important at all.” This bimodal distribution suggests that some students heard that they should take three units from advisors and some did not. By college, the distribution of responses is essentially identical in CNAS and CHASS, where 17-18% indicated it was “very important” and 27% indicated it was “not important at all.” In BCoE and SoBA, somewhat fewer students (12-14%) indicated it was “very important” and somewhat more (34-39%) indicated it was “not important at all.”

Table 7: Most Common Reasons that Were “Not Important At All” in Recently Taking Three Courses

	Freshman	Soph.	Junior	Senior	Senior +
Careful not to fail	44.8%	43.4%	41.6%	40.7%	21.3%
More than four years of financial aid	36.4%	42.1%	44.3%	43.9%	30.5%
Work schedule	34.3%	30.5%	27.6%	24.6%	19.7%
Extra-curriculars	33.2%	30.1%	29.2%	27.7%	26.9%
Enjoy college	26.0%	32.4%	33.7%	27.4%	25.4%
Advised to take three courses	23.6%	31.2%	32.9%	35.4%	26.8%

Taken together, the pattern of responses on these items indicates students- across the campus and at every class level- saw the unavailability of courses and the 16 unit cap as some of the most significant reasons for taking fewer than four courses. The idea that taking four courses is desirable to maintain higher grades was also common, particularly among students who have been on campus longer. Current employment and concerns about future employment were both seen as reasons for taking fewer than four classes for many students. The ability to finance additional years, the demands of extra-curriculars and enjoying the college years were among the least important reasons for taking three courses.

Patterns by Work Status and Student Loan Status

The Graduate Rate Task Force also identified the long hours some students spend in paid employment as a source of course-taking patterns that are not conducive to timely graduation.

Most students (53%) indicated that they did not work during fall 2013, but a substantial minority (23%) worked more than 15 hours. The Graduate Rate Task Force also indicated that it would be desirable for students to explore the possibilities of taking out loans to avoid time working and, thereby, allowing students to focus on their studies. Just over half of student indicated they, or their parents, took out loans to pay for college. Table 8 presents information about course taking behavior and GPA by level of engagement with paid employment and whether or not students have loans. (It is wise to remember that the ability to pay for college without loans is enmeshed with familial wealth, social capital and a number of factors known to impact student's ability to succeed in academic environments).

Those who worked more than 15 hours per week in the fall of 2013 indicated fewer units are preferable to more units, although the differences in actual number of classes enrolled in winter 2013 were not particularly large. The GPA for the group working the most hours is lowest, but the differences across the three groups are small.

As for reasons why students might take just three classes, the importance of work schedule rises towards the top of the list as one moves from students who did not work, to students who worked less than 15 hours to students who worked more than 15 hours. However, it is only among those that worked more than 15 hours that work schedule tops the list (55% of those who work 15 plus hours) followed by closed courses (48% of this group), protecting their GPA (41% of this group) and the 16 unit cap (37% of this group). For those who worked one to 15 hours, closed courses (47% of this group), protecting their GPA (40% of this group) and the 16 unit cap (36% of this group) all ranked higher than work schedules (at 33% of this group).

The differences between students taking loans and not taking loans are very small on all items in Table 8. The lists of "very important" reasons for taking fewer than four courses were very similar for both these groups, although the availability of financial aid was ranked as less important among those without loans.

The survey also asked students how they would respond to information that taking out loans, as opposed to working more hours in paid employment, would improve their chances of graduating with good grades. The largest share of students- 39% - indicated that this was either not an issue for them or that they had no strong opinion. Among those that did have an opinion, almost a quarter indicated that they would still not want to take out loans and another quarter

indicated they would be interested in meeting with a financial counselor. Just 11% indicated this information would make them want to cut back on hours worked.

	Did not work	Worked less than 15 hours	Worked more than 15 hours	Loans	No Loans
Perceived Full Load					
12 units	23.8%	27.7%	35.0%	27.3%	25.8%
13-14 units	26.3%	27.2%	24.3%	27.2%	26.1%
15 units	15.5%	13.6%	13.1%	14.2%	15.1%
15+ units	34.4%	31.6%	27.7%	31.6%	33.1%
Number of classes					
Less than 3	2.6%	3.3%	5.1%	2.9%	3.1%
Three	55.5%	54.4%	57.8%	56.0%	55.3%
Four	38.4%	38.5%	32.6%	36.9%	37.4%
More than four	3.6%	3.9%	4.5%	4.3%	3.8%
Average of self-reported GPA	2.98	3.01	2.93	2.96	2.96

Patterns by GPA

There are some noticeable differences between those who self-reported a GPA under 2.75 and those who self-reported a GPA over 3.25. As is clear in Table 9, those with higher GPAs were more likely to see 15 or more units as a full load and were more likely to be taking four classes. However, note that the 39% of this group indicated that 15-plus units is a full load yet just 6% of this group was taking more than four classes. Fewer in this group reported trouble enrolling in courses. However, for both groups, the unavailability of courses was the most important reason for not taking courses, with protecting GPA and the 16 unit cap, again, being common “very important” reasons to take three courses.

A distinction can be made between taking three classes to protect one’s GPA and doing so to avoid failing classes. The students who saw protecting one’s GPA as an important reason for taking three classes tended to be concentrated near the all UCR average GPA of 2.85. Students who indicated that they must avoid failing classes, by contrast, largely fell towards the lower end of the grade distribution.

Concerns about finding a job after college, which was in the overall top five reasons for not taking a fourth class, was likewise patterned around GPA with this concern being most

important for those in the middle of the grade distribution and lowest for those at the highest end of the grade distribution. It is not clear, however, if those students with the highest GPAs were least concerned about finding a job because they are planning on attending graduate school or because they are more confident in their prospects on the job market.

Table 9: Self-Reported GPA		
	High GPA (over 3.25)	Low GPA (under 2.75)
Perceived Full Load		
12 units	24.9%	28.0%
13-14 units	21.3%	31.9%
15 units	14.4%	14.9%
15+ units	39.4%	25.3%
Number of classes		
Less than 3	2.6%	4.1%
Three	48.3%	64.5%
Four	43.4%	29.1%
More than four	5.8%	2.4%
Trouble Registering		
Never	17.6%	8.0%
Once	13.0%	6.9%
Two to three	28.1%	27.3%
Four to six	19.7%	25.4%
Seven to ten	9.0%	13.7%
More than ten	12.6%	18.6%

Conclusions

Taken together, the findings from the student survey suggest a limited role for an anti-academic student culture in delaying graduation. The demands of extra-curriculars, the availability of financial aid and wanting to enjoy the college years were consistently among the least important reasons for taking just three courses. By contrast, the unavailability of courses and the 16-unit cap were cited as the most common reasons not to take a fourth course. There were many courses where at least 100 students indicated they had trouble registering. A sizable group of students, particularly those at the high end of the grade distribution, were not taking what they considered to be a full load. Perhaps many students think 12 units is “normal” because for registering for more than three courses seems too difficult.

Table 10: Protecting GPA Versus Avoiding Failure as a Reason for Taking Three Courses

	Indicated “protecting GPA” was very important reason for taking three classes	Indicated avoiding failure was very important reason for taking three classes
Under 2.00	4.2%	9.2%
2.00 – 2.50	17.1%	33.4%
2.50 – 2.75	15.8%	21.0%
2.75 – 3.00	20.3%	19.8%
3.00 – 3.25	16.1%	9.5%
3.25 – 3.50	13.4%	4.0%
Over 3.50	13.1%	3.1%

Analysis of the courses students perceived as difficult to enroll in suggest student preferences for particular courses may play at least some role in creating “bottle neck” courses which, in turn, may work against timely graduation. More clearly communicating the various ways to satisfy particular requirements- and thereby diversifying demand- may be one way to address delays in graduation caused by heavily impacted courses. For example, all lower division courses in the Ethnic Studies department fulfill the same general education requirement as Ethnic Studies 001.

While a significant number of students indicated that paid employment was an important reason not to take a fourth course, the number of courses taken in the winter 2014 was not largely based on students’ level of engagement with paid employment. In light of this finding, and the minimal differences between those taking out loans and those not doing so, this may be an area where it is difficult to influence student behavior.

This report, and the survey upon which it is based, are part of a larger effort to increase the four year graduation rate. To that end, one of the recommendations of the Graduation Rate Task Force was a “finish in four” campaign. It is important that the messaging to students, and the larger push to increase timely graduation, is in touch with student perceptions of course availability, which courses are desirable, how many classes they take, and the motivations behind their choices. Many saw the lack of open seats in the classes as a major reason they were taking fewer courses and many were concerned about an increasingly competitive job market. A “finish in four” campaign that addresses these student perceptions is likely to be more effective- and have a larger impact on graduation rates- than one that does not.

Appendix: Report on Graduation Rate Task Force's Survey of Students

Table A1: Demographics of Survey Respondents and All Undergraduates Enrolled in the Third Week

	Survey Respondents	All Undergrads Enrolled in Third Week of Winter 2014
College		
Bourns College of Engineering	13.5%	12.6%
College of Humanities, Arts and Social Sciences	53.4%	56.3%
College of Agriculture and Natural Sciences	25.6%	25.1%
School of Business Administration	7.5%	6.1%
Years on campus		
First year / Freshmen	26.1%	21.1%
Second year / Sophomore	20.7%	21.0%
Third year / Junior	19.7%	25.3%
Fourth or more years / Senior	33.5%	32.6%
Transfer status		
Transfer student	18.0%	16.3%
Not transfer student	82.0%	83.6%
Race/Ethnicity		
Black	4.8%	7.2%
Asian	39.9%	40.5%
Latino	31.2%	34.0%
Native	0.2%	0.4%
Caucasian	15.9%	15.2%
Other	8.0%	3.2%
Gender		
Male	42.1%	48.5%
Female	57.9%	51.5%
First generation		
Neither parent college grad.	50.0%	50.3%
Not first generation	48.2%	49.8%
Don't Know	1.8%	--
Financial background		
Pell Grants	53.6%	58.0% ²
Grade Point Average³		
over 3.50	16.8%	14.0%
3.25-3.50	15.3%	12.2%
3.00-3.25	17.3%	15.2%
2.75-3.00	19.2%	16.9%
2.50-2.75	14.3%	16.5%
2.00-2.50	14.1%	19.9%

² The percent of all students on Pell Grants is an approximation.

³ Note survey participants self-reported their grade point average while the data for all students comes from official university records. The small apparent differences between survey respondents and all students may be due to grade inflation in self reports.

under 2.00

3.0%

5.3%

List 1: All Students (6,523 students provided 24,385 valid responses)

	Frequency	All Respondents
ENGL 001C	1,383	21.2%
ENGL 001B	1,064	16.3%
BIOL 030	854	13.1%
ETST 001	750	11.5%
BIOL 005A	713	10.9%
CHEM 001A	472	7.2%
HIST 010	470	7.2%
PSYC 001	465	7.1%
PSYC 002	434	6.7%
DNCE 005	430	6.6%
SPAN 001	414	6.4%
SPAN 002	371	5.7%
ENGL 001A	348	5.3%
CHEM 001B	343	5.3%
PSYC 011	303	4.7%
PSYC 012	270	4.1%
BIOL 003	265	4.1%
BIOL 005B	253	3.9%
CHEM 112B	251	3.9%
SOC 001	236	3.6%
SOC 004	234	3.6%
HIST 020	231	3.5%
CS 008	228	3.5%
BIOL 002	218	3.3%
CHEM 112A	218	3.3%
STAT 100A	209	3.2%
CS 010	200	3.1%
ECON 002	193	3.0%
ART 001	190	2.9%
SOC 005	181	2.8%

List 2: BCoE (833 students provided 1,764 valid responses)

Classes WITHIN BCoE			Classes OUTSIDE BCoE		
	Frequency	BCoE students		Frequency	BCoE students
CS 010	76	9.1%	ENGL 001B	121	14.5%
CS 061	56	6.7%	BIOL 005A	97	11.6%
ENGR 180W	48	5.8%	ENGL 001C	65	7.8%
EE 001A	37	4.4%	PHYS 040A	47	5.6%
CS 153	31	3.7%	CHEM 001A	46	5.5%
CS 141	22	2.6%	ENGL 001A	36	4.3%
CS 141	22	2.6%	CHEM 112A	32	3.8%
CS 166	19	2.3%	HIST 010	28	3.4%
CS 012	18	2.2%	CHEM 112B	27	3.2%
CS 100	18	2.2%	CHEM 001B	26	3.1%
EE 120A	18	2.2%	ETST 131	24	2.9%
EE 120B	15	1.8%	PHYS 040B	24	2.9%
CS 014	14	1.7%	STAT 100A	23	2.8%
CS 111	14	1.7%	BIOL 003	19	2.3%
EE 020	12	1.4%	MATH 009B	19	2.3%
ME 010	11	1.3%	BIOL 002	18	2.2%
CEE 010	10	1.2%	PSYC 001	18	2.2%
CS 011	10	1.2%	PSYC 002	18	2.2%
CS 013	10	1.2%	CHEM 001C	17	2.0%
ME 002	10	1.2%	ETST 001	17	2.0%

List 3: CHASS (3,482 students provided 9,393 valid responses)

Classes WITHIN CHASS			Classes OUTSIDE CHASS		
	Frequency	CHASS students		Frequency	CHASS students
ENGL 001C	532	15.3%	BIOL 030	530	15.2%
ENGL 001B	378	10.9%	BIOL 005A	166	4.8%
ETST 001	365	10.5%	CS 008	149	4.3%
SPAN 001	242	7.0%	BIOL 002	109	3.1%
DNCE 005	231	6.6%	BIOL 003	104	3.0%
PSYC 001	214	6.2%	CHEM 001A	75	2.2%
HIST 010	207	5.9%	ENTM 010	67	1.9%
PSYC 011	181	5.2%	CHEM 001B	37	1.1%
PSYC 002	165	4.7%	BIOL 005B	35	1.0%
SPAN 002	157	4.5%	MCS 005	35	1.0%
SOC 004	154	4.4%	MATH 004	34	1.0%
SOC 001	138	4.0%	BCH 010	32	0.9%
PSYC 012	134	3.9%	MCS 001	31	0.9%
ENGL 001A	128	3.7%	BIOL 010	30	0.9%
ART 001	113	3.3%	CHEM 001C	29	0.8%
HIST 020	111	3.2%	MATH 009B	28	0.8%
SPAN 003	110	3.2%	MCS 010	28	0.8%
ART 002	98	2.8%	CS 010	25	0.7%
PSYC 110	94	2.7%	MATH 009A	24	0.7%
SOC 005	94	2.7%	CHEM 112A	19	0.6%

List 4: CNAS (1,708 students provided 4,583 valid responses)

Classes WITHIN CNAS			Classes OUTSIDE CNAS		
	Frequency	CNAS students		Frequency	CNAS students
BIOL 005A	250	14.6%	ENGL 001C	331	19.4%
CHEM 001A	146	8.6%	ENGL 001B	222	13.0%
CHEM 001B	136	8.0%	ETST 001	126	7.4%
CHEM 112B	108	6.3%	PSYC 001	85	5.0%
STAT 100A	108	6.3%	PSYC 002	84	4.9%
CHEM 112A	103	6.0%	ENGL 001A	75	4.4%
CHEM 001C	102	6.0%	DNCE 005	71	4.2%
BIOL 005B	89	5.2%	CS 010	54	3.2%
CHEM 112C	84	4.9%	HIST 020	53	3.1%
BIOL 005C	79	4.6%	MUS 001	34	2.0%
CBNS 106	76	4.5%	ART 001	33	1.9%
CBNS 101	72	4.2%	ECON 002	27	1.6%
BIOL 121	68	4.0%	ETST 005	25	1.5%
BIOL 161A	65	3.8%	HIST 015	23	1.4%
MATH 009B	46	2.7%	SOC 001	22	1.3%
BIOL 102	43	2.5%	ECON 003	19	1.1%
CBNS 120	43	2.5%	ART 002	18	1.1%
CBNS 120L	42	2.5%	SPAN 001	18	1.1%
BIOL 107A	38	2.2%	ANTH 001	17	1.0%
BIOL 121L	38	2.2%	MUS 001	34	2.0%

List 5: SoBA (464 students provided 1,502 valid responses)

Classes WITHIN SoBA			Classes OUTSIDE SoBA		
	Frequency	SoBA students		Frequency	SoBA students
BUS 105	120	25.9%	ENGL 001C	61	13.2%
BUS 104	108	23.3%	BIOL 030	46	9.9%
BUS 107	85	18.3%	ETST 001	39	8.4%
BUS 109	49	10.6%	SPAN 002	29	6.3%
BUS 112	42	9.1%	SPAN 001	26	5.6%
BUS 106	37	8.0%	DNCE 005	25	5.4%
BUS 102	35	7.5%	HIST 010	16	3.5%
BUS 117	35	7.5%	ECON 103	14	3.0%
BUS 100W	31	6.7%	SPAN 003	14	3.0%
BUS 108	30	6.5%	ART 001	13	2.8%
BUS 165A	27	5.8%	ENGL 001B	13	2.8%
BUS 100	24	5.2%	CS 008	11	2.4%
BUS 165B	21	4.5%	PSYC 001	10	2.2%
BUS 010	20	4.3%	PSYC 002	10	2.2%
BUS 103	20	4.3%	ECON 002	9	1.9%
BUS 166	18	3.9%	ENTM 010	9	1.9%
BUS 168A	18	3.9%	ENGL 001A	7	1.5%
BUS 101	17	3.7%	MUS 001	7	1.5%
BUS 174	17	3.7%	ART 003	6	1.3%
BUS 118	15	3.2%	ECON 102	5	1.1%

List 6: All First Year Students (1,452 students provided 3,714 valid responses)

	Frequenc y	First year students
ENGL 001B	430	29.6%
HIST 010	171	11.8%
PSYC 001	157	10.8%
BIOL 005A	149	10.3%
ENGL 001A	127	8.8%
PSYC 002	123	8.5%
ENGL 001C	119	8.2%
CS 008	116	8.0%
HIST 020	98	6.8%
ETST 001	94	6.5%
CHEM 001A	87	6.0%
CHEM 001B	84	5.8%
SOC 001	81	5.6%
ECON 002	74	5.1%
ECON 003	61	4.2%
DNCE 005	60	4.1%
HIST 015	59	4.1%
MATH 009B	57	3.9%
BIOL 030	50	3.4%
ANTH 001	39	2.7%
CS 010	39	2.7%
CHEM 001C	37	2.6%
SOC 004	31	2.1%
MUS 001	29	2.0%
ART 002	26	1.8%
MATH 009A	26	1.8%

List 7: All Second Year Students (1,243 students provided 3,526 valid responses)

	Frequency	Second year students
ETST 001	234	18.8%
BIOL 030	167	13.4%
ENGL 001C	157	12.6%
ENGL 001B	130	10.5%
BIOL 005A	114	9.2%
DNCE 005	96	7.7%
PSYC 001	70	5.6%
PSYC 002	70	5.6%
HIST 010	68	5.5%
STAT 100A	67	5.4%
CHEM 001A	63	5.1%
CHEM 112B	63	5.1%
SOC 004	62	5.0%
CHEM 001B	54	4.3%
CHEM 112A	51	4.1%
CS 010	46	3.7%
ENTM 010	46	3.7%
PSYC 011	46	3.7%
ECON 103	44	3.5%
MUS 001	44	3.5%
CHEM 001C	42	3.4%
CHEM 112C	41	3.3%
SPAN 001	41	3.3%
ENGL 001A	37	3.0%
ART 001	32	2.6%
BIOL 002	32	2.6%

List 8: All Third Year Students (1,152 students provided 3,316 valid answers)

	Frequency	% of Third year students
ENGL 001C	203	17.6%
BIOL 030	156	13.5%
ETST 001	124	10.8%
SPAN 001	88	7.6%
BIOL 005A	69	6.0%
ENGL 001B	62	5.4%
DNCE 005	58	5.0%
SPAN 002	57	5.0%
BIOL 002	49	4.3%
CBNS 101	48	4.2%
CHEM 001A	48	4.2%
PSYC 011	48	4.2%
BUS 105	42	3.7%
SPAN 003	40	3.5%
BIOL 121	39	3.4%
BIOL 003	38	3.3%
PSYC 001	38	3.3%
ART 001	37	3.2%
PSYC 012	37	3.2%
HIST 010	34	3.0%
BUS 107	33	2.9%
PSYC 002	33	2.9%
CS 010	32	2.8%
CBNS 106	29	2.5%
CHEM 112B	29	2.5%
ART 002	28	2.4%

List 9: All Fourth Year Students (1,402 students provided 3,931 valid answers)

	Frequency	% of Fourth year students
ENGL 001C	383	27.3%
BIOL 030	168	12.0%
BIOL 005A	130	9.3%
SPAN 001	100	7.1%
DNCE 005	88	6.3%
SPAN 002	85	6.1%
ENGL 001B	80	5.7%
ETST 001	65	4.6%
SPAN 003	56	4.0%
PSYC 012	55	3.9%
PSYC 011	54	3.9%
CHEM 001A	53	3.8%
ART 001	47	3.4%
BIOL 002	46	3.3%
CHEM 112A	46	3.3%
BIOL 005B	44	3.1%
BIOL 161A	44	3.1%
BIOL 003	42	3.0%
CHEM 001C	41	2.9%
PSYC 002	38	2.7%
SOC 001	38	2.7%
SPAN 004	38	2.7%
HIST 010	37	2.6%
BIOL 005C	36	2.6%
PSYC 110	34	2.4%
ART 002	33	2.4%

List 10: All Fifth and Sixth Year Students (439 students provided 1,249 valid answers)

	Frequency	% of Fifth and Sixth year students
ENGL 001C	119	27.1%
BIOL 030	56	12.8%
BIOL 005A	43	9.8%
ENGL 001B	39	8.9%
ENGL 001A	29	6.6%
SPAN 002	22	5.0%
PSYC 001	21	4.8%
DNCE 005	20	4.6%
CHEM 112A	18	4.1%
ART 001	17	3.9%
CHEM 001A	17	3.9%
HIST 010	17	3.9%
PSYC 011	17	3.9%
PSYC 012	17	3.9%
SPAN 001	17	3.9%
BIOL 005B	16	3.6%
CHEM 112B	14	3.2%
BIOL 002	13	3.0%
BIOL 005C	12	2.7%
HIST 020	12	2.7%
PSYC 002	12	2.7%
ART 003	11	2.5%
BIOL 003	11	2.5%
BUS 020	10	2.3%
CHEM 112C	10	2.3%
ETST 001	10	2.3%

List 11: All Transfer Students (813 students provided 1,603 valid answers)

	Frequency	% of Transfers
PSYC 110	31	3.8%
BUS 104	29	3.6%
BUS 105	29	3.6%
STAT 100A	24	3.0%
SOC 004	23	2.8%
HIST 010	22	2.7%
PSYC 011	20	2.5%
SPAN 001	19	2.3%
BIOL 005A	18	2.2%
BUS 112	18	2.2%
BUS 107	17	2.1%
CBNS 106	17	2.1%
SOC 005	17	2.1%
CHEM 112A	16	2.0%
ETST 001	15	1.9%
POSC 168	15	1.9%
BUS 117	14	1.7%
ENGL 001C	14	1.7%
BIOL 030	13	1.6%
BUS 165A	13	1.6%
SOC 151	13	1.6%
BIOL 005C	12	1.5%
PSYC 012	12	1.5%
BIOL 102	11	1.4%
ECON 119	11	1.4%
HIST 015	11	1.4%

Item 1: During your time at UCR. How many times, have you tried to enroll in a course but found that no more places were available in the course?

	All Respondents	BCoE	CHASS	CNAS	SoBA
Never	11.9%	16.7%	9.2%	15.6%	10.2%
Once	9.6%	15.5%	7.0%	13.0%	7.1%
Two to three times	27.3%	33.7%	24.8%	30.6%	23.4%
Four to six times	23.0%	19.2%	24.6%	21.2%	24.0%
Seven to ten times	11.8%	6.7%	14.0%	9.0%	15.2%
More than ten times	16.3%	8.2%	20.4%	10.6%	20.1%
Total	8554	1141	4533	2174	637

Item 1: During your time at UCR. How many times, have you tried to enroll in a course but found that no more places were available in the course?

	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Never	13.3%	7.6%	9.3%	9.0%	7.6%	24.2%
Once	13.3%	7.6%	6.1%	6.3%	5.8%	17.4%
Two to three times	33.5%	26.4%	22.4%	24.8%	23.6%	30.3%
Four to six times	19.8%	28.5%	25.7%	24.9%	23.4%	15.0%
Seven to ten times	7.1%	12.6%	15.3%	15.8%	16.8%	6.3%
More than ten times	13.1%	17.4%	21.3%	19.4%	22.8%	6.9%
Total	1887	1495	1426	1818	602	1274

Item 3: During the current term, Winter 2014, how many classes are you taking?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Less than three	3.1%	3.2%	3.1%	3.3%	2.2%
Three	55.6%	46.3%	54.1%	66.3%	47.3%
Four	37.2%	47.0%	38.5%	27.1%	45.7%
More than four	4.0%	3.5%	4.4%	3.3%	4.8%
Total	8545	1144	4536	2172	632

Item 3: During the current term, Winter 2014, how many classes are you taking?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Less than three	1.3%	1.1%	1.8%	2.9%	13.0%	5.4%
Three	56.7%	59.5%	54.5%	51.8%	54.3%	56.9%
Four	38.9%	36.0%	39.9%	40.4%	28.0%	33.0%
More than four	3.1%	3.4%	3.7%	5.0%	4.7%	4.7%
Total	1884	1497	1425	1820	600	1277

Item 4: Which is more important to you: the number of classes you take or the number of units you take each term?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Number of classes	34.6%	43.7%	31.1%	32.9%	49.1%
Number of units	51.6%	37.2%	56.3%	52.7%	40.0%
Don't know/No opinion	13.8%	19.1%	12.6%	14.3%	10.9%
Total	8539	1142	4535	2169	633

Item 4: Which is more important to you: the number of classes you take or the number of units you take each term?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Number of classes	25.3%	36.1%	39.9%	38.8%	38.6%	32.6%
Number of units	60.5%	50.4%	45.0%	47.6%	48.9%	54.5%
Don't know/No opinion	14.2%	13.5%	15.1%	13.6%	12.4%	13.0%
Total	1884	1494	1421	1821	603	1274

Item 5: How many units do you consider to be a full course load?						
	All Respondents	BCoE	CHASS	CNAS	SoBA	
12	26.6%	19.7%	26.1%	29.1%	34.1%	
13-14	26.6%	22.5%	27.4%	29.3%	19.3%	
15	14.5%	15.7%	14.0%	15.6%	12.0%	
More than 15	32.2%	42.2%	32.5%	26.1%	34.6%	
Total	8543	1143	4532	2175	636	

Item 5: How many units do you consider to be a full course load?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
12	13.0%	16.0%	26.8%	29.7%	38.9%	49.0%
13-14	27.9%	29.9%	25.2%	25.3%	27.4%	24.3%
15	20.0%	15.7%	14.0%	12.2%	11.3%	10.5%
More than 15	39.2%	38.5%	34.1%	32.8%	22.4%	16.2%
Total	1884	1493	1424	1821	602	1276

Item 6: I took 3 courses in order to protect my GPA.						
	All Respondents	BCoE	CHASS	CNAS	SoBA	
Very important	37.4%	30.8%	37.1%	41.8%	36.0%	
Somewhat important	35.0%	31.2%	35.9%	35.8%	33.3%	
Not very important	16.1%	19.4%	16.4%	13.4%	16.7%	
Not at all important	11.5%	18.5%	10.7%	9.0%	14.0%	
Total	8453	1117	4506	2159	630	

Item 6: I took 3 courses in order to protect my GPA.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	29.1%	37.4%	40.7%	38.6%	44.1%	40.8%
Somewhat important	40.3%	34.5%	33.7%	34.6%	33.1%	31.1%
Not very important	18.6%	16.9%	14.2%	15.1%	16.0%	14.7%
Not at all important	11.9%	11.3%	11.4%	11.6%	6.8%	13.3%
Total	1860	1485	1414	1813	599	1262

Item 7: I considered 12 units a full load and that means I only need to take 3 courses per term.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	15.8%	9.9%	16.0%	18.3%	17.0%
Somewhat important	32.7%	23.3%	33.3%	35.8%	33.9%
Not very important	29.9%	30.6%	31.1%	27.8%	27.1%
Not at all important	21.6%	36.3%	19.7%	18.2%	22.0%
Total	8428	1118	4488	2154	628

Item 7: I considered 12 units a full load and that means I only need to take 3 courses per term.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	9.9%	12.4%	15.7%	16.6%	22.5%	24.6%
Somewhat important	31.6%	30.3%	32.3%	33.2%	35.7%	35.3%
Not very important	35.9%	31.1%	30.1%	28.4%	27.8%	22.4%
Not at all important	22.6%	26.3%	21.9%	21.8%	14.0%	17.7%
Total	1856	1481	1408	1812	600	1254

Item 8: My advisor told me to take 3 courses if I feel that I cannot handle more.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	16.8%	12.0%	18.3%	17.2%	14.0%
Somewhat important	30.0%	25.7%	30.4%	31.9%	27.8%
Not very important	23.5%	22.7%	23.5%	23.9%	23.6%
Not at all important	29.7%	39.6%	27.8%	27.0%	34.6%
Total	8408	1115	4475	2151	627

Item 8: My advisor told me to take 3 courses if I feel that I cannot handle more.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	17.6%	15.1%	15.7%	13.4%	19.5%	22.5%
Somewhat important	34.9%	30.4%	26.9%	26.0%	29.5%	31.5%
Not very important	23.9%	23.3%	24.5%	25.3%	24.2%	19.3%
Not at all important	23.6%	31.2%	32.9%	35.4%	26.8%	26.7%
Total	1850	1475	1405	1805	600	1256

Item 9: I could not find a fourth class I was interested in taking.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	24.6%	18.0%	29.1%	17.9%	27.6%
Somewhat important	31.4%	29.3%	31.5%	33.0%	29.4%
Not very important	21.9%	20.5%	20.6%	25.7%	20.4%
Not at all important	22.1%	32.2%	18.8%	23.5%	22.7%
Total	8397	1114	4469	2148	627

Item 9: I could not find a fourth class I was interested in taking.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	24.1%	28.1%	26.9%	23.0%	23.7%	21.9%
Somewhat important	33.8%	32.6%	31.2%	32.4%	31.2%	25.7%
Not very important	22.6%	18.5%	21.5%	21.7%	24.3%	24.1%
Not at all important	19.5%	20.8%	20.4%	23.0%	20.8%	28.2%
Total	1849	1478	1404	1799	600	1251

Item 10: The 16-unit cap prevented me from enrolling in four courses that term.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	37.2%	33.6%	40.0%	35.2%	30.5%
Somewhat important	24.4%	23.3%	23.9%	26.0%	24.8%
Not very important	19.0%	18.2%	18.5%	19.7%	22.4%
Not at all important	19.4%	24.9%	17.6%	19.1%	22.3%
Total	8388	1116	4466	2148	620

Item 10: The 16-unit cap prevented me from enrolling in four courses that term.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	36.7%	43.1%	40.8%	40.7%	31.5%	24.6%
Somewhat important	26.5%	25.2%	25.5%	26.2%	24.3%	16.6%
Not very important	20.6%	15.6%	18.4%	17.1%	21.8%	23.1%
Not at all important	16.2%	16.1%	15.3%	16.0%	22.3%	35.8%
Total	1848	1480	1401	1798	596	1250

Item 11: Many courses were closed by the time I could sign up for a fourth course.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	48.9%	37.0%	55.1%	41.8%	50.7%
Somewhat important	23.8%	24.8%	22.8%	25.4%	24.1%
Not very important	13.3%	16.4%	11.0%	16.9%	12.6%
Not at all important	14.0%	21.8%	11.2%	15.9%	12.6%
Total	8419	1119	4484	2151	627

Item 11: Many courses were closed by the time I could sign up for a fourth course.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	53.1%	58.5%	54.5%	44.4%	36.2%	38.1%
Somewhat important	24.4%	21.8%	23.2%	26.2%	26.2%	21.4%
Not very important	11.9%	9.6%	10.7%	14.5%	20.4%	17.8%
Not at all important	10.7%	10.2%	11.6%	14.9%	17.2%	22.7%
Total	1855	1483	1406	1808	599	1256

Item 12: I had to fit courses into my work schedule, and I could not find courses at the times I was free.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	29.4%	20.9%	33.5%	25.7%	27.9%
Somewhat important	23.6%	18.3%	24.3%	23.8%	28.0%
Not very important	18.5%	19.3%	17.8%	19.2%	20.4%
Not at all important	28.4%	41.4%	24.5%	31.2%	23.7%
Total	8421	1118	4485	2157	624

Item 12: I had to fit courses into my work schedule, and I could not find courses at the times I was free.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	21.3%	28.3%	31.8%	30.2%	36.9%	35.5%
Somewhat important	21.9%	22.6%	23.5%	27.0%	25.4%	21.6%
Not very important	22.5%	18.5%	17.1%	18.2%	18.0%	15.1%
Not at all important	34.3%	30.5%	27.6%	24.6%	19.7%	27.8%
Total	1855	1484	1408	1806	599	1255

Item 13: I had to fit courses into my extra-curricular activities schedule, and I could not find courses at the time I was free.

	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	18.6%	11.4%	21.1%	18.0%	15.5%
Somewhat important	24.5%	21.6%	23.4%	26.7%	29.4%
Not very important	26.0%	24.0%	26.0%	26.7%	27.8%
Not at all important	30.9%	43.0%	29.5%	28.6%	27.3%
Total	8400	1114	4474	2150	626

Item 13: I had to fit courses into my extra-curricular activities schedule, and I could not find courses at the time I was free.

	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	14.5%	20.2%	19.7%	20.2%	19.7%	19.1%
Somewhat important	24.5%	24.5%	27.1%	25.6%	24.8%	19.5%
Not very important	27.8%	25.2%	24.0%	26.2%	28.6%	24.9%
Not at all important	33.2%	30.1%	29.2%	28.0%	26.9%	36.6%
Total	1851	1474	1406	1804	598	1253

Item 14: I am a science student, and two lab courses are all that I can handle.

	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	16.1%	19.0%	6.3%	38.4%	4.0%
Somewhat important	17.7%	27.1%	10.2%	31.5%	7.3%
Not very important	15.8%	23.4%	14.3%	16.1%	12.1%
Not at all important	50.4%	30.6%	69.3%	14.0%	76.7%
Total	8400	1119	4466	2157	621

Item 14: I am a science student, and two lab courses are all that I can handle.

	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	16.8%	17.2%	16.2%	16.3%	18.5%	12.3%
Somewhat important	19.4%	19.2%	16.8%	17.8%	19.2%	13.5%
Not very important	18.3%	17.2%	14.3%	14.4%	17.0%	13.7%
Not at all important	45.5%	46.3%	52.7%	51.4%	45.3%	60.5%
Total	1855	1481	1407	1800	594	1249

Item 15: My financial aid will last for more than four years.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	21.2%	17.3%	23.6%	19.6%	16.7%
Somewhat important	19.0%	17.7%	19.2%	20.0%	16.7%
Not very important	18.9%	20.1%	18.0%	21.3%	15.1%
Not at all important	40.8%	44.9%	39.2%	39.1%	51.6%
Total	8398	1113	4473	2151	624

Item 15: My financial aid will last for more than four years.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	21.6%	19.4%	20.0%	18.7%	29.3%	24.1%
Somewhat important	20.3%	19.2%	18.8%	18.4%	21.4%	17.1%
Not very important	21.6%	19.4%	16.9%	19.0%	18.7%	16.6%
Not at all important	36.4%	42.1%	44.3%	43.9%	30.5%	42.3%
Total	1853	1478	1411	1802	593	1247

Item 16: I wanted to leave time to enjoy the college experience.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	14.9%	11.9%	15.4%	15.3%	15.2%
Somewhat important	28.4%	23.0%	29.2%	28.9%	29.8%
Not very important	26.4%	26.9%	26.0%	26.9%	26.8%
Not at all important	30.3%	38.2%	29.3%	28.9%	28.2%
Total	8389	1112	4463	2150	627

Item 17: I was worried I would not be able to find a job after I finished college.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	27.3%	18.2%	30.7%	24.1%	29.6%
Somewhat important	23.3%	20.8%	23.5%	23.3%	26.3%
Not very important	20.3%	22.5%	18.3%	23.5%	19.5%
Not at all important	29.2%	38.5%	27.5%	29.1%	24.6%
Total	8385	1116	4467	2145	621

Item 17: I was worried I would not be able to find a job after I finished college.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	22.7%	23.8%	28.0%	31.5%	35.3%	27.7%
Somewhat important	25.9%	23.8%	22.3%	22.8%	26.1%	19.2%
Not very important	22.9%	19.7%	20.0%	19.6%	17.4%	19.7%
Not at all important	28.6%	32.7%	29.7%	20.1%	21.2%	33.4%
Total	1849	1479	1398	1796	598	1251

Item 18: I have failed some classes, and I have to be very careful not to fail any more classes, so I took fewer units.					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Very important	18.8%	16.8%	20.3%	19.4%	9.2%
Somewhat important	20.7%	21.4%	20.4%	21.5%	17.6%
Not very important	18.0%	17.0%	18.8%	16.74.5%	19.7%
Not at all important	42.5%	44.8%	40.5%	42.3%	53.6%
Total	8391	1115	4474	2145	621

Item 18: I have failed some classes, and I have to be very careful not to fail any more classes, so I took fewer units.						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Very important	13.9%	19.7%	21.8%	18.9%	30.5%	15.8%
Somewhat important	19.5%	19.6%	20.9%	22.6%	30.0%	16.2%
Not very important	21.9%	17.4%	15.8%	17.8%	18.2%	16.2%
Not at all important	44.8%	43.4%	41.6%	40.7%	21.3%	51.9%
Total	1849	1481	1403	1802	593	1250

Item 19: How many hours a week did you work for pay during fall term 2013?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
None	53.4%	62.1%	49.2%	60.7%	42.7%
Fewer than 10	9.2%	9.9%	8.7%	9.5%	10.4%
10-15	14.6%	14.0%	15.0%	13.4%	16.9%
16-19	8.5%	5.4%	9.7%	6.9%	10.7%
20-25	7.5%	4.2%	8.6%	5.9%	10.2%
More than 25	7.0%	4.4%	8.8%	3.6%	9.1%
Total	8523	1141	4533	2174	635

Item 19: How many hours a week did you work for pay during fall term 2013?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
None	78.5%	57.3%	45.7%	41.2%	34.4%	46.4%
Fewer than 10	6.5%	9.5%	10.7%	9.4%	12.6%	9.0%
10-15	7.5%	15.8%	19.3%	18.5%	16.5%	12.1%
16-19	2.7%	7.4%	9.7%	12.8%	13.5%	8.3%
20-25	2.6%	5.6%	7.6%	9.5%	10.6%	12.6%
More than 25	2.3%	4.3%	7.2%	8.6%	12.5%	11.6%
Total	1882	1497	1426	1818	602	1275

Item 20: Do you or your parents take out loans to help finance your education?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Yes	53.7%	51.7%	56.1%	50.9%	49.1%
No	40.4%	42.1%	38.3%	42.7%	44.2%
Don't Know	6.0%	6.2%	5.6%	6.3%	6.8%
Total	8521	1142	4534	2175	634

Item 20: Do you or your parents take out loans to help finance your education?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Yes	51.9%	52.1%	53.4%	57.2%	35.3%	51.1%
No	39.4%	41.7%	42.3%	38.6%	58.8%	42.9%
Don't Know	8.7%	6.2%	4.4%	4.2%	5.8%	6.0%
Total	1822	1499	1424	1821	600	1275

Item 21: If you saw information showing that taking out loans would greatly improve your chances of graduating with good grades when compared to working long hours in paid employment, what would your reaction be?

	All Respondents	BCoE	CHASS	CNAS	SoBA
I still would not want to take out loans.	26.5%	22.2%	28.8%	24.3%	25.8%
I would be interested in meeting with a financial counselor.	25.2%	21.8%	26.2%	25.4%	23.6%
I would want to cut back my hours of paid work and take out loans.	11.2%	10.7%	11.3%	11.3%	11.5%
This is not an issue for me.	20.2%	26.9%	17.4%	21.6%	23.3%
Don't know/No opinion	16.9%	18.4%	16.3%	17.5%	15.8%
Total	8495	1137	4520	2169	635

Item 21: If you saw information showing that taking out loans would greatly improve your chances of graduating with good grades when compared to working long hours in paid employment, what would your reaction be?

	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
I still would not want to take out loans.	23.4%	27.4%	29.9%	27.4%	25.3%	25.6%
I would be interested in meeting with a financial counselor.	31.9%	24.9%	23.2%	22.7%	23.0%	22.4%
I would want to cut back my hours of paid work and take out loans.	7.9%	9.2%	10.0%	13.5%	15.4%	14.5%
This is not an issue for me.	17.7%	20.6%	20.7%	21.3%	18.3%	22.1%
Don't know/No opinion	19.1%	17.9%	16.2%	15.2%	18.0%	15.4%
Total	1873	1492	1424	1818	596	1272

Item 22: In which UCR College are you enrolled?

	All Respondents
Bourns College of Engineering	13.5%
College of Humanities, Arts, & Social Sciences (including Pre-Business)	53.4%
college of Natural & Agricultural Sciences	25.6%
School of Business Administration	7.5%
Total	8503

Item 22: In which UCR College are you enrolled?

	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Bourns College of Engineering	15.7%	13.8%	12.8%	12.8%	17.3%	9.4%
College of Humanities, Arts, & Social Sciences (including Pre-Business)	52.7%	55.6%	50.8%	50.0%	56.5%	58.8%
college of Natural & Agricultural Sciences	31.1%	28.3%	25.2%	25.8%	20.0%	17.4%
School of Business Administration	0.5%	2.3%	11.3%	11.5%	6.2%	14.5%
Total	1,881	1,497	1,422	1,817	595	1,273

Item 23: What is your current UCR GPA?

	All Respondents	BCoE	CHASS	CNAS	SoBA
Under 2.00	3.0%	2.4%	3.8%	2.6%	0.3%
2.00-2.50	14.1%	12.5%	16.8%	12.6%	3.3%
2.50-2.75	14.3%	14.1%	15.5%	13.6%	7.7%
2.75-3.00	19.2%	18.8%	18.3%	20.0%	24.0%
3.00-3.25	17.3%	16.3%	16.0%	17.4%	27.9%
3.25-3.50	15.3%	15.4%	14.7%	14.5%	21.4%
Over 3.50	16.8%	20.5%	14.9%	19.4%	15.4%
Total	8535	1142	4543	2175	637

Item 23: What is your current UCR GPA?

	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Under 2.00	8.0%	2.2%	1.0%	0.4%	1.5%	3.1%
2.00-2.50	14.3%	16.6%	13.3%	11.5%	22.4%	11.7%
2.50-2.75	11.7%	15.3%	15.7%	15.6%	23.6%	8.8%
2.75-3.00	13.6%	18.1%	21.6%	24.4%	24.7%	16.6%
3.00-3.25	15.1%	19.0%	19.0%	19.0%	13.6%	16.1%
3.25-3.50	15.9%	15.1%	15.2%	16.2%	7.8%	17.0%
Over 3.50	21.4%	13.7%	14.2%	12.8%	6.5%	26.7%
Total	1885	1499	1427	1823	603	1279

Item 24: What is your gender?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Male	42.1%	76.8%	30.6%	44.9%	52.0%
Female	57.9%	2.2%	69.5%	55.1%	48.0%
Total	8488	1141	4517	2163	631

Item 25: Which of the following best describes your racial-ethnic identity?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
African/African American	4.8%	3.4%	5.6%	4.0%	4.3%
Asian/Asian American/Pacific Islander	39.9%	45.5%	32.9%	48.2%	52.4%
Hispanic/Latino	31.2%	23.6%	37.9%	24.1%	21.7%
Native American	0.2%	0.6%	0.1%	0.1%	0.0%
White/European American/Caucasian	15.9%	19.5%	14.6%	17.1%	14.6%
Multi-racial	8.0%	7.3%	8.9%	6.6%	7.1%
Total	8493	1134	4521	2170	632

Item 25: Which of the following best describes your racial-ethnic identity?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
African/African American	3.5%	4.6%	5.0%	6.0%	6.2%	4.2%
Asian/Asian American/Pacific Islander	45.6%	39.9%	40.4%	43.3%	39.3%	26.6%
Hispanic/Latino	31.4%	33.6%	32.8%	29.3%	31.8%	29.0%
Native American	0.3%	0.1%	0.1%	0.1%	0.0%	0.4%
White/European American/Caucasian	11.7%	14.1%	14.7%	14.8%	13.6%	27.7%
Multi-racial	7.5%	7.7%	7.0%	6.5%	9.2%	12.1%
Total	1882	1495	1414	1819	598	1269

Item 26: Are you a first-generation college student (i.e. neither of your parents attended college)?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Yes	50.0%	38.2%	55.7%	45.4%	46.9%
No	48.2%	60.0%	42.3%	52.9%	51.6%
Don't Know	1.8%	1.8%	1.9%	1.7%	1.6%
Total	8513	1141	4531	2171	636

Item 26: Are you a first-generation college student (i.e. neither of your parents attended college)?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Yes	47.5%	47.0%	51.6%	49.5%	51.9%	55.2%
No	50.2%	51.1%	46.7%	48.8%	46.6%	43.3%
Don't Know	2.3%	1.9%	1.7%	1.7%	1.5%	1.5%
Total	1885	1492	1423	1818	601	1277

Item 27: Do you receive Pell Grants?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Yes	53.6%	46.4%	58.4%	48.2%	50.8%
No	35.9%	42.3%	30.8%	42.0%	40.2%
Don't know	10.6%	11.4%	10.8%	9.8%	9.1%
Total	8490	1136	4519	2170	630

Item 27: Do you receive Pell Grants?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Yes	47.7%	51.8%	54.7%	54.7%	57.3%	59.6%
No	37.5%	37.8%	36.4%	36.9%	33.5%	30.3%
Don't know	14.8%	10.4%	8.9%	8.3%	9.2%	10.1%
Total	1877	1491	1414	1814	600	1278

Item 28: Did you start college at an institution other than UCR?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
Yes	18.0%	14.4%	19.6%	12.5%	31.2%
No	82.0%	85.6%	80.4%	87.5%	68.8%
Total	8491	1136	4516	2168	635

Item 28: Did you start college at an institution other than UCR?						
	Freshman	Sophomore	Junior	Senior	Senior +	Transfer
Yes	3.3%	4.8%	4.2%	3.0%	3.5%	97.7%
No	96.7%	95.2%	95.8%	97.0%	96.5%	2.4%
Total	1873	1491	1418	1813	602	1278

Item 29: If you entered UCR as a freshman, regardless of your units, how many years have you been on campus?					
	All Respondents	BCoE	CHASS	CNAS	SoBA
One	22.2%	25.9%	21.8%	26.9%	1.6%
Two	17.6%	18.2%	18.3%	19.5%	5.5%
Three	16.8%	16.0%	15.9%	16.4%	25.4%
Four	21.4%	20.4%	20.0%	21.6%	32.8%
Five	6.2%	7.6%	6.4%	4.9%	5.7%
Six or more	0.9%	1.4%	1.0%	0.6%	16.0%
Not applicable; I am a transfer student	15.0%	10.5%	16.5%	10.2%	29.0%
Total	8520	1139	4537	2174	635