

### **Structure and Content of UCUES 2008**

UCUES 2008 employed a modular design to allow for the inclusion of a greater number of items and a decrease in individual response time. The questionnaire contained a set of core questions administered to every respondent plus four unique modules of additional questions that were randomly assigned to subjects. The core questions focused primarily on topics related to academic program review but also covered student demographics, use of time, and general satisfaction. The three common modules include Student Life and Development, Academic Engagement, and Civic Engagement. A fourth module allowed individual campuses to survey their students on issues of campus concern. The content of the campus modules is not included in this document.

A slightly different version of the core was offered to students with a declared major in contrast to undeclared students. Students with a declared major were defined by individual campuses (specific definitions are available upon request). The core questions for majors focused specifically on students' experience in their major department.

Students were asked to evaluate many different aspects of campus life including academic advising, campus climate, courses and instruction, and interaction with faculty.

UCUES provides information about student behavior including their use of time for working, studying, campus involvement, socializing, family; how they participate academically (i.e. how much course material they read, collaborative learning); self-ratings of academic and interpersonal skills; and involvement in community service.

UCUES documents student attitudes such as their self-perceptions and goals, political beliefs and affiliation, and perceptions of the role of the research university.

UCUES also collects background information not available through other student data sources, especially family immigration background.

Questionnaire Section	Subjects	Page Numbers
UCUES Core	ALL	3-14
Module 1: Student Life and Development Module	37%	15-21
Module 2: Academic Engagement Module	19%	22-23
Module 3: Civic Engagement Module	36%	24-28
Module 4: Campus Modules	9% of all subjects but	many campuses did
Data from these modules is for use by the campuses only so the questionnaires are not included here.	not participate	

**CORE**

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

VARIABLE NAMES IN SPSS

**Time Allocation**

**1. How much time do you spend in a typical week (7 days) on the following activities.**

*1=0 hours, 2=1-5 hours, 3=6-10 hours, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More*

**SCALE** *than 30*

Attending classes, discussion sections or labs

cruc08\_hrs\_classes

Studying and other academic activities outside of class

cruc08\_hrs\_studying

Paid employment (include paid internships)

cruc08\_hrs\_work\_all

Of your total hours spent working for pay, about how many hours did you work on campus?

cruc08\_hrs\_work\_oncampus

Of your total hours spent working for pay, about how many hours were related to your academic interests?

cruc08\_hrs\_work\_related

**Academic and Personal Development**

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

**SCALE** *1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent*

Analytical and critical thinking skills

**Started UC**

cruc08\_skill\_crit\_started

**Currently**

cruc08\_skill\_crit\_current

Ability to be clear and effective when writing

cruc08\_skill\_write\_started

cruc08\_skill\_write\_current

Ability to read and comprehend academic material

cruc08\_skill\_read\_started

cruc08\_skill\_read\_current

Foreign language skills

cruc08\_skill\_flgng\_started

cruc08\_skill\_flgng\_current

Understanding of a specific field of study

cruc08\_skill\_mjr\_started

cruc08\_skill\_mjr\_current

Quantitative (mathematical and statistical) skills

cruc08\_skill\_math\_started

cruc08\_skill\_math\_current

Ability to speak clearly and effectively in English

cruc08\_skill\_speak\_started

cruc08\_skill\_speak\_current

Understanding international perspectives (economic political, social, cultural etc.)

cruc08\_skill\_ntrnat\_started

cruc08\_skill\_ntrnat\_current

Leadership skills

cruc08\_skill\_lead\_started

cruc08\_skill\_lead\_current

Computer skills

cruc08\_skill\_cmptr\_started

cruc08\_skill\_cmptr\_current

Internet skills

cruc08\_skill\_int\_started

cruc08\_skill\_int\_current

Library research skills

cruc08\_skill\_lres\_started

cruc08\_skill\_lres\_current

Other research skills

cruc08\_skill\_ores\_started

cruc08\_skill\_ores\_current

Ability to prepare and make a presentation

cruc08\_skill\_prsnt\_started

cruc08\_skill\_prsnt\_current

Interpersonal (social) skills

cruc08\_skill\_soc\_started

cruc08\_skill\_soc\_current

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

**SCALE** 1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent

	<b>Started UC</b>	<b>Currently</b>
Ability to appreciate, tolerate and understand racial and ethnic diversity	cruc08_able_toler_started	cruc08_able_toler_current
Ability to appreciate the fine arts (e.g., painting, music, drama, dance)	cruc08_able_arts_started	cruc08_able_arts_current
Ability to appreciate cultural and global diversity	cruc08_able_globl_started	cruc08_able_globl_current
Understanding the importance of personal social responsibility	cruc08_able_respn_started	cruc08_able_respn_current
Self awareness and understanding	cruc08_able_self_started	cruc08_able_self_current

**Campus Climate for Diversity**

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

**SCALE** 1=Strongly disagree, 2=Disagree, 3= Somewhat disagree, 4=Somewhat agree, 5=Agree, 6=Strongly agree

I feel free to express my <u>political beliefs</u> on campus	cruc08_agrxprspoli
I feel free to express my <u>religious beliefs</u> on campus	cruc08_agrxprsrign
Students are respected here regardless of their <u>economic or social class</u>	cruc08_agrses
Students are respected here regardless of their <u>gender</u>	cruc08_agrsex
Students are respected here regardless of their <u>race or ethnicity</u>	cruc08_agrace
Students are respected here regardless of their <u>religious beliefs</u>	cruc08_agrrspctrlgn
Students are respected here regardless of their <u>political beliefs</u>	cruc08_agrpolitics
Students are respected here regardless of their <u>sexual orientation</u>	cruc08_agrsexorient

**Academic Engagement**

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

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

Turned in a course assignment late	cruc08_late_assign
Gone to class without completing assigned reading	cruc08_without_read
Gone to class unprepared	cruc08_class_unprepared
Skipped class	cruc08_skipped_class
Raised your standard for acceptable effort due to the high standards of a faculty member	cruc08_raised_standard

Extensively revised a paper at least once before submitting it to be graded  
 Sought academic help from instructor or tutor when needed  
 Worked on class projects or studied as a group with other classmates outside of class  
 Helped a classmate better understand the course material when studying together

cruc08\_revised\_paper  
 cruc08\_sought\_help  
 cruc08\_class\_project  
 cruc08\_helped\_mate

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

**SCALE 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often**

Taken a small research-oriented seminar with faculty  
 Communicated with a faculty member by email or in person  
 Talked with the instructor outside of class about issues and concepts derived from a course  
 Interacted with faculty during lecture class sessions  
 Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity)

cruc08\_fcltysmnr  
 cruc08\_fcltycommun  
 cruc08\_fcltydiscussoutclss  
 cruc08\_fcltylctr  
 cruc08\_fcltyothract

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

**SCALE 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often**

Contributed to a class discussion  
 Brought up ideas or concepts from different courses during class discussions  
 Asked an insightful question in class  
 Found a course so interesting that you did more work than was required  
 Chosen challenging courses, when possible, even though you might lower your GPA by doing so  
 Made a class presentation  
 Had a class in which the professor knew or learned your name

cruc08\_chllngclssdsc  
 cruc08\_chllngbrghtup  
 cruc08\_chllngaskedin  
 cruc08\_chllngsointrst  
 cruc08\_chllngcourse  
 cruc08\_classpresent  
 cruc08\_profknowsname

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

**SCALE 1=0-10%, 2=11-20%, 3=21-30%, 4=31-40%, 5=41-50%, 6=51-60%, 7=61-70%, 8=71-80%, 9=81-90%, 10=91-100%**

cruc08\_amount\_reading

**Plans and Aspirations**

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

**SCALE 1 =Enroll in graduate or professional school**  
**2=Work full-time**  
**3=Work part-time**  
**4=Be self-employed**  
**5=Study or work abroad**  
**6=Join armed forces**  
**7=Work in internship or volunteer position**

cruc08\_postbac\_plans

- 8=*Take a year off*  
 9=*Do something else*  
 10=*I have no idea at this point*

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

cruc08\_aspirjob

- SCALE** 1 =*Artistic, creative professions*  
 2=*Business, finance-related professions*  
 3=*Education*  
 4=*Engineering, computer programming*  
 5=*Law*  
 6=*Medicine, health-related professions*  
 7=*Psychology, helping professions*  
 8=*Researcher, scientist*  
 9=*Other (please specify below)*  
 10=*I have no idea whatsoever*  
 If other\_\_\_\_\_

cruc08\_othrjob

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

cruc08\_postbac\_degree

- SCALE** 1 =*Bachelor's degree (BA, BS, etc.)*  
 2=*Teaching credential*  
 3=*Business master's (MBA)*  
 4=*Other professional master's (MEd, MPP, MPH, MFA, MLIS, MSN, MSW, M.ARCH, etc)*  
 5=*Academic master's (MA, MS, etc.)*  
 6=*Law degree (LLB or JD)*  
 7=*Medical doctorate other than MD (DO, DDS, DVM, etc)*  
 8=*Medical doctor (MD)*  
 9=*Doctorate (PhD, EdD, etc)*  
 10=*Multiple doctoral degrees (MD/PhD)*  
 11=*I don't know yet*

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

**SCALE** 1=*Yes, doing now or have done* 0=*No*

- A research project, creative activity, or paper as part of your coursework  
 At least one student research course (e.g., course 99)  
 At least one independent study course (e.g., 199)  
 Assist faculty in **research**, with course credit  
 Assist faculty in **research** for pay, without course credit

cruc08\_cmpltd\_res  
 cruc08\_res\_99  
 cruc08\_res\_199  
 cruc08\_res\_fac\_sch  
 cruc08\_res\_fac\_pay

Assist faculty in <b>research</b> <u>as a volunteer, without course credit</u>	cruc08_res_fac_vol
Work on <b>creative projects</b> under the direction of faculty, <u>with course credit</u>	cruc08_creat_sch
Work on <b>creative projects</b> under the direction of faculty <u>for pay, without course credit</u>	cruc08_creat_pay
Work on <b>creative projects</b> under the direction of faculty <u>as a volunteer, without course credit</u>	cruc08_creat_vol

**Overall Satisfaction and Agreement**

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

**SCALE**      *1=Very dissatisfied, 2=Dissatisfied, 3=Somewhat dissatisfied, 4=Somewhat satisfied, 5=Satisfied, 6=Very satisfied*

UC grade point average	cruc08_sat_ucgpa
Overall social experience	cruc08_sat_social
Overall academic experience	cruc08_sat_academic
Value of your education for the price you're paying	cruc08_sat_value

**14. Please rate your level of agreement with the following statements**

**SCALE**      *1=Strongly disagree, 2=Disagree, 3= Somewhat disagree, 4=Somewhat agree, 5=Agree, 6=Strongly agree*

I feel that I belong at this campus	cruc08_agree_belong
Knowing what I know now, I would still choose to enroll at this campus	cruc08_agree_reenroll

**Evaluation of the Major (*Major Flag=y*)**

**14. The next section of this questionnaire asks you to evaluate your major based on your experience. Below are listed your major(s) according to University records. Please select the major that you will evaluate. If you have changed majors and would like to evaluate your new major, please write your new major in the space provided and select that major.** Major\_evaluated

**15. What factors were very important to you in deciding on your major? [*Major Flag=y*]**

**SCALE** 1=Yes, 0=No

Intellectual curiosity	cruc08_major_curiosity
Leads to a high paying job	cruc08_major_high_pay
Prepares me for a fulfilling career	cruc08_major_fulfilling
Complements desire to study abroad	cruc08_major_study_abroad
Parental desires	cruc08_major_parents
Easy requirements	cruc08_major_easy
Allows time for other activities	cruc08_major_free_time
Provides international opportunities	cruc08_major_international
Prestige	cruc08_major_prestige
Couldn't get into my first choice of major	cruc08_major_2ndchoice
Interest in subject area	cruc08_major_interest
Prepares me for graduate/professional school	cruc08_major_gradschl
Other	cruc08_major_othreason cruc08_major_othtxt

**Answer the following questions about courses in your major. [*Major Flag=y*]**

**Answer the following questions about your coursework in general. [*Major Flag=n*]**

**16. Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?**

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

Recognize or recall specific facts, terms and concepts	cruc08_recall
Explain methods, ideas, or concepts and use them to solve problems	cruc08_explain
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions	cruc08_analyzing
Judge the value of information, ideas, actions and conclusions based on the soundness of sources, methods and reasoning	cruc08_evaluation



Create or generate new ideas, products or ways of understanding

cruc08\_generation

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

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

Used facts and examples to support your viewpoint

cruc08\_usedfacts

Incorporated ideas or concepts from different courses when completing assignments

cruc08\_incorporated

Examined how others gathered and interpreted data and assessed the soundness of their conclusions

cruc08\_examined

Reconsidered your own position on a topic after assessing the arguments of others

cruc08\_reassess

**18. Please answer the following questions about your educational experience overall. [Major Flag=n] or**

**Please answer the following questions about your major. [Major Flag=y]**

**SCALE** 1=Yes, 0=No

**[Major Flag=y]** Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study?

cruc08\_major\_coherent

**[Major Flag=y]** Are the program requirements well defined?

cruc08\_major\_defined

Are there open channels of communication between faculty and students regarding student needs, concerns, and suggestions?

cruc08\_major\_open

**[Major Flag=y]** Are department rules and policies clearly communicated?

cruc08\_major\_clear\_rules

Are students treated equitably and fairly by the faculty?

cruc08\_major\_faculty\_fair

**[Major Flag=y]** Is the description of the major in the catalogue accurate?

cruc08\_major\_catalogue

Do faculty clearly explain what constitutes plagiarism and its consequences?

cruc08\_major\_plagiarism

Do faculty provide prompt and useful feedback on student work?

cruc08\_major\_feedback

**19. How satisfied are you with each of the following aspects of your educational experience?**

**[Major Flag=n] or**

**How satisfied are you with each of the following aspects of your educational experience in the major? [Major Flag=y]**

**SCALE** 1=Very dissatisfied, 2=Dissatisfied, 3=Somewhat dissatisfied, 4=Somewhat satisfied, 5=Satisfied, 6=Very satisfied, 0=Not Applicable

Variety of courses available in your major **[Major Flag=y]**

cruc08\_sat\_course\_variety

Quality of lower-division courses in your major **[Major Flag=y]**

cruc08\_sat\_ld\_quality

Quality of upper-division courses in your major **[Major Flag=y]**

cruc08\_sat\_ud\_quality

Advising by faculty on academic matters

cruc08\_sat\_advice\_faculty

Advising by student peer advisors on academic matters

cruc08\_sat\_advice\_peers

Advising by school or college staff on academic matters

cruc08\_sat\_advice\_college

Advising by departmental staff on academic matters

cruc08\_sat\_advice\_dept

Quality of faculty instruction

cruc08\_sat\_faculty\_teach

Quality of teaching by graduate student TA's

cruc08\_sat\_ta\_teach

Availability of courses for general education or breadth requirements	cruc08_sat_ge_available
Availability of courses needed for graduation	cruc08_sat_courses_available
Access to small classes	cruc08_sat_small_classes
Access to faculty outside of class	cruc08_sat_access_faculty
Ability to get into a major that you want	cruc08_sat_major_choice
Opportunities for research experience or to produce creative products	cruc08_sat_research_opport
Educational enrichment programs (e.g., study abroad, UCDC, internships)	cruc08_sat_enrichment
Accessibility of library staff	cruc08_sat_library_staff
Availability of library research materials	cruc08_sat_library_research

**20. 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?**

**SCALE** 1=0, 2=1, 3=2, 4=3, 5 =4 or more

cruc08\_faculty\_recommend

**21. You told us earlier how much time you spend studying and working in a week. How much time do you spend on each of these other activities in a typical week?**

**SCALE** 1=0 hours, 2=1-5 hours, 3=6-10 hours, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=More than 30

Attending movies, concerts, sports or other entertainment events	cruc08_timemovie
Performing community service or volunteer activities	cruc08_timeserv
Participating in physical exercise, recreational sports, or physically active hobbies	cruc08_timeexerc
Participating in spiritual or religious activities	cruc08_timereligion
Participating in student clubs or organizations	cruc08_timeclub
Pursuing a recreational or creative interest (arts/crafts, reading, music, hobbies, etc.)	cruc08_timerecreat
Socializing with friends	cruc08_timefriends
Partying	cruc08_timeparty
Spending time with family	cruc08_timefamily
Using the computer for non-academic purposes (games, shopping, email/instant messaging, etc.)	cruc08_timeitfun
Watching TV	cruc08_timetv
Commuting to school and to work	cruc08_timecommute

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

**SCALE** 1=0-2 hours per night, 2=3-4 hours per night, 3=5-6 hours, 4=7-8 hours, 5=9-10 hours, 6=11+ hours per night

cruc08\_timesleep

**23. What is the SINGLE, MOST IMPORTANT thing your campus could realistically do to create a better undergraduate experience for students like you?**

cruc08\_mstimp1st

**PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS**

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

**SCALE** 1=*I was born in the U.S.*, 2=*1991 or earlier*, 3=*1992*, 4=*1993*, 5=*1994*, 6=*1995*, 7=*1996*, 8=*1997*, 9=*1998*, 10=*1999*, 11=*2000*, 12=*2001*, 13=*2002*, 14=*2003*, 15=*2004*, 16=*2005*, 17=*2006*, 18=*2007 or later*

cruc08\_immigrant\_year

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

**SCALE** 1 =*English is my native language*  
 2=*Before I was 5 years old*  
 3=*When I was 6 to 10 years old*  
 4 =*When I was 11 to 15 years old*  
 5=*After turning 16 years old*

cruc08\_age\_english

**3. To the best of your knowledge, who among the following of your relatives was born in the U.S.?**

**SCALE** 1=*Born in U.S.*, 2=*Foreign-born*

- My mother
- My father
- My mother's mother
- My father's mother
- My mother's father
- My father's father
- My father's mother
- My mother's father
- My father's father

cruc08\_mother\_us  
 cruc08\_father\_us  
 cruc08\_mothers\_mother\_us  
 cruc08\_fathers\_mother\_us  
 cruc08\_mothers\_father\_us  
 cruc08\_fathers\_father\_us  
 cruc08\_mother\_us  
 cruc08\_father\_us  
 cruc08\_mothers\_mother\_us  
 cruc08\_fathers\_mother\_us

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

cruc08\_mother\_ed\_foreign

**SCALE** 1=*Less than the equivalent of high school in the U.S.*

- 2=*U.S. high school equivalent*  
 3=*Equivalent of a U.S. associate's or postsecondary certificate*  
 4=*Equivalent of a U.S. bachelor's*  
 5=*Post-baccalaureate certificate*  
 6=*Equivalent of a U.S. master's*  
 7=*A professional degree*  
 8=*Equivalent of a U.S. doctorate*

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

cruc08\_mother\_ed\_us

- SCALE** 1=*Less than a high school degree*  
 2=*GED*  
 3=*High School*  
 4=*Associate's or postsecondary certificate*  
 5=*Bachelor's degree*  
 6=*Post-baccalaureate certificate (i.e. teaching certificate)*  
 7=*Master's*  
 8=*Professional degree*  
 9=*Doctorate*

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

cruc08\_mother\_ed

- SCALE** 1=*Less than a high school degree*  
 2=*GED*  
 3=*High School*  
 4=*Associate's or postsecondary certificate*  
 5=*Bachelor's degree*  
 6=*Post-baccalaureate certificate (i.e. teaching certificate)*  
 7=*Master's*  
 8=*Professional degree*  
 9=*Doctorate*

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

cruc08\_father\_ed\_foreign

- SCALE** 1=*Less than the equivalent of high school in the U.S.*  
 2=*U.S. high school equivalent*  
 3=*Equivalent of a U.S. associate's or postsecondary certificate*  
 4=*Equivalent of a U.S. bachelor's*

5=*Post-baccalaureate certificate*  
 6=*Equivalent of a U.S. master's*  
 7=*A professional degree*  
 8=*Equivalent of a U.S. doctorate*

[If father born outside U.S.] 5b. What is the highest level of education reached by your father in the U.S.? cruc08\_father\_ed\_us

**SCALE** 1=*Less than a high school degree*  
 2=*GED*  
 3=*High School*  
 4=*Associate's or postsecondary certificate*  
 5=*Bachelor's degree*  
 6=*Post-baccalaureate certificate (i.e. teaching certificate)*  
 7=*Master's*  
 8=*Professional degree*  
 9=*Doctorate*

[If father born in U.S.] 5. What is the highest level of education reached by your father? cruc08\_father\_ed

**SCALE** 1=*Less than a high school degree*  
 2=*GED*  
 3=*High School*  
 4=*Associate's or postsecondary certificate*  
 5=*Bachelor's degree*  
 6=*Post-baccalaureate certificate (i.e. teaching certificate)*  
 7=*Master's*  
 8=*Professional degree*  
 9=*Doctorate*

6. To the best of your knowledge, how many of your grandparents went to college? cruc08\_grandparents\_college

**SCALE** 1=*I don't know*  
 2=*None*  
 3=*One*  
 4=*Two*  
 5=*Three*  
 6=*Four*

7. Which of the following best describes your social class when you were growing up? cruc08\_social\_class

**SCALE** 1=*Low income or poor*, 2=*Working class*, 3=*middle class*, 4=*Upper-middle or*

*professional class, 5=Wealthy*

**8. To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2007?** cruc08\_income

**SCALE** 1=Less than \$10,000  
 2=\$10,000 to \$19,999  
 3=\$20,000 to \$34,999  
 4=\$35,000 to \$49,999  
 5=\$50,000 to \$64,999  
 6=\$65,000 to \$79,999  
 7=\$80,000 to \$99,999  
 8=\$100,000 to \$124,999  
 9=\$125,000 to \$149,999  
 10=\$150,000 to \$199,999  
 11=\$200,000 or more

**9. What is your religious/spiritual preference?** cruc08\_religion

1= Spiritual but not associated with a major religion  
 2=Not particularly spiritual  
 3=Baptist  
 4=Buddhist  
 5=Christian Church (Disciples)  
 6=Eastern Orthodox  
 7=Episcopalian  
 8=Hindu  
 9=Jewish  
 10=Lutheran  
 11=Methodist  
 12=Muslim  
 13=Presbyterian  
 14=Quaker  
 15=Roman Catholic  
 16=Seventh Day Adventist  
 17=Sikh  
 18=Taoist

- 19=Unitarian/Universalist
- 20=United Church of Christ/Congregational
- 21=Other Christian
- 22=Other Religion

**10. What is your sexual orientation?**

**SCALE** 1=*Bisexual*, 2=*Gay/Lesbian*, 3=*Heterosexual*, 4=*Questioning/Unsure*, 5=*Queer*,  
6=*Decline to State*, 7=*Other*

cruc08\_sexorient

**11. With which gender do you identify?**

**SCALE** 1=*Female*, 2=*Male*, 3=*Transgender*, 4=*Genderqueer*, 5=*Decline to State*, 6=*Other*

cruc08\_gender

**12. How would you characterize your political orientation?**

**SCALE** 1=*Very liberal*, 2=*Liberal*, 3=*Slightly liberal*, 4=*Moderate: middle of the road*,  
5=*Slightly conservative*, 6=*Conservative*, 7=*Very conservative*

cruc08\_poliorient

## Module 1: Student Life and Development

### GOALS

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

**SCALE** 1=Not important, 2=Not very important, 3=Somewhat important, 4=Important, 5=Very Important, 6=Essential

Be in a position to give something back to my community after finishing my education	dvuc08_giveback
Acquire a well-rounded general education	dvuc08_wellround
Discover what kind of person I really want to be	dvuc08_discrself
Achieve a high GPA	dvuc08_highgpa
Form romantic relationships	dvuc08_romance
Establish meaningful friendships	dvuc08_rltshps
Prepare for graduate or professional school	dvuc08_gradschl
Obtain the skills I need to pursue my chosen career	dvuc08_careerskl
Be in a position to make a lot of money after finishing my education	dvuc08_makemoney
Explore new ideas	dvuc08_ideas
Enjoy my college years before assuming adult responsibilities	dvuc08_enjoy
Develop a <u>personal code of values and ethics</u>	dvuc08_values
Develop an <u>in-depth understanding</u> of a specific field of study	dvuc08_fieldstdy
Integrate spirituality into my life	dvuc08_spirit
Establish social networks that will help further my career	dvuc08_socnet
Obtain the skills I need to function in the international arena	dvuc08_obtnskills

### PERCEPTIONS AND CAMPUS CLIMATE

2. Based on your experience and observation, rate the general climate for students of your UC campus along the following dimensions:

**SCALE** 1 to 6

Friendly to Hostile	dvuc08_friendnot
Caring to Impersonal	dvuc08_carenot
Intellectual to Not Intellectual	dvuc08_intellnot
Tolerant of diversity to Intolerant of diversity	dvuc08_tolernnot
Safe to Dangerous	dvuc08_safenot
Too easy academically to Too hard academically	dvuc08_easyhard
Not affordable to Affordable	dvuc08_affordnot



**3. How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?**

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Their religious beliefs were very different than yours
- Their political opinions were very different from yours
- They were of a different nationality than your own
- They were of a different race or ethnicity than your own
- Their sexual orientation was different
- They were from a different social class

dvuc08\_diff\_religion  
 dvuc08\_diff\_politics  
 dvuc08\_diff\_nationality  
 dvuc08\_diff\_race  
 dvuc08\_diff\_sexorient  
 dvuc08\_diff\_ses

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

**SCALE** 0=Not Applicable, 1=Strongly disagree, 2=Disagree, 3=Disagree somewhat, 4=Agree somewhat, 5=Agree, 6=Strongly agree

- Students of my race/ethnicity are respected on this campus
- Students of my socio-economic status are respected on this campus
- Students of my gender/sexual identity are respected on this campus
- Students of my religious beliefs are respected on this campus
- Students of my political beliefs are respected on this campus
- Students of my sexual orientation are respected on this campus
- Students of my immigration background are respected on this campus
- Students with a physical, psychological, or learning disability like mine are respected on this campus

dvuc08\_rspct\_race  
 dvuc08\_rspct\_socio  
 dvuc08\_rspct\_gndr  
 dvuc08\_rspct\_relgn  
 dvuc08\_rspct\_poli  
 dvuc08\_rspct\_sexor  
 dvuc08\_rspct\_imgnt  
  
 dvuc08\_rspct\_disabl

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

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

- Race or ethnicity
- Gender or sexual identity
- Political beliefs or affiliation
- Religion
- Sexual orientation
- Socio-economic status
- Immigration background

dvuc08\_fac\_race  
 dvuc08\_fac\_gender  
 dvuc08\_fac\_poli  
 dvuc08\_fac\_relig  
 dvuc08\_fac\_sex  
 dvuc08\_fac\_ses  
 dvuc08\_fac\_imgnt

Physical, psychological, or learning disabilities

dvuc08\_fac\_disable

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

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

Race or ethnicity	dvuc08_staff_race
Gender or sexual identity	dvuc08_staff_gender
Political beliefs or affiliation	dvuc08_staff_poli
Religion	dvuc08_staff_relig
Sexual orientation	dvuc08_staff_sex
Socio-economic status	dvuc08_staff_ses
Immigration background	dvuc08_staff_imgnt
Physical, psychological, or learning disabilities	dvuc08_staff_disable

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

**SCALE** 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often

Race or ethnicity	dvuc08_stdnt_race
Gender or sexual identity	dvuc08_stdnt_gender
Political beliefs or affiliation	dvuc08_stdnt_poli
Religion	dvuc08_stdnt_relig
Sexual orientation	dvuc08_stdnt_sex
Socio-economic status	dvuc08_stdnt_ses
Immigration background	dvuc08_stdnt_imgnt
Physical, psychological, or learning disabilities	dvuc08_stdnt_disable

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

**SCALE** 1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent

	<b>Started UC</b>	<b>Currently</b>
My own racial and ethnic identity.	dvuc08_ethniciden_started	dvuc08_ethniciden_current
Social class and economic differences/issues.	dvuc08_econdiff_started	dvuc08_econdiff_current
Racial and ethnic differences/issues.	dvuc08_ethdiff_started	dvuc08_ethdiff_current
Gender and sexual orientation differences/issues.	dvuc08_gendsexualdiff_started	dvuc08_gendsexualdiff_current
Physical disability issues	dvuc08_phdisable_started	dvuc08_phdisable_current
Emotional disability issues	dvuc08_emodisable_started	dvuc08_emodisable_current

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

**SCALE** 1=Strongly disagree, 2=Disagree, 3=Disagree somewhat, 4=Agree somewhat, 5=Agree, 6=Strongly agree

I feel valued as an individual on this campus	dvuc08_valued
There is a clear sense of appropriate and inappropriate behavior on this campus	dvuc08_clrbhvr
I am proud to be a student at this campus	dvuc08_improud
Most students are proud to attend this school	dvuc08_stndproud
This institution values students' opinions.	dvuc08_stndopnn
Academic cheating is a problem on this campus.	dvuc08_cheat
Alcohol use is a problem on this campus.	dvuc08_alcohol
Drug use is a problem on this campus.	dvuc08_druguse
Diversity is important on this campus.	dvuc08_dvrsimprtcmps
Diversity is important to me.	dvuc08_dvrsimprtme

**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?**

**SCALE** 1= *Never*, 2=*Rarely*, 3=*Occasionally*, 4=*Somewhat often*, 5=*Often*, 6=*Very often* dvuc08\_stress

**11. In this academic year, what was your experience with [campus counseling and psychological services]?**

1=*Didn't need* dvuc08\_counselexp

2=*Needed but didn't use (skip to #11c)*

3=*Used the service at least once (go to #11a and #11b)*

**11a. Was the treatment you received effective?**

**SCALE** 4=*Not Applicable*, 3=*Not effective*, 2=*Effective*, 1=*Very effective* dvuc08\_counseleffect

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

**SCALE** 1=*Excellent*, 2=*Good*, 3=*Fair*, 4=*Poor* dvuc08\_counselquality

**11c. How could [campus counseling] better serve your needs? Please be specific**

dvuc08\_counselbetter

**11d. If you might have needed the service but didn't use this service, why not?**

**SCALE** 1= *True for me*, 0=*Not true for me*

I had never heard of it

I didn't know what it offered

I didn't know if I was eligible

I didn't know how to access it

I didn't think it would help

dvuc08\_ccnousenohear\_RECODE  
 dvuc08\_ccnouseoffered\_RECODE  
 dvuc08\_ccnouseelig\_RECODE  
 dvuc08\_ccnouseaccess\_RECODE  
 dvuc08\_ccnousenohelp\_RECODE

I had concerns about possible costs  
 I had concerns about possible lack of confidentiality  
 I was embarrassed to use it  
 I didn't have enough time  
 It has a poor reputation  
 The hours are inconvenient  
 The location is inconvenient  
 The wait for an appointment was too long  
 I got help from another university service or staff person instead  
 I got help off-campus

dvuc08\_ccnousecost\_REC  
 dvuc08\_ccnouseprivacy\_REC  
 dvuc08\_ccnouseembrss\_REC  
 dvuc08\_ccnousestime\_REC  
 dvuc08\_ccnouseereput\_REC  
 dvuc08\_ccnousehours\_REC  
 dvuc08\_ccnouselocate\_REC  
 dvuc08\_ccnousewait\_REC  
 dvuc08\_ccnouseothr\_REC  
 dvuc08\_ccnouseoffcmp\_REC  
 dvuc08\_ccnousenohear\_REC

**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 the University of California.**

dvuc08\_chngprsn

**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 the University of California.**

dvuc08\_chngaware

**12. Think about the type of person you are. With which, if any, of the following types of students on your UC campus do you personally identify? That is, which of these "college identities" best describes who you are?**

**SCALE 0=No, 1=YES**

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

dvuc08\_artsy  
 dvuc08\_jocks  
 dvuc08\_con  
 dvuc08\_fems  
 dvuc08\_greek  
 dvuc08\_immig  
 dvuc08\_gay  
 dvuc08\_lib  
 dvuc08\_party  
 dvuc08\_religious  
 dvuc08\_slack  
 dvuc08\_poor  
 dvuc08\_rich

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  
 Transfer students

dvuc08\_major  
 dvuc08\_orgnzt  
 dvuc08\_race  
 dvuc08\_serious  
 dvuc08\_transfer

**12a. With which ONE of these groups do you MOST strongly identify?**

dvuc08\_mostidntfy

- SCALE** 1=*Artsy students*  
 2=*Athletes/jocks*  
 3=*Conservative students*  
 4=*Feminist students*  
 5=*Fraternity/sorority members*  
 6=*Immigrant students*  
 7=*Lesbian, gay, bisexual, or transgender students*  
 8=*Liberal students*  
 9=*Partiers*  
 10=*Religious or spiritual students*  
 11=*Slackers*  
 12=*Students from very poor backgrounds*  
 13=*Students from very rich backgrounds*  
 14=*Students in my major or field of interest*  
 15=*Students involved in my campus organization*  
 16=*Students of my racial or ethnic background*  
 17=*Students who are serious about getting good grades*  
 18=*Transfer students*  
 19=*Other, please specify:*

**12b. With which ONE of these groups do you identify LEAST?**

dvuc08\_leastidntfy

- SCALE** 1=*Artsy students*  
 2=*Athletes/jocks*  
 3=*Conservative students*  
 4=*Feminist students*  
 5=*Fraternity/sorority members*  
 6=*Immigrant students*  
 7=*Lesbian, gay, bisexual, or transgender students*

***8=Liberal students***

***9=Partiers***

***10=Religious or spiritual students***

***11=Slackers***

***12=Students from very poor backgrounds***

***13=Students from very rich backgrounds***

***14=Students in my major or field of interest***

***15=Students involved in my campus organization***

***16=Students of my racial or ethnic background***

***17=Students who are serious about getting good grades***

***18=Transfer students***

***19=Other, please specify:***

## Module 2: Academic Engagement

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.

**SCALE** 1=*Strongly disagree*, 2=*Disagree*, 3=*Disagree somewhat*, 4=*Agree somewhat*, 5=*Agree*, 6=*Strongly agree*

My UC campus has a strong commitment to undergraduate education

aeuc08\_aspects\_rescmmt

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

aeuc08\_aspects\_resimpt

It doesn't really matter where I get my undergraduate education (UC, CSU, community college) since they are all similar in quality

aeuc08\_aspects\_resnodif

The emphasis on research detracts from the quality of teaching on this campus

aeuc08\_aspects\_resdtract

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

**SCALE** 1=*Not important*, 2=*Not very important*, 3=*Somewhat important*, 4=*Important*, 5=*Very Important*, 6=*Essential*

Learning about faculty research

aeuc08\_aspects\_lrnfacres

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

aeuc08\_aspects\_facrefres

Learning research methods

aeuc08\_aspects\_resmthds

Assisting faculty members in their research, for pay, course credit, or as a volunteer

aeuc08\_aspects\_asstfacpay

Pursuing your own research

aeuc08\_aspects\_prsueownres

The prestige of this university when you apply to grad school

aeuc08\_aspects\_univprstggrd

The prestige of this university when you apply for a job

aeuc08\_aspects\_univprstgjob

Having access to a world-class library collection

aeuc08\_aspects\_wrlcdclsslib

Being able to attend plays, concerts, lectures, and other cultural events on campus

aeuc08\_aspects\_clturoncmpus

3. In which of the following activities have you participated or are now participating?

**SCALE** 1= *Yes, Doing, have done*, 0= *No*

Internship under the direction of a faculty member

aeuc08\_intrnwfac

Other internship

aeuc08\_intrnothr

Any UC study abroad, including EAP and summer study abroad

aeuc08\_ucoeap

Study abroad program affiliated with another college or university

aeuc08\_uccmpeap

Study abroad program NOT affiliated with a college or university

aeuc08\_eapnotcol



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

**SCALE** 1=Not at all, 2=Rarely, 3=Occasionally, 4=Frequently, 5=All the time

Competing job responsibilities (i.e., paid employment)

aeuc08\_obst\_job

Competing family responsibilities

aeuc08\_obst\_fam

Other competing responsibilities (e.g., athletics, clubs, internship)

aeuc08\_obst\_othr

Weak English skills

aeuc08\_obst\_engl

Weak math skills

aeuc08\_obst\_math

Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)

aeuc08\_obst\_skill

Poor study behaviors (e.g., wait till last minute, easily distracted, too much social time, too much surfing)

aeuc08\_obst\_behav

Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)

aeuc08\_obst\_envr

Feeling depressed, stressed, or upset

aeuc08\_obst\_depress

Physical illness or condition

aeuc08\_obst\_ill

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

aeuc08\_fouryr

**SCALE** 1=Not important, 2=Not very important, 3=Somewhat important, 4=Important, 5=Very Important, 6=Essential

## Module 3: Civic Engagement

### Activities

1. During this academic year, have you been involved in any of the following activities or organizations?

#### Campus-based activities organizations

**SCALE** 1=Neither, 2=Participant or member, 3=Officer or leader

Academic (e.g., math club, philosophy club)	ceuc08_acadgrp
Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)	ceuc08_advocgrp
Campus Sports Club (e.g., rugby club, Kendo club)	ceuc08_sprtclubgrp
Campus Varsity Team (e.g., basketball, softball, soccer)	ceuc08_ncaagrps
Governing Bodies (e.g., student government, IFC, panhellenic, residence hall association)	ceuc08_govgrp
Greek fraternity or sorority	ceuc08_greekgrp
Honor society	ceuc08_honorgrp
Media (e.g., campus newspaper, radio station)	ceuc08_mediagrps
Performing group (e.g., school band, dance team)	ceuc08_perfggrp
Political (e.g., Young Republicans, College Democrats)	ceuc08_poligrps
Recreational (e.g., chess club, bike club, rock climbing club)	ceuc08_recrgrp
Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)	ceuc08_religgrp
Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)	ceuc08_servgrp
Other campus-based club or organization	ceuc08_othrgrp
Off-campus club or organization	ceuc08_offcmps

2. Which of these best describes your opinion on the following statements?

**SCALE** 1=Strongly disagree, 2=Disagree, 3=Disagree somewhat, 4=Agree somewhat, 5=Agree, 6=Strongly agree

Opportunities for community service while on this campus are important to me	ceuc08_cmntyserv
Opportunities to develop my leadership skills while on this campus are important to me	ceuc08_devlead
My experience on this campus provides adequate opportunity to explore my cultural identity	ceuc08_idnty
I feel I can express my political opinions on campus	ceuc08_xprsviw

### Community Service & Leadership

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

SCALE 0=No (Go to #4) , 1=YES

ceuc08\_srvcyn

**3a. How did you get involved in this particular community service work? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment.**

ceuc08\_how

- SCALE**
- 1=Through a related class
  - 2=Through a program where I receive course credit (e.g., field studies credit for tutoring)
  - 3=Through a formal service program (AmeriCorps, VISTA, etc.) where I receive pay or a stipend
  - 4=Through my fraternity or sorority
  - 5=Through another student organization on campus
  - 6=Through a university department or program
  - 7=Through my religious organization or church
  - 8=Through my internship
  - 9=I found the work on my own

ceuc08\_how\_txt

**3b. What was the type of organization where you did this community service? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment.**

ceuc08\_typeorg

- SCALE**
- 1=K-12 school
  - 2=Preschool
  - 3=Adult literacy or ESL program
  - 4=Youth services agency
  - 5=Student government
  - 6=Environmental group
  - 7=Homeless shelter
  - 8=Soup kitchen
  - 9=Food bank
  - 10=Housing organization
  - 11=Clinic or hospital
  - 12=Animal shelter
  - 13=Help hotline
  - 14=Religious organization
  - 15=Political party
  - 16=Political or advocacy organization
  - 17=Other, please specify:

ceuc08\_orgtype\_txt

**3c. What kind of community service work did you do? Please check all that apply.**

**SCALE** 0=Not Applicable, 1=Doing

- Tutoring
- Mentoring
- Teaching or educating
- Outreach
- Counseling
- Publicity
- Fundraising
- Computer or technical support
- General support
- Building or landscaping
- Preparing or serving food
- Collecting food care
- Environmental clean up
- Other, please specify:

- ceuc08\_tutor
- ceuc08\_mentor
- ceuc08\_teach
- ceuc08\_outreach
- ceuc08\_counsel
- ceuc08\_publicity
- ceuc08\_develpmnt
- ceuc08\_cmptr
- ceuc08\_general
- ceuc08\_bldg
- ceuc08\_serve\_food
- ceuc08\_collect\_food
- ceuc08\_health
- ceuc08\_environ
- ceuc08\_servactv\_txt\_rad
- ceuc08\_servactv\_txt

**Health  
Political Engagement**

**4. Do you consider yourself to be a Democrat, a Republican or an Independent?**

**SCALE** 1 Democrat, 2= Republican, 3=Independent

- If Democrat, Do you consider yourself to be a strong Democrat?
- If Republican, Do you consider yourself to be a strong Republican?

**SCALE** 0=No, 1=YES

- If Independent, Do you lean more toward Democratic Party or Republican Party?

**SCALE** 1=Democratic, 2=Republican

- ceuc08\_poliparty
- ceuc08\_strngdmcrtr
- ceuc08\_strngrpbldn

ceuc08\_ind\_lean

**5. Are you registered to vote?**

**SCALE** 0=No, 1=YES

- If registered

**Are you registered to vote in the same city as your campus?**

**SCALE** 0=No, 1=YES

- If not registered

**What is the primary reason why you are not registered?**

ceuc08\_registered

ceuc08\_rgstrdcity

ceuc08\_whynotrgrstrd

<p><b>SCALE</b> 1=Not a citizen, 2= Not interested, 3= Other _____</p>	<p>ceuc08_whynotrgrstrdtx</p>
<p><b>6. In the presidential election this November, will you vote?</b></p>	<p>ceuc08_nov_vote</p>
<p><b>SCALE</b> 1=Definitely will, 2=Probably will, 3=Maybe, 4=Probably not If No or Definitely Not, then "Why won't you vote?"</p>	
<p><b>SCALE</b> 1=Not a citizen, 2= Not interested, 3= Other _____</p>	<p>ceuc08_whynotvote ceuc08_votenottxt</p>
<p><b>7. In the current election season, to what extent have you done the following?</b></p>	
<p><b>SCALE</b> 1=A great deal, 2= A significant amount of time, 3=Some, 4=Not much, 5=None Worked for a campaign Contributed money to a campaign Privately urged others to vote a particular way Paid attention to candidates and issues Talked about the campaign with other students</p>	<p>ceuc08_poliengagcampaign ceuc08_poliengagmoney ceuc08_poliengagpersuade ceuc08_poliengagcattent ceuc08_poliengagtalk</p>
<p><b>8. How important is voting to you personally?</b></p>	<p>ceuc08_voteimport</p>
<p><b>SCALE</b> 1=Not important, 2= Important, 3=Very Important</p>	
<p><b>9. Will you use the following information sources when deciding how to vote?</b></p>	
<p><b>SCALE</b> 0=No, 1=YES Internet searches Newspapers or magazines (hardcopy or Internet) Candidate debates Friends and family members TV news Paid advertising Postal mailings Electronic mailings Phone calls Rallies or other public events</p>	<p>ceuc08_infoinet ceuc08_infopaper ceuc08_infodebate ceuc08_infofriend ceuc08_infotvnews ceuc08_infopaid ceuc08_infomail ceuc08_infoemail ceuc08_infophone ceuc08_inforally</p>
<p><b>10. Please rate how important the following issues are in your decision about which candidate to support. Use a scale from 0 to 10 where zero is not at all important and 10 means that you would not support a candidate who disagreed with you about the issue.</b></p>	
<p><b>SCALE</b> 0 to 10</p>	

Safety from terrorism  
 Sexual health issues like HIV and AIDS  
 Teen pregnancy  
 Gun violence  
 Discrimination and prejudice  
 Drug and alcohol use  
 Job creation  
 Access to affordable higher education  
 The environment  
 Access to affordable health care  
 Privacy issues (e.g., Internet, junk mail)  
 Issues of morality  
 Tolerance for those who are different  
 Retirement security  
 Abortion  
 The growing federal deficit  
 The war in Iraq  
 Taxes  
 Gay and lesbian issues  
 Transgender issues

ceuc08\_issue\_terror  
 ceuc08\_issue\_sexhlth  
 ceuc08\_issue\_teens  
 ceuc08\_issue\_guns  
 ceuc08\_issue\_discrim  
 ceuc08\_issue\_drugs  
 ceuc08\_issue\_jobs  
 ceuc08\_issue\_highed  
 ceuc08\_issue\_envr  
 ceuc08\_issue\_health  
 ceuc08\_issue\_private  
 ceuc08\_issue\_moral  
 ceuc08\_issue\_toler  
 ceuc08\_issue\_retire  
 ceuc08\_issue\_abort  
 ceuc08\_issue\_deficit  
 ceuc08\_issue\_war  
 ceuc08\_issue\_tax  
 ceuc08\_issue\_gay  
 ceuc08\_issue\_transg

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

**SCALE 1=Right direction, 2=Wrong direction, 3=Don't know**

ceuc08\_direction