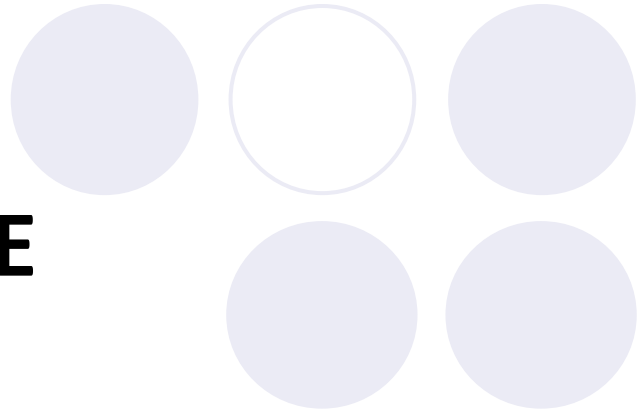

SF STATE STUDENT PULSE SURVEY



Fall 2012



Academic Planning and Development
Academic Institutional Research (air.sfsu.edu)
September 2012

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SF STATE – Student Pulse Survey

Introduction

The Student Pulse Survey questions are developed each semester by a group of staff and faculty representatives from different parts of campus to reflect current student attitudes and perceptions. The questions are finalized by Academic Institutional Research (AIR) staff in Academic Planning and Development and administered to students as part of the online course registration process. The student responses are analyzed by AIR. The following report presents the findings of the survey administered to students during Spring 2012.

Methods

Instrument

The instrument used for the survey was the SF State Student Pulse Survey, designed and modified over many years by personnel in AIR. The survey consists of 25 questions, of which a subset of five is presented to each student. The SF State Student Pulse Survey questions and response options for Spring 2012 can be found in Appendix B.

Procedures

The administration of the Student Pulse Survey was conducted during Spring 2012 as part of the online course registration process. Students were presented one set of five questions based on the last digit of their student identification number. Students were able to skip any question(s) they did not want to answer.

AIR staff performed the data analysis, generating crosstabulations of survey question responses by demographic categories that can be found in Appendix A. Interpretations and conclusions drawn from the results of these data are limited to students who used the online registration system in Spring 2012.

Summary of Findings

Several questions from the previous Student Pulse survey were repeated and yielded similar results although the responses of graduate students were included in this analysis. More specifically, the responses to the questions about ethical and civic engagement and the integration and application of knowledge remained positive and, to some questions, improved. More than half of the respondents to these questions reported that they agree or strongly agree that their coursework and other campus experiences achieved the goals mentioned in the survey.

- Roughly seven in ten respondents indicated that their coursework and other campus experiences have helped them understand ethical dimensions of decision-making and develop their own sense of values and embrace a personal responsibility to work toward social justice and equity in their community.
- Slightly more than half of the respondents indicated that their coursework and other campus experiences have motivated them to do community work, and slightly more than two thirds of the respondents reported that they plan to dedicate some of their time to improving their community after they graduate. Six in ten respondents indicated that they currently perform community service.
- Roughly six in ten respondents indicated that their coursework and other campus experiences have helped them understand the economic crisis, environmental problems, political issues, or global conflict(s). Seven in ten indicated that they have been useful to them in non-university settings.

Responses to the survey questions regarding library usage may reflect the very recent reopening of the renovated library. Perhaps because not many months have passed since its reopening, fewer than four in ten respondents indicated that they have received a library instruction session, used e-books through the library's website, or had an assignment that required the use of the library's multimedia production lab. Half of the survey respondents indicated that they are most likely to study individually and nearly two in ten to study or work with a group when they go to the campus library. Fewer than one in ten reported that they are most likely to use a desktop computer (as opposed to their own laptop or tablet computer), use library collections, or listen to, view, or produce audio/video/multimedia.

Four survey questions pertained to effective teaching practices. One third of the respondents indicated that they are most interested when their professors lecture, followed by nearly one quarter most interested when professors discuss their own research. Four in ten respondents indicated that clear faculty expectations for exams and assignments are most helpful to them, followed by three in ten reporting that iLearn is most helpful. Roughly seven in ten respondents reported that they feel appropriately challenged in the majority of their courses.

Finally, several survey questions addressed course availability and progress towards graduation. Half of the respondents indicated that a lack of required course sections is the greatest obstacle to graduating on time and that having more sections of required courses would be the most helpful change in class availability. More than four in ten respondents reported that they have taken courses they did not need for their degree because the courses they needed were not available. Among the nine in ten respondents who indicated that they have been unable to enroll in a course when they wanted to take it, nearly six in ten reported that it was a course that was required for their major.

Demographic Characteristics of Respondents

All Respondents

Of the 28,290 students enrolled at SF State in Spring 2012, 19,589 (69.2%) responded to the Student Pulse Survey.

Gender

Female students made up 58.8% (n=11517) of all respondents with male students making up 41.2% (n=8072). These proportions were representative of the population of students enrolled at SF State in Spring 2012, of which 58.0% were female and 42.0% were male.

Age

Students 24 years of age or under made up 71.0% (n=13903) of all respondents while 29.0% (n=5686) were 25 years of age or over. The range of student ages was from 16 to a maximum of 86 years. The mean was 24.1 years of age. The mode or most frequent age of respondents was 19 years of age (14.2%, n=2773). In contrast, among all enrolled students in Spring 2012, a smaller percentage were 24 years of age or under (64.5%), the range was 15 to 84, the mean was slightly higher (24.9 years), and the mode was 22 years of age.

Note: In order to facilitate the analysis and presentation of data, age was grouped into two categories: 24 years of age or under and 25 years of age or over. The SF State Reentry Admission Program uses 25 years of age and older as one of its criteria. Using this criterion in the analysis of survey data may permit differentiation between the responses of traditional and non-traditional students.

Ethnicity

Of the 19,589 survey respondents, ethnicity was available for 91.7% (n=17969). Of those students for whom ethnicity was available, one third were Asian, roughly one in three were White, and nearly one quarter were Latino. Only 5.5% were of two or more non-Latino races, 5.5% were African American, and fewer than 1% were Native Hawaiian/Other Pacific Islander or Native American/Alaska Native. These proportions were very similar to those found among all students enrolled in Spring 2012.

Note: To facilitate the analysis and presentation of data, the race/ethnicity categories of the Integrated Postsecondary Education Data System (IPEDS) were used.

Note: Responses from students in the ethnicity categories of Native American/Alaska Native and Native Hawaiian/Other Pacific Islander were too few to include in the analysis of each survey question without distorting the results.

IPEDS Ethnicity Category	Frequency	Percent of All Survey Respondents	Percent with Ethnicity
Asian	6080	31.0	33.8
White	5569	28.4	31.0
Latino	4181	21.3	23.3
Two or more races, non-Latino	991	5.1	5.5
African American	981	5.0	5.5
Native Hawaiian or Other Pacific Islander	116	0.6	0.6
Native American or Alaskan Native	51	0.3	0.3
Total (all respondents with ethnicity)	17969	91.7	100.0
No ethnicity available	1620	8.3	
Total (all survey respondents)	19589	100.0	

Class Level

Most of the respondents were seniors (40.7%, n=7972) and juniors (23.0%, n=4496) followed by sophomores (14.9%, n=2918), graduate students (11.6%, n=2281), and freshmen (9.8%, n=1922). This is fairly representative of all students enrolled at SF State in Spring 2012. Freshmen were somewhat underrepresented.

College

Of all respondents, 28.0% (n=5478) were identified as students in the College of Liberal & Creative Arts, 22.7% (n=4441) in the College of Business, 20.8% (n=4073) in the College of Health & Social Sciences, 19.3% (n=3778) in the College of Science & Engineering, 5.5% (n=1078) as Interdisciplinary & Other (Liberal Studies, special major, unclassified, etc.) students, 3.1% (n=615) in the Graduate College of Education, and 0.6% (n=126) in the College of Ethnic Studies.

College	Frequency	Percent
Liberal & Creative Arts	5478	28.0
Business	4441	22.7
Health & Social Sciences	4073	20.8
Science & Engineering	3778	19.3
Interdisciplinary & Other	1078	5.5
Education	615	3.1
Ethnic Studies	126	0.6

Note: Responses from students in the College of Ethnic Studies were too few to include in the analysis of each survey question without distorting the results.

Overall Summary

Responses to questions repeated from the last survey regarding ethical and civic engagement and the integration and application of knowledge remained positive. More than half of the respondents to these questions reported that they agree or strongly agree that their coursework and other campus experiences achieved the goals of helping them understand ethical dimensions of decision-making and develop their own sense of values, embrace a personal responsibility to work toward social justice and equity in their community, be motivated to do community work and plan to dedicate some of their time to improving their community after they graduate, and understand the economic crisis, environmental problems, political issues, or global conflict(s).

Responses to the survey questions regarding library usage may reflect the very recent reopening of the renovated library. Fewer than four in ten respondents indicated that they have received a library instruction session, used e-books through the library's website, or had an assignment that required the use of the library's multimedia production lab.

Respondents indicated that they are most interested when their professors lecture or discuss their own research, that clear expectations about exams and assignments on the part of faculty are most helpful to them, and that they feel appropriately challenged in the majority of their courses.

Half of the respondents indicated that a lack of required course sections is the greatest obstacle to meeting their expected graduation date and that having more sections of required courses would be the most helpful change in class availability. More than four in ten respondents reported that they have taken courses they did not need for their degree because the courses they needed were not available. Among the nine in ten respondents who indicated that they have been unable to enroll in a course when they wanted to take it, nearly six in ten reported that it was a course that was required for their major.

Results by Question

Question 1: “My coursework and other campus experiences have helped me to understand ethical dimensions of decision-making.”

Three quarters of the respondents indicated that they agree or strongly agree that their coursework and other campus experiences have helped them understand ethical dimensions of decision-making.

Responses	Frequency	Percent
Strongly agree	1022	27.2
Agree	1823	48.5
Neither agree nor disagree	762	20.3
Disagree	108	2.9
Strongly disagree	47	1.2
Total	3762	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Male respondents were significantly more likely than were female respondents to indicate that they strongly disagree.

African American respondents reported greater agreement and White respondents and respondents of two or more non-Latino races greater disagreement than did respondents in other ethnicity categories that their coursework and other campus experiences have helped them understand ethical dimensions of decision-making.

Respondents from the College of Health & Social Sciences expressed greater agreement and those from the College of Science & Engineering greater disagreement than did respondents from other colleges.

Question 2: “My coursework and other campus experiences have helped me to develop my own sense of values.”

Three quarters of the respondents reported that they agree or strongly agree that their coursework and other campus experiences have helped them develop their own sense of values.

Responses	Frequency	Percent
Strongly agree	1056	28.1
Agree	1783	47.5
Neither agree nor disagree	729	19.4
Disagree	126	3.4
Strongly disagree	61	1.6
Total	3755	100.0

Asian respondents reported greater agreement and respondents of two or more non-Latino races greater disagreement than did respondents in other ethnicity categories.

Question 3: “My coursework and other campus experiences have helped me to embrace a personal responsibility to work toward social justice and equity in my community.”

Seven in ten respondents indicated that they agree or strongly agree that their coursework and other campus experiences have helped them embrace a personal responsibility to work toward social justice and equity in their community.

Responses	Frequency	Percent
Strongly agree	1018	27.2
Agree	1694	45.3
Neither agree nor disagree	826	22.1
Disagree	153	4.1
Strongly disagree	49	1.3
Total	3740	100.0

Male respondents indicated significantly greater disagreement with the statement than did female respondents.

Respondents 25 years of age and over expressed significantly greater agreement than did respondents 24 years of age and under.

African American respondents reported significantly greater agreement and respondents of two or more non-Latino races greater disagreement than did respondents in other ethnicity categories.

Respondents from the College of Health & Social Sciences indicated significantly greater agreement and those from the College of Science & Engineering greater disagreement than did respondents from other colleges.

Question 4: “My coursework and other campus experiences have motivated me to do community work.”

Slightly more than half of the respondents indicated that they agree or strongly agree that their coursework and other campus experiences have motivated them to do community work.

Responses	Frequency	Percent
Strongly agree	776	20.8
Agree	1301	34.8
Neither agree nor disagree	1217	32.6
Disagree	337	9.0
Strongly disagree	103	2.8
Total	3734	100.0

Male respondents reported significantly greater disagreement than did female respondents.

Respondents 25 years of age and over indicated significantly greater agreement than did those 24 years of age and under.

African American respondents reported significantly greater agreement and those of two or more non-Latino races greater disagreement than did respondents in other ethnicity categories.

Respondents from the College of Health & Social Sciences expressed significantly greater agreement and respondents from the College of Business greater disagreement than did respondents from other colleges.

Graduate respondents reported significantly greater agreement and sophomores greater disagreement than did respondents at other class levels.

Question 5: “As a result of my course work and other campus experiences, I plan to dedicate some of my time to improving my community after I graduate.”

Slightly more than two thirds of the respondents reported that they agree or strongly agree that, as a result of their coursework and other campus experiences, they plan to dedicate some of their time to improving their community after they graduate.

Responses	Frequency	Percent
Strongly agree	1025	27.4
Agree	1552	41.5
Neither agree nor disagree	969	25.9
Disagree	134	3.6
Strongly disagree	61	1.6
Total	3741	100.0

Male respondents indicated significantly greater disagreement with the statement than did female respondents.

Respondents 25 years of age and over reported significantly greater agreement than did those 24 years of age and under.

African American respondents expressed significantly greater agreement and White respondents greater disagreement than did respondents in other ethnicity categories.

Respondents from the College of Health & Social Sciences indicated significantly greater agreement and respondents from the College of Business greater disagreement than did respondents from other colleges.

Question 6: “My coursework and other campus experiences have helped me to understand the economic crisis.”

Six in ten respondents indicated that they agree or strongly agree that their coursework and other campus experiences have helped them understand the economic crisis.

Responses	Frequency	Percent
Strongly agree	923	23.7
Agree	1524	39.2
Neither agree nor disagree	927	23.8
Disagree	372	9.6
Strongly disagree	141	3.6
Total	3887	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Respondents 25 years of age and over reported significantly greater disagreement than did those 24 years of age and under.

Asian respondents reported significantly greater agreement and White respondents greater disagreement than did respondents in other ethnicity categories.

Graduate respondents reported significantly greater disagreement and sophomore respondents greater agreement than did respondents at other class levels.

Respondents from the College of Business expressed significantly greater agreement and respondents from the Graduate College of Education greater disagreement than did respondents from other colleges.

Question 7: “My coursework and other campus experiences have helped me to understand environmental problems.”

Six in ten respondents indicated that they agree or strongly agree that their coursework and other campus experiences have helped them understand environmental problems.

Responses	Frequency	Percent
Strongly agree	827	21.4
Agree	1547	40.0
Neither agree nor disagree	1045	27.0
Disagree	325	8.4
Strongly disagree	127	3.3
Total	3871	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Respondents 25 years of age and over reported significantly greater disagreement than did those 24 years of age and under.

Latino indicated significantly greater agreement and White respondents greater disagreement than did respondents in other ethnicity categories.

Interdisciplinary & Other respondents reported significantly greater agreement and respondents from the Graduate College of Education greater disagreement than did respondents from other colleges.

Graduate respondents expressed significantly greater disagreement and sophomores greater agreement than did respondents at other class levels.

Question 8: “My coursework and other campus experiences have helped me to understand political issues.”

Six in ten respondents indicated that they agree or strongly agree that their coursework and other campus experiences have helped them understand political issues.

Responses	Frequency	Percent
Strongly agree	833	21.7
Agree	1541	40.1
Neither agree nor disagree	1024	26.6
Disagree	337	8.8
Strongly disagree	112	2.9
Total	3847	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

African American respondents reported significantly greater agreement and White respondents greater disagreement than did respondents in other ethnicity categories.

Graduate respondents indicated significantly greater disagreement and sophomores greater agreement than did respondents at other class levels.

Interdisciplinary & Other respondents reported significantly greater agreement and respondents from the College of Science & Engineering greater disagreement than did respondents from other colleges.

Question 9: “My coursework and other campus experiences have helped me to understand global conflict(s).”

Nearly six in ten respondents reported that they agree or strongly agree that their coursework and other campus experiences have helped them understand global conflict(s).

Responses	Frequency	Percent
Strongly agree	680	17.8
Agree	1563	40.8
Neither agree nor disagree	1089	28.4
Disagree	365	9.5
Strongly disagree	131	3.4
Total	3828	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Respondents 25 years of age and over reported significantly greater disagreement than did those 24 years of age and under.

Respondents of two or more non-Latino races reported significantly greater agreement and White respondents greater disagreement than did respondents in other ethnicity categories.

Respondents from the College of Liberal & Creative Arts indicated significantly greater agreement and respondents from the Graduate College of Education greater disagreement than did respondents from other colleges.

Graduate respondents reported the greatest disagreement and freshman the greatest agreement.

Question 10: “My coursework and other campus experiences have been useful to me in non-university settings.”

Seven in ten respondents indicated that they agree or strongly agree that their coursework and other campus experiences have been useful to them in non-university settings.

Responses	Frequency	Percent
Strongly agree	990	25.5
Agree	1750	45.1
Neither agree nor disagree	880	22.7
Disagree	173	4.5
Strongly disagree	89	2.3
Total	3882	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Male respondents indicated significantly greater disagreement with the statement than did female respondents.

Respondents 25 years of age and over reported significantly greater agreement than did those 24 years of age and under.

Latino respondents reported significantly greater agreement and Asian respondents greater disagreement than did respondents in other ethnicity categories.

Respondents from the Graduate College of Education expressed significantly greater agreement and respondents from the College of Business greater disagreement than did respondents from other colleges.

Question 11: “I spend approximately this many hours per semester doing community service (in San Francisco or at home):”

Four in ten respondents indicated that they do not spend any time doing community service. Nearly one quarter reported spending one to five hours per semester doing community service, and one in ten reported spending five to 10 hours.

Responses	Frequency	Percent
None	1566	42.7
1-5 hours per semester	880	24.0
5-10 hours per semester	396	10.8
10-15 hours per semester	290	7.9
15-20 hours per semester	157	4.3
20 hours or more per semester	381	10.4
Total	3670	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Male respondents reported spending significantly less time doing community service than did female respondents and were significantly more likely than were female respondents to report doing none.

Respondents 25 years of age and over were significantly more likely than were those 24 years of age and under to indicate that they spend 20 hours or more per semester doing community service.

Latino respondents reported spending significantly more time and White respondents the least amount of time doing community service compared to respondents in other ethnicity categories.

Graduate respondents reported spending significantly more hours per semester doing community service than did respondents at other class levels. Freshmen reported spending the least amount of time.

Respondents from the Graduate College of Education reported spending significantly more time and Interdisciplinary & Other students the least amount of time doing community service compared to respondents from other colleges.

Question 12: “When I go to the library on campus, I am most likely to:”

Studying individually was the most likely library activity of slightly more than half of the respondents, followed by nearly two in ten working on a group project or studying with a group. Nearly two in ten students reported that they are most likely to use their own or one of the library’s computers. Only 3.0% reported that they are most likely to use library collections when they go to the library.

Responses	Frequency	Percent
Study individually	2019	52.6
Work on a group project or study with a group	730	19.0
Work on a project to produce audio/video/multimedia	32	0.8
Listen to or view media	36	0.9
Use a desktop computer	267	7.0
Use my own laptop, tablet or netbook computer	438	11.4
Use a laptop computer borrowed/checked out from the library	26	0.7
Use library collections (books, journals, media, online databases and full text resources, etc.)	116	3.0
Study using my own books and other materials	172	4.5
Total	3836	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Male respondents were significantly more likely than were female respondents to indicate that they are most likely to listen to or view media.

Respondents 25 years of age and over were significantly more likely than were respondents 24 years of age and under to indicate that they are most likely to use library collections. Respondents 24 years of age and under were significantly more likely than were those 25 years of age and over to report that they are most likely to work on a group project or study with a group or to use their own computer.

African American and Asian respondents were significantly more likely than were respondents of other ethnicity categories to indicate that they are most likely to work on a group project or study with a group when they go to the library on campus. White respondents were significantly more likely to indicate that they are most likely to use library collections.

Graduate respondents were significantly more likely than were respondents at other class levels to indicate that they are most likely to use library collections. Seniors were significantly more likely and graduate students less likely than were other respondents to report that they are most likely to work on a group project or study with a group when they go to the library.

Although roughly half of the respondents from every college indicated that they are most likely to study individually when they go to the library, respondents from the College of Liberal & Creative Arts were significantly more likely than were respondents from other colleges to indicate that they are most likely to study individually. Respondents from the Colleges of Liberal & Creative Arts and Ethnic Studies and the Graduate College of Education were significantly more likely to indicate that they are most likely to use library collections. Respondents from the Colleges of Health & Social Sciences and Business were significantly more likely than were respondents from other colleges to indicate that they are most likely to work on a group project or study with a group. Respondents from the College of Science & Engineering were significantly more likely than were respondents from other colleges to indicate that they are most likely to study using their own books and other materials.

Question 13: “I have received a library instruction session.”

Nearly four in ten respondents reported that they have received a library instruction session.

Responses	Frequency	Percent
Yes	1353	36.4
No	2364	63.6
Total	3717	100.0

Female respondents were significantly more likely than were male respondents to report that they have received a library instruction session.

Respondents 25 years of age and over were significantly more likely than were respondents 24 years of age and under to indicate that they have received an instruction session.

African American respondents were significantly more likely than were respondents of other ethnicity categories to indicate that they have received one.

Seniors and graduate respondents were significantly more likely than were respondents at other class levels to indicate that they have received a library instruction session.

Respondents from the College of Health & Social Sciences were significantly more likely than were respondents from other colleges to indicate that they have.

Question 14: “I have used e-books through the library's website.”

One third of the respondents indicated that they have used e-books through the library's website.

Responses	Frequency	Percent
Yes	1301	33.6
No	2570	66.4
Total	3871	100.0

Freshmen were significantly less likely than were respondents at other class levels to indicate that they have used e-books through the library's website.

Respondents from the College of Liberal & Creative Arts were significantly more likely than were respondents from other colleges to indicate that they have used e-books.

Question 15: “I have had an assignment that required the use of the library's multimedia production lab.”

One quarter of the respondents reported that they have had to use the library's multimedia production lab to complete an assignment.

Responses	Frequency	Percent
Yes	990	25.8
No	2840	74.2
Total	3830	100.0

Asian respondents were significantly more likely than were respondents of other ethnicity categories to indicate that they have used the multimedia production lab.

Seniors were significantly more likely and graduate respondents less likely than were respondents at other class levels to indicate that they have had an assignment that required the use of the multimedia production lab.

Respondents from the College of Health & Social Sciences were significantly more likely than were respondents from other colleges to indicate that they have used it.

Question 16: “I am most interested in class when my professors:”

One third of the respondents indicated that they are most interested when their professors lecture, followed by nearly one quarter most interested when professors discuss their own research.

Responses	Frequency	Percent
Discuss their own research	872	23.6
Lecture	1258	34.1
Use clickers or other technology	299	8.1
Use group work	676	18.3
Use social media	584	15.8
Total	3689	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Male respondents were significantly more likely than were female respondents to indicate that they are most interested when their professors discuss their own research. Female respondents were significantly more likely to report being most interested when their professors use social media.

Respondents 25 years of age and over were significantly more likely than were those 24 years of age and under to indicate that they are most interested when their professors discuss their own research or lecture. Respondents 24 years of age and under were significantly more likely to report that they are most interested when their professors use social media.

White respondents were significantly more likely than were respondents of other ethnicity categories to indicate that they are most interested when their professors discuss their own research. African American respondents were significantly more likely than were those of other ethnicity categories to report being most interested when their professors use social media.

Freshmen and graduate students were significantly more likely than were respondents at other class levels to indicate that they are most interested when their professors use group work. Freshmen and sophomores were significantly more likely than were respondents at other class levels to report that they are most interested when their professors use social media.

Respondents from the College of Science & Engineering were significantly more likely than were respondents from other colleges to indicate that they are most interested when their professors discuss their own research or use clickers and other technology. Respondents from the Graduate College of Education were significantly more likely than were other respondents to indicate that they are most interested when their professors use group work. Respondents from the Colleges of Health & Social Sciences and Ethnic Studies were significantly more likely than were respondents from other colleges to report being most interested when their professors use social media.

Question 17: “To complete my courses successfully, I find this faculty practice the most helpful to me:”

Four in ten respondents indicated that clear expectations for exams and assignments on the part of faculty are most helpful to them. Three in ten reported that iLearn is most helpful. Two in ten appeared to find feedback on assignments most helpful.

Responses	Frequency	Percent
iLearn	1116	29.1
Professors' office hours	312	8.1
Feedback on assignments	745	19.4
Clear expectations for exams and assignments	1497	39.1
email with professors	162	4.2
Total	3832	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

White respondents and those of two or more non-Latino races were significantly more likely than were respondents of other ethnicity categories to indicate that clear expectations for exams and assignments are most helpful to them. Latino respondents were significantly more likely than were respondents of other ethnicity categories to report that professors' office hours are most helpful.

Freshmen and sophomores were significantly more likely than were respondents at other class levels to indicate that iLearn is the most helpful faculty practice. Graduate respondents were significantly more likely than were other respondents to indicate that professor's office hours are most helpful to them.

Respondents from the College of Liberal & Creative Arts were significantly more likely than were respondents from other colleges to indicate that feedback on assignments is most useful to them. Respondents from the College of Business were significantly more likely than were respondents from other colleges to indicate that iLearn is most useful to them.

Question 18: “In the majority of my GE courses, I feel:”

More than seven in ten respondents (73.8%) who are taking GE courses reported that they feel appropriately challenged in the majority of them.

Responses	Frequency	Percent
Extremely challenged	280	7.6
Appropriately challenged	2281	62.0
Not very challenged	408	11.1
Not at all challenged	121	3.3
I am not taking any GE courses	592	16.1
Total	3682	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Among the undergraduate respondents who reported taking GE courses, those 25 years of age and over reported feeling significantly more challenged in those courses than did respondents 24 years of age and under.

Asian respondents reported feeling significantly more challenged and White respondents less challenged in the majority of their GE courses than did respondents in other ethnicity categories.

Freshmen reported feeling the least and seniors the most challenged in those courses.

Question 19: “In the majority of courses taken for my major or graduate program, I feel:”

Nearly seven in ten respondents (68.3%) who are taking courses for their major or graduate programs reported feeling appropriately challenged by the majority of those courses.

Responses	Frequency	Percent
Extremely challenged	816	22.2
Appropriately challenged	2249	61.2
Not very challenged	172	4.7
Not at all challenged	56	1.5
I am not taking any courses for my major or a graduate program	383	10.4
Total	3676	100.0

Of those who reported taking courses for their major or graduate program, respondents 25 years of age and over reported feeling significantly less challenged in those courses than did respondents 24 years of age and under.

Asian respondents reported feeling significantly more challenged and White respondents less challenged in the majority of courses taken for their major or graduate program than did respondents in other ethnicity categories.

Seniors reported feeling the least and graduate students the most challenged in those courses.

Respondents from the College of Science & Engineering reported feeling the most and respondents from the Graduate College of Education the least challenged.

Question 20: “The most effective way for me to find information about satisfying university program and graduation requirements is:”

Three in ten respondents indicated that the University website is the most effective way for them to find information on university program and graduation requirements. Nearly another three in ten reported that consulting with advisors is the best way.

Responses	Frequency	Percent
University website	1154	31.5
Department website	495	13.5
University Bulletin (Catalog)	459	12.5
email reminders	515	14.0
Consulting with advisors	1045	28.5
Total	3668	100.0

Female respondents were significantly more likely than were male respondents to indicate that the University Bulletin is the most effective means of obtaining university program and graduation requirement information.

Respondents 25 years of age and over were significantly more likely than were those 24 years of age and under to indicate that using a department website or consulting with advisors is the most effective way for them to obtain such information. Respondents 24 years of age and under were significantly more likely to indicate that they favor using the University Bulletin.

White respondents were significantly more likely than were respondents in other ethnicity categories to report that using a department website is the best way. Asian respondents were significantly more likely to indicate that receiving email reminders is the most effective way.

Freshmen were significantly more likely than were respondents at other class levels to report that email reminders are most effective for them. Sophomores were significantly more likely than were other respondents to report that using the University Bulletin is the best way. Graduate students were significantly more likely than were respondents at other class levels to indicate that the University website or a department website is the most effective way for them to obtain university program and graduation requirement information.

Respondents from the College of Business were significantly more likely than were respondents from other colleges to indicate that using the University website is most effective. Respondents from the College of Science & Engineering and the Graduate College of Education were significantly more likely to indicate that using a department website is best. Respondents from the College of Ethnic Studies were significantly more likely than were other respondents to favor consulting with advisors.

Question 21: “The most important change in class availability that would help me meet my expected graduation date would be:”

Half of the respondents reported that having more sections of required courses would be the most helpful change in class availability. Two in ten indicated that more sections of courses scheduled between 10:00 a.m. and 3:00 p.m. would be most helpful.

Responses	Frequency	Percent
More courses in summer session	449	12.2
More sections of required courses	1828	49.8
More sections of General Education courses	301	8.2
More sections of courses from 10:00 a.m. to 3:00 p.m.	780	21.2
More sections of courses at night	316	8.6
Total	3674	100.0

Respondents 25 years of age and over were significantly more likely than were respondents 24 years of age and under to indicate that more courses in summer session or more sections of courses at night would help them graduate on time. Respondents 24 years of age and under were significantly more likely to indicate that more sections of GE courses or of courses meeting between 10:00 a.m. and 3:00 pm. would be most helpful.

Asian respondents were significantly more likely than were those in other ethnicity categories to indicate that more courses in summer session would be most helpful to them. White and African American respondents were significantly more likely to report that more sections of courses at night would help most.

Freshmen and sophomores were significantly more likely than were students at other class levels to indicate that more sections of GE courses would be most helpful to them in meeting their expected graduation date. Graduate respondents were significantly more likely to indicate a desire for more summer courses and more sections of courses at night. Juniors and seniors were significantly more likely to favor more sections of required courses. Sophomore respondents were significantly more likely than were respondents at other class levels to indicate that more sections of courses from 10:00 a.m. to 3:00 p.m. would be most helpful.

Respondents from the Graduate College of Education were significantly more likely than were respondents from other colleges to indicate that more courses in summer session and more night courses would be the most important change in class availability that would help them graduate on time. Interdisciplinary Studies & Other respondents were significantly more likely to report that more sections of GE courses would help most. Respondents from the College of Liberal & Creative Arts were significantly more likely to indicate that more sections of courses from 10:00 a.m. to 3:00 p.m. would be most helpful.

Question 22: “I took a class I didn't need for my degree because:”

More than four in ten respondents reported that they have taken courses they did not need for their degree because the courses they needed were not available. One quarter indicated that they have never taken an unnecessary course.

Responses	Frequency	Percent
The courses I needed were not available.	1537	44.5
I changed my major.	220	6.4
I wanted to explore a different subject area.	517	15.0
I took unneeded courses to maintain financial aid.	317	9.2
I have never taken a course I didn't need.	860	24.9
Total	3451	100.0

Male respondents were significantly more likely than were female respondents to indicate that they took unnecessary courses because they wanted to explore a different subject area.

Respondents 25 years of age and over were significantly more likely than were respondents 24 years of age and under to indicate that they have never taken a course they did not need.

Freshmen and graduate students were significantly more likely than were students at other class levels to indicate that they have never taken an unneeded course. Sophomores and juniors were significantly more likely than were students at other class levels to report that the courses they needed were not available. Seniors were significantly more likely than were other respondents to report that they took a course they did not need for their degree in order to maintain financial aid. Graduate students were significantly more likely to indicate that they took an unnecessary course because they wanted to explore a different subject area.

Respondents from the College of Business and the Graduate College of Education were significantly more likely than were respondents from other colleges to indicate that they have never taken a course they did not need. Respondents from the College of Health & Social Sciences were significantly more likely than were respondents from other colleges to indicate that they took unnecessary courses because the courses they needed were not available or in order to maintain financial aid. Interdisciplinary Studies & Other respondents and those from the College of Liberal & Creative Arts were significantly more likely than were respondents from other colleges to indicate that they took courses they did not need in order to explore a different subject area.

Question 23: “When I was unable to enroll in a course in the semester I wanted to take it, it was a course of this type:”

Among the nine in ten respondents who indicated that they have been unable to enroll in a course when they wanted to take it, nearly six in ten (56.8%) reported that it was a course that was required for their major. One quarter (24.1%) reported that it was a GE course.

Responses	Frequency	Percent
General Education	751	21.4
Required course in the major	1773	50.6
Elective course in the major	277	7.9
Prerequisite course for the major that wasn't required for GE	320	9.1
I have never been unable to get a course that I wanted.	385	11.0
Total	3506	100.0

Respondents 25 years of age and over were significantly more likely than were respondents 24 years of age and under to indicate that they had never been unable to enroll in a course they wanted.

Freshmen and sophomores were significantly more likely to report that they were unable to enroll in GE courses. Sophomores were significantly more likely to report that they were unable to enroll in prerequisite courses for their major that were not required for GE. Juniors and seniors were significantly more likely to indicate that they were unable to enroll in courses required in their major. Seniors and graduate students were significantly more likely to indicate that they were unable to enroll in elective courses in their major. Graduate respondents were significantly more likely than were students at other class levels to indicate that they have never been unable to get a course they wanted.

Interdisciplinary Studies & Other respondents were significantly more likely than were those from other colleges to indicate that, when they were unable to enroll in a course when they wanted to take it, it was a GE course. Respondents from the Colleges of Business and Science & Engineering were significantly more likely to indicate that they were unable to enroll in courses required for their major. Respondents from the College of Liberal & Creative Arts were significantly more likely than were respondents from other colleges to indicate that they were unable to enroll in elective courses for their major. Respondents from the College of Health & Social Sciences were significantly more likely to indicate that they were unable to enroll in prerequisite courses for their major that were not required for GE. Respondents from the Graduate College of Education were significantly more likely than were other respondents to report that they had never been unable to get a course they wanted.

Question 24: “I have repeated a course or courses at SF State because:”

Two thirds of the respondents reported that they have never repeated a course. Of those who repeated a course, 68.8% indicated that they had not passed the course the first time.

Responses	Frequency	Percent
I didn't pass the course the first time.	773	22.8
I passed the course but wanted to understand the content better.	81	2.4
I passed the course but needed to get a better grade.	174	5.1
I passed the course but wanted to get a better grade.	96	2.8
I have never repeated a course.	2261	66.8
Total	3385	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

White respondents were significantly more likely than were respondents in other ethnicity categories to report that they have never repeated a course. Asian and African American respondents were significantly more likely than were respondents in other ethnicity categories to indicate that they repeated a course because they did not pass it the first time.

Seniors were significantly more likely than were students at other class levels to indicate that they repeated a course because they did not pass it the first time or they passed the course but needed to get a better grade. Graduate respondents were significantly more likely than were other respondents to indicate that they have never repeated a course.

Respondents from the College of Liberal & Creative Arts were significantly more likely than were respondents from other colleges to indicate that they have never repeated a course or that they repeated a course they had passed because they wanted to understand the content better. Respondents from the College of Business were significantly more likely than were other respondents to indicate that they repeated courses because they had not passed the course the first time or because they needed to get a better grade in a course they had passed.

Question 25: “The academic problem that is the greatest obstacle to meeting my expected graduation date is:”

Half of the respondents indicated that a lack of required course sections is the greatest obstacle to graduating on time. Two in ten reported having none of these problems.

Responses	Frequency	Percent
Lack of academic preparation (e.g. needing to improve college level skills before taking required courses)	262	7.6
Lack of transferability of courses(s) taken elsewhere	180	5.2
Lack of required course sections at SF State	1722	49.9
Inadequate advising	349	10.1
Taking course(s) not required for my degree	253	7.3
None of these problems	685	19.8
Total	3451	100.0 ^a

^aPercents do not sum to 100.0% due to rounding to one decimal place.

Respondents 25 years of age and over were significantly more likely than were respondents 24 years of age and under to indicate that none of these is an obstacle to their graduating on time. Of those reporting any obstacle, respondents 25 years of age and over cited a lack of transferability of courses taken elsewhere and inadequate advising as the greatest.

Asian respondents were significantly more likely than were respondents in other ethnicity categories to indicate that a lack of academic preparation is the greatest obstacle to meeting their expected graduation date. White respondents were significantly more likely to cite a lack of transferability of courses taken elsewhere. African American respondents were significantly more likely to report that taking courses not required for their degree is the greatest obstacle.

Graduate respondents were significantly more likely than were students at other class levels to indicate that none of the issues listed is an obstacle to their graduating on time. Of those reporting any obstacle, freshmen were significantly more likely than were other students to indicate that a lack of academic preparation is the greatest obstacle. Seniors were significantly more likely to report that a lack of transferability of courses taken elsewhere is the greatest. Graduate respondents were more likely to blame inadequate advising impediment.

Respondents from the Graduate College of Education were significantly more likely than were students from other colleges to indicate that none of these is an obstacle to their graduating on time. Of those indicating any obstacle, Interdisciplinary Studies & Other respondents and those from the College of Business were significantly more likely than were other respondents to indicate that a lack of academic preparation is the greatest impediment. Respondents from the College of Liberal & Creative Arts were significantly more likely to cite inadequate advising.

Appendix A – Frequency and percent of responses by demographic category for all survey questions

1. My coursework and other campus experiences have helped me to understand ethical dimensions of decision-making.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	575	26.0%	1104	49.9%	459	20.7%	57	2.6%	18	0.8%	2213	100.0%
	Male	447	28.9%	719	46.4%	303	19.6%	51	3.3%	29	1.9%	1549	100.0%
Total		1022	27.2%	1823	48.5%	762	20.3%	108	2.9%	47	1.2%	3762	100.0%
Age Group	24 years of age and under	700	26.1%	1328	49.5%	553	20.6%	71	2.6%	29	1.1%	2681	100.0%
	25 years of age and over	322	29.8%	495	45.8%	209	19.3%	37	3.4%	18	1.7%	1081	100.0%
Total		1022	27.2%	1823	48.5%	762	20.3%	108	2.9%	47	1.2%	3762	100.0%
Ethnicity	African American	67	34.9%	88	45.8%	27	14.1%	3	1.6%	7	3.6%	192	100.0%
	Asian	318	27.1%	592	50.4%	231	19.7%	22	1.9%	11	0.9%	1174	100.0%
	Latino	244	29.8%	397	48.4%	147	17.9%	26	3.2%	6	0.7%	820	100.0%
	Native American/Alaska Native	1	11.1%	7	77.8%	1	11.1%	0	0.0%	0	0.0%	9	100.0%
	Native Hawaiian/Pacific Islander	6	33.3%	10	55.6%	2	11.1%	0	0.0%	0	0.0%	18	100.0%
	Two or More Races, Non-Latino	44	24.2%	88	48.4%	42	23.1%	4	2.2%	4	2.2%	182	100.0%
	White	263	24.3%	522	48.2%	241	22.3%	44	4.1%	12	1.1%	1082	100.0%
Total		943	27.1%	1704	49.0%	691	19.9%	99	2.8%	40	1.2%	3477	100.0%
Student Level	Freshman	89	24.2%	182	49.5%	89	24.2%	5	1.4%	3	0.8%	368	100.0%
	Sophomore	129	23.8%	275	50.6%	114	21.0%	19	3.5%	6	1.1%	543	100.0%
	Junior	222	26.3%	411	48.7%	177	21.0%	24	2.8%	10	1.2%	844	100.0%
	Senior	447	28.6%	753	48.2%	285	18.3%	53	3.4%	23	1.5%	1561	100.0%
	Graduate	135	30.3%	202	45.3%	97	21.7%	7	1.6%	5	1.1%	446	100.0%
Total		1022	27.2%	1823	48.5%	762	20.3%	108	2.9%	47	1.2%	3762	100.0%
College	Business	229	26.6%	437	50.8%	158	18.4%	23	2.7%	13	1.5%	860	100.0%
	Education	33	26.0%	64	50.4%	25	19.7%	5	3.9%	0	0.0%	127	100.0%
	Ethnic Studies	13	44.8%	10	34.5%	5	17.2%	1	3.4%	0	0.0%	29	100.0%
	Health & Social Sciences	239	30.4%	378	48.0%	140	17.8%	22	2.8%	8	1.0%	787	100.0%
	Interdisciplinary & Other	43	23.1%	98	52.7%	38	20.4%	4	2.2%	3	1.6%	186	100.0%
	Liberal & Creative Arts	296	27.9%	494	46.6%	227	21.4%	32	3.0%	11	1.0%	1060	100.0%
	Science & Engineering	169	23.7%	342	48.0%	169	23.7%	21	2.9%	12	1.7%	713	100.0%
Total		1022	27.2%	1823	48.5%	762	20.3%	108	2.9%	47	1.2%	3762	100.0%

2. My coursework and other campus experiences have helped me to develop my own sense of values.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	621	28.1%	1069	48.4%	420	19.0%	74	3.3%	26	1.2%	2210	100.0%
	Male	435	28.2%	714	46.2%	309	20.0%	52	3.4%	35	2.3%	1545	100.0%
Total		1056	28.1%	1783	47.5%	729	19.4%	126	3.4%	61	1.6%	3755	100.0%
Age Group	24 years of age and under	739	27.6%	1294	48.3%	518	19.4%	86	3.2%	40	1.5%	2677	100.0%
	25 years of age and over	317	29.4%	489	45.4%	211	19.6%	40	3.7%	21	1.9%	1078	100.0%
Total		1056	28.1%	1783	47.5%	729	19.4%	126	3.4%	61	1.6%	3755	100.0%
Ethnicity	African American	71	36.8%	73	37.8%	38	19.7%	6	3.1%	5	2.6%	193	100.0%
	Asian	343	29.2%	591	50.4%	201	17.1%	25	2.1%	13	1.1%	1173	100.0%
	Latino	242	29.5%	395	48.2%	134	16.3%	37	4.5%	12	1.5%	820	100.0%
	Native American/Alaska Native	2	22.2%	5	55.6%	2	22.2%	0	0.0%	0	0.0%	9	100.0%
	Native Hawaiian/Pacific Islander	7	38.9%	9	50.0%	2	11.1%	0	0.0%	0	0.0%	18	100.0%
	Two or More Races, Non-Latino	44	24.2%	81	44.5%	46	25.3%	6	3.3%	5	2.7%	182	100.0%
	White	267	24.9%	507	47.3%	243	22.6%	40	3.7%	16	1.5%	1073	100.0%
Total		976	28.1%	1661	47.9%	666	19.2%	114	3.3%	51	1.5%	3468	100.0%
Student Level	Freshman	97	26.3%	194	52.6%	66	17.9%	5	1.4%	7	1.9%	369	100.0%
	Sophomore	154	28.4%	259	47.7%	103	19.0%	22	4.1%	5	0.9%	543	100.0%
	Junior	231	27.4%	392	46.6%	185	22.0%	20	2.4%	14	1.7%	842	100.0%
	Senior	447	28.7%	752	48.2%	260	16.7%	70	4.5%	30	1.9%	1559	100.0%
	Graduate	127	28.7%	186	42.1%	115	26.0%	9	2.0%	5	1.1%	442	100.0%
Total		1056	28.1%	1783	47.5%	729	19.4%	126	3.4%	61	1.6%	3755	100.0%
College	Business	221	26.0%	424	49.8%	160	18.8%	29	3.4%	17	2.0%	851	100.0%
	Education	27	21.3%	69	54.3%	26	20.5%	5	3.9%	0	0.0%	127	100.0%
	Ethnic Studies	15	50.0%	11	36.7%	3	10.0%	1	3.3%	0	0.0%	30	100.0%
	Health & Social Sciences	232	29.6%	371	47.4%	145	18.5%	22	2.8%	13	1.7%	783	100.0%
	Interdisciplinary & Other	52	27.8%	91	48.7%	36	19.3%	4	2.1%	4	2.1%	187	100.0%
	Liberal & Creative Arts	321	30.3%	477	45.0%	212	20.0%	36	3.4%	15	1.4%	1061	100.0%
	Science & Engineering	188	26.3%	340	47.5%	147	20.5%	29	4.1%	12	1.7%	716	100.0%
Total		1056	28.1%	1783	47.5%	729	19.4%	126	3.4%	61	1.6%	3755	100.0%

3. My coursework and other campus experiences have helped me to embrace a personal responsibility to work toward social justice and equity in my community.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	614	27.9%	1022	46.4%	477	21.7%	70	3.2%	19	0.9%	2202	100.0%
	Male	404	26.3%	672	43.7%	349	22.7%	83	5.4%	30	2.0%	1538	100.0%
Total		1018	27.2%	1694	45.3%	826	22.1%	153	4.1%	49	1.3%	3740	100.0%
Age Group	24 years of age and under	684	25.6%	1234	46.2%	615	23.0%	101	3.8%	35	1.3%	2669	100.0%
	25 years of age and over	334	31.2%	460	43.0%	211	19.7%	52	4.9%	14	1.3%	1071	100.0%
Total		1018	27.2%	1694	45.3%	826	22.1%	153	4.1%	49	1.3%	3740	100.0%
Ethnicity	African American	69	36.3%	76	40.0%	33	17.4%	6	3.2%	6	3.2%	190	100.0%
	Asian	300	25.7%	582	49.8%	248	21.2%	30	2.6%	8	0.7%	1168	100.0%
	Latino	262	32.1%	344	42.1%	164	20.1%	38	4.7%	9	1.1%	817	100.0%
	Native American/Alaska Native	3	33.3%	4	44.4%	1	11.1%	1	11.1%	0	0.0%	9	100.0%
	Native Hawaiian/Pacific Islander	7	38.9%	8	44.4%	3	16.7%	0	0.0%	0	0.0%	18	100.0%
	Two or More Races, Non-Latino	45	24.6%	69	37.7%	56	30.6%	9	4.9%	4	2.2%	183	100.0%
	White	263	24.5%	488	45.5%	252	23.5%	55	5.1%	14	1.3%	1072	100.0%
Total		949	27.5%	1571	45.4%	757	21.9%	139	4.0%	41	1.2%	3457	100.0%
Student Level	Freshman	92	25.2%	181	49.6%	84	23.0%	5	1.4%	3	0.8%	365	100.0%
	Sophomore	144	26.6%	236	43.5%	129	23.8%	26	4.8%	7	1.3%	542	100.0%
	Junior	208	24.8%	398	47.4%	199	23.7%	30	3.6%	4	0.5%	839	100.0%
	Senior	432	27.7%	693	44.5%	325	20.9%	77	4.9%	30	1.9%	1557	100.0%
	Graduate	142	32.5%	186	42.6%	89	20.4%	15	3.4%	5	1.1%	437	100.0%
Total		1018	27.2%	1694	45.3%	826	22.1%	153	4.1%	49	1.3%	3740	100.0%
College	Business	201	23.6%	404	47.4%	191	22.4%	41	4.8%	16	1.9%	853	100.0%
	Education	34	27.6%	60	48.8%	26	21.1%	3	2.4%	0	0.0%	123	100.0%
	Ethnic Studies	15	51.7%	11	37.9%	2	6.9%	1	3.4%	0	0.0%	29	100.0%
	Health & Social Sciences	252	32.4%	357	45.9%	141	18.1%	20	2.6%	8	1.0%	778	100.0%
	Interdisciplinary & Other	54	29.0%	82	44.1%	43	23.1%	5	2.7%	2	1.1%	186	100.0%
	Liberal & Creative Arts	301	28.4%	450	42.4%	242	22.8%	53	5.0%	15	1.4%	1061	100.0%
	Science & Engineering	161	22.7%	330	46.5%	181	25.5%	30	4.2%	8	1.1%	710	100.0%
Total		1018	27.2%	1694	45.3%	826	22.1%	153	4.1%	49	1.3%	3740	100.0%

4. My coursework and other campus experiences have motivated me to do community work.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	476	21.7%	814	37.0%	682	31.0%	187	8.5%	39	1.8%	2198	100.0%
	Male	300	19.5%	487	31.7%	535	34.8%	150	9.8%	64	4.2%	1536	100.0%
Total		776	20.8%	1301	34.8%	1217	32.6%	337	9.0%	103	2.8%	3734	100.0%
Age Group	24 years of age and under	514	19.3%	924	34.7%	905	34.0%	249	9.3%	72	2.7%	2664	100.0%
	25 years of age and over	262	24.5%	377	35.2%	312	29.2%	88	8.2%	31	2.9%	1070	100.0%
Total		776	20.8%	1301	34.8%	1217	32.6%	337	9.0%	103	2.8%	3734	100.0%
Ethnicity	African American	60	31.6%	73	38.4%	44	23.2%	6	3.2%	7	3.7%	190	100.0%
	Asian	257	22.0%	438	37.5%	375	32.1%	72	6.2%	26	2.2%	1168	100.0%
	Latino	192	23.5%	270	33.0%	250	30.6%	86	10.5%	20	2.4%	818	100.0%
	Native American/Alaska Native	3	33.3%	2	22.2%	3	33.3%	1	11.1%	0	0.0%	9	100.0%
	Native Hawaiian/Pacific Islander	6	33.3%	5	27.8%	6	33.3%	1	5.6%	0	0.0%	18	100.0%
	Two or More Races, Non-Latino	32	17.8%	51	28.3%	63	35.0%	25	13.9%	9	5.0%	180	100.0%
	White	180	16.8%	357	33.3%	384	35.9%	120	11.2%	30	2.8%	1071	100.0%
Total		730	21.1%	1196	34.6%	1125	32.6%	311	9.0%	92	2.7%	3454	100.0%
Student Level	Freshman	70	19.1%	125	34.2%	133	36.3%	32	8.7%	6	1.6%	366	100.0%
	Sophomore	85	15.8%	190	35.3%	196	36.4%	51	9.5%	17	3.2%	539	100.0%
	Junior	163	19.5%	278	33.2%	296	35.4%	84	10.0%	16	1.9%	837	100.0%
	Senior	340	21.9%	565	36.4%	453	29.2%	139	8.9%	57	3.7%	1554	100.0%
	Graduate	118	26.9%	143	32.6%	139	31.7%	31	7.1%	7	1.6%	438	100.0%
Total		776	20.8%	1301	34.8%	1217	32.6%	337	9.0%	103	2.8%	3734	100.0%
College	Business	149	17.6%	297	35.1%	281	33.2%	86	10.2%	34	4.0%	847	100.0%
	Education	31	24.6%	44	34.9%	39	31.0%	10	7.9%	2	1.6%	126	100.0%
	Ethnic Studies	17	56.7%	6	20.0%	4	13.3%	3	10.0%	0	0.0%	30	100.0%
	Health & Social Sciences	199	25.4%	293	37.3%	231	29.4%	49	6.2%	13	1.7%	785	100.0%
	Interdisciplinary & Other	32	17.3%	70	37.8%	63	34.1%	18	9.7%	2	1.1%	185	100.0%
	Liberal & Creative Arts	208	19.8%	339	32.2%	359	34.1%	113	10.7%	34	3.2%	1053	100.0%
	Science & Engineering	140	19.8%	252	35.6%	240	33.9%	58	8.2%	18	2.5%	708	100.0%
Total		776	20.8%	1301	34.8%	1217	32.6%	337	9.0%	103	2.8%	3734	100.0%

5. As a result of my course work and other campus experiences, I plan to dedicate some of my time to improving my community after I graduate.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	615	27.9%	931	42.2%	569	25.8%	66	3.0%	24	1.1%	2205	100.0%
	Male	410	26.7%	621	40.4%	400	26.0%	68	4.4%	37	2.4%	1536	100.0%
Total		1025	27.4%	1552	41.5%	969	25.9%	134	3.6%	61	1.6%	3741	100.0%
Age Group	24 years of age and under	688	25.8%	1112	41.7%	729	27.3%	97	3.6%	43	1.6%	2669	100.0%
	25 years of age and over	337	31.4%	440	41.0%	240	22.4%	37	3.5%	18	1.7%	1072	100.0%
Total		1025	27.4%	1552	41.5%	969	25.9%	134	3.6%	61	1.6%	3741	100.0%
Ethnicity	African American	77	40.5%	69	36.3%	35	18.4%	4	2.1%	5	2.6%	190	100.0%
	Asian	323	27.6%	509	43.5%	298	25.4%	24	2.0%	17	1.5%	1171	100.0%
	Latino	246	30.0%	344	42.0%	183	22.3%	36	4.4%	10	1.2%	819	100.0%
	Native American/Alaska Native	4	44.4%	4	44.4%	1	11.1%	0	0.0%	0	0.0%	9	100.0%
	Native Hawaiian/Pacific Islander	7	38.9%	9	50.0%	2	11.1%	0	0.0%	0	0.0%	18	100.0%
	Two or More Races, Non-Latino	43	23.6%	75	41.2%	53	29.1%	7	3.8%	4	2.2%	182	100.0%
	White	253	23.8%	430	40.4%	313	29.4%	49	4.6%	20	1.9%	1065	100.0%
Total		953	27.6%	1440	41.7%	885	25.6%	120	3.5%	56	1.6%	3454	100.0%
Student Level	Freshman	87	23.6%	164	44.6%	109	29.6%	5	1.4%	3	0.8%	368	100.0%
	Sophomore	131	24.4%	224	41.7%	149	27.7%	23	4.3%	10	1.9%	537	100.0%
	Junior	229	27.3%	352	41.9%	224	26.7%	27	3.2%	8	1.0%	840	100.0%
	Senior	435	28.0%	644	41.4%	375	24.1%	67	4.3%	35	2.2%	1556	100.0%
	Graduate	143	32.5%	168	38.2%	112	25.5%	12	2.7%	5	1.1%	440	100.0%
Total		1025	27.4%	1552	41.5%	969	25.9%	134	3.6%	61	1.6%	3741	100.0%
College	Business	188	22.0%	373	43.6%	231	27.0%	39	4.6%	24	2.8%	855	100.0%
	Education	36	28.3%	60	47.2%	26	20.5%	4	3.1%	1	0.8%	127	100.0%
	Ethnic Studies	17	56.7%	11	36.7%	1	3.3%	1	3.3%	0	0.0%	30	100.0%
	Health & Social Sciences	266	33.9%	316	40.3%	179	22.8%	16	2.0%	7	0.9%	784	100.0%
	Interdisciplinary & Other	49	26.3%	70	37.6%	55	29.6%	9	4.8%	3	1.6%	186	100.0%
	Liberal & Creative Arts	274	26.0%	423	40.2%	296	28.1%	42	4.0%	17	1.6%	1052	100.0%
	Science & Engineering	195	27.6%	299	42.3%	181	25.6%	23	3.3%	9	1.3%	707	100.0%
Total		1025	27.4%	1552	41.5%	969	25.9%	134	3.6%	61	1.6%	3741	100.0%

6. My coursework and other campus experiences have helped me to understand the economic crisis.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	555	24.4%	903	39.7%	532	23.4%	218	9.6%	68	3.0%	2276	100.0%
	Male	368	22.8%	621	38.5%	395	24.5%	154	9.6%	73	4.5%	1611	100.0%
Total		923	23.7%	1524	39.2%	927	23.8%	372	9.6%	141	3.6%	3887	100.0%
Age Group	24 years of age and under	698	25.0%	1121	40.1%	637	22.8%	250	8.9%	88	3.1%	2794	100.0%
	25 years of age and over	225	20.6%	403	36.9%	290	26.5%	122	11.2%	53	4.8%	1093	100.0%
Total		923	23.7%	1524	39.2%	927	23.8%	372	9.6%	141	3.6%	3887	100.0%
Ethnicity	African American	49	30.1%	62	38.0%	28	17.2%	16	9.8%	8	4.9%	163	100.0%
	Asian	311	25.5%	526	43.2%	274	22.5%	77	6.3%	30	2.5%	1218	100.0%
	Latino	218	25.8%	341	40.3%	173	20.4%	86	10.2%	28	3.3%	846	100.0%
	Native American/Alaska Native	0	0.0%	6	46.2%	5	38.5%	1	7.7%	1	7.7%	13	100.0%
	Native Hawaiian/Pacific Islander	9	34.6%	7	26.9%	8	30.8%	1	3.8%	1	3.8%	26	100.0%
	Two or More Races, Non-Latino	46	22.7%	76	37.4%	50	24.6%	26	12.8%	5	2.5%	203	100.0%
	White	226	20.3%	406	36.5%	303	27.2%	126	11.3%	51	4.6%	1112	100.0%
Total		859	24.0%	1424	39.8%	841	23.5%	333	9.3%	124	3.5%	3581	100.0%
Student Level	Freshman	100	25.5%	160	40.8%	95	24.2%	27	6.9%	10	2.6%	392	100.0%
	Sophomore	157	26.0%	260	43.1%	123	20.4%	49	8.1%	14	2.3%	603	100.0%
	Junior	219	24.6%	365	40.9%	216	24.2%	68	7.6%	24	2.7%	892	100.0%
	Senior	379	24.1%	600	38.2%	365	23.2%	169	10.8%	59	3.8%	1572	100.0%
	Graduate	68	15.9%	139	32.5%	128	29.9%	59	13.8%	34	7.9%	428	100.0%
Total		923	23.7%	1524	39.2%	927	23.8%	372	9.6%	141	3.6%	3887	100.0%
College	Business	232	25.4%	419	45.8%	175	19.1%	69	7.5%	20	2.2%	915	100.0%
	Education	23	20.5%	27	24.1%	32	28.6%	18	16.1%	12	10.7%	112	100.0%
	Ethnic Studies	6	40.0%	8	53.3%	0	0.0%	1	6.7%	0	0.0%	15	100.0%
	Health & Social Sciences	189	25.4%	290	38.9%	175	23.5%	67	9.0%	24	3.2%	745	100.0%
	Interdisciplinary & Other	56	23.8%	103	43.8%	55	23.4%	15	6.4%	6	2.6%	235	100.0%
	Liberal & Creative Arts	257	22.6%	411	36.1%	297	26.1%	129	11.3%	45	4.0%	1139	100.0%
	Science & Engineering	160	22.0%	266	36.6%	193	26.6%	73	10.1%	34	4.7%	726	100.0%
Total		923	23.7%	1524	39.2%	927	23.8%	372	9.6%	141	3.6%	3887	100.0%

7. My coursework and other campus experiences have helped me to understand environmental problems.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	485	21.4%	909	40.0%	598	26.3%	207	9.1%	71	3.1%	2270	100.0%
	Male	342	21.4%	638	39.9%	447	27.9%	118	7.4%	56	3.5%	1601	100.0%
Total		827	21.4%	1547	40.0%	1045	27.0%	325	8.4%	127	3.3%	3871	100.0%
Age Group	24 years of age and under	607	21.8%	1149	41.3%	738	26.5%	217	7.8%	73	2.6%	2784	100.0%
	25 years of age and over	220	20.2%	398	36.6%	307	28.2%	108	9.9%	54	5.0%	1087	100.0%
Total		827	21.4%	1547	40.0%	1045	27.0%	325	8.4%	127	3.3%	3871	100.0%
Ethnicity	African American	41	25.0%	63	38.4%	40	24.4%	15	9.1%	5	3.0%	164	100.0%
	Asian	262	21.7%	485	40.1%	343	28.3%	86	7.1%	34	2.8%	1210	100.0%
	Latino	203	24.1%	346	41.0%	201	23.8%	73	8.6%	21	2.5%	844	100.0%
	Native American/Alaska Native	0	0.0%	5	38.5%	6	46.2%	2	15.4%	0	0.0%	13	100.0%
	Native Hawaiian/Pacific Islander	5	19.2%	9	34.6%	10	38.5%	1	3.8%	1	3.8%	26	100.0%
	Two or More Races, Non-Latino	49	24.3%	68	33.7%	64	31.7%	16	7.9%	5	2.5%	202	100.0%
	White	205	18.5%	456	41.2%	303	27.4%	96	8.7%	46	4.2%	1106	100.0%
Total		765	21.5%	1432	40.2%	967	27.1%	289	8.1%	112	3.1%	3565	100.0%
Student Level	Freshman	80	20.5%	176	45.1%	106	27.2%	19	4.9%	9	2.3%	390	100.0%
	Sophomore	124	20.6%	276	45.9%	164	27.3%	27	4.5%	10	1.7%	601	100.0%
	Junior	179	20.2%	369	41.7%	244	27.6%	76	8.6%	16	1.8%	884	100.0%
	Senior	374	23.8%	593	37.7%	398	25.3%	146	9.3%	61	3.9%	1572	100.0%
	Graduate	70	16.5%	133	31.4%	133	31.4%	57	13.4%	31	7.3%	424	100.0%
Total		827	21.4%	1547	40.0%	1045	27.0%	325	8.4%	127	3.3%	3871	100.0%
College	Business	198	21.7%	394	43.2%	236	25.9%	64	7.0%	20	2.2%	912	100.0%
	Education	19	17.3%	23	20.9%	41	37.3%	16	14.5%	11	10.0%	110	100.0%
	Ethnic Studies	4	25.0%	6	37.5%	5	31.2%	1	6.2%	0	0.0%	16	100.0%
	Health & Social Sciences	177	23.6%	306	40.9%	180	24.0%	56	7.5%	30	4.0%	749	100.0%
	Interdisciplinary & Other	46	19.8%	108	46.6%	64	27.6%	9	3.9%	5	2.2%	232	100.0%
	Liberal & Creative Arts	209	18.6%	433	38.6%	335	29.8%	105	9.3%	41	3.7%	1123	100.0%
	Science & Engineering	174	23.9%	277	38.0%	184	25.2%	74	10.2%	20	2.7%	729	100.0%
Total		827	21.4%	1547	40.0%	1045	27.0%	325	8.4%	127	3.3%	3871	100.0%

8. My coursework and other campus experiences have helped me to understand political issues.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	453	20.1%	940	41.8%	604	26.8%	194	8.6%	60	2.7%	2251	100.0%
	Male	380	23.8%	601	37.7%	420	26.3%	143	9.0%	52	3.3%	1596	100.0%
Total		833	21.7%	1541	40.1%	1024	26.6%	337	8.8%	112	2.9%	3847	100.0%
Age Group	24 years of age and under	597	21.5%	1139	41.1%	732	26.4%	228	8.2%	77	2.8%	2773	100.0%
	25 years of age and over	236	22.0%	402	37.4%	292	27.2%	109	10.1%	35	3.3%	1074	100.0%
Total		833	21.7%	1541	40.1%	1024	26.6%	337	8.8%	112	2.9%	3847	100.0%
Ethnicity	African American	50	31.1%	65	40.4%	32	19.9%	11	6.8%	3	1.9%	161	100.0%
	Asian	243	20.1%	491	40.7%	347	28.7%	92	7.6%	34	2.8%	1207	100.0%
	Latino	194	23.2%	347	41.5%	216	25.8%	61	7.3%	18	2.2%	836	100.0%
	Native American/Alaska Native	0	0.0%	6	46.2%	3	23.1%	1	7.7%	3	23.1%	13	100.0%
	Native Hawaiian/Pacific Islander	3	12.0%	10	40.0%	9	36.0%	2	8.0%	1	4.0%	25	100.0%
	Two or More Races, Non-Latino	56	27.9%	68	33.8%	49	24.4%	25	12.4%	3	1.5%	201	100.0%
	White	218	19.8%	456	41.4%	282	25.6%	112	10.2%	33	3.0%	1101	100.0%
Total		764	21.6%	1443	40.7%	938	26.5%	304	8.6%	95	2.7%	3544	100.0%
Student Level	Freshman	79	20.5%	164	42.6%	108	28.1%	27	7.0%	7	1.8%	385	100.0%
	Sophomore	140	23.3%	261	43.5%	148	24.7%	37	6.2%	14	2.3%	600	100.0%
	Junior	190	21.5%	374	42.3%	230	26.0%	65	7.4%	25	2.8%	884	100.0%
	Senior	347	22.2%	583	37.3%	427	27.3%	159	10.2%	47	3.0%	1563	100.0%
	Graduate	77	18.6%	159	38.3%	111	26.7%	49	11.8%	19	4.6%	415	100.0%
Total		833	21.7%	1541	40.1%	1024	26.6%	337	8.8%	112	2.9%	3847	100.0%
College	Business	187	20.7%	352	38.9%	260	28.7%	84	9.3%	22	2.4%	905	100.0%
	Education	20	18.9%	40	37.7%	32	30.2%	10	9.4%	4	3.8%	106	100.0%
	Ethnic Studies	4	25.0%	11	68.8%	0	0.0%	1	6.2%	0	0.0%	16	100.0%
	Health & Social Sciences	168	22.7%	313	42.2%	179	24.2%	59	8.0%	22	3.0%	741	100.0%
	Interdisciplinary & Other	52	22.3%	104	44.6%	60	25.8%	14	6.0%	3	1.3%	233	100.0%
	Liberal & Creative Arts	265	23.7%	484	43.2%	263	23.5%	79	7.1%	29	2.6%	1120	100.0%
	Science & Engineering	137	18.9%	237	32.6%	230	31.7%	90	12.4%	32	4.4%	726	100.0%
Total		833	21.7%	1541	40.1%	1024	26.6%	337	8.8%	112	2.9%	3847	100.0%

9. My coursework and other campus experiences have helped me to understand global conflict(s).

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	385	17.2%	912	40.7%	648	28.9%	223	9.9%	74	3.3%	2242	100.0%
	Male	295	18.6%	651	41.0%	441	27.8%	142	9.0%	57	3.6%	1586	100.0%
Total		680	17.8%	1563	40.8%	1089	28.4%	365	9.5%	131	3.4%	3828	100.0%
Age Group	24 years of age and under	499	18.1%	1160	42.2%	764	27.8%	244	8.9%	85	3.1%	2752	100.0%
	25 years of age and over	181	16.8%	403	37.5%	325	30.2%	121	11.2%	46	4.3%	1076	100.0%
Total		680	17.8%	1563	40.8%	1089	28.4%	365	9.5%	131	3.4%	3828	100.0%
Ethnicity	African American	29	18.0%	73	45.3%	37	23.0%	17	10.6%	5	3.1%	161	100.0%
	Asian	214	17.8%	539	44.8%	326	27.1%	96	8.0%	27	2.2%	1202	100.0%
	Latino	169	20.5%	321	38.9%	234	28.4%	74	9.0%	27	3.3%	825	100.0%
	Native American/Alaska Native	0	0.0%	7	53.8%	3	23.1%	0	0.0%	3	23.1%	13	100.0%
	Native Hawaiian/Pacific Islander	5	20.0%	7	28.0%	9	36.0%	2	8.0%	2	8.0%	25	100.0%
	Two or More Races, Non-Latino	42	20.6%	82	40.2%	55	27.0%	23	11.3%	2	1.0%	204	100.0%
	White	169	15.4%	437	39.8%	335	30.5%	109	9.9%	48	4.4%	1098	100.0%
Total		628	17.8%	1466	41.6%	999	28.3%	321	9.1%	114	3.2%	3528	100.0%
Student Level	Freshman	76	19.5%	172	44.2%	108	27.8%	24	6.2%	9	2.3%	389	100.0%
	Sophomore	102	17.1%	268	45.0%	167	28.1%	48	8.1%	10	1.7%	595	100.0%
	Junior	150	17.4%	362	41.9%	248	28.7%	80	9.3%	24	2.8%	864	100.0%
	Senior	299	19.2%	624	40.0%	428	27.4%	150	9.6%	59	3.8%	1560	100.0%
	Graduate	53	12.6%	137	32.6%	138	32.9%	63	15.0%	29	6.9%	420	100.0%
Total		680	17.8%	1563	40.8%	1089	28.4%	365	9.5%	131	3.4%	3828	100.0%
College	Business	155	17.2%	393	43.7%	252	28.0%	74	8.2%	25	2.8%	899	100.0%
	Education	13	11.9%	29	26.6%	40	36.7%	18	16.5%	9	8.3%	109	100.0%
	Ethnic Studies	4	25.0%	7	43.8%	4	25.0%	1	6.2%	0	0.0%	16	100.0%
	Health & Social Sciences	138	18.9%	290	39.6%	217	29.6%	61	8.3%	26	3.6%	732	100.0%
	Interdisciplinary & Other	32	13.9%	113	48.9%	61	26.4%	21	9.1%	4	1.7%	231	100.0%
	Liberal & Creative Arts	219	19.5%	481	42.8%	298	26.5%	90	8.0%	37	3.3%	1125	100.0%
	Science & Engineering	119	16.6%	250	34.9%	217	30.3%	100	14.0%	30	4.2%	716	100.0%
Total		680	17.8%	1563	40.8%	1089	28.4%	365	9.5%	131	3.4%	3828	100.0%

10. My coursework and other campus experiences have been useful to me in non-university settings.

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	582	25.6%	1063	46.8%	491	21.6%	96	4.2%	41	1.8%	2273	100.0%
	Male	408	25.4%	687	42.7%	389	24.2%	77	4.8%	48	3.0%	1609	100.0%
Total		990	25.5%	1750	45.1%	880	22.7%	173	4.5%	89	2.3%	3882	100.0%
Age Group	24 years of age and under	679	24.4%	1255	45.0%	668	24.0%	118	4.2%	67	2.4%	2787	100.0%
	25 years of age and over	311	28.4%	495	45.2%	212	19.4%	55	5.0%	22	2.0%	1095	100.0%
Total		990	25.5%	1750	45.1%	880	22.7%	173	4.5%	89	2.3%	3882	100.0%
Ethnicity	African American	47	29.2%	71	44.1%	29	18.0%	14	8.7%	0	0.0%	161	100.0%
	Asian	261	21.5%	546	45.0%	329	27.1%	51	4.2%	27	2.2%	1214	100.0%
	Latino	231	27.4%	401	47.6%	165	19.6%	23	2.7%	22	2.6%	842	100.0%
	Native American/Alaska Native	2	15.4%	5	38.5%	5	38.5%	0	0.0%	1	7.7%	13	100.0%
	Native Hawaiian/Pacific Islander	5	20.8%	9	37.5%	7	29.2%	2	8.3%	1	4.2%	24	100.0%
	Two or More Races, Non-Latino	56	27.3%	84	41.0%	42	20.5%	19	9.3%	4	2.0%	205	100.0%
	White	308	27.6%	506	45.4%	229	20.5%	48	4.3%	24	2.2%	1115	100.0%
Total		910	25.5%	1622	45.4%	806	22.6%	157	4.4%	79	2.2%	3574	100.0%
Student Level	Freshman	99	25.4%	188	48.2%	91	23.3%	7	1.8%	5	1.3%	390	100.0%
	Sophomore	124	20.7%	290	48.3%	143	23.8%	31	5.2%	12	2.0%	600	100.0%
	Junior	206	23.3%	400	45.3%	216	24.5%	38	4.3%	23	2.6%	883	100.0%
	Senior	424	26.9%	673	42.7%	357	22.6%	84	5.3%	39	2.5%	1577	100.0%
	Graduate	137	31.7%	199	46.1%	73	16.9%	13	3.0%	10	2.3%	432	100.0%
Total		990	25.5%	1750	45.1%	880	22.7%	173	4.5%	89	2.3%	3882	100.0%
College	Business	191	21.0%	419	46.0%	230	25.2%	51	5.6%	20	2.2%	911	100.0%
	Education	37	33.3%	50	45.0%	20	18.0%	3	2.7%	1	0.9%	111	100.0%
	Ethnic Studies	6	37.5%	8	50.0%	1	6.2%	1	6.2%	0	0.0%	16	100.0%
	Health & Social Sciences	197	26.3%	347	46.4%	153	20.5%	32	4.3%	19	2.5%	748	100.0%
	Interdisciplinary & Other	50	21.4%	121	51.7%	54	23.1%	6	2.6%	3	1.3%	234	100.0%
	Liberal & Creative Arts	318	28.2%	492	43.6%	248	22.0%	44	3.9%	27	2.4%	1129	100.0%
	Science & Engineering	191	26.1%	313	42.7%	174	23.7%	36	4.9%	19	2.6%	733	100.0%
Total		990	25.5%	1750	45.1%	880	22.7%	173	4.5%	89	2.3%	3882	100.0%

11. I spend approximately this many hours per semester doing community service (in San Francisco or at home):

		None		1-5 hours per semester		5-10 hours per semester		10-15 hours per semester		15-20 hours per semester		20 hours or more per semester		Total	
		n	%	n	%	n	%	n	%	n	%	n	%		
Gender	Female	848	39.4%	516	24.0%	251	11.7%	185	8.6%	104	4.8%	249	11.6%	2153	100.0%
	Male	718	47.3%	364	24.0%	145	9.6%	105	6.9%	53	3.5%	132	8.7%	1517	100.0%
Total		1566	42.7%	880	24.0%	396	10.8%	290	7.9%	157	4.3%	381	10.4%	3670	100.0%
Age Group	24 years of age and under	1124	43.0%	641	24.5%	282	10.8%	215	8.2%	114	4.4%	238	9.1%	2614	100.0%
	25 years of age and over	442	41.9%	239	22.6%	114	10.8%	75	7.1%	43	4.1%	143	13.5%	1056	100.0%
Total		1566	42.7%	880	24.0%	396	10.8%	290	7.9%	157	4.3%	381	10.4%	3670	100.0%
Ethnicity	African American	89	44.9%	32	16.2%	30	15.2%	17	8.6%	6	3.0%	24	12.1%	198	100.0%
	Asian	468	41.6%	265	23.6%	124	11.0%	108	9.6%	53	4.7%	106	9.4%	1124	100.0%
	Latino	293	37.1%	211	26.7%	88	11.2%	60	7.6%	37	4.7%	100	12.7%	789	100.0%
	Native American/Alaska Native	2	25.0%	2	25.0%	1	12.5%	0	0.0%	1	12.5%	2	25.0%	8	100.0%
	Native Hawaiian/Pacific Islander	10	45.5%	7	31.8%	1	4.5%	2	9.1%	1	4.5%	1	4.5%	22	100.0%
	Two or More Races, Non-Latino	88	45.1%	42	21.5%	21	10.8%	11	5.6%	5	2.6%	28	14.4%	195	100.0%
Total		470	46.7%	248	24.6%	101	10.0%	70	7.0%	40	4.0%	78	7.7%	1007	100.0%
Total		1420	42.5%	807	24.1%	366	10.9%	268	8.0%	143	4.3%	339	10.1%	3343	100.0%
Student Level	Freshman	171	48.2%	87	24.5%	39	11.0%	29	8.2%	10	2.8%	19	5.4%	355	100.0%
	Sophomore	231	41.7%	145	26.2%	58	10.5%	47	8.5%	16	2.9%	57	10.3%	554	100.0%
	Junior	379	43.9%	209	24.2%	95	11.0%	55	6.4%	46	5.3%	80	9.3%	864	100.0%
	Senior	598	41.6%	335	23.3%	159	11.1%	128	8.9%	71	4.9%	146	10.2%	1437	100.0%
	Graduate	187	40.7%	104	22.6%	45	9.8%	31	6.7%	14	3.0%	79	17.2%	460	100.0%
Total		1566	42.7%	880	24.0%	396	10.8%	290	7.9%	157	4.3%	381	10.4%	3670	100.0%
College	Business	368	44.0%	195	23.3%	115	13.8%	70	8.4%	35	4.2%	53	6.3%	836	100.0%
	Education	35	28.5%	36	29.3%	9	7.3%	14	11.4%	3	2.4%	26	21.1%	123	100.0%
	Ethnic Studies	6	20.7%	3	10.3%	6	20.7%	7	24.1%	2	6.9%	5	17.2%	29	100.0%
	Health & Social Sciences	268	34.9%	176	22.9%	85	11.1%	81	10.5%	41	5.3%	117	15.2%	768	100.0%
	Interdisciplinary & Other	101	47.9%	51	24.2%	25	11.8%	9	4.3%	6	2.8%	19	9.0%	211	100.0%
	Liberal & Creative Arts	454	46.5%	254	26.0%	96	9.8%	62	6.3%	32	3.3%	79	8.1%	977	100.0%
	Science & Engineering	334	46.0%	165	22.7%	60	8.3%	47	6.5%	38	5.2%	82	11.3%	726	100.0%
Total		1566	42.7%	880	24.0%	396	10.8%	290	7.9%	157	4.3%	381	10.4%	3670	100.0%

SF State Student Pulse Survey, Fall 2012

12. When I go to the library on campus, I am most likely to:

		Study individually		Work on a group project or study with a group		Work on a project to produce audio/video/multimedia		Listen to or view media		Use a desktop computer		Use my own laptop, tablet or netbook computer		Use a laptop computer borrowed/checked out from the library		Use library collections (books, journals, media, online databases and full text resources, etc.)		Study using my own books and other materials		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	1138	51.0%	422	18.9%	18	0.8%	12	0.5%	155	6.9%	282	12.6%	15	0.7%	73	3.3%	116	5.2%	2231	100.0%
	Male	881	54.9%	308	19.2%	14	0.9%	24	1.5%	112	7.0%	156	9.7%	11	0.7%	43	2.7%	56	3.5%	1605	100.0%
Total		2019	52.6%	730	19.0%	32	0.8%	36	0.9%	267	7.0%	438	11.4%	26	0.7%	116	3.0%	172	4.5%	3836	100.0%
Age Group	24 years of age and under	1424	51.9%	552	20.1%	23	0.8%	28	1.0%	184	6.7%	344	12.5%	17	0.6%	49	1.8%	121	4.4%	2742	100.0%
	25 years of age and over	595	54.4%	178	16.3%	9	0.8%	8	0.7%	83	7.6%	94	8.6%	9	0.8%	67	6.1%	51	4.7%	1094	100.0%
Total		2019	52.6%	730	19.0%	32	0.8%	36	0.9%	267	7.0%	438	11.4%	26	0.7%	116	3.0%	172	4.5%	3836	100.0%
Ethnicity	African American	97	48.3%	51	25.4%	1	0.5%	0	0.0%	17	8.5%	17	8.5%	2	1.0%	4	2.0%	12	6.0%	201	100.0%
	Asian	614	50.5%	264	21.7%	12	1.0%	13	1.1%	72	5.9%	149	12.3%	8	0.7%	26	2.1%	57	4.7%	1215	100.0%
	Latino	437	53.2%	147	17.9%	9	1.1%	11	1.3%	52	6.3%	98	11.9%	8	1.0%	21	2.6%	38	4.6%	821	100.0%
	Native American/Alaska Native	3	37.5%	2	25.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	8	100.0%
	Native Hawaiian/Pacific Islander	12	46.2%	5	19.2%	1	3.8%	0	0.0%	2	7.7%	4	15.4%	0	0.0%	0	0.0%	2	7.7%	26	100.0%
	Two or More Races, Non-Latino	110	53.7%	42	20.5%	0	0.0%	2	1.0%	17	8.3%	24	11.7%	1	0.5%	4	2.0%	5	2.4%	205	100.0%
Total		564	55.4%	161	15.8%	8	0.8%	7	0.7%	82	8.1%	107	10.5%	5	0.5%	44	4.3%	40	3.9%	1018	100.0%
Total		1837	52.6%	672	19.2%	31	0.9%	33	0.9%	244	7.0%	399	11.4%	24	0.7%	100	2.9%	154	4.4%	3494	100.0%
Student Level	Freshman	194	53.2%	68	18.6%	6	1.6%	5	1.4%	20	5.5%	49	13.4%	2	0.5%	5	1.4%	16	4.4%	365	100.0%
	Sophomore	307	52.0%	106	18.0%	6	1.0%	9	1.5%	39	6.6%	82	13.9%	6	1.0%	9	1.5%	26	4.4%	590	100.0%
	Junior	505	55.0%	168	18.3%	3	0.3%	5	0.5%	62	6.7%	102	11.1%	4	0.4%	20	2.2%	50	5.4%	919	100.0%
	Senior	784	51.3%	327	21.4%	14	0.9%	14	0.9%	118	7.7%	168	11.0%	10	0.7%	31	2.0%	61	4.0%	1527	100.0%
	Graduate	229	52.6%	61	14.0%	3	0.7%	3	0.7%	28	6.4%	37	8.5%	4	0.9%	51	11.7%	19	4.4%	435	100.0%
Total		2019	52.6%	730	19.0%	32	0.8%	36	0.9%	267	7.0%	438	11.4%	26	0.7%	116	3.0%	172	4.5%	3836	100.0%
College	Business	464	51.8%	209	23.3%	5	0.6%	11	1.2%	69	7.7%	97	10.8%	5	0.6%	10	1.1%	26	2.9%	896	100.0%
	Education	44	42.3%	19	18.3%	0	0.0%	0	0.0%	15	14.4%	10	9.6%	1	1.0%	8	7.7%	7	6.7%	104	100.0%
	Ethnic Studies	14	46.7%	5	16.7%	1	3.3%	1	3.3%	2	6.7%	2	6.7%	0	0.0%	3	10.0%	2	6.7%	30	100.0%
	Health & Social Sciences	391	48.8%	178	22.2%	5	0.6%	8	1.0%	51	6.4%	98	12.2%	5	0.6%	24	3.0%	41	5.1%	801	100.0%
	Interdisciplinary & Other	111	53.1%	35	16.7%	2	1.0%	2	1.0%	14	6.7%	28	13.4%	2	1.0%	5	2.4%	10	4.8%	209	100.0%
	Liberal & Creative Arts	592	57.6%	138	13.4%	15	1.5%	8	0.8%	68	6.6%	115	11.2%	5	0.5%	48	4.7%	39	3.8%	1028	100.0%
Total		403	52.5%	146	19.0%	4	0.5%	6	0.8%	48	6.2%	88	11.5%	8	1.0%	18	2.3%	47	6.1%	768	100.0%
Total		2019	52.6%	730	19.0%	32	0.8%	36	0.9%	267	7.0%	438	11.4%	26	0.7%	116	3.0%	172	4.5%	3836	100.0%

13. I have received a library instruction session.

		Yes		No		Total	
		n	%	n	%	n	%
Gender	Female	845	39.0%	1324	61.0%	2169	100.0%
	Male	508	32.8%	1040	67.2%	1548	100.0%
Total		1353	36.4%	2364	63.6%	3717	100.0%
Age Group	24 years of age and under	898	34.6%	1700	65.4%	2598	100.0%
	25 years of age and over	455	40.7%	664	59.3%	1119	100.0%
Total		1353	36.4%	2364	63.6%	3717	100.0%
Ethnicity	African American	97	47.5%	107	52.5%	204	100.0%
	Asian	447	38.6%	712	61.4%	1159	100.0%
	Latino	272	34.6%	513	65.4%	785	100.0%
	Native American/Alaska Native	3	37.5%	5	62.5%	8	100.0%
	Native Hawaiian/Pacific Islander	14	56.0%	11	44.0%	25	100.0%
	Two or More Races, Non-Latino	67	33.2%	135	66.8%	202	100.0%
	White	329	32.7%	676	67.3%	1005	100.0%
Total		1229	36.3%	2159	63.7%	3388	100.0%
Student Level	Freshman	110	31.9%	235	68.1%	345	100.0%
	Sophomore	168	30.3%	386	69.7%	554	100.0%
	Junior	274	31.8%	587	68.2%	861	100.0%
	Senior	593	40.2%	882	59.8%	1475	100.0%
	Graduate	208	43.2%	274	56.8%	482	100.0%
Total		1353	36.4%	2364	63.6%	3717	100.0%
College	Business	259	30.5%	591	69.5%	850	100.0%
	Education	53	44.2%	67	55.8%	120	100.0%
	Ethnic Studies	9	32.1%	19	67.9%	28	100.0%
	Health & Social Sciences	363	47.1%	408	52.9%	771	100.0%
	Interdisciplinary & Other	66	31.9%	141	68.1%	207	100.0%
	Liberal & Creative Arts	360	36.1%	638	63.9%	998	100.0%
	Science & Engineering	243	32.7%	500	67.3%	743	100.0%
Total		1353	36.4%	2364	63.6%	3717	100.0%

14. I have used e-books through the library's website.

		Yes		No		Total	
		n	%	n	%	n	%
Gender	Female	762	33.7%	1501	66.3%	2263	100.0%
	Male	539	33.5%	1069	66.5%	1608	100.0%
Total		1301	33.6%	2570	66.4%	3871	100.0%
Age Group	24 years of age and under	953	34.9%	1779	65.1%	2732	100.0%
	25 years of age and over	348	30.6%	791	69.4%	1139	100.0%
Total		1301	33.6%	2570	66.4%	3871	100.0%
Ethnicity	African American	73	35.6%	132	64.4%	205	100.0%
	Asian	379	31.8%	811	68.2%	1190	100.0%
	Latino	261	31.2%	576	68.8%	837	100.0%
	Native American/Alaska Native	2	28.6%	5	71.4%	7	100.0%
	Native Hawaiian/Pacific Islander	9	33.3%	18	66.7%	27	100.0%
	Two or More Races, Non-Latino	76	36.2%	134	63.8%	210	100.0%
	White	377	35.9%	672	64.1%	1049	100.0%
Total		1177	33.4%	2348	66.6%	3525	100.0%
Student Level	Freshman	85	23.5%	276	76.5%	361	100.0%
	Sophomore	173	29.9%	405	70.1%	578	100.0%
	Junior	332	36.4%	580	63.6%	912	100.0%
	Senior	537	35.2%	989	64.8%	1526	100.0%
	Graduate	174	35.2%	320	64.8%	494	100.0%
Total		1301	33.6%	2570	66.4%	3871	100.0%
College	Business	234	26.7%	644	73.3%	878	100.0%
	Education	37	29.4%	89	70.6%	126	100.0%
	Ethnic Studies	15	50.0%	15	50.0%	30	100.0%
	Health & Social Sciences	298	37.4%	498	62.6%	796	100.0%
	Interdisciplinary & Other	52	24.0%	165	76.0%	217	100.0%
	Liberal & Creative Arts	420	40.0%	629	60.0%	1049	100.0%
	Science & Engineering	245	31.6%	530	68.4%	775	100.0%
Total		1301	33.6%	2570	66.4%	3871	100.0%

15. I have had an assignment that required the use of the library's multimedia production lab.

		Yes		No		Total	
		n	%	n	%	n	%
Gender	Female	586	26.3%	1641	73.7%	2227	100.0%
	Male	404	25.2%	1199	74.8%	1603	100.0%
Total		990	25.8%	2840	74.2%	3830	100.0%
Age Group	24 years of age and under	716	26.5%	1983	73.5%	2699	100.0%
	25 years of age and over	274	24.2%	857	75.8%	1131	100.0%
Total		990	25.8%	2840	74.2%	3830	100.0%
Ethnicity	African American	58	28.4%	146	71.6%	204	100.0%
	Asian	377	31.9%	806	68.1%	1183	100.0%
	Latino	214	26.0%	609	74.0%	823	100.0%
	Native American/Alaska Native	1	14.3%	6	85.7%	7	100.0%
	Native Hawaiian/Pacific Islander	5	20.0%	20	80.0%	25	100.0%
	Two or More Races, Non-Latino	42	20.1%	167	79.9%	209	100.0%
	White	206	19.7%	841	80.3%	1047	100.0%
Total		903	25.8%	2595	74.2%	3498	100.0%
Student Level	Freshman	90	24.9%	271	75.1%	361	100.0%
	Sophomore	133	23.4%	436	76.6%	569	100.0%
	Junior	232	25.7%	670	74.3%	902	100.0%
	Senior	445	29.4%	1070	70.6%	1515	100.0%
	Graduate	90	18.6%	393	81.4%	483	100.0%
Total		990	25.8%	2840	74.2%	3830	100.0%
College	Business	234	26.7%	644	73.3%	878	100.0%
	Education	26	22.2%	91	77.8%	117	100.0%
	Ethnic Studies	10	32.3%	21	67.7%	31	100.0%
	Health & Social Sciences	241	30.6%	547	69.4%	788	100.0%
	Interdisciplinary & Other	41	19.2%	172	80.8%	213	100.0%
	Liberal & Creative Arts	274	26.3%	766	73.7%	1040	100.0%
	Science & Engineering	164	21.5%	599	78.5%	763	100.0%
Total		990	25.8%	2840	74.2%	3830	100.0%

16. I am most interested in class when my professors:

		Discuss their own research				Use clickers or other technology				Use group work		Use social media		Total	
		n	%	n	%	n	%	n	%	n	%	n	%		
Gender	Female	481	21.7%	748	33.8%	189	8.5%	374	16.9%	424	19.1%	2216	100.0%		
	Male	391	26.5%	510	34.6%	110	7.5%	302	20.5%	160	10.9%	1473	100.0%		
Total		872	23.6%	1258	34.1%	299	8.1%	676	18.3%	584	15.8%	3689	100.0%		
Age Group	24 years of age and under	567	21.7%	835	32.0%	211	8.1%	500	19.2%	495	19.0%	2608	100.0%		
	25 years of age and over	305	28.2%	423	39.1%	88	8.1%	176	16.3%	89	8.2%	1081	100.0%		
Total		872	23.6%	1258	34.1%	299	8.1%	676	18.3%	584	15.8%	3689	100.0%		
Ethnicity	African American	39	19.6%	62	31.2%	20	10.1%	33	16.6%	45	22.6%	199	100.0%		
	Asian	240	21.0%	402	35.2%	93	8.1%	214	18.7%	193	16.9%	1142	100.0%		
	Latino	182	23.5%	251	32.4%	61	7.9%	160	20.7%	120	15.5%	774	100.0%		
	Native American/Alaska Native	4	28.6%	5	35.7%	1	7.1%	3	21.4%	1	7.1%	14	100.0%		
	Native Hawaiian/Pacific Islander	2	8.7%	3	13.0%	2	8.7%	10	43.5%	6	26.1%	23	100.0%		
	Two or More Races, Non-Latino	40	22.0%	58	31.9%	14	7.7%	34	18.7%	36	19.8%	182	100.0%		
	White	293	27.4%	369	34.5%	86	8.0%	177	16.5%	146	13.6%	1071	100.0%		
Total		800	23.5%	1150	33.8%	277	8.1%	631	18.5%	547	16.1%	3405	100.0%		
Student Level	Freshman	78	20.7%	107	28.5%	21	5.6%	90	23.9%	80	21.3%	376	100.0%		
	Sophomore	96	17.7%	174	32.2%	49	9.1%	106	19.6%	116	21.4%	541	100.0%		
	Junior	182	22.1%	287	34.8%	79	9.6%	147	17.8%	129	15.7%	824	100.0%		
	Senior	396	26.1%	532	35.0%	129	8.5%	235	15.5%	227	14.9%	1519	100.0%		
	Graduate	120	28.0%	158	36.8%	21	4.9%	98	22.8%	32	7.5%	429	100.0%		
Total		872	23.6%	1258	34.1%	299	8.1%	676	18.3%	584	15.8%	3689	100.0%		
College	Business	200	24.4%	282	34.4%	75	9.2%	142	17.3%	120	14.7%	819	100.0%		
	Education	32	27.6%	25	21.6%	8	6.9%	41	35.3%	10	8.6%	116	100.0%		
	Ethnic Studies	3	12.5%	6	25.0%	1	4.2%	6	25.0%	8	33.3%	24	100.0%		
	Health & Social Sciences	162	20.2%	274	34.2%	60	7.5%	156	19.5%	149	18.6%	801	100.0%		
	Interdisciplinary & Other	36	17.6%	61	29.9%	19	9.3%	44	21.6%	44	21.6%	204	100.0%		
	Liberal & Creative Arts	236	23.7%	370	37.1%	61	6.1%	164	16.4%	166	16.6%	997	100.0%		
	Science & Engineering	203	27.9%	240	33.0%	75	10.3%	123	16.9%	87	12.0%	728	100.0%		
Total		872	23.6%	1258	34.1%	299	8.1%	676	18.3%	584	15.8%	3689	100.0%		

17. To complete my courses successfully, I find this faculty practice the most helpful to me:

		iLearn		Professors' office hours		Feedback on assignments		Clear expectations for exams and assignments		email with professors		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	632	27.4%	172	7.5%	475	20.6%	934	40.5%	95	4.1%	2308	100.0%
	Male	484	31.8%	140	9.2%	270	17.7%	563	36.9%	67	4.4%	1524	100.0%
Total		1116	29.1%	312	8.1%	745	19.4%	1497	39.1%	162	4.2%	3832	100.0%
Age Group	24 years of age and under	820	30.5%	209	7.8%	524	19.5%	1026	38.1%	113	4.2%	2692	100.0%
	25 years of age and over	296	26.0%	103	9.0%	221	19.4%	471	41.3%	49	4.3%	1140	100.0%
Total		1116	29.1%	312	8.1%	745	19.4%	1497	39.1%	162	4.2%	3832	100.0%
Ethnicity	African American	68	33.2%	22	10.7%	39	19.0%	68	33.2%	8	3.9%	205	100.0%
	Asian	375	31.9%	101	8.6%	215	18.3%	445	37.8%	41	3.5%	1177	100.0%
	Latino	244	30.4%	84	10.5%	157	19.6%	276	34.4%	42	5.2%	803	100.0%
	Native American/Alaska Native	2	14.3%	1	7.1%	4	28.6%	7	50.0%	0	0.0%	14	100.0%
	Native Hawaiian/Pacific Islander	9	33.3%	1	3.7%	5	18.5%	9	33.3%	3	11.1%	27	100.0%
	Two or More Races, Non-Latino	45	23.6%	13	6.8%	34	17.8%	93	48.7%	6	3.1%	191	100.0%
	White	296	26.6%	66	5.9%	223	20.0%	487	43.8%	41	3.7%	1113	100.0%
Total		1039	29.4%	288	8.2%	677	19.2%	1385	39.2%	141	4.0%	3530	100.0%
Student Level	Freshman	147	38.0%	34	8.8%	71	18.3%	117	30.2%	18	4.7%	387	100.0%
	Sophomore	193	34.7%	39	7.0%	106	19.1%	194	34.9%	24	4.3%	556	100.0%
	Junior	250	29.1%	59	6.9%	172	20.0%	339	39.5%	39	4.5%	859	100.0%
	Senior	447	28.4%	126	8.0%	289	18.4%	651	41.4%	61	3.9%	1574	100.0%
	Graduate	79	17.3%	54	11.8%	107	23.5%	196	43.0%	20	4.4%	456	100.0%
Total		1116	29.1%	312	8.1%	745	19.4%	1497	39.1%	162	4.2%	3832	100.0%
College	Business	302	35.7%	55	6.5%	125	14.8%	333	39.4%	31	3.7%	846	100.0%
	Education	24	18.8%	9	7.0%	30	23.4%	58	45.3%	7	5.5%	128	100.0%
	Ethnic Studies	2	7.7%	4	15.4%	9	34.6%	9	34.6%	2	7.7%	26	100.0%
	Health & Social Sciences	216	25.9%	75	9.0%	167	20.0%	338	40.6%	37	4.4%	833	100.0%
	Interdisciplinary & Other	73	34.4%	12	5.7%	35	16.5%	83	39.2%	9	4.2%	212	100.0%
	Liberal & Creative Arts	292	28.2%	83	8.0%	239	23.1%	377	36.4%	44	4.3%	1035	100.0%
	Science & Engineering	207	27.5%	74	9.8%	140	18.6%	299	39.8%	32	4.3%	752	100.0%
Total		1116	29.1%	312	8.1%	745	19.4%	1497	39.1%	162	4.2%	3832	100.0%

18. In the majority of my GE courses, I feel:

		Extremely challenged		Appropriately challenged		Not very challenged		Not at all challenged		I am not taking any GE courses		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	159	7.2%	1376	62.1%	233	10.5%	64	2.9%	384	17.3%	2216	100.0%
	Male	121	8.3%	905	61.7%	175	11.9%	57	3.9%	208	14.2%	1466	100.0%
Total		280	7.6%	2281	62.0%	408	11.1%	121	3.3%	592	16.1%	3682	100.0%
Age Group	24 years of age and under	196	7.5%	1738	66.6%	318	12.2%	100	3.8%	257	9.9%	2609	100.0%
	25 years of age and over	84	7.8%	543	50.6%	90	8.4%	21	2.0%	335	31.2%	1073	100.0%
Total		280	7.6%	2281	62.0%	408	11.1%	121	3.3%	592	16.1%	3682	100.0%
Ethnicity	African American	21	10.5%	120	60.0%	17	8.5%	9	4.5%	33	16.5%	200	100.0%
	Asian	126	11.0%	741	64.5%	122	10.6%	28	2.4%	131	11.4%	1148	100.0%
	Latino	57	7.5%	509	66.5%	75	9.8%	22	2.9%	102	13.3%	765	100.0%
	Native American/Alaska Native	1	7.1%	8	57.1%	2	14.3%	0	0.0%	3	21.4%	14	100.0%
	Native Hawaiian/Pacific Islander	2	7.4%	12	44.4%	1	3.7%	0	0.0%	12	44.4%	27	100.0%
	Two or More Races, Non-Latino	14	7.6%	116	63.0%	20	10.9%	6	3.3%	28	15.2%	184	100.0%
	White	39	3.7%	625	58.7%	144	13.5%	42	3.9%	215	20.2%	1065	100.0%
Total		260	7.6%	2131	62.6%	381	11.2%	107	3.1%	524	15.4%	3403	100.0%
Student Level	Freshman	42	11.1%	293	77.3%	26	6.9%	13	3.4%	5	1.3%	379	100.0%
	Sophomore	49	9.0%	428	78.4%	52	9.5%	15	2.7%	2	0.4%	546	100.0%
	Junior	60	7.2%	546	65.5%	101	12.1%	30	3.6%	97	11.6%	834	100.0%
	Senior	111	7.3%	887	58.3%	203	13.3%	54	3.5%	267	17.5%	1522	100.0%
	Graduate	18	4.5%	127	31.7%	26	6.5%	9	2.2%	221	55.1%	401	100.0%
Total		280	7.6%	2281	62.0%	408	11.1%	121	3.3%	592	16.1%	3682	100.0%
College	Business	75	9.1%	525	63.7%	104	12.6%	23	2.8%	97	11.8%	824	100.0%
	Education	3	2.6%	42	36.2%	3	2.6%	3	2.6%	65	56.0%	116	100.0%
	Ethnic Studies	2	7.7%	13	50.0%	3	11.5%	1	3.8%	7	26.9%	26	100.0%
	Health & Social Sciences	56	7.0%	522	65.4%	67	8.4%	15	1.9%	138	17.3%	798	100.0%
	Interdisciplinary & Other	15	7.2%	157	75.8%	21	10.1%	9	4.3%	5	2.4%	207	100.0%
	Liberal & Creative Arts	64	6.5%	584	59.3%	115	11.7%	37	3.8%	185	18.8%	985	100.0%
	Science & Engineering	65	9.0%	438	60.3%	95	13.1%	33	4.5%	95	13.1%	726	100.0%
Total		280	7.6%	2281	62.0%	408	11.1%	121	3.3%	592	16.1%	3682	100.0%

19. In the majority of courses taken for my major or graduate program, I feel:

		Extremely challenged		Appropriately challenged		Not very challenged		Not at all challenged		I am not taking any courses for my major or a graduate program		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	483	21.8%	1351	61.1%	98	4.4%	26	1.2%	254	11.5%	2212	100.0%
	Male	333	22.7%	898	61.3%	74	5.1%	30	2.0%	129	8.8%	1464	100.0%
Total		816	22.2%	2249	61.2%	172	4.7%	56	1.5%	383	10.4%	3676	100.0%
Age Group	24 years of age and under	569	22.1%	1495	58.2%	102	4.0%	38	1.5%	365	14.2%	2569	100.0%
	25 years of age and over	247	22.3%	754	68.1%	70	6.3%	18	1.6%	18	1.6%	1107	100.0%
Total		816	22.2%	2249	61.2%	172	4.7%	56	1.5%	383	10.4%	3676	100.0%
Ethnicity	African American	39	20.1%	118	60.8%	9	4.6%	6	3.1%	22	11.3%	194	100.0%
	Asian	348	30.3%	639	55.7%	49	4.3%	14	1.2%	98	8.5%	1148	100.0%
	Latino	170	22.3%	450	59.1%	29	3.8%	12	1.6%	101	13.3%	762	100.0%
	Native American/Alaska Native	1	7.1%	9	64.3%	3	21.4%	0	0.0%	1	7.1%	14	100.0%
	Native Hawaiian/Pacific Islander	4	14.8%	16	59.3%	2	7.4%	0	0.0%	5	18.5%	27	100.0%
	Two or More Races, Non-Latino	34	19.1%	107	60.1%	6	3.4%	4	2.2%	27	15.2%	178	100.0%
	White	162	15.2%	728	68.2%	57	5.3%	16	1.5%	105	9.8%	1068	100.0%
Total		758	22.4%	2067	61.0%	155	4.6%	52	1.5%	359	10.6%	3391	100.0%
Student Level	Freshman	63	17.5%	153	42.4%	14	3.9%	7	1.9%	124	34.3%	361	100.0%
	Sophomore	79	15.2%	257	49.4%	10	1.9%	6	1.2%	168	32.3%	520	100.0%
	Junior	188	23.0%	519	63.4%	36	4.4%	15	1.8%	60	7.3%	818	100.0%
	Senior	408	26.5%	1006	65.4%	78	5.1%	18	1.2%	29	1.9%	1539	100.0%
	Graduate	78	17.8%	314	71.7%	34	7.8%	10	2.3%	2	0.5%	438	100.0%
Total		816	22.2%	2249	61.2%	172	4.7%	56	1.5%	383	10.4%	3676	100.0%
College	Business	223	27.2%	497	60.6%	38	4.6%	11	1.3%	51	6.2%	820	100.0%
	Education	14	11.3%	93	75.0%	8	6.5%	3	2.4%	6	4.8%	124	100.0%
	Ethnic Studies	7	26.9%	16	61.5%	1	3.8%	0	0.0%	2	7.7%	26	100.0%
	Health & Social Sciences	170	21.3%	487	61.1%	39	4.9%	16	2.0%	85	10.7%	797	100.0%
	Interdisciplinary & Other	20	10.3%	81	41.5%	5	2.6%	4	2.1%	85	43.6%	195	100.0%
	Liberal & Creative Arts	158	15.9%	665	67.1%	50	5.0%	15	1.5%	103	10.4%	991	100.0%
	Science & Engineering	224	31.0%	410	56.7%	31	4.3%	7	1.0%	51	7.1%	723	100.0%
Total		816	22.2%	2249	61.2%	172	4.7%	56	1.5%	383	10.4%	3676	100.0%

20. The most effective way for me to find information about satisfying university program and graduation requirements is:

		University website		Department website		University Bulletin (Catalog)		email reminders		Consulting with advisors		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	670	30.1%	294	13.2%	321	14.4%	323	14.5%	617	27.7%	2225	100.0%
	Male	484	33.5%	201	13.9%	138	9.6%	192	13.3%	428	29.7%	1443	100.0%
Total		1154	31.5%	495	13.5%	459	12.5%	515	14.0%	1045	28.5%	3668	100.0%
Age Group	24 years of age and under	832	32.2%	290	11.2%	401	15.5%	372	14.4%	687	26.6%	2582	100.0%
	25 years of age and over	322	29.7%	205	18.9%	58	5.3%	143	13.2%	358	33.0%	1086	100.0%
Total		1154	31.5%	495	13.5%	459	12.5%	515	14.0%	1045	28.5%	3668	100.0%
Ethnicity	African American	54	27.4%	27	13.7%	18	9.1%	28	14.2%	70	35.5%	197	100.0%
	Asian	377	33.2%	131	11.5%	150	13.2%	193	17.0%	285	25.1%	1136	100.0%
	Latino	248	32.1%	84	10.9%	115	14.9%	108	14.0%	217	28.1%	772	100.0%
	Native American/Alaska Native	2	14.3%	2	14.3%	3	21.4%	2	14.3%	5	35.7%	14	100.0%
	Native Hawaiian/Pacific Islander	6	22.2%	3	11.1%	2	7.4%	9	33.3%	7	25.9%	27	100.0%
	Two or More Races, Non-Latino	55	30.4%	28	15.5%	25	13.8%	26	14.4%	47	26.0%	181	100.0%
	White	339	32.0%	172	16.3%	112	10.6%	109	10.3%	326	30.8%	1058	100.0%
Total		1081	31.9%	447	13.2%	425	12.6%	475	14.0%	957	28.3%	3385	100.0%
Student Level	Freshman	128	34.8%	22	6.0%	52	14.1%	75	20.4%	91	24.7%	368	100.0%
	Sophomore	202	37.6%	32	6.0%	102	19.0%	83	15.5%	118	22.0%	537	100.0%
	Junior	261	31.9%	102	12.5%	117	14.3%	101	12.4%	236	28.9%	817	100.0%
	Senior	479	31.6%	212	14.0%	177	11.7%	192	12.7%	457	30.1%	1517	100.0%
	Graduate	84	19.6%	127	29.6%	11	2.6%	64	14.9%	143	33.3%	429	100.0%
Total		1154	31.5%	495	13.5%	459	12.5%	515	14.0%	1045	28.5%	3668	100.0%
College	Business	306	37.5%	88	10.8%	113	13.9%	124	15.2%	184	22.6%	815	100.0%
	Education	23	19.0%	32	26.4%	4	3.3%	17	14.0%	45	37.2%	121	100.0%
	Ethnic Studies	2	7.7%	2	7.7%	4	15.4%	3	11.5%	15	57.7%	26	100.0%
	Health & Social Sciences	227	28.5%	97	12.2%	102	12.8%	128	16.1%	243	30.5%	797	100.0%
	Interdisciplinary & Other	75	36.8%	12	5.9%	29	14.2%	31	15.2%	57	27.9%	204	100.0%
	Liberal & Creative Arts	320	32.2%	116	11.7%	138	13.9%	113	11.4%	307	30.9%	994	100.0%
	Science & Engineering	201	28.3%	148	20.8%	69	9.7%	99	13.9%	194	27.3%	711	100.0%
Total		1154	31.5%	495	13.5%	459	12.5%	515	14.0%	1045	28.5%	3668	100.0%

21. The most important change in class availability that would help me meet my expected graduation date would be:

		More courses in summer session		More sections of required courses		More sections of General Education courses		More sections of courses from 10:00 a.m. to 3:00 p.m.		More sections of courses at night		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	281	12.9%	1076	49.3%	198	9.1%	457	20.9%	172	7.9%	2184	100.0%
	Male	168	11.3%	752	50.5%	103	6.9%	323	21.7%	144	9.7%	1490	100.0%
Total		449	12.2%	1828	49.8%	301	8.2%	780	21.2%	316	8.6%	3674	100.0%
Age Group	24 years of age and under	268	10.1%	1374	51.9%	282	10.6%	620	23.4%	105	4.0%	2649	100.0%
	25 years of age and over	181	17.7%	454	44.3%	19	1.9%	160	15.6%	211	20.6%	1025	100.0%
Total		449	12.2%	1828	49.8%	301	8.2%	780	21.2%	316	8.6%	3674	100.0%
Ethnicity	African American	23	12.3%	80	42.8%	17	9.1%	42	22.5%	25	13.4%	187	100.0%
	Asian	165	14.2%	615	52.9%	88	7.6%	223	19.2%	71	6.1%	1162	100.0%
	Latino	81	10.2%	375	47.3%	84	10.6%	191	24.1%	62	7.8%	793	100.0%
	Native American/Alaska Native	1	20.0%	4	80.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%
	Native Hawaiian/Pacific Islander	2	11.8%	7	41.2%	1	5.9%	6	35.3%	1	5.9%	17	100.0%
	Two or More Races, Non-Latino	16	9.4%	84	49.1%	16	9.4%	42	24.6%	13	7.6%	171	100.0%
	White	110	10.8%	504	49.3%	84	8.2%	216	21.1%	108	10.6%	1022	100.0%
Total		398	11.9%	1669	49.7%	290	8.6%	720	21.4%	280	8.3%	3357	100.0%
Student Level	Freshman	26	7.1%	126	34.2%	121	32.9%	91	24.7%	4	1.1%	368	100.0%
	Sophomore	44	7.8%	253	44.6%	100	17.6%	150	26.5%	20	3.5%	567	100.0%
	Junior	80	9.1%	489	55.9%	31	3.5%	202	23.1%	73	8.3%	875	100.0%
	Senior	208	13.7%	846	55.8%	44	2.9%	292	19.3%	125	8.3%	1515	100.0%
	Graduate	91	26.1%	114	32.7%	5	1.4%	45	12.9%	94	26.9%	349	100.0%
Total		449	12.2%	1828	49.8%	301	8.2%	780	21.2%	316	8.6%	3674	100.0%
College	Business	121	14.5%	420	50.4%	46	5.5%	164	19.7%	82	9.8%	833	100.0%
	Education	25	26.0%	36	37.5%	5	5.2%	8	8.3%	22	22.9%	96	100.0%
	Ethnic Studies	0	0.0%	10	62.5%	3	18.8%	1	6.2%	2	12.5%	16	100.0%
	Health & Social Sciences	117	14.4%	426	52.3%	73	9.0%	148	18.2%	50	6.1%	814	100.0%
	Interdisciplinary & Other	18	9.0%	68	33.8%	59	29.4%	51	25.4%	5	2.5%	201	100.0%
	Liberal & Creative Arts	81	8.0%	489	48.2%	81	8.0%	265	26.1%	99	9.8%	1015	100.0%
	Science & Engineering	87	12.4%	379	54.2%	34	4.9%	143	20.5%	56	8.0%	699	100.0%
Total		449	12.2%	1828	49.8%	301	8.2%	780	21.2%	316	8.6%	3674	100.0%

22. I took a class I didn't need for my degree because:

		The courses I needed were not available		I changed my major		I wanted to explore a different subject area		I took unneeded courses to maintain financial aid		I have never taken a course I didn't need		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	932	45.4%	132	6.4%	271	13.2%	196	9.6%	520	25.4%	2051	100.0%
	Male	605	43.2%	88	6.3%	246	17.6%	121	8.6%	340	24.3%	1400	100.0%
Total		1537	44.5%	220	6.4%	517	15.0%	317	9.2%	860	24.9%	3451	100.0%
Age Group	24 years of age and under	1215	48.3%	163	6.5%	369	14.7%	237	9.4%	530	21.1%	2514	100.0%
	25 years of age and over	322	34.4%	57	6.1%	148	15.8%	80	8.5%	330	35.2%	937	100.0%
Total		1537	44.5%	220	6.4%	517	15.0%	317	9.2%	860	24.9%	3451	100.0%
Ethnicity	African American	77	44.8%	10	5.8%	20	11.6%	21	12.2%	44	25.6%	172	100.0%
	Asian	496	44.9%	63	5.7%	167	15.1%	98	8.9%	281	25.4%	1105	100.0%
	Latino	345	46.1%	50	6.7%	102	13.6%	79	10.6%	172	23.0%	748	100.0%
	Native American/Alaska Native	2	33.3%	1	16.7%	1	16.7%	0	0.0%	2	33.3%	6	100.0%
	Native Hawaiian/Pacific Islander	6	42.9%	2	14.3%	4	28.6%	1	7.1%	1	7.1%	14	100.0%
	Two or More Races, Non-Latino	68	42.2%	18	11.2%	21	13.0%	16	9.9%	38	23.6%	161	100.0%
	White	396	41.0%	59	6.1%	170	17.6%	81	8.4%	260	26.9%	966	100.0%
Total		1390	43.8%	203	6.4%	485	15.3%	296	9.3%	798	25.2%	3172	100.0%
Student Level	Freshman	139	40.6%	18	5.3%	65	19.0%	8	2.3%	112	32.7%	342	100.0%
	Sophomore	279	52.1%	35	6.5%	71	13.2%	35	6.5%	116	21.6%	536	100.0%
	Junior	425	52.5%	51	6.3%	107	13.2%	65	8.0%	161	19.9%	809	100.0%
	Senior	634	44.6%	112	7.9%	195	13.7%	185	13.0%	297	20.9%	1423	100.0%
	Graduate	60	17.6%	4	1.2%	79	23.2%	24	7.0%	174	51.0%	341	100.0%
Total		1537	44.5%	220	6.4%	517	15.0%	317	9.2%	860	24.9%	3451	100.0%
College	Business	331	42.8%	57	7.4%	95	12.3%	48	6.2%	243	31.4%	774	100.0%
	Education	16	18.4%	4	4.6%	14	16.1%	7	8.0%	46	52.9%	87	100.0%
	Ethnic Studies	7	41.2%	0	0.0%	2	11.8%	2	11.8%	6	35.3%	17	100.0%
	Health & Social Sciences	374	49.3%	48	6.3%	85	11.2%	91	12.0%	160	21.1%	758	100.0%
	Interdisciplinary & Other	79	42.2%	7	3.7%	39	20.9%	13	7.0%	49	26.2%	187	100.0%
	Liberal & Creative Arts	423	44.0%	62	6.4%	184	19.1%	86	8.9%	207	21.5%	962	100.0%
	Science & Engineering	307	46.1%	42	6.3%	98	14.7%	70	10.5%	149	22.4%	666	100.0%
Total		1537	44.5%	220	6.4%	517	15.0%	317	9.2%	860	24.9%	3451	100.0%

23. When I was unable to enroll in a course in the semester I wanted to take it, it was a course of this type:

		General Education		Required course in the major		Elective course in the major		Prerequisite course for the major that wasn't required for GE		I have never been unable to get a course that I wanted		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	474	22.8%	1008	48.4%	154	7.4%	198	9.5%	249	12.0%	2083	100.0%
	Male	277	19.5%	765	53.8%	123	8.6%	122	8.6%	136	9.6%	1423	100.0%
Total		751	21.4%	1773	50.6%	277	7.9%	320	9.1%	385	11.0%	3506	100.0%
Age Group	24 years of age and under	671	26.5%	1228	48.5%	160	6.3%	268	10.6%	203	8.0%	2530	100.0%
	25 years of age and over	80	8.2%	545	55.8%	117	12.0%	52	5.3%	182	18.6%	976	100.0%
Total		751	21.4%	1773	50.6%	277	7.9%	320	9.1%	385	11.0%	3506	100.0%
Ethnicity	African American	38	21.8%	93	53.4%	14	8.0%	12	6.9%	17	9.8%	174	100.0%
	Asian	237	21.2%	573	51.3%	82	7.3%	120	10.7%	105	9.4%	1117	100.0%
	Latino	179	23.7%	369	48.9%	51	6.8%	75	9.9%	81	10.7%	755	100.0%
	Native American/Alaska Native	0	0.0%	4	80.0%	0	0.0%	1	20.0%	0	0.0%	5	100.0%
	Native Hawaiian/Pacific Islander	5	33.3%	8	53.3%	1	6.7%	1	6.7%	0	0.0%	15	100.0%
	Two or More Races, Non-Latino	39	24.5%	73	45.9%	11	6.9%	17	10.7%	19	11.9%	159	100.0%
	White	207	21.0%	490	49.6%	92	9.3%	73	7.4%	126	12.8%	988	100.0%
Total		705	21.9%	1610	50.1%	251	7.8%	299	9.3%	348	10.8%	3213	100.0%
Student Level	Freshman	174	49.3%	85	24.1%	16	4.5%	31	8.8%	47	13.3%	353	100.0%
	Sophomore	238	44.2%	172	31.9%	19	3.5%	69	12.8%	41	7.6%	539	100.0%
	Junior	164	19.8%	482	58.3%	39	4.7%	92	11.1%	50	6.0%	827	100.0%
	Senior	166	11.5%	909	62.8%	154	10.6%	120	8.3%	98	6.8%	1447	100.0%
	Graduate	9	2.6%	125	36.8%	49	14.4%	8	2.4%	149	43.8%	340	100.0%
Total		751	21.4%	1773	50.6%	277	7.9%	320	9.1%	385	11.0%	3506	100.0%
College	Business	161	20.5%	442	56.4%	61	7.8%	58	7.4%	62	7.9%	784	100.0%
	Education	8	9.1%	39	44.3%	9	10.2%	0	0.0%	32	36.4%	88	100.0%
	Ethnic Studies	7	38.9%	5	27.8%	1	5.6%	0	0.0%	5	27.8%	18	100.0%
	Health & Social Sciences	163	20.9%	380	48.8%	47	6.0%	98	12.6%	91	11.7%	779	100.0%
	Interdisciplinary & Other	92	47.4%	48	24.7%	10	5.2%	18	9.3%	26	13.4%	194	100.0%
	Liberal & Creative Arts	210	21.5%	479	49.1%	96	9.8%	83	8.5%	108	11.1%	976	100.0%
	Science & Engineering	110	16.5%	380	57.0%	53	7.9%	63	9.4%	61	9.1%	667	100.0%
Total		751	21.4%	1773	50.6%	277	7.9%	320	9.1%	385	11.0%	3506	100.0%

24. I have repeated a course or courses at SF State because:

		I didn't pass the course the first time		I passed the course but wanted to understand the content better		I passed the course but needed to get a better grade		I passed the course but wanted to get a better grade		I have never repeated a course		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	426	21.1%	50	2.5%	99	4.9%	54	2.7%	1387	68.8%	2016	100.0%
	Male	347	25.3%	31	2.3%	75	5.5%	42	3.1%	874	63.8%	1369	100.0%
Total		773	22.8%	81	2.4%	174	5.1%	96	2.8%	2261	66.8%	3385	100.0%
Age Group	24 years of age and under	557	23.0%	52	2.1%	134	5.5%	77	3.2%	1603	66.2%	2423	100.0%
	25 years of age and over	216	22.5%	29	3.0%	40	4.2%	19	2.0%	658	68.4%	962	100.0%
Total		773	22.8%	81	2.4%	174	5.1%	96	2.8%	2261	66.8%	3385	100.0%
Ethnicity	African American	52	30.6%	5	2.9%	13	7.6%	5	2.9%	95	55.9%	170	100.0%
	Asian	290	26.9%	27	2.5%	66	6.1%	32	3.0%	663	61.5%	1078	100.0%
	Latino	176	24.7%	13	1.8%	41	5.8%	21	2.9%	462	64.8%	713	100.0%
	Native American/Alaska Native	1	20.0%	0	0.0%	0	0.0%	0	0.0%	4	80.0%	5	100.0%
	Native Hawaiian/Pacific Islander	4	30.8%	1	7.7%	1	7.7%	1	7.7%	6	46.2%	13	100.0%
	Two or More Races, Non-Latino	32	21.1%	5	3.3%	5	3.3%	2	1.3%	108	71.1%	152	100.0%
	White	148	15.2%	24	2.5%	37	3.8%	27	2.8%	736	75.7%	972	100.0%
Total		703	22.7%	75	2.4%	163	5.3%	88	2.8%	2074	66.8%	3103	100.0%
Student Level	Freshman	67	20.3%	4	1.2%	10	3.0%	8	2.4%	241	73.0%	330	100.0%
	Sophomore	108	21.0%	8	1.6%	16	3.1%	18	3.5%	364	70.8%	514	100.0%
	Junior	195	24.7%	19	2.4%	45	5.7%	22	2.8%	510	64.5%	791	100.0%
	Senior	383	27.6%	40	2.9%	96	6.9%	44	3.2%	827	59.5%	1390	100.0%
	Graduate	20	5.6%	10	2.8%	7	1.9%	4	1.1%	319	88.6%	360	100.0%
Total		773	22.8%	81	2.4%	174	5.1%	96	2.8%	2261	66.8%	3385	100.0%
College	Business	263	34.3%	16	2.1%	55	7.2%	26	3.4%	407	53.1%	767	100.0%
	Education	10	10.9%	4	4.3%	1	1.1%	1	1.1%	76	82.6%	92	100.0%
	Ethnic Studies	6	35.3%	0	0.0%	1	5.9%	0	0.0%	10	58.8%	17	100.0%
	Health & Social Sciences	141	18.8%	7	0.9%	34	4.5%	26	3.5%	541	72.2%	749	100.0%
	Interdisciplinary & Other	43	23.1%	2	1.1%	8	4.3%	6	3.2%	127	68.3%	186	100.0%
	Liberal & Creative Arts	156	16.8%	34	3.7%	33	3.5%	17	1.8%	690	74.2%	930	100.0%
	Science & Engineering	154	23.9%	18	2.8%	42	6.5%	20	3.1%	410	63.7%	644	100.0%
Total		773	22.8%	81	2.4%	174	5.1%	96	2.8%	2261	66.8%	3385	100.0%

25. The academic problem that is the greatest obstacle to meeting my expected graduation date is:

		Lack of academic preparation (e.g. needing to improve college level skills before taking required courses)		Lack of transferability of courses(s) taken elsewhere		Lack of required course sections at SF State		Inadequate advising		Taking course(s) not required for my degree		None of these problems		Total	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender	Female	144	7.0%	102	5.0%	1072	52.2%	188	9.2%	149	7.3%	398	19.4%	2053	100.0%
	Male	118	8.4%	78	5.6%	650	46.5%	161	11.5%	104	7.4%	287	20.5%	1398	100.0%
Total		262	7.6%	180	5.2%	1722	49.9%	349	10.1%	253	7.3%	685	19.8%	3451	100.0%
Age Group	24 years of age and under	210	8.5%	114	4.6%	1329	53.9%	245	9.9%	192	7.8%	376	15.2%	2466	100.0%
	25 years of age and over	52	5.3%	66	6.7%	393	39.9%	104	10.6%	61	6.2%	309	31.4%	985	100.0%
Total		262	7.6%	180	5.2%	1722	49.9%	349	10.1%	253	7.3%	685	19.8%	3451	100.0%
Ethnicity	African American	13	7.4%	12	6.9%	74	42.3%	18	10.3%	26	14.9%	32	18.3%	175	100.0%
	Asian	122	11.2%	57	5.2%	550	50.6%	81	7.5%	84	7.7%	193	17.8%	1087	100.0%
	Latino	58	7.9%	29	3.9%	372	50.4%	80	10.8%	54	7.3%	145	19.6%	738	100.0%
	Native American/Alaska Native	0	0.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	3	60.0%	5	100.0%
	Native Hawaiian/Pacific Islander	4	30.8%	0	0.0%	6	46.2%	0	0.0%	0	0.0%	3	23.1%	13	100.0%
	Two or More Races, Non-Latino	11	7.2%	1	0.7%	85	55.6%	16	10.5%	9	5.9%	31	20.3%	153	100.0%
	White	34	3.4%	68	6.9%	492	49.8%	112	11.3%	66	6.7%	215	21.8%	987	100.0%
Total		242	7.7%	167	5.3%	1581	50.1%	307	9.7%	239	7.6%	622	19.7%	3158	100.0%
Student Level	Freshman	49	14.8%	8	2.4%	136	41.1%	29	8.8%	29	8.8%	80	24.2%	331	100.0%
	Sophomore	48	9.2%	16	3.1%	296	56.6%	51	9.8%	38	7.3%	74	14.1%	523	100.0%
	Junior	63	7.7%	33	4.0%	465	57.1%	80	9.8%	60	7.4%	114	14.0%	815	100.0%
	Senior	93	6.5%	111	7.8%	719	50.5%	152	10.7%	114	8.0%	236	16.6%	1425	100.0%
	Graduate	9	2.5%	12	3.4%	106	29.7%	37	10.4%	12	3.4%	181	50.7%	357	100.0%
Total		262	7.6%	180	5.2%	1722	49.9%	349	10.1%	253	7.3%	685	19.8%	3451	100.0%
College	Business	76	9.7%	46	5.9%	390	49.7%	74	9.4%	51	6.5%	147	18.8%	784	100.0%
	Education	3	3.2%	7	7.4%	30	31.9%	9	9.6%	4	4.3%	41	43.6%	94	100.0%
	Ethnic Studies	3	15.8%	0	0.0%	7	36.8%	1	5.3%	1	5.3%	7	36.8%	19	100.0%
	Health & Social Sciences	42	5.5%	28	3.7%	416	54.8%	67	8.8%	60	7.9%	146	19.2%	759	100.0%
	Interdisciplinary & Other	24	13.3%	5	2.8%	75	41.4%	19	10.5%	20	11.0%	38	21.0%	181	100.0%
	Liberal & Creative Arts	54	5.6%	51	5.3%	464	48.4%	117	12.2%	72	7.5%	201	21.0%	959	100.0%
	Science & Engineering	60	9.2%	43	6.6%	340	51.9%	62	9.5%	45	6.9%	105	16.0%	655	100.0%
Total		262	7.6%	180	5.2%	1722	49.9%	349	10.1%	253	7.3%	685	19.8%	3451	100.0%

Appendix B – SF State Student Pulse Survey, Fall 2012

1. My coursework and other campus experiences have helped me to understand ethical dimensions of decision-making.
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

2. My coursework and other campus experiences have helped me to develop my own sense of values.
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

3. My coursework and other campus experiences have helped me to embrace a personal responsibility to work toward social justice and equity in my community.
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

4. My coursework and other campus experiences have motivated me to do community work.
 - a) Strongly agree
 - b) Agree
 - c) Neither agree nor disagree
 - d) Disagree
 - e) Strongly disagree

5. As a result of my course work and other campus experiences, I plan to dedicate some of my time to improving my community after I graduate.

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

6. My coursework and other campus experiences have helped me to understand the economic crisis.

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

7. My coursework and other campus experiences have helped me to understand environmental problems.

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

8. My coursework and other campus experiences have helped me to understand political issues.

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

9. My coursework and other campus experiences have helped me to understand global conflict(s).

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

10. My coursework and other campus experiences have been useful to me in non-university settings.

- a) Strongly agree
- b) Agree
- c) Neither agree nor disagree
- d) Disagree
- e) Strongly disagree

11. I spend approximately this many hours per semester doing community service (in San Francisco or at home):

- a) None
- b) 1-5 hours per semester
- c) 5-10 hours per semester
- d) 10-15 hours per semester
- e) 15-20 hours per semester
- f) 20 hours or more per semester

12. When I go to the library on campus, I am most likely to:

- a) Study individually
- b) Work on a group project or study with a group
- c) Work on a project to produce audio/video/multimedia
- d) Listen to or view media
- e) Use a desktop computer
- f) Use my own laptop, tablet, or netbook computer
- g) Use a laptop computer borrowed/checked out from the library
- h) Use library collections (books, journals, media, online databases and full text resources, etc.)
- i) Study using my own books and other materials

13. I have received a library instruction session.

- a) Yes
- b) No

14. I have used e-books through the library's website.

- a) Yes
- b) No

15. I have had an assignment that required the use of the library's multimedia production lab.
- a) Yes
 - b) No
16. I am most interested in class when my professors:
- a) Discuss their own research
 - b) Lecture
 - c) Use clickers or other technology
 - d) Use group work
 - e) Use social media
17. To complete my courses successfully, I find this faculty practice the most helpful to me:
- a) iLearn
 - b) Professors' office hours
 - c) Feedback on assignments
 - d) Clear expectations for exams and assignments
 - e) email with professors
18. In the majority of my GE courses, I feel:
- a) Extremely challenged
 - b) Appropriately challenged
 - c) Not very challenged
 - d) Not at all challenged
 - e) I am not taking any GE courses
19. In the majority of courses taken for my major or graduate program, I feel:
- a) Extremely challenged
 - b) Appropriately challenged
 - c) Not very challenged
 - d) Not at all challenged
 - e) I am not taking any courses for my major or a graduate program
20. The most effective way for me to find information about satisfying university program and graduation requirements is:
- a) University website
 - b) Department website
 - c) University Bulletin (Catalog)
 - d) email reminders
 - e) Consulting with advisors

21. The most important change in class availability that would help me meet my expected graduation date would be:
- a) More courses in summer session
 - b) More sections of required courses
 - c) More sections of General Education courses
 - d) More sections of courses from 10:00 a.m. to 3:00 p.m.
 - e) More sections of courses at night
22. I took a class I didn't need for my degree because:
- a) The courses I needed were not available
 - b) I changed my major
 - c) I wanted to explore a different subject area
 - d) I took unneeded courses to maintain financial aid
 - e) I have never taken a course I didn't need
23. When I was unable to enroll in a course in the semester I wanted to take it, it was a course of this type:
- a) General Education
 - b) Required course in the major
 - c) Elective course in the major
 - d) Prerequisite course for the major that wasn't required for GE
 - e) I have never been unable to get a course that I wanted
24. I have repeated a course or courses at SF State because:
- a) I didn't pass the course the first time
 - b) I passed the course but wanted to understand the content better
 - c) I passed the course but needed to get a better grade
 - d) I passed the course but wanted to get a better grade
 - e) I have never repeated a course
25. The academic problem that is the greatest obstacle to meeting my expected graduation date is:
- a) Lack of academic preparation (e.g., needing to improve college level skills before taking required courses)
 - b) Lack of transferability of course(s) taken elsewhere
 - c) Lack of required course sections at SF State
 - d) Inadequate advising
 - e) Taking course(s) not required for my degree
 - f) None of these problems