

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

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**Main Findings:**

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

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

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

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

## **Introduction**

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

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

## **Demographics**

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

## **Basic Course Taking Behaviors**

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

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

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

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

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

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

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

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

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

### **Most Difficult Courses to Take**

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

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

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

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

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

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

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

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

### **Most Important Reasons for Taking Fewer than Four Courses**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Patterns by Work Status and Student Loan Status**

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



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

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

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

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

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

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

**Table 8: Working Status, Loan Status, Full Load, and Number of Classes with Self-Reported GPA**

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

### Patterns by GPA

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

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

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

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

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

## Conclusions

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

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

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

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

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

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

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

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

	Survey Respondents	All Undergrads Enrolled in Third Week of Winter 2014
<b>College</b>		
Bourns College of Engineering	13.5%	12.6%
College of Humanities, Arts and Social Sciences	53.4%	56.3%
College of Agriculture and Natural Sciences	25.6%	25.1%
School of Business Administration	7.5%	6.1%
<b>Years on campus</b>		
First year / Freshmen	26.1%	21.1%
Second year / Sophomore	20.7%	21.0%
Third year / Junior	19.7%	25.3%
Fourth or more years / Senior	33.5%	32.6%
<b>Transfer status</b>		
Transfer student	18.0%	16.3%
Not transfer student	82.0%	83.6%
<b>Race/Ethnicity</b>		
Black	4.8%	7.2%
Asian	39.9%	40.5%
Latino	31.2%	34.0%
Native	0.2%	0.4%
Caucasian	15.9%	15.2%
Other	8.0%	3.2%
<b>Gender</b>		
Male	42.1%	48.5%
Female	57.9%	51.5%
<b>First generation</b>		
Neither parent college grad.	50.0%	50.3%
Not first generation	48.2%	49.8%
Don't Know	1.8%	--
<b>Financial background</b>		
Pell Grants	53.6%	58.0% <sup>2</sup>
<b>Grade Point Average<sup>3</sup></b>		
over 3.50	16.8%	14.0%
3.25-3.50	15.3%	12.2%
3.00-3.25	17.3%	15.2%
2.75-3.00	19.2%	16.9%
2.50-2.75	14.3%	16.5%
2.00-2.50	14.1%	19.9%

<sup>2</sup> The percent of all students on Pell Grants is an approximation.

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

under 2.00

3.0%

5.3%

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Item 13: I had to fit courses into my extra-curricular activities schedule, and I could not find courses at the time I was free.					
	<b>All Respondents</b>	<b>BCoE</b>	<b>CHASS</b>	<b>CNAS</b>	<b>SoBA</b>
<b>Very important</b>	18.6%	11.4%	21.1%	18.0%	15.5%
<b>Somewhat important</b>	24.5%	21.6%	23.4%	26.7%	29.4%
<b>Not very important</b>	26.0%	24.0%	26.0%	26.7%	27.8%
<b>Not at all important</b>	30.9%	43.0%	29.5%	28.6%	27.3%
<b>Total</b>	8400	1114	4474	2150	626

Item 13: I had to fit courses into my extra-curricular activities schedule, and I could not find courses at the time I was free.						
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Senior +</b>	<b>Transfer</b>
<b>Very important</b>	14.5%	20.2%	19.7%	20.2%	19.7%	19.1%
<b>Somewhat important</b>	24.5%	24.5%	27.1%	25.6%	24.8%	19.5%
<b>Not very important</b>	27.8%	25.2%	24.0%	26.2%	28.6%	24.9%
<b>Not at all important</b>	33.2%	30.1%	29.2%	28.0%	26.9%	36.6%
<b>Total</b>	1851	1474	1406	1804	598	1253

Item 14: I am a science student, and two lab courses are all that I can handle.					
	<b>All Respondents</b>	<b>BCoE</b>	<b>CHASS</b>	<b>CNAS</b>	<b>SoBA</b>
<b>Very important</b>	16.1%	19.0%	6.3%	38.4%	4.0%
<b>Somewhat important</b>	17.7%	27.1%	10.2%	31.5%	7.3%
<b>Not very important</b>	15.8%	23.4%	14.3%	16.1%	12.1%
<b>Not at all important</b>	50.4%	30.6%	69.3%	14.0%	76.7%
<b>Total</b>	8400	1119	4466	2157	621

Item 14: I am a science student, and two lab courses are all that I can handle.						
	<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Senior +</b>	<b>Transfer</b>
<b>Very important</b>	16.8%	17.2%	16.2%	16.3%	18.5%	12.3%
<b>Somewhat important</b>	19.4%	19.2%	16.8%	17.8%	19.2%	13.5%
<b>Not very important</b>	18.3%	17.2%	14.3%	14.4%	17.0%	13.7%
<b>Not at all important</b>	45.5%	46.3%	52.7%	51.4%	45.3%	60.5%
<b>Total</b>	1855	1481	1407	1800	594	1249



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

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

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

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

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

Item 18: I have failed some classes, and I have to be very careful not to fail any more classes, so I took fewer units.					
	<b>All Respondents</b>	<b>BCoE</b>	<b>CHASS</b>	<b>CNAS</b>	<b>SoBA</b>
<b>Very important</b>	18.8%	16.8%	20.3%	19.4%	9.2%
<b>Somewhat important</b>	20.7%	21.4%	20.4%	21.5%	17.6%
<b>Not very important</b>	18.0%	17.0%	18.8%	16.7%	19.7%
<b>Not at all important</b>	42.5%	44.8%	40.5%	42.3%	53.6%
<b>Total</b>	8391	1115	4474	2145	621

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

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

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

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

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

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

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

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

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

Item 22: In which UCR College are you enrolled?

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

Item 22: In which UCR College are you enrolled?

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

Item 23: What is your current UCR GPA?

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

Item 23: What is your current UCR GPA?

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

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

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

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

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

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

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

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

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

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

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