UC Berkeley
Research and Occasional Papers Series

## Title

Report: Learning And Academic Engagement In The Multiversity - Results Of The First University Of California Undergraduate Experience Survey

## Permalink

https://escholarship.org/uc/item/3xn59887

## Authors

Flacks, Richard
Thomson, Gregg
Douglass, John Aubrey
et al.

## Publication Date

2004-06-01

eScholarship.org Powered by the California Digital Library
University of California

RESULTS OF THE FIRST UNIVERSITY OF CALIFORNIA UNDERGRADUATE EXPERIENCE SURVEY

# Learning and Academic Engagement in the Multiversity

## Student Experience in the Research University—21st Century (SERU21) Project

June 2004

CSHE Center for Studies in Higher Education

University of California, Berkeley
South Hall Annex, #4650
Berkeley, CA 94720-4650
Voice: 510.642.5040
Fax: 510.643.6845
http://ishi.lib.berkeley.edu/cshe/

RESULTS OF THE FIRST UNIVERSITY OF CALIFORNIA UNDERGRADUATE EXPERIENCE SURVEY

# Learning and Academic Engagement in the Multiversity

## Student Experience in the Research University—21st Century (SERU21) Project


**SERU21 Research Team**
Richard Flacks – Professor of Sociology, UC Santa Barbara
Gregg Thomson – Director, Office of Student Research, UC Berkeley
John Douglass – Senior Research Fellow, CSHE, UC Berkeley
Kyra Caspary – Project Coordinator, UC Berkeley



June 2004

CSHE Center for Studies in Higher Education

University of California, Berkeley
South Hall Annex, #4650
Berkeley, CA 94720-4650
Voice: 510.642.5040
Fax: 510.643.6845
http://ishi.lib.berkeley.edu/cshe/

# *Table of Contents*

# *Acknowledgments*

This report is the result of a collaborative effort to launch the first UC-wide survey on the academic experience of undergraduate students that includes faculty, students, institutional researchers, and administrators from the throughout the University of California's eight undergraduate campuses.

Development of the survey instrument, the initial effort to analyze the rich database of information, and planning for future surveys and research would not have been possible without the assistance and advice of the Institutional Research Work Group: Bill Armstrong (UC San Diego), Bob Cox (UC Los Angeles), Steve Chatman (UC Davis), Julian Fernald (UC Santa Cruz), Danny Kim (UC Riverside), Judith Richlin-Klonsky (UC Los Angeles), Judy Shoemaker (UC Irvine), and Steven Velasco (UC Santa Barbara).

Paolo A. Gardinali (Associate Director, Social Science Survey Center, UC Santa Barbara) has played a key role in the implementation and development of the survey and database. Other important contributors and supporters include Neil Smelser and other members of the Oversight Committee (see listing of project associates in Appendix A), Saul Geiser (Visiting Scholar, CSHE, UC Berkeley), and Karl Pister (the recent Director of CSHE).

The UC Office of the President (UCOP) provided the initial seed funding to launch the survey and a related research agenda under a proposal forwarded by the Center for Studies in Higher Education at UC Berkeley. At UCOP, Dennis Galligani (Associate Vice President for Student Academic Services), Linda Guerra (Director of Policy Analysis), and Jerry Kissler (Assistant Vice President for Budget Planning and Fiscal Analysis) have each helped guide the early stages of the project.

On each of the UC undergraduate campuses, the Vice Chancellors for Student Affairs have provided support to the idea and implementation of the survey, and both Vice Chancellor Genaro Padilla (UC Berkeley) and Vice Chancellor Michael Young (UC Santa Barbara) have served on the Oversight Committee.

Scott Thomas, Associate Professor of Higher Education in the Institute of Higher Education at the University of Georgia, was one of the initiators of this project and has continued to play an important role in developing survey content and in data analysis. The cover photograph is part of the Richard C. Atkinson Photographic Archive, by the photographer Alan Nyiri. Jenny L. White at CSHE has provided editorial assistance, and Joanne Klein designed the final report.

# Introduction

During the spring of 2002 and 2003, a team of faculty and institutional researchers conducted an innovative web-based survey on the undergraduate experience at all eight undergraduate campuses of the University of California. This report provides the first formal presentation of preliminary findings from that survey and discusses potential areas of relevance to policy for further research.

The University of California Undergraduate Experience Survey (UCUES) is part of a larger collaborative project entitled "The Student Experience in the Research University -– 21st Century" (SERU21). SERU21 is based at the Center for Studies in Higher Education on the UC Berkeley campus with collaborators from each of the undergraduate campuses of the University of California and the UC Office of the President (see Appendix A for a listing of the project team and associates).

### The Purpose of SERU21 and UCUES

UCUES offers the first systematic environmental scan of the undergraduate experience at the University of California and the first in-depth analysis of the varied types and levels of undergraduate student academic and civic engagement in a major public university system.

In conducting UCUES, the SERU21 research team and collaborators are particularly sensitive to illuminating the advantages as well as the challenges for undergraduate education inherent in the large public research university in the 21st Century.

UCUES also provides an extremely important UC-wide benchmark as the multicampus system enters a dramatic period of enrollment and demographic growth and as campuses incorporate potentially significant changes in instructional technologies and other teaching and learning innovations.

### The SERU21 project and related survey have three major objectives:

- Developing a new longitudinal database on the undergraduate student experience at the University of California;
- Conducting and promoting research for assessment and policy development and ultimately for improving the undergraduate experience;
- Conducting and promoting scholarly research and reflection on the changing nature of the undergraduate experience within major research universities, including student perceptions regarding their educational goals and academic engagement.

With its eight and soon to be nine undergraduate campuses, the University of California offers a rich laboratory for investigating the changing nature of undergraduate education in the American research university.

The SERU21 team has defined four policy research areas on which to focus the content of UCUES and in which to bolster policy research. These include:

- UC Student Academic Engagement,
- UC Student Civic Engagement,
- Pedagogy and Instructional Technology,
- Institutional Academic Policies and Practices.

This report provides a summary of the first two UC-systemwide UCUES conducted in the spring of 2002 and 2003. Many of these findings suggest lines for further research and study that may be useful to policymakers and that illuminate the rich variation in the demographic mix of students and their goals and experiences at a research university.

### Topics Covered on the UCUES Instrument

The content of the survey includes student self-reports on:

- how students allocate their time;
- importance of and progress toward core competencies and goals;
- academic engagement and contact with faculty;
- undergraduate research activities;
- co-curricular, civic, and political engagement;
- use of instructional technology;
- campus climate;
- use of and satisfaction with student services;
- satisfaction with advising, instruction, and overall academic experience;
- student demographics and career aspirations.

### Survey Sample and Response Rates

In the first year, a comprehensive survey was administered to all freshmen and seniors enrolled at the eight undergraduate campuses of the UC system, as well as first- and second-year transfer students. This subset of students yielded approximately 17,000 responses, for an overall response rate of 24 percent.

In 2003, a smaller-scale survey targeted a sample of 16,000 students systemwide, and focused on increasing response rates by contacting students through multiple methods. Overall, the

2003 UCUES response rate reached 42 percent (6658 responses), with response rates at or above 50 percent at three campuses. First-year freshman entry students were most likely to respond to the survey, with a response rate over 50 percent for these students. Male students, as well as Black and Latino students, had lower than average response rates. Appendix B provides more information on response rates for UCUES II. This report highlights findings from the second year and includes some in-depth analysis of the first year data in the final section on academic engagement.

This report provides a sample of the rich data resource provided by UCUES. This university-wide survey provides new information on the variety and breadth of the undergraduate experience at the University of California. In general, the university achieves very high rates of satisfaction in key academic areas; however, there is significant variation in that experience that needs further study.

We intend this report and subsequent surveys and analysis to stimulate discussion among UC faculty, students, and administrators about:

- How to improve the undergraduate experience at the University of California;
- Possible integration of UCUES into accountability and program review processes, such as accreditation;
- Further research into the nature and causes of academic engagement and disengagement, and how underlying differences in students' backgrounds affect their learning experience.

These data may also help focus debate on pressing questions concerning the composition and constitution of the UC student body, and about conventional wisdom on how to select students who will make best use of their opportunity to attend the university.

The SERU21 project is now planning the third University of California Undergraduate Experience Survey for Spring 2004.

# *Who Are Our Students?*

*Lead Authors: Gregg Thomson and Kyra Caspary*
*Source: UCUES II Data*

## Highlights

- UCUES respondents provide us with a more complete understanding of the remarkable demographic diversity of University of California undergraduates than previously available.
- 55 percent of UCUES respondents reported that at least one of their parents is foreign-born. On the Berkeley, Irvine, Los Angeles, and Riverside campuses this figure exceeds 60 percent, while at Santa Barbara and Santa Cruz it is below 40 percent.
- Asian students are most likely to be foreign-born (41 percent) or to have at least one parent who is foreign-born (an additional 54 percent).
- Only 55 percent of UCUES respondents report that English was their sole first language.
- UCUES respondents reflect a wide range of socio-economic backgrounds; for example, 23 percent report annual parental income under $35,000 and 32 percent report annual parental income of $100,000 or more.

## Immigrant Status

The UCUES results provide the first UC-wide documentation of the extent to which UC undergraduates are of immigrant origin. A striking finding from the UCUES 2002 survey was that a majority of respondents were born in another country or had parents who were foreign-born. UCUES 2003 replicates this finding, as illustrated in Figure 2.1.

The bottom portion of the bar shows the proportion of students at each campus who report that they were born outside the United States. The middle portion shows the proportion who were born in the United States, but have at least one foreign-born parent, and the top portion shows the proportion of students born in the United States who report that their parents were also born in the United States but that at least one grandparent was not.

At UC Berkeley and UC Irvine, more than 30 percent of 2003 UCUES respondents reported that they had immigrated to the United States; over 60 percent of respondents at these two campuses, as well as at UC Los Angeles and UC Riverside, reported that at least one parent was born outside of the United States. In contrast, this figure is below 40 percent at UC Santa Barbara and UC Santa Cruz. At UC Irvine, less than twenty percent of respondents indicated that they, their parents, and their grandparents were all born in the United States.

Figure 2.2 shows the immigrant status of several broad ethnic groups. More than 60 percent of Latino and 80 percent of Asian respondents reported that either they or one of their parents or grandparents were born outside of the United States. For whites, this proportion is just over 40 percent.

## Language

Not surprisingly, given the high number of students who are first- or second- generation Americans, a large proportion of respondents grew up speaking a language other than English. Overall, over half (55 percent) of respondents reported that English was their sole first language; 20 percent first learned a language other than English, while 24 percent reported first

**FIGURE 2.1** Generational Immigrant Status by Campus

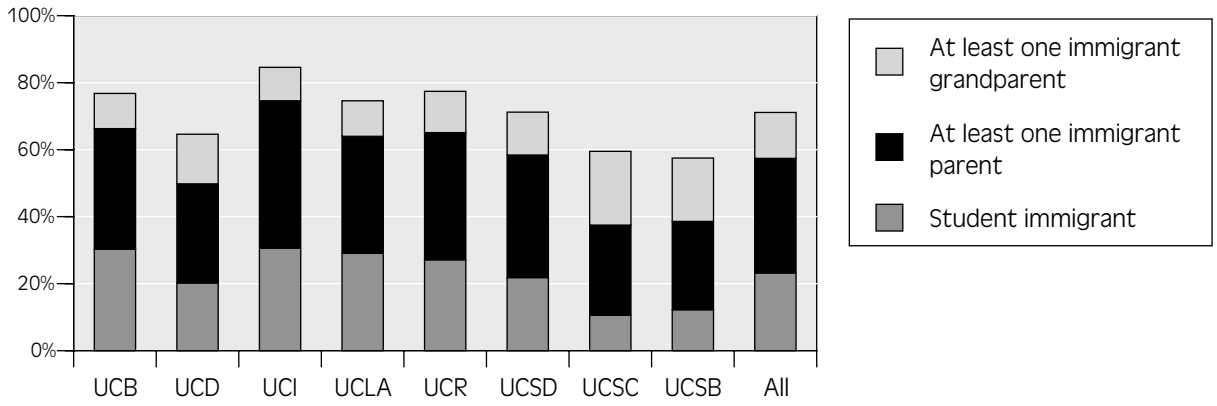
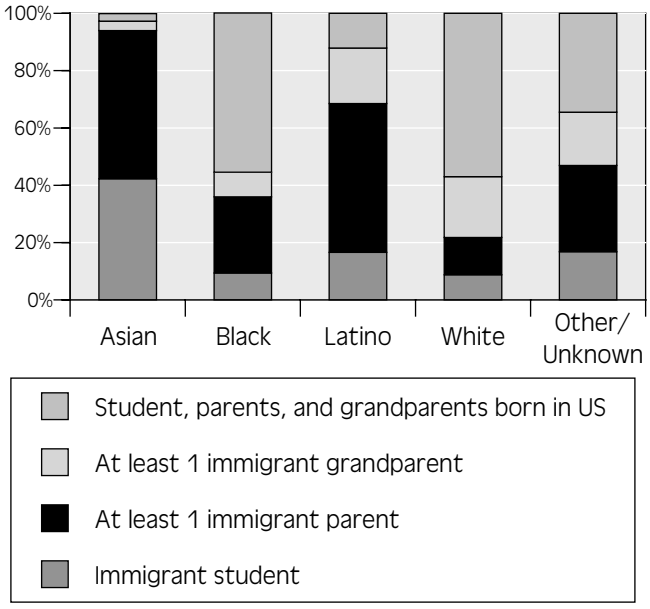


**FIGURE 2.2** Immigrant Status by Ethnicity




learning English plus another language. These proportions vary greatly by ethnicity, as illustrated in Figure 2.3. For example, 38 percent of Latinos and only 24 percent of Asians reported learning English as their sole first language, compared to 86 percent of blacks and 87 percent of whites.

### Income and Student Perceptions of Class

The UCUES results also document the great diversity of socio-economic origins of UC undergraduates. For example, UC respondents represent a wide range of family incomes. As can be seen in Figure 2.4, about 23 percent reported parental incomes under $35,000, 22 percent reported incomes between $35,000 and $64,999, and another 23 percent had family incomes between $65,000 and $99,999. Twenty percent reported parental incomes from $100,000 to $149,999, while nearly twelve percent of respondents reported parental incomes over $150,000 a year.

**FIGURE 2.3** First Language Learned

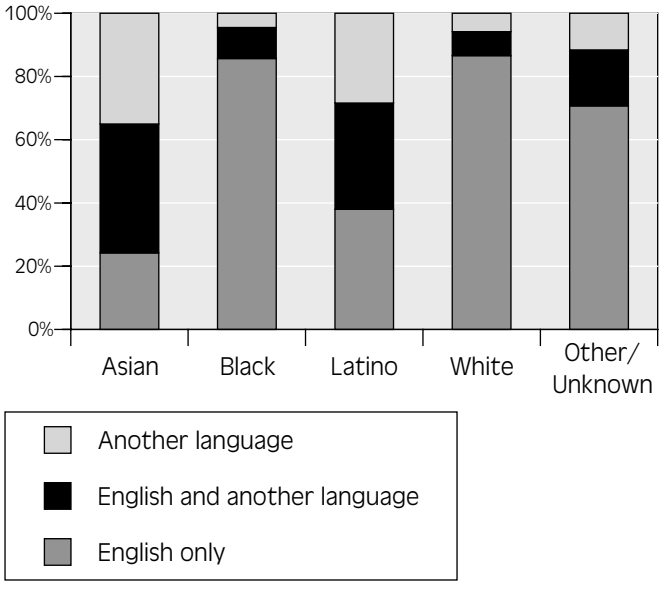



**FIGURE 2.4** 2002 Annual Parental Income Reported by Survey Respondents

| Family Income | Number | Percent |
|---|---|---|
| Less than 35,000 | 1428 | 23.1% |
| 35,000-64,999 | 1357 | 21.9% |
| 65,000-99,999 | 1427 | 23.0% |
| 100,000-149,999 | 1244 | 20.1% |
| 150,000 or more | 735 | 11.9% |

At the same time, most students tend to identify themselves as middle-class or working-class. Figure 2.5 provides self-reported perceptions of economic class.

**FIGURE 2.5** Perceived Economic Class of Students

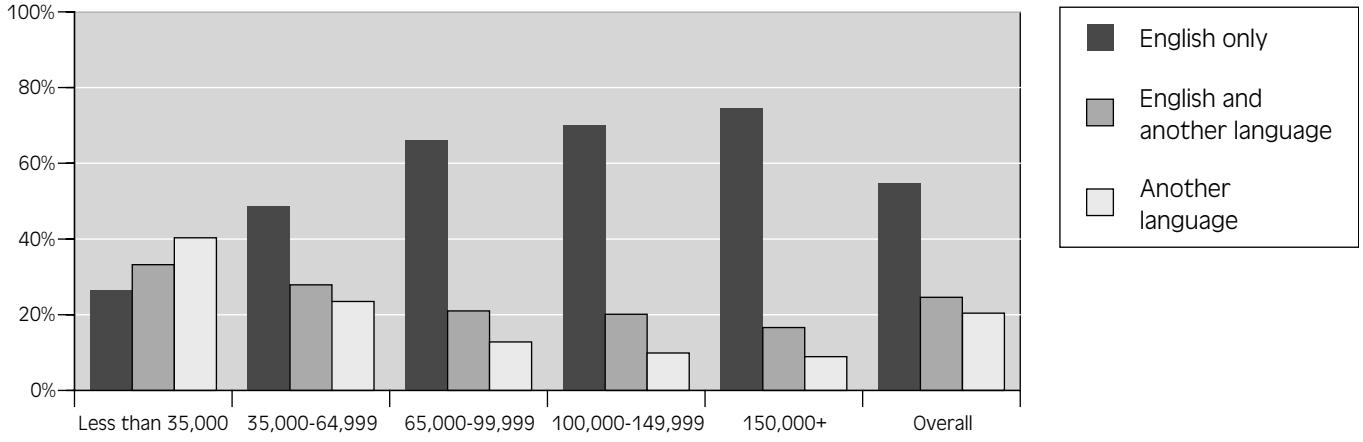
| Social Class | Number | Percent |
|---|---|---|
| Low income | 543 | 8.2% |
| Working-class | 1331 | 20.2% |
| Middle-class | 2585 | 39.2% |
| Upper-middle class | 1984 | 30.1% |
| Wealthy | 147 | 2.2% |

### First Language by Income Level

Immigrant status, first language, ethnicity, and measures of socio-economic status such as parental income are separate but overlapping dimensions of diversity. For example, the language background of students is strongly correlated with parental income level. As can be seen in Figure 2.6, students from low income families are much more likely to have grown up speaking a language other than English, ranging from 40 percent of the group with parental income under $35,000, to 24 percent of the next income group ($35,000 – $64,999).

In contrast, students with a first language other than English comprise only ten percent or less of the highest income categories ($100,000 and up). Conversely, students who grew up speaking only English make up only 27 percent of the lowest

**FIGURE 2.6** First Language Learned by Parental Income




income category, compared to more than 70 percent in the highest income categories.

### Choice of Disciplinary Field by Immigrant Status

The UCUES results help us understand how differences in social background, such as immigrant status, English language facility, and parental income, may influence the nature of the undergraduate experience at the University of California. For example, immigrant status is associated with choice of major field of study, as seen in Figure 2.7, which divides majors into four categories: Math Sciences (including Engineering), Biological Sciences, Social Sciences, and Humanities. (Excluded from the graph are students with undeclared, multiple, general, and professional majors.)

**FIGURE 2.7** Disciplinary Field of Study by Immigrant Status

| | Math Sciences | Bio Sciences | Social Sciences | Humanities |
|---|---|---|---|---|
| Student Immigrant | 36% | 22% | 32% | 9% |
| Immigrant Parent | 29% | 22% | 36% | 12% |
| Native Born Parents | 22% | 19% | 39% | 20% |

Students who immigrated to the United States are four times more likely to choose engineering, science or math than the humanities (36 percent to 9 percent) whereas students whose parents were both born in the United States choose these two areas about equally (22 percent and 20 percent). Expressed differently, nearly 60 percent of immigrant students choose an engineering, physical or biological science major, while nearly 60 percent of students of whose parents were both born in the United States choose a social science or humanities major.

The choices of immigrant students, of course, may reflect the attractiveness of both more mathematical fields for students for whom English was not their first language and more certain pathways to socio-economic and professional attainment in the United States.

The connection between the social origins of students and their academic choices may be important in helping understand apparent differences in patterns of student-faculty engagement and student satisfaction across academic disciplines. For example, because of the relationship between immigrant status and major, two of every three University of California undergraduates in engineering, science, and math are of immigrant origin (either not born in the United States or with parents not born in the United States), while in the humanities the figure is only two in five.

### Conclusion

UCUES respondents provide us with more detailed demographic information on University of California undergraduates than previously available. This includes information on the immigrant status of students, their parents, and grandparents; first language; and socio-economic background measures such as parental income and, not discussed here, parental education and subjective social class.

This demographic information is invaluable as we seek to better describe and understand the undergraduate experience at the University of California.

# How Do UC Students Spend Their Time?

*Lead Authors: Gregg Thomson and Kyra Caspary*
*Source: UCUES II Data*

### Highlights

- UCUES respondents provide detailed information on how UC undergraduates allocate their time across academic, co-curricular, and social and leisure activities as well as off-campus obligations.
- UC undergraduates report studying and preparing for class an average of 13 hours per week, a significantly lower number than anticipated; equally striking, the distribution of responses indicates very wide variation across students on this important measure.
- Compared with freshmen entering directly from high school, students who enter as transfers spend more time studying and with off-campus obligations such as work and family and less time with on-campus social activities and partying.
- For students who enter as freshmen, time spent on both on-campus social activities and off-campus obligations (such as paid employment) increases after the first year, but hours spent partying is higher in both the freshman and senior years than in the sophomore and junior years.
- Students majoring in engineering, science, math, and the biological sciences report studying more hours per week and spending fewer hours partying than students in other fields of study.
- Students of more recent immigrant origin also report more hours studying and significantly fewer hours partying per week than students whose families have been in the United States for more generations.

### Mean Time Use: Academic and Non-Academic Activities

College students have a variety of competing demands for their time. In addition to classes, UC campuses offer a variety of social, cultural, and co-curricular activities. Students also have family and work obligations that vie for their time. Therefore, we asked students a variety of questions about how many hours they spend on different activities each week.

Overall, respondents reported spending the most time on course-related activities such as going to class and studying, followed by social and leisure activities, off-campus obligations, co-curricular activities, and finally sports and partying.

Average hours for each time-use item are reported in Figure 3.1. A factor analysis of these items permits us to group the individual time-use items into a set of broader categories for which we can calculate an aggregate time-use measure.[1] For example, the mean hours per week spent preparing for class was thirteen hours. Combined with a mean of 14.5 hours spent attending class, respondents reported spending an average of 27.4 hours on academic activities, compared to 11.8 hours on off-campus activities and 7.2 hours a week on co-curricular activities.

While the average number of hours per activity is a significant measure, also important is the variation in the distribution of time spent on each activity. Most strikingly, the range from the 25$^{th}$ to the 75$^{th}$ percentile for time spent studying per week is a full ten hours, from eight to eighteen hours.

### Time Use by Entry Status and Year in School

Given the size of our sample and the numbers of items contained in the UCUES questionnaire, it is possible to perform a wealth of possible data analyses of interest to teachers and academic policy makers. In this report we provide a glimpse of what we have found so far. We think these preliminary findings are of real interest, but we hope that they also raise questions that will stimulate further analysis.

Respondents' time allocation varies by year in school, by entry status, by major, and by immigrant status, among other factors. For example, respondents who enter UC as transfer students allocate their time differently than those who come directly from high school, spending more time studying, more time on off-campus obligations such as work and family, and less time on co-curricular activities, partying and sports.

These trends are illustrated in the series of Figures 3.2, 3.3, 3.4, and 3.5. The middle row has the mean number of hours reported by respondents in the subgroup, and the top and bottom rows demarcate a 99 percent confidence interval around this mean. Thus differences are more likely to be statistically meaningful when the ranges defined by the upper and lower intervals do not overlap for any two subgroups.

These tables allow us to compare the students based on their entry status (freshman vs. transfer) and also allow us to examine

**FIGURE 3.1** Student Time Use: Mean Hours per Week

| Factors | Items | Mean hours per week | n |
|---|---|---|---|
| Academic activities | Attending class | 14.5 | 6388 |
| | Preparing for class | 13.0 | 6422 |
| **Factor score** | **Academic Activities** | **27.4** | **6164** |
| Off-campus obligations | Employment: working for pay off campus | 4.8 | 6376 |
| | Other obligations: time commuting | 2.7 | 6494 |
| | Other obligations: family responsibilities | 4.3 | 5390* |
| **Factor score** | **Off-Campus Obligations** | **11.8** | **5223*** |
| Co-curricular activities | Social: student clubs or groups | 2.4 | 5513* |
| | Other obligations: community service | 1.9 | 6403 |
| | Employment: working for pay on campus | 3.3 | 6451 |
| **Factor score** | **Co-curricular Activities** | **7.2** | **5239*** |
| Social and leisure activities | Social: video & computer games, surfing internet | 5.3 | 5580* |
| | Social: watching TV | 4.0 | 5501* |
| | Social: other socializing, talking with friends | 7.2 | 5536* |
| | Social: movies, concerts, other events | 2.4 | 5556* |
| **Factor score** | **Social and Leisure Activities** | **18.8** | **5389** |
| Sports and partying | Social: sports & physical exercise | 3.7 | 6591 |
| | Social: partying | 2.8 | 5384* |
| **Factor score** | **Sports and Partying** | **6.4** | **5344*** |

*Does not include data from UC Berkeley (see appendix B)

**FIGURE 3.2** Mean Hours per Week Spent Studying, by Year in School

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 13.3 | 13.3 | 13.2 | 13.3 | 13.5 | 15.5 | 15.2 | 15.6 |
| **Mean** | **12.8** | **12.7** | **12.5** | **12.6** | **12.2** | **14.6** | **14.1** | **13.9** |
| Lower Bound | 12.2 | 12.1 | 11.8 | 11.9 | 10.9 | 13.6 | 13.0 | 12.2 |

**FIGURE 3.3** Mean Hours per Week Spent on Co-curricular Activities, by Year in School*

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 5.6 | 8.8 | 10.0 | 11.5 | 12.6 | 4.9 | 6.7 | 7.5 |
| **Mean** | **5.0** | **8.0** | **9.1** | **10.4** | **10.4** | **4.1** | **5.5** | **5.8** |
| Lower Bound | 4.5 | 7.2 | 8.2 | 9.3 | 8.1 | 3.3 | 4.3 | 4.2 |

*Does not include data from UC Berkeley (see appendix B)

**FIGURE 3.4** Mean Hours per Week Spent on Off-campus Obligations, by Year in School*

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 7.5 | 10.6 | 12.3 | 15.4 | 22.7 | 18.1 | 21.0 | 24.1 |
| **Mean** | **6.7** | **9.6** | **11.1** | **14.0** | **19.5** | **16.2** | **18.7** | **20.4** |
| Lower Bound | 5.8 | 8.6 | 9.8 | 12.7 | 16.3 | 14.3 | 16.4 | 16.7 |

*Does not include data from UC Berkeley (see appendix B)

**FIGURE 3.5** Mean Hours per Week Spent Partying, by Year in School*

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 3.4 | 3.0 | 3.3 | 4.1 | 3.1 | 2.1 | 2.7 | 2.5 |
| **Mean** | **3.0** | **2.7** | **2.9** | **3.6** | **2.4** | **1.8** | **2.2** | **1.9** |
| Lower Bound | 2.7 | 2.3 | 2.5 | 3.1 | 1.8 | 1.5 | 1.7 | 1.3 |

*Does not include data from UC Berkeley (see appendix B)

trends across year in school, reading across the table from left to right. UCUES is designed as a longitudinal survey, permitting us to track individual students as they progress through their years at UC. For now, we can make use of the cross-section of students in different years that we have sampled, comparing the average hours reported by different respondents at various points in their undergraduate experience. Using this approach, we see that students spend more time on outside obligations, both on and off campus, in their fourth compared to their first years at UC.

### Time Use by Major

The ways that students spend their time also varies by major. For example, consistent with the image of the hard-working engineering and premedical school students, respondents in math and biological sciences report studying more hours per week than respondents in the humanities and social sciences (see Figure 3.6).

While the differences in mean hours per week preparing for class are not huge (15.9 in math sciences, 14.1 in biological sciences, 12.4 in humanities, and 11.3 hours in social sciences), they are

**FIGURE 3.6** Mean Hours per Week Spent Preparing for Class, by Major

| | Field | | | |
|---|---|---|---|---|
| 99% confidence interval | Biological Sciences | Math Sciences | Social Sciences | Humanities |
| Upper Bound | 14.8 | 16.6 | 11.8 | 13.3 |
| **Mean** | **14.1** | **15.9** | **11.3** | **12.4** |
| Lower Bound | 13.4 | 15.1 | 10.8 | 11.6 |

**FIGURE 3.7** Mean Hours per Week Spent Partying, by Major*

| | Field | | | |
|---|---|---|---|---|
| 99% confidence interval | Biological Sciences | Math Sciences | Social Sciences | Humanities |
| Upper Bound | 2.3 | 2.5 | 3.3 | 3.2 |
| **Mean** | **2.0** | **2.2** | **3.0** | **2.7** |
| Lower Bound | 1.7 | 1.8 | 2.7 | 2.2 |

*Does not include data from UC Berkeley (see appendix B)

statistically significant. Moreover, the proportion of students who report spending more than 20 hours per week studying follows a similar pattern: more than a quarter of students with math sciences majors reported studying over twenty hours a week, compared to eighteen percent of students in the biological sciences, fifteen percent of those in the humanities, and eleven percent of those in the social sciences.These trends are reversed when we look at hours spent partying by major, with math and biological sciences spending fewer hours partying than respondents in other fields (see Figure 3.7). Perhaps reassuring is the finding that the mean number of hours per week spent partying does not exceed four for any field of study.

### Time Use by Immigrant Status

Finally, time allocation varies by immigrant status, with first generation respondents reporting that they study more and party less than other students (see Figures 3.8 and 3.9). Because immigrant students are more likely to declare math-based and biological science majors than other students, it is not surprising that these trends mirror those of time use by major. The aspirations and values of immigrant students and their families may influence both choice of major and allocation of time.

### Conclusion

Student reports of time allocation across academic, co-curricular, and social and leisure activities as well as off-campus obligations provide us with an important tool for describing and understanding the contemporary undergraduate experience and how it varies by both students' background characteristics as well as where they are situated in terms of their academic careers and choices.

Moreover, initial results suggesting the relatively low number of hours spent per week studying and preparing for class and the wide variation across students are surprising and call for in-depth analysis of the factors associated with this.

**FIGURE 3.8** Mean Hours per Week Spent Preparing for Class, by Immigrant Status

| | Generational immigrant status | | | |
|---|---|---|---|---|
| 99% confidence interval | Student immigrant | At least 1 parent | At least 1 grandparent | All US born |
| Upper Bound | 14.8 | 13.1 | 13.8 | 12.9 |
| **Mean** | **14.1** | **12.6** | **13.0** | **12.4** |
| Lower Bound | 13.5 | 12.1 | 12.2 | 11.9 |

**FIGURE 3.9** Mean Hours per Week Spent Partying, by Immigrant Status*

| | Generational immigrant status | | | |
|---|---|---|---|---|
| 99% confidence interval | Student immigrant | At least 1 parent | At least 1 grandparent | All US born |
| Upper Bound | 2.2 | 2.8 | 3.7 | 3.6 |
| **Mean** | **2.0** | **2.6** | **3.3** | **3.3** |
| Lower Bound | 1.7 | 2.3 | 2.8 | 3.0 |

*Does not include data from UC Berkeley (see appendix B)

# What Are the Goals of UC Students?

*Lead Authors: Gregg Thomson and Kyra Caspary*
*Source: UCUES II Data*

## Highlights

- We identified key dimensions of the UC undergraduate experience based on UCUES respondent reports on the importance of and progress toward nineteen goals and skill areas. Of these, the three dimensions important to the greatest proportion of respondents are: Progress toward Analytical Thinking/Writing Ability, Developing Personal Communication and Leadership Skills, and Becoming a Well-Rounded and Informed Citizen.
- Students report significantly less progress on Communication and Leadership Skills than on Analytical/Writing Abilities, but the rate of progress across year in school is the same for both domains.
- Students majoring in engineering, science, and math, as well as students of more recent immigrant origin, report less progress than other students on both the Analytical/Writing Abilities and Communication and Leadership Skills domains.
- Five in every six (83 percent) UC undergraduates indicate that they plan to pursue an advanced degree.
- Students of recent immigrant origin are more likely to aspire beyond the bachelor's degree, in particular to an advanced degree in business or in a health-related field.

## Progress Toward Educational Goals

UCUES 2003 included nineteen items addressing students' educational goals while attending the University of California. For each item, respondents indicated whether the goal is important to them, and if so, how much progress they have made towards reaching the goal. The items range from career preparation to developing a personal code of values.

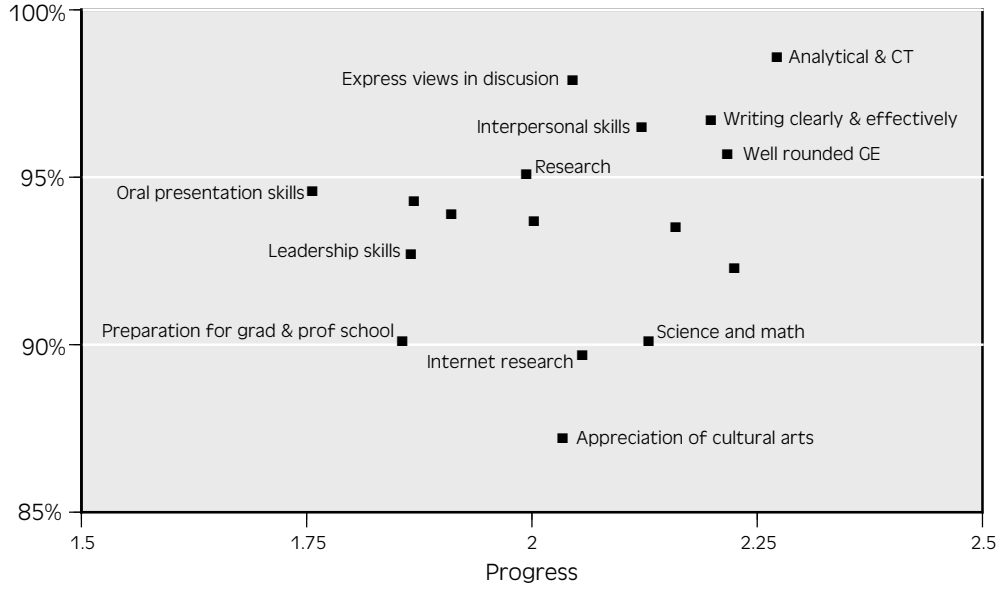
The percentage of respondents who indicate that the goal is important to them is above 85 percent for all but two of the items: web authoring and computer applications in field of study. Fewer respondents found these two goals to be important, and those who did reported making less progress towards them than other items.

Figure 4.1 shows the percentage of respondents who consider each goal to be important on the vertical axis, and then, on the horizontal axis, the relative progress students report towards the goal, on a scale of 1 (little or no progress) to 2 (some progress) to 3 (a great deal of progress).

Note the goals clustered in the upper right of Figure 4.1, which more than 95 percent of respondents consider to be important and had the highest mean progress score:

**FIGURE 4.1 Student Perceived Progress Toward Educational Goals**

1=little or no progress; 2=some progress; 3=a great deal of progress




Graph: Steve Chatman, Director of Student Affairs and Information, UC Davis

- Analytical and critical thinking skills,
- Writing clearly and effectively,
- Obtaining a general well-rounded education.

There are four additional goals that more than 95 percent of respondents indicated were important to them:

- Research,
- Oral presentation,
- Interpersonal skills,
- Expressing one's views in discussion with others.

However, the mean progress reported toward these goals is somewhat less than for analytical and writing skills or becoming well-rounded, ranging from 1.7 to 2.12.

As with the time-use questions, we grouped the goals into broad categories using factor analysis. Figure 4.2 presents the mean progress reported by all respondents on each item, as well as an overall mean progress level for each factor, calculated from all the items under each factor.

To better understand how student goals and progress toward these goals vary within the student population, we further examined two factors by subgroups: writing and analytical skills, and developing personal communication and leadership skills. These two factors are comprised of goals that more than 95 percent of respondents reported as important.

**FIGURE 4.2** Goals: Importance and Mean Progress Reported

| Factor | Goal | Importance (percent of respondents) | Mean Progress | n |
|---|---|---|---|---|
| Well-rounded, informed citizen | Understand culturally diverse viewpoints | 92.3% | 2.22 | 6606 |
| | Develop appreciation for cultural arts | 87.2% | 2.03 | 6575 |
| | Develop values | 93.5% | 2.16 | 6587 |
| | Become an informed citizen | 93.7% | 2.00 | 6600 |
| | Obtain well-rounded general education | 95.7% | 2.22 | 6609 |
| **Factor Score** | **Becoming a Well-Rounded Informed Citizen** | | **2.16** | **5074** |
| Communication and leadership skills | Leadership skills | 92.7% | 1.87 | 6600 |
| | Oral presentation skills | 94.6% | 1.76 | 6593 |
| | Effectively express views in conversation with others | 97.9% | 2.05 | 6583 |
| | Interpersonal skills | 96.5% | 2.12 | 6607 |
| **Factor Score** | **Developing Personal Communication and Leadership Skills** | | **1.97** | **5733** |
| Analytical and writing skills | Writing clearly | 96.7% | 2.20 | 6629 |
| | Research skills | 95.1% | 1.99 | 6598 |
| | Analytical and critical thinking | 98.6% | 2.27 | 6607 |
| **Factor Score** | **Progress Toward Analytical/Writing Abilities** | | **2.16** | **6069** |
| Computer skills | Internet research | 89.7% | 2.06 | 5558* |
| | Web design | 61.2% | 1.47 | 5565* |
| | Computer applications in field | 77.3% | 1.67 | 5570* |
| **Factor Score** | **Computer Skills** | | **1.78** | **3150*** |
| Future preparation | Grad school preparation | 90.1% | 1.86 | 6599 |
| | Career preparation | 94.3% | 1.87 | 6609 |
| **Factor Score** | **Future Preparation** | | **1.87** | **5718** |
| Other | Maintain a high GPA | 93.9% | 1.91 | 5584* |
| | Understand basic science and math | 90.1% | 2.13 | 6606 |

*Does not include data from UC Berkeley (see appendix B)

### Writing and Analytical Skills

The first factor, analytical and writing skills, has three components: writing clearly, analytical and critical thinking skills, and research skills. In Figure 4.3, we see a steady upward trend in the progress reported toward these goals by year in school.

Again, this data is cross-sectional rather than longitudinal, but the statistically significant differences in the mean amount of progress reported by students in their first, second, third, and fourth year at UC indicates that students leave the university with much greater confidence in their writing and analytical skills than when they began. This is particularly striking for transfer students, whose mean progress towards these goals increases from 2.1 to 2.3 between their first and second years at UC.

Development of writing and thinking skills also varies by major. In Figure 4.4, we see that students in the humanities and social sciences report greater progress towards these goals than do math and biological science majors. Students with more than one major (not shown) also report more progress.

### Communication and Leadership Skills

Communication and leadership skills are also seen as important by almost all UC undergraduates. UCUES used four variables to help analyze student progress in this area: leadership skills, oral presentation skills, ability to express one's views effectively in conversation with others, and interpersonal skills. The number of students identifying each of these individual skills as being important to them ranged from 92 to 98 percent (Figure 4.2).

To give a sense of comparative progress in this area, Figure 4.5 provides the mean perceived progress on both communication and leadership skills and on writing and analytical skills by students' year at the university. Students in each year of their undergraduate career report greater overall progress on writing and analytical skills than they do on communication and leadership skills.

Within the Communication/Leadership domain, respondents report the least progress on oral presentation skills, with a mean of 1.55 for freshmen and 1.97 for freshman-entry seniors. Thus by the end of their senior year, respondents report the same mean level of progress in developing oral presentation skills as freshmen report progress on analytical and writing skills.

As illustrated by Figure 4.6, development of communication and leadership skills also varies by major. Students with more than one major (not shown) report the highest level of progress toward this goal, followed by humanities, social science, and biological science majors, with math sciences majors reporting the least amount of progress toward this goal. A similar pattern holds for immigrant students, perhaps reflecting both the concentrations of these students in the math sciences and the prevalence of English as a second language in this group.

**FIGURE 4.3** Mean Progress Toward Improvement in Analytical and Writing Skills, by Year in School

1=little or no progress; 2=some progress; 3=a great deal of progress

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 2.02 | 2.13 | 2.24 | 2.41 | 2.43 | 2.17 | 2.35 | 2.44 |
| **Mean** | **1.98** | **2.10** | **2.20** | **2.37** | **2.35** | **2.11** | **2.29** | **2.35** |
| Lower Bound | 1.95 | 2.06 | 2.16 | 2.33 | 2.27 | 2.06 | 2.23 | 2.26 |

**FIGURE 4.4** Mean Progress Toward Improvement of Analytical and Writing Skills, by Major

1=little or no progress; 2=some progress; 3=a great deal of progress

| | Field | | | |
|---|---|---|---|---|
| 99% confidence interval | Biological Sciences | Math Sciences | Social Sciences | Humanities |
| Upper Bound | 2.19 | 2.08 | 2.28 | 2.33 |
| **Mean** | **2.14** | **2.04** | **2.25** | **2.28** |
| Lower Bound | 2.10 | 2.00 | 2.22 | 2.23 |

**FIGURE 4.5** Mean Progress Toward Improvement of Analytical and Writing Skills Compared to Communication and Leadership Skills for Freshman Entrant Students.

1=little or no progress; 2=some progress; 3=a great deal of progress

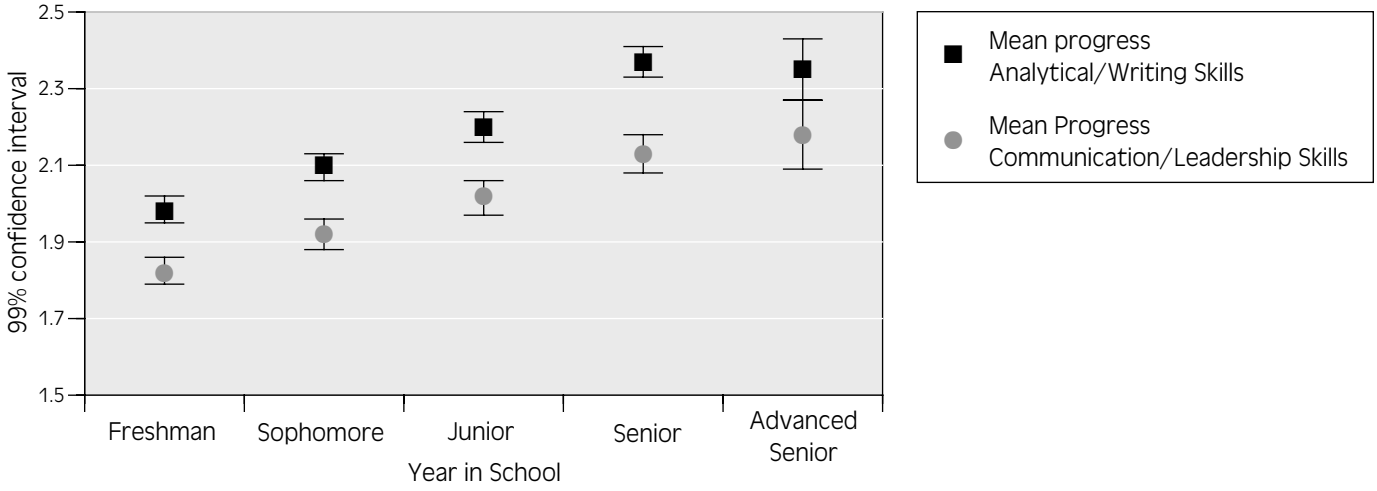



**FIGURE 4.6** Mean Progress Toward Improvement of Communication and Leadership Skills, by Major

1=little or no progress; 2=some progress; 3=a great deal of progress

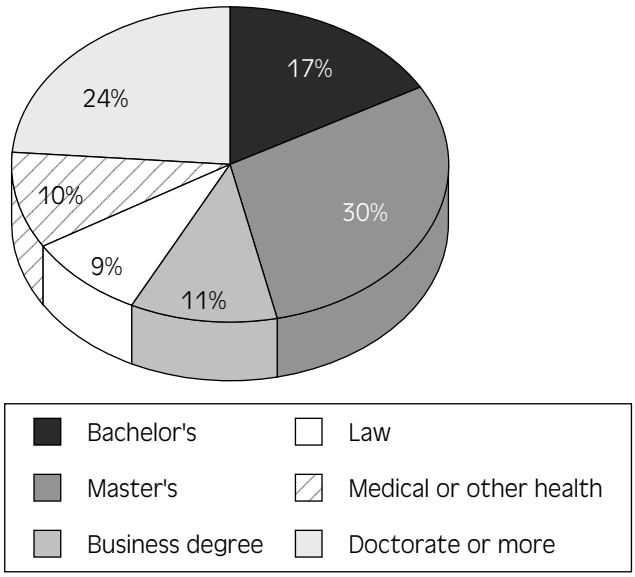
| | Field | | | |
|---|---|---|---|---|
| 99% confidence interval | Biological Sciences | Math Sciences | Social Sciences | Humanities |
| Upper Bound | 2.02 | 1.91 | 2.07 | 2.10 |
| **Mean** | **1.97** | **1.87** | **2.03** | **2.04** |
| Lower Bound | 1.93 | 1.83 | 1.99 | 1.98 |

### Degree Aspirations

Finally, we asked students about their aspirations, including their career and graduate school goals. In this report we present a brief summary of students' plans to earn a graduate or professional degree. The vast majority of University of California students expect to earn a degree beyond the undergraduate level. Only seventeen percent of respondents reported that they did not intend to pursue a degree beyond the undergraduate level.

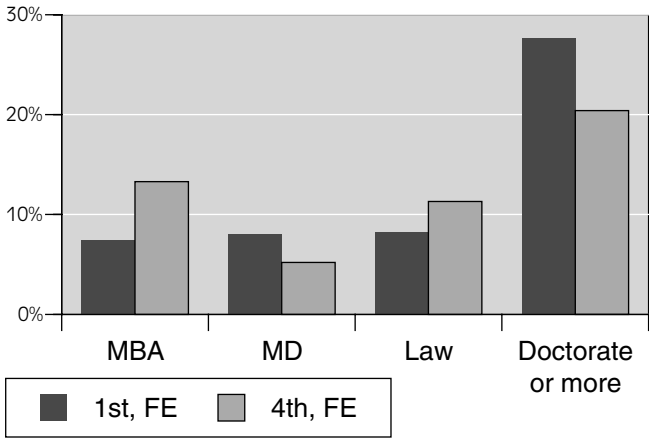
As shown in Figure 4.7, thirty percent of respondents planned to earn a professional degree in health (10 percent), law (9 percent), or business (11 percent). An additional 30 percent planned to pursue some other academic or professional master's degree, while 24 percent of respondents reported the intention to complete a doctorate either alone or in addition to another graduate degree.

**FIGURE 4.7** Degree Goals of Respondents



The post-graduate degree aspirations of university students vary by year in school, by major, and by immigrant status. For example, Figure 4.8 compares the reported degree goals of first- and fourth-year freshman entrants. A greater proportion of freshmen than seniors report that they intend to complete a medical or doctoral degree; in contrast, more seniors plan to go to law or business school. Although these results are for cross-sectional rather than longitudinal data, it appears that students' goals evolve over the course of their years at the university, with more students deciding to pursue law and business and fewer students opting to attempt a medical degree or a Ph.D. The apparent decline over time in aspirations for a medical degree or a doctoral degree (the highest degree option on the survey) may reflect the extent to which the undergraduate academic experience, especially in highly competitive fields, alters initial conventional or high aspirations for some students.

**FIGURE 4.8** Post-Graduate Degree Goals of First and Fourth Year Students Who Entered as University Freshmen




Not surprisingly, students in different majors tend to have different degree goals (see Figure 4.9). Most students in the biological sciences plan either to go to medical school or pursue another degree in a health-related field (35 percent), or to complete a doctoral degree (32 percent), while only nine percent plan to stop at the bachelor's level. In contrast, 24 percent of students in the humanities report that they do not plan to pursue a degree beyond the undergraduate level. Twenty percent plan to complete a doctoral degree, and the rest are distributed across academic master's and professional degrees.

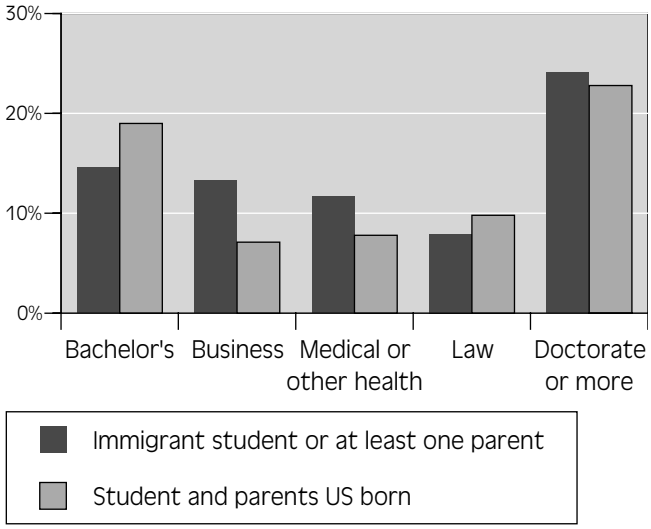
Similarly, 20 percent of students in physical science, engineering, and math-related majors plan to stop at the bachelor's degree, reflecting the job opportunities available in these fields. In addition, more than ten percent of both math sciences and social sciences majors report the intention to pursue a graduate degree in business. Respondents in the social sciences are the most likely to report that they plan to attend law school (16 percent).

Finally, some variation in degree aspirations is also evident by immigrant status, as shown in Figure 4.10. Students who either immigrated to the United States themselves or have at least one parent who did are more likely to report plans to earn a business or a health-related degree. Non-immigrant students with both parents born in the United States are more likely to aspire only to a bachelor's degree. They also report plans to attend law school at a slightly higher rate than first- and second-generation students.

**FIGURE 4.9** Highest Degree Expected by Major

| | Field of academic major | | | | | | |
|---|---|---|---|---|---|---|---|
| | Biological Sciences | Math Sciences | Social Sciences | Humanities | Multiple Majors | General/ Professional | All Majors |
| Bachelor's | 9.2% | 20.3% | 14.4% | 24.3% | 10.3% | 18.3% | 16.5% |
| Academic or professional master's | 17.5% | 39.4% | 29.4% | 42.1% | 25.6% | 28.9% | 30.5% |
| MBA | 3.6% | 10.9% | 12.6% | 3.8% | 9.8% | 15.4% | 10.6% |
| MD or other health | 35.1% | 4.6% | 4.5% | 2.1% | 6.0% | 8.1% | 9.9% |
| Law | 2.6% | 1.6% | 15.9% | 7.5% | 18.8% | 9.4% | 8.8% |
| Doctorate or more | 32.0% | 23.2% | 23.2% | 20.3% | 29.5% | 19.9% | 23.7% |
| All degrees | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

**FIGURE 4.10** Degree Aspiration by Immigrant Status




### Conclusion

These initial UCUES cross-sectional results indicate that University of California students report substantial progress in the attainment of competencies in developmental areas that are seen as important in an undergraduate education.

UCUES respondents also report high post-baccalaureate aspirations. Further analyses, especially longitudinal ones, will be extremely useful in furthering our understanding of how undergraduates at the University of California define and attain or prepare to attain both baccalaureate and post-baccalaureate goals that are important to them.

# How Satisfied Are UC Students?

*Lead Authors: Gregg Thomson, Richard Flacks, and Kyra Caspary*
*Source: UCUES II Data*

### Highlights

- High numbers of UCUES respondents indicate satisfaction with various aspects of their undergraduate education, including the overall instructional and academic experience, advising, access to academic resources, the overall social and cultural experience, as well as a variety of student services.
- Seven in every eight, or 87 percent, of all undergraduates report that they are satisfied or very satisfied with their overall UC experience and 85 percent report that they are satisfied or very satisfied with their academic experience at UC.
- The lowest levels of satisfaction were reported for access to small classes (52 percent) and overall UC GPA (53 percent).
- Students who report more contact with faculty and exposure to faculty research in the classroom are also more satisfied with their UC experience than those who report less of this kind of contact. However, the present data do not provide a window into causation—are students more satisfied because of the research opportunities or are more satisfied students also more likely to seek out faculty and their research? By tracking students over time, both with longitudinal administrative data and subsequent UCUES data, we will be better able to address this question.
- While students' satisfaction with their UC GPA is strongly correlated with actual UC GPA, it is also correlated with immigrant status and field of study: immigrant students and students in the math sciences area and the biological sciences report less satisfaction with their UC GPA.
- Students in the math sciences (engineering, math, and physical sciences) report somewhat lower levels of satisfaction with instruction, advising, and with their social and cultural experiences at UC than do other students.
- For the twelve student services that were used by more than 30 percent of respondents, levels of reported satisfaction were generally quite good, ranging from a high of 95 percent for library services and campus recreational programs to a low of 78 percent for health services and 81 percent for the financial aid office.

### Overall Levels of Satisfaction

Overall, 87 percent of respondents reported that they were satisfied or very satisfied with their UC experience. The satisfaction questions explored many aspects of the undergraduate experience, such as satisfaction with the academic experience, including quality of instruction, advising, and access to classes.

High proportions of respondents reported satisfaction with general academic and social/cultural experiences at UC. Satisfaction levels with a few of the more specific aspects of the UC experience were somewhat lower. Respondents reported the lowest levels of satisfaction with access to small classes and with their UC GPA. These results are summarized in Figure 5.1.

### Satisfaction and Opportunities for Serious Academic Experiences

We asked students in UCUES I about the opportunities they had had for various kinds of advanced academic work. Some of these are highly specialized and likely to be available to only a few students, while others are characteristic of upper-division courses at a research university. These include opportunities to:

1. Take classes where faculty illustrate concepts with their own research,
2. Take classes that improve understanding of national and world events,
3. Take highly specialized or advanced classes,
4. Conduct research as part of a class.

Some 70-85 percent of seniors consider these opportunities to be very or somewhat important. The opportunity to have experiences of this kind is strongly related to seniors' satisfaction with their experience at the University, as Figure 5.2 dramatizes.

### Satisfaction by Subgroups

Some variation in levels of satisfaction is evident across different subgroups of the student population. In general, satisfaction does not vary greatly by students' year in school. Students who enter UC as freshmen do appear to have a slight slump in satisfaction with both their academic and social experiences during their second year at UC, but their satisfaction levels more than rebound by their fourth year. This trend is illustrated in Figure 5.3, which shows overall mean satisfaction levels by year in school.

Freshman-entry students who do not graduate within four years of matriculating at UC do report slightly lower satisfaction levels. These "advanced seniors" expressed levels of satisfaction

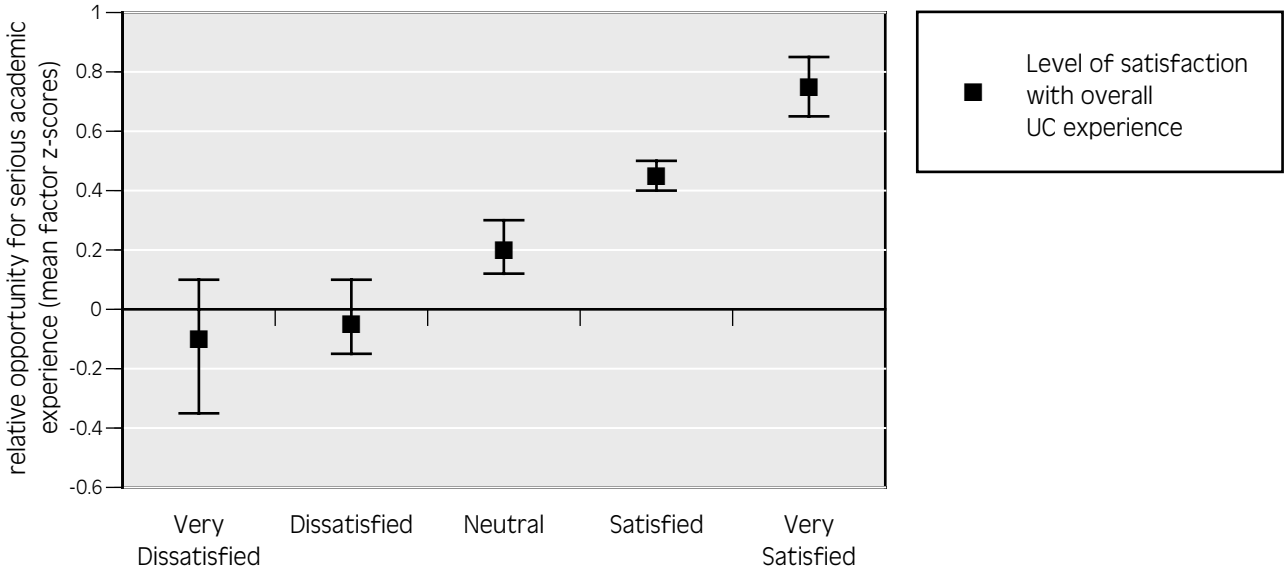
**FIGURE 5.1** Satisfaction: Mean Satisfaction Level Reported

1=very dissatisfied; 2=dissatisfied; 3=satisfied; 4=very satisfied

| Factors | Individual Items | Percent satisfied | Mean | n |
|---|---|---|---|---|
| Academic Satisfaction | Overall quality of faculty instruction | 82% | 2.93 | 6516 |
| | Overall quality of TAs | 74% | 2.80 | 6529 |
| | Overall academic experience | 85% | 2.98 | 6524 |
| **Factor Score** | **Academic Satisfaction** | | **2.90** | **6485** |
| Satisfaction with Advising | Advising by faculty on academic matters | 76% | 2.80 | 6514 |
| | Advising by faculty on other matters | 67% | 2.68 | 6436 |
| | Accessibility of faculty outside of class | 79% | 2.86 | 6480 |
| | Advising by staff in your major on academic matters | 73% | 2.79 | 6470 |
| | Advising by staff in your major on other matters | 67% | 2.68 | 5390* |
| **Factor Score** | **Satisfaction with Advising** | | **2.75** | **5327** |
| Satisfaction with Academic Access | Availability of courses needed for graduation | 65% | 2.64 | 6495 |
| | Access to small classes | 52% | 2.44 | 6499 |
| | Ability to get into a major you want | 86% | 3.04 | 6487 |
| | Availability of courses for general education requirements | 77% | 2.84 | 6476 |
| **Factor Score** | **Satisfaction with Academic Access** | | **2.79** | **6344** |
| Social and Cultural Satisfaction | Overall social experience | 77% | 2.94 | 6529 |
| | Overall cultural and life experience | 80% | 2.97 | 6525 |
| **Factor Score** | **Social & Cultural Satisfaction** | | **2.95** | **6513** |
| Other | Your overall UC GPA | 53% | 2.51 | 6533 |
| | Overall UC experience | 87% | 3.07 | 6513 |

*Does not include data from UC Berkeley (see appendix B)

**FIGURE 5.2** Student Satisfaction and Opportunities for Serious Academic Experiences*




*Data from UCUES I

**FIGURE 5.3** Mean Satisfaction with Overall UC Experience, by Year in School

1=very dissatisfied; 2=dissatisfied; 3=satisfied; 4=very satisfied

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 3.19 | 3.09 | 3.12 | 3.19 | 3.08 | 3.07 | 3.10 | 3.08 |
| **Mean** | **3.14** | **3.04** | **3.07** | **3.14** | **3.00** | **2.99** | **3.02** | **2.95** |
| Lower Bound | 3.09 | 2.99 | 3.02 | 3.09 | 2.92 | 2.91 | 2.94 | 2.82 |

**FIGURE 5.4** Mean Satisfaction with UC GPA, by Year in School

1=very dissatisfied; 2=dissatisfied; 3=satisfied; 4=very satisfied

| | Freshman Entry | | | | | Transfer | | |
|---|---|---|---|---|---|---|---|---|
| 99% confidence interval | 1st | 2nd | 3rd | 4th | 5th+ | 1st | 2nd | 3rd+ |
| Upper Bound | 2.55 | 2.52 | 2.56 | 2.71 | 2.30 | 2.68 | 2.70 | 2.72 |
| **Mean** | **2.50** | **2.47** | **2.48** | **2.63** | **2.17** | **2.60** | **2.60** | **2.59** |
| Lower Bound | 2.45 | 2.42 | 2.40 | 2.55 | 2.04 | 2.52 | 2.50 | 2.46 |

with advising, instruction, and access to classes that are only slightly lower than those of their peers, and report social satisfaction at the same level as their classmates; however, these students are much less satisfied with their own academic performance than are other students (see Figure 5.4).

Satisfaction with GPA is highly correlated with actual GPA (Pearson correlation of .60), and this satisfaction level is consistent with the relative academic performance of advanced seniors. Respondents who were in their fifth or more year at the university have a mean GPA of 2.85, compared to 3.11 for freshman entrants who have been at the university four years or less.

Much more variation in levels of satisfaction is evident by major. Respondents in the math sciences (engineering, math, and physical sciences) report lower levels of satisfaction with instruction, advising, and their social and cultural experiences at UC than other students.

Respondents in the biological sciences also tend to be slightly less satisfied than their peers in some other areas, notably satisfaction with their own GPA. This probably reflects the large number of students with aspirations for medical school or Ph.D. programs for whom the GPA holds significant consequences for realizing their goals. These trends are illustrated in Figure 5.5.

Finally, satisfaction varies by immigrant status, with students who are either immigrants themselves or have at least one immigrant parent reporting significantly lower levels of satisfaction in all areas except advising. These differences are particularly strong in the area of satisfaction with GPA (see Figure 5.6) and are somewhat smaller for satisfaction with the academic experience and instruction, social and cultural experience, and overall UC experience.

### Satisfaction with Student Services

Students were also asked to indicate their awareness and use of a large array of student services. Students who used each

**FIGURE 5.5** Mean Satisfaction with UC GPA, by Disciplinary Field

1=very dissatisfied; 2=dissatisfied; 3=satisfied; 4=very satisfied

| | Field | | | |
|---|---|---|---|---|
| | Biological Sciences | Math Sciences | Social Sciences | Humanities |
| Upper Bound | 2.40 | 2.43 | 2.62 | 2.85 |
| **Mean** | **2.32** | **2.38** | **2.57** | **2.77** |
| Lower Bound | 2.24 | 2.33 | 2.52 | 2.69 |

**FIGURE 5.6** Mean Satisfaction with UC GPA, by Immigrant Status

1=very dissatisfied; 2=dissatisfied; 3=satisfied; 4=very satisfied

| | Generational immigrant status | | | |
|---|---|---|---|---|
| 99% confidence interval | **Student immigrant** | **At least 1 parent** | **At least 1 grandparent** | **All US born** |
| Upper Bound | 2.50 | 2.42 | 2.71 | 2.77 |
| **Mean** | **2.38** | **2.38** | **2.64** | **2.72** |
| Lower Bound | 2.27 | 2.33 | 2.57 | 2.67 |

**FIGURE 5.7** Student Services Used by More than 30% of Respondents by Percent Satisfied

| Percent **Users** | Percent **Satisfied** | |
|---|---|---|
| 74% | 95% | Library Services |
| 45% | 95% | Recreational Programs |
| 70% | 94% | Recreational Facilities |
| 64% | 91% | Cashier's Office |
| 63% | 89% | Transportation Services |
| 33% | 88% | Tutoring/Learning Assistance Programs |
| 72% | 87% | Registrar's Office |
| 60% | 85% | New Student Orientation |
| 31% | 84% | Residential Life Programs |
| 45% | 82% | Career Center |
| 58% | 81% | Financial Aid Office |
| 61% | 78% | Health Services |

service were asked whether they were satisfied with the services provided. Results on satisfaction are provided here for those student services where at least 30 percent of the respondents indicated that they had used the service.

### Conclusion

A high percentage of UCUES respondents report that they are satisfied with their overall UC experience, their academic experience, and most student services offered by UC. Students are less satisfied with their own GPA and with access to small classes. The fact that levels of satisfaction vary significantly by student demographics and field of study suggest important areas for further inquiry.

# What Is the Role of Technology in the Undergraduate Experience?

*Lead Authors: Gregg Thomson and Kyra Caspary*
*Source: UCUES II Data*

## Highlights

- The UCUES results provide extensive "baseline" data on the extent to which technology and electronic media play an increasing role in instruction as well as the overall UC undergraduate experience.
- Almost all UC undergraduates now report taking at least one course in the past year that had its syllabus online, had a course email list, and had assignments and readings online, and about half of UC undergraduates report having taken five or more courses with these features.
- Reported rates for taking at least one course with required online submission of assignments (51 percent), online tests (39 percent), and electronic portfolios (18 percent) are much lower but still substantial.
- Nearly half (46 percent) of UC respondents report not only meeting with faculty in person but sending them email at least sometimes (with an additional 21 percent with contact by email only and nine percent in person only). Twenty-five percent of UC respondents report that they never or only rarely have either form of contact with faculty.
- In preparing class assignments, about one-third of UC undergraduates report at least sometimes working with other students electronically (as well as in person), another third report working with other students only in person, and the remaining third report never or only rarely working with other students.

## Instructional Technologies and Academic Interaction

The use of technology in higher education is a topic of considerable interest and speculation, often in the absence of any systematic or comprehensive data from students themselves. For example: How has technology changed instruction at the university? How great a role does technology play in the formal workings of courses and the ways that students communicate with their classmates and instructors?

To get a sense of the role of technology in the undergraduate experience, we asked students about how many courses they had taken that provided online course resources such as the syllabus, readings, and assignments. We also asked how many classes they had taken that required assignments to be turned in online, that administered tests or quizzes online, or that required students to maintain an online portfolio or other web-based collection of their work.

Students reported that many courses make use of technology, particularly through online course materials. Almost all respondents (94 percent) reported that they had taken at least one class in the past year which had a syllabus available online, in which the instructor or TA maintained an email list, and which had readings and assignments posted online (see Figure 6.1). Furthermore, over 70 percent reported that they had five or more classes with an online syllabus, and more than half of respondents had five or more classes with official course email lists.

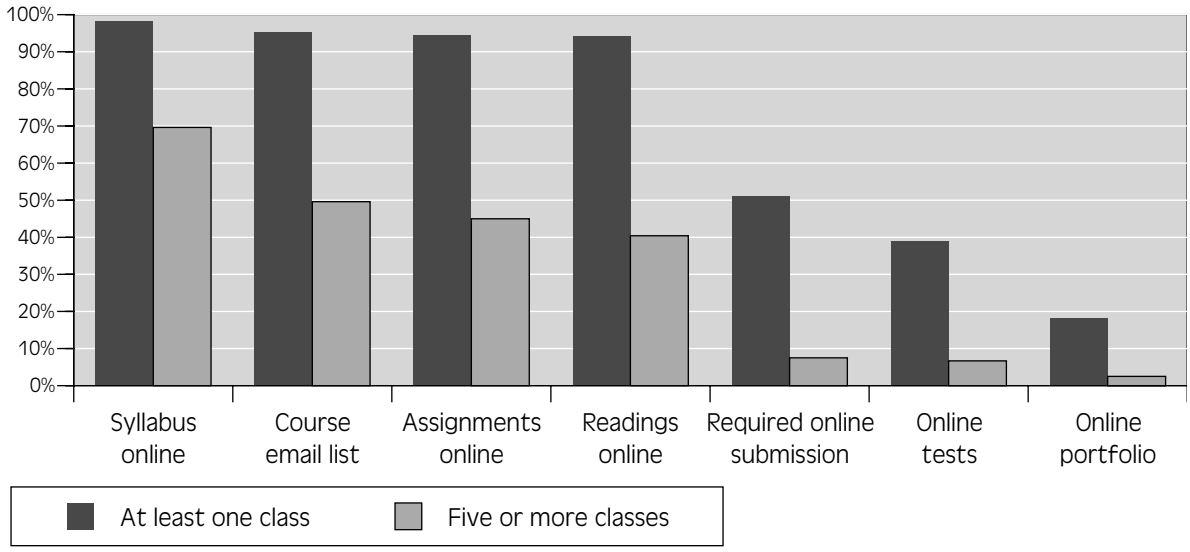
Students reported fewer courses that used the Internet for student assessment. Slightly over half of respondents reported having at least one class that required an assignment to be submitted online, while only 8 percent had five or more courses requiring online submission of assignments. Online tests or quizzes and portfolios of student work were less common. Thirty-nine percent of respondents had at least one course with online tests or quizzes, and only 18 percent had one or more courses with a student website or online portfolio requirement.

Technology has also changed the way that students interact with faculty. Respondents reported emailing faculty and TAs slightly more often than they met with them in person. Sixty- six percent of respondents reported emailing faculty at least sometimes, compared to 55 percent who reported they met that frequently with faculty in person.

Figure 6.2 shows the relative proportion of students who reported meeting or emailing faculty for five frequency categories, illustrating the slightly higher frequency of email contact. Respondents who reported emailing faculty or teaching assistants also reported receiving email from these instructors, indicating that email is both a prevalent and effective means of contact.

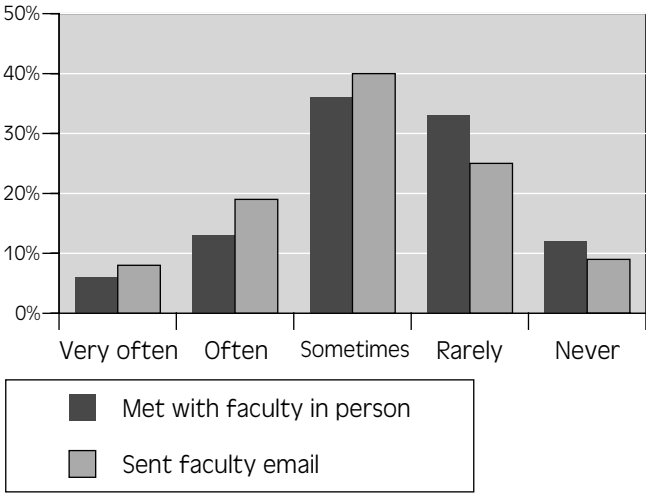
Interestingly, email seems to be a supplement rather than a replacement for office hours or other in-person meetings

**FIGURE 6.1** Prevalence of Instructional Technology: Number of Classes in Past Year




*Does not include data from UC Berkeley (see appendix B)

**FIGURE 6.2** Frequency of In-Person v. Email Contact with Faculty




with faculty. For example, over 90 percent of students who reported that they emailed faculty "very often" also reported that they met with faculty sometimes or often.

Overall, 46 percent of respondents reported that they both met with faculty and sent emails to them at least sometimes, while a quarter reported that they rarely did either. Twenty-one percent reported that they emailed faculty sometimes, but rarely or never met with them in person, while only 9 percent sometimes met with faculty but rarely or never sent emails to them. These proportions are displayed in Figure 6.3.

While electronic contact with faculty is more frequent than in-person meetings, students are still more likely to collaborate with each other in person rather than online, as illustrated in Figure 6.4.

Thirty-eight percent of respondents reported that they never worked with classmates online to prepare assignments, compared to only 11 percent who reported never working with classmates in person. Collapsing the first three categories (very often, often, and sometimes), over half of respondents reported meeting with classmates in person to prepare assignments at least sometimes, compared to only a third who reported collaborating with classmates online.

**FIGURE 6.3** Respondents Reporting Contacting Faculty at Least "Sometimes," by Mode

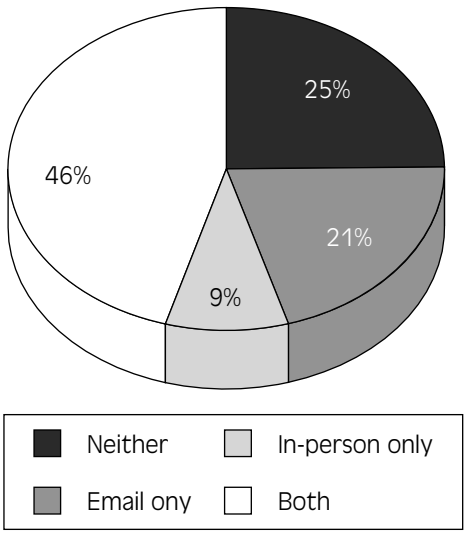
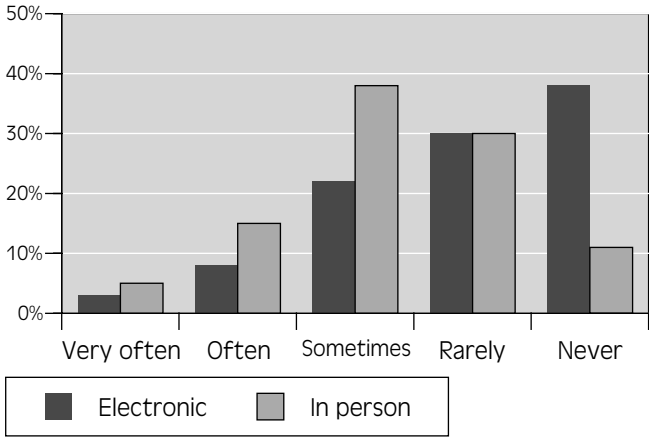


**FIGURE 6.4** Interaction with Classmates for Class Preparation: Electronic v. In-Person*

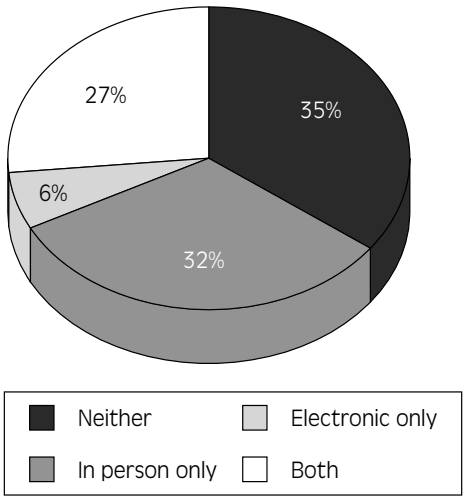



*Data on electronic collaboration does not include data from UC Berkeley (see appendix B)

Almost 2,000 students, or 35 percent of the respondents,[2] reported that they rarely or never worked with classmates to prepare class assignments, either in person or online. In terms of modes of collaboration, more students reported meeting in-person with classmates at least sometimes (32 percent) than reported meeting in person and collaborating online (27 percent).

These proportions are presented in Figure 6.5, below. Similarly, of the 300 respondents who reported working with classmates to prepare classroom assignments "very often," only a quarter reported that they collaborated online this frequently.

**FIGURE 6.5** Respondents Who Report Working with Classmates at Least "Sometimes," by Mode




## Conclusion

The UCUES items on the instructional use of technology are valuable in providing 2003 baseline data in this rapidly changing area. In addition, with the number of items we now have available in this area, variation in the use of technology can be examined in relation to other aspects of the UC undergraduate experience such as student demographics, year in school, field of study, and patterns of academic engagement and satisfaction.

# How Engaged Are UC Students in the Academic Life of the University?

*Lead Author: Richard Flacks*
*Source: UCUES I Data*

## Highlights

- Students from more disadvantaged backgrounds tend to rank higher on indicators of academic engagement, both attitudinal and behavioral, than students from affluent backgrounds.
- First generation college students spend more time on studies than those whose parents are US born and those whose parents went to college.
- Family social class correlates strongly with time spent on studies: the more affluent the family, the less time, on average, spent studying.
- Academic engagement is inversely related to scores on the SAT verbal test.
- Students admitted under the University's new Eligibility in the Local Context admissions route (targeting admission for the top 4 percent of each individual high school graduating class) are more diverse with respect to social background than are non-ELC students. ELC students are more likely to have foreign-born parents and to be first-generation college-goers than are non-ELC students. Their family incomes are lower, and they are more likely to describe their families as "working class."
- At the same time, ELC students are more academically engaged than non-ELC students. They spend more time in academic pursuits and less time in 'party-oriented' activity than do non-ELC students. These findings may have important implications for UC admissions policies.

## Exploring Academic Engagement

One of the starting points for development of UCUES was the increasing expression of concern in the 1990s, not only among UC faculty but around the country, about academic disengagement among students. Faculty spoke of rising absenteeism in classes, about a growing sense that students were simply not doing their assignments and about growing inattention in the classroom. National surveys reported surprisingly low average amounts of time that students said they were devoting to course assignments.

Survey measurement of student engagement has been going on for a number of years. Such surveys generally ask students about the frequency or amount of time they spend in different academic activities and practices, and about how much they value different opportunities for academic involvement. These surveys show a rather wide variation among students and between academic institutions.

Because UCUES was designed to link students' survey responses to their social backgrounds and their academic performance, it provides a unique window into some of the factors that produce variation in student engagement as well as the consequences of that variation for students' academic performance and satisfaction. Moreover, we were able to ask students how they evaluated their own levels of engagement, how they defined their responsibilities as students, and how their academic experiences meshed with their expectations and goals.

Given the size of our sample and the number of items contained in the UCUES questionnaire, a wealth of possible data analyses of interest to teachers and academic policy makers is possible. In this report we provide a glimpse of our findings so far. We think these preliminary findings are of real interest, but we hope that they also raise questions that will stimulate further analysis.

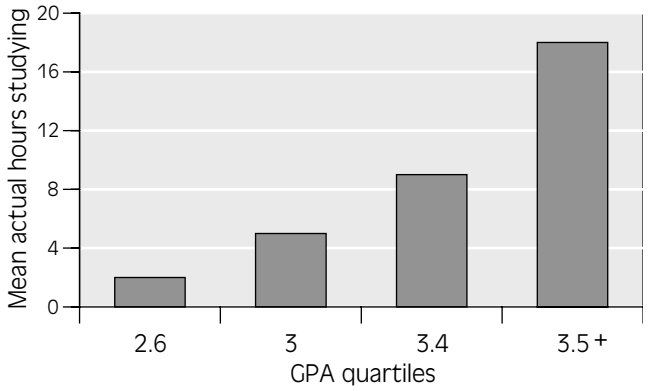
## Time Use By Disciplinary Field and GPA

A direct way to assess academic engagement is to ask students how much time they spend in course-related work such as doing assignments, meeting with faculty, and attending class. We also ask students how often they skip classes, fail to complete assignments, or come to class unprepared. Faculty, of course, see such behavior as 'irresponsible'; we asked students how much more time they think they *should* be spending on academics and about their reasons for academic disengagement.

Variations in students' responses to these questions are striking. As noted in Section III (page 15), students report spending an average of 13 hours per week studying, but this number of hours varies greatly by major, year in school, and immigrant status.

As one might also expect, GPA is strongly associated with amount of time spent studying. Figure 7.1 shows how much time students at various GPA quartiles say they spend studying.

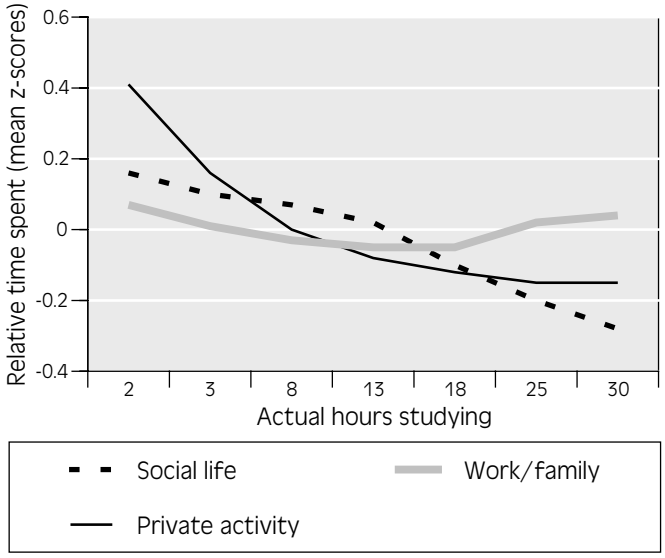
**FIGURE 7.1** Mean Hours Study Time By GPA Quartile




Students in the lowest quartile (whose average GPA is about 2.3) study fewer than 10 hours a week, while students in the highest quartile (whose average GPA is 3.8) study an average of at least 13 hours.

How does time spent studying relate to other ways students spend their time? Figure 7.2 indicates that the more time students spend in studies, the less time they spend in social activities (partying, socializing with friends, going to movies, working out) and on private recreation (watching television, surfing the web, video games). Interestingly, time spent studying is not significantly related to time spent working (especially working for pay on campus), household duties, commuting, or helping with family business.

**FIGURE 7.2** Time Spent on Non-Academic Domains Related to Time Spent Studying




### Notions of Academic "Responsibility"

About half of the students in the sample report missing class at most once or twice in the past year. At the opposite extreme, about 10 percent say they missed class 'often' or 'very often.' Students in the latter group are likely to acknowledge that they are not spending enough time on their academic work.

When asked why they are not spending enough time on studies, students tend to blame their ability to concentrate and study skills, rather than competing demands on their time or lack of interest in or relevance of course material.

### Socio-Economic Background and Academic Engagement

What determines the differences in students' academic engagement? What do these differences tell us about the range of experiences and priorities that students have? What are the consequences of these priorities? The following UCUES findings contribute to our understanding of these questions:

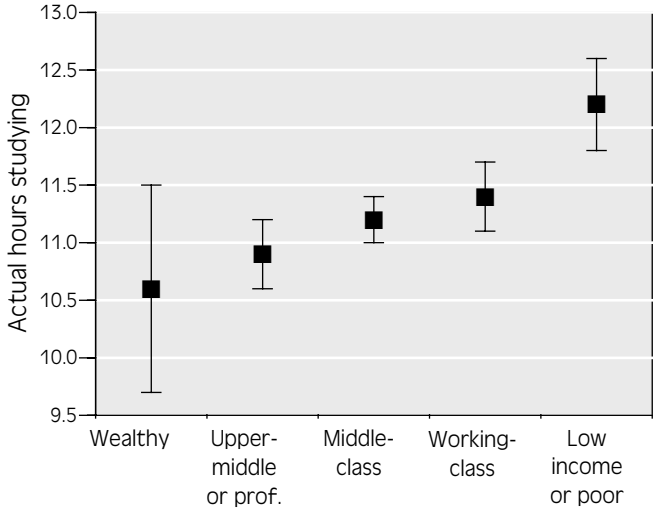
- In general, students from more advantaged backgrounds tend to spend less time on academics than students from more disadvantaged backgrounds.
- First generation college students spend more time on studies than those whose parents are US born and those whose parents went to college.
- Family social class relates strongly to time spent on studies, i.e., the more affluent the family, on average, the less time spent studying.

Figure 7.3 illustrates the relationship of economic background to time spent studying and preparing for class.

We asked students about their fulfillment of academic norms, for instance how often they missed class, did not prepare assigned readings, or turned in assignments late. In general, such academically disengaged behavior is more likely among students from more advantaged backgrounds. Such behavior is also strongly associated with spending time partying and other 'social life' activities. Class attendance is also negatively related to engagement in individualized pursuits like watching TV, playing video games, and surfing the web for entertainment purposes.

Two charts help illustrate this relationship between students' academic engagement and their family background. Figure 7.4 shows that the students whose fathers had less formal education more consistently completed course assignments. Figure 7.5 shows the correlation between parental income and class attendance.

**FIGURE 7.3** Student Perceived Socio-Economic Class and Time Spent Studying and Preparing for Class




### Socio-Economic Background and College Goals

As noted in Section IV, there is a great deal of variation by social class in the ways that students define their purposes and goals in college. These goals, in turn, appear to have an important effect on academic engagement. Although the majority of all students tend to prioritize career-related goals as essential or very important, distinctly different patterns emerge along socio-economic lines.

As observed earlier in this report, although average family incomes are close to six figures, about a fourth of the UC student body is drawn from families whose incomes are below $30,000. More than half have at least one foreign-born parent, and about a fourth are the first generation of their family to enter college.

**FIGURE 7.4** Completion of Assigned Readings and Father's Education

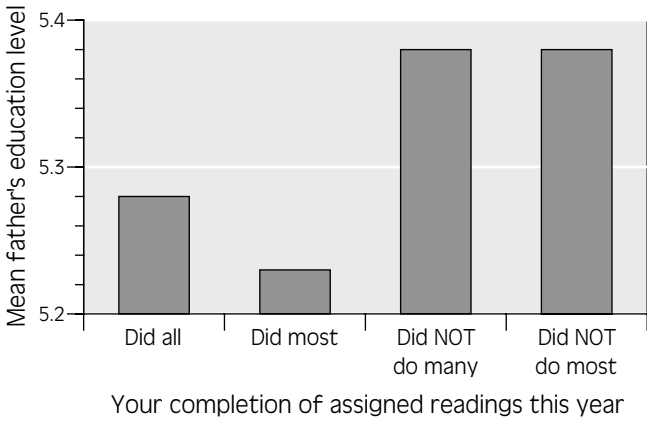



**FIGURE 7.5** Class Attendance and Family Income

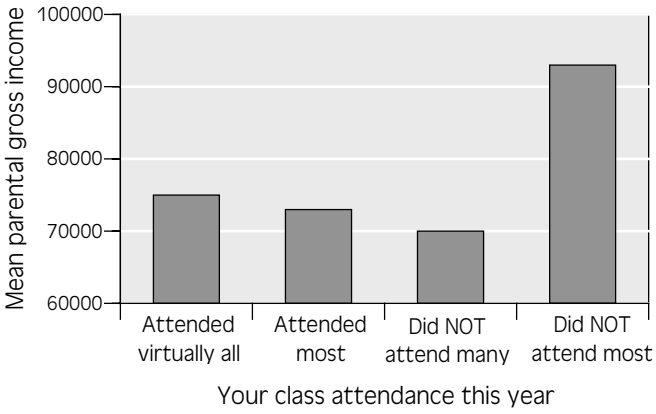



Figure 7.6 displays striking differences in how students from different class backgrounds define their goals in college. Career oriented goals are emphasized by students from more disadvantaged backgrounds; 'fun' and 'social' goals are emphasized by students from more affluent backgrounds. Students who are more advantaged tend to be less likely to value learning for its own sake.

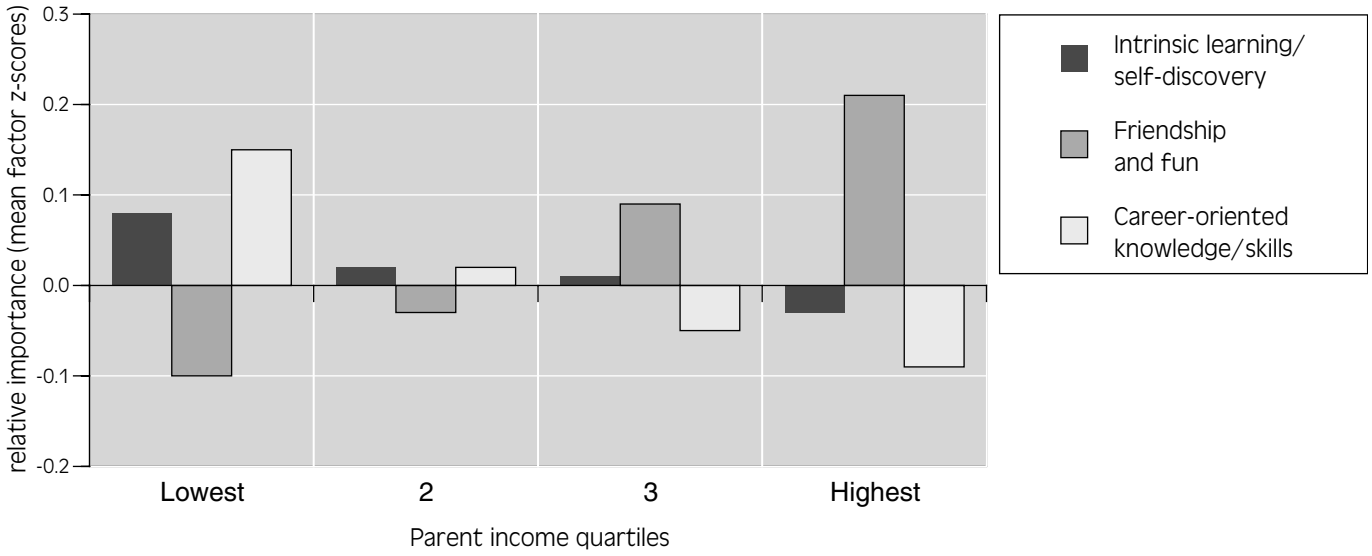
This is one of the most important themes of our inquiry. There appears to be an underlying divide in the student body with respect to how students define their purposes and allocate their energies.

On the one hand, some students' first priority is on the curriculum, their courses and studies. The sources of such engagement may vary. Some find their academic work intrinsically engaging, others believe that doing well in school is important for their future life chances, and many feel they have a duty to fulfill their academic responsibilities.

On the other hand, while all students profess some of these values, another segment of the student body puts greater priority on other domains of experience, most notably that of collegiate social life. These students' lives tend to be more oriented toward partying, socializing, and 'youthful' recreation. Many are involved in a variety of extracurricular activities, including but not limited to the world of fraternities and sororities. Although 'socially-oriented' students often say that they 'party hearty but study hard,' our data suggest that on average there is a negative relationship between social and academic engagement.

We might expect that students from higher income, suburban, college-educated families would be more academically engaged than first generation, immigrant, and working-class students who are often stereotyped as 'culturally disadvantaged,' less 'prepared,' or less easily integrated in the world of the selective undergraduate college.

**FIGURE 7.6** Most Important Goals in College by Family Income




Our data tell quite a different story. In general, the 'social/party' perspective is almost entirely expressed by students from the most economically and educationally advantaged families; students from relatively disadvantaged backgrounds are relatively more likely to come out higher on every indicator of academic engagement, attitudinal and behavioral, that we could construct. This is despite the fact that such students are likely to be working more hours to finance their education (and also accruing considerable debt), and carrying burdens of household and family responsibility that the more affluent students do not have. Figure 7.7 summarizes this theme.

### SAT Scores and Academic Engagement

Another particularly intriguing finding from the UCUES data is that academic engagement is inversely related to scores on the SAT verbal test. Because of the negative relationship between family income and academic engagement, and because of the strong positive correlation between SAT scores and family income, it turns out that SAT scores (especially SAT I verbal test scores) are positively related to measures of social engagement and academic irresponsibility and negatively related to measures of academic engagement.

**FIGURE 7.7** Time Spent on Academic and Social Life According to Parental Income Quartiles

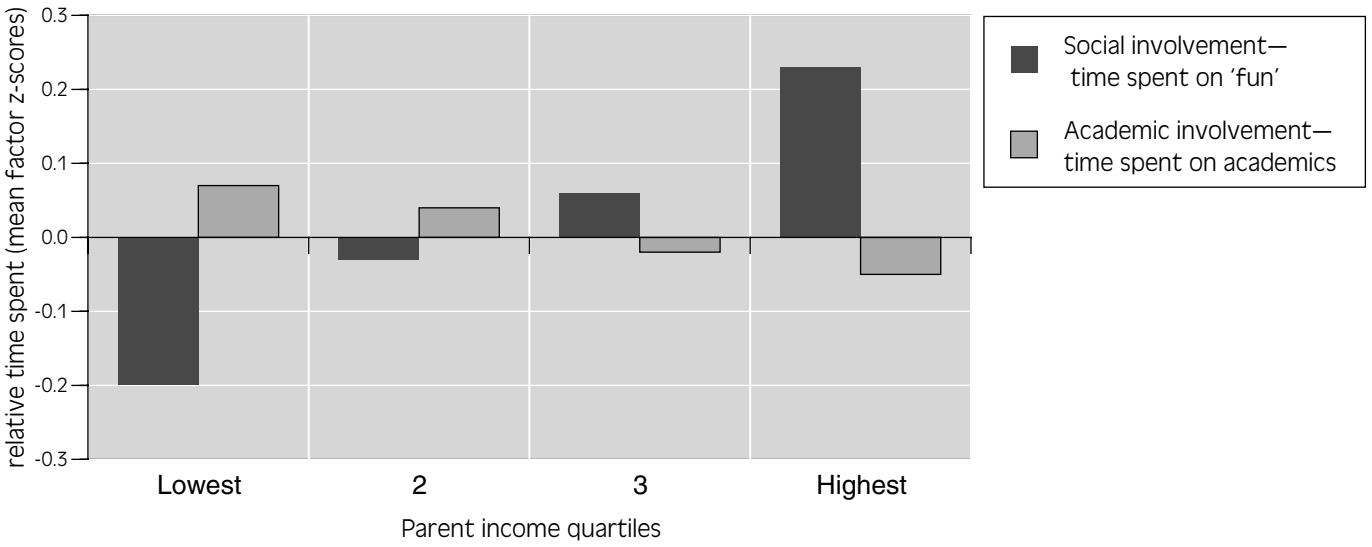


**FIGURE 7.8** SAT Verbal Scores Relative to Academically Disengaged Behavior

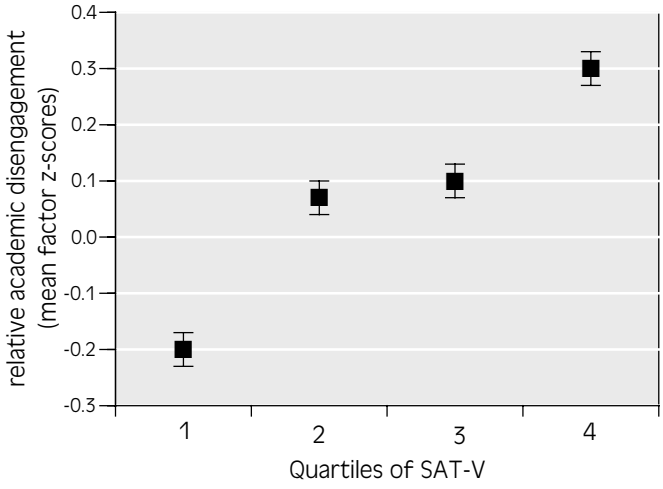
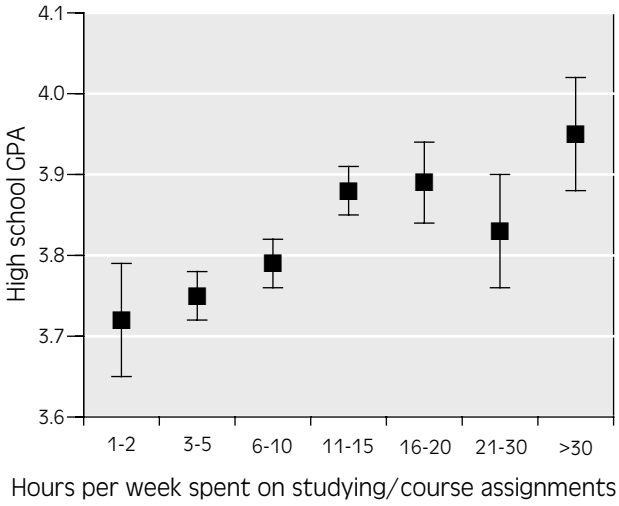



**FIGURE 7.9** High School GPA in Relation to Time Spent on Studying




Reaffirming previous studies' conclusions that GPA is a better indicator of academic success than test scores (studies that at UC go back to the late 1950s), our data indicate that academic engagement is positively related to performance in high school.

Figure 7.8 shows the relationship between academic disengagement and SAT verbal scores, while Figure 7.9 illustrates the relationship between high school GPA and time spent studying. Together, these graphs suggest that high school achievement may be a better predictor of academic engagement than SAT verbal scores.

Many factors contribute to students' levels of academic engagement beyond those we have focused on here. We find that engagement is greater for seniors than for freshmen, for transfer students compared to those who enter as freshmen, and engagement also varies considerably with respect to the demands of different academic majors.

### Eligibility in the Local Context and Academic Engagement

Several years ago the University defined a new pathway to UC eligibility: students who were in the top 4% of their high school class with respect to grades in UC-relevant courses were declared to be eligible, irrespective of SAT scores. Such students are defined as 'eligible in the local context' (ELC).

The first ELC students entered as freshmen in Fall 2001; a second wave entered in Fall 2002. UCUES II provides us with the first opportunity to compare ELC students with those who were eligible for UC admission but not in the top 4% of their high school class.

- ELC students are more diverse with respect to social background than are non-ELC students. ELC students are more likely to have foreign born parents and to be first generation college-goers than non-ELC students, i.e., those not in the top 4% of their high school class. Their family incomes are lower, and they are more likely to describe their families as 'working class.'
- At the same time, ELC students are more academically engaged than non-ELC students. They spend more time in academic pursuits and less time in 'party-oriented' activity than non-ELC students.

ELC students achieved higher GPAs than their non-ELC counterparts, were more likely to say that they 'belonged' at a UC, were more active in community affairs, and were more likely to indicate that they were aiming for advanced graduate education than non-ELC students.

These findings support the view that high school performance is an excellent predictor of college success, and that efforts to recruit students from the full range of California high schools may help us fashion student bodies that are more socially diverse and more academically engaged than is possible when admissions criteria are based only on grades and test scores. Our data analysis so far, however, must be considered preliminary—we need to examine how ELC students from low performing high schools have fared at UC in order to more fully assess this approach.

### Conclusion

Students' academic engagement changes over the course of their undergraduate careers, affected both by personal outlooks with

respect to post-graduate goals and by experiences with teachers, peers, and courses.

There is great complexity to student behaviors and experiences. For example, students who cut a lot of classes and get low grades may also be deeply involved in intensive learning experiences in particular courses of study, in their own interests and projects, or in a variety of other extracurricular activities.

We cannot explore all of these matters here, although some of them can be addressed by further analyses of UCUES I data. That survey contained a wealth of data, still awaiting analysis, on other dimensions of academic engagement: what students say about the considerations that determine their choice of classes, about their reasons for failing to attend class (and about the kinds of reasons that are legitimate or not), about their use of computers for both educational and personal purposes, and about their engagement in civic, political, and community life. Another important but as yet undeveloped line of inquiry involves the experience of underrepresented minority students at the university and the consequences of that experience for their academic careers.

The glimpse of the data that we were able to provide here may, we hope, stimulate needed discussion among faculty members and students about the nature and causes of academic engagement and disengagement, and about the effects of underlying differences in students' socio-economic backgrounds on their learning experiences. These data may also help focus debate on pressing questions concerning the composition and constitution of the UC student body, and about conventional wisdom concerning the selection of students who will best make use of their opportunity to attend the university.

# SERU21 Research Agenda—What Comes Next?

This report provides a sample of the rich data resource created by the first two University of California Undergraduate Experience Surveys. UCUES is producing a detailed picture of the ways students vary amongst themselves and over time in terms of their motivations, perspectives, and practices.

Because survey responses are linked to a wide range of institutional data about students, UCUES offers researchers a new window for understanding how students' social backgrounds, pre-college experience, and future goals affect their experience within the university—in the classroom, in their relations with peers, and in their use of institutional resources.

The SERU21 project, of which UCUES is a primary component, seeks to balance institutional research needs of the UC system and its campuses with a strong scholarly approach to investigating the student experience. *It is this linking of institutional needs and scholarly research that makes the SERU21 project a unique and potentially broadly influential project.*

To be effective in these goals, SERU21 must be a long-term project that incorporates a longitudinal approach to deciphering the great variety of student experiences.

The project leaders hope this report and subsequent surveys and analysis will stimulate discussion among faculty members and students about:

- How to improve the undergraduate experience at the University of California;
- The integration of UCUES into accountability and program review processes;
- The nature and causes of academic engagement and disengagement, as well as the effects of underlying differences in the life experiences of students on the ways they use the opportunity to attend the university.

UCUES data may also help focus debate on pressing questions concerning the composition and constitution of the UC student body, and about conventional wisdom concerning who can best make use of the chance to attend the university.

### SERU21/UCUES Research Design

The research design for SERU21 draws on academic research to inform and expand the ambitions of the University in improving the undergraduate experience. The project is an initiative that is collaborative with administrative units, yet based at an academic research unit (The Center for Studies in Higher Education) that combines interests in both policy analysis and scholarship. This collaboration is important for promoting institutional knowledge on the undergraduate experience, and for creating and integrating creative scholarship that asks difficult yet important questions.

In the course of consultation with administrators and faculty, and with the SERU21 project's advisory committee, four general policy areas were developed to shape the content of UCUES and to help create a research agenda for subsequent studies:

- UC student academic engagement,
- UC student civic engagement,
- Pedagogy and Instructional Technology,
- Institutional academic policies and practices.

UCUES offers a new survey instrument that builds on survey work previously pursued separately by campus institutional research offices and in national surveys. By building a campus-wide effort, the project has created a more powerful and meaningful database. For example, the survey design:

- Utilizes a UC-wide online survey that can target nearly 180,000 undergraduate students across the UC system;
- Integrates students' survey responses with existing institutional data relating to their social and academic backgrounds and academic outcomes over time;
- Includes both a quantitative and qualitative research design;
- Examines systematically how students change over time;
- Provides the means for finely grained comparative analysis of student experience, satisfaction, engagement, and achievement;
- Brings coherence and focus to the collection and dissemination of policy-relevant student data.

### The Uses of UCUES— Institutional and Scholarly

The UCUES instruments and methodology have enabled construction of key indices of student engagement and satisfaction, whose full use depends on an ongoing survey process and the continued tracking of those who participated in the initial administration. It also requires financial support for analytical work that furthers institutional needs and promotes scholarship.

Already, UCUES has been integrated into policy discussions at the University of California. Our hope is to soon expand and

bolster scholarly use of UCUES both through the larger SERU21 project, and through collaborations with interested faculty and other academics.

### Institutional Research

The following provides an outline of current and potential institutional uses of UCUES data.

- **Campus and Departmental Accreditation**
  UCUES data and findings were recently integrated into the WASC accreditation of the Berkeley campus. We sense that UCUES, if continued, will provide an integral part of all UC campus accreditation visits.
- **Academic Department Program Review**
  A proposal at the Berkeley campus advocates integrating UCUES into academic department and program reviews.
- **Analysis of Admissions Policy and Outcomes**
  UCUES data can prove valuable in assessing campus admissions processes. The University of California's admissions committee (the Board of Admissions and Relations with Schools) has indicated interest in a study using UCUES to assess student academic engagement in relation to admissions policies, and a similar study will likely be pursued by the Berkeley campus' admissions committee.
- **Information Source for Student Orientation**
  UCLA has used UCUES data and findings in freshman and transfer student orientation to show the characteristics of those who succeed academically at the campus, e.g., the relation of time spent studying to university grades.
- **A Resource for Reflection and Discussion Among Faculty and Administrators**
  UCUES data have been presented to a wide variety of forums and consultations at both campus and system-wide levels. Such presentations have helped advance reflection on institutional issues and on the ways campus policies intersect with the student experience.

We anticipate that UCUES and the larger SERU21 project will have other important uses within the University of California, and for broader studies on the nature and future of undergraduate education within research and comprehensive universities. The project may provide important information and analysis useful for the following policy areas:

- An assessment of university undergraduate education objectives and student experiences,
- The uses and efficiencies of instructional technologies,
- Campus climate,
- Analysis of student services,
- Institutional research,
- Development of new accountability measures.

### Scholarly Research

As noted, a major objective of the larger SERU21 project is to develop collaborative research projects involving academic and institutional researchers, and utilizing UCUES data and sample surveys. SERU21 offers a research design (including the four research domains) and online survey infrastructure that can support innovative research on the undergraduate experience and education.

The purpose of the SERU21 Project, which shapes the content of UCUES, is to develop a scholarly research agenda. Preliminary discussions with interested scholars and institutional research directors have identified the following policy areas for research under the umbrella of SERU21:

- Understanding the relationship of demography to campus cleavages—race, class, ethnicity, gender;
- Examining and interpreting civic engagement among today's students;
- Student satisfaction and learning experiences by major;
- Experience and success of transfer students;
- Student political interests;
- Uses of IT.

The SERU21 project will convene a forum of leading scholars to discuss potential research questions and projects, as well as potential collaborations and funding sources.

### Planning for UCUES III

The SERU21 project recently completed the third University of California Undergraduate Experience Survey in Spring 2004 as a full survey. This phase of the project will include:

- Management, further development, and annual implementation of UCUES;
- Longitudinal follow-up of UCUES participants, including qualitative and quantitative studies of selected participants;
- Development of an ongoing Undergraduate Research Network (URN) composed of study groups for each of the project's four Policy Research Domains: UC Student Academic Engagement, UC Student Civic Engagement, Pedagogy and Instructional Technology, and Institutional Academic Policies and Practices.

# Endnotes

[1] Factor analysis of the UCUES data was performed by Dr. Julian Fernald, Assistant Director of Institutional Research, UC Santa Cruz.

[2] The sample of respondents for the online collaboration question is 5561. It does not include students at Berkeley as this technology question was not included in the Berkeley survey.

# Appendix A

## SERU21/UCUES Research Team and Collaborators

The project is managed by the Center for Studies in Higher Education (UC Berkeley) and includes an IR work group and an Oversight Committee with broad UC faculty and administrative representation. A project office is located at UC Santa Barbara, where the study team is collaborating with the UCSB Social Science Survey Center to assist in developing and conducting the project's survey component.

**Project Principal Investigators**

**Richard Flacks** – Professor of Sociology, UC Santa Barbara
**Gregg Thomson** – Director of Student Research, UC Berkeley
**John Douglass** – Senior Research Fellow, CSHE, UC Berkeley

**Project Associates**

**Saul Geiser** – Visiting Scholar, CSHE, UC Berkeley
**Kyra Caspary** – Project Coordinator, UCOP/Graduate School of Education, UC Berkeley
**Paolo A. Gardinali** – Associate Director, Social Science Survey Center, UC Santa Barbara

**Institutional Research Work Group**

**Bill Armstrong** – Director of Student Research & Information, UC San Diego
**Bob Cox** – Manager, Academic Planning & Budget, UC Los Angeles
**Steve Chatman** – Director of Student Affairs Research & Information, UC Davis
**Julian Fernald** – Assistant Director of Institutional Research, UC Santa Cruz
**Danny Kim** – Assistant Vice Chancellor for Student Affairs, UC Riverside
**Judith Richlin-Klonsky** – Director of Student Affairs Information & Research Office, UC Los Angeles
**Judy Shoemaker** – Director of Research, Evaluation & Grants, UC Irvine
**Gregg Thomson** – Director of Office of Student Research, UC Berkeley
**Steven Velasco** – Director of Institutional Research & Planning, UC Santa Barbara

**SERU21 Phase One Oversight Committee**

**Neil Smelser,** Chair – Professor of Sociology, UC Berkeley
**Michael Brown** – Professor of Education, UC Santa Barbara
**Michael Cowan** – Former Chair, Academic Council, UC Santa Cruz
**Dennis Galligani** – Associate Vice President for Student Academic Services, UCOP
**Linda Guerra** – Director of Policy Analysis, UCOP
**Sabine French** – Professor of Psychology, UC Riverside
**Jerry Kissler** – Assistant Vice President for Budget Planning and Fiscal Analysis, UCOP
**Meredith A. Lee** – Dean, Division of Undergraduate Education, UC Irvine
**Miguel Lopez** – Student Representative, UC Santa Barbara
**Bud Mehan** – Professor of Sociology, UC San Diego
**Janina Montero** – Vice Chancellor for Undergraduate Affairs, UC Los Angeles
**Genaro Padilla** – Vice Chancellor for Undergraduate Student Affairs, UC Berkeley
**Linda Sax** – Professor of Education, UC Los Angeles
**Judi Smith** – Vice Provost for Undergraduate Education, UC Los Angeles
**David Stern** – Graduate School of Education, UC Berkeley

# *Appendix B*

## *UCUES II Response Rates*

Overall, the 2003 UCUES response rate reached 42 percent (6658 responses), with response rates at or above 50 percent at three campuses. First-year freshman entry students were most likely to respond to the survey, with a response rate over 50 percent for these students. Male students, as well as Black and Latino students, had lower than average response rates.

The UCSB Survey Research Center administered the 2003 University of California Undergraduate Experience Survey (UCUES) via the web to a sample group of students at all eight general UC campuses between April and June of 2003. Each campus provided a simple random sample of 2000 students, which included freshman and transfer entry students in all years of their undergraduate education. Response rates for each campus are illustrated below, in Figure B.1.

Response patterns for the 2003 UCUES mirror those of other undergraduate surveys. As illustrated in Figure B.2, students in their first year at UC, particularly those who entered as freshmen, were most likely to respond to the survey. For example, 19.4 percent of students in the sample were freshmen entering from high school, while these students made up 23.7 percent of respondents. As a result, first-year students are over-represented among respondents.

Response rates by gender and ethnicity were also typical of student surveys (see Figures B.3 and B.4). Fifty-nine percent of respondents were female compared to only 53.8 percent of the sample, reflecting a lower response rate (36.8 percent) among males. Overall, females comprised 52.2 percent of all students enrolled in the UC system-wide in Fall 2002.[1]

**FIGURE B.1** Response Rates by Campus

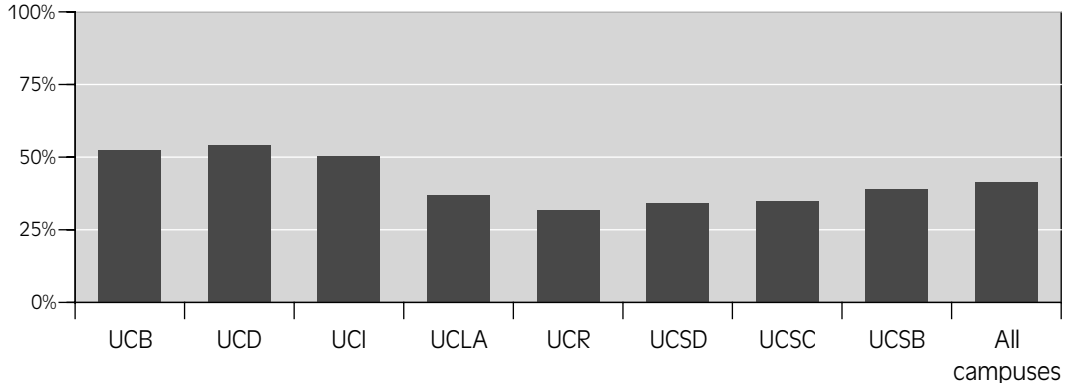



**FIGURE B.2** Sample and Respondents by Year in School

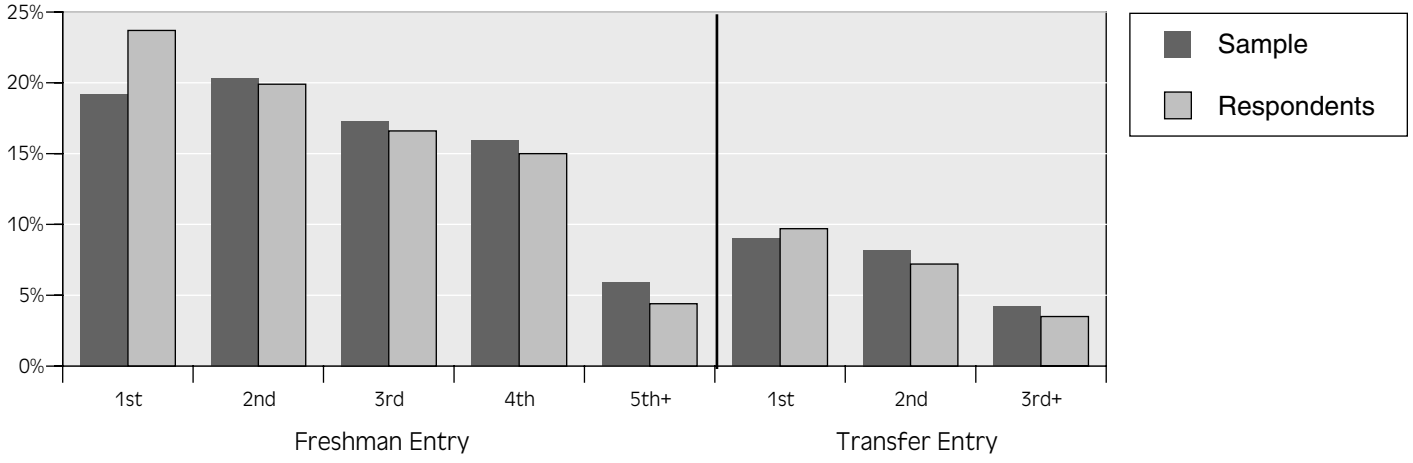


**FIGURE B.3** Sample and Respondents by Ethnicity

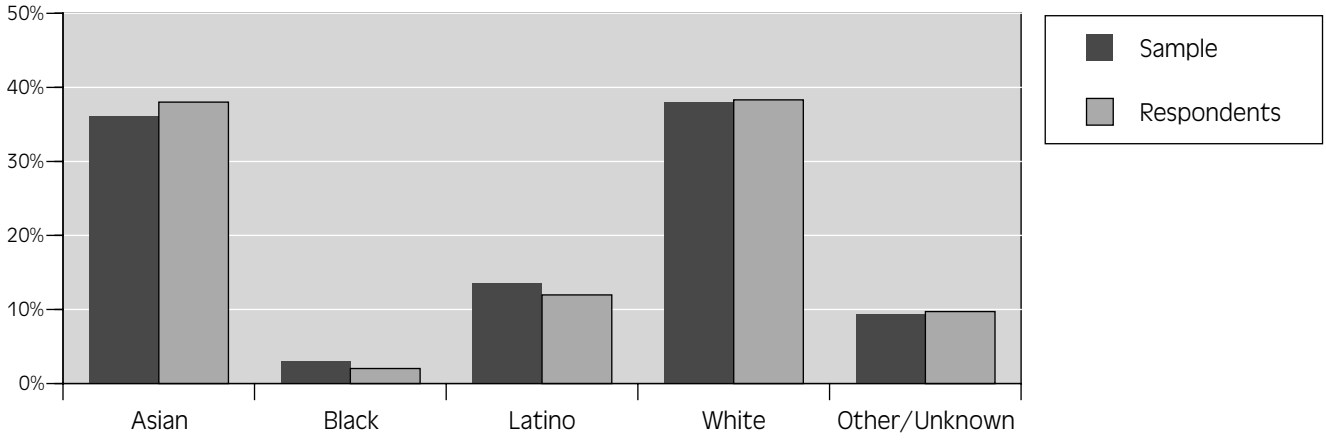
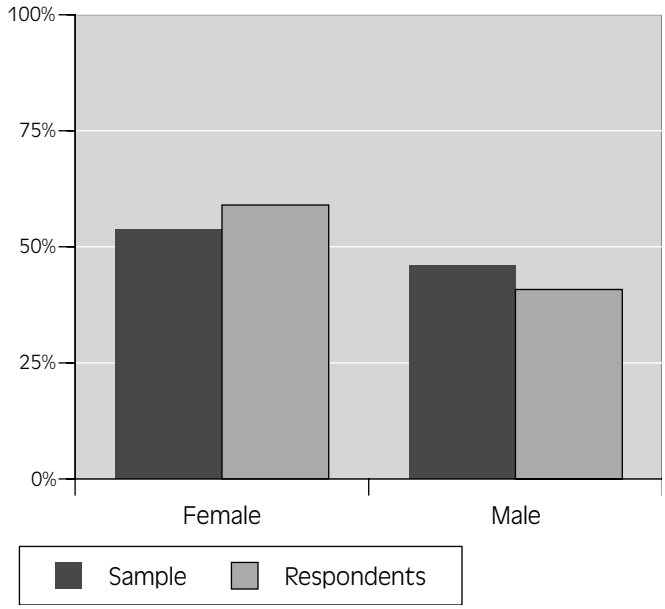



**FIGURE B.4** Sample and Respondents by Gender




Finally, white and particularly Asian students are over-represented among respondents compared to the sample, while Latino and African American students had lower than average response rates, at 38.0 and 28.5 percent, respectively. Two percent of 2003 UCUES respondents were black, and 12.0 percent were Latino. As a comparison, African American students made up 3.3 percent of UC undergraduate enrollment in Fall 2001, and Latino students made up 14.0 percent of the undergraduate student body.[2]

### Timing

The survey was administered to students at the end of the academic year. Almost all campuses in the UC system operate on the quarter system, so the survey was launched in early May, near the end of the spring quarter. Because UC Berkeley operates on a semester system, the survey was launched somewhat earlier on this campus, in early April. A number of items, particularly questions about the use of instructional technology, were added to the survey in April 2003, after the survey had already begun at Berkeley. As a result, responses to these items do not include data from the Berkeley campus.

### Phone Interviews

The 2003 UCUES included an abbreviated phone interview with over 400 students who did not respond to the survey over the web. The phone survey included all the demographic questions from the survey, in addition to several key items from the survey, and questions about reasons for non-response.

While the results of this phone survey are not included in this report, the data collected will allow us to compare web-respondents and non-respondents. This subsequent analysis will help us identify any systematic differences between these groups, and will allow us to examine the effects of the low response rates among particular groups of students.

### Endnotes

[1] University of California Statistical Summary of Students and Staff, Fall 2002. UC Office of the President, Department of Information Resources and Communication.

[2] UC Info Digest 2003: A Reference Guide on Student Access and Performance at the University of California. UC Office of the President, Student Academic Services.

CSHE Center for Studies in Higher Education