2008 University of California Undergraduate Experience Survey (UCUES) Results

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Presentation Topics

- What is UCUES?
- What does UC Merced do well?
- What could UC Merced do better?
- How do UCUES data triangulate with other campus data?
- How should we measure learning?
- How can you use UCUES results?

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What is UCUES?

- Biennial census of undergraduates
- Covers academic and co-curricular experiences
- Provides info about study habits and how students use their time, including time conflicts
- Documents attitudes, perceptions, goals, and student satisfaction
- Allows students to evaluate instruction, advising, student services, campus climate, and their own personal growth and academic development

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Results about Seniors

Seniors at other UCs were only included if their programs would be offered by one of our existing schools

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What seniors plan to do when they graduate

	Other UCs	UC Merced
Graduate School	37%	62%
Work	39%	18%
Other/Undecided	25%	20%
		$p < .000$

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Highest degree seniors plan to earn eventually

	Other UCs	UC Merced
Bachelor's Only	21%	17%
Master's (or MBA)	35%	30%
Prof or Doctorate	44%	54%
		NS

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Active Learning Experiences - Seniors

	Other UCs	UC Merced	2-tailed sig
Reported making class presentations	68%	80%	*
Spent at least 6 hours per week studying or on other academic activities outside of class	83%	94%	*
Enrolled in at least one independent research course	47%	63%	*
Assisted faculty with research or a creative activity	52%	68%	*
Participated in an internship	47%	40%	
Participated in a study abroad program	22%	14%	*

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Satisfaction with UC Merced - Seniors

	Other UCs	UC Merced	2-tailed sig
Were satisfied with their overall academic experience	84%	88%	
Would choose to attend this institution again	84%	85%	
Were satisfied with the value of their education for the price they paid	74%	75%	
Were satisfied with advising by faculty on academic matters	82%	86%	
Were satisfied with advising by college staff on academic matters	76%	63%	*
Campus has strong commitment to undergraduate education	95%	86%	*
Were satisfied with the availability of courses needed for graduation	78%	53%	*

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Class Level Comparisons

Includes all students even if their programs would not be offered by one of our schools, because most lower division students have no major.

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Campus has strong commitment to undergraduate education

	Other UCs	UC Merced	2-tailed sig
Seniors	95%	87%	*
Juniors	95%	92%	*
Sophomores	95%	95%	
Freshmen	97%	91%	*

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Satisfied with academic advising by staff

	Other UCs	UC Merced	2-tailed sig
Seniors	76%	64%	*
Juniors	78%	73%	*
Sophomores	80%	82%	
Freshmen	82%	87%	

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Satisfied with academic advising by faculty

	Other UCs	UC Merced	2-tailed sig
Seniors	82%	87%	
Juniors	81%	87%	
Sophomores	80%	86%	
Freshmen	83%	86%	

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Satisfied w/ value of education for price paid

	Other UCs	UC Merced	2-tailed sig
Seniors	74%	76%	
Juniors	69%	79%	*
Sophomores	68%	76%	
Freshmen	71%	72%	

Pioneer freshmen were juniors in spring 2008

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Would choose to attend UC again?

	Other UCs	UC Merced	2-tailed sig
Seniors	84%	86%	
Juniors	83%	81%	
Sophomores	83%	81%	
Freshmen	86%	77%	*

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Freshmen would choose to attend again?

	Other UCs	UC Merced
Strongly Disagree	3%	8%
Disagree	3%	3%
Somewhat Disagree	8%	12%
Somewhat Agree	20%	20%
Agree	32%	33%
Strongly Agree	33%	23%

$p < .000$

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First year retention rates

Berkeley & UCLA	97%
Irvine & San Diego	94%
Santa Barbara	91%
Davis	90%
Santa Cruz	89%
Riverside	85%
Merced	80%

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NSSE 2007 freshmen choose to attend again?

	UC Merced	Carnegie Peers	Small Lib Arts	All NSSE Participants
Definitely No	8%	3%	3%	4%
Probably No	19%	10%	11%	12%
Probably Yes	41%	38%	37%	40%
Definitely Yes	32%	49%	50%	43%

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UCUES "attend again" by CORE 1 enrollment

	Took CORE (n=167)	Did Not Take (n=36)
Strongly Disagree	9%	3%
Disagree	3%	6%
Somewhat Disagree	13%	8%
Somewhat Agree	19%	28%
Agree	36%	19%
Strongly Agree	20%	36%

Three cells have expected count less than 5. No association between enrollment in CORE 1 and school in which student is enrolled.

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Learning Outcome Measures

Students at other UCs were only included if their programs would be offered by one of our existing schools, because we're only looking at upper division students.

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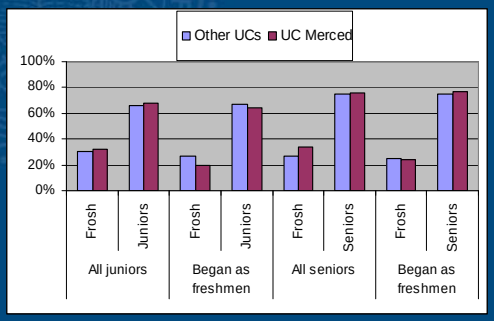
Very good or excellent critical thinking



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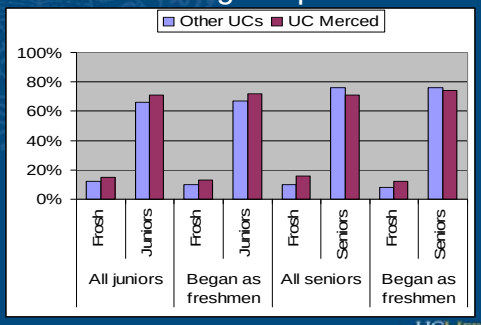
Very good or excellent understanding of specific field



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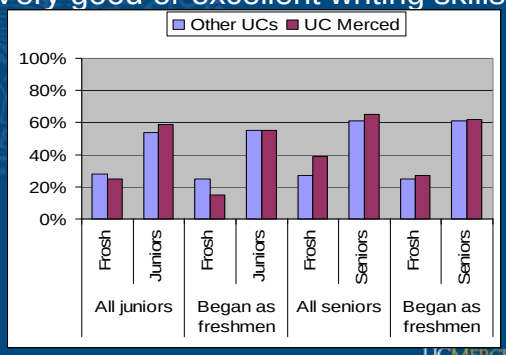
Very good or excellent writing skills



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20 learning outcome measures

- Critical thinking skills
- Disciplinary knowledge
- Writing skills
- Reading comprehension
- Foreign language skills
- Quantitative skills
- Speaking skills (English)
- International understanding
- Leadership skills
- Computer skills
- Internet skills
- Library research skills
- Other research skills
- Presentation skills
- Interpersonal (social) skills
- Appreciation, tolerance of racial and ethnic diversity
- Appreciation of fine arts
- Appreciation of cultural and global diversity
- Understanding import of personal responsibility
- Self-awareness and understanding

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"Learning Outcome" Intercampus Comparisons

- Should only compare students who began as freshmen at their current campus with similar students (exclude transfers)
- Best done at program/major level
- Requires appropriate comparison group

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Comparison Group Example - Math

Code	Major Description in UCOP Corporate Student System
527	MATHEMATICAL SCIENCES (UC Merced and UC Santa Barbara)
072	APPLIED MATHEMATICS (Berkeley, Davis, LA, San Diego)
244	ECONOMICS – MATHEMATICS (Santa Barbara)
778	MATHEMATICS/ECONOMICS (LA, San Diego)
24G	QUANTITATIVE ECONOMICS (Irvine)
536	MATHEMATICS OF COMPUTATION (LA)
540	MATHEMATICS (All but Merced)
545	MATHEMATICS - APPLIED SCIENCE (LA, San Diego)
54A	MATHEMATICS - SCIENTIFIC COMPUTATION (San Diego)
07C	MATHEMATICS & SCIENCE COMPUTATION (Davis)
324	INDUSTRIAL ENGINEERING & OPERATIONS RESEARCH (Berkeley)
3D2	OPERATIONS RESEARCH & MANAGEMENT SCIENCE (Berkeley)
533	MANAGEMENT SCIENCE (San Diego)
00Q	PROBABILITY & STATISTICS (San Diego)
889	STATISTICAL SCIENCE (Santa Barbara)
891	STATISTICS (Berkeley, Davis, Riverside)

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Acceptable Uses of UCUES Data

a. Campuses may be compared to a UC average or to a composite of data from all campuses in the system other than one's own.

b. Campuses may be compared to each other if they are not identified by name and if the information provided in the report will not allow comparison campuses to be readily identified. It is possible under this provision to display values for the highest and the lowest unidentified campuses on various items.

c. Campuses may be compared and their identities made public if campuses named in analyses are made aware of the work well in advance (30 days) of the published report of specific comparisons. Each EVC or his/her designate should be notified in advance.

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Valid and Invalid Comparisons

VALID

- Compare changes within schools or programs over time, controlling for demographic changes in student body (e.g., percent Asian)

INVALID

- Compare differences between campuses, UC Merced schools, or dissimilar programs (STEM vs SSHA majors)

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Resources

- www.universityofcalifornia.edu/studentsurvey/ provides info about UCUES
- Survey Coordinating Committee created at UCM to improve surveys, prevent survey fatigue, and facilitate dissemination of results
  - surveys.ucmerced.edu is coming soon
- Spreadsheet containing majors (using UCOP major codes and descriptions) that were evaluated by 2008 UCUES respondents at each campus
- Spreadsheets crosswalking UC Merced's eight general education principles with UCUES, NSSE, and Alumni survey items

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Supplemental Slides (Gen Ed Crosswalk)

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Sample UCUES "scientific literacy" items

- Proficiency with quantitative (mathematical and statistical) skills
- Proficiency with computer, internet, library, or other research skills
- How often recognize or recall specific facts, terms or concepts
- How often explain methods, ideas or concepts and use to solve problems
- How often break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions
- How often judge value of information, ideas, actions and conclusions based on the soundness of sources, methods, and reasoning
- How often create or generate new ideas, products or ways of understanding
- How often used facts and examples to support your viewpoint
- How often examined how others gathered and interpreted data and assessed the soundness of their conclusions
- How often reconsidered your own position on a topic after assessing the arguments of others

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Sample NSSE "scientific literacy" items

- How much analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- How much synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- How much making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- How much applying theories/concepts to practical problems/new situations
- How often examined the strengths and weaknesses of your own views on a topic or issue
- Have you worked on a research project with a faculty member outside of course or program requirements
- How much has UCM contributed to ability to analyze quantitative problems
- How much has UCM experience contributed to knowledge of computing and information technology

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