

Draft for Discussion

UNIVERSITY OF CALIFORNIA ACCOUNTABILITY FRAMEWORK

PART II. Universitywide Indicators with Campus Comparisons

Section 5. Undergraduate Student Experience and Proficiencies

Goals

UC is committed to ensuring the continued high quality of undergraduate education.

Measures

The University regularly collects and reports data on student experiences and proficiencies through the University of California Undergraduate Experience Survey (UCUES). UCUES data reported in this section show that, on the whole, undergraduate students are satisfied with their experience at UC and feel they have benefited from it. Overwhelmingly, they rate their ability to appreciate, tolerate or understand racial and ethnic diversity as good or better. In terms of learning, they report their analytical and critical thinking skills, their ability to write clearly and effectively, and especially their understanding of a specific field of study has increased significantly. But there are gaps. Slightly less than half, for example, reported making class presentations, taking an independent research or internship course, or assisting faculty with research.

The UCUES survey uses a number of questions comparable to those found in the National Survey of Student Engagement (NSSE). None of UC's four private comparison institutions participate in NSSE, and only one of UC's four public comparison institutions participated in the NSSE survey in 2006. Comparative data on undergraduate student experiences may become more available in the future as institutions increasingly participate in, and publicly release data from, their student experience surveys.

In addition to the UCUES survey, the University is working on additional measures of student outcomes. The Undergraduate Education Planning Group, established in 2007 by the administration and the Academic Senate, has charged its Undergraduate Effectiveness Task Force with providing guidance to campuses, particularly academic departments, on ways of developing and communicating learning objectives and student achievement of those learning objectives.

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Indicator 5.1 Group Learning Experiences, Spring 2006

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Worked outside of class on class projects or studied with classmates	79%	83%	78%	79%	78%	87%	82%	76%	81%	82%
Spent at least 6 hours per week participating in student organizations or clubs	23%	22%	24%	23%	30%	34%	20%	21%	19%	17%
Reported serving as an officer or leader in a campus organization or club	31%	37%	34%	30%	36%	—	22%	31%	24%	18%
Helped a classmate better understand course material	84%	84%	84%	82%	83%	93%	85%	82%	87%	84%

Note: Indicators in this section are based on the most recent UCUES administration in spring 2006. San Francisco is omitted because the campus has no undergraduates. Additional technical notes appear at the end of this section.

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Indicator 5.2 Active Learning Experiences, Spring 2006

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Reported making class presentations	75%	81%	74%	75%	73%	80%	81%	64%	82%	80%
Spent at least 6 hours per week studying and on other academic activities outside of class	83%	88%	85%	79%	84%	85%	77%	81%	80%	84%
Enrolled in at least one independent research course	44%	43%	43%	43%	41%	48%	37%	38%	45%	55%
Participated in a study-abroad program	18%	18%	19%	19%	20%	12%	9%	17%	24%	20%
Participated in an internship	41%	42%	56%	56%	39%	34%	24%	42%	40%	37%
Assisted faculty with research or a creative activity	43%	43%	46%	44%	41%	53%	41%	42%	43%	40%
Participated in community service in 2005-06	50%	51%	50%	53%	54%	—	42%	50%	46%	40%

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Indicator 5.3

Institutional Commitment to Student Learning and Success, Spring 2006

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Were satisfied with advising by faculty on academic matters	85%	82%	89%	87%	82%	87%	80%	83%	89%	85%
Were satisfied with advising by college staff on academic matters	75%	74%	81%	78%	71%	73%	70%	73%	80%	75%
Were satisfied with the availability of courses needed for graduation	73%	83%	76%	70%	67%	62%	67%	75%	77%	73%
Reported raising their standards for acceptable effort due to the high standards of a faculty member	83%	81%	82%	84%	82%	86%	82%	80%	85%	85%

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Indicator 5.4 Student Satisfaction, Spring 2006

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Were satisfied with the value of their education for the price they paid	74%	82%	69%	72%	79%	78%	68%	72%	78%	74%
Were satisfied with their overall academic experience	84%	85%	84%	85%	83%	86%	82%	79%	91%	84%
Would choose to attend this institution again	83%	88%	84%	81%	85%	85%	72%	76%	86%	83%
Reported that their campus had a strong commitment to undergraduate education	84%	82%	86%	87%	83%	93%	82%	77%	89%	84%

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Indicator 5.5

Experiences with Diverse Groups of People and Ideas, Spring 2006

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Rated their ability to appreciate, tolerate or understand racial and ethnic diversity as good or better	95%	93%	94%	95%	95%	98%	95%	94%	96%	96%
Rated their ability to appreciate cultural and global diversity as good or better	91%	90%	91%	90%	91%	90%	92%	91%	93%	95%
Gained a deeper understanding of other perspectives through conversations with students of a different nationality	58%	62%	56%	60%	60%	—	64%	54%	54%	50%
Gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity	60%	63%	59%	62%	62%	—	65%	56%	54%	53%

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Indicator 5.6

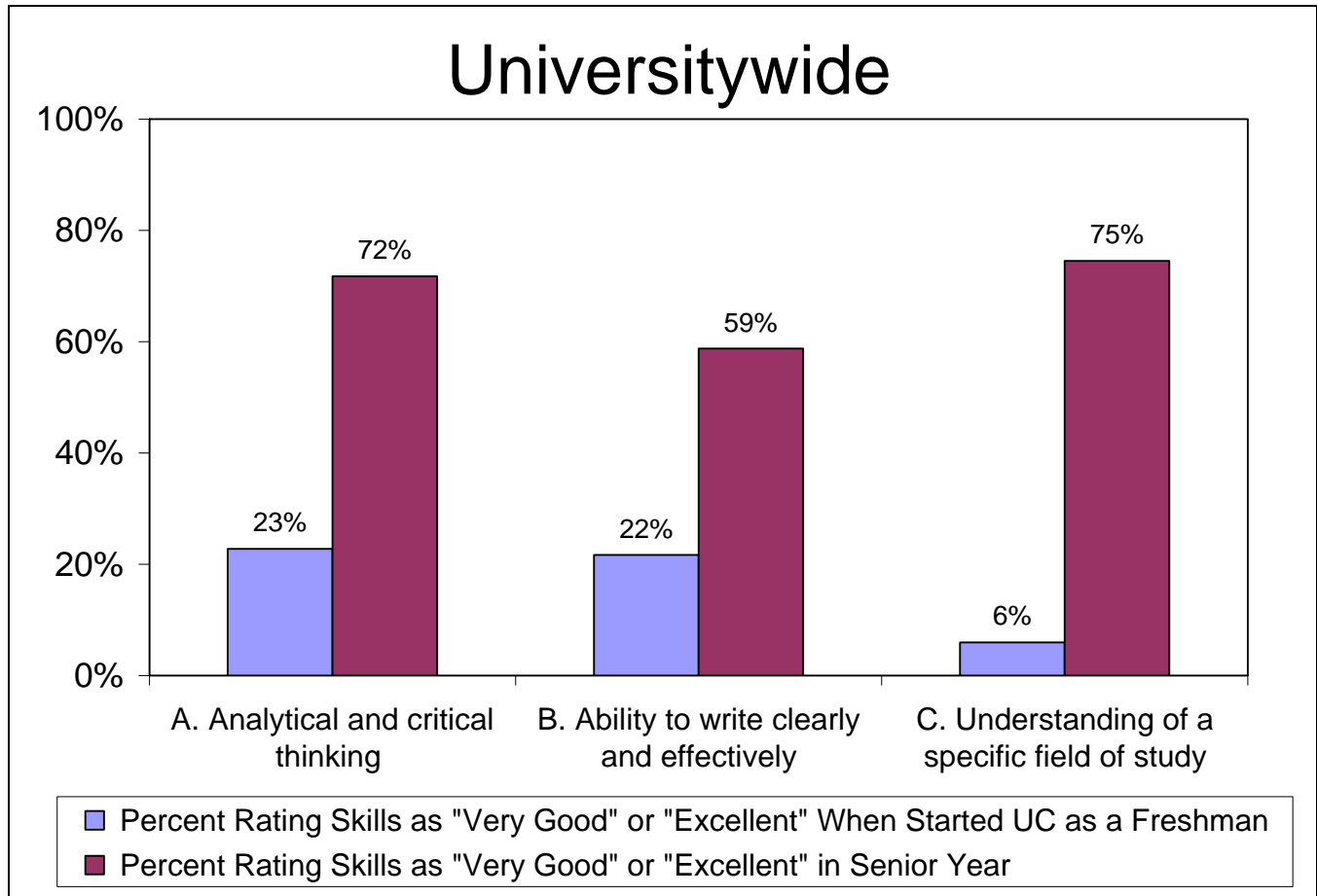
Student Interaction with Campus Faculty and Staff, Spring 2006

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Sought academic help from an instructor or tutor	74%	72%	75%	75%	73%	80%	75%	72%	76%	73%
Talked with an instructor outside of class about course material	70%	65%	71%	72%	70%	70%	72%	65%	75%	76%
Worked with a faculty member on a campus activity other than coursework	29%	29%	28%	31%	29%	49%	27%	27%	31%	28%

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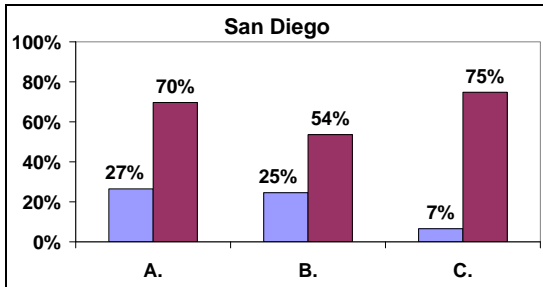
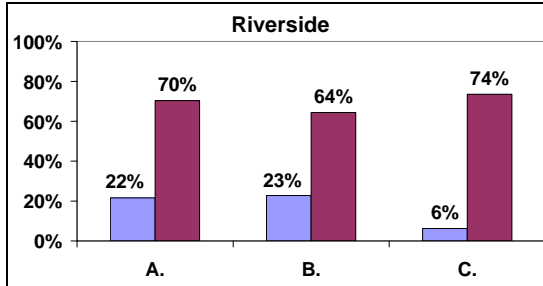
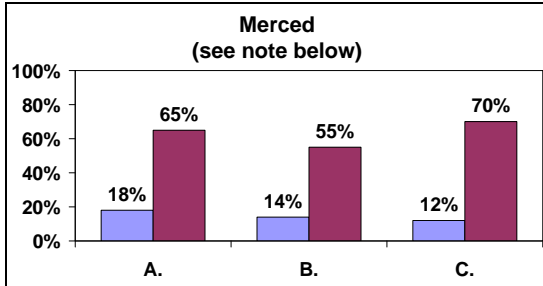
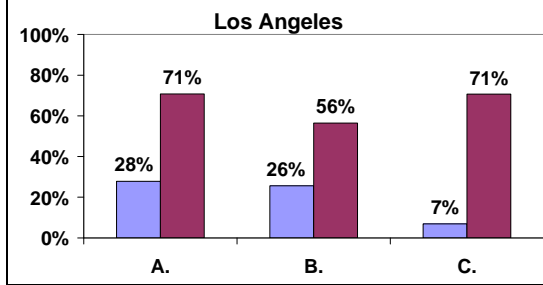
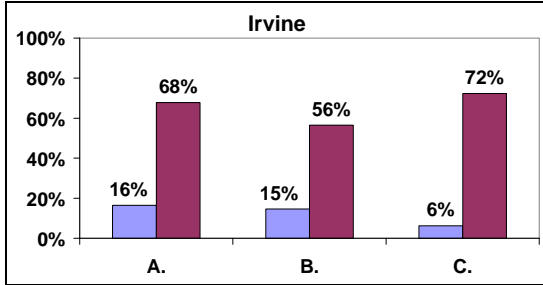
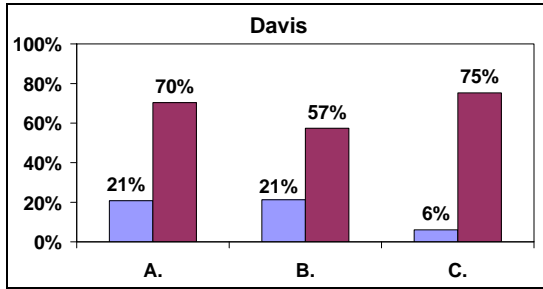
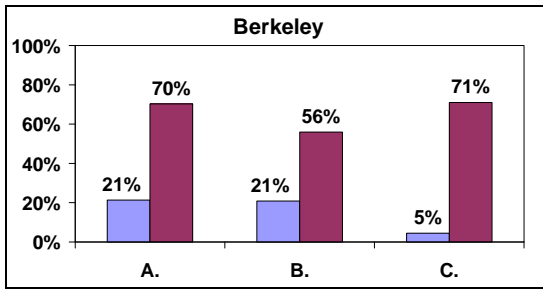
Indicator 5.7

Self-Reported Gains in Analytic and Critical Thinking Skills, Ability to Write Clearly and Effectively, Understanding a Specific Field of Study, Spring 2006

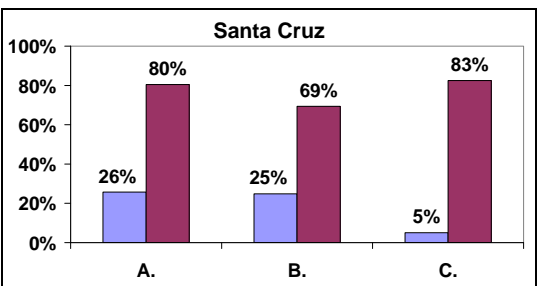
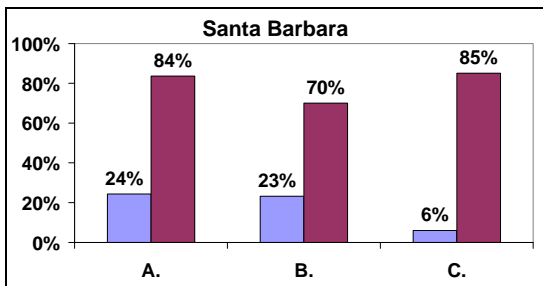




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5.7 (continued) Self-Reported Gains in Analytic and Critical Thinking Skills, Ability to Write Clearly and Effectively, Understanding a Specific Field of Study, Spring 2006



(San Francisco has no undergraduates.)



 Percent Rating Skills as "Very Good" or "Excellent" When Started UC as a Freshman
 Percent Rating Skills as "Very Good" or "Excellent" in Senior Year *

* Percent Rating Skills as "Very Good" or "Excellent" in Junior Year for Merced.

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TECHNICAL NOTES

Administered biennially to all UC undergraduates since 2002, the University of California Undergraduate Experience Survey (UCUES) is one of the primary tools at UC for assessing and reporting on student outcomes. UCUES contains items similar to those found in the National Survey of Student Engagement (NSSE) and the College Senior Survey (CSS) from the Higher Education Research Institute. In addition, it includes additional items on program evaluation, learning outcomes and civic engagement. UCUES data are used by individual campuses and Universitywide to support campus accreditation, decision making about student services and long-range planning.

The data presented in Section 5 are primarily based on responses from seniors to the spring 2006 administration of UCUES, which is the most recent survey available at UC's systemwide office. Since Merced had too few respondents for reliable estimates in 2006, its data come primarily from seniors who responded to the spring 2008 UCUES survey (and from juniors who responded to the three learning outcomes measures); results were computed by the campus. Responses to seven behavioral questions (worked outside of class on class projects or studied with classmates; helped a classmate better understand course material; reported making class presentations; reported raising their standards for acceptable effort due to the high standards of a faculty member; sought academic help from an instructor or tutor; talked with an instructor outside of class about course material; worked with a faculty member on a campus activity other than coursework) were scored on a 6-point scale ranging from "never" to "very often." Responses reported in this section are from students who reported that they "occasionally," "somewhat often," "often" or "very often" engaged in these activities.

The response rate for the spring 2006 administration of UCUES was 38 percent overall, and 37 percent for the spring 2008 survey at Merced. This compares favorably to NSSE's 33 percent response rate. Male, minority and low-GPA students respond at lower rates to UCUES.