

### **PART III. 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, reflective of the values and practices that are unique to a research university.

##### **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 rated their ability to appreciate, tolerate or understand racial and ethnic diversity as good, very good, or excellent. In terms of learning, they reported that their analytical and critical thinking skills, their ability to write clearly and effectively and their understanding of a specific field of study increased significantly. But there are gaps. Slightly less than half, for example, reported taking an independent research course or participating in an internship course; only slightly more than half had assisted faculty with research or a creative activity.

The UCUES survey uses a number of questions comparable to those found in the National Survey of Student Engagement (NSSE). However, comparative data from the NSSE survey is not available for the most part, since most institutions consider their NSSE results to be proprietary information. Comparative data on undergraduate student experiences may become more available in the future as more institutions participate in, and publicly release, data from their student experience surveys.

Note: Indicators in this section are based on the Spring 2008 UCUES survey. San Francisco is omitted because the campus has no undergraduates. Additional notes appear at the end of this section.

**Indicator 5.1**  
**Group Learning Experiences, Spring 2008**

	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	77%	78%	76%	76%	78%	86%	78%	74%	77%	79%
Spent at least 6 hours per week participating in student organizations or clubs	23%	25%	20%	24%	30%	22%	21%	22%	19%	14%
Served as an officer or leader in a campus organization or club	32%	37%	30%	31%	37%	*	30%	33%	27%	20%
Helped a classmate better understand course material	82%	80%	82%	80%	83%	87%	85%	81%	83%	84%

\*Note: Merced administered a shorter version of the Spring 2008 UCUES survey, which did not include this item.

**Indicator 5.2**  
**Active Learning Experiences, Spring 2008**

	<b>University-wide</b>	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Made class presentations	<b>69%</b>	71%	66%	71%	69%	78%	78%	56%	69%	76%
Spent at least 6 hours per week on studying and other academic activities outside of class	<b>83%</b>	86%	84%	78%	85%	93%	80%	81%	80%	86%
Enrolled in at least one independent research course	<b>49%</b>	50%	48%	57%	45%	62%	44%	39%	51%	61%
Participated in a study-abroad program	<b>25%</b>	27%	24%	24%	28%	13%	16%	23%	29%	29%
Participated in an internship	<b>49%</b>	51%	64%	46%	47%	41%	34%	51%	42%	47%
Assisted faculty with research or a creative activity	<b>53%</b>	53%	56%	54%	51%	68%	51%	52%	52%	55%
Participated in community service in 2007-08	<b>64%</b>	62%	63%	65%	70%	*	69%	65%	60%	49%

\*Note: Merced administered a shorter version of the Spring 2008 UCUES survey, which did not include this item.

### Indicator 5.3

#### Satisfaction with Institutional Commitment to Student Learning, Spring 2008

	University-wide	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Were satisfied with advising by faculty on academic matters	81%	78%	85%	83%	77%	87%	80%	82%	86%	85%
Were satisfied with advising by college staff on academic matters	75%	76%	81%	77%	72%	64%	71%	72%	79%	75%
Were satisfied with the availability of courses needed for graduation	78%	84%	80%	78%	73%	51%	70%	76%	83%	75%
Raised their standards for acceptable effort due to the high standards of a faculty member	84%	82%	85%	85%	84%	88%	86%	82%	86%	84%

**Indicator 5.4**  
**Satisfaction with the Academic Experience, Spring 2008**

	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%	71%	71%	78%	75%	68%	69%	78%	62%
Were satisfied with their overall academic experience	85%	87%	85%	85%	84%	88%	83%	79%	90%	86%
Would choose to attend this institution again	84%	88%	85%	81%	87%	86%	78%	76%	87%	84%
Reported that their campus has a strong commitment to undergraduate education	86%	83%	88%	88%	86%	87%	88%	79%	90%	85%

**Indicator 5.5**  
**Experiences with Diverse Groups of People and Ideas, Spring 2008**

	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, very good or excellent	94%	93%	95%	95%	94%	96%	95%	93%	96%	96%
Rated their ability to appreciate cultural and global diversity as good, very good or excellent	92%	90%	91%	91%	92%	86%	91%	90%	94%	94%
Gained a deeper understanding of other perspectives through conversations with students of a different nationality	58%	60%	57%	60%	60%	*	61%	60%	52%	51%
Gained a deeper understanding of other perspectives through conversations with students of a different race or ethnicity	59%	61%	58%	61%	61%	*	62%	59%	54%	51%

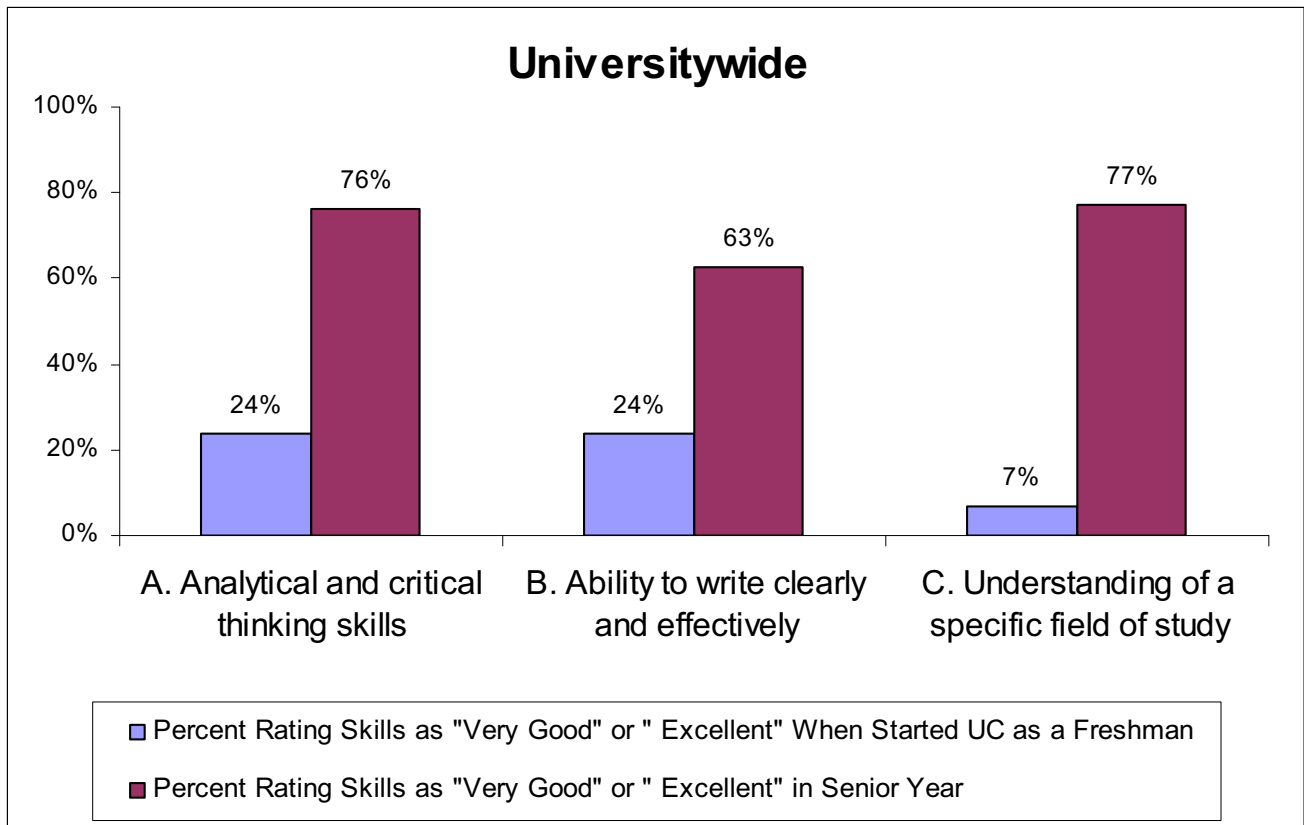
\*Note: Merced administered a shorter version of the Spring 2008 UCUES survey, which did not include these two items.

**Indicator 5.6**  
**Interactions with Campus Faculty and Staff, Spring 2008**

	<b>University-wide</b>	Berkeley	Davis	Irvine	Los Angeles	Merced	Riverside	San Diego	Santa Barbara	Santa Cruz
Sought academic help from an instructor or tutor	<b>71%</b>	66%	72%	72%	72%	82%	74%	69%	74%	71%
Talked with an instructor outside of class about course material	<b>63%</b>	60%	63%	61%	63%	85%	65%	56%	65%	73%
Worked with a faculty member on a campus activity other than coursework	<b>29%</b>	28%	29%	32%	27%	49%	30%	26%	29%	30%

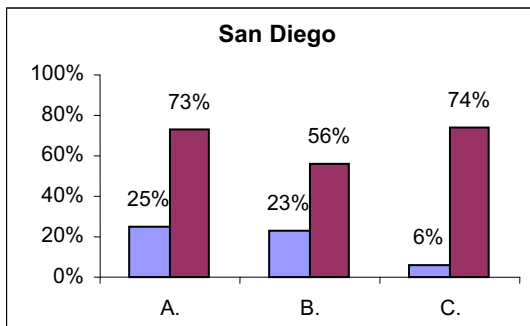
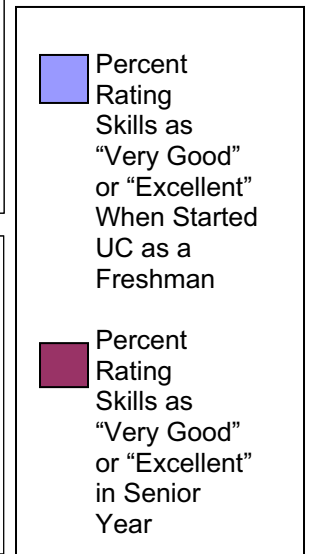
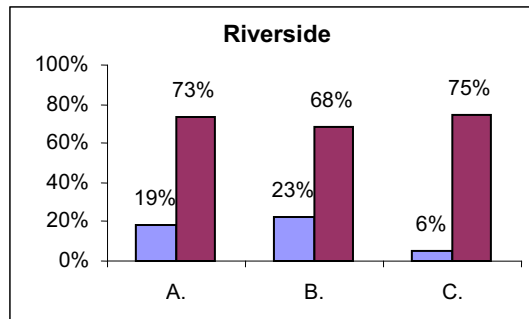
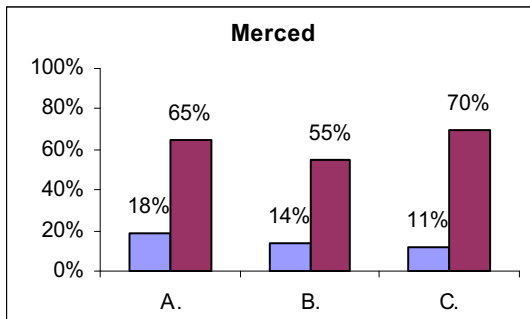
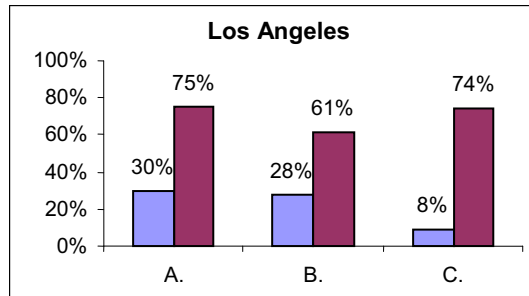
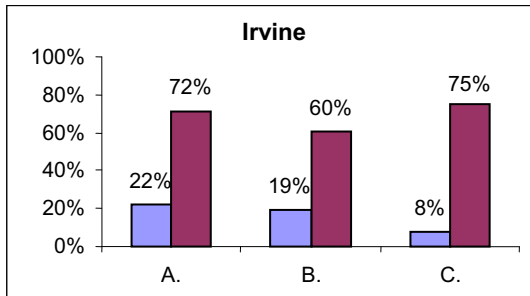
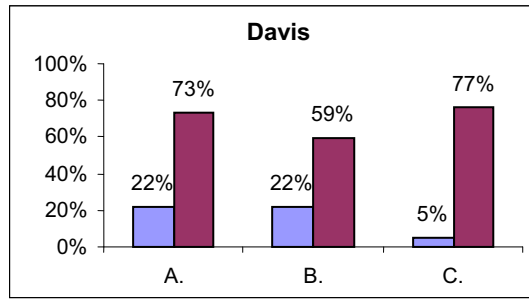
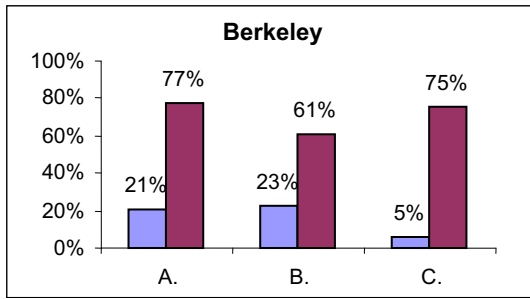
**Indicator 5.7**

**Gains in Thinking Skills, Writing Skills and Understanding a Field of Study, Spring 2008**

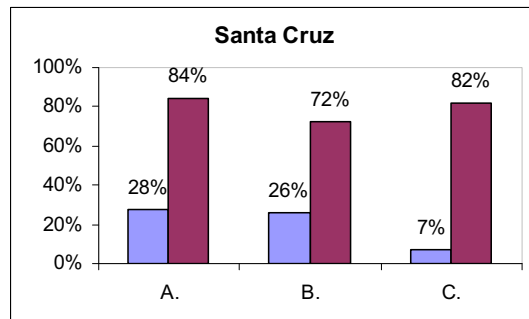
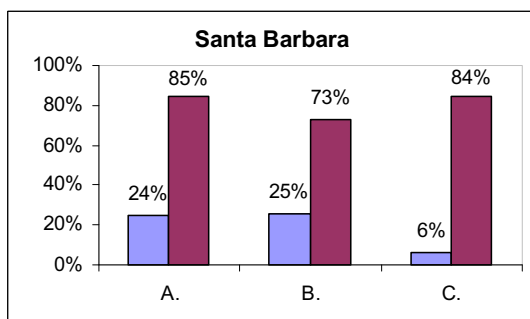


- Students responded to the question: "Please rate your level of proficiency in the following areas when you started at this campus and now."

**5.7 (continued) Gains in Thinking Skills, Writing Skills and Understanding a Field of Study, Spring 2008**



(San Francisco has no undergraduates.)



Note: 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 2008 administration of the UCUES survey. Merced administered a shorter version of the 2008 UCUES survey, which is why a few items are blank for that campus. Responses to seven behavioral questions (worked outside of class on class projects or studied with classmates; helped a classmate better understand course material; made class presentations; raised 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 six-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 2008 administration of UCUES was 39 percent overall. This compares favorably to NSSE’s 37 percent response rate. Male, minority and low-GPA students responded at lower rates to UCUES.