

Quality of the Undergraduate Experience at UCSD:

Undergraduate Responses to the College Student Experiences Questionnaire

Student Research and Information/Student Affairs
Student Affairs Spring Meeting
28 April 2000

Research Universities in CSEQ Norms:

- Duke University
- Florida State University
- Georgetown University
- Indiana University Bloomington
- Massachusetts Institute of Technology
- North Carolina State University
- Northwestern University
- Oregon State University
- Pennsylvania State University
- Texas A&M University
- University of California, Los Angeles
- University of California, San Diego
- University of Chicago
- University of Cincinnati
- University of Florida
- University of Hawaii at Manoa
- University of Illinois at Chicago
- University of Kentucky
- University of Maryland, College Park
- University of Minnesota-Twin Cities
- University of Missouri – Columbia
- University of New Mexico
- University of North Carolina at Chapel Hill
- University of Pennsylvania
- University of Tennessee at Knoxville
- University of Western Ontario
- Vanderbilt University
- Virginia Polytechnic Institute and State University

UCSD Students:

- Who are our students and what are their objectives?
- How involved are they in the academic and social life of the campus?
- How do they characterize the campus environment?
- What have they gained from their undergraduate experience?

- Who are our students and what are their objectives?

Most have advanced degree objectives...

Degree objectives?

BA/BS	15%] 85%
MA/MS	32%	
MD/JD	26%	
Ph.D.	23%	
Certificate	3%	

Over two-thirds have professional career objectives...

Career objectives?

Professional	68%
Research	10%
Self-employment	9%
Primary / High School Teacher	8%
University Teaching	6%

More than half work while going to school...

Work?	
No	42%
1-10 hours per week	22%
11-20 hours	26%
21-30 hours	8%
31-40 hours	2%

58%

Many reside on campus but most are commuters...

Live in dorm or residence hall	39%
Live within walking distance	9%
Live within driving distance	52%

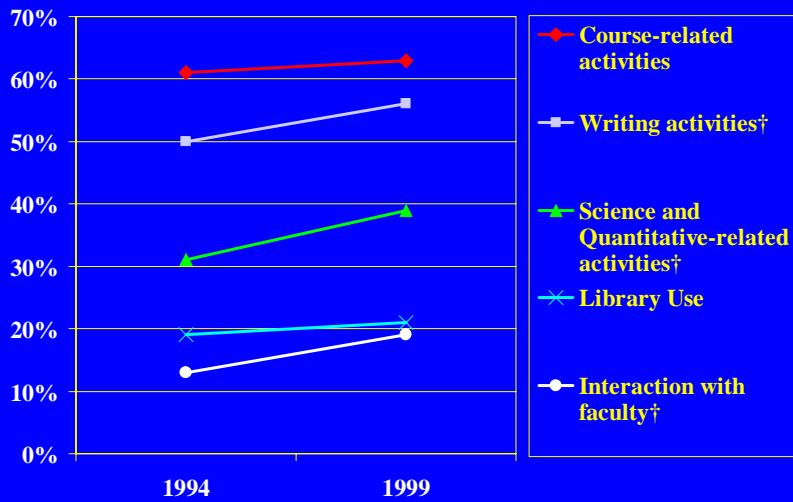
- How involved are they in the academic and social life of the campus?

Academic Related Activities

	"High" Participation Rate (% reporting "Often" or "Very Often")			<u>Norms</u>
	<u>UCSD</u>			
	1994	1999		
Course-related activities	61%	63%	>	57%
Writing activities	50%	56% †	>	48%
Science and Quantitative-related activities	31%	39% †	>	27%
Library Use	19%	21%	=	21%
Interaction with faculty	13%	19% †	≈	20%

† indicates a significant difference (>5%) between sample populations.

Changes in Academic/Intellectual Activities at UCSD.

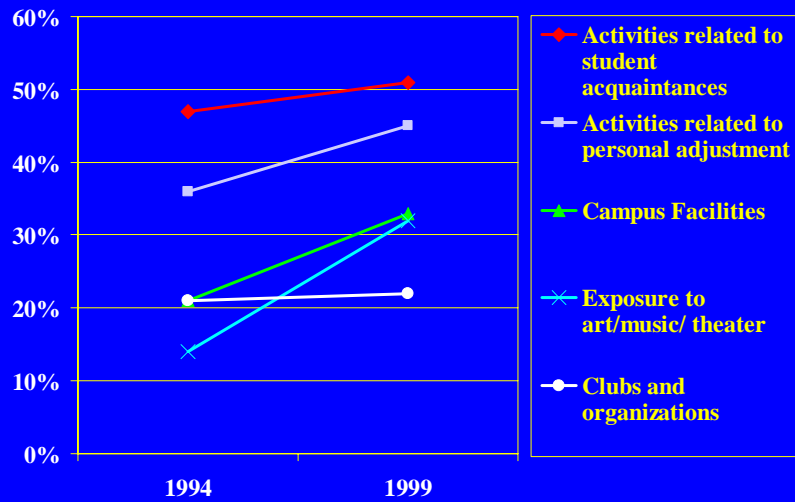


Interpersonal/Cultural Activities

	"High" Participation Rate (% reporting "Often" or "Very Often")			
	UCSD			Norms
	1994	1999		
Exposure to art/music/theater	14%	32% †	>	14%
Campus Facilities	21%	33% †		NA
Activities related to personal adjustment	36%	45% †	>	35%
Clubs and organizations	21%	22%	≈	23%
Activities related to student acquaintances	47%	51%	≈	47%

† indicates a significant difference (>5%) between sample populations.

Changes in Interpersonal/Cultural Activities at UCSD.



- How do undergraduates characterize the University environment?

Perceptions of UCSD's Emphasis on Areas of Student Development

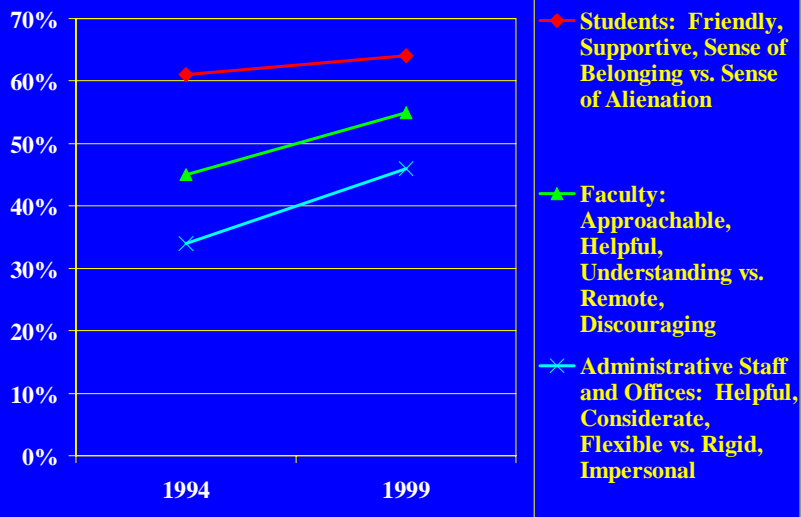
	Percentage Reporting "Strong Emphasis"			
	<u>UCSD</u>			<u>Norms</u>
	1994	1999		
Academic, scholarly and intellectual qualities	88%	91%	>	78%
Critical, evaluative and analytical qualities	83%	80%	>	70%
Personal relevance and practical value of courses	41%	38%	<	56%
Vocational and occupational competence	33%	34%	<	54%
Developing information literacy skills	NA	64%		NA
Understanding and appreciating human diversity	NA	56%		NA

Quality of Relationships

	Percentage Reporting "Positive" Relationships			
	<u>UCSD</u>			<u>Norms</u>
	1994	1999		
Students: Friendly, Supportive, Sense of Belonging vs. Sense of Alienation	61%	64%	<	76%
Faculty: Approachable, Helpful, Understanding vs. Remote, Discouraging	45%	55% †	<	63%
Administrative Staff and Offices: Helpful, Considerate, Flexible vs. Rigid, Impersonal	34%	46% †	≈	43%

† indicates a significant difference (>5%) between sample populations.

Changes in the Quality of Relationships at UCSD.



- What have students gained from their University experience?

Intellectual Development

Intellectual Development Components:	“Substantial” Gains (% reporting “Quite a Bit” or “Very Much”)			
	<u>UCSD</u>			<u>Norms</u>
	1994	1999		
Putting ideas together, seeing relationships, similarities and differences between ideas	65%	68%	>	62%
Thinking analytically and logically	65%	69%	>	58%
Learning on one’s own, pursuing ideas and finding information you need	70%	72%	≈	69%
Total Intellectual Gain Factor	66%	70%	>	63%

General Education/Cultural Development

General Education/Cultural Development Components	“Substantial” Gains (% reporting “Quite a Bit” or “Very Much”)			
	<u>UCSD</u>			<u>Norms</u>
	1994	1999		
Gaining knowledge about other parts of the world and other people	41%	34% †	=	34%
Seeing the importance of history	47%	41% †	≈	45%
Broadening one’s acquaintance and enjoyment of literature	29%	30%	≈	27%
Writing clearly and effectively	51%	56% †	≈	52%
Speaking clearly and effectively to others	NA	45%		NA
Understanding and enjoyment of arts, music, drama	25%	28%	≈	26%
Becoming aware of different philosophies, cultures and ways of life	59%	56%	>	49%
Gaining a broad general education about different fields of knowledge	65%	62%	≈	61%
Total General Education/Cultural Development Factor	45%	45%	~	42%

† indicates a significant difference (>5%) between sample populations.

Science/Technology

Science/Technology Components:	“Substantial” Gains (% reporting “Quite a Bit” or “Very Much”)			
	<u>UCSD</u>		>	<u>Norms</u>
	1994	1999		Norms
Understanding the nature of science and experimentation	44%	44%	>	37%
Understanding new developments in science and technology	36%	47% †	>	31%
Awareness of the consequences of new applications of science and technology	32%	40% †	>	31%
Analyzing quantitative problems (probabilities, proportions, etc).	43%	49% †	>	41%
Using computers and other information technologies	34%	60% †	>	50%
Total Science/Technology Factor	38%	48%	>	38%

† indicates a significant difference (>5%) between sample populations.

Vocational/Career

Vocational/Career Components	“Substantial” Gains (% reporting “Quite a Bit” or “Very Much”)			
	<u>UCSD</u>		≈	<u>Norms</u>
	1994	1999		Norms
Acquiring knowledge and skills applicable to specific job or type of work	24%	38% †	≈	35%
Acquiring background and specialization for further education in professional, scientific, scholarly field	62%	62%	>	53%
Gaining range of information that may be relevant to a career	54%	55%	≈	59%
Total Vocational/Career Factor	47%	52% †	≈	49%

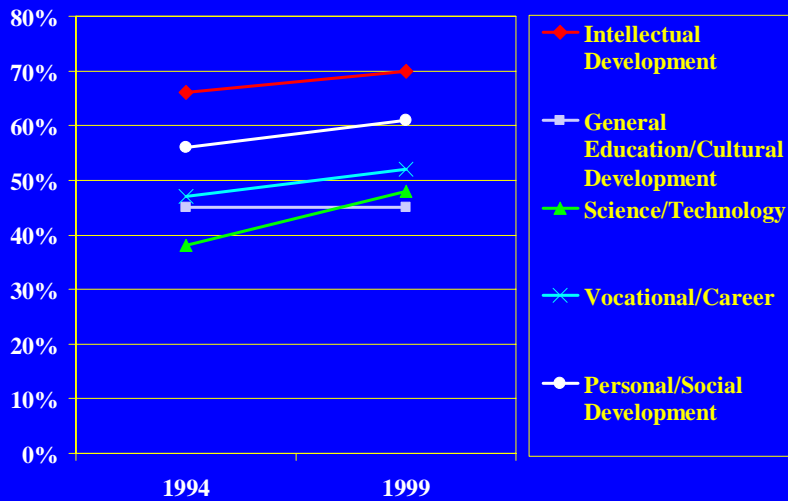
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Personal/Social

Personal/Social Development Components:	"Substantial" Gains (% reporting "Quite a Bit" or "Very Much")			
	<u>UCSD</u>		<u>Norms</u>	
	1994	1999		
Developing values and ethical standards	62%	62%	≈	61%
Understanding self, one's abilities, interests and personality	71%	76%†	>	70%
Ability to get along with different kinds of people	67%	69%	≈	70%
Ability to function as a member of a team	44%	52%†	≈	55%
Developing good health habits and physical fitness	35%	36%	≈	40%
Total Personal/Social Development Factor	56%	61%†	≈	59%

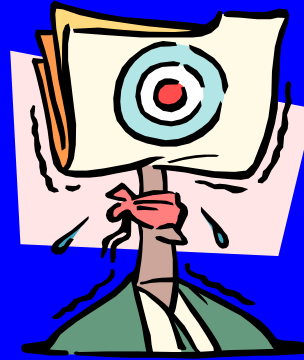
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Changes in "Substantial" Gains in Student Development at UCSD.



What message can we draw from
the data?

The findings are
encouraging!



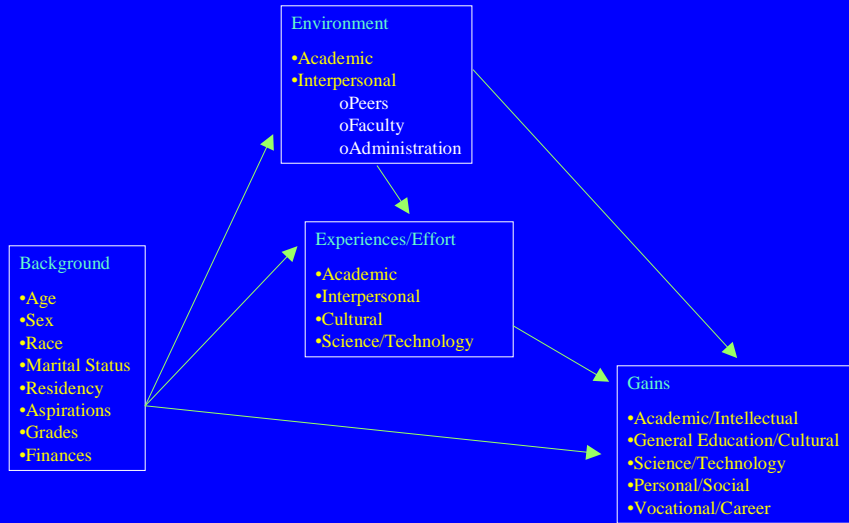
The challenges
are great!

THE END

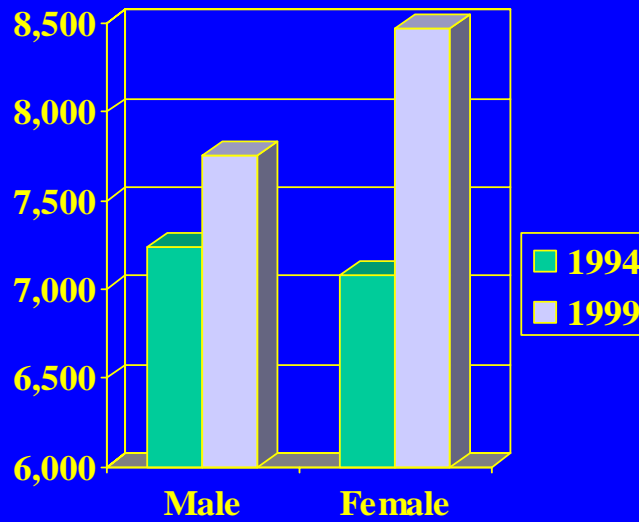
Available on the
World Wide Web at:

<http://ugr8.ucsd.edu/>

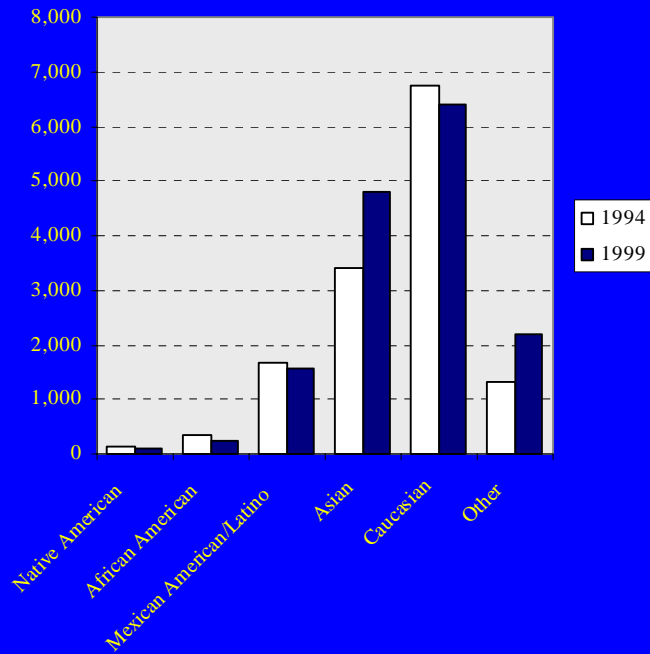
Student Development Model



Gender

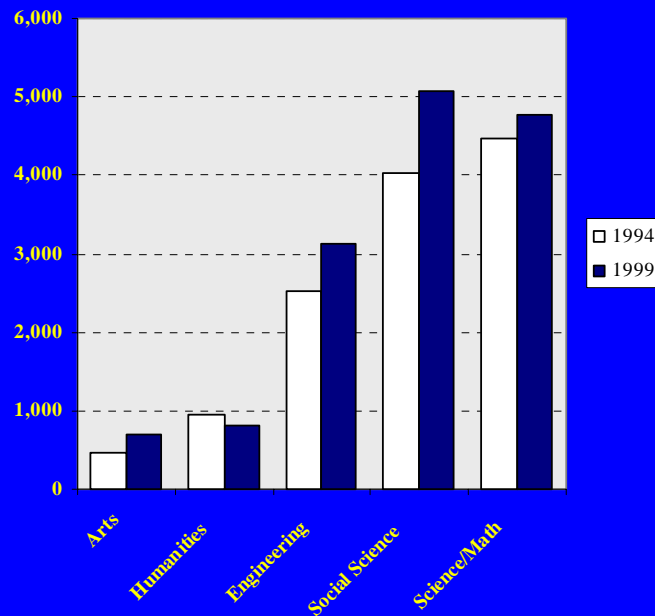


Ethnicity



- Approximately one-fourth (24%) are first generation college students.
- Approximately one-fifth (19%) are transfer students.

Field of Study



“Substantial” Gains in Student Development

	“Substantial” Gains (% reporting “Quite a Bit” or “Very Much”)			
	UCSD		>	Norms
	1994	1999		
Academic/Intellectual Development	66%	70%	>	63%
General Education/Cultural Development	45%	44%	>	42%
Science/Technology Development	38%	48%	>	38%
Vocational/Career Development	47%	52%	>	49%
Personal/Social Development	56%	61%	>	59%

Student Acquaintances Sample Items

General Education Components	“High” Participation Rate (% reporting “Often” or “Very Often”)			
	UCSD		>	Norms
	1994	1999		
Made friends/acquaintances with students whose family background was very different	62%	70%	>	63%
Made friends/acquaintances with students whose race of family background was very different	67%	73%	>	56%
Had discussion with students whose philosophy of life was very different	47%	49%	>	44%
Had discussions with students whose political opinions were very different	37%	36%	<	38%
Had discussions with students whose religious beliefs were very different	41%	47%	>	37%

Changes in Perceptions of UCSD’s Emphasis on Areas of Student Development

