

UWB's Upper Division 2006-07: An Assessment

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In this, our second Institutional Assessment report, we profile our upper division undergraduate students using data generated by the institutional assessment plan adopted in Spring 2006.

We explore what upper division students say about how they decide to come to UWB, what they tell us regarding their aspirations and needs for success, how they define their experiences while studying here at UWB. We also look at outcomes and the assessments of our graduates.

Sources consulted for this report include:

- Survey of UWB lower and upper division students (n=640 upper division students or 53% of fall 07 upper division undergraduate enrollment) [Conducted and Reported by Mary McGuire]
- UWB Application and Student Data 2006-07
- UWB Survey data from the National Study of Student Engagement for 2006 and 2007 (N=132 seniors, 20% of sampled population)ⁱ
- UWB Alumni Survey (Spring 2007, n=306) [Conducted by Alex Webster with Assistance from Mary McGuire]
- OEA UWB Graduate Survey (2005, n=182; 30% of sample)
- UW Seattle Senior Survey (2006, ,OEQ Report 06-05)

This report begins with a brief summaries findings and then bullets key findings from these multiple sources. The report concludes by identifying key issues and trends.

Overview

Any attempt to profile the UWB upper division experience falls short of expressing the full diversity of UWB students and their experiences. One use of the data here is to set a mark enabling us to see how students differ by academic program and other measures. What can safely be said is that upper-division students who have made the decision to come to UWB overwhelmingly believe the school “works” for them. The few complaints that surface tend to be those associated with a young institution trying to do many things with limited resources. Well over 90 percent of student indicate that if they had a choice to start their college career over, they would do so at UWB.

While the institution may be said to succeed for those who do attend, many others do not attend, either because they do not know the institution or because they do not see in it a match between what UWB offers and what they seek. UWB’s four undergraduate upper-division program offer distinctive curricula that cater well to the non-residential students in attendance.

Main Findings:

Demographics: Upper division students, largely influenced by IAS and Nursing are 55% female. While 17% of students are over 35, more than half UWB’s students are now under 25. Fewer than 20% of students do not work, and well over 50% exceed 20 hours per week. Nearly 30 percent define themselves as the soul support of their families, and 24% live with dependent children. Despite these commitments, 59% attend on a full-time basis.

Admission Decisions: Upper division students who enroll at UWB typically consider applying to only at a very small number of alternatives schools, and a majority apply only to the UWB. One reason for this is the priority they give to school location. Eighty percent of students say they their one-way commute is less than 40 minutes. However, students also indicate that quality teaching, and the availability of the specific programs are important to them. Some recognizable patterns showing how students prioritize concerns do exist and these may prove useful in marketing contexts.

Aspirations and Needs for Success: As compared with student in the Frosh class, fewer students seek post-graduate experiences. In defining prerequisites for their success, students highlight pragmatic concerns such as parking, access to computers, class times and advising.

Experiences: Compared to peer institutions UWB students say they have a high level of challenge. They tend, also, to define their learning as active and collaborative. However, students appear not to give UWB high marks on student faculty interaction or enriching educational experiences, both of which are likely related to our non-residential character.

Assessments and Outcomes: Students indicate extremely high levels of satisfaction with UWB. They define as institutional strengths the school’s contributions to their critical thinking, abilities to solve complex problems, ability to work with others, and ability to write effectively. The few complaints that do surface focus on weak support for their careers, lack of availability of classes,

and insufficient hours of support services. Office of Educational Assessment and UWB alumni surveys show that more than 80% of UWB students are employed, and a substantial number of those remaining are in school. In 2007 62% of employed alumni achieved earnings between \$30,000 and 90,000 per year. Content areas in which students report relative weaknesses include appreciation of the arts, application of science, and application of math, and foreign language (which is not offered at UWB).

1. (Fall and Winter 2006) Demographics for our upper division students:

- Gender: *Male* 45%
 Female 55%

- Race: *More than half our students indicate they are Caucasian*
 Asian students are the next largest group at roughly 10%

- Age 18-25 53%
 26-35 30%
 Over 35 17%

- Work Average Hours per week 24 (estimated)
 - Not working 17% (est)
 - 1 to 10 hrs per week 7%
 - 11 to 20 hrs per week 20%
 - 21 to 30 hrs per week 24%
 - 31 to 40 hrs per week 23%
 - More than 40 hrs 9%

- Average hours of weekly academic work 18 (est)

- Sole Supporter of Household 30% (est)

- * Students with Dependent Children 24% (est)

- Residence Vast Majority reside in King & Snohomish Counties
 - One Way Commuting Time*
 - Under 20 minutes* 39%
 - 21-40 minutes* 41%
 - 41-60 minutes* 16%
 - >60 min* 4%

- Enrollment *Full Time* 59%

- Academics: *Average HS GPA* 3.12 (admitted fall '06)
 3.23 (admitted as of Aug '07)

- Upper Division Student are 72% of student headcount and 70% of FTE

- Upper division students vary greatly by program in gender, age, race and location and appear distinct in relationship to frosh and graduates.

2. ADMISSION DECISIONS

- 61% of transfer applicants applied only to UWB
 - 17% applied to 3 or more schools
- Students define *as most important* to their college decision
 - *quality teaching*,
 - *the availability of specific programs*
 - *location*

Upper division students weight items differently by program.

- Transfer applicants indicate low interest in *campus residence* (6.5%) or *campus life* (including sports and social climate)
- As compared with the Frosh, upper division are less concerned with advice of counselors, parents, friends and relatives.
- Finance and cost appear subsidiary to quality and program concerns.
- Emerging admission profiles (relies on simple correlation analysis):
 - Student expressing priority for *living at home* typically tend to have dependents, are sole source of support, and are interested in the availability of specific programs
 - Applicants interested in *financial aid* tend to be concerned over opportunities to work, do not presently constitute the sole source of support of their household, tend to be concerned with social school climate, tend to be young and do not have children.
 - Students who prioritize the *availability of specific programs* tend to be older, have fewer dependents, are sole supporters of their families, require a school that enables them to live at home and pursue work. They study more but also express interest in social dimensions of campus life.
 - *Male students* are less likely than females to be concerned with aid, probably because they tend to be younger and have fewer dependents.
 - Older applicants are less interested in aid, or opportunities for work. Are concerned by availability of specific program of study, are less likely to be interested social aspects of schooling, more frequently are women, and take low credits, have dependents and put in more hours of study.

4. UWB EXPERIENCES

Level of Challenge. UWB students report significantly higher level of academic challenge than do students in peer institutions.

Sample areas in which UWB Seniors score us highly include:

- *Integration of diverse ideas in papers;*
- *Number of texts assigned;*
- *Course emphasis on analysis, synthesis; application & judgment*
- *Low emphasis upon memorization;*
- *Learning things that change student understandings.*
- *Time spent studying*

Active and Collaborative Learning: Our students report significant higher levels of active and collaborative learning than do students at peer institutions.

Areas in which UWB Seniors score us highly include:

- *Asking questions in classes & Making Presentations in class*
- *Discuss Readings and Working with classmates out of class*
- *35% of seniors participated in practicums, internships, or field experience, and another 22% plan to.*
- *48% of seniors performed community or volunteer service, and 15% more plan to.*
- *21% of seniors have participated in some form of learning community or other formal group learning. Another 7% plan to.*
- *12% have studied abroad, and 9% more, plan to.*

Student Faculty Interaction: Seniors give UWB lower NSSE rankings than do student in peer group of branch and small campuses, Though not significantly different from research Institutions. Sample items show students

- *Participated less in community based projects.*
- *Worked less with Faculty members outside of class*
- *Talked less with faculty about career plans*

Enriching Educational Experiences. Seniors are similar to peers at NSSE institutions. Relative strengths and weaknesses include:

- *High marks for relationships with faculty and administration*
- *Low Marks for attending campus events*
- *Less likely to participate in physical fitness or attend arts*
- *80% of students do not participate in any co-curricular activities, and only 2% plan to.*

Supportive Campus Environment. Seniors find the UWB more supportive than do students at our NSSE peer research institutions.

- *Significantly more positive with respect to academic support*
- *No significant difference with respect to support for social success.*

5. **EVALUATING THEIR EXPERIENCES**

Satisfactions and dissatisfactions

- Upper division students have high overall satisfaction with their education (1.62 on 1 to 4 scale with 1 being excellent & 4 poor). Corroborated by similar NSSE results.
- Upper division students and seniors (NSSE) overwhelmingly say they would repeat experience by starting all over again at UWB. This is much different from Frosh class.

Institutional Contributions: Student define the institutional contribution of The following institutional contributions were scored highest (*indicates independent agreement from NSSE)

- *Critical Thinking & Analyzing written work**
- *Solving Complex Problems**
- *Working effectively with others**
- *Clear and Effective Writing**
- *Lower, though still positive rankings in appreciation of arts, and use of scientific principles, society and environment.*
- *UWB registers as notably weak in use of foreign language. (similar patterns noted in OEA 2005 alumni survey)*
- Specific dissatisfactions highlight
 - frequency and availability of classes
 - support service hours/resources

6. **Post-Graduation** Outcomes and Evaluations

2007 Alumni survey indicates:

- Work and Earnings

- 80.2% of bachelors degree students are working
- 65.7% of these in career field not looking for change
- 17.6% in career field looking for change
- 9.6% not employed in career field
- 6.9% employed in part-time or temporary work
- (2005 OEA UWB Graduate Survey higher but similar results)*

- 40% earning between \$30K and \$60K
- 32% earn between \$60K and \$90K
- 20% earn over \$90

- Education

- 54% considering post-graduate education
- 6.1% were attending school
- 10.4% were not working or attending school

- Satisfaction Levels

- 94.8% satisfied with education,
- 93.6% consider UWB a good value
- 94.4% say UWB made positive difference in their lives
- 91% would **strongly** recommend (58%) or recommend (33%) UWB
- 91% would do UWB again, if they had a choice

but,

- 77.7% say UWB advanced their career
- 73.0% say degree prepared them well for career
- (These career reports, however, are stronger than UW Seattle reports where only 60% indicated high career ratings).*

- 55% do some volunteer or community work
- 57% contributed more than \$100 to charity

2005 OEA Survey suggests high satisfaction

- with majors
- Interaction with faculty outside of classroom
- readiness for advanced education

and lower satisfaction

- with assistance in finding employment, pursuing
- career and career readiness,
- academic advising

Conclusion

The data in this report suggests the following trends and issues:

1. UWB's upper division recruitment has relied heavily upon older, often place-bound students, who frequently have demanding jobs and/or family. This is consistent with the fact that 61% of transfer students applied only to UWB. However, with the success of dual UW application processes, nearly 40% do consider alternative schools (UW Seattle being foremost among these). These patterns contribute a trend towards younger students increasingly interested in traditional college experiences including more varied and traditional programs, greater availability of classes, and increased social and extra-curricular opportunities. Social concerns are still only a minority issue, but may not be so for long as our FROSH advance into the upper division. Age diversity contributes significantly to a schizophrenic college personality.

2. Upper-division students identify positively with their programs. Students in professional programs express satisfaction with what they have learned in their major and with their UWB degree. Students in all degrees programs indicate that the availability of specific academic programs was important in their decision to attend. However, what this means likely varies by program, which in some cases may reflect a flexible degree with broad education and for others may refer to a very targeted curriculum.

3. While upper division students define as important UWB's emphasis upon the quality of student faculty interactions, community-based and active learning, campus efforts in internships and field-based studies may conflict with upper division student commitments to work and family. NSSE data indicate that UWB students are less involved in community projects, study abroad and faculty research than are students at traditional residential colleges.

4. Satisfaction data from alumni is consistently high. While UWB students give relatively low marks to career assistance from faculty, these numbers are comparable if not higher to those from Seattle.

Future analyses must take greater cognizance of particular programs and other identifiable circumstances that differentiate students. We anticipate producing a third report *Assessing UWB Graduate and Post-Graduate Programs*, followed by a fourth report in which we explore available data describing student demand for academic programs.

Appendix:

Undergrad Upper Division Students (Winter '07 all student survey n=632 upper division students)

DISTRIBUTION OF UPPER DIVISION STUDENTS

	UWB SURVEY		UWB DATABASE		FTE
	Count	%	Headcount	%Total	
BUS	183	29.6%	437	35.9%	308.8
CSS	85	13.7%	144	11.8%	107.5
IAS	285	45.5%	499	40.9%	491.7
BSN	68	11.0%	138	11.3%	76.3
	621	99.8%	1218	100%	984.3

UWB Survey over represents IAS on the basis of head count, but under-represents IAS on FTE basis where it constitutes 50%.

WEEKLY HOURS ALLOCATED TO ACTIVITIES

	ALL	BUS	CSS	IAS	BSN
Academic Prep	17.63	16.8	22.2	17.0	17.2
Paid Work	23.8	23.6	21.7	22.4	32.7
Volunteer Work	1.5	1.3	.7	2.0	1.4

Approximately 20% of students don't work or work less than 10 hours per week. NSSE Survey provides similar results indicating 24% work less than 10 hrs, another 4% on campus.

AGE

(UWB SURVEY)

	ALL	BUS	CSS	IAS	BSN
Under 18	---	---	1%	---	---
18-20	7%	10%	5%	6%	---
21-25	49%	63%	40%	52%	12%
26-35	26%	20%	39%	26%	31%
36-50	16%	8%	14%	14%	46%
Over 50	2%	---	1%	2%	12%

GENDER

(UWB DATABASE)

	ALL	BUS	CSS	IAS	BSN
Female	89%	54%	39%	12%	71%
Male	46%	61%	88%	29	11

RESPONSIBILITIES

(UWB SURVEY)

	ALL	BUS	CSS	IAS	BSN
Children	21%	10%	18%	24%	43%
Other Dependents	7%	6%	8%	7%	12%

Sole Support 30% 27% 28% 32% 34%

How do transfer students make college application decisions.

NUMBER OF SCHOOLS APPLIED TO
(UWB SURVEY)

	ALL	BUS	CSS	IAS	BSN
One	60.8%	57.0%	62.4%	59.0%	75.8%
Two	22.0%	28.5%	24.7%	21.3%	4.5%
More	12.0%	12.8%	10.6%	13.4%	6.1%

Data does not add to 100% in all cases as a small number of students incorrectly wrote in 0.

Unlike UWB Frosh class, its upper division transfer students overwhelmingly see this as the first choice school, as is evidenced by the fact that the majority do not apply elsewhere. Why it is the first choice school may, however, be simply an inability to go elsewhere. It may also reflect the fact that students who applied elsewhere and were admitted and chose the other school, are not in the sample to say that they applied to more than one school.

Percent Ranking Important in College Decision					
Category	All	Bus	CSS	IAS	BSN
Quality Teaching	90.41%	91.26%	82.35%	92.83%	88.06%
Specific Program	88.07%	91.16%	95.29%	81.65%	97.01%
WA State	84.55%	84.15%	74.12%	87.81%	85.07%
Location	84.23%	83.61%	78.82%	87.46%	79.10%
Academic Rep	83.55%	86.89%	76.47%	81.65%	91.04%
Live at Home	82.14%	81.87%	80.00%	82.86%	82.35%
Puget Sound	81.85%	78.69%	80.00%	85.36%	77.94%
Variety of Programs	73.08%	70.49%	68.24%	79.42%	59.70%
Cost	62.40%	61.20%	52.94%	66.07%	61.76%
Size	61.04%	61.75%	50.59%	69.29%	37.31%
Opportunity to Work	50.00%	49.73%	38.10%	54.48%	46.27%
Fin Aid/Scholarship	49.92%	45.36%	47.06%	53.07%	52.24%
Stdnt or Faculty Contact	42.88%	42.31%	36.90%	45.13%	41.79%
Visit to campus	41.76%	41.21%	39.29%	44.44%	34.33%
Intern	39.74%	53.55%	44.71%	36.33%	8.96%
Counselors	37.95%	39.34%	41.18%	36.69%	34.33%
Friends& Relatives	36.05%	47.80%	27.06%	32.73%	28.36%
Social Climate	28.94%	38.25%	24.71%	28.32%	10.45%
Sports	12.36%	16.94%	9.41%	12.19%	2.99%
Live on Campus	6.50%	9.29%	4.71%	6.45%	0.00%

As noted below there are significant differences in student decision making by program. Although all rate specific program a relatively high concern (>80% rate as important in each program), this item ranks significantly below quality of teaching and location for IAS students.

Differences in Criteria for Decision Making by Program							
Category	Bus (BA)	Category	CSS	Category	IAS	Category	BSN
Quality Teaching Specific Program	91.26%	Quality Teaching Live at Home Puget Sound	95.29%	Quality Teaching WA State	92.83%	Quality Teaching Academic Rep	97.01%
Academic Rep	86.89%	Location Puget Sound	82.35%	Location Puget Sound	87.81%	Quality Teaching	88.06%
WA State	84.15%	Location Academic Rep	80.00%	Location Puget Sound	87.46%	WA State	85.07%
Location	83.61%	Location Academic Rep	78.82%	Location Home Specific Program	82.86%	Live at Home	82.35%
Live at Home	81.87%	WA State Program Variety	76.47%	Program Academic Rep	81.65%	Location Puget Sound	79.10%
Puget Sound Program	78.69%	Cost	74.12%	Program Variety	81.65%	Cost	77.94%
Variety	70.49%	Size	68.24%	Size	79.42%	Variety of Programs	61.76%
Size	61.75%	Cost	52.94%	Cost	69.29%	Fin Aid/Scholarship	59.70%
Cost	61.20%	Size Fin Aid/Scholarship	50.59%	Cost	66.07%	Op to Work Student/Faculty Contact	52.24%
Intern	53.55%	Intern	47.06%	Op to Work Fin Aid/Scholarship	54.48%	Op to Work Student/Faculty Contact	46.27%
Op to Work Friends& Relatives Fin Aid/Scholarship Student/Faculty Contact	49.73%	Counselors Visit to campus	44.71%	Student/Faculty Contact Visit to campus	53.07%	Size Visit to campus	41.79%
Visit to campus	47.80%	Op to Work Student/Faculty Contact	41.18%	Counselors	45.13%	Size Visit to campus	37.31%
Counselors	45.36%	Friends& Relatives Social Climate	39.29%	Visit to campus	44.44%	Counselors	34.33%
Social Climate	42.31%	Op to Work Student/Faculty Contact	38.10%	Counselors	36.69%	Counselors	34.33%
Sports	41.21%	Friends& Relatives Social Climate	36.90%	Intern	36.33%	Friends& Relatives Social Climate	28.36%
Live on Campus	39.34%	Sports	27.06%	Friends& Relatives Social Climate	32.73%	Intern	10.45%
	38.25%	Live on Campus	24.71%	Sports	28.32%	Sports	8.96%
	16.94%		9.41%	Live on Campus	12.19%	Live on Campus	2.99%
	9.29%		4.71%		6.45%		0.00%

Activities and Campus Experience

NSSE '07 indicates 80% do not participate in any co-curricular activities...and only 2% participate more than 10 hrs per week.

NSSE '07 indicates that 20% say they attend campus activities and events very little, while 43% indicate they attend either quite a bit or very much.

Student Engagement

NSSE

- 43% wont or don't plan to participate in Practicums, internship, field Experience or clinical work. 35% have done so and another 22% plan to.
- 48% have done community service or volunteer work and another 15% plan to.
- 21% have participated in a learning community or other formal group learning and another 7% plan to.
- 12% have studied abroad and another 9% plan to.

**Measures of student satisfaction for all upper division students
And By Program 2007 Student Survey**

	ALL
Your major area of study	4.09
The quality of your interactions with UWB faculty	4.08
What you have learned in your program	4.07
Using the knowledge, ideas, or perspectives gained from your major field	4.05
Critically analyzing written information	4.01
Defining and solving problems	3.94
Working cooperatively in a group	3.9
Locating information needed to help make decisions and solve problems	3.9
Working effectively with modern technology, especially computers	3.86
Writing effectively	3.81
Working and/or learning independently	3.8
Using a broad range of knowledge, ideas, or perspectives gained from outside your major field	3.77
Understanding and appreciating diverse philosophies and cultures	3.72
Understanding the interaction of society and the environment	3.71
Speaking effectively	3.61
Using management/leadership capabilities	3.59
Understanding and applying quantitative principles and methods	3.58
Recognizing your responsibilities, rights, and privileges as a citizen	3.54
Courses available in your program	3.46
Understanding and applying scientific principles and methods	3.36
Understanding and appreciating the arts	2.93

Global Satisfaction Ratings (Student Survey)					
<i>Program</i>	<i>Total</i>	<i>BUS</i>	<i>CSS</i>	<i>IAS</i>	<i>BSN</i>
Evaluate Entire Experience at UWB	1.62	1.7	1.71	1.56	1.58
Would you do it over again at UWB	1.5	1.53	1.53	1.48	1.43

1=excellent or definitely yes 4=poor or definitely no

ⁱ For comparison, UWB used two peer groups consisting of the following schools in 2007
Peer Group 1 Public Branch Campuses

Eastern Connecticut State University
Indiana University-East
Indiana University-South Bend
Lawrence University
Loyola University Chicago
Roger Williams University
SUNY College at Brockport

The University of Tennessee Martin
University of North Carolina
Wilmington
University of San Francisco
University of Wisconsin-Whitewater

Peer Group 2: Research Institutions

Arizona State University at the Tempe campus
Carnegie Mellon University
Case Western Reserve University
Colorado State University
Georgia Institute of Technology
Indiana University Bloomington
Iowa State University
Kansas State University
Louisiana State University and Agricultural &
Mechanical College
Michigan State University
Montana State University-Bozeman
Oregon State University
Purdue University
Rice University
Texas A&M University
The Ohio State University
The University of Tennessee
The University of Texas at Austin
University of California-Berkeley
University of Cincinnati
University of Connecticut
University of Georgia
University of Hawaii at Manoa
University of Kansas
University of Kentucky
University of Maryland-College Park
University of Nebraska at Lincoln
University of New Mexico
University of North Carolina at Chapel Hill
University of Pittsburgh
University of South Carolina Columbia
University of South Florida
University of Utah
University of Washington-Seattle