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## A Brief Report

# on the Results from the 1996 University of California Undergraduate Experiences Survey: The Information Technology Section

*By Steve Chatman*

### Methodology

Davis is one of three UC campuses conducting studies of enrolled students in 1995-96 as part of a System effort to create a common survey form or at least a survey with a common core of items. Questions on the UC Davis survey are gleaned and tailored from a variety of sources (e.g., *ACT College Outcomes Survey*) with supplemental sections on Student Time Allocation and Information Technology. The survey was mailed to 2,500 randomly selected UC Davis undergraduate students along with a transmittal letter signed by Vice Chancellor Wall and an enclosed postage-paid envelope. To be included undergraduate students had to be enrolled during 1995-96 for 3 quarters but could be foreign or domestic students. The first mailing was on April 21 and 3<sup>rd</sup> class discounting was used. The first mailing was followed by a post card

on April 29 then a second mailing of survey, postage-paid envelope and follow-up letter signed by Celeste Hunziker on May 13. Replies were taken until June 8. In sum, 1,412 responses were received for a response rate of 56%.

The survey form was produced in house. It was of standard letter size, yellow in color, and six pages in length. Responses were indicated on customized scan forms that could be optically scanned. Each survey carried an identifying number to protect respondent anonymity while minimizing the number of follow-up mailed items.

### Results

This report will present results from the 4<sup>th</sup> section, the section on computers and information technology. The following pages display student responses by academic division and college with a similar format employed throughout. The format consists of a repetition of the item, summary observations about the distribution of responses, a tabular display of the results, and the campus responses shown graphically. The organization should be

straightforward with the exception that the first several items regarding frequency of use are reported as cumulative distributions. The original item asked students to report whether they used software never, daily, weekly, or monthly. The numeric distribution of these responses is shown exactly in the tables but the percentages are shown cumulatively. In other words, those who reported daily use also use the software at least weekly and monthly. Those reporting weekly use also use the software at least monthly.

## Executive Summary

The 1995-96 academic year finds UC Davis students to be experienced computers users who regularly use a variety of software applications. In addition, many own computers and few feeling anxious about using them.

- Of special note is the frequency of a mismatch between instructor expectation and student ability. About 1-in-4 students (26%) report that their instructors expect them to know **a lot more** about computers than they do know. Rates are highest in Agriculture (32%) where as many as 40% of students in Human Sciences feel that instructor expectations are too high. When Human Sciences is excluded, fewer than 30% of students agree that instructors expect them to know a lot more about computers than they do know.
- Would these students support an additional fee to improve computer facilities and services? No. While nearly a third of respondents are neutral about an additional designated fee, only 22% support the notion and 47% disagree.
- With remarkable consistency across disciplines, about 2 in 3 students (67%) turn to each other when they have questions about computing. Another quarter (24%) turn to campus computing for help and only 1 in 20 turn to instructors (5%).
- Electronic mail and word processing are the most frequently used “office” applications with over 90% reporting at least monthly use and roughly 3-in-4 using them at least weekly. Use of the two applications differs sharply when daily use is considered. Electronic mail is used by about 50% of students on a daily basis, word processing by only 18%.
- Electronic mail serves as an important mode of communication for academic and personal reasons. Nearly half (47%) the students use e-mail to communicate with professors or teaching assistants on a weekly basis and most (85%) do so at least monthly, but these high rates are well below those for communicating for nonacademic reasons. Communicating with fellow students for academic reasons is less common (13% daily, 38% at least weekly, and 62% at least monthly) than communicating with fellow students for nonacademic reasons. Use of e-mail to communicate with instructors is also noted as being easier than doing so in person by 58%.
- The Internet is used by about half the students (54%) for academic purposes on at least a monthly basis and somewhat more frequently for nonacademic purposes (66% at least monthly).
- Computer-related graphics applications and spreadsheet programs are used at similar rates. In fact, the campus patterns are remarkably similar (i.e., never using (58% v. 56%), daily use (4% both), weekly use (19% both), and monthly use (44% v. 42%).)
- Nearly 3 in 4 students own a personal computer in 1996 (72%), and frequency of ownership is remarkably uniform across divisions and colleges with all falling roughly in the interval 70-80% with the exception of agricultural sciences where a slightly smaller 62% own a personal computer. Interestingly, a smaller percentage reports that it is necessary to own a computer to do well at UC Davis (57%).
- Students in 1995-96 are experienced computer users with nearly all (97%) reporting that they have been using computers for over a year. Most report that they find computers easy to use (60%) and few (11%) say that they feel nervous or uncomfortable when using a computer.

**Computers -- Section (IV) of the 1996 Undergraduate Experience Survey**

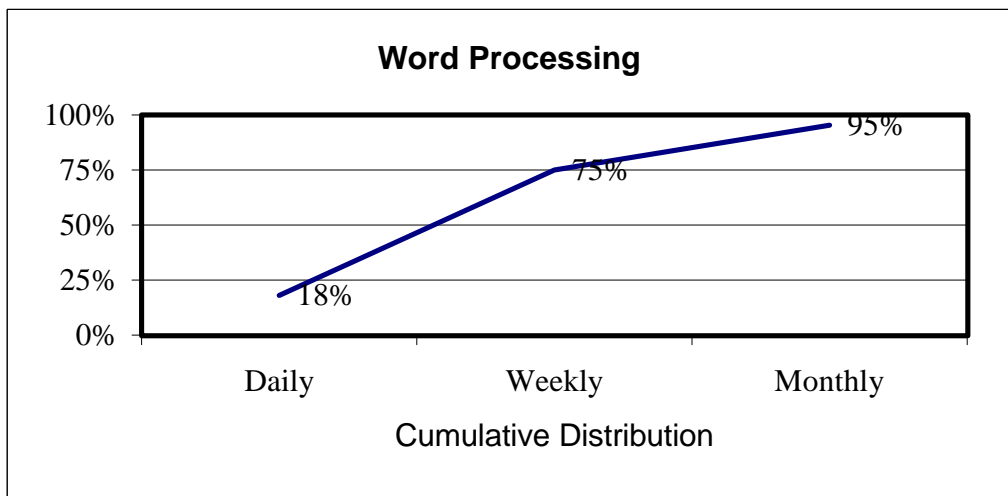
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using word processing?*

Word processing is a heavily used application. Nearly all students use it on at least a monthly basis and a considerable percentage, 18%, use it daily. Use of word processing is fairly consistent across divisions but somewhat higher in Humanities, Arts and Cultural Studies.

College & Division	Percentages				Frequencies			
	At least (cumulative) . . .				Never	Daily	Weekly	Monthly
	Never	Daily	Weekly	Monthly				
Agriculture	4%	17%	78%	96%	14	56	200	60
Interdivisional/Exploratory	3%	13%	81%	97%	2	8	44	10
Agricultural Sciences	6%	14%	71%	94%	4	9	37	15
Environmental Sciences	3%	26%	80%	97%	2	20	41	13
Human Sciences	5%	15%	78%	95%	6	19	78	22
Biological Sciences	6%	12%	66%	94%	18	37	170	90
Engineering	2%	23%	74%	98%	4	39	87	41
Letters & Science	5%	21%	79%	95%	28	117	320	89
Interdivisional/Exploratory	*	*	*	*	1	4	18	7
Humanities, Arts & Cultural Studies	5%	34%	87%	95%	6	38	60	9
Mathematics & Physical Sciences	4%	15%	69%	96%	4	15	53	26
Social Sciences	5%	19%	80%	95%	17	60	189	47
Campus	5%	18%	75%	95%	64	249	782	280

\* Group size too small (<30) to support meaningful percentages.



From the 1996 administration of Undergraduate Experience Survey, SARI, UC Davis.

**Computers -- Section (IV) of the 1996 Undergraduate Experience Survey**

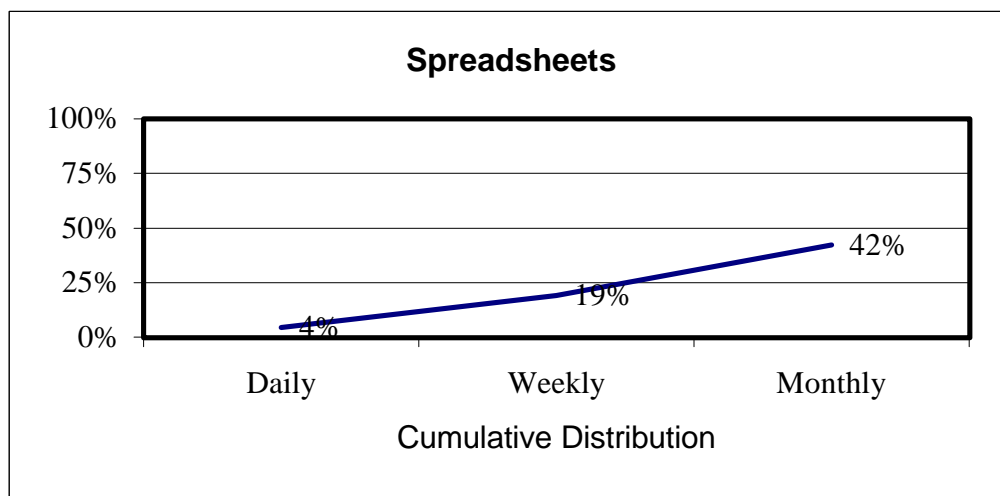
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using spreadsheets?*

Use of spreadsheet software varies widely across disciplines from never being used by the large majority in Humanities, Arts & Cultural Studies or Social Sciences to frequent use in Engineering.

College & Division	Percentages				Frequencies			
	At least (cumulative) . . .				Never	Daily	Weekly	Monthly
	Never	Daily	Weekly	Monthly				
Agriculture	49%	4%	20%	51%	155	14	48	100
Interdivisional/Exploratory	71%	0%	6%	29%	44	0	4	14
Agricultural Sciences	44%	2%	28%	56%	27	1	16	17
Environmental Sciences	39%	11%	26%	61%	29	8	11	26
Human Sciences	46%	4%	18%	54%	55	5	17	43
Biological Sciences	57%	3%	16%	43%	176	8	42	82
Engineering	29%	15%	48%	71%	48	25	54	39
Letters & Science	72%	2%	11%	28%	387	12	49	86
Interdivisional/Exploratory	*	*	*	*	27	0	1	2
Humanities, Arts & Cultural Studies	80%	1%	6%	20%	88	1	6	15
Mathematics & Physical Sciences	56%	3%	21%	44%	53	3	17	22
Social Sciences	73%	3%	11%	27%	219	8	25	47
Campus	58%	4%	19%	42%	768	59	193	310

\* Group size too small (<30) to support meaningful percentages.



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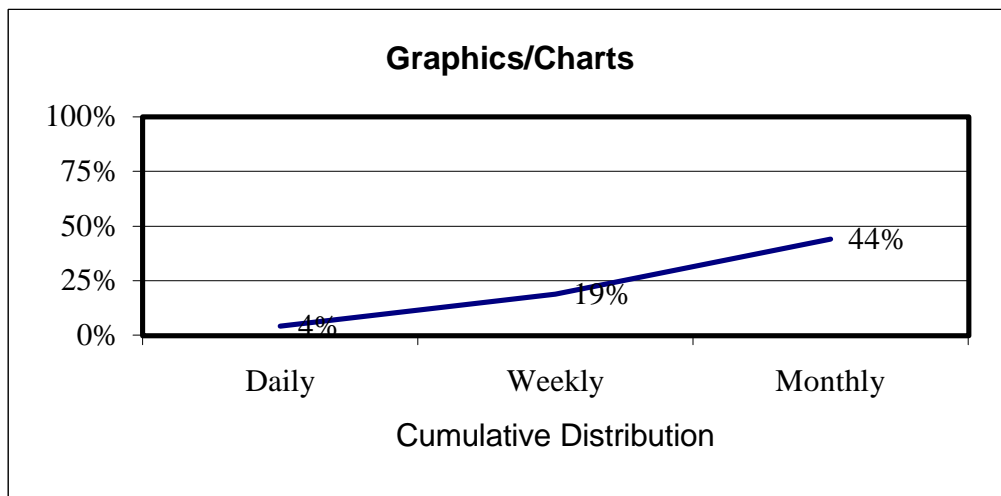
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using computer-related graphics/charts activities?*

Overall, a majority of students never use computer-related graphics/charting software but use in Engineering and Environmental Sciences is relatively high.

College & Division	Percentages				Frequencies			
	Never	Daily	Weekly	Monthly	Never	Daily	Weekly	Monthly
Agriculture	51%	4%	19%	49%	159	14	44	96
Interdivisional/Exploratory	66%	0%	10%	34%	39	0	6	14
Agricultural Sciences	49%	0%	20%	51%	30	0	12	19
Environmental Sciences	37%	11%	27%	63%	27	8	12	26
Human Sciences	53%	5%	17%	48%	63	6	14	37
Biological Sciences	52%	1%	16%	48%	161	4	46	97
Engineering	25%	13%	48%	75%	41	22	58	46
Letters & Science	72%	2%	11%	28%	377	13	46	91
Interdivisional/Exploratory	84%	0%	3%	16%	26	0	1	4
Humanities, Arts & Cultural Studies	78%	2%	9%	22%	86	2	8	14
Mathematics & Physical Sciences	53%	3%	20%	47%	49	3	16	25
Social Sciences	74%	3%	10%	26%	216	8	21	48
Campus	56%	4%	19%	44%	739	53	195	333

\* Group size too small (<30) to support meaningful percentages.



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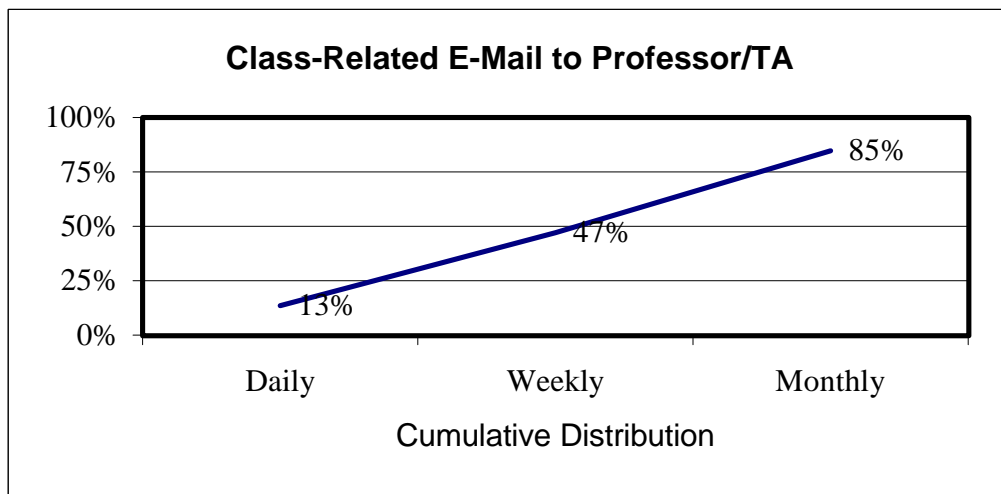
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using e-mail with professors or teaching assistants?*

It is very evident that electronic-mail is a popular way by which to communicate with instructors. A remarkable 1-in-8 report daily communication and nearly half do so at least weekly. It would be worthwhile to learn more about the nature of these communications as sending and receiving e-mail can be laborious.

College & Division	Percentages				Frequencies			
	At least (cumulative) . . .				Never	Daily	Weekly	Monthly
	Never	Daily	Weekly	Monthly				
Agriculture	9%	17%	51%	91%	29	54	112	129
Interdivisional/Exploratory	6%	13%	46%	94%	4	8	21	30
Agricultural Sciences	11%	14%	50%	89%	7	9	23	25
Environmental Sciences	11%	23%	57%	89%	8	17	26	24
Human Sciences	8%	16%	51%	92%	10	20	42	50
Biological Sciences	19%	11%	42%	81%	60	36	97	122
Engineering	13%	14%	47%	87%	22	24	55	68
Letters & Science	18%	13%	47%	82%	97	69	191	193
Interdivisional/Exploratory	16%	13%	52%	84%	5	4	12	10
Humanities, Arts & Cultural Studies	9%	15%	54%	91%	10	17	45	42
Mathematics & Physical Sciences	20%	16%	46%	80%	19	15	29	32
Social Sciences	20%	11%	45%	80%	63	33	105	109
Campus	15%	13%	47%	85%	209	183	458	513

\* Group size too small (<30) to support meaningful percentages.



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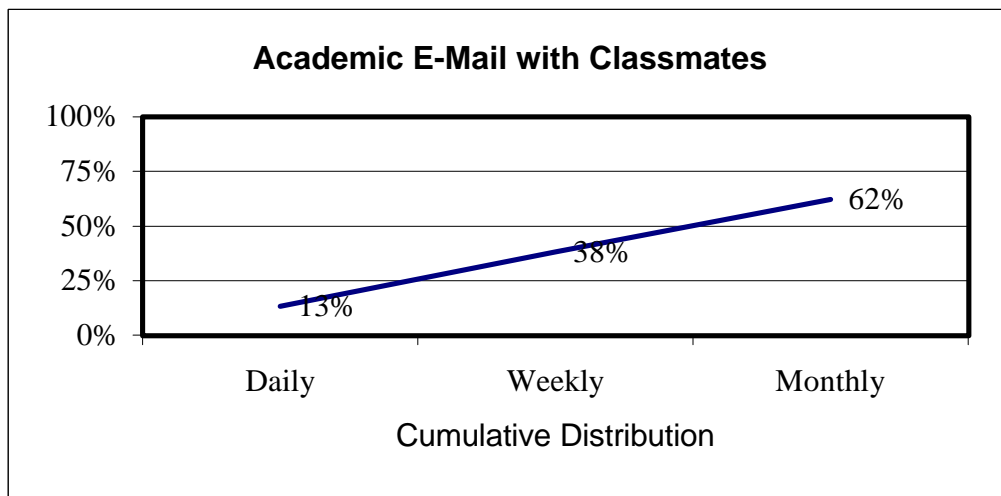
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using e-mail with classmates for academic purposes?*

Electronic-mail is a common form of communication among classmates for academic purposes, but many do not avail themselves of this mode. Why not? Is there no need for students to make use or no e-mail list available? Future research might well consider delving more deeply into this common and new form of communication among classmates for academic purposes.

College & Division	Percentages				Frequencies			
	At least (cumulative) . . .				Never	Daily	Weekly	Monthly
	Never	Daily	Weekly	Monthly				
Agriculture	35%	15%	38%	65%	110	47	73	88
Interdivisional/Exploratory	40%	10%	30%	60%	25	6	13	19
Agricultural Sciences	39%	14%	39%	61%	23	8	15	13
Environmental Sciences	28%	17%	47%	72%	21	13	22	19
Human Sciences	34%	17%	36%	66%	41	20	23	37
Biological Sciences	43%	11%	34%	57%	131	34	69	72
Engineering	29%	20%	46%	71%	49	34	42	42
Letters & Science	39%	12%	38%	61%	212	63	145	123
Interdivisional/Exploratory	42%	16%	42%	58%	13	5	8	5
Humanities, Arts & Cultural Studies	36%	12%	36%	64%	41	14	27	31
Mathematics & Physical Sciences	34%	14%	41%	66%	32	13	25	23
Social Sciences	41%	10%	38%	59%	126	31	85	64
Campus	38%	13%	38%	62%	505	178	331	325

\* Group size too small (<30) to support meaningful percentages.



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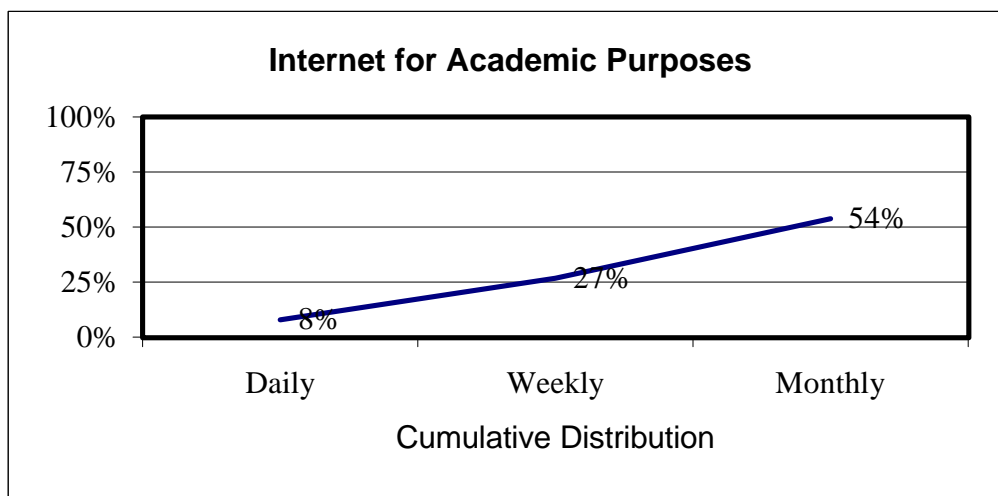
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using the Internet for academic purposes?*

Over half of the responding students use the Internet for academic purposes at least monthly and 1-in-4 use it at least weekly.

College & Division	Percentages				Frequencies			
	Never	At least (cumulative) . . .	Daily	Weekly	Monthly	Never	Daily	Weekly
Agriculture	42%	7%	27%	58%	133	23	61	96
Interdivisional/Exploratory	44%	7%	25%	56%	26	4	11	18
Agricultural Sciences	44%	5%	25%	56%	26	3	12	18
Environmental Sciences	38%	11%	36%	62%	28	8	19	19
Human Sciences	44%	7%	22%	56%	53	8	19	41
Biological Sciences	51%	6%	22%	49%	152	18	49	81
Engineering	33%	15%	39%	67%	54	24	39	46
Letters & Science	50%	7%	26%	50%	264	39	97	131
Interdivisional/Exploratory	61%	6%	13%	39%	19	2	2	8
Humanities, Arts & Cultural Studies	55%	5%	16%	45%	61	5	13	32
Mathematics & Physical Sciences	38%	21%	43%	62%	35	19	21	17
Social Sciences	50%	4%	25%	50%	149	13	61	74
Campus	46%	8%	27%	54%	606	104	246	356

\* Group size too small (<30) to support meaningful percentages.



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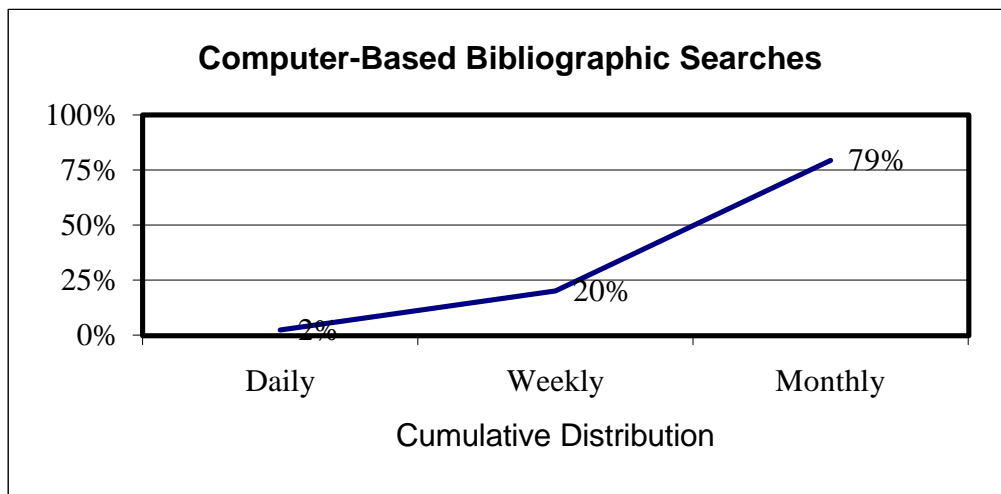
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in bibliographic searches using Melvyl/Gladis?*

The frequency of need to do bibliographic searches is unknown. Therefore, student use rates can not be placed in context. Are students continuing to use card catalogs and hard copy indices or do they use Melvyl/Gladis either exclusively or in conjunction with traditional searches?

College & Division	Percentages				Frequencies			
	At least (cumulative) . . .				Never	Daily	Weekly	Monthly
	Never	Daily	Weekly	Monthly				
Agriculture	13%	3%	21%	87%	42	11	58	210
Interdivisional/Exploratory	18%	0%	15%	82%	11	0	9	42
Agricultural Sciences	10%	3%	18%	90%	6	2	9	45
Environmental Sciences	7%	7%	35%	93%	5	5	21	44
Human Sciences	16%	3%	19%	84%	20	4	19	79
Biological Sciences	19%	2%	17%	81%	58	6	47	197
Engineering	40%	1%	9%	60%	65	2	12	84
Letters & Science	21%	3%	24%	79%	112	14	117	302
Interdivisional/Exploratory	52%	0%	3%	48%	16	0	1	14
Humanities, Arts, & Cultural Studies	14%	5%	30%	86%	16	6	28	63
Mathematics & Physical Sciences	34%	2%	21%	66%	33	2	18	43
Social Sciences	15%	2%	25%	85%	47	6	70	182
Campus	21%	2%	20%	79%	277	33	235	797

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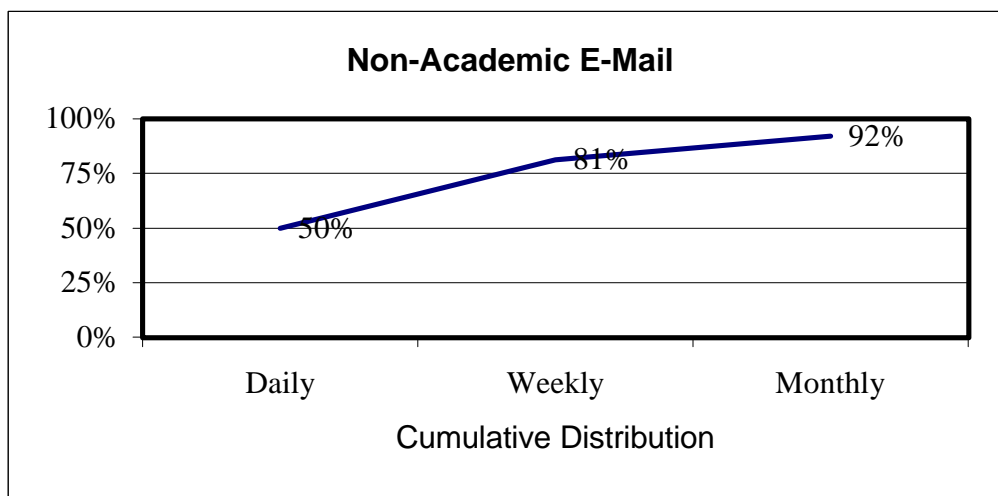
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using e-mail for non-academic purposes?*

Uniformly across disciplines, electronic-mail is a common mode of communication for UC Davis students. Nearly all respondents use e-mail at least monthly and half use it daily.

College & Division	Percentages				Frequencies			
	At least (cumulative) . . .				Never	Daily	Weekly	Monthly
	Never	Daily	Weekly	Monthly				
Agriculture	6%	54%	85%	94%	21	177	101	28
Interdivisional/Exploratory	8%	52%	86%	92%	5	33	21	4
Agricultural Sciences	8%	54%	86%	92%	5	34	20	4
Environmental Sciences	4%	55%	83%	96%	3	41	21	10
Human Sciences	6%	55%	86%	94%	8	69	39	10
Biological Sciences	9%	47%	82%	91%	28	142	105	26
Engineering	3%	57%	81%	97%	5	93	39	25
Letters & Science	9%	47%	78%	91%	51	258	170	69
Interdivisional/Exploratory	0%	45%	77%	100%	0	14	10	7
Humanities, Arts, & Cultural Studies	6%	44%	80%	94%	7	50	40	16
Mathematics & Physical Sciences	8%	49%	79%	92%	8	47	28	12
Social Sciences	12%	48%	77%	88%	36	147	92	34
Campus	8%	50%	81%	92%	105	670	419	149

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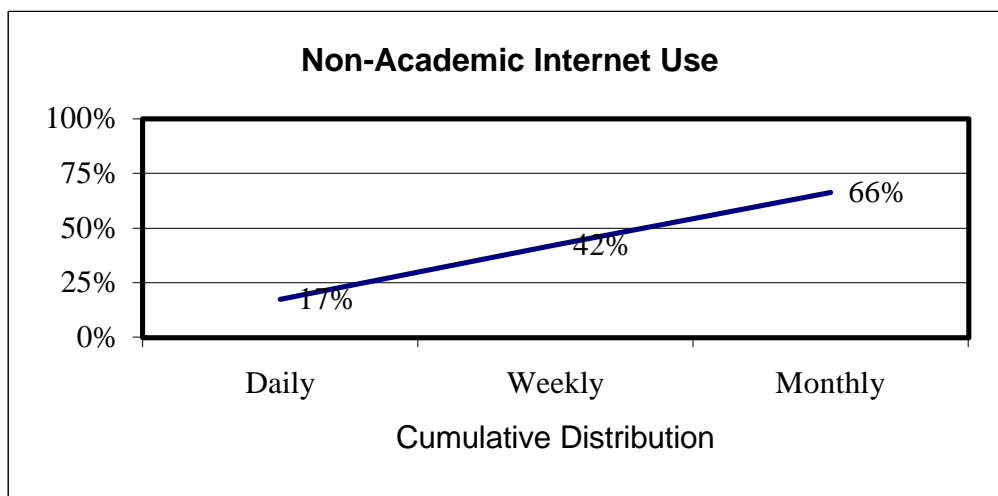
Questionnaire Item:

*During the 1995-96 academic year: About how frequently have you engaged in using the Internet for non-academic purposes?*

UC Davis students in 1995-96 use the Internet for non-academic purposes at a higher rate than for academic purpose. However, comparative frequency of use appears to be consistent by division. Those divisions using the Internet more often for academic purposes also use it more often for nonacademic purposes.

College & Division	Percentages				Frequencies			
	Never	At least Daily	Weekly	Monthly	Never	Daily	Weekly	Monthly
Agriculture	39%	16%	37%	61%	121	49	66	78
Interdivisional/Exploratory	34%	16%	41%	66%	21	10	15	15
Agricultural Sciences	43%	12%	40%	57%	26	7	17	10
Environmental Sciences	32%	22%	47%	68%	23	16	18	15
Human Sciences	42%	13%	26%	58%	51	16	16	38
Biological Sciences	35%	14%	41%	65%	104	43	80	70
Engineering	14%	29%	61%	86%	23	46	51	39
Letters & Science	36%	16%	40%	64%	192	88	127	127
Interdivisional/Exploratory	39%	16%	48%	61%	12	5	10	4
Humanities, Arts, & Cultural Studies	41%	14%	34%	59%	45	15	23	28
Mathematics & Physical Sciences	20%	30%	54%	80%	19	28	22	24
Social Sciences	39%	13%	37%	61%	116	40	72	71
Campus	34%	17%	42%	66%	442	226	326	315

\* Group size too small (<30) to support meaningful percentages.



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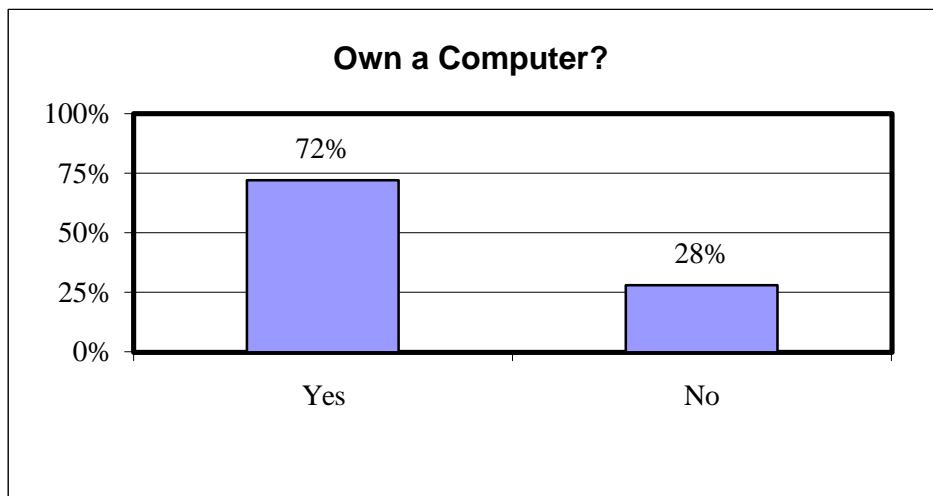
Questionnaire Item:

*Do you own a personal computer?*

The percentage of students owning computers varies from a high of 80% for undeclared Agriculture students to a low of 62% for Agricultural Sciences. This pattern might suggest a cohort effect with more senior students being less likely to own a personal computer than newer UC Davis undergraduates.

College & Division	Percentages		Frequencies	
	Yes	No	Yes	No
Agriculture	72%	28%	240	95
Interdivisional/Exploratory	80%	20%	53	13
Agricultural Sciences	62%	38%	40	25
Environmental Sciences	72%	28%	55	21
Human Sciences	72%	28%	92	36
Biological Sciences	69%	31%	222	100
Engineering	78%	22%	134	37
Letters & Science	72%	28%	408	158
Interdivisional/Exploratory	71%	29%	22	9
Humanities, Arts, & Cultural Studies	77%	23%	91	27
Mathematics & Physical Sciences	79%	21%	78	21
Social Sciences	68%	32%	217	101
Campus	72%	28%	1007	392

\* Group size too small (<30) to support meaningful percentages.



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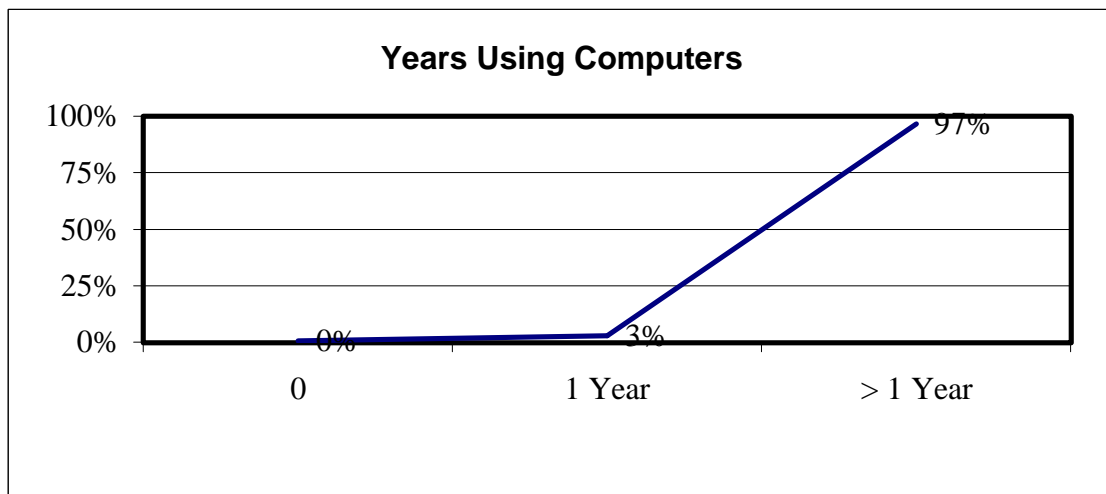
Questionnaire Item:

*Approximately how many years have you been using computers?*

Nearly all UC Davis students report having used computers for over a year. While extent of use is not known, it is clear that students had some "familiarity" with computers. The curious exceptions are in Agriculture's divisions and are especially interesting given that computer ownership is high in these same groups.

College & Division	Percentages			Frequencies		
	0	1 Year	> 1 Year	0	1 Year	> 1 Year
Agriculture	1%	4%	95%	2	14	307
Interdivisional/Exploratory	0%	10%	90%	0	6	57
Agricultural Sciences	0%	7%	93%	0	4	56
Environmental Sciences	0%	1%	99%	0	1	72
Human Sciences	2%	2%	96%	2	3	122
Biological Sciences	1%	3%	97%	2	8	303
Engineering	0%	1%	99%	0	2	168
Letters & Science	0%	3%	97%	2	16	534
Interdivisional/Exploratory	*	*	*	0	0	28
Humanities, Arts, & Cultural Studies	0%	3%	97%	0	4	113
Mathematics & Physical Sciences	0%	4%	96%	0	4	95
Social Sciences	1%	3%	97%	2	8	298
Campus	0%	3%	97%	6	40	1317

\* Group size too small (<30) to support meaningful percentages.



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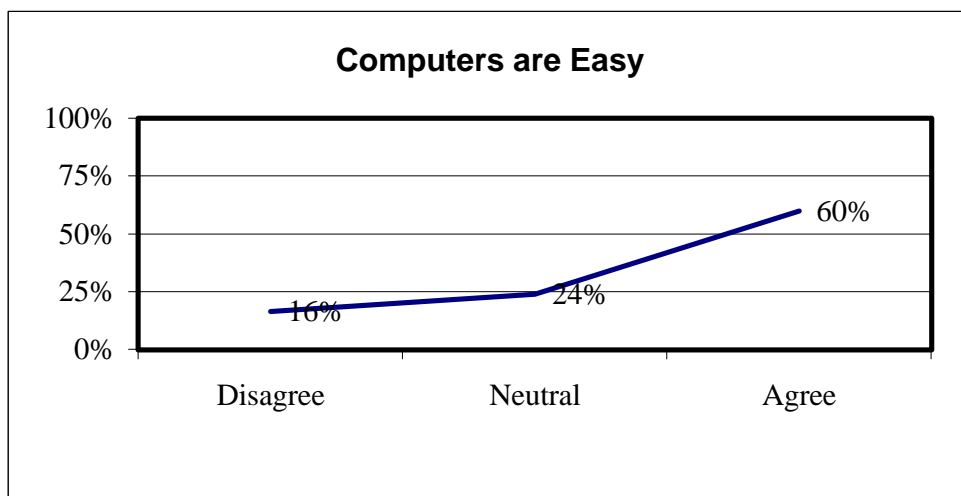
Questionnaire Item:

*Do you agree that computers are easy for you to use?*

In general, UC Davis students feel favorably about their likely success when using computers. However, about 1-in-6 do not think that computers are easy to use and this figure is fairly stable across disciplines. As expected, the heavier computer users are also those most likely to think that computers are easy to use.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	15%	28%	57%	49	93	191
Interdivisional/Exploratory	18%	28%	54%	12	18	35
Agricultural Sciences	19%	32%	49%	12	20	31
Environmental Sciences	8%	17%	75%	6	13	57
Human Sciences	15%	33%	53%	19	42	68
Biological Sciences	18%	24%	58%	58	76	183
Engineering	7%	15%	78%	12	25	133
Letters & Science	19%	24%	57%	107	138	322
Interdivisional/Exploratory	29%	32%	39%	9	10	12
Humanities, Arts, & Cultural Studies	16%	27%	57%	19	32	67
Mathematics & Physical Sciences	11%	20%	69%	11	20	70
Social Sciences	21%	24%	55%	68	76	173
Campus	16%	24%	60%	226	332	834

\* Group size too small (<30) to support meaningful percentages.



From the 1996 administration of Undergraduate Experience Survey, SARI, UC Davis.

**Computers -- Section (IV) of the 1996 Undergraduate Experience Survey**

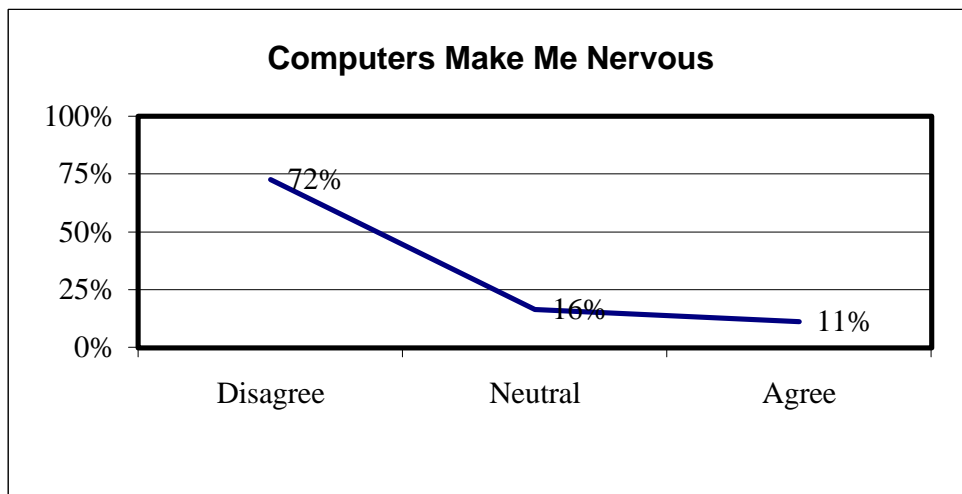
Questionnaire Item:

*Do you feel nervous and uncomfortable when you have to use a computer?*

The pattern of responses to this item is consistent with those to the ease of use item. The differences in responses to these two items are of magnitude with more students disagreeing that computers are easy to use than feel nervous or uncomfortable when using one.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	69%	19%	11%	228	64	37
Interdivisional/Exploratory	73%	22%	5%	47	14	3
Agricultural Sciences	69%	21%	10%	43	13	6
Environmental Sciences	70%	19%	11%	52	14	8
Human Sciences	67%	18%	16%	86	23	20
Biological Sciences	71%	15%	14%	223	47	44
Engineering	84%	11%	5%	141	19	8
Letters & Science	71%	17%	12%	397	95	64
Interdivisional/Exploratory	65%	23%	13%	20	7	4
Humanities, Arts, & Cultural Studies	77%	14%	10%	88	16	11
Mathematics & Physical Sciences	78%	13%	9%	77	13	9
Social Sciences	68%	19%	13%	212	59	40
Campus	72%	16%	11%	994	225	153

\* Group size too small (<30) to support meaningful percentages.



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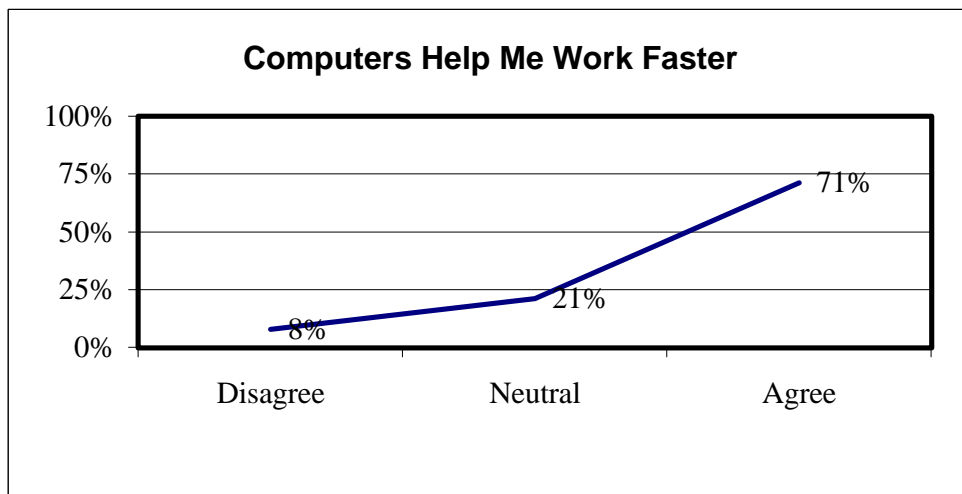
Questionnaire Item:

*Do you agree that you can accomplish your work faster with a computer?*

It might seem obvious that humans can accomplish work faster with a computer, but only about 7-in-10 UC Davis students agree with the premise. The other 3-in-10 are more likely neutral than in disagreement.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	9%	18%	73%	29	61	242
Interdivisional/Exploratory	6%	20%	74%	4	13	48
Agricultural Sciences	11%	19%	69%	7	12	43
Environmental Sciences	9%	12%	79%	7	9	60
Human Sciences	9%	21%	71%	11	27	91
Biological Sciences	8%	28%	64%	24	89	203
Engineering	5%	20%	74%	9	34	124
Letters & Science	8%	19%	73%	45	107	411
Interdivisional/Exploratory	*	*	*	4	3	22
Humanities, Arts, & Cultural Studies	9%	15%	75%	11	18	89
Mathematics & Physical Sciences	5%	24%	71%	5	24	72
Social Sciences	8%	20%	72%	25	62	228
Campus	8%	21%	71%	107	291	985

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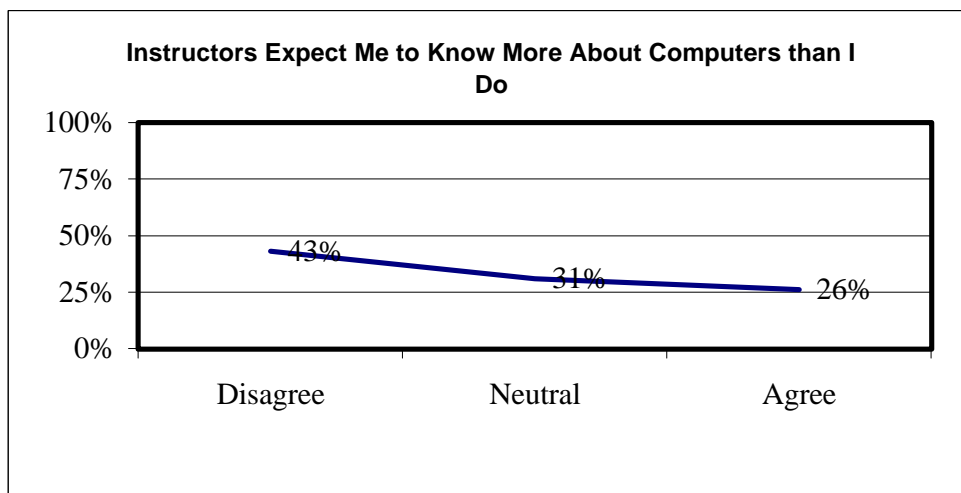
Questionnaire Item:

*Do you agree that your instructors expect you to know a lot more about computers than you do?*

As noted in the executive summary, there is variation in whether students feel that instructor expectations for computer knowledge are too high. In Human Sciences in particular, a relatively high percentage of students feel that they do not know computers as well as their instructors expect. Note that the item prompt states that instructor's expectation of knowledge is "a lot more" and an agreement rate of 26% might be a problem.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	39%	29%	32%	124	92	100
Interdivisional/Exploratory	43%	31%	26%	26	19	16
Agricultural Sciences	38%	33%	28%	23	20	17
Environmental Sciences	44%	31%	25%	32	22	18
Human Sciences	35%	25%	40%	43	31	49
Biological Sciences	40%	36%	24%	116	105	70
Engineering	42%	31%	27%	70	51	44
Letters & Science	47%	29%	24%	250	155	128
Interdivisional/Exploratory	*	*	*	10	13	5
Humanities, Arts, & Cultural Studies	46%	25%	29%	52	28	33
Mathematics & Physical Sciences	56%	27%	17%	53	26	16
Social Sciences	45%	30%	25%	135	88	74
Campus	43%	31%	26%	564	403	343

\* Group size too small (<30) to support meaningful percentages.



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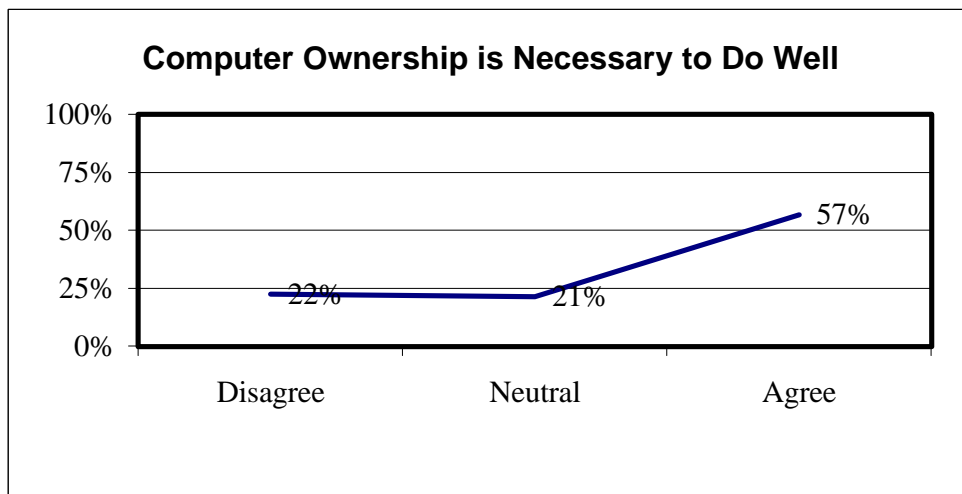
Questionnaire Item:

*Do you agree that it is necessary for you to own a computer to do well at UC Davis?*

Is it necessary to own a computer? Overall 57% think that it is but, inversely, 43% say that it is not or are neutral.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	15%	23%	63%	49	74	205
Interdivisional/Exploratory	10%	25%	65%	6	16	41
Agricultural Sciences	19%	21%	60%	12	13	37
Environmental Sciences	13%	21%	66%	10	16	50
Human Sciences	17%	23%	61%	21	29	77
Biological Sciences	29%	27%	44%	89	85	138
Engineering	27%	18%	56%	45	30	94
Letters & Science	22%	18%	60%	121	100	338
Interdivisional/Exploratory	13%	23%	65%	4	7	20
Humanities, Arts, & Cultural Studies	25%	12%	63%	29	14	72
Mathematics & Physical Sciences	17%	22%	61%	17	22	61
Social Sciences	23%	18%	59%	71	57	185
Campus	22%	21%	57%	306	290	776

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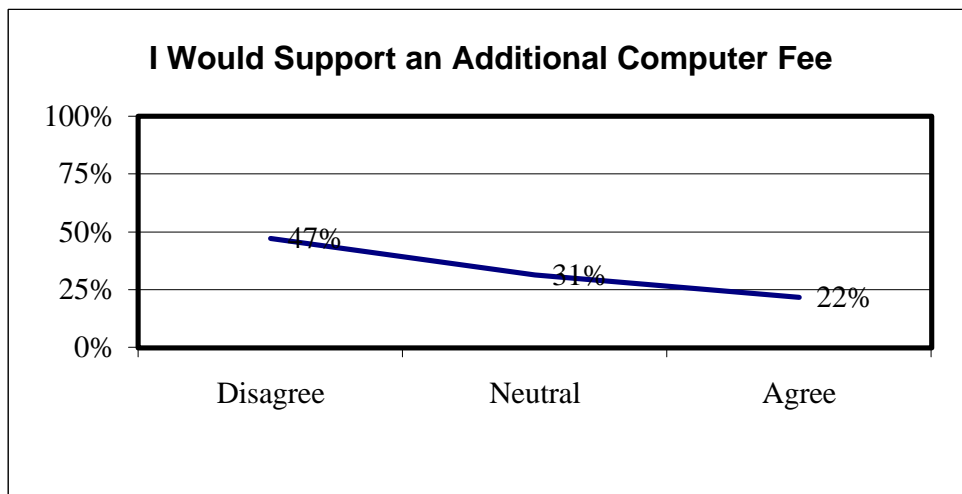
Questionnaire Item:

*Would you agree to pay an additional fee to improve computer facilities and services?*

There is some support for this proposition, notably in Environmental Sciences, but even there, only about 1-in-3 would willingly agree to pay an additional computer fee. Overall, there is far more opposition than support.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	45%	32%	23%	146	103	75
Interdivisional/Exploratory	48%	41%	11%	29	25	7
Agricultural Sciences	43%	32%	25%	27	20	16
Environmental Sciences	44%	24%	32%	33	18	24
Human Sciences	46%	32%	22%	57	40	28
Biological Sciences	44%	35%	21%	136	109	65
Engineering	39%	36%	25%	64	58	41
Letters & Science	53%	28%	20%	286	150	106
Interdivisional/Exploratory	*	*	*	15	10	5
Humanities, Arts, & Cultural Studies	67%	20%	13%	75	22	15
Mathematics & Physical Sciences	42%	30%	27%	42	30	27
Social Sciences	51%	29%	20%	154	88	59
Campus	47%	31%	22%	633	422	289

\* Group size too small (<30) to support meaningful percentages.



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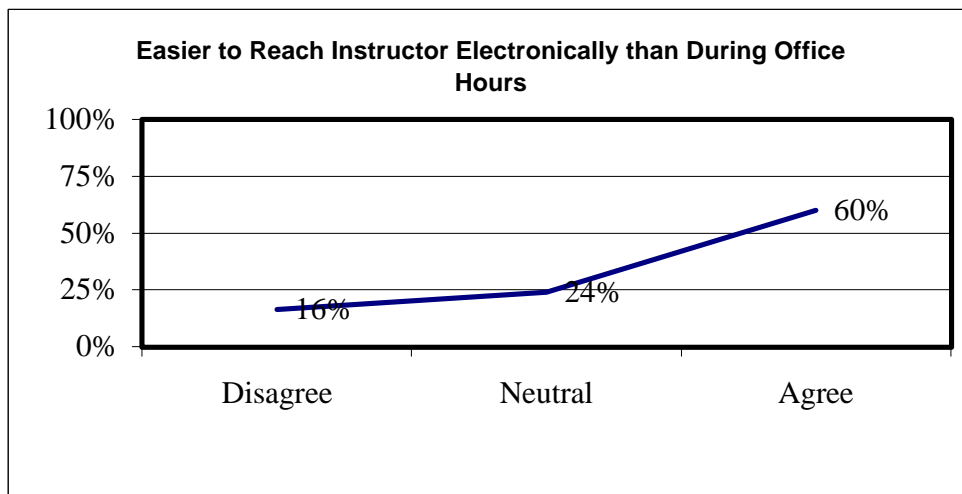
Questionnaire Item:

*Do you agree that it is easier to contact your instructors electronically (e-mail, newsgroups, etc.) than in person at office hours?*

Electronic-mail is the most frequently used application identified among 1995-96 UC Davis undergraduates, and it is widely used as a means of communicating with instructors. As responses to this item show, the majority of students find it easier to contact instructors electronically than in person during office hours.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	14%	26%	60%	44	82	186
Interdivisional/Exploratory	13%	27%	60%	8	16	36
Agricultural Sciences	15%	27%	58%	9	16	35
Environmental Sciences	14%	22%	64%	10	16	46
Human Sciences	14%	28%	58%	17	34	69
Biological Sciences	18%	25%	56%	52	72	160
Engineering	16%	32%	52%	26	51	82
Letters & Science	18%	22%	60%	91	116	312
Interdivisional/Exploratory	*	*	*	1	13	16
Humanities, Arts, & Cultural Studies	17%	17%	66%	19	19	73
Mathematics & Physical Sciences	15%	19%	66%	14	18	61
Social Sciences	20%	23%	57%	57	66	162
Campus	17%	25%	58%	215	321	743

\* Group size too small (<30) to support meaningful percentages.



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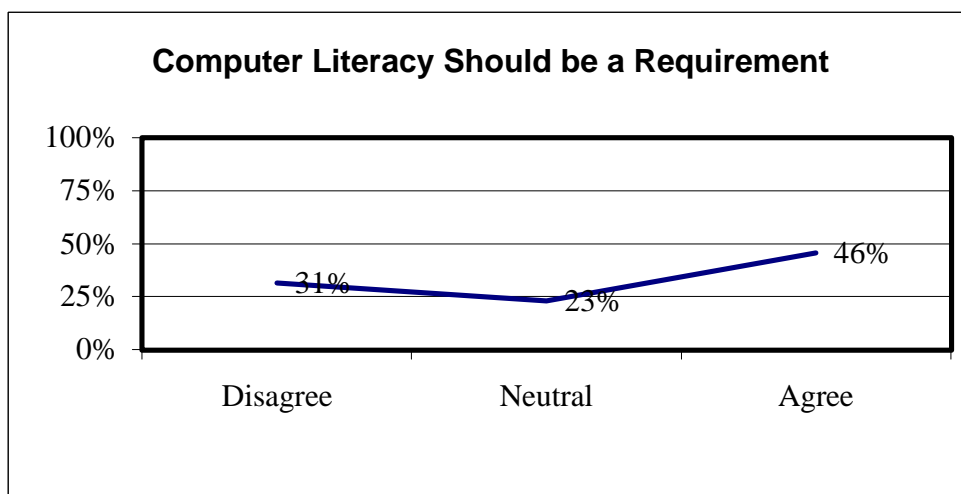
Questionnaire Item:

*Do you agree that computer literacy should be a requirement.*

Students in disciplines with heavier computer usage are more inclined to support a computer literacy requirement. However, overall, more students are ambivalent toward or disagree with the proposal.

College & Division	Percentages			Frequencies		
	Disagree	Neutral	Agree	Disagree	Neutral	Agree
Agriculture	30%	23%	47%	99	75	153
Interdivisional/Exploratory	38%	17%	44%	24	11	28
Agricultural Sciences	38%	22%	40%	24	14	25
Environmental Sciences	24%	19%	57%	18	14	42
Human Sciences	26%	28%	46%	33	36	58
Biological Sciences	34%	24%	42%	105	75	130
Engineering	26%	20%	53%	43	33	87
Letters & Science	32%	23%	45%	178	126	247
Interdivisional/Exploratory	*	*	*	15	8	7
Humanities, Arts, & Cultural Studies	29%	25%	46%	34	29	53
Mathematics & Physical Sciences	25%	31%	44%	24	30	42
Social Sciences	34%	19%	47%	105	59	145
Campus	31%	23%	46%	426	311	619

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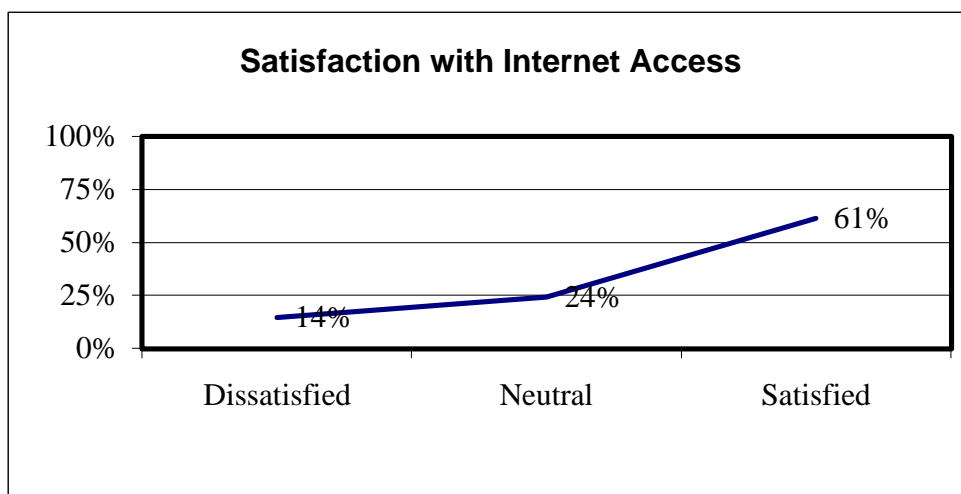
Questionnaire Item:

*What is your level of satisfaction with access to WWW and other Internet resources for research and other academic purposes?*

The majority of UC Davis students are satisfied with Internet resources for research and other academic purposes.

College & Division	Percentages			Frequencies		
	Dissatisfied	Neutral	Satisfied	Dissatisfied	Neutral	Satisfied
Agriculture	15%	21%	64%	43	59	178
Interdivisional/Exploratory	15%	23%	62%	8	12	32
Agricultural Sciences	11%	23%	66%	6	12	35
Environmental Sciences	18%	15%	67%	13	11	48
Human Sciences	16%	23%	61%	16	24	63
Biological Sciences	12%	25%	63%	33	68	174
Engineering	12%	21%	66%	19	33	102
Letters & Science	16%	27%	57%	77	128	272
Interdivisional/Exploratory	*	*	*	3	6	15
Humanities, Arts, & Cultural Studies	14%	32%	54%	14	32	54
Mathematics & Physical Sciences	15%	23%	62%	14	21	56
Social Sciences	18%	26%	56%	46	69	147
Campus	14%	24%	61%	172	289	730

\* Group size too small (<30) to support meaningful percentages.



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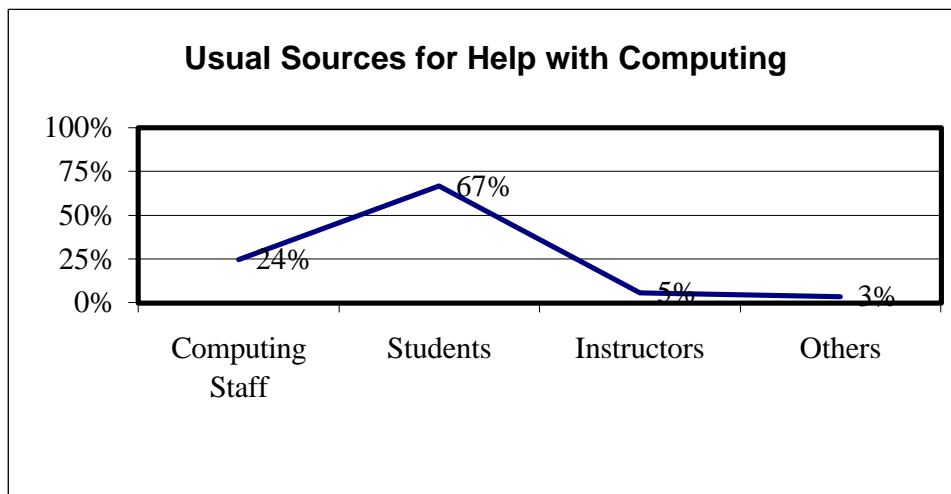
Questionnaire Item:

*When you have questions about computing, who do you usually ask for help? (Multiple responses allowed)*

Campus Computing professionals are often a source of help for students having problems with computing but most turn to fellow students. Instructors are much less frequently a source of help. There are apparently very few (3%) who find help outside the groups of Campus Computing, fellow students, and instructors.

College & Division	Percentages				Frequencies			
	Campus Computing	Fellow Students	Instructors	Others	1	2	3	4
Agriculture	25%	66%	6%	3%	94	250	23	13
Interdivisional/Exploratory	23%	66%	6%	6%	16	47	4	4
Agricultural Sciences	27%	60%	10%	3%	20	44	7	2
Environmental Sciences	22%	67%	5%	5%	20	61	5	5
Human Sciences	26%	68%	5%	1%	38	98	7	2
Biological Sciences	23%	70%	3%	4%	85	254	12	13
Engineering	17%	69%	11%	2%	34	140	23	5
Letters & Science	27%	65%	4%	4%	169	408	28	22
Interdivisional/Exploratory	19%	75%	3%	3%	7	27	1	1
Humanities, Arts, & Cultural Studi	27%	70%	2%	2%	32	83	2	2
Mathematics & Physical Sciences	19%	64%	10%	7%	22	74	11	8
Social Sciences	30%	63%	4%	3%	108	224	14	11
Campus	24%	67%	5%	3%	387	1054	87	54

\* Group size too small (<30) to support meaningful percentages.



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Computers -- Section (IV) of the 1996 Undergraduate Experience Survey

Questionnaire Item:

Knowledge and Use of Resources on Campus.

College & Division	Percentages (Independently Considered)								Frequencies (Independently Considered)								
	IT Labs	Engr. Labs	C.S. Labs	Othr. Dpts.	IT Express	IT Training	1101 Hart	CAIT	1	2	3	4	5	6	7	8	Base
AWARE OF:																	
Agriculture	83%	52%	52%	64%	76%	42%	30%	34%	281	176	176	218	257	143	101	116	338
Interdivisional/Exploratory	79%	53%	56%	51%	68%	37%	32%	38%	54	36	38	35	46	25	22	26	68
Agricultural Sciences	75%	43%	46%	65%	75%	40%	26%	37%	49	28	30	42	49	26	17	24	65
Environmental Sciences	92%	58%	57%	74%	83%	50%	32%	34%	70	44	43	56	63	38	24	26	76
Human Sciences	84%	53%	50%	66%	77%	42%	29%	31%	108	68	65	85	99	54	38	40	129
Biological Sciences	78%	45%	45%	59%	78%	42%	28%	31%	254	147	145	192	252	137	92	100	324
Engineering	82%	96%	80%	69%	73%	47%	27%	39%	141	165	138	118	126	80	47	67	172
Letters & Science	81%	47%	48%	53%	75%	38%	27%	34%	464	272	274	301	427	217	152	195	573
Interdivisional/Exploratory	78%	56%	44%	38%	66%	22%	25%	31%	25	18	14	12	21	7	8	10	32
Humanities, Arts, & Cultural Studies	74%	44%	43%	50%	71%	33%	21%	30%	88	52	51	59	85	39	25	36	119
Mathematics & Physical Sciences	85%	69%	65%	63%	74%	39%	28%	36%	86	70	66	64	75	39	28	36	101
Social Sciences	83%	41%	45%	52%	77%	41%	28%	35%	265	132	143	166	246	132	91	113	321
Campus	81%	54%	52%	59%	75%	41%	28%	34%	1145	761	734	832	1066	579	394	479	1412

Computers -- Section (IV) of the 1996 Undergraduate Experience Survey

Questionnaire Item:

Knowledge and Use of Resources on Campus.

College & Division	Percentages (Independently Considered)								Frequencies (Independently Considered)								
	IT Labs	Engr. Labs	C.S. Labs	Othr. Dpts.	IT Express	IT Training	1101 Hart	CAIT	1	2	3	4	5	6	7	8	Base
USED:																	
Agriculture	60%	6%	16%	34%	44%	2%	9%	8%	203	19	54	114	148	8	31	28	338
Interdivisional/Exploratory	57%	7%	16%	22%	43%	1%	9%	10%	39	5	11	15	29	1	6	7	68
Agricultural Sciences	54%	3%	15%	35%	46%	3%	9%	9%	35	2	10	23	30	2	6	6	65
Environmental Sciences	70%	9%	26%	39%	43%	3%	12%	9%	53	7	20	30	33	2	9	7	76
Human Sciences	59%	4%	10%	36%	43%	2%	8%	6%	76	5	13	46	56	3	10	8	129
Biological Sciences	53%	7%	13%	31%	47%	3%	11%	9%	173	23	41	99	152	9	35	29	324
Engineering	51%	90%	44%	35%	33%	2%	5%	9%	88	155	76	61	57	4	8	16	172
Letters & Science	56%	10%	16%	26%	42%	2%	7%	10%	323	57	92	148	242	14	42	58	573
Interdivisional/Exploratory	50%	16%	13%	13%	34%	3%	13%	9%	16	5	4	4	11	1	4	3	32
Humanities, Arts, & Cultural Studi	50%	4%	8%	24%	39%	1%	8%	13%	60	5	10	28	47	1	9	16	119
Mathematics & Physical Sciences	60%	27%	40%	34%	40%	4%	6%	9%	61	27	40	34	40	4	6	9	101
Social Sciences	58%	6%	12%	26%	45%	2%	7%	9%	186	20	38	82	144	8	23	30	321
Campus	56%	18%	19%	30%	43%	2%	8%	9%	791	254	263	425	603	35	117	131	1412

\* Group size too small (<30) to support meaningful percentages.

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