



Student Voices: Research and Information Technology

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Student Affairs Research and Information



Davis Quality of Educational Experiences Questionnaire (QE2Q)

The results reported here are from research engagement and information technology in instruction items derived from the spring, 2001 administration of Davis QE2Q, a general survey addressing issues pertinent to the undergraduate student experience. This survey was administered as a census survey of the undergraduate population, and 9,998 of 18,796 undergraduates replied (53%). The survey used e-mail contact and web-based collection exclusively. Information about the survey, including survey items, is available at <http://www.sariweb.ucdavis.edu>.

Involvement in Research, Creative and Independent Academic Activities

Five items from the undergraduate survey asked students about the frequency with which they (1) carried out independent research or creative projects for class, (2) developed professional skills through clinical, field work or internship experience, (3) demonstrated artistic skills in public, (4) presented research, and (5) pursued additional reading or practice beyond that assigned in courses. From responses to the first item it was clear most students had carried out independent research and that this activity was more common for upper classmen. Males and females participated at equal rates, as did student who began as freshmen or transfers. Involvement in clinical experiences, fieldwork or internships was clearly and positively associated with increasing class level, being much more common for seniors and uncommon for freshmen. An unexpected result was that students who began as freshmen at UC Davis were more likely to engage in these activities than students matriculating as transfer students. This pattern was recurrent and may be spurious, as transfer students were not uniformly distributed over majors, or might reflect greater knowledge of opportunities by native students. The third item targeted public demonstration of artistic skills or products and was not surprisingly much more common for majors in Humanities,

Arts and Cultural Studies (HArCS). Overall, nearly 3-in-4 students never publicly displayed the results of artistic activities. Presenting research at a seminar, colloquia or conference was an uncommon experience for all levels of all dimensions examined. Only about 1-in-10 undergraduate students ever present research in these venues. Student responses to the next item were striking. Two-thirds of Davis undergraduates independently went beyond course assignments by pursuing additional reading or practice. This was clear evidence that students were becoming self-motivated scholars and, while it was fairly common at all class levels, it was more common after the freshman year.

A sixth item asked students to reflect upon the contribution that experiences with research had had on their education. More specifically, they were asked whether they agreed that those experiences had been a valuable part of their education. Student opinion was not clearly supportive but was clearly, not negative. A full 44% of all students neither agreed nor disagreed with the statement. Agreement was somewhat stronger for Agriculture Science students and students in Environmental Science and Biological Science. There was little variance by race or ethnicity but females and seniors were more likely to agree that experiences with research had been a valuable part of their education.

Student Uses of Information Technology

Items in the second section of this report focused on students' academic uses of information technology and the results collectively described a computer literate student body using computers frequently and for a variety of disciplinary appropriate tasks. The survey asked students about six computer applications: electronic communication supporting coursework, use of the World Wide Web to find information for coursework; and using the computer as a tool to prepare a report or paper, to produce visual displays of information, to do analysis, and to perform specialized applications appropriate to their field of study. In nearly all cases, the

majority of students reported that they employed computers as tools for general applications often or very often.

The most common application was report or paper preparation with three-quarters doing so very often and less than 1% marking never. The next most common application was to use the WWW as an information resource. About one-half used the WWW as a coursework resource very often and 31% more did so often. Only 3% of students never used the Internet as an information resource. The third most common application was as a communication aid with nearly three-quarters using it often or very often. It is noteworthy that there was very little difference across the demographic factors studied on these items except for a slight but consistent increase in IT use among seniors. Variation by major was more common and confirmed general opinion. HArCS students were least likely to use computers to produce visual displays of information (e.g., charts, graphs) or to analyze data and Engineering students were more likely to use applications specialized to their field of study.

Instructional Uses of Information Technology

There were five items that addressed the use of computers and IT applications to provide or support the delivery of instruction. The survey found students to be well satisfied with both the amount of computer use in teaching and the amount of time they spent using computers. Students were also open-minded about exclusively on-line courses but the opinions of those who had taken on-line courses were split, with about half rating a traditional class as better and half stating that on-line course were equivalent or better.

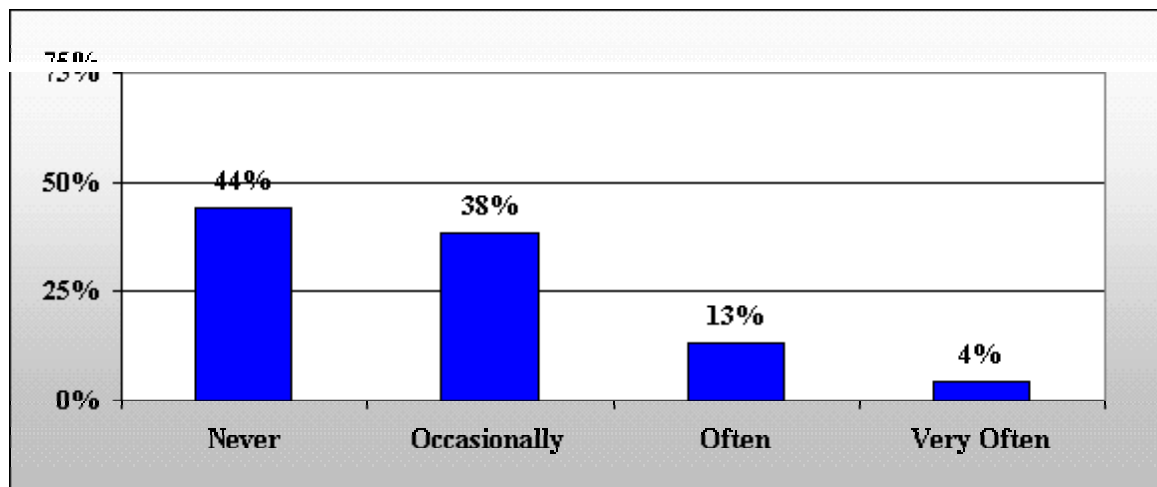
On average, students agreed that classes using computers for more than simple tasks did significantly improve instruction. Engineering students and seniors led and HArCS students were least in agreement. The second item in this section asked about the amount of IT use in instruction. In response to this question the overwhelming majority (76%) said that it was about right. Notably, only 3% said that instructors were using computers too much. A much larger group (21%) wanted to see more. Unlike those items that asked about specific IT applications, this general item found little to no variation by major, class level, sex, or origin (transfer or not). The third item in the series asked students whether they would enroll in a course that was on-line and had no regular class meetings and responses produced a very flat distribution. Some 28% were negative, 39% were positive and 34% said maybe or did not know what they would do. Only one-in-ten students were definitely opposed and there were 16% who were definitely inclined to enroll in an exclusively on-line course. The last item in this section asked students with experience in UC Davis on-line courses whether they were better than, equivalent to, or worse than traditional courses. Only 16% claimed experience and their responses were tallied. Of these 16% with on-line course experience, 46% said that the traditional class was better, 33% thought that the two types were equivalent, and 21% reported that the on-line course was better.

Data Tables Describing Responses

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Independent Research or Produced Creative Project for Class	3
Participated in Activities that Developed Professional Skills	4
Demonstrated Artistic Skills or Products in a Public Performance	5
Presented Research at a Seminar, Colloquia or Conference	6
Pursued Independent Reading Beyond That Assigned	7
Value of Experiences with Research	8
Used Electronic Medium to Communicate for Class	9
Used a Computer to Prepare Reports or Papers	10
Searched the World Wide Web for Information Related to a Course	11
Used a Computer to Produce Visual Displays of Information	12
Used a Computer to Analyze Data	13
Used Computer Application Specialized to Field of Study	14
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Carried out an Independent Research or Creative Project for Class

		%	N		
4	Very Often	4%	85	Mean =	1.78
3	Often	13%	249		
2	Occasionally	38%	727		
1	Never	44%	834	N =	1,895

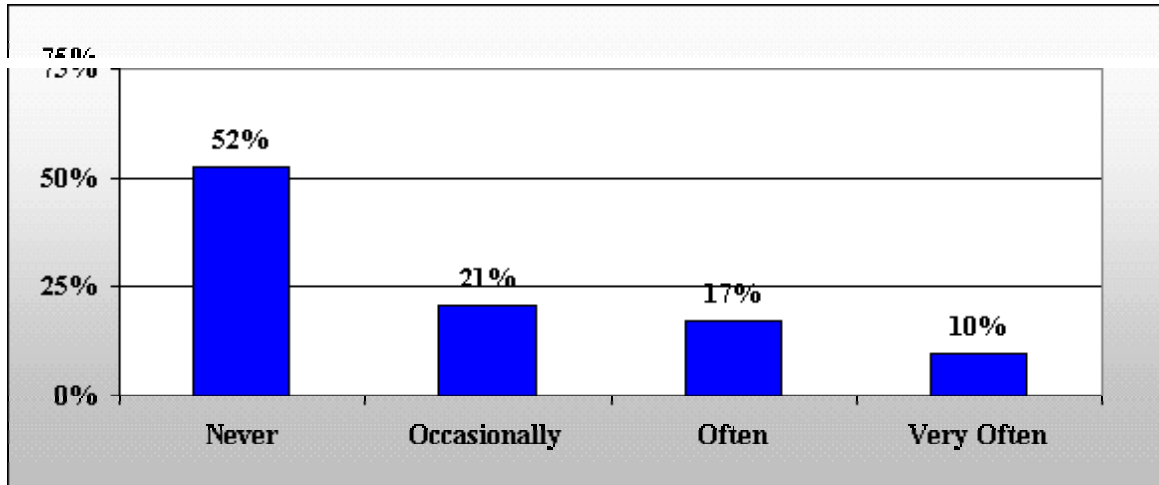


College / Division	Mean	N
A&ES -- Agricultural Science	2.0	164
A&ES -- Environmental Science	1.9	39
A&ES -- Exploratory	1.7	81
A&ES -- Human Sciences	1.8	203
Biological Science	1.7	416
Engineering	1.6	252
L&S -- Humanities, Arts & Cultural Studies (HArCS)	2.0	170
L&S -- Mathematics & Physical Sciences (M&PS)	1.6	110
L&S -- Social Sciences	1.9	458

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	1.8	45	Freshman	1.6	378
American Indian	2.1	18	Sophomore	1.6	398
Chinese American	1.6	311	Junior	1.8	479
East Indian / Pakistani	1.7	54	Senior	2.0	640
Filipino	1.8	80	Sex		
Japanese American	1.9	43	Female	1.8	1,104
Korean American	1.7	41	Male	1.8	791
Other Asian	2.0	45	Origin (Juniors & Seniors)		
Pacific Islander	1.7	26	Native	1.9	805
Vietnamese	1.9	81	Transfer	1.9	367
Latino	1.9	47			
Chicano / Mex. American	1.8	111			
White	1.8	864			

Developed Professional Skills Through Clinical, Field Work or Internship Experience

	%	N	
4 Very Often	10%	184	Mean = 1.84
3 Often	17%	327	
2 Occasionally	21%	392	
1 Never	52%	992	N = 1,895

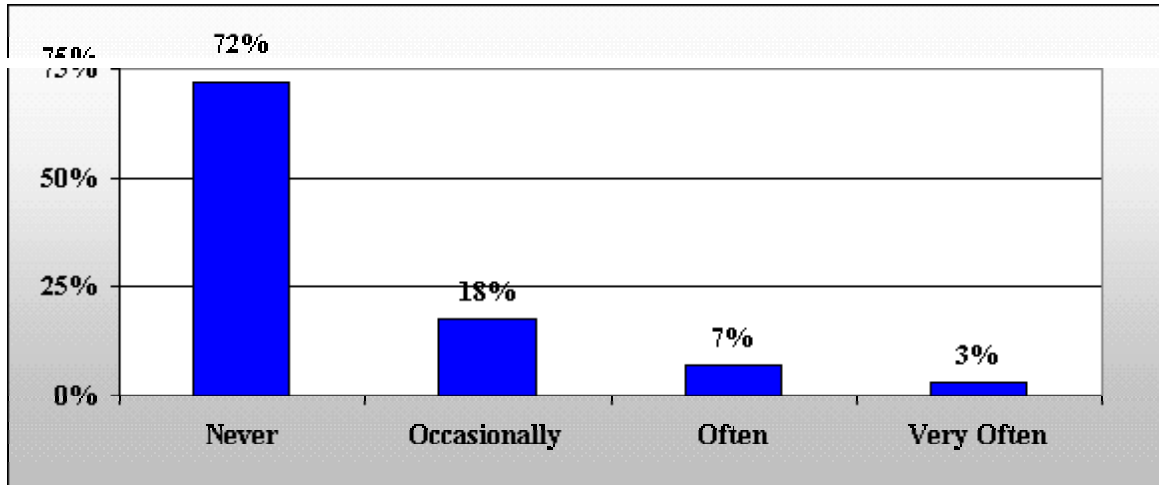


College / Division	Mean	N
A&ES -- Agricultural Science	2.2	163
A&ES -- Environmental Science	2.1	39
A&ES -- Exploratory	1.3	83
A&ES -- Human Sciences	2.1	206
Biological Science	2.1	419
Engineering	1.5	251
L&S -- Humanities, Arts & Cultural Studies (HArCS)	1.7	166
L&S -- Mathematics & Physical Sciences (M&PS)	1.5	109
L&S -- Social Sciences	1.8	457

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	1.8	44	Freshman	1.3	378
American Indian	1.8	17	Sophomore	1.6	391
Chinese American	1.8	309	Junior	1.8	487
East Indian / Pakistani	2.1	55	Senior	2.3	639
Filipino	2.0	77	Sex		
Japanese American	1.8	43	Female	1.9	1,107
Korean American	2.0	41	Male	1.7	788
Other Asian	1.8	44	Origin (Juniors & Seniors)		
Pacific Islander	1.9	27	Native	2.2	813
Vietnamese	1.8	82	Transfer	1.9	365
Latino	1.9	47			
Chicano / Mex. American	1.9	113			
White	1.8	865			

Demonstrated Artistic Skills or Products in a Public Performance or Exhibit

	%	N		
4 Very Often	3%	60	Mean =	1.41
3 Often	7%	129		
2 Occasionally	18%	335		
1 Never	72%	1,354	N =	1,878

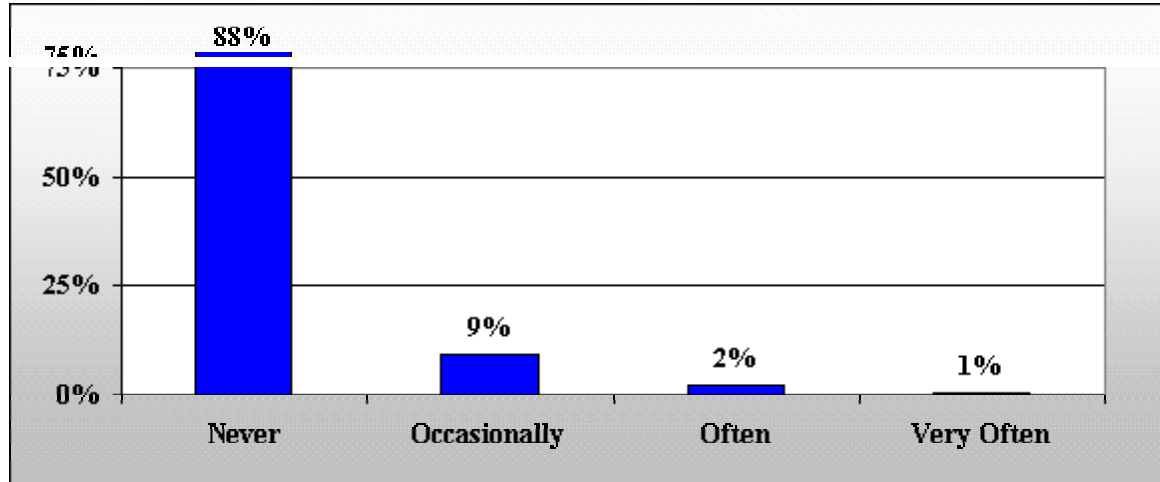


College / Division	Mean	N
A&ES -- Agricultural Science	1.3	163
A&ES -- Environmental Science	1.4	38
A&ES -- Exploratory	1.5	82
A&ES -- Human Sciences	1.4	198
Biological Science	1.4	416
Engineering	1.4	246
L&S -- Humanities, Arts & Cultural Studies (HArCS)	1.7	168
L&S -- Mathematics & Physical Sciences (M&PS)	1.4	110
L&S -- Social Sciences	1.4	455

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	1.3	44	Freshman	1.4	372
American Indian	1.7	18	Sophomore	1.4	396
Chinese American	1.4	306	Junior	1.4	478
East Indian / Pakistani	1.8	55	Senior	1.5	632
Filipino	1.6	80	Sex		
Japanese American	1.6	41	Female	1.4	1,100
Korean American	1.2	39	Male	1.4	778
Other Asian	1.5	42	Origin (Juniors & Seniors)		
Pacific Islander	1.3	26	Native	1.5	804
Vietnamese	1.5	82	Transfer	1.3	359
Latino	1.5	46			
Chicano / Mex. American	1.4	113			
White	1.4	856			

Presented research at a seminar, colloquia or conference

		%	N		
4	Very Often	1%	10	Mean =	1.15
3	Often	2%	39		
2	Occasionally	9%	173		
1	Never	88%	1,644	N =	1,866

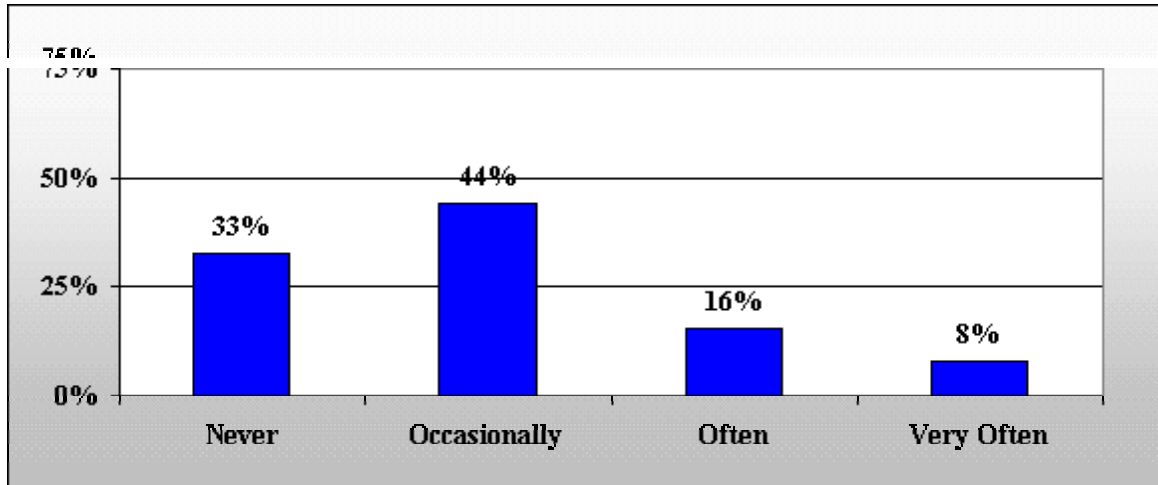


College / Division	Mean	N
A&ES -- Agricultural Science	1.2	163
A&ES -- Environmental Science	1.1	36
A&ES -- Exploratory	1.1	79
A&ES -- Human Sciences	1.1	200
Biological Science	1.2	409
Engineering	1.1	247
L&S -- Humanities, Arts & Cultural Studies (HArCS)	1.2	163
L&S -- Mathematics & Physical Sciences (M&PS)	1.2	109
L&S -- Social Sciences	1.2	458

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	1.1	45	Freshman	1.1	371
American Indian	1.1	17	Sophomore	1.1	391
Chinese American	1.1	304	Junior	1.1	476
East Indian / Pakistani	1.2	54	Senior	1.2	628
Filipino	1.2	80	Sex		
Japanese American	1.2	41	Female	1.1	1,091
Korean American	1.3	40	Male	1.2	775
Other Asian	1.3	42	Origin (Juniors & Seniors)		
Pacific Islander	1.3	25	Native	1.2	799
Vietnamese	1.2	79	Transfer	1.1	358
Latino	1.2	44			
Chicano / Mex. American	1.2	111			
White	1.1	855			

Pursued Independent Reading or Practice Beyond That Assigned in Courses

	%	N	
4 Very Often	8%	147	Mean = 1.99
3 Often	16%	294	
2 Occasionally	44%	833	
1 Never	33%	614	N = 1,888

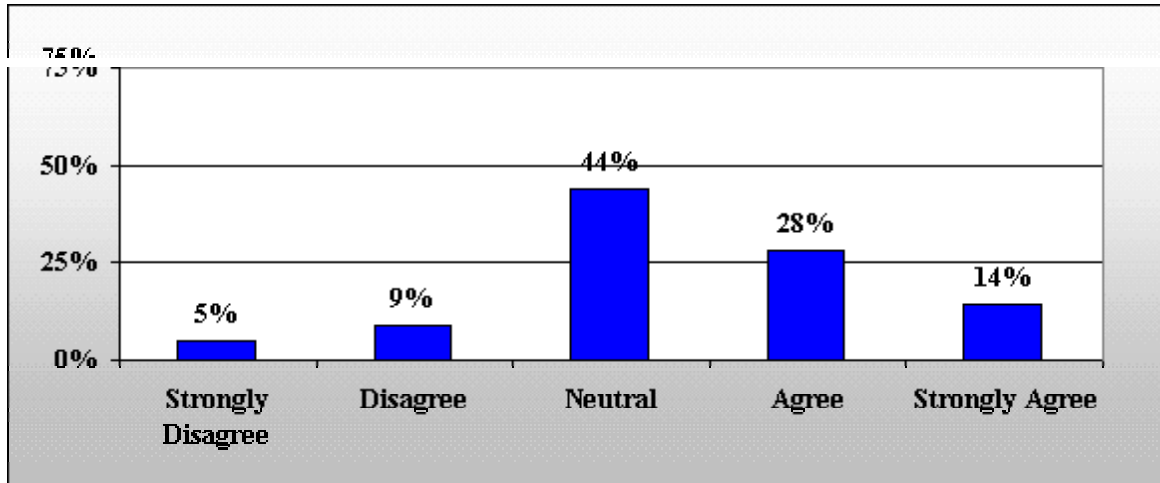


College / Division	Mean	N
A&ES -- Agricultural Science	2.0	163
A&ES -- Environmental Science	2.0	39
A&ES -- Exploratory	1.9	80
A&ES -- Human Sciences	1.9	204
Biological Science	1.9	412
Engineering	1.9	249
L&S -- Humanities, Arts & Cultural Studies (HArCS)	2.2	167
L&S -- Mathematics & Physical Sciences (M&PS)	2.1	111
L&S -- Social Sciences	2.1	461

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	2.2	45	Freshman	1.8	375
American Indian	2.1	18	Sophomore	2.0	394
Chinese American	1.7	303	Junior	2.0	484
East Indian / Pakistani	2.0	55	Senior	2.1	635
Filipino	1.8	80	Sex		
Japanese American	1.9	43	Female	2.0	1,107
Korean American	1.8	40	Male	2.0	781
Other Asian	2.0	44	Origin (Juniors & Seniors)		
Pacific Islander	1.5	26	Native	2.0	808
Vietnamese	1.9	80	Transfer	2.1	364
Latino	2.2	46			
Chicano / Mex. American	1.9	113			
White	2.1	867			

Experiences with Research Have Been a Valuable Part of my Education At UC Davis

	%	N		
5 Strongly Agree	14%	224	Mean =	3.38
4 Agree	28%	440		
3 Neutral	44%	694		
2 Disagree	9%	141		
1 Strongly Disagree	5%	76	N =	1,575

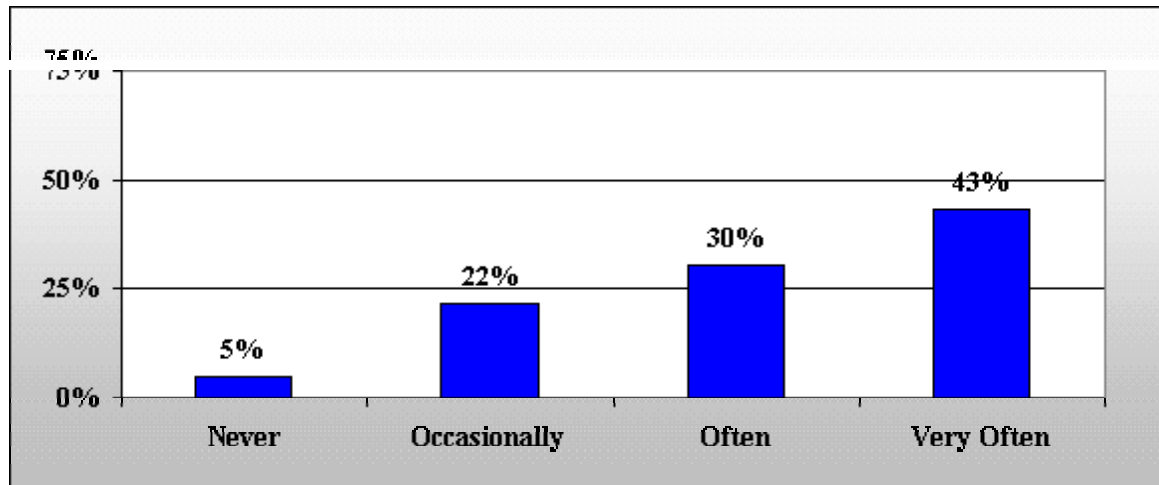


College / Division	Mean	N
A&ES -- Agricultural Science	3.7	135
A&ES -- Environmental Science	3.5	36
A&ES -- Exploratory	3.2	66
A&ES -- Human Sciences	3.2	164
Biological Science	3.5	349
Engineering	3.2	181
L&S -- Humanities, Arts & Cultural Studies (HArCS)	3.4	145
L&S -- Mathematics & Physical Sciences (M&PS)	3.3	90
L&S -- Social Sciences	3.3	406

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	3.3	36	Freshman	3.3	294
American Indian	3.4	17	Sophomore	3.3	339
Chinese American	3.3	237	Junior	3.4	375
East Indian / Pakistani	3.3	40	Senior	3.5	567
Filipino	3.5	75	Sex		
Japanese American	3.4	31	Female	3.5	954
Korean American	3.5	29	Male	3.2	621
Other Asian	3.5	49	Origin (Juniors & Seniors)		
Pacific Islander	3.4	20	Native	3.4	680
Vietnamese	3.5	67	Transfer	3.5	304
Latino	3.2	42			
Chicano / Mex. American	3.4	117			
White	3.4	706			

Used an Electronic Medium to Communicate for Class

		%	N		
4	Very Often	43%	830	Mean =	3.12
3	Often	30%	586		
2	Occasionally	22%	414		
1	Never	5%	92	N =	1,922

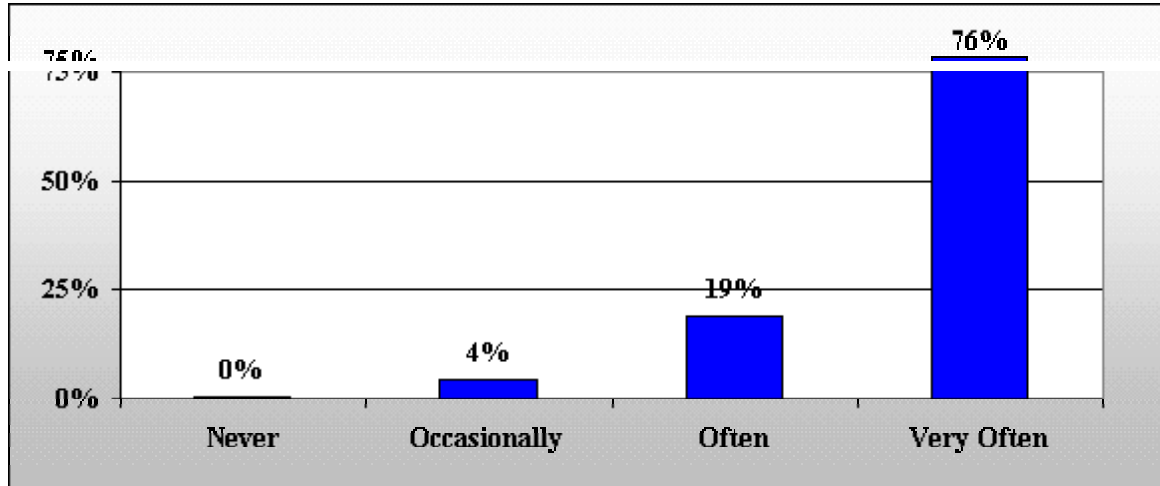


College / Division	Mean	N
A&ES -- Agricultural Science	3.2	166
A&ES -- Environmental Science	3.3	39
A&ES -- Exploratory	3.1	82
A&ES -- Human Sciences	3.2	208
Biological Science	3.1	420
Engineering	3.2	256
L&S -- Humanities, Arts & Cultural Studies (HArCS)	3.1	171
L&S -- Mathematics & Physical Sciences (M&PS)	3.0	111
L&S -- Social Sciences	3.1	467

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	3.1	45	Freshman	3.0	384
American Indian	2.6	18	Sophomore	3.1	404
Chinese American	3.1	316	Junior	3.1	492
East Indian / Pakistani	3.2	56	Senior	3.3	642
Filipino	3.4	80	Sex		
Japanese American	3.2	44	Female	3.2	1,123
Korean American	2.9	41	Male	3.1	799
Other Asian	3.2	45	Origin (Juniors & Seniors)		
Pacific Islander	2.9	26	Native	3.2	816
Vietnamese	3.1	83	Transfer	3.1	371
Latino	3.2	47			
Chicano / Mex. American	3.1	114			
White	3.1	874			

Used a Computer to Prepare Reports or Papers

	%	N		
4 Very Often	76%	1,453	Mean =	3.71
3 Often	19%	365		
2 Occasionally	4%	86		
1 Never	0%	8	N =	1,912

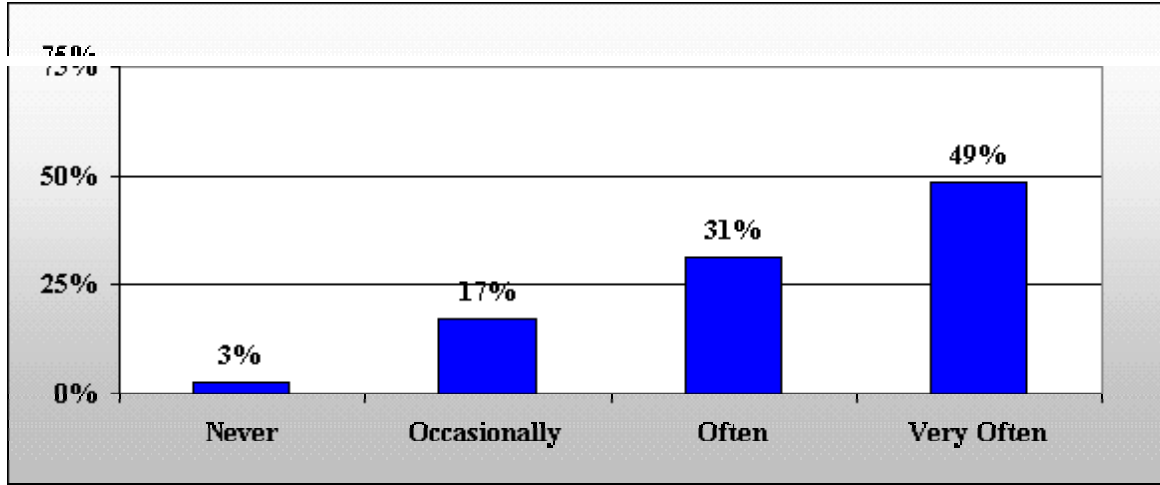


College / Division	Mean	N
A&ES -- Agricultural Science	3.7	166
A&ES -- Environmental Science	3.9	39
A&ES -- Exploratory	3.8	83
A&ES -- Human Sciences	3.7	204
Biological Science	3.6	418
Engineering	3.6	254
L&S -- Humanities, Arts & Cultural Studies (HArCS)	3.7	172
L&S -- Mathematics & Physical Sciences (M&PS)	3.6	111
L&S -- Social Sciences	3.8	463

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	3.7	46	Freshman	3.7	385
American Indian	3.6	17	Sophomore	3.7	398
Chinese American	3.6	313	Junior	3.7	491
East Indian / Pakistani	3.6	55	Senior	3.8	638
Filipino	3.8	80	Sex		
Japanese American	3.7	44	Female	3.8	1,118
Korean American	3.5	41	Male	3.7	794
Other Asian	3.7	45	Origin (Juniors & Seniors)		
Pacific Islander	3.7	27	Native	3.8	808
Vietnamese	3.6	80	Transfer	3.6	371
Latino	3.9	47			
Chicano / Mex. American	3.8	113			
White	3.7	870			

Searched the World Wide Web for Information Related to a Course

		%	N		
4	Very Often	49%	930	Mean =	3.26
3	Often	31%	602		
2	Occasionally	17%	333		
1	Never	3%	52	N =	1,917

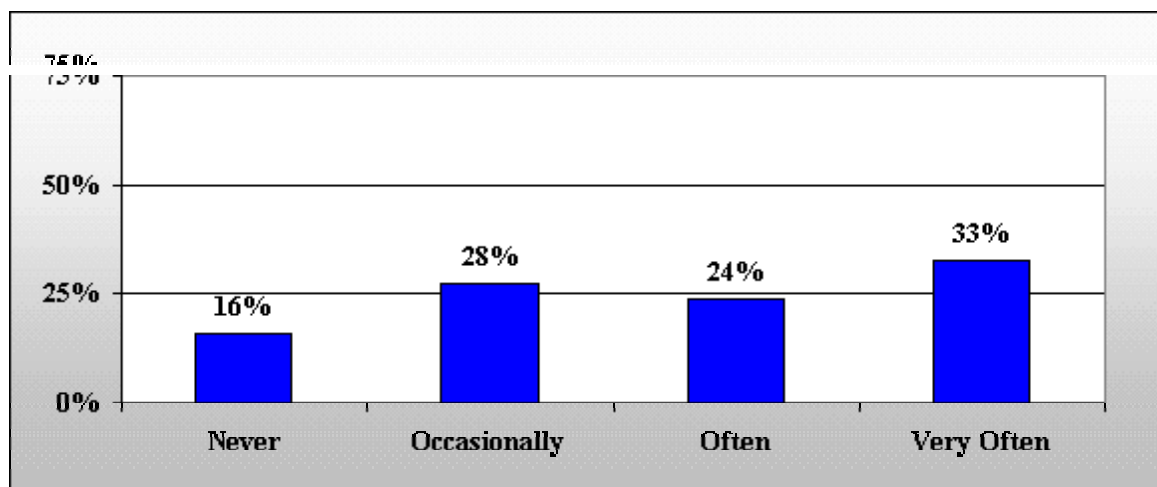


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L&S -- Humanities, Arts & Cultural Studies (HArCS)	3.2	171
L&S -- Mathematics & Physical Sciences (M&PS)	3.1	110
L&S -- Social Sciences	3.3	467

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	3.4	46	Freshman	3.2	385
American Indian	3.2	18	Sophomore	3.2	401
Chinese American	3.2	312	Junior	3.2	493
East Indian / Pakistani	3.1	56	Senior	3.4	638
Filipino	3.5	78	Sex		
Japanese American	3.3	44	Female	3.3	1,122
Korean American	3.1	41	Male	3.2	795
Other Asian	3.3	45	Origin (Juniors & Seniors)		
Pacific Islander	3.0	27	Native	3.3	812
Vietnamese	3.1	83	Transfer	3.2	372
Latino	3.5	46			
Chicano / Mex. American	3.2	115			
White	3.3	873			

Used a Computer to Produce Visual Displays of Information

		%	N		
4	Very Often	33%	625	Mean =	2.73
3	Often	24%	455		
2	Occasionally	28%	527		
1	Never	16%	305	N =	1,912

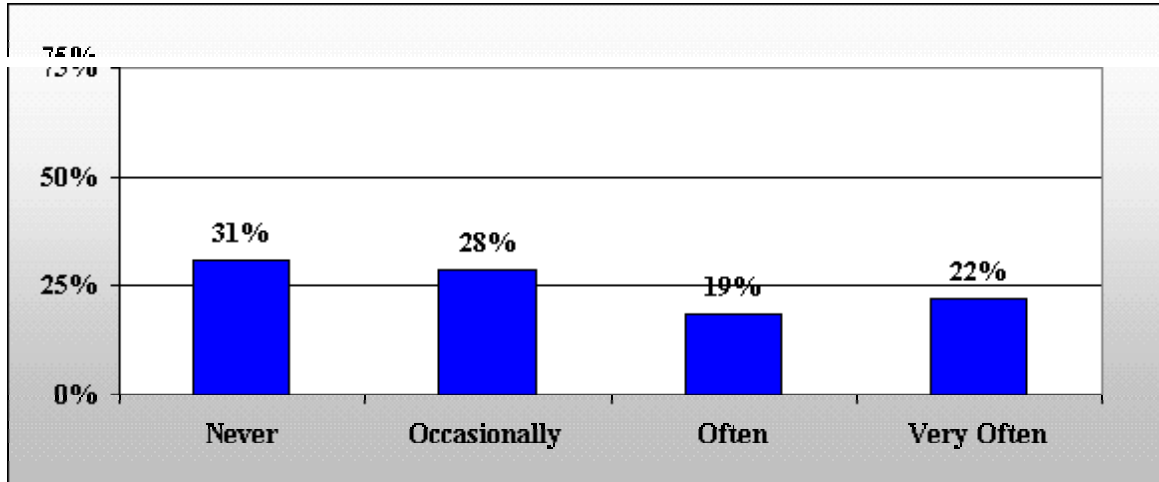


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L&S -- Social Sciences	2.5	465

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	2.6	46	Freshman	2.6	379
American Indian	2.7	18	Sophomore	2.6	403
Chinese American	2.8	314	Junior	2.7	490
East Indian / Pakistani	2.8	55	Senior	3.0	640
Filipino	3.1	80	Sex		
Japanese American	3.0	44	Female	2.7	1,114
Korean American	2.7	41	Male	2.8	798
Other Asian	2.8	45	Origin (Juniors & Seniors)		
Pacific Islander	3.0	27	Native	2.9	812
Vietnamese	2.8	81	Transfer	2.6	371
Latino	2.9	46			
Chicano / Mex. American	2.6	115			
White	2.6	869			

Used a Computer to Analyze Data

	%	N	
4 Very Often	22%	415	Mean = 2.32
3 Often	19%	352	
2 Occasionally	28%	539	
1 Never	31%	586	N = 1,892

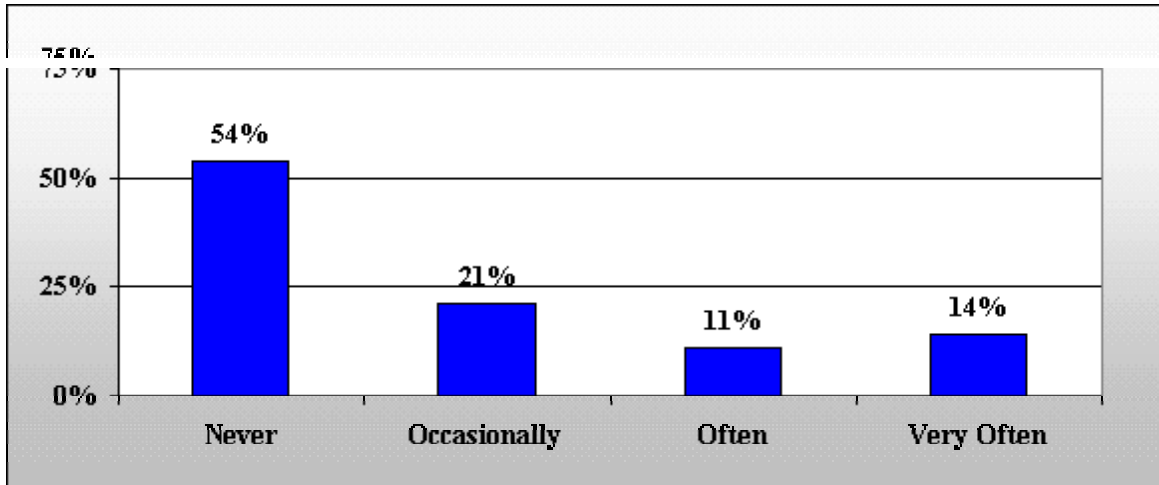


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L&S -- Social Sciences	1.9	460

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	2.3	45	Freshman	2.0	370
American Indian	2.2	17	Sophomore	2.2	402
Chinese American	2.5	315	Junior	2.3	486
East Indian / Pakistani	2.5	53	Senior	2.6	634
Filipino	2.6	79	Sex		
Japanese American	2.1	43	Female	2.2	1,106
Korean American	2.2	41	Male	2.5	786
Other Asian	2.5	44	Origin (Juniors & Seniors)		
Pacific Islander	2.5	27	Native	2.6	807
Vietnamese	2.5	79	Transfer	2.2	366
Latino	2.5	46			
Chicano / Mex. American	2.2	113			
White	2.2	863			

Used Computer Applications Specialized to Your Field of Study

	%	N		
4 Very Often	14%	261	Mean =	1.85
3 Often	11%	205		
2 Occasionally	21%	398		
1 Never	54%	1,005	N =	1,869

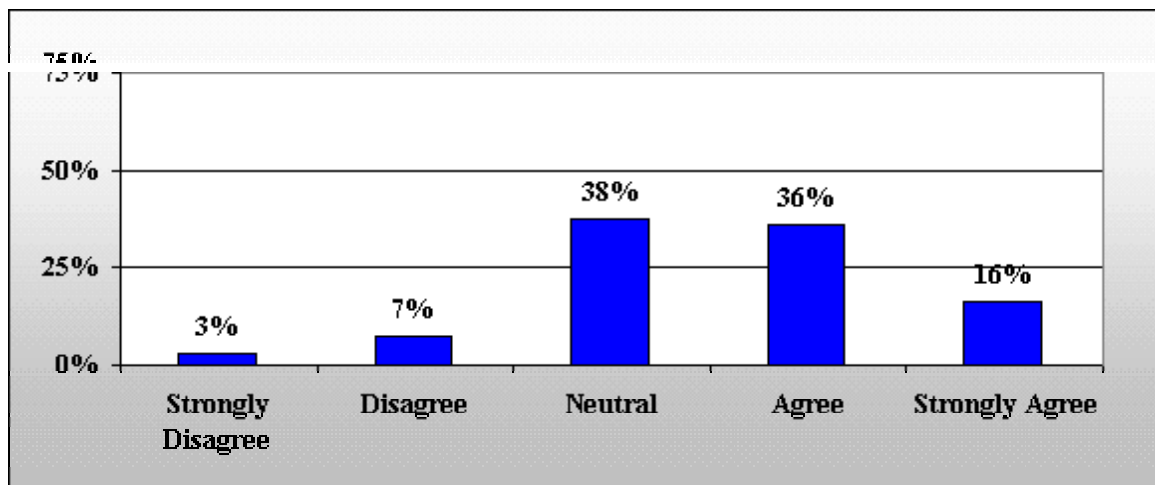


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Engineering	3.0	255
L&S -- Humanities, Arts & Cultural Studies (HArCS)	1.5	163
L&S -- Mathematics & Physical Sciences (M&PS)	2.2	108
L&S -- Social Sciences	1.5	452

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	1.6	43	Freshman	1.7	361
American Indian	1.8	18	Sophomore	1.6	394
Chinese American	2.1	308	Junior	1.8	483
East Indian / Pakistani	2.1	55	Senior	2.1	631
Filipino	1.8	77	Sex		
Japanese American	1.8	43	Female	1.6	1,085
Korean American	1.7	40	Male	2.2	784
Other Asian	2.1	44	Origin (Juniors & Seniors)		
Pacific Islander	1.9	27	Native	2.0	804
Vietnamese	1.9	79	Transfer	1.9	362
Latino	1.9	45			
Chicano / Mex. American	1.7	112			
White	1.8	850			

In Classes Where Computers Were Used for More Than Simple Tasks Like Email, The Use of Computers Significantly Improved Instruction

	%	N		
5 Strongly Agree	16%	280	Mean =	3.55
4 Agree	36%	623		
3 Neutral	38%	653		
2 Disagree	7%	126		
1 Strongly Disagree	3%	51	N =	1,733

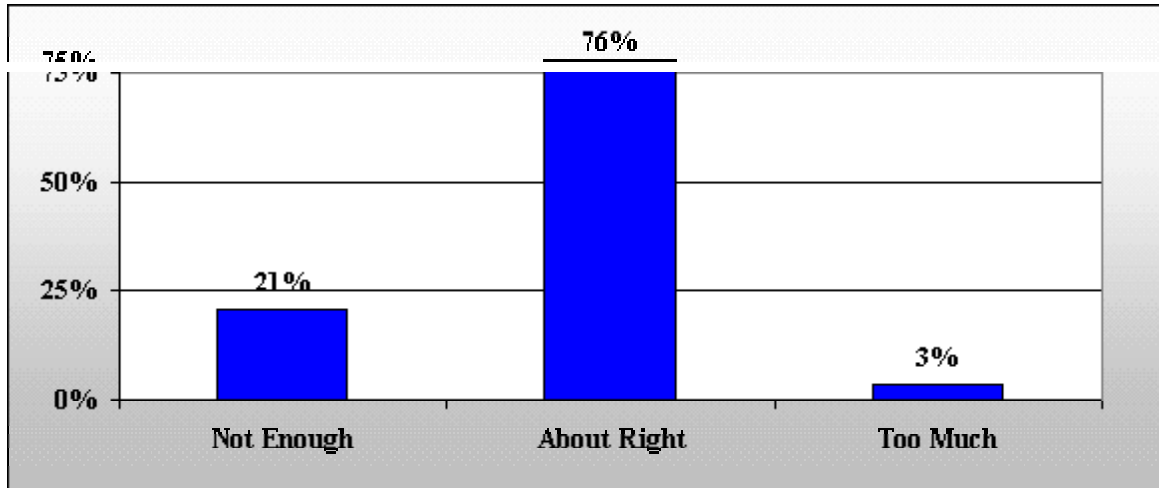


College / Division	Mean	N
A&ES -- Agricultural Science	3.5	149
A&ES -- Environmental Science	3.5	37
A&ES -- Exploratory	3.6	76
A&ES -- Human Sciences	3.8	182
Biological Science	3.5	367
Engineering	3.9	253
L&S -- Humanities, Arts & Cultural Studies (HArCS)	3.2	144
L&S -- Mathematics & Physical Sciences (M&PS)	3.5	105
L&S -- Social Sciences	3.5	419

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	3.6	38	Freshman	3.5	341
American Indian	3.4	16	Sophomore	3.5	349
Chinese American	3.7	296	Junior	3.5	443
East Indian / Pakistani	3.7	55	Senior	3.7	600
Filipino	3.7	78	Sex		
Japanese American	3.5	42	Female	3.5	987
Korean American	3.7	36	Male	3.6	746
Other Asian	3.9	40	Origin (Juniors & Seniors)		
Pacific Islander	3.5	26	Native	3.6	756
Vietnamese	3.5	76	Transfer	3.5	335
Latino	3.5	43			
Chicano / Mex. American	3.2	93			
White	3.5	776			

Amount of Instructors' Use of Computers for Teaching

	%	N		
3 Too Much	3%	63	Mean =	1.82
2 About Right	76%	1,402		
1 Not Enough	21%	388		
			N =	1,853

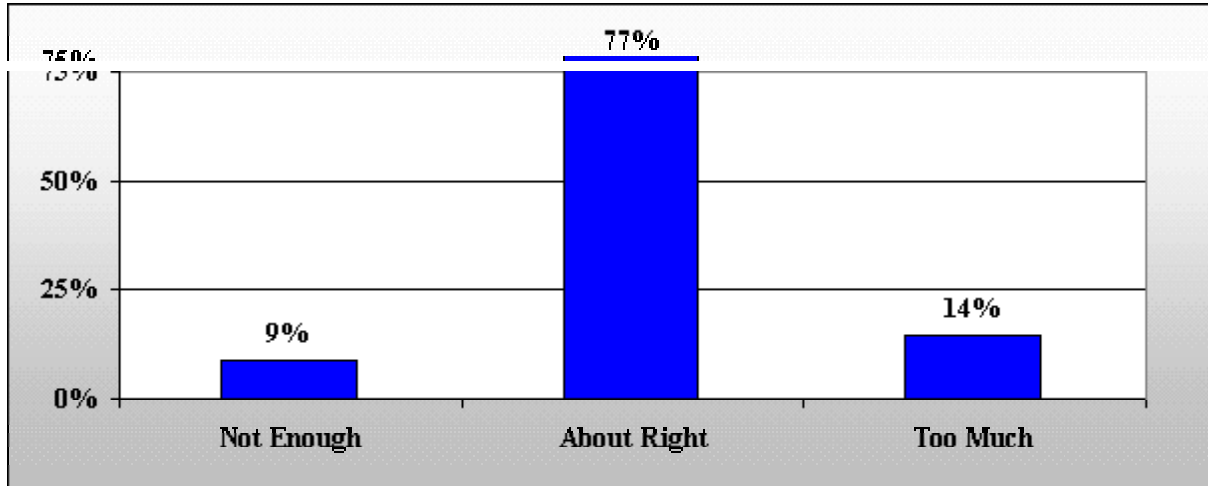


College / Division	Mean	N
A&ES -- Agricultural Science	1.9	157
A&ES -- Environmental Science	1.9	44
A&ES -- Exploratory	1.8	80
A&ES -- Human Sciences	1.8	193
Biological Science	1.9	411
Engineering	1.8	232
L&S -- Humanities, Arts & Cultural Studies (HArCS)	1.9	169
L&S -- Mathematics & Physical Sciences (M&PS)	1.9	113
L&S -- Social Sciences	1.8	451

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	2.0	39	Freshman	1.8	357
American Indian	1.7	19	Sophomore	1.8	408
Chinese American	1.8	275	Junior	1.8	449
East Indian / Pakistani	1.8	46	Senior	1.8	639
Filipino	1.8	82	Sex		
Japanese American	1.8	37	Female	1.9	1,142
Korean American	1.7	33	Male	1.8	711
Other Asian	1.8	56	Origin (Juniors & Seniors)		
Pacific Islander	1.9	27	Native	1.8	771
Vietnamese	1.8	78	Transfer	1.9	369
Latino	1.8	46			
Chicano / Mex. American	1.8	131			
White	1.9	849			

Amount of Your Computer Use at UC Davis

	%	N		
3 Too Much	14%	271	Mean =	2.06
2 About Right	77%	1,444		
1 Not Enough	9%	165	N =	1,880

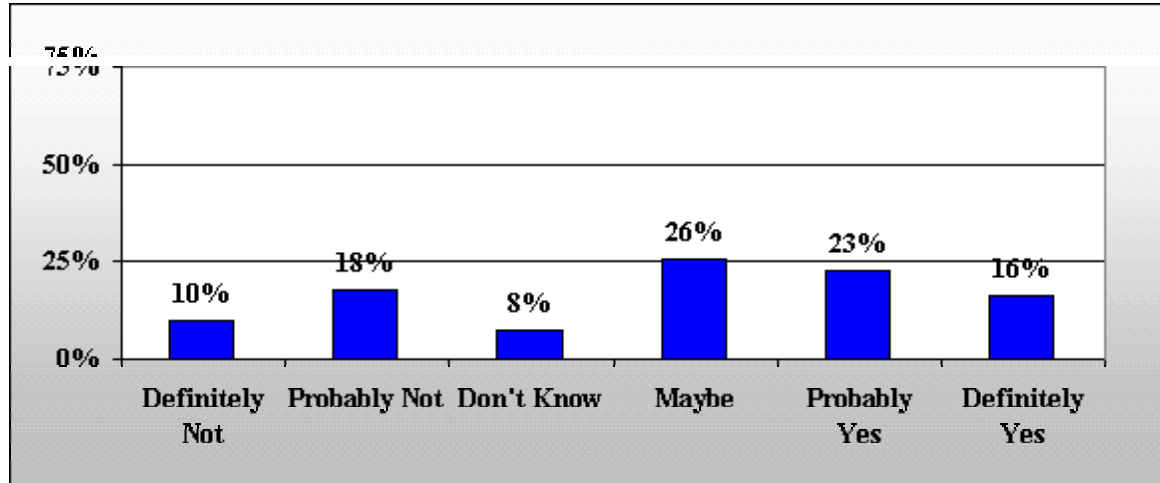


College / Division	Mean	N
A&ES -- Agricultural Science	2.1	155
A&ES -- Environmental Science	2.1	45
A&ES -- Exploratory	2.2	79
A&ES -- Human Sciences	2.0	197
Biological Science	2.1	421
Engineering	2.1	233
L&S -- Humanities, Arts & Cultural Studies (HArCS)	2.1	170
L&S -- Mathematics & Physical Sciences (M&PS)	2.1	113
L&S -- Social Sciences	2.0	464

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	2.1	42	Freshman	2.2	356
American Indian	2.0	20	Sophomore	2.0	415
Chinese American	2.0	276	Junior	2.0	464
East Indian / Pakistani	2.0	47	Senior	2.0	645
Filipino	2.2	83	Sex		
Japanese American	2.1	39	Female	2.1	1,163
Korean American	2.1	36	Male	2.0	717
Other Asian	2.2	55	Origin (Juniors & Seniors)		
Pacific Islander	2.0	27	Native	2.0	785
Vietnamese	2.1	76	Transfer	2.0	377
Latino	2.0	48			
Chicano / Mex. American	2.1	132			
White	2.1	861			

Would You Enroll in a UCD On-line Course with No Regular Class Meetings?

		%	N	
1	Definitely Yes	16%	317	Mean = 3.18
2	Probably Yes	23%	440	
3	Maybe	26%	499	
4	Don't Know	8%	146	
5	Probably Not	18%	342	
6	Definitely Not	10%	196	N = 1,940

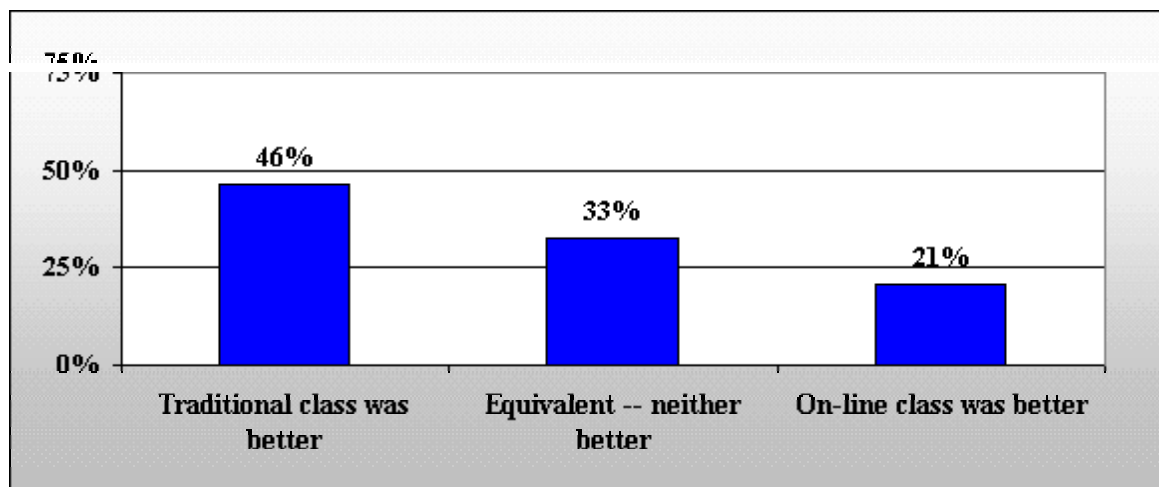


College / Division	Mean	N
A&ES -- Agricultural Science	3.1	165
A&ES -- Environmental Science	3.7	39
A&ES -- Exploratory	2.7	84
A&ES -- Human Sciences	3.2	211
Biological Science	3.2	423
Engineering	3.1	258
L&S -- Humanities, Arts & Cultural Studies (HArCS)	3.3	173
L&S -- Mathematics & Physical Sciences (M&PS)	3.2	112
L&S -- Social Sciences	3.3	473

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	3.1	46	Freshman	2.9	390
American Indian	3.4	18	Sophomore	3.1	403
Chinese American	3.0	320	Junior	3.3	499
East Indian / Pakistani	3.2	57	Senior	3.3	648
Filipino	2.8	80	Sex		
Japanese American	3.3	45	Female	3.1	1,136
Korean American	3.0	41	Male	3.2	804
Other Asian	2.9	45	Origin (Juniors & Seniors)		
Pacific Islander	3.6	27	Native	3.4	824
Vietnamese	2.9	83	Transfer	3.2	376
Latino	3.4	48			
Chicano / Mex. American	3.1	115			
White	3.3	879			

Compared to Traditional Classes, What is the Educational Value of Classes That You Have Taken at UCD That Were Completely or Mostly On-line

	%	N		
1 On-line class was better	21%	57	Mean =	2.25
2 Equivalent -- neither better	33%	89		
3 Traditional class was better	46%	126		
No experience	84%	1,424	N =	272



College / Division	Mean	N
A&ES -- Agricultural Science	2.5	26
A&ES -- Environmental Science	2.5	8
A&ES -- Exploratory	1.8	10
A&ES -- Human Sciences	2.4	41
Biological Science	2.4	48
Engineering	2.1	42
L&S -- Humanities, Arts & Cultural Studies (HArCS)	2.5	12
L&S -- Mathematics & Physical Sciences (M&PS)	2.1	19
L&S -- Social Sciences	2.2	66

Race / Ethnicity	Mean	N	Student Level	Mean	N
African American	None		Freshman	2.1	48
American Indian	2.0	2	Sophomore	2.2	56
Chinese American	2.2	56	Junior	2.3	79
East Indian / Pakistani	2.2	11	Senior	2.3	89
Filipino	2.4	15	Sex		
Japanese American	2.6	5	Female	2.3	135
Korean American	2.8	4	Male	2.2	137
Other Asian	2.8	4	Origin (Juniors & Seniors)		
Pacific Islander	None		Native	2.3	141
Vietnamese	1.9	17	Transfer	2.1	37
Latino	2.3	4			
Chicano / Mex. American	2.6	21			
White	2.3	91			