UNDERGRADUATE SCHOLARSHIPS: PROBLEMS AND POLICY RECOMMENDATIONS

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ABOUT THE DAVIS HONORS CHALLENGE PROGRAM

The Davis Honors Challenge is a community of highly motivated students who want to get more out of their university experience. Generally students take supplemental classes and work on projects to develop real-life skills and gain closer access to faculty. In the third year program, students must complete a seminar in which they work closely with a sponsor to solve real life problems in the community. Students act as consultants by researching, surveying, and analyzing data for their sponsor.

We have been charged by the Office of the Vice Chancellor to research and determine why only 20% of UC Davis undergraduates are currently obtaining scholarships. To begin, we will present an overview of current statistics and compare the application process to that of UC Berkeley, the campus with the highest percentage (37%) of undergraduate students receiving scholarships. We have also prepared a policy proposal that we believe will drastically improve the current situation at Davis.
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I. OVERVIEW

CURRENT ENDOWMENT AND AWARDS

The most recent statistics show that 20% of the undergraduate student body at UC Davis has a scholarship of some kind with an average award amount of $2,756 per student.

This places UC Davis with a ranking of fourth place among UC campuses regarding percentage of the student body with scholarships, which even drops to fifth overall when considering average award amount per student (these numbers consider UC Merced to be an outlier and not statistically significant). Here at UC Davis, there are approximately 250 different types of funds providing the 2,200 scholarships that are awarded each year. These funds are all derived the $4.5 million endowment, which is the third largest endowment among the UC campuses. UCLA ranks second with $8-9 million while UC Berkeley has by far the largest endowment of $20-26 million. The main reason for this discrepancy is that Berkeley is an older institution with older alumni. Also, Berkeley has taken part in two comprehensive campaigns and is beginning a third. Comprehensive campaigns heighten awareness for public support so that the university can meet specific goals. The first phase is called a quiet phase in which the university tests the market to see how much funding it can get from close friends. Typically, 40-50% of goal funding must be met in the first phase. The second phase is when an announcement to the public attempts to raise the remaining funds as donations. Davis is only just beginning its first comprehensive campaign. The level of funds differs among colleges as well. At UC Davis, the College of Agriculture and Environmental Sciences
gets almost half of the funding with the College of Letters and Science, Engineering and the College of Biological Sciences following.

Money at UC Davis is distributed among 1,800 to 1,900 applicants each year, of which the majority are incoming freshmen and transfer students. While 1,200-1,300 continuing students apply each year, only about 800 are actually eligible for a scholarship. This has been identified as a disparity, and the Scholarship Office would like to see more eligible continuing students apply. More importantly, the cost of attendance at a University is rising every year, which makes the need for scholarships increasingly important. There is a substantial gap between the average award amount per student, and the amount of money they pay every year to continue their studies (shown below).

Our statistics are solely concerned with money awarded by the Scholarship Office itself, which does not include Athletic scholarships, Regent’s scholarships, or Private scholarships. Any third party sources that students may have applied for independent of the University are not included in our estimate of students receiving scholarships at Davis. These three sub-groups also undergo an entirely separate awards process that we will not discuss, with different eligibility criteria than is mentioned above. Thus we are only concerned with improving the resources of the Scholarship Office on campus, and investigating why there are low numbers of awardees, especially compared to other campuses in the University of California system.

**NEED AND MERIT BASED SCHOLARSHIPS**

Currently, there is a gap between the number of need-based awards and the number of merit based scholarships awarded at UC Davis. Almost 75% of the scholarships are merit-based while a measly 25% are need based. It would be preferable, especially with the rising cost of attendance to a UC, to increase the amount of awards

![Rising Costs and Lack of Scholarship Support](image-url)

- Cost of Attendance per Year
  - 2000-01: $15,017
  - 2001-02: $16,030.50
  - 2002-03: $16,800
  - 2003-04: $19,214
  - 2004-05: $21,231
  - 2005-06: $22,435
  - 2006-07: $23,243
  - 2007-08: $23,924

- Award Amount
  - 2000-01: $1,978
  - 2001-02: $1,900
  - 2002-03: $1,869
  - 2003-04: $2,117
  - 2004-05: $2,408
  - 2005-06: $2,756
  - 2006-07: $20,000
  - 2007-08: $25,000
given to students with financial needs. There is at best a fine distinction between need based and merit based scholarships, since all scholarships at UC Davis require a baseline 3.25 GPA for eligibility. Thus all scholarships require proven academic merit, but those with financial need are given priority need based on a student’s financial status. This status is determined by looking at the Free Application for Federal Student Aid (FAFSA) form that all students seeking need-based scholarships or financial aid must complete. Those that demonstrate need by reporting familial income are preferentially awarded, and all those without need are further considered for their merit.
II. THE SCHOLARSHIP APPLICATION

THE PROCESS: HOW TRANSFER, FRESHMEN, AND CONTINUING STUDENTS APPLY

Applying for scholarships at UC Davis varies slightly depending on whether one is an incoming freshman, transfer, or continuing student. Freshmen and transfer students apply for scholarships when they are applying for admission to the university. The application is online and students can select codes to become eligible for specific types of scholarships based on interests and skills. However, since it is a general University of California application, these codes may or may not be applicable to the UC a student may actually attend. Everyone who applies must have at least a 3.25 GPA to eligible, and continuing students must secure a letter of recommendation in order to have a complete application. Students must also fill out a FAFSA each year to be considered for a need-based scholarship. The filing deadlines also vary slightly depending on which types of students apply. For freshmen and transfer students it is November 1-30. Continuing students must file their application as early as October and into December.

Most incoming students at UC Davis fulfill the eligibility requirements for applying for a scholarship, with an average GPA of 3.7. Transfer students also have a 3.33, far above the eligibility requirements. While the average continuing student at Davis has a 2.9 GPA, a large fraction of the student body should still be eligible. Despite the many qualified students at Davis, must do not apply for scholarships, but those that apply once do so every year. It is possible that some do not apply because they are unaware of the deadlines or do not fill out their FAFSA. Financial Aid and Scholarships are deeply imbedded, and some students may not realize that they must access the Financial Aid website to fill out the proper documents to receive a need- or merit-based scholarship. As continuing students, it may also be difficult for students to work up the courage to ask for a letter of recommendation. These are questions we have attempted to answer in our survey.

Students may also attempt to secure scholarship money from outside sources, and the process varies depending on the scholarship. Students can get information about such opportunities through sites like Fastweb.com and Scholarships.com. Some of these scholarships require lengthy essays as well and other specifications. Because the processes can be so different, the best method for students is to complete a profile, which allows the site sort scholarships based on the individual. Often, students can receive email notifications about upcoming deadlines. However, this process can be frustrating, time consuming, and fruitless for students. This could change if there was an expert on campus that specialized in helping students obtain outside scholarships.

A COMPARISON BETWEEN UC DAVIS AND UC BERKELEY

To determine why Berkeley is able to award scholarships to so many students, we examined the institution responsible for these awards. Berkeley's primary scholarship and financial aid organization is the Undergraduate Scholarship Prizes and Honors (USPH)
office, which limits their activities to University awards, excluding outside scholarships. The office awards several specific campus department scholarships, the Cal Alumni scholarship, awards for high school based honors, and even athletics. USPH supports the "neediest students,” according to Cruz Gramaldo, one of the organization’s chief representatives. “All awarded scholarships are based on financial need,” Gramaldo tells us. Berkeley also has more stringent eligibility requirements. Incoming students must have 4.1 GPA, while continuing students must maintain a 3.5 GPA. In the academic year 2005-2006, USPH awarded 5,000 scholarships to their students, almost 3,000 more than Davis distributes. This discrepancy could be due to the automatic application and selection system, which Berkeley uses to distribute 80% (4/5) of the awards. There is a supplemental application for the 800 alumni awards, and 200 require a high school based interview, while the remaining 4,000 rely on the automatic system.

USPH's application system is an automatic process that minimizes manpower while maximizing student awards. When students complete a FAFSA, they are immediately entered into the USPH's database to be considered for a scholarship. This FAFSA is a basic application, which only requests facts and information about one’s financial situation with no excess questioning regarding extra-curricular activities or involvement. This FAFSA is the only step that students must complete, and constitutes their entire application. There is no extra work required, and students are asked to renew their FAFSA every year, thus re-applying for scholarships again. This is incredibly different from Davis’ system for continuing students, which requires a separate application and a Letter of Recommendation. Freshmen and Transfer students applying to Davis have an automatic application similar to the Berkeley system, with minimal work, and no information other than what they must already fill out for admission. A lack of automation for continuing students may correlate with the low number of applicants at Davis. Berkeley has most certainly discovered that a simplified application drastically increases the number of applicants.

It is also important to consider that while 37% of students at Berkeley receive scholarships, this number mainly consists of those who have demonstrated financial need. Any students who come into USPH and are not need based or have not filled out a FAFSA are referred to the Scholarship Connections Office. This is a separate entity on campus that concerns itself with finding and presenting students with scholarships from outside sources. In this way, Berkeley can continue to award need based scholarships internally, without alienating those students who are just as qualified. Davis has no such office or resource for students, and any and all measures seeking to change this have failed.

**A BRIEF OVERVIEW OF OTHER CAMPUSES**

The focus of our research thus far has been to compare UC Davis with UC Berkeley because they award the most scholarships to their students. UCLA, however, is second, awarding 29% of its students a scholarship. UCLA has an online Scholarship Resource Center, which walks applicants through the many different kinds of scholarships they can apply for. In the realm of need-based scholarships, students need a 3.5 GPA to qualify. The deadline for continuing students to apply is the same date that the completed FAFSA is due- March 2.
There are also a number of scholarships that are merit-based and require separate application processes. However, all these applications are listed on the scholarship site, so this information is easy for students to access. Apart from having an endowment, nearly twice as large as UC Davis, UCLA has many resources for students that UC Davis does not offer. There are quarterly workshops dedicated to teaching students about where to find outside scholarships, how to obtain a letter of recommendation, and how to write essays for applications. The Scholarship Resource Center also provides a newsletter, keeping students informed about deadlines and types of scholarships, a library with up to date scholarship books, individual counseling, and a searchable database for UCLA based scholarships. If UC Davis implemented just half of these ideas, more students would be aware and be able to gain access to the vast number of scholarships available.

All other UC campuses, with the exception of Merced, have lower rates of scholarship attainment than UC Davis. UC Santa Barbara and UC Santa Cruz also have an automated system like UC Berkeley, where the FAFSA is also the scholarship application. This process has given them the ability to award increasing amounts of need-based scholarships, but their endowment is so small that they do not have the means to award more students. Therefore, the low percentage of students receiving scholarships on these two campuses is due mostly to their financial situation rather than a lack of qualified applicants. Most campuses also have more accessible websites when compared to UC Davis. Most schools also have later application deadlines for continuing students to apply, which correlate more closely with the FAFSA deadline.

PUBLICITY AND MARKETING: POTENTIAL PROBLEMS

In order to increase the number of applications for undergraduate scholarships at Davis, it is important to target the marketing gaps. Since we have pinpointed which subset of the student body has the lowest number of applications, it would be possible to increase their number of applications specifically by selective publicity and marketing.

According to the Scholarship Office on campus, continuing students fill out the least amount of applications when compared to both transfer and freshmen students. The answer as to why may lie in the application process similarities and differences between the groups. After coming to UCD in the fall, freshmen must apply within a few months as a continuing student for a scholarship for the next academic school year. Since the majority is often unfamiliar with campus resources and preoccupied with their new surroundings, they do not reapply for scholarships. It takes time to find information about how to apply, and there is no outreach in the dormitories for interested students. Those more familiar with Davis, such as second or third year students, must take the initiative to find information that in some cases is not readily available. There are no peer advisors or walk-in services for students actively seeking information, although during the short time that the scholarship application is open (October through November), students may make an appointment with a financial aid advisor to discuss the application process. Every student has a different schedule, however, and may not have time to meet in person with a counselor. For this reason, the website is the most convenient resource for both students and administrators. A good website is very informative and takes minimal work to maintain. The resources of the Scholarship Office are very limited, so they are only able to host a website rather than additional services which at present are unfeasible.
However, the scholarship website is a perfect example of a student resource that is not incredibly helpful at times. The website that might otherwise be the most valuable student resource, is hidden beneath Financial Aid information. Students preferentially searching for scholarships may disregard the Financial Aid website, which in fact contains the information they need. With no way of knowing that Financial Aid encompasses the Scholarship site, students may be discouraged to continue searching for it, much less apply.
III. SURVEY RESULTS

SURVEY BACKGROUND

While attempting to identify and address barriers in the current scholarship system, obtaining data directly from the students is of the utmost importance. These surveys were written to ascertain behavioral trends and histories, student opinions about the current system, and interest in potential changes.

Two surveys were implemented during our seminar this quarter: a “quick survey” placed on the My.UCDavis.edu student homepage that generated over 14,000 data points from about 3,000 responses, and a longer questionnaire hosted on surveymonkey.com that obtained 219 completions. The “long survey” was advertised by email to a number of on-campus groups and clubs, because a random sample drawn from the entire campus was thought to be unfeasible. A few groups were selected to generate a good cross-section of the student body. These included two sororities, the marching Band-uh, the DHC, the UCD College Democrats, and Prytanean Women’s Honor Society. Questions were grouped by similarity and measurement (such as current interest vs. history of behavior), and then spread over 8 short pages of 3-5 questions each. Incomplete responses were omitted. The scholarship office provided valuable input on the question sets for both surveys.

PROBLEMS IDENTIFIED BY STUDENTS

<table>
<thead>
<tr>
<th>Table 1</th>
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<tr>
<td>Which reasons contribute to your choice not to have applied for more</td>
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<tr>
<td>scholarships?</td>
</tr>
<tr>
<td>I am never informed about deadlines or opportunities</td>
</tr>
<tr>
<td>I don’t feel competitive enough</td>
</tr>
<tr>
<td>I don’t know any professors well enough to get a letter of recommendation</td>
</tr>
<tr>
<td>I don’t have time to apply</td>
</tr>
<tr>
<td>I don’t know where to find scholarships</td>
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The first major area of the research we conducted addressed barriers to increased scholarship application. Table 1 lists the five most common responses, out of a total of 12 potential reasons (participants were asked to pick up to 4). This particular dataset was critical to the formulation of the automated system recommendation since an automated scholarship application would eliminate the three most cited reasons for not applying for internal scholarships. Other reasons not listed in Table 1 include “not feeling motivated enough” and “already being rejected from a number of scholarships”, both of which were selected by 27.4% of respondents. We also tried to determine if submitting a FAFSA was a problem for students, and found that in most cases it was not. More than 78% of students had already submitted a FAFSA. Letters of recommendation seem much more challenging to obtain and present a major barrier to student application.

We were also curious as to whether the current website was helpful to students, and our results showed that once a student was able to visit the website, most later applied for a scholarship. We received self-reported behavioral evidence by asking questions about the student’s past history to conclude that this online resource was effective in promoting increased scholarship application. Of the 105 individuals that accessed the UC Davis scholarship webpage prior to doing the survey, 73% later applied to a scholarship “as a result” (see Table 2). However, we also asked students if they had met with a UCD financial aid advisor, and those who had were much more likely to rank the experience as “informative” or “very informative” than students who accessed and rated the website, and 77% later applied to a scholarship as a result of their meeting. While the difference in the number of students who applied because of the website or because of meeting with a financial aid advisor is minimal, each of the two groups rated “helpfulness” of either about the same.

Respondents that have submitted a FAFSA:
78.3% (N=217)

<table>
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<tr>
<th>Table 2: Applied as a Result of Website</th>
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<tr>
<td>Yes, immediately</td>
</tr>
<tr>
<td>23</td>
</tr>
</tbody>
</table>
RESOURCES IDENTIFIED BY STUDENTS

Our research has seemed to indicate so far that online resources are just as effective as in-person help, so we moved on to ask students which resources they would prefer, giving them options including both in-person and electronic resources. Students consistently ranked the three electronic resources as the most desirable in both the long survey (shown, Table 3) and the quick survey, which garnered far more responses. In both surveys, the three programs that students expressed the most interest in were the only three electronic resources listed (see Table 3).

Not only that, but students preferred these by substantial margins – the mode for all three was “very interested,” the highest rating. This interest in one electronic resource also correlated with high interest in the others. Furthermore, students responded that they have accessed some sort of online database for scholarships in the past, indicating they would be likely to use something similar that is linked to UC Davis.

This data could be representing a large host of computer-literate students that are looking for resources tailored to their skill set, or these three options may simply be the most convenient. Either way, the surveyed student body showed a clear preference that can be tapped in order to achieve a larger applicant pool.

Despite the prevalence of online enthusiasts, there was still a strong interest in both peer and professional help, expressed by the second three most popular options (see Table 3). We should not, therefore, exclude in-person resources altogether.

Table 3: Percentage of students responding “Interested” or “Very Interested” to the question:

<table>
<thead>
<tr>
<th>How interested would you be in seeing the following resources made available to you?</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) An online searchable database of scholarships.</td>
<td>84.7%</td>
</tr>
<tr>
<td>b) Peer advisors that could help you find and apply to scholarships.</td>
<td>71.2%</td>
</tr>
<tr>
<td>c) Departmental or Academic Advisors trained in the financial aid system.</td>
<td>70.8%</td>
</tr>
<tr>
<td>d) Email notification of scholarship opportunities and deadlines.</td>
<td>76.3%</td>
</tr>
<tr>
<td>e) Flyers posted on the bulletin boards of most buildings advertising scholarship opportunities and deadlines.</td>
<td>45.8%</td>
</tr>
<tr>
<td>f) Free workshops on finding and applying for scholarships.</td>
<td>53.7%</td>
</tr>
<tr>
<td>g) A bi-weekly information booth set up near the MU containing scholarship and financial aid information.</td>
<td>44.9%</td>
</tr>
<tr>
<td>h) A full-time scholarship advisor available for appointments and drop-ins.</td>
<td>72.2%</td>
</tr>
<tr>
<td>i) An online single-application system that can be used for multiple scholarships (similar to the UC college entrance application system).</td>
<td>92.9%</td>
</tr>
</tbody>
</table>

One subgroup in particular expressed a greater than average desire for in-person help, those who “don’t know where to find scholarships” (from Table 1) and those who never
received any financial aid advice by an employee of their high-school or community college. This group produced some of the most interesting results. Attainment of external scholarships dropped drastically among this group (a 30%-50% reduction), which is to be expected, but the rates of UC Davis scholarships stayed about the same. This suggests that there is a certain subset of the campus population that would be particularly aided by an external scholarship expert, or some other resource pertaining exclusively to external scholarships.

Finally, we also asked questions on a number of topics that produced minor or uninteresting results. Our question set about the quality of the scholarship website produced a very strong central tendency. In every category, 46%-51% of respondents selected “average”. One minor trend emerged when checking different test groups against each other: members of the DHC reported more positive experiences with both the faculty and the website. DHC respondents also cited “can’t get a letter of recommendation” far less than the rest of the respondents, and were more likely to “not have time to apply,” but responded in the usual patterns for all other questions.

Overall, the three electronic resources that received the most enthusiasm from students has become the core of the policy recommendations that follow.
IV. CONCLUSIONS AND RECOMMENDATIONS

A CENTRAL COMPREHENSIVE WEBSITE

The most efficient way to make the website more accessible is to make sure it is easy to find and independent of its Financial Aid parent. Students should not have to navigate the Financial Aid page to gain access to the scholarship site. An independent site that contains all of the information in plain view, and appears at the top of a Google search, will be significantly more useful than the disorganized current site. This is particularly important since our survey data has shown that students who accessed the website did find the information useful enough to apply for a scholarship. Another feature that we recommend the site incorporate is a searchable database that catalogues all the external scholarships that may be available to students. To understand how this database would function, we would recommend referring to Berkeley’s Scholarship Connections website, which allows students to search by various criteria such as underrepresented group or GPA. In this way, students who are not awarded internal scholarships or are not need-based will have a resource for continuing their scholarship search along other avenues.

Another excellent way to enhance the usefulness of the website is to create a listserv for student notification. If the students who visit the website are simply looking for general information, but are unsure if they will apply, it would be extremely helpful if they could come to a page that allows them to input their e-mail address which will send regular updates and deadline reminders about the FAFSA or scholarships. Campus e-mail is already widely used by students on campus, and it is fast and efficient. These reminders would function to encourage students who may have visited the Scholarship page and not applied to reconsider applying. If students are able to clearly and easily understand what is expected of them, and know when deadlines are approaching, they are more likely to apply.

AN OUTSIDE SCHOLARSHIPS EXPERT

During our research, we have become convinced that an outside scholarship expert would be invaluable to the campus. Currently, UC Davis does not have a system for directing, or aiding students in getting external or private scholarships. A full time resident on the scholarship staff could devote his or her time to learning about what outside scholarships are out there and keeping Davis students apprised of their deadlines and eligibility requirements. This employee could also hold workshops to give students confidence in essays and asking for letters of recommendation in addition to highlighting key resources for outside scholarship. The expert would serve as the Scholarships Connection Office does at UC Berkeley, giving students another resource for information about scholarships.

The ASUCD passed a resolution in 2003 asking that an office be created, “specifically focused on helping students secure external scholarship funding.” While this resolution is on record, nothing was ever done to make this happen. It is our hope that this report will mobilize the administration into creating this office.
AN AUTOMATED APPLICATION SYSTEM

The most effective option for increasing enrollment is to automate the application system entirely, mimicking the Berkeley system. An automated application would essentially pool the applicants with a 3.25 GPA, and separate financial need students using the FAFSA criteria. The system would selectively choose, out of all the students filling out a FAFSA, those with a 3.25 GPA. Administrators could also use the automated system to select applicants with various criteria in mind, with the goal of awarding the more restrictive endowment money. This would widen the applicant pool even more significantly than increased marketing alone, and has received the largest enthusiasm by students in our survey. If the Scholarship office had the means to completely redesign the current application system by making it entirely automated, they could potentially access as much as eighty percent of the student body. If students were automatically eligible based on certain qualifications such as GPA, they could be funneled through the Scholarship office and reviewed based on other criteria such as financial need. While this is initially a huge endeavor, it would decrease the overall amount of work required by the scholarship office, and the Deans of all the colleges. To compensate for this, we would recommend rescinding the requirement for a letter of recommendation for continuing students. This would even potentially increase the number of students who might be eligible for the more restrictive awards, which at present, are rarely awarded. In this way, there is a guaranteed applicant pool that is well qualified, because students who do not meet the requirements are automatically selected out. Not only would this make the application process for continuing students more similar to that of freshmen and transfer students, but it would mean less paperwork and less time spent reviewing the letters of recommendation when deciding which students to award.

A LARGER ENDOWMENT

It is important to note that at present, almost all of the scholarships, with the exception of the very restrictive awards, are being distributed to students from the campus endowment. This begs the question of how, if at all, UC Davis would be able to support a dramatic increase in scholarship applications. It is true that if the number of applicants increased, more students who apply would not receive money. However, the applicant pool would dramatically widen, and the scholarship office may find they have greater diversity of applicants than they have seen in the past. Not only could the Scholarship office now award money to students who are extremely qualified and high achieving, but also come from a variety of backgrounds or have more financial need. Once UC Davis begins to turn down some very qualified applicants, the Scholarship Office may use this to their advantage. When it comes time to solicit donations for the scholarship endowment, donors may be more likely to give money if they are shown how many amazing students must be turned down each year. This is no guarantee that the endowment will grow, but it is certainly more likely. It is crucial to build a level of financial aid that can support the large number of economically disadvantaged students at the University of California, Davis. Nearly 20 percent of students leave Davis with an average debt load of $12,500, and with increasing fees in the year to come this average...
will surely rise. Currently, endowments underwrite 2.5 million dollars for 1,700 students. However, as the costs for education increase, the endowment must grow. We must increase scholarship endowments to enhance the ability to recruit and retain the most qualified students. As UC Davis’ endowment begins to grow, and more qualified students are awarded scholarships, UC Davis will increase its competitiveness among other University of California campuses.
Appendix A: Survey Questions

1) Do you currently receive any of the following financial aid? (check all that apply)
   - An academic scholarship from UC Davis
   - An academic departmental scholarship
   - A need-based scholarship from UC Davis, or a department
   - An athletic scholarship
   - A local private scholarship
   - A state or national private scholarship
   - A federal scholarship (academic or need-based), or a Cal Grant, Pell Grant, or
     other government-funded grant.
   - A Student Loan
   - Military Aid
   - Other (please specify) _____________________

2) About how many scholarships have you used to help with UC Davis tuition and
   expenses?
   0  1-2  3-4  5-6  7+

3) About how many total college scholarships have you applied for?
   0  1-2  3-4  5-6  7+

4-a) Have you ever met with a financial aid advisor or accessed the UC Davis
    financial aid website?
    Yes  No

   “Yes” goes to question 5. “No” goes to question 6.

4-b) Have you ever accessed online scholarship databases such as Fastweb.com or
    Scholarships.com?
    Yes  No

4-c) Have you received financial aid advice by an employee of your high-school or
    community college?
    Yes  No

4-d) Have you ever pursued scholarship information that you received by mail,
    email, or fliers?
    Yes  No
4-e) Have you submitted a FAFSA?

Yes   No

5-a) If you met with a financial aid advisor, how helpful was the meeting?

Not at all helpful   Somewhat helpful   Helpful   Very helpful   N/A

5-b) If you met with a financial aid advisor, how informative was the meeting?

Not at all informative   Somewhat informative   Informative   Very informative   N/A

5-c) If you met with a financial aid advisor, did you apply for financial aid as a result?

Yes, immediately   Yes, eventually   No   N/A

5-d) If you accessed the website, how helpful was it?

Not at all helpful   Somewhat helpful   Helpful   Very helpful   N/A

5-e) If you accessed the website, how informative was it?

Not at all informative   Somewhat informative   Informative   Very informative   N/A

5-f) If you accessed the website, did you apply for financial aid as a result?

Yes, immediately   Yes, eventually   No   N/A

We are interested in your opinion about the quality of our online resources. Please take a moment to explore the current financial aid website, and then answer the questions based on your judgment of it.


6) Please Rate the following:

a) Ease of Navigation

Very Poor   Poor   Acceptable   Good   Very Good

b) Usefulness

Very Poor   Poor   Acceptable   Good   Very Good

c) Clarity of Information

Very Poor   Poor   Acceptable   Good   Very Good

d) Quality of Information

Very Poor   Poor   Acceptable   Good   Very Good
e) Aid for Scholarship Applications  
Very Poor  Poor  Acceptable  Good  Very Good  
f) Aid for scholarship applications  
Very Poor  Poor  Acceptable  Good  Very Good

7) How interested would you be in seeing the following resources made available to you?

a) An online searchable database of scholarships

Not at all interested  Somewhat interested  Interested  Very interested

b) Peer advisors that could help you find and apply to scholarships.

Not at all interested  Somewhat interested  Interested  Very interested

c) Departmental or Academic Advisors trained in the financial aid system.

Not at all interested  Somewhat interested  Interested  Very interested

d) Email notification of scholarship opportunities and deadlines.

Not at all interested  Somewhat interested  Interested  Very interested

e) Flyers posted on the bulletin boards of most buildings advertising scholarship opportunities and deadlines.

Not at all interested  Somewhat interested  Interested  Very interested

f) Free workshops on finding and applying for scholarships.

Not at all interested  Somewhat interested  Interested  Very interested

g) A bi-weekly information booth set up near the MU containing scholarship and financial aid information.

Not at all interested  Somewhat interested  Interested  Very interested

h) A full-time scholarship advisor available for appointments and drop-ins.

Not at all interested  Somewhat interested  Interested  Very interested

i) An online single-application system that can be used for multiple scholarships (similar to the UC college entrance application system).
7b) How likely would you be to actually use the following resources, if they were enacted?

a) An online searchable database of scholarships

Not at all likely Somewhat likely Likely Very likely

b) Peer advisors that could help you find and apply to scholarships.

Not at all likely Somewhat likely Likely Very likely

c) Departmental or Academic Advisors trained in the financial aid system.

Not at all likely Somewhat likely Likely Very likely

d) Email notification of scholarship opportunities and deadlines.

Not at all likely Somewhat likely Likely Very likely

e) Flyers posted on the bulletin boards of most buildings advertising scholarship opportunities and deadlines.

Not at all likely Somewhat likely Likely Very likely

f) Free workshops on finding and applying for scholarships.

Not at all likely Somewhat likely Likely Very likely

g) A bi-weekly information booth set up near the MU containing scholarship and financial aid information.

Not at all likely Somewhat likely Likely Very likely

h) A full-time scholarship advisor available for appointments and drop-ins.

Not at all likely Somewhat likely Likely Very likely

i) An online single-application system that can be used for multiple scholarships (similar to the UC college entrance application system).

Not at all likely Somewhat likely Likely Very likely
8) Which reasons contribute to your choice not to have applied for more scholarships? (check the most important four)

- I am happy with my current financial situation/ I don’t need the money
- I already have maxed out my financial aid package / I will lose my other financial aid if I receive more
- I don’t know where to find scholarships
- I don’t have time to apply
- I don’t know any professors well enough to get a letter of recommendation
- It hasn’t occurred to me to look / I don’t think about it much
- I don’t feel motivated enough to apply for more
- I don’t feel competitive enough
- I was already rejected from a number of scholarships
- I am morally opposed to scholarships
- The applications are too difficult
- I am never informed about deadlines or opportunities

9-a) What is your class standing?

1st year  2nd year  3rd year  4th year  5th year

b) Are you a transfer student?

Yes          No

c) What is your gender?

Male Female Transgender Decline to State

d) Which ethnic group do you most identify with?

White   African American   Latino   American Indian
Pacific Islander East Asian Middle-Eastern/Indian
Other __________________     Decline to State

e) What was your High School GPA?

__________________________________

f) What is your current college GPA?

__________________________________

g) Where did you find out about this survey?

Band-uh Sorority Fraternity SOS DHC Other: _________