UC Systemwide Survey Data Training

Institutional Research and
Academic Planning (IRAP)
University of California
Office of the President
September 10, 2021

Introduction

1. Overview of all of the surveys IRAP administered

2. Surveys by content areas
   - Undergraduate surveys
   - Graduate surveys

3. Survey Services and survey website

4. Existing survey dashboards, reports, and presentations

5. Group discussion

Presenters
Yang Yang, Institutional research and planning analyst
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IRAP has administered/supported 15 surveys

Undergraduate Education and Experience

- UC Undergraduate Experience Survey (UCUES)
- Undergraduate Cost of Attendance Survey
- Undergraduate Application Survey
- Admitted Transfer Applicant Survey
- Undergraduate Alumni Survey

Graduate Education and Experience

- UC Graduate Student Experience Survey (UCGSES)
- Graduate Student Well-Being Survey
- Graduate Cost of Attendance Survey
- Graduate Student Support Survey
- PhD Career Pathways Surveys (2): Students | Alumni
- Graduate Alumni Survey

Other Systemwide Surveys

- Student Food Access and Security Survey
- Campus Climate Survey
- Medical Plan Satisfaction Survey

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IRAP has administered/supported 15 surveys

Thank you to our collaborators:

- Basic Needs Committee
- Campus Health Center
- Campus Institutional Research
- Campus Student Affairs
- Communications
- Council of Graduate Schools
- Council of Graduate Deans
- Graduate and Professional Council
- Graduate, Undergraduate and Equity Affairs (GUEA) at UCOP
- UC Graduate Student Experience Survey (UCGSES) Coordinators
- UC Undergraduate Experience Survey (UCUES) Coordinators
- Undergraduate Education

Themes in undergraduate student and other surveys

12 themes covered in undergraduate and other surveys

- Educational experience and engagement
- Satisfaction
- Campus climate
- Evaluation of major
- Plans and aspirations
- Student development and learning outcomes
- Basic needs and financial concerns
- College cost
- College choice
- Demographics
- Student health
- COVID and remote instruction

Educational experience and engagement

Related survey: UCUES

- Questions regarding:
  - Academic engagement

    How often have you engaged in working with a faculty member on an activity other than coursework?

  - Time allocation

    How many hours do you spend in a typical week on paid employment on and off campus?

  - Educational experiences

    Are you currently assisting or have assisted faculty in conducting research?

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Educational experience and engagement

Related survey: UCUES

- Questions regarding:
  - Co-curricular experience

    Have you been or are you currently involved in a student organization(s)?

  - Community and civic engagement

    During this academic year, have you participated in community service off campus?

Educational experience and engagement

University of California Undergraduate Experience Survey (UCUES) Data Tables, 2020

https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-2020

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Educational experience and engagement

Regents item: **ACADEMIC AND STUDENT AFFAIRS COMMITTEE November 13, 2019**

Undergraduate financial aid at the University of California

Figure 1: Manageability of Student Employment, Recent Surveys, All Undergraduates

	UCUES 2004	NPSAS 2004	COAS 2006	UCUES 2006	SEARS 2007	UCUES 2008	UCUES 2010	COAS 2010	UCUES 2012	COAS 2013	UCUES 2014	COAS 2016	UCUES 2016	UCUES 2018
> 20 hours per week	10%	22%	12%	11%	12%	10%	7%	8%	8%	7%	10%	9%	9%	9%
1 to 20 hours/week	40%	40%	43%	45%	41%	44%	38%	35%	39%	43%	32%	46%	37%	37%
Did not work	50%	38%	45%	44%	47%	46%	55%	57%	53%	50%	58%	45%	54%	54%

https://regents.universityofcalifornia.edu/regmeet/nov19/a1.pdf

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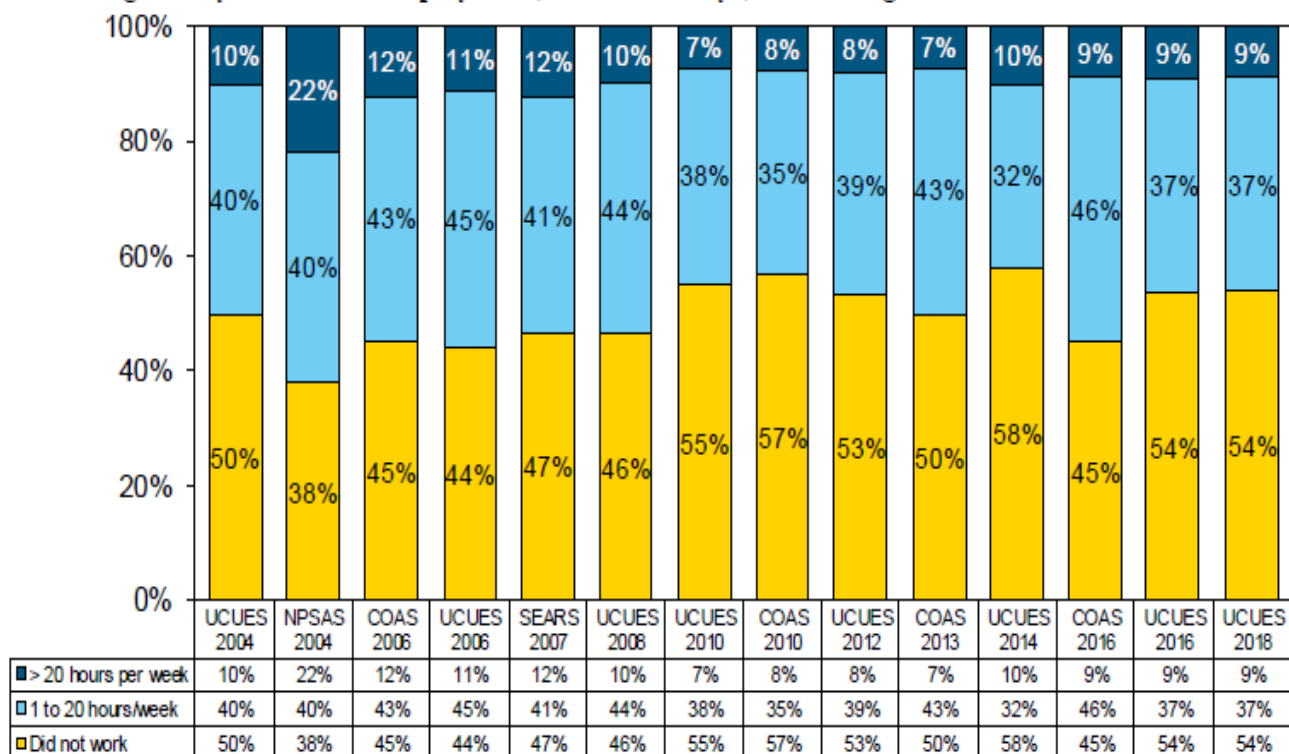
Satisfaction

Related surveys: UCUES, Undergraduate Alumni Survey

- Questions on satisfaction with the undergraduate experience

    Both surveys asked about satisfaction with overall social and academic experience and if the education is worth the price students pay.

    A sense of belonging question is included in UCUES.

Satisfaction

8.1.5 Student satisfaction with overall academic experience, Universitywide and UC campuses, Spring 2010 to 2020
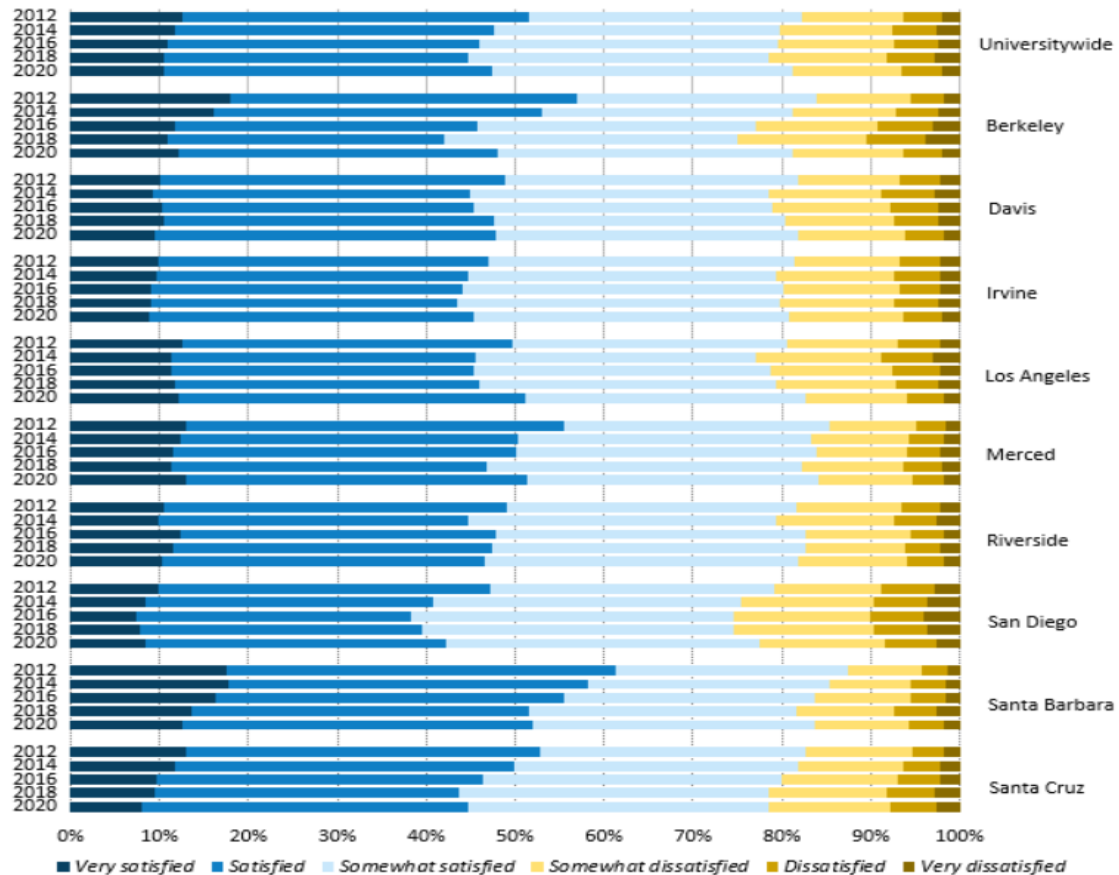
Source: UCUES. Note that this data includes all UCUES respondents; previous Accountability reports were limited to seniors.

https://accountability.universityofcalifornia.edu/2021/chapters/chapter-8.html#8.1.5

Satisfaction

UCUES common items longitudinal analysis

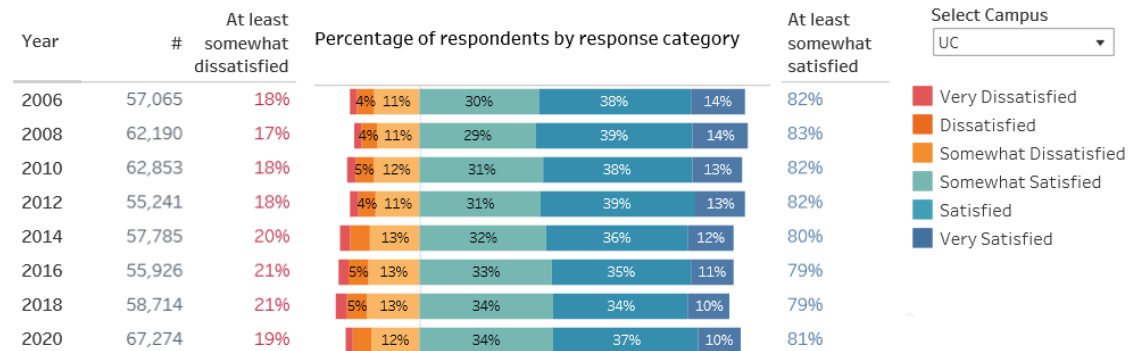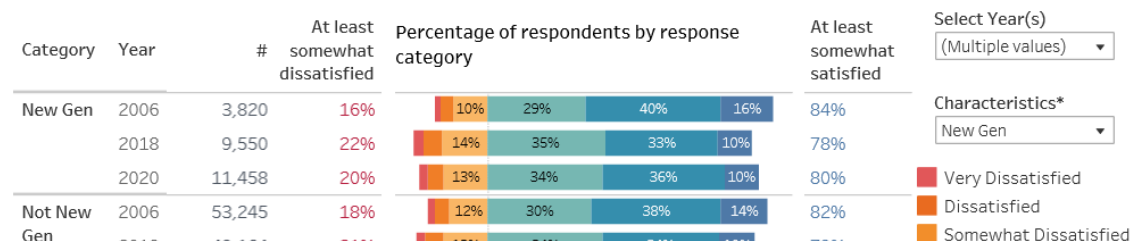| | Satisfaction | Experience | Engagement | Research Expectations | First Choice Major | Professors Students Kn > |

Satisfaction

Satisfaction: overall academic experience ▼

Responses by Year at UC

Year	#	At least somewhat dissatisfied	Percentage of respondents by response category	At least somewhat satisfied
2006	57,065	18%	4% 11% 30% 38% 14%	82%
2008	62,190	17%	4% 11% 29% 39% 14%	83%
2010	62,853	18%	5% 12% 31% 38% 13%	82%
2012	55,241	18%	4% 11% 31% 39% 13%	82%
2014	57,785	20%	13% 32% 36% 12%	80%
2016	55,926	21%	5% 13% 33% 35% 11%	79%
2018	58,714	21%	5% 13% 34% 34% 10%	79%
2020	67,274	19%	12% 34% 37% 10%	81%

Select Campus

UC ▼

- ■ Very Dissatisfied
- ■ Dissatisfied
- ■ Somewhat Dissatisfied
- ■ Somewhat Satisfied
- ■ Satisfied
- ■ Very Satisfied

Responses by New Gen and Year at UC

Category	Year	#	At least somewhat dissatisfied	Percentage of respondents by response category	At least somewhat satisfied
New Gen	2006	3,820	16%	10% 29% 40% 16%	84%
	2018	9,550	22%	14% 35% 33% 10%	78%
	2020	11,458	20%	13% 34% 36% 10%	80%
Not New Gen	2006	53,245	18%	12% 30% 38% 14%	82%

Select Year(s)

(Multiple values) ▼

Characteristics*

New Gen ▼

- ■ Very Dissatisfied
- ■ Dissatisfied
- ■ Somewhat Dissatisfied

Campus climate

Related surveys: UCUES, Campus Climate Survey

- Questions regarding:
    - Campus climate

        Rate the general climate at UC: safe (1) to dangerous (6) (UCUES)

        If students have experienced any exclusionary, intimidating, offensive, and/or hostile behaviors at their campus.

        (Campus climate survey)

    - Diversity and inclusiveness

        Select level of agreement with: students of my race/ethnicity

        are respected on this campus. (UCUES)
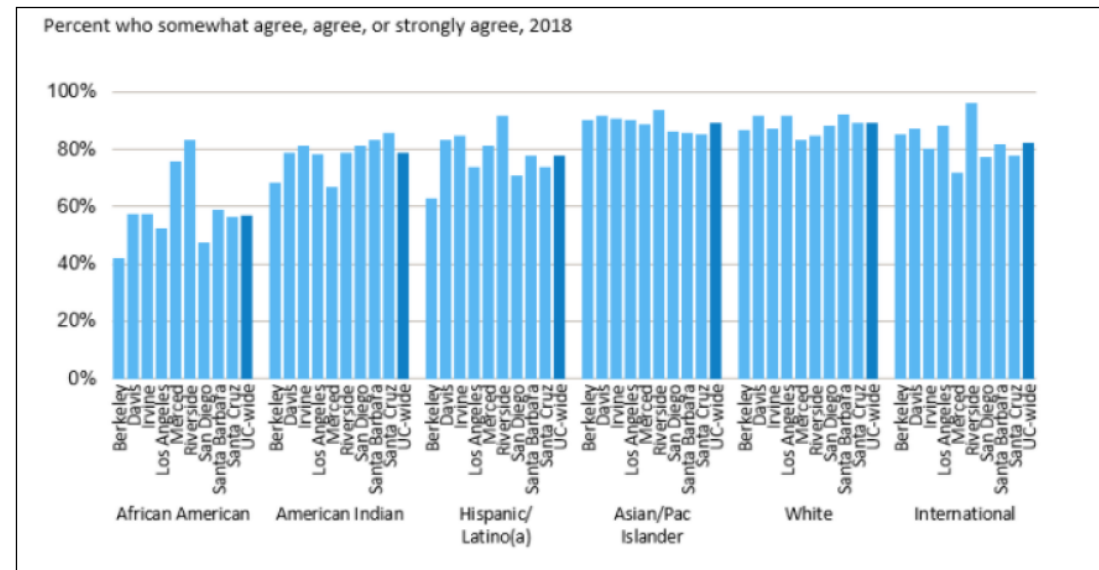
Campus climate

Regents item:
Meeting of November 18, 2020

Native American student

admissions and outreach

According to the 2018 UC Undergraduate Experience Survey (UCUES), approximately 80 percent of AIAN students report feeling respected on campus, compared with approximately 85 percent of whites and Asians, as shown in Figure 11 below. Figure 11 also shows the variation in feelings of respect by campus.

Figure 11: 2018 UCUES question by campus

Source: UCUES 2018

The section on campus climate for diversity and inclusiveness shows that AIAN students are less likely to "Agree" and "Strongly Agree" with the statement that they are comfortable with the campus climate in their major (55 percent), their classes (57 percent), and the University campus (50 percent) than the all-student average. But as seen in Figure 13, American Indian student responses to the statement that they "Agree" and "Strongly Agree" that the campus is safe and

https://regents.universityofcalifornia.edu/regmeet/nov20/a3.pdf

Evaluation of major

Related surveys: UCUES

- Questions regarding:

  - Evaluation of the major

    Were the following factors very important in deciding your major? – leads to a high paying job.

  - Evaluation of educational experiences

    How satisfied are you with the following of your educational experience? – quality of faculty instruction.

Plans and aspirations

Related surveys: UCUES, Undergraduate Alumni Survey

- Questions regarding:
  - Post-graduation plans for degree pursuing

    1. What is the highest academic degree or credential you plan to eventually earn? (UCUES)

    2. To what extent did your overall undergraduate experience influence your plans for graduate or professional studies? (Undergraduate Alumni Survey)
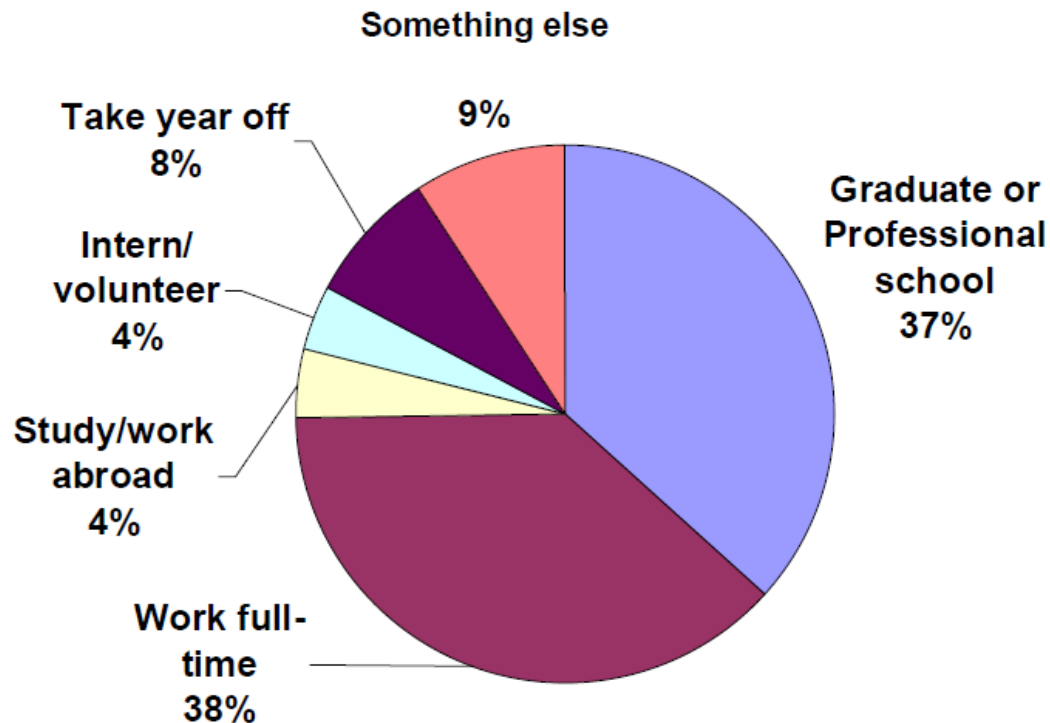
  - Career destinations

    What career do you hope to eventually have after you have completed your education? (UCUES)

Plans and aspirations

Regents item: University of California Annual Accountability Report

Meeting July 2009

Post-Graduation Plans of Seniors, Spring 2008

Something else
9%

Take year off
8%

Intern/
volunteer
4%

Study/work
abroad
4%

Work full-
time
38%

Graduate or
Professional
school
37%

May 2009 Accountability Report Indicator 1.15

https://regents.universityofcalifornia.edu/regmeet/jul09/l1attach.pdf
https://regents.universityofcalifornia.edu/minutes/2010/lrp5.pdf

Student development and learning outcomes

Related surveys: UCUES, Undergraduate Alumni Survey, Campus Climate Survey

- Questions regarding:
  - Academic development

    1. How well do you think your undergraduate experience at UC

    prepared you to write effectively?" (Undergraduate Alumni Survey)

    2. Level of agreement on "My academic experience has had a positive influence on my intellectual growth and interest in ideas."
    (Campus Climate Survey)

  - Personal development

    How well did your undergraduate experience prepare you for personal and professional situations that require ability to get along with people of diverse backgrounds and perspectives?
    (Undergraduate Alumni Survey)

Student development and learning outcomes

Related surveys: UCUES, Undergraduate Alumni Survey, Campus Climate Survey

- Questions regarding:

  - Academic experience and globalization

    In this academic year, how often have feel depressed, stressed or upset been an obstacle to your school work or academic success?
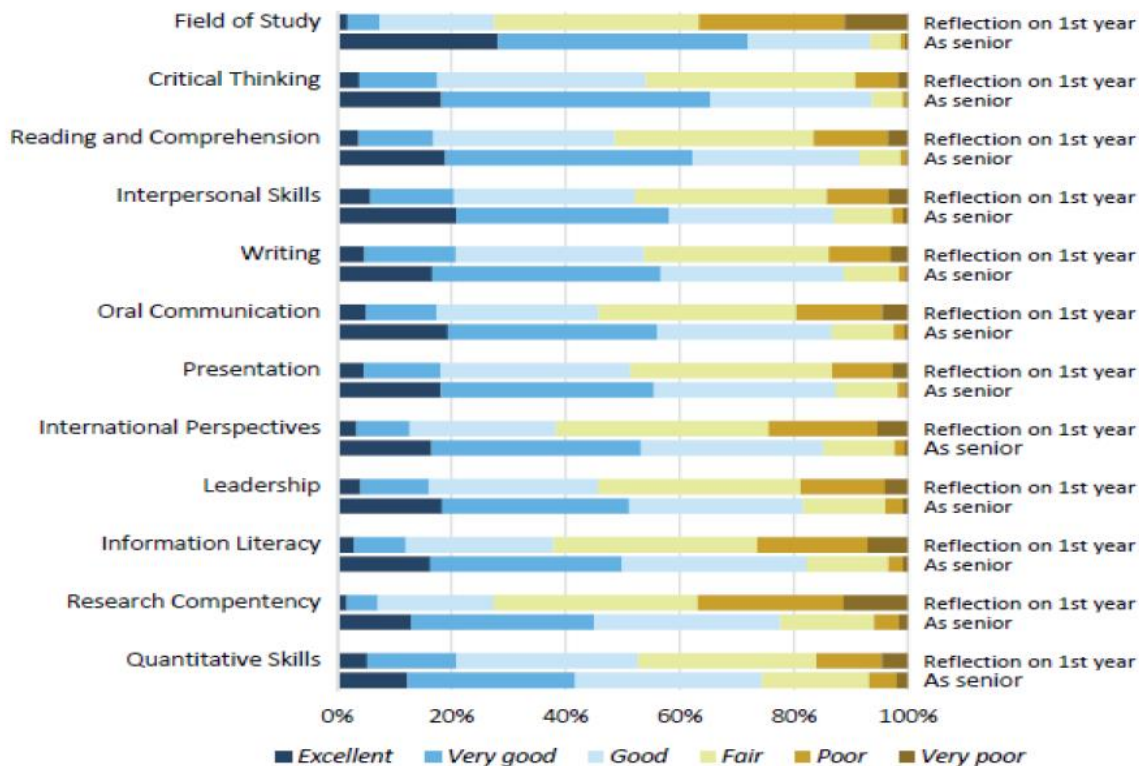   (UCUES)

  - Student life and development

    Rate your awareness and understanding of my own racial and ethnic identity when you started at this campus and now.
    (UCUES)

Student development and learning outcomes

Regents item: Twenty-first century skill development for University of California
Meeting of November 18, 2020 students

Figure 1: Self-reported skill levels from first year to senior years for seniors that entered as freshmen (Spring 2018)

Source: UC Accountability Report (Indicator 8.1.1)

Basic needs/Financial concerns

Related surveys: UCUES, COAS, Student Food Access and Security Survey

- Questions regarding:

  - Food access/security

    For the current quarter/semester, how often has cost of food made it hard for you to get the food that you want?
    (Student Food Access and Security Survey)

  - Housing security

    For this academic term, where do you live?
    Homeless or no consistent place to sleep as an option.
    (COAS)

College cost

Related surveys: COAS

- Questions regarding:

  - Costs on housing, meals, phone, transportation, personal use, books and supplies

    1. What is the total cost of your housing contract for the current academic year?

    2. How often do you buy meals outside of what you prepare at home?

    3. What are your monthly expenses for clothing, shoes, laundry, dry cleaning, toiletries, and haircare?

College cost

University of California efforts to advance affordable course materials and open educational resources

As part of estimating costs and setting estimates of student expense budgets, UC administers a UC Cost of Attendance Survey every two years (as of 2021).

Among the observations from the most recently completed survey, average annual expenses for textbooks and educational supplies declined between the 2013 and 2016 surveys, and that trend continued with the 2019 survey:

- In 2019 students reported average annualized spending of $451 on textbooks—34 percent less than what students reported in 2016 in constant dollars. This decrease in spending on textbooks continues the declining trend in textbook expenses over the past three COAS surveys. (see Figure 1).

Figure 1. UC Cost of Attendance Survey (COAS): Average Annual Expenses for Textbooks and Educational Supplies, 2013, 2016 and 2019 (constant 2019 dollars)

	2013	2016	2019	DIFFERENCE 2016 to 2019	
				Dollars	Percent
All students					
Textbooks	$844	$687	$451	($236)	-34%
Supplies	$174	$131	$122	($9)	-7%
Additional computer hardware	$160	$247	$238	($9)	-4%
Educational software	$44	$93	$90	($3)	-3%

Source: Setting the Total Cost of Attendance at UC, December 2019 (https://www.ucop.edu/enrollment-services//data-and-reporting/other-student-financial-services-reports/coas19-report-final.pdf)

https://regents.universityofcalifornia.edu/regmeet/july21/a3.pdf

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College choice

Related surveys: UC Admitted Transfer Applicant Survey

- Questions regarding:
  - Choice of attendance

    Among the colleges/universities that you applied to, which one was your first choice?

  - Factors that influence on choice of attendance

    How influential were each of the following factors on your choice of a college/university to attend for fall 2017 or winter/spring 2018?

  - Reasons to enroll or not enroll at UC

    What are the 3 main reasons why you are enrolling at UC ?

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Demographics

Related surveys: UCUES, Undergraduate Alumni Survey, Student Food Access and Security Survey, Campus Climate Survey

- Questions regarding:
  - Gender identity, sexual orientation, political orientation, etc.

    1. What is your current gender identity?

    2. What is your current sexual orientation?

    3. On average, how do you think other people on campus would describe your appearance, style, dress, or mannerisms?

    4. Do you have dependent child(ren) who currently reside with you?

Demographics

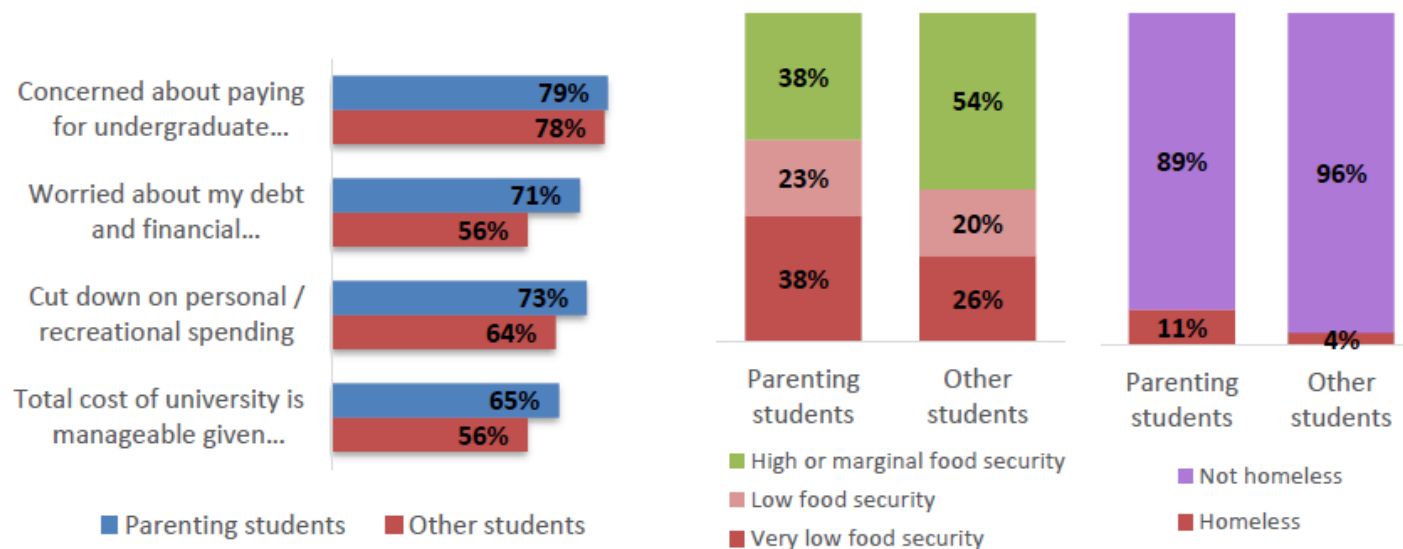Regents item: Approaches to supporting the basic needs of parenting students
Meeting of January 21, 2020

SPECIAL COMMITTEE ON BASIC NEEDS — -3- — **S1**
January 21, 2020

Figure 1: Undergraduate parenting students' financial concerns and basic needs, 2016 and 2018

Student health

Related surveys: UCUES, Student Food Access and Security Survey

- Questions regarding:

  - Student health

  1. How would you describe your general health? (Student Food Access and Security Survey)

  2. In the last 12 months, how would you rate the overall level of stress you have experienced? (Student Food Access and Security Survey)

  3. Do you have any conditions or disabilities that significantly affect your experience as a student at UC [Campus Name], including how you learn or perform academically, interact with others, or access the campus? (UCUES)

Student health

Regents item:
Supporting students with
disabilities at the
University of California
Meeting of November 18, 2020

- Students who reported having an emotional or mental health concern or condition were less likely than students who reported having the other types listed above to receive accommodations.
- Not all students with disabilities or conditions need or wish to receive accommodations.

Type of Disability or Condition	Percentage of UCUES respondents who indicated that they currently receive accommodations
Physical disability or condition (e.g., mobility limitation, sensory condition)	40%
Learning disability or condition (e.g., dyslexia, speech disorder)	42%
Neurodevelopmental/cognitive disability or condition (e.g., autism, attention deficit/hyperactivity disorder, brain injury)	40%
Emotional or mental health concern or condition (e.g., depression, anxiety, posttraumatic stress disorder)	19%
Other disability or condition	29%
Any disability or condition	21%

Gender by Type of Disability

- Female students were more likely than their male counterparts to report having an emotional or mental health concern.
- Male respondents were more likely than females to identify having any of the other disabilities or conditions.

Type of Disability or Condition	Female	Male
Physical disability or condition (e.g., mobility limitation, sensory condition)	59%	40%
Learning disability or condition (e.g., dyslexia, speech disorder)	56%	43%
Neurodevelopmental/cognitive disability or condition (e.g., autism, attention deficit/hyperactivity disorder, brain injury)	55%	44%
Emotional or mental health concern or condition (e.g., depression, anxiety, posttraumatic stress disorder)	73%	27%
Other disability or condition	57%	42%
Any disability or condition	70%	30%
All UCUES Respondents	62%	38%

https://regents.universityofcalifornia.edu/regmeet/nov20/a4.pdf

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COVID and remote instruction

Related surveys: UCUES

- Questions regarding:

  - COVID health

    1. How concerned are you about the possible effects of COVID-19 on your learning in the following ways?

    2. Do you plan to enroll at UC [campus] in Fall 2020?

  - Remote instruction

    1. Compared to in-person classes, how much have you learned from the following methods of remote instruction?

    2. Please rate the following aspects of remote instruction compared to in-person classes.

COVID and remote instruction

Undergraduate UCUES COVID-19 and remote learning

| | Introduction | Respondent profile | Fall 2020 enrollment | Effects on learning | Effects on students | Student w > |

Introduction
Respondent profile
Fall 2020 enrollment
Effects on learning
Effects on students
Student wellbeing
Health response
Remote instruction feedback
Remote instruction quality
Remote instruction experience

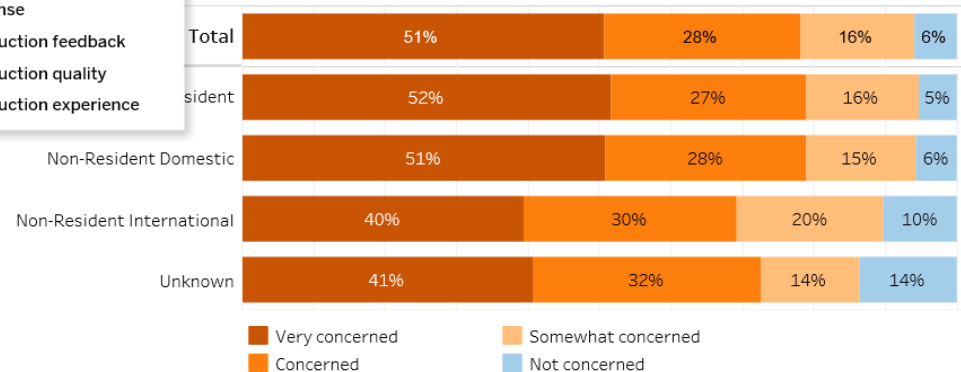t the possible effects of COVID-19 on your learning in the following ways? ⓘ

nt characteristics | Learning factor
ency ▾ | Learning effectively in the remote instruction environment ▾

rning effectively in the remote instruction environment

Total	51%	28%	16%	6%
sident	52%	27%	16%	5%
Non-Resident Domestic	51%	28%	15%	6%
Non-Resident International	40%	30%	20%	10%
Unknown	41%	32%	14%	14%

■ Very concerned   ■ Somewhat concerned
■ Concerned   ■ Not concerned

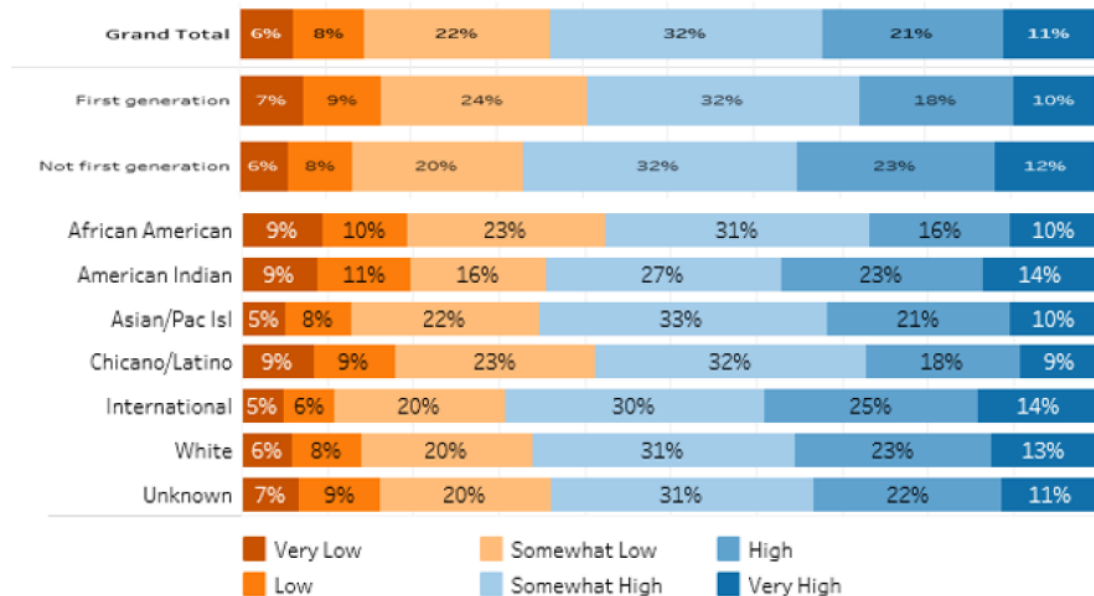|	Number of respondents	% Respondents	% share of weighted respondents
Very concerned	37,758	50.7%	49.3%
Concerned	20,500	27.5%	27.8%
Somewhat concerned	11,928	16.0%	16.5%
Not concerned	4,320	5.8%	6.3%
Grand Total	74,506	100.0%	100.0%

Data source: 2020 UC Undergraduate Experience Survey. Results were weighted by campus size, gender, and resident status. Updated on 9/11/2020

https://www.universityofcalifornia.edu/infocenter/ucues-covid-19

COVID and remote instruction

Regents item:
Meeting of September 16, 2020

Planning and evaluation of COVID-19 academic and student impacts

Figure 6: Spring 2020 UCUES responses to the statement "my confidence using tools for remote learning is"

	Very Low	Low	Somewhat Low	Somewhat High	High	Very High
Grand Total	6%	8%	22%	32%	21%	11%
First generation	7%	9%	24%	32%	18%	10%
Not first generation	6%	8%	20%	32%	23%	12%
African American	9%	10%	23%	31%	16%	10%
American Indian	9%	11%	16%	27%	23%	14%
Asian/Pac Isl	5%	8%	22%	33%	21%	10%
Chicano/Latino	9%	9%	23%	32%	18%	9%
International	5%	6%	20%	30%	25%	14%
White	6%	8%	20%	31%	23%	13%
Unknown	7%	9%	20%	31%	22%	11%

- Very Low
- Low
- Somewhat Low
- Somewhat High
- High
- Very High

This information identified where to prioritize targeted support for existing students. It also emphasized the importance of ensuring incoming students had familiarity and confidence in how to use remote instruction tools and that campus orientation sessions needed to be expanded to meet this need to ensure students had a successful start in the fall.

https://regents.universityofcalifornia.edu/regmeet/sept20/a1.pdf

Themes in graduate and professional student surveys

12 themes covered in graduate and professional student surveys

- Academic and program experience

- Academic progress

- Program and campus climate

- Advising

- Financial experience/support

- Basic needs

- Satisfaction

- Well-being and mental health

- Professional development

- Career aspirations and plans

- Post-graduation employment

- Demographics

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Academic and program experience

Related surveys: PhD pathways student survey, Graduate student support survey, Graduate well-being survey, UC Graduate student experience (UCGSES)

- Questions regarding:
  - Program engagement
    - My academic work is meaningful and inspires me.
    - My academic work stretches and challenges me intellectually.
  - Program quality (UCGSES)
    - Overall, I am satisfied with the quality of the curriculum.
    - Rate the overall quality of your graduate degree program.
  - Factors in choosing a graduate college/university
    - How important were the following factors in your decision about which graduate school to attend? - program reputation, amount of financial support offer, presence of diverse faculty, etc.
  - COVID-19 remote learning and research
    - How satisfied are you with each of the following aspects of your graduate coursework during the 2020-21 academic year? – interaction with instructors, quality of my own engagement, etc.

Academic /program experience

Graduate student UCGSES COVID-19 and remote learning

| Introduction | Student profile | Access to resources | **Impacts on degree completion** | Satisfaction |

Impacts of COVID-19 on degree completion

Has progress toward your degree completion been delayed due to the impacts of COVID-19?

Grand Total	63%	16% 11% 7%
Arts	56%	16% 10% 14%
Engineering/Computer Sciences	59%	21% 10%
Health Prof/Clinical Sciences	87%	
Humanities	43%	21% 16% 17%
Life Sciences	45%	24% 20% 9%
Physical Sciences/Math	55%	21% 14% 8%
Professional Fields	81%	7%
Social Sciences/Psychology	53%	15% 14% 15%
Other/Unknown	64%	13% 11% 10%

Campus
(All) ▾

Student characteristics
Discipline ▾

- ■ Yes, delayed by three or more terms
- ■ Yes, delayed by two terms
- ■ Yes, delayed by one term
- ■ No, I am making progress as expected
- ■ No, I am making progress more quickly

Academic progress

Related surveys: Graduate well-being survey, UCGSES, PhD pathways student survey

- Questions regarding:

  - Academic progress (UCGSES)
    - I have completed all required coursework for my program.
    - I have defended (completed) my dissertation/thesis/MA project.

  - Progress to degree (UCGSES)
    - Has your progress toward your degree completion been delayed due to the impacts of COVID-19?
    - I'm on track to complete my degree program on time.
    - I'm well prepared for the work required to complete my program.

Academic progress

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9/10/2021 | 38
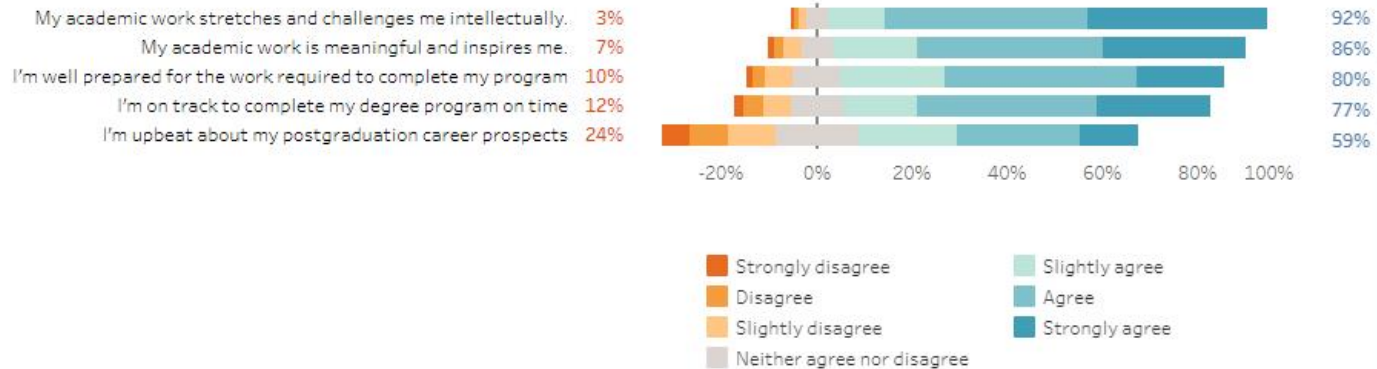
Program/campus climate

Related surveys: Graduate well-being survey, UCGSES

- Questions regarding:

  - Program and campus climate (UCGSES)
    - In my graduate program, I feel included by – my peers; the faculty; the administration and staff.

    - There is a strong sense of community in my graduate program.

    - Faculty in my graduate program make thoughtful efforts to advance inclusion in my program.

Program/campus climate

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

	Strongly Disagree	Disagree	Slightly Disagree	Neither Disagree Nor Agree	Slightly Agree	Agree	Strongly Agree	Total	Strongly Disagree	Disagree	Slightly Disagree	Neither Disagree Nor Agree	Slightly Agree	Agree	Strongly Agree	Total
In my graduate program, I feel valued and included by...																
65. my peers	145	197	252	457	946	2,139	1,196	5,332	2.7%	3.7%	4.7%	8.6%	17.7%	40.1%	22.4%	100.0%
66. the faculty	203	279	413	674	1,140	1,911	711	5,331	3.8%	5.2%	7.7%	12.6%	21.4%	35.8%	13.3%	100.0%
67. the administration and staff	187	198	264	908	956	1,926	885	5,324	3.5%	3.7%	5.0%	17.1%	18.0%	36.2%	16.6%	100.0%
In my graduate program, my culture is valued and respected by...																
68. my peers	116	132	186	862	610	2,188	1,232	5,326	2.2%	2.5%	3.5%	16.2%	11.5%	41.1%	23.1%	100.0%
69. the faculty	142	152	179	1,075	642	2,076	1,054	5,320	2.7%	2.9%	3.4%	20.2%	12.1%	39.0%	19.8%	100.0%
70. the administration and staff	109	93	135	1,331	572	2,023	1,056	5,319	2.0%	1.7%	2.5%	25.0%	10.8%	38.0%	19.9%	100.0%
71. My graduate program keeps hassles and administrative paperwork to a minimum, freeing me to focus on my academic work.	306	341	531	566	915	1,893	780	5,332	5.7%	6.4%	10.0%	10.6%	17.2%	35.5%	14.6%	100.0%
There is...																
72. a strong sense of community in my graduate program.	330	497	482	559	1,178	1,436	850	5,332	6.2%	9.3%	9.0%	10.5%	22.1%	26.9%	15.9%	100.0%
73. a strong sense of community among graduate students in the university.	437	825	731	1,246	964	848	279	5,330	8.2%	15.5%	13.7%	23.4%	18.1%	15.9%	5.2%	100.0%
74. My graduate program is hostile toward students and the concerns they raise. (REVERSED)	1,292	1,789	560	836	457	256	143	5,333	24.2%	33.5%	10.5%	15.7%	8.6%	4.8%	2.7%	100.0%
75. The university is hostile toward students and the concerns they raise. (REVERSED)	1,017	1,535	509	1,217	486	342	227	5,333	19.1%	28.8%	9.5%	22.8%	9.1%	6.4%	4.3%	100.0%

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Advising

Related surveys: PhD pathways student survey, Graduate well-being survey, UCGSES

- Questions regarding:

  - Faculty advising (UCGSES)
    - My primary academic advisor… provides advice in support of my goals and ambitions.
    - … is actively involved in my academic training.
    - … treats me fairly.

  - Overall advising and mentorship experience (UCGSES)
    - I'm satisfied with… the mentorship I receive in my program .
    - … the career support I receive in my program.

Advising

Figure 2: UC academic doctoral percent disagreement/agreement with the advising statements based on 2016 and 2020 survey data

Legend:
- Strongly Disagree
- Disagree
- Slightly Disagree
- Neither Agree Nor Disagree
- Slightly Agree
- Agree
- Strongly Agree

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Financial experience/support

Related surveys: PhD pathways student survey, Graduate cost of attendance, Graduate student support survey, Graduate well-being survey, UCGSES

- Questions regarding:
  - Financial support received from UC and non-UC programs (GSSS)
    - Amount of support from various sources
  - Types of support received (GSSS)
    - Types of support – fellowship/scholarship/grant/traineeship; research assistantship, other employment support
  - Number of years of guaranteed support (GSSS)
    - Does your overall support package from UC or non-UC school include support for multiple years?
  - Weekly, monthly, and annual costs and expenses (GCOAS)
    - Housing, utilities, childcare, healthcare, etc.
  - Overall financial situation (UCGSES/GSWBS)
    - I'm confident in my financial situation.
    - Financial hardship has impeded my success in my program.

Financial experience/support

4.2.2 Average net stipend offered to graduate academic doctoral students admitted to UC compared with their first-choice non-UC schools, Universitywide, 2013, 2017, and 2020
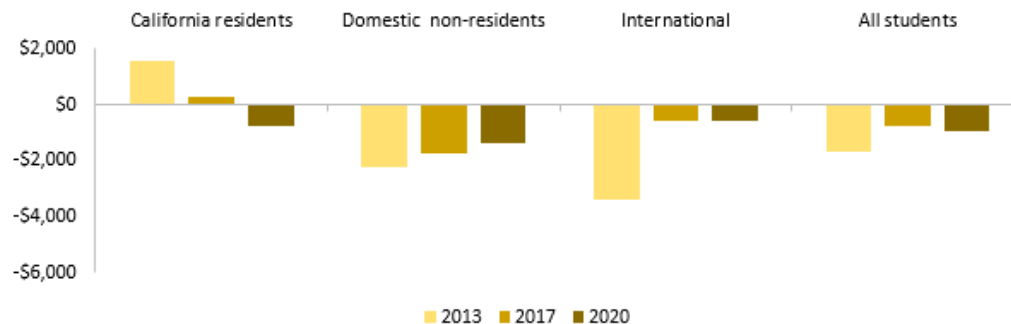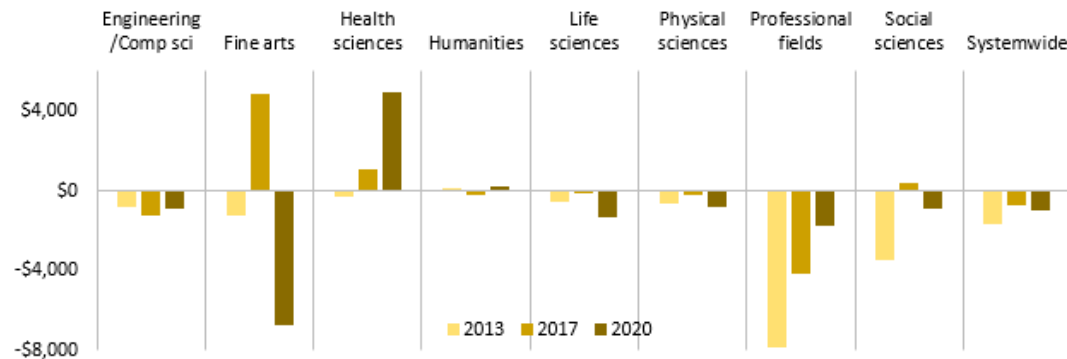
Source: UC Graduate Student Support Survey. Graduate academic professional doctoral programs include EdD, D.Env., DrPH., D.P.T. and D.N.S.

UC accountability report 2021
https://accountability.universityofcalifornia.edu/2021/chapters/chapter-4.html#4.2.2

Financial experience/support

Figure 8: Financial situations of graduate parenting students, 2016
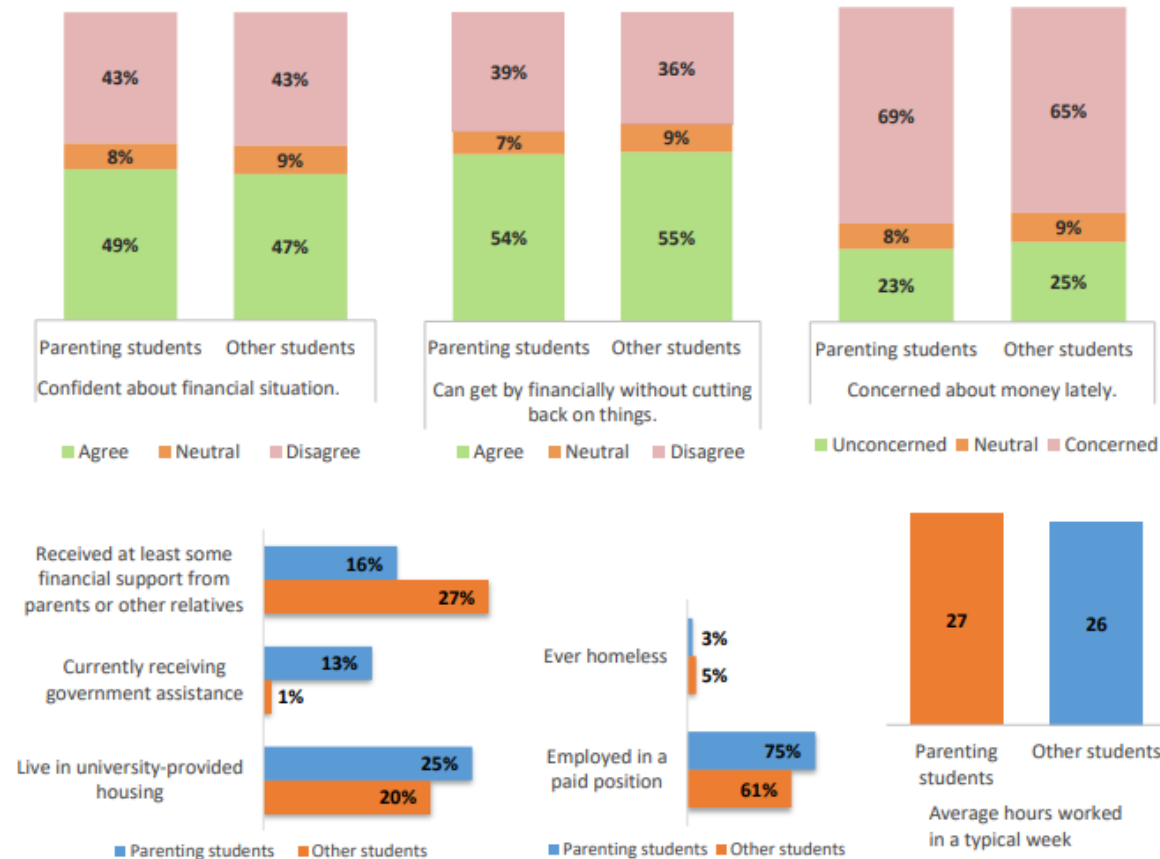
Parenting students' experience and challenges at UC, 2019
https://www.ucop.edu/institutional-research-academic-planning/_files/uc-parenting-students.pdf

Basic needs

Related surveys: Graduate cost of attendance survey, Graduate student support survey, Graduate well-being survey, UCGSES

- Questions regarding:

  - Food insecurity
    - Did you ever cut the size of your meals or skip meals because there wasn't enough money for food? (UCGSES)
  - Housing insecurity and homelessness
    - In the last 12 months, have you ever lacked a safe, regular, and adequate nighttime place to stay and sleep for any length of time? (UCGSES)
  - Housing needs
    - How would you describe your likely housing needs at <UC or non-UC school>? (GSSS)
  - Transportation and commute
    - How far [and how long] is your commute to school? (GCOAS)

Basic needs

https://www.ucop.edu/global-food-initiative/_files/food-housing-security.pdf
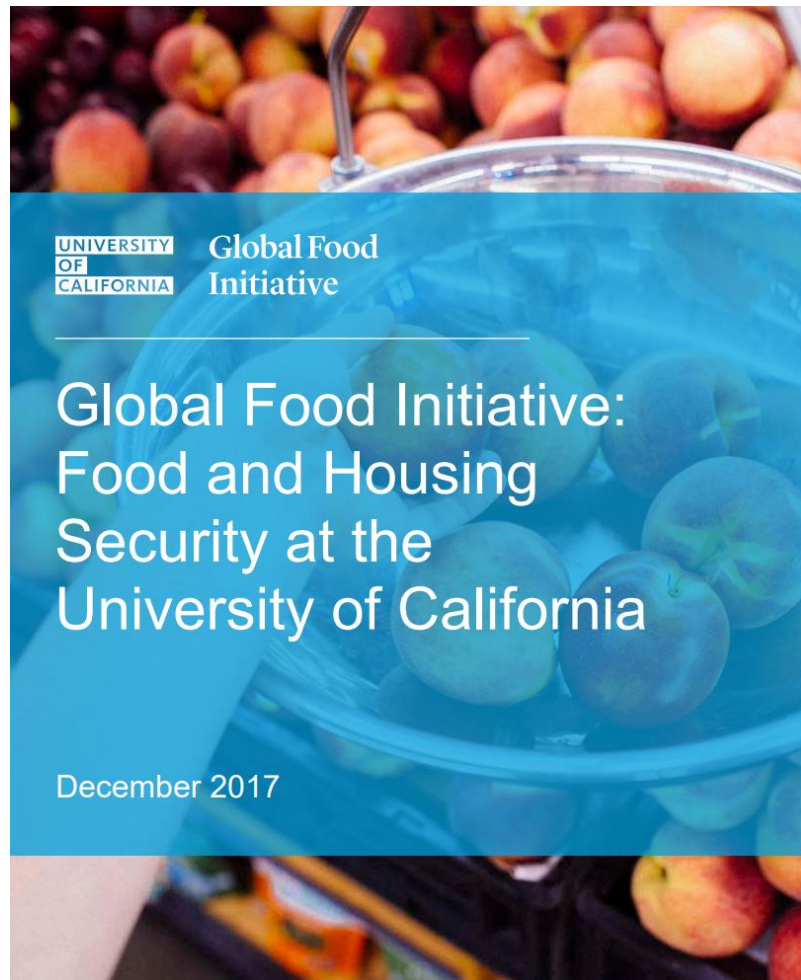
Basic needs

Graduate students -- 2016 Graduate Student Well-Being Survey*

Campus
(All)

Race/ethnicity | Discipline | Gender | LGBTQ | Graduate level
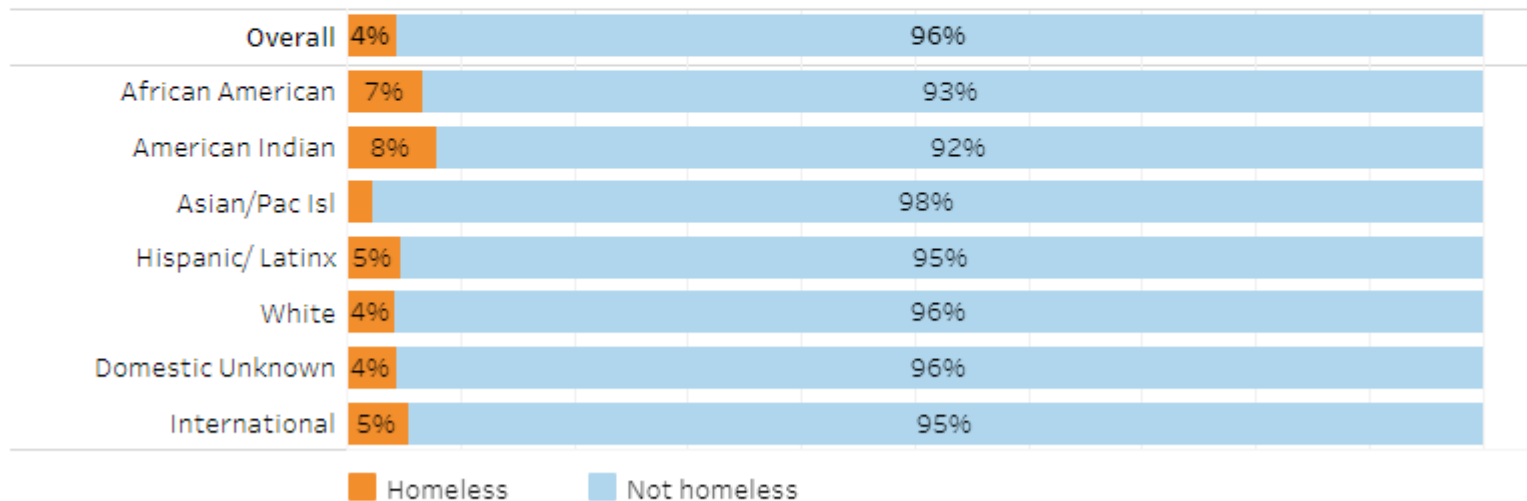(All) | (All) | (All) | (All) | (All)

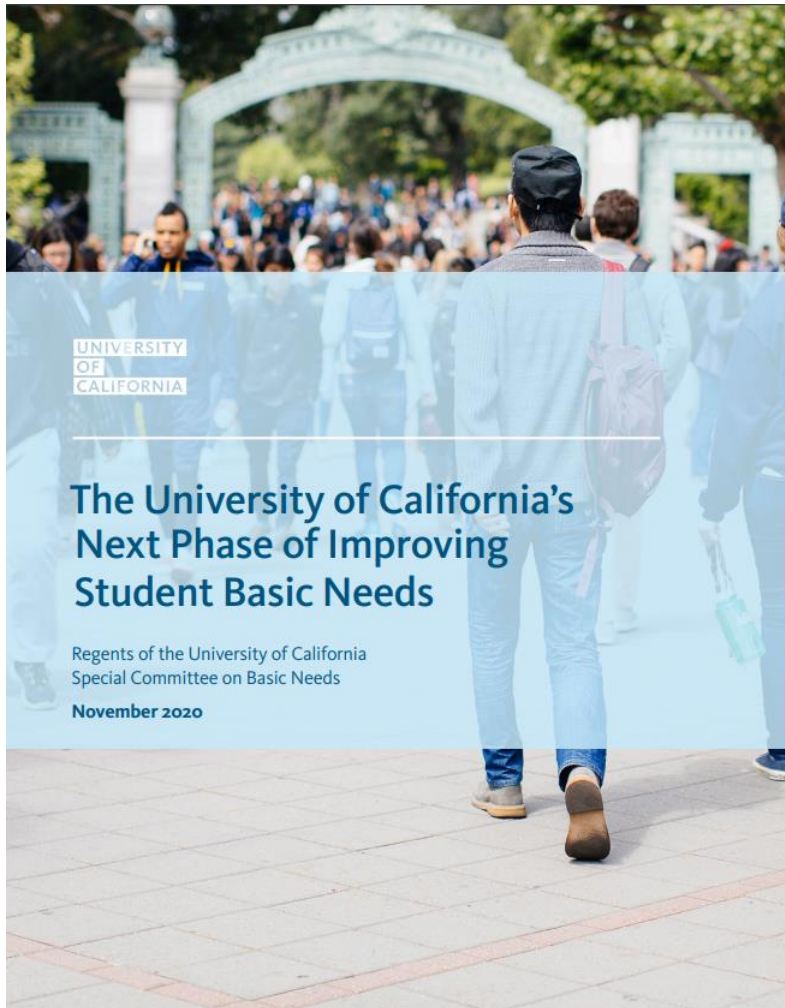|	Food insecurity	Food security
Overall	25%	75%
African American	40%	60%
American Indian	34%	66%
Asian/Pac Isl	20%	80%
Hispanic/ Latinx	38%	62%
White	23%	77%
Domestic Unknown	24%	76%
International	24%	76%

* Graduate student respondents are weighted to reflect the population (see background tab). Categories with group size fewer than 10 are hidden.

https://www.universityofcalifornia.edu/infocenter/student-basic-needs

Basic needs

Campus
(All) ▼

Race/ethnicity ▽ ▼	Discipline	Gender	LGBTQ	Graduate level
(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼

	Homeless	Not homeless
Overall	4%	96%
African American	7%	93%
American Indian	8%	92%
Asian/Pac Isl		98%
Hispanic/ Latinx	5%	95%
White	4%	96%
Domestic Unknown	4%	96%
International	5%	95%

■ Homeless   ■ Not homeless

* Graduate student respondents are weighted to reflect the population (see background tab). Categories with group size fewer than 10 are hidden.

https://www.universityofcalifornia.edu/infocenter/student-basic-needs

Basic needs

The University of California's Next Phase of Improving Student Basic Needs

Regents of the University of California
Special Committee on Basic Needs

November 2020

Figure 17. Percentage of graduate students experiencing food insecurity by student characteristic

OVERALL
26

ETHNICITY
African American — 41
American Indian — 33
Asian — 19
Hispanic — 39
White — 23
International — 24

LGBTQ
Not LGBTQ — 25
LGBTQ — 35

DEGREE LEVEL
Academic Masters — 29
Academic Doctoral (no candidacy) — 30
Academic Doctoral (candidacy) — 24
Graduate Professional — 23

DISCIPLINE
Humanities — 45
Social Sciences — 36
STEM — 21
Professional Fields — 25
Multi/Other — 40

YEAR ENROLLED
1st — 27
2nd — 27
3rd — 28
4th — 22
5th — 27
6th + — 24

UC Regents meeting, November 2020, Special Committee on Basic Needs
https://regents.universityofcalifornia.edu/regmeet/nov20/s1attach.pdf

Satisfaction

Related surveys: UCGSES, PhD career pathways student survey

- Questions regarding:

  - University resources
    - Please rate the following services based on your most recent years' experience – Graduate Division; student health center/services; career center; disability services; campus police; etc.

  - Satisfaction with PhD education experience
    - Given the perspective that you have gained since completing your PhD, if you had to start again, how likely would you do the following? Pursue a PhD in general, pursue a PhD in the same field, choose the same institution for doctoral education

Satisfaction
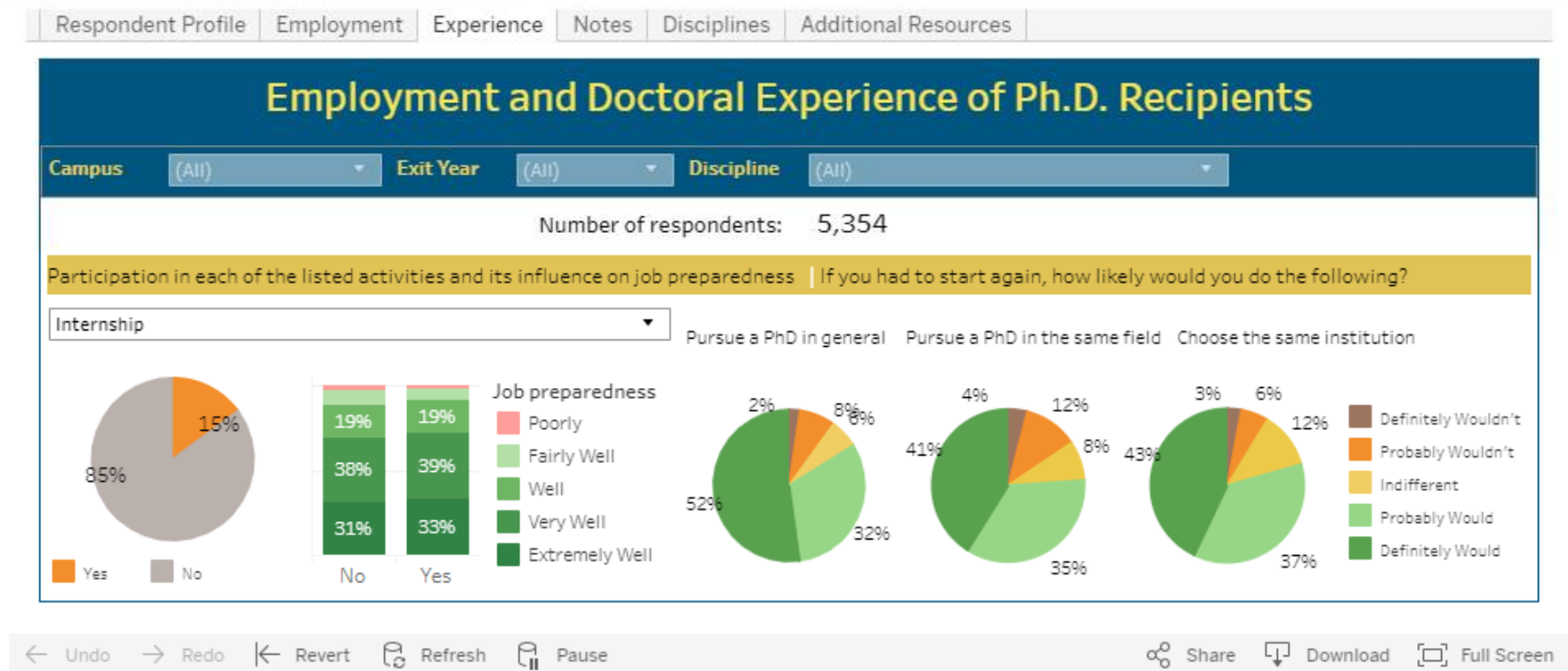
Well-being and mental health

Related surveys: Graduate well-being survey, UCGSES

- Questions regarding:

    - Well-being maintenance
        - I know where to get help on campus if I have a… health or medical need; counseling, psychological, or other mental health need
        - Is there anything, large or small, that the university could do to make it easier for you to access health or mental health care?
    - Social and familial support
        - I'm able to balance my work and family commitments
        - My family feels supported in the campus community
    - Depression
        - CESD-R scale used on GSWBS and UCGSES
        - I felt depressed, I lost interest in my usual activities, I was tired all the time

Well-being and mental health

Figure 8. Effect of depression on academic success
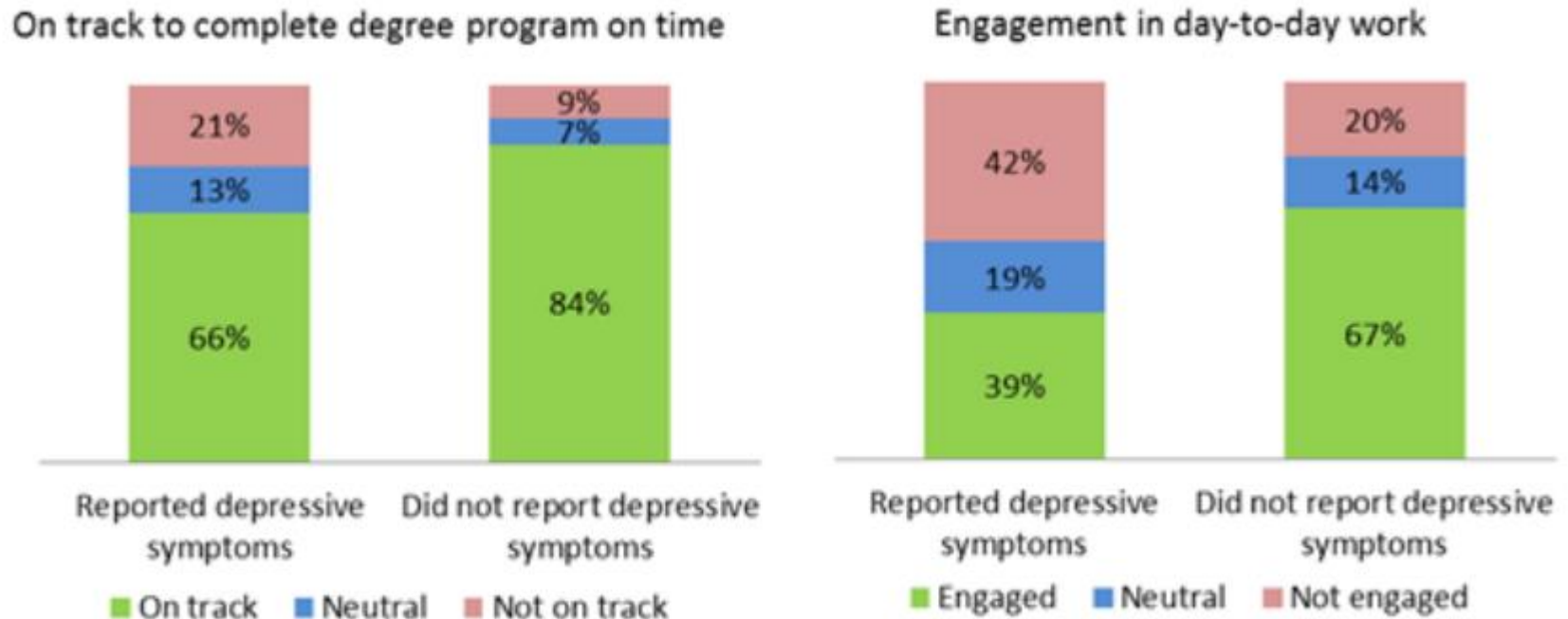
On track to complete degree program on time

Engagement in day-to-day work

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Well-being and mental health

Figure 10: Sleep hours, balance between work and family, and depression of graduate parenting students, 2016
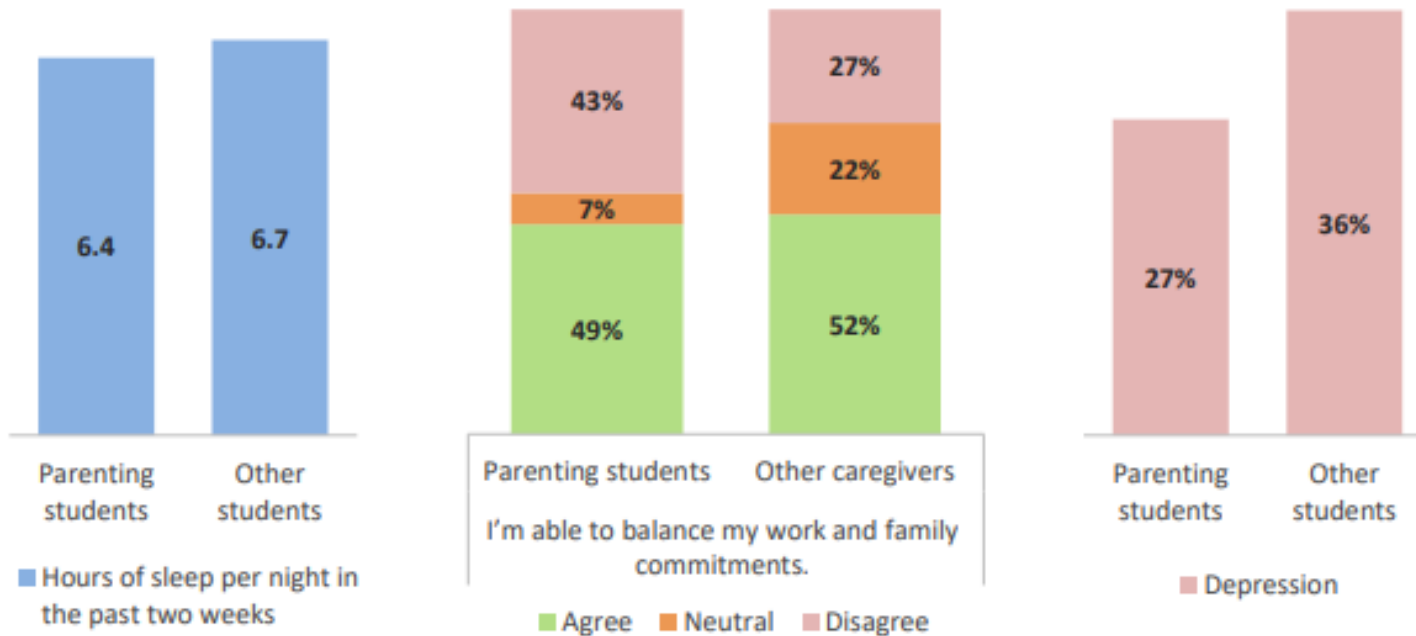
Professional development

Related surveys: PhD career pathways student survey, PhD career pathways alumni survey, Graduate well-being survey, UCGSES

- Questions regarding:
  - Professional development (UCGSES/GSWBS)
    - In what types of professional development opportunities have you participated in since starting your graduate program? – leadership, study abroad, internship/practicum, etc.
  - Career preparation and development (PhD pathways alumni survey)
    - How well did your PhD prepare you for your job?
    - How well did your PhD program prepare you in the following knowledge, attributes, and behaviors? – critically analyzing and evaluating findings and results; valuing others' worldviews, etc
  - Services and awards (PhD pathways alumni survey)
    - Please tell us how you have participated in the each of the following types of organizations over the past 12 months [member, volunteer, leader]
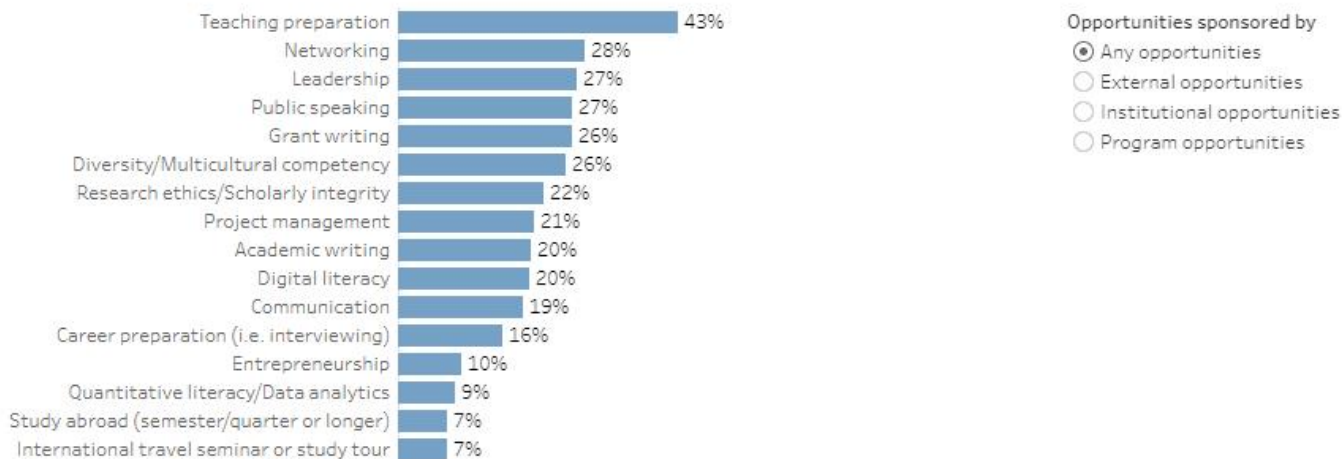
Professional development

UC doctoral experience survey

Respondent profile | Academic progress and skills | Professional development | Advising and mentorship | Financial support | Career as >

Professional development opportunities respondents have participated in or plan to participate in

Campus	Student level	Discipline
(All) ▼	(All) ▼	Arts ▼

Gender	Race/Ethnicity	Residency status	Survey administration year
(All) ▼	(All) ▼	(All) ▼	(All) ▼

In what types of professional development opportunities sponsored by your PhD program, your institution, or outside of the institution have you participated in since starting your doctorate program ? (Select all that apply. The 2016 and 2020 surveys did not include these items.)

Teaching preparation	43%
Networking	28%
Leadership	27%
Public speaking	27%
Grant writing	26%
Diversity/Multicultural competency	26%
Research ethics/Scholarly integrity	22%
Project management	21%
Academic writing	20%
Digital literacy	20%
Communication	19%
Career preparation (i.e. interviewing)	16%
Entrepreneurship	10%
Quantitative literacy/Data analytics	9%
Study abroad (semester/quarter or longer)	7%
International travel seminar or study tour	7%

Opportunities sponsored by
- ⦿ Any opportunities
- ○ External opportunities
- ○ Institutional opportunities
- ○ Program opportunities

https://www.universityofcalifornia.edu/infocenter/doctoral-experience-survey

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9/10/2021 | 57

Career aspirations

Related surveys: PhD career pathways student survey, UCGSES

- Questions regarding:
    - Career aspirations (PhD career pathways student survey)
        - When you began your PhD program, what was your ultimate career goal?
        - If your career goals have changed at any point during your time as a graduate student at UC (institution), what factors influenced that change?
    - Post-graduation career plans (UCGSES)
        - Do you plan to pursue a career in academia by obtaining a teaching and/or research position, including faculty and staff researcher positions?
        - How important will the following factors be in your decision to select your first job immediately following your graduation? – salary, job location, intellectual challenge, contribution to society, etc.

Career aspirations
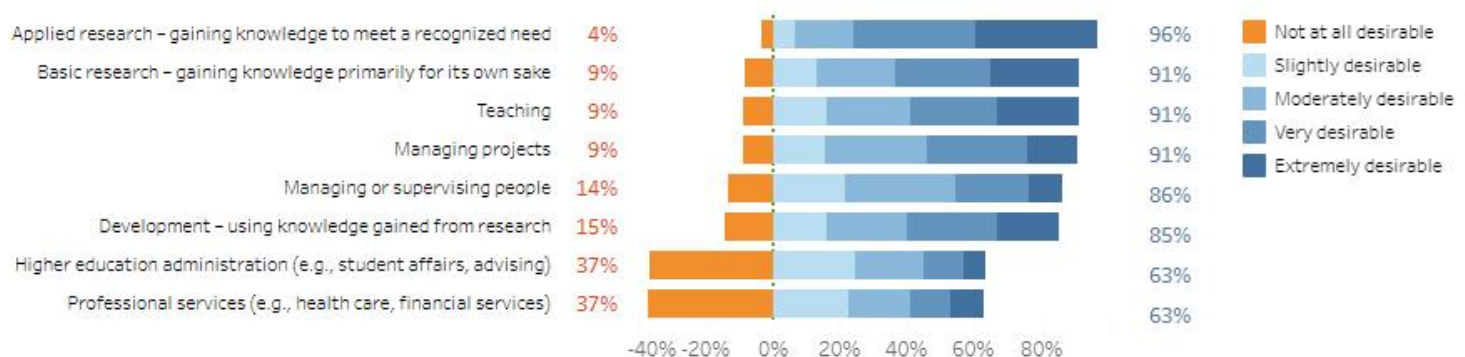
Post-graduation employment

Related surveys: PhD career pathways alumni survey

- Questions regarding:

  - Post-graduation employment
    - What is your job title for the job you held this year?

    - How closely is your job related to the PhD you earned from your institution?

    - How important were the following factors in your decision to select your job? – salary, job location, intellectual challenge, contribution to society, etc.

Post-graduation employment

https://www.universityofcalifornia.edu/infocenter/employment-and-doctoral-experience-phd-recipients
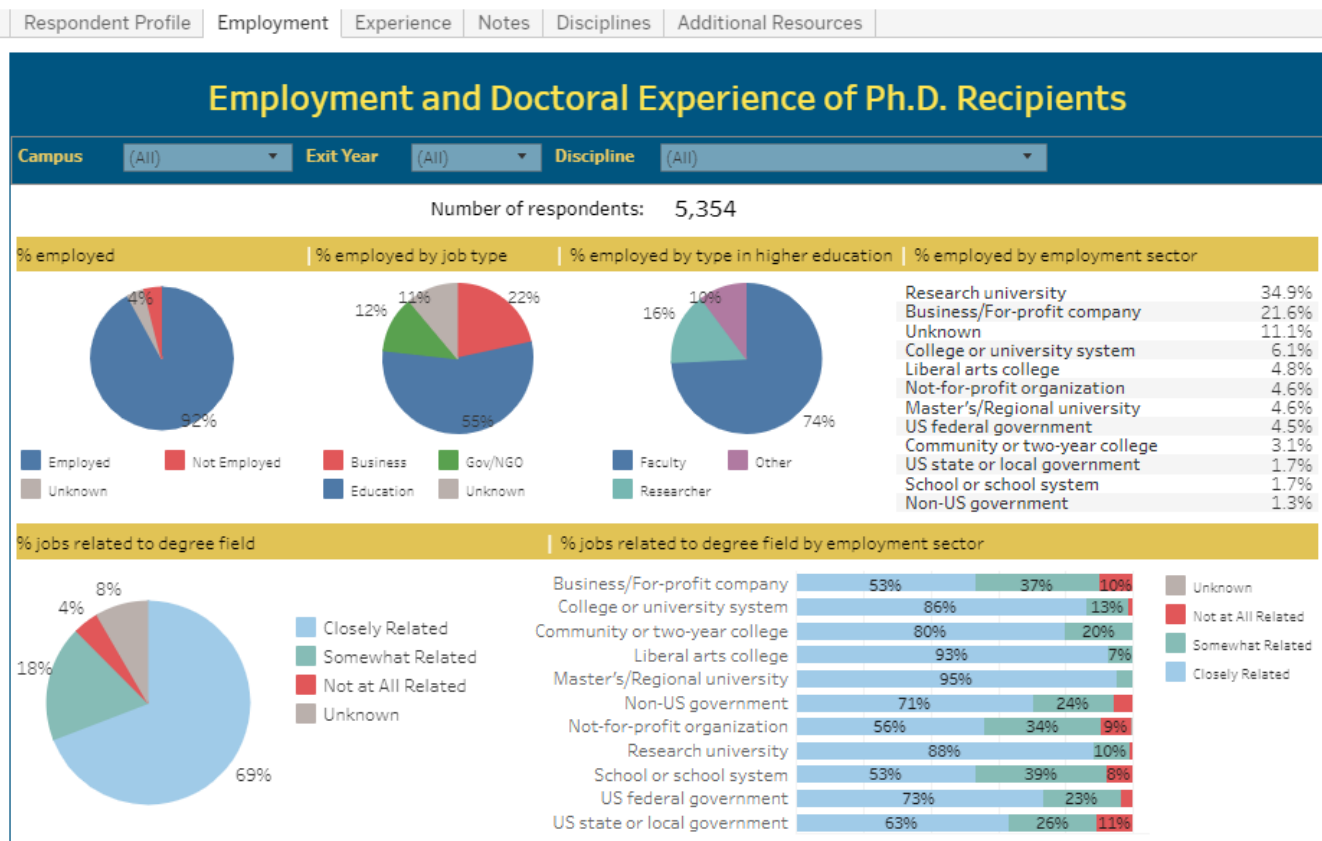
Demographics

- Related surveys: PhD career pathways student survey, PhD career pathways alumni survey, Graduate well-being survey, UCGSES

- Similar questions and format to UCUES

Survey services

- **Survey planning & consultation**
  - Instrument design
  - Question wording
  - Sample determination
  - Survey programming in Qualtrics
  - Survey administration, and analysis and reporting

- **Survey requests & proposing new surveys**
  - Review multi-campus or systemwide proposals to survey UC students, faculty, staff, and alumni.

- **Survey administration**
  - Prior to administering a survey, the IRAP survey team may require additional information.
  - After survey administration, the IRAP survey team can provide a cleaned dataset.

https://www.ucop.edu/institutional-research-academic-planning/services/survey-services/index.html

Survey services

IRAP Survey Services

IRAP's Survey Services can assist units across UCOP and the campuses that participate in UC systemwide surveys to UC students, faculty, staff, and alumni.

Survey Planning & Consultation

IRAP offers consultation on instrument design, question wording, sample determination, survey programming in Qualtrics (our online survey tool), survey administration, and analysis and reporting. IRAP will consider requests for assistance with the development and analysis of surveys conducted by UCOP and UC systemwide units, committees, and task forces. Please contact surveyteam@ucop.edu to schedule a consultation.

When planning to administer a survey, IRAP takes several matters under consideration, including:

- Currently available systemwide data, including survey data

- The broad systemwide purpose of the survey

- The IRAP survey calendar to identify potentially competing surveys

- Managing the number of surveys a specific population receives in a period of time to ensure the survey response rate is not compromised by a decreased willingness to participate in surveys (i.e. survey fatigue)

Survey Requests & Proposing New Surveys

The IRAP survey team also reviews multi-campus or systemwide proposals to survey UC students, faculty, staff, and alumni. To allow for a thorough review of each proposal, proposals should be submitted at least 2 months prior to the planned administration date (e.g., submit a proposal by April 1 if you want to administer the survey starting June 1).

Please send responses to the following questions along with a copy of your survey instrument to surveyteam@ucop.edu:

1. How often will the survey be administered?
2. When will the survey be administered (e.g., spring, fall, etc.)
3. What is the population size for the survey?
4. How many reminder messages will be distributed?

IRAP SURVEYS

- IRAP surveys page
- Response rates of UC surveys
- Survey calendar

CAMPUS SURVEY SITE

- Berkeley
- Davis
- Irvine
- Los Angeles
- Merced
- Riverside
- San Diego
- San Francisco
- Santa Barbara
- Santa Cruz

EXTERNAL RESOURCES

- Student Experience in the Research University (SERU)
- National Survey of Student Engagement (NSSE)
- UCLA Higher Education Research Institute (HERI)

Survey analyses at your fingertips

The UC Information Center   universityofcalifornia.edu/infocenter

There are **ten** dashboards that allow you to explore data from IRAP surveys.

5 undergraduate data dashboards

3 graduate data dashboards (one of graduate alumni)

1 undergraduate and graduate data dashboard—Student basic needs

1 faculty data dashboard—Remote instruction

Survey analyses at your fingertips

The IRAP website   ucal.us/irap   link to list of topic briefs and reports
Content & analysis

There are **eight** topic briefs and reports that present analyses of IRAP surveys.

3 undergraduate data topic briefs or reports

2 graduate data topic briefs or reports

3 undergraduate and graduate data topic briefs or reports

Institutional Research and Academic Planning

| HOME | STAFF & CONTACTS | SERVICES | CONTENT & ANALYSIS |

CONTENT & ANALYSIS

Content & analysis overview ›

Undergraduate admissions

Undergraduate enrollment

IRAP supports UC's transparency and advocacy efforts, along with providing decision support through the production of reports and analyses. This material can include the annual production of the UC Accountability Report, UC Information Center, UC facts at a glance, and community maps which consolidate information across subject areas. In addition, IRAP produces topic briefs, reports and analyses that concentrate in key areas of the university.

Survey analyses at your fingertips

The IRAP website   ucal.us/irap   link to list of survey presentations
Services > Presentations

There are **thirteen** presentations that leverage analyses of IRAP surveys.

9 presentations at California Association for Institutional Research (2015-2020)

1 presentation at UC Basic Needs Summer Retreat (2020)

1 presentation at Humanities@Work Colloquium (2019)

2 presentation at Student Experience in the Research University (SERU) Symposium (2018 and 2020)

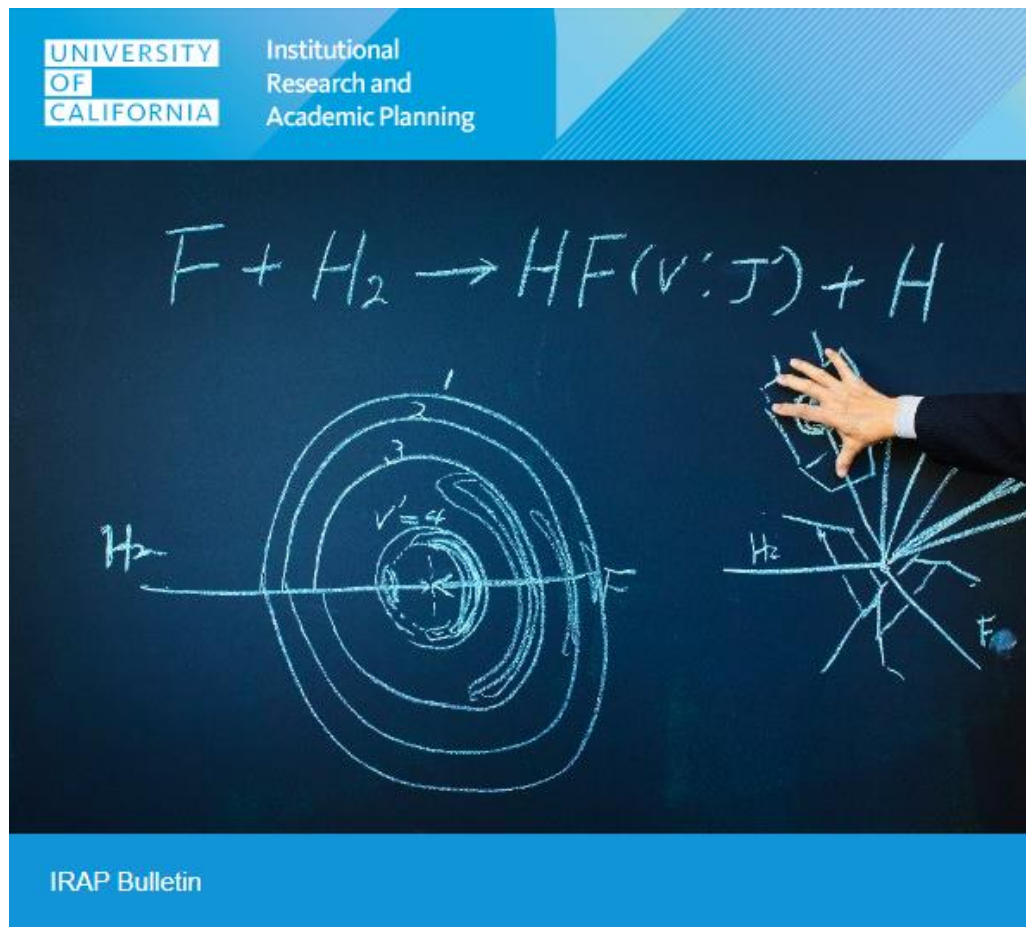# Keep informed of IRAP analyses

The IRAP Bulletin
Services > IRAP periodicals

IRAP publishes a quarterly
Bulletin to highlight timely,
relevant data and research
which can support your work
and interests.

Sign up to receive the IRAP Bulletin

link to list of IRAP Bulletins

Group discussion

1) What research questions would you like to use the data we talked about to answer?

2) What have you learned today that will inform your survey work?

Q & A

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Thank you!

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