

Using campus survey results to
make good decisions in
challenging times:


The first year experience of veteran
and active duty students at UC

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Statement of the Problem

- More veterans are expected to enter higher education in the next few years
- Veterans often find the transition to civilian life to be difficult
- Veterans may have psychological or physical disabilities with social and academic consequences
- Veterans' GI Bill benefits are dependent on enrollment so their stake in academic success and persistence is higher than other students



Identifying Veteran and Active Duty Students

- Problem with previous data: Veteran or veteran's dependent?
- New application question for 2007-08 cohort allows student to select active duty and veteran or National Guard/Reserves



First Year Veterans or Active Duty at UC

- 324 of 162,259
- 163 respondents to UCUES 2008 respondents (50% response rate compared to 39% for all students)
- 150 Transfers among respondents (92%)
- 133 California Community College Transfers (81% of respondents)



Methodology

- From 2007 cohort
- Compare First Year Military (Veterans or Active Duty) California Community College Transfers (n=133) to
 - Non-Military First Year California Community College Transfers (n = 5000)
 - First Year Freshmen (n=15,209)
 - Juniors who entered as Freshmen (n=10,800)



Transfer vs Freshmen Entrants

- Older
- More first generation college
- More women
- Academically serious, socially disengaged from campus life
- More work and family obligations, less campus involvement
- Higher overall satisfaction
- “Transfer shock” – temporary dip in transfer students GPA in the first or second semester at 4 year school (Laanan, 2001)



Demographics

	Military First Year Transfers	Non-Military First Year Transfers	First Year Freshmen Entrants
Ethnicity for Domestic Students			
African American	4.5%	3.1%	3.1%
Chicano-Latino	11.3%	17.4%	15.6%
Asian-Filipino-Pacific Islander	21.1%	27.8%	42.9%
White	46.6%	42.4%	32.7%
Other, Am Ind, Unknown	16.5%	9.3%	5.7%
English as First Language	70.7%	52.4%	52.3%
Female	20.3%	55.9%	60.7%
Transfer College GPA	3.45	3.42	NA
Average Age in Fall 2007	27.5	22.7	18.0
Parents Have Less than 4-Year College	56.3%	51.0%	39.0%

Time Allocation

	Military First Year Transfers	Non-Military First Year Transfers	First Year Freshmen Entrants
	Average hours per week		
Attend classes, sections, or labs	15.2	15.1	16.3
Study and other academic activities outside of class	15.8	14.2	12.5
Paid employment total	7.8	7.6	3.6
Paid employment (on campus)	1.1	2.1	2.4
Paid employment (related to academic interests)	2.2	2.6	1.3
Socializing with friends	6.0	7.8	12.8
Using computer for non-academic purposes	7.3	9.0	11.6
Commuting to school and to work	5.3	5.2	2.5
Time with family	6.8	6.0	4.6
Participate in student clubs or organizations	2.7	2.1	3.3
Pursuing a recreational/creative interest	4.2	5.9	6.2
Partying	2.3	2.5	3.5



Campus Climate

	Military First Year Transfers	Non-Military First Year Transfers	First Year Freshmen Entrants
	% Agree		
I feel free to express my political beliefs on campus	79.4%	87.5%	91.4%
I feel free to express my religious beliefs on campus	92.3%	87.3%	91.7%
Students are respected here regardless of their economic or social class	83.8%	83.6%	88.6%
Students are respected here regardless of their gender	95.4%	92.3%	93.9%
Students are respected here regardless of their race or ethnicity	88.4%	85.5%	88.3%
Students are respected here regardless of their religious beliefs	88.5%	87.6%	90.1%
Students are respected here regardless of their political beliefs	77.9%	84.6%	87.9%
Students are respected here regardless of their sexual orientation	90.8%	91.1%	90.3%
Campus climate: I feel that I belong at this campus	79.2%	79.2%	85.4%
Campus climate: Knowing what I know now, I would still choose to enroll at this campus	80.2%	83.5%	85.2%

Political Orientation

	Military First Year Transfers	Non- Military First Year Transfers	First Year Freshmen Entrants
Very liberal	3.1%	11.0%	7.3%
Liberal	16.0%	30.1%	29.4%
Slightly liberal	18.3%	16.1%	18.9%
Moderate: middle of the road	35.1%	25.2%	27.8%
Slightly conservative	13.7%	9.6%	9.5%
Conservative	10.7%	7.0%	5.9%
Very conservative	3.1%	1.1%	1.1%
% Conservative	27.5%	17.7%	16.6%



Academic Engagement

	Military First Year Transfers	Non-Military First Year Transfers	First Year Freshmen Entrants
	% Reported Often/Very Often in AY 2007-08		
Came to class unprepared	9.9%	10.6%	30.5%
Skipped class	3.8%	5.8%	8.6%
Raised standard for acceptable effort due to high standards of a faculty member	32.6%	37.5%	30.5%
Extensively revised a paper at least once before submitting to be graded	47.3%	43.3%	42.5%
Contributed to a class discussion	50.4%	35.2%	34.6%
Brought up ideas or concepts from different courses during class discussions	32.8%	23.3%	21.0%
Asked an insightful question in class	32.3%	22.0%	18.3%
Found a course so interesting that you did more work than was required	21.5%	18.4%	13.3%
Chosen challenging courses, when possible, even though you might lower your GPA	38.9%	29.4%	28.2%
Made a class presentation	21.7%	12.9%	9.1%
Worked with a faculty member on an activity other than coursework	11.5%	5.4%	3.8%
Interacted with faculty during lecture class sessions	37.7%	25.2%	12.1%
Talked with the instructor outside of class about course material	22.9%	20.1%	11.5%
Had a class in which the professor knew or learned your name	51.9%	36.6%	22.6%
In this academic year: communicated with a faculty member by email or in person	29.2%	34.1%	24.7%



Research Opportunities & Educational Enrichments

	Military First Year Transfers	Non-Military First Year Transfers	Freshmen Entrants at Junior Level in 2007
	% Participated		
Research activity as part of coursework	67.7%	73.0%	80.3%
Student research program course	19.2%	19.8%	23.3%
Independent study	15.4%	12.9%	16.5%
Faculty research for course credit	15.4%	11.1%	16.4%
Faculty research for pay	5.4%	5.3%	9.1%
Faculty research as a volunteer	9.3%	8.8%	13.2%
Creative project with faculty for course credit	14.0%	15.1%	17.3%
Creative project with faculty for pay	3.1%	3.2%	4.0%
Creative project with faculty as a volunteer	7.7%	6.4%	8.3%
Internship w/faculty	4.8%	8.6%	13.9%
Other internship	21.4%	16.1%	31.0%
Any UC Education Abroad Program	2.4%	5.2%	16.4%
Other affiliated ed abroad	9.5%	5.6%	4.2%
Other unaffiliated ed abroad	11.9%	4.7%	4.9%



Satisfaction

	Military First Year Transfers	Non-Military First Year Transfers	First Year Freshmen Entrants
	% Somewhat Satisfied, Satisfied, Very Satisfied		
UC GPA	54.2%	58.3%	55.6%
Overall social experience	62.6%	68.0%	79.4%
Overall academic experience	74.0%	80.6%	84.6%
Value of your education for the price you	74.0%	70.4%	70.5%
Variety of courses in your major	73.3%	74.0%	81.7%
Quality of upper-division courses in your major	84.2%	86.6%	91.5%
Advising by faculty on academic matters	77.7%	83.0%	81.9%
Advising by peer advisors on academics	84.0%	79.3%	81.3%
Advising by college staff on academics	79.4%	79.9%	81.4%
Quality of faculty instruction	85.3%	88.6%	89.1%
Quality of teaching by TAs	80.6%	81.5%	83.6%
Availability of courses needed for graduation	73.3%	73.1%	78.2%
Access to small classes	61.2%	65.5%	64.2%
Access to faculty outside of class	81.7%	83.4%	83.5%
Ability to get into major of choice	93.8%	90.5%	85.8%
Opportunities for research, creative products	82.8%	77.1%	77.2%
Educational enrichment programs	91.5%	82.3%	87.3%




Transfer Shock

	Transfer College GPA	UC GPA in SPRING 2008
Non-Military First Year Transfers	3.42	3.09
Military First Year Transfers	3.45	3.03



Summary

- Military transfer students are more male, more first generation college, more white, more English as first language than other transfers and freshmen
- Military transfers are spending more of their time on academics and less on social activities than their younger counterparts among both transfers and freshmen entrants
- Generally, transfer students have similar positive attitudes toward campus climate except in the area of political expression. They are more moderate-to-conservative than other students and are sensitive to the consequences of their minority status.
- Military transfers are more engaged in research and other educational enrichments than other transfer but their participation still lags behind juniors who have had two years of UC experience and opportunity
- Military transfers exhibit higher motivation and interaction with faculty, lower frequencies of academic disengagement
- The GPA dip or transfer shock occurs for both military and non-military transfers despite the greater levels of engagement. More study of this phenomenon is necessary to understand the relationship between transfer shock and engagement.



Responding to the Challenge of Increased Enrollment of Students with Military Background

Existing transfer services may not meet the needs of military transfers because they come from much different demographic groups, opinions, and have added pressure of meeting standards for GI Bill benefits

- Closer monitoring of grades and course completion may be necessary for ensuring that loss of benefits does not affect persistence
- More attention to ensure that demographic and political differences do not create social isolation on campus



Resources

- Report on UCUES 2006

<http://cshe.berkeley.edu/publications/publications.php?id=278>

- UCUES website

<http://www.universityofcalifornia.edu/studentsurvey/>

- Handbook for advising veterans

http://www.gibill.va.gov/School_Info/rpo_hbook/waves_handbook.pdf

New Application Question

U.S. Military Service (if applicable)

Indicate your current status.

On active military duty yes no

Veteran of U.S. armed forces yes no

Reserves or National Guard yes no

Tip: Provide information as it applies only to you and, if applicable, use the personal statement to provide additional information about your military service. [More...](#)

U.S. military service

i California Student Identification

California Student ID Number

Tip: You can locate your ID number through your high school's counseling or registrar's office.

California SSID Number (optional response)

i Eligibility in the Local Context Evaluation ID Number

ELC Number

Tip: If UC notified you in high school that you qualified for the ELC program, enter the 12-digit ID number you were given. The information will help UC evaluate your application.



Previous Studies of Transfers Using UCUES

UCUES 2006

- Transfers spend more time on academic activities outside of class, work, and family obligations and less time on co-curricular activities.
- Transfer reported greater overall satisfaction than freshmen (based on average of 20 items). However, first year transfers and freshmen were less satisfied than upper division students from each group.
- Transfer students were more satisfied with their GPA in their first year and freshmen entrants were more satisfied with their GPA in their fifth year or higher