

ABSTRACT

Demographic and Engagement Factors that affect UC GPA and Student Learning Outcomes as Measured by UCUES

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This paper will explore two dimensions of the student experience that may affect student learning outcomes as measured by UCUES.

I. Engagement Factors affect on UC GPA and Student Learning Outcomes. In Agronow, et al. (2005) the authors found some evidence that engagement leads to improvement in student learning outcomes, but did not take the next steps to explore more carefully how academic success, itself might influence engagement. Moreover, in this earlier study, based on 2003 UCUES data, they were unable to evaluate how perceived “change” in self-reported measures of engagement measures might influence academic outcomes. Through linear regression, the current study will examine how change in self-reported skills over time, as well as current measures of engagement effect change in UC GPA.

II. Demographic and other student characteristics impact on Student Learning Outcomes. The recommendations of the Spellings Commission indicate a growing interest in providing accurate measures of the impact of the undergraduate experience on key academic skills. Self-reported measures of student skills from UCUES have been used to address these concerns. However, the validity of these measures has not been established and intercampus comparisons show some anomalous differences between students from different campuses. The second aspect of this study will use regression analysis to examine the relationship between family background and pre-college academic cores (e.g. parental education, family income, high school GPA and SAT scores), campus environmental characteristics, and college GPA to student learning outcomes.