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# **A New Generation:**

Ethnicity, Socioeconomic Status, Immigration and the Undergraduate  
Experience at the University of California

**General Report on the Results of the 2006 University of California  
Undergraduate Experience Survey**



## **Student Experience in the Research University (SERU) Project**

<http://cshe.berkeley.edu/research/seru/>

Steven Brint – Professor Sociology, UC Riverside  
John Aubrey Douglass – Senior Research Fellow, CSHE UC Berkeley  
Richard Flacks – Professor Sociology, UC Santa Barbara  
Gregg Thomson – Director, Office of Student Research, UC Berkeley  
Steve Chatman – SERU/UCUES Project Director

**CSHE** | Center for Studies in Higher Education  
**UNIVERSITY OF CALIFORNIA - BERKELEY**  
<http://cshe.berkeley.edu/>

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Center for Studies in Higher Education  
University of California, Berkeley  
South Hall Annex #4650  
Berkeley, CA 94720-4650

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## Ethnicity, Socioeconomic Status, Immigration and the Undergraduate Experience at the University of California

### Results of the 2006 University of California Undergraduate Experience Survey

#### TABLE OF CONTENTS

#### **Acknowledgments**

<b>I.</b>	<b>Introduction</b>	
	<i>Undergraduate Experience Research and the New Generation</i>	1
	<i>Summary of UCUES 2006 Findings</i>	4
	<i>The SERU project at CSHE</i>	5
	<i>The Purpose and Design of SERU and UCUES</i>	6
	<i>Survey Sample and Response Rates</i>	7
 <b>II.</b>	 <b>Who Are Our Students?</b>	
	<i>Highlights</i>	
	<i>Immigrant Status</i>	9
	<i>Language</i>	10
	<i>Income and Student Perceptions of Class</i>	11
	<i>First Language by Income Level</i>	12
	<i>Field of Study by Immigrant Status</i>	12
	<i>Conclusion</i>	13
 <b>III.</b>	 <b>How Do UC Students Spend Their Time?</b>	
	<i>Highlights</i>	14
	<i>Mean Time Use: Academic and Non-Academic Activities</i>	14
	<i>Time Use by Entry Status and Year in School</i>	15
	<i>Time Use by Field of Study</i>	17
	<i>Time Use by Immigrant Status</i>	17
	<i>Conclusion</i>	17
 <b>IV.</b>	 <b>How Engaged Are UC Students in the Academic Life of the University?</b>	
	<i>Highlights</i>	18
	<i>Exploring Academic Engagement</i>	18
	<i>Time Use GPA</i>	19
	<i>Notions of Academic Responsibility</i>	19
	<i>Socio-Economic Background and Academic Engagement</i>	19
	<i>Socio-Economic Background and College Goals</i>	20
	<i>Socio-Economic Background and Time Spent on Academic and Social Activities</i>	21
	<i>SAT Scores and Academic Engagement</i>	21
	<i>Eligibility in the Local Context and Academic Engagement</i>	21
	<i>Conclusion</i>	22

<b>V.</b>	<b>What Are the Goals of UC Students?</b>	
	<i>Highlights</i>	23
	<i>Proficiency in Educational Abilities and Skills</i>	23
	<i>Writing and Analytical Skills</i>	23
	<i>Communication and Leadership Skills</i>	25
	<i>Degree Aspirations</i>	26
	<i>Conclusion</i>	28
<b>VI.</b>	<b>How Satisfied Are UC Students?</b>	
	<i>Highlights</i>	29
	<i>Overall Levels of Satisfaction</i>	29
	<i>Satisfaction by Subgroups</i>	29
	<i>Satisfaction with Student Services</i>	32
	<i>Conclusion</i>	32
<b>VII.</b>	<b>How Engaged Are UC Students in the Civic Life of Their Community?</b>	
	<i>Highlights</i>	33
	<i>Involvement in Activities and Organizations</i>	33
	<i>Involvement in Activities or Organizations by Subgroups</i>	33
	<i>Community Service and Leadership</i>	34
	<i>Why do Students Participate</i>	34
	<i>How do Students Get Involved</i>	35
	<i>Where do Students Serve</i>	35
	<i>How Much Time do Students Give</i>	36
	<i>Political Engagement</i>	37
	<i>Specific Political Engagement Activities</i>	37
	<i>Conclusion</i>	38
<b>Appendix</b>		
	<i>Research Team and Collaborators</i>	39

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We want to thank Judy Sakaki, Vice President for Student Affairs at UCOP, for her support of the SERU Project and UCUES, along with Sam Agronow, Coordinator for Admission Research and Evaluation, and UCOP UCUES Project Manager Pual Zeszotarki, for their collaboration in administering UCUES and promoting its use as an important analytical resources for institutional research and academic policy making.

We want to also thank the SERU Project advisory committee, affiliated faculty researchers, and the institutional research directors on each of the undergraduate campuses for their continued involvement in the project and their commitment to institutional self-improvement. See appendix A for a list of these people.

Initial survey analysis and report preparation was conducted by Shelley N. Osborn of the UC Riverside Survey Research Center under the direction of Steven Brint (Professor of Sociology at UCR), John Aubrey Douglass (Senior Research Fellow, CSHE), and UCR professors Robert A. Hanneman and Martin Johnson.

Funding support for scholarly and policy research conducted by the SERU Project has come from the Vice President and Provost for Academic Affairs in the University of California Office of the President.

For access to past and recent SERU Project related research, working papers and technical reports, see the SERU Project site at: <http://cshe.berkeley.edu/research/seru/>



# A New Generation:

## Ethnicity, Socioeconomic Status, Immigration and the Undergraduate Experience at the University of California

### Results of the 2006 University of California Undergraduate Experience Survey

*Despite the fact that promoting the maturation and knowledge level of students is a major purpose for the existence of universities, there are few systematic approaches for illuminating their experience. The SERU Project seeks to gain a better understanding of the ways students vary amongst themselves and over time in their motivations, perspectives and practices, and how these variations are related to students' social backgrounds, pre-college experience, and future goals, and how these are affected by their experience within the university—in the classroom, through their relations with peers, and through their use of institutional resources.*

From the 2004 SERU Project Report

## I. Introduction

### ***Undergraduate Experience Research and the New Generation***

Some fifty years ago, researchers based at Berkeley's Center for Studies in Higher Education launched a series of innovative studies on the character and disposition of undergraduate students in America's colleges and universities. It was part of a wave of interest in the student experience and views, bolstered by the surge in university enrollment and a national commitment to mass higher education. Paul Heist, T.R. McConnell, Martin Trow, and Burton Clark, all affiliates of the Center, pioneered studies on student culture, and incorporated surveys as one method of analysis.

Between 1958 and 1966, Trow and Clark, for example, teamed up to create an influential typology of student subcultures and a number of studies that still stand as a landmark contribution to the understanding of student life. In part based on survey research at Berkeley, Clark and Trow depicted student involvement as a product of two kinds of orientation: identification with the institution and its social life, and engagement with the intellectual and scholarly life of the university.

As a result, they identified four distinctive student subcultures: (a) Collegiate, (b) Vocational, (c) Academic, and (d) Nonconformist. Those with Collegiate and Vocational predilections had relatively low academic engagement, while students in the Academic group scored high on both dimensions. Although ranking low in institutional identification, the nonconformists were engaged in intellectual matters and issues related to art, literature, and politics.<sup>1</sup>

The student protest movements, influenced by the rise of the civil rights movement and then opposition to the war in Vietnam, intensified interest in student subcultures and examination of student experiences. These became part of an effort to understand a radically new youth culture and to seek institutional improvement through greater understanding of student perceptions and needs.

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<sup>1</sup> Clark, B. R., & Trow, M. (1966). The organizational context. In T. M. Newcomb and E. K. Wilson (Eds.), *College peer groups: Problems and prospects for research* (pp. 17-70). Chicago: Aldine.

Other typologies and perspectives on student culture were formulated in that period, influenced by the ideas of Trow and Clark in their first attempt at gaining a broader understanding of student motivations and experiences in higher education. Up until the 1970s, studies were typically based on observations at one college or university, or a small set of institutions.

Martin Trow, along with Oliver Fulton and Judy Roizen, worked with the Carnegie Commission on Higher Education to launch a CSHE organized series of national surveys on the student experience using the new Carnegie classification of institutions – a classification scheme generated to help disaggregate data gathered from a vast array of institutional types, often with students from very different socioeconomic backgrounds. Trow, Fulton, and Roizen also produced surveys focused on the experience and opinions of graduate students and faculty in American universities.

But after this founding era of interest in studying the student experience, a kind of lull developed among scholars, institutional researchers, and higher education leaders. Few studies in the last twenty five years have tried to explore the ways in which students' diverse backgrounds affect their orientation, to and use of, their experience in the university.

Yet major changes in the demographic makeup of the student body, and in the wider cultural and economic environment that students are embedded in, make such study imperative. The most important exception to this general rule is the work on the freshman year pursued at UCLA and the work of Alexander Astin.

The Student Experience in the Research University (SERU) Project, based at the Center for Studies in Higher Education at UC-Berkeley, is helping to renew interest in the field, and, in particular, has generated a new and innovative survey instrument that is acting as a catalyst and resource both for scholars and policymakers.

From its beginning in 2002, the SERU Project has aimed to broaden our understanding of the undergraduate experience and to promote a culture of institutional self-improvement at the University of California. SERU has helped to direct attention to the ways in which undergraduates' experience is affected by the academic and administrative practices of the research university and, inversely, how their behaviors and interests influence the academic milieu.

Why develop a survey targeted at the learning and social environment of research universities?

Rather than rely on existing nationally used survey instruments, the SERU Project research team at the outset in 2002, in consultation with campus institutional researchers and a group of interested faculty, saw the need for a survey instrument that focused on student engagement and experience in the research university environment that paid attention both to academic and civic engagement, that gave students real opportunity for commenting in their own words on a variety of matters, and that could be readily adapted for use in a wide range of UC evaluation and policy processes.

*Basing the survey out of an academic research unit offered the ability for a significant level of autonomy in producing and maintaining the survey as an instrument useful for both scholarly and institutional research; this arrangement also means that the survey is not simply an administrative instrument, which might hinder critical review of the university's activities.*

In addition, we wanted to develop an on-line instrument that could be addressed to the entire undergraduate student body of the university, rather than simply a sample. That design allowed for the integration of students' survey responses with a wide swath of existing institutional data, including students' grades, test scores and demographic information.

The SERU Project and the development of UCUES is also unique in that the survey content and design has been the idea and responsibility of an academic unit (CSHE) that facilitated collaboration between faculty and institutional researchers. Basing the survey out of an academic research unit offered the ability of a significant level of autonomy



in producing and maintaining the survey as an instrument useful for both scholarly and institutional research; this arrangement also means that the survey is not simply an administrative instrument, which might hinder critical review of the university's activities.

The net result is an unusual collaboration that promises a tremendous wealth of useful data and scholarly and institutionally useful research. The SERU Project principle investigators and its research advisory committee, for example, are composed of both faculty and institutional researchers.

One measure of the success of the project is the fact that UCUES data are now regularly integrated into UC policymaking processes such as academic department program reviews and campus accreditation. Survey data and related research generated by the SERU Project leaders, and by academic associates and institutional researchers, finds its way into briefings for the university's Board of Regents and into reports for lawmakers.

Public universities stand at a crossroads. They have a historical social contract to broaden access, to grow and change to meet the needs of the state, and to provide academic programs and research relevant to the larger world. Citizens and policymakers widely acknowledge the important contributions of research universities to socioeconomic mobility, new technology development, and the broadening of cultural understanding.

Indeed, expectations for public universities are as high as they have ever been and the range of their state, national, and global involvements will continue to grow. They are a unique and influential public resource, vital for the knowledge economy *and* promoting a more equitable society.

*One of our major assumptions and conclusions is that student experiences are affected by the socioeconomic background of students, their academic interests, and majors, their opportunities for interaction with faculty and university staff, their allocation of time and energy with respect to academic, economic and family demands, their pursuit of research and civic endeavors, their social interactions and living conditions, and their goals and aspirations.*

Nevertheless, public universities also face declining public investment and must enforce fiscal discipline, as they seek other sources of funds. Self-knowledge and a culture of self-improvement is essential in this environment. Increasingly, universities are asked to demonstrate their effectiveness in teaching, to embrace changing technologies, and to adjust to the changing demographic background and interests of students.

This report is intended to demonstrate that UCUES and the SERU Project offer important sources of information about UC students and factors affecting the effectiveness of undergraduate education in the research university setting. The New Generation of students certainly has many similarities with the generations that have preceded it. But there are some fairly profound differences as well:

- First, the New Generation is characterized by a *great diversity of students* with respect to race and ethnicity and socioeconomic background, and California now has an exceptionally large number of students with immigrant backgrounds – a stark difference from the relative homogeneity of student populations in earlier times.
- Second, the New Generation is *entering public universities, at a time of financial restructuring, and where resources have dwindled and faculty to student ratios are rising, while faculty time and energy is increasingly oriented toward research.*

These two forces increase the barriers to understanding the undergraduate experience in research universities, and specifically in the University of California. Typologies placing students into, for example, four categories as under the Clark-Trow model fit in an earlier era of greater homogeneity within the higher education student population and a relatively robust period of resources for institutions focused on meeting enrollment growth with lower student to faculty ratios, for example.

Those typologies are, essentially, inadequate and too simplistic for assessing the dynamics of the New Generation of higher education students – one that, for example, includes at UC a majority of students with at least one parent who is an immigrant.

This report offers a glimpse of the wealth of data offered by UCUES. One of our major assumptions and conclusions is that student experiences are affected by the socioeconomic background of students, academic interests, and majors, their opportunities for interaction with faculty and university staff, their allocation of time and energy with respect to academic, economic and family demands their pursuit of research and civic endeavors, their social interactions and living conditions, and, their goals and aspirations.

Greater study and understanding of this diversity of experiences is an important step in institutional self-improvement and, ultimately, improving the academic and civic experience and preparation of students for entering the larger social and economic world.

### ***Summary of UCUES 2006 Findings***

This is the second general report produced by the SERU Project team. This report is based on data from the 2006 administration of the University of California Undergraduate Experience Survey (UCUES). Among the major findings in this report are the following:

#### Demography and Diversity

- UC is becoming increasingly racially and ethnically diverse in complex ways that reflect major demographic changes in the state, with Chinese students now representing the second largest identifiable racial group in the UC system, followed by Chicano/Latino and then Korean and Vietnamese students. Most of these students come from immigrant families.
- At most campuses, the majority of students are either themselves foreign born or have at least one foreign-born parent; the exceptions are UC Santa Cruz and UC Santa Barbara, where less than half of students report they or at least one parent is foreign-born.
- Approximately 95% of Asian and 88% percent of Latino respondents reported that either they or one of their parents or grandparents were born outside of the United States.
- UC students come from diverse socio-economic backgrounds; for example, 24% report annual parental income under \$35,000 and 36% report annual parental income of \$100,000 or more.

#### How Students Spend Their Time

- UC undergraduates reported attending class an average of 16 hours per week and studying and preparing for class an average of 13 hours per week.
- Respondents who entered UC as transfer students allocated their time differently than those who came directly from high school, spending more time studying, more time with work and family obligations, and less time on co-curricular activities.
- First-generation respondents reported spending more time on academic pursuits than did other students; this is not surprising given that immigrant students were more likely to declare math-based and biological science majors than other students.

### Academic Engagement

- Reporting on their behavior for the 2005-2006 academic year, about 83% of students reported never or rarely submitting a late assignment; by contrast, about 29% reported often or very often coming to class without completing the reading assignments.
- Students from more disadvantaged backgrounds tended to rank higher on indicators of academic engagement, both attitudinal and behavioral, than students from affluent backgrounds, a finding consistent with UCUES 2003.
- Intrinsic goals were emphasized by students from more disadvantaged backgrounds, as were goals related to careers and academics, while friendship and fun were more likely to be emphasized by students from more affluent backgrounds; these findings match data from 2003.
- Students admitted under the University's Eligibility in the Local Context admissions route (targeting admission for the top four percent of each individual high school graduating class) were more diverse with respect to social background than are non-ELC students.
- ELC students were more likely to have foreign-born parents and to have been first-generation college-attenders than were non-ELC students. Their family incomes were lower, and they were more likely to describe their families as "working class."
- At the same time, ELC students were more academically engaged than non-ELC students. They spent more time in academic pursuits and less time in "socially oriented" activity than did non-ELC students. These findings may have important implications for UC admissions policies.

### Student Assessed Outcomes and Satisfaction

- 80% of students reported gains in understanding a specific field of study; the majority of students reported gains in the five individual factors making up the broader intellectual constructs of writing and analytic skills.
- Overall, we saw a steady increase in reported proficiency in writing and analytic skills for freshman entry students and transfer students.
- Mean satisfaction was highest for their chosen major, availability of library research materials, and quality of faculty instruction. Mean satisfaction was lowest for access to small classes and overall UC GPA, a finding consistent with 2003 results.
- Transfer students reported greater overall satisfaction with their UC experience than did freshman entry students.
- Just 26% of students reported that they intended their bachelor's degree to be their terminal degree; choices of advanced degrees were related to respondents' majors.

### **The SERU Project at CSHE**

The SERU Project is a collaborative effort of academic scholars, IR staff, and academic and administrative leaders at each of the UC undergraduate campuses and at UCOP. Our objective is to develop new types of data and scholarly analyses that are innovative and policy-relevant for the academic and civic experience of students at the University of California, and more generally the students of major research universities.

The project's initial focus has been on the burgeoning ten-campus University of California system, which is estimated to grow by some 60,000 additional students in the next ten or so years.

The Project team is just now investigating the development of a consortium of like-research universities interested in using a version of UCUES,

#### The SERU Research Team Includes:

- Steve Chatman, SERU/UCUES Project Director and Senior Researcher
- Steven Brint, SERU co-Principal Researcher and Professor of Sociology, UC Riverside
- John Aubrey Douglass, SERU co-Principal Researcher and Senior Research Fellow, Center for Studies in Higher Education, UC Berkeley
- Richard Flacks, SERU co-Principal Investigator and Researcher Fellow, and Research Professor of Sociology, UC Santa Barbara
- Gregg Thomson, SERU co-Principal Researcher and Director of Student Research, UC Berkeley

and who are committed to knowing more about their undergraduate students and their academic and civic engagement. The purpose is to develop comparative institutional data that brings a greater perspective, and, most importantly, promotes a culture of institutional self-improvement.

As noted, one of the main products of the SERU Project is the development of the University of California Undergraduate Experience Survey (UCUES), currently administered in association with the Office of Student Research at Berkeley, the University of California's Office of the President, and the nine undergraduate UC campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. First administered in Spring 2002, UCUES is currently the only census survey of students at a large research university system.

The SERU project and related survey have three major objectives:

- Developing a new longitudinal database on the undergraduate student experience at the University of California.
- Conducting and promoting research for assessment and policy development and ultimately for improving the undergraduate experience.
- Conducting and promoting scholarly research and reflection on the changing nature of the undergraduate experience within major research universities, including student perceptions regarding their educational goals and academic engagement.

More broadly, the University of California, with its nine undergraduate campuses, is viewed as a large laboratory for investigating the changing nature of undergraduate education in the American research university. UCUES data and analysis are used in program reviews and campus accreditation processes at UC, in reviews of UC admissions criteria, and in reports to the UC Board of Regents, state lawmakers, administrators, faculty, and current and prospective students.

**The Design of UCUES**

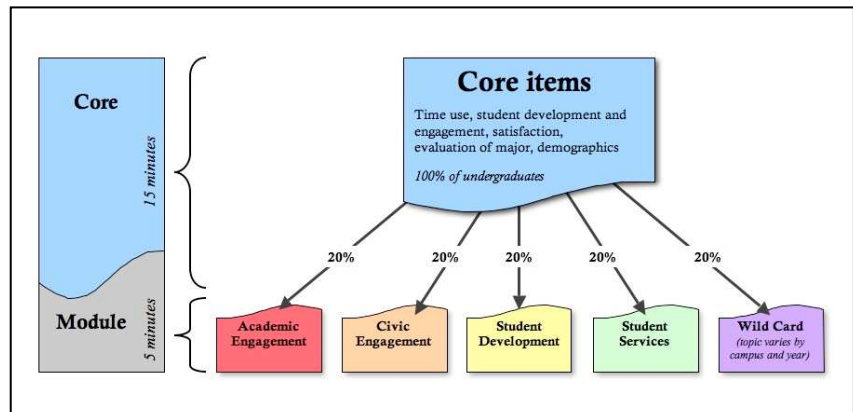
UCUES offers a systematic environmental scan of the undergraduate experience at the University of California and an in-depth analysis of the varied types and levels of undergraduate student academic and civic engagement in a major public university system.

In conducting UCUES, the SERU research team and collaborators are particularly sensitive to illuminating the advantages as well as the challenges for undergraduate education inherent in the large public research university in the 21st Century.

UCUES also provides an extremely important UC-wide

benchmark as the multi-campus system enters a dramatic period of enrollment and demographic growth and as campuses incorporate potentially significant changes in instructional technologies and other teaching and learning innovations.

The SERU team has defined four policy research areas on which to focus the content of UCUES and in which to bolster policy research. These include:



- UC Student Academic Engagement
- UC Student Civic Engagement
- Pedagogy and Instructional Technology
- Institutional Academic Policies and Practices

### **Survey Sample and Response Rates**

The UCUES 2006 survey administration encompassed the nine campuses of the University of California System with undergraduate programs. All undergraduate spring students enrolled as of the end of the prior term were included in this digitally administered, Internet-based questionnaire, with the large majority of communication occurring by electronic mail.

Of the nearly 151,000 students included in the spring administration, over 57,000 completed the survey during the four-month period, a response rate of 38% overall. Response rates by campus varied from a high of 48% at two campuses to a low of 32%.

A complete examination of response rates for representation and bias is available as SERU publication "Overview of UCUES Response Rates and Bias Issues" (2007).

The conclusions of that report were that there was no evidence of response bias due to tendency within subpopulations to participate and that non-response bias was small and limited to two variables, campus and cumulative grade point average. Corrections for both of these variables had very little effect on item results and weighting was therefore not required or recommended.

This report provides a sample of the rich data resource provided by UCUES. This university-wide survey provides new information on the variety and breadth of the undergraduate experience at the University of California.

In general, the university achieves very high rates of satisfaction in key academic areas; however, there is significant variation in that experience that needs further study.

We intend this report and subsequent surveys and analysis to stimulate discussion among UC faculty, students and administrators about:

- How to improve the undergraduate experience at the University of California.
- Possible integration of UCUES into accountability and program review processes, such as accreditation.
- Further research into the nature and causes of academic engagement and disengagement, and about how underlying differences in students' backgrounds affect their learning experience.

These data may also help focus debate on pressing questions concerning the composition and constitution of the UC student body, and about conventional wisdom on how to select students who will make best use of their opportunity to attend the university.

The UCUES instruments and methodology have enabled construction of key indices of student engagement and satisfaction, whose full use depends on an ongoing survey process and the continued tracking of those who participated in the initial administration. It also requires financial support for analytical work that furthers institutional needs and promotes scholarship.

#### **UCUES includes student self-reports on issues such as:**

- how students allocate their time
- beginning and current proficiency in abilities and skills
- academic engagement and contact with faculty
- co-curricular, civic and political engagement
- campus climate
- use of and satisfaction with student services
- satisfaction with advising, instruction, overall academic experience
- student demographics and career aspirations

Already, UCUES has been integrated into policy discussions at the University of California. Our hope is to soon expand and bolster scholarly use of UCUES both through the larger SERU project, and through collaborations with interested faculty and other academics. The following provides an outline of current and potential institutional uses of UCUES data.

- **Campus and Departmental Accreditation**  
UCUES data and findings were recently integrated into the WASC accreditation of the Berkeley and Santa Cruz campuses. We sense that UCUES, if it continues to gain support from UC's academic leadership, will provide an integral part of all UC campus accreditation visits.
- **Academic Department Program Review**  
A proposal at the Berkeley campus advocates integrating UCUES into academic department and program reviews.
- **Analysis of Admissions Policy and Outcomes**  
UCUES data can prove valuable in assessing campus admissions processes. The University of California's admissions committee (the Board of Admissions and Relations with Schools) has used UCUES to assess student academic engagement in relation to admissions policies, and a similar study will likely be pursued by the Berkeley campus' admissions committee.
- **Information Source for Student Orientation**  
UCLA has used UCUES data and findings in freshman and transfer student orientation to show the characteristics of those who succeed academically at the campus, e.g., the relation of time spent studying to university grades.
- **A Resource for Reflection and Discussion Among Faculty and Administrators**  
UCUES data have been presented to a wide variety of forums and consultations at both campus and system-wide levels. Such presentations have helped advance reflection on institutional issues and on the ways campus policies intersect with the student experience.

We anticipate that UCUES and the larger SERU Project will have other important uses within the University of California, and for broader studies on the nature and future of undergraduate education within research and comprehensive universities. The project may provide important information and analysis useful for the following policy areas:

- An Assessment of University Undergraduate Education Objectives and Student Experiences
- The Use and Efficiencies of Instructional Technologies
- Campus Climate
- Analysis of Student Services
- Institutional Research
- Development of New Accountability Measures

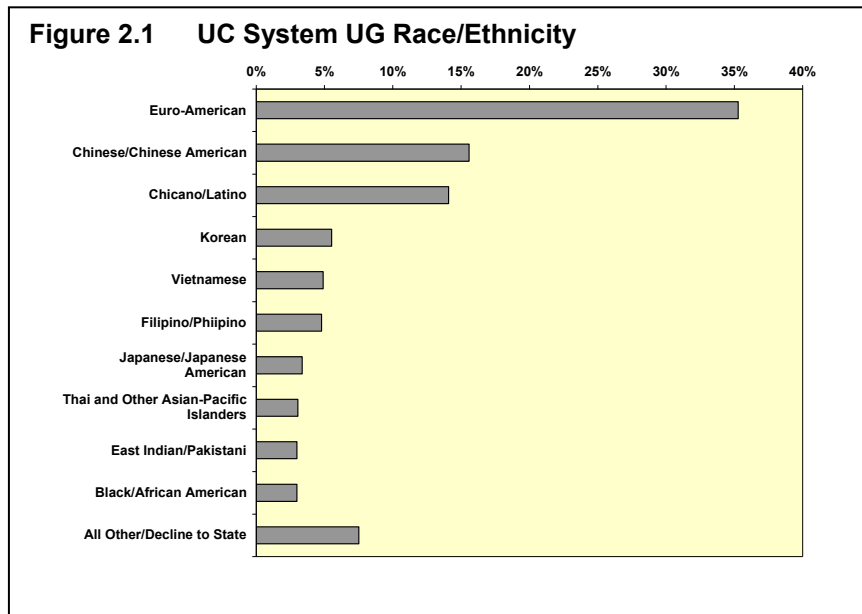
## II. Who Are Our Students?

### Highlights

- UC is becoming increasingly racially and ethnically diverse in complex ways that reflect major demographic changes in the state, with Chinese students largely from immigrant families now representing the second largest identifiable racial/ethnic group in the UC system, followed by Chicano/Latino and then Korean and Vietnamese students.
- At most schools, the majority of students were either themselves foreign born or have at least one foreign-born parent; the exceptions were UC Santa Cruz and UC Santa Barbara, where less than half of students reported they or at least one parent was foreign-born.
- Approximately 95% of Asian and 88% percent of Latino respondents reported that either they or one of their parents or grandparents were born outside of the United States.
- Only 54% of UCUES respondents report that English was their sole first language.
- UCUES respondents came from diverse socio-economic backgrounds; for example, 24% reported annual parental income under \$35,000 and 36% reported annual parental income of \$100,000 or more.
- As found in 2003, immigrant status was associated with choice of major field of study, with immigrants choosing science majors at a higher rate than other students.

### A Racial and Ethnic Profile

UCUES provides new evidence of the increased complexity underlying the racial and ethnic diversity of undergraduate students within the UC system. The university offers thirteen racial groups with which students may voluntarily identify themselves. But these thirteen categories alone do not adequately reflect the diversity of UC undergraduates, many of whom are recent immigrants and whose families come from all over the world – an indication of the dramatic influences of globalization and relatively new migration patterns.



Students are also categorized as belonging to a single racial or ethnic group, thus making it impossible to decipher in current UCUES and UC system-wide data the number of multi-racial students who, in the state of California, represent the second fastest growing population group after Chicano/Latinos.

UCUES data does, however, offer a valuable glimpse into the broad diversity of students at UC in new ways. Figure 2.1 provides data on the racial and ethnic background of all enrolled UC undergraduates at the time UCUES was administered in spring 2006. Representing approximately 35% of the total undergraduate population in the UC

system, Euro-Americans remain the single largest self-identified population, although even here there is greater diversity in their background than many may suspect: for example, some 20% percent have at least one parent that is an immigrant, with many coming from former Soviet East Block countries. The second largest cohort is Chinese students at 16%, followed by Chicano/Latino students at 14%. Korean, Vietnamese and Filipino students are 5.5%, 4.9% and 4.8% of UC undergraduates, respectively. East Indian/Pakistani (South Asian), Japanese, and other Asian plus Pacific Islanders each constitute about 3%.

African Americans are 3% as well of the undergraduate population. UCUES, utilizing the full census approach, provides us with a larger number of responses from these students than previous sample surveys. Again reflecting the changing demographics in California, nearly 40% of African American UCUES respondents have at least one immigrant parent (i.e., from Africa or the Carribean).

**Immigrant Status**

Students with immigrant backgrounds are much more likely to be nonwhite and to be from lower socio-economic status backgrounds. While we do not have accurate or systematically gathered data for the UC system prior to UCUES's first administration in 2002 regarding immigrant status, it is relatively safe to assume that the composition of UC's undergraduate student body has changed significantly over the last thirty years, reflecting profound changes in California's population

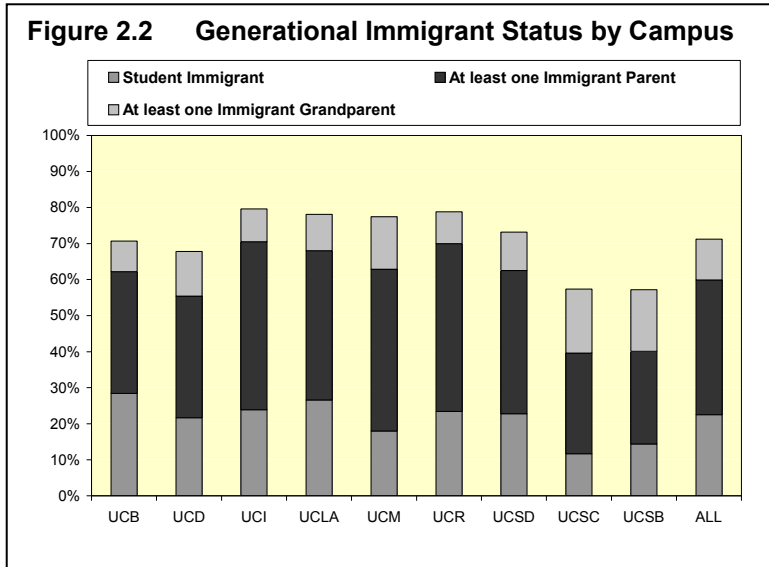
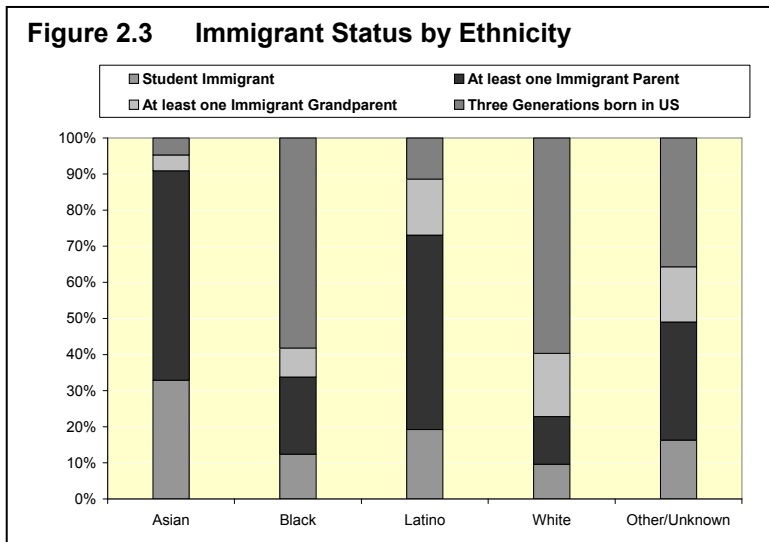


Figure 2.2 shows that at most schools, the majority of students are either themselves foreign born or have at least one foreign-born parent (the dark grey and black bars). The exceptions are UC Santa Cruz and UC Santa Barbara, where approximately 40% of students report they or at least one parent was foreign-born. The upper bar shows the proportion of students born in the US with US-born parents who have at least one grandparent born outside the US.



Over one-quarter of UCUES respondents at UC Berkeley (28%) and UC Los Angeles (27%) reported that they had immigrated to the United States. Over 70% of respondents at UC Riverside and UC Irvine reported that at least one parent was born outside of the United States. By contrast, over 40% of UCUES respondents at UC Santa Cruz and UC Santa Barbara reported that they, both their parents, and all their grandparents were born in the United States.

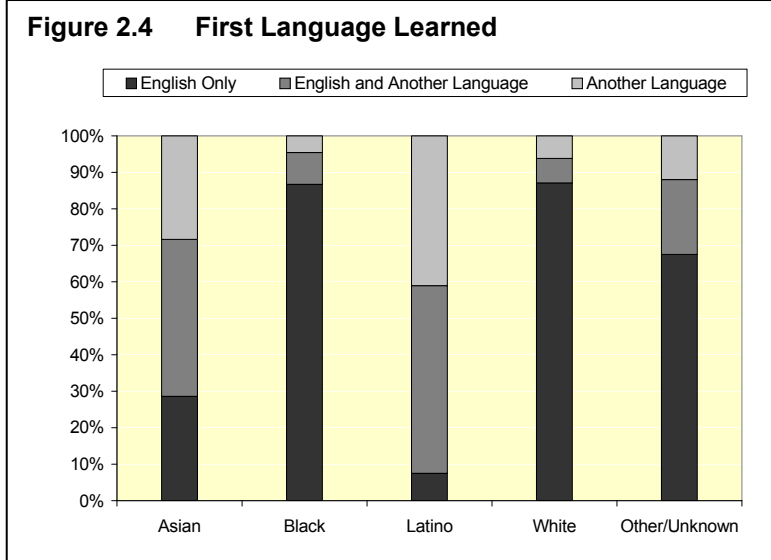


Figure 2.3 shows the immigrant status of several broad ethnic groups. Approximately 95% of Asian and 88% of Latino respondents reported that either they or one of their parents or grandparents were born outside of the United States. For Whites, this proportion is just over 40%.

**Language**

Overall, only a little more than half (54%) of UCUES respondents reported that English was their sole first language; 20% first learned a language other than English, while 26% learned English and another language.

Not surprisingly, these proportions vary greatly by ethnicity, as illustrated in Figure 2.4. For example, 37% of Latinos and 29% of Asians reported learning English as their sole first language, compared to 87% of both Blacks and Whites.



**Income and Student Perceptions of Class**

The UCUES 2003 results documented the great diversity of socio-economic origins of UC undergraduates, and UCUES 2006 has similar findings. Figure 2.5 shows 2005 annual parental incomes reported by respondents. Between 20% and 22% reported incomes in each of four income categories ranging from under \$35,000 per year to between \$100,000 and \$149,999 per year; nearly 15% reported parental incomes of \$150,000 or more a year. The median family income in the United States in 2005 was approximately \$46,000.

**Figure 2.5**  
**Estimated 2005 Parental Income**  
**Reported by Survey Respondents**

Family Income	Frequency	Percent
Less than \$35,000	11,064	21.4%
\$35,000 to \$64,999	10,421	20.1%
\$65,000 to \$99,999	11,438	22.1%
\$100,000 to \$149,999	11,284	21.8%
\$150,000 or More	7,598	14.7%

**Figure 2.6**  
**Perceived Economic Class Reported by**  
**Survey Respondents**

Social Class	Frequency	Percent
Low Income	5,729	10.8%
Working Class	11,484	21.6%
Middle Class	19,839	37.2%
Upper Middle/Professional	15,193	28.5%
Wealthy	1,034	1.9%

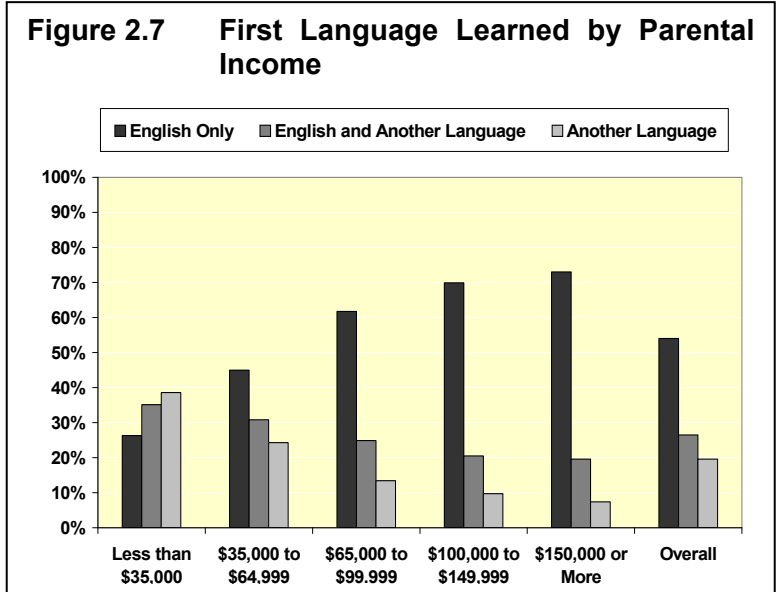
Figure 2.6 provides self-reported perceptions of economic class. The largest proportion of students (37.2%) reported their social class growing up as “middle class,” followed by 28.5% who reported “upper middle class or professional,” and 21.6% “working class.”

**First Language by Income Level**

As illustrated in Figure 2.7, the proportion of UCUES students who grew up speaking only English (the black bar) steadily rises with each categorical increase in annual parental income.

Specifically, students who grew up speaking only English make up only 26% of the lowest income category compared to 73% in the highest income category. In contrast, students with a first language other than English comprise no more than ten percent of each of the two highest income categories (\$100,000 to \$149,999 and \$150,000 and up).

Students from low income families are much more likely to have grown up speaking only a language other than English, decreasing from approximately 40% of the group with parental income under \$35,000, to 24% of the next income group (\$35,000 – \$64,999).



**Field of Study by Immigrant Status**

UCUES data help us understand the relationship between social background demographics (e.g., immigrant status, English language facility, and parental income) and aspects of the undergraduate experience at UC campuses.

For instance, immigrant status is associated with choice of major field of study, as seen in Figure 2.8, which divides majors into four categories: Math Sciences (including Engineering), Biological Sciences, Social Sciences, and Humanities. (Undeclared, multiple, general, and professional majors are not included.)

**Figure 2.8 Immigrant Status by Disciplinary Field of Study**

	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
<b>Student Immigrant</b>	29.1%	24.4%	32.4%	14.1%
<b>At least one Immigrant Parent</b>	19.2%	22.7%	39.0%	19.1%
<b>At least one Immigrant Grandparent</b>	15.4%	17.7%	39.0%	27.9%
<b>Three Generations born in US</b>	18.1%	16.8%	35.9%	29.1%

Across all immigrant generations UC undergraduates are more likely to major in the Social Sciences than any other broad disciplinary area. However, students who immigrated to the United States are about twice as likely to choose math sciences compared to the humanities (29% to 14%). Students born in the United States who have an

immigrant parent choose these two areas about equally (19%), while students whose families have been here longer favor the Humanities over both Math Sciences and Biological Sciences. The proportion of immigrant students selecting a major in either the math or biological sciences is 53.5%, compared to 41.9% for students with at least one immigrant parent, and about 33% for students in the other two categories.

Selecting a major in the mathematical sciences may appeal to non-native English speaking students and may seem to them a more certain pathway to socio-economic and professional attainment in the United States.

Differences in major selection are important for understanding student-faculty engagement. Well over 60% of the students in the Math Sciences and in the Biological Sciences are themselves immigrants or have at least one immigrant parent whereas in the Humanities the figure is about 40%.

### **Conclusion**

As seen by these data, UCUES respondents are from different racial, socio-economic, and immigrant backgrounds and grew up speaking different languages; these factors seem to influence their choice of major. As the rest of this report documents, these factors also influence other aspects of their undergraduate experience at UC campuses.

### III. How Do UC Students Spend Their Time?

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#### Highlights

- *This section documents how UCUES respondents allocated their time across academic, co-curricular, family and work obligations, as well as social and leisure activities.*
- *UC undergraduates reported attending class an average of 16 hours per week and studying and preparing for class an average of 13 hours per week.*
- *Respondents who entered UC as transfer students allocated their time differently than those who came directly from high school. Transfer students spent more time studying, more time with work and family obligations, and less time on co-curricular activities.*
- *Freshman entry students spent increasing amounts of time engaged in off-campus activities as they progressed through their studies; for the most part, this was also true for transfer students.*
- *Students majoring in the math sciences spent the most time on academic activities, followed by biological sciences, humanities, and then social science students.*
- *First-generation respondents reported spending more time on academic pursuits than did other students; this is not surprising given that immigrant students were more likely to declare math-based and biological science majors than other students.*

#### **Mean Time Use: Academic and Non-Academic Activities**

The on-campus time demands of college students include classes, preparing and doing coursework for these classes, as well as social, cultural, and co-curricular activities. Students also have friendships and may have family and work obligations that vie for their time. Therefore, we asked students a variety of questions about how many hours they spent on different activities each week. Average hours for each time-use item are reported in Figure 3.1.

In 2006, sixteen items were included in the time use question series. Hours spent “partying,” asked in 2003, was omitted and three items were added: hours in spiritual or religious activities, hours spent pursuing recreational or creative interests, and hours sleeping per night. On the sample-based 2003 UCUES the set of time use items were answered by all respondents, (yielding about 6600 responses per item). On the full census 2006 UCUES the three items on academic activities and paid employment were answered by all respondents (about 57,000 responses) and the other items were assigned to the Student Development module (about 10,700 responses).

Overall, respondents report spending the most time on the six items comprising social and leisure activities (42.1 hours), followed by course-related activities such as going to class and studying (28.6 hours), work and family obligations (17.4 hours), and co-curricular activities (5.9 hours).

**Figure 3.1 Student Time Use: Mean Hours per Week**

Items	Mean Hours per Week	Number of Responses
<b>Academic Activities</b>		
Attending classes, sections, or labs	15.5	57,776
Academic activities outside of class	13.1	57,571
<b>Total – Academic Activities</b>	<b>28.6</b>	
<b>Work and Family Obligations</b>		
Employment	8.4	57,649
Commuting	4.1	10,759
Time with family	4.9	10,717
<b>Total – Work and Family Obligations</b>	<b>17.4</b>	
<b>Co-Curricular Activities</b>		
Student clubs or organizations	3.6	10,723
Community service or volunteer activities	2.3	10,741
<b>Total – Co-Curricular Activities</b>	<b>5.9</b>	
<b>Social and Leisure Activities</b>		
Non-academic computer use	11.1	10,755
Watching TV	5.7	10,764
Socializing with friends	11.2	10,760
Attending entertainment events	3.1	10,757
Recreational or creative interests	5.5	10,750
Physical exercise and sports	5.5	10,760
<b>Total – Social and Leisure Activities</b>	<b>42.1</b>	
<b>Spiritual or Religious Activities</b>		
Spiritual or religious Activities	1.8	10,747
<b>Total – Spiritual or Religious Activities</b>	<b>1.8</b>	
<b>Sleeping per Night</b>		
Sleeping per night	6.5	10,668
<b>Total – Sleeping per Night</b>	<b>6.5</b>	

With the exception of sleeping, hours spent by individual students in the above activities ranged from zero to a high of 38 hours per week (time spent with family).

#### **Time Use by Entry Status and Year in School**

Respondents' time allocation varies by year in school, entry status, major, and immigrant status, among other factors. Respondents who enter UC as transfer students allocate their time differently than those who come directly from high school, spending more time on academic activities outside of class, more time on work and family obligations, and less time on co-curricular activities.

These trends are illustrated in the series of tables Figure 3.2 thru 3.4. The middle row has the mean number of hours reported by respondents in the subgroup, and the top and bottom rows demarcate a 99 percent confidence interval around this mean. Thus differences are more likely to be statistically meaningful when the ranges defined by the upper and lower intervals do not overlap for any two subgroups.

**Figure 3.2 Mean Hours per Week on Academic Activities outside of Class by Transfer Status and Year in School**

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>
<b>Upper Bound</b>	14.9	12.5	13.0	13.1	12.8	14.6	15.2	14.9	15.5	16.2
<b>Mean</b>	13.9	12.3	12.8	12.9	12.6	13.7	14.8	14.5	14.7	14.9
<b>Lower Bound</b>	12.9	12.1	12.6	12.7	12.4	12.8	14.5	14.2	13.9	13.6

These tables allow us to compare the students based on their entry status (freshman vs. transfer) and year in school, reading across the table from left to right. These results are cross-sectional, i.e., a snapshot of different students at a given point in time, but given the longitudinal study design of UCUES future analyses may allow us to track individual students as they progress through their years at UC.

**Figure 3.3 Mean Hours per Week on Co-curricular Activities by Transfer Status and Year in School**

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>
<b>Upper Bound</b>	10.1	5.1	7.0	7.4	7.4	4.3	4.9	5.5	6.3	8.1
<b>Mean</b>	7.3	4.7	6.5	6.9	6.9	3.0	4.3	4.8	4.8	5.3
<b>Lower Bound</b>	4.5	4.4	6.0	6.4	6.4	1.6	3.7	4.0	3.3	2.5

**Figure 3.4 Mean Hours per Week on Work and Family Obligations by Transfer Status and Year in School**

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>
<b>Upper Bound</b>	12.1	12.2	15.6	18.6	21.9	25.1	21.8	24.5	29.5	32.4
<b>Mean</b>	9.0	11.5	14.8	17.9	21.1	20.9	20.4	23.0	25.9	26.0
<b>Lower Bound</b>	5.9	10.8	14.0	17.1	20.3	16.7	19.0	21.4	22.3	19.6

**Time Use by Field of Study**

The ways that students spend their time also varies by major. For example, consistent with the image of the hard-working engineering and premedical school students, respondents in Math Sciences and Biological Sciences report studying more hours per week than respondents in the Humanities and Social Sciences. Students in the Math Sciences reported spending, on average, 16.7 hours on academic activities outside of class (studying, preparing for class, etc.), followed by 14.8 hours for Biological Sciences, 12.7 for Humanities, and 11.8 for Social Sciences students.

**Figure 3.5 Mean Hours per Week Spent on Academic Activities Outside of Class by Major**

99% CI	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Upper Bound	17.0	15.1	12.0	12.9
Mean	<b>16.7</b>	<b>14.8</b>	<b>11.8</b>	<b>12.7</b>
Lower Bound	16.4	14.5	11.6	12.4

**Time Use by Immigrant Status**

Finally, time allocation varies by immigrant status, with first generation respondents reporting that they spend more time on academic pursuits than do other students (Figure 3.6). Because immigrant students are more likely to declare math-based and biological science majors than other students, it is not surprising that these trends mirror those of time use by major. The aspirations and values of immigrant students and their families may influence both choice of major and allocation of time.

**Figure 3.6 Mean Hours per Week Spent on Academic Activities Outside of Class by Immigrant Status**

99% CI	Field of Study			
	Student Immigrant	At least one Immigrant Parent	At least one Immigrant Grandparent	Three Generations born in US
Upper Bound	14.5	12.8	12.7	12.7
Mean	<b>14.3</b>	<b>12.7</b>	<b>12.4</b>	<b>12.5</b>
Lower Bound	14.1	12.6	12.1	12.3

**Conclusion**

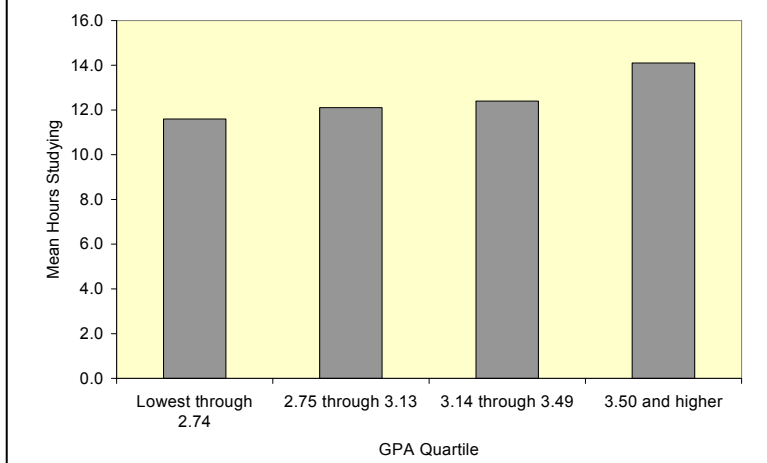
Background characteristics, entry status to the university, and major affect how students allocate their time between non-academic and academic obligations. With these analyses, we have likely only scratched the surface in terms of how time use varies throughout the student population.

## IV. How Engaged Are UC Students in the Academic Life of the University?

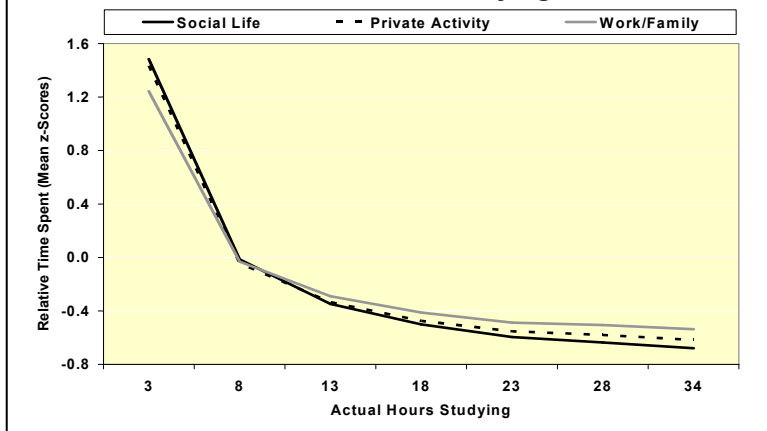
### Highlights

- During the current academic year, about 83% of students reported never or rarely submitting a late assignment; by contrast, about 29% reported often or very often coming to class without completing the reading assignments.
- Students from more disadvantaged backgrounds tended to rank higher on indicators of academic engagement, both attitudinal and behavioral, than students from more affluent backgrounds, a finding consistent with UCUES 2003.
- Intrinsic goals were emphasized by students from more disadvantaged backgrounds, as were goals related to careers and academics, while friendship and fun were emphasized by students from more affluent backgrounds; these findings match data from 2003.
- Students admitted under the University’s Eligibility in the Local Context (ELC) admissions route (targeting admission for the top four percent of each individual high school graduating class) were more diverse with respect to social background than were non-ELC students. ELC students were more likely to have foreign-born parents and to be first-generation college-goers than were non-ELC students. Their family incomes were lower, and they were more likely to describe their families as “working class.”
- At the same time, ELC students were more academically engaged than non-ELC students. They spent more time in academic pursuits and less time in “socially oriented” activity than did non-ELC students. These findings may have important implications for UC admissions policies.

**Figure 4.1 Mean Hours Study Time by GPA Quartile**



**Figure 4.2 Time Spent on Non-Academic Domains Correlated to Time Studying**



### Exploring Academic Engagement

UCUES was developed, in part, because of increasing concern about students’ academic disengagement. Class absenteeism, inattention when student were in class, and a belief that students



were not completing assignments were some of the indicators of “academic disengagement” noted in the 2003 report. As in 2003, this report analyzes how student engagement is related to students’ social backgrounds and academic performance.

**Time Use by GPA**

GPA was strongly associated with the amount of time students spent on their studies. The amount of time students reported studying increases from 11.7 hours for students in the lowest GPA quartile, to 12.1, 12.4, and lastly to 14.1 hours for students in the highest GPA quartile. Since 2003, students in all GPA quartiles have increased study time, on average, by one to two hours per week.

The more time students spent in studies, the less time they spent in social activities (socializing with friends, going to movies, working out) and on private recreation (watching television and time spent on the Internet and computer use for non-academic purposes). Figure 4.2 illustrates this relationship.

**Notions of Academic “Responsibility”**

Overall, 80% of students reported “never” (48.7%) or “rarely” (34.9%) submitting a late assignment. By contrast, 29% of students reported “often” or “very often” coming to class without completing their reading assignments. 10 % of students reported missing class “often” or “very often.”

Reporting on obstacles to academic success, 42% of students indicated that they were easily distracted and could not concentrate on their work, 34% said they did not start projects until the day before they were due, 29% indicated their social life interfered or distracted them from coursework, and 25% indicated they did not know how to organize their time to work on multiple projects or assignments. Asked to indicate *the most significant obstacle*, the largest proportion (15%) indicated that they were easily distracted and could not concentrate.

**Socio-Economic Background and Academic Engagement**

In general, academically disengaged behavior was more likely among students from more advantaged backgrounds; a relationship also found in the 2003 UCUES data. Two charts help illustrate

**Figure 4.3 Student Perceived Socio-Economic Class and Time Spent Studying and Preparing for Class**



**Figure 4.4 Class Attendance and Family Income**

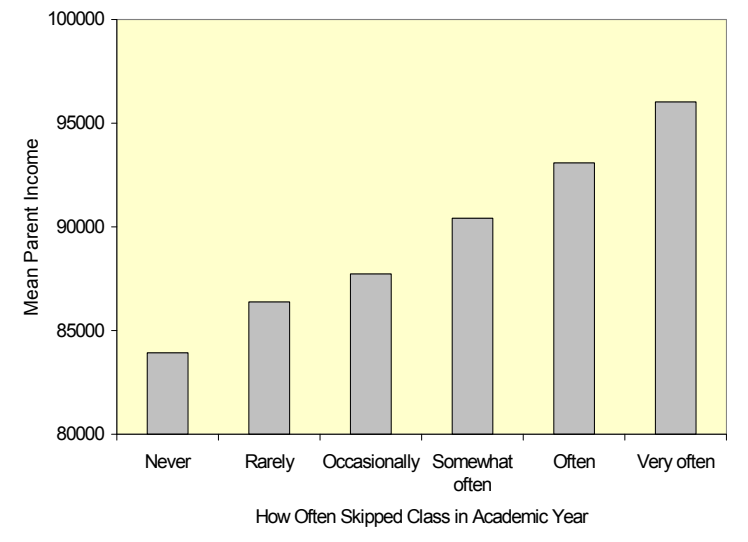


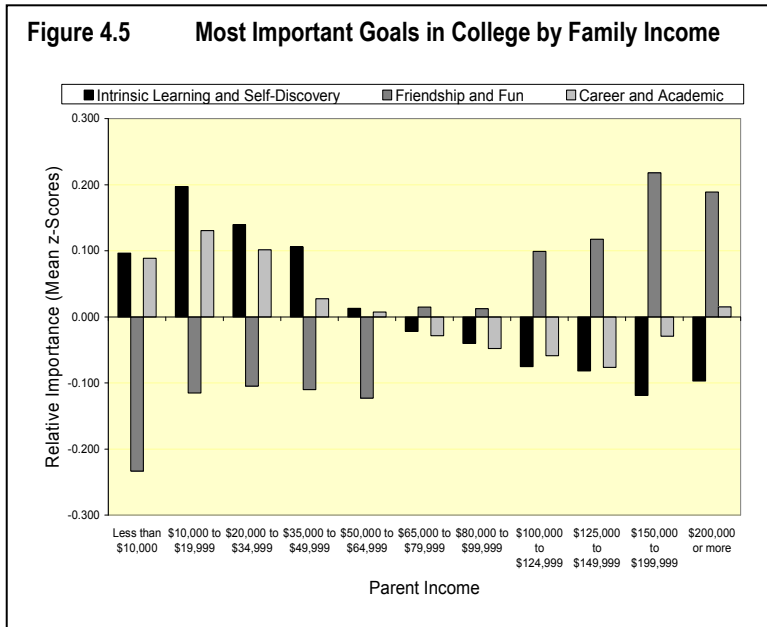
Figure 4.4 illustrates the relationship between parental income and class attendance, measured by how often students report skipping class.

this relationship between students' academic engagement and their family background. Figure 4.3 illustrates the relationship between economic background and time spent studying and preparing for class. The bars around the means represent 99% confidence intervals (CI). As shown, the mean time spent studying and preparing for class increased with each categorical decrease in self-reported socio-economic background.

**Socio-Economic Background and College Goals**

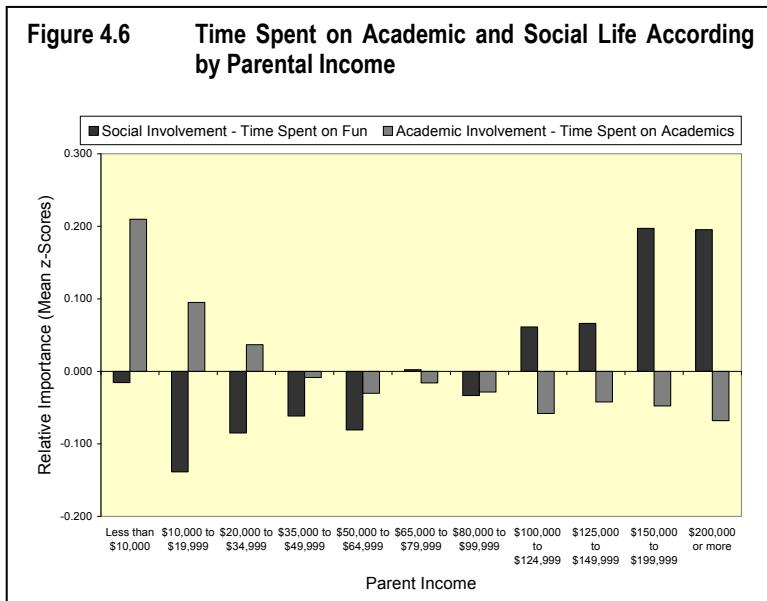
Students ranked sixteen individual goals. These sixteen items were factor analyzed with an eye toward recreating the three constructs from the 2004 report: "intrinsic learning/self-discovery," "friendship and fun," and "career-oriented knowledge/skills." *Intrinsic learning and self discovery* is comprised of seven items (e.g., give something back to my community, acquire a well-rounded general education, discover what kind of person I really want to be); *friendship and fun* is comprised of three items (e.g., enjoy my college years before assuming adult responsibilities, establish meaningful relationships); *career-oriented knowledge and skills* contains six items (e.g., achieve a high GPA, prepare for graduate or professional school, make a lot of money after graduation).

Figure 4.5 displays striking differences in how students from different class backgrounds define their goals in college. This graph matches findings reported from the 2003 data.



Intrinsic goals were emphasized by students from more disadvantaged backgrounds, as were goals related to careers and academics (the light grey bars), while friendship and fun (the dark grey bars) were more often emphasized by students from more affluent backgrounds.

Figure 4.5 presents data on goals students said they were pursuing, and Figure 4.6 presents data on how students said they spent their time. These data show that the UC student body was comprised of both students whose first priority was their studies and others whose first priority was their collegiate social life.



**Socio-Economic Background and Time Spent on Academic and Social Activities**

We might expect that students from higher income, suburban, college-educated families would be more academically engaged than first-generation, immigrant and working-class students who are often stereotyped as “culturally disadvantaged,” less “prepared” or less easily integrated in the world of the selective undergraduate college.

UCUES data told quite a different story. In general, the “collegiate social life” perspective was far more often expressed by students from the most economically and educationally advantaged families; students from relatively disadvantaged backgrounds come out higher on every indicator of academic engagement, whether attitudinal or behavioral.

In Figure 4.6, academic time includes time spent in class and time on academic activities outside of class. Social involvement includes time spent on non-academic computer use, watching TV, socializing with friends, attending entertainment events, and recreational or creative interests

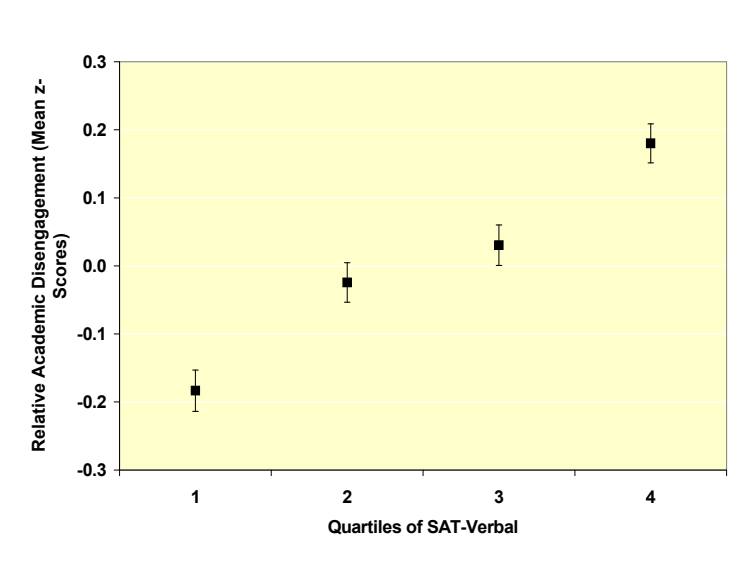
**SAT Scores and Academic Engagement**

Academic disengagement, as measured here, was created with four items asking students to indicate how frequently they had submitted a course assignment late, gone to class without completing assigned reading, gone to class unprepared, and skipped class. As in the 2004 report, the data showed a positive correlation between academic disengagement and SAT-I verbal test scores (Figure 4.7).

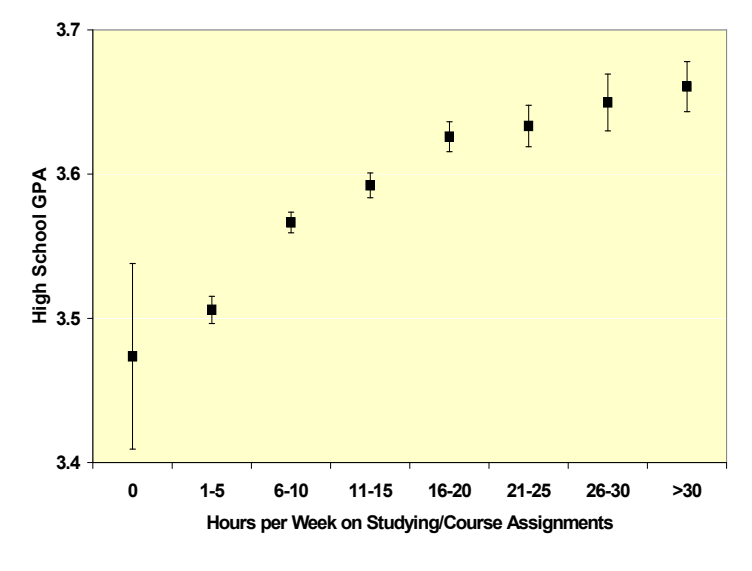
The data also showed a positive relationship between academic disengagement and family income, but a negative relationship between academic disengagement and performance in high school (Figure 4.8).

Together, these data suggest that high school achievement may be a considerably better predictor of academic engagement than SAT-I verbal scores.

**Figure 4.7 SAT Verbal Scores Relative to Academically Disengaged Behavior**



**Figure 4.8 High School GPA in Relation to Time Spent Studying**



### ***Eligibility in the Local Context and Academic Engagement***

In 2000, the University defined a new pathway to UC eligibility: students who were in the top four percent of their high school class with respect to grades in UC relevant courses were declared to be eligible, without reference to their SAT scores. Such students are defined as “eligible in the local context” (ELC).

The first ELC students entered as freshmen in Fall 2001; a second wave entered in Fall 2002. UCUES provides us with the first opportunity to compare ELC students to other students.

- ELC students were more diverse with respect to social background than non-ELC students. ELC students were more likely to have foreign born parents and to be first generation college-goers than non-ELC students. Their family incomes were lower, and they were more likely to describe their families as “working class.”
- At the same time, ELC students were more academically engaged than non-ELC students. They spent more time in academic pursuits and less time in social activities than non-ELC students.

ELC students achieved higher GPAs than their non-ELC counterparts, were more likely to say that they ‘belonged’ at a UC, were more active in community affairs, and were more likely to indicate that they were aiming for advanced graduate education than non-ELC students.

These findings support the view that high school performance is an excellent predictor of college success, and that efforts to recruit students from the full range of California high schools may help to fashion student bodies that are more socially diverse and more academically engaged than would be possible if test scores played a larger role in admissions. The data analysis must be considered preliminary—we need to examine how ELC students from low performing high schools have fared at UC to more fully assess the impact of the new policy.

### ***Conclusion***

The data show that behaviors indicating “academic irresponsibility” (such as turning papers in late) are rare among UC students. They also show that UC students are studying more than in 2003. Students from less advantaged backgrounds continue to show higher levels of academic engagement than other students. Students who are less academically engaged by these measures may be engaged in academics in ways not captured by our data.

It is important to understand the relationship between background, academic engagement, and UC performance so that policies and procedures can be developed to ensure that the admissions process captures the students who are most likely to benefit from their post-secondary education. Equally important is ensuring that, once in a UC, students are provided with the tools needed to be academically engaged throughout their undergraduate experience.

## V. What Are the Goals of UC Students?

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### Highlights

- *UC students indicated their level of proficiency in areas ranging from self-awareness and understanding to analytical and critical thinking skills.*
- *80% of students reported gains in understanding a specific field of study; the majority of students reported gains in the five individual factors making up the construct writing and analytic skills.*
- *Overall, we saw a steady increase in proficiency in writing and analytic skills for freshman entry students and transfer students.*
- *Just 26% of students reported that they intended their bachelor's degree to be their terminal degree; choices of advanced degrees were related to respondents' majors.*
- *Students who either immigrated to the United States themselves or had at least one parent who did were more likely to report plans to earn a business or a health-related degree.*

### **Proficiency in Educational Abilities and Skills**

Students were asked about their level of proficiency in twenty areas. Students rated their current level of proficiency and also their level of proficiency when they entered the UC system on a six-point scale (1=Very Poor; 2=Poor; 3=Fair; 4=Good; 5=Very Good; 6=Excellent).

Depicted in Figure 5.1 are the proportions of students who indicated that their proficiency had decreased, stayed the same, and increased.

Gains were computed for each student reporting an increase in proficiency (current ability level minus their ability when they started), Gain scores are therefore positive and range from one to five). Thus, if a student reported they had moved from "poor" to "good" in their writing skills, the gain would be recorded as 2. The mean of these gains for each skill/ability is reported in Figure 5.1.

We grouped the skills/abilities into broad categories following the 2004 categories where possible. Figure 5.1 presents the mean improvement in proficiency for each of these constructs.

### **Writing and Analytical Skills**

The first factor, analytical and writing skills, has five components: 1) analytical and critical thinking skills, 2) ability to write clearly and effectively, 3) ability to read and comprehend academic material, 4) library research skills, and 5) other research skills.

In Figure 5.2, we see a steady increase in proficiency for freshman entry students and the same trend for transfer students, except for the slight dip for fifth year transfer students. As shown in Figure 5.3, proficiency in analytical and writing skills varied slightly by major.

**Figure 5.1 Self-Assessed Student Academic and Civic Skills Outcomes Since First Enrolled at the University**

1=Very Poor; 2=Poor; 3=Fair; 4=Good; 5=Very Good; 6=Excellent

Items	% Negative Gain	% No Change	% Positive Gain	Mean for Students with Positive Gain	N
<b>Well-Rounded and Informed Citizen</b>					
Appreciate cultural and global diversity	2.5%	57.1%	40.4%	1.42	56,828
Understand international perspectives	2.1%	33.5%	64.4%	1.57	57,130
Appreciate, tolerate and understand racial and ethnic diversity	4.9%	58.0%	37.1%	1.42	56,937
Appreciate the fine arts	4.2%	59.9%	35.9%	1.41	56,947
Understand personal social responsibility	2.5%	50.8%	46.7%	1.50	56,820
Self-awareness and understanding	3.2%	40.4%	56.4%	1.55	56,942
<i>Grand Mean for Construct</i>				1.76	5,878
<b>Communication and Leadership Skills</b>					
Leadership skills	7.8%	50.1%	42.1%	1.51	57,126
Prepare and make a presentation	3.5%	54.5%	42.0%	1.47	56,996
Speak clearly and effectively in English	2.6%	68.2%	29.2%	1.25	57,154
Interpersonal (social) skills	6.9%	41.7%	51.4%	1.48	57,097
Foreign language skills	15.4%	59.2%	25.4%	1.47	57,041
<i>Grand Mean for Construct</i>				1.69	2,503
<b>Writing and Analytical Skills</b>					
Analytical and critical thinking skills	3.0%	32.9%	64.1%	1.35	57,270
Ability to write clearly and effectively	5.7%	33.6%	60.7%	1.43	57,269
Read and comprehend academic material	3.0%	37.1%	59.9%	1.43	57,200
Library research skills	1.5%	39.5%	59.0%	1.65	57,118
Other research skills	<1.0%	46.4%	53.6%	1.58	56,871
<i>Grand Mean for Construct</i>				1.70	13,245
<b>Computer Skills</b>					
Computer skills	1.2%	56.9%	41.9%	1.37	57,178
Internet skills	<1.0%	60.2%	39.8%	1.45	57,087
<i>Grand Mean for Construct</i>				1.51	15,826
<b>Other Skills</b>					
Understanding a specific field of study	1.5%	18.8%	79.7%	1.81	57,120
Quantitative (math and statistical) skills	13.8%	52.8%	33.4%	1.33	57,115
<i>Grand Mean for Construct</i>				1.65	16,745

**Figure 5.2 Mean Positive Gains in Analytic and Writing Abilities by Transfer Status and Year in School**

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> +	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> +
<b>Upper Bound</b>	1.59	1.54	1.61	1.74	1.88	1.55	1.56	1.75	1.90	1.93
<b>Mean</b>	<b>1.38</b>	<b>1.51</b>	<b>1.58</b>	<b>1.71</b>	<b>1.85</b>	<b>1.38</b>	<b>1.51</b>	<b>1.70</b>	<b>1.82</b>	<b>1.79</b>
<b>Lower Bound</b>	1.18	1.48	1.55	1.69	1.83	1.20	1.45	1.66	1.74	1.66

**Figure 5.3 Mean Positive Gains in Analytic and Writing Abilities by Field of Study**

99% CI	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Upper Bound	1.75	1.82	1.82	1.78
Mean	<b>1.71</b>	<b>1.78</b>	<b>1.79</b>	<b>1.75</b>
Lower Bound	1.67	1.75	1.77	1.71

**Communication and Leadership Skills**

Five items comprise the construct labeled communication and leadership skills: 1) leadership skills, 2) ability to prepare and make presentations, 3) ability to speak clearly and effectively in English, 4) interpersonal (social) skills, and 5) foreign language skills.

Figure 5.4 depicts the overall proficiency gains in these skills by entry status and year in school; no clear trend was present in these data. Similar to analyses for analytical and writing skills, development of communication and leadership skills did not vary by major (Figure 5.5).

**Figure 5.4 Mean Positive Gains in Communication and Leadership Skills by Transfer Status and Year in School**

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1st	2nd	3rd	4th	5th+	1st	2nd	3rd	4th	5th+
Upper Bound	2.12	1.69	1.59	1.75	1.83	2.42	1.73	1.76	1.82	1.36
Mean	<b>1.60</b>	<b>1.56</b>	<b>1.54</b>	<b>1.70</b>	<b>1.78</b>	<b>1.70</b>	<b>1.55</b>	<b>1.66</b>	<b>1.67</b>	<b>1.64</b>
Lower Bound	1.08	1.43	1.49	1.65	1.73	.98	1.47	1.56	1.52	1.92

**Figure 5.5 Mean Positive Gains in Communication and Leadership Skills by Field of Study**

99% CI	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Upper Bound	1.79	1.84	1.80	1.77
Mean	<b>1.68</b>	<b>1.74</b>	<b>1.75</b>	<b>1.70</b>
Lower Bound	1.57	1.65	1.70	1.64

To give a sense of comparative progress in this area, Figure 5.6 provides the mean perceived progress on both communication and leadership skills and on writing and analytical skills by freshman entry students' year at the university. Self-reported analytic and writing skills improved as students progressed through their undergraduate career; gains in communication and leadership skills increased steadily among UCUES respondents from their junior year on.

**Degree Aspirations**

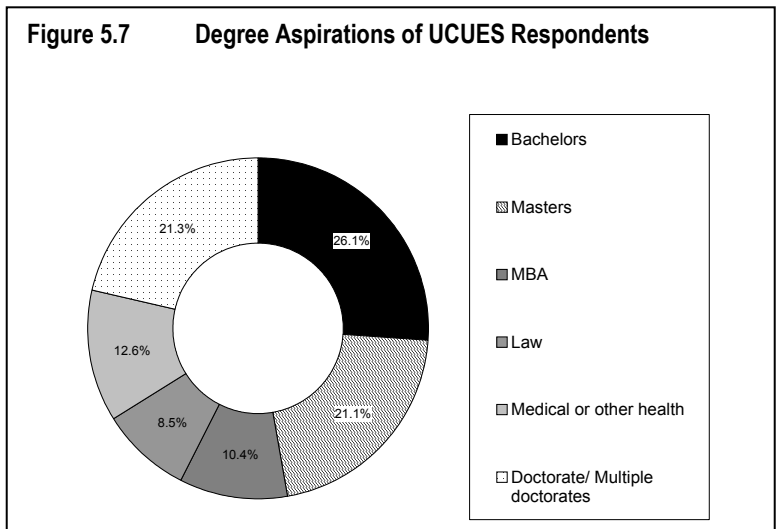
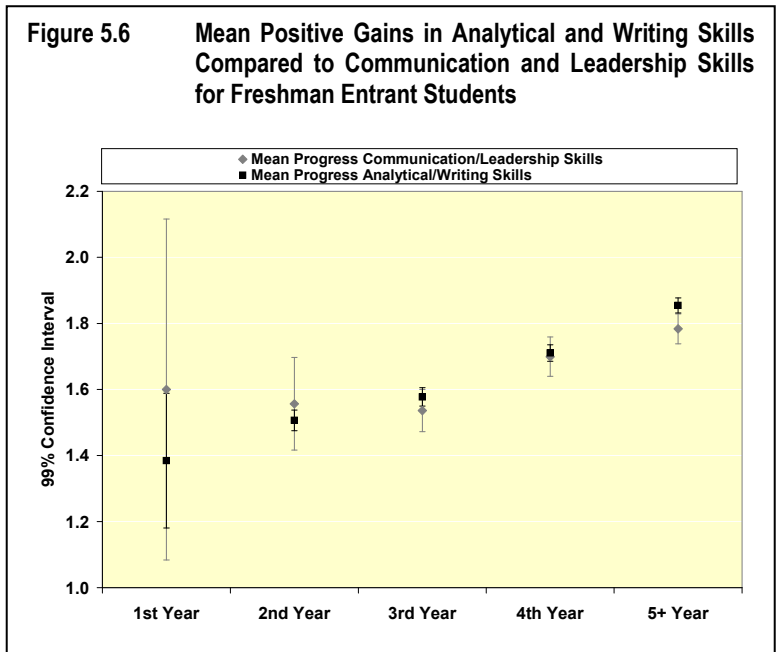
Students answered several questions about their career and graduate school goals; we present data on some of their plans. As illustrated in Figure 5.7, just over a quarter (26%) of respondents reported that they intend their bachelor's degree to be their terminal degree.

About one-fifth of students (21%) said they planned to obtain an academic or professional master's degree, and another one-fifth said they planned to obtain a doctorate either alone or in addition to another graduate degree.

Figure 5.8 compares the reported degree goals of first- and fourth-year freshman entrants. In these cross-sectional data, 13% of first-year freshman entry students said they wanted to pursue a master's, compared to 22% of fourth-year students.

These data indicate that students' goals may evolve over the course of their years at the University. The proportion wishing to stop their education with bachelor's degrees dropped from 29% for first-year students to 25% of fourth-year students.

Likewise, the proportion indicating that they wished to pursue a business MBA dropped from 15% to 11%. The proportion wishing to pursue a law, doctorate, or medical degree did not change appreciably.





As shown in Figure 5.9, degree aspirations were related to students' major fields of study. Natural science and engineering students were more likely than other students to say they planned to obtain a master's (29.5%) or, doctoral (27.3%) degree.

The largest proportion of biological sciences students said they planned either to go to medical school, to pursue another degree in a health-related field (42.5%), or to complete a doctoral degree (23.5%).

Students in the social sciences said they planned to obtain a bachelors (20.6%), masters (24.0%), or a doctorate (22.3%) in approximately equal proportions.

Approximately 60% of students in the humanities planned to obtain a bachelor's or masters.

Respondents in the social sciences (17.5%) and humanities (11.4%) were the most likely to report that they planned to attend law school.

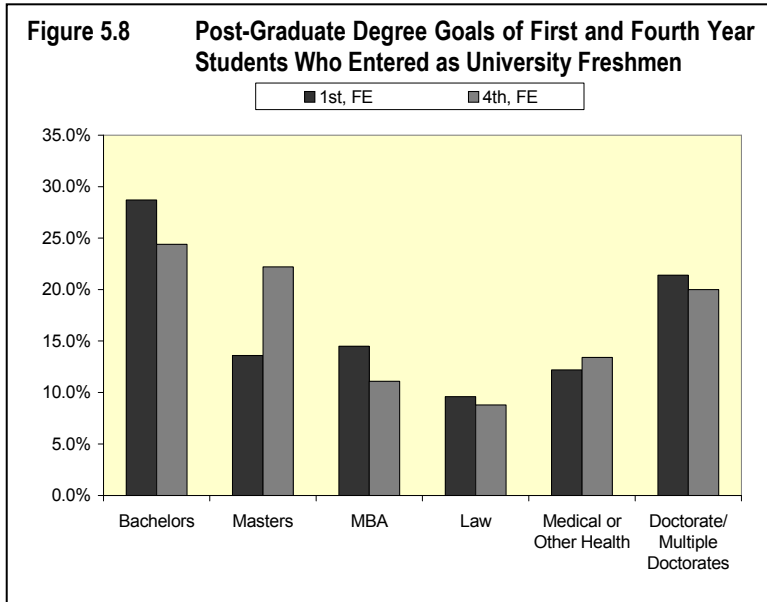


Figure 5.9 Highest Degree Expected by Field of Study

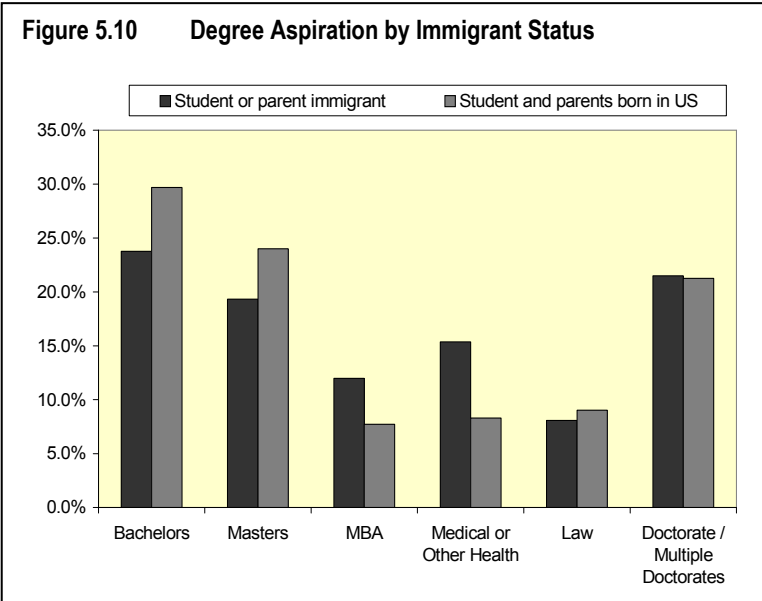
	Field of Study				All Majors
	Math Sciences	Biological Sciences	Social Sciences	Humanities	
<b>Bachelors</b>	23.8%	14.7%	20.6%	30.7%	26.1%
<b>Masters</b>	29.5%	14.6%	24.0%	30.5%	21.1%
<b>MBA</b>	12.9%	3.3%	10.4%	5.7%	10.4%
<b>Law</b>	1.5%	1.3%	17.5%	11.4%	8.5%
<b>Medical/Other Health</b>	5.0%	42.6%	5.3%	2.2%	12.6%
<b>Doctorate/ Multiple Ph.D.</b>	27.3%	23.5%	22.3%	19.5%	21.3%
<b>All Degrees</b>	100.0%	100.0%	100.0%	100.0%	100.0%

Finally, degree aspirations varied by immigrant status, as shown in Figure 5.10. Students who either immigrated to the United States themselves or had at least one parent who did were more likely to report plans to earn a business or a health-related degree. Non-immigrant students with both parents born in the United States were more likely to aspire only to a bachelor's or master's degree. There was little difference between these two groups in aspirations for a law or doctoral degree.

**Conclusion**

UC students reported improvement in many skills seen as important in an undergraduate education. These skills included becoming a well-rounded and informed citizen, writing and analytic skills, and communication and leadership skills.

Almost three-quarters of UCUES respondents indicated their intent to pursue an advanced degree.



## VI. How Satisfied are UC Students?

### Highlights

- UCUES respondents were satisfied with their undergraduate education.
- Mean satisfaction was highest for selected major, availability of library research materials, and quality of faculty instruction. Mean satisfaction was lowest for access to small classes and overall UC GPA, a finding consistent with 2004 results.
- Transfer students reported greater overall satisfaction with their UC experience than did freshman entry students.
- While students' satisfaction with their UC GPA was strongly correlated with actual UC GPA, it was also correlated with entry status and year in school: freshman entry students reported the most satisfaction with their GPA in their fifth or higher year, whereas satisfaction was highest in the first year for transfer students.
- Satisfaction with UC GPA also varied by field of study and immigrant status: students in the math sciences were the least satisfied and students who were either immigrants themselves or had at least one immigrant parent also reported lower levels of satisfaction.
- Levels of satisfaction with student services were generally quite good, ranging from a high of 92% for the registrar's office to a low of 67% for the university health center.

### Overall Levels of Satisfaction

UCUES respondents indicated their satisfaction with twenty separate items ranging from small class sizes to overall satisfaction with their social experience at the UC campuses. Each item was scored from 1 (very dissatisfied) to 6 (very satisfied). Taking the average of all twenty items, overall satisfaction averaged 4.26.

Figure 6.1 reports the proportion of respondents indicating satisfaction (very satisfied, satisfied, or somewhat satisfied) with each item.

The majority of students were satisfied with each area included on the survey. Respondents reported the lowest levels of satisfaction with access to small classes and with their UC GPA, a finding which replicated results obtained in 2003.

### Satisfaction by Subgroups

Some variation in satisfaction was evident across different subgroups of the student population. For instance, transfer students reported greater overall satisfaction with their UC experience than did freshman entry students, as illustrated in Figure 6.2.

Freshman-entry students who did not graduate within four years of matriculating at UC reported higher satisfaction with their overall UC experience. These "advanced seniors" reported the highest mean satisfaction (4.34).

In 2003, satisfaction with UC GPA was highly correlated with actual GPA (Pearson correlation of 0.60); this relationship was again found in 2006. Satisfaction with GPA by entry status and year and school is presented in Figure 6.3. As shown, freshman entry students reported the most satisfaction with their GPA in their fifth or higher year, whereas satisfaction was highest in the first year for transfer students.

**Figure 6.1 Satisfaction: Mean Satisfaction Level Reported**

1=Very Dissatisfied; 2=Dissatisfied; 3=Somewhat Dissatisfied; 4=Somewhat Satisfied; 5=Satisfied; 6=Very satisfied

Items	Percent Satisfied	Mean	N
<b>Academic Satisfaction</b>			
Quality of faculty instruction	88%	4.63	54,104
Quality of teaching by graduate TAs	82%	4.35	53,992
Overall academic experience	82%	4.40	57,086
<b>Total – Academic Satisfaction</b>		4.46	
<b>Satisfaction with Advising</b>			
Advising by faculty on academic matters	84%	4.40	53,282
Advising by student peer advisors on academic matters	73%	3.96	51,693
Advising by departmental staff on academic matters	79%	4.26	53,349
Advising by college staff on academic matters	76%	4.12	53,384
Access to faculty outside of class	84%	4.40	53,919
<b>Total – Satisfaction with Advising</b>		4.23	
<b>Satisfaction with Academic Access</b>			
Availability of courses needed for graduation	72%	4.09	54,107
Access to small classes	61%	3.77	54,053
Ability to get into a major you want	87%	4.74	53,776
Availability of courses for general education requirements	73%	4.11	53,808
Variety of courses available in your major	76%	4.22	53,986
Research experience opportunities or producing creative products	75%	4.17	53,121
Educational enrichment programs (e.g., study abroad, UCDC, internships)	83%	4.39	52,432
Access to library staff	90%	4.60	52,915
Availability of library research materials	91%	4.69	53,229
<b>Total – Satisfaction with Academic Access</b>		4.31	
<b>Social Satisfaction</b>			
Overall social experience	75%	4.23	57,152
<b>Total – Social Satisfaction</b>		4.23	
<b>Other</b>			
Your overall UC GPA	57%	3.65	57,195
Value of education for price	71%	4.10	57,128

**Figure 6.2 Mean Satisfaction with Overall UC Experience by Entry Status and Year in School**

1=Very Dissatisfied; 2=Dissatisfied; 3=Somewhat Dissatisfied; 4=Somewhat Satisfied; 5=Satisfied; 6=Very Satisfied

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th+</sup>
<b>Upper Bound</b>	4.29	4.26	4.20	4.24	4.36	4.38	4.33	4.37	4.39	4.45
<b>Mean</b>	<b>4.20</b>	<b>4.24</b>	<b>4.19</b>	<b>4.22</b>	<b>4.34</b>	<b>4.30</b>	<b>4.30</b>	<b>4.34</b>	<b>4.32</b>	<b>4.32</b>
<b>Lower Bound</b>	4.11	4.22	4.17	4.20	4.32	4.22	4.28	4.31	4.25	4.20

**Figure 6.3 Mean Satisfaction with UC GPA by Entry Status and Year in School**

1=Very Dissatisfied; 2=Dissatisfied; 3=Somewhat Dissatisfied; 4=Somewhat Satisfied; 5=Satisfied; 6=Very Satisfied

99% CI	Entry Status									
	Freshman Entry					Transfer				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> +	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup> +
<b>Upper Bound</b>	3.82	3.60	3.56	3.64	3.78	4.10	3.78	3.95	3.85	3.75
<b>Mean</b>	<b>3.68</b>	<b>3.57</b>	<b>3.53</b>	<b>3.61</b>	<b>3.75</b>	<b>3.96</b>	<b>3.73</b>	<b>3.90</b>	<b>3.73</b>	<b>3.55</b>
<b>Lower Bound</b>	3.54	3.54	3.49	3.57	3.71	3.83	3.68	3.84	3.62	3.35

Overall, very little variation was found in levels of satisfaction by major. Respondents in the four broad fields of study reported approximately the same mean levels of satisfaction with their academic experience, advising, academic access, and their social experience.

However, respondents in the biological sciences tended to be less satisfied than their peers in satisfaction with their own GPA. Specifically, their overall satisfaction was 3.46, compared to 3.65 for math/engineering students, 3.78 for social science students, and 4.09 for students in the humanities.

**Figure 6.4 Mean Satisfaction with UC GPA, by Disciplinary Field**

1=Very Dissatisfied; 2=Dissatisfied; 3=Somewhat Dissatisfied; 4=Somewhat Satisfied; 5=Satisfied; 6=Very Satisfied

99% CI	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
<b>Upper Bound</b>	3.70	3.51	3.82	4.14
<b>Mean</b>	<b>3.65</b>	<b>3.46</b>	<b>3.78</b>	<b>4.09</b>
<b>Lower Bound</b>	3.60	3.41	3.75	4.05

**Figure 6.5 Mean Satisfaction with UC GPA by Immigrant Status**

1=Very Dissatisfied; 2=Dissatisfied; 3=Somewhat Dissatisfied; 4=Somewhat Satisfied; 5=Satisfied; 6=Very Satisfied

99% CI	Immigrant Status			
	Student Immigrant	At least one Immigrant Parent	At least one Immigrant Grandparent	Three Generations born in US
<b>Upper Bound</b>	3.51	3.42	4.00	4.07
<b>Mean</b>	<b>3.47</b>	<b>3.39</b>	<b>3.96</b>	<b>4.04</b>
<b>Lower Bound</b>	3.44	3.37	3.91	4.01

Finally, satisfaction with GPA varied by immigrant status, with students who were either immigrants themselves or had at least one immigrant parent reporting lower levels of satisfaction, as shown in Figure 6.5. Satisfaction with overall social experience also followed this pattern; student immigrants and those with at least one immigrant parent reported lower social satisfaction (4.13 and 4.18, respectively) than did their US born peers (4.32 for students with US born parents and 4.34 for students with three generations born in the US).

### **Satisfaction with Student Services**

Students indicated their awareness and use of nineteen student services. Students who used a service were asked if the service was excellent, good, fair, or poor. Satisfaction levels are provided in Figure 6.6. Only the nine services used by at least 30% of respondents are included in the table. “Percent Satisfied” in this figure combines the percentages for “excellent” and “good.”

**Figure 6.6 Student Services Used by More than 30% of Respondents by Percent Satisfied**

<b>% Users</b>	<b>% Satisfied</b>	<b>Student Service</b>
92.2%	72.3%	Registrar’s Office
86.0%	88.7%	Recreational Sports Facilities
76.0%	72.0%	Financial Aid Office
75.0%	66.5%	University Health Center
70.9%	69.2%	On-Campus Housing
67.8%	68.0%	Residential Living Program
55.2%	69.9%	Career Center Employment Services
53.2%	80.0%	Student Learning Center
31.0%	70.3%	Counseling and Psychological Services

For the ten services not included in Figure 5.6, the majority of students reported that they did not need the service; very few reported that they needed the service but did not use it.

### **Conclusion**

The majority of UCUES respondents report satisfaction with the quality of their UC education and the services offered at UC campuses. Students are less satisfied with their own GPAs and with their access to small classes. These are the only areas in which less than two-thirds of students surveyed expressed satisfaction. In addition, two-thirds of students expressed satisfaction with student health services, the lowest service rating. Class size and student health services are areas worthy of further investigation.

## VII. How Engaged Are UC Students in the Civic Life of their Communities?

### Highlights

- *Foreign-born students and students with at least one foreign born parent were, overall, more likely to be involved in co-curricular organizations and activities.*
- *Overall, 44% of students reported participating in community service either on or off campus during the academic year. Proportions reporting community service did not differ appreciably by immigrant status, but did differ by field of study: a larger proportion of biological sciences students reported community service compared to students in the social sciences, humanities and math sciences.*
- *Students most frequently volunteered for community service in K-12 schools, followed by clinics or hospitals, and religious organizations. Where students volunteer was related to their selected field of study, as was the amount of time they donated.*
- *Social science and humanities students were more likely to follow government and public affairs.*
- *Students rarely attended public meetings or rallies, engaged in protests or demonstrations, or engaged in work or service for a political campaign. They did, however, frequently talk to friends about current events.*
- *Two behaviors were reported by over one-third of students: refusing to buy something because they disagreed with the company’s social and political values and signing an online petition. Engaging in these behaviors differed by major with social sciences and humanities students being the most active politically.*

### Involvement in Activities and Organizations

Students were more likely to participate in clubs than fraternities, sororities, or student government. More than 40% of students participated in campus-based clubs, while fewer than 5% participated in student government. Figure 7.1 illustrates these findings.

**Figure 7.1 Students Involvement in Organizations**

Not Involved	Participant or Member	Officer or Leader	N	Organization
92.4%	4.9%	2.7%	10,742	Student Government
87.3%	7.1%	5.6%	10,694	Fraternity or Sorority
71.7%	22.1%	6.2%	10,739	Off-campus club or organization
41.0%	41.2%	17.8%	10,912	Other campus-based club or organization

### Involvement in Activities and Organizations by Subgroups

Just over half (51.9%) of humanities students indicated involvement in an off-campus club/organization, compared to 65.7% of biological science students. Biological science students were also more likely to report involvement in other campus-based clubs or organizations.

Involvement also differed by immigration status, as shown in Figure 7.3. Foreign born students and students with at least one foreign born parent were, overall, more likely to be involved in organizations and activities.

**Figure 7.2 Students Involvement in Organizations by Field of Study**

	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Fraternity or Sorority	10.1%	13.0%	14.6%	11.4%
Off-campus club or organization	60.4%	65.7%	56.2%	51.9%
Other campus-based club or organization	26.9%	36.9%	32.5%	31.0%

**Figure 7.3 Students Involvement in Organizations by Immigrant Status**

	Immigrant Status			
	Student Immigrant	At least one Immigrant Parent	At least one Immigrant Grandparent	Three Generations born in US
Student government	8.2%	8.5%	6.9%	6.1%
Fraternity or Sorority	10.3%	13.3%	13.0%	13.9%
Off-campus club or organization	61.2%	62.4%	55.7%	54.0%
Other campus-based club or organization	30.9%	28.7%	26.0%	26.3%

**Community Service and Leadership**

Overall, 44% of students reported participating in community service either on or off campus during the academic year. Participation did not differ greatly by immigrant status, but did differ by field of study.

More than 60% of biological sciences students reported community service work, compared to 51% of social science students, 45% of humanities students, and 36% of math sciences students.

UCUES respondents who participated in community service and leadership during the academic year were asked numerous follow-up questions regarding why they participated, how they got involved, the type of organization they worked at, and their time commitment.

**Why Do Students Participate?**

Overall, students reported that they performed community service to help others (63%), to meet people and make friends (31%), to learn more about the community (31%), and to help gain experience for a future career (29%).

Figure 7.4 and 7.5 show the proportions of students by major field of study and immigrant status, respectively, who provided one of these four reasons for volunteering.

Biological science, social science, and humanities students were more likely than their math science counterparts to report participating in community service to help others, to learn about the community and gain experience for their future career.



**Figure 7.4 Why Students Participate by Field of Study**

	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Help others	54.6%	68.2%	67.7%	65.3%
Meet people and make friends	25.6%	35.4%	31.3%	26.3%
Learn about community	22.4%	37.6%	36.0%	30.5%
Gain experience for career	18.5%	45.4%	34.6%	26.7%

**Figure 7.5 Why Students Participate by Immigrant Status**

	Immigrant Status			
	Student Immigrant	At least one Immigrant Parent	At least one Immigrant Grandparent	Three Generations born in US
Help others	72.6%	75.9%	73.8%	70.9%
Meet people and make friends	40.5%	39.2%	31.5%	31.3%
Learn about community	41.7%	38.6%	31.3%	31.2%
Gain experience for career	38.5%	36.4%	29.9%	28.9%

Student immigrants and students with at least one immigrant parent were more likely than other students to report participating to meet people and make friends, learn about the community, and gain experience for a future career.

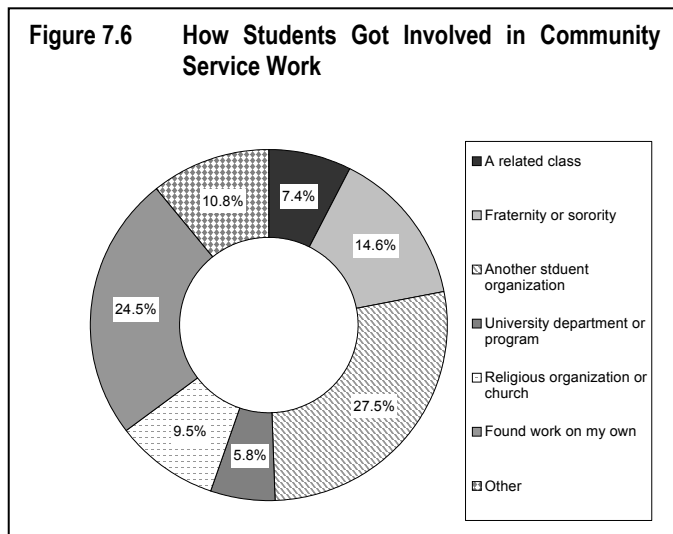
**How do Students Get Involved?**

Figure 7.6 illustrates that the largest proportion of students became involved in community service work through an on-campus student organization or by volunteering on their own.

**Where do Students Serve?**

Students most frequently volunteered for community service in K-12 schools (21.4%), clinics or hospitals (13.6%), religious organizations (8.4%), homeless shelters (7.1%), youth services agencies (6.9%), and environmental groups (5.8%).

**Figure 7.6 How Students Got Involved in Community Service Work**



The types of organizations for which students volunteered differ by their selected field of study. Almost one-quarter of math sciences, social sciences, and humanities students performed community service for K-12 schools, whereas over a third of biological science students volunteered at a clinic or hospital.

**Figure 7.7** Where Students Participate by Field of Study

	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
K-12 School	24.2%	13.0%	24.3%	24.8%
Youth services agency	5.8%	3.7%	8.6%	7.6%
Environmental group	7.0%	5.5%	4.3%	4.6%
Homeless shelter	7.3%	8.2%	6.8%	5.0%
Clinic or hospital	11.7%	35.6%	8.9%	6.8%
Religious organization	10.8%	7.2%	6.5%	8.4%

a Percentages do not sum to 100% since only the top six responses are included.

**How Much Time Do Students Give?**

Volunteers reported spending, on average, 3.2 hours in a typical seven-day week performing community service work. As shown in Figure 7.8, biological and social science students devoted more time to community service than did humanities and math students. Student immigrants and students with at least one immigrant parent spent more time in community service than did other students, as shown in Figure 7.9.

**Figure 7.8** Hours in Community Service by Field of Study

99% CI	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Upper Bound	3.2	4.1	4.2	3.1
Mean	<b>2.7</b>	<b>3.8</b>	<b>3.9</b>	<b>2.8</b>
Lower Bound	2.2	3.5	3.6	2.5

**Figure 7.9** Hours in Community Service by Immigrant Status

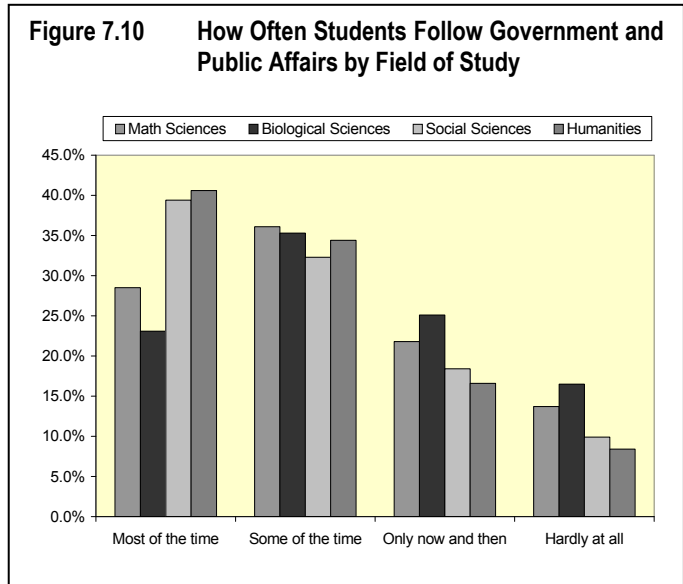
99% CI	Immigrant Status			
	Student Immigrant	At least one Immigrant Parent	At least one Immigrant Grandparent	Three Generations born in US
Upper Bound	4.1	3.5	3.0	3.1
Mean	<b>3.8</b>	<b>3.2</b>	<b>2.7</b>	<b>2.8</b>
Lower Bound	3.5	2.9	2.4	2.5

**Political Engagement**

Two thirds of respondents reported following current affairs “some” or “most of the time.” Differences in students from different majors are depicted in Figure 7.10.

40% of students in social sciences and humanities reported following government and public affairs “most of the time” compared to 23% and 29% of biological science and math science majors, respectively.

US born students and students with US born parents were more likely than other students to say they followed current affairs “some” or “most of the time.”

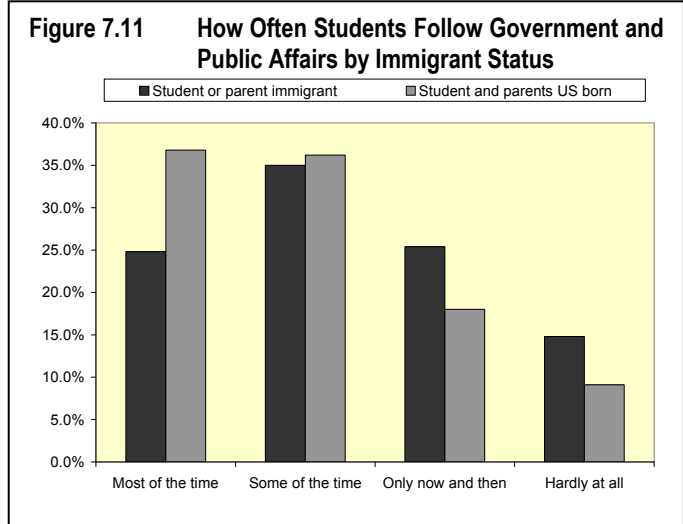


**Specific Political Engagement Activities**

Students were much more likely to talk with friends about current events than to participate more actively in politics. On a scale from “never” to “often”, students reported talking to friends about current events or things they have heard about in the news the most (mean=3.95), but rarely reported attending meetings or rallies related to local, state, or national policies (mean=1.67), engaging in protests or demonstrations (mean=1.50), or engaging in work or service for a political campaign (mean=1.34).

Social science majors reported attending meetings or rallies, engaging in protests or demonstrations, and working for a political campaign more frequently than students in other majors.

They were followed by humanities majors, biological sciences majors, and then math sciences majors.



**Figure 7.12 Frequency of Attending Meetings or Rallies by Field of Study**  
 1=Never; 2=Rarely; 3=Occasionally; 4=Somewhat Often; 5=Often; 6=Very Often

99% CI	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Upper Bound	1.51	1.64	2.3	1.89
Mean	1.41	1.54	1.93	1.79
Lower Bound	1.31	1.44	1.83	1.69

Students did report taking political actions in less dramatic ways—by supporting boycotts (42%), signing petitions (35%), wearing wristbands (18%) and writing letters and emails (16%).

**Figure 7.13 Engagement in Specific Activities**

Percent	Activities
41.8%	Refused to buy something because you disagreed with the company's social or political values
35.0%	Signed an online petition
18.0%	Worn a wristband to show your support for political cause or issue
17.2%	Forwarded an online petition
16.3%	Written a letter/e-mail to an elected official
14.6%	Donated money to a political cause

Social science and humanities students were more likely to report engaging in these specific political participation behaviors than students from other majors.

**Figure 7.14 Engagement in Specific Activities by Field of Study**

During this academic year have you ever...	Field of Study			
	Math Sciences	Biological Sciences	Social Sciences	Humanities
Signed an online petition	27.5%	34.0%	42.5%	39.7%
Forwarded an online petition	10.4%	17.1%	25.2%	21.4%
Written a letter/e-mail to an elected official	11.3%	14.9%	22.9%	21.3%
Donated money to a political cause	9.5%	13.2%	17.4%	18.8%
Worn a wristband to show your support for political cause or issue	10.4%	17.5%	23.1%	16.0%
Refused to buy something from company because you disagreed with the company's social or political values	33.0%	39.1%	50.6%	56.7%

**Conclusion**

Nearly half of UC students participate in community service activities, a strong record of community involvement.

Social science and humanities students were more likely to follow government and public affairs, but they volunteer less often for community service than biological science majors, largely because biological sciences majors are actively involved in volunteering in hospitals and other health related domains.

Student immigrants and students with at least one immigrant parent were somewhat less likely to discuss current events, but they were more likely than other students to participate in community service activities.

UCUES offers a wealth of data that will enable us to learn a great deal about the ways students get informed about public affairs, about issues that concern them, and about the factors that contribute to variation in student civic engagement. These are matters we will discuss in future reports.

## Appendix A

### SERU Project Research Team and Collaborators

The project is managed by the Center for Studies in Higher Education (UC Berkeley) and includes an IR work group and an Academic Research and Advisory Group.

#### SERU Project Research Team

Dr. Steven Brint – SERU co-Principle Researcher and Professor of Sociology, UC Riverside  
 Dr. Steve Chatman – Director, SERU/UCUES  
 Dr. John Douglass – SERU co-Principle Researcher and Senior Research Fellow, CSHE, UC Berkeley  
 Dr. Richard Flacks – SERU Principle Research Fellow and Research Professor of Sociology, UC Santa Barbara  
 Mr. Gregg Thomson – SERU co-Principle Researcher and Director of Student Research, UC Berkeley

#### SERU Project Associates

Dr. Samuel Agronow - SERU Senior Research Associate, Coordinator of Admissions Research and Evaluation, University of California Office of the President  
 Dr. Heinke Roebken - SERU Senior Research Associate, Assistant Professor Educational Management, University of Oldenburg - Germany  
 Dr. Linda Sax - SERU Senior Research Associate, Associate Professor-in-Residence, Graduate School of Education and Information Studies, UC Los Angeles  
 Dr. Scott Thomas - SERU Senior Research Associate, Associate Professor of Higher Education, Institute of Higher Education, University of Georgia  
 Dr. Paula Zeszotarski - SERU Research Associate, UCUES Project Manager, University of California Office of the President

#### SERU Project Academic Research and Advisory Group

Mr. Ben Allen, UC Student Regent 2007-08 and Boalt Law Graduate Student, UC Berkeley  
 Dr. Samuel Agronow, Associate Director, Student Affairs, UC Office of the President  
 Dr. Elizabeth Berkes, SERU Project Research Associate  
 Dr. Steve Brint, Professor of Sociology, UC Riverside  
 Dr. Michael Brown, Professor of Counseling, Clinical, School Psychology, UC Santa Barbara and Vice Chair, Universitywide Academic Senate  
 Dr. Steve Chatman, SERU/UCUES Project Director, CSHE, UC Berkeley  
 Dr. John Douglass, Senior Research Fellow - Public Policy and Higher Education Center for Studies in Higher Education - UC Berkeley  
 Dr. Greg Dubrow, Director of Analysis, Policy & Planning for Admissions & Enrollment at UC Berkeley  
 Dr. Richard Flacks, Professor of Sociology, UC Santa Barbara  
 Dr. Heinke Roebken, University of Oldenburg, Germany  
 Dr. Linda Sax, Associate Professor of Education, UC Los Angeles  
 Dr. Jack Schuster, Professor of Education and Public Policy, School of Educational Studies, Claremont Graduate University  
 Dr. David Stern, Professor of Education, UC Berkeley  
 Dr. Scott Thomas, Associate Professor, Institute of Higher Education, University of Georgia  
 Mr. Gregg Thomson, Director of Office of Student Research, UC Berkeley

#### SERU/UCUES Institutional Research Work Group

UC Berkeley - David Radwin, UC Davis – Kathy Davis, UC Irvine - Judy Shoemaker, UC Los Angeles - Jennifer Keup, UC Merced - Nancy Ochsner, UC Riverside - Danny Kim, UC San Diego - Bill Armstrong, UC Santa Barbara - Steve Velasco, UC Santa Cruz - Julian Fernald, UCOP - Sam Agronow and Paula Zeszotarski, CSHE - Steve Chatman SERU