

Fall 2007

Incoming Student Survey – Freshmen: Personal traits, academic skills, activities & academic obstacles

Prepared for

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Executive Summary

Background:

This detailed report focuses on the Fall 2007 Incoming Student Survey freshmen results to meet the following objectives:

- Improve the campus' understanding of its new freshmen and what factors may deter them from succeeding at UC Davis.
- Use the information to improve the student services and resources that are available to students.

Data Source:

Student Affairs Research & Information's (SARI) Incoming Student Survey, a web-based questionnaire sent to 3,936 new freshmen over the age of 18, in September 2007. There were 1,578 respondents (40% response rate).

All noted sub-categorical differences are statistically significant ($p \leq .05$).

Findings:

All Freshman Respondents

- A majority (62%) of incoming freshmen reported that they aspire to earn a post graduate degree (i.e., medical doctorate, master's degree, etc.)
- Incoming freshmen most frequently rated *obtain the skills I need to pursue a career* a "very important" college goal, regardless of gender, ethnicity or undergraduate college.
- More than two-thirds of the incoming freshmen reported that they were *middle class* or *upper-middle class* growing up.
- Almost 20% of freshman entrants reported that they have *major concerns* about their ability to finance their college education. An additional 57% indicated *some concerns*.
- At least 50% or more of incoming freshmen rated their personal traits (i.e., emotional health, leadership skills, creativity, etc.) *above average* or *well above average* with the exception of their *physical health* (47%).
- Incoming freshmen rated their academic skills favorably high (>70%, *good* or better); the highest rated skill was *ability to speak clearly and effectively in English* (87%) and the lowest was *time management* (72%).
- On average, incoming freshmen report spending an equal amount of time *socializing with friends* and *studying* (15 hours per week).
- About two-thirds of freshman entrants expect there to be a *very good chance* that they will *be satisfied with their college* (68%); that they will *make at least a "B" average* (66%); and, that they will *graduate in four years* (65%).
- Incoming freshmen indicated that *being too tired* (25%) and *being stressed* (24%) had frequently interfered with their school work during their last year in high school.
- Freshman entrants' most frequently identified obstacle to their academic success at UC Davis is that their *social lives may distract them from their coursework* (36%).

Differences between Freshman and Transfer Respondents

- Freshmen:
 - were less likely than transfer students to know the highest academic degree that they aspire to earn.
 - were more likely than transfer students to rate the following college goals as *very important*: *acquire a well-rounded general education*; *establish meaningful relationships*; *make a lot of money*; *enjoy college years*; and, *develop a personal code of values and ethics*.
 - were less likely than transfer students to have attended high schools that were predominately white.
 - were more likely than transfer students to indicate that *being too tired*, *school activities* and their *active social lives* had frequently interfered with their school work in the previous year.
 - were more likely than transfer students to believe that their *social lives* and *weak academic skills* may be obstacles to their academic success at UC Davis.
- Transfer Students:
 - were more likely freshman entrants to aspire to earn their *doctorate* (PhD, EdD). They were more likely to indicate that *developing an in-depth understanding in a specific field* was a “very important” college goal.
 - were more likely to rate their personal traits – *creativity*, *interpersonal skills* and *intellectual self-confidence* – higher than freshmen. They rated their academic skills higher as well.
 - were more likely than freshman entrants to have grown up in a household that was *low-income/poor*.
 - were more likely than freshmen to have *some concerns* or *major concerns* about their ability to finance their college education. They were also more likely to spend more than 10 hours per week *working for pay* and *studying*.
 - were more likely than freshman entrants to indicate that *family responsibilities*, *job responsibilities*, and *dealing with a difficult living situation* had frequently interfered with their academic success in the previous year. Furthermore, they believe that these former obstacles may continue to interfere with their academic success at UC Davis.

Freshmen – Differences by Gender:

- Female Freshmen:
 - were more likely than males to aspire to earn a *health doctorate* (i.e., DVM, DDS, or DO). Their college goals were more likely to be academic/career-related (i.e., *preparing for graduate or professional school*).
 - rated their *time management* and *study skills* “good” or better more often than males.
 - were more likely than males to have *some concerns* or *major concerns* about their ability to finance their college education.
 - were more likely than males to have frequently *studied with other students* and *sought academic help* in the previous year.

- were more likely to expect there to be a *very good chance* that they will *work to pay for college expenses and graduate in four years*.
- more likely than males to indicate that *being stressed and feeling emotional distress* had frequently interfered with their school work in the previous year.
- identified the following as potential obstacles to their academic success at UC Davis more often than males: *weak math skills; being easily distracted and unable to concentrate on their work; and, time with their family may distract them from their coursework*.
- Male Freshmen:
 - were more likely than females to aspire to earn a *business master's (MBA)*. They were more likely to rate the following as “very important” college goals: *establishing social networks; being in a position that pays well; and, enjoying their college years*.
 - tended to rate both their *academic skills and personal traits* higher than females.
 - were more likely than females to spend more than 10 hours per week participating in *sports, recreational interests/hobbies and using the computer for non-academic purposes*.
 - were more likely than females to have frequently *gone to class unprepared, been bored in class, and yet, contributed to a class discussion* in the previous year.
 - were more likely to be confident in their academic performance by expecting there was a *very good chance* that they will *make at least a 'B' average*.
 - identified *not having an interest in their courses outside their field and their social lives* as potential academic obstacles at UC Davis more often than females.

Differences by Race/Ethnicity:

- Asian Freshmen:
 - were more likely than White freshmen to aspire to earn a *business master's or medical doctorate*.
 - tended to rate their *academic skills and personal traits* lower than other freshmen; however, their academic performance (GPA) indicates no significant difference from other freshmen (based on either their weighted high school GPA or their UC Davis GPA, Spring 2008).
 - were most likely to identify *being too tired* as a past obstacle to their academic success. They were also more likely than White freshmen to identify *being depressed, being stressed, feeling emotional distress and job responsibilities* as past obstacles.
 - were least likely to indicate there was a *very good chance* that they will *be satisfied with their college or study abroad*.
 - were most likely to identify the following as potential obstacles to their academic success at UC Davis: *difficulty speaking, writing and reading in English; can't concentrate on their work; and, weak writing and reading*

skills. They were also more likely than White freshmen to identify the following as future obstacles: *don't know how to start a large project*; *unable to organize time effectively*; *reluctant to ask for help*; *job may interfere*; and, *time with my family*.

- Under-represented Freshmen:
 - were most likely to aspire to earn a *doctorate* (PhD, EdD). They were also more likely than other freshmen to name the following college goals as “very important:” *acquire a well-rounded general education*; *give back to the community*; *obtain the skills needed for their career*; and, *develop an in-depth understanding in a specific field of study*.
 - were most likely to grow up in a household that was *low-income/working class*.
 - were more likely than Asian freshmen to spend more than 10 hours a week *working for pay* in the previous year.
 - were most likely to have received tutoring in the previous year.
 - were most likely to indicate there was a *very good chance* they will: *work to pay for college expenses*; *transfer to another college before graduating*; *seek personal counseling*, and *conduct research with faculty*.
 - were more likely than White freshmen to identify *weak math skills* as a future obstacle to their academic success at UC Davis.
- White Freshmen:
 - were more likely than new Asian freshmen to aspire to earn a *law degree* or *teaching credential*. They were least likely to name the following goals as “very important:” *achieve a high GPA*; *establish social networks to further career*; *be in a position to make a lot of money*; *prepare for graduate/professional school*; and, *develop a personal code of values and ethics*.
 - were most likely to rate their *physical health* higher than other freshmen.
 - were least likely to have *some concern* or *major concern* about their ability to finance their college education.
 - were most likely to have *contributed to a class discussion* and least likely to have *studied with other students* in the previous year.
 - were most likely to indicate there was a *very good chance* they will *make at least a 'B' average*; that they will *be satisfied with their college*; and, that they will *participate in student clubs/groups*.
 - were most likely to identify their *distracting social lives* as future obstacles to their academic success at UC Davis.

Differences by Undergraduate College:

- College of Agricultural & Environmental Sciences’ (CAES) Freshmen:
 - and freshmen entering in the College of Biological Sciences (CBS) were more likely than other freshmen to aspire to earn a *health doctorate* (DVM, DDO, etc).
 - tended to rate their personal traits lower than other freshmen.
- College of Biological Sciences’ (CBS) Freshmen:

- were more likely than other freshmen to aspire to earn a *medical doctorate*. They also were most likely to name the following as “very important” college goals: *being in a position to give back to the community* and *preparing for graduate or professional school*.
- tended to rate their *quantitative skills*, *time management skills* and *study skills* higher than Agricultural & Environmental Sciences (CAES) and Letters & Science (CLAS) freshmen.
- were more likely than other freshmen to indicate there was a *very good chance* that they will *undertake an internship* and *conduct independent research*, while at UC Davis.
- College of Engineering’s (COE) Freshmen:
 - were more likely than other freshmen to aspire to earn an *academic master’s degree* (MA/MS).
 - were more likely than other freshmen to indicate there was a *very good chance* that they will *conduct research with faculty*; however, they were also less likely than other freshmen to predict they will graduate from UC Davis in four years.
 - were less likely than other freshmen to identify *weak math skills* as a potential obstacle to their academic success at UC Davis.
- College of Letters & Science (CLAS) Freshmen:
 - were more likely than other freshmen to aspire to earn a *law degree*. They were more likely to indicate that *improving their understanding of other cultures* and *developing a global perspective* were *very important* college goals.
 - were more likely than other freshmen to rate their *creativity skills* above average or well above average.
 - were more likely than other freshmen to indicate there was a *very good chance* that they will *participate in a study abroad program*, while attending UC Davis.
 - and CAES freshmen were more likely than other freshmen to indicate there was a *very good chance* that they will *change majors* and *change career choices*, while at UC Davis.

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Introduction

This report discusses the freshmen responses to SARI’s Fall 2007 Incoming Student Survey. The survey sought information from students to further understand traits and activities correlated with retention. We asked students to rate their personal traits and academic skills; to identify the type of activities they had participated in, and the amount of time they spent per week on specific activities; whether they have concerns about financing their college education; and, what obstacles had interfered or were likely to interfere with their academic success. Students were also asked to identify the social class of the home they grew up in and the racial demographics of their neighborhood and high school. (A copy of the survey questions is included in Appendix C.)

Previous reports from this survey focused on items relating to college choice decision making factors.¹ This report focuses on items relevant to students’ persistence and academic success at UC Davis. Separate reports address transfer and freshman entrants to identify distinguishing characteristics that may require additional or different services.²

All noted sub-categorical (gender, ethnicity, and undergraduate college) differences are statistically significant ($p \leq .05$). Individual historically under-represented race/ethnic groups have been grouped for the analysis of this report; the ethnic/racial sub-groups categorized as under-represented are African American, Mexican American, Latino American, and American Indian students. The Asian category consists of Chinese, East Indian/Pakistani, Filipino, Japanese, Korean, Pacific Islander, Vietnamese, Hawaiian, and other Southeast Asian. The White category includes Middle Easterners.

¹Sewell, S. (2008). *Fall 2007 Incoming Student Survey: College Choice Results*. Davis, CA: University of California – Davis, Student Affairs Research & Information. Report #388.

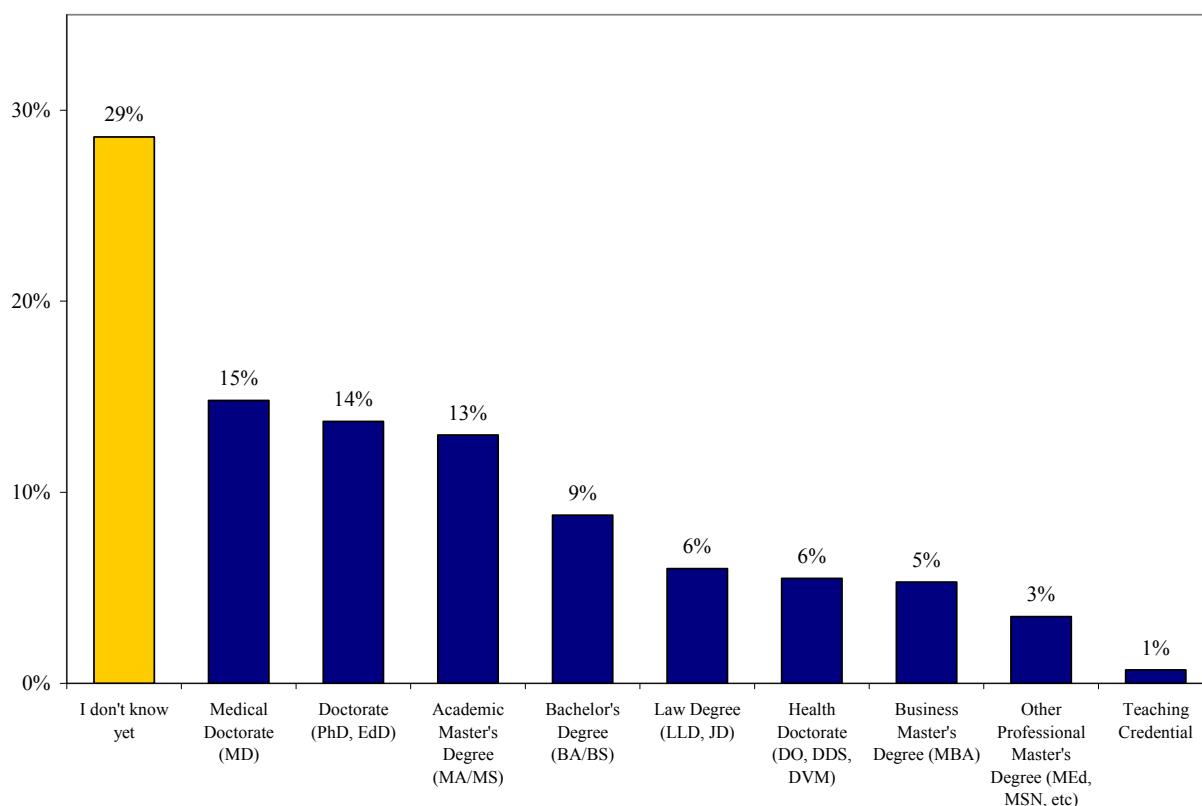
² Sewell , S. (2009). *Fall 2007 Incoming Student Survey – Transfer Students: Personal traits, academic skills, activities, & academic obstacles*. Davis, Ca: University of California – Davis, Student Affairs Research & Information. Report #411.

Degree Aspirations and College Goals

Degree aspirations

Figure 1 displays incoming freshmen's degree aspirations. Forty-two percent of incoming freshmen plan to pursue a medical doctorate (15%), doctorate (14%), or academic master's degree (13%). However, 29% of these students have not yet formulated degree goals beyond the baccalaureate. For details, see Appendix B, Table B1.

Figure 1: Incoming freshmen's degree aspirations. (n=1,578)

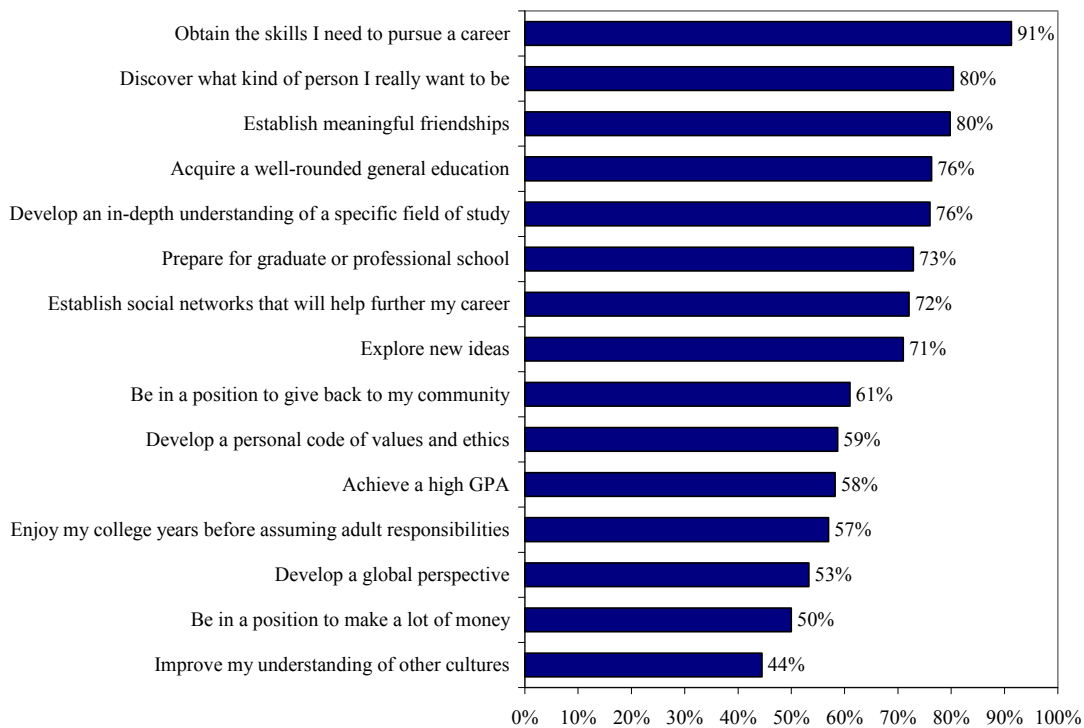


- New male freshmen were more likely than females to aspire to earn their *business master's* (MBA); female freshmen were more likely to aspire to earn a *health doctorate* (DVM, DDS, DO).
- Under-represented freshmen were more likely than other freshmen to aspire to earn a *doctorate*. New White freshmen were more likely than Asian freshmen to aspire to earn a *law degree* or *teaching credential*; Asian freshmen were more likely to aspire to earn a *business master's* or *medical doctorate*.
- New Engineering (COE) freshmen were more likely than other freshmen to aspire to earn an *academic master's degree* (MA/MS). New freshmen in the College of Letters and Science (CLAS) were more likely than other freshmen to aspire to earn a *law degree*.
- Nearly half of the freshmen entering the College of Biological Sciences (CBS) aspire to earn a *medical doctorate* (39%) or *health doctorate* (10%).

College Goals

New students were asked to rate how important each of the provided college goals was to them (*not important, somewhat important, or very important*). Figure 2 displays the percentage who said the specific goal was *very important* to them. Nearly all incoming high school respondents (91%) said that *obtaining the skills they need to pursue a career* was *very important*. This was a predominant goal of all new freshmen for Fall 2007, regardless of gender, race/ethnicity, or college. For details, see Appendix B, Table B2.

Figure 2: Percentage of incoming freshmen who said each of the following college goals is very important to them. (n=1,578)



- Compared to male freshmen, females were more likely to indicate the following college goals were *very important*: *acquire a well-rounded general education; give back to the community; prepare for graduate school; develop personal code of values and ethics; develop in-depth understanding of specific field of study; improve understanding of other cultures; and, develop a global perspective.*
- Male freshmen were more interested in *establishing social networks, being in a position that pays well, and enjoying their college years.*
- New under-represented freshmen were more likely than other freshmen to name the following college goals as “very important”: *acquire a well-rounded general education; give back to the community; obtain the skills needed for career; and, develop in-depth understanding in a specific field of study.*
- Incoming White freshmen were less likely than other freshmen to consider the following goals as “very important.” *achieve a high GPA; establish social networks*

to further career; be in a position to make a lot of money; prepare for graduate/professional school; and, develop a personal code of values and ethics.

- Asian freshmen were more likely than White freshmen to indicate it was very important that they *improve their understanding of other cultures and develop a global perspective.*
- New CBS freshmen were more likely than other freshmen to name the following as *very important* college goals: *being in a position to give back to the community and preparing for graduate or professional school.*
- Incoming CLAS freshmen were more likely than other freshmen to indicate that *improving their understanding of other cultures and developing a global perspective* were *very important* college goals.

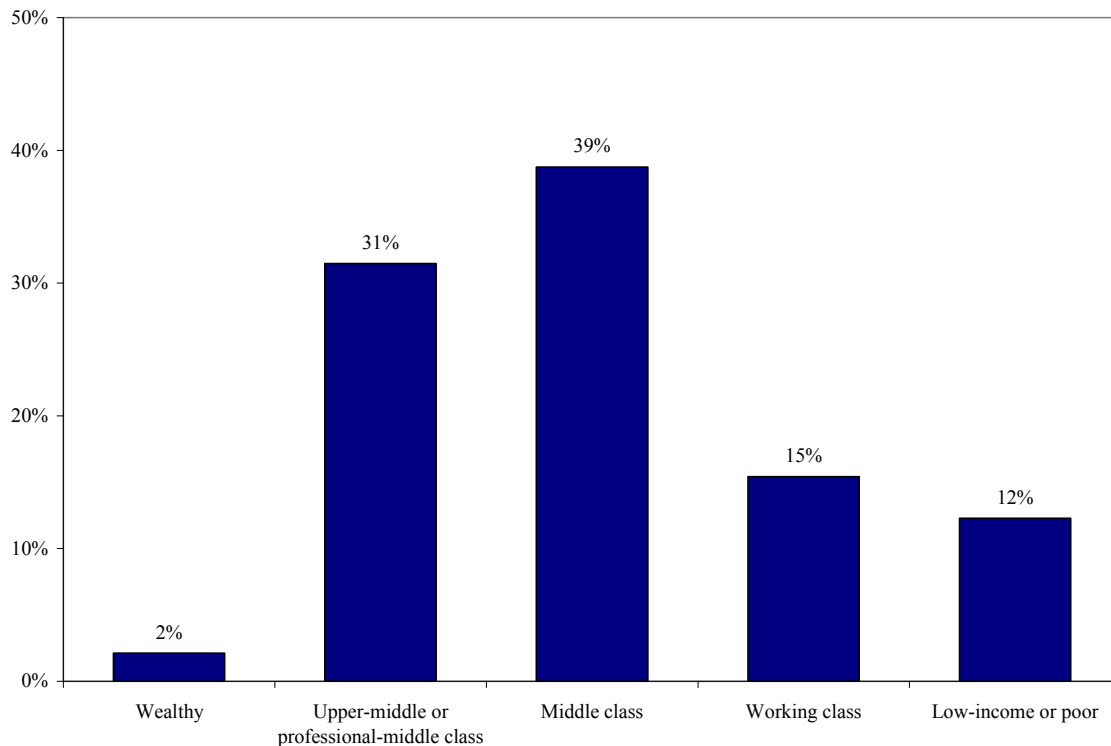
Financing Education

Incoming freshmen were asked to characterize the social class they grew up in, the racial composition of their high school and of the neighborhood they grew up in. They were also asked whether they had concerns about financing their college education. Students' self-identified social class and the racial composition of their previous social environments will be discussed in relation to their concerns about financing their college education.

Social Class

Figure 3 displays incoming freshmen's self-identified social class. More than two-thirds (70%) report growing up in middle class or upper-middle class or professional middle class homes. About a quarter (27%) of these students were working class, low-income or poor. For details, see Appendix B, Table B3.

Figure 3: Incoming freshmen's social class. (n=1,578)

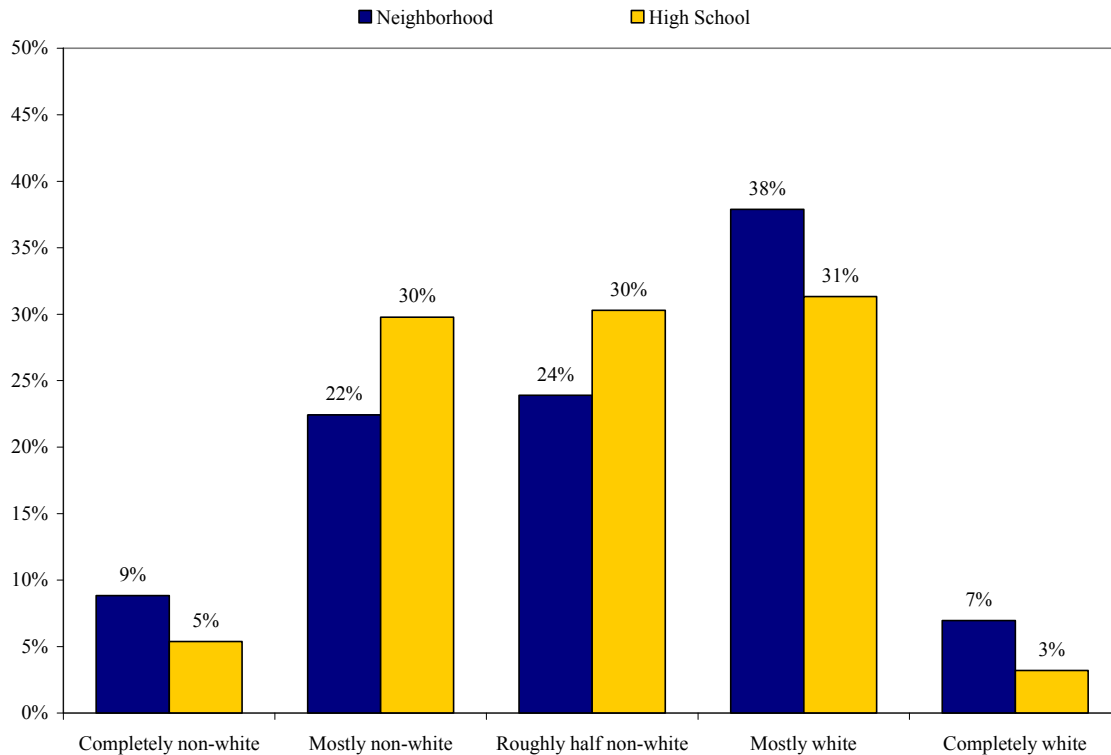


- New under-represented freshmen were more likely than others to have grown up in a household that was *low-income* or *working class* (46% vs. 37% of Asian freshmen and 11% of White freshmen).

Racial Composition of High Schools and Neighborhoods

Incoming freshmen most frequently reported that they grew up in *mostly white* neighborhoods (38%). (Figure 4) For more details, see Appendix B, Tables B4-B5.

Figure 4: Incoming freshmen’s neighborhood and high school racial composition. (n=1,578)

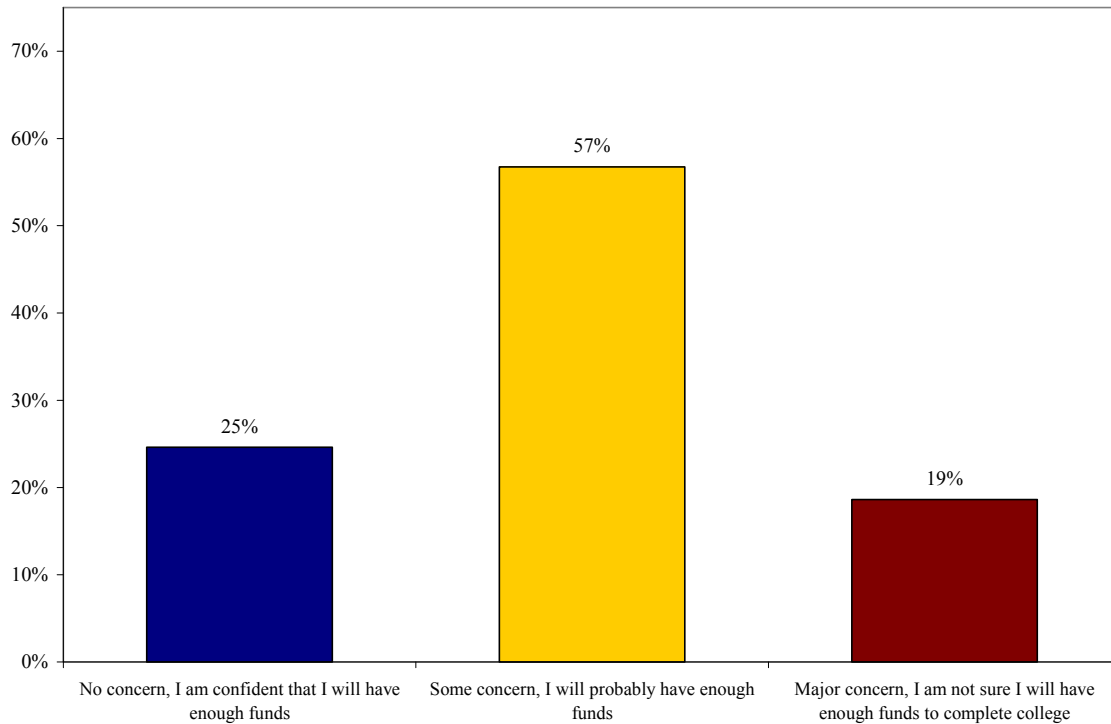


- New Asian freshmen were least likely to attend high schools that were predominately white (17% vs. 26% of under-represented and 54% of White freshmen).
- Nearly three-quarters (74%) of White freshmen grew up in completely white neighborhoods. The neighborhoods of Asian and under-represented freshmen were much more diverse.

Concerns About Financing College Education

Incoming freshmen most frequently report that they have *some concerns* about their ability to finance their college education (57%). (Figure 5) A quarter of freshmen have *no concerns* about their ability to finance their education, 19% have *major concerns* about financing their college education. For more details, see Appendix B, Table B6.

Figure 5: Incoming freshmen’s concerns about their ability to finance their college education. (n=1,578)



- Incoming female freshmen were more likely than males to have *some* or *major concerns* about their ability to finance their college education.
- Incoming White freshmen were least likely to be concerned about financing their college education.

Table 1: Incoming freshmen’s concerns about their ability to finance their college education, by social class. (n=1,578)

Social Class	% of Respondents		
	No concern	Some concern	Major concern
Low-income or poor	5%	57%	39%
Working class	5%	61%	34%
Middle class	16%	66%	18%
Upper-middle or professional-middle class	49%	45%	5%
Wealthy	73%	27%	0%

Table 1 displays incoming freshmen’s financial concerns by social class. Not surprisingly upper-middle and wealthy freshmen were less likely than other students to have any concerns about their ability to finance their education, while low-income/poor and working class freshmen were more likely to have *major concerns*. Middle class freshmen are most likely to have *some concerns*.

Table 2: Incoming freshmen's concerns about their ability to finance their college education, by high school racial composition. (n=1,578)			
Racial composition	% of Respondents		
	No concern	Some concern	Major concern
Completely non-white	14%	54%	31%
Mostly non-white	16%	62%	22%
Roughly half non-white	23%	60%	17%
Mostly white	35%	50%	15%
Completely white	34%	50%	16%

Table 2 displays incoming freshmen's financial concerns by high school racial composition. Freshmen who attended *completely non-white* or *mostly non-white* high schools are more likely than other students to have *major concerns* about their ability to finance their college education. Freshmen who attended *mostly white* or *completely white* high schools are more likely than other students to have *no concerns*.

Table 3 displays incoming freshmen's financial concerns by neighborhood racial composition. Findings are consistent with the previous tables.

Table 3: Incoming freshmen's concerns about their ability to finance their college education, by neighborhood racial composition. (n=1,578)			
Racial composition	% of Respondents		
	No concern	Some concern	Major concern
Completely non-white	9%	57%	35%
Mostly non-white	16%	60%	24%
Roughly half non-white	21%	59%	20%
Mostly white	33%	55%	12%
Completely white	41%	47%	12%

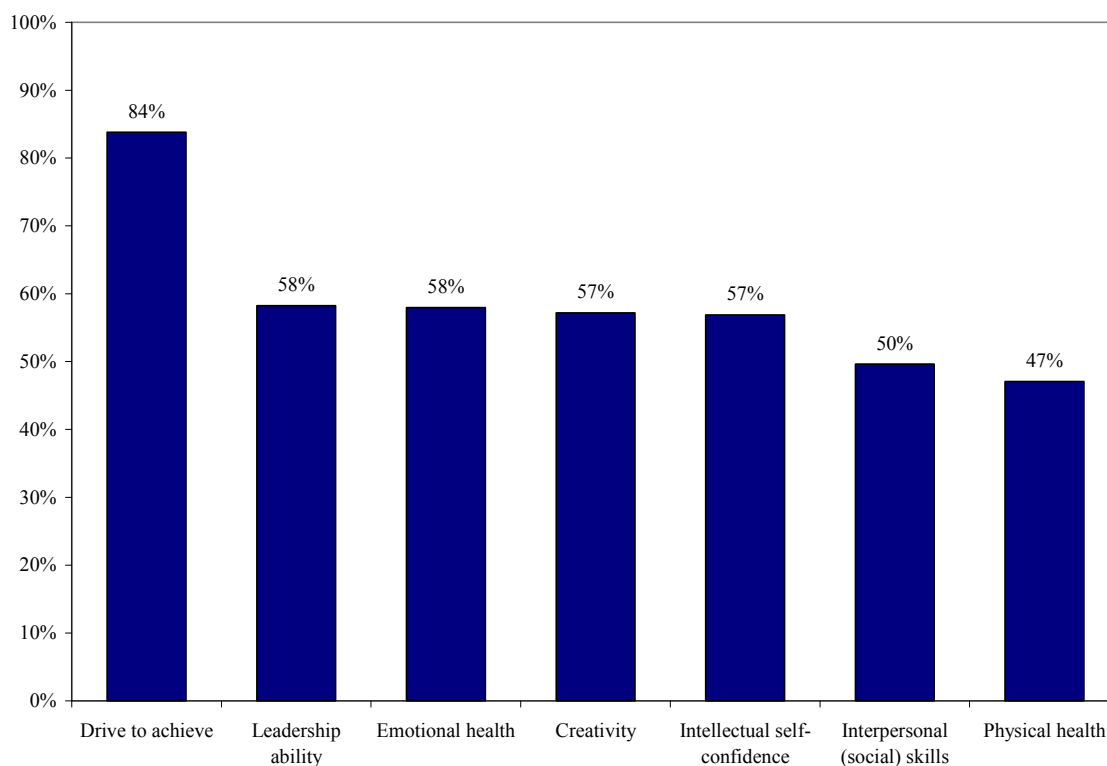
Student Traits, Skills & Activities

Incoming students were asked to rate their personal traits and academic skills. In addition, they were asked how frequently they had done specific activities in class in the previous year; how much time they had spent on non-academic activities and studying/homework each week; and, what they expect they are likely to do as an undergraduate at UC Davis (i.e., change majors, participate in clubs, study abroad, etc.). See Appendix C, for survey instrument details.

Personal Traits

Among a variety of personal traits, freshmen were most confident in their *drive to achieve*: 84% rated themselves *above average* or *well above average* on this dimension. Less than half (47%) of the freshmen rated their physical health *above average* or *well above average* (Figure 6). For more details, see Appendix B, Table B7.

Figure 6: Percentage of incoming freshmen who rated their personal traits *above average* or *well above average* compared to the average person their age. (n=1,578)



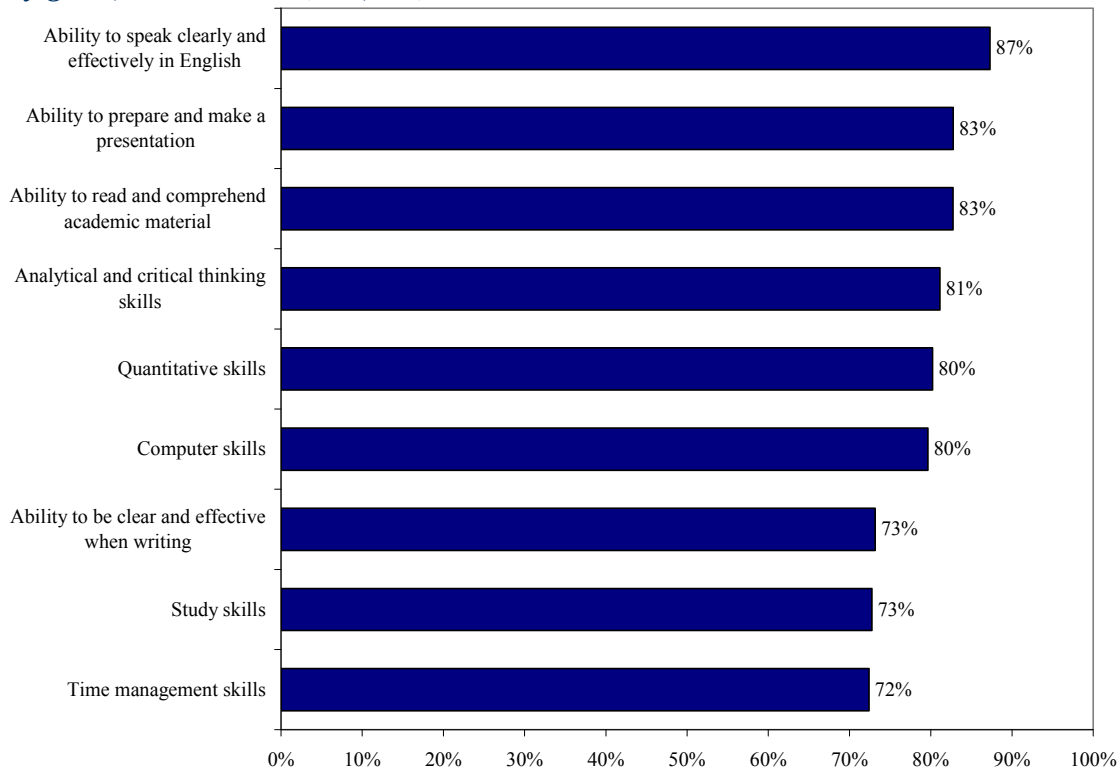
- New male freshmen rated most of the personal traits higher than females (*emotional health, leadership ability, creativity, physical health, interpersonal skills; intellectual self-confidence*). They rate their *physical health* and their *intellectual self-confidence* especially higher (70% above average or well above average vs. 50% for females).
- Incoming Asian freshmen tended to rate their personal traits lower than other freshmen. Incoming White freshmen were more likely to rate their *physical health* higher than other freshmen.

- New freshmen entering in CLAS were more likely than other freshmen to rate their *creativity skills* above average or well above average. They rated their *interpersonal (social) skills* higher than new COE and CAES freshmen. Notably, freshmen entering in CAES majors tended to rate their personal traits lower than other new freshmen.
- New CBS freshmen rated their *drive to achieve* especially high (91% above average or well above average). They were also more likely to rate their *emotional* and *physical health* higher than new CAES freshmen.

Academic Skills

Freshmen students rated their academic skills favorably high (>70%, *good* or better); the highest rated skill was *ability to speak clearly and effectively in English* (87%) and the lowest was *time management skills* (72%). (Figure 7) For more details, see Appendix B, Table B8.

Figure 7: Percentage of incoming freshmen who rated their academic skills *good, very good, or excellent.* (n=1,578)



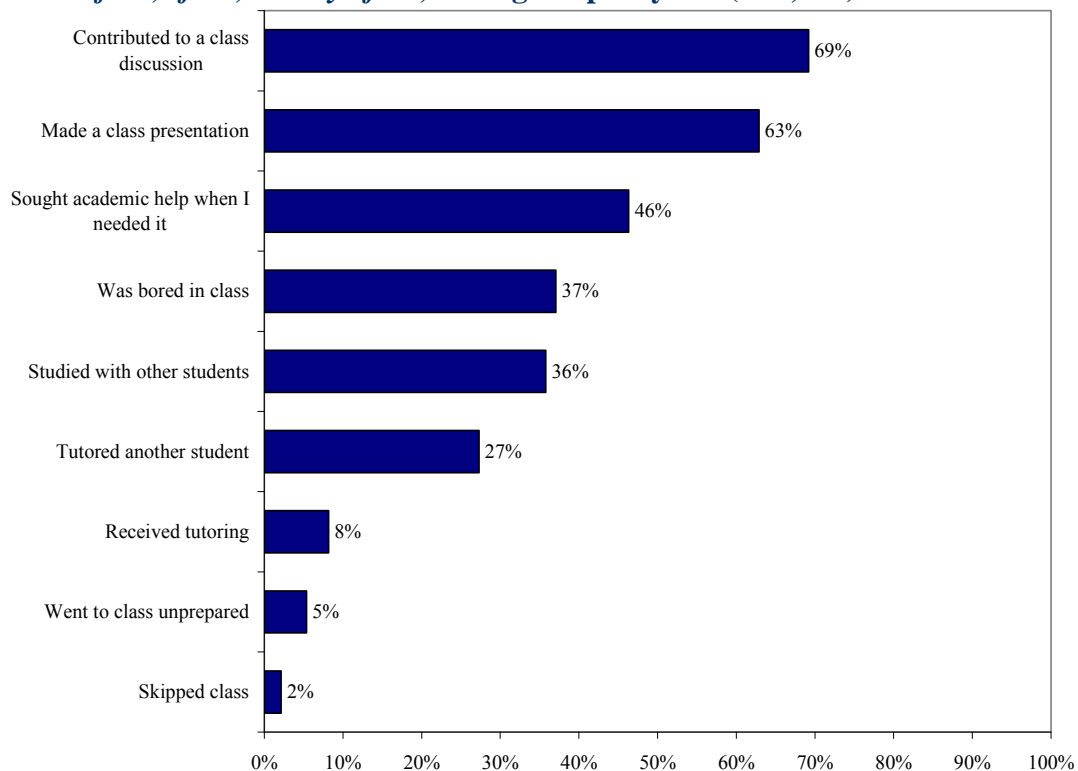
- Incoming male freshmen rated the following academic skills higher than new female freshmen: *analytical and critical thinking skills*, *quantitative skills*, and *computer skills*. Female freshmen rated their *time management skills* and *study skills* higher than males.
- New Asian freshmen tended to rate their academic skills lower than other freshmen; however, their academic performance (GPA) indicates no significant difference from other freshmen (based on their weighted high school GPA and their UC Davis GPA, Spring 2008).

- New CBS freshmen rated the following academic skills higher than new CLAS and CAES freshmen: *quantitative skills*, *time management skills* and *study skills*. They also rated their *reading skills* higher than CAES freshmen.
- Incoming COE freshmen rated their *English speaking skills* lower than new CBS freshmen.

Academic Engagement

Freshmen most frequently reported that they *contributed to a class discussion* at least *somewhat often* during the previous year (69%). Less than half of the freshmen said they had *sought academic help when needed* at least *somewhat often* (46%). (Figure 8) For details, see Appendix B, Table B9.

Figure 8: Percentage of incoming freshmen who did the following activities in class *somewhat often*, *often*, or *very often*, during the past year. (n=1,578)

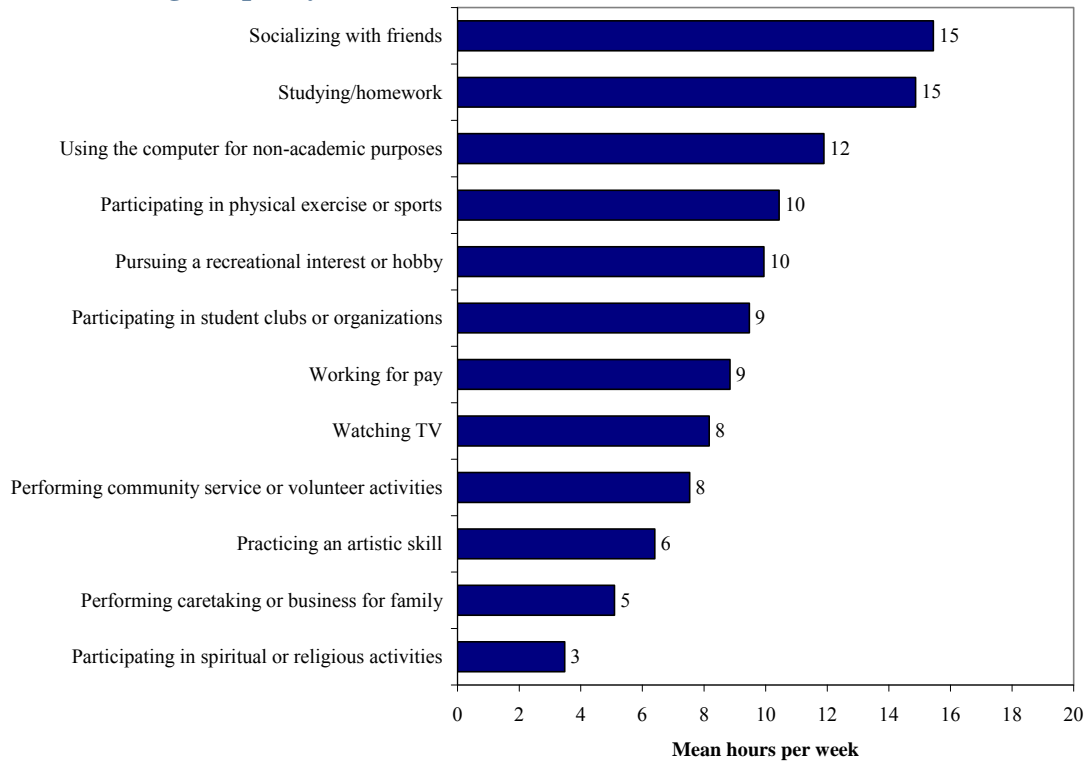


- Compared to new male freshmen, females were more likely to have *studied with other students* or *sought academic help* in the previous year.
- New male freshmen were more likely than females to have *gone to class unprepared*, *been bored in class*, and yet, *contributed to a class discussion*.
- New under-represented freshmen were more likely than others to have *received tutoring* in the previous year. They were also more likely than new Asian freshmen to have *tutored another student*. However, they were also more likely to have *skipped class* in the previous year more frequently than White freshmen.
- Incoming White freshmen were more likely than others to have *contributed to a class discussion* and least likely to have *studied with other students* in the previous year.

They were also more likely than new under-represented freshmen to have *been bored in class*. Meanwhile, new Asian freshmen were less likely than others to have *made a class presentation or contributed to a class discussion*.

On average, freshmen report spending equal amounts of time (approximately 15 hours a week) *socializing with friends* and *studying*, and 9 hours a week *working for pay*. (Figure 9) For more details, see Appendix B, Table B10.

Figure 9: Incoming freshmen’s mean hours per week spent on the following activities, during the past year. (n=1,578)

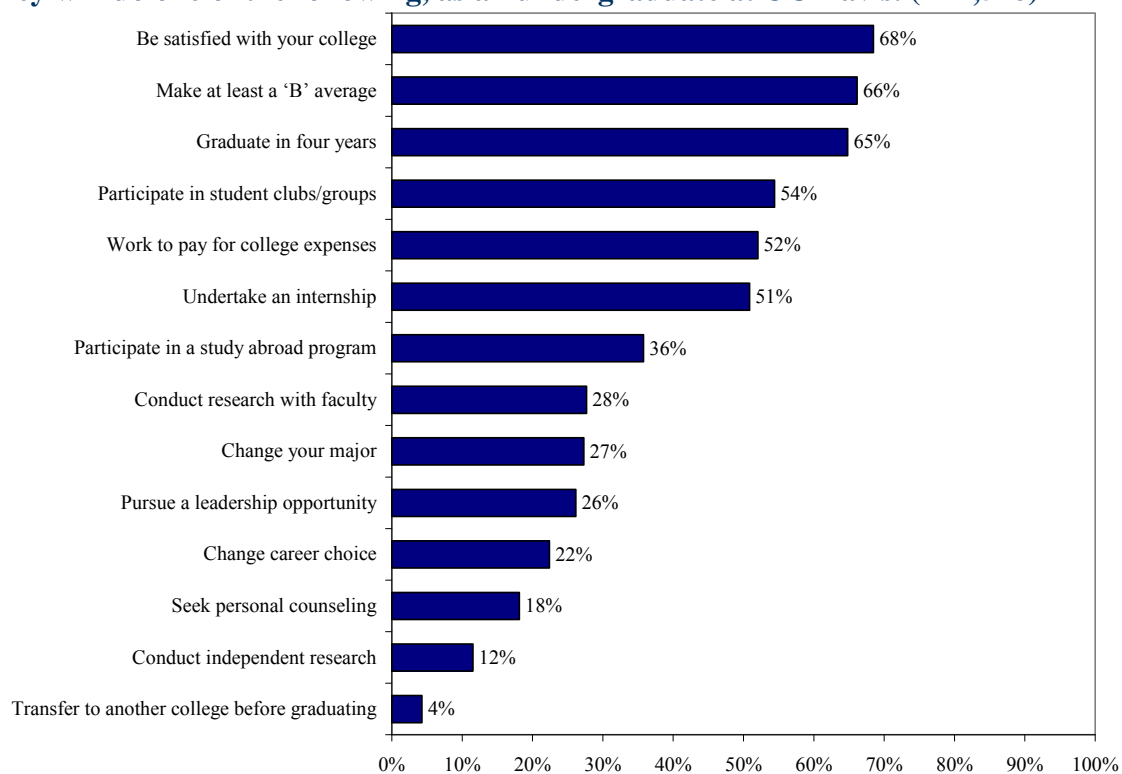


- New male freshmen were more likely than females to have spent more than 10 hours a week on each of the following activities: *sports, recreational interests/hobbies, and using the computer for non-academic use*. On the other hand, female freshmen spent more time *participating in clubs, studying/homework, and performing community service or volunteer activities*.
- Incoming Asian freshmen were less likely than others to have spent more than 10 hours a week *participating in physical exercise or sports*; but more likely to have spent more than 10 hours a week *using the computer for non-academic purposes*. They spent less time *working for pay* than new under-represented freshmen.
- New White students were less likely than their counterparts to have spent more than 10 hours a week *participating in spiritual or religious activities; performing caretaking or business for a family member; watching TV; and, performing community service or volunteer activities*.
- Incoming CBS freshmen were more likely than COE and CLAS freshmen to have spent more than 10 hours a week *studying and doing homework*.

- New CLAS freshmen were more likely than new COE freshmen to have spent more than 10 hours a week *participating in student clubs/organizations*.
- Incoming COE freshmen were more likely than new CAES freshmen to have spent more than 10 hours a week *pursuing recreational interests and hobbies*.

Looking forward to their tenure at UC Davis, more than two-thirds of these freshmen anticipate that there is a *very good chance* that they will *be satisfied with their college* (68%); *make at least a “B” average* (66%); and, *graduate in four years* (65%). However, over half 52% of these freshmen also reported that there is a *very good chance* that they will *work to pay for college expenses*. (Figure 10) For details, see Appendix, Table B11.

Figure 10: Percentage of incoming freshmen who reported a *very good chance* that they will do one of the following, as an undergraduate at UC Davis. (n=1,578)



- New male freshmen were more likely than females to believe there is a *very good chance* they will *make at least a ‘B’ average*. Female freshmen were more likely to indicate a *very good chance* they will *work to pay for college expenses*; *graduate in four years*; *seek personal counseling*; and, *participate in a study abroad program*.
- Incoming White freshmen were more likely than the rest of their new classmates to indicate there is a *very good chance* they will *make at least a ‘B’ average*, *be satisfied with their college*, and *participate in student clubs/groups*.
- New under-represented freshmen were more likely than others to indicate there is a *very good chance* they would *work to pay for college expenses*, *transfer to another college before graduating*, *seek personal counseling*, and *conduct research with faculty*. They were also more likely than White freshmen to say there is a *very good chance* that they will *conduct independent research*.

- Incoming Asian freshmen were less likely than other freshmen to indicate that there is a *very good chance* that they will *be satisfied with their college* and *study abroad*.
- Incoming CLAS freshmen were more likely than others to expect to *participate in a study abroad program* while attending UC Davis. Both CLAS and CAES freshmen were more likely than COE and CBS freshmen to expect that they will *change majors* and *change career choices* while at UC Davis.
- New CBS freshmen were more likely than others to predict there is a *very good chance* that they will *undertake an internship* and *conduct independent research* while at UC Davis. They were also more likely than new COE freshmen to expect to *be satisfied with their college choice*.
- Incoming COE freshmen were more likely than other freshmen entering into other colleges to indicate there is a *very good chance* that they will *conduct research with faculty*; however, they were also less likely to anticipate graduating from UC Davis in four years.

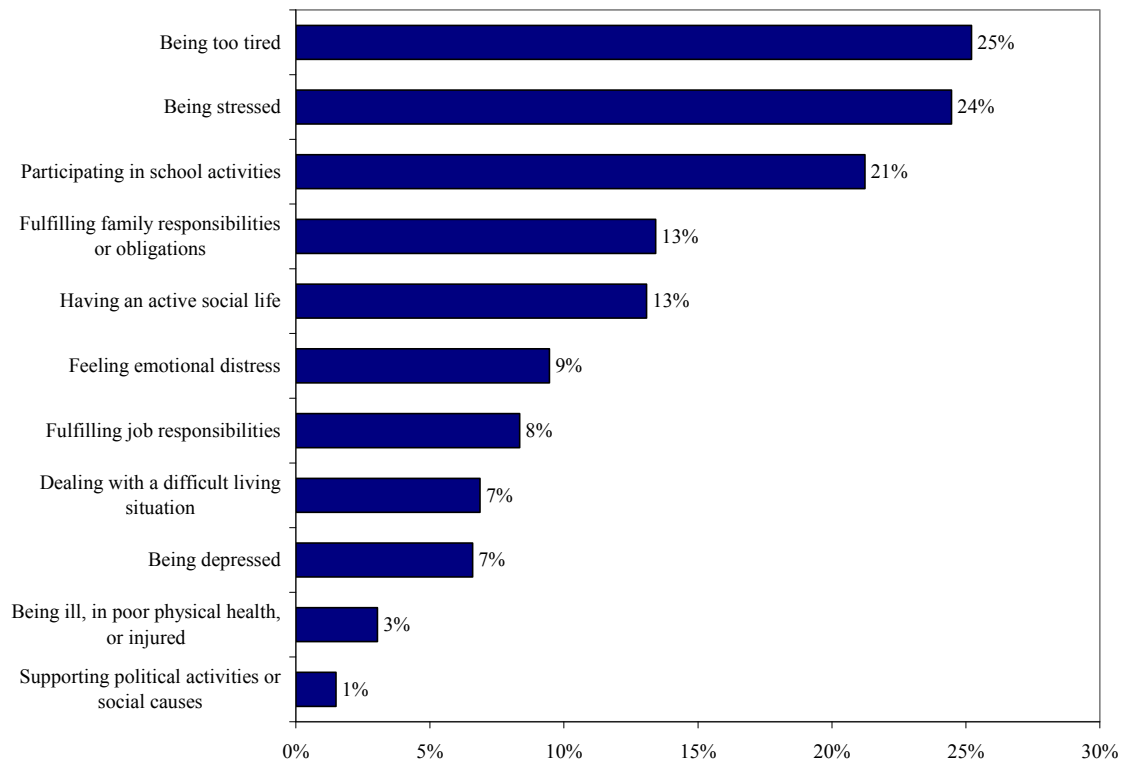
Obstacles to Academic Success

Incoming freshmen were asked how frequently specific activities may have interfered with their school work in the previous year. They were also asked to identify specific activities or weaknesses, which they believe may be obstacles to their academic success while attending UC Davis.

Past Academic Obstacles

Freshmen reported that *being too tired* (25%) and *being stressed* (24%) had *frequently* interfered with their school work in the previous year. The third most frequent obstacle was *participating in school activities* (21%). The third obstacle is differs from the first two in that it is an activity rather than a physical or mental state. (Figure 11) For details, see Appendix B, Table B12.

Figure 11: Percentage of incoming freshmen who reported the following interfered with their school work frequently during the previous year. (n=1,578)



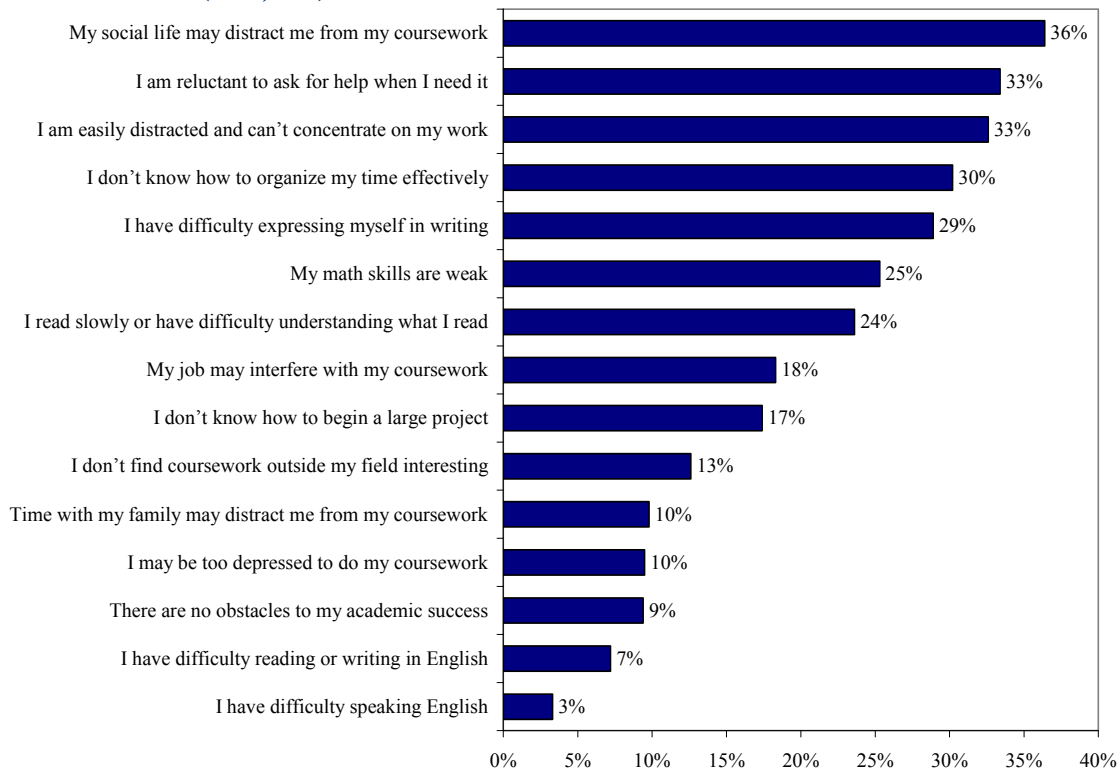
- Incoming female freshmen were more likely than males to indicate that *being stressed* and *feeling emotional distress* had been obstacles to their academic success in the past year.
- New Asian freshmen were more likely than others to identify *being too tired* as a past obstacle to their academic success. They were also more likely than new White freshmen to identify *being depressed*, *being stressed*, *feeling emotional distress*, and *job responsibilities* as past obstacles to their academic success.

- New White freshmen were less likely than other freshmen to identify *family responsibilities* and *difficult living situations* as having frequently interfered with their academic success in the previous year.
- New CLAS freshmen were more likely than new COE freshmen to indicate that their *active social lives* had *frequently* interfered with their school work.

Future Academic Obstacles at UC Davis

Freshmen most frequently identified their social lives as a possible obstacle to their academic success at UC Davis (36%). Another concern is that one-third of freshmen indicate that being *reluctant to ask for help when they need it* and *easily distracted and can't concentrate on their work* may be obstacles to their academic success at UC Davis. (Figure 12) For more details, see Appendix B, Table B13.

Figure 12: Percentage of incoming freshmen who indicated the following obstacles may interfere with their academic success at UC Davis. Students were able to select more than one. (n=1,578)



- Incoming female freshmen were more likely than males to identify the following as potential obstacles to their academic success at UC Davis: *weak math skills*; being *easily distracted and unable to concentrate on their work*; and, *time with their family may distract them from their coursework*.
- New male freshmen were more likely than females to identify *not having an interest in courses outside their field* and their *social lives* as potential academic obstacles at UC Davis.

- New Asian freshmen were more likely than other freshmen to identify the following as potential obstacles to their academic success at UC Davis: *difficulty speaking, writing and reading in English; can't concentrate on their work; and, weak writing and reading skills.*
- Incoming Asian freshmen were also more likely than White freshmen to identify the following as future obstacles: *don't know how to start a large project; unable to organize time effectively; reluctant to ask for help; job may interfere; and, time with my family.*
- Incoming White freshmen were more likely than others to identify their *distracting social lives* as future obstacles to their academic success at UC Davis. Incoming under-represented freshmen were more likely than new White freshmen to identify *weak math skills* as a future obstacle to their academic success.
- New COE freshmen were least likely to identify *weak math skills* as a potential obstacle to their academic success at UC Davis.
- Incoming CLAS freshmen were more likely than incoming CBS freshmen to identify their *inability to organize their time effectively* as a potential obstacle to their academic success at UC Davis.

Appendix A

Background

This report is comprised of results from the most recent administration of an entering student survey, conducted in the summer of 2007. UC Davis has conducted a survey of incoming freshmen on a tri-annual basis for more than 30 years through the Cooperative Institutional Research Program (CIRP) of UCLA's Higher Education Research Institute (HERI). This research has yielded a rich longitudinal dataset which appears to be under-utilized by the campus.

In order to increase the utility of its incoming student research, Student Affairs Research & Information modified the survey instrument and expanded the survey population for the Summer 2007 implementation. Our goals for the new survey were to:

- Positively affect retention of at-risk students by early identification and outreach;
- Increase our knowledge about transfer students by including them in this research;
- Improve continuity in our research of students by coordinating new student research with enrolled student research (especially UCUES); and
- Maintain longitudinal continuity with some key CIRP data elements.

Methodology

The Fall 2007 Survey of Incoming Students was delivered entirely electronically during September of 2007. Both prospective freshmen and transfers identified by Undergraduate Admissions as having returned a Statement of Intent to Register (SIR) by July 19, 2007 were included in the survey effort. Due to insufficient time to undergo a complete review by the Institutional Review Board, students who were not yet eighteen were removed from the survey population. An initial e-mail invitation was followed by three reminder e-mails to students who had not yet submitted a response to the survey, at intervals of five to seven days. The survey was closed on October 4, 2007.

Response Rates

After survey implementation, students who did not enroll for Fall 2007 at UC Davis were removed from the population and from the response set. A total of 5,777 enrolling new students who were over 18 at end of August 2007 were included in the survey population: 3936 were freshmen and 1841 were transfer students. A total of 2,198 enrolling new students completed the questionnaire: 1,578 were freshmen, and 620 were transfer students. Forty percent of new freshmen and 39% of new transfers completed the questionnaire.

Representativeness

The respondents are substantially representative of the population of entering students by race/ethnicity and by college. Females responded in disproportionate numbers. (See Table A.)

Table A: Characteristics of Fall 2007 Incoming Freshmen

		% of New Freshmen (n=5,209)	% of Surveyed Freshmen (n=3,936)[‡]	% of Freshman Respondents (n=1,578)
Ethnicity	African American	4%	4%	3%
	American Indian	1%	1%	1%
	Asian American	44%	42%	40%
	Latino American	3%	3%	4%
	Mexican American	11%	10%	10%
	White/Caucasian	33%	34%	39%
	Unknown	5%	5%	5%
Ethnicity (Asian)	Chinese	44%	45%	46%
	East Indian	9%	9%	9%
	Filipino	10%	10%	10%
	Japanese	3%	3%	3%
	Korean	8%	8%	9%
	Other Asian	11%	11%	10%
	Pacific Islander	1%	1%	2%
	Vietnamese	13%	13%	12%
College	Agricultural & Environmental Sciences (CAES)	20%	20%	19%
	Biological Sciences (CBS)	21%	21%	24%
	Engineering (COE)	15%	15%	13%
	Letters & Science (CLAS)	44%	44%	43%
Gender	Female	59%	58%	65%
	Male	41%	42%	35%

[‡] Only incoming freshmen 18 years of age or older at the time were included in the survey.

Appendix B

**Table B1: Question 18. What is the highest academic degree that you plan to eventually earn?
(Freshman Respondents, n=1,578)**

Academic Degree	% of Freshman Respondents								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
I don't know yet	29%	27%	28%	23%	32%	34%	19%	29%	32%
Medical doctor (MD)	15%	15%	19%	13%	11%	6%	39%	7%	8%
Doctorate (PhD, EdD, etc.)	13%	15%	12%	20%	13%	12%	14%	15%	14%
Academic master's (MA, MS, etc.)	13%	13%	11%	16%	14%	13%	8%	24%	12%
Bachelor's degree (BA, BS, etc.)	9%	8%	10%	7%	9%	8%	4%	10%	12%
Law degree (LLD, JD)	6%	6%	4%	7%	8%	3%	1%	2%	11%
Health doctorate (DO, DDS, DVM, etc.)	7%	3%	5%	6%	6%	12%	10%	2%	1%
Business master's (MBA)	4%	8%	7%	4%	4%	8%	1%	5%	7%
Other professional master's (MEd, MSN, MSW, etc.)	4%	3%	4%	5%	3%	3%	4%	6%	2%
Teaching credential	1%	0%	0%	0%	1%	0%	0%	0%	1%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B2: Question 19. How important is each of the following college goals to you personally?
 (Scale: 1=Not very important, 2=Somewhat important, 3=Very important) (Freshman Respondents, n=1,578)

College Goals	% Answered <i>Very Important</i>								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Obtain the skills I need to pursue a career	92%	90%	91%	96%	90%	93%	94%	92%	89%
Discover what kind of person I really want to be	83%	75%	83%	82%	78%	80%	80%	72%	84%
Establish meaningful friendships	79%	82%	81%	71%	83%	77%	81%	79%	81%
Acquire a well-rounded general education	78%	73%	76%	86%	72%	78%	75%	69%	78%
Develop an in-depth understanding of a specific field of study	78%	73%	72%	84%	76%	72%	82%	77%	74%
Prepare for graduate or professional school	75%	69%	75%	81%	67%	74%	88%	63%	67%
Establish social networks that will help further my career	70%	75%	79%	77%	64%	72%	73%	72%	72%
Explore new ideas	72%	70%	69%	76%	71%	68%	66%	77%	73%
Be in a position to give back to my community	64%	55%	62%	74%	55%	59%	69%	54%	60%
Develop a personal code of values and ethics	61%	54%	63%	65%	52%	54%	58%	56%	62%
Achieve a high GPA	59%	57%	60%	68%	51%	58%	66%	52%	56%
Enjoy my college years before assuming adult responsibilities	55%	61%	60%	52%	55%	58%	56%	52%	58%
Develop a global perspective	56%	49%	57%	56%	49%	48%	49%	44%	61%
Be in a position to make a lot of money	46%	57%	60%	54%	39%	49%	46%	61%	49%
Improve my understanding of other cultures	47%	40%	49%	48%	39%	39%	40%	34%	52%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B3: Incoming freshmen's social class by gender, ethnic background, and UC Davis undergraduate colleges.

		% of Respondents				
		Wealthy	Upper-middle or professional middle-class	Middle class	Working class	Low- income/poor
Gender	Female	2%	29%	41%	16%	12%
	Male	3%	36%	34%	15%	12%
Ethnicity	Asian	1%	22%	39%	18%	19%
	Under-represented	0%	17%	37%	28%	18%
	White	3%	46%	39%	7%	4%
College	CAES	2%	33%	39%	12%	13%
	CBS	2%	28%	43%	18%	10%
	COE	3%	27%	32%	20%	17%
	CLAS	2%	34%	38%	14%	11%

Table B4: Incoming freshmen's high schools' racial composition by gender, ethnic background, and UC Davis undergraduate colleges.

		% of Respondents				
		Completely non-white	Mostly non- white	Roughly half non- white	Mostly white	Completely white
Gender	Female	5%	31%	31%	31%	3%
	Male	6%	28%	29%	32%	4%
Ethnicity	Asian	7%	48%	27%	16%	1%
	Under-represented	12%	31%	30%	24%	2%
	White	0%	12%	34%	48%	6%
College	CAES	8%	25%	30%	34%	3%
	CBS	4%	34%	32%	28%	2%
	COE	5%	35%	28%	27%	5%
	CLAS	5%	28%	30%	33%	3%

Table B5: Incoming freshmen's neighborhoods' racial composition by gender, ethnic background, and UC Davis undergraduate colleges.

		% of Respondents				
		Completely non-white	Mostly non-white	Roughly half non-white	Mostly white	Completely white
Gender	Female	9%	23%	25%	37%	6%
	Male	8%	22%	22%	40%	8%
Ethnicity	Asian	14%	33%	30%	20%	2%
	Under-represented	17%	32%	25%	22%	4%
	White	0%	8%	18%	61%	13%
College	CAES	10%	19%	23%	41%	8%
	CBS	9%	24%	27%	34%	6%
	COE	10%	26%	22%	35%	6%
	CLAS	8%	22%	23%	40%	7%

Table B6: Incoming freshmen's concerns about their ability to finance their college education by gender, ethnic background, and UC Davis undergraduate colleges.

		% of Respondents		
		No concerns	Some concerns	Major concerns
Gender	Female	23%	57%	20%
	Male	29%	56%	15%
Ethnicity	Asian	17%	59%	25%
	Under-represented	12%	60%	28%
	White	37%	54%	10%
College	CAES	28%	55%	17%
	CBS	19%	62%	20%
	COE	28%	55%	17%
	CLAS	25%	55%	19%

Table B7: Question 20. Rate yourself on each of the following personal traits compared with the average person your age. We want the most accurate estimate of how YOU see YOURSELF.

(Scale: 1=Well below average (lowest 10%), 2=Below average, 3=Average, 4=Above average, 5=Well above average) (Freshman Respondents, n=1,578)

Personal Traits	% Answered <i>Above average or well above average</i>								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Drive to achieve	85%	82%	76%	86%	90%	83%	91%	83%	80%
Emotional health	53%	68%	53%	58%	62%	51%	62%	60%	59%
Leadership ability	55%	65%	48%	64%	65%	54%	59%	54%	61%
Creativity	55%	61%	55%	58%	59%	53%	52%	53%	64%
Physical health	40%	60%	38%	43%	57%	40%	52%	49%	47%
Interpersonal (social) skills	48%	53%	43%	56%	52%	43%	51%	43%	54%
Intellectual self-confidence	50%	70%	46%	61%	64%	50%	57%	62%	58%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B8: Question 21. Please rate your level of proficiency in the following academic skills.
 (Scale: 1=Very poor, 2=Poor, 3=Fair, 4=Good, 5=Very good, 6=Excellent) (Freshman Respondents, n=1,578)

Academic Skills	% Answered <i>Good, very good, or excellent</i>								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Ability to speak clearly and effectively in English	88%	85%	77%	93%	96%	85%	92%	81%	88%
Ability to prepare and make a presentation	83%	83%	74%	86%	90%	82%	85%	81%	82%
Ability to read and comprehend academic material	84%	81%	72%	89%	90%	78%	87%	80%	83%
Analytical and critical thinking skills	80%	84%	70%	83%	90%	78%	85%	79%	81%
Quantitative skills	78%	85%	73%	81%	87%	76%	86%	85%	78%
Computer skills	77%	85%	78%	85%	78%	76%	84%	85%	77%
Ability to be clear and effective when writing	74%	71%	61%	74%	85%	70%	75%	69%	75%
Study skills	76%	67%	65%	75%	78%	70%	82%	72%	69%
Time management skills	75%	67%	66%	75%	76%	70%	80%	72%	69%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B9: Question 27. During the past year, how often did you do each of the following [academic activities]?
(Scale: 1=Never, 2=Rarely, 3=Occasionally, 4=Somewhat often, 5=Often, 6=Very often) (Freshman Respondents, n=1,578)

Activities	% Answered <i>Somewhat often, Often, or Very often</i>								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Contributed to a class discussion	67%	73%	55%	73%	82%	68%	68%	67%	71%
Made a class presentation	63%	62%	58%	68%	66%	61%	64%	61%	64%
Sought academic help when I needed it	49%	42%	45%	54%	43%	45%	50%	42%	46%
Was bored in class	34%	43%	37%	29%	41%	39%	33%	39%	38%
Studied with other students	38%	31%	39%	42%	30%	34%	39%	31%	36%
Tutored another student	27%	27%	24%	35%	28%	27%	31%	27%	25%
Received tutoring	9%	6%	9%	16%	4%	11%	7%	6%	8%
Went to class unprepared	4%	8%	7%	5%	4%	4%	5%	6%	6%
Skipped class	2%	2%	3%	4%	1%	3%	1%	2%	3%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B10: Question 26. How much time did you spend on each of the following activities in a typical week during the past year?
 (Scale: 1=0 hours, 2=1-5 hours, 3=6-10 hours, 4=11-15 hours, 5=16-20 hours, 6=21-25 hours, 7=26-30 hours, 8=More than 30 hours)
 (Freshman Respondents, n=1,578)

Activities	% >10 hours per week								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Socializing with friends	59%	62%	61%	62%	59%	62%	59%	56%	61%
Studying/homework	68%	58%	67%	67%	60%	65%	72%	57%	63%
Using the computer for non-academic purposes	35%	56%	58%	35%	31%	37%	42%	49%	43%
Participating in physical exercise or sports	35%	47%	31%	40%	47%	34%	40%	38%	42%
Pursuing a recreational interest or hobby	31%	42%	38%	31%	33%	31%	33%	43%	35%
Participating in student clubs or organizations	34%	25%	32%	36%	28%	29%	31%	21%	35%
Working for pay	36%	34%	32%	43%	35%	36%	38%	32%	35%
Watching TV	24%	26%	29%	28%	19%	20%	27%	24%	25%
Performing community service or volunteer activities	25%	18%	29%	28%	14%	20%	26%	17%	23%
Practicing an artistic skill	30%	20%	23%	20%	18%	18%	19%	16%	23%
Performing caretaking or business for a family member	18%	14%	21%	24%	9%	14%	20%	15%	17%
Participating in spiritual or religious activities	8%	7%	9%	13%	4%	8%	7%	5%	9%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B11: Question 29. While you're an undergraduate at UC DAVIS, what is your best guess as to the chances that you will [do the following]:
 (Scale: 1=No chance, 2=Very little chance, 3=Some chance, 4=Very good chance) (Freshman Respondents, n=1,578)

	% Answered <i>Very good chance</i>								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Be satisfied with your college	68%	69%	57%	68%	80%	67%	74%	62%	68%
Make at least a 'B' average	63%	71%	57%	61%	77%	65%	65%	67%	67%
Graduate in four years	67%	60%	61%	66%	67%	64%	70%	44%	69%
Participate in student clubs/groups	55%	53%	48%	51%	62%	55%	55%	49%	55%
Work to pay for college expenses	56%	45%	51%	60%	50%	49%	55%	51%	52%
Undertake an internship	52%	48%	50%	53%	50%	53%	64%	50%	43%
Participate in a study abroad program	42%	24%	29%	40%	42%	33%	31%	21%	44%
Conduct research with faculty	27%	29%	26%	35%	27%	24%	48%	27%	18%
Change your major	28%	26%	27%	25%	29%	35%	18%	20%	31%
Pursue a leadership opportunity	27%	24%	23%	34%	26%	21%	28%	15%	31%
Change career choice	24%	20%	19%	22%	25%	26%	15%	15%	27%
Seek personal counseling	20%	15%	19%	27%	14%	16%	17%	18%	20%
Conduct independent research	11%	13%	12%	17%	9%	8%	19%	11%	9%
Transfer to another college before graduating	5%	3%	4%	8%	3%	4%	2%	5%	5%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B12: Question 28. During the past year, how often have the following interfered with your school work or academic success? (Scale: 1=Not at all, 2=Occasionally, 3=Frequently) (Freshman Respondents, n=1,578)

Obstacles	% Answered <i>Frequently</i>								
	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
Being too tired	26%	23%	32%	20%	22%	26%	23%	22%	27%
Being stressed	29%	16%	29%	27%	20%	25%	22%	22%	26%
Participating in school activities	21%	22%	22%	25%	18%	20%	21%	16%	23%
Fulfilling family responsibilities or obligations	14%	12%	20%	17%	7%	11%	13%	17%	14%
Having an active social life	13%	14%	14%	14%	11%	14%	12%	7%	15%
Feeling emotional distress	12%	5%	12%	10%	7%	8%	9%	8%	11%
Fulfilling job responsibilities	8%	9%	11%	8%	6%	8%	7%	10%	9%
Dealing with a difficult living situation	7%	7%	9%	10%	4%	8%	6%	8%	6%
Being depressed	7%	5%	9%	7%	4%	5%	6%	4%	8%
Being ill, in poor physical health, or injured	3%	2%	4%	2%	3%	3%	3%	1%	4%
Supporting political activities or social causes	1%	2%	2%	2%	1%	1%	1%	1%	2%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Table B13: Question 30. Which one of the following do you think may be obstacles to your academic success at UC DAVIS? Check all that apply. (Freshman Respondents, n=1,578)

Obstacles	Gender		Race/Ethnicity			Undergraduate College			
	Female (n=1020)	Male (n=558)	Asian (n=624)	URM (n=269)	White (n=613)	CAES (n=307)	CBS (n=378)	COE (n=208)	CLAS (n=685)
My social life may distract me from my coursework	35%	40%	34%	30%	41%	37%	34%	34%	38%
I am reluctant to ask for help when I need it	32%	36%	38%	30%	30%	36%	31%	36%	33%
I am easily distracted and can't concentrate on my work	31%	36%	43%	27%	24%	33%	28%	36%	34%
I don't know how to organize my time effectively	29%	32%	34%	31%	27%	31%	23%	28%	34%
I have difficulty expressing myself in writing	28%	30%	38%	28%	19%	28%	30%	36%	27%
My math skills are weak	29%	18%	27%	30%	22%	24%	23%	11%	31%
I read slowly or have difficulty understanding what I read	23%	24%	31%	21%	17%	27%	21%	23%	24%
My job may interfere with my coursework	18%	19%	21%	21%	15%	20%	17%	18%	18%
I don't know how to begin a large project	16%	19%	23%	17%	12%	17%	14%	20%	19%
I don't find coursework outside my field interesting	10%	16%	15%	10%	11%	13%	12%	15%	12%
Time with my family may distract me from my coursework	12%	7%	12%	11%	7%	11%	10%	7%	10%
I may be too depressed to do my coursework	10%	9%	13%	11%	6%	9%	8%	10%	10%
There are no obstacles to my academic success	9%	11%	5%	8%	14%	8%	11%	13%	8%
I have difficulty reading or writing in English	7%	8%	13%	7%	1%	7%	5%	10%	8%
I have difficulty speaking English	3%	4%	7%	2%	0%	3%	2%	6%	4%

Note: URM= Under-Represented Minority; CAES = College of Agricultural & Environmental Sciences; CBS = College of Biological Sciences; COE = College of Engineering; and, CLAS = College of Letters & Science.

Appendix C

Fall 2007 Incoming Students Survey Instrument (Questions: 18-31)

18. What is the highest academic degree that you plan to eventually earn?

Bachelor's degree (BA, BS, etc.)

Teaching credential

Academic master's (MA, MS, etc.)

Business master's (MBA)

Other professional master's (Med, MSN, MLIS, MFA, MSW, etc.)

Doctorate (PhD, EdD, etc.)

Law degree (LLD, JD)

Medical doctor (MD)

Other medical doctorate (DO, DDS, DVM, etc.)

I don't know yet

19. How important is each of the following college goals to you personally?

1 Not very important

2 Somewhat important

3 Very important

Acquire a well-rounded general education

Discover what kind of person I really want to be

Be in a position to give back to my community

Achieve a high GPA

Establish meaningful friendships

Establish social networks that will help further my career

Be in a position to make a lot of money

Explore new ideas

Obtain the skills I need to pursue a career

Prepare for graduate or professional school

Enjoy my college years before assuming adult responsibilities

Develop a personal code of values and ethics

Develop an in-depth understanding of a specific field of study

Improve my understanding of other cultures

Develop a global perspective

20. Rate yourself on each of the following personal traits compared with the average person your age. We want the most accurate estimate of how YOU see YOURSELF.

1 Well below average (lowest 10%)

2 Below average

3 Average

4 Above average

5 Well above average (top 10%)

Drive to achieve
Emotional health
Leadership ability
Creativity
Physical health
Interpersonal (social) skills
Intellectual self-confidence

21. Please rate your level of proficiency in the following academic skills.

- 1 Very poor
- 2 Poor
- 3 Fair
- 4 Good
- 5 Very good
- 6 Excellent

Analytical and critical thinking skills
Ability to be clear and effective when writing
Ability to read and comprehend academic material
Quantitative skills
Ability to speak clearly and effectively in English
Computer skills
Ability to prepare and make a presentation
Time management skills
Study skills

22. Which one of the following best describes your social class when you were growing up?

Wealthy
Upper-middle or professional-middle class
Middle class
Working class
Low-income or poor

23. Do you have any concern about your ability to finance your college education?

No concern (I am confident that I will have enough funds)
Some concern (I will probably have enough funds)
Major concern (I am not sure I will have enough funds to complete college)

24. How would you describe the racial composition of the HIGH SCHOOL you last attended?

Completely non-white

Mostly non-white
Roughly half non-white
Mostly white
Completely white

25. How would you describe the racial composition of the NEIGHBORHOOD where you grew up?

Completely non-white
Mostly non-white
Roughly half non-white
Mostly white
Completely white

26. How much time did you spend on each of the following activities in a typical week during the past year?

- 1 0 hrs
- 2 1-5 hrs
- 3 6-10 hrs
- 4 11-15 hrs
- 5 16-20 hrs
- 6 21-25 hrs
- 7 26-30 hrs
- 8 More than 30 hrs

Participating in physical exercise or sports
Participating in spiritual or religious activities
Participating in student clubs or organizations
Practicing an artistic skill
Pursuing a recreational interest or hobby
Socializing with friends
Performing caretaking or business for a family member
Watching TV
Using the computer for non-academic purposes
Working for pay
Studying/homework
Performing community service or volunteer activities

27. During the past year, how often did you do each of the following?

- 1 Never
- 2 Rarely
- 3 Occasionally
- 4 Somewhat often
- 5 Often
- 6 Very often

Tutored another student
Received tutoring
Studied with other students
Sought academic help when I needed it
Went to class unprepared
Skipped class
Was bored in class
Contributed to a class discussion
Made a class presentation

28. During the past year, how often have the following interfered with your school work or academic success?

- 1 Not at all
- 2 Occasionally
- 3 Frequently

Being depressed
Being stressed
Being too tired
Participating in school activities
Feeling emotional distress
Fulfilling family responsibilities or obligations
Being ill, in poor physical health, or injured
Fulfilling job responsibilities
Dealing with a difficult living situation
Supporting political activities or social causes
Having an active social life

29. While you're an undergraduate at UC DAVIS, what is your best guess as to the chances that you will:

- 1 No chance
- 2 Very little chance
- 3 Some chance
- 4 Very good chance

Change your major
Change career choice
Work to pay for college expenses
Make at least a 'B' average
Be satisfied with your college
Transfer to another college before graduating
Participate in student clubs/groups
Participate in a study abroad program
Seek personal counseling
Graduate in four years
Pursue a leadership opportunity

Undertake an internship
Conduct research with faculty
Conduct independent research

30. Which one of the following do you think may be obstacles to your academic success at UC DAVIS?

There are no obstacles to my academic success
I have difficulty speaking English
I don't know how to begin a large project
My math skills are weak
I don't know how to organize my time effectively
I am reluctant to ask for help when I need it
I don't find coursework outside my field interesting
My social life may distract me from my coursework
I am easily distracted and can't concentrate on my work
My job may interfere with my coursework
I read slowly or have difficulty understanding what I read
Time with my family may distract me from my coursework
I have difficulty expressing myself in writing
I may be too depressed to do my coursework
I have difficulty reading or writing in English

31. Is there another potential obstacle to your academic success? Please explain.