

Fall 2007 Incoming Student Survey – Transfer Students: Personal traits, academic skills, activities, & academic obstacles

Prepared for

Fred Wood, Vice Chancellor of Student Affairs

Lora Jo Bossio, Interim Assistant Vice Chancellor of Student Affairs

By

Sabrina Sewell, Analyst

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Executive Summary

Background:

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

- Improve the campus's understanding of its new transfer students, especially factors that 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 1,841 new transfer students over the age of 18, in September 2007. There were 620 respondents (34% response rate).

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

Findings:

All Transfer Respondents

- Seventy-five percent of incoming transfer students aspire to earn a post graduate degree.
- The transfer students most often named the college goal, *obtain the skills I need to pursue a career*, as very important to them.
- Incoming transfer students most frequently reported that they grew up in *mostly white* neighborhoods (39%), and attended high schools that were *mostly white* (37%).
- Almost a quarter (24%) of incoming transfer students reported that they have *major concerns* about their ability to finance their college education.
- A majority of incoming transfer students rated their personal traits *above average* or *well above average*.
- Incoming transfer students were confident about their academic skills (>70% *good* or *better*).
- Incoming transfer students reported that they spent an average of 18 hours a week *working for pay* and 17 hours a week *studying/homework*.
- Regardless of their gender, race/ethnicity or undergraduate college, nearly 75% of incoming transfer students reported that while at UC Davis, there is a *very good chance* that they will *make at least a "B" average* and *be satisfied with their college*.
- Incoming transfer students reported that *being stressed* (23%), *being too tired* (21%) and *fulfilling job responsibilities* (20%) had interfered with their school work in the previous year.
- Incoming transfer students' most frequently identified obstacle to their academic success here, at UC Davis, is being *reluctant to ask for help when they need it* (31%). Transfer students also indicated that their *job may interfere with their coursework* (27%) while at UC Davis.

Differences between Transfer and Freshman Respondents

- Transfer Students:
 - were more likely than freshman entrants to aspire to earn their *doctorate* (PhD, EdD). They were also more likely to indicate that *developing an in-depth understanding in a specific field* was a *very important* college goal.
 - were more likely than freshmen to rate their personal traits (*creativity, interpersonal skills* and *intellectual self-confidence*) *above average* or *well above average*. 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:
 - were less likely than transfer students to know which 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 – Differences by Gender:

- Female Transfer Students:
 - were more likely than males to aspire to earn a health doctorate (i.e., DVM, DDS, or DO). It was also more important to them to be able to *give back to the community, obtain the skills they need to pursue a career, and improve their understanding of other cultures*.
 - were more likely to rate the following academic skills higher: *ability to speak clearly and effectively in English; time management skills; and, study skills*.
 - were more likely than males to report that *being stressed* and *feeling emotional distress* had frequently interfered with their academic success.

- were more likely to spend more than 10 hours a week *performing caretaking or business for a family member*. However, they did not identify fulfilling family obligations or time with family as interfering with their academic success (past and future).
- Male Transfer Students:
 - were more likely than females to aspire to earn a *business master's (MBA)*.
 - tended to rate their *computer skills* and personal traits higher than females (i.e., *emotional health, physical health, and intellectual self-confidence*).
 - were more likely than females to identify the following as obstacles to their academic success at UC Davis: *being reluctant to ask for help; not being interested in coursework outside their field; and, that their social lives may distract them from their coursework*.

Differences by Race/Ethnicity:

- Asian Transfer Students:
 - rated themselves lower than other transfer students on the following personal traits: *drive to achieve, leadership ability, physical health and intellectual-self confidence*. They also tended to rate their academic skills lower than other transfer students; however, their academic performance indicates no significant difference from other transfer students (based on either their Transfer College GPA or their UC Davis GPA, Spring 2008).
 - were more likely than other students to indicate that *being too tired and fulfilling family obligations* had frequently interfered with their school work in the previous year.
 - were more likely than other transfer students to identify potential obstacles, specifically their language skills (reading, writing and speaking in English), to their academic success at UC Davis.
 - were less confident that they will *make at least a 'B' average and be satisfied with their college*.
- Under-represented Transfer Students:
 - were more likely than Asian transfer students to indicate it was *very important* for them to be able to *give back to their community*; and more likely than White transfer students to indicate it was *very important* for them to *improve their understanding of other cultures*.
 - rated their *time management and study skills* higher than other transfer students.
- White Transfer Students:
 - were least likely to indicate it was *very important* for them to *develop a personal code of values and ethics*.
 - tended to rate their *quantitative skills* higher than Asian transfer students.
 - were more likely than Asian transfer students to spend more than 10 hours per week *working for pay*.
 - were less likely than under-represented transfer students to have grown up in a household that was *low-income/poor*.

- were least likely to have *some concerns* or *major concerns* about their ability to finance their college education.

Differences by Undergraduate College:

- College of Agricultural & Environmental Sciences' (CAES) New Transfer Students:
 - were more likely than COE and CLAS transfer students to aspire to earn a *health doctorate* (DVM, DDS, DO).
 - were more likely than CBS transfer students to identify *weak math skills* as a future obstacle to their academic success at UC Davis.
- College of Biological Sciences' (CBS) New Transfer Students:
 - were more likely than other transfer students to aspire to earn a *medical doctorate* (MD). They also were more likely to indicate it was *very important* for them to *prepare for graduate or professional school*.
 - tended to rate their *quantitative skills* higher than CAES and CLAS transfers.
 - were more likely than others to indicate there was a *very good chance* that they will *conduct research with faculty*.
 - were more likely than CAES and CLAS transfers to indicate that *fulfilling family responsibilities or obligations* had interfered with their school work in the past year.
- College of Engineering's (COE) New Transfer Students:
 - and CLAS transfer students were more likely than other transfer students to aspire to earn their *academic master's degree* (MA/MS).
 - were more likely than CBS transfer students to spend more than 10 hours a week *using the computer for non-academic purposes*.
 - tended to rate their *interpersonal (social) skills* lower than CLAS transfer students.
 - were more likely than CLAS transfer students to identify *difficulty speaking English* as a future obstacle to their academic success at UC Davis.
- College of Letters & Science (CLAS) New Transfer Students:
 - were more likely than other transfer students to aspire to earn a *law degree*.
 - were more likely than CBS and CAES transfer students to have frequently *contributed to a class discussion* in the previous year.
 - were more likely than CBS transfer students to spend more than 10 hours a week *practicing an artistic skill* and *pursuing a recreational interest or hobby*.

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Introduction

This report discusses new transfer students' 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.

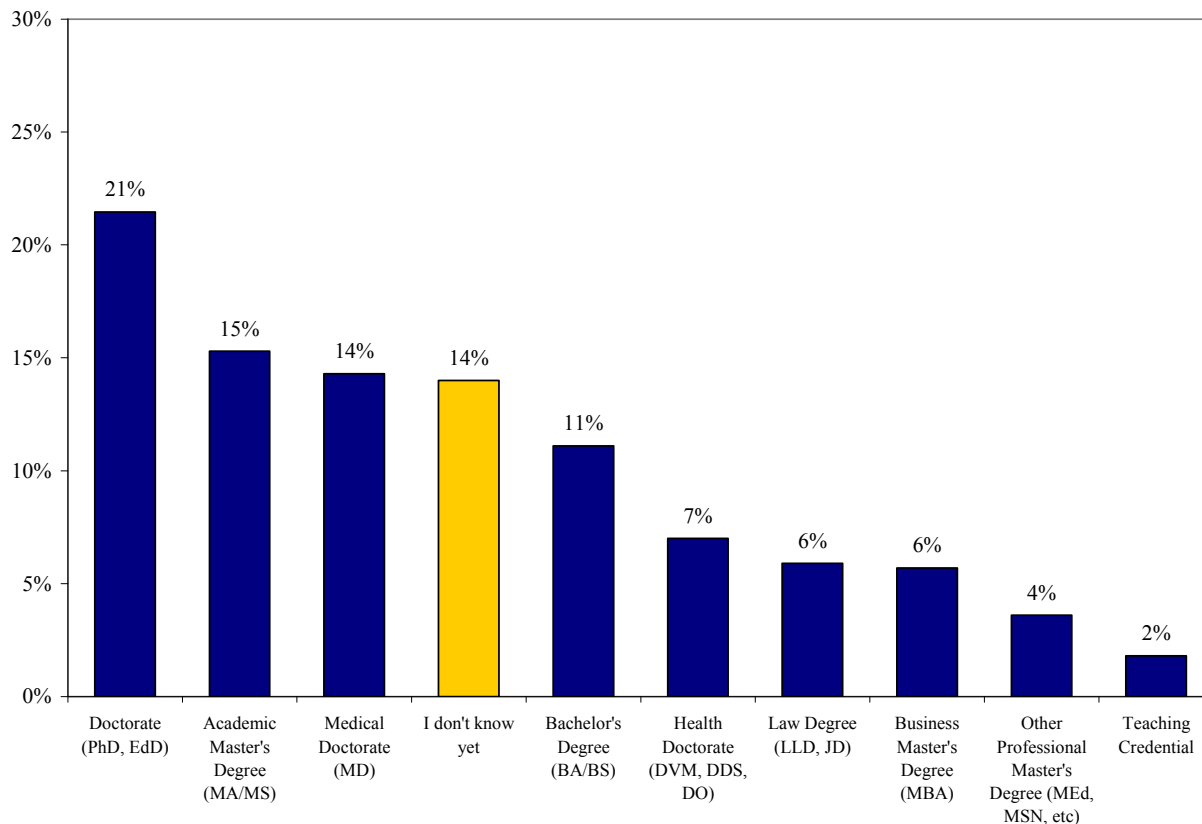
² Sewell, S. (2009). *Fall 2007 Incoming Student Survey – Freshmen: Personal traits, academic skills, activities, & academic obstacles*. Davis, Ca: University of California – Davis, Student Affairs Research & Information. Report #410.

Degree Aspirations and College Goals

Degree aspirations

Figure 1 displays incoming transfer students' degree aspirations. Half of these incoming transfer students plan to earn a doctorate (21%), an academic master's degree (15%) or a medical doctorate (14%). For details, see Appendix B, Table B1.

Figure 1: Incoming transfer students' degree aspirations. (n=620)



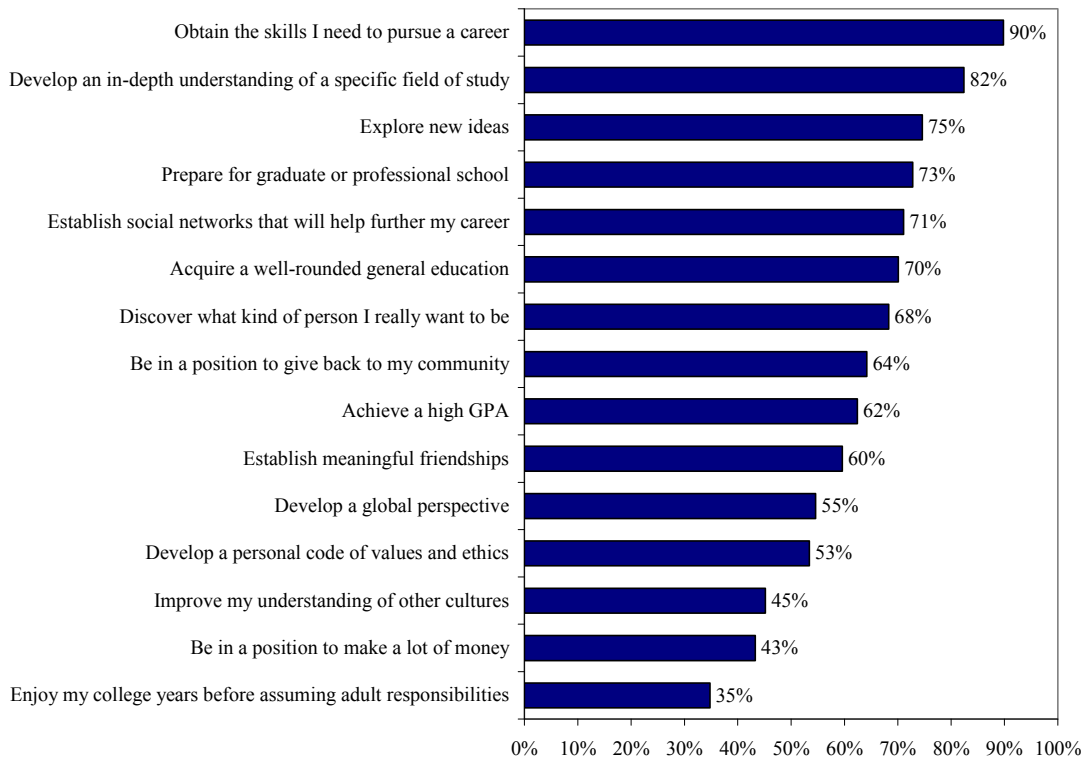
- Incoming male transfer students were more likely than female transfer students to aspire to earn a *business master's* (MBA).
- Compared to incoming male students, female transfer students were more likely to aspire to earn a *health doctorate* (i.e., DVM, DDS, or DO).
- Incoming Asian transfer students were more likely than White transfer students to aspire to earn a *business master's* (MBA).
- New transfer students entering in the College of Agricultural and Environmental Sciences (CAES) were more likely than transfer students entering College of Biological Sciences (CBS) to aspire to earn a *business master's* (MBA); they were also more likely than transfer students entering in the College of Engineering (COE) and College of Letters & Science (CLAS) to aspire to earn a *health doctorate* (DVM, DDS, DO).
- CBS transfer students were more likely than other transfer students to aspire to earn their *medical doctorate* (MD).

- Incoming CLAS transfer students were more likely than other transfer students to aspire to earn their *law degree*.
- CLAS and COE transfer students were more likely than CBS transfer students to aspire to earn their *academic master's degree*.

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 transfer students (90%) said that *obtaining the skills they need to pursue a career* was *very important*. For more details, see Appendix B, Table B2.

Figure 2: Percentage of incoming transfer students who said each of the following college goals is very important to them. (n=620)



- Incoming female transfer students indicated more frequently than males that it was *very important* to them to be able to *give back to the community, obtain the skills they need to pursue a career, and improve their understanding of other cultures*.
- Incoming under-represented transfer students were more likely than Asian transfer students to indicate it was *very important* for them to be able to *be in position to give back to their community*. They were also more likely than new White transfer students to indicate it was *very important* for them to *improve their understanding of other cultures*.

- Incoming Asian transfer students were more likely than White transfer students to indicate it was *very important* for them to *establish social networks to further their careers; be in a position to make a lot of money; and, enjoy their college years.*
- New White transfer students were least likely to indicate it was *very important* for them to *develop a personal code of values and ethics.*
- CLAS transfer students were more likely than CAES transfer students to indicate it was *very important* for them to *acquire a well-rounded general education and improve their understanding of other cultures;* they were also more likely than CBS transfer students to report it was *very important* for them to *explore new ideas.*
- CBS transfer students were more likely than other transfer students to indicate it was *very important* to *prepare for graduate or professional school;* they were also more likely than engineering transfer students to indicate it was *very important to give back to the community.*

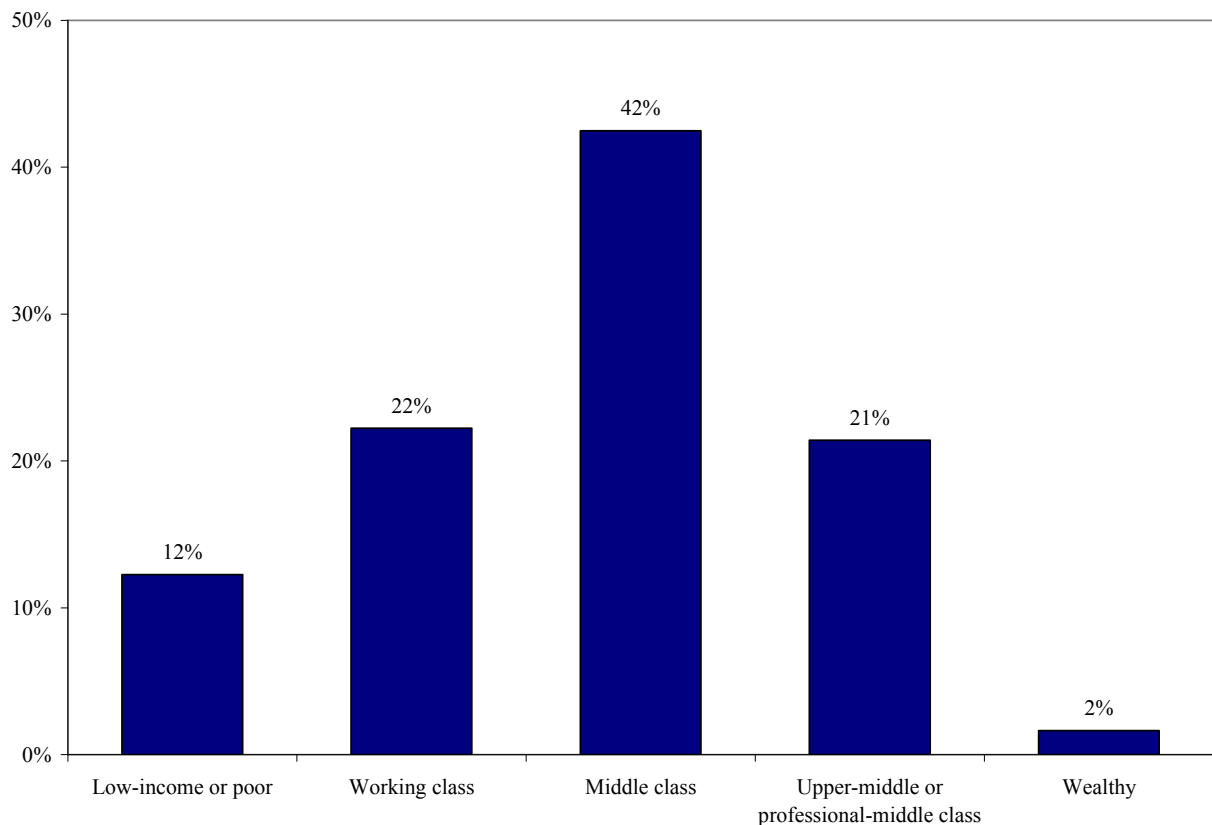
Financing Education

Incoming transfer students 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 transfer students' self-identified social class. Overall, two-fifths of incoming transfer students describe the household they grew in as *middle class*; a fifth as *upper-middle or professional class*; and a fifth as *working class*. Far fewer described themselves as *wealthy* (2%) than as *low-income or poor* (12%). For details, see Appendix B, Table B3.

Figure 3: Incoming transfer students' social class. (n=620)

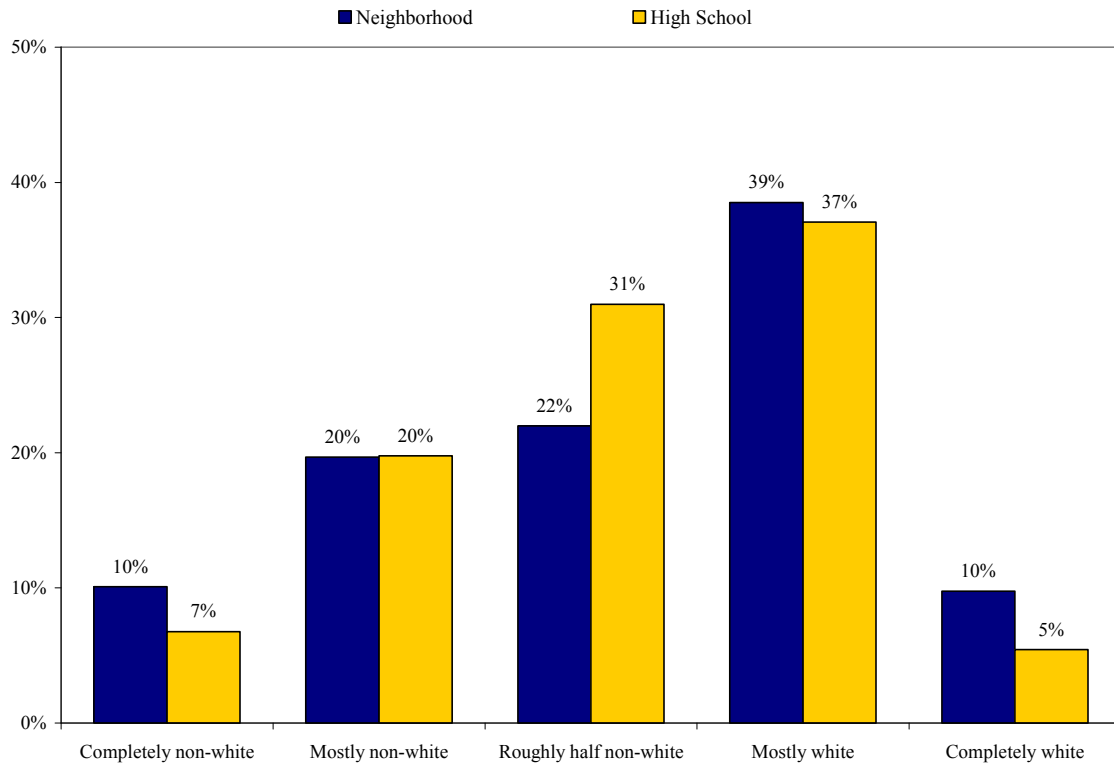


- Incoming White transfer students were less likely than under-represented transfer students to grow up in a household that was *low-income/poor*.

Racial Composition of Transfer Students' High Schools and Neighborhoods

Incoming transfer students most often grew up in *mostly white* neighborhoods (39%) and attended high schools that were *mostly white* (37%). (Figure 4) For more details, see Appendix B, Tables B4-B5.

Figure 4: Incoming transfer students' neighborhood and high school racial composition. (n=620)

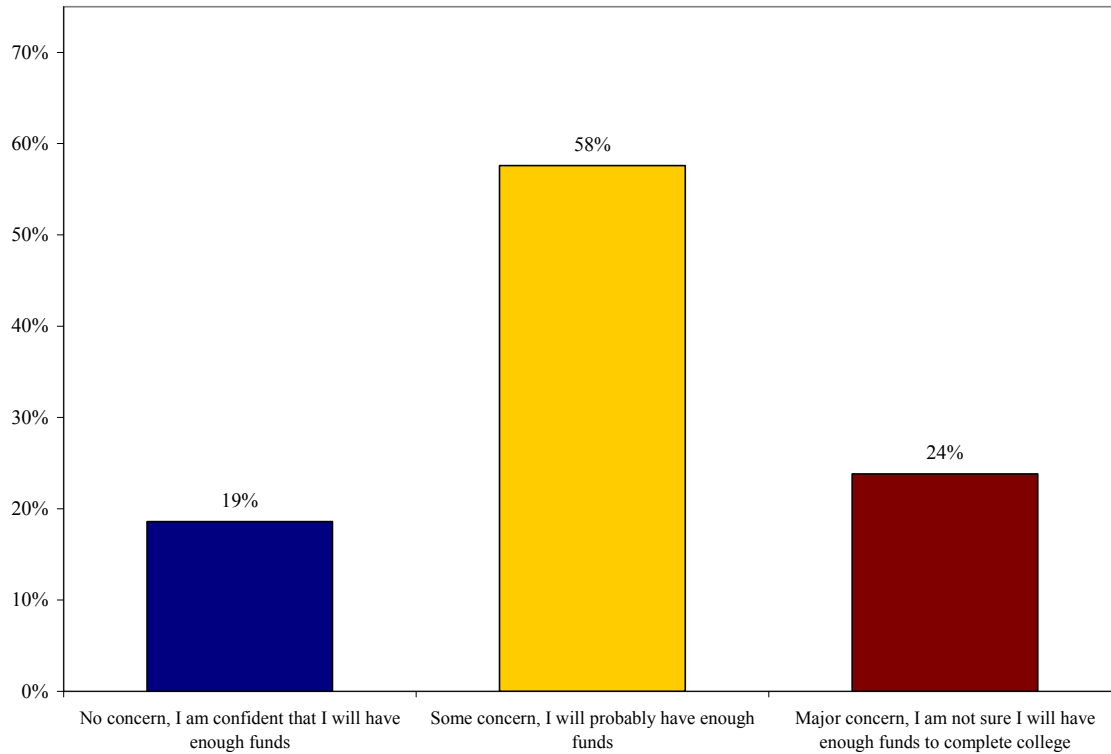


- Incoming Asian transfer students were most likely to attend high schools or grow up in neighborhoods that were *half non-white*, *mostly non-white* or *completely non-white*.
- Letters & Science transfers were more likely than biological science transfers to grow up in *mostly white* or *completely white* neighborhoods.

Concerns about Financing College Education

Incoming transfer students most frequently report that they have *some concerns* about their ability to finance their college education (58%). (Figure 5) Nearly a quarter (24%) of transfer students have *major concerns* financing their college education, 19% have *no concerns*. For more details, see Appendix B, Table B6.

Figure 5: Incoming transfer students’ concerns about their ability to finance their college education. (n=620)



- Incoming White transfer students were least likely to have *some concerns* or *major concerns* about their ability to finance their college education.

Table 1: Incoming transfer students’ concerns about their ability to finance their college education, by social class. (n=620)

| Social Class | % of Respondents | | |
|---|------------------|--------------|---------------|
| | No concern | Some concern | Major concern |
| Low-income or poor | 4% | 47% | 49% |
| Working class | 10% | 54% | 36% |
| Middle class | 14% | 66% | 20% |
| Upper-middle or professional-middle class | 41% | 53% | 5% |
| Wealthy | 60% | 40% | 0% |

Table 1 displays financial concerns by social class. As one would expect, transfer students in higher socioeconomic brackets are less likely to have major concerns about financing their college education.

| Table 2: Incoming transfer students' concerns about their ability to finance their college education, by high school racial composition. (n=620) | | | |
|---|-------------------------|---------------------|----------------------|
| Racial composition | % of Respondents | | |
| | No concern | Some concern | Major concern |
| Completely non-white | 10% | 54% | 37% |
| Mostly non-white | 18% | 56% | 27% |
| Roughly half non-white | 13% | 62% | 25% |
| Mostly white | 25% | 55% | 20% |
| Completely white | 21% | 64% | 15% |

Table 2 displays incoming transfer students' financial concerns by their high school racial composition. Transfer students who attended *completely non-white* high schools were more likely than others to have *major concerns* about their ability to finance their college education. Transfer students who attended *mostly white* high schools are most likely to have *no concerns* about their ability to finance their college education.

| Table 3: Incoming transfer students' concerns about their ability to finance their college education, by neighborhood racial composition. (n=620) | | | |
|--|-------------------------|---------------------|----------------------|
| Racial composition | % of Respondents | | |
| | No concern | Some concern | Major concern |
| Completely non-white | 11% | 61% | 28% |
| Mostly non-white | 10% | 60% | 30% |
| Roughly half non-white | 14% | 56% | 30% |
| Mostly white | 24% | 59% | 17% |
| Completely white | 32% | 49% | 19% |

Table 3 displays incoming transfer students' financial concerns by their neighborhoods' racial composition. Transfer students who grew up in *completely white* neighborhoods are most likely to have *no concerns* about their ability to finance their college education.

Overall, Tables 1-3 display the relationships between financial concerns and transfer students' social class and racial composition of their high school and neighborhood. Obviously, financial concern is correlated with each of these measures; however, the strongest correlation is between financial concerns and social class (Somers' d = .326 vs. .108 vs. .146).

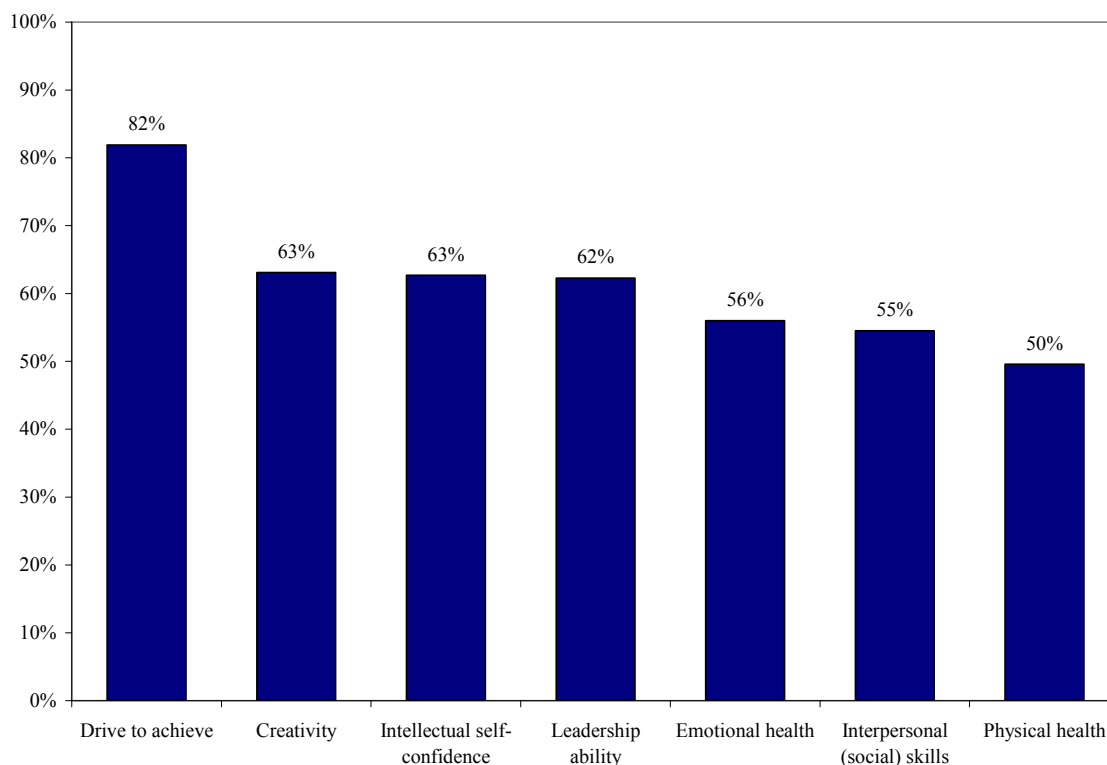
Student Traits, Skills & Activities

Incoming transfer 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, transfer students were most confident in their *drive to achieve*: 82% rated themselves *above average* or *well above average* on this dimension. Half of the transfer students rated their physical health *above average* or *well above average*. (Figure 6). For details, see Appendix B, Table B7.

Figure 6: Percentage of incoming transfer students who rated their personal traits above average or well above average compared to the average person their age. (n=620)



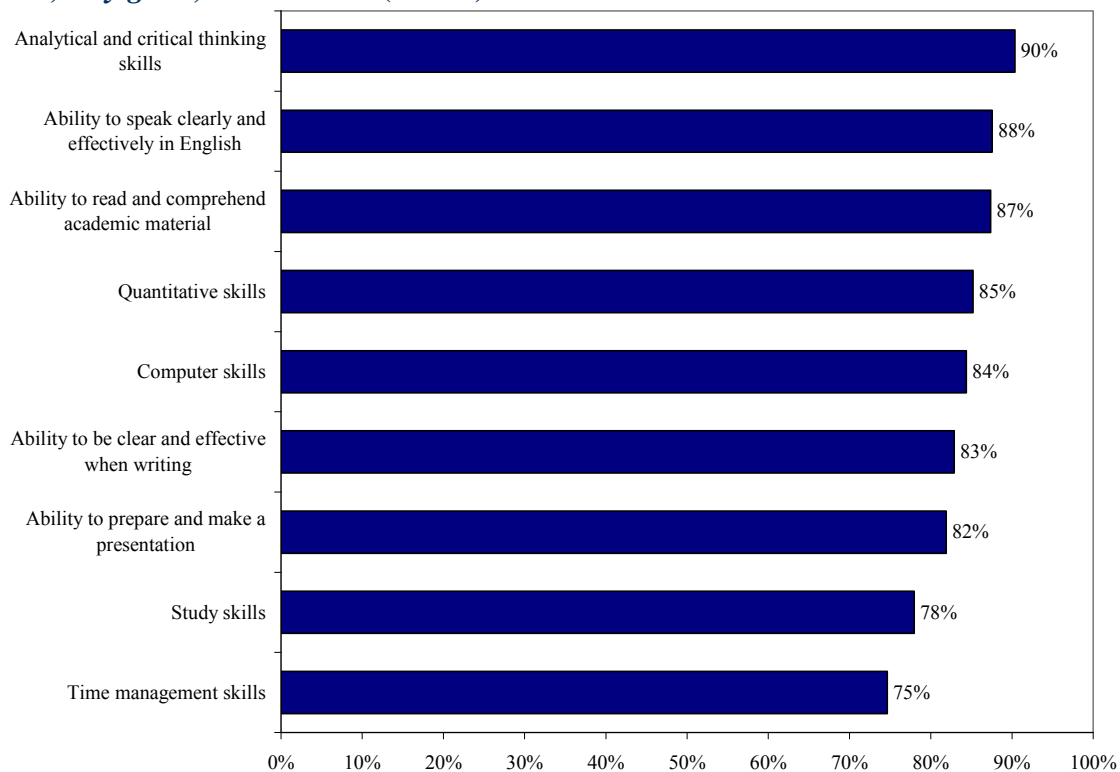
- New male transfer students rated their *emotional health*, *physical health*, and *intellectual self-confidence* higher than females.
- Incoming Asian transfer students rated themselves lower than other transfer students on the following personal traits: *drive to achieve*, *leadership ability*, *physical health*, and, *intellectual self-confidence*.

- Transfer students entering in the College of Letters & Science (CLAS) rated their personal trait, *interpersonal (social) skills*, higher than the College of Engineering’s (COE) new transfer students.

Academic Skills

Incoming transfer students rated their skills favorably high (>70%, *good* or better). Their highest rated skill was *analytical and critical thinking* (90%) and the lowest was *time management skills* (75%). (Figure 7) For details, see Appendix B, Table B8.

Figure 7: Percentage of incoming transfer students who rated their academic skills good, very good, or excellent. (n=620)

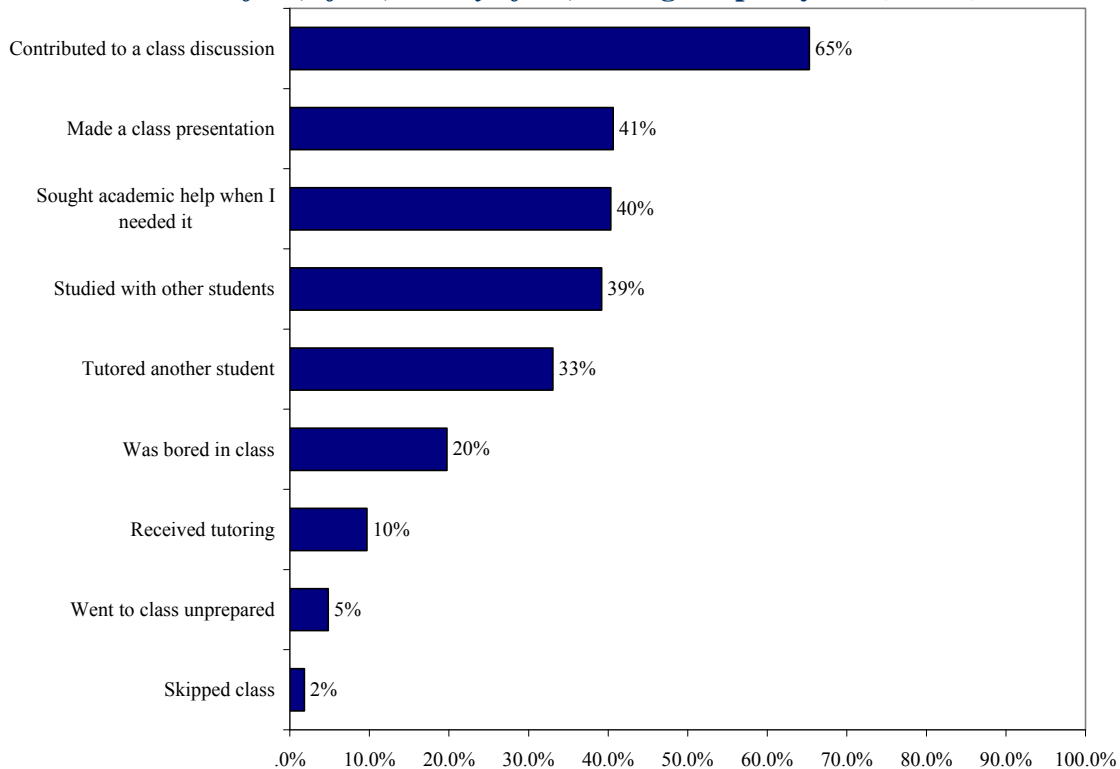


- Compared to incoming male transfer students, females rated the following academic skills higher: *ability to speak clearly and effectively in English*; *time management skills*; and, *study skills*. On the other hand, new male transfer students rated their *computer skills* higher than new females.
- New under-represented transfer students rated their *time management* and *study skills* higher than other transfer students. Incoming White transfer students rated their *quantitative skills* higher than Asian transfer students. New Asian transfer students tended to rate their academic skills lower than other transfer students.
- The College of Biological Sciences’ (CBS) new transfer students rated their *quantitative skills* higher than transfer students entering in the College Agricultural & Environmental Sciences (CAES) and College Letters & Science (CLAS).

Academic Engagement

Incoming transfer students most frequently reported that they *contributed to a class discussion* at least *somewhat often* during the previous year (65%). (Figure 8) Less than half of the incoming transfer students reported that they *sought academic help when needed* at least *somewhat often* (40%). For details, see Appendix B, Table B9.

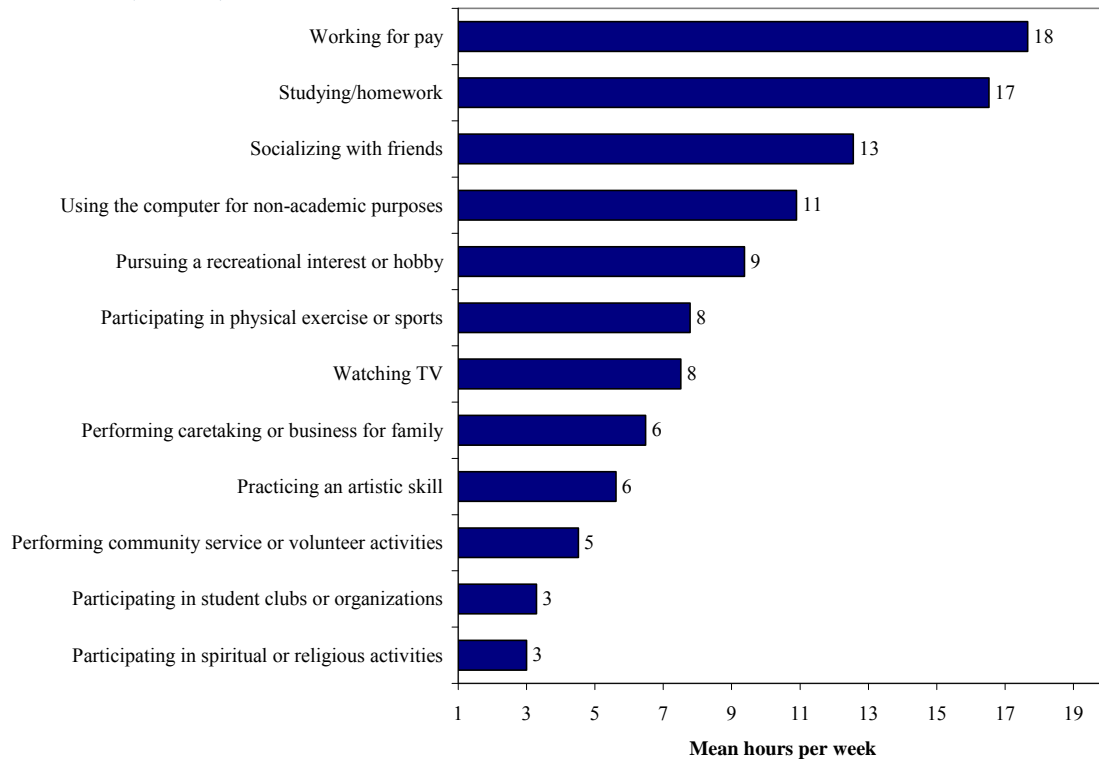
Figure 8: Percentage of incoming transfer students who did the following activities in class *somewhat often, often, or very often*, during the past year. (n=620)



- Incoming under-represented transfer students were more likely than White transfer students to report that they had *tutored another student* at least *somewhat often* in the previous year.
- New Asian transfer students were more likely than White transfer students to report that they had *studied with other students* at least *somewhat often*; however, they were less likely than White and under-represented transfer students to report that they had *contributed to a class discussion* at least *somewhat often*.
- CBS transfer students more frequently *studied with other students* and *sought academic help when needed* than CAES and CLAS transfer students; they had also *tutored another student* and *received tutoring* more often than CAES transfer students.
- CLAS transfer students had *contributed to a class discussion* more frequently than CBS and CAES transfer students.

On average, incoming transfer students reported having spent approximately 18 hours a week *working for pay*, 17 hours a week *studying/homework* and 13 hours a week *socializing with friends*. (Figure 9) For details, see Appendix B, Table B10.

Figure 9: Incoming transfer students’ mean hours per week spent on the following activities. (n=620)

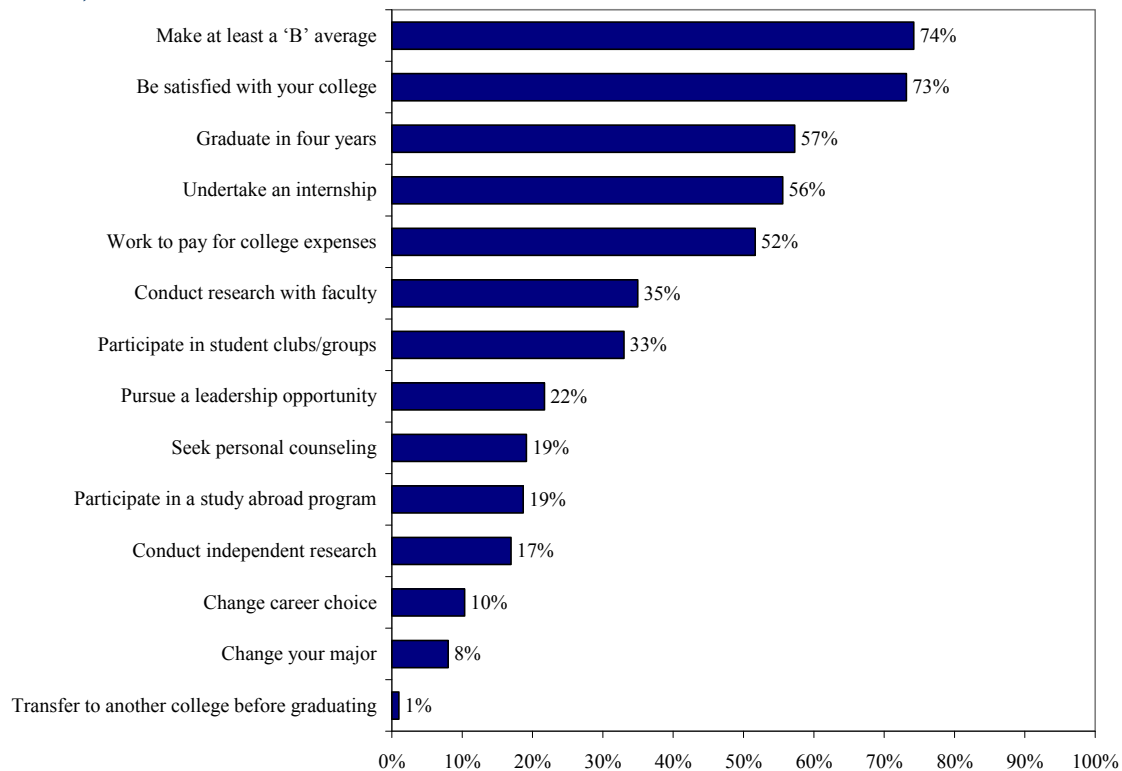


- New male transfer students were more likely than female transfer students to have spent more than 10 hours a week *participating in physical exercise or sport*; *pursuing a recreational interest or hobby*; and, *using the computer for non-academic purposes*.
- Incoming female transfer students were more likely than male transfer students to have spent more than 10 hours a week *performing caretaking or business for a family member*.
- Incoming Asian transfer students were more likely than White transfer students to have spent more than 10 hours a week *performing caretaking or business for a family member* and *performing community service or volunteer activities*; they were also more likely than White and under-represented transfer students to have spent more than 10 hours a week *using the computer for non-academic purposes*.
- New under-represented transfer students were more likely than White transfer students to have spent more than 10 hours a week *watching TV*. White transfer students were more likely than Asian transfer students to have spent more than 10 hours a week *working for pay*.
- CBS transfers were more likely than CLAS transfers to have spent more than 10 hours a week *practicing an artistic skill* and *pursuing a recreational interest or hobby*.

- COE transfer students were more likely than CBS transfer students to have spent more than 10 hours a week *using the computer for non-academic purposes*.

Looking forward to their tenure at UC Davis, nearly three-quarters (74%) of incoming transfer students anticipate that there is a *very good chance* that they will *make at least a “B” average and be satisfied with their college*. However, over half of the transfer students also reported that there is a *very good chance* that they will *work to pay for college expenses* (52%). (Figure 10) For details, see Appendix B, Table B11.

Figure 10: Percentage of incoming transfer students who reported a *very good chance* that they will do one of the following, as an undergraduate at UC Davis. (n=620)



- Female transfer students indicated more frequently than males that there is a *very good chance* that they will *be satisfied with their college*; *participate in student clubs/groups*; and, *participate in a study abroad program*.
- Asian transfer students were less likely than other transfer students to indicate there was a *very good chance* that they will *make at least a “B” average and be satisfied with their college* while at UC Davis. They indicated more frequently than other transfers that there is a *very good chance* that they will *seek personal counseling*. [As previously mentioned, Asian transfer students also tended to rate their academic skills lower than other students, while their academic performance (GPA) indicates no significant difference (based on their Transfer College GPA and their UC Davis GPA, Spring 2008).]
- CBS transfers were more likely than other transfers to indicate there was a *very good chance* that they would *conduct research with faculty*; they were also more likely than CLAS transfers to indicate a *very good chance* that they would *undertake an internship*.

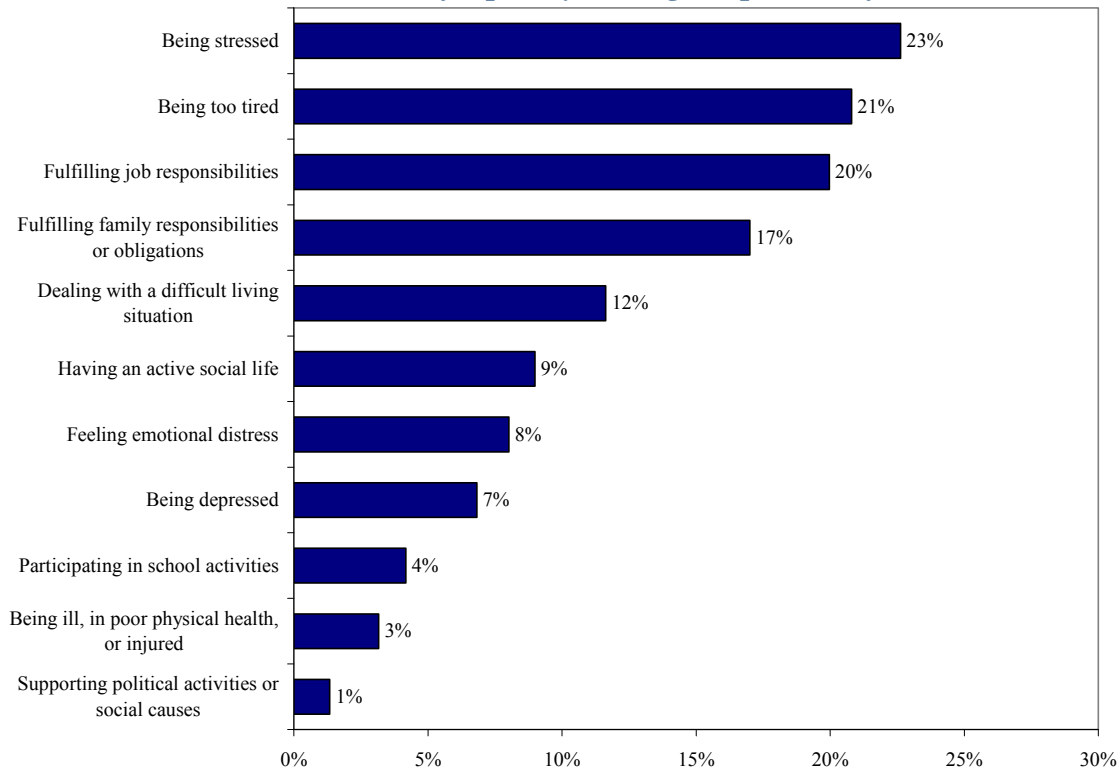
Obstacles to Academic Success

Incoming transfer students 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

Incoming transfer students reported that *being stressed* (23%), *being too tired* (21%) and *fulfilling job responsibilities* (20%) had frequently interfered with their school work in the previous year. (Figure 11) It could be inferred that interference with school due to *being stressed* and *too tired* is amplified from having *job responsibilities*. For details, see Appendix B, Table B12.

Figure 11: Percentage of incoming transfer students who reported the following interfered with their school work frequently during the previous year. (n=620)



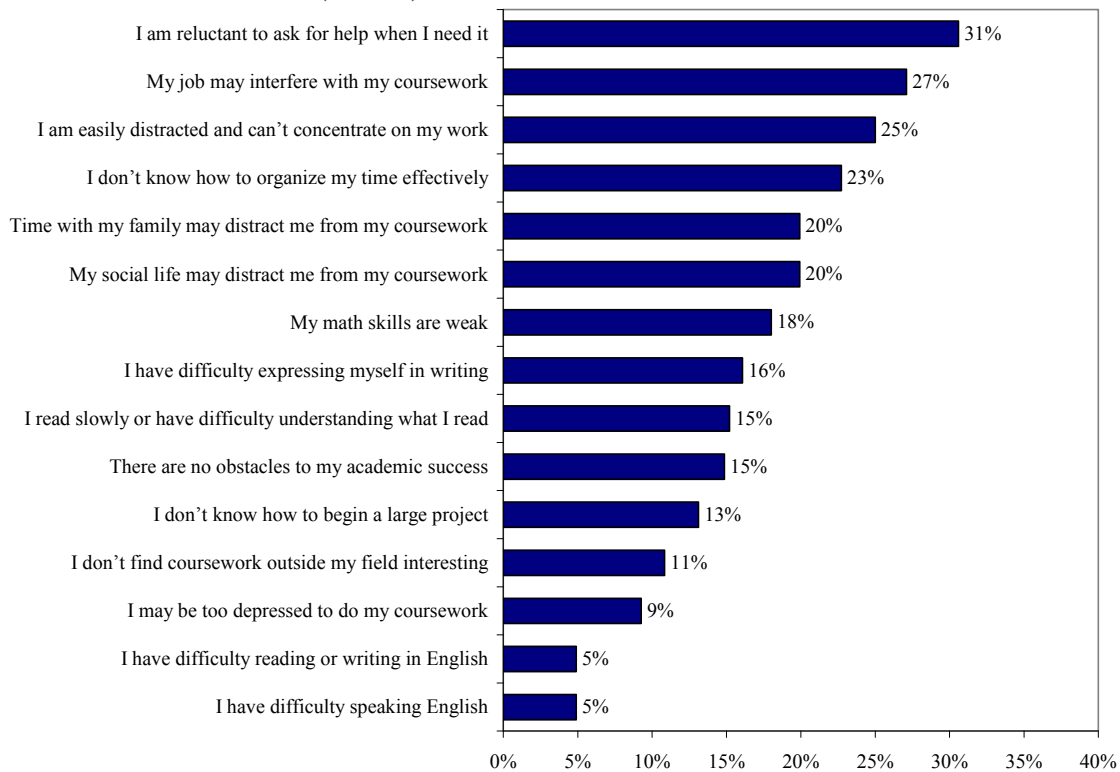
- Compared to new male transfer students, new females were more likely to report that *being stressed* and *feeling emotional distress* were frequent interferences with their academic success, in the previous year.
- New Asian transfer students were more likely than White transfer students to indicate that *having an active social life* had frequently interfered with their academic success in the previous year. They were also more likely than under-represented and White transfer students to indicate that *being too tired* and *fulfilling family responsibilities or obligations* had frequently interfered with their school work.

- Transfer students entering in the College of Biological Sciences (CBS) were more likely than the College of Agricultural & Environmental Sciences (CAES) and College of Letters & Science’s (CLAS) new transfer students to indicate that *fulfilling family responsibilities or obligations* had interfered frequently with their academic success in the previous year.
- CBS transfer students were more likely than CLAS transfers to indicate that *dealing with a difficult living situation* frequently interfered with their school work.

Future Academic Obstacles at UC Davis

These new transfer students most frequently identified *reluctance to ask for help* (31%) and *jobs* (27%) as potential obstacles to their academic success at UC Davis. It is notable that they more often name distractions and lack of time management skills as obstacles to success than academic shortcomings, such as poor math or language skills. For details, see Appendix B, Table B13.

Figure 12: Percentage of incoming transfer students who indicated the following obstacles may interfere with their academic success at UC Davis. Students were able to select more than one. (n=620)



- Male transfer students were more likely than females to identify the following as obstacles to their academic success, at UC Davis: *being reluctant to ask for help when needed, not being interested in coursework outside their field, and that their social lives may distract them from their coursework.*

- Nearly one third of Asian transfer students indicated they were *easily distracted* and *found it difficult to concentrate on their coursework*. They were also more apt to identify language skills (reading, writing and speaking in English) as potential obstacles to their success at UC Davis. They were also more likely than White transfers to acknowledge *being a slow reader* as a potential academic obstacle.
- Compared to all other transfer students, incoming Asian transfer students were more likely to identify language skills (reading, writing and speaking in English) as academic obstacles to their academic success at UC Davis.
- CLAS transfer students were less likely than COE and CAES transfers to mention *difficulty speaking English* as an obstacle to their academic success while at UC Davis.
- CBS transfers were less likely than CAES and CLAS transfers to identify *weak math skills* as an obstacle to their academic success while 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 Transfer Students

| | | % of New Transfer Students (n=2,056) | % of Surveyed Transfer Students (n=1,841) | % of Transfer Respondents (n=620) |
|------------------------------|--|---|--|--|
| Ethnicity | African American | 3% | 3% | 3% |
| | American Indian | 1% | 1% | 3% |
| | Asian American | 33% | 33% | 30% |
| | Latino American | 4% | 4% | 4% |
| | Mexican American | 10% | 10% | 9% |
| | White/Caucasian | 41% | 42% | 46% |
| | Unknown | 8% | 7% | 5% |
| Ethnicity (Asian) | Chinese | 46% | 41% | 43% |
| | East Indian | 8% | 11% | 10% |
| | Filipino | 7% | 11% | 10% |
| | Japanese | 6% | 6% | 8% |
| | Korean | 16% | 6% | 7% |
| | Other Asian | 8% | 8% | 11% |
| | Pacific Islander | 1% | 2% | 2% |
| | Vietnamese | 8% | 16% | 10% |
| College | Agricultural & Environmental Sciences (CAES) | 28% | 27% | 29% |
| | Biological Sciences (CBS) | 19% | 19% | 19% |
| | Engineering (COE) | 5% | 5% | 6% |
| | Letters & Science (CLAS) | 48% | 48% | 46% |
| Gender | Female | 53% | 53% | 61% |
| | Male | 46% | 46% | 39% |
| | Unknown | 2% | 2% | 1% |

Appendix B

**Table B1: Question 18. What is the highest academic degree that you plan to eventually earn?
(Transfer Student Respondents, n=620)**

| Academic Degree | % of Transfer Respondents | | | | | | | | |
|---|---------------------------|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Doctorate (PhD, EdD, etc.) | 21% | 23% | 16% | 22% | 25% | 15% | 24% | 29% | 23% |
| Academic master's (MA, MS, etc.) | 17% | 13% | 18% | 10% | 14% | 15% | 3% | 26% | 19% |
| Medical doctor (MD) | 14% | 14% | 13% | 21% | 12% | 7% | 49% | 3% | 6% |
| I don't know yet | 14% | 14% | 13% | 12% | 15% | 17% | 9% | 16% | 14% |
| Bachelor's degree (BA, BS, etc.) | 10% | 12% | 12% | 12% | 11% | 15% | 3% | 18% | 11% |
| Health doctorate (DO, DDS, DVM, etc.) | 9% | 3% | 9% | 6% | 7% | 14% | 10% | 0% | 2% |
| Law degree (LLD, JD) | 5% | 8% | 3% | 9% | 6% | 2% | 0% | 0% | 11% |
| Business master's (MBA) | 4% | 8% | 10% | 4% | 3% | 11% | 0% | 3% | 5% |
| Other professional master's (Med, MSN, MSW, etc.) | 4% | 3% | 4% | 2% | 4% | 2% | 1% | 5% | 5% |
| Teaching credential | 2% | 1% | 1% | 2% | 2% | 2% | 0% | 0% | 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 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) (Transfer Student Respondents, n=620)

| College Goals | % Answered <i>Very Important</i> | | | | | | | | |
|--|----------------------------------|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Obtain the skills I need to pursue a career | 93% | 85% | 91% | 92% | 89% | 92% | 90% | 84% | 89% |
| Develop an in-depth understanding of a specific field of study | 85% | 79% | 80% | 86% | 82% | 85% | 82% | 87% | 80% |
| Explore new ideas | 74% | 76% | 70% | 79% | 76% | 70% | 66% | 87% | 79% |
| Prepare for graduate or professional school | 76% | 69% | 71% | 77% | 73% | 68% | 90% | 53% | 71% |
| Establish social networks that will help further my career | 71% | 71% | 79% | 75% | 65% | 77% | 73% | 66% | 67% |
| Acquire a well-rounded general education | 70% | 70% | 70% | 77% | 67% | 62% | 70% | 66% | 76% |
| Discover what kind of person I really want to be | 72% | 62% | 77% | 72% | 62% | 64% | 69% | 63% | 72% |
| Be in a position to give back to my community | 68% | 58% | 58% | 75% | 63% | 61% | 75% | 50% | 64% |
| Achieve a high GPA | 65% | 58% | 59% | 67% | 63% | 61% | 70% | 58% | 60% |
| Establish meaningful friendships | 60% | 59% | 64% | 57% | 57% | 61% | 60% | 55% | 60% |
| Develop a global perspective | 58% | 50% | 56% | 63% | 50% | 53% | 46% | 45% | 60% |
| Develop a personal code of values and ethics | 54% | 52% | 60% | 65% | 44% | 47% | 54% | 53% | 57% |
| Improve my understanding of other cultures | 49% | 38% | 48% | 57% | 37% | 39% | 39% | 32% | 53% |
| Be in a position to make a lot of money | 42% | 45% | 56% | 49% | 33% | 39% | 42% | 50% | 45% |
| Enjoy my college years before assuming adult responsibilities | 32% | 39% | 44% | 33% | 30% | 35% | 31% | 42% | 35% |

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 transfer students' social class by gender, ethnic background, and UC Davis undergraduate colleges. (Transfer Student Respondents, n=620)

| | | % of Respondents | | | | |
|-----------|-------------------|------------------|---|--------------|---------------|-----------------|
| | | Wealthy | Upper-middle or professional middle-class | Middle class | Working class | Low-income/poor |
| Gender | Female | 2% | 21% | 44% | 22% | 12% |
| | Male | 2% | 23% | 39% | 23% | 13% |
| Ethnicity | Asian | 2% | 19% | 41% | 22% | 17% |
| | Under-represented | 2% | 13% | 40% | 28% | 17% |
| | White | 1% | 27% | 44% | 20% | 7% |
| College | CAES | 3% | 23% | 41% | 17% | 15% |
| | CBS | 1% | 18% | 43% | 26% | 11% |
| | COE | 3% | 16% | 53% | 21% | 8% |
| | CLAS | 1% | 22% | 41% | 24% | 11% |

Table B4: Incoming transfer students' high schools' racial composition by gender, ethnic background, and UC Davis undergraduate colleges. (Transfer Student Respondents, n=620)

| | | % of Respondents | | | | |
|-----------|-------------------|----------------------|------------------|------------------------|--------------|------------------|
| | | Completely non-white | Mostly non-white | Roughly half non-white | Mostly white | Completely white |
| Gender | Female | 7% | 19% | 31% | 37% | 6% |
| | Male | 7% | 20% | 32% | 37% | 4% |
| Ethnicity | Asian | 17% | 30% | 36% | 18% | 0% |
| | Under-represented | 6% | 29% | 34% | 29% | 3% |
| | White | 0% | 9% | 27% | 55% | 9% |
| College | CAES | 10% | 23% | 29% | 31% | 7% |
| | CBS | 6% | 19% | 41% | 33% | 1% |
| | COE | 8% | 8% | 32% | 45% | 8% |
| | CLAS | 5% | 19% | 28% | 42% | 6% |

Table B5: Incoming transfer students' neighborhoods' racial composition by gender, ethnic background, and UC Davis undergraduate colleges. (Transfer Student Respondents, n=620)

| | | % of Respondents | | | | |
|-----------|-------------------|----------------------|------------------|------------------------|--------------|------------------|
| | | Completely non-white | Mostly non-white | Roughly half non-white | Mostly white | Completely white |
| Gender | Female | 10% | 19% | 20% | 39% | 12% |
| | Male | 10% | 21% | 24% | 37% | 7% |
| Ethnicity | Asian | 19% | 31% | 28% | 20% | 2% |
| | Under-represented | 17% | 23% | 23% | 34% | 3% |
| | White | 2% | 10% | 18% | 54% | 17% |
| College | CAES | 14% | 21% | 19% | 35% | 11% |
| | CBS | 10% | 32% | 21% | 31% | 6% |
| | COE | 13% | 8% | 21% | 53% | 5% |
| | CLAS | 8% | 16% | 24% | 42% | 11% |

Table B6: Incoming transfer students' concerns about their ability to finance their college education by gender, ethnic background, and UC Davis undergraduate colleges. (Transfer student respondents, n=620)

| | | % of Respondents | | |
|-----------|-------------------|------------------|---------------|----------------|
| | | No concerns | Some concerns | Major concerns |
| Gender | Female | 19% | 58% | 23% |
| | Male | 18% | 56% | 26% |
| Ethnicity | Asian | 15% | 57% | 28% |
| | Under-represented | 13% | 60% | 27% |
| | White | 23% | 57% | 20% |
| College | CAES | 21% | 54% | 25% |
| | CBS | 13% | 59% | 28% |
| | COE | 21% | 61% | 18% |
| | CLAS | 19% | 59% | 22% |

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. (Transfer Student Respondents, n=620) (Scale: 1=Well below average (lowest 10%), 2=Below average, 3=Average, 4=Above average, 5=Well above average)

| Personal Traits | % Answered <i>Above average or well above average</i> | | | | | | | | |
|-------------------------------|---|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Drive to achieve | 83% | 81% | 73% | 90% | 83% | 80% | 88% | 92% | 79% |
| Creativity | 65% | 59% | 59% | 64% | 65% | 62% | 58% | 58% | 67% |
| Intellectual self-confidence | 59% | 69% | 51% | 67% | 67% | 57% | 61% | 68% | 66% |
| Leadership ability | 61% | 65% | 53% | 71% | 64% | 61% | 64% | 58% | 63% |
| Emotional health | 51% | 64% | 54% | 61% | 55% | 55% | 55% | 68% | 55% |
| Interpersonal (social) skills | 57% | 51% | 48% | 55% | 59% | 51% | 59% | 34% | 58% |
| Physical health | 46% | 56% | 37% | 58% | 54% | 54% | 51% | 65% | 44% |

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) (Transfer Student Respondents, n=620) | | | | | | | | | |
| Academic Skills | % Answered <i>Good, very good, or excellent</i> | | | | | | | | |
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Analytical and critical thinking skills | 91% | 90% | 81% | 92% | 95% | 86% | 92% | 92% | 92% |
| Ability to speak clearly and effectively in English | 90% | 83% | 71% | 93% | 95% | 87% | 88% | 79% | 89% |
| Ability to read and comprehend academic material | 88% | 86% | 73% | 90% | 94% | 84% | 90% | 87% | 88% |
| Quantitative skills | 85% | 85% | 78% | 88% | 88% | 83% | 96% | 95% | 81% |
| Computer skills | 82% | 88% | 82% | 86% | 85% | 85% | 84% | 95% | 83% |
| Ability to be clear and effective when writing | 83% | 83% | 66% | 92% | 89% | 80% | 87% | 79% | 83% |
| Ability to prepare and make a presentation | 83% | 80% | 72% | 89% | 84% | 80% | 85% | 78% | 82% |
| Study skills | 81% | 73% | 69% | 89% | 77% | 79% | 81% | 82% | 76% |
| Time management skills | 78% | 69% | 70% | 87% | 71% | 73% | 81% | 74% | 73% |

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) (Transfer Student Respondents, n=620)

| Activities | % Answered <i>Somewhat often, Often, or Very often</i> | | | | | | | | |
|---------------------------------------|--|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Contributed to a class discussion | 64% | 67% | 48% | 67% | 75% | 59% | 56% | 70% | 72% |
| Made a class presentation | 41% | 41% | 36% | 46% | 41% | 36% | 36% | 27% | 47% |
| Sought academic help when I needed it | 43% | 36% | 42% | 46% | 39% | 34% | 55% | 38% | 39% |
| Studied with other students | 41% | 38% | 48% | 41% | 34% | 37% | 54% | 49% | 33% |
| Tutored another student | 32% | 34% | 34% | 43% | 28% | 25% | 45% | 46% | 32% |
| Was bored in class | 18% | 22% | 17% | 19% | 22% | 22% | 13% | 19% | 21% |
| Received tutoring | 10% | 9% | 13% | 12% | 6% | 6% | 17% | 11% | 9% |
| Went to class unprepared | 4% | 6% | 7% | 3% | 4% | 8% | 3% | 8% | 4% |
| Skipped class | 2% | 2% | 3% | 1% | 2% | 2% | 0% | 3% | 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) (Transfer Student Respondents, n=620)

| Activities | % >10 hours per week | | | | | | | | |
|---|----------------------|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Working for pay | 64% | 65% | 53% | 63% | 72% | 61% | 58% | 57% | 71% |
| Studying/homework | 75% | 71% | 68% | 78% | 74% | 77% | 78% | 76% | 69% |
| Socializing with friends | 46% | 49% | 47% | 50% | 46% | 46% | 40% | 43% | 51% |
| Using the computer for non-academic purposes | 31% | 57% | 51% | 36% | 37% | 41% | 30% | 62% | 44% |
| Pursuing a recreational interest or hobby | 30% | 42% | 35% | 38% | 35% | 33% | 23% | 46% | 40% |
| Participating in physical exercise or sports | 20% | 29% | 17% | 29% | 25% | 26% | 20% | 14% | 25% |
| Watching TV | 20% | 24% | 24% | 30% | 17% | 18% | 23% | 16% | 24% |
| Performing caretaking or business for a family member | 23% | 16% | 26% | 24% | 14% | 15% | 23% | 8% | 24% |
| Practicing an artistic skill | 19% | 18% | 15% | 23% | 19% | 16% | 9% | 16% | 24% |
| Performing community service or volunteer activities | 13% | 13% | 17% | 16% | 9% | 14% | 17% | 5% | 12% |
| Participating in student clubs or organizations | 8% | 9% | 11% | 7% | 8% | 6% | 10% | 5% | 9% |
| Participating in spiritual or religious activities | 8% | 6% | 10% | 5% | 6% | 5% | 11% | 11% | 7% |

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) (Transfer Student Respondents, n=620)

| | % Answered <i>Very good chance</i> | | | | | | | | |
|---|------------------------------------|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Make at least a 'B' average | 74% | 75% | 58% | 82% | 81% | 74% | 72% | 81% | 74% |
| Be satisfied with your college | 77% | 68% | 61% | 75% | 81% | 76% | 72% | 68% | 72% |
| Graduate in four years | 59% | 55% | 52% | 61% | 57% | 52% | 61% | 43% | 61% |
| Undertake an internship | 58% | 52% | 55% | 57% | 56% | 61% | 65% | 59% | 48% |
| Work to pay for college expenses | 51% | 53% | 46% | 52% | 55% | 48% | 53% | 42% | 55% |
| Conduct research with faculty | 36% | 35% | 30% | 38% | 37% | 30% | 60% | 31% | 29% |
| Participate in student clubs/groups | 37% | 27% | 30% | 32% | 35% | 34% | 35% | 24% | 33% |
| Pursue a leadership opportunity | 22% | 21% | 22% | 25% | 20% | 24% | 24% | 11% | 21% |
| Seek personal counseling | 20% | 17% | 27% | 13% | 16% | 25% | 20% | 19% | 15% |
| Participate in a study abroad program | 22% | 13% | 16% | 22% | 19% | 21% | 15% | 11% | 20% |
| Conduct independent research | 16% | 19% | 15% | 21% | 16% | 13% | 18% | 22% | 18% |
| Change career choice | 10% | 11% | 8% | 8% | 13% | 8% | 7% | 8% | 14% |
| Change your major | 8% | 7% | 7% | 9% | 8% | 9% | 3% | 5% | 10% |
| Transfer to another college before graduating | 1% | 1% | 2% | 1% | 0% | 0% | 1% | 0% | 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 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) (Transfer Student Respondents, n=620)

| Obstacles | % Answered <i>Frequently</i> | | | | | | | | |
|---|------------------------------|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| Being stressed | 27% | 17% | 30% | 18% | 21% | 22% | 29% | 19% | 21% |
| Being too tired | 20% | 22% | 29% | 12% | 19% | 23% | 19% | 32% | 19% |
| Fulfilling job responsibilities | 18% | 24% | 25% | 15% | 19% | 18% | 24% | 22% | 19% |
| Fulfilling family responsibilities or obligations | 19% | 14% | 30% | 17% | 9% | 15% | 29% | 16% | 14% |
| Dealing with a difficult living situation | 12% | 10% | 15% | 13% | 9% | 12% | 19% | 14% | 8% |
| Having an active social life | 8% | 11% | 14% | 9% | 6% | 8% | 6% | 3% | 12% |
| Feeling emotional distress | 10% | 5% | 10% | 5% | 8% | 11% | 10% | 11% | 5% |
| Being depressed | 6% | 8% | 11% | 4% | 6% | 10% | 4% | 11% | 5% |
| Participating in school activities | 4% | 4% | 7% | 3% | 3% | 4% | 5% | 3% | 4% |
| Being ill, in poor physical health, or injured | 4% | 3% | 5% | 3% | 3% | 4% | 4% | 0% | 3% |
| Supporting political activities or social causes | 2% | 1% | 3% | 1% | 1% | 2% | 1% | 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 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. (Transfer Student Respondents, n=620)

| Obstacles | Gender | | Race/Ethnicity | | | Undergraduate College | | | |
|--|-------------------|-----------------|------------------|----------------|------------------|-----------------------|----------------|---------------|-----------------|
| | Female (n=377) | Male (n=239) | Asian (n=184) | URM (n=115) | White (n=287) | CAES (n=180) | CBS (n=116) | COE (n=40) | CLAS (n=287) |
| I am reluctant to ask for help when I need it | 26% | 38% | 30% | 24% | 33% | 35% | 29% | 23% | 30% |
| My job may interfere with my coursework | 26% | 29% | 24% | 31% | 28% | 28% | 23% | 23% | 29% |
| I am easily distracted and can't concentrate on my work | 24% | 26% | 33% | 19% | 22% | 24% | 28% | 26% | 24% |
| I don't know how to organize my time effectively | 22% | 24% | 24% | 19% | 24% | 21% | 21% | 31% | 23% |
| Time with my family may distract me from my coursework | 22% | 16% | 20% | 24% | 19% | 21% | 20% | 20% | 19% |
| My social life may distract me from my coursework | 15% | 28% | 23% | 16% | 20% | 18% | 17% | 20% | 23% |
| My math skills are weak | 17% | 20% | 21% | 16% | 17% | 23% | 7% | 6% | 21% |
| I have difficulty expressing myself in writing | 17% | 15% | 29% | 15% | 8% | 18% | 13% | 17% | 16% |
| I read slowly or have difficulty understanding what I read | 15% | 15% | 24% | 16% | 10% | 16% | 13% | 20% | 15% |
| There are no obstacles to my academic success | 16% | 13% | 7% | 22% | 17% | 14% | 18% | 9% | 15% |
| I don't know how to begin a large project | 13% | 13% | 15% | 10% | 13% | 15% | 13% | 14% | 12% |
| I don't find coursework outside my field interesting | 9% | 15% | 13% | 6% | 10% | 12% | 10% | 17% | 10% |
| I may be too depressed to do my coursework | 10% | 9% | 13% | 5% | 9% | 10% | 9% | 14% | 8% |
| I have difficulty reading or writing in English | 5% | 5% | 14% | 4% | 0% | 8% | 5% | 9% | 3% |
| I have difficulty speaking English | 5% | 5% | 15% | 2% | 0% | 9% | 4% | 14% | 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.

Appendix C

Survey Instrument - Fall 2007 Incoming Students Survey: 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.