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Expanding Merit Through Communitarianism: Racial and Ethnic Implications

By

Jerlena Denise Griffin

A dissertation submitted in partial satisfaction of the

requirements for the degree of

Doctor of Philosophy

in

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in the

Graduate Division

of the

University of California, Berkeley

Committee in charge:

Professor David Stern, Chair

Professor Genaro M. Padilla

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Expanding Merit Through Communitarianism: Racial and Ethnic Implications

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Abstract

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University of California, Berkeley

Professor David Stern, Chair

Low-income students and some racial minorities, in particular African Americans, have been chronically under-represented in higher education. In the ongoing debate about affirmative action, conceptions of merit based on test scores and grades have been viewed as conflicting with the goal of more equitable representation. However, some previous researchers have proposed that a broader conception of merit, based on the mission of the higher educational institution, could be more consistent with equity goals. In particular, the public-serving mission of a public university would warrant greater emphasis on community service achievements in selecting among applicants. In the University of California (UC) system, high school community service already is one of the qualifications considered in the comprehensive review of freshman applications.

This study explores the possible implications of giving greater consideration to high school community service in the admission process. Data from UC applications for fall 2013 are used to compare the average amount of time spent in high school volunteer activities among applicants, admitted students, and enrolled freshman by race/ethnicity, gender, and other characteristics. Among other findings, African American and Asian students reported the highest average hours of community service in high school. Increasing consideration of high school community service would result in admitting slightly larger numbers of students in these groups.

Data on community service from the spring 2014 UC Undergraduate Experience Survey also were used to compare the amount of hours per week spent in community service by students in their freshman year. Among other findings, high school service was a strong predictor of college service, and African American students were the most likely to participate in community service as freshmen. A regression in which high school community service and student characteristics were used to predict hours of community service in college revealed that African American freshmen actually contributed more hours of community service than would have been predicted by their high school service and other characteristics.

Dedication

To:

Mom, Shirley Way Griffin: my Everything

“Auntie” Dr. Lizzie Griffin-Jordan: my Inspiration

Other Mother, Marilyn Griffin Harris: my Champion

Dr. Catherine Meeks: Your investment in my becoming a woman whose care for her community and love for truth shaped me early on, and often

African American students at the University of California:
For continuing to carry the torch

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Chapter 1 Introduction

Research demonstrates that community service participation can increase learning outcomes in both high school and college, indicating the strong relationship between democratic development and social and educational mobility. This relationship is reflected in the evolving definitions of merit, and the interplay between and equity and merit may provide public universities that rely on standardized admissions criteria with the opportunity to add community service as a quantifiable measure of achievement like GPA and test scores. This study hopes to make the case for this change to highly selective public university admissions policies and processes.

This dissertation studies the relationship between community service involvement in high school and in college, especially for African American students attending selective public research universities. The study employs a communitarian approach to reconsider the constitution of merit, along with the institutional and social values it reflects, as it is applied through admissions policies and processes.

Background

Merit has a long and complicated history in public and private higher education. The equation of merit with measures of individual achievement implies a definition of merit as a trait that resides within a person, rather than as a quality defined in relation to institutional values and purposes (Banks, 2001). Further, the concept of meritocracy depends on the principle that a person demonstrates merit independent of other factors, including race, gender, ethnicity, and socio-economic status: “[i]n a truly meritocratic system, equal opportunity generates a high degree of social mobility because talent, unconstrained by social origin, rises to the top” (Alon & Tienda, 2007, p. 490). Along with dismantling affirmative action, colleges and universities have been relying more and more heavily on certain quantitative, merit-based criteria to select students (Contreras, 2005, p. 385). The problem is, though, that merit is not a historically static or universal concept, and its evolution coincides with a reduction in social mobility, especially for African American students (Carnevale & Strohl, 2013). Lani Guinier (2015) refers to the current environment as a “testocratic meritocracy,” which, contrary to popular opinion, is neither objective as a measure of achievement nor reliable as a predictor of academic success in college.

As a public, land-grant R1¹ research university utilizing Comprehensive Review, the University of California (UC) serves as an ideal test case for this study, not only because of its selectivity, but also because of its focus on merit within a post-affirmative action environment.

¹ As classified by the Carnegie Classification of Institutes of Higher Education, designating the highest level of research activity associated with the university: http://carnegieclassifications.iu.edu/classification_descriptions/basic.php

Problem Statement

For selective higher education institutions, especially public universities, academic, merit-based criteria like standardized test scores and grade point averages dominate the admission selection process. Considered together, and often supplemented by qualitative selection criteria, test scores, grade point averages, and even class standing determine the initial sorting and ranking of applicants, which ultimately determines who gains admission and who does not. For African American students, the pronounced reliance on standardized test scores, in particular, disadvantages their chances of acceptance to top-tier public colleges and universities. This disadvantage is doubly problematic because of the positive correlation between college selectivity and persistence (Geiser, 2014). There is, indeed, a gap in knowledge in how to effectively make the case for elevating community service as academically meritorious in the college admissions selection process.

The overall purpose of this dissertation project is three-fold: to track—from within a particular cohort of University of California students—rates of community service participation from high school to college; to identify the predictive value of high school community service on college participation; and to re-examine and reshape the concept of merit within a communitarian framework to prioritize community service as a merit-based criterion for public university admissions.

Significance of the Study

This project takes a forward, pre-collegiate view toward identifying early involvement of volunteerism and community service from high school to college, an extension of Bowen and Bok's project in *The Shape of the River* (1998) that took a backward, post-college graduation exploration of community service. Both projects constitute attempts to qualify and quantify the participation of primarily African American students in community service activities that espouse strong community ties and service to the community as a fundamental democratic right and duty. Moreover, the current study is significant because it will add another consideration to the factors that delineate quantifiable, meritorious achievement within the context of comprehensive admissions policies and processes, especially at "Public Ivies"² (Moll, 1985) like the University of California.

If service is explicitly linked to merit, and public higher education is acknowledged and valued as a vehicle for preparing societal leaders, then participation in community service more directly links institutional mission to meritorious achievement of its admissions applicants. Consequently, the results of this study will ideally offer selective higher education institutions a way to value community service in their admissions practices in the interest of advancing another measurable facet of meritorious achievement.

² Moll defines "Public Ivies" as universities that are perceived to provide an education commensurate with Ivy League institutions—inclusive of top-flight faculty, academic rigor, cutting edge research, and highly selective admissions—for the cost of a public school education.

Research Inquiry

This project compares participation rates in community service among racial and ethnic groups and looks to establish a correlation between community service in high school and college. The study examines whether a student's high school community service predicts engagement in college community service. It considers questions related to how community service is affected by independent variables such as Race/Ethnicity, Gender, Low Income, Low Academic Performance Index (Low API) of the student's high school, First Generation, and weighted high school GPA, as well as the frequency and extent of participation. This study further determines where the impetus for community service involvement occurs, and how community service has influenced the students' desire to continue their service involvement beyond college graduation.

Among the questions that the study considers are:

- How many admission applicants, admits, and enrollees to the University of California are engaged in community service during high school?
- What are the demographic characteristics of these students?
- How many hours are devoted to high school and college community service?

The same questions are considered for UC students who completed the UC Undergraduate Experience Survey (UCUES) at the end of their first year.

Questions of comparison and predictability include:

- What are the comparisons between the applicant, admit, and enrollment pools related to frequency of community service participation?
- What are the participation comparisons between Race/Ethnicity, Gender, Low Income, Low API, First Generation, and weighted high school GPA?
- Does engagement in community service in high school predict community service involvement in college?

To determine community service participation rates in high school and college, this study will use data from the 2013 UC undergraduate admissions application (Application) and the 2014 University of California Undergraduate Experience Survey (UCUES). This project will also use UC admissions policy documents and implementing campus practices.

Definition of Terms

For the purposes of this study,

Academic Performance Index (API) is a number between 200 and 1000 that measures the group performance level on statewide assessments of a school, a student, or a

local educational agency. The API is only used for California schools, and a score of 800 is the benchmark. Schools are indexed by decile, and an API decile rank of 1 or 2 is considered “Low API” for the purposes of this dissertation;

Admit is an applicant who was admitted to a University of California campus;

Applicant is a person who applied to be admitted to one or more of the University of California’s nine undergraduate campuses: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz.

Communitarianism is a social and political philosophy that centers on the community as the basis for individual character development, shared responsibility for social welfare, and the workings of social and political institutions. Communitarians are concerned with ways to maximize the common good through collective engagement. Although coined as a term as early as the mid-19th century, it was not until the 1980s that the movement was properly recognized, through the work of Robert Bellah, Amitai Etzioni, William Galston, and Jean Bethke Elshtain, among others;

Comprehensive Review is the process by which students applying to University of California campuses are evaluated for admission using multiple criteria of achievement and promise while considering the context in which each student has demonstrated academic accomplishment;

Domestic Applicants include all applicants who are citizens or residents of the United States and its territories;

Domestic nonresident applicants include all applicants who are citizens or residents of the United States and its territories, but who are not residents of California;

Enrollee is a student who was admitted to the University of California and has registered for classes and paid for their first term, typically in the fall;

First Generation is defined as a college student who comes from a family where neither parent has a bachelor’s degree and/or are low-income;

Low Income is defined as those students who qualify for Pell Grants (federal aid awarded to students from families with household incomes of \$50,000 or less);

Weighted Grade Point Average (GPA) is often employed by high schools to better represent students’ academic accomplishments. Weighted GPA takes into account course difficulty rather than providing the same letter grade to GPA conversion for every student. Usually, weighted GPA is measured on a scale of 0 to 5.0, although some scales go higher. An A in an Honors or AP class may translate into a 5.0 weighted GPA, while an A in a low-level class will translate to a 4.0 weighted GPA.³

³ <http://blog.prepscholar.com/weighted-vs-unweighted-gpa-whats-the-difference>

Conclusion

This dissertation includes an introductory chapter outlining the background and research problem; a literature review of the relevant terms and theoretical approaches to educational policy, merit, and communitarianism; a chapter presenting data and analytic procedures, including study limitations; a chapter presenting research findings; and a concluding chapter discussing the findings, including implications of the research.

Chapter 2 Literature Review

Introduction

In their groundbreaking 1998 study, *The Shape of the River*, William Bowen and Derek Bok explore the long-term effects of diversity for students across eleven liberal arts and four public institutions, all highly selective. Among their findings was that African American⁴ men and women were appreciably more likely than their White peers to participate in community service. As both civic and community leaders and volunteers, African American men and women served in impressively substantial numbers. Andrea Guerrero (2002) discovered the same patterns around community service participation among minority students at the University of California, Berkeley's top-tier law school. Guerrero draws on Bowen and Bok's findings that minority alumni engage in more community leadership and professional mentoring to highlight the long-term benefits to society that diversity in top-tier programs yields (p. 179).

These findings support a growing body of research that asserts robust relationships between diversity, community service, and positive learning outcomes in higher education (Pascarella & Terenzini, 2005; Kuh, et al, 2006; Gurin, 1999; Chang, et al, 2004; Chang, 2009; Bowen & Bok, 1989; Stimman Branson & Quigley, 1998; Kahne & Sporte, 2007). In the midst of ever-evolving definitions of merit, along with increasingly narrow measures of academic achievement (e.g. test scores and grades), our nation's premier public institutions are struggling to maintain their mission of public service without what some might perceive as compromising academic rigor and selectivity in their admissions policies and practices. Consequently, it may be fruitful to revisit some of the themes that Bowen and Bok traced in their research. More specifically, the consideration of community service, which is linked to both the civic mission of public higher education and academic success and persistence, may help bridge the gap between these forces in highly selective college admissions, particularly if it is possible to discern a positive predictive value for community service in high school and college.

To that end, the chief area of investigation for this dissertation is the relationship between community service engagement for students in high school and community service engagement in college, especially for African American students applying to highly selective public research universities like the University of California. Specifically, whether community service engagement in high school can predict a student's participation in college, and if so, how it can be quantified as a measure of academic merit in admissions policies and processes. The philosophical foundation for this inquiry is that of communitarianism, which is a theory of shared community identity, civic responsibility, and social good that aligns closely with the "service" aspect of the mission of public higher education. This project looks to demonstrate whether community engagement can be quantified in such a way as to reflect scholastic merit for individual students, especially African American students.

⁴ Bowen and Bok use the term "black American," but because the University of California and this dissertation use the term "African American," I will be using African American throughout the text of the dissertation, when possible.

The dissertation utilizes communitarian theory and the social history of merit, along with primary research on undergraduate admission and community service at the University of California, and secondary research on diversity in higher education. Ideally, community engagement in high school could potentially be considered in undergraduate admissions policies as a factor of academic merit and a predictor of probable success at the college level and beyond.

A Brief History of Merit in Higher Education

Merit in general refers to a demonstrated ability or achievement, and is readily seen as a standard bearer of fair and equal access to education and other opportunities in America. “A meritocracy is a social system where individual talent and effort, rather than ascriptive traits, determine individuals’ placements in a social hierarchy. . . . Two defining features of meritocratic systems are competition and equality of opportunity” (Alon & Tienda, 2007, p. 490). In an American context, where Jefferson’s paradoxical notion of a “natural aristocracy” has evolved to embody the Horatio Alger-inspired “American Dream,” merit often implies a sense of “deservedness,” while not accounting for unequal conditions characteristic of individuals and groups.

The equation of merit with measures of individual achievement implies a definition of merit as a trait that resides within a person rather than as a quality defined in relation to institutional values and purposes (Banks, 2001). In addition, the idea of meritocracy often includes the principle that a person demonstrates merit independently of other factors, including race, gender, ethnicity, and socioeconomic status: “[i]n a truly meritocratic system, equal opportunity generates a high degree of social mobility because talent, unconstrained by social origin, rises to the top” (Alon & Tienda, 2007, p. 490). Lani Guinier (2015) points out that Harvard economist Amartya Sen’s definition of merit as “an incentive system that rewards the actions a society values . . . is evidence that our society values individual competition above all else” (p. 122). Guinier goes on to argue that we have consequently created a “testocratic meritocracy” that “blinds us to the fact that in the pyramidal structure most students necessarily will be at the bottom,” because “few students can leverage the system by capitalizing on their socioeconomic class to perform well on the SAT and then win admission to elite institutions” (p. 82).

As Guinier (2015) and Alon and Tienda (2007) note, though, merit originally had different meanings, from “earned by service” (Guinier, 2015, p. xii), to a mastery of classical languages. In a U.S. context, it became “a safeguard for those most often excluded from academe” (Tierney, 2007, p. 387)—that is, those who did not necessarily have wealth and social position guaranteeing them a place in elite colleges and universities. It was in this environment that standardized tests emerged as a way for selective institutions of higher education to discover talented students who were not necessarily socially privileged, and who would not have easy access to the “best” colleges and universities (Alon & Tienda, 2007).

This process of democratization is most impressively evident in the effects of the GI Bill, which eventually brought many more students into American higher education, sparking unprecedented growth; between 1970 and 2000 alone, college

enrollment almost doubled, growing from 5.8 to 9.4 million students. Consequently, competition for places at more selective institutions increased, and the concept of merit shifted to reflect those changes (Alon & Tienda, 2007).

As competition stiffened, merit as a concept narrowed, eventually coming to stand in as a “reward for past performance” (Banks, 2001, referenced in Contreras, 2005, p. 384). Over time, the shifting notions of merit, from Michael Young’s (1994) heuristic equation $I + E = M$ (Intelligence + Effort = Merit) to Bowen and Bok’s argument that merit should be defined based on what educational institutions are trying to accomplish (1998, p. 15), gave rise to the enduring and often contested concepts of equity, inequality, and opportunity.

Merit and Equity: The Effect of Class, Race, and Other Social Constructions

The definition of merit is central to college admissions, but it is also highly contested. In particular there has been an interrogation of whether standardized test scores (and, of those, which ones) or high school grades are the best predictors of college success (Geiser, 2010, 2015; Geiser & Santelices, 2007; Perna, Walsh, & Raible, 2009; Carnevale & Strohl, 2013; Alon & Tienda, 2007). For underrepresented minority students, especially, high school grades are a better predictor of academic success (Hoffman and Lowitzki, 2005; referenced in Alon & Tienda, 2007; Geiser, 2014) than standardized test scores, which many meritocrats consider the gold standard of merit-based criteria.

High school grades are perceived to demonstrate “behavioral indicators of academic performance, such as ambition, tenacity, and work habits” (Blau et al. 2004; Bowles and Gintis 1976; Farkas 2003; quoted in Alon & Tienda, 2007, p. 490). As Harvard historian Stephan Thernstrom argues,

There are doubtless many forms of merit in the eyes of God. But selective institutions of higher learning are best advised and best equipped to judge applicants on the basis of academic merit, as measured by grade point averages adjusted for course difficulty, class rank, and scores on standardized tests. These indicators allow us to predict with considerable confidence who will flourish in college or graduate school and who will barely scrape by or drop out. But some groups earn higher grades and have better academic records than others. . . . groups with fewer high achievers will inevitably be underrepresented. Pretending that such applicants have academic skills they lack does nothing to resolve the real problem, and indeed deflects attention from it (Jensen, 1999).

Thernstrom’s logic reflects Guinier’s observations about the “pyramidal structure” of the “testocratic meritocracy” (2015, p. 82).

Guinier is referring to the fact that those students nearer the top of the pyramid - those who excel in the “testocracy” - are also, for the most part, students who have access to AP courses, test preparation classes, and the economic resources to attend an affluent high school and pay for tutoring and other test prep opportunities. We know from the work of researchers like Carnevale and Strohl (2013) that students who don’t have access to these social

resources, and who have less social capital in general, tend to be underrepresented minority and low-income students, many of whom would also be first generation college students.

So when Thernstrom refers to “groups” of students “with fewer high achievers,” race and socio-economic status become proxies for academic inferiority, as if that were an obvious and indisputable fact. That his confidence these students will not “flourish in college” is contradicted by Bowen and Bok’s work in *The Shape of the River* should be enough to question his meritocratic assumptions.

Indeed, Karabel responds to such logic by noting that “[m]eritocracy’s dirty little secret is that the content of ‘merit’ in any society is defined by the powerful (Jensen, 1999). He insists that “[q]uestioning the growing reliance on test scores in admission decisions is important because the definition of merit that prevails in a given society generally expresses the interests of its dominant groups” (quoted in Alon & Tienda, 2007, p. 507).

In other words, merit is defined in such a way that it both reflects and reinforces White male social privilege, and because this type of privilege is the social norm in the U.S., it presents as fair and normal in the absence of explicit questioning and critique (Karabel, 2005). Still, meritocrats often assert that standardized tests are a sound predictor of academic success for many students, and that admissions policies should not try to understand, consider or compensate for the differences across racial and socio-economic lines in standardized test scores (Guttmann, 1997). As Karen (1990) argues, understanding how selective institutions “distribute scarce resources” like admission, requires analysis of “the origins and maintenance of specific selection criteria” and their work “as a function of the interests of various groups” both inside and outside the university structure (p. 228).

McNamee and Miller (2009) summarized a study by sociologist Mitchell Stevens, which was set in a highly competitive New England college that touted merit as a prominent principle of admissions. Stevens found that the process of “creating a class was quite complicated and involved the use of criteria that favored the already privileged,” and that racial affirmative action was minimally practiced. Stevens noted that preferences were given if their parents are able to pay full tuition, if their high school had a “high-status” zip code, and if they are athletes. Stevens ultimately found that individual evaluation protocols do not create equal educational opportunity but merely reproduce class privilege (p. 128). Thus, preferring applicants who have demonstrated an ability to pay serves to reinforce the social stratifications that are often determinants of other opportunities in society.

A notable departure from the principle of individual merit is the consideration of family legacy or alumni status. Daniel Golden (2003) found that 23 percent of the freshmen enrolled at Notre Dame were alumni children, with similar representations at other private and public elite colleges like Harvard, Princeton, and the University of Virginia. Similarly, Espenshade, Chung, & Walling (2004), controlling for a myriad of variables, found that “other things being equal, status as the child of an alumnus translated into an admission bonus of about 160 SAT points, improving considerably the odds of admission” (p. 1428). While private colleges can give preferences to applicants who are already socially privileged, public colleges are not generally

expected to favor children of wealthy parents or alumni.

Instead, public colleges and universities, especially land-grant institutions like the University of California, are seen as part of a democratizing mission for higher education. According to the Morrill Act of 1862, all land-grant institutions would expand their areas of instruction “to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.” This mission is implicitly concerned with making sure that higher education includes different classes of students, a goal closely aligned with the principle of equity.

Equity is generally characterized by its focus on fairness and justice within society or the law. Equity implies the equal treatment of individuals, or the redistribution of social resources from the haves to the have-nots. It is often through the lens of educational access that notions of merit and equity have been more readily interrogated, highlighting the tensions between equality of opportunity and equality of condition, as Karabel (2005) examines in his seminal book, *The Chosen*. Equality of opportunity encompasses the notion that a person’s background (race, gender, economic status) should not limit their options, while equality of condition focuses on the idea that the social inequalities that flow from characteristics like race, gender, and economic status should be minimized. The symbiotic relationship between individual conditions and institutionalized inequalities make generalized appeals to “fairness” and “equality” difficult to sustain across group lines.

Therefore, the difficulty for educational institutions grappling with these issues comes not so much in providing general definitions for “merit” and “equity,” as the literature is replete with discussions of the terms themselves, but in understanding how those definitions have evolved and how they are applied in different contexts.

Because merit assumes that all individuals can access the same educational opportunities without regard to social inequalities, notions of equity are enmeshed with conceptions of merit. As one term evolves, so does the other. Equity, for example, has historically been “perceived as a K-12 issue,” which “conveys a disconnect between K-12 and higher education segments in admissions” (Contreras, 2005, p. 387). So admissions policymakers must grapple with the question of how to measure and reward merit when the rest of the pipeline is perceived to be inequitable. As Karabel (2005), argues, a society in which the principle of equality of opportunity prevails, and those with the most “merit” govern, is not an expression of, but an alternative to, a more egalitarian society (p. 556). How, then, does higher education negotiate this imbalance? Should higher education even be in the business of doing so? Critics and researchers continue to grapple with these questions in studying the ways merit and equity have been applied in admissions policies and practices.

The shifting concept of merit reflects social changes that affect and are affected by equity, thus increasing the pressure on both terms and the tension between them. For example, according to Carnevale and Strohl (2013), the primary predictor of a child’s educational attainment and lifetime earnings is parental education level. Moreover, “. . . minorities are disproportionately harmed by increasing income inequality and don’t benefit as much as [W]hites from generational improvements in education attainment or growth,” because African American and Hispanic students are often more concentrated in poorer neighborhoods, even when

average individual family incomes rise (Carnevale & Strohl, 2013, p. 12). Consequently, the system is producing inequality, even as it is feeding on it. As Geiser's (2014) research demonstrates,

When affirmative action was eliminated by Regents' resolution SP-1 and [California] statewide Proposition 209, the admit rate for underrepresented minority applicants at UC's most selective campuses plummeted by almost half. Almost all of these applicants were UC-eligible and therefore offered admission at less selective campuses, often via referral. But many declined the offer and chose not to attend UC. As a result, the *yield rate* for underrepresented minority admits declined sharply relative to other students beginning in the mid-1990s and has never caught up since (p. 11).

Unfortunately, students who attend institutions less selective than they are qualified for are also less likely to persist and graduate, and some simply forgo college. Again "this pattern [is] especially pronounced for low-income and underrepresented minority students" (Geiser, p. 14).

This destructive symbiosis is perpetuated by over-reliance on certain measures of "merit," especially standardized tests, which are often reflective of access to better-funded schools, adequate college preparatory resources, and available (and often expensive) preparatory programs (Carnevale & Strohl, 2013; Contreras, 2005; Tierney 1997; Tierney, 2007; Perna, Walsh, & Raible, 2009; National Center for Fair and Open Testing, 1998; Geiser, 2010; Chapa, 2005; Berry & Sackett, 2009). Meritocrats argue that merit simply measures and rewards past performance. However, performance relies in part on access to educational resources, which relies in part on opportunities conferred through demographic and economic circumstances.

Over-reliance on certain academic indicators often clashes with the goal of ensuring that the selected students represent a broadly diverse spectrum of society. Indeed, part of the rationale behind equity-based concerns is that social inequalities can disguise talent or inhibit achievement, thus un-leveling the fields on which meritocrats insist public institutions play. Critics like Simpson and Wendling (2005) argue that because "advancing knowledge" is the ultimate mission of higher education for meritocrats, the best way to accomplish that is to promote as many perspectives as possible by fostering diversity of all types. Guinier (2015) refers to this as a shift from "admission" to "mission," where we treat "education as a means of preparing citizens to participate in the decisions that affect their lives as individuals and the society they create as a collective" (p. 4), rather than accentuating what she perceives as the entitled individualism rampant in our current version of meritocracy.

For underrepresented minority students, affirmative action has historically been the most systematic means by which equity was valued and factored in to admissions decisions, but in the wake of legislation like California's Proposition 209 and legal challenges such as *Fisher v. University of Texas at Austin* (2013), attempts have been made to tailor admissions policy in response to a concern that consideration of race may overshadow grades and test scores (Perna, Walsh, & Raible, 2009; Chapa, 2005).

Additionally, African American students, in particular, have been subject to

conditions like stereotype threat, a concept introduced by Steele and Aronson, which proposes that “whenever African American students perform an explicitly scholastic or intellectual task, they face the threat of confirming or being judged by a negative societal stereotype—a suspicion—about their group’s intellectual ability and competence . . . and the self-threat it causes-through a variety of mechanisms . . . may interfere with the intellectual functioning of these students, particularly during standardized tests” (p.797). These findings have fostered debate over how best to evaluate individual students’ academic records when their performance is so often influenced by circumstances beyond their awareness and control.

Sen (2000) and others have thus pointed to the need to define merit in a more specific and substantial way, because of the distance that has grown between meritocracy (thus conceived) and the foundational idea of rewarding merit (p. 9). If merit entails rewarding past achievement and predicting future educational success, institutions must more carefully consider the criteria applicable to that standard. Moreover, institutional mission plays a crucial role in defining merit, because colleges and universities accept students in furtherance of their institutional mission. For public universities, especially, values like community engagement and leadership are often noted in the university’s mission statements and are considered in the admission selection process, but they may not have been formally translated into empirically workable admission practices and procedures.

The Comprehensive Admissions Model

Following the elimination of race-conscious admissions policies at the University of California in 1998, first through the adoption of UC policy SP-1 in 1995, and then through California Proposition 209 in 1996, both application and enrollment numbers for underrepresented minority students dropped significantly on UC campuses. In 1998 alone, “the proportion of underrepresented students in the admitted class dropped on every campus, and by more than 50 percent at UC Berkeley and UCLA” (University of California Office of the President, 2003, p. 2).

Among the measures that the University adopted to mitigate both the perception that the University was unwelcoming to minority students and the reality that acceptance rates were declining was Comprehensive Review in admissions on those (selective) campuses that could not accommodate every UC-eligible student. The goal was “to broaden the conception of merit embodied in their selection policies and to more fully review each applicant” (UCOP, 2003, p. 2) by using criteria beyond the academic index of GPA and standardized test scores.

Some UC campuses had been developing comprehensive admissions processes beginning in the late 1980s, and as early as 1989, UC Berkeley had identified ten “principles” to guide admissions, including factors like “exceptional service to the community” that should be considered. The 1995 UC Task Force on Undergraduate Admissions Criteria had proposed a more systemwide, comprehensive approach, but it was not until 2001 that then-UC President Richard Atkinson asked the Academic Senate to consider a systemwide policy that would be more “comprehensive” and “holistic” (UCOP, 2003, p. 12).

The Regents approved Comprehensive Review in 2001 for the 2002 admissions

cycle. Selective campuses could already admit up to 50% of their incoming class using criteria beyond the academic index (high school GPA and standardized test scores), and the comprehensive admissions policy extended that to the entire applicant pool, and thus the entire admitted freshman class (University of California Board of Admissions and Relations with Schools (BOARS), 2002). A number of “guiding principles” were articulated, beginning with an acknowledgement that

. . . merit should be assessed in terms of the full range of an applicant’s academic and personal achievements and likely contribution to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced. (p. 13)

After the first year, BOARS (2002) reported that “[i]n most cases, academic factors edged upward or stayed flat” on campuses, with small declines consistent with similar declines in the applicant pool as a whole (p. 12). And throughout the intervening years, the articulated factors have remained relatively consistent, both in kind and number. There are fourteen factors in all, beginning with the traditional elements of the academic index—Academic GPA; ACT or SAT scores; and class rank—and proceeding on to factors like recent academic improvement, special talents or community service, and residential or school location.

Still, it is noteworthy that community service appears near the bottom of the list and is part of a broad collection of skills, proficiencies, and experiences “that demonstrate the student’s promise for contributing to the intellectual vitality of a campus” ([UC Admissions website](#)), especially given BOARS’ original intention to “broaden the conception of merit” applicable to UC-eligible students.

As Caspary (2007) notes, “[C]omprehensive [R]eview embodies the tension between social mobility and reproduction,” pitting contextualized performance against elements of social capital. She goes on to argue,

This tension underscores the role of predictive validity in admissions. One criterion for judging the legitimacy of admissions factors is whether or not they can be shown empirically to predict some desired outcome of higher education. If they do not, then some other argument for their consideration must be made. Typically, this argument is based on the desire to encourage certain behaviors among high school students (such as enrollment in honors courses), or to achieve a goal of racial or socioeconomic diversity of the student body. Admissions criteria are considered to have disparate impact if their consideration privileges one group and results in a lower admission rate in another; for example, consideration of standardized test scores generally results in lower admission rates for African American applicants, because as a group they have lower scores than average than White and Asian applicants. Some critics argue that this disparate impact invalidates the use of test scores; others argue that this differential impact is legitimate if the tests can be shown to have predictive power for some desired outcome of higher education. As a middle ground, it seems reasonable to require that the factors considered in admissions, if they favor an already-privileged group in our society and by extension adversely affect a disadvantaged group, should have some value in predicting a desired outcome. (2007,

pp. 17-18)

By the same logic, factors that favor groups with historically lower admission rates when it comes to giving weight to, say, SAT scores, should be factorable into comprehensive admissions if they can be shown to have some “value in predicting a desired outcome.” In this case, the value might be service, which is directly represented in the tripartite mission of the University of California: research, teaching, and service. However, as Karen (1990) notes, “categories” associated with academic merit must be part of the “standard operating procedures” of institutional processes, including admissions (pp. 235-236). Accomplishing this includes application readers who have been “socialized” into “the norms of the institution” (p. 236) and are therefore valuing the same criteria in ways that reflect the institution’s values and priorities.

Community Service and Communitarianism

Guinier (2003) attempts to (re) define the concept of merit by linking it to democratic values that help shape the allocation of “opportunity and status.” According to Guinier,

. . . to the extent that principles of fairness, participation, and accountability influence the selection process, they affirm the importance of equal opportunity and push institutions to produce a representative, or at least a diverse set of leaders and influential policymakers. When principles of democracy inform the mission of public institutions, they encourage decision makers to train a public-spirited citizenry. . . . Democratic values may also define the educational process itself. To play an active role as a citizen or leader requires the capacity to deliberate, listen critically, and become informed. The presumption that one first develops these skills in educational settings highlights the importance of adhering to democratic ideals within such institutions. (p. 137)

These skills underscore Guinier’s (2003) earlier position that the “propensity to serve” be valued as another measure of merit, particularly for students from underrepresented communities who are often raised with a cultural ethos of giving back to their community. The value proposition for a greater emphasis on community service and volunteerism is, in fact, best reflected within the communitarianism framework, which emphasizes the connection between the individual and the community. While the “community” may be a family unit, it is usually understood in the wider sense of interactions between communities of people in a geographical location, or who have a shared history or interest (Avinieri & de-Shalit, 1992). Communitarianism also rests largely on the idea that, through the exercise of our mutual responsibility to each other as citizens, we will build a stable political community.

Though communitarianism as a philosophy originated in the 20th century, John Goodwyn Barmby, a leader of the British Chartist movement, coined the term “communitarian” in 1841 and used it to refer to others who experimented with unusual communal lifestyles (*Encyclopedia Britannica*). However, through its

association with a small group of American political philosophers, it was not until the 1980s that the term gained currency. For many in the West, the term communitarian conjures up socialist or collectivist associations; thus some activists and scholars alike have generally avoided the term while still embracing and advancing its ideas.

Robert Bellah, in “Community properly understood: a defense of ‘democratic communitarianism’” (1995), outlines four values to which democratic communitarianism is committed. Democratic communitarianism,

- believes that individuals are realized only in and through communities, and that strong, healthy, morally vigorous communities are the prerequisite for strong, healthy, morally vigorous individuals
- affirms the central value of solidarity, which points to the fact that we become who we are through our relationships
- believes in what Boswell has called “complementary association”—a commitment to “varied social groupings: the family, the local community, the cultural or religious group, the economic enterprise, the trade union or profession, the nation-state.”
- is committed to the idea of participation as both a right and a duty. Communities become positive goods only when they provide the opportunity and support to participate in them. (pp. 177-178)

Proponents of communitarianism believe that American society's preoccupation with individual rights has diminished the capacity of both the state and private institutions to solve effectively the problems that plague our communities and threaten the social order (Etzioni, 1993). Proponents further contend that American society has lost sight of the importance of civic duty and of the role of the family, the school, the church, and the community in identifying and inculcating shared moral values (Bellah, 1995). And in the wake of increasing demographic diversification, individualism can have particularly anti-democratic consequences. As Etzioni (1999) points out in *A Nation of Minorities?*, demographic changes in the United States, as momentous as they may seem, will not automatically alter the way racial groups relate to one another; there needs to be active engagement among and across lines of difference in order to diminish isolation and inter-group hostility. Wendy Brown-Scott notes that “the appeal of communitarianism lies in its respect for difference and its potential for shared power” (1994, p. 1222), especially in public institutions.

Public higher education has often been seen as one of the most important institutional facilitators of social mobility and participatory democracy, making it particularly well suited to a communitarian perspective. Schools are identified within communitarianism as the “‘second line of defence’ after families,” (Golby, 1997, p. 127), and are associated through communitarianism with the “restoration of civic virtues” (James, 1998, p. 360). Communitarianism has also been explicitly connected to African American identity and community, As Carter (2004) explains:

. . . Communitarians would probably agree that community involvement intended to address the common good, is not “value free.” This writer contends that community involvement should embrace aspects of the “beloved community” articulated by Martin Luther King Jr. (Ansbro,

2000). Dr. King identified values gained through unselfish service to others, respect for human dignity, concern for the common good, and a search for spiritual fulfillment as values of the highest order. Student involvement, when value driven and reflective, i.e., individuals digesting the personal, social, political, and economic implications of their service, has the potential for deep personal growth and self-discovery. Moreover, the service and involvement experiences may reaffirm family values and personal perspectives learned prior to college.

The associational and communal life of college students must be nurtured and encouraged as a counter to our “individualistic” competitive ethos so common in public and private discourse. Campus environments must change from what communitarians believe is an exclusive focus on individual fulfillment to one that focuses on community well being (Eberly, 1998). Changing academic pedagogy to include academically based community service and an emphasis on applications of classroom concepts in community settings can be powerful antidotes for the incivility seen on our nation’s campuses. Campuses that seek to address the conflict between individual autonomy and public virtue should examine communitarian perspectives. New energies should be devoted to associational life found in school and community organizations, the team-work required in corporate internships, and the enriched personal life gained by identification with religious and spiritual institutions. These foundations of learning strengthen genuine civic responsibility (Wolf, 1997). (p. 4)

Communitarianism, therefore, provides context in which to make sense of the relationship between diversity, community service, and academic achievement. For example, Guerrero (2002) observed that patterns of community engagement among minority students at Berkeley Law School enriched the classroom, and therefore the program as a whole, by contributing to an environment in which all students had a deeper understanding of complex social and racial dynamics in the larger community. Her observations support the research of Chang, Astin, and Kim (2004), who discerned multiple intellectual, social, and civic benefits derived from “cross-racial interaction” among students, and noted that institutions often need to consciously create conditions and foster opportunities for robust, meaningful cross-racial student engagement.

The connections that Guerrero make also tend to support the research of Pascarella and Terenzini (2005), who found that students who were able to make a meaningful connection between service learning activities and classroom work experienced an increase in their ability “to apply subject matter learning to the service experience and vice versa” (p. 193).

Patricia Gurin’s (1999) research on the relationship between diversity and learning outcomes is also relevant here, because for students of color, strong same-race relationships in college increased community service participation, bolstering the case for diversity as both a social (equity) and academic (merit) benefit.

But as Chang (2009) indicates, more research needs to be conducted on the precise relationship between patterns of precollege community service and a

student's college experience. Such research, Chang argues, "should be useful for effective development of admissions policy and enrollment management," and can "help [high] schools and universities . . . encourage student engagement." The more information admissions policymakers have about how, why, and in what ways students participate in community service in high school and college, the better situated they are to create a more structured, perhaps, weighted process for evaluating and valuing community service as a critical condition for college admission.

Higher Education Admissions and the Public University

Admissions policies have undergone a great deal of evolution and study, in an attempt to maintain "meritorious" standards of achievement and aptitude, while recognizing inequities in educational access and preparation and how those affect diversity.

At some level, questions of merit and equity distill down to a contemplation of accountability. To whom is higher education accountable, and how should this responsibility be carried out? The general agreement that higher education is a public good is reflected in the numerous legislative and legal interventions into admissions policies, from 1978's *Bakke* to 2013's *Schuette*, which may have a significant impact on the relationship between participatory democracy through voter initiatives and college admissions policies. These challenges are also helping to shape the relationship between merit and equity in higher education admissions, at both the level of admissions policy and the level of university and state governance.

The line of cases dealing with race in college and university admissions seems to support Etzioni's argument about demographic changes and race relations, especially *Grutter v. Bollinger* (2003), in which the Supreme Court affirmed that diversity is "a compelling interest" in higher education, relying on Justice Powell's majority decision in *Bakke* (1978), which warned that the "'nation's future depends upon leaders trained through wide exposure' to the ideas and mores of students as diverse as this Nation'" (p. 313). However, *Grutter* also limited the extent to which factors like race could be considered in college admissions, rejecting the more aggressive practice of assigning a numerical value to race in undergraduate admissions, which the Court rejected in *Grutter's* companion case, *Gratz v. Bollinger* (2003).

More recently, *Schuette* (2014) tested the question of whether Michigan's Proposal 2, modeled on California's Proposition 209, violated the Equal Protection Clause's promise that all people can "meaningfully participate" in the political process (*Coalition to Defend Affirmative Action*, 2012). The Supreme Court avoided the constitutional analysis, instead holding that state voters have the right, via the democratic process, to reject the use of race in public university admissions (Schuette, 2014).

As David Friedman (2013) argues, the Supreme Court has not yet examined the idea that all forms of direct democracy tend to favor the political majority (echoing Karabel), which is another reason higher education admissions remains such a popular battleground for debates over merit, equity, and access. Which is also why more

research needs to be conducted on the factors that influence student achievement and persistence, especially at more selective public institutions.

Ultimately, policy and practice are two sides of the same coin, in that they ideally work together to uphold and promote an organization's mission and core values. Public higher education, including, and perhaps especially, highly selective public colleges and universities, serve the public interest through intellectual and civic leadership. In this way, premier public institutions should be held to the highest standard of consideration around how the public good of educational opportunity affects student success and societal integrity.

Consequently, if institutions like the University of California are serious about valuing applicants with a "propensity to serve," community service should be consistently and more prominently valued in admissions as another measure of merit that could have favorable implications for underrepresented communities, especially in the face of a quantifiable relationship between service, educational attainment, diversity, and academic success, such as this dissertation both builds on and seeks to further.

Chapter 3 Data and Analytic Procedures

Overview

This chapter presents procedures and methodology, including descriptions of the study populations, instruments, data collection, and treatment.

The study relies on two main instruments: the fall 2013 University of California Undergraduate Application (hereafter referred to as “the Application”) and the spring 2014 University of California Undergraduate Experience Survey (hereafter referred to as “UCUES” or “the Survey”).⁵

Population

Admissions Population

All of the analyses for this study will be drawn from data related to, and derived from, fall 2013 domestic applicants to any of the University of California’s nine undergraduate campuses (Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz). Fall 2013 domestic applicants comprise the study population at the broadest level. Subsets of this population will also be considered and compared, including admits, enrollees, and freshmen who completed the spring 2014 UCUES questionnaire (UCUES matched respondents). This study will draw comparisons among different subsets and between individual subsets and the overall population of domestic applicants. These comparisons will be based on the following characteristics: Race/Ethnicity, Gender, Low Income, Academic Performance Index of the student’s high school (Low API), First Generation, and weighted high school GPA. Because API scores only apply to California public schools, all analyses involving API will be limited to California applicants, admits, and enrollees. Additionally, data for this study only contained records for students who had reported some community service. Consequently, there is no category for zero organizations for high school community service. This means that approximately 8% of domestic applicants⁶, and 6% of admits and enrollees, were not included in the study.

A record high of 140,024 freshman applicants (unduplicated)⁷ applied for admission to the University of California for fall 2013. Of those applicants, 121,119 were domestic students and 99,447 were California residents. Of the domestic applicant pool, 74,941 were admitted (a 62% admission rate), 35,924 enrolled (48% of the domestic admit pool and 30% of the domestic applicant pool), and 46,178 students were not admitted to any UC campus. The gender distribution remained constant

⁵ Unless otherwise specified, the Office of Institutional Research and Academic Planning at the University of California Office of the President is the source of all data tables, figures, and charts.

⁶ When possible, percentages provided in this dissertation have been rounded off to the nearest whole number.

⁷ Since students apply to more than one UC campus, “unduplicated” means that those applications are only counted once.

across these categories, approximately 55% female and 44% male.⁸ The average GPA of applicants was 3.66, compared to 3.85 for admitted students and 3.88 for enrolled students. See tables 3.1 and 3.2 below for additional demographic data.

Table 3.1
2013 UC Domestic Freshmen

Student Characteristic	Applicants (%)	Admits (%)	Enrollees (%)	UCUES Matched Respondents (%)
Asian	37,921 (31)	26,922 (36)	14,496 (40)	6,053 (41)
White	36,604 (30)	23,101 (31)	9,155 (26)	3,499 (24)
Chicano/ Latino	34,212 (28)	18,537 (24)	9,491 (26)	3,930 (27)
African American	7,683 (6)	3,315 (4)	1,442 (4)	548 (4)
American Indian	904 (1)	489 (1)	194 (1)	76 (1)
Decline to State/Unknown	3,795 (4)	2,577 (4)	1,146 (3)	464 (3)
Low Income	38,239 (31)	22,200 (29)	12,522 (34)	5,332 (37)
First Generation	49,475 (40)	28,410 (37)	16,018 (43)	4,318 (30)

Some notable trends for domestic applicants include the increase in applications from African Americans outside of California (domestic nonresidents). Between 2008 and 2013, the number of applications from African American domestic nonresidents more than tripled, from 517 to 1,705, with an almost 20% increase to 2,044 in 2014, an overall increase of 229% between 2008 and 2013, and a 295% increase between 2008 and 2014. Between 2008 and 2013, African Americans increased from 5% to 8% of the domestic nonresident applicant pool, reflecting their consistent growth, especially compared to Whites, who dropped from 48% to 45% in the same five-year period, despite relatively stable California high school graduation rates during the same period⁹. Asian American domestic nonresident applicants also increased 3% between 2008 and 2013, from 29% to 32%. The only domestic nonresident population that experienced a higher growth rate in applications (from 7% to 11%) is Chicano/Latino students, who, like African Americans, have historically been underrepresented within the UC system. In fact, among all domestic applicants including California residents, Chicano/Latino applicants have significantly outpaced all other groups, from 18,550 in 2008 to 34,212 in 2013, representing a 46% increase

⁸ Less than one percent of students are accounted for as *Decline to State/Unknown*, which is why the percentages do not add up to 100%.

⁹ All ethnic groups have seen an increase in high school graduation rates over this five-year period according to data from the California Department of Education.

(See tables 3.3, 3.4). This trend comports with the predictions for overall growth of Chicano/Latino high school graduates well into the 21st century.

For the purposes of this study, a Low-API school is defined as a school having a score of 1 or 2 on a scale of 1-10. For fall 2013, 6,237 California residents from Low-API schools applied to UC. Of those students, 3,461 were admitted, and 2,099 enrolled. Not surprisingly, White students are least represented in Low-API schools: 5% of applicants, 6% of admits, and 5% of enrollees. Within the cohort of students who come from Low-API schools, Chicano/Latino students represent the highest percentage of applicants, admits, and enrollees, at 67%, 65%, and 63%, respectively.

Table 3.2
Low-API School Data by Ethnicity

Ethnicity	Applicants(%)	Admits(%)	Enrollees(%)
Asian	1,079(17)	731(21)	510(24)
African Am	573(9)	216(6)	123(6)
Chicano/Latino	4,176(67)	2,246(65)	1,317(63)
Amer Indian	13(0)	6(0)	4(0)
White	297(5)	208(6)	110(5)
Decline to State/Unknown	99(2)	54(2)	35(2)

Table 3.3
Applications, Admissions, and Enrollment of Freshmen California Residents
Fall 2008 through 2013
Universitywide

Applications	2013	2012	2011	2010	2009	2008
African American	5,978	5,728	4,878	4,774	4,352	4,153
Chicano/Latino	31,908	28,110	24,032	20,481	19,335	17,779
Total	37,886	33,838	28,910	25,255	23,687	21,932
Total Applicants(%)	99,447(38)	93,460(36)	85,187(34)	82,341(31)	81,113(29)	80,029(27)
Admissions	2013	2012	2011	2010	2009	2008
African American	2,705	2,802	2,587	3,002	2,837	2,803
Chicano/Latino	17,450	16,944	15,871 ¹⁰	15,952	15,088	14,331
Total	20,155	19,746	18,458	18,954	17,925	17,134
Total Admits(%)	62,682(32)	62,527(32)	60,933(30)	69,533(27)	69,105(26)	69,251(25)
Enrollments	2013	2012	2011	2010	2009	2008
African American	1,333	1,416	1,276	1,215	1,220	1,363
Chicano/Latino	9,322	8,755	8,263	7,116	6,590	6,640
Total	10,655	10,171	9,539	8,331	7,810	8,003
Total Enrollees(%)	33,135(32)	33,065(31)	32,114(30)	31,897(26)	32,468(24)	34,381(23)

Table 3.4
Applications, Admissions, and Enrollment of Freshmen Domestic Nonresidents
Fall 2008 through 2013
Universitywide

Applications	2013	2012	2011	2010	2009	2008
African American	1,705	1,504	932	760	573	517
Chicano/Latino	2,304	1,937	1,224	955	850	771
Total	4,009	3,441	2,156	1,715	1,423	1,288
Total Applicants(%)	21,672(18)	18,892(18)	12,592(13)	11,356(15)	11,117(8)	10,916(8)
Admissions	2013	2012	2011	2010	2009	2008
African American	610	643	472	179	114	128
Chicano/Latino	1,087	1,136	825	388	299	266
Admit Total	1,797	1,779	1,297	567	413	394
Total Admits (%)	12,259(14)	12,539(14)	9,580(13)	5,884(10)	4,873(8)	5,176(8)
Enrollments	2013	2012	2011	2010	2009	2008
African American	109	96	66	43	37	29
Chicano/Latino	169	134	126	53	52	43
Enrollments Total	278	230	192	96	89	72
Total Enrollees(%)	2,789(10)	2,302(10)	2,033(9)	1,308(7)	995(9)	1,191(6)

¹⁰ The drop in African American and Chicano/Latino California resident admits for the 2011 admission cycle is accompanied by a corresponding rise in African American and Chicano/Latino nonresident admits, referenced in Table 3.4. This change may be related to the action taken in November 2010 by the UC Board of Regents to increase the systemwide enrollment cap on nonresident students from six percent to ten percent (<http://regents.universityofcalifornia.edu/minutes/2010/edpol11.pdf>).

UCUES Population

The undergraduate population that participated in the 2014 UCUES questionnaire totaled 66,323 undergraduate students over the age of 18, for an overall response rate of 37%. Of the 39,984 freshman enrollees¹¹ who were matched with 2013 applicants, 35,924 are domestic enrollees, and 14,570 responded to UCUES, for a 40.6% response rate. These 14,570 students comprise the category referred to as “UCUES matched respondents.”

The racial/ethnic breakdown of UCUES matched respondents is detailed in Table 3.1, with African American participation at 4%, comparable to their 4% representation in the overall domestic enrollment pool. The same pattern is reflected in the participation rates of all ethnic groups.

Instruments

UC Undergraduate Admissions Application

Freshman and transfer applicants to the University of California complete the application online. Prospective students complete a single application, designating the specific campuses to which they seek admission. They then submit the application electronically to the systemwide admissions portal, *applyUC*, which is managed by the UC Office of the President.

The UC Office of the President collects, synthesizes, and stores data (aggregate and campus-specific), and then distributes the applications to the campuses. Campuses are responsible for carrying out their own selection process, informing students directly of their admission status, managing student enrollment, and reporting their admission and enrollment numbers to the Office of the President. The data is matched up with previously collected application data, which can then be extracted for analysis through the UC Corporate Student System Undergraduate Admissions Database (UADM). The Database includes information on the demographics, economic and educational background, and academic achievement of all UC applicants, admits, and enrollees.

Among the sections students complete on the application is *Activities & Awards* (see figure 3.1), where students are asked to characterize their volunteer and community service. Specifically, students are asked to “[a]dd and briefly describe any unpaid volunteer work and community service you have performed beginning in ninth grade. Note any leadership positions you have held.” Students are explicitly directed to exclude paid work and can describe up to five discrete volunteer experiences. The application form allows them to a) designate each organization for which they volunteered; b) check the high school years they were involved, 9th through after 12th; ¹² c) enter the time they devoted to each organization (average hours per week and weeks per year¹³); and d) briefly describe the organization and their responsibilities (in 160 characters).

¹¹ This number includes California residents, nonresident domestic students, and nonresident students.

¹² Note that not all students apply to UC as freshmen right out of high school (for example: veterans who may have gone straight into military service out of high school). The application reflects the reality that students may perform community service between the time they graduate from high school and apply to UC as freshmen.

¹³ The application does not specify whether a “year” refers only to the 9-month school year or the 12-month calendar year.

For the purposes of this analysis, the time students spent on each community service activity in a year was calculated as hours per week multiplied by reported weeks, multiplied again by the number of years a student volunteered in that activity, then summed up across activities and averaged over four years.¹⁴ The computed average annual hours per year would therefore be the same for a student who volunteered 100 hours for one year and a student who volunteered 25 hours a year over four years.

As noted earlier, there were 121,119 domestic applicants in the application file. The admission activity file, which includes all applicants for whom there is a record of community service, totals 111,531—the study sample for this dissertation. Among the domestic applicants, 9,588 students (8% of the total) did not respond to the question about community service, and were therefore not included in the analysis in Chapter 4.¹⁵ Of the 111,531 students who provided information on high school service, 3,362 (about 3 percent) were classified as outliers because their reported number of hours was unrealistically high.¹⁶ Outliers were defined as a value of more than 313 hours; only reported values of 313 or less were counted as valid for the purposes of the analysis in Chapter 4. Table 3.5 shows the number of outliers by racial/ethnic category.

Table 3.5
Number of Outliers by Race/Ethnicity for Applicants

	<=313 hour	>313 hours	Total	% >313 hours
Asian	34,869	928	35,797	3
African American	6,533	338	6,871	5
Chicano/Latino	29,113	1278	30,391	4
American Indian	821	23	844	3
DTS/Unknown	3,469	73	3,542	2
White	33,364	722	34,086	2

It is also important to note that students vary significantly in what they characterize as community service work. For example, some might designate child care/babysitting, while others would identify working in a children’s hospital. This inclusive definition may inflate the number of hours counted as community service. However, due to the large numbers (tens of thousands) and types of organizations listed on the UC Admissions Application, organizational type will not be considered in this study.

¹⁴ Any service performed “after 12th” was disregarded in this calculation, due to insignificant numbers.

¹⁵ It is likely that some of these students did not engage in any service activity during high school, so the means reported in Table 4.5 are biased upward because they exclude all students with zero high school service. However, since we cannot assume that all 9,588 missing cases actually had zero service, their exclusion from the analysis was the only reasonable option.

¹⁶ Outliers are defined as any values above $Q3 + 3 \times IQR = 100 + 3 \times 71 = 313$

Figure 3.1
2013-2014 UC Admissions Application
Activities and Awards

Activities & Awards STEP 2 OF 6

Volunteer & Community Service

Add and briefly describe any unpaid volunteer work and community service you have performed beginning in ninth grade. Note any leadership positions you have held.

Examples: unpaid math tutor for elementary school students, youth leader at church, Habitat for Humanity volunteer, hospital volunteer.

Do not list paid work here. Add that in the next step (*Work Experience*).

You may enter up to five volunteer experiences.

Add a Volunteer Experience

For what organization did you volunteer?

During which high school years were you involved?
 9th 10th 11th 12th After 12th

How much time did you devote to the organization?
 Hours per Week: Weeks per Year:

Briefly describe the organization and your responsibilities.
(Entries over 100 characters will be truncated. The following characters count as more than one: & > < and new lines.)
 Character Count: 0 Characters Remaining: 100

Inside This Section

- > Introduction
- > 1. Educational Prep Programs
- > **2. Community Service**
- > 3. Work Experience
- > 4. Awards & Honors
- > 5. Extracurricular Activities
- > 6. Review Activities & Awards

Questions?

[Why can I list only five volunteer experiences?](#)

UC Undergraduate Experience Survey (UCUES)

The UCUES questionnaire asks students to provide information and opinions about a wide range of academic and co-curricular activities, experiences, and services. The Survey solicits information on student behaviors, academic engagement, and community involvement, as well as demographic and personal background information, including political beliefs, self-perceptions, and future goals. The data is used for research and policy purposes, including learning outcomes assessment and programmatic development to improve the undergraduate experience for UC students.

UCUES is a modular questionnaire instrument, administered to students on the nine undergraduate UC campuses every other year, beginning in 2002, by the UC Office of the President in collaboration with campus institutional researchers. The Survey typically consists of a set of Core questions that are distributed to all UC undergraduates, and four randomly assigned modules, which contain additional questions. Among the three most common modules are Student Life and

Development, Academic Engagement, and Civic Engagement, while the fourth module is campus-specific and based on issues of campus concern. The Survey is evaluated and revised for each cycle, so included questions in both the Core and the modules may not be the same from cycle to cycle.

The UCUES Core questions are primarily focused on students' experience in their academic programs, as well as demographic information, time management, and overall satisfaction with their college experience. The first section of the Core Survey—Academic Engagement—includes a question asking students to designate the number of hours spent in a “typical week” on a list of thirteen activities, including *Performing community service or volunteer activities*. Students can check one of eight categories of time between *zero* and *more than thirty hours* (see figure 3.2).

Figure 3.2
2014 UC Undergraduate Experience Survey (UCUES)
Core Question 14

Q14 How many hours do you spend in a typical week (7 days) on the following activities?

	0 (1)	1-5 (2)	6-10 (3)	11-15 (4)	16-20 (5)	21-25 (6)	26-30 (7)	More than 30 (8)
Attending classes, discussion sections, or labs (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying and other academic activities outside of class (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending movies, concerts, sports, or other entertainment events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing community service or volunteer activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in physical exercise, recreational sports, or physically active hobbies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in spiritual or religious activities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in student clubs or organizations (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with family (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV, streaming movies/TV on computer or tablet (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to school and/or to work (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the spring 2014 administration, only two modules were distributed, a ‘campus wildcard’ module and a “Best of” module, which combined questions from previous Surveys. Of the total 66,323 UCUES respondents, 74% participated in the “Best of” module, amounting to 49,079 respondents. Of these respondents, 14,570 matched up with 2013 UC domestic freshman applicants, thus comprising the study group of UCUES matched respondents.

The “Best of” module contains three questions focused on community service engagement. The first is a yes/no question asking students if they have participated in community service work, either on or off campus, during the current academic year. The second asks them how they got involved with this particular service work, indicating that if the student participated in more than one organization, they should answer for the type of service to which they made the largest time commitment. For

this question they have three choices: *Through a campus-based course*; *Through a campus-based organization or program*; and *Through an off-campus organization*. Students check yes for each option that applies to their experience. The third and final question asks students the extent to which participation in community-focused activities at UC has influenced their desire to continue with community-focused activities after graduation. Students have a choice between *Not at all*; *To some extent*; and *To a great extent* (See Figure 3.3).

Figure 3.3
2014 UC Undergraduate Experience Survey (UCUES)
Module Question 3

3. DURING THIS ACADEMIC YEAR, have you done community service either on or off campus?

No
Yes

3a. How did you get involved in community service? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment.

	Yes	No
Through a campus-based course		
Through a campus-based organization or program		
Through an off-campus organization		

3j. To what extent has participation in community-focused activities at this University influenced your desire to continue community-focused activities after you graduate?

Not at all	
To some extent	
To a great extent	

Institutional Review Board

Studies undertaken by students at the University of California, Berkeley that involve human subjects must be reviewed and approved by the Institutional Review Board (IRB), which is called the Committee for the Protection of Human Subjects (CPHS). Because this study did not involve primary research on human subjects, the dissertation proposal was eligible for an expedited review process. The research project was submitted for review through the University's eProtocol web-based system. UC Berkeley's IRB approval for the study was granted on April 13, 2015. In addition, the UC Office of the President, which administers the Survey, granted administrative approval to use UCUES data on April 21, 2015.

Data Collection

Information on applicants, admits, and enrollees was collected from the 2013 Application and from campus data reported to UC Admissions, where it is aggregated, analyzed, and stored for a period of three years (admissions cycles). Demographic data including Race/Ethnicity, Gender, Low Income, Low API, First Generation, and GPA, was collected from all students who applied, were admitted, and who enrolled as UC freshmen during the fall 2013 admission cycle.

Data was collected on UCUES participants who matched up with fall 2013 domestic applicants, admits, and enrollees who answered questions on community service participation in the Core and “Best of” UC module.

Treatment of the Data

Data from the 2013 Application was matched with data from the 2014 UCUES. Both the fall 2013 Application and the spring 2014 UCUES have the same systemwide ID that uniquely identifies students. UC Office of Institutional Research and Academic Planning creates a systemwide student identifier that combines a student ID number with a 2-digit campus ID, resulting in a new systemwide student identification number. For example, if a UC Davis student ID number is 12345678, when the campus ID is added, the new systemwide student ID number is 0312345678.

Data Analysis

This study primarily employs two types of analysis: descriptive and multiple regression. Descriptive analysis aims to summarize and describe the results of the measures and samples, noting any patterns that might emerge from the data. Descriptive analysis is used for the admissions Application in characterizing community service data on applicants, admits, and enrollees in regard to the following variables: Race/Ethnicity, Gender, Low Income, Low API, First Generation, and GPA. Descriptive analysis is also used to compare data on the UCUES questionnaire regarding community service,¹⁷ with data on the matched student admission Application.

In order to test whether high school volunteerism predicts college community service participation, and to measure the extent to which Race/Ethnicity is statistically linked to college community service, this study employs multiple regression analysis using several independent variables: Race/Ethnicity, Gender, Low Income, Low API, First Generation, GPA, and high school community service. These characteristics will be used as predictors of college community service.

Study Limitations

This project aimed to discover the community service behavior of high school and college students as applicants, admits, enrollees, and first year students at the University of California. The study also sought to determine whether community service in high school could predict community service in college. Descriptive and regression analyses were used to determine key study findings and to note any patterns that emerged from the data. Notwithstanding, there are a few design and methodological study limitations that influenced the results and impacted the analysis, not to the degree where the research questions were unanswerable, but worth noting, nonetheless.

¹⁷ Volunteerism and community service participation are used interchangeably, because, for the purposes of this study, they refer to the same thing: unpaid volunteer service.

First, the lack of knowledge about what types of organizations for which students are volunteering does not allow for a more robust description of the community service environment for students. While students did include the names of the volunteer organizations in their admissions application, those names were not captured due to the sheer number, totaling more than 10,000. Because we do not know the type of organizations students chose to serve, we cannot infer the value that students ascribe to them. Nor can we determine what constitutes—in the eyes of the students—community service activities apart from any other unpaid volunteer activity. Deciphering a list of over 10,000 organizations, including placing them into categories and creating a codebook based on types of organizations and hours spent in each, while daunting and time-consuming, can be done. And it would provide additional insight as to how students spend their time doing volunteer work and how they allocate their hours between different organizations.

Second, the spring 2014 UCUES survey captures a one-term window (two quarters or one semester) into the community service participation of students while at UC. Since UCUES is administered every two years in the spring, earlier access to student data (additional admissions cohorts) was not possible. 2012 UCUES data would require access to 2011 admissions data in order to match admission applicants, admits, and enrollees with UCUES respondents. However, the UC Office of the President stores admissions data in an electronically retrievable format for three years, so 2011 admissions data was not available. However, with UCUES running again in spring 2016, and the fall 2015 application cycle well underway, within the year there will be additional data for 2013, 2014, and 2015 cohorts, both on the admissions and UCUES sides. Additional student cohorts would allow for a deeper cross-cohort analysis, while additional UCUES survey cycles would allow for a more longitudinal view of the fall 2013 admissions cohort.

While these limitations do not detract from key findings to the primary research questions, they serve to cast a broader net of inquiry onto the rich landscape of student community service behavior, which can allow for a deeper understanding of the kinds of organizations students are spending their time on and the ability to discern confirming trends of community service behavior over a longer period of time.

Chapter 4 Findings

This project compares participation in community service among groups of students defined by race, ethnicity, and other characteristics, and examines whether the amount of time a student spends in community service while in high school predicts the amount of time the student gives to community service while at the University of California. This study also probes where the impetus for community service involvement occurs, and students' expectations for continued involvement in service after they graduate.

More specifically, this chapter reports numbers and percentages of applicants, admits, and enrollees to the University of California engaged in community service during high school, as well as the average numbers of hours per week, and describes variation by student demographic characteristics including Race/Ethnicity, Gender, Low Income, Low API, First Generation, and weighted high school GPA. This chapter also presents results of a regression analysis to estimate the extent to which hours of community service in high school predict hours of community service involvement in college.

Data come from the UC Undergraduate Application and UCUES. Together, these instruments provide data on student characteristics, including Race/Ethnicity, Gender, Low Income, Low API, First Generation, and high school GPA.

High School Community Service

Finding One: *High school students typically spend about one or two hours per week in community service, volunteering for about 3 different organizations over the course of four years of high school.*

The mean annual hours of community service reported on the UC application among applicants, admits, and enrollees is 70, with a median¹⁸ of 52, 53, and 53 respectively, in one to five organizations. The highest overall percentage of participation is in five organizations at 25%, followed by two organizations at 22% (See Tables 4.1-4.4 and Figure 1).

Table 4.1
Average Annual High School Community Service Hours - Applicants

Statistics	Measures
Applicant Count	108,169
Mean	70
Median	52
Mode	40
Std. Dev.	59
25% quartile	27
75% quartile	95
Interquartile Range	68

¹⁸ The interpretation of the difference between mean and median will be discussed in Chapter 5.

Table 4.2
Average Annual High School Community Service Hours - Admits

Statistics	Measures
Admit Count	69,023
Mean	70
Median	53
Mode	60
Std. Dev.	57
25% quartile	29
75% quartile	95
Interquartile Range	66

Table 4.3
Average Annual High School Community Service Hours - Enrollees

Statistics	Measures
Enrollee Count	33,072
Mean	70
Median	53
Mode	60
Std. Dev.	57
25% quartile	29
75% quartile	96
Interquartile Range	67

Table 4.4
Community Service by Number of Organizations¹⁹

Organizations Volunteered ²⁰	Percent	Cumulative Percent
1	17%	17%
2	22%	39%
3	20%	59%
4	16%	75%
5	25%	100%

¹⁹ Zero organizations are not noted since the analysis includes only students who reported some high school service activity, and therefore ignores differences between students who reported some service and students who reported none. Zero as reflected on the histograms represents a range from zero to six hours; however, admissions files only included students who volunteered in at least one organization. Consequently, there is no reporting of zero organizations.

Finding Two: *Median community service hours are slightly higher for admits and enrollees than for applicants.*

For applicants, the median community service hours are 52, while for admits and enrollees, they are 53, despite a constant mean of 70. Additionally, the mode for both admits and enrollees is 60, a fully 20 points higher than for applicants. Together, this data suggests that the admission process tends to select students with more community service.

Finding Three: *African American and Asian applicants, admits, and enrollees reported the highest mean hours of community service during high school, and Asian students had the highest median hours among applicants, admits, and enrollees.*

The mean annual hours of community service for African American applicants is 74, which is the same as for Asians. Asian admits perform 74 annual average hours, followed by African Americans at 73, and Chicano/Latinos at 71. For enrollees, African American and Asian students are at the high end of the spectrum, both at 74 mean annual hours, followed by Chicano/Latinos with 70. African American enrollees who filled out UCUES also reported the most high school community service—78 mean hours—compared to all other ethnic groups. The next highest group is Asians, at 73. White applicants and admits demonstrate the lowest performance averages and American Indian enrollees and UCUES matched respondents performed the lowest annual average hours.

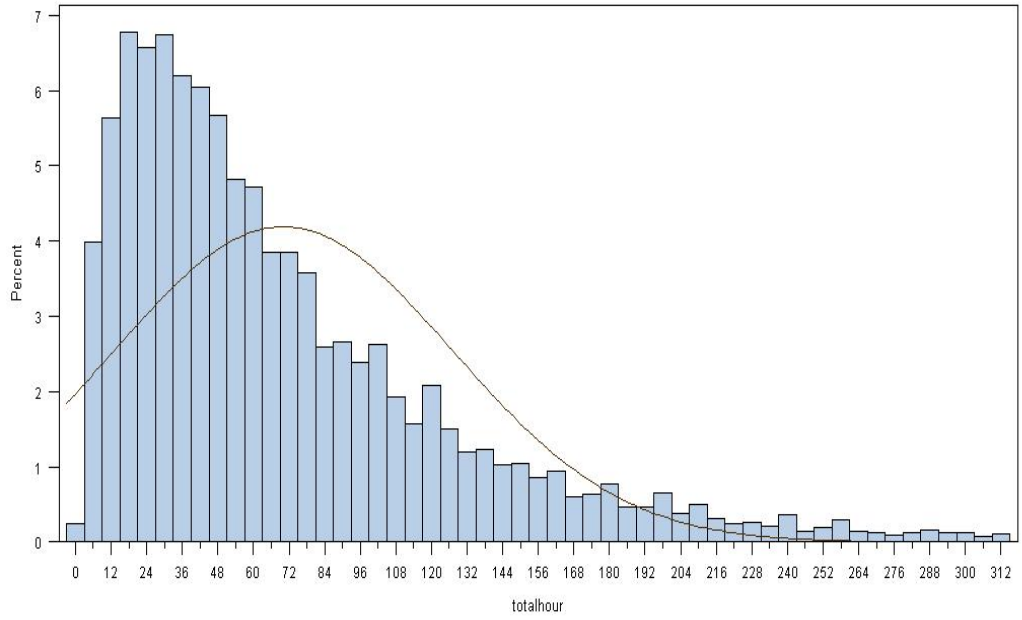
The medians for Asian applicants, admits, and enrollees are the highest at 59, 60, and 60, respectively, followed by African Americans at 54, 54, and 55. However, the median for African American UCUES matched respondents is 60, followed by 59 for Asians.

African Americans and Chicano/Latinos have the highest percentage of students volunteering for two organizations (See Table 4.4). For all other groups, the highest percentages are at five organizations. For African American students in particular, this might suggest that they are engaging more deeply within the organizations, given that they are contributing more hours to fewer organizations.

Finding Four: *Female applicants, admits, and enrollees have higher mean and median community service hours than Males.*

Female applicants report mean service hours of 71 and median service hours of 54, compared to Males, with 67 and 49, respectively. For admits, Females have a mean of 72 and a median of 55, while Males have a mean of 68 and median of 51. The mean for Female enrollees is 72, and the median is 56, while for Males it is 67 and 51.

Figure 4.1
Distribution of Average Annual Hours of High School Community Service -All Enrollees (N = 33,072)



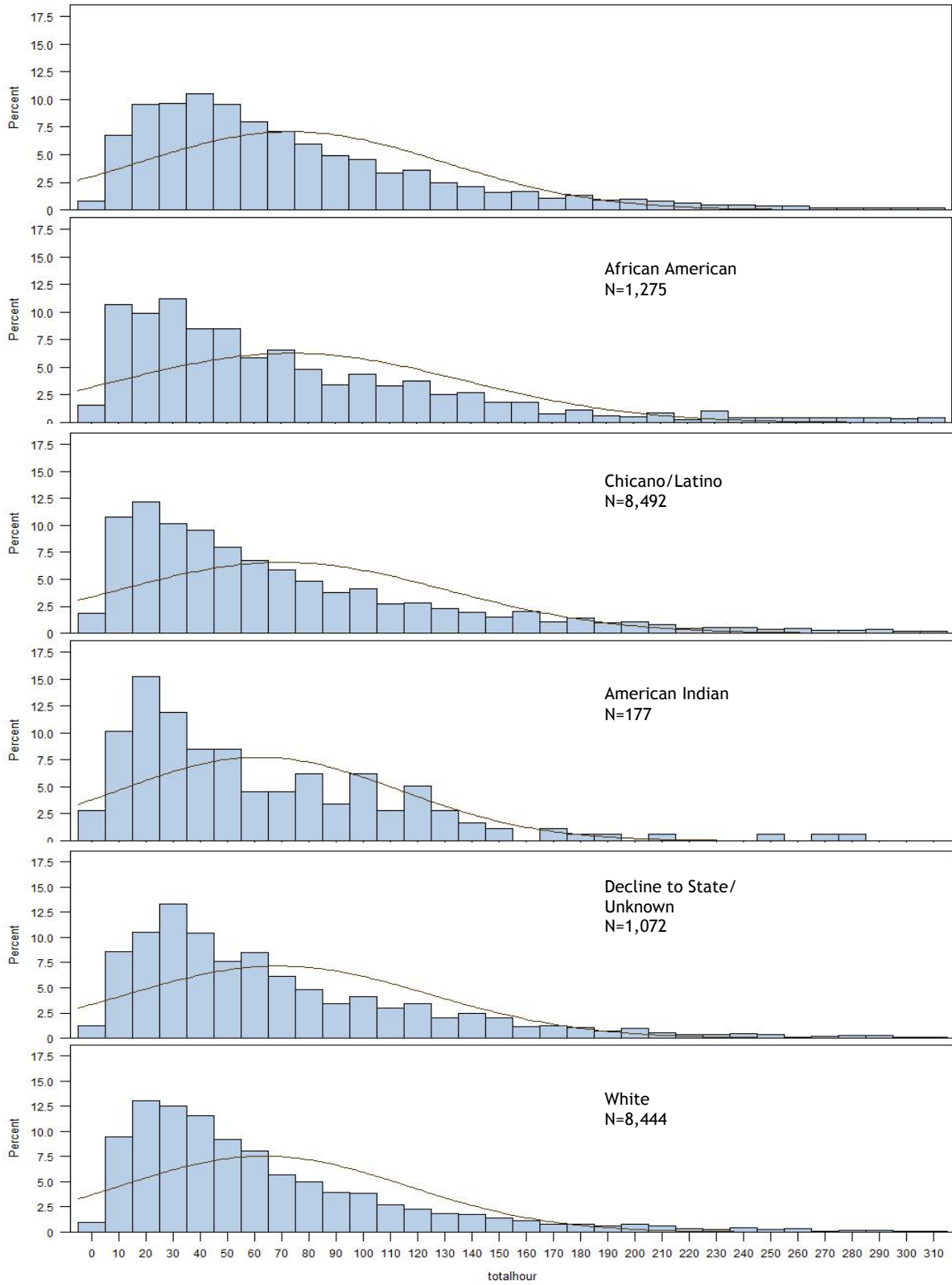


Table 4.5
Total Community Service Hours (High School Domestic Students)²¹

	Asian	African American	Chicano/Latino	American Indian	White	Decline to State/Unknown	Female / Male	Low Income	First Generation	Low API
Applicant Counts	34,869	6,533	29,113	821	33,364	3,469	61,081/46,788	32,212	41,994	5,847
Mean	74	74	71	67	64	69	71/67	76	73	75
Median	59	54	50	50	48	53	54/49	56	53	53
Admit Counts	25,284	2,969	16,483	456	21,418	2,413	39,202/29,695	19,504	25,071	3,287
Mean	74	73	71	70	64	70	72/68	76	73	74
Median	60	54	51	53	48	54	55/51	58	54	54
Enrollee Counts	13,612	1,275	8,492	177	8,444	1,072	18,668/14,385	11,047	14,222	1,999
Mean	74	74	70	62	63	69	72/67	76	73	73
Median	60	55	51	47	48	51	56/51	59	55	55
UCUES Matched Respondent Counts	5,702	497	3,556	72	3,219	437	8,564/4,912	4,818	3,937	904
Mean	73	78	69	56	61	68	70/68	75	74	75
Median	59	60	52	45	47	50	54/52	57	57	55

Table 4.6 Number of Community Service Organizations By Race/Ethnicity in Percentages, all Enrollees (N =33,946)

Number of Organizations Volunteered	Asian	African American	Chicano/Latino	American Indian	White	Decline to State/Unknown	Female/Male	Low Income	First Generation
1	15	20	20	16	16	17	14/21	19	19
2	21	24	23	23	21	18	20/24	23	23
3	20	21	20	18	21	21	20/20	21	20
4	17	15	16	13	16	14	17/15	15	16
5	27	20	21	30	26	30	29/20	22	22

²¹ Number of observations excluding outliers is 108,169.

Finding Five: *Low-Income students have the highest mean for high school community service hours for applicants, admits, and enrollees, but not the highest medians. Students who would be the First Generation in their families to attend college, and students from Low-API high schools, display a similar pattern as Low-Income students.*

Low-Income applicants, admits, and enrollees demonstrate mean high school service hours of 76, which is 17 to 20 hours more than the corresponding medians. This indicates that the Low-Income group contains a relatively large number of students who volunteer a very large number of hours while in high school (See Table 4.5).

The similar pattern among Low-Income, First-Generation, and Low-API students reflects substantial overlap among these groups. Higher levels of service among students represented by characteristics that commonly correlate with lower income levels may also suggest that these students are building their college resume through service, perhaps because of a lack of paid work, a stronger service culture, and/or in the absence of other college-preparatory curricula and opportunities.

Finding Six: *UCUES matched respondents have a slightly lower average annual number of service hours in high school compared to all applicants, admits, and enrollees, except among African American, Male, First-Generation, and Low-API students.*

Among Asian, Chicano/Latino and Decline to State/Unknown students, mean high school service hours was one hour less for UCUES matched respondents than for enrollees. For American Indians the mean was lower by six hours and for Whites it was lower by two (See Table 4.5). The mean for Males was higher by one hour, while for Females it was lower by two. For UCUES matched respondents, the pattern across Low Income, First Generation, and Low API appears to be the closest.

By contrast, among African American UCUES matched respondents the mean was four hours higher, and the median five hours higher, than for enrollees. African Americans are one of only three groups, along with Chicano/Latinos and Males, to show higher median hours between among UCUES matched respondents than among all enrollees (See Table 4.5).

Table 4.7
College Community Service Hours per Week - UCUES Matched Respondents (Total N = 14,570)²²

Hours	Asian (%)	African American (%)	Chicano/Latino (%)	American Indian (%)	White (%)	Decline to State/Unknown (%)	Female/Male (%/%)	Low Income (%)	First Generation (%)
0	2,836 (51)	208 (43)	1,803 (50)	32 (46)	1,748 (54)	211 (49)	4,083/2,752 (49/56)	2,452 (50)	2,000 (50)
1-5	1,878 (34)	196 (41)	1,334 (37)	27 (39)	1,129 (35)	165 (38)	3,236/1,491 (38/30)	1,720 (35)	1,397 (35)
6-10	468 (8)	44 (9)	235 (7)	6 (9)	214 (7)	29 (7)	650/346 (8/7)	364 (8)	301 (8)
11-15	192 (3)	14 (3)	101 (3)	2 (3)	67 (2)	11 (3)	216/171 (2/3)	163 (3)	130 (3)
Over 15	206 (4)	21 (4)	109 (3)	2 (3)	73 (2)	15 (3)	221/204 (3/4)	180 (4)	146 (4)
Total N	5,580 (38) ²³	483 (3)	3,582 (25)	87 (<1)	3,231 (22)	431 (3)	8,406/4,964 (58/34)	4,879 (34)	3,974 (27)

College Community Service

Finding Seven: *The majority of UCUES matched respondents report doing zero hours of college community service per week.*

Slightly more than half (51%) of UCUES matched respondents report zero hours of community service (See Table 4.7). This is the case across all ethnic groups; however, African American students have the lowest percentage of zero hours at 43.

Overall, most of the hours reported fall within the 1-5 range, and within that range, African American students have the highest representation at 41%. The two groups that have the smallest representation on UC campuses—African American and American Indian—also have the smallest representation at zero hours of service (43% and 46%, respectively), and the highest representation at 1-5 hours (41% and 39%, respectively). At the top end of the range, (16 hours and above) Asian and African American students have the highest percentages of their cohorts reporting participation (4%). Chicano/Latino and American Indian students follow at 3% each.

Finding Eight: *Females are more likely than Males to be doing some community service in college.*

The percentage of Female UCUES matched respondents who reported no community service was less than the percentage of Males (49% and 56%, respectively).

²² Although the total number of UCUES matched respondents is 14,570, column totals reflect the number of students who answered the specific questions on the UCUES instrument, which means that those totals will not necessarily add up to the complete number of UCUES matched respondents.

²³ Percentage of the total number of UCUES matched respondents, including students who did not reply to this question.

This is consistent with the difference in reported service hours during high school noted above.

Finding Nine: *For Low-Income and First-Generation students the pattern of college community service engagement is identical.*

Table 4.7 shows the same percentage in each category of community service participation for these two groups. This reflects substantial overlap between the two groups.

Table 4.8
Mean High School GPA in each category of College Community Service

Hours of service	Count	GPA Mean	GPA Std. Dev.
0 hour	6785	3.94	0.3011900
1-5 hours	4675	3.96	0.3088570
6-10 hours	983	3.95	0.3163119
11-15 hours	382	3.91	0.3464753
16-20 hours	187	3.88	0.3290447
>20 hours	235	3.84	0.3191905

The ANOVA Procedure

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	4.725589	0.945118	10.02	<.0001
Error	13241	1249.247011	0.094347		
Corrected Total	13246	1253.972600			

R-Square	Coeff Var	Root MSE	CALCGPA Mean
0.003768	7.788113	0.307159	3.943951

Source	DF	Anova SS	Mean Square	F Value	Pr > F
colhour	5	4.72558883	0.94511777	10.02	<.0001

Table 4.9
UC Freshman GPA in each category of College Community Service

Hours of service	Count	GPA Mean	GPA Std. Dev.
0 hour	6836	3.09	0.5626141
1-5 hours	4725	3.09	0.5571344
6-10 hours	995	3.09	0.5724366
11-15 hours	386	3.01	0.5694452
16-20 hours	190	3.03	0.5676203
>20 hours	236	2.93	0.5816107

The ANOVA Procedure

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	5	8.092741	1.618548	5.12	0.0001
Error	13362	4220.786428	0.315880		
Corrected Total	13367	4228.879169			

R-Square	Coeff Var	Root MSE	CUMGPA_NATIVE Mean
0.001914	18.23561	0.562032	3.082056

Source	DF	Anova SS	Mean Square	F Value	Pr > F
colhour	5	8.09274141	1.61854828	5.12	0.0001

Finding Ten: *Both high school GPA and UC freshman GPA are negatively associated with hours of college community service.*

Table 4.8 illustrates the inverse association between college community service and high-school GPA for students who spend more than 10 hours on college community service. Students who engage in college community service at the 1-5 hour range have the highest average high-school GPA at 3.96. And students who report more than 20 hours have the lowest average high-school GPA at 3.84. An ANOVA analysis performed on this data indicates a p-value of $<.0001$, indicating significant differences between mean GPAs by hours of service. An ANOVA analysis performed on college community service by UC GPA yielded a smaller F value (5.12 to 10.12), but the p-value is still significant at $.0001$.

While there was a small increase in GPA at the 1-5 hour range for high school students, for college GPA, a small increase appears at the 16-20 hour range, suggesting that a small proportion of the students contributing higher service hours are also earning slightly higher grades. Except for that small bump, the overall trend in college, as in high school, reflects an inverse relationship between GPA and service hours; that is, the higher the service hours, the lower the GPA.

Finding Eleven: *A majority of students report being introduced to community service through a campus-based organization or program.*

The results of the first of the two “Best of” module UCUES questions indicates that more than half (52%) of UCUES matched respondents who answered the question about how they got involved in community service report being introduced through a campus-based organization or program. The second highest response indicates an off-campus program as the point of introduction, at, 33% (See Table 4.10). With the exception of American Indian students, around half of all ethnic groups report being introduced to service through a campus-based organization or program, while a third report introduction through an off-campus program.

Finding Twelve: *The vast majority of students report that participation in community-focused activities at UC has influenced their desire to continue these activities after they graduate, especially for African American students.*

Eighty-two percent of students report that participation in community-focused activities at UC has “to some extent” or “to a great extent” influenced their desire to continue these activities after they graduate (See Table 4.11). Notably, the underrepresented minority groups (African American at 39%, Chicano/Latino at 29%, and American Indian at 21%) have the highest percentages of students who report being influenced “to a great extent” by their service. When adding “to some extent,” African American students have the highest percent at 91 (See Table 4.11).

Once again, First-Generation status appears to serve as a proxy for Low-Income status, with about 85% of students in both groups reporting influence of “to some” or “to a great” extent.

Interestingly, out of the 3,382 respondents to this question, 2,282— a full 67%— are Female. Of the women who responded, 84% report being influenced “to some” or “to a great” extent, compared to 77% of the 1,100 Male respondents, despite the fact that women are, on average, performing fewer hours of service in college than in high school. This pattern may have implications for analysis of groups reporting higher levels of service, especially underrepresented minority and Low-Income and First-Generation groups.

Table 4.10 Source of involvement in community service students responding Yes (Intragroup Percentage)

	Asian	African American	Chicano/Latino	American Indian	White	Decline to State/Unknown	Total
Campus-based Course	248 (14)	31 (21)	196 (17)	2 (10)	144 (13)	23 (17)	644 (15)
Campus-based Org or Program	954 (55)	74 (49)	558 (50)	9 (43)	553 (52)	69 (51)	2217 (52)
Off Campus Program	543 (31)	45 (30)	378 (33)	10 (47)	379 (35)	43 (32)	1398 (33)
Total Responses ²⁴	1,745 (100)	150 (100)	1,132 (100)	21 (100)	1,076 (100)	135 (100)	4,259 (100)

²⁴ For this question, some students chose more than one answer, so that some individual students reported being introduced to service in more than one way. Consequently, there are more responses than actual respondents.

Table 4.11 Participation in community-focused activities influence post graduation participation (Intragroup Percentage)

	Asian (%)	African American (%)	Chicano/Latino (%)	American Indian (%)	White (%)	Decline to State/Unknown (%)	Female/Male (%/%)	Low Income (%)	First Generation (%)
Not At All	275 (20)	10 (9)	138 (15)	5 (26)	185 (22)	14 (13)	370/257 (16)/(23)	191 (16)	150 (15)
To Some Extent	863 (62)	59 (52)	496 (56)	10 (53)	516 (60)	79 (75)	1,365/658 (60)/(60)	716 (59)	593 (59)
To a Great Extent	253 (18)	45 (39)	260 (29)	4 (21)	158 (18)	12 (12)	547/185 (24)/(17)	301 (25)	256 (26)

Relationship between hours of high school and college service

Finding Thirteen: High school hours of community service participation are positively associated with hours of community service in college.

Students who spent more hours in college community service also tended to have more hours of service in high school (See Table 4.12). For example, the students who report zero hours of service in college also have the lowest average annual high school service hours. As reported hours increase in college, so do average annual high school hours. While some groups may be reporting more or fewer hours in college service than in high school service, their patterns of participation, comparatively speaking, remain relatively stable overall.

Table 4.12
Average annual hours of high school service for each category of college community service

College hours per week	Student Count	HS Mean	HS Median	Std. Dev.
0 hour	6,261	64	48	54
1-5 hours	4,408	72	57	57
6-10 hours	944	80	62	62
11-15 hours	373	86	62	62
16-20 hours	170	82	63	63
>20 hours	223	79	61	61

The ANOVA Procedure

Sum of Source	DF	Squares	Mean Square	F Value	Pr > F
Model	5	499769.87	99953.97	31.91	<.0001
Error	12373	38760181.86	3132.64		
Corrected Total	12378	39259951.74			

R-Square	Coeff Var	Root MSE	totalhour Mean
0.012730	80.87463	55.97001	69.20589

Source	DF	Anova SS	Mean Square	F Value	Pr > F
colhour	5	499769.8714	99953.9743	31.91	<.0001

Finding Fourteen: *African American is a significant predictor of college community service when other predictors are taken into account.*

To estimate the degree to which high school community service and other student characteristics predict community service among UC freshmen, a regression analysis was conducted with hours per week of college community service as the dependent variable. Since the UCUES question about hours of community service asked students to choose one of eight categories, the categorical responses were converted to numbers of hours as follows²⁵:

Hours Per Week category	Number of hours used in regression	Frequency	Valid Percent
0	0	6838	51.12
1-5	3	4729	35.35
6-10	8	996	7.45
11-15	13	387	2.89
16-20	18	190	1.42
21-25	23	111	0.83
26-30	28	59	0.44
>30	33.62	66	0.49

Table 4.13 presents the regression results. The low R-square of 0.01 indicates that the available predictors account for very little of the overall variation in college community service hours. However, with more than 12,000 observations in the regression, several predictors are statistically significant. As expected, average annual hours of community service while in high school is a highly significant predictor of college community service hours. On average, students who spent more than the average number of hours volunteering while in high school were likely to do the same as UC freshmen. The coefficient of 0.01 in Table 4.13 implies that an additional 30 minutes per week of high school service (amounting to an additional 18 hours over a 36-week academic year) is associated with an additional 0.18 hours, about 11 minutes, per week in college service. The negative association between high school GPA and college service hours shown in Table 4.8 above remained significant in the regression analysis with other predictors in the equation.

In the regression, being Female is associated with fewer hours of community service, despite the finding in Table 4.7 that Females were more likely to report a positive number of community service hours in college. Evidently, when the regression controls for high school service hours, which were higher for women in Table 4.5, and for high school GPA, which is also higher for women,²⁶ the direct association between being female and hours of college community service becomes negative. In other words, high school community service and GPA over-predict college community service for females. One reason may have to do with babysitting. As mentioned in Chapter 3, some high school students included babysitting as a service activity, and babysitting is done more frequently by females than males. If females

²⁵ The value of 33.62 hours for the top category was computed from a Pareto curve extrapolation.

²⁶ Average high school GPA for Females domestic applicants is 3.68, and 3.63 for Males. The overall average GPA for domestic applicants is 3.66.

are less likely to report babysitting as a college volunteer activity than they were in high school, this would partly explain the negative coefficient in Table 4.13.

Table 4.13
Results from the Multiple Regression Predicting Hours per Week of
Community Service in College

Predictors	Coefficient	p-value
High School Community Service (hours)	0.01	<.0001**
African American	0.49	0.04*
Female	-0.20	0.03*
Low Income	0.11	0.27
First Generation	0.16	0.14
Weighted High School GPA	-0.27	0.002**

Notes: ** significant at 0.01 level. * significant at 0.05 level. R-Square is 0.01 and Adjusted R-Square is 0.01. Number of observations read is 13,483. Number of observations used is 12,373, and number of observations with missing values is 1,110.

In contrast, although high school service and high school GPA over-predict college service for females, the coefficient on African American in Table 4.13 remains positive and significant even controlling for these other predictors. The direct association between African American and hours of college community service, represented by a coefficient of 0.49, indicates that African American UC freshmen volunteer an additional half hour per week. This is over and above the additional college community service associated with the fact that African American students volunteer more hours in high school (Table 4.5) and have lower than average high school GPA. This is a continuation of the pattern of service established in high school among African American students (see Table 4.5), which may account in part for their lower mean GPAs in both high school and their first term as UC freshmen.²⁷ The implications of these findings will be discussed in Chapter 5.

²⁷ For UCUES matched respondents, mean high school GPA's range from 3.82 to 4.01, with African Americans at 3.82. UC freshman GPA's average between 2.84 and 3.26, with African Americans at 2.88.

Chapter 5 Discussion and Conclusions

Background and Admissions Policy

It has been nearly twenty years since Bowen and Bok (1998) published their groundbreaking research on race in college admissions and on educational outcomes for African American students at selective institutions. In that time, both the University of California (UC) and the State of California have eliminated the consideration of race in admissions, and implemented alternative measures—often based on proxies like socio-economic status and underserved schools—in an attempt to narrow the admissions gap between, in particular, White and Asian students and underrepresented minority students, especially African Americans and Chicano/Latinos. K-12 reform efforts, educational outreach, and Comprehensive Review are among the policies and practices that the University has undertaken or contributed to in an effort to keep the University’s public mission intact, while not violating the race-neutral terms of Proposition 209.

Bowen and Bok’s research provided extensive data demonstrating the long-term success of African American students who were admitted to selective institutions. More than half of the students in their research sample would have been rejected under so-called “race-neutral” admissions, despite the fact that their degree paths were comparable to, and their graduation rates exceeded, those of White students. Ironically and significantly, a full 56% of the African American students who ultimately graduated from these selective institutions pursued and earned advanced degrees, with 40% of those degrees being Ph.D.’s or their professional equivalents in law, medicine, and business, again, higher than the rate for White students (Bowen and Bok, 1998).

Beyond that, African American men and women were more likely than their White counterparts to be leaders in “virtually every type of civic activity, from social service organizations to parent associations” (University of Michigan-Bowen, 1999, Expert Testimony, para. 16). That is, African American students benefitted from the opportunities afforded through admission to selective institutions and then went on to pay that success forward, helping to create more opportunities for advancement within their own communities.

The significance of Bowen and Bok’s work continues to grow, especially in light of recent findings that, for UC in particular, race has now become the strongest predictor of SAT scores (Geiser, 2015), even above parental education levels and high school grades. However, the way this data is often interpreted, and the vantage point from which the issues are viewed, continues to pit equity advocates against those who insist that “merit” continues to reside in measures like standardized test scores. And in the meantime, African American students are not only struggling to exceed five or six percent of admitted students, especially to the most highly selective UC campuses, but are also simply choosing not to pursue four-year degrees, or at least to pursue those degrees at other institutions (Geiser, 2014). In other words, the stakes are high in discerning admissions criteria that, individually or on the whole, do not actively *advantage* or *disadvantage* students based on race.

Taking a backwards glance, as Bowen and Bok do, it is easier to see the influence that college has on the success of African American students. Looking forward from high school, however, the argument shifts to one of how we should best allocate increasingly sparse admissions slots at selective institutions like UC, especially when measures that limit the consideration of race in admissions are in place.

As this study has repeatedly noted, merit has no universal definition, and its evolution continues to this day. High school grades and test scores have demonstrated only limited predictive value for persistence and academic success in college. As Bok (2015) points out, “[a] difference of 100 points in SAT scores is associated with a difference of only 5.9 percentage points in eventual class rank and explains still less of any differences in later life success” (p. 117).

As a publicly chartered university, UC is caught in the middle of the contest between merit, as defined narrowly by grades and test scores, and equity, which considers factors like school context and availability of academic resources. That merit and equity are perceived to be in opposition is part of the problem, because it sets up a false dichotomy between “achievement” and “opportunity,” suggesting that these two values are fully independent and even mutually exclusive of each other, when, taken as a whole, the research presents a much more complex picture.

This complexity makes it very difficult to isolate single elements and credit them as primarily influential or predictive. The UC Board of Admissions and Relations with Schools (“BOARS”) clearly understood the interrelated nature of factors that constitute or lead to academic achievement, as reflected in their guiding principles for Comprehensive Review:

The admissions process honors academic achievement and accords priority to students of high academic accomplishment. At the same time, merit should be assessed in terms of the full range of an applicant’s academic and personal achievements and likely contribution to the campus community, viewed in the context of the opportunities and challenges that the applicant has faced. (2001, 2014)

In other words, merit is multidimensional and must be evaluated in the context of each student’s circumstances.

The notion of merit in university admissions, in conjunction with the reality of admissions statistics for African American students, requires a nuanced, dynamic, and holistic approach, one that honors the process and goals of Comprehensive Review, the mission of a public university like UC, and the race-neutral requirements of legislation like California’s Proposition 209 or Section 26 (Article I) of the Michigan Constitution. This dissertation grew out of that call, and was particularly inspired by Bowen and Bok’s findings on civic leadership and community service among African American students (research that was also validated by Andrea Guerrero’s 2002 study of UC Berkeley’s law school post-209). Community service, which is already a factor in Comprehensive Review, is a race-neutral measure that is reflective of UC’s public mission.

As a public institution, UC has always had as part of its mission a commitment to democratic values and broad-based economic mobility. For example, the 1867 Organic Act provides that “it shall be the duty of the Regents, according to

population, to so apportion the representation of students, when necessary, that all portions of the State shall enjoy equal privilege therein” (Section 14). As California has grown and diversified, however, the racial demographic of UC students has not reflected the racial demographic of the state. And it was only after UC was denied the legal right to consider race in admissions that the University implemented what is now referred to as “Comprehensive Review,” through which BOARS articulated a range of admissions criteria more in line with these democratic values. In 2001, when UC implemented Comprehensive Review, BOARS drew heavily on UC Berkeley’s existing model, even adopting some of the same language (Committee on Admissions, Enrollment, and Preparatory Education, 2002). Among the fourteen criteria the University identifies as the “factors we consider,” the eleventh reads as follows:

Special talents, achievements and awards in a particular field, such as visual and performing arts, communication or athletic endeavors; special skills, such as demonstrated written and oral proficiency in other languages; special interests, such as intensive study and exploration of other cultures; experiences that demonstrate unusual promise for leadership, such as significant community service or significant participation in student government; or other significant experiences or achievements that demonstrate the student's promise for contributing to the intellectual vitality of a campus.

Within a Comprehensive Review admissions model, each application is reviewed holistically, and the multiple factors are evaluated and resolved into a single score. While campuses may value factors differently, the Holistic Review process does not assign fixed weights to any of the various factors considered relevant to admission.

The UC Berkeley Office of Undergraduate Admissions describes Holistic Review this way:

Figure 5.1
UC Berkeley Holistic Review

The Holistic Review

All applications are read in their entirety by professionally trained readers. That means, we review each application in its entirety, word by word, page by page. Many applications are read two or even three times.

This is an important concept to consider when you complete your application. One way to think of this is that we virtually hug your application—that is how closely we scrutinize what you submit.

The admission holistic review reflects our readers' thoughtful consideration of the full spectrum of the applicant's qualifications, based on all evidence provided in the application, and viewed in the context of the applicant's academic and personal circumstances and the overall strength of the Berkeley applicant pool. Using a broad concept of merit, readers employ the following criteria which carry no pre-assigned weights:

1. The applicant's full record of achievement in college preparatory work in high school, including the number and rigor of courses taken and grades earned in those courses.
2. Personal qualities of the applicant, including leadership ability, character, motivation, insight, tenacity, initiative, originality, intellectual independence, responsibility, maturity, and demonstrated concern for others and for the community are considered.
3. Likely contributions to the intellectual and cultural vitality of the campus. In addition to a broad range of intellectual interests and achievements, admission readers seek diversity in personal background and experience.
4. Performance on standardized tests, the SAT Reasoning Test or ACT Assessment plus Writing Test. In addition, any Advanced Placement or IBHL examinations the applicant may have taken will be considered.
5. Achievement in academic enrichment programs, including but not limited to those sponsored by the University of California. This criterion is measured by time and depth of participation, by the academic progress made by the applicant during that participation, and by the intellectual rigor of the particular program.
6. Other evidence of achievement. This criterion recognizes exemplary, sustained achievement in any field of intellectual or creative endeavor; accomplishments in extracurricular activities such as the performing arts or athletics; leadership in school or community organizations; employment; and volunteer service.

Race, ethnicity, gender, and religion are excluded from the criteria.

As noted above, Readers play a critical role in screening and assigning value and scoring each application. In an article for the *New York Times*, Ruth Starkman describes the process of training for the position of external Reader:

While teaching ethics at the University of San Francisco, I signed on as an "external reader" at Berkeley for the fall 2011 admissions cycle. I was one of about 70 outside readers—some high school counselors, some private admissions consultants—who helped rank the nearly 53,000 applications that year, giving each about eight minutes of

attention. An applicant scoring a 4 or 5 was probably going to be disappointed; a 3 might be deferred to a January entry; students with a 1, 2 or 2.5 went to the top of the pile, but that didn't mean they were in. Berkeley might accept 21 percent of freshman applicants over all but only 12 percent in engineering.

My job was to help sort the pool.

We were to assess each piece of information—grades, courses, standardized test scores, activities, leadership potential and character—in an additive fashion, looking for ways to advance the student to the next level, as opposed to counting any factor as a negative.

External readers are only the first read. Every one of our applications was scored by an experienced lead reader before being passed on to an inner committee of admissions officers for the selection phase. My new position required two days of intensive training at the Berkeley Alumni House as well as eight three-hour norming sessions. There, we practiced ranking under the supervision of lead readers and admissions officers to ensure our decisions conformed to the criteria outlined by the admissions office, with the intent of giving applicants as close to equal treatment as possible. (Starkman, 2013, p. ED10)

Starkman's actual experience of the process, however, was "confusingly subjective," and she had a difficult time understanding how to apply the criteria without generating a high number of "outlier" scores.

To some degree, this difficulty reflects the persistent tension between merit defined by quantitative measures and equity defined more broadly. Public universities in California are not allowed to consider race in admissions, but they recognize that quantitative measures of academic achievement privilege different groups differentially. For White students, SAT scores may be a better predictor of college freshman grades, while for African Americans, it is more likely to be high school GPA (Geiser, 2014, 2015). And for those criteria that have not historically been quantified in college admissions—leadership, for example—application readers like Starkman are left to "wonder exactly how elite institutions define leadership," especially when it is "demonstrated in extracurricular activities," rather than through numerically graded material. The same could be true of community service, which is also "demonstrated in extracurricular activities."

UCLA emphasizes the fact that "[f]ormal tests of reliability are conducted regularly to assure quality control;" however, they still cannot account for how individual readers rate service, or any other criteria, among the 14 categories. This subjectivity, though, also means that there are other ways to think about the value of community service in the admissions process. While numerically reliable indicators like SAT scores, class standing, and GPA are important, they also tend to privilege some groups over others in the admissions selection process, and are therefore not truly comprehensive. Thus the aim of this study is to quantify community service commensurate with the mission of a public institution like the University of California and to elevate its visibility and importance so that it is on par with those other numerically reliable criteria.

Discussion of Findings

This study compared participation rates in community service by race and ethnicity, among other characteristics, to measure the correlation between those characteristics and community service in high school and college. The study further measured the degree to which a student's high school community service predicts engagement in college community service.

Overall, the findings demonstrate that a substantial number of students are deeply engaged in service in high school, and that high school service has a predictive value for college service. Median community service hours are slightly higher for admits and enrollees than for applicants, suggesting that students performing more service are being admitted to and enrolling at UC. Among these students, African Americans are consistently performing at the higher end of the range of service hours, in both high school and college, along with Asian and Chicano/Latino students. Low-Income, Low-API,²⁸ and First-Generation students also demonstrate higher mean and median hours, categories that often overlap with African American, Asian, and Chicano/Latino.²⁹

Among the most significant findings are the following:

- *African American and Asian applicants, admits, and enrollees reported the highest mean hours of community service during high school, and Asian students had the highest median hours among applicants, admits, and enrollees.*
- *Female applicants, admits, and enrollees have higher mean and median community service hours than Males.*
- *UCUES matched respondents have a slightly lower average annual number of service hours in high school compared to all applicants, admits, and enrollees, except among African American, Male, First-Generation, and Low-API students.*
- *The vast majority of students report that participation in community-focused activities at UC has influenced their desire to continue these activities after they graduate, especially for African American students.*
- *African American is a significant predictor of college community service when other predictors are taken into account.*

The finding of relatively high average hours of high school service among African American students is consistent with the pattern Bowen and Bok traced in *The Shape of the River* (1998), and that Guerrero reported on in *Silence at Boalt Hall* (2002), raising the question of what distinctions there might be in regard to community values for African American students. For example, African American communities are often associated with the values of communitarianism, especially the

²⁸ API is a number between 200 and 1000 that measures the group performance level on statewide assessments of a school or a local educational agency. The API is only used for California schools. Schools are indexed by decile, and an API decile rank of 1 or 2 is considered "Low API" for the purposes of this dissertation.

²⁹ In fact, Chicano/Latino, Asian, and African American students make up the highest percentages (in that order) of students in Low-API schools, and the pattern is the same for UC applicants, admits, and enrollees.

focus on “collective responsibility” (Brown-Scott, 1994, P. 1218) and the strength of the family (Carter, 2004). Community service aligns neatly with both the family and the community-centric worldview of communitarianism, because public service is a means by which collective responsibility is both practiced and maintained.

Additionally, African American students report that they are particularly inspired by their college service, and they have a moderately higher average number of reported service hours than other students at both the high school and college level. This suggests that there is a high value placed on community service in the African American community, and the University can use robust service engagement as an initial marker or criterion in establishing a more quantifiable measurement for valuing community service in the admissions process, especially for students who have historically been disadvantaged by the weight given to admissions criteria like standardized test scores. In turn African American students bring a community-centric ethic and dynamic engagement with both their own peers and the shared values of the institution, such that the institutional culture is enriched with a more direct focus on civic leadership, which is one of the central tenets of public higher education.

This study found that African American students exemplify a strong service culture in high school and in college. In addition to the direct association between being African American and hours of college service, the additional effects of doing more high school service, and having a slightly lower high school GPA -- both of which are positively associated with college community service -- amplify the additional community service of African American students. In other words, it is a combination of factors associated with higher levels of community service that form the distinguishing patterns among African American students.

Viewed in isolation, these results could suggest that emphasizing high school service is merely an excuse to advantage African American students in the admissions process. However, Asian applicants also reported very high mean and median hours of community service in high school. In fact, Low-Income Asian students with high service records and higher GPAs could benefit more than African Americans during the admissions process, if community service were given higher value.

Recommendations and Conclusion

One possible way to increase the emphasis on community service in the admission process would be to require a separate essay in the personal statement that allows for further elaboration of a student’s community service involvement. For example, the essay prompt could be one of the following:

- a. *Please describe your volunteer and public service over the past four years. Specify what that service has meant to you and to the community you served, by describing impact on the community and what you learned as a result of your participation.*
- b. *Please describe the solutions you would propose to improve or resolve a current societal issue through community service, such as health care, climate change, immigration, inequality, or a topic of your choice.*

- c. *Please describe any ideas you have for how you might work toward resolving a current societal issue through community service while you are a student at the University of California.*

Questions like these would be valuable assessment tools in the Comprehensive Review process, because students engaged in this kind of work are merging co-curricular and academic priorities, improving learning outcomes, making a difference by contributing to the common good, serving as mentors, role models, and leaders within their campus community, and building experiences and social networks for their future engagement with public and community issues. Essays like those suggested above would connect students in a concrete way to the service facet of UC's tripartite mission. As the UC Accountability Report states, "[t]he activities and culture of [public research] universities are driven by values of public service," (UC Office of the President, 2015, p. 3), echoing this statement from the 1974-1978 UC Academic Plan:

"The distinctive mission of the University is to serve society as a center of higher learning, providing long-term societal benefits through transmitting advanced knowledge, discovering new knowledge, and functioning as an active working repository of organized knowledge. That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service, which are shaped and bounded by the central pervasive mission of discovering and advancing knowledge." (1975, p. 2)

UC's mission of research, teaching, and learning has long been connected to social mobility and societal improvement, solidifying the connection between public higher education and community service.

Along these same lines, the University could de-couple community service from the kitchen sink list of characteristics, talents, and activities, and move it, on its own, further up the list of criteria to be considered in Comprehensive Review. Again, this would communicate to prospective students that their service is valued by the University, and it would allow students to make an informed decision about both their own service commitment in high school and about whether or not to apply to UC.

Given the strong positive correlation between doing service in high school and college, valuing service in university admissions more highly will ideally yield admission of a diverse range of students, including African American students. And if African American students serve as positive role models for a stronger service culture, that would provide an additional benefit to the university by demonstrating to other students the importance of giving back to the community through service, thus reinforcing the value and virtues of community service and, by extension, part of the core mission of public higher education.

Philosophically, the principles of communitarianism mirror the democratic mission of public higher education. Equipping students to make productive contributions to the community and society is an important goal of public higher education. Admitting more students engaged in community service to campus communities the institution wants to see enriched through their contributions would help achieve this goal. And if that goal is brought closer by adding greater value to community service in undergraduate admissions, it would be a worthy use of

University resources, and one that would also assist in the University's aim to represent the diversity of the State of California.

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Appendix A

Notice x

The University of California is a community of people from diverse backgrounds. Our activities, programs, classes, workshops, lectures and everyday interactions are enriched as we strive to learn from each other in an atmosphere of positive engagement and mutual respect. All UC campuses have committed to Principles of Community that reaffirm each individual's right to dignity and civil discourse.

In applying to the University of California you are acknowledging that you are aware of our values and that if you are admitted and choose to enroll, you will seek to maintain the climate of fairness, cooperation and professionalism we ask of the entire UC community.

[← BACK](#) [CONTINUE →](#)

Children's Online Privacy Protection Requirements

You have indicated that you are under 13. The law requires that we receive written consent from your parent or guardian indicating that they have read our privacy and usage guidelines before you may proceed. Download the pdf provided and have your parent or guardian mail or fax it back to us as soon as possible.

[Privacy Policy and Usage \[pdf\]](#)

Confirm Parental Consent

If you have printed the PDF and gotten parental consent, check the box below to continue with your online application.

- I confirm that my parent/guardian has mailed or faxed a signed copy of the above privacy policy and usage document.

11. Where were you born?
 - a. Country
 - i. If U.S. – State
 - b. City

START YOUR APPLICATION

1. Which term are you applying for?
2. Are you applying as a:
 - a. Freshman
 - b. Transfer
 - i. How many college/university units do you plan to complete before you enroll at UC?
 - Fewer than 60 semester/90 quarter units (sophomore transfer)
 - 60–89 semester/90–134 quarter units (junior transfer)
 - 90 semester/135 quarter units or more (senior transfer)
 - c. Second Baccalaureate (select if you already have a degree)
 - d. Limited Status (select if you are not seeking a degree)
3. What is your current mailing address?
 - a. Country
 - b. Street Address Line 1
 - c. Street Address Line 2 (optional)
 - d. City
 - e. State [Province/Country]
 - f. Zip [Postal Code]
4. Is this your permanent mailing address?
 - a. If no, what is your permanent mailing address?
 - i. Country
 - ii. Street Address Line 1
 - iii. Street Address Line 2 (optional)
 - iv. City
 - v. State [Province/Country]
 - vi. Zip [Postal Code]
 - b.

5. What is your phone number?
 - a. Primary Phone
 - b. Alternate Phone
6. How long have you lived in California?
 - a. I have lived in California my entire life.
 - b. I have lived in California since I moved here. [BEGIN CONDITIONAL QUESTIONS]
 - i. When did you move to CA? If under **12** months to time of enrollment
 1. Is your parent or guardian a permanent resident of California?
 2. Is the school that you currently attend (or most recently attended) in California?
 3. Have you attended a California high school for **three** or more years?
 4. Is your parent, legal guardian, spouse or registered domestic partner an employee of the University of California or a UC-affiliated national laboratory (Los Alamos National Security LLC or Lawrence Livermore National Security LLC)?
 - c. I don't live in California. [BEGIN CONDITIONAL QUESTIONS]
 1. Is your parent or guardian a permanent resident of California?
 2. Is the school that you currently attend (or most recently attended) in California?
 3. Have you attended a California high school for **three** or more years?
 4. Is your parent, legal guardian, spouse or registered domestic partner an employee of the University of California or a UC-affiliated national laboratory (Los Alamos National Security LLC or Lawrence Livermore National Security LLC)?
7. What is your country of citizenship? [Drop down with U.S., No Selection, countries in alpha order]
 - a. If response is not U.S.:
 - i. What is your country of **legal** permanent residence?
 1. If not U.S.
 - a. What will your citizenship status be on the date you submit this application?
 - i. Non-Immigrant
 1. Current and planned visa types

ii. Refugee

8. If you have a Social Security number, please enter it.

CAMPUSES AND MAJORS

1. Select all campuses to which you would like to apply.
 - a. All campuses listed
2. If San Diego – [“Learn More about UCSD colleges”](#) link visit required
3. If San Diego – [“UCSD Principles of Community”](#) link visit not required
4. If San Diego,
 - a. Please enter a number from 1 - 6 next to each of the UCSD colleges below based on the order you would prefer to attend.
 - i. Revelle College
 - ii. John Muir College
 - iii. Thurgood Marshall College
 - iv. Earl Warren College
 - v. Eleanor Roosevelt College
 - vi. Sixth College

SCHOLARSHIPS - UC awards scholarships to students with specific backgrounds, academic interests or career objectives. The characteristics used to determine eligibility for these scholarships are grouped into eight categories, which are listed below. Click on a category to view the list of scholarships and check the appropriate box(es) to indicate the characteristics that apply to you. You may select up to 16 characteristics.

ABOUT YOU

1. What language did you learn to speak first?
2. Select the statement that best describes you.
 - a. When I enroll at the University of California, I expect to be:
 - On active duty
 - Reservist (not including ROTC)
 - National Guard member
 - Discharged veteran no longer serving on active duty or in the Reserve or National Guard

None of the above

3. Check if you have ever been in foster care (e.g., foster home, group home or placed with a relative by the court).
4. Check if you want to apply for the Educational Opportunity Program (EOP). If you apply to EOP, you will need to report your parents' level of education, family size and income later in the application.
5. Father/Parent 1/Guardian
 - a. Current Job, Current Job Title, # of years
 - b. Previous Job, Previous Job Title, # of years
 - c. Highest Level of Formal Education
6. Mother/Parent 2/Guardian
 - a. Current Job, Current Job Title, # of years
 - b. Previous Job, Previous Job Title, # of years
 - c. Highest Level of Formal Education
7. Can a parent/legal guardian claim you as a dependent on his or her income tax return?
 - a. This year
 - b. Last year

If the applicant checks No for either year (or both), a modal should appear with the following:

To be considered an independent applicant, at least one of the following statements must be true:

- I will be at least 24 years old at the time the academic term begins.
- I am married, or I have dependents for whom I am legally responsible.
- I currently am a ward of the state foster youth system or a ward of the court; or, if over 18, I was a ward from at least the age of 13.
- I am a veteran of a branch of the U.S. military.
- I am an orphan.

8. How many people are in your family?
 - a. If Dependent "Please include yourself, your parents, and any other dependents in your household."
 - b. If Independent "Please include yourself, your spouse (if applicable), and any other dependents in your household."
 - i. This year
 - ii. Last Year
9. Is your family headed by a single parent? [if #7 is Yes] / Are you a single parent? [if #7 is No]

- a. This year
- b. Last year

10. What is your household gross income?

- a. This year
- b. Last year

ACADEMIC HISTORY – See Appendix

ACTIVITIES & AWARDS

1. Coursework Other Than A-G [freshmen and sophomore transfers only]

- a. What was the course name?
- b. During which high school year(s) did you take the course?
- c. How much time were you in class?
 - i. Hours per week
 - ii. Weeks per year
- d. Briefly describe the course.

2. Educational Preparation Programs

- a. What was the program name? [select from dropdown list of UC approved programs]
- b. During which high school years were you involved?
- c. How much time did you spend in the program?
 - i. Hours per week
 - ii. Weeks per year
- d. Briefly describe the program.

3. Volunteer & Community Service

- a. For what organization did you volunteer?
- b. During which high school years were you involved?
- c. How much time did you devote to the organization?
 - i. Hours per week
 - ii. Weeks per year
- d. Briefly describe the organization and your responsibilities.

4. Work Experience

- a. What was the job title?
- b. During which high school years were you employed?

- c. When did you work?
 - i. Start/End dates
 - ii. Summer Hours per week
 - iii. School year Hours per Week
 - d. Briefly describe your job responsibilities.
5. Awards & Honors
- a. What was the award/honor name?
 - b. What was the type of award/honor?
 - i. Academic
 - ii. Other
 - c. When was it received?
 - d. Briefly describe the award/honor.
6. Extracurricular Activities
- a. What was the activity name?
 - b. During which high school years were you involved?
 - c. How much time did you devote to the activity?
 - i. Hours per week
 - ii. Weeks per year
 - d. Briefly describe the activity

TEST SCORES

1. ACT Assessment Plus Writing [freshmen and sophomore transfers only]
 - a. When did you take this test?
 - b. Scores
 - c. If you plan to take or retake this test, what is the test date?
2. SAT Reasoning Test [freshmen and sophomore transfers only]
 - a. When did you take this test?
 - b. Scores
 - c. If you plan to take or retake this test, what is the test date?
3. SAT Subject Tests [optional, freshmen and sophomore transfers only]
 - a. When did you take this test?
 - b. What was the test subject?

- c. What was your score?
 - d. If you plan to take or retake this test, what is the test date?
4. Add an AP Exam
 - a. When did you take or plan to take this test?
 - b. What was the exam name?
 - c. What was your score?
5. Check if you have completed or plan to complete the full IB diploma.
6. Add an IB Exam
 - a. When did you take or plan to take this test?
 - b. What was the exam subject area?
 - c. What was the exam level?
 - d. What was the exam name?
 - e. What was your score?
7. TOEFL or IELTS
 - a. When did you take this test?
 - b. Which test did you take?
 - c. What was your score?
 - d. If you plan to take or retake this test, what is the test date?

PERSONAL STATEMENT

1. Personal Statement 1
 - a. Freshman: Describe the world you come from — for example, your family, community or school — and tell us how your world has shaped your dreams and aspirations.
 - b. Transfers: What is your intended major? Discuss how your interest in the subject developed and describe any experience you have had in the field — such as volunteer work, internships and employment, participation in student organizations and activities — and what you have gained from your involvement.
2. Personal Statement 2
 - a. Tell us about a personal quality, talent, accomplishment, contribution or experience that is important to you. What about this quality or accomplishment makes you proud, and how does it relate to the person you are?
3. Additional Comments (optional)

SUBMIT PATH

DEMOGRAPHIC

Any information you provide in this section will be used for statistical analysis only. It will not be used in your admission evaluation and will have no bearing on your eligibility for admission. Providing this information is optional.

1. Gender
2. Ethnicity (for U.S. Department of Education)

The university is required by the U.S. Department of Education to ask you to answer the following two questions.

- a. Do you consider yourself Hispanic or Latino? Includes persons of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin
- b. Which of the following groups best describes your racial background? Check as many categories as may apply.

- African American or Black
- American Indian or Alaskan Native
- Asian
- Pacific Islander or Native Hawaiian
- White

3. Select Ethnicity (for UC)

To help us understand the diverse racial and ethnic backgrounds of our students, please tell us which of the following groups best describes your background. Check as many categories as may apply.

African American / Black

- African American
- African
- Black Caribbean
- Other African American / Black

American Indian / Alaskan Native

- American Indian / Alaskan Native

Asian / Asian American

- Asian Indian
- Bangladeshi
- Cambodian
- Chinese / Chinese American (except Taiwanese)
- Filipino / Filipino American
- Hmong
- Indonesian
- Japanese / Japanese American
- Korean / Korean American
- Laotian
- Malaysian
- Pakistani
- Sri Lankan
- Taiwanese / Taiwanese American
- Thai
- Vietnamese / Vietnamese American
- Other Asian (not including Middle Eastern)

Hispanic / Latino

- Cuban / Cuban American
- Latin American / Latino
- Mexican / Mexican American / Chicano
- Puerto Rican

- Other Hispanic, Latin American or of Spanish origin

Pacific Islander

- Fijian
- Guamanian/Chamorro
- Hawaiian
- Samoan
- Tongan
- Other Pacific Islander

White/Caucasian

- European / European descent
- Middle Eastern / Middle Eastern descent
- North African
- Other White / Caucasian

DO NOT COPY

4. If American Indian is selected, the following options are presented:

American Indian / Alaskan Native

American Indian / Alaskan Native

I want to receive information about American Indian support services at the University of California.

If you want to get more information online [click here](#). [pdf]

Tribe or Nation Status

Federally Recognized (U.S.)

Please specify tribal affiliation.

Enrollment number

Your official enrollment in an American Indian/Native American tribe may be considered in the comprehensive review of your application for admission.

I understand that this information is subject to verification.

State Recognized

Other/Unknown

RESIDENCY INFORMATION FOR TUITION PURPOSES

Answering the following questions is optional. This information will not affect your admission to the university. After admission, the UC campus at which you plan to enroll may use your answers to expedite financial aid and to assess your California residency status for tuition purposes. (Residency for tuition purposes is determined by different criteria than your residency for admission).

1. Is your Father/Parent 1 a U.S. citizen?
2. Is your Mother/Parent 2 a U. S. citizen?
3. Have you been physically present in California for the last three years, excluding brief absences for vacation purposes?
4. Has your Father/Parent 1 been physically present in California for the last three years, excluding brief absences for vacation purposes?

5. Has your Mother/Parent 2 been physically present in California for the last three years, excluding brief absences for vacation purposes?

AFFIDAVIT

Please read the information below carefully. If you agree with a condition, check the box next to it. Once you have provided your electronic signature by clicking the appropriate box, click "Next."
Release Authorizations



I authorize the University of California to release application information, including copies of my application and test scores, to outside agencies that award scholarships.
You may log back in to your application at any time to change this authorization.



I authorize the University of California to release to my parents/legal guardian or spouse information regarding my application, including test scores, transcripts, and other supporting documents, as they relate to my admission and scholarship status.
Without this authorization, information regarding your application will not be disclosed to your parents/legal guardian or spouse. For example, if you do not check the box, they cannot inquire about the receipt of your application, transcripts or other supporting documents, nor inquire about the status of your application. You may log back in to your application at any time to change this authorization.



I authorize the University of California to release to my school or college counselor/counseling office (or sponsoring agency) information regarding my application, including test scores, transcripts and other supporting documents, as they relate to my admission and scholarship status.
If you do not check the box, UC may not inform your school or counselor whether you have applied or been admitted. You may log back in to your application at any time to change this authorization.



I authorize the University of California to release biographical information from my application to recognized UC organizations and alumni groups that may wish to contact me before and after admission decisions are made.
You may log back in to your application at any time to change this authorization.

ELECTRONIC SIGNATURE

By submitting this application, you authorize the University of California to release application information, including copies of your application and test scores, to any UC campus for admission or scholarship consideration.



I certify that my application and all information submitted during the admission process — including my academic record, personal statement, awards, activities, and supporting materials — are my own work, factually true and correct, and honestly presented. I understand that I am responsible for the accuracy of the application and that the University of California may verify the information.

I further understand that withholding information or giving false information may be cause for denial of admission, withdrawal of an admission offer, registration cancellation, expulsion, or revocation of a University of California degree.

Date submitting application:

FEE PAYMENT

Application Fees

Application fees are not refundable. Once your application has been submitted, you are expected to pay for all your campus choices even if you cancel a campus at a later date.

Billing Amount

The application fee of \$70 entitles you to apply to one UC campus. If you selected more than one campus, you must pay an additional \$70 for each campus you applied to.

Application for Fee Waiver

UC will waive application fees for up to four campuses for qualified students who otherwise would be unable to apply. Would you like to apply for a fee waiver?

<<Apply for a fee Waiver>>

[If information has not been previously filled out in ABOUT YOU]

1. Can a parent/legal guardian claim you as a dependent on their income tax return this year?
2. How many people are in your family this year?
3. What is your household gross income for this year?

This information is subject to verification.

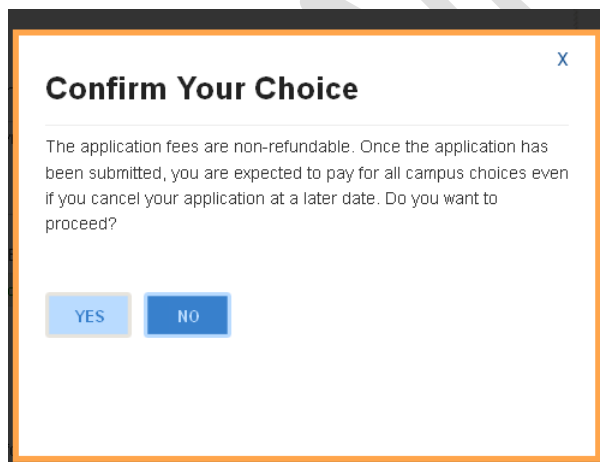
Billing Summary

Campus(es) Selected	Berkeley Davis Irvine Los Angeles Merced Riverside San Diego Santa Barbara Santa Cruz
Application Fee Total 9 campus(es) x \$ 70	\$630.00
Total Due	\$630.00

Select Payment Option

1. Credit Card [go to third party Hosted Order Page for credit card processing]
2. Check (by mail)

I understand that I am responsible for paying all appropriate application fee(s) and that my application will not be processed unless I submit the fee(s), or an approved fee waiver, by the date requested.



You're not finished yet! Submit your application to receive your UC Application ID and receipt. You will receive an e-mail shortly after you submit noting that your application was received.

<<SUBMIT APPLICATION FOR UC ADMISSION>>

Congratulations! You have submitted your application to the University of California.

Receipt

University of California Fall Quarter/Semester 2013 Application

Thank you, Frank Ocean

Your application for undergraduate admission and scholarships for Fall Quarter/Semester 2013 has been received. An e-mail confirmation will be sent to hyoonwu@gmail.com shortly.

PLEASE **PRINT THIS RECEIPT** AND KEEP IT FOR YOUR RECORDS.

Application ID: 9901294

Date: 10/09/2012

Payment Method: Mail

Please mail your payment within 10 business days. Application processing may be delayed until fee payment is received. Print this **payment slip** and send with your check or money order to:

UC Application Center
P.O. Box 1432
Bakersfield, CA 93302

Make your check or money order payable to "Regents of the University of California". Do not send cash.

Campus(es) Selected	Berkeley Davis Irvine Los Angeles Riverside San Diego
Application Fee Total 6 campuses x \$70	\$420.00
Total Due	\$420.00

Making changes after you submit your application

If you decide to apply to additional UC campuses, log in to your UC application:

<http://www.universityofcalifornia.edu/afterapply> to make these changes. You may only add campuses that are still accepting applications.

If you move or change schools after you submit your application, you must notify in writing the Admissions Offices at the campuses to which you applied. Provide the institution's name and describe the courses you are taking and plan to take.

If your address and/or telephone number changes after you submit your application, you must log in to your UC application: <http://www.universityofcalifornia.edu/afterapply> to make these changes.

- Print Receipt
- View Application
- My UC Application
- Sign Out

Questions?

I applied for a fee waiver but was denied. What should I do if I can't afford to apply?

Once I submit my application, when can I expect to hear from UC?

If I withdraw my application, will my fee be refunded?

How will I know if I'm in the top 9 percent of my class?

Payment Slip

Please print and include with your payment.

Make checks or money order payable to "Regents of the University of California". Do not send cash.

Payments should be mailed to:

UC Application Center
P.O. Box 1432
Bakersfield, CA 93302

Application ID	9901294
Submit Date	10/09/2012
Name	Frank Ocean
Campuses Applied To	Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego
Application Fee Total 6 campuses x \$70	\$420.00
Fee Waiver	(\$ 0.00)
Total Due	\$420.00

DO NOT COPY

APPENDIX – FRESHMAN ACADEMIC RECORD

1. Seventh/Eight Grade Courses
 - a. Advanced courses in math
 - i. Course name
 - ii. Number of semesters
 - b. Courses in Language other than English
 - i. Course name
 - ii. Number of semesters
2. International Experience
 - a. Did you attend school outside the United States for any part of grades six through eight?
(Exclude high school summer session or American International or Department of Defense High School.)
3. High Schools Attended
 - a. Enter your high school
 - i. In CA
 1. Specialized Curriculum
 2. School Code or School Name
 - ii. In the U.S. (not in CA)
 1. Specialized Curriculum
 2. State/U.S. Territory
 3. School Code or School Name
 - iii. Outside the U.S.
 1. Specialized Curriculum
 2. Country
 3. School Code or School Name
 - b. What grades did you attend here?
 - c. During what dates did you attend this high school?
 - d. If you are/were enrolled in a magnet program at this school, please select the program.
[conditional]
 - e. Is this or will this be the high school you graduated from?
 - i. Degree, diploma or certification received.
 1. Date received.

- f. What is your school's grading system?
 - g. What is your school's term system?
 - h. Please choose the language of instruction. [if school is non-U.S.]
4. High school Course and Grades
- a. Enter the courses you took and grades received during **9th grade** at XXX [select courses from Doorways if appropriate for the school and grades received or manually enter subject area, course name, honors type, and grade]
 - b. Repeat for each grade level for each school attended.
5. Colleges attended while in High School
- a. Enter your college
 - i. In CA
 - 1. College Code or College Name
 - ii. In the U.S. (not in CA)
 - 1. State/U.S. Territory
 - 2. College Code or College Name
 - iii. Outside the U.S.
 - 1. Country
 - 2. College Code or College Name
 - b. When did you attend this college?
 - c. During which grades did you attend this college?
 - d. What is the college's grading system?
 - e. Please choose the language of instruction [if school is non-U.S.]
6. College courses and grades
- a. If the college is a CCC, applicants see the list of courses from ASSIST to select and enter a grade. Otherwise applicants enter course and grade information manually.
7. If you know your California State Student ID, enter it here.
8. Additional Comments (optional)

Tell us anything else you want us to know about your academic record that you have not had the opportunity to describe elsewhere in this section. **International applicants:** If you selected Other as your school's grading system, please explain the grading system here. Or, if you took external exams in secondary school, explain which exam grades you have listed.

Freshman Completeness Check (on submit path)

If any subject areas seem to be missing or courses for entire grade levels are blank, a message like the one below is displayed requiring a review and confirmation.

Review & Submit STEP 1 OF 7

Completeness Check

To be sure you submit an accurate application, please closely review the information below before continuing with the submission process.

If you are satisfied that your entries are correct and reflect what you intended to submit, check the corresponding confirmation box(es), then click "Next". If any portion seems incorrect or incomplete, click "Previous" to return to the Application Summary, then edit your entries.

Missing Coursework in Subject Area

The coursework you reported in Academic History - High School Courses and Grades does not appear to satisfy our minimum requirements. (Note: You may have met these requirements through examination [SAT, AP, IB], which is reflected in the A-G Subject Requirements box above.)

Your coursework report indicates you have not met the **English** requirement.

Check this box to confirm this is what you intended to submit.

Missing Coursework in Grade Level

You entered 0 courses for the **12th grade** or you did not indicate that you attended the 12th grade.

Check this box to confirm this is what you intended to submit.

A-G Subject Requirements

A preliminary tally of your validated coursework shows you need the following additional yearlong courses to fulfill the "a-g" subject requirements.

History/Social Sciences: 0
English: 1
Mathematics: 0
Laboratory Science: 0
Language Other Than English: 0
Visual and Performing Arts: 0
College-Prep Electives: 0

APPENDIX – SOPHOMORE TRANSFER ACADEMIC RECORD

1. Seventh/Eight Grade Courses
 - a. Advanced courses in math
 - i. Course name
 - ii. Number of semesters
 - b. Courses in Language other than English
 - i. Course name
 - ii. Number of semesters
2. International Experience
 - a. Did you attend school outside the United States for any part of grades six through eight?
(Exclude high school summer session or American International or Department of Defense High School.)
3. High Schools Attended
 - a. Enter your high school
 - i. In CA
 1. Specialized Curriculum
 2. School Code or School Name
 - ii. In the U.S. (not in CA)
 1. Specialized Curriculum
 2. State/U.S. Territory
 3. School Code or School Name
 - iii. Outside the U.S.
 1. Specialized Curriculum
 2. Country
 3. School Code or School Name
 - b. What grades did you attend here?
 - c. During what dates did you attend this high school?
 - d. If you are/were enrolled in a magnet program at this school, please select the program.
[conditional]
 - e. Is this or will this be the high school you graduated from?
 - i. Degree, diploma or certification received.
 1. Date received.

- f. What is your school's grading system?
 - g. What is your school's term system?
 - h. Please choose the language of instruction. [if school is non-U.S.]
4. High school Course and Grades
- a. Enter the courses you took and grades received during **9th grade** at XXX [select courses from Doorways if appropriate for the school and grades received or manually enter subject area, course name, honors type, and grade]
 - b. Repeat for each grade level for each school attended.
5. Colleges attended while in High School
- a. Enter your college
 - i. In CA
 - 1. College Code or College Name
 - ii. In the U.S. (not in CA)
 - 1. State/U.S. Territory
 - 2. College Code or College Name
 - iii. Outside the U.S.
 - 1. Country
 - 2. College Code or College Name
 - b. When did you attend this college?
 - c. During which grades did you attend this college?
 - d. What is the college's grading system?
 - e. Please choose the language of instruction [if school is non-U.S.]
6. College courses and grades while in High School
- a. If the college is a CCC, applicants see the list of courses from ASSIST to select and enter a grade. Otherwise applicants enter course and grade information manually.
7. Colleges attended after high school
- a. Enter your college
 - i. In CA
 - 1. College Code or College Name
 - ii. In the U.S. (not in CA)
 - 1. State/U.S. Territory
 - 2. College Code or College Name

- iii. Outside the U.S.
 1. Country
 2. College Code or College Name
 - b. During what dates did you attend this college?
 - c. What is the college's term system?
 - d. Is this your current or most recent school?
 - e. Degree, diploma or certification received.
 - i. Date received.
 - f. What is the college's grading system?
 - g. Please choose the language of instruction [if school is non-U.S.]
8. College Terms
- a. Do you have coursework to report for the following terms? [list of terms F/W/Sp/Sum dependent on dates of attendance]
9. College Courses and Grades
- a. By term, applicant selects courses taken, in progress or planned if in ASSIST. Applicant enters courses manually if college is not a CCC or not in ASSIST.
 - b. Enter grades with the courses
10. California Community College Transfer Admission Programs [dependent on CCC in the Academic History]
- a. Indicate your participation in UC transfer admission preparation program(s) by selecting the appropriate box(es).
11. Transferable Courses
- a. Prior to transfer, will you complete two transferable college courses in English composition (not including English as a second language courses)?
 - b. Prior to transfer, will you complete one transferable college courses in Mathematical concepts and qualitative reasoning?
 - c. Prior to transfer, will you complete four transferable college courses in at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences?
12. If you know your California State Student ID, enter it here.
13. Prior to transfer, will you be certified for completion of the Intersegmental General Transfer Curriculum (IGETC)? [dependent on CCC in the Academic History]

14. Did you complete the UC general education requirements? [dependent on UC in the Academic History]

15. Prior to transfer, will you have satisfied the Entry-Level Writing Requirement?

16. Have you ever been on Academic Probation?

a. If yes, list school(s).

17. Additional Comments (optional)

Tell us anything else you want us to know about your academic record that you have not had the opportunity to describe elsewhere in this section. **International applicants:** If you completed Advanced Level examinations in the British system, please report each exam subject and grade here.

DO NOT COPY

APPENDIX – TRANSFER ACADEMIC RECORD

1. Last High School Attended

- a. Enter your high school
 - i. In CA
 1. School Code or School Name
 - ii. In the U.S. (not in CA)
 1. State/U.S. Territory
 2. School Code or School Name
 - iii. Outside the U.S.
 1. Country
 2. School Code or School Name
- b. During what dates did you attend this high school?
- c. Degree, diploma or certification received.
 - i. Date received.
- d. Please choose the language of instruction [if school is non-U.S.]

2. International Experience

- a. Did you attend school outside the United States for any other part of high school/secondary school? (Exclude high school summer session or American International or Department of Defense High School.)

3. Colleges Attended

- a. Enter your college
 - i. In CA
 1. College Code or College Name
 - ii. In the U.S. (not in CA)
 1. State/U.S. Territory
 2. College Code or College Name
 - iii. Outside the U.S.
 1. Country
 2. College Code or College Name
- b. During what dates did you attend this college?
- c. What is the college's term system?
- d. Is this your current or most recent school?

- e. Degree, diploma or certification received.
 - i. Date received.
 - f. What is the college's grading system?
 - g. Please choose the language of instruction [if school is non-U.S.]
4. College Terms
- a. Do you have coursework to report for the following terms? [list of terms F/W/Sp/Sum dependent on dates of attendance]
5. College Courses and Grades
- a. By term, applicant selects courses taken, in progress or planned if in ASSIST. Applicant enters courses manually if college is not a CCC or not in ASSIST.
 - b. Enter grades with the courses
6. California Community College Transfer Admission Programs [dependent on CCC in the Academic History]
- a. Indicate your participation in UC transfer admission preparation program(s) by selecting the appropriate box(es).
7. Transferable Courses
- a. Prior to transfer, will you complete two transferable college courses in English composition (not including English as a second language courses)?
 - b. Prior to transfer, will you complete one transferable college courses in Mathematical concepts and qualitative reasoning?
 - c. Prior to transfer, will you complete four transferable college courses in at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences?
8. If you know your California State Student ID, enter it here.
9. Prior to transfer, will you be certified for completion of the Intersegmental General Transfer Curriculum (IGETC)? [dependent on CCC in the Academic History]
10. Did you complete the UC general education requirements? [dependent on UC in the Academic History]
11. Prior to transfer, will you have satisfied the Entry-Level Writing Requirement?
12. Have you ever been on Academic Probation? [dependent on schools attended]
- a. Are you now or have you ever been on academic probation at any school other than a University of California Campus?

- i. List School Name(s).
- b. Are you now or have you ever been on academic probation at a University of California Campus?
 - i. List Campus Name(s).

13. Additional Comments (optional)

Tell us anything else you want us to know about your academic record that you have not had the opportunity to describe elsewhere in this section. **International applicants:** If you completed Advanced Level examinations in the British system, please report each exam subject and grade here.

DO NOT COPY

Fall Quarter/Semester 2013 Application

[View Fees and Payments](#)

[View Application](#)

[Update Personal Information](#)

[Update Release Authorization](#)

[Update ACT & SAT Tests](#)

[Update SAT Subject Tests](#)

[Add Campus Choice](#)

[Application Status](#)

DO NOT COPY

Fees and Payments

Application Fees and Payment Information

TEST SITE

The total amount due is shown below. The balance may not reflect any payments you have mailed. Processing of payments can take up to three weeks.

Fall Quarter/Semester 2013 Application

Application ID: 9901296
 Date Submitted: 10/09/2012

Date	Description	Amount	Balance
10/09/2012	Balance Due	420.00	420.00
	Total Due		420.00

Application for Fee Waiver

UC will waive application fees for up to four campuses for qualified students who otherwise would be unable to apply. Would you like to apply for a fee waiver?

[APPLY FOR A FEE WAIVER](#)

Pay by Mail

Please print this [payment slip](#) and send with your check or money order to:
 UC Application Center
 P.O. Box 1432
 Bakersfield, CA 93302

Make your check or money order payable to "Regents of the University of California". Do not send cash.

Pay by Credit Card

Select the application term(s) you wish to pay.

Fall Quarter/Semester 2013 \$ 420.00
 Balance Due

Amount to be charged \$

[PAY FEES BY CREDIT CARD](#)



Add campuses for which you would like to apply.

You may apply to one campus or all nine using this application. The application fee is \$70 per campus (\$80 for international applicants). Be sure to have a credit card available when you are ready to submit your application.

- | | | |
|-------------------------------------|------------------|----------------------------|
| <input checked="" type="checkbox"/> | UC Berkeley | Learn More |
| <input checked="" type="checkbox"/> | UC Davis | Learn More |
| <input checked="" type="checkbox"/> | UC Irvine | Learn More |
| <input checked="" type="checkbox"/> | UC Los Angeles | Learn More |
| <input type="checkbox"/> | UC Merced | Learn More |
| <input checked="" type="checkbox"/> | UC Riverside | Learn More |
| <input checked="" type="checkbox"/> | UC San Diego | Learn More |
| <input type="checkbox"/> | UC Santa Barbara | Learn More |
| <input type="checkbox"/> | UC Santa Cruz | Learn More |

DO NOT COPY

TEST SITE

Review and Fee Payment

Your campus and major selections will not be recorded until you complete all steps of the Add Campus Choice process, which includes fee payment. When complete you will receive a receipt to print for your records.

You must click the submit button below to receive your receipt even if your balance due is \$0.

Payment Information

These fees are not refundable. Once the application has been submitted, you are expected to pay for all campus choices even if you choose to cancel a campus at a later date.

- I understand that I am responsible for paying all appropriate application fee(s), and that my application will not be processed unless I submit the fee(s), or an approved fee waiver, by the date requested.

Billing Amount

The application fee of \$70 entitles you to apply to one University campus. If you selected more than one campus, you must pay an additional \$70 for each campus applied to.

Campus	Major	Alternate Major	Fee		
Santa Cruz	Undeclared - Business and Economics		\$70.00	Edit	Del
		Total	\$70.00		
		Total Due	\$70.00		

Application for Fee Waiver

UC will waive application fees for up to four campuses for qualified students who otherwise would be unable to apply. Would you like to apply for a fee waiver?

APPLY FOR A FEE WAIVER

Select Payment Option

Please indicate your method of payment.

Method of Payment	<input type="radio"/> Credit Card <input type="radio"/> Check (by mail)
-------------------	--

SUBMIT

Application Status

Application ID: 9901296

TEST SITE

Campuses selected

Campus	Date Forwarded
Berkeley	
Davis	
Irvine	
Los Angeles	
Riverside	
San Diego	

Your University of California application for admission has been successfully submitted and forwarded to your campus selection.

[BACK TO MY UC APPLICATION](#)

DONOR

Appendix B

Q1-Q4

Include the cover page submitted by each campus.

Exclude the instrument outline here (i.e. This year's survey has three parts: ...)

CORE**Q5 Part I: ACADEMIC ENGAGEMENT, TIME, STUDENT DEVELOPMENT, CAMPUS CLIMATE, SATISFACTION, AND EVALUATION OF THE EDUCATIONAL EXPERIENCE****Academic Engagement**

Q6 During this academic year, how often have you done each of the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Contributed to a class discussion (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brought up ideas or concepts from different courses during class discussions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked an insightful question in class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Found a course so interesting that you did more work than was required (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen challenging courses, when possible, even though you might lower your GPA by doing so (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a class in which the professor knew or learned your name (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 How frequently have you engaged in these activities so far this academic year?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Taken a small research-oriented seminar with faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicated with a faculty member by e-mail, texting, or in person (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked with the instructor outside of class about issues and concepts derived from a course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacted with faculty during class sessions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on an activity other than coursework (e.g., student organization, campus committee, cultural activity) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 How frequently during this academic year have you done each of the following?

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	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Turned in a course assignment late (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class without completing assigned reading (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone to class unprepared (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped class (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raised your standard for acceptable effort due to the high standards of a faculty member (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extensively revised a paper before submitting it to be graded (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought academic help from instructor or tutor when needed (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on class projects or studied as a group with classmates outside of class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped a classmate better understand the course material when studying together (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If answered Occasionally or more frequently to the item “Worked on class projects or studied as a group with classmates outside of class (8)” then display

You indicated above that you worked on class projects or studied as a group with classmates outside of class. Which did you do?

- Worked on a class project with other classmates outside of class
- Studied as a group with other classmates outside of class
- Both, worked on a class project and studied with classmates outside of class

Q9 On average, how much of your assigned course reading have you completed this academic year?

- 0-10% (1)
- 11-20% (2)
- 21-30% (3)
- 31-40% (4)
- 41-50% (5)
- 51-60% (6)
- 61-70% (7)
- 71-80% (8)
- 81-90% (9)
- 91-100% (10)

Q11 How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Paid employment (including internships) on campus _____

Q12 Paid employment (including internships) off campus _____

Answer if

How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Paid employment (including internships) on campus: Text Response Is Greater Than 0 or Empty

Or

How many hours do you spend in a typical week (7 days) on the following activities? (Must be numeric, enter 0 for none)

Paid employment (including internships) off campus: Text Response Is Greater Than 0 or Empty

Q13 Of your total hours spent working for pay, about how many hours were related to your academic interests? (Must be numeric, enter 0 for none) _____

Q14 How many hours do you spend in a typical week (7 days) on the following activities?

	0 (1)	1-5 (2)	6-10 (3)	11-15 (4)	16-20 (5)	21-25 (6)	26-30 (7)	More than 30 (8)
Attending classes, discussion sections, or labs (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying and other academic activities outside of class (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending movies, concerts, sports, or other entertainment events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing community service or volunteer activities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in physical exercise, recreational sports, or physically active hobbies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in spiritual or religious activities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in student clubs or organizations (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with family (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the computer/tablet/smartphone for non-academic purposes and entertainment (e.g., gaming, social media, shopping, streaming video) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV, streaming movies/TV on computer or tablet (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to school and/or to work (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 During this academic year, what was the average number of hours per night you slept on weeknights?

- 4 or less (1)
- 5 (2)
- 6 (3)
- 7 (4)
- 8 (5)
- 9 or more (6)

Q17 Please rate your level of proficiency in the following areas when you started at this campus and now.

	WHEN YOU STARTED HERE						CURRENT ABILITY LEVEL					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Analytical and critical thinking skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be clear and effective when writing (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to read and comprehend academic material (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding your field of study (i.e., college major) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative (mathematical and statistical) skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak clearly and effectively in English (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand international perspectives (economic, political, social, cultural) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Please rate your level of proficiency in the following areas when you started at this campus and now.

	WHEN YOU STARTED HERE						CURRENT ABILITY LEVEL					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Library research skills (e.g. finding books, articles, evaluating information sources) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other research skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to prepare and make a presentation (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal (social) skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Similarly, please rate your abilities now and when you first began at this campus on the following dimensions.

	WHEN YOU STARTED HERE						CURRENT ABILITY LEVEL					
	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Very good (5)	Excellent (6)
Ability to appreciate and understand racial and ethnic diversity (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate the fine arts (e.g., painting, music, drama, dance) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to appreciate cultural and global diversity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Please indicate how strongly you agree or disagree with the following statements in terms of yourself.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel free to express my political beliefs on campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel free to express my religious beliefs on campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my race/ethnicity are respected on this campus (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my socio-economic status are respected on this campus (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my gender are respected on this campus (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my religious beliefs are respected on this campus (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my political beliefs are respected on this campus (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of my sexual orientation are respected on this campus (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Please indicate how strongly you agree or disagree with the following statements in terms of yourself.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)	Not Applicable (99)
Students of my immigration background are respected on this campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a physical, psychological, or learning disability like mine are respected on this campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Which of the following BEST represents your plans for after graduation? (Select only one)

- Enroll in graduate or professional school (1)
- Work full-time (2)
- Work part-time (3)
- Be self-employed (4)
- Study or work abroad (5)
- Join armed forces (6)
- Paid internship (7)
- Unpaid internship/ volunteer (8)
- Take a year off (9)
- Do something else (10)
- I have no idea at this point (11)
- Other (12)

Q25 What career do you hope to eventually have after you have completed your education?

- Agriculture/agribusiness (1)
- Artistic, creative professions (2)
- Business, finance-related professions (3)
- Civil Service/government (4)
- Education (5)
- Engineering, computer programming (6)
- Law (7)
- Medicine, health-related professions (8)
- Military (9)
- Psychology, helping professions (10)
- Researcher, scientist (11)
- I have no idea whatsoever (12)
- Other (13)

Q26 What is the HIGHEST academic degree or credential that you plan to eventually earn?

- Bachelor's degree (B.A., B.S., etc.) (1)
- Teaching credential (2)
- Business master's (M.B.A.) (3)
- Other professional master's (M.Ed., M.PP., M.PH., M.FA., M.LIS., M.SN., M.SW., M.ARCH., etc.) (4)
- Academic master's (M.A., M.S., etc.) (5)
- Law degree (L.L.B. or J.D.) (6)
- Medical doctorate other than M.D. (D.O., D.D.S., D.V.M., etc.) (7)
- Medical doctor (M.D.) (8)
- Doctorate (Ph.D., Ed.D., etc.) (9)
- Multiple doctoral degrees (M.D./Ph.D.) (10)
- I do not know yet (99)
- If other, please elaborate (12) _____

Q27 Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as an (University Name) University student. 109

	Yes, doing now or have done (1)	No (0)
A research project or research paper as part of your coursework (1)	<input type="radio"/>	<input type="radio"/>
At least one student research course (a course in which you learned research methods or researched a topic) (2)	<input type="radio"/>	<input type="radio"/>
At least one independent study course (3)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research with course credit (4)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit (5)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit (6)	<input type="radio"/>	<input type="radio"/>
A creative activity as part of your coursework (7)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit (8)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit (9)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit (10)	<input type="radio"/>	<input type="radio"/>

Q28 Overall Satisfaction and Agreement

Q29 How satisfied are you with the following aspects of your campus experiences/education.

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
My (University Name) grade point average (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall social experience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of my education for the price I am paying (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 Please select your level of agreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel that I belong at this campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing what I know now, I would still choose to enroll at this campus (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EVAL_MAJOR Is Equal to Y

Q31 Evaluation of the Major or Evaluation of the Educational Experience

The next section of this questionnaire asks you to evaluate your major based on your experience. Below is your major(s) according to campus records. Please select the major that you will evaluate. If you do not want to evaluate the first major listed, then you will need to make another selection. If you have changed majors and would like to evaluate your new major, please select the "Other" option and then choose your new major from the subsequent list. For those with a second major listed below, you will have an opportunity to evaluate the second major, if you wish.

If MAJOR_TEXT1 Is Not Empty

- \${e://Field/MAJOR_TEXT1} (1)

If MAJOR_TEXT2 Is Not Empty

- \${e://Field/MAJOR_TEXT2} (2)
- Other (3)

Answer If

Evaluation of the Major or Evaluation of the Educational Experience

The next section of this questionnaire asks you to evaluate your major based on your experience.

Below are I...

Other Is Selected And EVAL_MAJOR Is Equal to Y

Q32 Please select your new major from the following list.

- Accounting BSB (4)...

Answer If

EVAL_MAJOR Is Equal to Y

Q33 Were the following factors very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice of major (8)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (9)	<input type="radio"/>	<input type="radio"/>
Compelled to choose a major by school requirements or deadlines (10)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (11)	<input type="radio"/>	<input type="radio"/>

Q34 Evaluation of the Major or Evaluation of the Educational Experience

Which of the following factors do you consider to be very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (8)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (9)	<input type="radio"/>	<input type="radio"/>

Q35 Thinking back over your coursework this academic year, how often were you REQUIRED to do the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Recognize or recall specific facts, terms, and concepts (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain methods, ideas, or concepts and use them to solve problems (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Break down material into component parts or arguments into assumptions to see the basis for different outcomes and conclusions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judge the value of information, ideas, actions, and conclusions based on the soundness of sources, methods, and reasoning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create or generate new ideas, products, or ways of understanding (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 Thinking back on this academic year, how often have you done each of the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Used facts and examples to support your viewpoint (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated ideas or concepts from different courses when completing assignments (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined how others gathered and interpreted data and assessed the soundness of their conclusions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reconsidered your own position on a topic after assessing the arguments of others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 Please answer the following questions about your major.

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (7)	<input type="radio"/>	<input type="radio"/>
Is the website (and/or social media) used to facilitate communication between students and the program? (8)	<input type="radio"/>	<input type="radio"/>

Q38 Please answer the following questions about your experiences in the major.

Q39 Please answer the following questions about your educational experience overall.

Q40 How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty clearly explaining what constitutes plagiarism and its consequences (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty providing prompt and useful feedback on student work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q41 How satisfied are you with each of the following aspects of your educational experience in the major?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable- No courses taken (99)
Variety of courses available in your major (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of lower-division courses in your major (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of upper-division courses in your major (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by student peer advisers on academic matters (14) [UC-only item]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by departmental staff on academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching by Graduate Students (TA's, AI's) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses for general education or breadth requirements (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get into a major that you want (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., service-learning, study abroad, internships) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library research resources (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job or for graduate or professional school?

- Zero (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 or more (4)

MAJOR_TEXT2 Is Not Empty

And EVAL_MAJOR Is Equal to Y

Q44 Would you like to evaluate another major?

- Yes (1)
- No, skip to next part of questionnaire (0)

If No Is Selected, Then Skip To End of Block

Answer If

Q44 Would you like to evaluate another major? Yes is Selected

And EVAL_MAJOR Is Equal to Y

Q45 Please select your second major to evaluate from the following list.

If Evaluation of the Major or Evaluation of the Educational Experience

The next section of this questionnaire asks you to evaluate your major based on your experience. Below are I...

#{e://Field/MAJOR_TEXT1} Is Not Selected And MAJOR_TEXT1 Is Not Empty

- #{e://Field/MAJOR_TEXT1} (1)

If MAJOR_TEXT2 Is Not Empty

- #{e://Field/MAJOR_TEXT2} (2)
- Other (3)

Answer If

Please select your second major to evaluate from the following list. Other Is Selected AND

Answer If

Q44 Would you like to evaluate another major? Yes is Selected

Q46 Please select your new major from the following list.

- Accounting BSB (4)...

Answer If Q44 Would you like to evaluate another major? Yes is Selected

Q47 Were the following factors very important to you in deciding on your major?

	Yes (1)	No (0)
Intellectual curiosity (1)	<input type="radio"/>	<input type="radio"/>
Leads to a high paying job (2)	<input type="radio"/>	<input type="radio"/>
Prepares me for a fulfilling career (3)	<input type="radio"/>	<input type="radio"/>
Parental/family desires (4)	<input type="radio"/>	<input type="radio"/>
Allows time for other activities (5)	<input type="radio"/>	<input type="radio"/>
Provides international opportunities (6)	<input type="radio"/>	<input type="radio"/>
Prestige (7)	<input type="radio"/>	<input type="radio"/>
Could not get into my first choice of major (8)	<input type="radio"/>	<input type="radio"/>
Prepares me for graduate/professional school (9)	<input type="radio"/>	<input type="radio"/>
Compelled to choose a major by school requirements or deadlines (10)	<input type="radio"/>	<input type="radio"/>
Other, please elaborate (11)	<input type="radio"/>	<input type="radio"/>

Q48 Please answer the following questions about your major.

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>
Is the description of the major in the catalog accurate? (7)	<input type="radio"/>	<input type="radio"/>
Is the website (and/or social media) used to facilitate communication between students and the program? (8)	<input type="radio"/>	<input type="radio"/>

Q49 Please answer the following questions about your experience in the major.

How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Open channels of communication between faculty and students regarding student needs, concerns, and suggestions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty clearly explaining what constitutes plagiarism and its consequences (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty providing prompt and useful feedback on student work (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 How satisfied are you with each of the following aspects of your educational experience in the major?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)	Not applicable- No courses taken (99)
Variety of courses available in your major (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of lower-division courses in your major (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of upper-division courses in your major (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50_1 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by student peer advisers on academic matters (14) [UC-only item]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by departmental staff on academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of faculty instruction (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching by Graduate Students (TA's, AI's) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses for general education or breadth requirements (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of courses needed for graduation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to small classes (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to faculty outside of class (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to get into a major that you want (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational enrichment programs (e.g., service-learning, study abroad, internships) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of library research resources (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 PART II: YOUR BACKGROUND AND PERSONAL CHARACTERISTICS

Q52 Will you complete a bachelor's degree this spring or summer?

- Probably yes (1)
- Probably no (0)

Answer If

Will you complete a bachelor's degree this spring or summer? Probably yes Is Selected

Q53 How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

Will you complete a bachelor's degree this spring or summer? Probably no Is Selected

Q54 How concerned are you about paying for your undergraduate education NEXT YEAR?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

Answer If

Will you complete a bachelor's degree this spring or summer? Probably no Is Selected

Q55 How concerned HAVE YOU BEEN about paying for your undergraduate education up to now?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

Q56 How concerned are you about your accumulated educational debt?

- Not concerned (1)
- Somewhat concerned (2)
- Concerned (3)
- Very concerned (4)

Q57 [UC-only Item] Which of the following have you done in the past year to meet college expenses? (Select all that apply)

- Applied for financial aid for the first time
- Applied for continuing financial aid
- Applied for outside scholarships/ grants
- Asked financial aid office to reevaluate my application
- Bought fewer books, bought cheaper used books, read books on reserve
- Took a leave of absence or a quarter/semester off
- Took more courses per term
- Took action to graduate more quickly
- Did not retake a class to improve grade
- Accepted AP or similar credit instead of taking the course
- Decided against study abroad
- Took a community college course because it was cheaper
- Took a job for the first time at college
- Worked before but increased the number of hours worked
- Increased the debt I carry on my credit card
- Increased my annual student loan amount
- Have cut expenses overall / have been more frugal
- None of the above. Cost hasn't been a problem
- Other (Please elaborate)_____

Q58 How frequently have you engaged in the following behaviors in the past year?

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	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Skipped meals to save money (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal / recreational spending (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my debt and financial circumstances (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you heard about the Blue and Gold Opportunity Plan, which ensures that scholarships and grants will cover fees for students from families making less than \$80,000 a year, with financial need?

- Yes
- No

Q59 To what extent do you agree or disagree with this statement: Given the grants and scholarships, if any, that you receive, the total cost of attending the {e://Field/SCHOOL} is manageable.

- Strongly disagree (1)
- Disagree (2)
- Somewhat disagree (3)
- Somewhat agree (4)
- Agree (5)
- Strongly agree (6)

Q60 Is there anything else that you would like to tell us about the impact of the cost to attend on your educational experience at (University Name) University?

Q61 When did you come to the United States to live?

- I was born in the U.S. (1)
- 1998 or earlier (2)
- 1999 (3)
- 2000 (4)
- 2001 (5)
- 2002 (6)
- 2003 (7)
- 2004 (8)
- 2005 (9)
- 2006 (10)
- 2007 (11)
- 2008 (12)
- 2009 (13)
- 2010 (14)
- 2011 (15)
- 2012 (16)
- 2013 or later (17)

Q62 When did you learn to speak English?

- English is my native language (1)
- Before I was 6 years old (2)
- When I was 6 to 10 years old (3)
- When I was 11 to 15 years old (4)
- After turning 16 years old (5)

Q63 Please identify, to the best of your knowledge, where were the following relatives born?

	In U.S. (1)	Outside the U.S. (0)	Do not know (99)
My mother (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My father (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q64 What is the highest level of education reached by your mother?

	Not applicable (99)	None (did not receive formal education) (1)	Less than high school diploma or equivalent (2)	High school diploma or equivalent (3)	Associate's or post-secondary certificate (4)	Bachelor's degree or equivalent (5)	Post-baccalaureate certificate or equivalent (6)	Master's degree or equivalent (7)	Professional degree or equivalent (8)	Doctorate or equivalent (9)	Do not know (10)
In the United States (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a foreign country (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65 What is the highest level of education reached by your father?

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	Not applicable (-99)	None (did not receive formal education) (1)	Less than high school diploma or equivalent (2)	High school diploma or equivalent (3)	Associate's or post-secondary certificate (4)	Bachelor's degree or equivalent (5)	Post-baccalaureate certificate or equivalent (6)	Master's degree or equivalent (7)	Professional degree or equivalent (8)	Doctorate or equivalent (9)	Do not know (10)
In the United States (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a foreign country (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q66 To the best of your knowledge, how many of your grandparents were born outside of the United States?

- Zero (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)

Q67 Which of the following best describes your social class when you were growing up?

- Wealthy (5)
- Upper-middle or professional-middle (4)
- Middle-class (3)
- Working-class (2)
- Low-income or poor (1)

Q68 Are you a financially independent student? Some students have no contact with their parents, and therefore cannot use their tax information for filing the FAFSA. If you find yourself in this situation and have been formally declared an independent student, then please answer yes.

Note: The FAFSA is used by US citizens and permanent residents to apply for financial aid from the US federal and state governments.

- Yes (1)
- No (0)

Answer If

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Are you a financially independent student? Some students have no contact with their parents, and therefore cannot use their tax information for filing the FAFSA. If you find yourself in this situation... No Is Selected

Q69 To the best of your knowledge, which category includes the total annual combined income of your parent(s) before taxes in 2013?

- Less than \$10,000 (1)
- \$10,000 to \$19,999 (2)
- \$20,000 to \$34,999 (3)
- \$35,000 to \$49,999 (4)
- \$50,000 to \$64,999 (5)
- \$65,000 to \$79,999 (6)
- \$80,000 to \$99,999 (7)
- \$100,000 to \$124,999 (8)
- \$125,000 to \$149,999 (9)
- \$150,000 to \$199,999 (10)
- \$200,000 or more (11)

Answer If

Are you a financially independent student? Some students have no contact with their parents, and therefore cannot use their tax information for filing the FAFSA. If you find yourself in this situati... Yes Is Selected

Q70 To the best of your knowledge, which category includes your household's total annual combined income before taxes in 2013?

- Less than \$10,000 (1)
- \$10,000 to \$19,999 (2)
- \$20,000 to \$34,999 (3)
- \$35,000 to \$49,999 (4)
- \$50,000 to \$64,999 (5)
- \$65,000 to \$79,999 (6)
- \$80,000 to \$99,999 (7)
- \$100,000 to \$124,999 (8)
- \$125,000 to \$149,999 (9)
- \$150,000 to \$199,999 (10)
- \$200,000 or more (11)

Q71 What is your religious/spiritual preference?

- Spiritual but not associated with a major religion (1)
- Not particularly spiritual (2)
- No preference (3)
- Agnostic (4)
- Atheist (5)
- Baptist (6)
- Buddhist (7)
- Christian Church (Disciples) (8)
- Eastern Orthodox (9)
- Episcopalian (10)
- Hindu (11)
- Jewish (12)
- Lutheran (13)
- Methodist (14)
- Mormon (15)
- Muslim (16)
- Presbyterian (17)
- Quaker (18)
- Roman Catholic (19)
- Seventh Day Adventist (20)
- Sikh (21)
- Taoist (22)
- Unitarian/Universalist (23)
- United Church of Christ/Congregational (24)
- Other Christian (25)
- Other religion (26)

Q72 Do you have any physical disabilities that affect how you access or use campus facilities?

- Yes (1)
- No (0)

Q73 Do you have any learning disabilities that affect how you read, study, or do your coursework?

- Yes (1)
- No (0)

Answer If

Do you have any physical disabilities that affect how you access or use campus facilities? Yes Is Selected

Or

Do you have any learning disabilities that affect how you read, study, or do your coursework? Yes Is Selected

Q74 Do you currently receive accommodations from campus due to your disability?

- Yes (1)
- No (2)

Answer If

Do you have any physical disabilities that affect how you access or use campus facilities? Yes Is Selected

Or

Do you have any learning disabilities that affect how you read, study, or do your coursework? Yes Is Selected

Q75 Is there anything else you would like to tell us about how your disability affects your experiences as a student on this campus?

Q76 What is your sexual orientation?

- Bisexual (1)
- Gay/Lesbian (2)
- Heterosexual (3)
- Questioning (4)
- Self-identified Queer (5)
- Decline to state (6)
- Other; please elaborate (7) _____

Q77 With which gender do you identify?

- Woman (1)
- Man (2)
- Decline to state (3)
- Other; please elaborate (4) _____

Q78 How would you characterize your political orientation?

- Very liberal (1)
- Liberal (2)
- Slightly liberal (3)
- Moderate or middle of the road (4)
- Slightly conservative (5)
- Conservative (6)
- Very conservative (7)

Q79 Please indicate the highest level of organized sports in which you participate.

- Professional/global competitive sports (1)
- Non-professional, collegiate-level competitive sports with athletic scholarship (2)
- Non-professional, collegiate-level competitive sports without athletic scholarship (3)
- Competitive personal (e.g., 5K races) (4)
- Campus club sports team (5)
- Intramural sports (6)
- Personal recreation (7)
- Does not apply to me (99)

Answer If Please indicate the highest level of organized sports in which you participate. Does not apply to me Is Not Selected

Q80 On average, how many hours a week do you spend on this one activity? (Must be numeric) _____

Q81 Where are you living this term?

- Campus residence hall (1)
- Campus owned apartment or house (on- or off-campus) (2)
- With family (9) (Note: this is a UC-only option)
- Sorority or fraternity (4)
- Co-op student housing (5)
- Off-campus in an apartment (6)
- Off-campus in a house (7)
- Other, please elaborate (8) _____

Q82 How far do you live from campus?

- On campus or < 1 mile (1)
- 1 mile to 2 miles (2)
- 3 miles to 10 miles (3)
- 11 to 20 miles (4)
- 21 miles or more (5)

Q83 What is your primary mode of transportation to campus during the spring 2014 term?

- Walk (1)
- Bicycle (2)
- Campus bus (3)
- City bus (4)
- Subway train or other train (e.g., Amtrak) (5)
- Carpool (2 or more) (6)
- Drive alone (7)
- Motorcycle, motorized scooter, or moped (8)
- Rollerblade, skateboard, skate, or scooter (9)
- Mobility scooter, powered wheelchair, or wheelchair (10)
- Other, please elaborate (11) _____

Q84 With whom do you live?

- No one. I live alone (1)
- I share an apartment, house or residence hall room with at least one other (University Name) student (2)
- I share an apartment or house with peers who are not (University Name) University students (3)
- I live with at least one family member (4)
- I am a single parent living with children (5)
- I live with my spouse or domestic partner and children (6)
- I live with my spouse or domestic partner without children (7)
- Other, please elaborate (8) _____

Academic Experience & Globalization

1. We would like to hear more about being an undergraduate at a research university. Please indicate your level of agreement with the following statements.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Disagree somewhat</i>	<i>Agree somewhat</i>	<i>Agree</i>	<i>Strongly agree</i>
(Home Campus) has a strong commitment to undergraduate education						
Attending a university with world-class researchers is important to me						

2. How important to you are the following aspects of being an undergraduate at a research university like UC (**CAMPUS NAME**)?

	<i>Not important</i>	<i>Not very important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>	<i>Essential</i>
Having courses with faculty members who refer to their own research as part of the class						
Learning research methods						
Assisting faculty members in their research, for pay or as a volunteer						
Pursuing your own research						
The prestige of this campus when you apply to grad school or for a job						

3. Have you completed or are you now participating in each of the following activities?

	<i>Yes, doing now or have done</i>	<i>No</i>
First-year seminar		
Courses that involve themes related to diversity		
Capstone or senior thesis courses		
Service learning or community-based learning		
Formal undergraduate research programs		
Formal creative activity or scholarship (such as in published collection, play, or gallery exhibit)		
Honors program		
Internship under the direction of a faculty member		
Other internship (e.g., co-op, clinical assignment)		
Any UC study abroad, including summer study abroad		
Study abroad program affiliated with another college or university		
Traveled abroad for a service learning, volunteer, or work experience		

7. As a UC [Campus Name] student, how would you rate your competencies below?

	<i>When you started here</i>	<i>Current ability level</i>
Linguistic and cultural competency in at least one language other than my own	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent
Ability to work with people from other cultures	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent

8. During this academic year, how often have each of the following been obstacles to your school work or academic success?

	<i>Not at all</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>All the time</i>
Competing job responsibilities (i.e., paid employment)					
Competing family responsibilities					
Other competing responsibilities (e.g., athletics, clubs, internship)					
Weak English skills					
Weak Math skills					
Inadequate study skills (e.g., knowing how to start, knowing how to get help, organizing material)					
Poor study behaviors (e.g., wait till last minute, too much social time, too much web surfing)					
Bad study environment (e.g., noisy roommate, poor Internet access, inadequate computer or software)					
Feeling depressed, stressed, or upset					
Physical illness or condition					
Military deployment					
Inability to concentrate on my work					
Reluctance to ask for help when I need it					

9. How important is it to you to graduate in four years or, if you are a transfer student from another institution, in two years? 127

<i>Not important</i>	<i>Not very important</i>	<i>Somewhat important</i>	<i>Important</i>	<i>Very important</i>	<i>Essential</i>	<i>Not applicable</i>

Student Life and Development

2. Based on your experience and observation, rate the general climate for students at (*INSERT CAMPUS NAME*) along the following dimensions:

Campus climate is

Friendly						Hostile
Caring						Impersonal
Intellectual						Not Intellectual
Tolerant of diversity						Intolerant of diversity
Appreciative of diversity						Unappreciative of diversity
Safe						Dangerous
Too hard academically						Too easy academically
Affordable						Not Affordable

3. How often have you gained a deeper understanding of other perspectives through interactions with fellow students because they differed from you in the following ways?

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Somewhat often</i>	<i>Often</i>	<i>Very often</i>
Religious beliefs						
Political opinions						
Nationality						
Race or ethnicity						
Gender						
Sexual orientation						
Social class						

4. In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Somewhat often</i>	<i>Often</i>	<i>Very often</i>
Races or ethnicities						
Genders						
Sexual orientations						
Political affiliation, opinions or beliefs						
Religions						
Social classes						
Immigrant backgrounds						
Physical or other observable disabilities						
Learning, psychological, or other disabilities that are not readily apparent						

5. In this academic year, I have heard non-teaching staff or administrators express negative or stereotypical views about:

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Somewhat often</i>	<i>Often</i>	<i>Very often</i>
Races or ethnicities						
Genders						
Sexual orientations						
Political affiliation, opinions or beliefs						
Religions						
Social classes						
Immigrant backgrounds						
Physical or other observable disabilities						
Learning, psychological, or other disabilities that are not readily apparent						

6. In this academic year, I have heard students express negative or stereotypical views about:

	<i>Never</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Somewhat often</i>	<i>Often</i>	<i>Very often</i>
Races or ethnicities						
Genders						
Sexual orientations						
Political affiliation, opinions or beliefs						
Religions						
Social classes						
Immigrant backgrounds						
Physical or other observable disabilities						
Learning, psychological, or other disabilities that are not readily apparent						

7. Please rate your awareness and understanding of the following issues when you started at this campus and now. 129

When you Started here and Current ability level

	<i>When you started here</i>	<i>Current ability level</i>
My own racial and ethnic identity	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent
Social class and economic differences/issues	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent
Racial and ethnic differences/issues	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent
Gender differences/issues	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent
Sexual orientation differences/issues	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent
Physical or other observable disabilities	Very poor	Very poor
	Poor	Poor
	Fair	Fair
	Good	Good
	Very good	Very good
	Excellent	Excellent

Learning, psychological, or other disabilities that are not readily apparent	Very poor			Very poor		
	Poor			Poor		
	Fair			Fair		
	Good			Good		
	Very good			Very good		
	Excellent			Excellent		

8. What is your level of agreement or disagreement with the following:

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
I feel valued as an individual on this campus						
I am proud to be a student at this campus						
This institution values students' opinions						
Diversity is important on this campus						
Diversity is important to me						

Community and Civic Engagement

1. Indicate the way in which you have been involved in the following activities or organizations this academic year.

Campus-based activities and organizations

	<i>Participant or member</i>	<i>Officer or leader</i>	<i>Neither</i>
Academic (e.g., math club, philosophy club)			
Advocacy (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)			
Campus sports club (e.g., rugby club, Kendo club)			
Campus varsity team (e.g., basketball, softball, soccer)			
Governing bodies (e.g., student government, Pan-Hellenic, residence hall association)			
Greek fraternity or sorority			
Honor society			
Media (e.g., campus newspaper, radio station)			
Performing group (e.g., school band, dance team)			
Political (e.g., Young Republicans, College Democrats)			
Recreational (e.g., chess club, bike club, rock climbing club)			
Religious (e.g., Korean Campus Ministry, World Peace Buddhist Club)			
Service (e.g., Special Olympics volunteers Club, Jewish Social Action Committee)			
Other campus-based club or organization			

3. DURING THIS ACADEMIC YEAR, have you done community service either on or off campus?

No
Yes

3a. How did you get involved in community service? If you have been involved in more than one form of community service, please answer for the one that has been the largest time commitment.

	Yes	No
Through a campus-based course		
Through a campus-based organization or program		
Through an off-campus organization		

3j. To what extent has participation in community-focused activities at this University influenced your desire to continue community-focused activities after you graduate?

Not at all	
To some extent	
To a great extent	

8. In the classroom, how often have you been asked to

	Never	Rarely	Occasionally	Sometimes	Often	Very often
Appreciate the world from someone else's perspective						
Interact with someone with views that are different from your own						
Discuss and navigate controversial issues						

9. Outside the classroom, how often do you

	Never	Rarely	Occasionally	Sometimes	Often	Very often
Appreciate the world from someone else's perspective						
Interact with someone with views that are different from your own						
Discuss and navigate controversial issues						