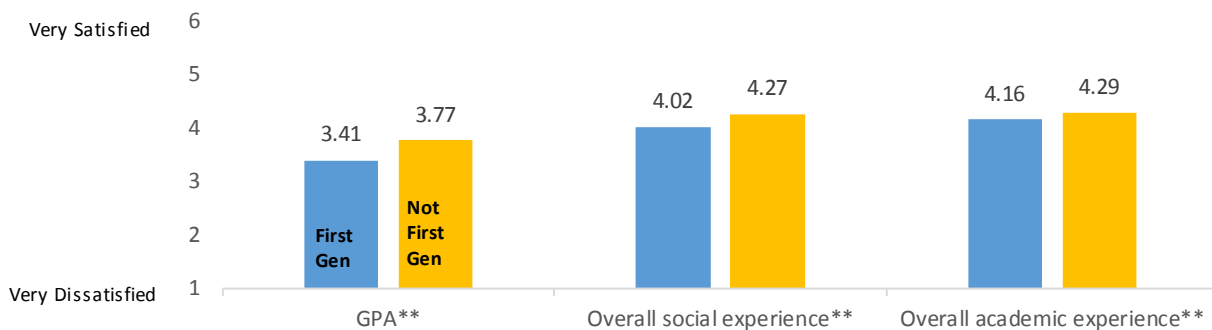


UCUES 2016: First Generation and Non-First Generation Comparison

The University of California Undergraduate Experiences Survey (UCUES) 2016 data was used for this briefing. To understand group differences by first generation status, we conducted t-tests. First generation students were defined as those reporting that neither parent/guardian graduated from college. Significance was calculated and reported as follows: one asterisk (*) $p < 0.05$, two asterisks (**) $p < 0.01$. For accompanying information including participant demographics and survey methodology, please visit: <http://www.sairo.ucla.edu/By-Survey/UCUES>.

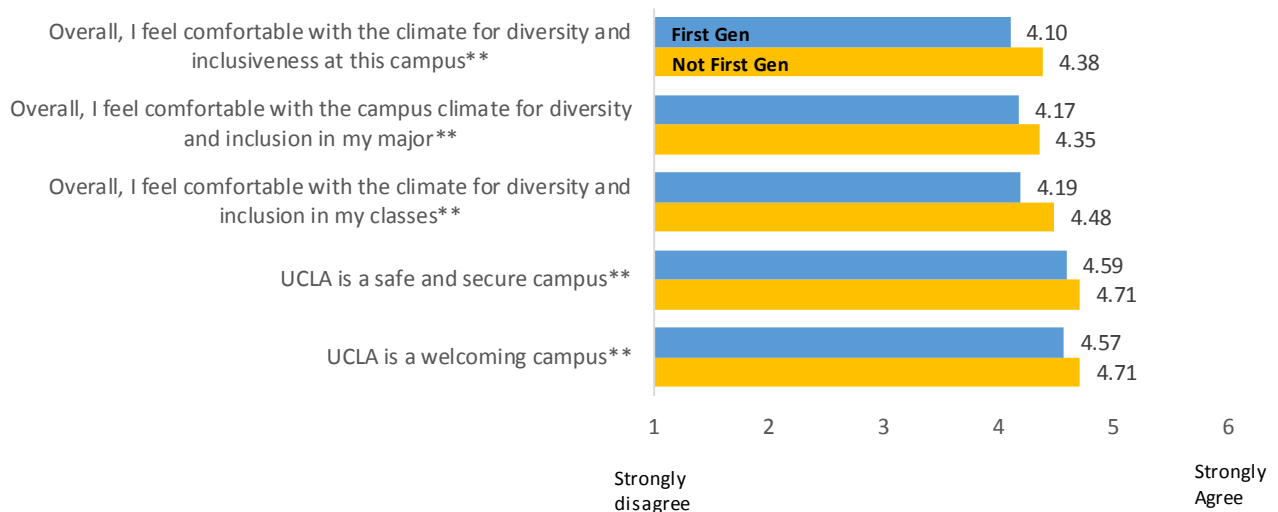
Overall Satisfaction

- First Generation students are less likely to be satisfied with the overall social and academic experience.



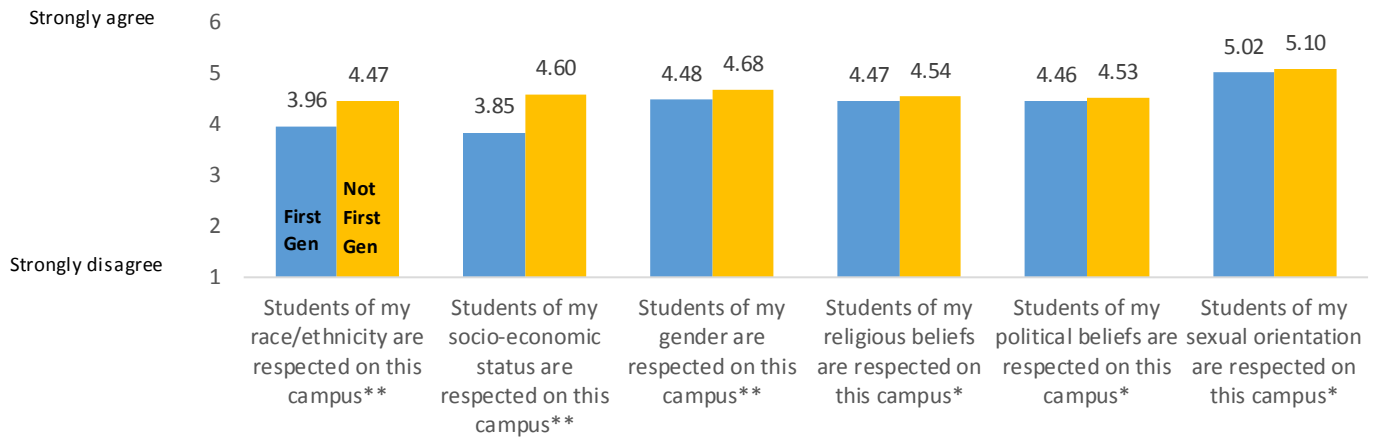
Campus Climate

- First Generation students are less likely to feel comfortable with the climate for diversity and inclusiveness on campus, in their major, and in their classes, as well as less likely to consider UCLA a safe and secure campus or a welcoming campus.



Respect for Beliefs

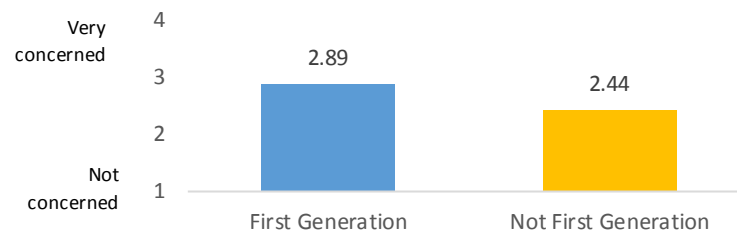
- First Generation students are less likely to feel respected on campus on the basis of the following identity categories: race/ethnicity, socio-economic status, gender, and sexual orientation.
- Similarly, first generation students are less likely to feel respected in terms of their religious and political beliefs.



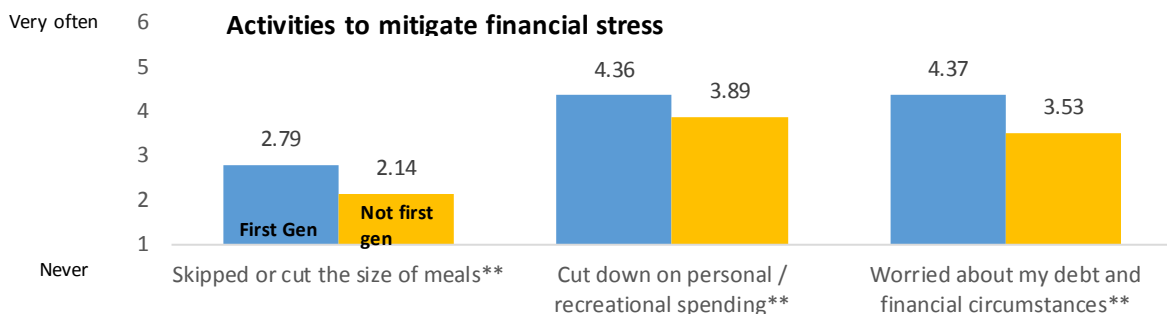
Finances

- First Generation students are more concerned about their accumulated educational debt and more likely to skip/cut the size of meals, cut down on spending and worry about financial circumstances.
- First Generation students also experienced more food insecurity.

Concern about accumulated educational debt

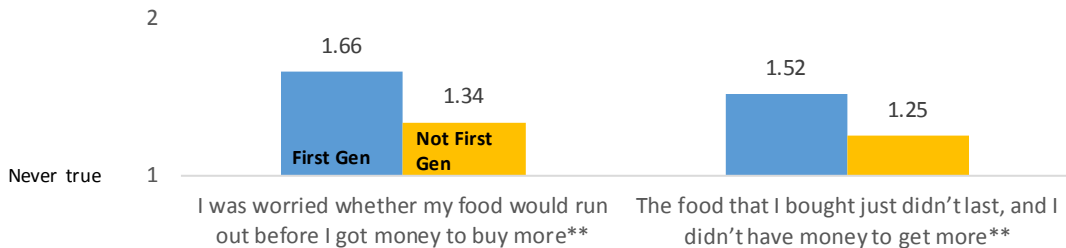


Activities to mitigate financial stress



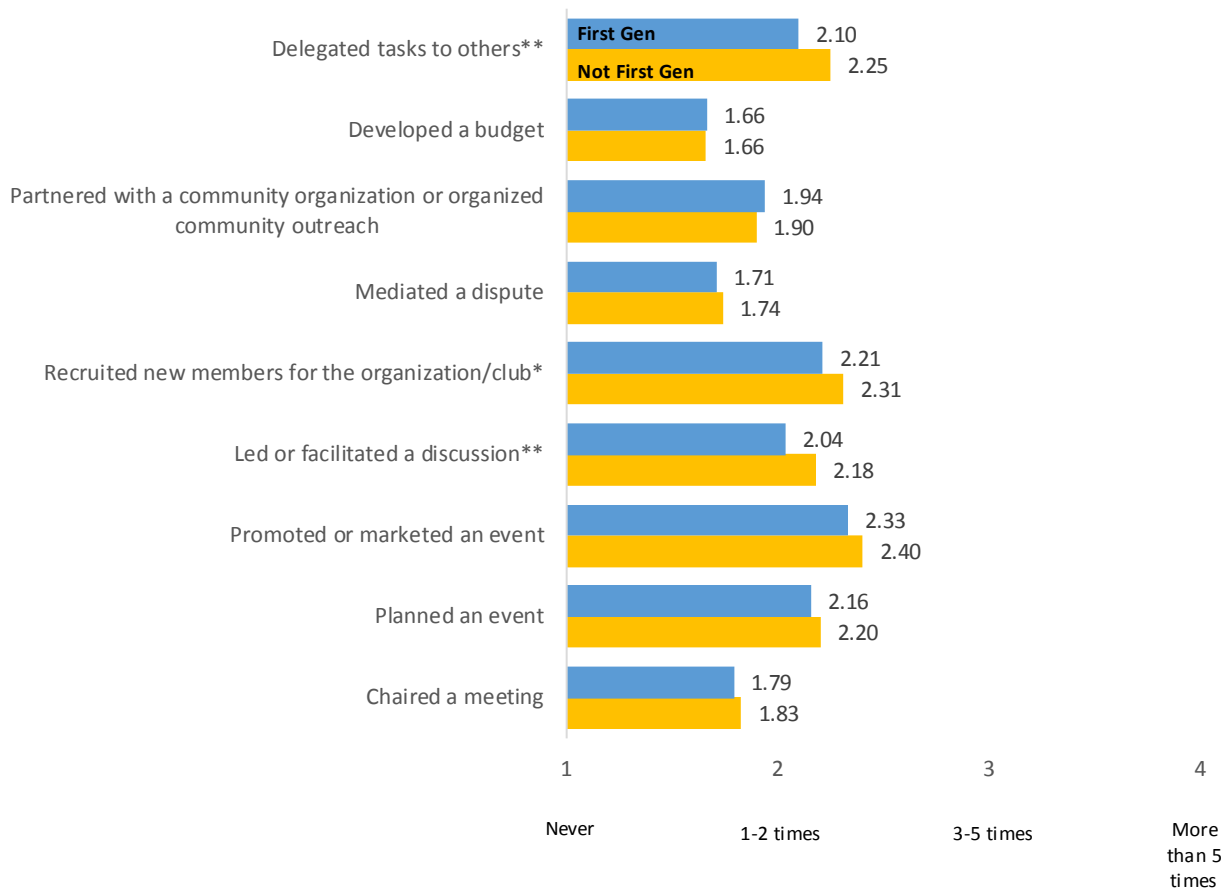
Often true 3

Food insecurity

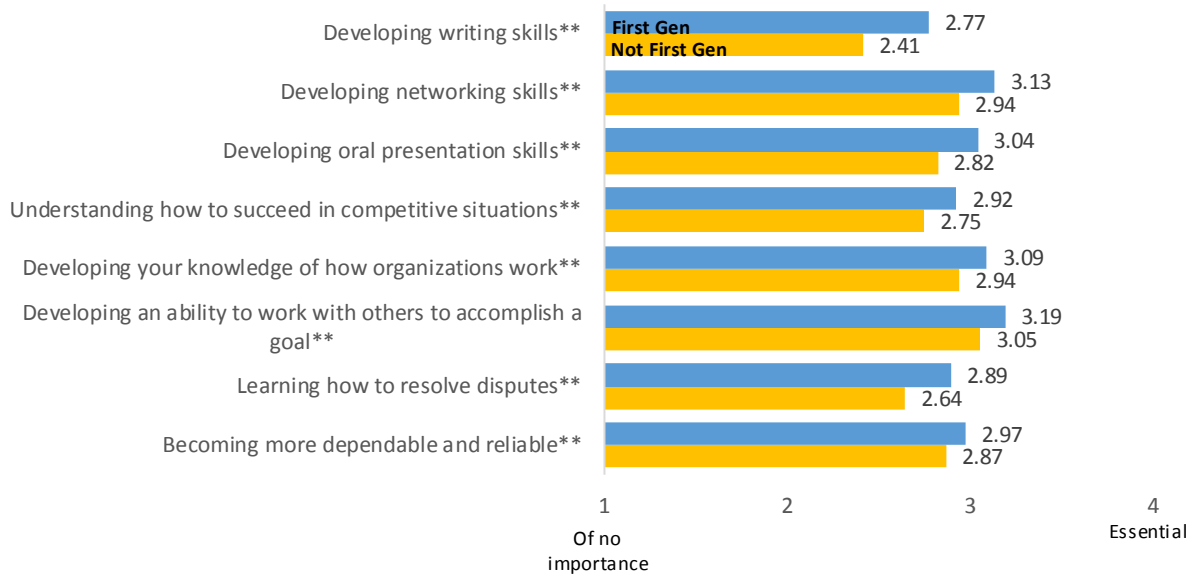


Co-Curricular Activities

- First Generation students are less likely to report engaging in task delegation, recruiting new members for an organization, or leading a discussion as part of their student group involvement.
- However, First Generation students are more likely to consider student organizations fundamental to their development in the following areas: writing skills, networking skills, and oral presentation skills.

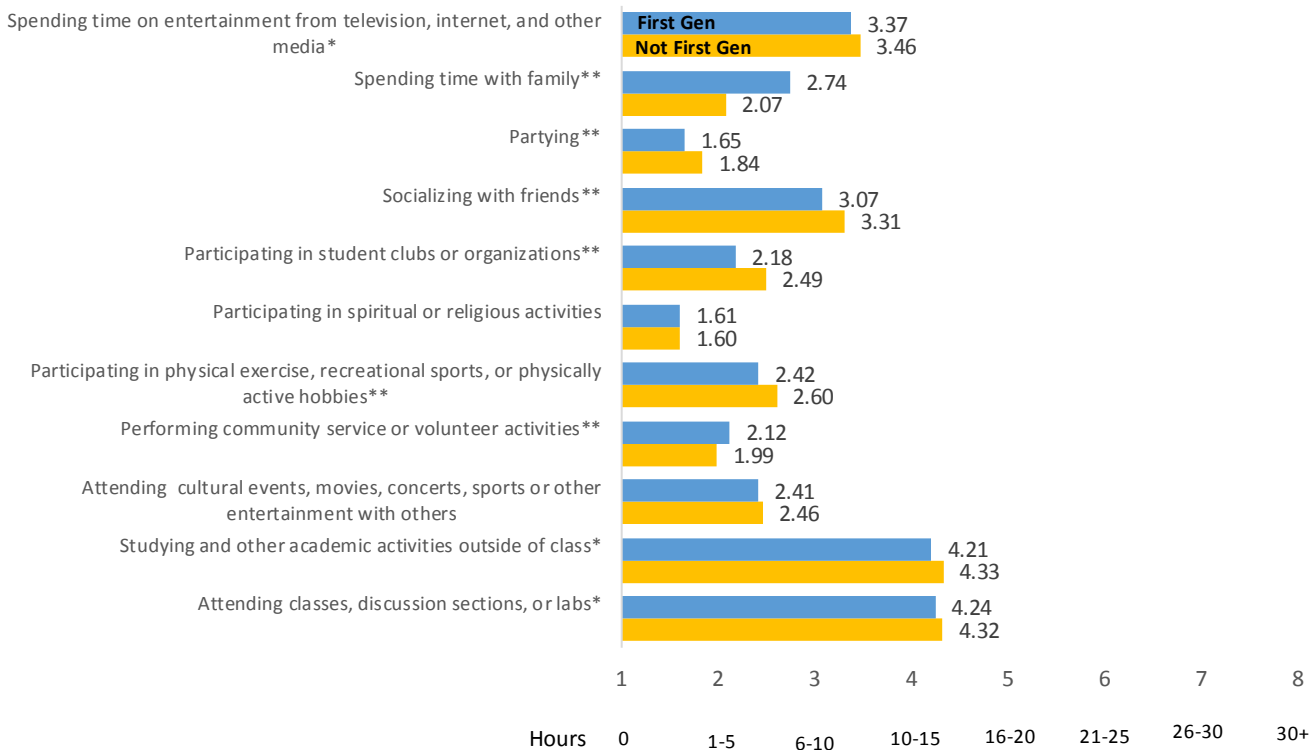


Importance of student organizations in developing skills



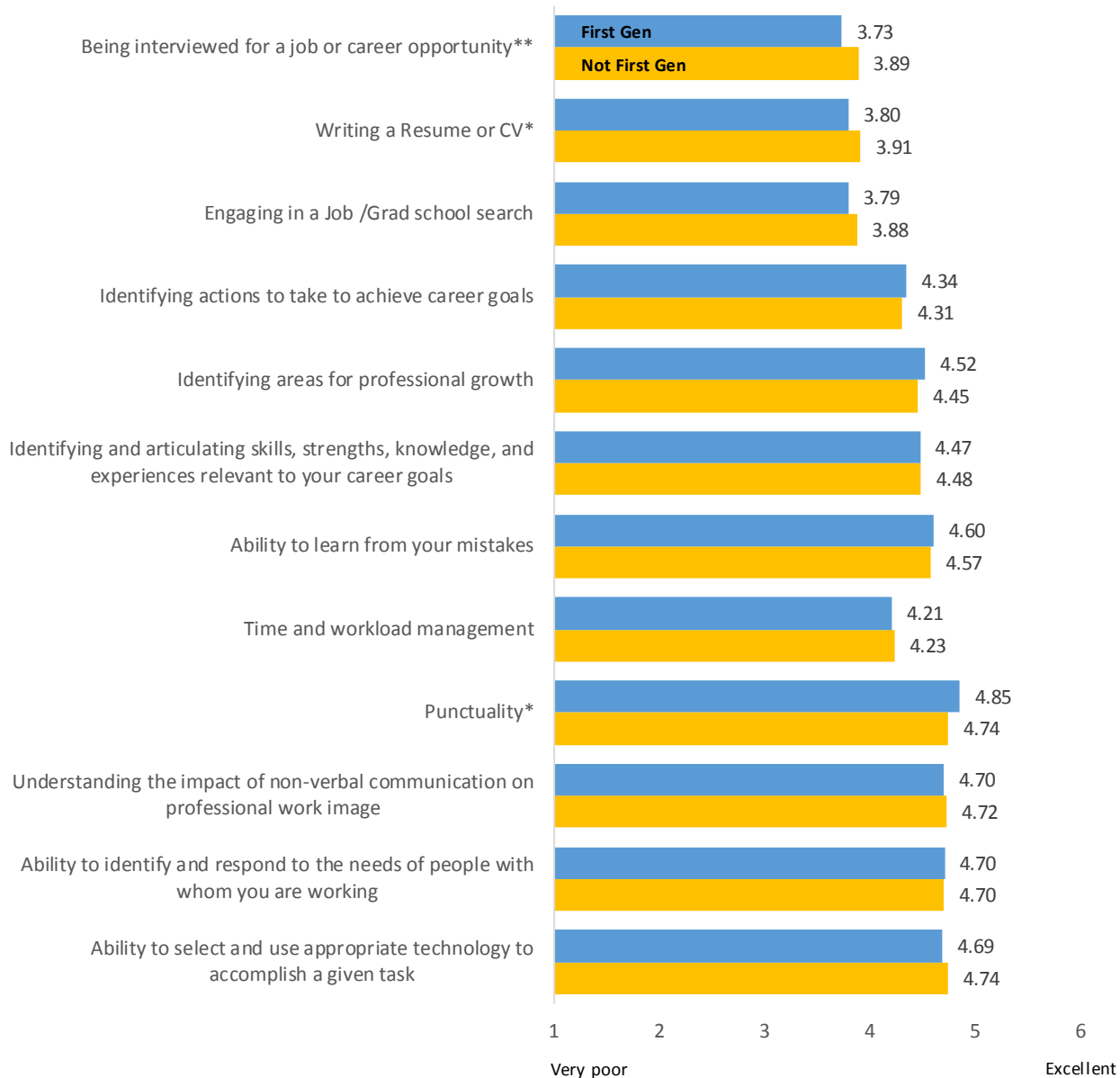
Time Use (Hours Spent per Week)

- First generation students tend to spend more time with family and performing community service activities.
- Non-First generation students spend more hours per week partying, socializing with friends, participating in physical exercise and participating in student clubs and organizations.



Academic and Personal Development

- First Generation students are less likely to feel proficient in the following career-related areas: interviews for a job or career opportunity and writing a resume or CV.



Research Experiences

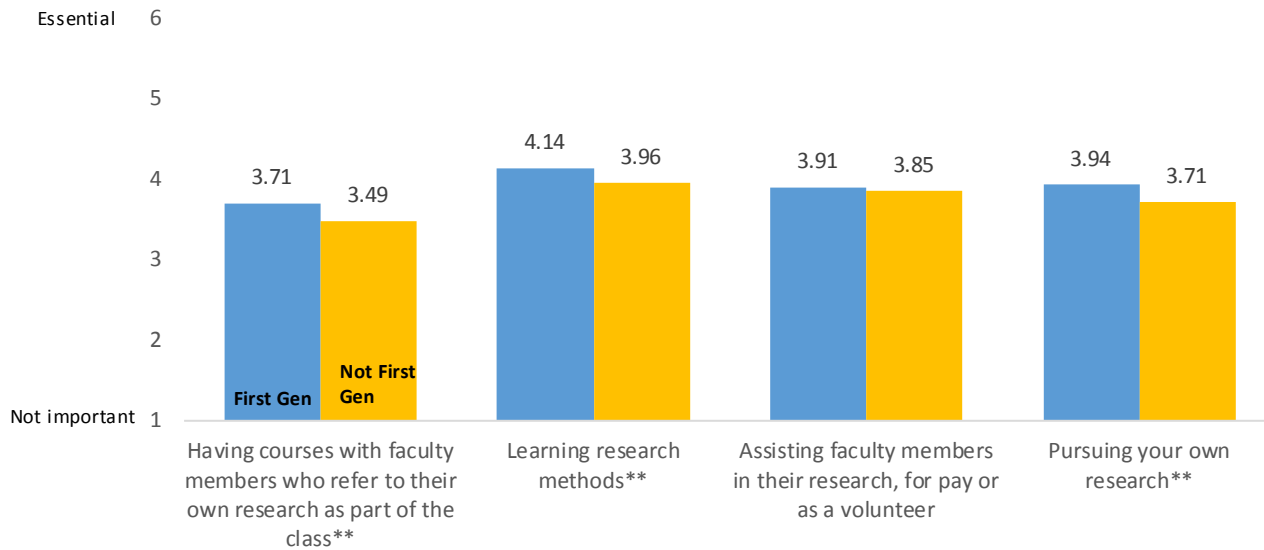
- First Generation students were less likely to have taken research methods courses over the past year, although they were slightly more likely to conduct research with faculty.
- However, First Generation students were more likely to place high importance on having faculty members/instructors who referred to their own research in class, learning research methods and conducting their own research.

Research Experiences

% who reported currently doing or having completed

	First Generation	Not First Generation
A research project or research paper as part of your coursework	70.1%	67.9%
At least one research methods course*	50.4%	43.5%
At least one independent study course	22.8%	18.6%
Assist faculty in conducting research*	19.0%	24.8%
A creative project as part of your coursework	28.1%	29.7%
Assist faculty with their creative project	8.1%	7.6%

Source: UCUES 2016



For more information about the analyses presented in this brief, contact:
Lauren Ilano
lilano@saonet.ucla.edu