

**Undergraduate Students with Dependents:
Entering Freshman and Transfer Student Classes of 2013**

The Student Affairs Information and Research Office (SAIRO) is the research and assessment office within UCLA's Student Affairs organization. The mission of SAIRO is to support the learning and development of the whole student by providing reliable, timely and useful information about students and their experiences; by developing the capacity of Student Affairs and other stakeholders to collect, interpret, and utilize data to enhance the quality of students' educational experience and environment; and by helping Student Affairs units assess and document the effectiveness of their programs and practices.

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Executive Summary

This report presents profiles of incoming undergraduate students with dependents using data from the 2013 CIRP Freshman Survey and the 2013 UCLA Transfer Student Survey. Students with dependents are defined as those who have responsibilities for supporting and caring for children, siblings, family members and others. This information is intended to inform Student Affairs policies, practice, and decision-making related to students with dependents.

Major findings included:

- Entering freshmen with dependents were *more alike than different from* their peers without dependents. They planned to live on-campus and actively participate in college student life. It appeared that freshmen would not be responsible for day-to-day caretaker responsibilities while at UCLA.
- Entering freshmen with dependents *remained connected to their families and home communities*. The guidance of family members and advisors was important during the college choice process. Living within reasonable driving distances of their home communities influenced the choice to attend UCLA.
- Entering transfer students with dependents were *markedly different from their peers in key demographics and background characteristics*. They were older, often married.
- Transfer students with dependents experienced a *shortage of available time in which to balance their many responsibilities* as parents, spouses, friends, caretakers, employees, students, and community members. Adding to the pressure of their already strained schedules, they planned to live farther away from campus than their peers, ensuring a longer school commute.

Introduction

UCLA offers undergraduates the traditional four-year residential college experience, yet not all who attend can be considered “traditional” students. Non-traditional students are distinguished from their traditional peers by their enrollment patterns, family and financial statuses, and high school achievement (NCES, n.d.); they often face barriers to college success that include longer time to degree completion, stop-out and drop-out, and greater financial hardship (Bean & Metzner, 1985).

Students who are responsible for the welfare of children and other dependents belong to this non-traditional category. Although parenting students may be the most familiar members of this group, some students are primary caregivers and/or legal guardians of elderly parents, disabled family members, or others requiring significant support and care. The term “students with dependents” is used throughout this report as it most accurately describes the various ways that UCLA students may be materially, physically, and personally responsible for others’ day-to-day lives.

Research indicates that parenting small children while attending college has negative effects on degree completion for both men and women due to the financial and time constraints associated with childcare (Taniguchi & Kaufman, 2005). UCLA Student Affairs provides targeted support to students with dependents to minimize the negative effects associated with being a non-traditional student in this group.

Students with Dependents (SwD) Program

The Bruin Resource Center (BRC) is UCLA’s home-away-from-home for students with dependents, providing “caring and personalized support to UCLA students who are parents, guardians, and caregivers at the undergraduate, graduate and professional school level.” As part of Student Affairs, the BRC’s *Students with Dependents (SwD) Program* offers staff guidance, campus resources, and peer support to help students meet their academic, personal, and professional goals. More information on the *SwD Program* can be found on the BRC website at <http://www.swd.ucla.edu>.

Data: Sources, Samples, Analysis

Data sources

The information in this report is based on data from two surveys administered to incoming UCLA undergraduates: the CIRP Freshman Survey (TFS) and UCLA’s Transfer Student Survey (TSS). These surveys ask students about their personal backgrounds, academic histories, values and beliefs, past-year activities, factors influencing college choice, and future plans. Both TFS and TSS ask about students’ responsibilities for dependents, and UCLA collects information about its special student populations through these surveys. Findings are presented for each group (freshmen and transfer students) in the following thematic sections: student backgrounds; academics and career; college choice; finances and personal wellness; and student life at UCLA.

Defining samples

Students were categorized as either students with dependents (SWD) or students with no dependents (SND) based on their responses to survey items (see box). Cases missing responses to the dependent questions were excluded from analysis. Sixty-two incoming freshmen with dependents (FWDs) were identified within the TFS dataset, and the TSS data yielded 37 entering transfer students with dependents (TWDs) (Table 1). Data for freshmen with no dependents (FNDs) and transfer students with no dependents (TNDs) are included throughout the report for comparison. Combined TSS and TFS race/ethnicity data are shown in Table 2.

Survey Questions about Dependents

Survey questions about students with dependents allowed researchers to identify two distinct student populations: 1) students with dependents (SWD’s), and 2) students with no dependents (SND’s).

The survey questions asked are listed here:

CIRP Freshman Survey (2013): “Do you have children or other dependents (e.g. elders, siblings, etc.) who live with you and who receive more than half their support from you?”

Transfer Student Survey (2013): “For how many children under the age of 18 are you the primary care giver?”

It is important to note that this report only includes cases for incoming undergraduates who permanently resided in the US and does not include international student data; preliminary analyses revealed that international students' experiences were distinct enough from those of domestic students to obscure important patterns in the data; they were therefore removed from further analysis. Furthermore, although many graduate and professional students care for dependents, their UCLA experiences are different enough from those of undergraduates to be outside the scope of this analysis. SAIRO acknowledges that each of these student sub-populations have distinctively different stories about what it means to be a UCLA student with dependents.

Data analysis

The TFS and TSS datasets were analyzed separately with the goal of creating student profiles for 2013's incoming freshmen with dependents and transfer students with dependents. Overall, to provide insight into

the lives of undergraduates with dependents, the results for both groups are presented in this report. However, the main analyses focused on within group differences and it is important to note that the report's findings are not the results of comparative analyses between TFS data and TSS data.

Researchers ran frequency distributions and two-way cross-tabulations to create descriptions of the typical freshman with dependents (FWD) and the typical transfer student with dependents (TWD). For each dataset, researchers also employed the chi-squared test of independence and the independent samples t-test to identify statistically significant differences between SWDs and SNDs. Response options were sometimes combined and/or collapsed to ensure validity of statistical tests. Throughout the report, the thresholds for statistical significance are * $p \geq .05$, ** $p \geq .01$, and *** $p \geq .001$, indicated on charts with asterisks.

Table 1. 2013 Freshman and Transfer Respondents, by Dependent Status

| | Students with dependents | | Students with no dependents | | Total |
|----------------------------|--------------------------|-----|-----------------------------|------|-------|
| | n | % | n | % | |
| Entering freshmen | 62 | 3.2 | 1872 | 96.8 | 1934 |
| Entering transfer students | 37 | 4.2 | 844 | 95.8 | 881 |
| Total students (n) | 99 | | 2716 | | 2815 |

Data from the 2013 CIRP Freshman Survey (TFS) and the 2013 Transfer Student Survey (TSS)

Table 2. 2013 Incoming Undergraduate Respondents, by Race and/or Ethnicity

| | Students with dependents | | Students with no dependents | | Total |
|---|--------------------------|------|-----------------------------|------|-------|
| | n | % | n | % | |
| African American/Black | 1 | 1.0 | 46 | 1.7 | 47 |
| Alaska Native/American Indian | 0 | 0.0 | 4 | 0.1 | 4 |
| Asian American/Asian/Pacific Islander/Native Hawaiian | 43 | 43.9 | 971 | 36.0 | 1014 |
| Caucasian/ White | 27 | 27.6 | 914 | 33.9 | 941 |
| Hispanic/Latino/a | 21 | 21.4 | 473 | 17.5 | 494 |
| Two or more races/ethnicities | 5 | 5.1 | 244 | 9.0 | 249 |
| Other/ Unknown | 1 | 1.0 | 46 | 1.7 | 47 |
| Total students (n) | 98 | | 2698 | | 2796 |

Combined data from the 2013 TFS and 2013 TSS. Total number of students varies from Table 1 due to missing data for 19 cases.

Findings: Entering Freshmen

Student backgrounds

In 2013, the demographic composition of freshmen with dependents was not significantly different from that of freshmen without dependents. The incoming freshman class was composed of traditional-aged students (Figure 1), and females outnumbered males in both groups (Figure 2). Four out of five freshmen were native speakers of English (Figure 3), and slightly

less than half were first-generation college students (Figure 4).

Students' best estimates of their parents' annual income revealed that half of all freshmen came from families making \$100,000 per year or more (Figure 5). Nearly 20% of FWDs came from families earning less than \$25,000 per year, a figure only slightly higher than the federal poverty threshold for a family of four with two children (DHHS, 2013).

Figure 1. Freshman Demographics, by Years of Age[†]

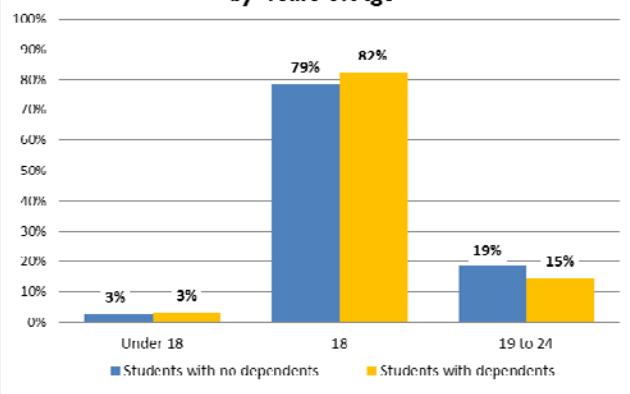


Figure 2. Freshman Demographics, by Sex

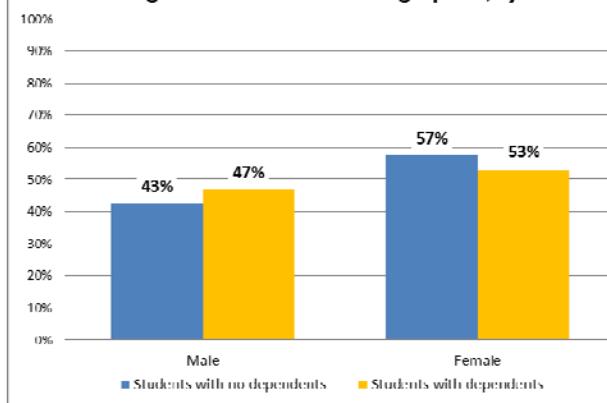


Figure 3. Freshman Demographics, by Native Language

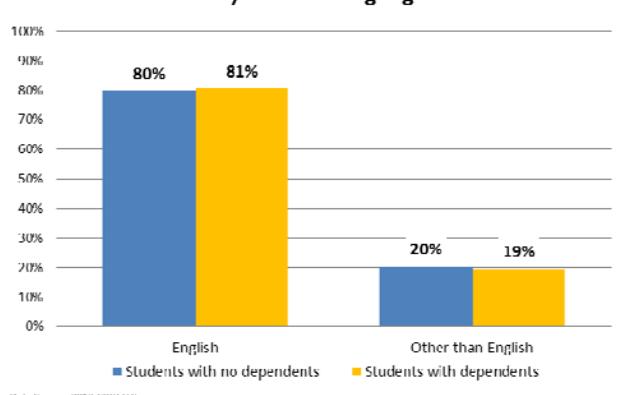


Figure 4. Freshman Demographics, by Parents' Post-Secondary Educational Attainment

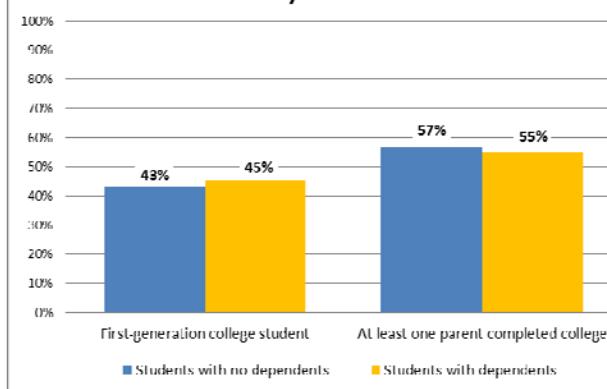
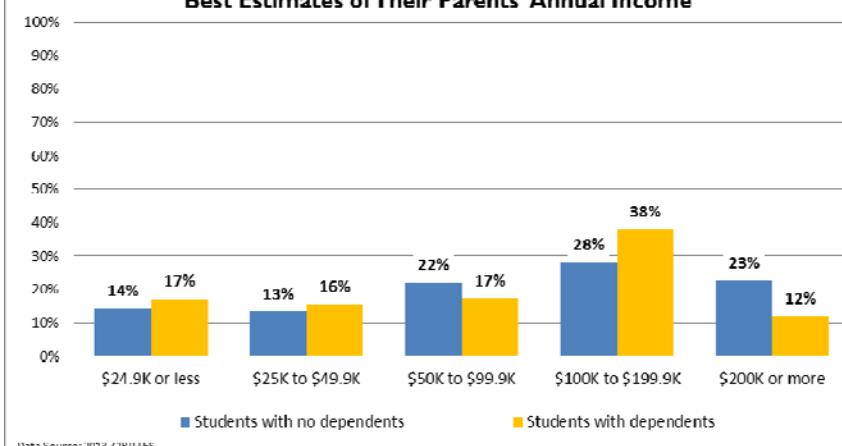


Figure 5. Freshman Demographics, Students' Best Estimates of Their Parents' Annual Income



Academics and career

Overall, incoming FWDs and FNDs exhibited similar patterns of classroom behavior and academic achievement during their last year of high school. Ninety percent of FWDs reported earning greater than a B+ average, and most students spent between 11 and 20 hours per week studying or doing homework. Although both groups of students were equally likely to have engaged in “habits of mind” associated with academic success (Costa & Kallick, 2000), FWDs reported “support[ing] [their] opinions with a logical argument” less frequently during high school (Figure 6).

Incoming UCLA freshmen were generally confident

that their academic abilities were at least above average for their age. The one area where the two groups differed was in self-rated mathematical ability; over 20% of FWDs felt they were either “below average” or in the “lowest 10%” for their age group, whereas only 7% of FNDs reported the same. Thirty-seven percent of FWDs rated themselves in the “highest 10%” for competitiveness—a full 15 percentage points above their FND peers. (See Appendix I for self-ratings tables.) Freshmen with dependents were also more likely to feel they would need special tutoring or remedial work in mathematics and English once in college (Figure 7).

Figure 6. Freshman Past-Year Academics, Students Who "Frequently" Engaged in Positive Habits of Mind

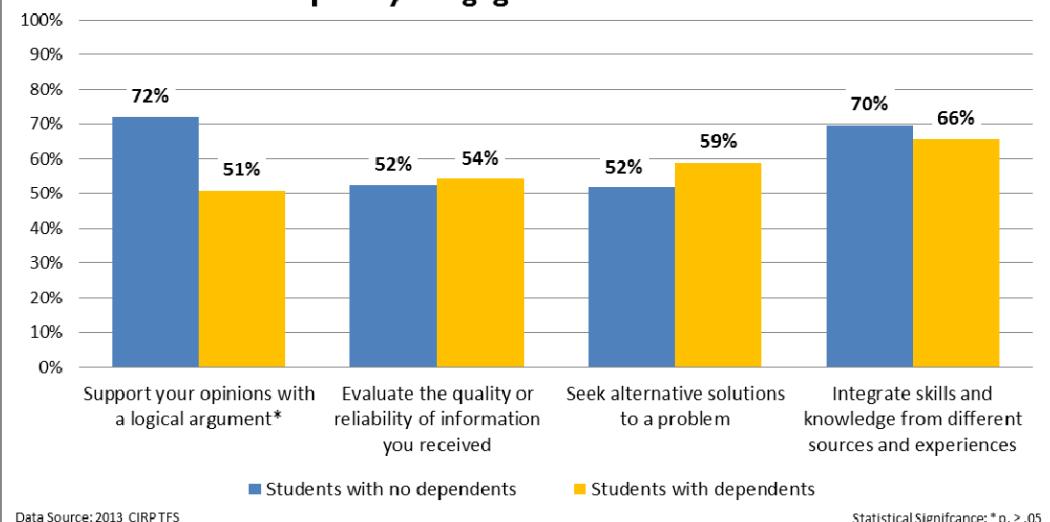
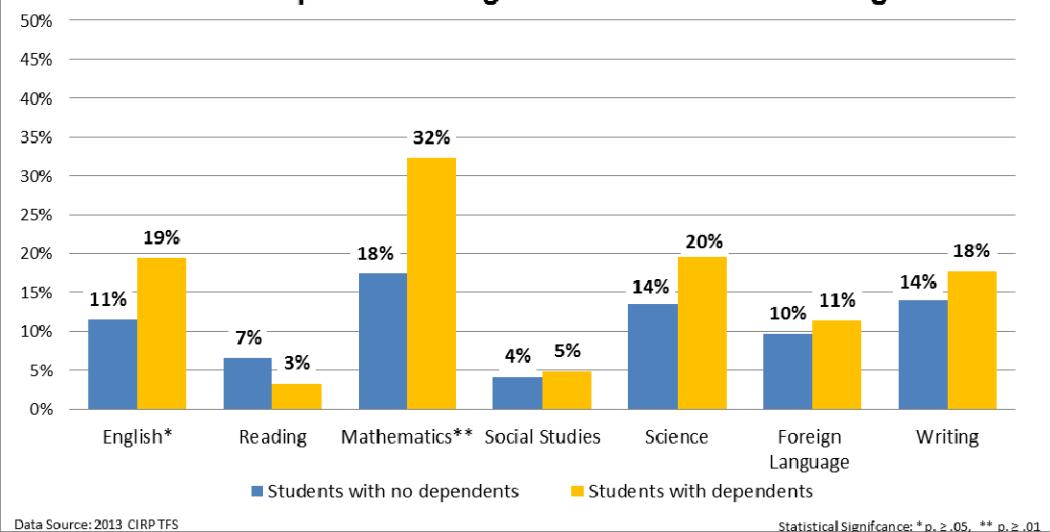


Figure 7. Freshman Academic Plans, Self-Reported Needs for Special Tutoring or Remedial Work in College



**Figure 8. Freshman Academic Plans,
Students' Highest Anticipated Degree at Any Institution**

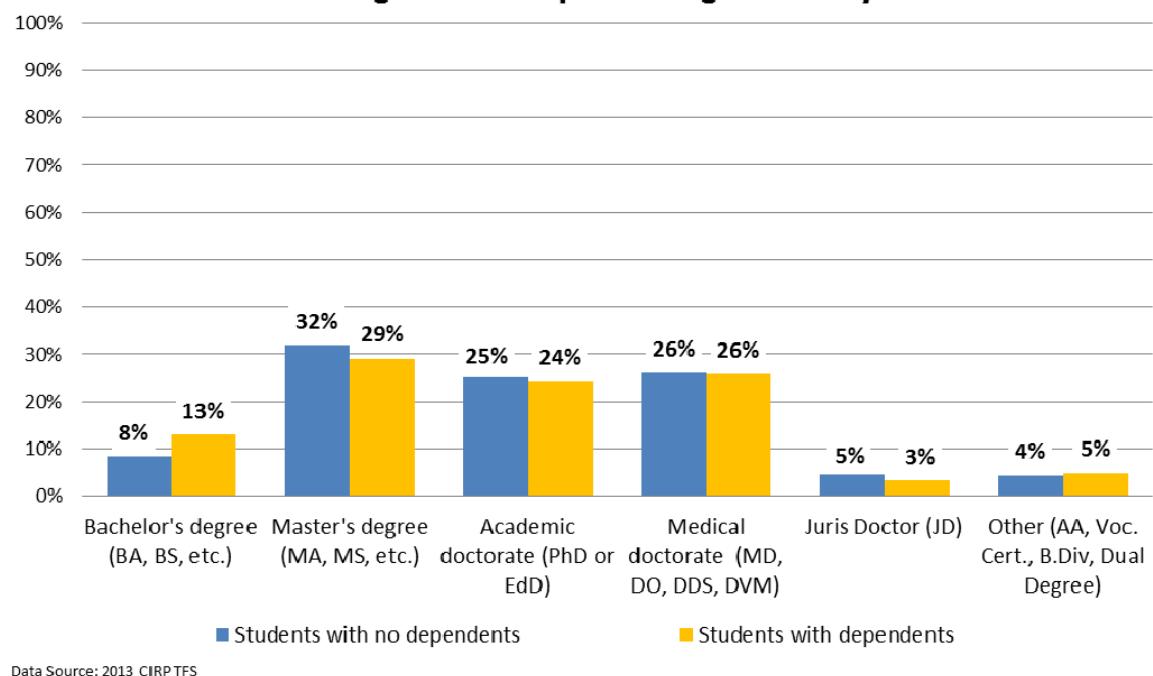
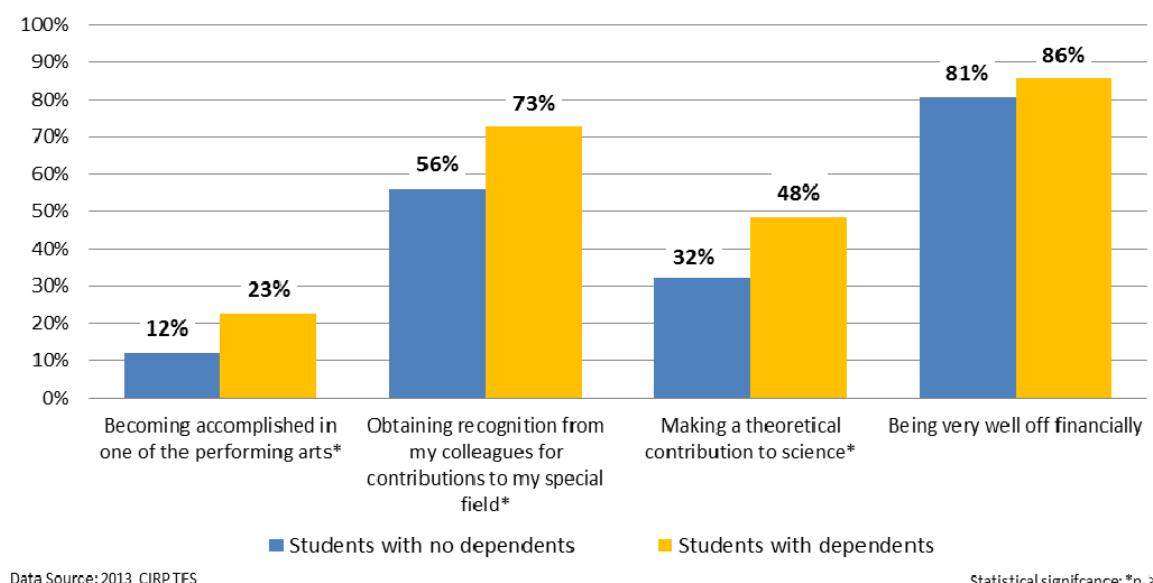


Figure 9. Freshman Aspirations, Percentage of Students Reporting Goals as "Very Important" or "Essential"



Most incoming freshmen had high academic aspirations and planned to attain advanced degrees (Figure 8), but freshmen with dependents were more invested than their peers in certain career-related goals (Figure 9). Although the vast majority of freshmen (96%) planned to finish in four years or less, more FWDs

than FNDs (42% v. 30%) said they might need extra time to complete their degrees. Significantly more FWDs than FNDs (34% v. 16%) also believed they might take classes at another college while enrolled at UCLA.

College choice

Students were asked to rate the importance of various influences on the decision to attend UCLA, and the FWD group was far more likely to have placed value on the input of family members and educational advisors in choosing the University (Figure 10).

Compared to FNDs, a majority of FWDs came from homes located within 50 miles of campus (Figure 11), and significantly more FWDs reported that wanting to live near home was an important factor in deciding to

attend UCLA (Figure 12). It is possible that many FWDs were hoping to remain close to dependents who would not be living with them on campus. The data also suggest that freshmen with dependents wanted to remain connected to their families and home communities during college.

For other important factors influencing college choice such as campus visits, national rankings, and website information, there was not much difference between the responses of FWDs and FNDs (Figure 12).

Figure 10. Freshman College Choice, "Somewhat Important" and "Very Important" Influences

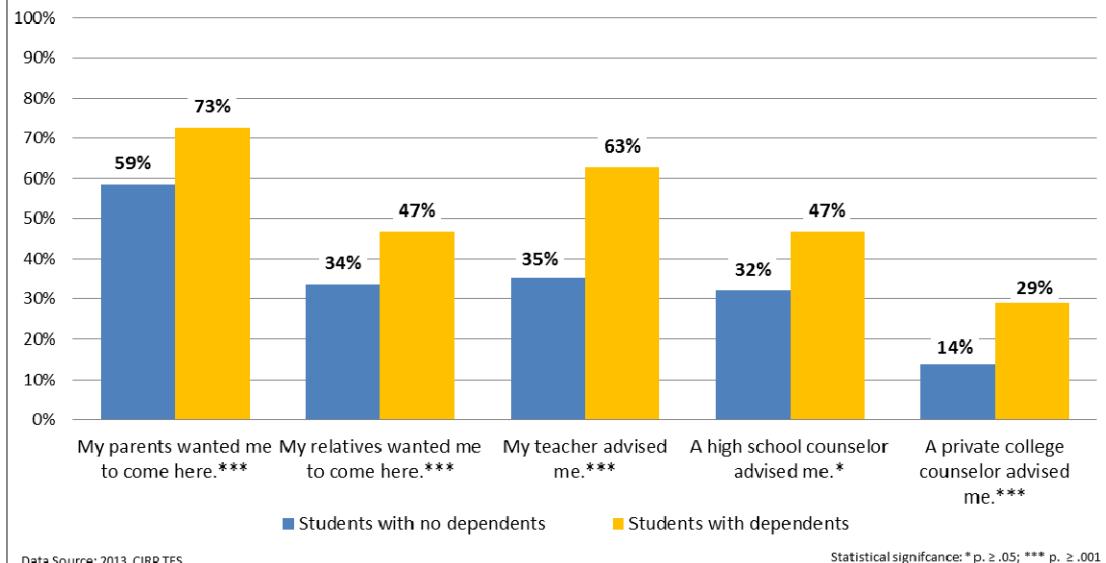


Figure 11. Freshman College Choice, Distance between UCLA and Students' Permanent Homes**

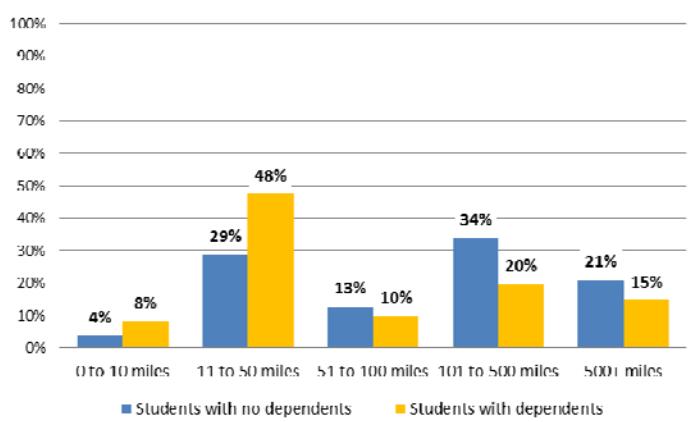
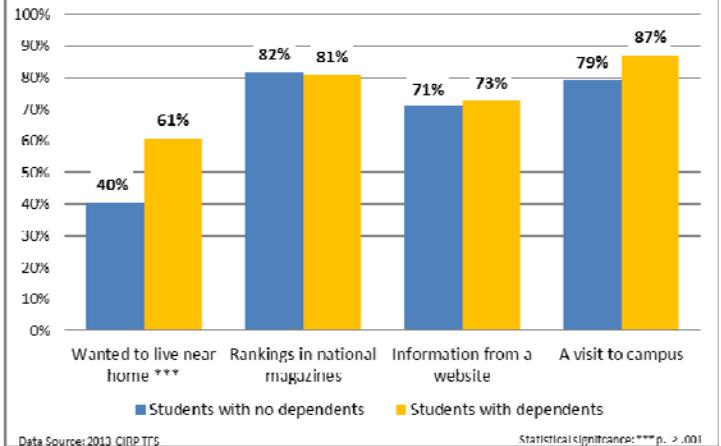


Figure 12. Freshman College Choice, "Somewhat Important" or "Very Important" Influences



Finances and personal wellness

Most freshmen with dependents were concerned with the ability to afford college (Figure 13). Two-thirds believed that the current economic situation had an effect on their college choice. Although many incoming freshmen had not worked for pay at all during their senior year of high school, nearly 80% of FWDs said there was a chance they would get a job to help pay for college expenses; however, only one-quarter of FWDs expected to work full-time.

Most incoming freshmen were busy with studying and extracurricular activities during high school. Similar to their FND peers (41%), nearly half (47%) of FWDs spent at least 11 hours per week on schoolwork, and most devoted at least some time to student clubs, volunteering, and/or physical exercise or sports. Nearly half of all freshmen spent less than one weekly hour on household/childcare duties, whereas FWDs were more than twice as likely to have devoted at least 6 to

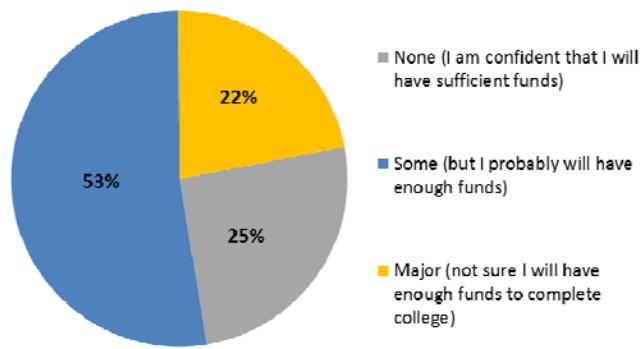
10 hours per week to those responsibilities (Figure 14).

Most students believed that their physical health and emotional wellbeing was better than that of others their age. They also rated themselves highly in “self-understanding” and “drive to achieve.” (See Appendix I for self-ratings tables.) Although FWDs were no more likely to have been depressed during the previous year than FNDs (35% v. 38%), a far higher percentage of FWDs reported feeling “frequently overwhelmed by all [they] had to do” (43% v. 26%). It appears that incoming FWDs entered college already accustomed to feeling stretched thin by their many responsibilities. Like their FND peers (52%), more than half of freshmen with dependents (55%) said there was at least some chance that they would seek personal counseling at UCLA.

Student life at UCLA

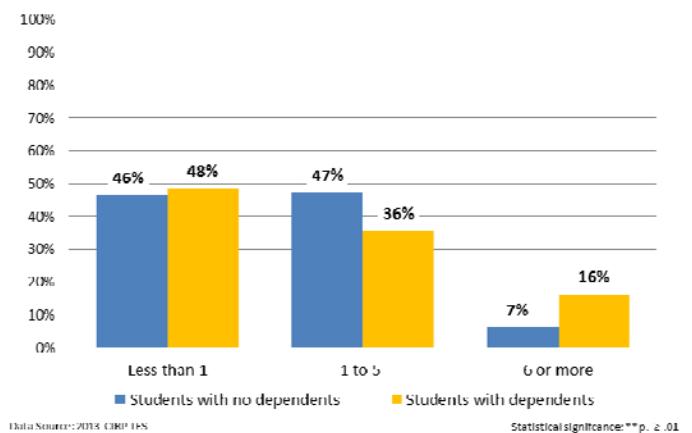
Freshmen with dependents were similar to their peers in their desires to engage in traditional student life. They were just as likely as FNDs to want to participate in student clubs, fraternities and sororities, organized sports, and community service (Figure 15). Freshmen with dependents and their peers had similar plans for their college living arrangements; nearly all FWDs planned to live in college residence halls (94%) or other campus student housing (3%). Because traditional undergraduate residence halls at UCLA do not permit children or spouses to live with students, FWDs must have planned for their dependents to live with other caretakers. As such, it is reasonable to conclude that most FWDs would not be involved in the day-to-day dependent care responsibilities while enrolled at UCLA.

Figure 13. Freshmen with Dependents' Concerns with Their Ability to Finance Their College Education



Data Source: 2013 CIRP TTS

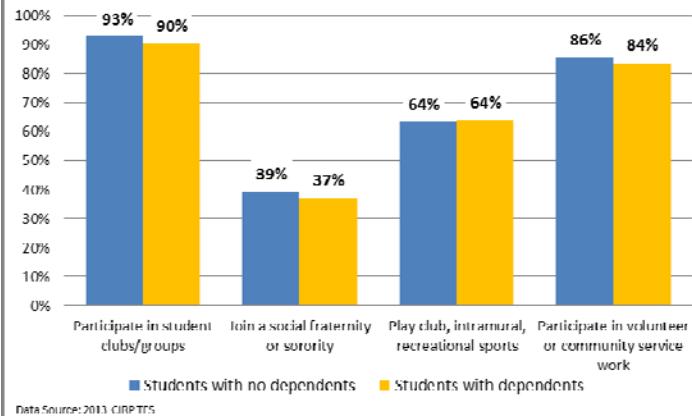
Figure 14. Freshman Past-Year Activities, Hours per Week Spent on Household/Childcare Duties**



Statistical significance: **p < .01

Data Source: 2013 CIRP TTS

Figure 15. Freshman Involvement, Percentage Reporting "Some Chance" and "Very Good Chance"



Data Source: 2013 CIRP TTS

2013 CIRP Freshman Survey & 2013 Transfer Student Survey

Findings: Entering Transfer Students

Student backgrounds

There were significant demographic differences between 2013's incoming transfer students with dependents and their peers without dependents. Transfers with dependents were far more likely to be older than 25, whereas most transfers without dependents were of traditional college age (Figure 16). Transfers with dependents were much more likely to be married or living with a partner (Figure 17), and a significantly higher percentage of transfers with dependents report-

ed that English was not their native language (Figure 18).

Two-thirds of TWDs were first-generation college students compared to approximately fifty percent of their TND peer group (Figure 19). It was more common among TWDs to come from a family where neither parent had completed high school (Figure 20).

Although the sample was too small to make definitive claims, the data suggest that proportionally more TWDs were affiliated with the military (e.g., veteran status, ROTC, National Guard, active duty service).

Figure 16. Transfer Student Demographics, by Years of Age[†]

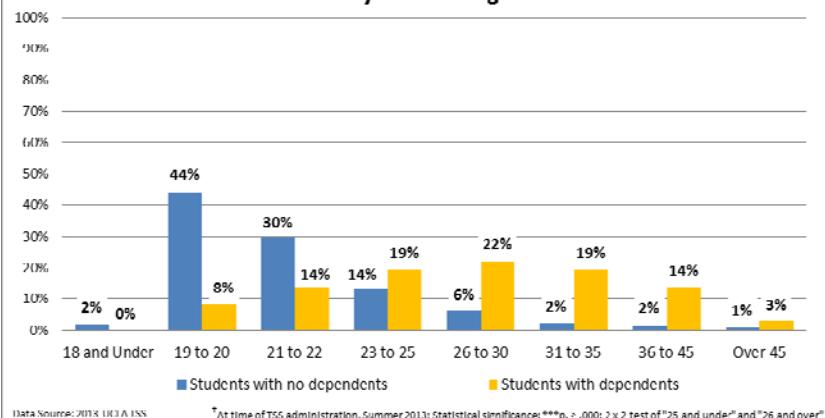


Figure 17. Transfer Student Demographics, by Relationship Status[‡]

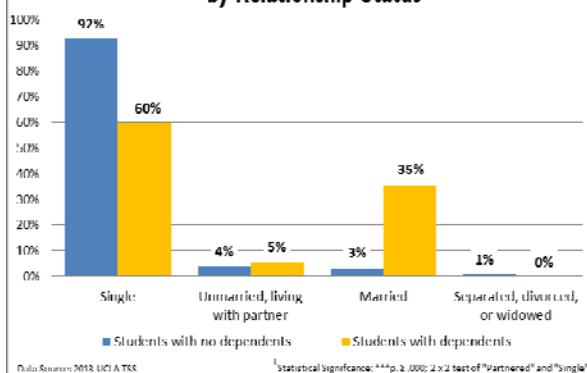


Figure 18. Transfer Student Demographics, by Native Language^{}**

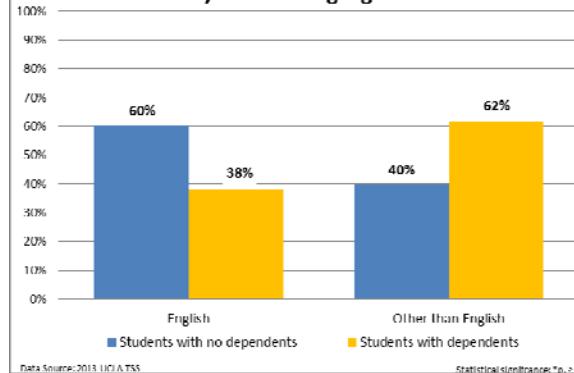


Figure 19. Transfer Student Demographics, by Parents' Post-Secondary Educational Attainment

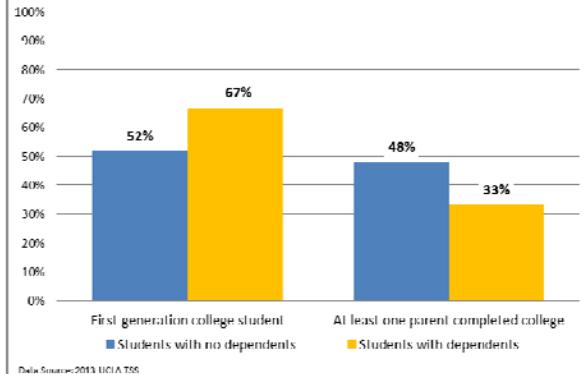
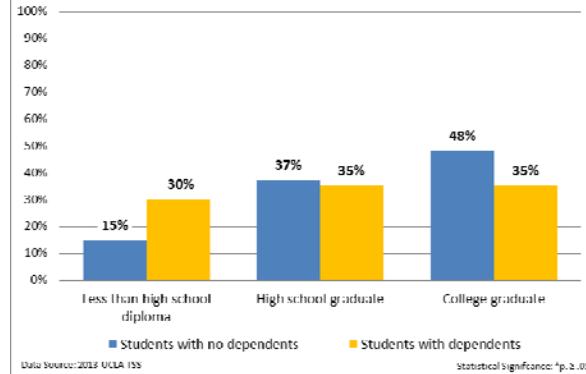


Figure 20. Transfer Student Demographics, by Either Parent's Highest Educational Attainment*



Academics and career

Transfer students with dependents reported lower average high school grades than their peers; however, by the time they applied and were accepted to UCLA, they had narrowed the gaps between themselves and their peers (Figure 20).

During the previous year, TWDs were more likely than TNDs to have spent five or fewer hours per week attending classes and labs (22% v. 8%); however, 43% of TWDs said they frequently used course websites for their schoolwork, compared to 27.5% of TNDs. These differences may indicate that TWDs were engaging in more online coursework instead of travelling to physical campuses.

The data suggest that TWDs were generally more serious about their pre-transfer academics than TNDs. Significantly greater percentages of TWDs reported never being bored in class and or coming late (Figure 21), and 86% of TWDs frequently revised their papers to improve their writing compared to 68% of TNDs.

Transfers with dependents were self-confident about their academics and scholarship. Most felt they ranked above others their age in mathematical, writing, public speaking, and general academic ability, and they believed they were strong in critical thinking and problem solving. (See Appendix II for self-ratings tables.)

The great majority of TWDs (97%) planned to pursue advanced degrees in the future, and 50% anticipated earning a Ph.D. or an Ed.D. (Figure 22).

Figure 20. Transfer Student Academics, Self-Reported Average Grades

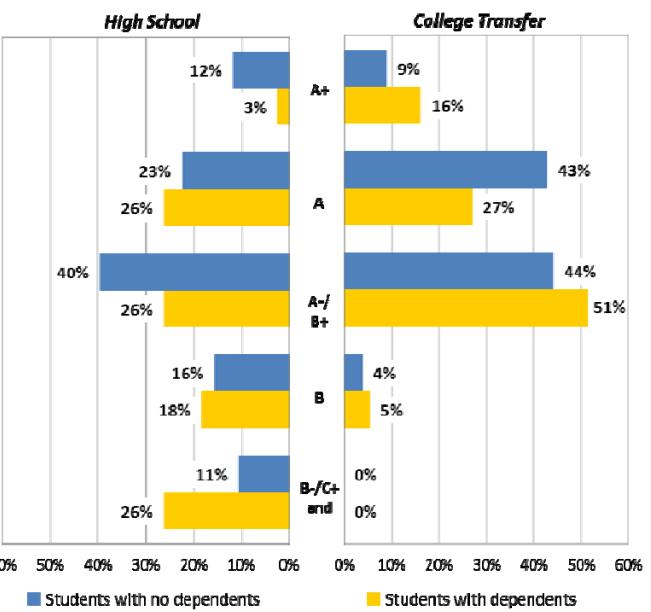
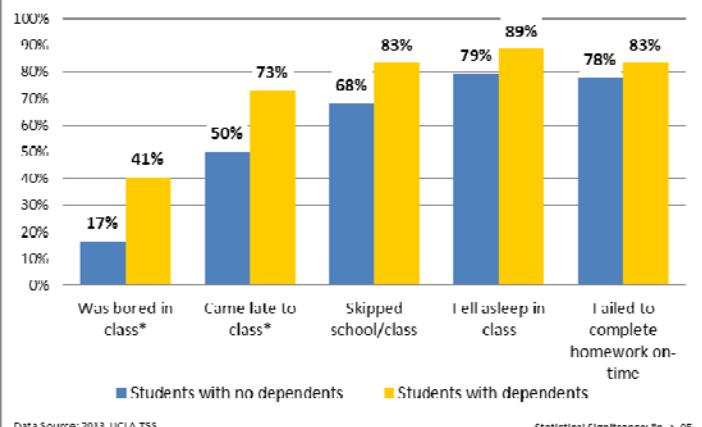


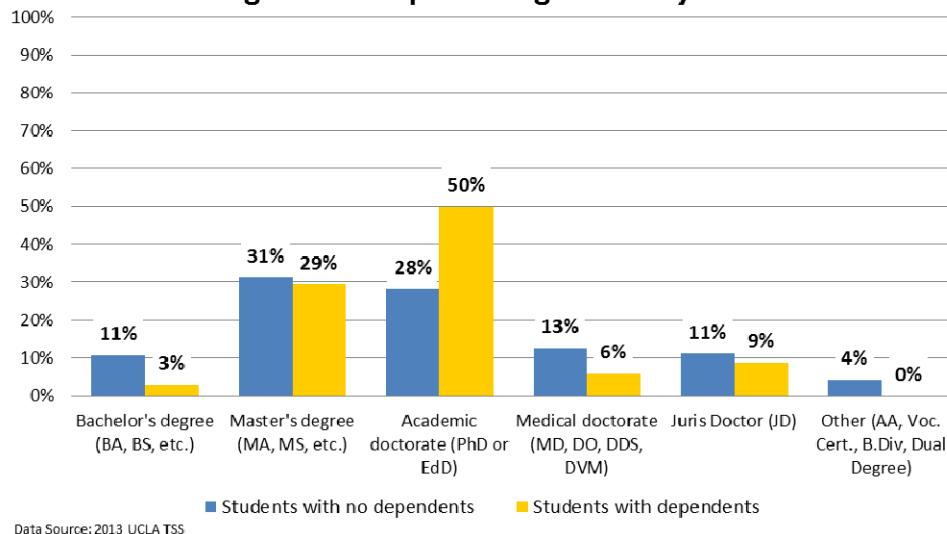
Figure 21. Transfer Student Past-Year Activities, Percentage Reporting "Not at All"



Data Source: 2013 UCLA TSS

Statistical Significance: *p < .05

Figure 22. Transfer Student Academic Plans, Highest Anticipated Degree at Any Institution



Data Source: 2013 UCLA TSS

College choice

Transfer students with and without dependents had similar college choice patterns. Only two survey questions suggested that there might be some statistical differences between the two groups. When choosing a college, TWDs were less likely than TNDs to weigh UCLA's academic reputation as "very important" (77% v. 89%), and 65% of TWDs said their parents were *not* an important influence on their decision to attend, compared to 44% of their TND peers. Most transfer students also did not care very much about UCLA's proximity to their homes. It is likely that the similarities observed across transfer students' college choice patterns are due to the structured nature of transfer articulation since many students know in advance that they are specifically working toward attending UCLA.

Ninety-seven percent of TWDs felt there was very little to no chance they would transfer out of UCLA, and 88% said it was unlikely that they would take a leave of absence while enrolled. Two-thirds of TWDs believed there was a very good chance they would be satisfied with UCLA, but only slightly over half felt strongly that UCLA would be a welcoming environment for transfer students.

Finances and personal wellness

Similar to their peers without dependents, over 85% of transfer students with dependents were concerned about being able to finance their college educations, and more than half of all transfer students agreed that the economy had affected their choice of college.

Over half of all transfer students had paid employment, but TWDs were significantly more likely to work more than 20 hours per week (Figure 23). Nearly one quarter of TWDs (24%) said there was a very good chance they would be working full-time while at UCLA, but only 10% of TNDs said the same. Half of the TWD group thought there was some chance they would get a job to help cover college expenses, but they were less sure about this than TNDs. The uncertainty reflected in the survey data does not take into account that many TWDs were already working before starting at UCLA; they simply might not have planned to take on an *additional* job.

One major difference between the two transfer groups was the amount of time that TWDs spent each week doing unpaid work in the home. Where the majority of TNDs (83%) spent five or fewer weekly hours on childcare and household duties, over one-quarter of TWDs (28%) devoted more than 20 hours per week to these responsibilities (Figure 24). A similar pattern held for "other family responsibilities."

Transfer students were self-confident and rated themselves positively on their physical and emotional health, self-understanding, and drive. (See Appendix II for self-ratings.) Transfers with dependents were no more or less likely than peers to report depression or feeling overwhelmed. About 60% of all transfers said they had felt depressed at some point during the past year, and at least three-quarters of students were at least occasionally overwhelmed by all they had to do. More than 75% of transfer students felt that there was at least some chance that they would seek personal counseling at UCLA.

Figure 23. Transfer Student Past-Year Activities, Hours per Week, Working for Pay Off-Campus*

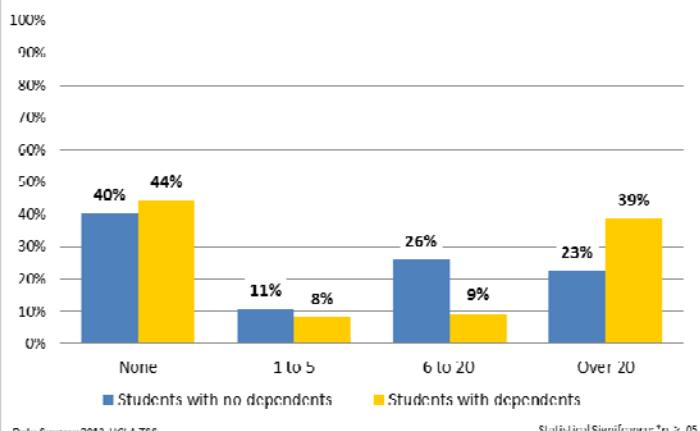
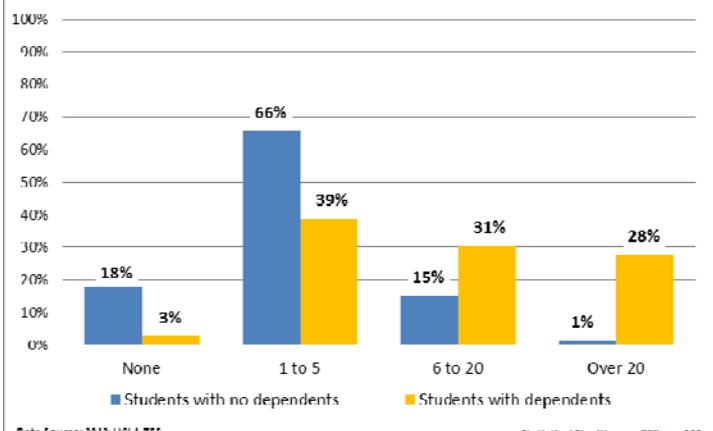


Figure 24. Transfer Student Past-Year Activities, Hours Per Week, Household/Childcare Duties***



Student life at UCLA

Transfer students with dependents were as likely as TNDs to want to participate in co-curricular activities like student clubs, fraternity and sorority life, organized sports, and community service.

A majority of TWDs (56%) said that wanting to live near campus was not an important influence on their decision to attend UCLA; significantly more TWD's planned to live between 11 to 50 miles away from campus instead of in its immediate proximity (Figure 25). While 56% of TNDs planned to live in UCLA-managed housing, 55% of TWDs intended to live with family, relatives, or in a private residence (Figure 26).

The findings indicate that most TWDs did not plan to take advantage of UCLA's family housing despite its proximity to campus and its relatively low rental rates for the area. This may be because many TWDs were in committed relationships with established homes farther away from campus. Housing in neighborhoods near UCLA is also less centrally located to the rest of Greater Los Angeles, possibly making partners' commutes more difficult. A combination of these factors may have contributed to TWDs being either unable or unwilling to move closer to campus.

Transfer students with dependents were more likely than TNDs to have commuted more than five hours per week to campus during the previous year (Figure 27), and many TWDs planned to continue their long commutes in order to attend UCLA. Taking into account the combined hours that TWDs planned to spend on family responsibilities, commuting, jobs, classwork, and student involvement, it appears that they were likely to be stretched very thin.

Many TWDs might have missed out on traditional student development opportunities related to diversity and cross-cultural competency. Because most were living with their families, they did not plan to have roommates from races and ethnicities different from their own. In addition, most TWDs (62%) did not plan to study abroad (Figure 28), a figure far higher than that of TNDs (35%). Although transfer students rated themselves highly on understanding others, tolerating others with different beliefs, and the ability to get along with people from different races and cultures (See Appendix II for self-ratings tables), it is possible that TWDs might miss out on important undergraduate experiences due to caretaking responsibilities.

Figure 25. Transfer Student Housing Plans, by Commute Distance between UCLA and Home***

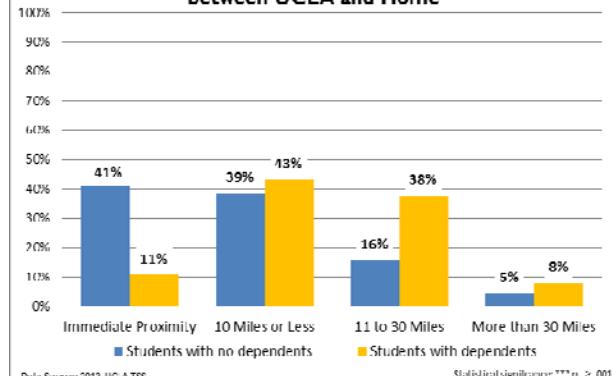


Figure 26. Transfer Student Housing Plans, by Living Arrangement Control

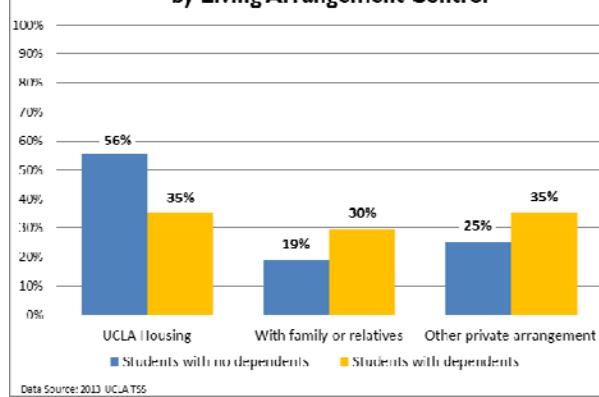


Figure 27. Transfer Student Past-Year Activity, Hours Per Week Commuting to Campus*

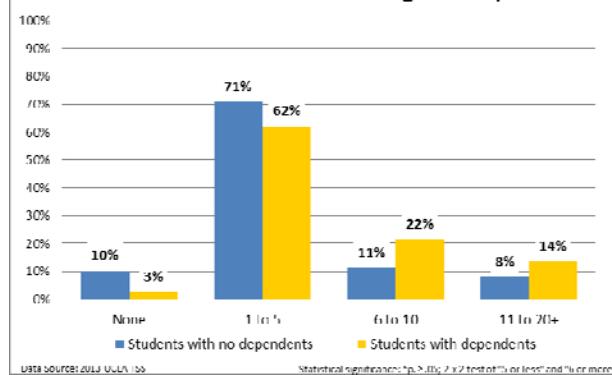
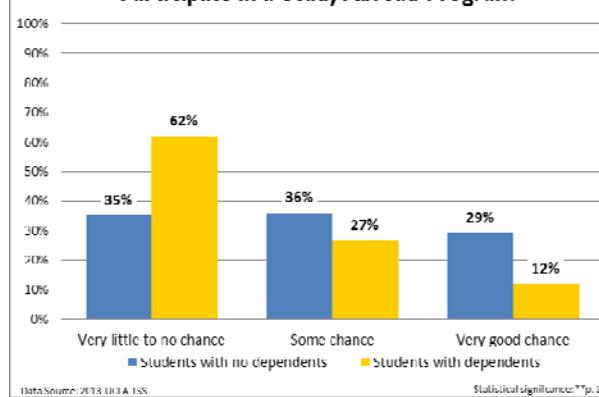


Figure 28. Transfer Student Plans, Participate in a Study Abroad Program**



Conclusions

The data suggest that entering freshman with dependents planned to seamlessly integrate into traditional undergraduate campus life as much as possible. Besides having some responsibility for dependents, FWDs were not qualitatively much different from their FND peers. One of the reasons freshmen with dependents chose UCLA was because they wanted to stay close to home, and their families and educational advisors encouraged them to make that decision. In addition, most FWDs planned to live on-campus like other first-year Bruins. A plausible rationale for FWDs' choice of UCLA was the ability to easily visit with dependents while participating in traditional college life with their peers.

Although UCLA makes efforts to integrate transfer students into the full undergraduate experience, this group of transfers with dependents was different enough from their peers in age, partner status, and life responsibilities to not be able to fully take advantage of those opportunities. Whereas many TNDs planned to engage in traditional residential college student life, most TWDs planned to spend much of their time commuting to and from campus, working, attending to partners and household duties, and caring for dependents.

Direct-admit freshmen with dependents have a different undergraduate experience from transfers with dependents; FWDs tend to follow traditional residential student patterns while TWDs –who are more likely to be non-traditional students (older, married)- do not engage in undergraduate life in the same ways that other transfer students do.

The findings from this analysis have various implications for UCLA and for Student Affairs.

- Because undergraduates with dependents are not a homogenous group, outreach to and support for SWDs should be tailored to meet the different ways that direct-admit freshmen and transfer students engage with the campus.
- Freshmen with dependents live primarily on-campus with their peers, which may render this special population invisible as students' dependents cannot live in residential housing with their caretakers.

- Since FWDs value living close to their families and loved ones, they may be returning home on weekends to be with their dependents. They value what their parents and families think, and there may be opportunities to engage students' relatives and dependents and include them in SWD programming and campus activities both at UCLA and across the greater L.A. region.
- Although transfer students with dependents value campus involvement, their priorities include significant family responsibilities which take away from time that might otherwise be spent on-campus. Programmers intending to reach this population must be sensitive to TWDs' unique scheduling constraints and creative in their approaches to student support services.
- Transfers students with dependents do not participate in certain diversity-related experiences at the same rates as their peers. Student Affairs might consider ways to provide alternative experiences to TWDs that provide similar benefits to living with someone of another race/ethnicity and studying abroad.
- Transfer students with dependents tend to live with family or in other private residences at considerable distances from campus, adding to the time spent commuting. Despite the amenities it provides and the relatively low rental rates for the area, TWDs do not appear to be taking advantage of UCLA family housing. This is an area for further exploration and may reveal an untapped outreach opportunity.

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Appendix I: Freshman Self-Ratings

| Item | N | Freshman Students Without Dependents | | | | | N | Freshman Students With Dependents | | | | |
|--|------|--------------------------------------|---------------|---------|-----------------|------------------|----|-----------------------------------|---------------|---------|-----------------|------------------|
| | | Lowest 10% | Below Average | Average | Above Average | Highest 10% | | Lowest 10% | Below Average | Average | Above Average | Highest 10% |
| Academic Ability | 1855 | 0% | 0% | 10% | 49% | 40% | 62 | 0% | 0% | 19% | 48% | 32% |
| Artistic Ability | 1861 | 12% | 27% | 34% | 20% | 6% | 62 | 10% | 21% | 31% | 31% | 8% |
| Competitiveness | 1860 | 1% | 5% | 29% | 43% | 22% | 62 | 3% | 3% | 24% | 32% | 37% |
| Computer Skills | 1860 | 2% | 11% | 53% | 29% | 6% | 62 | 3% | 18% | 44% | 24% | 11% |
| Cooperativeness | 1858 | 0% | 2% | 23% | 51% | 24% | 62 | 0% | 2% | 23% | 42% | 34% |
| Creativity | 1857 | 1% | 11% | 38% | 38% | 13% | 62 | 3% | 15% | 23% | 40% | 19% |
| Drive to achieve | 1858 | 0% | 1% | 9% | 97% | 50% | 62 | 0% | 0% | 8% | 34% | 58% |
| Emotional health | 1859 | 1% | 6% | 35% | 35% | 23% | 62 | 0% | 8% | 29% | 32% | 31% |
| Leadership ability | 1856 | 1% | 6% | 20% | 42% | 23% | 62 | 0% | 8% | 27% | 34% | 31% |
| Mathematical ability | 1854 | 1% | 7% | 26% | 43% | 24% | 62 | 3% | 18% | 26% | 29% | 24% |
| Physical health | 1856 | 1% | 7% | 38% | 36% | 18% | 62 | 0% | 7% | 27% | 40% | 26% |
| Popularity | 1857 | 2% | 10% | 59% | 25% | 4% | 62 | 3% | 11% | 50% | 24% | 11% |
| Public speaking ability | 1857 | 3% | 17% | 38% | 29% | 13% | 62 | 10% | 13% | 37% | 29% | 11% |
| Risk-taking | 1859 | 2% | 13% | 47% | 28% | 11% | 62 | 3% | 15% | 34% | 40% | 8% |
| Self-confidence (intellectual) | 1857 | 0% | 4% | 28% | 47% | 22% | 62 | 2% | 3% | 27% | 50% | 18% |
| Self-confidence (social) | 1859 | 0% | 12% | 42% | 33% | 12% | 62 | 0% | 11% | 36% | 40% | 13% |
| Self-understanding | 1860 | 0% | 3% | 36% | 41% | 20% | 62 | 0% | 7% | 34% | 44% | 16% |
| Spirituality | 1858 | 11% | 21% | 39% | 20% | 9% | 62 | 10% | 13% | 47% | 16% | 15% |
| Understanding of Others | 1857 | 0% | 2% | 28% | 49% | 21% | 62 | 0% | 5% | 16% | 34% | 45% |
| Writing ability | 1859 | 1% | 8% | 41% | 38% | 13% | 62 | 3% | 11% | 39% | 34% | 13% |
| Ability to see the world from someone else's perspective | 1857 | 0% | 2% | 17% | 52% | 29% | 61 | 0% | 2% | 21% | 44% | 33% |
| Tolerance of others with different beliefs | 1855 | 0% | 2% | 10% | 38% | 50% | 61 | 0% | 2% | 16% | 33% | 49% |
| Openness to having my own views challenged | 1855 | 1% | 5% | 29% | 40% | 25% | 61 | 0% | 5% | 28% | 36% | 31% |
| Ability to discuss and negotiate controversial issues | 1853 | 0% | 5% | 25% | 37% | 33% | 61 | 0% | 8% | 28% | 36% | 28% |
| Ability to work cooperatively with diverse people | 1856 | 0% | 2% | 12% | 35% | 51% | 61 | 0% | 2% | 18% | 23% | 57% |
| | N | A major weakness | Somewhat weak | Average | Somewhat strong | A major strength | N | A major weakness | Somewhat weak | Average | Somewhat strong | A major strength |
| General knowledge | 1862 | 0% | 1% | 24% | 55% | 21% | 62 | 0% | 2% | 29% | 52% | 18% |
| Knowledge of a particular field of discipline | 1858 | 0% | 2% | 30% | 49% | 19% | 62 | 0% | 0% | 29% | 45% | 26% |
| Knowledge of people from different races/cultures | 1860 | 0% | 7% | 45% | 37% | 11% | 62 | 0% | 7% | 40% | 36% | 18% |
| Understanding the problems facing your community | 1860 | 1% | 8% | 47% | 33% | 11% | 62 | 0% | 5% | 45% | 31% | 19% |
| Understanding national issues | 1861 | 1% | 13% | 47% | 29% | 9% | 62 | 3% | 16% | 45% | 26% | 10% |
| Understanding global issues | 1860 | 2% | 17% | 47% | 25% | 9% | 62 | 7% | 23% | 47% | 21% | 8% |
| Critical Thinking Skills | 1860 | 0% | 2% | 28% | 46% | 24% | 62 | 3% | 0% | 29% | 39% | 29% |
| Problem-solving skills | 1859 | 0% | 1% | 24% | 48% | 26% | 62 | 0% | 2% | 36% | 36% | 27% |
| Leadership abilities | 1860 | 1% | 5% | 32% | 38% | 24% | 62 | 2% | 3% | 31% | 40% | 24% |

| | | | | | | | | | | | | |
|--|------|----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|
| Ability to get along with people of different races/cultures | 1860 | 0% | 1% | 13% | 42% | 44% | 62 | 0% | 0% | 8% | 36% | 57% |
| Ability to manage your time effectively | 1857 | 2% | 9% | 29% | 36% | 25% | 62 | 0% | 5% | 27% | 32% | 36% |
| Foreign language ability | 1859 | 7% | 18% | 29% | 29% | 17% | 62 | 10% | 10% | 23% | 29% | 29% |
| Interpersonal skills | 1854 | 0% | 4% | 41% | 38% | 17% | 62 | 0% | 7% | 34% | 36% | 24% |

Appendix II: Transfer Self-Ratings

| Item | N | Transfer Students Without Dependents | | | | | Transfer Students With Dependents | | | | | |
|--|-----|--------------------------------------|---------------|---------|-----------------|------------------|-----------------------------------|------------------|---------------|---------|-----------------|------------------|
| | | Lowest 10% | Below Average | Average | Above Average | Highest 10% | N | Lowest 10% | Below Average | Average | Above Average | Highest 10% |
| Academic ability | 828 | 0% | 1% | 20% | 54% | 26% | 36 | 0% | 3% | 14% | 58% | 25% |
| Artistic ability | 828 | 5% | 21% | 39% | 27% | 8% | 36 | 6% | 25% | 33% | 25% | 11% |
| Computer Skills | 826 | 1% | 5% | 52% | 35% | 7% | 36 | 3% | 6% | 39% | 47% | 6% |
| Cooperativeness | 827 | 0% | 1% | 17% | 48% | 34% | 36 | 0% | 3% | 14% | 36% | 47% |
| Creativity | 824 | 1% | 5% | 31% | 42% | 21% | 36 | 3% | 3% | 44% | 36% | 14% |
| Drive to achieve | 825 | 0% | 1% | 11% | 36% | 52% | 36 | 0% | 0% | 8% | 28% | 64% |
| Emotional health | 827 | 1% | 6% | 33% | 33% | 27% | 36 | 0% | 6% | 33% | 42% | 19% |
| Leadership ability | 826 | 0% | 5% | 26% | 42% | 27% | 36 | 0% | 6% | 17% | 44% | 33% |
| Mathematical ability | 827 | 2% | 12% | 37% | 33% | 16% | 36 | 0% | 11% | 28% | 47% | 14% |
| Physical health | 827 | 1% | 9% | 40% | 34% | 16% | 36 | 3% | 11% | 22% | 47% | 17% |
| Public speaking ability | 824 | 2% | 16% | 37% | 32% | 13% | 36 | 0% | 14% | 36% | 22% | 28% |
| Risk-taking | 822 | 0% | 4% | 29% | 42% | 26% | 36 | 0% | 6% | 19% | 47% | 28% |
| Self-confidence (social) | 826 | 2% | 12% | 35% | 33% | 19% | 35 | 3% | 6% | 37% | 29% | 26% |
| Self-understanding | 818 | 0% | 3% | 24% | 41% | 32% | 36 | 0% | 3% | 22% | 44% | 31% |
| Spirituality | 821 | 6% | 12% | 33% | 28% | 22% | 35 | 3% | 14% | 31% | 34% | 17% |
| Understanding of Others | 823 | 0% | 2% | 19% | 44% | 34% | 36 | 0% | 3% | 17% | 44% | 36% |
| Writing ability | 824 | 1% | 6% | 31% | 45% | 18% | 36 | 3% | 6% | 33% | 42% | 17% |
| Item | N | A major weakness | Somewhat weak | Average | Somewhat strong | A major strength | N | A major weakness | Somewhat weak | Average | Somewhat strong | A major strength |
| General knowledge | 777 | 0% | 2% | 22% | 50% | 26% | 35 | 0% | 0% | 17% | 54% | 29% |
| Knowledge of a particular field or discipline | 774 | 0% | 1% | 18% | 48% | 33% | 34 | 0% | 0% | 29% | 24% | 47% |
| Knowledge of people from different races/cultures | 777 | 1% | 5% | 34% | 44% | 17% | 35 | 0% | 0% | 31% | 43% | 26% |
| Understanding of the problems facing your community | 774 | 2% | 7% | 35% | 39% | 17% | 35 | 0% | 11% | 29% | 29% | 31% |
| Understanding of national issues | 776 | 4% | 13% | 38% | 32% | 14% | 36 | 0% | 8% | 28% | 42% | 22% |
| Understanding of global issues | 775 | 5% | 15% | 37% | 29% | 15% | 36 | 0% | 8% | 25% | 44% | 22% |
| Critical thinking skills | 773 | 0% | 2% | 19% | 43% | 36% | 35 | 0% | 3% | 14% | 34% | 49% |
| Problem-solving skills | 774 | 0% | 2% | 19% | 44% | 35% | 35 | 0% | 0% | 11% | 46% | 43% |
| Leadership abilities | 775 | 1% | 7% | 26% | 39% | 28% | 35 | 3% | 3% | 20% | 40% | 34% |
| Ability to get along with people of different races/cultures | 776 | 0% | 1% | 9% | 30% | 60% | 35 | 0% | 0% | 11% | 34% | 54% |
| Ability to manage your time effectively | 777 | 1% | 8% | 26% | 36% | 29% | 35 | 0% | 0% | 29% | 31% | 40% |
| Ability to see the world from someone else's perspective | 828 | 0% | 1% | 11% | 40% | 48% | 36 | 0% | 3% | 14% | 36% | 47% |
| Tolerance of others with different beliefs | 826 | 0% | 1% | 10% | 31% | 58% | 36 | 3% | 0% | 8% | 42% | 47% |
| Openness to having my own views challenged | 827 | 0% | 2% | 18% | 39% | 41% | 36 | 0% | 3% | 19% | 25% | 53% |
| Ability to discuss and negotiate controversial issues | 824 | 0% | 4% | 18% | 35% | 43% | 36 | 0% | 0% | 11% | 39% | 50% |
| Ability to work cooperatively with diverse people | 828 | 0% | 4% | 10% | 28% | 61% | 36 | 0% | 0% | 8% | 28% | 64% |
| Foreign language ability | 776 | 9% | 15% | 21% | 27% | 29% | 35 | 11% | 9% | 14% | 23% | 43% |
| Interpersonal skills | 774 | 1% | 3% | 26% | 38% | 32% | 35 | 3% | 0% | 23% | 31% | 43% |