

Fall 2012

Catherine N. Barry, MA

# **Mission Accomplished?**

**Socio-economic and race/ethnic diversity  
within the BSC**

---

# Overview

- 1. Purpose of research, summary of key findings, and introduction to data
  - 2. BSC general members findings
  - 3. BSC UCB undergraduates findings
  - 4. BSC UCB undergraduate applicant pool snapshot
  - 5. Focus group findings
  - 6. BSC Boarder and Leadership findings
  - 7. Data + Action=Next Steps
- 
- Focus on addressing potential social network barriers and reduce misperceptions about the BSC, especially among groups underrepresented in the BSC (middle income students, Asian-origin, etc)

# Project: Spring 2012

## ■ Goal:

- Study factors affecting the economic and ethnic diversity of the BSC membership, including the reasons for the disproportionate representation of lower-income students of color in the BSC cooperative apartments as compared to the room and board cooperative houses
  - Task: One-on-one interviews and focus groups of BSC house and apartment members
    - Draw out impressions, experiences of individuals of different ethnic, socioeconomic backgrounds in the BSC houses and apartments
- But what IS the economic and ethnic composition of the BSC apartments and houses?
  - Task: BSC Census 2012

# Summary of Findings

- Compared to populations of UCB undergrads on campus:
  - African-origin students are underrepresented in houses and apartments, varies by residence
  - Asian-origin students are very underrepresented in both houses and apartments – more underrepresented in apartments
  - Latino students are very overrepresented in apartments but proportionally represented within the houses
  - White students are very overrepresented within houses but underrepresented within the apartments
- Middle-income students are underrepresented; lower-income overrepresented, upper-income represented proportionally

# Summary of Findings, Cont'd

- Asians apply to the BSC at low rates compared to their UCB undergrad proportions; Latinos and Whites at higher rates, African Americans apply about on par
- Potential barriers to house living:
  - Cost
  - Cleanliness/habitability
  - Food politics
  - Social networks
  - 'Privilege' related to each of these
- 'Us' vs. 'Them' mentality between houses and apartments
  - Racialized undertones, may be related to 'privilege'
- Selection into/out of Rochdale/Fenwick
  - Cost, apartment style independent living

# Data

## ■ Data

- BSC Census 2012 responses
- UCB Office of Planning and Analysis
  - <http://opa.berkeley.edu>
- BSC Members:
  - Focus Group discussions at 12 houses and Roch/Fen (84 students)
    - Purpose: Draw out common themes, impressions, experiences
    - 'Purposeful samples': not meant to be statistically representative
  - BSC student staff (6)
  - Former BSC members (2)
- BSC Central Office Staff:
  - BSC staff (6)
- Interviews with other individuals:
  - Berkeley rent board staff (2)

# BSC Census 2012: Response Rate by Residence

Large		Medium		Small	
Cloyne	73%	<i>Sherman</i>	<i>100%</i>	<i>Davis</i>	<i>100%</i>
CZ	67%	Ridge	84%	Convent	96%
Roch	63%	Stebbins	83%	Northside	84%
Fen	56%	Hoyt	80%	Euclid	79%
		HIP	78%	Kidd	76%
		Loth	77%	Wolf	72%
		Kingman	74%	Afro House	71%
		Castro	68%		
		Wilde	66%	<b>910/1256</b>	<b>72.5%</b>

# A few notes about the BSC Census 2012 data....

Source: BSC Census 2012

- BSC Census 2012 responses are self-reported.
- Population statistics are weighted:
  - Weights account for differential response rates among females/males and among the 20 different houses using raking, a post-stratification method.
  - Sums may not always add to 100 due to rounding.
- Race/ethnic categories match the UC Berkeley scheme, to ensure more appropriate comparisons
  - Source: UCB Office of Planning and Analysis <http://opa.berkeley.edu>
  - Hispanic/Latino will be used interchangeably
  - All race groups are non-Latino



Findings on the total BSC membership, including undergraduates, graduate students, and others

# A Snapshot of the BSC

# BSC Population Spring 2012

## BSC POPULATION\* WHO ARE:

- UCB undergrads 84%
- Other undergrads 4%
- UCB grad students 8%
  
- California Resident: 87%
- Other US resident: 6%
- International Resident: 7%
  
- Pell grant recipients: 37%
  
- Cal grant recipients: 37%
  
- First generation college students\*\*: 38%

## BSC POPULATION+ WHO ARE:

- Educational Opportunity Program (EOP)+: 32%
  - Low Income (Pell Grant eligible as verified by UCB Financial Aid)
  - First Generation College Student \*\*
  - California Resident (or Tribally registered Native American from any state)  
(Definition : Student Life Advising Services, UCB <http://slas.berkeley.edu/what.html>)
- Percent of UCB undergrads with EOP status: 12% \*
  
- Disabled Students Program (DSP): 5%
  - Persons with a visual, hearing, learning, mobility, psychological or other disabilities that have been certified by the UCB DSP program (<http://dsp.berkeley.edu/verification.html>)
- Percent of UCB students in the DSP program^: 3%

+ Source: BSC Housing Dept. (Verified statuses)

\*Source: UCB Office of Planning and Analysis

^ Source: personal correspondence with Dr. Chiba & Cathy Jay from DSP Office: 1,125 students served by DSP in 2010-11.

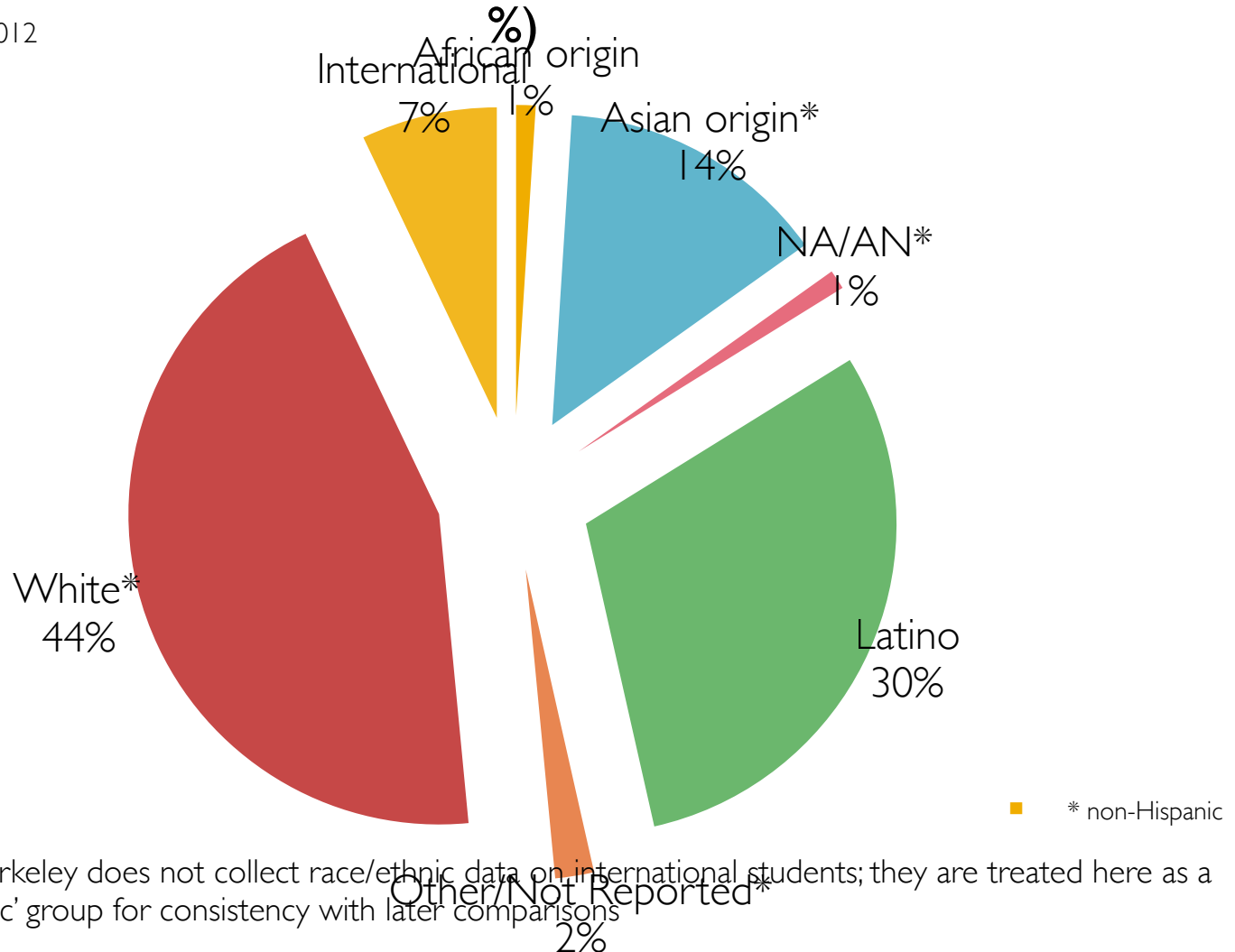
Members can, and many do, fall into more than one category

■ Pell grant recipients: 37%

# From Diverse Backgrounds

BSC Total Population, Spring 2012 (in %)

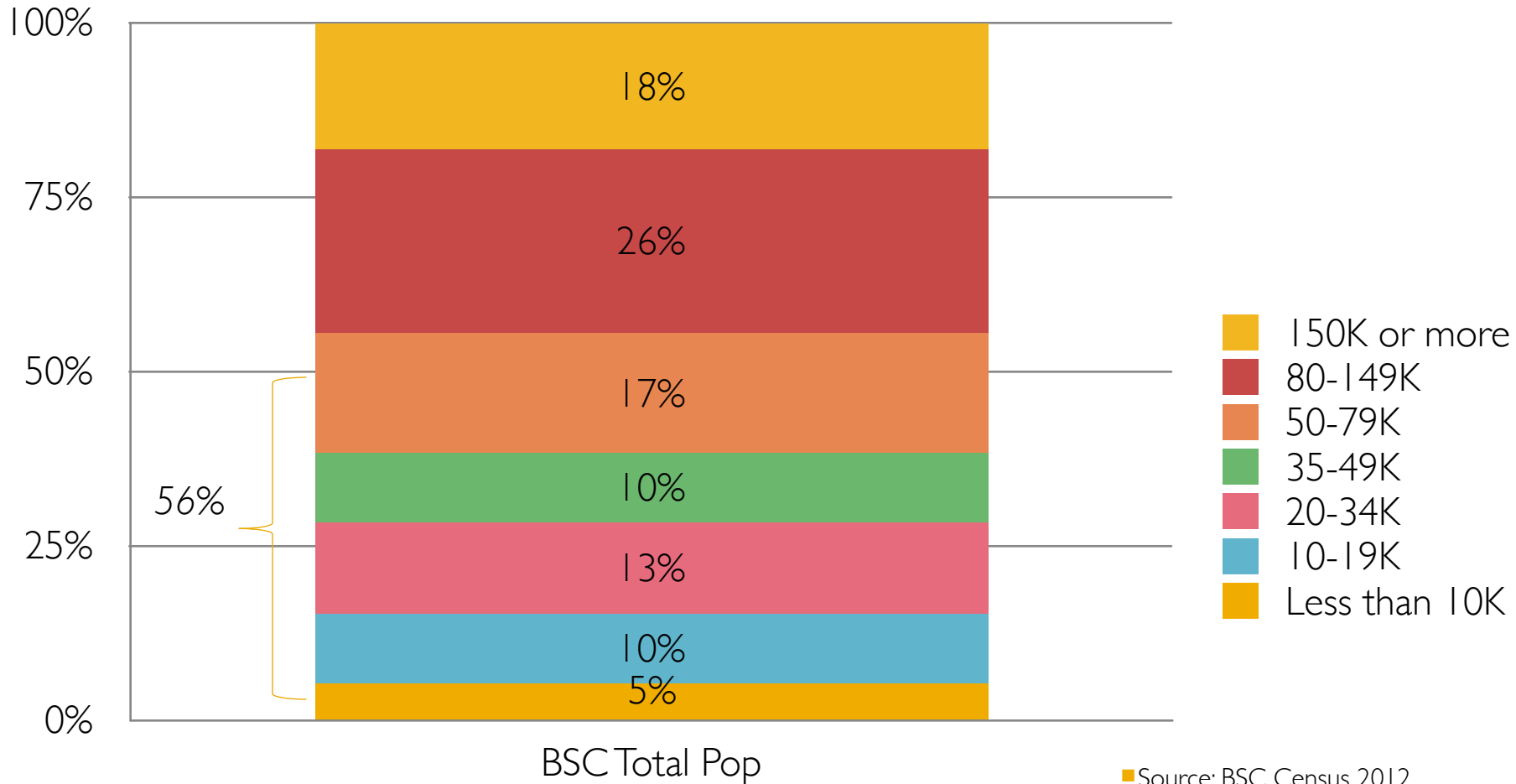
Source: BSC Census 2012



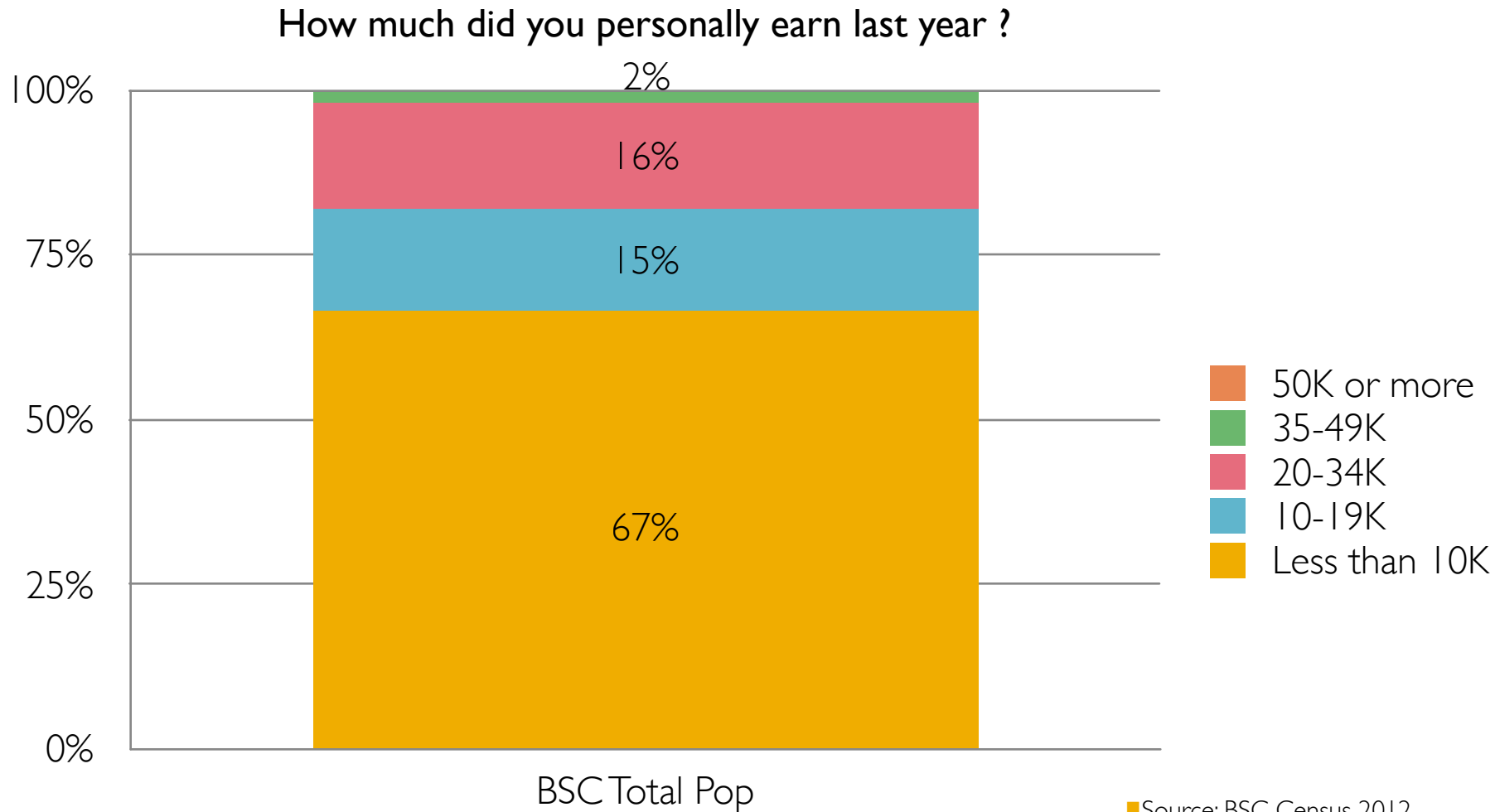
Please note: UC Berkeley does not collect race/ethnic data on international students; they are treated here as a separate 'race/ethnic' group for consistency with later comparisons

# From Diverse Economic Backgrounds: Dependent Students (76% of BSC Pop)

How much did your parent(s) make last year?



# Economic Backgrounds Cont'd: Independent Students (24% of BSC Pop)

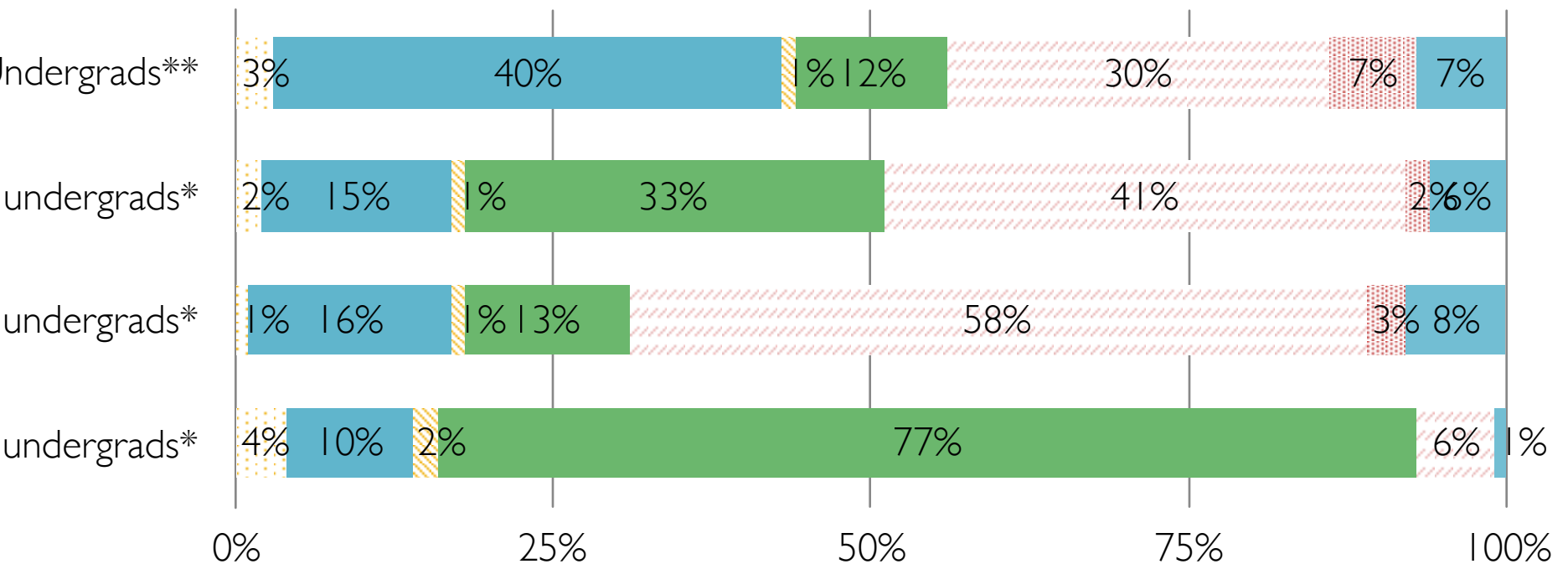









Socio-demographic differences between undergrad houses and apartments

**In Focus:**

**UCB undergrads in the BSC**

# Race/ethnic Composition: UCB Undergrads (in percent %)



-  African origin
-  Asian origin
-  Nat Am/Alaska Nat (NA/AN)
-  Latino
-  White
-  Not reported/other (NR/Oth)
-  International

Sources: \*BSC Census 2012

\*\* UCB Office of Planning and Analysis (OPA) Fall 2011 Undergraduate Profile

# House-by-house breakdown of race/ethnicity (NOT WEIGHTED; all BSC population included)

Source: BSC Census 2012

	UCB	ATH	ACA	CZ	CLO	DAV	EUC	HOYT	KID
African	4%	0	3%	4%	1%	0	0	2%	0
Asian	43%	7%	8%	11%	17%	25%	32%	23%	15%
Latino	13%	7%	16%	17%	14%	11%	11%	8%	0
NA/AN	1%	7%	0	0	2%	0	5%	4%	0
White	33%	73%	71%	63%	65%	61%	47%	60%	85%
NR/Oth	6%	13%	3%	5%	2%	3%	5%	2%	0
	KNG	LOT	RID	SHE	STB	WLD	WOL	FEN	ROCH
African	0	2%	0	3%	0	0	5%	9%	2%
Asian	14%	16%	17%	31%	25%	16%	19%	8%	12%
Latino	16%	9%	3%	18%	13%	12%	10%	72%	78%
NA/AN	0	0	0	0	0	4%	5%	4%	1%
White	70%	66%	76%	46%	55%	68%	52%	8%	7%
NR/Oth	0	7%	3%	3%	2%	0%	10%	0%	1%

Red #s: Equal or greater proportions than UCB campus ; NR/Other=Not reported or Other



# More details....

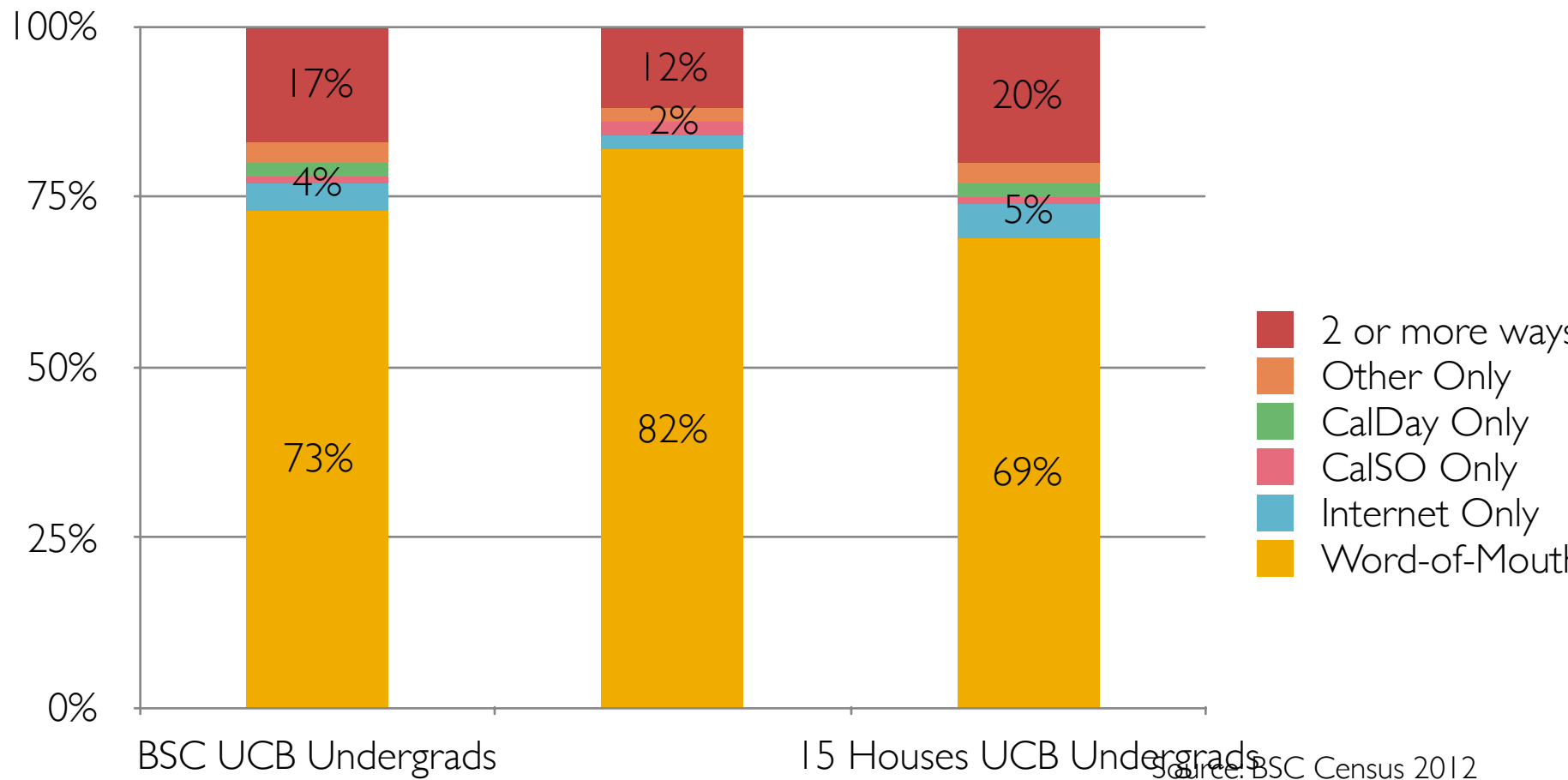
- Educational Opportunity Program (EOP):
  - UCB undergraduates on campus:\* 12%
  - Roch/Fen+ 80%
  - 15 houses+: 12%
  
- EOP Defined as:
  - Low Income (Pell Grant eligible as verified by UCB Financial Aid)
  - First Generation College Student \*\*
  - California Resident (or Tribally registered Native American from any state)  
(Definition : Student Life Advising Services, UCB <http://slas.berkeley.edu/what.html>)
  
- Disabled Students Program (DSP):
- UCB students on campus^: 3%
  - Roch/Fen+: 5%
  - 15 houses+: 4%
  
- DSP:
  - Persons with a visual, hearing, learning, mobility, psychological or other disabilities that have been certified by the UCB DSP program (<http://dsp.berkeley.edu/verification.html>)

+Source: BSC Housing Dept. (Verified statuses); not sorted into UCB undergrads only; can include non-UCB, grad students

\*Source: UCB Office of Planning and Analysis

• ^ ^Source: personal correspondence with Dr. Chiba & Cathy Jay from DSP Office: 1,125 students served by DSP in 2010-11

# How did you hear about the BSC? UCB Undergrads



# Why the BSC?

## UCB Undergrad Reasons by residence

### ROCHDALE/FENWICK APTS

- # 1 Reason:
  - Cost 87%
- # 2 Reason:
  - Location 33%;
  - Guaranteed single room 32%

### 15 HOUSE CLUSTER

- # 1 Reason:
  - Cost 31%;
  - Cooperative experience 31%
- #2 Reason:
  - Social life at the coops 24%

# UCB Undergrad Persons of Color in the BSC: Roch/Fen and 15 houses

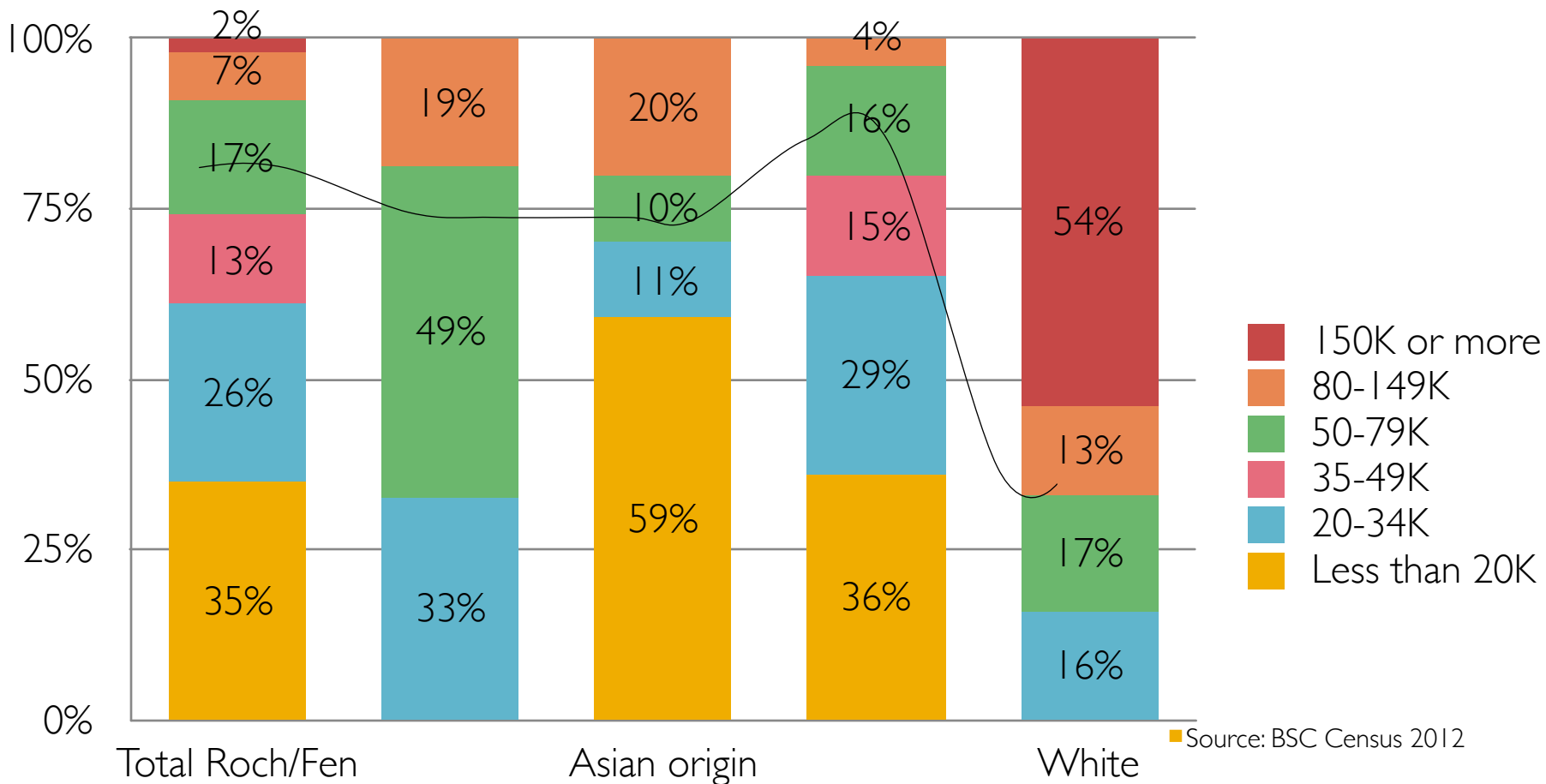
- Trends: Persons of color in houses possess different characteristics than persons of color in Roch/Fen
  - Economic indicators :
    - Higher parental income, lower rates of first generation college student status, lower receipt of pell grants and other need-based grants as well as loans in the houses
  - Persons of color in houses tend report more 'mixed' status
    - 15 houses: ~ 55% African origin; 30% Asian origin report another race/ethnicity
    - Roch/Fen: ~ 24% African origin; 0% Asian origin report another race/ethnicity
  - Other differences between ethnic groups in houses and apartments:
    - Involvement in non-BSC student organizations and working for pay much higher among Latinos and African-origin persons in Roch/Fen than in houses;
    - Religious preferences different between houses and apartments
    - Sexual orientation less heterosexual in houses and apartments than larger UCB campus community, but houses moreso
- Trends suggest persons of color in houses are less disadvantaged, may have different friend networks, may feel more comfortable in more diverse settings than persons of color in apartments

# More notes about the data...

- Smaller population sizes (N) when looking at more fine-grained data points.
  - Smallest populations more affected; may look strange.
  - E.g. only 4/7 dependent UCB students of African origin in the 15 boarding houses answered the parental income question; other 3 answered the personal income question
- Use background growing up as another indicator – more responses (higher N)
  - Not a perfect solution, e.g. changes since ‘growing up’ but in general, the trends still hold

# Race/Class of UCB Undergraduates Rochdale/Fenwick: Dependent Students (82% of BSC UB Undergrads in Roch/Fen are Dependent)

How much did your parent(s) make last year? In Percent



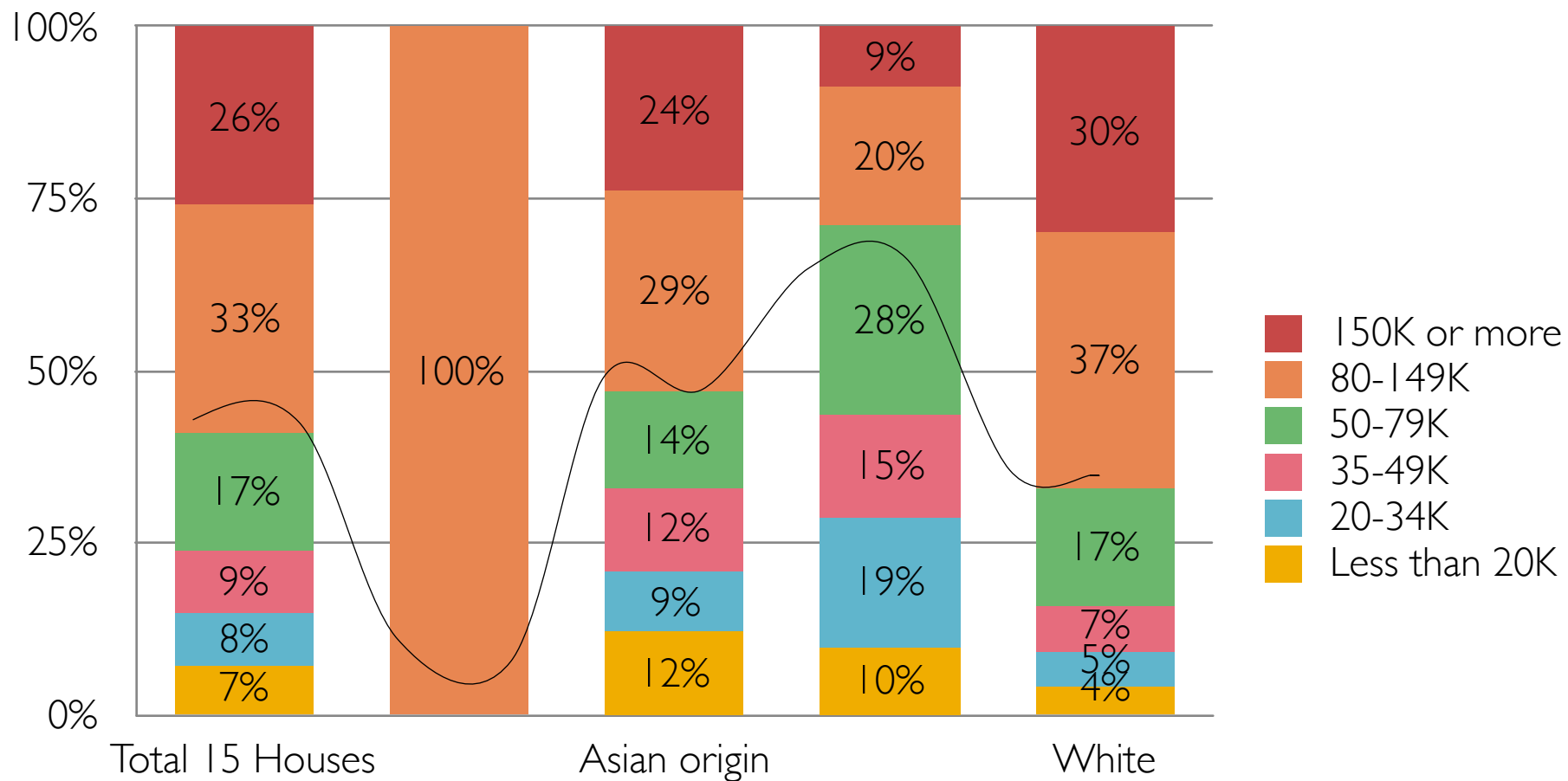
# Race/Class of UCB Undergraduates: 15 BSC House Cluster, Dependents

(86% of BSC UCB Undergrads in the 15 houses are Dependent students)

## How much did your parent(s) make last year?

Source: BSC Census 2012

### In Percent

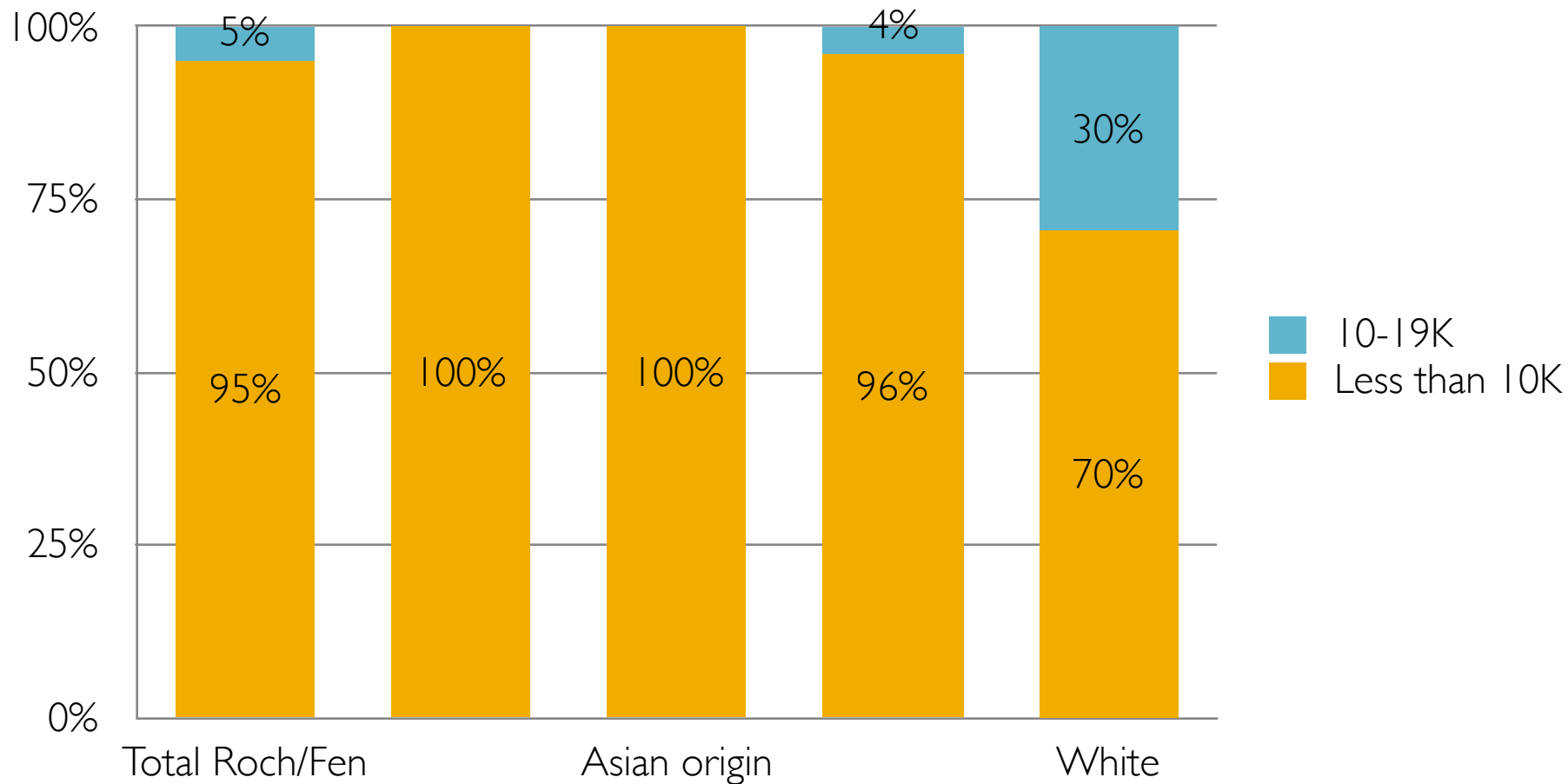


# Race/Class of UCB Undergraduates Rochdale/Fenwick: Independent Students (18% of BSC UCB Undergrads in Rochdale/Fenwick are Independent)

How much did you personally earn last year?

Source: BSC Census 2012

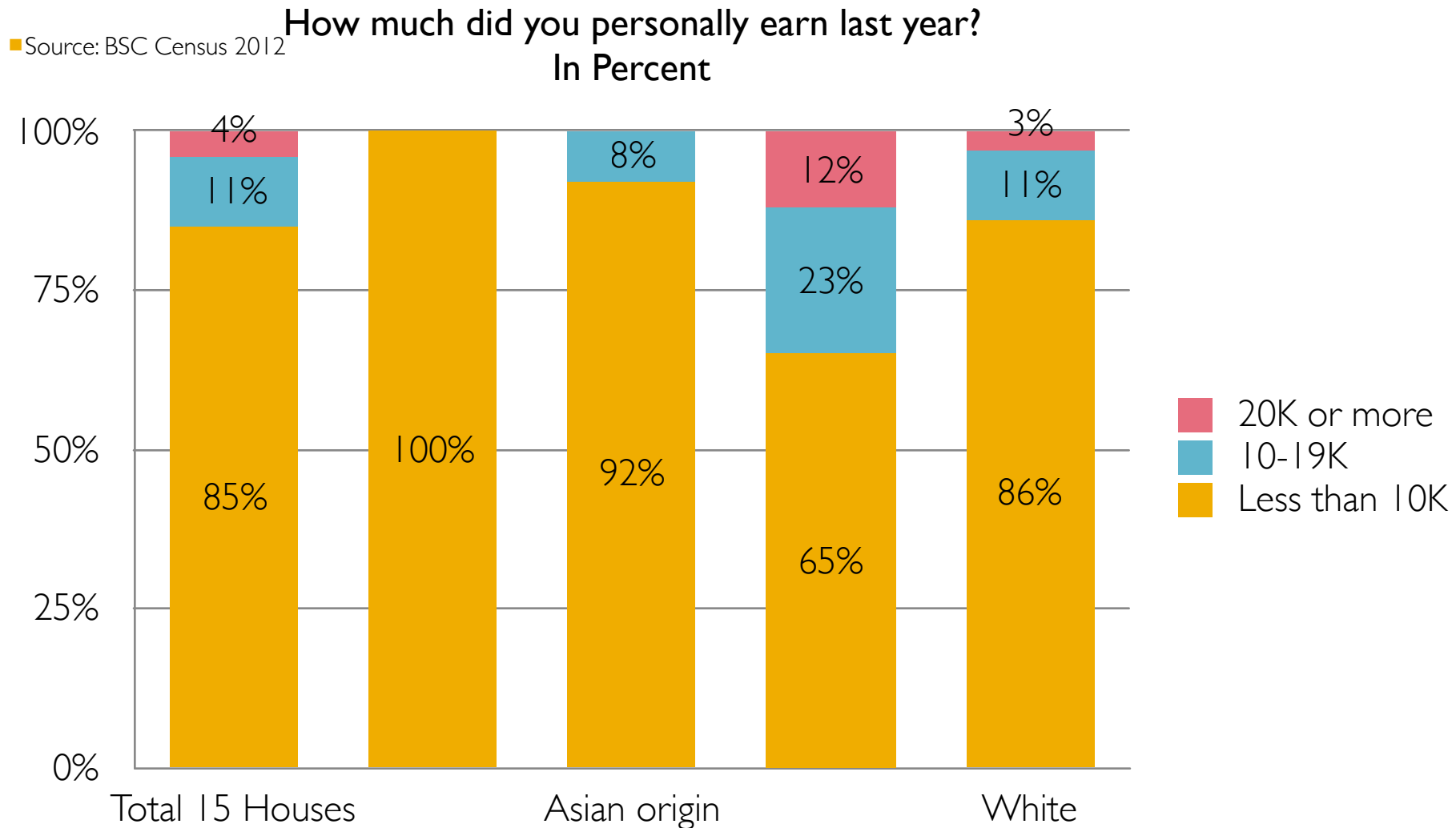
In Percent





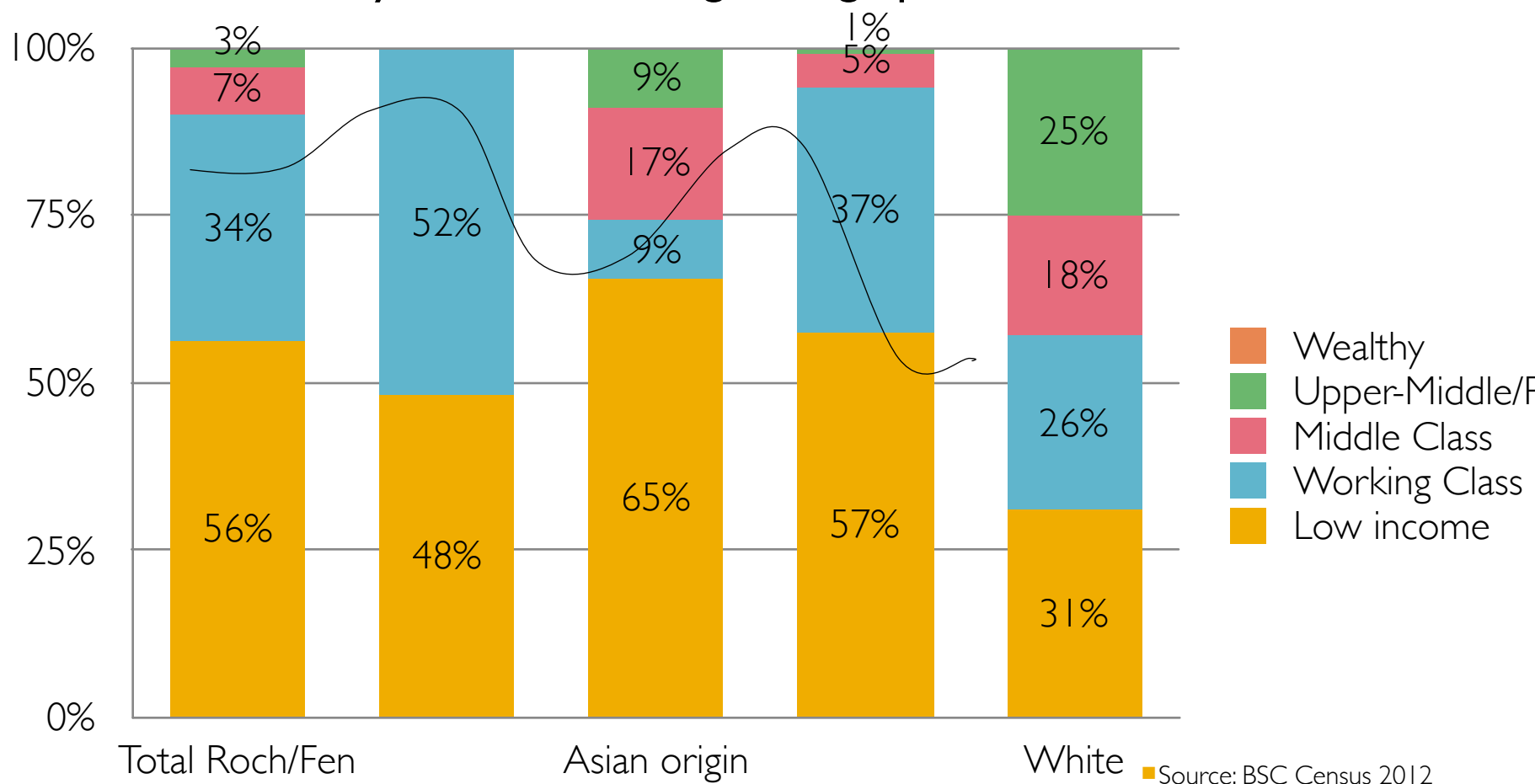
# Race/Class of UCB Undergraduates: 15 BSC House Cluster, Independents

(14% of BSC UCB Undergrads in the 15 houses are Independent students)



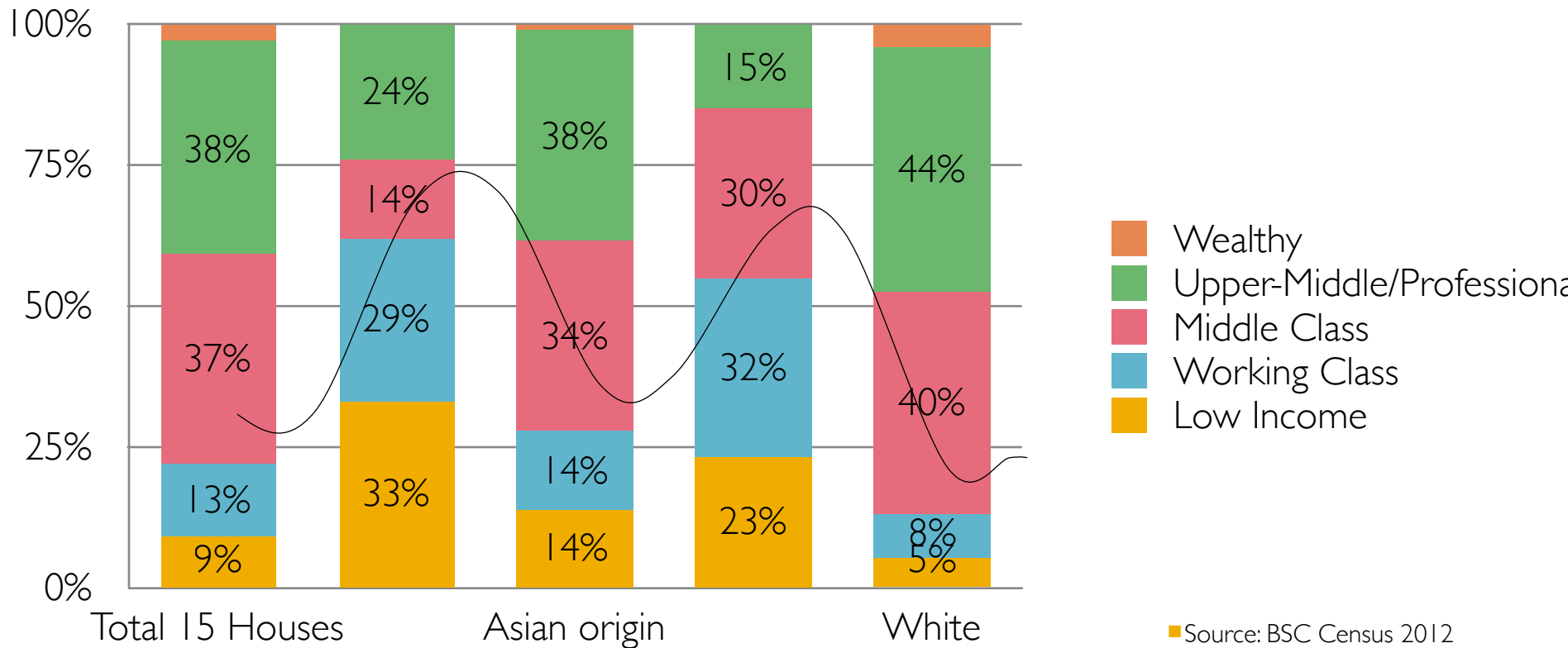
# Race/Class of UCB Undergraduates: Rochdale/Fenwick

What was your social class growing up? In Percent



# Race/Class of UCB Undergraduates at 15 House coops

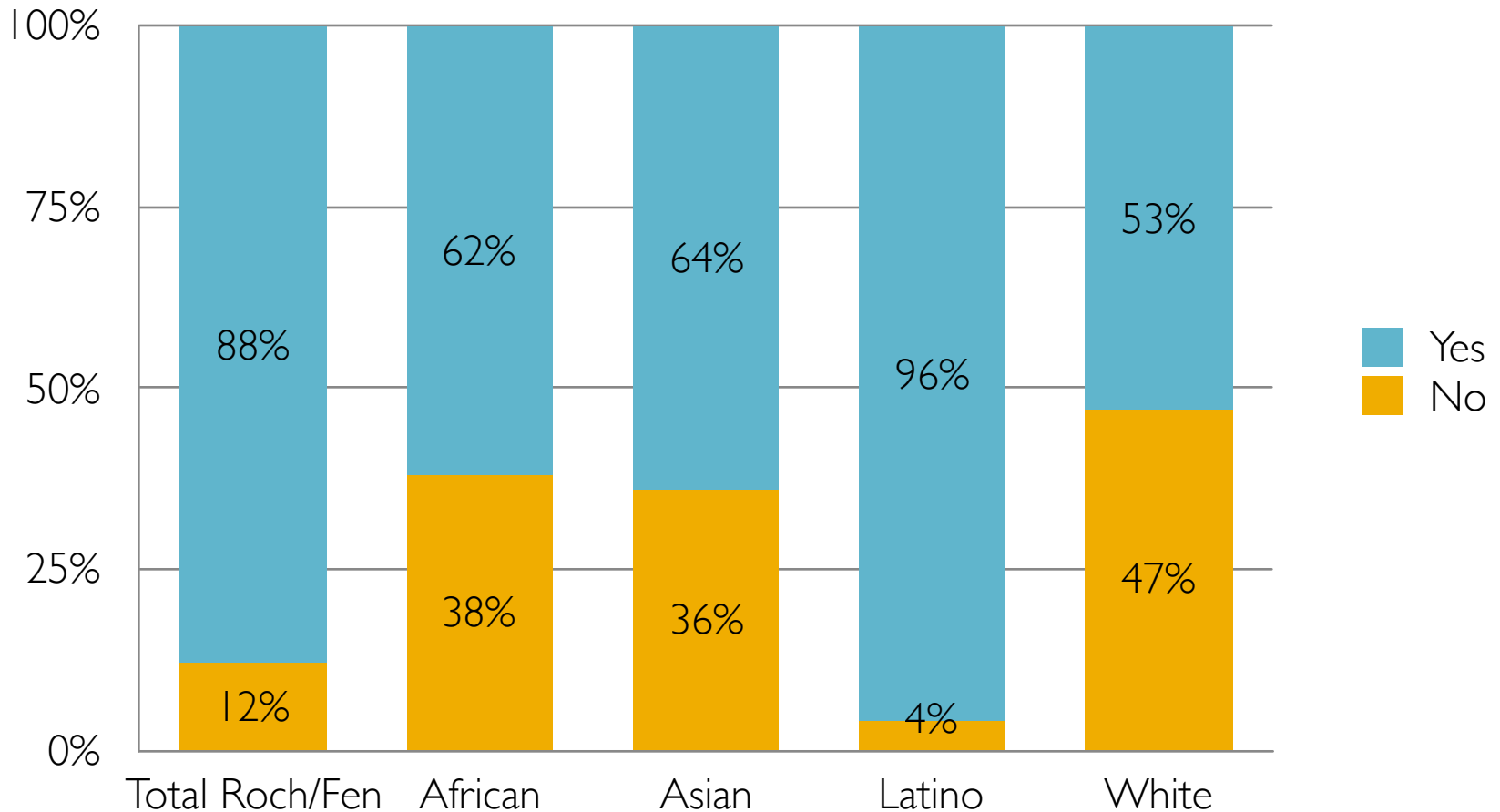
What was your social class growing up? In Percent



# First Generation College Students among UCB undergrads in Roch/Fen

Source: BSC Census 2012

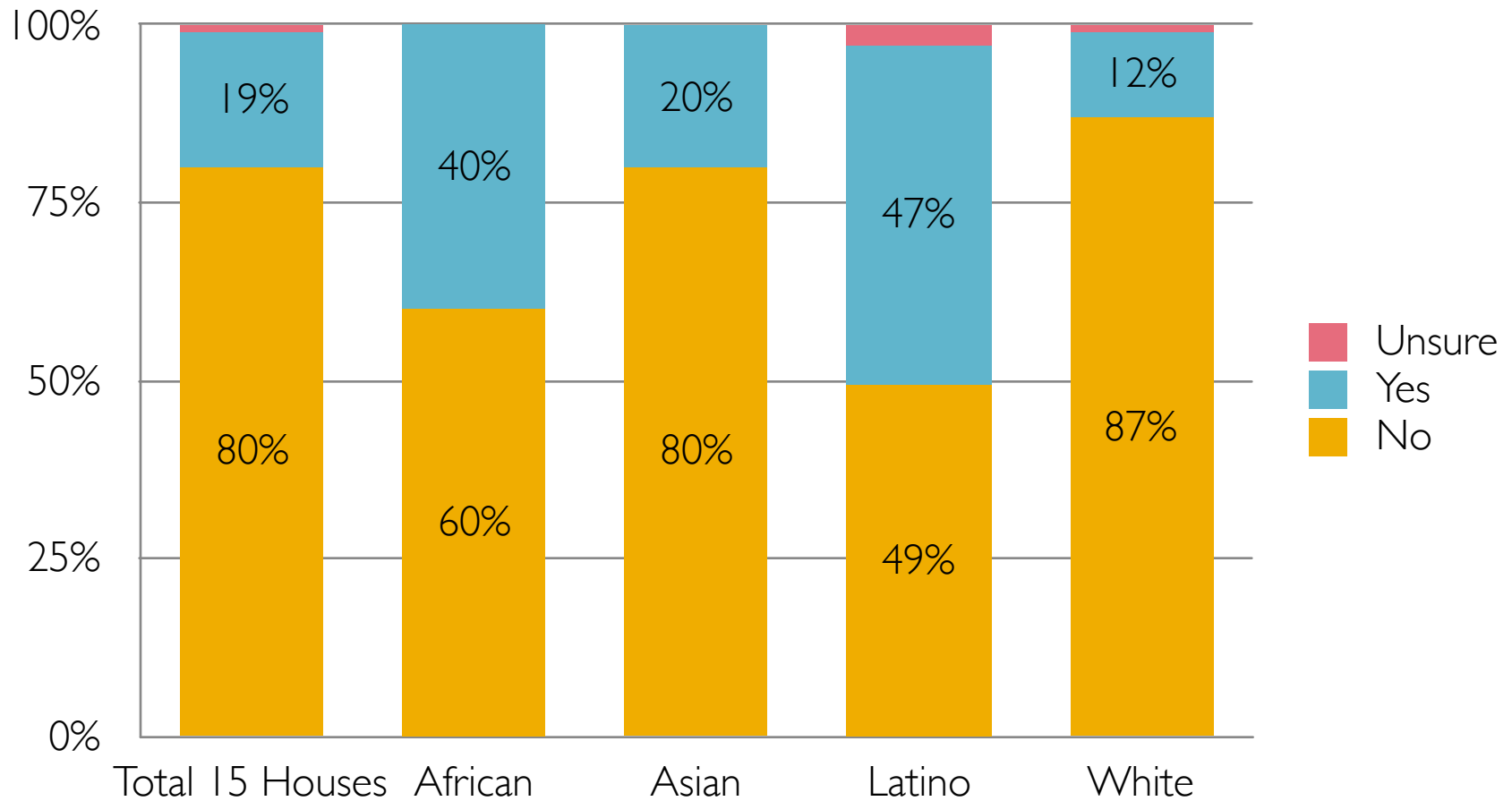
Are you a first generation college student?  
(Neither parent has a 4-year degree)



# First Generation College Students among UCB undergrads in 15 houses

Are you a first generation college student?  
(Neither parent has a 4-year degree)

Source: BSC Census 2012



# A Look at the BSC Applicant Pool

# Pipeline Problem

- Asian origin students apply at proportions much lower than their representation on campus
- Latino students apply at much higher proportions
- White students apply at higher proportions

# Who is Applying to the BSC?

## BSC Online UCB Undergraduate Applicants, Sept. 2010-Feb. 2012 (N=3,693)

Note: Generalizing about the trends.

Some fluctuations likely in year-to-year BSC pop; differences in longevity of different groups etc. may matter, so applicant pool should not be directly compared to current BSC members.

Race/Ethnicity	UCB Undergrad, Spring 2012 Source:UCB Office of Planning and Analysis <a href="http://opa.berkeley.edu/surveys/UCUES/2011">http://opa.berkeley.edu/surveys/UCUES/2011</a>	BSC UCB Undergrad Applicants (self-reported) Source: BSC Housing Dept.
African origin	4%	4%
Asian origin	43%	19%
NA/AN	1%	1%
Latino	13%	27%
White	33%	39%
Decline/other	6%	10%



# Focus Group Findings

---

# Focus Group Discussions, Spring 2012\*

## Numbers of participants, by self-reported race/ethnicity

	African	Asian	Latino	White	NR/Oth	Total
Roch/Fen	0	1	7	1	0	9
Afro House	0	0	1	4	0	5
CZ	0	3	0	5	2	10
Castro	0	1	3	1	0	5
Cloyne	1	2	1	6	1	11
Davis	0	0	1	0	0	1
Kidd	0	2	2	4	0	8
Kingman	0	3	0	4	0	7
Loth	0	1	0	1	3	5
Ridge	0	2	0	3	0	5
Sherman	1	3	1	1	0	6
Stebbins	0	0	0	0	5	5
Wilde	0	0	0	6	1	7
Student Staff	0	1	4	1	0	6
Former BSC	0	1	1	0	0	2
<i>Total</i>	2	20	21	37	12	92

*\*\*Purposive' sample: not meant to be a representative sample of the BSC population; 5 discussions co-facilitated by me and Cyrena Giordanna the CODA, 3 facilitated solely by me, 2 facilitated solely by CODA*

# Focus Group Themes – 15 (mostly) undergrad houses

- Social Networks
  - Many respondents described knowing friends, family, high school teachers, etc. who had lived in the coops
    - Those with family and other adults who lived in the coops often stressed their attraction to ‘the cooperative experience’
    - Male, White, lower-middle income in a house was told he should live in the coops in high school when he told friends he was going to Cal
- Preference for an environment conducive for making new friends and socializing – across race/class lines
  - Male, Asian origin heard about the crazy, wild parties and thought: “Love it, I have to be there!”
  - Male, White not into the frat scene, but interested in parties, so the coop a good fit.
    - Generally, the party-theme was brought up in the larger houses where there were bigger parties relatively often- CZ, Cloyne, but others noted often e.g. Wilde
  - Male, Asian origin wanted a new experience, mentions high school teacher: “There’s time to experience everything, and it’s called college.”
  - Female, Asian origin lived in a dorm floor full of other Asians during her first year and wanted to experience different people

# Focus Group Themes – 15 (mostly) undergrad houses, Continued

- Diversity of viewpoints and atmosphere of greater tolerance mentioned in most groups as a valuable part of coop life
  - Many persons of color actively sought this diversity of viewpoint, color etc.
    - Female Latina in house described how she didn't feel like she had much in common with Roch/Fen Latinas she met on a school trip; 'similarity' has different dimensions
    - Persons of color report a general sense of openness within the houses, but many voice concerns about 'white privilege' that goes unchecked and at times, can be oppressive

# Focus Group Themes:

## Potential Barriers/Drawbacks to Houses Cont'd

### Definitions:

- “White privilege is like an invisible weightless knapsack of special provisions, assurances, tools, maps....and blank checks” that is so invisible and weightless that those who benefit from it (whites) are generally unaware of its presence (McIntosh 1990, p.148).
- “Economic privilege” runs along the same lines
- Not interested in apartment life: ‘Us’ versus ‘them’: apartment vs. house dweller, racialized undertones
  - Many respondents perceived apartment dwellers as less ‘cooperative’, even though most did not live there nor had close friends who lived there

# Focus Group Themes:

## Potential Barriers/Drawbacks to Houses

- Cost - affordable to whom?
  - Apartments w/single room cheaper and seen as more bang for the buck among those in Roch/Fen
    - Female, Latina, self-identified lower income in Roch/Fen: “Why would you pay more to share a room with someone in a house when you can get your own room in an apartment?”
    - Some in Roch/Fen thought the costs of the apartments were too high
    - Many house members also complained that costs were relatively high and should be lowered
      - Debt burdens among students:
        - UCB undergrads: 63% of apartment dwellers vs. 38% of 15 houses take out loans;
        - UCB undergrads: 55% of apartment dwellers receive pell grant and loan vs. 17% of house dwellers with both
  - On the other hand, others thought the cost was fine, and more economical than the dorms
- Cleanliness –turn off, or something you ‘learn to live with’
  - Male, White living in a house: “You know someone’s eventually going to clean it up.”
  - Male, Asian living in a house: “My brother sent me pictures from apartments on Craig’s list” after helping move in and noting the coops messiness
- Social networks – literature suggests that among college students, these tend to run along race/ethnic lines, and often along socio-economic lines
  - Other examples of networks: underrepresentation of engineering students

# Focus Group Themes: Potential Barriers/Drawbacks to Houses Cont'd

## ■ Food Politics

- Political, aggressive, privileged – turn off
  - E.g. house management trying to turn the house vegetarian – even when many don't want
    - Female, white, self-identified lower income living in a house describes how management would not buy cereals that were sugary, unhealthy, and 'disgusting', even though many people in the house wanted them.
  - Persons from lower-income backgrounds less happy with this; sometimes race/class intersected:
    - Male, Latino living in a house: "I'm okay with being a minority. I'm used to it. But the food pisses me off."
    - Female, Latina, self-identified lower income living in Roch/Fen (formerly in a house): "I don't care about organic. I'm just trying to eat. They didn't eat the kind of food I liked there."
    - Female, African origin, self-identified lower income in house described her disbelief in how seriously food politics; not so important to her family and people with less income
- Conscientious and sustainable – positive draw
  - E.g. Organic, healthy, vegetarian/vegan options important for many, espoused by some persons of color within the houses
    - Male, Latino vegetarian living in a house: "The coops are more environmentally friendly, and have lots of organic food options. That's important to me."
- Food politics not prominent in all houses

# Focus Group Themes – Rochdale/ Fenwick

- Social Networks
  - Many Latino students mentioned wanting to live near ‘people like me’
  - Hotspot for Latino student groups
    - Host potential Latino students
    - Host meetings and parties at Rochdale
- Independent living – looking for apartment style life
- Houses perceived as too expensive and too focused on food politics
  - Greater use of loans among apartment dwellers, wanting to keep costs down
  - ‘Us’ versus ‘them’: apartment vs. house dweller; racialized undertones –potentially related to ‘privilege’
- View BSC houses as a dirtier version of dorm life with more drugs, and less welcoming to persons of color\*
  - \*12 % of Roch/Fen members ever lived in BSC house.
  - Different experiences of Latino apartment dwellers respondents who formerly lived in a BSC House:
    - Varied experiences in houses: overall positive very positive picture painted by one member, more negative, isolated picture painted by another member.



# Searching for different lifestyles

- Roch/Fen UCB undergrads desire single rooms in an affordable residence close to campus, driven much by preferences students from households with lower than middle-income brackets.
  - More stable, less turnover (55% entered the BSC prior to Summer 2011; 12% lived in a non-Roch/Fen BSC residence)
  - Generally more involved in non-BSC student organizations
  - Individual/focus group respondents: they already had friends/social life when they moved to Roch/Fen; looked for people 'like them'.
- UCB undergrad responses from the 15 house cluster show a trend of desiring a social, cooperative experience, driven much by preferences of students from households with middle-and-higher income brackets.
  - Less stable, more turnover (38% entered the BSC prior to Summer 2011; 39% ever lived in a BSC residence different from their current one)
  - Less involved in non-BSC student organizations (Latino and African-origin students living in the houses have much lower involvement than their counterparts in Roch/Fen)
  - Focus Groups: Food policies, environmental sustainability: a draw and a turn-off
  - Social life conducive to making friends and socializing; searched for diversity

# BSC Borders and Leadership

# BSC Boarder Census 2012 - unweighted

- BSC Central-level boarder survey
  - 49/73, 67% response rate
  - Only 22% of Boarders\* report personal/parental income of less than \$80K last year (vs. 56% of total BSC pop), while 28% report parental income of \$150K or more (vs. 18% of total BSC pop).
  - 70% are white, non-Latino (vs. 44% of total BSC pop)
  - 0% African-origin, non-Latino or Native-American/Alaska Native origin
  - 11% Asian-origin, non-Latino; 5% Latino; 3% International; 11% other/not reported
  - #1 reason to board: Earn a partial BSC point (32%)
  - #2 reason to board: The Cooperative Experience (38%)
    - 60% listed earning a partial BSC point as their number 1 or 2 reason for boarding.
- Numbers have grown from 8 in Spring 2006 to 73 currently (a high of 121 in Spring 2011).
- An average of 80% of CO boarders became BSC members between Spring 2006-Fall 2010. (Source: BSC Housing)

Source: BSC Boarder Census 2012

\*who are undergrads/unknown, have not lived in a BSC coop before, and who plan to apply to a BSC coop; N=37, unweighted

**Data + Action**

---

# Data + Action

- Q: I'm wondering what my background has to do with the mission of the BSC? How would the BSC's policies and actions differ if more or fewer members were working-class, transfer students, African American, first generation immigrants etc.?
  - Anonymous written comment from a BSC Census 2012 respondent
- A: Create recommendations to eliminate barriers to access, increase visibility of the BSC among groups underrepresented within the coops, and improve internal and external flow of information about who the BSC is and what the BSC offers

# Next Steps

1. Create a marketing/outreach plan.
2. Create a plan for educating future BOD about the results of this study.
3. Create a plan for continued data collection.
4. Consider the following proposals:
  - a. Pell grant recipients:  
Prioritize Pell grant recipients above others with equal numbers of points (similar to EOP, DSP status).
  - b. Central-level boarding:  
Remove the ability to 'buy' a partial BSC point or prioritize those with EOP, DSP and other statuses over Central-Office level boarders.

# Next Steps continued

## c. Rental costs:

Find ways to lower the costs of rent at BSC houses.

## d. Habitability

Consider how cleanliness affects house culture, perceptions of the BSC coops, stock of the applicant pool and member retention.

Address cleanliness by identifying houses that need the most repair and maintenance. Identify and approve house improvement projects that improve habitability.

## e. Food Politics

Consider how aggressive policing of food affects house culture, perceptions of the BSC coops, stock of the application pool, and member retention.

## f. Student leadership

Consider student leadership socio-demographics and how reflective they are of the total BSC; they create policies that affect all members, but many members' needs may be ignored if not represented among the leadership

# Next Steps continued

5. The next time you revisit the Strategic Plan, reword the following proposed edit:

*a. To address data collection:*

'2. h. Increase the ability of the BSC to understand the needs and composition of its members, perhaps through collecting demographic information of our members.'

Change wording: 2. h. Increase the ability of the BSC to understand the needs and composition of its members *by collecting and analyzing socio-demographic information of our members'*



# Next Steps continued

'1. b. Re-assess current methods of exit documents, etc for student executives'

Change wording to: '1.b. Collect data on the student leadership, e.g. Board, Cabinet and other student executives.'

- Collecting data on students leadership allows us to understand who is leading the BSC, and if there are race/ethnic or socio-economic gaps between members and leaders that might lead to BSC policies that are not in line with member needs and opinions

Add a new point: 'Re-establish administering exit surveys to outgoing BSC **members.**'

- Administering exit surveys to BSC members will help us understand who is leaving the BSC and why, and if there are socio-economic, racial, other trends or patterns of which we should be aware.



Comments?



Questions?