Radio Activities: Extracurricular College Radio and Academic Success

a thesis presented by

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to

University of California, Santa Cruz Department of Sociology

in partial fulfillment of the degree of

Bachelor of Arts

in Sociology

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9 June 2023

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Student-run, non-commercial, community radio stations are programmed across the United States at a variety of affiliated universities. Research about educational radio programs has predominantly focused on the impact of educational radio programming on local listener bases. This research has reflected various abilities of radio stations to share local resources, facilitate community building, and share educational lessons through radio. The impacts of college radio station operations on involved student staff and programmers have been largely left unstudied. This thesis project explores the experiences of involved students at the various college radio stations within the University of California Radio Network, or UCRN. Data was collected through an analysis of related literature and a survey completed by 262 currently enrolled student staff members at UC affiliated college radio stations. This research illuminated patterns among different demographics of students' involvement, particularly in gender identity and sexuality. The data also suggest that certain academic and professional skills are positively or neutrally associated with long term involvement or leadership positions at college radio stations.

Key Words: Extracurricular, Radio, Education

TABLE OF CONTENTS

Acknowledgements

Introduction

      Student-run educational radio stations are a crucial and common institution among American universities. The practice of broadcasting student radio programming from college campuses can be traced back to the early 20th century, when students at numerous universities across the United States began broadcasting experimental radio signals and programming ("History" *KDVS*). Students at the Universities of California (UC) campuses promptly worked towards establishing their own stations and the UC Regents licensed the first official UC radio station, UC Santa Barbara's KCSB, in 1962 (Woo and Stojanovic 1962). Since then, numerous UC radio stations have followed suit. As of 2023, UC Berkeley, Davis, Santa Cruz, Santa Barbara, Riverside, and Irvine broadcast on FM radio as well as online streams, while Los Angeles and San Diego lost their FM signals and now solely broadcast through an online stream.

      Licensed by the Federal Communications Commission (FCC) as non-commercial educational radio, college radio stations with an FM radio broadcast are expected to serve the educational needs and programs of their local community. The value of this form of radio has driven the FCC to reserve the lowest 20 FM radio radio broadcast channels for non-commercial educational radio stations, meaning that radio channels ranging from 88.1 to the early 90s on a radio dial are required to adhere to FCC laws specific to non-commercial stations ("Nonprofit Media" Federal Communications Commission). While commercial radio stations read advertisements and can use calls to action to promote products and events, noncommercial stations adhere to more value-neutral language and are therefore more able to prioritize local and experimental business partnerships than commercial stations. While exact numbers of radio listeners are difficult to gauge, local radio stations often accept texts and phone calls to engage with their listenership. As a programmer at KZSC, I have received phone calls from both local

prison facilities and homeless communities, both of which are made up of populations with limited or no internet access. The accessibility of FM radio allows these frequently underserved groups to engage with creative and educational media through the unique form of FM radio.

As listener-funded stations, the engagement of noncommercial radio with its local listenership is crucial to its survival. While FCC licensed radio stations are expected to adhere to the FCC's laws regarding appropriate content, vagueness in the legal descriptions regarding "an average person's prurient interest" ultimately depend on the general views and beliefs of the area's listenership ("Obscene, Indecent and Profane Broadcasts" Federal Communications Commission). The reliance of college radio stations on their listeners' engagement and support informs the purposeful and innovative projects that programmers produce. While UC radio stations without an FM signal are not required to adhere to FCC policy, they must still abide by the regulations of the UC Regents, who they represent alongside other campus media outlets. Additionally, both UCLA and UCSD's online-only radio stations previously held FCC-licensed FM signals, and were therefore formed around the same values and guidelines as their fellow UC stations that still hold FM signals. The responsibility associated with engagement in this particular extracurricular has the potential to generate valuable professional skills in involved students.

Though the future of radio is frequently contested, the effort of students towards maintaining these programs is evident. The impact of programming is evident towards both involved programmers and listeners through community-based endeavors such as community events and fundraising drives. KZSC, for example, earned an approximate $28,000 in its Fall 2022 bi-yearly fundraising drive, which was the most successful fundraiser in the past five years and amassed $3,000 over the station's original goal of $25,000 ("KZSC Fall Fundraising Drive"

UCSC). A collector of sentimental memories, I keep an archive of past text messages sent to the station during my various radio shows, and have consistently gathered feedback, requests, and accolades from listeners, such as "Dear [DJ] shove it your song choices so touch my heart you are an extraordinary gifted dj … ps KZSC dj's are the most creative and unique artists that consistently take my breath away I am captivated" (4/18/2021), "I love kzsc because I feel a deep connection to many genres and shows but mostly I have been grateful to the DJs who honor my song requests or my requests for shoutouts to someone in strife or going through hard times … the station really is the best medicine for pain and heartache" (11/10/2021), "dj shove it this set has been so cozy and warm it really helped make my day so much happier <3 im applying to ucsc rn and im so inspired by what u guys are doing and creating in the station - i rly hope to join u guys next year ! :))" (11/10/2021), "Great show today, [I] enjoy how much effort you put into all of your shows" (11/22/2022), and "I'm sending an extra donation since I think your show is great! … Glad you're stepping out with a Jewish show- my daughter and husband are Jewish- always appreciate an opportunity for more cultural understanding!" (4/28/2023). The interaction between radio programmers' projects and their local community who engages with their programming cultivates a symbiotic relationship.

This study asks: What are the academic and professional outcomes for students of participating in college radio activities? Extensive research has been conducted to examine the relationship between extracurricular involvement and its various academic, emotional, and professional outcomes at different education levels. Though many studies regard these programs as ways to increase student success and engagement in schooling, the research has typically omitted college radio from its scope (Jacquay 2019). Because of this, the specific student outcomes of involvement in college radio programs are largely unknown. Accordingly, the field

of sociological research studying the outcomes of educational programs can benefit from further

research on this topic. The limited existing literature about specific outcomes of involvement in

college radio programs has typically been conducted at specific academic institutions, which

generally omit the UCs from their scope. The results of this study will supply valuable insight

towards the particular experiences and skills of students who engage in their UC campus's

affiliated radio station.

As a long term staff member, programmer, and governing board member at UC Santa

Cruz's radio station, KZSC, I have amassed a diverse skill set of creative, personal, and

leadership skills through my involvement in the aforementioned program. By canvassing student

spaces and local non-student communities, I have gathered anecdotal evidence about the

influence of student-run educational non-commercial radio on the local community. This study's

purpose is to explore the byproducts of college radio for the involved staff members who

cultivate and produce the content and image of local stations. The structure of college radio

stations are unique in their student leadership model. Among the UCs, governing boards are

predominantly made up of student positions, typically under the oversight of a non-student

Broadcast Advisor and varied other non-student advisors such as an Assistant Broadcast Advisor,

Operations Advisor, or Business or Underwriting Manager. The majority of internal procedures

are carried out by students, who undertake the responsibility as either a volunteer position,

internship, or paid appointment, depending on the particular leadership position and associated

station's structure.

On a UC-wide scale, the potential consequences of involvement in college radio stations

are scarcely documented. Closing this gap in the literature can help inform the internal affairs of

UC affiliated radio stations, be shared with local communities who want a magnifying glass

towards the structure of these outlets, and inform UC campuses's allocation of funding towards radio stations. The results of this research are invaluable to the examination of extracurricular radio programs, particularly within the UC system.

Literature Review

Research conducted on the connection between extracurricular involvement and academic achievement generally focuses on high school populations and generalizes distinct interest-based groups' effects. Little research has been done specifically on the academic outcomes of involvement with college radio departments, particularly in California.

Schools generally recognize the value of extracurricular programs, and contribute financial and material support for their continued availability. The value of extracurricular programs has only started to be statistically tested in recent years. Student involvement in extracurricular activity programs has been linked with increased attendance, academic improvement, cultural capital, and positive self-image (Freeman 2017). Because participation in these programs is voluntary, it is potentially unclear whether extracurricular involvement has a causal effect on students' academic achievement. Robert Freeman's study examines this association, finding that high school students' SAT and ACT scores were generally progressively higher based on the number of extracurriculars they were involved in (2017). These higher testing scores suggest that students involved in extracurriculars generally devote a notable amount of effort and motivation into their education. Involvement in extracurricular activities has a correlation with greater students' investment in their schooling, serving as a retention program and a way to cultivate motivated students (NCES 1995).

Similarly, researchers John Aliu and Clinton Aigbavboa say that, along with conventional educational models, extracurricular activities produce valuable employability skills in involved

students and recommend that educational facilities plan their yearly budgets with funding for

extracurriculars in mind (2021). It is shown that along with educational benefits of

extracurricular participation, involved students develop skills that contemporary employers seek

out. These connections were further explored by researchers Luisa Pinto and Diogo Ramalheira,

whose 2017 study focused on these added values brought by extracurricular involvement. The

study examined the value of extracurricular participation as a means for students to broaden their

employability opportunities and stand out as applicants through an examination of fictitious

resumés, and found that resumés reflecting extracurricular involvement seemed to have more

value in long-term employment and overall hiring probability when compared to resumés with

high academic performance but no extracurricular involvement (Pinto and Ramalheira 2017).

Employers' prioritization of resumés noting extracurricular involvement implies that they

consider such programs valuable in potential job candidates.

Even with research proving the value of extracurriculars as a broad category, each

program has its own features and merits that cannot necessarily be generalized to the rest. In

addition, most research about extracurriculars generally discusses their impact on high school

students. Research on specific extracurriculars' impacts on college students could be a valuable

addition to the literature surrounding this aspect of sociology of education. Few of these studies

focus particularly on college radio programs as a particular form of extracurriculars in university

settings. Studies discussing radio's impact on its participants have only started emerging in

recent decades. Most early research about the effects of educational radio explore the value of

radio as an educational resource for listeners, but not for the programs' own participants.

C. A. Siepmann's 1941 article *Can Radio Educate?* is one of the earlier sociological

articles about the educational power of radio. Siepmann says that radio could be a powerful

educational resource if it focused less on financial gain and instead put its resources towards aiding the public interest and its local community (1941). In application, radio's early use included numerous programs aiming at public education, focusing on the mass transmission of valuable information. This value accompanied the potential of radio to act as a motivator for listener action, particularly in the encouragement of discussions and promotion of community investment (Nwaerondu and Thompson 1987). The accessibility of radio has extended its use as an educational resource worldwide, but the efforts were generally aimed towards listeners in its early years (O'Shea and Richmond 2007). Radio consumption was shown to be a valuable resource for those who listen, often called Interactive Radio Instruction (IRI), which increased rural and poor communities' access to educational resources. Since their inception, however, these radio programs have faced funding challenges. Focusing on education rather than profit forced public radio to rely on listener donations and underwriting, whose unpredictability could challenge their availability.

Though associations have been drawn between radio and education, a majority of the relevant research focuses on educational radio programs' impacts on listeners, rather than the value of producing radio on involved programmers. The use of educational radio programs in countries with high rates of poverty and limited access to schooling has been widely utilized historically. Researchers N.G. Nwaerondu and Gordon Thompson's analysis of these programs conclude that a well-prepared program can be effective, especially when paired with hands-on local training sessions (1987). This early research on educational powers of radio primarily focus on the added value to listeners' lives rather than any supposed effect on those who plan, prepare, and produce such radio programs. Participants could gain potential benefits through their

research and technical preparation of such programs, as well as public speaking, collaboration, and leadership skills and opportunities.

Modern studies have continuously reflected the lasting value of radio consumption on listeners' lives, with an emphasis on community building and personal interest. Recreational listening has been shown to be largely influential in older adults' lives, as reflected by Amanda Krause's 2020 study. Krause's interviewees consist of Australian adults between the ages of 66-87, many of whom expressed their motivations for regular radio listening to include mood regulation, company and comfort when isolated, and the making of dull tasks more enjoyable. Many people view radio listening as an important part of their media consumption, particularly due to its reliable nature in programming hours, accessibility, and production quality (2020). As of 2020, the United States had about 285 FCC-licensed FM community radio stations, which work towards providing locally-focused information and content that is available to listeners regardless of internet availability (Hermansky 2022). According to Hermansky, community radio is a valuable resource for communities isolated due to a digital divide, was an integral information-sharing resource during the early phases of the Covid-19 pandemic, and empowers community members to participate in local events and collaborate on local projects.

Community radio, generally defined as non-commercial, volunteer-based, and locally focused radio programming (Coyer 2006), serves as a particularly advantageous space for growing the transformative power of radio broadcasting. Studies of individual radio stations have explored each station's own community value. A case study about Knoxville, Tennessee's community FM station WDVX explored the station's value in the modern day, concluding that the station's community-building impacts were greatly beneficial for listening communities (Keough 2010). The study describes how WDVX's internet streaming along with FM

broadcasting has, paired with local events, promoted a sense of democracy that sets it apart from most commercial stations. The uniqueness of community radio's structure differentiates it from commercial stations' programming and allows it to service listening and local communities more directly.

College radio is one particular facet of community radio, and research conducted on the topic of radio typically focuses more on commercial, public, and community radio than the more underground and experimental realm of college radio (Wallace 2017). One unique feature of college radio stations is that they are, to varying extents, student run. This assures that involved students gain experience in professional radio procedures alongside technical training and creative exploration that programming provides (Wallace 2017). These student experiences have not been thoroughly explored in scholarly research endeavours, which the current project will help shed light on.

Alongside research exploring the benefits of services provided by noncommercial radio stations for listeners, a small literature has expanded to additionally study the impact of radio on involved programmers. Though this side of the literature is growing, most research conducted regarding student involvement in college radio solely focuses on students' emotional and personal values derived from their radio involvement, rather than the ties between this extracurricular participation and their academic studies. This project is set to measure academic skill-building in college radio participants.

A 2020 survey over a number of Israeli college radio stations concluded that students generally felt a sense of self-fulfillment and autonomy due to their involvement in college radio stations and the associated projects they worked on (Laor 2020). Researcher Tal Laor's qualitative study reflects not only the skills gained by students in college radio programs, but

also the added self-fulfillment that accompanies their radio involvement. Laor's research finds

that activities in college radio stations helped students at a variety of Israeli university radio

stations learn practical skills relevant to media jobs and build feelings of self-fulfillment and

self-confidence that cultivate motivation in academic and professional pursuits (Laor 2020). The

researchers found that involved students' motivation to participate in radio stations and produce

high quality programming is intrinsically driven, with some form of self-fulfillment as their

ultimate goal.

　　　　Still, certain elements of college radio allow it to be a potentially fruitful education

training space for students, beyond just acting as a space for programmers to explore personal

goals. Even with saturated modern media availability, an article studying students at Sur College

of Applied Sciences in Oman concluded that college radio was an advantageous alternative

medium of student engagement and learning, acting as an extension of academic processes

within the classroom (Ibrahim and Mishra 2016). A strong relationship was drawn between

foreseen benefits of educational radio and voluntary involvement and listenership among

students, proving their faith in the use of educational broadcasting programs. Though both of

Laor's and Ibrahim and Mishra's studies address benefits of college radio involvement, both

studies study foreign college radio programs. Related studies focusing on American college radio

programs would be a valuable addition to the literature.

　　　　One piece of literature that is particularly relevant to the consideration of college radio's

value in participating students' lives in California is Greg Jacquay's 2019 dissertation, *Is This*

Thing On? The Learning Possibilities for Participants at a College Radio Station (Jacquay

2019). Jacquay's research studies students' experiences throughout participation in the college

radio program at the California State University, Stanislaus (CSU Stanislaus). Their study of

CSU Stanislaus's campus radio station, KCSS, proves the value of the station as a space for students to practice and develop skills tied to learning objectives from multiple disciplines, including and extending beyond communication and journalism skills. The study's data is collected through qualitative phenomenological methods, utilizing document analysis, observation, and interviews. However, this study's sample is limited, which makes it difficult to generalize its results to all college radio stations. My thesis can build on this research to apply comparable data collection to a larger population, spanning all of the University of California (UC) campus radio stations. By collecting quantitative data, my research can establish statistical results exploring whether this dissertation's findings can apply generally or are specific to CSU Stanislaus campus radio station. In addition, Jacquay's research does not directly address the potential relationship between students' academic outcomes and their involvement with the campus radio station. My research can more directly study the relationship between these two factors of students' college experiences and specifically focus on this correlation.

Other studies have confirmed similar benefits of college radio involvement, such as the professional training that college radio station student representatives build with the music industry. In Samuel Saul's 1998 journal article *The Role of Alternative Programming in College Radio*, the author discusses the popularity of alternative music and related professional relationships that college radio DJs cultivate with record labels (Sauls 1998). The author also addresses the legal guidelines that students involved with college radio must understand and adhere to because of college stations' licensing with affiliated universities and the Federal Communications Commission (FCC). Content that might be controversial or unclear within legal guidelines has also led to experimental rebellion and boundary-testing, which is part of what makes college radio's programming so distinctive (McClung and Mims and Hong 2009).

Throughout students' time as DJs at college radio stations, they are forced to reckon with conventional language standards relating to obscenity and freedom of expression through hands-on programming activities (Robert 1993). This hands-on experience with legal language requirements assigns student DJs a sense of responsibility that accompanies the nature of the activity. Students involved with college radio stations are therefore inevitably involved in the review of programs and transfer of information and training procedures in order to make sure that their role in the larger organization does not invite any potential legal battles.

Students in college radio stations are also involved in hands-on learning in their training process and continuing radio programming activity. Constructivist educational environments have been proven to help students develop critical thinking skills and develop a sense of self-efficacy in educational spaces (Alt 2015). These findings in educational institutions can be expanded to extracurricular spaces related to universities to consider the potential value of constructivist skill learning practices in programs such as college radio. The hands-on and skill-based nature of radio programming suggests that students involved with college radio stations would presumably gain comparable skills to those in other educational spaces.

Not only do involved students learn to carry on day-to-day programming procedures at college radio stations, but many take on management roles to further pursue the professional elements of radio involvement. Radio stations associated with universities have historically had similar structures to one another. A large majority of the station duties are assigned to a (usually) volunteer-based governing board and staff population, made up of trained students alongside several part-time professional staff members made up of some student positions and, typically, a faculty advisor (Sauls 1997). In the modern day, college radio stations licensed by the FCC to the Regents of the University of California also include non-students as a part of their staff. The

Handbook of UC Santa Cruz's radio station, KZSC, notes its regular maintenance of a 30:70

staff ratio between non-students and UCSC students, respectively. The management of and

collaboration between staff members of radio stations rely on the cooperation of all parties

involved. The specific skills that are learned from this form of collaborative work with diverse

groups of staff, new volunteers, non-student professional staff, and university departmental

relations have not been studied in depth. This research will consider the specific skills that

students develop from college radio involvement and the related responsibilities.

The research I conduct within the UC Radio Network (UCRN) will modernize the field

of college radio related research, a majority of which is largely dated and focuses on other radio

networks outside of the UC system. College radio listenership has been sustained largely due to

its locally-focused programming and free and immediate availability (Sauls 2011). These

listener-based values have sustained its existence regardless of considerable financial concerns

and competition from other media sources. The consistent membership in staffing college radio

stations suggests that their service within college campuses for both students and university

standards is continuously relevant to campus environments and student success. This research

will analyze the outcomes of college radio involvement in the modern day, drawing connections

between radio involvement and academic and professional success across the UC college radio

stations.

Methods

This study population consists of currently enrolled college students who are registered as

staff members at their university's affiliated radio station. Within that population, my survey

sampled student staff members at the eight UC radio stations. Of that sample, 262 people filled

out the survey. Within the UC campuses that host undergraduate programs, there are eight

affiliated college radio stations; six with an FM broadcast and online stream, and two with only an online stream. Those with both an FM and online broadcast are UC Berkeley's KALX, UC Davis's KDVS, UC Irvine's KUCI, UC Riverside's KUCR, UC Santa Barbara's KCSB, and UC Santa Cruz's KZSC. The two stations who only broadcast through an online stream are UCLA's UCLA Radio and UC San Diego's KSDT.

Typically, becoming a staff member entails a training process that varies between stations, and allows participants to program radio shows as DJs and get involved in station governing boards, which are largely student run. Non-students are also able to join UC radio stations, both as staff members and within various paid advising or budgetary positions. However, most stations maintain a ratio that is predominantly made up of students, who make up the majority of each station's staff and leadership.

This study was designed to gather information about the demographics and skill sets of currently enrolled undergraduate student staff members at the eight UC campuses with associated radio stations. The data were gathered through a 10-15 minute Qualtrics survey predominantly constructed of Yes/No, Multiple Choice, or Likert Scale questions and some additional short answer questions. The survey was sent to contacts at each of the eight UC college radio stations with undergraduate student staff members, and accepted responses from January 25th until March 19th, 2023. The survey was originally intended to be open for a two week period, but the deadline was repeatedly extended in an effort to gather more responses.

Contact information was compiled from each station's public website and social media. The survey was originally shared through email and Instagram, alongside a brief survey description and a recruitment flier. I urged UC radio stations to repost the recruitment flier and share it with their full station staff. I emphasized that only members of my study population of

currently enrolled student staff at UC radio stations should complete the survey. Very few

stations initially responded to any social media messages or emails. As a 2022-23 *The*

Humanities Institute Undergraduate Research Fellow, I was able to redistribute the monetary

award towards an incentive for survey completion. Radio stations whose student staff submitted

20 or more individual responses were awarded $100, and stations with 40 or more were awarded

$150. The incentive, alongside repeated contact through phone and email, ultimately garnered a

more widespread effort for data collection.

The survey was composed primarily of closed-ended questions, with a short number of

open-ended questions at the end. It is included in appendix B. Closed-ended questions asked

about demographic characteristics such as affiliated radio station, time as a registered staff

member, experience in each station's governing board, race/ethnicity, gender identity, and

transfer and first generation identities. It also asked likert scale style questions about leadership,

technical/business, creative, and academic skills. The open-ended questions inquired about

whether each respondent felt that their time in radio had or had not affected their academic

progress and success, sense of belonging at their university, and future career goals or plans.

Survey data was analyzed with a combination of descriptive statistics, regression

analysis, and topic-centered coding of short-answer responses.

Population Demographics

Q1 - What UC radio station are you affiliated with?

Although I reached out to each station frequently, survey response rates suggest that each

station varied in its spread of this study's survey. [*See figure #1*] While most stations garnered

support and participation from their student staff, several accumulated very small samples, which may not be representative of their entire station staff.

As of February of 2023, the University of California's cross-campus admit rate of transfer students was 24.0% ("Transfers by Major" University of California). Of the sample population who responded to this study's survey, 35 respondents, or 17.8%, identified themselves to be transfer students. [*See figure #2*]

This rate is notably lower than the rate of transfer admissions across UC campuses, which may be due to a number of factors. Firstly, the statistics from the UC website includes the UC Merced campus, whose students were external to my data collection because the campus has not yet established an affiliated college radio station. Secondly, my survey had low response rates from UCLA, UCR, and UCSD, which respectively have transfer admit rates of 24.0%, 61.0%, and 68.0%. Since my response rate is low from campuses with notably high transfer admit rates, there is a chance that the overall transfer rate of 17.8% accounted for in my data collection is skewed.

Each student's experience at their university varies based on their time spent at the campus and accessibility of support resources and community organizations. The UC provides specialized programming to support their transfer student population, listed on their website alongside other vulnerable student groups such as students with disabilities, non-traditional students, veterans, current and former foster youth, undocumented students, and Educational Opportunity Program (EOP) students ("Campus Programs & Support Services" University of California). By listing transfer students alongside other student groups in need of extra support, it is evident that transfer students are a population that the UC has identified to be in particular need of campus support resources.

Although the rates of transfer involvement in UC affiliated radio stations vary between campuses, we can group all survey responses by transfer students and identify whether transfer students have been positively or negatively impacted by their involvement in college radio stations.

Similarly to transfer students, first generation students have special built-in support systems throughout the UC system. 39.0% of UC undergraduates are first generation students, or students who do not have a parent or guardian with a college degree ("FirstGen Stories" University of California). Of this survey's respondents, 23.1% identified themselves as first generation college students. [*See figure #4*]

Within the UC system's 2020 Accountability Report, it was noted that 60% of 12th-graders who enrolled in a UC and persisted past their first year were female ("Accountability Report 2020" University of California). This study collected data based on gender identity rather than sex, and allowed respondents to self-identify in more than one category if multiple were applicable. Additionally, data from the UC about campus-wide enrollment rates by gender identity omit percentages for students who do not identify outside of the gender binary. Though the most highly noted gender identities were women and men, respectively, over 20.0% of the sample noted that they identified as nonbinary. [*See figure #5*]. The UC has made efforts to make their campuses and identification systems more inclusive of nonbinary and transgender gender identities, notably through its 2020 Presidential Policy on Gender Recognition and Lived Names, set to complete the related system updates by 2023 ("UC Advances Equality, Inclusion by Implementing Nonbinary Gender Identification" University of California). Although the UC has made efforts to update its gender-based information storage systems, their publicly available data collections fail to include statistics about diverse gender

identity groups. It is therefore unclear whether or not this data is representative of UC-wide

gender identity rates among enrolled undergraduate students.

Throughout the total responses, over 60.0% of the sample disclosed that they identify as

part of the LGBTQIA+ community, while 37.1% disclosed that they do not. [*See figure #6*]

Unlike LGBTQIA+ focused extracurricular groups, radio stations do not typically advertise

themselves as gender or sexuality-based organizations. Nevertheless, it is evident that the

majority of the study's respondents self identified as part of this community, which may indicate

that they are spaces in which members of the community feel welcome to participate in on UC

campuses.

When the total dataset is categorized by campus and station, the majority of respondents

from KALX, KDVS, KCSB, and KZSC identified as part of the LGBTQIA+ community. UCLA

Radio, KUCR, and KSDT all had even rates of LGBTQIA+ to non-LGBTQIA+ respondents.

[*See figure #7]* However, since sample sizes for these stations were notably small, these rates

may not be representative of the entire station staff. The only station who had more respondents

identify themselves as non-LGBTQIA+ was KUCI. KALX and KZSC are the two stations with

the highest reported rate of LGBTQIA+ identifying respondents, each with a rate amounting to

over 70.0%. The difference in these rates could be explained by campus climates, individual

station climates, or comfortability of self-identification, even in an anonymous survey.

Respondents were able to self-identify themselves as part of one of numerous racial and

ethnic groups. Overall, the majority of the sample identified as white/caucasian. [*See figure #8]*

Most of the respondents indicated that their families were middle class while they were

growing up. [*See figure #11]* Due to the nature of radio station involvement as largely

volunteer-based, it is presumably more difficult for students with greater financial burdens to commit their time to an unpaid extracurricular activity. In order for students to apply for paid positions at their university's radio station, they typically need to pass the various involvement requirements that stations coordinate for training new staff members.

The volunteer-based nature of college radio stations can be implicitly exclusive for students who are unable to allocate their spare time towards an unpaid volunteer opportunity. While being a staff member and radio programmer are volunteer positions, there are ways for each station and the UC Regents to help the UC stations become more inclusive spaces.

Extent of Involvement

This survey had 115 respondents who had been registered as staff at their station for under or up to one year, and 99 respondents who had been registered as staff for one or more years. Considering the longevity of each respondent's time on their station staff is useful in consideration of their involvement's effect on their responses. [*See figure #12]*

Any alleged impacts of college radio involvement could vary greatly based on the longevity of student involvement. Students who have been involved with a station for under a year are often less familiar with the inner workings of radio, less experienced with programming, and less likely to have served on their station's governing board. Collecting data about the durations of each person's involvement as a staff member allows the rest of the responses to be cross-referenced based on the time that each respondent has been involved at their station.

Of the respondents, 149 had never held a position in their station's governing board, and 65 marked that they had held or currently hold a leadership position within their station. [*See figure #13]* Taking on leadership responsibilities can be burdensome onto students' academic and personal schedules, due to the time commitment and additional tasks associated with each role.

With only 30.3% of respondents who answered this question indicating that they had taken on such responsibilities, it is unclear whether all students feel the ability to commit such time and effort into positions that are often volunteer based. Due to inconsistent and listener-based funding within each station, many governing board positions within each campus are unpaid. Generally, the highest rate of respondents who had taken on a leadership position indicated that their family's class had been middle class during their early upbringing and adolescence.

Each station generally has similar structures for governing board positions. Different stations vary in the amount of funding that they receive from their associated university campus, so the status of a governing board position as either a volunteer or paid position varies between stations. At KZSC, for example, there is a paid 'Executive Committee' made up of the Station Manager, Program Director, Volunteer Coordinator, Class Instructor, and Rock/Music Director, all of which are student positions, while the other 25 volunteer positions are predominantly filled by students but open to non-student staff as back-ups.

Within each station's management, students can hold a myriad of different roles. Each role has a specialized set of responsibilities, ranging from technical and engineering skills to event coordination. Some positions, like Training Instructor and Volunteer Coordinator, focus primarily on the engagement and training of new students at each station, while other positions, like Promotions Director and Publicity/Social Media Director, focus on station relationships with local venues, promoters, and blog or social media publications.

Due to each station's diverse array of internal and external projects and collaborations, each governing board consists of a wide variety of roles that each specialize in different areas. Certain roles have associations with academic majors (ex: Production Director and Engineering, Marketing Director and Business, Design Director and Art, Training Director and Education,

etc), and allow students to gain valuable professional experience that builds on their educational focuses. Simultaneously, students are not limited to governing board positions based on their declared university majors, and can therefore explore and pursue positions that fulfill interests unrelated to their academic specialties.

Academic Standing

Generally, respondents noted that they had high GPAs, with over 68.3% saying they had an estimated overall GPA between 3.5-4.0. 23.4% of respondents estimated their GPA to be between 3.0-3.5, 6.1% of respondents estimated their GPA to be between 2.5-3.0, 2.0% of respondents estimated their GPA to be between 2.0-2.5 [*See figure #14*].

There is not a statistically significant correlation between how long someone has been registered as a staff member at their station (Q2) and their estimated overall GPA, and there is also no indication that getting involved in a radio station has decreased participants' GPAs.

Since getting involved at their affiliated radio station, 79.4% of respondents identified that their GPA had stayed about the same, 13.8% said their GPA had gone up, and 6.6% said their GPA had gone down. [*See figure #15*]

Categorizing the responses to Q9 based on respondents' self-reported GPAs in Q8 barely changes this distribution. [*See figure #16*] This indicates that regardless of the level of academic success using GPA as a metric, most students still identified no notable change in their GPA since the start of their involvement at their affiliated radio station. Regardless of the GPA level, participating in radio did not seem to affect subsequent GPA.

As an extracurricular, a college radio program is often considered a separate time commitment from one's academic studies. Aside from stations that enroll students in a training

or internship course, involved students' GPAs are unlikely to be directly changed by their involvement at a radio station. Due to the freedom in program choice and experimentation, students are able to purposefully build connections between their academic interests and radio programming, but are not required to. These results suggest that students generally feel that their radio involvement has a minimal to nonexistent impact on their academic success.

Self-Reported Radio Impacts on Academics

Figure 18 examines students' perceptions of whether radio involvement augments or detracts from their academic work using four different measures. Within these data, the first two statements (labeled in red and orange) connotated a negative relationship between academic time management and involvement in a radio program. [*See figure #18*] The first statement declared; "Being involved in my school's radio station takes time away from my schoolwork", and the second declared "Being involved in my school's radio station interferes with my course schedule".

The results for the first statement were were slightly skewed towards the 'disagree' answers, with 49.6% answering either "Strongly disagree" or "Somewhat disagree", 36.0% answering either "Somewhat agree" or "Strongly agree", and 14.2% answering "Neither agree nor disagree". These data imply that students who are involved with their school's radio station encounter varying levels of time conflict between their academic responsibilities and their contributions to their affiliated radio stations. 75.7% of respondents answered either "Strongly disagree" or "Somewhat disagree" to the second statement. These results are more notably disagreeable, noting that the majority of students do not feel that their involvement at their station interferes with their course schedule. Because radio stations typically generate and

broadcast original programming 24/7, there are typically many scheduling options for students to build their schedule around. In accordance with FCC policy, indecent and profane music can only be played on noncommercial radio between the hours of 10:00 PM and 6:00 AM, which also draws many students towards late-night programming slots depending on the subject matter and language use within their programs. Students who participate as staff members and programmers at their station likely have more freedom to shape their involvement at their affiliated radio station around their academic schedules.

The data's second two statements (labeled in green and blue) inquired about more positive components of respondents' radio involvement. The third statement declared; "Being involved in my school's radio station helps [me] stay organized", and the fourth declared "Being involved in my school's radio station provides me a support system at my university".

While over half of the sample noted that their involvement in their school's radio station helped them stay organized, few respondents strongly agreed with the statement. 47.8% answered "Somewhat agree", while only 14.2% answered "Strongly agree" and 27.9% answered "Neither agree nor disagree" to the statement. This could indicate that only certain responsibilities or activities within radio stations help students strengthen their organization skills, or that students find their tendencies towards organization to be only somewhat related to the extracurriculars they are involved in. The fourth statement has the highest percentage of positive responses, with 83.2% of respondents answering either "Somewhat agree" or "Strongly agree" to the statement. These results indicate that alongside being a space for creative or professional exploration, UC radio stations provide students with a support system at their university. As community radio, college radio stations are devoted to serving their listener

communities. However, these data suggest that they also cultivate internal communities of support for involved students.

Professional Skills

These data reflect the responses about respondents' confidence regarding various leadership skills. The first skill, referenced in figure 19 in red, inquires about public speaking abilities. [*See figure #19*] While all of the skills are potentially related to involvement in activities that could be carried out at a radio station, it is unclear whether these results are caused by each respondent's radio involvement. Frequently, the project that most staff members have experience engaging in is hosting a radio show. During both music and news/talk shows, programmers are expected to read announcements on air. Radio show hosts are required to read routine announcements such as Public Service Announcements (PSAs), which share information about public events and resources, and Underwritings (UWs), which are announcements about goods and services on noncommercial radio stations. As radio show hosts, students get experience in public speaking through these required announcements, as well as routine legal announcements and comments about programming.

Students' confidence regarding the second skill, referenced in the above graphic in orange, is generally even throughout the "Moderately", "Very", and "Absolutely" response groups. This indicates that students generally felt somewhat confident supervising multiple people working on a common project, but that the level of confidence was not particularly strong for every respondent. The third skill, however, referenced in the above graphic in green, had more positive responses. Over 57.5% of the sample indicated that they felt "Absolutely" confident that they could collaborate with a group of other people on a common project.

Generally, the responses for the fourth skill, referenced in the above graphic in blue, were also generally evenly split between the "Moderately", "Very", and "Absolutely" response groups. This indicates that respondents generally feel somewhat confident sticking to a strict project timeline.

Figure 20 illustrates the responses gauging confidence regarding a set of technical or business skills. [*See figure #20*] The results are generally evenly distributed between different skill categories, which could potentially be gained through certain activities that are carried out within each station. Some of these skills could be gathered through academic or external creative ventures, and are not a responsibility of most members of a radio station. However, the skill that most respondents indicated a sense of personal confidence in was the third skill, indicated in yellow, regarding the use of physical media (vinyl, CDs, cassettes). Since the most frequent nature of involvement in a college radio station is as a radio programmer, students are typically trained in the use of physical media so that they can utilize the vast physical media libraries that each station has accumulated since its founding. Therefore, it is unsurprising that there is a high rate of strong confidence regarding the use of physical media among college radio involvement.

A 2019 study indicated that employers rate interpersonal skills, critical thinking/problem solving skills, listening skills, and oral/speech communication skills as the most important skills for college graduates looking to get hired (Baird and Parayitam 2019). [*See figures #21 and #22*]

Findings

Regression analysis was conducted through a linear regression model on R. The independent variable was Q2, longevity in radio, whose answers were broadly recategorized and analyzed as <1 and 1+ years of involvement. This model was run taking other factors into

account to see if any other factors illuminated statistically significant results. These other variables include Q3, Have you been on the Governing Board of your station?, Q6, Are you a transfer student?, Q7, Are you a first generation college student?, Q11, What is your gender identity? (Select all that apply), Q12, Do you identify as part of the LGBTQIA+ community?, Q13, What is your racial or ethnic background? (Select all that apply), and Q14, How would you rate your family's socioeconomic status when you were growing up?. Response categories with multiple response options such as Q11, Q13, and Q14 were recategorized into two groupings based on which response options gathered the most results or illuminated the most about the dataset. Q11 was grouped into man and non-man, Q13 was grouped as white and non-white, and Q14 was grouped into middle class or non-middle class.

Academic Impact

Of the respondents, 31.0% noted that their college radio involvement connected to or supported their academic success. Many of these students (15.0%) cited their involvement in radio as a break from school and as motivation to complete their academic responsibilities. Multiple respondents (26.0%) wrote that their college radio station provided a community and helped them build confidence that supported them in their academic pursuits. Multiple students wrote that radio boosted their confidence and comfort level in public speaking. Alongside the acquisition of public speaking skills and a space to do work, some students mentioned various connections between their creative endeavors and academic studies. One student wrote, "[Radio] has improved my ability to gather and synthesize information - having had a talk show, I routinely had to come up with a topic, research and refine ideas, then pare them down into a digestible segment, which [carries] over nicely to essay writing and group communication." For students whose academic pursuits require research or journalistic skills, news and talk

programming can provide hands-on experience that students can also apply to their academic

pursuits. Numerous respondents identified skills that they had gained through their involvement,

one student emphasizing their newfound "communication, organizational, leadership, creative,

and curatorial skills."

While many respondents declared that their academic success was supported through

their radio involvement, there were many students who also felt that their involvement with their

affiliated station had no impact on their academic progress. 20.0% of the students responded that

they saw their college radio involvement as separate and unrelated to their academic success, and

4.0% of the answers were unclear altogether. A notable portion of the overall respondents saw

either positive connections or negative connections between their college radio involvement and

their academic success. Simultaneously, another notable fraction of the sample saw their radio

membership to have no impact on their academic progress.

Time Management

In consideration of potential impacts of extended involvement in a UC-affiliated college

radio station, responses to skill focused confidence gauging questions were explored through the

lens of participation in college radio stations. Responses to Q2, which gathered information

about longevity of involvement, were categorized into two general categories; <1 year of

involvement and 1+ years of involvement. Through a regression analysis of each confidence

gauging skill-focused question (Qs 15-19) as dependent variables in consideration of longevity

of involvement (Q2) as the independent variable, the research was able to illuminate statistically

significant relationships between how much time a student has spent involved at their

university's radio station and their confidence regarding valuable academic and professional

skills.

In academic spaces, managing one's schedule amongst curricular and extracurricular time commitments can be difficult for students with heavy course loads. Interestingly, when compared to students with <1 year of involvement at a college radio station, students with 1+ years of involvement had a negative association with Q15.1, stating that "Being involved in my school's radio station takes time away from my schoolwork." This relationship could be due to students' abilities to adjust their academic schedules around college radio involvement as they become more accustomed to both time commitments. Similarly, early training programs are sometimes more time consuming than prolonged involvement, which could inform the responses of newer and long-term student staff members.

While prolonged involvement was not indicative of interference with school work schedules, a secondary variable proved statistically significant in this regard. It is evident that if students have served or currently serve on their station's governing board, there is a massively positive connection to Q15.1, indicating that they feel that their involvement in their university's radio station takes time away from their schoolwork. This positive association of 1.289 indicates an approximate 25.0% increase in scheduling interference between students who have served on their station's governing board when compared to students who have not had a leadership position at their station. These data suggest that leadership positions at college radio stations are more time consuming than general involvement as volunteer staff and programmers. The time commitment associated with these roles indicates that students with heavy course loads, personal time commitments, or multiple occupations may struggle to incorporate college radio leadership positions into their schedules.

When asked about the effects of participation in radio on respondents' academic progress and success, one respondent noted that "Doing the amount of work required of being on a

governing board, while very fulfilling, also regularly makes it difficult for me to get all of my

schoolwork done and also to work hours at my workstudy job." This response reflects a similar

conclusion to the above statistic, which reflects the challenge that students with leadership roles

face in balancing their radio station responsibilities with other jobs and schoolwork.

Students' short answer responses generally reflected similar experiences. 34.0% of

respondents directly referenced time management as a notable impact of their involvement at

their station. 19.0% of those respondents wrote that being involved with their affiliated radio

station helped them gain time management skills, one reflecting that "Participation in radio has

definitely required an increase in my quality of time management between my work, school, and

personal responsibilities which has overall benefitted my ability to do academics." While many

people saw the time commitment of college radio involvement as beneficial to their time

management and organizational skills, 15.0% of those respondents wrote that the time

commitment of college radio takes time away from their schoolwork. Nearly every respondent

who indicated a hefty time commitment still clarified that while "It's certainly added more work

to my schedule, [it has not been] too much" or that "While radio [may] take up some of my

time, it is worth because it connects me to something bigger than just … academia. I think it's

pushed me to grow with my academics." The time commitment of radio staff membership can

vary based on the level of involvement, which each person signs up for. New volunteers, regular

radio show programmers, and governing board members each have different responsibilities at

the station which vary in time commitment.

Several students also noted the difficulty that late night programming slots have on their

sleep schedules and, by extension, their productivity at school. New programmers are often given

late night spots on program schedules due to long term programmers' preferences for day time

slots. One respondent wrote that although they were happy to have a time slot and were only free to do a show late at night, they still noticed the disruption to their sleep schedule.

Public Speaking Skills

Questions 16-19 inquired about respondents' confidence regarding a number of skills, some of which could be logically acquired through radio programming practices and others which could be incidentally practiced. While confidence rates were generally high for most skills, few seemed to be directly connected to longevity as a staff member at one's station. The skill that was most notably positively associated with radio involvement was public speaking, phrased as a confidence in "Speak[ing] publicly on various topics to a large audience" (Q16.1). Regression analysis shows that 1+ years of involvement garnered an approximate 9.5% increase in public speaking in comparison to respondents with <1 year of involvement. When asked about the effects of their college radio involvement on academic success, multiple students wrote that it "helped boost my confidence in public speaking in class" and "forced me to become more comfortable with public speaking [which earned] many compliments … throughout my academic career". These answers exemplify the public speaking skills that students seem to gain confidence in through their prolonged endeavors at college radio stations.

Incidentally, other factors also highlighted a statistical significance regarding confidence in this skill; respondents who identified as white and respondents who identified as men each had approximately 9.0% higher positive associations with confidence in public speaking than non-white and non-men respondents, respectively. These results indicating the increased confidence in public speaking amongst white people and men could be explained by either radio-related or external systems that provide more training, support, or practice for members of these groups to strengthen their public speaking skills, or by members of these groups taking

more frequent advantage of opportunities to practice public speaking skills than students who have less confidence in public speaking.

The regression output suggests that non-white and non-men respondents respectively answer 8-9% lower confidence rates relative to their male and white compatriots, however we notice that the positive effect of radio for 1+ years can potentially wash out or help mitigate these negative effects. Although respondents from these subgroups have higher rates of confidence in public speaking skills, the positive effect of being involved as a staff member for over one year is strong enough to wash out potential detrimental effects of not being white or not being a man. A 2015 study surveying undergraduate students in Brazil noted that students in the intermediate and final years of their undergraduate programs reported higher rates of confidence and frequency of speaking in public, and also noted higher rates amongst men of feeling positive when expressing personal opinions than women (Bolsoni-Silva, Turini, and Loureiro 2015). Studies like this illustrate the potential negative impacts that belonging to marginalized social groups can have on important professional skills such as public speaking. The study also recognized the benefits that long term academic involvement had on students' confidence levels overall. My data reflects similar patterns in that long term involvement in radio stations is shown to help build valuable public speaking skills, and that students associated with certain marginalized groups express lower rates of confidence regarding these skills. Because this study's survey only collected data about students' rates of personal confidence regarding their acquisition of skills, it is unclear whether respondents' confidence levels equate to their practical ability levels. Further research about practical learning and skill acquisition in college radio stations could clarify this examination.

Sense of Belonging

When asked about whether or not their participation in radio has affected their sense of belonging at their university, an overwhelming majority of respondents answered that their college radio involvement had improved their sense of belonging at their university. 105 responses conveyed positive ways in which this involvement helped strengthen their sense of belonging at their campus. The most commonly referenced aspects of college radio that positively impacted students' experiences at their universities were community, new friends, meeting people with shared interests, and feeling like they had a space on campus.

Many respondents expressed that their radio station was the primary or only space where they felt comfortable on their college campus, and several noted that it was a retention resource for them during gap years and the Covid-19 lockdown. One respondent noted that "The radio station tethered me to the university even when I had to take a gap year for the pandemic. I wanted to come back to school so that I could feel closer to the radio station once more." UC courses were converted to remote configurations when the Covid-19 pandemic and associated national lockdown began and the remote structure was the exclusive nature of course offerings for over one academic year. This comment recognizes involvement in a UC radio station as a retention resource for students who struggled to feel connected to their university while they were physically or academically distant from its resources. Alongside retention during the start of the pandemic, other respondents referenced their radio station's value in other settings that make community-building difficult. One student wrote, "If I did not have [my university's radio station], I would not have a community or sense of belonging. [My university] is largely a commuter school. And as a commuter myself, if I did not have an extracurricular activity to participate in, I would just show up for class and head home after like so many other kids do. I

did that for about a year before joining [my university's radio station] and I can attest that it was a pretty lonely kind of experience." Large campuses, long commutes, social isolation, and academic leaves of absence were all referenced as challenges that respondents faced when finding communities on campus. It is evident that college radio stations act as valuable community-building spaces on campus that heighten many students' senses of belonging on their college campuses. Simply put, one student wrote "[My radio station] is the only place at [my college campus] where I've felt that I completely belong".

Although most respondents indicated heightened senses of belonging at their universities due to college radio involvement, 8 respondents wrote that their college radio involvement has not helped them feel like they belong at their university. A small portion of these responses referenced conflicts or a sense of elitism at their radio station as a deterrent effect. One student wrote that "[college radio] hasn't affected my sense of belonging at a university because the station environment is more often than not [exclusionary] and isolating due to its degree of elitism," and another simply wrote, "[I] still feel like an outsider." It is evident that a portion of involved students at college radio stations feel misunderstood in those spaces, or purposefully excluded due to a sense of elitism. Due to the overwhelmingly positive response rate to this question, it is possible that not every student feels this way. However, cultivating an inclusive space on campus for every student should be the goal of each radio station. This insight into some students' experiences should motivate each UC station to critically consider its station culture and the potential consequences on students who do not feel welcome at their station.

Future Career Plans

When asked about whether or not their participation in radio has affected their future career goals or plans, 50.0% of respondents indicated that their professional goals were impacted

by their involvement at radio. There was a notable diversity in the professional fields that students noted were impacted by their college radio involvement, including media, arts, professional DJing, professional broadcasting, music production, non-profit management, museum curation, law, and public health. Numerous comments on career goals seemed to connect directly to skills and practices tied to radio programming and staff involvement. One student wrote, "My participation in radio has affected my future career goals and plans by making me realize my dream career would be one having to do with music. I always wanted to be a radio programmer and now that I've experienced it, I would love to continue to do it and branch out to other music related jobs." Since college radio stations play an important role in sharing new music and collaborating with record labels, promoters, musicians, and music venues, students can gain hands-on experience working in the fields of music and media which are applicable to other professional jobs in those domains.

At the same time, it is evident that certain students felt that they could apply aspects from their time in radio to future career plans. One student wrote that their participation in radio "has helped me achieve my future career goals by allowing me to save money for law school from my salary, as well as [giving] me many skills that can be useful in different workforce contexts," indicating that the wages and general workplace engagement skills that they acquired from their involvement in college radio could be broadly applicable to future career goals that diverged from the world of media. Another student wrote, "Radio has made it so that I want to spend some time working in public outreach or communications. I am majoring in public health and want to work in the field of emergency response, but would also like to consider working in public communications and awareness regarding natural disasters." One principal responsibility of radio stations alongside innovative programming is the sharing of vital information and community

resources. College radio stations often read public service announcements (PSAs) about

community events and resources, as well as vital updates in local emergency situations. Stations

with FM streams are part of the national Emergency Alert System (EAS), which is a "main

[component] of the national public warning system and [enables] authorities at all levels of

government to send urgent emergency information to the public" ("The Emergency Alert System

(EAS)." Federal Communications Commission). All students involved with FM radio stations

are trained in EAS protocol and the sharing of important community resources, and students

interested in pursuing relevant fields are able to acquire hands-on training that is applicable to

their future career goals throughout their involvement in college radio.

       FM radio is a highly accessible and community-oriented form of media that upholds a

responsibility to its listenership. Numerous populations in FM streams' ranges with limited

internet access such as unhoused and incarcerated people often have access to FM streams. It is

the responsibility of these resources to share information about local resources, updates, and

events in order to educate, engage with, and serve their listeners.

Other Findings

       When analyzing the regressions based on longevity of respondents' involvement at their

university's radio programs, numerous dependent variables indicated that longevity in radio did

not matter. This indicates that students with longer terms of involvement at college radio stations

do not seem to acquire more skills as their time being involved progresses. Generally, responses

for survey questions inquiring about confidence regarding programming, professional, and/or

academic skills indicated moderate to strong confidence rates. It is possible that students drawn

to college radio stations already feel confident in their abilities regarding certain skills even prior

to their radio involvement.

While longevity at radio did not prove statistically significant in certain dependent variables' regressions, other factors incidentally did indicate statistical significance. This finding could beckon further inspection for future study. Namely, respondents who identify as white noted positive associations with confidence in using physical media such as vinyl, CDs, and cassettes (Q 17.3) , engaging in academic debate (Q 19.1), generating an answerable research question (Q 19.2), and write creative, critical, or analytic content (Q 19.8). White respondents' indication of high confidence regarding these skills could indicate more prior training or positive feedback regarding these abilities.

Similarly, while longevity at college radio stations does not seem to have an effect on involved students' course schedules, the opposite is true for students who have served or currently serve on their station's governing board. These students had a 9.4% positive response rate regarding the statement "Being involved in my school's radio station interferes with my course schedule" (Q 15.2). These data indicate that taking on leadership roles at one's college radio station requires additional time commitments that could take time away from students' schoolwork. Considering that numerous stations' governing board positions are currently unpaid, their time commitment could be a fiscal challenge for students who juggle multiple academic and career-oriented commitments.

Conclusion

Notable findings suggest that the students who make up student staff members at the various UC-wide college radio systems gather public speaking skills as they continue to be involved in their affiliated radio station. Respondents indicated overwhelmingly positive comments about their university's radio station increasing their sense of belonging at their

campus, and largely positive confidence rates about valuable academic and professional skills. While confidence rates regarding valuable skills were strong, there was not a strong association with longevity in radio having a positive association with the acquisition of these skills. Longevity in radio does have a positive association with stress reduction in navigating radio related and academic schedules as well as acquiring public speaking skills. Research that studies the particulars of respondents' demographics, academic departments, and specific roles within their stations could provide more specific input about what students are able to participate in radio stations and the skills they gain.

This study's limitations include low response rates from UCLA Radio, KUCR, and KSDT, which resulted in the omission of data about many students' experiences from these campuses. Additionally, since no question was required, not every respondent answered every question. While there were 262 total responses, questions towards the end of the survey sometimes had as few as 150 total responses. Additionally, this survey only collected respondents' judgements about their own confidence rates in certain skills, rather than a confirmation of their skill sets. More specific data could be collected regarding particulars of students' skills that they are proficient in and developed at their college radio station.

Future Recommendations

Firstly, I recommend that more research be conducted regarding the outcomes of college radio station involvement on student staff. The existing research about educational radio has commonly omitted college radio from its scope, as well as the impact of college radio programs on involved staff and programmers as well as listeners. This survey's results illuminated a notable association between college radio station involvement and a sense of belonging on

affiliated college's campuses, which some students highlighted as retention and community-building resources. It also revealed high rates of confidence regarding many skills, and shed light on connections between longevity of involvement in a college radio program and confidence in public speaking and time management.

Although these positive outcomes were evident, a small portion of the responses to this survey's short answer questions illuminated exclusive and unfriendly station dynamics. It is crucial for college radio stations to look internally at their professional procedures and station culture to prioritize the acceptance, inclusivity, and engagement of all students. Similarly, numerous student responses identified the time commitment that college radio involvement sometimes entails, which can act as an added stressor for students whose schoolwork and other jobs take up their time. The positive outcomes associated with college radio involvement need to be critically considered alongside the challenges that students identify and the demographic makeup of each station, all of which should work to welcome diverse student populations to collaborate with their resources and learning grounds with inclusivity, equity, accessibility, and inclusion as central station goals.

Lessening entrance barriers such as necessary volunteer hour counts for new volunteers could also help stations accommodate for diverse student needs and schedules. Ensuring that volunteer opportunities are accessible and accommodating and offering academic units or internship credits to students who devote time to stations can help students with limited free time or financial struggles receive credit for the time they devote. Additionally, stations can prioritize funding for student governing board wages, in order to make professional and leadership opportunities at each station more accessible to low-income students. Due to the nature of each

station as largely listener-funded organizations, however, it can be difficult for each to afford the provision of these wages.

Due to the UC Regents' licensing of each station, each UC should consider the value of allocating more funding to each station in an effort to help make the station environments more inclusive towards students of diverse socioeconomic backgrounds. While campus newspapers and other media outlets are largely pointed towards a campus and student-centered audience, college radio stations are unique for their hybrid role as both student and campus-centered organizations and as public-facing media outlets. In order to ensure adequate training and resources, UC Regents must consider their investment in student training grounds that represent affiliated universities to the local communities surrounding each campus alongside internal campus affiliates.

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Appendix A: Figures

Fig 1: Response rate per UC campus

Q1 - What UC radio station are you affiliated with?
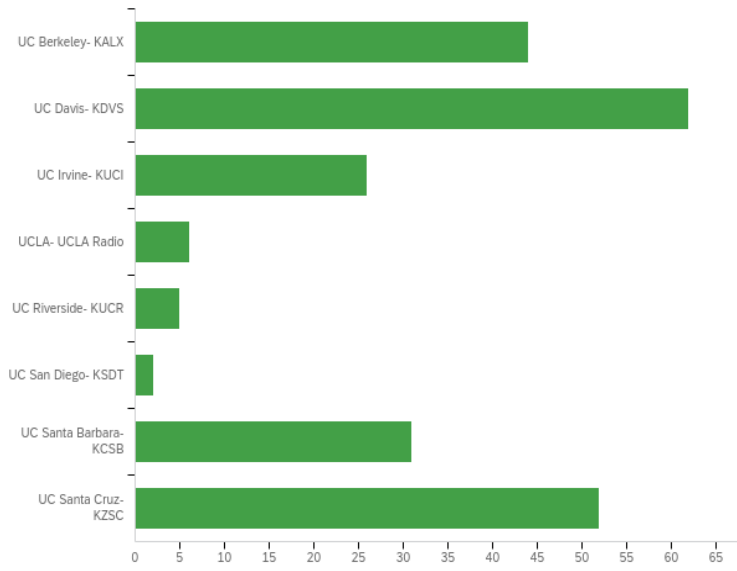
Fig 2: Transfer student rate

Q6 - Are you a transfer student?
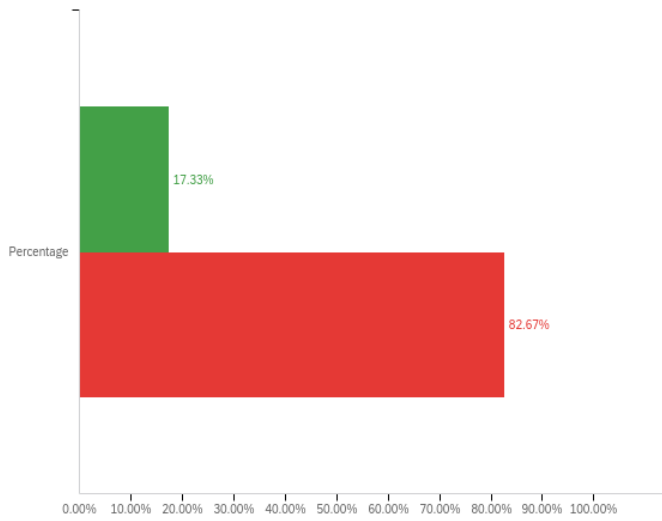
Fig 3: Transfer student rate by UC campus

Q6 - Are you a transfer student?
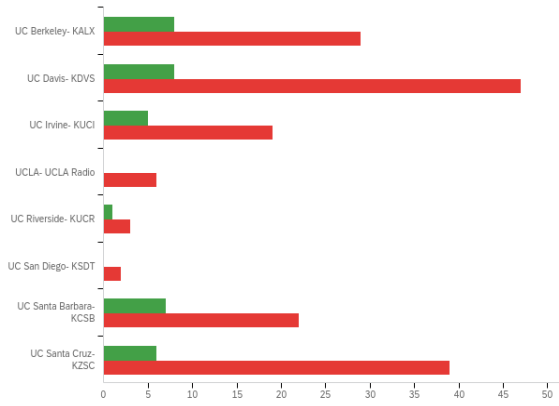
Fig 4: First generation college student rate
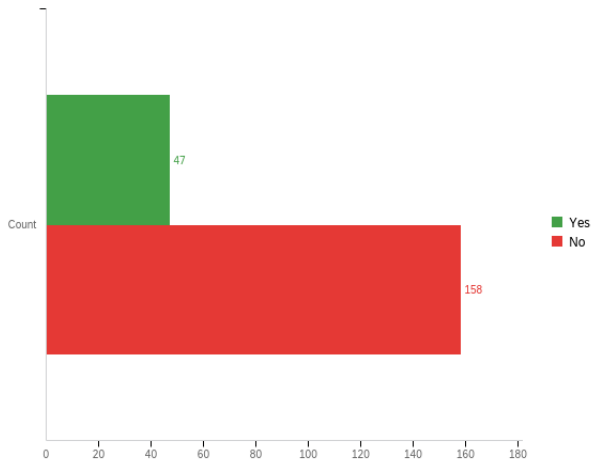
Q7 - Are you a first generation college student?

Fig 5: Gender identity distribution

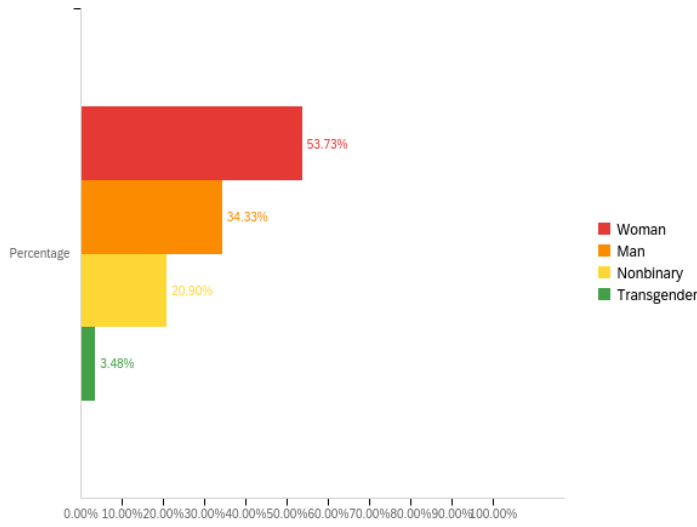Q11 - What is your gender identity? (Select all that apply)

Fig 6: LGBTQIA+ distribution
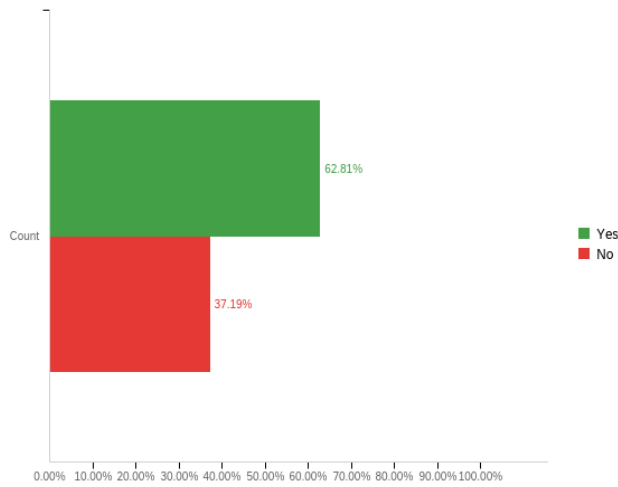
Q12 - Do you identify as part of the LGBTQIA+ community?

Fig 7:

Fig 8: Racial/Ethnic background distribution

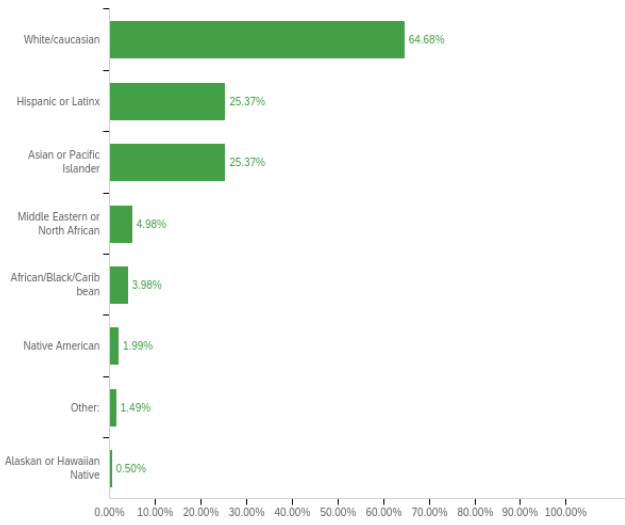Q13 - What is your racial or ethnic background? (Select all that apply)

Fig 9: Racial/ethnic background by UC campus (1/2)

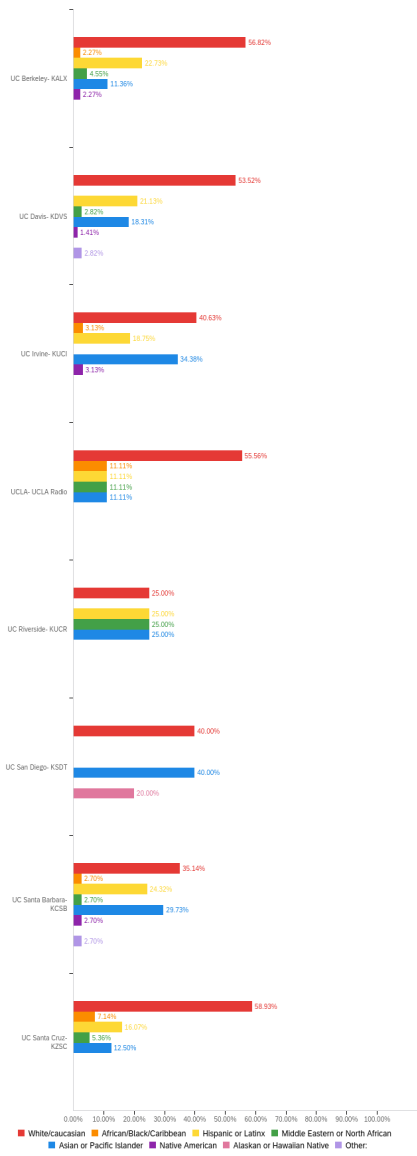Q13 - What is your racial or ethnic background? (Select all that apply)

Fig 10: Racial/ethnic background by UC campus (2/2)

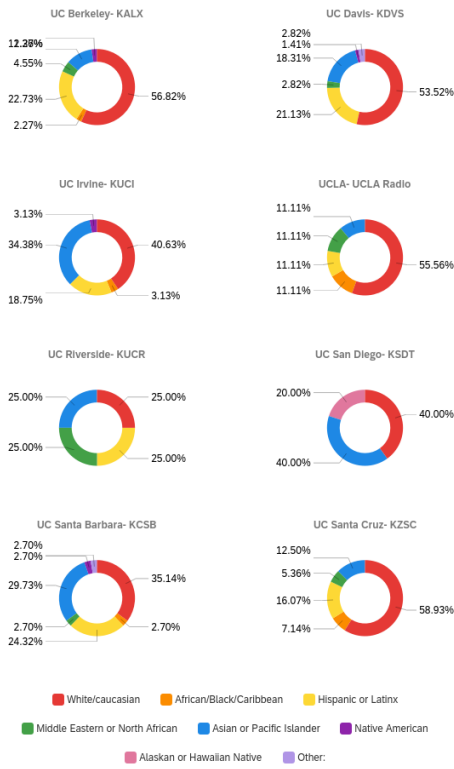Q13 - What is your racial or ethnic background? (Select all that apply)

UC Berkeley- KALX

12.20%
4.55%
22.73%
2.27%
56.82%

UC Davis- KDVS

2.82%
1.41%
18.31%
2.82%
21.13%
53.52%

UC Irvine- KUCI

3.13%
34.38%
18.75%
3.13%
40.63%

UCLA- UCLA Radio

11.11%
11.11%
11.11%
11.11%
55.56%

UC Riverside- KUCR

25.00%
25.00%
25.00%
25.00%

UC San Diego- KSDT

20.00%
40.00%
40.00%

UC Santa Barbara- KCSB

2.70%
2.70%
29.73%
2.70%
24.32%
35.14%
2.70%

UC Santa Cruz- KZSC

12.50%
5.36%
16.07%
7.14%
58.93%

■ White/caucasian   ■ African/Black/Caribbean   ■ Hispanic or Latinx
■ Middle Eastern or North African   ■ Asian or Pacific Islander   ■ Native American
■ Alaskan or Hawaiian Native   ■ Other:

Fig 11: Family socioeconomic status

Q14 - How would you rate your family's socioeconomic status when you were growing up?

Lower class — 13.50%
Middle class — 70.00%
Upper class — 13.50%
Prefer not to say — 3.00%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00% 80.00% 90.00% 100.00%
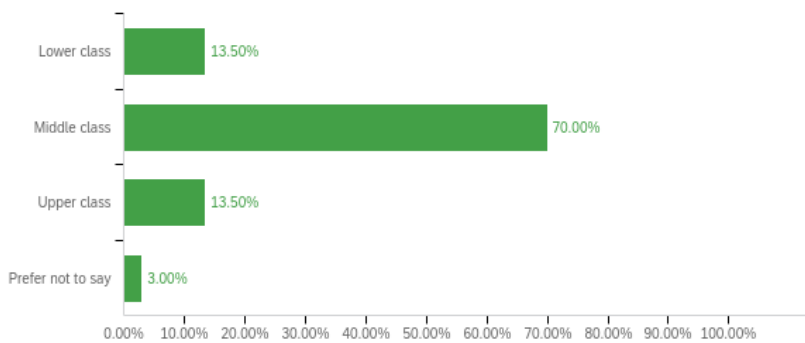
Fig 12: Longevity as staff

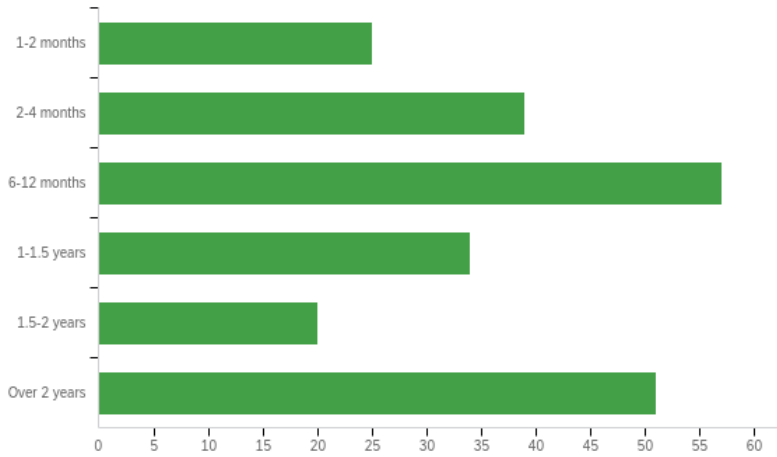Q2 - How long have you been registered as a staff member of your station?

Fig 13: Governing board distribution

Q3 - Have you been on the Governing Board of your station?
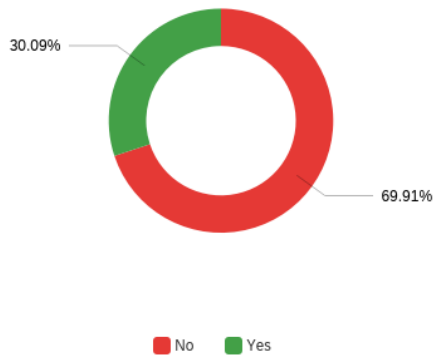

30.09%

69.91%

No   Yes

Fig 14: GPA distribution

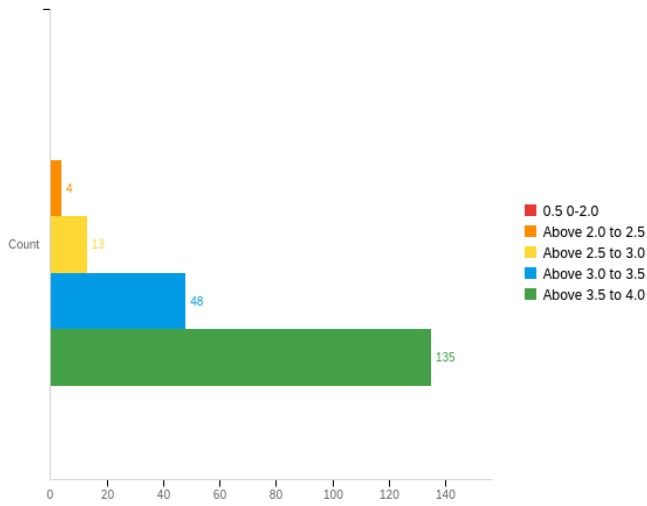Q8 - What is your estimated overall GPA?

Fig 15: GPA change

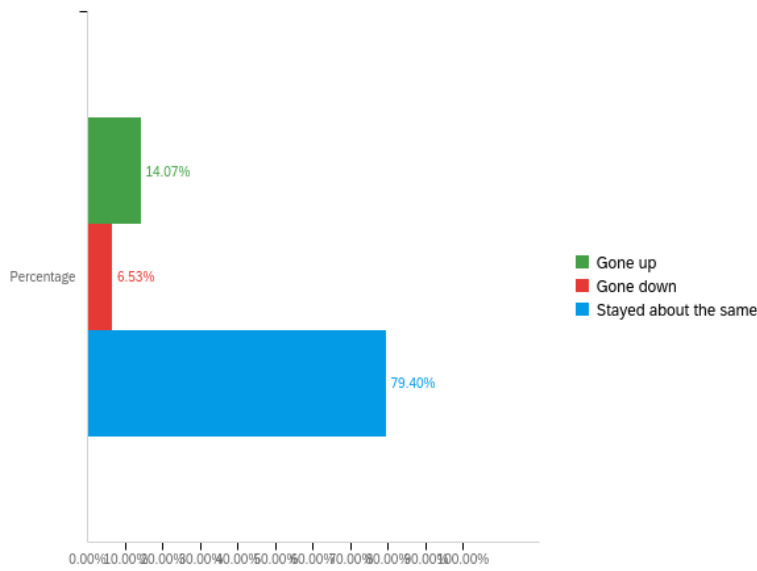Q9 - Since getting involved at your affiliated radio station, has your GPA gone...
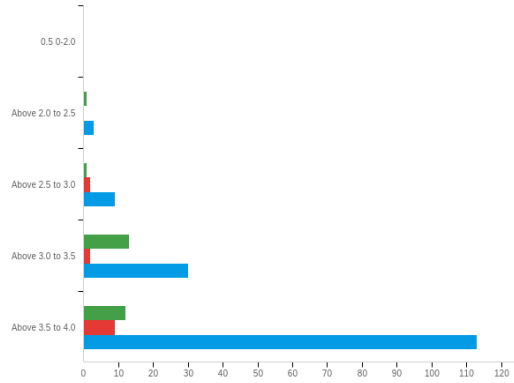

Fig 16: GPA change by GPA

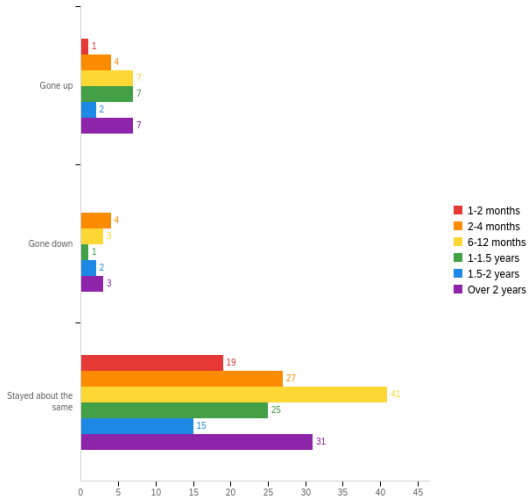Fig 17: GPA change by longevity as staff

Fig 18: Rating statements

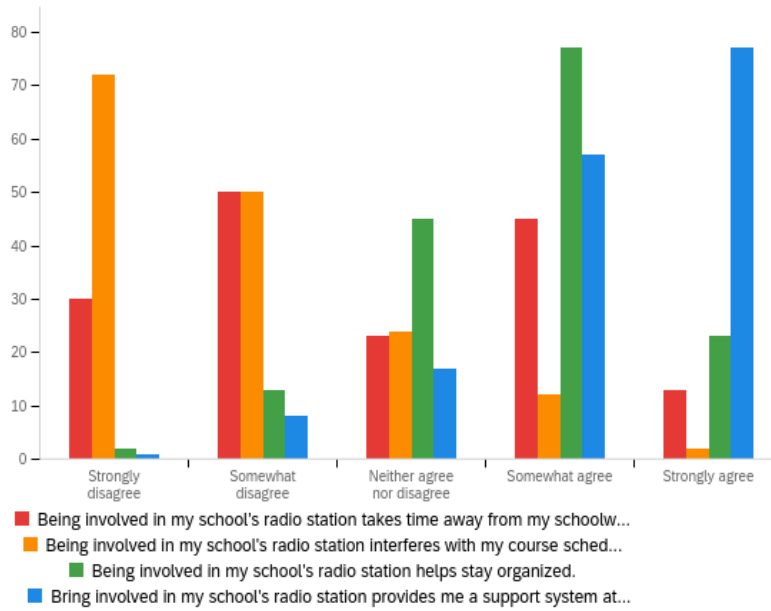Q15 - Please rate the following statements:

Fig 19: Skill-focused confidence rates (1/4)

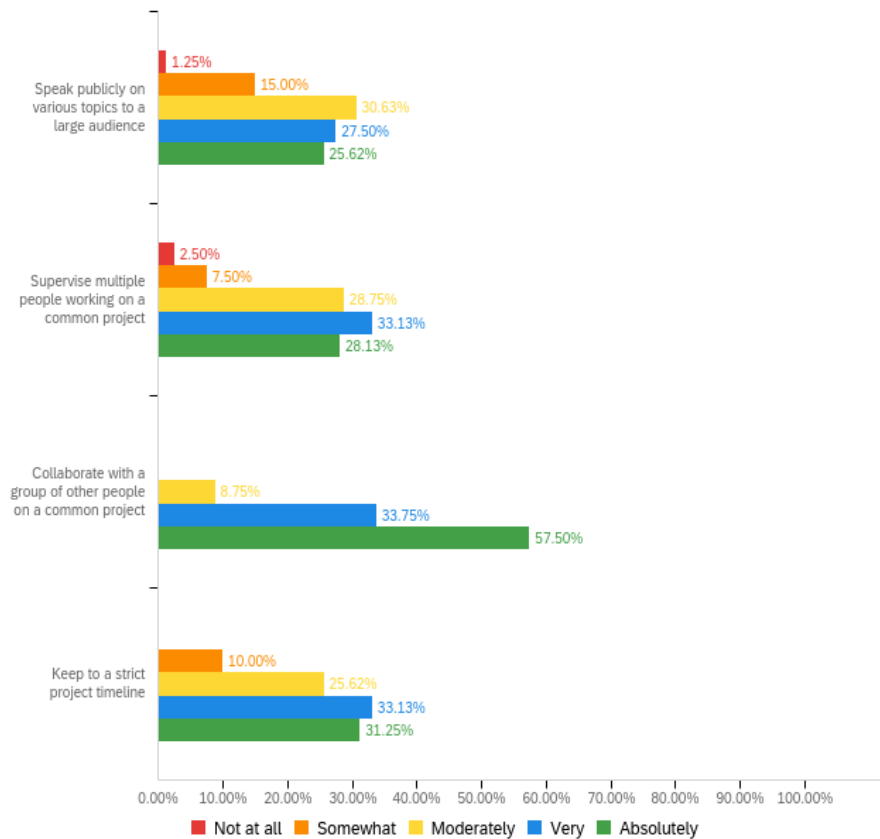Q16 - How confident are you that you can:

Fig 20: Skill-focused confidence rates (2/4)

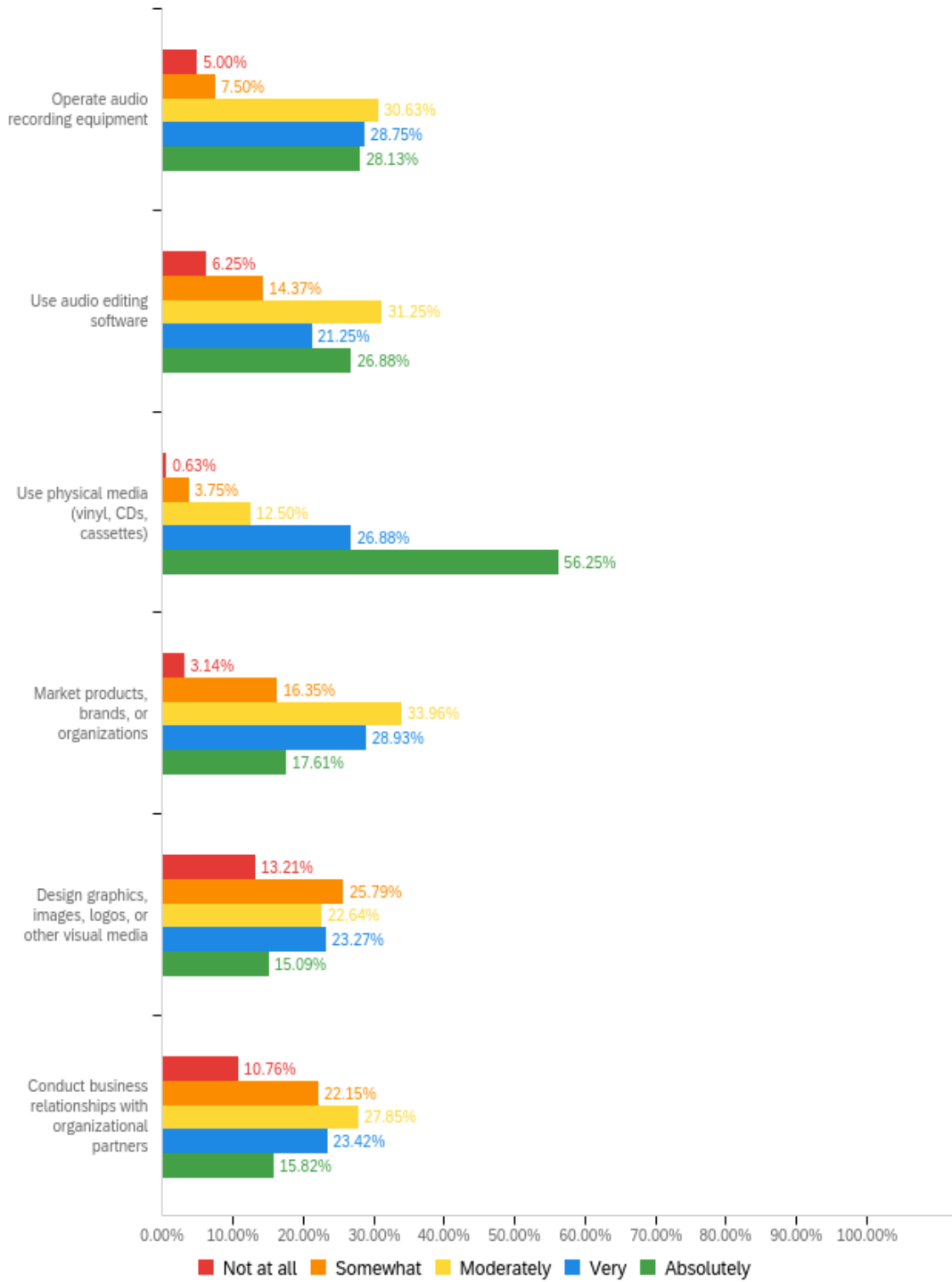Q17 - How confident are you that you can:
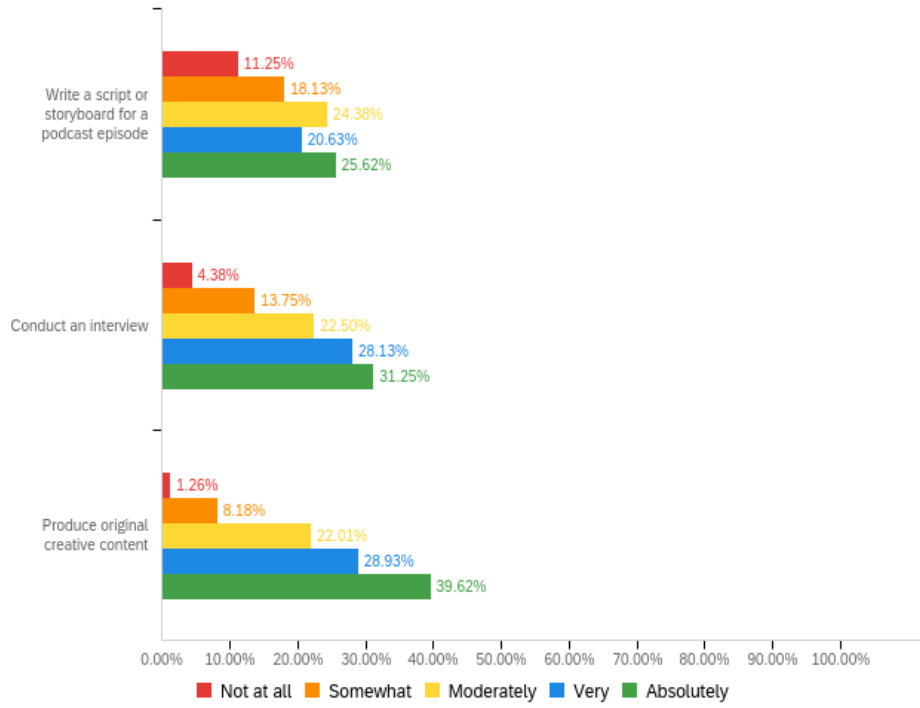

Fig 21: Skill-focused confidence rates (3/4)

Fig 22: Skill-focused confidence rates (4/4)

Q19 - How confident are you that you can:

	Not at all	Somewhat	Moderately	Very	Absolutely
Engage in academic debate	1.24%	14.29%	24.84%	29.19%	30.43%
Generate an answerable research question	0.62%	9.32%	18.63%	34.78%	36.65%
Carry out a research project	0.62%	9.94%	22.98%	29.81%	36.65%
Use scientific literature to guide research	1.24%	9.94%	22.36%	31.06%	35.40%
Determine how to collect appropriate data	0.62%	13.04%	29.81%	26.09%	30.43%
Collect and analyze data	1.86%	8.07%	26.09%	29.19%	34.78%
Explain the results of a study	1.25%	6.88%	23.75%	36.25%	31.87%
Write creative, critical, or analytic content	0.62%	3.73%	11.80%	36.65%	47.20%
Other: (write-in)	30.77%	7.69%	30.77%	7.69%	23.08%

Appendix B: Survey Questions

Q0: Survey Introduction

This survey is being conducted as part of a Senior Thesis project in Sociology at the University

of California, Santa Cruz. The results of this survey will be used to answer the research question:

"What are the academic and professional outcomes of participating in college radio activities?"

The completion of this survey is completely voluntary. It will take ~10 minutes to complete and

can be carried out on either a phone or computer.

The survey should be completed by any currently enrolled college students aged 18+ at a

University of California campus who are involved with their university's affiliated radio station.

The survey will be open to anyone who fits these characteristics regardless of age, race/ethnicity,

gender, language, profession, etc. Subjects located in the European Union during the time of

study procedures will not be eligible to participate in this study.

By completing this survey, you are consenting to the use of your responses in this project.

Q1: What UC radio station are you affiliated with?

- UC Berkeley- KALX

- UC Davis- KDVS

- UC Irvine- KUCI

- UCLA- UCLA Radio

- UC Riverside- KUCR

- UC San Diego- KSDT

- UC Santa Barbara- KCSB

- UC Santa Cruz- KZSC

Q2: How long have you been registered as a staff member of your station?

- 1-2 months

- 2-4 months

- 6 months-1 year

- 1-1.5 years

- Over 2 years

Q3: Have you been on the Governing Board of your station?

- Yes

- No

[if Q3 answer is Yes] Q4: What position(s) have you held?

- Program Director

- Music/Genre Director

- News/Talk/Public Affairs Director

- Station Librarian

- Production Director

- Promotions Director

- Events Coordinator

- Publicity/Social Media Director

- Sports Director

- Marketing Director

- Training Director

- Design Director

- Program Review Committee Member

- Volunteer Coordinator

- Other(s) (please specify) [write-in answer option]

Q5: What is your major?

- What is your major? Please write it below: [write-in answer]

- If you have a declared or proposed double major, please write it below: [write-in answer]

- If you have a declared or proposed minor, please write it below: [write-in answer]

Q6: Are you a transfer student?

- Yes, I transferred into this university

- No, I started as a freshman

Q7: Are you a first generation college student?

- Yes

- No

Q8: What is your estimated overall GPA?

- 0 - 2.0

- Above 2.0 to 2.5

- Above 2.5 to 3.0

- Above 3.0 to 3.5

- Above 3.4 to 4.0

Q9: Since getting involved at your affiliated radio station, has your GPA gone up, gone down, or stayed about the same?

- Gone up

- Gone down

- Stayed about the same

Q10: What is your age?

- [drop down menu from 18-70]

Q11: What is your gender identity? (Select all that apply)

- Woman

- Man

- Nonbinary

- Transgender

Q12: Do you identify as part of the LGBTQIA+ community?

- Yes

- No

Q13: What is your racial or ethnic background? (Select all that apply)

- White/caucasian

- African/Black/Caribbean

- Hispanic or Latinx

- Middle Eastern or North African

- Asian or Pacific Islander

- Native American

- Alaskan or Hawaiian Native

- Other: [write in]

Q14: How would you rate your family's socioeconomic status when you were growing up?

- Lower class

- Middle class

- Upper class

- Prefer not to say

Q15: Please rate the following statements: [on on a 5 point likert scale of strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree]

- Q15.1 Being involved in my school's radio station takes time away from my schoolwork.

- Q15.2 Being involved in my school's radio station interferes with my course schedule.

- Q15.3 Being involved in my school's radio station helps stay organized.

- Q15.4 Being involved in my school's radio station provides me with a support system at my university.

Q16: How confident are you that you can: [on a 5 point scale of Not at all, Somewhat, Moderately, Very, Absolutely]

- Q16.1 Speak publicly on various topics to a large audience

- Q16.2 Supervise multiple people working on a common project

- Q16.3 Collaborate with a group of other people on a common project

- Q16.4 Keep to a strict project timeline

Q17: How confident are you that you can: [on a 5 point scale of Not at all, Somewhat, Moderately, Very, Absolutely]

- Q17.1 Operate audio recording equipment

- Q17.2 Use audio editing software

- Q17.3 Use physical media (vinyl, CDs, cassettes)

- Q17.4 Market products, brands, or organizations

- Q17.5 Design graphics, images, logos, or other visual media

- Q17.6 Conduct business relationships with organizational partners

Q18: How confident are you that you can: [on a 5 point scale of Not at all, Somewhat,

Moderately, Very, Absolutely]

- Q18.1 Write a script or storyboard for a podcast episode

- Q18.2 Conduct an interview

- Q18.3 Produce original creative content

Q19: How confident are you that you can: [on a 5 point scale of Not at all, Somewhat,

Moderately, Very, Absolutely]

- Q19.1 Engage in academic debate

- Q19.2 Generate an answerable research question

- Q19.3 Carry out a research project

- Q19.4 Use scientific literature to guide research

- Q19.5 Determine how to collect appropriate data

- Q19.6 Collect and analyze data

- Q19.7 Explain the results of a study

- Q19.8 Write creative, critical, or analytic content

- Q19.9 Other: [write in]

Q20: Please describe the ways that your participation in radio has or has not affected your

academic progress and success. [short answer]

Q21: Please describe the ways that your participation in radio has or has not affected your sense

of belonging at your university. [short answer]

Q22: Please describe the ways that your participation in radio has or has not affected your future

career goals or plans. [short answer]