

Assessing Undergraduate Campus Climate Trends at UC Berkeley

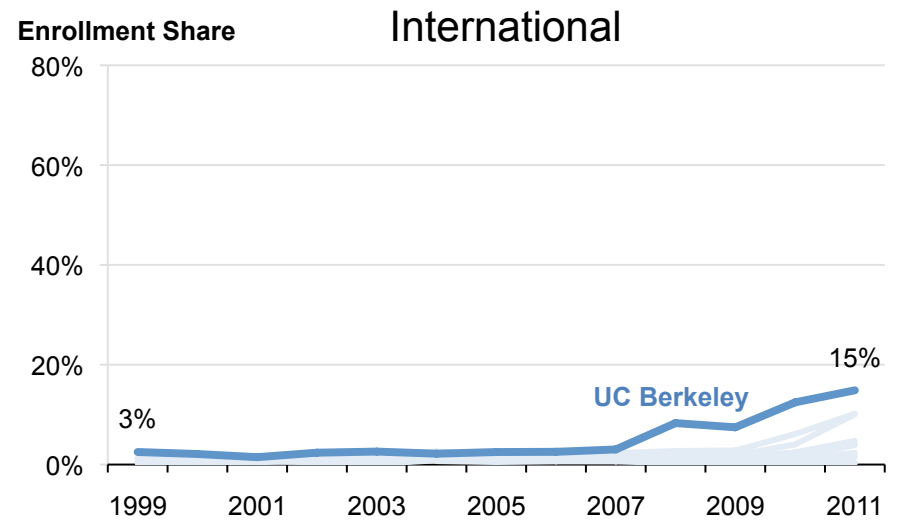
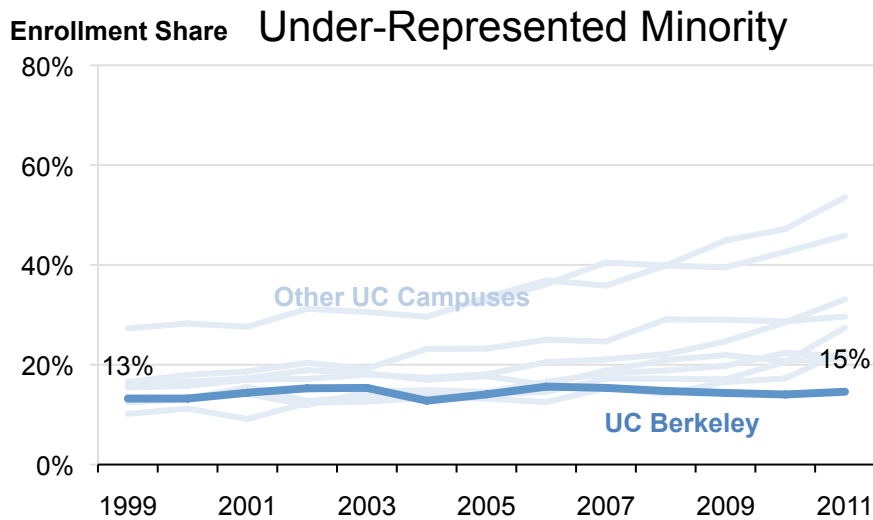
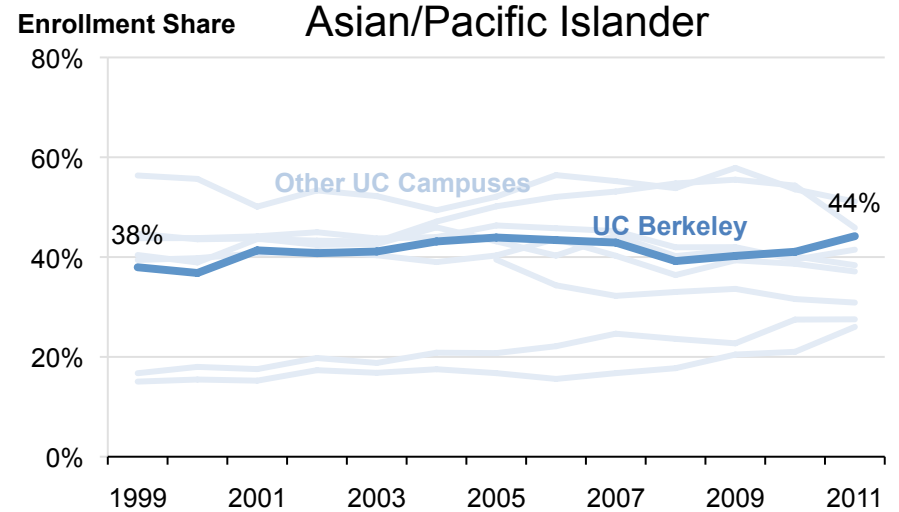
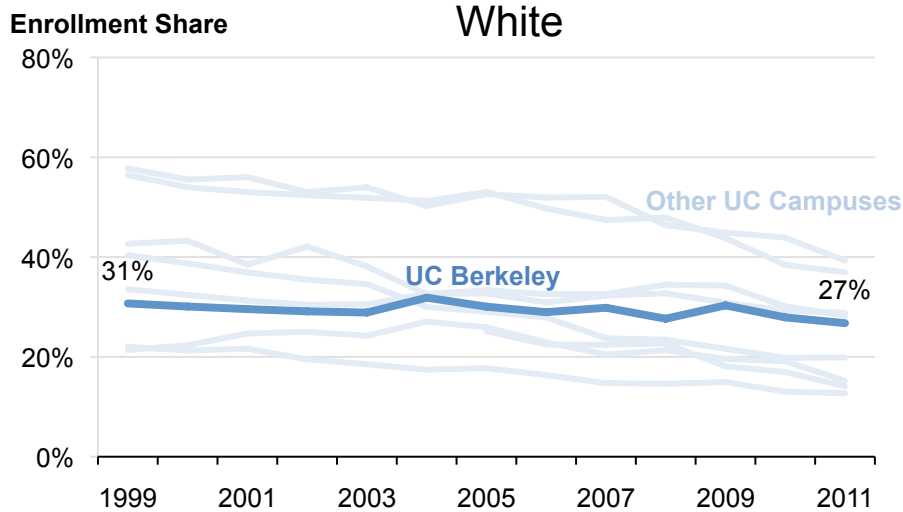
Andrew Eppig, Ph.D.
Equity & Inclusion

Sereeta Alexander, Ph.D.
Office of Planning & Analysis

Outline

- Background Context
 - UC Demographics
 - UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity
- What is Campus Climate?
- Climate Metrics:
 - Respect Rate
 - Bias Frequency
 - Perceived Importance of Diversity

UC New Freshmen Enrollment Trends



URM = Under-represented Minority (Chicano/Latino, African American, American Indian/Alaskan Native)

Source: UC Accountability Report, 2011

Equity & Inclusion at UC Berkeley



[The Strategic] Plan sets the course for institutional change through three top-level strategies:

- Responsive Research, Teaching, and Public Service
- Expanded Pathways for Access and Success
- Engaging and Healthy Campus Climate

-- *UC Berkeley Strategic Plan for Equity, Inclusion, and Diversity*

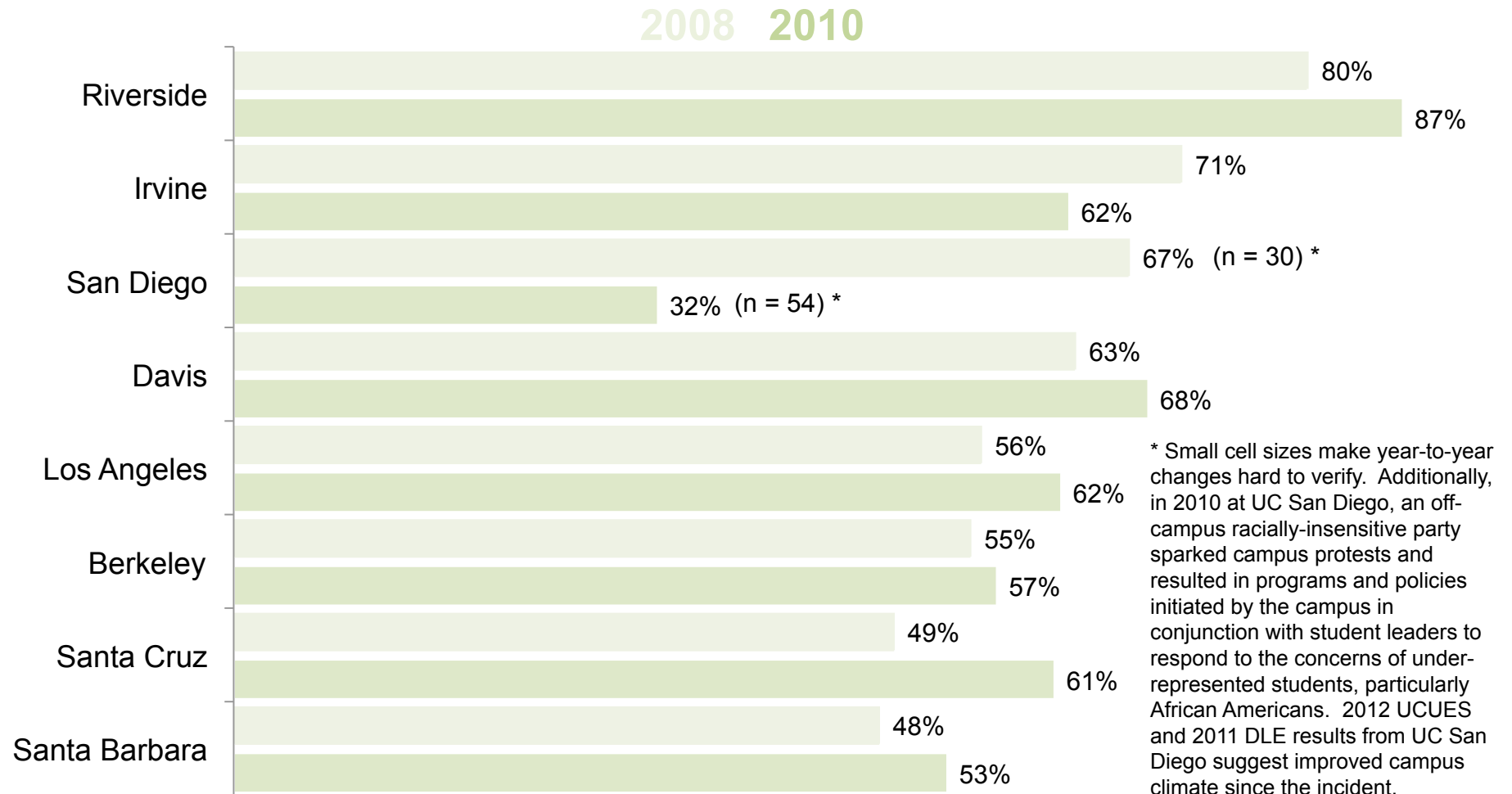
What is Campus Climate?

Campus climate is not the weather:

- “Campus climate is a measure — real or perceived — of the personal, academic and professional interactions that occur.” (UC Office of the President)
- “[T]he events, messages, symbols, core beliefs, feelings, and so, so much more - which make this a welcoming environment — or not - for all.” (Virginia Tech)

Campus Climate is Dynamic

Respect rates for African American students by campus, 2008 and 2010



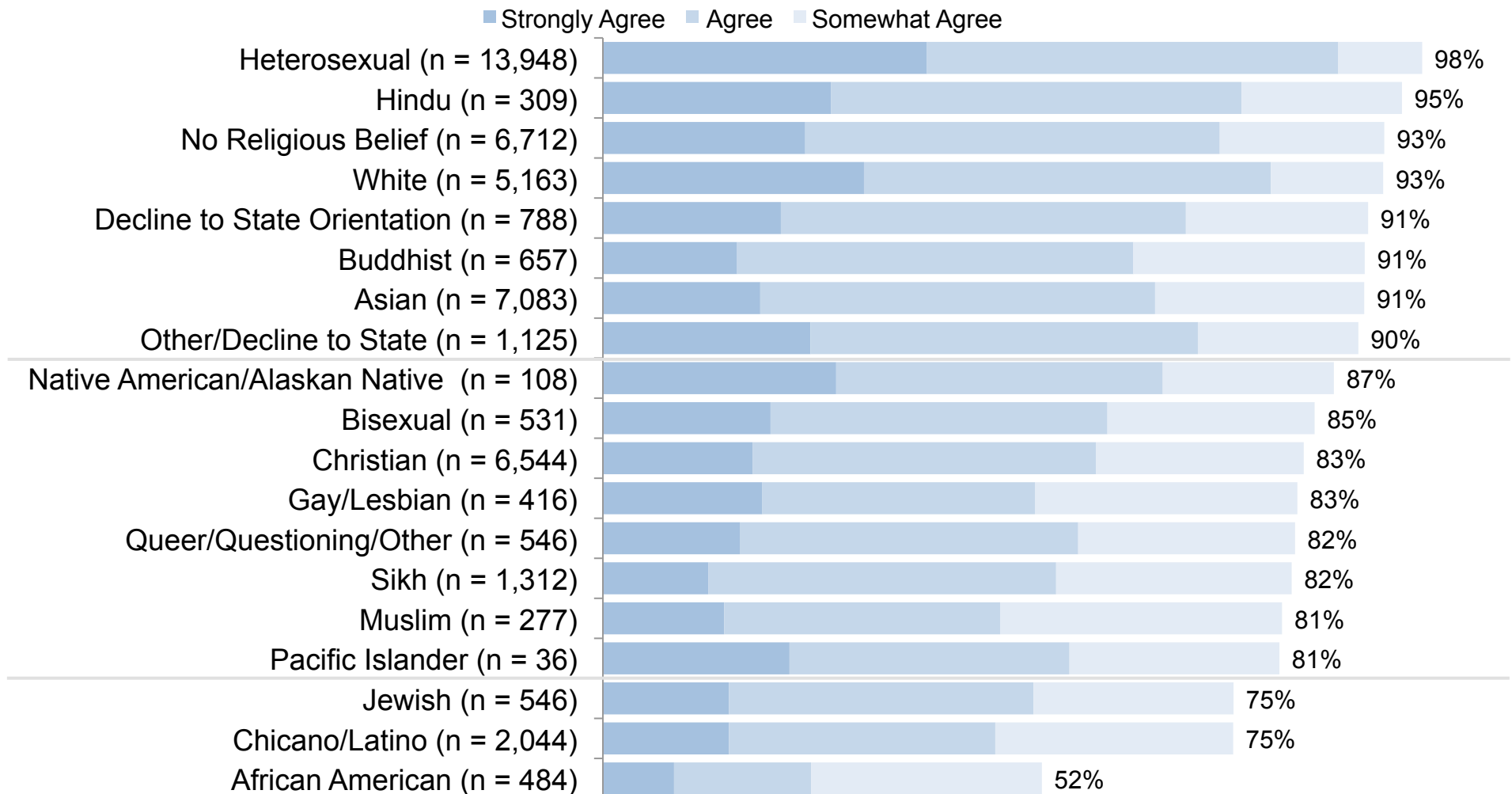
Sources: UC Accountability Report, 2011 and UC San Diego Office of Student Research and Information

Climate Metric: Respect Rate

- Student respond to the prompt: “students of my [affinity group] are respected on this campus”
- The *respect rate* for a group is the percentage respondents in a given group who “strongly agree”, “agree”, or “somewhat agree” that their group is respected on campus

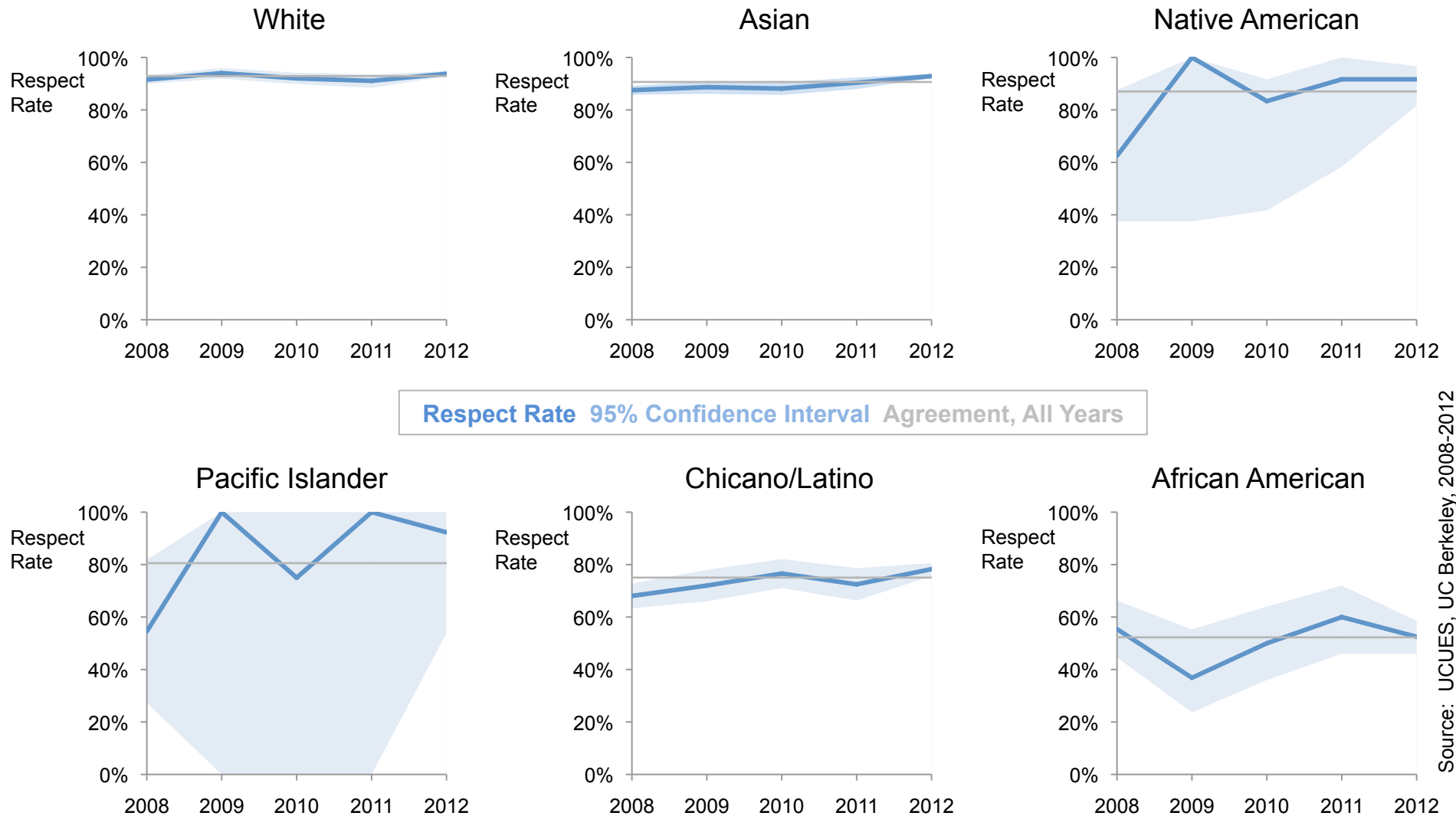
How Do Respect Rates Vary Across Groups?

Respect rates for UC Berkeley students by affinity group, 2008-2012



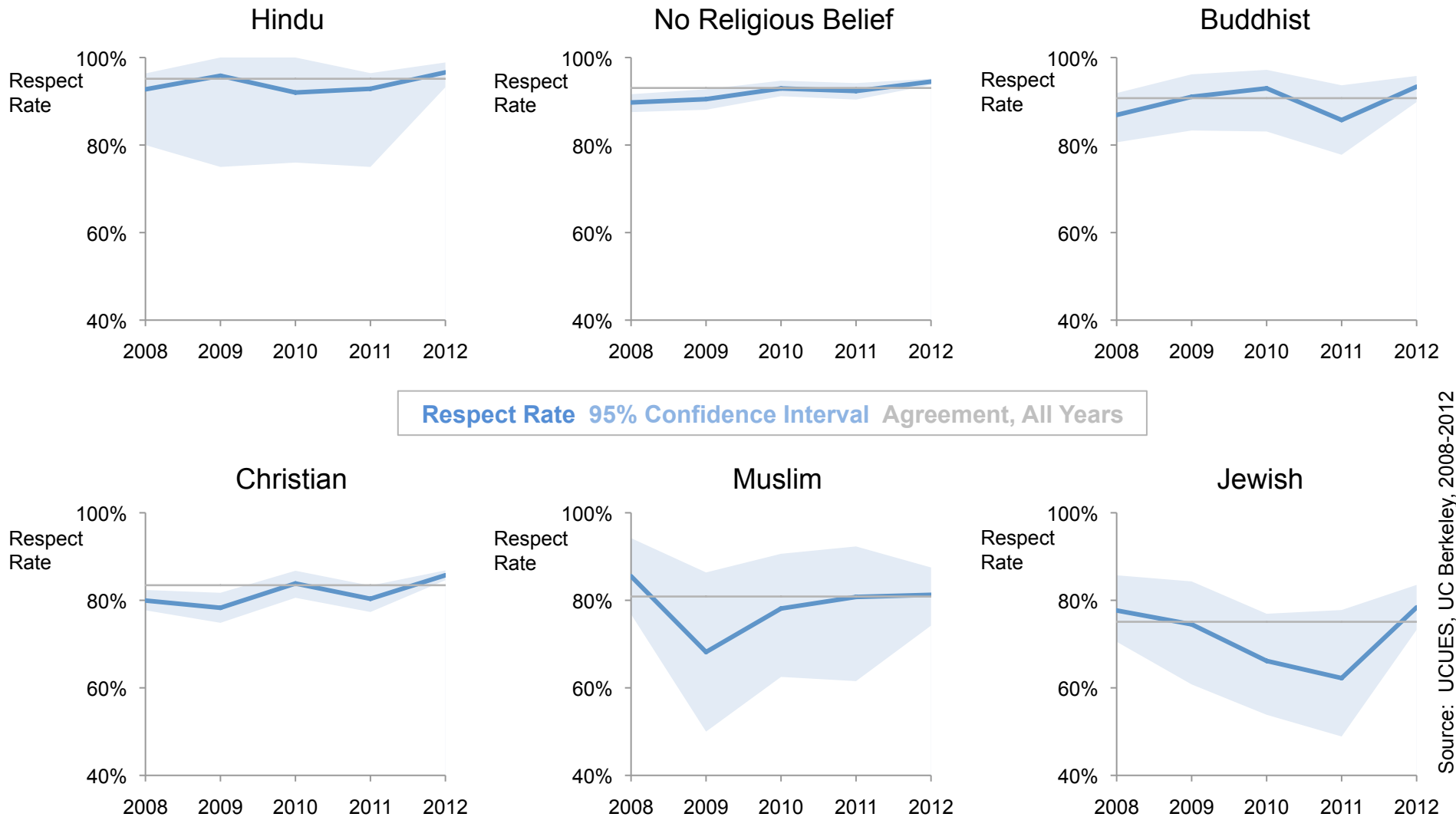
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Respect Trends by Race/Ethnicity



Source: UCUES, UC Berkeley, 2008-2012

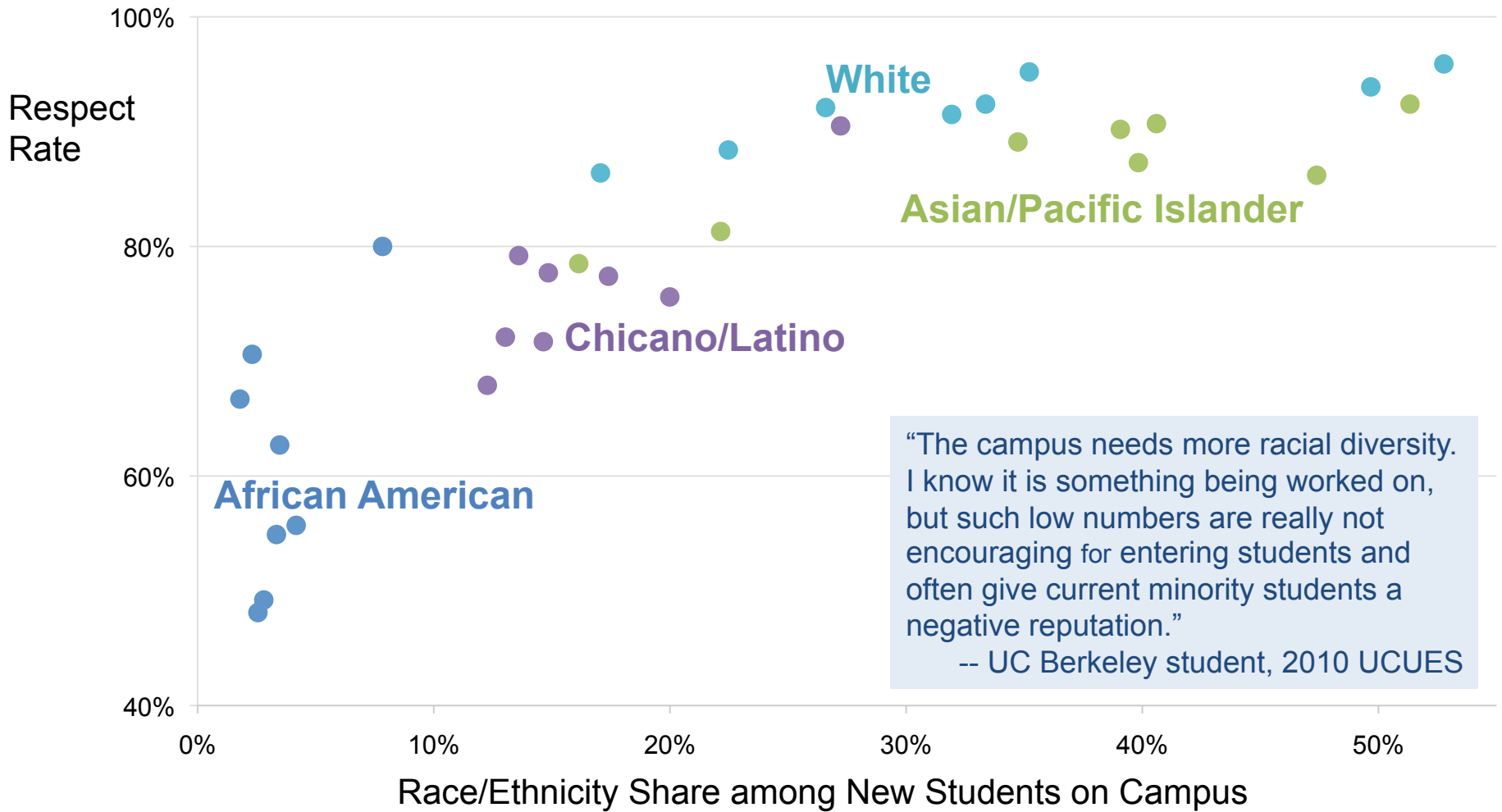
UC Berkeley Respect Trends by Religious Belief



Source: UCUES, UC Berkeley, 2008-2012

Impact of Critical Mass on UC Respect Rates

Respect Rate by Race/Ethnicity Share for each UC Campus, 2007-08 AY



Source: UC Accountability Report, 2011

Note: Shares are derived from new freshmen and new transfer students in Fall 2007; respect rates are derived from Spring 2008 UCUES

Open Discussion

Respect rates at UC Berkeley vary greatly among different groups from 98% for heterosexuals to 52% for African Americans

Critical mass seems to correlate with respect rates

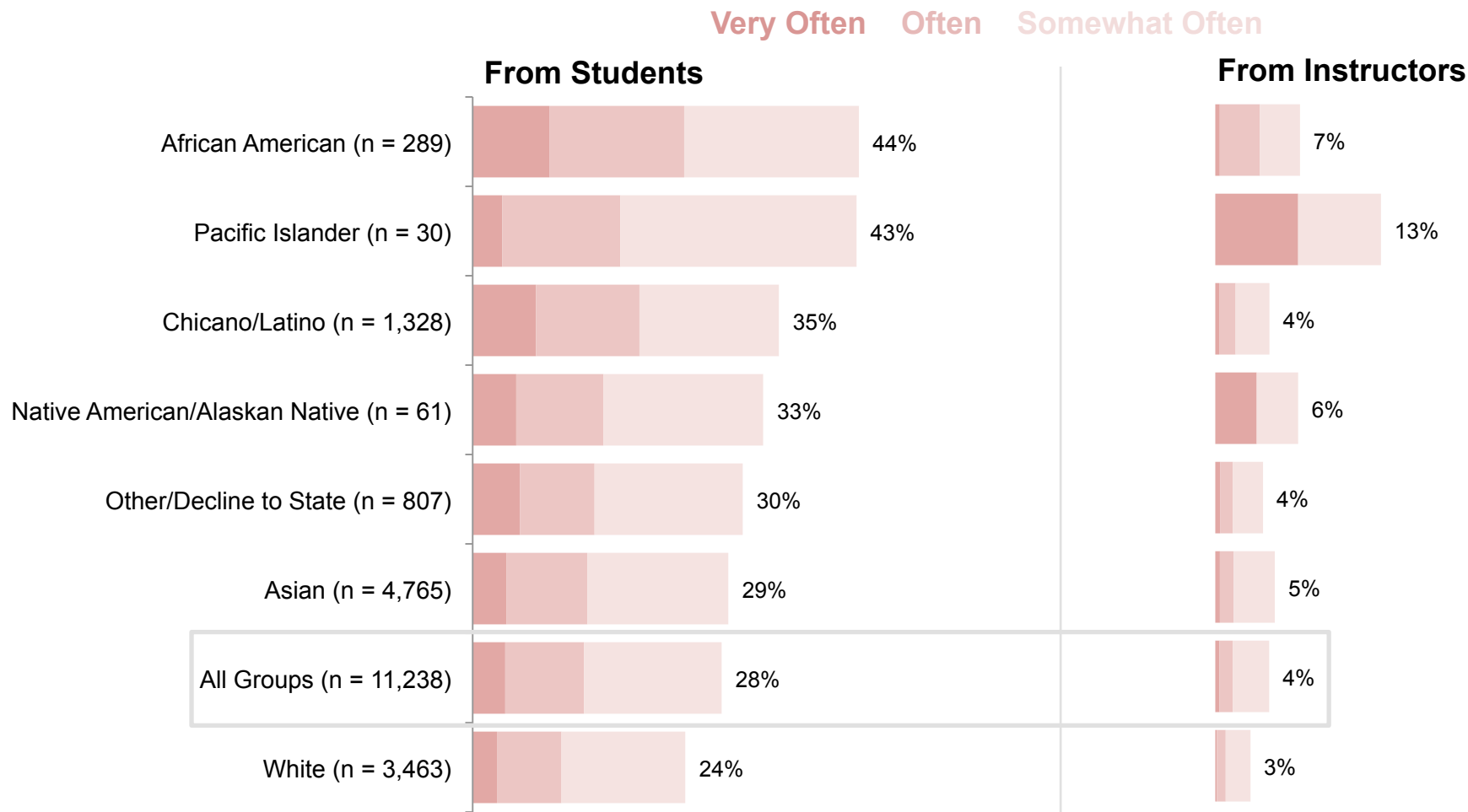
What other possible factors could influence respect rates for different groups?

Climate Metric: Bias Frequency

- Student respond to the prompt: “In this academic year, I have heard [students or faculty] express negative or stereotypical views about [affinity group]”
- The *bias frequency* for a group is the percentage respondents who report hearing negative or stereotypical views about a group “very often”, “often”, or “somewhat often”

How Does Bias Frequency Vary?

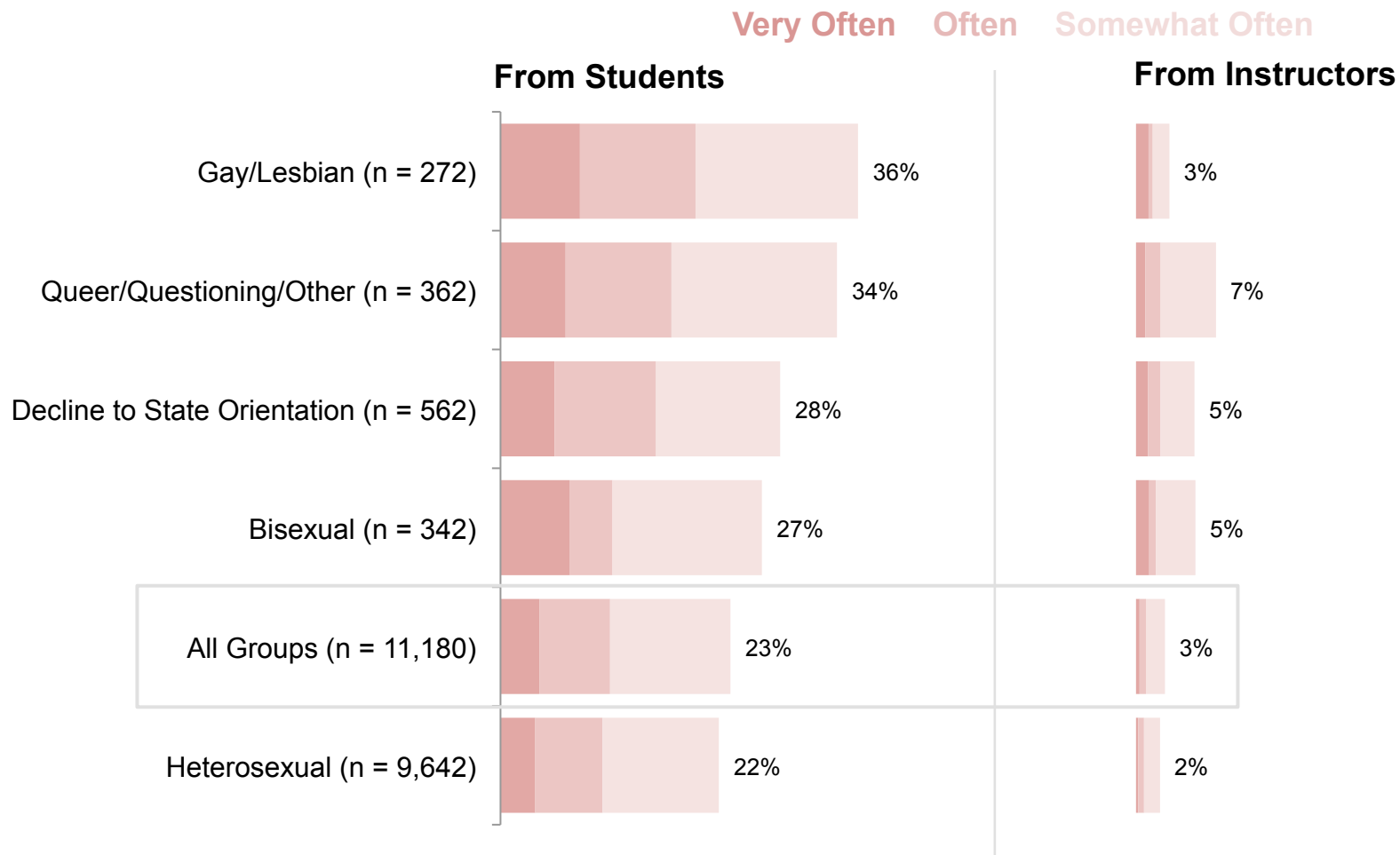
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about races or ethnicities,” UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Sexual Orientation Bias Frequency

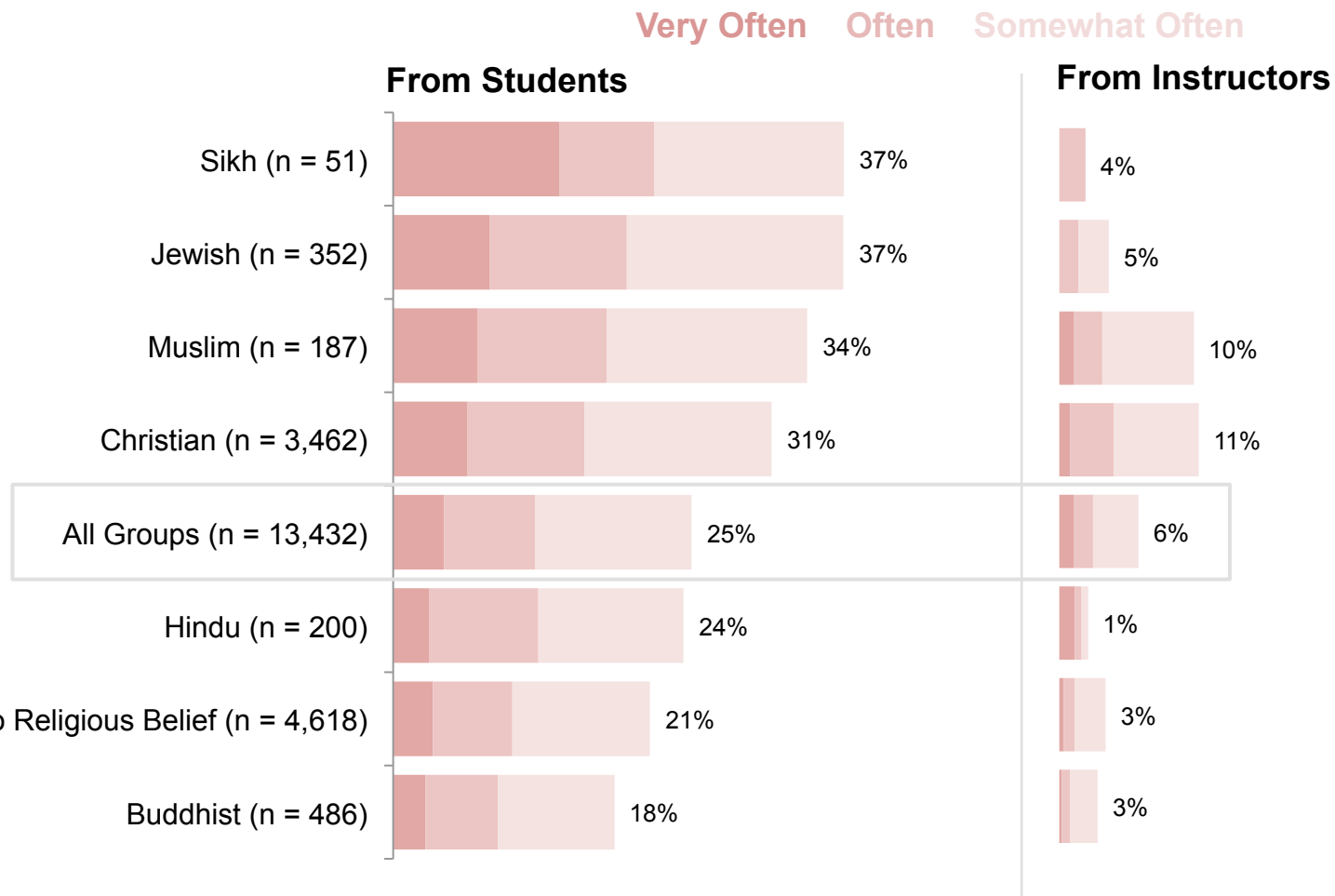
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about sexual orientations,” UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Religious Belief Bias Frequency

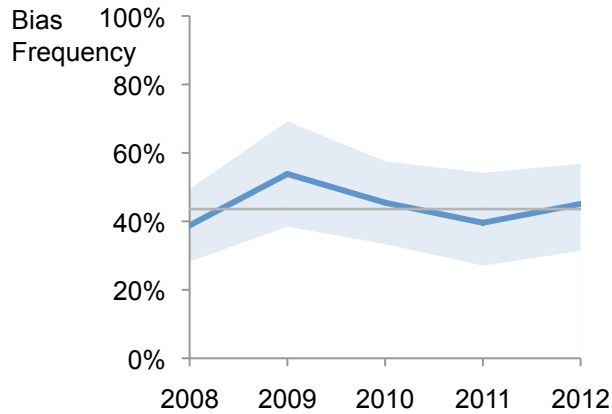
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about religious beliefs,” UC Berkeley 2008-2012



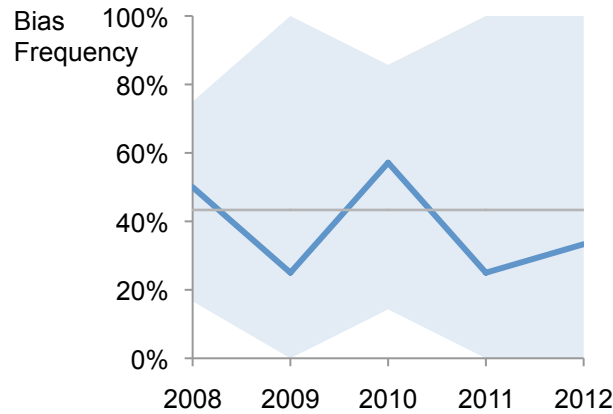
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Race/Ethnicity Bias from Students Trends

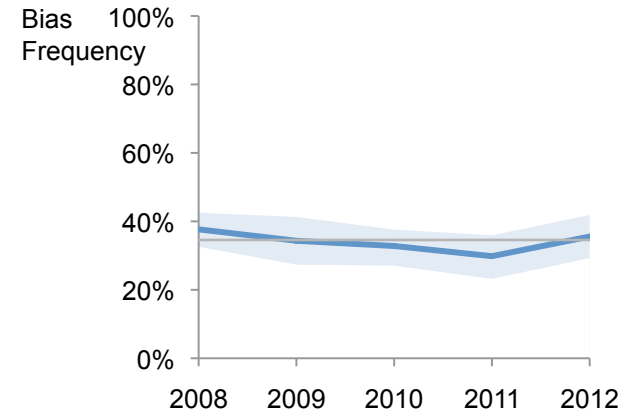
African American



Pacific Islander

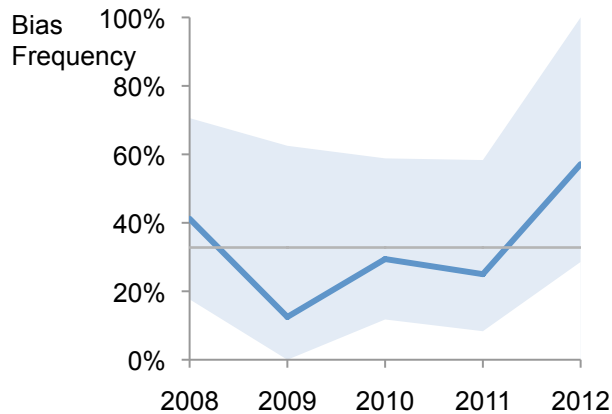


Chicano/Latino

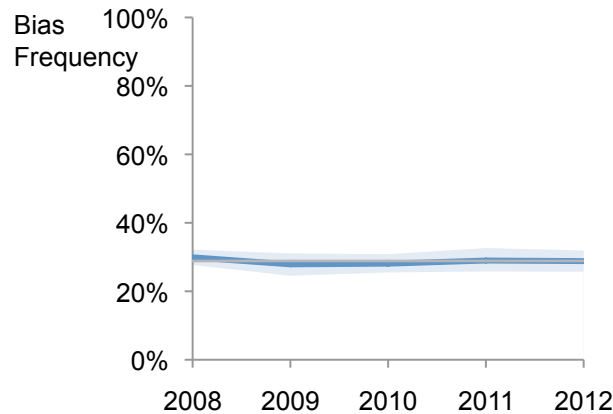


Bias Frequency 95% Confidence Interval Frequency, All Years

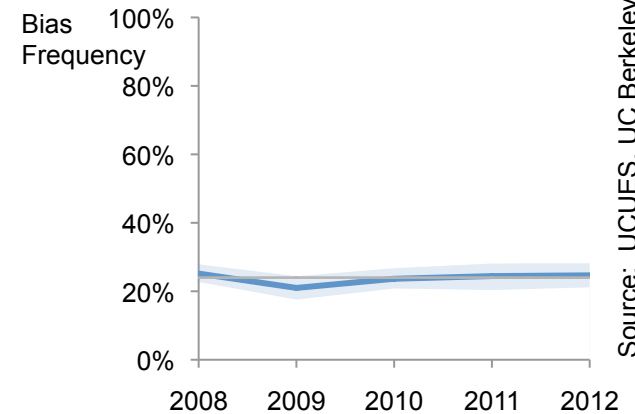
Native American



Asian



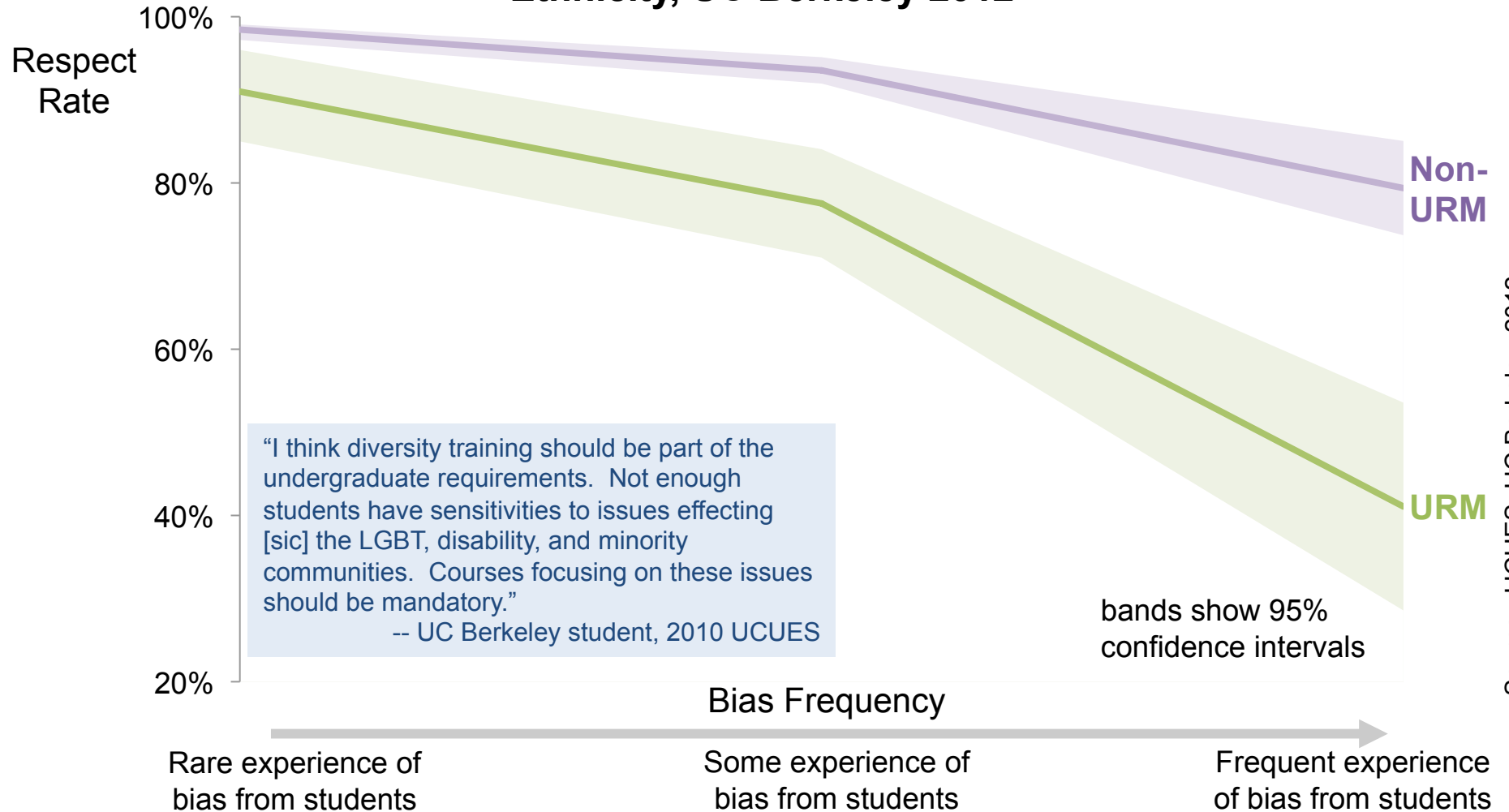
White



Source: UCUES, UC Berkeley, 2008-2012

Impact of Bias Frequency on Respect Rates

Respect Rate by Bias Frequency from Students and Race/Ethnicity, UC Berkeley 2012



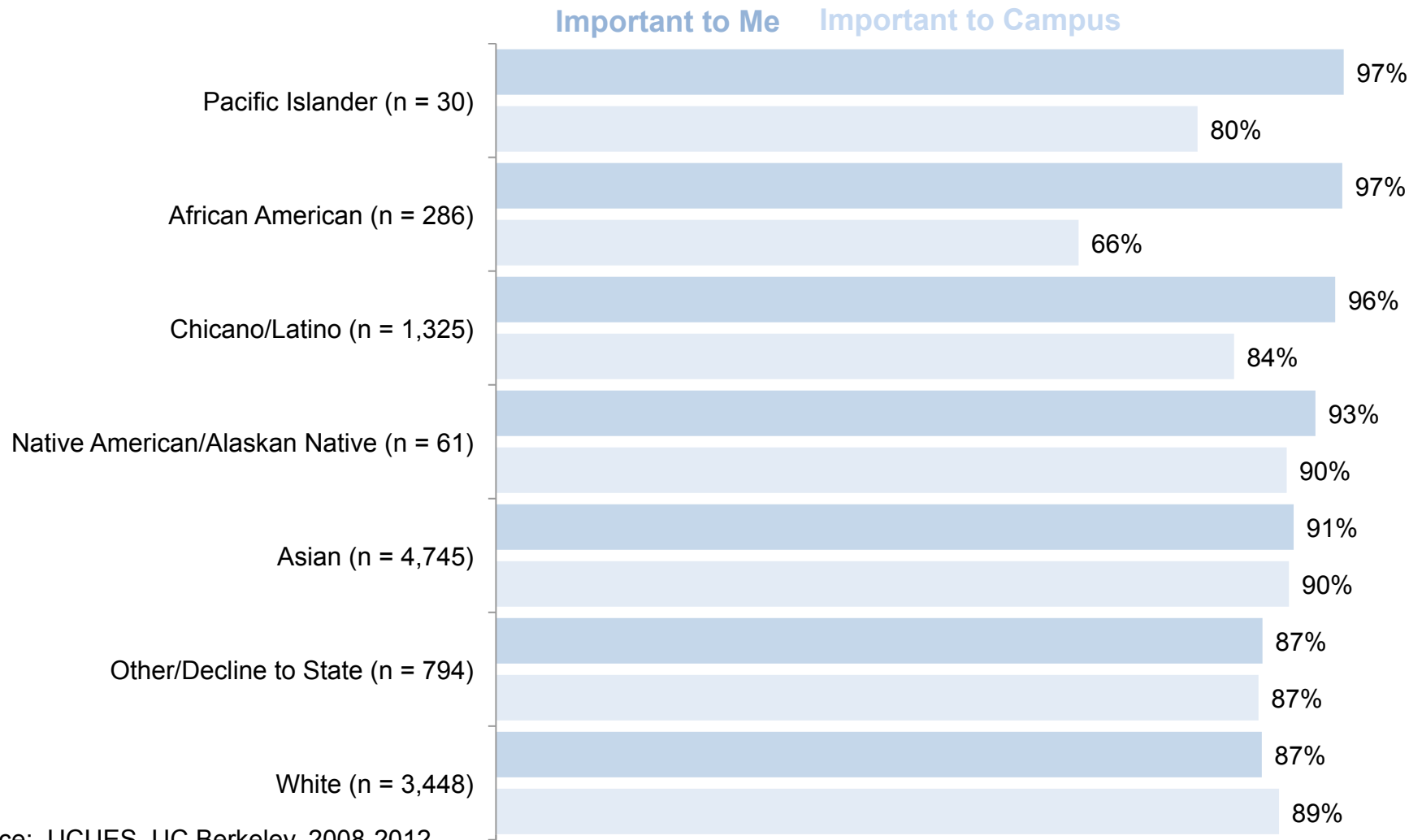
Source: UCUES, UC Berkeley, 2012

Climate Metric: Diversity Importance

- Students respond to the prompts: “Diversity is important to me” and “Diversity is important to this campus”
- The *importance rate* for a group is the percentage respondents who report that they “strongly agree”, “agree”, or “somewhat agree” with a *diversity importance question*

Diversity Importance by Race/Ethnicity

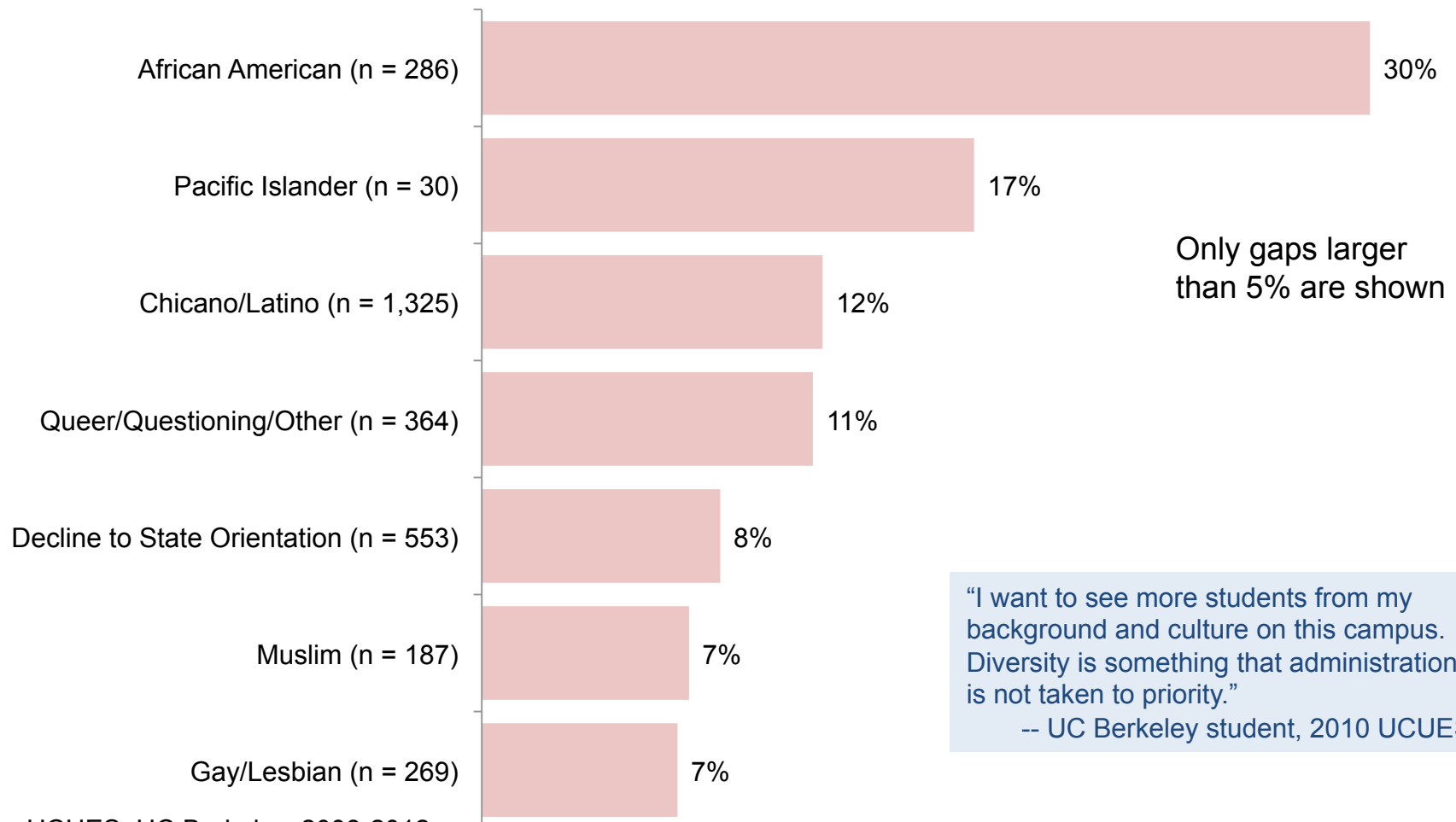
Agreement with “Diversity is important to me/campus”, UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Diversity Importance Gap by Affinity Group

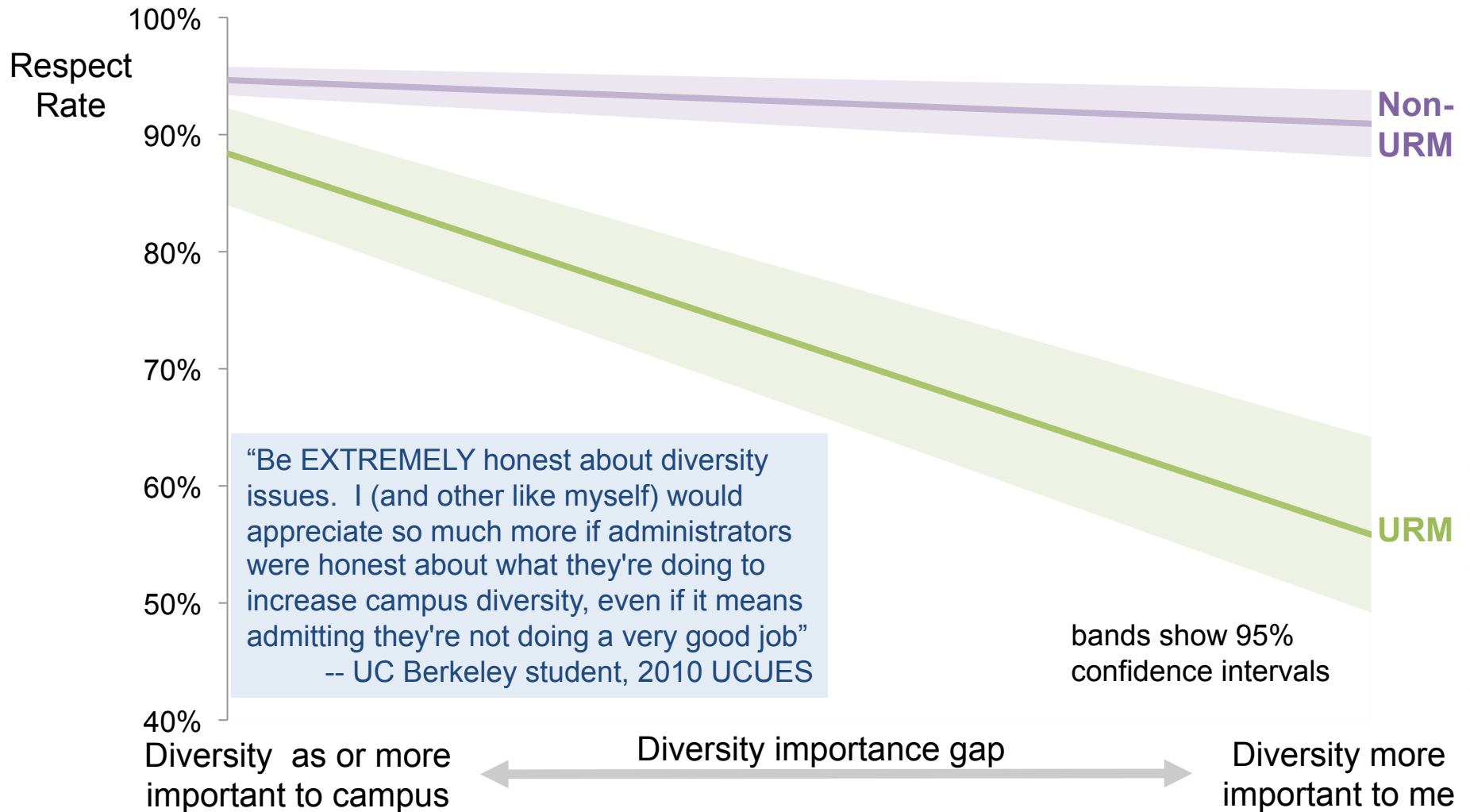
Difference in percent agreement between “Diversity is important to me” and “Diversity is important to campus”, UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Impact of Diversity Importance Gap on Respect Rates

Respect Rate by Diversity Importance Gap by Race/Ethnicity, UC Berkeley 2012



Source: UCUES, UC Berkeley, 2012

Campus Climate Summary

- It is important to take into account students' background characteristics (e.g., race/ethnicity, sexual orientation) when trying to understand student experiences with equity, inclusion and diversity
- Respect rates at UC Berkeley vary greatly among different groups from 98% for heterosexuals to 52% for African Americans
 - Respect rates are mostly stable
 - Correlates of respect rates include the relative size of the affinity group on a given campus

Campus Climate Summary Continued

- UC Berkeley students report hearing stereotypical or negative views more frequently from other students than from teaching faculty and other instructors
 - Under-represented groups are more likely to report hearing stereotypical or negative views than higher represented groups
 - For students in under-represented groups, more frequent reports of negative views correlate with lower respect rates
- Under-represented groups (e.g., URMs, sexual minorities) are more likely to feel that they value diversity more than the campus
 - When under-represented groups feel that diversity is as important for the campus as it is for them personally, there is a buffering effect, such that respect rates are increased

Contact Information

- Andrew Eppig, aeppig@berkeley.edu
 - UC Berkeley, Equity & Inclusion
 - <http://diversity.berkeley.edu/>
- Sereeta Alexander, sereeta@berkeley.edu
 - UC Berkeley, Office of Planning & Analysis
 - <http://opa.berkeley.edu/>

Appendices

UC San Diego Campus Climate

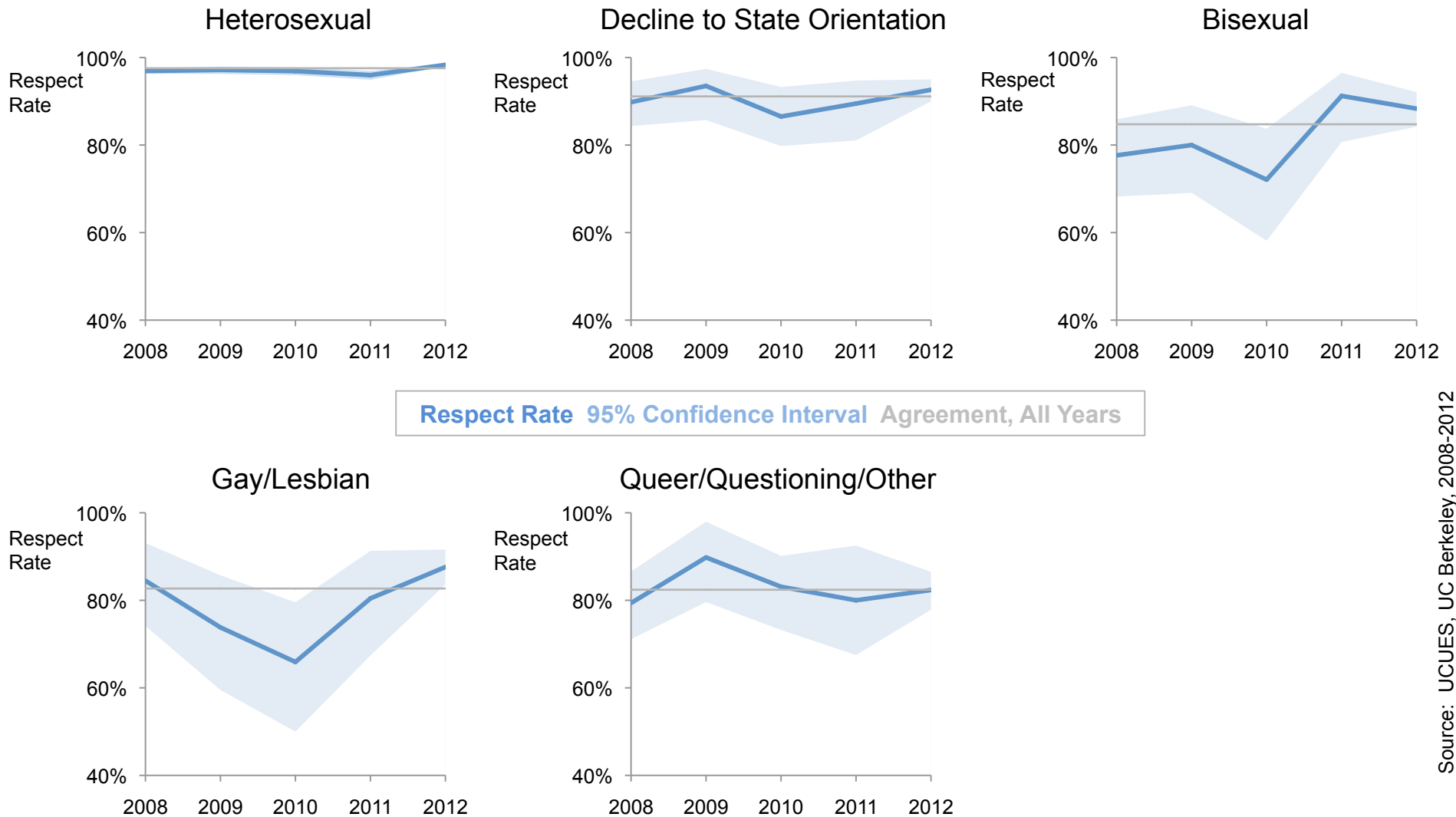
- “During the 2010 winter quarter, UC San Diego experienced demonstrations and calls for changes in the campus climate. On March 4, 2010, Chancellor Marye Anne Fox and the co-chair of the Black Student Union signed an agreement that outlined UC San Diego’s administrative commitments to improve the campus climate”
 - <http://campusclimate.ucsd.edu/commitments.php>
- “The campus continues to make significant progress on the agreements and has also taken additional steps to enhance the campus climate.”
 - <http://campusclimate.ucsd.edu/actions.php>
- Diverse Learning Environments Survey: “The DLE captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.”
 - <http://studentresearch.ucsd.edu/sriweb/Surveys/dle.html>

Sources: UC San Diego Campus Climate website (<http://campusclimate.ucsd.edu/index.php>) and UC San Diego Student Research and Information website (<http://studentresearch.ucsd.edu/>)

UCUES Overview

- University of California Undergraduate Experience Survey (UCUES) is a broad survey of student experiences and behaviors
- Currently administered (every two years at all UC campuses and every year at UC Berkeley) to all undergraduate students
- Response rates vary by campus and from year-to-year
 - UC Berkeley responses rates were 33% in 2011, 50% in 2010, 37% in 2009, and 50% in 2008

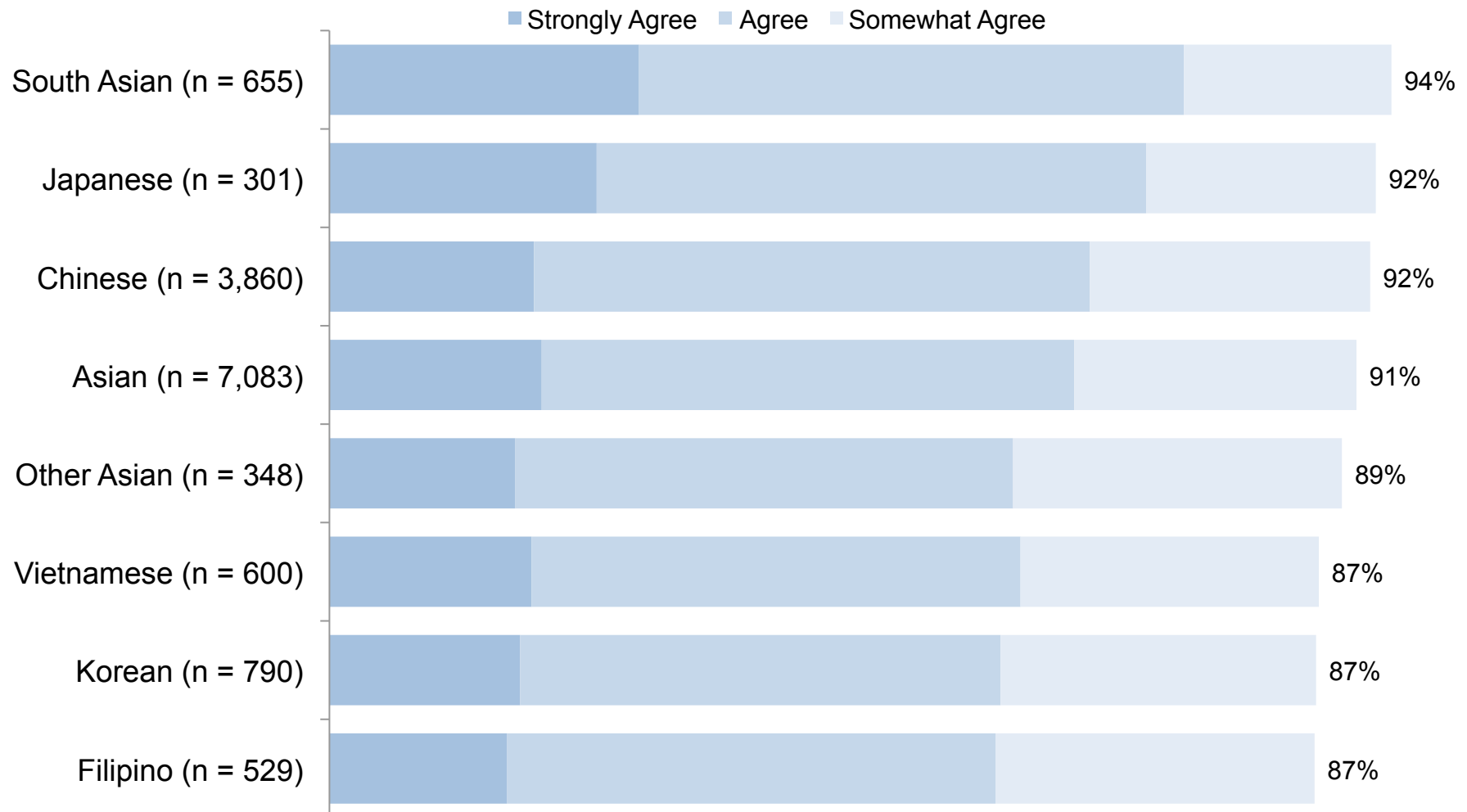
UC Berkeley Respect Trends by Sexual Orientation



Source: UCUES, UC Berkeley, 2008-2012

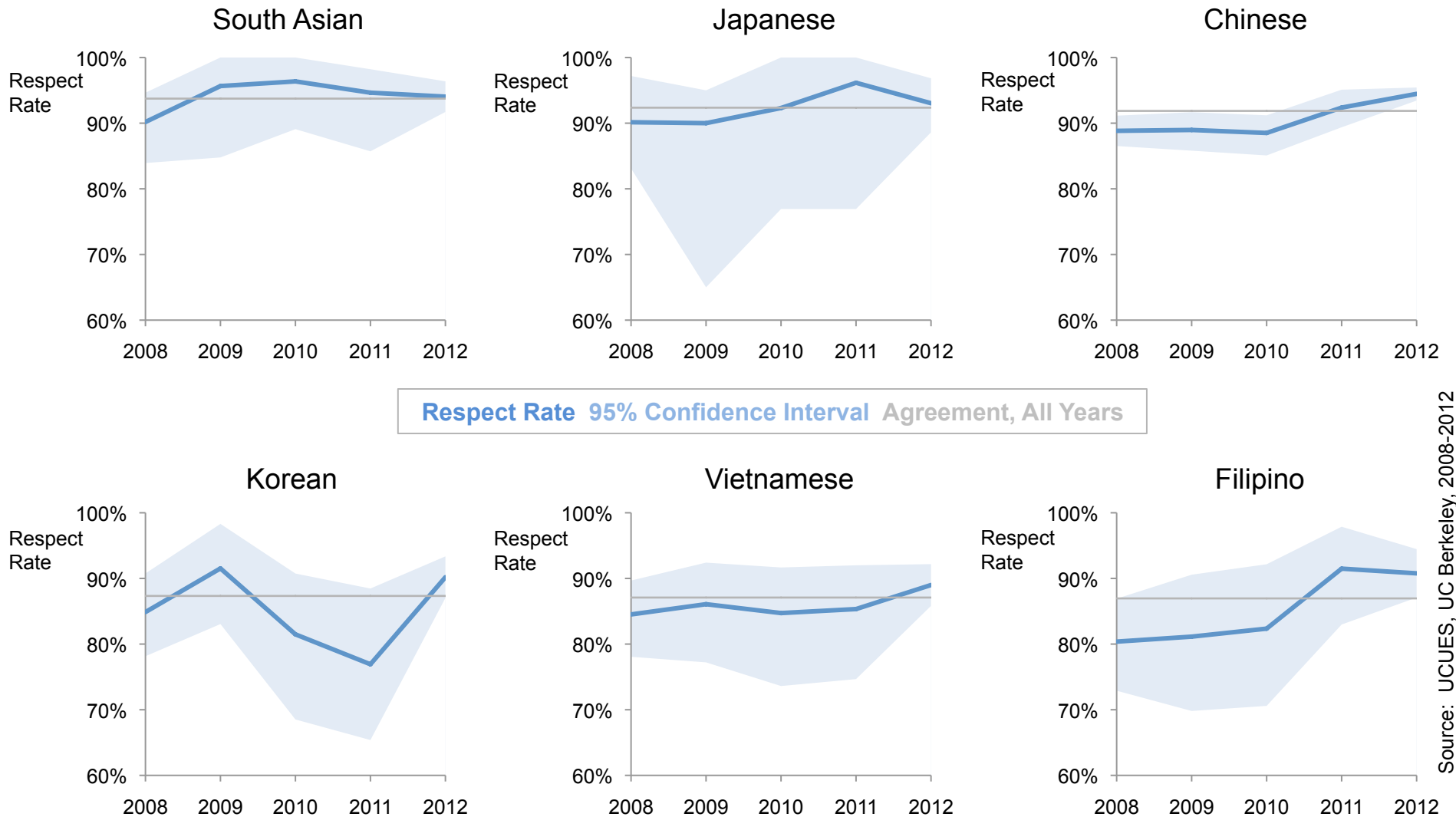
How Do Respect Rates Vary Across Asian Ethnicities?

Respect rates for UC Berkeley students by Asian ethnicity, 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

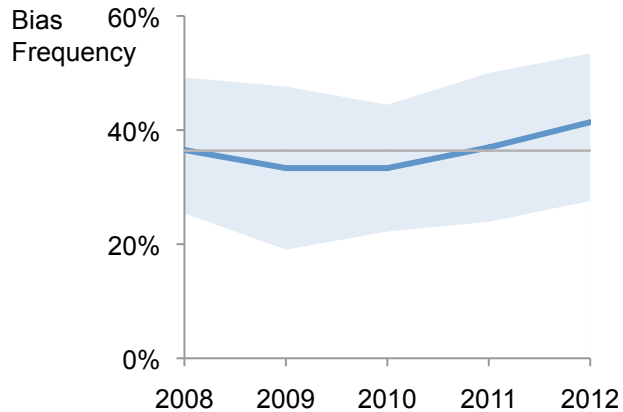
UC Berkeley Respect Trends by Asian Ethnicity



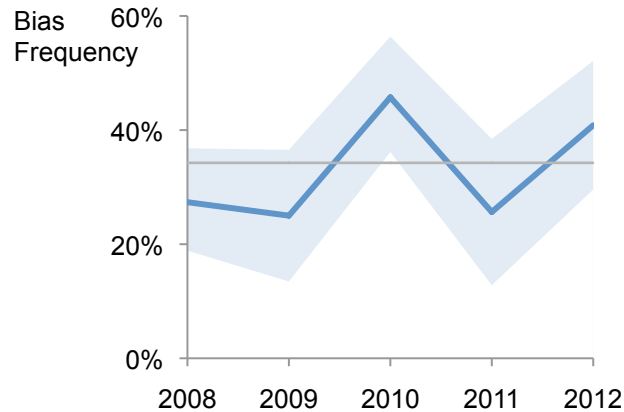
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Sexual Orientation Bias from Students Trends

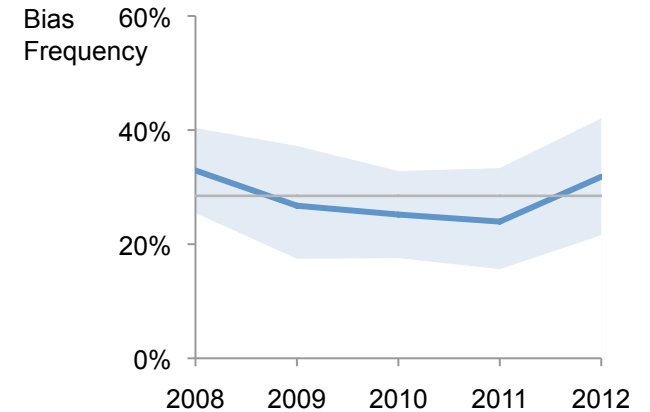
Gay/Lesbian



Queer/Questioning/Other

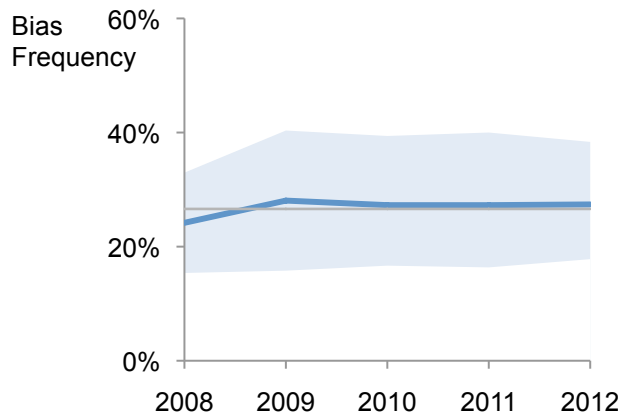


Decline to State Orientation

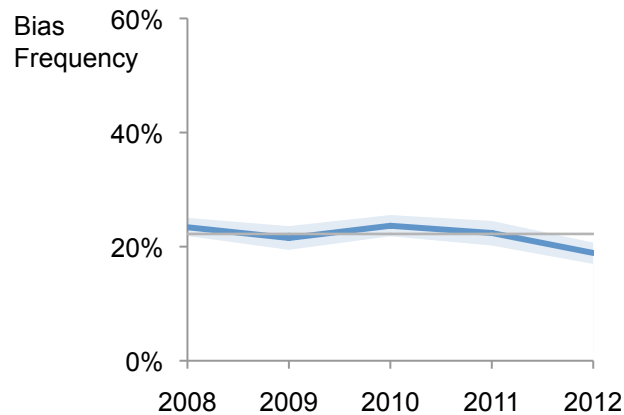


Bias Frequency 95% Confidence Interval Frequency, All Years

Bisexual



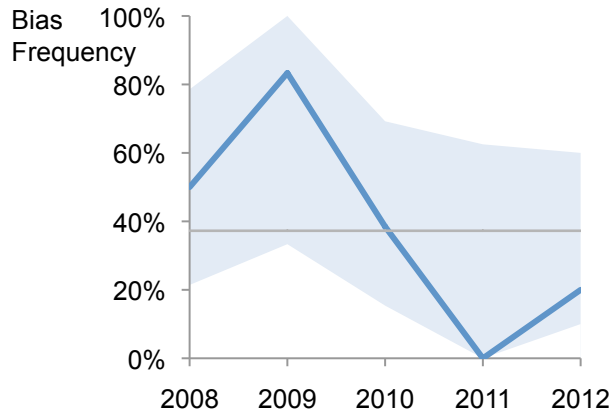
Heterosexual



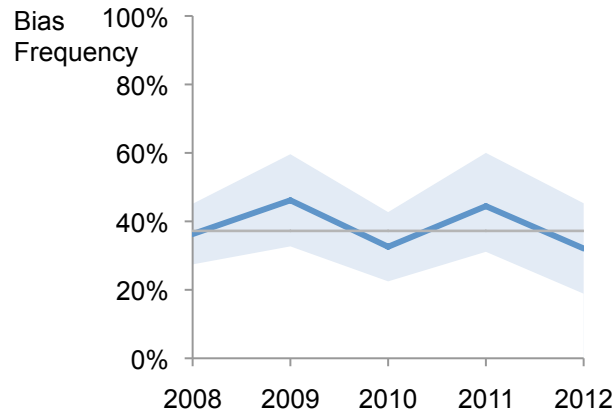
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Religious Affiliation Bias from Students Trends

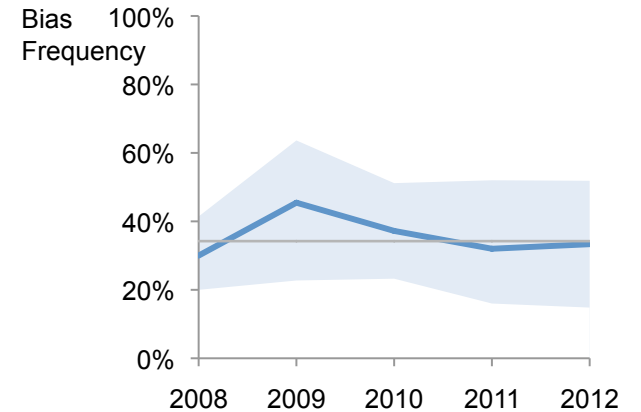
Sikh



Jewish

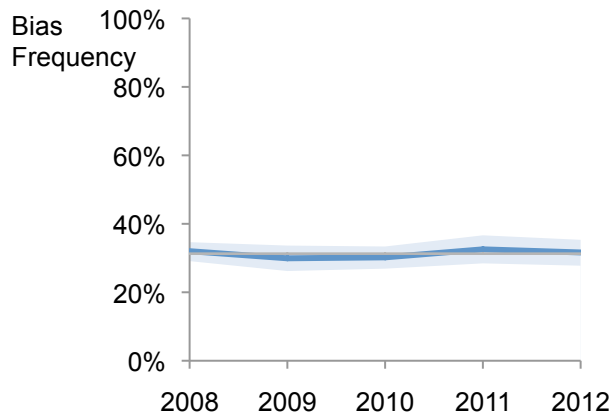


Muslim

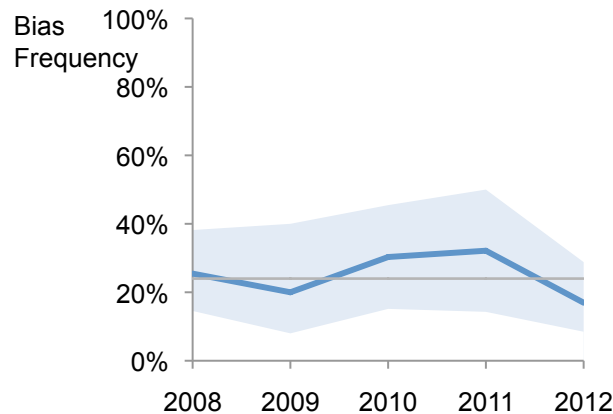


Bias Frequency 95% Confidence Interval Frequency, All Years

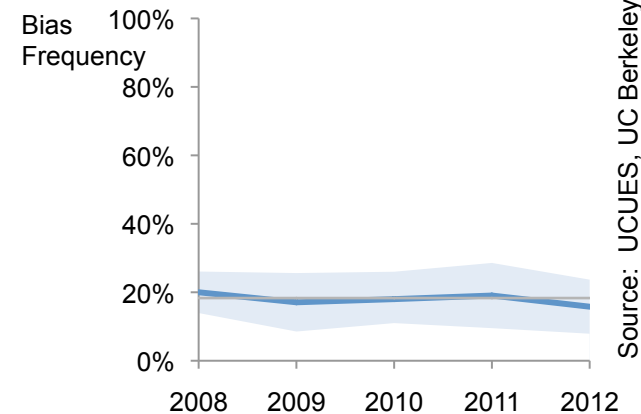
Christian



Hindu



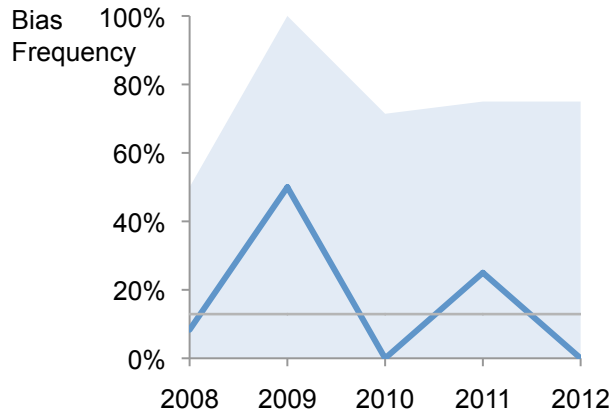
Buddhist



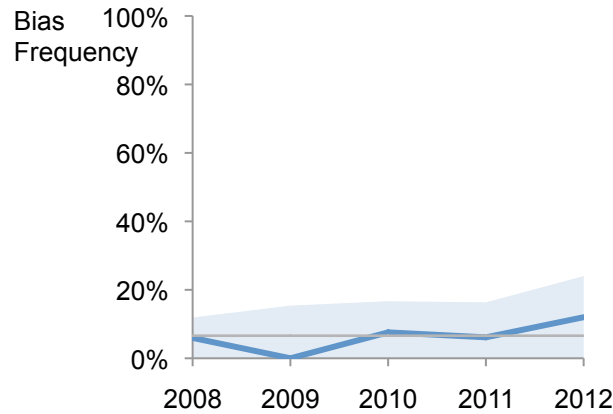
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Race/Ethnicity Bias from Instructors Trends

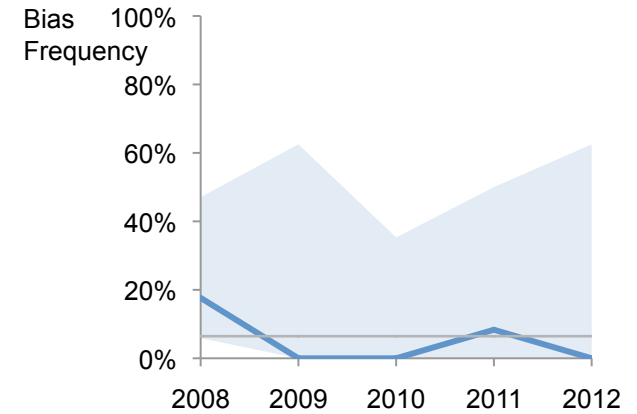
Pacific Islander



African American

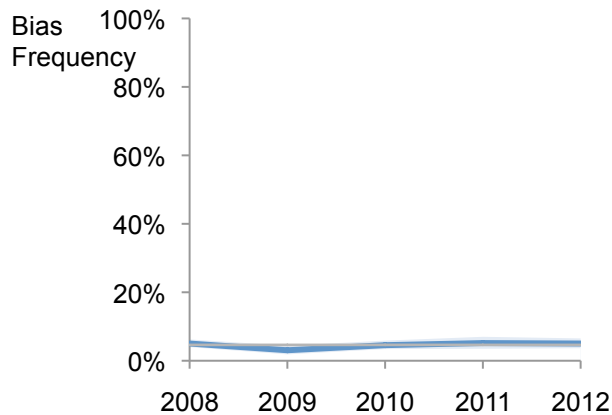


Native American

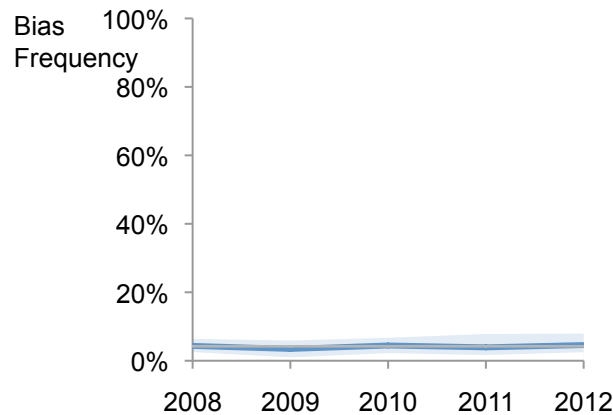


Bias Frequency 95% Confidence Interval Frequency, All Years

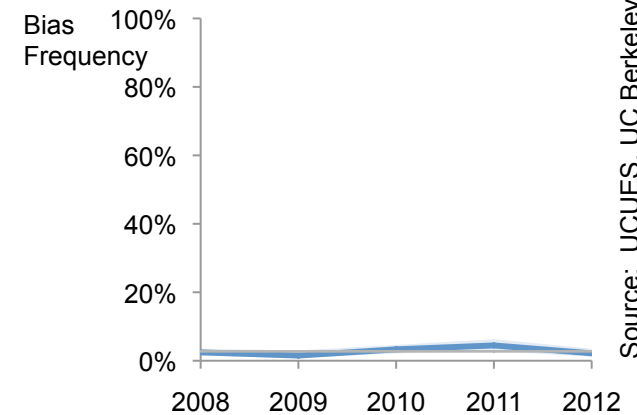
Asian



Chicano/Latino



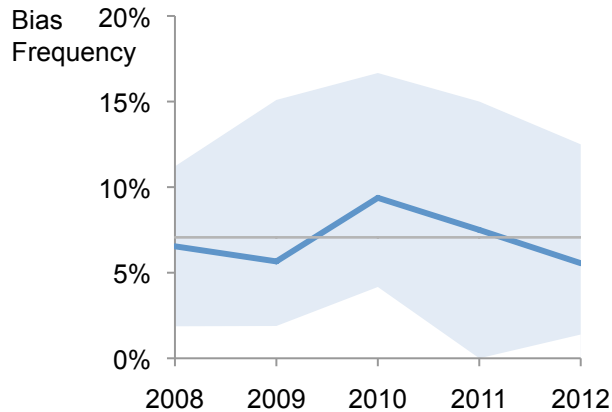
White



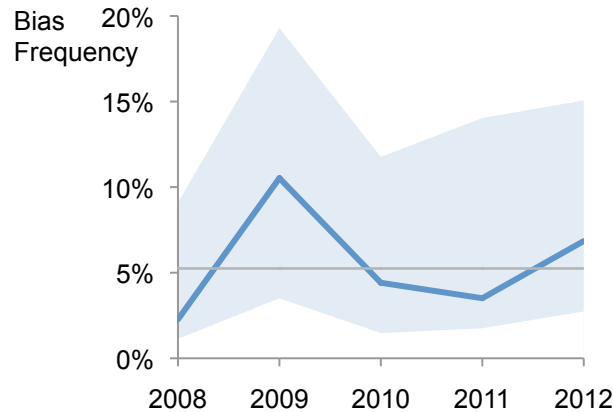
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Sexual Orientation Bias from Instructors Trends

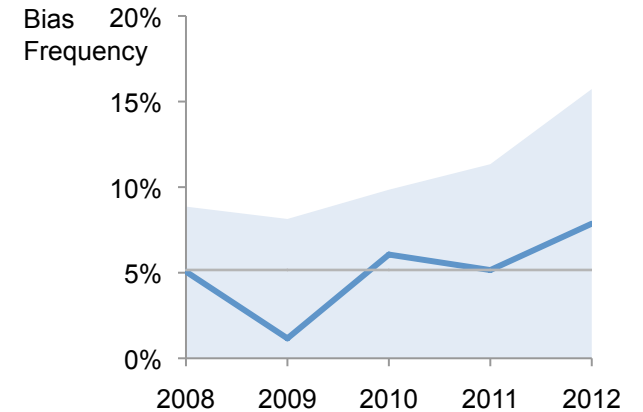
Queer/Questioning/Other



Bisexual

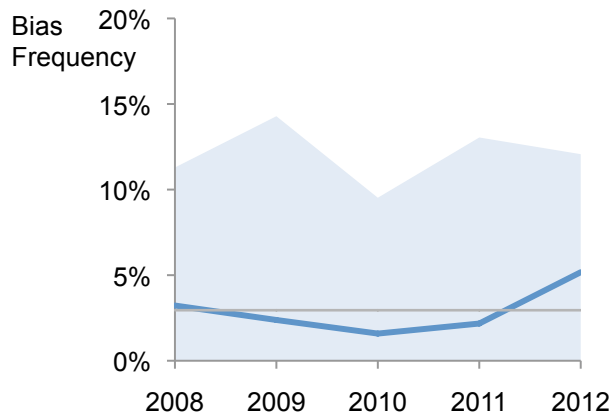


Decline to State Orientation

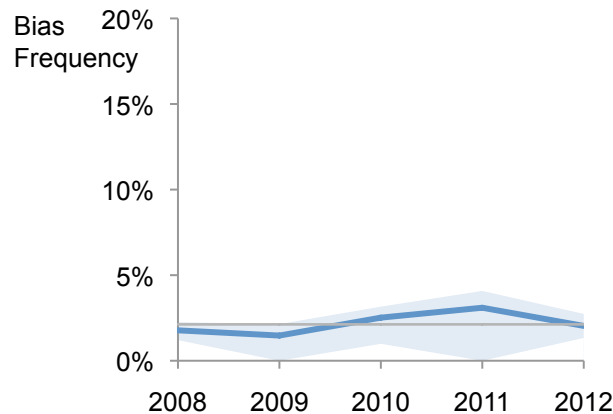


Bias Frequency 95% Confidence Interval Frequency, All Years

Gay/Lesbian

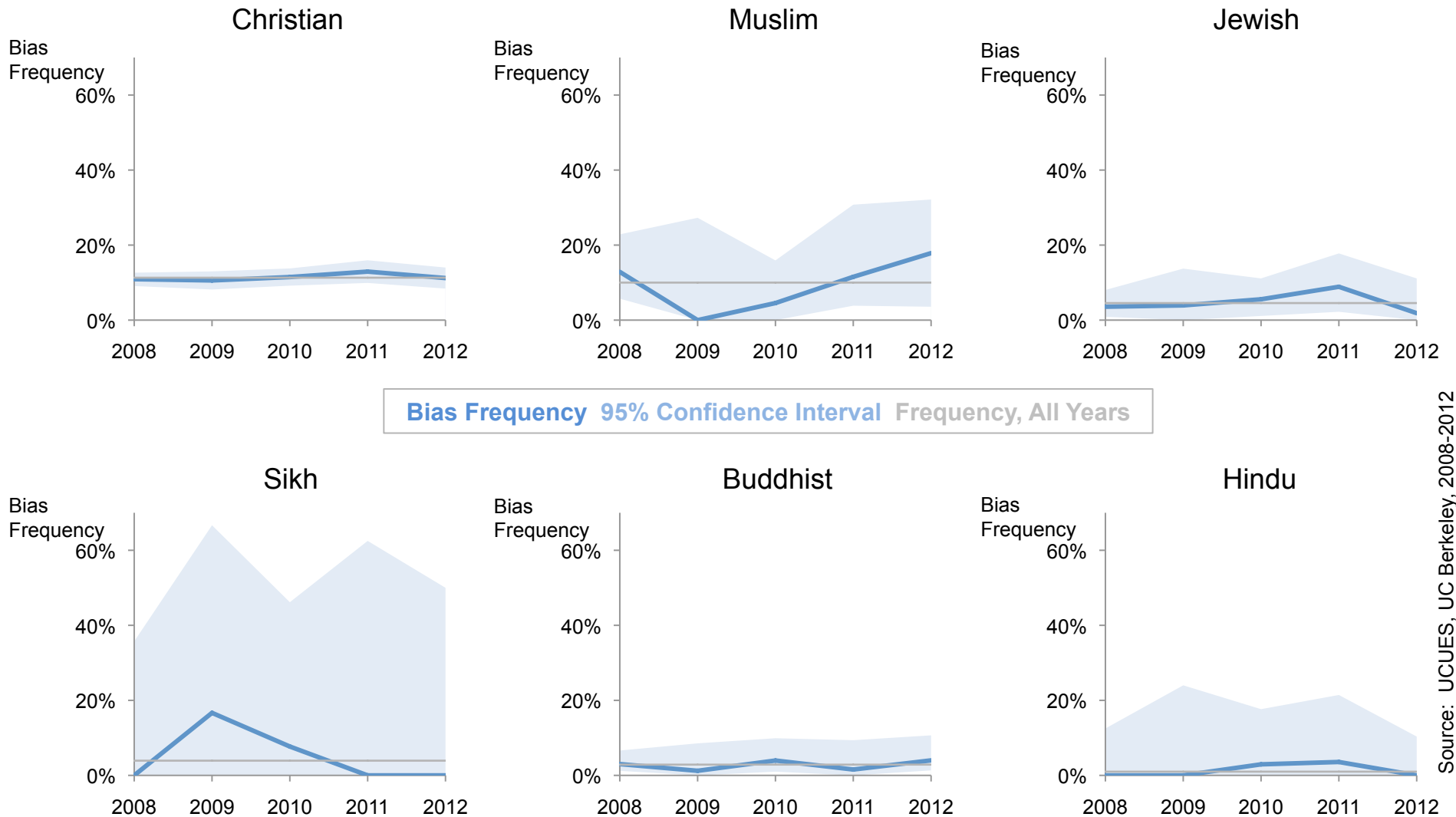


Heterosexual



Source: UCUES, UC Berkeley, 2008-2012

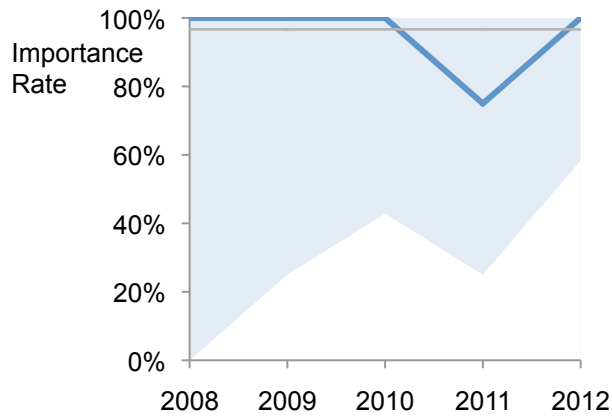
UC Berkeley Religious Affiliation Bias from Instructors Trends



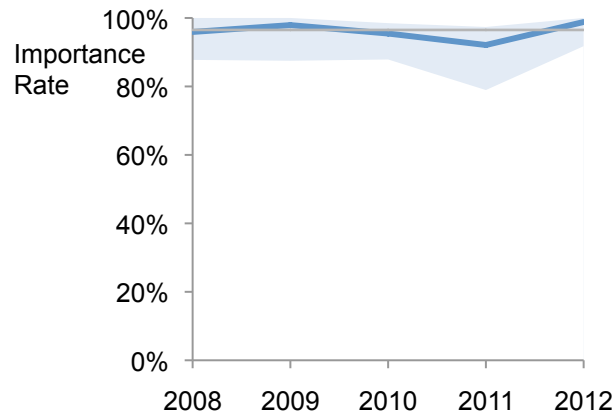
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Diversity Importance to Me by Race/Ethnicity Trends

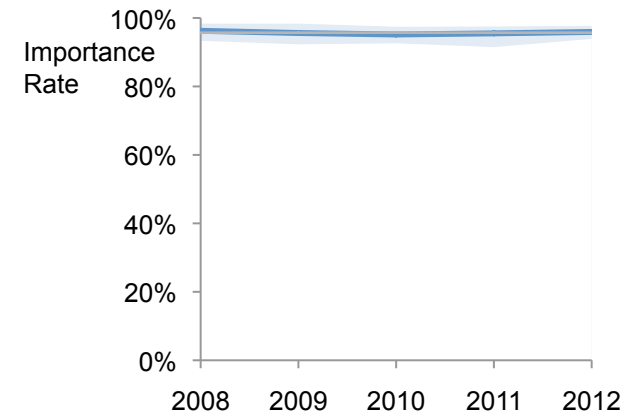
Pacific Islander



African American

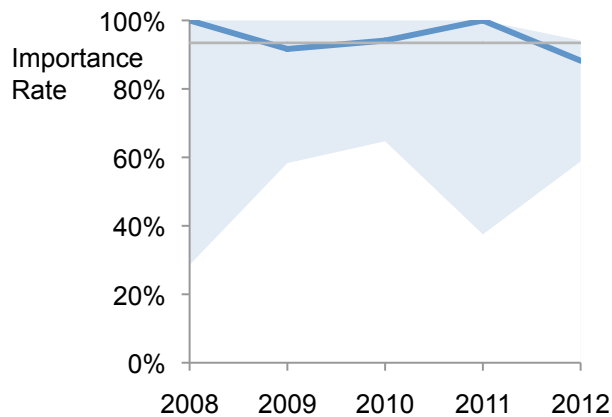


Chicano/Latino

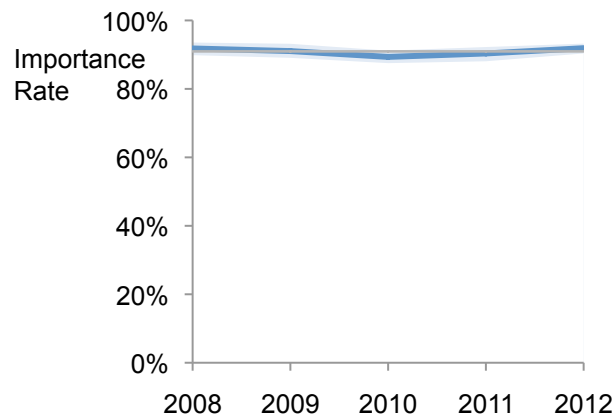


Importance Rate 95% Confidence Interval Agreement, All Years

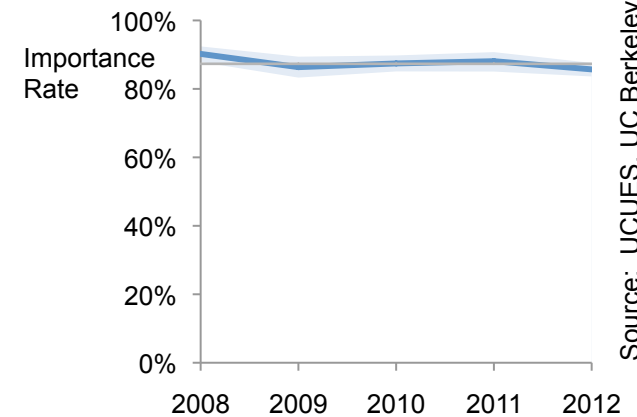
Native American



Asian

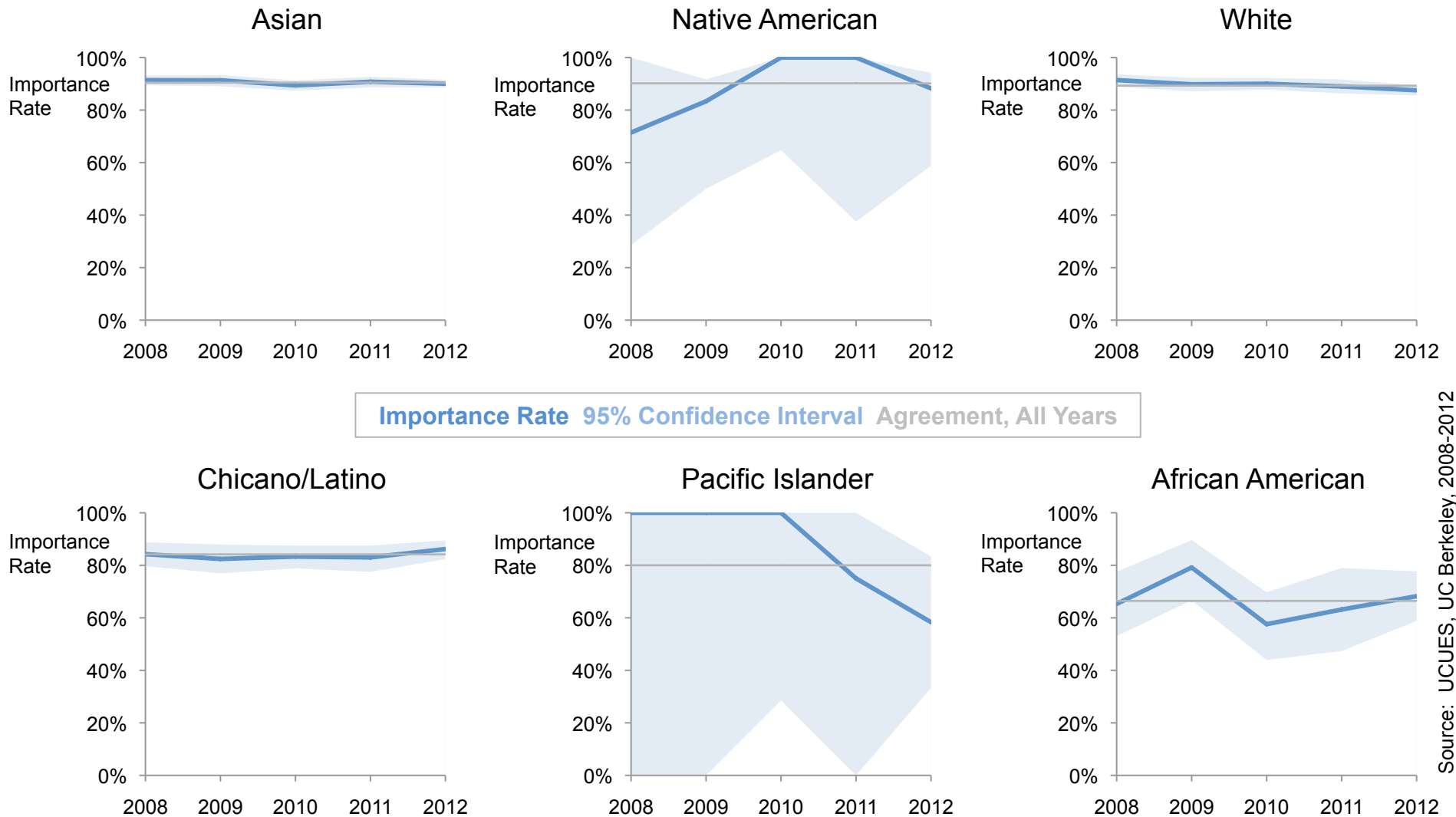


White



Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Diversity Importance to Campus by Race/Ethnicity Trends



Source: UCUES, UC Berkeley, 2008-2012

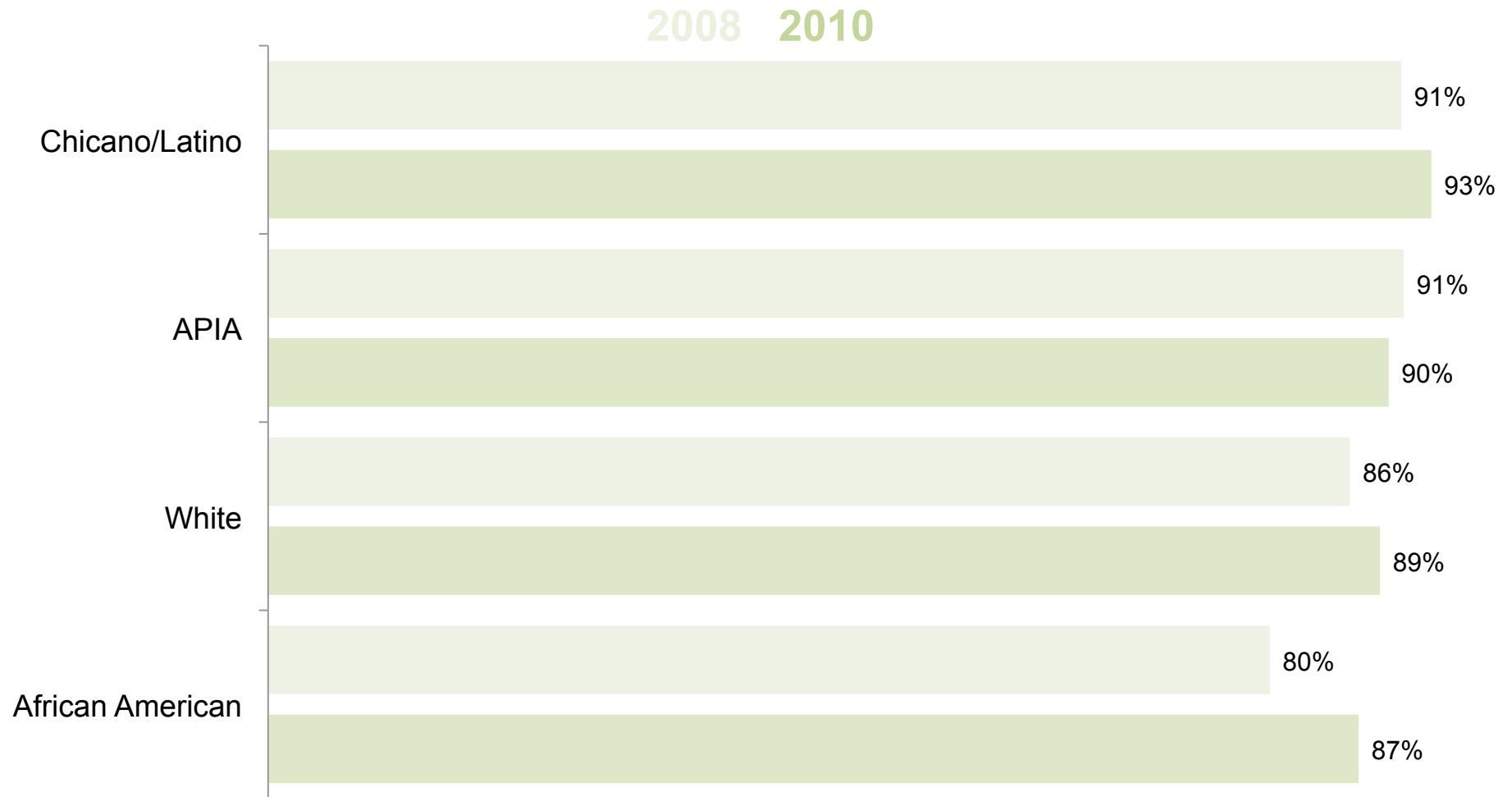
What Students Say, Continued

What is the SINGLE, MOST IMPORTANT thing that your campus could realistically do to create a better undergraduate experience for students like you?

- “To have more students of color on campus. As a minority i sometimes feel like i don't belong just because i don't look like everyone else.”
- “Honestly, I think this campus needs more Hmong students. I am a Hmong student, and I feel that there is not enough Hmong students here for me to feel like I actually belong here.”
- “Make older transfer students feel more welcome and like a part of the community.”

What is Possible

Respect rates by race/ethnicity at UC Riverside, 2008 and 2010



Source: UC Accountability Report, 2011