The Intersection of Campus Climate and the Student Experience

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March 26, 2014
NACADA Region 9
Outline

• Background Context
  – UC Demographics

• What is Campus Climate?

• Climate Metrics (Data Source: UC Undergraduate Experience Survey—UCUES)
  – Respect Rate
  – Bias Frequency
  – Perceived Importance of Diversity
  – Valued as an individual
  – Belonging
  – Desire to re-enroll

• Intersectional Identities
  – How identities intersect
  – How intersection affects climate

• New Student Transition (Data Source: Survey of New Students—SONS)
  – Transition experience
  – Campus climate and the student transition
Berkeley Ranks Last Among UCs in URM New Freshmen Enrollment Shares

URM = Underrepresented Minority (Chicano/Latino, African American, American Indian/Alaska Native)
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)
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
### Percent agreement with “students of my [affinity group] are respected at this campus” for UC Berkeley students by affinity group, 2008-2012

<table>
<thead>
<tr>
<th>Affinity Group</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heterosexual (n = 13,948)</td>
<td>98%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decline to State Orientation (n = 788)</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bisexual (n = 531)</td>
<td>85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay/Lesbian (n = 416)</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Queer/Questioning/Other (n = 546)</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Immigration Background</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th+ Generation Immigrant (n = 3,020)</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Generation Immigrant (n = 1,423)</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Generation Immigrant (n = 6,964)</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Generation Immigrant (n = 3,672)</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Religious Affiliation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindu (n = 309)</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Religious Affiliation (n = 6,712)</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sikh (n = 71)</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buddhist (n = 657)</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muslim (n = 277)</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christian (n = 4,917)</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jewish (n = 546)</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socioeconomic Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper-middle class (n = 4,751)</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle class (n = 6,224)</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wealthy (n = 328)</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working class (n = 3,355)</td>
<td>82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low SES (n = 1,967)</td>
<td>68%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (n = 5,163)</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (n = 7,083)</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Decline to State (n = 1,125)</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American/Alaska Native (n = 108)</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander (n = 36)</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicano/Latino (n = 2,044)</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American (n = 484)</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UCUES, UC Berkeley, 2008-2012

African American Undergraduates Report the Lowest Respect Rates Among All Groups
UC Berkeley Respect Trends by Race/Ethnicity

Respect Rate 95% Confidence Interval Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012
Critical Mass and Respect Rates are Correlated at the University of California

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

African American
Chicano/Latino
Asian/Pacific Islander
White

UC Riverside has the highest percentages of African American and Chicano/Latino students in addition to the highest respect rates for those groups.

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

Source: UC Accountability Report, 2011
What is the SINGLE, MOST IMPORTANT thing that your campus could realistically do to create a better undergraduate experience for students like you?

• “The campus needs more racial diversity. I know it is something being worked on, but such low numbers are really not encouraging for entering students and often give current minority students a negative reputation.”

• “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.”

Source: UCUES, UC Berkeley, 2010
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

<table>
<thead>
<tr>
<th>From Students</th>
<th>Very Often</th>
<th>Often</th>
<th>Somewhat Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American (n = 289)</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander (n = 30)</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicano/Latino (n = 1,328)</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American/Alaskan Native (n = 61)</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/Decline to State (n = 807)</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian (n = 4,765)</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Groups (n = 11,238)</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (n = 3,463)</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From Instructors</th>
<th>Very Often</th>
<th>Often</th>
<th>Somewhat Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

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

Respect Rate

Bias Frequency

Rare experience of bias from students

Some experience of bias from students

Frequent experience of bias from students

“I think diversity training should be part of the undergraduate requirements. Not enough students have sensitivities to issues effecting [sic] the LGBT, disability, and minority communities. Courses focusing on these issues should be mandatory.”

-- UC Berkeley student, 2010 UCUES

bands show 95% confidence intervals

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

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Important to Me</th>
<th>Important to Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Islander (n = 30)</td>
<td></td>
<td>97%</td>
</tr>
<tr>
<td>African American (n = 286)</td>
<td></td>
<td>97%</td>
</tr>
<tr>
<td>Chicano/Latino (n = 1,325)</td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>Native American/Alaskan Native (n = 61)</td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Asian (n = 4,745)</td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>Other/Decline to State (n = 794)</td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>White (n = 3,448)</td>
<td></td>
<td>89%</td>
</tr>
</tbody>
</table>

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

- African American (n = 286): 30%
- Pacific Islander (n = 30): 17%
- Chicano/Latino (n = 1,325): 12%
- Queer/Questioning/Other (n = 364): 11%
- Decline to State Orientation (n = 553): 8%
- Muslim (n = 187): 7%
- Gay/Lesbian (n = 269): 7%

Only gaps larger than 5% are shown.

“I want to see more students from my background and culture on this campus. Diversity is something that administration is not taken to priority.”

-- UC Berkeley student, 2010 UCUES

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

- Non-URM
- URM

“Be EXTREMELY honest about diversity issues. I (and other like myself) would appreciate so much more if administrators were honest about what they're doing to increase campus diversity, even if it means admitting they're not doing a very good job”

-- UC Berkeley student, 2010 UCUES

Source: UCUES, UC Berkeley, 2012

Bands show 95% confidence intervals
Intersectional Identities

• The different aspects of one’s identity are not cordoned off from each other.

• Interactions with one’s environment and reactions to daily situations are influenced by one’s identities across multiple domains.
URM Students More Often from Lower SES Backgrounds than Non-URM Students

Chicano/Latino

African American

Asian

White

Source: UCUES, UC Berkeley, 2008-2012

Note: Socioeconomic status is from the UCUES prompt “Which of the following best describes your social class when you were growing up?”
Impact of Race/Ethnicity on Socioeconomic Status Respect Rates

Percent agreement with “students of my social class are respected on this campus” by SES and Race/Ethnicity, 2008-2012

Source: UCUES, UC Berkeley, 2008-2012

- Wealthy/Upper-middle class
- Middle class
- Working class
- Low SES or poor

Respect Rate

bands show 95% confidence intervals
Impact of Socioeconomic Status on Race/Ethnicity Respect Rates

Percent agreement with “students of my race/ethnicity are respected on this campus” by SES and Race/Ethnicity, 2008-2012

Respect Rate

Source: UCUES, UC Berkeley, 2008-2012

Wealthy/Upper-middle class
Middle class
Working class
Low SES or poor

bands show 95% confidence intervals
Asian & Chicano/Latino Students More Likely 1\textsuperscript{st} & 2\textsuperscript{nd} Generation Immigrants

Note: First generation means a student was born outside the US; second generation means at least one parent was born outside the US; etc.

Source: UCUES, UC Berkeley, 2008-2012
Impact of Race/Ethnicity on Immigration Background Respect Rates

Percent agreement with “students of my immigration background are respected on this campus” by Generation and Race/Ethnicity, 2008-2012

Respect Rate

bands show 95% confidence intervals

Source: UCUES, UC Berkeley, 2008-2012

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New Students’ Sense of Belonging and Feelings of Being Valued as an Individual

“I feel valued as an individual on this campus”

New Freshmen (n = 1,882)

- Strongly Agree: 87%
- Agree: 20%
- Somewhat Agree: 3%

New Transfers (n = 1,068)

- Strongly Agree: 88%
- Agree: 15%
- Somewhat Agree: 7%

“I feel that I belong at this campus”

New Freshmen (n = 1,878)

- Strongly Agree: 91%
- Agree: 9%
- Somewhat Agree: 0%

New Transfers (n = 1,064)

- Strongly Agree: 91%
- Agree: 9%
- Somewhat Agree: 0%

Source: UC Berkeley, SONS 2013
New Student Transition

- Each year new freshmen and transfers are invited to complete the Survey of New Students (SONS) and share feedback about their early experiences at UC Berkeley.

**Responses to “Overall, I’m off to...” for new UC Berkeley students by entry status, 2013**

- Off to a fantastic start: 90% (New Freshmen), 88% (New Transfers)

- Off to a very good start: 60% (New Freshmen), 52% (New Transfers)

- Off to a good start: 0% (New Freshmen), 20% (New Transfers)

- Starting in 2012, campus climate metrics were included in SONS.
Climate is Related to the Transition Experience for New Students

Responses to “Overall, I’m off to...” for new UC Berkeley students by climate metric response, 2013

“I feel valued as an individual on this campus”

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly agree/Agree</th>
<th>Somewhat agree/disagree</th>
<th>Strongly disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree/Agree (n=1,643)</td>
<td>96%</td>
<td>84%</td>
<td>59%</td>
</tr>
<tr>
<td>Somewhat agree/disagree (n=1,135)</td>
<td>84%</td>
<td>79%</td>
<td>39%</td>
</tr>
<tr>
<td>Strongly disagree/Disagree (n=147)</td>
<td>59%</td>
<td>39%</td>
<td>100%</td>
</tr>
</tbody>
</table>

“I feel that I belong at this campus”

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly agree/Agree</th>
<th>Somewhat agree/disagree</th>
<th>Strongly disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree/Agree (n=1,903)</td>
<td>97%</td>
<td>79%</td>
<td>39%</td>
</tr>
<tr>
<td>Somewhat agree/disagree (n=916)</td>
<td>79%</td>
<td>39%</td>
<td>100%</td>
</tr>
<tr>
<td>Strongly disagree/Disagree (n=98)</td>
<td>39%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: UC Berkeley, SONS 2013
Campus Climate Summary

- Respect rates at UC Berkeley vary greatly among different groups from 98% for heterosexuals to 52% for African Americans.
- Correlates of respect rates include the relative size of the affinity group on a given campus.
- UC Berkeley students report hearing stereotypical or negative views more frequently from other students than from teaching faculty and other instructors.
- Under-represented groups (e.g., URMs, sexual minorities) are more likely to feel that they value diversity more than the campus.
- Students who are members of multiple marginalized groups are more likely to feel lower respect rates compared to students who are members of fewer marginalized groups.
- New students who report a less positive climate tend to also be off to a less positive start.
Future Directions

• Deeper look at the transition experience
  – The relationship among the services students use, their transition into the university, and their climate experiences

• Longitudinal dynamics of campus climate
  – Do students’ reported climate experiences change over their first year?
  – Are there connections between campus climate, academic performance, and persistence?
Contact Information

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  – UC Berkeley, Office of Planning & Analysis
  – http://opa.berkeley.edu/
Impact of Race/Ethnicity on Immigration Background Respect Rates

Percent agreement with “students of my immigration background are respected on this campus” by Generation and Race/Ethnicity, 2008-2012

Respect Rate

Source: UCUES, UC Berkeley, 2008-2012

bands show 95% confidence intervals

4th+ Generation Immigrant  
3rd Generation Immigrant  
2nd Generation Immigrant  
1st Generation Immigrant

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UC Berkeley Respect Trends by Religious Belief

Hindu

Respect Rate  95% Confidence Interval  Agreement, All Years

Christian

Muslim

Buddhist

Jewish

Source: UCUES, UC Berkeley, 2008-2012
UC Berkeley Race/Ethnicity Bias from Students Trends

Bias Frequency 95% Confidence Interval Agreement, All Years

African American

Pacific Islander

Chicano/Latino

Native American

Asian

White

Source: UCUES, UC Berkeley, 2008-2012
Impact of Race/Ethnicity on Sexual Orientation Respect Rates

Percent agreement with “students of my sexual orientation are respected on this campus” by Orientation and Race/Ethnicity, 2008-2012

Respect Rate

Heterosexual  Lesbian/Gay/Bisexual/Queer/Questioning/Other

Source: UCUES, UC Berkeley, 2008-2012
[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
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 39% in 2012, 33% in 2011, 50% in 2010, 37% in 2009, and 50% in 2008
UC Berkeley Respect Trends by Sexual Orientation

Respect Rate  95% Confidence Interval  Agreement, All Years

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Sample Size</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Asian</td>
<td>655</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>301</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>3,860</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7,083</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Asian</td>
<td>348</td>
<td>89%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>600</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>790</td>
<td>87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>529</td>
<td>87%</td>
<td></td>
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</tr>
</tbody>
</table>

Source: UCUES, UC Berkeley, 2008-2012
UC Berkeley Respect Trends by Asian Ethnicity

South Asian

Japanese

Chinese

Korean

Vietnamese

Filipino

Respect Rate  95% Confidence Interval  Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012
UC Berkeley Sexual Orientation Bias from Students Trends

Bias Frequency  95% Confidence Interval  Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012

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UC Berkeley Sexual Orientation Bias from Instructors Trends

Queer/Questioning/Other

Bisexual

Decline to State Orientation

Bias Frequency 95% Confidence Interval Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012

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UC Berkeley Religious Affiliation Bias from Instructors Trends

Bias Frequency 95% Confidence Interval Agreement, All Years

Christian

Muslim

Jewish

Sikh

Buddhist

Hindu

Source: UCUES, UC Berkeley, 2008-2012
UC Berkeley Diversity Importance to Me by Race/Ethnicity Trends

Source: UCUES, UC Berkeley, 2008-2012

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UC Berkeley Diversity Importance to Campus by Race/Ethnicity Trends

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Source: UCUES, UC Berkeley, 2008-2012
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
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