Assessing Undergraduate Campus Climate Trends at UC Berkeley

Andrew Eppig
Equity & Inclusion
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

• Intersectional Identities
  – How identities intersect
  – How intersection affects climate
UC New Freshmen Enrollment Trends

**White**
- UC Berkeley: 27%
- Other UC Campuses

**Asian/Pacific Islander**
- UC Berkeley: 44%
- Other UC Campuses

**Underrepresented Minority**
- UC Berkeley: 15%
- Other UC Campuses

**International**
- UC Berkeley: 15%
- Other UC Campuses

Source: UC Accountability Report, 2011

URM = Underrepresented Minority (Chicano/Latino, African American, American Indian/Alaskan Native)

May 28, 2013
Stay Day 2013 - Andrew Eppig
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)
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

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual (n = 13,948)</td>
<td></td>
<td></td>
<td>98%</td>
</tr>
<tr>
<td>Decline to State Orientation (n = 788)</td>
<td></td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>Bisexual (n = 531)</td>
<td></td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>Gay/Lesbian (n = 416)</td>
<td></td>
<td></td>
<td>83%</td>
</tr>
<tr>
<td>Queer/Questioning/Other (n = 546)</td>
<td></td>
<td></td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immigration Background</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th+ Generation Immigrant (n = 3,020)</td>
<td></td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>3rd Generation Immigrant (n = 1,423)</td>
<td></td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>2nd Generation Immigrant (n = 6,964)</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>1st Generation Immigrant (n = 3,672)</td>
<td></td>
<td></td>
<td>87%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu (n = 309)</td>
<td></td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>No Religious Affiliation (n = 6,712)</td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Sikh (n = 71)</td>
<td></td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td>Buddhist (n = 657)</td>
<td></td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>Muslim (n = 277)</td>
<td></td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>Christian (n = 4,917)</td>
<td></td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>Jewish (n = 546)</td>
<td></td>
<td></td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socioeconomic Status</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-middle class (n = 4,751)</td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Middle class (n = 6,224)</td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Wealthy (n = 328)</td>
<td></td>
<td></td>
<td>83%</td>
</tr>
<tr>
<td>Working class (n = 3,355)</td>
<td></td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td>Low SES (n = 1,967)</td>
<td></td>
<td></td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (n = 5,163)</td>
<td></td>
<td></td>
<td>93%</td>
</tr>
<tr>
<td>Asian (n = 7,083)</td>
<td></td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>Other/Decline to State (n = 1,125)</td>
<td></td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Native American/Alaskan Native  (n = 108)</td>
<td></td>
<td></td>
<td>87%</td>
</tr>
<tr>
<td>Pacific Islander (n = 36)</td>
<td></td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>Chicano/Latino (n = 2,044)</td>
<td></td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>African American (n = 484)</td>
<td></td>
<td></td>
<td>52%</td>
</tr>
</tbody>
</table>

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

Respect Rate 95% Confidence Interval  Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012

May 28, 2013  Stay Day 2013 - Andrew Eppig
UC Berkeley Respect Trends by Religious Belief

Respect Rate 95% Confidence Interval Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012

May 28, 2013

Stay Day 2013 - Andrew Eppig
Impact of Critical Mass on UC Respect Rates

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

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

"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."
-- UC Berkeley student, 2010 UCUES
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

<table>
<thead>
<tr>
<th>Group</th>
<th>Very Often</th>
<th>Often</th>
<th>Somewhat Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Groups (n = 11,238)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (n = 3,463)</td>
<td>24%</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>All Groups (n = 11,238)</td>
<td></td>
<td></td>
<td>4%</td>
</tr>
<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>13%</td>
</tr>
<tr>
<td>Chicano/Latino (n = 1,328)</td>
<td>35%</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Native American/Alaskan Native (n = 61)</td>
<td>33%</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Other/Decline to State (n = 807)</td>
<td>30%</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Asian (n = 4,765)</td>
<td>29%</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Source: UCUES, UC Berkeley, 2008-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Group</th>
<th>Very Often</th>
<th>Often</th>
<th>Somewhat Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From Students</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sikh (n = 51)</td>
<td></td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Jewish (n = 352)</td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Muslim (n = 187)</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Christian (n = 3,462)</td>
<td></td>
<td></td>
<td>11%</td>
</tr>
<tr>
<td>All Groups (n = 13,432)</td>
<td>25%</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Hindu (n = 200)</td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>No Religious Belief (n = 4,618)</td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Buddhist (n = 486)</td>
<td></td>
<td>18%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: UCUES, UC Berkeley, 2008-2012

May 28, 2013
Stay Day 2013 - Andrew Eppig
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

May 28, 2013
Stay Day 2013 - Andrew Eppig 16
Impact of Bias Frequency on Respect Rates

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

Respect Rate

- Rare experience of bias from students
- Some experience of bias from students
- Frequent experience of bias from students

Bias Frequency

“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>80%</td>
<td>97%</td>
</tr>
<tr>
<td>African American (n = 286)</td>
<td>66%</td>
<td>97%</td>
</tr>
<tr>
<td>Chicano/Latino (n = 1,325)</td>
<td>84%</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
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

- 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

“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

May 28, 2013

Stay Day 2013 - Andrew Eppig
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.
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

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

Source: UCUES, UC Berkeley, 2008-2012

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**

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

Source: UCUES, UC Berkeley, 2008-2012

Bands show 95% confidence intervals.
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

bands show 95% confidence intervals
Race/Ethnicity and Immigration

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

4th+ Generation Immigrant

3rd Generation Immigrant

2nd Generation Immigrant

1st Generation Immigrant

Source: UCUES, UC Berkeley, 2008-2012

bands show 95% confidence intervals
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

May 28, 2013
Stay Day 2013 - Andrew Eppig
The system-wide UC Climate Survey will provide additional opportunities to examine campus climate at Berkeley.
- First survey of graduate student climate
- Combined look at all campus populations

Additional questions to assess undergraduate campus climate:
- “UC Berkeley has achieved a positive climate for diversity”
- “Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley”
- “Faculty are genuinely committed to promoting respect for and understanding of group differences at UC Berkeley”
- “I have been excluded from study groups or group projects because of my [affinity group]”
- “WITHIN THE PAST 12 MONTHS, how frequently have you felt unwelcomed, excluded, intimidated, or offended as a result of hearing/learning about negative conduct or communication that was directed towards someone at UC Berkeley who shares your…”
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 – including how those characteristics intersect.

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.
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.
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.

- URM students from lower SES backgrounds have lower respect rates than non-URM students with the same SES backgrounds.

- LGBQQ URM students feel less respected rates than LGBQQ non-URM students.

- Recent URM immigrants feel less respected than recent non-URM immigrants.
Contact Information

• Andrew Eppig, aeppig@berkeley.edu
  – UC Berkeley, Equity & Inclusion
  – http://diversity.berkeley.edu/
Appendices
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

### Heterosexual

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Decline to State Orientation

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Bisexual

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
</tbody>
</table>

### Gay/Lesbian

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Queer/Questioning/Other

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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>n</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Asian</td>
<td>655</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>301</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>3,860</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7,083</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Asian</td>
<td>348</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>600</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>790</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>529</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Bias Frequency 95% Confidence Interval Agreement, All Years

Gay/Lesbian

Queer/Questioning/Other

Decline to State Orientation

Bias Frequency

Bisexual

Heterosexual

Source: UCUES, UC Berkeley, 2008-2012
UC Berkeley Religious Affiliation
Bias from Students Trends

Bias Frequency 95% Confidence Interval Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012

May 28, 2013  Stay Day 2013 - Andrew Eppig
UC Berkeley Race/Ethnicity Bias
from Instructors Trends

Bias Frequency 95% Confidence Interval Agreement, All Years

Source: UCUES, UC Berkeley, 2008-2012

May 28, 2013
Stay Day 2013 - Andrew Eppig

42
**UC Berkeley Sexual Orientation Bias from Instructors Trends**

Queer/Questioning/Other

Bisexual

Decline to State Orientation

**Bias Frequency 95% Confidence Interval Agreement, All Years**

Gay/Lesbian

Heterosexual

Source: UCUES, UC Berkeley, 2008-2012
UC Berkeley Religious Affiliation
Bias from Instructors Trends

Christian

Muslim

Jewish

Sikh

Buddhist

Hindu

Bias Frequency 95% Confidence Interval Agreement, All Years

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

Source: UCUES, UC Berkeley, 2008-2012

Importance Rate  95% Confidence Interval  Agreement, All Years

May 28, 2013  Stay Day 2013 - Andrew Eppig  45
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.”

Source: UCUES, UC Berkeley, 2010