

The Intersection of Campus Climate and the Student Experience

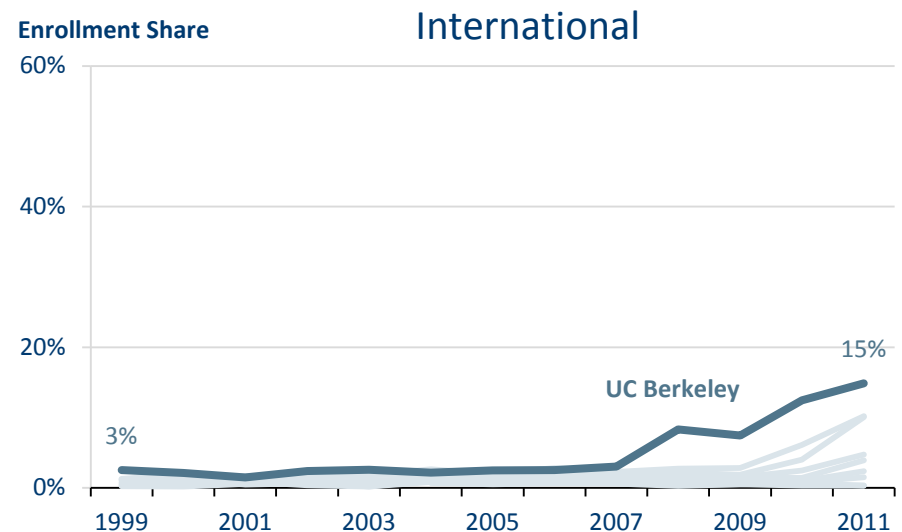
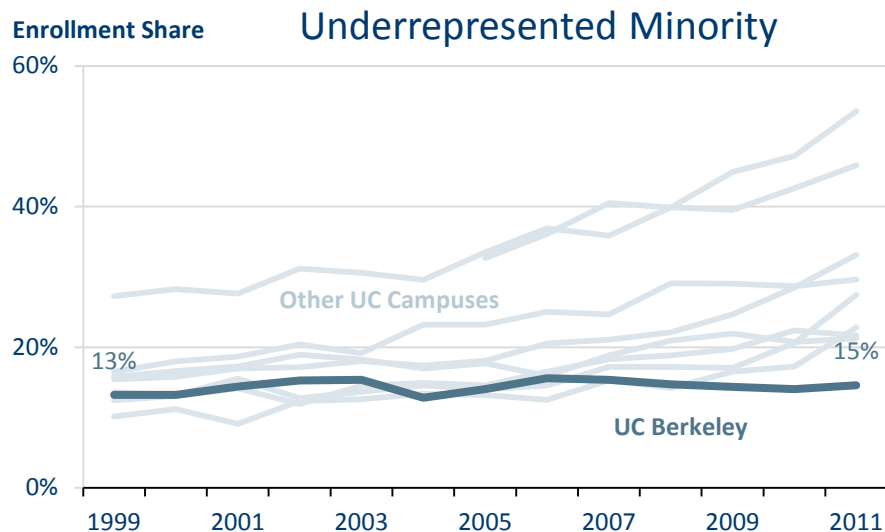
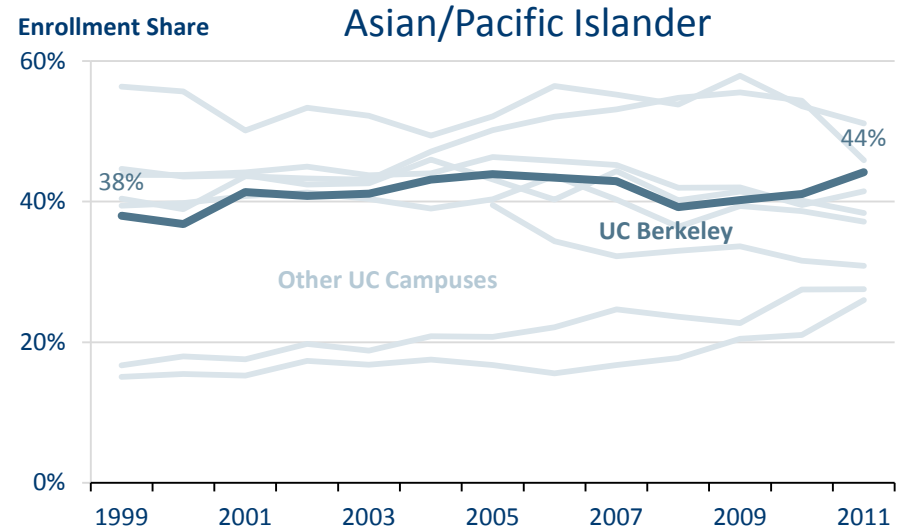
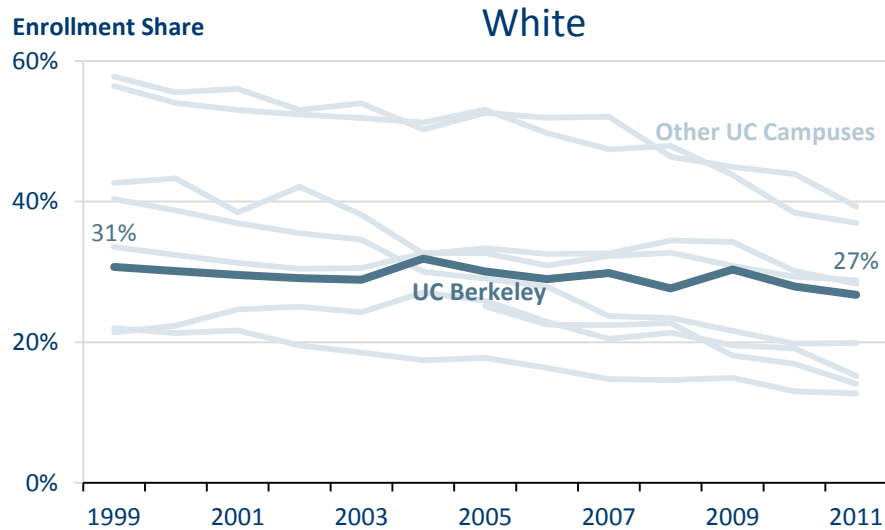
Andrew Eppig, Equity & Inclusion
Sereeta Alexander, Office of Planning & Analysis

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



Source: UC Accountability Report, 2011

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)

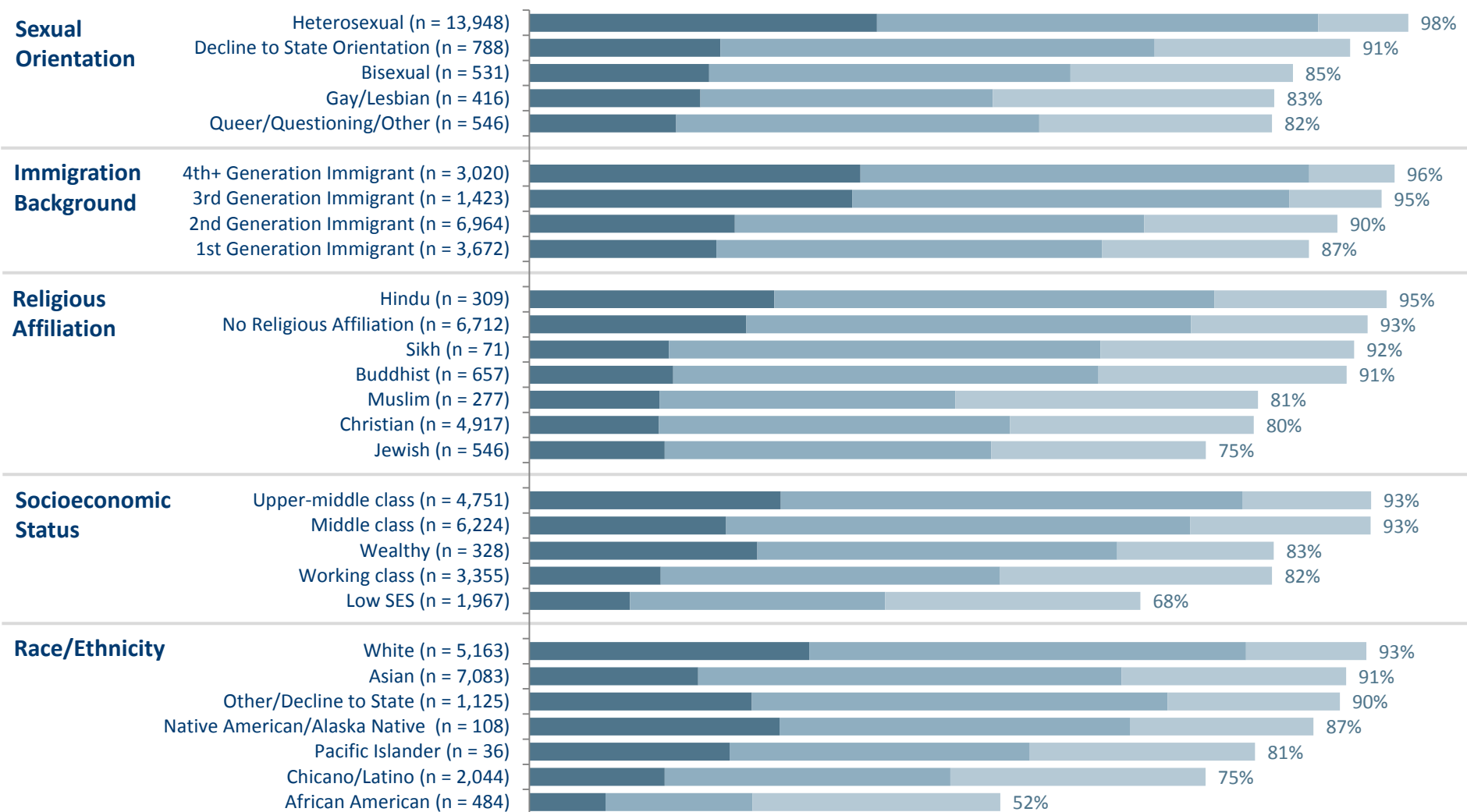
Climate Metric: Respect Rate

- 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

African American Undergraduates Report the Lowest Respect Rates Among All Groups

Percent agreement with “students of my [affinity group] are respected at this campus” for UC Berkeley students by affinity group, 2008-2012

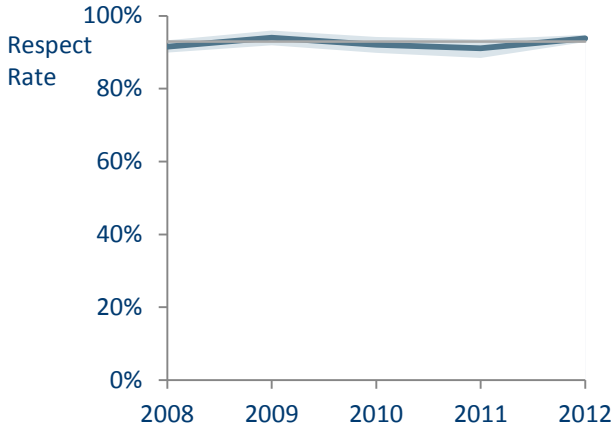
Strongly Agree Agree Somewhat Agree



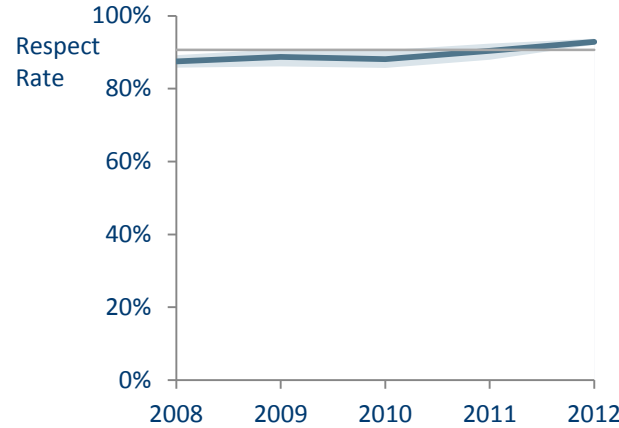
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Respect Trends by Race/Ethnicity

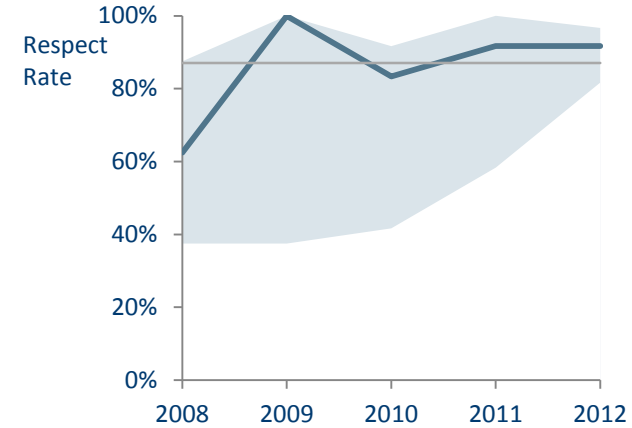
White



Asian

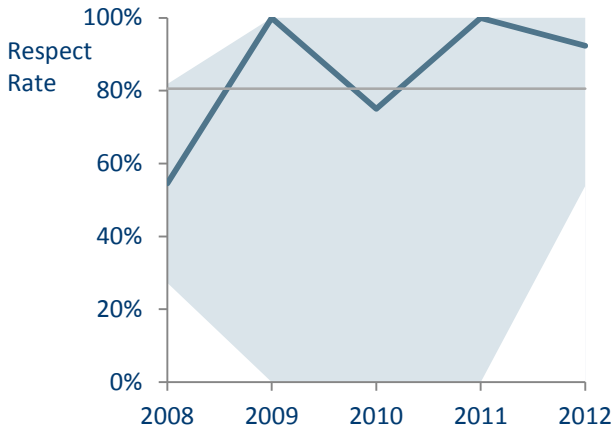


Native American

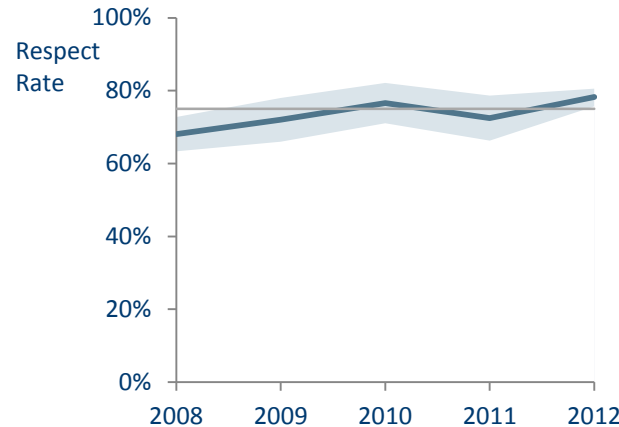


Respect Rate 95% Confidence Interval Agreement, All Years

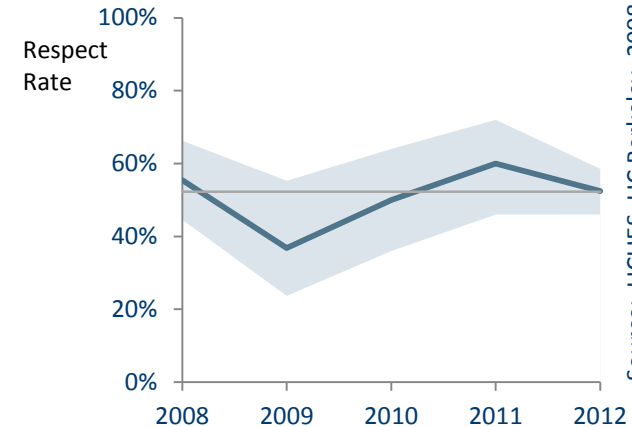
Pacific Islander



Chicano/Latino



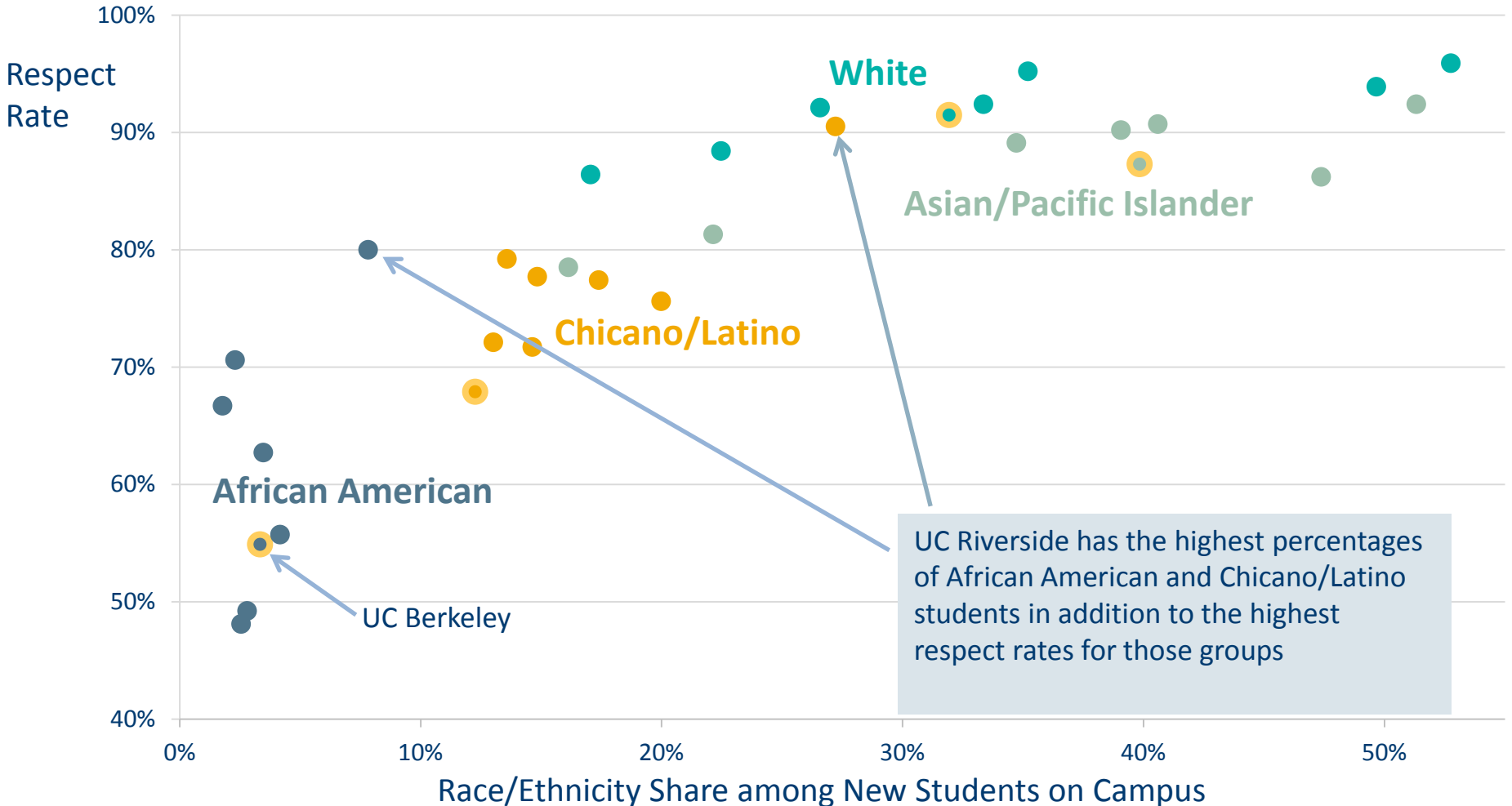
African American



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



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

What Students Say

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

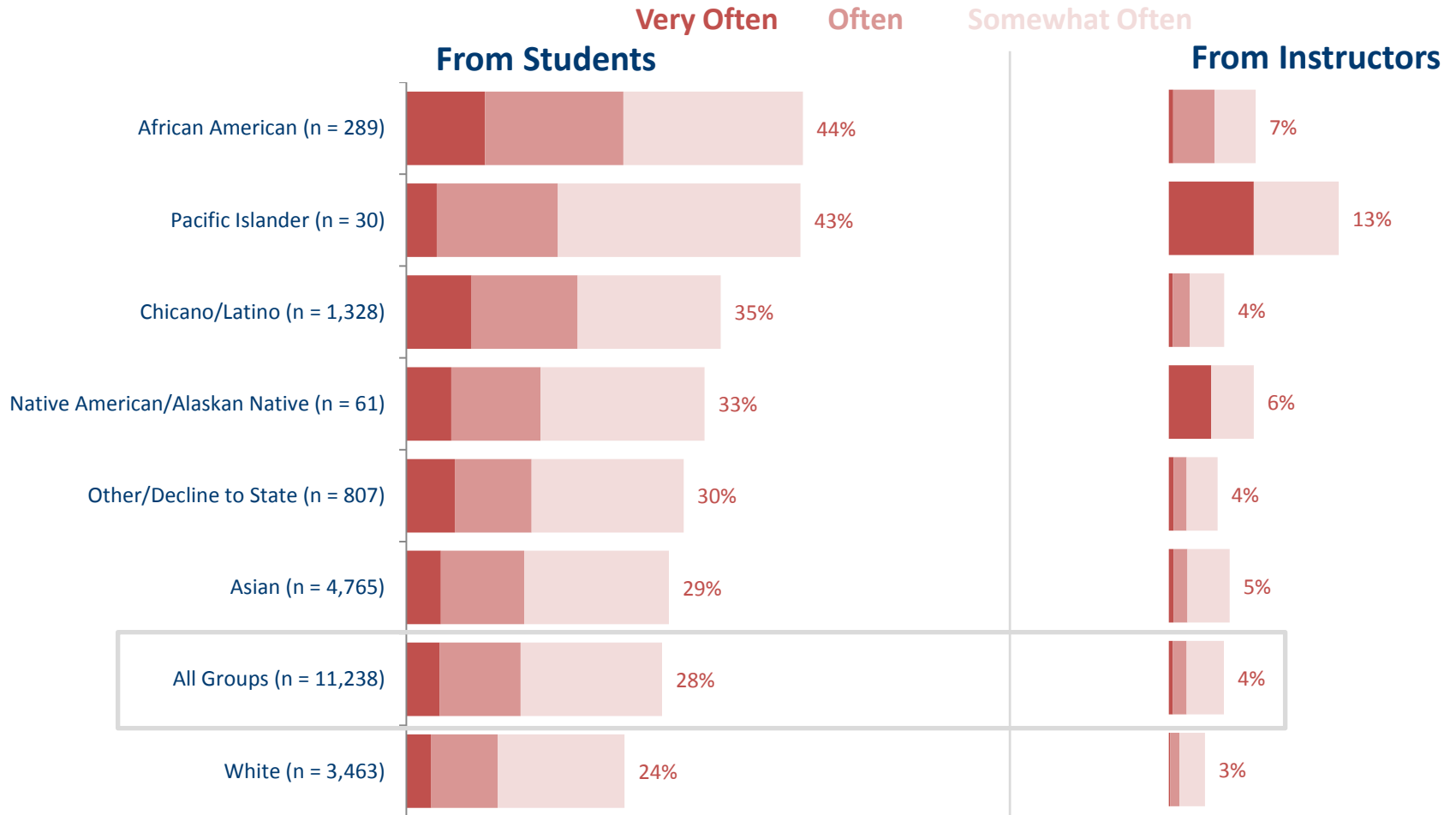
- “The campus needs more racial diversity. I know it is something being worked on, but such low numbers are really not encouraging for entering students and often give current minority students a negative reputation.”
- “To have more students of color on campus. As a minority i sometimes feel like i 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.”

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?

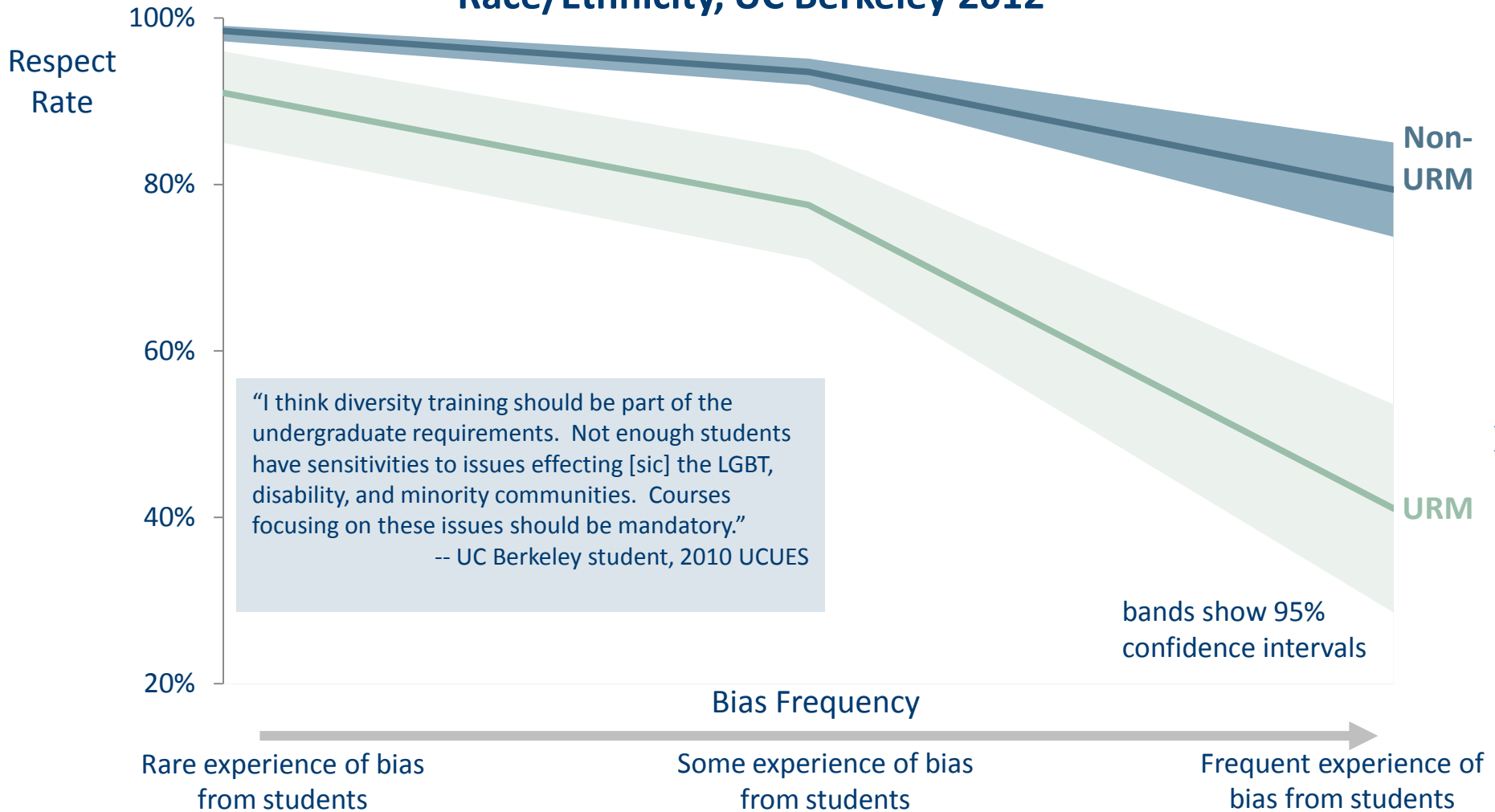
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about races or ethnicities”, UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Impact of Bias Frequency on Respect Rates

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

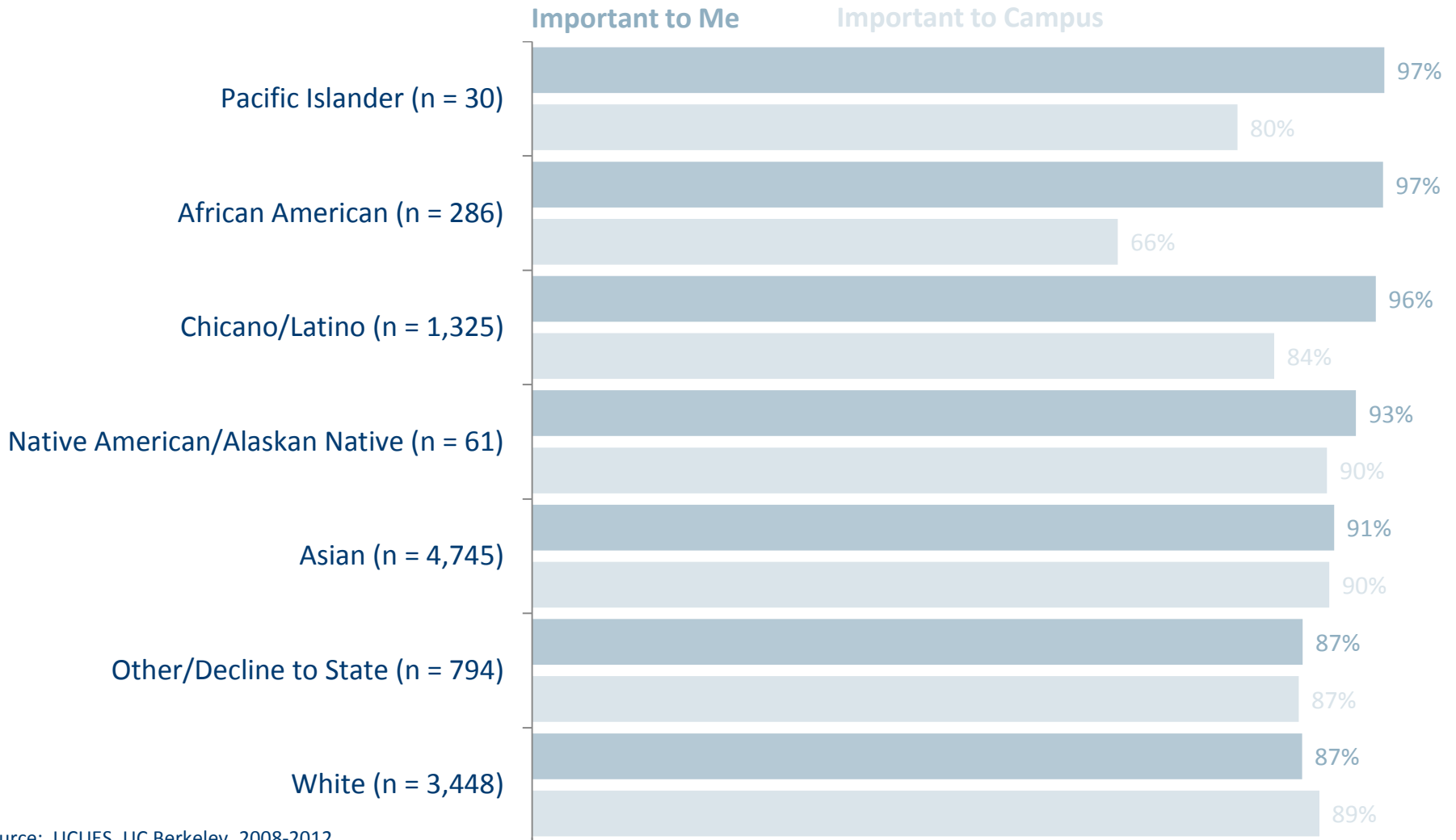


Climate Metric: Diversity Importance

- 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

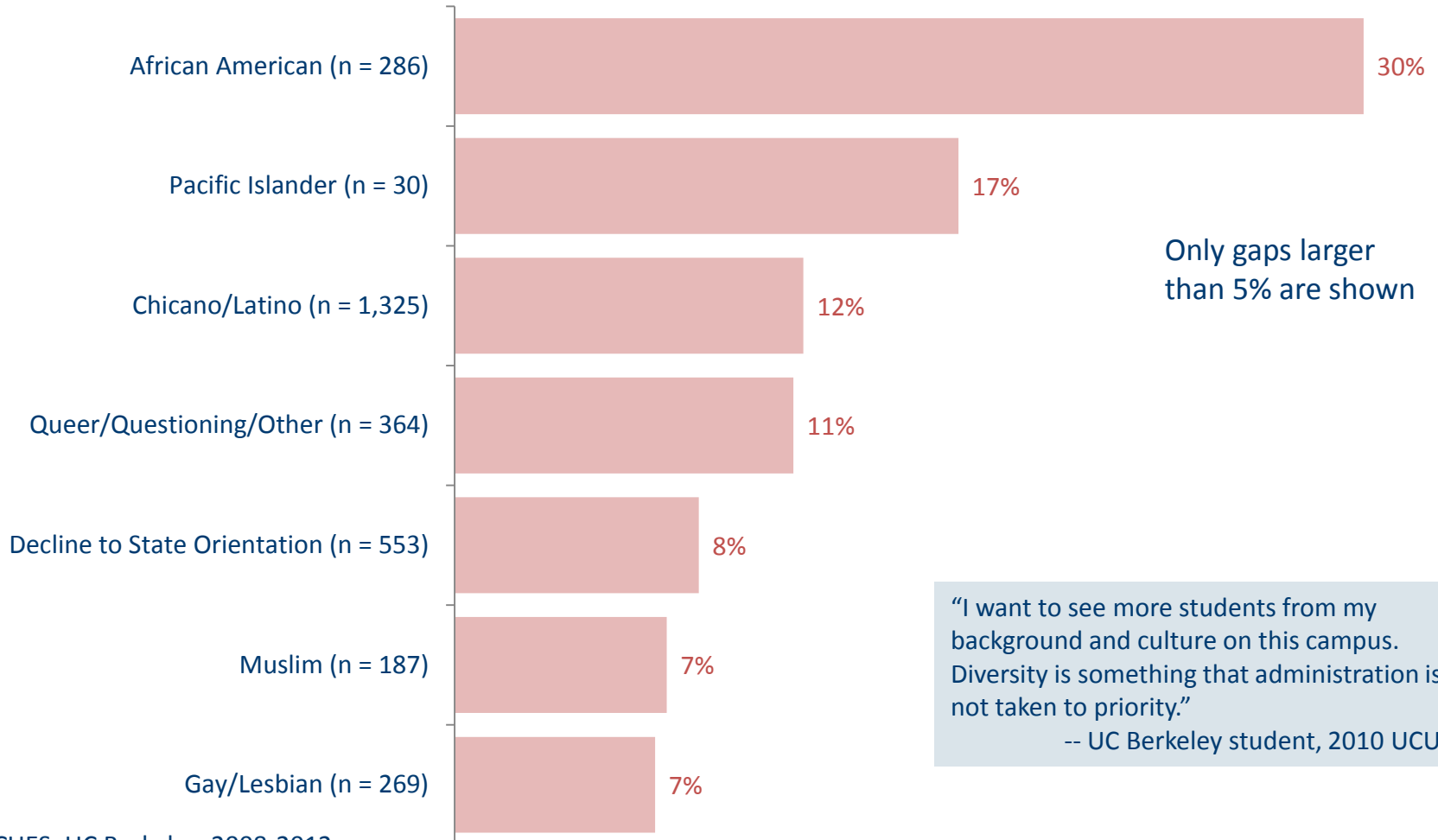
Agreement with “Diversity is important to me/campus”, UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Diversity Importance Gap by Affinity Group

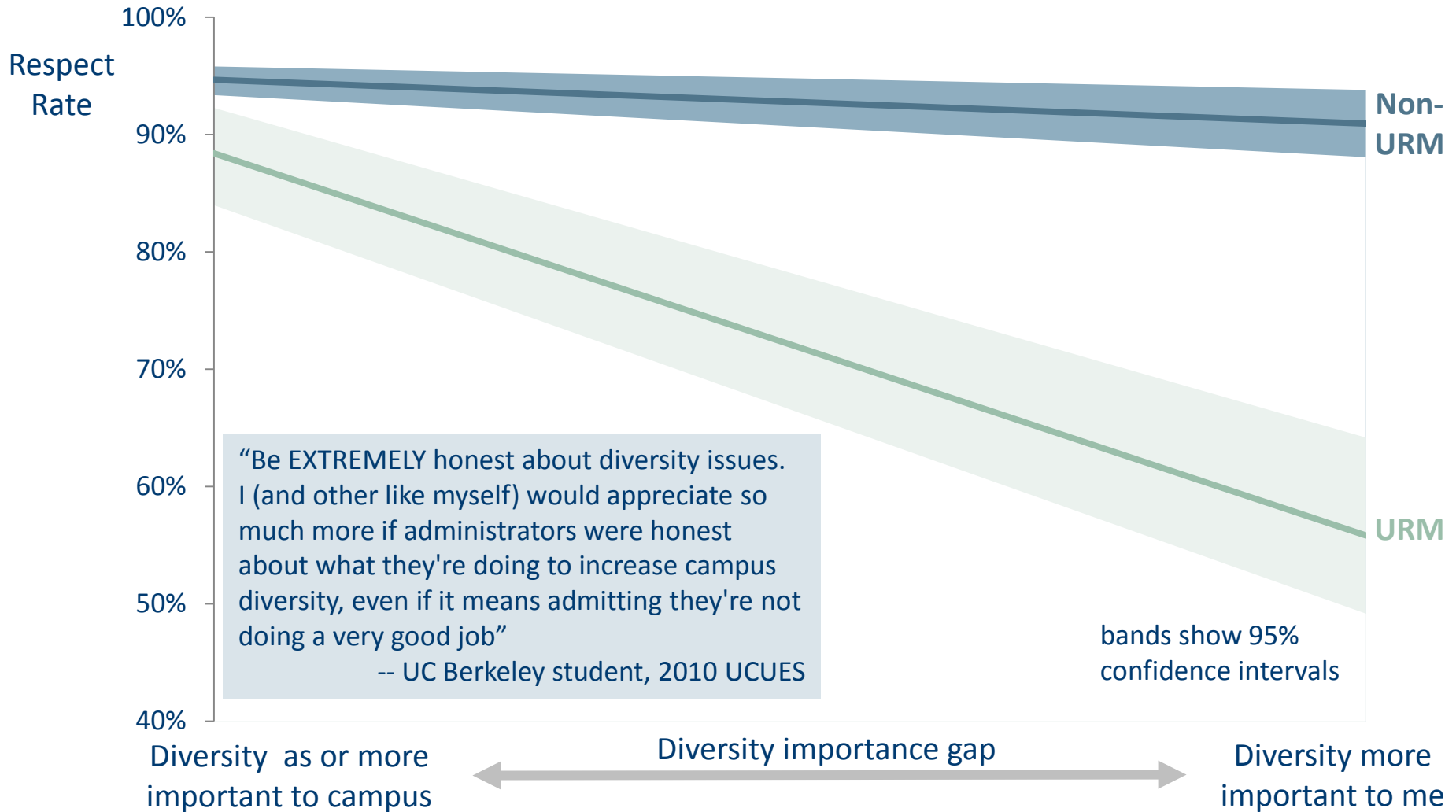
Difference in percent agreement between “Diversity is important to me” and “Diversity is important to campus”, UC Berkeley 2008-2012



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

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

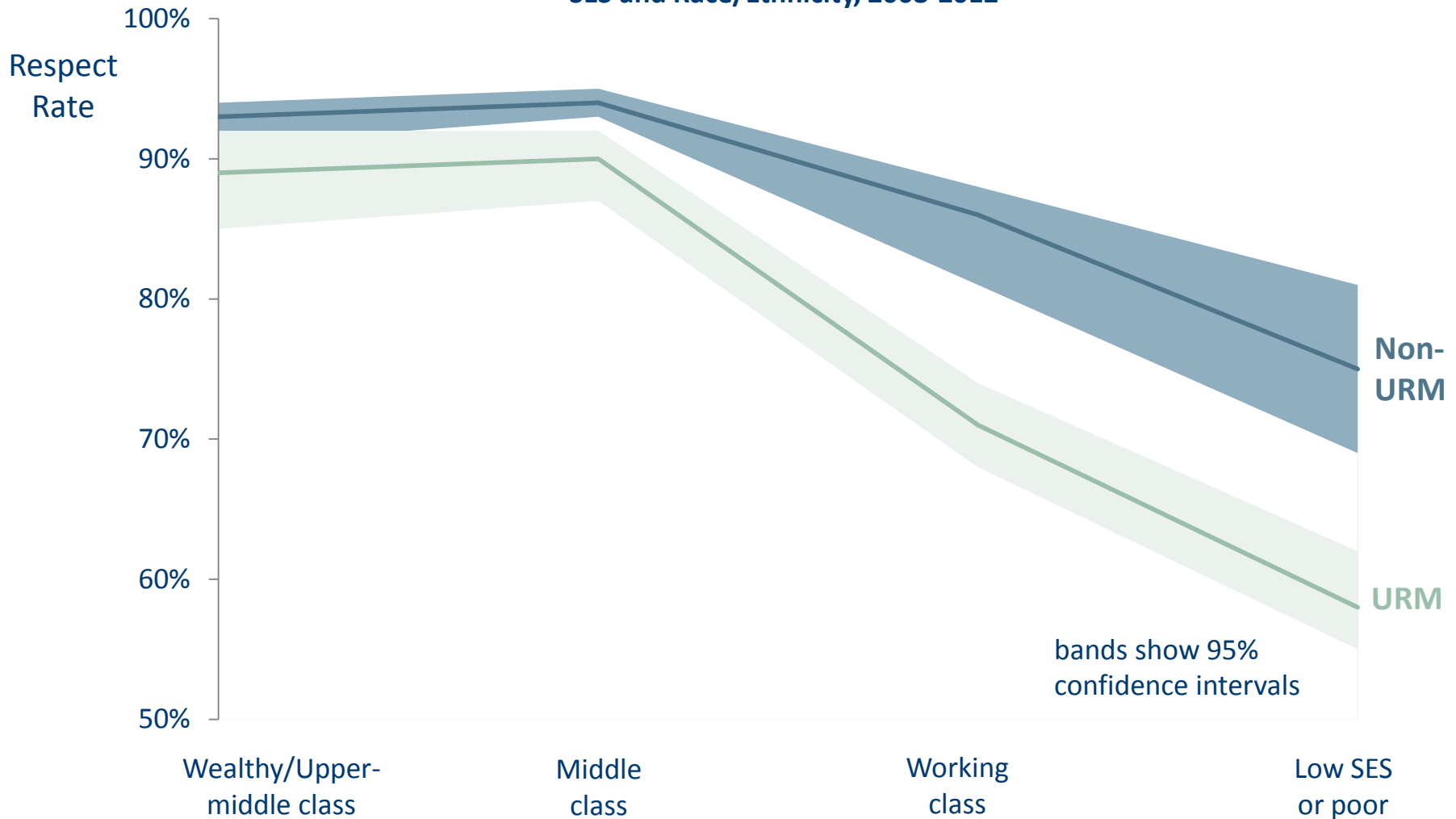


Source: UCUES, UC Berkeley, 2008-2012

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

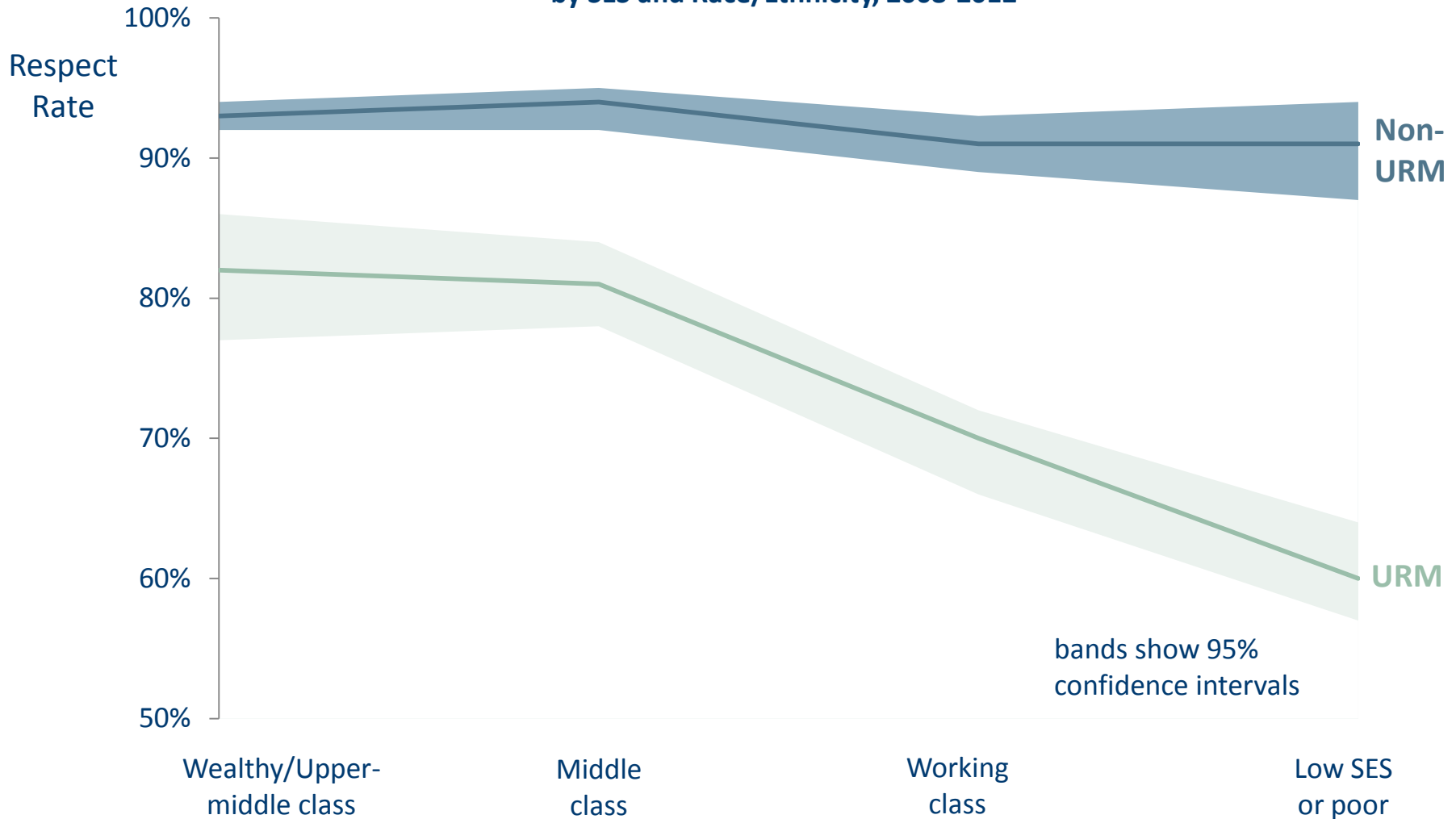
Percent agreement with “students of my social class are respected on this campus” by SES and Race/Ethnicity, 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

Impact of Socioeconomic Status on Race/Ethnicity Respect Rates

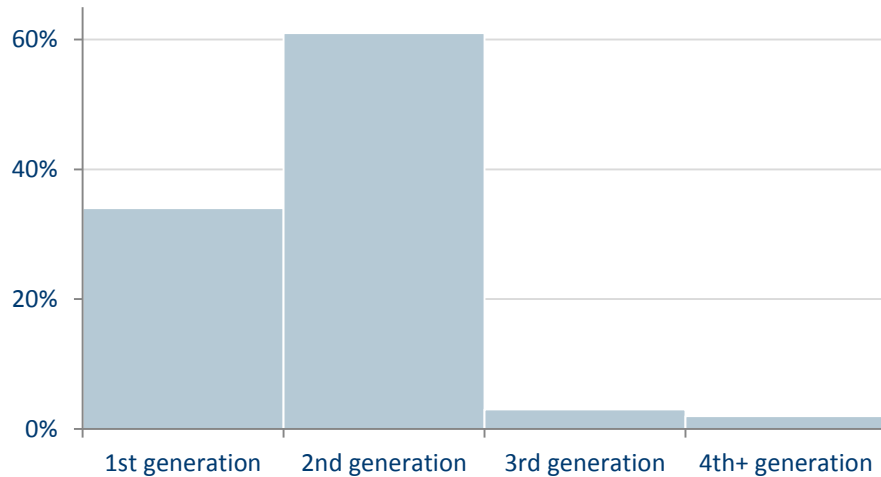
Percent agreement with “students of my race/ethnicity are respected on this campus” by SES and Race/Ethnicity, 2008-2012



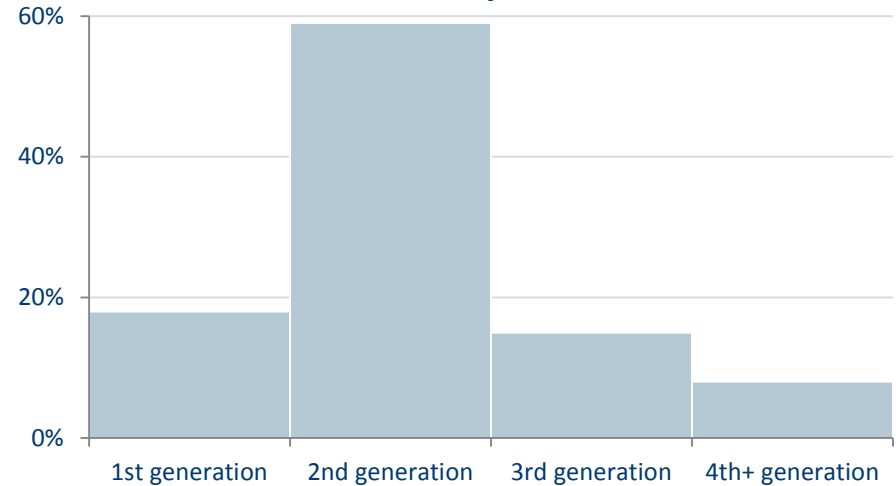
Source: UCUES, UC Berkeley, 2008-2012

Asian & Chicano/Latino Students More Likely 1st & 2nd Generation Immigrants

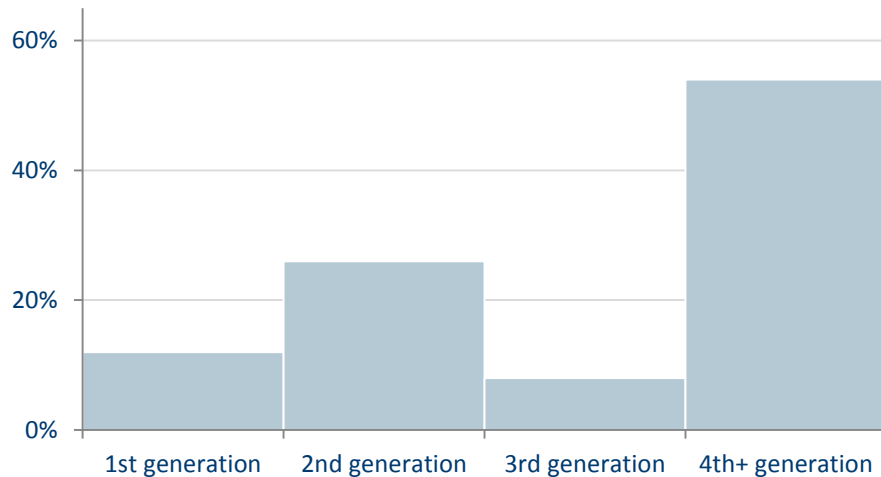
Asian



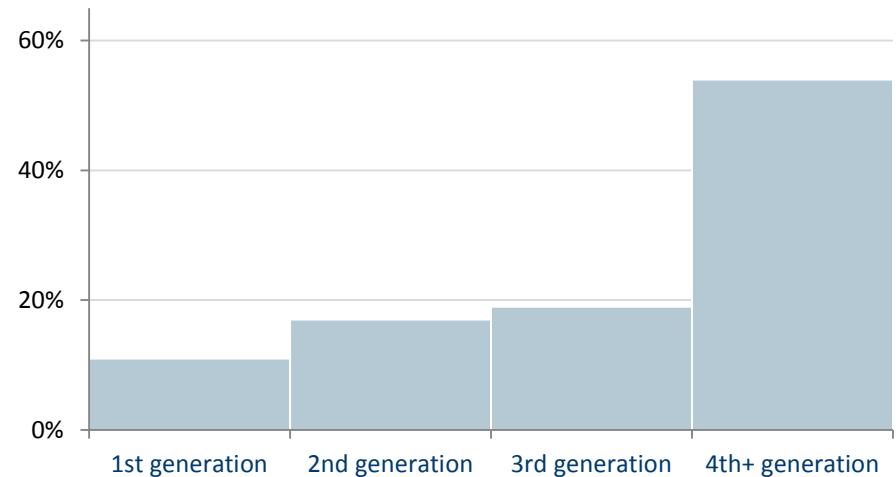
Chicano/Latino



African American



White

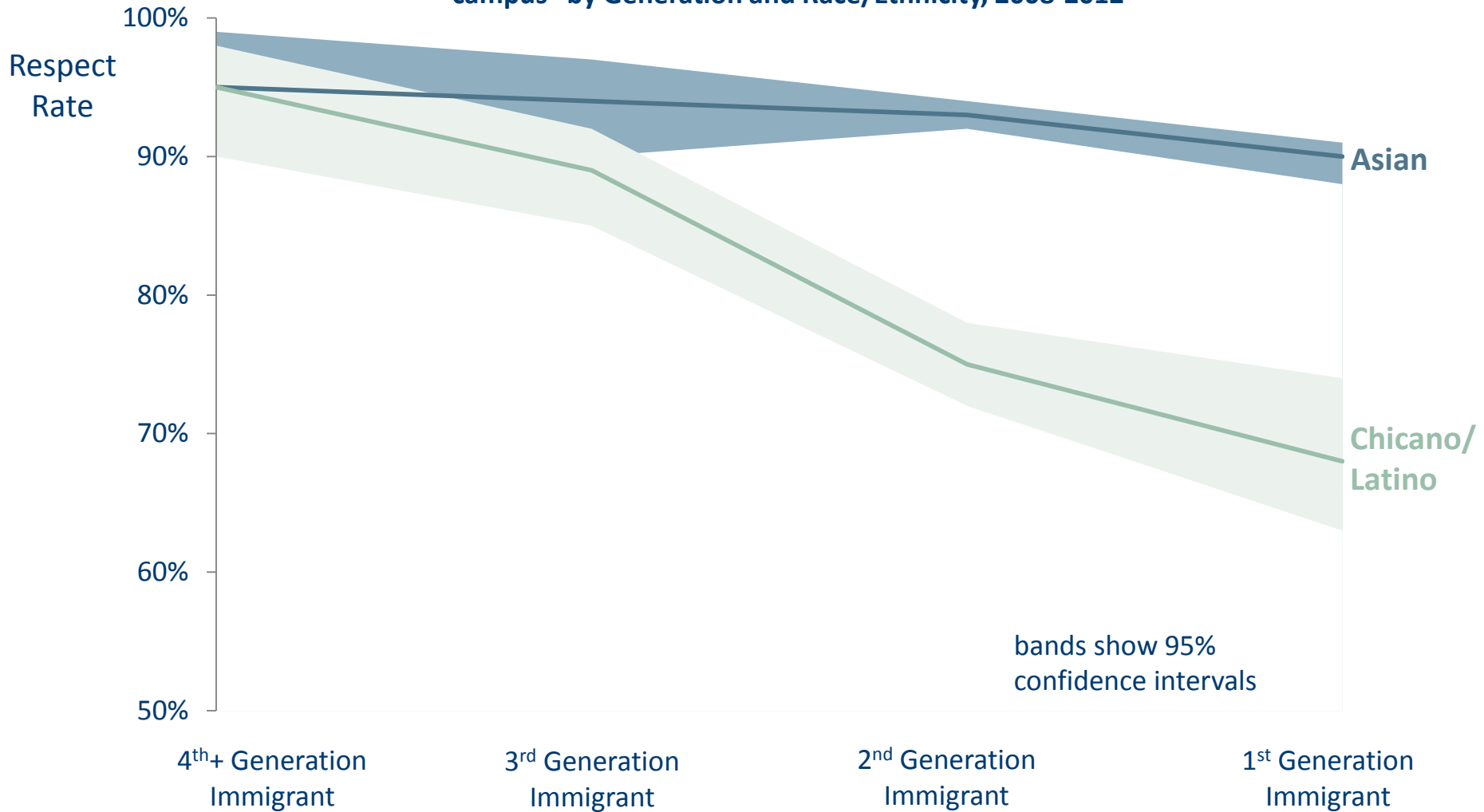


Source: UCUES, UC Berkeley, 2008-2012

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

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



Source: UCUES, UC Berkeley, 2008-2012

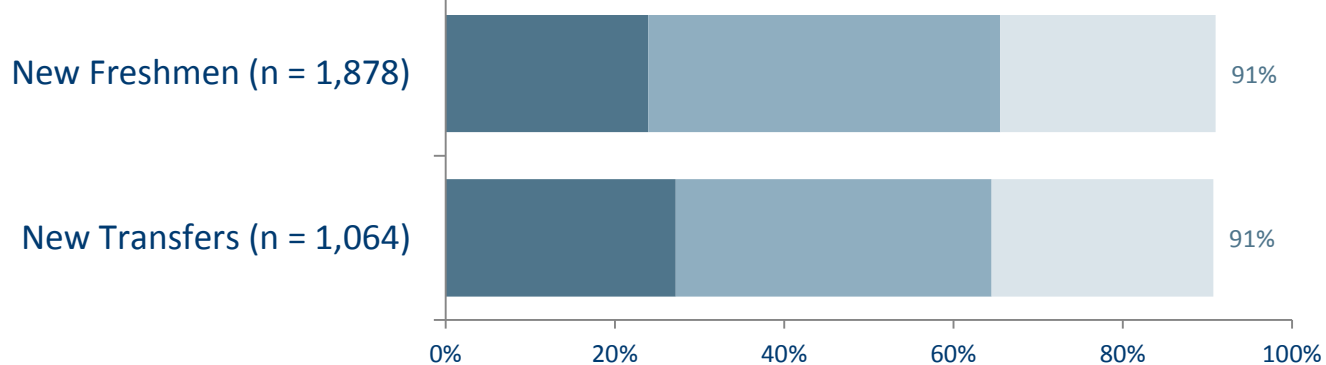
New Students' Sense of Belonging and Feelings of Being Valued as an Individual

Strongly Agree Agree Somewhat Agree

"I feel valued as an individual on this campus"



"I feel that I belong at this campus"

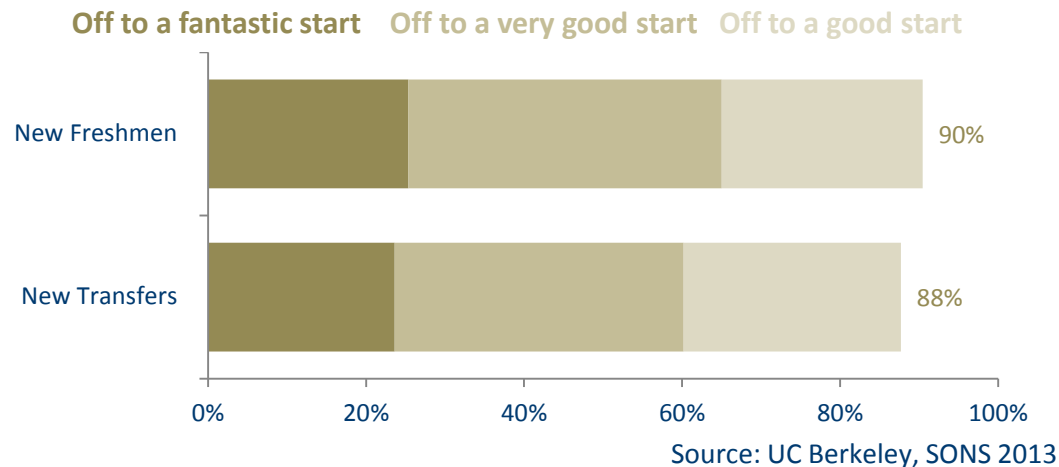


Source: UC Berkeley, SONS 2013

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

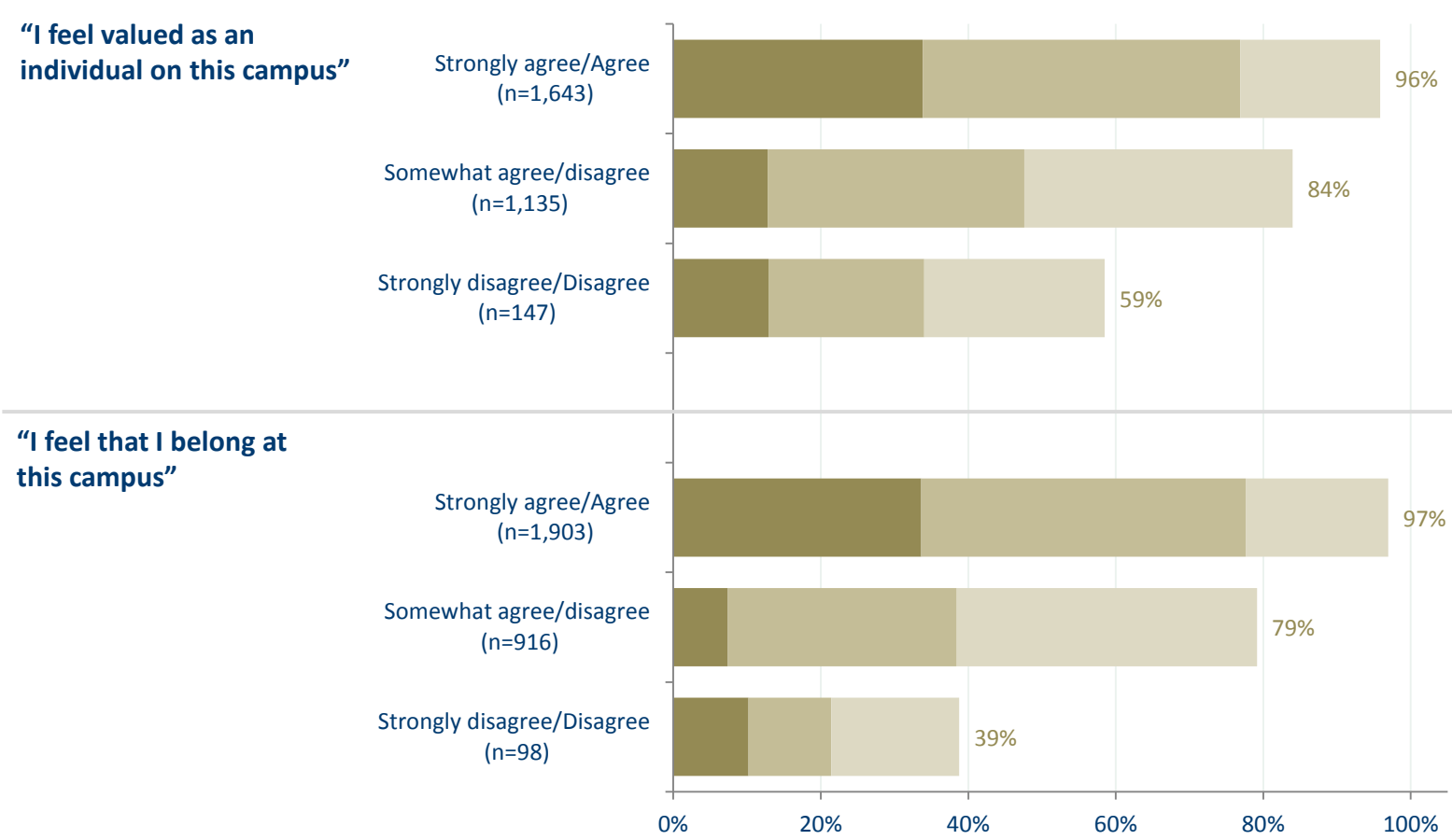


- Starting in 2012, campus climate metrics were included in SONS

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

Off to a fantastic start Off to a very good start Off to a good start



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., URM, 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?

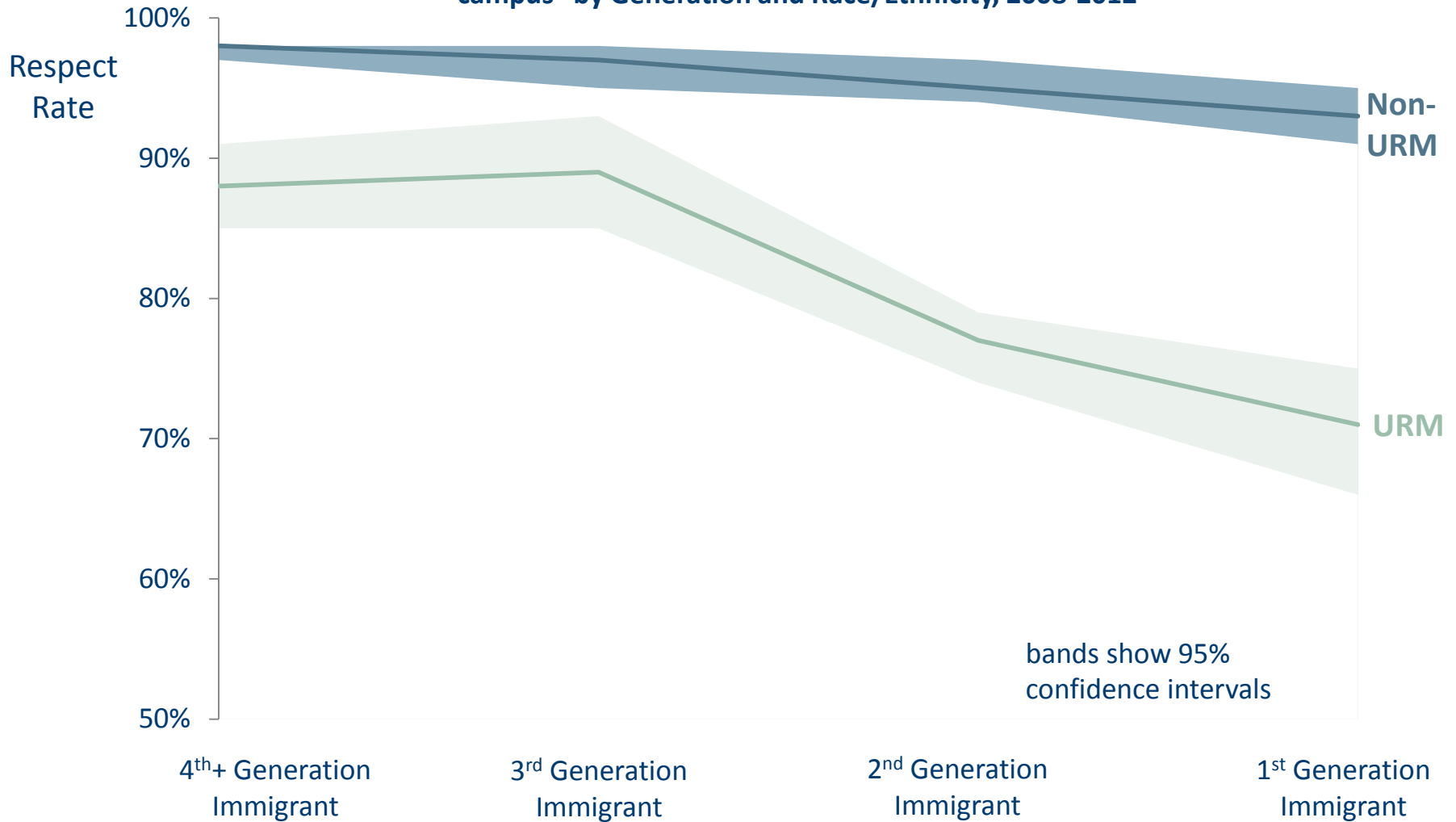
Contact Information

- Andrew Eppig, aepig@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

Impact of Race/Ethnicity on Immigration Background Respect Rates

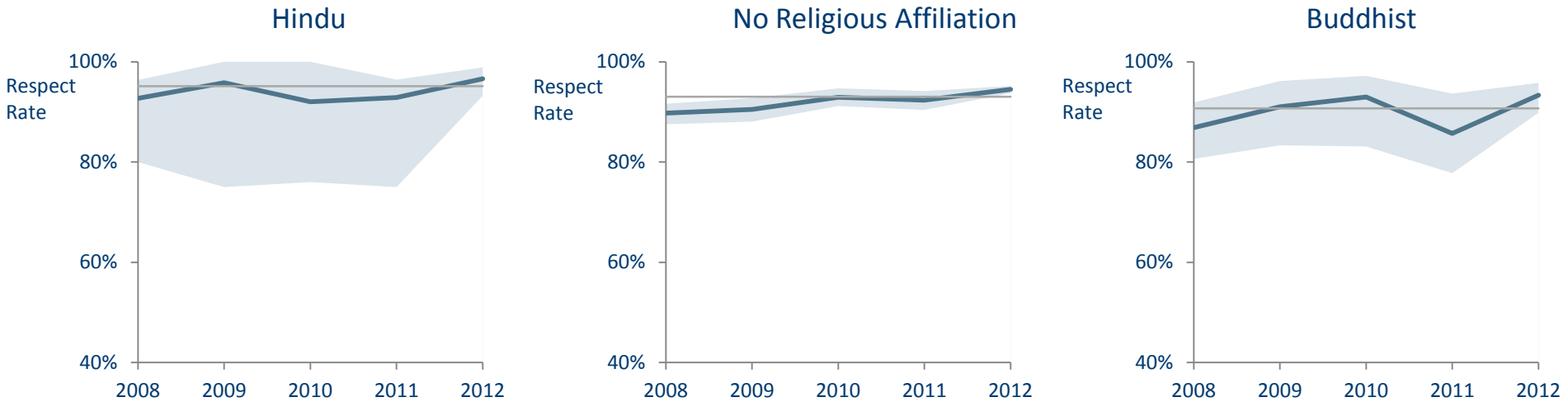
Percent agreement with “students of my immigration background are respected on this campus” by Generation and Race/Ethnicity, 2008-2012



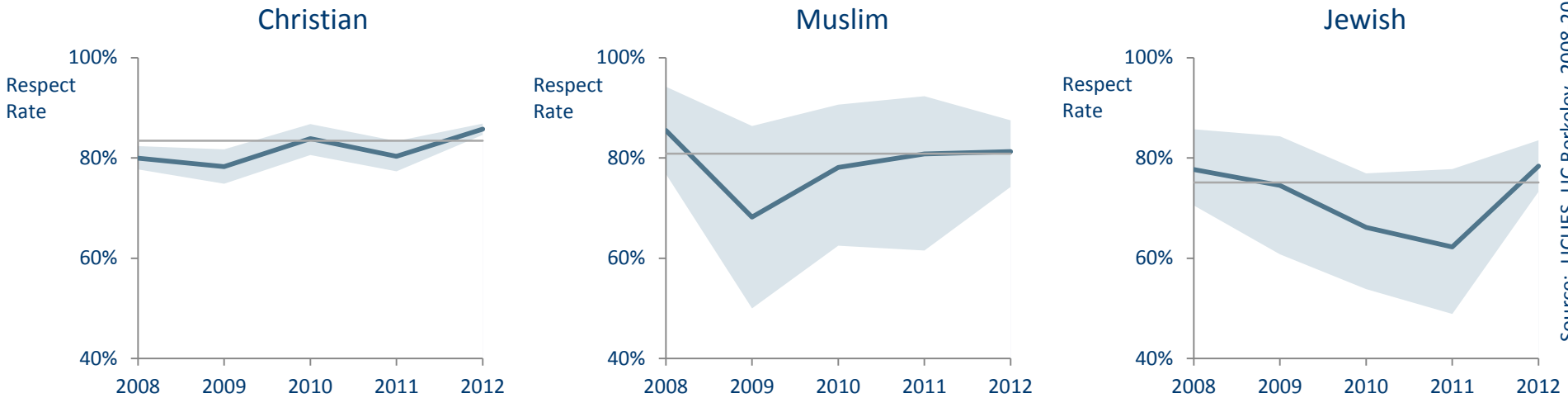
bands show 95% confidence intervals

Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Respect Trends by Religious Belief



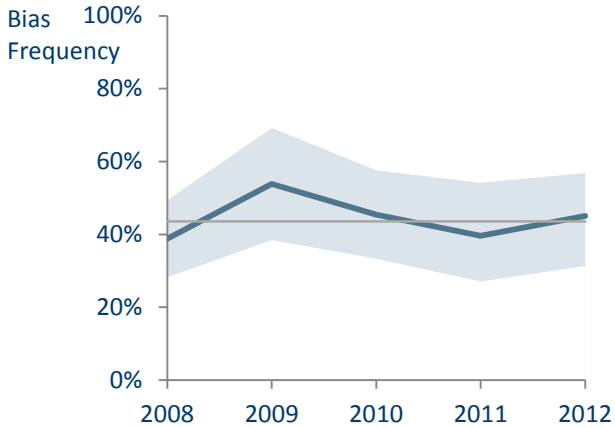
Respect Rate 95% Confidence Interval Agreement, All Years



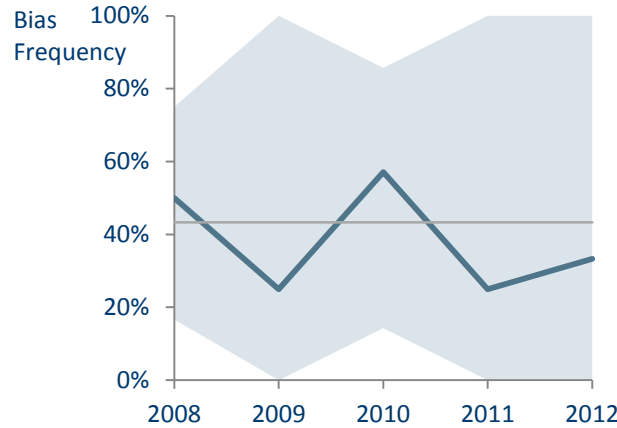
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Race/Ethnicity Bias from Students Trends

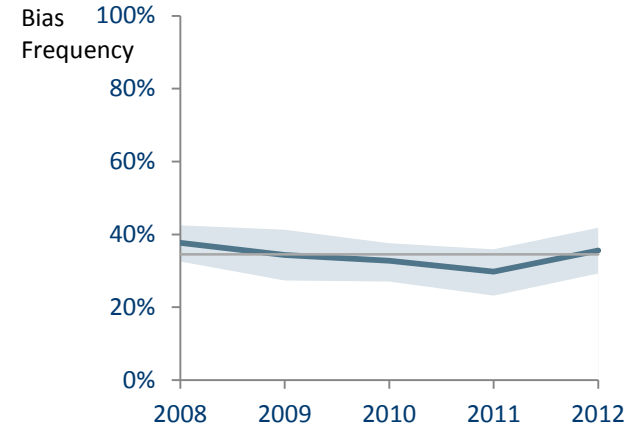
African American



Pacific Islander

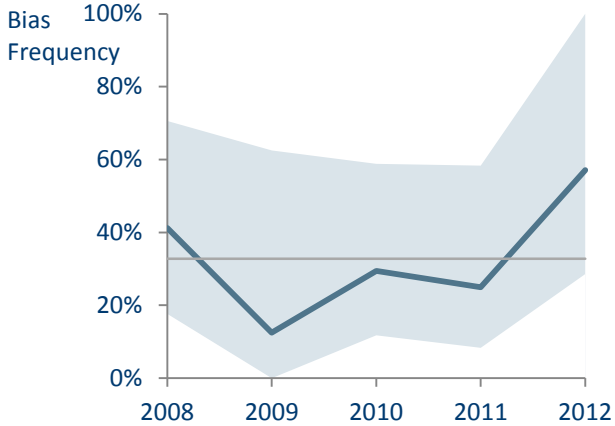


Chicano/Latino

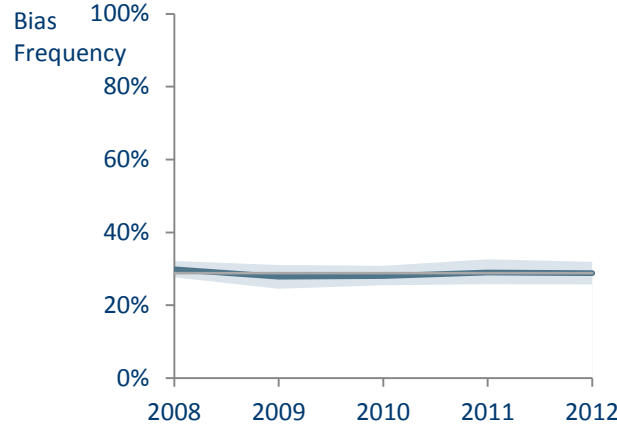


Bias Frequency 95% Confidence Interval Agreement, All Years

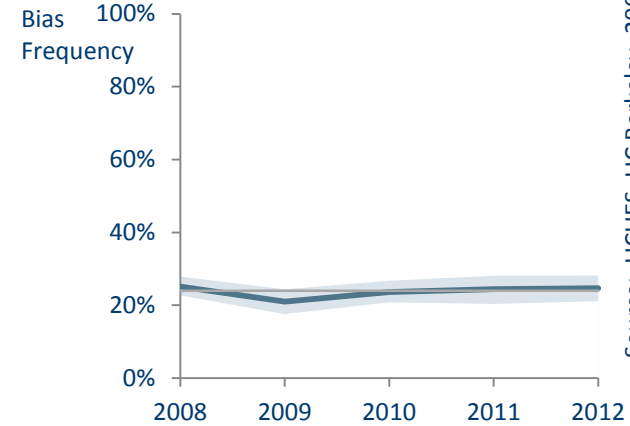
Native American



Asian



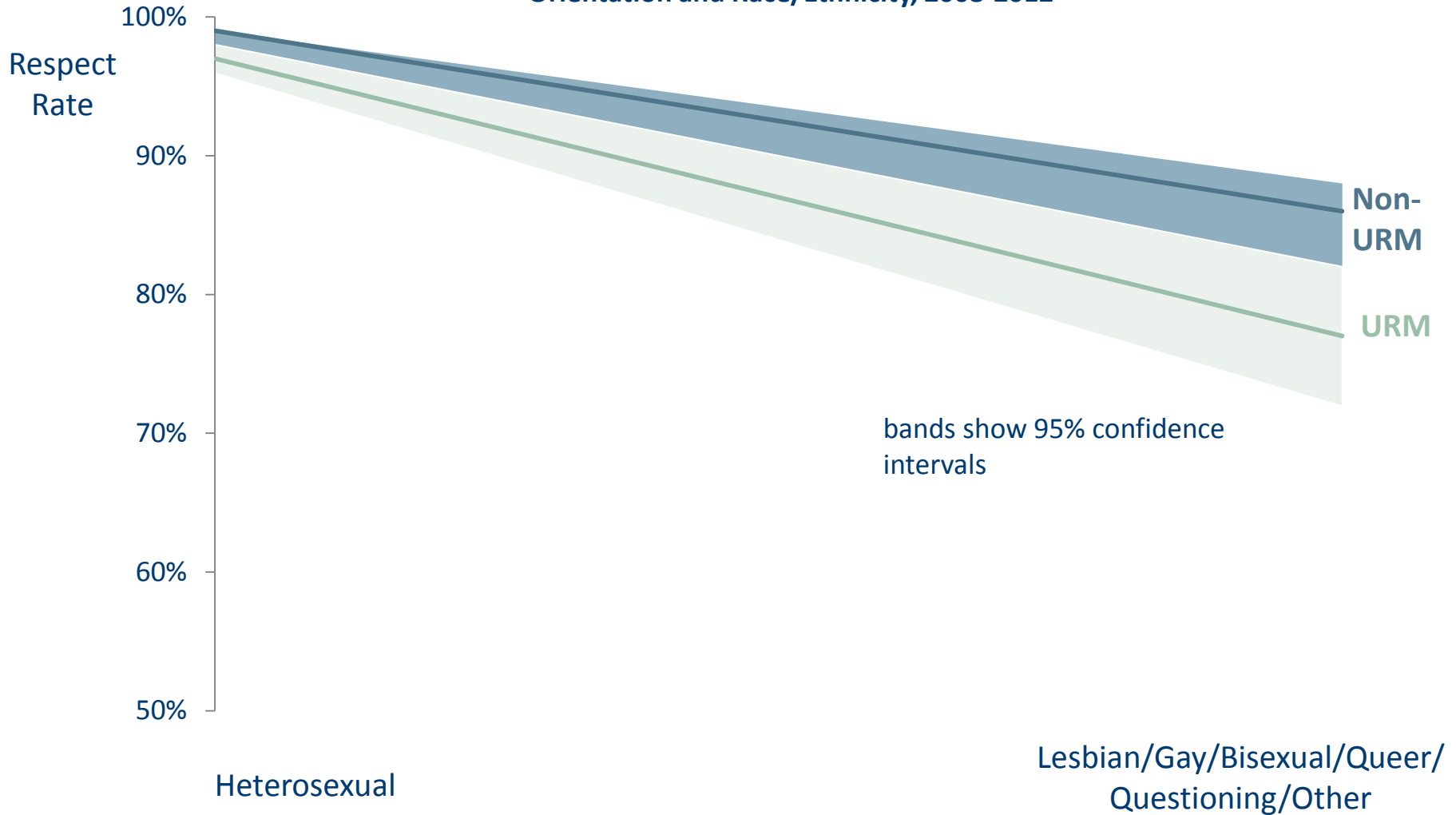
White



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



Source: UCUES, UC Berkeley, 2008-2012

Equity & Inclusion at UC Berkeley



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

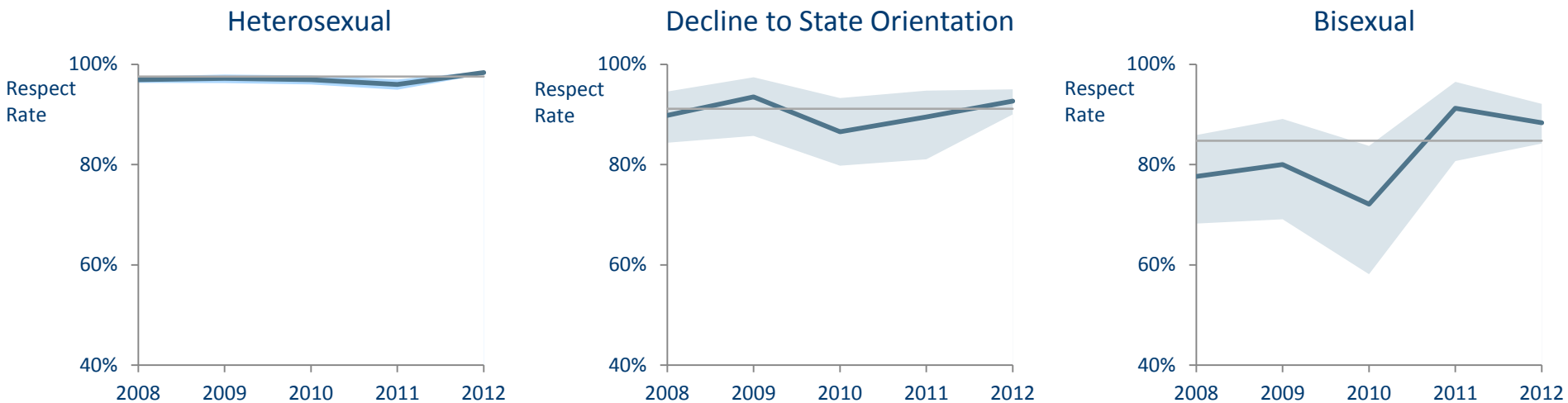
- Responsive Research, Teaching, and Public Service
- Expanded Pathways for Access and Success
- Engaging and Healthy Campus Climate

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

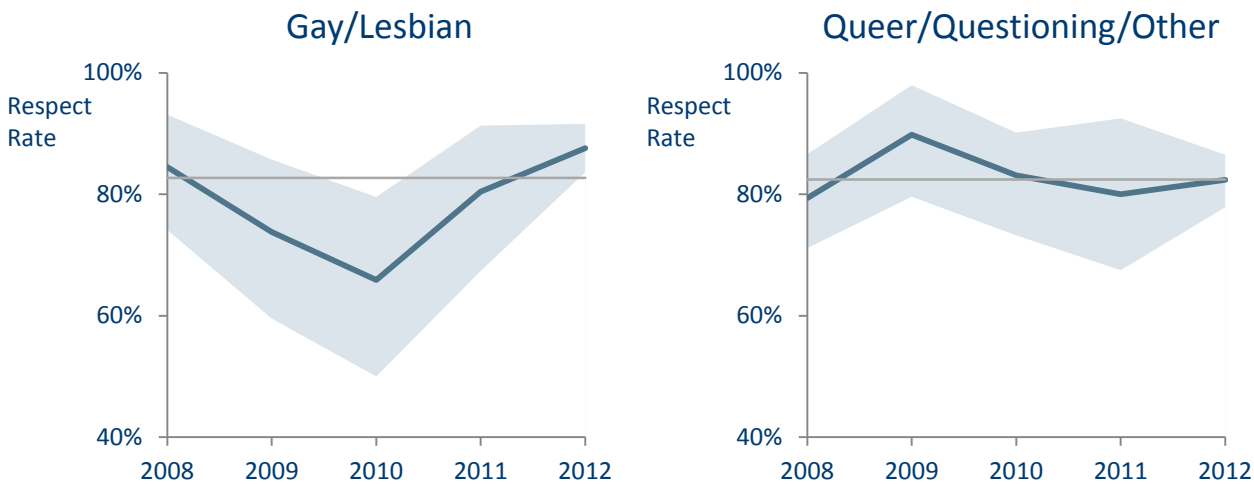
UCUES Overview

- 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

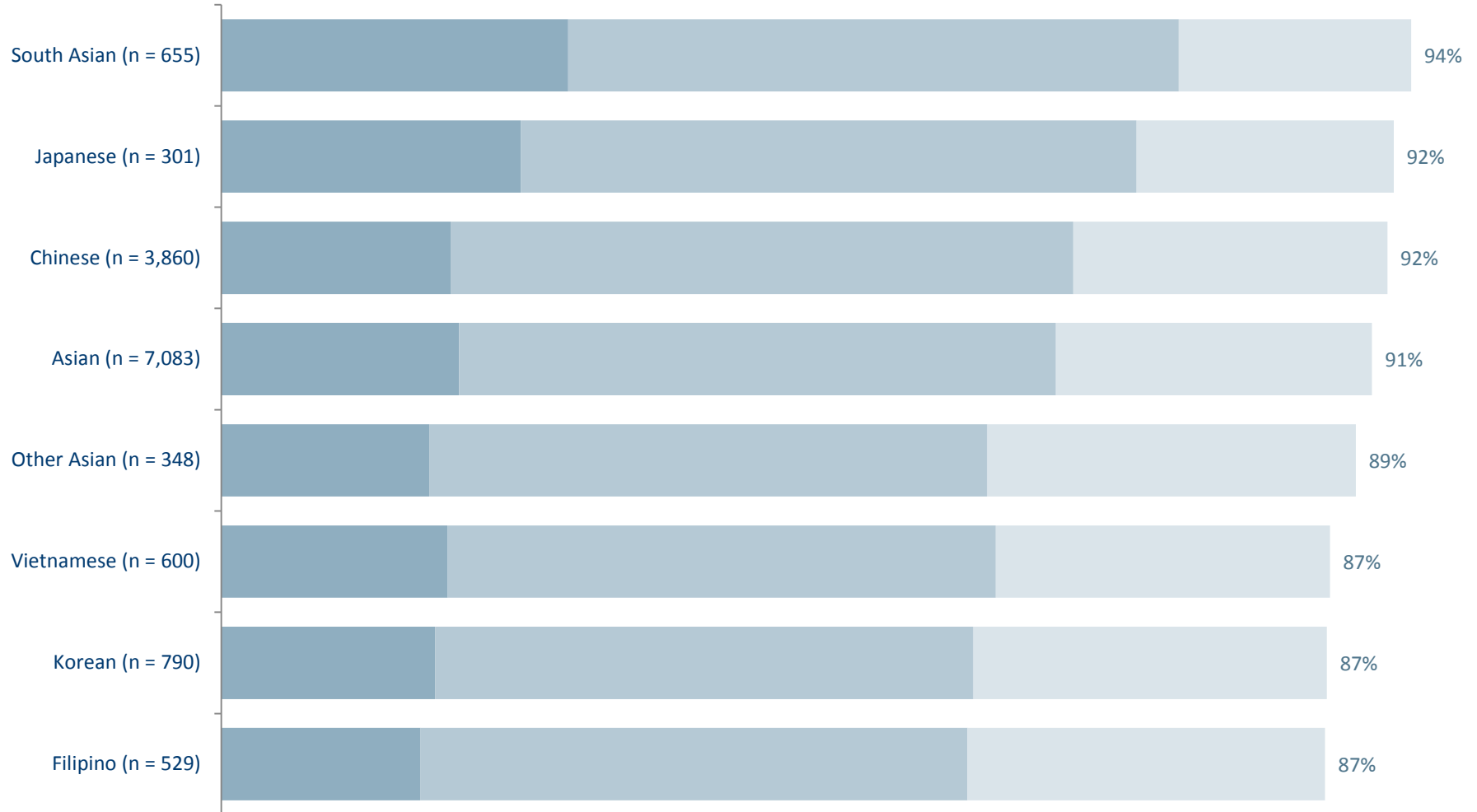


Source: UCUES, UC Berkeley, 2008-2012

How Do Respect Rates Vary Across Asian Ethnicities?

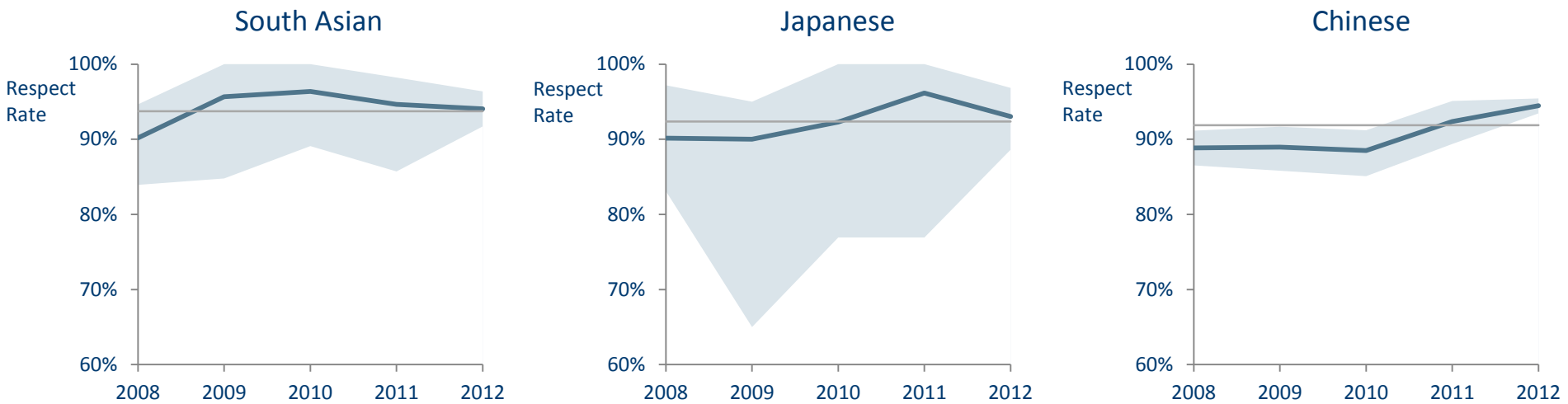
Respect rates for UC Berkeley students by Asian ethnicity, 2008-2012

Strongly Agree Agree Somewhat Agree

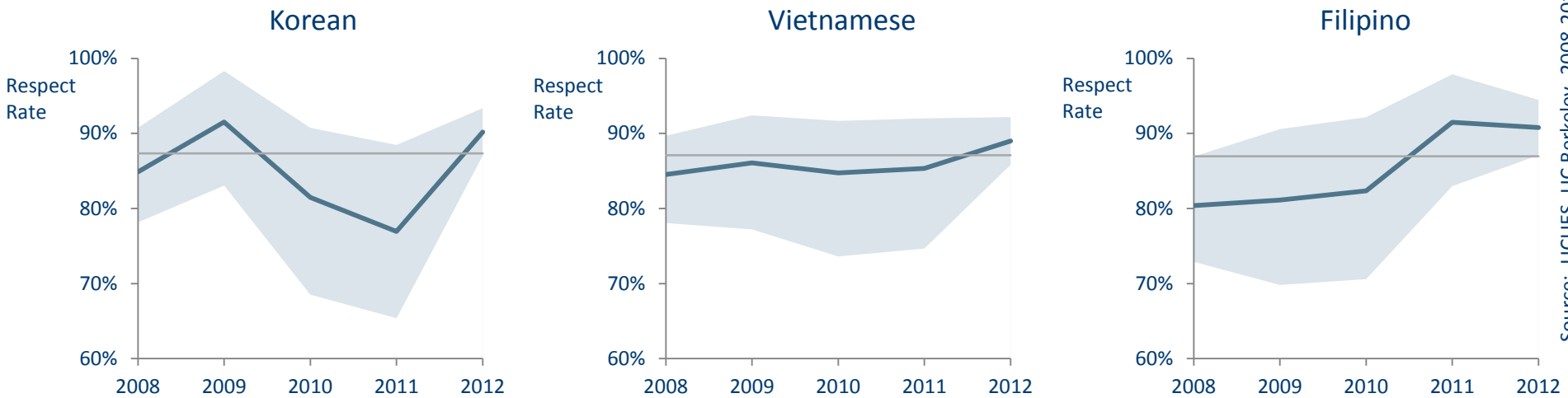


Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Respect Trends by Asian Ethnicity



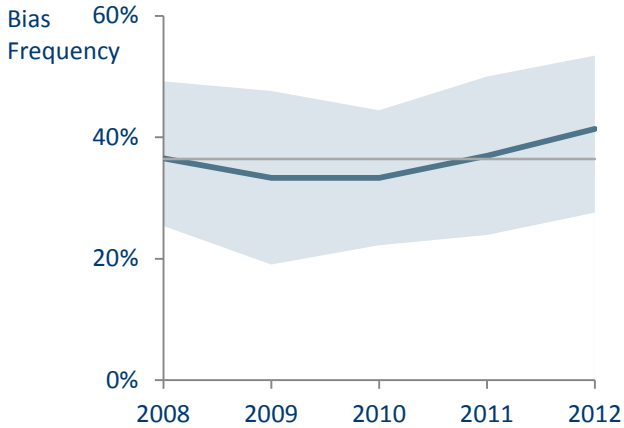
Respect Rate 95% Confidence Interval Agreement, All Years



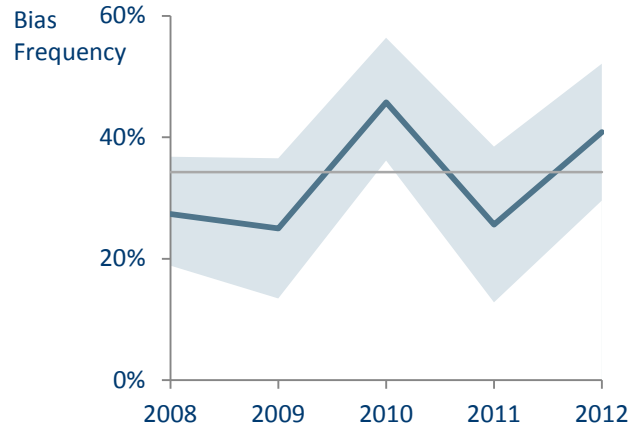
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Sexual Orientation Bias from Students Trends

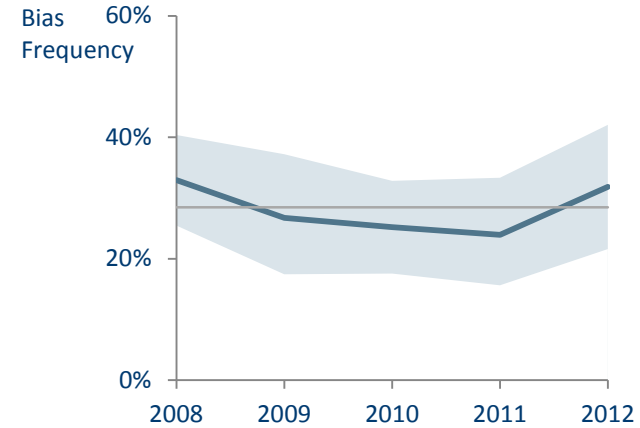
Gay/Lesbian



Queer/Questioning/Other

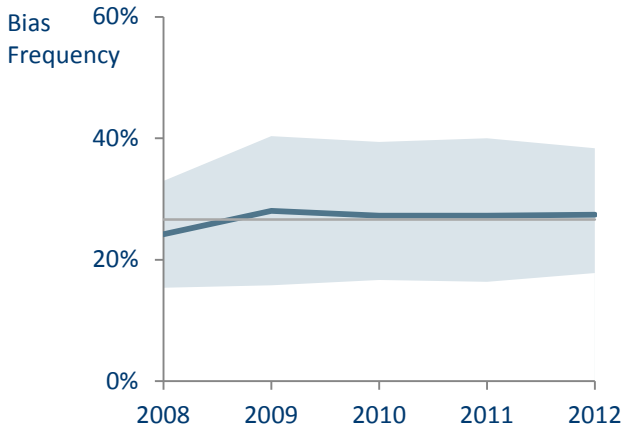


Decline to State Orientation

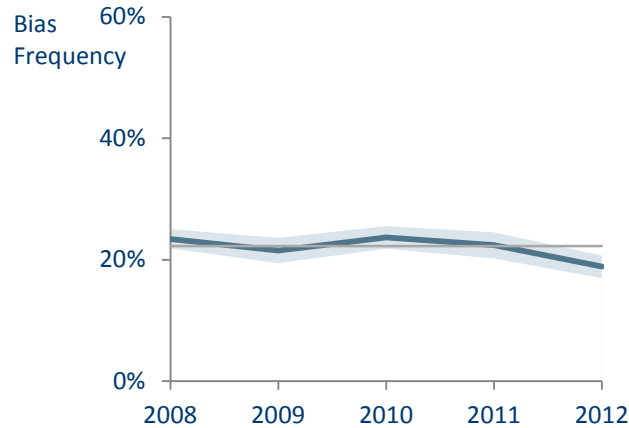


Bias Frequency 95% Confidence Interval Agreement, All Years

Bisexual



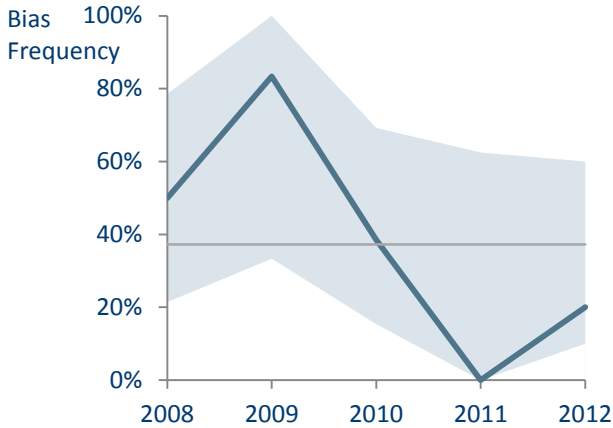
Heterosexual



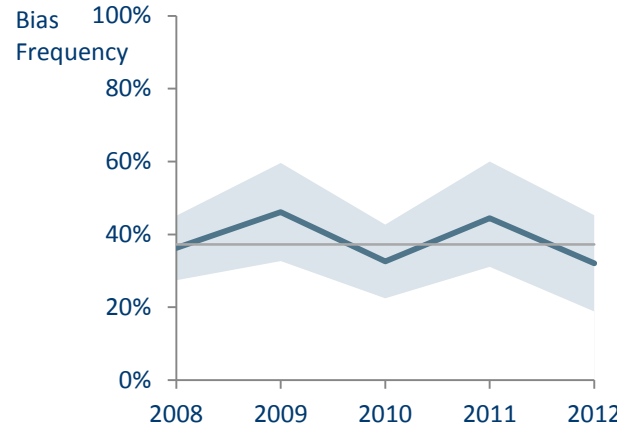
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Religious Affiliation Bias from Students Trends

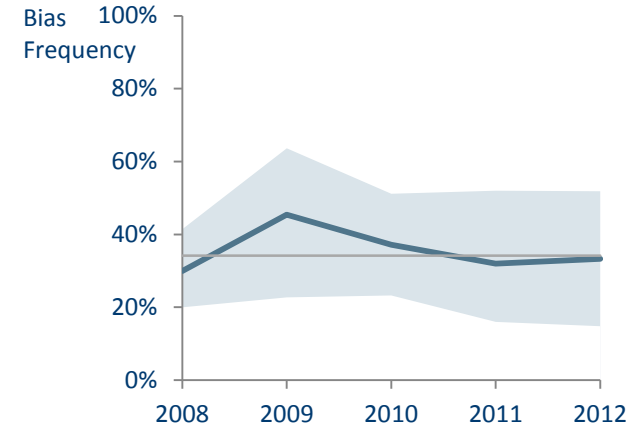
Sikh



Jewish

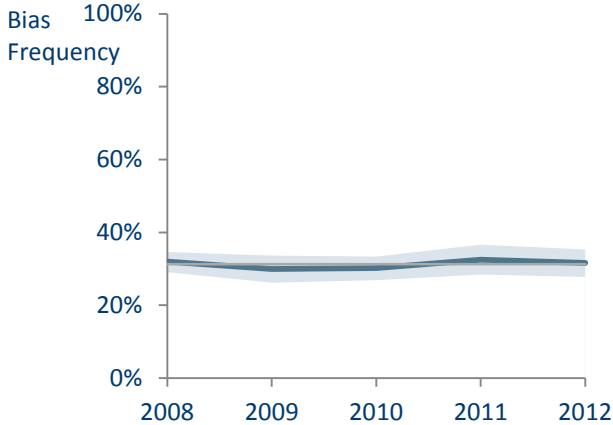


Muslim

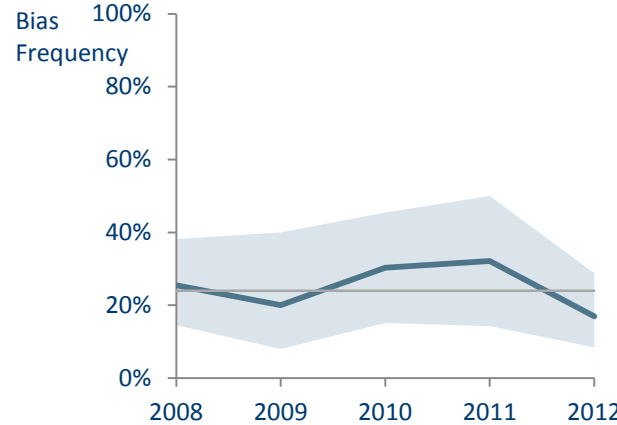


Bias Frequency 95% Confidence Interval Agreement, All Years

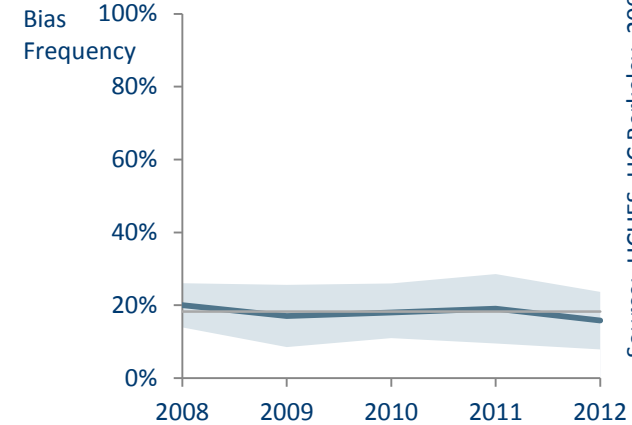
Christian



Hindu



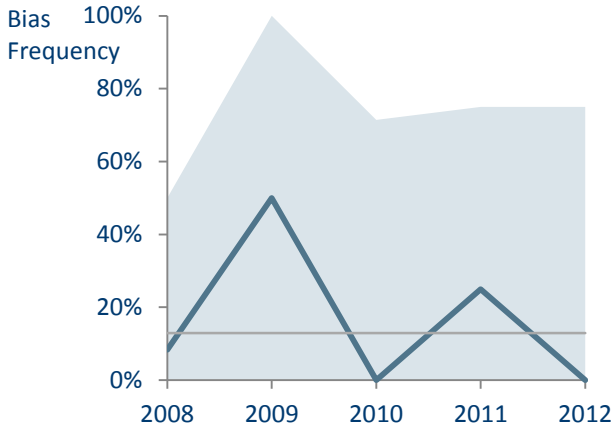
Buddhist



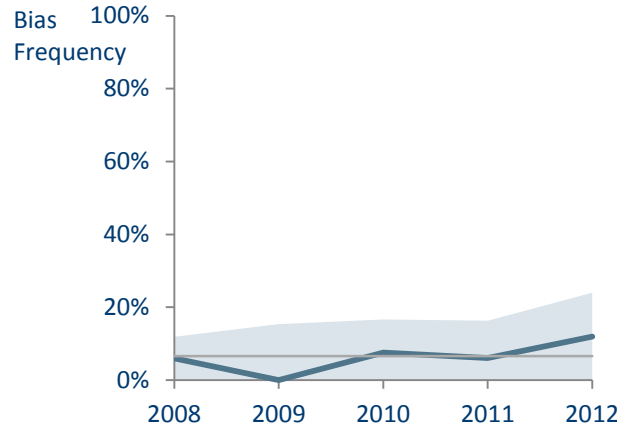
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Race/Ethnicity Bias from Instructors Trends

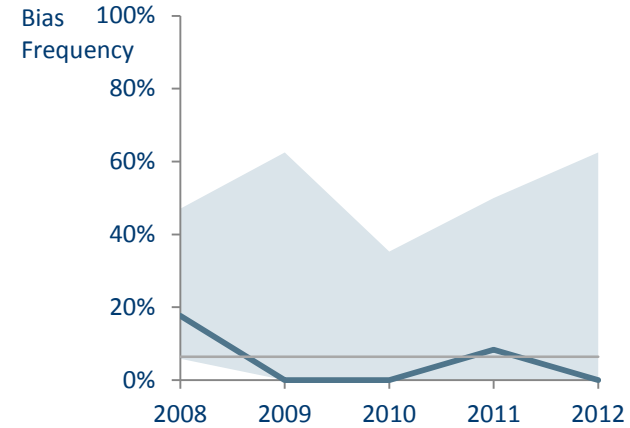
Pacific Islander



African American

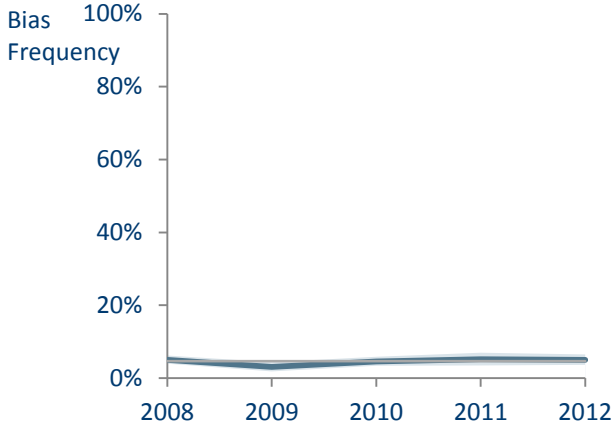


Native American

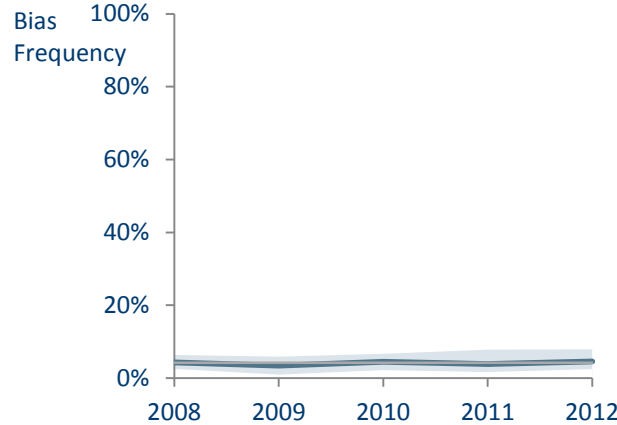


Bias Frequency 95% Confidence Interval Agreement, All Years

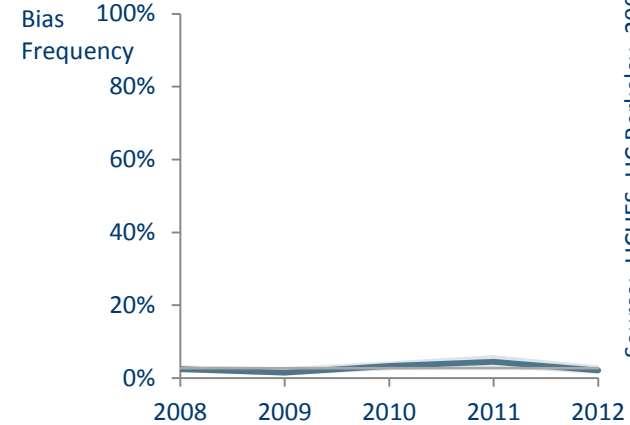
Asian



Chicano/Latino



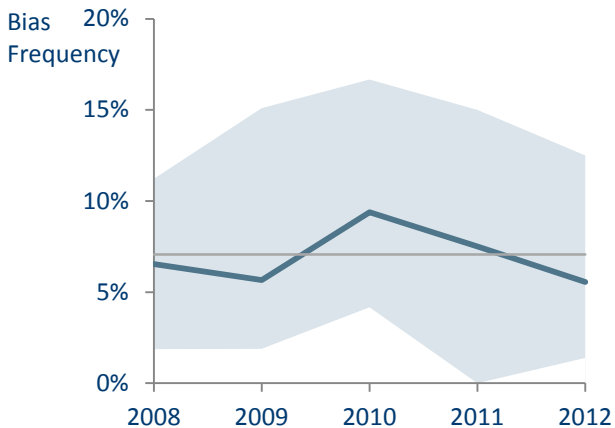
White



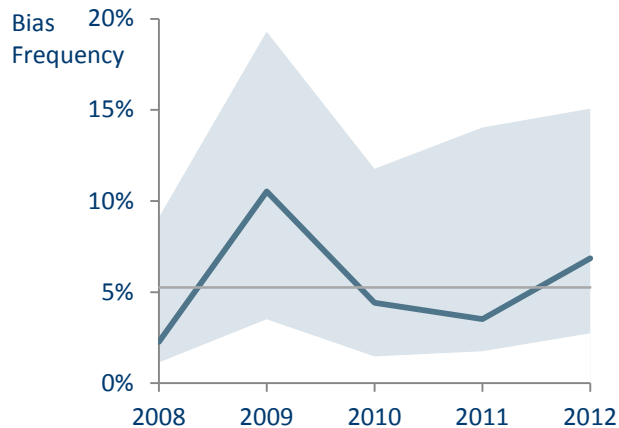
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Sexual Orientation Bias from Instructors Trends

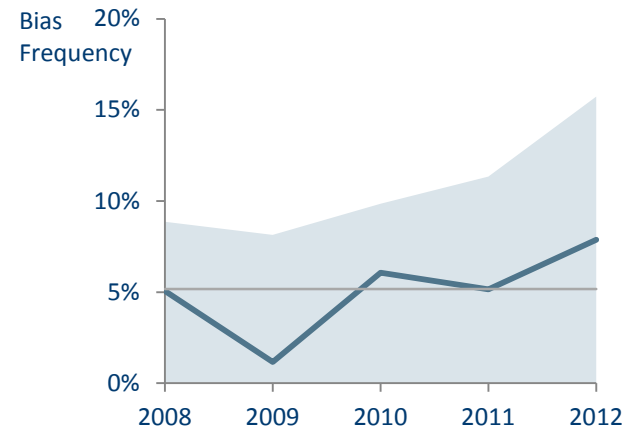
Queer/Questioning/Other



Bisexual

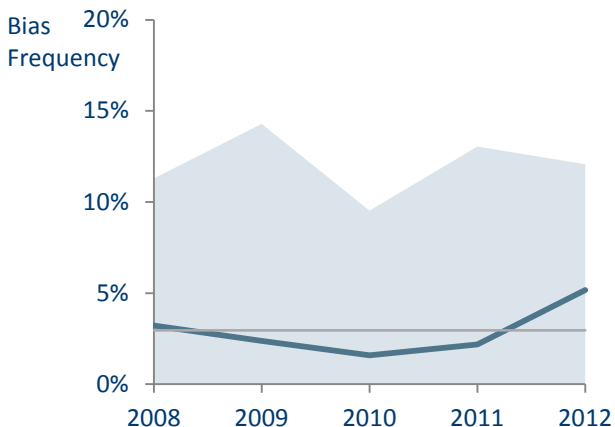


Decline to State Orientation

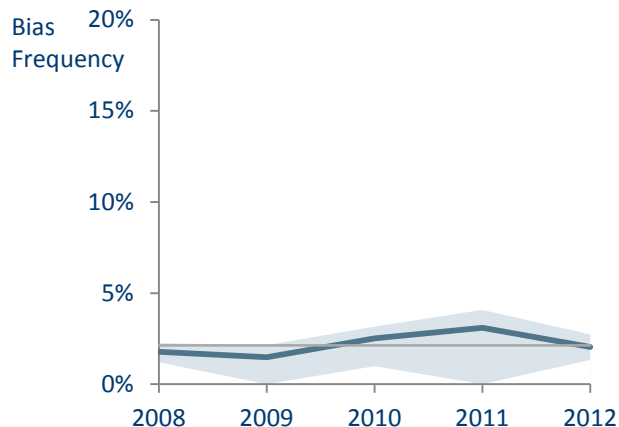


Bias Frequency 95% Confidence Interval Agreement, All Years

Gay/Lesbian



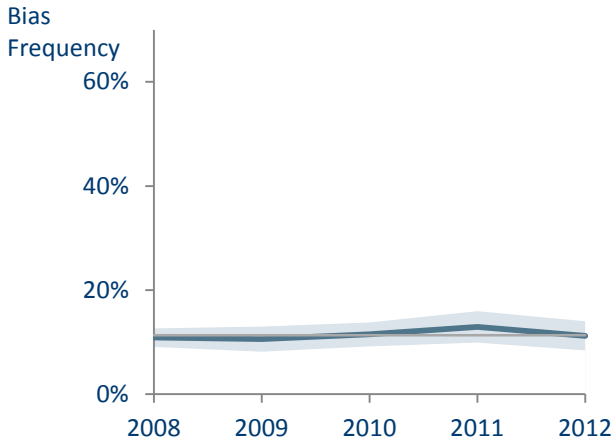
Heterosexual



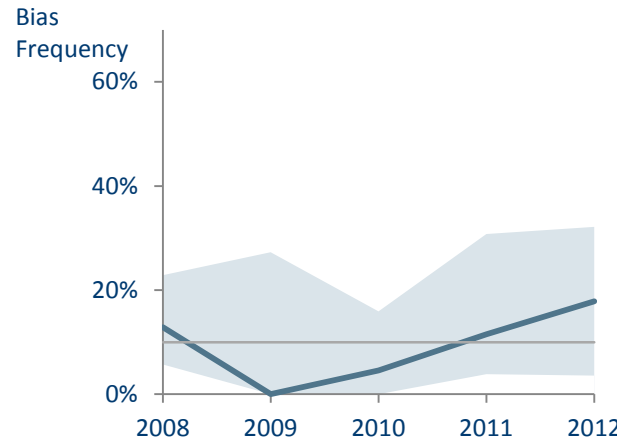
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Religious Affiliation Bias from Instructors Trends

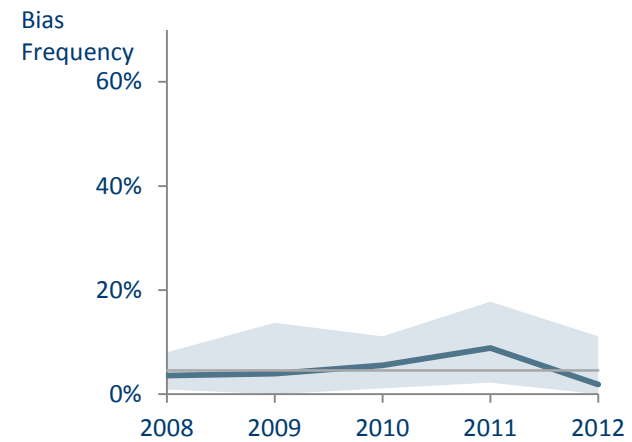
Christian



Muslim

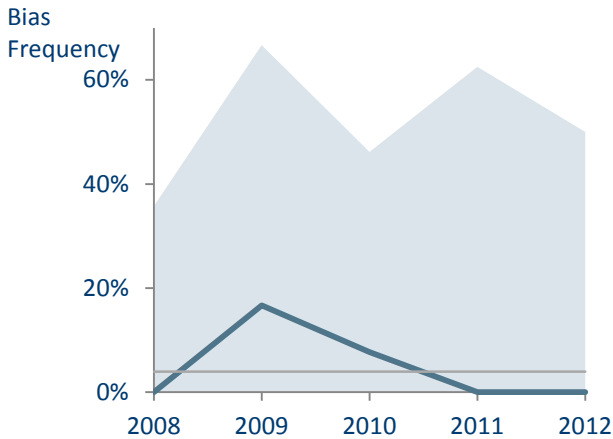


Jewish

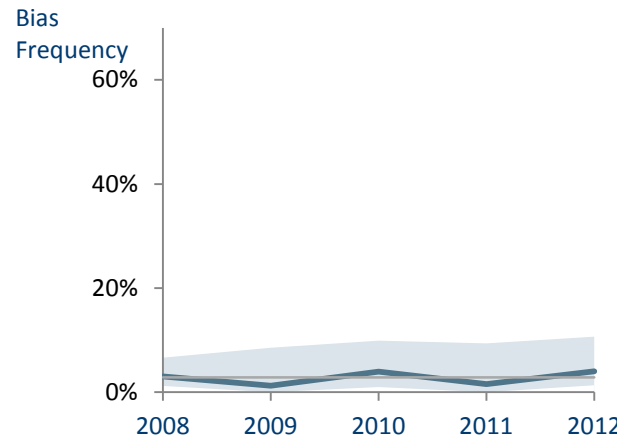


Bias Frequency 95% Confidence Interval Agreement, All Years

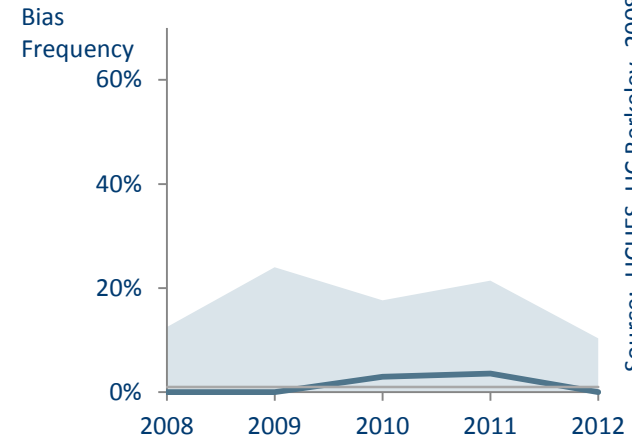
Sikh



Buddhist



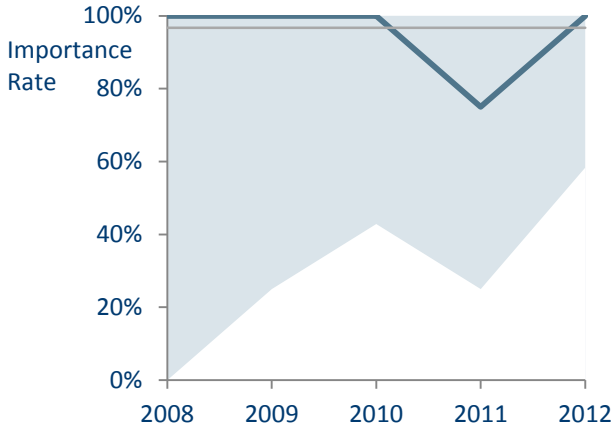
Hindu



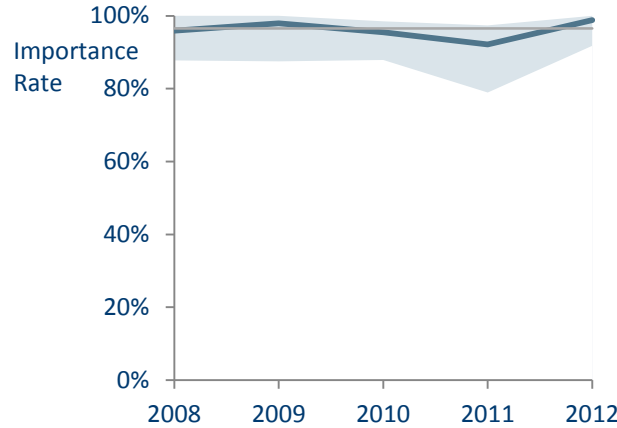
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Diversity Importance to Me by Race/Ethnicity Trends

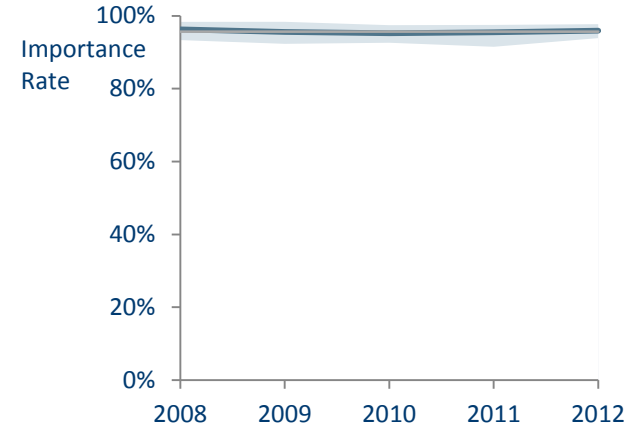
Pacific Islander



African American

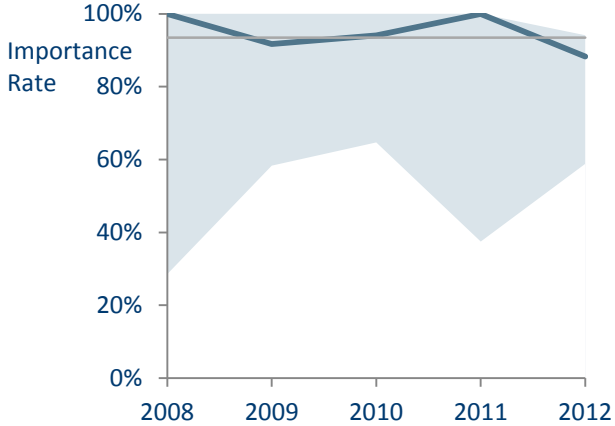


Chicano/Latino

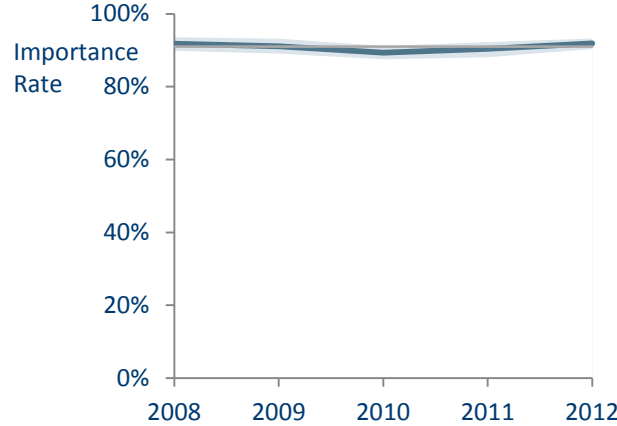


Importance Rate 95% Confidence Interval Agreement, All Years

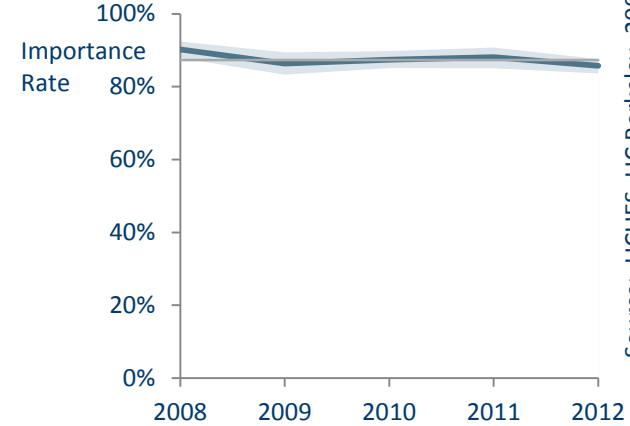
Native American



Asian



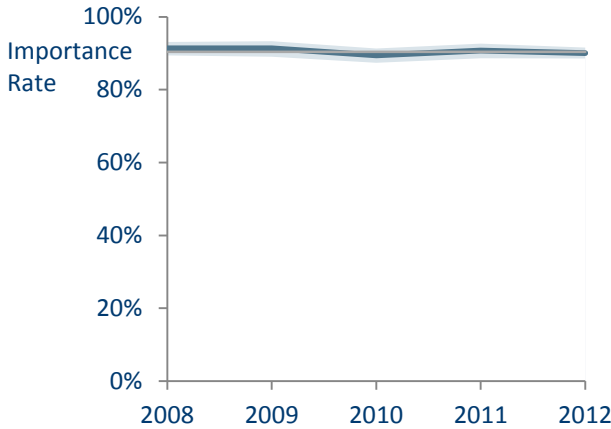
White



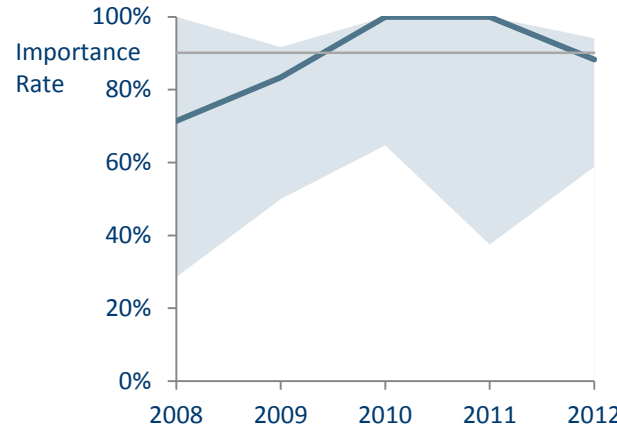
Source: UCUES, UC Berkeley, 2008-2012

UC Berkeley Diversity Importance to Campus by Race/Ethnicity Trends

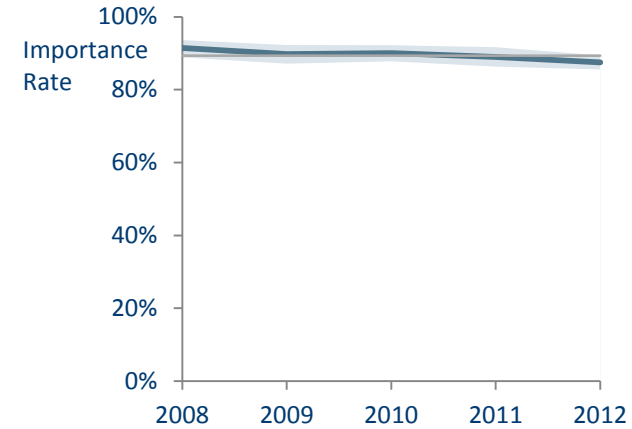
Asian



Native American

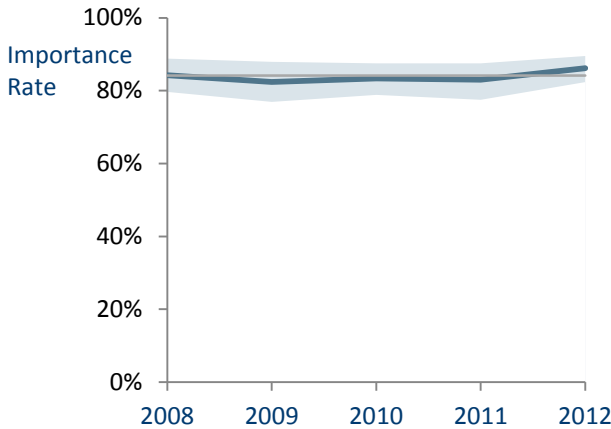


White

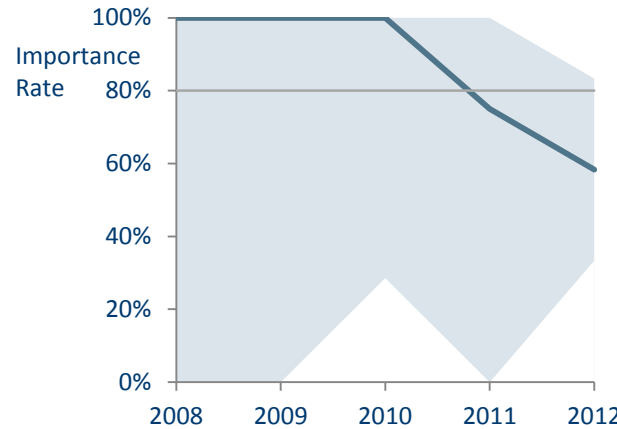


Importance Rate 95% Confidence Interval Agreement, All Years

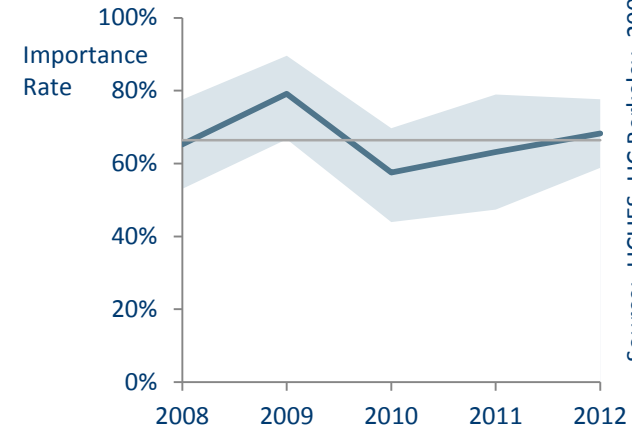
Chicano/Latino



Pacific Islander



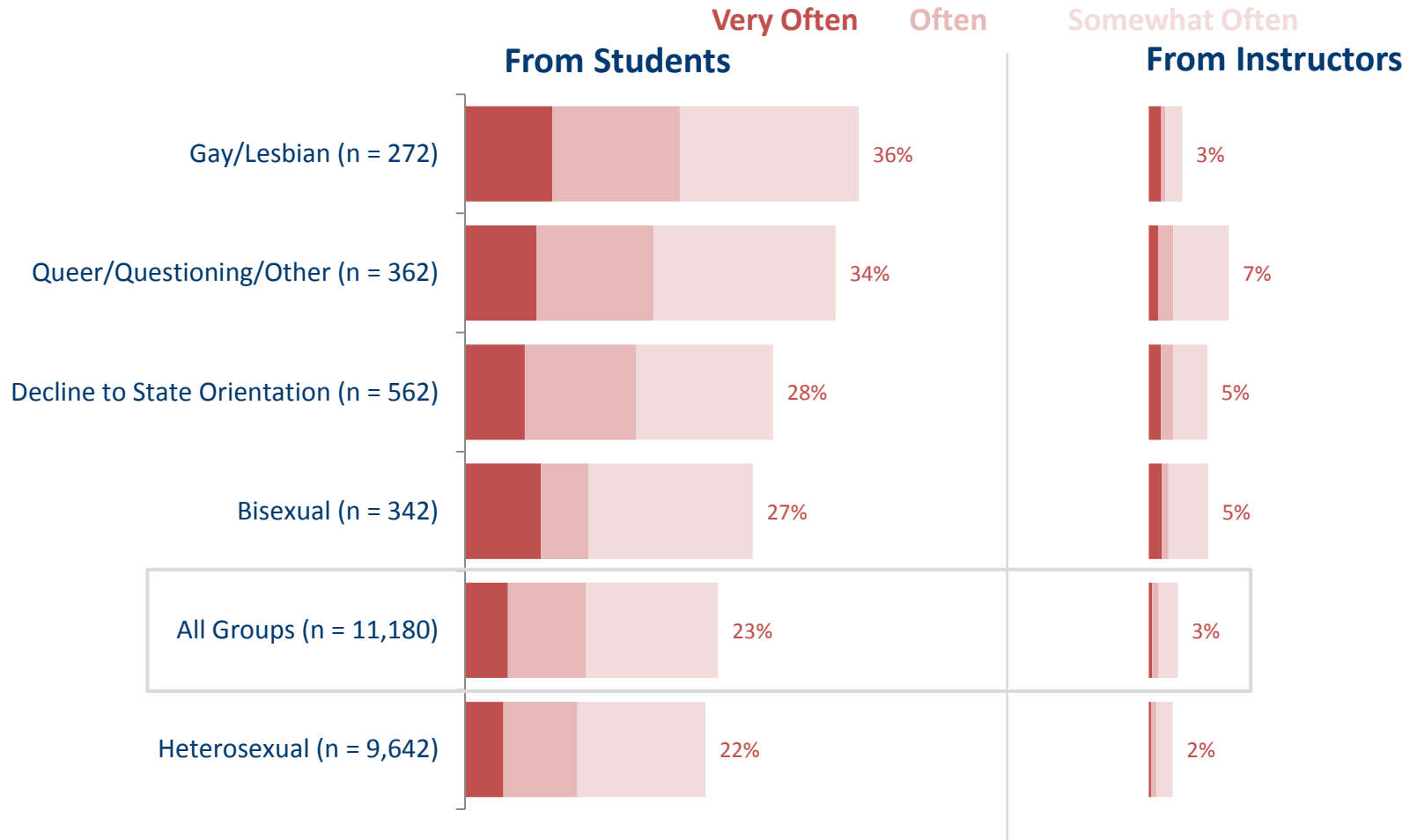
African American



Source: UCUES, UC Berkeley, 2008-2012

Sexual Orientation Bias Frequency

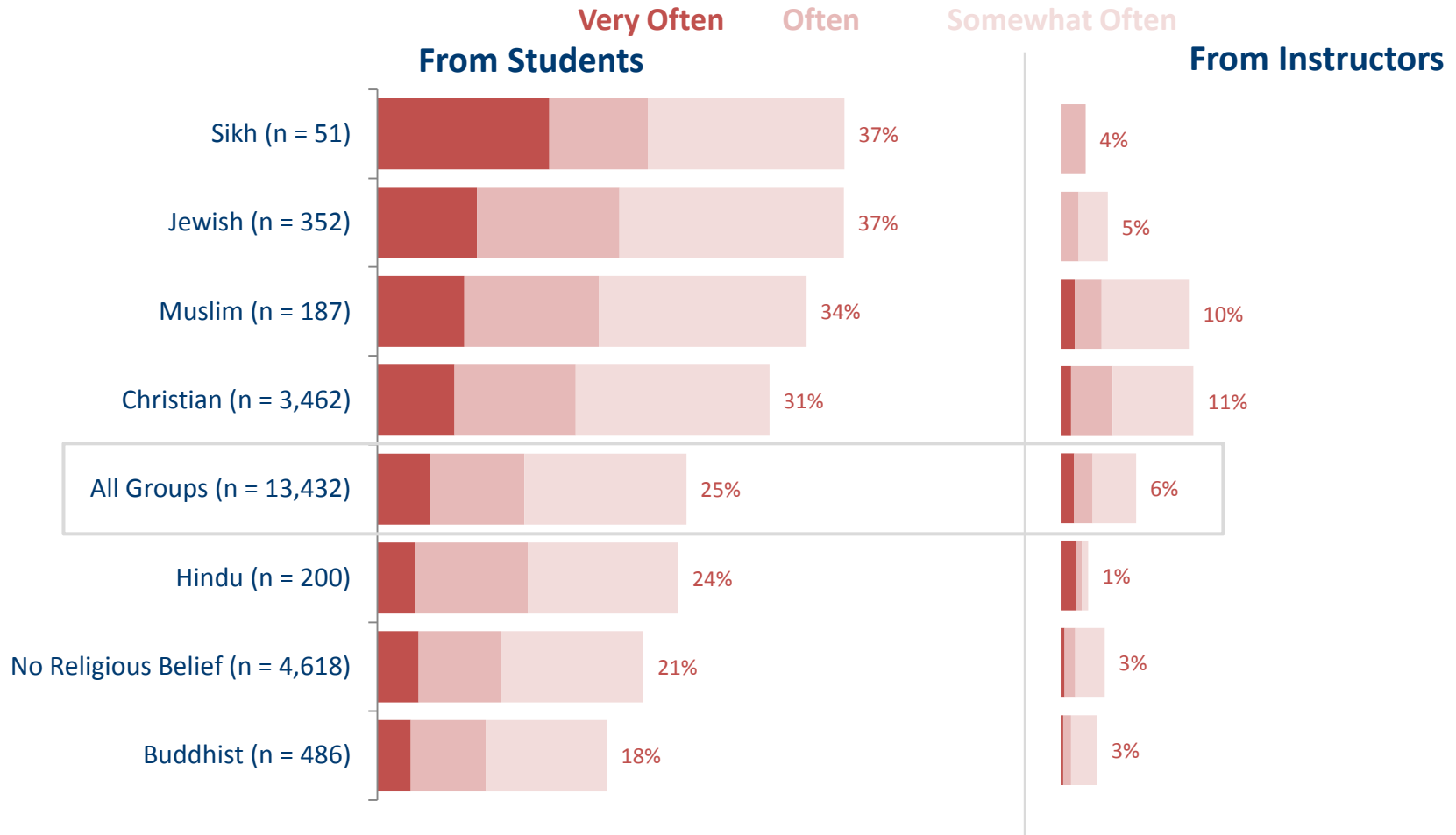
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about sexual orientations”, UC Berkeley 2008-2012



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