

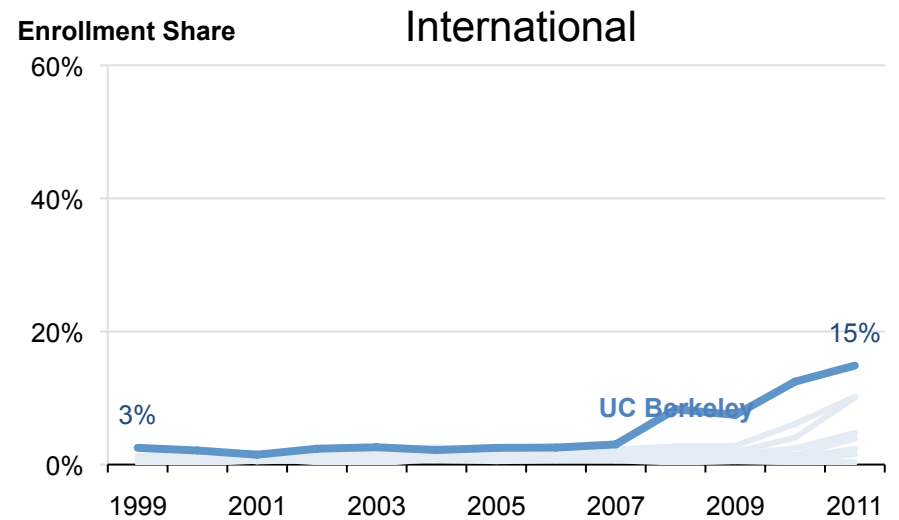
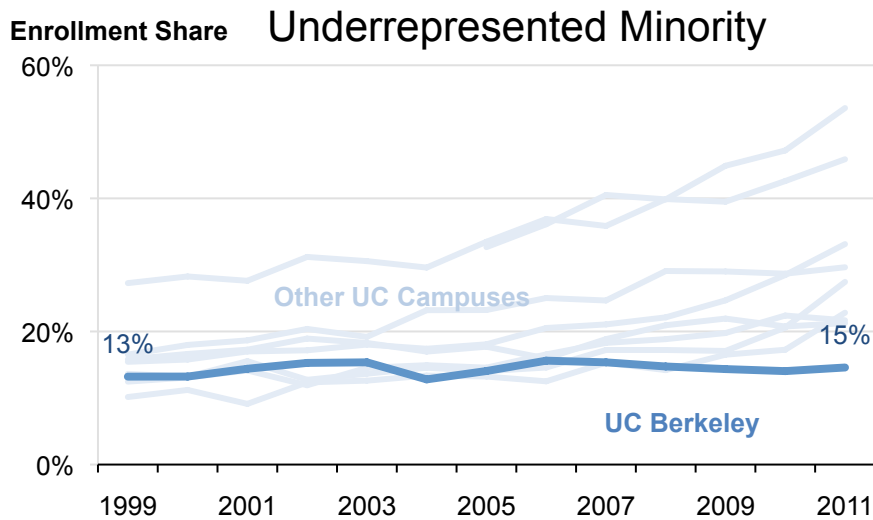
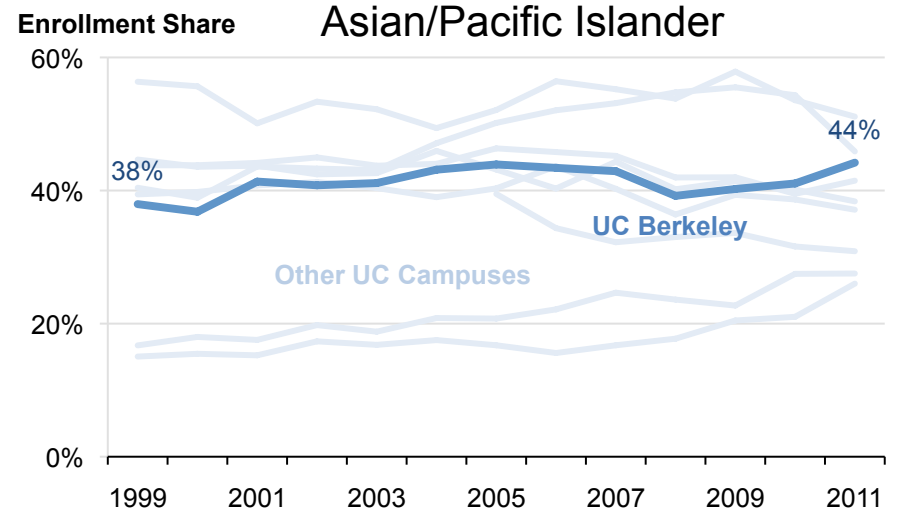
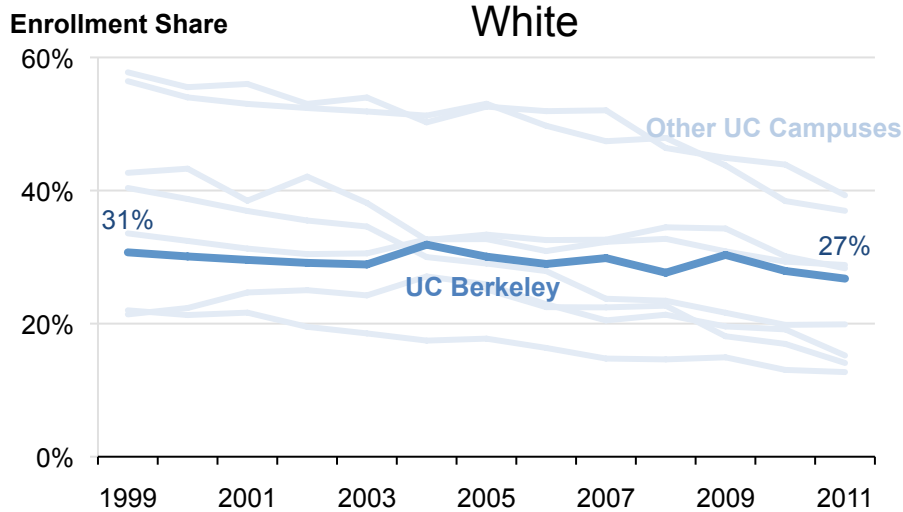
# Assessing Undergraduate Campus Climate Trends at UC Berkeley

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



URM = Underrepresented 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:

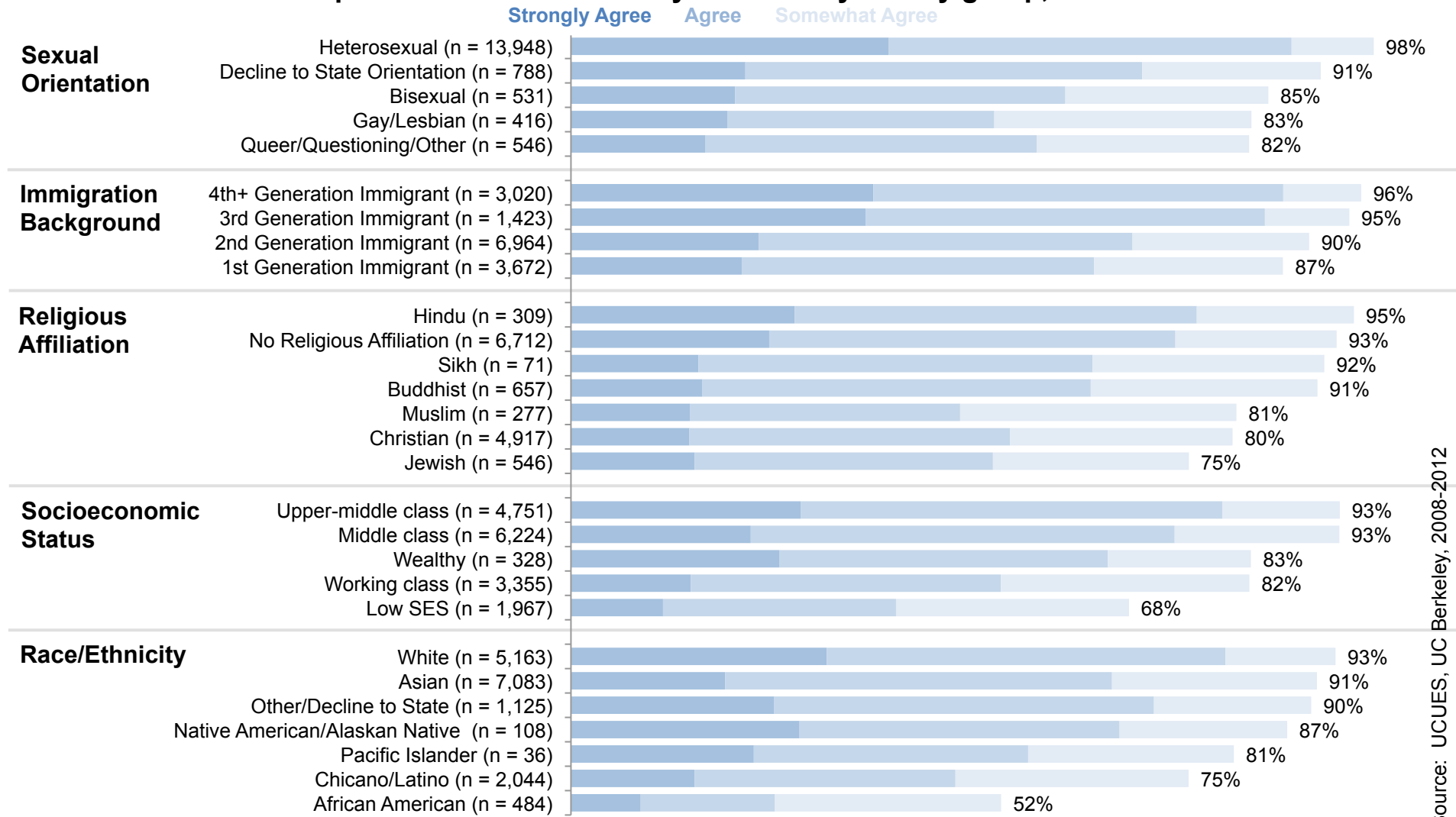
- “Campus climate is a measure — real or perceived — of the personal, academic and professional interactions that occur.” (UC Office of the President)
- “[T]he events, messages, symbols, core beliefs, feelings, and so, so much more - which make this a welcoming environment — or not - for all.” (Virginia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

# 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

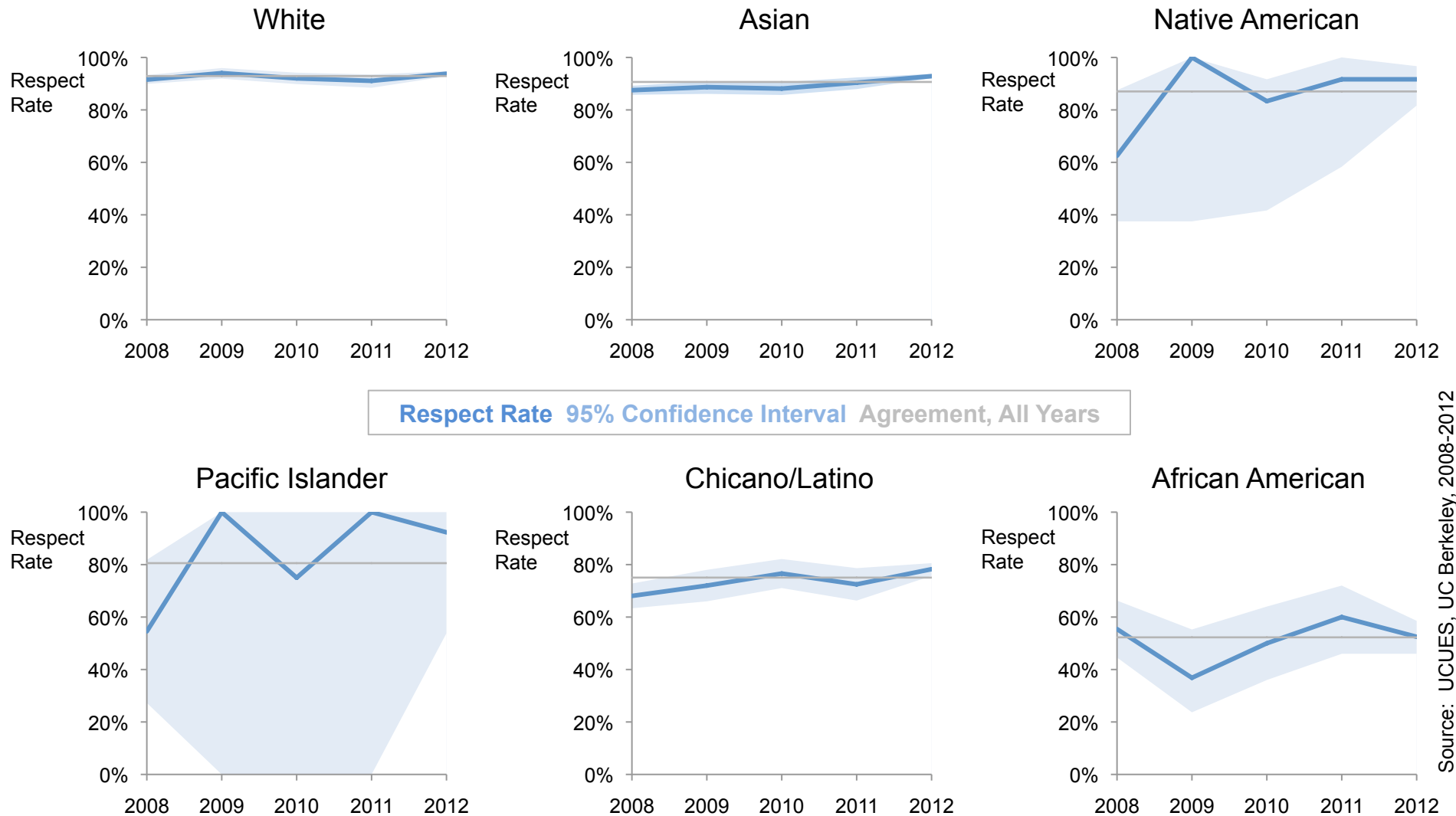
# How Do Respect Rates Vary Across Groups?

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



Source: UCUES, UC Berkeley, 2008-2012

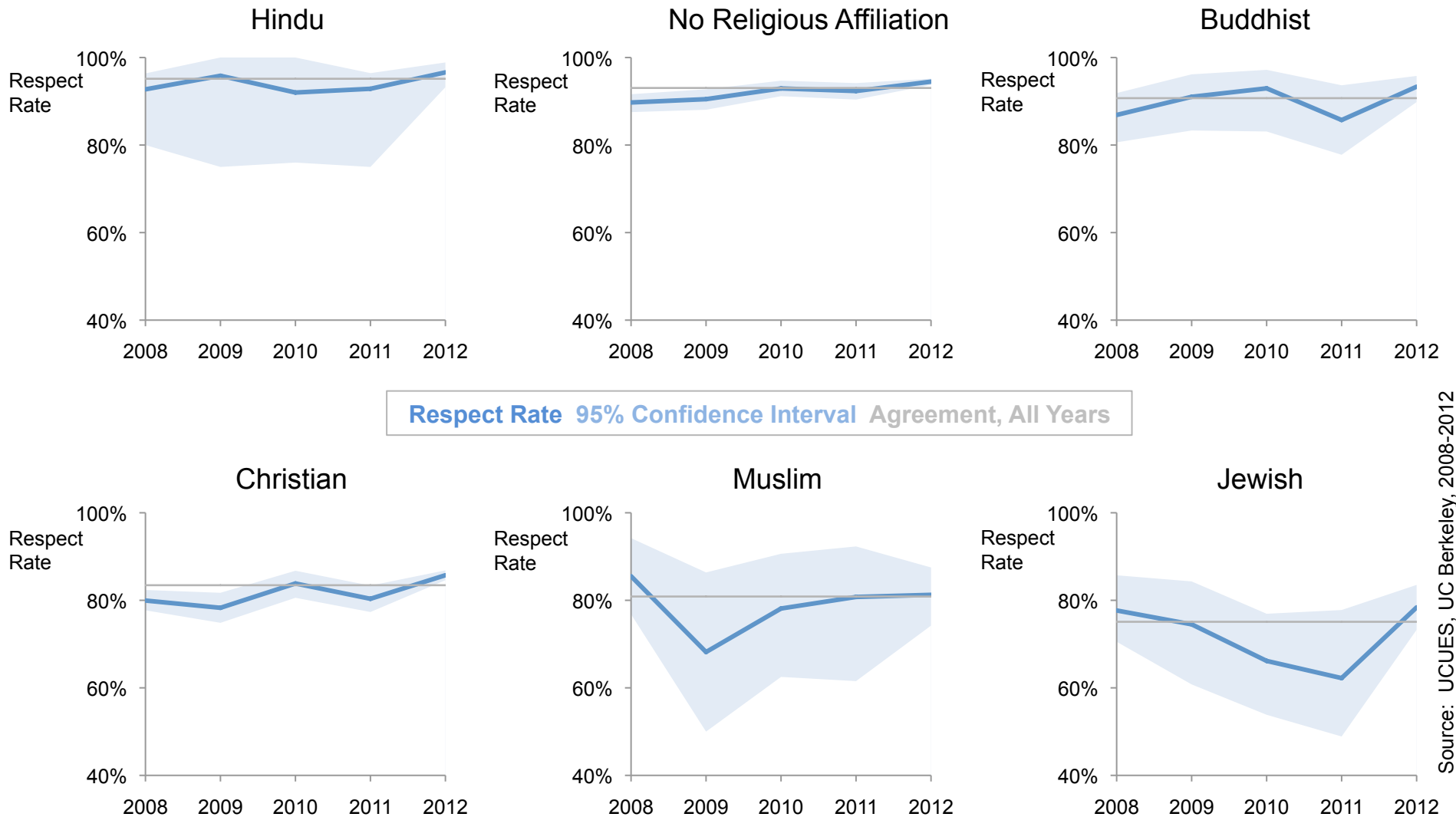
# UC Berkeley Respect Trends by Race/Ethnicity



Source: UCUES, UC Berkeley, 2008-2012



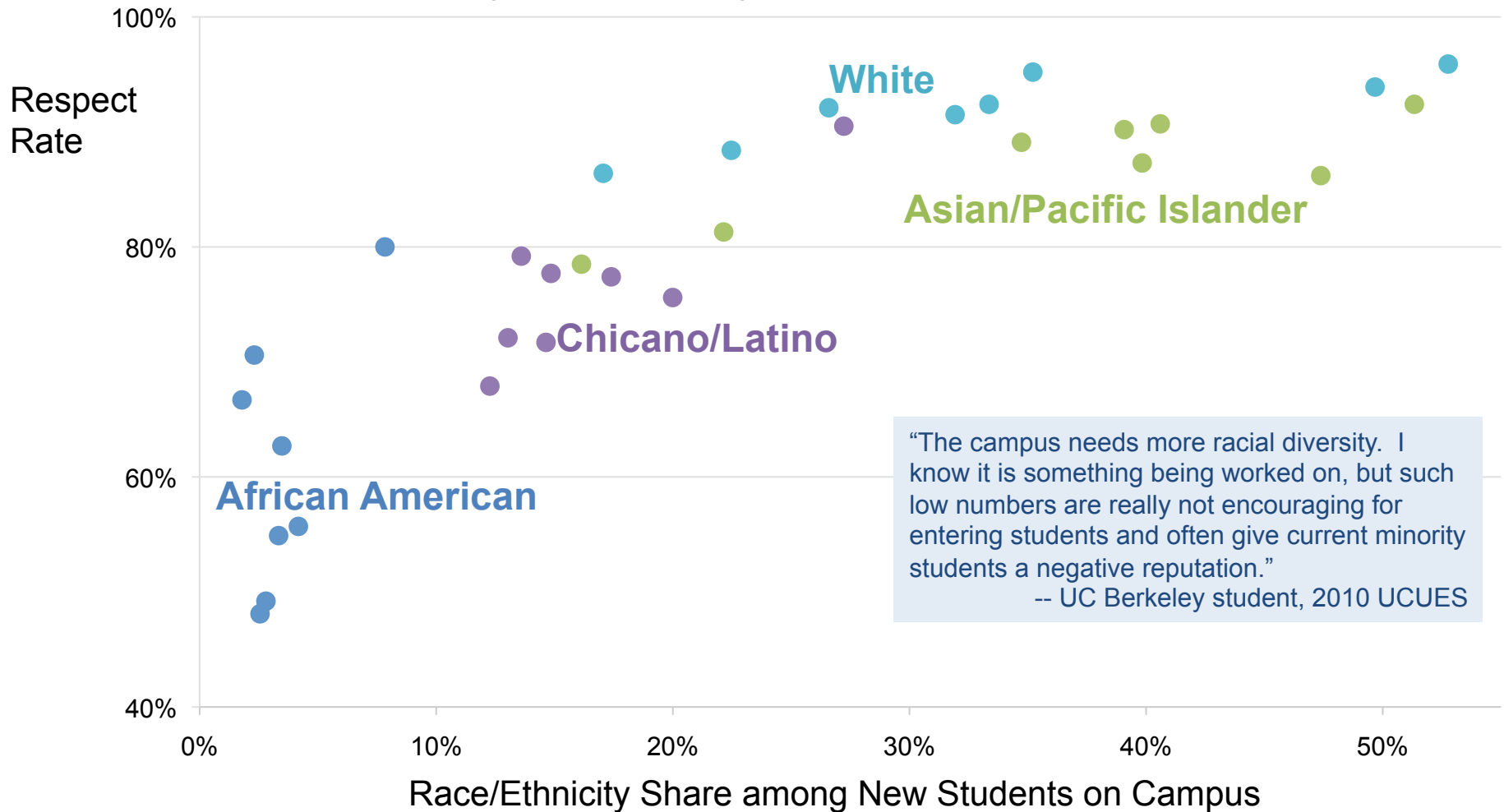
# UC Berkeley Respect Trends by Religious Belief



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?

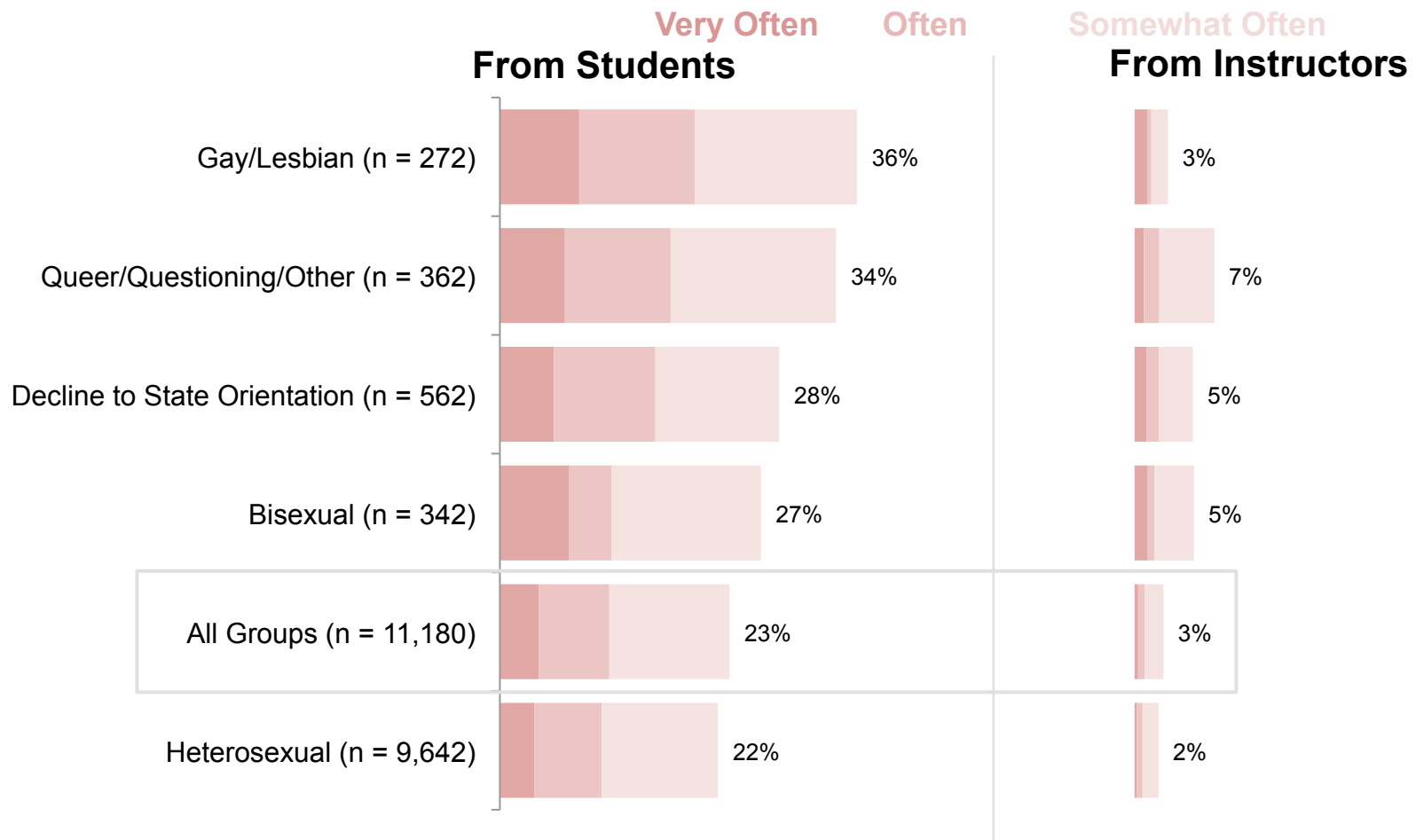
# Climate Metric: Bias Frequency

- 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”



# Sexual Orientation Bias Frequency

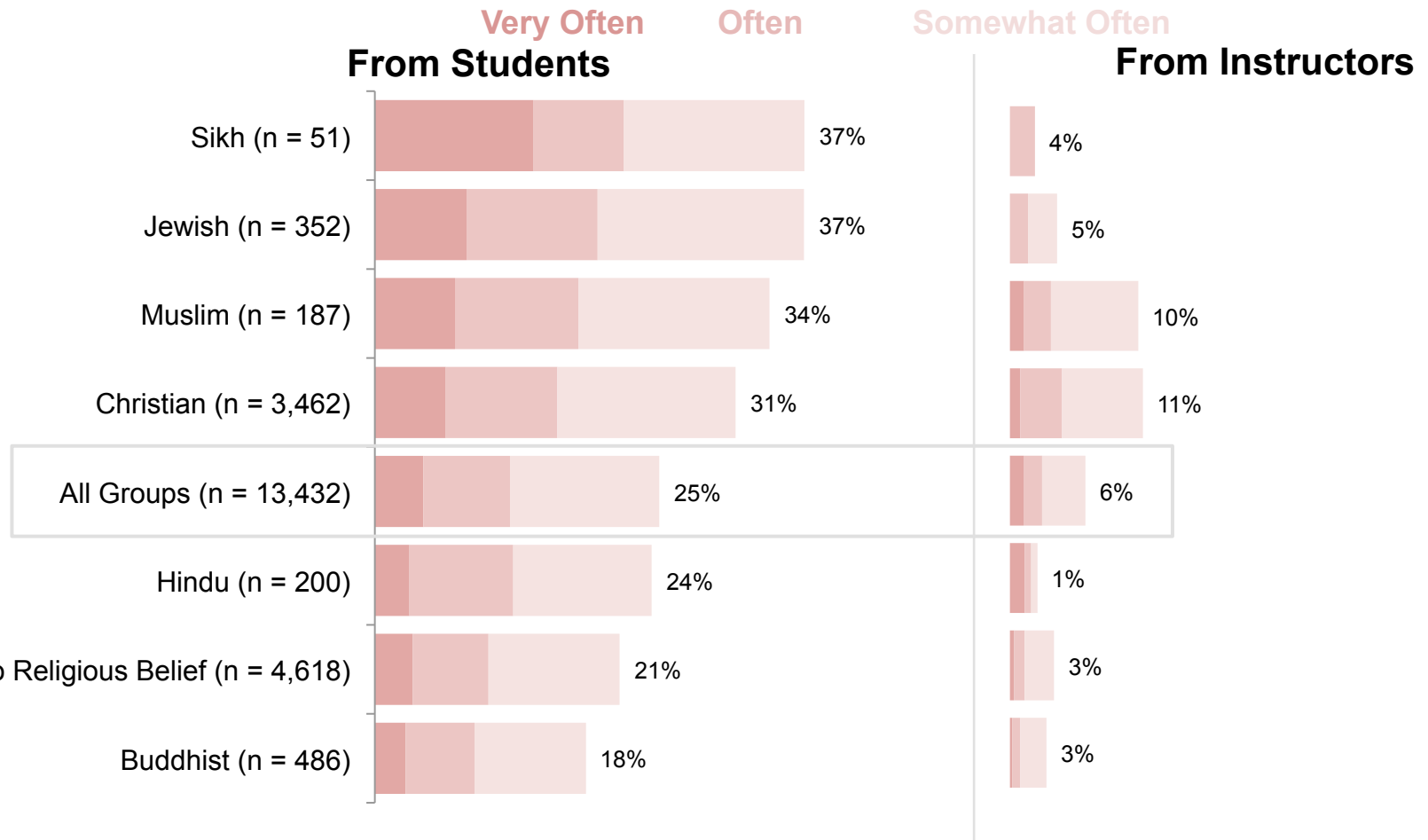
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about sexual orientations”, UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

# Religious Belief Bias Frequency

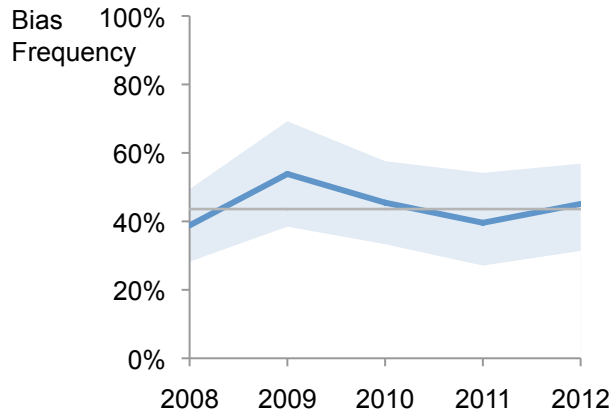
Responses to “In this academic year, I have heard [students/faculty] express negative or stereotypical views about religious beliefs”, UC Berkeley 2008-2012



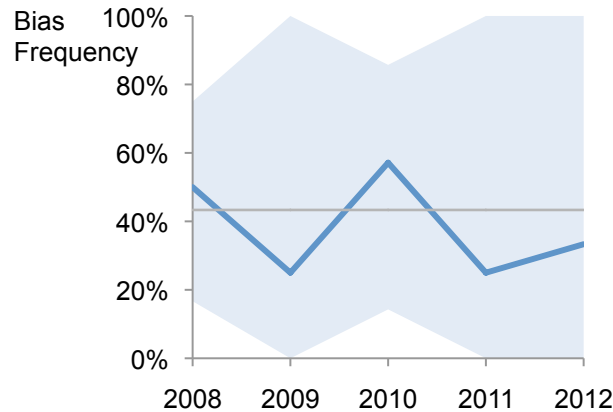
Source: UCUES, UC Berkeley, 2008-2012

# UC Berkeley Race/Ethnicity Bias from Students Trends

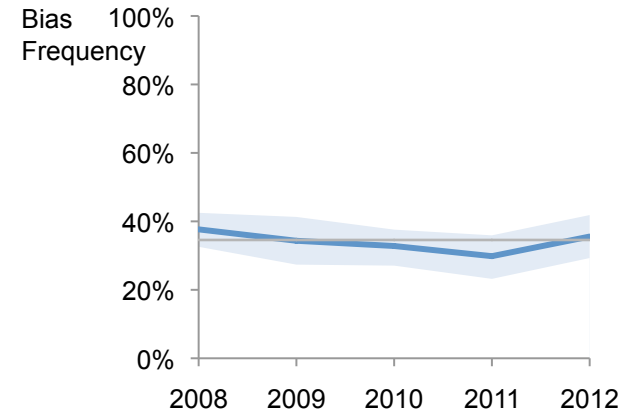
African American



Pacific Islander

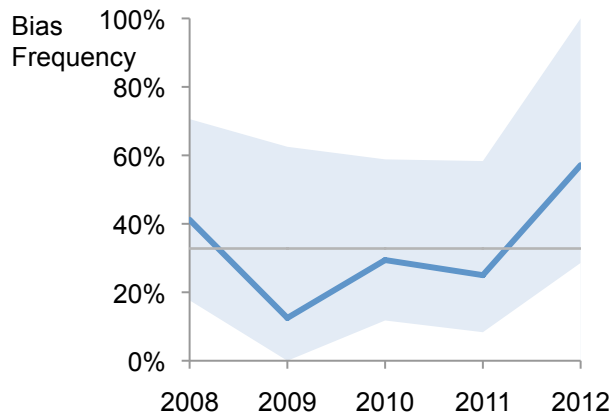


Chicano/Latino

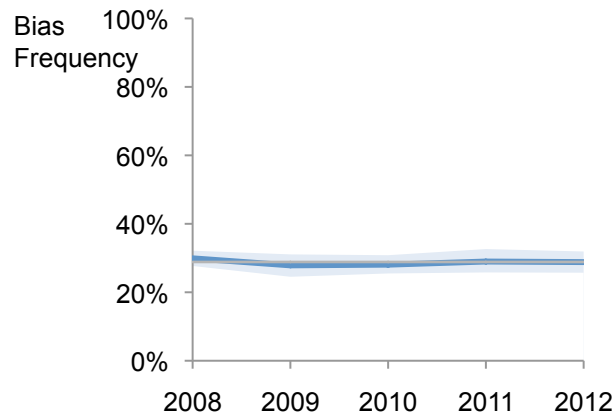


Bias Frequency 95% Confidence Interval Agreement, All Years

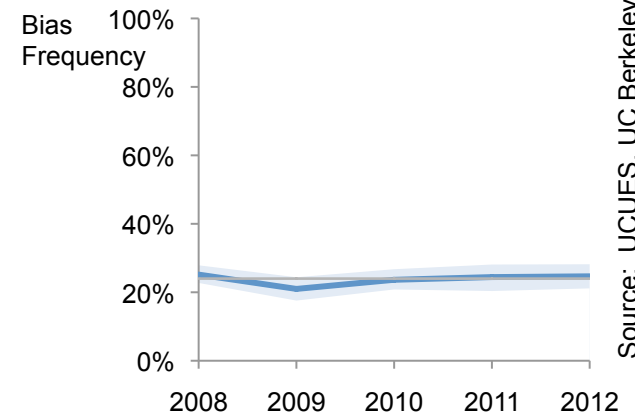
Native American



Asian



White

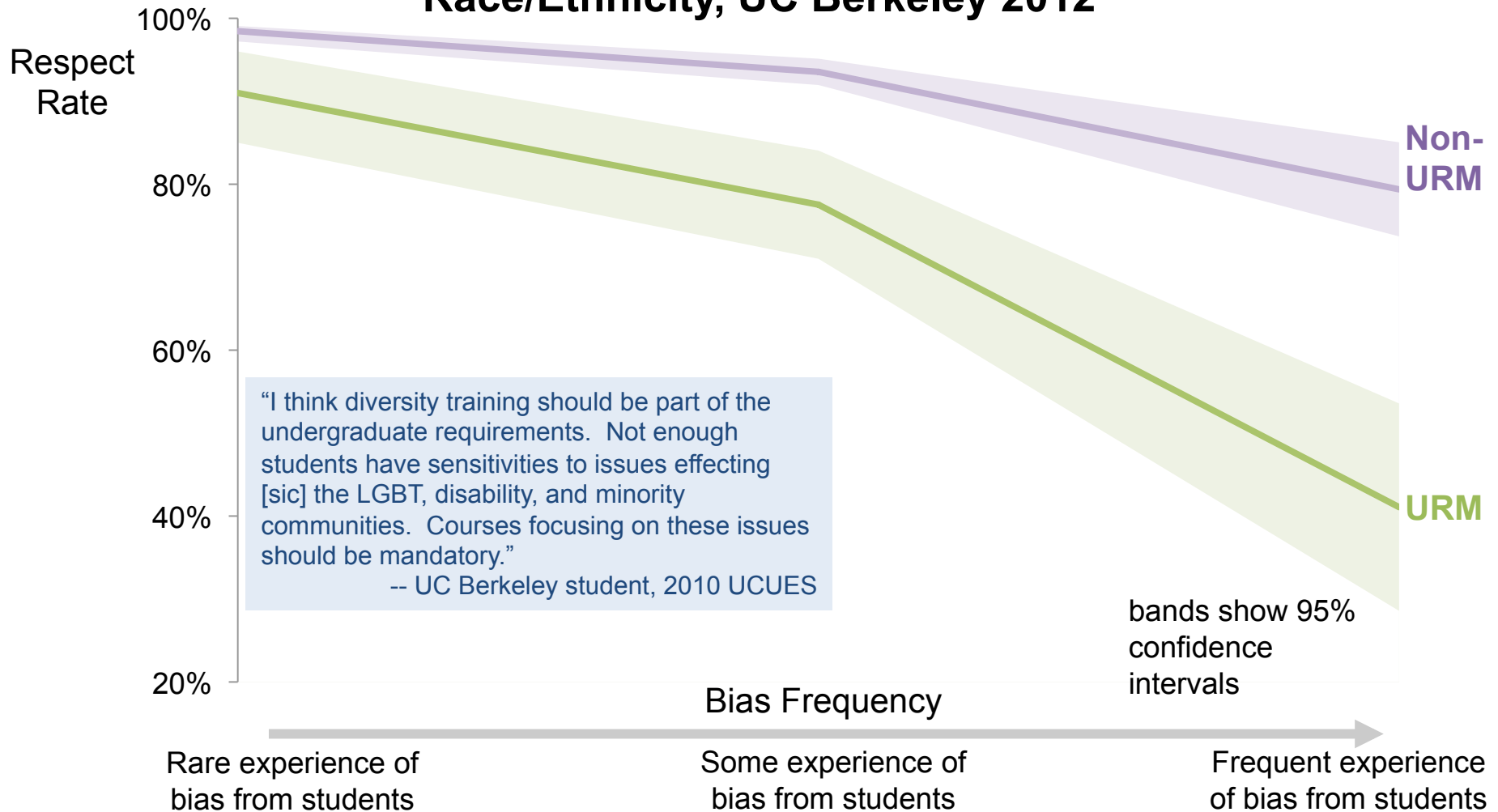


Source: UCUES, UC Berkeley, 2008-2012



# Impact of Bias Frequency on Respect Rates

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

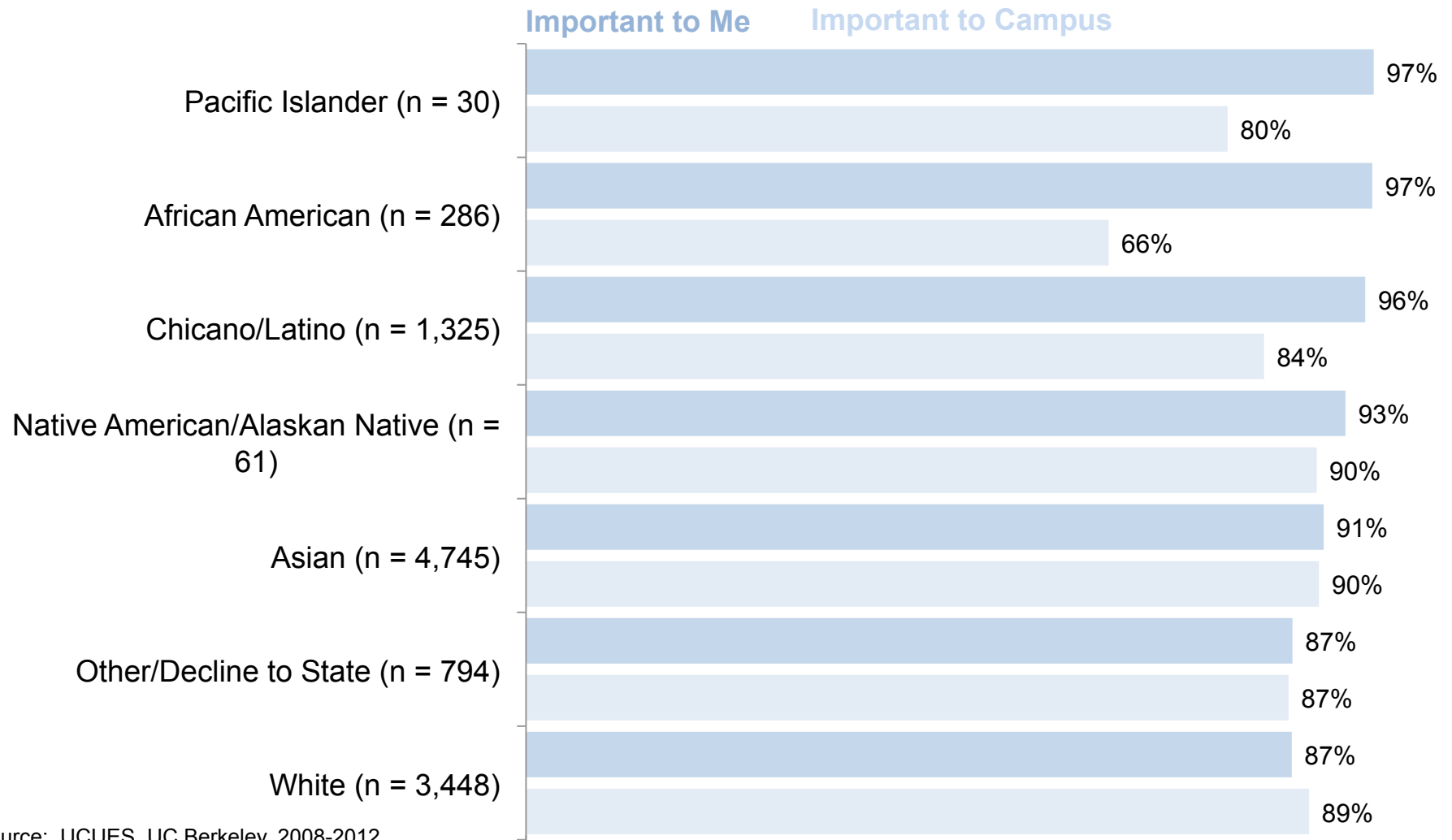


# Climate Metric: Diversity Importance

- 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

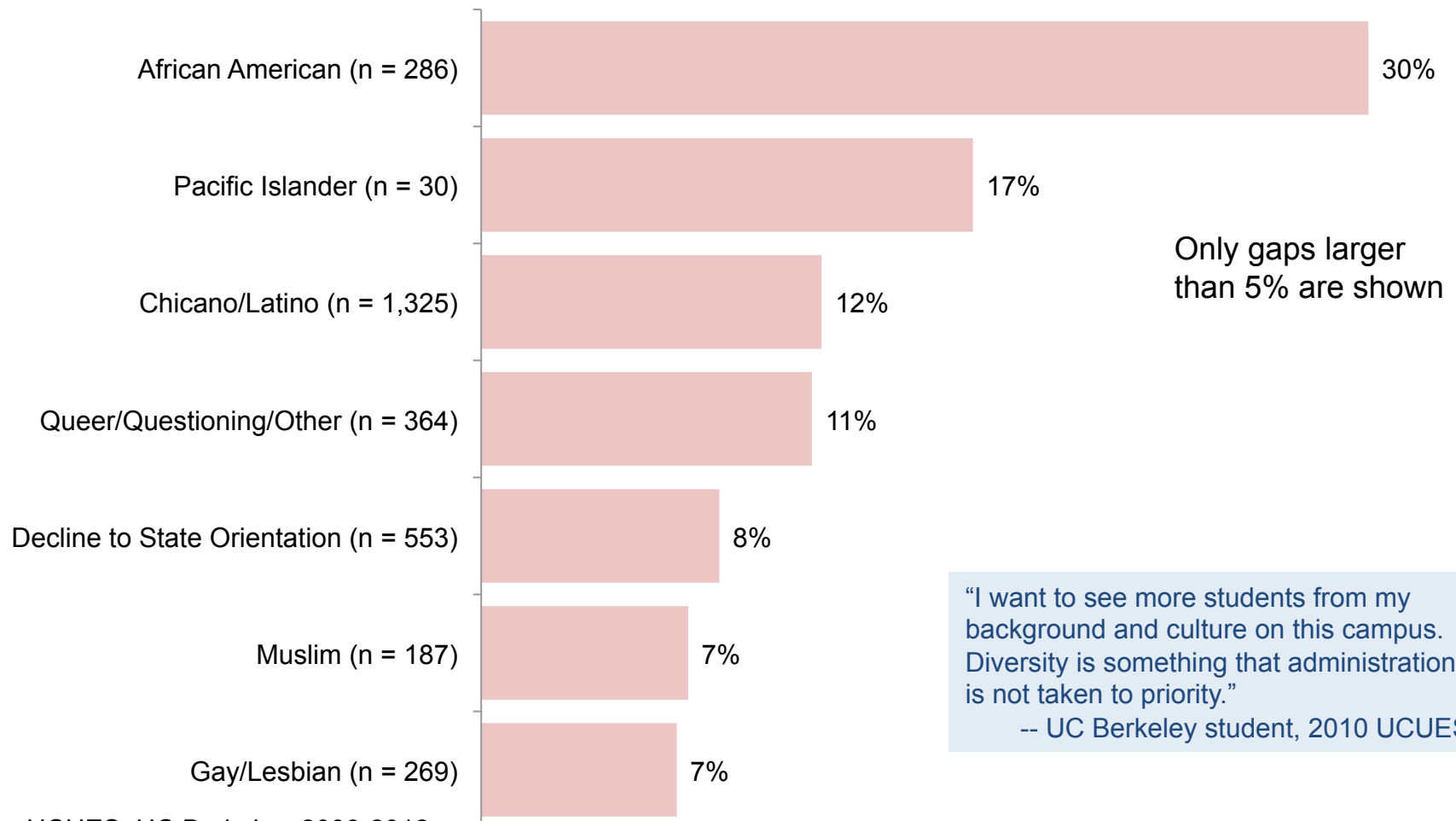
Agreement with “Diversity is important to me/campus”, UC Berkeley 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

# Diversity Importance Gap by Affinity Group

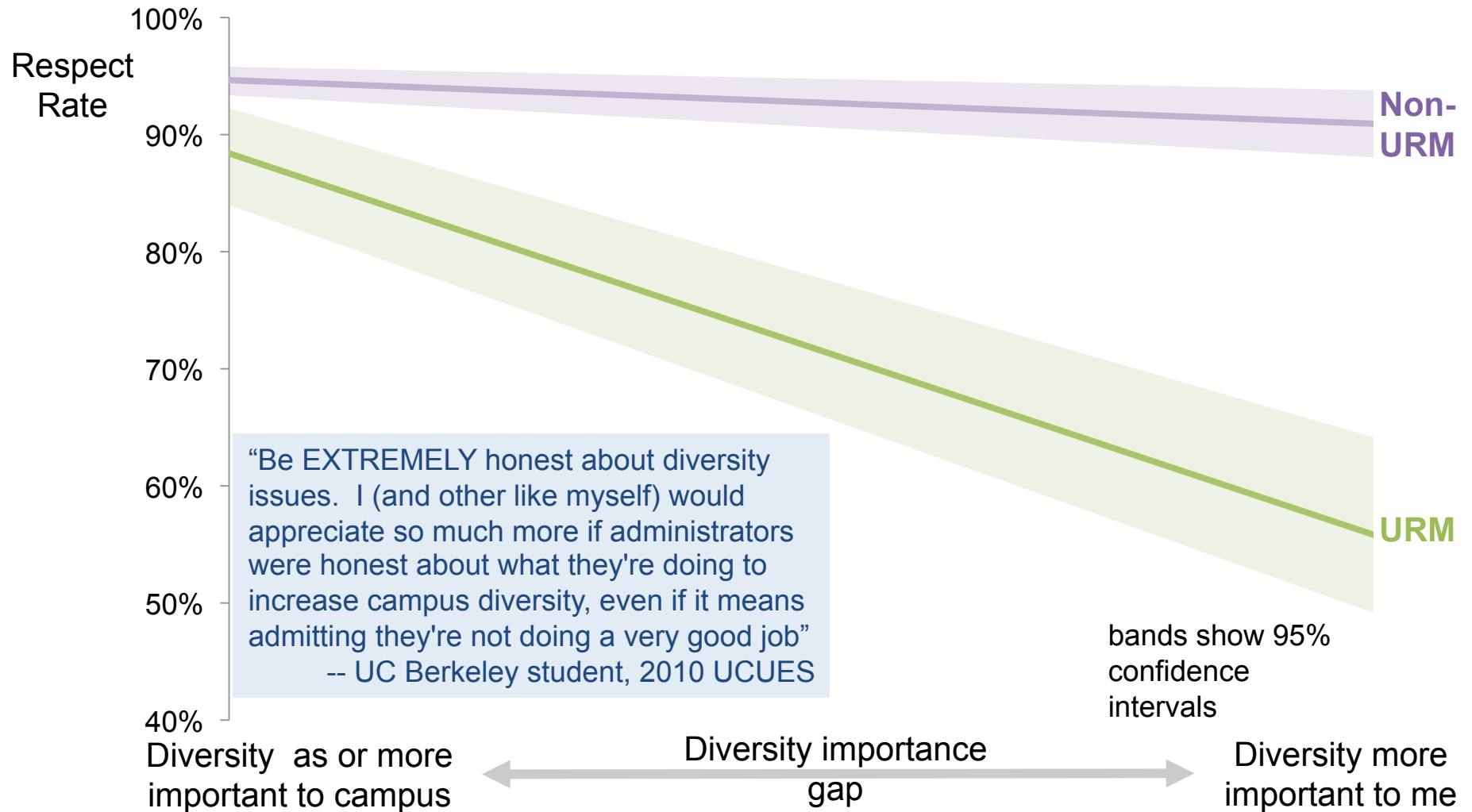
Difference in percent agreement between “Diversity is important to me” and “Diversity is important to campus”, UC Berkeley 2008-2012



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.

# Race/Ethnicity and Socioeconomic Status

**Chicano/Latino**



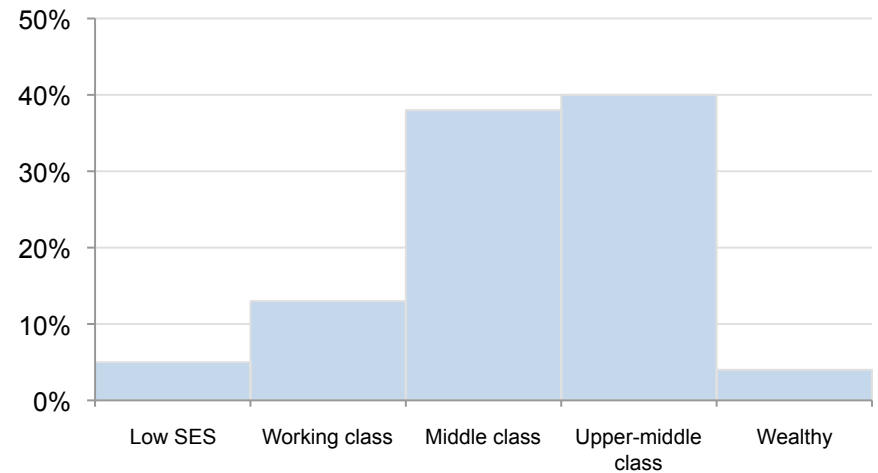
**African American**



**Asian**



**White**

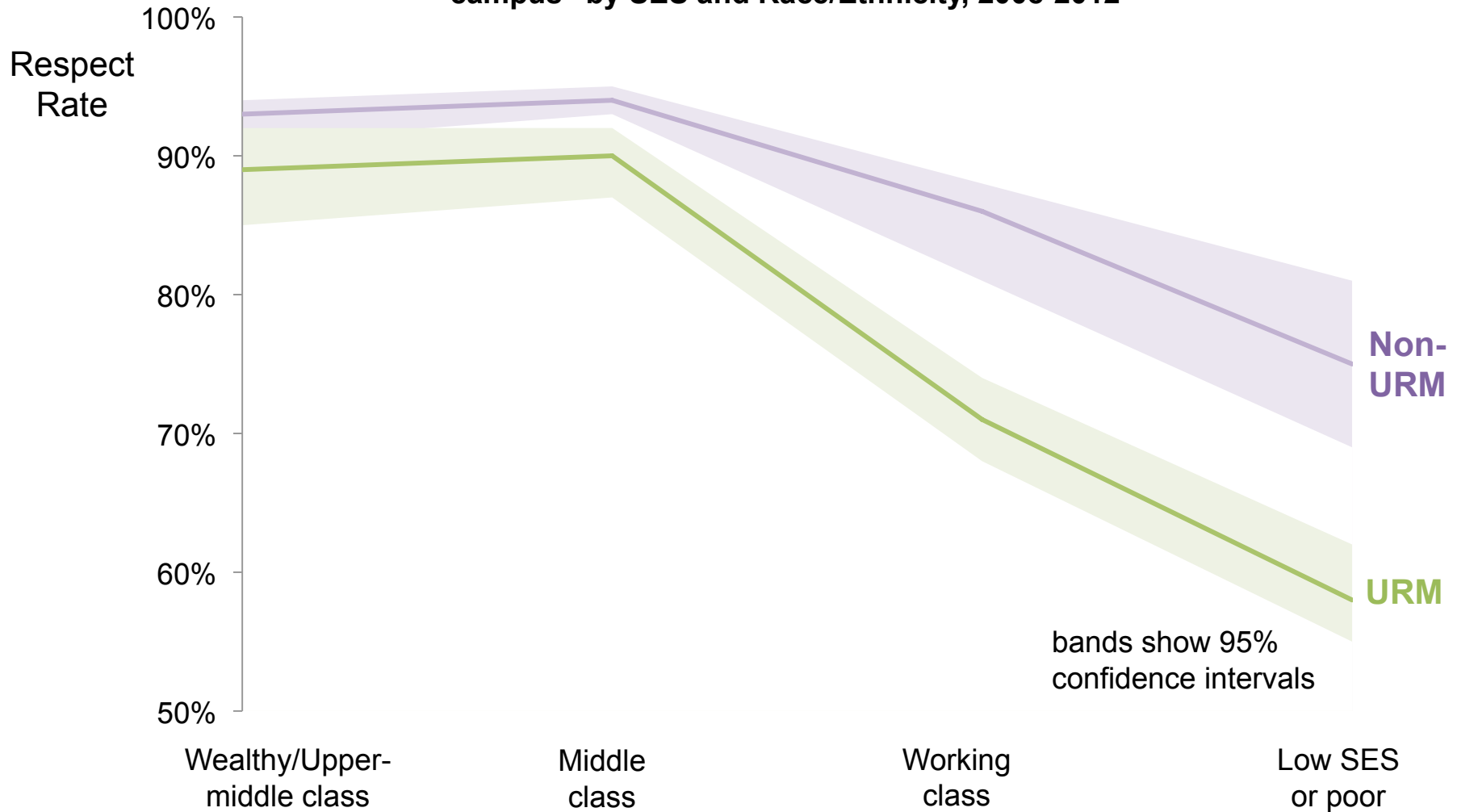


Source: UCUES, UC Berkeley, 2008-2012

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

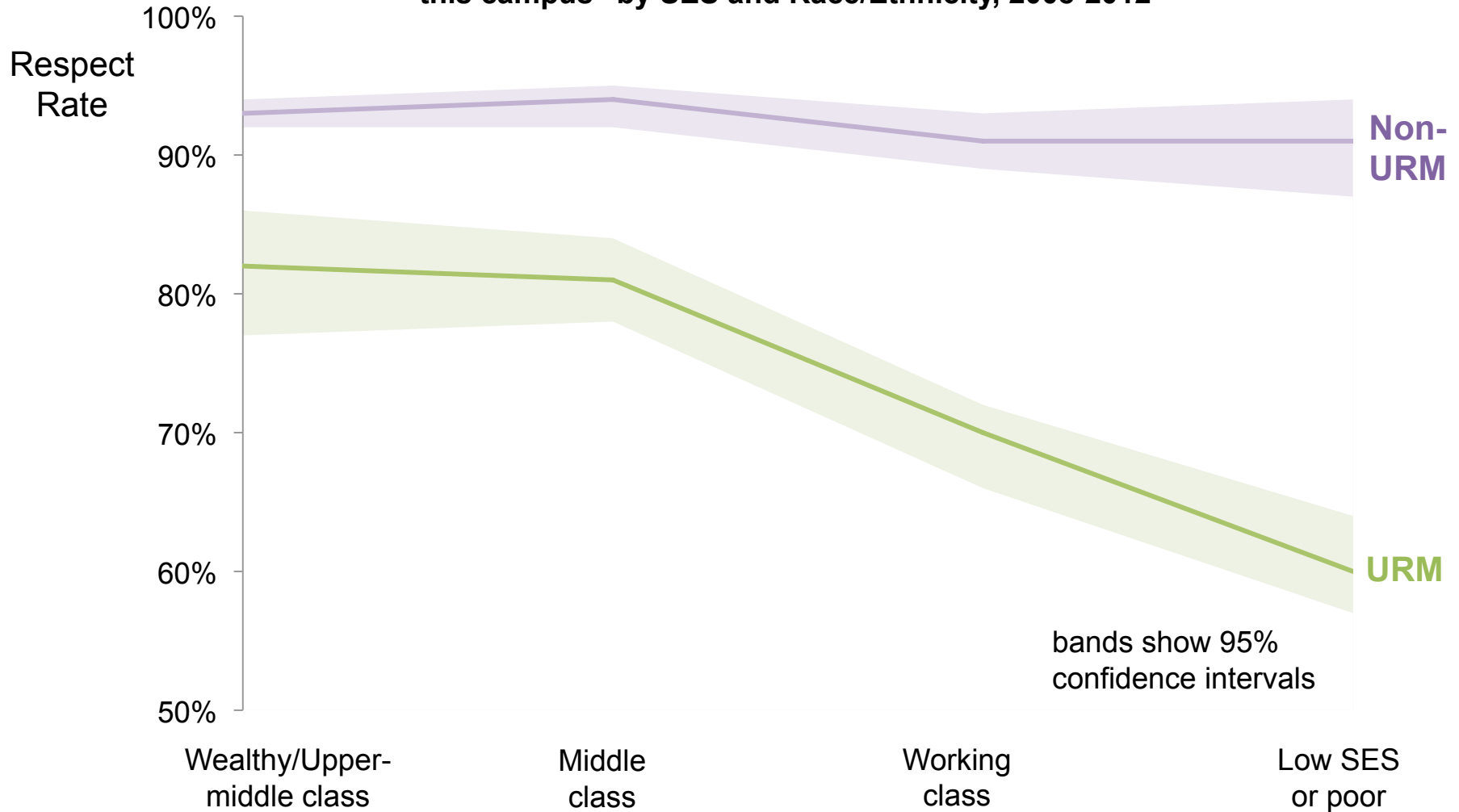


Source: UCUES, UC Berkeley, 2008-2012



# Impact of Socioeconomic Status on Race/Ethnicity Respect Rates

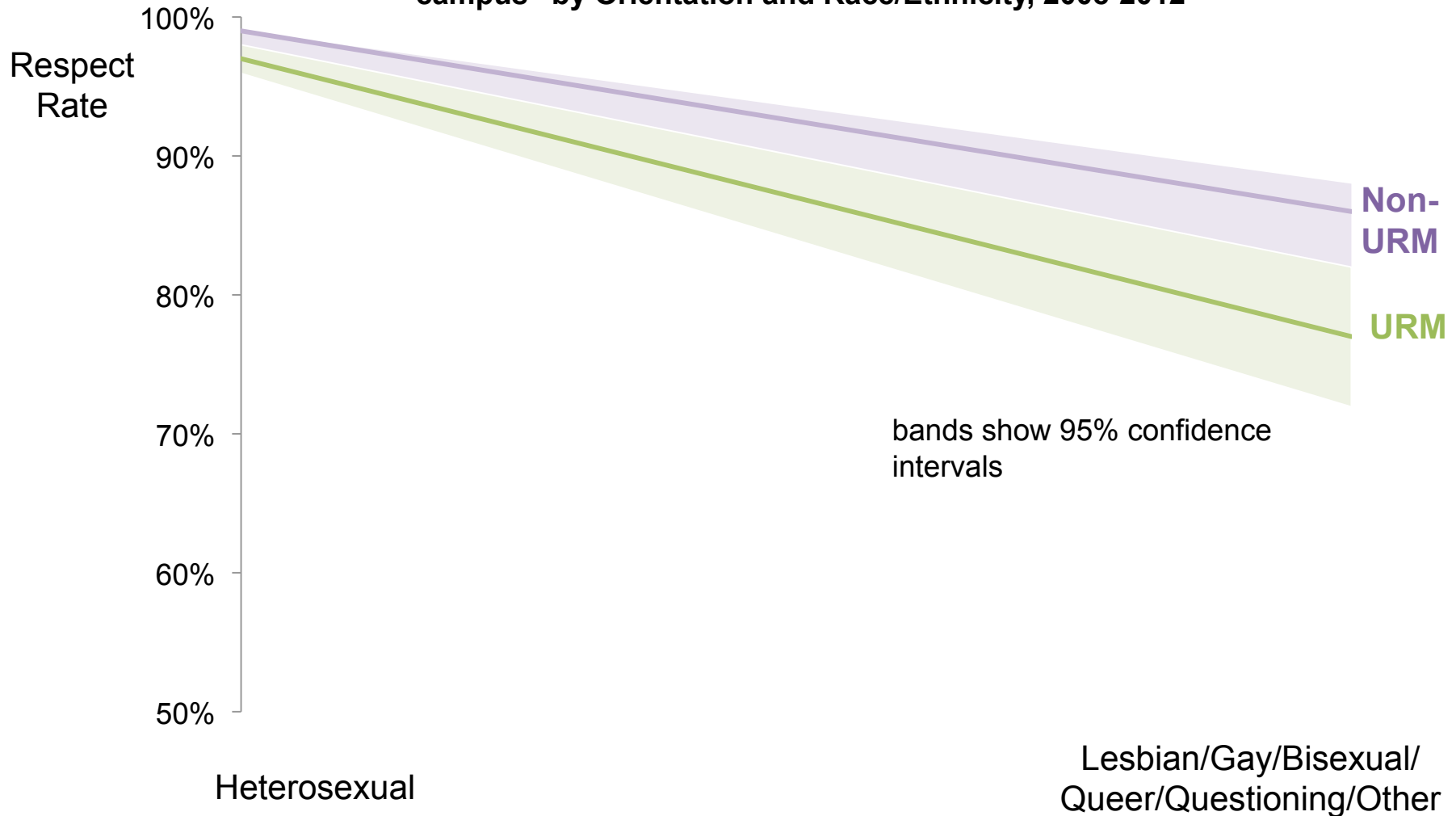
Percent agreement with “students of my race/ethnicity are respected on this campus” by SES and Race/Ethnicity, 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

# Impact of Race/Ethnicity on Sexual Orientation Respect Rates

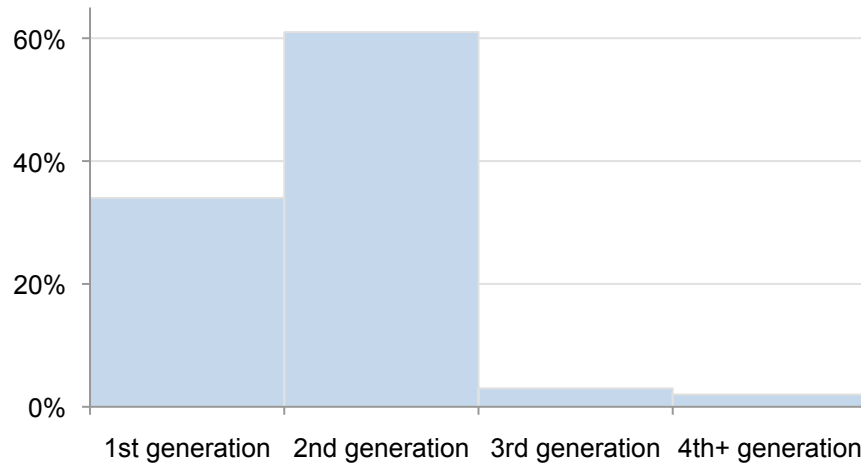
Percent agreement with “students of my sexual orientation are respected on this campus” by Orientation and Race/Ethnicity, 2008-2012



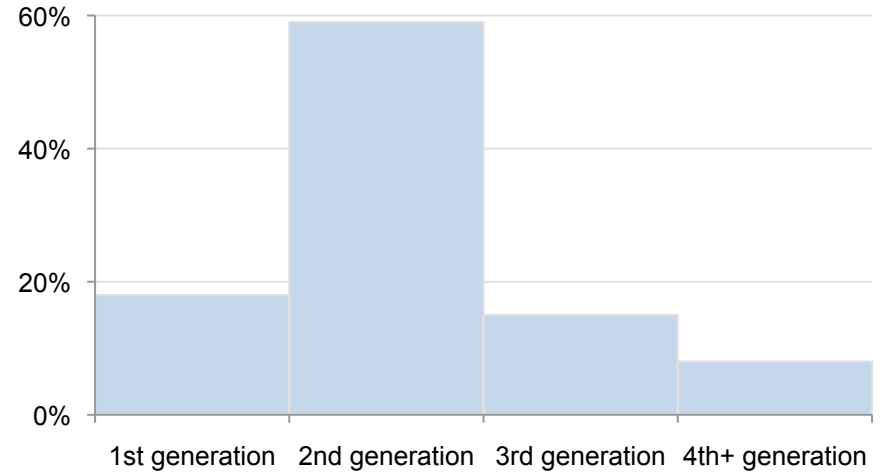
Source: UCUES, UC Berkeley, 2008-2012

# Race/Ethnicity and Immigration

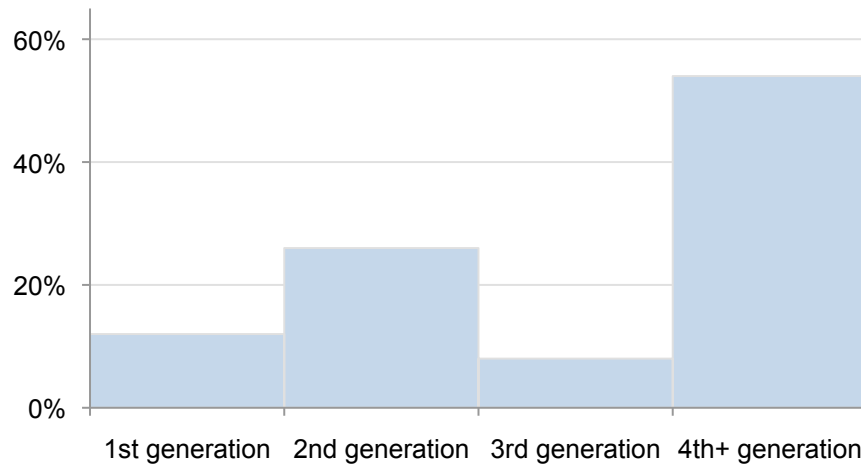
**Asian**



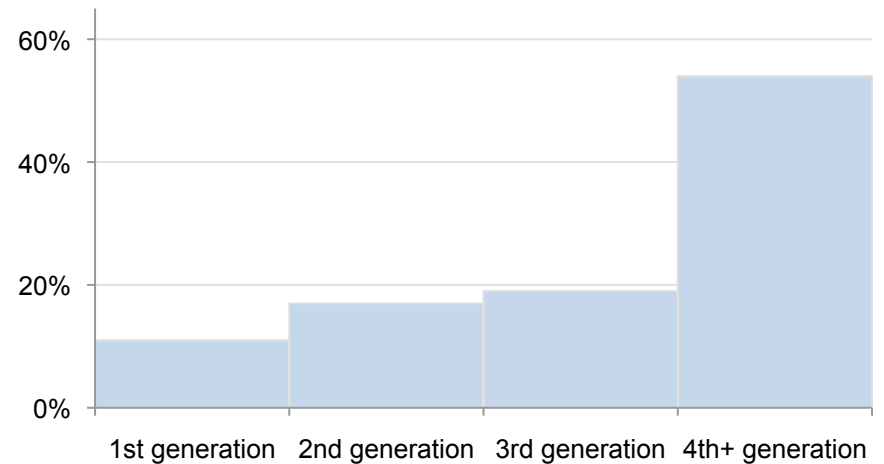
**Chicano/Latino**



**African American**



**White**

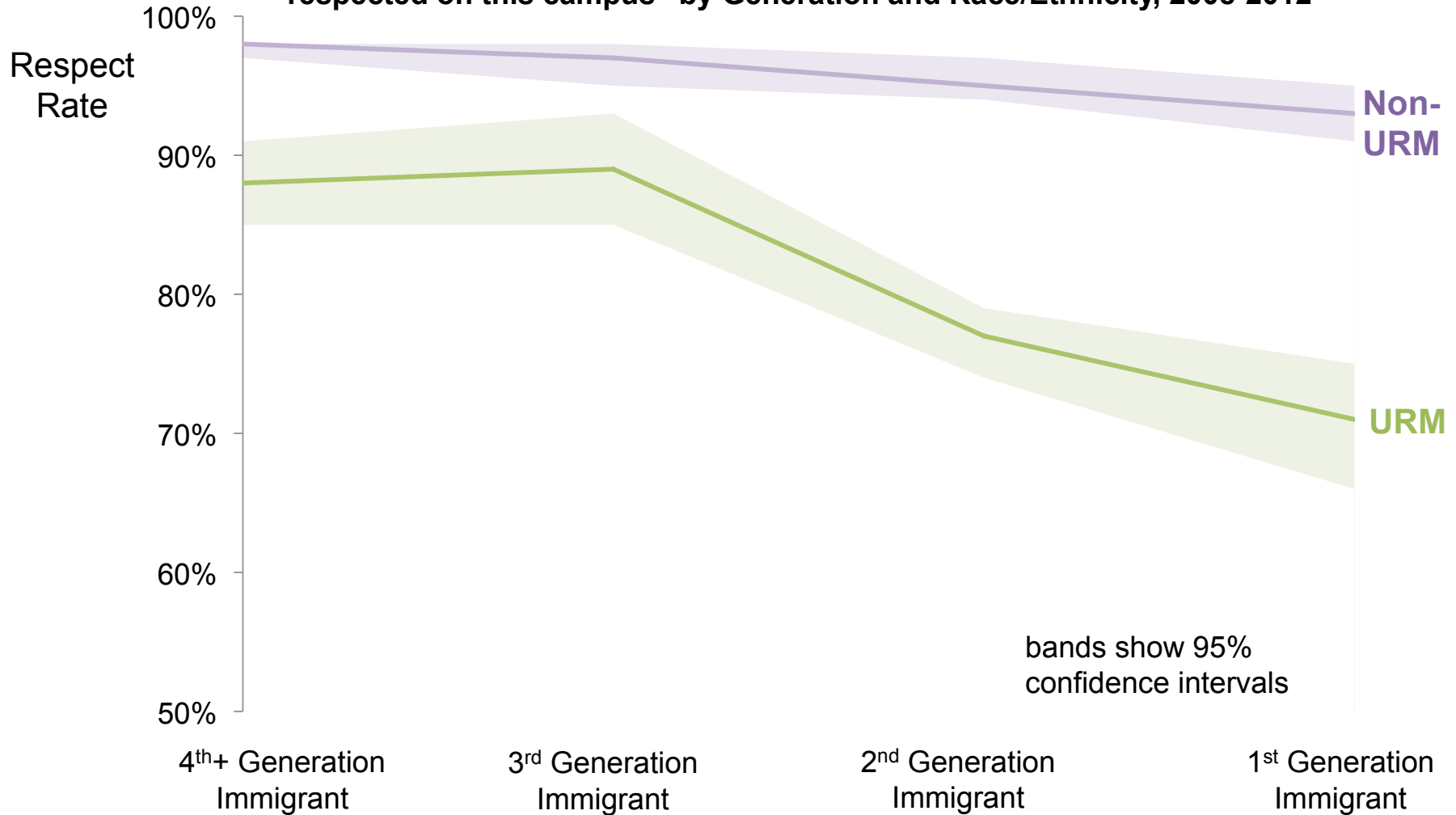


Source: UCUES, UC Berkeley, 2008-2012

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

# Impact of Race/Ethnicity on Immigration Background Respect Rates

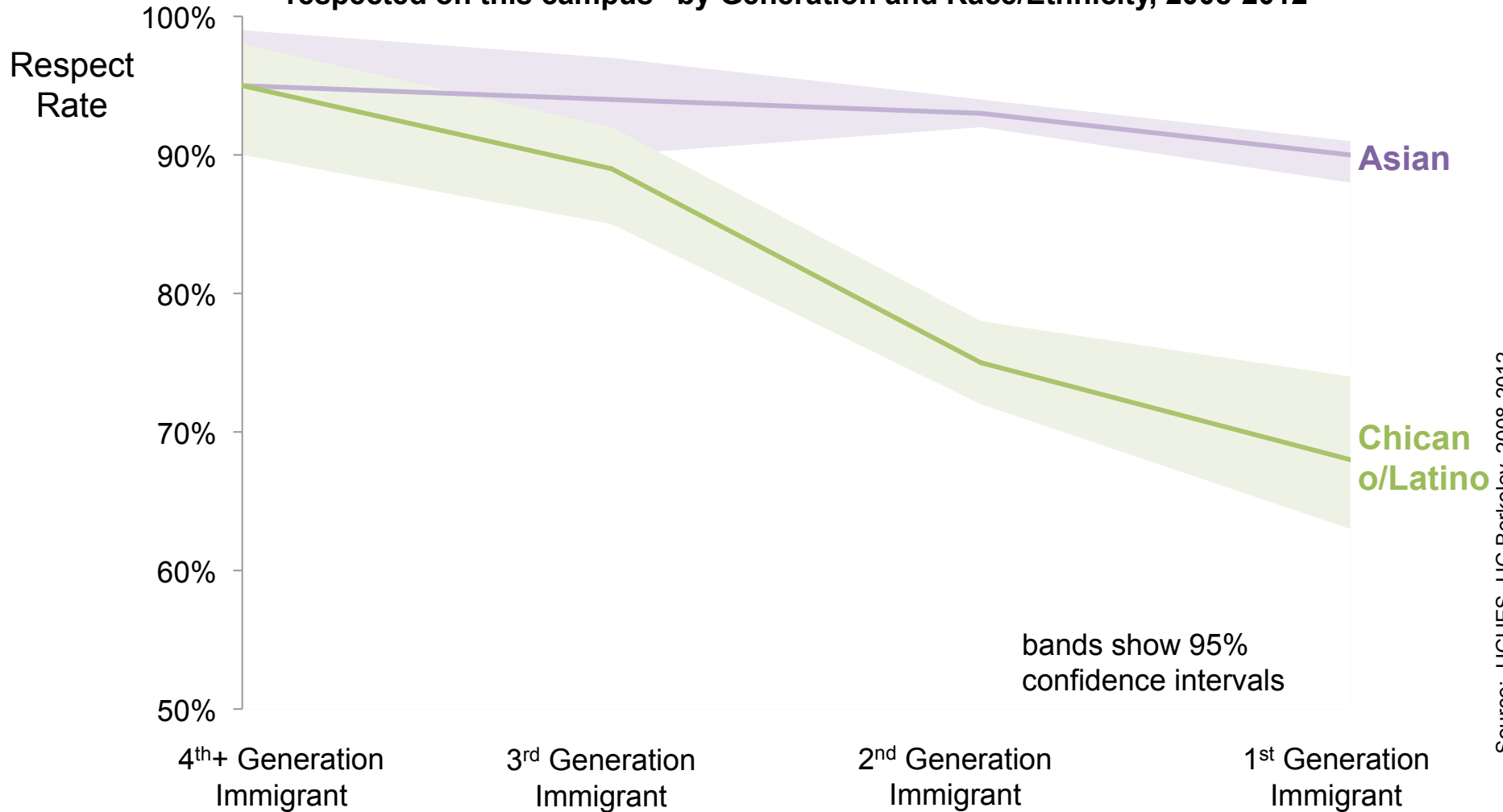
Percent agreement with “students of my immigration background are respected on this campus” by Generation and Race/Ethnicity, 2008-2012



Source: UCUES, UC Berkeley, 2008-2012

# 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

# Future Campus Climate Studies

- 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...”

# 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 – 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

# 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



# Campus Climate Summary Continued

- 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

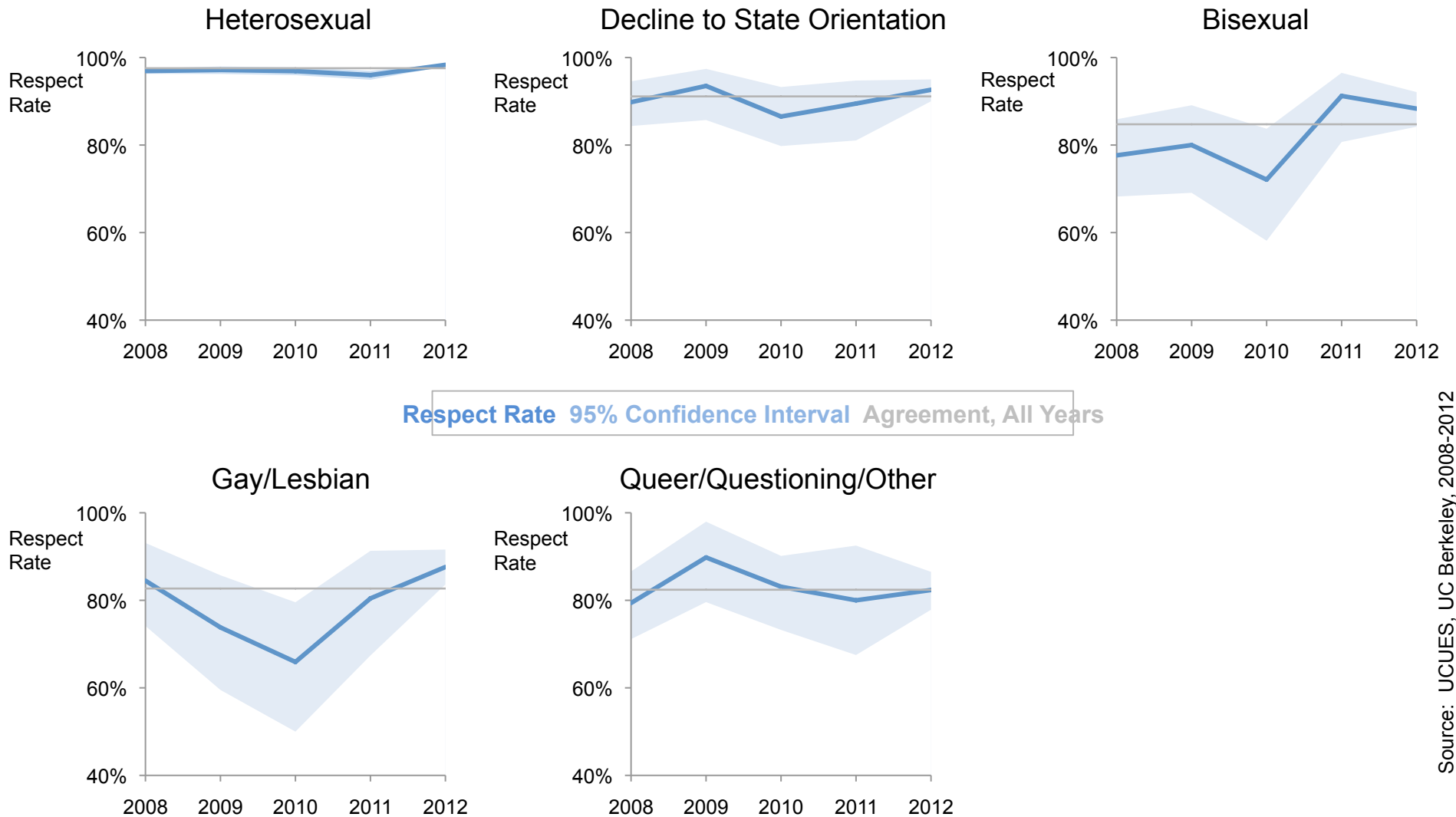
- Andrew Eppig, [aeppig@berkeley.edu](mailto:aeppig@berkeley.edu)
  - UC Berkeley, Equity & Inclusion
  - <http://diversity.berkeley.edu/>

# Appendices

# 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

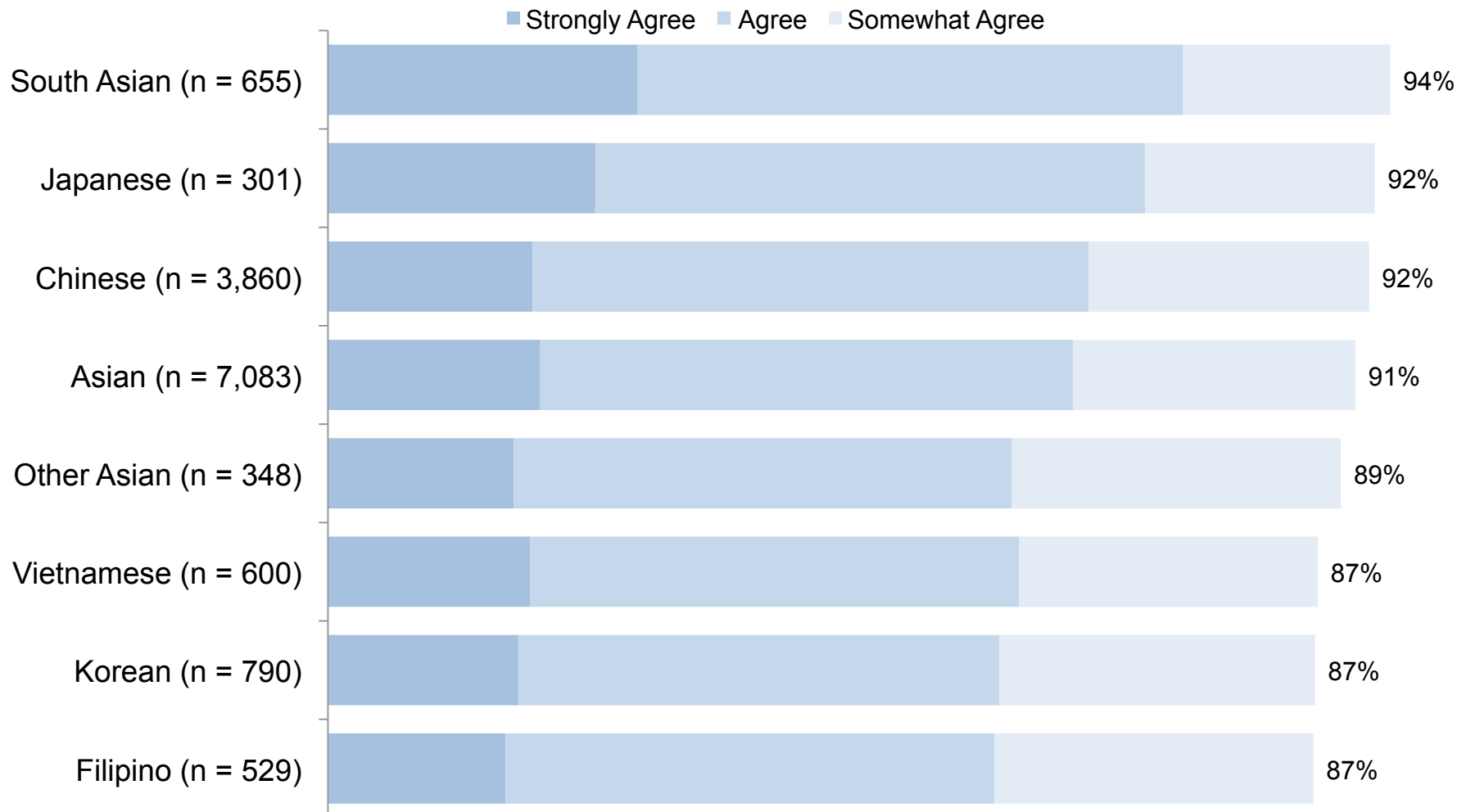
# UC Berkeley Respect Trends by Sexual Orientation



Source: UCUES, UC Berkeley, 2008-2012

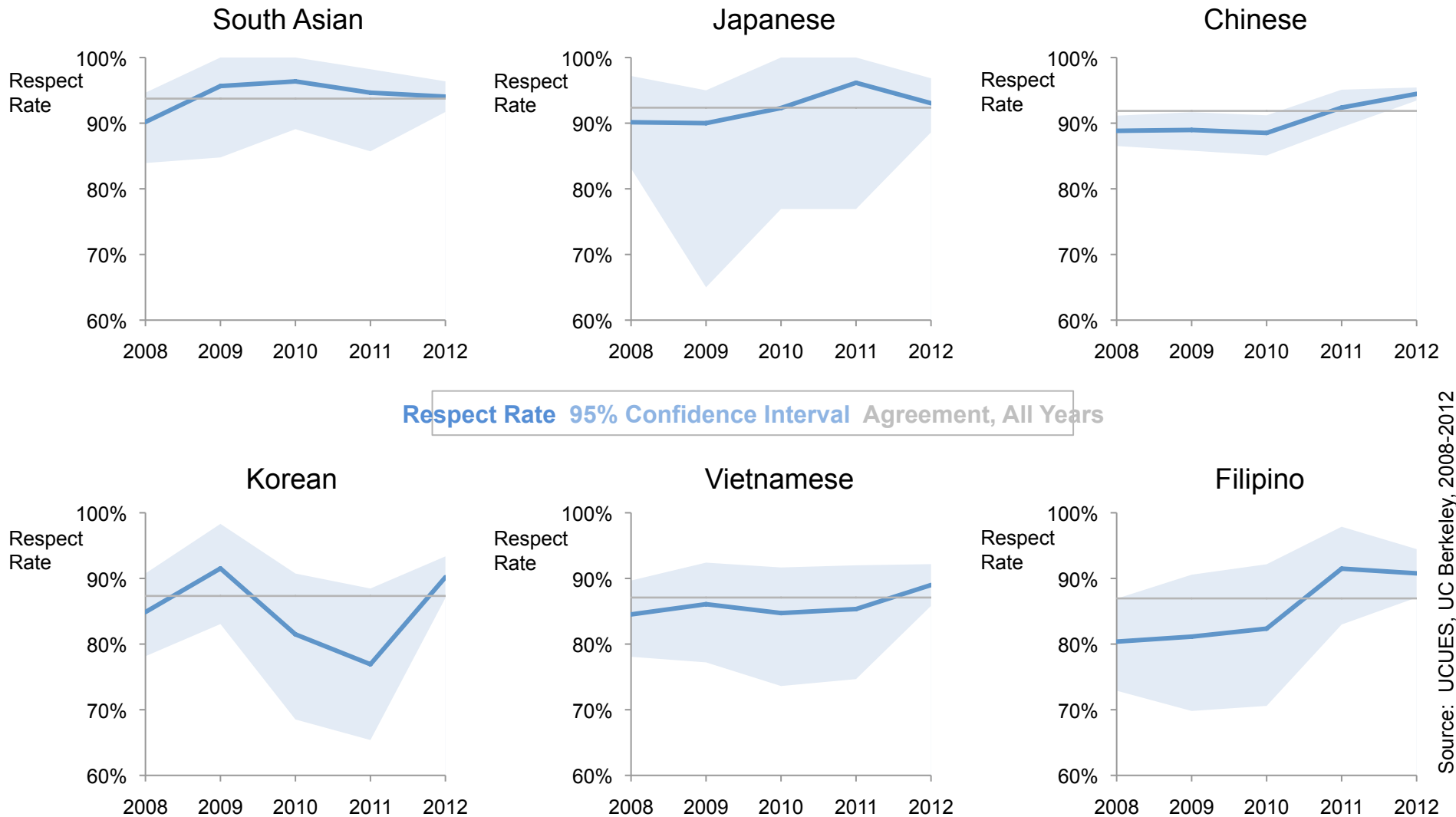
# How Do Respect Rates Vary Across Asian Ethnicities?

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



Source: UCUES, UC Berkeley, 2008-2012

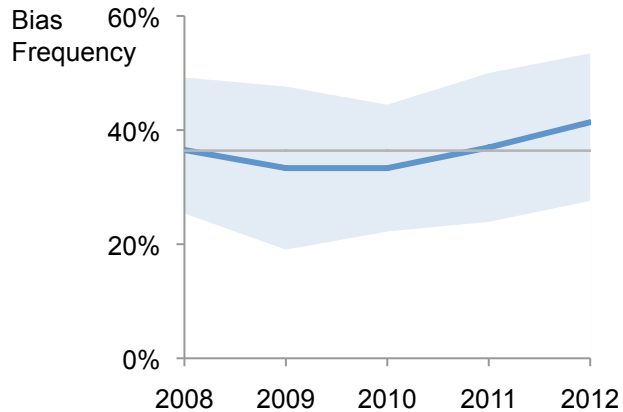
# UC Berkeley Respect Trends by Asian Ethnicity



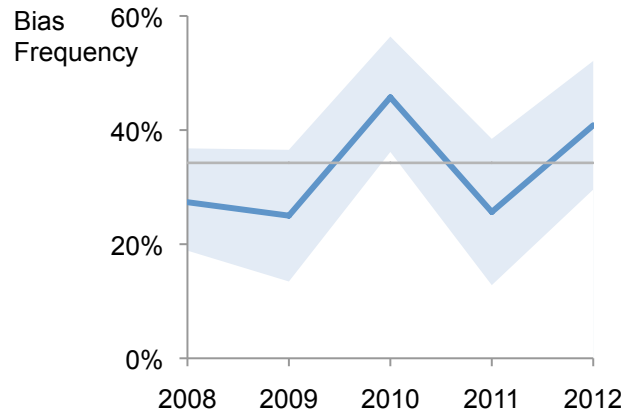
Source: UCUES, UC Berkeley, 2008-2012

# UC Berkeley Sexual Orientation Bias from Students Trends

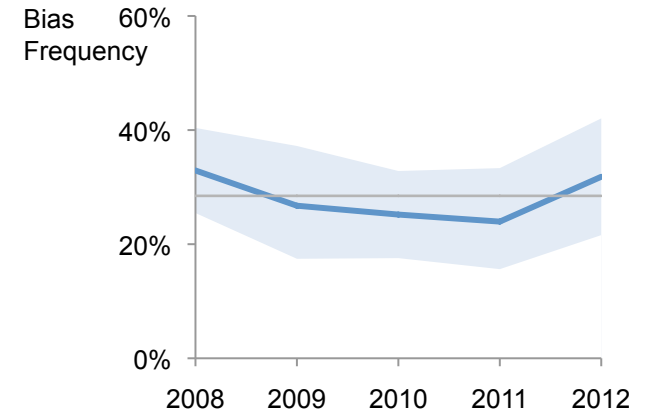
Gay/Lesbian



Queer/Questioning/Other

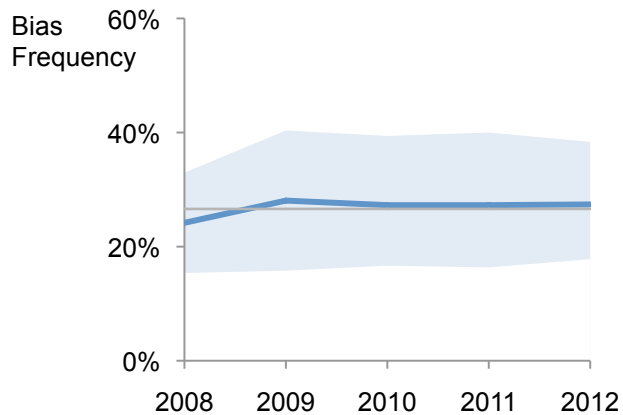


Decline to State Orientation

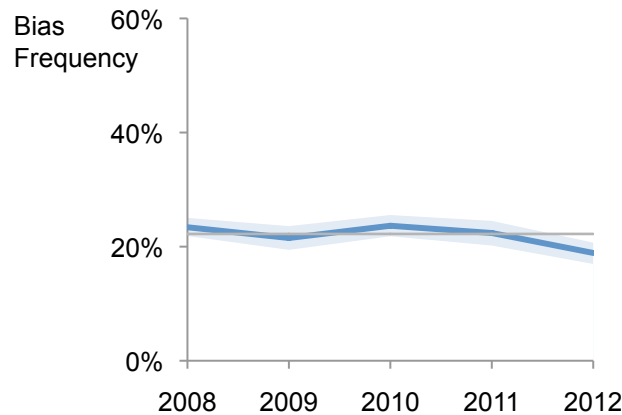


Bias Frequency 95% Confidence Interval Agreement, All Years

Bisexual



Heterosexual

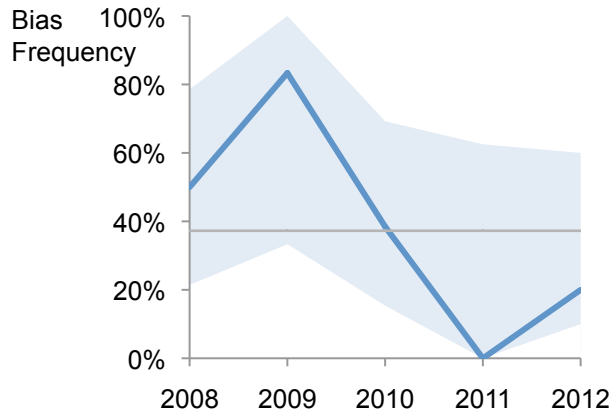


Source: UCUES, UC Berkeley, 2008-2012

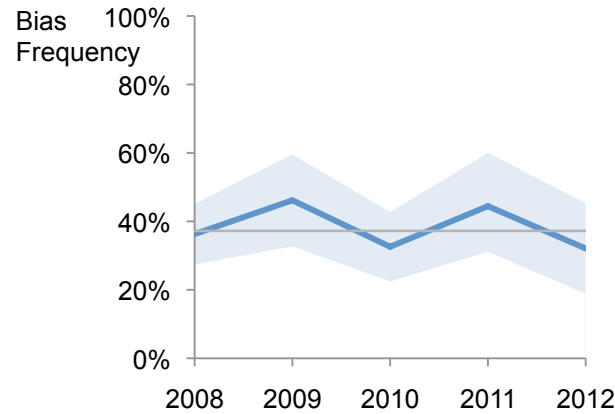


# UC Berkeley Religious Affiliation Bias from Students Trends

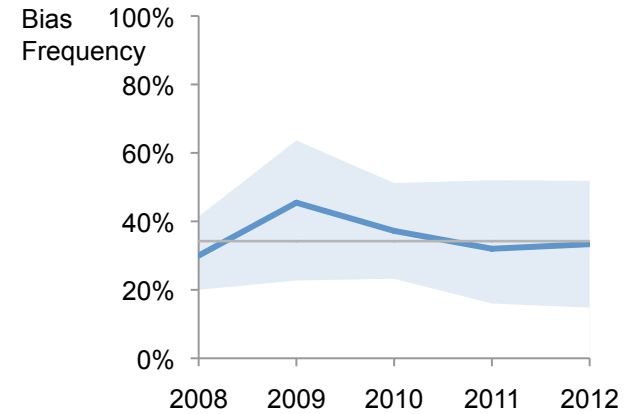
Sikh



Jewish

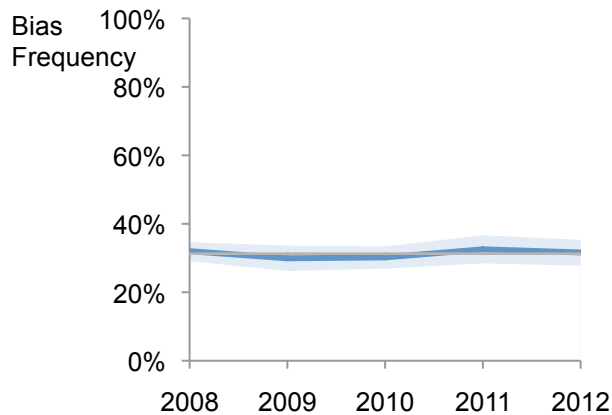


Muslim

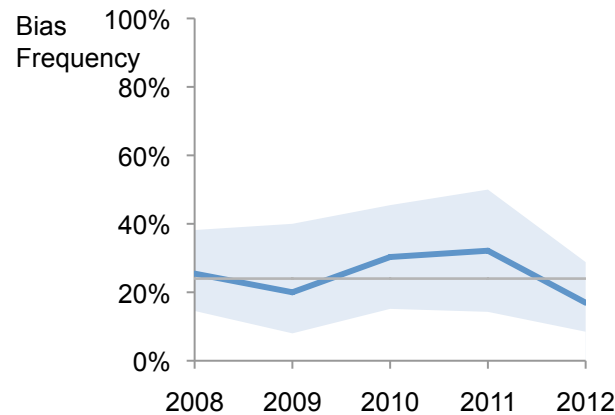


Bias Frequency 95% Confidence Interval Agreement, All Years

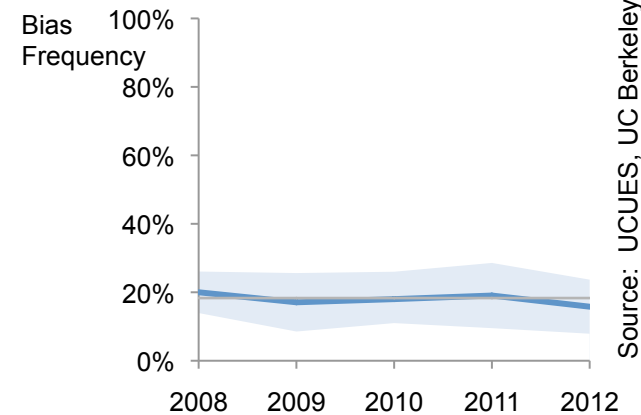
Christian



Hindu



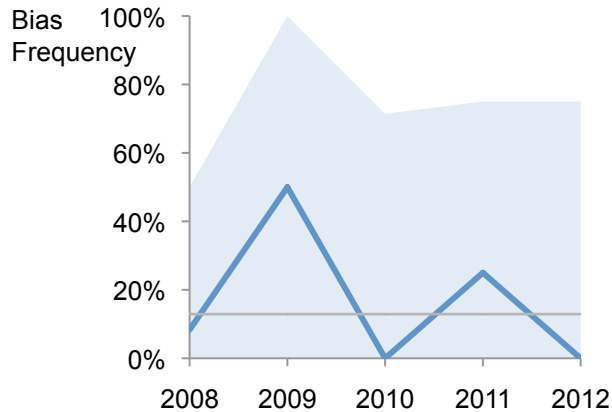
Buddhist



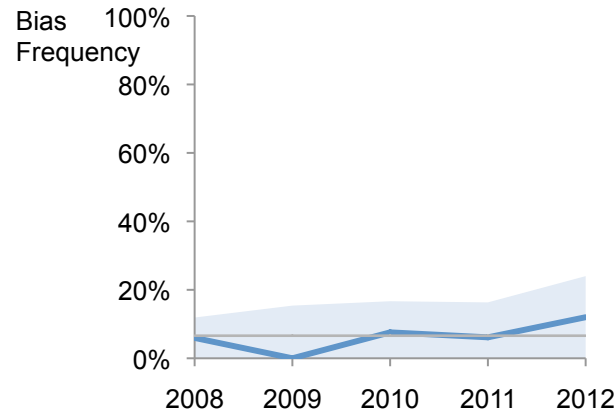
Source: UCUES, UC Berkeley, 2008-2012

# UC Berkeley Race/Ethnicity Bias from Instructors Trends

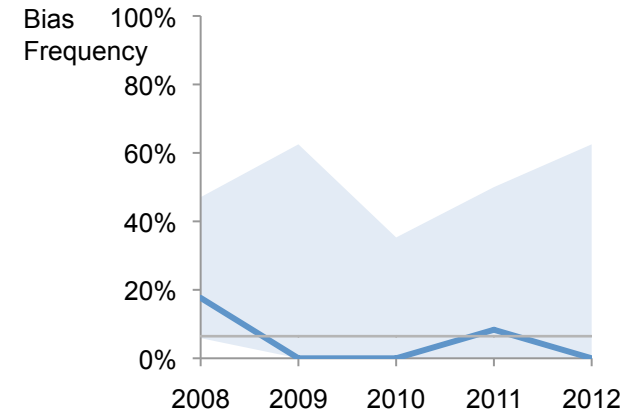
Pacific Islander



African American

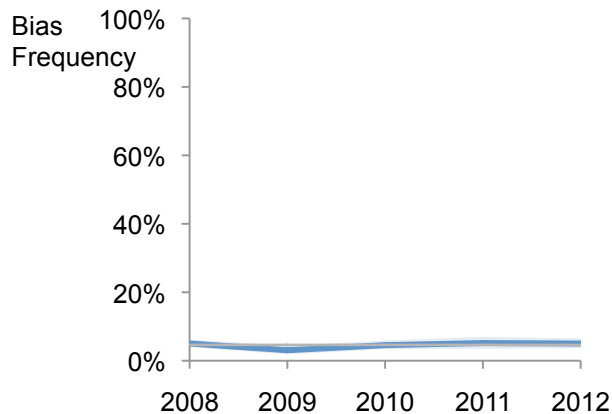


Native American

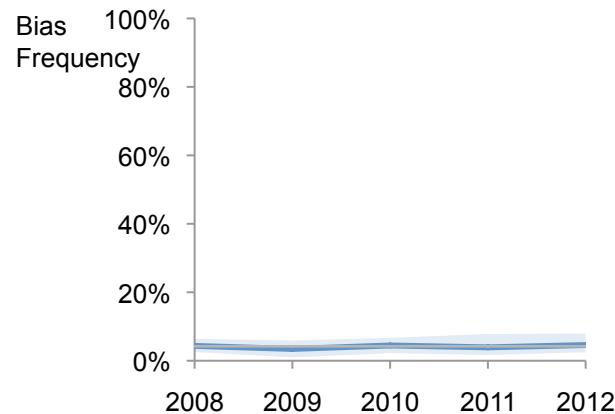


Bias Frequency 95% Confidence Interval Agreement, All Years

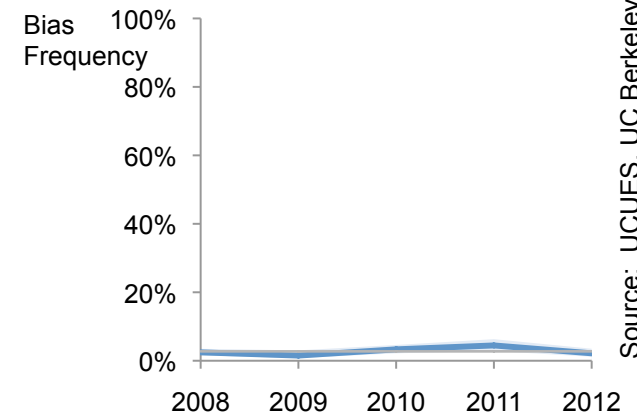
Asian



Chicano/Latino



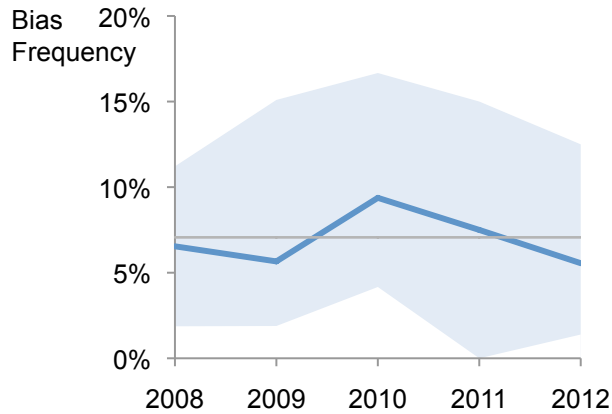
White



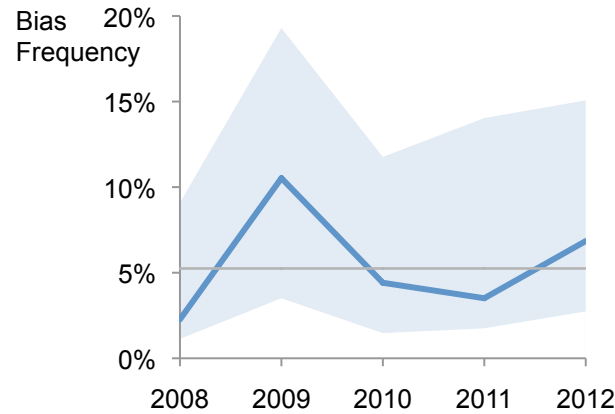
Source: UCUES, UC Berkeley, 2008-2012

# UC Berkeley Sexual Orientation Bias from Instructors Trends

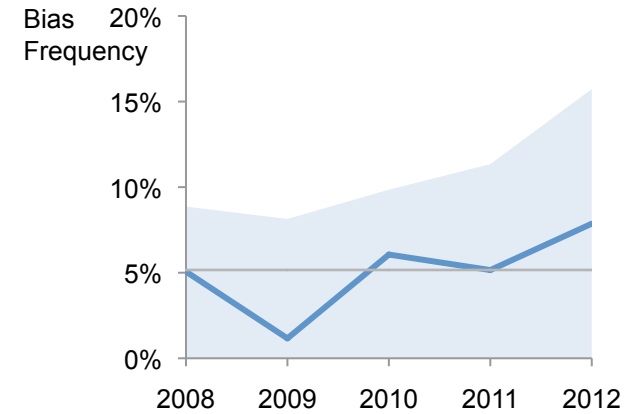
Queer/Questioning/Other



Bisexual

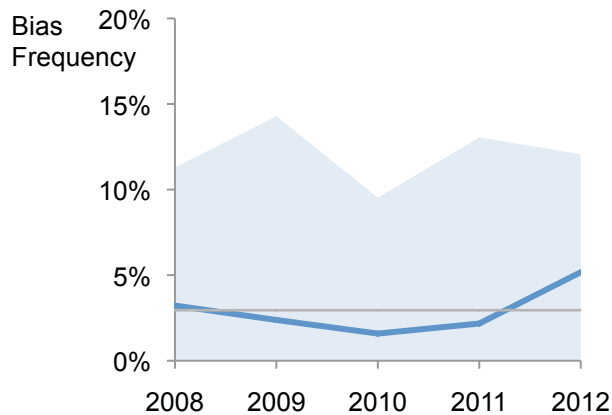


Decline to State Orientation

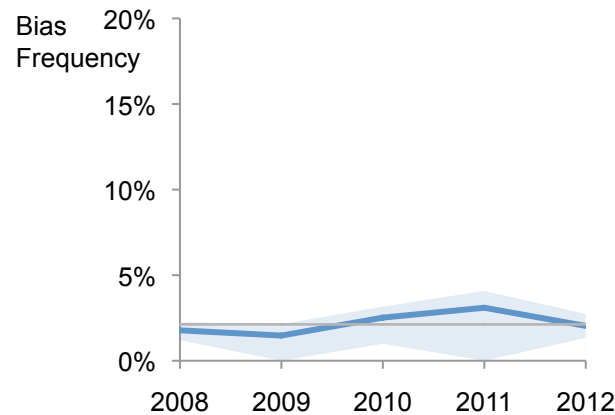


Bias Frequency 95% Confidence Interval Agreement, All Years

Gay/Lesbian

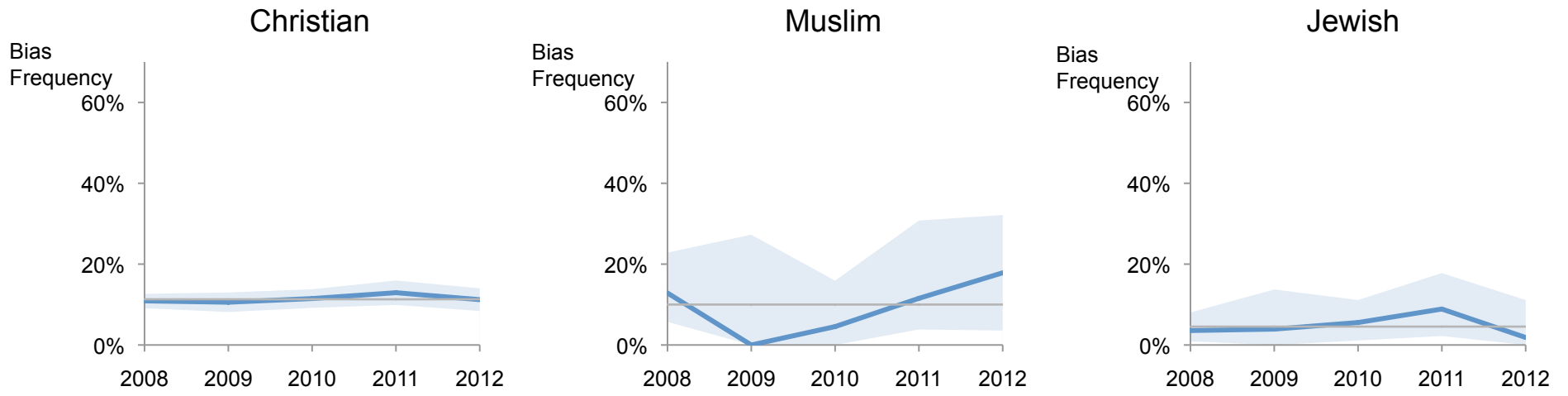


Heterosexual

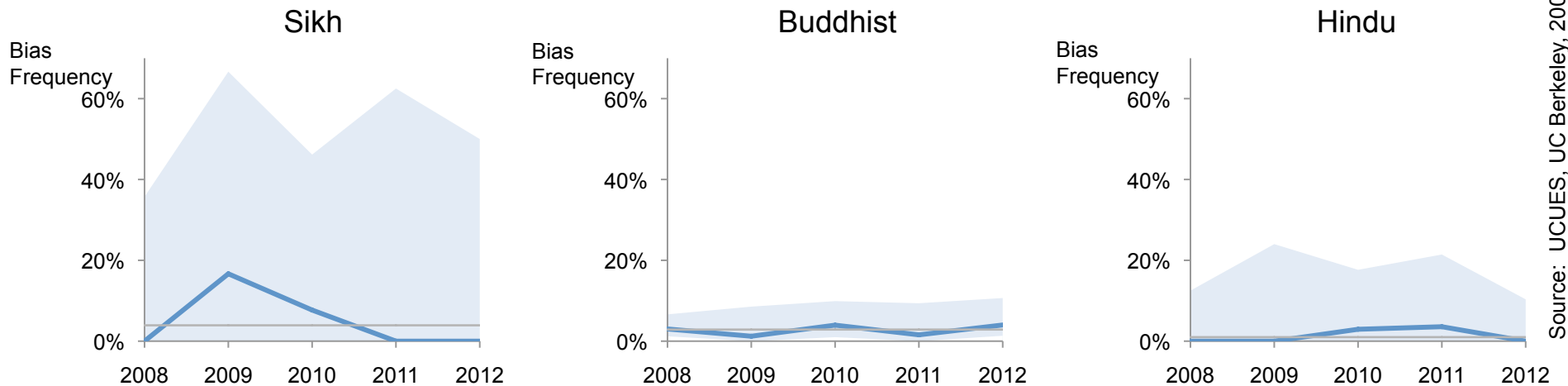


Source: UCUES, UC Berkeley, 2008-2012

# UC Berkeley Religious Affiliation Bias from Instructors Trends



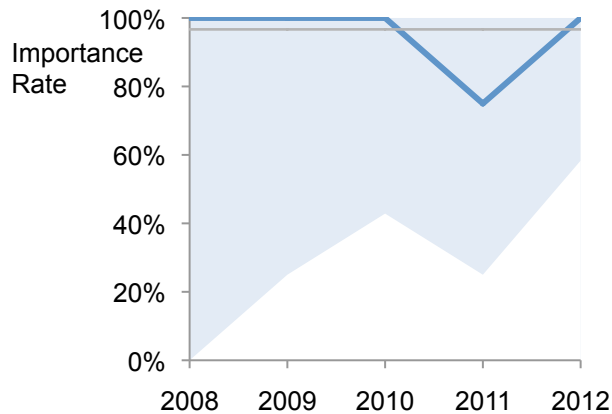
Bias Frequency 95% Confidence Interval Agreement, All Years



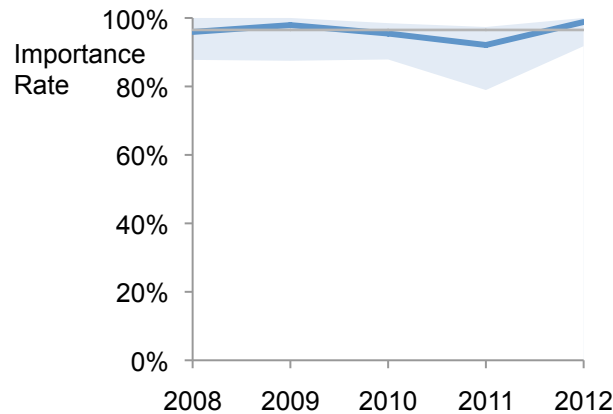
Source: UCUES, UC Berkeley, 2008-2012

# UC Berkeley Diversity Importance to Me by Race/Ethnicity Trends

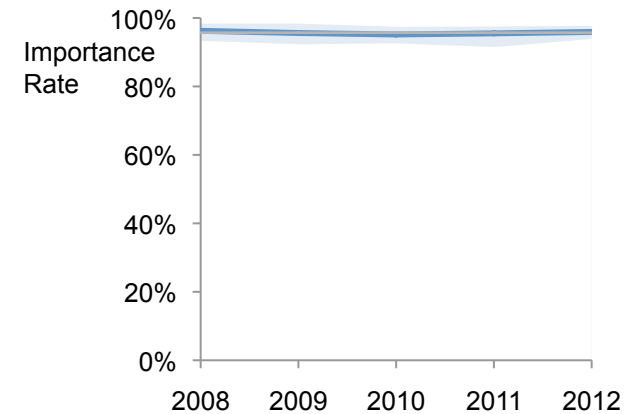
Pacific Islander



African American

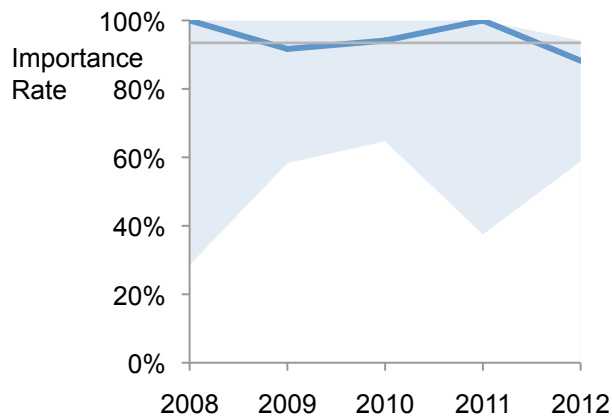


Chicano/Latino

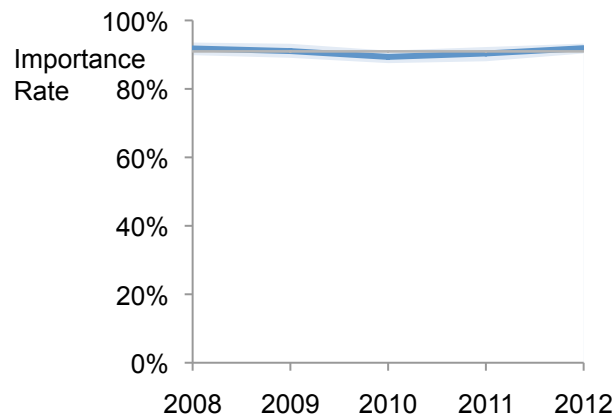


Importance Rate 95% Confidence Interval Agreement, All Years

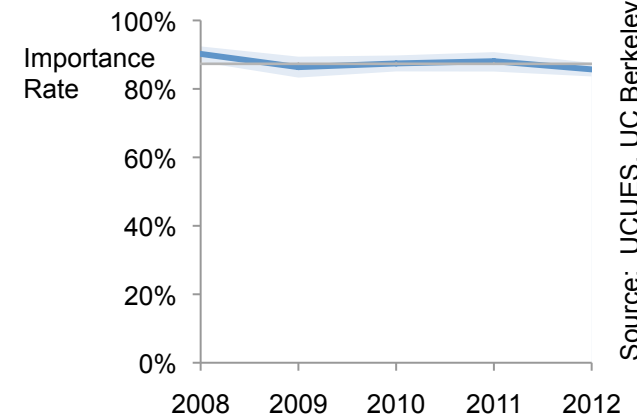
Native American



Asian



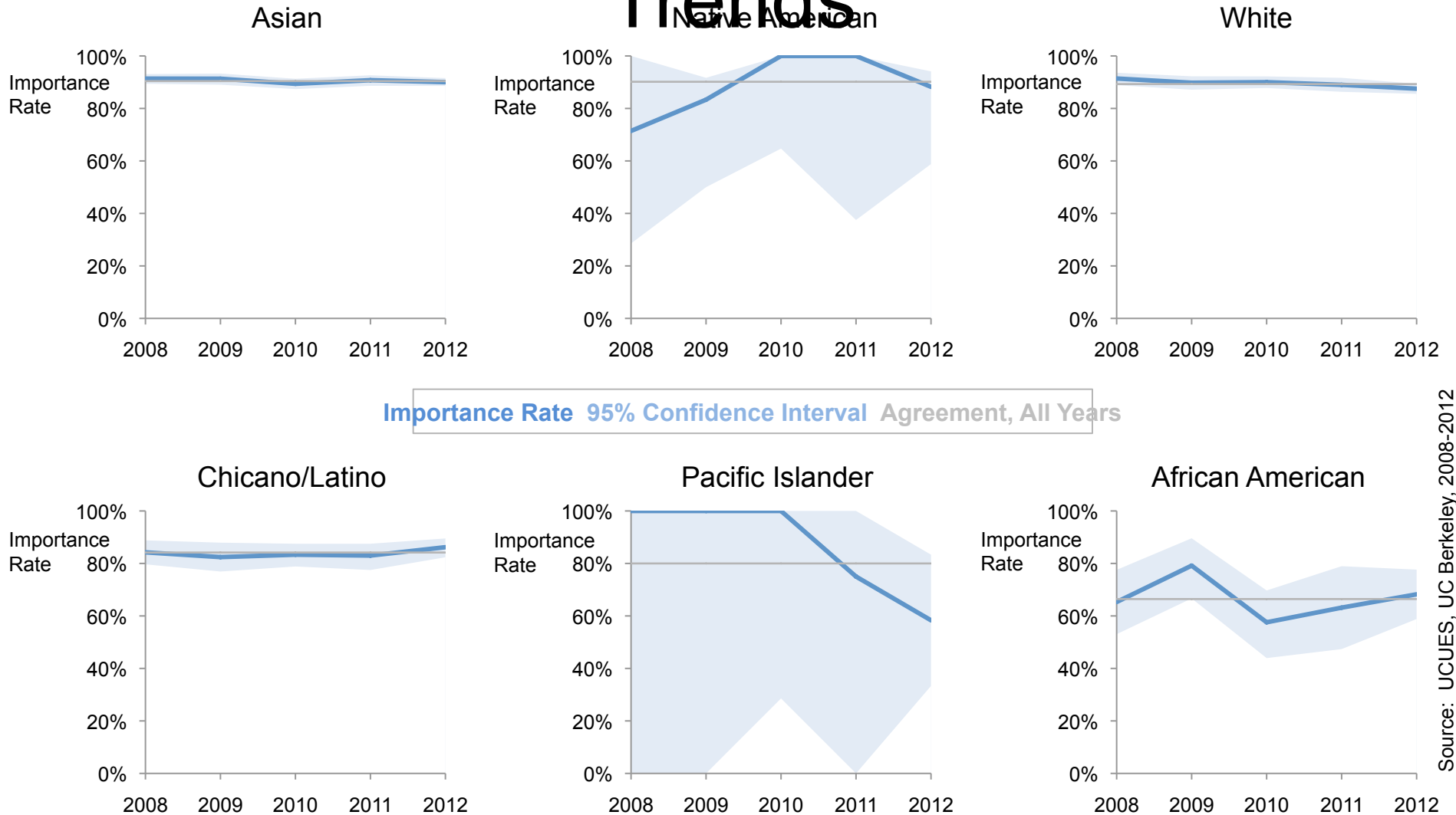
White



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.”