Using UCUES to Assess Campus Climate Trends and Current Status at UC Berkeley

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UC Berkeley Stay Day
Outline

• Background
  – UC Berkeley Demographics
• What is Campus Climate?
• UCUES
• Respect Rate Trends
• Stereotypical or Negative Views
• Perceived Importance of Diversity
• Current Actions/Initiatives
• Additional Resources
UC Berkeley New Transfer Students

UC Berkeley: New Entering Transfer Students by Ethnicity
Not Shown: Pacific Islander, Native American, International, Other, Decline to State

Fall 1983: 1,881 New Transfers

- White: 66%
- Asian: 15%
- Chicano/Latino: 6%
- African American/Black: 4%

Prop 209 Passed

Fall 2011: 2,335 New Transfers

- White: 35%
- Asian: 23%
- Chicano/Latino: 16%
- African American/Black: 4%
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)
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 response rates were 33% in 2011, 50% in 2010, 37% in 2009, and 50% in 2008.
Respect Rates

- Some students are assigned to the “Student Development Module” (the percentage varies by year and campus)
- Student Development Module has a question “students of my [affinity group] are respected on this campus”
  - Affinity groups include “race/ethnicity”, “socio-economic status”, “gender”, “religious beliefs”, “political beliefs”, “sexual orientation”, “immigration background”, and “disability status”
  - Race/ethnicity, sexual orientation, and religious belief are reported in this presentation
  - Question will be referred to as respect question
- Response options are “strongly agree”, “agree”, “somewhat agree”, “somewhat disagree”, “disagree”, and “strongly disagree”
- 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
UCUES Respect Rates for African American Students

- Riverside: 80%
- Irvine: 70%
- San Diego: 60%
- Davis: 65%
- Los Angeles: 60%
- Berkeley: 55%
- Santa Cruz: 50%
- Santa Barbara: 45%

Source: UCOP Accountability Report, 2011
Campus Climate is a Complex System

UCUES Respect Rates for San Diego by Race/Ethnicity

- White
- Asian
- Latino/Chicano
- African American

Source: UCOP Accountability Report, 2011
Campus Climate Questions

• Who is responding to UCUES respect questions at UC Berkeley?
  – Are they representative of undergraduates on campus?

• What do respect rates look like at UC Berkeley?
  – By race/ethnicity?
  – By sexual orientation?
  – By religious belief?

• How are respect rates at UC Berkeley changing over time?
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1,426</td>
<td>742</td>
<td>699</td>
<td>655</td>
<td>43%</td>
<td>43%</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>White</td>
<td>1,040</td>
<td>519</td>
<td>551</td>
<td>493</td>
<td>31%</td>
<td>30%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>382</td>
<td>200</td>
<td>235</td>
<td>178</td>
<td>12%</td>
<td>12%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>212</td>
<td>102</td>
<td>104</td>
<td>79</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>International</td>
<td>96</td>
<td>70</td>
<td>107</td>
<td>86</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>African American</td>
<td>83</td>
<td>38</td>
<td>50</td>
<td>50</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>50</td>
<td>33</td>
<td>31</td>
<td>17</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>11</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,316</td>
<td>1,716</td>
<td>1,793</td>
<td>1,574</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: the large drop-off in responses after 2008 is a function of changing response rates and differing percentages of respondents assigned to the Development Module. Response counts include only students who responded to respect question on race/ethnicity.

* not applicable responses excluded from totals

Source: UCUES, UC Berkeley, 2008-2011
## UCUES Responses vs Campus Census

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>UCUES Response Share</th>
<th>Campus Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>White</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>International</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>African American</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Native American</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

UCUES respect question respondent demographics by race/ethnicity mirror campus undergraduate census demographics.

Source: UCUES, UC Berkeley, 2008-2011
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?

• “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.”

• “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.”

• “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.”

Source: UCUES, UC Berkeley, 2010
UCB Respect by Affinity Group, 2008-11

UC Berkeley UCUES Respect by Affinity Group, 2008-11

- Heterosexual (n = 7015): 97%
- Hindu (n = 132): 93%
- White (n = 2603): 92%
- No Religious Belief (n = 3028): 91%
- Decline to State Orientation (n = 408): 91%
- Buddhist (n = 372): 90%
- Asian (n = 3522): 89%
- Queer/Questioning/Other (n = 257): 88%
- Native American/Alaskan Native (n = 48): 82%
- Muslim (n = 149): 81%
- Christian (n = 2850): 81%
- Bisexual (n = 240): 80%
- Gay/Lesbian (n = 190): 80%
- Pacific Islander (n = 23): 77%
- Jewish (n = 273): 74%
- Chicano/Latino (n = 995): 72%
- African American (n = 221): 52%

Source: UCUES, UC Berkeley, 2008-2011
Respect Trends by Race/Ethnicity

**White**

**Asian**

**Native American/Alaskan Native**

**Pacific Islander**

**Chicano/Latino**

**African American**

Percent Agreement

95% Confidence Interval

Agreement, all years

Source: UCUES, UC Berkeley, 2008-2011
Respect Trends by Sexual Orientation

- Heterosexual
- Decline to State Orientation
- Queer/Questioning/Other
- Bisexual
- Gay/Lesbian

Source: UCUES, UC Berkeley, 2008-2011
Respect Trends by Religious Belief

- Hindu
- No Religious Belief
- Buddhist
- Muslim
- Christian
- Jewish

Source: UCUES, UC Berkeley, 2008-2011
What we learned about campus climate trends at UC Berkeley from UCUES:

• Response shares among race/ethnicities mirror campus undergraduate shares

• Respect rates vary greatly between different groups from 97% for heterosexuals to 52% for African Americans

• Respect rates are mostly stable over the past four years, though might be changing and can change quickly in a given year
  – African American respect rates might be increasing
  – Queer/Questioning/Other respect rates might be decreasing
  – Gay/Lesbian respect rates might be increasing
  – Jewish respect rates might be decreasing
• Any questions about campus climate trends?
Additional Campus Climate Questions of Interest:

1) How often do UC Berkeley students report hearing other students or faculty and instructors communicate negative or stereotypical views about certain groups of people?

2) When asked to rate how important diversity is to the Berkeley campus, how do students respond? How might these responses vary based on students’ own background characteristics?
“In this academic year, I have heard students express negative or stereotypical views about:...”

<table>
<thead>
<tr>
<th>Category</th>
<th>Very Often</th>
<th>Often</th>
<th>Somewhat Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological, learning or other disabilities that are not readily apparent</td>
<td>2%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Physical or other observable disabilities</td>
<td>2%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Social classes</td>
<td>3%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Immigrant backgrounds</td>
<td>3%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Genders</td>
<td>3%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Religions</td>
<td>5%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Sexual orientations</td>
<td>4%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Races or ethnicities</td>
<td>4%</td>
<td></td>
<td>28%</td>
</tr>
<tr>
<td>Political affiliation, opinions or beliefs</td>
<td>7%</td>
<td></td>
<td>36%</td>
</tr>
</tbody>
</table>

Source: UCUES, UC Berkeley, 2010
“In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about:...”

Source: UCUES, UC Berkeley, 2010
Stereotypical/Negative Views from Students

“In this academic year, I have heard students express negative or stereotypical views about:…”

Source: UCUES, UC Berkeley, 2010
Stereotypical/Negative Views about Race/Ethnicity

Heard Stereotypical or Negative Views about Races/Ethnicities Expressed by another Student

- White: 24% (4% somewhat often, 4% often, 6% very often)
- Asian/Filipino/Pacific Islander: 28% (4% somewhat often, 4% often, 6% very often)
- Chicano/Latino: 34% (4% somewhat often, 4% often, 6% very often)
- African American: 47% (4% somewhat often, 4% often, 6% very often)
- International: 27% (4% somewhat often, 4% often, 6% very often)

Heard Stereotypical or Negative Views about Races/Ethnicities Expressed by Teaching Faculty/Instructors

- White: 4% (4% somewhat often, 4% often, 6% very often)
- Asian/Filipino/Pacific Islander: 4% (4% somewhat often, 4% often, 6% very often)
- Chicano/Latino: 4% (4% somewhat often, 4% often, 6% very often)
- African American: 8% (4% somewhat often, 4% often, 6% very often)
- International: 12% (4% somewhat often, 4% often, 6% very often)

Source: UCUES, UC Berkeley, 2010
In this academic year, I have heard students express negative or stereotypical views about:

- Religions: 5% very often, 25% often, 70% somewhat often
- Sexual orientations: 4% very often, 25% often, 71% somewhat often
- Races or ethnicities: 4% very often, 28% often, 68% somewhat often
- Political affiliation, opinions or beliefs: 7% very often, 36% often, 57% somewhat often

Source: UCUES, UC Berkeley, 2010
Stereotypical/Negative Views about Sexual Orientation

Heard Stereotypical or Negative Views about Sexual Orientation Expressed by another Student

<table>
<thead>
<tr>
<th>Respondents' Sexual Orientation</th>
<th>Somewhat often</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>24%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay/Lesbian</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bisexual</td>
<td>27%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning/Unsure/Queer</td>
<td>51%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UCUES, UC Berkeley, 2010
Stereotypical/Negative Views from Students

“In this academic year, I have heard students express negative or stereotypical views about:...”

Source: UCUES, UC Berkeley, 2010
Stereotypical/Negative Views about Religions

Source: UCUES, UC Berkeley, 2010
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?

• “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”

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

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

• “Make older transfer students feel more welcome and like a part of the community.”

Source: UCUES, UC Berkeley, 2010
Perceived Importance of Diversity by Race/Ethnicity

"Diversity is Important to me" - "Diversity is Important to the campus"
Percentage of Students Agreeing, by Race/Ethnicity
as reported on the 2010 UCUES

Source: UCUES, UC Berkeley, 2010
Perceived Importance of Diversity by Affinity Group

"Diversity is Important to the campus"
Percentage of Students Disagreeing, by Student Characteristics as reported on the 2010 UCUES
- Somewhat disagree/Disagree/Disagree strongly

Source: UCUES, UC Berkeley, 2010
UCB Campus Climate Summary

What we learned about Campus Climate at UC Berkeley from UCUES:

- Respect rates vary greatly between different groups from 97% for heterosexuals to 52% for African Americans.
- Respect rates are mostly stable over the past four years, though they might be changing and can change quickly in a given year.
- Students report hearing stereotypical or negative views more frequently from other students than from teaching faculty and other instructors.
- Although some students feel that diversity is important to the campus, others (particularly those from certain underrepresented groups) disagree.
- 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.
Current Campus Actions and Initiatives

• Multicultural Education Program
  – Diversity training curriculum with a train-the-trainers model that involves Berkeley's students, faculty, and staff

• Departmental Strategic Plans for Equity and Inclusion
  – All campus academic and administrative departments will develop their own strategic plans to address equity and inclusion in their departments

• Innovation Grants
  – Grants funded by the Evelyn and Walter Haas Jr. Fund are available to students, faculty and staff to develop new and sustainable projects that promote equity, inclusion and diversity on campus
    • A Place at the Table: Interactive LGBT Exhibit at The Bancroft Library
    • Bears Baking Bread: Bringing Social Justice to the Table
    • Intimate Partner Violence Prevention Project

• UCOP Climate Survey
  – In 2013, for the first time there will be a university-wide climate survey of undergraduate students, graduate students, faculty, and staff
Additional Resources

- UC Berkeley – Stop Hate Reporting website – Report hate crimes and hate related incidents on campus.
  - http://geneq.berkeley.edu/stophate_form
- UC System-wide website to anonymously report incidents of discrimination, hostile climate, hate crimes and other climate issues.
- UC Berkeley Ombuds Office for Students and Postdoctoral Appointees – confidential conflict resolution and advocacy for fairness, equity and a healthy campus environment.
  - http://campuslife.berkeley.edu/ombuds
- Division of Equity and Inclusion (E&I) - The mission of E&I is to cultivate a welcoming and supportive environment that enhances success and advancement for all students, faculty, and staff on campus.
  - http://diversity.berkeley.edu/
- How to Assist the Distressed Student (University Health Services)
  - http://www.uhs.berkeley.edu/home/healthtopics/distressedstudents.shtml#related
- Links to Student Organizations on Campus:
- Links to Other Campus Resources:
  - http://vcei.berkeley.edu/CampusResources
Contact Information

• Andrew Eppig, aeppig@berkeley.edu
• Sereeta Alexander, sereeta@berkeley.edu
• Art Gong, artgong@berkeley.edu

• Stay Day 2012 Presentation
  – http://diversity.berkeley.edu/using-ucues-assess-campus-climate

• My Home Campus 2011 Presentation
  – http://diversity.berkeley.edu/myhomecampus/4

• E&I Diversity Data Dashboard
  – http://diversity.berkeley.edu/data

• Office of Planning and Analysis UCUES Reports
  – http://opa.berkeley.edu/surveys/UCUES/index.html
Respect Trends by Asian Ethnicity

**South Asian**

![Graph showing respect trends for South Asian students from 2008 to 2011.]

**Japanese**

![Graph showing respect trends for Japanese students from 2008 to 2011.]

**Chinese**

![Graph showing respect trends for Chinese students from 2008 to 2011.]

**Asian**

![Graph showing respect trends for Asian students from 2008 to 2011.]

**Other Asian**

![Graph showing respect trends for Other Asian students from 2008 to 2011.]

**Korean**

![Graph showing respect trends for Korean students from 2008 to 2011.]

**Vietnamese**

![Graph showing respect trends for Vietnamese students from 2008 to 2011.]

**Filipino**

![Graph showing respect trends for Filipino students from 2008 to 2011.]

Source: UCUES, UC Berkeley, 2008-2011
UC Riverside Respect by Race/Ethnicity

- Latino/Chicano
- White
- Asian
- African American

Respect Rate

Source: UCOP Accountability Report, 2011