

## Assessing the Campus Climate at UCSD: UCUES 2012

### Selected Perceptions and Measures of the UC San Diego Undergraduate Experience for URM and Non-URM Students

In spring quarter, 2012, the University of California, San Diego (UCSD) participated in the sixth biennial administration of the University of California Undergraduate Experiences Survey (UCUES). The UCUES is a UC-wide census-based survey of all undergraduates at the nine general campuses is a critical component of a major higher education research effort in support of the Student Experience in the Research University in the 21st Century (SERU21) project. The UCUES part of the project is coordinated by the UC Office of the President (UCOP) in conjunction with campus research directors at the nine undergraduate campuses.

#### What is UCUES?

The University of California Undergraduate Experience Survey (UCUES) is an online survey that UCSD undergraduate students have been invited to complete during the spring quarter every two years starting in spring 2002. The 2012 UCUES employed a modular design to allow for the inclusion of a greater number of items and a decrease in individual response time. The questionnaire contained a set of core questions administered to every respondent plus five unique modules of additional questions that were randomly assigned to subjects. The core questions focused primarily on topics related to academic program review but also covered student demographics, use of time, campus life perceptions and experiences, and general satisfaction with various dimensions of the undergraduate experience. The four common modules include Academic Engagement, Civic Engagement, Student Development, and Student Services. A fifth module allowed individual campuses to survey their students on issues of campus concern. The modular design enabled over 700 items to be included that measured and assessed the UC student experience.

For the purposes of this report items focusing on campus climate and the student experience on several dimensions were identified in both the UCUES Core and Student Development modules. Although the number of responses differ with respect to the Core and Student Development modules as part of the administration design, in most cases the N's for individual racial-ethnic groupings were sufficient to report with some reliability. It should be noted that results from the Student Development module for Pacific Islander, Native American, and African American should be interpreted with caution due to the relatively low N's. In some cases the responses for Pacific Islander and Native American respondents dropped below an N of 5, and were not included in certain tables and charts.

For the 2012 UCUES, a total of 7,649 UC San Diego undergraduates responded to the survey for a campus response rate of approximately 36%. Forty percent (N=8,846) of

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UC San Diego undergraduates were invited to complete the Student Development module with 3,072 or approximately 35% responding.

### Background and Context

In the two years preceding the 2012 administration of the UCUES at UC San Diego there were incidents that likely affected students' perceptions of the UC San Diego campus climate. In the winter, 2010 quarter an incident of racial bias occurred off-campus during Black History month with the participation of UC San Diego affiliates. Approximately two weeks later, a rope tied into the shape of a noose was discovered in the upper floors of the Geisel Library. These incidents gave rise to a series of student and community demonstrations, teach-ins, and occupation of some administrative buildings. This led to calls for improving the campus climate and providing greater support services to under-represented students. These events occurred within weeks of the administration of the UCUES in spring quarter, 2010 and inspection of the data suggests that these events had a negative impact on perceptions of the campus climate (additional climate trend data are included in this report from prior UCUES administrations).

At the UC system-wide level, due to continuing declines in state support for higher education in California, undergraduate fees rose by approximately 8% in fall, 2011 and by almost 10% in winter 2012. There were also bias incidents reported at other UC campuses that temporally preceded the administration of the 2012 UCUES. Taken together, these events and incidents likely contributed to negative perceptions of the UC campus climate overall, and at UC San Diego in particular.

On a positive note, at the time of the preparation of this report there are several initiatives and committees studying and making recommendations from both a curricular and co-curricular perspective to implement programs and measures to improve the campus climate for diversity. For example, plans to open and provide support for student organizations intended to improve the climate for under-represented students are underway. These centers would be in addition to our existing student identity and multi-cultural centers.

Additional contextual information for understanding and comparing the perceptions of campus climate is provided in the form of comparison data for the other UC campuses for the same climate items. For purposes of interpretation, because the total system wide number of UCUES respondents is quite large, any small difference from campus-level responses will be statistically significant. To aid in inter-campus comparisons, UC Institutional and Student Research Directors agreed to apply two tests for what would be regarded as *substantive* differences. For mean or average ratings an observed difference of 0.2 or greater and for percentage values an observed difference of 5% or greater would meet this standard. In addition the eta-squared ( $\eta^2$ ) values were computed for several of

Source: Student Research & Information

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the means comparisons, and where these values achieved  $\geq .25$ , or a small effect size, these values are reported. This approach is suggested by Wolf (1986) in reporting *educationally* significant (i.e.,  $.25$ ) compared to *therapeutically* significant effect sizes (i.e.,  $\geq .50$ ).

### **Selected Findings**

#### **System-wide Measures of Campus Climate**

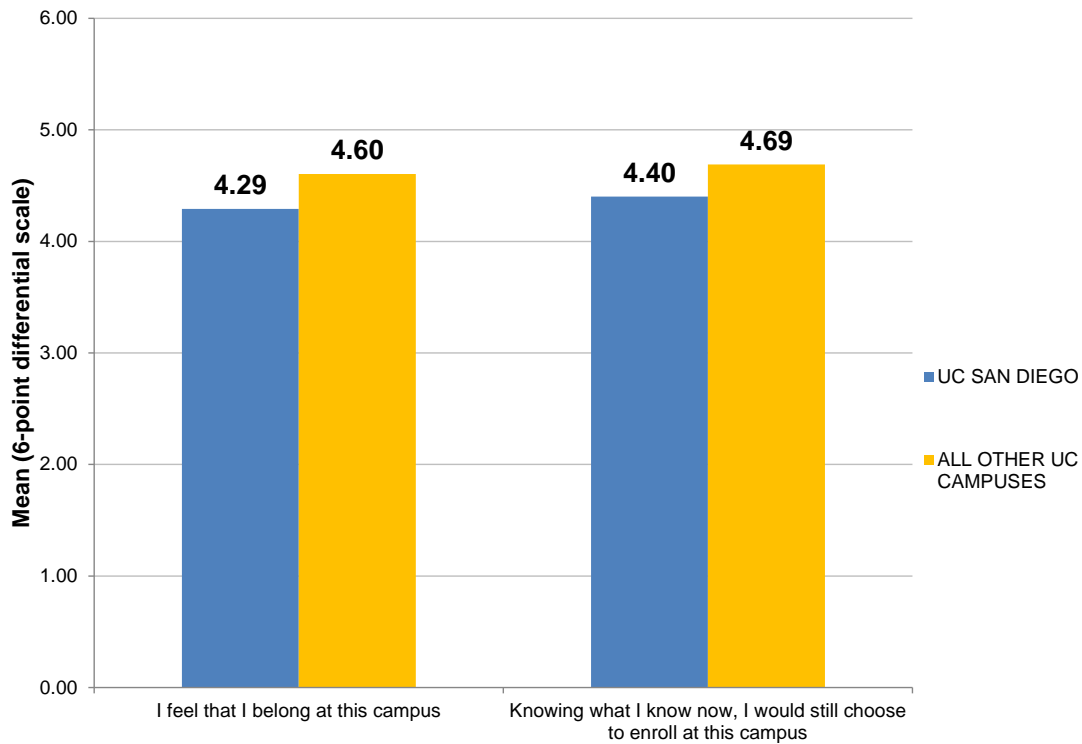
##### **Sense of Belonging**

UCUES 2012 participants were asked to rate levels of agreement with several Likert-type scale items related to perceptions of the campus climate on a scale of 1 to 6. (1=Strongly Disagree and 6=Strongly Agree). (Appendix A displays the prompts and scales used for the items selected for this report).

UCUES is a UC system-wide survey. This feature enables comparisons between undergraduates at UC San Diego and those at other UC campuses. UCUES is a valuable resource in providing a means of contextual interpretation for data critical to understanding the student experience such as climate. The ability to compare our results with the composite UC norm is an important distinction and advantage to using UCUES for these purposes.

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Figure 1. Sense of Belonging and Affiliation with the Campus: UC San Diego and UC Norm



UC San Diego respondents were significantly more likely overall to report lower levels of a sense of belonging and choosing to re-enroll at UC San Diego compared with the UC norm<sup>1</sup>. The effect size was small and did not achieve the .25 standard used in this report either of these two mean ratings.

<sup>1</sup> UC Norm in this report includes the average of all other campus responses to a particular UCUES item without UC San Diego in the UC Norm group

Source: Student Research & Information

Figure 2. Sense of Personal Value and Value of Diversity: UC San Diego and UC Norm

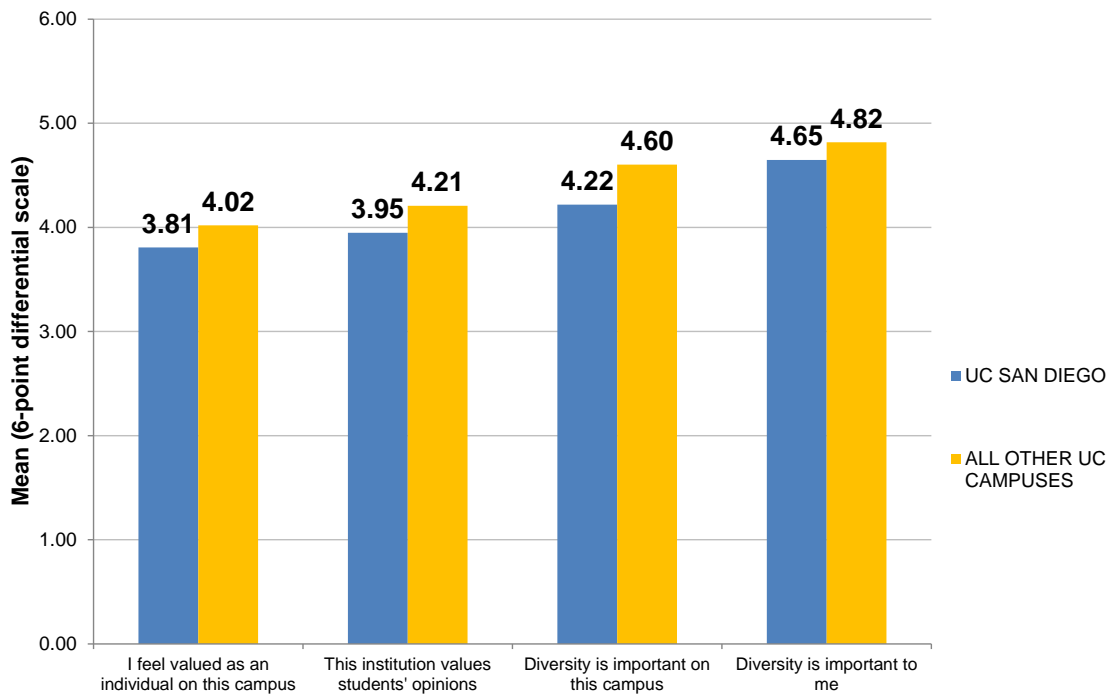


Figure 2 displays the mean ratings for two items that attempt to measure a respondents' sense of value to the campus and how the institution views student opinions. Inspection of these measures of perceived personal value suggests that these two measures are generally low across the UC campuses. This is generally true for large Research I public institutions.

For these two measures of value, UC San Diego respondents' indicated lower mean ratings for these two items than their UC counterparts from other campuses. For both measures, the difference in mean ratings meets or exceeds the .20 standard set by the UC Research Directors for inter-campus comparisons. These differences in sense of value to the campus and the perceived value placed on students' opinions merit further attention to gather additional insights into the meaning of these differences.

### Importance of Diversity

Figure 2 also displays items that reference how the campus is perceived to value diversity, and how important the concept of diversity is to the respondent. These ratings are generally high across the campuses, although UC San Diego respondents did not indicate the same level of the value of diversity, the differences were not substantively

Source: Student Research & Information

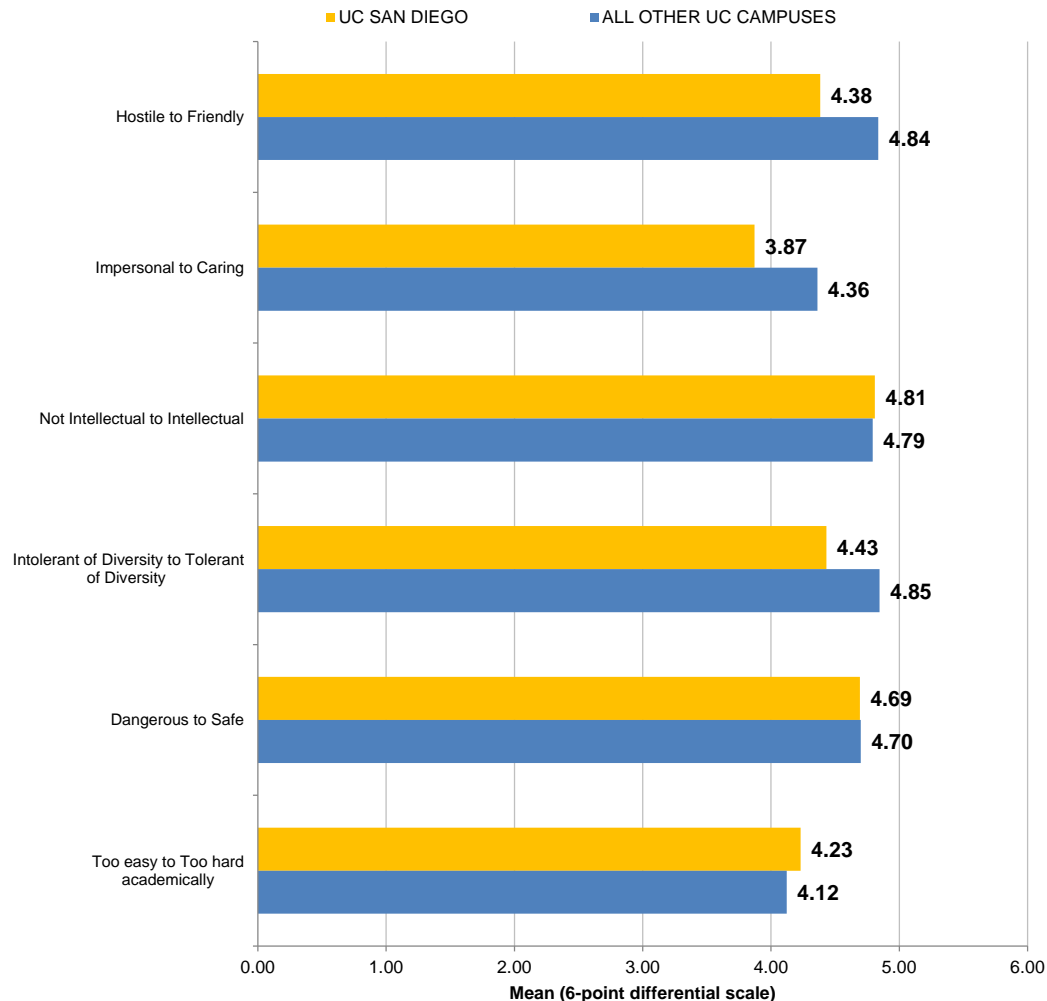
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different and the effect size was negligible. However UC San Diego respondents did rate the perceived importance of diversity to this campus lower than the UC Norm. The difference in mean rating exceeded the .20 standard, although the effect size was small.

### Perceptions of Climate Using Semantic Differential Scales

UCUES also asks respondents to rate their perceptions of the campus culture using a set of semantic differentials that describe the climate along a continuum with descriptors anchoring both ends of the scale. The semantic differential scales are designed such that higher scores are desirable on most of these measures (e.g., Unsafe=1, Safe=6). These data are drawn from the UCUES Student Development module and UC San Diego and the UC Norm comparisons are displayed in Figure 4

Figure 4. Perceptions of Campus Culture: UC San Diego and UC Norm



Source: Student Research & Information

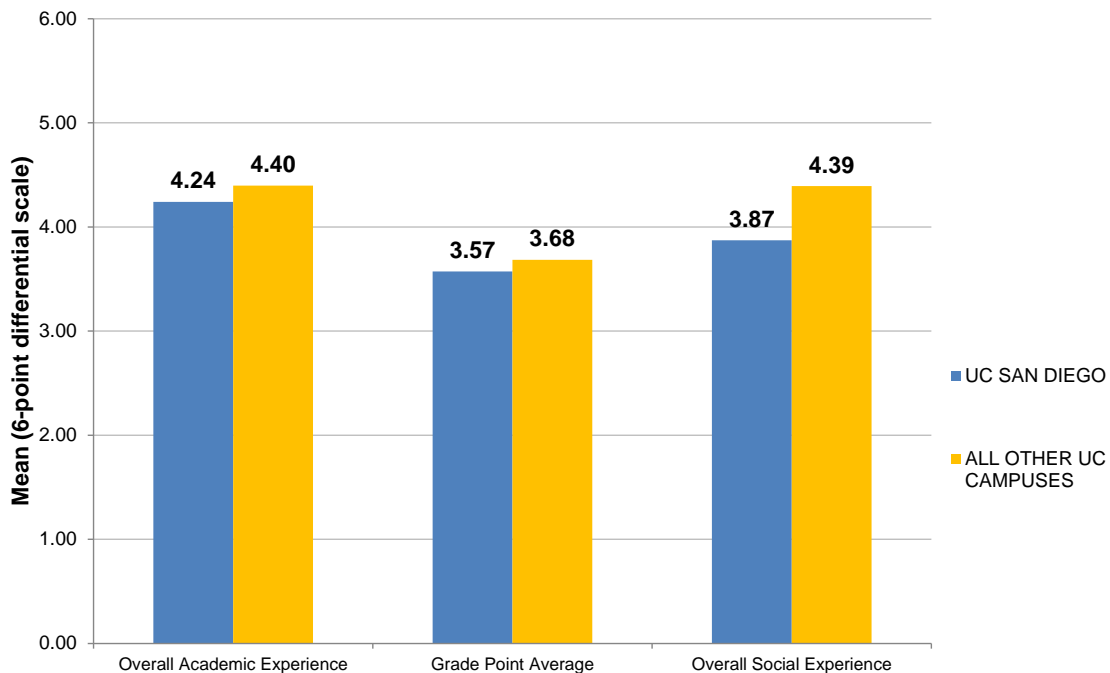
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A comparison of the mean scores on these semantic differential items indicates that UC San Diego have lower average scores for three of these items. The significant difference in mean scores of least 0.2 is found for the “hostile to friendly,” “impersonal to caring,” and the tolerance for diversity items with UC San Diego students rating these items lower than the UC Norm. With respect to intellectual and campus safety ratings, UC San Diego scores are the same as the UC Norm. UC San Diego students did tend to rate the campus as somewhat more academically challenging than the UC Norm group. This somewhat higher rating of “too hard academically” echoes the response trend to this item over the last several administrations of UCUES.

### General Measures of Satisfaction with the Undergraduate Experience

Figure 5 displays the mean scores on three broad measures of the campus experience with comparisons to the UC Norm for satisfaction with the campus academic and social experience. Also included is a comparison of relative satisfaction with the respondents’ UC GPA.

Figure 5. General Measures of the Undergraduate Experience for UC San Diego and UC Norm



Although there are small differences between the UC San Diego and UC Norm average scores for satisfaction with the campus overall academic experience and with the respondents’ GPA these differences did not reach the 0.2 standard for a substantive inter-campus difference. With respect to satisfaction with grade point average, the differences

Source: Student Research & Information

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were not statistically significant, although UC San Diego students appear to be somewhat less satisfied with their GPA. The mean score for the rating of the campus social experience does show a significant and practical difference between UC San Diego and the UC Norm. ( $\eta^2=.42$ )

In general, UC San Diego respondents tend to view selected dimensions of the campus climate and overall undergraduate experience less positively than their UC peers. A similar pattern can be noted with respect to ratings of the campus social experience. Also, relatively higher levels of dissatisfaction with the respondents campus GPA tend to reinforce the data on academic challenge found in figure 4 and reinforces the general notion among our students that UC San Diego is very competitive academically.

To meet some of these challenges, the campus has begun or continued initiatives and projects intended to improve the campus climate and social experience at UC San Diego. For example, the Undergraduate Student Experiences and Satisfaction Committee (USES) has identified and implemented events and practices to promote an enhanced campus sense of belonging and pride in being a student at UC San Diego. The Vice-Chancellor, Student Affairs office completed a project late last year that used a series of focus groups constituted primarily of URM students to better understand the factors that contribute to academic resiliency, success, satisfaction, and retention of URM students. These focus group activities provided useful data on how to improve important aspects of campus and classroom climate at UC San Diego. These findings and recommendations will be presented to campus constituency groups throughout the campus in spring, 2014.

### **Climate Data by Racial and Ethnic Groupings**

UCUES data from prior years indicate that perceptions of the campus climate can vary substantially between campus sub-populations such as racial-ethnic groupings, religious denominations, sexual orientation, and other characteristics and beliefs. This research report focuses on differences in perceptions for students disaggregated by self-reported racial-ethnic category. For this section of the report, UCUES items that specifically focus on racial-ethnic questions were selected for analysis and inter-group comparisons.

Tables 1 and 2 display the responses disaggregated by racial-ethnic category to the UCUES 2012 core and Student Life and Development Module. The Student Development module was sent to a random subset comprising 40% of the UC San Diego UCUES population and includes items that focus specifically on racial-ethnic questions. Table 2 displays the distribution of responses disaggregated by self-reported Asian racial-ethnic categories.



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**Table 1: Self-Identified Racial-Ethnic Categories for UC San Diego UCUES 2012 Respondents**

ETHNICITY		Student Life and Development Module	UCUES Core
AFRICAN AMERICAN	N	61	142
	%	43.0%	100.0%
ASIAN	N	1,392	3,461
	%	40.2%	100.0%
MEXICAN AMERICAN	N	331	845
	%	39.2%	100.0%
FILIPINO	N	118	332
	%	35.5%	100.0%
LATINO-OTHER SPANISH	N	105	251
	%	41.8%	100.0%
NATIVE AMERICAN	N	13	37
	%	35.1%	100.0%
CAUCASIAN	N	728	1,811
	%	40.2%	100.0%
OTHER	N	324	770
	%	42.1%	100.0%
TOTAL	N	3,072	7,649
	%	40.2%	100.0%

Due to the wide variation in the representation of certain racial-ethnic groupings on campus and those that responded to both the UCUES core and Student Development module, findings for groupings with relatively low cell size should be interpreted with caution. These would include African-American respondents, (particularly on the Student Development module, N=61), and Native American respondents for both the core and Student Development module.

Table 2 displays the respondent profile for the UCUES 2012 core and Student Development module disaggregated by self-identified Asian categories. Self-identified Chinese and Korean students represent approximately 62% of respondents within the Asian category. With the exception of Pacific Islander students, there are sufficient cell sizes for the analysis of the campus climate items for the remainder of the respondents.

**Table 2: Self-Identified Racial-Ethnic Categories for UC San Diego UCUES 2012 Respondents Disaggregated by Asian Groupings**

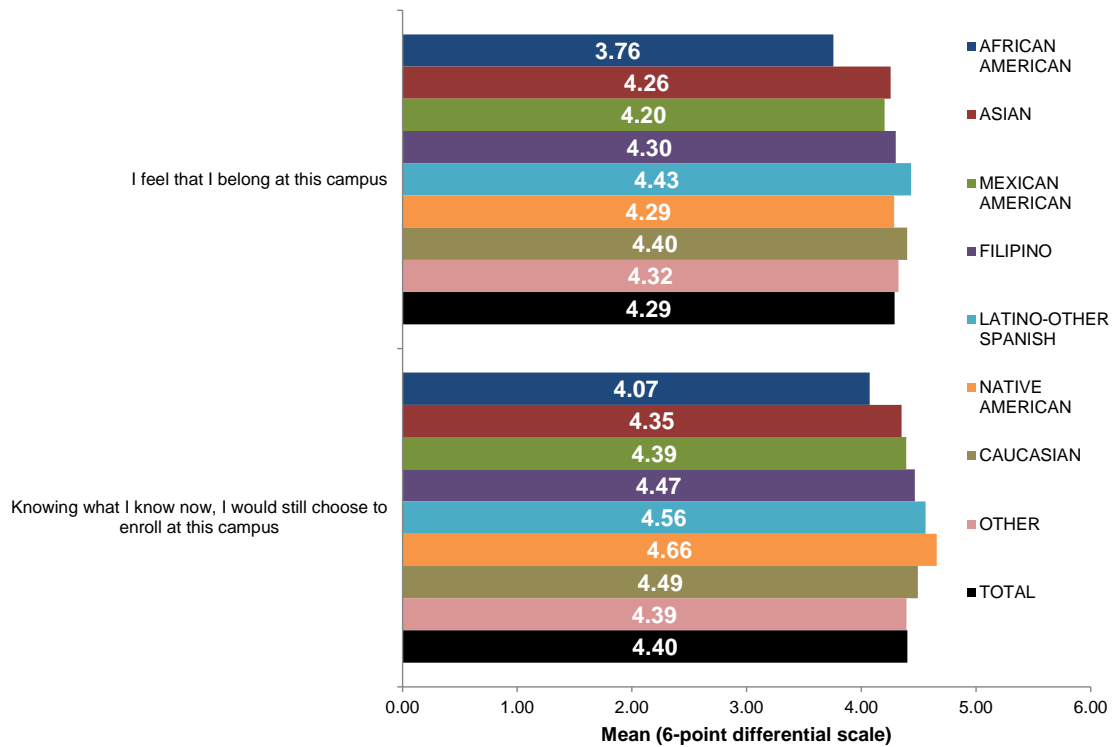
		Student Life and Development Module	UCUES Core
CHINESE	N	776	1,918
	%	40.5%	100.0%
EAST INDIAN-PAKISTANI	N	124	301
	%	41.2%	100.0%
FILIPINO	N	118	332
	%	35.5%	100.0%
JAPANESE	N	61	157
	%	38.9%	100.0%
KOREAN	N	238	608
	%	39.1%	100.0%
PACIFIC ISLANDER- POLYNESIAN	N	4	14
	%	28.6%	100.0%
THAI-OTHER ASIAN	N	76	173
	%	43.9%	100.0%
VIETNAMESE	N	237	591
	%	40.1%	100.0%
TOTAL	N	1,634	4,094
	%	39.9%	100.0%

**Selected Climate Ratings by Racial-Ethnic Grouping**

Analysis of two general indicators of the UC San Diego campus climate disaggregated by race-ethnicity suggest some significant and practical differences between respondent groupings in levels of agreement with the sense of belonging and choose to re-enroll UCUES items. The mean scores on these items are displayed in Figure 6.

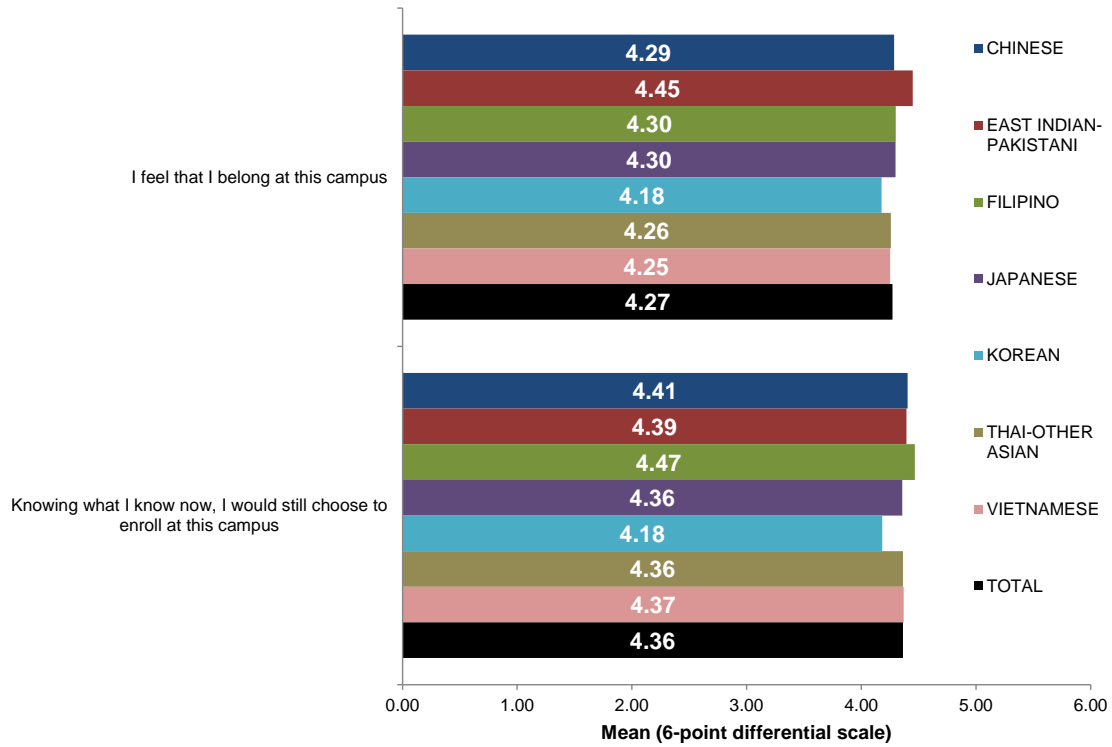
Among UC San Diego UCUES respondents, African-American students indicate significantly lower satisfaction levels than other groupings with respect to feeling a sense of belonging to the campus. Filipino and White student respondents tended to indicate slightly higher levels of a sense of belonging to the campus. The remaining groupings displayed approximately similar levels of satisfaction on this item. These data are displayed in Figure 6.

Figure 6: Selected Climate Ratings at UC San Diego, by Respondent Race-Ethnicity



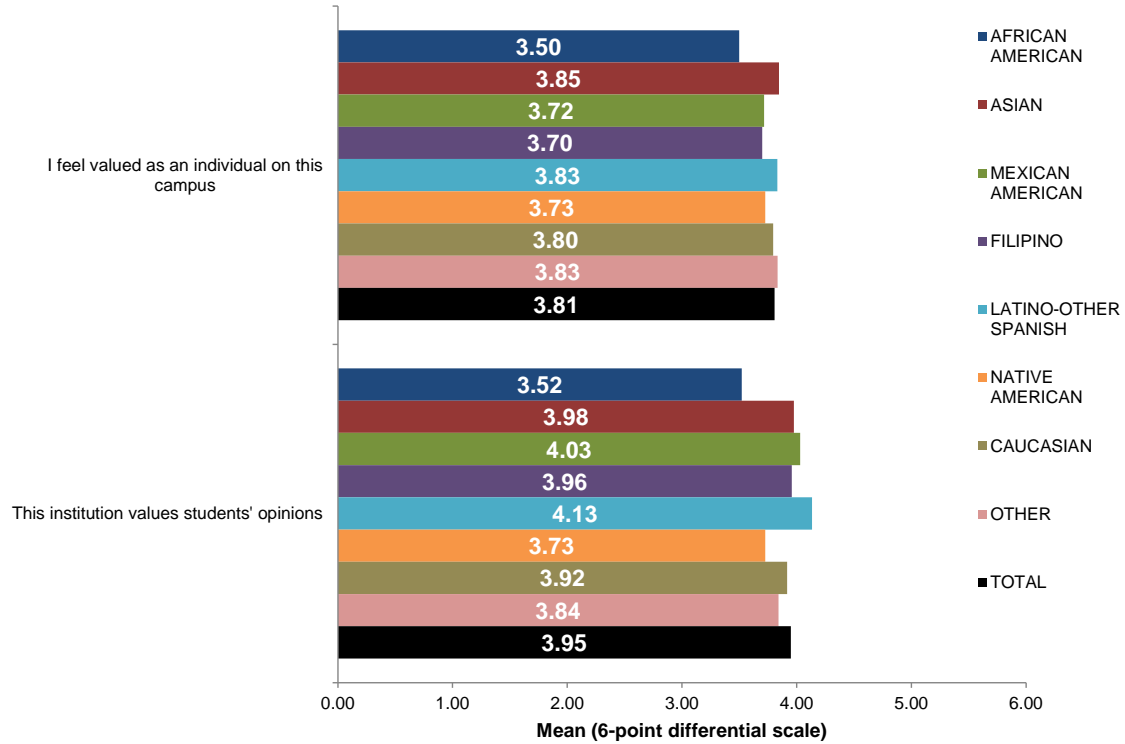
With respect to the likelihood of enrolling at UC San Diego again, African-American respondents indicated that they would be less likely to do so. Mexican-American and Other respondents were slightly more likely to re-enroll compared with Asian respondents, although these proportions are very close to the mean score for all respondents. Latino and Filipino respondents indicated a higher likelihood of re-enrollment at UC San Diego than Caucasian respondents. Asian respondents are less likely than Caucasian and Mexican-American and Latino respondents to agree with both of these statements.

Figure 6a: Selected Climate ratings at UC San Diego by Asian Sub-groupings



Among Asian sub-groupings there appears to be little variation with respect to feelings of belonging and likelihood of re-enrollment. East-Indian-Pakistani respondents indicated significantly higher levels of agreement with the sense of belonging item compared to the mean for the total Asian grouping. Filipino students also indicated somewhat higher levels of agreement with these two items than other groupings. With respect to the other Asian sub-categories, the scores were fairly similar for these two items. Pacific Islander responses were too low (N=4) to report.

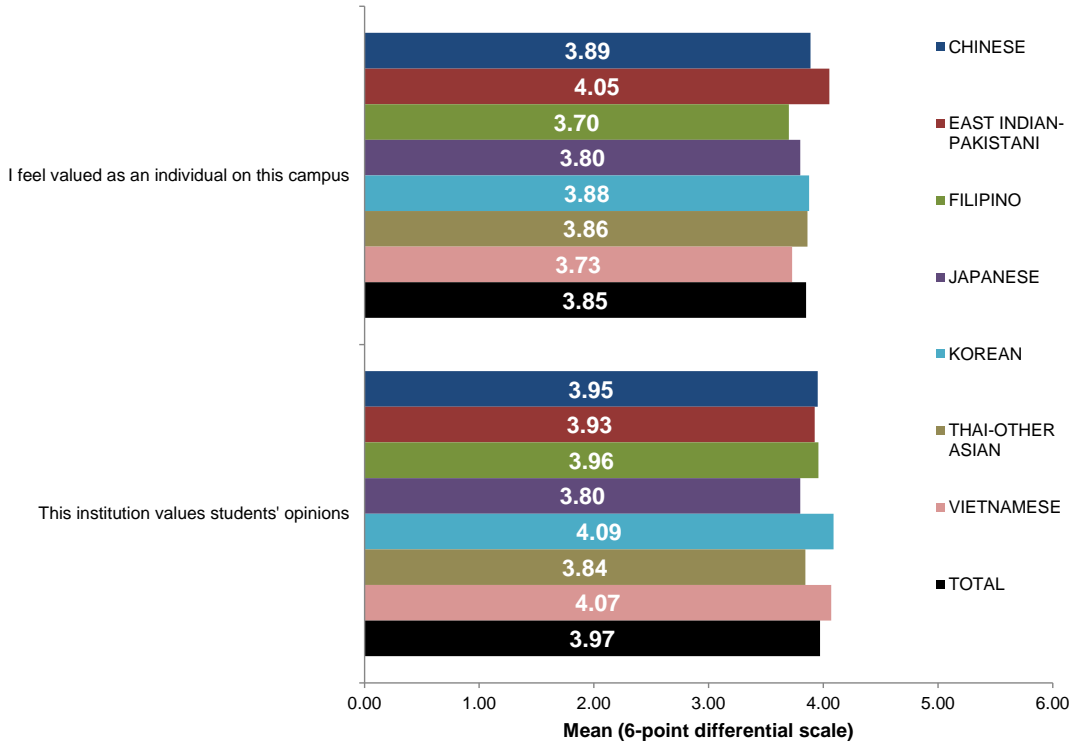
Figure 7: Perceptions of How the Campus Values Student Individuality and Opinions by Racial Ethnic Grouping



Overall, students are somewhat less likely to perceive they are valued as individuals than that the institution values students' opinions. With the exception of African-American respondents, there appear to be little substantive inter-group differences with respect to these two measures of how the campus values student individuality and opinions. Mexican-American and other Latino respondents were somewhat more likely than Asian and Caucasian respondents to believe that the campus values students' opinions.

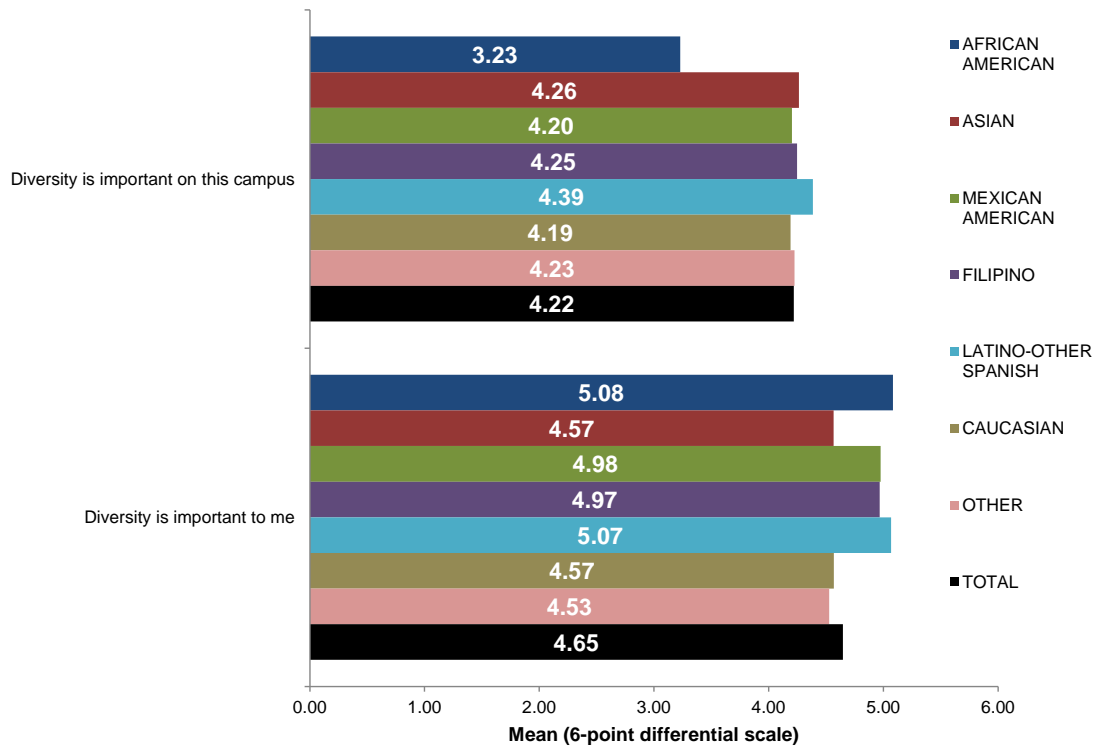
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Figure 7a: Perceptions of How the Campus Values Student Individuality and Opinions by Asian Sub-grouping



Analysis by Asian sub-populations does not suggest much in the way of substantial difference for either the student opinion or student individuality items. East Indian-Pakistani respondents were somewhat more likely to feel valued as an individual on the campus and Korean and Vietnamese respondents slightly more likely to believe that the campus values student opinions.

Figure 8: Importance of Diversity by Racial-Ethnic Student Grouping



It is important to note when reviewing the data in Figure 8 that these items were not included in the core UCUES 2012, but were a part of the Student Development module. As described earlier in this report, the Student Development module was available to 40% of the total UCUES survey population. This design, while intended to reduce survey fatigue and encourage completion of the entire survey, also had the effect of producing lower cell sizes for the non-core items, particularly when disaggregated by student sub-groupings. This may have the effect of inflating error or fluctuations in the response profile and reduce reliability in assessing the differential patterns of responses. This may be the case for African American respondents (N=61), and Native American respondents (N=13). Data for these groupings should be interpreted with caution. Pacific Islander responses are not included due to a low cell count for these items on the Student Development module (N=4).

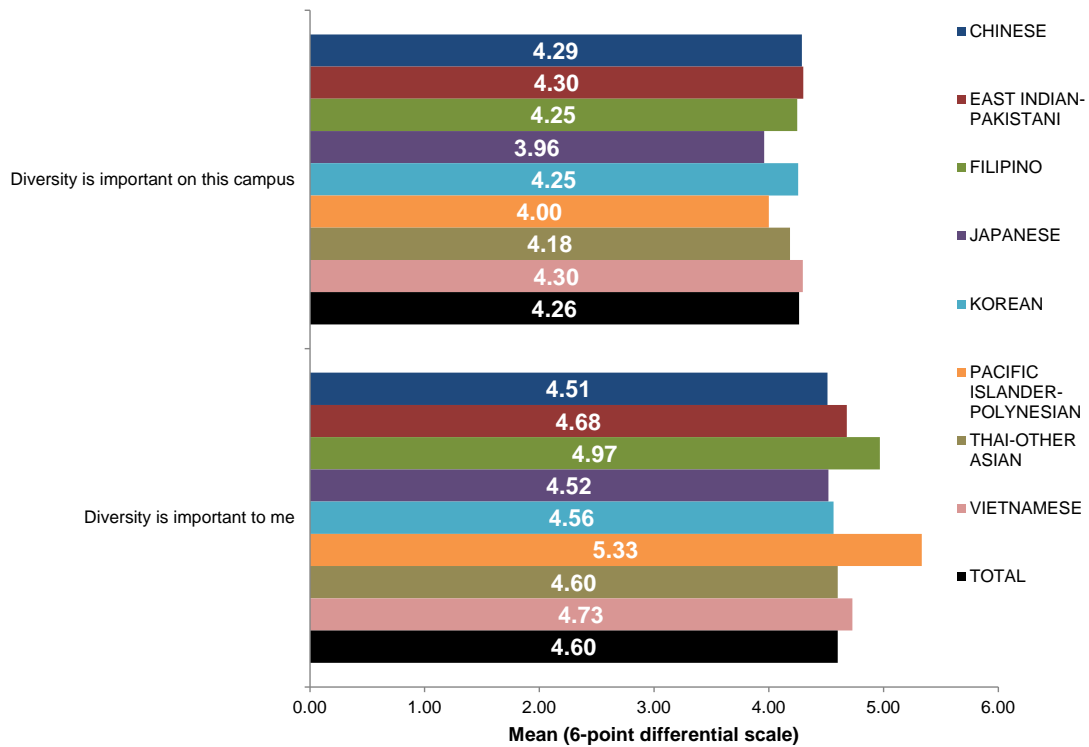
Figure 8 displays average scores for the level of agreement to questions of how important diversity is to the respondent, and how the respondent perceives the importance of diversity to the campus. African-American respondents (N=61) differed most noticeably from the mean for all respondents for both items. African American respondents rated the importance of diversity to themselves at a significantly higher rate than other

Source: Student Research & Information

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groupings, and conversely rated their perception of the importance of diversity to the campus as the lowest compared with other student groupings. Mexican-American, Asian, Filipino, and Caucasian students showed similar levels of agreement of how important diversity is to the campus, with Latino respondents indicating somewhat higher levels of agreement with this statement.

Figure 8a: Importance of Diversity by Asian Sub-grouping



There was little practical variation in the response patterns of the Asian respondent sub-groupings with respect to their perception of how important diversity is to the campus. Filipino respondents indicated somewhat lower scores on this item compared with other comparison groupings.

In general, the mean level of agreement of the importance of diversity to the respondent was generally similar across Asian sub-groupings. Filipino respondents showed somewhat higher levels of agreement with this UCUES item compared to the other Asian sub-groupings.

Source: Student Research & Information



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Figure 9: Perceptions of Campus Climate Using Semantic Differential Items by Racial-Ethnic Grouping

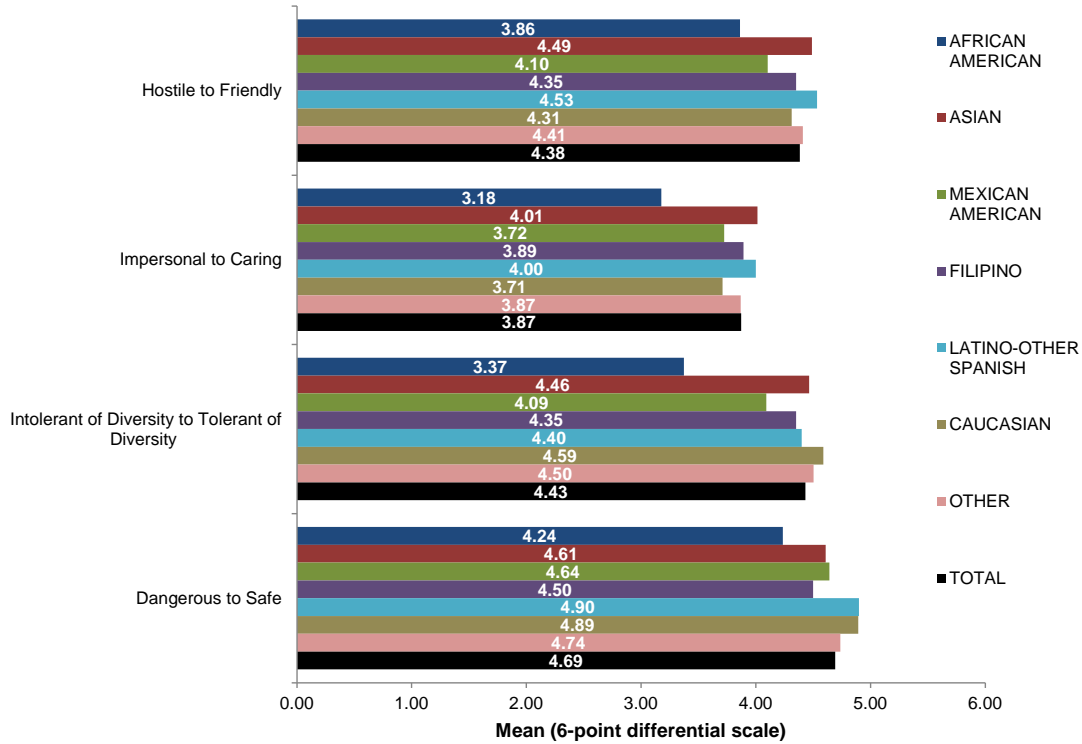


Figure 9 displays respondent perceptions of selected dimensions of campus climate using semantic differential scales disaggregated by racial-ethnic grouping. African-American respondents tended to rate the campus climate less desirably compared to other student groupings for each of the included scales. (Note: The scale for these items ranges from 1-6 with higher scores being more desirable). The campus generally received lower scores from all groupings on the “Impersonal to Caring” scale and higher scores on the “Dangerous to Safe” scale. Asian and Latino respondents tended to rate items such as ‘Hostile to Friendly,’ and “Impersonal to Caring,” somewhat higher than other respondents.

Source: Student Research & Information

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Figure 9a: Perceptions of Campus Climate Using Semantic Differential Items by Asian Sub-grouping

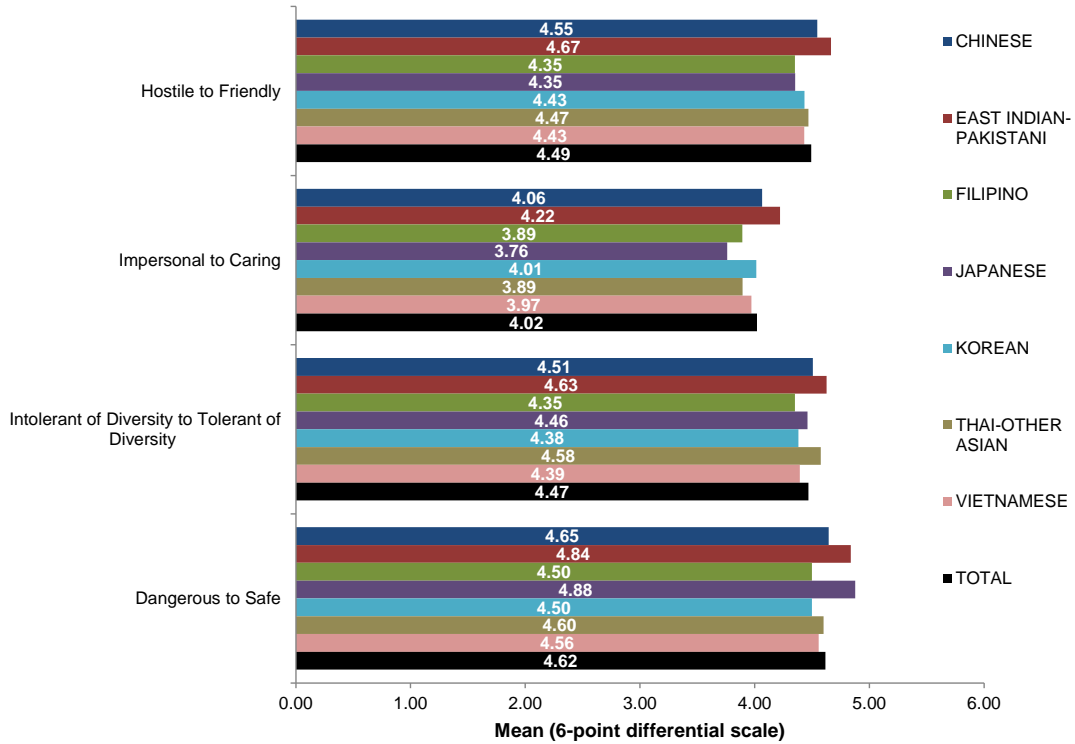
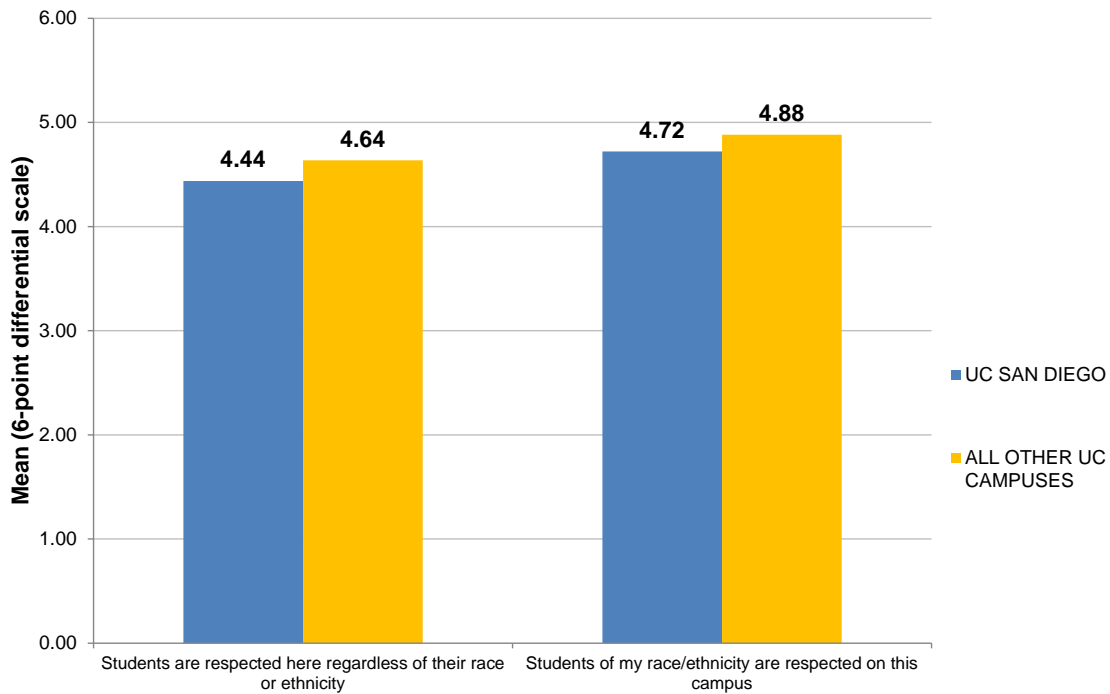


Figure 9a displays semantic differential climate items disaggregated by Asian sub-groupings. In general there appears to be little in the way of practical difference between sub-groupings for each of these items. As was noted in Figure 9, the campus received generally lower ratings from all groupings on the “Impersonal to Caring” scale, and higher scores for perceived campus safety. Although the mean differences are not significantly large, East Indian-Pakistani respondents tended to view the campus climate more favorably than other Asian sub-groupings.

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Figure 10: Overall Perception of Respect for UC San Diego and UC Norm respondents



The UCUES core included two items pertaining to perceptions of the general campus attitudes regarding respect for racial-ethnic groupings. One item asked respondents to generally rate the campus' respect for racial-ethnic differences, and on a more personal level, a second item asked respondents to rate their level of agreement that students of *my race/ethnicity are respected at this campus*.

Figure 10 displays comparative mean scores for two of the UCUES items that measure perceived respect for all racial-ethnic groupings and the respondent's racial-ethnic grouping. UC San Diego respondents tended to rate the campus lower on these two measures of racial-ethnic respect compared to the UC Norm.

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Figure 11: Perceptions of Respect at UC San Diego by Student Racial-Ethnic Grouping

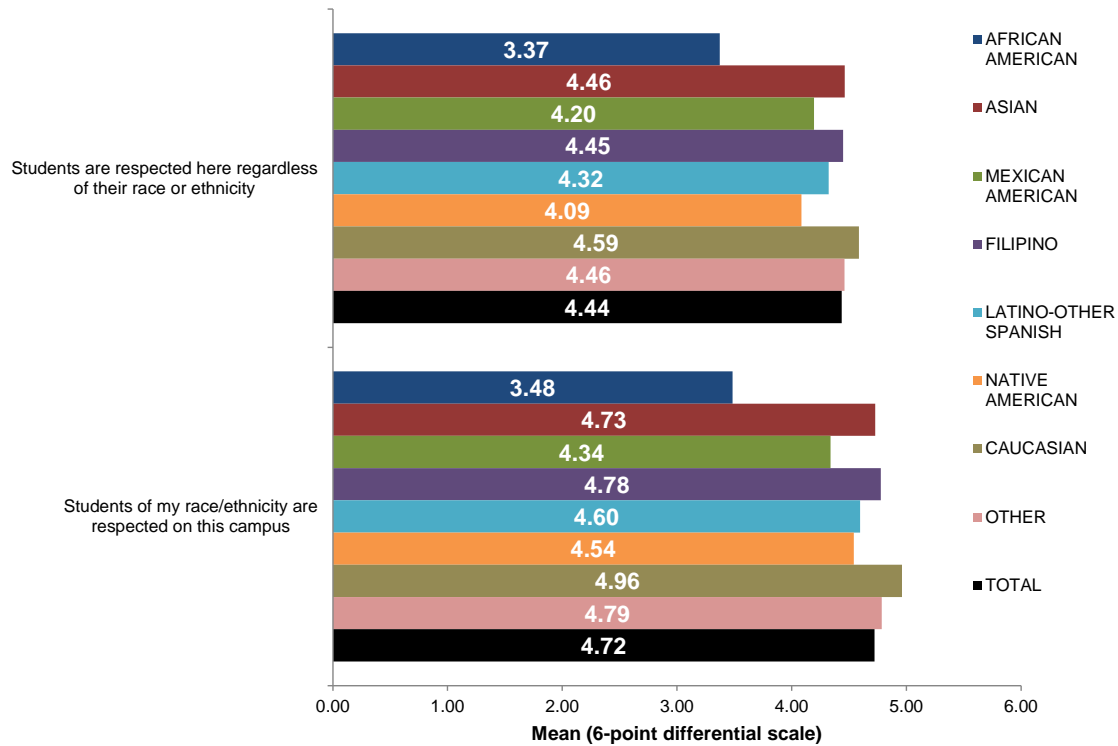


Figure 11 displays the average score on the two racial-ethnic respect items disaggregated by race-ethnicity groupings. African-American respondents showed significantly lower levels of agreement with these two items compared to all other respondent groupings. Mexican-American students were somewhat less likely to agree on the respect items, although the mean difference was of a small magnitude with respect to effect size. Asian and Caucasian respondents tended to have somewhat higher scores on these two items. Caucasian respondents were somewhat more likely to agree with both of these statements.

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Figure 11a: Perceptions of Respect at UC San Diego by Asian Sub-grouping

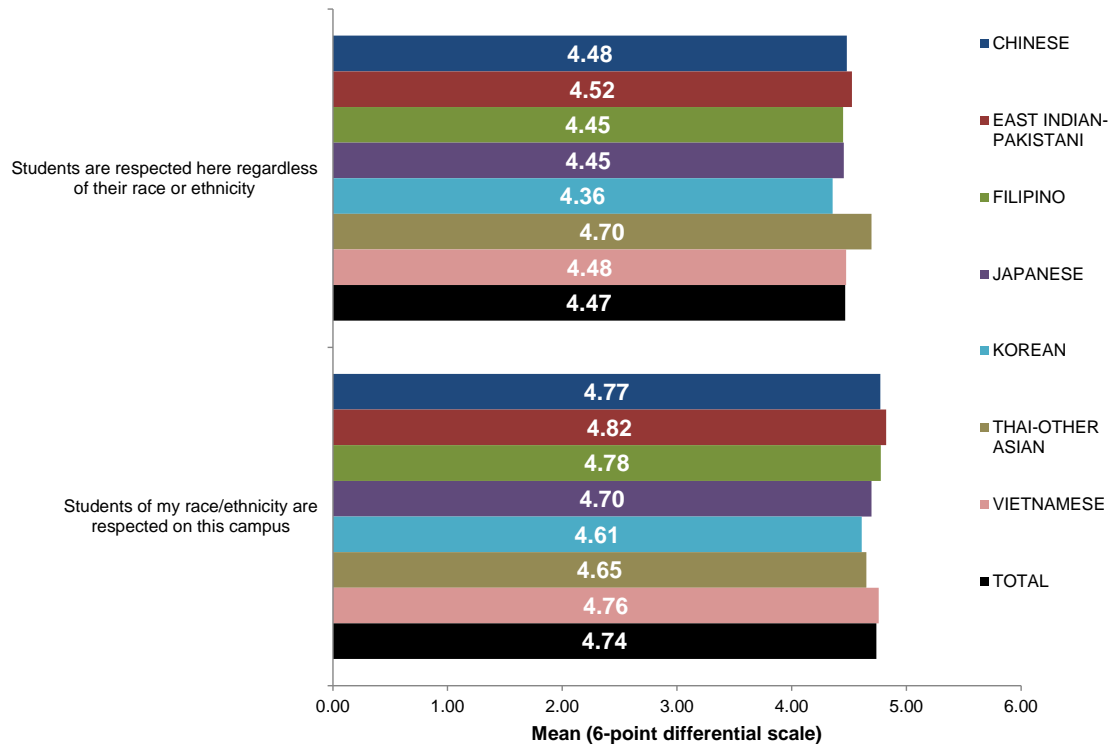


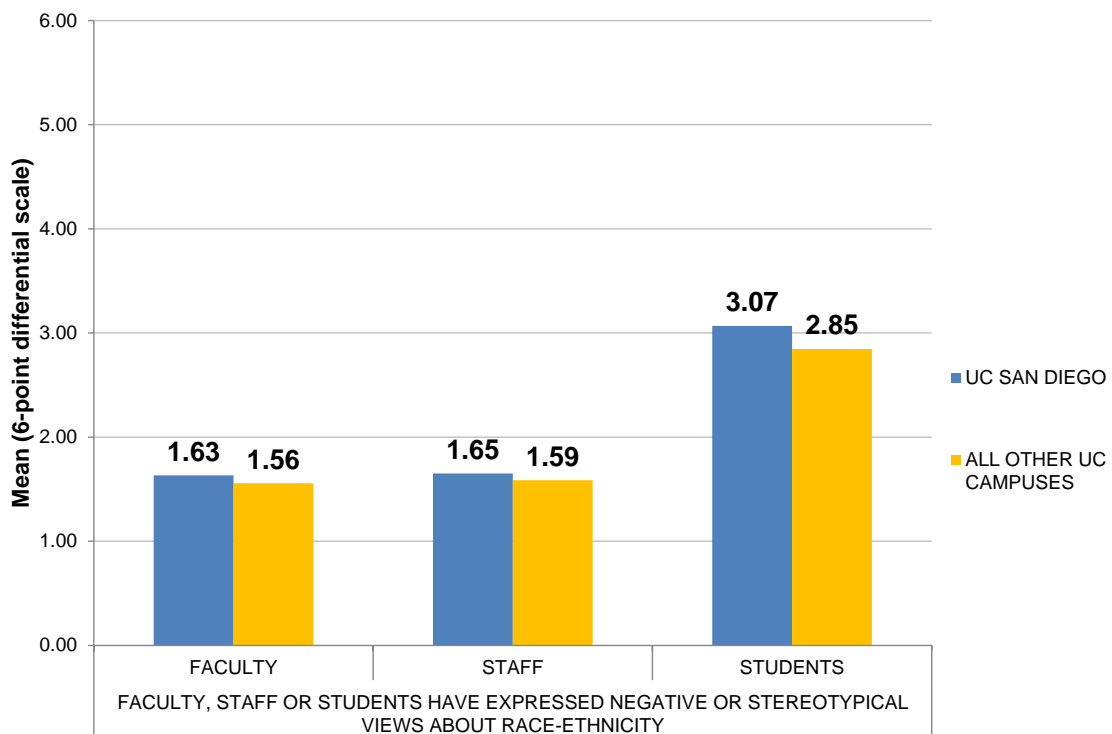
Figure 11a displays the mean scores for the respect items disaggregated by Asian sub-groupings. Comparison of the mean scores for each sub-grouping suggests little difference in the ratings of these two items by Asian sub-grouping. The only significant difference is found in the difference in average scores for Korean and East Indian/Pakistani respondents with Korean respondents indicating a lower level of agreement with these two items.

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### Negative or Stereotypical Views Related to Race-Ethnicity

The UCUES instrument included items that focused on the frequency of respondent's hearing negative or stereotypical views about race or ethnicity by faculty or instructors, staff or administrators, and by other students. The possible responses were constructed over a six point scale where 1= Never and 6=Very Often. Thus lower scores are most desirable for these items. These data comparing UC San Diego responses to the UC Norm are displayed in Figure 12.

Figure 12. Frequency of Negative or Stereotypical Views: UC Comparisons



UC San Diego ratings for these items do not differ substantially from the lowest ratings for the UC Norm for the faculty and staff items, but the rating does appear somewhat higher with respect to hearing such views from fellow students.

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Figure 13. Perceived Frequency of Negative or Stereotypical Views about Race-Ethnicity by Respondent Racial-Ethnic Grouping

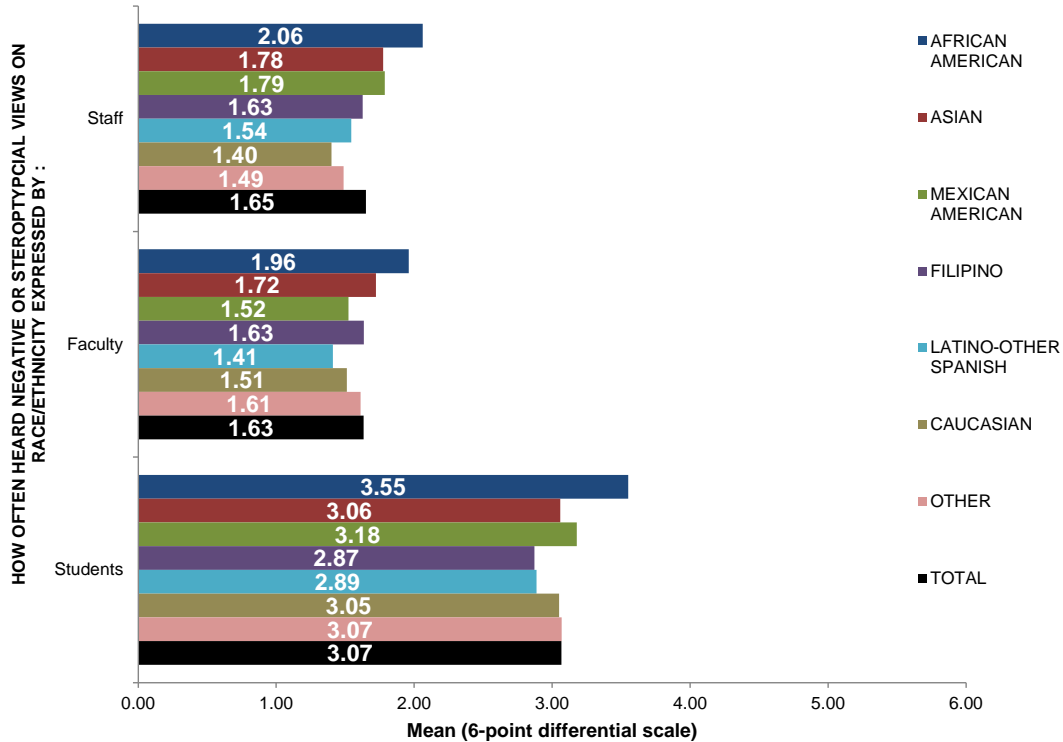


Figure 13 displays responses to frequency of hearing negative comments from campus staff, faculty and students disaggregated by respondent racial-ethnic grouping. The mean ratings for frequency of these events are similar to those found for the aggregated student responses: fellow students are significantly more likely to express negative or stereotypical views about race-ethnicity than both faculty and staff.

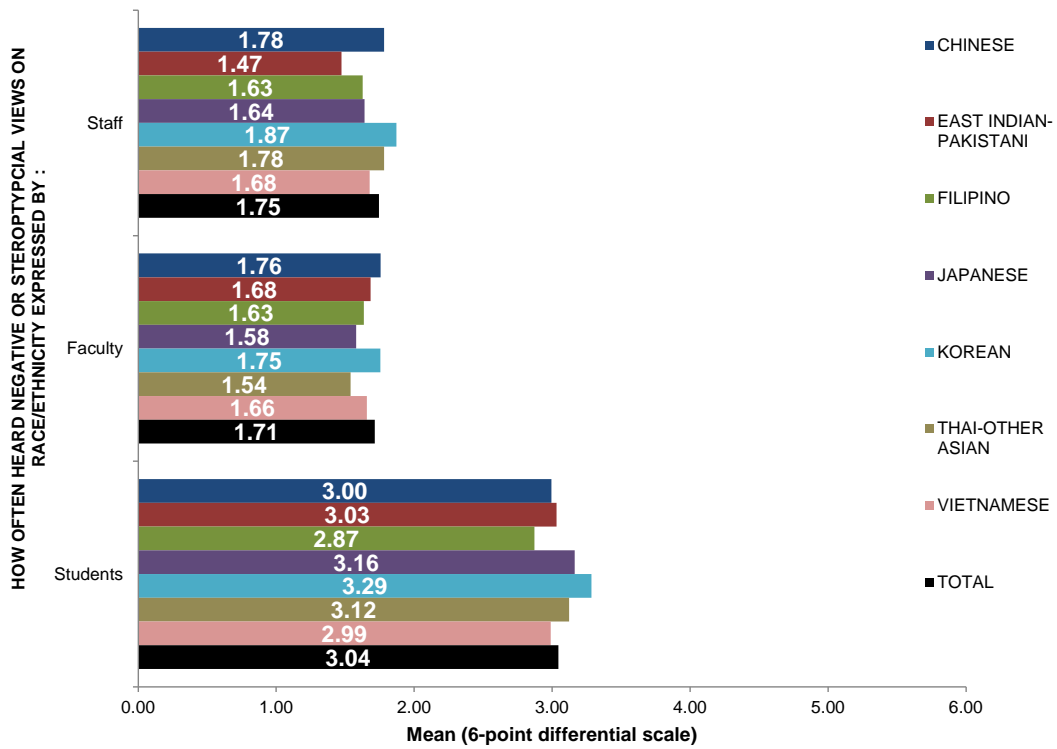
With respect to hearing stereotypical views expressed by staff, African-American, Asian, and Mexican-American reported slightly higher frequencies of hearing negative views compared with Latino, Caucasian, and Other respondent groupings. With respect to hearing negative views expressed by faculty, Mexican-American, Latino Caucasian, and Other student groupings rated the frequency of these events lower than comparison groupings.

Filipino and Latino respondents tended to indicate hearing negative views pertaining to race-ethnicity from other students at lower rates than Asian, Caucasian, Mexican-American and Other student groupings.

Source: Student Research & Information

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Figure 13a. Perceived Frequency of Negative or Stereotypical Views about Race-Ethnicity by Asian Sub-grouping

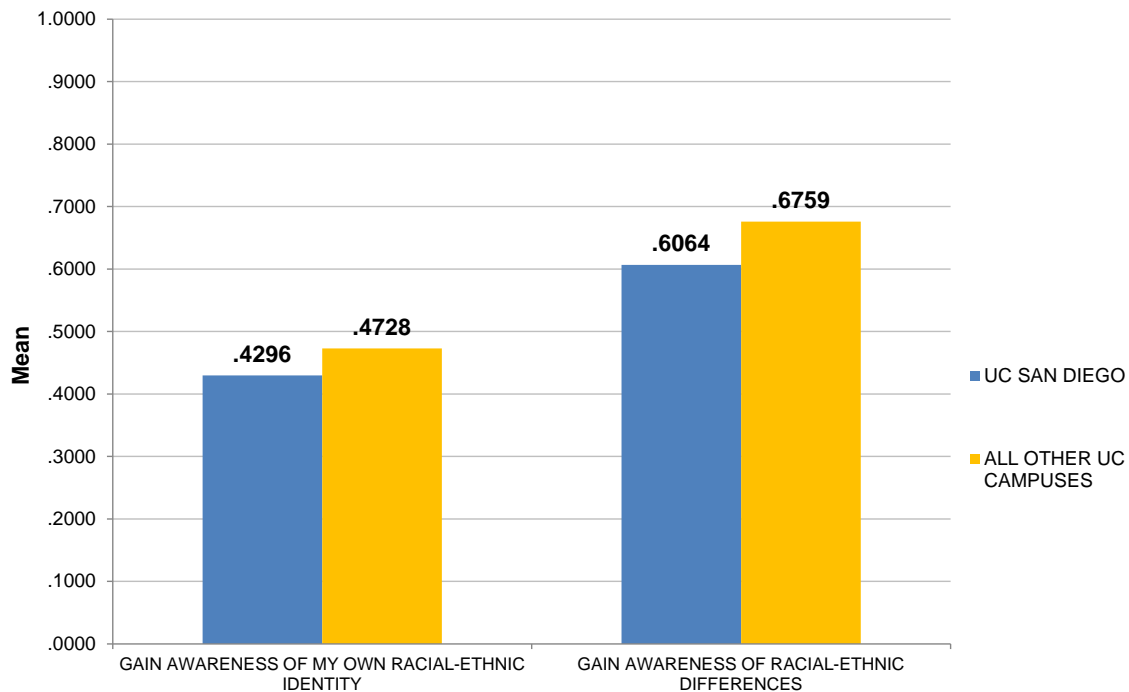


With the possible exception of Filipino respondents who reported somewhat lower frequency of hearing such views, there were no significant differences among Asian sub-groupings on these three items.



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Figure 14. Self-Reported Gains in Awareness of Racial-Ethnic Diversity



The UCUES included items that asked the respondent to self-report their knowledge and awareness of racial-ethnic diversity at the time they started attending, and currently. Respondents were asked to rate their level of understanding of their own “racial and ethnic identity” and their understanding of general *racial and ethnic differences and issues* both when they started at UC and currently. These items asked the respondent to rate along a six point scale (where 1=Poor and 6=Excellent) these insights and report both in a general sense and also for the respondents’ change in awareness of his or her own racial-ethnic identity. Gains in knowledge and awareness were obtained by subtracting the current level from the estimated level at the time of matriculation to UC San Diego. For interpretation purposes, higher numbers indicate greater gain and therefore desirable.

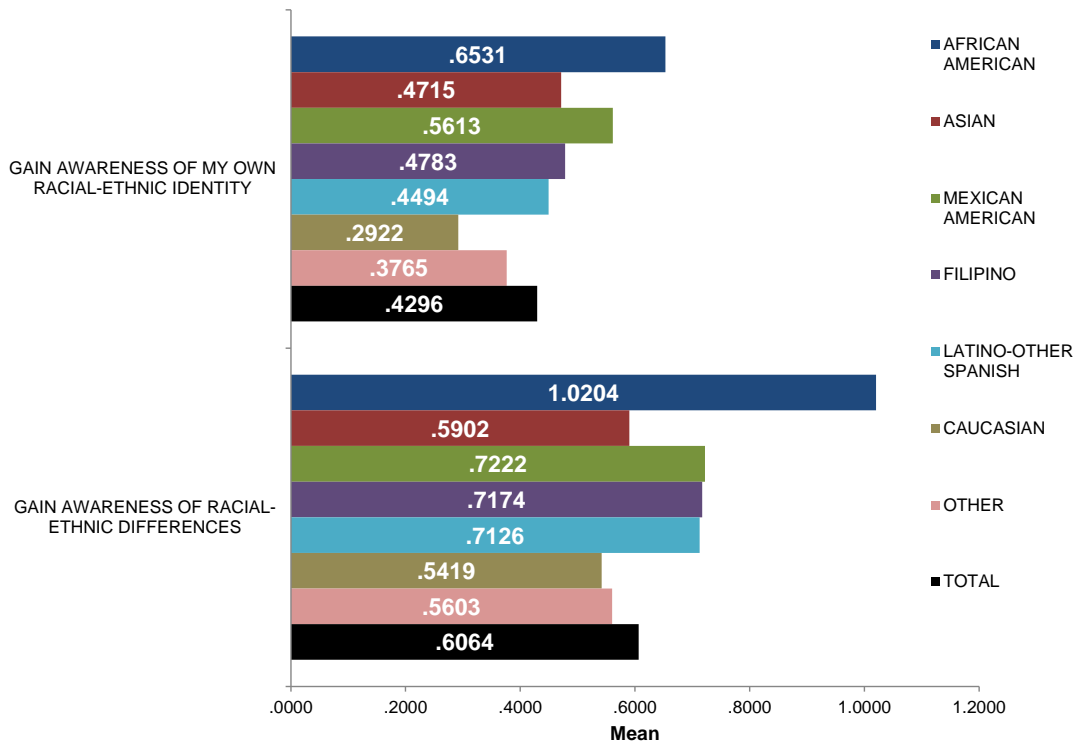
UC San Diego respondents reported gains in understanding for both measures, although these self-reported gains were lower than the UC Norm. Although not displayed in the figure, these gains were similar to those for the lower scoring campuses in the UC system.

Source: Student Research & Information

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However the difference between the UC San Diego and the highest gain ratings for the UC Norm do not meet the critical value of .02 as “substantial” for inter-campus comparisons.

Figure 15. Self-Reported Gains in Awareness of Racial-Ethnic Diversity Disaggregated by Racial-Ethnic Groupings

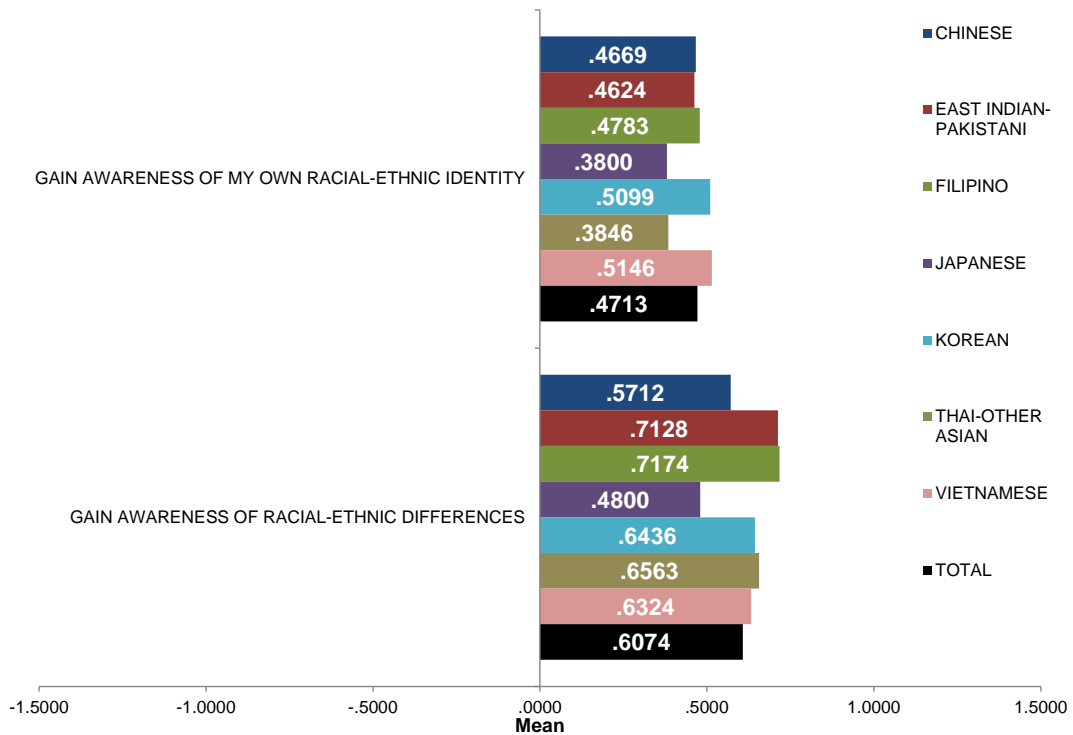


All respondents reported gains in understanding for both items. African- and Mexican-American respondents displayed significantly higher gains in self-reported understanding of their own racial and ethnic identity since matriculating at UC than the gains reported by Caucasian and Other respondents.

African-American, Mexican-American, Filipino and Latino respondents reported higher gains in overall understanding of racial-ethnic differences.

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Figure 16. Self-Reported Gains in Awareness of Racial-Ethnic Diversity Disaggregated by Asian Sub-grouping



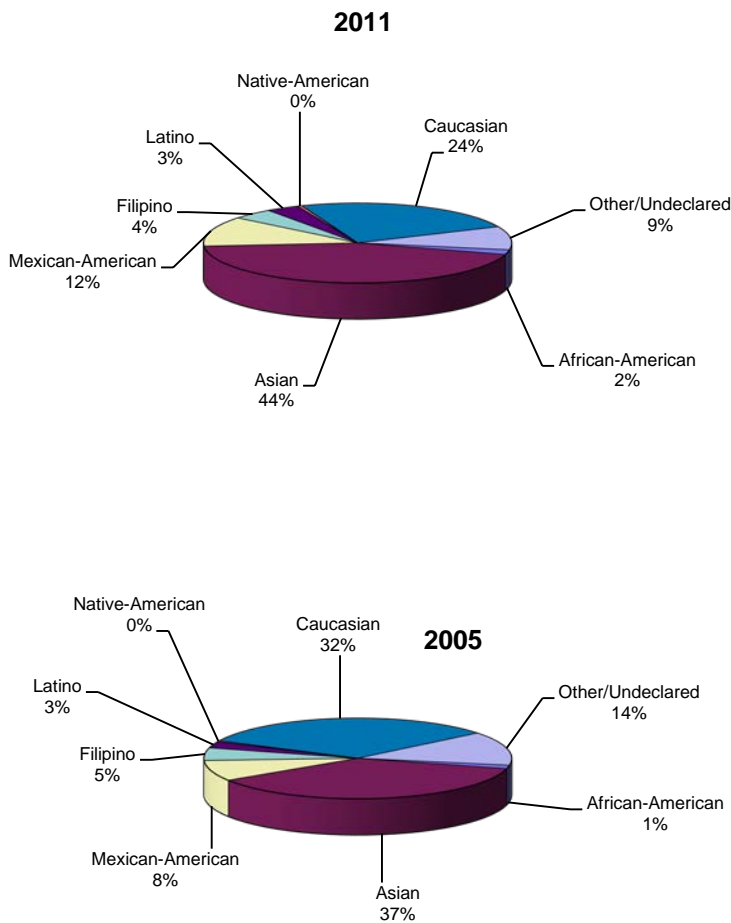
As with the data presented in Figure 15, all student Asian respondent sub-groupings in Figure 16 showed gains on both of these measures of racial-ethnic awareness.

Inspection of Figure 16 suggests only minor differences among Asian sub-groupings with respect to gains in awareness of the students' own racial-ethnic identity. With respect to reported gains in overall awareness of racial-ethnic differences, East Indian-Pakistani and Korean respondents showed somewhat higher gains on this measure than comparison groupings.

**Perceptions of Campus Climate in Context: Composition, Perceptions, and Views over Time**

This report has provided data for comparisons of campus climate perceptions of UC San Diego with other UC campuses disaggregated by specific self-reported racial and ethnic identity groupings. As mentioned at the outset of this report, there were incidents of racial bias that occurred within the UC San Diego community, and other bias incidents reported from other UC campuses in the 2010 Winter and Spring quarters that appear to have negatively affected students’ views of the campus climate and culture on the 2010 UCUES. By 2012, the UCUES had been administered using a consistent methodology at UC San Diego and UC system-wide four times. The availability of data from these four time periods may help to provide insights into the impact of these events both in context and timing, and to help determine how perceptions have changed over time.

Figure 17. Undergraduate Enrollment by Racial-Ethnic Grouping: Fall, 2005 and Fall, 2011



Source: Student Research & Information

## UCUES 2012 Campus Climate

A comparison of the undergraduate racial-ethnic profile for the first UCUES administration in spring 2006 and the campus profile during the 2012 UCUES administration is displayed in Figure 17. The basis for these comparisons is the fall 2005 and fall 2011 third week enrollment profile at UC San Diego. In 2005 as in 2011, Asian-American students comprised the largest racial-ethnic sub-grouping at UC San Diego. Of the total undergraduate population in 2005, approximately 37% self-identified as Asian-American, and by 2011 that proportion had grown to approximately 44%. Caucasian students were approximately 32% of the undergraduate population and that proportion dropped by 8% to approximately 24% by fall, 2011.

Among under-represented student groupings, Native-American remained less than 1% of the population from fall 2005-2011, ; African-American students increased from 1% to 2% of the population; and Mexican-American students increased from approximately 8% to 12% over this time period.

Figure 18 presents three selected measures of campus climate discussed in this report. These are:

*I feel that I belong at this campus*

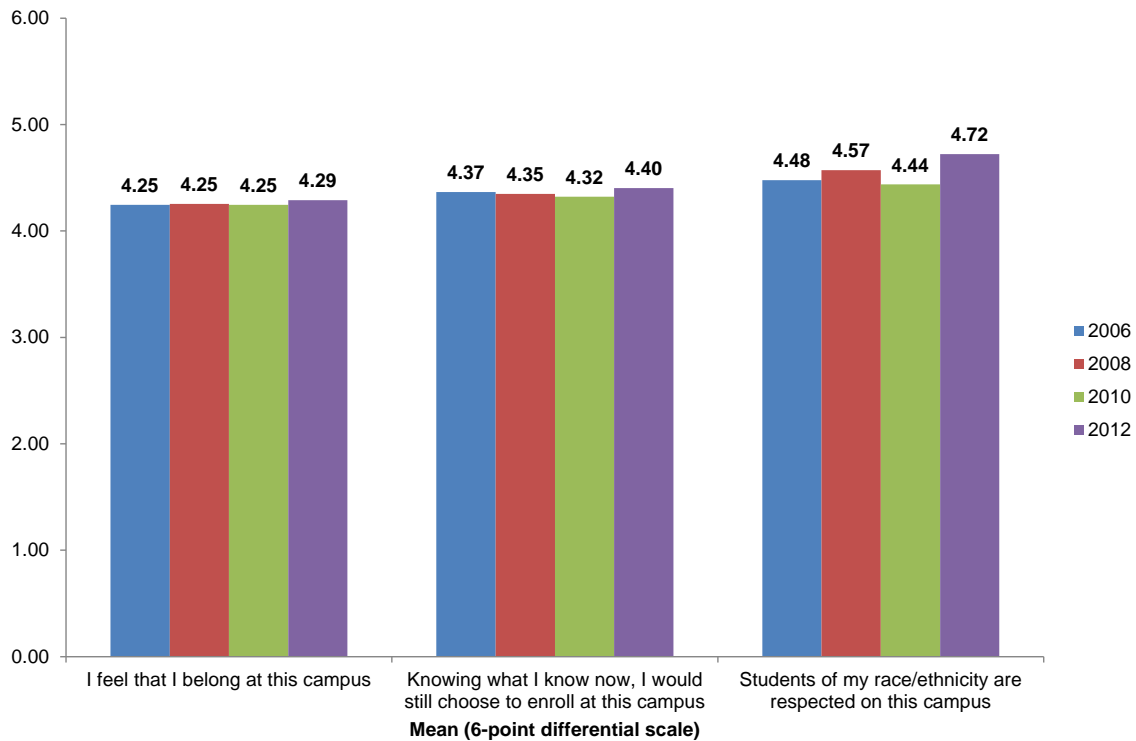
*Knowing what I know now, I would choose re-enroll at this campus, and,*

*Students of my race-ethnicity are respected on this campus.*

Each item response measured level of agreement using a six-point scale where 1=Strongly Disagree and 6= Strongly Agree.

In general, overall measures of campus climate tend to change little over time. However Figure 18 suggests there has been slight positive change in these overall measures of campus climate from 2006-2012.

Figure 18. Changing Perceptions of Belonging, Satisfaction, and Respect over Time: 2006-2012



The mean level of agreement that “*I feel that I belong at this campus*” increased slightly from 2006 to 2012 by .04. The mean level of agreement with the likelihood of re-enrolling item increased by .03, however it did drop slightly for the first time in 2010 and rebounded to prior levels in 2012.

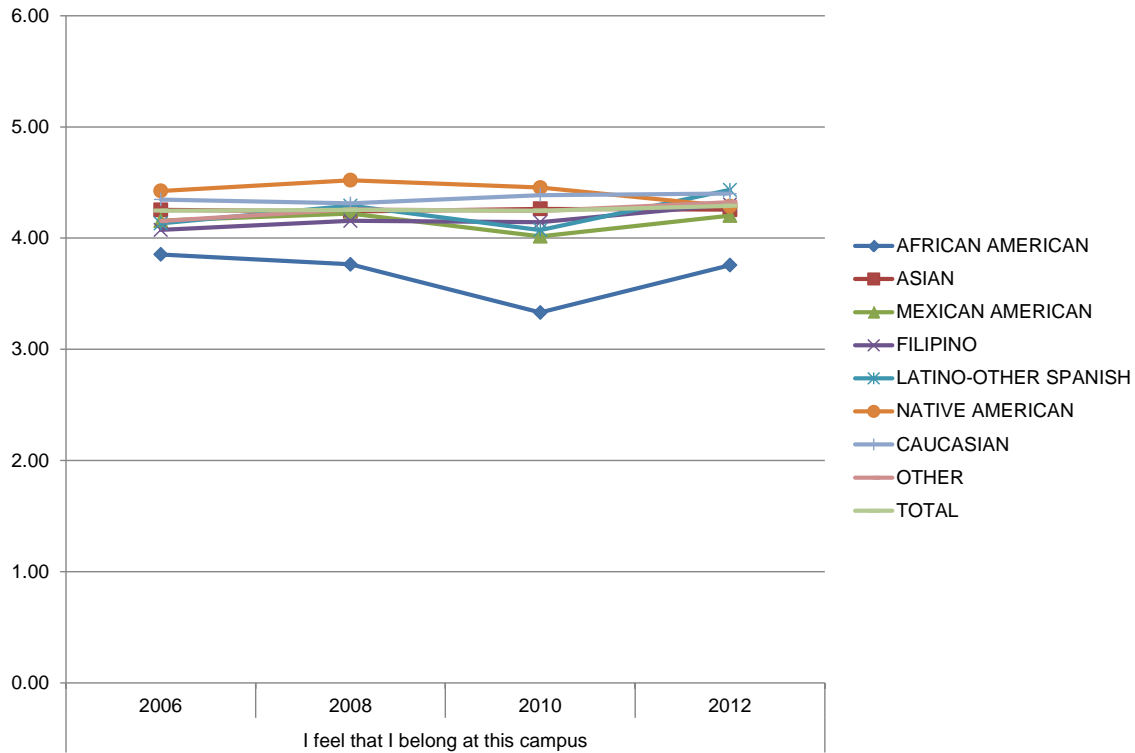
The item measuring respect for the respondents’ race-ethnicity has shown the greatest if relatively small fluctuation over time. In 2006 the mean level of agreement with this statement was 4.48 and changed to 4.57 in 2008. However, as with the re-enrollment item, the mean agreement with this statement dropped slightly in 2010. However by 2012, the level of agreement with this statement had improved by .24. The pattern of responses suggests there may have been some effect on the level of agreement for these items on the UCUES 2010 due to the temporal proximity (approximately one month prior to the initial invitations to complete UCUES 2010 in the spring quarter) of the bias incidents mentioned earlier.

This general inference may be somewhat confirmed through analysis of these data disaggregated by racial-ethnic grouping over time. Trends in the level of agreement with

## UCUES 2012 Campus Climate

the sense of belonging item disaggregated by racial-ethnic grouping are displayed in Figure 19.

Figure 19. Trends in Sense of Belonging to this Campus 2006-2012 by Student Race-Ethnicity

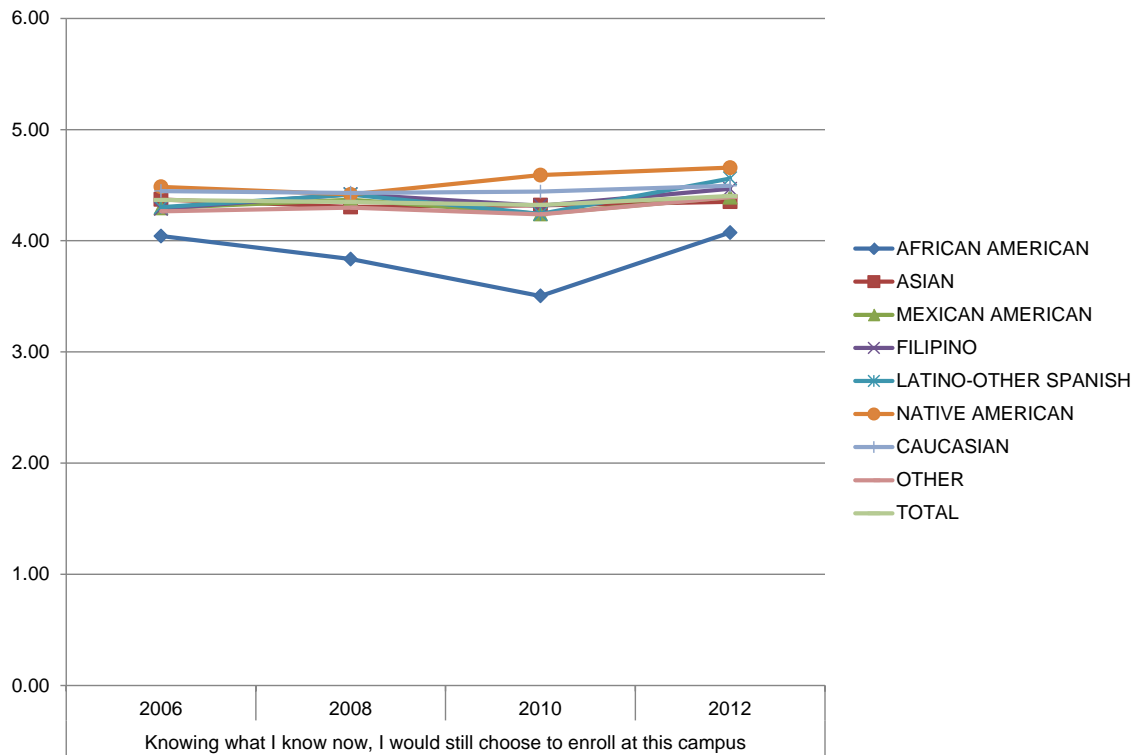


The disaggregated data suggest that the stability or slight increase in the sense of belonging rating since 2006 is in part driven by an increased level of agreement for that item by Asian and Caucasian respondents, and also by Mexican-American and Latino respondents (albeit to a somewhat lesser extent). In spring 2010, the level of agreement for this item dropped for nearly all student groupings, particularly African- and Mexican-American respondents. This appears to coincide with the racial bias incidents that immediately preceded the UCUES survey administration. The disparate effects of these incidents are discernible in the disaggregated data for the UCUES 2010 results. With the exception of African-American respondents, the level of agreement with this item prompt had rebounded in 2012 to approximately the levels found in 2006. African-American respondents did show somewhat higher levels of agreement with the belonging item in 2012 compared with the low point in 2010 in the UCUES trend.

Source: Student Research & Information

UCUES 2012 Campus Climate

Figure 20. Trends in Choose to Re-enroll at UC San Diego: 2006-2012 by Student Race-Ethnicity

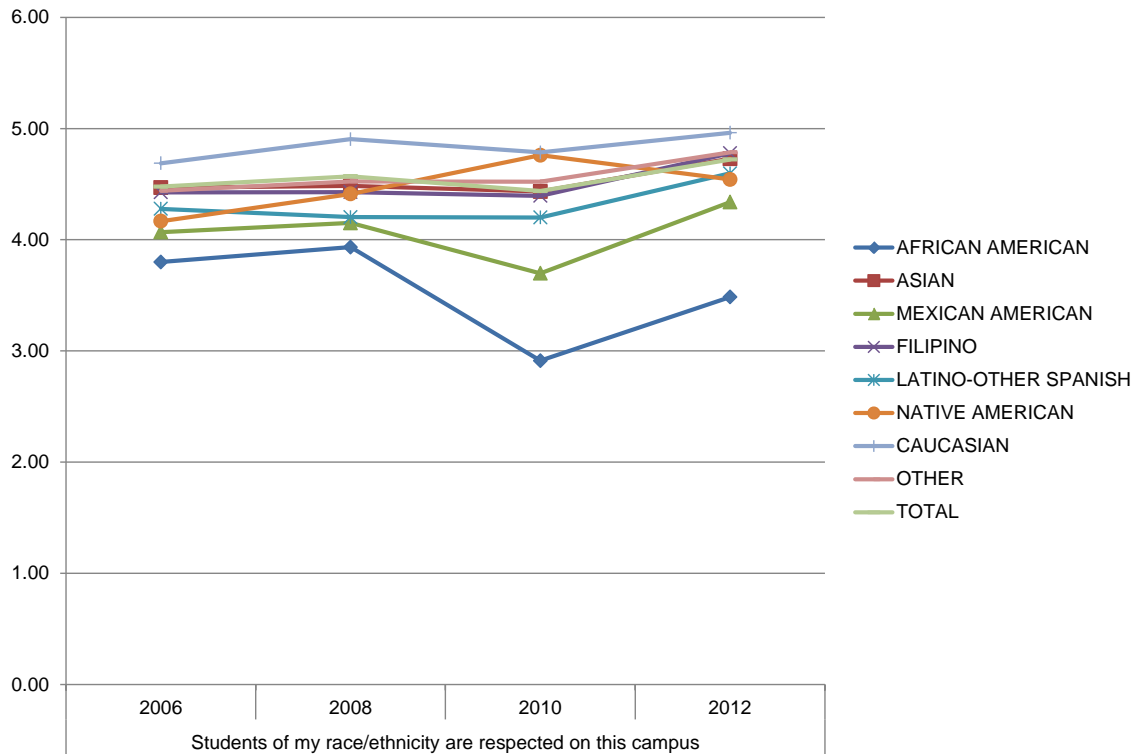


A similar trend to agreement with the item *Knowing what I know now, I would still choose to enroll at UC San Diego* is also evident in the response trend to that item. The mean level of agreement in 2006 was 4.37, dropped to 4.32 in 2010, and rose to approximately the level found in 2006 (4.40). The disaggregated data for the re-enroll item also shows a similar pattern to the belonging item. In spring 2010, the level of agreement for this item dropped significantly for African-American, and to a lesser extent for Mexican-American respondents. By 2012, the level of agreement had returned to approximately the 2006 levels. However, African American respondents are still significantly below the overall level of agreement on this item compared with other student groupings.



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Figure 21. Students of Race-Ethnicity are Respected on this Campus: Longitudinal Trend 2006-2012



The trends in level of agreement to the more personal item-*Students of my race-ethnicity are respected on this campus*-suggest dissimilar patterns to the more general items of likelihood of re-enrollment and sense of belonging. African- and Mexican-American respondents showed a significantly lower level of agreement in 2010 in comparison with 2008 and later in 2012. However Caucasian students also showed a drop in agreement with this item in 2010 (albeit less significantly) compared with 2008. Asian-American respondents also indicated somewhat lower levels of agreement with this item in 2010 compared with 2008 and again in 2012. Of the groups analyzed in Figure 21, only African-American respondents have not returned to their 2008 level of agreement with the personal respect item. Native American respondents’ agreement dropped somewhat, but these differences cannot be considered reliable due to relatively small cell sizes for that population.

## Appendix

### Background and Method

The fourth biennial administration of the UC Undergraduate Experiences Survey was conducted at the nine general campuses of the University in the spring of 2012. The UCUES is a census-based survey at each campus and as such 23,046 undergraduates at UC San Diego were invited to participate. For each administration of the UCUES the survey population was limited to undergraduate students included in the winter third week enrollment file and who were 18 years or older. This may have had a slight effect on the size and specific characteristics of the populations reported for fall third week and winter third week.

Incentives for participation were offered, including weekly prize drawings and grand prizes awarded through a lottery. For the 2012 UCUES, a total of 7,649 UC San Diego undergraduates responded to the survey for a campus response rate of approximately 36%. Forty percent (N=8,846) of UC San Diego undergraduates were invited to complete the Student Development module with 3,072 or approximately 35% responding. Response rates varied by item, and has been found with prior surveys conducted at UC San Diego and other institutions of higher education, respondents tend to be more female than male, and generally have somewhat higher GPA's than non-respondents. With those exceptions, a comparison of the demographics of undergraduates from fall, 2012 third week files, and UCUES 2012 respondents shows a strong similarity in the response profile. Comparative demographics of the UCUES respondent population and the survey population for 2012 are displayed in table A-1.

The 2012 UCUES instrument employed a modular design to allow for the inclusion of a greater number of items and a decrease in individual response time. The questionnaire contained a set of core questions administered to every respondent plus five unique modules of additional questions that were randomly assigned to subjects. The core questions focused primarily on topics related to academic program review and also included student demographics, use of time, campus life perceptions and experiences, and general satisfaction with various dimensions of the undergraduate experience. The four common modules include Academic Engagement, Civic Engagement, Student Development, and Student Services. A fifth module allowed individual campuses to survey their students on issues of campus concern. At UC San Diego in 2012, the fifth module focused on UC San Diego campus library services. The modular design enabled over 700 items to be included that measured and assessed the UC student experience. As the UCUES is a system-wide survey, this design enables comparisons between the respondent populations at other UC campuses. This capability provides a broader degree of context when interpreting local campus findings.

Table A-1. FALL 2011 THIRD WEEK COMPARISON TO UCUES 2012 RESPONDENTS

GENDER	FALL 2011 ENROLLMENT		UCUES 2012 RESPONDENTS	
	N	%	N	%
FEMALE	11,646	50.5%	4,141	54.1%
MALE	11,400	49.5%	3,508	45.9%
TOTAL	23,046	100.0%	7,649	100.0%
ETHNICITY	N	%	N	%
AFRICAN AMERICAN	442	1.9%	142	1.9%
ASIAN	10,142	44.0%	3,461	45.2%
MEXICAN AMERICAN	2,787	12.1%	845	11.0%
FILIPINO	1,009	4.4%	332	4.3%
LATINO-OTHER SPANISH	792	3.4%	251	3.3%
NATIVE AMERICAN	111	0.5%	37	0.5%
CAUCASIAN	5,584	24.2%	1,811	23.7%
OTHER	2,179	9.5%	770	10.1%
TOTAL	23,046	100.0%	7,649	100.0%
DISAGGREGATED ASIAN GROUPINGS	N	%	N	%
CHINESE	5,299	23.0%	1,918	25.1%
EAST INDIAN-PAKISTANI	906	3.9%	301	3.9%
FILIPINO	1,009	4.4%	332	4.3%
JAPANESE	478	2.1%	157	2.1%
KOREAN	2,207	9.6%	608	7.9%
PACIFIC ISLANDER-POLYNESIAN	44	0.2%	14	0.2%
THAI-OTHER ASIAN	507	2.2%	173	2.3%
VIETNAMESE	1,607	7.0%	591	7.7%
TOTAL	12,057	52.3%	4,094	53.5%
CLASS LEVEL	N	%	N	%
FRESHMAN	3,328	14.4%	791	10.3%
SOPHOMORE	3,321	14.4%	1,180	15.4%
JUNIOR	6,547	28.4%	2,184	28.6%
SENIOR	9,826	42.6%	3,487	45.6%
LIMITED/SPEC	24	0.1%	7	0.1%
TOTAL	23,046	100.0%	7,649	100.0%
APPLICANT TYPE	N	%	N	%
FRESHMEN	15,810	68.6%	5,577	72.9%
TRANSFER	6,972	30.3%	2,038	26.6%
OTHER	264	1.1%	34	0.4%
TOTAL	23,046	100.0%	7,649	100.0%

Source: Student Research &amp; Information

## UCUES 2012 Campus Climate

Table A-2. UCUES 2012 Survey Items Used in this Report

		N	%
<b>I feel that I belong at this campus</b>	Very dissatisfied	263	3.4%
	Dissatisfied	386	5.0%
	Somewhat dissatisfied	733	9.6%
	Somewhat satisfied	2,195	28.7%
	Satisfied	2,372	31.0%
	Very satisfied	965	12.6%
	Total	6,914	90.4%
<b>Knowing what I know now, I would still choose to enroll at this campus</b>	Very dissatisfied	347	4.5%
	Dissatisfied	405	5.3%
	Somewhat dissatisfied	697	9.1%
	Somewhat satisfied	1,627	21.3%
	Satisfied	2,348	30.7%
	Very satisfied	1,491	19.5%
	Total	6,915	90.4%
		N	%
<b>I feel valued as an individual on this campus</b>	Strongly disagree	109	1.4%
	Disagree	262	3.4%
	Somewhat disagree	470	6.1%
	Somewhat agree	984	12.9%
	Agree	597	7.8%
	Strongly agree	117	1.5%
	Total	2,539	33.2%
<b>This institution values students' opinions</b>	Strongly disagree	132	1.7%
	Disagree	170	2.2%
	Somewhat disagree	413	5.4%
	Somewhat agree	946	12.4%
	Agree	714	9.3%
	Strongly agree	153	2.0%
	Total	2,528	33.1%
<b>Diversity is important on this campus</b>	Strongly disagree	92	1.2%
	Disagree	153	2.0%
	Somewhat disagree	314	4.1%
	Somewhat agree	849	11.1%
	Agree	803	10.5%
	Strongly agree	324	4.2%
	Total	2,535	33.1%
<b>Diversity is important to me</b>	Strongly disagree	56	0.7%
	Disagree	93	1.2%
	Somewhat disagree	167	2.2%
	Somewhat agree	695	9.1%
	Agree	885	11.6%
	Strongly agree	638	8.3%
	Total	2,534	33.1%

Source: Student Research & Information

UCUES 2012 Campus Climate

Table A-2 (continued)

		N	%
<b>Friendly, Hostile</b>	Hostile	32	0.4%
	2	114	1.5%
	3	349	4.6%
	4	810	10.6%
	5	885	11.6%
	Friendly	388	5.1%
	Total	2,578	33.7%
<b>Caring, Impersonal</b>	Impersonal	140	1.8%
	2	241	3.2%
	3	502	6.6%
	4	856	11.2%
	5	603	7.9%
	Caring	236	3.1%
	Total	2,578	33.7%
<b>Tolerant of Diversity, Intolerant of Diversity</b>	Intolerant of diversity	45	0.6%
	2	125	1.6%
	3	326	4.3%
	4	715	9.3%
	5	903	11.8%
	Tolerant of diversity	460	6.0%
	Total	2,574	33.7%
<b>Safe, Dangerous</b>	Dangerous	20	0.3%
	2	64	0.8%
	3	246	3.2%
	4	601	7.9%
	5	1,058	13.8%
	Safe	576	7.5%
	Total	2,565	33.5%
<b>Too hard academically, Too easy academically</b>	Too easy academically	18	0.2%
	2	67	0.9%
	3	400	5.2%
	4	1,129	14.8%
	5	744	9.7%
	Too hard academically	220	2.9%
	Total	2,578	33.7%
<b>Intellectual, Not Intellectual</b>	Not intellectual	24	0.3%
	2	41	0.5%
	3	195	2.5%
	4	584	7.6%
	5	1,030	13.5%
	Intellectual	704	9.2%
	Total	2,578	33.7%

Source: Student Research & Information

UCUES 2012 Campus Climate

Table A-2 (continued)

		N	%
<b>Students are respected here regardless of their race or ethnicity</b>	Strongly disagree	186	2.4%
	Disagree	406	5.3%
	Somewhat disagree	796	10.4%
	Somewhat agree	1,648	21.5%
	Agree	2,653	34.7%
	Strongly agree	1,279	16.7%
	Total	6,968	91.1%
<b>Students of my race/ethnicity are respected on this campus</b>	Strongly disagree	121	1.6%
	Disagree	194	2.5%
	Somewhat disagree	487	6.4%
	Somewhat agree	1,385	18.1%
	Agree	3,213	42.0%
	Strongly agree	1,504	19.7%
	Total	6,904	90.3%

		N	%
<b>HOW OFTEN HEARD NEGATIVE OR STEREOTYPICAL VIEWS ON RACE-ETHNICITY EXPRESSED BY: FACULTY</b>	Never	1,614	21.1%
	Rarely	545	7.1%
	Occasionally	221	2.9%
	Somewhat often	108	1.4%
	Often	50	0.7%
	Very often	22	0.3%
	Total	2,560	33.5%
<b>HOW OFTEN HEARD NEGATIVE OR STEREOTYPICAL VIEWS ON RACE-ETHNICITY EXPRESSED BY: STAFF</b>	Never	1,640	21.4%
	Rarely	461	6.0%
	Occasionally	228	3.0%
	Somewhat often	118	1.5%
	Often	58	0.8%
	Very often	29	0.4%
	Total	2,534	33.1%
<b>HOW OFTEN HEARD NEGATIVE OR STEREOTYPICAL VIEWS ON RACE-ETHNICITY EXPRESSED BY: STUDENTS</b>	Never	349	4.6%
	Rarely	543	7.1%
	Occasionally	833	10.9%
	Somewhat often	402	5.3%
	Often	277	3.6%
	Very often	153	2.0%
	Total	2,557	33.4%

Source: Student Research & Information

UCUES 2012 Campus Climate

Table A-2 (continued)

		N	%
<b>(When you started here) my own racial and ethnic identity</b>	Very poor	25	0.3%
	Poor	112	1.5%
	Fair	597	7.8%
	Good	775	10.1%
	Very good	535	7.0%
	Excellent	494	6.5%
	Total	2,538	33.2%
<b>(Current ability level) my own racial and ethnic identity</b>	Very poor	17	0.2%
	Poor	36	0.5%
	Fair	266	3.5%
	Good	765	10.0%
	Very good	789	10.3%
	Excellent	652	8.5%
	Total	2,525	33.0%
<b>(When you started here) racial and ethnic differences/issues</b>	Very poor	28	0.4%
	Poor	138	1.8%
	Fair	680	8.9%
	Good	859	11.2%
	Very good	501	6.5%
	Excellent	323	4.2%
	Total	2,529	33.1%
<b>(Current ability level) racial and ethnic differences/issues</b>	Very poor	18	0.2%
	Poor	21	0.3%
	Fair	242	3.2%
	Good	811	10.6%
	Very good	893	11.7%
	Excellent	536	7.0%
	Total	2,521	33.0%

Source: Student Research & Information