

Assessing the Campus Climate at UCSD: UCUES 2012

Selected Perceptions and Measures of the UC San Diego Undergraduate Experience by Sexual Orientation

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 specific sexual orientation categories were sufficient to report with some reliability. It should be noted that results from the Student Development module for the "Queer," and "Questioning," should be interpreted with caution due to relatively low N's. In some cases the responses for these categories dropped below an N of 20, and were not included in certain tables and charts.

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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.

Background and Context

Campus climate is a complex, multi-faceted construct. The climate for institutional diversity has long resisted definition in part due to the difficulty of quantifying and qualifying the myriad of interactions, behaviors, activities, experiences, and peer effects in the large Research I university¹

According to the Study Group on University Diversity at UC Riverside, Campus climate is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions.

According to Hurtado² Campus climate is a multifaceted reflection and manifestation of diversity. Campus climate is about moving beyond the numbers (Hurtado, 2007). The very presence of individuals from different backgrounds results in diversity. Climate, on the other hand, refers to the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals.

This report focuses on perceptions of selected dimensions of the UC San Diego campus climate for students disaggregated by sexual orientation. In addition to providing data on the differential perceptions of respondents, this report provides additional contextual information for understanding and comparing the perceptions of campus climate in the form of comparison data for 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 (η^2) values were computed for several of the means comparisons, and where these values achieved $\geq .25$, or a small effect size, these

¹ Crosson, Patricia H. (1988, Summer). *Four year college and university environments for minority degree achievement*. The Review of Higher Education, v. 11, no. 4, pp. 365-382. Association for Study of Higher Education

² Hurtado, Sylvia (2007). The climate for diversity in educational organizations. Presentation to the UC Regents Campus Climate Work Team

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values are reported. This approach is suggested by Wolf (1986)³ for reporting *educationally* significant (i.e., .25) compared to *therapeutically* significant effect sizes (i.e., $\geq .50$).

Selected Finding

System-wide Measures of Campus Climate

Sense of Belonging

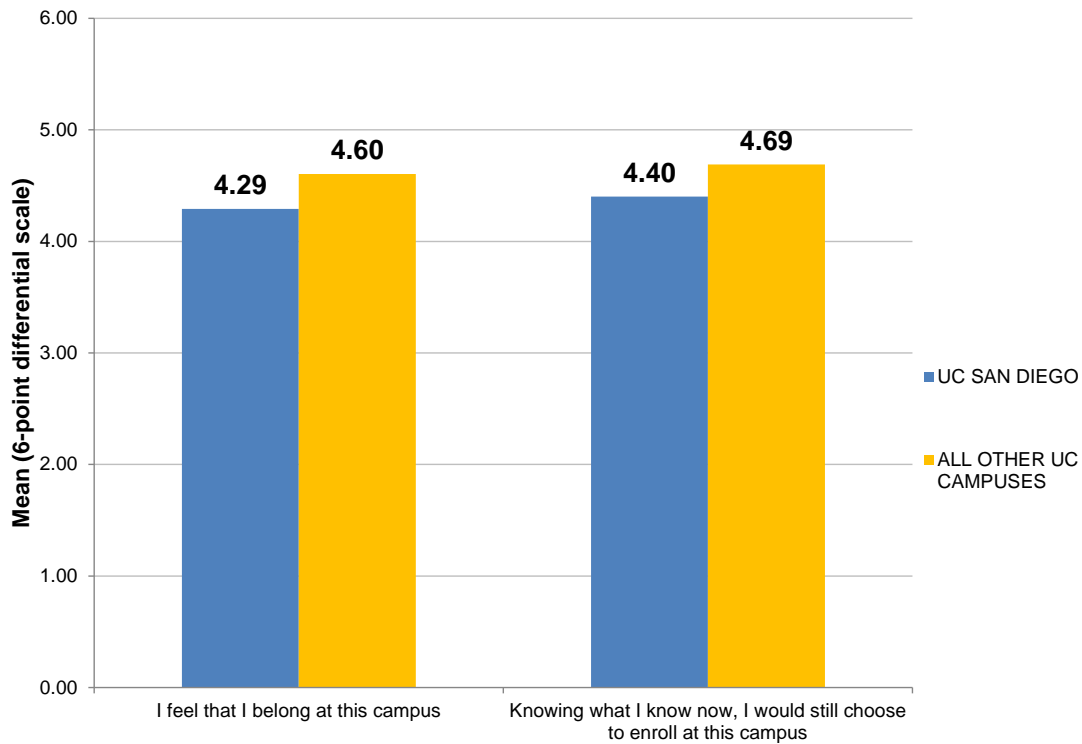
UCUES 2012 participants were asked to rate levels of agreement with several Likert-type scale items related to perceptions of the campus climate on a scale of 1 to 6. (1=Strongly Disagree and 6=Strongly Agree). (Appendix A displays the prompts and scales used for the items selected for this report).

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 that provides a means of contextual and comparative interpretation for data critical to understanding various aspects of the undergraduate student experience such as campus climate. The ability to compare our results with the composite UC norm, and the highest and lowest scores on selected indicators is an important distinction and advantage to using UCUES for these purposes.

³ Wolf, Frederic (1986). *Meta-Analysis: Quantitative Methods for Research.*, Volume 59; Sage Publishing

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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 norm⁴. Although the mean difference in these scores met the 0.2 intercampus standard for substantive differences, the effect size was small and did not achieve the .25 standard for educational significance used in this report to determine educational significance for either of these two mean ratings.

⁴ UC Norm in this report includes the average of all other UC undergraduate campus responses to a particular UCUES item excluding 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

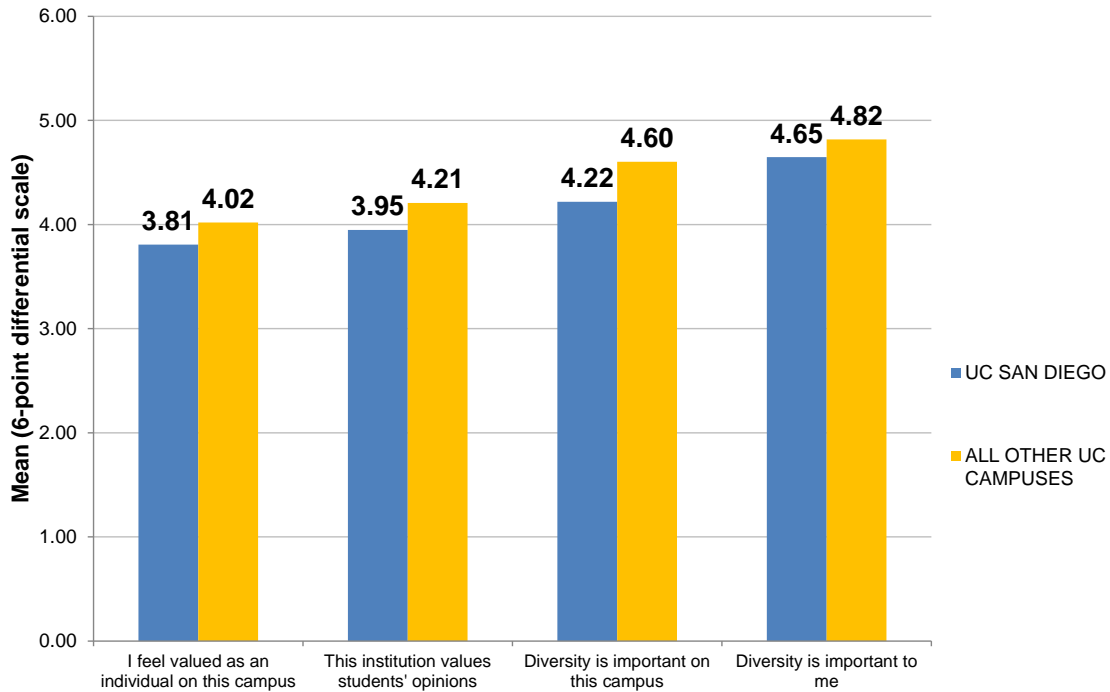


Figure 2 displays the mean ratings for two items that are intended to measure respondents' sense of value to the campus and how the institution views student opinions. Inspection of these measures of perceived personal value suggests that these two measures are generally low across the UC campuses. This finding 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 different and the effect size was negligible. However UC San Diego respondents did rate

Source: Student Research & Information

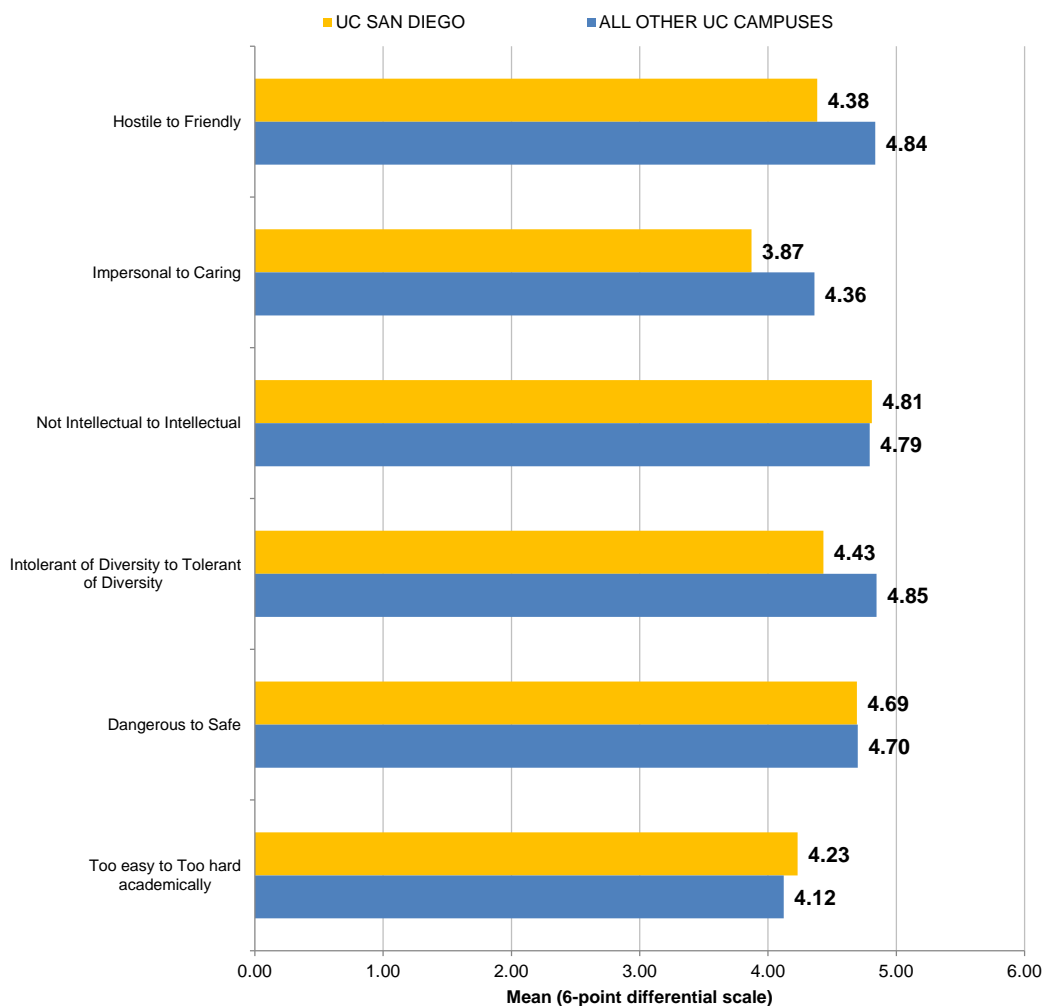
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the perceived importance of diversity to this campus lower than the UC Norm. The difference in mean rating exceeded the .20 standard, although the effect size was small.

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 3.

Figure 3. Perceptions of Campus Culture: UC San Diego and UC Norm



A comparison of the mean scores on these semantic differential items indicates that UC San Diego respondents gave significantly lower average scores for three of these items.

Source: Student Research & Information

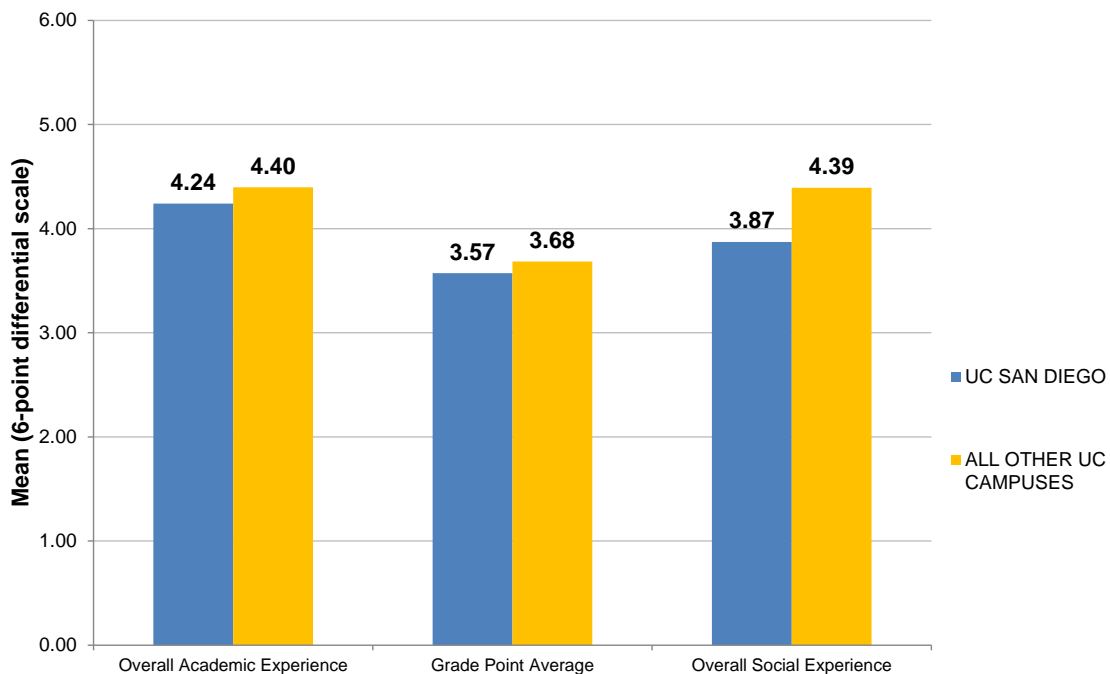
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The significant inter-campus difference in mean scores of least 0.2 is found for the “hostile to friendly,” “impersonal to caring,” and the tolerance for diversity items with UC San Diego students rating these items lower than the UC Norm. With respect 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” reflects the response trend to this item over the last several administrations of the UCUES.

General Measures of Satisfaction with the Undergraduate Experience

Figure 4 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 4. 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 were not statistically significant, although UC San Diego students appear to be somewhat

Source: Student Research & Information

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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. UC San Diego average ratings on the quality of the social experience are substantively lower than the UC Norm when the difference is defined as the .20 standard. 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. In addition, the campus LGBT Resource, Cross-Cultural, and Women's Center provides programs and support intended to improve the academic and social experience for diverse sub-populations of students.

Climate Data by Sexual Orientation 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 sexual-orientation category. For this section of the report, UCUES items that specifically focus on such orientation questions were selected for analysis and within-group comparisons.

Tables 1 and 2 display the responses disaggregated by orientation category to the UCUES 2012 core and Student Life and Development Module. The Student Development module was sent to a random subset of campus respondents that comprised 40% of the UC San Diego UCUES population and includes items that focus specifically on sexual

Source: Student Research & Information

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orientation questions. Table 2 displays the distribution of responses disaggregated by self-reported orientation within the *Non-Heterosexual* category.

Table 1: Self-Identified Sexual Orientation Categories for UC San Diego UCUES 2012 Respondents

What is your sexual orientation?		Student Life and Development Module	Total UCUES Respondents
BISEXUAL	N	73	179
	%	2.8%	2.8%
GAY-LESBIAN	N	62	153
	%	2.4%	2.4%
HETEROSEXUAL	N	2,209	5,539
	%	84.5%	85.1%
QUESTIONING	N	36	88
	%	1.4%	1.4%
QUEER	N	26	53
	%	1.0%	.8%
DECLINE TO STATE	N	161	379
	%	6.2%	5.8%
OTHER	N	48	118
	%	1.8%	1.8%
TOTAL	N	2,615	6,509
	%	100.0%	100.0%

UCUES 2012 included two items that asked respondents to provide their sexual orientation and gender-sexual identity. These questions were included to enable analysis of potentially different experiences of students with respect to perceptions of the campus climate. These sensitive questions were developed by the UCUES Work-Group in conjunction with advice and guidance from UC experts in student sexual orientation and identity. These were generally directors of individual campus LGBT centers. The phrasing of these sensitive survey items represents a general consensus or at least a majority opinion of the directors as to appropriateness, reliability, and validity of these items.

UCUES 2012 respondents were asked to describe their sexual orientation. The distribution of these responses for UC San Diego respondents is displayed in Table 1 above. Approximately 85% of respondents identified as *Heterosexual*, and the remaining

Source: Student Research & Information

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categories disaggregated into much smaller groupings. Approximately 2-3% of the respondent sample self-identify as *Bi-sexual* or *Gay-Lesbian*, with *Queer* and *Questioning* representing about 1% or less of the respondent sample.

Due to the wide variation in the representation of certain orientation groupings on campus and those that responded to both the UCUES core and Student Development module, findings for groupings with relatively low cell sizes should be interpreted with caution. These would include *Questioning* and *Queer* respondents, (particularly on the Student Development module, N=36 and N=26, respectively).

Table 2 displays the respondent profile for the UCUES 2012 Core and Student Development module disaggregated by self-identified sexual orientation categories within the non-heterosexual grouping. Within this grouping, approximately 30% self-identify as *Bi-sexual*, and 26% identify as *Gay-Lesbian*. Interestingly, the *Other* category represented the largest proportion within this grouping at approximately 35%. This finding suggests these categories might be re-examined so that additional categories may be added that might better describe the characteristics of this population.

Table 2: Self-Identified Orientation Categories for UC San Diego UCUES 2012 Respondents Disaggregated by Orientation Groupings

General Orientation Category		Student Life and Development Module	Total UCUES Respondents
HETEROSEXUAL	N	2,209	5,539
NON-HETEROSEXUAL	N	209	503
QUESTIONING-UNSURE	N	36	88
DECLINE TO STATE	N	161	379
TOTAL	N	2,615	6,509

Selected Climate Ratings by Orientation Grouping

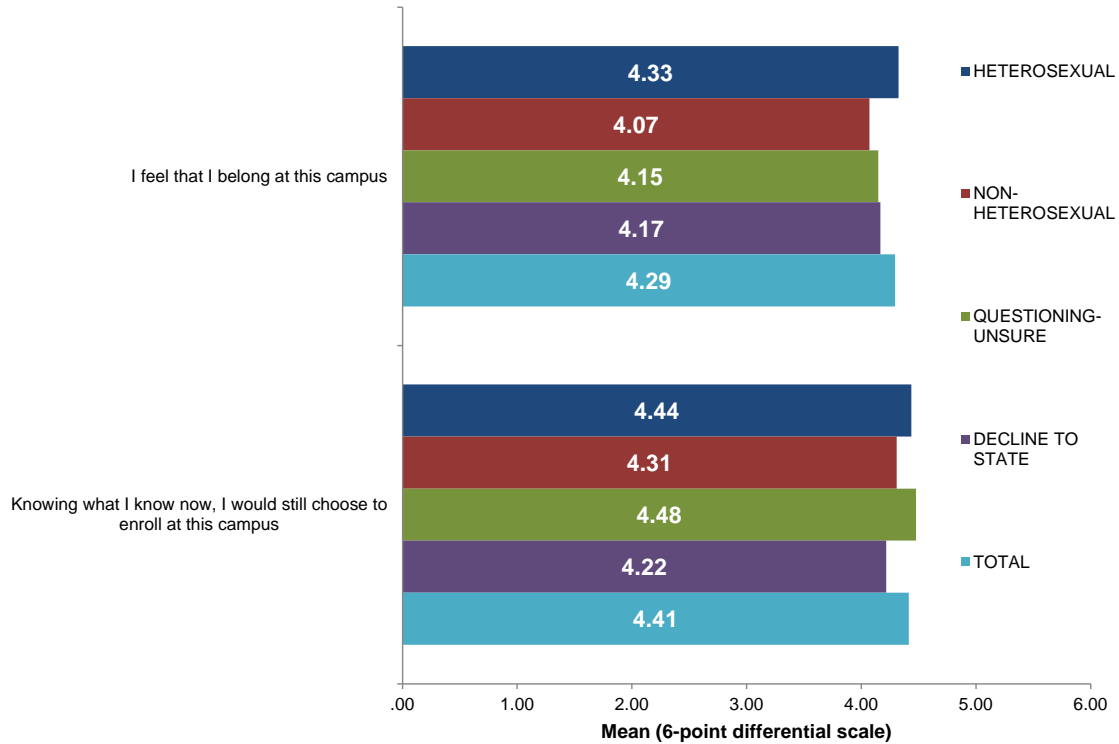
Analysis of two general indicators of the UC San Diego campus climate disaggregated by orientation groupings suggest some significant and practical differences between respondent groupings in levels of agreement with the *sense of belonging* and *choose to re-enroll at UCSD* UCUES items. The mean scores on these items are displayed in Figure 5.

Among UC San Diego UCUES respondents, Non-Heterosexual students indicate a somewhat lower average score on the sense of belonging item. Those respondents from the Questioning/Unsure and Decline to State groupings showed modestly lower mean scores compared with the Heterosexual grouping.

Source: Student Research & Information

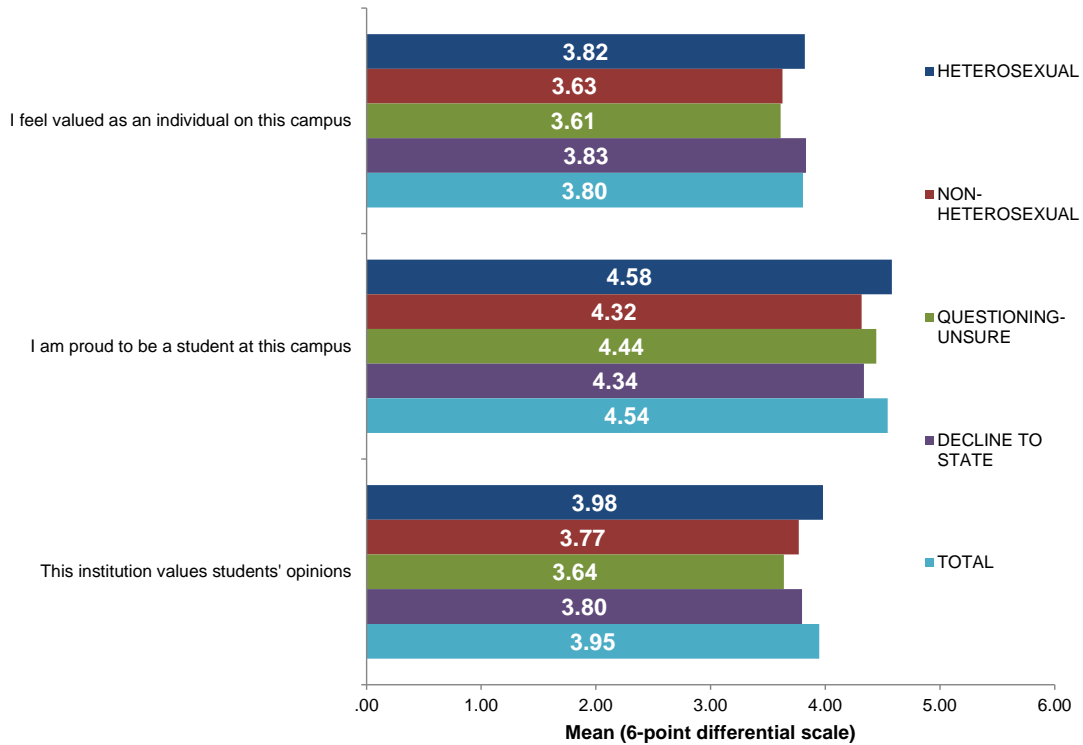
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Figure 5: Selected Climate Ratings at UC San Diego, by Respondent Orientation Grouping



With respect to the *likelihood of re-enrollment at UC San Diego* item, the average scores differed very little. The Questioning/Unsure grouping indicated the highest level of agreement with the item, followed very closely by Heterosexual respondents. With respect to mean scores on the sense of belonging item, Non-Heterosexual respondents showed lower levels of agreement with the item prompt compared with other groupings. Although this is a statistically significant difference, the magnitude of the difference or effect size was small.

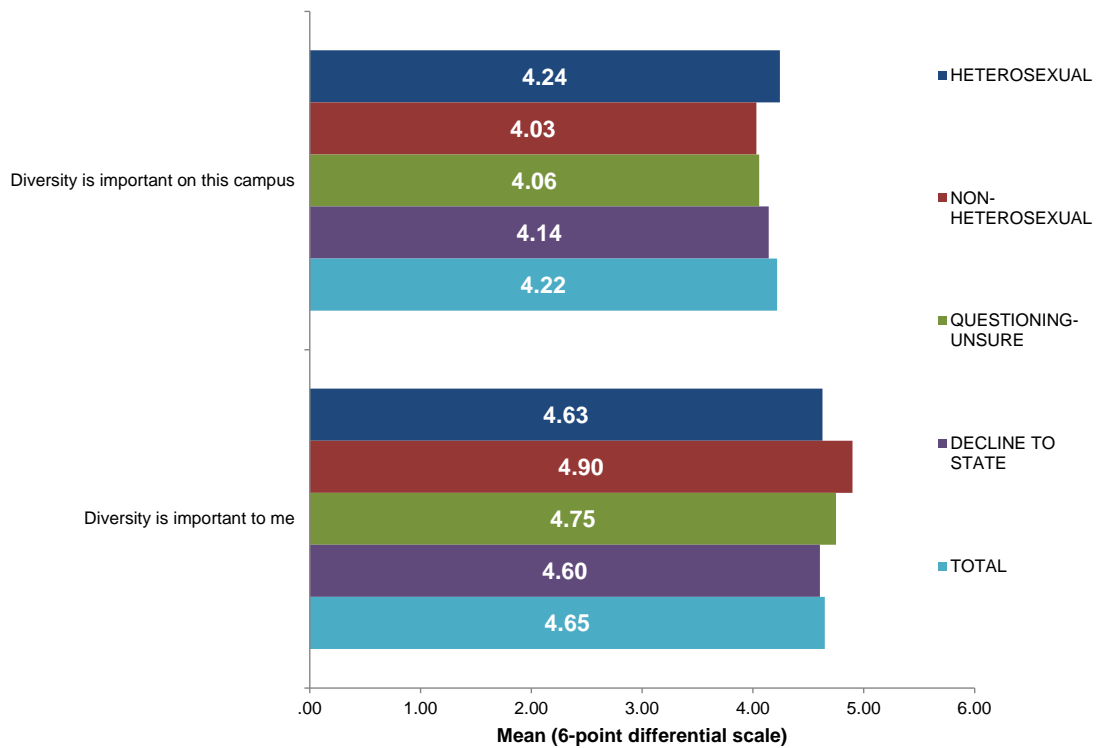
Figure 6: Selected Climate ratings at UC San Diego by Orientation Grouping



With respect to the item pertaining to feeling valued as an individual on this campus, it should be noted that this score is typically low for all UC campuses, regardless of status. Respondents' perceptions of personal value to the campus and pride in being a UC San Diego student were fairly similar across the Orientation groupings. Although there are statistically significant mean score differences for the *proud to be a student* and *this institution values students' opinions* items, the effect size or magnitude of these differences is negligible. There were no statistically significant differences between Orientation groupings for the *valued as an individual on this campus* item.

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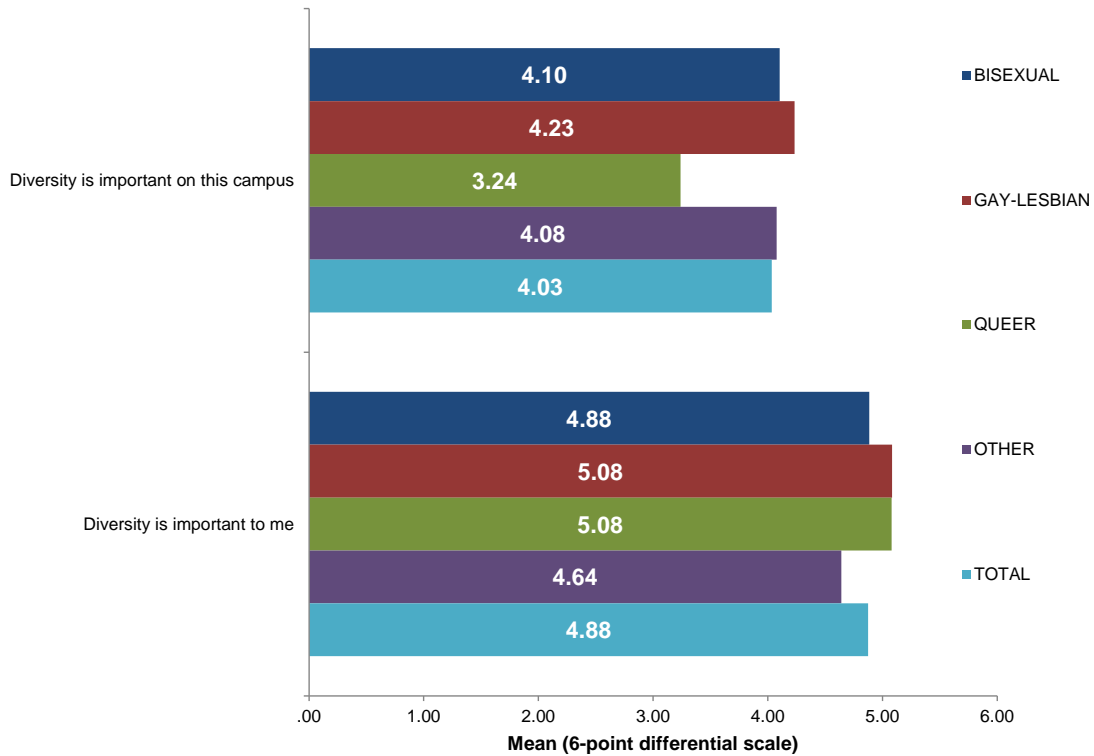
Figure 7: Perceptions of How the Respondent and the Campus Value Diversity by Orientation Grouping



Although there were modest differences between Orientation groupings with respect to the perception of how diversity is valued on the campus, these differences were not statistically significant. With respect to the personal importance of diversity to the respondent, Non-Heterosexual respondents were more likely to agree with this item. Although statistically significant, the effect size or the magnitude of the difference compared with the other groupings was not significant.

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Figure 7a: Perceptions of How the Respondent and the Campus Value Diversity by Non-Heterosexual Grouping



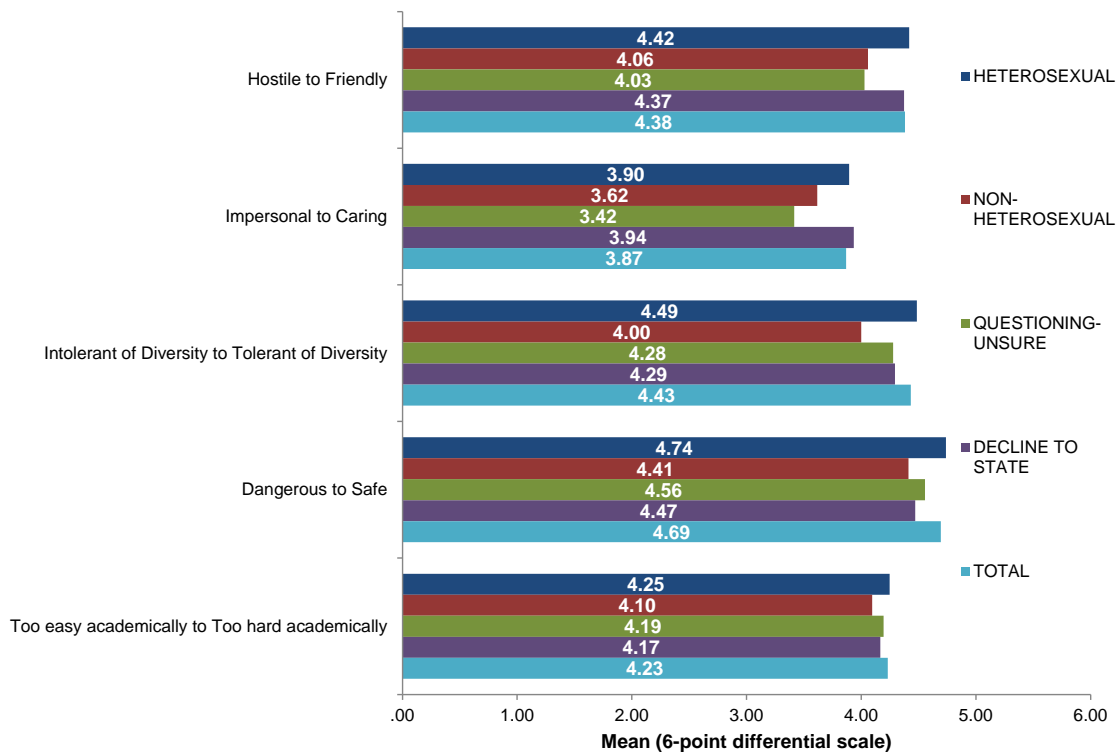
*note: N for Queer respondents less than 25 and should be interpreted with caution.

Among Non-Heterosexual groupings, a statistically significant difference was found with respect to mean scores on the *diversity is important to me* item, with *Queer* respondents displaying higher mean scores. However these differences should be interpreted with care as the N for *Queer* respondents was less than 25. Although there was a statistically significant difference between the groupings on this item, the magnitude or effect size was negligible.

Although Bi-sexual respondents rated the personal importance of diversity slightly lower than other groupings, the difference was not statistically significant.

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Figure 8: Perceptions of Campus Climate Using Semantic Differential Items by Orientation Grouping



It is important to note when reviewing the data in Figure 8 that these items were not included in the UCUES 2012 Core section of the survey, 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, although 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 *Questioning/Unsure* respondents (N=36). Data for this grouping should be interpreted with caution.

Figure 8 displays the mean scores of several campus climate related items that use a semantic differential scale to describe the respondents' view of selected dimensions of the campus experience. These items used a semantic differential to anchor the ends of the scale (e.g., 1-Hostile to 6-Friendly) with higher scores being more desirable.

Non-Heterosexual respondents tended to rate the campus as less friendly, caring, and tolerant of diversity than Heterosexual respondents. These differences were statistically significant, although the magnitude or effect size of these mean differences was did not

Source: Student Research & Information

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achieve the .25 educationally significant standard for identifying a practical or substantive effect.. Non-Heterosexual respondents were also somewhat more likely to view the campus as less somewhat less safe than Heterosexual respondents.

Figure 8a: Perceptions of Campus Climate Using Semantic Differential Items by Non-Heterosexual Grouping

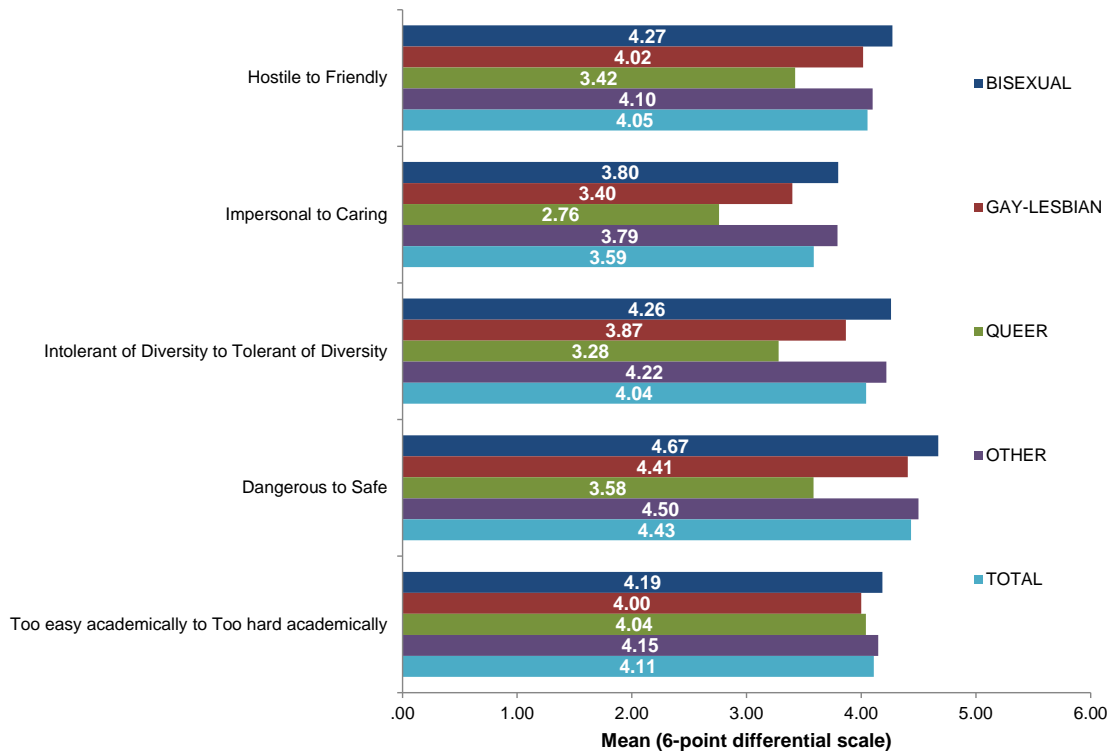
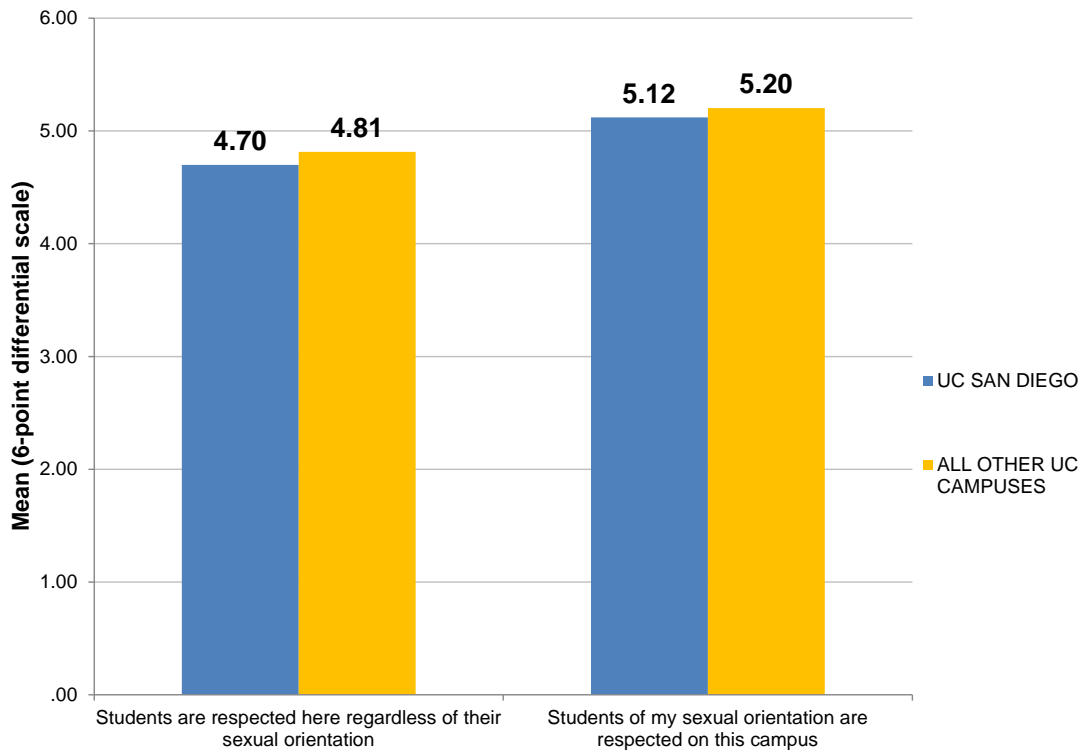


Figure 8a displays respondent perceptions of selected dimensions of campus climate using semantic differential scales disaggregated within the Non-Heterosexual category. With respect to the Hostile (1) to Friendly (6) perception of campus climate, Bi-sexual respondents tended to rate the campus climate more desirably compared to the other groupings. Gay-Lesbian respondents tended to rate the campus environment lower for this dimension of campus climate. (The N for Queer students was less than 25 thus the scores should be interpreted with caution). Although the differences were statistically significant, the effect size or magnitude of educational significance was small.

A similar pattern obtained for the remaining semantic differential scales with Bi-sexual students viewing the campus as somewhat more caring, tolerant of diversity, and safe compared with Gay-Lesbian and Other respondents. All differences were statistically significant except the rating of academic difficulty. The campus generally received lower scores from all groupings on the *Impersonal to Caring* scale and higher (i.e. more desirable) scores on the *Dangerous to Safe* scale.

Source: Student Research & Information

Figure 9. Respect Regardless of Sexual Orientation: UC Comparisons



The UCUES core included two items pertaining to perceptions of the general campus attitudes that attempted to measure respect regardless of sexual orientation. One item asked respondents for their perception of the campus’ respect for sexual orientation differences, and on a more personal level, a second item asked respondents to rate their level of agreement that students of *my sexual orientation are respected at this campus*.

Figure 9 displays comparative mean scores or ratings for these two UCUES items that measured perceived respect for all sexual orientation groupings and the respondent’s own sexual orientation grouping. UC San Diego respondents tended to rate the campus slightly lower on these two measures of respect regardless of sexual orientation compared to the UC Norm. Although statistically significant, the difference in scores does not achieve the 0.2 value established by the UCUES Work Group that would indicate substantive inter-campus differences.

Source: Student Research & Information

Figure 10. Perceived Respect for Differences in Sexual Orientation: UC Comparisons

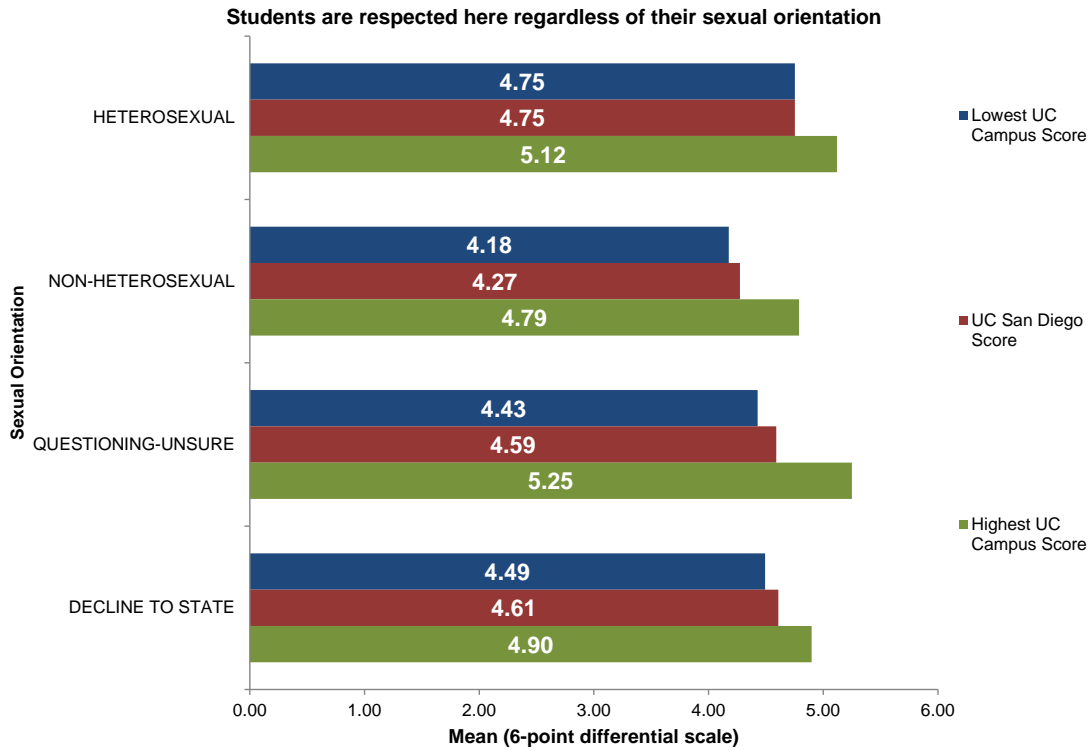


Figure 10 displays mean scores for the perception of campus respect item disaggregated by Orientation grouping. UC campus comparisons are provided in the form of the highest and lowest mean scores from the UC campuses and the UC San Diego mean score. For UC San Diego respondents, this item received the lowest rating from Heterosexual students. Although UC San Diego respondents tended to rate this dimension of campus climate as significantly lower than the highest mean score found among the campuses, with the exception of Heterosexual respondents, UC San Diego mean scores were higher than the lowest rated campus.

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

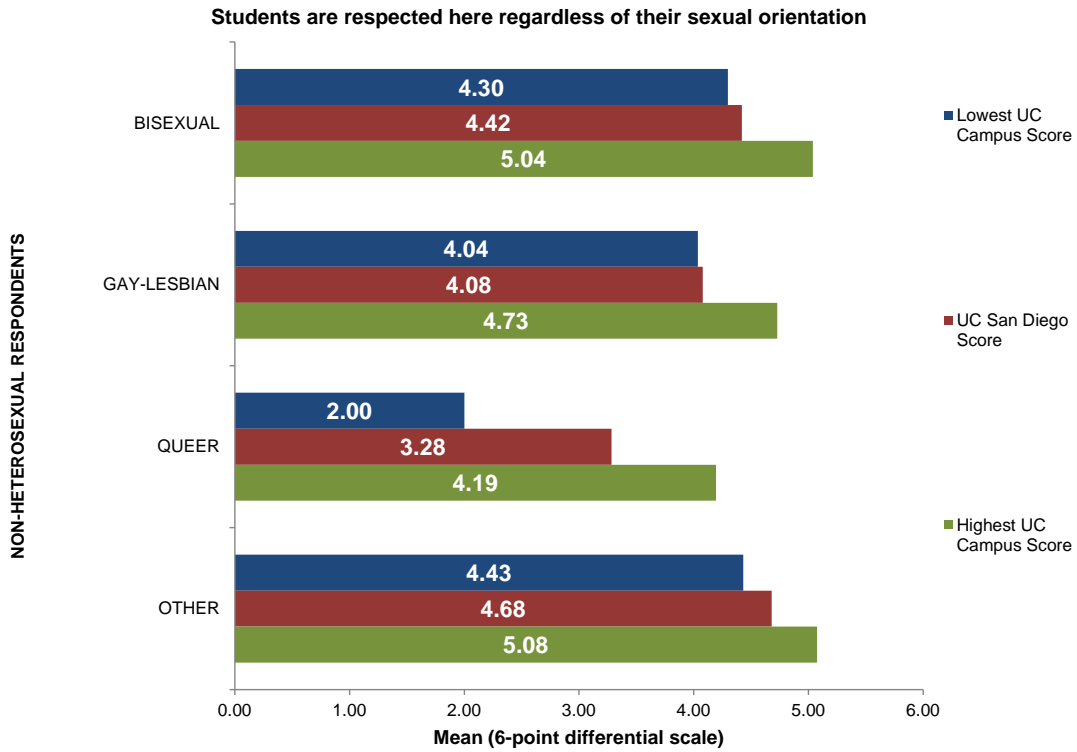
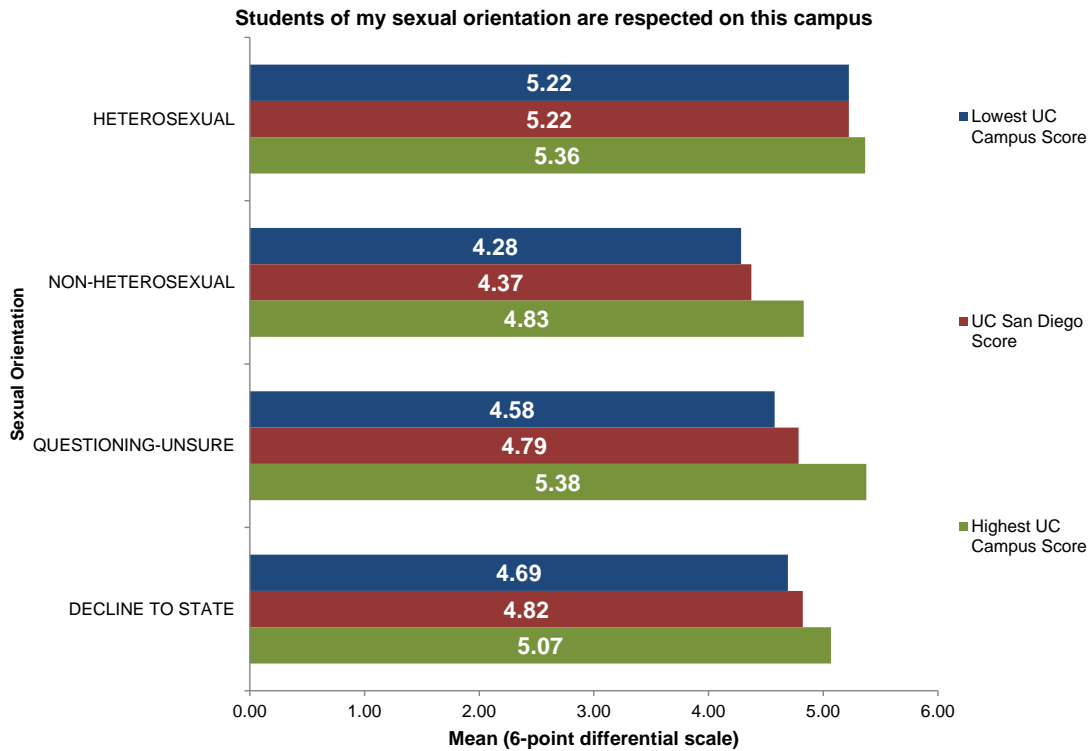


Figure 10a displays UC comparison scores for the campus respect for sexual orientation item disaggregated by Non-Heterosexual sub-groupings. As was noted in Figure 10, UC San Diego mean scores on this item are neither the highest nor the lowest among the UC campuses.

Figure 11: Perceptions of Respect at UC San Diego by Respondent Orientation Grouping



In addition to being asked if they agree that *Students are respected here regardless of their sexual orientation*, respondents were also asked to rate their level of agreement with the statement, *Students of my sexual orientation are respected on this campus*. Figure 11 displays the comparison of average scores for this UCUES item disaggregated by orientation groupings and UC campus comparisons. UC San Diego Heterosexual respondents had the lowest scores system wide, but this difference was not practically significant. For Non-Heterosexual respondents, UC San Diego respondents were lower than the highest scoring campus, but higher than the lowest scoring campus.

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

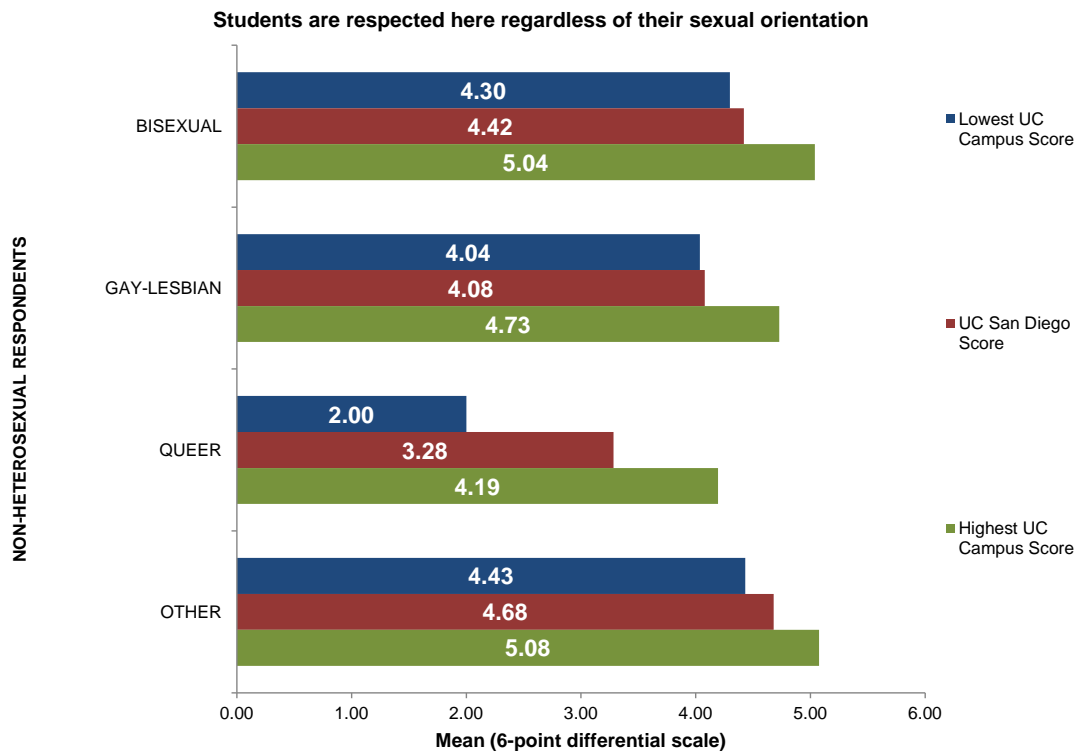


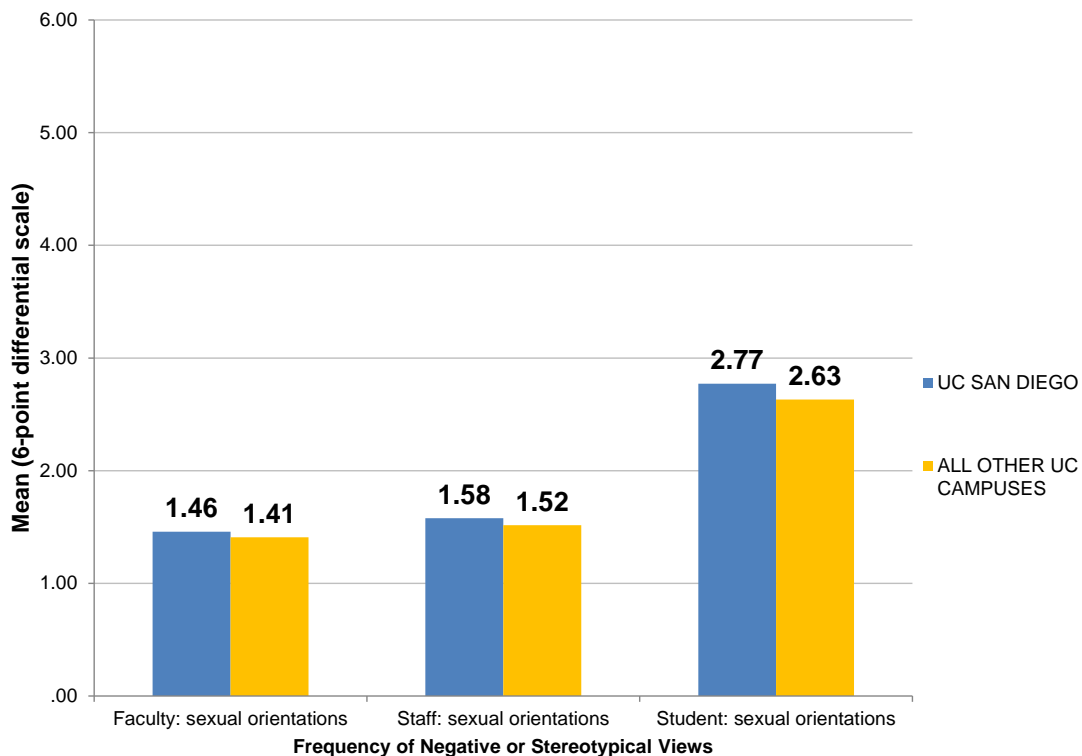
Figure 11a displays the mean scores for the respect items disaggregated by Non-heterosexual sub-groupings. Although UC San Diego respondents had significantly lower scores by sub-grouping compared with the highest scores system-wide, UC San Diego scores were somewhat higher than the lowest campus scores.

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Negative or Stereotypical Views Related to Sexual Orientation: UC Comparisons

The UCUES instrument included items that focused on the frequency of the respondents' hearing negative or stereotypical views about sexual orientation by faculty or instructors, staff or administrators, and by other students. The possible responses were constructed using 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 respondent ratings for these items do not differ substantially from the lowest ratings for the UC Norm for the faculty and staff items, however the rating does appear somewhat higher with respect to the perception of hearing such views from fellow students. However the mean difference does not achieve the 0.2 standard that denotes a substantive inter-campus difference.

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Figure 13. Perceived Frequency of Negative or Stereotypical Views about Orientation: Highest, Lowest, and UC San Diego Comparisons

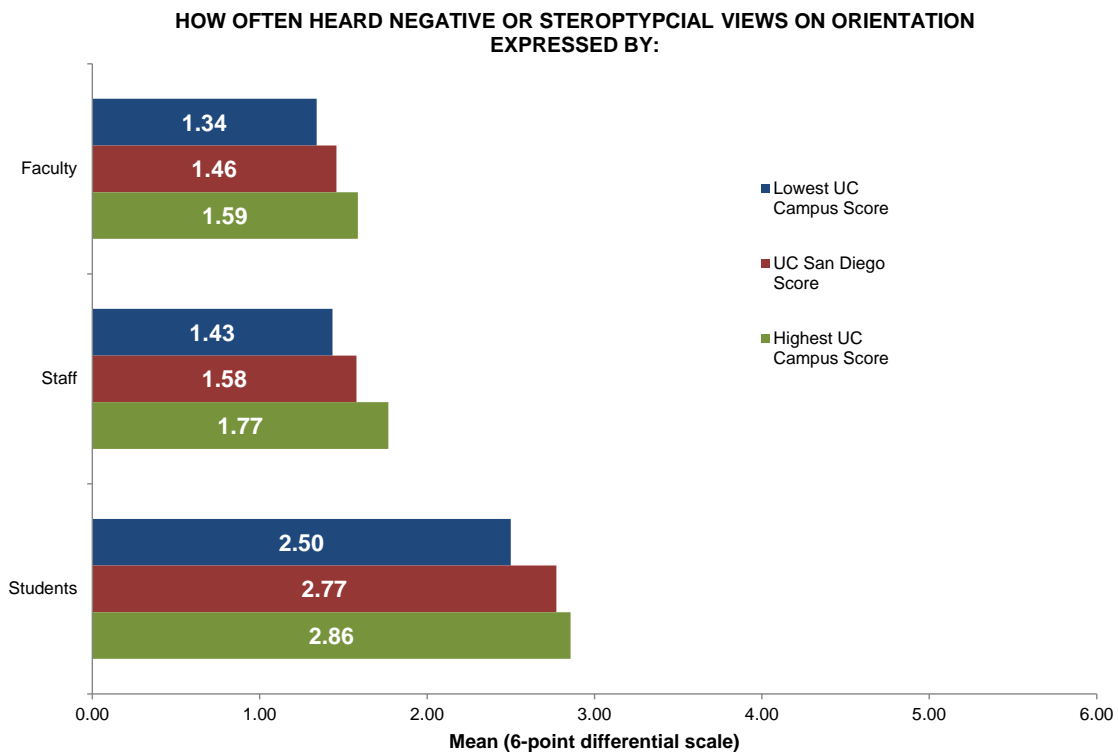


Figure 13 displays UC campus comparison scores for the frequency of perceiving negative or stereotypical views about sexual orientation by faculty, staff, and students. As was noted in figure 12, if respondents were to be exposed to such views, their fellow students were more likely to have engaged in this activity compared with faculty or staff. Although UC San Diego respondents scored this item somewhat higher than the lowest UC campus, UC San Diego scores for this item were lower than the highest scoring UC campus, and the mean difference did not achieve the 0.2 standard for substantive differences.

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Figure 14. Perceived Frequency of Negative or Stereotypical Views about Orientation: Faculty, Staff, and Students

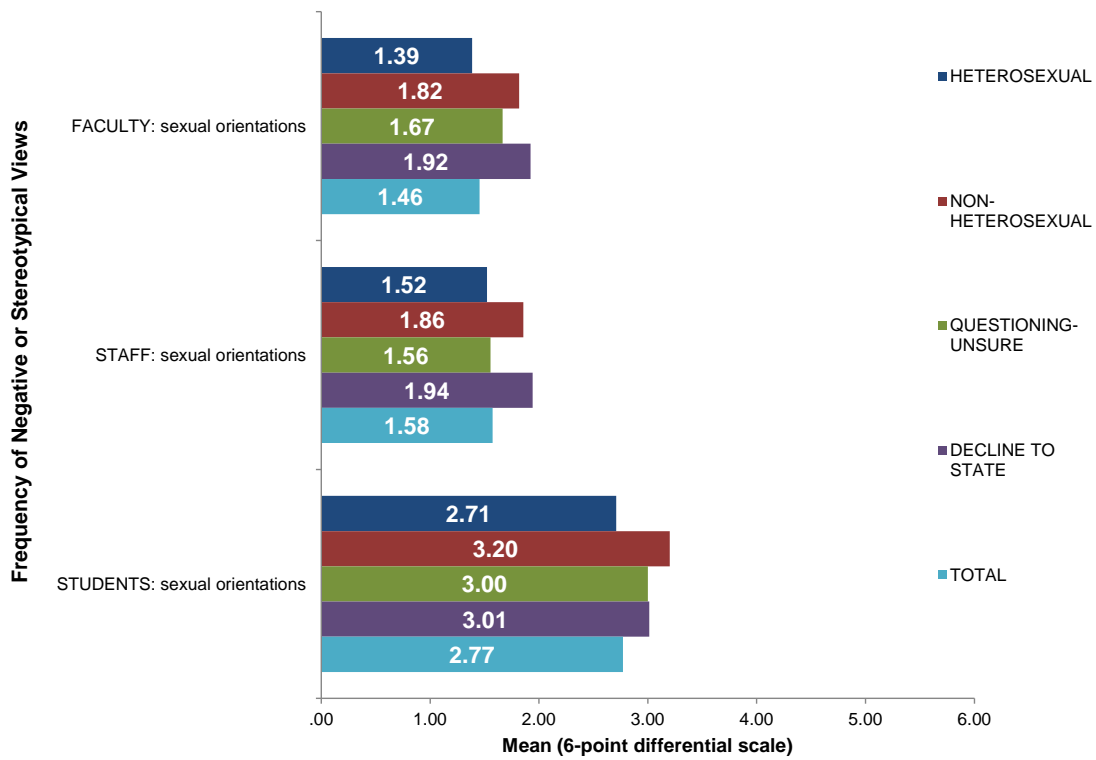
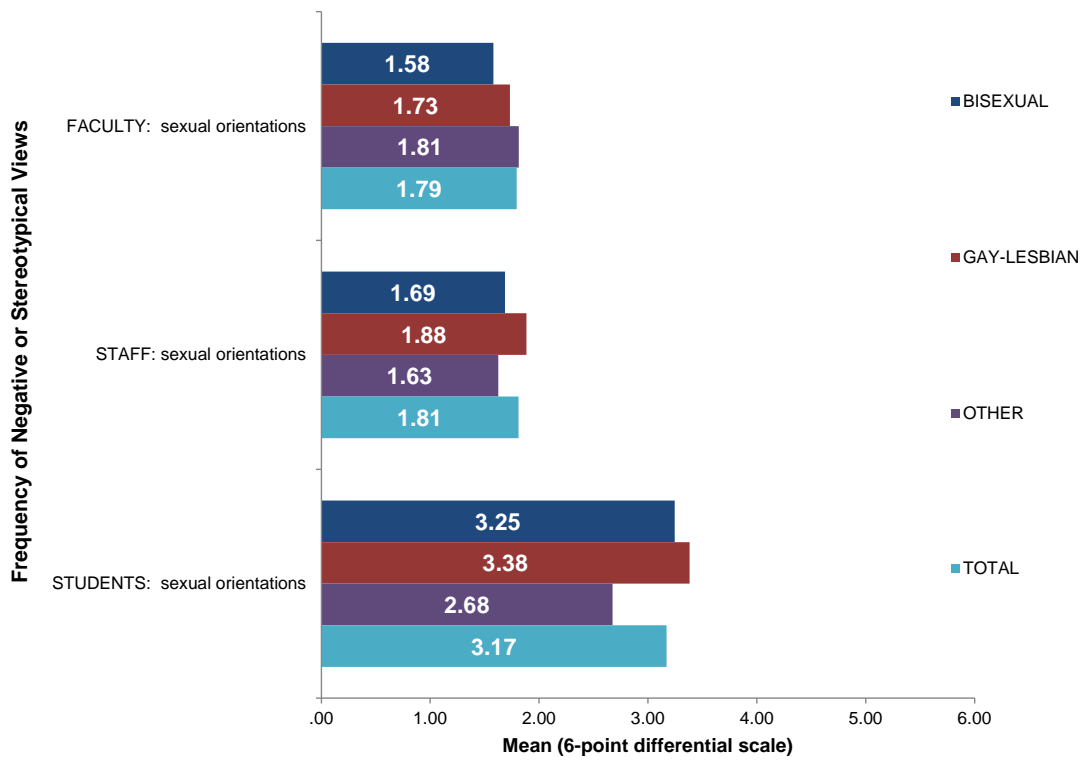


Figure 14 displays responses to the perceived frequency of hearing negative comments from campus staff, faculty and students further disaggregated by respondent orientation grouping. The mean ratings for frequency of these events are similar to those found for the aggregated student responses: fellow students are significantly more likely to express negative or stereotypical views about orientation than either faculty or staff. Non Heterosexual respondents were significantly more likely to have heard such views from students than Heterosexual respondents. Respondents report hearing such negative views from faculty and staff at significantly lower rates compared with students.

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Figure 14a. Perceived Frequency of Negative or Stereotypical Views about Orientation by Non-Heterosexual Sub-groupings



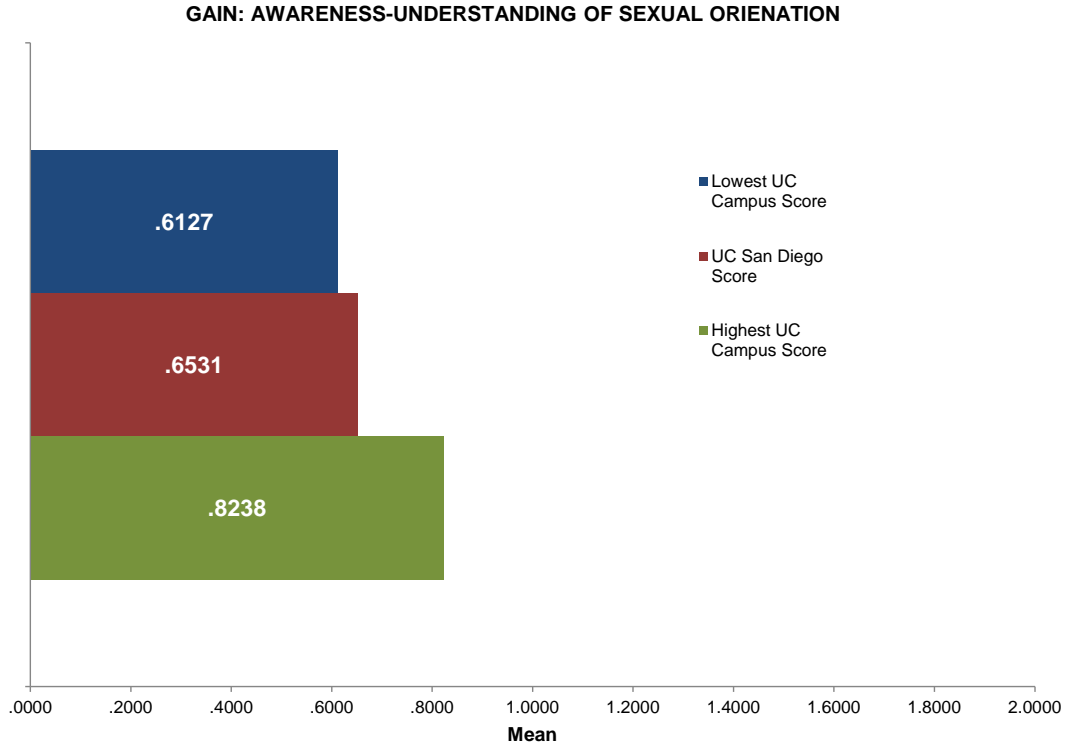
As displayed in Figure 14a, responses were fairly similar between non-heterosexual groupings with respect to hearing such views from faculty or staff; scores were generally low. As noted in Figure 14a, if such views were to be heard, they would most likely to have come from other students. Bi-sexual and Gay-Lesbian respondents were somewhat more likely to report perceiving such views than other groupings. (Queer respondents were not included in this chart due to low cell counts for this survey item).

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Change in Understanding of Sexual Orientation Differences and Issues: UC Comparisons

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 *sexual orientation differences and issues* both when they started at UC and currently. These items asked the respondent to rate their understanding along a six-point scale (where 1=Poor and 6=Excellent) these insights and report in a general sense the respondents' change in awareness of orientation identity. Gains in knowledge and awareness were obtained by subtracting the current level from the respondents' estimated level at the time of matriculation to UC San Diego. For interpretive purposes, higher mean scores indicate greater gain and are therefore more desirable.

Figure 15. Self-Reported Gains in Awareness of Racial-Ethnic Diversity: UC Comparisons



UC San Diego respondents reported overall gains in understanding for this measure, although the self-reported gain was lower than the highest scoring UC campus and somewhat higher than the lowest scoring UC campus. Applying the 0.2 standard, the difference between the UC San Diego and UC highest and lowest mean score was not found to be substantive.

Source: Student Research & Information

UCUES 2012 Campus Climate

Figure 16. Self-Reported Gains in Awareness of Sexual Orientation Differences and Issues: UC San Diego

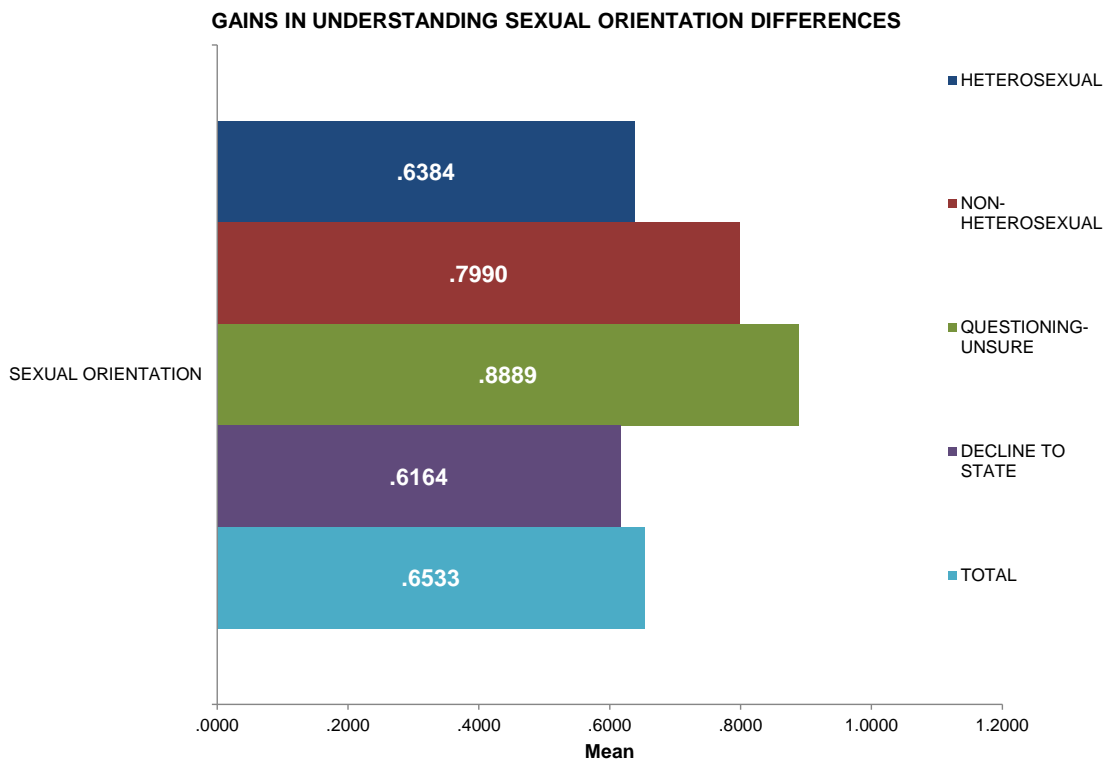
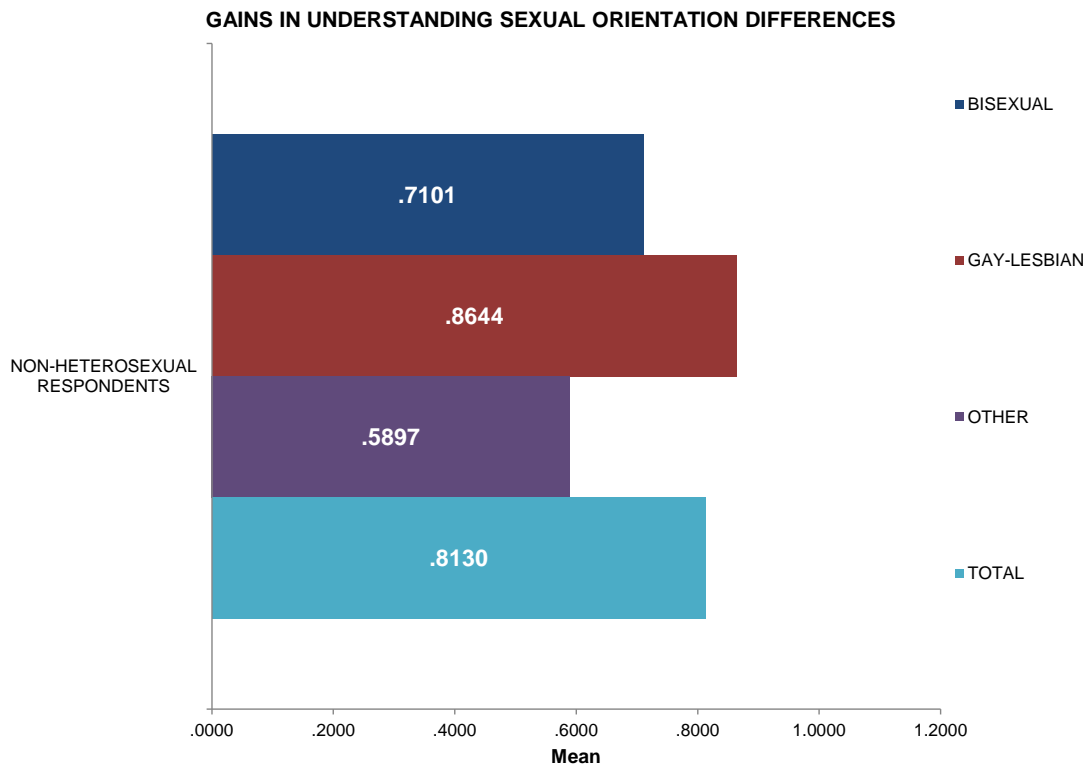


Figure 16 displays the average gains for the UC San Diego respondents. Although all UC San Diego student groupings showed gains in understanding, *Heterosexual* students reported the lowest gain in understanding and respondents identifying as *Questioning/Unsure* reported the highest gains.

Figure 16a. Self-Reported Gains in Awareness of Sexual Orientation Differences and Issues: Non- Heterosexual Groupings



Non-Heterosexual respondents reported gains in understanding for this measure. Gay-Lesbian and Bi-Sexual respondents reported the highest gains on this measure in understanding since initial matriculation to UC San Diego compared with other respondents.

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 sexual orientation groupings. By 2012, the UCUES had been administered using a consistent methodology at UC San Diego and UC system-wide four times. The question regarding sexual orientation was included on the UCUES core starting in 2008. The availability of data from these last three survey administrations may provide insight into trends in campus climate for these groupings and help campus leaders to better understand how perceptions of students by orientation groupings have changed over time.

Source: Student Research & Information

UCUES 2012 Campus Climate

Figure 17 presents three selected measures of campus climate discussed in this report. These are:

I feel that I belong at this campus

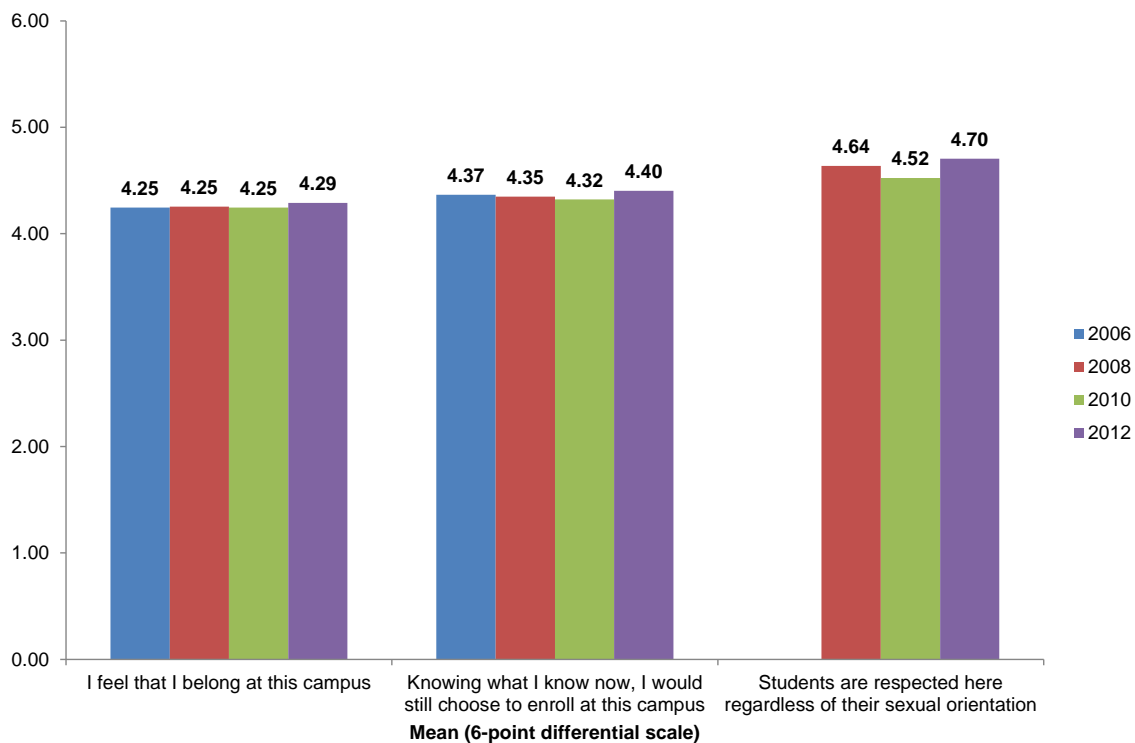
If I had the choice again, I would choose to enroll at this campus

Students of my sexual orientation 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 17 suggests there has been a slight positive change in these overall measures of campus climate from 2006-2012, although these changes are not linear.

Figure 17. Changing Perceptions of Belonging, Satisfaction, and Respect over Time: 2006-2012



Scores have remained fairly constant on these three variables for the last 4-6 years. 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.

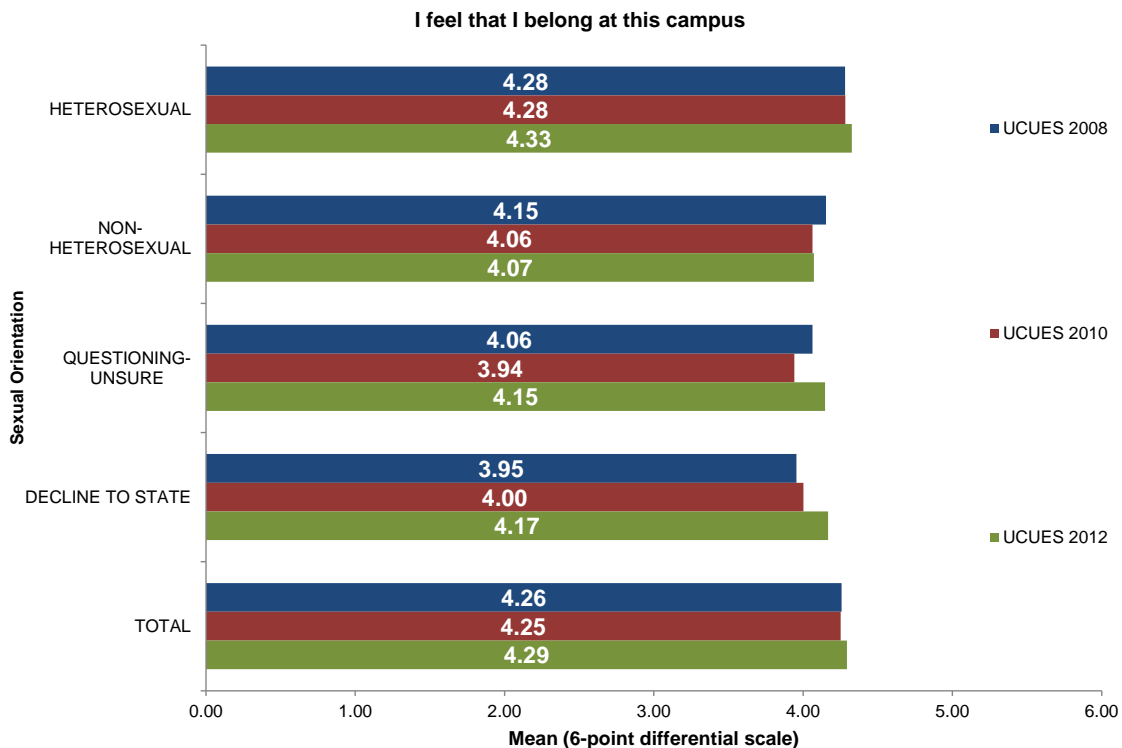
Source: Student Research & Information

UCUES 2012 Campus Climate

The item measuring respect for the respondents' sexual orientation has shown small improvements since 2008 when this item first appeared on the UCUES. In 2008 the mean level of agreement with this statement was 4.64, dropped slightly in 2010, and improved to 4.70 in 2012. 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 that occurred in the winter, 2010 quarter.

This general inference may be somewhat confirmed through analysis of these data disaggregated by orientation grouping over time. Trends in the level of agreement with the sense of belonging item disaggregated by orientation grouping are displayed in Figure 18.

Figure 18. Trends in Sense of Belonging to this Campus 2008-2012 by Respondent Orientation Grouping



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 on that item by *Heterosexual*, *Questioning/Unsure*, and *Decline to State* respondents.

Source: Student Research & Information

UCUES 2012 Campus Climate

Responses by Non-Heterosexual respondents to this item remained practically unchanged since 2010. In spring 2010, the level of agreement for this item dropped slightly for *Non-heterosexual* and *Questioning-unsure* student sub-groupings. This pattern of responses in the 2010 UCUES administration may be related with the racial bias incidents and subsequent campus unrest that immediately preceded the UCUES survey administration. The disparate effects of these incidents may be discerned in the disaggregated data for the UCUES 2010 results.

Figure 19. Trends in Choose to Re-enroll at UC San Diego: 2006-2012 by Student Orientation Grouping

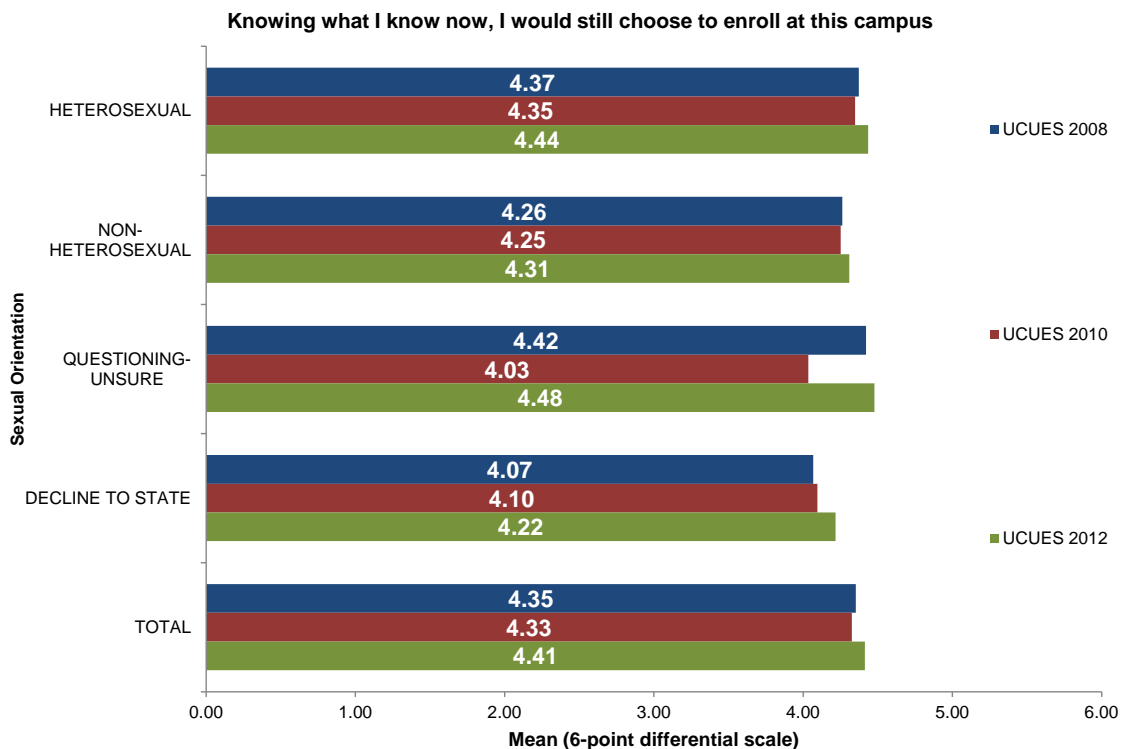
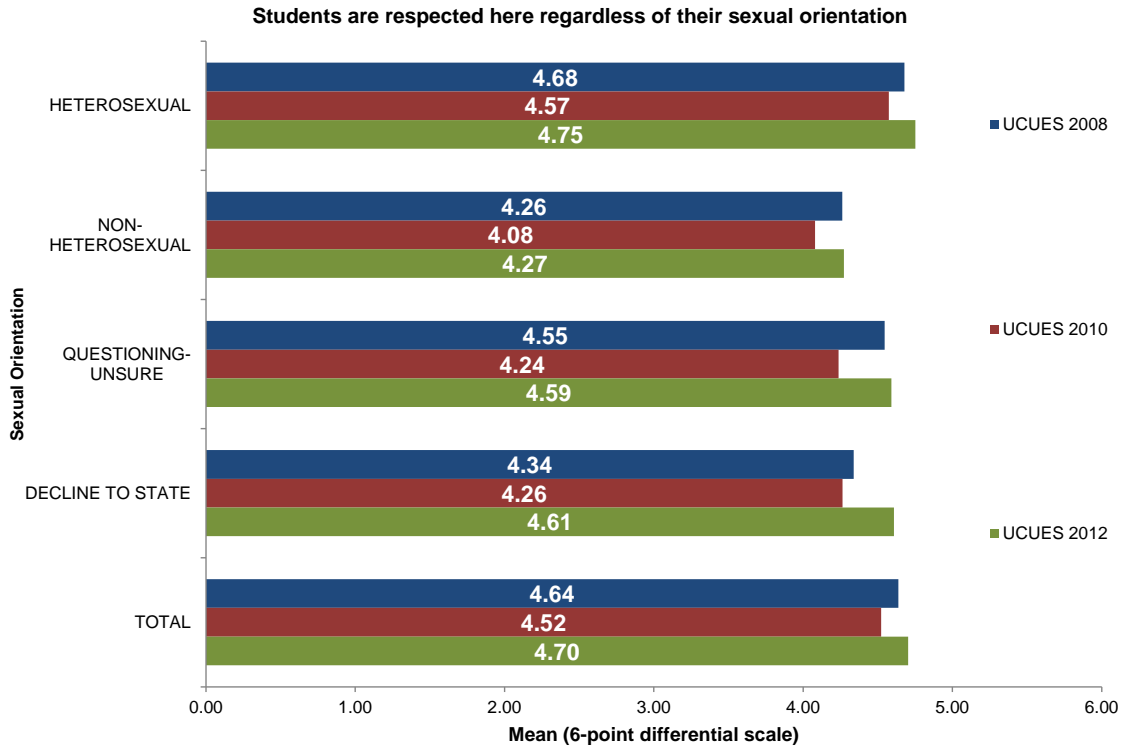


Figure 19 displays three years of mean scores for the *choose to re-enroll at UC San Diego* UCUES item disaggregated by respondent orientation grouping. All respondent groupings indicated a somewhat greater likelihood of choosing to again re-enroll at UC San Diego in 2012 compared with 2010 and 2008 mean responses. The pattern was similar across all groupings.

UCUES 2012 Campus Climate

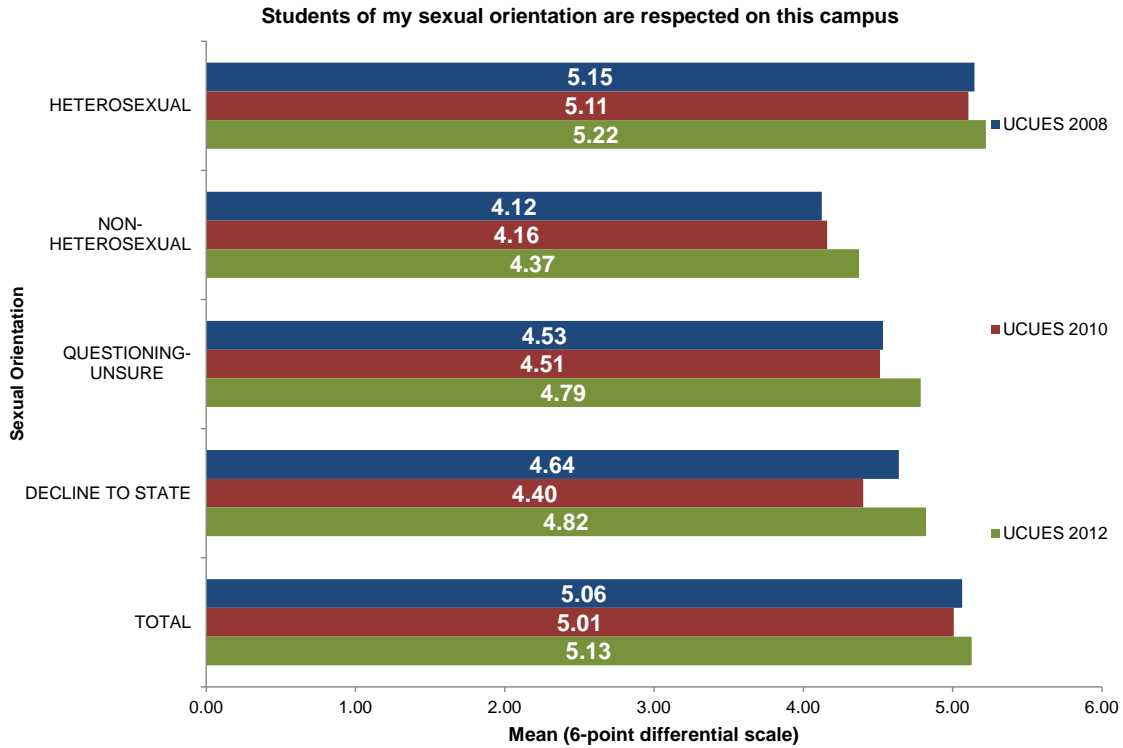
Figure 20. Students are Respected Regardless of Sexual Orientation: Longitudinal Mean Responses: 2008-2012



Respondents were asked to rate their level of agreement on a six-point scale with the questionnaire prompt: Students are respected here regardless of their sexual orientation. The response pattern in Figure 20 is similar to the *sense of belonging* and *choose to re-enroll* mean ratings displayed in the preceding graphs. The mean or average response rating for the item dropped in 2010 for all groupings, but rebounded to pre-2010 levels in the 2012 UCUES administration. Although there were slight differences in the observed mean ratings, these differences were of negligible practical significance.

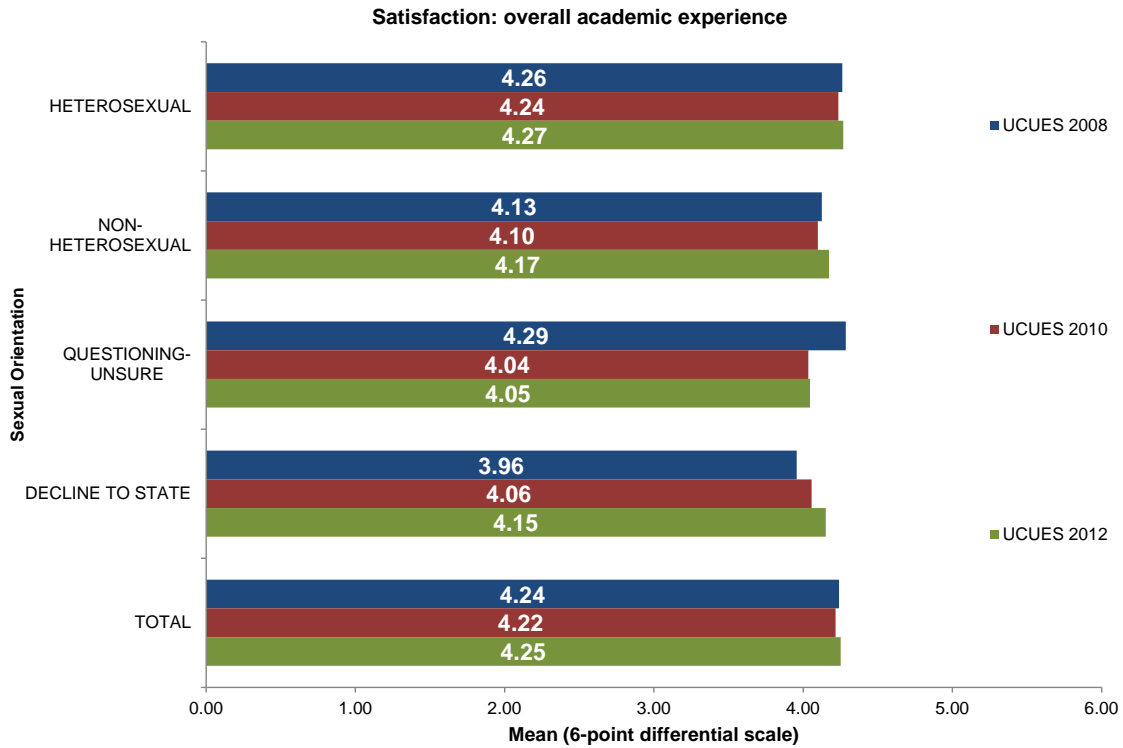
UCUES 2012 Campus Climate

Figure 21. Students of My Sexual Orientation are Respected on this Campus: Longitudinal Mean Responses: 2008-2012



The trends in level of agreement to the more personal item-*Students of my sexual orientation are respected on this campus* suggest similar patterns to the more general items of *likelihood of re-enrollment* and *sense of belonging*. All respondent groupings indicated higher levels of agreement with this statement in 2012 compared to the response means on the 2010 UCUES.

Figure 22. Satisfaction with the Overall Academic Experience at UC San Diego by Orientation Grouping



When examined over time, respondent ratings of Satisfaction with the Overall Academic Experience at UC San Diego mean responses appear to vary little over the last four years for *Heterosexual* and *Non-heterosexual* orientation groupings.

Figure 23. Satisfaction with the Overall Social Experience at UC San Diego by Respondent Orientation Grouping

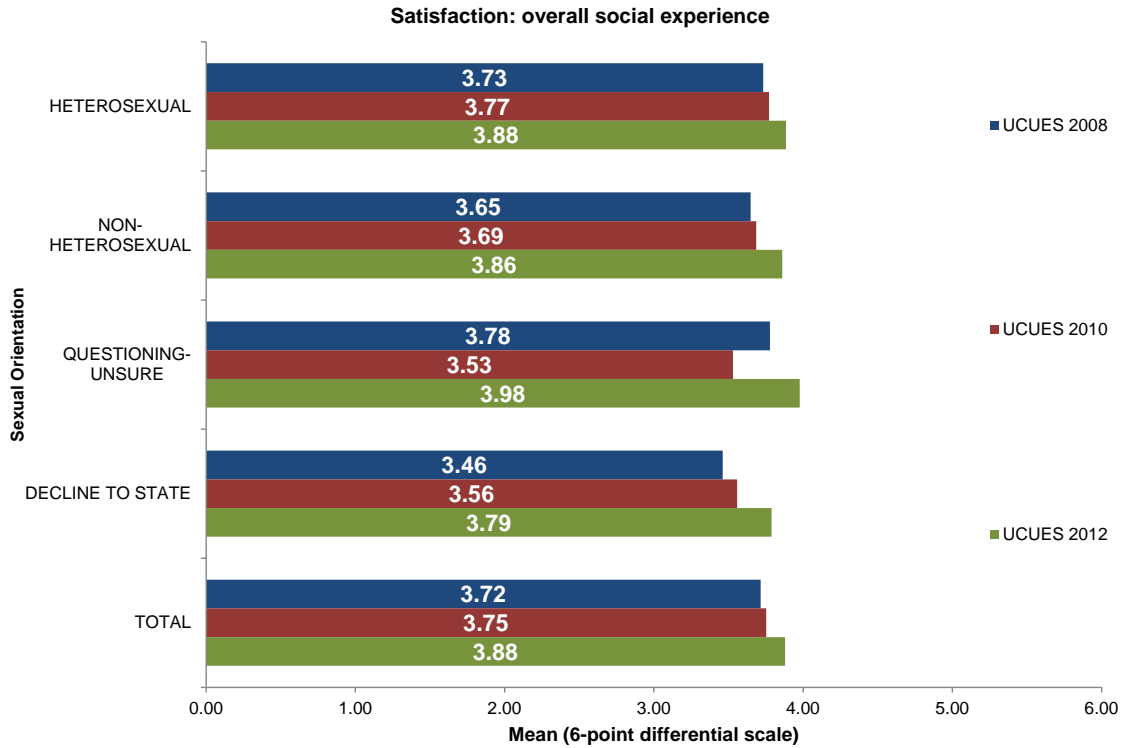
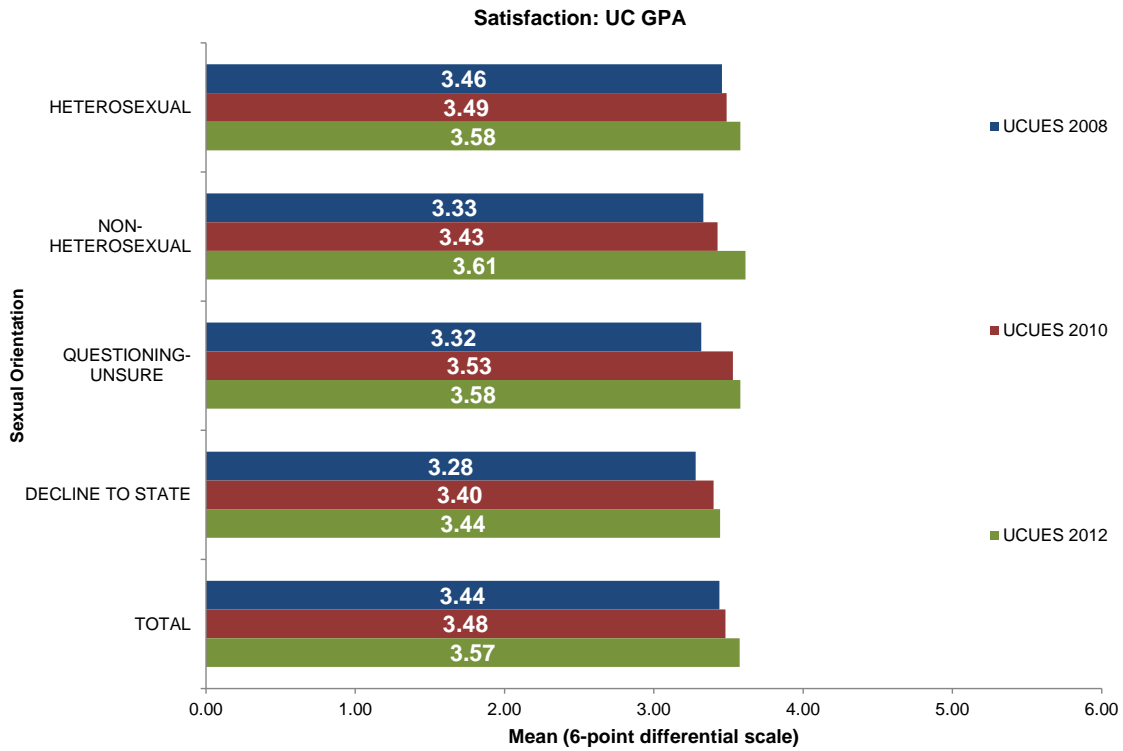


Figure 23 displays trends in respondent ratings of satisfaction with the overall social experience at UC San Diego. Although this measure has traditionally received low ratings when compared with other UC campuses, in 2012 there was improvement in the mean respondent ratings of the UC San Diego social experience. This improvement also obtained when disaggregated by respondent orientation grouping.

UCUES 2012 Campus Climate

Figure 24. Satisfaction with UC San Diego Grade Point Average by Respondent Orientation Grouping



Since 2008 there has been a steady increase in the proportion of respondents indicating satisfaction with their academic performance. It has been noted in prior reports examining student satisfaction with the undergraduate experience that there appears to be a correlation between how the respondent perceives their campus experience and academic performance. Students with lower GPA's generally rate their undergraduate experience lower than students with higher GPA's. For all orientation groupings, satisfaction with UC GPA has risen somewhat since 2008.

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.

Source: Student Research & Information

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

	FALL 2011 ENROLLMENT		UCUES 2012 RESPONDENTS	
	N	%	N	%
GENDER				
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 & Information

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

		N	%
I feel that I belong at this campus	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%
Knowing what I know now, I would still choose to enroll at this campus	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	%
I feel valued as an individual on this campus	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%
This institution values students' opinions	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%
Diversity is important on this campus	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%

Source: Student Research & Information

UCUES 2012 Campus Climate

Diversity is important to me	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%

Friendly, Hostile	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%
Caring, Impersonal	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%
Tolerant of Diversity, Intolerant of Diversity	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%
Safe, Dangerous	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%

Source: Student Research & Information

UCUES 2012 Campus Climate

Too hard academically, Too easy academically	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%
	Intellectual, Not Intellectual	Not intellectual	24
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%

		N	%
Students are respected here regardless of their sexual orientation	Strongly disagree	96	1.4%
	Disagree	211	2.8%
	Somewhat disagree	536	7.0%
	Somewhat agree	1,530	22.0%
	Agree	3,073	44.1%
	Strongly agree	1,521	21.8%
	Total	6,968	100.0%
	Students of my sexual orientation are respected on this campus	Strongly disagree	46
Disagree		67	1.0%
Somewhat disagree		178	2.6%
Somewhat agree		814	12.0%
Agree		3,324	48.9%
Strongly agree		2,374	34.9%
Total		6,904	100.0%

Source: Student Research & Information

Table A-3. UCUES Items Included in this Report by Orientation Grouping

		WHAT IS YOUR SEXUAL ORIENTATION?				TOTAL
		HETEROSEXUAL	NON-HETEROSEXUAL	QUESTIONING-UNSURE	DECLINE TO STATE	
I BELONG AT THIS CAMPUS	SOMEWHAT AGREE TO STRONGLY AGREE	81.1%	72.9%	78.4%	76.4%	80.2%
KNOWING WHAT I KNOW, WOULD CHOOSE TO RE ENROLL AT MY CAMPUS	SOMEWHAT AGREE TO STRONGLY AGREE	79.9%	75.2%	78.4%	74.6%	79.2%
I FEEL VALUED AS AN INDIVIDUAL ON THIS CAMPUS	SOMEWHAT AGREE	39.2%	34.7%	25.0%	39.6%	38.6%
	AGREE	24.4%	20.9%	22.2%	14.9%	23.5%
	STRONGLY AGREE	4.2%	4.1%	8.3%	10.4%	4.6%
THIS INSTITUTION VALUES STUDENTS' OPINIONS	SOMEWHAT AGREE	37.7%	36.4%	27.8%	39.9%	37.6%
	AGREE	29.3%	25.1%	25.0%	17.6%	28.2%
	STRONGLY AGREE	5.8%	4.6%	8.3%	10.5%	6.0%
DIVERSITY IS IMPORTANT ON THIS CAMPUS	SOMEWHAT AGREE	33.4%	29.7%	30.6%	39.6%	33.5%
	AGREE	32.3%	30.3%	25.0%	24.0%	31.6%
	STRONGLY AGREE	12.8%	11.3%	16.7%	14.3%	12.8%
DIVERSITY IS IMPORTANT TO ME	SOMEWHAT AGREE	27.5%	19.9%	19.4%	36.4%	27.3%
	AGREE	35.7%	32.1%	27.8%	29.9%	34.9%
	STRONGLY AGREE	24.1%	37.2%	38.9%	23.4%	25.3%
STUDENTS ARE RESPECTED HERE REGARDLESS OF THEIR SEXUAL ORIENTATION	SOMEWHAT AGREE	21.7%	20.3%	23.9%	29.4%	22.0%
	AGREE	45.7%	34.3%	36.4%	36.5%	44.1%
	STRONGLY AGREE	22.2%	18.3%	23.9%	22.0%	21.9%
STUDENTS OF MY SEXUAL ORIENTATION ARE RESPECTED ON THIS CAMPUS	SOMEWHAT AGREE	10.1%	21.0%	26.2%	19.2%	11.7%
	AGREE	50.3%	33.1%	34.5%	49.5%	48.7%
	STRONGLY AGREE	37.5%	22.2%	28.6%	22.4%	35.3%
SEXUAL ORIENTATIONS: FACULTY	SOMEWHAT OFTEN	2.5%	5.6%	2.8%	11.1%	3.2%
	OFTEN	.9%	3.0%	0.0%	3.3%	1.2%
	VERY OFTEN	.2%	3.0%	2.8%	0.0%	.5%
SEXUAL ORIENTATIONS: STAFF	SOMEWHAT OFTEN	3.1%	4.1%	2.8%	12.4%	3.7%
	OFTEN	2.0%	5.1%	0.0%	2.6%	2.2%
	VERY OFTEN	.8%	3.1%	2.8%	0.0%	1.0%
SEXUAL ORIENTATIONS: STUDENTS	SOMEWHAT OFTEN	12.5%	17.7%	19.4%	20.8%	13.5%
	OFTEN	7.7%	9.6%	11.1%	8.4%	8.0%
	VERY OFTEN	3.8%	12.1%	8.3%	5.2%	4.6%
SATISFACTION ACADEMIC EXPERIENCE	SOMEWHAT SATISFIED TO VERY SATISFIED	79.9%	77.2%	73.6%	74.8%	79.3%
SATISFACTION SOCIAL EXPERIENCE	SOMEWHAT SATISFIED TO VERY SATISFIED	67.8%	66.5%	73.6%	63.0%	67.5%
SATISFACTION: UC GPA	SOMEWHAT SATISFIED TO VERY SATISFIED	55.4%	57.2%	53.4%	49.5%	55.1%

Source: Student Research & Information