Diversity, campus climate, and student success at the University of California:
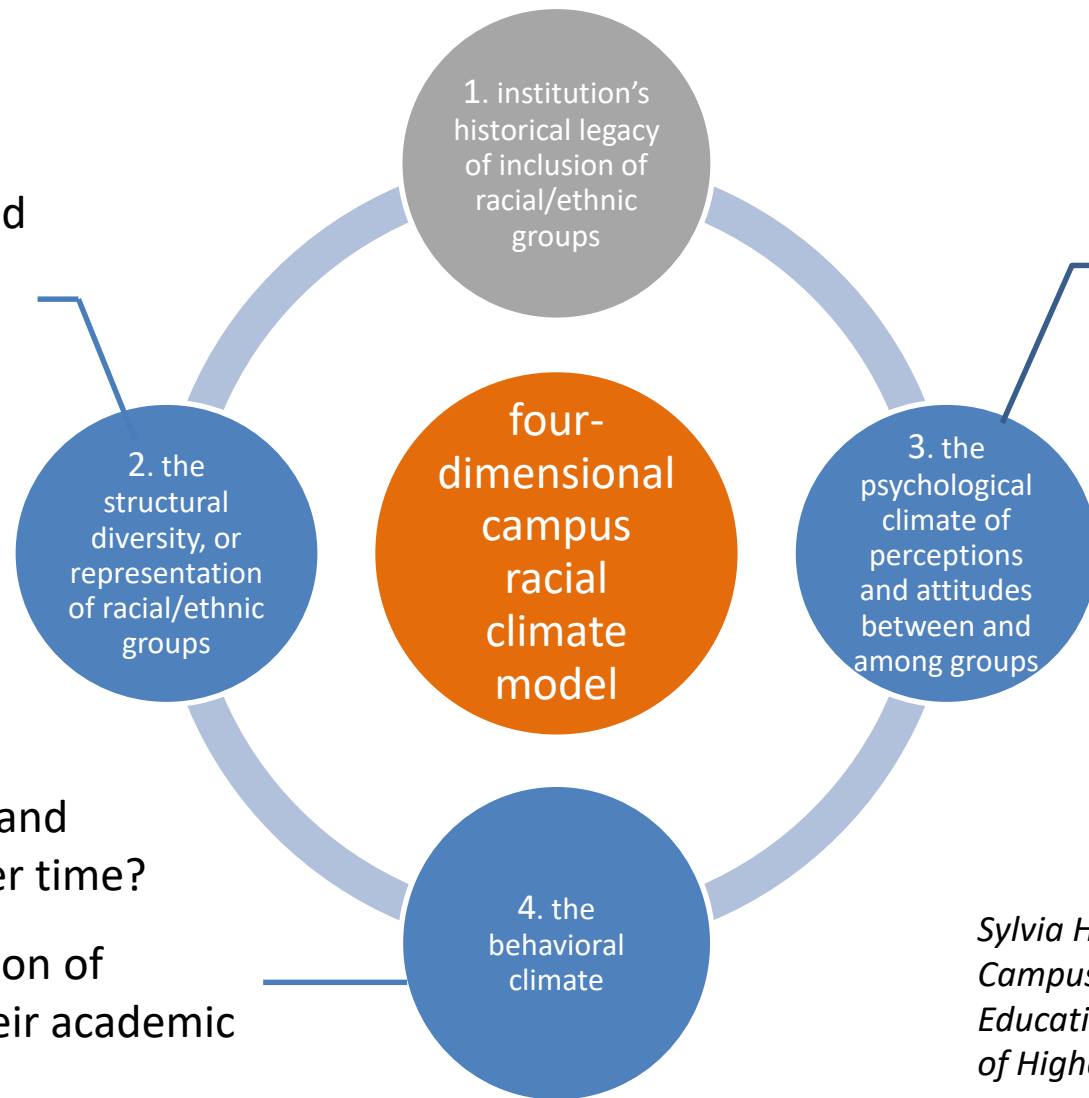## A strategic approach to examining two decades of change

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Institutional Research & Academic Planning
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The University of California

A four-dimensional campus racial climate model and research questions

- Has UC undergraduate racial/ethnic diversity changed over the past two decades?

- Is there a gap in racial/ethnic diversity between CA high school graduates and UC enrollment?

- Have UC freshman retention and graduation rates changed over time?

- Is UC undergraduate perception of campus climate related to their academic completion?

1. institution's historical legacy of inclusion of racial/ethnic groups

2. the structural diversity, or representation of racial/ethnic groups

four-dimensional campus racial climate model

3. the psychological climate of perceptions and attitudes between and among groups

4. the behavioral climate

- What tools does UC use to collect campus climate data?

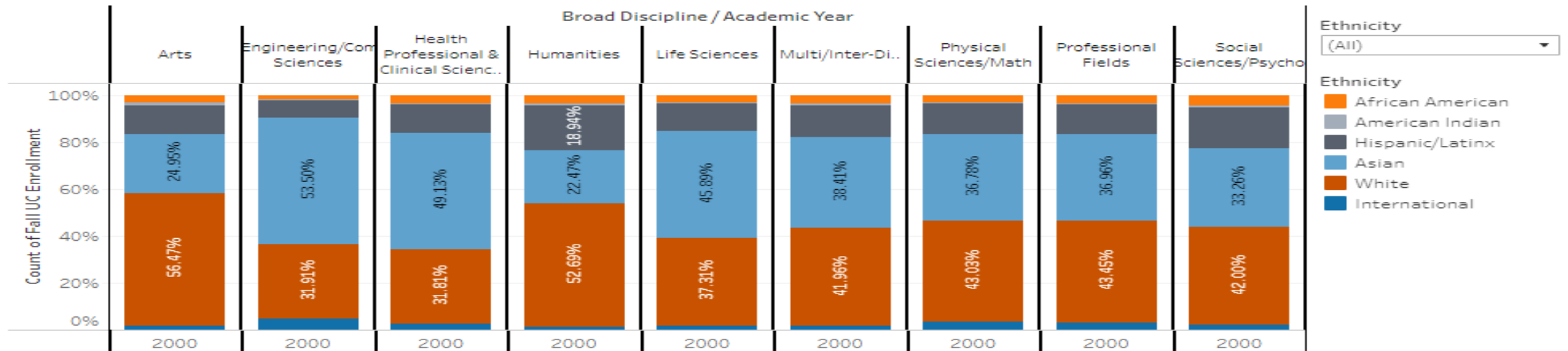- How do undergraduate students at UC view campus climate?

Sylvia Hurtado, et al. (1998). Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice. The Review of Higher Education, 21.

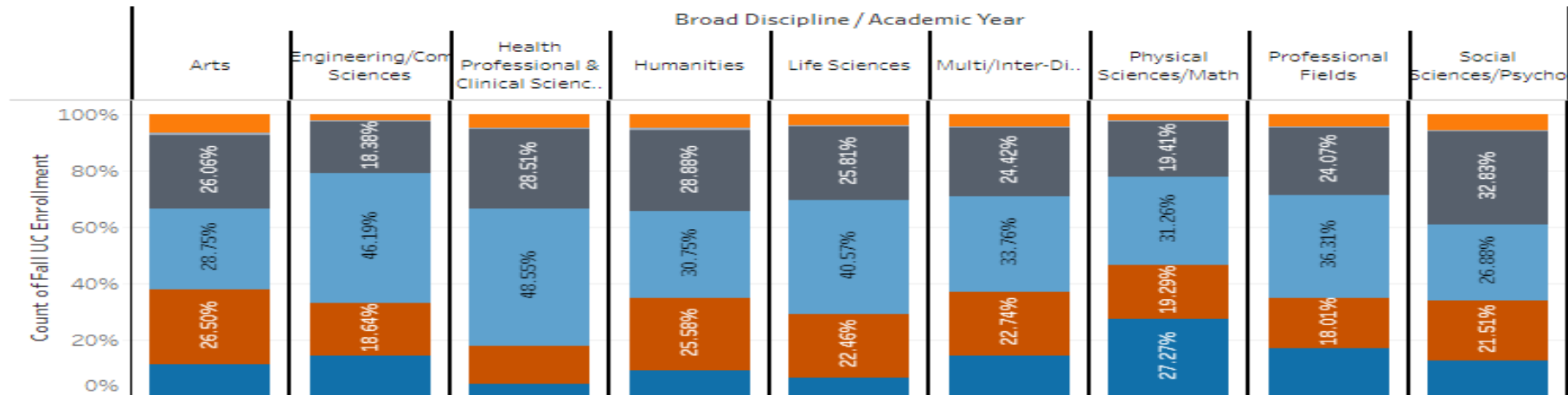# Fall undergraduate enrollment by race/ethnicity, 2000 – 2020
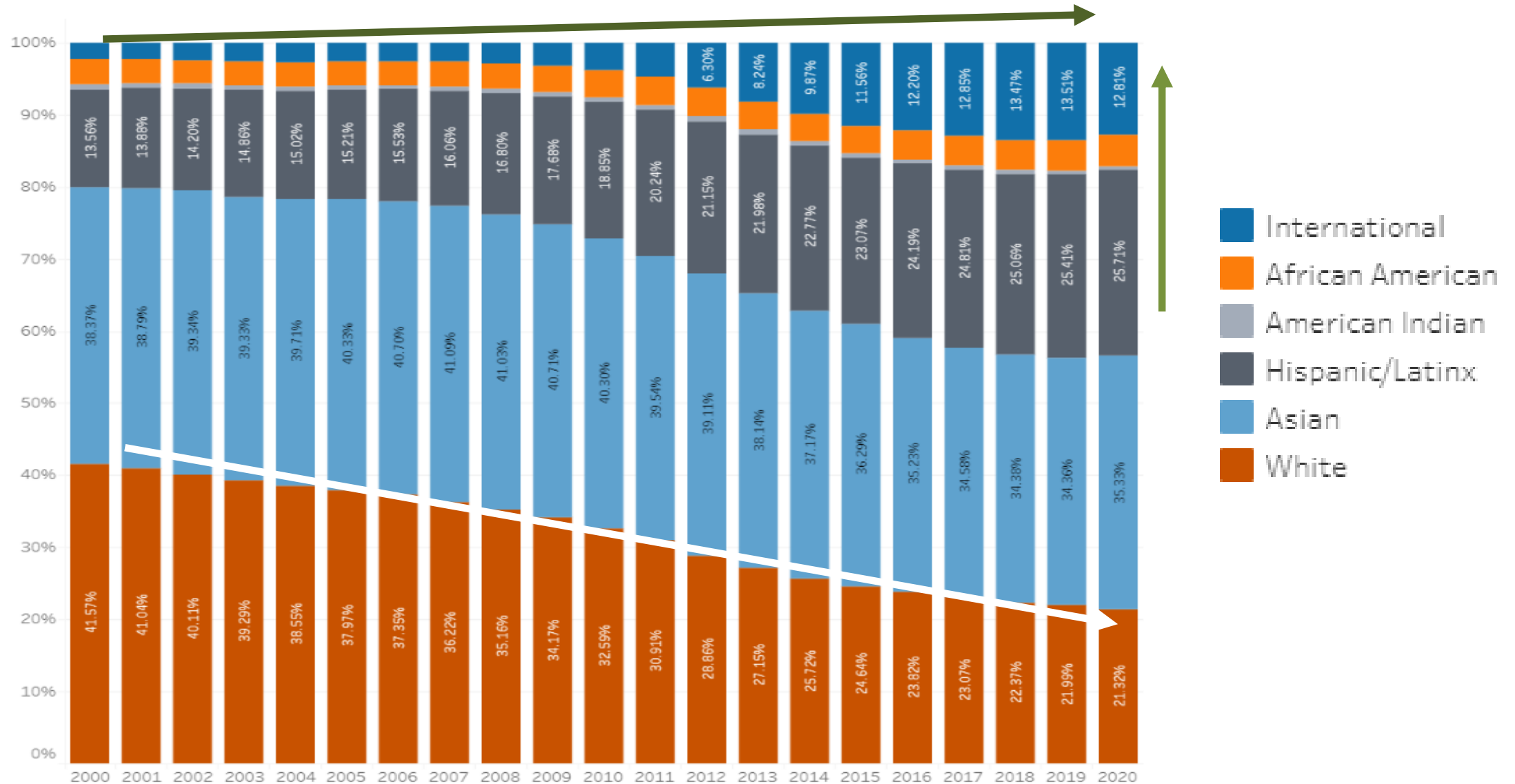
Fall enrollment by discipline
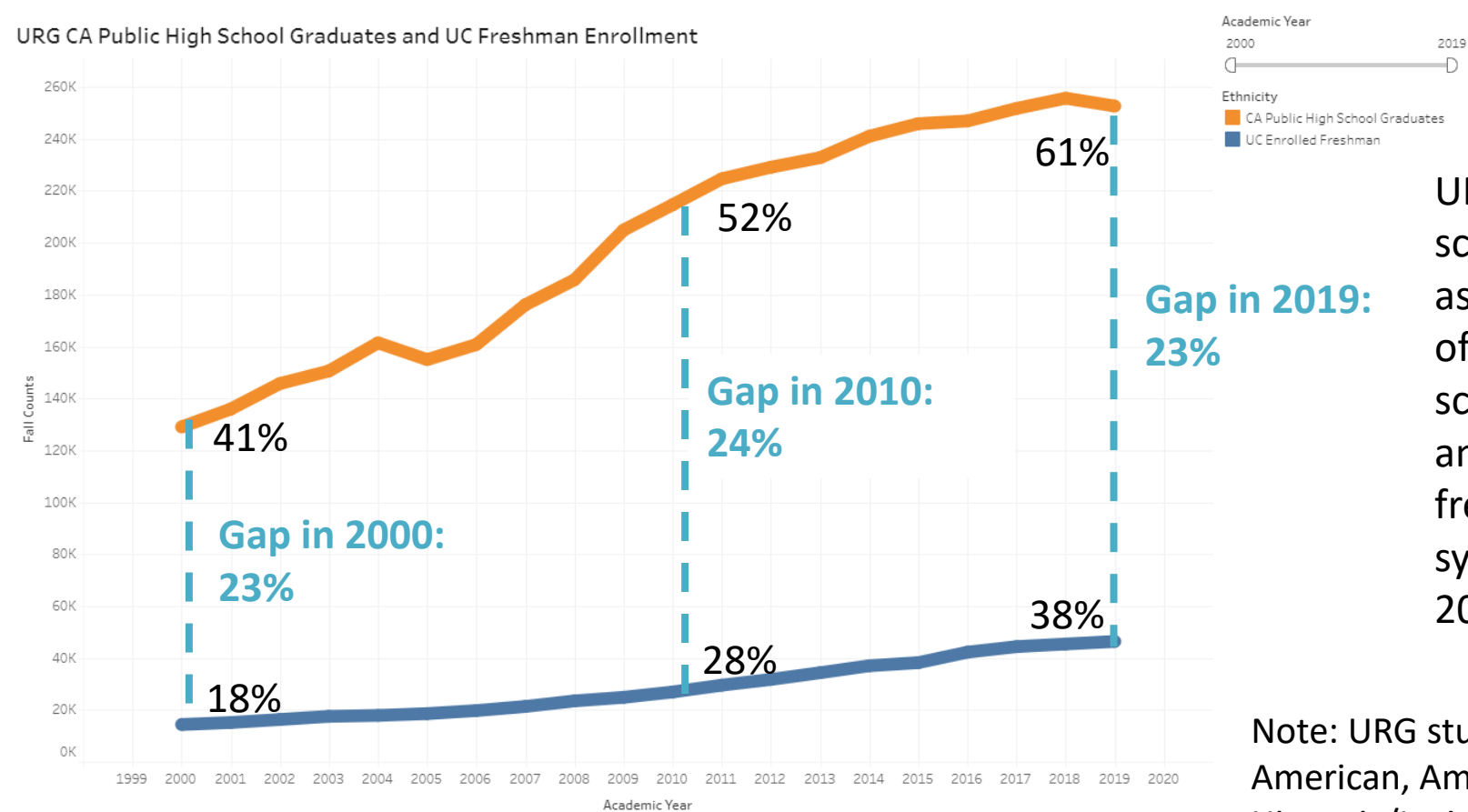

Fall Enrollment by Discipline - 2000

Fall Enrollment by Discipline - 2020

# Gap between CA high school URG graduates and UC URG students

UC has diversified but not as fast as the State of California.

URG CA Public High School Graduates and UC Freshman Enrollment

Gap in 2000: 23%

Gap in 2010: 24%

Gap in 2019: 23%

41%

52%

61%

18%

28%

38%

Academic Year
2000   2019

Ethnicity
— CA Public High School Graduates
— UC Enrolled Freshman

URG CA high school graduates as a percentage of total high school graduates and new UC fall freshman systemwide – Fall 2000 – Fall 2019

Note: URG students include African American, American Indian and Hispanic/Latinx students.

% of UC enrolled admits by race and ethnicity compared to CA high school graduates (1998 |2009 |2019)
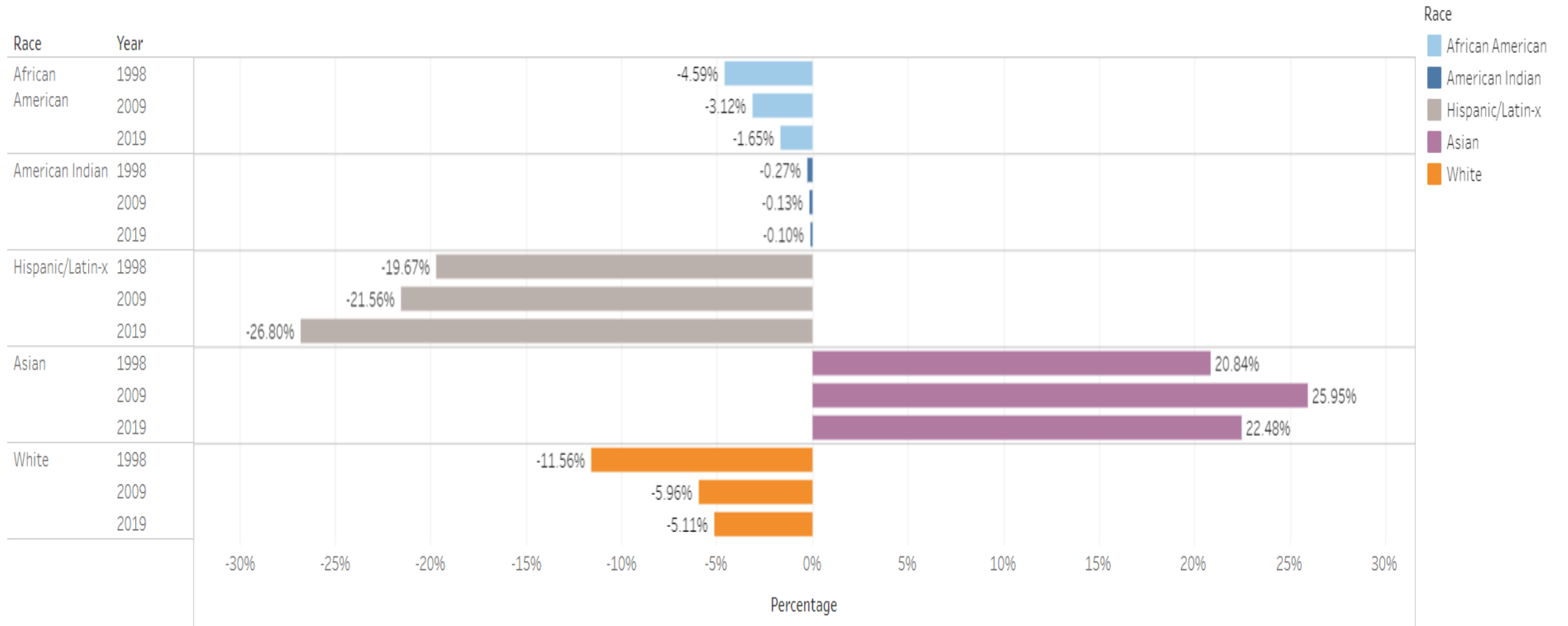
Campus climate data collection tools

- UC Undergraduate Experience Survey (UCUES, since 2006)

- UC Campus Climate Survey (2012)

- UC Graduate Well-Being Survey (2016)

- UC Graduate Student Experience Survey (UCGSES, 2021)

Survey services website: https://www.ucop.edu/institutional-research-academic-planning//services/survey-services/index.html

IRAP surveys

IRAP conducts systemwide surveys on a regular basis and is available to provide support and consultation for various departmental survey needs.

The survey calendar contains the schedule of current surveys.

Past and Ongoing Surveys:

Undergraduate Education and Experience

- UC Undergraduate Experience Survey
- Undergraduate Cost of Attendance Survey
- Undergraduate Application Survey
- Admitted Transfer Applicant Survey
- Undergraduate Alumni Survey

Graduate Education and Experience

- UC Graduate Student Experience Survey
- Graduate Student Well-Being Survey
- Graduate Cost of Attendance Survey
- Graduate Student Support Survey
- PhD Career Pathways Survey
- Graduate Alumni Survey

Other Systemwide Surveys

- Student Food Access and Security Survey
- Campus Climate Survey
- Medical Plan Satisfaction Survey

The University of California Undergraduate Experience Survey (UCUES)

- UC administers UCUES to all undergraduate students every other year since 2006

- Major areas:
  - Academic and civic engagement
  - Educational experiences
  - Evaluation of majors
  - Academic and personal development
  - Satisfaction
  - Campus climate for diversity and inclusion

The instrument is available at: https://www.ucop.edu/institutional-research-academic-planning/_files/survey-instruments/instrument-ucues-2020

The University of California Undergraduate Experience Survey (UCUES)

- The response rates range from 33% to 41% from 2006 to 2020.

- The response rate varies slightly across student characteristics.

- Responses are fairly representative of population.
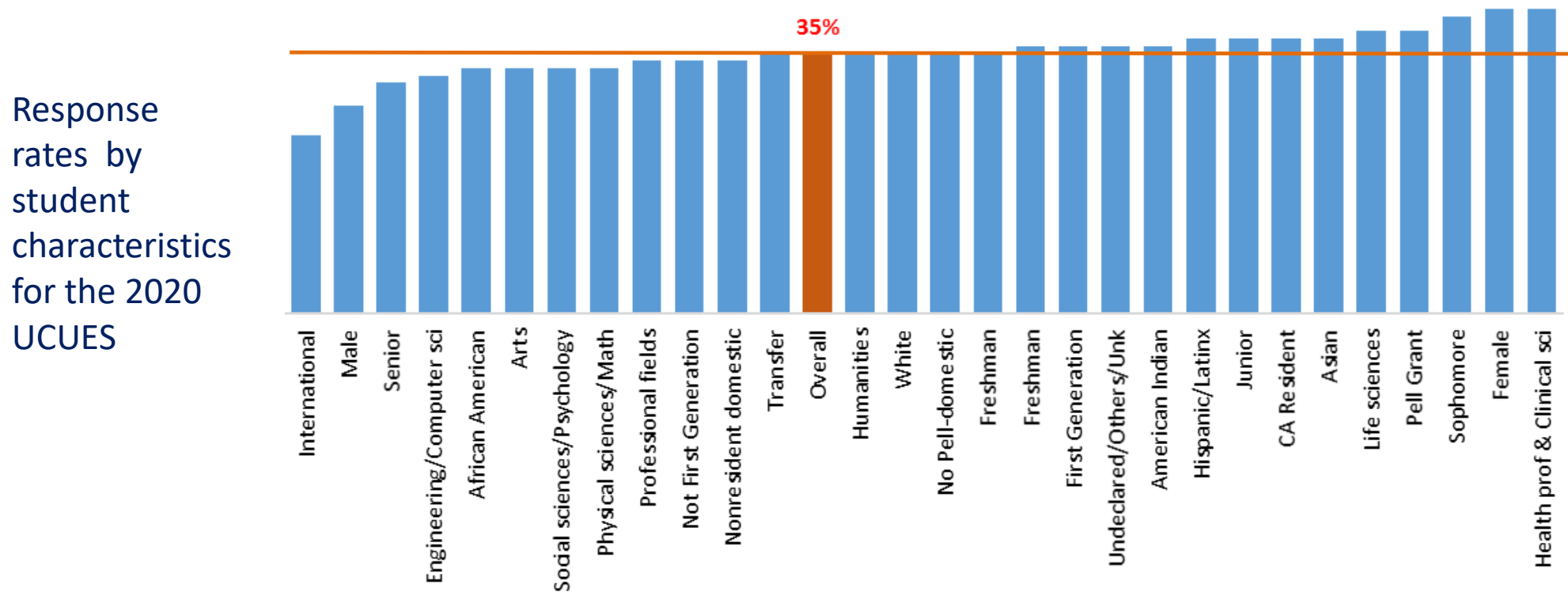
Response rates by student characteristics for the 2020 UCUES

Campus climate questions in the University of California Undergraduate Experience Survey (UCUES)

- **General climate** for students

Friendly (1)	○	○	○	○	○	○	Hostile (6)
Caring (1)	○	○	○	○	○	○	Impersonal (6)
Intellectual (1)	○	○	○	○	○	○	Not intellectual (6)
Tolerant of diversity (1)	○	○	○	○	○	○	Intolerant of diversity (6)
Appreciative of diversity (1)	○	○	○	○	○	○	Unappreciative of diversity (6)
Safe (1)	○	○	○	○	○	○	Dangerous (6)
Too hard academically (1)	○	○	○	○	○	○	Too easy academically (6)
Affordable (1)	○	○	○	○	○	○	Not affordable (6)

The instrument is available at: https://www.ucop.edu/institutional-research-academic-planning/_files/survey-instruments/instrument-ucues-2020

Campus climate questions in the University of California Undergraduate Experience Survey (UCUES)

- **Campus climate for diversity and inclusiveness**

I feel comfortable with the climate for diversity and inclusiveness

- o at UC …campus
- o in my major
- o In my class

Overall, I feel comfortable with the climate for diversity and inclusiveness at UC ${e://Field/CAMPUS} (1)

If EVAL_MAJOR Is Equal to Y

Overall, I feel comfortable with the climate for diversity and inclusiveness in my major (2)

Overall, I feel comfortable with the climate for diversity and inclusiveness in my classes (3)

At UC ${e://Field/CAMPUS}, I feel that I have been excluded from study groups because of my group membership (e.g., gender, race/ethnicity, sexual orientation, religious belief, etc.) (3)

Channels for expressing discrimination or harassment complaints are readily available to students at UC ${e://Field/CAMPUS} (1)

Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at UC ${e://Field/CAMPUS} (2)

Faculty are genuinely committed to promoting respect for and understanding of group differences at UC ${e://Field/CAMPUS} (6)

The instrument is available at: https://www.ucop.edu/institutional-research-academic-planning//_files/survey-instruments/instrument-ucues-2020

Campus climate questions in the University of California Undergraduate Experience Survey (UCUES)

- **Students of my … are respected on this campus.**
  - race/ethnicity
  - socio-economic status
  - gender
  - religious beliefs
  - political beliefs
  - sexual orientation
  - immigration background
  - with a disability or condition

Item	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
Students of my race/ethnicity are respected on this campus (3)	○	○	○	○	○	○
Students of my socio-economic status are respected on this campus (4)	○	○	○	○	○	○
Students of my gender are respected on this campus (5)	○	○	○	○	○	○
Students of my religious beliefs are respected on this campus (6)	○	○	○	○	○	○
Students of my political beliefs are respected on this campus (7)	○	○	○	○	○	○
Students of my sexual orientation are respected on this campus (8)	○	○	○	○	○	○
Students of my immigration background are respected on this campus (1)	○	○	○	○	○	○
Students with a disability or condition like mine are respected on this campus (2)	○	○	○	○	○	○

The instrument is available at: https://www.ucop.edu/institutional-research-academic-planning/_files/survey-instruments/instrument-ucues-2020

Campus climate questions in the University of California Undergraduate Experience Survey (UCUES)

- **Sense of belonging at UC … campus**

| Item	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly agree (6)
I feel valued as an individual at this campus (3)	○	○	○	○	○	○
I feel that I belong at UC ${e://Field/CAMPUS} (1)	○	○	○	○	○	○
Knowing what I know now, I would still choose to enroll at UC ${e://Field/CAMPUS} (2)	○	○	○	○	○	○

The instrument is available at: https://www.ucop.edu/institutional-research-academic-planning/_files/survey-instruments/instrument-ucues-2020

Measures of students' perception of campus climate in this analysis

- General climate for students on campus: a constructed measure based on the questions in the general climate section

  o positive   o neutral   o negative

- Respect: Students of my race/ethnicity are respected on this campus.

  o strongly disagree   o disagree   o somewhat disagree
  o strongly agree   o agree   o somewhat agree

- Belonging: I feel that I belong at UC campus.

  o strongly disagree   o disagree   o somewhat disagree
 o strongly agree   o agree   o somewhat agree

Respondents' perception of the general climate on campus

- Overall, about 60 % of respondents rated the general climate for students on campus positively in 2006; the percentage increased to 75% in 2020. This increasing trend is true for all racial/ethnic groups.

- There is a noticeable variation in positive rating across racial/ethnic groups with African American students being less likely to rate the general climate positively.
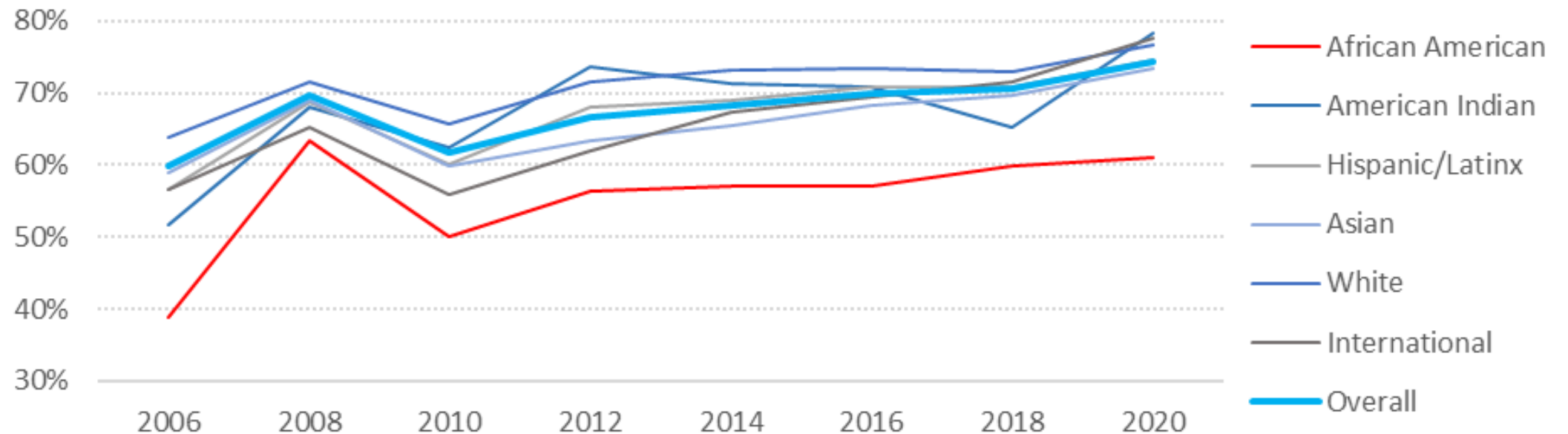
# Respondents' perception of respect of student's race/ethnicity on campus

- Overall, about 85% of respondents at least somewhat agree that they feel their race/ethnicity are respected on campus. It has declined from 2012 to 2016, but started increasing from 2018.

- African American students are less likely to agree that they feel their race/ethnicity are respected on campus. They felt they were even less respected in recent years.
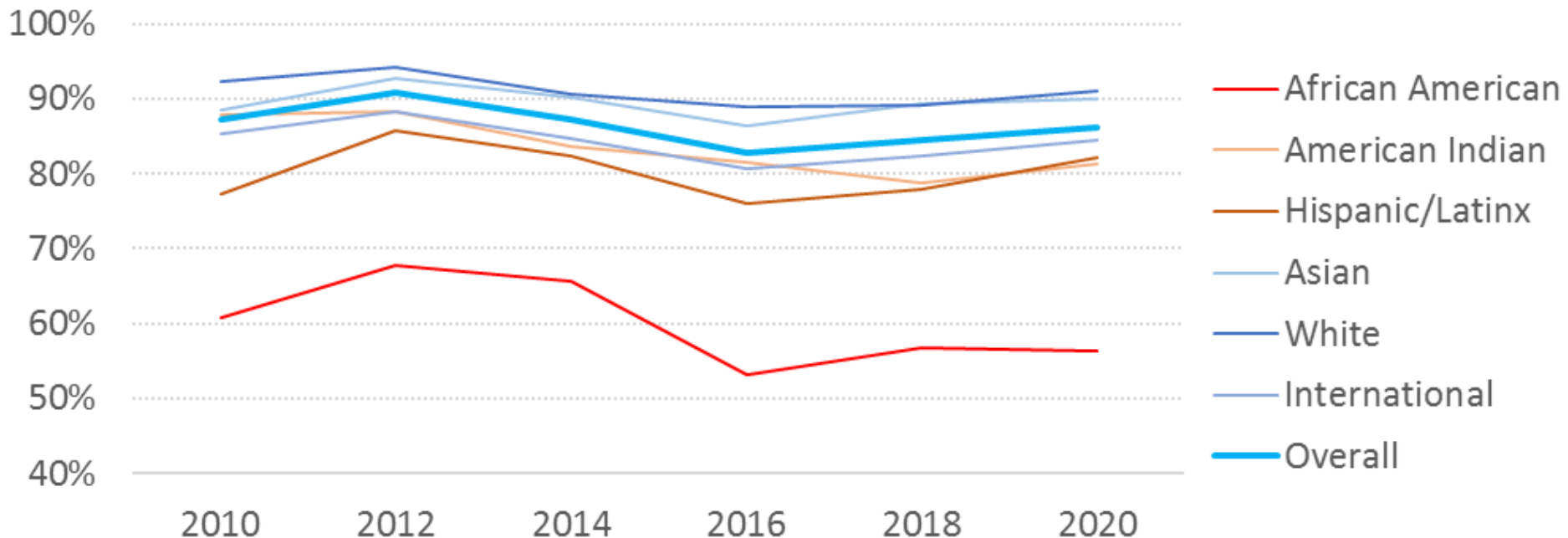
Respondents' perception of sense of belonging at campus

- Overall, about 80-85% of respondents at least somewhat agreed they felt they belonged at campus over the years. There was a declining trend beginning 2014, but students were more likely to feel they belonged at campus in 2020, compared to 2016 and 2016.

- African American students were less likely to report that they felt they belonged at campus. The declining trend is even more substantial beginning 2014.
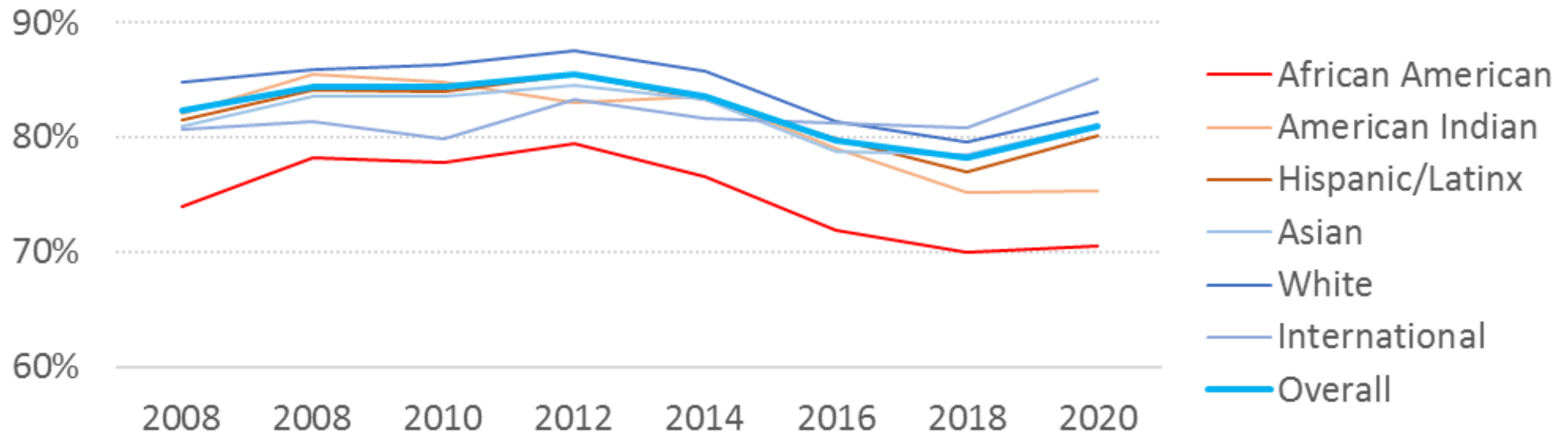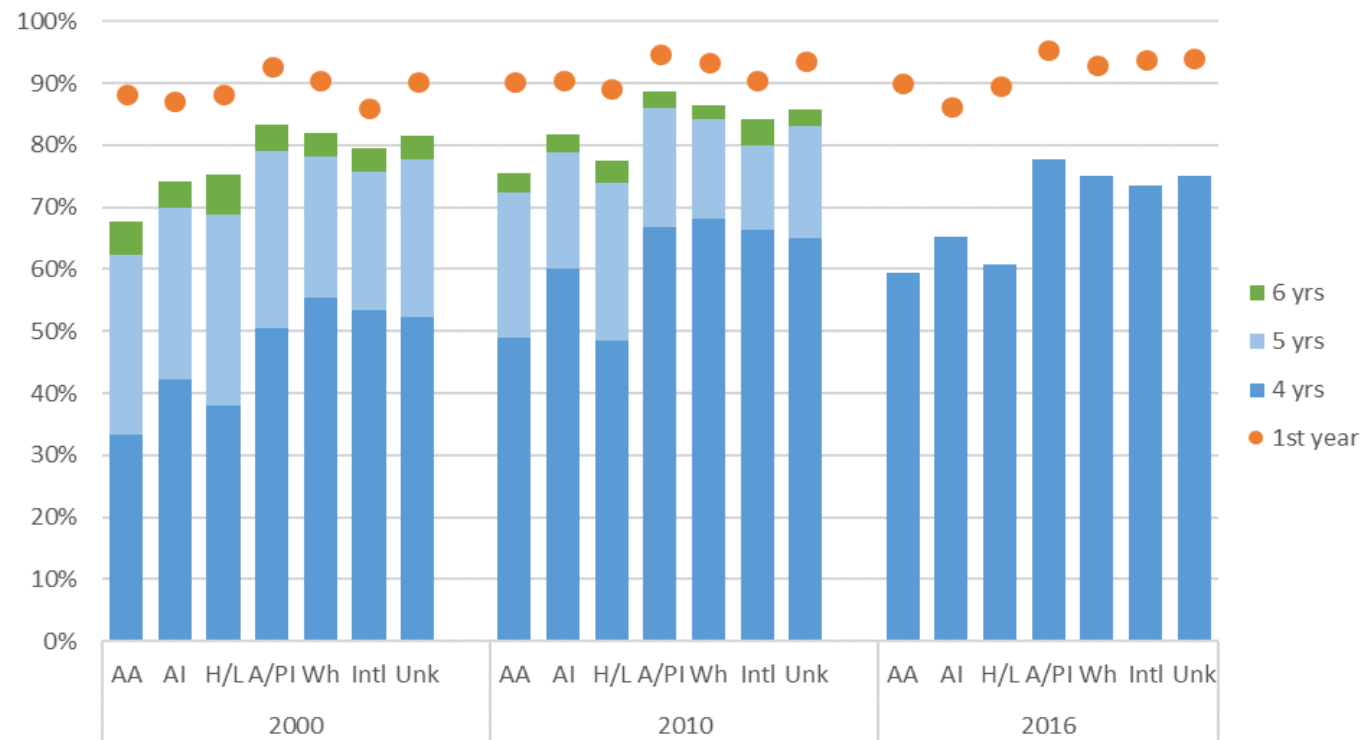
Freshman retention and graduation rates by entering cohort

- Freshman first year retention rates have increased by two percentage points over time.

- Four-year graduation rates have increased by 21 percentage points since 2000.

21 percentage points

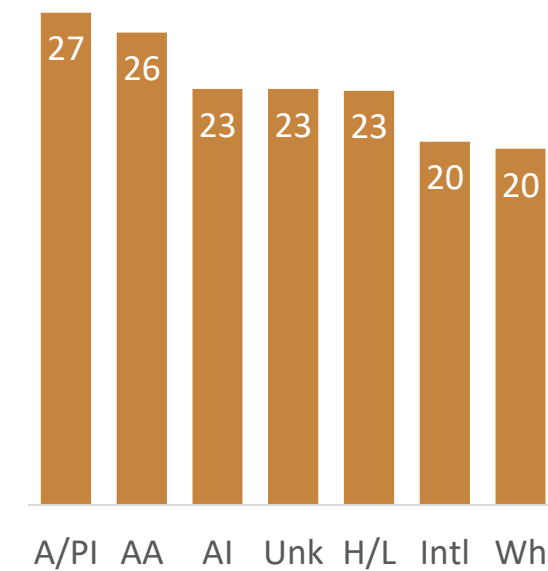Legend: ■ 4 yrs ■ 5 yrs ■ 6 yrs ● 1st year
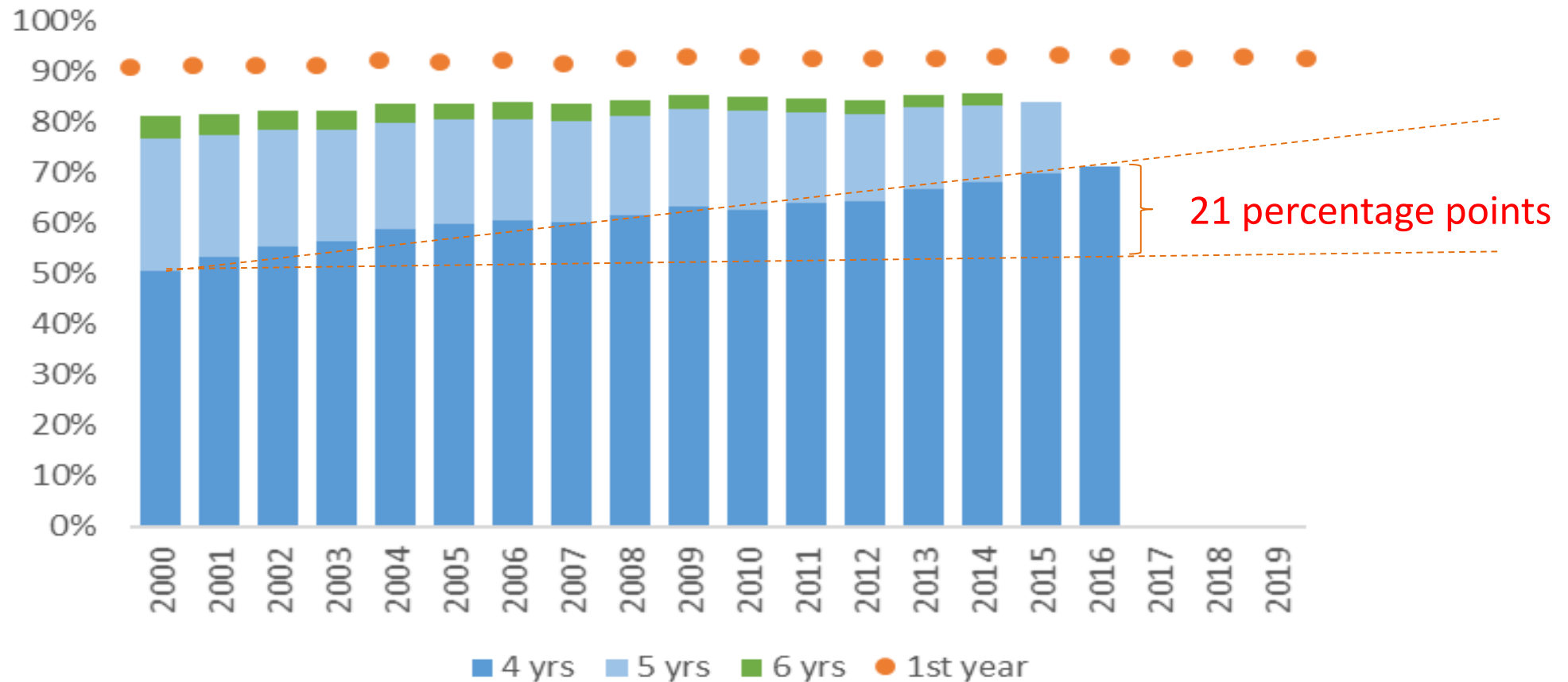
Freshman retention and graduation rates by ethnicity

- Freshman first year retention rates for African American, Hispanic/Latinx, Asian/Pacific Islander, and International students have increased by more than two percentage points over time.

- Freshman four-year graduation rates for all racial/ethnic groups have increased significantly over time.

Four-year graduation rate increase from 2000 to 2016 (percentage points)
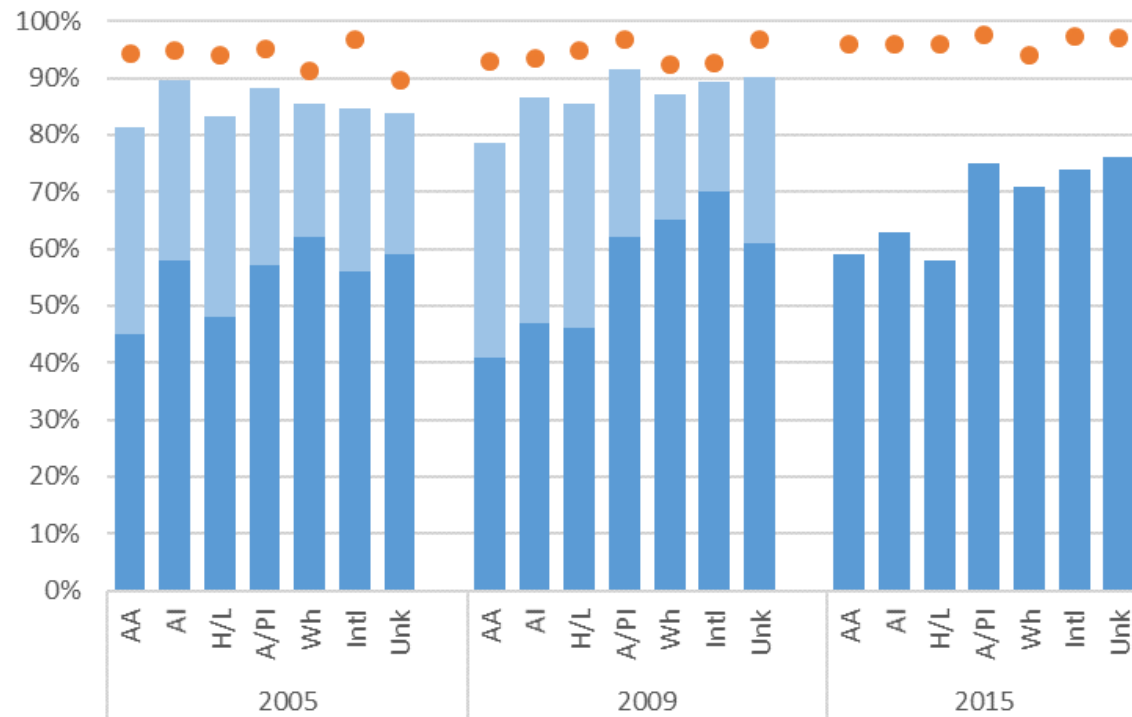

AA = African American   AI = American Indian   H/L = Hispanic/Latinx   A/PI = Asian/Pacific Islander
Wh = White   Intl = International   Unk = Unknown

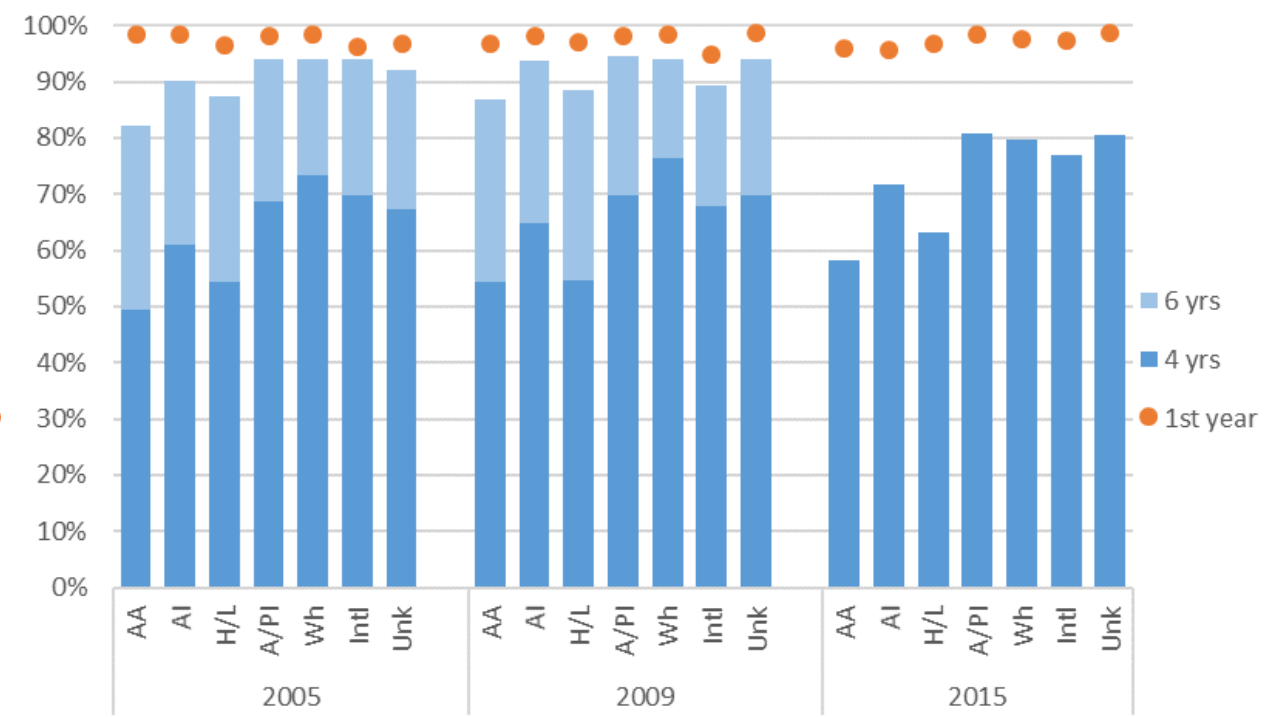# Freshman retention and graduation rates by ethnicity for students who rated feeling respected or sense of belonging positively and negatively, 2005, 2009, and 2015 cohorts

Negative responses

Positive responses

AA = African American   AI = American Indian   H/L = Hispanic/Latinx   A/PI = Asian/Pacific Islander
Wh = White   Intl = International   Unk = Unknown

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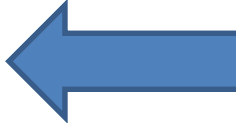
Relationships between graduation and student perceptions

Campus climate and 4-year graduation

- Campus 1, r_{pb} = -.08, n = 8104, p < .001
- Campus 2, r_{pb} = -.03, n = 5192, p < .05
- Campus 3, r_{pb} = -.08, n = 7275, p < .001

A negative correlation indicates a positive relationship

Graduation rates for "students of my race/ethnicity are respected"

	Negative	Positive	χ^2	*p*-value	φ
Campus 1 – 4 yr	65% (N = 1613)	81% (N = 9804)	202.05	<.001	.13
Campus 2 – 4 yr	56% (N = 689)	62% (N = 7646)	9.03	<.01	.03
Campus 3 – 4 yr	75% (N = 1740)	83% (N = 8999)	57.07	<.001	.07

Graduation rates for "I feel like I belong at this campus"

	Negative	Positive	χ^2	*p*-value	φ
Campus 1 – 4 yr	70% (N = 3174)	79% (N = 17356)	145.09	<.001	.08
Campus 2 – 4 yr	55% (N = 2191)	61% (N = 10468)	32.87	<.001	.05
Campus 3 – 4 yr	71% (N = 2400)	80% (N = 14550)	99.98	<.001	.08

Exercise…Please share your experience

1. What tools do you use to collect campus climate data and what topics does your tool address?

2. How does your institution report and analyze the data?

3. What are some of the steps you are taking to diversify college access, persistence and graduation at your institution?

Summary…

1. UC undergraduate racial/ethnic diversity has increased over the past two decades, with more URG students. However, the gap in racial/ethnic diversity between CA high school graduates and UC enrollment remains almost the same over this time period.

2. Students' view on campus climate is slightly more positive now than 15 years' ago, but students feel those of their race/ethnicity are less respected on campus, and more students report a lower sense of belonging.

3. Freshman graduation rates have increased significantly since 2000. This is true for all racial/ethnic groups. Belonging and respect of students' race and ethnicity are statistically and positively correlated to their academic completion.

4. Based on our analyses, there are some challenges related to student success. We are hopeful that UC will take additional steps to address the issues related to equity gaps.

Thanks! Questions?

Explore the UC story through data at the UC Information Center!
http://www.universityofcalifornia.edu/infocenter