

# UCUES 2008 Campus Climate

**Prepared at the Request of**

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**By**

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## Executive Summary

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In May 2008, UC Davis participated in the University of California Undergraduate Experience Survey (UCUES), a UC-wide census of all undergraduates at the nine general campuses. The survey included a number of items that addressed dimensions of campus climate; this report presents overall responses at UC Davis to those items and compares the results to those at the other UCs.

In general, UC Davis fares well in comparisons with the sister campuses. Students rate UC Davis as especially friendly, caring, tolerant and safe among the UCs, and UC Davis students are likely to agree that:

- I feel that I belong at this campus
- Knowing what I know now, I would still choose to enroll at this campus
- I feel valued as an individual on this campus
- This institution values student's opinions
- There is a clear sense of appropriate and inappropriate behavior on this campus
- Diversity is important on this campus
- Students are respected here regardless of their economic or social class
- Students are respected here regardless of their gender
- Students are respected here regardless of their race or ethnicity
- Students are respected here regardless of their religious beliefs

The reported frequency of negative or stereotypical comments, whether by faculty, staff or students, is significantly lower at UC Davis than at the UC campus with the highest frequency and, for many of these items, the reported frequency at UC Davis is, in fact, the lowest among the UCs.

However, there is always room for improvement. In items related to sexual orientation, in particular, UC Davis is rated at or near the lowest among the UCs. In addition, agreement with the positive statements above varies significantly between sub-populations of UC Davis students defined by personal characteristics such as race, religion, etc.

Sub-group differences are particularly marked when students are asked to rate respect on campus for students sharing their individual characteristics. (For example: *Students of my race/ethnicity are respected on this campus.*) Unfortunately, results are generally consistent with historical patterns of discrimination. The following groups are less likely than others to agree that students like themselves are respected: Black/African American students, politically conservative students, Muslim students, non-heterosexual students, poor students, and foreign-born students.

Detailed reports on campus climate by race/ethnicity, gender identity, political orientation, religious orientation, sexual orientation, socio-economic status and immigration status may be found at [www.sariweb.ucdavis.edu](http://www.sariweb.ucdavis.edu) .

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## Introduction

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Campus climate is a multi-faceted concept. One definition of campus climate is:

Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.<sup>†</sup>

In May 2008, UC Davis participated in the University of California Undergraduate Experience Survey (UCUES), a UC-wide census of all undergraduates at the nine general campuses. The survey consisted of a “Core” of questions answered by all respondents and several “modules” to which respondents were randomly assigned, each of which focused on a particular facet of the undergraduate experience. Both the survey Core and the Student Development module contained items that addressed campus climate along several dimensions, and these are the focus of this report.

A total of 7,040 UC Davis students responded to the survey, for a campus response rate of 31.4%. At UC Davis, 45% of respondents were asked to complete the Student Development module; 3,063 students (30.5% of this sub-group) did so. Demographics of the survey population and the respondents for UCUES 2008 are shown in Appendix Table A1. The survey items referenced in this report and the number of students responding to each are also included in the Appendix. Detailed response frequency distributions for all UCUES survey items are available at:  
<http://www.sariweb.ucdavis.edu/UCUES/dp%202008%20UCUES%20Frequencies%20.xls>.

One advantage of UCUES is that it allows for comparisons between undergraduates at UC Davis and those at our sister UC campuses<sup>‡</sup>, and provides context for interpretation of results. The figures and tables in this report display the mean response at UC Davis compared to the highest and lowest means among the UC campuses for each survey item related to campus climate.<sup>§</sup>

Several of these elements have been explored in depth in other reports, with an emphasis on relevant subgroups in the student population at UC Davis. Among UC Davis students, responses related to campus climate often vary significantly between subpopulations. Those reports can be found at <http://www.sariweb.ucdavis.edu>.

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<sup>†</sup> <http://www.provost.wisc.edu/climate/what.html>

<sup>‡</sup> UC Merced is excluded from all campus comparisons due to the very small number of students responding to the survey and the unique character of campus life at UC Merced.

<sup>§</sup> A committee of UC institutional researchers agreed upon two standards for real, substantive differences between campuses: for mean ratings a difference of 0.2 or more, and for percentage values a difference of 5% or more are considered noteworthy and of practical significance.

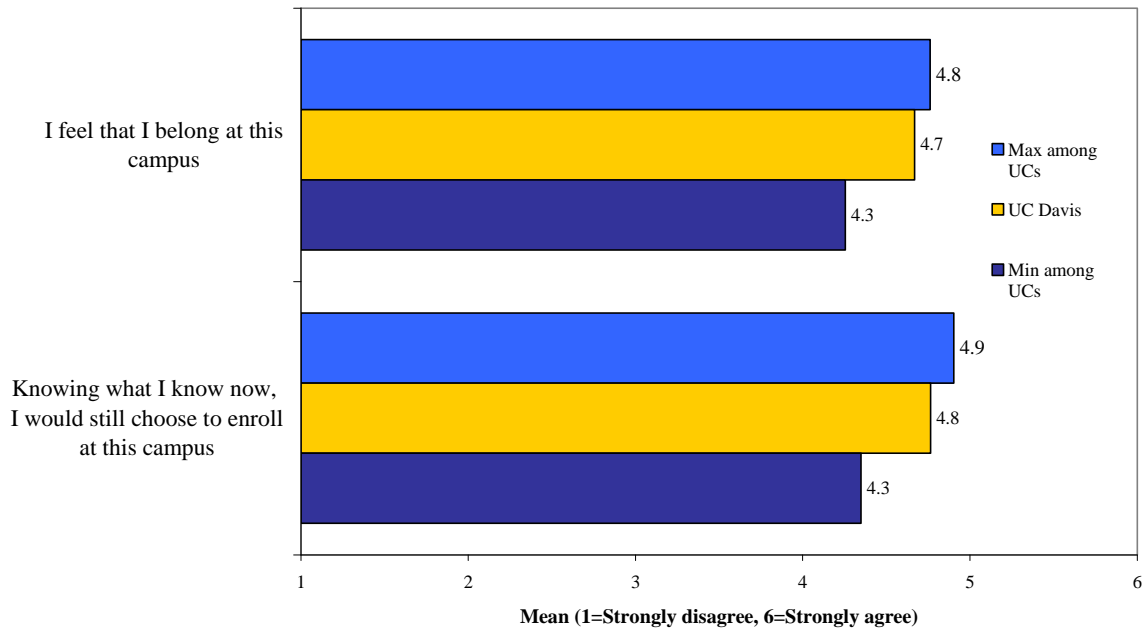
# Results

## General Campus Climate

Respondents to UCUES 2008 were asked to rate their agreement with a series of general statements related to campus climate on a scale from 1 to 6 where 1 = *Strongly disagree* and 6 = *Strongly agree*. The items were oriented positively, so that a high rating is desirable.

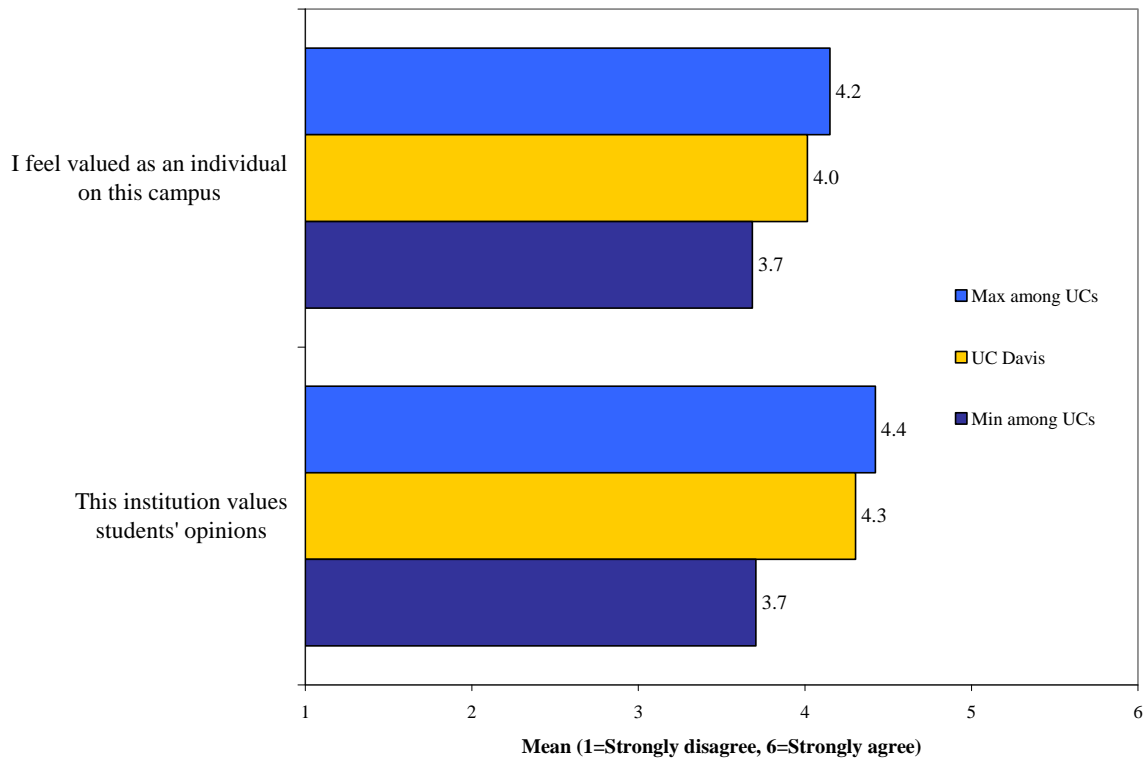
Agreement at UC Davis with the two global statements *I feel that I belong at this campus* and *Knowing what I know now, I would still choose to enroll at this campus* is near the maximum among the UCs, and significantly higher than at the lowest rated campus (Figure 1).

**Figure 1. Global Measures of Campus Climate: Campus Comparisons**



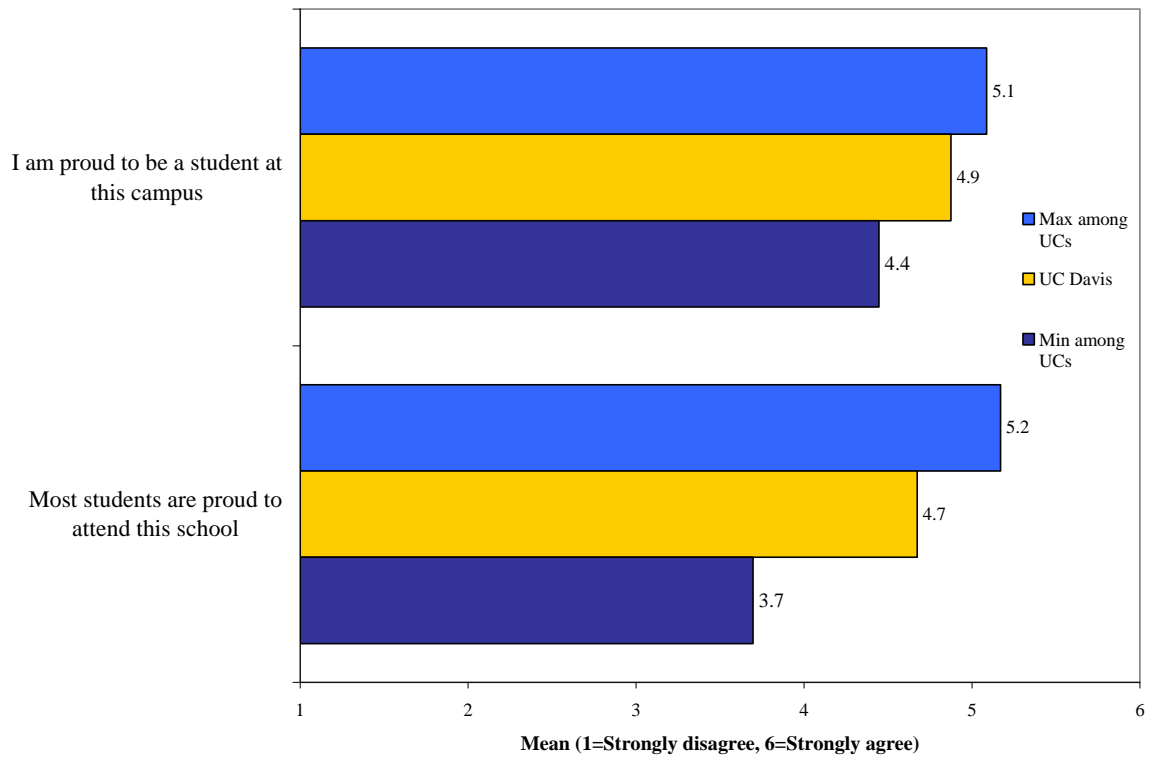
Mean agreement with each of the statements *I feel valued as an individual on this campus* and *This institution values students' opinions* is again near the maximum among the UCs, and significantly higher than at the lowest rated campus. It should be noted that levels of agreement that *I feel valued as an individual on this campus* are generally low across the UCs (Figure 2).

**Figure 2. Sense of Personal Value: Campus Comparisons**



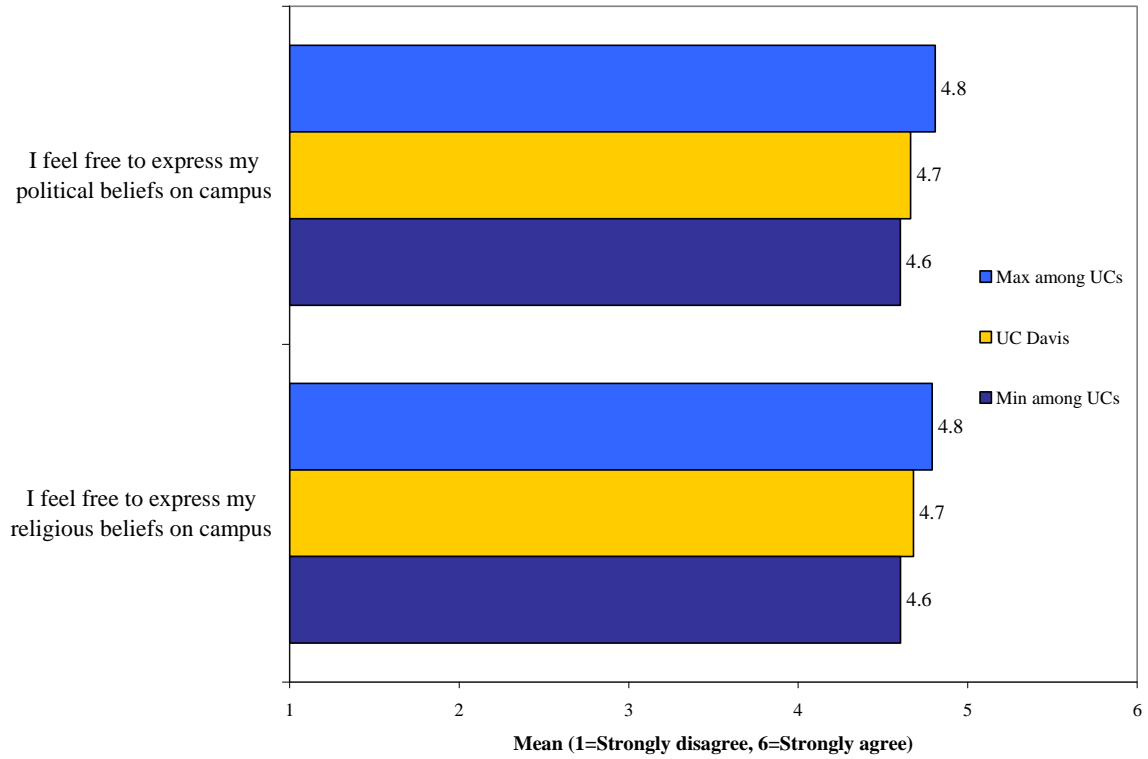
Responses vary substantially by campus for two items related to student pride, *I am proud to be a student at this campus* and, especially, *Most students are proud to attend this school* (Figure 3). Mean agreement at UC Davis is relatively high for both of these items, significantly higher than at the lowest-rated campus but also significantly lower than at the highest-rated campus.

**Figure 3. Student Pride: Campus Comparisons**



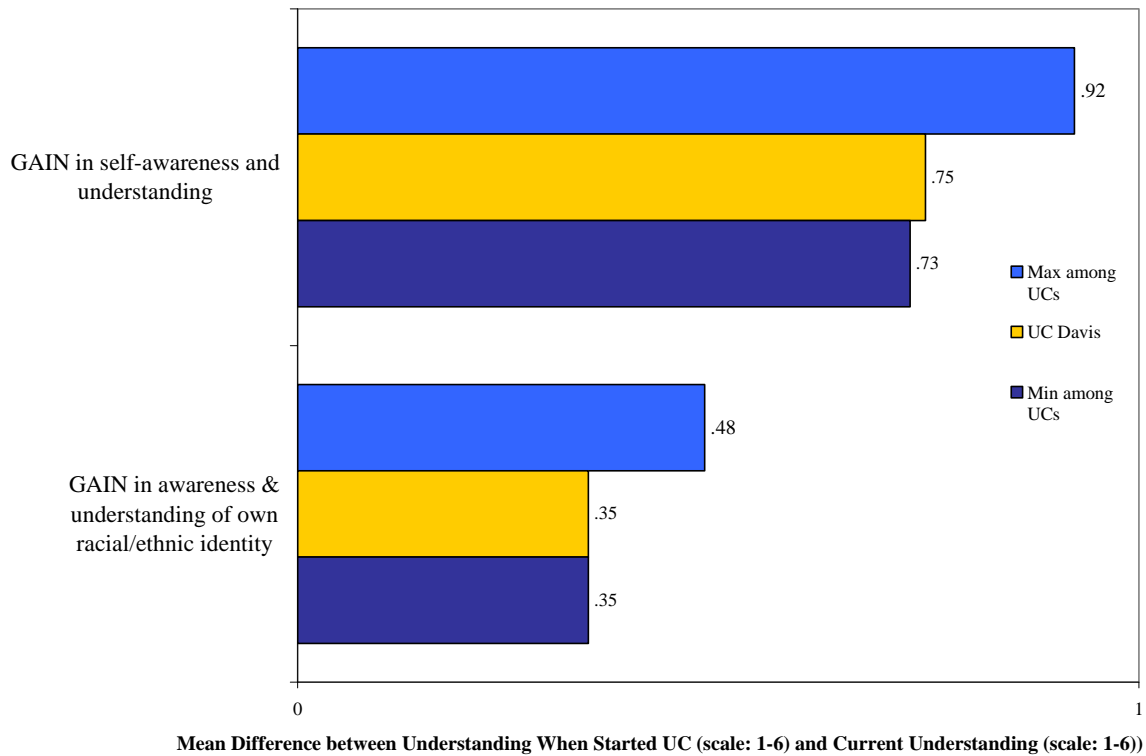
Mean agreement is high across the campuses for the statements *I feel free to express my political opinions on campus* and *I feel free to express my religious beliefs on campus* (Figure 4). The mean at UC Davis is neither significantly higher than at the lowest-rated campus nor lower than at the highest.

**Figure 4. Freedom to Express Beliefs: Campus Comparisons**



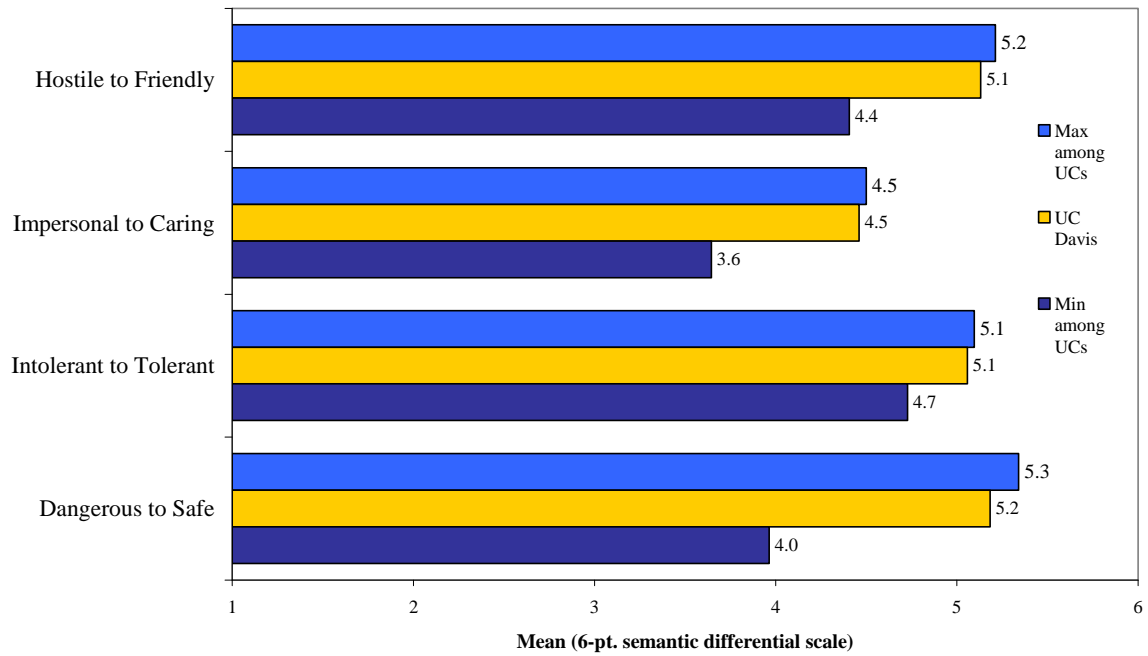
Students were asked to evaluate their current level of self-awareness and, more specifically, their understanding of their own racial/ethnic identity on a 6-point scale where 1 = *Very poor* and 6 = *Excellent*. They were also asked to evaluate their level when first starting at UC, on the same scale. Students at UC Davis report gains (calculated as the difference between the two levels) that are at or near the lowest among the UCs, though not significantly lower than at the highest rated campus (Figure 5).

**Figure 5. Gain in Personal Awareness: Campus Comparisons**



Students were also asked to rank the general campus climate by various descriptors. These items were each presented as a 6-point semantic differential scale with only the endpoints defined; a high rating is desirable.\*\* In every case, the mean rating for UC Davis is significantly higher than that at the campus with the lowest rating, and approaches the rating of the highest-ranked campus (Figure 6).

**Figure 6. Perceptions of Campus Atmosphere: Campus Comparisons**

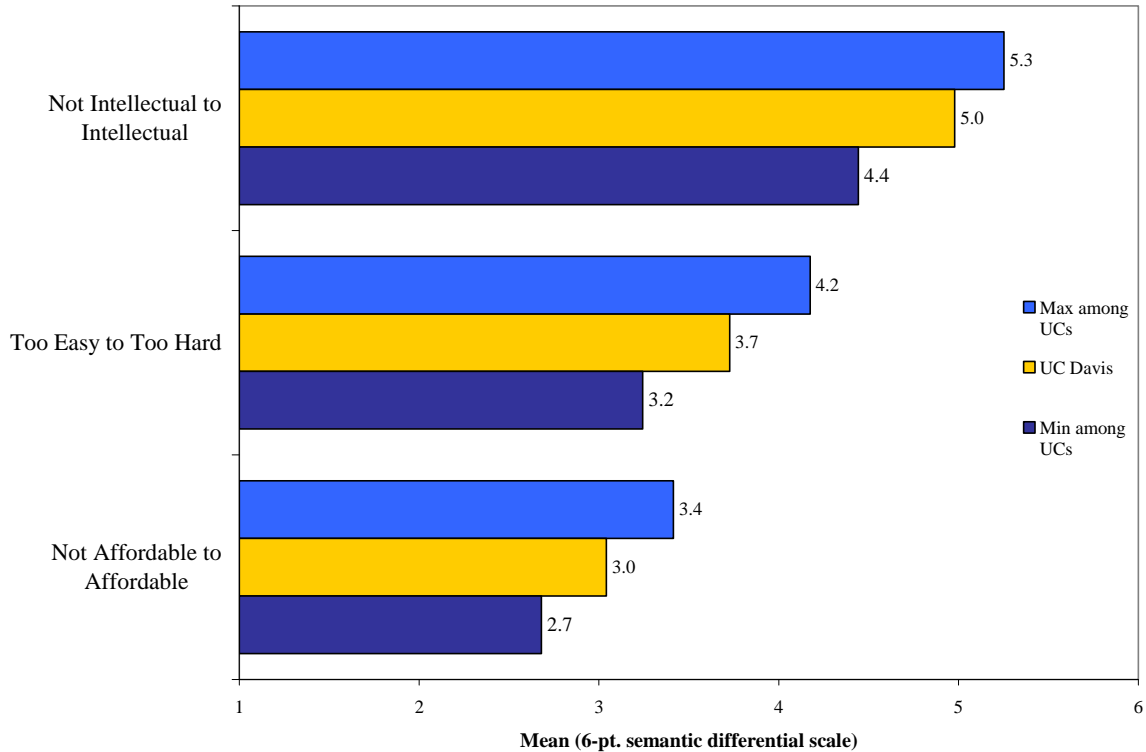



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\*\* The scale for these items has been reversed from the orientation in the survey, so that a high rating is again desirable.

Similarly, students were asked to rate the campus in terms of affordability and academic difficulty. For the first and third items, intellectual and affordable, a high rating is desirable.<sup>††</sup> The rating for UC Davis is both significantly higher than at the campus with the lowest rating and significantly lower than at the campus with the highest (Figure 7). For the second item, easy or hard, neither extreme is desirable and UC Davis is rated very near the midpoint of the scale, neither too easy nor too hard (just right?).

**Figure 7. Perceptions of Difficulty and Affordability: Campus Comparisons**

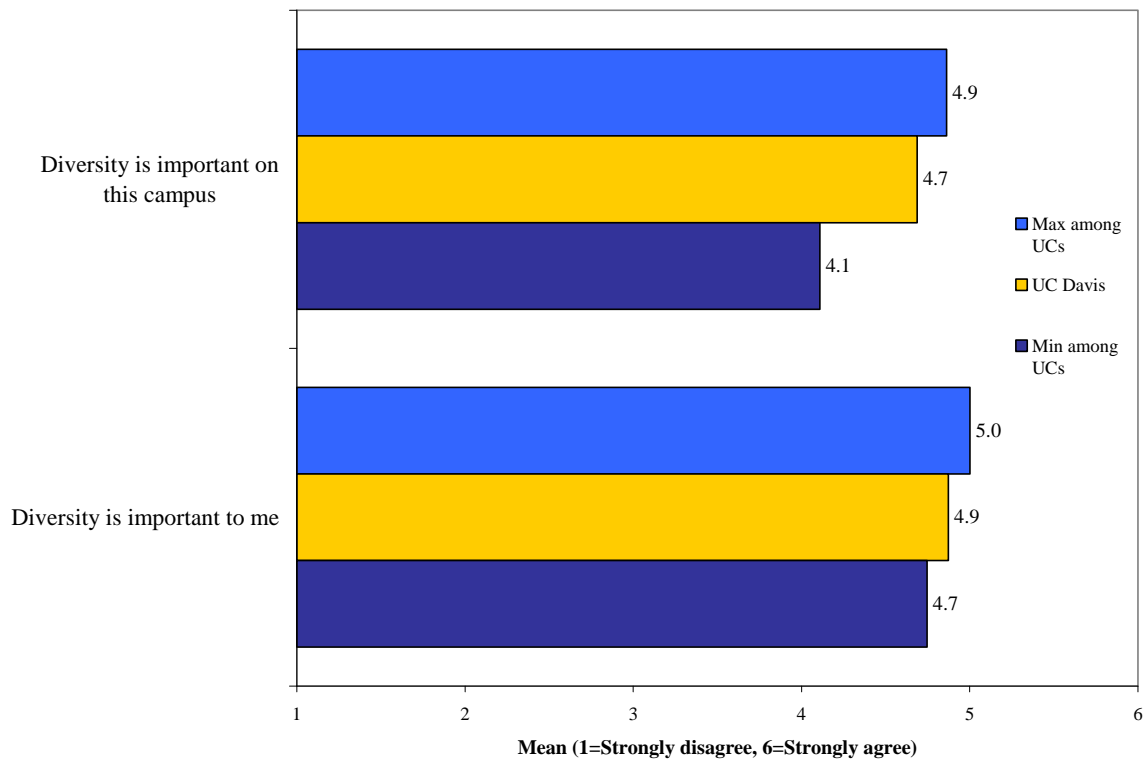


<sup>††</sup> The scale for intellectual has been reversed from the orientation in the survey, so that a high rating is desirable. The scale for affordable was already positively oriented and was not changed. The scale for easy or hard was also left unchanged, since neither extreme is desirable.

## Campus Climate and Diversity

Much of the study of campus climate centers on diversity. Agreement with the statement *Diversity is important on this campus* is significantly higher at UC Davis than the lowest level among the UCs and not significantly different from the highest level. Agreement with the statement *Diversity is important to me* is generally high across the campuses. For this item, the mean level of agreement at UC Davis is near the midpoint among the UCs, neither significantly higher than the lowest nor lower than the highest (Figure 8).

**Figure 8. Importance of Diversity: Campus Comparisons**



Students were asked to rate their level of understanding of issues related to personal or cultural differences, both when they started at this campus and currently, on a 6-point scale where 1 = *Very poor* and 6 = *Excellent*. For most of these items, the gain in understanding while at UC Davis is not significantly different from the highest or lowest among the UCs (Table 1). However, the gain in understanding of gender/sexual orientation differences and issues at UC Davis is near the lowest reported at any UC, and is significantly lower than at the campus with the highest reported gain.

Similarly, students were asked to rate their appreciation of racial/ethnic diversity and cultural/global diversity, both when they started at this campus and currently. Both of the gains shown are modest, and the gain in appreciation of global diversity at UC Davis is significantly lower than at the campus with the highest reported gain.

<b>Table 1. Gain in Understanding of Differences and Issues and Appreciating Diversity: Campus Comparisons</b>			
	Mean Difference between Understanding When Started UC (scale: 1-6) and Current Understanding (scale: 1-6)		
	Max among UCs	UC Davis	Min among UCs
GAIN: awareness/understanding of social class/economic differences	0.73	0.55	0.55
GAIN: awareness/understanding of racial/ethnic differences/issues	0.74	0.60	0.58
GAIN: awareness/understanding of gender/sexual orientation differences/issues <sup>a</sup>	0.89	0.64	0.58
GAIN: awareness/understanding of physical disability issues	0.54	0.38	0.30
GAIN: awareness/understanding of emotional disability issues	0.70	0.60	0.55
GAIN: Ability to appreciate, tolerate and understand racial and ethnic diversity	.57	.41	.39
GAIN: Ability to appreciate cultural and global diversity <sup>a</sup>	.68	.46	.46

<sup>a</sup> Mean at UC Davis is significantly lower than at the campus with the highest mean.

Students were asked how often they had heard negative or stereotypical views about personal characteristics expressed by faculty or instructors, non-teaching staff or administrators, and by students. Responses were presented on a 6-point scale where 1 = *Never* and 6 = *Very often*. Note that, for these three, unlike most other items presented in this report, a LOW score is desirable. In every case, students at UC Davis and the other UCs report a higher frequency of negative or stereotypical views expressed by other students than by faculty or staff.

For most of these items, the reported frequency of negative or stereotypical comments, whether by faculty, staff or students, is significantly lower at UC Davis than at the campus with the highest frequency. Without exception, reported frequency at UC Davis does not differ significantly from that at the campus with the lowest frequency and, for many of these items, the reported frequency at UC Davis is, in fact, the lowest among the UCs (Tables 2-4).

Table 2. Faculty Express Negative Views: Campus Comparisons			
	Mean Frequency (1=never, 6=very often)		
	Max among UCs	UC Davis	Min among UCs
Faculty have expressed negative or stereotypical views about race or ethnicity <sup>a</sup>	1.7	1.4	1.4
Faculty have expressed negative or stereotypical views about gender or sexual identity	1.6	1.4	1.4
Faculty have expressed negative or stereotypical views about political beliefs or affiliations <sup>a</sup>	2.3	2.0	1.9
Faculty have expressed negative or stereotypical views about religion	1.7	1.5	1.5
Faculty have expressed negative or stereotypical views about sexual orientation	1.5	1.3	1.3
Faculty have expressed negative or stereotypical views about socio-economic status <sup>a</sup>	1.6	1.4	1.4
Faculty have expressed negative or stereotypical views about immigrant background <sup>a</sup>	1.6	1.4	1.4
Faculty have expressed negative or stereotypical views about disabilities	1.4	1.3	1.3

<sup>a</sup> Mean at UC Davis is significantly lower than at the campus with the highest mean.

<b>Table 3. Staff Express Negative Views: Campus Comparisons</b>			
	Mean Frequency (1=never, 6=very often)		
	Max among UCs	UC Davis	Min among UCs
Staff have expressed negative or stereotypical views about race or ethnicity <sup>a</sup>	1.7	1.4	1.4
Staff have expressed negative or stereotypical views about gender or sexual identity <sup>a</sup>	1.6	1.4	1.4
Staff have expressed negative or stereotypical views about political beliefs or affiliations <sup>a</sup>	1.8	1.5	1.5
Staff have expressed negative or stereotypical views about religion <sup>a</sup>	1.6	1.4	1.4
Staff have expressed negative or stereotypical views about sexual orientation <sup>a</sup>	1.6	1.4	1.3
Staff have expressed negative or stereotypical views about socio-economic status <sup>a</sup>	1.6	1.3	1.3
Staff have expressed negative or stereotypical views about immigrant background <sup>a</sup>	1.6	1.4	1.4
Staff have expressed negative or stereotypical views about disabilities	1.5	1.3	1.3

<sup>a</sup> Mean at UC Davis is significantly lower than at the campus with the highest mean.

**Table 4. Students Express Negative Views: Campus Comparisons**

	Mean Frequency (1=never, 6=very often)		
	Max among UCs	UC Davis	Min among UCs
Students have expressed negative or stereotypical views about race or ethnicity <sup>a</sup>	3.0	2.8	2.8
Students have expressed negative or stereotypical views about gender or sexual identity <sup>a</sup>	2.9	2.6	2.6
Students have expressed negative or stereotypical views about political beliefs or affiliations <sup>a</sup>	3.4	2.9	2.8
Students have expressed negative or stereotypical views about religion <sup>a</sup>	2.8	2.6	2.6
Students have expressed negative or stereotypical views about sexual orientation <sup>a</sup>	3.0	2.6	2.6
Students have expressed negative or stereotypical views about socio-economic status <sup>a</sup>	2.5	2.2	2.2
Students have expressed negative or stereotypical views about immigrant background <sup>a</sup>	2.6	2.3	2.3
Students have expressed negative or stereotypical views about disabilities	2.2	2.1	2.0

<sup>a</sup> Mean at UC Davis is significantly lower than at the campus with the highest mean.

Students were asked how frequently they had gained new understanding through conversations with students who differed from them in specific ways. Students at UC Davis were significantly more likely than those at the lowest-rated campus to report new understanding through conversations with students of a different nationality, but less likely to report new understanding through conversations with students of a different race or different sexual orientation (Table 5).

<b>Table 5. New Understanding through Conversations with Other Students: Campus Comparisons</b>			
	Mean Frequency (1=never, 6=very often)		
	Max among UCs	UC Davis	Min among UCs
New understanding of other perspectives through conversations with:			
Students whose religious beliefs were very different	3.4	3.2	3.1
Students whose political opinions were very different	3.5	3.3	3.2
Students of a different nationality <sup>b</sup>	4.0	3.8	3.6
Students of a different race or ethnicity <sup>a</sup>	4.1	3.8	3.7
Students of a different sexual orientation <sup>a</sup>	3.3	2.8	2.8
Students of a different social class	3.5	3.3	3.3

<sup>a</sup> Mean at UC Davis is significantly lower than at the campus with the highest mean.

<sup>b</sup> Mean at UC Davis is significantly higher than at the campus with the lowest mean

Perhaps most importantly, students were asked to indicate their level of agreement with a series of statements related to respect regardless of personal characteristics. Results are shown in Tables 6a and 6b. The items in Table 6a relate to a general perception of respect on campus. It is encouraging that, for most of these items, the ratings for UC Davis are near the maximum among the UCs, and significantly higher than at the lowest rated campus. There are, however, two exceptions to that pattern: agreement that *Students are respected here regardless of their political beliefs* is intermediate at UC Davis - both higher than at the campus with the lowest level of agreement and lower than at the campus with the highest, and agreement that *Students are respected here regardless of their sexual orientation* is significantly lower at UC Davis than at the campus with the highest level of agreement and not significantly different than at the campus with the lowest.

**Table 6a. Respect Regardless of Personal Characteristics: Campus Comparisons**

	Mean Agreement (1=strongly disagree, 6=strongly agree)		
	Max among UCs	UC Davis	Min among UCs
Students are respected here regardless of their economic or social class <sup>b</sup>	4.8	4.7	4.3
Students are respected here regardless of their gender <sup>b</sup>	5.0	5.0	4.7
Students are respected here regardless of their race or ethnicity <sup>b</sup>	4.9	4.7	4.4
Students are respected here regardless of their religious beliefs <sup>b</sup>	4.8	4.7	4.5
Students are respected here regardless of their political beliefs <sup>a b</sup>	4.8	4.6	4.0
Students are respected here regardless of their sexual orientation <sup>a</sup>	5.0	4.7	4.6

<sup>a</sup> Mean at UC Davis is significantly lower than at the campus with the highest mean.

<sup>b</sup> Mean at UC Davis is significantly higher than at the campus with the lowest mean.

Students were also asked to indicate their level of agreement with a series of related but more personal statements, as shown in Table 6b. Although for many of these items the rating at UC Davis is the highest among the UCs, the difference from either the highest-rated or lowest-rated campus is not significant. However, UC Davis students are more likely to agree that *Students of my race/ethnicity are respected on this campus* than students at any other UC, and the mean agreement for that statement is significantly higher than at the lowest-rated campus.

<b>Table 6b. Respect Regardless of Student’s Own Personal Characteristics: Campus Comparisons</b>			
	Max among UCs	UC Davis	Min among UCs
Students of my race/ethnicity are respected on this campus <sup>b</sup>	4.8	4.8	4.5
Students of my socio-economic status are respected on this campus	4.8	4.8	4.6
Students of my gender/sexual identity are respected on this campus	5.1	5.1	4.9
Students of my religious beliefs are respected on this campus	4.7	4.7	4.5
Students of my political beliefs are respected on this campus	4.7	4.7	4.6
Students of my sexual orientation are respected on this campus	5.2	5.2	5.0
Students of my immigration status are respected on this campus	4.8	4.8	4.7
Students with a disability like mine are respected on this campus	4.7	4.7	4.6

<sup>b</sup> Mean at UC Davis is significantly higher than at the campus with the lowest mean.

Because the reality and the perception of respect regardless of personal characteristics is fundamental to positive campus climate, these items have been explored in greater detail. For each of these items, there are significant differences at UC Davis between sub-populations defined by the relevant characteristics.<sup>‡‡</sup> Unfortunately, results are generally consistent with historical patterns of discrimination:

- Black/African American students are less likely than all others to agree that *Students are respected here regardless of their race or ethnicity* or, more specifically, that *Students of my race/ethnicity are respected on this campus*. (UCUES 2008 Campus Climate: Race & Ethnicity, SARI Report # 402)

<sup>‡‡</sup> Data limitations prevented analysis of the item related to student disability at the same degree of disaggregation as the other items in this block.

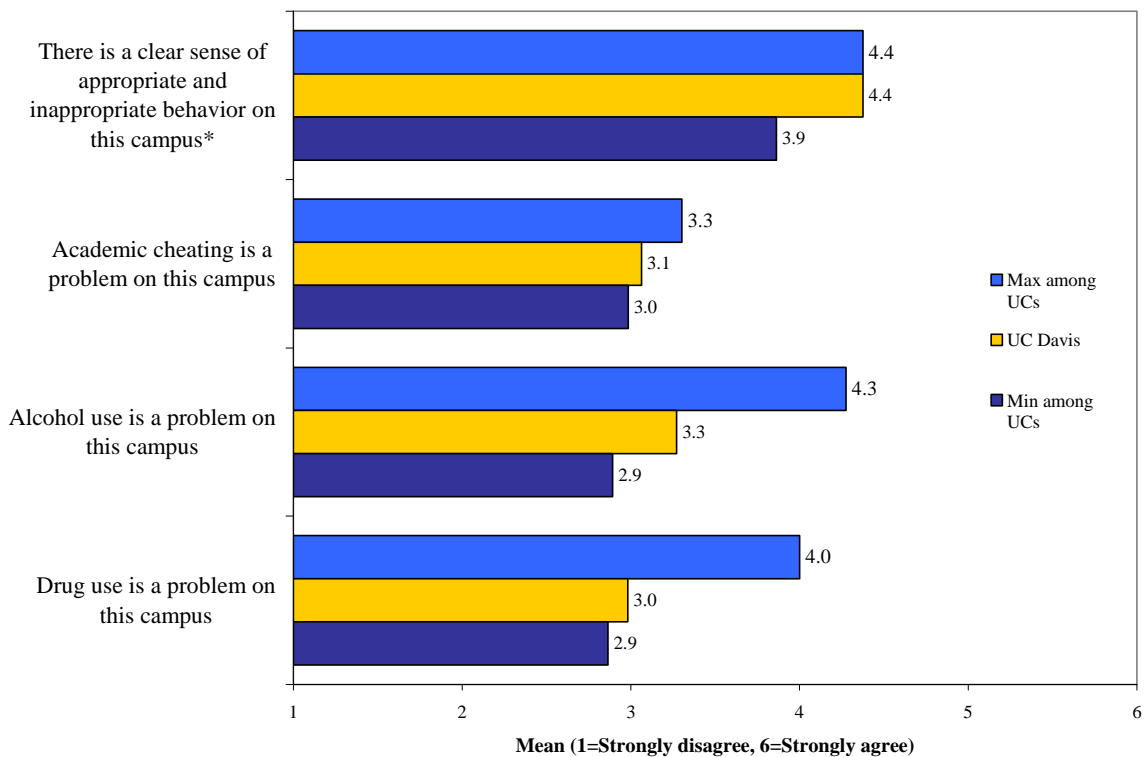
- Agreement that *Students are respected here regardless of their political beliefs* and that *Students of my political beliefs are respected on this campus* increases significantly with increasingly liberal student political orientation. (UCUES 2008 Campus Climate: Political Orientation, SARI Report # 403)
- Muslim students are least likely to agree that *Students are respected here regardless of their religious beliefs* or that *Students of my religious beliefs are respected here*. (UCUES 2008 Campus Climate: Religious Orientation, SARI Report # 405)
- Heterosexual students are most likely to agree that *Students are respected here regardless of their sexual orientation* and that *Students of my sexual orientation are respected on this campus*. (UCUES 2008 Campus Climate: Sexual Orientation, SARI Report # 406)
- Students who describe themselves as *Poor* are least likely to agree that *Students are respected here regardless of their economic or social class* or that *Students of my socio-economic status are respected on this campus*. (UCUES 2008 Campus Climate: Socio-Economic Status, SARI Report # 407)
- Males are most likely to agree that *Students are respected here regardless of their gender* and both females and males are more likely to agree that *Students of my gender/sexual identity are respected on this campus* than those whose gender identity is categorized as *Other* or who decline to state. (UCUES 2008 Campus Climate: Gender Identity, SARI Report # 404)
- Foreign-born students are least likely to agree that *Students of my immigration background are respected on this campus*. Further, among foreign-born students, Chicano students are least likely to agree. (UCUES 2008 Campus Climate: Immigration Background, **pending**)

## Problems on Campus

Finally, students were asked their level of agreement with several statements related to appropriate and acceptable behavior. Students at UC Davis are more likely to agree that *There is a clear sense of appropriate and inappropriate behavior on this campus* than students at any other UC campus, and significantly more likely than at the campus with the lowest level of agreement (Figure 9). Note that, for this item, a HIGH score is desirable.

Three other items refer to specific potential problems and for these items a LOW score is desirable. For both of the statements, *Academic cheating is a problem on this campus* and *Drug use is a problem on this campus*, the mean agreement at UC Davis is significantly lower than at the campus with the highest agreement and not significantly higher than at the campus with the lowest. The mean at UC Davis is intermediate - both significantly lower than at the campus with the highest mean and significantly higher than at the campus with the lowest mean - for agreement that *Alcohol use is a problem on this campus*. Responses vary widely by campus for the two substance use items.

**Figure 9. Appropriate Behavior on Campus: Campus Comparisons**



\* A high score is desirable for this item, while a low score is desirable for the other three.

# Appendix

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## Methodology

### Data Collection

In the spring of 2008, the University of California Undergraduate Experience Survey (UCUES) was administered electronically with an internet-based questionnaire to all 162,259 undergraduates at the nine general campuses of the University, including 22,451 undergraduate students at UC Davis<sup>§§</sup>. The response rate across the University of California was 39.2% but varied widely by campus. A total of 7040 UC Davis students participated in the survey, for a campus response rate of 31.4%.<sup>\*\*\*</sup> Actual response rates varied by item. As in previous administrations of UCUES, and typical of survey research in general, female students responded to 2008 UCUES at a higher rate than males. Otherwise, UCUES respondents in 2008 were remarkably representative of the UC Davis population. Demographics of the survey population and the respondents for 2008 are shown in Table A1.

The questionnaire was modular where all respondents received a common set of “Core” questions. Respondents were randomly assigned to receive one of three “modules” each focused on a specific aspect of the student experience<sup>†††</sup>. The distribution of respondents among the modules was determined by each campus. The percentage of UC Davis students directed to each module was selected according to anticipated analytical and reporting requirements, and in keeping with campus priorities. The 2008 UCUES modules were: academic engagement (45% of population, n=3247) student development (45% of population, n=3063) and civic engagement (10% of population, n=730).

### Interpretation of Results

The committee of UC institutional researchers responsible for the design of UCUES anticipated that virtually all differences **between campuses** would be statistically significant due to the very large number of respondents. They agreed upon two standards for real, substantive differences: for mean ratings a difference of 0.2 or more, and for percentage values a difference of 5% or more are considered noteworthy and of practical significance. Note that these do not correspond to p-values for statistical significance. This convention is observed in UCUES reports prepared by SARI at UC Davis when reporting differences between campuses. Conventional statistical methods are used when reporting differences between means and percentage values for sub-populations within our own campus undergraduate population.

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<sup>§§</sup> The UCUES population was limited to undergraduate students included in the 3<sup>rd</sup> week snapshot for winter quarter 2008 and who were 18 or older by April 1, 2008. Thus the size and specific characteristics of the population may differ slightly from official enrollment statistics reported elsewhere.

<sup>\*\*\*</sup> The lower than average response rate is attributable to the decision to actively promote the survey at UC Davis for one month only. Some other campuses continued to email reminders for two or even three months.

<sup>†††</sup> UC Merced administered only the core and the academic engagement module. Some campuses chose to include a fourth, campus-specific module, referred to as a campus “wild card” module, but UC Davis did not, preferring to concentrate responses among the common modules.

Table A1: Demographics of UC Davis 2008 UCUES Population & Respondents				
		UC Davis UCUES Population	% UC Davis UCUES Population	% UC Davis UCUES Respondents
Gender	Female	12640	56%	62%
	Male	9811	44%	38%
Ethnicity	American Indian/Alaskan Native	144	1%	1%
	Asian	9582	43%	40%
	Black/African American	655	3%	2%
	Chicano/Mexican-American	2015	9%	8%
	Latino/Other Spanish American	683	3%	3%
	White/Caucasian	7875	35%	39%
	Other/Decline to State	1497	7%	7%
Ethnicity (Asian)	Chinese/Chinese American	4406	20%	20%
	East Indian/Pakistani	883	4%	3%
	Japanese/Japanese American	408	2%	2%
	Korean	706	3%	2%
	Pacific Islander	111	< 1%	< 1%
	Pilipino/Filipino	922	4%	4%
	Vietnamese	1334	6%	6%
	Other Asian	812	4%	3%
Class Level	Freshman	4365	19%	20%
	Sophomore	4771	21%	21%
	Junior	5858	26%	26%
	Senior	7457	33%	33%
Entrance Status*	Freshman entrant	17853	80%	79%
	Transfer	4355	20%	21%

\* From UCOP records, some missing data (about 1%).

## UCUES Items Referenced in this Report

### CORE

Please rate your abilities now and when you first began at this university on the following dimensions:

Ability to appreciate, tolerate and understand racial and ethnic diversity. (Very poor to excellent) (n= 6963 started; n= 6946 now)

Ability to appreciate cultural and global diversity. (Very poor to excellent) (n= 6929 started; n= 6924 now)

Self awareness and understanding. (Very poor to excellent) (n= 6944 started; n= 6940 now)

Indicate how strongly you agree or disagree with the following statements:

I feel free to express my political beliefs on campus. (Strongly disagree to strongly agree) (n=6955)

I feel free to express my religious beliefs on campus. (Strongly disagree to strongly agree) (n=6932)

Students are respected here regardless of their economic or social class. (Strongly disagree to strongly agree) (n=6928)

Students are respected here regardless of their gender. (Strongly disagree to strongly agree) (n=6954)

Students are respected here regardless of their race or ethnicity. (Strongly disagree to strongly agree) (n=6939)

Students are respected here regardless of their religious beliefs. (Strongly disagree to strongly agree) (n=6934)

Students are respected here regardless of their political beliefs. (Strongly disagree to strongly agree) (n=6927)

Students are respected here regardless of their sexual orientation. (Strongly disagree to strongly agree) (n=6941)

Indicate how strongly you agree or disagree with each of the following statements:

I feel that I belong at this campus. (Strongly disagree to strongly agree) (n=6899)

Knowing what I know now, I would still choose to enroll at this campus. (Strongly disagree to strongly agree) (n=6930)

### Student Development Module

Based on your experience and observation, rate the general climate for students of your UC campus along the following dimensions:

Campus climate is

Hostile (1) to Friendly (6) (n=2985)

Impersonal (1) to Caring (6) (n=2983)

Not Intellectual (1) to Intellectual (6) (n=2972)

Intolerant of diversity (1) to Tolerant of diversity (6) (n=2981)

Dangerous (1) to Safe (6) (n=2971)

Not affordable (1) to Affordable (6) (n=2982)

Too easy academically (1) to Too hard academically (6) (n=2983)

How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?

- Their religious beliefs were very different than yours (Never to very often) (n=2966)
- Their political opinions were very different from yours (Never to very often) (n=2961)
- They were of a different nationality than your own (Never to very often) (n=2963)
- They were of a different race or ethnicity than your own (Never to very often) (n=2961)
- Their sexual orientation was different (Never to very often) (n=2961)
- They were from a different social class (Never to very often) (n=2957)

Please indicate the extent to which you agree with the following statements: (Note: on this section n does not include N/A responses)

- Students of my race/ethnicity are respected on this campus (Strongly disagree to strongly agree) (n=2927)
- Students of my socio-economic status are respected on this campus (Strongly disagree to strongly agree) (n=2926)
- Students of my gender/sexual identity are respected on this campus (Strongly disagree to strongly agree) (n=2895)
- Students of my religious beliefs are respected on this campus (Strongly disagree to strongly agree) (n=2734)
- Students of my political beliefs are respected on this campus (Strongly disagree to strongly agree) (n=2855)
- Students of my sexual orientation are respected on this campus (Strongly disagree to strongly agree) (n=2834)
- Students of my immigration background are respected on this campus (Strongly disagree to strongly agree) (n=2308)
- Students with a physical, psychological, or learning disability like mine are respected on this campus (Strongly disagree to strongly agree) (n=1803)

In this academic year, I have heard teaching faculty or instructors express negative or stereotypical views about

- Race or ethnicity. (Never to very often) (n=2966)
- Gender or sexual identity. (Never to very often) (n=2962)
- Political beliefs or affiliation. (Never to very often) (n=2957)
- Religion. (Never to very often) (n=2960)
- Sexual orientation. (Never to very often) (n=2957)
- Socio-economic status. (Never to very often) (n=2952)
- Immigration background. (Never to very often) (n=2950)
- Physical, psychological, or learning disabilities. (Never to very often) (n=2958)

In this academic year, I have heard nonteaching staff or administrators express negative or stereotypical views about

- Race or ethnicity. (Never to very often) (n=2950)
- Gender or sexual identity. (Never to very often) (n=2946)
- Political beliefs or affiliation. (Never to very often) (n=2944)
- Religion. (Never to very often) (n=2941)
- Sexual orientation. (Never to very often) (n=2943)
- Socio-economic status. (Never to very often) (n=2940)
- Immigration background. (Never to very often) (n=2942)
- Physical, psychological, or learning disabilities. (Never to very often) (n=2936)

In this academic year, I have heard students express negative or stereotypical views about

- Race or ethnicity. (Never to very often) (n=2964)
- Gender or sexual identity. (Never to very often) (n=2959)
- Political beliefs or affiliation. (Never to very often) (n=2963)
- Religion. (Never to very often) (n=2955)
- Sexual orientation. (Never to very often) (n=2953)
- Socio-economic status. (Never to very often) (n=2958)
- Immigration background. (Never to very often) (n=2942)
- Physical, psychological, or learning disabilities. (Never to very often) (n=2936)

Please rate your awareness and understanding of the following when you started at this campus and now:

- My own racial and ethnic identity. (Very poor to excellent) (n=2940 started; n=2983 now)
- Social class and economic differences/issues. (Very poor to excellent) (n=2945 started; n=2933 now)
- Racial and ethnic differences/issues. (Very poor to excellent) (n=2926 started; n=2918 now)
- Gender and sexual orientation differences/issues. (Very poor to excellent) (n=2920 started; n=2916 now)
- Physical disability issues. (Very poor to excellent) (n=2917 started; n=2909 now)
- Emotional disability issues. (Very poor to excellent) (n=2918 started; n=2913 now)

Indicate your level of agreement or disagreement with the following:

I feel valued as an individual on this campus. (Strongly disagree to strongly agree)  
(n=2959)

There is a clear sense of appropriate and inappropriate behavior on this campus.  
(Strongly disagree to strongly agree) (n=2953)

I am proud to be a student at this campus. (Strongly disagree to strongly agree)  
(n=2956)

Most students are proud to attend this school. (Strongly disagree to strongly agree)  
(n=2953)

This institution values students' opinions. (Strongly disagree to strongly agree)  
(n=2952)

Academic cheating is a problem on this campus. (Strongly disagree to strongly agree)  
(n=2951)

Alcohol use is a problem on this campus. (Strongly disagree to strongly agree)  
(n=2940)

Drug use is a problem on this campus. (Strongly disagree to strongly agree) (n=2922)

Diversity is important on this campus. (Strongly disagree to strongly agree) (n=2947)

Diversity is important to me. (Strongly disagree to strongly agree) (n=2957)