UCUES 2008
Campus Climate: Race & Ethnicity

Prepared at the Request of
Fred Wood, Vice Chancellor of Student Affairs

By

Gillian Butler, Director of SARI
Kathy Davis, SARI Analyst

MAY 2009
Executive Summary

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 compares perceptions of campus climate at UC Davis with that of the other UCs, and examines differences in the perceptions of UC Davis students as categorized by race and/or ethnicity.

On multiple measures of general campus climate, our undergraduates’ ratings of UC Davis are near the highest ratings of campus climate among the UCs. Our campus received especially high ratings as friendly, caring, tolerant and safe.

Among UC Davis students, responses to the campus climate survey items differed significantly by student race/ethnicity. Differences are discussed in detail for each item in the body of the report. However, one important trend emerged from the data. 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. Black/African American students are also more likely to agree that Diversity is important to me and less likely to agree that I feel that I belong at this campus.
# Table of Contents

Executive Summary ........................................................................................................... i  
Introduction ....................................................................................................................... 1  
Results ................................................................................................................................2  
   General Campus Climate .................................................................................................. 2  
      Figure 1. Global Measures of Campus Climate: UC Comparisons ......................... 2  
      Figure 2. Sense of Personal Value: UC Comparisons ............................................. 3  
      Figure 3. Importance of Diversity: UC Comparisons .......................................... 4  
      Figure 4. Perceptions of Campus Characteristics: Campus Comparisons .......... 5  
   Race and Ethnicity ......................................................................................................... 5  
      Table 1: Race/Ethnicity of UC Davis Respondents to 2008 UCUES CORE and Student Development Module ................................................................. 6  
   General Campus Climate by Race/Ethnicity ................................................................. 7  
    Figure 5. Global Measures of Campus Climate at UC Davis, by Student Race/Ethnicity ........................................................................................................ 7  
    Figure 6. Sense of Personal Value at UC Davis, by Student Race/Ethnicity .............. 8  
    Figure 6a. Sense of Personal Value among ASIAN Students at UC Davis ............ 8  
    Figure 7. Importance of Diversity at UC Davis, by Student Race/Ethnicity .......... 9  
    Figure 7a. Importance of Diversity among ASIAN Students at UC Davis .......... 10  
    Figure 8. Perceptions of Campus Characteristics at UC Davis, by Student Race/Ethnicity ...................................................................................................... 11  
    Respect Regardless of Race or Ethnicity .................................................................... 12  
     Figure 9. Perceptions of Respect: Campus Comparisons ........................................ 12  
     Figure 10. Perceptions of Respect at UC Davis, by Student Race/Ethnicity .......... 13  
     Figure 10a. Perceptions of Respect among ASIAN Students at UC Davis .......... 13  
    Negative or Stereotypical Views Related to Race or Ethnicity ................................. 14  
     Figure 11. Frequency of Negative or Stereotypical Views: Campus Comparisons . 14  
     Figure 12. Frequency of Negative or Stereotypical Views at UC Davis, by Student Race/Ethnicity ............................................................... 15  
    Understanding of Racial and Ethnic Identity and Racial and Ethnic Differences and Issues .......................................................................................... 16  
     Figure 13. Understanding of Race and Ethnicity: Campus Comparisons .......... 16  
     Figure 14. Understanding of Race and Ethnicity at UC Davis, by Student Race/Ethnicity ............................................................... 17  
Appendix .......................................................................................................................... 18  
   Methodology ................................................................................................................... 18  
   Data Collection ............................................................................................................. 18  
   Interpretation of Results .............................................................................................. 18
Table A1: Demographics of UC Davis 2008 UCUES Population & Respondents...... 19
Table A2. Percentage of UC Davis Students Responding Favorably to Campus Climate Items, by Student Race/Ethnicity ................................................................. 20
UCUES Items Referenced in this Report ........................................................................ 21
Introduction

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.*

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. In particular, this report examines campus climate as it relates to student race and ethnicity.

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

* http://www.provost.wisc.edu/climate/what.html
Results

General Campus Climate

Respondents to UCUES 2008 were asked to rate their agreement with a series of general or global 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.

One advantage of UCUES is that it allows for comparisons between undergraduates at UC Davis and those at our sister UC campuses†, and provides context for interpretation of results. Figures 1 - 3 display the mean level of agreement with statements relating to campus climate at UC Davis compared to the highest and lowest levels among the UC campuses.‡

For most of these items, the rating for UC Davis is near the maximum among the UCs, and significantly higher than the lowest rated campus.

![Figure 1. Global Measures of Campus Climate: UC Comparisons](image-url)

† 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.
‡ 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.
It should be noted that levels of agreement with the statement *I feel valued as an individual on this campus* are generally low across the UCs (Figure 2).

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

Levels of agreement with the statement *Diversity is important to me* are 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 3).
An additional set of four UCUES items asked students 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.\textsuperscript{§} Campus comparisons are shown in Figure 4.

\textsuperscript{§} The scale for these items has been reversed from the orientation in the survey, so that a high rating is again desirable.
As with most other global ratings of campus climate at the campus level, ratings at UC Davis approach the maximum among the UCs as friendly, caring, tolerant and safe. 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.

Overall, on these general measures of campus climate, our undergraduate students rate UC Davis as meeting or exceeding the climate at other UC schools. While this is an admirable achievement, analysis of the campus climate as perceived by specific sub-populations allows us to identify areas where there may be room for improvement.

**Race and Ethnicity**

Perceptions of campus climate may vary substantially between sub-populations on campus; for instance perceptions of campus climate may differ for students of different races, ethnicities, sexual orientations, etc. This report compares perceptions of our campus climate by students categorized by race and/or ethnicity (self-identified by the individual student on their application for admission) with particular emphasis on survey items that specifically refer to race/ethnicity. All differences in the mean responses between racial/ethnic groups specifically noted in the text are statistically significant at the p<.05 level or higher.

To facilitate analysis and presentation of results, racial and ethnic identifications were collapsed into five broad categories: American Indian/Alaskan Native, Black/African American, Chicano/Latino, Asian, and White/Caucasian. The categories Other and Decline to State were considered missing data for the purposes of this report. The Asian
and Chicano/Latino sub-groups were examined for within-group differences. Where differences were noted, the Asian sub-groups are discussed in greater detail, with the category Other Asian considered missing data. For the items in this report, no statistically significant differences were noted between Chicano and Latino student responses.

There is wide variation in the number of students in different racial/ethnic subgroups on campus. Table 1 displays the number of respondents to the UCUES Core and Student Development module. In some instances, the small number of respondents limits our ability to discern differences in perceptions among racial/ethnic sub-groups. In particular, caution should be exercised in interpreting results for American Indian/Alaskan Native or Pacific Islander students.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number Respondents CORE</th>
<th>Number Respondents Student Development Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>2805</td>
<td>1226</td>
</tr>
<tr>
<td>Black/African American</td>
<td>149</td>
<td>62</td>
</tr>
<tr>
<td>Chicano/Latino</td>
<td>819</td>
<td>374</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>2744</td>
<td>1179</td>
</tr>
<tr>
<td>Chinese/Chinese American</td>
<td>1373</td>
<td>610</td>
</tr>
<tr>
<td>East Indian/Pakistani</td>
<td>231</td>
<td>90</td>
</tr>
<tr>
<td>Japanese/Japanese American</td>
<td>120</td>
<td>52</td>
</tr>
<tr>
<td>Korean</td>
<td>169</td>
<td>73</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>Pilipino/Filipino</td>
<td>254</td>
<td>111</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>388</td>
<td>165</td>
</tr>
<tr>
<td>Other Asian</td>
<td>244</td>
<td>112</td>
</tr>
</tbody>
</table>
General Campus Climate by Race/Ethnicity

Among UC Davis students, there are significant differences between student racial/ethnic groups in the level of agreement with the general measures of campus climate discussed earlier. Results are shown in Figures 5-7. Where differences are significant, White/Caucasian students are generally more positive than others about campus climate.

- White/Caucasian students are most likely to agree *I feel that I belong at this campus*, and Black/African American and Asian students are least likely.
- White/Caucasian students are most likely and American Indian/Alaskan Native and Asian students are least likely to agree *Knowing what I know now, I would still choose to enroll at this campus*.

**Figure 5. Global Measures of Campus Climate at UC Davis, by Student Race/Ethnicity**

![Bar chart showing the agreement levels of different racial/ethnic groups on two campus climate measures: I feel that I belong at this campus and Knowing what I know now, I would still choose to enroll at this campus. The chart indicates that White/Caucasian students are generally more positive than others about campus climate.]

- American Indian/Alaskan Native students are significantly less likely than all other ethnic groups of students to agree that *This institution values student’s opinions.*
Figure 6. Sense of Personal Value at UC Davis, by Student Race/Ethnicity

- Differences are not significant between the broad racial/ethnic groups in agreement with the statement *I feel valued as an individual on this campus*, but there are significant differences in agreement between Asian sub-groups (Figure 6a).

Figure 6a. Sense of Personal Value among ASIAN Students at UC Davis

* Small sample (n=25)

* Small sample (n=13)
• Black/African American students are most likely to agree *Diversity is important to me* while White/Caucasian students are least likely to agree.

**Figure 7. Importance of Diversity at UC Davis, by Student Race/Ethnicity**

- *Diversity is important on this campus*
  - American Indian/Alaskan Native*: 4.9
  - Asian: 4.7
  - Black/African American: 4.6
  - Chicano/Latino: 4.6
  - White/Caucasian: 4.7

- *Diversity is important to me*
  - American Indian/Alaskan Native*: 4.8
  - Asian: 4.9
  - Black/African American: 5.6
  - Chicano/Latino: 5.2
  - White/Caucasian: 5.2

* Small sample (n=19)

Mean (1=Strongly disagree, 6=Strongly agree)
There are no significant differences between the broad racial/ethnic groups in agreement with the statement *Diversity is important on this campus* but there are significant differences in agreement between Asian sub-groups (Figure 7a).

**Figure 7a. Importance of Diversity among ASIAN Students at UC Davis**

* Small sample (n=13)
On a positive note, no statistically significant differences were noted between students of different races/ethnicities for perception of the UC Davis campus as friendly, caring, tolerant or safe (Figure 8).

**Figure 8. Perceptions of Campus Characteristics at UC Davis, by Student Race/Ethnicity**

* Small sample (n=19)
Respect Regardless of Race or Ethnicity

Students were asked whether they agreed that *Students are respected here regardless of their race or ethnicity* and, more specifically, that *Students of my race/ethnicity are respected on this campus*. Here again, the ratings for UC Davis are near the maximum among the UCs, and significantly higher than the lowest rated campus.

**Figure 9. Perceptions of Respect: Campus Comparisons**

- **Students are respected here regardless of their race or ethnicity**
  - Mean (1=Strongly disagree, 6=Strongly agree)
  - UC Davis: 4.9
  - Max among UCs: 4.7
  - Min among UCs: 4.4

- **Students of my race/ethnicity are respected on this campus**
  - Mean (1=Strongly disagree, 6=Strongly agree)
  - UC Davis: 4.8
  - Max among UCs: 4.8
  - Min among UCs: 4.5
At UC Davis, Black/African American students are less likely to agree with both of these statements than all other racial/ethnic groups (Figure 10). There are also significant differences within the Asian population for these two items (Figure 10a).

**Figure 10. Perceptions of Respect at UC Davis, by Student Race/Ethnicity**

* Small sample (n=53; n=19)

**Figure 10a. Perceptions of Respect among ASIAN Students at UC Davis**

* Small sample (n=21; n=13)
Negative or Stereotypical Views Related to Race or Ethnicity

Students were also asked how often they had heard negative or stereotypical views about race or ethnicity 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 other items presented in this report, a LOW score is desirable. UC Davis ratings for these items are the lowest among the UCs and significantly lower than the highest.

Figure 11. Frequency of Negative or Stereotypical Views: Campus Comparisons

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; this is also true for students in all racial/ethnic categories at UC Davis. This may reflect the fact that most students spend more time interacting with other students than with faculty or staff, or perhaps faculty and staff are more aware of the fallacy and the potentially damaging impact of stereotyping.

There are significant differences between students of different races/ethnicities at UC Davis in the reported frequency of negative/stereotypical comments by faculty and by staff. Differences are not significant for the frequency of such expressions by students.
Frequency of negative expressions by faculty:

- Black/African American students report the highest frequency.
- American Indian/Alaskan Native students report the lowest frequency.

Frequency of negative expressions by staff:

- Asian students report the highest frequency.
- American Indian/Alaskan Native students report the lowest frequency.

Figure 12. Frequency of Negative or Stereotypical Views at UC Davis, by Student Race/Ethnicity

![Bar chart showing frequency of negative or stereotypical views by student race/ethnicity.](chart.png)

- Faculty have expressed negative or stereotypical views about race or ethnicity
- Staff have expressed negative or stereotypical views about race or ethnicity
- Students have expressed negative or stereotypical views about race or ethnicity

* Small sample (n=19)
Understanding of Racial and Ethnic Identity and Racial and Ethnic Differences and Issues

Students were asked to rate their level of understanding of their own racial and ethnic identity, both when they started at this campus and currently, on a 6-point scale where 1 = Very poor and 6 = Excellent. Similarly, students were asked to rate their level of understanding of racial and ethnic differences and issues. Responses by UC Davis students indicate the lowest gains in understanding among the UCs, but the differences between the campuses do not exceed the threshold for significance.

It is reassuring to note that mean gains are highest for students who report entering UC Davis with a low level of understanding of race and ethnicity. For students who report very poor understanding of their own racial and ethnic identity when starting UC Davis, mean gain in understanding is 2.1, significantly higher than the overall campus gain of 0.35. Similarly, for students with very poor understanding of racial and ethnic differences and issues when starting UC Davis, mean gain is 3.0, compared to the campus average of 0.60 (Data not shown).

**Figure 13. Understanding of Race and Ethnicity: Campus Comparisons**
White/Caucasian and American Indian/Alaskan Native students report significantly lower gains in understanding of their *own racial and ethnic identity* since starting UC than reported by Chicano/Latino students. No significant difference was noted in gains in understanding of *racial and ethnic differences and issues* by students of different races/ethnicities.

**Figure 14. Understanding of Race and Ethnicity at UC Davis, by Student Race/Ethnicity**

![Bar chart showing gains in awareness and understanding of racial and ethnic identity and differences/issue for different student races/ethnicities.](chart)

- **GAIN in awareness & understanding of own racial/ethnic identity**
  - American Indian/Alaskan Native: 0.32
  - Asian: 0.38
  - Black/African American: 0.53
  - Chicano/Latino: 0.72
  - White/Caucasian: 0.19

- **GAIN in awareness & understanding of racial/ethnic differences/issues**
  - American Indian/Alaskan Native: 0.47
  - Asian: 0.54
  - Black/African American: 0.68
  - Chicano/Latino: 0.89
  - White/Caucasian: 0.57

* Small sample (n=19)
Appendix

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**. 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%.†† 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‡‡. 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.

** The UCUES population was limited to undergraduate students included in the 3rd 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.

†† 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.

‡‡ 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>UC Davis UCUES Population</th>
<th>% UC Davis UCUES Population</th>
<th>% UC Davis UCUES Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>12640</td>
<td>56%</td>
<td>62%</td>
</tr>
<tr>
<td>Male</td>
<td>9811</td>
<td>44%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>UC Davis UCUES Population</th>
<th>% UC Davis UCUES Population</th>
<th>% UC Davis UCUES Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>144</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>9582</td>
<td>43%</td>
<td>40%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>655</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Chicano/Mexican-American</td>
<td>2015</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Latino/Other Spanish American</td>
<td>683</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>7875</td>
<td>35%</td>
<td>39%</td>
</tr>
<tr>
<td>Other/Decline to State</td>
<td>1497</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity (Asian)</th>
<th>UC Davis UCUES Population</th>
<th>% UC Davis UCUES Population</th>
<th>% UC Davis UCUES Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese/Chinese American</td>
<td>4406</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>East Indian/Pakistani</td>
<td>883</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Japanese/Japanese American</td>
<td>408</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Korean</td>
<td>706</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>111</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Pilipino/Filipino</td>
<td>922</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1334</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Other Asian</td>
<td>812</td>
<td>4%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Level</th>
<th>UC Davis UCUES Population</th>
<th>% UC Davis UCUES Population</th>
<th>% UC Davis UCUES Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>4365</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>4771</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Junior</td>
<td>5858</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Senior</td>
<td>7457</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entrance Status*</th>
<th>UC Davis UCUES Population</th>
<th>% UC Davis UCUES Population</th>
<th>% UC Davis UCUES Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman entrant</td>
<td>17853</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Transfer</td>
<td>4355</td>
<td>20%</td>
<td>21%</td>
</tr>
</tbody>
</table>

* From UCOP records, some missing data (about 1%).
<table>
<thead>
<tr>
<th></th>
<th>American Indian/Alaskan Native*</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Chicano/Latino</th>
<th>White/Caucasian</th>
<th>All UC Davis</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that I belong at this campus</td>
<td>60%</td>
<td>55%</td>
<td>49%</td>
<td>62%</td>
<td>70%</td>
<td>62%</td>
</tr>
<tr>
<td>Knowing what I know now, I would</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>still choose to enroll at this campus</td>
<td></td>
<td>58%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>73%</td>
</tr>
<tr>
<td>I feel valued as an individual on this campus</td>
<td>53%</td>
<td>32%</td>
<td>36%</td>
<td>40%</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>This institution values students opinions</td>
<td>47%</td>
<td>46%</td>
<td>47%</td>
<td>51%</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Diversity is important on this campus</td>
<td>74%</td>
<td>63%</td>
<td>55%</td>
<td>61%</td>
<td>67%</td>
<td>64%</td>
</tr>
<tr>
<td>Diversity is important to me</td>
<td>74%</td>
<td>71%</td>
<td>90%</td>
<td>83%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>Students are respected here regardless of their race/ethnicity</td>
<td>77%</td>
<td>66%</td>
<td>36%</td>
<td>59%</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td>Students of my race/ethnicity are respected on this campus</td>
<td>74%</td>
<td>63%</td>
<td>25%</td>
<td>54%</td>
<td>85%</td>
<td>70%</td>
</tr>
<tr>
<td>Faculty express negative views about race/ethnicity</td>
<td>95%</td>
<td>88%</td>
<td>81%</td>
<td>89%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>Staff express negative views about race/ethnicity</td>
<td>100%</td>
<td>85%</td>
<td>84%</td>
<td>89%</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Students express negative views about race/ethnicity</td>
<td>37%</td>
<td>42%</td>
<td>26%</td>
<td>39%</td>
<td>43%</td>
<td>42%</td>
</tr>
<tr>
<td>Current understanding of racial/ethnic identity</td>
<td>79%</td>
<td>48%</td>
<td>76%</td>
<td>67%</td>
<td>63%</td>
<td>57%</td>
</tr>
<tr>
<td>Very good or Excellent</td>
<td>67%</td>
<td>42%</td>
<td>72%</td>
<td>60%</td>
<td>54%</td>
<td>50%</td>
</tr>
</tbody>
</table>

* Small sample size
UCUES Items Referenced in this Report

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

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

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

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

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

Student Development Module
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)

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

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)

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)
   Intolerant (1) to Tolerant (6) (n=2981)
   Dangerous (1) to Safe (6) (n=2971)

Please indicate the extent to which you agree with the following statement:

Students of my race/ethnicity are respected on this campus. (Strongly disagree to strongly agree) (n=2927)

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)

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)

In this academic year, I have heard students express negative or stereotypical views about race or ethnicity. (Never to very often) (n=2964)

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=2933 now)

Racial and ethnic differences/issues (Very poor to excellent) (n=2926 started; n=2918 now)