

Diversity, Campus Climate, and Student Success at UC: Two Decades of Change from 2000-2020



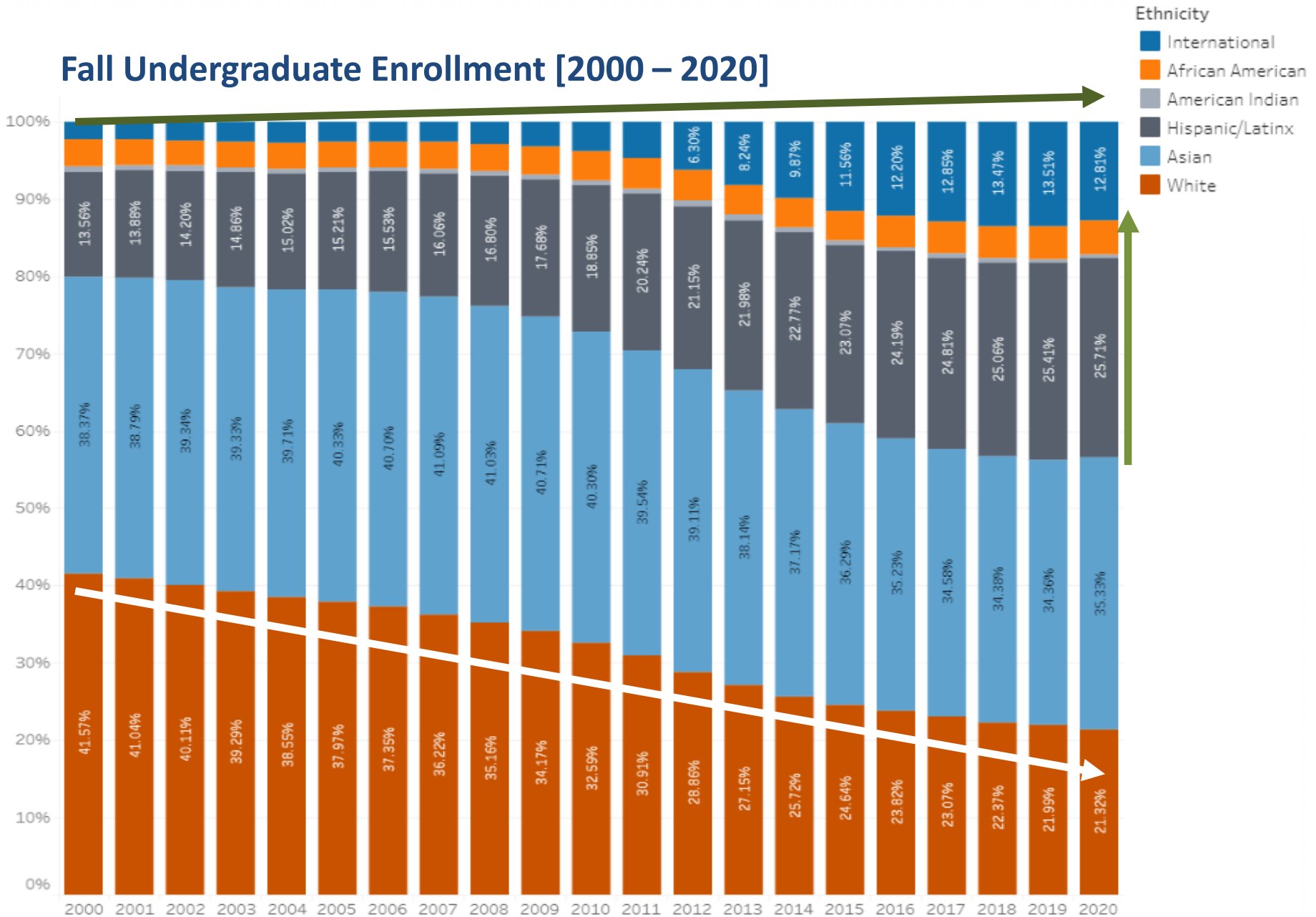
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Institutional Research & Academic Planning
The University of California Office of the President
SERU Symposium • June, 2020

Key topics.....

1. Structural diversity of undergraduate students at UC
 - 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?
2. Psychological dimension of campus climate
 - How did student view campus climate?
3. Behavioral dimension of climate—student success
 - Is UC undergraduate perception of campus climate related to their academic completion?

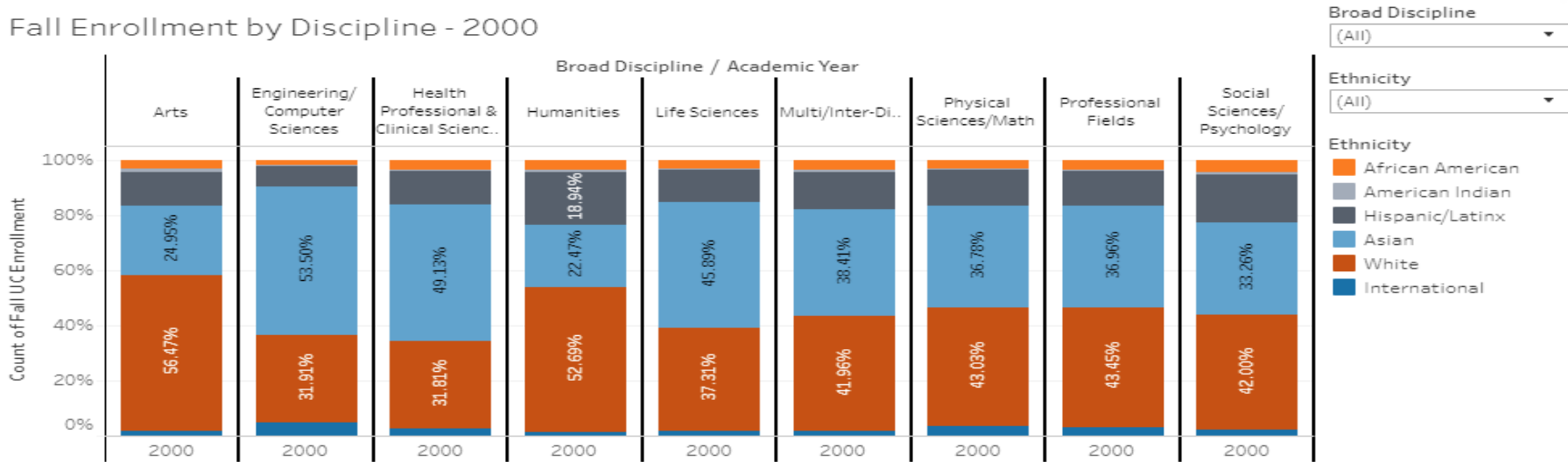
Sylvia Hurtado, et al. (1998). Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice. *The Review of Higher Education*, 21.

Fall Undergraduate Enrollment [2000 – 2020]

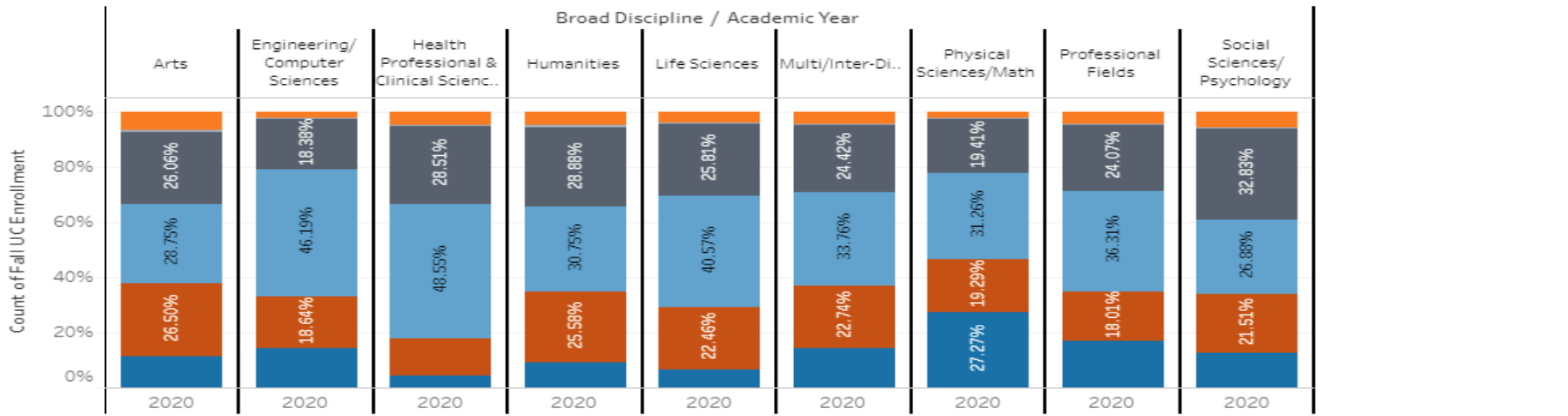


Fall Enrollment By Discipline: Underrepresented minorities, especially African Americans continue to show low representation in STEM related disciplines.

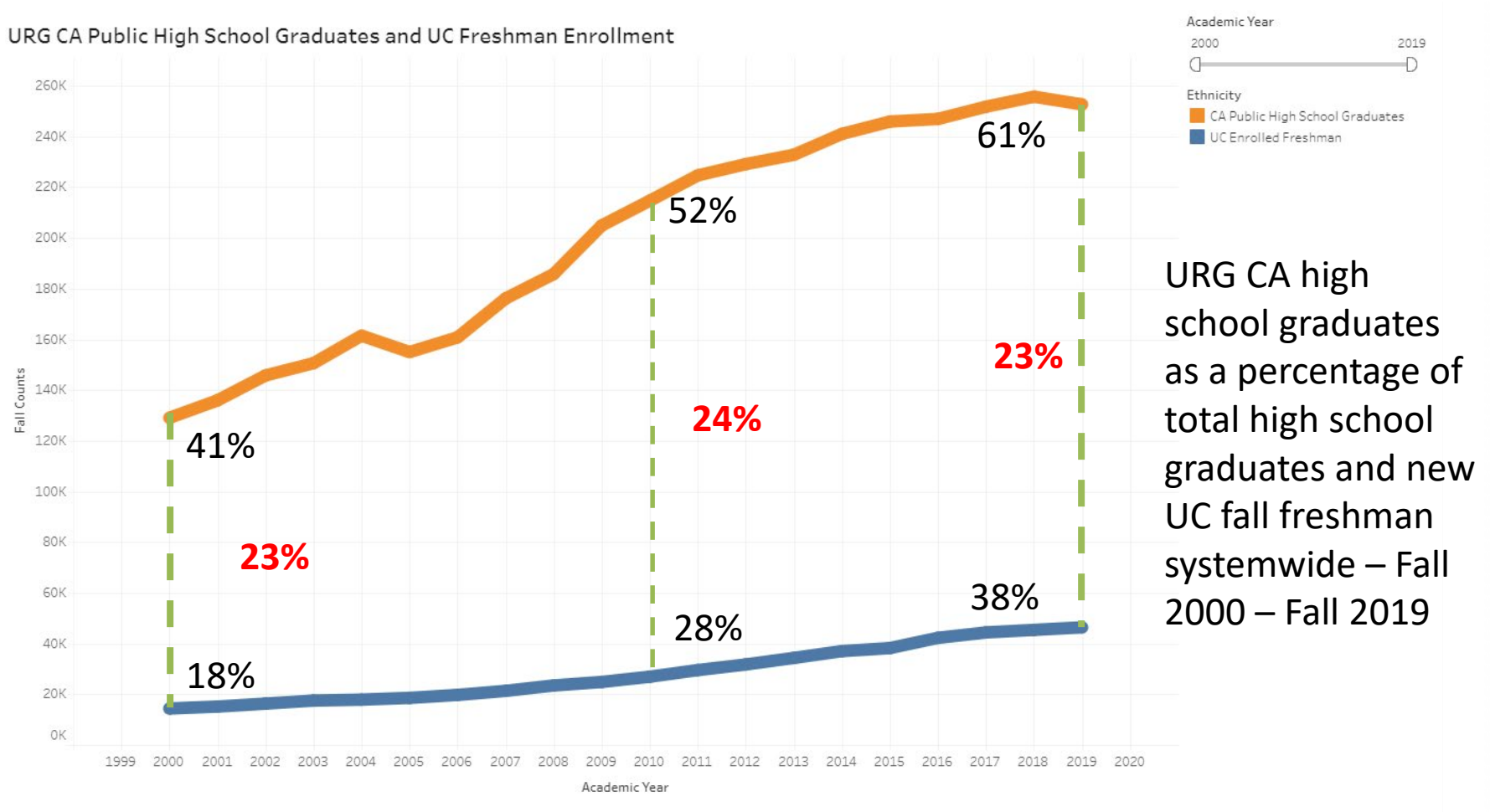
Fall Enrollment by Discipline - 2000



Fall Enrollment by Discipline - 2020

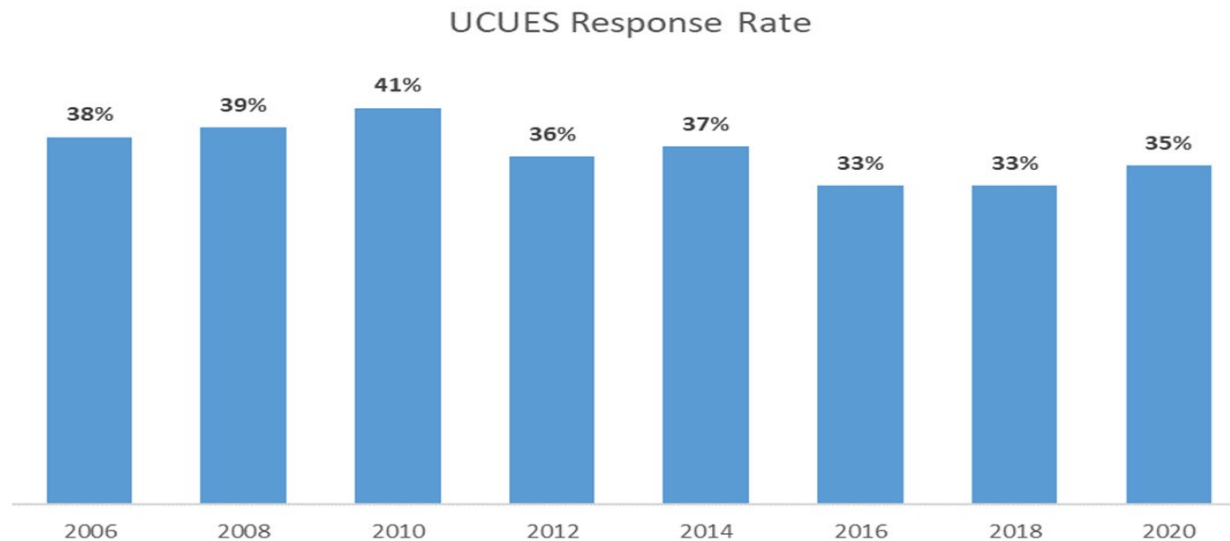


UC has diversified but not as fast as the State of California. Freshmen admissions for California URM students has not kept pace with the changing makeup of CA state high schools.



UCUES Introduction

1. The UC version of SERU survey
2. The response rates range from 33% to 41% from 2006 to 2020



Students' Perception on Campus Climate

Three measures of students' perception on campus climate

1. **Climate:**

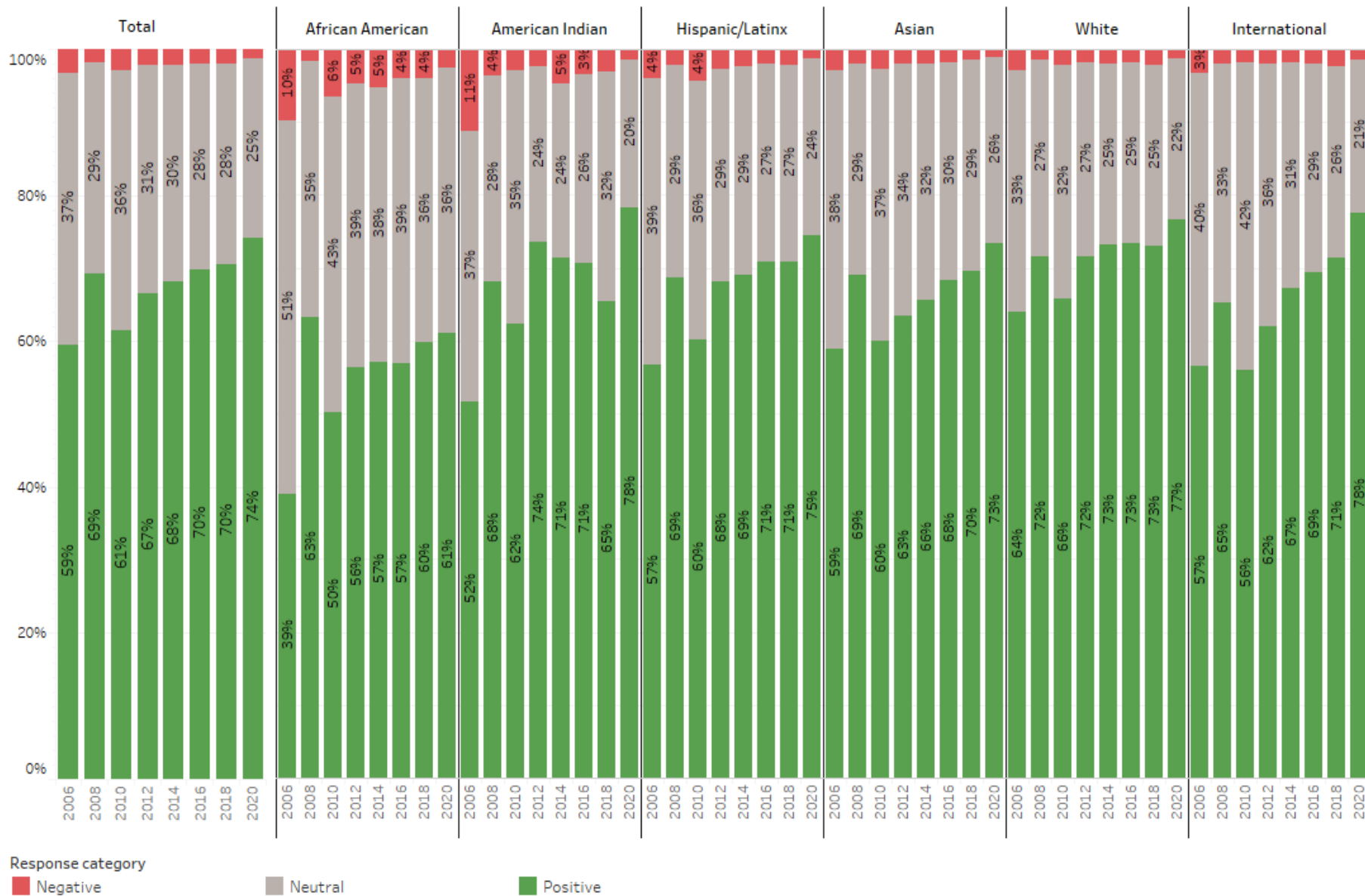
Campus climate: friendly-hostile
Campus climate: caring-impersonal
Campus climate: intellectual-not intellectual
Campus climate: tolerant of diversity-intolerant of diversity
2. **Respect:**

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

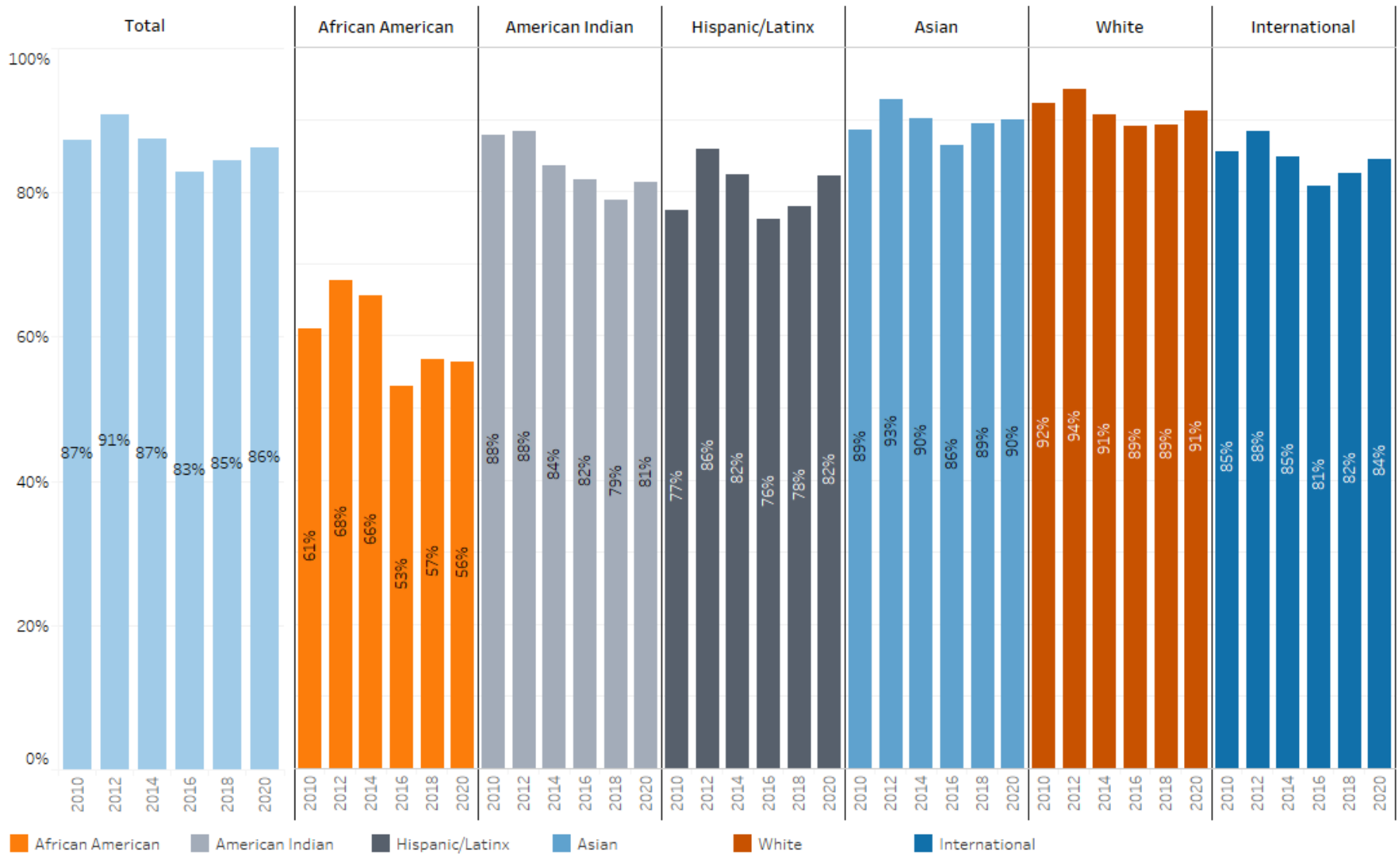
3. **Belonging:**

I feel that I belong at this campus

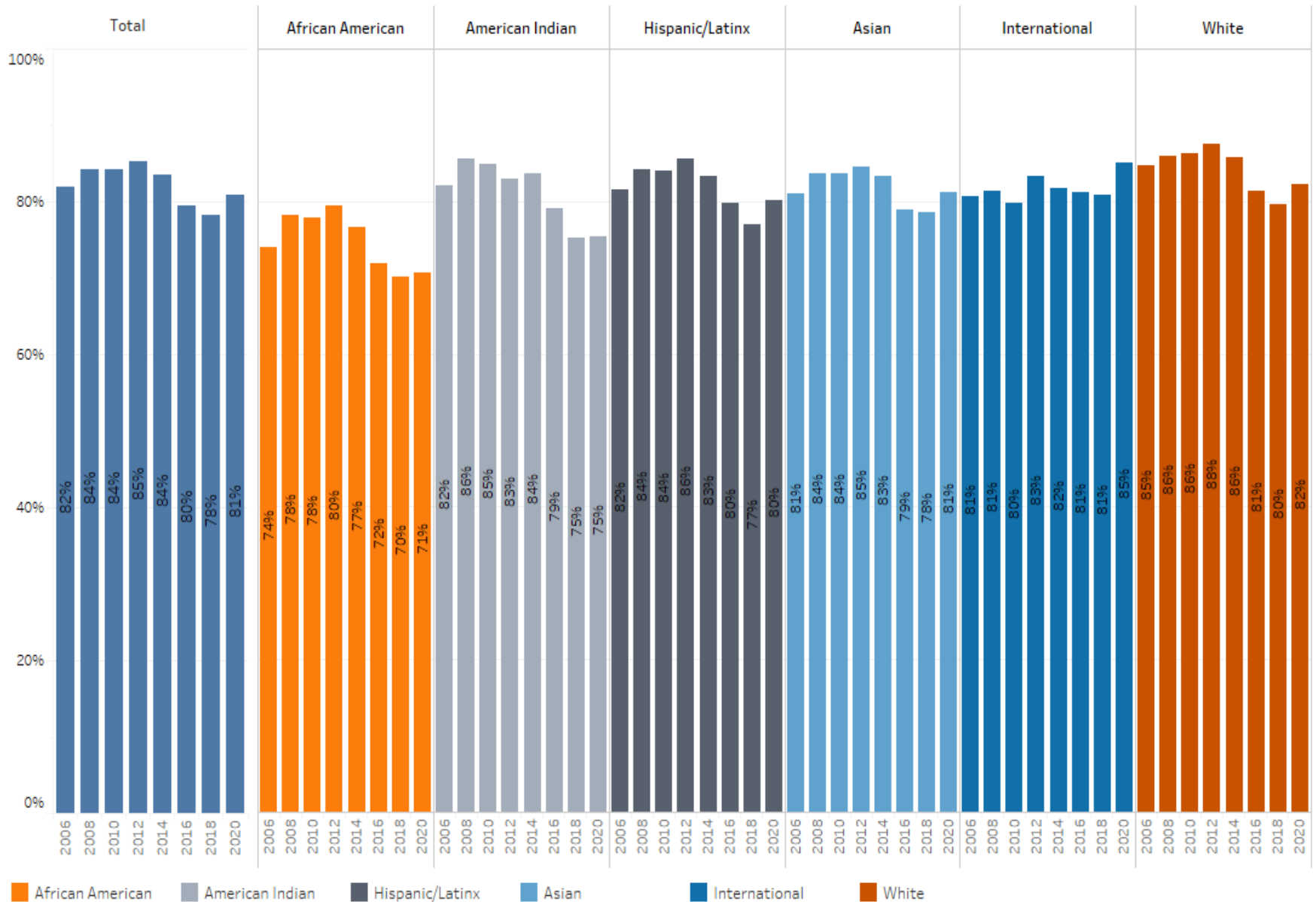
Students' responses to campus climate questions



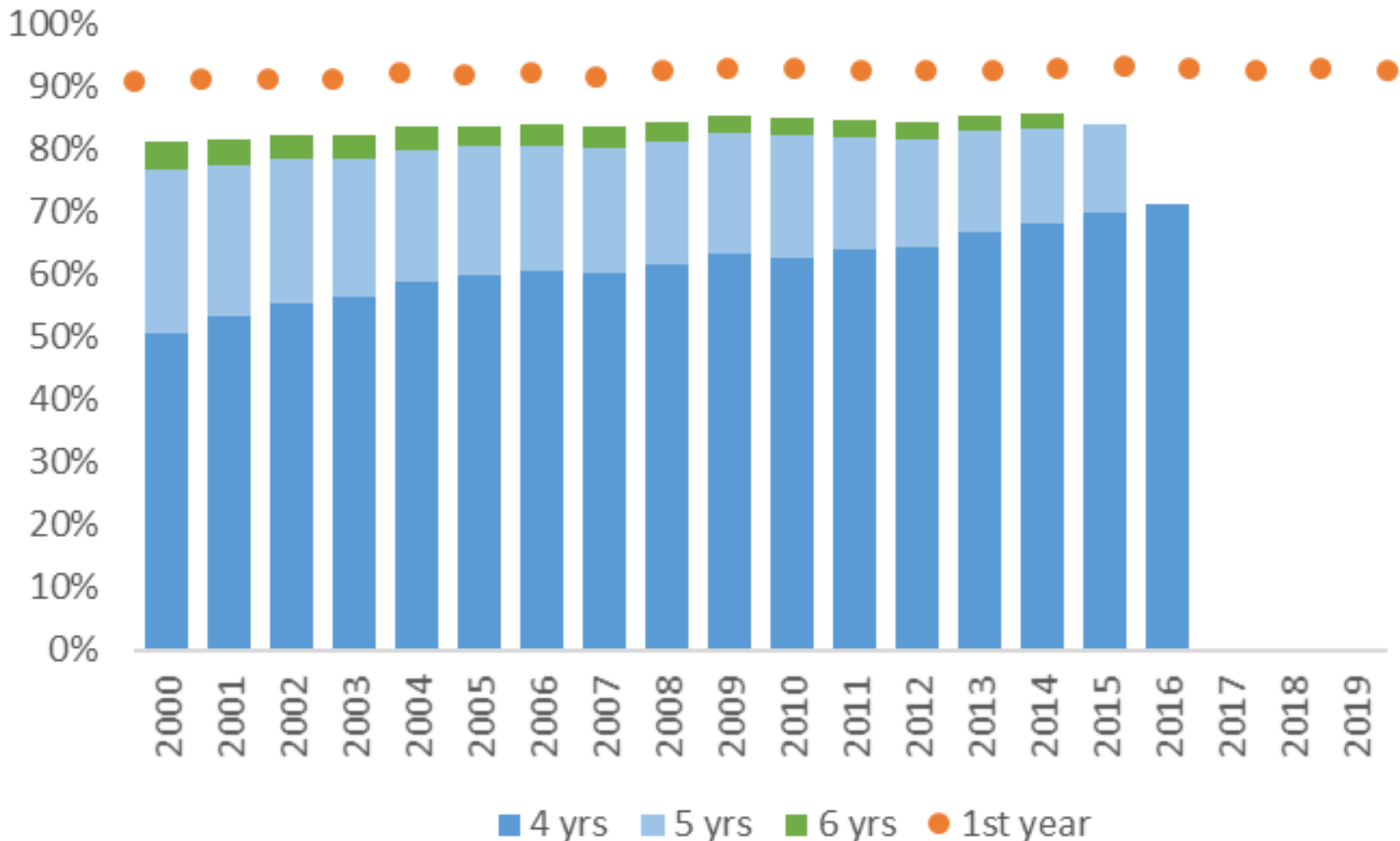
Students' ratings on how they feel students of their race/ethnicity are respected on campus



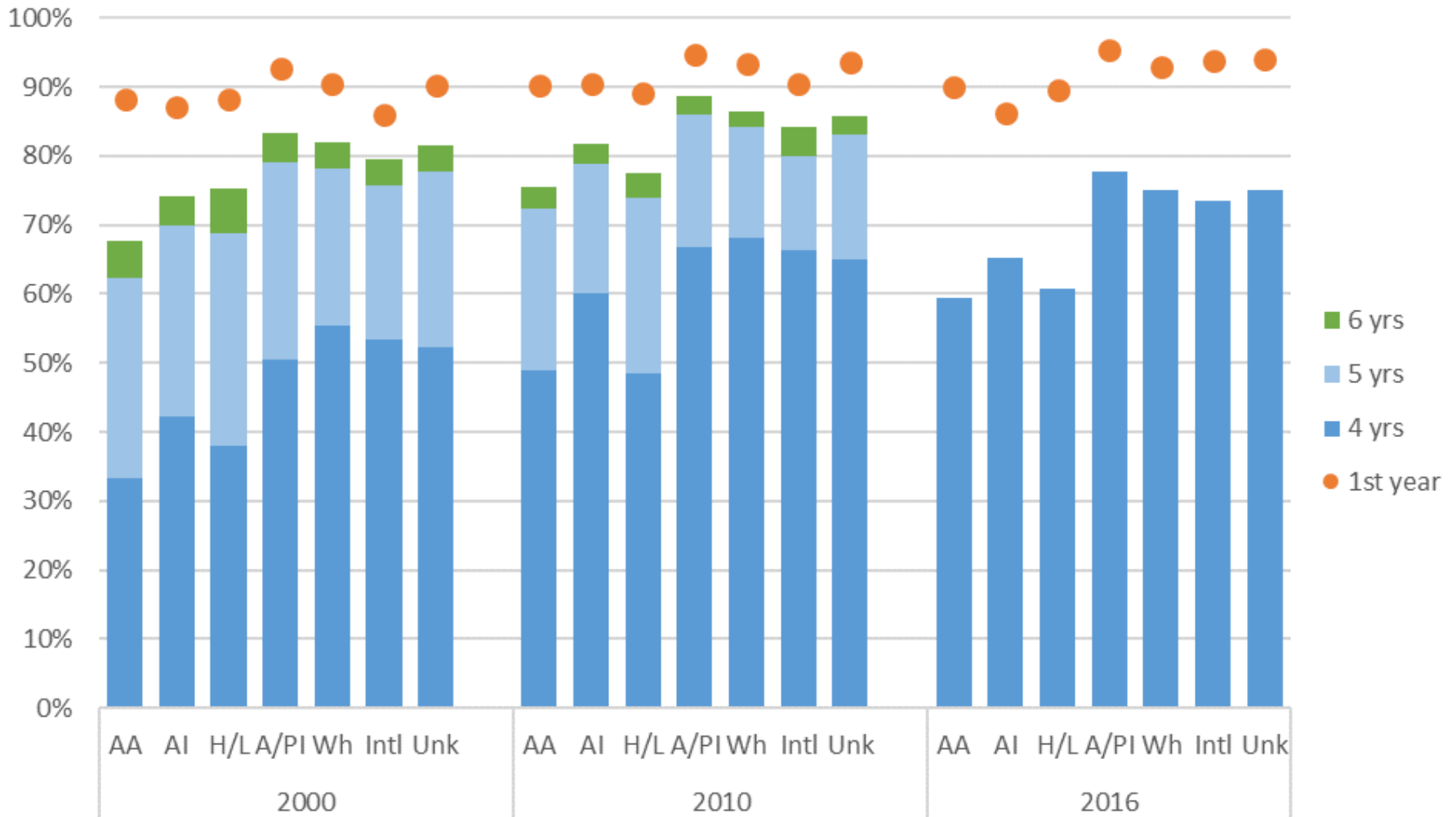
Students' sense of belonging



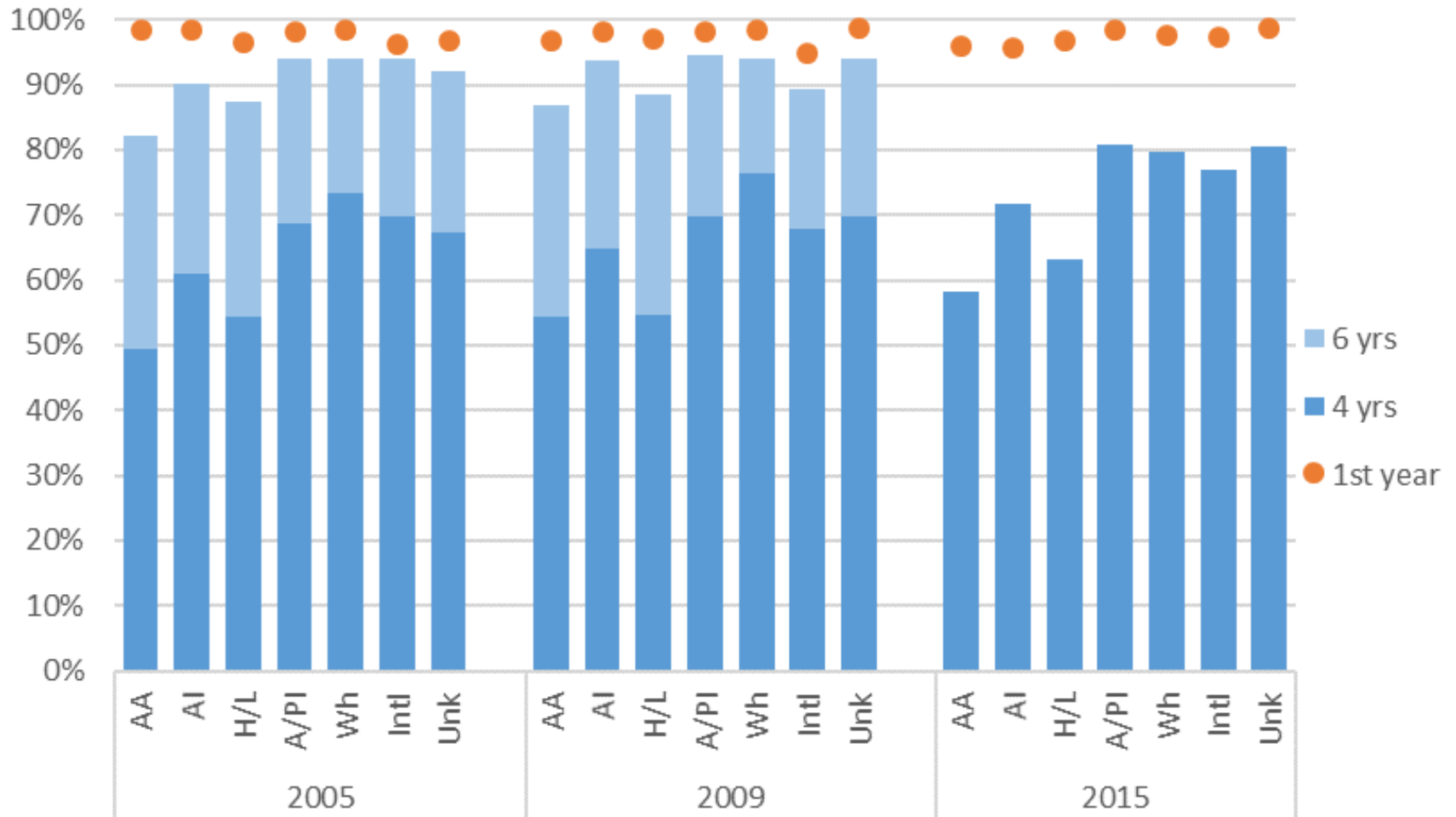
Freshman retention rates have remained constant over time, but four-year graduation rates have increased by 21 percentage points since 2000 and by 9 percentage points since 2010.



Freshman retention and graduation rates by ethnicity, 2000, 2010, and 2016 cohorts



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



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, $r_{pb} = -.08$, $n = 7275$, $p < .001$

Graduation rates for “students of my race/ethnicity are respected”

	Positive	Negative	χ^2	p -value	ϕ
Campus 1 – 4 yr	81%	65%	202.05	<.001	.13
Campus 2 – 4 yr	62%	56%	9.02	<.01	.03
Campus 3 – 4 yr	83%	75%	57.07	<.001	.07

Graduation rates for “I feel like I belong at this campus”

	Positive	Negative	χ^2	p -value	ϕ
Campus 1 – 4 yr	79%	70%	145.01	<.001	.08
Campus 2 – 4 yr	61%	55%	32.87	<.001	.05
Campus 3 – 4 yr	80%	71%	99.98	<.001	.08

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 they feel students 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.

Thanks! Questions?



Explore the UC story through data at UC Information Center!

<http://www.universityofcalifornia.edu/infocenter>