Campus Climate in a Major Advising Context

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Outline

• Introduction

• Campus climate
  – Berkeley campus climate survey
  – Campus climate across UC

• Major advising
  – Single question analysis
  – Equity gaps across multiple questions
  – Equity gap summary
  – Cross-divisional comparison

• Preliminary 2016 UCUES findings
Introduction

• UC Berkeley and institutions of higher education more generally face issues of differential campus climate across demographic groups

• Do experiences with major advising in L&S Bio Sciences differ between groups?
  – The 2014 UCUES wild card module asks 18 questions about experiences with major advising (full list in Appendix)
    • “Major advisors provided the guidance needed to persist and/or succeed during my transition to Cal”
    • “Major advisors provided the guidance needed to persist and/or succeed during my time of deciding on or declaring a major”

• Are there variations in major advising experiences across divisions?
Broad Campus Climate Context
UC Berkeley Campus Climate Findings

Percent reporting experiencing exclusionary behavior within the past year

- Native American/Alaska Native (n = 228) 50%
- Genderqueer/Transgender (n = 225) 47%
- African American (n = 638) 42%
- Disability (n = 2,384) 39%
- Pacific Islander (n = 68) 38%
- Chicano/Latino (n = 1,475) 34%
- LGBQQO (n = 2,128) 33%
- Staff (n = 3,788) 30%

Source: UC Berkeley Campus Climate Survey, 2013
UC Berkeley Campus Climate Equity Gaps

Average campus climate gap between affinity group and campus average including all populations

- African American: 14%
- Genderqueer/Transgender/Other: 12%
- Native American/Alaska Native: 12%
- Pacific Islander: 8%
- Chicano/Latino: 6%
- Disability: 6%
- LGBQQO: 3%

Source: UC Berkeley Campus Climate Survey, 2013
"The campus needs more racial diversity. I know it is something being worked on, but such low numbers are really not encouraging for entering students and often give current minority students a negative reputation."

-- UC Berkeley student, 2010 UCUES

**UC Campus Climate and Critical Mass**

**Respect Rate by Race/Ethnicity Share for each UC Campus, 2007-08 AY**

Note: Shares are derived from new freshmen and new transfer students in Fall 2007; respect rates are derived from Spring 2008 UCUES
Major Advising at UC Berkeley
Example Question Response Distribution

- Of the 204 L&S Bio Sciences majors who responded to this question, 71% agreed (*somewhat agree, agree, or strongly agree*) with the prompt.

- Of the 19 URM L&S Bio Sciences majors, 47% agreed with the prompt.

- There is a 24% equity gap in the percent agreement between URM majors and overall majors in L&S Bio Sciences.

- This is just one question around major advising out of 18 – are there similar gaps for the other questions or is this possibly just a statistical artifact or outlying question?

### Major Advisor – Clarify Career

- **All UCUES Respondents**
  - N: 204
  - Percent Agree: 71%
  - Mean: 3.94

- **Underrepresented Minority**
  - N: 19
  - Percent Agree: 47%
  - Mean: 3.16

**47% - 71% = -24% gap**

Meeting with a major advisor helped me clarify my career/"life after Cal" goals.

Source: UC Berkeley UCUES, 2014
# Major Advising Metrics in L&S Bio Sciences

<table>
<thead>
<tr>
<th>Major Advising Prompt</th>
<th>Overall</th>
<th>URM</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with a major advisor helped me develop strategies for balancing my schoolwork with other competing obligations/activities</td>
<td>71%</td>
<td>45%</td>
<td>-26%</td>
</tr>
<tr>
<td>Major advisors care about and believe in my potential</td>
<td>82%</td>
<td>57%</td>
<td>-25%</td>
</tr>
<tr>
<td>Meeting with a major advisor helped me clarify my career/&quot;life after Cal&quot; goals</td>
<td>71%</td>
<td>47%</td>
<td>-24%</td>
</tr>
<tr>
<td>Major advisors have engaged me in dialog regarding my interests and goals</td>
<td>84%</td>
<td>62%</td>
<td>-22%</td>
</tr>
<tr>
<td>Major advisors provided the guidance needed to persist and/or succeed during my time of deciding on or declaring a major</td>
<td>86%</td>
<td>65%</td>
<td>-21%</td>
</tr>
<tr>
<td>Major advisors have helped me create a personalized academic plan that is consistent with my goals and interests</td>
<td>83%</td>
<td>62%</td>
<td>-21%</td>
</tr>
<tr>
<td>As a result of advising in my Major, I am more likely to reach my full academic potential</td>
<td>80%</td>
<td>62%</td>
<td>-18%</td>
</tr>
<tr>
<td>In Major advising sessions I have received answers to my questions or was referred to an advisor who could answer the question</td>
<td>88%</td>
<td>71%</td>
<td>-17%</td>
</tr>
<tr>
<td>Major advisors provided the guidance needed to persist and/or succeed during my transition to Cal</td>
<td>81%</td>
<td>65%</td>
<td>-16%</td>
</tr>
<tr>
<td>Major advisors have helped me connect with enrichment opportunities (e.g., study abroad, research opportunities, service learning)</td>
<td>68%</td>
<td>52%</td>
<td>-16%</td>
</tr>
<tr>
<td>Meeting with a major advisor helped me to make timely progress to my degree</td>
<td>86%</td>
<td>70%</td>
<td>-16%</td>
</tr>
<tr>
<td>Meeting with a major advisor prompted me to seek out an opportunity that I would not have otherwise considered</td>
<td>69%</td>
<td>55%</td>
<td>-14%</td>
</tr>
<tr>
<td>I have been provided with Major advising that is sensitive to my unique characteristics as an individual (e.g., gender identity, ethnic/racial identity)</td>
<td>80%</td>
<td>67%</td>
<td>-13%</td>
</tr>
<tr>
<td>Major advisors have treated me with respect during advising sessions</td>
<td>94%</td>
<td>81%</td>
<td>-13%</td>
</tr>
<tr>
<td>Major advisors are generally accessible</td>
<td>93%</td>
<td>86%</td>
<td>-7%</td>
</tr>
<tr>
<td>I am confident in the accuracy of the information I receive from Major advisors</td>
<td>87%</td>
<td>81%</td>
<td>-6%</td>
</tr>
<tr>
<td>Major advisors have interacted with me in a professional manner</td>
<td>96%</td>
<td>95%</td>
<td>-1%</td>
</tr>
<tr>
<td>Major advisors allotted the time to make the advising experience a fulfilling one</td>
<td>89%</td>
<td>90%</td>
<td>+1%</td>
</tr>
</tbody>
</table>

There are large and consistent equity gaps for URM respondents in L&S Bio Sciences compared to overall L&S Bio Sciences respondents across all eighteen major advising questions.
Equity Gap Distribution

- The equity gap of -24% for the sample question is the same size as the gap for five other questions (~1/3 of all major advising questions).

- Across all 18 questions, the equity gaps between URM majors and overall majors in L&S Bio Sciences are skewed negative (-15% on average).

- The distribution shows a robust effect of less positive experiences with major advisors for URM majors compared to overall majors in L&S Bio Sciences.

Equity Gap Size between URM and Overall Respondents

Source: UC Berkeley UCUES, 2014
Many marginalized groups in L&S Bio Sciences have sizeable equity gaps in major advising experiences.

- African American: 18%
- Underrepresented Minority: 15%
- Bisexual: 15%
- Mexican American/Chicano: 15%
- Muslim: 12%
- Chicano/Latino: 10%
- LGBQQO: 9%

Source: UC Berkeley UCUES, 2014
Comparing L&S Bio Sciences to Campus

Prompt: ‘meeting with a major advisor helped me clarify my career/"life after Cal" goals’

The observed gap between URMs and overall respondents in L&S Bio Sciences is erased when looking at campus opposed to just one division.
Comparing L&S Bio Sciences to Campus

The observed gap between URMs and overall respondents in L&S Bio Sciences across all major advising questions is not replicated in other divisions. There is no evidence of URM respondents simply being more negative around major advising questions.
Summary of Major Advising Findings

• Disaggregating by affinity group (e.g., race/ethnicity) shows gaps between some groups in L&S Bio Sciences and the overall experience with major advisors
  – African American
  – Mexican American/Chicano (and Chicano/Latino overall)
  – Bisexual (and LGBQQO overall)
  – Muslim

• Combining gaps across questions allows for a more holistic and robust assessment of equity gaps for groups

• L&S Bio Sciences is an outlier in terms of major advising experience for marginalized groups
Preliminary 2016 UCUES Findings
Comfort Gaps by Division

Percent agreement with Overall I feel comfortable with the climate for diversity and inclusiveness at UC Berkeley/in my major

Women

Underrepresented Minority

Low Income or Poor Growing Up

LGBTQ+

First Generation College

Disability

Source: UC Berkeley UCUES, 2016
## Local Comfort Gaps by Division

Gap between percent agreement with *Overall I feel comfortable with the climate for diversity and inclusiveness at UC Berkeley and in my major.* Negative values indicate lower major comfort.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Overall</th>
<th>Women</th>
<th>URM</th>
<th>Low SES</th>
<th>LGBTQ+</th>
<th>Disability</th>
<th>1st Gen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>-1%</td>
<td>-1%</td>
<td>+1%</td>
<td>+2%</td>
<td>+3%</td>
<td>+2%</td>
<td>+1%</td>
</tr>
<tr>
<td>College of Chemistry</td>
<td>-4%</td>
<td>-10%</td>
<td>-17%</td>
<td>-21%</td>
<td>-5%</td>
<td>-10%</td>
<td>-2%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>-6%</td>
<td>-10%</td>
<td>-10%</td>
<td>-11%</td>
<td>-7%</td>
<td>-12%</td>
<td>-6%</td>
</tr>
<tr>
<td>College of Environmental Design</td>
<td>-3%</td>
<td>-5%</td>
<td>-13%</td>
<td>-12%</td>
<td>+8%</td>
<td>-6%</td>
<td>-7%</td>
</tr>
<tr>
<td>College of Natural Resources</td>
<td>+4%</td>
<td>+4%</td>
<td>+1%</td>
<td>-1%</td>
<td>+16%</td>
<td>+8%</td>
<td>+0%</td>
</tr>
<tr>
<td>Haas School of Business</td>
<td>+5%</td>
<td>-5%</td>
<td>+0%</td>
<td>+4%</td>
<td>+14%</td>
<td>-7%</td>
<td>-4%</td>
</tr>
<tr>
<td>L&amp;S Arts and Humanities</td>
<td>+1%</td>
<td>+3%</td>
<td>+0%</td>
<td>+7%</td>
<td>+2%</td>
<td>+0%</td>
<td>-2%</td>
</tr>
<tr>
<td>L&amp;S Bio Sciences</td>
<td>-4%</td>
<td>-6%</td>
<td>-6%</td>
<td>-4%</td>
<td>-10%</td>
<td>-7%</td>
<td>-10%</td>
</tr>
<tr>
<td>L&amp;S Math and Physical Sciences</td>
<td>-6%</td>
<td>-12%</td>
<td>-19%</td>
<td>-3%</td>
<td>+0%</td>
<td>-7%</td>
<td>+0%</td>
</tr>
<tr>
<td>L&amp;S Social Sciences</td>
<td>+5%</td>
<td>+7%</td>
<td>+10%</td>
<td>+7%</td>
<td>+9%</td>
<td>+5%</td>
<td>+5%</td>
</tr>
<tr>
<td>L&amp;S Undergraduate</td>
<td>+7%</td>
<td>+5%</td>
<td>+4%</td>
<td>+6%</td>
<td>+4%</td>
<td>+10%</td>
<td>+6%</td>
</tr>
<tr>
<td>L&amp;S Administered</td>
<td>+1%</td>
<td>+5%</td>
<td>+11%</td>
<td>+10%</td>
<td>+10%</td>
<td>+13%</td>
<td>+7%</td>
</tr>
</tbody>
</table>

*Low SES includes students who reported that their ‘socioeconomic status while growing up’ was *low income or poor.*

*LGBTQ+ includes students who reported that their sexual orientation is Gay or Lesbian, Bisexual, or Other and-or that their gender identity is Trans Male/Trans Man, Trans Female/Trans Woman, or Genderqueer/Gender Non-Conforming, or Other.*

*Disability includes students who reported that they had a physical, psychological, or learning disability.*

*1st Gen includes students who reported that neither parent earned a four-year degree.*

Source: UC Berkeley UCUES, 2016
Conclusions
Conclusions

• Campus climate remains a pressing issue – especially for underrepresented and marginalized groups – for all departments across Berkeley

• In L&S Bio Sciences, large equity gaps exist in major advising experiences

• Further analysis will deepen understanding of campus climate broadly and with in departments
  – UCUES 2014 and 2016
  – Future campus climate surveys
  – Focus groups and other qualitative research

• Broad questions:
  – How can Berkeley create an inclusive campus climate?
  – What does inclusive advising look like?
  – How does advisor resourcing and training impact climate?
  – What role do faculty, instructors, and students play in creating inclusive departmental climate?