Undergraduates’ Perceptions of Campus Climate at the University of Minnesota

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Office of Institutional Research
Goals Today

- Highlight data related to students’ perceptions of campus climate
  - Descriptive statistics
  - Intersectional data elements
  - Trends over time

- Inspire conversations to empower practitioners and administrators to lead campus climate improvement efforts
Data Sources

- Student Experience in the Research University (SERU) Survey
  - 2010 (34.18%, \( n = 9,651 \))
  - 2012 (28.44%, \( n = 8,174 \))
  - 2015 (23.89%, \( n = 6,780 \))
- Persistent slight overrepresentation of White females in the samples
## SERU Data Sources

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic Data (Self-Reported)</td>
<td>x</td>
<td></td>
<td>x</td>
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<tr>
<td>Perceptions of Climate for Identity</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Perceptions of the Value of Diversity on Campus</td>
<td>x (wildcard)</td>
<td>x (wildcard)</td>
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<tr>
<td>Experiences with Stereotypes</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Institutional Programs for Campus Climate</td>
<td></td>
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<td>x</td>
</tr>
</tbody>
</table>
Does Campus Climate Matter?
Sense of Belonging

White students: $r = 0.33$, $R^2 = 0.109$
Sense of Belonging

Students of color: $r = .43$, $R^2 = .185$
Sense of Belonging

International students: $r = .36$, $R^2 = .134$
Overall Satisfaction

White students: $r = .34$, $R^2 = .117$
Overall Satisfaction

Students of color: $r = .40$, $R^2 = .160$
Overall Satisfaction

International: \( r = 0.48, \quad R^2 = 0.228 \)
White students: \( r = .08, \ R^2 = .007 \)
Students of color: $r = .04$, $R^2 = .002$
International: $r = .11, R^2 = .011$
Academic Engagement

White students: $r = .09$, $R^2 = .009$
Academic Engagement

International: $r = .20$, $R^2 = .041$
Academic Engagement

Students of color: \( r = 0.07, \quad R^2 = 0.005 \)
Overall Perceptions of Campus Climate: Longitudinal Analyses 2012-2015
Race or Ethnicity
Sexual Orientation

[Bar chart showing changes in sexual orientation views from 2012 to 2015.]

- Strongly disagree: 0.4% (2012), 0.6% (2015)
- Disagree: 0.6% (2012), 0.7% (2015)
- Somewhat disagree: 1.6% (2012), 2.4% (2015)
- Somewhat agree: 8.0% (2012), 10.0% (2015)
- Agree: 42.9% (2012), 42.4% (2015)
- Strongly agree: 46.6% (2012), 43.9% (2015)
Political Affiliation

![Political Affiliation Chart]

- **Strongly disagree**
  - 2012: 1.6%
  - 2015: 2.2%

- **Disagree**
  - 2012: 2.7%
  - 2015: 3.7%

- **Somewhat disagree**
  - 2012: 5.9%
  - 2015: 7.2%

- **Somewhat agree**
  - 2012: 18.0%
  - 2015: 19.5%

- **Agree**
  - 2012: 47.0%
  - 2015: 45.1%

- **Strongly agree**
  - 2012: 24.8%
  - 2015: 22.3%
Religious Beliefs

![Bar chart showing percentage differences in religious beliefs from 2012 to 2015.

- Strongly disagree: 1.2% (2012), 1.5% (2015)
- Disagree: 2.5% (2012), 2.8% (2015)
- Somewhat disagree: 6.4% (2012), 7.1% (2015)
- Somewhat agree: 18.9% (2012), 21.8% (2015)
- Agree: 46.5% (2012), 45.5% (2015)
- Strongly agree: 24.6% (2012), 21.3% (2015)
Social Class
Physical, Psychological, or Learning Disability

- Strongly disagree: 1.4% (2012), .9% (2015)
- Disagree: 1.2% (2012), 1.5% (2015)
- Somewhat disagree: 4.0% (2012), 3.7% (2015)
- Somewhat agree: 15.2% (2012), 9.5% (2015)
- Agree: 46.3% (2012), 18.3% (2015)
- Strongly agree: 32.0% (2012), 11.3% (2015)
Physical, Psychological, or Learning Disability

- Strongly disagree: 1.40% (2012), 2.10% (2015)
- Disagree: 1.20% (2012), 3.30% (2015)
- Somewhat disagree: 4.00% (2012), 8.10% (2015)
- Somewhat agree: 15.20% (2012), 20.90% (2015)
- Agree: 46.30% (2012), 40.60% (2015)
- Strongly agree: 32.00% (2012), 25.00% (2015)
Differences Between Students of Different Social Identities
Gender

Female (n = 4,638; n = 3,660) Male (n = 3,136; n = 2,300) Transgender (n = 139; n = 17) Genderqueer or Gender Non-Conforming (n = 24; n = 33)

2012 2015
Race or Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>4.72</td>
<td>4.73</td>
</tr>
<tr>
<td>Asian</td>
<td>4.62</td>
<td>4.51</td>
</tr>
<tr>
<td>Black</td>
<td>4.4</td>
<td>4.55</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>3.82</td>
<td>4.14</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.79</td>
<td>4.46</td>
</tr>
<tr>
<td>International</td>
<td>4.49</td>
<td>4.33</td>
</tr>
<tr>
<td>Not Specified</td>
<td>4.64</td>
<td>5.32</td>
</tr>
<tr>
<td>White</td>
<td>5.22</td>
<td>5.35</td>
</tr>
</tbody>
</table>

Legend:
- American Indian (n = 97; n = 73)
- Asian (n = 721; n = 668)
- Black (n = 258; n = 192)
- Hawaiian (n = 22; n = 22)
- Hispanic (n = 209; n = 189)
- International (n = 521; n = 485)
- Not Specified (n = 84; n = 33)
- White (n = 6,180; n = 4,610)
Sexual Orientation

- Bisexual (n = 254; n = 279)
- Gay or Lesbian (n = 183; n = 175)
- Heterosexual or straight (n = 6,842; n = 5,297)
- Questioning (n = 71; n = 77)
- Decline to State (n = 349; n = 128)

2012

2015
Political Affiliation

- Very liberal (n = 712; n = 630)
- Liberal (n = 1,976; n = 1,700)
- Slightly liberal (n = 1,201; n = 888)
- Middle of the road (n = 1,960; n = 1,497)
- Slightly conservative (n = 883; n = 628)
- Conservative (n = 823; n = 576)
- Very conservative (n = 150; n = 101)

Survey years: 2012, 2015
Social Class

- Low-income or poor (n = 480; n = 382)
- Working-class (n = 1,576; n = 1,061)
- Middle-class (n = 3,646; n = 2,705)
- Upper-middle or professional-middle class (n = 2,074; n = 1,822)
- Wealthy (n = 137; n = 139)

Comparison between 2012 and 2015.
Intersectionality: Climate for SES

The graph compares the climate perceptions for SES among White Students, Students of Color, and International Students. It shows a downward trend from White Students to International Students, with First-Generation and Non-First-Generation categories. The highest perceived climate is for White Students and the lowest for International Students. The specific values are as follows:

- White Students: 5.12 (First-Generation), 5.00 (Non-First-Generation)
- Students of Color: 4.73 (First-Generation), 4.61 (Non-First-Generation)
- International Students: 4.47 (First-Generation), 4.35 (Non-First-Generation)
Intersectionality: Climate for Race

![Graph showing climate scores for different groups: White Students, Students of Color, International Students. The graph compares First-Generation and Non-First-Generation students. The scores range from 5.25 to 4.27 for White Students, from 5.14 to 4.48 for Students of Color, and from 5.25 to 4.34 for International Students. The graph indicates that First-Generation students generally have higher scores than Non-First-Generation students.]
Perceptions of Diversity
...my social interactions are largely confined to students of my own race/ethnicity
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... the University provides an environment for the free and open expression of ideas, opinions, and beliefs
... the University provides an environment for the free and open expression of ideas, opinions, and beliefs

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiian</td>
<td>7</td>
</tr>
<tr>
<td>American Indian</td>
<td>29</td>
</tr>
<tr>
<td>Black</td>
<td>81</td>
</tr>
<tr>
<td>Intl</td>
<td>168</td>
</tr>
<tr>
<td>NS</td>
<td>8</td>
</tr>
<tr>
<td>Asian</td>
<td>266</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70</td>
</tr>
<tr>
<td>White</td>
<td>1,773</td>
</tr>
</tbody>
</table>
...the University President and other top administrators (e.g., Vice Presidents, Chancellors, Deans, etc.) are effective leaders in promoting diversity on campus.
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...the curriculum provides an adequate opportunity to learn about the social, historical, and intellectual contributions of a variety of people (e.g., people from different races and ethnicities, sexual identities, individuals with disabilities, etc.)
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... a diverse student body at the University of Minnesota enhances the educational experience of all students.
... a diverse student body at the University of Minnesota enhances the educational experience of all students.
...including diverse views and perspectives in courses will benefit the University's academic reputation.
...including diverse views and perspectives in courses will benefit the University's academic reputation.
... a diverse faculty enhances the educational experiences of all students.
... a diverse faculty enhances the educational experiences of all students.
Perceptions of How Groups Value Diversity
Students

- None: 1.3%
- Not much: 11.4%
- Some: 54.2%
- A great deal: 33.2%
Students

![Graph showing the average GPA for different student groups: Black (2.84), Hispanic (3.13), Asian (3.18), White (3.21), Intl (3.25), Am. Indian (3.25), Hawaiian (3.33).]
Administrators

- None: 3.0%
- Not much: 11.3%
- Some: 40.2%
- A great deal: 45.5%
Administrators

<table>
<thead>
<tr>
<th>Group</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>2.78</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>2.86</td>
</tr>
<tr>
<td>Intl</td>
<td>2.95</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>3.00</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.04</td>
</tr>
<tr>
<td>Asian</td>
<td>3.20</td>
</tr>
<tr>
<td>White</td>
<td>3.37</td>
</tr>
</tbody>
</table>
Staff

- None: 1.5%
- Not much: 10.5%
- Some: 60.6%
- A great deal: 27.4%
Staff

- Black: 2.91
- Am. Indian: 2.93
- Intl: 2.97
- Hispanic: 3.07
- Asian: 3.10
- White: 3.18
- Hawaiian: 3.20
Student Government

- None: 1.7%
- Not much: 7.1%
- Some: 43.3%
- A great deal: 47.9%
Student Government

[Graph with data points for different student groups, showing scores from 2.70 to 3.46]
Overall Campus Community

- None: 1.0%
- Not much: 9.4%
- Some: 60.9%
- A great deal: 28.7%
Overall Campus Community

Black: 2.85
Hawaiian: 3.00
Am. Indian: 3.04
Intl: 3.06
Hispanic: 3.11
Asian: 3.11
White: 3.21
Comparisons
Negative Views

![Graph showing negative views across different categories]

- Races or ethnicities
- Genders
- Sexual orientations
- Political affiliation, opinions or beliefs
- Religions
- Social classes
- Immigrant backgrounds
- Physical or observable disabilities
- Psychological, or other disabilities that are not readily apparent

- Instructors
- Non-Teaching Staff
- Students
Negative by Students

- Races or ethnicities
- Genders
- Sexual orientations
- Political affiliation, opinions or beliefs
- Religions
- Social classes
- Immigrant backgrounds
- Physical or observable disabilities
- Psychological, or other disabilities that are not readily apparent

Chart showing the comparison of different categories among different groups (White, International, Students of Color).
Negative Views by Students

Races or ethnicities
Genders
Sexual orientations
Political affiliation, opinions or beliefs
Religions
Social classes
Immigrant backgrounds
Physical or observable disabilities
Psychological, or other disabilities that are not readily apparent

Non-Pell Grant
Pell Grant
Negative Views by Students

The diagram illustrates the negative views by students towards various categories. The categories include Races or ethnicities, Genders, Sexual orientations, Political affiliation, opinions or beliefs, Religions, Social classes, Immigrant backgrounds, Physical or observable disabilities, Psychological, or other disabilities that are not readily apparent.

The data is represented by two lines: one for male and one for female. The y-axis represents the negative views, ranging from 1.70 to 3.10. The x-axis represents the different categories.
Negative Views by Students: Race/Ethnicity

[Graph showing negative views by students across different departments, with specific numbers provided for each department.]
Negative Views by Students: Gender

![Graph showing negative views by students categorized by gender across various departments: Nursing, CCE, CDES, CFANs, CSE, CEHD, CBS, CLA, and CSOM. The Y-axis represents the negative views ranging from 2.00 to 2.90, while the X-axis lists the departments. The highest negative views are observed in CSOM, followed by CEHD, and the lowest in Nursing.]
Negative Views by Students: Sexual Orientation

![Graph showing negative views by students: Sexual Orientation]
Negative Views by Students: Average

- CCE (n = 65) 2.13
- CDES (n = 102) 2.13
- CSE (n = 449) 2.22
- Nursing (n = 32) 2.23
- CFANS (n = 185) 2.26
- CBS (n = 219) 2.43
- CLA (n = 960) 2.47
- CEHD (n = 203) 2.5
- CSOM (n = 155) 2.52
Negative Views by Instructors: Average

<table>
<thead>
<tr>
<th>Program</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>32</td>
</tr>
<tr>
<td>CSE</td>
<td>449</td>
</tr>
<tr>
<td>CBS</td>
<td>219</td>
</tr>
<tr>
<td>CDES</td>
<td>102</td>
</tr>
<tr>
<td>CSOM</td>
<td>155</td>
</tr>
<tr>
<td>CFANS</td>
<td>185</td>
</tr>
<tr>
<td>CCE</td>
<td>65</td>
</tr>
<tr>
<td>CLA</td>
<td>960</td>
</tr>
<tr>
<td>CEHD</td>
<td>203</td>
</tr>
</tbody>
</table>
Negative Views by Staff: Average

- CBS (n = 219)
- Nursing (n = 32)
- CFANS (n = 185)
- CSE (n = 449)
- CSOM (n = 155)
- CCE (n = 65)
- CDES (n = 102)
- CLA (n = 960)
- CEHD (n = 203)
What Programs Might Enhance Positive Perceptions of Climate?
Faculty
Interacting with International Students in Class

- .28
- .06
- .01
- .03
.05
.23

Never Rarely Occasionally Somewhat often Often Very often
Coursework Involving Diversity or Global Learning Themes

No (n = 516)  Yes (n = 1,864)
Living on Campus

No (n = 2,145) vs Yes (n = 4,043)
Living-Learning Community
Freshman Seminar
Student Clubs or Organizations

0 (n = 2,602) 1 to 5 (n = 2,455) 6 to 10 (n = 666) 11 to 15 (n = 199) 16 to 20 (n = 120) over 20 (n = 121)
Thank you!
Let’s chat more!
Krista Soria: ksoria@umn.edu