

## Student Climate Survey 2015

### Motivations:

- A critical component to improving climate is understanding the climate.
- Graduate Assembly “Happiness & Well-Being Report” in 2014 showed some disturbing results, such as 47% of PhD students scored as depressed.
- Little data exists on LGBT students in Physics, a hidden demographic in our department. We are the first physics department with an LGBT student group.

What do the students feel are the most important factors for their success?

How do students view the climate of the department differently based on their gender/race/ethnicity/sexuality?

Where do we need to do better?

How's the climate here?

Physics Department Student Climate Survey  
Open to all grads, majors & intended majors.  
**Hurry!** Survey Closes Dec. 1!

For more information, please contact Brian Underwood (brianu@berkeley.edu)

Physics  
@BERKELEY

There are no definitive answers.... But there are directions for deeper inquiry.

## **Physics Department Student Climate Survey 2015**

This survey is designed to gauge the climate of the Physics Department and help us set priorities for improving that climate going forward. The questionnaire takes about 10 minutes to complete. Your participation is voluntary, and you may choose to skip questions or stop responding at any point. However, your cooperation would be greatly appreciated and would contribute to our understanding of a very important aspect of student life in the Physics Department. We are committed to ensuring a safe, healthy, nondiscriminatory, and welcoming environment for our students and your participation in this survey will help us in that commitment.

Your responses are anonymous and will be reported with care to maintain your privacy and confidentiality. We will not report any group data for groups of fewer than five individuals that may be small enough to reveal identity. Instead, we will combine the groups to eliminate any potential for identifiable demographic information. While the results of this survey are primarily intended for departmental use, selected results of this survey could be made public depending on interest to the broader physics community. Some of the questions will ask about personal information, please answer them as honestly as you feel comfortable. Some individuals might experience emotional discomfort while answering some of the questions. If you have any questions, please contact Brian Underwood at [brianu@berkeley.edu](mailto:brianu@berkeley.edu).

What is your student status?  
*Undergraduate Student (42%)*  
*Graduate Student (58%)*

Are you a U.S. citizen or permanent resident?  
*Yes (90%)*  
*No (10%)*

What is your gender?  
*Male (61%)*  
*Female (37%)*  
*Transgender/Gender Non-conforming (0%)*  
*Other (2%)*

What is your race/ethnicity? (check all that apply)  
*Black, African American (1%)*  
*Asian, Pacific Islander (23%)*  
*Hispanic, Latino (8%)*  
*Native American, Alaska Native (2%)*  
*White (74%)*  
*Other (5%)*

*URM (11%) - Black, African American; Hispanic, Latino; Native American, Alaska Native*

Do you consider yourself a member of the LGBT (lesbian, gay, bisexual, transgender) community?  
*Yes (12%)*  
*No (88%)*

Are you married or in a domestic partnership?  
*Yes (11%)*  
*No (89%)*

Are you a parent or caregiver?  
*Yes (5%)*  
*No (95%)*

**285 total survey respondents**

## Part I

Following are eight factors affecting students in this department. Each factor reflects an essential element for any department that is positive and productive.

For each factor, indicate how important the issue is for you personally. Then indicate how satisfied you are with how these things are going on in our department.

Answer on a scale of 1-5, with "1" being a low level of importance/satisfaction and "5" being a high level of importance/satisfaction.

1 = Less Important/Satisfied

5 = More Important/Satisfied

1. Spirit of cooperation among fellow students.
2. Clarity of requirements and expectations for degree.
3. Resources to succeed in my coursework and degree program.
4. Acknowledgement of my academic progress.
5. Support for professional development.
6. Valued and included by my peers, the administration, and faculty.
7. Ample opportunities to demonstrate my talents.
8. Differences are valued (including age, gender, race, ethnicity, sexual orientation).

## Importance

	#1 most important by group.
	#2 most important by group.
	#3 most important by group.

Climate Factor	UG	Grad	Female	Male	URM	Asian	White	LGBT	Int'l	All
Spirit of cooperation among fellow students.	4.51	4.39	4.60	4.33	4.41	4.37	4.45	4.55	4.05	4.43
Clarity of requirements and expectations for degree.	4.53	4.07	4.26	4.27	4.38	4.19	4.21	4.26	4.32	4.27
Resources to succeed in my coursework and degree program.	4.63	4.34	4.63	4.34	4.30	4.60	4.42	4.35	4.42	4.46
Acknowledgement of my academic progress.	3.62	3.39	3.67	3.52	4.32	3.86	3.48	3.62	3.89	3.59
Support for professional development.	4.08	4.07	3.97	4.14	4.07	4.11	3.97	4.22	3.42	4.07
Valued and included by my peers, the administration, and faculty.	4.18	4.16	4.38	4.03	3.83	4.10	4.19	4.35	3.95	4.17
Ample opportunities to demonstrate my talents.	3.85	3.84	3.87	3.84	3.83	3.93	3.80	3.70	3.89	3.83
Differences are valued (including age, gender, race, ethnicity, sexual orientation).	3.75	3.72	4.19	3.51	3.52	3.52	3.91	4.61	2.68	3.78

Answer on a scale of 1-5, with “1” being a low level of importance and “5” being a high level of importance.

1 = Less Important

5 = More Important

## Satisfaction

	#1 least satisfied by group.
	#2 least satisfied by group.
	#3 least satisfied by group.

Climate Factor	UG	Grad	Female	Male	URM	Asian	White	LGBT	Int'l	All
Spirit of cooperation among fellow students.	3.67	3.75	3.81	3.66	3.59	3.33	3.77	2.91	3.95	3.72
Clarity of requirements and expectations for degree.	3.67	3.53	3.70	3.65	3.35	3.67	3.64	3.55	3.84	3.67
Resources to succeed in my coursework and degree program.	3.18	3.42	3.33	3.31	2.95	3.43	3.34	2.91	4.00	3.30
Acknowledgement of my academic progress.	3.04	3.33	3.28	3.18	2.79	3.50	3.05	2.82	3.50	3.21
Support for professional development.	2.87	3.08	3.22	2.95	2.80	2.88	3.16	2.68	3.42	3.04
Valued and included by my peers, the administration, and faculty.	3.34	3.47	3.03	3.32	3.00	3.26	3.47	3.36	3.58	3.43
Ample opportunities to demonstrate my talents.	3.17	3.54	3.46	3.36	3.03	3.17	3.54	3.09	3.42	3.40
Differences are valued (including age, gender, race, ethnicity, sexual orientation).	3.18	3.59	3.10	3.42	3.21	3.21	3.35	2.86	4.11	3.35

Answer on a scale of 1-5, with “1” being a low level of satisfaction and “5” being a high level of satisfaction.

1 = Less Satisfied

5 = More Satisfied

## Delta: Importance - Satisfaction

	Delta > 1.50
	Delta > 1.25
	Delta > 1.00

Climate Factor	UG	Grad	Female	Male	URM	Asian	White	LGBT	Int'l	All
Spirit of cooperation among fellow students.	0.84	0.63	0.79	0.66	0.83	1.05	0.68	1.63	0.11	0.71
Clarity of requirements and expectations for degree.	0.66	0.55	0.56	0.61	1.03	0.51	0.57	0.72	0.47	0.60
Resources to succeed in my coursework and degree program.	1.45	0.92	1.30	1.03	1.35	1.18	1.09	1.44	0.42	1.16
Acknowledgement of my academic progress.	0.57	0.06	0.39	0.34	1.53	0.36	0.43	0.80	0.39	0.38
Support for professional development.	1.21	0.99	0.75	1.19	1.27	1.23	0.81	1.54	0.00	1.02
Valued and included by my peers, the administration, and faculty.	0.84	0.70	1.35	0.71	0.83	0.84	0.72	0.98	0.37	0.74
Ample opportunities to demonstrate my talents.	0.68	0.30	0.41	0.48	0.79	0.76	0.26	0.60	0.47	0.43
Differences are valued (including age, gender, race, ethnicity, sexual orientation).	0.56	0.12	1.08	0.09	0.31	0.31	0.56	1.75	-1.42	0.43



## **Part II**

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response. Please be open and honest in your responding.

*Disagree/Agree (1-5); Not Applicable*

*Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)*

**Agree/Disagree**

 Notable values

	UG	Grad	Female	Male	URM	Asian	White	LGBT	Int'l	All
I am well prepared to complete my degree program.	3.93	3.96	3.82	4.04	3.37	4.05	3.98	3.76	4.39	3.95
I am optimistic about my post-graduation career prospects.	3.50	3.50	3.54	3.49	3.35	3.33	3.63	3.10	3.61	3.51
My advisor is an asset to my academic work.	2.52	4.11	3.58	3.48	2.27	3.44	3.59	3.40	4.13	3.49
My advisor is an asset to my professional development.	2.21	3.65	3.15	3.08	2.24	3.03	3.21	3.05	3.56	3.10
I am satisfied with my living conditions.	3.77	3.70	3.84	3.67	3.40	3.72	3.73	3.87	3.63	3.73
I am confident about my personal financial situation.	3.48	3.14	3.24	3.31	3.45	3.37	3.28	2.87	3.26	3.28

Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

**Agree/Disagree**

 Notable values

	UG	Grad	Female	Male	URM	Asian	White	LGBT	Int'l	All
I know where to get help on campus if I have a health concern.	4.06	4.28	4.38	4.09	4.31	3.95	4.21	4.14	4.21	4.20
I am familiar with counseling and other mental health services on campus.	3.47	3.84	3.79	3.64	3.78	3.23	3.80	3.83	3.88	3.69
I have strong social support from fellow students in the department.	3.31	3.63	3.39	3.59	2.80	3.16	3.62	3.30	3.44	3.51
I often participate in social activities with my fellow students in the department.	3.05	3.18	3.16	3.13	2.30	2.69	3.28	2.96	2.56	3.11
If you are a parent or caregiver: I am able to balance my academic and family life.	2.00	2.10	2.00	2.11	-	2.33	1.71	-	-	2.00
If you identify as LGBT: I am open and comfortable expressing my LGBT identity in the department.	3.33	3.40	3.50	3.30	(2.25)	(2.25)	3.71	3.38	-	3.40

Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)

## **Initial Conclusions**

Students across all demographics highly value a spirit of cooperation among their fellow students.

Students across all demographics would like more resources to succeed in their academic work, and support for professional development.

Identity is a factor in perception of the department climate. Priority areas differ for URM, women, and LGBT students.

Undergraduate advising and professional development are areas especially in need of attention.

Student parents are struggling to balance their academic and family lives.