



2016 Campus Climate Survey Overview

Purpose: To gather a sense of the overarching student experience

Administration:

- Spring 2016
- Administered every 5 years since 1996
- Survey content refined through pilot testing among students, consulting with content experts, and scanning of current and emerging issues in U.S. higher education

Sample:

- 2,081 undergraduates (11% response rate)
- 204 graduate students (20% response rate)
- Weighted sample

Survey Content:

- General Perceptions of UA Community
- Academic Experience
- Student Engagement
- Climate for Diversity
- Economic Climate

Data-Informed Insights:

- Upward trend regarding students' perceptions of the **academic experience** (i.e., academic challenge, student/faculty ratio, course availability, etc.)
- Upward trend regarding students' perceptions of their **interaction with faculty** (i.e., quality of instruction, academic support, availability, mentorship and career guidance)
- Upward trend regarding students' perceptions of **academic advising**

Disaggregated Data: Understanding how students' identities uniquely shape their college experiences


- Data disaggregated 12 different ways: race/ethnicity, gender, sexual orientation, disability status, Pell eligibility, class standing, residency, enrollment, transfer, veteran, international, survey year
- Trans+ and LGBQA+ students *generally* evaluated their experiences and interactions to be less positive than their female/male and heterosexual peers
- Trans+ students indicated they were involved in at least one campus club/organization and attended campus events or activities at a higher rate than female and male students
- LGBQA+ students indicated they attended campus events or activities at a higher rate than heterosexual students
- Generally speaking, Trans+ and LGBQA+ students were more likely to indicate they made an effort to educate others about social issues, made efforts to get to know individuals from diverse backgrounds, and challenged others on their derogatory comments regarding forms of difference
- LGBQA+ students more likely than their heterosexual peers to indicate that they always or often ate unhealthy or nutritiously unbalanced meals because healthier options were too expensive or inaccessible

Inclusive Surveying Practices

		Survey Respondents	
		<i>n</i>	%
Gender** (N=955)	Cisgender Female/Female	659	52.3
	Cisgender Male/Male	264	21.0
	Trans+	32	2.5
	<i>Agender</i>	1	
	<i>FtM (Female to Male)</i>	1	
	<i>Genderqueer</i>	4	
	<i>Questioning</i>	2	
	<i>Other</i>	2	
	<i>Multiple gender identities*</i>	22	
	Unknown	305	24.2
Sexual Orientation** (N = 948)	Heterosexual	773	61.3
	LGBTQA+	175	13.9
	<i>Gay</i>	25	
	<i>Bisexual</i>	45	
	<i>Lesbian</i>	9	
	<i>Queer</i>	9	
	<i>Pansexual</i>	7	
	<i>Asexual</i>	15	
	<i>Questioning</i>	6	
	<i>Multiple Sexual Orientations</i>	56	
Unknown	312	24.8	

Assessment & Research

Student Affairs, Enrollment Management, Academic Initiatives & Student Success

 *Online Assessment Toolbox: **Inclusive and Functional Demographic Questions**

Demographic questions that support inclusivity and intersectionality when using quantitative methods

<http://saem-aiss.arizona.edu/sr-vp/assessment-research/assessment-toolbox>

- Suggested response items by the Consortium of Higher Education LGBT Resource and UA LGBTQA+ Resource Center staff