

# 2017 Graduate and Professional Student Experience and Satisfaction Survey

## General Report University of California, San Diego

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## IV. Acknowledgements

I would like to acknowledge and thank the Graduate Student Life Committee and GPSES subcommittee; the Graduate Student Association; Dean of the Graduate Division, Kit Pogliano; graduate student volunteers; and especially all of the survey participants. Thank you all for your time and commitment to this project.

## V. Executive Summary

**Introduction** – The Graduate and Professional Student Experience and Satisfaction (GPSES) Survey is in its fourth iteration. The current version has 221 questions. Respondents of the current survey are a relatively good representative sample of the graduate and professional student population as a whole, with some over-representation by women and doctoral students.

**Academic development** – Overall, ratings of *quality* of academic and social experiences were either similar to or slightly better than results from 2014. Ratings of the quality of inclusion in the UCSD community increased significantly; however, the relatively low score (3.27 out of 5) for inclusiveness demonstrates that effort is still required to build an inclusive campus. Average ratings for women of social experience and inclusion in community increased more than for men. Average ratings for respondents from URM groups of all three experiences increased since 2014. Furthermore, the quality of inclusion in community became a significant contributing factor to overall satisfaction for respondents from URM groups and international respondents, indicating that improving inclusivity may increase overall satisfaction for these groups. International respondents have the highest ratings of importance of social experience and inclusion in UCSD community. Ratings of *importance* of academic experience, social experience, and inclusion in the UCSD community have remained relatively unchanged since 2009, and this holds true for all groups.

**Academic Experience** – Student satisfaction with the overall quality of their academic programs have improved since 2014, with 84% rating their program good or excellent, compared to 77%. This is likely supported by the report of positive changes in the pertinence of courses to the degree and availability of course offerings.

**Courses and instruction** - More respondents from divisions with professional degrees rate the quality of courses and instruction and pertinence of courses higher than average. Higher ratings of availability of course offerings occur more often in academic masters and professional doctorate programs.

**Academic relationships and climate** – Average ratings of academic relationships improved in a number of variables: faculty have students' best interests in mind; relationships with faculty; relationships with peers. More respondents feel that they have adequate input with regard to decision making than in 2014. Respondents generally feel they are treated with respect and they have the support of their colleagues, however, almost 40% of respondents feel that faculty tensions affect students.

**Advising** – The quality of academic advising has increased slightly from 2014, which may be related to the overall increase in the quality of the academic program; however, the quality of research dissertation/thesis advising has remained relatively stagnant since 2014 with an average of 4 out of 5. Issues appear to be related to a general lack of direction and interest by the advisor and unavailability of the advisor.

*Financial support* - The results from the financial questions remain relatively unchanged since 2014. Approximately three quarters of respondents are receiving at least some financial support, but nearly 30% of respondents are not satisfied with the level of financial support. The respondents most satisfied with the level of financial support were enrolled in academic doctorate programs.

*Teaching assistant* – Approximately three quarters of respondents answered that feedback for being a TA was better than average, were satisfied with services from the Teaching + Learning Commons, and said department TA training was more than slightly helpful. However, less than two thirds of respondents were satisfied with overall training at UCSD for being a TA.

*Professional development* – The highest rates of department provided career development training or advising is in divisions with primarily professional degree seeking students. More than 80% of respondents were satisfied with the department training/advising. Respondents would like to see better facilitation and coordination of career-oriented events. Respondents are most interested in workshops on obtaining grants/fellowships.

*Challenges to academic progress* – Academic factors that pose a challenge to academic progress remain relatively unchanged from 2014. The number one academic challenge is still program structure or requirements, which affects more than half of all respondents, followed by relationships with the advisor and availability of faculty. Regarding personal factors that pose a challenge to academic progress, a larger percent of respondents answered that cost of living, housing, personal relationships, and immigration laws or regulations pose a challenge compared to 2014.

*Quitting school* – Approximately one quarter of respondents considered quitting school. The number one reason for considering quitting school was finances. Women, respondents from URM groups, academic doctorates, and respondents in SIO had the highest rates of consideration.

## **Student Services**

GSHIP and SHS – Approximately 80% of respondents are satisfied with GSHIP. Satisfaction with GSHIP in general and specifically costs, claims process, and referral process increased since 2014. However, only half of respondents are satisfied with the claims and referral process. More than 90% of respondents are satisfied with SHS.

CAPS – More than half of respondents experienced an emotional or stress-related problem that significantly affected their well-being and/or academic performance in the past 12 months. One quarter of respondents used CAPS and three quarters were satisfied with services provided by CAPS. Primary reasons for not seeking help at CAPS were respondent felt s/he could handle issue on own and lack of time.

OSD – 16.9% of respondents answered they had been diagnosed with a medical and/or psychological condition/disability, which is an increase of almost 4% since 2014. There is a low rate of disclosure to both OSD and the graduate department/program, and there is a low rate of referral from the department to OSD.

Career Center – Nearly 90% of respondents are aware of the Career Center, and 27.6% of respondents have used it. Satisfaction rates approached 90%. Both awareness of and satisfaction with the Career Center has increased since 2014.

International Center – The portion of international students at UC San Diego is approaching 50%. The International Center is becoming increasingly important, however, usage rates are around 25%. Satisfaction with services provided by the International Center is more than 90%. Respondents would like to see services offered through the International Center expanded. They would also like to see more community building events.

### **Student well-being**

Feelings and stressors – More than half of respondents experienced an emotional or stress related problem that significantly affected well-being and/or academic performance. This is an increase of almost 15% since 2014. The number one *personal* stressor impacting well-being is finances. Respondents from URM groups are disproportionately affected by finances, housing, personal obligations, roommate/housemate relationship and childcare obligations. International respondents are disproportionately affected by roommate/housemate relationship, immigration status/process/regulations, and childcare obligations.

The number one *academic* stressor impacting well-being is job prospects. International respondents are disproportionately affected by job prospects, academic progress, workload as a TA/RA, co-worker/colleague relationship, and campus climate.

### **Campus Climate**

Academic Community and Success – Nearly two thirds of respondents felt a sense of community with their program. Three quarters of respondents agreed that they have opportunities that are similar to their peers. International respondents, respondents from URM groups, women, and respondents who identify as LGBTQ were more likely to report campus climate factors, such as attitudes towards race or ethnicity or nationality, attitudes towards gender or sexual orientation, and campus safety concerns, posed challenges to academic progress.

Exclusionary Behavior – Approximately one quarter of respondents have experienced exclusionary behavior, and of those, half responded that it interfered with their ability to work or learn. Respondents primarily sought assistance from an advisor/other faculty member, CAPS, and/or department/program staff. Respondents believed the main reason for the behavior was due to their status as a student, and respondents reported feeling isolated or left out, deliberately ignored or excluded, and/or intimidated/bullied. Most respondents cited other students as the source of the offending behavior, followed by a faculty member, and/or co-worker.

### **Summary**

A number of improvements have been made since 2014, especially with regard to inclusion in the UCSD community, academic experience, and academic relationships; however, there is still much room for improvement. There is much variability between divisions regarding academic aspects of graduate study and between citizenship/URM groups regarding social and community aspects of graduate study. Training of TAs can be improved and expanded upon and professional development can be further enhanced, especially for those in Arts and Humanities and Social Sciences. Awareness of available services and resources needs to increase.

## VI. Introduction

### A. History and 2017 survey administration

The 2017 Graduate and Professional Student Experience and Satisfaction (GPSES) Survey was designed by a sub-committee of the Graduate Life Steering Committee and was administered through Institutional Research and Campus Labs. Campus Labs is an independent assessment agency with which UC San Diego has partnered since 2008 to collect information from students to evaluate the impact and effectiveness of programs and services. The purpose of the GPSES Survey is to understand various aspects of graduate and professional student life at UC San Diego, determine where improvement is needed, and make recommendations on next steps. This is the fourth iteration of this survey on campus. Three previous surveys were conducted in 2005, 2009, and 2014. The survey administered in 2017 was a slightly revised version of the survey administered in 2014. Revisions were made with input from the Graduate Life Steering Committee sub-committee, which consisted of graduate students and UC San Diego staff members. A complete list of questions can be found in Appendix A. Text of Questions.

### B. Current survey respondents

The GPSES Survey was administered from October 12<sup>th</sup>, 2017 through November 30<sup>th</sup>, 2017. All graduate students, including those in the School of Medicine (SOM) and Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS), registered in Spring 2017 were invited to participate for a total of 6,236 invitations. Survey incentives were offered to increase participation and survey completion. 1,515 students consented to participate in the survey for a response rate of 24.3%<sup>1</sup>. Overall, the respondents provide a mostly representative sample of the student body, with women and doctoral students being slightly overrepresented.

#### 1. Gender: Respondents vs. Student Population

51.6% of respondents answered they were men; 47.3% of respondents answered they were women; 1.1% of respondents answered that they were one of the following: trans male/trans man, trans female/trans woman, genderqueer/gender non-conforming, or different identity<sup>2</sup>. Women respondents are over-represented in the sample population as they are 39.9% of the student body and men are 60.1%. Data on the percent of the registered student population who identify as trans male/trans man, trans female/trans woman, genderqueer/gender non-conforming, or different identity was not available at the time the survey was administered.

#### 2. Domestic, International, and Underrepresented Minority: Respondents vs. Student Population

Domestic non-underrepresented minority (URM) respondents were 49.6% of the total sample population, which is similar to that of the whole student population (51.2%). 16.4% of respondents were respondents from URM groups, which is higher than the student population (11.8%), and 30.3% of

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<sup>1</sup> Due to a lower response rate, all respondents who consented to participate were included in analyses. 1,136 completed the entire survey and 379 did not complete the entire survey.

<sup>2</sup> Because of the small number of respondents who selected trans male/trans man, trans female/trans woman, genderqueer/gender non-conforming, or different identity, they have been excluded from all ANOVA analyses, unless otherwise noted.

respondents were international, which is lower than the student population (37.1%). 3.7% of respondents were answered “Other” or “Decline to state”.

### **3. Degree Type: Respondents vs. Student Population**

Academic doctorates answered the survey at a higher rate (63.1%) than their representation in the population (50.4%), and respondents from all other degree types answered at a lower rate than their representation. Academic doctorate degrees include Ph.D. and Ed.D. Professional doctorate degrees include Au.D., D.M.A., M.D., and Pharm.D. Combined doctorate degrees include M.D./Ph.D. and Pharm.D./Ph.D. Academic masters degrees include M.A., M.F.A., and M.S. Professional masters degrees include M.A.S., M.B.A., M.Ed., M.Eng., M.F., M.I.A., and M.P.P.

### **4. Division: Respondents vs. Student Population**

Overall, respondents from each division reflected divisional representation in the graduate and professional student body with small variations. 14.6% of respondents were from Social Sciences, while representing 10.3% of the student body. Similar high respondent patterns also occurred in the Physical Sciences at 12.0% of respondents vs. 9.0% of the population, Biological Sciences, 7.3% of respondents vs. 4.7% of the population, Health Sciences, 8.6% of respondents vs. 5.9% of the population. Respondents from Jacobs School of Engineering (JSOE) made up 28.3% of total respondents, lower than their representation in the whole population (32.7%). The pattern of lower response rates was also evident in Masters of Advanced Studies (MAS) programs<sup>3</sup>, SOM, SSPPS, and Rady School of Management (RSM). A complete breakdown of divisions, programs, and degree types can be found in Appendix B. Breakdown of divisions, programs, and degree types (Table B1).

### **5. Year in Program**

More than 40% of respondents were in their first or second year of their degree program. Respondents at later points in their graduate career decline with each additional year.

## **VII. Academic Development**

### **A. Overall graduate and professional student experience**

#### **1. Overall experience**

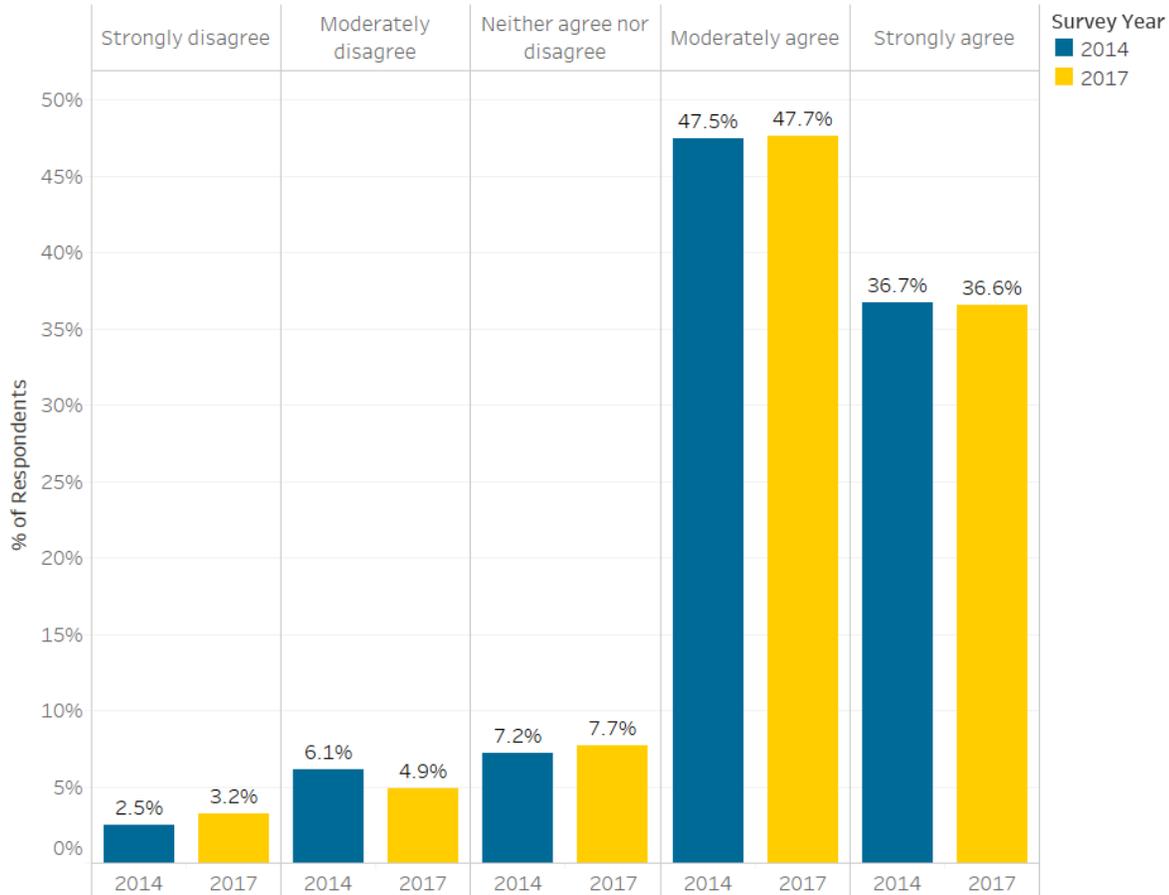
Survey participants were asked to rate their agreement with the statement, “I am satisfied with my overall graduate experience at UCSD.” Response options ranged from 1, “strongly disagree” to 5, “strongly agree”. Overall, respondents are satisfied with their graduate experience at UC San Diego and this has not changed since the 2014 administration of the survey. 84.2% of respondents answered that they agree with the statement, where 47.7% “moderately” agreed and 36.6% “strongly” agreed (Figure 1). On a scale of one to five, the average respondent rating was 4.1, which is the same as it was in 2014.

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<sup>3</sup> Although the MAS programs are not a “division” as defined by the University, they are categorized as such because of the distinct nature of the programs and to be consistent with reporting by the Graduate Division.

Figure 1. Overall experience

Please indicate your level of agreement with the following statement: I am satisfied with my overall graduate experience at UCSD.



**Gender** – The average satisfaction rating in the current survey of males ( $m = 4.13$ ) and females ( $m = 4.05$ ) was similar to the average rating in 2014.

**URM status** – There was a significant main effect of citizenship/URM status ( $p < .01$ ) and post-hoc analyses showed that respondents from URM groups ( $m = 3.86$ ) were significantly less satisfied compared to domestic non-URM ( $m = 4.16$ ) and international respondents ( $m = 4.15$ ). Domestic non-URM, domestic URM, and international respondent ratings from 2014 are similar to the current survey.

## 2. Quality of experiences

Survey participants were asked to rate the *quality* of three aspects of their experience: academic experience, social experience, and inclusion in the UCSD community. The response options ranged from 1 “poor” to 5 “excellent”, with 3 defined as “average”.

**Quality of Academic Experience** – 85.5% of respondents rated the quality of their academic experience as above average, where 43.3% rated it as “good” and 42.2% rated it as “excellent”. Those who rated the Quality of Academic Experience as “excellent” increased 2.1% since 2014. This represents an overall

increase of 8.7% since 2009. The average rating increased significantly from 4.17 in 2014 to 4.23 in 2017 ( $p < .05$ ) (Figure 2).

*Gender* – Men ( $m = 4.29$ ) rated the quality of their academic experience significantly higher ( $p < .05$ ) than women ( $m = 4.17$ ). This represents a change from 2014, where men and women rated the quality of their academic experience similarly.

*URM status* – There was a significant main effect of citizenship/URM status ( $p < .01$ ). Post hoc analyses showed respondents from URM groups ( $m = 4.10$ ) rated the quality of their academic experience lowest compared to both domestic non-URM respondents ( $m = 4.21$ ) and international respondents ( $m = 4.34$ ). However, the quality of academic experience for respondents from URM groups and international respondents increased slightly since 2014.

Quality of Social Experiences – 52.9% of respondents rated the Quality of Social Experience as better than average, where 35.7% rated it as “good” and 17.2% rated it as “excellent”. This is similar to the results from 2014, where 53.3% of respondents rated it as better than average. The average rating of 3.46 remained relatively unchanged since 2014 (Figure 2).

*Gender* – Women ( $m = 3.55$ ) rated the quality of their social experience significantly higher ( $p < .05$ ) than men ( $m = 3.39$ ). This represents a change from 2014, where males and females rated the quality of their academic experience similarly.

*URM status* – There was no significant difference between citizenship/URM status groups (domestic non-URM:  $m = 3.56$ ; domestic URM:  $m = 3.44$ ; international:  $m = 3.40$ ).

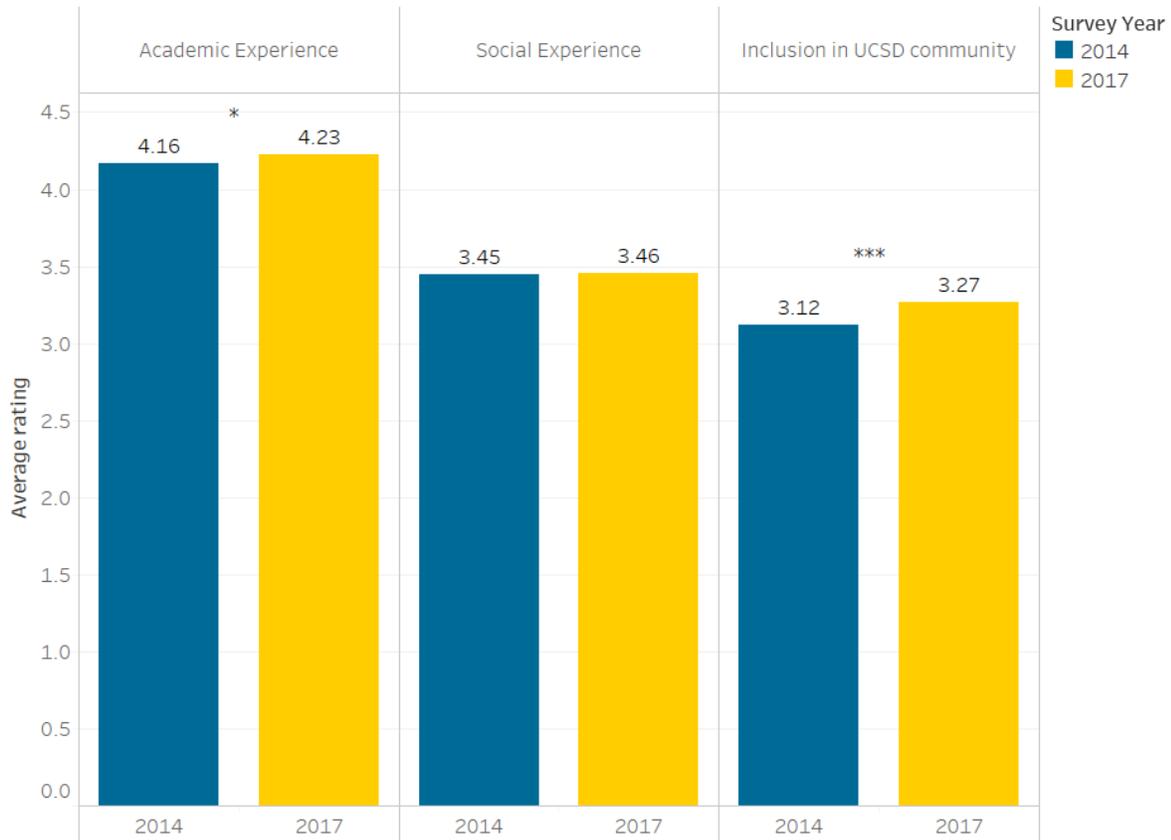
Quality of Inclusion in UCSD Community – 45.4% of respondents rated the Quality of Inclusion in UCSD Community as better than average, where 32.5% rated it as “good” and 12.9% rated it as “excellent”. This is a large increase from 2014 where 39.0% of respondents rated it as better than average, and represents the greatest change of the three quality of experiences. The average rating increased from 3.12 in 2014 to 3.27 in 2017 ( $p < .001$ ) (Figure 2).

*Gender* – Males ( $m = 3.28$ ) and females ( $m = 3.24$ ) rated the quality of inclusion in the UCSD community similarly.

*URM status* – There was a significant difference between citizenship/URM status groups ( $p < .05$ ). Respondents from URM groups ( $m = 3.06$ ) rated the quality of inclusion in the UCSD community significantly lower than both domestic non-URM ( $m = 3.31$ ) and international respondents ( $m = 3.35$ ).

Figure 2. Quality of experiences

Please rate the quality of your experiences at UCSD:



Significant difference between years:

\*  $p < .05$

\*\*\*  $p < .001$

A regression was performed to examine the effects of the quality of academic experience, quality of social experience, and quality of inclusion in UCSD community on overall satisfaction. The model demonstrated that all three variables contributed significantly to overall satisfaction ( $p < .001$ ), with the quality of academic experience contributing the most, followed by quality of social experience and quality of inclusion in UCSD community.

All three variables contributed significantly for men and women ( $p < .001$ ). Examining citizenship/URM status groups, the quality of social experience did not contribute significantly to overall satisfaction for respondents from URM groups, which is a change from 2014. The quality of inclusion in UCSD community significantly contributed to overall satisfaction for respondents from URM groups and international respondents ( $p < .01$ ), whereas it did not contribute in 2014.

Overall, ratings of quality of experiences either were similar to (social experience) or better than (academic experience, inclusion in UCSD community) results from 2014. Average ratings for women of social experience and inclusion in community increased more than for men. Average ratings for respondents from URM groups of all three experiences increased slightly since 2014. Furthermore, the

quality of inclusion in community became a significant contributing factor to overall satisfaction for respondents from URM groups and international respondents, signifying a shift that UCSD is becoming more inclusive; however, the still relatively slow average rating of inclusivity demonstrates the campus still has significant work to do in building an inclusive campus.

### 3. Importance of experiences

Survey participants were asked to rate the *importance* of three aspects of their experience: academic experience, social experience, and inclusion in the UCSD community. The response options included 1 “not important”, 2, “somewhat important”, and 3 “very important”.

Importance of Academic Experience – Overwhelmingly, 94.3% of respondents answered that academic experience is “very important” in determining overall satisfaction with their graduate experience, and 5.4% answered that it is “somewhat important”, while only 0.3% answered that it was “not important”. These results are similar to those results from 2014 (Figure 3).

*Gender* – Males ( $m = 2.95$ ) and females ( $m = 2.94$ ) rated the importance of academic experience similarly.

*URM status* – Domestic URM, domestic non-URM, and international respondents all rated the importance of academic experience 2.95.

Importance of Social Experience – 39.0% of respondents answered that social experience is “very important” in determining overall satisfaction with their graduate experience, and 52.6% of respondents answered that it is “somewhat important”, while 8.4% answered that it is “not important”. These results are unchanged from 2014 (Figure 3).

*Gender* – Males ( $m = 2.26$ ) and females ( $m = 2.33$ ) rated the importance of social experience similarly.

*URM status* – There was a significant main effect of citizenship/URM status ( $p < .05$ ). The average rating of respondents from URM groups was lowest ( $m = 2.26$ ), followed closely by domestic non-URM respondents ( $m = 2.28$ ), and international respondents rated the importance of social experience the highest ( $m = 2.38$ ). Domestic non-URM, domestic URM, and international respondents’ ratings from 2009 and 2014 surveys were similar to the current survey.

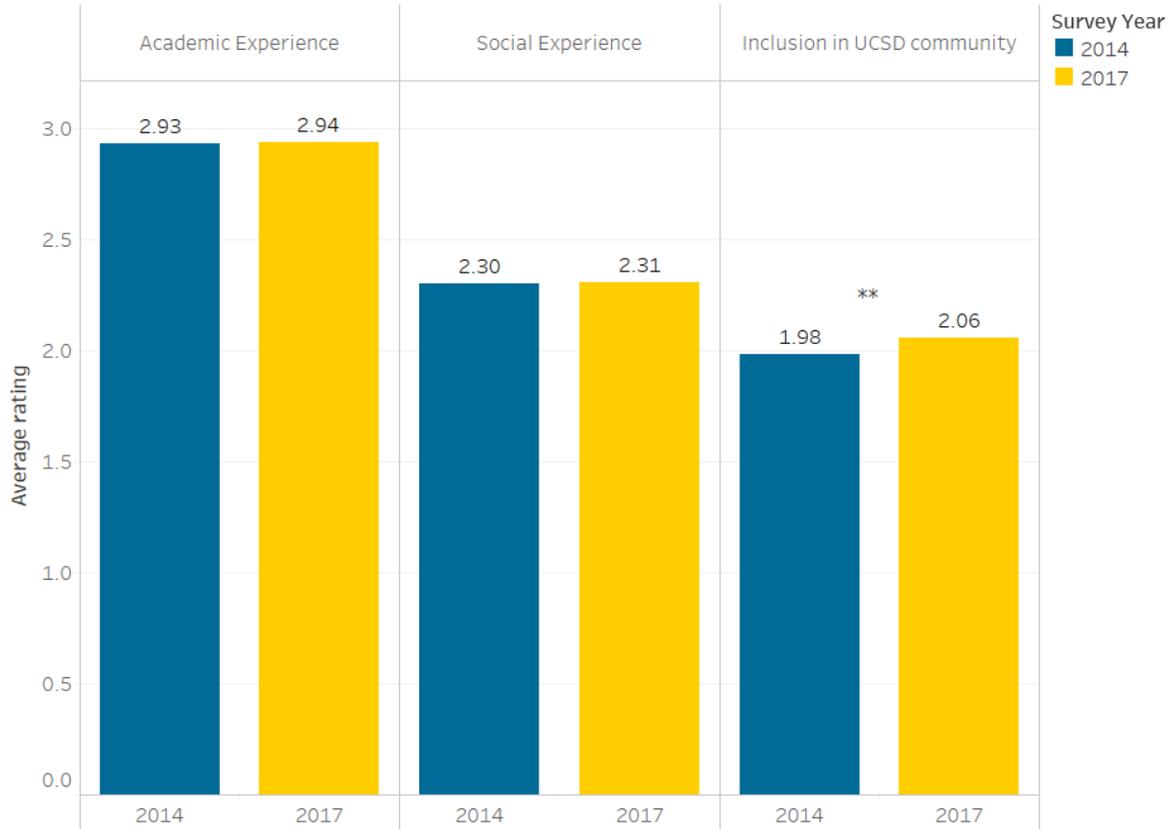
Importance of Inclusion in UCSD Community – 26.5% of respondents answered that inclusion in UCSD community is “very important”. This is an increase of 4.3% since 2014. 52.9% of respondents answered that it’s “somewhat important”. The percent of respondents who answered that it was “not important” decreased from 23.8% in 2014 to 20.7% in 2017. The average rating increased significantly ( $p < .01$ ) from 1.98 in 2014 to 2.06 in 2017 (Figure 3).

*Gender* – Males ( $m = 2.02$ ) and females ( $m = 2.03$ ) rated the importance of inclusion in UCSD community similarly.

*URM status* – There was a significant main effect of citizenship/URM status ( $p < .001$ ) and post hoc analyses showed that all groups were significantly different from each other ( $p < .05$ ). International respondents had the highest ratings of importance ( $m = 2.27$ ) followed by respondents from URM groups ( $m = 2.04$ ). Domestic non-URM respondents had the lowest ratings of importance ( $m = 1.89$ ). These results are similar to ratings from both the 2009 and 2014 survey.

Figure 3. Importance of experiences

Please rate how important each of the following is in determining your overall satisfaction with your graduate experience at UCSD:



Significant difference between years:  
 \*\* $p < .01$

A separate regression was performed to examine the effects of the importance of academic experience, social experience, and inclusion in UCSD community on overall satisfaction. While the overall model was significant ( $p < .001$ ), it was driven only by importance of academic experience ( $p < .001$ ). The model was significant for both men ( $p < .001$ ) and women ( $p < .01$ ), which is a change from 2014, where the model was significant only for males. Importance of academic experience was significant only for domestic non-URM ( $p < .001$ ) and respondents from URM groups ( $p < .05$ ).

International respondents have the highest ratings of importance of social experience and inclusion in UCSD community. Ratings of importance of academic experience, social experience, and inclusion in the UCSD community have remained relatively unchanged since 2009, and this holds true for all groups.

## B. Academic experience

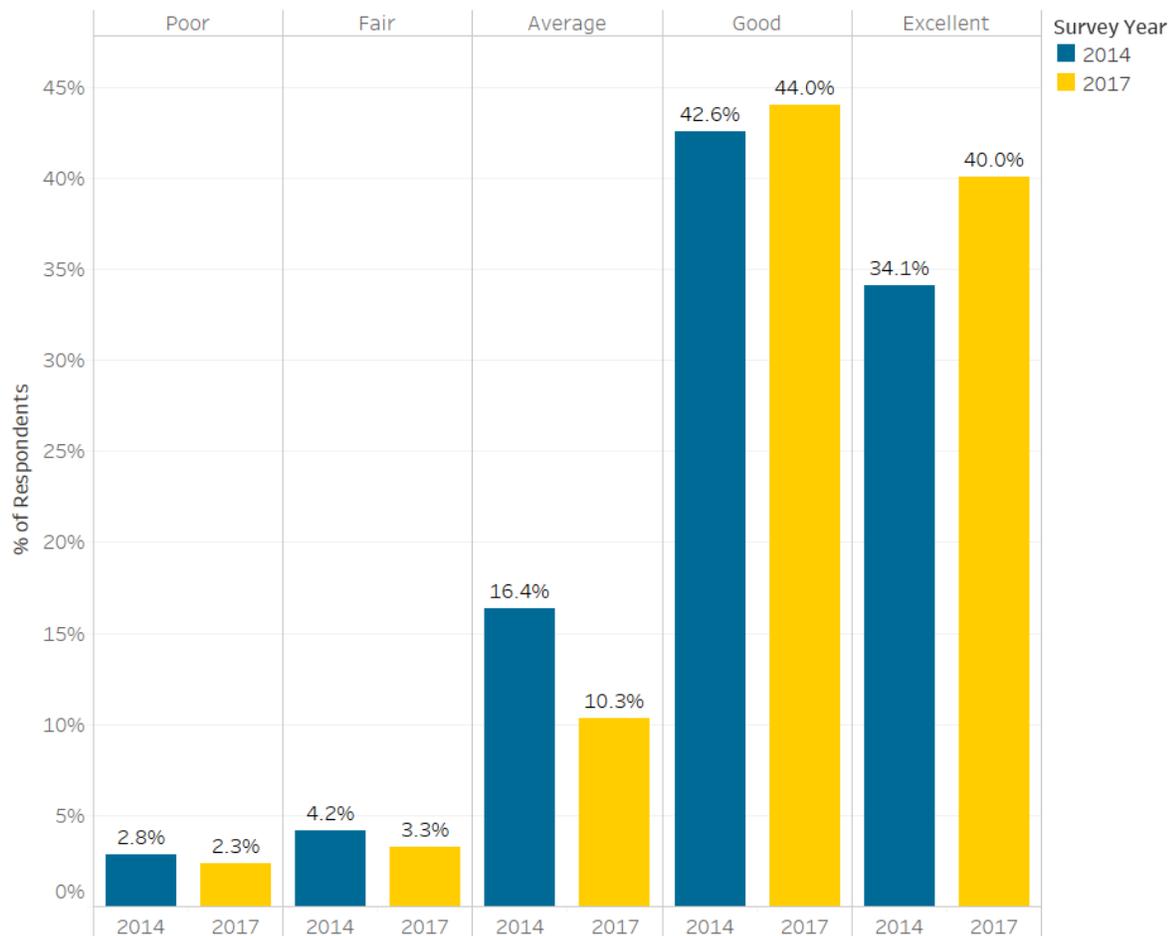
### 1. Quality of academic program

Approximately 84% of respondents rated the quality of their academic program as better than average (good = 44.0%; excellent = 40.0%). This is a 6% increase from 2014 of those who rated it as “excellent”

and an overall increase of approximately 8% of those who rated it as better than average (Figure 4). The average rating increased significantly ( $p < .001$ ) from 4.00 in 2014 to 4.16 in 2017.

Figure 4. Quality of academic program

Please rate the overall quality of your academic program



88.4% of professional doctorate and 86.5% of professional master’s respondents rated the quality of their academic program above average. More than 85% of respondents in GPS (96.0%), Health Sciences (88.8%), Biological Sciences (88.3%), SSPPS (87.5%), SOM (87.0%), and Social Sciences (87.0%) rated the quality of their academic program above average.

## 2. Courses

Respondents were asked to rate the following variables on a scale of one to five, where 1 is “poor”, 2 is “fair”, 3 is “average”, 4 is “good”, and 5 is “excellent”, and respondents also had the option to select “unable to judge”.

Quality of courses – Overall, the majority of respondents (69.9%) rated the quality of courses as better than average (good = 43.2%, excellent = 26.7%). More than 80% of respondents in SSPPS (87.5%), SOM (85.2%), and GPS (82.0%) rated the quality as better than average. However, 15% or more of respondents in JSOE (16.5%), Physical Sciences (15.8%), and Biological Sciences (15.1%) rated the quality as less than average.

Quality of instruction – The majority of respondents (68.9%) rated the quality of courses as better than average (good = 41.7%, excellent = 27.3%). More than 80% of respondents in SSPPS (87.5%), SOM (86.5%), and GPS (85.7%) rated the quality as better than average. However, 15% or more of respondents in Physical Sciences (20.1%), JSOE (15.7%), and Biological Sciences (15.1%) rated the quality as less than average.

Pertinence of courses to your degree – 63.0% of respondents rated the pertinence of courses to their degree as better than average (good = 37.2%, excellent = 25.8%). This is an increase of 5.2% since 2014. The average rating in 2017 (4.67) was significantly higher ( $p < .001$ ) than the average rating in 2014 (3.56). The divisions with the greatest percent of respondents answering that it was better than average were SOM (87.0%), RSM (80.9%), and GPS (78.0%). However, there were a number of divisions where 15% or more of respondents answered that it was less than average, including Biological Sciences (26.9%), Physical Sciences (19.3%), JSOE (16.9%), Arts and Humanities (16.7%), and MAS (15.0%).

Availability of course offerings – 65.1% of respondents (good = 40.1%, excellent = 25.0%) rated the availability of course offerings as better than average. This is a significant increase ( $p < .001$ ) from 2014 where 49.3% of respondents (good = 33.7%, excellent = 15.6%) rated it as better than average. The percentage of those who answered it was better than average increased in every division except RSM. Notably, the largest increases were in JSOE (46.1% in 2014 to 68.1% in 2017), Social Sciences (35.3% in 2014 to 55.7% in 2017), and SSPPS (71.5% in 2014 to 91.7% in 2017). The percent of those who rated the availability of course offerings as better than average especially increased in academic masters. In 2014, 42.8% of academic masters respondents answered that it was better than average and in 2017, 69.3% answered that it was better than average.

Regarding course offerings, more respondents from divisions with professional degrees rate quality of courses and instruction and pertinence of courses higher than average. Higher ratings of availability of course offerings occur more often in academic masters and professional doctorate programs.

### 3. Academic Relationships

To gauge the degree to which academic relationships affected academic experience, participants were asked to rate aspects of their relationships with faculty and their peers.

Faculty have my best interests in mind – Respondents were asked their level of agreement with the following statement, “UCSD faculty generally have my best interests in mind”. Response options ranged from 1, “strongly disagree”, to 5, “strongly agree”. Overall, respondents had positive ratings on academic relationships. 76.7% of respondents agreed with the statement (moderately agree = 41.7%, strongly agree = 35.0%). This is a small increase in the percent of those who “strongly agreed”.

Relationships with peers<sup>4</sup> – Respondents were asked to rate relationships with their peers on a scale of 1, “poor” to 5, “excellent”. 75.9% of respondents rated their relationships with their peers as above average (good = 39.2%, excellent = 36.7%). This represents a significant increase ( $p < .01$ ) compared to 2014, where 71.1% of respondents answered that it was above average; the increase was due to the increase in the percent of those who answered “excellent”.

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<sup>4</sup> This question on the 2014 GPSES was worded as follows, “Please rate the following with regard to your academic program: Relationships with graduate students”.

Relationships with faculty – With regard to the following question, “Please rate the following with regard to your academic program: Relationships with faculty”, with options ranging from 1, “poor”, to 5, “excellent” (with the option to select “unable to judge”), 41.0% of respondents answered that it was “good” and 30.6% of respondents answered that it was “excellent”. Consistent with other results regarding academic relationships, the percent of those who answered that it was above average increased since 2014. The increase was due entirely to the percent of those who answered that it was “good”.

While overall ratings of academic relationships have improved, respondents from URM groups were less likely to rate their relationships with faculty (URM:  $m = 3.63$ ; domestic non-URM:  $m = 3.87$ ; international:  $m = 3.92$ ) and relationships with their peers (URM:  $m = 3.81$ ; domestic non-URM:  $m = 4.12$ ; international:  $m = 3.3.97$ ) as positively as their peers ( $p < .05$ ).

#### 4. Academic Climate

The academic climate was examined with questions pertaining to:

- Students treated with respect
- Tensions among faculty
- Students have adequate input with regard to decision making
- Supportive labmates and research co-workers

For each, respondents were asked, “Please indicate your level of agreement with the following statements about your program”, with options ranging from 1, “strongly disagree”, to 5, “strongly agree” (with the option to select “unable to judge”).

Students treated with respect – Respondents indicated their level of agreement with the statement, “Students in my program are treated with respect”. Overwhelmingly, 81.0% of respondents agreed with the statement (moderately agree = 36.5%, strongly agree = 44.5%).

Tensions among faculty – Respondents also indicated their level of agreement with the statement, “There are tensions among faculty that affect students”. 15.0% of respondents strongly agreed, 23.7% moderately agreed, 16.1% moderately disagreed, and 26.1% strongly disagreed. These results are similar to those in the 2014 administration.

Students have adequate input with regard to decision making – Participants were asked to indicate their level of agreement with the statement, “Students have adequate input with regard to decision making in my program (e.g., faculty hires, changes to qualifying exams, required coursework)”. 52.5% of respondents answered that they agreed with the statement (moderately agree = 30.6%, strongly agree = 21.9%). This is a significant increase ( $p < .001$ ) of 7.9% over results of the 2014 survey. This indicates that in general, students believe they have a quite a bit more input in department/program decision making.

Supportive labmates and research co-workers – Respondents rated their level of agreement with the following statement, “My labmates and research co-workers are supportive”. 88.2% of respondents agreed with the statement, while only 3.6% disagreed. These results are similar to those from 2014.

Overall, students feel they are treated with respect and they have the support of their colleagues, however, almost 40% of respondents feel that faculty tensions affect students, and the highest rates are

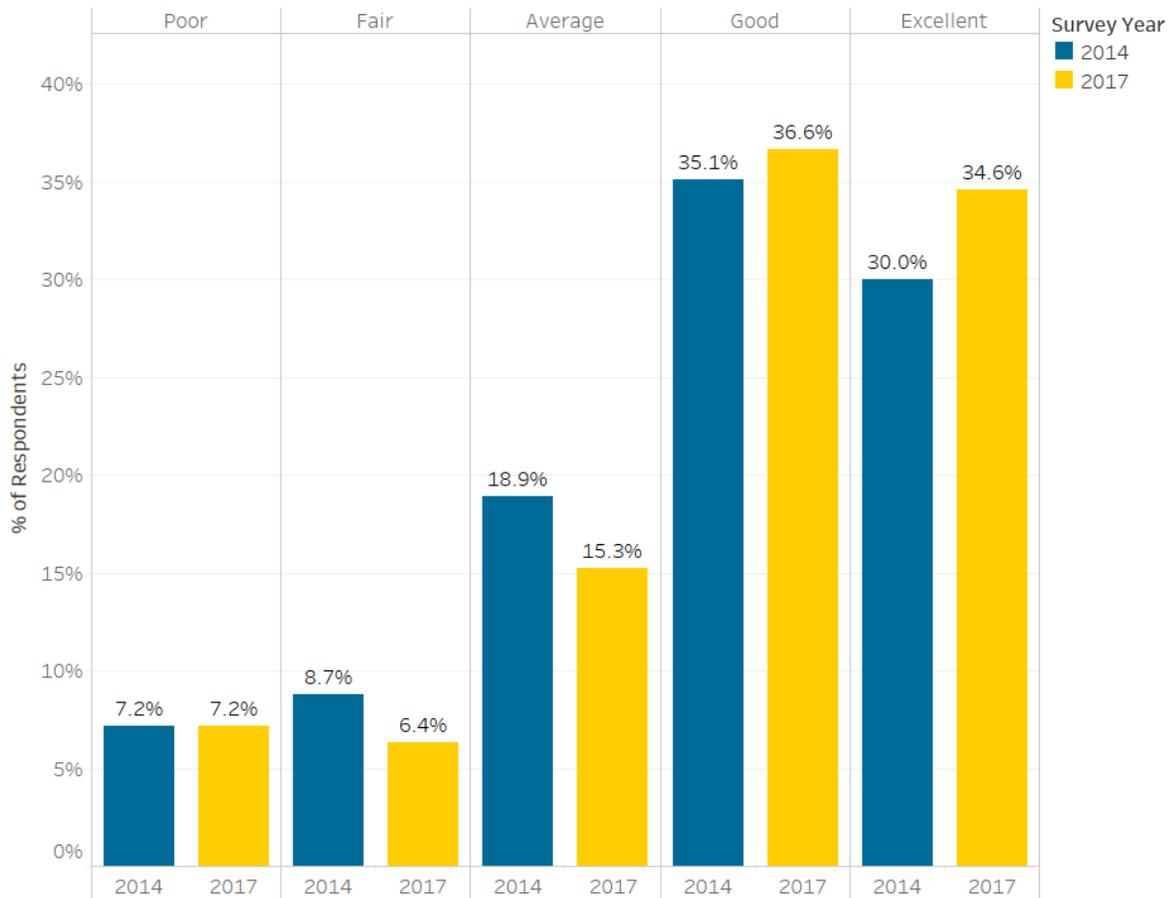
in Arts and Humanities (56.8%), Physical Sciences (53.6%), and Scripps Institution of Oceanography (52.9%).

### 5. Advising

Academic Advising – Overall, 71.2% of respondents rated the overall quality of their academic advising experience higher than “average”, where 36.6% of respondents rated it as “good” and 34.6% rated it as “excellent”. This represents an increase of almost 5% in those who rated it as “excellent” (Figure 5). Furthermore, the average rating increased significantly ( $p < .01$ ) from 3.72 in 2014 to 3.85 in 2017.

Figure 5. Quality of academic advising

Please rate the overall quality of your academic advising experience as a graduate student at UCSD



Dissertation/thesis advising – 74.6% of respondents answered that the quality of their dissertation/thesis research advising experience was better than average. In 2014, the percent of those who rated it as good was 37.8% and the percent who rated it as excellent was 38.8%. In 2017, these the percent who rated it as “good” remained similar (39.8%), however, those who rated it who rated it excellent dropped 4% to 34.8%.

For those who answered that their research advising experience has been poor, respondents had the option to enter a free text response. The primary theme that emerged from the comments centered on a general lack of direction. Advisors offered little to no guidance, and feedback that was offered was inadequate for academic progress. The second most common theme centered on the unavailability of the advisor. Some comments suggested there were too many students in the department and an insufficient number of advisors to effectively guide research. Other comments noted the low frequency of meetings or the inability of students to successfully make contact with their advisor. A third theme that emerged centered on a lack of interest and/or expertise in the students' selected field of choice and/or professional goals. Other comments touched on mismanagement of the advisors' lab, unclear expectations, and lack of support from the department in resolving student-advisor issues.

## 6. Financial

73.4% of respondents answered they received at least some financial support for the 2016-2017 academic year, and approximately half (51.2%) of respondents received full University-administered support for the academic year. The primary sources of University funding over the course of a students' graduate career were fellowship or scholarship (44.2%), teaching assistantship (43.2%), and research assistantship (32.8%). More than half of respondents in SIO (66.7%), Health Sciences (61.1%), Social Sciences (57.3%), Arts and Humanities (55.1%), and Rady School of Management (50.8%). More than two-thirds of respondents in Arts and Humanities (82.0%), Physical Sciences (72.1%), and Social Sciences (67.0%) answered they were funded through teaching assistantships.

Criteria for eligibility for financial support – Participants were asked to rate their level of agreement with the statement, “The criteria for eligibility for financial support within my academic program are clear and available”. 60.4% of respondents agreed (moderately agree = 28.4%, strongly agree = 32.0%) with the statement. The highest rates of agreement were from respondents in SSPPS, SOM, Arts and Humanities, and Social Sciences. However, the highest rates of disagreement were from respondents in GPS, Social Sciences, and JSOE (Table 1). A deeper look at Social Sciences revealed Anthropology (45.5%) and Sociology (36.4%) were driving the higher rates of disagreement.

Table 1. Criteria for eligibility for financial support by division

The criteria for eligibility for financial support within my academic program are clear and available.

Division	Agree	Neither agree nor disagree	Disagree
Arts & Humanities	65.3%	16.0%	14.7%
Biological Sciences	60.9%	9.2%	12.6%
Global Policy & Strategy	51.1%	17.8%	24.4%
Health Sciences	61.1%	11.5%	12.4%
Jacobs School of Engineering	54.7%	16.3%	16.9%
Masters of Advanced Studies	46.2%	12.8%	12.8%
Physical Sciences	62.9%	15.4%	11.9%
Rady School of Management	64.4%	15.6%	11.1%
School of Medicine	74.1%	3.7%	13.0%
Scripps Institution of Oceanogra..	59.2%	18.3%	14.1%
Skaggs School of Pharmacy & Ph..	81.0%	14.3%	4.8%
Social Sciences	65.2%	13.5%	18.5%

Satisfaction with the level of financial support – 53.4% of respondents agreed (moderately agree = 25.1%, strongly agree = 28.3%) with the statement “I am satisfied with the level of financial support I receive as a graduate or professional student at UCSD”. The highest rates of agreement were from respondents in SIO, Health Sciences, Biological Sciences, and Rady School of Management. However, the highest rates of disagreement were from respondents in Arts and Humanities, SOM, and Social Sciences.

Table 2. Satisfaction with the level of financial support by division

I am satisfied with the level of financial support I receive as a graduate or professional student at UCSD.

Division	Agree	Neither agree nor disagree	Disagree
Arts & Humanities	44.0%	12.0%	44.0%
Biological Sciences	63.2%	8.0%	21.8%
Global Policy & Strategy	50.0%	13.0%	28.3%
Health Sciences	65.5%	6.2%	22.1%
Jacobs School of Engineering	51.6%	14.8%	25.1%
Masters of Advanced Studies	30.8%	17.9%	23.1%
Physical Sciences	57.9%	12.4%	26.2%
Rady School of Management	62.2%	11.1%	15.6%
School of Medicine	42.6%	7.4%	42.6%
Scripps Institution of Oceanogra..	73.2%	14.1%	11.3%
Skaggs School of Pharmacy & Pha..	52.4%	14.3%	33.3%
Social Sciences	43.8%	13.5%	40.4%

The results from the financial questions remain relatively unchanged since 2014. Even though approximately three quarters of respondents are receiving at least some financial support, nearly 30% of respondents are not satisfied with the level of financial support. The respondents most satisfied with the level of financial support are academic doctorates (58.3%), while respondents in the remaining degree type categories all have satisfaction rates below 50%. Respondents in Arts and Humanities and Social Sciences appear to be more aware of the criteria for awarding support, but they are overwhelmingly dissatisfied with the support they receive.

### C. Teaching assistant experience

60.5% of respondents answered that they had been a graduate teaching assistant at UCSD. The divisions in which the highest percentage of respondents stating they had served as a teaching assistant were: Arts and Humanities (97.3%), Physical Sciences (88.4%), and Biological Sciences (83.9%). Of the divisions that do not have a large number of professional students, SIO (47.9%) and Health Sciences (45.6%) had the fewest percent of respondents who had served as a teaching assistant.

Feedback – Of the respondents who had been a graduate teaching assistant, 71.5% (good = 39.9%, excellent = 31.6%) responded that the quality of the feedback they received from the professors for whom they served as a TA was better than average. These results are similar to those from 2014.

Department TA Training – Of the respondents who had been a graduate teaching assistant, 73.0% answered that their department (or the department in which they served as a TA) provided TA training. The departments with the highest percent of respondents answering in the affirmative included Physical

Sciences (96.1%) and Biological Sciences (95.9%). The percent of respondents in SIO who answered that the department provided TA training decreased considerably from 41.9% in 2014 to 17.7% in 2017.

*TA training helpfulness:* Of the respondents who indicated that their department (or the department in which they served as a TA) provided TA training, 13.5% answered that it was “extremely helpful”, 26.2% answered that it was “very helpful”, 35.5% answered that it was “moderately helpful”, 16.8% answered that it was “slightly helpful”, and 8.0% answered that it was “not at all helpful”. This represents a small, but not significant increase from 2014 in the percent of respondents who found department TA training helpful.

Teaching + Learning Commons awareness – Of respondents who had been graduate teaching assistants, 57.9% answered that they were aware of teaching training services provided by the UCSD Teaching + Learning Commons. Of those, 28.0% answered that they used the services provided by the Teaching + Learning Commons for TA training. Respondents in Physical Sciences (38.8%) and Social Sciences (33.0%) had the highest usage rates (Table 1). 71.7% of those who answered that they used the Teaching + Learning Commons services were more than “moderately satisfied” with the training they received.

Table 3. Awareness and use of the Teaching + Learning Commons

Percent of respondents who are aware of the Teaching + Learning Commons

Arts & Humanities	69.9%
Biological Sciences	54.8%
Global Policy & Strategy	35.0%
Health Sciences	42.3%
Jacobs School of Engineering	49.0%
Physical Sciences	51.9%
Rady School of Management	33.3%
Scripps Institution of Oceanography	64.7%
Social Sciences	80.6%

Percent of respondents who have used the Teaching + Learning Commons

Arts & Humanities	30.0%
Biological Sciences	30.0%
Global Policy & Strategy	42.9%
Health Sciences	18.2%
Jacobs School of Engineering	19.0%
Physical Sciences	38.8%
Rady School of Management	25.0%
Scripps Institution of Oceanography	9.1%
Social Sciences	33.0%

Overall, 58.5% of respondents were satisfied with the training they received for being a TA, leaving more than 40% of respondents who are either unable to judge because they have not received TA training, even though they have been a TA, or are not satisfied with the TA training at UCSD.

Even though approximately three quarters of respondents answered that feedback for being a TA was better than average, were satisfied with services from the Teaching + Learning Commons, and said department TA training was more than slightly helpful, less than two thirds of respondents were satisfied with overall training at UCSD for being a TA.

#### D. Professional development

More than half (59.4%) of respondents answered that their department or program provides career development training or advising. The highest rates were in GPS (97.8%), RSM (92.5%), and SOM (88.5%). The highest rates of respondents who answered no were in MAS (41.0%), JSOE (50.0%), and Arts and Humanities (54.1%). Of those who answered that their department does have career

development, 84.7% of them were satisfied. However, more than 20% of respondents in Physical Sciences (20.6%), Rady School of Management (27.8%), and SIO (31.0%) were not satisfied with the services provided. This is especially problematic in divisions where the vast majority of respondents answered that the program provided training.

Those who were not satisfied with their department or program's career development were asked to explain. Many respondents were not aware of or have not used the services provided by their department/program. The most common theme was that there is little to no department coordination regarding career development. Where there was department coordination, scheduling career development workshops or talks was sporadic. Other comments suggested better facilitation between the department and outside companies wherein both parties are informed about each other and their offerings. Where there was no department coordination, many respondents answered that career development was either dependent on their advisor (the quality of which varies) or older graduate students. Respondents also answered that while one's advisor may be high quality and open to helping students pursue a variety of different career tracks, development was hindered by other faculty members within the department who saw non-academic career tracks as failure.

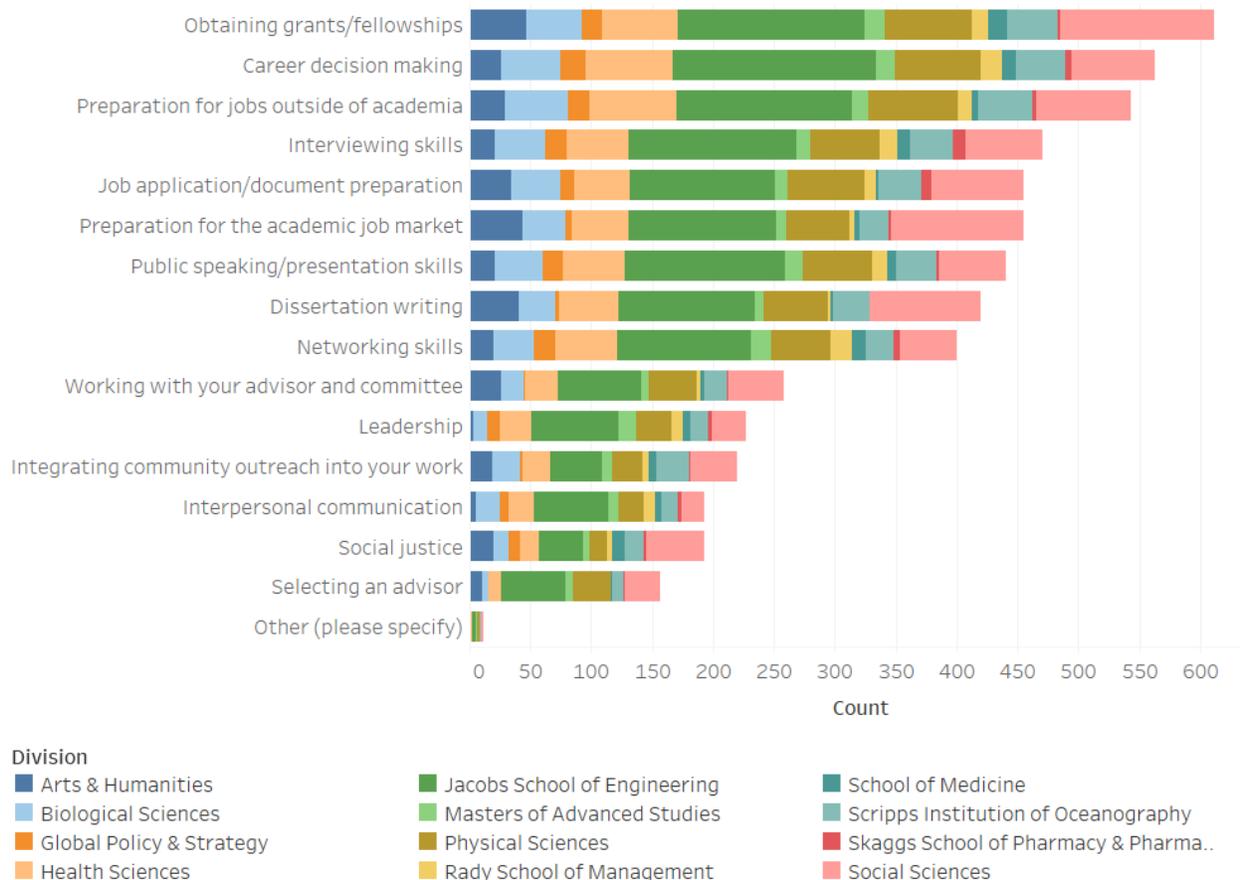
Another common theme centered on variety. Respondents would like to have more workshops and talks on an array of career tracks inside and outside of academia; they want variety. They want information and training for traditional career paths in addition to non-traditional career paths.

A third theme emerged regarding curriculum development. Respondents answered that courses lack in teaching practical skills for non-research jobs, especially in the professional degree programs. Other respondents suggested there need to be more resources and support for early stage and international students, and faculty need to be more informed about different career tracks to better assist their students.

Participants were asked, "Which of the following workshop topics are you most interested in being offered by your department/program? Check all that apply". Respondents indicated that they would be most interested in workshop topics that cover obtaining grants/fellowships (40.4%), career decision making (37.2%), and preparation for jobs outside of academia (35.8%). Obtaining grants/fellowships had the highest levels of interest from Social Sciences (58.3%); career decision making and preparation for jobs outside of academia had the highest levels of interest from Health Sciences (57.1%).

Figure 6. Workshop interest by division

Which of the following workshop topics are you most interested in being offered by your department/program? (Check all that apply)



## E. Challenges to academic progress

### 1. Personal

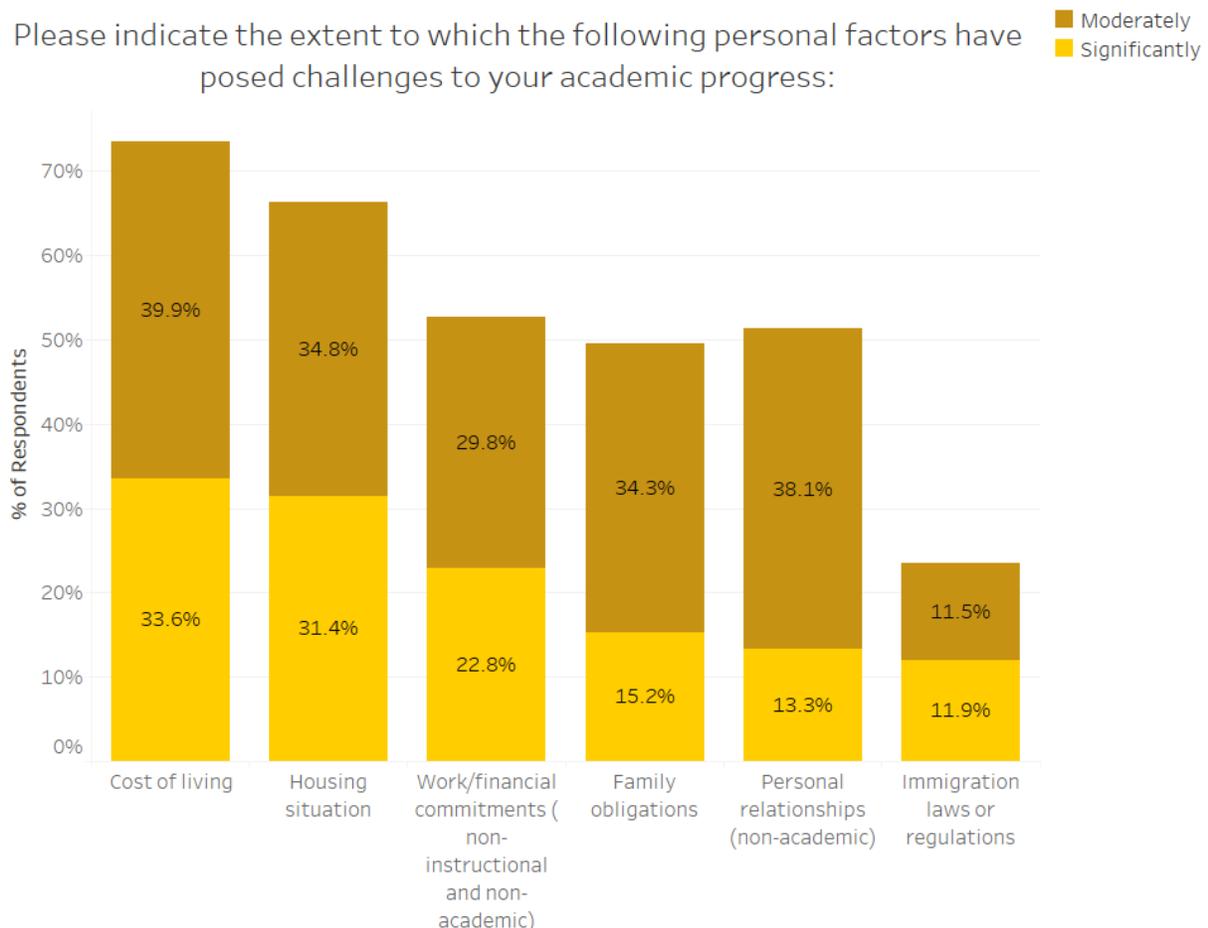
A number of personal factors posed challenges to academic progress. Participants were asked to “Please indicate the extent to which the following factors have posed a challenge to your academic progress”. The factors were Work/Financial Commitments (non-instructional and non-academic), Family Obligations, Immigration Laws or Regulations, Personal Relationships (non-academic), Cost of Living, and Housing Situation. Respondents could select one of the following options: “not at all”, “moderately”, or “significantly”.

The number one factor that posed a challenge to the greatest percent of respondents was cost of living. 73.5% of respondents answered that it posed a challenge to academic success, which is an increase of approximately 5% compared to 2014 (Figure 8). This represents a significant increase ( $p < .01$ ) in the challenge level of cost of living. In 2014, 38.4% answered that it posed a moderate challenge and in 2017, this increased to 39.9%. Those who answered that it was a significant challenge increased from 30.0% to 33.6%. It appears that efforts to mitigate the cost of living for graduate students have either not helped or have yet to be seen (Figure 8).

Related to the cost of living is housing, which was the number two factor that posed a challenge to academic progress. Two-thirds of respondents answered that housing posed a moderate (34.8%) or significant (31.4%) challenge to progress (Figure 8). This is a significant increase ( $p < .001$ ) of approximately 12% compared to results from 2014. It is important to note that the survey was administered at a time when students had not yet moved into the new graduate housing at Mesa Nueva. While no significant change was expected due to the unchanged housing situation at the time, the 12% increase is alarming. It will be important to track this statistic in future surveys to see if adding new graduate housing has alleviated the cost of living and housing challenge for a significant portion of the population (Figure 8).

Work/financial commitments (non-instructional and non-academic) and family obligations posed a moderate or significant challenge to academic progress for approximately 50% of respondents (Figure 8) and remain relatively unchanged since 2014. The percent of respondents who answered that personal relationships (non-academic) pose a moderate or significant challenge increased approximately 10% from 41.5% in 2014 to 51.4% in 2017. The average challenge rating increased significantly ( $p < .001$ ) from 1.53 to 1.64. Furthermore, the percent of respondents who answered that immigration laws or regulations posed a moderate or significant challenge also increased significantly ( $p < .001$ ) from 16.7% in 2014 to 23.5% in 2017 (Figure 8).

Figure 7. Personal challenges to academic progress

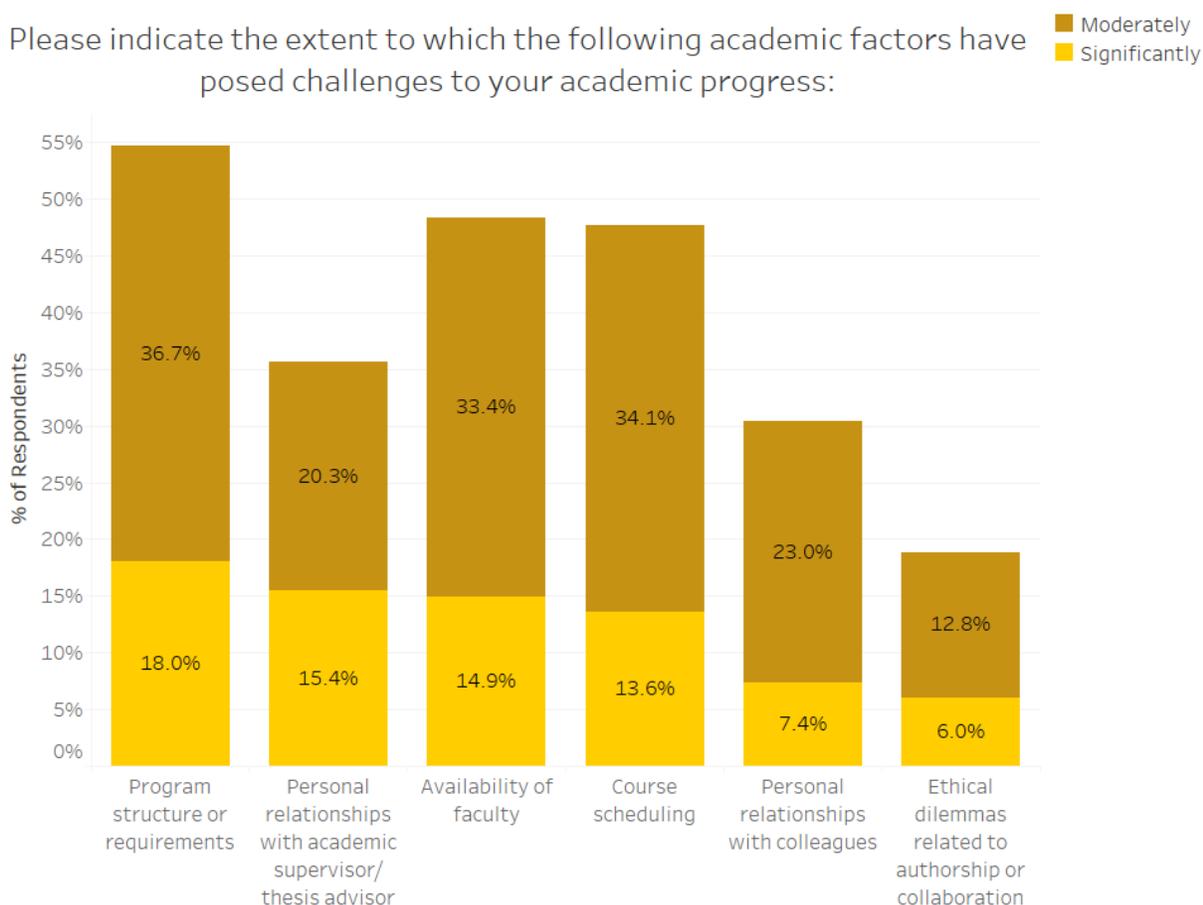


## 2. Academic

A number of academic factors also posed challenges to academic progress. Respondents were asked about Availability of Faculty, Program Structure or Requirements, Course Scheduling, Personal Relationships with Colleagues, Personal Relationships with Academic Supervisor/Thesis Advisor, Ethical Dilemmas Related to Authorship or Collaboration. Again, options were “not at all”, “moderately”, or “significantly”.

The academic factor that posed the greatest challenge to academic progress for many respondents was program structure or requirements (54.7%). Availability of faculty posed a challenge to 48.3% of respondents, which is consistent with free response comments about poor advising, course scheduling (47.7%), personal relationships with academic supervisor/thesis advisor (35.7%), personal relationships with colleagues (30.4%), and ethical dilemmas related to authorship or collaboration (18.8%) (Figure 9). These results are relatively unchanged since 2014 except availability of faculty. The average challenge rating increased significantly ( $p < .01$ ) from 1.56 to 1.63.

Figure 8. Academic challenges to academic progress



## 3. Quitting school

Participants were asked, “Have you ever seriously considered quitting graduate school because of any of the issues listed above?” 26.2% answered “yes”. Approximately 32% of women and 21% of men answered yes. At one end of the spectrum, nearly 40% of respondents from URM groups answered they

considered quitting, while at the other end of the spectrum, less than 20% of international respondents answered that they considered quitting school. These results are similar to those from 2014.

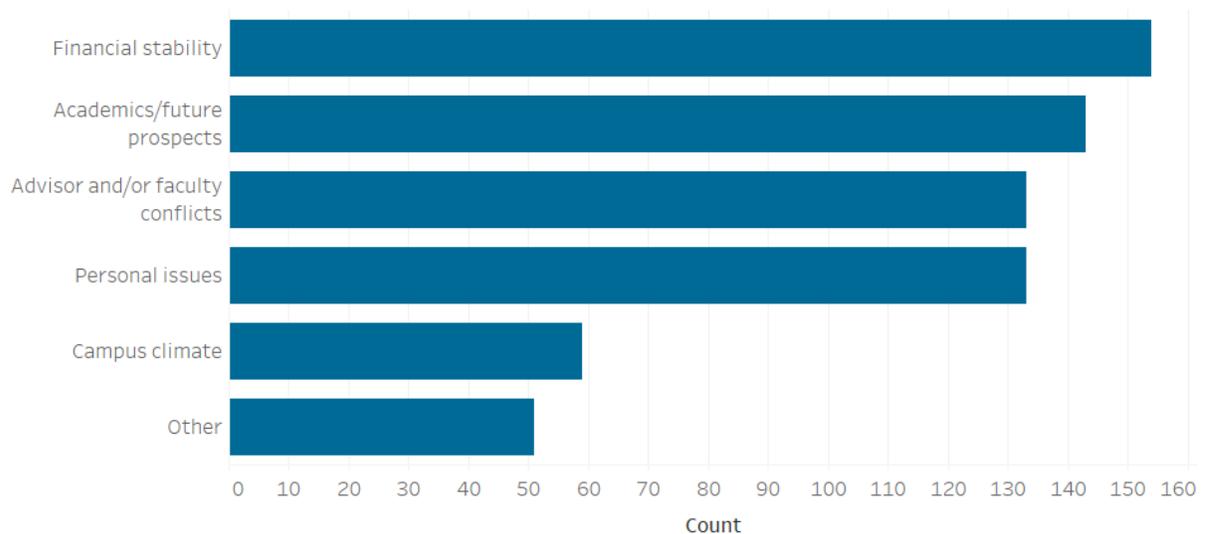
30.8% of academic doctorate respondents seriously considered quitting graduate school compared to 17.7% of academic masters students, and the percent of those who consider quitting increases dramatically for respondents who have been in school seven (48.5%) or eight or more years (42.86%). The divisions with the highest percentages of respondents who answered affirmatively were SIO (38.0%), Arts and Humanities (36.5%), and Social Sciences (35.2%). It is notable that the percent of those in Arts and Humanities who considered quitting decreased 5.0% since 2014.

Of those who considered quitting graduate school, 47.9% experienced exclusionary (e.g. shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) behavior while attending UCSD as a graduate student. This is an increase of almost 7% compared to 2014.

Those who consider quitting graduate school were asked, “Which issue(s) led you to seriously consider quitting your graduate program? (Check all that apply)”. Answer options were based off the themes from the open response question on the previous administration of the survey, and they included financial stability, advisor and/or faculty conflicts, academics/future prospects, personal issues, campus climate, and other (please specify). Consistent with results from 2014, the most commonly selected reason was financial stability, with 154 respondents selecting this option (Figure 10). Other issues reported by respondents in a free response question were conflicts with colleagues (including peers), which included student bullying and stalking; department issues including a lack of community and negative or hostile environment; immigration issues and US politics; racism; sexism; and parking.

Figure 9. Issues leading to consideration of quitting school

Which issue(s) led you to seriously consider quitting your graduate program? (Check all that apply)



## VIII. Student Services

### A. Student well-being services

Participants were asked a number of questions about usage of and satisfaction with student well-being services including the Graduate Student Health Insurance Policy (GSHIP), Student Health Services (SHS), Counseling and Psychological Services (CAPS), and the Office for Students with Disabilities (OSD).

#### 1. Insurance (GSHIP)

78.3% of respondents indicated they had GSHIP. Of those who had GSHIP, 7.8% indicated that it was self-paid and 70.5% indicated it was paid through TAsip, RAship, fellowship, grant, or similar funding.

For those who answered they had GSHIP, 80% were satisfied (moderately = 42.3%, strongly = 37.7%) with the services provided by GSHIP, and 63.4% answered that they are satisfied with the current costs of GSHIP. Approximately half of respondents answered that they are satisfied with the current GSHIP claims process (51.4%) and referral process (49.9%). Across all four measures of GSHIP satisfaction, the average satisfaction rating increased significantly ( $p < .05$ ) since 2014. The percent of respondents who were satisfied increased by approximately 4% or more, most notably in satisfaction with current costs of GSHIP, which increased 7.8%.

While these results show improvement in satisfaction levels with GSHIP, it is important to note that still, about half of all respondents with GSHIP are not satisfied with the claims process or the referral process. This is made more evident by the free responses participants had the option to leave for the question, “Do you have any other comments on GSHIP?” Overwhelmingly, respondents noted a number of issues with the GSHIP referral process. Many answered that the referral process was extremely archaic and inefficient, time consuming and untimely, and incredibly frustrating. This was especially the case for respondents who needed specialist referrals such as dermatology, psychology, OB-GYN. Additionally, many respondents answered that while GSHIP covers basic costs, anything beyond those basic costs was very expensive. Regarding this, respondents indicated that adding dependents to GSHIP was exorbitantly expensive, especially on a graduate stipend. Furthermore, respondents answered the co-pay is too expensive for graduate students, and the deductible is too high.

Other respondents indicated the policy coverage is unclear, especially for international students. The information provided and the manner in which it is provided is not user friendly, and there seems to be little to no transparency on what is covered and what is not covered. A number of respondents also noted that coverage is insufficient as it relates to dental, vision, and physical therapy care. Respondents would also like to have a simpler process to acquire a greater supply of regular medication before going on summer breaks or long periods of fieldwork.

#### 2. Student Health Services

78.5% of respondents answered that they used services provided by Student Health Services (SHS). Women (82.0%) used SHS at a greater rate than men (75.3%), and international respondents (81.6%) used it more than both domestic non-URM (77.6%) and respondents from URM groups (75.1%).

Of those who used SHS, respondents were asked to “Please indicate your level of satisfaction with the services you received at SHS”. 92.2% of respondents were satisfied with services at SHS (23.0% moderately satisfied, 40.0% very satisfied, 29.2% extremely satisfied). The percent of those who were extremely satisfied increased 5.3% from the 2014 survey. The average satisfaction rating improved

significantly ( $p < .05$ ) from 3.78 to 3.89. Gender groups and URM/Citizenship groups were similarly satisfied.

### 3. Counseling and Psychological Services (CAPS)

Participants were asked, “In the past 12 months, have you experienced an emotional or stress-related problem that significantly affected your well-being and/or academic performance?” 56.3% of respondents answered that they had such an experience. This is a considerable increase of 14.5% over the 2014 results. 47.6% of males, 65.6% of females, and 83.3% of trans male/trans man/trans female/trans woman/genderqueer/gender non-conforming/different identity answered affirmative. Respondents from URM groups (65.0%) experienced the highest rates of emotional or stress-related problems, followed by domestic non-URM (58.4%), and international respondents (48.1%).

Participants were asked, “Have you ever considered seeking counseling or mental health services?” 65.4% of respondents answered that they had considered seeking services (frequently – 12.9%, occasionally – 19.8%, rarely – 16.4%). 54.4% of males, 77.1% of females, and 83.3% of trans male/trans man/trans female/trans woman/genderqueer/gender non-conforming/different identity answered affirmative. Again, respondents from URM groups (73.5%) had the highest rates of considering mental health services, followed by domestic non-URM (70.4%), and international respondents (53.5%).

Those who answered that they considered seeking services were asked if they ever utilized mental health services provided by CAPS. 49.2% (24.2% of total respondents) answered that they used CAPS. 43.3% of males, 53.2% of females, and 70% of trans male/trans man/trans female/trans woman/genderqueer/gender non-conforming/different identity answered affirmative. 39.9% of international respondents, 52.3% of domestic non-URM, 54.4% of respondents from URM groups answered that they utilized mental health services provided by CAPS.<sup>5</sup>

Those respondents who answered that they had considered seeking mental health services, but did not utilize services by CAPS were asked, “Which of the following do you perceive as reasons for not seeking out mental health services at CAPS? Check all that apply.” The most common reasons for not seeking counseling or psychological services at CAPS were respondent felt s/he could handle issue on own (13.6%), lack of time (12.7%), and did not perceive a need for counseling (6.7%).

Of those who used CAPS, 75.6% of respondents were satisfied with the services they received. 80.2% of males, 74.0% of females, and 42.9% of trans male/trans man/trans female/trans woman/genderqueer/gender non-conforming/different identity answered that they were satisfied. All citizenship/URM groups had satisfaction rates between 74% and 77%. For those who were not satisfied (24.4%), respondents had the option to enter a free response explaining their dissatisfaction with CAPS. Similar to results from 2014, the most common theme centered on issues with the counselor. Responses indicated that counselors seemed inexperienced or unqualified or did not offer viable solutions. Additionally, respondents wrote that counselors were discriminatory and dismissive of student issues. Many respondents noted that they could not find the right fit with the counselors.

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<sup>5</sup> A direct year-to-year comparison is not possible for the questions “Have you ever considered seeking counseling or mental health services?” and “Have you ever utilized mental health services provided by Counseling and Psychological Services (CAPS)?” because the questions were not structured in the same manner.

The next most common theme was the inability of CAPS and/or its counselors to be an effective source of help. Responses indicated that counselors seem to be following a one size fits all script and that any sort of complex problem was immediately referred out. Many respondents wrote that CAPS just functions as a referral service – in good and bad ways. Some respondents do not want to be referred out due to costs and difficulty attending off campus appointments, while other respondents use CAPS only to get the required referral to see an outside doctor.

Respondents also noted the long wait time to have an initial appointment if the situation was not urgent. Another common theme was the inability to develop long-term treatment due to the cap on the number of sessions allowed in one year. Because of this, respondents' treatment was interrupted or had ceased all together.

#### **4. Office for Students with Disabilities (OSD)**

Participants were asked, "Have you been diagnosed with a medical and/or psychological condition/disability"? 16.9% of respondents answered yes, which is an increase of 3.7% since 2014. The increase is primarily in women. In 2014, 17.9% of women respondents answered they had been diagnosed with a medical and/or psychological condition/disability, but in 2017, 23.4% of women respondents answered yes. 50% of respondents identifying as trans male/trans man, genderqueer/gender non-conforming, or different identity answered yes. 29.2% of respondents from URM groups, 18.4% of domestic non-URM respondents, and 7.7% of international respondents answered yes.

Of those who answered that they had been diagnosed with a medical and/or psychological condition/disability, 19.0% answered that they self-disclosed it to the UCSD Office for Students with Disabilities (OSD), which is a decrease of approximately 5% since 2014. 30.5% self-disclosed it to their graduate department/program. For those who self-disclosed their disability to their department/program, 32.8% were referred to OSD upon self-disclosure, which is similar to results from 2014.

Satisfaction ratings of services provided by OSD decreased drastically compared to 2014 results (3.23 in 2014, 2.56 in 2017,  $p < .05$ ). In 2014, 69.2% of respondents were satisfied (moderately satisfied = 19.2%, very satisfied = 26.9%, extremely satisfied = 23.1%), but in 2017, only 52.8% of respondents were satisfied (moderately satisfied = 30.6%, very satisfied = 8.3%, extremely satisfied 13.9%).

With the increase in the percent of those who have been diagnosed with a medical and/or psychological condition/disability, it is increasingly important these students are aware of the support available to them through OSD. The problems seem to be the low rate of disclosure to both OSD and the graduate department/program and the low rate of referral from the department to OSD.

#### **B. Career Center**

Participants were asked, "Are you aware of the UCSD Career Center (formerly Career Services Center)?" 88.9% of respondents answered that they were aware of the Career Center, and 27.6% of respondents used it. Of those who used the services provided by the Career Center, 88.0% of respondents were satisfied. Not only has awareness of the Career Center increased since 2014 (74.0%), satisfaction with services has also increased slightly. In 2015, the Career Center hired two full-time graduate career advisors to better meet the needs of graduate students, and in 2017-2018, a graduate career peer

advisor was also hired, both of which may have contributed to the heightened awareness and used of the Career Center by graduate Students.

Respondents who were not satisfied with the services (11.1%) had the option to enter a free response. The main theme of the comments centered on career fairs. Respondents commented that it seems only computer engineering companies are invited, and respondents would like to see increased diversity in the types of companies represented, including, but not limited to, structural engineering, international relations, social sciences, and electrical engineering. Furthermore, respondents would like to see companies at the career fair who are actually hiring, who actually have open positions for graduate level students.

The second most common theme centered on the career advisors. Many respondents wrote that there were not enough advisors specifically for graduate students and that the advisors they interacted with did not have sufficient knowledge of the graduate fields offered by UCSD. The third most common theme centered on resume review. Respondents answered that the resume review was too basic, especially for graduate students. Other comments included better facilitation with alumni affairs to identify graduate alumni for networking purposes; increase the size of the rooms used for talks and meetings; hold graduate student oriented CV and cover letter workshops; and expand events beyond STEM fields.

Participants were asked, "Please indicate your level of agreement with the following statement: Overall, I am satisfied with the services and advice available to me at UCSD with regard to career decisions and training", and options ranged from 1, "strongly disagree", to 5, "strongly agree", with the option to choose "unable to judge". 60.4% of respondents agreed they were satisfied, which is a notable increase over results from the 2014 survey where less than half (48.9%) of respondents were satisfied with services and advice with regard to career decisions and training.

### C. Housing

Participants were asked a series of questions to better understand the housing situation for graduate students. At the time of the survey, 35.2% of respondents answered that they live in UCSD affiliated housing<sup>6</sup>. Participants were asked, "How satisfied are you with the UCSD Affiliated Housing staff and services?" Options ranged from 1, "not at all satisfied", to 5, "extremely satisfied". Of those who lived in UCSD affiliated housing, 21.1% were "extremely satisfied", 40.9% were "very satisfied", 27.3% were "moderately satisfied", 7.3% were "slightly satisfied", and 3.5% were "not at all satisfied". The results are similar to those from 2014. Of the 64.8% of respondents who did not live on campus at the time of the survey, more than half (55.4%) answered that they want to live in UCSD affiliated housing in the future. This is a large increase since 2014 where only one quarter (26.1%) of respondents answered that they want to live in UCSD affiliated housing in the future. This is likely due to the new 1,350 bed Mesa Nueva graduate student housing which opened in Fall 2017.

Participants were asked, "How easy was it for you to find and obtain your current housing?" Options ranged from 1, "very difficult", to 5, "very easy". 38.7% of respondents answered that it was easy (moderately easy = 26.2%, very easy = 12.5%) to find and obtain their current housing, while 41.3% answered that it was difficult (moderately difficult = 29.9%, very difficult = 11.4%). This represents a dramatic shift in the ease of finding housing. In 2014, approximately half of respondents said it was easy

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<sup>6</sup> The new graduate student housing complex, Mesa Nueva, was not yet available to participants taking this survey.

and 28.4% answered that it was difficult. It is hoped that the new graduate student housing that has recently opened (Mesa Nueva) and will open (Nuevo West) will alleviate some of the issues regarding housing.

#### **D. International Student Services**

International respondents comprised 30.3% of the total respondents. Participants who identified as international were asked, “How satisfied are you with the help provided by resources at UCSD in obtaining your visa?” 93.5% of respondents answered they were satisfied (moderately satisfied = 22.3%, very satisfied = 47.2%, extremely satisfied = 24.0%). All participants, regardless of being international or domestic, were asked if they had ever used any resources provided by Global Education (formerly the International Center), and 26.3% answered yes. This represents a smaller percent of students than are actually international, meaning that not all international students have ever used resources provided by Global Education. However, of those who used Global Education, more than 90% answered that they were satisfied with services (moderately satisfied = 19.8%, very satisfied = 50.0%, extremely satisfied = 25.2%).

All participants were asked what resources or services they would like to see developed or added in Global Education, and the primary theme focused on providing more consultation-like services. For example, they would like to see more staff who have knowledge about immigration laws, generally, and green card applications, specifically. Respondents want to have more guidance/consultation about travel outside the United States regarding the processes for visiting other countries for fieldwork as an international student attending school in the United States.

The next most common theme centered on academic issues. Respondents want more employment assistance and post-graduate school counseling to know what their options are. Respondents would like to see more or be aware of additional funding for international students. The third most common theme centered on increasing community. Respondents would like to have more lunches, cultural events, and country specific mixers. They would also like to see more forums for transitioning to life in the United States. Other comments touched on the theme of business operations. Suggestions included increasing the number of staff, expanding open office hours, increasing efficiency, increasing funding for events, and more online services. As the University continues to increase the number of international students, it becomes increasingly important to allocate more resources to ensuring their success.

### **IX. Student well-being**

#### **A. Feelings experienced in the last 12 months**

To assess general well-being, respondents were asked a number of questions about their feelings and stressors. Specifically, respondents were asked, “In the past 12 months, have you experienced an emotional or stress-related problem that significantly affected your well-being and/or academic performance?” 56.3% of respondents answered that they had experienced an emotional or stress-related problem. This is an increase of almost 15% since 2014, where 41.8% of respondents answered yes. In order to delve deeper into the well-being of students, survey participants were asked if they experienced any of the following in the past 12 months:

- Felt things were helpless

- Felt overwhelmed by workload and responsibilities
- Seriously considered taking a leave of absence from UCSD
- Seriously considered quitting grad school
- Felt exhausted (not from physical activity)
- Felt very sad
- Felt so depressed that it was difficult to function
- Seriously considered suicide

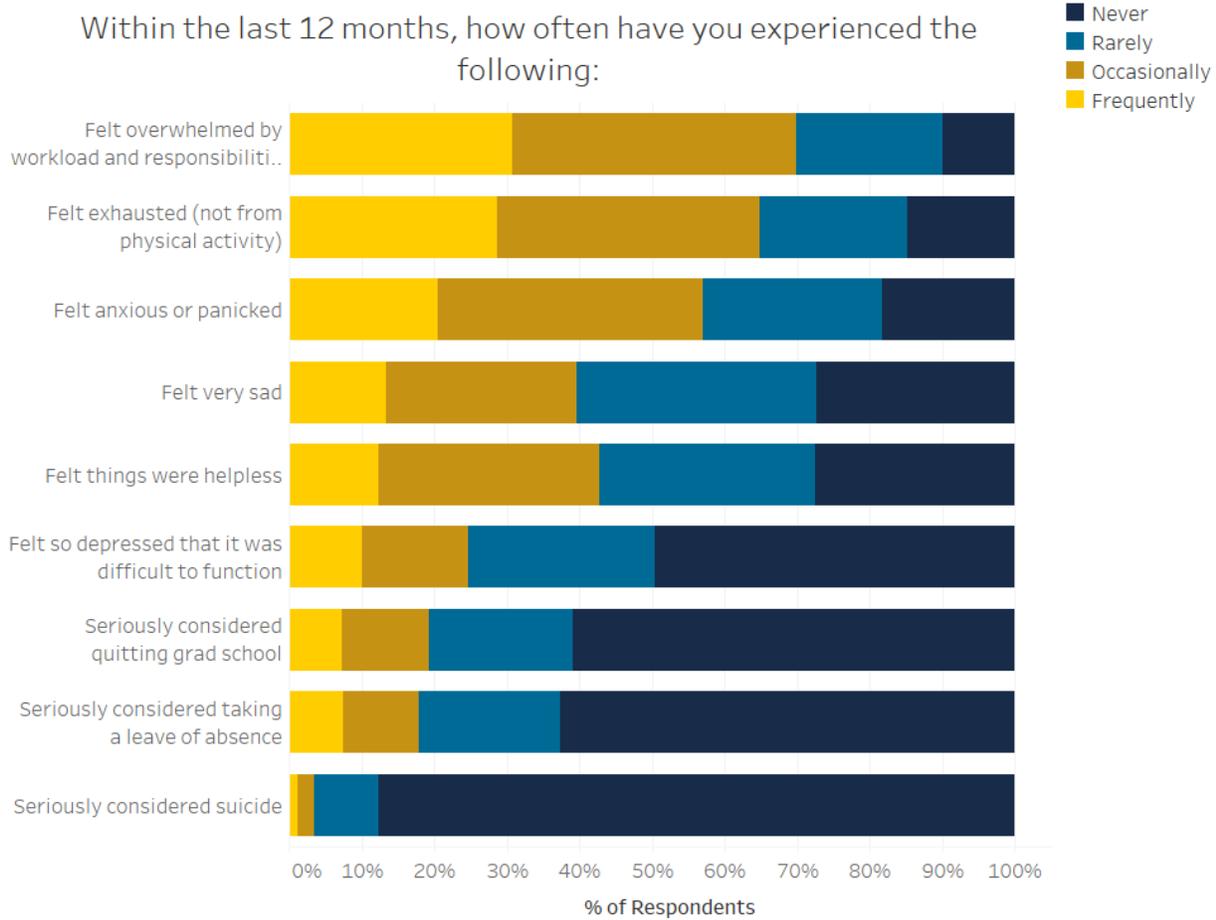
Participants could select “never”, “rarely”, “occasionally”, or “frequently”.

The feeling frequently reported by the largest percent of respondents was feeling overwhelmed by workload and responsibilities. 30.7% “frequently felt overwhelmed and 39.2% “occasionally” felt overwhelmed. The next most common feeling was exhaustion (not from physical activity) (frequently = 28.7%, occasionally = 36.2%). This was followed by feeling anxious or panicked<sup>7</sup>, feeling very sad, feeling things were helpless, feeling so depressed that it was difficult to function, seriously considering quitting grad school, seriously considering taking a leave of absence, seriously considering suicide (Figure 11). These results are similar to those found in 2014 with two exceptions. The percent of respondents who answered that they “frequently” or “occasionally” “seriously considered quitting grad school” decreased from 9.1% to 7.2% and 14.2% to 12.1% respectively. However, those who “frequently” or “occasionally” felt so depressed that it was difficult to function increased from 8.7% to 10.0% and 13.6% to 14.7% respectively.

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<sup>7</sup> New question in 2017 administration.

Figure 10. Feelings experienced in the past 12 months



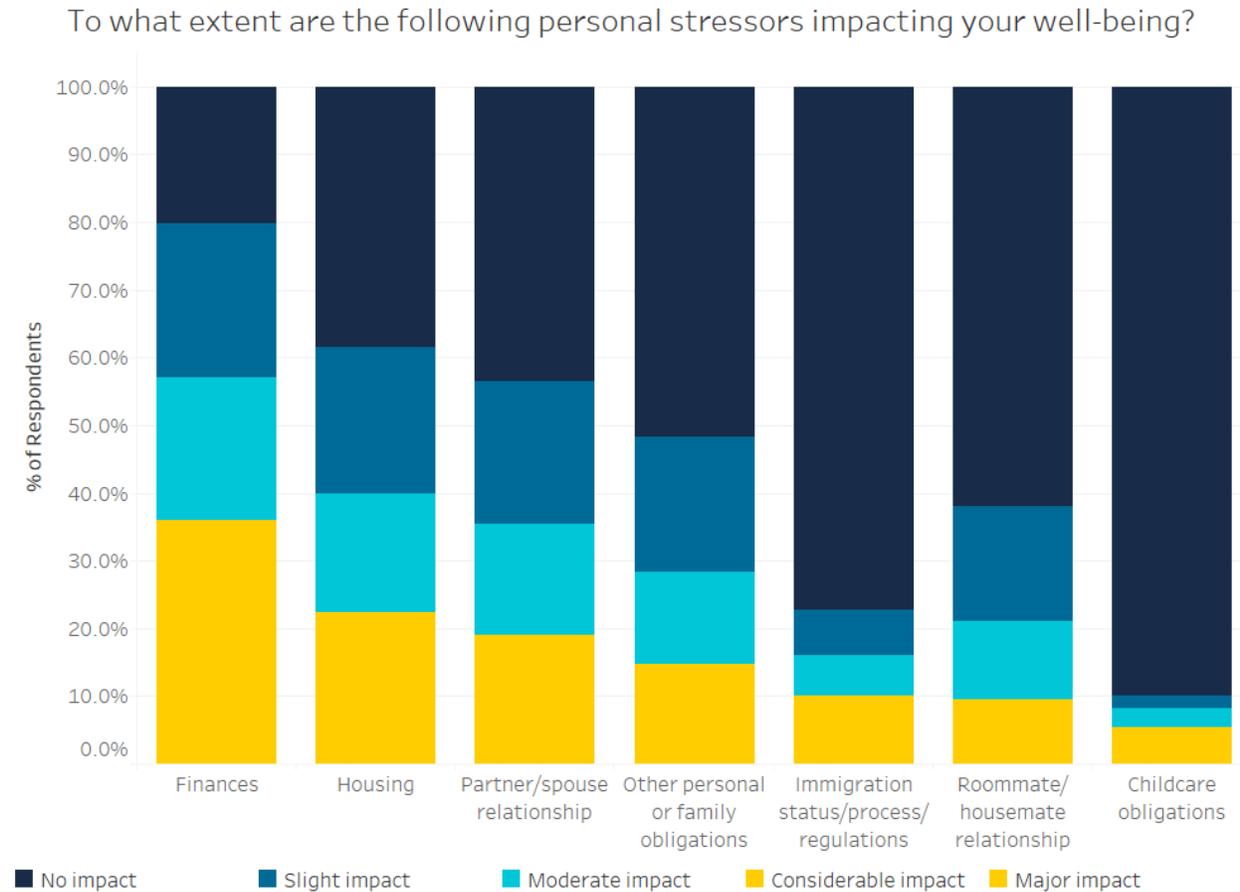
## B. Stressors

### 1. Personal

Survey participants were asked if a number of personal stressors impacted their well-being, and they had the option to indicate if a stressor had “no impact”, a “slight impact”, a “moderate impact”, a “considerable impact”, or a “major impact” on their well-being. The personal stressor most commonly reported as having a “major impact” on well-being, much greater than any other personal stressor, was finances. 17.4% of respondents answered that finances had a “major impact” on their well-being, and 18.6% answered that it had a “considerable impact”, therein majorly or considerably impacting more than one third of respondents (Figure 12). While this does seem like a large portion of respondents, this represents a sizable decrease since 2014. In 2014, 22.1% and 20.9% of respondents answered that it had a major and considerable impact on their well-being. The average impact rating decreased significantly from 3.18 (out of 4) in 2014 to 2.90 ( $p < .001$ ). Although this is still the number one personal stressor, it is encouraging that fewer respondents cite it as having such an impact on their well-being.

The average impact rating for other personal or family obligations, housing, and immigration status/process/regulation significantly increased ( $p < .01$ ) since 2014, indicating that these variables are causing even more stress on students than previously assessed.

Figure 11. Impact of personal stressors on well-being

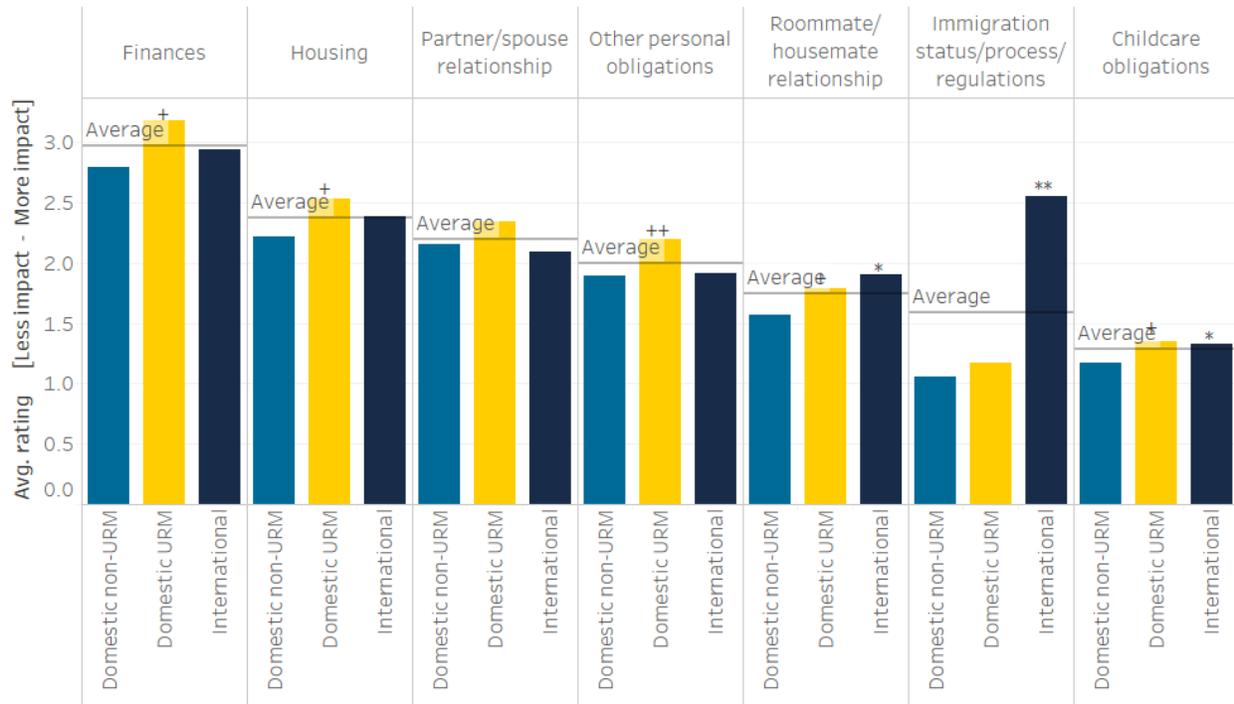


There was a significant group difference between men ( $m = 1.84$ ) and women ( $m = 2.06$ ) for other personal or family obligations ( $p < .01$ ), however, the actual difference was minor.

There were significant group differences by citizenship/URM status regarding most personal stressor variables ( $p < .05$ ). Respondents from URM groups were significantly more impacted by finances, housing, roommate/housemate relationship, and childcare obligations compared to domestic non-URM respondents. Respondents from URM groups were significantly more impacted than both domestic non-URM and international respondents when it comes to other personal obligations. International respondents were significantly more impacted than domestic non-URM respondents for roommate/housemate relationship and childcare obligations, and international respondents were significantly more impacted than both domestic non-URM and domestic URM respondents for immigration status/process/regulations (Figure 13).

Figure 12. Impact of personal stressors by citizenship/URM status

Extent to which personal stressors impact student well-being: Domestic non-URM, domestic URM, international

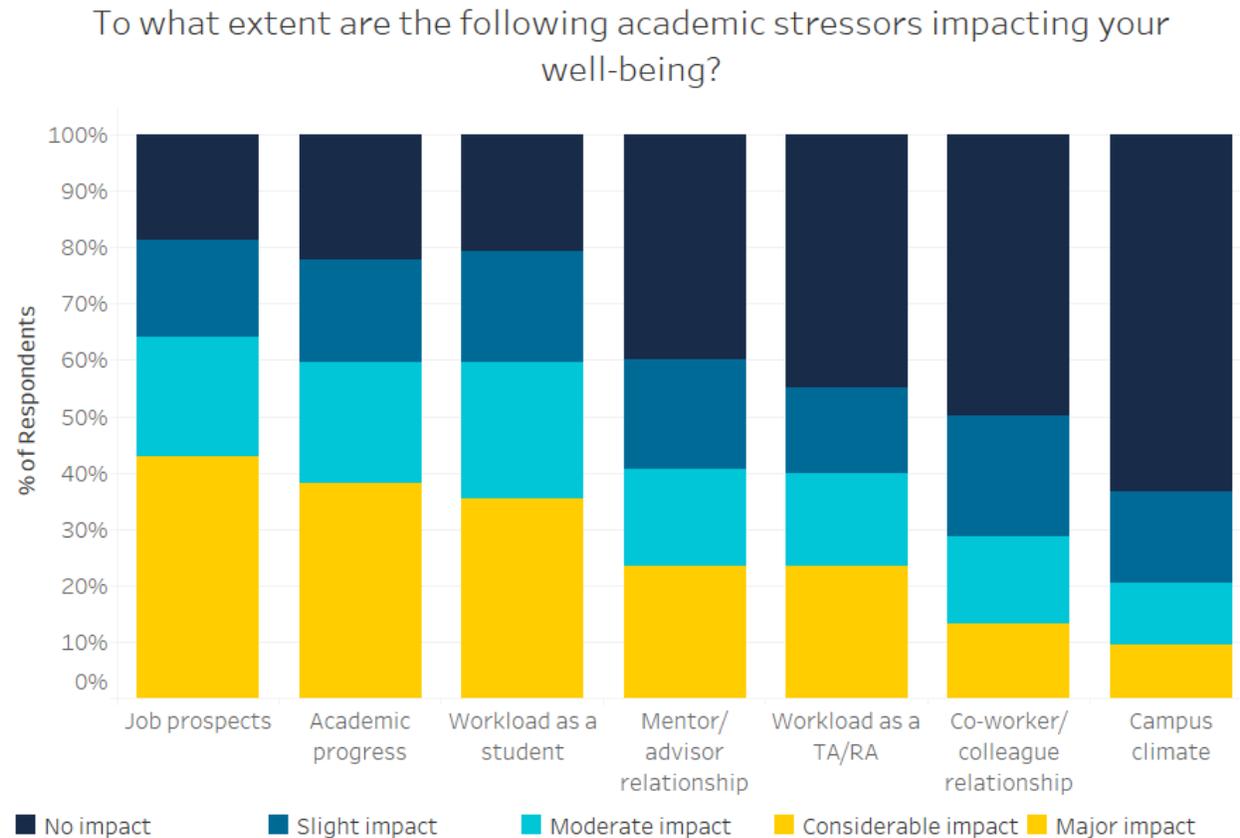


+ Domestic URM significantly different from domestic non-URM  
 + Domestic URM significantly different from domestic non-URM and international  
 \* International significantly different from domestic non-URM  
 \*\* International significantly different from domestic non-URM and domestic URM

## 2. Academic

Survey participants were also asked if a number of academic stressors impacted their well-being and had the option to indicate if a stressor had “no impact”, a “slight impact”, a “moderate impact”, a “considerable impact”, or a “major impact” on their well-being. The academic stressor that the largest percent of respondents answered had a “major impact” on their well-being was job prospects. 21.6% of respondents answered that it had a “major impact”, and 21.4% of respondents answered that it had a “considerable impact”, majorly or considerably impacting more than 40% of students. The next biggest academic stressor was academic progress (major impact 15.7%, considerable impact 22.4%), followed by workload as a student, mentor/advisor relationship, workload as a TA/RA, co-worker/colleague relationship, and campus climate (Figure 14). These results are similar to those from 2014.

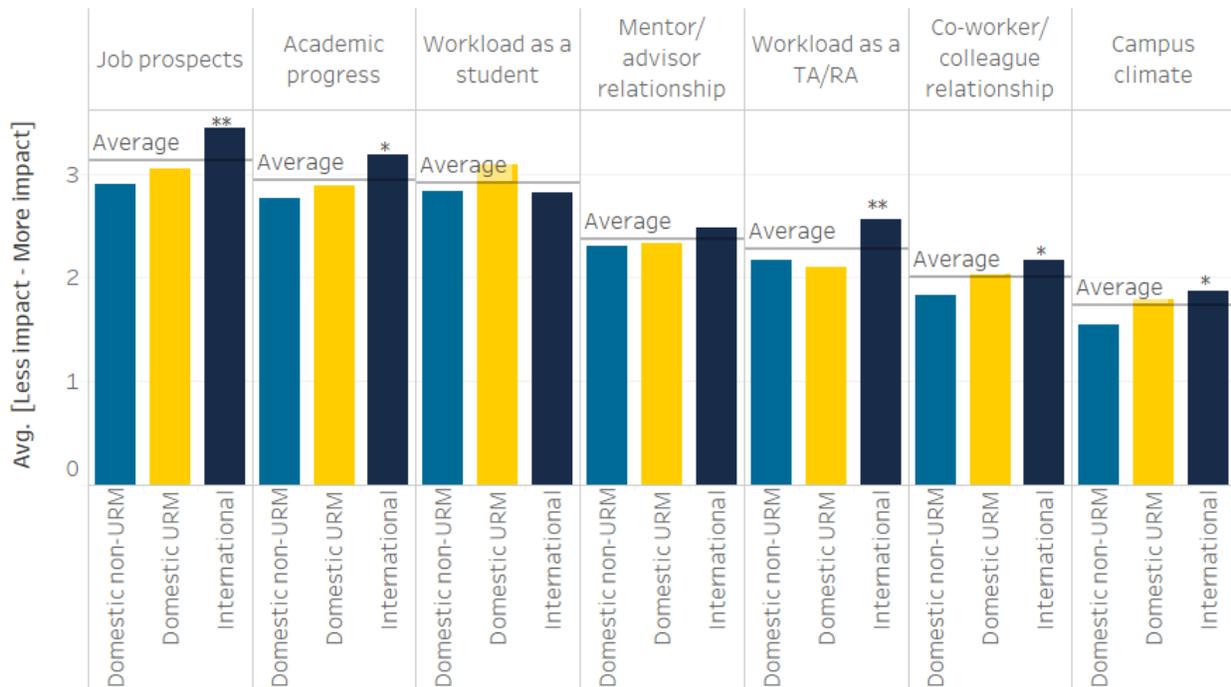
Figure 13. Impact of academic stressors on well-being



Women were significantly more impacted than men in three variables: mentor/advisor relationship; workload as a student; and workload as a TA/RA. Citizenship/URM groups were significantly different from each other for every variable ( $p < .05$ ) except workload as a student and mentor/advisor relationship. Post hoc analyses show that international respondents are significantly more impacted than domestic non-URM respondents for academic progress, co-worker/colleague relationship and campus climate. Furthermore, international respondents are significantly more impacted than both their domestic counterparts are (domestic non-URM, domestic URM) for job prospects, and workload as a TA/RA (Figure 15).

Figure 14. Impact of academic stressors by citizenship/URM status

Extent to which academic stressors impact student well-being: Domestic non-URM, domestic URM, international



\* International significantly different from domestic non-URM

\*\* International significantly different from domestic non-URM and domestic URM

## X. Campus Climate

### A. Sense of Community

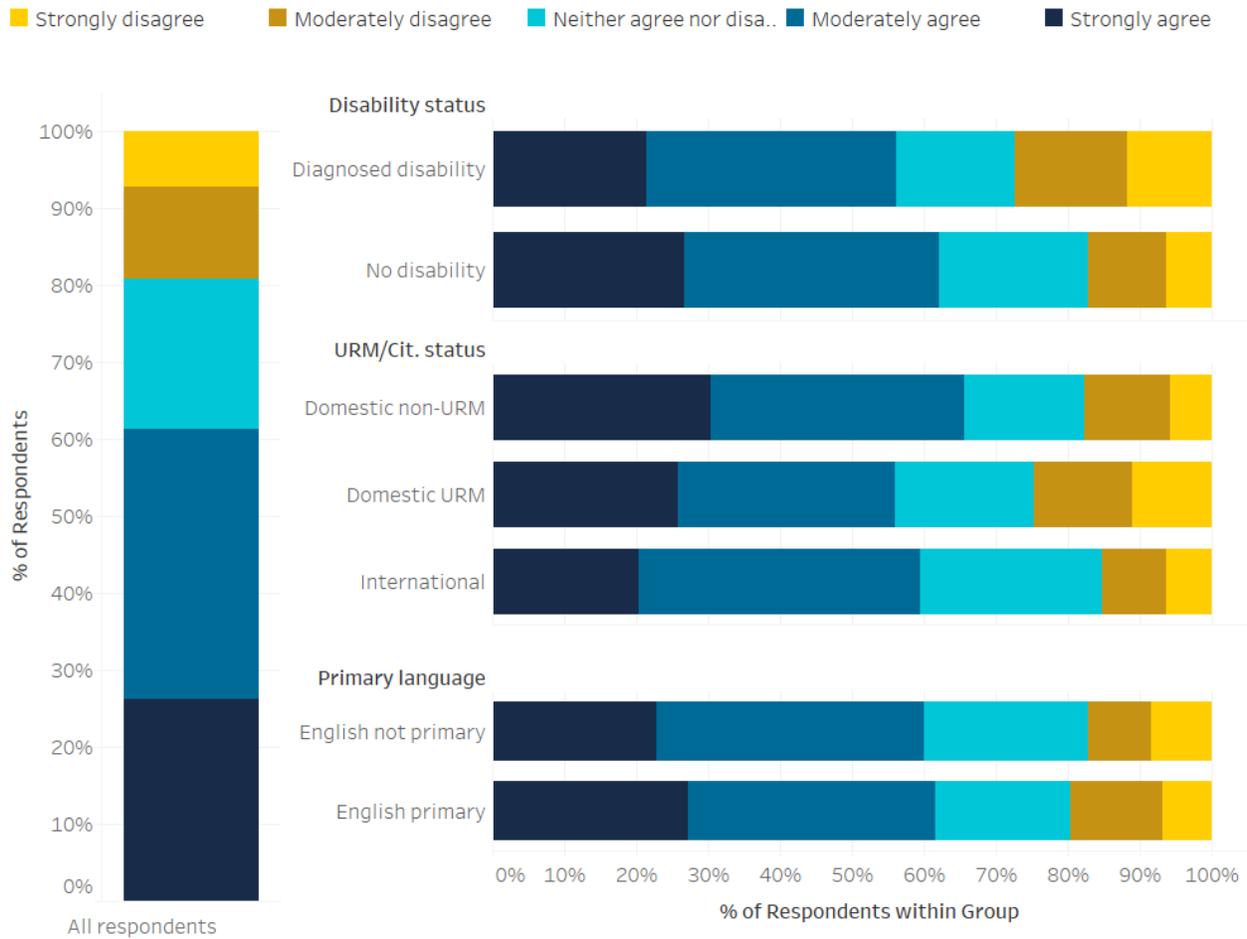
#### 1. Academic Community

Participants were asked to assess their experience with the academic community within their program across three dimensions: overall sense of community, whether the program makes an effort to foster a sense of community, and whether the program provides adequate social opportunities.

Across all respondents, nearly two-thirds (61.4%) answered that they either moderately or strongly agree with the statement “I feel a sense of community with my program” (Figure 16). This is a small increase since 2014, where 57.3% of respondents moderately or strongly agreed, however, the percent of respondents who moderately or strongly disagreed remained unchanged (19.1% in 2017 vs. 19.9% in 2014). Similar to results from 2014, respondents with a diagnosed disability ( $p < .01$ ) and respondents from URM groups ( $p < .05$ ) felt a weaker sense of community as evidenced by higher levels of disagreement. Respondents with disabilities showed lower satisfaction rates with their programs’ efforts to foster a sense of community ( $p < .05$ ) and provide adequate social opportunities and events for graduate students ( $p < .01$ ).

Figure 15. Sense of community: Group differences

I feel a sense of community with my program



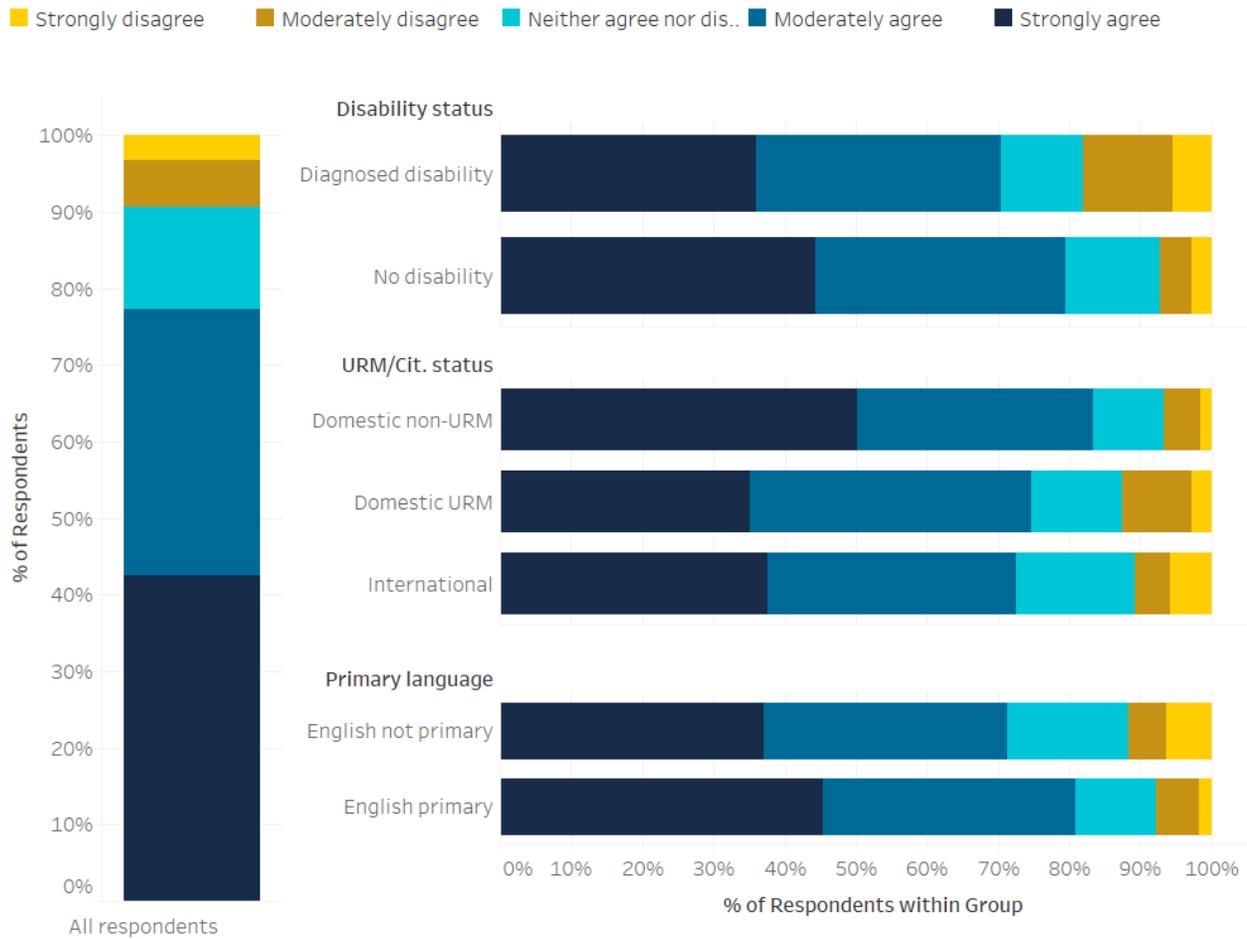
## 2. Academic Success

Participants were asked about their opportunities for academic success. They were asked whether their opportunities were similar to those of their peers and whether the attitudes of others had posed challenges to their academic progress. Additionally, they were asked about others' attitudes with respect to race/ethnicity, gender, nationality, sexual orientation, and religious/spiritual views. Participants were also asked about campus safety and campus accessibility.

Respondents across different demographic groups reported differing perceptions of their opportunities for academic success. Overall, 77.4% of respondents either moderately or strongly agreed that they have opportunities that are similar to those of their peers. However, international respondents, respondents for whom English is not the primary language ( $p < .001$ ), and respondents with diagnosed disabilities ( $p < .01$ ) were significantly more likely than other groups to disagree (Figure 17).

Figure 16. Opportunities for academic success: Group differences

I have opportunities for academic success that are similar to my peers



*a) Challenges to academic success*

Respondents from URM groups and international respondents both reported rates close to 30% that others’ attitudes toward their race/ethnicity had posed a challenge their academic progress (27.0% for URM, 33.3% for international) (Figure 18). A smaller percent of respondents from URM groups and a larger percent of international respondents were challenged by attitudes towards race or ethnicity in 2017 compared to 2014.

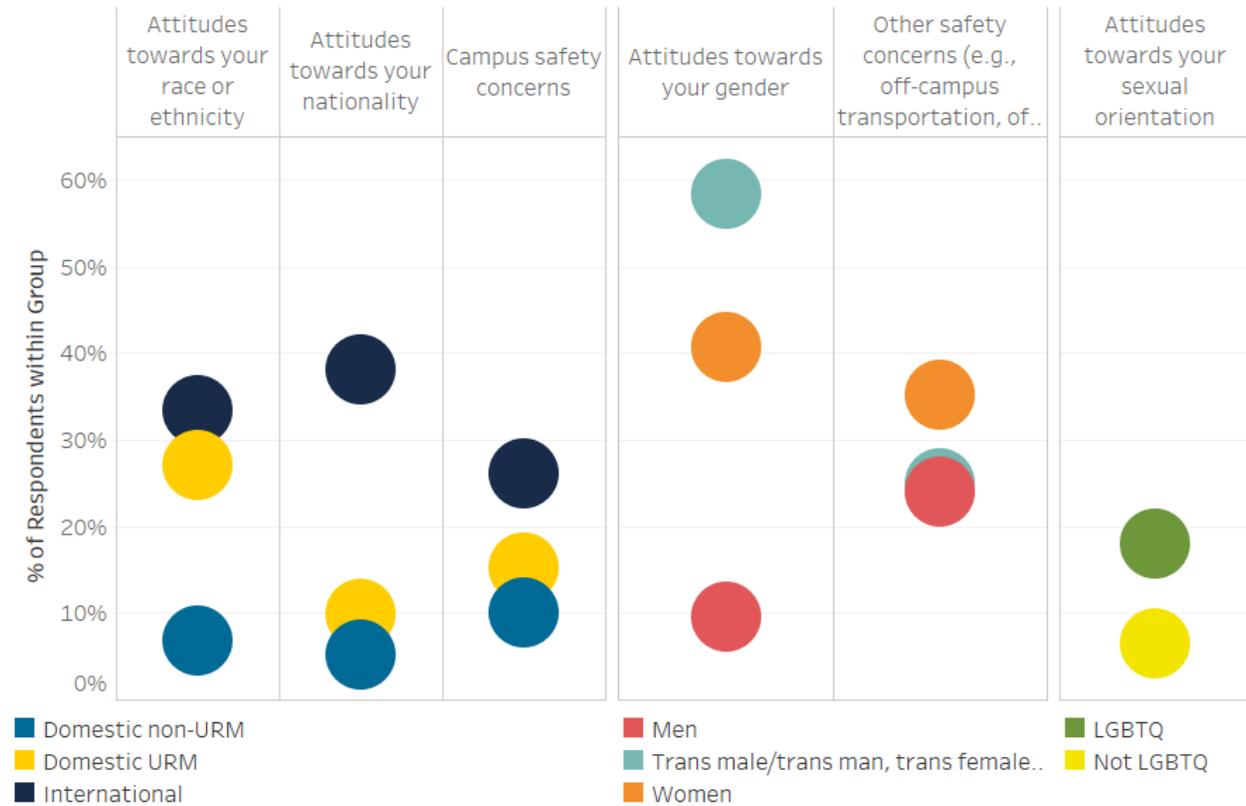
A larger percent of international respondents reported others’ attitudes toward their nationality posed a challenge to their academic progress in 2017 (38.2%) than in 2014 (33.1%). Furthermore, a greater percent of international respondents (26.1%) reported campus safety concerns and other safety concerns (40.2%) as a challenge to academic progress than domestic URM (campus safety concerns = 15.3%, other safety concerns = 29.4%) and domestic non-URM respondents (campus safety concerns = 10.0%, other safety concerns = 22.5%) (Figure 18).

Women were more likely than men to report that others’ attitudes toward their gender (40.8% vs. 9.8%) and other safety concerns (35.0% vs. 24.2%) affected their academic progress than men. Significantly more respondents who identified as LGBTQ (18.1%) answered that attitudes towards sexual orientation

posed a challenge to academic progress ( $p < .001$ ) compared to respondents who did not identify as LGBTQ (6.4%) (Figure 18).

Figure 17. Campus climate challenges to academic progress

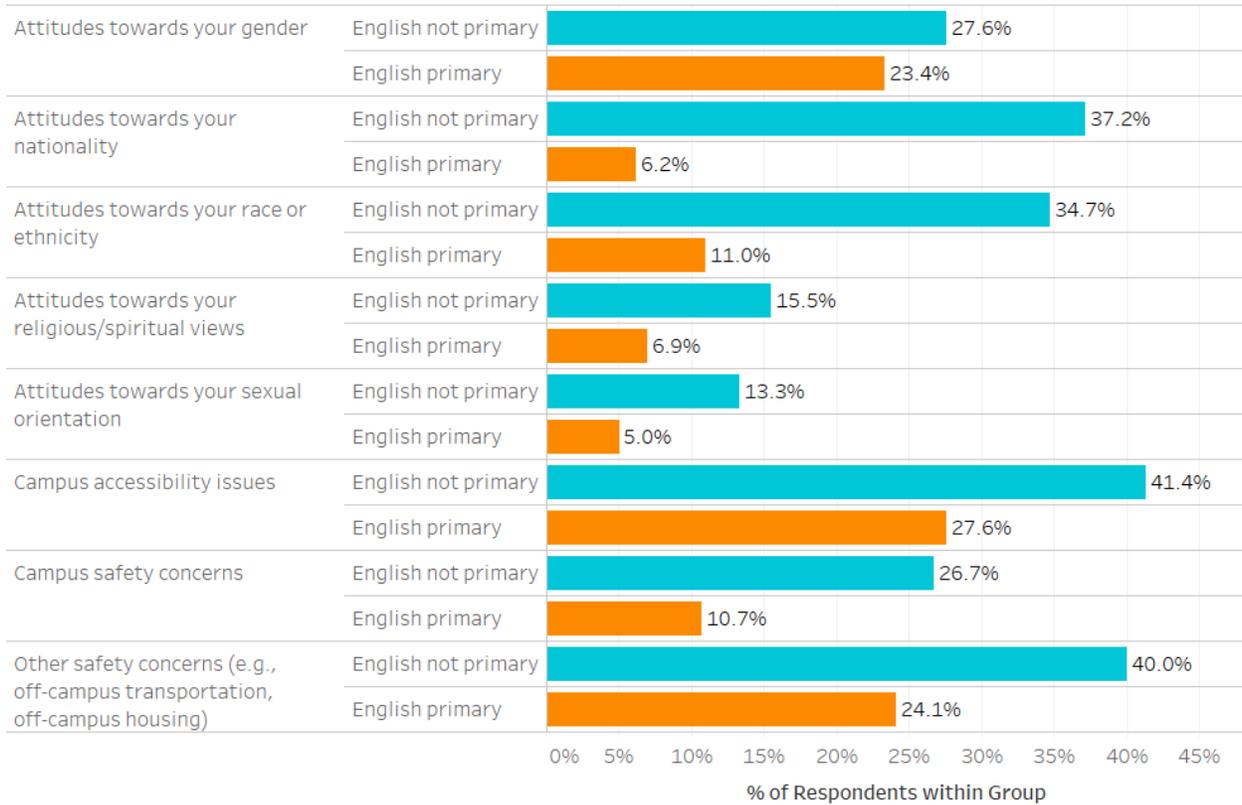
Please indicate the extent to which the following other factors have posed challenges to your academic progress:



Across a variety of measures, respondents whose primary language is not English were disproportionately likely to answer these factors posed a moderate or significant challenge to academic progress ( $p < .01$ ), most notably attitudes towards your nationality (37.2% English not primary vs. 6.2% English primary) (Figure 19).

Figure 18. Campus climate challenges to academic progress by primary language group

Please indicate the extent to which the following other factors have posed challenges to your academic progress



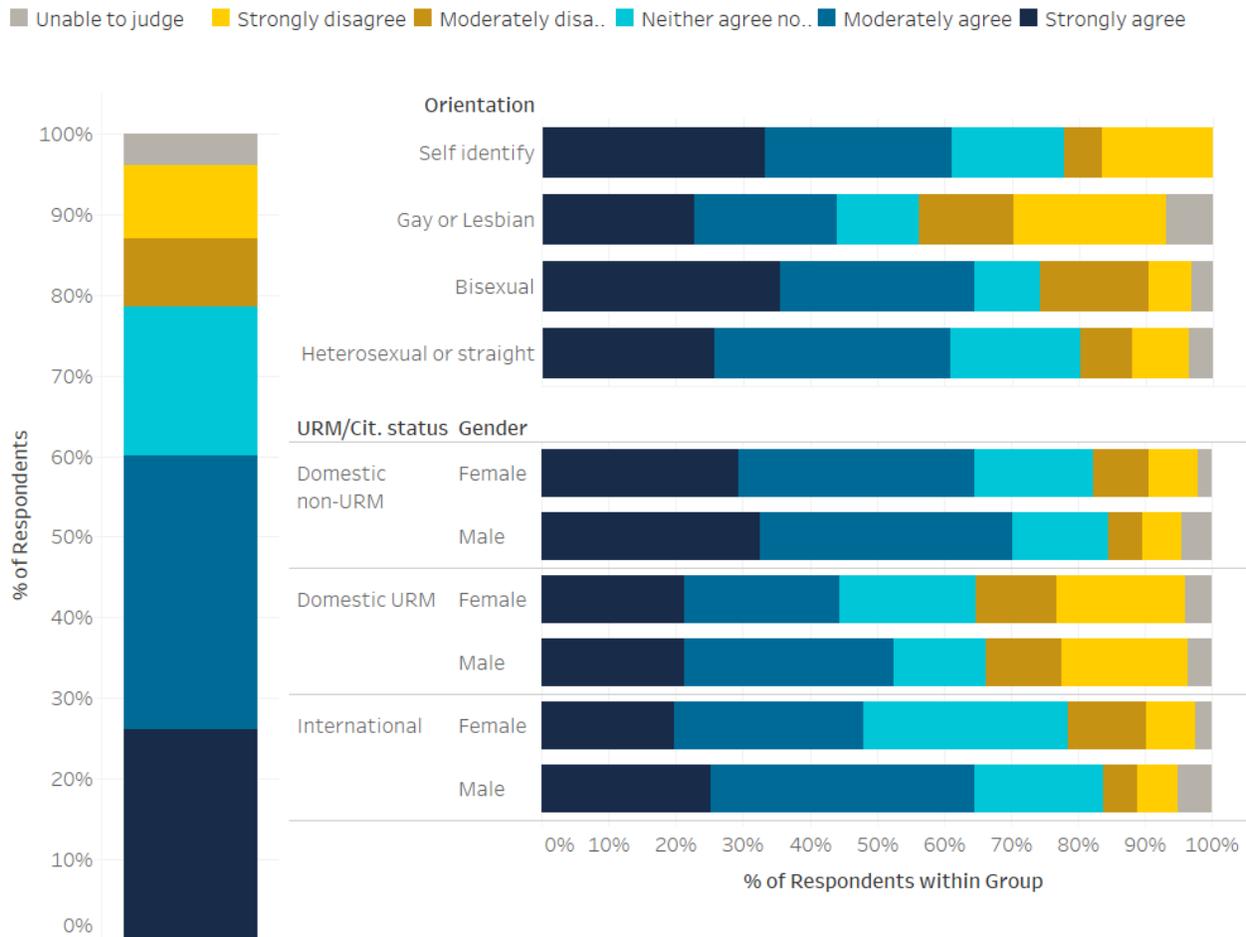
### 3. Relationships

Participants were asked a series of questions about the nature and quality of their relationships with faculty, staff, and peers in their program. For example, participants were asked to rate their agreement with the statement, “I see enough faculty or staff with whom I identify”. Across all respondents, approximately 60% agreed with the statement and 17.6% disagreed (Figure 20). These results are similar to those from 2014.

Fewer gay or lesbian respondents agreed (43.9%) with the statement compared to those who are heterosexual or straight (60.8%), self-identify (61.1%), or are bisexual (64.5%) ( $p < .01$ ). This is a distinct change from 2014, where those who self-identify agreed at a rate significantly less than the other orientation groups. Respondents from URM groups agreed at a significantly lower rate than their peers ( $p < .001$ ). Specifically, URM women disagreed at the highest rate (31.3%), comparable to URM men (30.0%) (Figure 20). While the rate of disagreement for URM women is still higher than the whole population, this is a positive shift from the 2014 administration of the survey, where approximately 60% of URM women disagreed with the statement.

Figure 19. Respondent perceptions of faculty and staff: Group differences

I see enough faculty and staff with whom I identify



Respondents from URM groups were less likely to agree with a variety of measures including having role models who are faculty ( $p < .001$ ), having role models who are staff ( $p < .001$ ), access to mentors that understand personal background ( $p < .01$ ), and department/program effort to recruit a diverse student body ( $p < .01$ ). Similar to respondents from URM groups, respondents with disabilities also were less likely to agree their department/program makes a significant effort to recruit a diverse student body ( $p < .01$ ).

## B. Graduate families

Approximately 8% of respondents answered that they have children or are currently pregnant/expecting. Of those, 73.7% have one or two children living with them at least 50% of the time, and the most common form of daycare is a stay at home parent (self or partner). All respondents (student parents and non-student parents) were asked to indicate their level of agreement with the statement, "I feel that UCSD is supportive of graduate students with children or families". 50% of respondents answered that they were unable to judge, and of the remaining respondents, 54.6% answered that they agreed. Approximately 21.3% of respondents answered that they disagreed, while the remaining respondents were neutral. All respondents were also asked to indicate their level of agreement with the statement, "I feel that UCSD provides adequate housing options for graduate

students with families (spouse/partner and/or children)". 36.8% of respondents were unable to judge, and of the remaining respondents, 47.3% agreed with the statement, 37.8% disagreed with the statement, and the rest were neutral.

The participants who answered that they have children or are expecting/pregnant were asked their level of agreement with the statement, "I am satisfied with the childcare options available to me at UCSD and in the surrounding community". Only one third of respondents agreed with the statement and half of respondents disagreed. The primary reason for dissatisfaction with available childcare options was the cost (65.6%), followed by availability (25.0%).

All respondents (student parents and non-student parents) were asked if there were any suggestions to enhance or develop family friendly programming for graduate students. Two main themes emerged regarding housing and finances. Approximately one third of respondents to the question touched on the theme of housing. Many respondents expressed concern over the demolition of the family friendly Mesa Housing in favor of high-rise apartment buildings that are not very family friendly. Related to this, respondents highlighted the need for green, open spaces that allow for play and exploration. Furthermore, many respondents want housing that also accepts pets as many family units have pets. Others suggested families with children should be grouped in proximity to each other in housing to help foster and build a sense of community. Respondents without children but with spouses/partners also desired family friendly housing geared to families without children.

About one quarter of respondents touched on the theme of finances. Many of these respondents explained that it is not feasible to support a child on a graduate student stipend. Other respondents lamented about the cost of available childcare in the area, commenting that a 50% TAsip hardly covers the cost of full-time childcare, let alone other regular expenses. The cost of adding dependents to GSHIP is prohibitively expensive. Responses also included suggestions to offer travel grants specific to graduate student parents.

Another smaller, yet recurring, theme centered on events. Respondents would like to see more regularly occurring family friendly events, such as family friendly movie nights, and some suggested supervised care could be offered at these events to ease the burden of the parents while at the event. Another smaller theme other survey participants commented on was that there needs to be increased visibility of students who are parents. For example, respondents would like to see greater flexibility in their schedules, more family oriented organizations, increased student-parent representation in the Graduate Student Association (GSA), increased inclusivity of single parents and adoption circumstances, and spouse/partner employment resources. The topic of maternity/paternity leave was also written about. Respondents commented that maternity leave needs to be longer, more flexible, and paid. GSHIP needs to cover the student while on maternity leave, even if the student is enrolled less than full-time to accommodate family needs. Faculty need to be trained on leave rules and regulations. Lastly, some respondents suggested it would be beneficial and very useful to have short-term (a few hours at a time) or after hours childcare on campus. This would enable student-parents to attend class or a meeting without having to pick-up and drop-off the child(ren) away from campus, which takes up time.

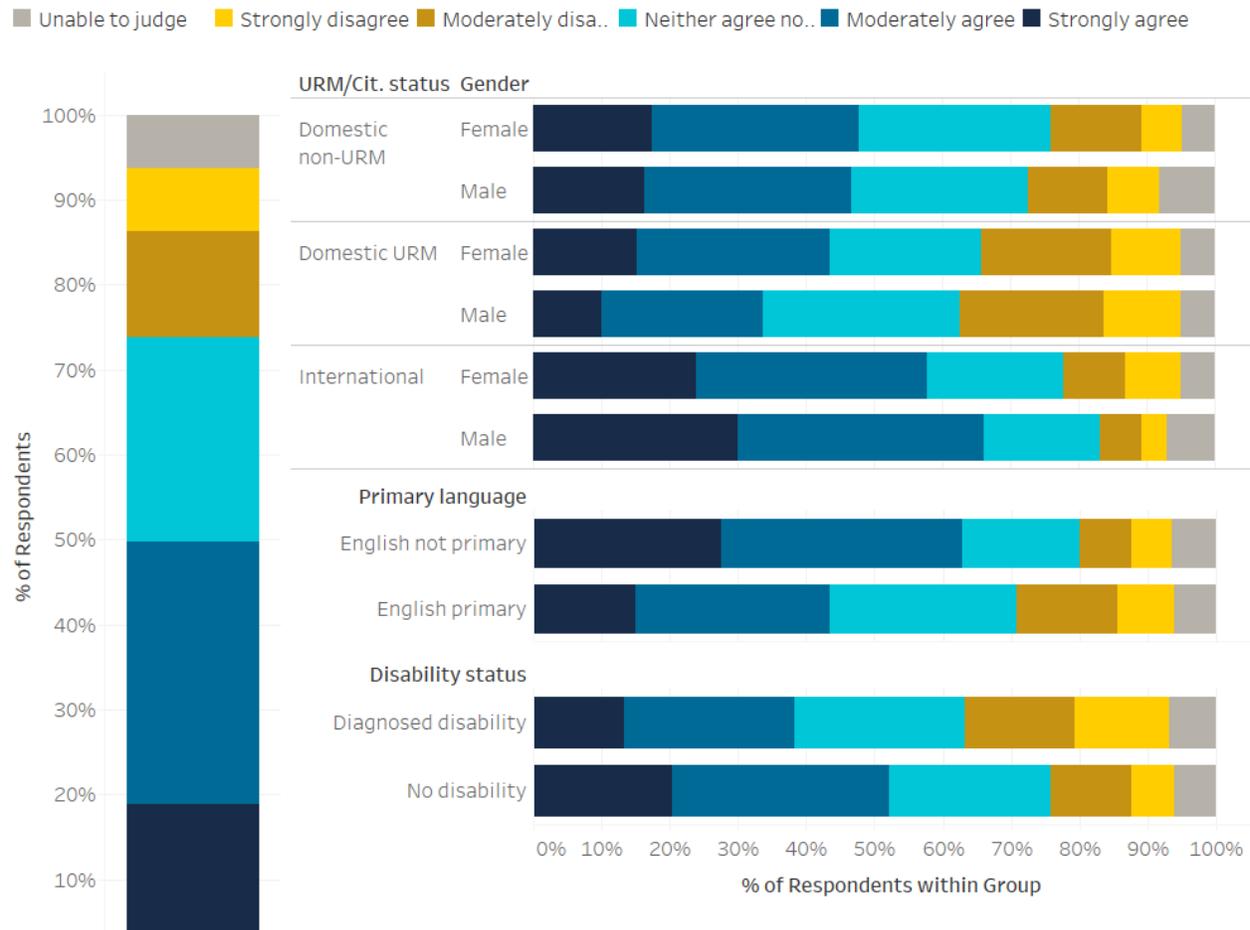
### C. Climate

Participants were asked a series of questions to assess their perceptions of the campus climate. They were asked whether the campus encourages open discussion of difficult topics, whether they have felt pre-judged by faculty, and whether they have experienced instances of exclusion and/or harassment.

Approximately half of respondents agreed with the statement, “The campus climate encourages open discussion of difficult topics”. The average agreement rating increased significantly ( $p < .05$ ) from 3.32 in 2014 to 3.43 in 2017. The rate of those who disagree and are neutral remained the same at 20% and 24% respectively. Respondents from URM groups had the highest rates of disagreement compared to their peers ( $p < .001$ ), especially URM men, where one third of respondents disagreed. International respondents, respondents for whom English is not the primary language, and respondents with no diagnosed disabilities all have higher rates of agreement ( $p < .001$ ) (Figure 21).

Figure 20. Respondent perceptions of campus climate: Group differences

#### The campus climate encourages open discussion of difficult topics

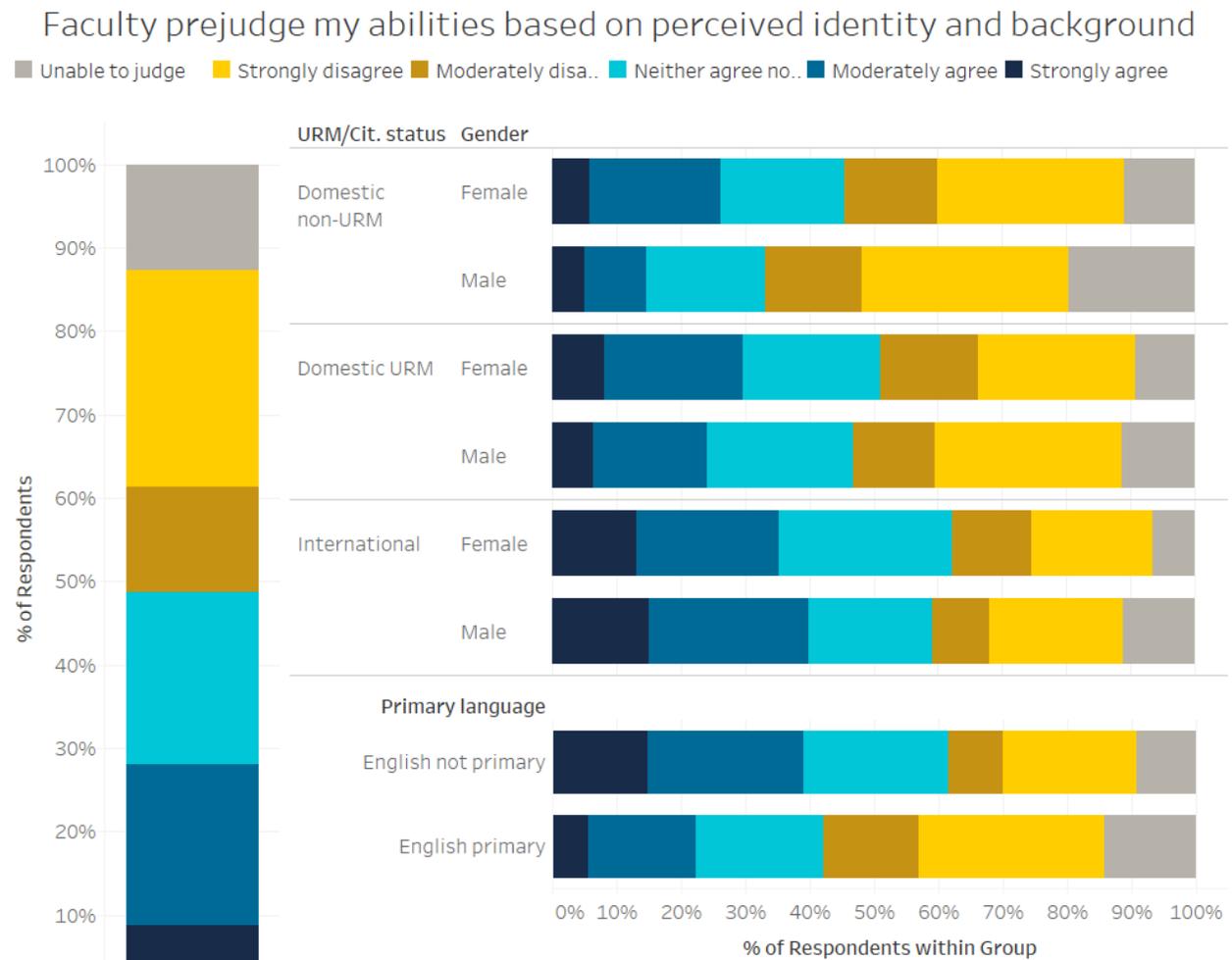


## 1. Faculty perception of students

Slightly more than one quarter (28.0%) of respondents agreed with the statement, “faculty prejudice my abilities based on perceived identity and background”, and almost 40% answered that they disagree with the statement (Figure 22). These results are similar to results reported in 2014.

Rates of agreement increased approximately 5% for international respondents and decreased about 10% for respondents from URM groups since 2014, indicating that more international respondents and fewer respondents from URM groups believe faculty prejudice them. There were significant group differences by gender ( $p < .001$ ), URM/citizenship status ( $p < .001$ ), and primary language ( $p < .001$ ).

Figure 21. Respondent reports of faculty perceptions: Group differences



## 2. Exclusionary behaviors

Participants were asked whether they had personally experienced any exclusionary, intimidating, offensive, or hostile behaviors while attending UCSD, and if so, whether the experience had interfered with their ability to work or learn. They were also asked about the nature of the incident(s), whether they sought assistance in coping with the situation, and whether the issue was adequately resolved.

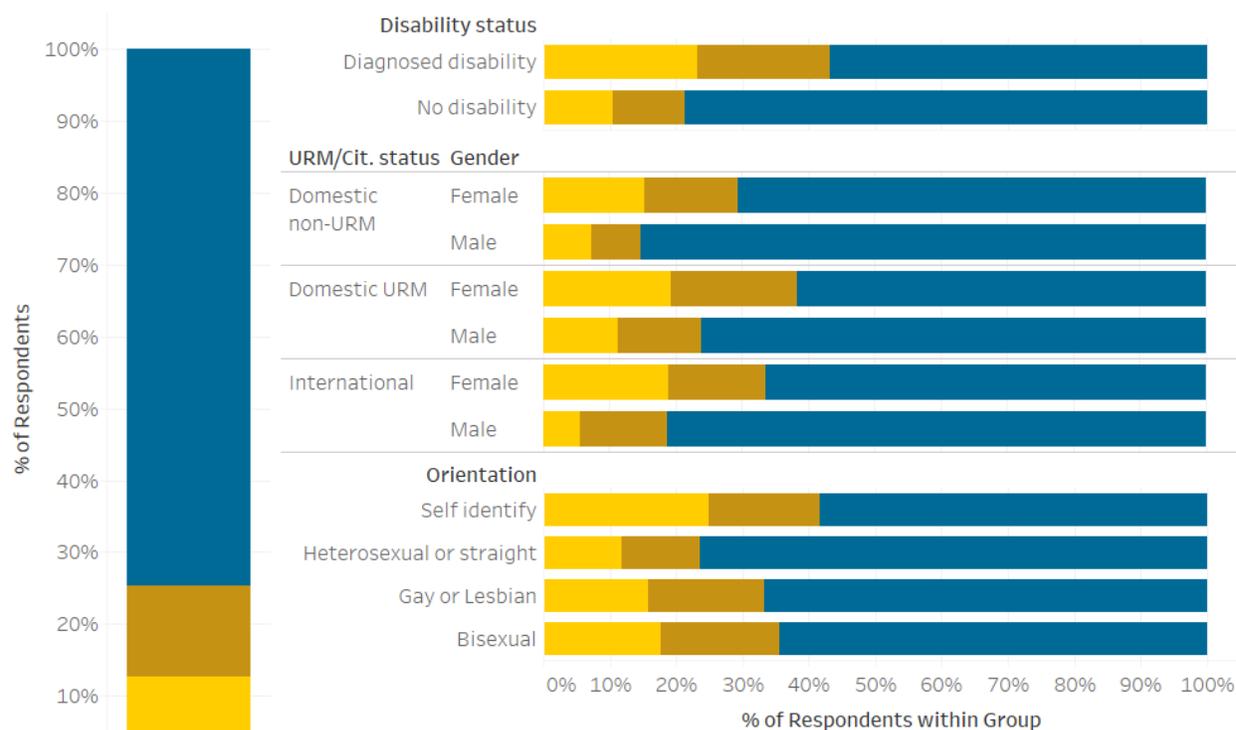
One quarter of respondents answered that they had experienced such a behavior, with half (12.7%) of those respondents reporting that it interfered with their ability to work or learn.

Respondents who have a diagnosed disability (43.2%), who self-identify (41.7%) or identify as bisexual (35.5%) or gay or lesbian (33.3%), are from URM groups (32.5%), or are women (32.3%) reported exclusionary behavior. Respondents who self-identify reported that it interfered with working or learning at the highest rate (25.0%) that it interfered with working or learning (Figure 23).

Figure 22. Reports of exclusionary behaviors: Group differences

Have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior while attending UCSD as a graduate student?

- No
- Yes, but it did not interfere with my ability to work or learn
- Yes, and it interfered with my ability to work or learn



*a) Assistance and resolution*

More than two thirds (35.1%) of respondents reported seeking assistance in dealing with the exclusionary/intimidating/offensive/hostile conduct. Women (42.4%) were significantly more likely than men (24.2%) ( $p < .01$ ) and students with diagnosed disabilities (45.1%) were significantly more likely than students with no diagnosed disabilities (31.4%) ( $p < .05$ ) to seek assistance. Compared to survey results from 2014, there was no significant difference between URM/citizenship groups and sexual orientation groups in rates of seeking assistance.

Across all groups of those who sought assistance, the most common contact was an advisor/other faculty member (37%), followed by CAPS (34%), department/program staff (e.g., graduate coordinator)

(29%). 16% sought assistance through the Ombudsman and 17% sought assistance through the Office for the Prevention of Harassment and Discrimination (OPHD). Patterns of seeking out assistance for all groups (gender, sexual orientation, URM/citizenship status, disability status) were similar to the overall trend.<sup>8</sup>

Similar to results from 2014, the top two reasons for not seeking assistance were that the problem did not seem important enough (36.8%) and/or the respondent did not feel campus leadership/resources could resolve the issue (35.7%). However, the fear of retaliation was either the first or the second most commonly selected reason for not seeking assistance for respondents who identify as LGBTQ, respondents from URM groups, and respondents who have a diagnosed disability.

Overall, 56.7% of respondents found adequate assistance in dealing with the conduct. Respondents from URM groups (30.0%) were significantly less likely to find adequate assistance ( $p < .001$ ) compared their domestic non-URM (53.2%) and international peers (87.5%).<sup>9</sup>

#### *b) Motivating factors*

For those participants who answered they had experienced exclusionary behavior, additional questions were asked to determine motivating factors. The number one most commonly selected motivating factor was status/position as a student (46.4%), followed by race (33.8%), and sex (32.4%) (Figure 24). These results are similar to those reported in 2014.

However, reporting rates of race and sex were higher among populations likely to be targeted. 60.0% of respondents from URM groups cited race as a motivating factor, and 47.4% of women cited sex as a motivating factor. The two most common motivating factors for international respondents who reported exclusionary behavior was race (48.8%) and language skills (39.0%). Among respondents who identify as LGBTQ, the most common motivating factor was status/position as a student (44.6%) followed by race (37.5%), sex (32.1%), and sexual orientation (30.4%).

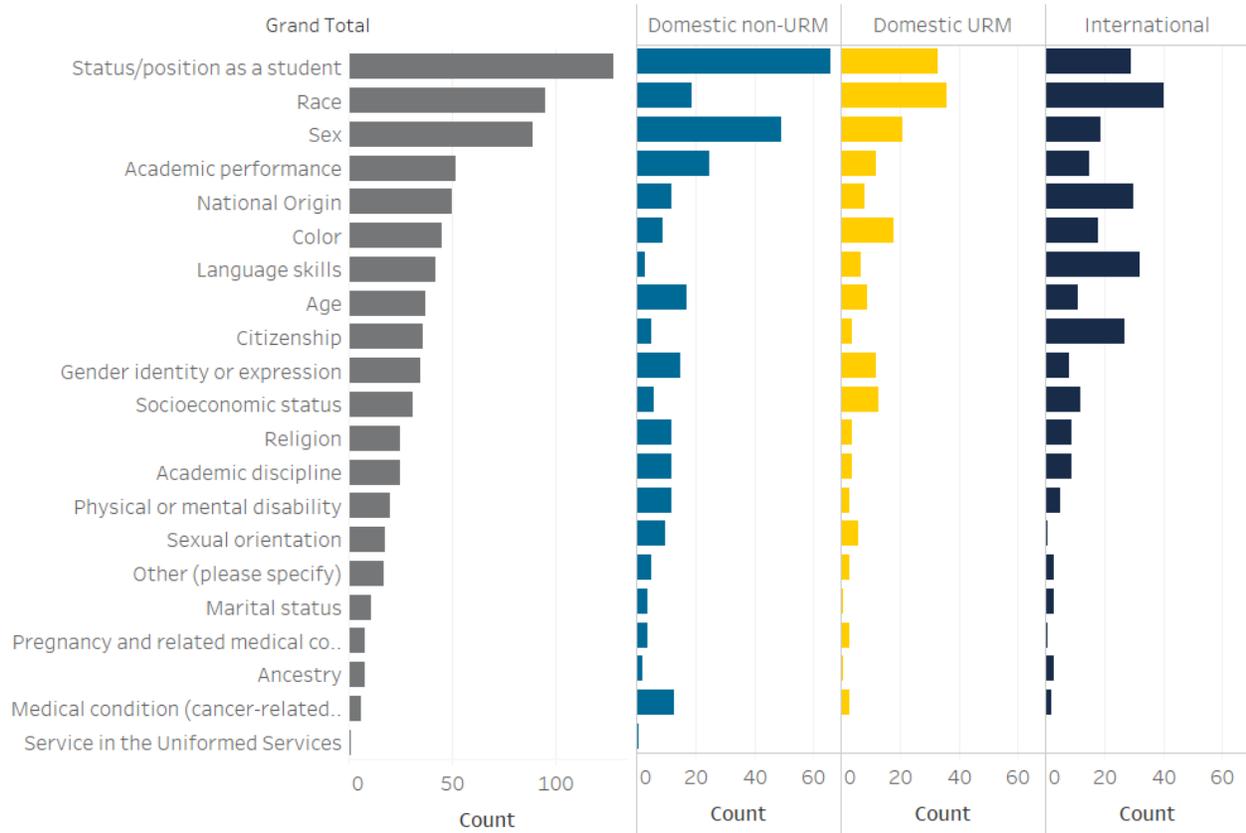
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<sup>8</sup> Note that because multiple responses were permitted, it is possible that the 'other' assistance was sought in conjunction with assistance via some formal route.

<sup>9</sup> Note: unequal group sizes were used in chi-square test for URM/citizenship groups.

Figure 23. Motivations attributed to exclusionary/intimidating/offensive/hostile conduct: Group differences.

Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following categories? (Check all that apply)



\*Note: A single instance of exclusion may be associated with multiple motivations.

*c) Experience and source*

For those who reported experiencing exclusionary behavior, a follow-up question was asked, “How did you experience this conduct? (Check all that apply)”. The most commonly reported experiences were feeling isolated or left out (40.6%), feeling deliberately ignored or excluded (37.9%), and feeling intimidated/bullied (37.2%), and receiving derogatory comments (24.6%). The four most commonly reported experiences in 2017 were the same four reported in 2014.

Beyond the most commonly reported experiences, which were very similar across all groups, respondents from URM groups (20.0%) and respondents who identify as LGBTQ (17.9%) were more likely to report someone alleging they were admitted/hired/promoted due to being part of a protected class. Domestic non-URM respondents (23.4%) and respondents with a diagnosed disability (22.0%) reported being the target of harassing verbal remarks. International respondents reported receiving a low performance evaluation (15.9%).

Most respondents cited other students as the source of the offending behavior (35.8%), followed by a faculty member (27.3%), and/or co-worker/lab mate (19.8%). The primary sources of exclusionary behavior are similar to those from 2014.

#### **D. Resource centers**

Participants were asked about their familiarity with and use of a variety of resource centers on campus. Awareness of all resource centers increased since 2014. Participants were most aware of the LGBT Resource Center. Awareness of the center increased from two thirds to three quarters since the previous administration of the survey, however, use of the center by LGBTQ respondents decreased from 30.5% to 22.7%. Awareness of the Office for Students with Disabilities (OSD) increased slightly from 64.6% in 2014 to 69.7% in 2017, but use of OSD by students with a diagnosed disability decreased from 21.9% to 16.5% (Figure 21).<sup>10</sup>

More than 60% of respondents reported awareness of the Women's Center (aware – 58.2%, aware and have used – 8.4%) and the Sexual Assault and Violence Prevention Resource Center (SARC) (aware – 58.9%, aware and have used – 3.4%). 12.7% of women and 3.5% of men reported using the Women's Center; these results are similar to those in 2014. 4.6% of women and 2.5% of men reported using SARC.

Just more than half of all respondents were aware of the Black Resource Center (BRC) (55.7%), the Cross Cultural Center (CCC) (52.0%), and the Office for Equity, Diversity and Inclusion (EDI) (51.6%). Among respondents from URM groups, 58.5% were aware of the BRC and 9.3% reported having used it. 61.2% of respondents from URM groups were aware of the CCC, and 13.1% reported having used it. 50.0% of respondents from URM groups were aware of the EDI and 7.6% reported having used it. Less than half of students were aware of the Raza Resource Centro (RRC) (46.8%), the Student Veterans Resource Center (45.6%), and the Inter-tribal Resource Center (28.3%) (Figure 26).

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<sup>10</sup> Respondents were also polled regarding awareness of Accommodation Counseling & Consulting Services (ACCES), which is now called DisAbility Counseling and Consulting (DCC). DCC is a division within Human Resources which primarily serves faculty and staff, but also serves graduate students employed by the University.

Figure 24. Awareness and usage of campus resource centers: All respondents

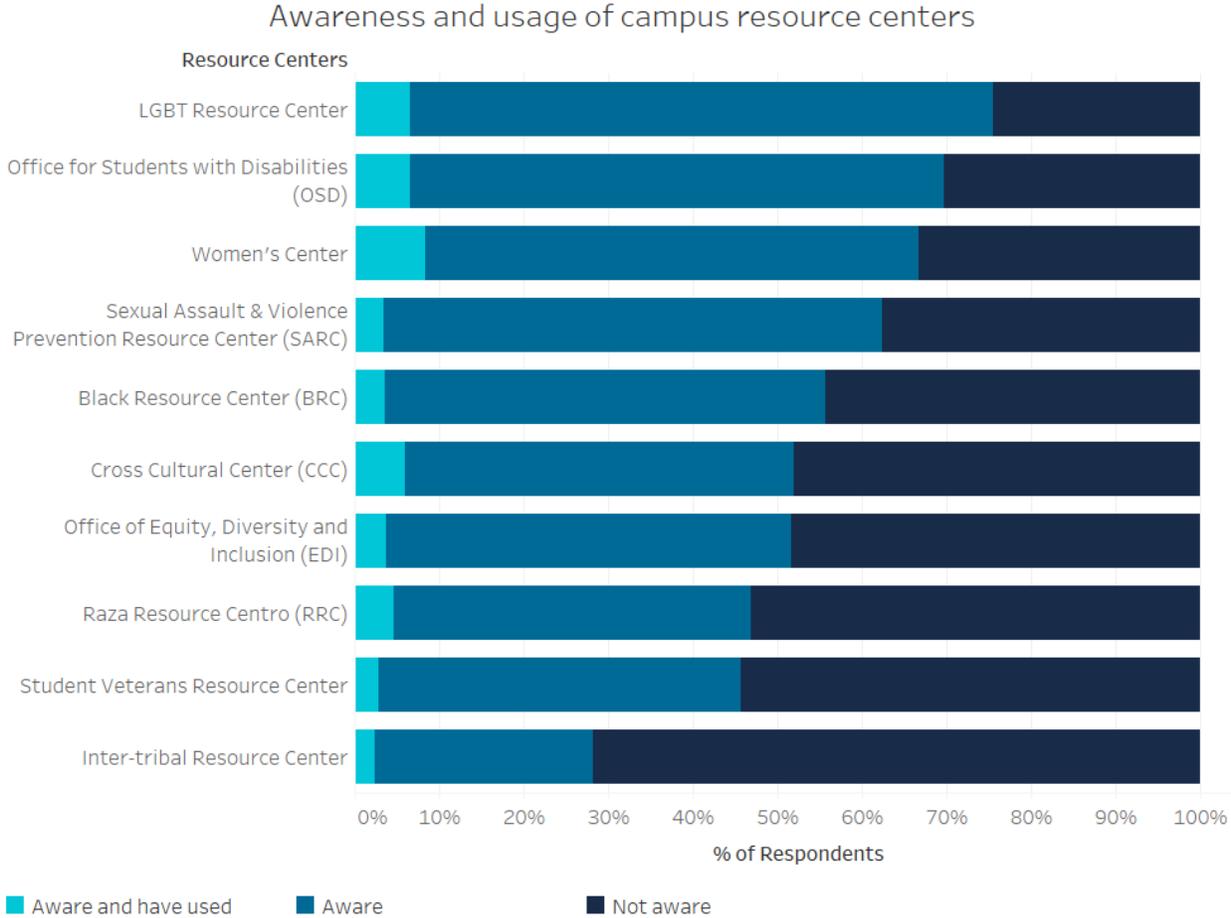
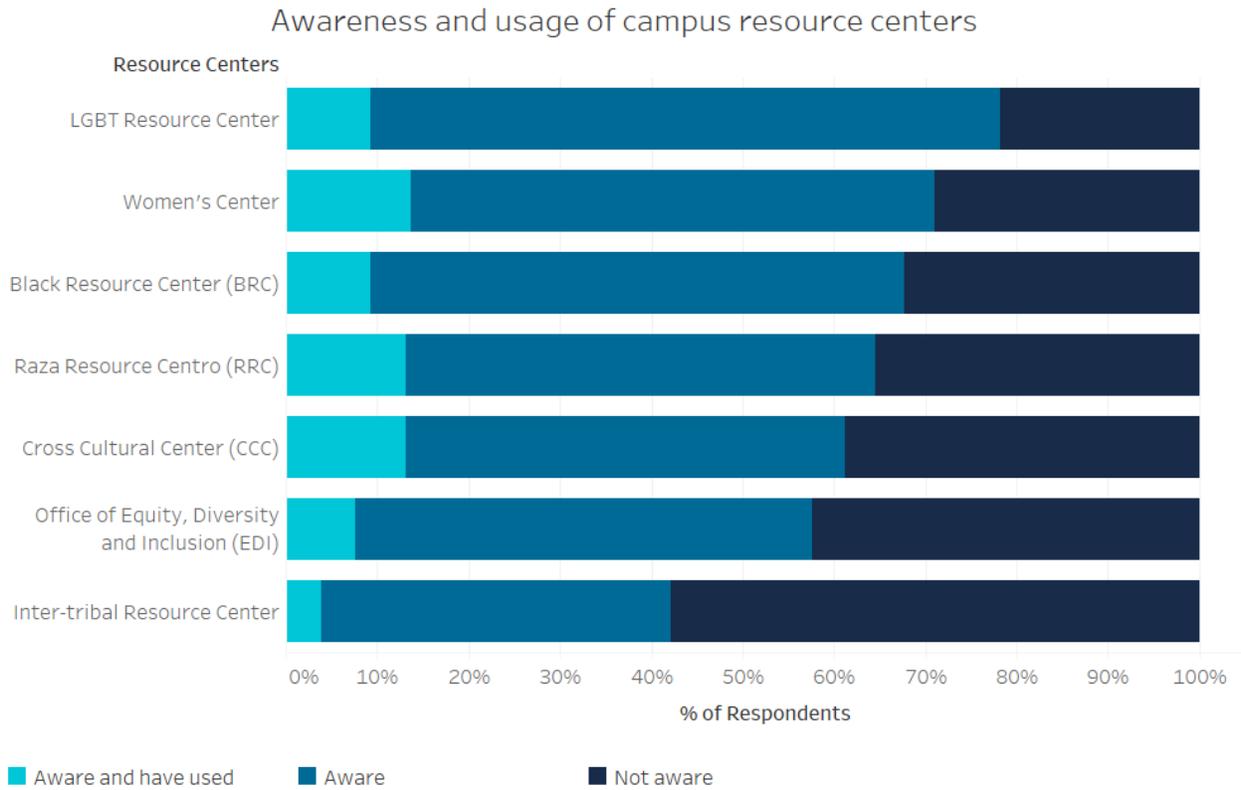


Figure 25. Awareness and usage of campus resource centers: Respondents from URM groups



## **XI. Recommendations**

### **A. Overall experience**

- Although overall satisfaction ratings remained the same as they were in 2014, consider closely examining the experiences reported by specific groups of respondents, including respondents from URM groups and female respondents, as their responses indicated less overall satisfaction. Consider special programming or training for how faculty, staff, and other graduate students can better support these students and ensure their success.
- As graduate student enrollment increases annually, new graduate degree programs are approved in the coming years, and UC San Diego continues to climb in the rankings, it is vital to monitor graduate student satisfaction/success within our own institution and across comparable institutions around the world. Consider designing departmental dashboards that align with surveys of students and provide actionable recommendations to campus partners on how they might increase graduate student satisfaction and success along the way.

### **B. Academic experience**

- Consider examining the Spring Evaluation process administered by the Graduate Division to ensure all graduate students (where appropriate) have filed on time and complete Individual Development Plans (IDPs) that are action-oriented with measurable annual goals and outcomes. Work with the GSA and Career Center to develop universal standards for what should be included in IDPs and work to align with the 12 career readiness competencies.
- Support GSA in developing mentorship standards; encourage the Graduate Council to approve standards to increase awareness and observance of good mentorship practices.
- Increase awareness of good mentorship practices by enhancing Grad Life website mentorship section and by exploring what a campus-wide graduate student-alumni mentorship program might look like.
- Consider including some department/program-specific data around academic experience into the dashboard metrics the graduate analysts will develop and share with campus leaders in AY 2018-2019, as there are significant differences in satisfaction across departments/programs that should be closely examined. In Particular attention should be paid to, the academic areas where more than 15% of respondents rated the quality of courses or instruction as less than average and academic areas where more than 40% of respondents feel that faculty tensions affect students should be examined immediately.

### **C. Teaching experience**

- Continue to partner and increase collaboration with the Graduate Division and the Teaching + Learning Commons by moving toward a required training model for all graduate students who serve as Teaching Assistants or Instructional Assistants, which may combine online and in-person training modules.
- Partner the Graduate Division with the Teaching + Learning Commons to develop credit-bearing coursework (housed within the Graduate Division or within academic departments/programs) in instructional design and pedagogy that counts toward degree completion.
- Increase departmental knowledge of resources offered by the TLC, including instructional design and online course development support for faculty, as well as writing and teaching resources for graduate students.

## **D. Professional development**

- Evaluate the effectiveness of grAdvantage programming and develop a strategic plan to guide future decision-making. Having three years of data on the success of grAdvantage offers the opportunity to do a comprehensive assessment of all aspects of the initiative and to determine which of the most successful aspects might be scaled up to reach more students. It is also recommended to do a gap analysis and consider new areas of programming that graduate students desire, such as discipline-specific events and workshops on obtaining grants/fellowships.
- Increase the number of graduate students who secure extramural funding by enhancing the number and types (in-person individual and group, as well as online sessions) of Graduate Division training sessions on how to complete fellowship and grant applications. Encourage fellowship applications by highlighting the stories and strategies of current fellows on the Graduate Division website and developing strong relationships with funding organizations who can provide guidance and advice. Continue the Graduate Division Fellowship Initiative that was implemented in AY 2017-2018 that provides matching support funds to students who secure certain large extramural fellowships.

## **E. Challenges to academic progress**

- Develop easy to access data for departments to identify at risk students (those on probation, multiple LOAs, enrolled seven or more years) and to encourage departments to take action immediately to support those students and decrease withdrawals, leave of absence requests, and extended time to degree.
- Identify in future surveys whether or not living on-campus in graduate student housing changes the impact/stress of the cost of living and finances on students.
- Because cost of living and housing were identified as the top two areas impacting respondents' academic progress and because the high percentage increase of those reporting challenges with cost of living in the 2017 survey, this issue should be examined more closely right away. Consider conducting a simple "check-in" poll with those living in student housing to gauge how they are feeling, as well as those not in student housing to understand the nuances that may exist between these two populations. Consider advertising resources for those who may be without stable housing, especially during spring quarter when summer housing arrangements must be made. Finally, consider adding specific questions about housing and cost of living to the withdrawal forms to better understand whether these issues played a role.

## **F. Student well-being services**

- Graduate Division should consider enhancing and/or increasing awareness of resiliency and self-care programming through partnerships with CAPS, GSA, and other campus departments, programs, and entities (possible Recreation or the Hub), so students can learn stress management, develop strong coping skills, and openly discuss failure and how they will rebound after inevitable setbacks. Consider collaborating with departments and programs on webinars that address these topics, which can be recorded and made available online for students to view any time.
- Increase student referrals to the Office for Students with Disabilities (OSD) by offering more training to Graduate Coordinators and by creating a one-pager on what to do when a student

discloses to a department/program that they have a disability. Also, with the move towards online orientation, consider including a module on OSD with the hopes it will improve awareness and disclosure.

## **G. Career Center**

- Ensure the new leadership of the UC San Diego Career Center is aware of the unique needs of graduate students and is committed to serving this population in the future. UC San Diego Career Center has invested more resources into graduate student support since the 2014 survey, and this shows in the 2017 survey results, where respondents reported being more aware of and satisfied with the Career Center. However, with new university reporting structures and leadership within the center, it will be important for Graduate Division staff and the GSA to continuing building and strengthening ties to the Career Center on behalf of graduate students.
- In partnership with GSA and the Graduate Division, the Career Center should consider planning a graduate student-specific Career Fair or Industry Expo for recruiters who are targeting masters and doctoral level candidates. In addition, at all-campus career fairs, the Career Center should clearly denote which employers are interested in hiring graduate students, so it is easy for graduate students to engage and feel connected to the event. Finally, graduate student-specific marketing materials should be designed for all events so graduate students feel welcome.
- The Career Center is developing “Seal Teams” to strengthen ties between academic programs and departments to ensure career advisors and the employer relations teams are aware of current discipline-specific opportunities, interests, and engagement strategies. Consider ways of ensuring the graduate student voice is represented on each Seal Team.
- As a way to increase access to career advisors, the Career Center also will be offering on-site advising across campus for departments and programs that are far away from the main Career Center offices. Consider collaborating with Alumni Relations and involving graduate alumni in these on-site advising sessions as a way to attract students, reconnect alums to UC San Diego, and increase the capacity of Career Center staff to reach as many students as possible.
- Consider a Career Center staffing model that would allow one career advisor per division, to coordinate better the professional and career development efforts at the program or department level; they could also be embedded within the physical space of the division served to be easily accessible and more visible to students.

## **H. Housing**

- UC San Diego is investing heavily in new graduate student housing facilities, which are on-track to open in Fall 2020. Once open, the majority of graduate students will be able to live on-campus in below market rate housing designed specifically for the unique needs of graduate students and their families, such as on-site childcare facilities, community rooms and gathering spaces, counseling and psychological services, recreation and wellness facilities, as well as cafes, restaurants, and pubs. In the interim, consider creative solutions to the housing challenge for graduate students by exploring options such as alumni property owners who agree to offer below-market-rate rentals to current students, summer bridge stipends for housing during summer when graduate students do not receive funding, and exploration of negotiated UC San Diego rates with short and long-term rental agencies, such as Airbnb.

- As new graduate student housing is constructed, consideration should be given to designing communities that are family-oriented, allowing students with families to live near to one another. Consideration should also be given to single graduate students who may want to live near other single graduate students. Designing structures and spaces to accommodate the diverse needs is vital to increasing student satisfaction around housing in the future.

## **I. International student services**

- Consider hiring an immigration attorney to consult with international students on immigration laws, green card applications, working in the USA, and traveling outside of the USA to conduct research or do field work.
- Consider career development support tailored to international students, perhaps by hiring an international graduate student career advisor or by designing career programs specifically for international students.
- Consider offering more webinars to support international student success while enrolled, which can build off the webinar series for incoming international students currently offered by the Graduate Division.
- When building the new Graduate Division fellowship database, consider a search feature that easily identifies opportunities available to international students.

## **J. Feelings**

- The number of respondents experiencing emotional or stress-related problems that significantly affected well-being and/or academic performance increased by 15% since 2014, highlighting that this is an area where more support is needed. Consider offering more resources, workshops, and support groups for graduate students, in order to teach skills in stress prevention and management. When tailoring these efforts, give special consideration to students who are disproportionately impacted by feelings of stress, including students from URM groups and international students.
- New technologies for monitoring student mental health and well-being should be explored as a way to check-in with graduate students throughout the year and build a healthier community.

## **K. Stressors**

- In order to reduce financial stressors, reexamine the minimum stipend level and number of years of guaranteed funding for all doctoral or terminal degree students and work towards greater equity in stipend levels and years of funding across all degree programs.
- Consider offering up-front travel stipends (instead of reimbursement) or developing other ways to prepay travel costs for graduate students who are invited to present research at conferences, as some students may not have funds available to pay for travel expenses. This lack of upfront funds may prohibit participation in such professional development activities, which may adversely affect job prospects, career advancement, time to degree, academic progress, as well as student stress levels.
- To reduce the stress caused by job prospects and job searching, consider new ways of partnering with departments and programs on career development support for graduate students throughout their time (not just at the very end). Consider expanding the use of Individual Development Plans across all programs/degree levels and developing a university-wide graduate student-alumni mentorship program focused on career and job search support.

- Evaluate the current offerings within grAdvantage to assess which programs are the most effective and strategize on how to scale them in order to reach more students. Consider offering more webinars and working closely with specific departments in order to better serve specific student groups, including special programming for students from URM groups and international students.

#### **L. Sense of community**

- The majority of respondents reported feeling a sense of community within their programs; however, respondents from URM groups and respondents with disabilities reported lower levels of community and this should be closely examined. Consider collaborating with academic departments/programs as well as the Resource Centers on campus to create more intentional and new community-building programs for both students from URM groups and students with disabilities. Consider collecting additional feedback from these students about what types of programs or strategies would be most helpful in fostering a greater sense of community.
- Partner with the GSA on more community-building events and consider enhancing Orientation and Commencement special programs for students from URM groups, students with disabilities, students with families, and other populations of graduate students who may not be served well by traditional programming.

#### **M. Graduate families**

- Consider sponsoring more family friendly events at graduate housing facilities and providing low-cost or no-cost supervised childcare for the duration of events that are not family friendly, thereby enabling participation from students with families.
- Explore options for affordable, short-term, on-campus, childcare to enable graduate student parents to attend classes, meetings, presentations without the stress of driving or shuttling children to off-campus locations. Just-in-time options would also be helpful in case of last-minute obligations or opportunities for students, such as job interviews or time-sensitive lab experiments.
- Consider building designs in new graduate student housing that encourage inter-family connections and support structures, such as shared play spaces, co-op childcare options, and community gardens and trails for engagement with nature.

#### **N. Climate**

- Encourage a culture of care among graduate students by encouraging them to support one another starting at orientation and continuing throughout their time on campus, use the [UC San Diego Principles of Community](#) as a guide and promote them online via the Graduate Division website and social media accounts.
- Consider developing a mentorship guidebook that encourages faculty to create inclusive, open, and honest climates and offers the tools and support necessary for doing so.
- Consider working with student leadership organizations within each program/department to ensure they are being inclusive and serving the diverse needs of all students.
- Increase awareness of the [UC San Diego Office for the Prevention of Harassment and Discrimination \(OPHD\)](#) by listing it as a resource on the Grad Life website and by continuing to include it in New Graduate Student Orientation.

## **O. Resource centers**

- The overall awareness of the Resource Centers has increased. To continue this trend, the Graduate Division should work with the Graduate Campus Climate Interns to increase partnerships with the Resource Centers on graduate student-specific programming and make sure to highlight these events in the weekly Grad Life email.
- Continue to highlight the Resource Centers on the new Grad Life website and ensure incoming students are able to connect with the centers prior to arrival.
- Reach out to the centers for new ideas on how best to program for and support our increasingly diverse graduate students.

## **XII. Appendix A. Text of Questions**

Q1 To continue, please indicate your consent:

Q2 In which graduate or professional program are you currently enrolled at UCSD?

Q3 Which degree are you currently seeking?

Please rate the quality of your experiences at UCSD:

Q4 Academic experience

Q5 Social experience

Q6 Inclusion in the UCSD community

Please rate how important each of the following is in determining your overall satisfaction with your graduate experience at UCSD:

Q7 Academic experience

Q8 Social experience

Q9 Inclusion in the UCSD community

Q10 Please indicate your level of agreement with the following statement: I am satisfied with my overall graduate experience at UCSD.

Please rate the following with regard to your academic program:

Q11 Intellectual quality of the faculty

Q12 Intellectual quality of your peers

Q13 Relationships with faculty

Q14 Relationships with your peers

Please indicate your level of agreement with the following statements:

Q15 My labmates and research co-workers are supportive.

Q16 Students in my program are treated with respect.

Q17 Students have adequate input with regard to decision making in my program (e.g., faculty hires, changes to qualifying exams, required coursework).

Q18 There are tensions among faculty that affect students.

Q19 My program provides adequate social opportunities and events for graduate students.

Q20 It is important for my overall satisfaction with my graduate experience at UCSD to have social opportunities provided by my program.

Q21 My program makes an effort to foster a sense of community.

Q22 I feel a sense of community with my program.

Q23 It is important for my overall satisfaction with my graduate experience at UCSD to feel a sense of community with my program.

Please rate the following with regard to your program:

Q24 Availability of course offerings

Q25 Quality of courses

Q26 Quality of instruction

Q27 Pertinence of courses to your degree

Q28 Please rate your level of agreement with the following statement: I have a clear understanding of what is required of me in order to graduate.

Q29 Please rate the overall quality of your academic program.

Q30 Please rate the overall quality of your academic advising experience as a graduate student at UCSD:

Q31 Please indicate your level of agreement with the following statement: My program has clear and useful guidelines for selecting an advisor.

Q32 Do you have an advisor guiding your dissertation/thesis research?

Please indicate your level of agreement with the following statements:

Q33 My research advisor is generally available when I need to speak with him/her.

Q34 I receive sufficient and constructive feedback from my research advisor.

Q35 My research advisor values my work.

Q36 I feel comfortable pursuing different directions for my own research.

Q37 I can talk openly about my future career interests - in and outside academia - with my research advisor.

Q38 I can talk to my research advisor if I have personal problems interfering with my work.

Q39 Have you ever changed research advisors?

Q40 How many times have you changed research advisors?

Q41 For which of the following reasons did you change research advisors? (Check all that apply)

Q42 Have you ever considered changing research advisors?

Q43 For which of the following reasons did you consider changing research advisors? (Check all that apply)

Q44 Please rate the overall quality of your dissertation/thesis research advising experience as a graduate student at UCSD:

Q45 Please explain why your research advising experience has been 'poor'.

Q46 Which of the following forms of financial support have you used to fund your graduate or professional education at UCSD? (Check all that apply)

Q47 Which statement best applies to your financial support for the 2016-17 academic year?

Q48 The criteria for eligibility for financial support within my academic program are clear and available.

Q49 I am satisfied with the level of financial support I receive as a graduate or professional student at UCSD.

Q50 Have you been a graduate teaching assistant (TA) at UCSD?

Q51 Please rate the quality of the feedback you have received from the professors for whom you have served as a TA:

Q52 Does your department/program (or the department/program in which you are serving as a TA) provide TA training?

Q53 How helpful was the TA training provided by your department/program (or the department/program in which you were serving as a TA)?

Q54 Are you aware of teaching training services provided by the UCSD Teaching + Learning Commons [formerly Center for Teaching Development (CTD)]?

Q55 Have you ever used the services provided by the Teaching + Learning Commons for TA training?

Q56 Please indicate your level of satisfaction with the TA training you received from the Teaching + Learning Commons:

Q57 Please indicate your level of agreement with the following statement: Overall, I am satisfied with the training I've received for being a TA.

Q58 Which of the following best describes your ideal professional employment immediately after you complete your graduate degree?

Q59 Which of the following best describes your realistic expectation for professional employment immediately after you complete your graduate degree?

Q60 Are you aware of the UCSD Career Center (formerly Career Services Center)?

Q61 Are you satisfied by the services provided by the Career Center?

Q62 Does your department or program provide career development training or advising?

Q63 Are you satisfied with your department or program's career development?

Q64 Please indicate your level of agreement with the following statement: Overall, I am satisfied with the services and advice available to me at UCSD with regard to career development and training.

Please indicate the extent to which the following personal factors have posed challenges to your academic progress:

Q65 Work/financial commitments (non-instructional and non-academic)

Q66 Family obligations

Q67 Immigration laws or regulations

Q68 Personal relationships (non-academic)

Q69 Cost of living

Q70 Housing situation

Please indicate the extent to which the following academic factors have posed challenges to your academic progress:

Q71 Availability of faculty

Q72 Program structure or requirements

Q73 Course scheduling

Q74 Personal relationships with colleagues

Q75 Personal relationships with academic supervisor/thesis advisor

Q76 Ethical dilemmas related to authorship or collaboration

Please indicate the extent to which the following other factors have posed challenges to your academic progress:

Q77 Attitudes towards your race or ethnicity

Q78 Attitudes towards your gender

Q79 Attitudes towards your nationality

Q80 Attitudes towards your sexual orientation

- Q81 Attitudes towards your religious/spiritual views
- Q82 Campus safety concerns
- Q83 Other safety concerns (e.g., off-campus transportation, off-campus housing)
- Q84 Campus accessibility issues

Q85 Have you ever seriously considered quitting graduate school because of any of the issues listed above?

Q86 Which issue(s) led you to seriously consider quitting your graduate program? (Check all that apply)

Q87 Do you know who the GSA representatives in your department are?

Q88 Do your GSA representatives relate to you important resources and information?

Q89 Have you attended at least one GSA-sponsored event in the past 12 months?

Q90 Which issues or topics do you think your graduate student government should focus their efforts on? (Check all that apply)

Please indicate your level of agreement with the following statements:

Q91 I am satisfied with the programming offered by the GSA.

Q92 I am satisfied with the funding decisions made by the GSA.

Q93 Please indicate your level of agreement with the following statement: Overall, I think my interests are being represented by the GSA.

Q94 Which of the following would be the best ways to inform you of upcoming academic events? (Check all that apply)

Q95 Which of the following would be the best ways to inform you of upcoming social events? (Check all that apply)

Q96 Which of the following workshop topics are you most interested in being offered by your department/program? (Check all that apply)

Please indicate your level of agreement with the following statements:

Q97 UCSD faculty generally have my best interests in mind

Q98 UCSD administrators generally have my best interests in mind

Q99 Faculty prejudge my abilities based on perceived identity and background

Q100 The campus climate encourages open discussion of difficult topics

Q101 My department/program encourages open discussion of difficult topics

Q102 I have role models who are faculty

Q103 I have role models who are staff

Q104 I see enough faculty or staff with whom I identify

Q105 I have access to mentors that understand my personal background

Q106 I have access to staff that understand my personal background

Q107 I have access to peers that understand my personal background

Q108 My department/program makes a significant effort to recruit a diverse student body

Q109 I have opportunities for academic success that are similar to my classmates

Q110 Have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior while attending UCSD as a graduate student?

Q111 Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following UCSD protected categories? (Check all that apply)

Q112 Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following unprotected categories? (Check all that apply)

Q113 How did you experience this conduct? (Check all that apply)

Q114 Who/What was the source of this conduct? (Check all that apply)

Q115 Did you seek assistance in dealing with the exclusionary/intimidating/offensive/hostile conduct?

Q116 Who did you contact in seeking assistance? (Check all that apply)

Q117 Did you find adequate assistance in dealing with the conduct?

Q118 Why did you not seek assistance? (Check all that apply)

How familiar are you with each of the following campus resource centers?

Q119 Office of Equity, Diversity and Inclusion (EDI)

Q120 Office for Students with Disabilities (OSD)

Q121 Accommodation Counseling & Consulting Services (ACCES)

Q122 Black Resource Center (BRC)

Q123 Cross Cultural Center (CCC)

Q124 Raza Resource Centro (RRC)

Q125 Inter-tribal Resource Center

Q126 LGBT Resource Center

Q127 Student Veterans Resource Center

Q128 Women's Center

Q129 Sexual Assault & Violence Prevention Resource Center (SARC)

Q130 Please indicate your current health insurance plan:

Please indicate your level of agreement with the following statements:

Q131 I am satisfied with the current services covered by GSHIP.

Q132 I am satisfied with the current costs of GSHIP.

Q133 I am satisfied with the current GSHIP claims process.

Q134 I am satisfied with the current GSHIP referral process.

Q135 Do you have any other comments on GSHIP?

Q136 Have you ever used any services provided by Student Health Services (SHS)?

Q137 Please indicate your level of satisfaction with the services you received at SHS:

Q138 In the past 12 months have you experienced an emotional or stress-related problem that affected your well-being and/or academic performance?

Within the last 12 months, how often have you experienced the following:

Q139 Felt things were helpless

Q140 Felt overwhelmed by workload and responsibilities

- Q141 Felt anxious or panicked
- Q142 Seriously considered taking a leave of absence from UCSD
- Q143 Seriously considered quitting grad school
- Q144 Felt exhausted (not from physical activity)
- Q145 Felt very sad
- Q146 Felt so depressed that it was difficult to function
- Q147 Seriously considered suicide
- Q148 Within the last 12 months, have you attempted suicide?

To what extent are the following personal stressors impacting your well-being?

- Q149 Finances
- Q150 Partner/spouse relationship
- Q151 Roommate/housemate relationship
- Q152 Childcare obligations
- Q153 Other personal or family obligations
- Q154 Housing
- Q155 Immigration status/process/regulations

To what extent are the following academic stressors impacting your well-being?

- Q156 Job prospects
- Q157 Mentor/advisor relationship
- Q158 Co-worker/colleague relationship
- Q159 Academic progress
- Q160 Workload as a student
- Q161 Workload as a TA/RA
- Q162 Campus climate

Q163 Please elaborate on the above, or provide additional stressors:

- Q164 Have you ever considered seeking counseling or mental health services?
- Q165 Have you ever utilized mental health services provided by Counseling and Psychological Services [CAPS]?
- Q166 Upon contacting CAPS, were you satisfied with the timeliness of their response?
- Q167 Were you satisfied with the services you received at CAPS?
- Q168 Which of the following do you perceive as reasons for not seeking out mental health services at CAPS? (Check all that apply)
- Q169 UCSD Counseling and Psychological Services (CAPS): caps.ucsd.edu or 24/7 crisis assistance 858-534-3755

Q170 Please indicate the five-digit zip code of your local residence: (e.g., 92093)

- Q171 Do you currently live in UCSD Affiliated Housing?
- Q172 How satisfied are you with the UCSD Affiliated Housing staff and services?
- Q173 Do you want to live in UCSD Affiliated Housing in the future?
- Q174 How easy was it for you to find and obtain your current housing?
- Q175 Which resources did you use to find your current housing? (Check all that apply)

Q176 Which of the following features are most important to you in choosing your place of residence?  
(Check all that apply)

Q177 Please indicate your level of agreement with the following statement: I feel that UCSD provides adequate housing option for graduate students with families (spouse/partner and/or children).

Q178 How often do you use the recreational facilities on campus, including RIMAC, Main Gym, and Canyonview Aquatic Center?

Q179 Which facility do you use the most?

Q180 How satisfied are you with the recreation facilities and staff at UCSD?

Q181 Please indicate if you have ever used any of the following services on campus at UCSD as a graduate student: (Check all that apply)

Q182 College dining halls

Q183 The Loft

Q184 UCSD Bookstore

Q185 Price Center restaurants

Q186 Graduate Student Lounge

Q187 The Basement

Q188 Campus coffee carts

Q189 What is your citizenship status?

Q190 Please select your country of citizenship:

Q191 How satisfied are you with the help provided by resources at UCSD in obtaining your visa?

Q192 Have you ever used any resources provided by the International Center?

Q193 How satisfied are you with the International Center services?

Q194 What resources or services would you like to see developed or added in the International Center?

Q195 Have you been diagnosed with a medical and/or psychological condition/disability?

Q196 Have you self-disclosed a medical and/or psychological condition/disability to the UCSD Office for Students with Disabilities (OSD)?

Q197 How satisfied were you with the services provided by OSD?

Q198 Have you self-disclosed the presence or history of a medical and/or psychological condition/disability to your graduate department/program?

Q199 Were you referred to OSD upon self-disclosing your medical and/or psychological condition/disability to your graduate department?

Q200 How satisfied are you with accessibility/accommodations on the UCSD campus?

Q201 Please indicate your level of agreement with the following statement: I feel that UCSD is supportive of graduate students with children or families.

Q202 Do you have any suggestions to enhance or develop family friendly programming for graduate students?

Q203 Do you have children (or are you currently pregnant/expecting)?

Q204 How many children do you have living with you at least 50% of the time?

Q205 How old are your children currently? (Check all that apply)

Q206 Which of the following arrangements do you use to care for your child(ren)? (If pregnant/expecting, please select the arrangements you plan to use.) (Check all that apply)

Q207 Please indicate your level of agreement with the following statement: I am satisfied with the childcare options available to me at UCSD and in the surrounding community.

Q208 Why are you dissatisfied with available childcare options? (Check all that apply)

Q209 How do you describe your ethnic background? (Check all that apply)

In a typical week this quarter, how much time would you say you spend on each of the following?

Q210 Teaching and related activities

Q211 Attending classes and related coursework activities

Q212 Research activities including lab, fieldwork, writing, etc.

Q213 Community service activities (e.g., community work or volunteer service on or off-campus)

Q214 How do you describe yourself?

Q215 What sex were you assigned at birth, such as on an original birth certificate?

Q216 Do you consider yourself to be . . . ?

Q217 A person's appearance, style, dress, or mannerisms (such as the way they walk or talk) may affect the way people think of them. On average, how do you think other people at school would describe your appearance, style, dress, or mannerisms?

Q218 What is your primary language?

Q219 How do you describe your relationship status?

Q220 In which year of your current graduate program are you (as of Spring 2017)?

Q221 What is your current status in your graduate program?

### XIII. Appendix B. Breakdown of divisions, programs, and degree types

Table B1

*A breakdown of divisions, programs within each division, and degree types offered by each program*

<b>Division</b>	<b>Program</b>	<b>Degree Types Offered</b>
Arts and Humanities	Art History	Doctorate
	History	Academic Masters, Doctorate
	Literature	Academic Masters, Doctorate
	Music	Academic Masters, Doctorate, Professional Doctorate
	Philosophy	Doctorate
	Theatre and Dance	Academic Masters, Doctorate
	Visual Arts	Academic Masters
Biological Sciences	Biology	Academic Masters, Doctorate
	Biology JDP	Doctorate
Global Policy & Strategy	International Affairs	Professional Masters
Jacobs School of Engineering	Bioengineering	Academic Masters, Professional Masters, Doctorate
	Bioengineering JDP	Doctorate
	Bioinformatics and Systems Biology	Doctorate
	Chemical Engineering	Academic Masters, Doctorate
	Computer Science and Engineering	Academic Masters, Professional Masters, Doctorate
	Electrical and Computer Engineering	Academic Masters, Professional Masters, Doctorate
	Electrical and Computer Engineering JDP	Doctorate
	Materials Science and Engineering	Academic Masters, Doctorate
	Mechanical and Aerospace Engineering	Academic Masters, Professional Masters, Doctorate
	Mechanical and Aerospace Engineering JDP	Doctorate
	Nanoengineering	Academic Masters, Doctorate
	Structural Engineering	Academic Masters, Professional Masters, Doctorate
	Structural Engineering JDP	Doctorate
	Physical Sciences	Chemistry and Biochemistry
Chemistry JDP		Doctorate
Computational Science, Mathematics, and Engineering		Academic Masters
Mathematics		Academic Masters, Doctorate
Mathematics and Science Education JDP		Doctorate
Physics		Academic Masters, Doctorate

Table B1 continued

<b>Division</b>	<b>Program</b>	<b>Degree Types Offered</b>	
Rady School of Management	Business Analytics	Academic Masters	
	Management	Professional Masters, Doctorate	
	Management (Flex)	Professional Masters	
	Master of Finance	Professional Masters	
Scripps Institution of Oceanography	Geophysics JDP	Doctorate	
	Scripps Institution of Oceanography	Academic Masters, Doctorate	
Social Sciences	Anthropology	Doctorate	
	Cognitive Science	Doctorate	
	Communication	Doctorate	
	Economics	Doctorate	
	Education Studies	Academic Masters, Professional Masters, Doctorate	
	Ethnic Studies	Doctorate	
	Language and Communicative Disorders JDP	Doctorate	
	Latin American Studies	Academic Masters	
	Linguistics	Doctorate	
	Political Science	Doctorate	
	Psychology	Doctorate	
	Sociology	Doctorate	
	Health Sciences	Audiology	Professional Doctorate
		Biomedical Sciences	Doctorate
Biostatistics		Doctorate	
Clinical Psychology JDP		Doctorate	
Interdisciplinary Research on Substance Use (JDP)		Doctorate	
Neurosciences		Doctorate	
Public Health JDP		Doctorate	
Masters of Advanced Studies	Architecture-Based Enterprise Systems Engineering	Professional Masters	
	Climate Science and Policy	Professional Masters	
	Clinical Research	Professional Masters	
	Data Science and Engineering	Professional Masters	
	Health Policy and Law	Professional Masters	
	Leadership of Health Care Organizations	Professional Masters	
	Marine Biodiversity and Conservation	Professional Masters	
	Medical Device Engineering	Professional Masters	
Wireless Embedded Systems	Professional Masters		
School of Medicine	Medicine	Professional Doctorate	
Skaggs School of Pharmacy and Pharmaceutical Sciences	Pharmacy and Pharmaceutical Sciences	Professional Doctorate	