

# 2014 Graduate and Professional Student Experience and Satisfaction Survey

## General Report

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## V. Executive Summary

**Introduction** – The Graduate and Professional Student Experience and Satisfaction (GPSES) Survey is in its third iteration. Previous versions were sent out to students in 2005 (170 questions) and 2009 (450 questions). The current version has 230 questions. Respondents of the current survey are a good representative sample of the graduate and professional student population as a whole, with just slightly more doctoral students responding than the portion of the current population.

**Academic development** – Respondents are satisfied with their overall graduate experience at UCSD. In fact, both average ratings of satisfaction and percent of those satisfied have increased since 2009. The Quality of Academic Experience, Social Experience, and Inclusion in the UCSD Community have all also increased since 2009, with the Quality of Inclusion in the UCSD Community increasing the most. While the Importance of Academic Experience and the Importance of Social Experience decreased only slightly, the Importance of Inclusion in UCSD Community has increased noticeably.

Academic experience – Analyses were performed to determine what factors contributed to the Quality of Academic Experience. The Quality of Academic Program contributed the most, followed by the Quality of Courses and Instruction, Quality of Research Advising, Relationships with Faculty, and Students Treated with Respect. Ultimately, Satisfaction with Financial Support did not contribute to academic experience.

*Courses and instruction* – Just more than half of the respondents rated the Quality of Courses and Instruction and Pertinence of Courses to the Degree as higher than average. Almost half of the respondents rated the Availability of Course Offerings as higher than average. Respondents in professional degree programs rated the Quality of Courses and Instruction, Pertinence of Courses to the Degree, and Availability of Course Offerings higher than respondents in other degree types.

*Academic climate* – The academic climate is generally positive. Almost two thirds of respondents rated their Relationships with Graduate Students and Relationships with Faculty as “good” and “excellent”. Many respondents agreed that Students are Treated with Respect in their programs and Labmates and Co-workers are Supportive. A concerning amount of respondents, though, answered that students do not have adequate input with regard to decision making in their program. Furthermore, a concerning amount of respondents also answered that there are Tensions Between Faculty that affect students.

*Advising* – While only two thirds of respondents rated the Quality of Academic Advising as better than average, the average rating has increased since 2009. About three quarters of respondents answered

that the Quality of their Dissertation or Thesis Advising was better than average, and this is similar to the results from 2009.

*Financial support* – Three quarters of respondents received financial support. About half were satisfied with the Level of Support, and about half were satisfied with the Criteria for Eligibility for Financial Support. Many of those who received financial support received it in the form of a teaching assistantship.

*Teaching assistant* – Of those who served as a teaching assistant, respondents answered, in general, that the feedback they received when they served in the position was above average, and the department training was helpful. For TA training outside the department, though, only about two thirds of respondents were aware of the Center for Teaching Development (CTD), but those who did use services provided by CTD were highly satisfied. So, it is essential to increase knowledge and awareness of CTD and the services it provides.

*Professional development* – Those who took advantage of the career services and advising provided by their department were highly satisfied. Respondents would like to see more workshops on topics that cover obtaining grants/fellowships, preparation for jobs outside of academia, and career decision-making.

*Challenges to academic progress* – While many respondents were satisfied with their overall graduate experience at UCSD, there were personal and academic challenges that affected the academic progress of a large portion of respondents. The personal challenge that had the most impact on respondents was Cost of Living. While the combined percent of respondents who answered that this posed a “moderate” and “significant” challenge to their academic progress has decreased since 2009, the percent of respondents who answered that it posed a “significant” challenge has actually increased. The academic challenge that had the most impact on respondents was the Program Structure or Requirements. While the percent of respondents who answered that this was a “moderate” challenge decreased since 2009, the percent of respondents who answered that this was a “significant” challenge remained the same.

*Quitting school* – Approximately one out of every four respondents answered that they seriously considered quitting school because of one or more of the personal or academic challenges to academic progress. Nearly half of those who considered quitting experienced some type of exclusionary criteria. Reasons given for quitting centered on themes of financial stability and advisor/faculty relationships.

## **Student Services**

GSHIP and SHS – Many respondents had health insurance provided through the Graduate Student Health Insurance Policy (GSHIP), and while most were satisfied with GSHIP in general, lower satisfaction rates with the Cost of GSHIP, Claims Process, and Referral Process indicate areas where improvement is needed. More than three quarters of respondents have used Student Health Services (SHS), and almost all were satisfied with services received.

CAPS – Almost half of respondents answered that they considered seeking mental health services, and of those, nearly two thirds sought services through Counseling and Psychological Services (CAPS). Those who considered seeking services but did not use services provided by CAPS cited a lack of time and the ability to manage the issue on their own as reasons. As evidenced by the large portion of graduate respondents considering seeking mental health services, CAPS needs to provide more services and counselors specifically designated for graduate students and graduate student issues.

OSD – While only a small percent of respondents answered that they had been diagnosed with a medical and/or psychological condition/disability, few of those respondents reported it to their department or program, and an even fewer reported it to the Office for Students with Disabilities (OSD). Satisfaction with Accessibility on campus was very high, but only about two thirds of respondents were satisfied with services provided by OSD.

CSC – About three quarters of respondents were aware of the Career Services Center (CSC). The usage rate of services provided by CSC has increased since 2009, but it is still relatively low. This is disappointing especially because those who did use CSC were very satisfied, although additional responses indicated a need for graduate student specific advisors and graduate student specific career fairs.

**Student well-being** – Again, although overall satisfaction with the graduate experience was high, respondents were stressed. A large portion of respondents felt overwhelmed and exhausted. The personal stressor affecting the greatest portion of respondents was Finances. Unfortunately, the amount of respondents majorly or significantly affected by Finances has increased since 2009, and it affected domestic URM respondents the most. The academic stressor affecting the greatest portion of respondents was Job Prospects. Again, the portion of respondents affected by this has increased since 2009, and it affected international respondents the most.

**Summary** – Overall satisfaction with the graduate experience was high, but improvements can be made. Some departments/programs need to address issues of low student input and high faculty tensions. There needs to be a greater focus on training and placement for jobs outside academia. Awareness, and subsequently usage, of student service centers, particularly CTD and CSC, need to increase. Factors that affect academic progress and student well-being, particularly related to financial issues, need to be addressed.

## **VI. Introduction**

### **A. History and 2014 survey administration**

The 2014 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 the Graduate Division 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 be used to impact programs and services. The purpose of the GPSES Survey is to understand various aspects of graduate and professional student life at UC San Diego to determine where improvement is needed. This is the third survey of its kind on campus. Two previous surveys were conducted in 2005 and 2009. In 2009, the survey was expanded dramatically from 170 questions to 450 questions. While the completion rate was good at 29.1%, the 2009 survey data proved unwieldy for thorough analysis. As a result, the sub-committee worked to reduce the survey to 230 questions for the 2014 iteration. A complete list of the questions can be found in Appendix A.

### **B. Current survey respondents**

The GPSES Survey was administered from September 1, 2014 through October 31, 2014. All graduate students, including the School of Medicine (SOM), and Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS), registered in Spring 2014 were invited to participate for a total of 5296 invitations. Survey incentives were offered to increase participation and survey completion. 1656 students consented and completed the survey for a 31.3% response rate. Overall, the respondents provide a representative sample of the student body. The following section provides respondent descriptions by gender, citizenship/URM status, degree type, discipline as described by division, and year in program.

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

Male respondents at 54.6% were less than male representation of the overall graduate student population of 60.4%. Conversely, females responded at a higher rate and comprised 45.2% of respondents, compared to 40% representation. 0.2% respondents selected self-identify (Figure 1).

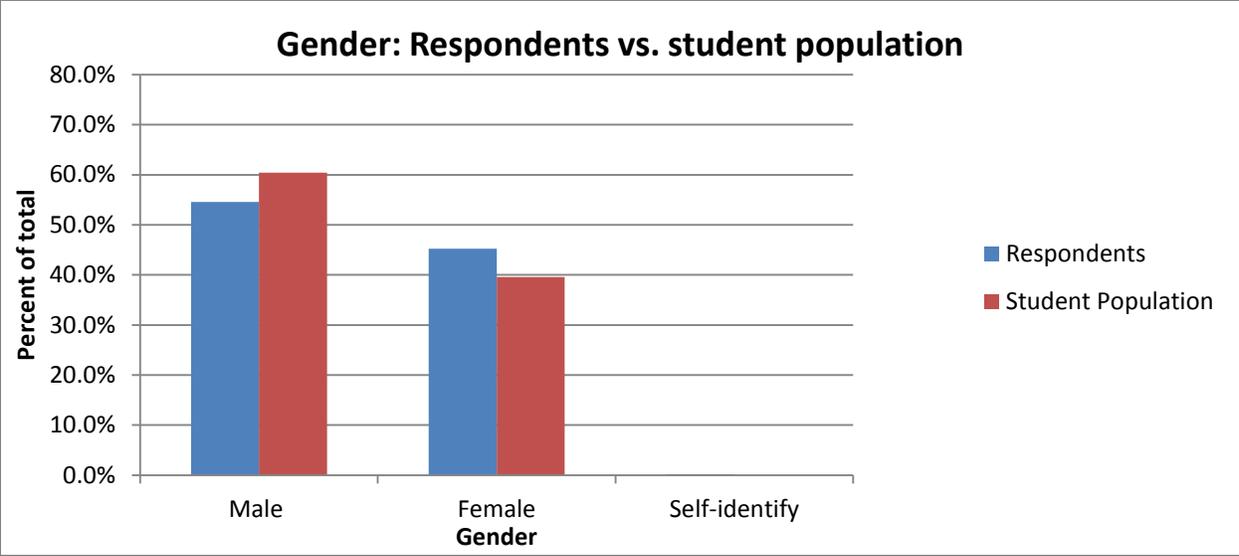


Figure 1. Gender: Respondents vs. student population.

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

Overall, domestic students represent 74.8% of the graduate student population but responded at a higher rate comprising 78.1% of respondents. Underrepresented minority (URM) students represent 10.6% of the graduate student body and responded at a slightly higher rate at 12.1% of respondents. International students represent 25.2% of the graduate student body and responded at a lower rate of 21.9% of respondents (Figure 2).

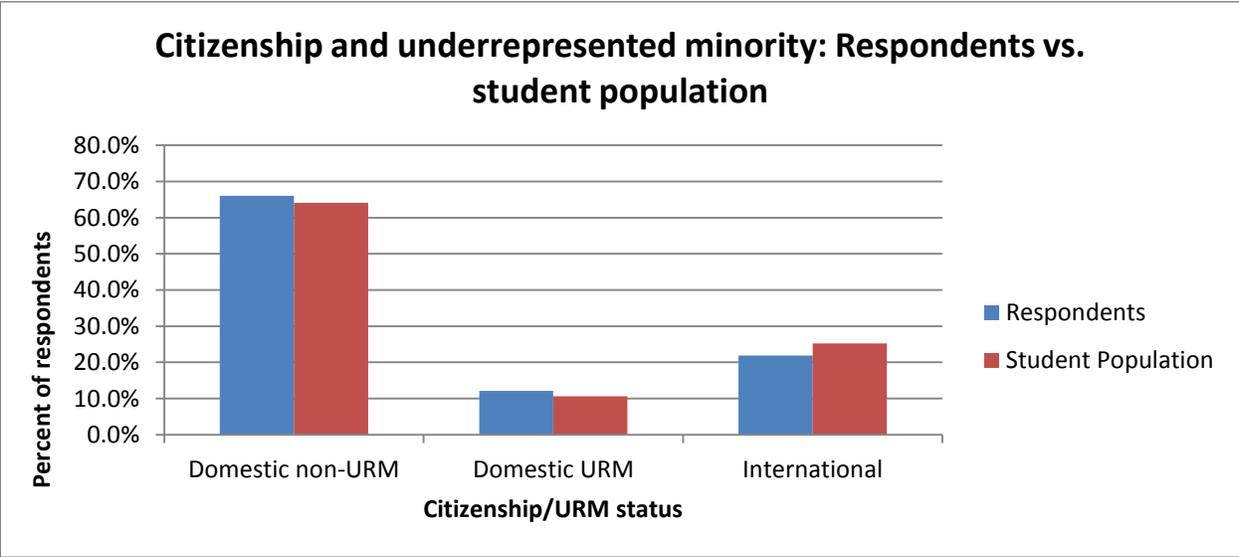


Figure 2. Citizenship and underrepresented minority: Respondents vs. student population.

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

Doctoral and combined doctoral degree students at 58.7% of the graduate student population comprised 71.2% of respondents, well over their representation in the population. Respondents from the remaining degree categories responded at rates less than representation in the overall graduate student population (Figure 3). Doctoral 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.I.A.

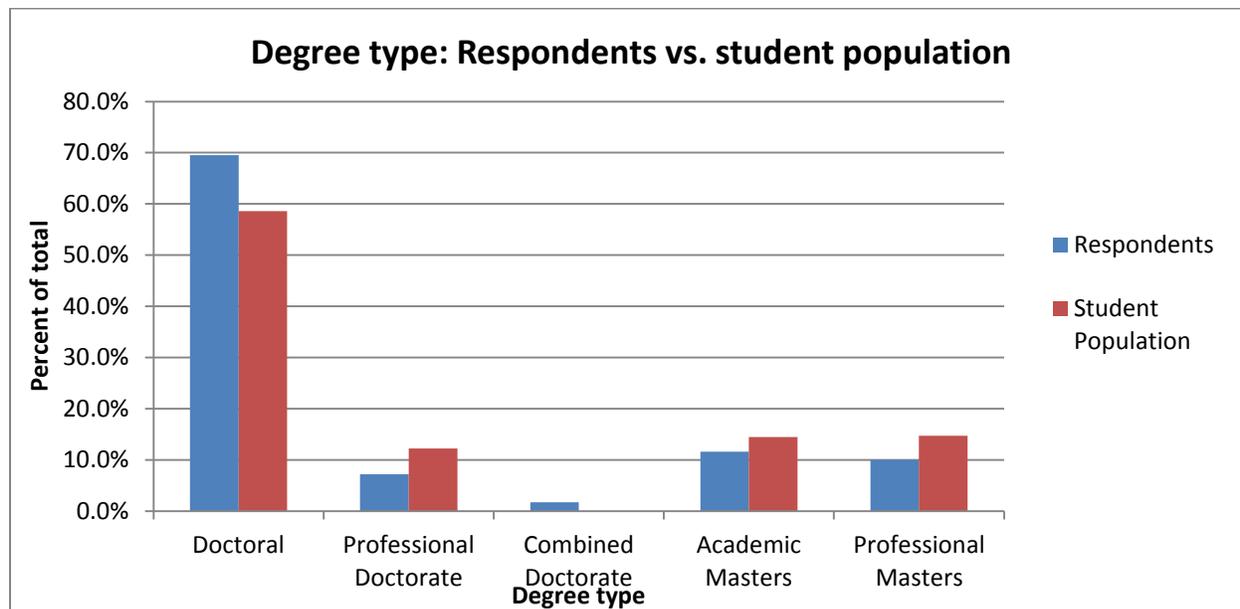


Figure 3. Degree type: Respondents vs. student population.

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

Overall, respondents from each division reflected divisional representation in the graduate and professional student body with small variations. 15.4% of respondents were from the Social Sciences, while representing 13.1% of the student body. Similar high respondent patterns also occurred in Physical Sciences at 11.7% of respondents vs. 10.4% of the population, the Arts and Humanities, 8.6% of respondents vs. 8% of the population, Scripps Institution of Oceanography (SIO) at 6.6% of respondents vs. 4.7% of the population, and Biological Sciences at 6.2% of respondents vs. 5% of the population.

On the other hand, the Jacobs School of Engineering (JSOE) graduate students made up 25.4% of respondents, slightly lower than JSOE representation of 26.7% in the population. The pattern of lower response rates was also reflected in Masters of Advanced Studies (MAS) programs<sup>1</sup>, the Rady School of Management (RSM), SOM, and SSPPS. The commonality in this group is a larger number of professional

<sup>1</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.

degree students (Figure 4). A complete breakdown of divisions, programs, and degree types can be found in Appendix B (Table B1).

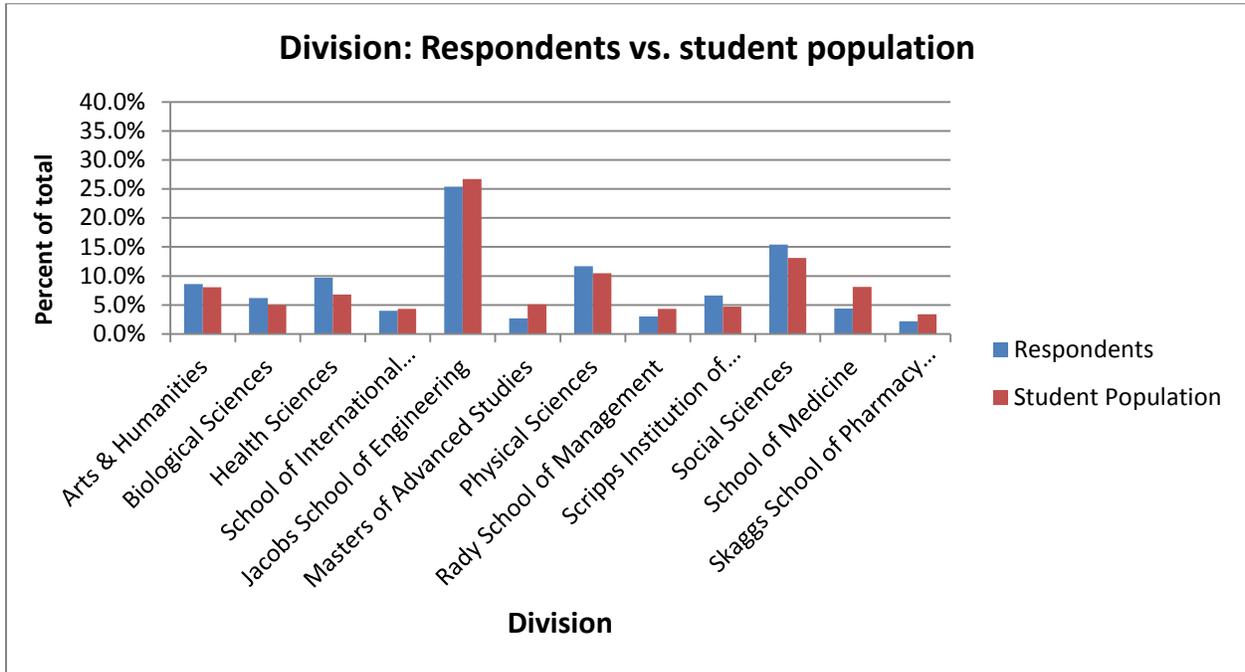


Figure 4. Division: Respondents vs. student population.

### 5. Year in Program

Nearly 50% 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 (Figure 5).

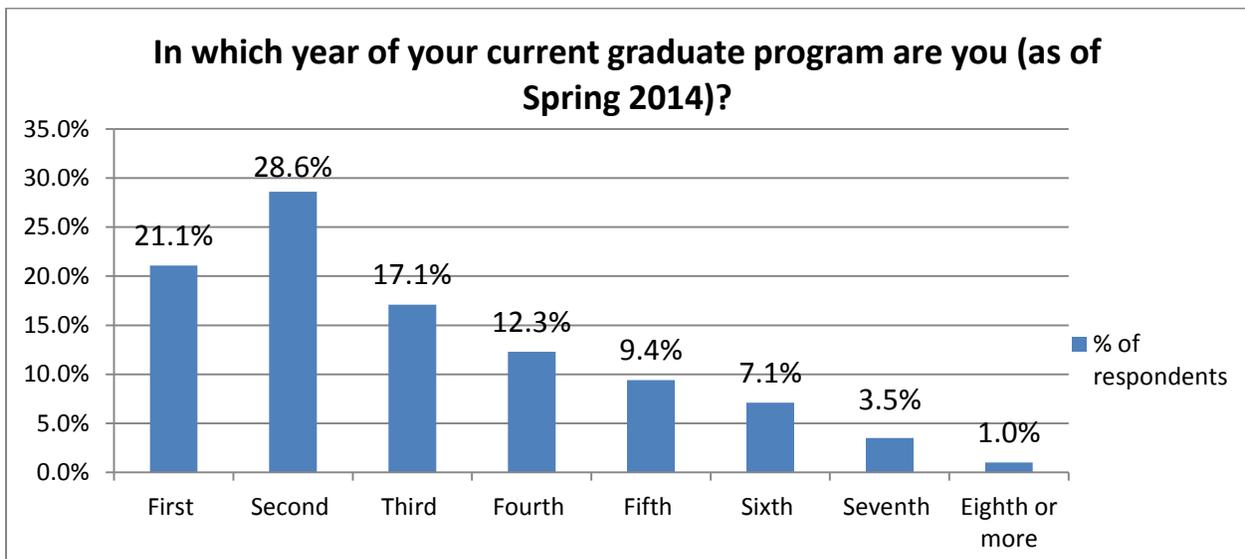


Figure 5. Percent of respondents indicating their year in their graduate program as of Spring 2014.

## 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. 84.2% of respondents answered that they agree with the statement, where 47.5% of respondents “moderately” agreed and 36.7% “strongly” agreed. This is an increase from the 2009 survey, wherein 83.4% of respondents agreed, 51.6% “moderately” agreed, 31.8% “strongly” agreed. Especially notable is the percentage point increase of 4.9% of respondents who answered that they “strongly” agreed (Figure 6).

On a scale of one to five, the average respondent rating was 4.10. The average rating from the 2009 survey was 4.06. In the current survey, males ( $m = 4.13$ ) and females ( $m = 4.07$ ) were similarly satisfied.<sup>2</sup> However, there was a significant main effect of citizenship/URM status ( $p < .05$ ) and post-hoc analyses showed that domestic URM respondents ( $m = 3.89$ ) were significantly less satisfied compared to domestic non-URM ( $m = 4.12$ ) and international respondents ( $m = 4.17$ ). Domestic non-URM, domestic URM, and international respondent ratings from the 2009 survey were similar to the current survey.

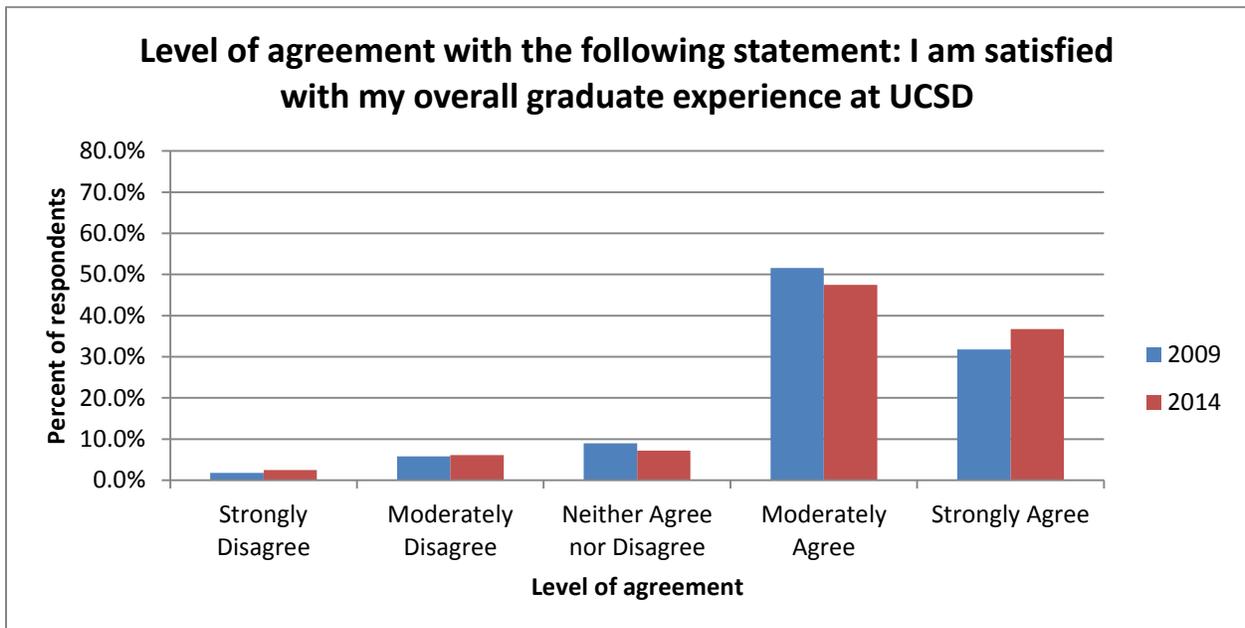


Figure 6. Percent of respondents rating their level of agreement with the following statement, “I am satisfied with my overall graduate experience at UCSD”.

<sup>2</sup> Because of the small number of respondents who selected “self-identify” as their gender, they have been excluded from all ANOVA analyses, unless otherwise noted.

## 2. Quality of experiences

To begin to understand what contributes to satisfaction with the overall graduate experience at UC San Diego, 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”.

Quality of Academic Experience – 84.0% of respondents rated the Quality of their Academic Experience as above average, where 43.9% rated it as “good” and 40.1% rated it as “excellent”. The percent of respondents rating the Quality of Academic Experience as “excellent” increased 6.6% (from 33.5%) from 2009. The average rating increased from 4.10 in 2009 to 4.17 in the current survey (Figure 7). Males ( $m = 4.19$ ) and females ( $m = 4.14$ ) rated the Quality of Academic Experience similarly. However, there was a significant main effect of citizenship/URM status ( $p < .05$ ). International respondents ( $m = 4.24$ ) rated the Quality of Academic Experience the highest, followed by domestic non-URM ( $m = 4.17$ ), and domestic URM respondents ( $m = 4.02$ ). Domestic non-URM, domestic URM, and international respondent ratings from the 2009 survey were similar to the current survey.

Quality of Social Experience – 53.3% of respondents rated the Quality of Social Experience as better than average, where 36.8% rated it as “good” and 16.5% rated it as “excellent”. The average rating increased from 3.35 in 2009 to 3.45 in the current survey (Figure 7).

Males ( $m = 3.40$ ) and females ( $m = 3.50$ ) rated the Quality of Social Experience similarly. There was no significant main effect of citizenship/URM status groups (domestic non-URM:  $m = 3.49$ ; international:  $m = 3.38$ ; domestic URM:  $m = 3.33$ ). Domestic non-URM, domestic URM, and international respondent ratings from the 2009 survey were similar to the current survey.

Quality of Inclusion in UCSD Community – 39.0% of respondents rated the Quality of Inclusion in UCSD Community as better than average, where 27.9% rated it as “good” and 11.1% rated it as “excellent”. The percent of respondents who answered the Quality of Inclusion in UCSD Community as “excellent” increased 6.0% (from 5.1%) from 2009. The average rating also increased from 2.77 in 2009 to 3.12 in the current survey (Figure 7).<sup>3</sup>

There was no significant main effect of gender (males:  $m = 3.16$ ; females:  $m = 3.08$ ). There was, however, a significant main effect of citizenship/URM status ( $p < .05$ ). International respondents rated Inclusion in Community the highest ( $m = 3.26$ ), followed by domestic non-URM ( $m = 3.11$ ), and domestic URM ( $m = 2.96$ ). Average ratings from the current survey increased notably for domestic non-URM and domestic URM respondents. The average rating of domestic non-URM respondents increased from 2.67 in 2009 to 3.11 in 2014; the average rating of domestic URM respondents increased from 2.61 in 2009 to 2.96 in 2014.

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<sup>3</sup> In the 2009 survey, the comparable question was worded, “Please rate the quality of your experiences at UCSD and how important each is in determining your overall satisfaction with your graduate experience at UCSD: Connection to campus”.

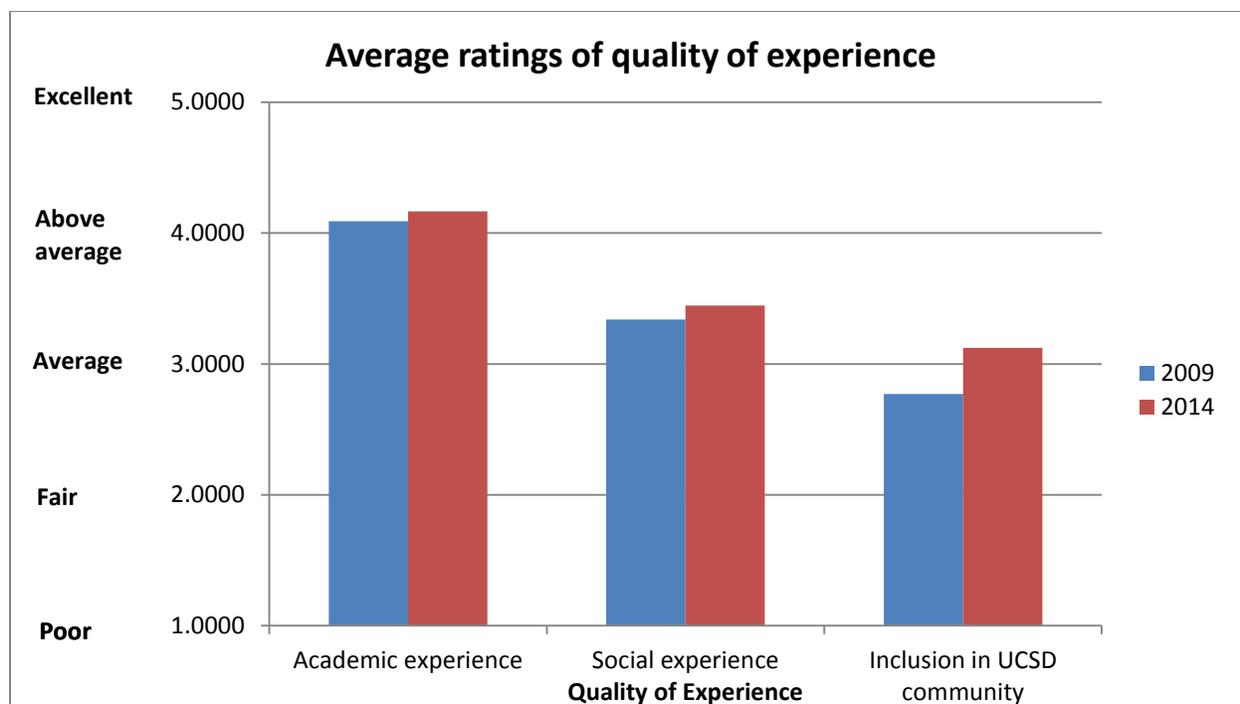


Figure 7. Average respondent rating of Quality of Academic Experience, Social Experience, and Inclusion in UCSD Community.

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 the overall model ( $p < .001$ ), 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 males and females. Examining citizenship/URM status groups, the Quality of Inclusion in UCSD Community did not significantly contribute to Overall Satisfaction for domestic URM or international respondents.

The Quality of Academic Experience contributed the most to Overall Satisfaction for every division except SSPPS. It also contributed the most for every degree type. The Quality of Social Experience did not contribute to Overall Satisfaction for professional doctorates and combined doctorates. For both professional masters and academic masters degree types, the Quality of Inclusion in UCSD Community did not contribute to Overall Satisfaction.

### 3. Importance of experiences

To begin to understand what contributes to satisfaction with the overall graduate experience at UC San Diego, 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 ranged from 1, “not important”, to 3, “very important”.

Importance of Academic Experience – Overwhelmingly, 93.7% of respondents answered that Academic Experience is “very important” in determining overall satisfaction with their graduate experience, and 6.0% answered that it is “somewhat important”, while only 0.3% answered that it was “not important” (Figure 8). Compared to the 2009 survey, the percent of respondents who answered that Academic Experience was “very important” decreased one percentage point.

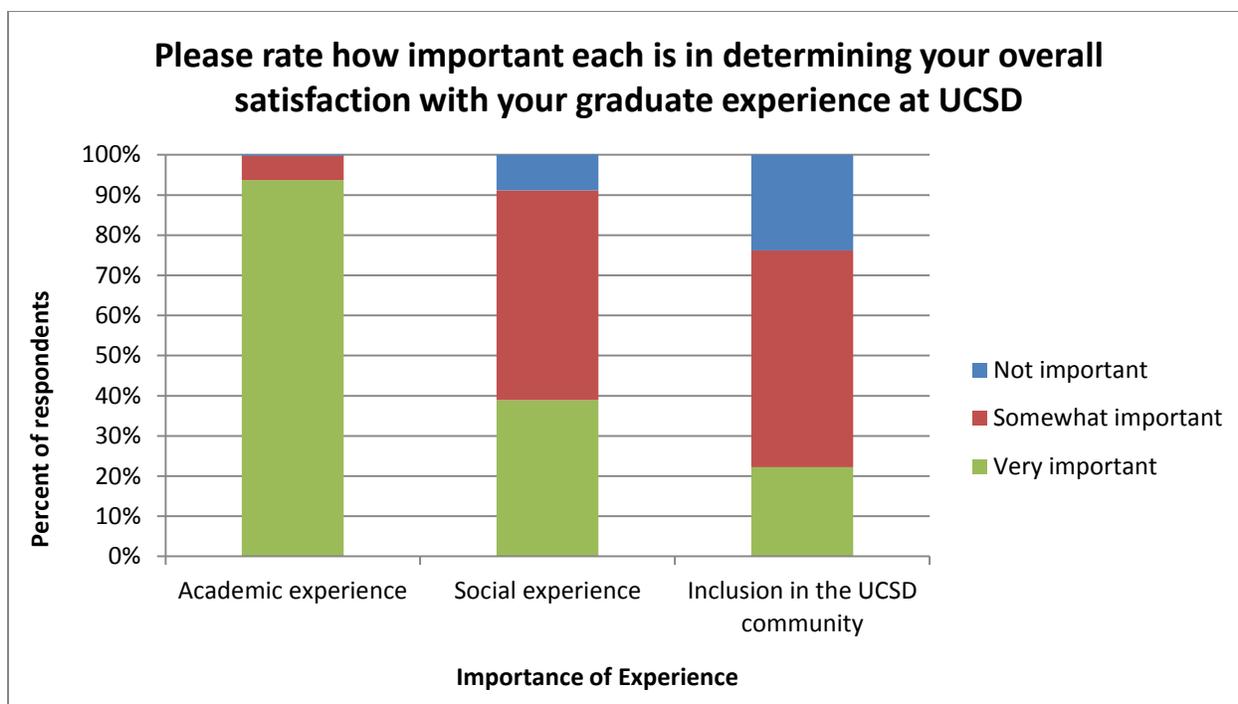
Males ( $m = 2.94$ ) and females ( $m = 2.93$ ) rated Importance of Academic Experience similarly. There was a significant main effect of citizenship/URM status ( $p < .05$ ). Post-hoc analyses showed domestic non-URM respondents ( $m = 2.95$ ) rated the Importance of Academic Experience significantly higher ( $p < .05$ ) than domestic URM respondents ( $m = 2.90$ ). International respondents ( $m = 2.92$ ) were not significantly different from either group. Domestic non-URM, domestic URM, and international respondent ratings from the 2009 survey were similar to the current survey.

Importance of Social Experience – 39.0% of respondents answered that Social Experience is “very important” in determining overall satisfaction with their graduate experience, and 52.2% answered that it is “somewhat important”, while 8.8% answered that it is “not important” (Figure 8). Compared to the 2009 survey, the percent of respondents who answered that Social Experience is “very important” decreased 4.0%.

Males ( $m = 2.29$ ) and females ( $m = 2.32$ ) rated Importance of Social Experience similarly. There was a significant main effect of citizenship/URM status ( $p < .05$ ). International respondents ( $m = 2.38$ ) rated Importance of Social Experience significantly higher than both domestic non-URM ( $m = 2.28$ ) and domestic URM ( $m = 2.28$ ) respondents. Domestic non-URM, domestic URM, and international respondent ratings from the 2009 survey were similar to the current survey.

Importance of Inclusion in UCSD Community – Only 22.2% of respondents answered that Inclusion in the UCSD Community was “very important” in determining overall satisfaction with the graduate experience, but 54.0% answered that it is “somewhat important”. 23.8% answered that it is “not important” (Figure 8). However, compared to the 2009 survey, the percent of respondents who answered that inclusion in UCSD community is “very important” increased 3.9% from 18.3%.

There was a significant main effect of gender in the average rating of Inclusion in the UCSD Community ( $p < .05$ ). Males rated Importance of Inclusion in the UCSD Community 1.98 and females rated it 1.99. Although statistically significant, the difference is very minor. There was also a significant main effect of citizenship/URM status ( $p < .001$ ). Post hoc analyses showed that each group was significantly different from the others ( $p < .05$ ) (international:  $m = 2.19$ ; domestic URM:  $m = 2.03$  domestic non-URM:  $m = 1.91$ ). Domestic non-URM, domestic URM, and international respondent ratings from the 2009 survey were similar to the current survey.



**Figure 8. Percent of respondents indicating level of importance of Academic Experience, Social Experience, and Inclusion in the UCSD Community.**

A separate regression was performed to examine the effects of the Importance of Academic Experience, Importance of Social Experience, and Importance of Inclusion in UCSD Community on Overall Satisfaction. While the overall model was significant ( $p < .001$ ), it was driven only by Importance of Academic Experience ( $p < .001$ ). Importance of Academic Experience contributed significantly only for males ( $p < .001$ ), domestic non-URM ( $p < .05$ ) and international respondents ( $p < .05$ ), and Health Sciences ( $p < .05$ ), JSOE ( $p < .05$ ), Physical Sciences ( $p < .05$ ), RSM ( $p < .05$ ), and SOM ( $p < .05$ ).

#### **4. Quality of experience vs. importance of experience**

From these analyses of quality and importance of experiences, it is clear that Quality of Academic Experience is one of the largest contributors to Overall Satisfaction with the graduate experience at UC San Diego. It is important to note that international respondents had the highest average ratings of Importance of Academic Experience, Social Experience, and Inclusion in the UCSD Community, leading to the conclusion that the importance of such experiences contributes more to Overall Satisfaction for international respondents than domestic respondents. Furthermore, while Importance of Social Experience and Importance of Inclusion in UCSD Community were not rated as highly as Academic Experience, the *quality* of such experiences still contributed significantly to Overall Satisfaction with the graduate experience.

### **B. Academic experience**

Because the Quality of Academic Experience was one of the greatest predictors of Overall Satisfaction with the graduate experience, a regression was performed to determine what contributes to the Quality of Academic Experience. The following variables were regressed on the Quality of Academic Experience:

- Quality of Courses and Instruction
- Relationships with Faculty
- Quality of the Academic Program
- Students Treated with Respect
- Quality of Research Advising
- Financial Support Satisfaction

The model was highly significant ( $p < .001$ ), with the Quality of the Academic Program contributing the most. All other variables were significant at  $p < .05$ , except Financial Support Satisfaction, which did not contribute significantly to the Quality of the Academic Experience.

Below is an analysis of the contribution of these variables to the Quality of the Academic Experience by gender, division, degree type, and citizenship/URM status.

Gender: The regression model was significant ( $p < .05$ ) for males and females, and most variables (except Students Treated with Respect and Financial Support Satisfaction) contributed similarly to the Quality of Academic Experience except for Relationships with Faculty. For females, Relationships with Faculty did not contribute to the Quality of the Academic experience, but did contribute for male respondents (Table 1).

**Table 1**

*Significant ( $p < .05$ ) variables from Academic Experience regression model by males and females*

| <b>Gender</b> | <b>Quality of courses and instruction</b> | <b>Relationships with faculty</b> | <b>Quality of academic program</b> | <b>Students treated with respect</b> | <b>Quality of research advising</b> | <b>Financial support satisfaction</b> |
|---------------|---|-----------------------------------|------------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| Males         | ✓   | ✓                                 | ✓                                  |                                      | ✓                                   |                                       |
| Females       | ✓   |                                   | ✓                                  |                                      | ✓                                   |                                       |

Division: The regression model was significant ( $p < .05$ ) for Arts and Humanities, Biological Sciences, Health Sciences, JSOE, MAS, Physical Sciences, SIO, Social Sciences, and SOM. In almost every division where the model was significant, the Quality of Academic Program contributed to the Quality of Academic Experience. The Quality of Courses and Instruction also contributed to the Quality of Academic Experience in every division except MAS, Social Sciences, and SOM. Quality of Research Advising was significant in JSOE, Physical Sciences, and Social Sciences. Relationships with Faculty was only significant in Arts and Humanities and JSOE (Table 2).

**Table 2**

*Significant ( $p < .05$ ) variables from Academic Experience regression model by division*

| <b>Division</b>                                | <b>Quality of courses and instruction</b> | <b>Relationships with faculty</b> | <b>Quality of academic program</b> | <b>Students treated with respect</b> | <b>Quality of research advising</b> | <b>Financial support satisfaction</b> |
|--|---|-----------------------------------|------------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| Arts and Humanities                            | ✓   | ✓                                 | ✓                                  | ✓                                    |                                     |                                       |
| Biological Sciences                            | ✓   |                                   | ✓                                  | ✓                                    |                                     |                                       |
| International Relations and Pacific Studies    |   |                                   |                                    |                                      |                                     |                                       |
| Jacobs School of Engineering                   | ✓   | ✓                                 | ✓                                  | ✓                                    | ✓                                   |                                       |
| Physical Sciences                              | ✓   |                                   | ✓                                  |                                      | ✓                                   |                                       |
| Rady School of Management                      |   |                                   |                                    |                                      |                                     |                                       |
| Scripps Institution of Oceanography            | ✓   |                                   |                                    |                                      |                                     |                                       |
| Social Sciences                                |   |                                   | ✓                                  |                                      | ✓                                   |                                       |
| Health Sciences                                | ✓   |                                   | ✓                                  |                                      |                                     |                                       |
| School of Medicine                             |   |                                   | ✓                                  | ✓                                    |                                     |                                       |
| School of Pharmacy and Pharmaceutical Sciences |   |                                   |                                    |                                      |                                     |                                       |
| Masters of Advanced Studies                    |   |                                   |                                    |                                      |                                     |                                       |

Degree Type: The regression model was significant ( $p < .05$ ) for all degree types, and for the doctoral degree type, almost all variables (except Students Treated with Respect and Financial Support Satisfaction) contributed significantly to the Quality of Academic Experience. For professional

doctorates, Quality of Courses and Instruction, Quality of Academic Program, and Students Treated with Respect contributed significantly to the Quality of Academic Experience. For academic masters, Quality of Courses and Instruction, Quality of Academic Program, and Students Treated with Respect contributed significantly. It is interesting to note that Relationships with Faculty and Research Advising only contributed for doctoral respondents (Table 3).

**Table 3**

*Significant ( $p < .05$ ) variables from Academic Experience regression model by degree type*

| <b>Degree Type</b>     | <b>Quality of courses and instruction</b> | <b>Relationships with faculty</b> | <b>Quality of academic program</b> | <b>Students treated with respect</b> | <b>Quality of research advising</b> | <b>Financial support satisfaction</b> |
|------------------------|---|-----------------------------------|------------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| Doctoral               | ✓   | ✓                                 | ✓                                  |                                      | ✓                                   |                                       |
| Professional Doctorate | ✓   |                                   | ✓                                  | ✓                                    |                                     |                                       |
| Combined Doctorate     |   |                                   |                                    |                                      |                                     |                                       |
| Academic Masters       | ✓   |                                   | ✓                                  | ✓                                    |                                     |                                       |
| Professional Masters   | ✓   |                                   |                                    |                                      |                                     |                                       |

Citizenship/URM status: The regression model was highly significant ( $p < .001$ ) for domestic non-URM, domestic URM, and international groups. The Quality of Academic Program contributed significantly for all groups. Relationships with Faculty was significant only for international respondents (Table 4).

**Table 4**

*Significant ( $p < .05$ ) variables from Academic Experience regression model by citizenship/URM status*

| <b>Residency status/URM status</b> | <b>Quality of courses and instruction</b> | <b>Relationships with faculty</b> | <b>Quality of academic program</b> | <b>Students treated with respect</b> | <b>Quality of research advising</b> | <b>Financial support satisfaction</b> |
|------------------------------------|---|-----------------------------------|------------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| Domestic non-URM                   | ✓   |                                   | ✓                                  | ✓                                    | ✓                                   |                                       |
| Domestic URM                       | ✓   |                                   | ✓                                  |                                      | ✓                                   |                                       |
| International                      |   | ✓                                 | ✓                                  |                                      |                                     |                                       |

In summary, the Quality of the Academic Program and the Quality of Courses and Instruction contributed significantly to overall satisfaction across almost all groups in each gender, division, degree type and residency/URM status breakdowns. Quality of Research Advising contributes primarily for academic doctoral respondents. Furthermore, Relationships with Faculty seems to contribute more for international males in JSOE.

## 1. Quality of Academic Program

More than three quarters (76.4%) of the respondents rated the Quality of their Program as better than average (good = 42.4%, excellent = 34.0%). In 2009, 79.6% of the respondents rated it as better than average, and while this is a decrease of 3.2% overall who rated the quality of their academic program as better than average, the percent of respondents who answered that the quality is “excellent” increased from 28.3% to 34.0%. In the current survey, more than 80% of respondents in SOM (90.4%), Biological Sciences (84.2%), SIO (82.7%), RSM (82.0%) and IRPS (80.6%) answered that the Quality of their Program was better than average. This was followed by Health Sciences (78.0%), Arts and Humanities (76.1%), MAS (75.0%), JSOE (73.8%), Physical Sciences (72.7%), Social Sciences (72.3%), and SSPPS (66.7%).

## 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”, 5 is “excellent”, and respondents also had the option to select “unable to judge”.

Quality of Courses and Instruction: Overall, the majority of respondents (62.9%) rated the Quality of Courses and Instruction as better than average (good = 40.8%, excellent = 22.1%). The percent of respondents who responded that the quality is “excellent” increased 5.8% from the 2009 survey. More specifically, in the current survey, a greater percent of respondents in SOM (83.4%) rated the Quality of Courses and Instruction as better than average; this was followed by RSM (80.0%), MAS (77.8%), and IRPS (77.7%).

Pertinence of Courses to your Degree: 57.8% of respondents rated the Pertinence of Courses to their Degree as better than average (good = 34.9%, excellent = 22.9%). The divisions with the greatest percent of respondents answering that this was better than average were SOM (95.9%), MAS (77.8%), RSM (74.0%), and IRPS (71.7%). The divisions with a large portion of respondents answering that this was less than average were SIO (20.3%), Social Sciences (24.4%), and Arts and Humanities (26.9%).

Availability of Course Offerings: 49.3% of respondents rated the Availability of Course Offerings as better than average (good = 33.7%, excellent = 15.6%). The divisions with the greatest percent of respondents answering that this was better than average were SOM (87.7%), SSPPS (71.5%), and IRPS (64.1%). The divisions with a large portion of respondents answering that this was less than average were JSOE (24.3%), Social Sciences (32.6%), and Arts and Humanities (33.1%).

When it comes to course offerings, more respondents from divisions with professional degrees rate Quality, Pertinence, and Availability of Course Offerings higher than average in every category when compared to divisions with few or no professional degree 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 graduate students.

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. 72.1% of respondents agreed with the statement (moderately agree = 42.4%, strongly agree = 29.7%), and the highest level of agreement came from SOM (86.1%), followed by RSM (85.4%), and SSPPS (82.4%).

Relationships with Graduate Students: Respondents were asked to rate Relationships with Graduate Students on a scale of 1, “poor”, to 5, “excellent”. 71.1% of respondents highly rated their Relationships with Graduate Students, (good = 39.0%, excellent = 32.1%). An overwhelming percent of respondents in RSM (81.7%) and SIO (80.0%) answered that their Relationships with Graduate Students were higher than average. This was followed by IRPS (77.3%), Health Sciences (76.7%), and Physical Sciences (76.4%).

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”), 30.1% of respondents answered that it was “excellent”, 36.2% answered that it was “good”, 20.9% answered that it was “average”, 7.6% answered that it was “fair”, 5.1% answered that it was “poor”, 0.1% were “unable to judge”. The divisions with the greatest percent of respondents answering above average were RSM (82.0%), SOM (77.8%), and Biological Sciences (74.3%).

As a whole, about two-thirds of respondents have favorable feelings towards a range of academic relationships within their program. RSM was consistently in the top three divisions for percent of respondents with above average ratings in all three questions: Faculty Have my Best Interests in Mind, Relationships with Graduate Students, and Relationships with Faculty. Social Sciences consistently had lower percentages of respondents either agreeing or rating above average for all three categories: Faculty Have [a student’s] Best Interests in Mind (68.9%), Relationships with Students (67.3%), and Relationships with Faculty (61.8%); Physical Sciences had the lowest percent of respondents in two categories: Faculty Have [a student’s] Best Interests in Mind (61.6%) and Relationships with Faculty (55.8%).

#### **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, 82.2% of respondents agreed with the statement (moderately agree = 35.6%, strongly agree = 46.6%).

*Gender:* Males (83.2% agree) and females (80.8% agree) responded similarly.

*Division:* There was a significant main effect of division ( $p < .05$ ). Compared to other divisions, fewer respondents in Social Sciences (moderately agree = 33.2%, strongly agree = 39.7%) felt that students were treated with respect in their programs.

*Citizenship/URM status:* There was a significant main effect of citizenship/URM status groups ( $p < .05$ ). Post hoc analyses showed that more international respondents agreed with the statement (86.9%) compared to both domestic non-URM (81.5%) and domestic URM (77.4%) respondents.

Tensions among faculty: Respondents also indicated their level of agreement with the statement, “There are tensions among faculty that affect students”. 11.1% of respondents “strongly” agreed, 22.9% “moderately” agreed, 19.1% “neither agree[d] nor disagree[d]”, 14.8% “moderately” disagreed, 20.3% “strongly” disagreed, and 11.8% were “unable to judge”.

*Gender:* There was a significant main effect of gender ( $p < .05$ ). 33.0% of males agreed (moderately agree = 23.4%, strongly agree = 9.6%), and 35.3% of females agreed (moderately agree = 22.5%, strongly agree = 12.8%).

*Department:* While the overall percent of respondents who agreed with the statement was similar to the percent of respondents who disagreed with the statement, a closer look at the departmental/program level offers more insight.<sup>4</sup> More than 50% of respondents in the following 13 programs agreed that Tensions Among Faculty affect students:

- Visual Arts MFA (100.0%)
- Anthropology (93.5%)
- Art History (80.0%)
- Theatre and Dance (73.4%)
- Music (69.7%)
- Literature (65.4%)
- Psychology (65.4%)
- Ethnic Studies (63.7%)
- Sociology (63.6%)
- Mechanical and Aerospace Engineering Joint Doctoral Program (61.9%)
- Materials Science and Engineering (53.3%)

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<sup>4</sup> Due to the small number of respondents (<5), the following departments/programs were not examined or reported for this analysis: Audiology JDP; Bioengineering JDP; Biology JDP; Chemistry JDP; Computational Science, Mathematics, and Engineering; Data Science and Engineering; Electrical and Computer Engineering JDP; Geophysics JDP; Language and Communicative Disorders JDP; Marine Biodiversity and Conservation; Medical Device Engineering; Science Studies; Structural Engineering JDP; and Wireless Embedded Systems.

- Public Health JDP (53.3%)
- Communication (51.8%)

*Citizenship/URM status:* There was a significant main effect of citizenship/URM status ( $p < .05$ ). 33.2% of domestic non-URM (moderately agree = 22.3%, strongly agree = 10.9%), 34.7% of domestic URM (moderately agree = 22.1%, strongly agree = 12.6%), and 36.4% of international (moderately agree = 25.5%, strongly agree = 10.9%) respondents agreed with the statement.

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)”. 40.8% of respondents answered that they agreed with the statement (moderately agree = 27.6%, strongly agree = 13.2%) and 30.4% disagreed (moderately disagree = 17.1%, strongly disagree = 13.3%).

*Gender:* There was no significant main effect of gender. 40.4% of male respondents and 41.5% of female respondents agreed with the statement.

*Department:* More than 50% of respondents in the following eight departments/programs disagreed that with the statement:<sup>5</sup>

- Latin American Studies (66.6%)
- Literature (66.6%)
- Nanoengineering (61.6%)
- Public Health JDP (60.0%)
- Anthropology (58.1%)
- Chemistry and Biochemistry (57.6%)
- Chemical Engineering (57.2%)
- Ethnic Studies (54.6%)

*Citizenship/URM status:* There was a significant main effect of citizenship/URM status ( $p < .001$ ). Significantly more international respondents (51.8%) agreed compared to both domestic non-URM (38.3% agreed), and domestic URM respondents (35.2% agreed).

Supportive Labmates and Research Co-workers: Respondents rated their level of agreement with the following statement, “My labmates and research co-workers are supportive”. 75.5% of respondents agreed with the statement while only 4.3% disagreed.

*Gender:* There was no main effect of gender. 79.6% of males and 71.0% of females agreed with the statement.

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<sup>5</sup> Due to the small number of respondents (<5), the following departments/programs were not examined or reported for this analysis: Audiology JDP; Bioengineering JDP; Biology JDP; Chemistry JDP; Computational Science, Mathematics, and Engineering; Data Science and Engineering; Electrical and Computer Engineering JDP; Geophysics JDP; Language and Communicative Disorders JDP; Marine Biodiversity and Conservation; Medical Device Engineering; Science Studies; Structural Engineering JDP; and Wireless Embedded Systems.

*Department:* Many departments/programs had a high percentage of respondents agreeing with the statement, and no department/program had more than 15% of respondents disagreeing with the statement.

*Citizenship/URM status:* There was no significant main effect of citizenship/URM status (domestic non-URM: 76.2% agreed; domestic URM: 75.0% agreed; international: 74.1% agreed).

However, additional analyses highlight some key group differences. 91.1% of domestic URM male respondents agreed that Labmates and Research Co-workers are supportive. This was followed by domestic non-URM males with 79.6% of respondents agreeing. 75.7% of international males, 72.7% of domestic non-URM females, 70.9% of international females, and 63.1% of domestic URM females agreed with the statement. There is a large discrepancy between the level of agreement between domestic URM males and domestic URM females.

Overall, respondents answered that the academic climate is positive. More than anything, respondents answered that students were treated with respect. And although many respondents agreed that labmates and co-workers are supportive, there is a large discrepancy between agreement rates of domestic URM female respondents and their male counterparts.

Furthermore, one area of concern within the academic climate is the perceived tensions between faculty. This is particularly salient in the departments where more than 50% of respondents agreed that there are tensions among faculty that affect students. Another area of concern is the level of agreement with the statement that students have adequate input with regard to decision making. Again, some departments had more than 50% of respondents disagreeing with the statement.

## **5. Advising**

Academic advising: Overall, 64.0% of respondents rated the overall Quality of their Academic Advising Experience higher than “average”, where 34.5% of respondents (-2.0% points from 2009) rated it as “good”, and 29.5% of respondents (+5.5% points from 2009) rated it as “excellent”. The overall average rating was 3.72 (+0.08 from 2009). This represents an overall increase in rating compared to the 2009 survey.

Additionally, respondents rated the overall Quality of their Dissertation or Thesis Advising Experience as a graduate student. 76.6% of respondents responded that the quality was higher than “average” (good = 37.8%, excellent = 38.8%). These results are similar to those from 2009, where 78.5% rated the Quality of Research Advising Experience as above average (good= 41.2%, excellent = 37.3%).

More specifically, examination at the department level shows large variability of scores between departments for academic and research advising. Scores vary widely depending on the nature of the program and the type(s) of degree(s) offered within the program. For department/program specific averages, see Appendix C, Table C1.

## 6. Financial

75.8% of respondents answered that they received at least some financial support, and more than half (52.4%) of respondents received full University-administered support for the academic year.

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”. 57.3% of respondents agreed (moderately agree = 27.4%, strongly agree = 29.9%) with the statement. Respondents from Mathematics (84.2%), Psychology (80.8%), and Theatre and Dance (80.0%) agreed the most with the statement; respondents from Anthropology (61.3%) disagreed the most.

Satisfaction with the Level of Financial Support: 50.7% of respondents agreed (moderately agree = 21.9%, strongly agree = 28.8%) with the statement “I am satisfied with the level of financial support I receive as a graduate or professional student at UCSD”. Although, nearly one third (32.5%) of respondents (moderately disagree = 17.1% strongly disagree = 15.4%) disagreed.

A high level of agreement with the statement came from Visual Arts MFA (100%), Theatre and Dance (86.7%) and Mathematics (84.2%), while a low level of agreement came from Sociology (76.2%).

### C. Teaching assistant experience

58% 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: Physical Sciences (95.4%), Arts and Humanities (88.8%), Biological Sciences (87.3%) and the Social Sciences (82.7%). Participants were asked to rate different aspects of their teaching assistant experience.

Feedback: Of the respondents who had been a graduate teaching assistant, 75.5% (good = 39.4%, excellent = 36.1%) responded that the Quality of the Feedback they received from the professors for whom they served as a TA was better than average.

Department TA Training: Of the respondents who had been a graduate teaching assistant, 72.4% 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 Biological Sciences (97.8%) and Physical Sciences (89.7%). SIO had the lowest percent of respondents (41.9%) answering that the department provided TA training.

*TA training helpfulness:* Of the respondents who indicated that their department (or the department in which they served as a TA) provided TA training, 11.9% answered that it was “extremely helpful”, 23.4% answered that it was “very helpful”, 37.4% answered that it was “moderately helpful”, 16.0% answered that it was “slightly helpful”, and 11.2% answered that it was “not at all helpful”. Although the number of respondents is low, the department with the highest ratings of helpfulness was IRPS ( $m = 3.83$ ,  $n = 6$ ). For departments with a greater number of respondents ( $>15$ ), Literature had the highest ratings of helpfulness ( $m = 3.75$ ,  $n = 16$ ).

**CTD Awareness:** Of the respondents who had been graduate teaching assistants, 65.8% answered that they were aware of teaching training services provided by the UCSD Center for Teaching Development (CTD). Of those, only 27.4% answered that they used the CTD services for TA training. Respondents from SIO (32.0%) and JSOE (31.8%) had the highest usage rates of CTD services for TA training. More than half (61.7%) of those who answered that they used CTD services were more than “moderately satisfied” with the training they received.

In summary, respondents who did not appear to be receiving TA training from the department in which they held the position did appear to utilize outside sources such as CTD for TA training. CTD needs greater visibility, especially in divisions/departments that do not offer TA training, as it has a high rate of satisfaction with those who do utilize their services.

## **D. Professional development**

More than half of respondents (53.9%) answered that their department or program provides career services or advising. IRPS (97.0%), RSM (90.0%), and SOM (87.7%) had the largest percentages of respondents answering that their department or program provides these services, while Social Sciences (37.6%) and MAS (37.8%) had the lowest percent.

Of those who responded that their department or program provided career services or advising, 85.9% were satisfied with the career services provided. Almost every department/program had more than 75% of respondents satisfied with the department’s or program’s services, except Neurosciences (66.7% satisfied), Psychology (64.7% satisfied), Literature (63.6% satisfied), Communication (62.5% satisfied) Sociology (57.1% satisfied) and RSM (52.6% satisfied).

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 (53.6%), preparation for jobs outside of academia (51.6%), and career decision-making (50.8%); obtaining grants/fellowships was most requested by respondents in Arts and Humanities (74.8%); preparation for jobs outside of academia was most requested by respondents in Health Sciences (68.1%); career decision making was most requested by respondents in Biological Sciences (64.7%).

## **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. 68.4% of respondents answered that the Cost of Living posed a challenge to academic progress.

Of these, 38.4% of respondents answered that it posed a “moderate challenge”; 30.0% answered that it posed a “significant challenge”. In 2009, 69.9% of respondents answered that the Cost of Living posed a challenge to academic progress, where 41.2% answered that it posed a “moderate challenge”, and 28.7% answered that it posed a “significant challenge”. While the overall percent of respondents who answered that it posed a challenge decreased 1.5% since 2009, the percent answering that it posed a “significant challenge” increased 1.3%. Although these changes are small, it does indicate that efforts to mitigate the cost of living for the graduate student population as a whole have not had enough of an effect to significantly decrease the challenge it poses to academic progress.

The Housing Situation posed a challenge to 54.6% of respondents, followed by Work/Financial Commitments (non-academic) (52.0%), Family Obligations (46.3%), Personal Relationships (non-academic) (41.5%), and Immigration Laws or Regulations (16.7%) (Figure 9). Examining only international respondents, almost two thirds (63.8%) of international respondents answered that Immigration Laws or Regulations posed a challenge to academic progress.

There was no main effect of gender for any personal factor. There was a significant main effect of citizenship/URM status for all personal factors ( $p < .001$ ). Post hoc analyses showed that personal factors posed a challenge to academic progress for international respondents significantly more than domestic non-URM respondents for all variables. Compared to domestic URM respondents, Housing Situation and Immigration Laws or Regulations affected international respondents significantly more. Domestic URM respondents were significantly more affected than domestic non-URM respondents for Family Obligations. A table of mean differences can be found in Appendix C, Table C2.

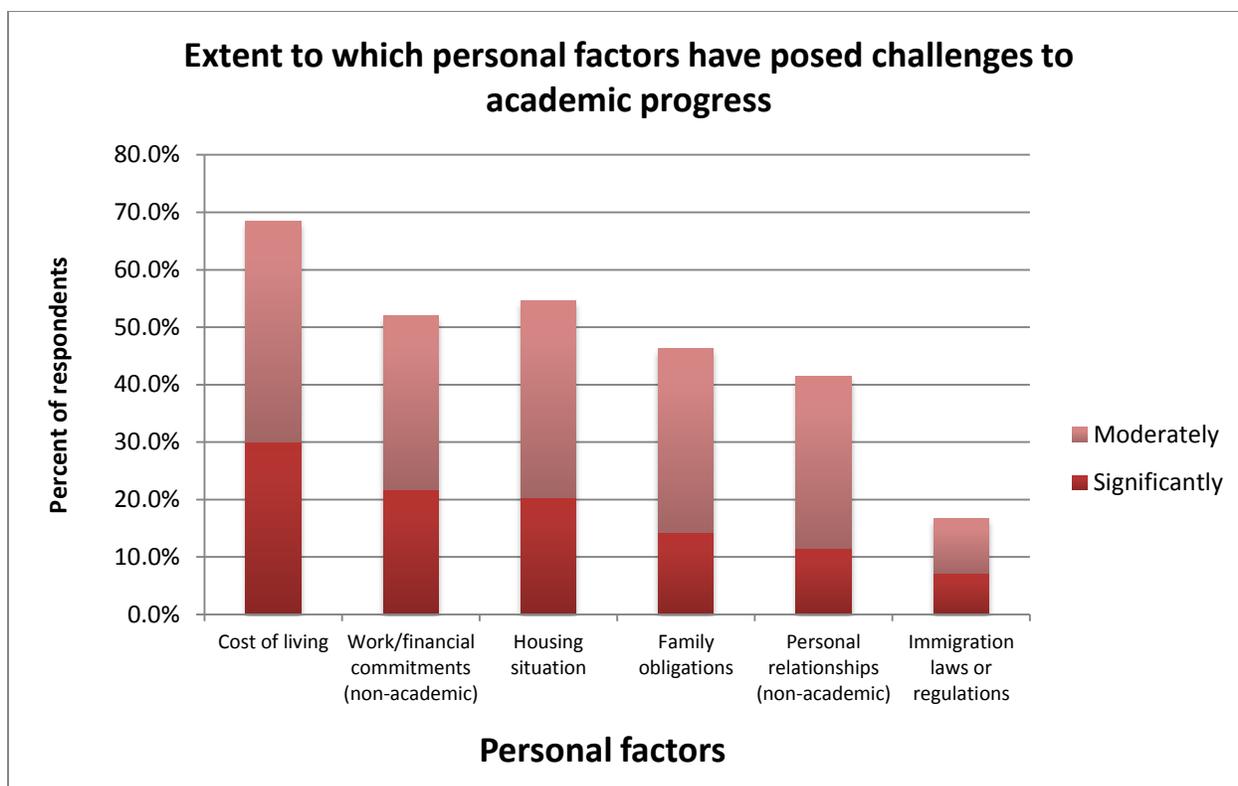


Figure 9. Percent of respondents who answered that personal factors have posed a “moderate” or “significant” challenge to academic progress.

## 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. 54.3% of respondents answered that this posed a challenge, where 40.0% of respondents answered that it posed a “moderate challenge”, and 14.3% of respondents answered that it posed a “significant challenge” (Figure 10). 85.7% of respondents in Chemical Engineering answered that Program Structure or Requirements posed a challenge (moderate = 57.1%, significant = 28.6%) to academic progress. Visual Arts (83.3%) and Ethnic Studies (81.8%) also had a high percent of respondents who responded that Program Structure or Requirements posed a challenge to progress.

Course Scheduling posed a challenge to 48.3% of respondents and affected a high percent of respondents in Chemical Engineering (85.7%), Health Policy and Law (85.7%), and RSM (73.9%). Availability of Faculty posed a challenge to 45.9% of respondents, with a high percent of respondents

from Chemical Engineering (85.7%), Ethnic Studies (81.8%), and Literature (76.9%). Personal Relationships with Academic Supervisor/Thesis Advisor posed a challenge to 33.2% of respondents, with the highest percent of respondents from Materials Science (58.1%) and Chemical Engineering (57.2%). Personal Relationships with Colleagues posed a challenge to 28.3% of respondents, with the highest percentage of respondents from Chemical Engineering (71.4%), Ethnic Studies (54.5%) and Materials Science (51.6%). Ethical Dilemmas Related to Authorship or Collaboration affected 16.6% of respondents, of whom the largest percentage came from Anthropology (34.4%). For many of the academic variables listed, Chemical Engineering consistently had one of the highest percentages of respondents answering that that these variables posed a moderate or significant challenge to academic progress. A high percent of respondents in Ethnic studies also reported many of the variables challenging academic progress, more so than many of the other departments.

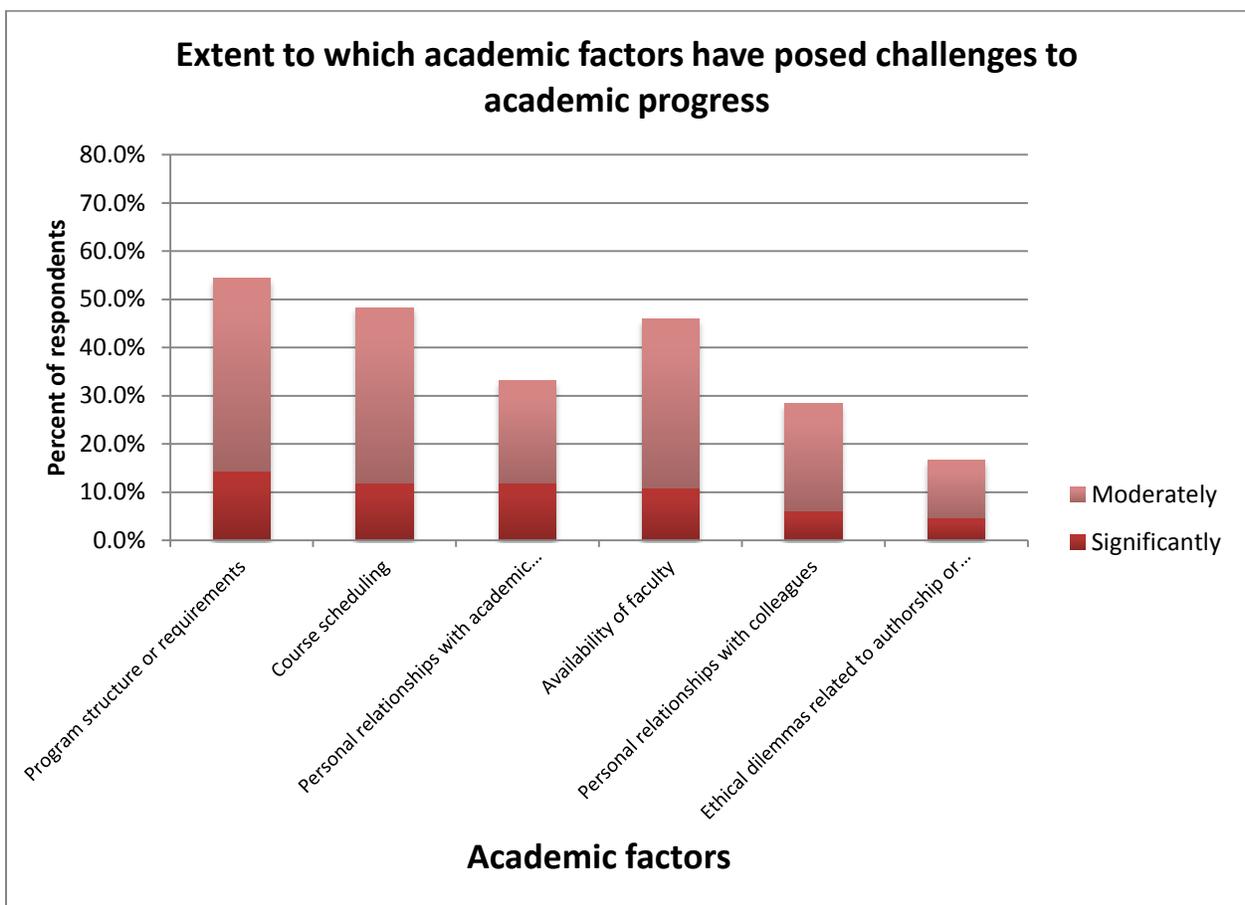


Figure 10. Percent of respondents who answered that academic factors have posed a “moderate” or “significant” challenge to academic progress.

### 3. Quitting School

*(This section, Quitting School, was analyzed and contributed by Gary Ratcliff, Assistant Vice Chancellor of Student Life, and team.)*

Participants were asked, “Have you ever seriously considered quitting graduate school because of any of the issues listed above?” 25.6% answered “yes”, they had seriously considered quitting school, while 74.4% said “no”. 22.9% of males, 28.9% of females, and 25.0% of self-identify answered “yes”. There was a significant main effect of citizenship/URM status ( $p < .001$ ). 24.9% of domestic non-URM, 37.3% of domestic URM, and 20.2% of international respondents answered that they seriously considered quitting grad school.

A large percentage of the respondents who seriously considered quitting were respondents seeking a doctoral degree and were engaged in graduate studies for more than six years. The divisions with the highest percentages of respondents who answered affirmatively were Arts and Humanities (41.5%) and Social Sciences (37.9%).

Furthermore, approximately 41% of respondents who seriously considered quitting grad school experienced exclusionary (e.g. shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) behavior while attending. Of those, approximately 70% indicated their experience interfered with their ability to work or learn. In contrast, a smaller percentage of respondents who considered quitting rated their relationship with faculty in their academic programs as “good” or “excellent” (47% vs. 74%), and agreed that faculty have their best interests in mind (41% vs. 64%).

Respondents had the option to enter a free response for the question, “Which issue(s) led you to seriously consider quitting your graduate program?” 351 responses were categorized into five major themes (from most frequently reported to least): financial stability, advisor and faculty conflicts, academics/future, personal, campus climate. It is important to note that some individual responses touched upon more than one of the themes.

Financial stability: 39.9% of respondents mentioned financial stability. Within this theme, respondents noted rising debt from the lack of financial aid support, high cost of living, low paying positions, and finding affordable housing after the two-year guarantee of campus housing as issues that led to seriously consider quitting grad school.

Advisor and faculty conflicts: 22.2% of respondents mentioned advisor and faculty conflicts. Within this theme, respondents specified “advisor relationships”, “advisor disagreements”, or “faculty conflicts” as issues that led to seriously considering quitting grad school. Additionally, some respondents noted advisor availability and program expectations as their main source of stress.

Academics/future: 21.9% of respondents mentioned academics/future as a reason for seriously considering quitting grad school. Program structure, class offerings, unclear program requirements, and lack of research funding were present in this theme. Respondents identified negative professor attitudes and departmental neglect as barriers to success. Experiences of being overwhelmed by program difficulty, concerns about falling behind, and feelings of inadequacy were present. Course availability and lack of academic opportunities were also areas of dissatisfaction. Respondents believed these deficiencies were responsible for their inability to achieve the level of professional growth needed to secure a position in their field after they graduate.

Personal: 20.5% of respondents mentioned personal issues. Personal concerns such as family obligations, relationships with significant others, health and other non-academic issues were reported. Respondents also noted the decline of their physical and/or mental health as a factor in considering quitting.

Campus climate: 17.1% of respondents mentioned campus climate as an issue that led the respondent to seriously consider quitting grad school. Within this theme, an unfavorable campus climate and lack of a supportive learning environment emerged as a dominant concern. This theme also included negative attitudes towards ethnicity, race, nationality, gender, sexual orientation, and religion from departments, colleagues, and the campus as a whole. This theme also encompassed respondents who expressed dissatisfaction with the Office for Students with Disabilities, poor campus accessibility, and a lack of social community.

## **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)**

77.9% of respondents indicated that they had Graduate Student Health Insurance Policy (GSHIP) provided through UCSD, and of those who had GSHIP, 10.0% indicated that it was self-paid and 67.9% indicated that it was paid through TAsip, RAship, fellowship, grant, or similar funding. For those who had GSHIP, 75.2% of respondents agreed (moderately agree = 42.0%, strongly agree = 33.2%) with the statement “I am satisfied with the current services covered by GSHIP”, but only 55.6% agreed (moderately agree = 29.0%, strongly agree = 26.6%) with the statement “I am satisfied with the current costs of GSHIP”. Furthermore, less than half (47.3%) of respondents agreed (moderately agree = 26.0%, strongly agree = 21.3%) with the statement “I am satisfied with the current GSHIP claims process” and even fewer respondents (43.0%) agreed (moderately agree = 23.3%, strongly agree = 19.7%) with the statement “I am satisfied with the current GSHIP referral process”. While a large portion of respondents have GSHIP and are satisfied with the current services covered by GSHIP, respondents were much less satisfied with the claims process and referral process.

#### **2. Student Health Services (SHS)**

77.9% of respondents answered that they used services provided by Student Health Services (SHS). There was a main effect of gender ( $p < .01$ ), where there was a significantly higher rate of females (80.9%) who used SHS than males (75.4%). There was no difference in usage between domestic non-URM, domestic URM, and international respondents. Of those who used SHS, respondents were asked to “Please indicate your level of satisfaction with the services you received at SHS”. 25.5% of respondents were “moderately satisfied”, 41.9% were “very satisfied”, and 23.9% were “extremely satisfied”. There were no significant group differences in levels of satisfaction between males and

females or between domestic non-URM, domestic URM, and international respondents. While females used SHS at a higher rate than males, all groups were equally 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?" 41.8% of respondents answered that they had such an experience. 35.1% of males, 49.7% of females, and 75.0% of self-identify answered affirmative. There was a significant main effect of gender ( $p < .001$ ), where the percent of males was significantly less than both self-identify and female groups. There was no main effect of citizenship/URM status in the percent of respondents who answered that they experienced an emotional or stress-related problem.

Participants were asked, "Have you ever considered seeking counseling or mental health services?" 43.0% of respondents answered that they had considered seeking services. There was a significant main effect of gender ( $p < .001$ ), where females (57.3%) and self-identify (75.0%) considered seeking services at a higher rate than males (30.9%). There was also a main effect of citizenship/URM status ( $p < .001$ ). 55.3% of domestic URM, 44.9% of domestic non-URM, and 30.3% of international respondents considered seeking mental health services.

Those who answered that they considered seeking services were asked if they ever utilized mental health services provided by CAPS. 61.4% (26.1% of total respondents) answered that they used CAPS. Again, there was a significant main effect of gender ( $p < .05$ ). Of those who considered seeking services, 57.2% of male respondents, 63.8% of female respondents, and 100% of self-identify respondents utilized services provided by CAPS. There was no main effect of citizenship/URM status.

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 lack of time (9.3% of responses) and respondent felt s/he could handle issue on own (9.3% of responses).

Of those who used CAPS, 81.9% were satisfied with the services they received, and all groups were equally satisfied. For those who were not satisfied (18.1%), respondents had the option to enter a free response explaining their dissatisfaction with CAPS. The most common theme centered on issues with the counselor. Responses indicated that the counselor was dismissive of the respondent and/or his/her issue(s), was uninterested, and/or offered impractical treatment.

The next most common theme was the inability of CAPS and/or its counselors to be an effective source of help. Responses indicated that therapy sessions were ineffective. Respondents were dissatisfied because they were immediately referred to an outside provider, and conversely, other respondents mentioned that with GSHIP, it was hard to get a referral to see an outside provider. Another common theme was the inability to develop long-term treatment due to the cap on the number of sessions allowed in one year. This led to respondents being referred to outside providers after the maximum number of sessions was reached, therefore interrupting, and in some cases, ceasing treatment all

together. A number of small, yet recurring, themes also included counselors being unfamiliar with graduate and international student issues and privacy and trust issues.

There is a greater usage of CAPS by females and self-identify respondents, and although international respondents answered that they considered seeking services at a significantly lower rate than the other citizenship/URM status groups, they utilized CAPS services at the same rate as the other groups. There is a need for counselors with diverse backgrounds, experience with graduate students and graduate student issues, and experience with international students and international student issues.

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

Participants were asked, "Have you been diagnosed with a medical and/or psychological condition/disability"? 13.2% of respondents answered yes. There was a significant main effect of gender ( $p < .001$ ). Post hoc analyses indicate a significantly greater percent of both females (17.9%) and self-identify (25.0%) when compared to males (9.2%) ( $p < .05$ ). Furthermore, there was a significant main effect of citizenship/URM status ( $p < .001$ ). 20.6% of domestic URM, 13.9% of domestic non-URM, and 6.9% of international respondents answered that they had been diagnosed with a disability. Post-hoc analyses showed that each citizenship/URM status group was significantly different from each other ( $p < .05$ ).

Of those who answered that they had been diagnosed with a disability, only 24.1% self-disclosed it to OSD; 30.4% self-disclosed it to their graduate department/program. For those who self-disclosed their disability to their department/program, only 33.3% were referred to OSD upon disclosure.

Participants were asked "How satisfied were you with the services provided by OSD?" and a majority (69.2%) of respondents were satisfied (moderately satisfied = 19.2%, very satisfied = 26.9%, extremely satisfied = 23.1%). An even greater percent (80.5%) of respondents were satisfied with accessibility/accommodations on the UCSD campus (moderately satisfied = 36.1%, very satisfied = 28.7%, extremely satisfied = 15.7%).

While the percent of respondents with a diagnosed medical and/or psychological condition is small, the rates of self-disclosure to either OSD or the respondents' graduate program were very low. Even more concerning was the low rate of referral to OSD upon self-disclosure to the respondents' graduate department. Additional training needs to be provided to graduate department coordinators and faculty to increase awareness of the role of OSD and the services they provide.

#### **B. Career Services Center (CSC)**

Participants were asked, "Are you aware of the UCSD Career Services Center (CSC)?" 74.0% of respondents answered that they were aware of CSC, and of those who were aware of CSC, 30.3% (22.4% of total respondents) used CSC services. This is a point increase of 4.2% from the 2009 survey. While the usage rate by graduate respondents is low, of those who did use CSC, the majority (84.8%) were satisfied with the services provided. This rate is similar to the satisfaction rate of those respondents who used departmental career services reported in the professional development section (VII.D).

Respondents not satisfied (15.2%) with services provided by CSC had the option to enter a free response. The most common theme reported was the advisors were generally unhelpful. More specifically, the advice given, especially concerning resumes, was too general and too basic. Additionally, the CSC presentations were too general and even boring.

Another common theme was the lack of knowledge of career tracks and options specific to the degree programs of graduate students, specifically, Arts and Humanities and graduates with a master's degree in the sciences. Related to this, respondents were dissatisfied with CSC because the advisors lacked specific industry knowledge and industry contacts. Other smaller themes reported included the limited number of companies recruiting graduate students at career fairs and the lack of marketing and clear information about CSC itself.

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". Despite high awareness rates of career services, both departmental and institutional, and despite very high satisfaction rates with career services, less than half (48.9%) of respondents agreed that they were satisfied with the services and advice available at UCSD, where 15.2% "strongly" agreed, 33.7% "moderately" agreed, 23.8% "neither agree[d] nor disagree[d]", 9.5% "moderately" disagreed, 5.0% "strongly" disagreed, and 12.8% were "unable to judge".

The highest levels of satisfaction with the services and advice available to students were from respondents in IRPS (82.1%), SOM (78.1%), and Computer Science and Engineering (67.5%). The highest rates of dissatisfaction were from respondents in Music (56.3%), Latin American Studies (50.0%), Health Policy and Law (47.2%), and Political Science (44.8%).

The missing link seems to be the lack of use of available resources. Respondents are aware of services, and those who use the services are highly satisfied, but the percent of respondents who use services is low. Extending these results to the general population, students should be encouraged to make time to utilize available resources, whether through the department or CSC. Additionally, knowledge needs to be increased among Career Services staff of graduate degree programs on campus, the various career tracks available, and existing resources at the department level. Once this knowledge base is established, a plan for coordination and possibly expansion of resources can be implemented that would include increased marketing of graduate professional and career development resources.

### **C. Housing**

As housing for graduate students is a recurring theme and one that affects academic progress (as indicated in section VII.E.1), participants were asked a series of questions to better understand graduate housing at UCSD. At the time of the survey, 35.6% of respondents answered that they live in UCSD affiliated housing. 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, 24.6% were "extremely satisfied", 43.2% were "very satisfied", 23.9% were "moderately satisfied", 4.4% were "slightly satisfied", and 3.8% were "not at all satisfied".

Of the 64.4% who did not live on campus at the time of the survey, only 26.1% answered that they want to live in UCSD affiliated housing in the future.

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”. About half (50.1%) of respondents answered that it was easy (moderately easy = 29.9%, very easy = 20.2%) to find and obtain their current housing, while 28.4% answered that it was difficult (moderately difficult = 21.3%, very difficult = 7.1%). To find housing, respondents utilized Craigslist (33.6%) more than any other modality. When asked “Which of the following features are most important to you in choosing a place of residence? (Check all that apply)”, respondents overwhelmingly answered that Affordability was an important feature (81.0%), followed by Ease of Transportation to UCSD (bus, shuttle line or bike) (66.3%), Proximity to Campus (58.6%), Safety of Surrounding Area (55.7%), and Size of Unit (54.0%).

While housing is a major issue for graduate respondents, those who do not currently reside in UCSD affiliated housing were *not* inclined to live in affiliated housing in the future. Post hoc group analyses do not indicate that this is specific to any one group of respondents (e.g. doctoral, international, year in school). In order to address the challenges that arise from finding housing during graduate studies, future housing initiatives should focus on making sure graduate students are informed about their options, and that options offered focus on affordability, ease of transportation and proximity to campus, safety of surrounding area, and living space.

#### **D. Graduate Student Association (GSA)**

To assess the perceptions about the Graduate Student Association (GSA), participants were asked a series of questions about their knowledge of the GSA and their events. Just over half (52.6%) of respondents answered that they know who the GSA representatives in their department are. When asked, “Have you attended at least one GSA-sponsored event in the past 12 months”, less than half (47.2%) of respondents answered that they attended at least one event. Respondents were also asked, “Which issues or topics do you think your graduate student government should focus their efforts on? Check all that apply”. The three most popular issues or topics respondents thought their graduate student government should focus their efforts on were campus advocacy (representation on UCSD committees, etc.) (47.9%), campus-wide social events (44.8%), and external advocacy (coalition efforts to lobby UC Regents, state government, etc.) (33.5%).

Respondents were asked their level of agreement with a series of statements, and answer options ranged from 1, “strongly disagree”, to 5, “strongly agree”, with the option “unable to judge”. A summary of those results can be found in Table 5. Finally, respondents were asked, “Which of the following would be the best ways to inform you of upcoming campus events? (Check all that apply)”. The top three answers were weekly all-grad e-mail announcements (71.3%), messages from the department’s GSA representative(s) (30.5%), and messages from the graduate coordinator (21.3%). Further analyses about and recommendations for the GSA can be found in the GSA report on the GPSES survey.

**Table 5**

*Percent of respondents indicating their level of agreement with the following statements about the GSA.*

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Please indicate your level of agreement with the following statements: Overall, I...

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|   | Strongly disagree | Moderately disagree | Neither agree nor disagree | Moderately agree | Strongly agree | Unable to judge |
|---|-------------------|---------------------|----------------------------|------------------|----------------|-----------------|
| Am satisfied with the programming offered by the GSA    | 2.7%              | 4.8%                | 27.4%                      | 28.1%            | 11.2%          | 25.8%           |
| Am satisfied with the funding decisions made by the GSA | 4.3%              | 5.0%                | 28.2%                      | 17.7%            | 8.8%           | 36.1%           |
| Think my interests are being represented by the GSA     | 5.6%              | 6.7%                | 28.1%                      | 20.8%            | 9.0%           | 29.9%           |

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## **E. International Student Services**

International respondents comprised 25.2% of the total respondents. Only respondents who answered that they were a non-U.S. citizen with a temporary visa were asked questions about international student services. This subset of respondents was asked, “Have you ever used any resources provided by the International Center?” 83.7% answered yes, and of those, 74.3% were more than “moderately satisfied” with the International Center services (very satisfied = 45.9%, extremely satisfied = 28.4%). International respondents were also asked, “How satisfied are you with the help provided by resources at UCSD in obtaining your visa?” Options ranged from 1, “not at all satisfied”, to 5, “extremely satisfied”. 27.8% were “extremely satisfied” with the help provided in obtaining their visa, 42.5% were “very satisfied”, 20.6% were “moderately satisfied”, 5.6% were “slightly satisfied”, and 3.6% were “not at all satisfied”.<sup>6</sup>

## **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?” 41.8% of respondents answered that they had experienced an emotional or stress-

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<sup>6</sup> For those who answered this survey in the Summer and Fall of 2014, initial visa preparation was handled by the Graduate Admissions Office. In Spring 2015, the provisional documents required to obtain a visa transitioned to the International Center.

related problem, while 58.2% of respondents had not. 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

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

The feeling frequently reported by the largest percent of respondents was feeling overwhelmed by workload and responsibilities. 29.0% “frequently” felt overwhelmed and 38.9% “occasionally” felt overwhelmed. The next most common feeling was exhaustion (not from physical activity) (occasionally = 35.3%, frequently = 28.4%). This was followed by feeling very sad, feeling things were helpless, seriously considering quitting grad school, seriously considering taking a leave of absence from UCSD, feeling so depressed that it was difficult to function, seriously considering suicide (Figure 11).

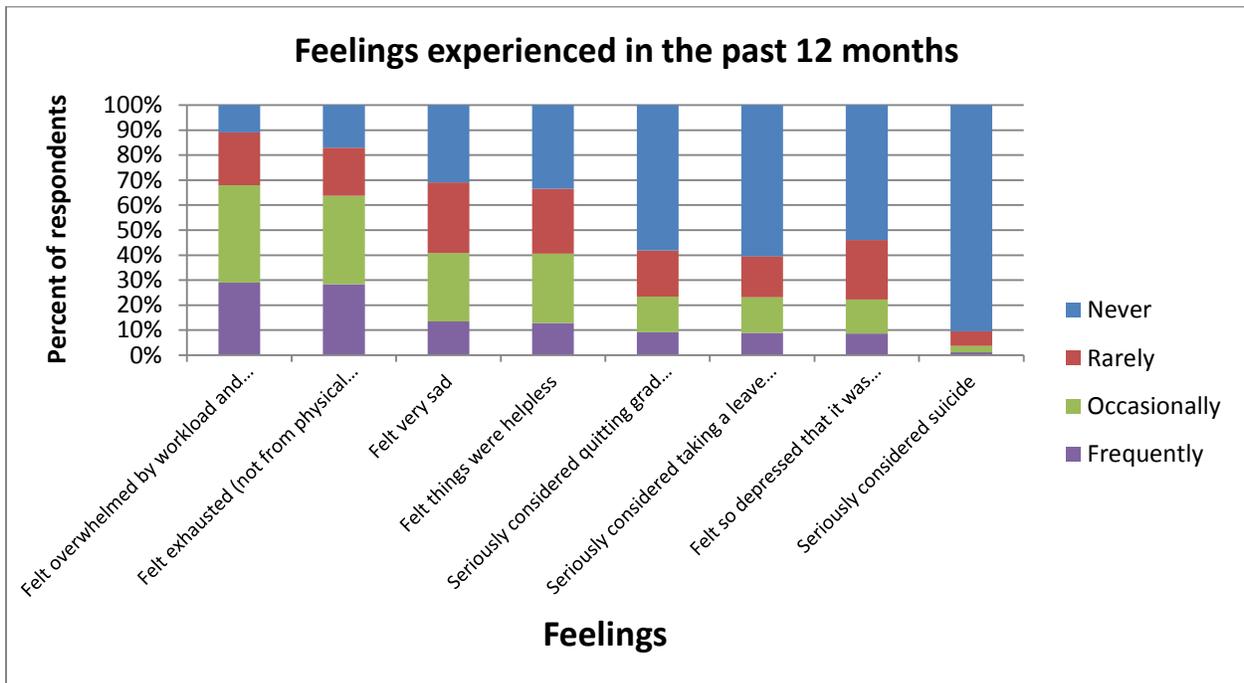


Figure 11. Percent of respondents who “never”, “rarely”, “occasionally”, or “frequently” experienced a number of feelings in the past 12 months.

## 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. 22.1% of respondents answered that Finances had a “major impact” on their well-being, and 20.9% answered that it had a “considerable impact”, therein majorly or considerably impacting almost half of all respondents. The next biggest personal stressor was Partner/Spouse Relationship (considerable impact = 10.6%, major impact = 9.9%), followed by Housing, Other Family Obligations, Roommate/Housemate Relationship, Immigration Status/Process/Regulations, and lastly Childcare Obligations (Figure 12).

Compared to the survey conducted in 2009, the combined percent of respondents majorly/considerably impacted by Finances has actually increased 1.5% from 41.5%. The percent of respondents majorly and considerably impacted by Immigration Status/Process/Regulations has also increased (+0.9%). This is likely due to the increase in international graduate and professional students on campus. The percent of respondents either majorly or considerably impacted has decreased in every other stressor category, most notably Partner/Spouse Relationship (-5.7%) (Figure 12).

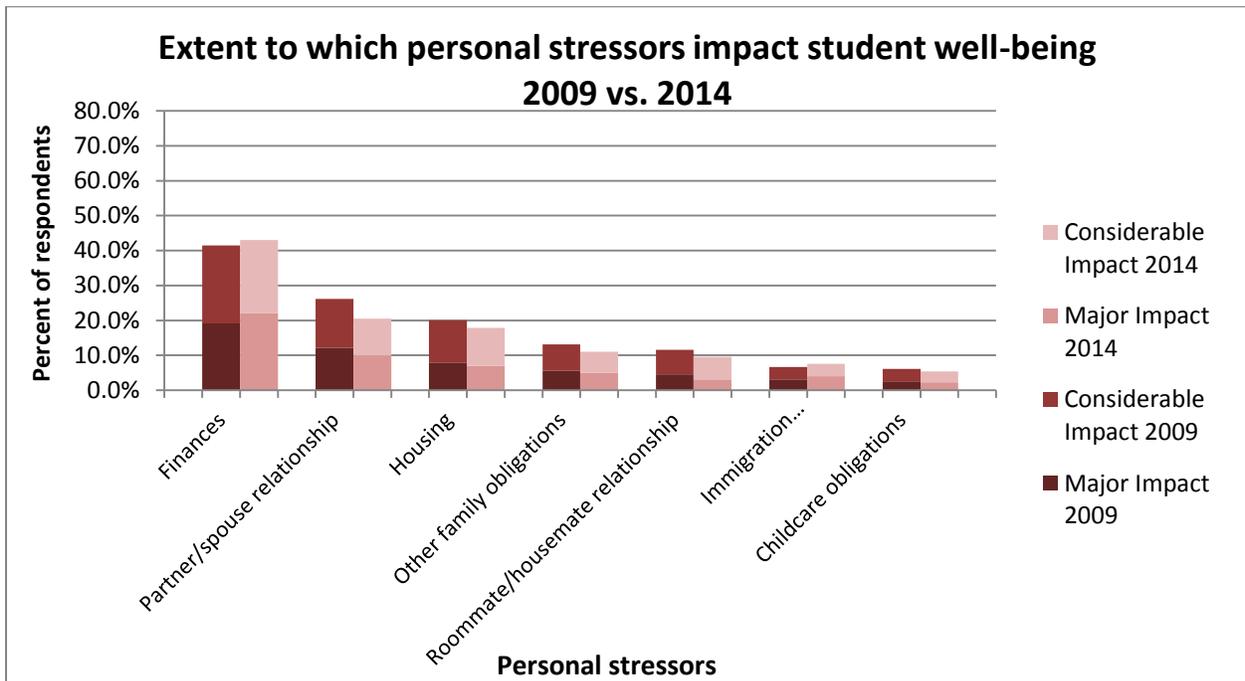
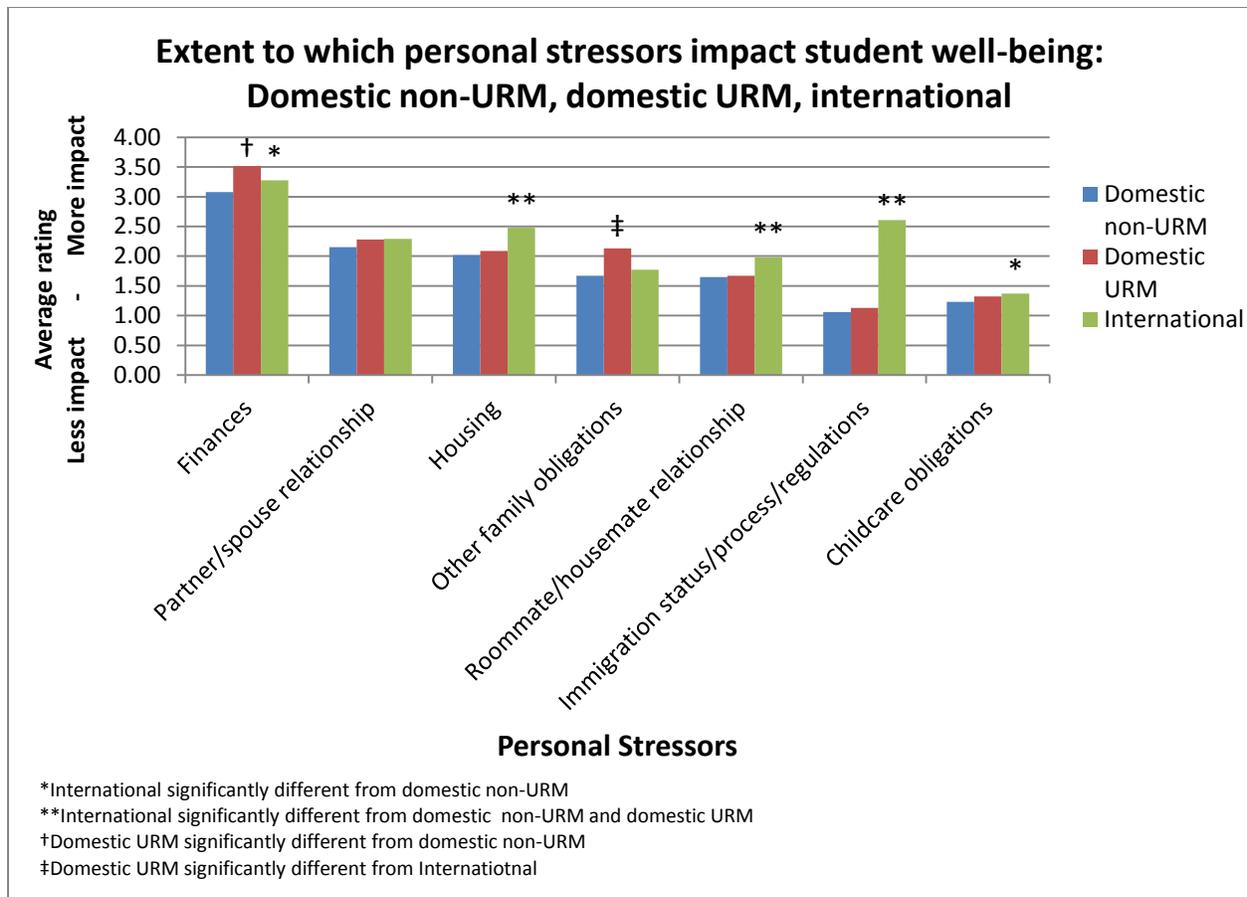


Figure 12. A comparison of the percent of respondents for whom personal stressors made either a “considerable impact” or a “major impact” on student well-being from 2009 vs. 2014.

In the current survey, there was a significant main effect of gender on Finances ( $p < .05$ ), and females ( $m = 3.31$ ) were significantly more affected than males ( $m = 3.07$ ). There was also a significant main effect of citizenship/URM status ( $p < .001$ ) on Finances; domestic URM respondents ( $m = 3.52$ ) were significantly more impacted than international ( $m = 3.28$ ) and domestic non-URM respondents ( $m = 3.08$ ), and international respondents were significantly more impacted than domestic non-URM respondents (Figure 13).

There was a significant main effect of gender on Other Family Obligations ( $p < .001$ ), and females ( $m = 1.84$ ) were again more affected than males ( $m = 1.66$ ). There were no main effects of gender on any of the remaining personal stressors. There was, however, a significant main effect of citizenship/URM status on all personal variables ( $p < .05$ ) except Partner/Spouse Relationship. Post hoc analyses show international respondents were significantly more impacted than domestic non-URM respondents by five of the stressors (Finances, Roommate/Housemate Relationship; Childcare Obligations; Housing; Immigration Status/Process/Regulations); international respondents were significantly more impacted than domestic URM respondents by three of the stressors (Roommate/Housemate Relationship; Housing; Immigration Status/Process/Regulations). Domestic URM respondents were significantly more impacted than domestic non-URM respondents by Finances and significantly more impacted than international respondents by Other Family Obligations (Figure 13) (Table C3).



**Figure 13. Average rating of domestic non-URM, domestic URM, and international respondents of personal stressors' impact on student well-being.**

## 2. Academic

Survey participants were also asked if a number of academic 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 stressor that the largest percent of respondents answered had a “major impact” on their well-being was Job Prospects. 19.2% of respondents answered that it had a “major impact”, and 23.0% of respondents answered that it had a “considerable impact”, majorly or considerably impacting over 40% of respondents. The next biggest academic stressor was Academic Progress (major impact = 17.4%, considerable impact = 20.1%), followed by Workload as a Student, Mentor/Advisor Relationship, Workload as a TA/RA, Co-worker/Colleague Relationship, and Campus Climate (Figure 14).

Compared to the survey conducted in 2009, only Job Prospects increased in the percent of respondents majorly and considerably impacted (+8.3%). The percent of respondents majorly or considerably impacted decreased in every other stressor, most notably in Academic Progress (-4.9%) and Workload as a Student (-4.6%) (Figure 14).

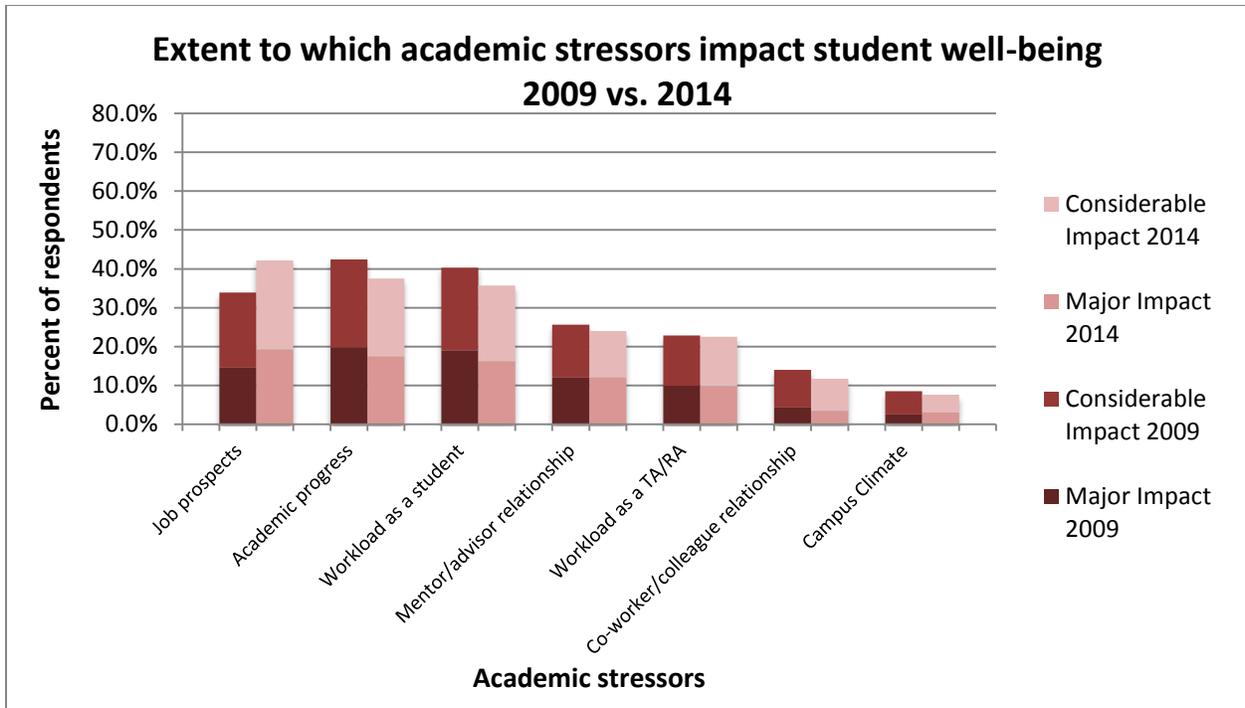


Figure 14. A comparison of the percent of respondents for whom academic stressors made either a “considerable impact” or a “major impact” on student well-being from 2009 vs. 2014.

There was a significant main effect of gender on Job Prospects ( $p < .05$ ); females ( $m = 3.18$ ) were more impacted than males ( $m = 3.00$ ). There was also a significant main effect of citizenship/URM status ( $p < .001$ ). Job Prospects impacted international respondents ( $m = 3.40$ ) more than both domestic URM ( $m = 3.05$ ) and domestic non-URM ( $m = 2.98$ ) respondents (Figure 15). Furthermore, there was a significant main effect of citizenship/URM status on all academic variables ( $p < .05$ ) except Workload as a Student. Post hoc analyses showed that international respondents were significantly more impacted by six of the seven academic stressors (no group differences for Workload as a Student) when compared to domestic non-URM respondents, and significantly more impacted by two of the academic stressors (Job Prospects and Academic Progress) when compared to domestic URM respondents. Domestic URM respondents were significantly more impacted by Campus Climate when compared to domestic non-URM respondents (Figure 15).

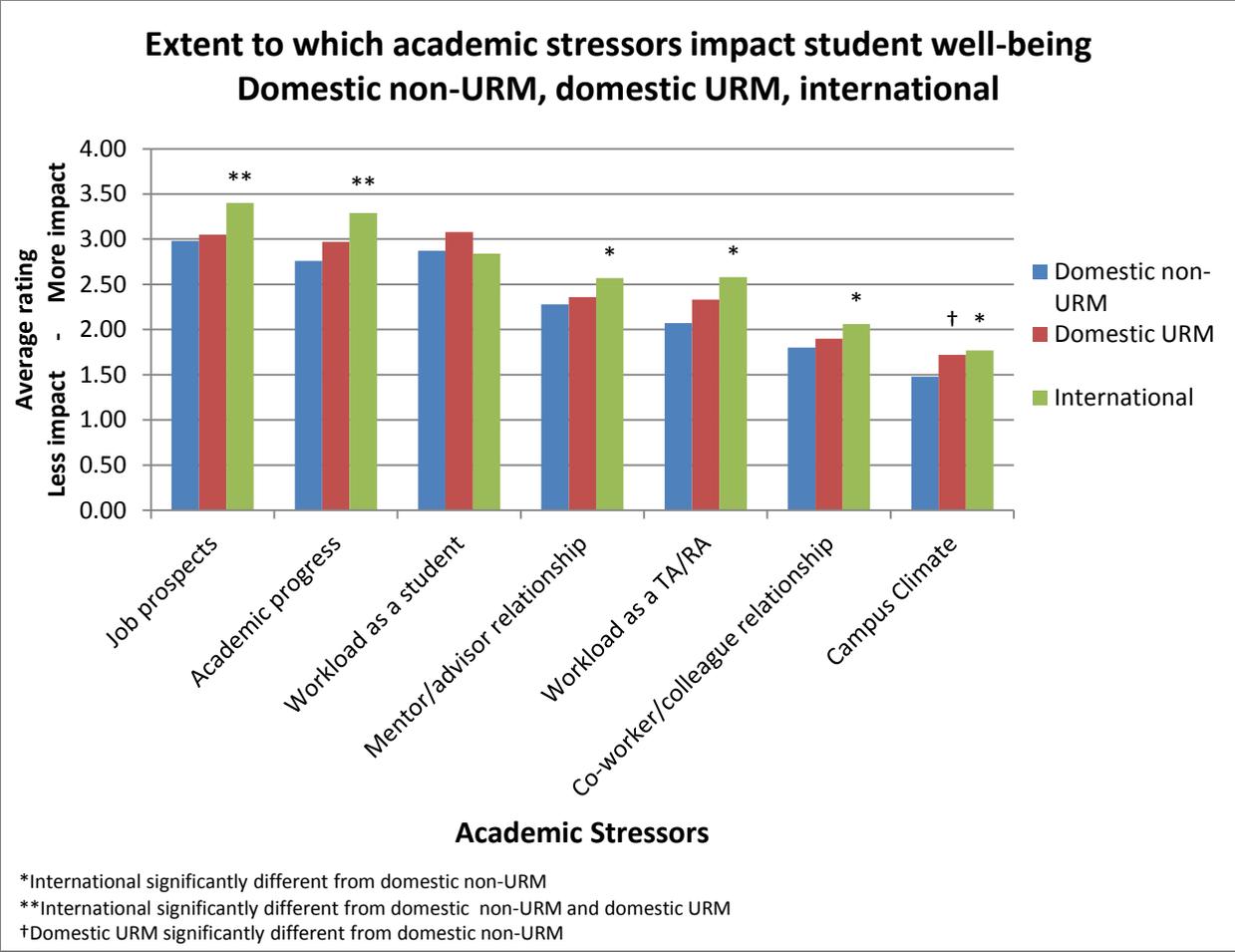


Figure 15. Average rating of domestic non-URM, domestic URM, and international respondents of academic stressors' impact on student well-being.

## X. Campus Climate

*(This section, Campus Climate, was prepared by Laura Kertz, principal analyst, Institutional Research. Questions and/or comments regarding this section should be directed to Laura at [lkertz@ucsd.edu](mailto:lkertz@ucsd.edu).)*

### A. Sense of Community

The program of study that a student pursues plays an important role in shaping that student's experience of the campus community. The influence of the program was seen across multiple measures of satisfaction with a respondent's academic community, opportunities for academic success, and academic relationships.

Demographic factors also played an important role, with respondents from under-represented minority groups (URM), respondents with disabilities, and respondents for whom English is not the primary language reporting different experiences and/or differing levels of satisfaction across various measures.

#### 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.

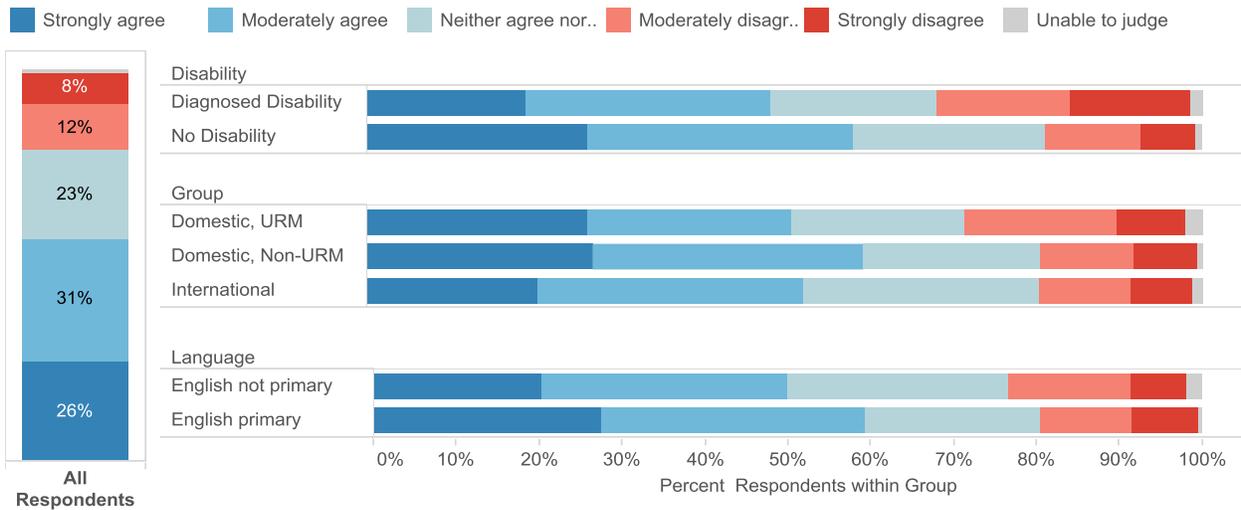
Across all programs, the majority of respondents (56.8%) either agreed or strongly agreed that they feel a **sense of community (Q52)** with their academic programs. Roughly a quarter (22.6%) felt neutral on the issue, and 19.7% disagreed. Respondents with a diagnosed disability, respondents from URM groups, and respondents for whom English is not the primary language felt a weaker sense of community, as reflected in higher rates of disagreement (Figure 16).<sup>7</sup> Respondents with disabilities also showed lower satisfaction with their programs' efforts to **foster a sense of community (Q51)** and with the **availability of social opportunities (Q49)**.<sup>8</sup>

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<sup>7</sup> Q52 t (disability) = 4.43, p < 0.001, t (URM) = -1.79, p = .073 (n.s.), t (language status) = -2.09, p < 0.05

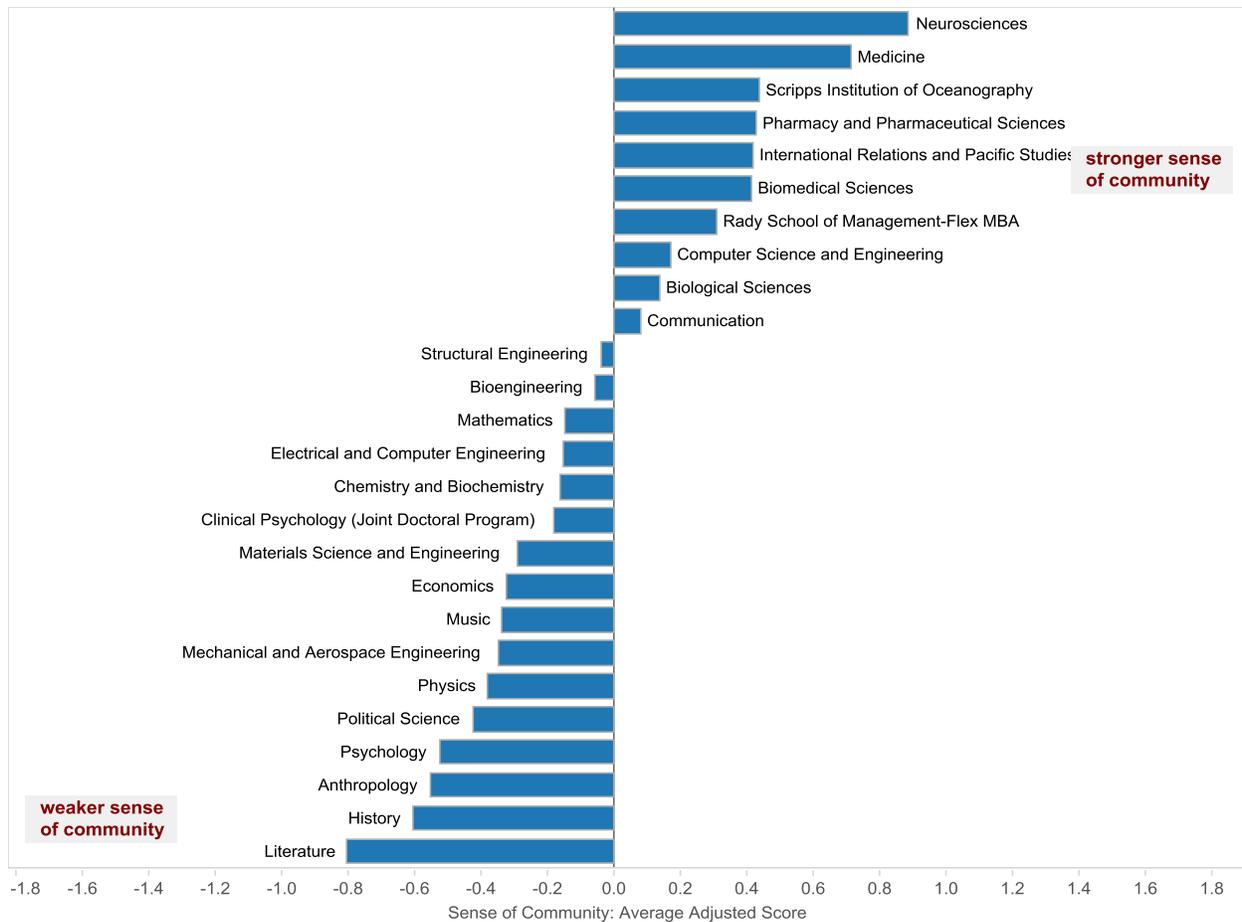
<sup>8</sup> Q51 t (disability) = -3.74, p < 0.001, Q49 t (disability) = -3.80, p < 0.001

## 'I feel a sense of community with my program'



**Figure 16. Sense of community (Q52): Group differences.**

To compare the sense of community across different programs, we constructed a *'community index' score* for each program. First we computed the average agreement rating (on a scale from 1 to 5) for respondents within each program across each of the three dimensions described above (sense of community, program efforts, and social opportunities). Next we computed the standard score (number of standard deviations above or below the mean) for each program on each measure. Finally, we averaged these standard scores for each program to arrive at a single *'community index' score*. While certain programs consistently rated higher than others across all measures, the variation across programs was small: all programs fell within one standard deviation of the grand mean. Program rankings for the community index score are reported in Figure 17.



**Figure 17. Sense of community index (Q49, 51, 52): Department ranking.** Adjusted score is number of standard deviations above or below mean. Zero represents the average score across all programs. A positive score (top) is above average (stronger sense of community); a negative score (bottom) is below average (weaker sense of community). Programs with 20 or more respondents shown.

## 2. Academic Success

Next, 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. They were asked specifically 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 success (Q129)**. Overall, 74.8% of respondents either agreed or strongly agreed that they have opportunities that are similar to those of their peers. However, respondents from URM groups and respondents with diagnosed disabilities were more likely than other groups to *disagree*.<sup>9</sup> See Figure 18.

<sup>9</sup> Q129 t (URM) = -3.89, p < .0001, t (disability) = -4.94, p < .0001

Respondents for whom English is not the primary language were more neutral on the topic, showing lower levels of agreement, but also lower levels of disagreement.<sup>10</sup>

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

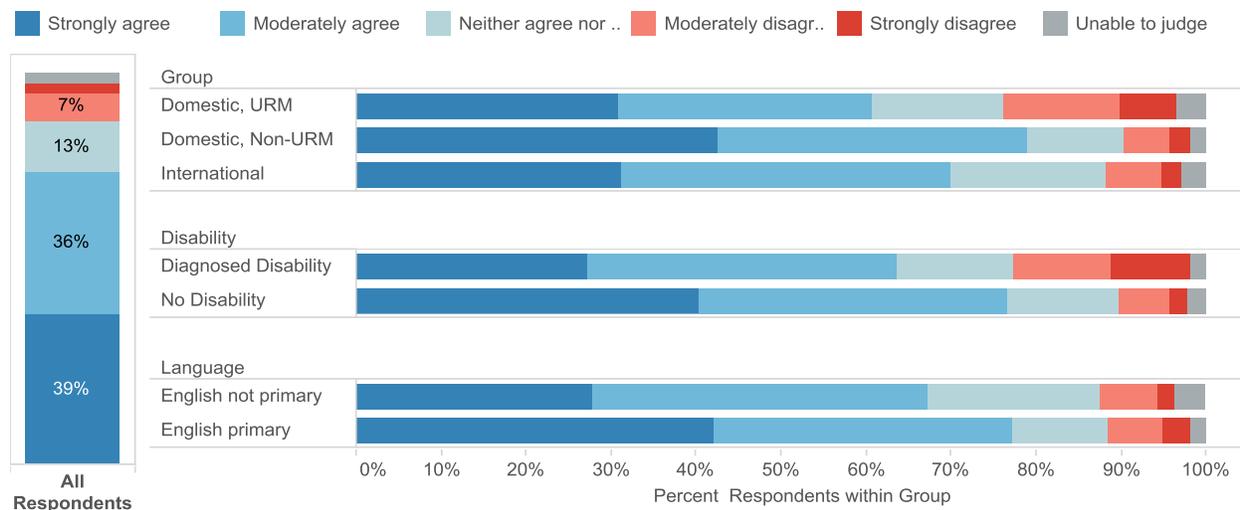


Figure 18. Opportunities for success (Q129): Group differences in perception.

#### a) Challenges to Academic Success

Respondents from URM groups and international respondents both reported at rates close to 30% that others' **attitudes toward their race/ethnicity (Q112)** had affected their academic progress (31.8% for URM, 29.7% for international). Rates for URM women were especially high, approaching 40% (38.7%); this compares with the less than 10% (7.6%) seen for domestic non-URM respondents.<sup>11</sup> Similarly, 15.9% of URM respondents and 33.1% of international respondents reported that **others' attitudes toward their nationality (Q114)** had affected their progress, a rate much higher than the 5.1% seen for domestic non-URM respondents.<sup>12</sup>

Across all groups, women were more likely than men to report that **others' attitudes toward their gender (Q113)** had affected their progress (29.8% versus 8.7%).<sup>13</sup> Among LGBTQ respondents, roughly one quarter (25.3%) reported that **others' attitudes toward their sexual orientation (Q115)** had affected their progress, a rate nearly five times the 5.3% reported among heterosexuals.<sup>14</sup>

Women were more likely than men to cite **campus safety concerns (Q118)** as a factor affecting their academic success (25.6% versus 14.5%).<sup>15</sup> Across all groups, the proportion of respondents citing safety

<sup>10</sup> Q129 t (language status)=-2.57, p < 0.01

<sup>11</sup> Q112 t (URM) = 5.68, p < .0001; t (URM women) = 2.66, p < .01; t (international) n.s.

<sup>12</sup> Q114 t (international) = 3.08, p < .01; t (URM) n.s.

<sup>13</sup> Q113 t (gender) = 7.76, p < .0001

<sup>14</sup> Q115 t (self-identify for orientation) = 2.55, p < .05; t (gay/lesbian) = 1.91, p=.057

<sup>15</sup> Q118 t (gender) =2.76, p < .01

concerns was 19.6%. The largest proportion to cite such concerns was among respondents who self-identify for sexual orientation (29.7%).<sup>16</sup> The lowest proportion was among gay and lesbian respondents (15.2%).<sup>17</sup> Respondents with disabilities and respondents for whom English is not the primary language were both more likely to cite **campus accessibility (Q119)** as a factor affecting their academic success than were their peers.<sup>18</sup>

Across a variety of measures, respondents who are *not English dominant* were disproportionately likely to cite challenges to their academic success. As described above, these respondents reported a greater impact of others’ attitudes toward their race/ethnicity and nationality. These respondents also reported a greater impact of others’ attitudes toward religious/spiritual views and toward sexual orientation.<sup>19</sup> They were also more likely to cite concerns regarding campus safety and accessibility.<sup>20</sup> See Figure 19 for a summary.

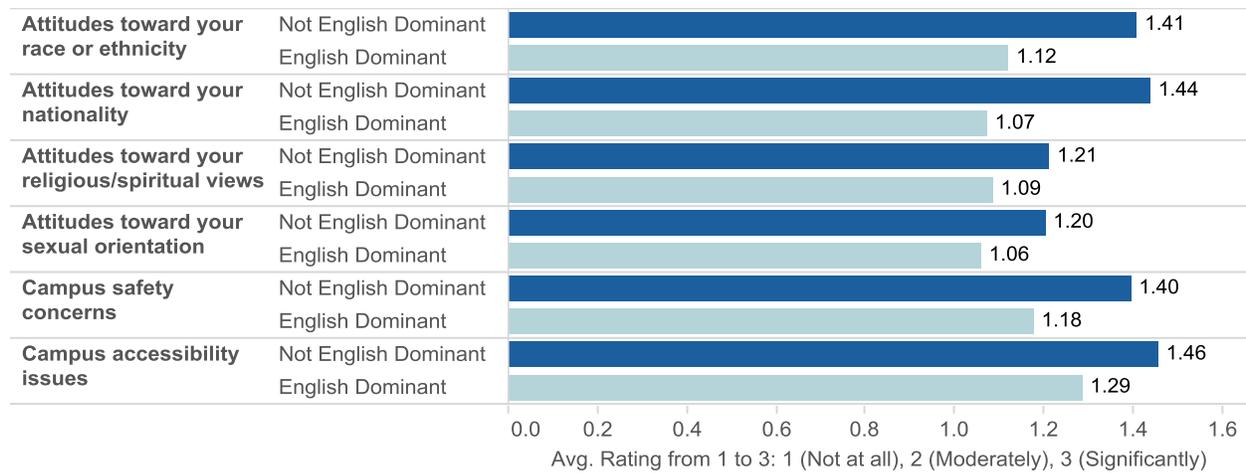


Figure 19. Challenges to academic success (Q112-116): Differences by language status.

Respondents across different programs showed differences in the degree to which they perceived others’ attitudes as challenges to their academic success. To assess these *differences across programs*, we constructed a ‘challenges index’ score for each program. First we computed the average ‘degree of impact’ rating (on a scale of 1-3) for respondents within each program across each of five dimensions described above. Next we computed the standard score (number of standard deviations above or below the mean) for each program on each measure. Finally, we averaged these standard scores for each program to arrive at a single ‘challenges index’ score. While certain programs consistently rated higher

<sup>16</sup> When asked about sexual orientation (Q8), respondents had the option to choose from heterosexual, gay/lesbian, bisexual, or self-identify. Q118 t (self-identify) = 2.49, p < .05

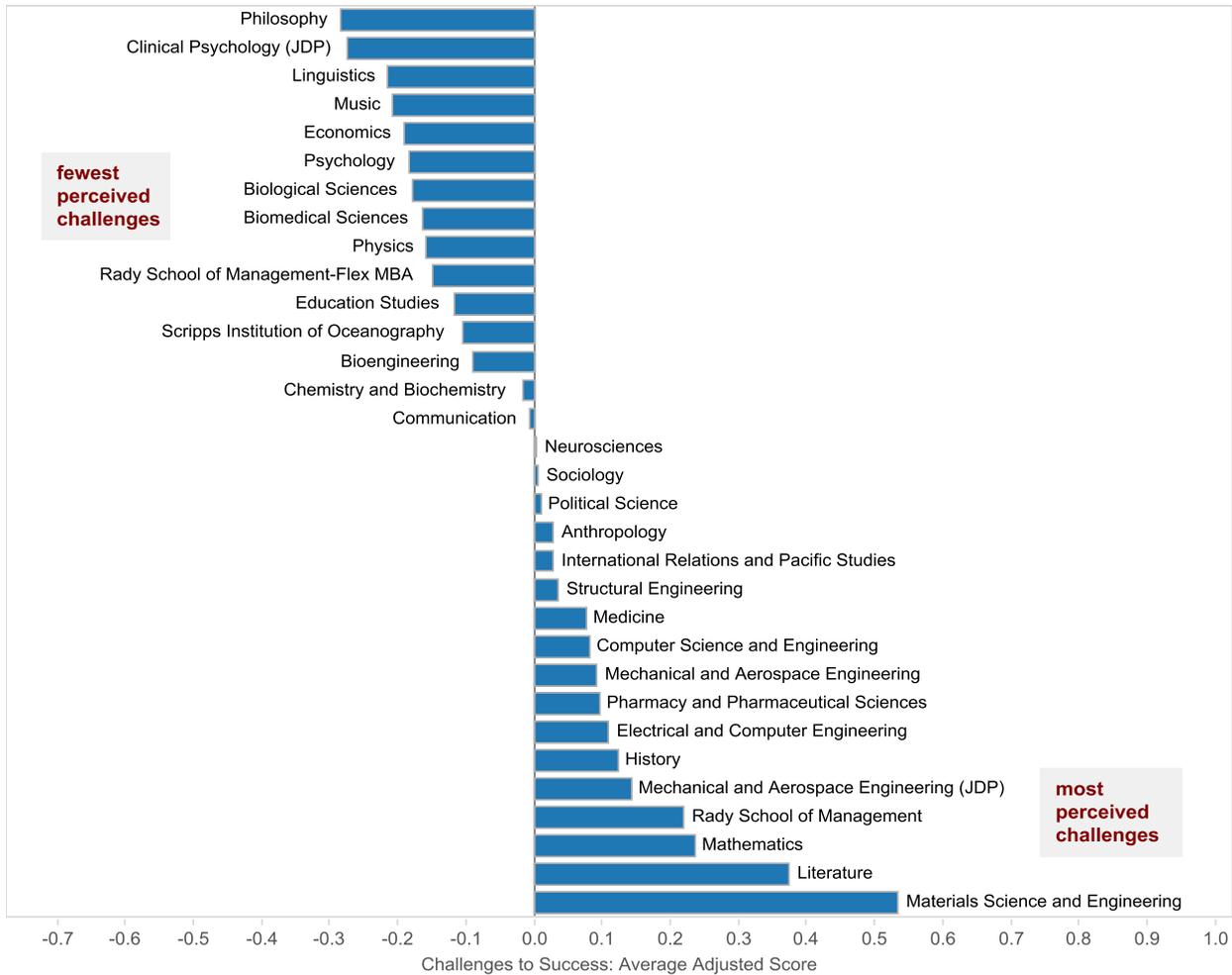
<sup>17</sup> Q118 t (gay/lesbian) = -2.40, p < .05

<sup>18</sup> Q119 t (disability) = 2.47, p < .05; t (language status)= 2.45, p < .05

<sup>19</sup> Q116 t (language status) = 3.18, p < .01, Q115, t (language status) = 3.75, p < .001

<sup>20</sup> Q114 t (language status) = 7.13, p < .001

than others across all measures, the variation across programs was small: all programs fell within one standard deviation of the grand mean, as shown in Figure 20.



**Figure 20. Challenges to academic success (Q112-116): Program index ranking.** Adjusted score is number of standard deviations above or below mean. Zero represents the average score across all programs. A negative score (top) is below average (fewer challenges); a positive score (bottom) is above average (greater challenges). Programs with 20 or more respondents shown.

### 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 following statement: *'I see enough faculty or staff with whom I identify'* (Q128). Across all respondents, roughly two thirds (62.8%) agreed with this statement. A smaller proportion of respondents disagreed (18.4%), and the remainder felt neutral or unable to judge. LGBTQ respondents were more likely to disagree with this statement than were their heterosexual peers, with lowest

agreement seen among respondents who self-identify for sexual orientation.<sup>21</sup> Stronger disagreement was also seen among respondents with disabilities and respondents from URM groups.<sup>22</sup> Strongest disagreement was seen among URM women—at 60.2%, far outstripping all other groups, as demonstrated in Figure 21.<sup>23</sup>

### 'I see enough faculty and staff with whom I identify'

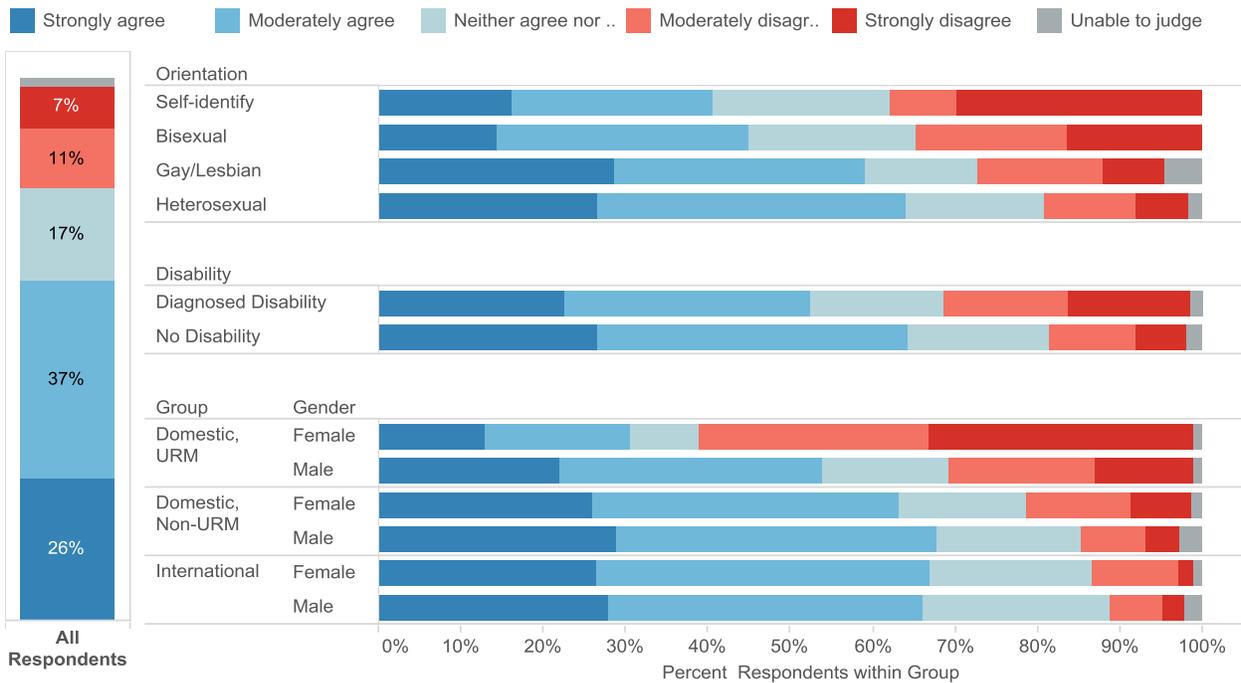


Figure 21. Respondent perceptions of faculty and staff (Q128): Group differences.

Respondents from URM groups and respondents with disabilities showed lower satisfaction with a variety of measures assessing the quality of academic relationships. These include the availability of staff and faculty with whom they identify, as described already, as well as having access to *mentors*,<sup>24</sup> *peers*,<sup>25</sup> and *staff*<sup>26</sup> that understand their background (Q130-132). These groups were also less likely to agree that their programs make an effort to recruit a *diverse student body* (Q133).<sup>27</sup>

<sup>21</sup> Q128 t (self-identify) = -1.96, p < .05; t (gay/lesbian) n.s.; t (bisexual) n.s.

<sup>22</sup> Q128 t (disability) = -2.73, p < .01, t (URM) = -9.01, < .0001

<sup>23</sup> Q128 t (URM women) = -3.6, p < .0001

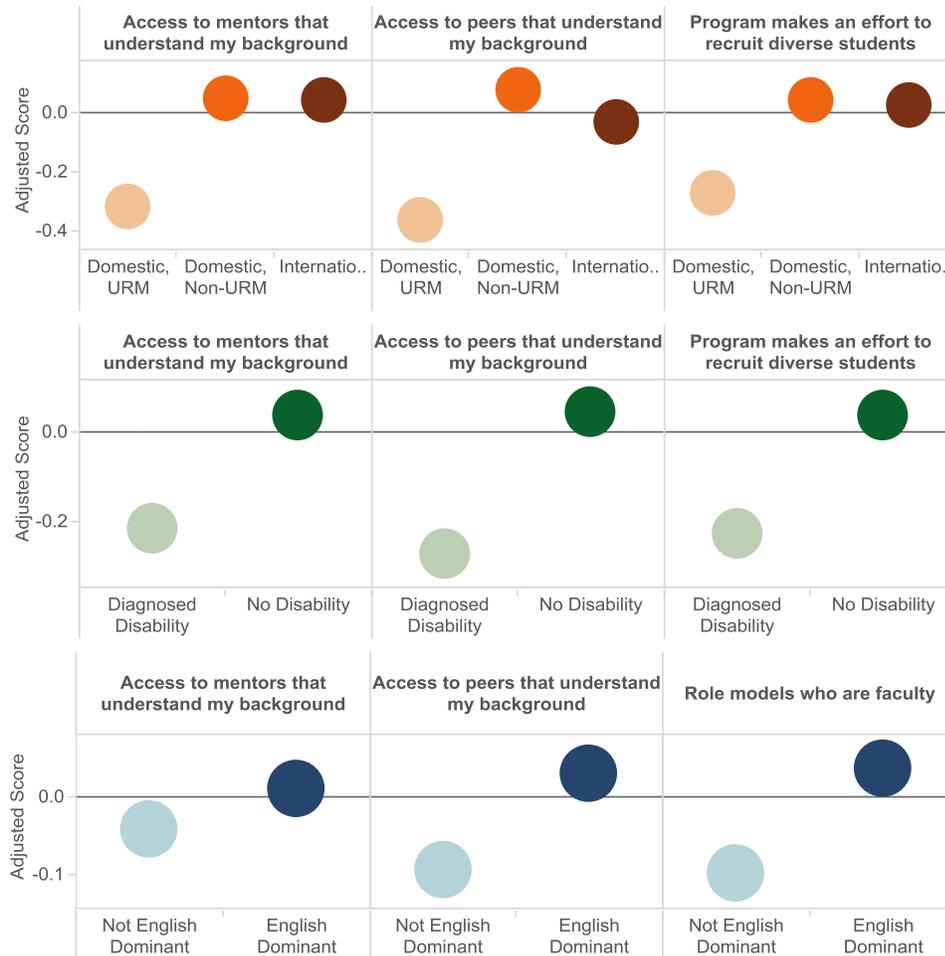
<sup>24</sup> Q130 t (disability) = -3.07, p < .01; t (URM) = -5.31, p < .0001

<sup>25</sup> Q132 t (disability) = -3.39, p < .001; t (URM) = -5.16, p < .0001

<sup>26</sup> Q131 t (disability) = -3.34, p < .001; t (URM) = -3.43, p < .001

<sup>27</sup> Q133 t (disability) = -2.72, p < .01; t (URM) = -4.88, p < .0001

Women were also less satisfied (compared to men) with the *availability of mentors (Q130)*,<sup>28</sup> and respondents who are not English-dominant were less likely than their peers to report that they have *role models who are faculty (Q126)*.<sup>29</sup> For a summary of differences in relationships across groups, see Figure 22.



**Figure 22. Academic relationships (Q30, 132, 133, 126): Group differences.** Adjusted agreement score is number of standard deviations above or below mean. Zero represents the average score across all respondents. A positive score (above reference line) indicates stronger agreement than average; a negative score (below reference line) indicates weaker agreement than average.

## B. Graduate Families

Parents made up just under ten percent (9.96%) of survey respondents. Graduate student parent participants were asked whether the campus is supportive of graduate students with children or families and whether they are satisfied with childcare options available at UC San Diego and in the community.

<sup>28</sup> Q130 t (gender)= -1.71, p = .09, n.s.

<sup>29</sup> Q126 t (language status)= -2.03, p < .05

Just over half of parent respondents (50.6%) agreed that the *campus is supportive of families (Q224)*, while a quarter (25.3%) disagreed; the remaining respondents felt neutral or unable to judge. A much smaller proportion (24%) expressed satisfaction with available childcare. That proportion rises to 33.9% if those who felt unable to judge are excluded. The fact remains, however, that well under half of graduate parent respondents are *satisfied with their child care options (Q229)* (Figure 23).

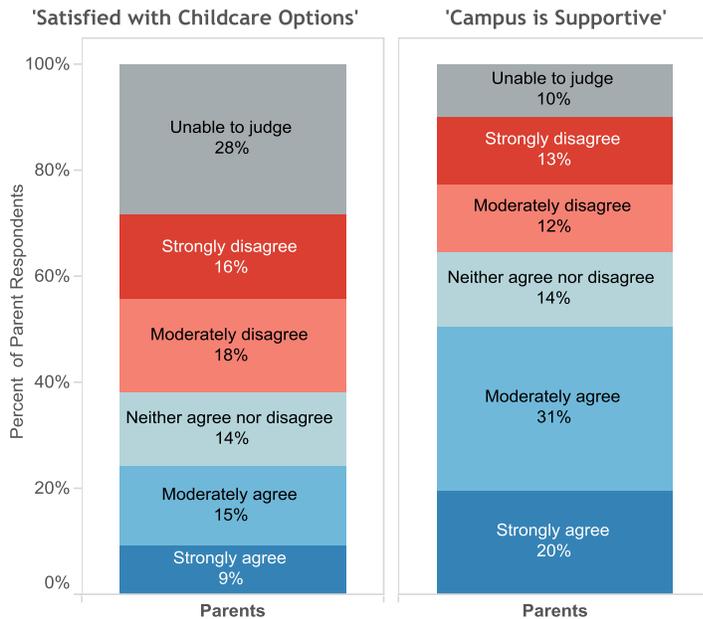


Figure 23. Support for families (Q224, Q229): Graduate parent respondent perceptions.

Graduate parent respondents differed from their peers in some of the *other measures of satisfaction* with community and campus reported above. For example, graduate parents were less apt to agree that it is important to have *social opportunities provided by their program (Q50)*: just 44.1% of parents agree, compared with 60% of non-parents.<sup>30</sup>

Parents were also more ambivalent on the question of whether *an overall sense of community (Q53)* with their program is important. Fewer parents agreed with this statement compared with non-parents (61.7% versus 70.2%) and more parents were neutral (neither agree nor disagree: 26.5% versus 20.6%).<sup>31</sup>

Finally, parents were somewhat more likely to cite attitudes toward *spiritual/religious views (Q116)* as a challenge to their academic progress (12.7% parents versus 9.4% non-parents). Parents were also

<sup>30</sup> Q50 t (parents) = -3.10, p < .01

<sup>31</sup> Q53 t (parents) = -2.22, p < .05

more likely to cite *campus accessibility (Q119)* as a challenge (29.3% parents versus 24.5% non-parents).<sup>32</sup>

### 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.

Just under half of all respondents (44.5%) agreed with the statement that *the campus climate encourages open discussion of difficult topics (Q125)*. Just over one-fifth (21.4%) disagreed, while the remainder felt neutral or unable to judge. Respondents from URM groups showed weaker agreement rates compared to their peers, with URM women showing weakest agreement of all.<sup>33</sup> Respondents with diagnosed disabilities and respondents who self-identify for sexual orientation also showed weaker agreement.<sup>34</sup> International respondents, veterans, and respondents for whom English is not the primary language tended to show stronger agreement than their peers (Figure 24)<sup>35</sup>

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

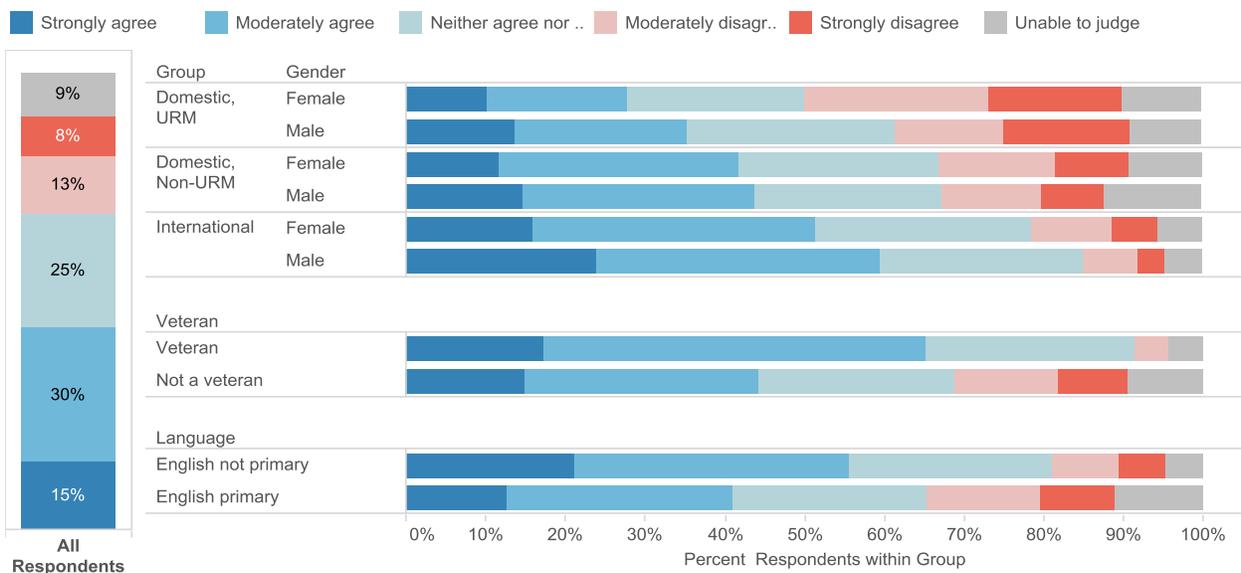


Figure 24. Respondent perceptions of campus climate (Q124): Group differences.

<sup>32</sup> Q116 t (parents) = 2.20, p < .05

<sup>33</sup> Q125 t (URM) = -4.83, p < .0001; t (gender) = -1.79, p = .074, n.s.; t (interaction) n.s.

<sup>34</sup> Q125 t (disability) = -1.98, p < .05; t (self-identify) = -2.55, p < .05

<sup>35</sup> Q125 t (international) = 3.50, p < .001; t (veteran) = 2.28, p < .05; t (language status) = 1.66, p = .098, n.s.

## 1. Faculty Perceptions of Students

Slightly more than a quarter of respondents (28.7%) agreed with the statement, *'faculty prejudice my abilities based on perceived identity and background' (Q124)*. More than a third of respondents (37.5%) disagreed with this statement; the remainder felt neutral or unable to judge.

Rates of agreement were higher, approaching 40%, for respondents from URM groups and respondents for whom English is not the primary language.<sup>36</sup> Similarly high rates of agreement (at or near 35%) were seen for international respondents and respondents with disabilities.<sup>37</sup> Male, domestic non-URM respondents were the least likely to agree that faculty pre-judge their abilities (Figure 25).

### 'Faculty prejudice my abilities based on perceived identity and background'

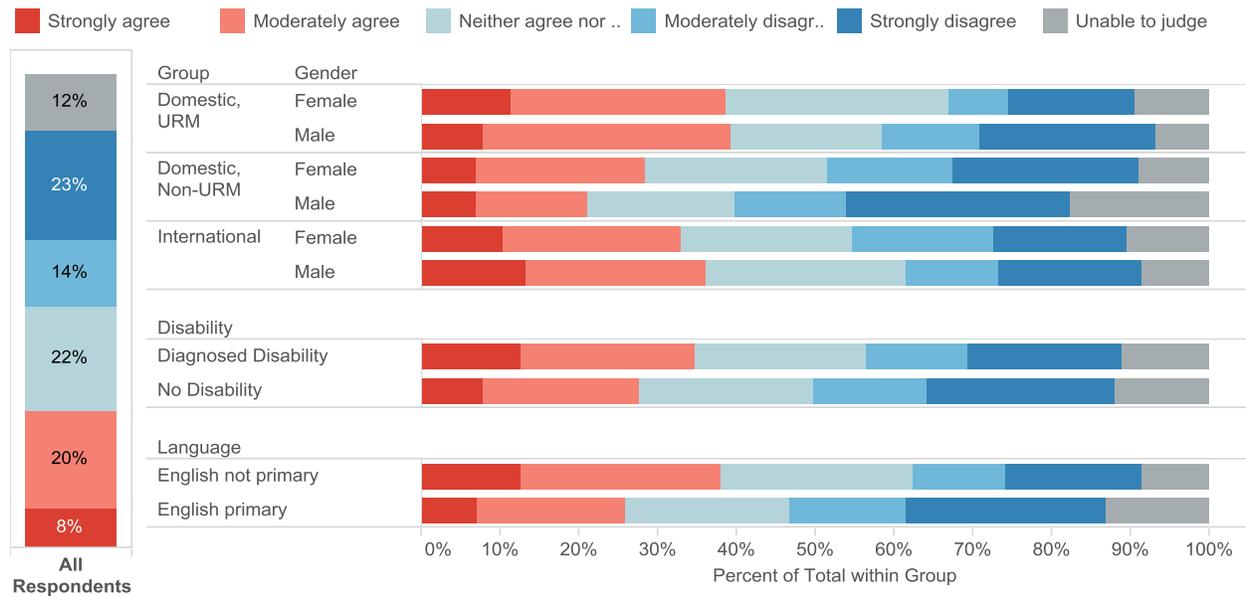


Figure 25. Respondent reports of faculty perceptions (Q124): Group differences.

## 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. Questions regarding the nature of the conduct, as presented in the survey, are supplied in Table 6.

Just over twenty percent of respondents (20.5%) reported experiences of *being shunned, ignored, intimidated, bullied or harassed (Q145)*, with half of those (10.5% of all respondents) reporting that the incident interfered with their ability to work or learn. Such experiences were reported

<sup>36</sup> Q124 t (URM) = 2.44, p < .05; t (language status) = 3.06, p < .01

<sup>37</sup> Q124 t (disability) = 2.48, p < .05; t (international) n.s.

disproportionately by respondents who self-identify for sexual orientation—at a rate of 54.1%.<sup>38</sup> Women reported such incidents at higher rates than men (27.1% versus 14.7%), and rates for URM women were especially high, at 40.7%.<sup>39</sup> URM men reported at rates about comparable to domestic and international women (24.4%). Rates for respondents with disabilities were similarly elevated (36.9%) compared to their peers.<sup>40</sup> Among the small sample of veterans responding to this question (N=23), none reported experiencing an instance of exclusion. See Figure 26 for a summary of differences.

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<sup>38</sup> Q145  $\chi^2$  (self-identify) = 10.1,  $p < .01$

<sup>39</sup> Q145  $\chi^2$  (gender) = 23.59,  $p < .0001$ ;  $\chi^2$  (URM)=10.87,  $p < .001$ ;  $\chi^2$  (URM women) n.s.

<sup>40</sup> Q145  $\chi^2$  (disability) = 20.84,  $p < .0001$

**Table 6**

*Survey questions related to exclusionary behaviors*

|  |  |
|--|--|
| <b>Q145</b> Have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior while attending UCSD? |  |
| <b>Q146</b> Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following UCSD protected categories? (Check all that apply)         |  |
| Color  | Ancestry   |
| National Origin  | Marital Status   |
| Religion   | Age  |
| Sex  | Sexual orientation   |
| Gender identity or expression  | Citizenship  |
| Pregnancy and related medical conditions   | Service in the Uniformed Services  |
| Physical or mental disability  | Other (please specify)   |
| Medical condition (cancer-related or genetic characteristics)  |  |
| <b>Q147</b> Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following unprotected categories? (Check all that apply)            |  |
| Status/position as a student   | Socioeconomic status   |
| Academic performance   | Other (please specify)   |
| Academic discipline  |  |
| <b>Q148</b> How did you experience this conduct? (Check all that apply)  |  |
| I feared for my physical safety  | I received a low performance evaluation  |
| I feared for my family's safety  | I was singled out as the spokesperson for my identity group                                |
| I feared getting a poor grade because of a hostile classroom environment   | I was the target of harassing verbal remarks   |
| I felt I was deliberately ignored or excluded  | I was the target of graffiti/vandalism   |
| I felt intimidated/bullied   | I was the target of physical harassment  |
| I felt isolated or left out  | I was the target of racial/ethnic profiling  |
| I observed others staring at me  | I was the target of stalking (physical or cyber)   |
| I received derogatory comments (e.g. text, email, written, spoken)   | I was the victim of a crime  |
| I received derogatory phone calls  | Someone alleged I was admitted/hired/promoted due to being a part of a protected class     |
| I received threats of physical harassment  | Someone alleged I was not admitted/hired/promoted due to being a part of a protected class |
| <b>Q149</b> Who/What was the source of this conduct? (Check all that apply)  |  |
| Administrator  | Medical Staff  |
| Alumni   | Partner/spouse   |
| Campus media (posters, brochures, flyers, handouts, web sites, etc.)   | Patient  |
| UCSD visitor(s)  | Person that I supervise  |
| Campus organizations or groups   | Social networking site (e.g., Facebook, Twitter)   |
| Campus police/building security  | Staff member   |
| Co-worker  | Stranger   |
| Off campus community member  | Student  |
| Department head  | Supervisor   |
| Donor  | Teaching assistant/Graduate assistant/Lab assistant/Tutor                                  |
| Don't know source  | UCSD Physician   |
| Faculty advisor  | Union representative   |
| Faculty member   | Other (please specify)   |
| Friend   |  |

## Have you personally experienced any exclusionary behavior while attending UCSD? Did it interfere with your ability to work or learn?

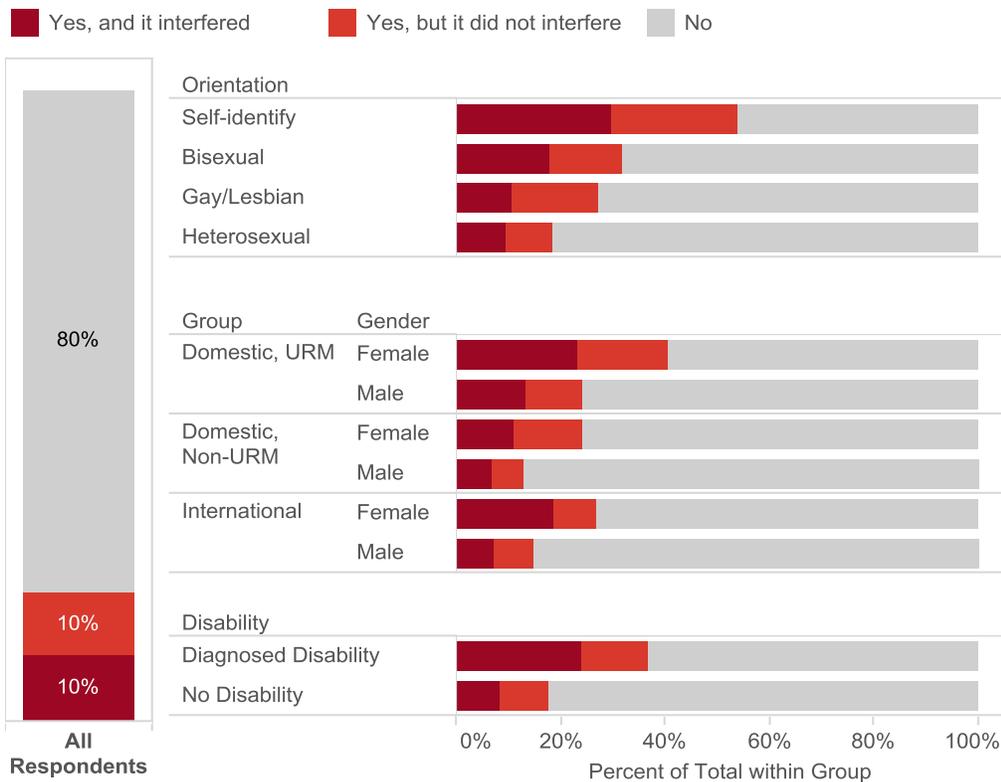


Figure 26. Reports of exclusionary behaviors (Q145): Group differences.

### a) Assistance and Resolution

Overall, just under a third (31.8%) of respondents who reported experiencing exclusion also reported **seeking assistance (Q150)** following the incident.<sup>41</sup> A greater proportion of international respondents (44.6%) and URM respondents (33.8%) reported seeking assistance as compared to domestic non-URM respondents (27.0%).<sup>42</sup> Respondents with disabilities were more likely to seek assistance than their peers (47.5% vs. 26.9%), as were bisexual respondents; gay/lesbian respondents were less likely to seek assistance.<sup>43</sup>

<sup>41</sup> Note the difference in sample size for questions in this series: Q145 (Have you experienced...) N=1,527; Q150 (Did you seek assistance...) N = 394; Q145 (Did you find adequate assistance...) N =145.

<sup>42</sup> Q150  $\chi^2$  (international) = 5.83,  $p < .05$ ;  $\chi^2$  (URM) n.s.

<sup>43</sup> Q150  $\chi^2$  (disability) = 6.32,  $p < .05$ ;  $\chi^2$  (bisexual) = 4.66,  $p < .05$ ;  $\chi^2$  (gay/lesbian) = 5.67,  $p < .05$

Just under a fifth of respondents (18.8%), across groups, reported **seeking assistance (Q151)** via CAPS. Somewhat more (24.0%) reported seeking assistance via another avenue (a report of ‘other’).<sup>44</sup> Roughly a tenth (9.9%) of respondents reported seeking assistance through the Office for the Prevention of Harassment and Discrimination. A comparable proportion (11.5%) sought assistance through the Ombudsman. URM respondents were least likely to pursue these latter two avenues (at rates below 3% each). Patterns of seeking assistance for LGBTQ respondents and respondents with disabilities were comparable to general trends.

The two most commonly cited reasons for **not seeking assistance (Q153)** were that the problem didn’t seem important enough (the number one reason across groups; cited by 24.2% of respondents) and/or the respondent did not feel campus leadership/resources could resolve the issue (cited by 15.8%). Fear of retaliation ranked fourth, just behind ‘no time due to busy academic schedule’. Note that URM respondents and respondents with disabilities cited fear of retaliation more often than did other groups (15.5% and 15.7% versus 10.5% overall).

On average, 59.0% of respondents reported that they reached a **satisfactory resolution (Q152)** of the issue. There were no statistically reliable differences in the proportion of satisfactory versus unsatisfactory resolutions across groups.

### **b) Motivating Factors**

When asked about factors motivating the exclusionary behaviors they experienced, respondents were most likely to cite their status/position as a student. One in ten respondents (10%) reported an instance of exclusion based on their status as a student, and student status was cited as a factor in 50.8% of all instances of exclusion reported. See Table 7 for a list of most commonly cited factors across groups.

Incidents of exclusionary behaviors motivated by race and sex, both protected categories, were reported by just over 6% of respondents (6.2% for race, 6.3% for sex). Among the populations likely to be targeted, however, reporting rates were higher. For example, 20.1% of URM respondents reported an instance of exclusion based on race, and race was cited as a factor in 65.6% of incidents reported by URM respondents. Similarly, 11.8% of women reported an instance of exclusion based on sex, and sex was cited as a factor in 45.8% of incidents reported by women.

Frequency of exclusions based on citizenship, national origin, sexual orientation, or gender identity/expression (also protected categories) were all low on average, affecting from 1 to 3% of respondents. However, among international respondents, 7.2 % reported an incident based on national origin and 5% reported an incident based on citizenship. Citizenship was cited in 27.7% of incidents reported by international respondents, and national origin was cited in 40%. See Table 7. Similarly, among LGBT respondents, 9.8% reported exclusion based on orientation, and 7.8% reported exclusion based on gender identity/expression. Among incidents described by LGBT respondents, 29.4% involved exclusion based on orientation and 23.5% involved exclusion based on gender identity/expression.

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<sup>44</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.

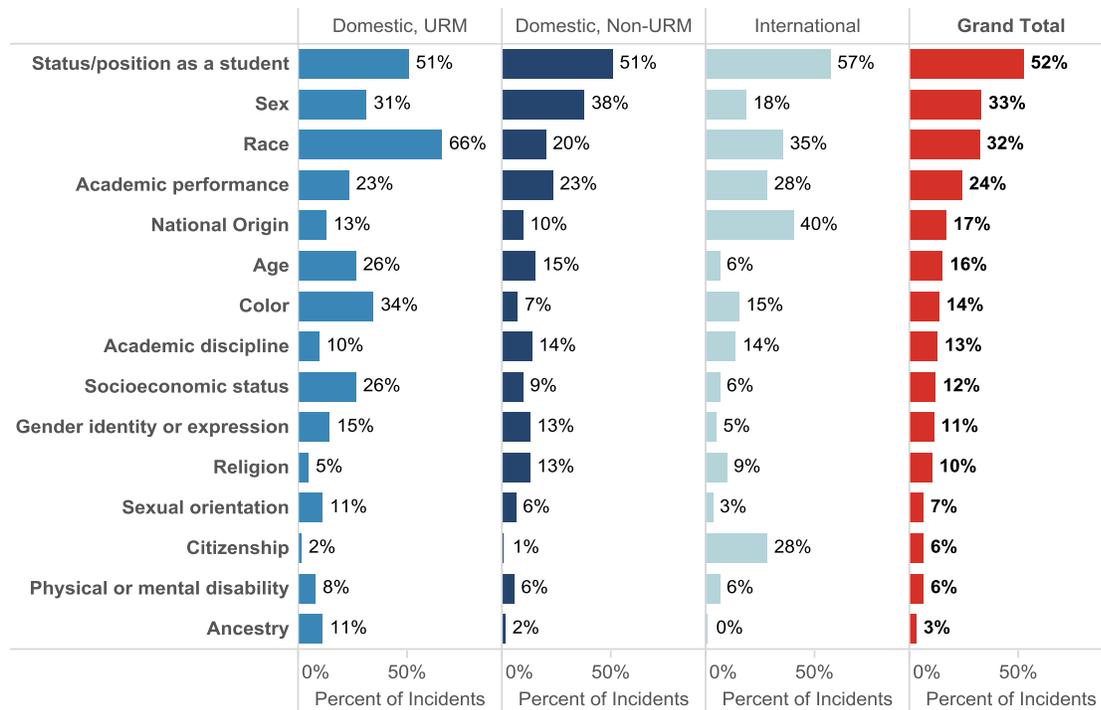
**c) Experience and Source**

Roughly half of the **experiences of exclusionary behavior (Q148)** that were reported were described by respondents as a feeling of isolation (50.6% of incidents overall) and/or deliberate exclusion (46.9%); a third or more of incidents were characterized as intimidation (38.8%) and/or being the subject of derogatory comments (32.5%).

When describing an incident of exclusion, respondents from URM groups were more likely to describe an experience of being stared at (25.4% of incidents were described in this way), being singled out as a spokesperson for their identity group (22.2% of incidents), or being subject to allegations of special treatment (17.5%). When describing instances of exclusion, domestic non-URM respondents cited these factors at lower rates: 15.4%, 9.2%, and 6.2% of incidents, respectively. The proportion of URM respondents who reported these experiences was under 10% (8% reported staring, 7% reported being singled out, and 5.5% reported being subject to allegations of special treatment). These rates were higher than the 2.9%, 2.2%, and 1.4% average reporting rates seen across all groups (Table 7).

**Table 7**

**Motivations attributed to exclusionary/intimidating/offensive/hostile conduct (Q146-Q147): Group differences.** Bars reflect the proportion of incidents attributed to a particular motivating factor. Note that a single instance of exclusion may be associated with multiple motivations. (Columns do not sum to 100).



Respondents with a diagnosed disability more frequently reported experiencing exclusion as a feeling of intimidation/bullying (53.8% of incidents versus 34.0% for respondents with no disability) and/or being the subject of derogatory comments (41.0% of incidents versus 29.9%). Among respondents with a

diagnosed disability, 19.4% reported having experienced an incident of bullying/intimidation and 14.7% reported being the subject of derogatory comments. (Compare with 5.8% and 5.1% of respondents with no disability.)

International respondents were more likely to report fearing for their physical safety when describing an incident than were other groups (17.7% of incidents reported by international respondents versus 7.8% average). Actual incidence of such experiences, however, was low: 3.1% of international respondents reported an instance in which they feared for their safety. (Compare with 2.5% of URM respondents and .8% of domestic non-URM respondents.)

International respondents and URM respondents were both more likely to characterize an incident as racial profiling (8.1% and 11.1% of incidents, respectively, versus 6.6% average). Incidents of racial profiling were reported by 1.3% of respondents (3.5% of URM respondents and 1.4% international).

When describing the **source of the offending behavior (Q149)**, respondents most frequently cited other students as the source (47.2% of incidents). Faculty members and faculty advisors (cited in a combined 38.5% of incidents) were the next most frequent source, followed by coworkers (17.7%).

#### **D. Resource Centers**

Participants were asked about their familiarity with a variety of resources on campus. They were asked whether they were aware of the resources and whether they had utilized them.

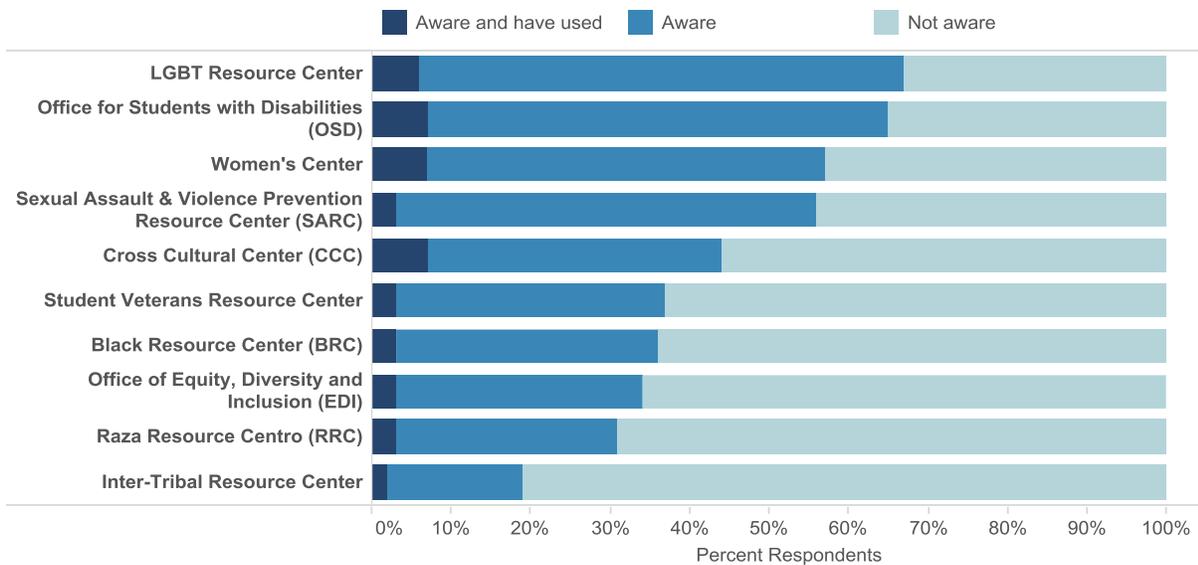
Respondents were most familiar with the **LGBT Resource Center (Q141)** and with the **Office for Students with Disabilities (OSD; Q135)**. Two-thirds of all respondents reported being aware of each of these resources (Figure 27). Thirty percent (30.5%) of LGBTQ respondents reported having used the LGBT Center (compared to 3.0% of heterosexuals). Twenty-two percent (21.9%) of respondents with disabilities and 4.8% of respondents with no disability reported using the OSD.<sup>45</sup>

Respondents were also broadly aware of the **Women's Center (Q143)** and the **Sexual Assault and Violence Prevention Resource Center (SARC; Q144)**. More than half of all respondents reported being aware of these resources (Figure 27). Twelve percent (12.2%) of women reported having used the Women's Center (compared to 3.5% of men). Four percent of women (3.8%) and 3.1% of men reported having used SARC.

Just under half (44.5%) of all respondents were aware of the **Cross-Cultural Center (CCC; Q138)** (Figure 27). However, among graduate respondents from URM groups, 60.2% were aware of the CCC, and 17.3% reported having used it. (See Figure 28 for rates of utilization among URM respondents.)

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<sup>45</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.

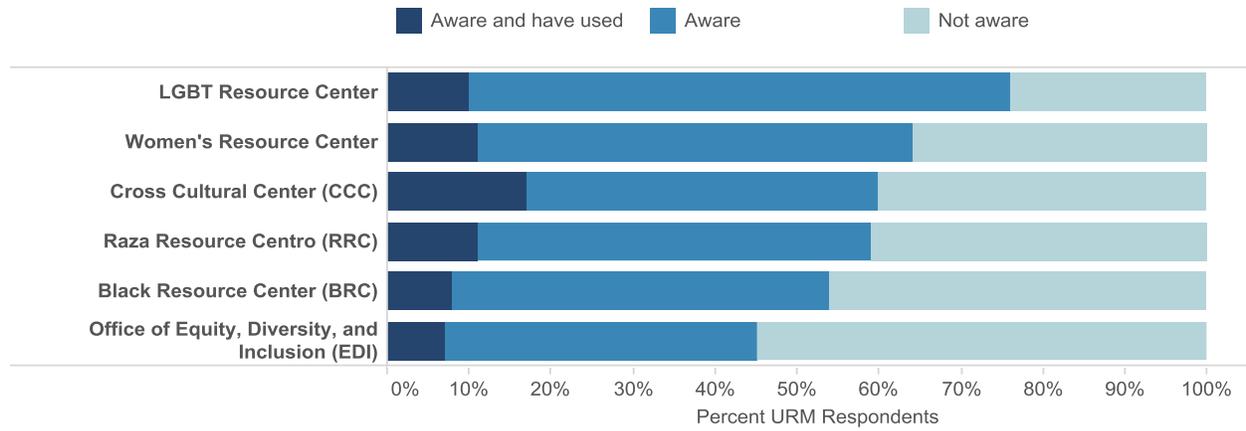


**Figure 27. Awareness of campus resources (Q134-Q144): All respondents.**

Respondents were less familiar with the Student Veteran’s Resource Center and the Inter-Tribal Resource Center. Ninety-one percent of veteran respondents were aware of the ***Student Veteran’s Resource Center (Q142)***, and 34.8% reported having used it. Respondents who identified as American Indian or Alaskan Native made up fewer than 2% of respondents. Among these respondents, more than half (13 of 23) were aware of the ***Inter-Tribal Resource Center (Q140)***, and 17% (4 of 23) reported having used it.

Roughly a third of respondents were aware of the ***Office of Equity, Diversity, and Inclusion (Q134)***, and its two recently established resource centers, the ***Black Resource Center (Q137)*** and the ***Raza Resource Centro (Q139)*** (Figure 27). (The LGBT Center, the Women’s Center, and the Cross Cultural Center, described above, are also administered through the Office of Equity, Diversity, and Inclusion.)

On the whole, respondents from URM groups and LGBTQ respondents tended both to be more aware of the EDI Resource Centers, and to make greater use of them. Rates of awareness and usage by URM respondents are shown in Figure 28.



**Figure 28. Awareness of EDI Resource Centers (Q134, Q137-9, Q141, Q143): URM respondents.**

## **XI. Recommendations**

*(This section, Recommendations, was prepared by April Bjornsen, Assistant Dean, Graduate Student Affairs, Graduate Division. Questions and/or comments about this section should be directed to April at [abjornsen@ucsd.edu](mailto:abjornsen@ucsd.edu).)*

There are a number of positive indicators from the 2014 GPSES survey.

- The average ratings of satisfaction and the percent of those satisfied have increased since the 2009 survey.
- The percent of respondents rating the Quality of the Academic Experience as “excellent” increased 6.6% over the 2009 survey.
- The average rating of the Quality of Social Experience increased from 3.35 to 3.45.
- The percent of respondents who rated the quality of Inclusion in the UCSD Community as “excellent” increased 6% over the 2009 survey. And, the average rating of Inclusion in the UCSD Community increased from 2.77 in 2009 to 3.12 in the current survey.
- There was a 3.8% increase in the percent of respondents who answered that Inclusion in the UCSD Community is very important.

As a result of the two previous GPSES surveys, a number of initiatives were implemented by the Graduate Division and resource units across campus targeting issues related to the graduate student social experience and inclusion in the UCSD community. While it is difficult to draw a direct correlation to specific initiatives, the increases noted above may be indicative of a cumulative effect on respondents’ perception of the quality of the social experience and inclusion in the UCSD community.

Recommendation: Revisit the status of the initiatives implemented. Evaluate whether they should be continued, eliminated, or replaced with initiatives that are more relevant based on the 2014 GPSES survey analysis.

### **A. Cost of Living, Housing, and Finances**

Because Cost of Living, Housing, and Finances are related and were found to pose personal challenges to graduate student academic progress, this section addresses those three areas.

The Cost of Living was cited by 68.5% of respondents as a personal challenge to their academic progress. This is a decrease overall of 1.5% from 2009, but an increase of 1.3% in those who responded that it was a “significant” challenge. Related to Cost of Living is Housing, which posed a challenge to 54.6% of respondents. Housing also affected the progress of international respondents significantly more than domestic respondents. The personal stressor most commonly reported as having a major impact on well-being was Finances. 43% of respondents answered that Finances had a major or considerable impact on their personal well-being, an increase of 1.5% over the 2009 survey. In addition, domestic URM respondents were more impacted by Finances than domestic non-URM respondents.

Recommendation: To address the Cost of Living, it is recommended that the campus continues to seek to develop new fellowship opportunities and increased stipend rates.

Recommendation: The UC San Diego campus maintains some of the lowest graduate student campus housing rental rates in the UC system. As the campus expands graduate housing through the construction of new residences, it is recommended that existing low rental rates be maintained.

Recommendation: Continue to offer graduate housing to incoming graduate students to ameliorate the impact of housing challenges during the transition to a new campus environment. This is of particular importance to incoming non-resident and international graduate students.

Recommendation: Explore the extension of the graduate housing guarantee from two to three years.

## **B. Job Prospects, Professional Development and Career Services**

This section combines Job Prospects, Professional Development, and Career Services because they are related and emerged as factors that impact the well-being of graduate students.

Of the seven academic stressors evaluated, Job Prospects had a major or considerable impact on the student well-being of 42.2% of respondents, an increase of 8.3% over the 2009 survey. Job Prospects impacted females more than males and international respondents more than both domestic URM and domestic non-URM respondents.

Regarding Professional Development and Career Services, 54% of respondents indicated that their department or program provides career services and advising. This is most prevalent in the School for Global Policy and Strategy (formerly International Relations and Pacific Studies), the Rady School of Management, and the School of Medicine. Those whose departments offer professional and career development are very satisfied with the services provided. Respondents also indicated they would be interested in workshops related to specific topics.

The campus central source for professional and career development for graduate students is the Career Services Center (CSC), and 22.4% of respondents indicated that they have used the CSC, an increase of 4.2% over the 2009 survey. While 84.8% of those who used the CSC are satisfied with the services received, respondent comments cited a lack of knowledge on the part of CSC advisors on the various career paths for graduates of the Arts and Humanities and those with masters degrees in the sciences.

Recommendation: Add a position in the Graduate Division focused on the coordination and dissemination of information about Graduate Student Professional Development across the campus and across all disciplines. Recommendation: It is recommended that the Graduate Division collaborate with various entities such as Career Services Center, Extension, the Postdoc and Visiting Scholar Office, the Commons, the Center for the Humanities, the Graduate Student Association, and others, to develop programs focused on the non-academic career track preparation.

Recommendation: The CSC currently employs one Graduate Career Advisor. Given the difficulty for one advisor to be knowledgeable about career options in all disciplines, it is recommended that the CSC

increase the number of Graduate Career Advisors in the Center. This would allow advisors to focus on and specialize in the career options of specific disciplines.

Recommendation: It is recommended that the CSC develop a robust series of career development and job search workshops that are offered on a regular and consistent basis.

Recommendation: It is recommended that the CSC develop a greater knowledge base about the job opportunities for international students.

Recommendation: It is recommended that the Graduate Division and the Career Services Center collaborate to market the online career tool, the Versatile Ph.D.

Recommendation: Working with Alumni and Community Engagement, explore and implement internships for graduate students where feasible and appropriate.

Recommendation: It is recommended that the Graduate Division collaborate with CSC and other campus units to provide workshops on topics of interest as cited in the survey: Obtaining grants and fellowships, preparation for jobs outside academia, and career decision making. Tailor the workshops to specific disciplines.

### **C. Quitting School**

The analysis of the question “Have you ever seriously considered quitting graduate school because of any of the issues listed above?” indicated that 37.3% of domestic URM respondents had seriously considered quitting school, considerably more than domestic non-URM and international respondents. Five themes emerged from the free response question regarding the reasons for considering quitting graduate school: Financial Stability (39.9%), Advisor and Faculty Conflicts (22.2%), Academic Future (21.9%), Personal (20.5%), and Campus Climate (17.1%).

Some of the recommendations mentioned above related to **Cost of Living, Housing, and Finances** apply similarly here to the theme of Financial Stability. Recommendations related to Campus Climate are listed in Campus Climate section below.

Recommendation: To address the issue of Advisor and Faculty Conflicts and Academic Future, explore the Conflict Resolution training offered through the National Conflict Resolution Center. Customize the training to address the needs of graduate students.

Recommendation: Implement faculty development initiatives pertaining to effective mentoring of graduate students.

### **D. Counseling and Psychological Services (CAPS)**

Of the 26.1% of respondents who answered that they had used CAPS, 81.9% indicated they were satisfied with the services received.

Recommendations: A number of themes emerged from the free response questions that indicate possible areas for improvement. Share this feedback with CAPS to explore possibilities for making changes to better meet the needs of graduate students.

Recommendation: It is recommended that CAPS develop a cadre of counselors with experience in graduate student issues generally, and experience with international graduate student issues specifically.

Recommendation: Promote CAPS resources to the graduate student population broadly, particularly the self-help resources available on the CAPS website.

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

Of the 13.2% of respondents that answered that they had been diagnosed with a medical and/or psychological condition/disability, 24.1% self-disclosed it to the OSD, and 30.4% disclosed it to their department. Of those who disclosed the condition to their department, only 33.3% were referred to OSD upon disclosure. This low referral rate is of concern for both the student and the department. Students may not be receiving the information they need to address their condition, and academic departments or programs may be taking on more responsibility in this area than they are equipped or trained to do.

Recommendation: Provide more education to both students and academic departments about the role of OSD and the services provided.

### **F. Domestic Underrepresented Minority Students**

Domestic URM respondents consistently rated the quality of their Academic Experience, Social Experience, and Inclusion in the UCSD Community lower than domestic non-URM and international respondents. Furthermore, domestic URM respondents were more adversely affected by personal stressors related to Finances and Other Family Obligations, than domestic non-URM and international respondents respectively. The academic stressor that had the most impact on the well-being of domestic URM respondents was Workload as a TA/RA. In addition, one area that stands out in the survey data is a difference between male and female domestic URM respondents in the area of Academic Climate. Male domestic URM respondents agreed at a rate of 91% that lab-mates and research co-workers are supportive, while only 63% of domestic URM females agreed.

Recommendation: It is recommended that the Graduate Division, in collaboration with CAPS, the Community Centers, the Commons, and academic departments, continue to develop and promote resources designed to help graduate students broadly, and URM students specifically, manage finances, family obligations, and workload as a TA/RA.

Recommendation: In collaboration with the Campus Community Centers, the Women's Resource Center in particular, develop supportive resources for female URM graduate students.

## **G. International Students**

International respondents were adversely impacted by multiple personal stressors: Housing, Roommate/housemate Relationship, Immigration status/process/regulations, and Childcare Obligations. Similarly, multiple academic stressors impacted the well-being of international respondents more than domestic non-URM and domestic URM respondents: Job Prospects, Academic Progress, Mentor/Advisor Relationship, Workload as a TA/RA, Co-worker/Colleague Relationship, and Campus Climate. Thus, it would appear that the very nature of being an international student carries with it the potential for increased stress as a result of being in a new culture and new academic environment.

Recommendation: In collaboration with the International Center and CAPS, develop, expand, and implement resources to acclimate international graduate students to the campus environment and culture so that they can manage both personal and academic stressors effectively.

## **H. Campus Climate**

The climate analysis indicates that for URM respondents, and particularly female URM respondents, respondents with disabilities, LGBTQ respondents, and to some extent, international respondents or those for whom English is not their primary language, the campus climate is less satisfactory than for domestic non-URM respondents.

Academic Community – While a majority of respondents (56.8%) agreed or strongly agreed that they feel a sense of community within their academic program, URM and international respondents felt a weaker sense of community at similar rates.

Academic Success – 74.8% of respondents agreed or strongly agreed that they have opportunities for success similar to those of their peers. However, respondents from URM groups and respondents with diagnosed disabilities were more likely to disagree.

Challenges to Academic Success – URM and international respondents both reported at rates near 30% that others' attitudes toward their race/ethnicity affected their academic progress. For URM women, the rates were higher, approaching 40%. Across all groups, women were more likely than men to report that others' attitudes toward their gender had affected their progress. LGBTQ respondents reported that others' attitudes toward their sexual orientation had affected their progress. Respondents who are not English dominant were disproportionately likely to cite challenges to their academic success.

Relationships— Respondents from URM groups, respondents with disabilities, and LGBTQ respondents showed lower satisfaction with a variety of measures assessing the quality of academic relationships. In particular, 60% of URM women disagreed or strongly disagreed with the statement “I see enough faculty or staff with whom I identify”; this compares to 37.2% for the overall responses.

Graduate Families – Under half of parent respondents are satisfied with their childcare options.

Recommendation: It is recommended that the Graduate Division engage with the office of the Vice Chancellor of Equity Diversity and Inclusion (VCEDI) and campus community centers to develop

initiatives addressing primary campus climate issues, particularly those related to domestic URM graduate students and URM women.

Recommendation: The Graduate Division is in the process of re-evaluating the Graduate Climate Intern position. Programming provided through this mechanism should focus on some of the primary issues raised in the GPSES report.

Recommendation: In 2014-2015, an English Language Pilot Program was implemented to provide international students the opportunity to take English language classes through the English for Academic and Professional Development (EAPD) program. Over 90 students took EAPD courses free of charge. Continue to provide this opportunity in 2015-2016.

Recommendation: Improve childcare options for graduate students with families.

Recommendation: Increase the diversity of faculty.

## **I. Recommended Next Steps**

- 1) Campus Stakeholders: Disseminate the GPSES report to the EVCAA, VCSA, academic departments and programs, and campus resource units.
- 2) Graduate Life Steering Committee: Share the report with the Graduate Life Steering Committee to develop recommendations addressing primary issues raised in the GPSES survey.
- 3) Division and Department/Program Analysis: Break down the 2014 GPSES survey data by division and academic department or program in order to provide data analysis relevant to each department or program. In graduate programs where the number of respondents is too low to protect the anonymity of respondents, data should not be released. Disseminate the data with departments or programs and provide suggestions where improvement is needed.

## **XII. Conclusion**

Overall, respondents are satisfied with their graduate experience at UC San Diego, and satisfaction rates have increased since 2009; although, lower satisfaction rates exist among domestic URM respondents. The quality of the academic program drives the quality of the academic experience for all groups. However, the academic experience is distinctly different between professional graduate programs and academic graduate programs. Furthermore, the academic experience is distinctly different for international respondents, compared to domestic non-URM and domestic URM respondents. Job prospects affects respondents more now than they did in 2009, and international respondents are disproportionately affected. This is problematic because there is a high satisfaction rate with both departmental career services and advising and the Career Services Center, but a low usage rate. In addition to job prospects being a major stressor, finances, and all things related to finances (e.g. housing, cost of living, etc.) greatly affect a large portion of respondents, in particular, domestic URM and international respondents. Respondents categorized in the groups female, URM, LGBTQ, English not the primary language, international, or diagnosed disability tended to have lower average scores and rates of agreement or satisfaction for variables related to campus climate.

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

Q1. To continue, please indicate your consent:

Q2. What is your gender?

Q3. Please enter your four digit year of birth: (e.g., 1980)

Q4. What is your citizenship status?

Q5. Please indicate your country of citizenship:

Q6. How do you describe your ethnic background? (Check all that apply)

Q7. Is English your primary language?

Q8. How do you describe your sexual orientation?

Q9. How do you describe your relationship status?

Q10. Which of the following describe your spouse or partner? (Check all that apply)

Q11. In which graduate or professional program are you currently enrolled at UCSD?

Q12. Which degree are you currently seeking?

Q13. In which year of your current graduate program are you (as of Spring 2014)?

Q14. What is your current status in your graduate program?

Q15. Please rate the quality of your experiences at UCSD: - Academic experience

Q16. Please rate the quality of your experiences at UCSD: - Social experience

Q17. Please rate the quality of your experiences at UCSD: - Inclusion in the UCSD community

Q18. Please rate how important each of the following is in determining your overall satisfaction with your graduate experience at UCSD: - Academic experience

Q19. Please rate how important each of the following is in determining your overall satisfaction with your graduate experience at UCSD: - Social experience

Q20. Please rate how important each of the following is in determining your overall satisfaction with your graduate experience at UCSD: - Inclusion in the UCSD community

Q21. Please indicate your level of agreement with the following statement: I am satisfied with my overall graduate experience at UCSD.

Q22. Which of the following were the most important factors in your decision to begin a graduate program? (Check all that apply)

Q23. Which of the following were the most important factors in your decision to attend UC San Diego? (Check all that apply)

Q24. In a typical week this quarter, how many hours do you spend on each of the following? - Teaching and related activities

Q25. In a typical week this quarter, how many hours do you spend on each of the following? - Attending classes and related coursework activities

Q26. In a typical week this quarter, how many hours do you spend on each of the following? - Research activities including lab, field work, writing, etc.

Q27. In a typical week this quarter, how many hours do you spend on each of the following? - Community service activities

- Q28. Is the time spent on each of the following 'more than your liking', 'less than your liking', or 'about right'? - Teaching and related activities
- Q29. Is the time spent on each of the following 'more than your liking', 'less than your liking', or 'about right'? - Attending classes and related coursework activities
- Q30. Is the time spent on each of the following 'more than your liking', 'less than your liking', or 'about right'? - Research activities including lab, field work, writing, etc.
- Q31. Is the time spent on each of the following 'more than your liking', 'less than your liking', or 'about right'? - Community service activities
- Q32. Please rate the following with regard to your academic program: - Intellectual quality of the faculty
- Q33. Please rate the following with regard to your academic program: - Intellectual quality of the graduate students
- Q34. Please rate the following with regard to your academic program: - Quality of courses and instruction
- Q35. Please rate the following with regard to your academic program: - Relationships with faculty
- Q36. Please rate the following with regard to your academic program: - Relationships with graduate students
- Q37. Please rate the following with regard to your academic program: - Availability of course offerings
- Q38. Please rate the following with regard to your academic program: - Pertinence of courses to your degree
- Q39. Please rate the following with regard to your academic program: - Helpfulness of staff in your program
- Q40. Please rate the following with regard to your academic program: - Overall quality of program's new student orientation
- Q41. Please rate the following with regard to your academic program: - Overall quality of your academic advising experience
- Q42. Please rate the following with regard to your academic program: - Overall quality of your academic program
- Q43. Please indicate your level of agreement with the following statements about your program: - Students in my program are treated with respect.
- Q44. Please indicate your level of agreement with the following statements about your program: - There are tensions among faculty that affect students.
- Q45. Please indicate your level of agreement with the following statements about your program: - My program provides adequate career resources and advising.
- Q46. Please indicate your level of agreement with the following statements about your program: - Students have adequate input with regard to decision making in my program (e.g., faculty hires, changes to qualifying exams, required coursework).
- Q47. Please indicate your level of agreement with the following statements about your program: - I have a clear understanding of what is required of me in order to graduate.
- Q48. Please indicate your level of agreement with the following statements about your program: - I am satisfied with my program's facilities (e.g., lounge, workspace, computing, common equipment).
- Q49. Please indicate your level of agreement with the following statements about your program: - My program provides adequate social opportunities and events for graduate students.

- Q50. Please indicate your level of agreement with the following statements about your program: - It is important for my overall satisfaction with my graduate experience at UCSD to have social opportunities provided by my program.
- Q51. Please indicate your level of agreement with the following statements about your program: - My program makes an effort to foster a sense of community.
- Q52. Please indicate your level of agreement with the following statements about your program: - I feel a sense of community with my program.
- Q53. Please indicate your level of agreement with the following statements about your program: - It is important for my overall satisfaction with my graduate experience at UCSD to feel a sense of community with my program.
- Q54. Do you have an advisor guiding your dissertation/thesis research?
- Q55. What is the primary reason for not having a research advisor?
- Q56. Please indicate your level of agreement with the following statements: - My research advisor is generally available when I need to speak with him/her.
- Q57. Please indicate your level of agreement with the following statements: - I receive sufficient and constructive feedback from my research advisor.
- Q58. Please indicate your level of agreement with the following statements: - My research advisor values my work.
- Q59. Please indicate your level of agreement with the following statements: - I feel comfortable suggesting directions for my own research.
- Q60. Please indicate your level of agreement with the following statements: - My labmates and research co-workers are supportive.
- Q61. Please indicate your level of agreement with the following statements: - My program's method for selecting a research advisor is satisfactory.
- Q62. Please indicate your level of agreement with the following statements: - I can talk openly about my future career interests with my research advisor.
- Q63. Please indicate your level of agreement with the following statements: - I can talk to my research advisor if I have personal problems interfering with my work.
- Q64. Have you ever changed research advisors?
- Q65. How many times have you changed research advisors?
- Q66. For which of the following reasons did you change research advisors? (Check all that apply)
- Q67. Have you ever considered changing research advisors?
- Q68. For which of the following reasons did you consider changing research advisors? (Check all that apply)
- Q69. Please rate the overall quality of your dissertation/thesis research advising experience as a graduate student at UCSD:
- Q70. Please explain why your research advising experience has been 'poor':
- Q71. Which of the following forms of financial support have you received to fund your graduate or professional education at UCSD? (Check all that apply)
- Q72. Which statement best applies to your financial support for the current academic year?

Q73. Please indicate your level of agreement with the following statements: - The criteria for eligibility for financial support within my academic program are clear and available.

Q74. Please indicate your level of agreement with the following statements: - I am satisfied with the level of financial support I receive as a graduate or professional student at UCSD.

Q75. Please indicate your level of agreement with the following statements: - My department provides adequate travel support for my graduate work.

Q76. Have you been a graduate teaching assistant at UCSD?

Q77. Please rate the quality of the feedback you have received from the professors for whom you have served as a TA.

Q78. Does your department (or the department in which you are serving as a TA) provide TA training?

Q79. How helpful was the TA training provided by your department (or the department in which you were serving as a TA)?

Q80. Are you aware of teaching training services provided by the UCSD Center for Teaching Development (CTD)?

Q81. Have you ever used CTD services for TA training?

Q82. Please indicate your level of satisfaction with the TA training you received from the CTD:

Q83. Please indicate your level of agreement with the following statement: Overall, I am satisfied with the training I've received for being a teaching assistant.

Q84. Which of the following best describes your ideal professional employment immediately after you complete your graduate degree?

Q85. Which of the following best describes your realistic expectation for professional employment immediately after you complete your graduate degree?

Q86. Does your department or program provide career services training or advising?

Q87. Are you satisfied with your department or program's career services?

Q88. Are you aware of the UCSD Career Services Center (CSC)?

Q89. Have you ever used services provided by CSC?

Q90. Are you satisfied by the services provided by the Career Services Center?

Q91. 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.

Q92. Do you know who the GSA representatives in your department are?

Q93. Have you attended at least one GSA-sponsored event in the past 12 months?

Q94. Which issues or topics do you think your graduate student government should focus their efforts on? (Check all that apply)

Q95. Please indicate your level of agreement with the following statements: Overall, I . . . - Am satisfied with the programming offered by the GSA.

Q96. Please indicate your level of agreement with the following statements: Overall, I . . . - Am satisfied with the funding decisions made by the GSA.

Q97. Please indicate your level of agreement with the following statements: Overall, I . . . - Think my interests are being represented by the GSA.

Q98. Which of the following would be the best ways to inform you of upcoming campus events? (Check all that apply)

- Q99. Which of the following workshop topics are you most interested in being offered by your department/program? (Check all that apply)
- Q100. Which of the following workshop topics are currently offered by your department/program? (Check all that apply)
- Q101. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Work/financial commitments (non-instructional and non-academic)
- Q102. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Family obligations
- Q103. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Availability of faculty
- Q104. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Program structure or requirements
- Q105. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Course scheduling
- Q106. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Immigration laws or regulations
- Q107. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Personal relationships (non-academic)
- Q108. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Personal relationships with colleagues
- Q109. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Personal relationships with academic supervisor/thesis advisor
- Q110. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Cost of living
- Q111. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Housing situation
- Q112. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Attitudes towards your race or ethnicity
- Q113. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Attitudes towards your gender
- Q114. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Attitudes towards your nationality
- Q115. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Attitudes towards your sexual orientation
- Q116. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Attitudes towards your religious/spiritual views
- Q117. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Ethical dilemmas related to authorship or collaboration
- Q118. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Campus safety concerns
- Q119. Please indicate the extent to which the following factors have posed challenges to your academic progress: - Campus accessibility issues

Q120. Have you ever seriously considered quitting graduate school because of any of the issues listed above?

Q121. Which issue(s) led you to seriously consider quitting your graduate program?

Q122. Please indicate your level of agreement with the following statements: - UCSD faculty generally have my best interests in mind

Q123. Please indicate your level of agreement with the following statements: - UCSD administrators generally have my best interests in mind

Q124. Please indicate your level of agreement with the following statements: - Faculty prejudge my abilities based on perceived identity and background

Q125. Please indicate your level of agreement with the following statements: - The campus climate encourages open discussion of difficult topics

Q126. Please indicate your level of agreement with the following statements: - I have role models who are faculty

Q127. Please indicate your level of agreement with the following statements: - I have role models who are staff

Q128. Please indicate your level of agreement with the following statements: - I see enough faculty or staff with whom I identify

Q129. Please indicate your level of agreement with the following statements: - I have opportunities for academic success that are similar to my classmates

Q130. Please indicate your level of agreement with the following statements: - I have access to mentors that understand my personal background

Q131. Please indicate your level of agreement with the following statements: - I have access to staff that understand my personal background

Q132. Please indicate your level of agreement with the following statements: - I have access to peers that understand my personal background

Q133. Please indicate your level of agreement with the following statements: - My department/program makes a significant effort to recruit a diverse student body

Q134. How familiar are you with each of the following campus resource centers? - Office of Equity, Diversity and Inclusion (EDI)

Q135. How familiar are you with each of the following campus resource centers? - Office for Students with Disabilities (OSD)

Q136. How familiar are you with each of the following campus resource centers? - Accommodation Counseling & Consulting Services (ACCES)

Q137. How familiar are you with each of the following campus resource centers? - Black Resource Center (BRC)

Q138. How familiar are you with each of the following campus resource centers? - Cross Cultural Center (CCC)

Q139. How familiar are you with each of the following campus resource centers? - Raza Resource Centro (RRC)

Q140. How familiar are you with each of the following campus resource centers? - Inter-tribal Resource Center

Q141. How familiar are you with each of the following campus resource centers? - LGBT Resource Center

Q142. How familiar are you with each of the following campus resource centers? - Student Veterans Resource Center

Q143. How familiar are you with each of the following campus resource centers? - Women's Center

Q144. How familiar are you with each of the following campus resource centers? - Sexual Assault & Violence Prevention Resource Center (SARC)

Q145. Have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior while attending UCSD?

Q146. Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following UCSD protected categories? (Check all that apply)

Q147. Do you believe the exclusionary/intimidating/offensive/hostile conduct was based upon any of the following unprotected categories? (Check all that apply)

Q148. How did you experience this conduct? (Check all that apply)

Q149. Who/What was the source of this conduct? (Check all that apply)

Q150. Did you seek assistance in dealing with the unwelcome behavior or unfair treatment?

Q151. Who did you contact in seeking assistance? (Check all that apply)

Q152. Did you find adequate assistance in dealing with the unwelcome behavior or unfair treatment?

Q153. Why did you not seek assistance? (Check all that apply)

Q154. Please indicate your current health insurance plan:

Q155. Please indicate your level of agreement with the following statements: - I am satisfied with the current services covered by GSHIP.

Q156. Please indicate your level of agreement with the following statements: - I am satisfied with the current costs of GSHIP.

Q157. Please indicate your level of agreement with the following statements: - I am satisfied with the current GSHIP claims process.

Q158. Please indicate your level of agreement with the following statements: - I am satisfied with the current GSHIP referral process.

Q159. Have you ever used any services provided by Student Health Services (SHS)?

Q160. Please indicate your level of satisfaction with the services you received at SHS:

Q161. In the past 12 months have you experienced an emotional or stress-related problem that significantly affected your well-being and/or academic performance?

Q162. Within the last 12 months, how often have you experienced the following? - Felt things were helpless

Q163. Within the last 12 months, how often have you experienced the following? - Felt overwhelmed by workload and responsibilities

Q164. Within the last 12 months, how often have you experienced the following? - Seriously considered taking a leave of absence from UCSD

Q165. Within the last 12 months, how often have you experienced the following? - Seriously considered quitting grad school

Q166. Within the last 12 months, how often have you experienced the following? - Felt exhausted (not from physical activity)

- Q167. Within the last 12 months, how often have you experienced the following? - Felt very sad
- Q168. Within the last 12 months, how often have you experienced the following? - Felt so depressed that it was difficult to function
- Q169. Within the last 12 months, how often have you experienced the following? - Seriously considered suicide
- Q170. Within the last 12 months, have you attempted suicide?
- Q171. To what extent are the following stressors impacting your well-being? - Finances
- Q172. To what extent are the following stressors impacting your well-being? - Job prospects
- Q173. To what extent are the following stressors impacting your well-being? - Mentor/advisor relationship
- Q174. To what extent are the following stressors impacting your well-being? - Partner/spouse relationship
- Q175. To what extent are the following stressors impacting your well-being? - Roommate/housemate relationship
- Q176. To what extent are the following stressors impacting your well-being? - Co-worker/colleague relationship
- Q177. To what extent are the following stressors impacting your well-being? - Childcare obligations
- Q178. To what extent are the following stressors impacting your well-being? - Other family obligations
- Q179. To what extent are the following stressors impacting your well-being? - Housing
- Q180. To what extent are the following stressors impacting your well-being? - Academic progress
- Q181. To what extent are the following stressors impacting your well-being? - Workload as a student
- Q182. To what extent are the following stressors impacting your well-being? - Workload as a TA/RA
- Q183. To what extent are the following stressors impacting your well-being? - Campus climate
- Q184. To what extent are the following stressors impacting your well-being? - Immigration status/process/regulations
- Q185. Please elaborate on the above, or provide additional stressors:
- Q186. Have you ever considered seeking counseling or mental health services?
- Q187. Have you ever utilized mental health services provided by Counseling and Psychological Services [CAPS]?
- Q188. Upon contacting CAPS, were you satisfied with the timeliness of their response?
- Q189. Were you satisfied with the services you received at CAPS?
- Q190. Which of the following do you perceive as reasons for not seeking out mental health services at CAPS? (Check all that apply)
- Q191. Please indicate the five-digit zip code of your local residence: (e.g., 92093)
- Q192. Do you currently live in UCSD Affiliated Housing?
- Q193. How satisfied are you with the UCSD Affiliated Housing staff and services?
- Q194. Do you want to live in UCSD Affiliated Housing in the future?
- Q195. How easy was it for you to find and obtain your current housing?
- Q196. Which resources did you use to find your current housing? (Check all that apply)
- Q197. Which of the following features are most important to you in choosing your place of residence? (Check all that apply)

- Q198. How often do you use the recreational facilities on campus, including RIMAC, Main Gym, and Canyonview Aquatic Center?
- Q199. Which facility do you use the most?
- Q200. How satisfied are you with the recreation facilities and staff at UCSD?
- Q201. Please indicate if you have ever used any of the following university services or resources at UCSD: (Check all that apply)
- Q202. How satisfied were you with the following services or resources? - Library facilities and services
- Q203. How satisfied were you with the following services or resources? - Financial aid
- Q204. How satisfied were you with the following services or resources? - Registrar
- Q205. How satisfied were you with the following services or resources? - Cashier's office
- Q206. How satisfied were you with the following services or resources? - College dining halls
- Q207. How satisfied were you with the following services or resources? - Porter's Pub
- Q208. How satisfied were you with the following services or resources? - The Loft
- Q209. How satisfied were you with the following services or resources? - Roundtable Pizza
- Q210. How satisfied were you with the following services or resources? - UCSD Bookstore
- Q211. How satisfied were you with the following services or resources? - Price Center
- Q212. How satisfied were you with the following services or resources? - "Old" Student Center
- Q213. How satisfied were you with the following services or resources? - Che Café
- Q214. How satisfied were you with the following services or resources? - Craft Center
- Q215. How satisfied are you with the help provided by resources at UCSD in obtaining your visa?
- Q216. Have you ever used any resources provided by the International Center?
- Q217. How satisfied are you with the International Center services?
- Q218. Have you been diagnosed with a medical and/or psychological condition/disability?
- Q219. Have you self-disclosed a medical and/or psychological condition/disability to the UCSD Office for Students with Disabilities (OSD)?
- Q220. Have you self-disclosed the presence or history of a medical and/or psychological condition/disability to your graduate department/program?
- Q221. Were you referred to OSD upon self-disclosing your medical and/or psychological condition/disability to your graduate department?
- Q222. How satisfied were you with the services provided by OSD?
- Q223. How satisfied are you with accessibility/accommodations on the UCSD campus?
- Q224. Please indicate your level of agreement with the following statement: I feel that UCSD is supportive of graduate students with children or families.
- Q225. Do you have children (or are you currently pregnant/expecting)?
- Q226. How many children do you have living with you at least 50% of the time?
- Q227. How old are your children currently? (Check all that apply)
- Q228. 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)
- Q229. 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.
- Q230. Why are you dissatisfied with available childcare options? (Check all that apply)

## XIV. 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,<br>Professional Doctorate |
|   | Philosophy  | Doctorate  |
|   | Theatre and Dance                                   | Academic Masters, Doctorate                            |
|   | Visual Arts   | Academic Masters                                       |
| Biological Sciences                         | Biology   | Academic Masters, Doctorate                            |
|   | Biology JDP   | Doctorate  |
| International Relations and Pacific Studies | International Relations and Pacific Studies         | 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                          | Academic Masters, Doctorate                            |
|   | 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                                | Rady School of Management                            | Professional Masters, Doctorate                      |
|  | Rady School of Management-Flex<br>MBA                | Professional Masters                                 |
|  | Rady School of Management-Master<br>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<br>Masters, Doctorate |
|  | Ethnic Studies                                       | Doctorate  |
|  | Language and Communicative<br>Disorders JDP          | Doctorate  |
|  | Latin American Studies                               | Academic Masters                                     |
|  | Linguistics  | Doctorate  |
|  | Political Science                                    | Doctorate  |
|  | Psychology   | Doctorate  |
|  | Sociology  | Doctorate  |
|  | Health Sciences                                      | Audiology  |
| Biomedical Sciences                                      |  | Doctorate  |
| Clinical Psychology JDP                                  |  | Doctorate  |
| Neurosciences  |  | Doctorate  |
| Public Health JDP  |  | Doctorate  |
| Masters of Advanced Studies                              | Architecture-Based Enterprise<br>Systems Engineering | Professional Masters                                 |
|  | Clinical Research                                    | Professional Masters                                 |
|  | Data Science and Engineering                         | Professional Masters                                 |
|  | Health Policy and Law                                | Professional Masters                                 |
|  | Leadership of Health Care<br>Organizations           | Professional Masters                                 |
|  | Marine Biodiversity and<br>Conservation              | Professional Masters                                 |
|  | Medical Device Engineering                           | Professional Masters                                 |
|  | Simulation-Based Engineering                         | Professional Masters                                 |
|  | Structural Health Monitoring                         | Professional Masters                                 |
|  | Wireless Embedded Systems                            | Professional Masters                                 |
| School of Medicine                                       | Medicine   | Professional Doctorate                               |
| Skaggs School of Pharmacy and<br>Pharmaceutical Sciences | Pharmacy and Pharmaceutical<br>Sciences              | Professional Doctorate                               |

## XV. Appendix C. Supplementary Tables

Table C1

*Average rating of Academic and Thesis/Dissertation Advising by program\**

| Department/Program                        | Academic Advising |         | Thesis/dissertation Advising |         |
|---|-------------------|---------|------------------------------|---------|
|   | N                 | Average | N                            | Average |
| Anthropology                              | 31                | 3.45    | 31                           | 3.87    |
| Architecture-Based Entrpr. Systems Eng.   | 9                 | 4.71    | **                           | **      |
| Art History                               | 10                | 3.70    | 10                           | 4.30    |
| Bioengineering                            | 62                | 3.73    | 55                           | 4.18    |
| Bioinformatics                            | 18                | 3.00    | 18                           | 3.94    |
| Biological Sciences                       | 99                | 3.71    | 99                           | 4.12    |
| Biomedical Sciences                       | 74                | 3.56    | 74                           | 3.88    |
| Chemical Engineering                      | 7                 | 3.43    | **                           | **      |
| Chemistry & Biochemistry                  | 93                | 3.31    | 90                           | 3.74    |
| Clinical Psychology JDP                   | 27                | 4.00    | 28                           | 4.11    |
| Clinical Research                         | 10                | 3.78    | 7                            | 4.29    |
| Cognitive Science                         | 18                | 3.71    | 18                           | 3.83    |
| Communication                             | 27                | 3.85    | 27                           | 4.00    |
| Computer Science & Engineering            | 81                | 4.04    | 67                           | 4.07    |
| Economics                                 | 25                | 3.92    | 16                           | 4.50    |
| Education Studies                         | 23                | 4.23    | 14                           | 4.21    |
| Electrical & Computer Engineering         | 102               | 3.79    | 72                           | 4.01    |
| Ethnic Studies                            | 11                | 3.55    | 10                           | 4.20    |
| Health Policy and Law                     | 7                 | 2.71    | 6                            | 4.00    |
| History                                   | 32                | 3.97    | 32                           | 4.25    |
| International Relations & Pacific Studies | 66                | 3.88    | 11                           | 4.27    |
| Latin American Studies                    | 6                 | 3.00    | **                           | **      |
| Leadership of Health Care Organizations   | 7                 | 4.14    | **                           | **      |
| Linguistics                               | 19                | 3.32    | 18                           | 3.78    |
| Literature                                | 27                | 3.76    | 26                           | 4.15    |
| Materials Science                         | 31                | 3.61    | 31                           | 4.00    |
| Mathematics                               | 36                | 3.77    | 24                           | 4.13    |
| Mechanical & Aerospace Engineering        | 38                | 3.67    | 37                           | 4.00    |
| Mechanical & Aerospace Engineering JDP    | 21                | 3.55    | 21                           | 3.76    |
| Music                                     | 33                | 2.94    | 31                           | 3.55    |
| Nanoengineering                           | 13                | 3.42    | 12                           | 4.08    |
| Neurosciences                             | 38                | 3.61    | 38                           | 4.13    |
| Philosophy                                | 20                | 3.65    | 10                           | 4.00    |

**Table C1 continued**

| Department/Program                             | Academic Advising |         | Thesis/dissertation Advising |         |
|--|-------------------|---------|------------------------------|---------|
|  | N                 | Average | N                            | Average |
| Physics  | 52                | 3.38    | 49                           | 4.00    |
| Political Science                              | 37                | 3.54    | 34                           | 4.26    |
| Psychology                                     | 26                | 4.08    | 26                           | 4.00    |
| Public Health JDP                              | 15                | 3.60    | 15                           | 4.20    |
| Rady School of Management                      | 23                | 4.14    | **                           | **      |
| Rady School of Management-Flex MBA             | 27                | 4.11    | **                           | **      |
| School of Medicine                             | 73                | 4.12    | 22                           | 4.50    |
| School of Pharmacy and Pharmaceutical Sciences | 36                | 3.65    | 10                           | 3.80    |
| Scripps Institution of Oceanography            | 108               | 3.74    | 108                          | 3.99    |
| Sociology                                      | 22                | 3.77    | 17                           | 4.29    |
| Structural Engineering                         | 38                | 4.11    | 27                           | 4.07    |
| Theater & Dance                                | 14                | 4.14    | 11                           | 4.55    |
| Visual Arts - MFA                              | 6                 | 4.50    | 6                            | 4.67    |

\*Due to the small number of respondents (<5), the following departments/programs were not examined or reported for this analysis: Audiology JDP; Bioengineering JDP; Biology JDP; Chemistry JDP; Computational Science, Mathematics, and Engineering; Data Science and Engineering; Electrical and Computer Engineering JDP; Geophysics JDP; Language and Communicative Disorders JDP; Marine Biodiversity and Conservation; Medical Device Engineering; Science Studies; Structural Engineering JDP; and Wireless Embedded Systems.

\*\*Data not reported due to small number of respondents (<5).

**Table C2**

*Pairwise comparisons of mean difference of domestic non-URM, domestic URM, and international respondents for personal challenges to academic success.*

|                         |                         | Work/financial commitments<br>(non-instructional and non-academic) |       | Family obligations |       | Immigration laws or regulations |       | Personal relationships<br>(non-academic) |       | Cost of living |       | Housing situation |       |
|-------------------------|-------------------------|--|-------|--------------------|-------|---------------------------------|-------|--|-------|----------------|-------|-------------------|-------|
|                         |                         | Mean diff.   | sig.  | Mean diff.         | sig.  | Mean diff.                      | sig.  | Mean diff.                               | sig.  | Mean diff.     | sig.  | Mean diff.        | sig.  |
| <b>Domestic non-URM</b> | <b>Domestic URM</b>     | -.181**  | 0.009 | -.249**            | <.001 | -.065                           | 0.173 | -.114                                    | 0.096 | -.119          | 0.142 | .025              | 1.000 |
|                         | <b>International</b>    | -.235**  | <.001 | -.128*             | 0.012 | -.899**                         | <.001 | -.170**                                  | <.001 | -.273**        | <.001 | -.323**           | <.001 |
| <b>Domestic URM</b>     | <b>Domestic non-URM</b> | .181**   | 0.009 | .249**             | <.001 | .065                            | 0.173 | .114                                     | 0.096 | .119           | 0.142 | -.025             | 1.000 |
|                         | <b>International</b>    | -.055  | 1.000 | .122               | 0.170 | -.834**                         | <.001 | -.056                                    | 1.000 | -.154          | 0.075 | -.347**           | <.001 |
| <b>International</b>    | <b>Domestic non-URM</b> | .235**   | <.001 | .128*              | 0.012 | .899**                          | <.001 | .170**                                   | <.001 | .273**         | <.001 | .323**            | <.001 |
|                         | <b>Domestic URM</b>     | .055   | 1.000 | -.122              | 0.170 | .834**                          | <.001 | .056                                     | 1.000 | .154           | 0.075 | .347**            | <.001 |

\*sig. at  $p < .05$

\*\*sig. at  $p < .01$

**Table C3**

*Pairwise comparisons of mean difference of domestic non-URM, domestic URM, and international respondents for personal stressors that impact student well-being.*

|                  |                  | Finances   |       | Partner/spouse relationship |       | Housing    |       | Other family obligations |       | Roommate/housemate relationship |       | Immigration status/process/regulations |       | Childcare obligations |       |
|------------------|------------------|------------|-------|-----------------------------|-------|------------|-------|--------------------------|-------|---------------------------------|-------|--|-------|-----------------------|-------|
|                  |                  | Mean diff. | sig.  | Mean diff.                  | sig.  | Mean diff. | sig.  | Mean diff.               | sig.  | Mean diff.                      | sig.  | Mean diff.                             | sig.  | Mean diff.            | sig.  |
| Domestic non-URM | Domestic URM     | -.437**    | <.001 | -.127                       | 0.694 | -.071      | 1.000 | -.465**                  | <.001 | -.014                           | 1.000 | -.069                                  | 0.777 | -.095                 | 0.445 |
|                  | International    | -.199*     | 0.047 | -.143                       | 0.274 | -.460**    | <.001 | -.103                    | 0.445 | .329**                          | <.001 | -1.546**                               | <.001 | -.143*                | 0.019 |
| Domestic URM     | Domestic non-URM | .437**     | <.001 | .127                        | 0.694 | .071       | 1.000 | .465**                   | <.001 | .014                            | 1.000 | .069                                   | 0.777 | .095                  | 0.445 |
|                  | International    | .238       | 0.138 | -.015                       | 1.000 | -.388**    | 0.002 | .363**                   | 0.001 | .315**                          | 0.004 | -1.476**                               | <.001 | -.048                 | 1.000 |
| International    | Domestic non-URM | .199*      | 0.047 | .143                        | 0.274 | .460**     | <.001 | .103                     | 0.445 | .329**                          | <.001 | 1.546**                                | <.001 | .143*                 | 0.019 |
|                  | Domestic URM     | -.238      | 0.138 | .015                        | 1.000 | .388**     | 0.002 | -.363**                  | 0.001 | .315**                          | 0.004 | 1.476**                                | <.001 | .048                  | 1.000 |

\*sig. at  $p < .05$

\*\*sig. at  $p < .01$