

2016 Graduate Student Well-Being Survey

General Report

University of California, San Diego

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Executive Summary

Major Findings

Life Satisfaction

- Approximately three quarters of respondents were generally satisfied with their life.
- Academic doctoral respondents were the least satisfied (72%) compared to other degree types.
- GPS, Physical Sciences, and Social Sciences were the least satisfied divisions.
- Satisfaction with life correlated significantly with academic progress and engagement. Those who were more satisfied with life reported being on track to complete their degree program on time (85%) and being engaged in day-to-day work (61%) compared to those who were dissatisfied with life (57% and 34%, respectively).
- These results are similar to system-wide results.

Depression

- Approximately one-third of respondents reported symptoms indicative of clinical depression.
- Academic doctorates experienced symptoms of depression higher than any of the other degree types (39%).
- URM respondents and respondents who identified as LGBTQ also experienced symptoms of depression at higher rates than their peers (42% and 46%, respectively), whereas international respondents reported lower rates of depressive symptoms (28%).
- Respondents' self-reported symptoms of depression were correlated with academic progress and engagement. Respondents with elevated scores on the depression symptoms scale were less likely to report being on track to complete their degree program on time (64%) or being engaged by their day-to-day work (39%), compared to respondents without elevated scores on the depression index (85% and 62%).
- These results are similar to system-wide results.
- UCSD respondents who reported symptoms suggestive of a major depressive episode answered that they received mental health care at a higher rate than system-wide respondents (61% UCSD respondents vs 54% system-wide respondents).

Mentorship and Advising

- More than two-thirds of respondents were satisfied with mentorship and advising and approximately one-fifth were dissatisfied.
- Academic doctorates were the most dissatisfied (24%) compared to all other degree types.
- Respondents in Health Sciences (66%) were the least satisfied with mentorship whereas respondents in the School of Medicine (91%) were the most satisfied.
- Respondents satisfied with mentorship and advising were more likely to report being on track to complete their degree programs on time (85%) compared to those who were dissatisfied (57%). Those who were satisfied with mentorship and advising were also more likely to be engaged in their day-to-day work (62%) compared to those who were dissatisfied (35%).

- These results are similar to system-wide results.

Financial Confidence

- About half of UCSD respondents are confident about their financial situation. 57% of respondents can get by without having to cut back on too many things that are important. 62% have been concerned about money lately.
- Academic doctorates were the least confident about their financial situation (49%).
- Only 30% of respondents in Arts and Humanities were confident about their financial situation. While this is similar to respondents in Humanities system-wide, it highlights a major discrepancy between respondents in Arts and Humanities and the overall financial confidence reported by all respondents.
- URM (43%) and LGBTQ (39%) respondents were also significantly less confident than their peers.
- 85% of those who were confident about their financial situation were on track to complete their degree programs on time, compared to 69% of those who were not confident. 59% of those who were confident about their financial situation were engaged with their day-to-day work, compared to 49% of those who were not confident.
- These results are similar to system-wide results; however, UCSD respondents were less engaged in their day-to-day work and more neutral for both financially confident and financially not confident groups.

Food Security

- Nearly one-third of respondents experienced food insecurity in the past year.
- 54% of respondents in Arts and Humanities experienced food insecurity, which is a much higher rate than the system-wide average (43%) in this discipline.
- More than one-third of URM respondents, and 44% of LGBTQ respondents experienced food insecurity.
- Respondents in Arts and Humanities, academic masters, and LGBTQ respondents experienced higher rates of food insecurity compared to system-wide results.
- Contrary to system-wide results, differences between food insecure and food secure respondents who were on track to complete their degree on time or engaged with their day-to-day work did not reach statistical significance.

Career Prospects

- More than half of respondents were upbeat about their post-graduation career prospects.
- Graduate professional respondents were the most upbeat (84%) compared to academic doctoral respondents (44%).
- Less than 40% of respondents in Social Sciences, Biological Sciences, and Arts and Humanities were upbeat about their post-graduation career prospects.
- URM (50%) and LGBTQ (40%) respondents were significantly less upbeat than their peers.

- 91% of those who were upbeat about their post-graduation plans were on track to complete their degree programs on time and 62% were engaged in their day-to-day work, compared to those who were not upbeat (57% and 40%).
- These results are similar to system-wide results.

Factors Influencing Mental Health and Well-Being

- Overall health, social support, and career prospects are significant predictors of both life satisfaction and depression.

Climate and Belonging

- URM respondents feel less valued by faculty and administration and staff.
- URM respondents feel their culture is less valued and respected by their peers, faculty, and administration and staff.
- URM respondents disagree more that there is a strong sense of community in their program.
- International and URM respondents agree more than domestic non-URM respondents that their graduate program and the university is hostile toward students and the concerns they raise.

Students' Top Priorities

- The top priorities respondents reported they would like the University to prioritize with regard to attention and resources are (in order): mental health; financial resources/management; career development; housing; academic progress, quality or engagement. These are the same top priorities in the same order as system-wide results.
- Although in a slightly different order, the top five priorities for master's respondents were similar, where health and fitness replaced housing when compared to overall priorities. The top five priorities for academic doctorate respondents were also similar to overall priorities, however, they were in a different order and faculty advising replaced career development in the top five.
- URM respondents selected financial resources/management as the top priority. International respondents selected housing as their most important priority, while not selecting mental health in the top five.

Introduction

Purpose of the Report

Survey Administration and Response Rate

This survey was administered by the University of California Office of the President (UCOP) with assistance from each individual campus. The survey questionnaire (Appendix B) is a revised version of the Graduate Student Happiness & Well-Being Survey used by UC Berkeley in 2014. All 10 campus Graduate Divisions, Graduate Assembly members, and Graduate Studies staff at UCOP assisted in the revision process. This summary report will examine findings for the University of California, San Diego campus in comparison to the system-wide results. The report will examine the following sections: Life Satisfaction, Depression, Mentorship and Advising, Financial Confidence, Food Security, Career Prospects, Factors Influencing Mental Health, Climate and Belonging, and Top Priorities with Regard to Attention and Resources. Group comparisons were conducted for gender¹, degree type, division, under-represented minority (URM) status, and LGBTQ status. Group differences for gender were not significant for the variables presented below unless otherwise noted. Furthermore, there was no significant interaction for gender by URM status for the variables listed below. A copy of the survey instrument can be found in Appendix B – Survey Instrument.

A stratified random sample of students registered in Winter 2016 were invited to take the survey by University of California, Office of the President. At UCSD, invitations to participate were sent to 1,596 students registered Winter 2016, including students in the School of Medicine (SOM) and Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS). 750 UCSD students consented to participate in the survey for a response rate of 47% (survey completion rate was 39%). For comparison purposes to system-wide data, partial completes were included in analyses.

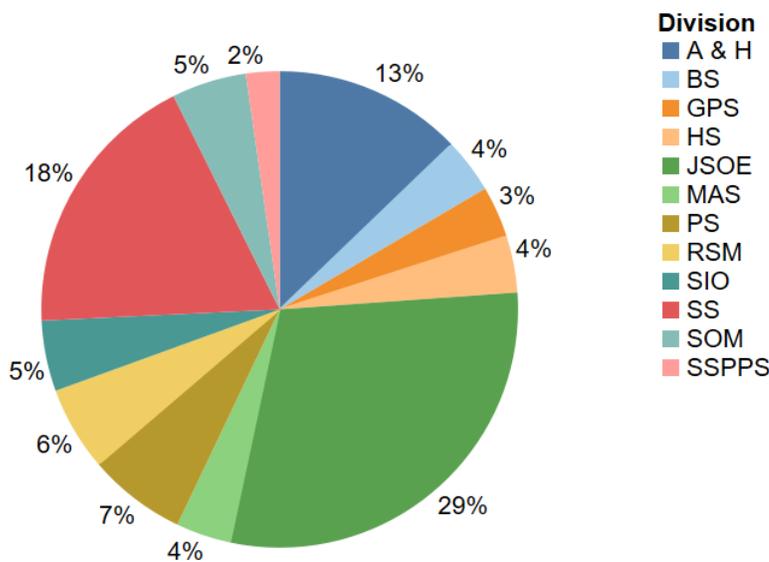
Of respondents who answered the question, “How do you describe yourself?”, 50% of respondents answered male, 48% of respondents answered female, and less than two percent of respondents answered either Trans male/Trans man, Trans female/Trans woman, Genderqueer/Gender non-conforming, or different identity, resulting in a higher response rate for females compared to whole population representation (60% male, 40% female). Students who are members of an under-represented minority group² were intentionally oversampled to ensure an adequate number of responses for analysis, and they responded at a higher rate than the population (19% survey

¹ Due to the small number of respondents identifying as Trans male/Trans man, Trans female/Trans woman, Genderqueer/Gender non-conforming, or different identity, statistical tests comparing gender groups included cis male and cis female groups only. However, respondents identifying as Trans male/Trans man, Trans female/Trans woman, Genderqueer/Gender non-conforming, or different identity were included in statistical tests comparing those who identify as LGBTQ and those who do not. See Appendix A for the definition of LGBTQ.

² Under-represented minority groups include U.S. citizens and/or permanent residents, who are African-American/Black, American Indian/Native American, Chicano/Mexican-American, Hispanic/Latino, Filipino/Filipino-American, Native Hawaiian/Alaska Native.

respondents vs. 11% population). Domestic non-URM respondents³ participated at a lower rate than their population (43% survey respondents vs. 56% population), and international respondents⁴ participated at a slightly higher rate than their population (38% survey respondents vs. 33% population). 21% of respondents were seeking an academic master’s degree (AM)⁵, 15% were seeking a professional master’s degree (PM)⁶, 56% were seeking an academic doctoral degree (AD)⁷, and 7% were seeking a graduate professional degree (GP)⁸. Academic doctorates responded at a rate slightly higher than their population (56% survey respondents vs. 52% population) and graduate professionals responded at a rate slightly less than their population (8% survey respondents vs. 12% population). Biological Sciences, Health Sciences⁹, Global Policy and Strategy (GPS), Jacobs School of Engineering (JSOE), Physical Sciences, SOM, and SSPPS were all slightly underrepresented, while Arts and Humanities, Masters of Advanced Studies (MAS)¹⁰, and Social Sciences were overrepresented. Rady School of Management (RSM) and Scripps Institution of Oceanography (SIO) were represented at a similar rate compared to their population. A complete breakdown of divisions, programs, and degree types can be found in Appendix A (Figure A 1 and Table A 2).

Figure 1. Survey Respondents by Division



³ Domestic non-URM includes U.S. citizens and/or permanent residents, who are Asian/Asian-American, White/Caucasian, decline to state, other.

⁴ International includes those who are non-U.S. citizens on a temporary visa.

⁵ AM = M.A., M.S., M.F.A.

⁶ PM = M.A.S., M.B.A., M.Ed., M.Eng., M.F., M.I.A.

⁷ AD = Ph.D., Ed.D., D.M.A.

⁸ GP = Au.D., M.D., Pharm.D.

⁹ SOM and SSPPS professional doctorate programs are reported separately to be consistent with campus reporting.

¹⁰ 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.

Major Findings

Life Satisfaction

A five-item scale – Satisfaction With Life (SWL) – was used to measure students' happiness and positive functioning. Overall, 74% of UCSD respondents were satisfied with life, including 21% of respondents who were extremely satisfied with life.

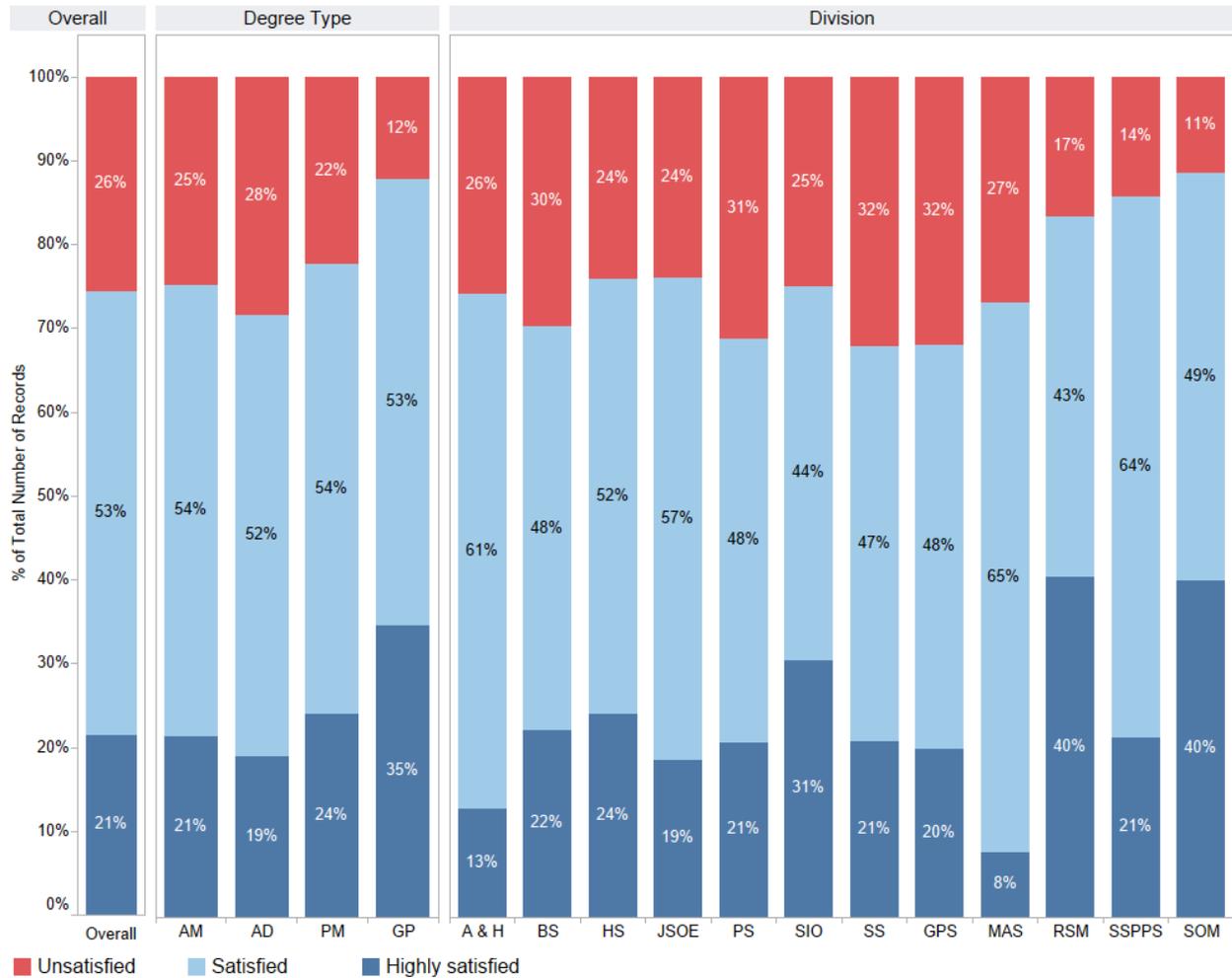
By degree type – Graduate professional respondents were significantly more satisfied with life than academic masters, professional masters, and academic doctorates, with nearly 90% of respondents answering that they were satisfied with life, including more than one-third of respondents who were highly satisfied. Academic doctorates were least satisfied with just over 70% indicating that they were satisfied with life, including fewer than 20% who were highly satisfied (Figure 2).

By division – SOM respondents were the most satisfied with life and significantly more so than Arts and Humanities, Biological Sciences, GPS, JSOE, MAS, Physical Sciences, and Social Sciences. RSM respondents were also significantly more satisfied with life compared to respondents in Arts and Humanities, JSOE, and Social Sciences (Figure 2).

By URM – There was no significant difference between URM, domestic-non URM, and international respondents.

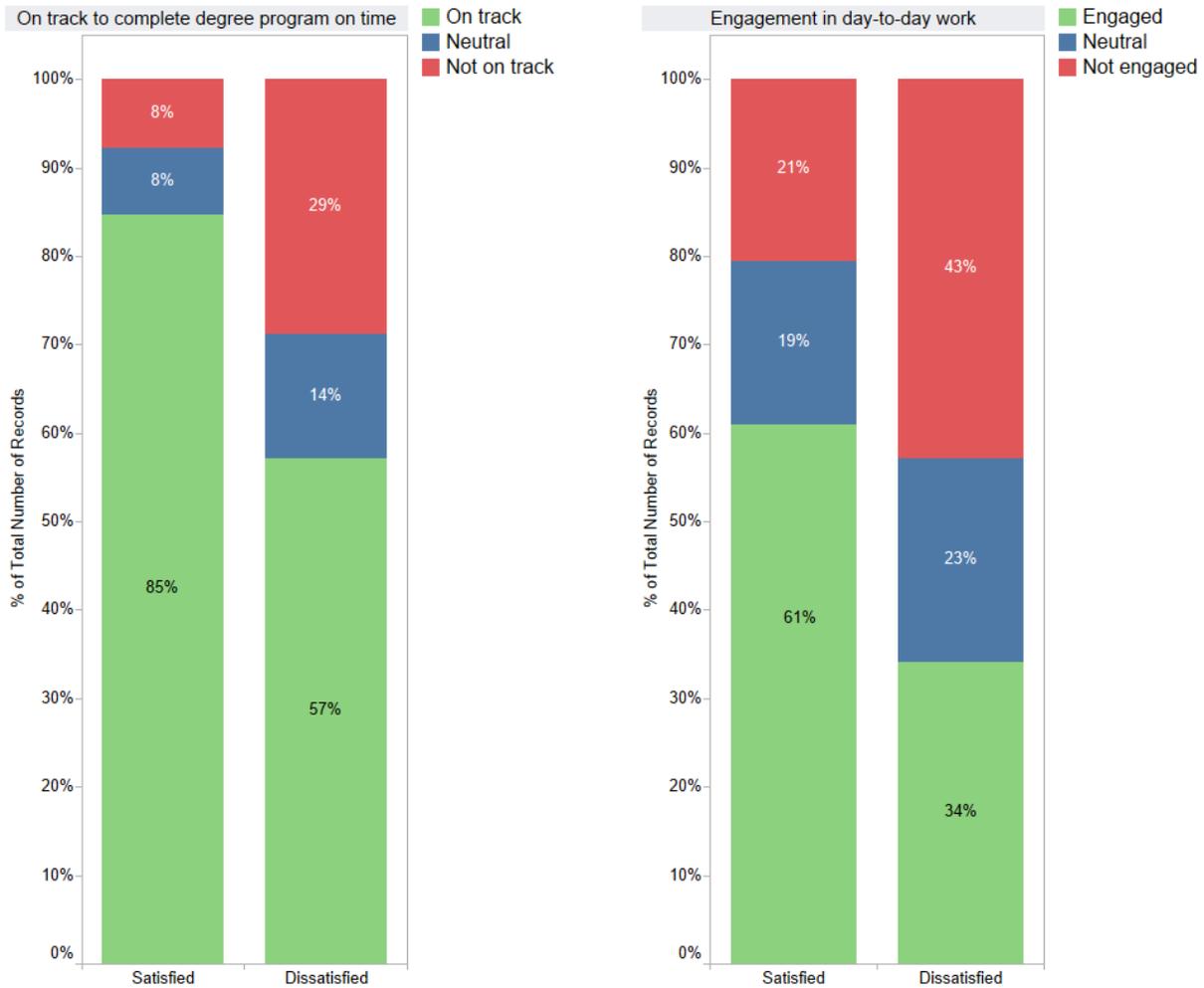
By LGBTQ status – There was no significant difference by LGBTQ status.

Figure 2. Life satisfaction by degree type and division



The results show satisfaction with life was significantly correlated to academic progress and engagement. Among respondents who said they were satisfied with life, 85% indicated they were on track to complete their degree program on time, compared to 57% of those who reported they were not satisfied with their life. 61% of respondents satisfied with life reported they were engaged by their day-to-day work, compared to 34% of respondents not satisfied with their life. The differences between satisfied and dissatisfied respondents were statistically significant for both academic progress and engagement (Figure 3).

Figure 3. Effect of life satisfaction on academic success



Depression

Students were also asked how often they had symptoms of depression in the past two weeks to measure the portion of students who were experiencing symptoms suggestive of clinical depression¹¹. Overall, 33% of respondents reported experiencing symptoms of depression that met the clinical cutoff for a depressive disorder, including 14% of respondents who reported symptoms suggestive of a severe depressive episode. These results are similar to those reported for system-wide respondents.

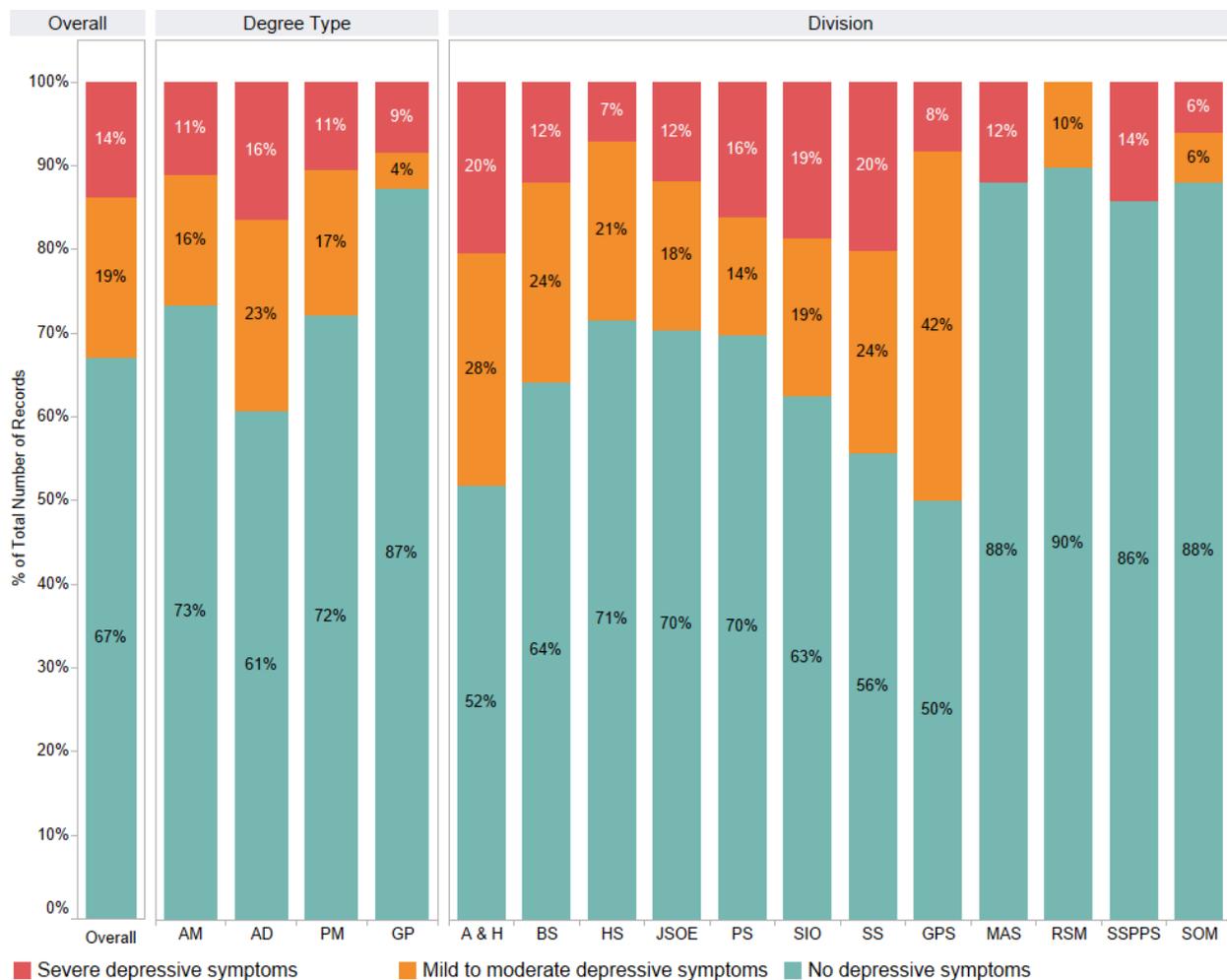
By degree type – Academic doctorate respondents showed the highest average levels of depression with almost 40% of respondents reporting symptoms of clinical depression, including 16% of

¹¹ The calculation is based on the standard calculation of the overall CESD-style symptom score. The score is a sum of responses to the 20 questions. A score equal to or over 16 means a person has depression symptoms of clinical significance. Please refer to <http://cesd-r.com/> for more information. A score equal to or over 28 means a person has more severe symptoms of depression. Please refer to <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3210726/> for the traditional cutoffs.

respondents who reported symptoms suggestive of a severe depressive episode. Academic doctorates had significantly higher levels of depression than professional masters (28%) and graduate professional respondents (13%). Graduate professional respondents showed the lowest levels of depression, significantly lower than academic masters (27%) and academic doctorates (Figure 4).

By division – Significant differences exist between divisions. Less than 20% of respondents in primarily professional programs (MAS programs, RSM, SOM, and SSPPS) showed symptoms suggestive of clinical depression. However, more than 40% of respondents in Arts and Humanities, GPS, and Social Sciences had symptoms suggestive of a clinical diagnosis. Alarming, approximately 20% of respondents in Arts and Humanities, SIO and Social Sciences reported symptoms suggestive of a severe depressive episode (Figure 4).

Figure 4. Depression by degree type and division

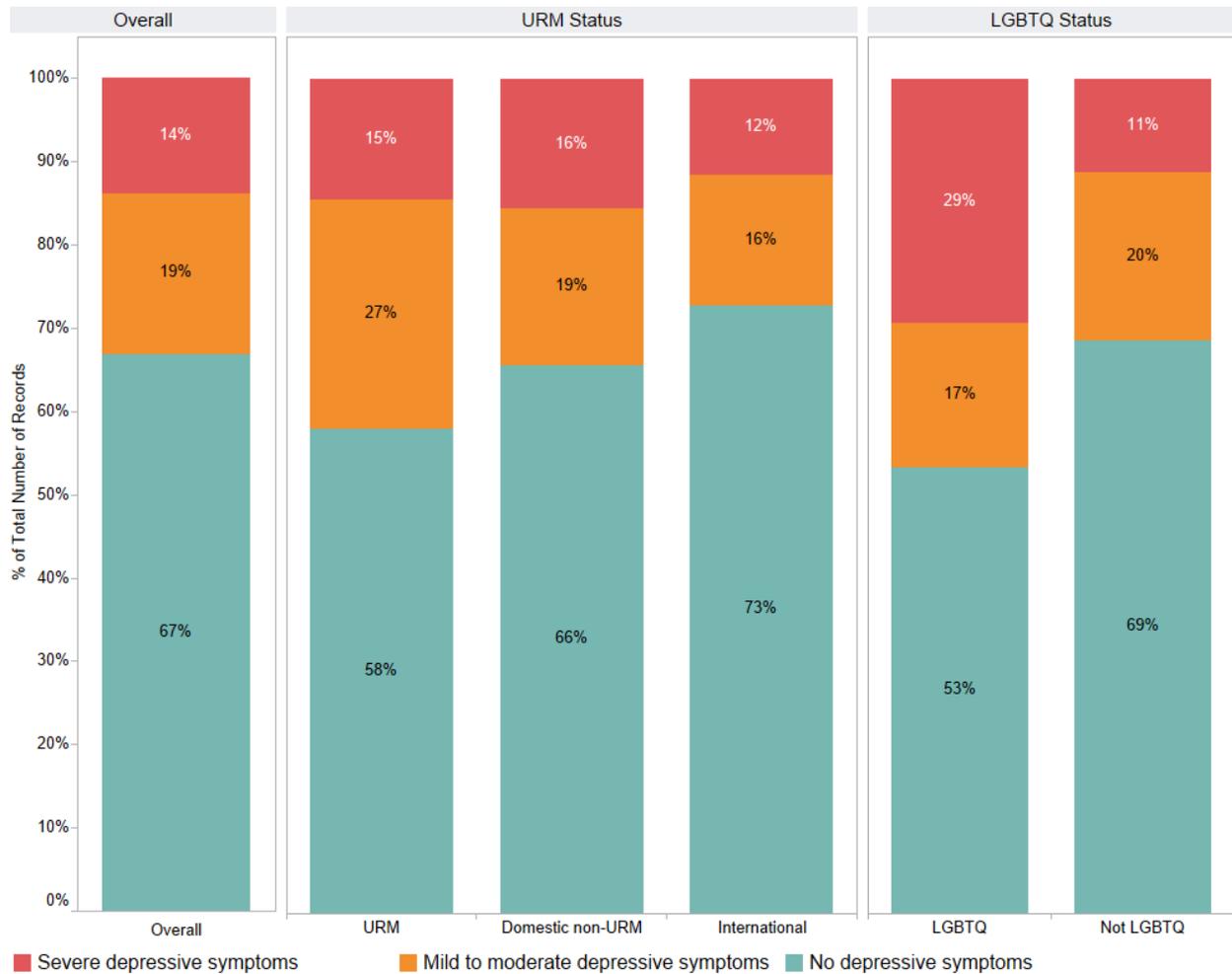


By URM – Significant group differences also exist between respondents who are members of an under-represented minority group and international students. 27% of international respondents reported symptoms suggestive of a depressive disorder. That number increased to 34% for domestic non-URM respondents and 42% for URM respondents (Figure 5).

By LGBTQ status – There was also a significant group difference between those who identify as LGBTQ and those who do not. 47% of those who identify as LGBTQ reported symptoms that met the clinical cutoff for a depressive disorder, including 29% of LGBTQ respondents who met the cutoff suggestive of a severe depressive episode (Figure 5).

These results are similar to system-wide results that showed that international respondents were least likely to experience depressive symptoms and LGBTQ respondents reported significantly higher rates of depressive symptoms.

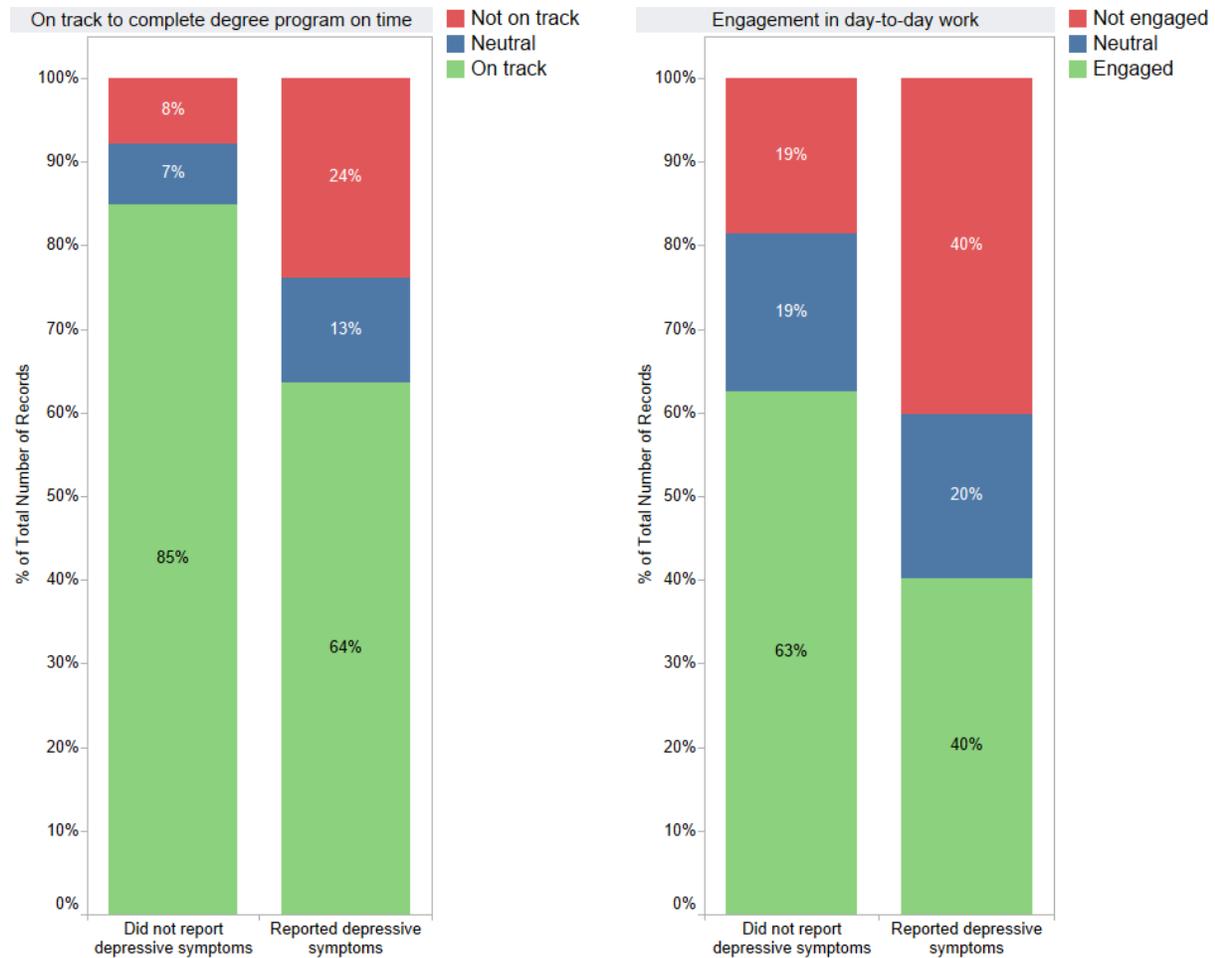
Figure 5. Depression by URM status and LGBTQ status



Similar to system-wide results, respondents with depression symptoms were less likely to be on track to complete their degree program on time. Approximately 64% of respondents with depressive symptoms reported that they were on track to complete their degree program on time, compared to 85% of respondents whose depression scores were not elevated. Depression was also correlated with student engagement in day-to-day work. Only 40% of respondents with depressive symptoms reported that they were engaged by day-to-day work, compared to 63% of respondents without elevated depression

scores. Differences between respondents with and without depressive symptoms on those two academic success measures were statistically significant (Figure 6).

Figure 6. Depression on academic success



Additionally, survey participants were asked about their knowledge and use of health and mental health services on and off campus. Contrary to system-wide results that respondents with more severe depression symptoms were less likely than those with milder depression symptoms to know where to get help with a medical and mental health care, no significant difference existed among UCSD respondents. 92% of respondents with no depressive symptoms, 91% of respondents with mild to moderate symptoms of depression, and 88% of respondents with symptoms suggestive of a severe depressive episode answered that they knew where to get medical help. 83% of respondents with no depressive symptoms, 83% of respondents with mild to moderate symptoms of depression, and 82% of respondents with symptoms suggestive of a severe depressive episode answered that they knew where to get mental health services.

Similar to system-wide results, respondents with elevated scores on the depression scale were more likely to seek help, and this likelihood increases if their depressive symptoms were more severe. In fact,

UCSD respondents who reported symptoms suggestive of a major depressive episode answered that they received mental health care at a higher rate than system-wide respondents (61% UCSD respondents vs 54% system-wide respondents).

Most respondents who received assistance were satisfied with the mental health services. System-wide results show a significant difference in satisfaction with mental health services between those with no depressive symptoms, those with mild to moderate depressive symptoms, and those with severe symptoms. While satisfaction rates among the three groups are similar to those reported for the whole system, group differences for UCSD did not reach statistical significance.

Mentorship and Advising

While UCSD and system-wide respondents have equal rates of agreement with the statement, “I’m satisfied with the mentorship and advising I receive in my program”, rates of disagreement differ. Rates of disagreement were higher for system-wide respondents than for UCSD respondents, indicating that while UCSD respondents are no more satisfied with mentoring and advising than system-wide respondents, they are less dissatisfied.

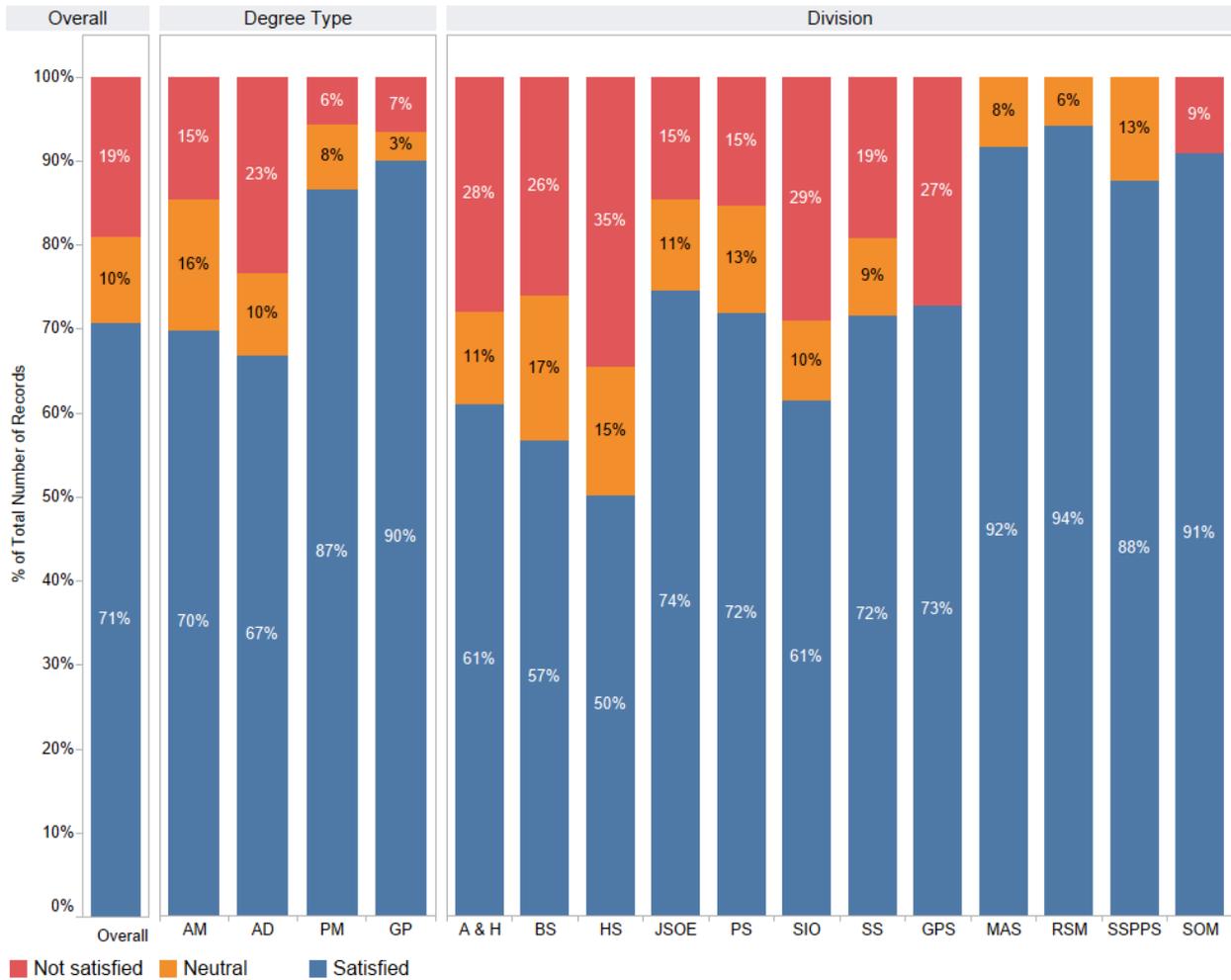
By degree type – Graduate professional respondents (90%) were significantly more satisfied with mentoring and advising than academic masters (70%) and academic doctorates (67%). Academic doctorate respondents had the highest levels of dissatisfaction (23%) (Figure 7).

By division – Respondents in Health Sciences (50%) had the lowest levels of satisfaction with mentoring and were significantly less satisfied than RSM (94%), MAS (92%), SOM (91%), SSPPS (88%), JSOE (74%), and Social Sciences (72%). It is important to note that differences in program structure, especially for divisions containing primarily professional programs, may affect programs’ rates of satisfaction differently (Figure 7).

By URM – There was no significant difference by URM status.

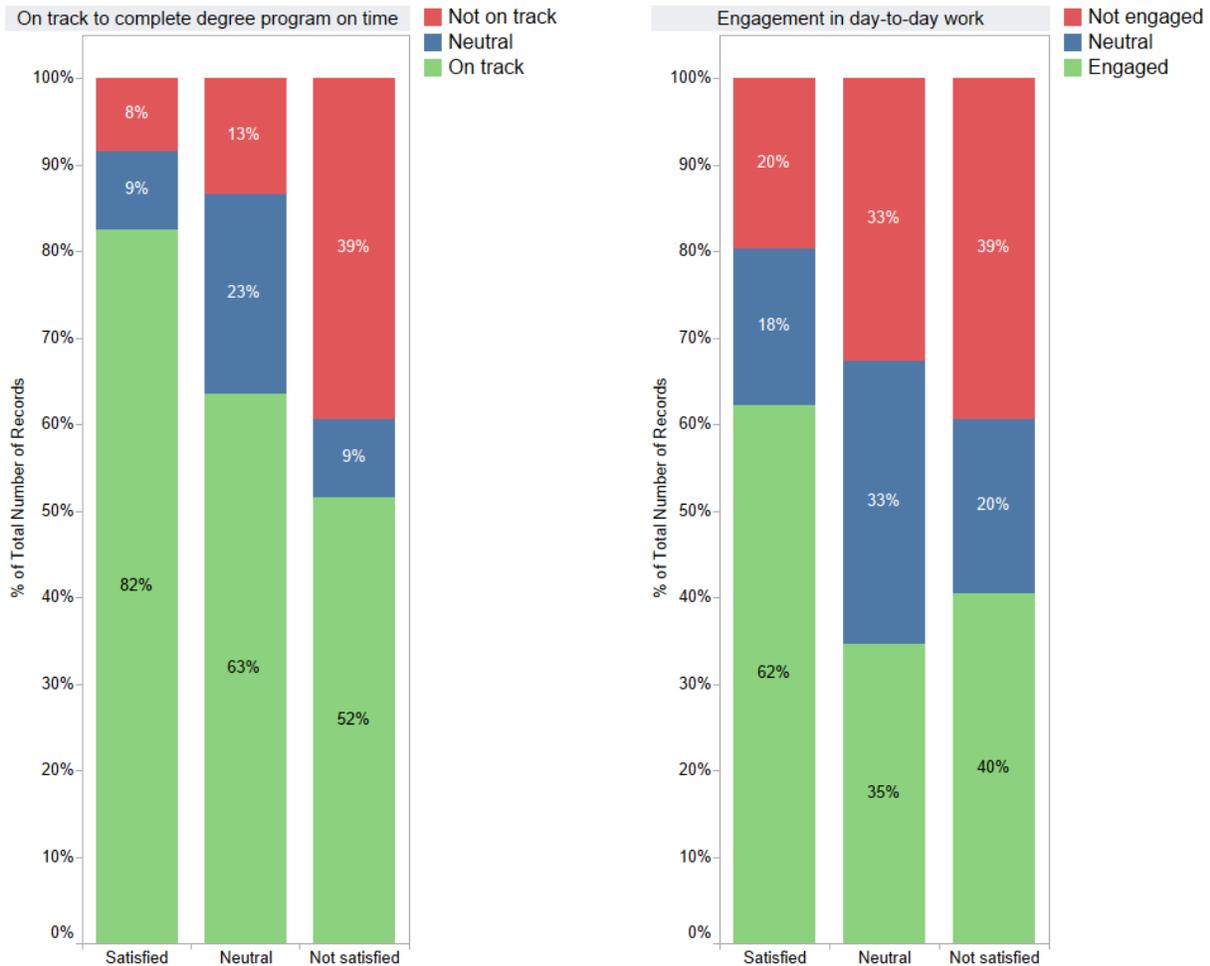
By LGBTQ status – There was no significant difference by LGBTQ status.

Figure 7. Satisfaction with mentorship and advising by degree type and division



Satisfaction with mentorship and advising was highly associated with academic success. Similar to system-wide results, respondents who were generally satisfied with mentorship and advising in their programs were significantly more likely to report being on track to graduate on time (82%) and were more likely to be engaged in their day-to-day work (62%). The differences between satisfied and dissatisfied respondents was statistically significant for both academic progress and engagement (Figure 8).

Figure 8. Satisfaction with mentorship and advising on academic success



78% of UCSD respondents answered that they have an advisor, compared to 84% of system-wide respondents, and for both UCSD and system-wide respondents, more than 40% responded that they and their advisor devoted time specifically to discussing the students’ academic or professional situation three or more times in the last term, while 13% had not done it at all. For nearly all questions pertaining to advisor relationships, UCSD and system-wide respondents had comparable levels of agreement.

An additional regression was performed to determine predictors of satisfaction with mentorship and advising using the questions related to a respondent’s academic advisor (Q50-Q62). The best predictor was “My academic advisor is a real mentor to me.” Other significant predictors include (in order of significance), “My academic advisor...

- shares knowledgeable information about career opportunities outside of academia.”
- is actively involved in my academic training.”
- helps me find other mentors and sponsors.”
- provides advice and resources in support of my goals and ambitions.”

Other variables included were not significant predictors of satisfaction with mentorship and advising.

Financial Confidence

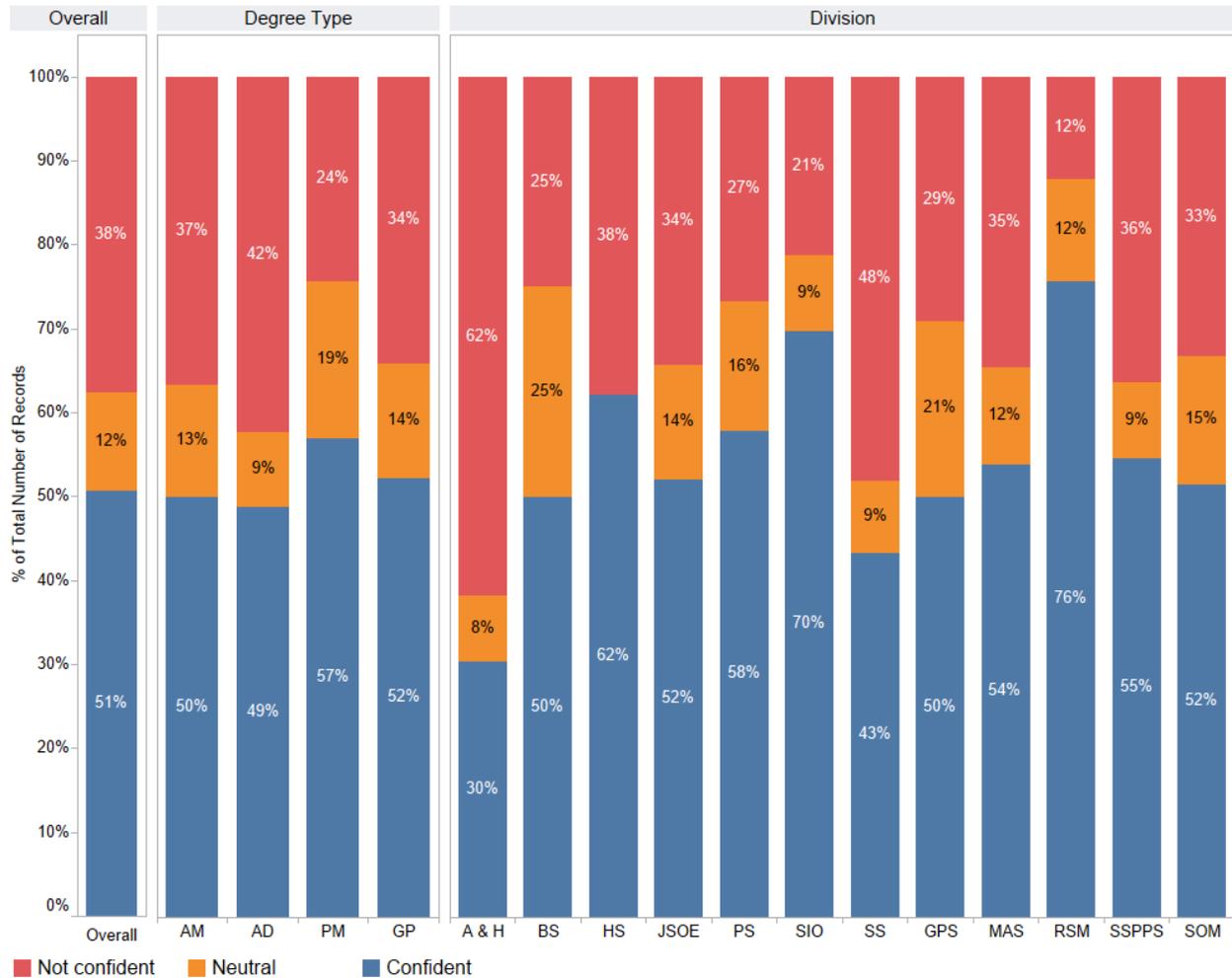
While UCSD respondents answered more positively about their financial situation than system-wide respondents, the data show respondents, in general, experience financial duress. Compared to system-wide respondents, UCSD respondents were more confident about their financial situation (51% vs. 48% agree), more likely to feel they could get by without cutting back on too many things (56% vs. 54% agree), and were slightly less concerned about money (62% vs. 66% agree) compared to system-wide respondents.

By gender – Female respondents agreed at a significantly higher rate than male respondents did that they were “concerned about money lately”.

By degree type – Professional master’s respondents were the most confident about their financial situation (57%), significantly more so than academic doctorates, where 49% of respondents were confident about their financial situation (Figure 9).

By division – Less than one-third of respondents from Arts and Humanities were confident about their financial situation, significantly less than almost every other division, with the exception of respondents in SSPPS. Similarly, when responding to the question about getting by financially without having to cut back on too many things, Arts and Humanities respondents agreed at a significantly lower rate than every other division. Additionally, Arts and Humanities respondents were significantly more concerned about money than most other divisions (Figure 9).

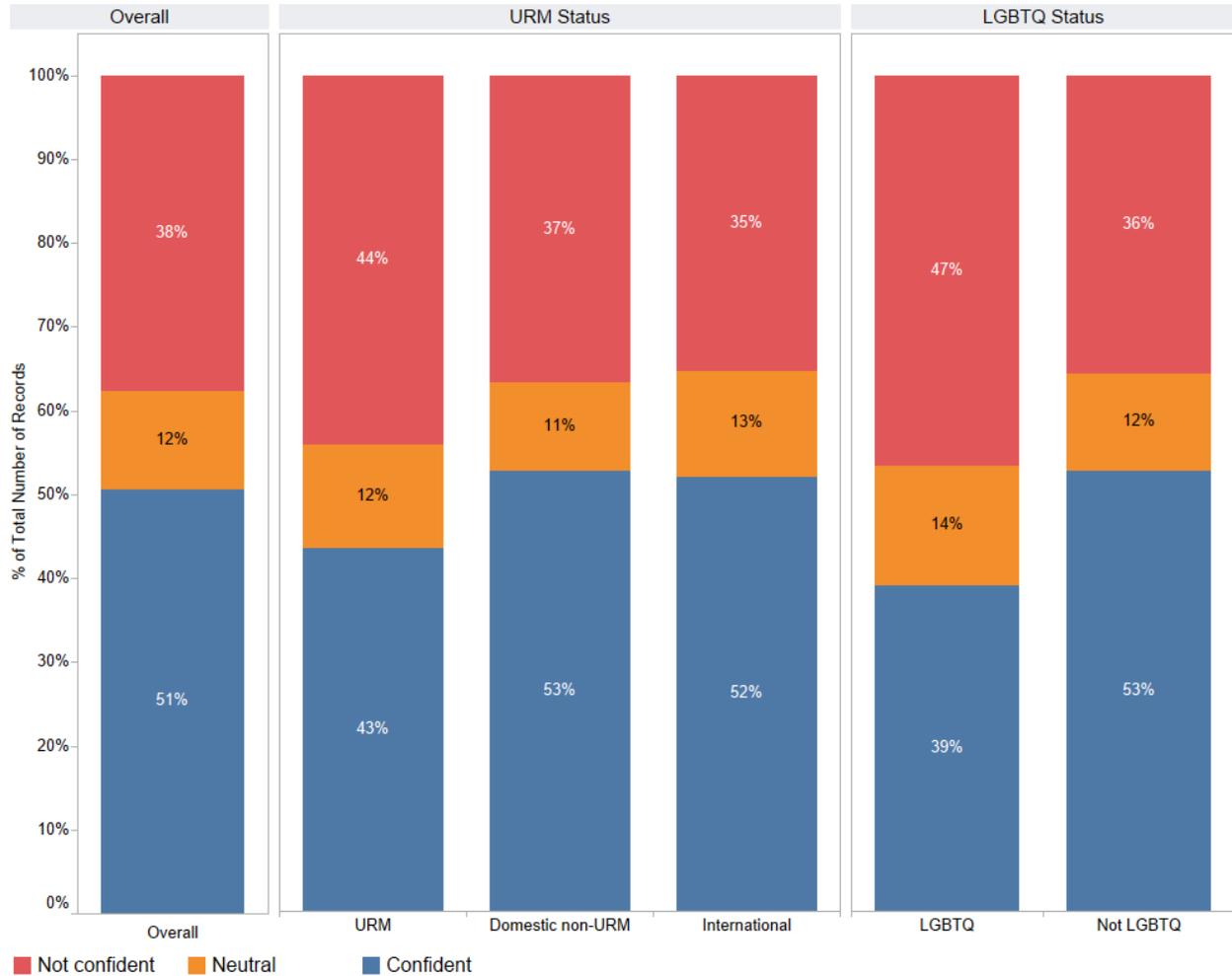
Figure 9. Financial confidence by degree type and division



By URM – Respondents who are members of an under-represented minority group were significantly less confident about their financial situation and agreed at a lower rate about getting by financially without having to cut back on too many things than both domestic non-URM and international respondents. Additionally, URM respondents were significantly more concerned about money than international respondents were (Figure 10).

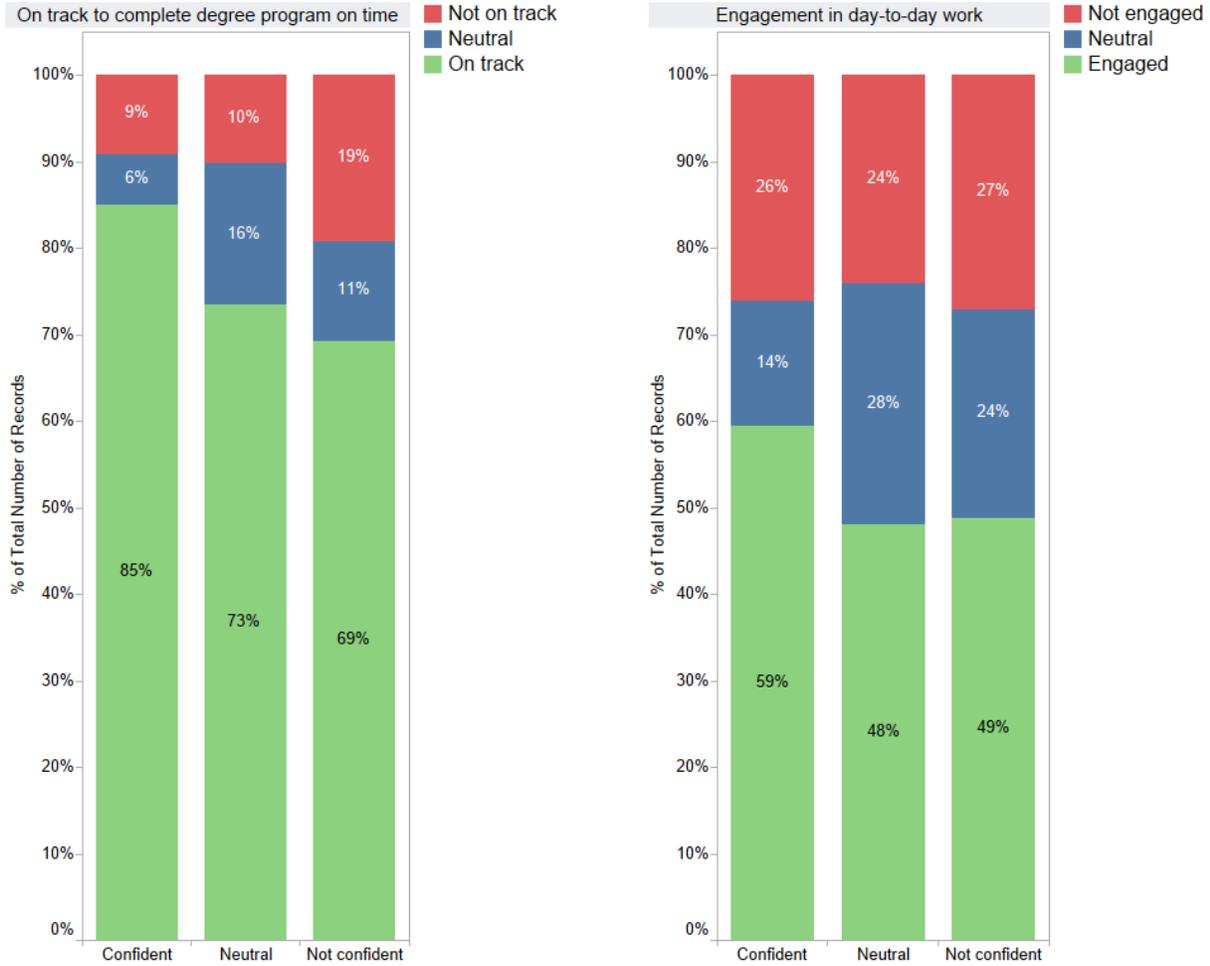
By LGBTQ status – 39% of LGBTQ respondents were confident about their financial situation, significantly less than the 53% of non-LGBTQ respondents who were confident about their financial situation. However, contrary to system-wide results, there were no significant differences between LGBTQ and non-LGBTQ respondents for getting by financially without having to cut back and concern about money (Figure 10).

Figure 10. Financial confidence by URM status and LGBTQ status



Financial confidence was highly associated with being on track to complete the program on time and being engaged with day-to-day work. Similar to system-wide results, approximately 85% of respondents who were confident about their financial situation were on track to complete their degree on time, compared to less than 70% of those who were not confident about their financial situation. Nearly 60% of those who were confident about their financial situation were engaged with their day-to-day work, compared to 49% of those who were not confident. The differences between satisfied and dissatisfied respondents were statistically significant only for academic progress (Figure 11).

Figure 11. Financial confidence on academic success



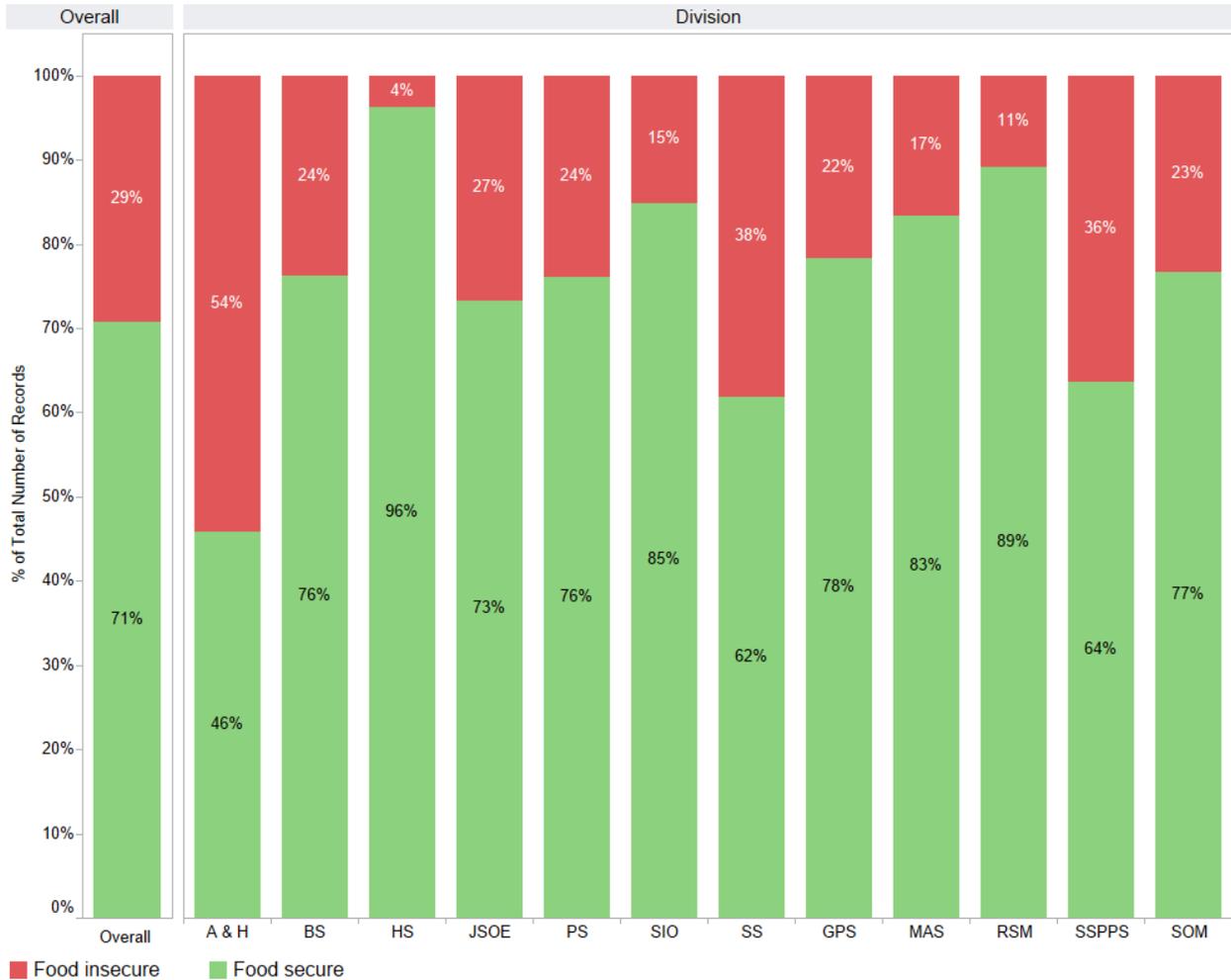
Food Security

A two-question scale adapted from the U.S. Department of Agriculture was used to measure food insecurity (see Appendix A – Methodology for more on this scale). Using this scale, 29% of respondents reported that they experienced food insecurity in the most recent year, indicating concerns about and/or instances of having insufficient food.

By degree type – There was no significant difference by degree type.

By division – More than half (54%) of respondents in Arts and Humanities experienced food insecurity which is significantly higher than almost every other division. Respondents in Health Sciences were the most food secure (96%) (Figure 12).

Figure 12. Food security by division

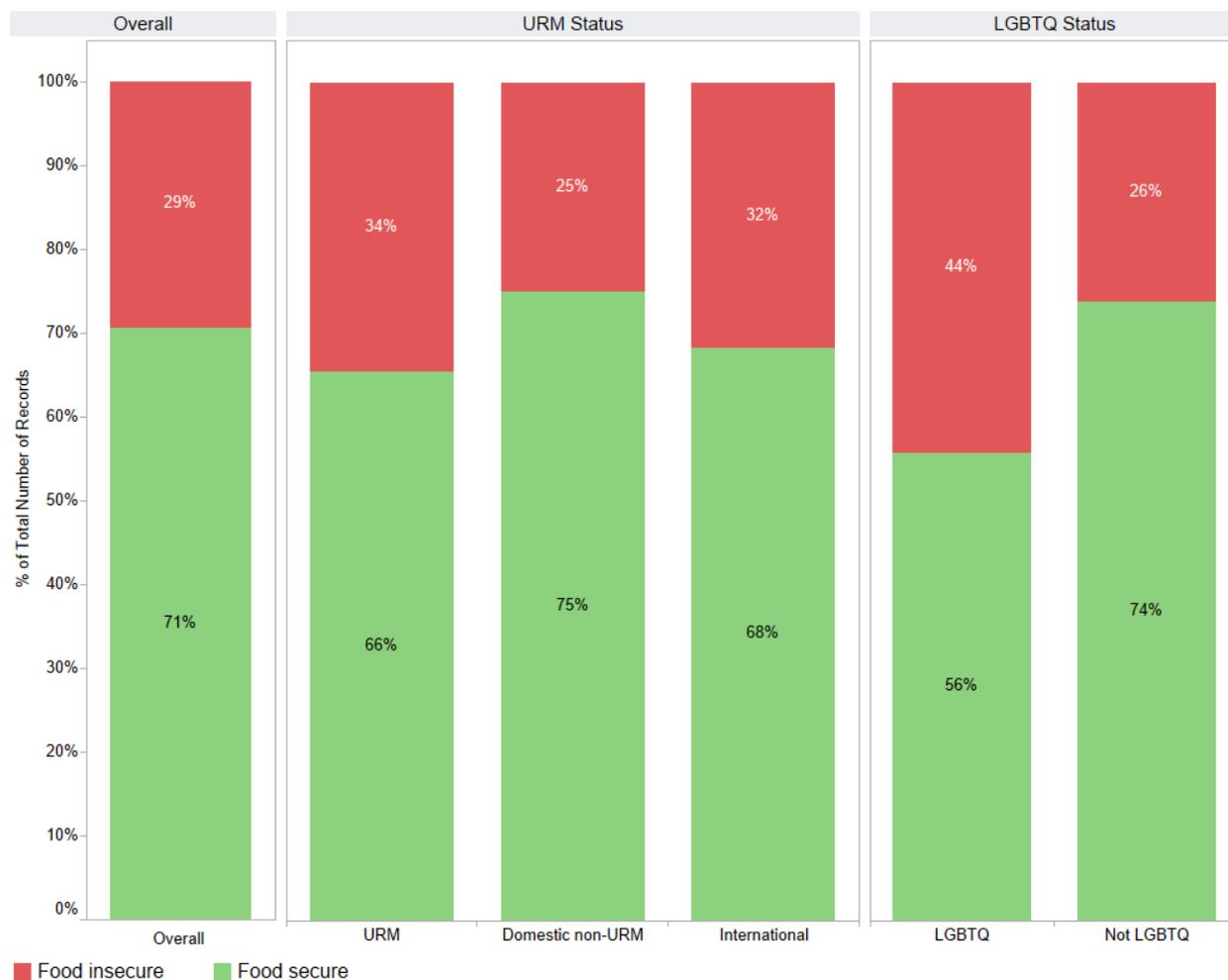


By URM – Respondents who are members of an under-represented minority group experienced food insecurity at rates significantly higher (34% food insecure) than domestic non-URM respondents did (25% food insecure). International respondents (32% food insecure) were not significantly different from either URM or domestic non-URM respondents (Figure 13).

By LGBTQ status – Almost half (44%) of LGBTQ respondents experienced food insecurity, significantly higher than non-LGBTQ respondents (26%) (Figure 13).

While the overall results were consistent with system-wide rates of food insecurity, Arts and Humanities, academic masters, and LGBTQ respondents experienced higher rates of food insecurity compared to system-wide results. Contrary to system-wide results, differences between food insecure and food secure respondents who were on track to complete their degree on time or engaged with their day-to-day work did not reach statistical significance.

Figure 13. Food security by URM status and LGBTQ status



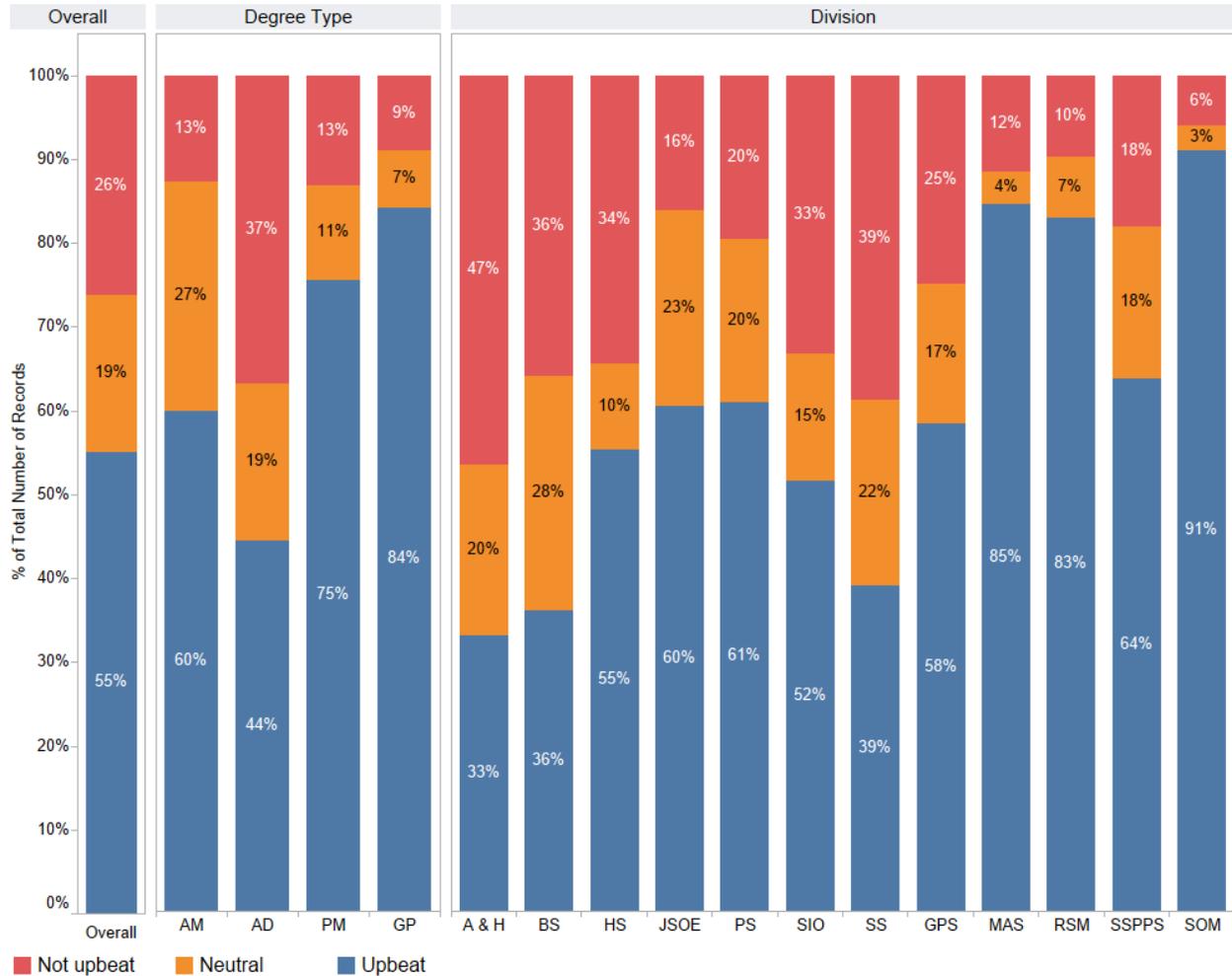
Career Prospects

More than half of respondents (55%) report being upbeat about post-graduation career prospects, and this is comparable to UC system-wide respondents. However, there is much variability between groups.

By degree type – There was a significant difference between degree type. Graduate professional respondents were the most upbeat (84%), and were significantly more so compared to every other degree type. Academic doctorate respondents were the least upbeat (44%) and were significantly less upbeat compared to every other degree type. System-wide respondents showed the same pattern (Figure 14).

By division – There was a significant difference between divisions. Respondents in SOM (91%), MAS (85%), and Rady (83%) were significantly more upbeat than respondents in JSOE (60%), Physical Sciences (61%), GPS (58%), Health Sciences (55%), SIO (52%), Social Sciences (39%), Biological Sciences (36%) and Arts and Humanities (33%) (Figure 14).

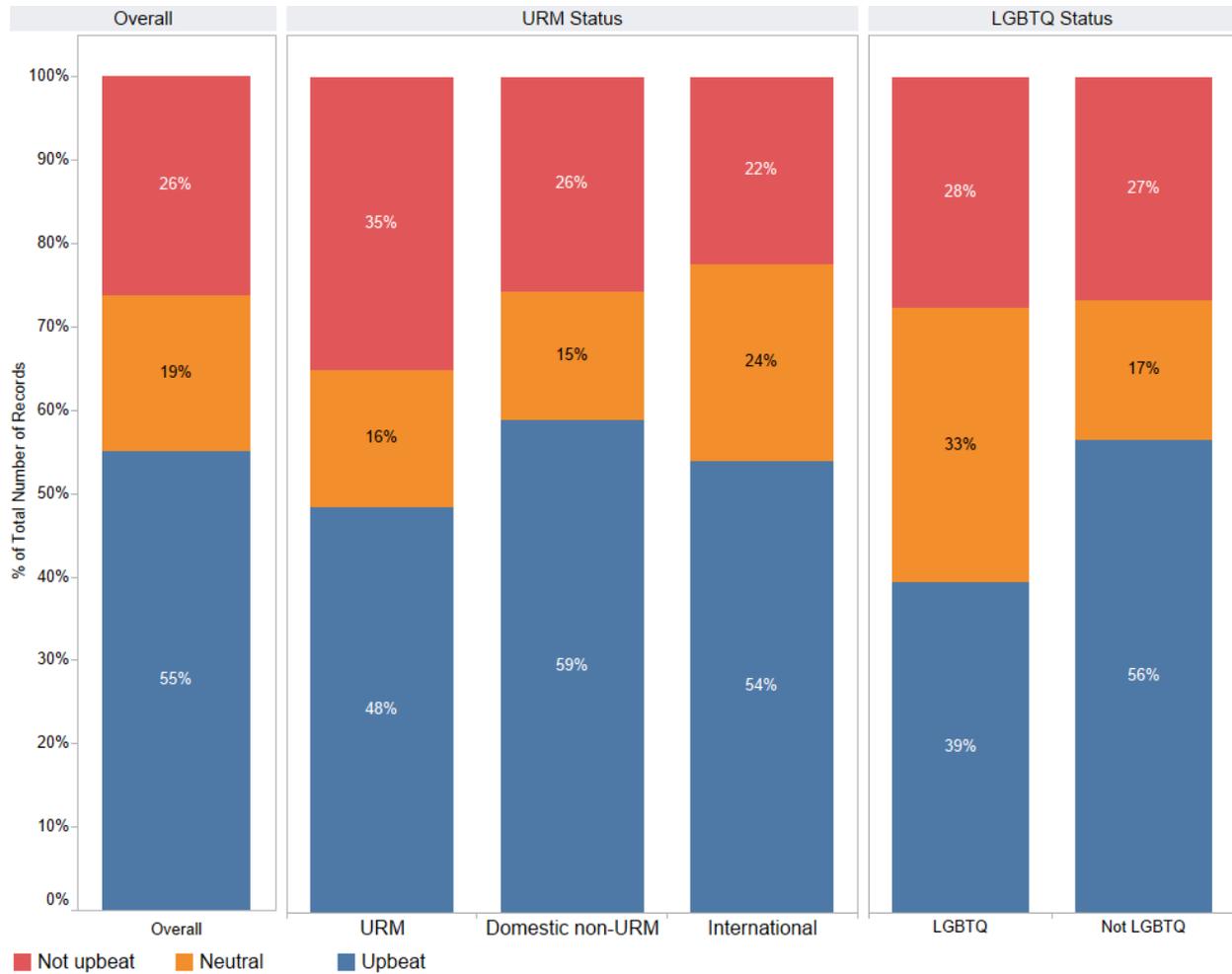
Figure 14. Attitude regarding career prospects by degree type and division



By URM – Less than 50% of respondents who are members of an under-represented minority group were upbeat about post-graduation plans, significantly less than domestic non-URM respondents, where almost 60% of respondents were upbeat (Figure 15).

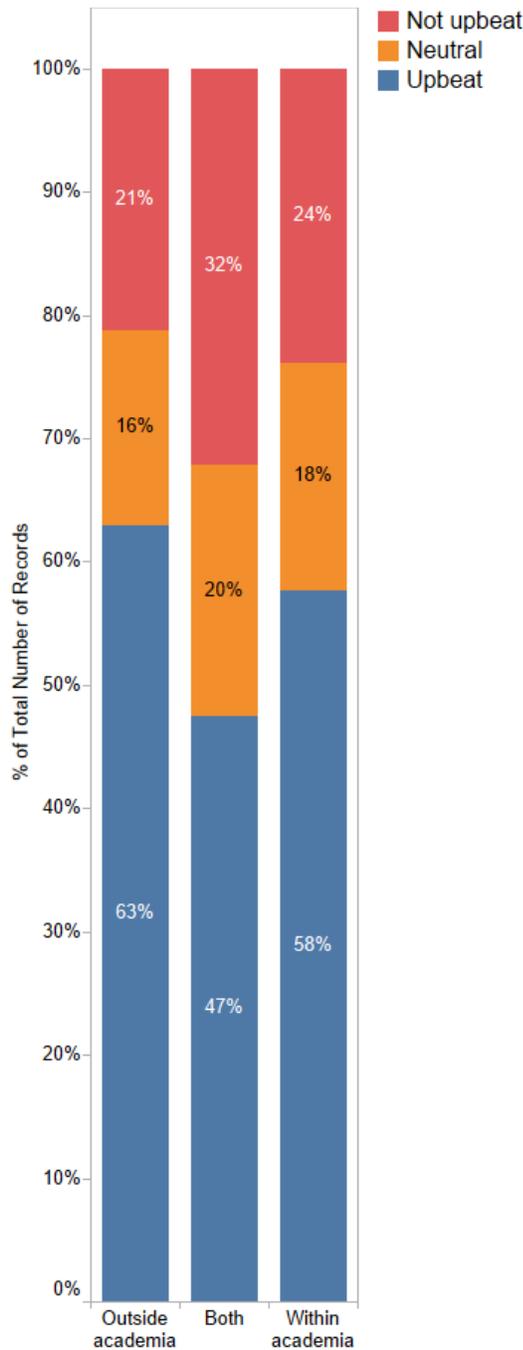
By LGBTQ – 39% of LGBTQ respondents were upbeat about post-graduation plans, compared to 56% of non-LGBTQ respondents. The percent of LGBTQ respondents who are upbeat is less than system-wide LGBTQ respondents, where 47% were upbeat (Figure 15).

Figure 15. Attitude regarding career prospects by URM status and LGBTQ status



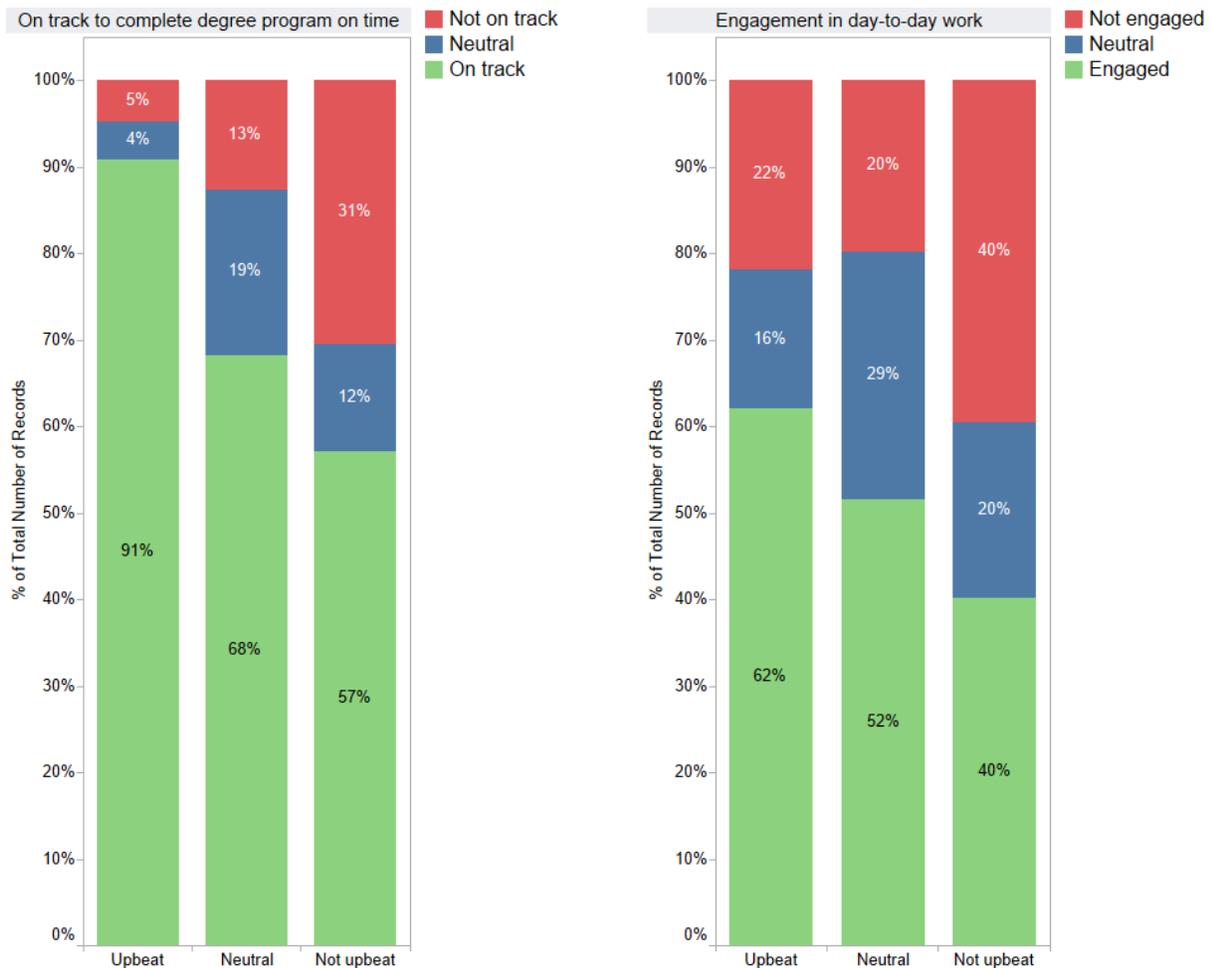
Respondents planning to seek employment outside academia (63%) were more likely to be upbeat about their career prospects compared to those who plan to seek employment both in academia and outside academia (47%). Respondents who plan to seek employment both in academia and outside academia were the least upbeat about their career prospects (Figure 16).

Figure 16. Career prospects and seeking employment



Respondents who were upbeat about their career prospects were much more likely to report being on track to complete their degree (91%) compared to those not upbeat (57%), and they were more engaged with their day-to-day work (62% vs. 40%). The differences between not upbeat and upbeat respondents was statistically significant for both academic progress and engagement (Figure 17).

Figure 17. Effect of attitude regarding career prospects on academic success



Factors Influencing Mental Health and Well-Being

To determine the top predictors of graduate student life satisfaction and depression, analyses were run to construct factors based on survey items. Five scales were constructed: mentorship and advising, social support, financial confidence, program climate, and living conditions (see Table A 1. Potential predictors). Six single items were also used as potential predictors: career prospects, overall health, academic progress, academic preparation, skipped meals, and sleep hours. Regression models were run to identify predictors of life satisfaction and depression. The factors constructed and single items selected as predictors mirror those created and used by UCOP in system-wide analyses. However, due to the large number of predictors and smaller cell sizes at the campus level, regressions were not performed for individual groups.

Across all respondents, eight of the 11 factors were significant predictors of life satisfaction, and six of the 11 factors were significant predictors of depression. Overall health (“How has your overall health been this term?”) was the number one predictor of life satisfaction for respondents at UCSD, followed by social support, program climate, academic progress, living conditions, financial confidence, career

prospects, and hours of sleep. This differed from system-wide results, which indicated that career prospects (“I’m upbeat about my post-graduation career prospects”) is the best predictor of life satisfaction for all UC respondents, followed by overall health, social support, financial confidence, and living conditions. The best predictor of depression for UCSD respondents was overall health, followed by academic preparation, hours of sleep, career prospects, skipped meals, and social support. This is more consistent with results reported for system-wide respondents, where the best predictor of depression was also overall health, followed by academic preparation, career prospects, social support, and sleep hours. Overall health, social support, and career prospects were significant predictors of both life satisfaction and depression.

Well-Being Free Response

While approximately 90% of both UCSD and system-wide respondents know where to get help on campus for a health or medical need, this number drops to about 82% for counseling, psychological, or other mental health need(s). Even though the number is relatively high, not all students know where they can get medical or mental health services. When participants were asked what the university could do to make it easier to access health or mental health care, many respondents suggested a greater presence of CAPS, specifically, at the graduate student orientation. This question will be discussed at greater length below. Consistent with the GPSES survey¹², just over one-quarter of both UCSD and system-wide respondents answered that they received mental health care over the past twelve months. Of those who received mental health care 80% of UCSD respondents and 83% of system-wide respondents were satisfied with the services received.

Participants had the option to enter a free response to the question, “Is there anything, large or small, that the university could do to make it easier for you to access health or mental health care? If so, explain briefly.” 194 valid responses were tallied. Seven main themes emerged: Communication of Services; SHS Hours and Services Provided; Access to CAPS; Scheduling and Attending CAPS Sessions; Off Campus Referrals and Resources; CAPS Counselors.

Access to CAPS – 28% of responses touched on the theme of access to CAPS. This primarily included comments on how difficult it is to get an appointment in a timely matter for a non-emergency concern; in fact, respondents noted that it took upwards of two or even three months to get in for an appointment. Also, many respondents who touched on this theme expressed concern with the limited number of sessions allowed in one year, indicating that it was insufficient to provide consistent, long-term, quality care for graduate students.

The physical location of CAPS was also an issue for graduate students. Students recommended CAPS staff physically visit their department, especially Scripps Institution of Oceanography and the School of Global Policy and Strategy, to offer sessions. Furthermore, graduate students responded that they are uncomfortable being seen at CAPS due to the possibility of running into undergraduate students they

¹² Espaldon, E.L., Kertz, L., Bjornsen, A. (2015). 2014 Graduate and Professional Student Experience and Satisfaction Survey, General Report. http://grad.ucsd.edu/_files/reports/GPSES_Final_Report_NC_2014.pdf

mentor or from classes in which they TA. They recommended a separate location or a separate entrance for graduate students.

Communication of Services – 22% of responses touched on the theme of communicating services provided by both SHS and CAPS. For students covered by GSHIP, respondents want to know clearly, what is and what is not covered by the insurance plan. A large number of respondents suggested greater visibility of CAPS and SHS at the graduate student orientation. Multiple respondents also suggested CAPS counselors and/or representatives visit the far reaches of the campus including SIO and GPS to let students who aren't on the main campus know that they are there and you can visit them for a variety of reasons. Students also want to see the information on SHS and CAPS websites clarified, and they would like to see more seminars/presentations like the Imposter Syndrome presentation.

Scheduling and Attending CAPS Sessions – 15% of responses touched on the theme of scheduling and attending CAPS sessions. Most respondents answered that they want an online scheduling system to make appointments, if not for all types of sessions, then, at a minimum, for regularly occurring sessions. Respondents said online scheduling would increase the likelihood of seeking help instead of working out concerns on their own. Respondents also noted that they would like to see a variety of basic questionnaires on the CAPS website to help them determine if they should seek help or not.

SHS Hours and Services Provided – Many responses (10%) mentioned that SHS hours were too limited for busy graduate students to schedule an appointment. They want to see more weekend and evening hours offered. Other respondents noted the difficulty with getting particular prescriptions filled at SHS, creating a problem especially for those who do not have a car to fill prescriptions off campus; some respondents suggested a mail order option to alleviate this problem. Furthermore, respondents said that SHS was only good for minor health concerns, while the lack of a DO on staff was frustrating to others.

CAPS Counselors – 10% of responses noted a variety of issues with CAPS counselors. Graduate student respondents would like to have more counselors dedicated *only* to graduate students and are familiar with graduate student issues. Furthermore, they want more counselors who come from different ethnic backgrounds, have experience with an international population and international student issues, and speak languages other than English.

Off-Campus Resources/Outside Referrals – 7% of responses touched on the theme of off campus resources and outside referrals for both SHS and CAPS. Respondents want to know what off campus resources (for both physical and mental health) they have access to with the GSHIP insurance plan. Additionally, respondents answered that it takes too long to get an outside referral for services not provided on campus (e.g. long term mental health care, dermatologist). Respondents say that the inefficiency of the process leads to a significant gap in treatment.

Other – 7% of responses touched on other themes not covered above. Some respondents said insurance is too expensive if dependents also need coverage. Other respondents recommended requiring a mental health session for every graduate student, and others suggested encouraging more mindfulness.

Climate and Belonging

Respondents were asked a series of questions (Q65-70, Q72-75) related to program and campus climate and belonging. Each question examined group differences between gender and URM status and the interaction of gender by URM status. For each of the ten questions analyzed, there was no significant difference by gender, nor was there a significant interaction of gender by URM status. However, there were significant group differences by URM status. Specifically, respondents who are members of an under-represented minority group felt significantly less valued and included by faculty compared to domestic non-URM and international respondents and significantly less valued and included by administration and staff compared to domestic non-URM respondents. Furthermore, respondents of an under-represented minority group agreed significantly less than their domestic non-URM and international counterparts that their culture is valued and respected by their peers, faculty, and administration and staff. There was no significant difference between domestic non-URM and international respondents.

Respondents who are members of an under-represented minority group agreed significantly less than domestic non-URM respondents that there is a strong sense of community in their graduate program, however, while they answered comparably to their domestic counterparts that there is a strong sense of community among graduate students in the university, international respondents agreed at a significantly higher rate, indicating international respondents feel a stronger sense of community at the university than their domestic counterparts.

Both URM and international respondents agreed significantly more than domestic non-URM respondents that both their graduate program and the university is hostile toward students and the concerns they raise.

Top Priorities with Regard to Attention and Resources

At the end of the survey, respondents were asked to select the top three priorities they would like the University to prioritize with regard to attention and resources. Overall, mental health was the most commonly selected topic, with 38% of respondents to the question choosing it as one of the top three priorities. This is slightly less than the 42% of system-wide respondents. Financial resources/management (38%), career development (36%), housing (36%), academic progress, quality or engagement (31%) were also frequently selected. Similar to system-wide results, academic and professional masters students selected the same priorities, except health and fitness replaced housing in the top five. Academic doctorates most frequently selected housing as a top priority (42%) and faculty advising (31%) over career development (29%) (Table 1). Respondents who are members of an under-represented minority group selected the same most frequent topics, however, financial resources/management (44%) was the most commonly selected topic instead of mental health (41%). Furthermore, international respondents selected housing (47%) most frequently, and mental health was not in the five most commonly selected topics (Table 2). LGBTQ respondents selected four of the five most frequent topics, but selected health and fitness over academic progress, quality or engagement (Table 3).

Table 1. Top priorities: all students by degree type

	All				Academic Masters				Academic Doctorate				Professional Masters				Graduate Professional			
	1	2	3	ALL	1	2	3	ALL	1	2	3	ALL	1	2	3	ALL	1	2	3	ALL
Mental Health	94	53	59	206	15	11	5	31	55	37	44	136	14	2	6	22	10	3	3	16
Financial																				
Resources/Management	76	66	63	205	13	12	14	39	53	40	34	127	7	12	9	28	2	2	6	10
Career Development	61	65	71	197	20	17	14	51	24	32	40	96	16	13	13	42	0	2	3	5
Housing	80	63	49	192	9	6	12	27	61	49	27	137	5	5	7	17	2	3	3	8
Academic Progress, Quality or Engagement	65	48	57	170	17	8	10	35	36	35	37	108	7	4	7	18	4	0	2	6
Health and Fitness	34	53	56	152	8	10	16	34	13	27	30	70	7	9	15	31	6	4	4	14
Faculty Advising	45	55	40	140	5	9	6	20	37	33	31	101	2	10	3	15	1	2	0	3
Campus Safety	28	29	17	74	5	6	5	16	15	17	7	39	7	3	1	11	1	3	2	6
Food quality or security	24	45	43	112	5	13	7	25	13	18	29	60	4	8	5	17	1	4	1	6
Graduate Program Climate and Belonging	12	29	28	69	2	5	5	12	7	20	19	46	2	3	2	7	0	1	1	2
Social Support	7	15	28	50	2	2	3	7	3	10	20	33	1	1	5	7	1	2	0	3
Campus Climate and Inclusion	6	8	12	26	0	1	2	3	5	3	7	15	1	3	1	5	0	1	2	3
Off-campus Safety	8	11	8	27	1	2	3	6	5	6	2	13	2	2	1	5	0	1	1	2

Table 2. Top priorities: all students by URM status

	All				URM				Domestic Non-URM				International			
	1	2	3	ALL	1	2	3	ALL	1	2	3	ALL	1	2	3	ALL
Mental Health	94	53	59	206	17	11	15	43	54	32	31	117	23	10	13	46
Financial																
Resources/Management	76	66	63	205	19	12	15	46	31	27	21	79	26	27	27	80
Career Development	61	65	71	197	10	13	13	36	22	29	33	84	29	23	25	77
Housing	80	63	49	192	9	12	8	29	34	23	17	74	37	28	24	89
Academic Progress, Quality or Engagement	65	48	57	170	15	8	12	35	26	20	26	72	24	20	19	63
Health and Fitness	34	53	56	152	6	7	8	21	16	28	31	75	12	18	26	56
Faculty Advising	45	55	40	140	10	9	9	28	27	30	19	76	8	16	12	36
Campus Safety	28	29	17	74	6	7	2	15	10	13	9	32	12	9	6	27
Food quality or security	24	45	43	112	5	10	8	23	8	18	21	47	11	17	14	42
Graduate Program Climate and Belonging	12	29	28	69	2	7	7	16	9	13	14	36	1	9	7	17
Social Support	7	15	28	50	2	4	5	11	2	8	13	23	3	3	10	16
Campus Climate and Inclusion	6	8	12	26	3	3	2	8	2	2	8	12	1	3	2	6
Off-campus Safety	8	11	8	27	1	2	1	4	5	3	3	11	2	6	4	12

Table 3. Top priorities: all students by LGBTQ status

	All				LGBTQ				Not LGBTQ			
	1	2	3	ALL	1	2	3	ALL	1	2	3	ALL
Mental Health	94	53	59	206	12	12	9	33	81	41	49	171
Financial												
Resources/Management	76	66	63	205	13	7	6	26	63	58	55	176
Career Development	61	65	71	197	6	6	10	22	55	59	61	175
Housing	80	63	49	192	8	8	2	18	71	55	46	172
Academic Progress, Quality or Engagement	65	48	57	170	5	4	7	16	59	42	50	151
Health and Fitness	34	53	56	152	4	3	10	17	29	50	55	134
Faculty Advising	45	55	40	140	6	4	5	15	38	50	34	122
Campus Safety	28	29	17	74	1	4	1	6	27	25	16	68
Food quality or security	24	45	43	112	4	7	5	16	20	37	38	95
Graduate Program Climate and Belonging	12	29	28	69	4	8	3	15	8	21	25	54
Social Support	7	15	28	50	1	4	4	9	6	11	24	41
Campus Climate and Inclusion	6	8	12	26	0	1	6	7	6	7	6	19
Off-campus Safety	8	11	8	27	4	0	0	4	4	11	8	23

Conclusion

For most variables, UCSD respondents answered similarly to system-wide respondents. The well-being of respondents in Arts and Humanities and Social Sciences is significantly diminished compared to other divisions, as evidenced by lower life satisfaction scores, higher depression scores, lower financial confidence, increased rates of food insecurity, and more negative attitudes about career prospects. Similarly, the well-being of respondents of an under-represented minority group and LGBTQ respondents is diminished compared to their peers as evidenced by higher depression scores, lower financial confidence, increased rates of food insecurity, and more negative attitudes about career prospects. While overall health is certainly a contributor to life satisfaction and depression, other factors include social support and career prospects, especially career prospects outside academia.

Recommendations

In addition to the recommendations suggested by the UCOP system-wide report, below are recommendations to consider, specific to UCSD.

- 1. Increase awareness of and access to mental health services.** Similar to system-wide results, mental health was the most frequently selected priority among UCSD respondents. Respondents commented that they would like to see a greater presence of mental health services at the new graduate student orientation and the further reaches of the campus including SIO and GPS, increased diversity and expertise in graduate student affairs in staff counselors, and increased access to counseling services via expanded hours and additional, graduate student specific locations.

N.B. Since the administration of this survey in Winter 2016, Counseling and Psychological Services (CAPS) has implemented changes in response to issues raised by the Well-Being Survey. Four CAPS clinicians presented at the graduate student orientation plenary session. Three of four presenters were CAPS clinicians who were previously international graduate students, and they shared personal stories to connect with the international graduate population. Furthermore, CAPS has presented multiple times at SIO and GPS since the beginning of the academic year.

CAPS implemented a new triage method, greatly reducing the wait times for initial evaluations. All students calling CAPS with a non-emergency concern are scheduled within a few days for a Brief Telephone Assessment (BTA) in which they discuss their concerns with a CAPS clinician who then schedules them for an in-person initial evaluation or facilitates an immediate off-campus referral if the student needs more intensive mental health treatment than can be provided on campus.

CAPS created a new staff position, Program Manager for Graduate and Professional School Students, specifically to serve graduate students. Additionally, CAPS hired three new psychologists with different ethnic backgrounds who speak Mandarin, Cambodian,

and Spanish, in addition to psychologists who already provide services in Tagalog, Hebrew, and Cantonese.

- 2. Improve mentorship and advising, especially in Health Sciences, Biological Sciences, Global Policy and Strategy, Arts and Humanities, and Scripps Institution of Oceanography.** Satisfaction with mentorship and advising is highly associated with being on track to complete the degree on time and engagement in day-to-day work. The campus should develop methods to increase advisors' knowledge of best practices, such as workshops on how to be an effective mentor, and consider methods to recognize and reward outstanding mentors. Encourage mentors to discuss career opportunities, and increase advisors' awareness of career opportunities outside of academia and of campus career resources for graduate students.

- 3. Address financial confidence issues in Arts and Humanities and Social Sciences specifically, as well as for students of an under-represented minority group and students who identify as LGBTQ.** Address food insecurity especially in students in Arts and Humanities and Social Sciences, seeking to identify the financial basis for the significantly decreased security among Arts and Humanities students at UCSD versus system-wide. Increase awareness of the UCSD Triton Food Pantry and other food resources on campus and the community. Help students connect with social service programs and apply for government benefits as needed.

N.B. UCSD has hired a full-time Basic Needs Coordinator after the administration of the survey to assist graduate and undergraduate students with issues relating to food security, housing security, and financial hardship.

- 4. Continue to expand opportunities for graduate students – especially academic doctoral students – to learn about career opportunities outside academia, especially for students in Social Sciences, Biological Sciences, and Arts and Humanities.** Additional analyses show doctoral students who have advanced to candidacy are less upbeat about post-graduation career prospects compared to doctoral students who have not yet advanced to candidacy. Furthermore, for doctoral respondents, broad career path plans (plans to seek employment within academia and outside academia) are associated with being less upbeat about career prospects, and this effect increases as students move from not advanced to candidacy to advanced to candidacy. Increase communication between the University and degree recipients as well as departments/programs and degree recipients to enhance the graduate alumni network and develop relationships and create pipelines between the University and departments/programs and industry employers.

N.B. Since the administration of this survey, UCSD has joined a nationwide project (ImaginePhD - Career Exploration and Planning Tool for the Humanities and Social Sciences) to develop a career development portal that showcases alternative career options for students in non-STEM fields.

Appendix A – Methodology

Agreement scales

Many questions on this survey ask students to say whether they agree with a statement or not, with responses ranging from one (Strongly disagree) to seven (Strongly agree). For reporting purposes, we collapsed these categories to disagree (one to three), neutral (four), and agree (five to seven).

Definition of major concepts

Life Satisfaction

We measured life satisfaction using the Satisfaction with Life scale and used the widely used scoring standard of that scale (see Appendix B – Survey Instrument, Questions 1 – 5)¹³. Responses for each question ranged from one (Strongly disagree) to seven (Strongly agree). The sum of the responses was calculated across the five questions, yielding a score from five to thirty-five. Respondents with a total score of 20 or above were defined as generally satisfied with life. Those with a total score of 30 or above were defined as highly satisfied with life. Only those who answered all five questions related to life satisfaction were used for analysis.

Depression

Depression was measured using the Center for Epidemiologic Studies Depression Scale Revised (CESD-R).¹⁴ Each question asks how many days in the last two weeks the respondents experienced certain symptoms. The five response choices are scored as follows:

- Not at all or less than one day = 0
- 1-2 days = 1
- 3-4 days = 2
- 5-7 days = 3
- Nearly every day for 2 weeks = 3

The sum of the scores across all twenty questions (Appendix B – Survey Instrument, Questions 6-25) was calculated. Those with a total score of 16 or more were defined as having at least mild symptoms of depression. Those with a total score of 28 or more were defined as having more severe symptoms of depression. Only data for respondents who answered all twenty questions was used for analysis.

Satisfaction with Mentorship and Advising

All students were asked about overall satisfaction regarding mentorship and advising in their programs (Question 47), with responses ranging from one (Strongly disagree) to seven (Strongly agree) plus “Not applicable.” Respondents who skipped the question or chose “Not applicable” were excluded from the analysis. Students who reported having an advisor (Question 49) were asked eleven questions about

¹³ Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75. See <http://internal.psychology.illinois.edu/~ediener/SWLS.html> for more information.

¹⁴ <http://cesd-r.com/>

their experiences with that advisor (Questions 50-60), with responses ranging from one (Strongly disagree) to seven (Strongly agree).

Food Security

This survey used three questions from the U.S. Department of Agriculture's food security scales (Questions 93-95).¹⁵ On these two questions, respondents were asked whether they worried about food running out (Question 94) and whether food they purchased did not last until they had money to buy more (Question 95) over the past year. The response choices were scored as zero points for "never true," one point for "sometimes true," and two points for "often true." We calculated the sum across the two questions and categorized those with a score of zero as "food secure" and those with a score of one to four as "food insecure." Using the two-question scale allows for direct comparison with other recent UC surveys.

Financial Confidence

Three separate questions were analyzed from the survey which asked if students were confident about their financial situation (Question 35), if they can get by without having to cut back on things that are important to them (Question 36), and whether they have been concerned about money lately (question 37). Responses to these questions ranged from one (Strongly disagree) to seven (Strongly agree).

Career Prospects

Students were asked if they were upbeat about their career prospects (Question 40). Responses to these questions ranged from one (Strongly disagree) to seven (Strongly agree).

LGBTQ

LGBTQ students are those who self-reported their gender identity as trans male/trans man, trans female/trans woman, or genderqueer/gender non-conforming (question 130) and/or their sexual orientation as gay or lesbian or bisexual (question 132). We combined these categories in this way because the sample sizes for the individual categories were too small to yield reliable estimates (see Appendix B – Survey Instrument).

Factor analysis and regression models

To estimate predictors of graduate student life satisfaction and depression, latent variables were constructed using factor analysis based on the relevant survey items. Five scales were constructed: mentorship and advising, social support, financial confidence, program climate, and living conditions (Table A1. Potential predictors).

¹⁵ <http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/measurement.aspx#measurement>

Table A 1. Potential predictors

Factor	Survey Questions (see Appendix C)
Living Conditions	26-28
Financial Confidence	35-37
Program Climate	65-70
Mentorship and Advising	47-48, 50-62
Social Support	101-112
Career Prospects	40
Overall Health	33
Academic Progress	38
Academic Preparation	39
Skipped Meals	93
Sleep Hours	31

Secondly, two sets of regression models were built to identify statistically significant predictors of life satisfaction and depression. These models looked at students overall. An additional regression model was built to determine predictors of satisfaction with mentorship and advising and included questions 50-62.

Figure A 1. Survey respondents by division and degree type

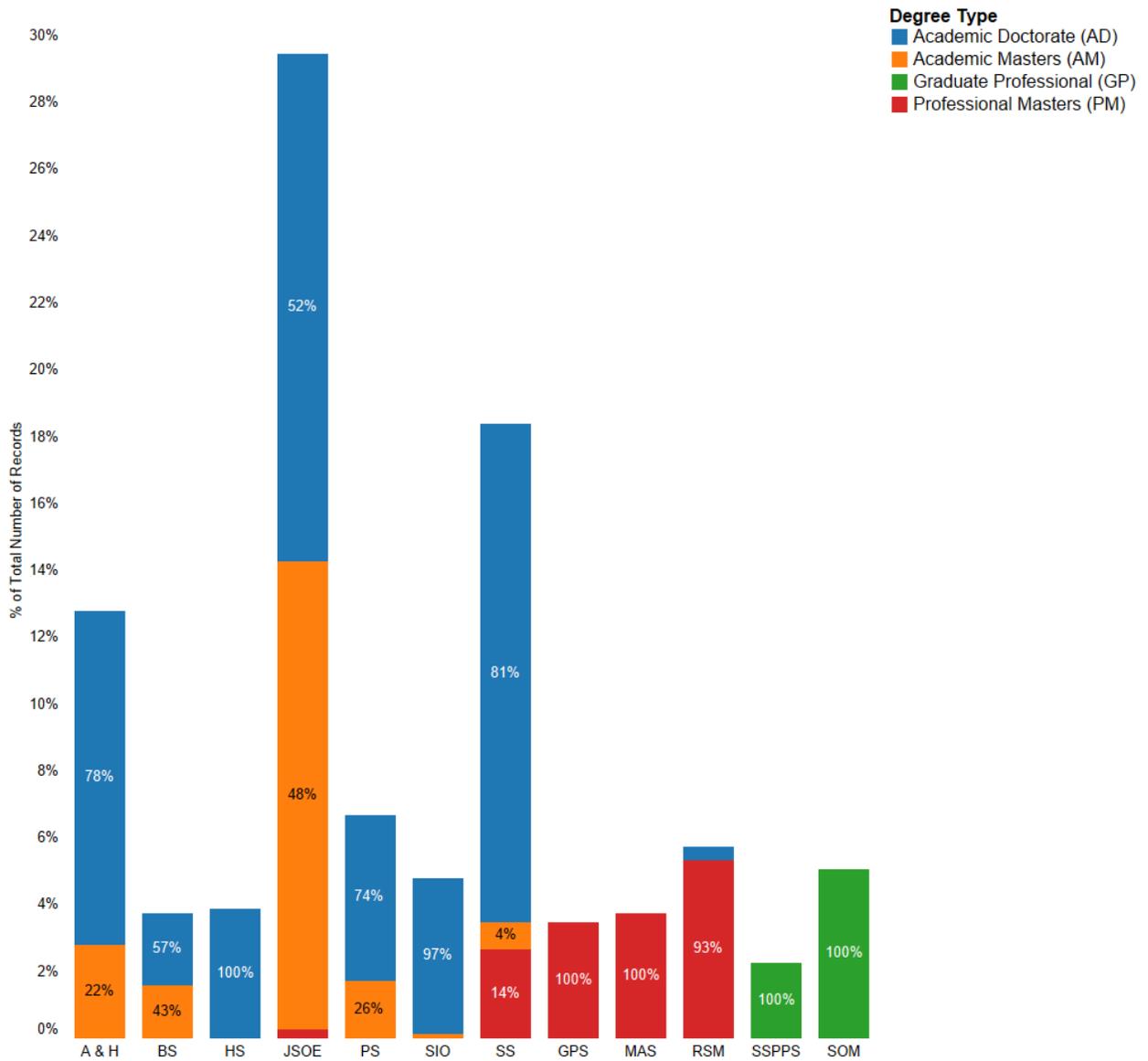


Table A 2. Division, program, degree type breakdown

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

Division	Program	Degree Types Offered
Arts and Humanities (A&H)	Art History	Doctorate
	History	Academic Masters, Doctorate
	Literature	Academic Masters, Doctorate
	Music	Academic Masters, Doctorate, Professional Doctorate
	Philosophy	Doctorate
	Theatre and Dance	Academic Masters, Doctorate
	Visual Arts	Academic Masters
Biological Sciences (BS)	Biology	Academic Masters, Doctorate
	Biology JDP	Doctorate
Global Policy and Strategy (GPS)	International Affairs	Professional Masters
Jacobs School of Engineering (JSOE)	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 (PS)	Chemistry and Biochemistry
Chemistry JDP		Doctorate
Computational Science, Mathematics, and Engineering		Academic Masters
Mathematics		Academic Masters, Doctorate
Mathematics and Science Education JDP		Doctorate
Physics		Academic Masters, Doctorate

Table A 2 continued

Division	Program	Degree Types Offered
Rady School of Management (RSM)	Rady School of Management	Professional Masters, Doctorate
	Rady School of Management-Flex MBA	Professional Masters
	Rady School of Management-Master of Finance	Professional Masters
Scripps Institution of Oceanography (SIO)	Geophysics JDP	Doctorate
	Scripps Institution of Oceanography	Academic Masters, Doctorate
Social Sciences (SS)	Anthropology	Doctorate
	Cognitive Science	Doctorate
	Communication	Doctorate
	Economics	Doctorate
	Education Studies	Academic Masters, Professional Masters, Doctorate
	Ethnic Studies	Doctorate
	Language and Communicative Disorders JDP	Doctorate
	Latin American Studies	Academic Masters
	Linguistics	Doctorate
	Political Science	Doctorate
	Psychology	Doctorate
	Sociology	Doctorate
Health Sciences (HS)	Audiology	Professional Doctorate
	Biomedical Sciences	Doctorate
	Clinical Psychology JDP	Doctorate
	Neurosciences	Doctorate
	Public Health JDP	Doctorate
Masters of Advanced Studies (MAS)	Architecture-Based Enterprise Systems Engineering	Professional Masters
	Clinical Research	Professional Masters
	Data Science and Engineering	Professional Masters
	Health Policy and Law	Professional Masters
	Leadership of Health Care Organizations	Professional Masters
	Marine Biodiversity and Conservation	Professional Masters
	Medical Device Engineering	Professional Masters
	Simulation-Based Engineering	Professional Masters
	Structural Health Monitoring	Professional Masters
	Wireless Embedded Systems	Professional Masters
School of Medicine (SOM)	Medicine	Professional Doctorate
Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS)	Pharmacy and Pharmaceutical Sciences	Professional Doctorate

Appendix B – Survey Instrument

“How We’re Doing”

Graduate Student Well-Being Survey (Winter/Spring 2016)

This survey is part of a research initiative on graduate student well-being and happiness, led by the Graduate Divisions and the Graduate Student Associations of the University of California.

Thank you for your time and your participation in this research.

Your answers will be treated with the strictest privacy and confidentiality. Information gathered in this survey will be reported in the aggregate only, and you will never be identified individually in any results – ever. Though some questions are of a sensitive nature, please answer them as honestly as you can and to the best of your ability. If you have questions at any time, please contact xxxx. The survey should take about [X] minutes to complete.

Please click the button below to continue. If you are interrupted while taking the survey, you may return and finish it any time by clicking the link sent to you in your email.

*To enter the drawings without completing the survey, you must send a self-addressed, stamped letter containing your name and email address to: Attn: Institutional Research & Academic Planning (Y. Yang), University of California, Office of the President, 1111 Franklin Street, Oakland, CA 94607. This letter must be received by March 28, 2016 to be entered in the final drawing. If you would like to be entered in the interim prize drawings, your eligibility starts one day after our receipt of the letter.

[Notes and comments are included in brackets. Questions are numbered here but are not in the survey administered to students. Section headers should also not be included. Page breaks are denoted by a horizontal rule.]

[Part 1 - Satisfaction With Life]

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

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with life.
4. So far I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

[Part 2 - Depression (CESD-R)]

Below is a list of some of the ways you may have felt or behaved. For each statement, please indicate how often you have felt this way recently by selecting the option you most agree with.

6. My appetite was poor.
 7. I could not shake off the blues.
 8. I had trouble keeping my mind on what I was doing.
 9. I felt depressed.
 10. My sleep was restless.
 11. I felt sad.
 12. I could not get going.
 13. Nothing made me happy.
 14. I felt like a bad person.
 15. I lost interest in my usual activities.
-

[Repeat instructions]

16. I slept much more than usual.
17. I felt like I was moving too slowly.
18. I felt fidgety.
19. I wished I were dead.
20. I wanted to hurt myself.
21. I was tired all the time.
22. I did not like myself.
23. I lost a lot of weight without trying to.
24. I had a lot of trouble getting to sleep.
25. I could not focus on the important things.

Not at all or less than 1 day last week, One or two days last week, Three to four days last week, Five to seven days last week, Nearly every day for two weeks

[Part 3 - Satisfying Basic Human Needs]

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

26. Where I live, I feel safe.
27. Where I live, I'm satisfied with my living conditions.
28. My housing situation has weighed on me lately.
29. On campus, I feel safe.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

30. Over the past two weeks, I've been able to get enough sleep at night to feel fully alert and well rested during the day.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

31. About how many hours of sleep were you able to get each night over the past two weeks, on average? (Enter an estimate in decimal form)

Text field [Place the word 'hours' next to the text field]

32. Over the past two weeks, would you say that you've gone to bed and woken up at consistent times every day, or that it has varied?

Consistent times, It has varied a little, It has varied some, It has varied a lot

33. How has your overall health been this term?

Very Poor, Poor, Fair, Good, Very Good

34. Have you been sick or ill this term?

Yes, No

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

35. I'm confident about my financial situation.

36. I can get by financially without having to cut back on too many of the things that are important to me.

37. I've been concerned about money lately.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

[Part 4 - Succeeding Academically]

I'm...

- 38. On track to complete my degree program on time.
- 39. Well prepared for the work required to complete my program.
- 40. Upbeat about my post-graduation career prospects.
- 41. Not very engaged by my day-to-day work.

42. I have the space and the resources I need in the university to succeed academically.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

My academic work...

- 43. is meaningful and inspires me.
- 44. stretches and challenges me intellectually.

45. I feel well-prepared by the methods training I've received in my program.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

46. This term, my academic work involves a high degree of collaboration.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

I'm...

- 47. Satisfied with the mentorship and advising I receive in my program.
- 48. Satisfied with the career support I receive in my program.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

49. Do you have an advisor?

Yes, No

(If yes) My academic advisor...

- 50. is a real mentor to me.
- 51. doesn't really advocate for me.
- 52. allows me to set my own priorities.
- 53. provides advice and resources in support of my goals and ambitions.
- 54. helps me find other mentors and sponsors.
- 55. seems genuinely interested in my personal well-being.
- 56. is aware of and supportive of my financial well-being.
- 57. is actively involved in my academic training.
- 58. is open to outside opportunities such as internships, mentoring and training.
- 59. is an asset to my career and professional development.
- 60. impedes my career development.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

(If yes) My academic advisor...

- 61. shares knowledgeable information about career opportunities within academia.
- 62. shares knowledgeable information about career opportunities outside of academia.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

63. (if have an advisor) Thinking back to last term, how often did you and your academic advisor devote time specifically to discussing your academic or professional situation (For example, your academic or professional goals, your classes, exams, degree progress or career)?

0 times, 1 time, 2 times, 3-4 times, 5-6 times, More than 6 times

64. When I graduate, I plan to seek employment...

Within academia, Outside of academia, Both

[Part 5 - Climate & Belonging]

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

In my graduate program, I feel valued and included by...

- 65. my peers
- 66. the faculty
- 67. the administration and staff

In my graduate program, my culture is valued and respected by...

- 68. my peers
- 69. the faculty
- 70. the administration and staff

71. My graduate program keeps hassles and administrative paperwork to a minimum, freeing me to focus on my academic work.

There is...

- 72. a strong sense of community in my graduate program.
- 73. a strong sense of community among graduate students in the university.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

74. My graduate program is hostile toward students and the concerns they raise.

75. The university is hostile toward students and the concerns they raise.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

76. Over the past twelve months, have you been on the receiving end of a significant instance of bias, discrimination or harassment by someone in your graduate program?

Yes, by another student; Yes, by a faculty member; Yes, by a member of the administration or staff; Yes, by more than one of these; No; Unsure

[Part 6 - Well-Being Maintenance]

I know where to get help on campus if I have a...

- 77. Health or medical need.
- 78. Counseling, psychological or other mental health need.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable (Services are not available on campus)

79. Have you received mental health care, such as seeing a counselor or psychiatrist, over the past twelve months?

Yes, on campus; Yes, off campus; No

80. If yes, how satisfied are you with the care you received?

Very Dissatisfied, Dissatisfied, Slightly Dissatisfied, Neither Dissatisfied nor Satisfied, Slightly Satisfied, Satisfied, Very Satisfied, Not Applicable

81. What percentage of graduate students do you think have received mental health care, such as seeing a counselor or psychiatrist, over the past twelve months?

Text field [Place the symbol '%' next to the text field]

82. Is there anything, large or small, that the university could do to make it easier for you to access health or mental health care? If so, explain briefly.

Paragraph text field

About how many days in the past week did you...

- 83. Do a workout or over 20 minutes of exercise
- 84. Hang out with friends or participate in a social grouping or activity
- 85. Work on a hobby, skill or talent for personal enrichment
- 86. Eat plenty of fresh fruits and vegetables
- 87. Skip one or more meals
- 88. Drink alcohol
- 89. Use cannabis
- 90. Use tobacco

0 days, 1 day, ..., 7 days

91. The food environment on campus encourages the consumption of healthy rather than unhealthy foods.

92. During the past year, I've been able to purchase the food I need to meet my nutritional needs.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

93. During the past year, how frequently have you skipped or cut the size of meals because there wasn't enough money for food?

Never, Rarely, Occasionally, Somewhat often, Often, Very often

For the following statements, please say whether the statement was often true, sometimes true, or never true for you in the past year.

94. I was worried whether my food would run out before I got money to buy more.

95. The food that I bought just didn't last, and I didn't have money to get more.

Never true, Sometimes true, Often true

96. Would you say that you are religious or spiritual?

Not religious/spiritual, A little bit religious/spiritual, Religious/spiritual, Very religious/spiritual

97. What are some of the things you do on a regular basis to maintain your well-being? Is there anything you'd particularly recommend to other graduate students? A brief answer is fine.

Paragraph text field

If you're a parent or caregiver...

98. I'm able to balance my work and family commitments.

99. My family feels supported in this community.

If you're a doctoral student...

100. I'm confident I'll have adequate funds to complete my dissertation research.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

[Part 7 - Social Support (ISEL-12)]

Below is a list of statements each of which may or may not be true about you. Please indicate the extent to which each statement is true about you or not.

101. If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me.
102. I feel that there is no one I can share my most private worries and fears with.
103. If I were sick, I could easily find someone to help me with my daily chores.
104. There is someone I can turn to for advice about handling problems with my family.
105. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.
106. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.

[Repeat instructions]

107. I don't often get invited to do things with others.
108. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).
109. If I wanted to have lunch with someone, I could easily find someone to join me.
110. If I was stranded 10 miles from home, there is someone I could call who could come and get me.
111. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.
112. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.

Definitely false, Probably false, Probably true, Definitely true

[Part 8 - Growth Mindset (Dweck)]

Below are some questions designed to investigate your ideas about intelligence. There are no right or wrong answers. Please indicate the extent to which you agree or disagree with each of the following statements.

113. You have a certain amount of intelligence, and you can't really do much to change it. Your intelligence is something about you that you can't change very much.
114. You can learn new things, but you can't really change your basic intelligence.

Strongly Agree, Agree, Mostly Agree, Mostly Disagree, Disagree, Strongly Disagree

[Part 9 - Satisfying Basic Human Needs - Additional Items]

Thank you for your time and effort up to this point. We'd like to ask you some additional questions about your housing and financial situation before we end with demographic questions. In cases where an exact figure isn't readily available, an estimate is fine.

115. Other than spouses/partners or dependents, how many roommates do you live with? (Select "0" if you live alone or with only spouses/partners/dependents.)

0 roommates, 1 roommate, ..., 5 roommates, More than 5 roommates

116. About how many days a week do you commute to campus this term?

0 days, 1 day, 2 days, ..., 7 days

117. How long is your commute, on average? (Enter time in minutes)

Text field [Place the word 'minutes' next to the text field]

118. What is your primary method of commuting to campus?

Walking; Bicycle; Campus bus; City bus; Subway or other train; Carpool or vanpool; Drive alone; Motorcycle, scooter or moped; Rollerblade, skateboard, skate or scooter; Mobility scooter, powered wheelchair or wheelchair; Other (Please specify)

About how much debt (in dollars) do you currently have in loans from...

119. Your current graduate degree program

120. Previous degree programs, including your undergraduate degree

Text field [Place the symbol '\$' in front of the text field]

121. About how much credit card debt do you currently have? (Enter an amount in dollars)

Text field [Place the symbol '\$' in front of the text field]

122. What is your average monthly personal income this term, after taxes? Include student employment, fellowships and other stipends. (Enter an amount in dollars)

Text field [Place the symbol '\$' in front of the text field]

123. What is your monthly rent or mortgage payment? (Enter an amount in dollars)

Text field [Place the symbol '\$' in front of the text field]

124. Do you receive financial support from your parents or other relatives (non-partners)?

Very little or no financial support, A little financial support, Some financial support, A great deal of financial support, Complete financial support

125. Are you employed in a paid position this term? (Check all that apply.)

Graduate student instructor or teaching assistant, Graduate student researcher or research assistant, Other classroom assistant, Other campus employment, Off-campus employment, Not employed

126. About how many hours per week do you work in paid employment on or off campus this term?

Text field [Place the word 'hours' next to the text field]

127. Since attending this university, have you ever been homeless for any of the following lengths of time (check all that apply)? (Homeless means not having stable or reliable housing, e.g., living on the street, in vehicles, motels, camp grounds, single-occupancy facilities, or couch surfing in other people's homes for temporary sleeping arrangements).

No; Yes, during the Fall-Spring academic year; Yes, during Summer when taking classes; Yes, during Summer when not taking classes; Yes, during Winter break

128. Are you currently receiving any government assistance such as food stamps?

Yes, No

[Part 10 - Demographic & Open Response Questions]

129. How do you describe yourself?

Male, Female, Trans male/Trans man, Trans female/Trans woman, Genderqueer/Gender non-conforming, Different identity (Please specify)

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

Male, Female

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

Mostly feminine, Somewhat feminine, Equally feminine and masculine, Somewhat masculine, Mostly masculine

132. Do you consider yourself to be...

Heterosexual or straight, Gay or lesbian, Bisexual, Not listed above (Please specify)

133. If you identify as lesbian, gay, bisexual or transgender, do you feel comfortable being identified as LGBT or "out" in your graduate program?

Yes, No, Not Applicable

134. Are you married or in a domestic partnership?

135. Are you a parent?

136. Are you a caregiver?

137. Are you a U.S. citizen or permanent resident?

138. Have you ever served in the military?

139. Are you the first person in your immediate family to attend graduate school?

Yes, No

140. What is your ultimate degree objective in your current program?

Academic doctorate, Professional doctorate, Academic master's, Professional master's

141. Are you pursuing a dual degree?

Yes, No

142. If you are a doctoral student, have you advanced to candidacy?

Yes, No, Not Applicable

143. In what city do you currently live?

Text field

144. Do you live in university-provided housing?

Yes, No

We'd like to know whether you have a physical, mental or emotional condition that causes serious difficulty with your daily activities. Please answer yes or no to the following questions.

- 145. Are you deaf or do you have serious difficulty hearing?
- 146. Are you blind or do you have serious difficulty seeing even when wearing glasses?
- 147. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?
- 148. Do you have serious difficulty walking or climbing stairs?
- 149. Do you have difficulty dressing or bathing?
- 150. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

Yes, No

151. Of the topics discussed in this survey, which would you most like the university to prioritize with regard to attention and resources? Please indicate your top three priorities, starting with what's most important to you.

First priority: [Dropdown menu] Comments: _____

Second priority: [Dropdown menu] Comments: _____

Third priority: [Dropdown menu] Comments: _____

Mental Health

Health and Fitness

Campus Safety

Off-campus Safety

Food quality or security

Housing

Faculty Advising

Career Development

Academic Progress, Quality or Engagement

Financial Resources/Management (Please explain)

Graduate Program Climate and Belonging

Campus Climate and Inclusion

Social Support

152. We'd like to hear from you. If any thoughts or feelings occurred to you while taking this survey that you'd like to share, please take a moment now to do so. We also encourage you to note specific ideas you may have for improving graduate student well-being, particularly with regard to your the priorities you selected on the last page. Write as much or as little as you'd like.

Paragraph text field

153. If you have any feedback or suggestions regarding the survey itself, please let us know here. The feedback you provide will be used to improve future versions of the survey.

Paragraph text field

Click submit below to complete. Thank you very much for your time and participation.

Taking this survey may bring to mind memories or feelings that are uncomfortable or disturbing. If you find yourself in need of support, please know that support services are available to you. For a list of resources, please visit XXX.