

**Diverse Learning Environments (CIRP DLE) Data**  
**POINT LOMA NAZARENE UNIVERSITY**

Year	Area of Focus	Comments
2015	<p><b>PLNU has a lot of racial tension. Agree or Disagree?</b>            19% PLNU students agreed vs. 24% all 4-year institutions, 36% private institutions agreed</p>	<p>Although this is an area of strength in comparison to 4-year and private institutions, we believe that we can improve in this area. A variety of training opportunities for faculty, staff and students have been held and are being developed.</p>
2015	<p><b>How many courses have you taken that include materials/readings about race and ethnicity?</b>            37% PLNU students (2+ courses) vs. 53% all 4-year institutions</p>	<p>A traditional undergraduate who attends PLNU will be required to take five separate general education courses that specifically address topics of diversity. There are courses in history (2), social science (1) and language (2). Students in the Humanities Honors program will also have five courses that engage with this content. In addition, literature courses (all students must take 2) also intentionally engage with diversity as part of the course work, though that is not the GELO being assessed in the literature courses. PLNU needs to focus on this coursework to refine the content about race and ethnicity and better understand why students are not recognizing that they are encountering this content. While students do transfer some GE from other schools, it is unlikely that any PLNU graduate would not have had some portion of the five GE courses from PLNU faculty.</p> <p>All Adult Degree Completion students are required to take one course from PLNU that specifically addresses diversity in the coursework (BST304 Biblical Perspectives).</p> <p>As can be seen by the DQP data, where appropriate, topics about race and ethnicity also appear in coursework in some majors.</p> <p>It should also be noted that while the question in the 2012 version of the DLE was phrased in a different way, it did show that PLNU students are reporting fewer encounters with diversity in their coursework, than students and peer institutions.</p>
2015	<p><b>I am interested in seeking information about current social and political issues.</b>            74% PLNU students agreed vs. 68% all 4-year institutions</p>	<p>This seems to be an area where PLNU is successful.</p>
2015	<p><b>This institution has a long-standing commitment to diversity.</b>            66% PLNU students agreed vs. 82% all 4-year institutions</p>	<p>Without a survey question that helps differentiate between racial/ethnic diversity and other types of diversity, it is difficult to be sure what this data is indicating. But because sexual orientation has been a topic of discussion on campus, we believe that this data may be reflecting some of the struggle inherent in that conversation in our religious context (see detailed comments about how PLNU is engaging with this issue elsewhere).</p>

Year	Area of Focus	Comments
2015	<p><b>Since entering PLNU, how often have you joined a racial/ethnic student organization reflecting your own background?</b></p> <p>10.8% PLNU students vs. 11% all 4-year institutions, 16% private institutions</p>	<p>We seem to be consistent with peer institutions and the school has a number of affinity groups connected with race/ethnicity as well as a groups focused on gender equity (BREAK), nationals &amp; internationals (UNITE) and LGBTQ alliance (Voices of Love – VOL).</p>
2015	<p><b>In class, I have heard faculty express stereotypes based on social identity.</b></p> <p>28% PLNU students agreed vs. 25% all 4-year institutions</p>	<p>While this data shows that PLNU is similar to peers, we are not satisfied with 28% of students reporting that they have heard faculty express stereotypes in class. Training to change this outcome is being implemented.</p>