



Point Loma Nazarene University Diverse Learning Environments Survey 2014-15 Results

Full-time Respondents

Point Loma Nazarene University

N=792

Private Universities

N=2,779

EMBRACING DIVERISTY PROMOTES STUDENT SUCCESS

Results from the **Diverse Learning Environments Survey (DLE)** can be used to assess the impact of the environments that help shape learning, providing important information on the intersection of:

- **Campus Climate**
- **Institutional Practices**
- **Student Learning Outcomes**

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A Note about CIRP Factors

CIRP uses Factors throughout this PowerPoint to help summarize important information about your students from the DLE.

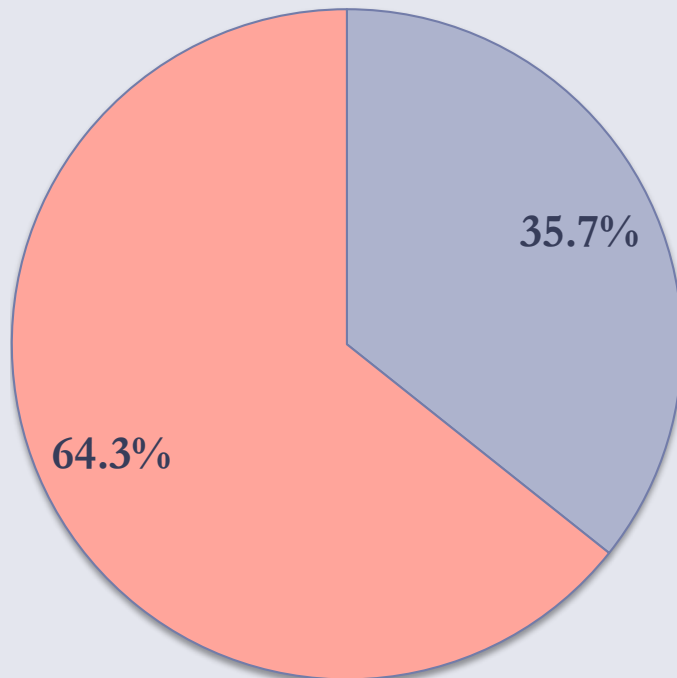
Factors use confirmatory factor analysis to aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students' academic and social development.



Demographics

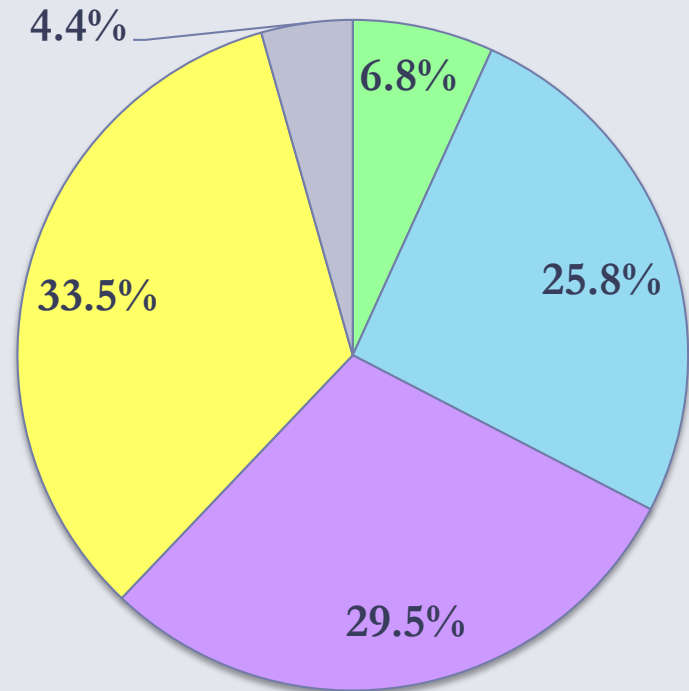
Demographics

Sex



- Male
- Female

Class Year

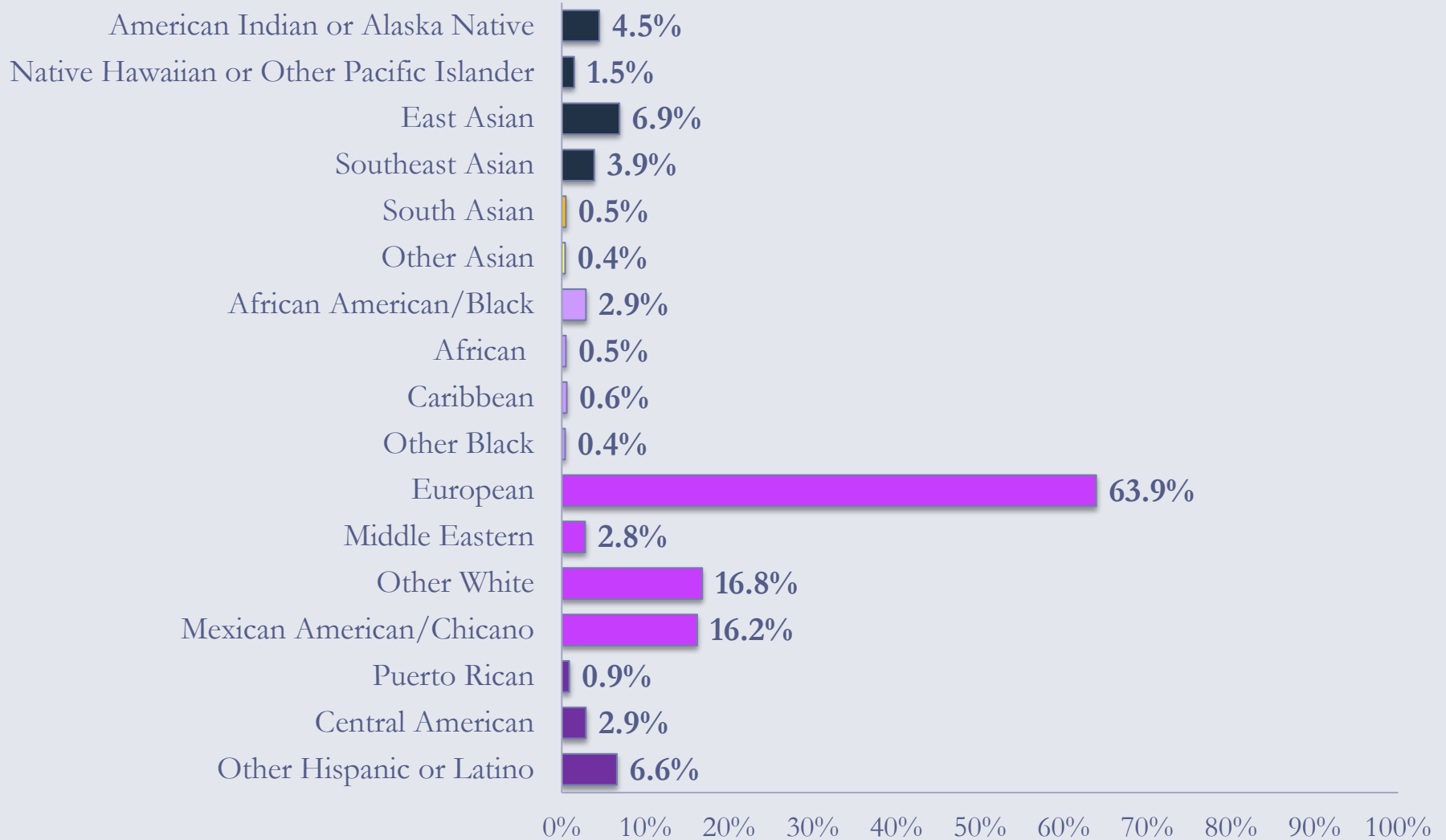


- First Year
- Sophomore
- Junior
- Senior
- Fifth Year and Beyond

Demographics

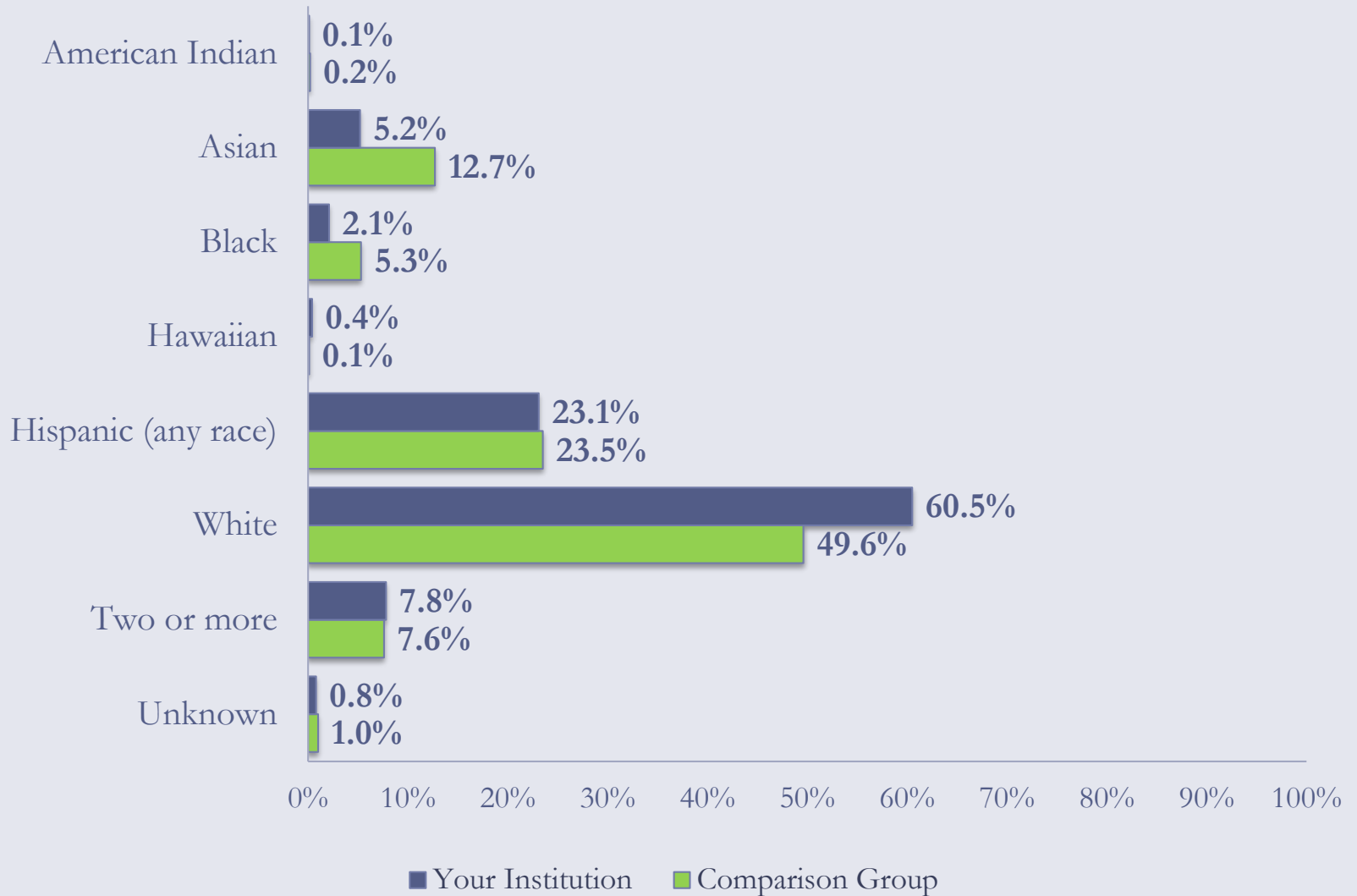
Race

What is your race?



Demographics

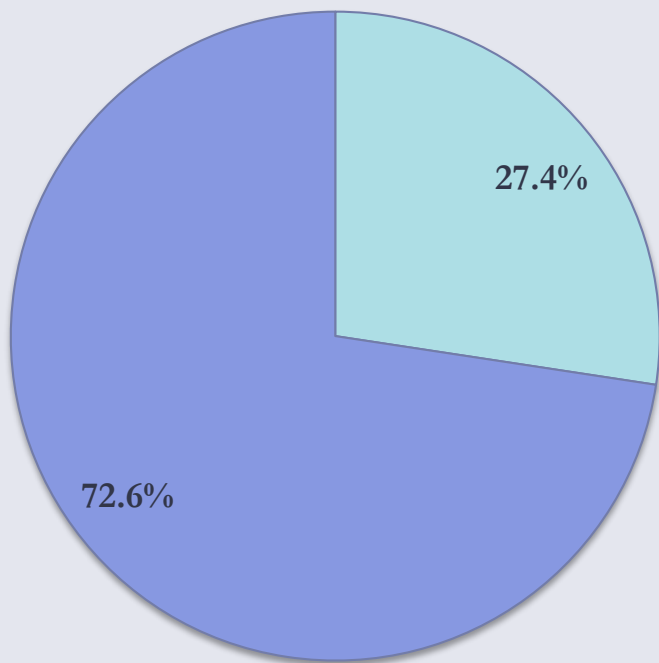
Race/Ethnicity Group



Demographics

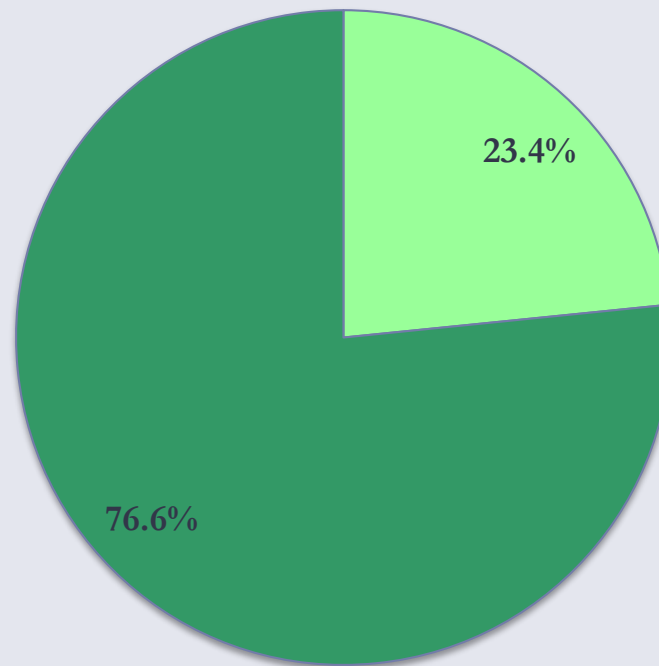
Race

Do you identify as multiracial?



Your Institution

Yes No



Comparison Group

Yes No

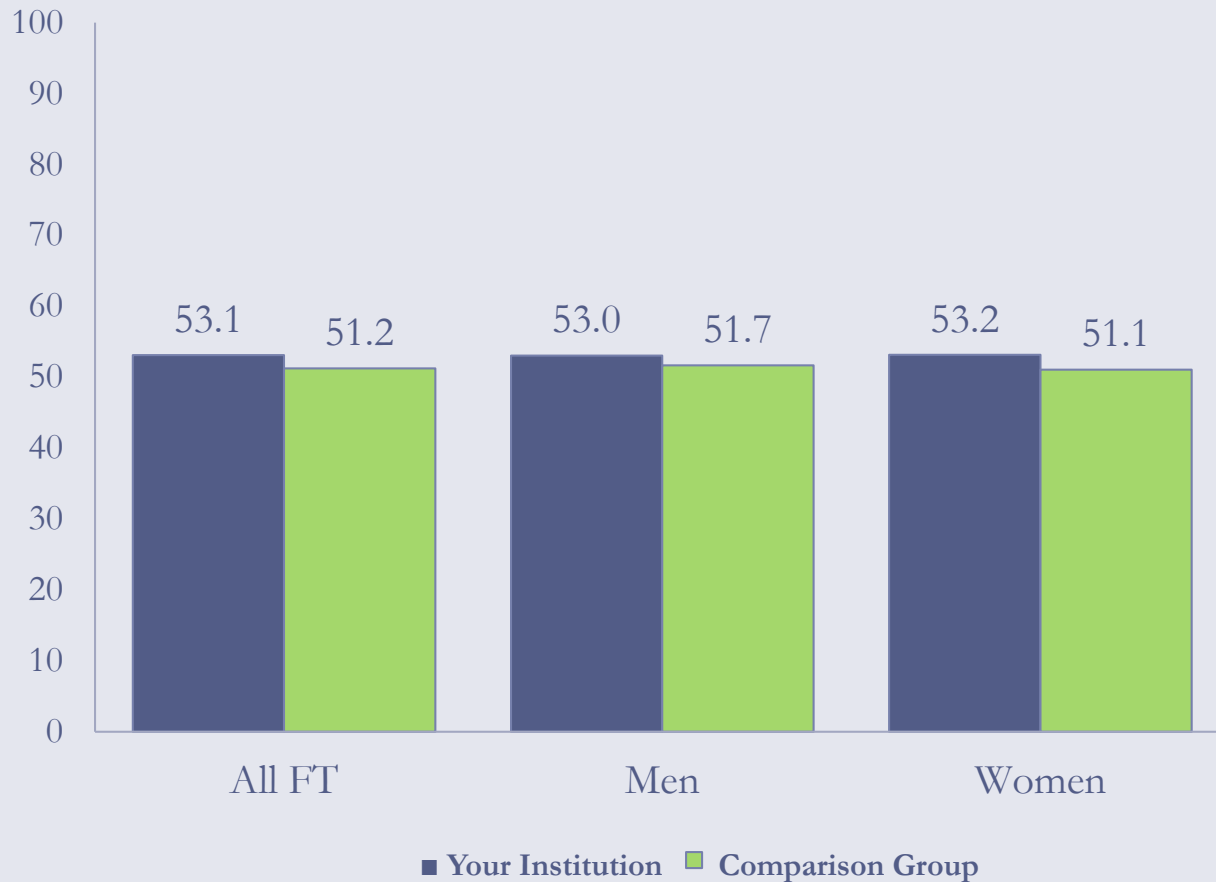


Campus Climate

The social and psychological climate on campus impacts all students' ability to benefit from their educational environment, and can inform their sense of academic success.

Sense of Belonging

The campus community is a powerful source of influence on students' development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.

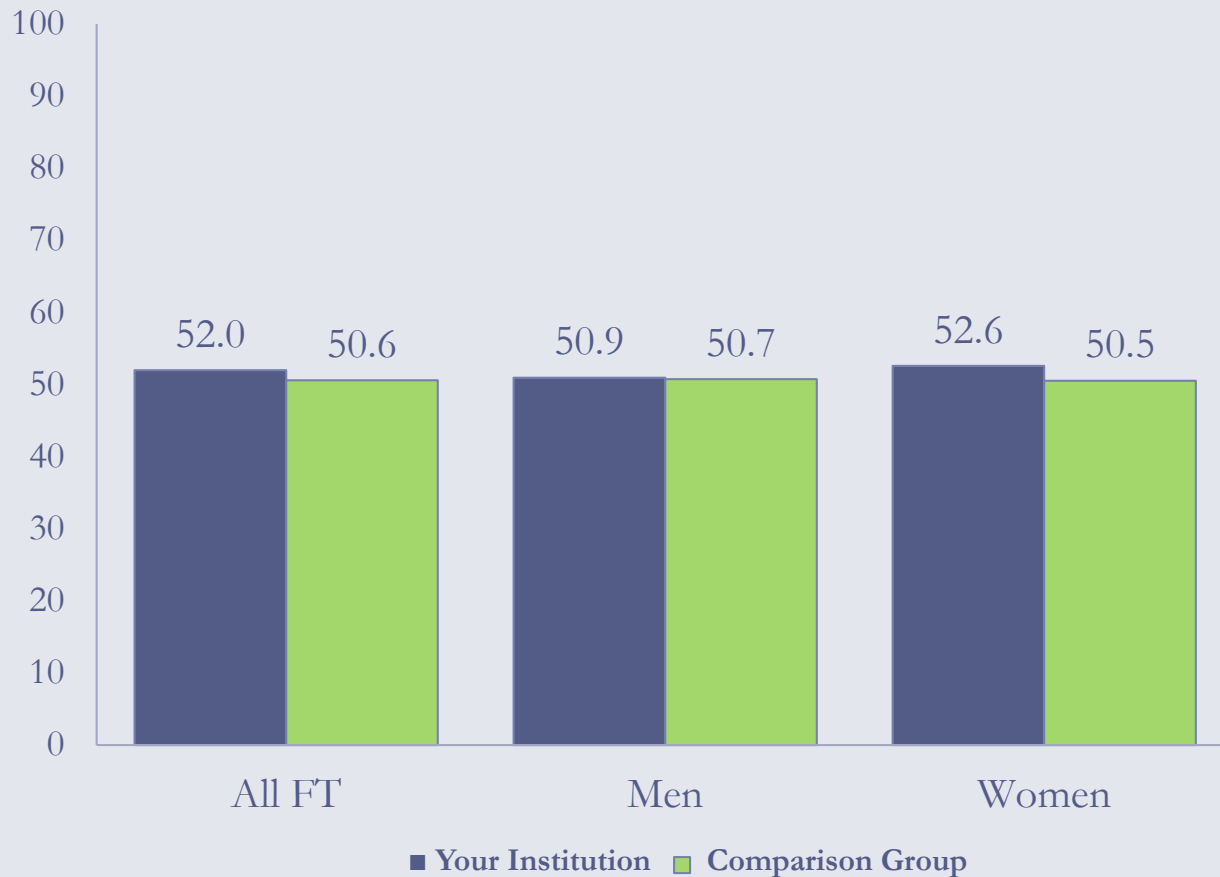


Items

- I feel a sense of belonging to this campus
- I feel I am a member of this college
- I see myself as part of the campus community
- If asked, I would recommend this college to others

Academic Validation

Faculty interactions in the classroom can foster students' academic development. *Academic Validation* measures students' views of the extent to which faculty actions in class reflect concern for their academic success.

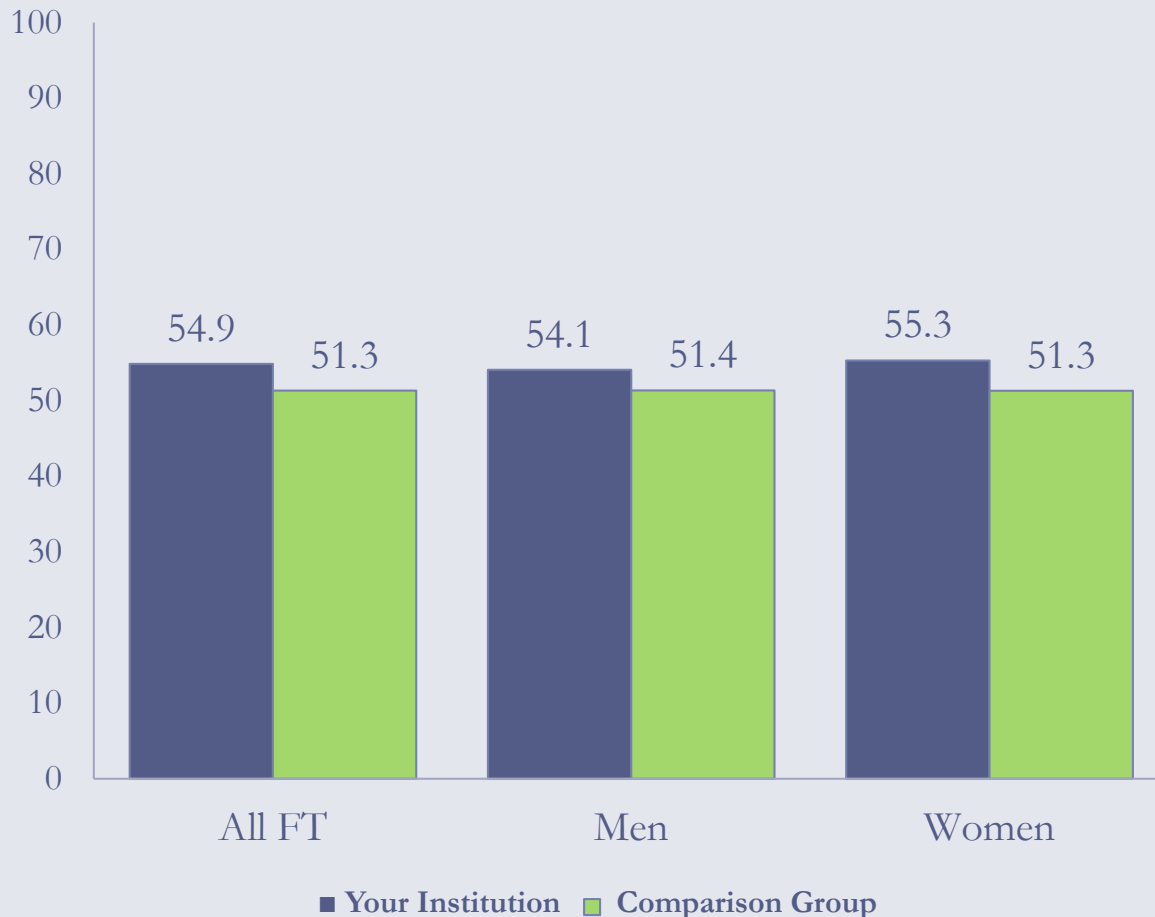


Items

- Felt that my contributions were valued in class
- Felt that faculty provided me with feedback that helped me assess my progress in class
- Felt that faculty encouraged me to ask questions and participate in class discussions
- Faculty were able to determine my level of understanding of course material

General Interpersonal Validation

General Interpersonal Validation is a unified measure of students' view of faculty and staff's attention to their development.

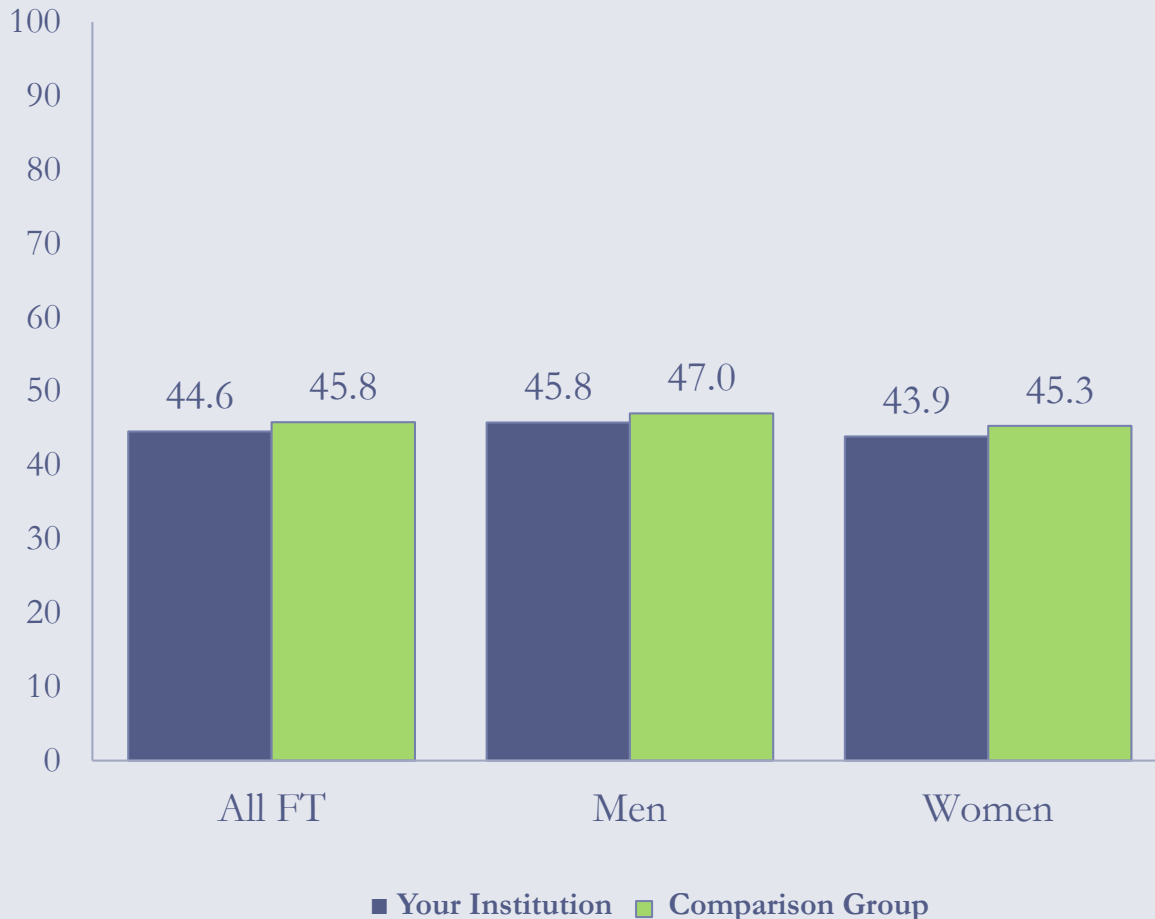


Items

- At least one faculty member has taken an interest in my development
- Faculty believe in my potential to succeed academically
- At least one staff member has taken an interest in my development
- Staff recognize my achievements
- Faculty empower me to learn here
- Staff encourage me to get involved in campus activities

Institutional Commitment to Diversity

Institutional Commitment to Diversity is a measure of a student's perception of the campus' commitment to diversity.

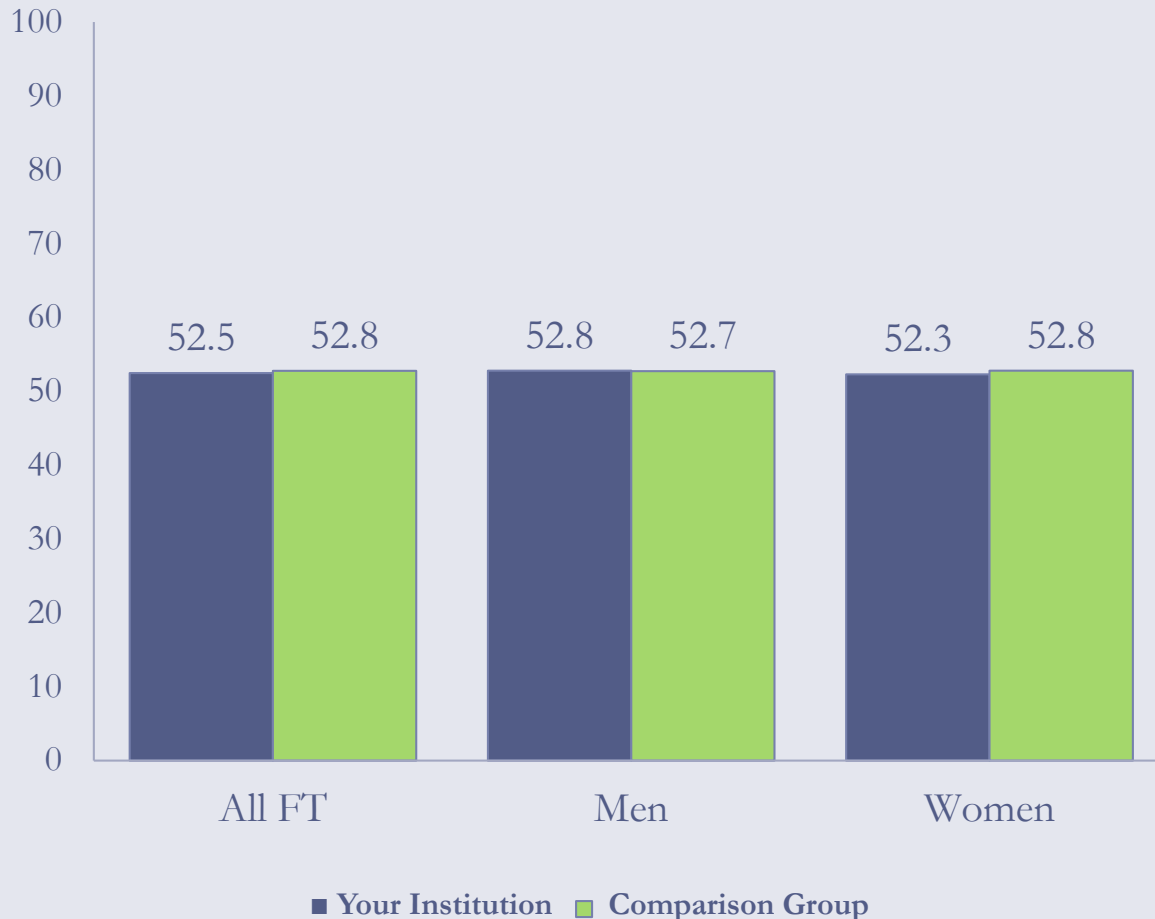


Items

- Promotes appreciation of cultural differences
- Has a long standing commitment to diversity
- Accurately reflects the diversity of the student body in publications (e.g., brochures, website, etc.)
- Appreciates differences in sexual orientation
- Has campus administrators who regularly speak about the value of diversity

Positive Cross-Racial Interaction

Contact with diverse students allows students to gain valuable insights about themselves and others. *Positive Cross-Racial Interaction* is a unified measure of students' level of positive interaction with diverse peers.



Items

- Had intellectual discussions outside of class
- Shared personal feelings and problems
- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Socialized or partied
- Studied or prepared for class

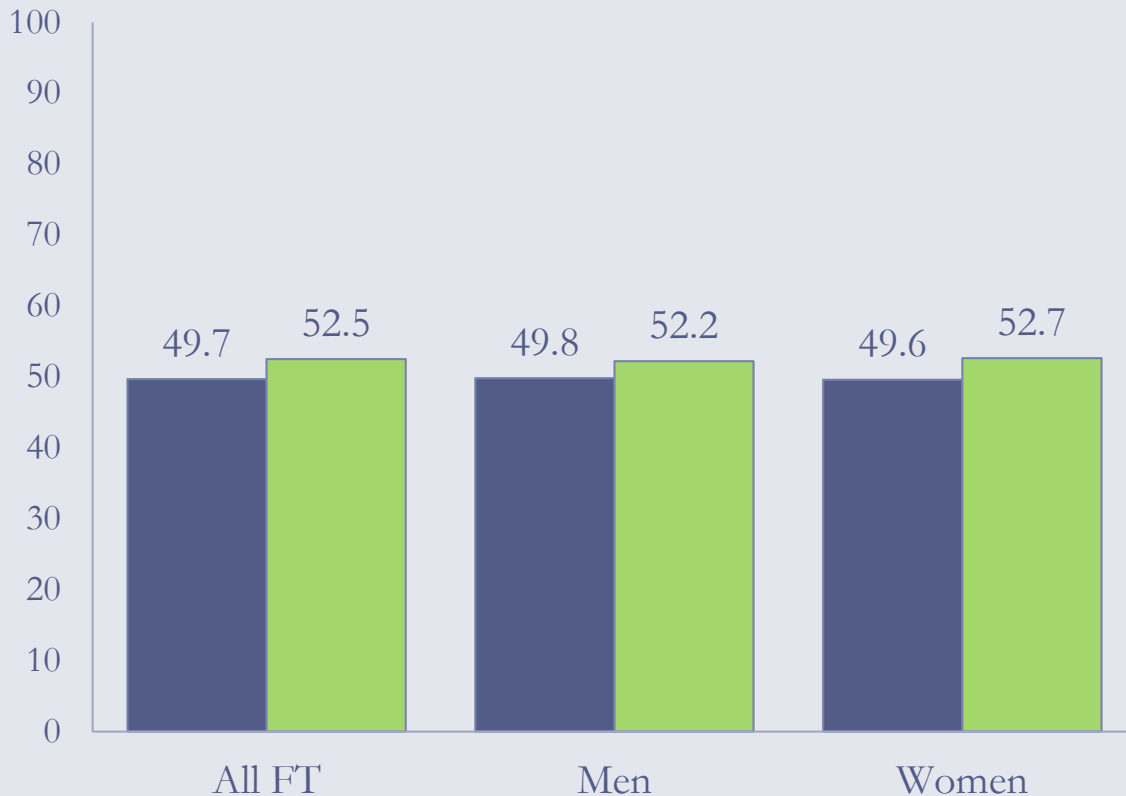
Negative Cross-Racial Interaction

Contact with diverse students allows students to gain valuable insights about themselves and others. *Negative Cross-Racial Interaction* is a unified measure of students' level of negative interaction with diverse peers.



Discrimination and Bias

Discrimination and Bias measures the frequency of students' experiences with more subtle forms of discrimination.



Items

- Verbal comments
- Witnessed discrimination
- Written comments (e.g., emails, texts, writing on walls)
- Heard insensitive or disparaging remarks from faculty
- Heard insensitive or disparaging remarks from students
- Exclusion (e.g., from gatherings, events)
- Heard insensitive or disparaging remarks from staff
- Offensive visual images or items

■ Your Institution ■ Comparison Group

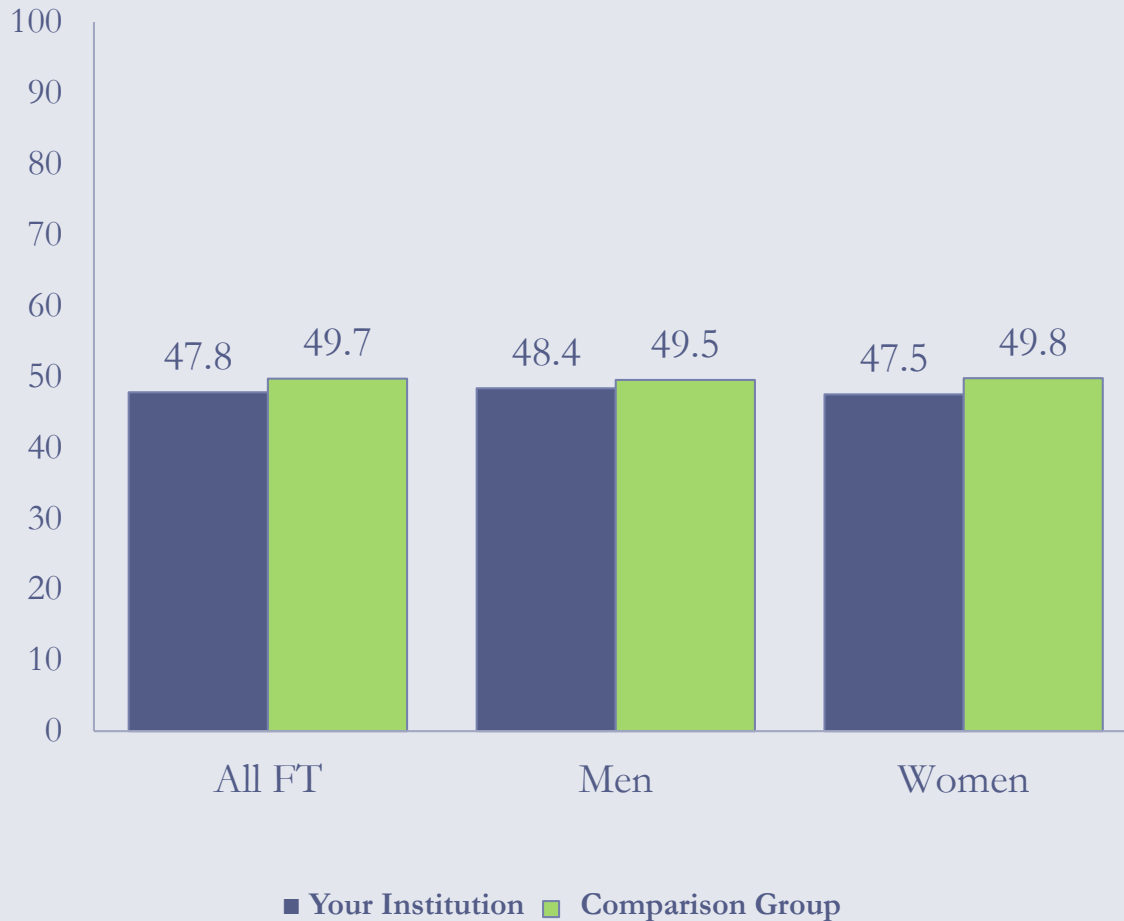
Harassment

Harassment measures the frequency that students experience threats or harassment.



Conversations Across Difference

Students who engage with diverse peers are more likely to achieve change across a wide range of student learning outcomes.



Items

- From a socioeconomic class different from your own
- From a religion different from your own
- Of a sexual orientation different from your own
- From a country other than your own
- With a disability
- Discuss issues related to sexism, gender differences or gender equity

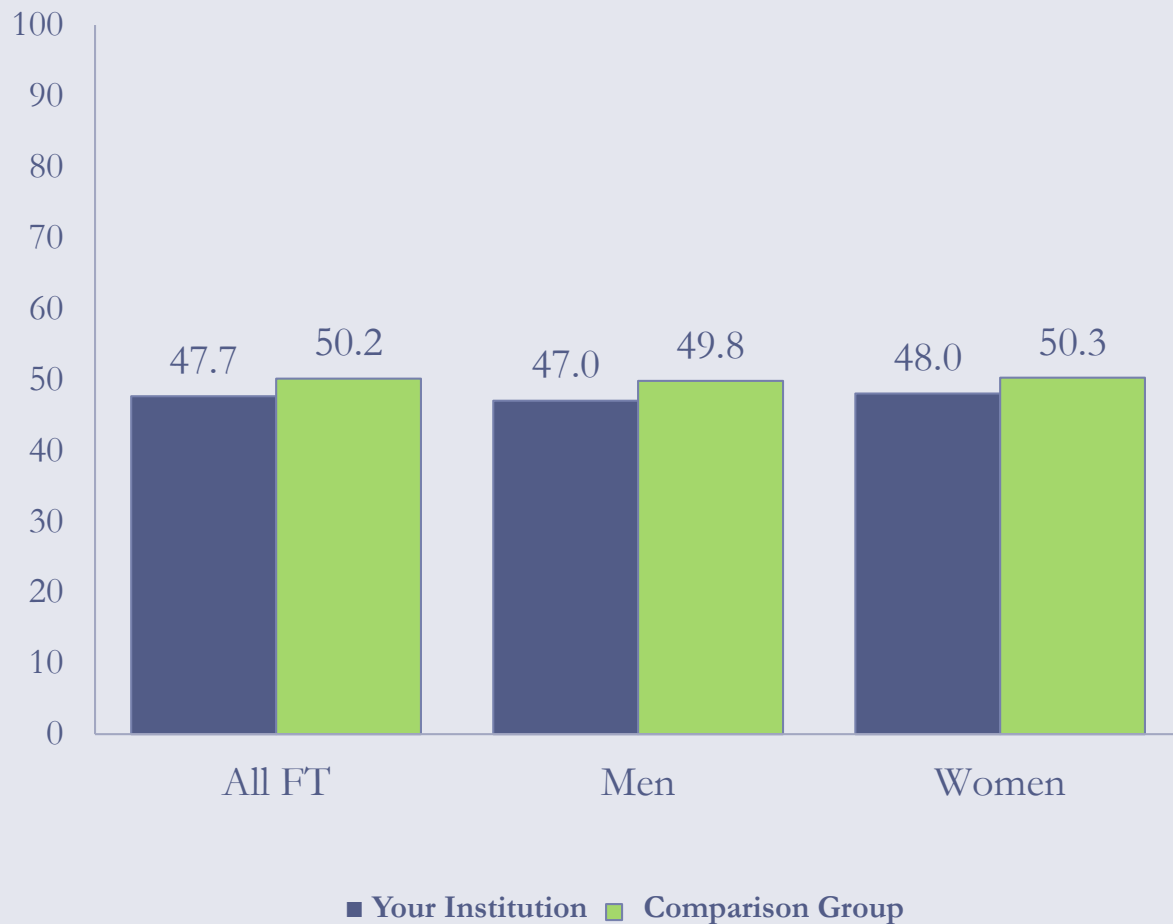


Institutional Practices

Guided and intentional campus practices that create opportunities for interaction among a diverse student body help students become active agents in their own learning.

Curriculum of Inclusion

Pedagogy and course content resonate with students' identities and help students feel valued and affirmed as learners. *Curriculum of Inclusion* measures the number of courses a student has taken that include materials and pedagogy addressing diversity.

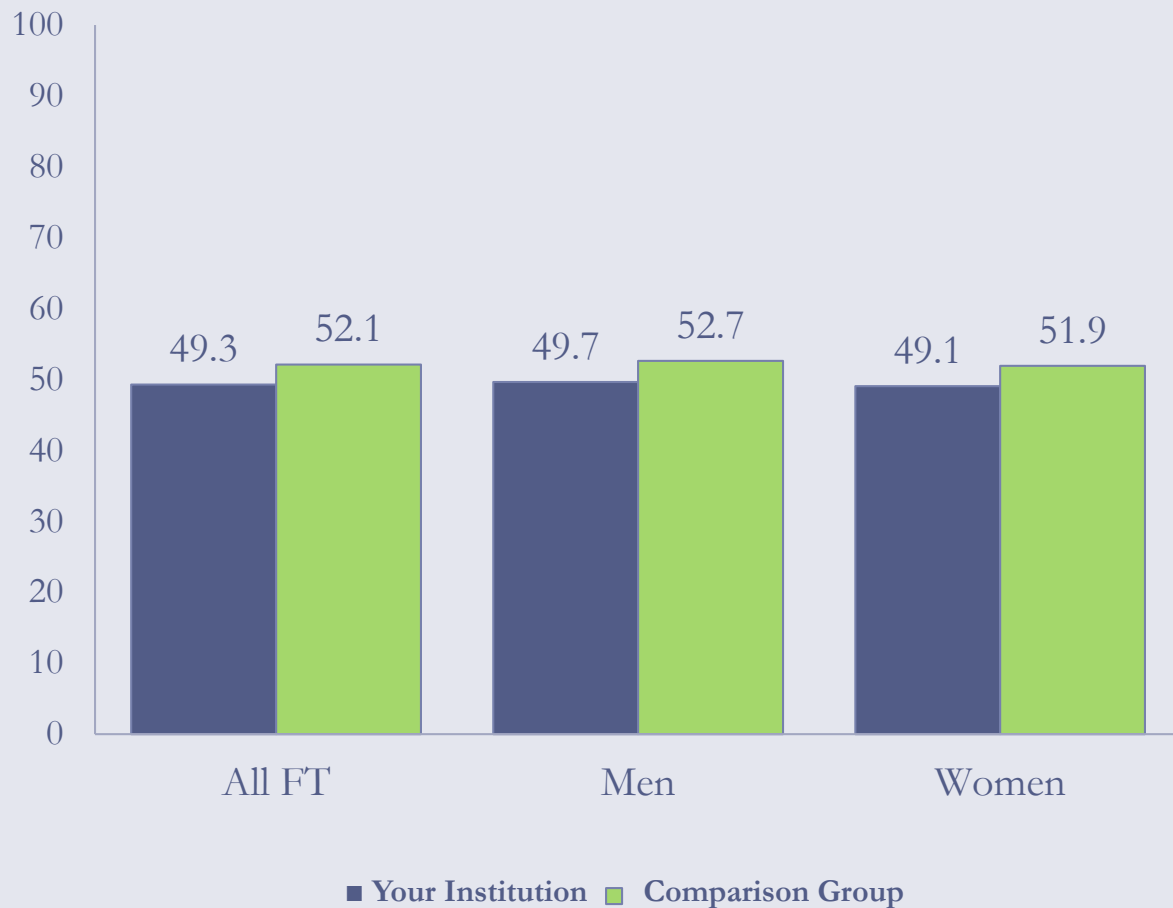


Items

- Materials/readings about race/ethnicity
- Materials/readings about socioeconomic class differences
- Materials/readings about privilege
- Materials/readings about sexual orientation
- Materials/readings about gender
- Opportunities for intensive dialogue between students with different backgrounds and beliefs
- Materials/readings about disability
- Opportunities to study and serve communities in need

Co-Curricular Diversity Activities

Co-Curricular Diversity Activities is a measure of students' involvement with institutional programs focused on diversity issues.

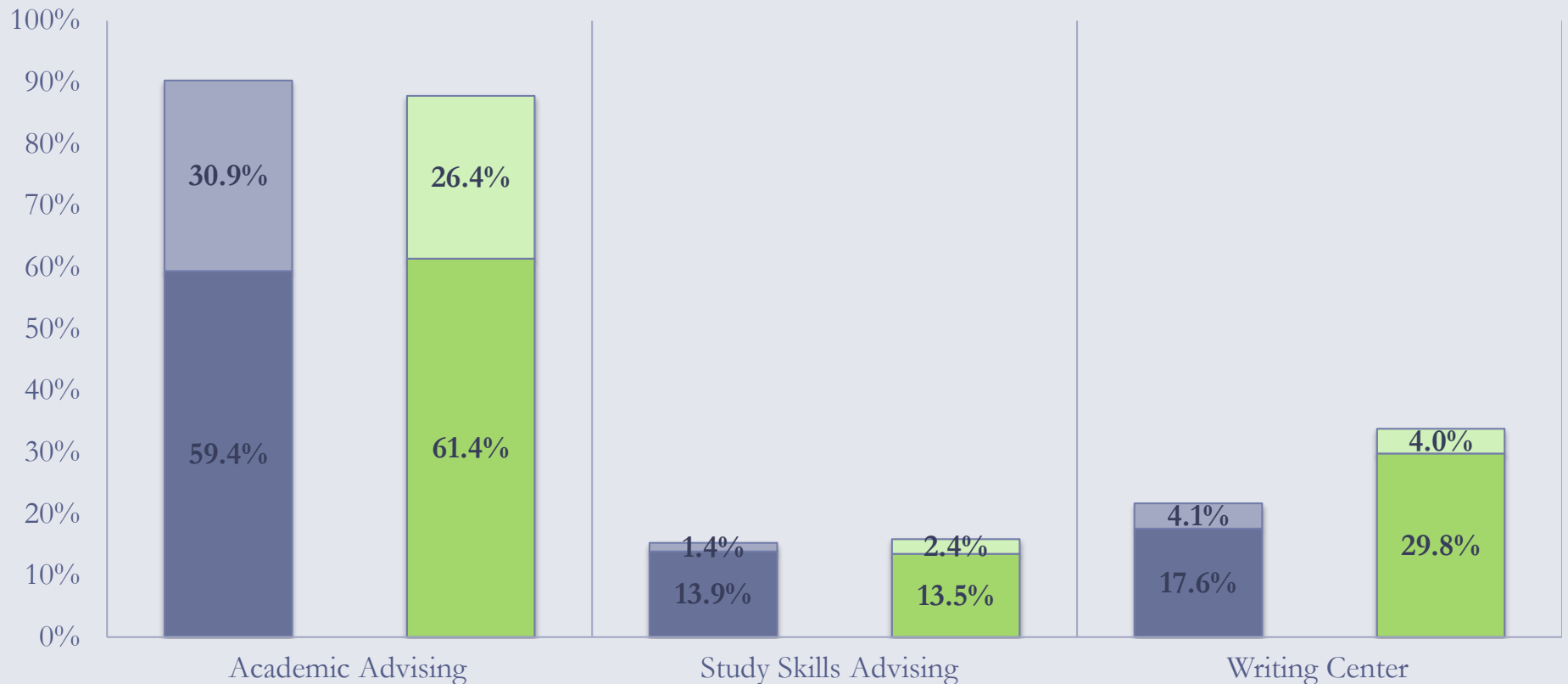


Items

- Participated in ongoing campus organized discussions on racial/ethnic issues (e.g., intergroup dialogue)
- Participated in Racial/Ethnic or Cultural Center activities
- Attended panels or debates about diversity issues
- Participated in Women's/Men's Center activities
- Participated in LGBT Center activities
- Attended presentations, performances, or art exhibits on diversity

Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.



Your Institution

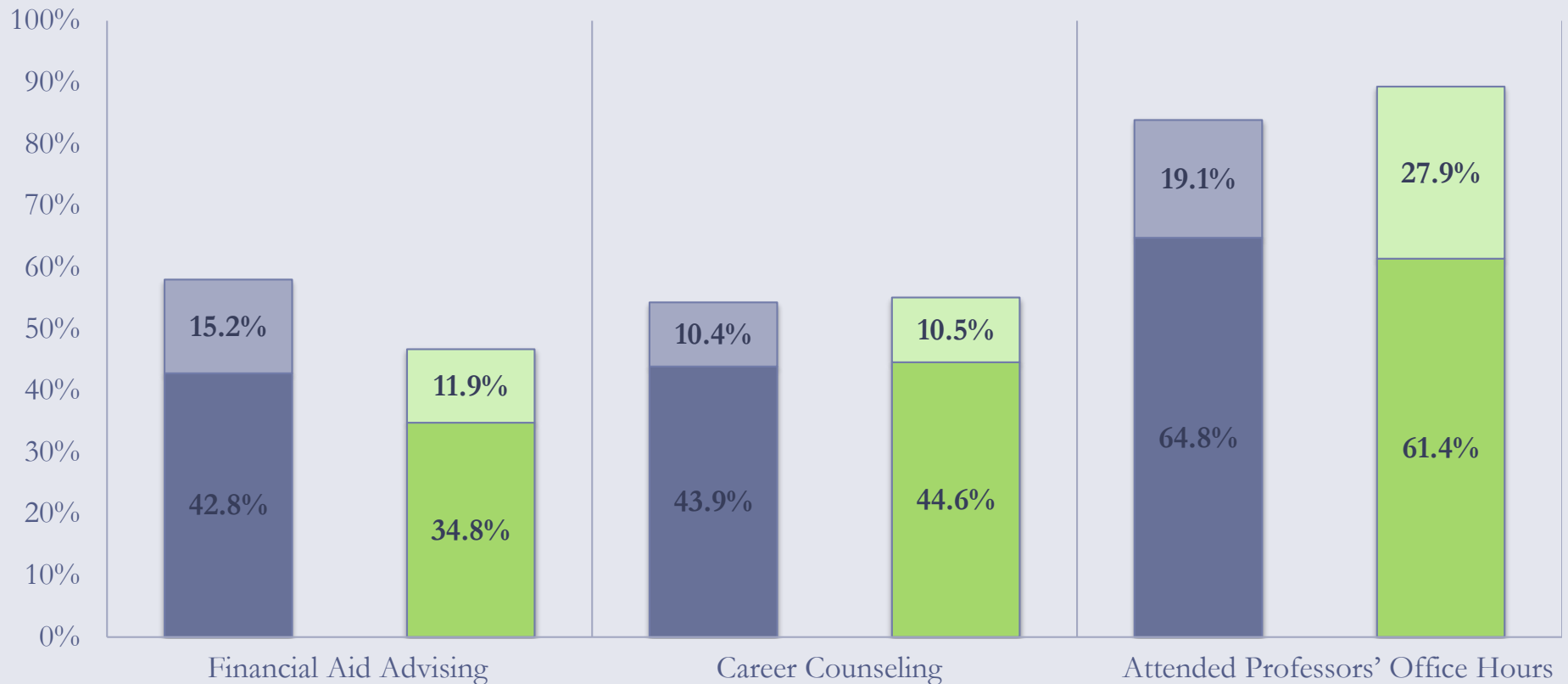
- Frequently
- Occasionally

Comparison Group

- Frequently
- Occasionally

Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.



Your Institution

- Frequently
- Occasionally

Comparison Group

- Frequently
- Occasionally

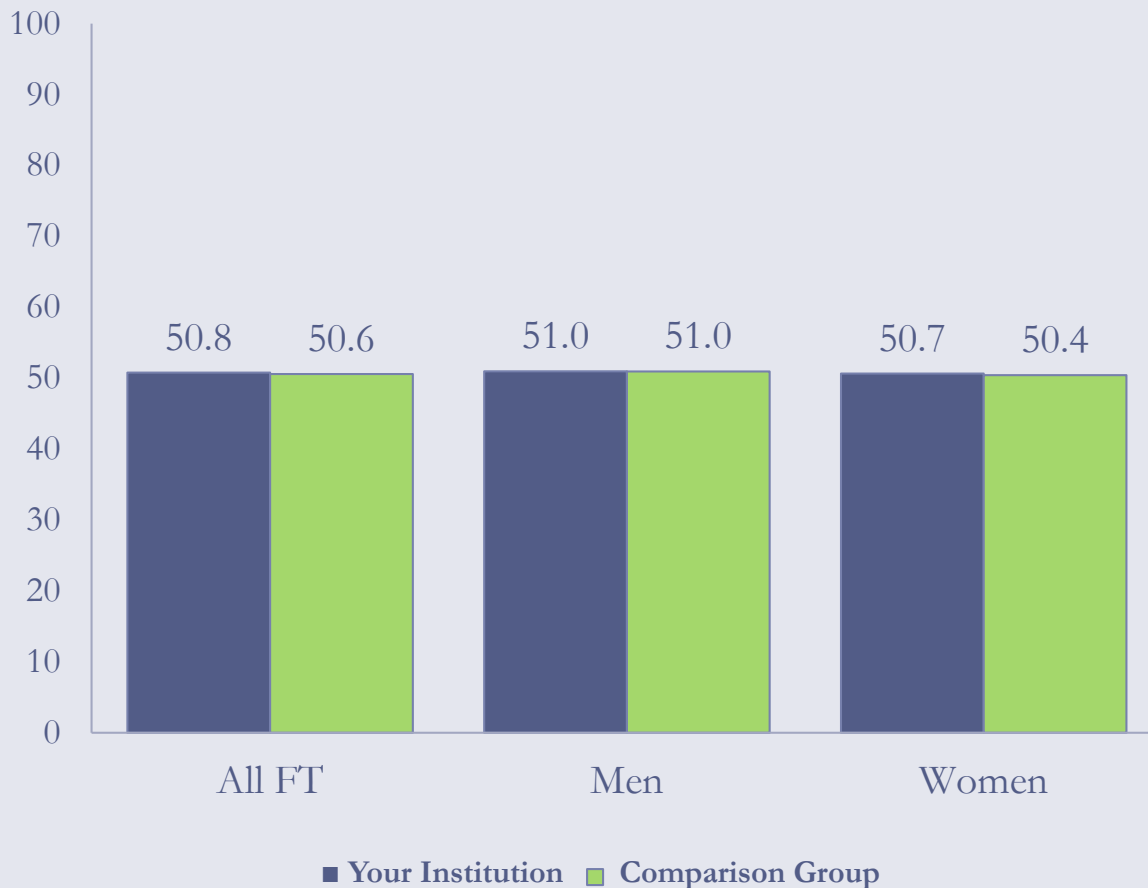


Student Learning Outcomes

Students develop across a range of outcomes related to complex thinking, ethical decision-making, and capacity for citizenship when they are exposed to diversity.

Habits of Mind

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

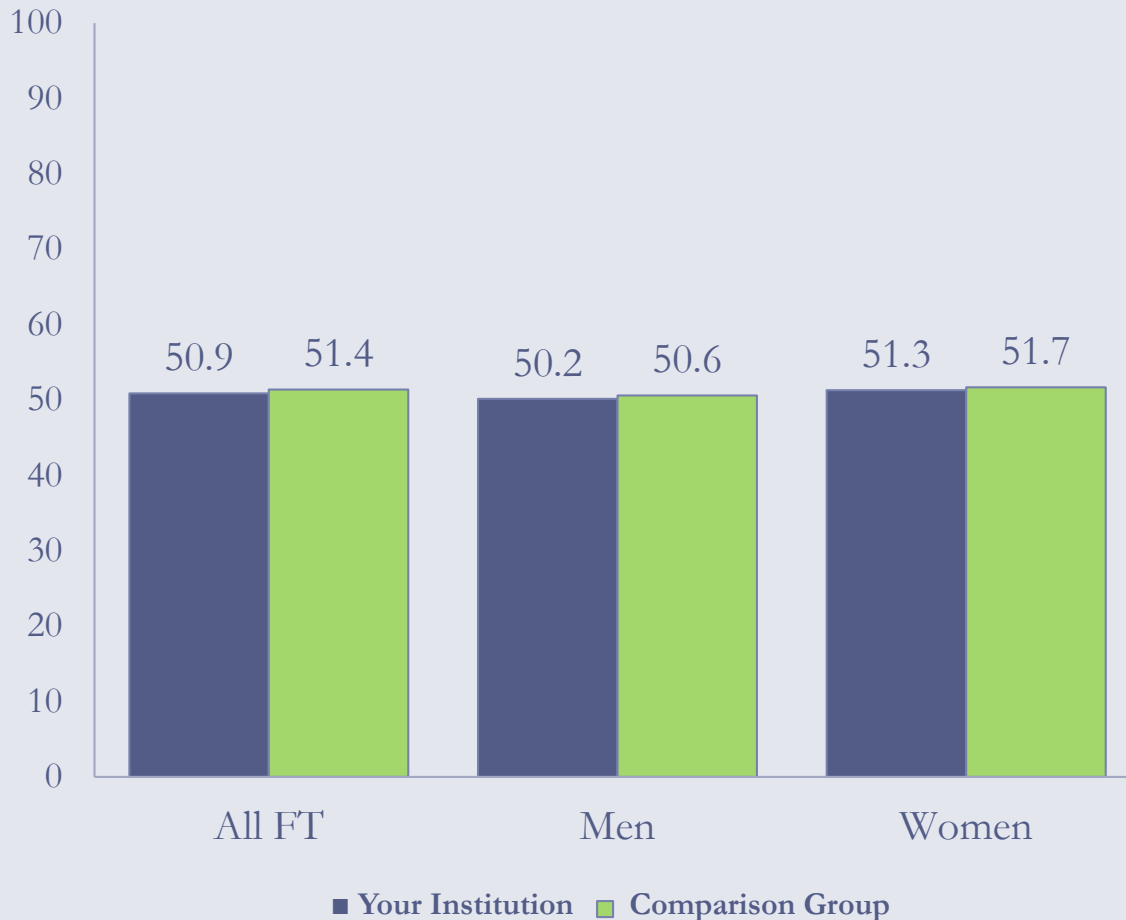


Items

- Seek solutions to problems and explain them to others
- Evaluate the quality or reliability of information you received
- Support your opinion with a logical argument
- Seek alternative solutions to problems
- Seek feedback on academic work
- Take a risk because you feel you have more to gain
- Ask questions in class
- Explore topics on your own, even though it was not required for a class
- Revise your papers to improve your writing
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources

Integration of Learning

Integration of Learning is a measure of student behavior that reflects integrating, connecting, and applying concepts and ideas.

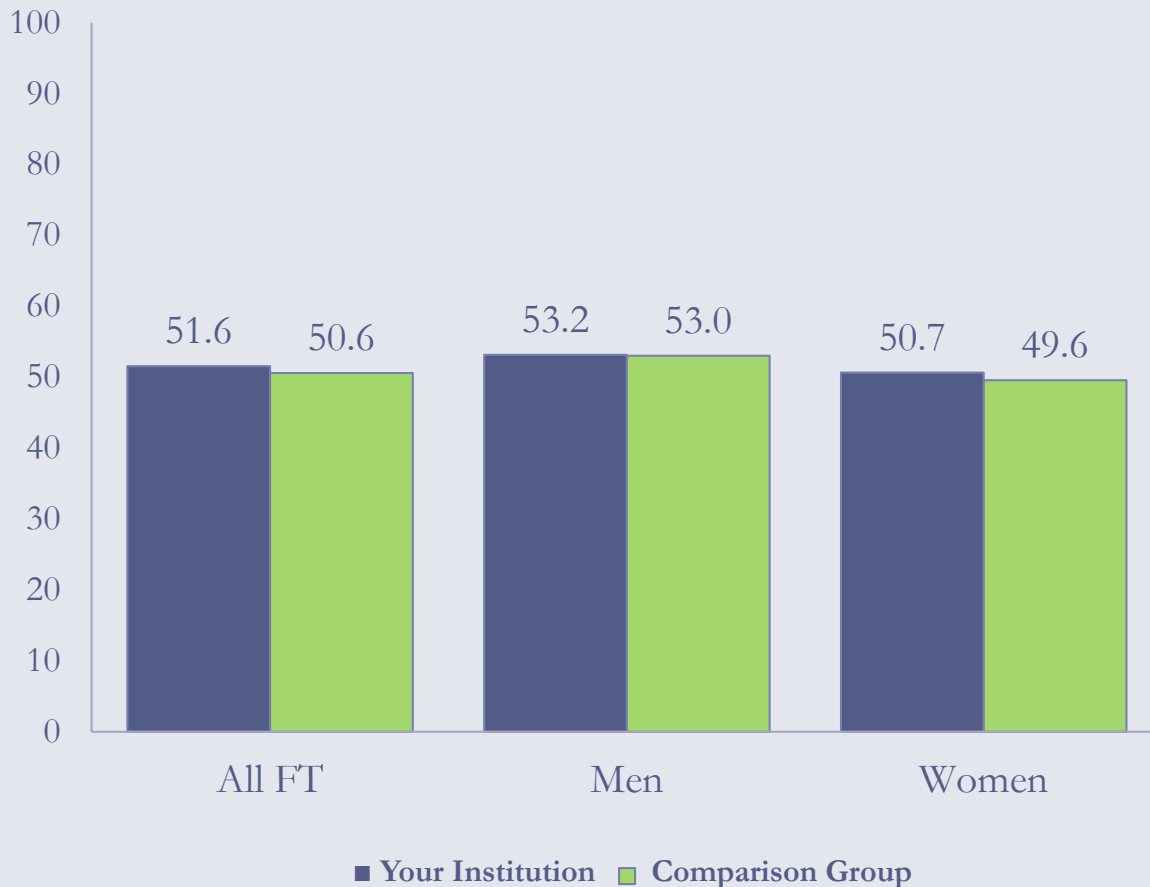


Items

- Made connections between ideas I learned in different courses
- Apply concepts from courses to real life situations
- Integrate skills and knowledge from different sources and experiences
- Use different points of view to make an argument

Academic Self-Concept

Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students' beliefs about their abilities and confidence in academic environments.

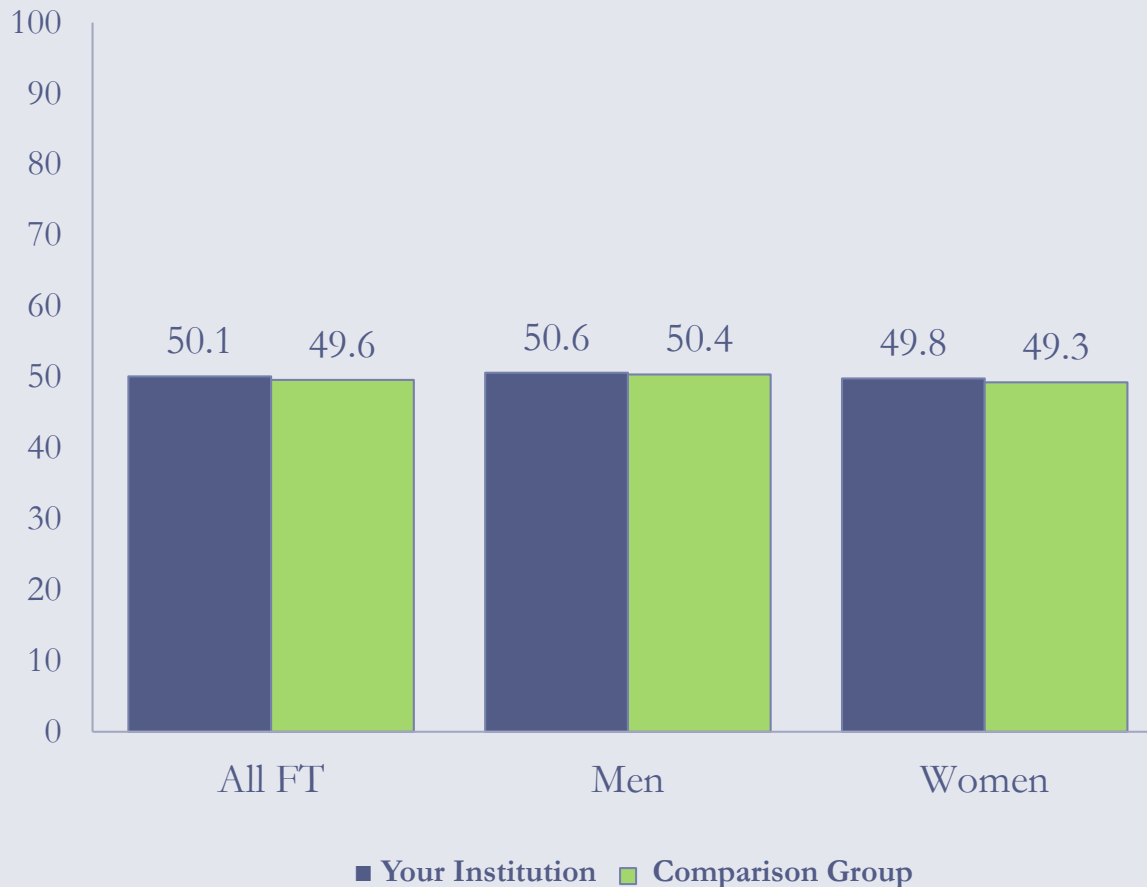


Items

- Self-rated academic ability
- Self-rated intellectual self-confidence
- Self-rated drive to achieve
- Self-rated mathematical ability

Pluralistic Orientation

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.



Items

- Tolerance of others with different beliefs
- Openness to having my views challenged
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Ability to see the world from someone else's perspective

Civic Engagement

Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.





Connections between climate, institutional practices and outcomes can foster success.

For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu