

Examining Transitions in the Sophomore and Junior Years: Findings from the Diverse Learning Environments Survey

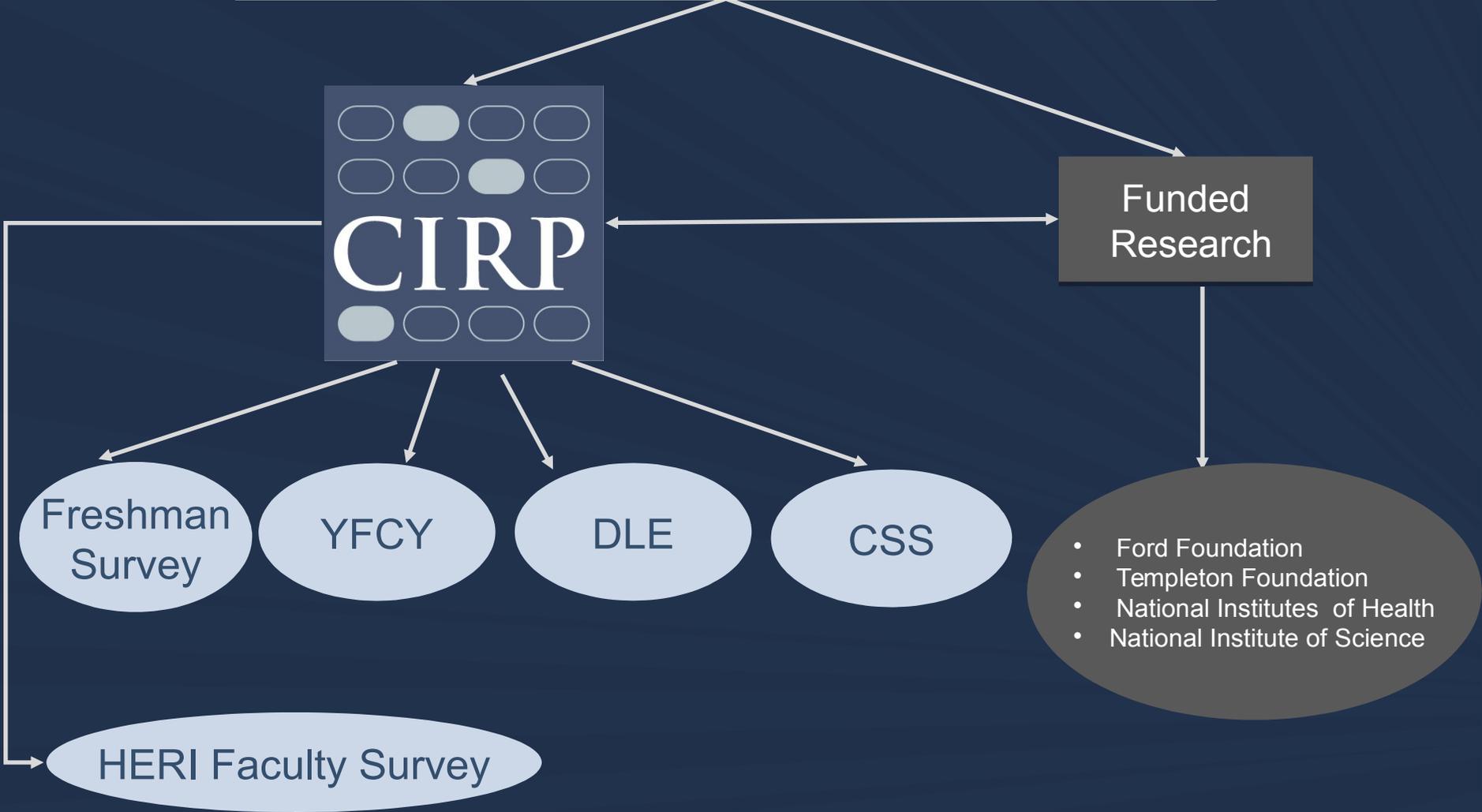
Students In Transition
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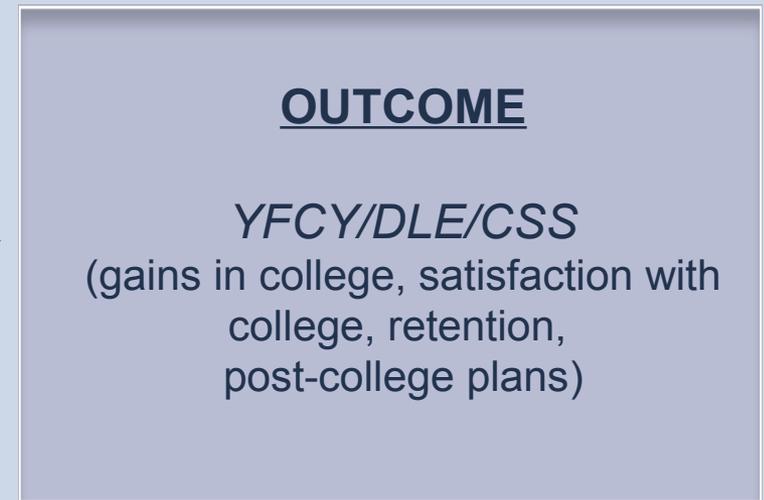
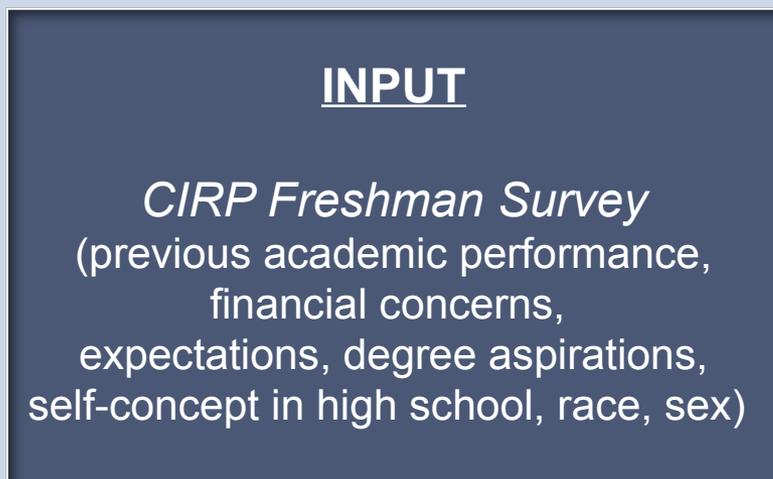
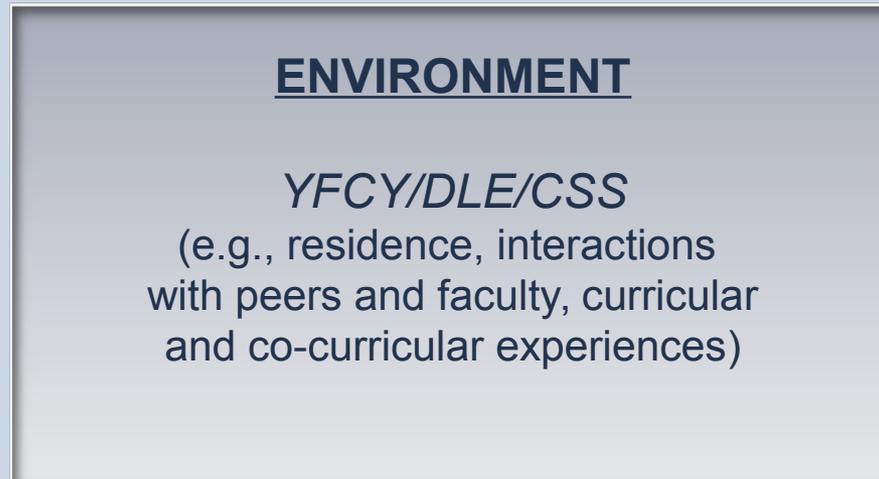
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- Ford Foundation
 - Templeton Foundation
 - National Institutes of Health
 - National Institute of Science



Diverse Learning Environments

- *Diversity in the Learning Environment*
 - *Multiple research projects show the impact of interacting with diverse peers on student outcomes*
 - *Student cognitive learning*
 - *Preparation for a diverse workforce*
 - *Increased civic engagement*
- *Diverse Learning Environments Survey*
 - *Tool to measure*
 - *interaction with diverse peers*
 - *Issues associated with retention and persistence of diverse students*

Astin's I-E-O Model

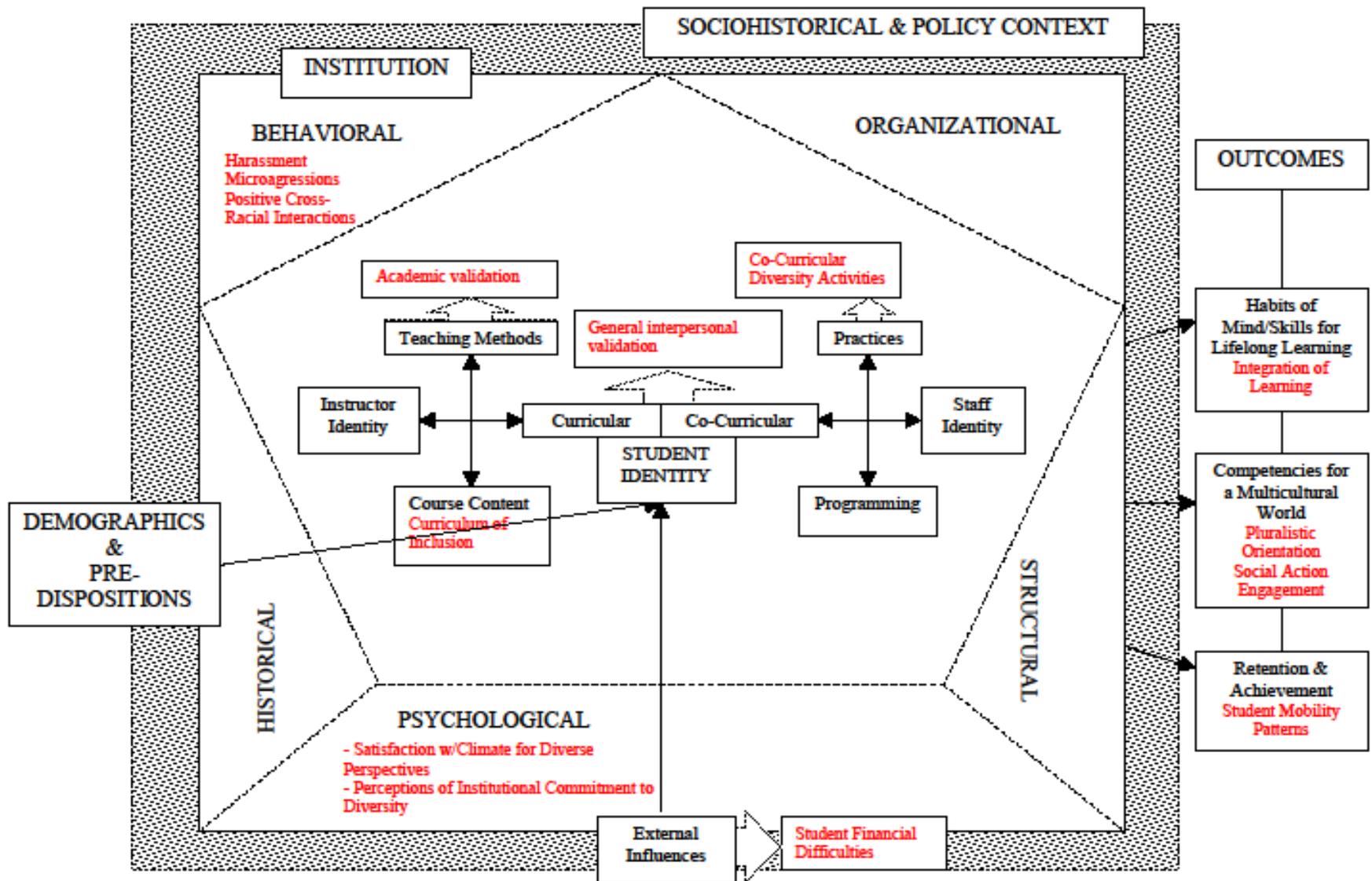


Conceptual Framework

5

- Survey development was based on research on diverse student populations which led to a framework
- Campus should link climate with actual programs and practices, and student participation in educational activity associated with diversity





Diverse Learning Environments Conceptual Framework

Diverse Learning Environments Survey

- New instrument for 2011
- The DLE captures:
 - Institutional climate
 - Campus practices
 - Student learning outcomes
- Separate versions for
 - 2-year (at least 24 credits)
 - 4-year institutions (Sophomores and Juniors)
- Web based

DLE Major Areas

Climate (Perceptions, Behaviors)

- Discrimination and Harassment
- Positive Cross-racial Interaction
- Negative Cross-racial Interaction
- Institutional Commitment to Diversity
- Academic Validation in the Classroom
- Satisfaction with Diverse Perspectives
- Student Financial Difficulty
- Interpersonal Validation
- Sense of Belonging

Practices

Student Participation in:

- Curriculum of Inclusion
- Co-Curricular Diversity Activities
- Navigational Action
- Student Support Services

DLE Major Areas

Outcomes

- Habits of Mind
- Integration of Learning
- Pluralistic Orientation
- Social Action
- Civic Engagement
- Student Enrollment
Mobility (retention)

Retention and Persistence Theories

- Involvement and Engagement is not enough
 - Necessary but not sufficient
- Academic and Social Integration
 - Less useful with students whose cultural backgrounds emphasize the connection with family and community

Validation

- “Validation is an enabling, confirming and supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development” (Rendón, 1994)
- Differs from earlier theories on student persistence and learning

Validation

- Forms of validation
 - Academic validation
 - General interpersonal validation
- Occurs both in- and out-of-class
- Never empirically examined at a national level
- DLE includes measures of both general validation from faculty and staff and validation in the classroom

Academic Validation in the Classroom

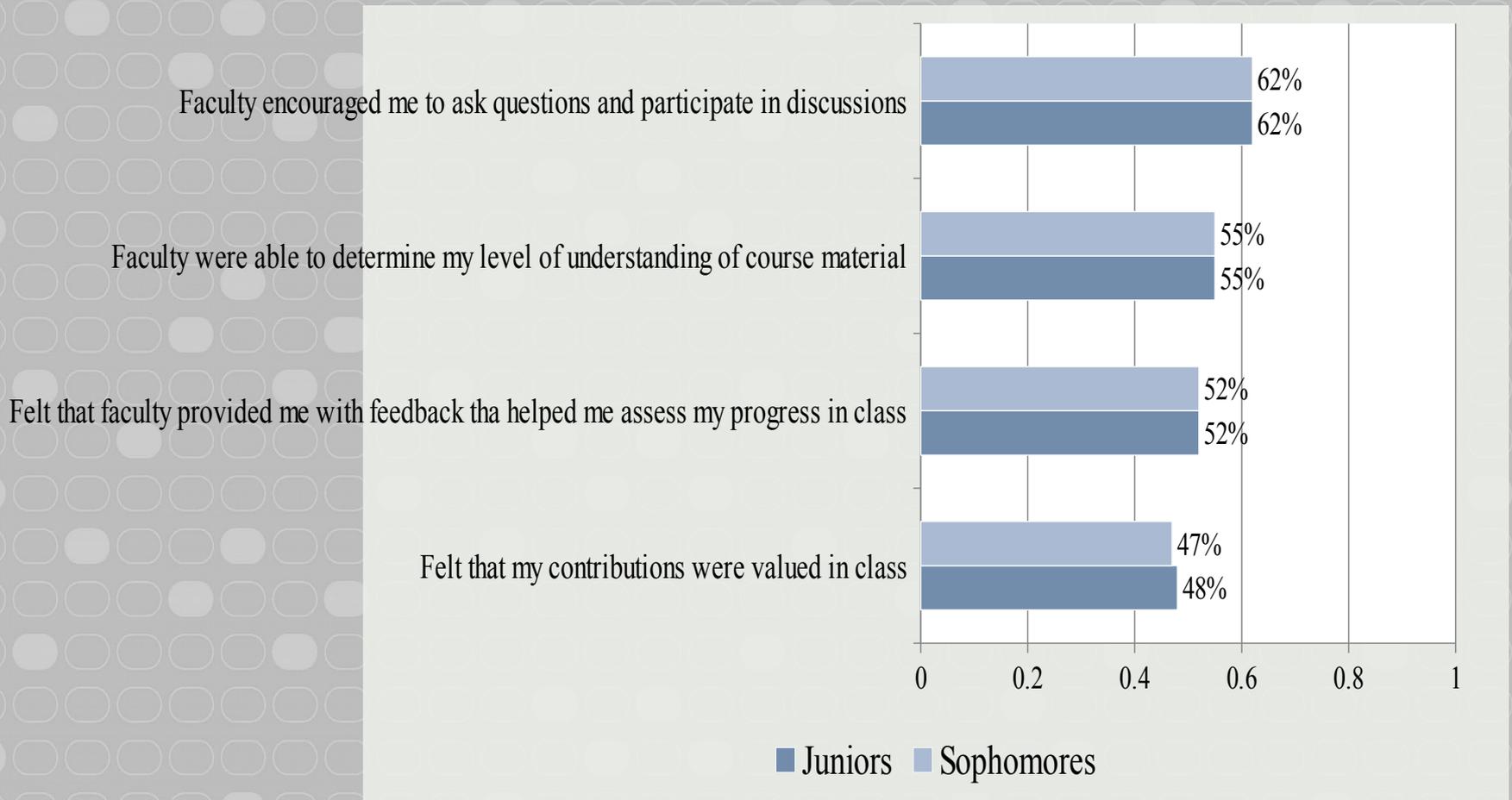
($\alpha = .895$)

Please indicate how often you have experienced the following in class at this institution:

Items	Factor Loadings
Instructors provided me with feedback that helped me assess my progress in class	.857
I feel like my contributions were valued in class	.852
Faculty were able to determine my level of understanding of course material	.799
Instructors encouraged me to ask questions and participate in discussions	.790

Academic Validation in the Classroom

Percentage “agree or agree strongly”



General Interpersonal Validation

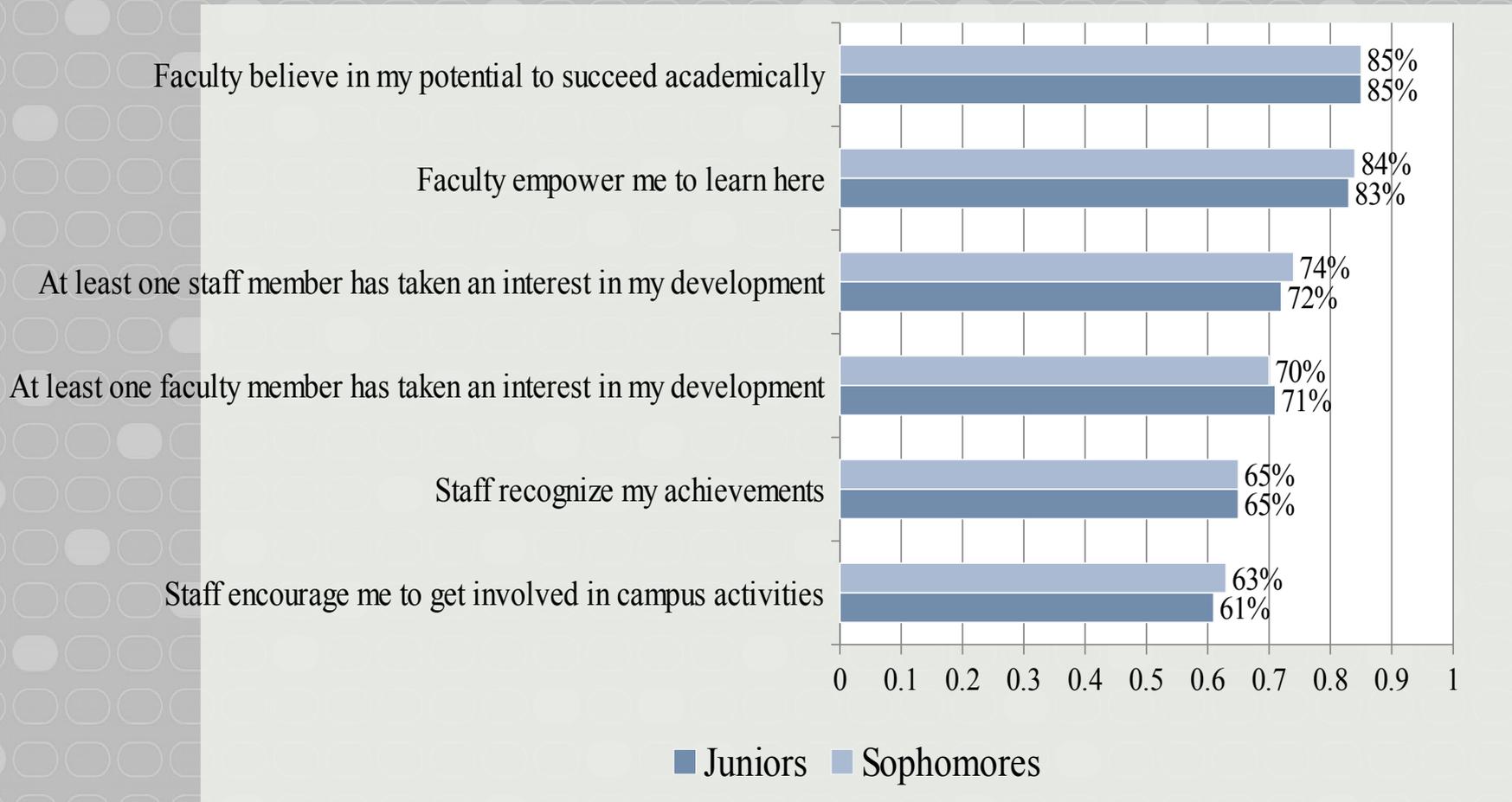
($\alpha = .864$)

Please indicate the extent to which you agree or disagree with the following statements:

Items	Factor Loadings
At least one faculty member has taken an interest in my development	.833
At least one staff member has taken an interest in my development	.804
Faculty believe in my potential to succeed academically	.791
Staff recognize my achievements	.728
Faculty empower me to learn here	.615
Staff encourage me to get involved in campus activities	.547

General Interpersonal Validation

Percentage “agree or agree strongly”



Validation Items on YFCY

- Academic Validation in the Classroom
 - Faculty provided me with feedback that helped me assess my progress in class
 - My contributions were valued in class
 - Faculty encouraged me to ask questions and participate in discussions
 - Faculty showed concern about my progress
 - Faculty encouraged me to meet with them outside of class

Validation Items on YFCY

- General Validation
 - The admissions/recruitment materials portrayed this campus accurately
 - At least one staff member has taken an interest in my development
 - At least one faculty member has taken an interest in my development
 - Faculty believe in my potential to succeed academically
 - Staff encouraged me to get involved in campus activities
 - Staff recognize my achievements

Sense of Belonging

- A student's affiliation and identity with their colleges
- A collective affiliation or membership to various groups contributes to an individual's sense of belonging
- Contains both cognitive and affective elements; an individual's cognitive evaluation of his/her role in relation to the group yields an affective response
- Researchers can assess which academic and social interactions further enhance a student's sense of belonging (Hurtado & Carter, 1997)

Sense of Belonging

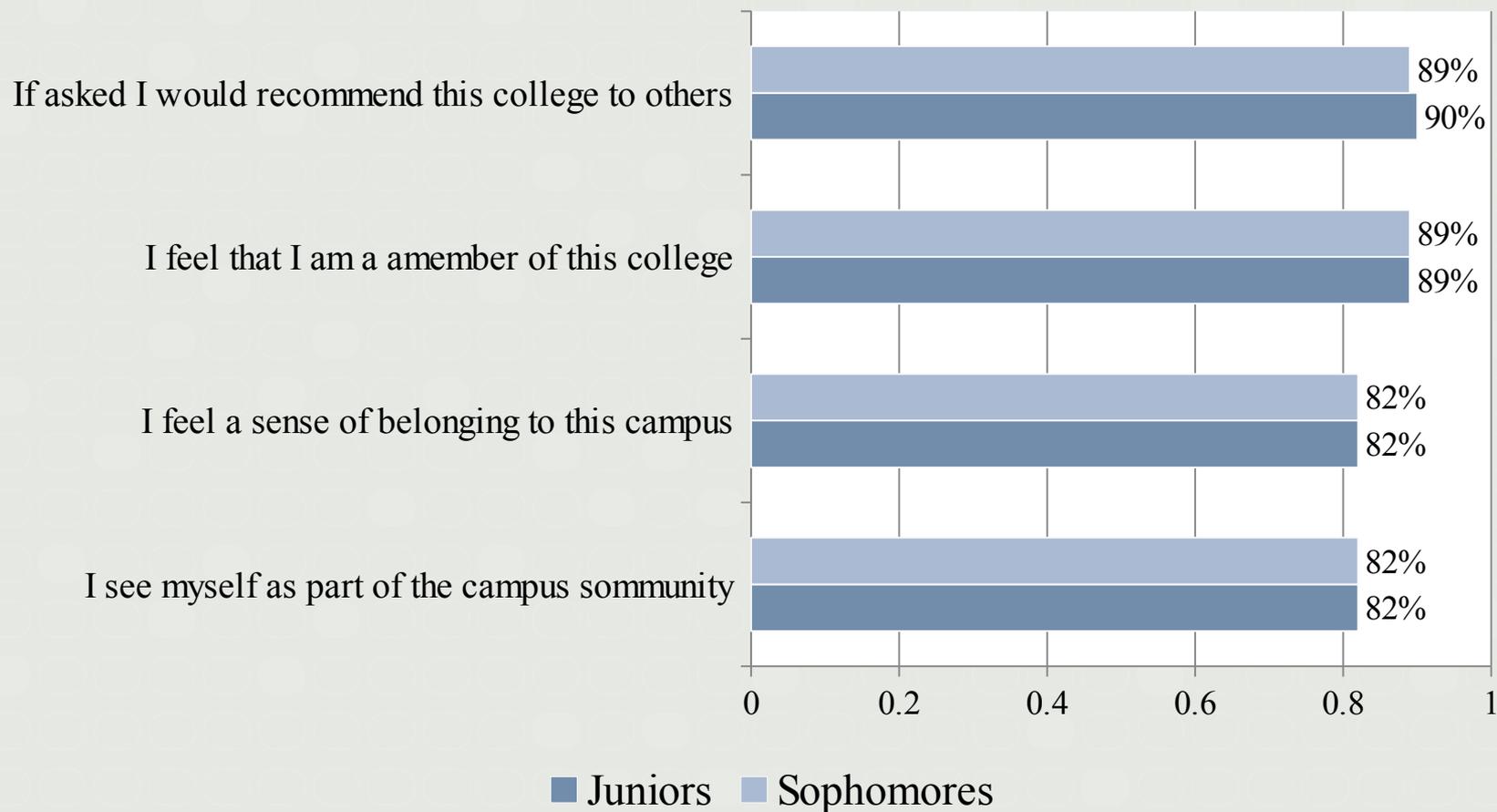
- Factors Influencing Sense of Belonging
 - Perceptions of the campus climate for both white and students of color (Hurtado et al, 2007; Locks et al, 2008)
 - Positive interactions with diverse peers (Locks et al, 2008)
- Different college predictors for different racial/ethnic groups
 - Course-related faculty interaction, co-curricular involvement, and perceptions of supportive residential environments (Inkelas et al, 2007)
- Sense of Belonging Impacts Persistence (Hausmann et al, 2007)

Sense of Belonging ($\alpha = .858$)

Items	Factor Loadings
I see myself as part of the campus community	.787
I feel that I am a member of this college	.836
I feel a sense of belonging to my campus	.884
If asked, I would recommend this college to others	.611

Sense of Belonging

Percentage “agree or agree strongly”



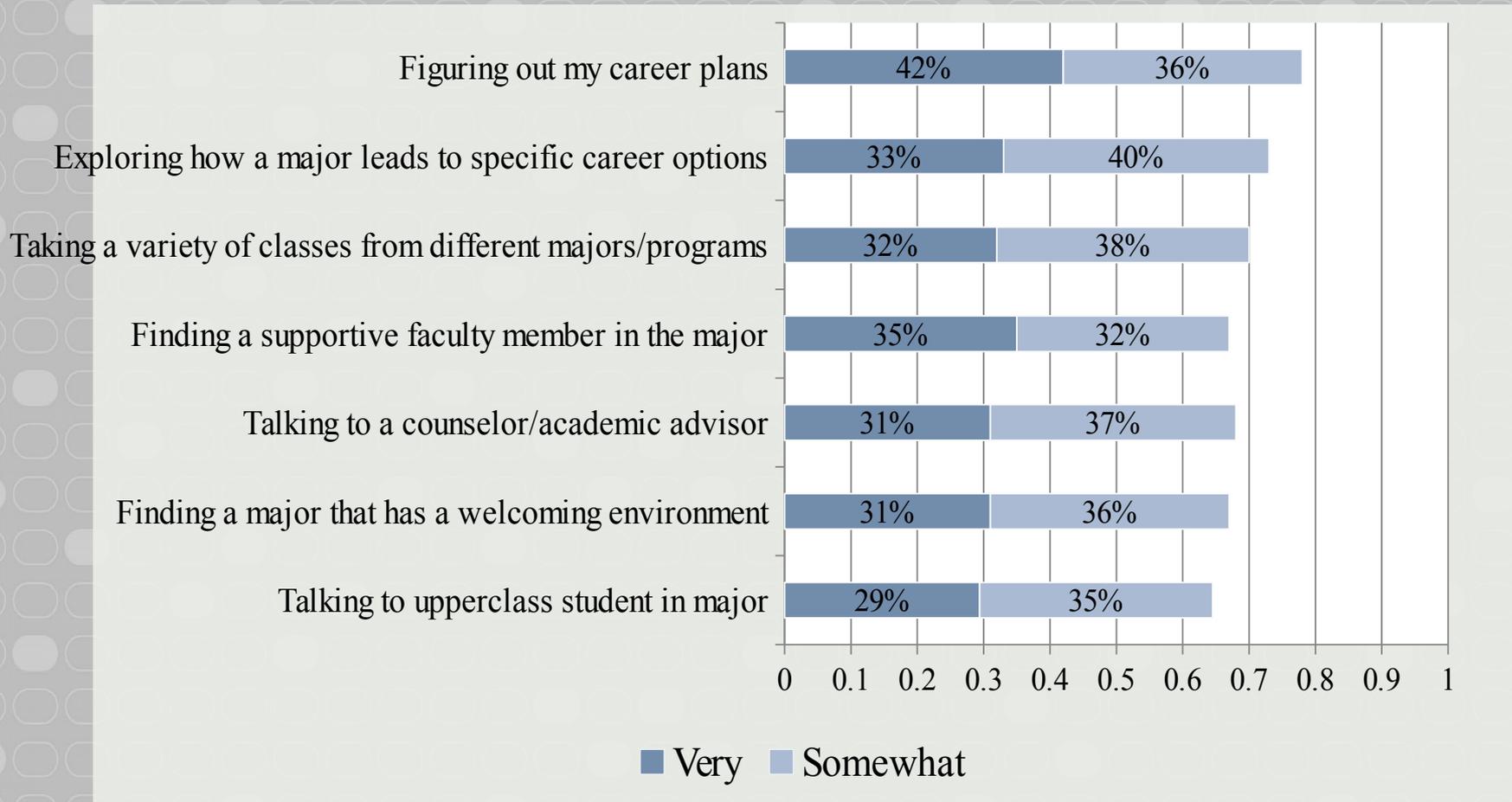
TRANSITION TO THE MAJOR

Transition to the Major

- Module
- Not enough data to separate by class

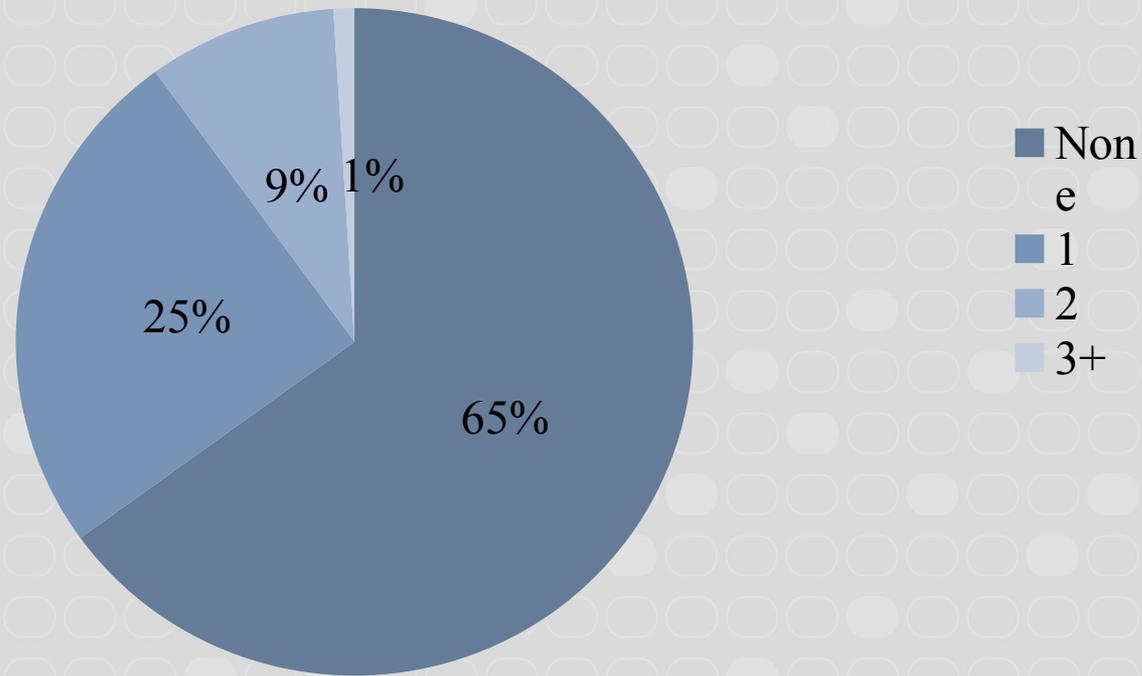
In thinking about declaring a major, how helpful were...

Percentage “very helpful” or “somewhat helpful”



Two Thirds Have Not Changed

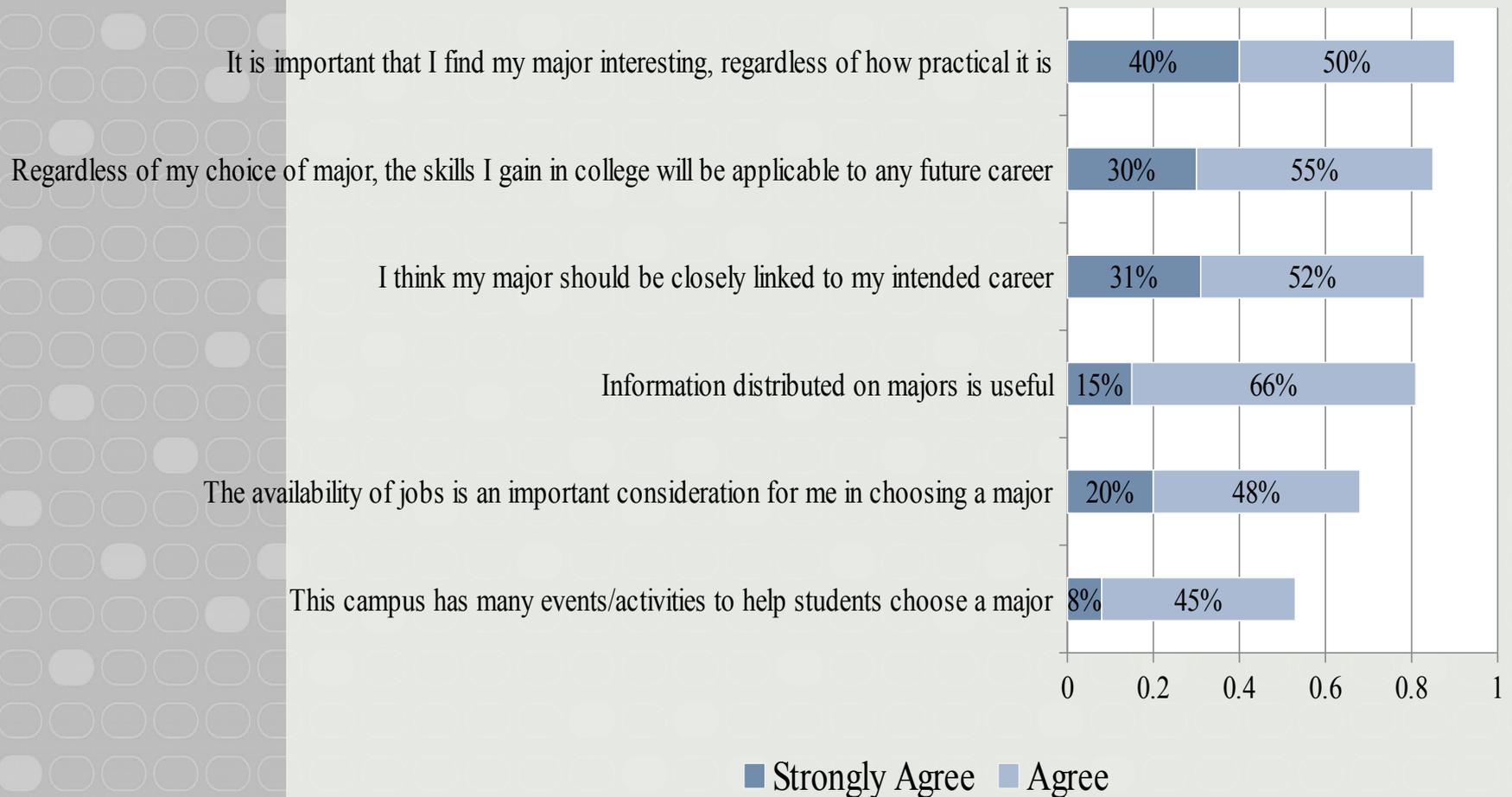
(officially or unofficially)



17% are considering changing, though

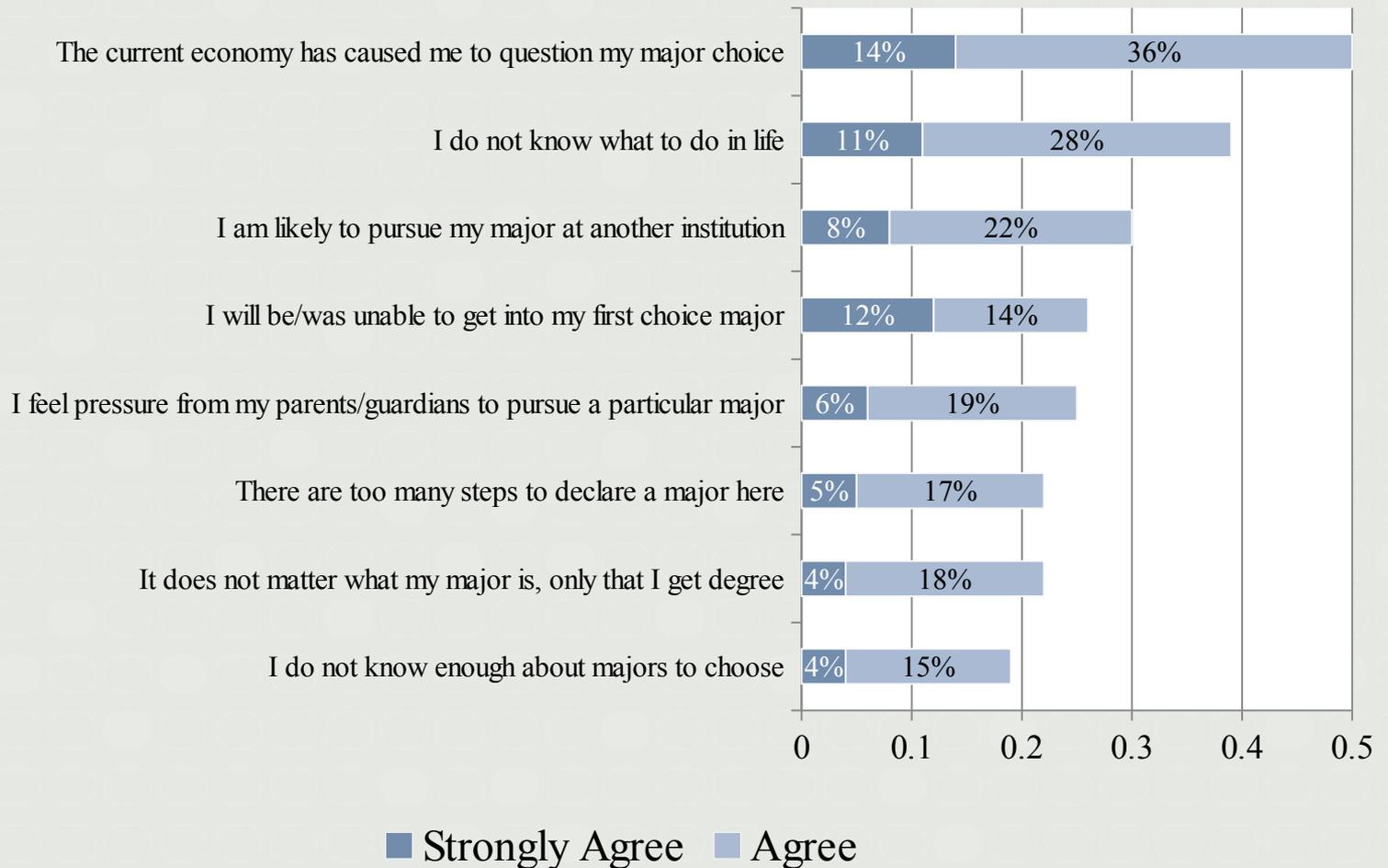
Perceptions about the Major

Percentage “strongly agree” or “agree”



Perceptions about the Major

Percentage “strongly agree” or “agree”



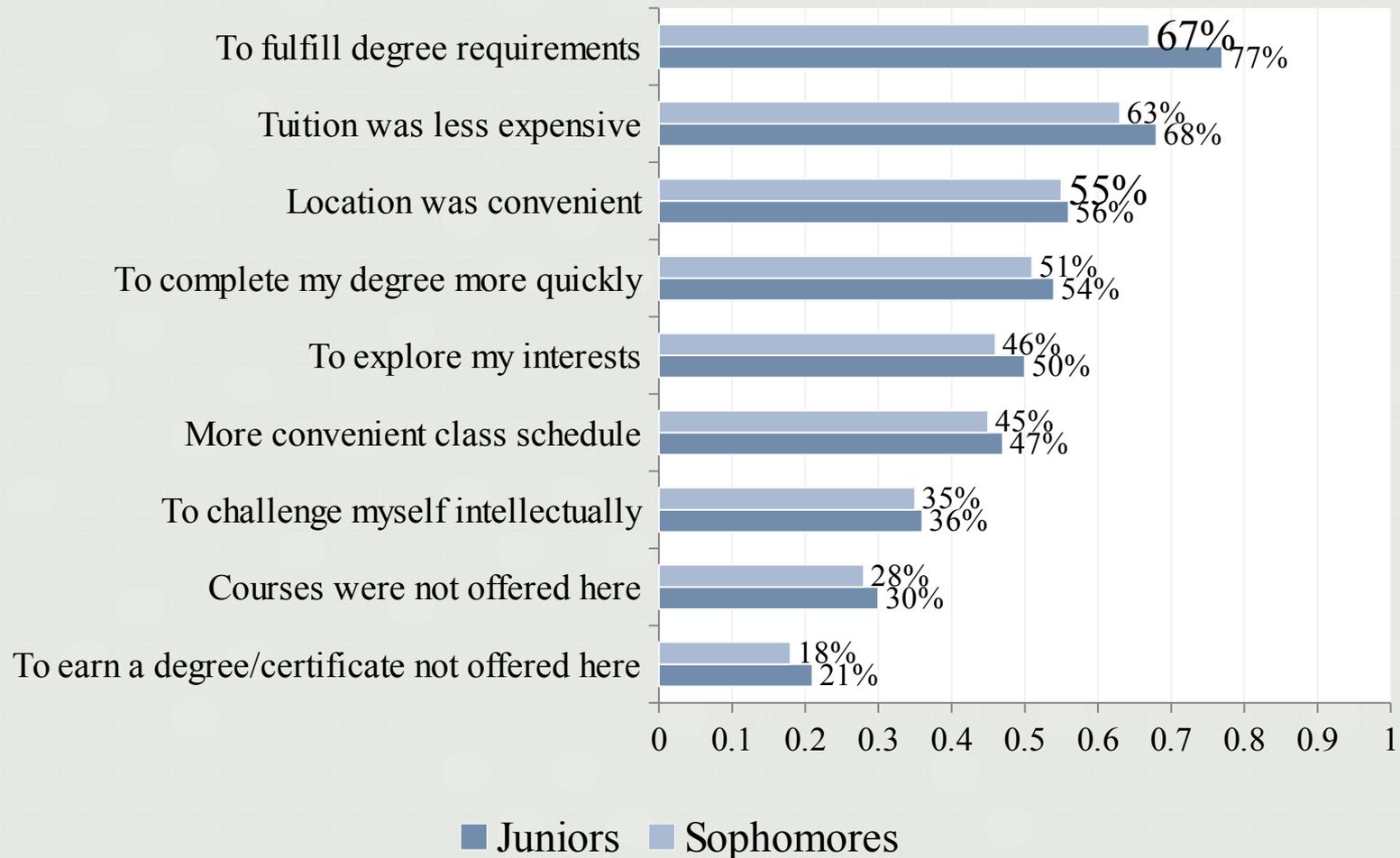
MOBILITY

Mobility Issues

	Sophomores	Juniors
Taken at course at another institution while enrolled here	8%	12%
Considered dropping out	19%	21%
Took a summer course another institution	18%	25%
Considered transferring	39%	34%

Important Reasons for Taking Classes Elsewhere

Percentage “essential” or “very important”



Summary

- Wealth of information on student transitions in CIRP's Diverse Learning Environments Survey.
- Academic Validation
- General Validation
- Sense of Belonging
- Transition to the Major
- Mobility

For More Information

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