CIRP’s Diverse Learning Environments Survey: Campus Climate and Student Outcomes

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HERI Mission Statement

“The mission of the Higher Education Research Institute is to inform educational policy and promote institutional improvement through an increased understanding of higher education and its impact on college students.”

• *We accomplish this mission by:*
  • Working in cooperation with institutions of higher education
  • Producing and disseminating original research
  • Providing the tools and resources to utilize research at the institutional level
  • Training researchers to advance institutional assessment and scholarship in higher education
  • Developing partnerships with higher education organizations to promote institutional excellence
Two Dimensions of HERI

Grant-Funded Research

- HHMI
- Helmsley Trust
- National Institutes of Health
- National Science Foundation

CIRP

- Annual Student Surveys
- Triennial Faculty Survey
CIRP Student Surveys*

- Freshman Survey (TFS)
- Your First College Year (YFCY)
- Diverse Learning Environments (DLE)
- College Senior Survey (CSS)

*Faculty Survey administered every 3 years
Astin I-E-O

Importance of Longitudinal Data

- Link surveys completed by the same individual at different points in time
- Only way to effectively assess change
- Demonstrate growth
- Student development
- Program evaluation
- College impact
How CIRP surveys are used in longitudinal assessment?

- CIRP data can be used to **examine assumptions** about the student experience and how institutional resources relate to student learning, growth, and development.

- Institutions can **benchmark** against themselves over time to examine trends, or longitudinally (using multiple surveys) to assess growth and development.

- Institutions can **compare their performance** on individual items and relevant CIRP Constructs to peer institutions.
Conceptualization of Diverse Learning Environments and Assessment

- Understand the experiences of target populations to diminish inequity and improve experiences
- Need to know more about creating the conditions to optimize engagement and desired diversity outcomes
- Understand how to improve services to meet student needs
- Built on a growing body of research with diverse populations at the center
- Reviewed 90+ previous instruments used to assess diversity and campus climate
- Built on previous models of the environment, multiple contexts of student experience
- Developed a survey that linked climate (perceptions and behaviors) and practices (what institutions do) with student outcomes
Diverse Learning Environments Project

- DLE was not just a survey. Part of larger mixed methods project
  - Site visits
  - Administration of DLE instrument
  - Advanced research methods and climate assessment training at UCLA
  - Simultaneous development of MMDLE – Multi-Contextual Model for Diverse Learning Environments
  - National Student Clearinghouse data to study retention, combined with TFS data
Campus Climate for Diversity

Government/Policy Context

Historical Legacy of Inclusion/Exclusion

Psychological Climate (Perceptions)

Behavioral Dimension (Interactions and Practices)

Structural Diversity (The Numbers)

Socio-historical Context

(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)
DLE Instrument

- Integrated assessment of climate, diversity practice, and outcomes
- Inclusive of diverse social identities
- Factors
- Longitudinal, or encourage its use linked with other student data
- Widely available
- Modules targeting specific topics
- New for 2015
Optional Modules

- Classroom Climate
- Transition to the Major
- Intergroup Relations
- Spirituality (new for 2016)
- Climate for Transfer at 2-Year Institutions
- Climate for Transfer Students at 4-Year Institutions
DLE Instrument: New for 2015

- Addition of limited set of questions addressing sexual assault
  - Students’ experiences with “unwanted sexual contact”
  - Follow-ups regarding incapacitation, physical force
  - Disclosure questions
- Agnostic and atheist options for religious preference
- Additional race/ethnicity options
- Reasons for considering dropping out
Factors

- Climate
- Practices
- Outcomes
Factors: Climate

- Harassment ($\alpha = 0.917$)
- Microaggressions ($\alpha = 0.889$)
- Positive Cross-Racial Interaction ($\alpha = 0.882$)
- Satisfaction with Diverse Perspectives on Campus ($\alpha = 0.873$)
- Institutional Commitment to Diversity ($\alpha = 0.857$)
- Academic Validation in the Classroom ($\alpha = 0.863$)
- General Interpersonal Validation ($\alpha = 0.862$)
Factors: Practices

• Curriculum of Inclusion (\(\alpha = 0.854\))

• Co-Curricular Diversity Activities (Campus-Facilitated) (\(\alpha = 0.903\))
Factors: Outcomes

• Integration of Learning ($\alpha = 0.736$)

• Pluralistic Orientation ($\alpha = 0.787$)

• Social Action Engagement ($\alpha = 0.799$)

• Civic Action ($\alpha = 0.801$)
Administration, Data, Reports, & Deliverables
Administration

- Timing

- Customization
  - Welcome & Thank you pages
  - Invitation & reminders
  - Logo

- Web options for disseminating survey

- Additional questions
  - Up to 20 closed-ended questions
  - Up to 5 open-ended questions
Data

• Access to preliminary data during administration

• Final data file

• Confidentiality vs. anonymity

• Personal Identifiers

• Merging data
Reports & Deliverables

- Reports
  - Institutional Profile
  - Factor Report
  - Theme Report
- Deliverables
  - Power Point
  - Infographics
- Future additions to reporting package
  - Intergroup comparisons
  - Theme infographics or targeted handouts for different audiences
Sample: Infographics
2015 DLE Sample

- 19,580 students
- 26 institutions
- 69.4% Female
- 20.8% First-Generation

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>%</th>
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<tbody>
<tr>
<td>Native American</td>
<td>0.2</td>
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<tr>
<td>Asian American</td>
<td>8.4</td>
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<tr>
<td>Black/African American</td>
<td>5.7</td>
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<tr>
<td>Hawaiian</td>
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<td>White, non-Hispanic</td>
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<tr>
<td>Latino/a</td>
<td>20.5</td>
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<tr>
<td>Unknown</td>
<td>10.1</td>
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<tr>
<td>Two or more, non-Hispanic</td>
<td>6.2</td>
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</table>

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>%</th>
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<tbody>
<tr>
<td>Freshman/first year</td>
<td>14.4</td>
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<tr>
<td>Sophomore/second year</td>
<td>23.6</td>
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<td>Junior/third year</td>
<td>33.7</td>
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<tr>
<td>Senior/fourth year</td>
<td>18.0</td>
</tr>
<tr>
<td>Fifth-year senior +</td>
<td>10.4</td>
</tr>
</tbody>
</table>
Selected Findings

% Agree or Strongly agree

- I see myself as part of the campus community: 71.8%
- If asked, I would recommend this college to others: 89.6%
- This college has a long standing commitment to diversity: 82.7%
- This college has a lot of racial tension: 23.3%
- This college provides the financial support I need to stay enrolled: 69.0%
- I may have to choose between financially supporting my family and going to college: 28.4%
To what extent have you experienced the following with students from a racial/ethnic group other than your own?

% Often or very often

- Had tense, somewhat hostile interactions: 6.3%
- Had guarded, cautious interactions: 12.8%
- Had meaningful and honest discussions about race/ethnic relations outside of class: 40.3%
- Shared personal feelings and problems: 47.2%
Have you personally experienced the following forms of bias/harassment/discrimination while at this college?

% Yes

- Age: 14.1
- Political beliefs: 14.2
- Socioeconomic status: 14.4
- Religious/spiritual beliefs: 15.1
- Race/ethnicity: 17.7
- Gender: 19.9
How many courses have you taken at this college that included materials/readings about...?

% One or more

- Disability: 48.9%
- Sexual orientation: 56.7%
- Privilege: 61.3%
- Gender: 69.8%
- Socioeconomic class differences: 78.7%
- Race/ethnicity: 80.8%
Assessing the Pervasiveness of College Sexual Assault

• 11.0% of women reported unwanted sexual contact compared to 4.7% of men

• Rates of unwanted sexual contact among female survey respondents for individual campuses: 3.9% to 34.6%
Among students who reported unwanted sexual contact:

- 36.1% reported the event occurred while unable to provide consent due to being drugged, drunk, or otherwise incapacitated
- 19.0% reported the event involved the use or the threat to use physical force
- 57.5% indicated the alleged assailant had an affiliation with campus, and 16.7% were unsure
- 18.6% didn’t tell anyone, 11.9% told a counselor or therapist, 5.0% told a campus administrator, 3.9% told campus police, 2.4% told local law enforcement
- 77.7% told a friend, 15.2% told a parent/guardian
Using the Data: 3 Perspectives

- Local campus research
  - Program review and evaluation
  - Merge with institutional data
  - Institutional effectiveness
  - Campus climate
  - Learning outcomes
  - Accreditation
- Institutional-level Comparisons
  - National
  - Comparison groups
  - Institution-selected peers
- HERI research using national data
  - Peer-reviewed journals
  - Monographs
  - Presentations
  - Brief Reports
Next Steps for the DLE

- Release of 2015 Infographic & Brief
- Continue to analyze 2015 data
  - Question skips
  - Survey drop off
  - Examination across demographics
- New for 2016
  - Social identity question added to the core
  - Added distinction between unwanted sexual contact and sexual assault
    - Timing, official complaint, satisfaction with outcome
  - Spirituality module
Contact Information

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