

Chapter 11: Higher Education Research Institute Diverse Learning Environments Survey (DLE)

Who takes it?

All students are invited to complete the instrument.

When is it administered?

Annually, typically in the first half of the spring semester.

How long does it take to complete the instrument?

Approximately 30 minutes.

What office administers it?

HERI personnel administer it online with campus coordination by the Provost's Office.

Who originates the survey?

Higher Education Research Institute
UCLA Graduate School of Education and Information
3005 Moore Hall, Box 951521
Los Angeles, CA 90095-1521
(310) 825-1925
e-mail: heri@ucla.edu

Visit the website for more information on the HERI Diverse Learning Environment Survey or to view the instrument itself.

When are results typically available?

Late Summer

What type of information is sought?

The Diverse Learning Environments Survey (DLE) captures student perceptions regarding the institutional climate; campus practices as experienced with faculty, staff, and peers; and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

From whom are the results available?

The Truman State University Office of Academic Affairs.

To whom are the results regularly distributed?

A summary of the results is provided to the Provost and Academic Deans. Full results are available to the University community through this almanac and by request from the Office of Academic Affairs.

Are the results available by department or discipline?

Results are aggregated only to the university-level and not available at the department or discipline-level.

Are the results comparable to data of other universities?

Yes.

The Higher Education Research Institute (HERI) at UCLA issues this nation--wide survey of staff members annually. Respondents answer several broad questions, each with many sub--indicators, concerning demographic information, campus climate, institutional practices, and student learning outcomes.

The HERI Diverse Learning Environments (DLE) was administered to 2712 students across campus, there was 193 responses with a response rate of 7.11%. Truman's comparison group for this survey was Public Institutions (Comp 1) and All Institutions (Comp 2). **Full DLE Survey results are printed in appendix of this Almanac.**

Key Takeaways:

Campus Climate: The social and psychological climate on campus can impact students' ability to benefit from their educational environment, as well as their overall academic success.

Overall, the respondents for the DLE seem to reflect the responses from other universities. Students feel a sense of belonging, and are academically supported by faculty. Additionally, about half of student respondents felt that the institution was committed to diversity.

See Campus Climate

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.

The about half of the respondents indicated that both academically and socially, the university supported a diverse range of ideas.

See Apendix Institutional Practices

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.

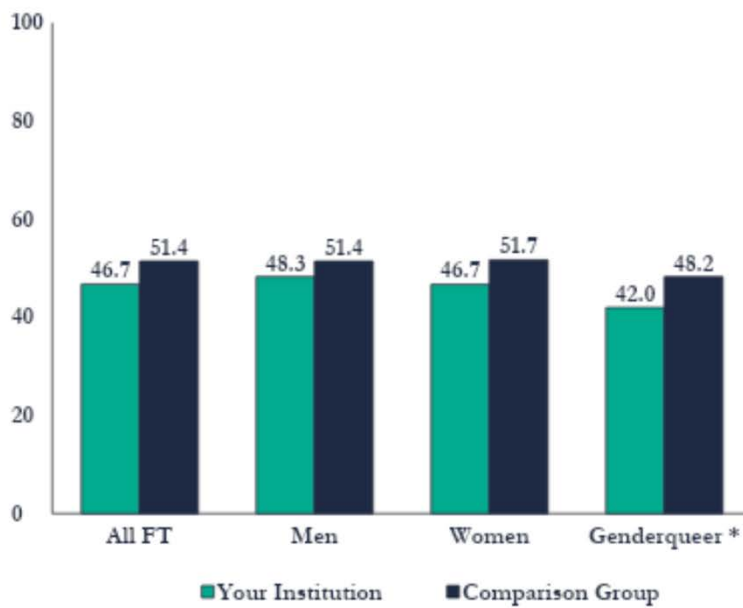
Truman student respondents felt on par with the other institutions taking the DLE. For most institutions including Truman, about half the students feel academically confident, socially autonomus, and skilled to work in a diverse society. Truman respondents did note a higher level of civic engagement, wjere stidemts are motivated and involved in electoral and poltical activities

See Apendix Student Learning Outcomes



Institutional Commitment to Diversity

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



Items

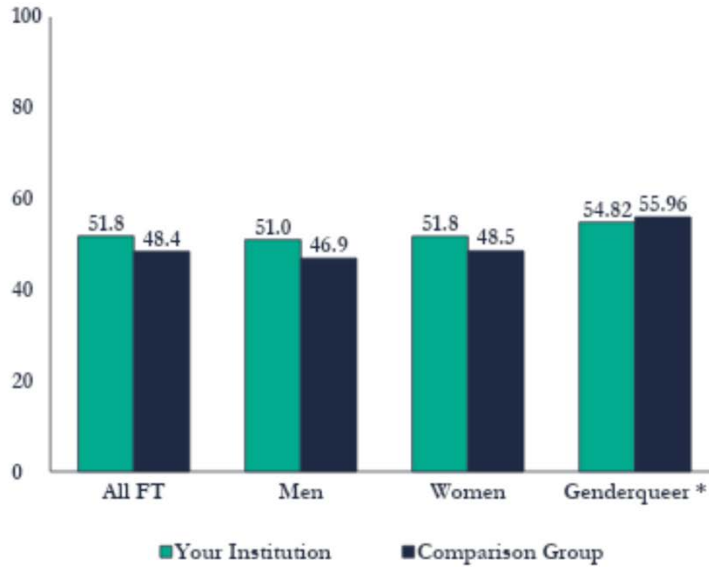
- Promotes the appreciation of cultural differences
- Has a long-standing commitment to diversity
- Accurately reflects the diversity of its student body in publications (e.g., brochures, website)
- Has campus administrators who regularly speak about the value of diversity

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above



Co-Curricular Diversity Activities

Co-Curricular Diversity Activities measures students' involvement with institutional programs focused on diversity issues.



Items

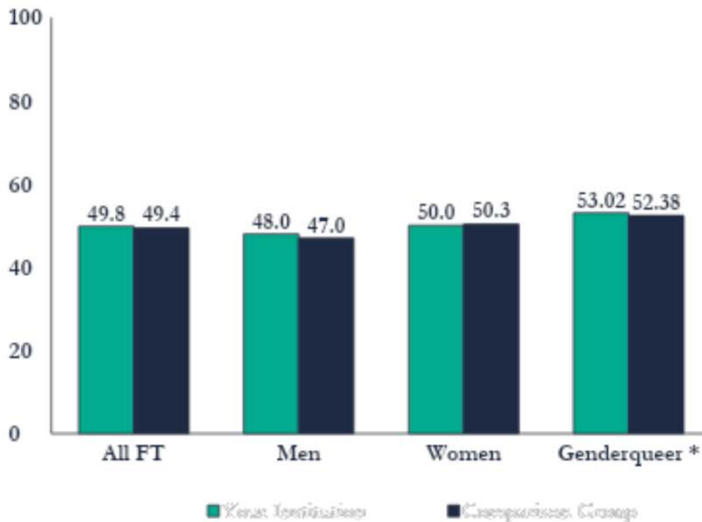
- Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)
- Attended events focused on diversity (e.g., presentations, performances, art exhibits, debates)
- Participated in Campus Center activities (e.g., LGBTQ+, Racial/Ethnic, Cultural, Women's/Men's, Religious, Disability Centers)

* Includes genderqueer, gender non-conforming, non-binary, identity not



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

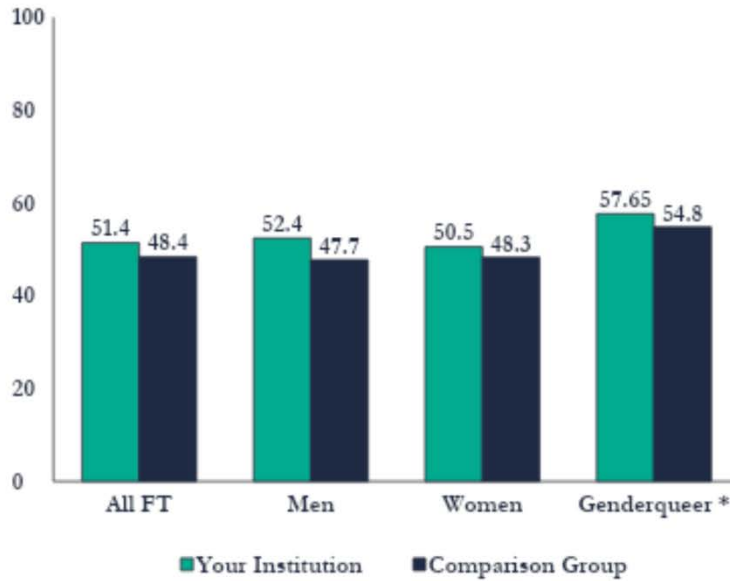
- How many courses have you taken at this college that included the following:
- Materials/readings about race/ethnicity
 - Materials/readings about socioeconomic class differences
 - Materials/readings about privilege
 - Materials/readings about sexual orientation
 - Materials/readings about gender/gender identity
 - Materials/readings about disability
 - Opportunities for intensive dialogue between students with different backgrounds and beliefs
 - Opportunities to study and serve communities in need (e.g., service learning)

* Includes genderqueer, gender non-



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.



Items

- Demonstrated for a cause (e.g., boycott, rally, protest)
- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Discussed politics
- Performed community service