

# **Truman State University**

# **Diverse Learning Environments Survey**

# **2022-2023 Results**

**Full-Time Respondents**

**Truman State University**  
**N=193**

**All Public 4-Yr Colleges**  
**N=2,972**

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# EMBRACING DIVERSITY 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 the following:**

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

# A Note About HERI Factors

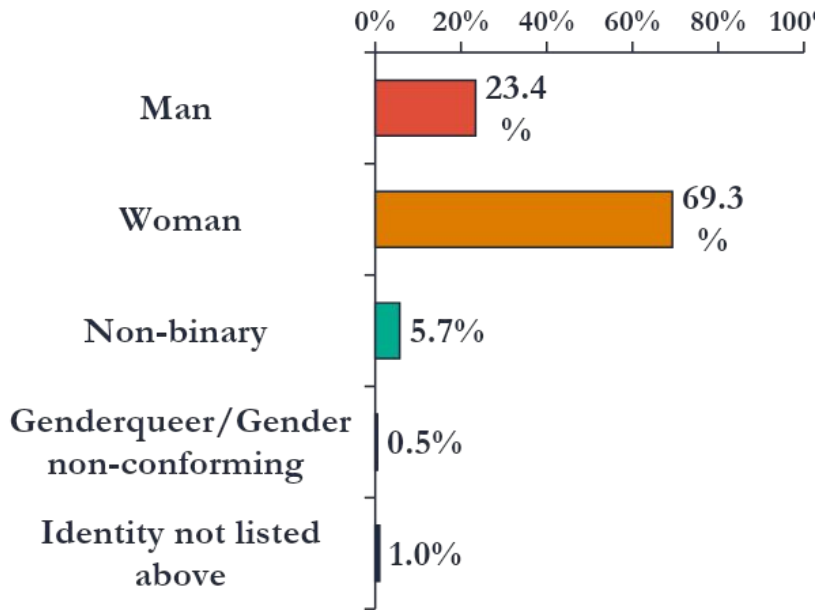
**HERI uses factors throughout this PowerPoint to help summarize important information from the DLE survey about your students.**

**Factors are created using 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.**

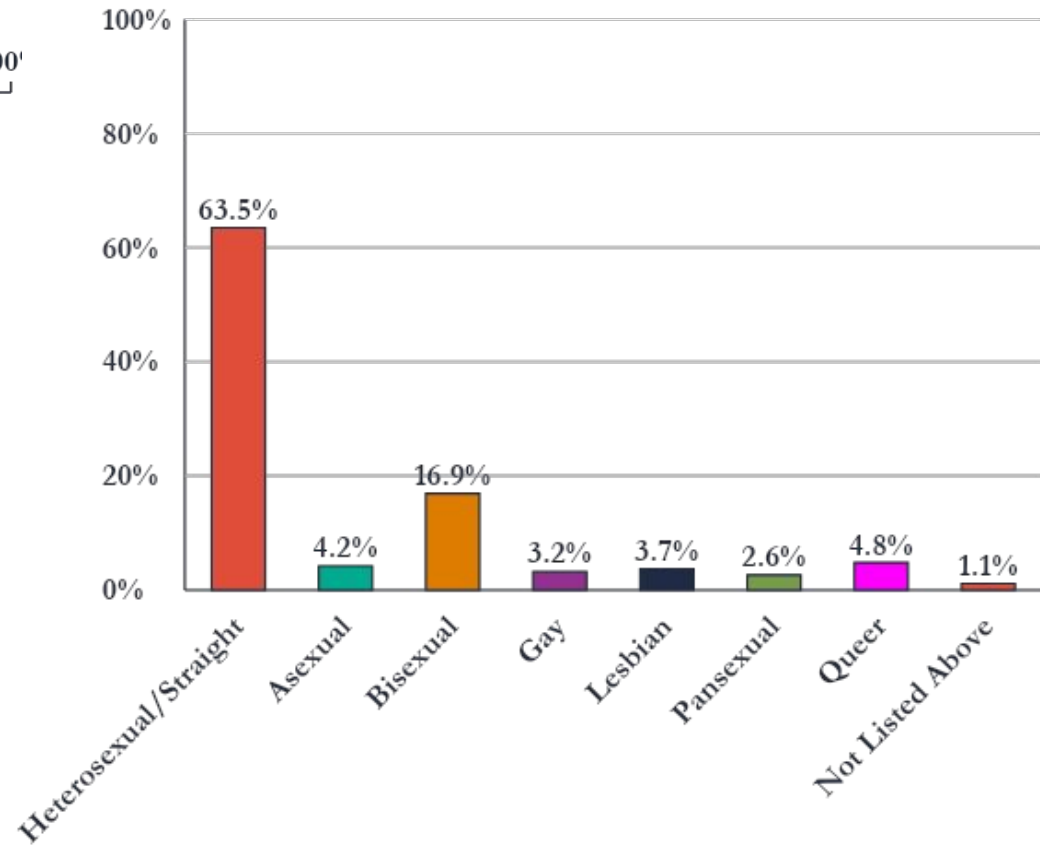
# Demographics

# Demographics

## Gender Identity

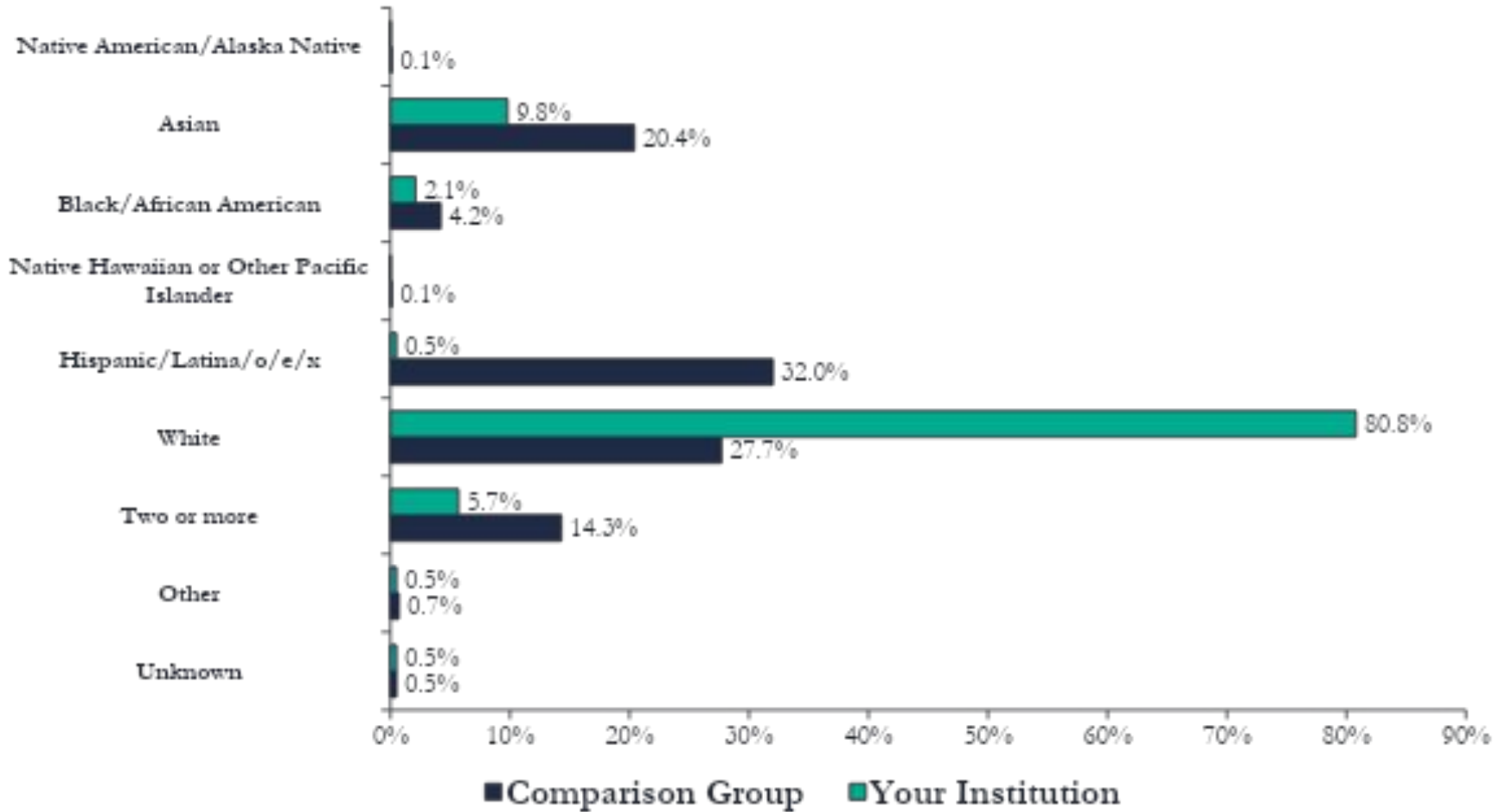


## Sexual Orientation



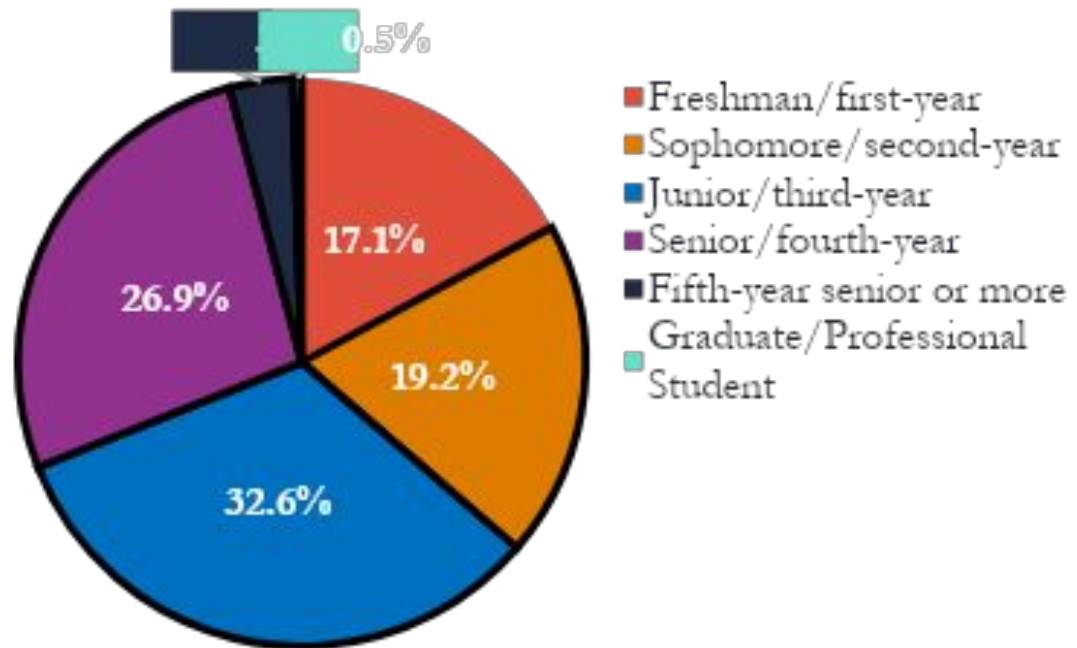
# Demographics

## Race/Ethnicity Group



# Demographics

## Class Standing



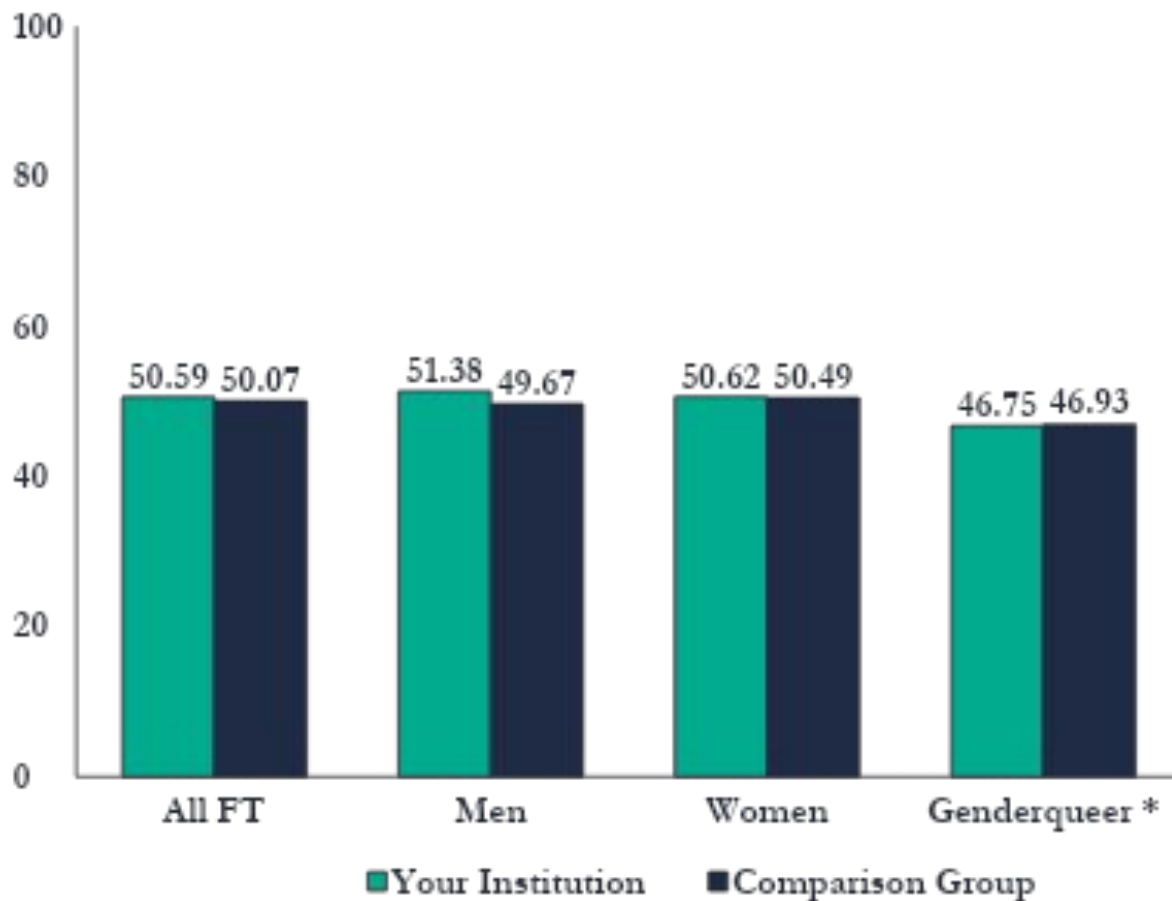


# Campus Climate

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

# 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 that I am a member of this college
- If asked, I would recommend this college to others

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

# 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.



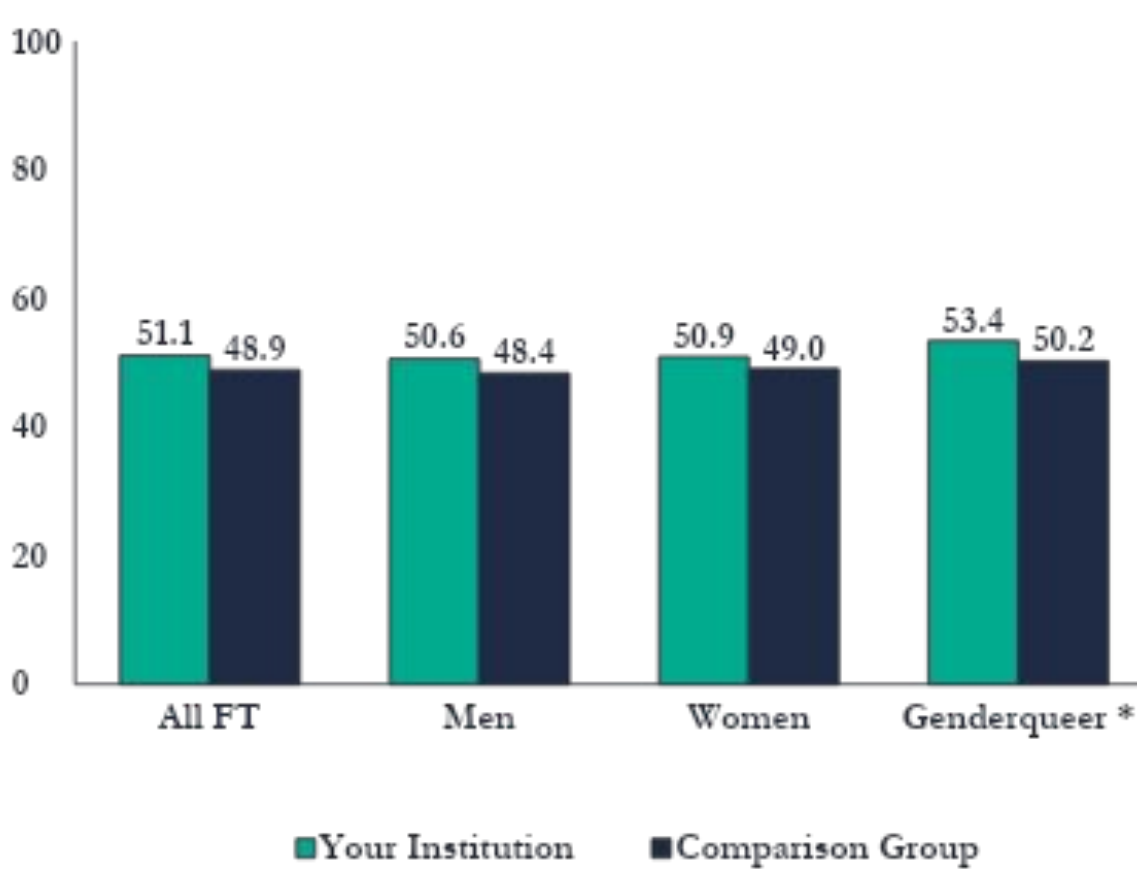
### Items

- Felt that my contributions were valued
- 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 discussions
- Faculty were able to determine my level of understanding of the course material

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

# General Interpersonal Validation

*General Interpersonal Validation* measures 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
- Faculty empower me to learn here
- Staff encourage me to get involved in campus activities

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

# Institutional Commitment to Diversity

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



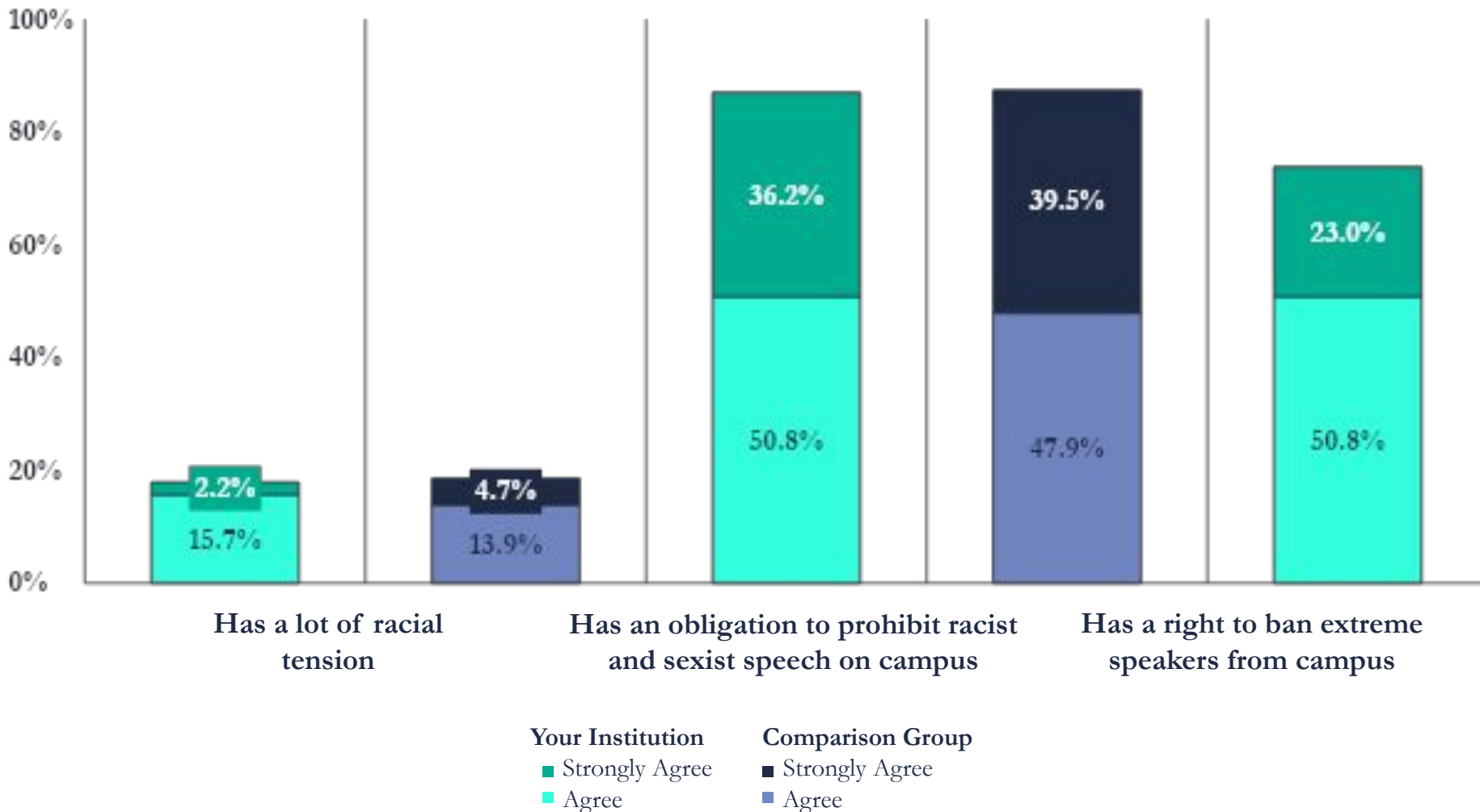
## Items

- 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

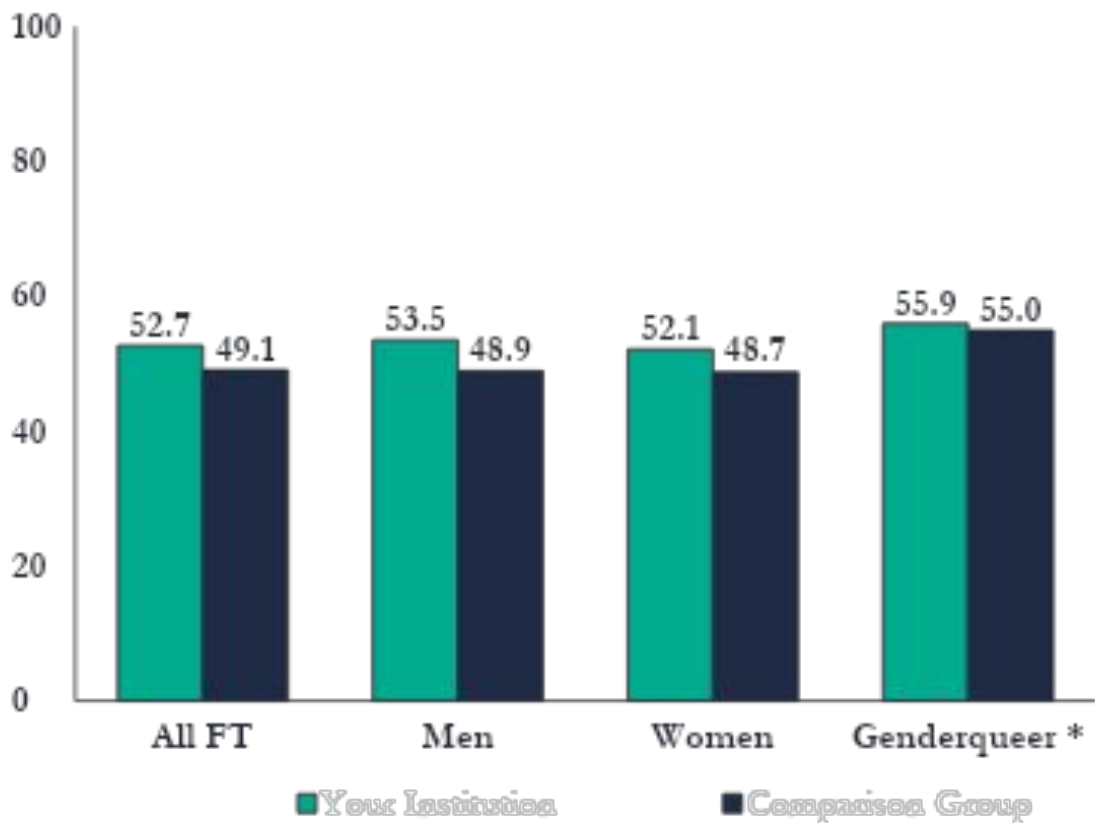
# Racial Tension and Free Speech

This college:



# Discrimination and Bias

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



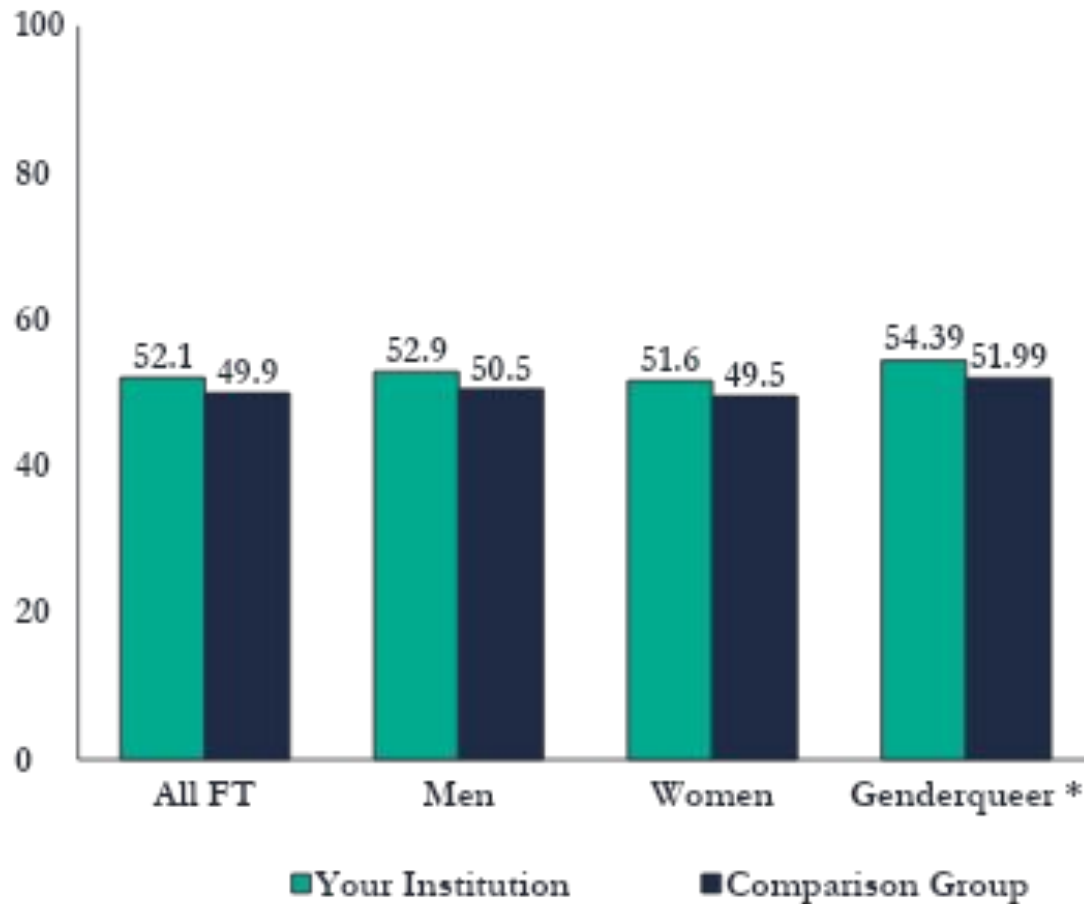
## Items

- Verbal comments
- Witnessed discrimination
- Cyberbullying (e.g., emails, texts, social media)
- Exclusion (e.g., from gatherings, events)
- Offensive visual images or items

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

# Harassment

*Harassment* measures the frequency that students experience threats or harassment.



## Items

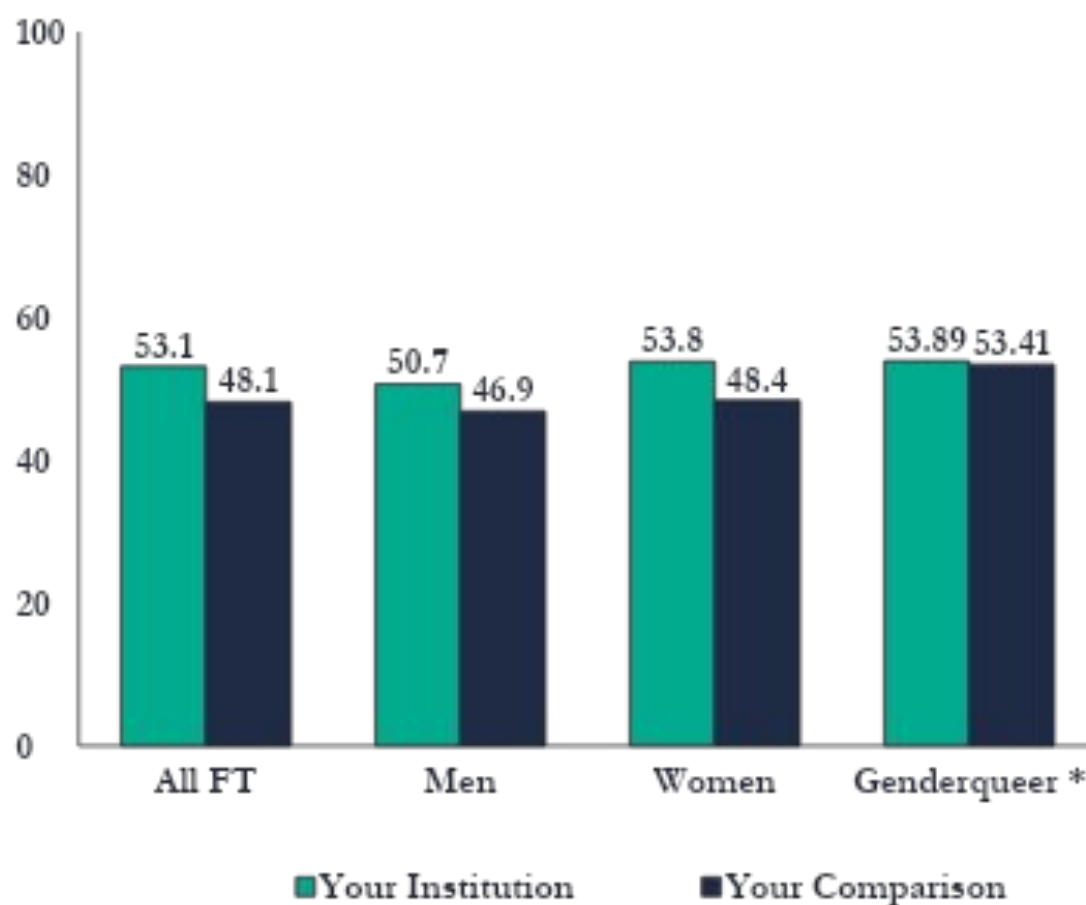
- Physical assaults or injuries
- Threats of physical violence
- Anonymous phone calls
- Damage to personal property
- Reported an incident of sexual harassment to a campus authority
- Reported an incident of discrimination to a campus authority
- Been sexually harassed

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



# Conversations Across Difference

*Conversations Across Difference* measures how often students have in-depth conversations with diverse peers. Students who engage with diverse peers are more likely to achieve change across a wide range of student learning outcomes.



## Items

How often in the past year did you interact with someone:

- 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

How often in the past year did you:

- Discuss issues related to sexism, gender differences, or gender equity

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

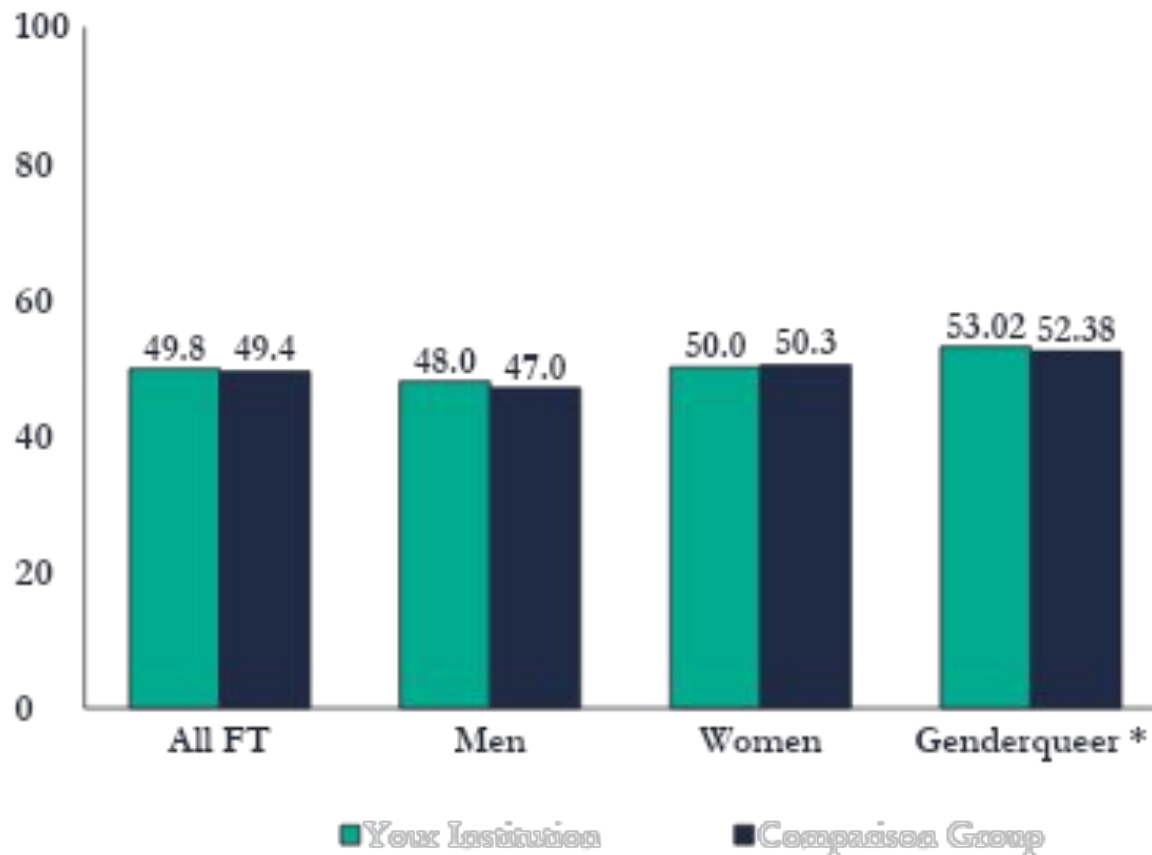
# Institutional Practices

**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

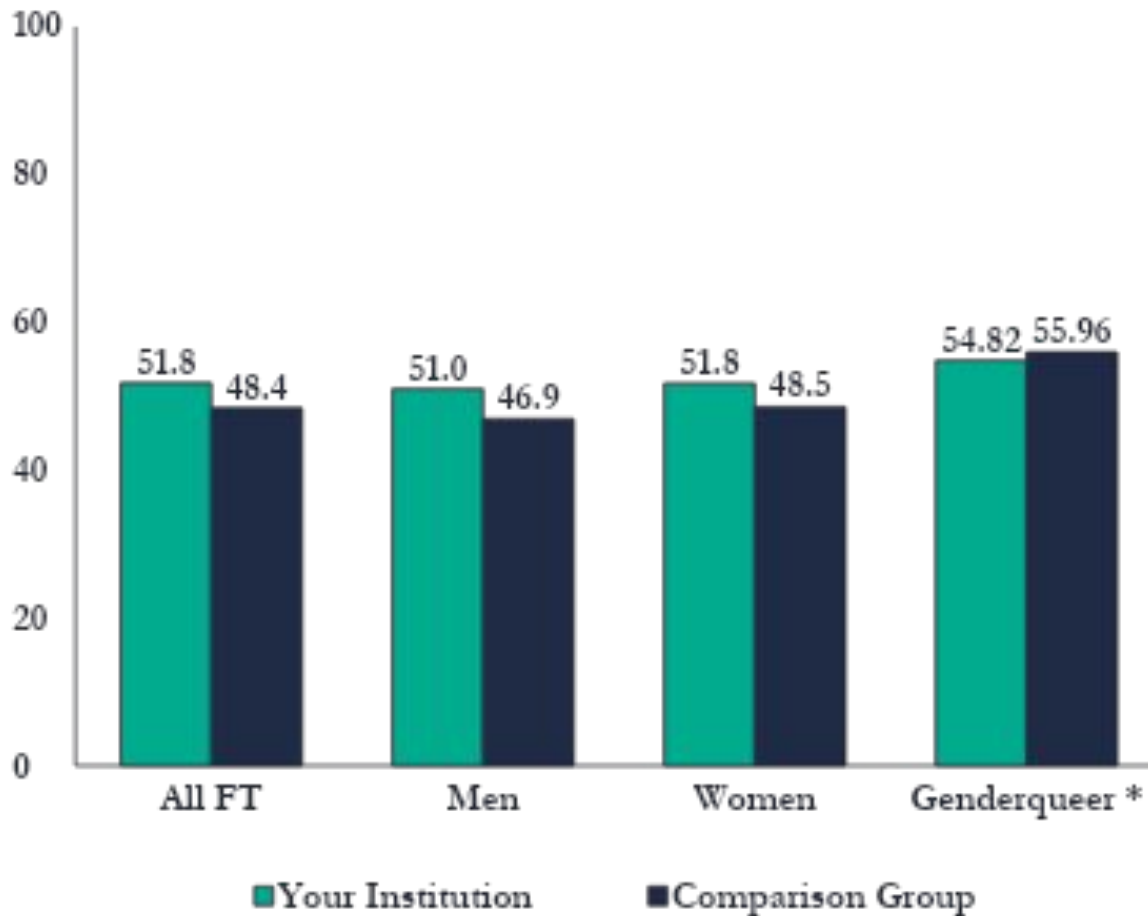
How many courses have you taken at this college that included the following:

- 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-

# Co-Curricular Diversity Activities

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



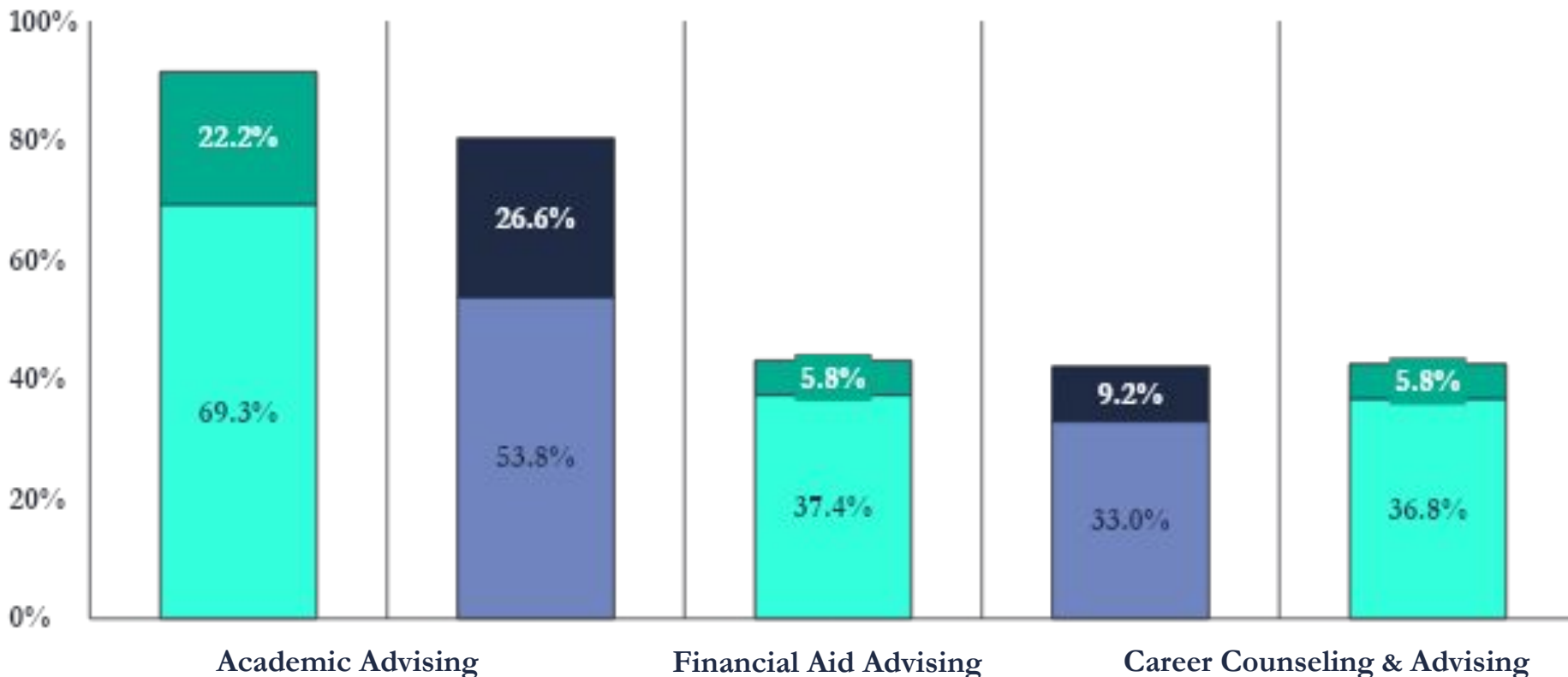
## Items

- 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

# Navigational Action

*Navigational Action* illustrates 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.



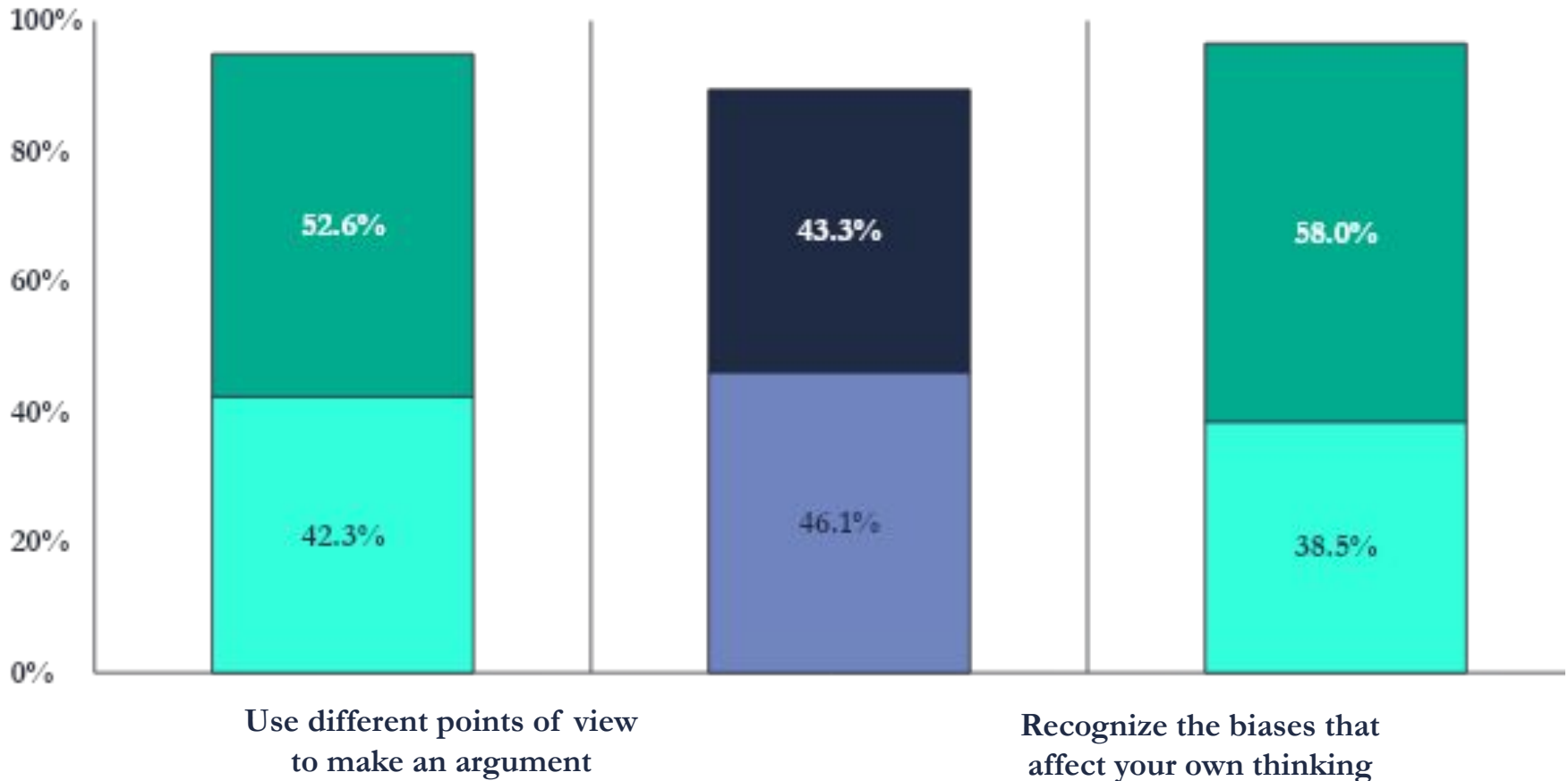
## Items

- Seek solutions to problems and explain them to others
- Support your opinion with a logical argument
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources

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

# Application of Learning

How often in the past year did you:



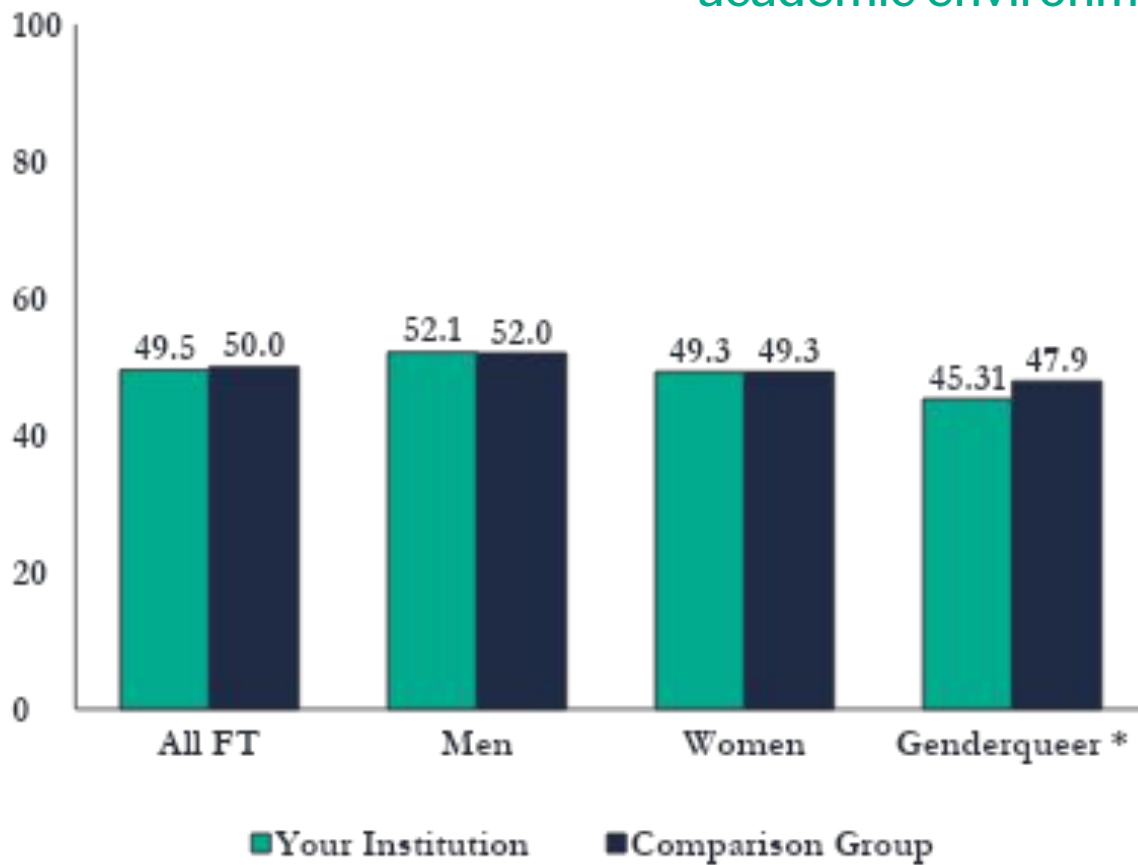
**Your Institution**  
 ■ Frequently  
 ■ Occasionally

**Comparison Group**  
 ■ Frequently  
 ■ Occasionally



# 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.



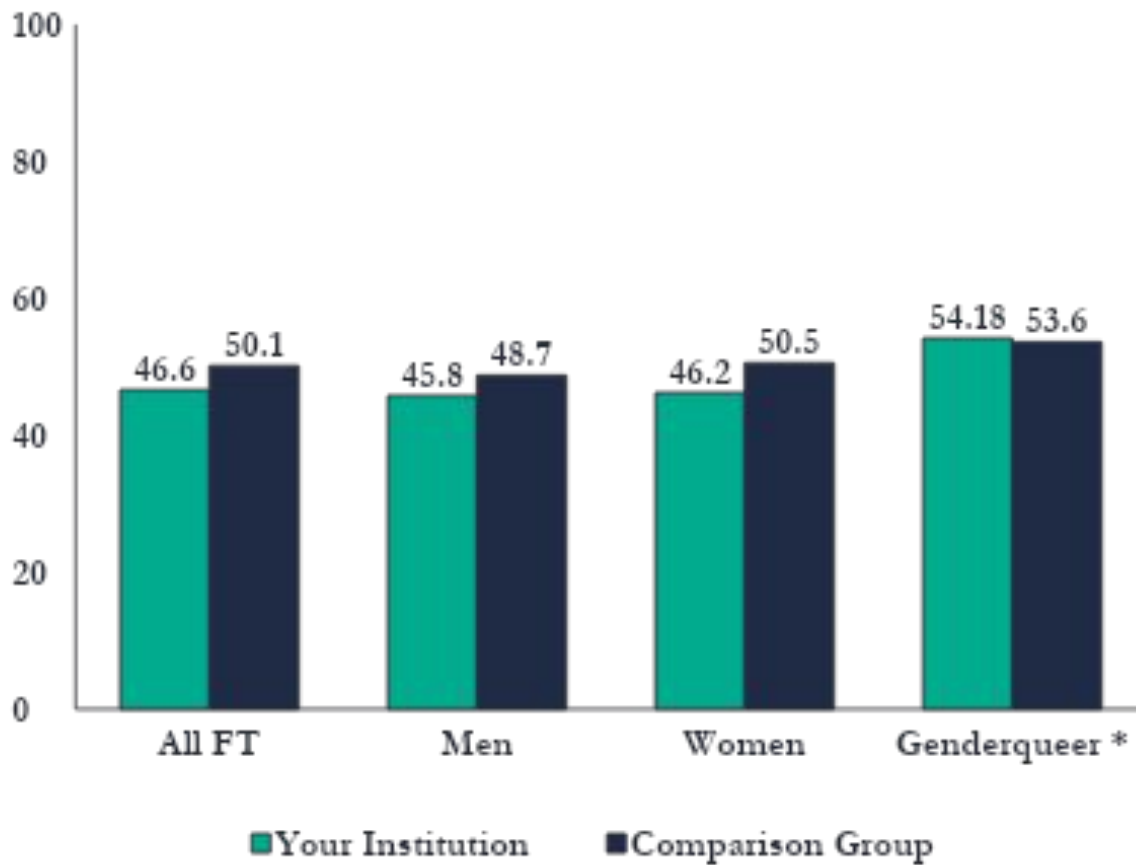
## Items

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

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

# Social Agency

*Social Agency* measures the extent to which students value political and social involvement as a personal goal.



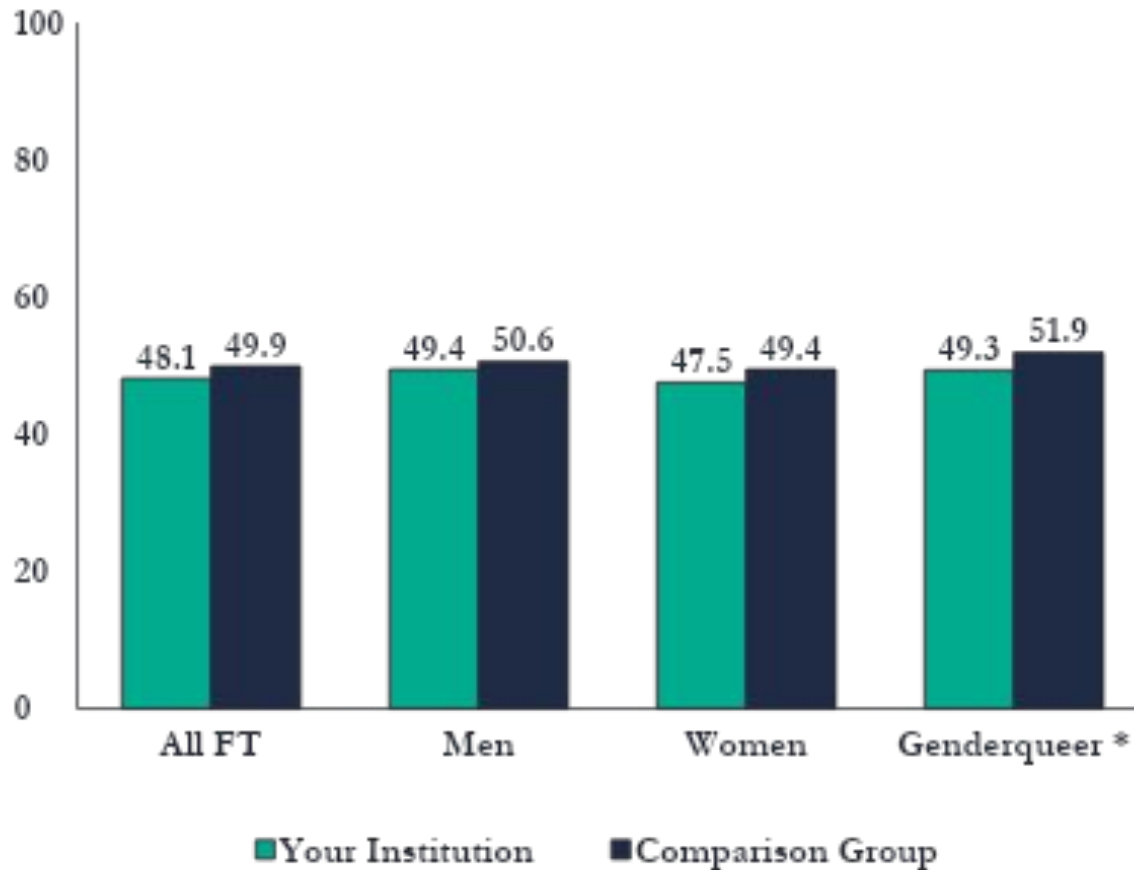
## Items

- Influencing the political structure (e.g., voting, education campaigns, get-out-the-vote efforts)
- Influencing social values
- Helping to promote racial understanding
- Keeping up to date with political affairs

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

# Pluralistic Orientation

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



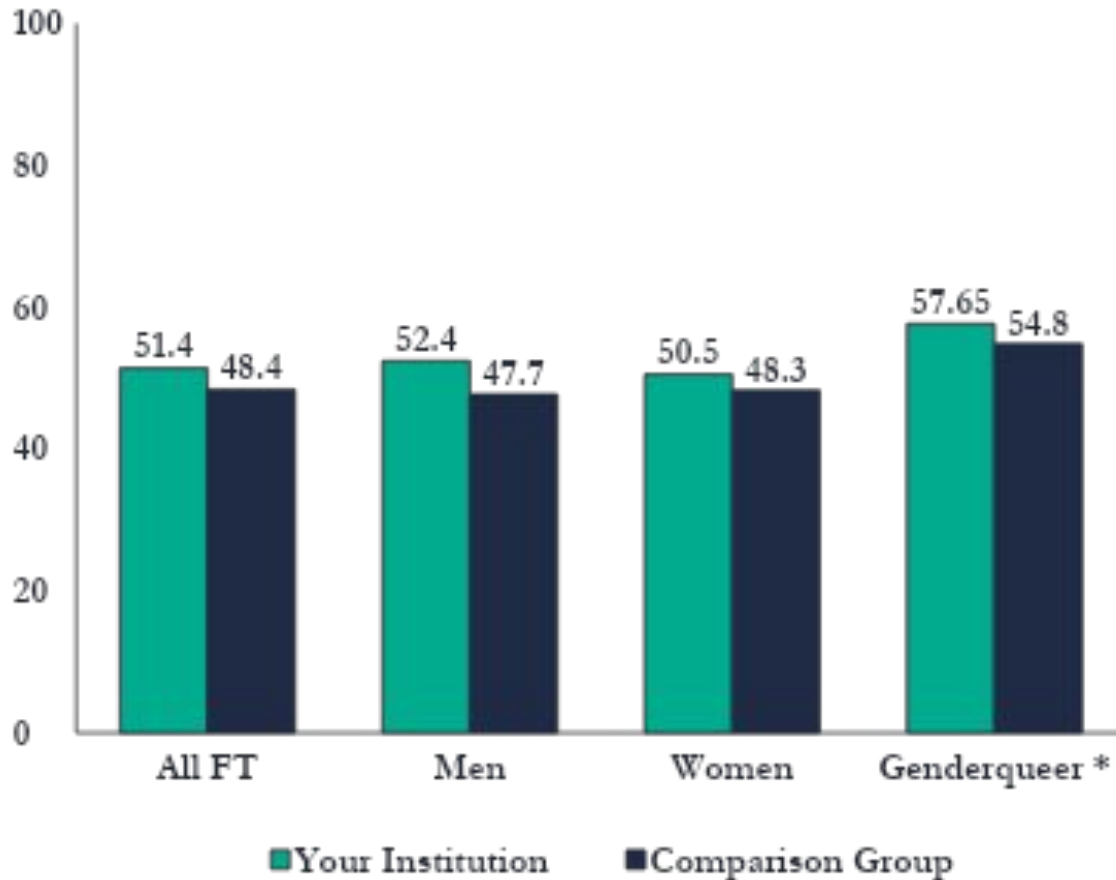
## Items

- Tolerance of others with different beliefs
- Openness to having my own 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

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

# 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.



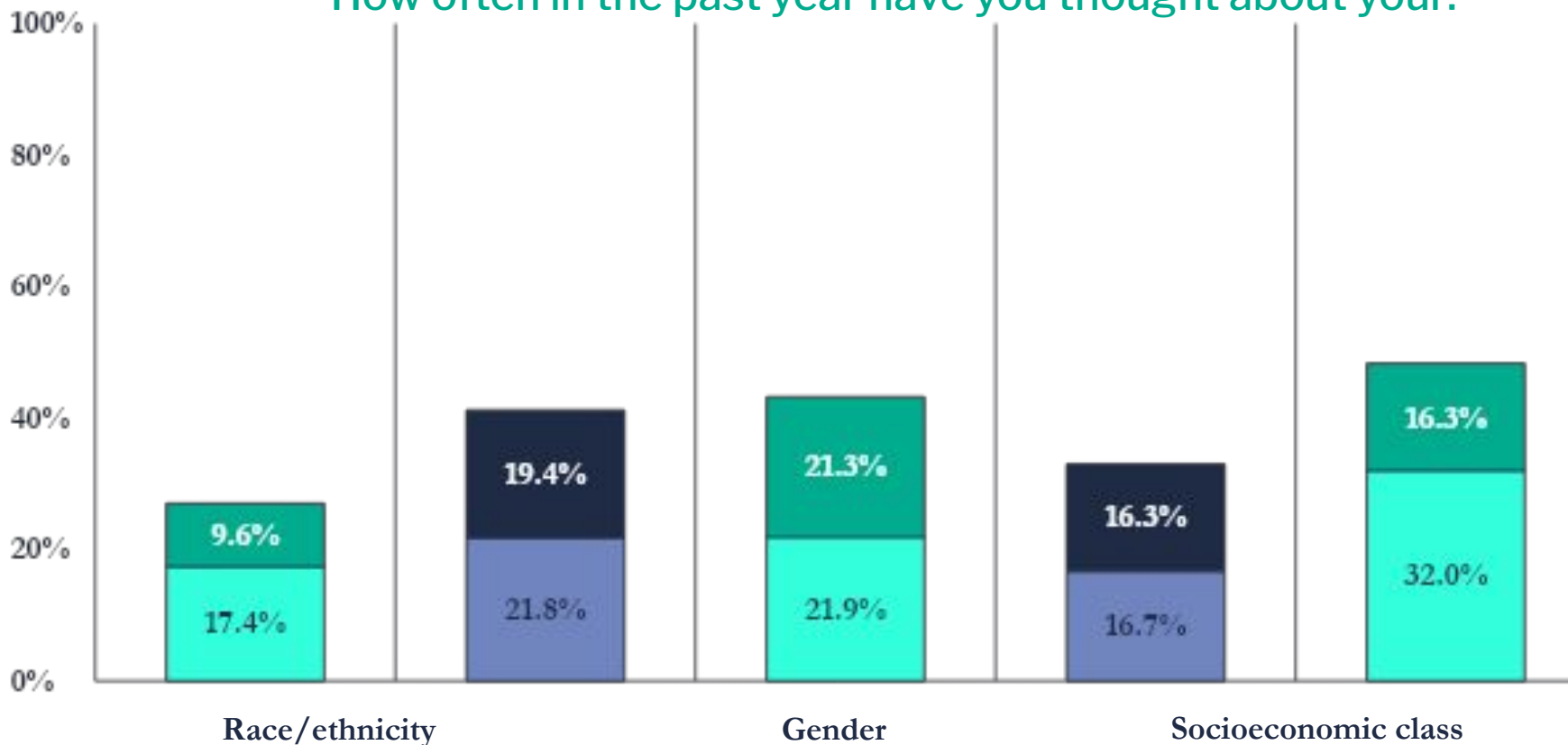
## Items

- 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

# Identity Salience

We are all members of different social identity groups (e.g., gender, race, ethnicity, sexual orientation, socioeconomic class).

How often in the past year have you thought about your:



**Your Institution**

- Very Often
- Often

**Comparison Group**

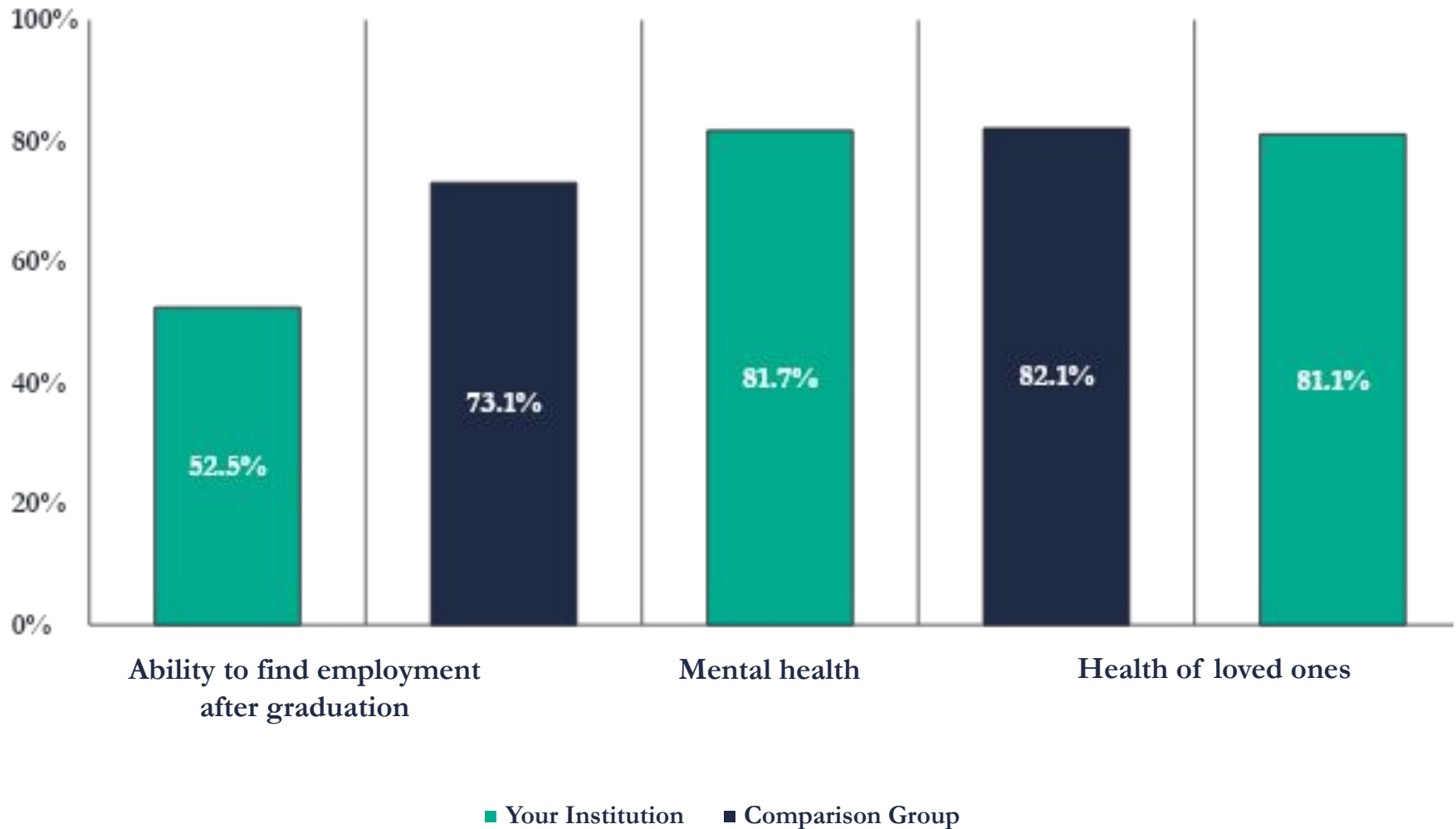
- Very Often
- Often

# COVID-19 Pandemic

**Institutions and students have been impacted by the ongoing COVID-19 pandemic.**

# Sources of Stress

Extent to which the following have been a source of stress due to the COVID-19 pandemic: (Percent reporting at least “Somewhat”)



## 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  
Staff Climate Survey

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