

Truman State University

Diverse Learning Environments Survey

2024 Results

Full-Time Respondents

Truman State University
N=222

All 4-Yr Colleges
N=1,292

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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

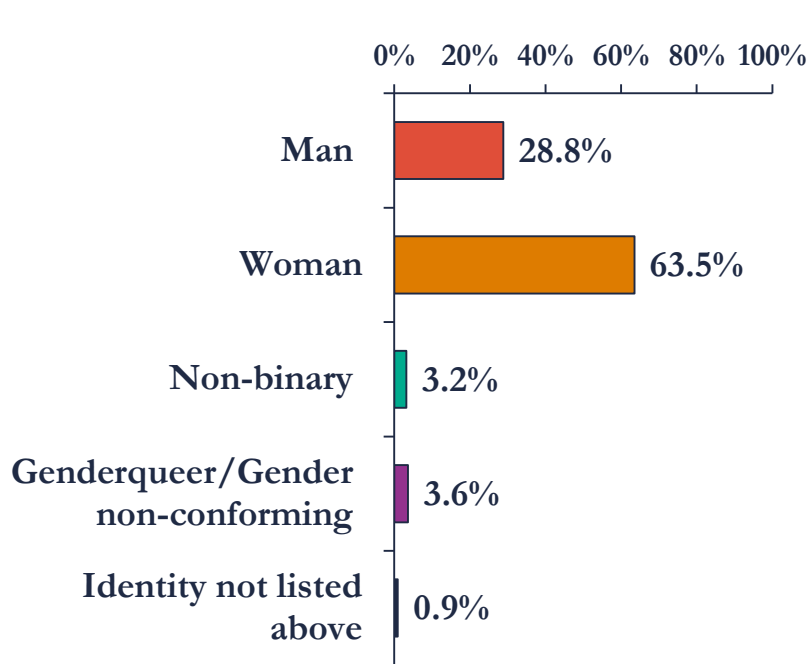
HERI uses factors throughout this PowerPoint to help summarize important information from the DLE survey about your students.

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.

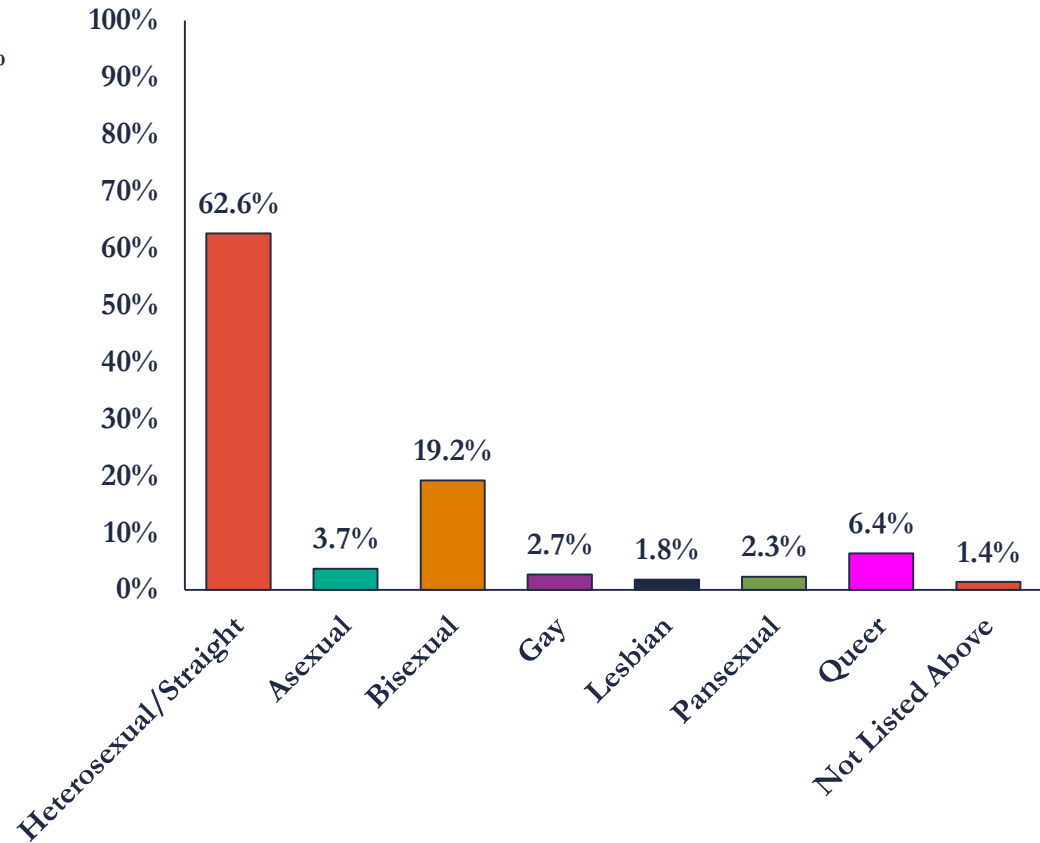
Demographics

Demographics

Gender Identity

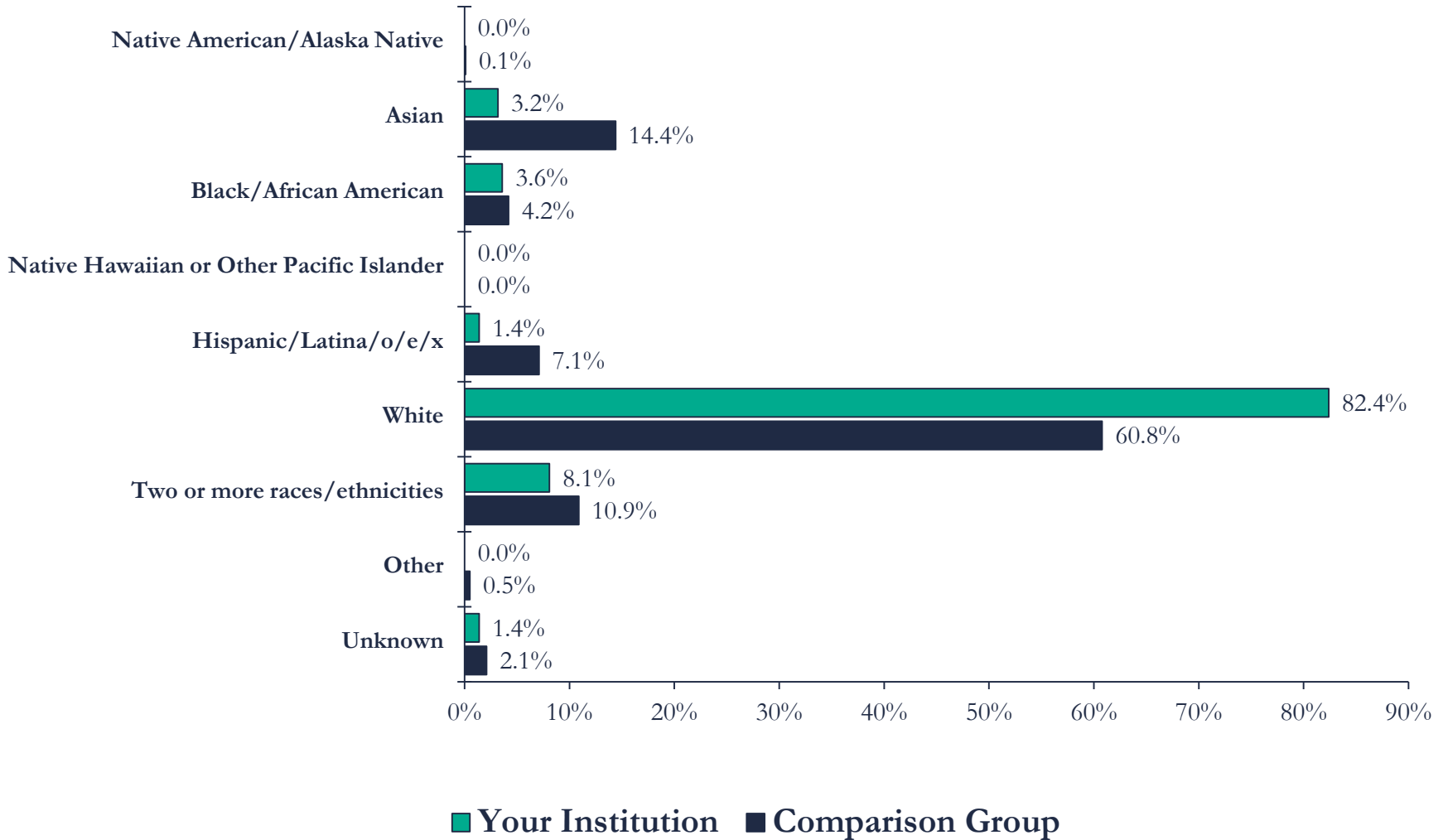


Sexual Orientation



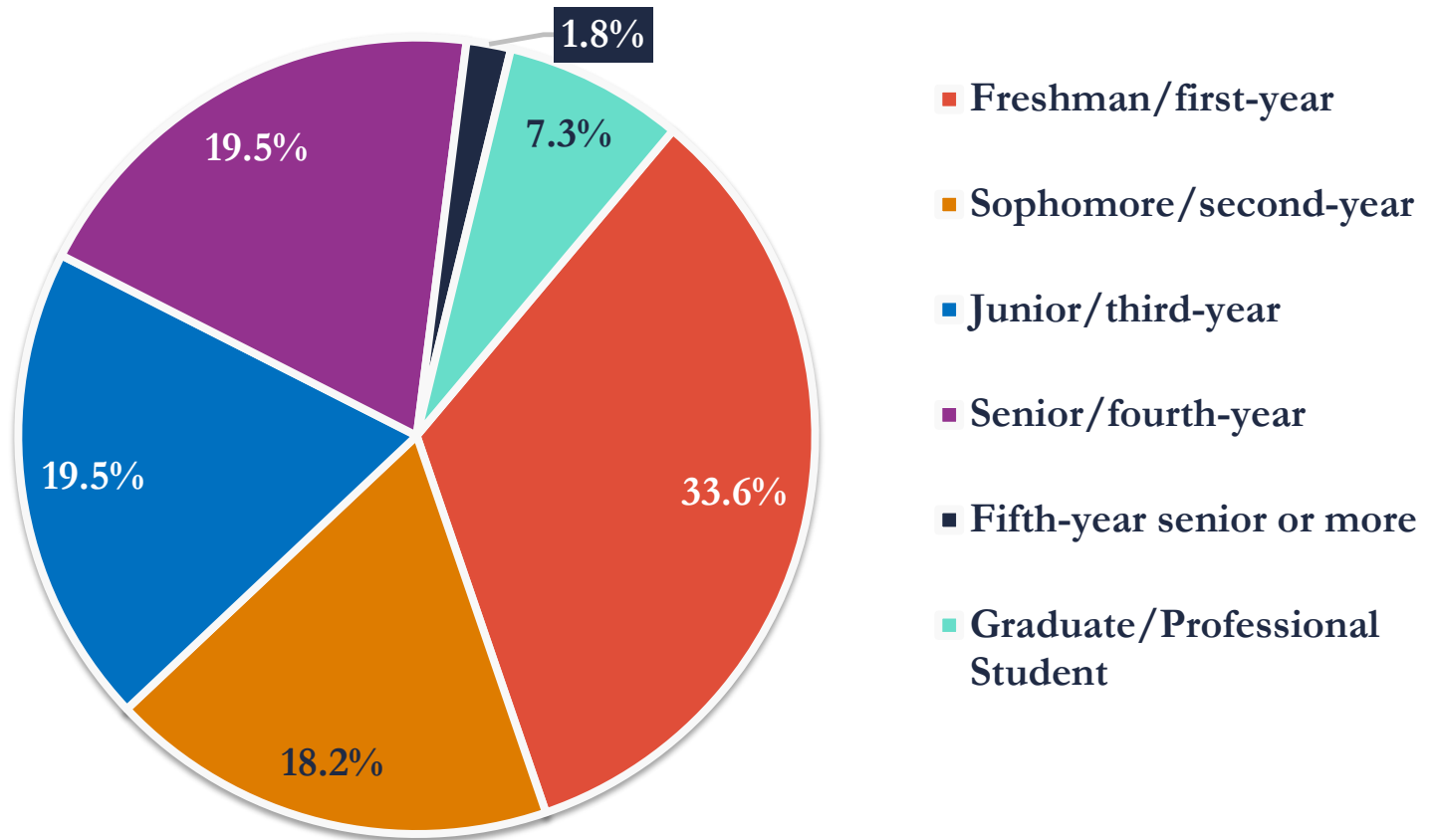
Demographics

Race/Ethnicity Group



Demographics

Class Standing

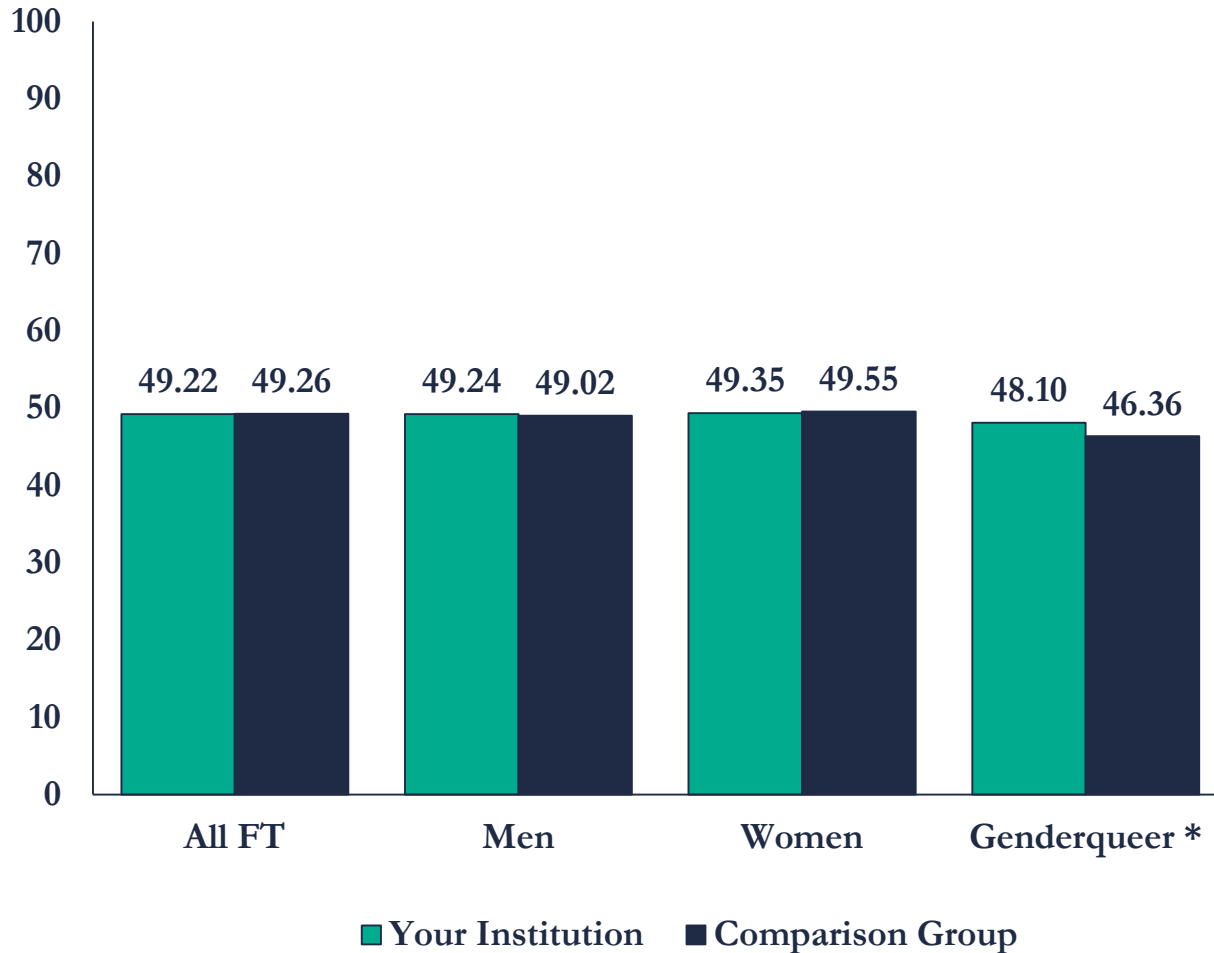


Campus Climate

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

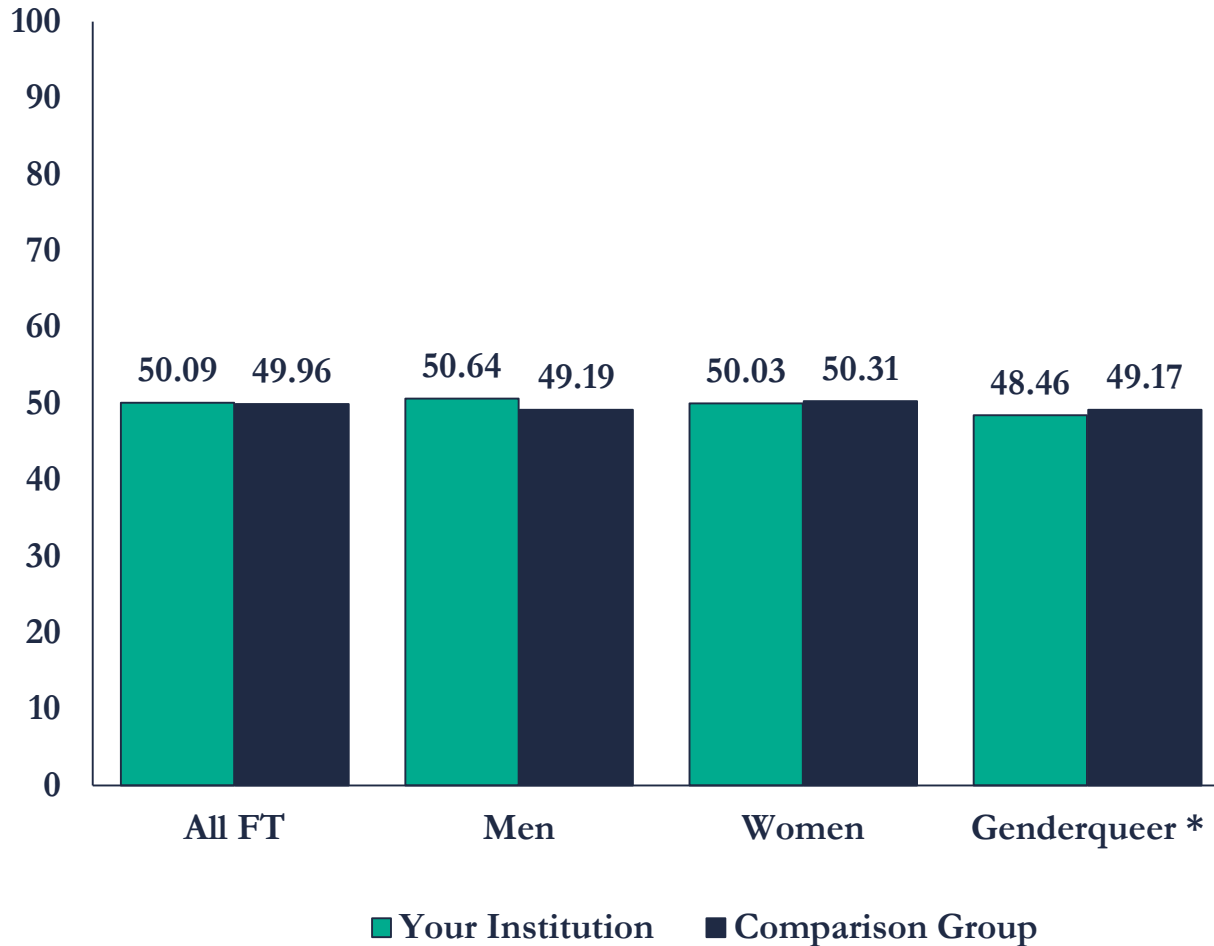
Please indicate the extent to which you agree or disagree with the following statements:

- 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 in the Classroom

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



Items

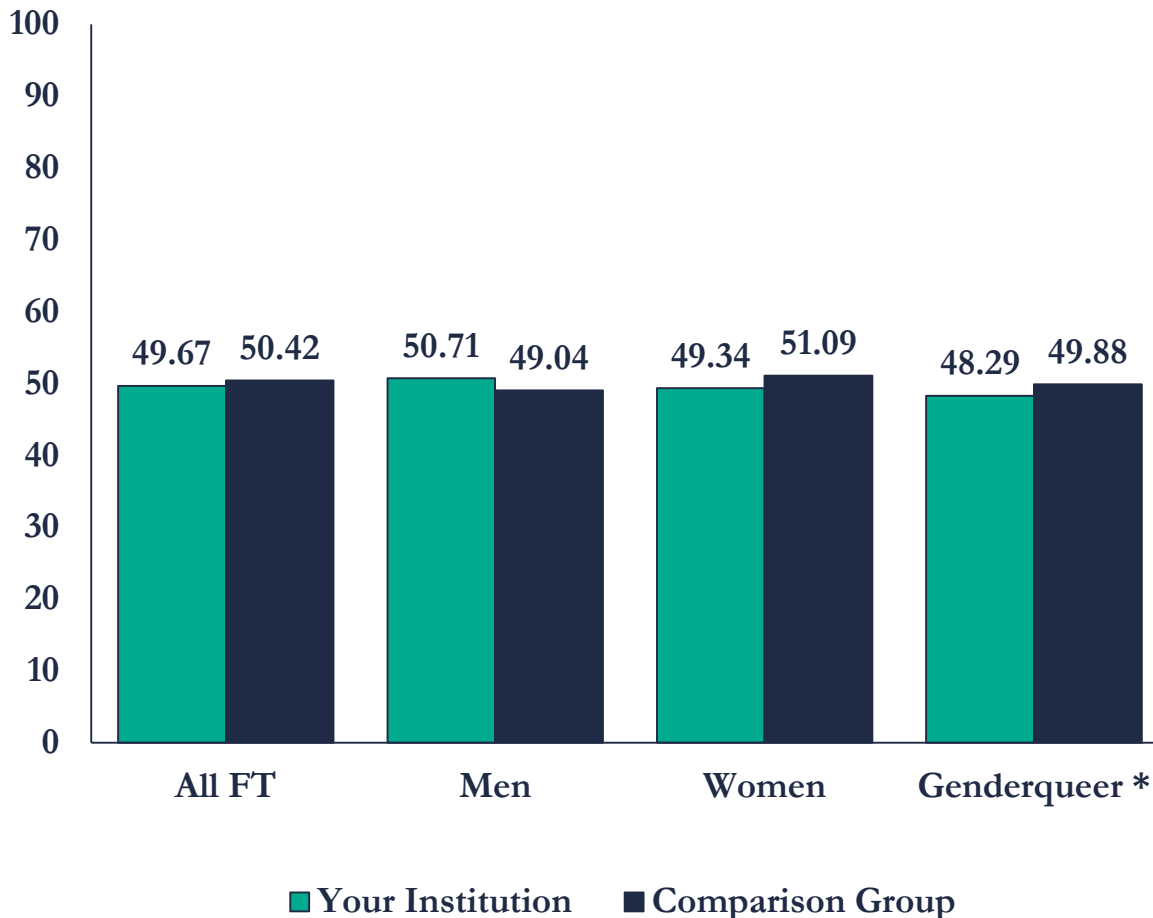
Please indicate how often you have experienced the following in class at this college:

- Felt that my contributions were valued
- Felt that faculty provided me with feedback that helped me assess my progress
- 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

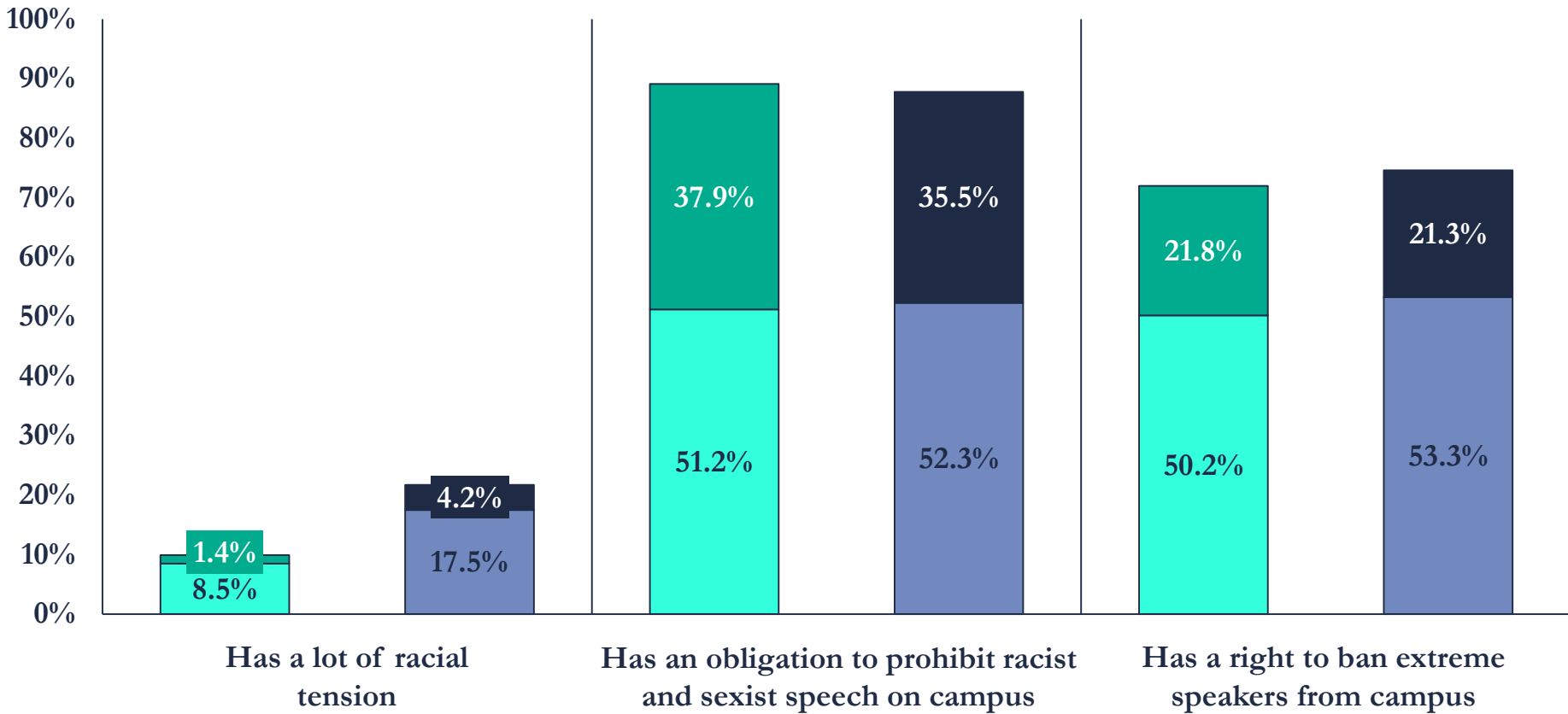
Please indicate the extent to which you agree or disagree with the following statements:

- 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 listed above

Racial Tension and Free Speech

This college:

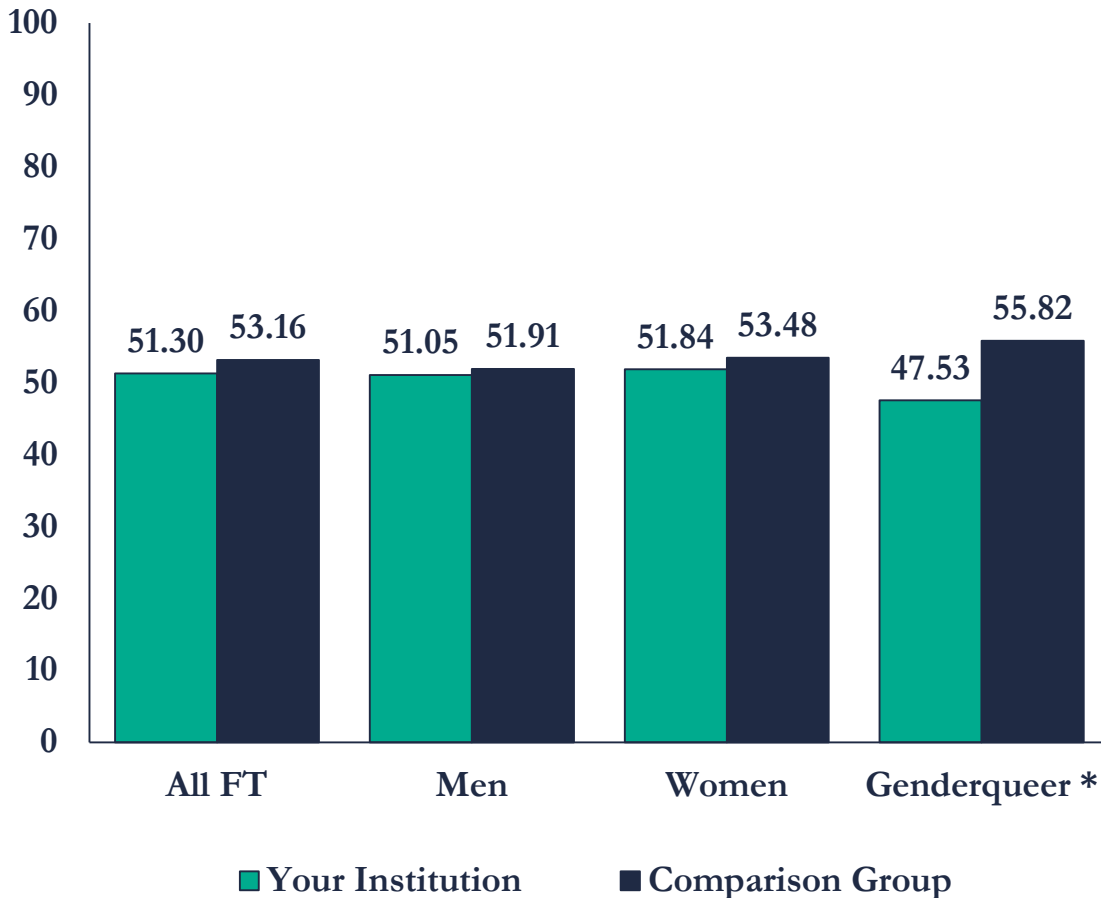


Your Institution
■ Strongly Agree
■ Agree

Comparison Group
■ Strongly Agree
■ Agree

Discrimination and Bias

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



Items

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination at this college:

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

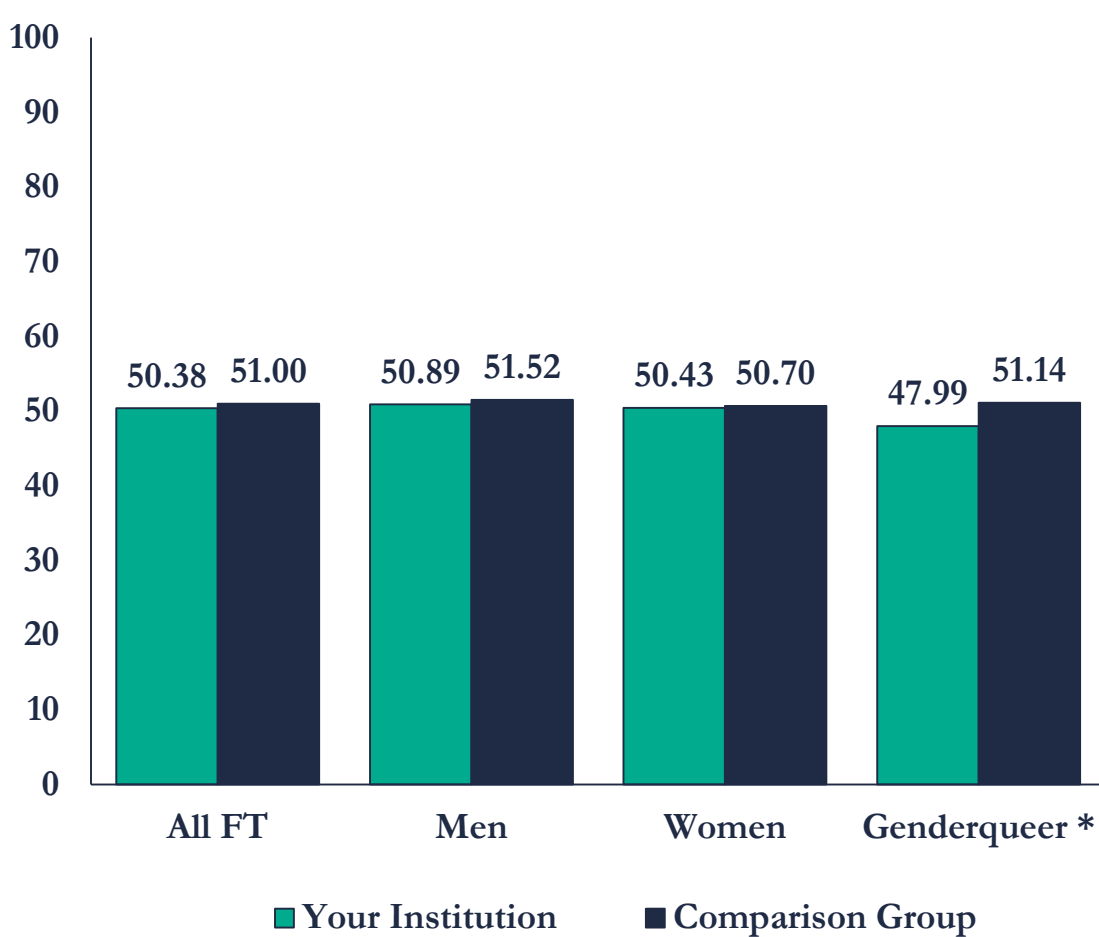
At this college, how often have you:

- Witnessed discrimination

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

Harassment

Harassment measures the frequency that students experience threats or harassment.



Items

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination at this college:

- Physical assaults or injuries
- Threats of physical violence
- Anonymous phone calls
- Damage to personal property

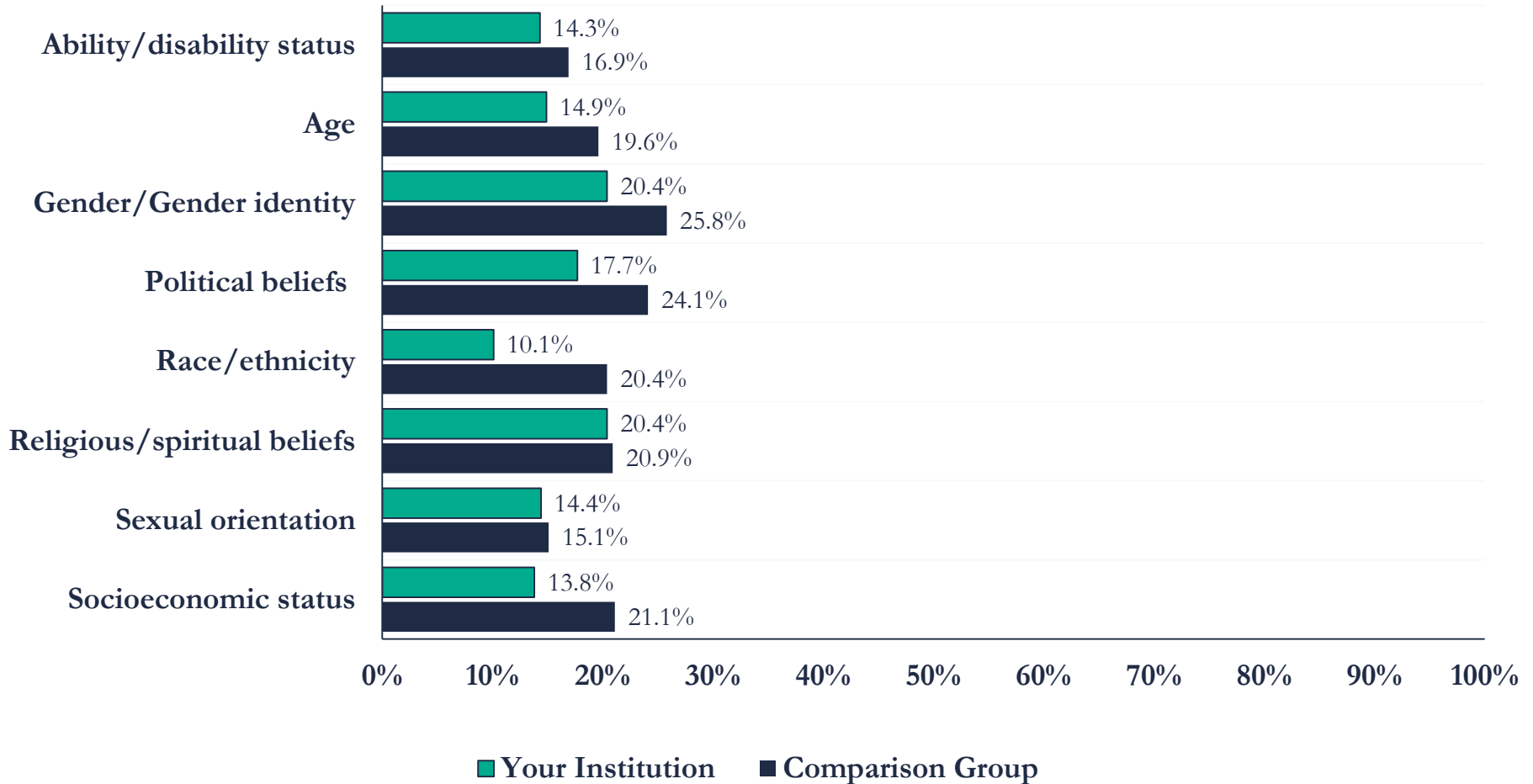
At this college, how often have you:

- Reported an incident of sexual harassment to a campus authority
- Reported an incident of discrimination to a campus authority
- Been sexually harassed

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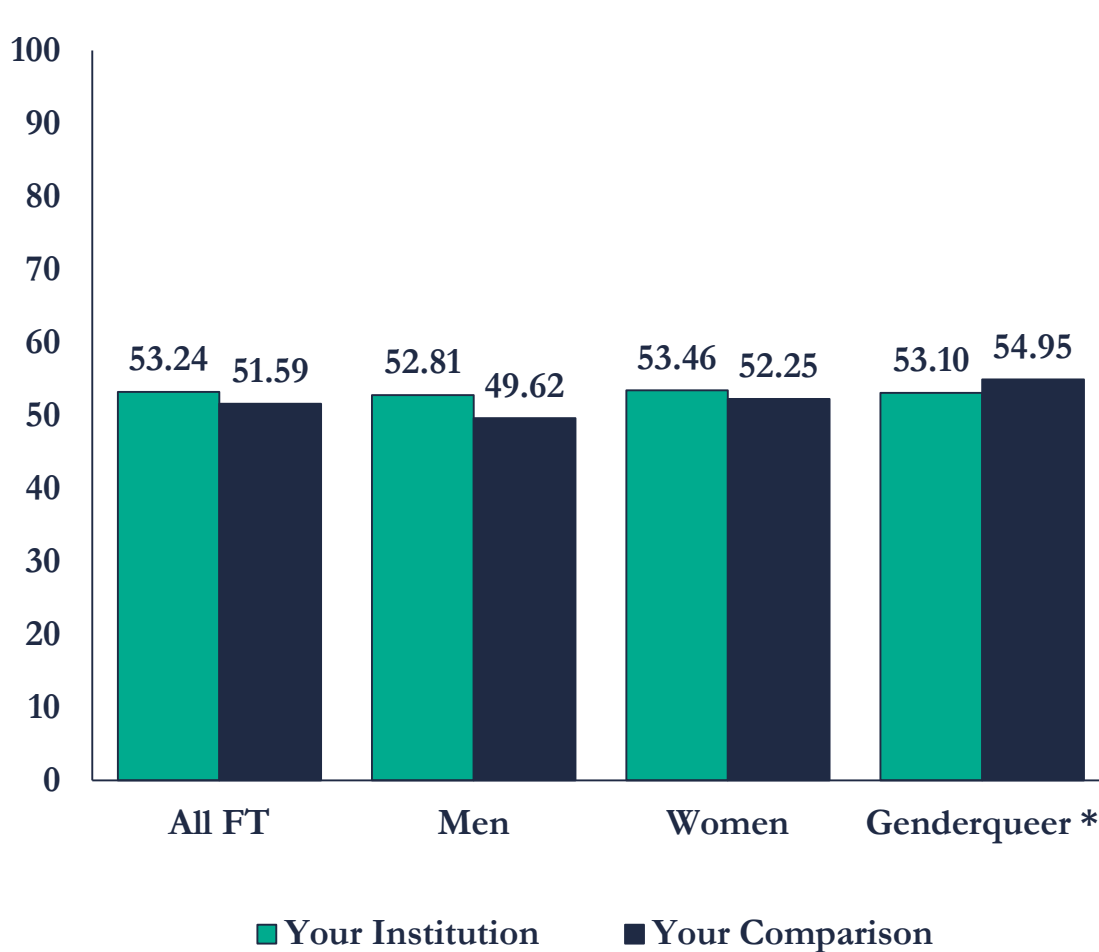
Discrimination/Exclusion

Since entering this college, how often have you been discriminated against or excluded from activities because of your:



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

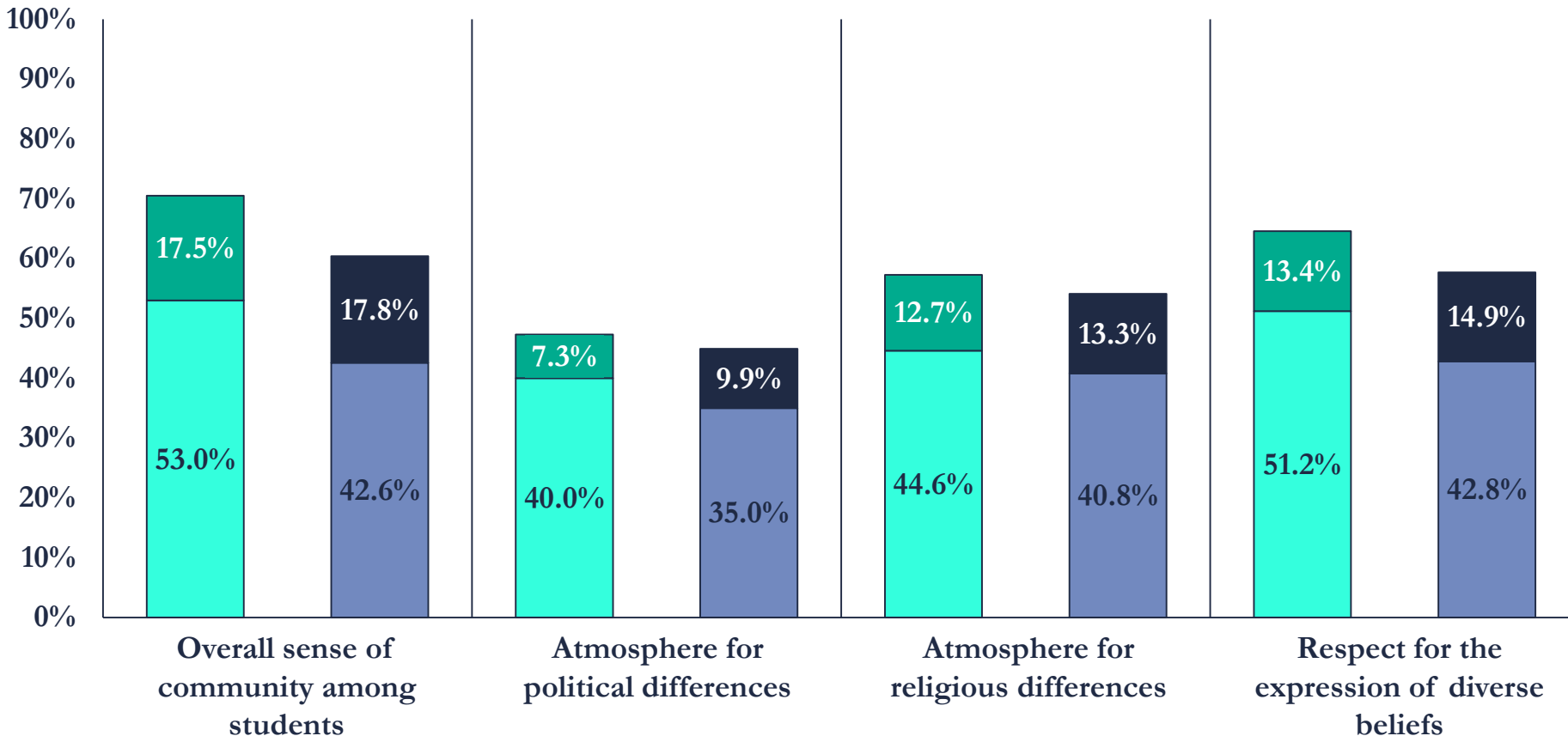
How often in the past year did you:

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

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

Satisfaction: Climate for Difference

Please rate your satisfaction with this college in each area:



Your Institution
■ Very Satisfied
■ Satisfied

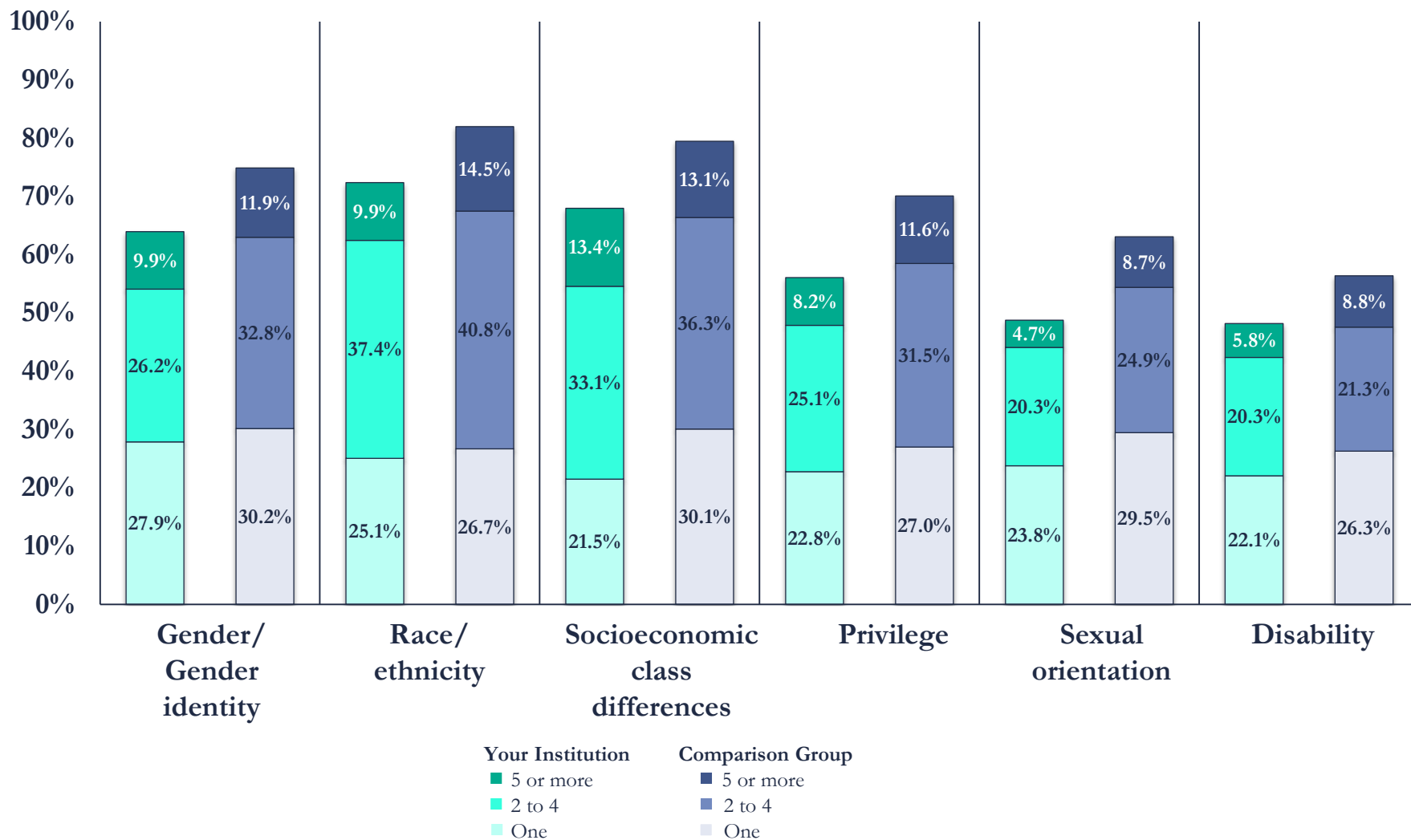
Comparison Group
■ Very Satisfied
■ Satisfied

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.

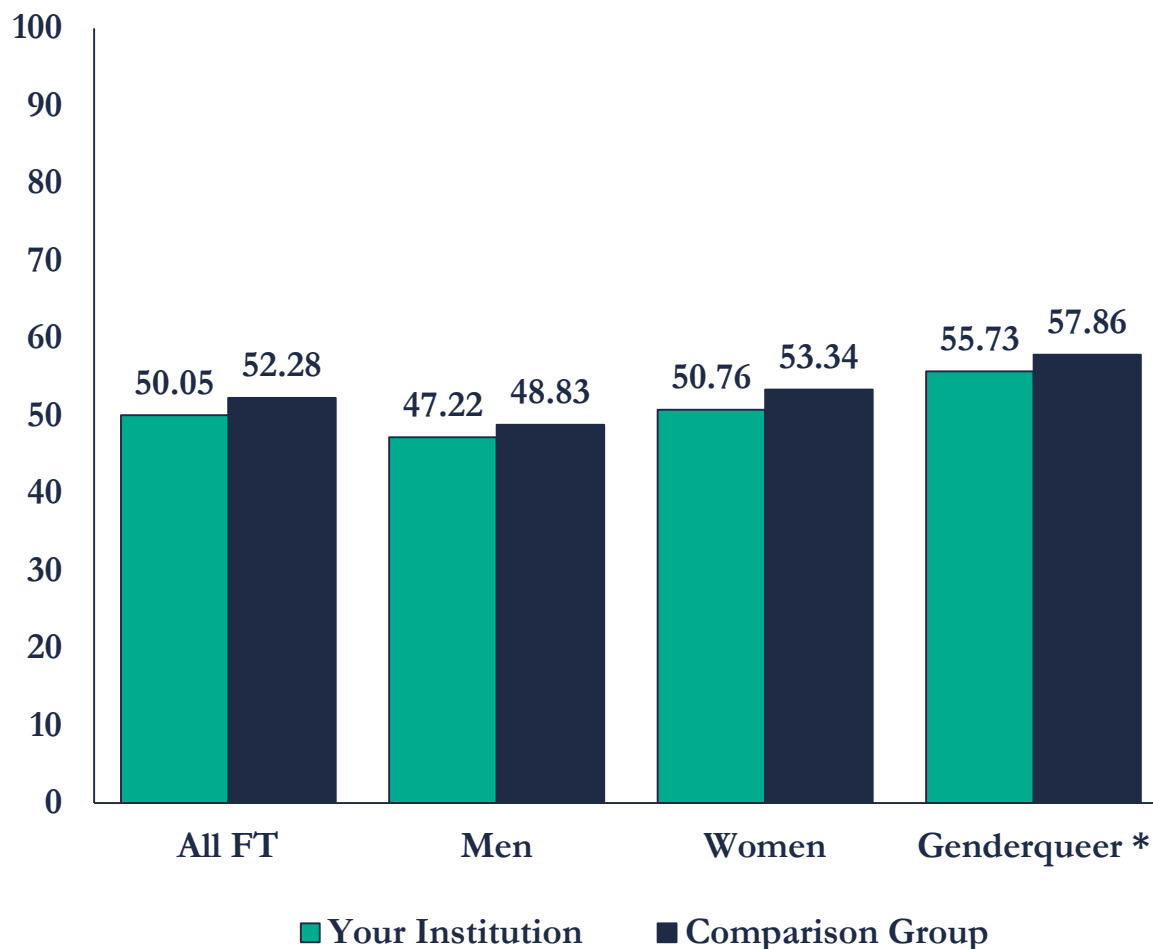
Curriculum of Inclusion

How many courses have you taken at this college that included the following?
Materials/readings about:



Co-Curricular Diversity Activities (Campus-Facilitated)

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



Items

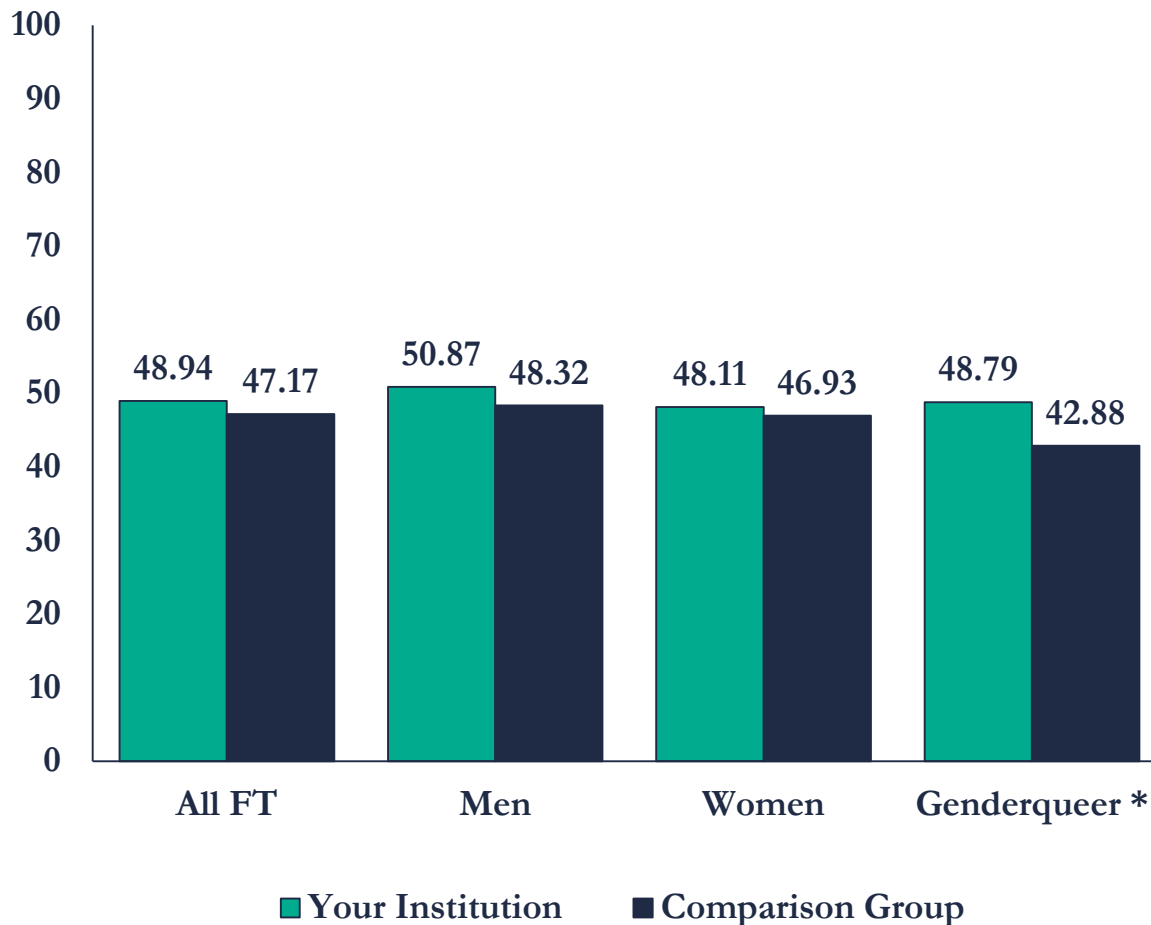
Since entering this college, how often have you:

- 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)

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Institutional Commitment to Diversity

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



Items

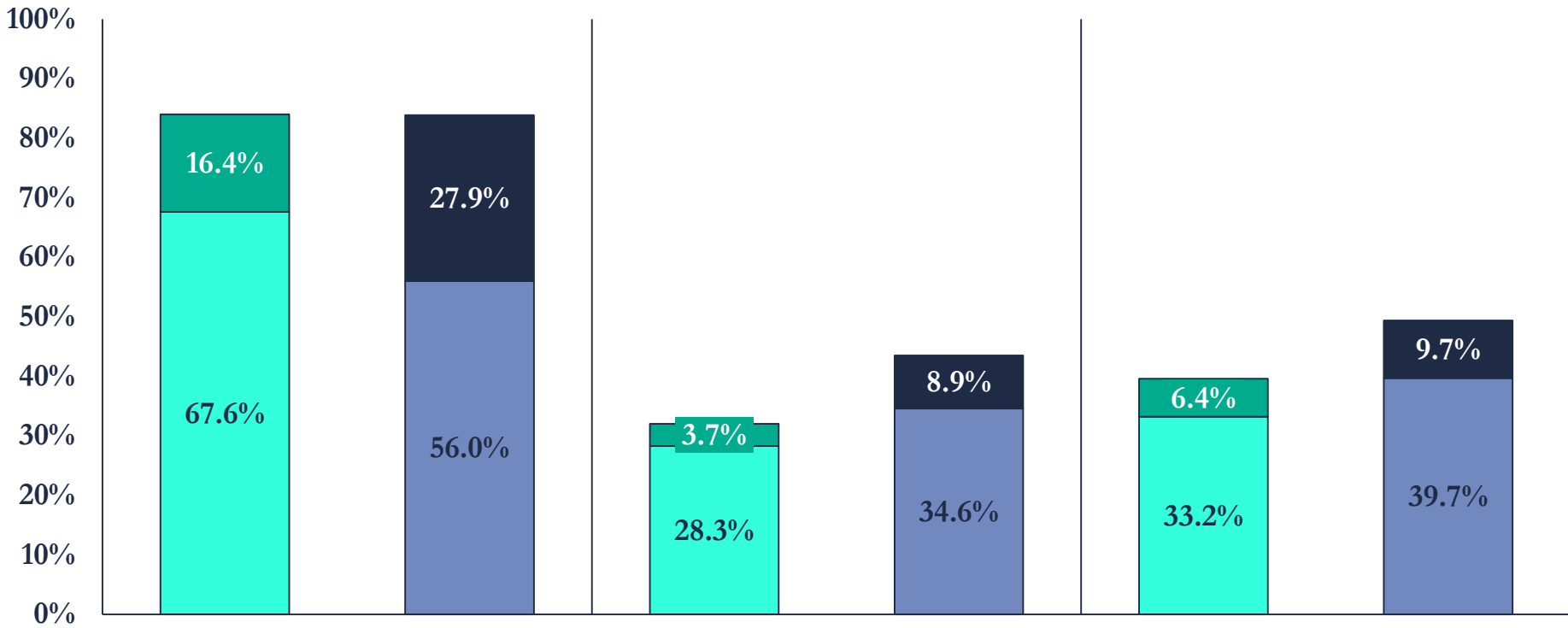
Please indicate the extent to which you agree or disagree with the following statements. This college:

- 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

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

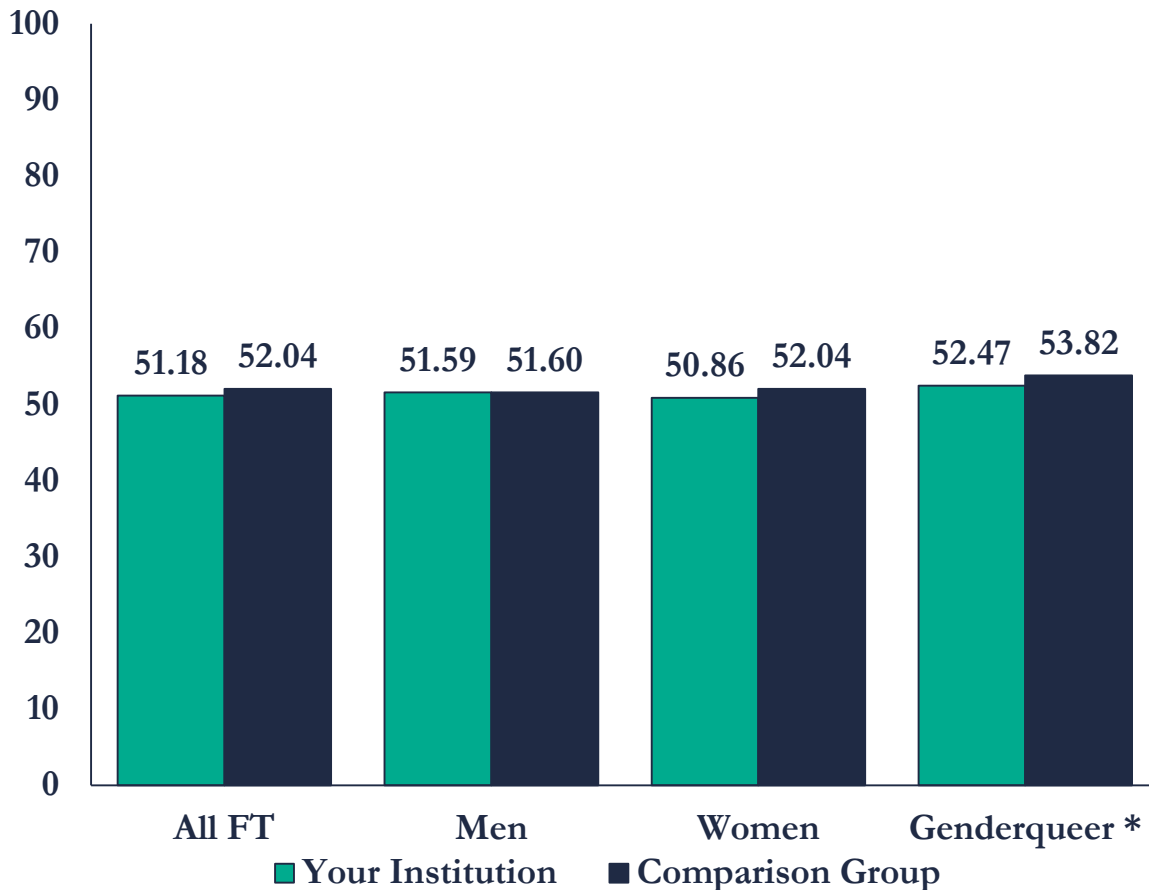
Comparison Group
■ Frequently
■ Occasionally

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

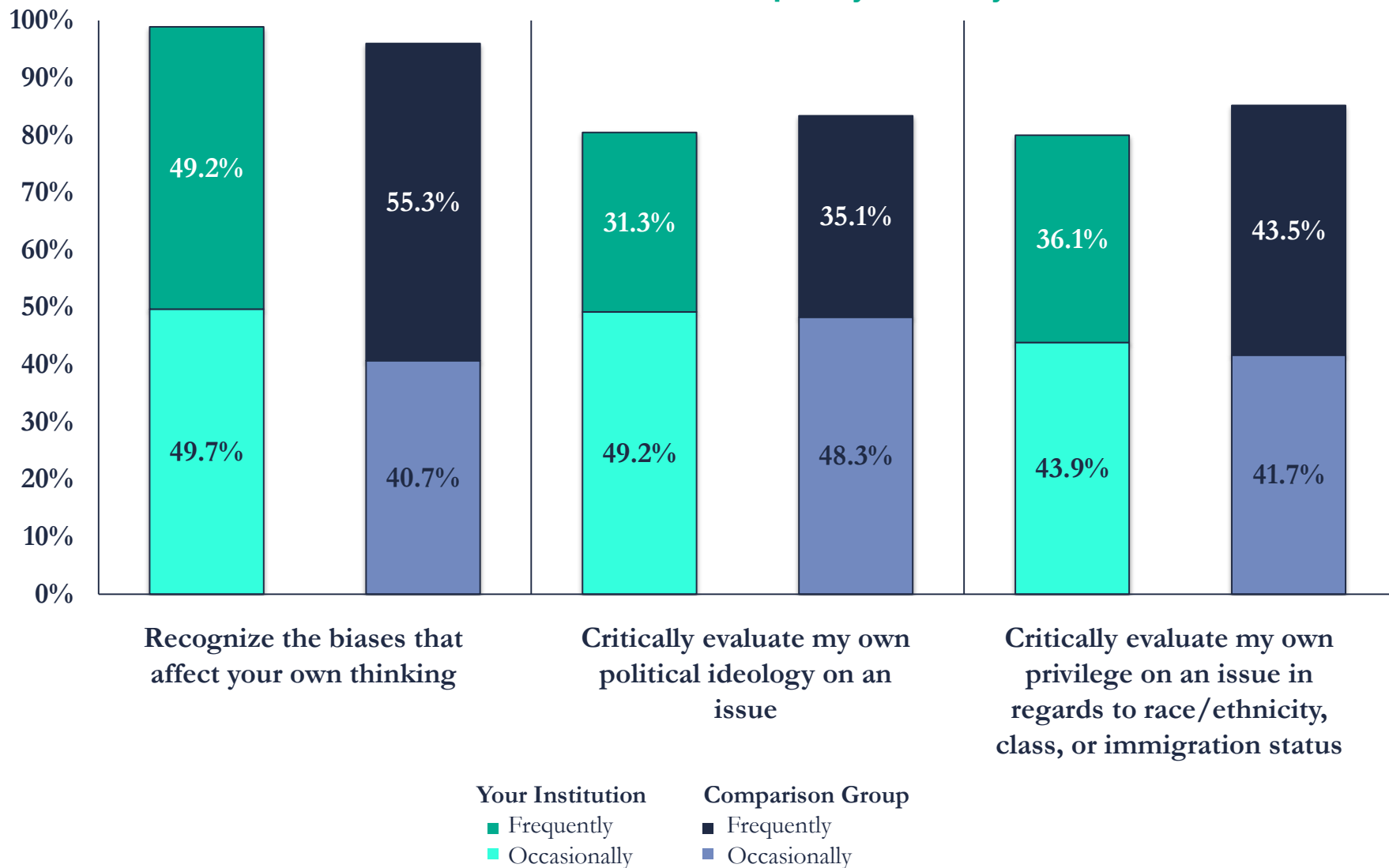
How often in the past year did you:

- Seek solutions to problems and explain them to others
- Support your opinions 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

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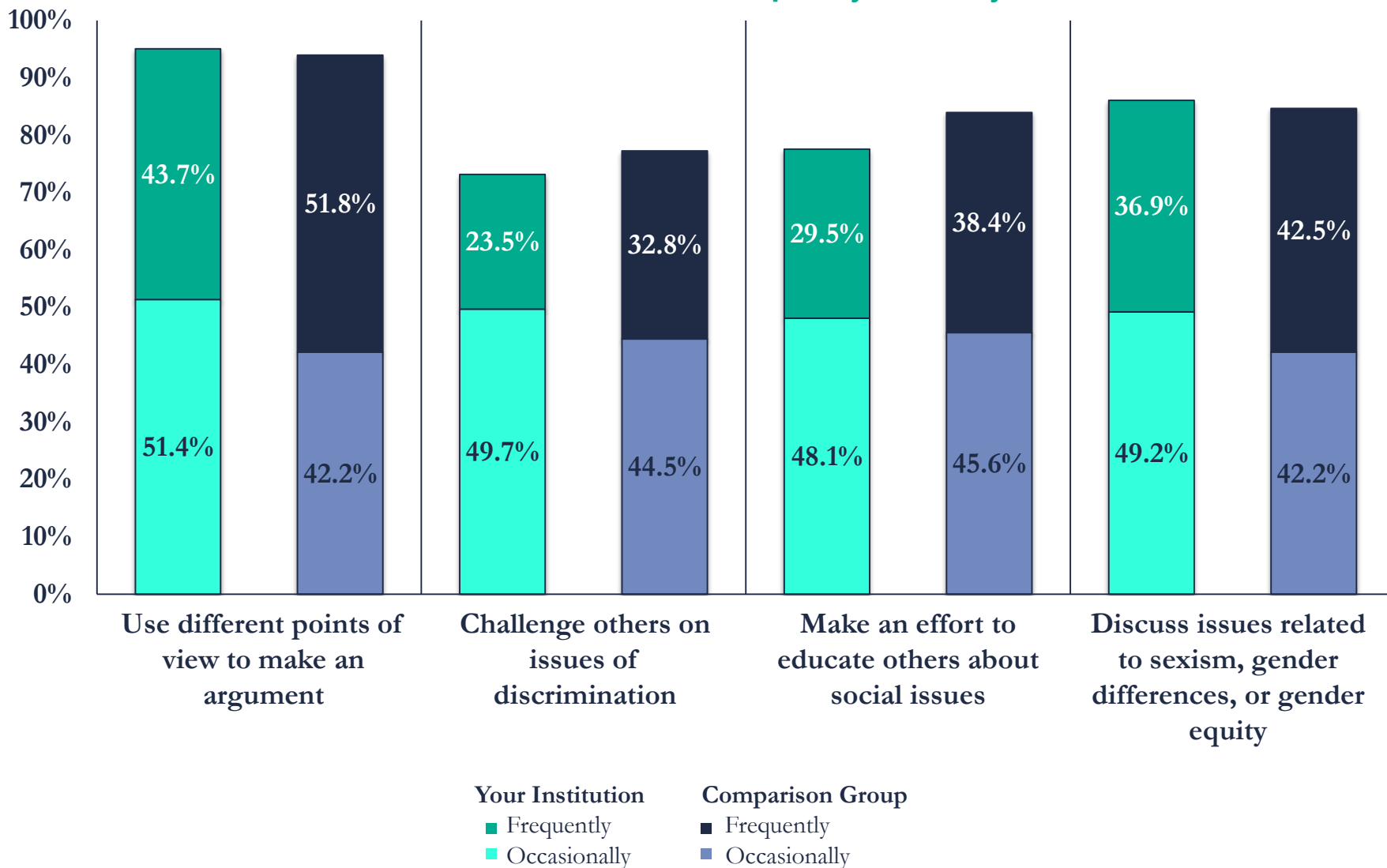
Application of Learning

How often in the past year did you:



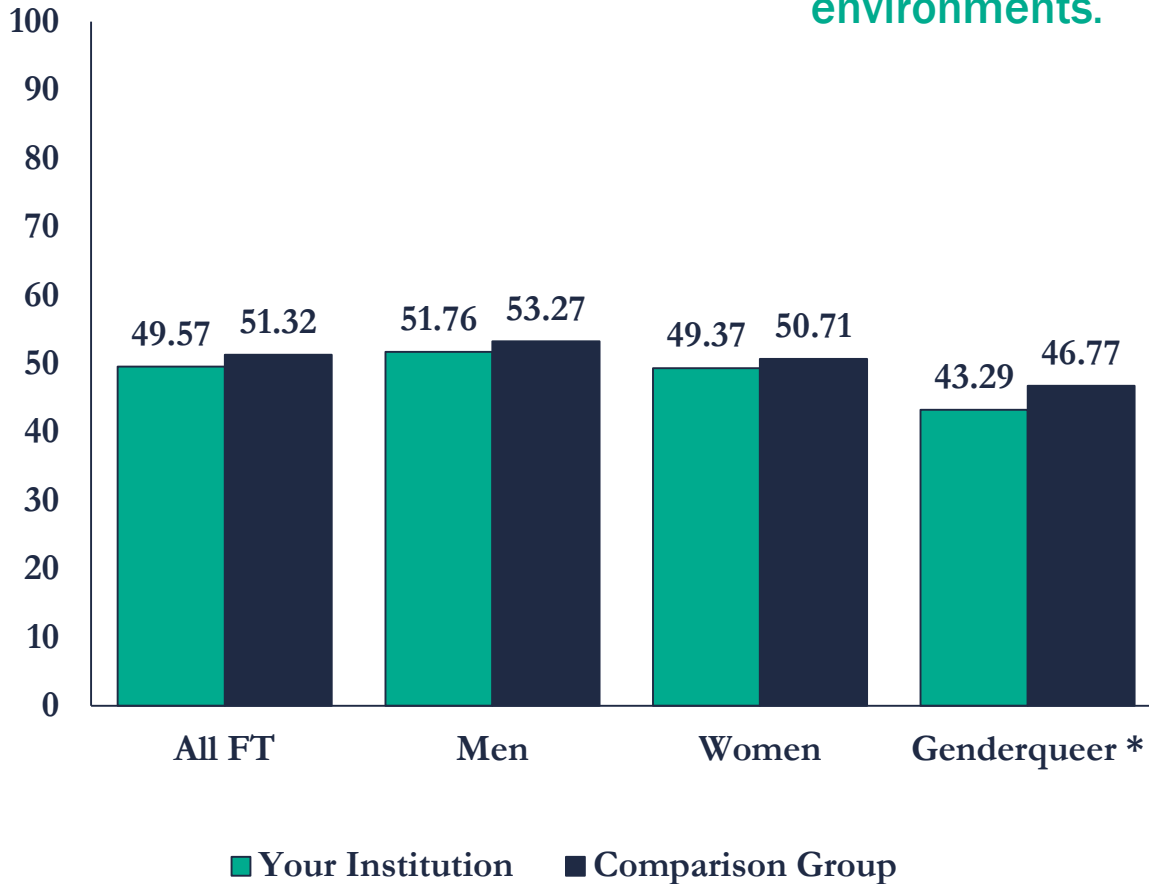
Application of Learning

How often in the past year did you:



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

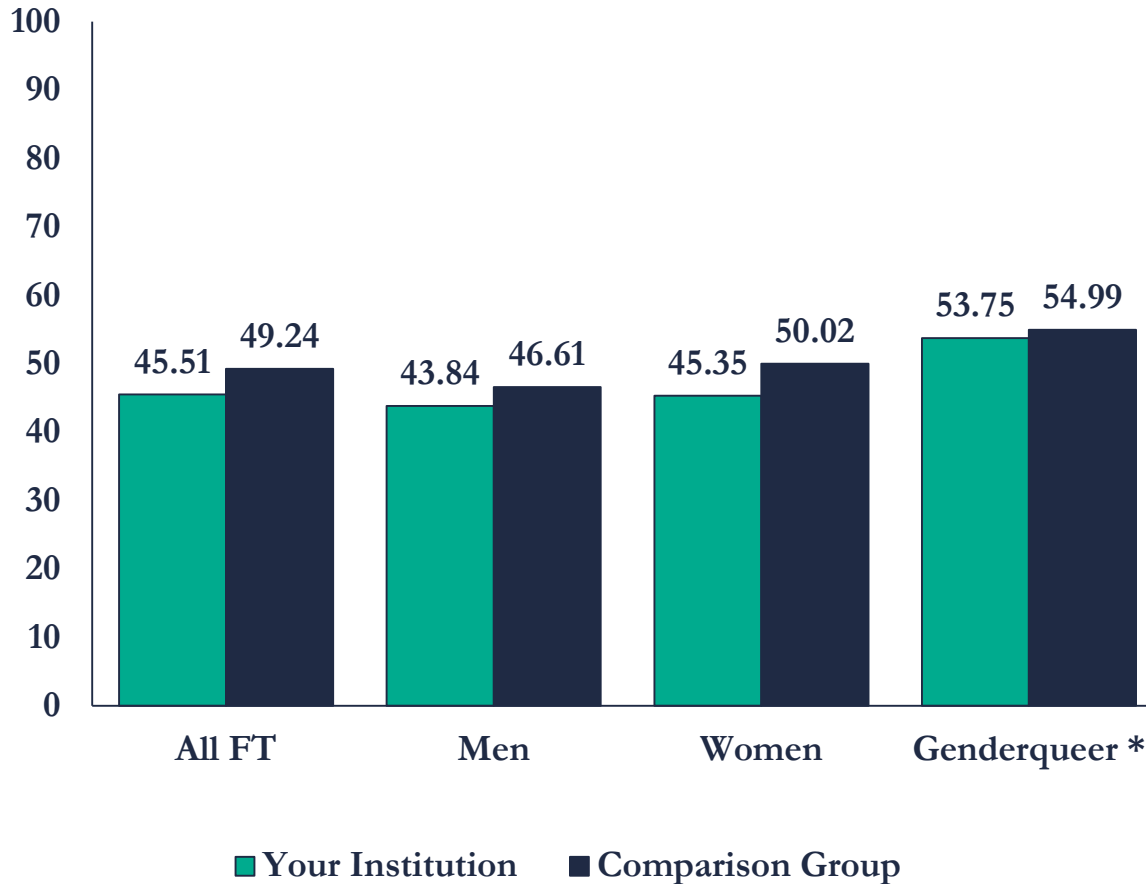
Rate yourself on each of the following traits as compared with the average person your age:

- Academic ability
- Self-confidence (intellectual)
- Drive to achieve
- Mathematical ability

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Social Agency

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



Items

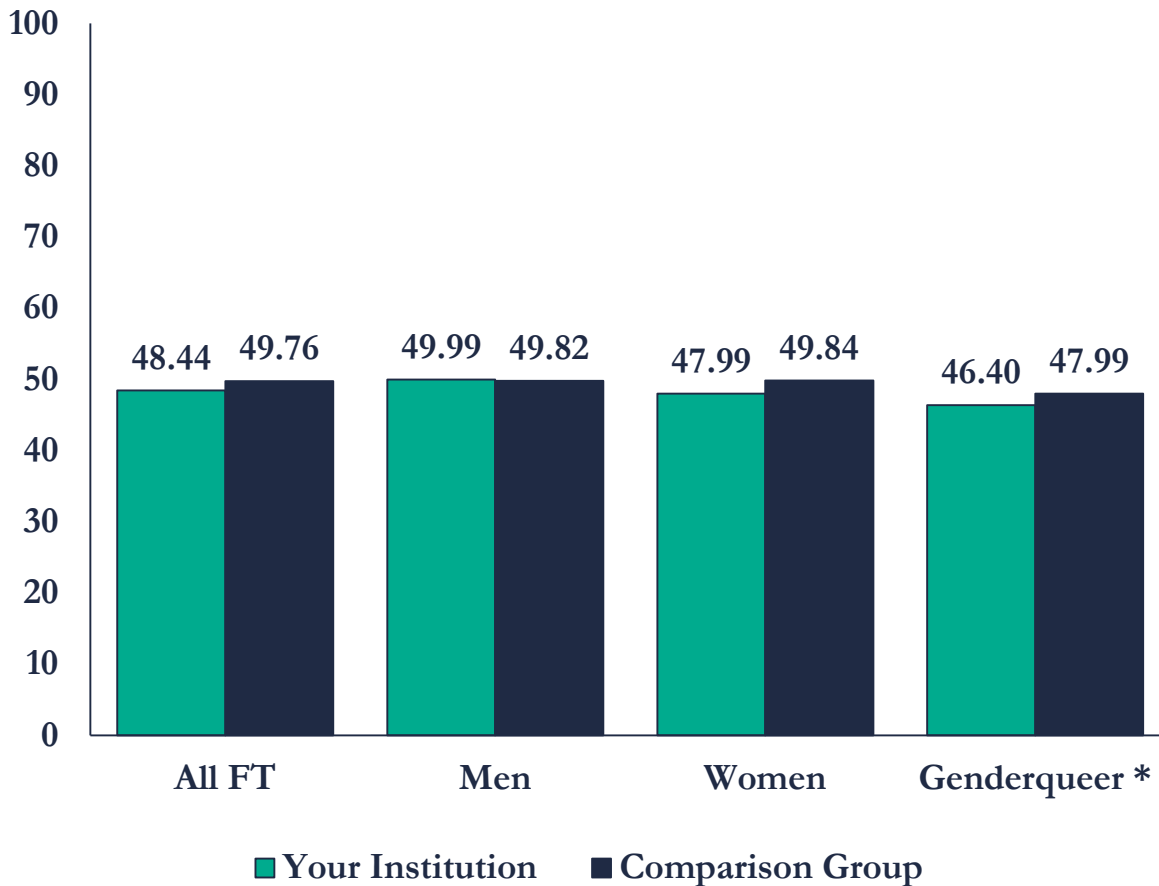
Please indicate the importance to you personally of each of the following:

- 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 listed above

Pluralistic Orientation

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



Items

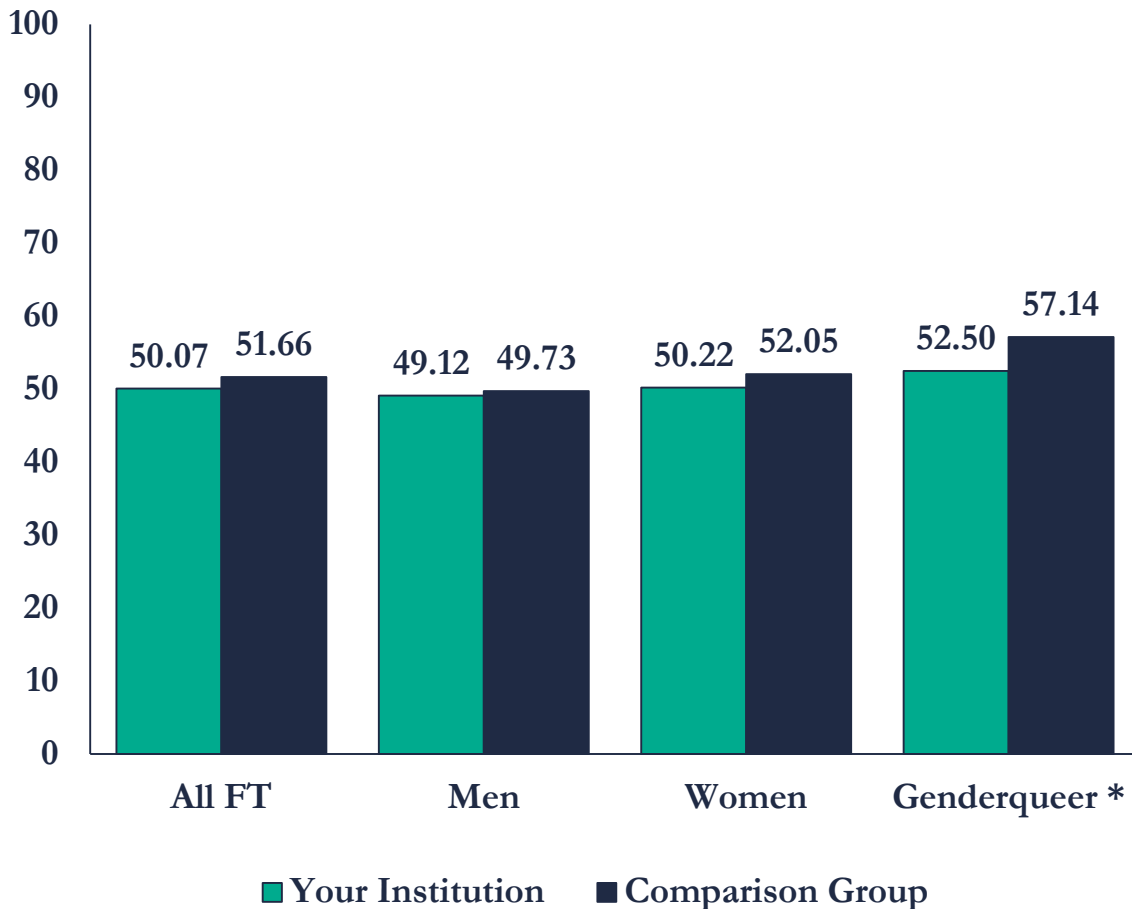
How would you currently rate yourself in the following areas:

- 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 above

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

Since entering this college, how often have you:

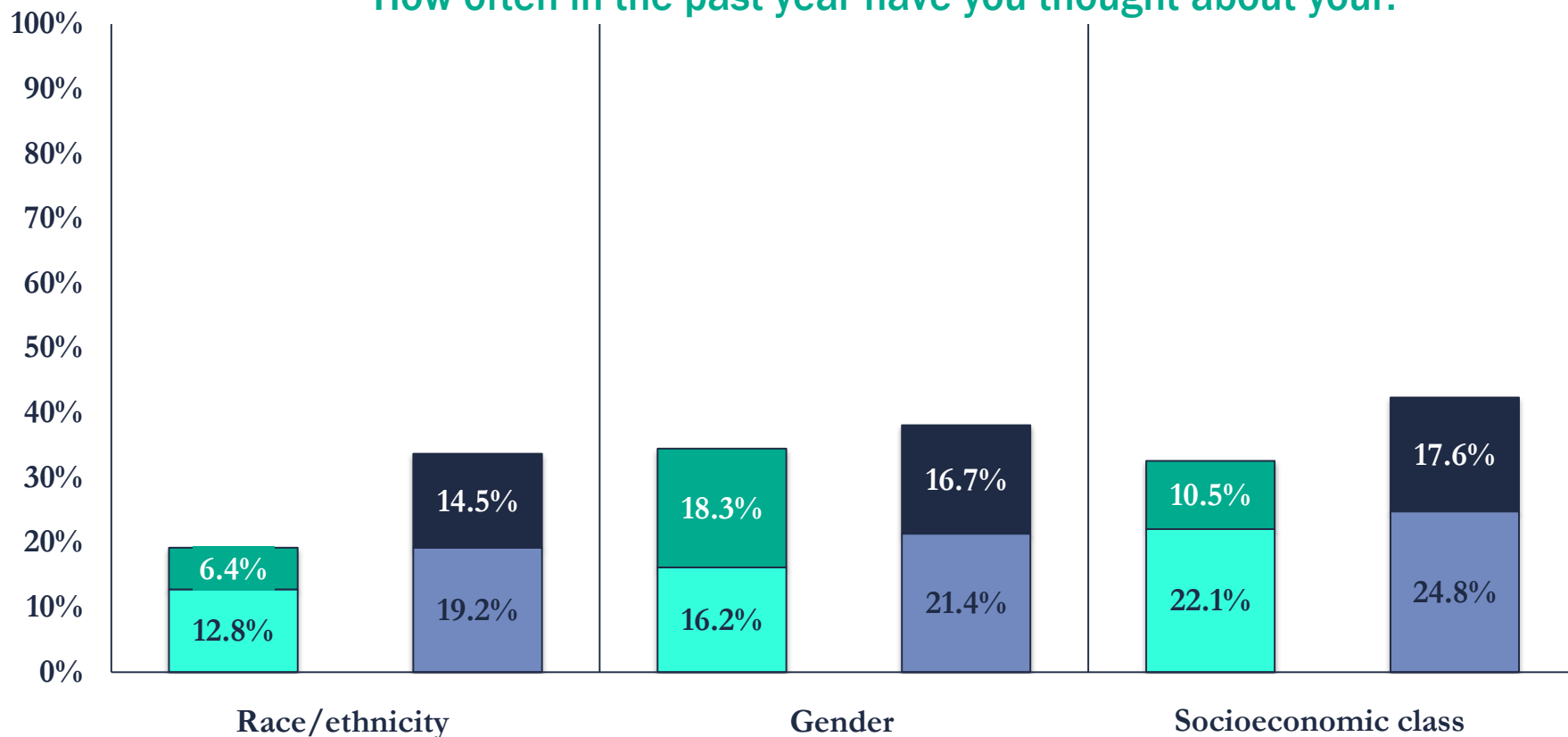
- Demonstrated for a cause (e.g., boycott, rally, protest)
- Publicly communicated your opinion about a cause (e.g., blog, email, petition)
- Discussed politics
- Performed community service

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

Identity Salience

We are all members of different social 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

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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