

HERI

Diverse Learning Environments Survey 2016-17 Results

Data Dialogue

November 28, 2017

Presented to the Office of Institutional Effectiveness



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Agenda

- Overview of Project
- Methodology
- Summary results
- Discuss implications



Overview of Project

The Diverse Learning Environments Survey (DLE) is a survey research tool developed and managed by the Higher Education Research Institute (HERI). It can be used to assess the impact of the environments that help shape learning, providing important information on the intersection of:

Campus Climate

Institutional Practices

Perceptions of Discrimination and Bias



Methodology

At Dominican, the DLE was administered online in the Spring 2017. It was sent to all enrolled degree-seeking students at all academic levels – graduate and undergraduate.

DU sent it to 3,261 students; 771 completed the survey for a response rate of **24%**.

Nationally, the 2017 DLE was administered at over 35 campuses nationwide that varied by size, sector and religious affiliation.



Comparison group

Comparison Group - Private 4-Year Colleges, n=2,761

John Brown University

California Institute of the Arts

Mills College

Lake Forest College

Colgate University

Bay Path College

Simpson College

Emory and Henry College

Roger Williams University

Hendrix College

Dominican University



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A Note about HERI Factors

Factors

Factors statistically aggregate questions from the HERI DLE Survey that tap into key aspects of the student experience. Factors have been scaled to a population mean of 50 with a standard deviation of 10.



Respondent Characteristics

	SP17 DU Sample (N=3,261)	DU DLE Respondents (N=771)	Comp Group (N=2,774)
Female	71%	71%	69%
Male	29%	28%	27%
Asian	3%	4%	6%
Black/African-American	8%	8%	5%
Hispanic	34%	36%	12%
White	43%	44%	65%
Other	8%	8%	12%



This is only the beginning of this data!

Today's presentation will focus on the survey themes and factors where the data indicated significant institutional strengths and challenges related to Campus Climate. In this report, comparison data is limited to full-time students only.

These results also include themes and factors that will inform the efforts of:

- The Committee on Diversity, Equity and Inclusion
- The Strategic Planning and Budget Committee
- The Office of Mission and Ministry
- Title IX compliance efforts



Sense of Belonging

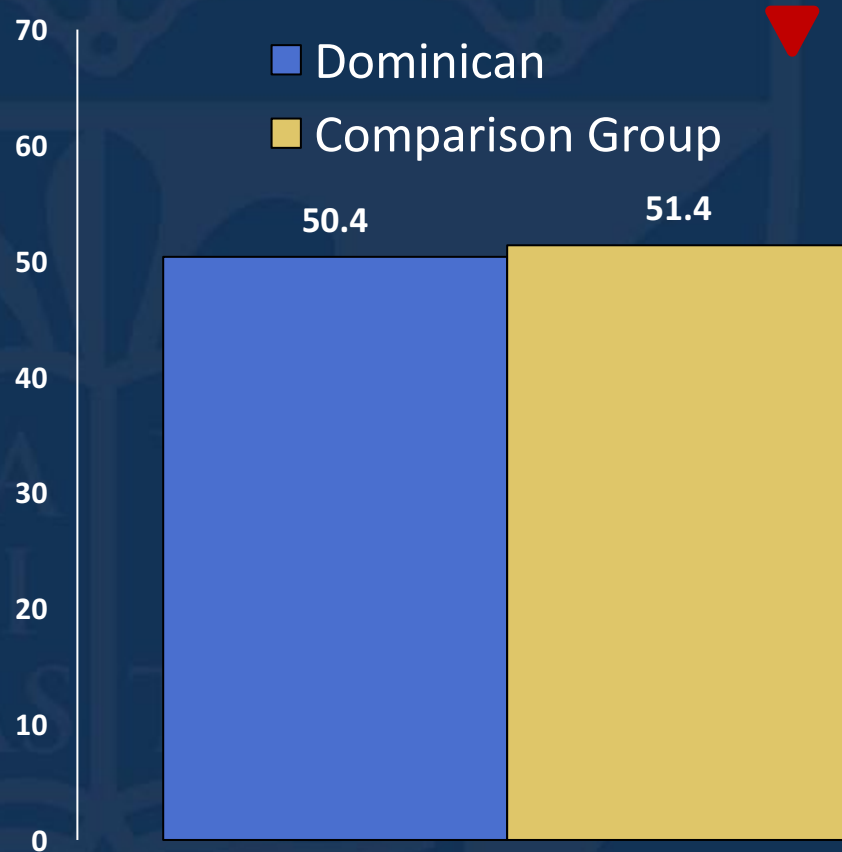
The campus community is a powerful source of influence on students' development.

Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.



Sense of Belonging Factor Comparison


Factor Items



- I feel a sense of belonging to this campus
- I feel I am a member of this college
- I see myself as part of the campus community
- If asked, I would recommend this college to others

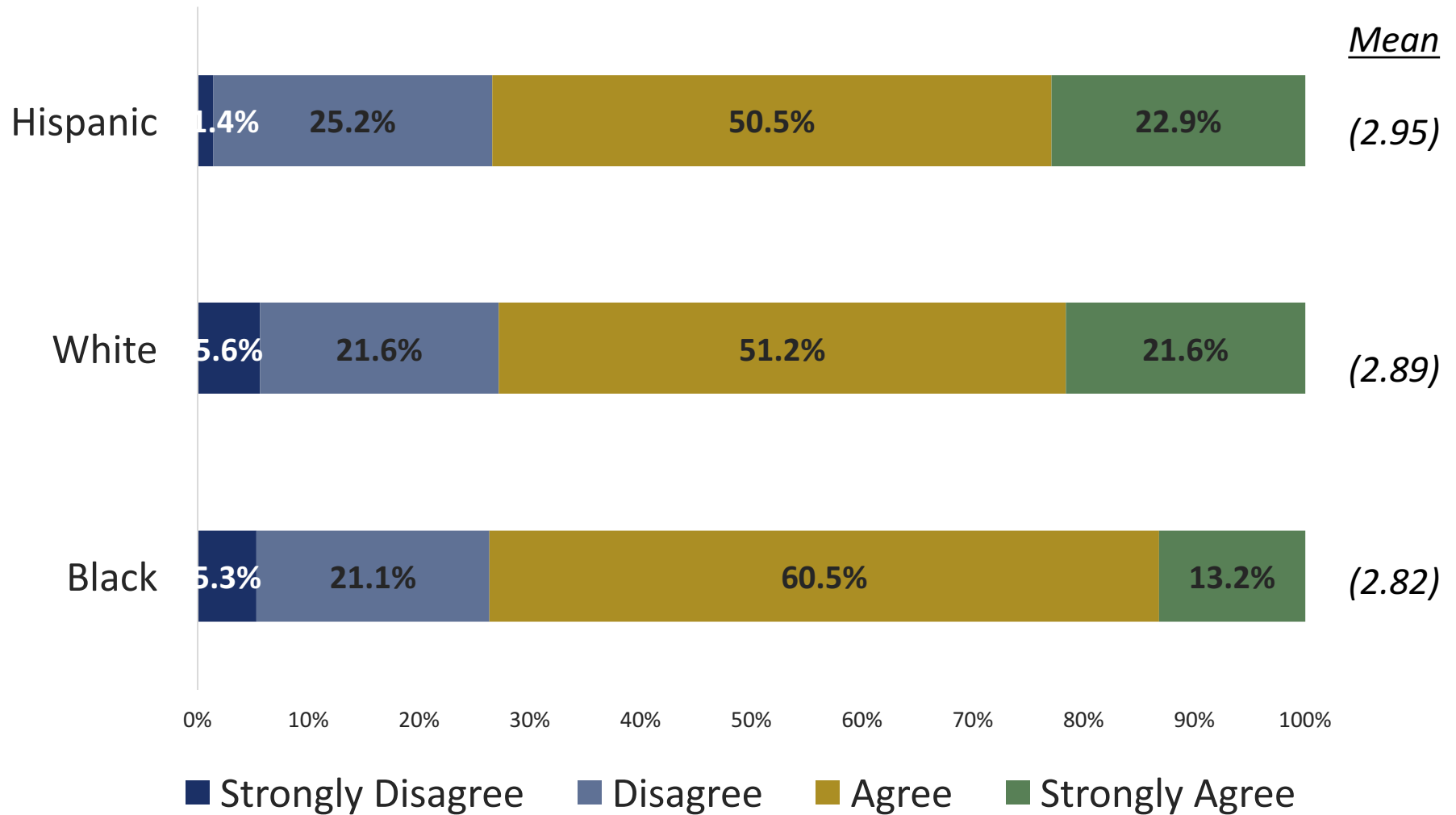


Sense of Belonging Items

% High Level Attitudes (Strongly agree/Agree)	Dominican	Comp Group
I feel a sense of belonging to this campus	77.7%	77.2%
I feel that I am a member of this college	86.4%	90.8%
I see myself as a part of the campus community	73.0%	81.4% 
If asked, I would recommend this college to others	89.9%	87.0%



'I see myself as part of the campus community' by Race/Ethnicity ▼

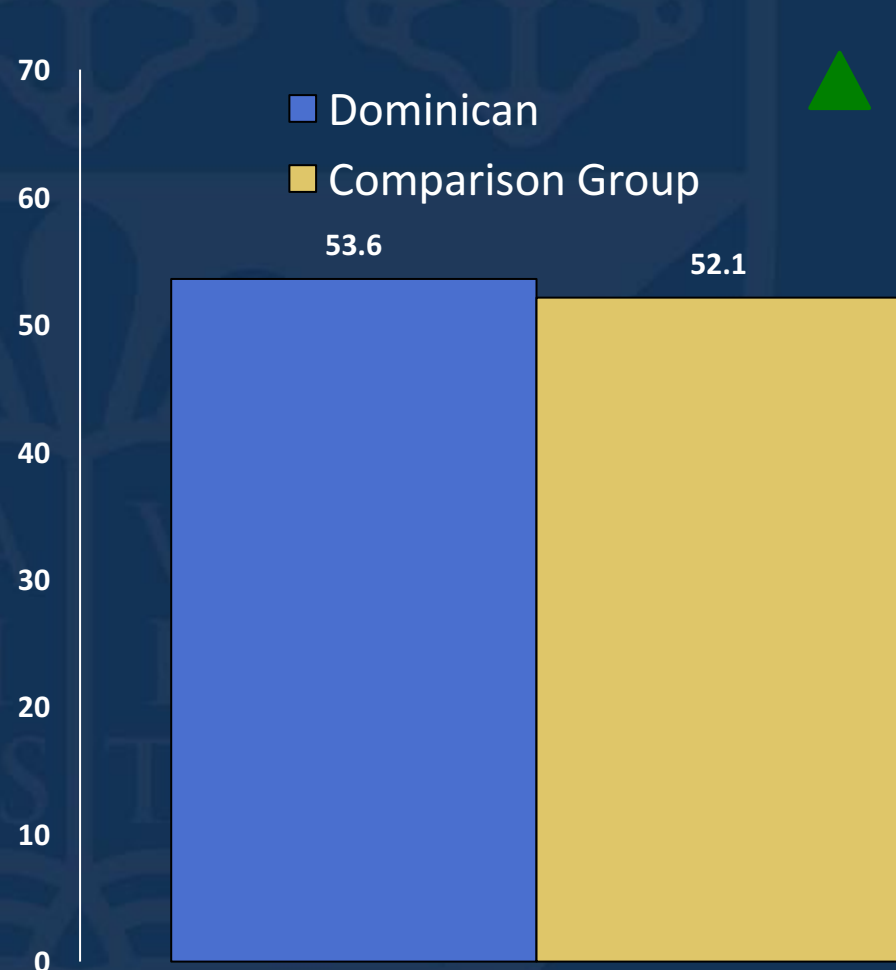


Curriculum of Inclusion

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 content addressing diversity.



Curriculum of Inclusion Factor Comparison







Items

- Materials/readings about race/ethnicity
- Materials/readings about socioeconomic class differences
- Materials/readings about privilege
- Materials/readings about sexual orientation
- Materials/readings about gender
- Opportunities for intensive dialogue between students with different backgrounds and beliefs
- Materials/readings about disability
- Opportunities to study and serve communities in need



Curriculum of Inclusion Items

% One or More How many courses have you taken at this college that included the following:	Dominican	Comp Group
Materials/readings about race/ethnicity	85.4%	82.9% 
Materials/readings about socioeconomic class differences	82.0%	80.7% 
Materials/readings about privilege	73.7%	72.9%
Materials/readings about sexual orientation	61.9%	62.7%
Materials/readings about gender	72.3%	73.4%
Opportunities for intensive dialogue between students with different backgrounds and beliefs	67.6%	68.1%
Materials/readings about disability	58.3%	50.3% 
Opportunities to study and serve communities in need	61.7%	44.7% 



Classroom Climate Module





This optional module asks respondents about their perception of the classroom environment and the various types of pedagogical practices employed by instructors







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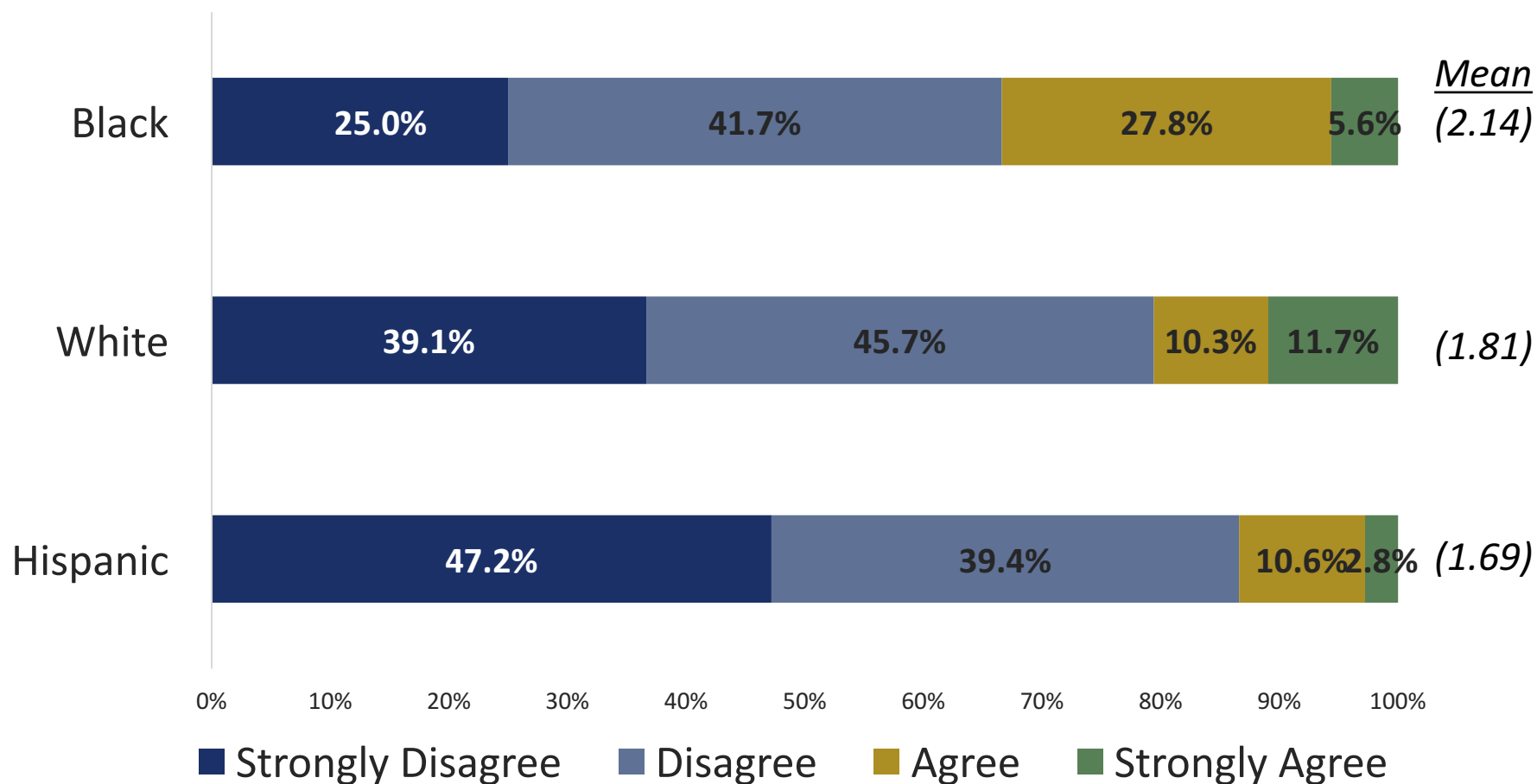
Classroom Climate Items: measure students' perception of the classroom environment and the various types of pedagogical practices employed by instructor

% Strongly Agree/Agree Please indicate the extent to which you agree or disagree with each of the following statements:	Dominican	Comp Group
I feel comfortable sharing my own perspectives and experiences in class	89.7%	83.4% 
I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)	15.0%	16.3%
I feel I have to work harder than other students to be perceived as a good student	40.6%	41.4%
I don't feel comfortable contributing to class discussions	16.6%	21.8% 
Faculty value individual differences in the classroom	86.0%	82.5% 
Faculty are sensitive to the ability levels of all students	80.9%	75.6% 

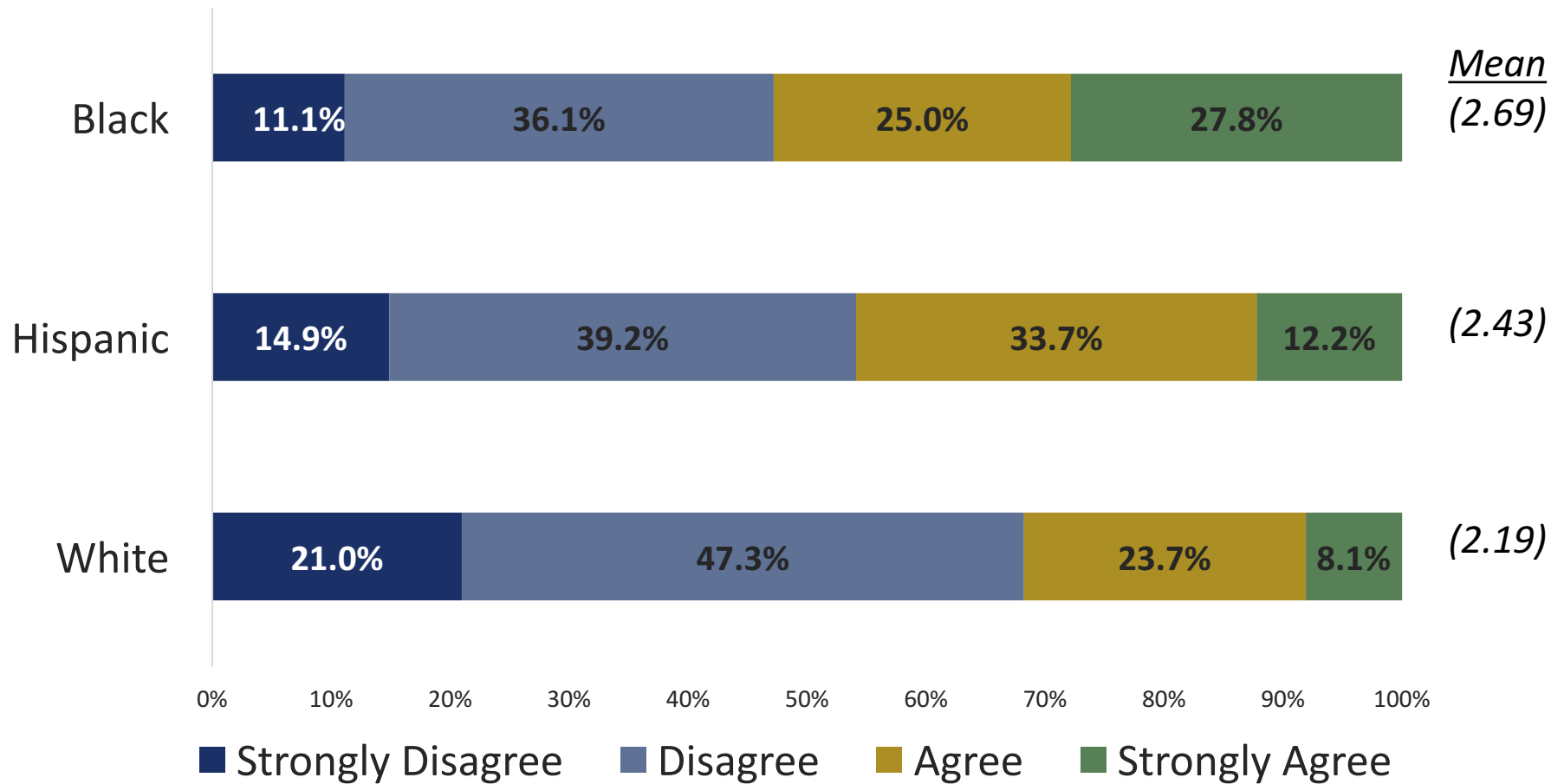
Classroom Climate Items: measure students' perception of the classroom environment and the various types of pedagogical practices employed by instructor

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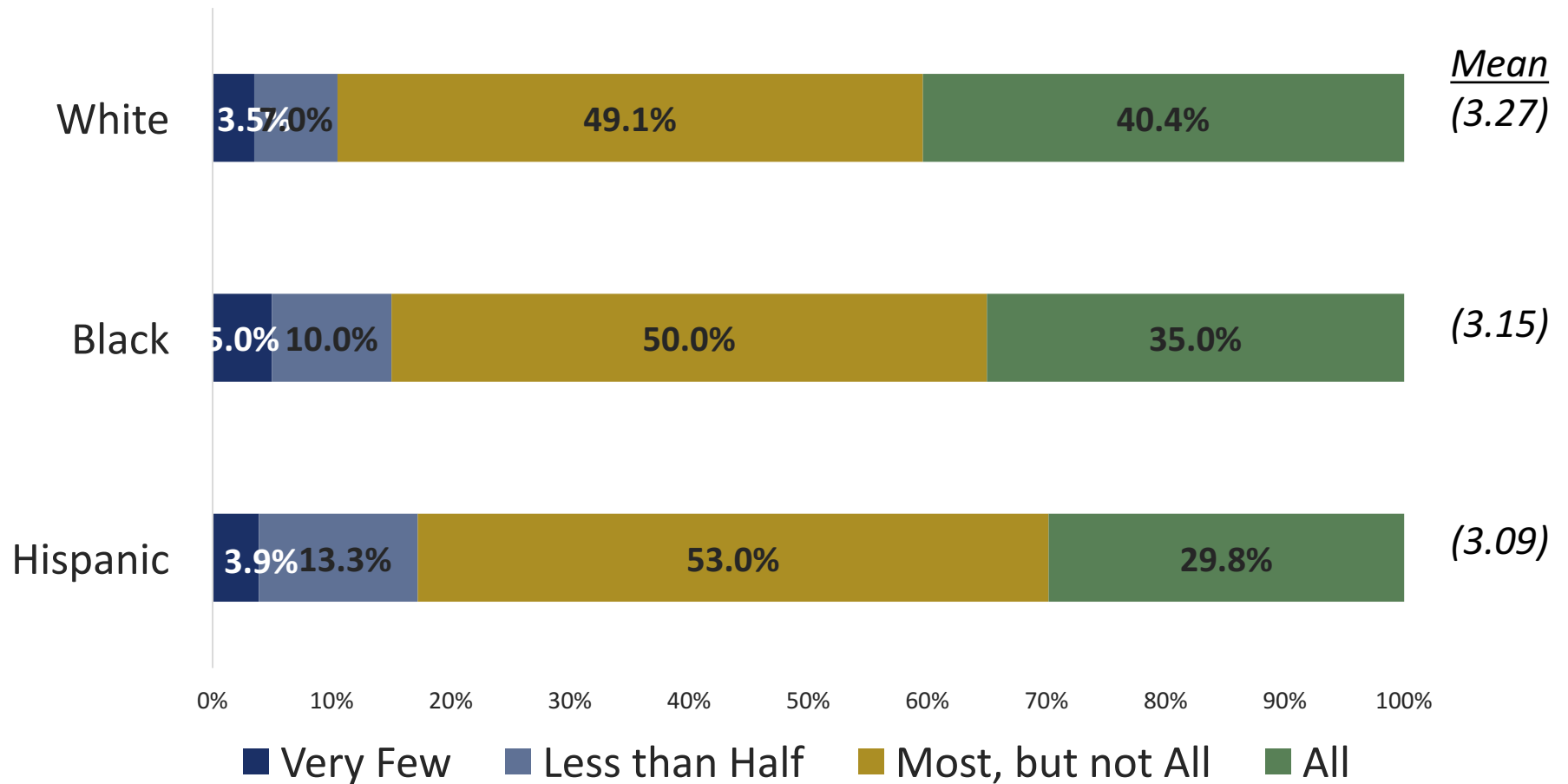
I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)









I feel I have to work harder than other students to be perceived as a good student



Faculty value individual differences in the classroom



Classroom Climate Items – Cont'd

% All/Most, but not all Please indicate how many of your instructors:	Dominican	Comp Group
Turn controversial topics into good discussions	80.3%	70.0% 
Encourage students to contribute different perspectives in class	84.8%	80.5% 
Share their own experiences and background in class	82.9%	76.2% 
Had open discussions about privilege, power and oppression	67.3%	54.3% 
Motivated me to work harder than I thought I could	75.1%	63.1% 
Teach students tolerance and respect for different beliefs	81.3%	68.9% 



Co-Curricular Diversity Activities

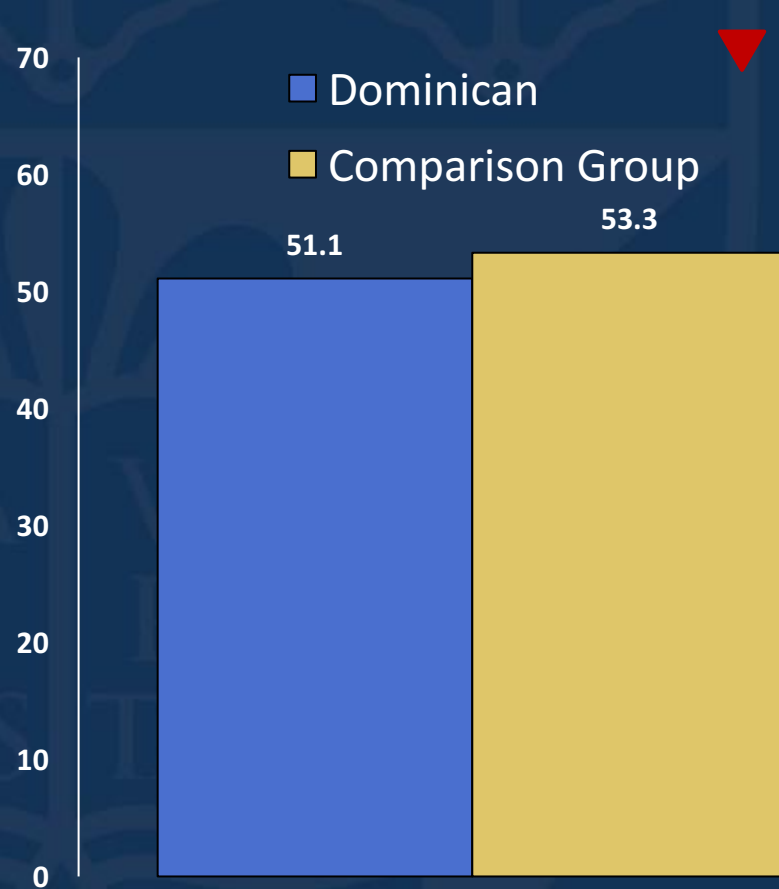
Co-Curricular Diversity Activities is a measure of students' involvement with institutional programs focused on diversity issues outside of the classroom.



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Co-Curricular Diversity Factor Comparison






Items

- Participated in ongoing campus organized discussions on racial/ethnic issues (e.g., intergroup dialogue)
- Attended programs 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)



Co-Curricular Diversity Activities Items

% Often/Very Often Since entering this college, how often have you:	Dominican	Comp Group
Participated in ongoing campus organized discussions on racial/ethnic issues (e.g., intergroup dialogue)	12.6%	19.4% 
Attended programs focused on diversity (e.g., presentations, performances, art exhibits, debates)	22.7%	27.6% 
Participated in Campus Center activities (e.g., LGBTQ, Racial/Ethnic, Cultural, Women's/Men's, Religious, Disability Centers)	14.0%	19.7% 

Conversations Across Difference

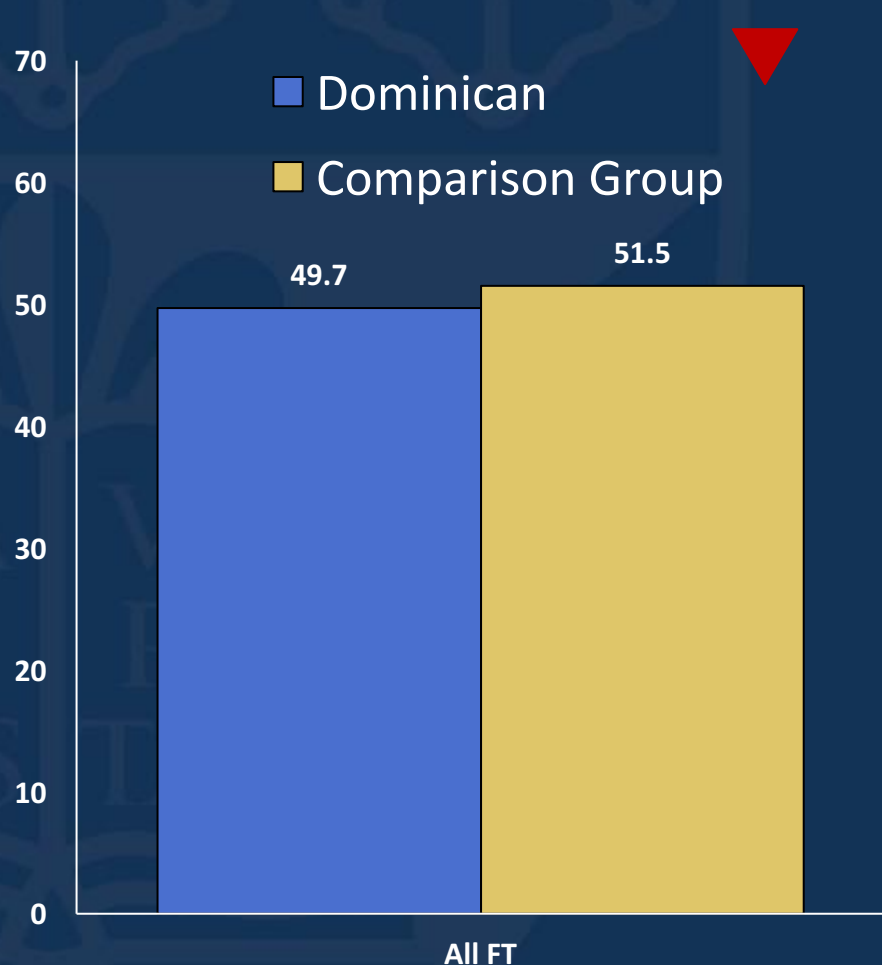
Students who engage with diverse peers are more likely to achieve change across a wide range of student learning outcomes.



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Conversations Across Difference Factor Comparison



Items

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







Conversations Across Difference Items

% Frequently How often in the past year did you interact with someone:	Dominican	Comp Group
From a socioeconomic class different from your own	61.2%	69.4% ▼
From a religion different from your own	59.7%	70.1% ▼
Of a sexual orientation different from your own	56.3%	63.5% ▼
From a country different from your own	48.3%	53.1 ▼
With a disability	24.7%	26.1%
Discuss issues related to sexism, gender differences or gender equity	43.0%	50.1% ▼



Push/Pull Influences demonstrates the external factors that positively or negatively influence students' college experience.

% Frequently/Occasionally	Dominican	Comp Group
Since entering this college, how often have you:		
Missed class due to personal/family responsibilities	64.4%	58.3 
Missed class due to employment	20.5%	15.3% 
Felt family support to succeed	85.4%	85.4%
Contributed money to help support your family	63.1%	39.8% 
Had difficulty in commuting/getting to campus	42.1%	24.4% 

Discrimination and Bias

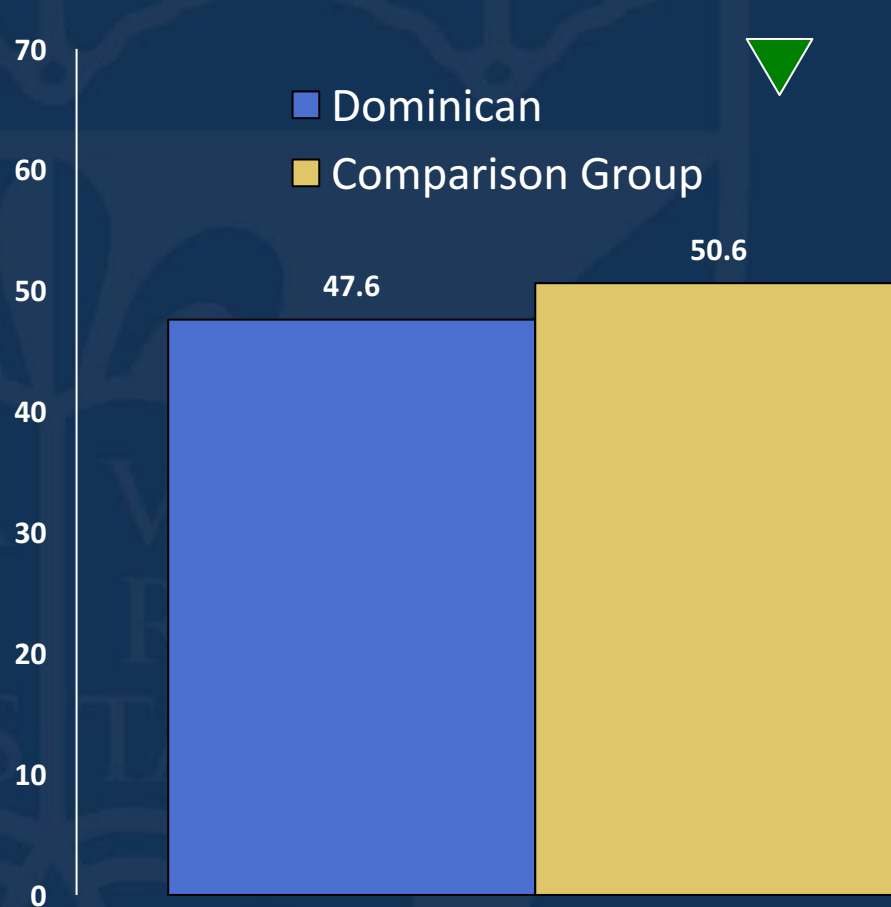
Discrimination and Bias measures the frequency of students' experiences with more subtle forms of discrimination.



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Discrimination and Bias Factor Comparison



Items

- Verbal comments
- Witnessed discrimination
- Written comments (e.g., emails, texts, writing on walls)
- Heard insensitive or disparaging remarks from faculty
- Heard insensitive or disparaging remarks from students
- Exclusion (e.g., from gatherings, events)
- Heard insensitive or disparaging remarks from staff
- Offensive visual images or items

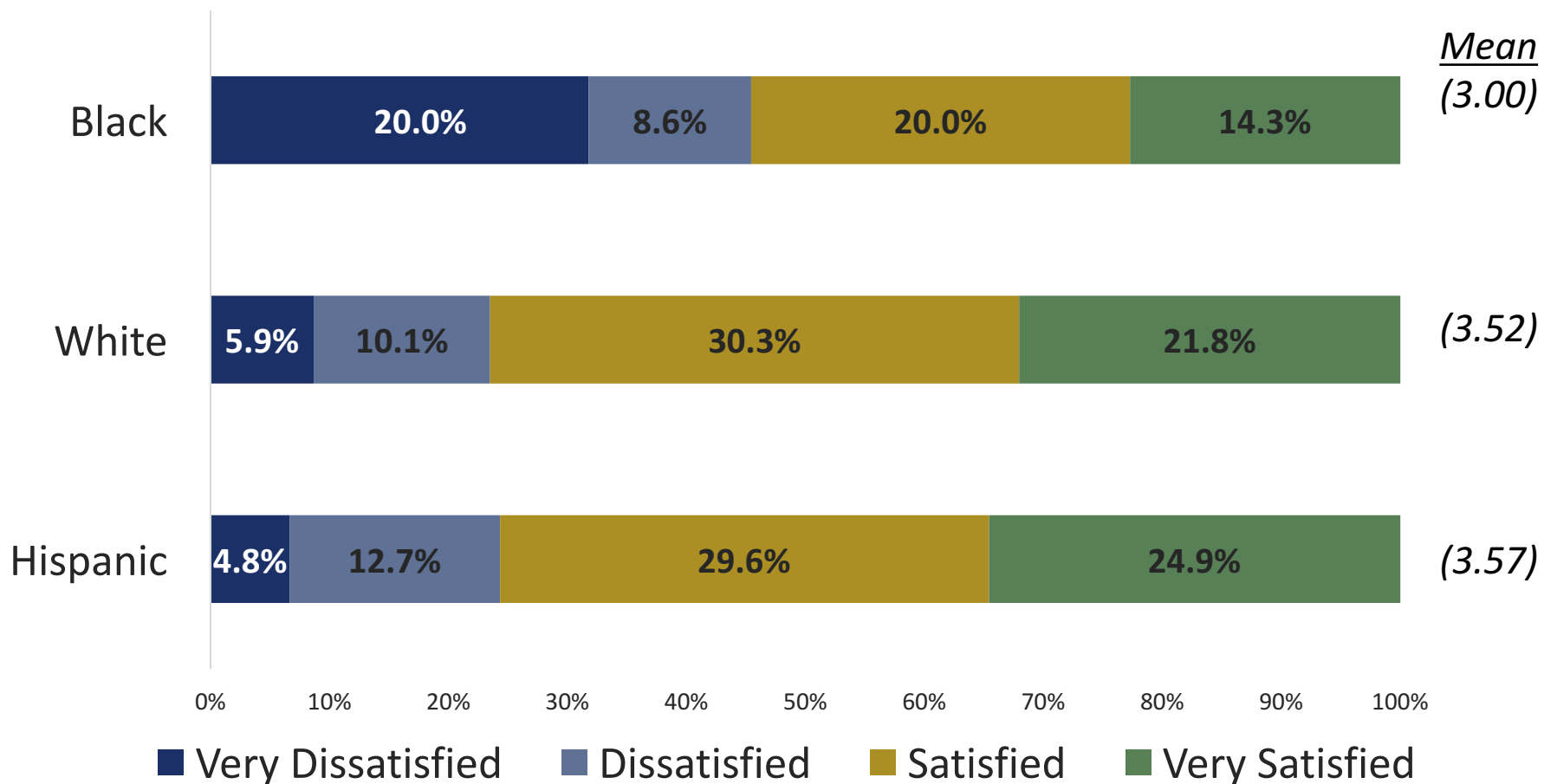


Discrimination and Bias Items






% Often/Very Often How often have you experience the following while at this college:	Dominican	Comp Group
Verbal comments that were a form of bias/harassment/discrimination	4.2%	8.9% ▼
Witnessed discrimination at this college	5.3%	10.4% ▼
Written comments (e.g., emails, texts, social media, etc.) that were a form of bias/harassment/discrimination	2.1%	3.7% ▼
Heard insensitive or disparaging remarks from faculty	1.9%	2.6% ▼
Heard insensitive or disparaging remarks from students	6.1%	14.2% ▼
Experienced offensive visual images or items	2.8%	3.2%



Satisfaction with Administrative Response to Incidents of Discrimination ▼



Satisfaction-Diversity and Community gauges perception and satisfaction with diversity and community on campus

% Agree/Strongly Agree Please indicate the extent to which you agree or disagree with the following statements. This college:	Dominican	Comp Group
Encourages students to have a public voice and share their ideas openly	91.8%	88.7% 
Has a long-standing commitment to diversity	91.4%	77.1% 
Accurately reflects the diversity of its student body in publications (e.g. brochures, website)	86.8%	70.0% 
Promotes the appreciation of cultural differences	93.7%	88.6% 
Has campus administrators who regularly speak about the value of diversity	85.5%	81.7% 



Discussion

What summary themes are evident to you in this survey data?

- What institutional STRENGTHS emerged?
- What institutional CHALLENGES emerged?

What's next? How should we respond?



Major Conclusions: DU Strengths

- Dominican generally has a curriculum and courses that include materials and content that address diversity.
- Students' experiences with more subtle forms of discrimination and bias are generally low at DU.
- There is a high level of satisfaction with the value the institution places on diversity and its multicultural community.



Major Conclusions: DU Challenges

- The general 'sense of belonging' at DU is lower than our comparison group and feeling like part of the campus community differs by race/ethnicity.
- Students' involvement with institutional programs focused on diversity issues outside of the classroom is comparably low.
- Dominican students have many responsibilities and duties that pull them away from time spent on campus; limiting time for informal and co-curricular involvement



Major Conclusions: DU Challenges

- Students' perception of the classroom climate differed by race/ethnicity – with some perception of discriminatory behaviors and negative classroom experiences such as:
 - Being singled out in class because of their identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)
 - Feeling like they have to work harder than other students to be perceived as a good student
- Satisfaction with administrative response to 'incidents of discrimination' was mixed; with the greatest dissatisfaction among African-American Students

