Diverse Learning Environments Survey

Uniquely designed for both two- and four-year institutions

CIRP

As postsecondary institutions enter an era of "evidence-based" practice and take greater responsibility for monitoring student outcomes, they must also assess the impact of the diverse environments that help shape student learning. Assessment of what students do must be coupled with identifying areas for improvement of student learning and development. Integrating assessments of student learning outcomes related to the climate for diversity and campus practices--and responding proactively to assessment results--may be the best strategy to ensure that we support all students, especially traditionally underrepresented students, and advance their capacities for success.

The DLE survey is based on research that states optimizing diversity in the learning environment can ensure achievement of key educational outcomes, including improving students' habits of mind for life-long learning, competencies and skills for living in a diverse society, and student retention and success.

--Sylvia Hurtado, Director
Higher Education Research Institute

The DLE contains a "core" section of questions that all institutions administer, and five optional modules:

- Classroom Climate
- Transition to the Major
- Intergroup Relations
- Climate for Transfer at 2-Year Institutions
- Climate for Tranfer Students at 4-Year Institutions

SELECTED MAJOR COMPONENTS

Campus Climate

Discrimination and Harassment
Positive Cross-racial Interaction
Negative Cross-racial Interaction
Institutional Commitment to Diversity
Academic Validation in the Classroom
Satisfaction with Diverse Perspectives
Student Financial Difficulty
Interpersonal Validation
Sense of Belonging

Campus Practices

Curriculum of Inclusion
Co-Curricular Diversity Activities
Navigational Action
Student Support Services

Student Outcomes

Integration of Learning
Habits of Mind
Pluralistic Orientation
Social Action
Civic Engagement
Student Enrollment Mobility

Schools participating in the DLE receive an institutional profile, which includes institutional results broken out by sex, comparisons with other similar institutions, significance testing, effect sizes, and the new CIRP Constructs.

SAMPLE REPORT PAGE

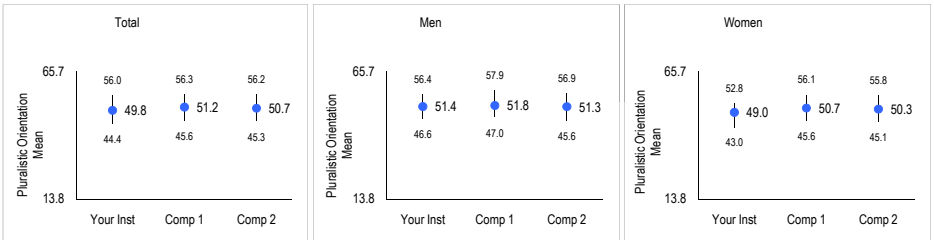
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2010 Diverse Learning Environments Survey
CIRP Construct Mean Report
Pluralistic Orientation

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

Sample College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	320	6,268	17,377	112	2,427	6,300	208	3,841	11,077
Mean	49.8	51.2	50.7	51.4	51.8	51.3	49.0	50.7	50.3
Standard Deviation	8.40	8.28	8.38	7.49	8.36	8.45	8.78	8.21	8.32
Significance	-	*		-			-	*	
Effect Size	-	-0.16	-0.10	-	-0.05	0.00	-	-0.21	-0.16
25th percentile	44.4	45.6	45.3	46.6	47.0	45.6	43.0	45.6	45.1
75th percentile	56.0	56.3	56.2	56.4	57.9	56.9	52.8	56.1	55.8

Note: Significance * p<.05, ** p<.01, *** p<.001



Survey items and estimation 'weights':

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

- *Tolerance of others with different beliefs* (3.35)
- *Ability to work cooperatively with diverse people* (3.14)
- *Openness to having my views challenged* (2.76)
- *Ability to see the world from someone else's perspective* (2.55)
- *Ability to discuss and negotiate controversial issues* (2.11)

The DLE is administered to:

- students who have completed at least 24 credit hours at two-year colleges
- sophomores and juniors at four-year colleges

ADMINISTERING THE SURVEY

Administered anytime between February 12, 2011 and June 30, 2011

- It is a web-based survey which is easy to manage through our web portal.
- Institutions also have ample opportunity to customize elements of the survey, including adding 20 closed-ended questions of institutional importance or in conjunction with a consortia.

Register to participate at www.cirpsurveys.org

ADDITIONAL SERVICES

The Higher Education Research Institute offers specialized services designed to help institutions make the most of their participation in surveys, including custom reports and data files, consultations, Accreditation Guides, and ready-to-use PowerPoint summaries.

For more information:
www.heri.ucla.edu/herisurveys.php
310.825.7079

Research Directors
Sylvia Hurtado, *HERI Director*
John H. Pryor, *CIRP Director*
Serge Tran, *Associate Director for Data Management/Analysis*
Linda DeAngelo, *CIRP Assistant Director for Research*
Laura Palucki Blake, *CIRP Assistant Director*

The Cooperative Institutional Research Program (CIRP)
is a national longitudinal study of the American higher education system. It is regarded as the most comprehensive source of information on college students. Established in 1966 at the American Council on Education, the CIRP is the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions and over 13 million college students. The Higher Education Research Institute has administered the CIRP since 1973.

3005 Moore Hall, Box 951521, Los Angeles, CA 90095-1521 / *phone* 310-825-1925 / *fax* 310-206-2228 / www.heri.ucla.edu