

DIVERSE LEARNING ENVIRONMENTS SURVEY INSTRUMENT: INTRODUCTION AND SELECT FACTORS

DIVERSE LEARNING ENVIRONMENT RESEARCH TEAM
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For Committees, Student Affairs Units, and Institutional
Research

Why Assess Diversity on Campus?

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- Move from reactive stance to proactive stance
- Research now demonstrates that diversity is an asset in learning—we need to know more about creating the conditions to optimize engagement and desired outcomes
- Understand the experiences of target populations to diminish inequity and improve experiences
- Understand how to improve services to meet student needs

Transformation is fostered by both external and a strong internal impetus for equity and improvement.

Conceptualization of Diverse Learning Environments and Assessment

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- Built on a growing body of research with diverse populations at the center
- Reviewed 90+ previous instruments used to assess diversity and campus climate
- Built on previous models of the environment, multiple contexts of student experience
- Built a survey that linked climate (perceptions and behaviors), practices (what institutions do) with student outcomes

Diversity is embedded in the core educational and public service mission of the institution.

DLE Instrument

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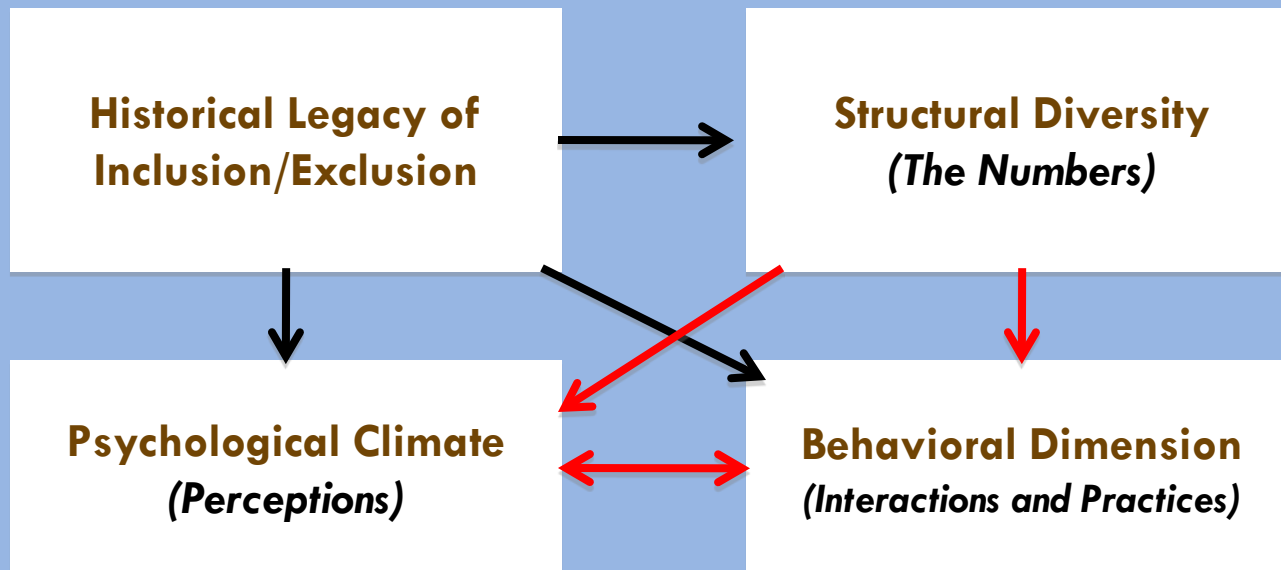
- Integrated assessment of climate, diversity practice, and outcomes
- Inclusive of diverse social identities
- Modules targeting specific topics
- Longitudinal, or encourage its use linked with other student data
- Widely available

Campus Climate for Diversity

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Government/Policy Context

Sociohistorical Context

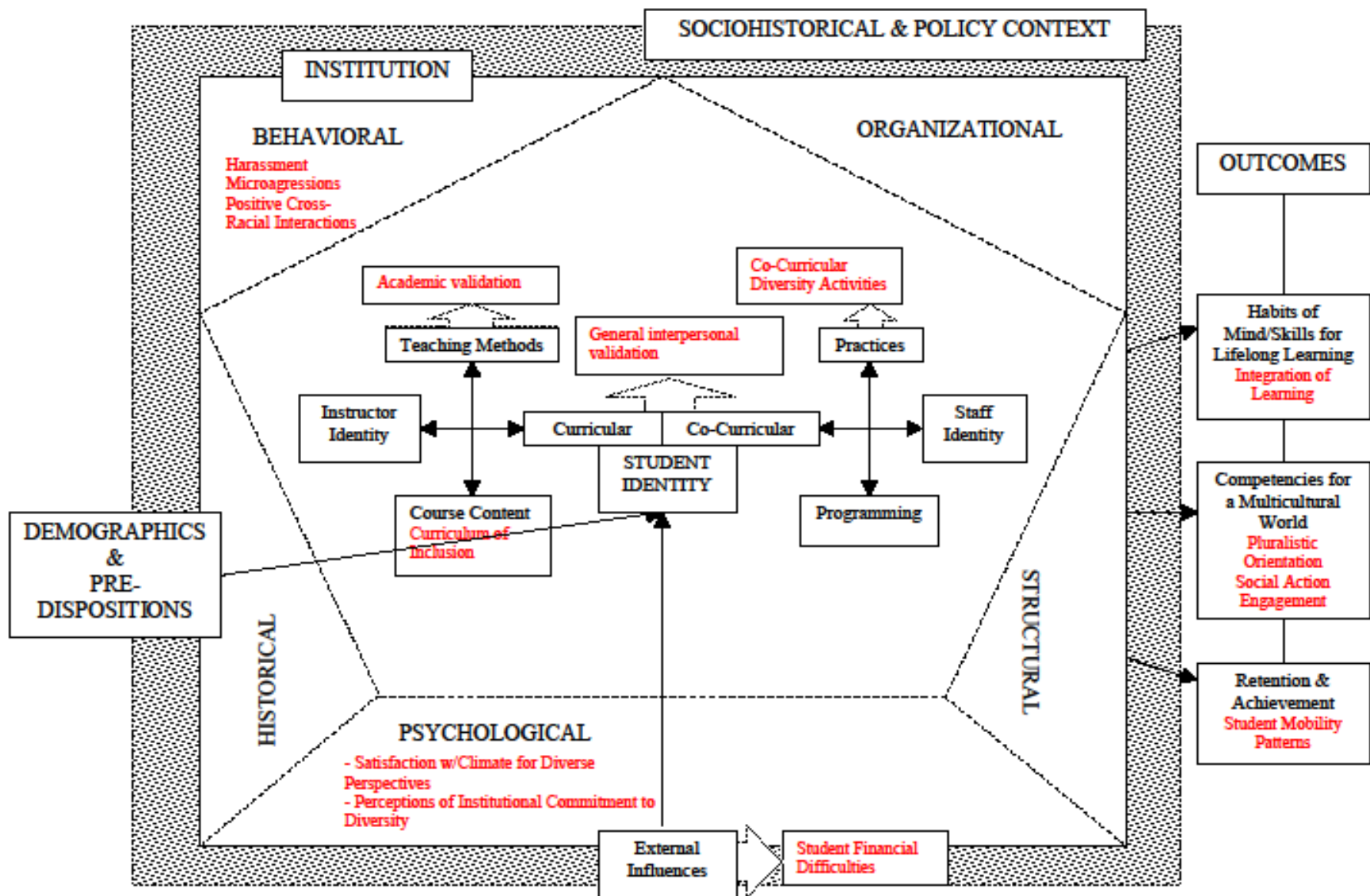


(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)

Conceptual Framework

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- Survey development was based on research on diverse student populations which led to a framework
- Campus should link climate with actual programs and practices, and student participation in educational activity associated with diversity
- The next slide provides the framework with examples of items from the survey (indicated in red)



Diverse Learning Environments Conceptual Framework.

Key Survey Themes and Constructs

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Climate (Perceptions, Behaviors)

- ❑ 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

Practices and Outcomes

Student Participation in:

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

Select Outcomes:

- ❑ Integration of Learning
- ❑ Habits of Mind
- ❑ Pluralistic Orientation
- ❑ Social Action
- ❑ Civic Engagement
- ❑ Student Enrollment Mobility (Patterns and Reasons)

CLIMATE

Harassment

Microaggressions

Positive Cross-Racial Interactions

Negative Cross-Racial Interactions

Satisfaction with Diverse Perspectives on Campus

Institutional Commitment to Diversity

Student Financial Difficulty

Academic Validation in the Classroom

General Interpersonal Validation

Sense of Belonging

Harassment ($\alpha = 0.917$)

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Please indicate how often at this institution you have:

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

Items	Factor Loadings
Reported an incident of discrimination to a campus authority	.685
Threats of physical violence	.912
Physical assaults or injuries	.935
Anonymous phone calls	.844
Damage to personal property	.794

Robust ML Model-Fit Results

NFI = 0.958; CFI = 0.961; RMSEA = 0.047

Reporting Discrimination: Frequencies

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Please indicate how often at this institution you have:

Reported an incident of discrimination to a campus authority

Scale	<i>n</i> = 4,525 (%)
Never	4,025 (89.0%)
Seldom	244 (5.4%)
Sometimes	143 (3.2%)
Often	76 (1.7%)
Very Often	37 (0.8%)

Microaggressions ($\alpha = 0.889$)

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Please indicate how often at this institution you have:

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

Items	Factor Loadings
Witnessed discrimination	.758/.750
Been mistaken as a member of a racial/ethnic group that is not your own	.454/.444
Heard insensitive or disparaging remarks from students	.685/.644
Heard insensitive or disparaging remarks from faculty	.751/.677
Heard insensitive or disparaging remarks from staff	.741/.664
Verbal comments	.775/.792
Written comments (e.g. emails, texts, writing on walls, etc.)	.753/.762
Exclusion (e.g. from gatherings, events, etc.)	.716/.746
Offensive visual images or items	.735/.733

Robust ML Model-Fit Results

NFI = .698/.955; CFI = .700/.958; RMSEA = .138/.056

Positive Cross-Racial Interactions

($\alpha = 0.882$)

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To what extent have you experienced the following with students from a racial/ethnic group other than your own?

Indicate how often you have engaged in each of the following at this institution:

Items	Factor Loadings
Attended events sponsored by other racial/ethnic groups	.585/.557
Dined or shared a meal	.755/.712
Had meaningful and honest discussions about race/ethnic relations outside of class	.776/.764
Shared personal feelings and problems	.793/.803
Had intellectual discussions outside of class	.803/.823
Studied or prepared for class	.644/.652
Socialized or partied	.702/.666
Made an effort to get to know people from diverse backgrounds	.513/.519

Robust ML Model-Fit Results

NFI = .955/.980; CFI = .957/.981; RMSEA = .085/.060

Satisfaction with Diverse Perspectives on Campus ($\alpha = 0.873$)

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Please rate your satisfaction with this campus:

Items	Factor Loadings
Atmosphere for political differences	.874
Atmosphere for religious differences	.889
Campus-wide respect for the expression of diverse beliefs and experiences	.745

Robust ML Model-Fit Results

NFI = 1.000; CFI = na; RMSEA = na

Institutional Commitment to Diversity

($\alpha = .857$)

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Indicate the extent to which you agree or disagree with the following. This institution:

Items	Factor Loadings
Has a long standing commitment to diversity	.745/.651
Accurately reflects the diversity of the student body in publications (e.g. brochures, website, etc.)	.725/.631
Rewards staff and faculty for their participation in diversity efforts	.650/.666
Appreciates differences in sexual orientation	.682/.711
Promotes the appreciation of cultural differences	.706/.698
Has campus administrators who regularly speak about the value of diversity	.638/.724
Promotes the understanding of gender differences	.624/.665

Robust ML Model-Fit Results

NFI = .892/.958; CFI = .893/.959; RMSEA = .118/.079

Academic Validation in the Classroom

($\alpha = .863$)

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

Items	Factor Loadings
Instructors were able to determine my level of understanding of course material	.753/.776
Instructors provided me with feedback that helped me judge my progress	.818/.842
I feel like my contributions were valued in class	.810/.811
Instructors encouraged me to meet with them after or outside of class	.651/.582
Instructors encouraged me to ask questions and participate in discussions	.717/.673
Instructors showed concern about my progress	.611/.588

Robust ML Model-Fit Results

NFI = .927/.986; CFI = .928/.986; RMSEA = .126/.062

General Interpersonal Validation

($\alpha = .862$)

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

Items	Factor Loadings
Faculty empower me to learn here	.552/.598
At least one staff member has taken an interest in my development	.882/.764
Faculty believe in my potential to succeed academically	.763/.830
Staff encourage me to get involved in campus activities	.509/.564
Staff recognize my achievements	.673/.721
At least one faculty member has taken an interest in my development	.891/.773

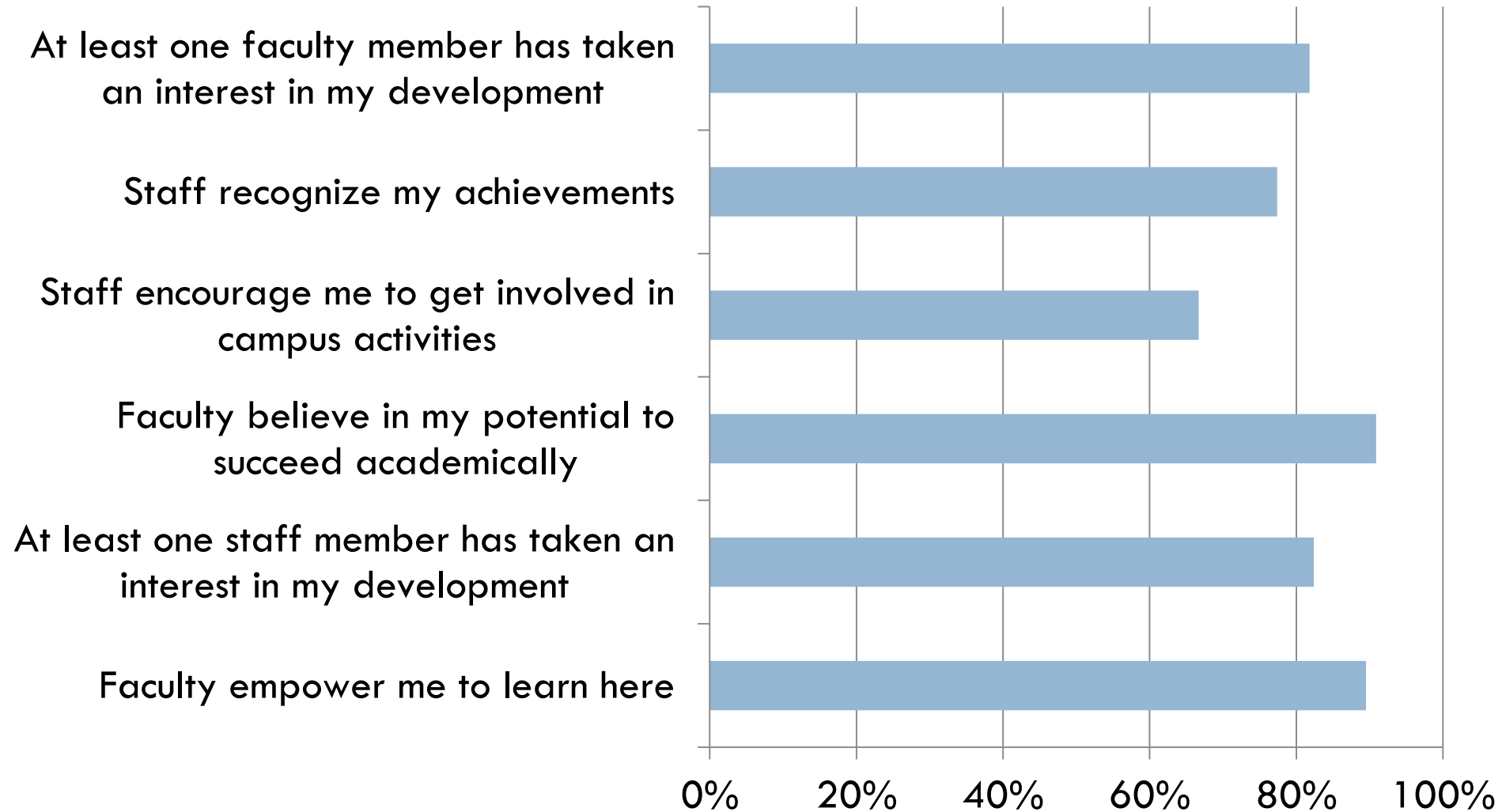
Robust ML Model-Fit Results

NFI = .924/.979; CFI = .924/.979; RMSEA = .127/.071

General Interpersonal Validation: Pilot 4-year

Percentage “agree or agree strongly”

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PRACTICES

Curriculum of Inclusion

Co-Curricular Diversity Activities (Campus-Facilitated)

Curriculum of Inclusion ($\alpha = 0.854$)

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How many courses have you taken at this institution that included the following?

Items	Factor Loadings
Materials/readings on gender issues	.715
Material/readings on issues of oppression as a system of power and dominance	.775
Serving communities in need (e.g. service learning)	.578
Material/readings on race and ethnicity issues	.824
Opportunities for intensive dialogue between students with different backgrounds and beliefs	.635
Materials/readings on issues of privilege	.705

ML Model-Fit Results

NFI = .987; CFI = .988; RMSEA = .056

Co-Curricular Diversity Activities (Campus-Facilitated) ($\alpha = .903$)

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Since entering this institution have you:

Since entering this institution, how often have you done the following?

Items	Factor Loadings
Attended presentations, performances, and art exhibits on diversity	.637/.649
Attended debates or panels about diversity issues	.797/.810
Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g. intergroup dialogue)	.854/.866
Participated in the Lesbian, Gay, Bisexual, and Transgender Center activities	.762/.729
Participated in the Ethnic or Cultural Center activities	.844/.848
Participated in the Women's/Men's Center activities	.809/.782

Robust ML Model-Fit Results

NFI = .964/.981; CFI = .965/.982; RMSEA = .079/.062

OUTCOMES

Integration of Learning

Pluralistic Orientation

Social Action Engagement

Civic Action

Pluralistic Orientation ($\alpha = 0.787$)

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Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

Items	Factor Loadings
Ability to see the world from someone else's perspective	.621/.589
Tolerance of others with different beliefs	.678/.752
Openness to having my own views challenged	.697/.672
Ability to discuss and negotiate controversial issues	.650/.728
Ability to work cooperatively with diverse people	.628/.607

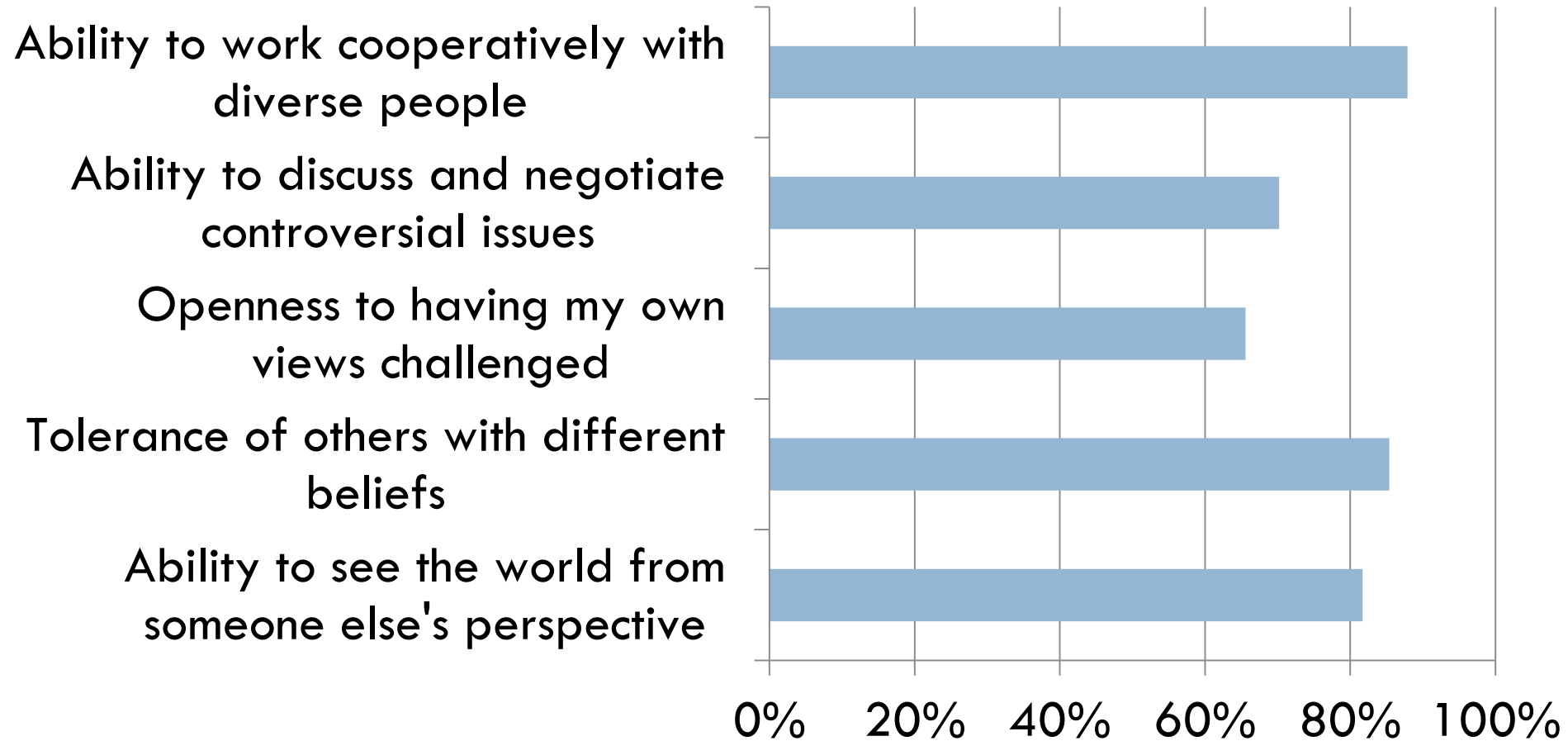
Robust ML Model-Fit Results

NFI = .955/.990; CFI = .954/.991; RMSEA = .103/.052

Pluralistic Orientation Items: Pilot 4-year

Percentage Reporting "Above Average"

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Ex. What Affects Change in Students' Pluralistic Orientation by the End of 1st year?

Informal

Positive interactions with diverse peers

Taking action on racial issues

Hrs/week working for pay

Hrs/week studying

Hrs/week socializing

Campus facilitated

Leadership training

Diversity co-curricular activities

Diversity courses

Service learning & community service

Course opportunities for intensive dialogue

Civic Action ($\alpha = 0.801$)

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Since entering this institution, how often have you done the following?

Items	Factor Loadings
Engaged in community service	.617/.507
Participated in fund-raising for a charity or campaign	.678/.594
Voted in a national, state, or local election	.527/.510
Discussed politics	.615/.624
Contacted public officials, print or broadcast media (e.g. petitions, letters, etc.)	.726/.718
Participated in a political demonstration (e.g. boycott, rally, protests, etc.)	.681/.640

Robust ML Model-Fit Results

NFI = .743/.981; CFI = .744/.982; RMSEA = .219/.047

Social Action Engagement ($\alpha = 0.799$)

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Indicate how often you have engaged in each of the following at this institution:

Items	Factor Loadings
Made an effort to get to know people from diverse backgrounds	.506/.595
Felt challenged to think more broadly about an issue	.526/.536
Challenged others on issues of discrimination	.643/.580
Recognized the biases that affect my own thinking	.672/.707
Made an effort to educate others about social issues	.743/.680
Challenged my own position on an issue	.708/.739

ML Model-Fit Results

NFI = .965/.992; CFI = .966/.993; RMSEA = .077/.044

Integration of Learning ($\alpha = 0.736$)

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Indicate how often you have engaged in each of the following at this institution:

Items	Factor Loadings
Integrated skills and knowledge from different sources and experiences	.620
Used different points of view to make an argument	.676
Made connections between ideas I learned in different courses	.656
Applied concepts from courses to real life situations	.535

Robust ML Model-Fit Results

NFI = .999; CFI = .999; RMSEA = .024

Resources

www.heri.ucla.edu

□ Publication:

Hurtado, S., Griffin, K.A., Arellano, L., Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education* 1(4), 204-221. (Special Issue on climate).

□ <http://heri.ucla.edu/dle> DLE website for presentations, papers, research updates

□ **Instruments:** Registration open for HERI faculty survey, The Freshman Survey, YFCY, CSS, and DLE

□ **New research:** Diverse Learning Environments, STEM longitudinal study, and Retention

Method

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- DLE Pilot Data $n = 4,527$ from 14 institutions
- Instrument Coded for Conceptual Themes in Literature
- Exploratory Factor Analysis (EFA) in SPSS
 - ▣ Principal Axis Factoring
 - ▣ Varimax Rotation
- Confirmatory Factor Analysis (CFA) in EQS
 - ▣ With Uncorrelated Errors (Factor Loadings 1st Column)
 - ▣ With Correlated Errors (Factor Loadings 2nd Column)