

DLE 2019 Infographic Codebook

While understanding how institutions are fostering diverse environments is critical, we must do more to assess how students actively immerse themselves in these conversations, classes, and events. Knowing how students both act and think about diverse issues provides insight into how campuses can best engage their students in tackling potentially difficult dialogues.

Infographic Item	Survey Question/Variable Name	Response Option(s) selected
<b><i>MORE THAN HALF OF ALL STUDENTS REPORT THINKING ABOUT VARIOUS ASPECTS OF THEIR SOCIAL IDENTITY.</i></b>		
70% socioeconomic class	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: IGR Identity: Socioeconomic class (IGRIDENTITY09)	Sometimes, Often, Very Often
66% race/ethnicity	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: IGR Identity: Race/ethnicity (IGRIDENTITY06)	Sometimes, Often, Very Often
54% gender/gender identity	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: IGR Identity: Gender/Gender Identity (IGRIDENTITY04)	Sometimes, Often, Very Often
61% political affiliation	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: IGR Identity: Political affiliation (IGRIDENTITY05)	Sometimes, Often, Very Often
<b><i>WHILE MOST STUDENTS MAINTAIN GOALS AROUND INFLUENCING THE GREATER SOCIETY...</i></b>		
79% indicated helping to promote racial understanding as an important goal.	Please indicate the importance to you personally of each of the following: Goal: Helping to promote racial understanding (GOAL06)	Very Important, Essential
77% indicated working to correct social and economic inequalities as an important goal.	Please indicate the importance to you personally of each of the following: Goal: Working to correct social and economic inequalities (GOAL04)	Very Important, Essential

76% indicated working to achieve gender equity as an important goal.	Please indicate the importance to you personally of each of the following: Goal: Working to achieve gender equity (GOAL07)	Very Important, Essential
69% indicated influencing social values as an important goal	Please indicate the importance to you personally of each of the following: Goal: Influencing social values (GOAL03)	Very Important, Essential
<b>...FEWER STUDENTS HAVE TAKEN AT LEAST TWO COURSES THAT INCORPORATE READINGS RELATED TO THESE GOALS...</b>		
43% have taken courses that included materials/readings about race/ethnicity.	How many courses have you taken at this college that included the following? Course Type: Race/ethnicity (CRSTYPE12)	Two to four, 5 or more
35% have taken courses that included materials/readings about privilege.	How many courses have you taken at this college that included the following? Course Type: Privilege (CRSTYPE14)	Two to four, 5 or more
34% have taken courses that included materials/readings about gender/gender identity.	How many courses have you taken at this college that included the following? Course Type: Gender/Gender identity (CRSTYPE11)	Two to four, 5 or more
28% have taken courses that included materials/readings about sexual orientation.	How many courses have you taken at this college that included the following? Course Type: Sexual Orientation (CRSTYPE15)	Two to four, 5 or more
<b>AND LESS THAN A THIRD HAVE ACTIVELY PARTICIPATED IN EVENTS AROUND SUCH GOALS.</b>		
31% have participated in Campus Center activities.	Since entering this college, how often have you: Act in Past: Participated in Campus Center activities (e.g., LGBTQ+, Racial/Ethnic, Cultural, Women's/Men's, Religious, Disability Centers) (GENACT18)	Sometimes, Often, Very Often
27% have participated in ongoing campus-organized discussions on racial/ethnic issues.	Since entering this college, how often have you: Act in Past: Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue) (GENACT09)	Sometimes, Often, Very Often
21% have demonstrated for a cause.	Since entering this college, how often have you: Act in Past: Demonstrated for a cause (e.g., boycott, rally, protest) (GENACT06)	Sometimes, Often, Very Often

***YET STUDENTS CONTINUE TO CONSIDER THEIR UNDERSTANDING AND NAVIGATING OF DIVERSE ENVIRONMENTS AS A STRENGTH***

93% rated themselves as strong in their ability to cooperatively work with diverse people.	How would you currently rate yourself in the following areas: Diversity Rating: Ability to work cooperatively with diverse people (DIVRATE05)	Somewhat Strong, A Major Strength
87% rated themselves as strong in their ability to see the world from someone else's perspective.	How would you currently rate yourself in the following areas: Diversity Rating: Ability to see the world from someone else's perspective (DIVRATE01)	Somewhat Strong, A Major Strength
76% rated themselves as strong in their ability to discuss and negotiate controversial issues.	How would you currently rate yourself in the following areas: Diversity Rating: Ability to discuss and negotiate controversial issues (DIVRATE04)	Somewhat Strong, A Major Strength

Survey Source: HERI Diverse Learning Environments Survey 2019    [www.heri.ucla.edu](http://www.heri.ucla.edu)  
 f [facebook.com/HERI.CIRP](https://facebook.com/HERI.CIRP)                      t @HERIUCLA