



STUDENT ACTIVISM ON CAMPUS



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.

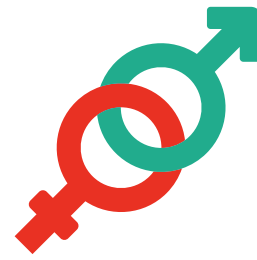
More than half of all students report thinking about various aspects of their social identity.



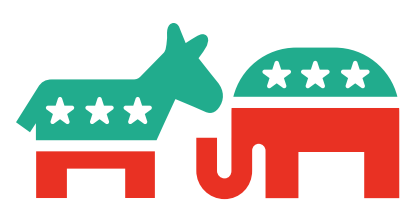
70%
Socioeconomic class



66%
Race/ethnicity

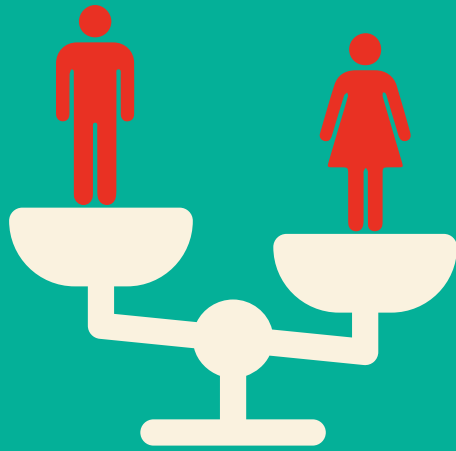


54%
Gender/gender identity



61%
Political affiliation

While most students maintain goals around influencing the greater society...



79%
indicated helping to promote racial understanding as an important goal

77%
indicated working to correct social and economic inequalities as an important goal

76%
indicated working to achieve gender equity as an important goal

69%
indicated influencing social values as an important goal

...fewer students have taken at least two courses that incorporate readings related to these goals...



43%
have taken courses that included materials/readings about race/ethnicity

35%
have taken courses that included materials/readings about privilege

34%
have taken courses that included materials/readings about gender/gender identity

28%
have taken courses that included materials/readings about sexual orientation

and less than a third have actively participated in events around such goals.



31%
have participated in Campus Center activities

27%
have participated in ongoing campus-organized discussions on racial/ethnic issues

21%
have demonstrated for a cause

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



87%
rated themselves as strong in their ability to see the world from someone else's perspective



76%
rated themselves as strong in their ability to discuss and negotiate controversial issues



Understanding the connections between institutions, faculty, staff, and students provides the information needed to promote change. With insight from the Diverse Learning Environments Survey you'll be one step closer to creating the campus climate necessary for student success.

Survey Source: Diverse Learning Environments Survey 2019
www.heri.ucla.edu/infographic/

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