

St John's University-New York Diverse Learning Environments Survey 2017-18 Results

Full-time Respondents

St John's University-New York
N=431

All Baccalaureate Institutions
N=10,761

Higher Education Research Institute, University of California at Los Angeles

Please be extremely cautious in interpreting STJ results due to the small n

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EMBRACING DIVERSITY PROMOTES STUDENT SUCCESS

Results from the Diverse Learning Environments Survey (DLE) 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
- Student Learning Outcomes

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A Note about HERI Factors

HERI uses Factors throughout this PowerPoint to help summarize important information about your students from the DLE.

Factors use confirmatory factor analysis to aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students' academic and social development.

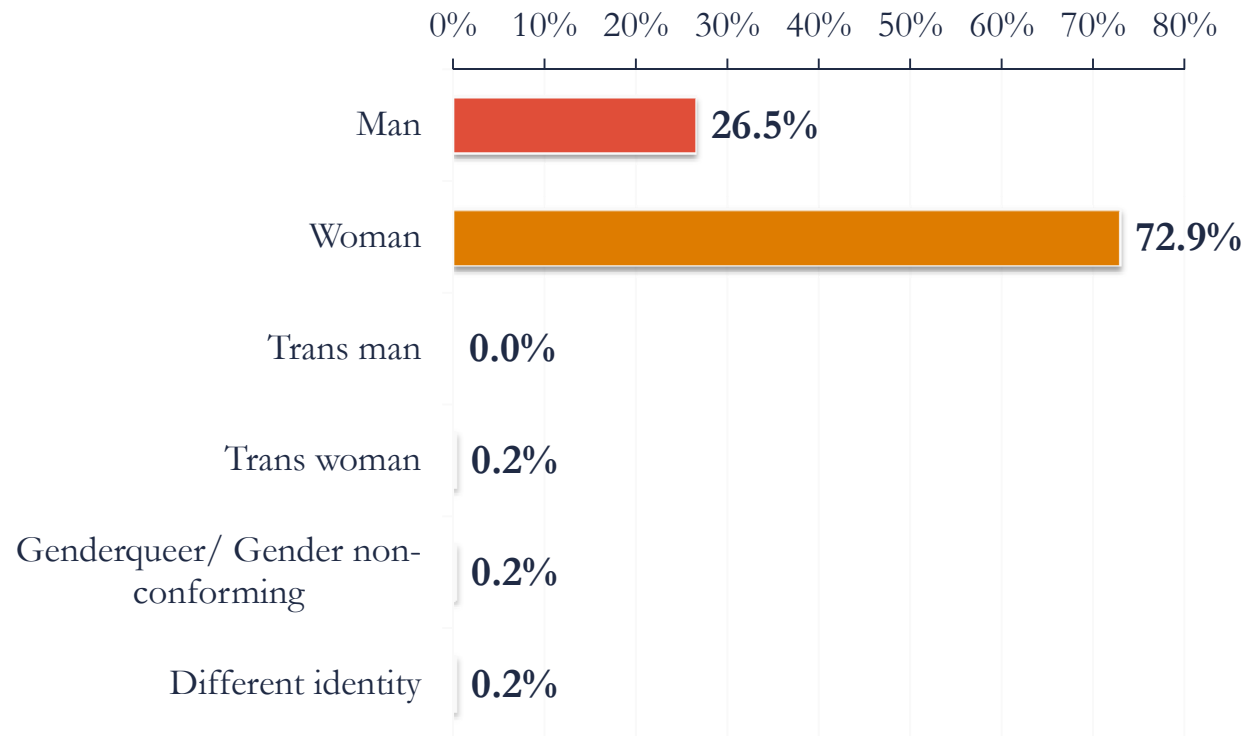
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Demographics

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Demographics

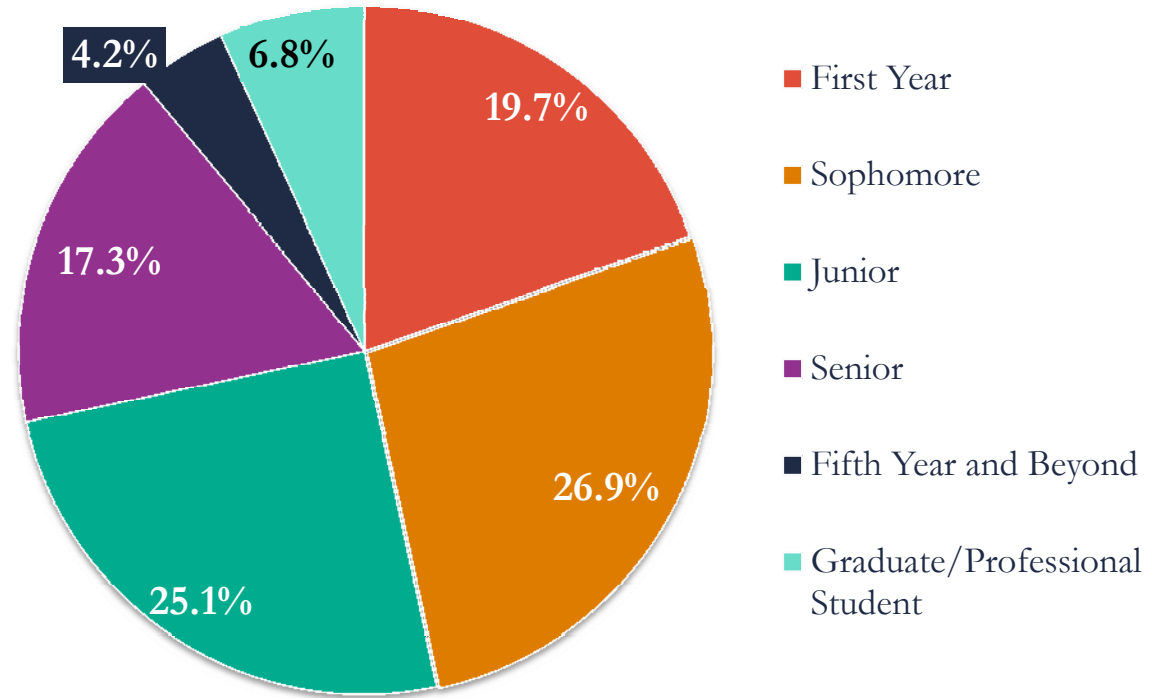
Gender Identity



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Demographics

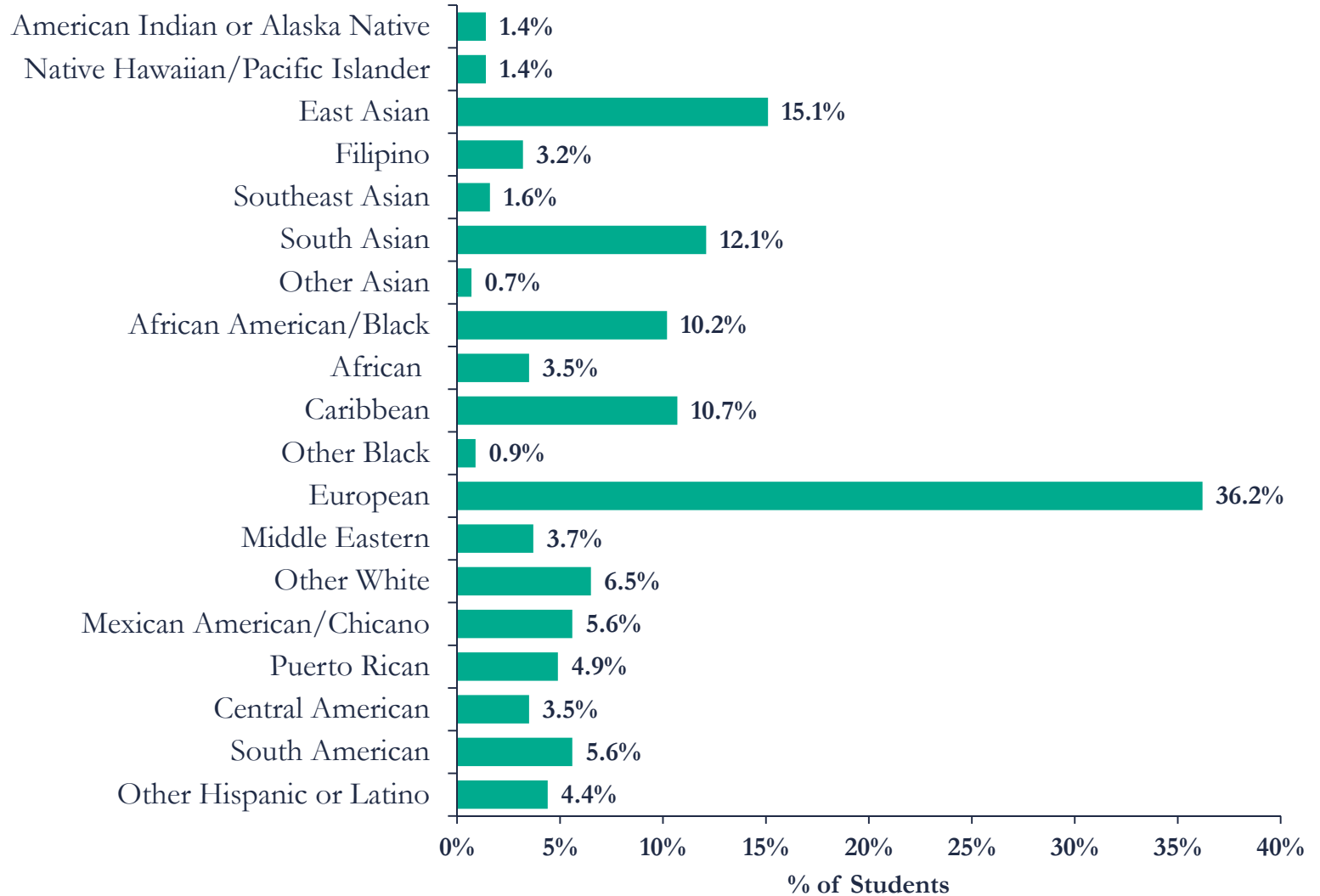
Class Year



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Demographics

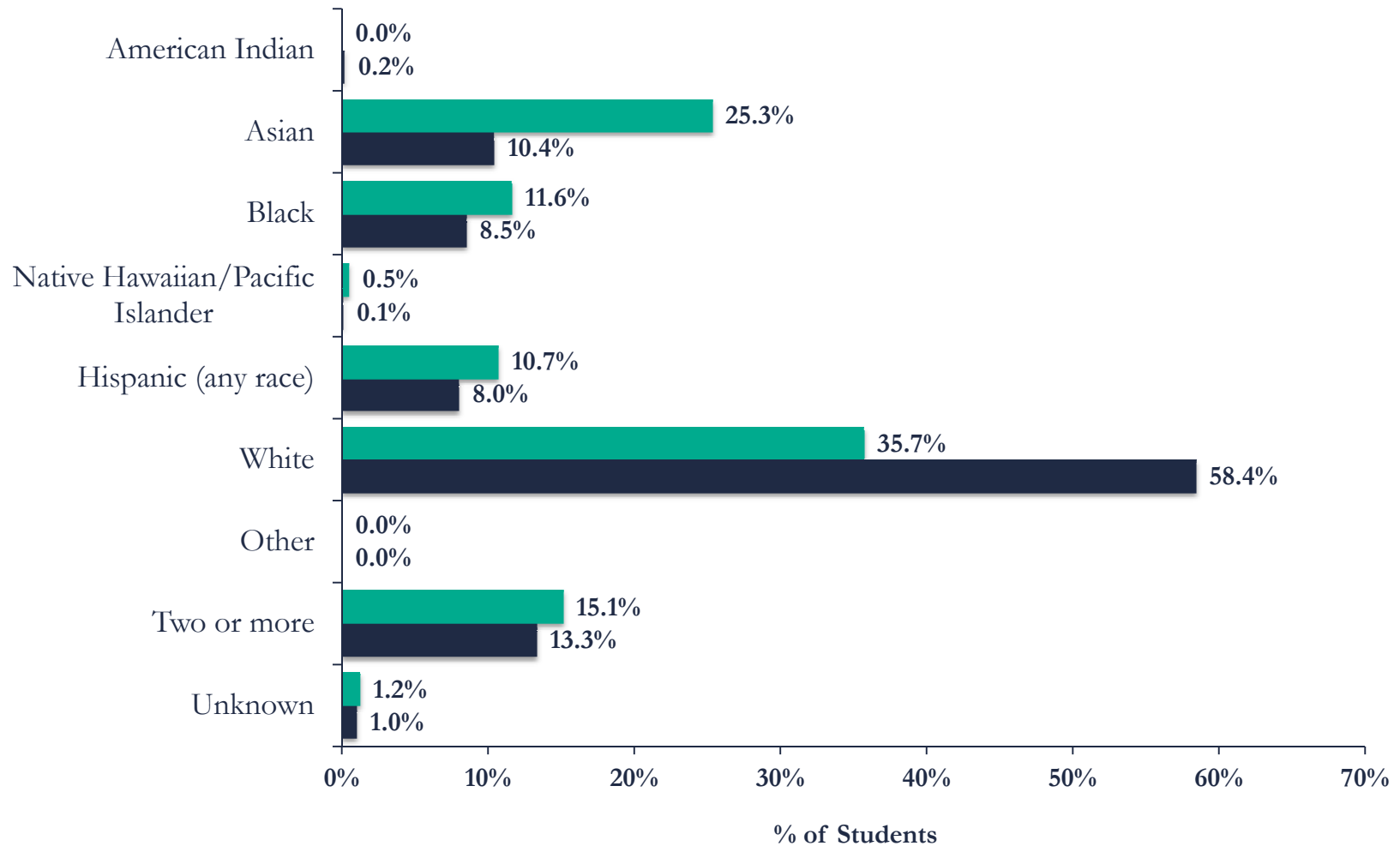
Race/ Ethnicity



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Demographics

Race/Ethnicity Group



■ Your Institution ■ Comparison Group

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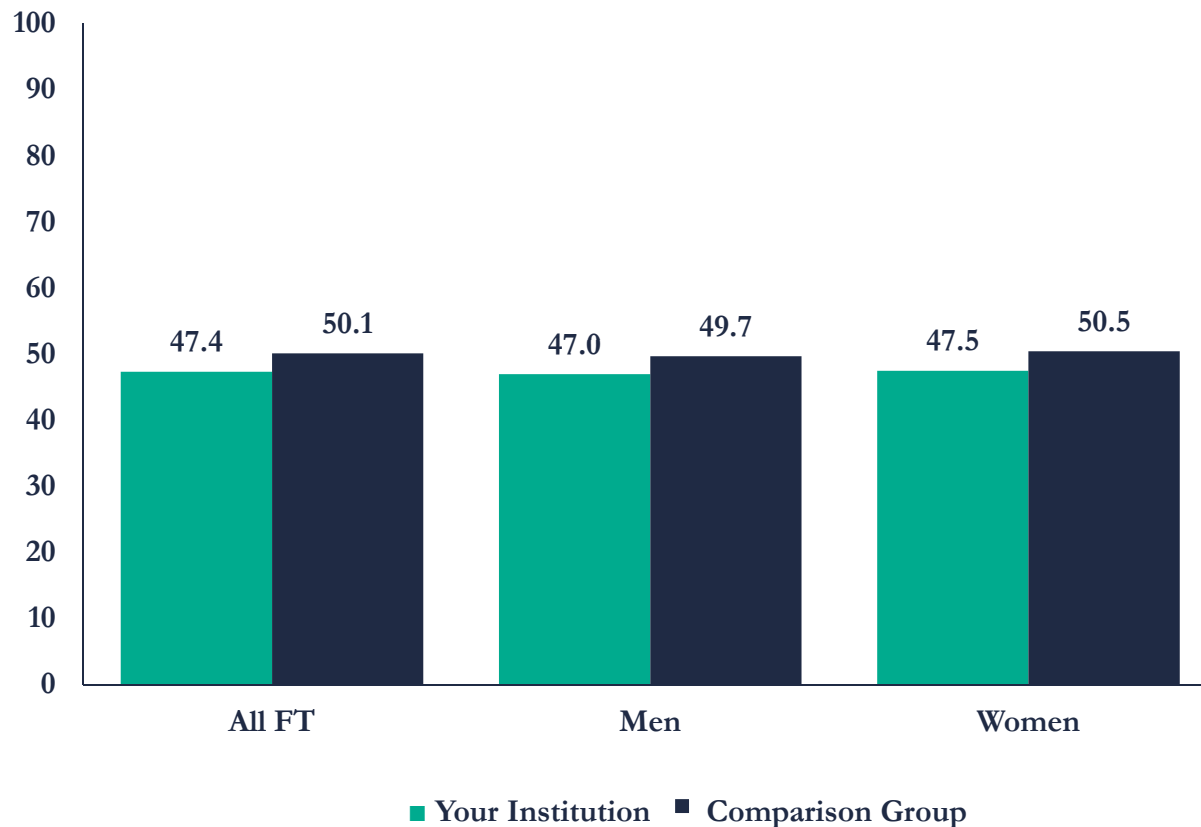
Campus Climate

The social and psychological climate on campus can impact students' ability to benefit from their educational environment and their academic success.

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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.



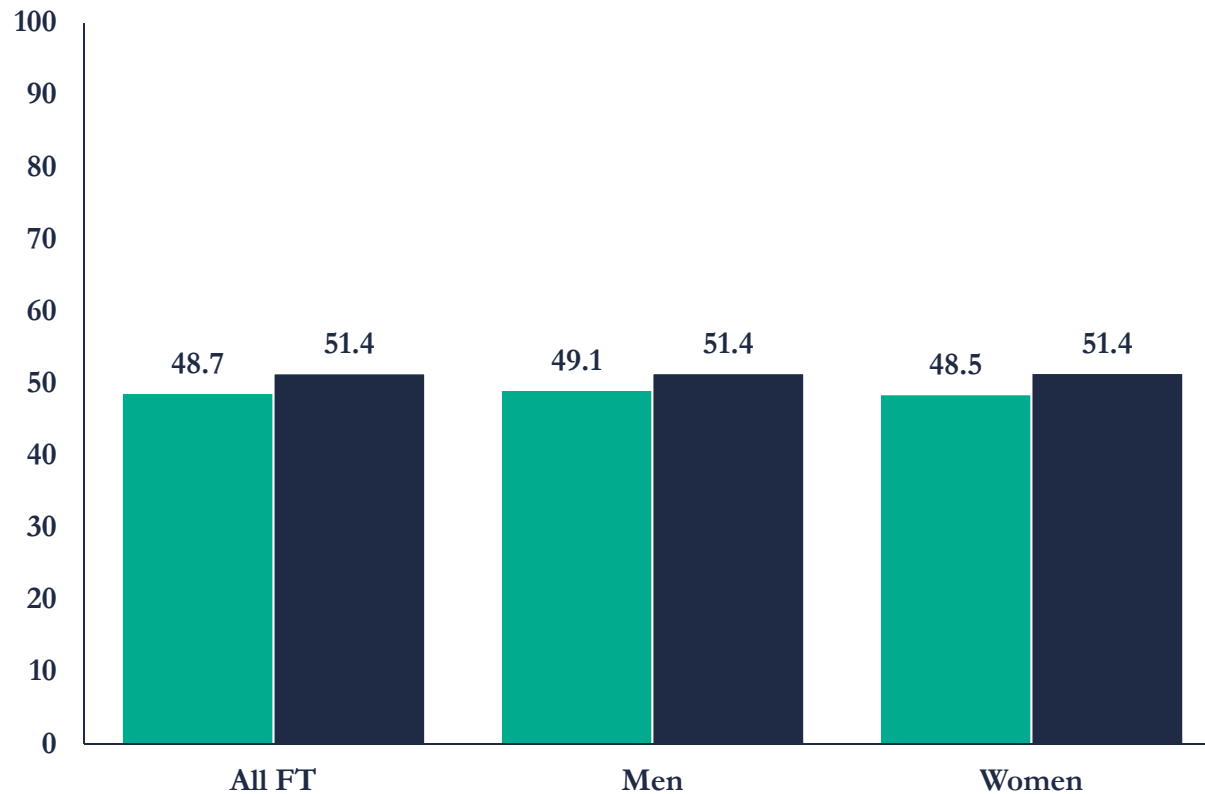
Items

- I feel a sense of belonging to this campus
- I feel I am a member of this college
- If asked, I would recommend this college to others

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Academic Validation

Faculty interactions in the classroom can foster students' academic development. *Academic Validation* measures students' views of the extent to which faculty actions in class reflect concern for their academic success.



Items

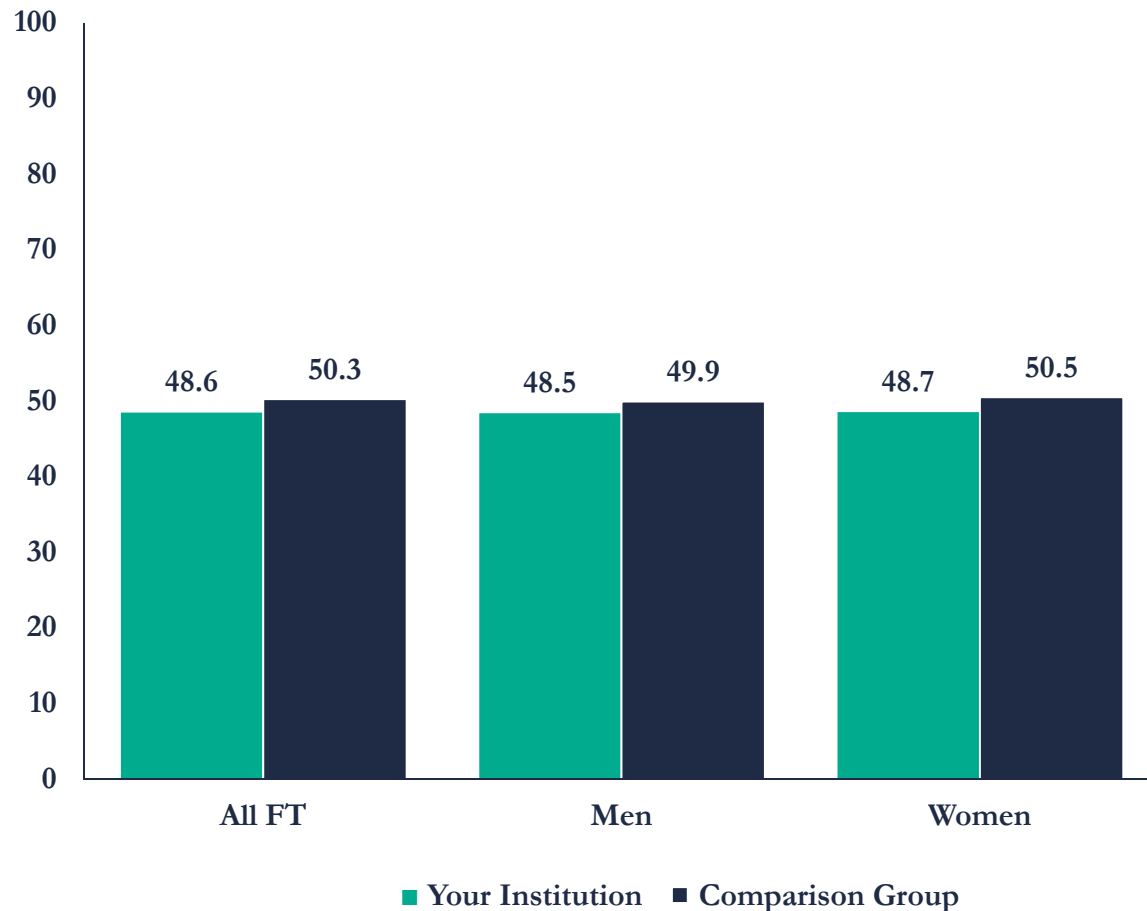
- Felt that my contributions were valued
- Felt that faculty provided me with feedback that helped me assess my progress
- Felt that faculty encouraged me to ask questions and participate in class discussions
- Faculty were able to determine my level of understanding of course material

■ Your Institution ■ Comparison Group

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General Interpersonal Validation

General Interpersonal Validation is a unified measure of students' view of faculty and staff's attention to their development.



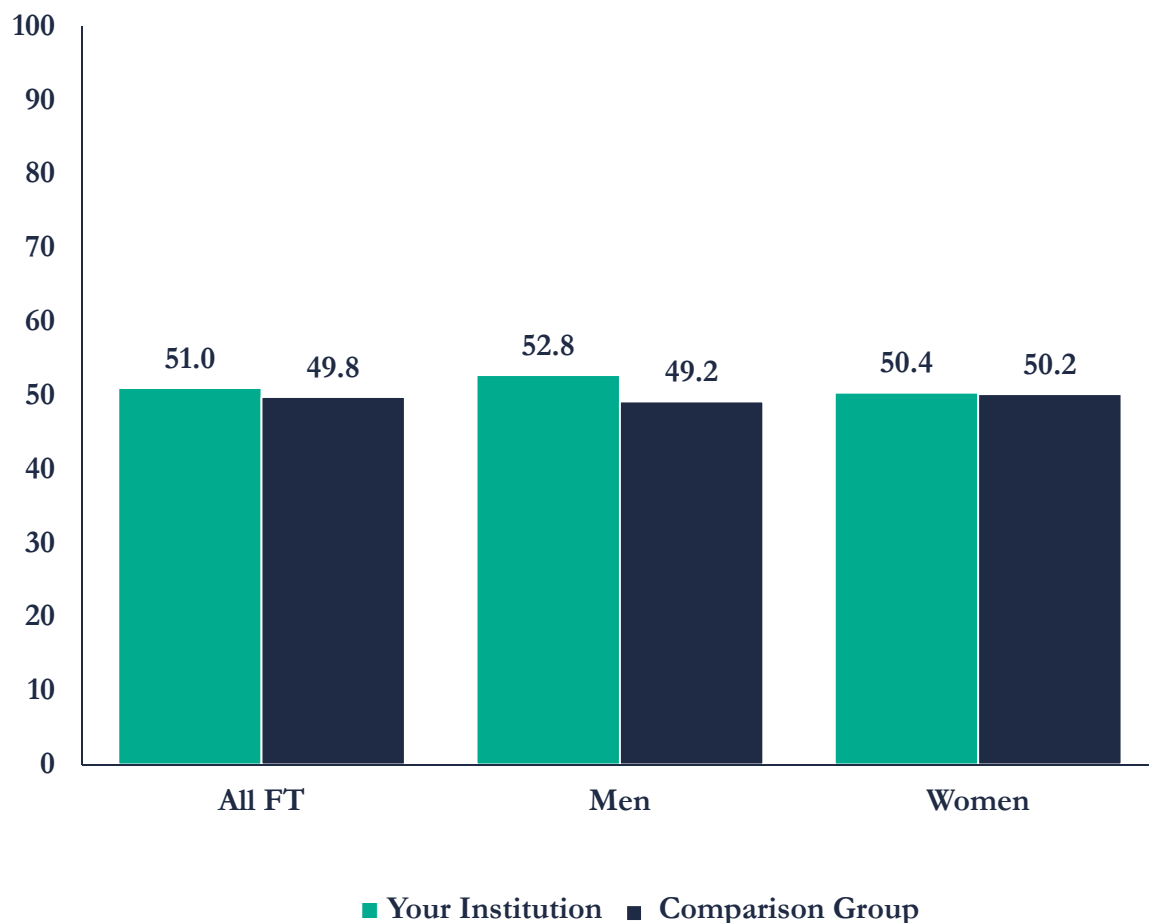
Items

- At least one faculty member has taken an interest in my development
- Faculty believe in my potential to succeed academically
- At least one staff member has taken an interest in my development
- Faculty empower me to learn here
- Staff encourage me to get involved in campus activities

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Institutional Commitment to Diversity

Institutional Commitment to Diversity is a measure of a student's perception of the campus' commitment to diversity.



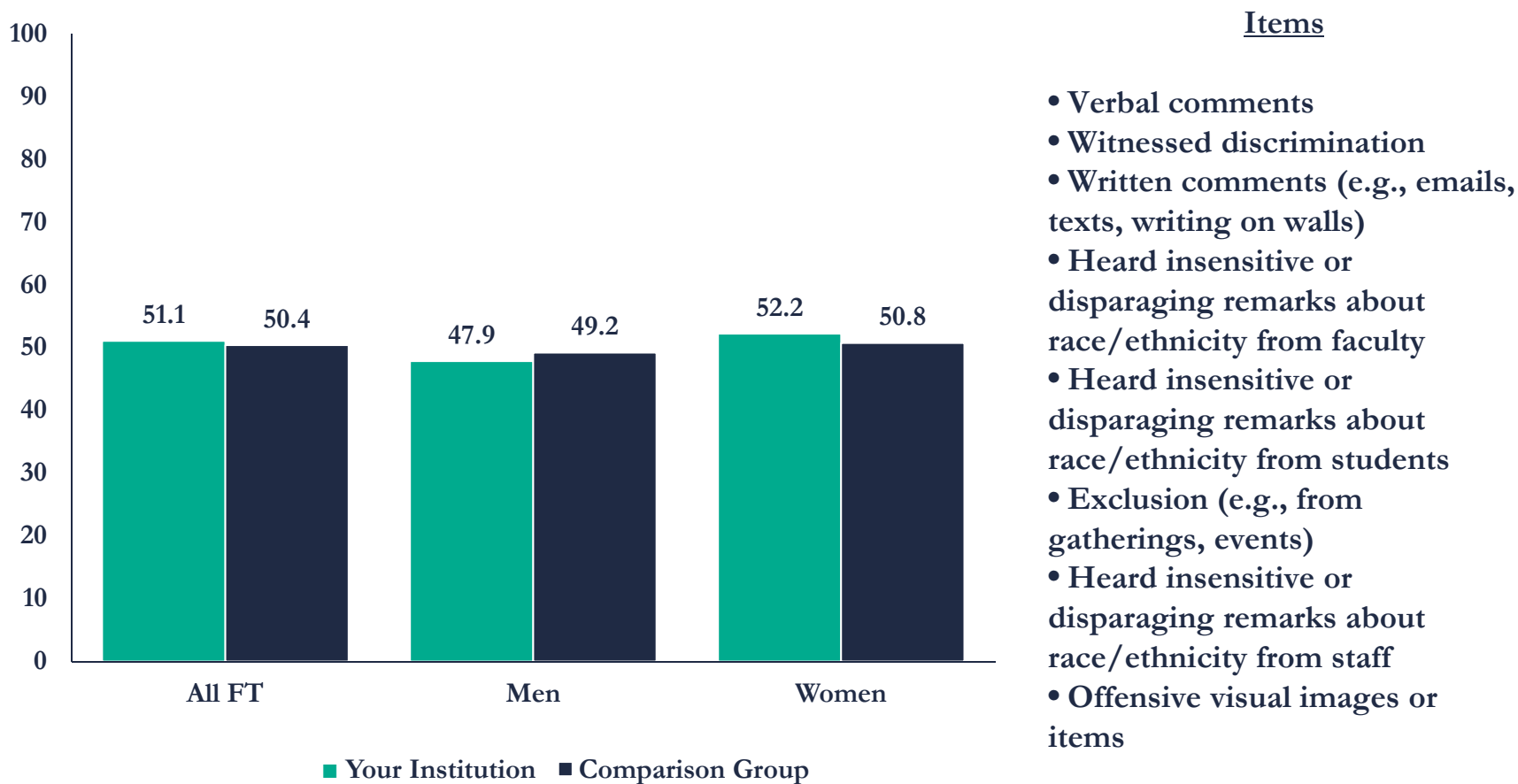
Items

- Promotes appreciation of cultural differences
- Has a long-standing commitment to diversity
- Accurately reflects the diversity of the student body in publications (e.g., brochures, website, etc.)
- Has campus administrators who regularly speak about the value of diversity

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Discrimination and Bias

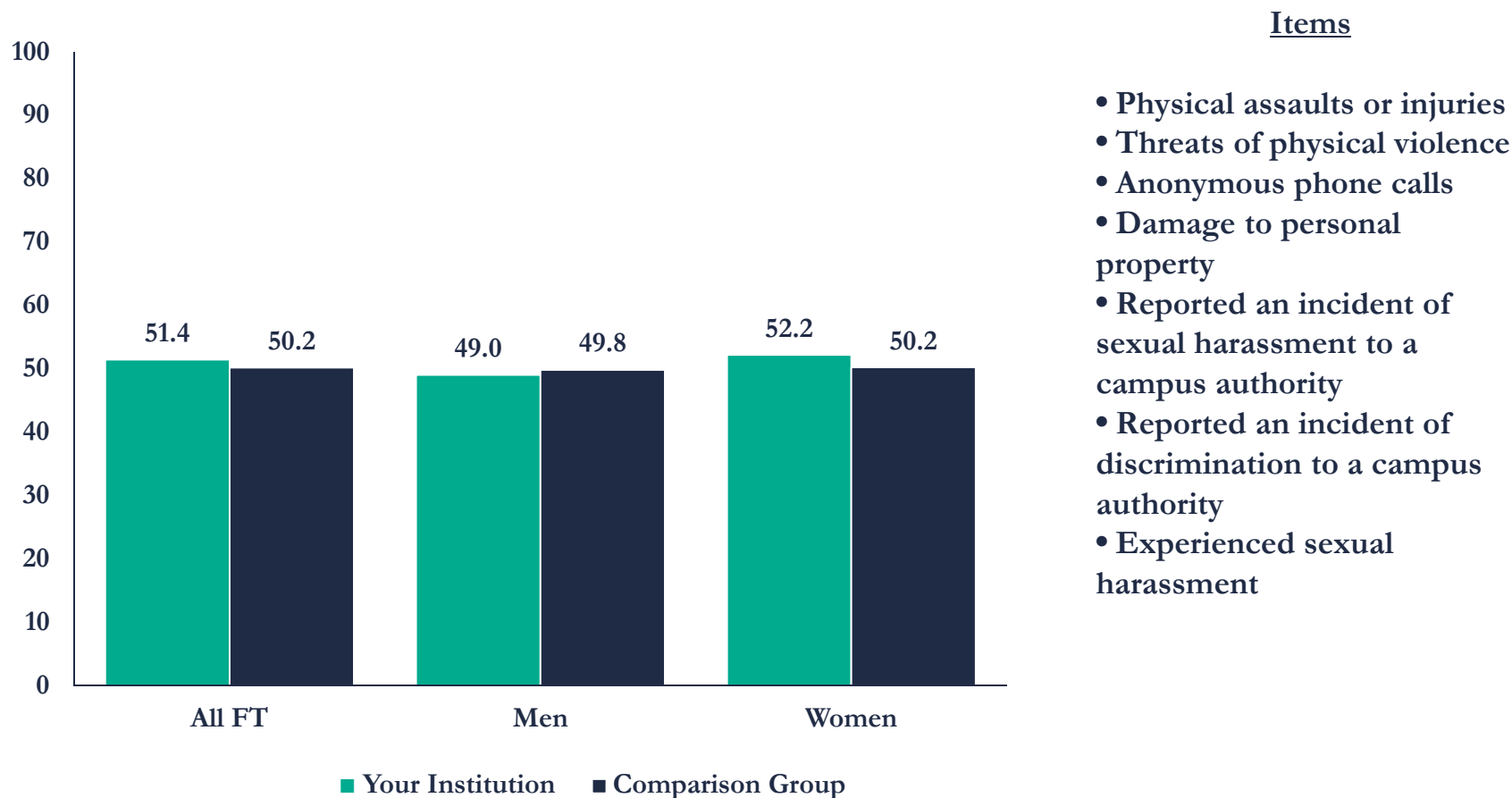
Discrimination and Bias measures the frequency of students' experiences with more subtle forms of discrimination.



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Harassment

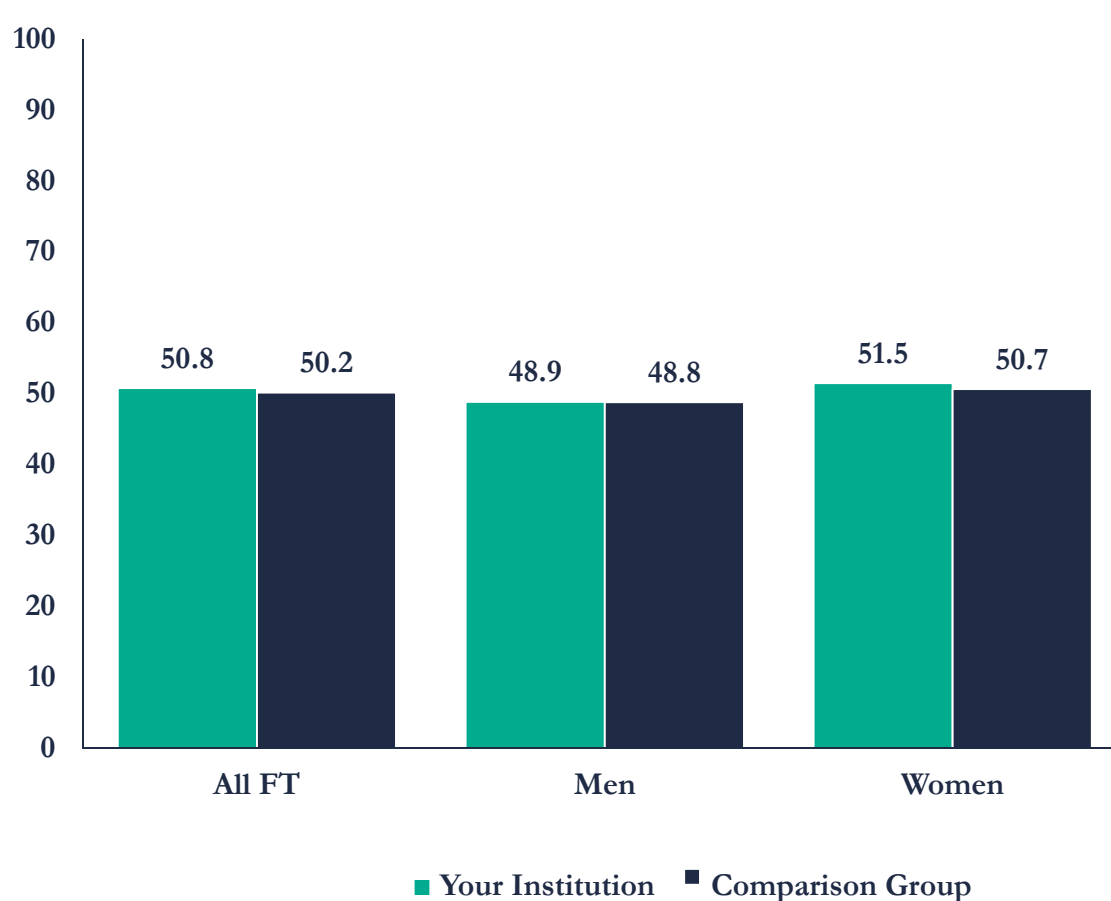
Harassment measures the frequency that students experience threats or harassment.



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Conversations Across Difference

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



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

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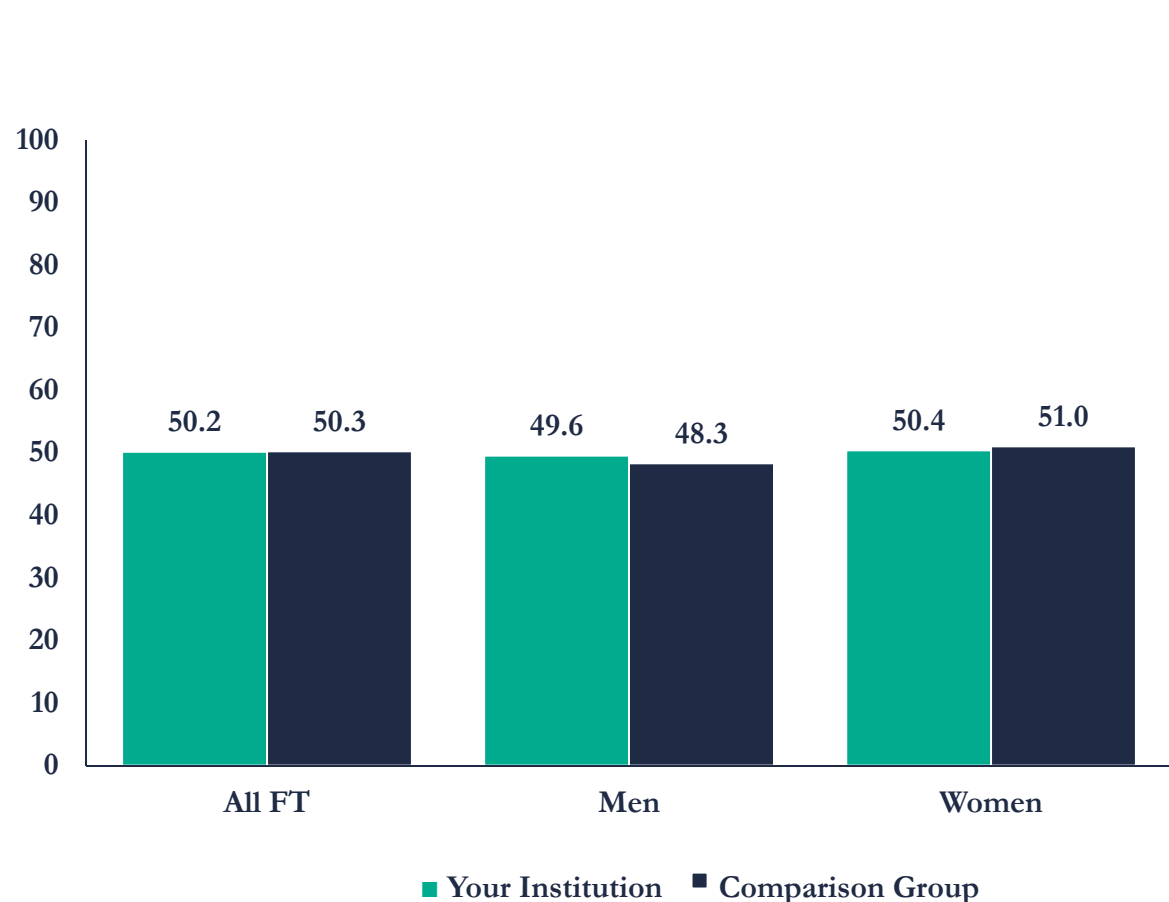
Institutional Practices

Guided and intentional campus practices that create opportunities for interaction among a diverse student body help students become active agents in their own learning.

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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 pedagogy addressing diversity.



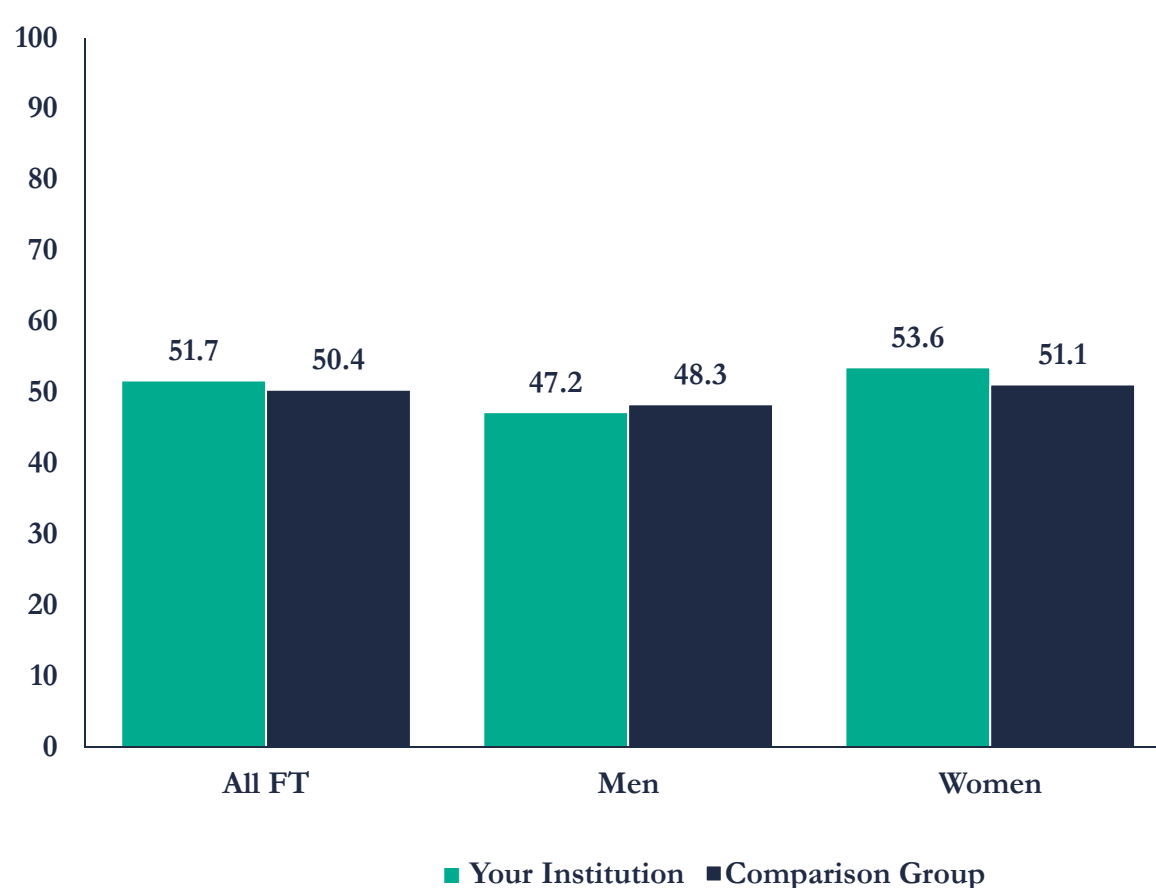
Items

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

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Co-Curricular Diversity Activities

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



Items

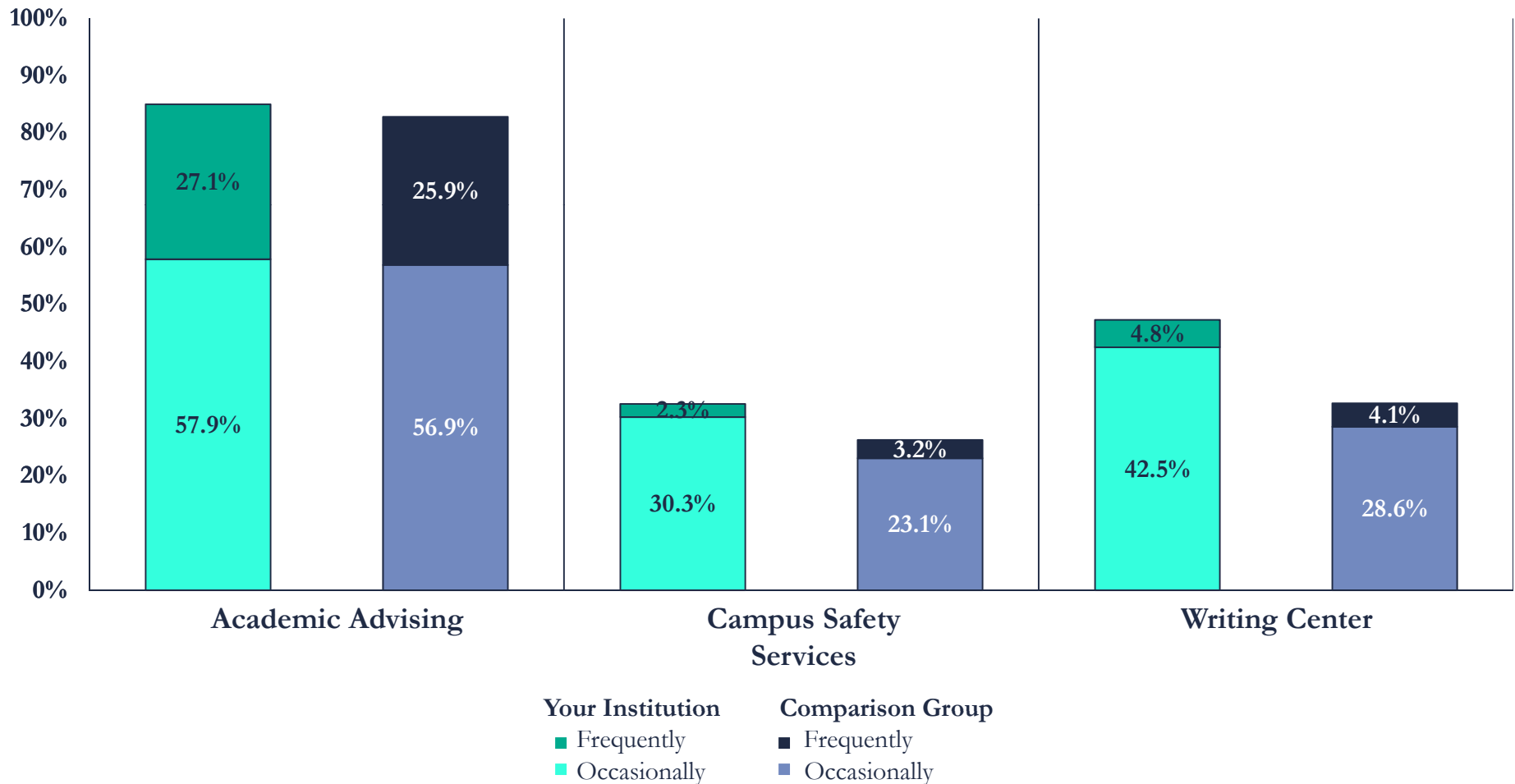
- Participated in ongoing campus organized discussions on racial/ethnic issues (e.g., intergroup dialogue)
- Attended events focused on diversity (e.g., presentations, performances, art exhibits, debates)
- Participated in Campus Center activities (e.g., LGBTQ, Racial/Ethnic, Cultural, Women's/Men's, Religious, Disability Centers)

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Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.

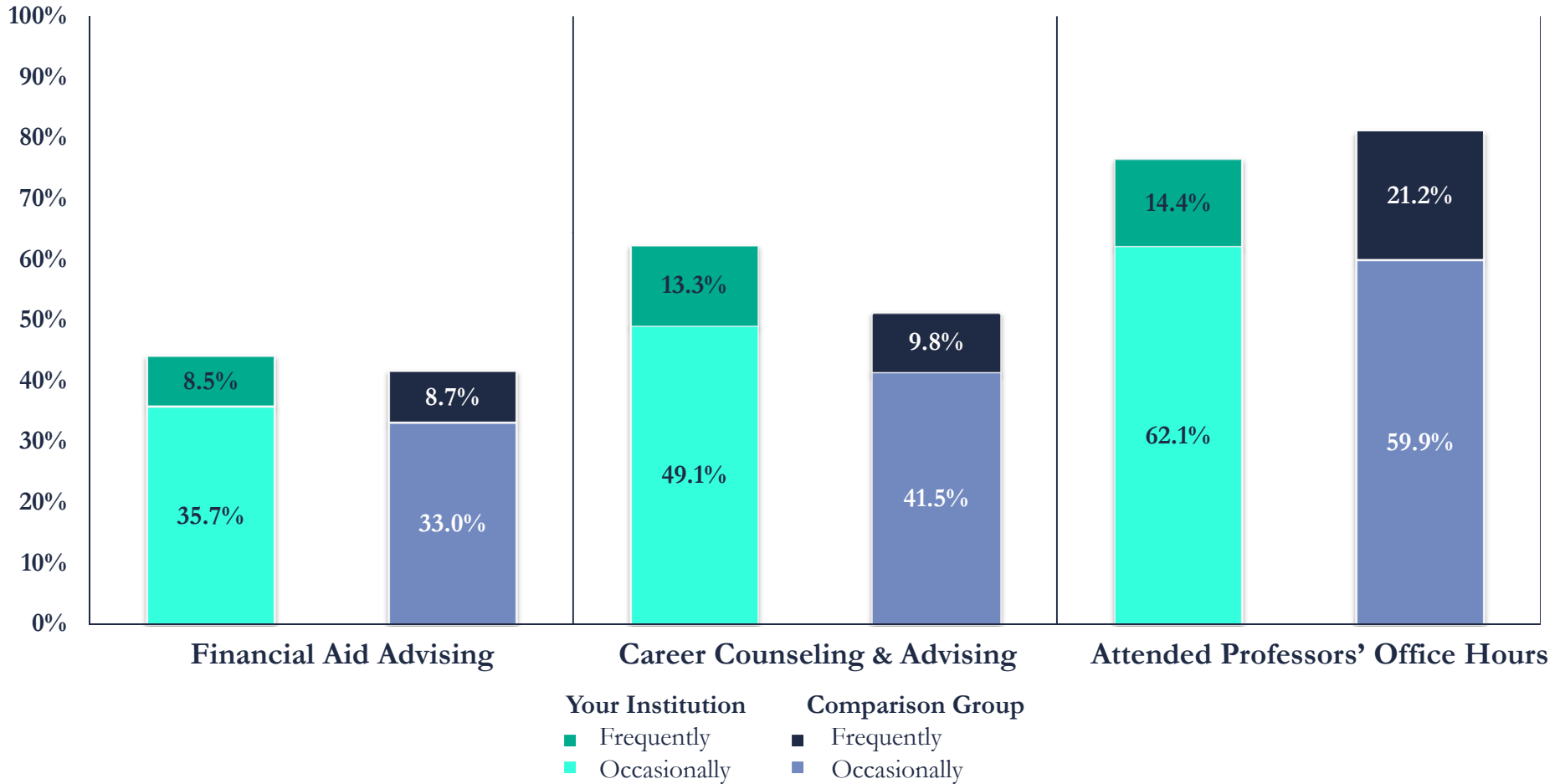


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Navigational Action

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Student Learning Outcomes

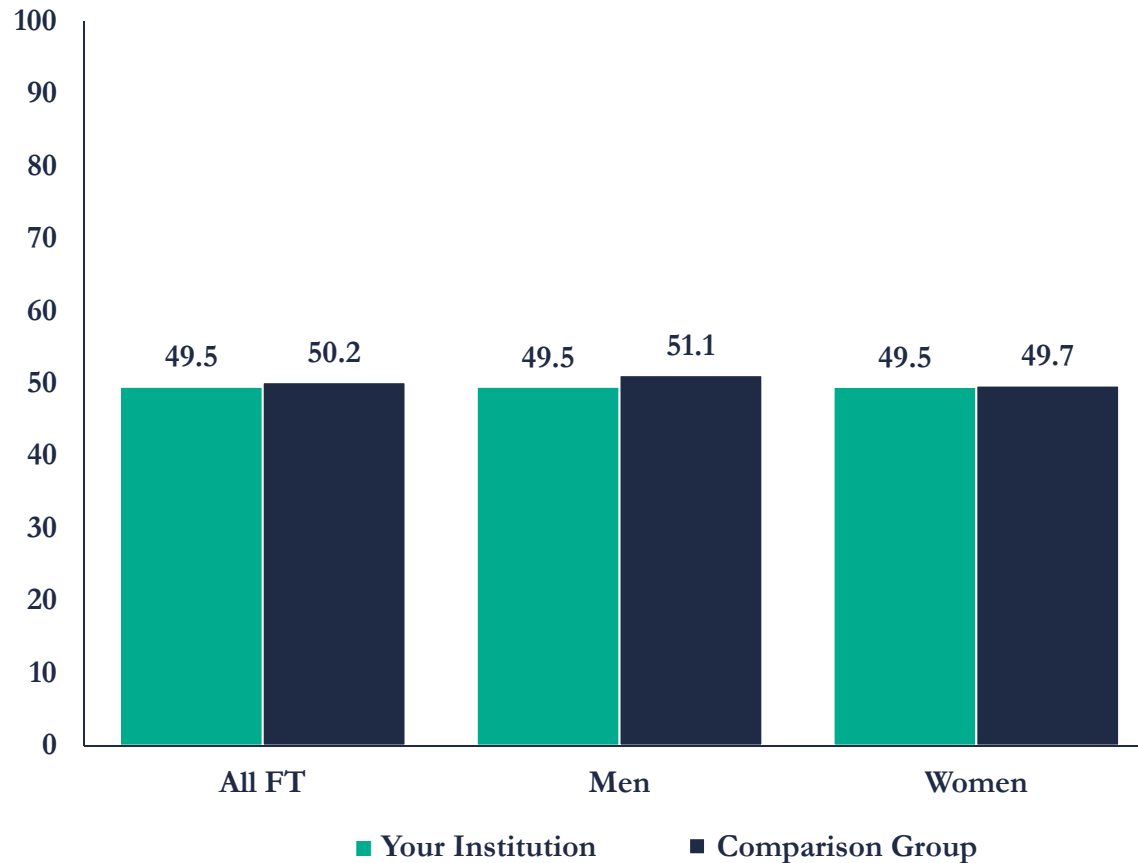
Students develop across a range of outcomes related to complex thinking, ethical decision-making, and capacity for citizenship when they are exposed to diversity.

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Habits of Mind

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

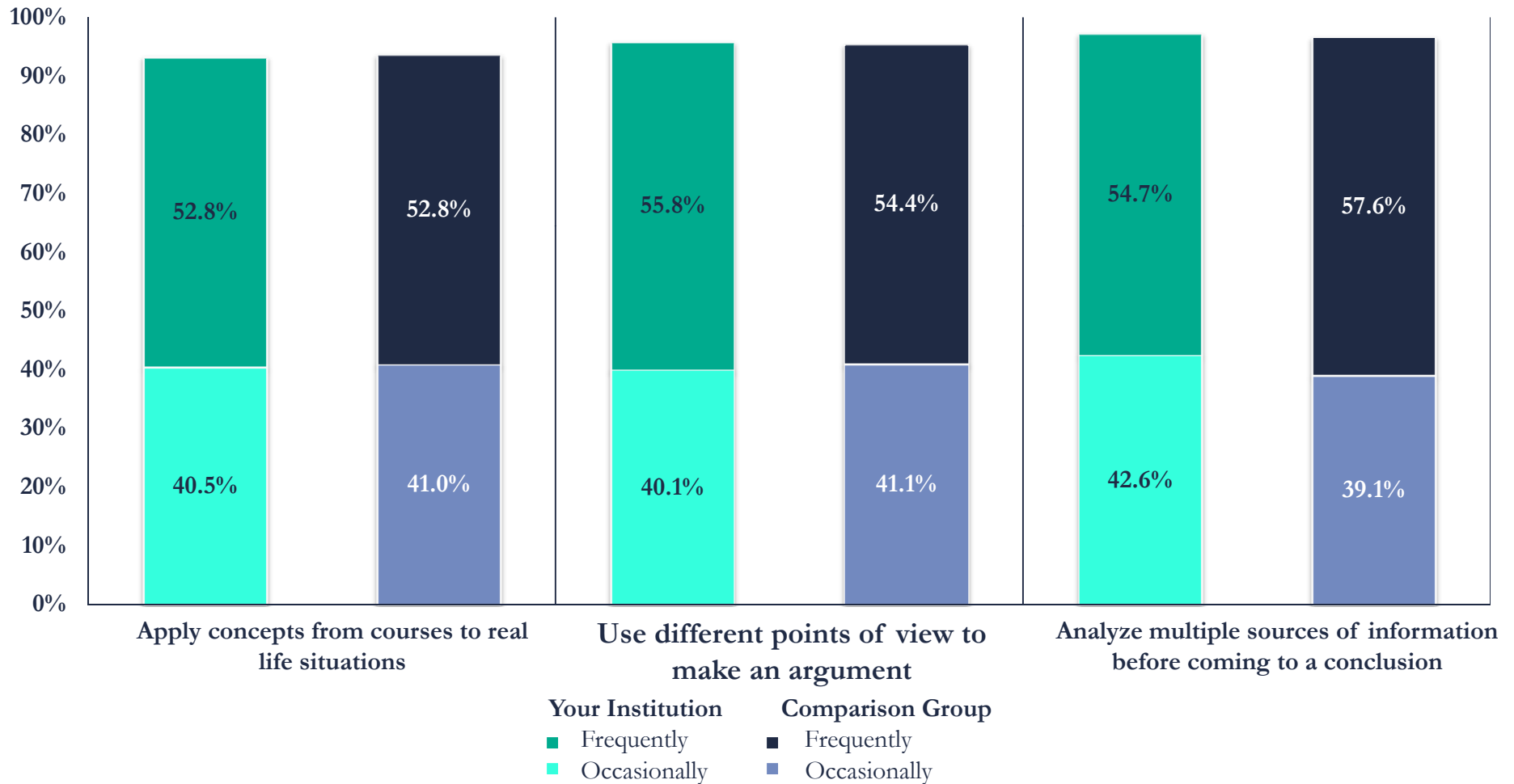


Items

- Seek solutions to problems and explain them to others
- Evaluate the quality or reliability of information you received
- Support your opinion with a logical argument
- Seek alternative solutions to problems
- Take a risk because you feel you have more to gain
- Ask questions in class
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Look up scientific research articles and resources

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Integration of Learning



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Academic Self-Concept

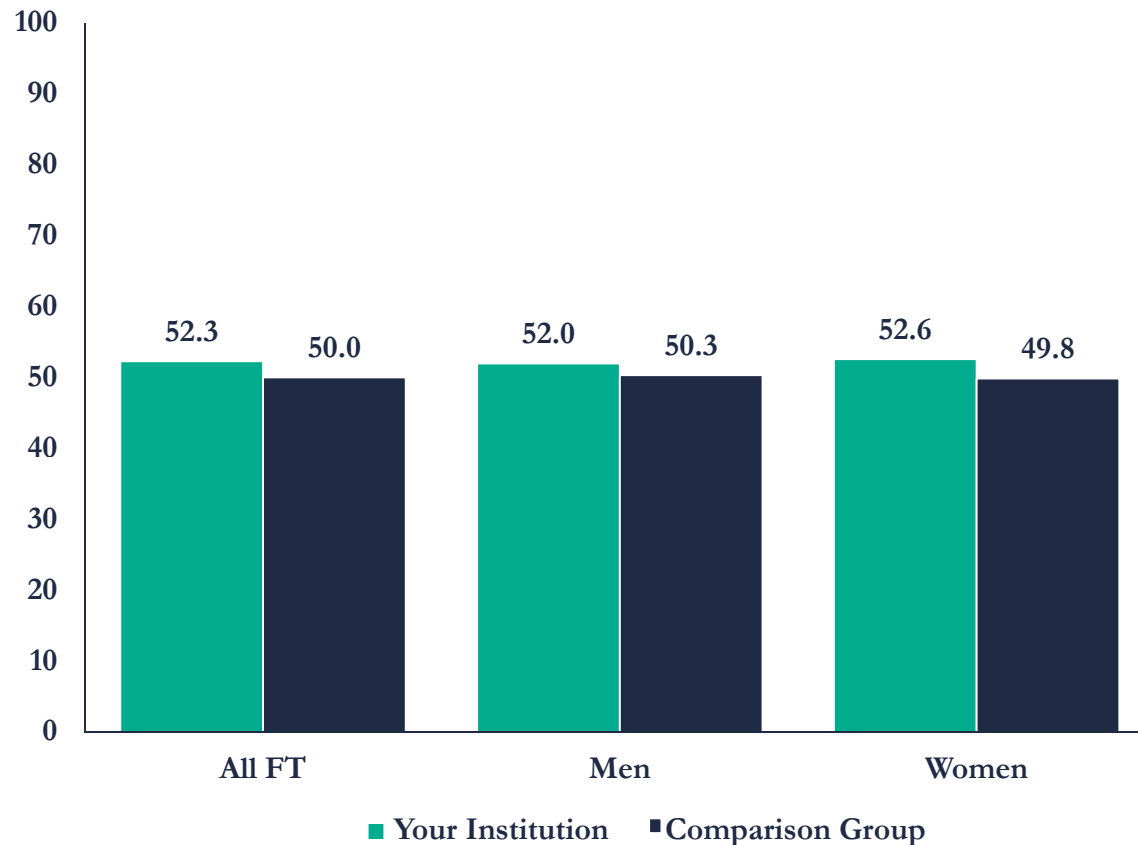
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students' beliefs about their abilities and confidence in academic environments.



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Pluralistic Orientation

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



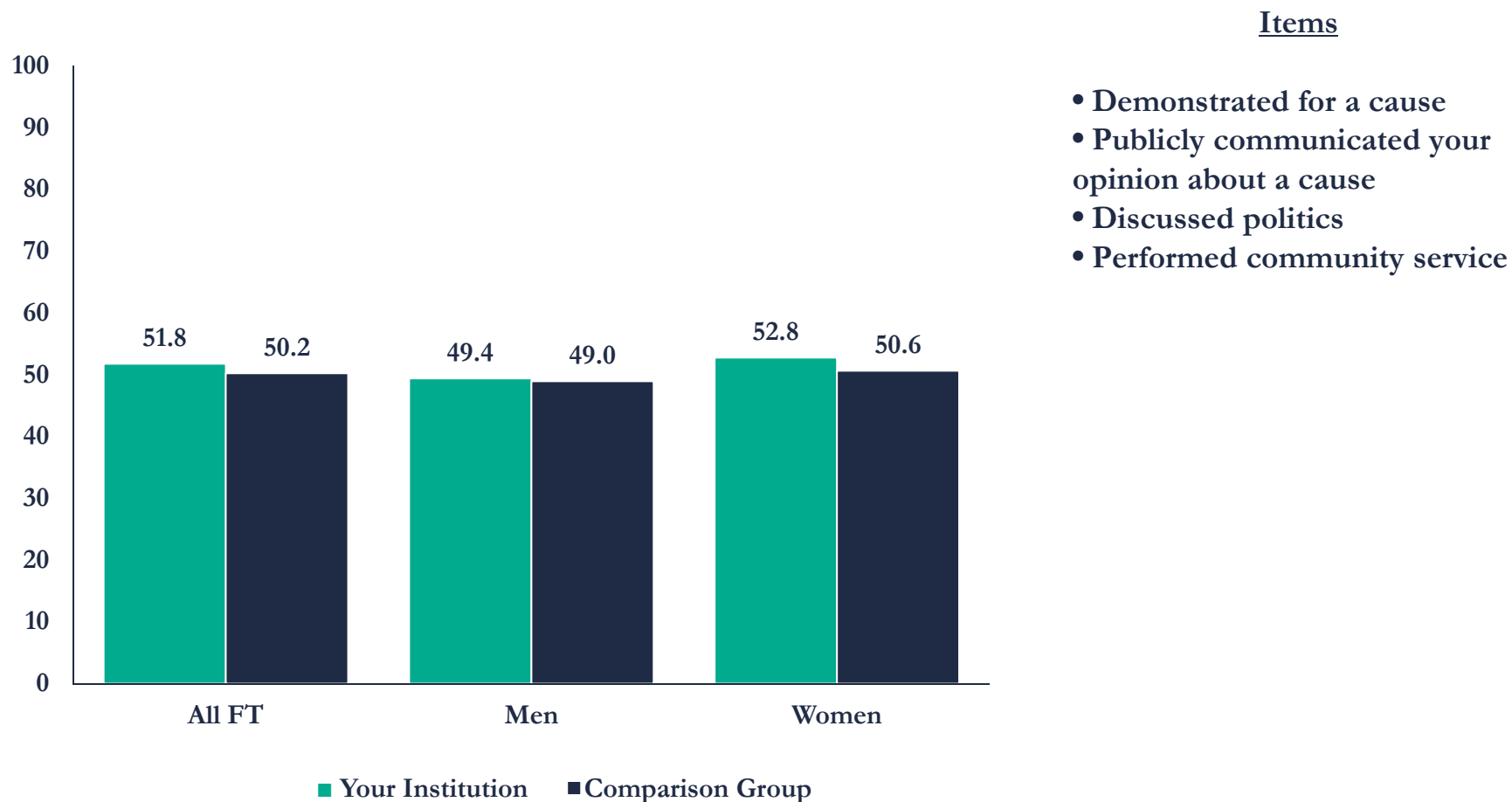
Items

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

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Civic Engagement

Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.



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Connections between climate, institutional practices and outcomes can foster success.

For more information about this survey

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Thanks to the Higher Education Research Institute
for compiling this PowerPoint.