University of Wisconsin-Green Bay
Diverse Learning Environments Survey
2020-2021 Results

Full-time Respondents

University of Wisconsin-Green Bay
N=558

Public 4yr Colleges-medium/high selectivity
N=7,390

Table of Contents

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 the following:

- Campus Climate
- Institutional Practices
- Student Learning Outcomes
- COVID-19 Pandemic

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.

Demographics

Demographics

Gender Identity

Gender Identity	Percentage
Man	20.1%
Woman	76.6%
Non-binary	2.0%
Genderqueer/Gender non-conforming	1.3%
Identity not listed above	0.0%

Sexual Orientation

Sexual Orientation	Percentage
Heterosexual/Straight	77.9%
Asexual	2.4%
Bisexual	13.0%
Gay	1.4%
Lesbian	1.1%
Pansexual	2.5%
Queer	1.6%
Not Listed Above	0.0%
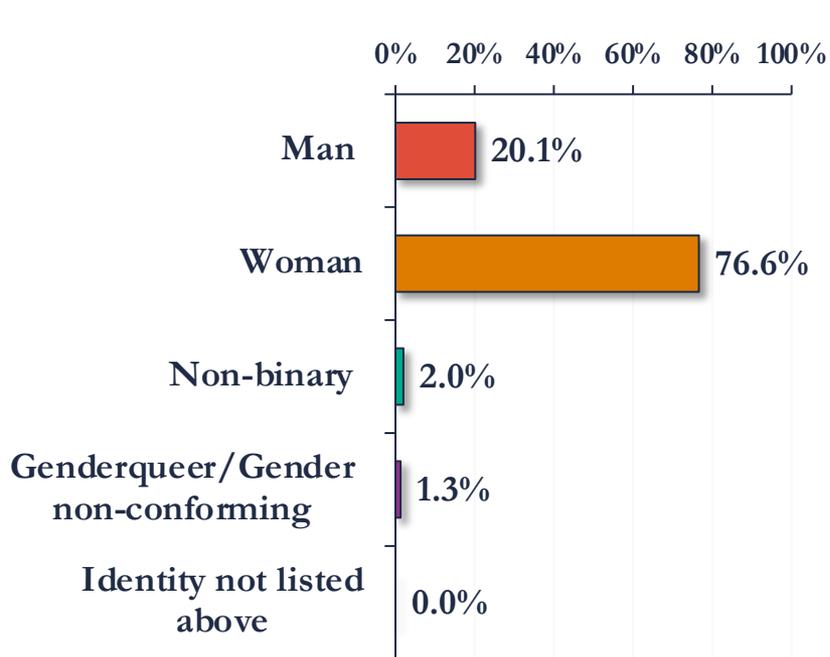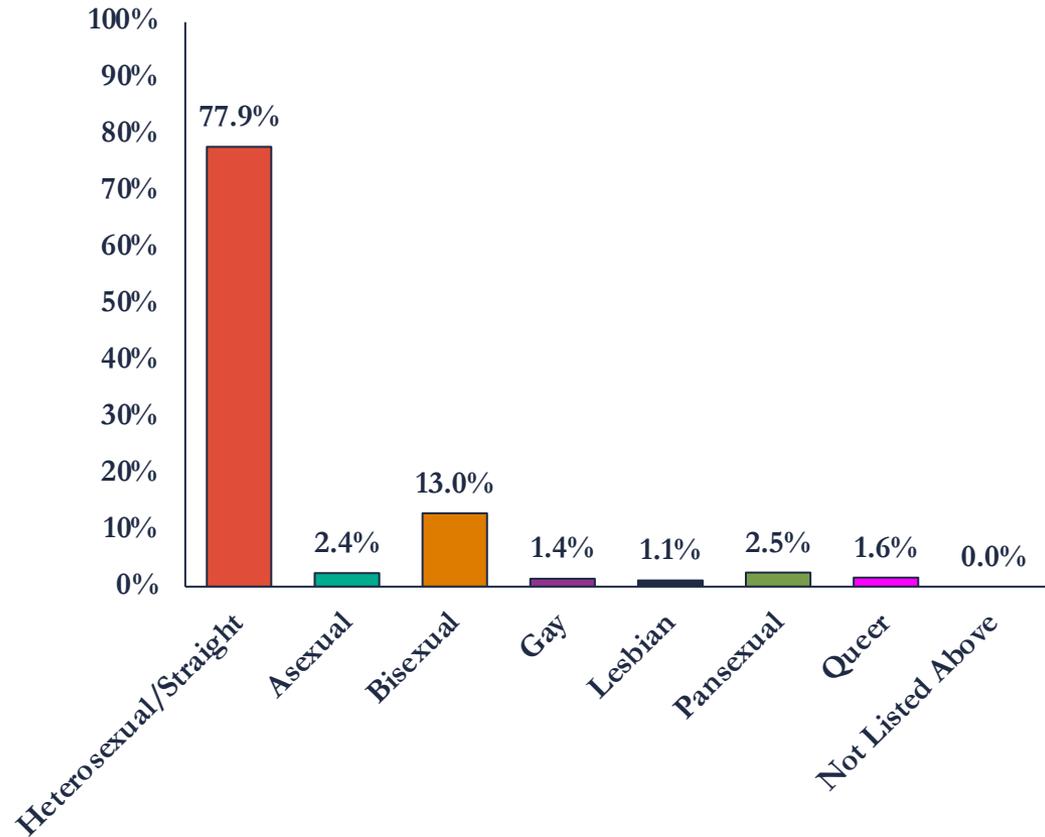
Demographics

Race/Ethnicity Group

Race/Ethnicity	Your Institution	Comparison Group
Native American/Alaska Native	0.4%	0.2%
Asian	3.8%	5.4%
Black	0.9%	2.3%
Native Hawaiian/Pacific Islander	0.0%	0.1%
Latina/o/x	2.0%	9.8%
White	86.0%	71.9%
Two or more	5.4%	8.5%
Unknown	1.6%	1.6%
Other	0.0%	0.1%

% of Students

■ Your Institution   ■ Comparison Group
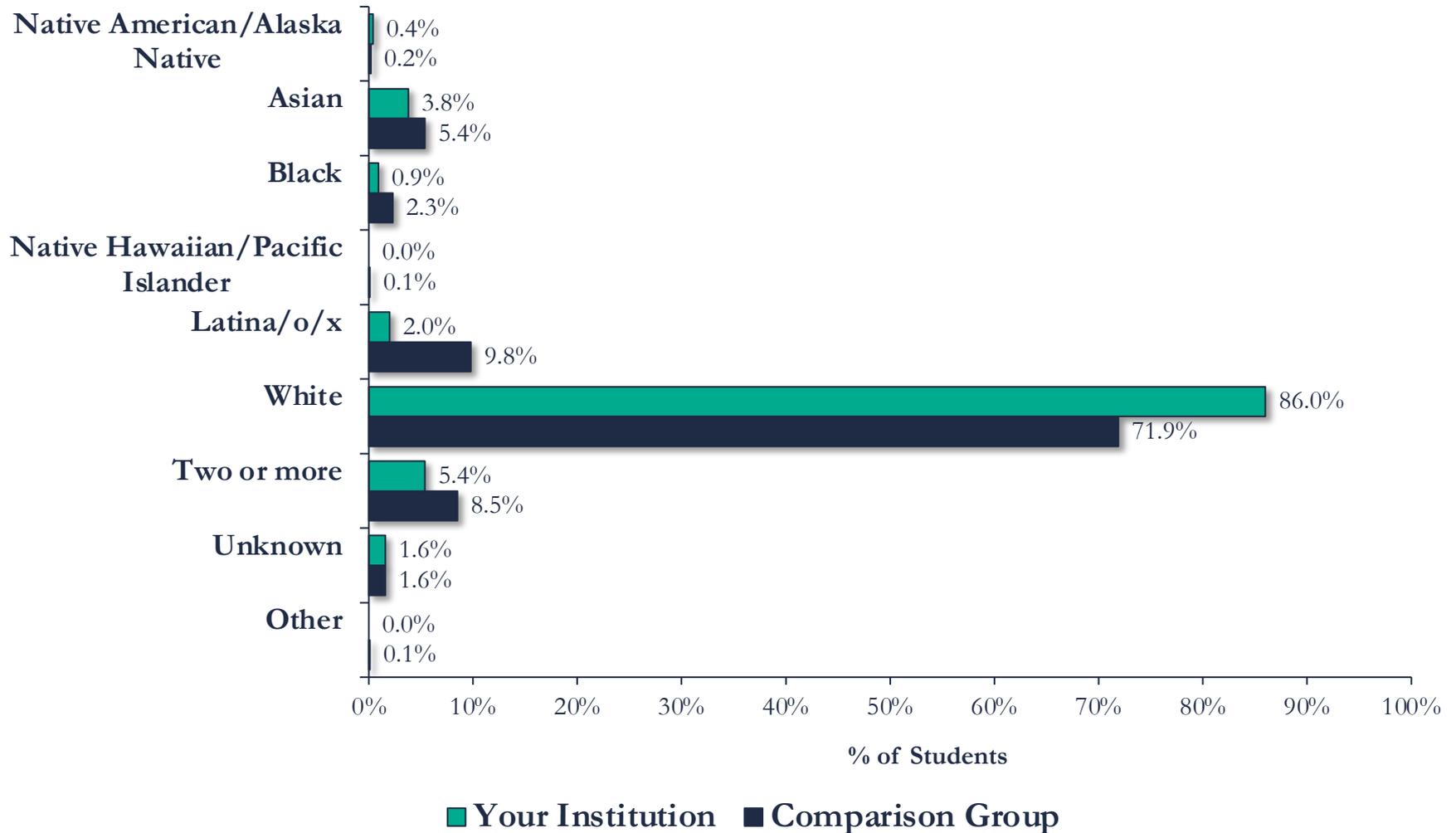
Demographics

Class Standing

- Freshman/first-year
- Sophomore/second-year
- Junior/third-year
- Senior/fourth-year
- Fifth-year senior or more
- Graduate/Professional Student

Pie chart values: 0.2%, 6.3%, 20.7%, 21.4%, 25.7%, 25.7%
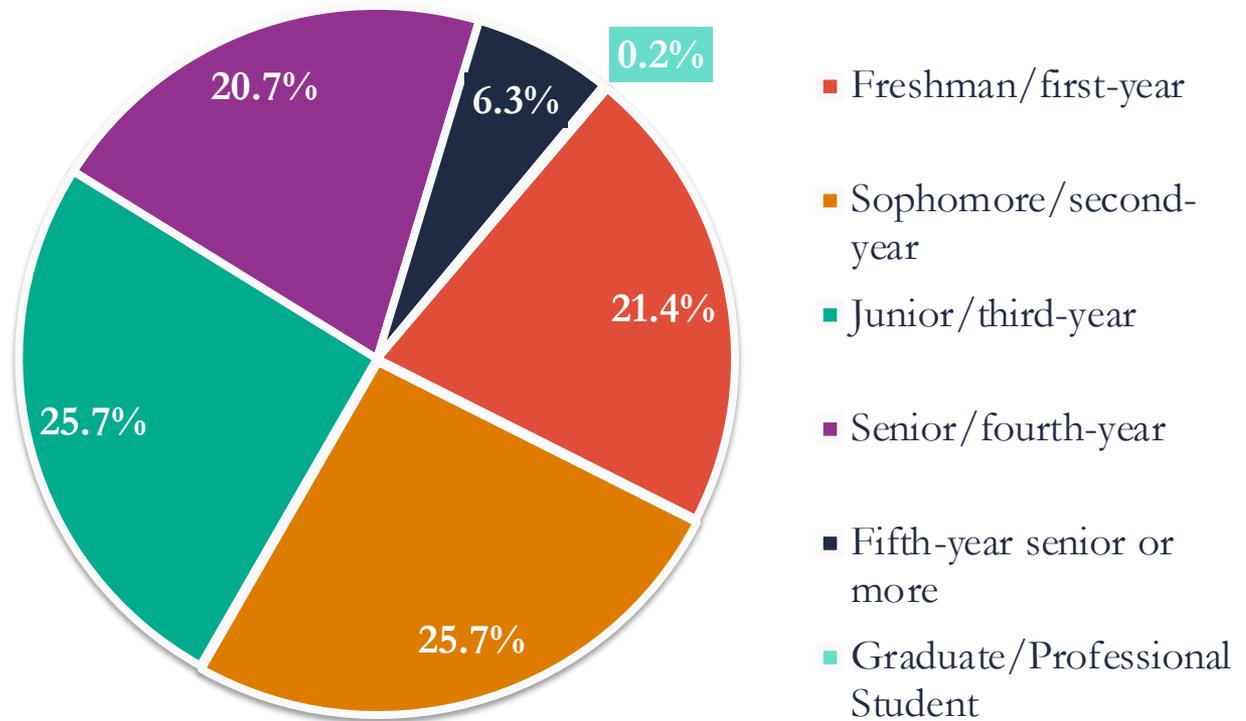
Campus Climate

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

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.
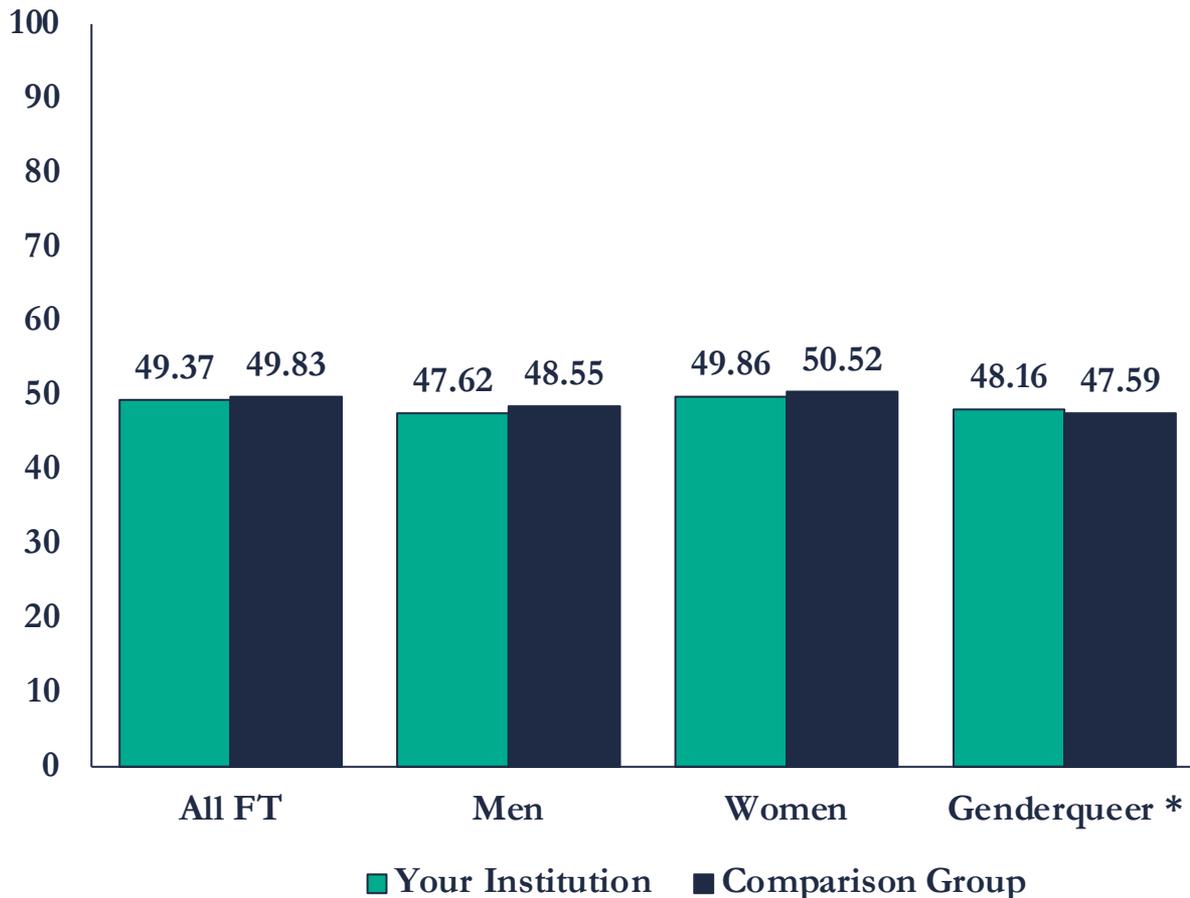
Items

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

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

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.

	All FT	Men	Women	Genderqueer *
Your Institution	49.79	49.62	49.83	50.00
Comparison Group	49.44	48.70	49.77	49.74

■ Your Institution   ■ Comparison Group
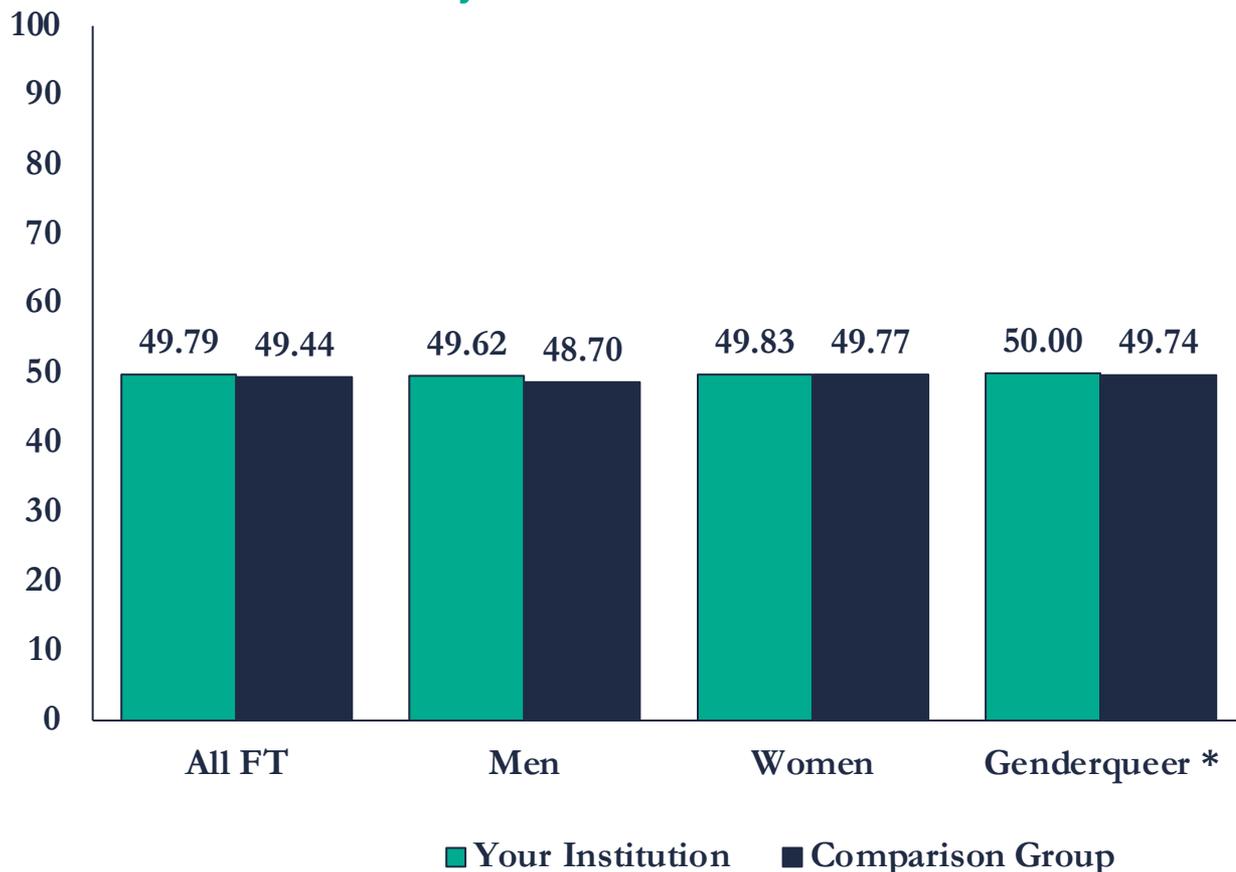
Items

- **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 discussions**
- **Faculty were able to determine my level of understanding of the course material**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

HERI

General Interpersonal Validation

General Interpersonal Validation measures students' view of faculty and staff's attention to their development.
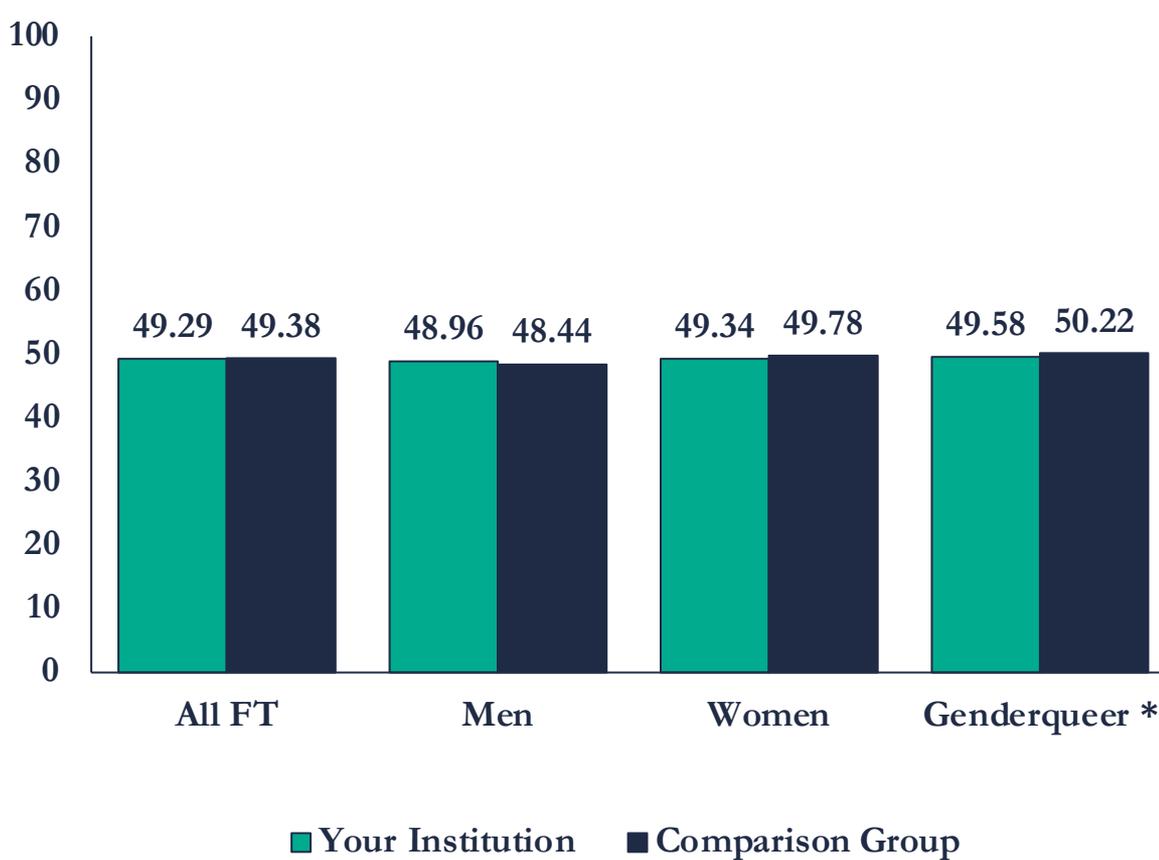
Items

- **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**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

2020-2021 Diverse Learning Environments Survey

Institutional Commitment to Diversity

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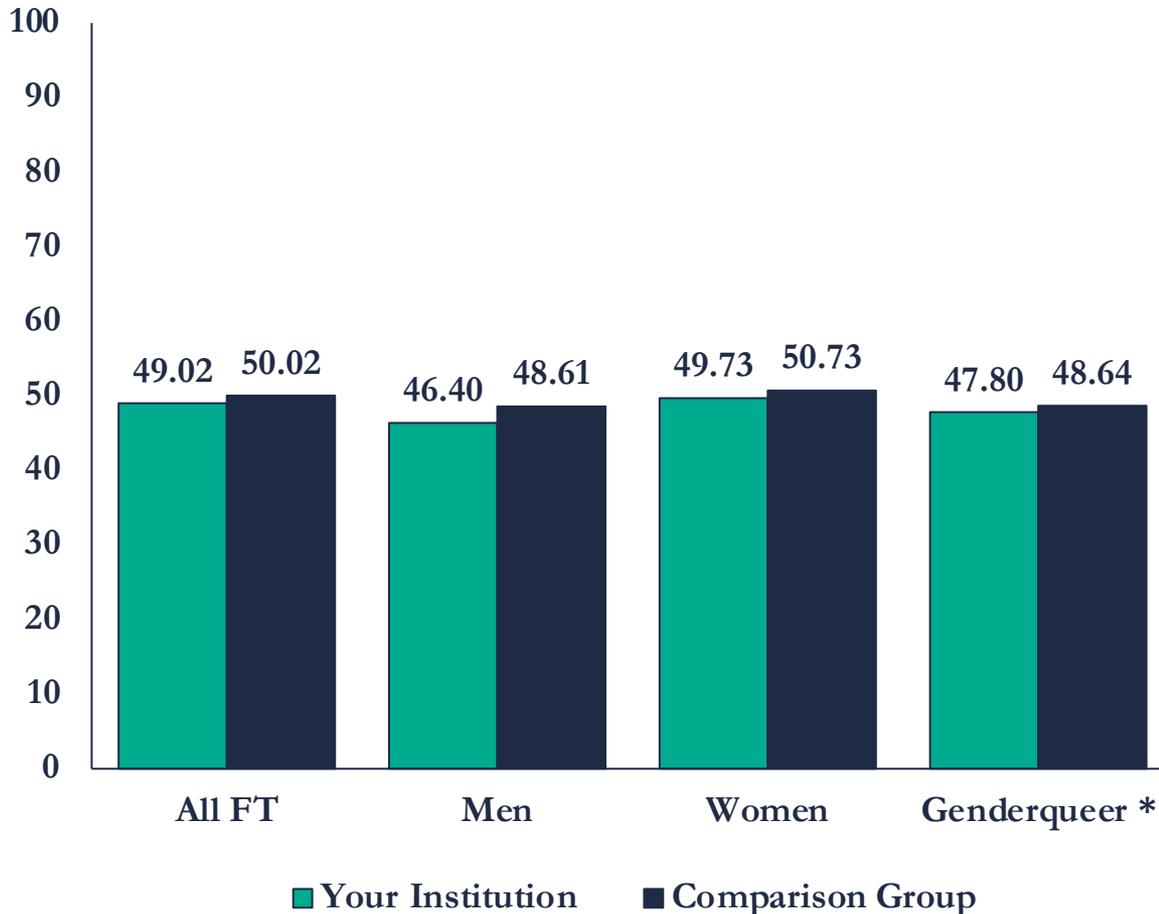
Items

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

	All FT	Men	Women	Genderqueer *
Your Institution	49.02	46.40	49.73	47.80
Comparison Group	50.02	48.61	50.73	48.64

■ Your Institution ■ Comparison Group

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

2020-2021 Diverse Learning Environments Survey

Racial Tension and Free Speech

This college:

Chart data:

Has a lot of racial tension
- Your Institution: Agree 5.0%, Strongly Agree 0.6%
- Comparison Group: Agree 12.6%, Strongly Agree 2.9%

Has an obligation to prohibit racist and sexist speech on campus
- Your Institution: Agree 55.9%, Strongly Agree 34.8%
- Comparison Group: Agree 51.6%, Strongly Agree 36.2%

Has a right to ban extreme speakers from campus
- Your Institution: Agree 54.5%, Strongly Agree 23.2%
- Comparison Group: Agree 50.6%, Strongly Agree 25.6%

Legend:
- Your Institution: Strongly Agree, Agree
- Comparison Group: Strongly Agree, Agree

Discrimination and Bias

Discrimination and Bias measures the frequency of students' experiences with more subtle forms of discrimination.
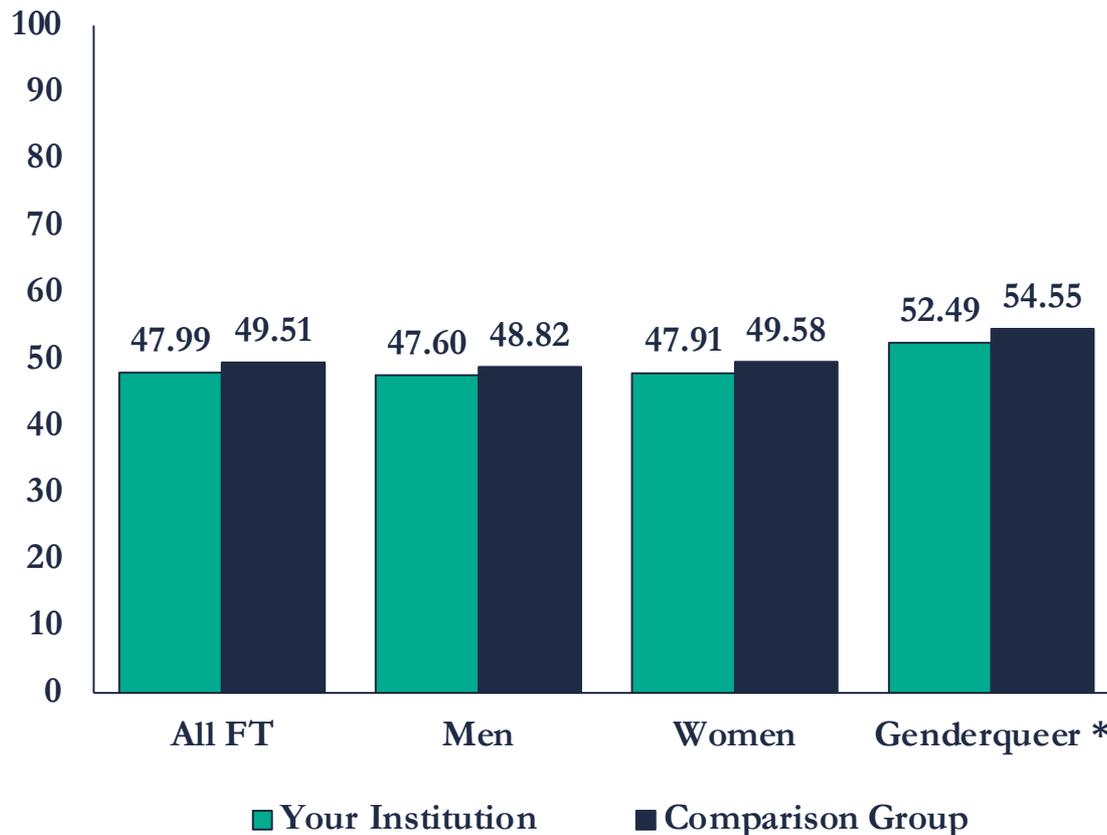
Items
- **Verbal comments**
- **Witnessed discrimination**
- **Cyberbullying (e.g., emails, texts, social media)**
- **Exclusion (e.g., from gatherings, events)**
- **Offensive visual images or items**

	Your Institution	Comparison Group
All FT	47.99	49.51
Men	47.60	48.82
Women	47.91	49.58
Genderqueer *	52.49	54.55

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Harassment

Harassment measures the frequency that students experience threats or harassment.

Your Institution / Comparison Group values:
- All FT: 48.10 / 49.97
- Men: 47.32 / 49.93
- Women: 48.14 / 49.86
- Genderqueer *: 52.22 / 52.57

Items

- **Physical assaults or injuries**
- **Threats of physical violence**
- **Anonymous phone calls**
- **Damage to personal property**
- **Reported an incident of sexual harassment to a campus authority**
- **Reported an incident of discrimination to a campus authority**
- **Been sexually harassed**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Conversations Across Difference

HERI

Conversations Across Difference measures how often students have in-depth conversations with diverse peers. Students who engage with diverse peers are more likely to achieve change across a wide range of student learning outcomes.

Bar chart data:

	Your Institution	Your Comparison
All FT	48.85	49.05
Men	48.42	47.38
Women	48.70	49.52
Genderqueer *	54.30	55.91

■ Your Institution   ■ Your Comparison
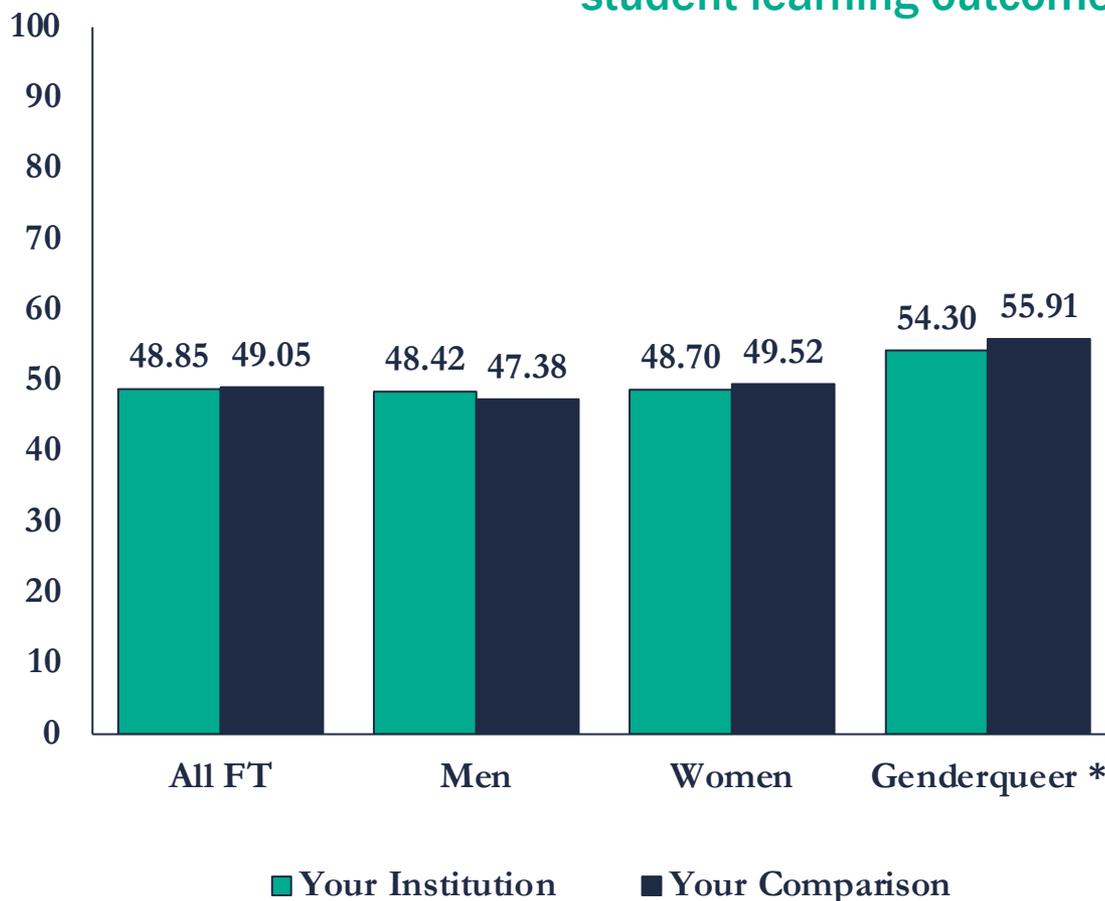
Items

How often in the past year did you interact with someone:

- 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

How often in the past year did you:

- Discuss issues related to sexism, gender differences, or gender equity

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

2020-2021 Diverse Learning Environments Survey

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.

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.

Chart values:

Group	Your Institution	Comparison Group
All FT	50.86	50.10
Men	48.66	47.82
Women	51.32	51.05
Genderqueer *	53.73	52.61

Legend: ■ Your Institution ■ Comparison Group
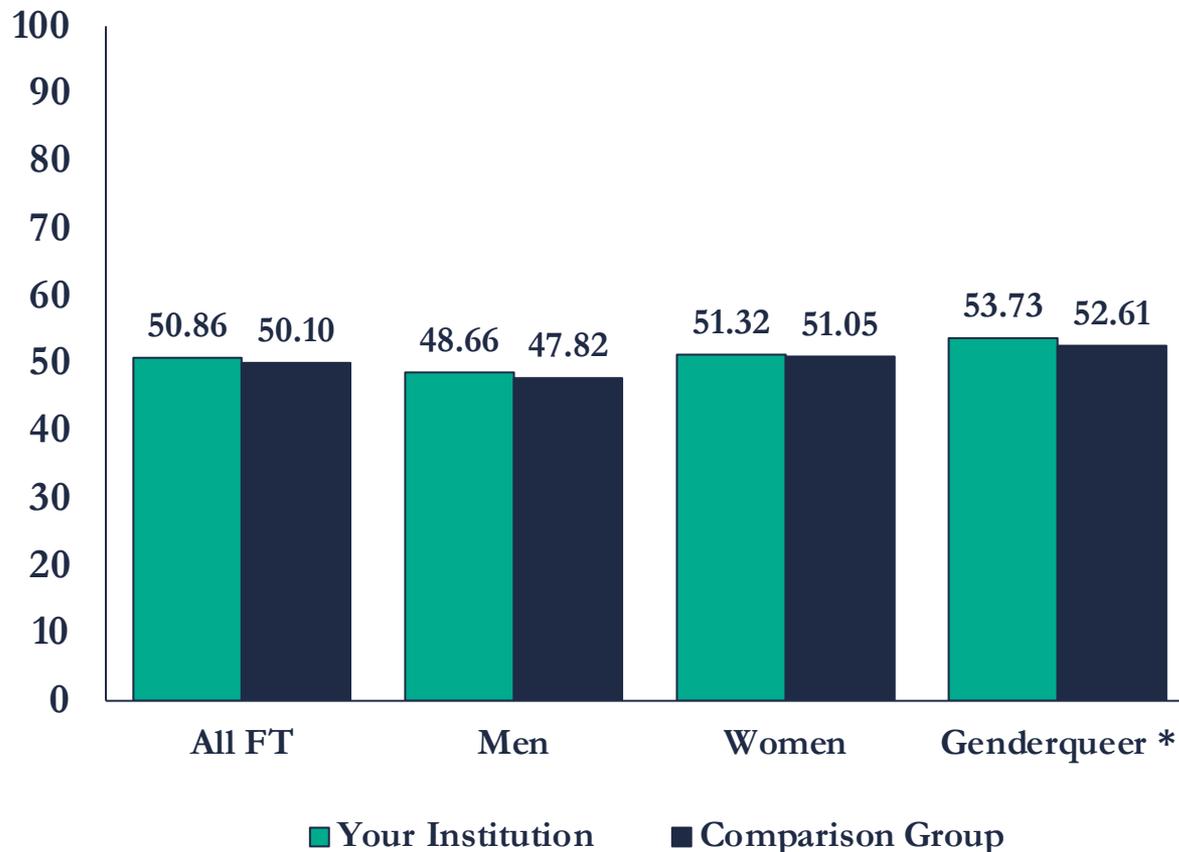
Items
- **Materials/readings about race/ethnicity**
- **Materials/readings about socioeconomic class differences**
- **Materials/readings about privilege**
- **Materials/readings about sexual orientation**
- **Materials/readings about gender/gender identity**
- **Materials/readings about disability**
- **Opportunities for intensive dialogue between students with different backgrounds and beliefs**
- **Opportunities to study and serve communities in need (e.g., service learning)**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

HERI

Co-Curricular Diversity Activities

Co-Curricular Diversity Activities measures students' involvement with institutional programs focused on diversity issues.
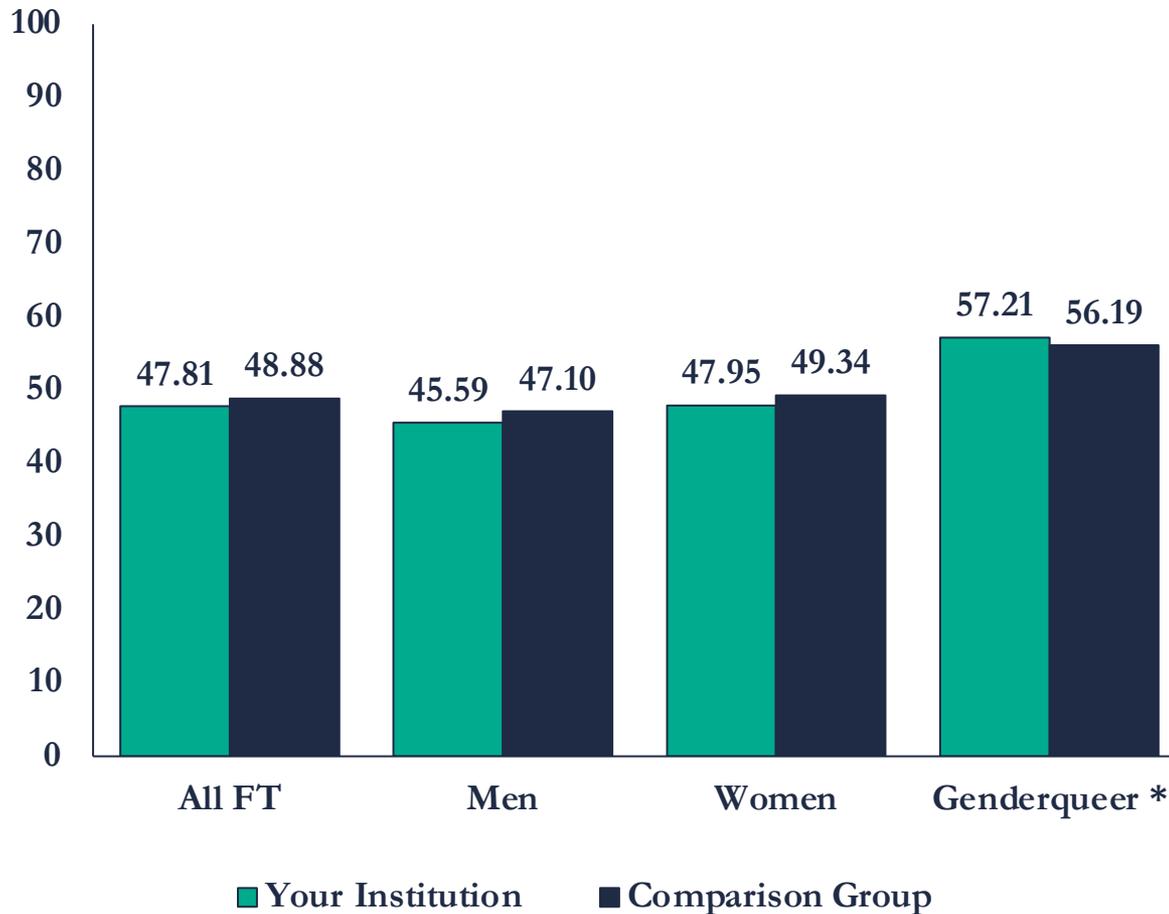
Items

- **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)**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Navigational Action

Navigational Action illustrates how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.

	Academic Advising	Financial Aid Advising	Career Counseling & Advising
Your Institution — Frequently	17.2%	6.0%	7.9%
Your Institution — Occasionally	65.5%	40.3%	36.8%
Comparison Group — Frequently	23.5%	7.2%	8.8%
Comparison Group — Occasionally	59.9%	33.8%	40.0%
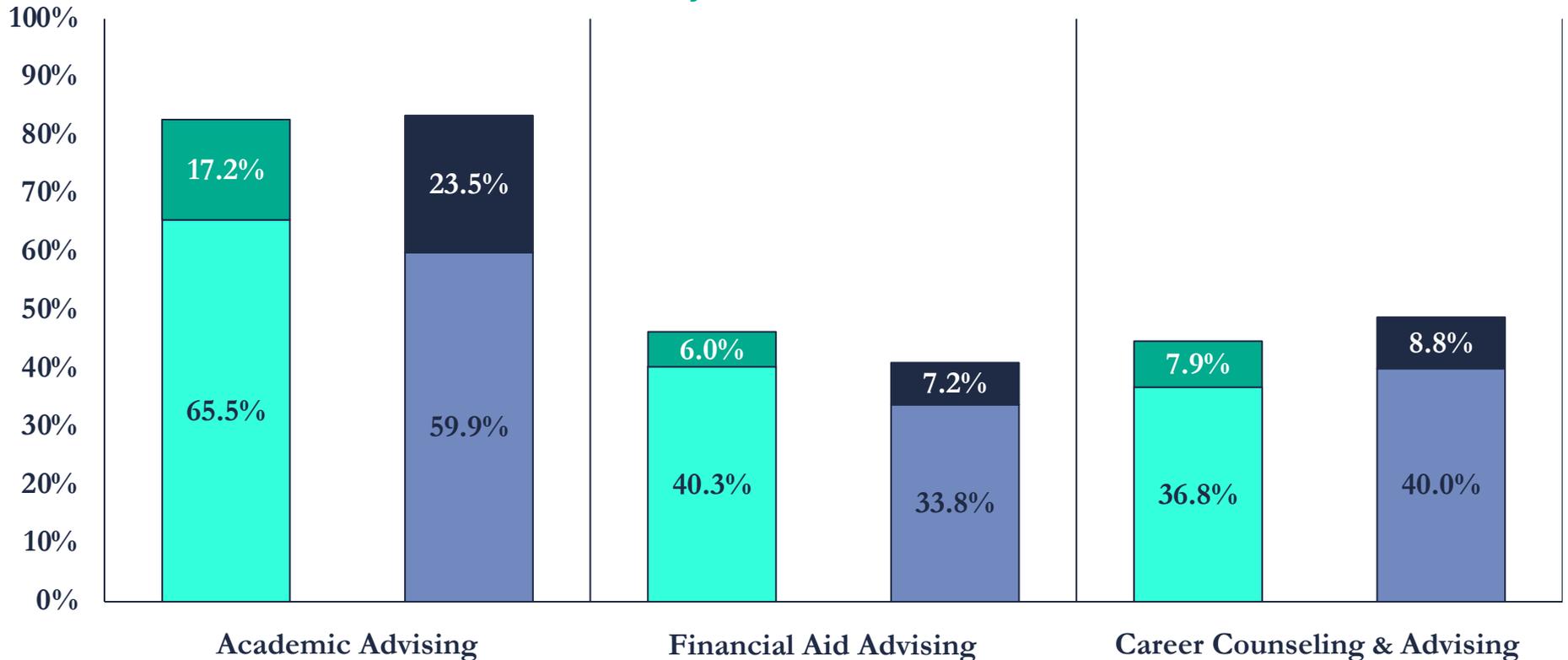
Your Institution
- ■ Frequently
- ■ Occasionally

Comparison Group
- ■ Frequently
- ■ Occasionally

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.

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.
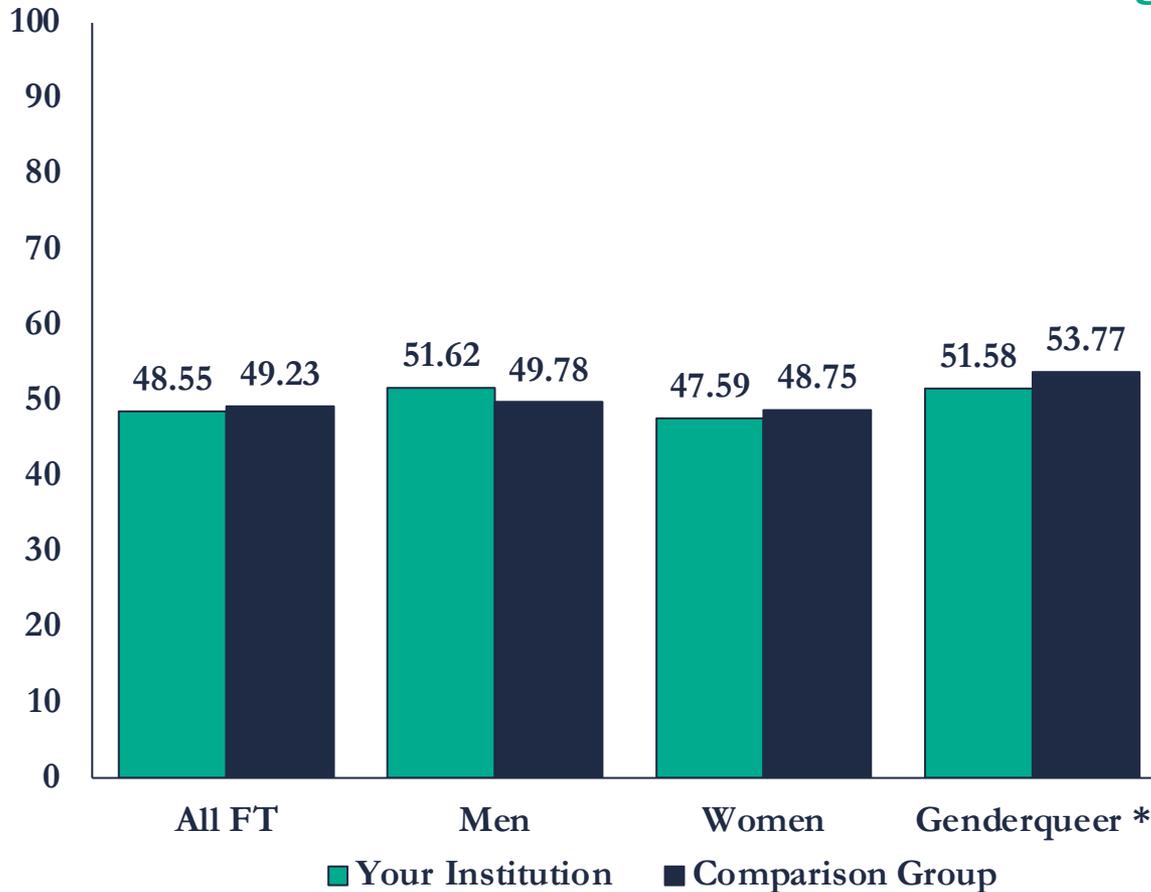
Items

- Seek solutions to problems and explain them to others
- Support your opinion with a logical argument
- 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

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Chart data — Your Institution / Comparison Group:
- All FT: 48.55 / 49.23
- Men: 51.62 / 49.78
- Women: 47.59 / 48.75
- Genderqueer *: 51.58 / 53.77

Legend: ■ Your Institution ■ Comparison Group

Application of Learning

How often in the past year did you:

Bars — "Use different points of view to make an argument":
- Your Institution: Occasionally 43.3%, Frequently 48.2%
- Comparison Group: Occasionally 45.8%, Frequently 46.7%

Bars — "Recognize the biases that affect your own thinking":
- Your Institution: Occasionally 45.3%, Frequently 48.5%
- Comparison Group: Occasionally 43.7%, Frequently 49.6%
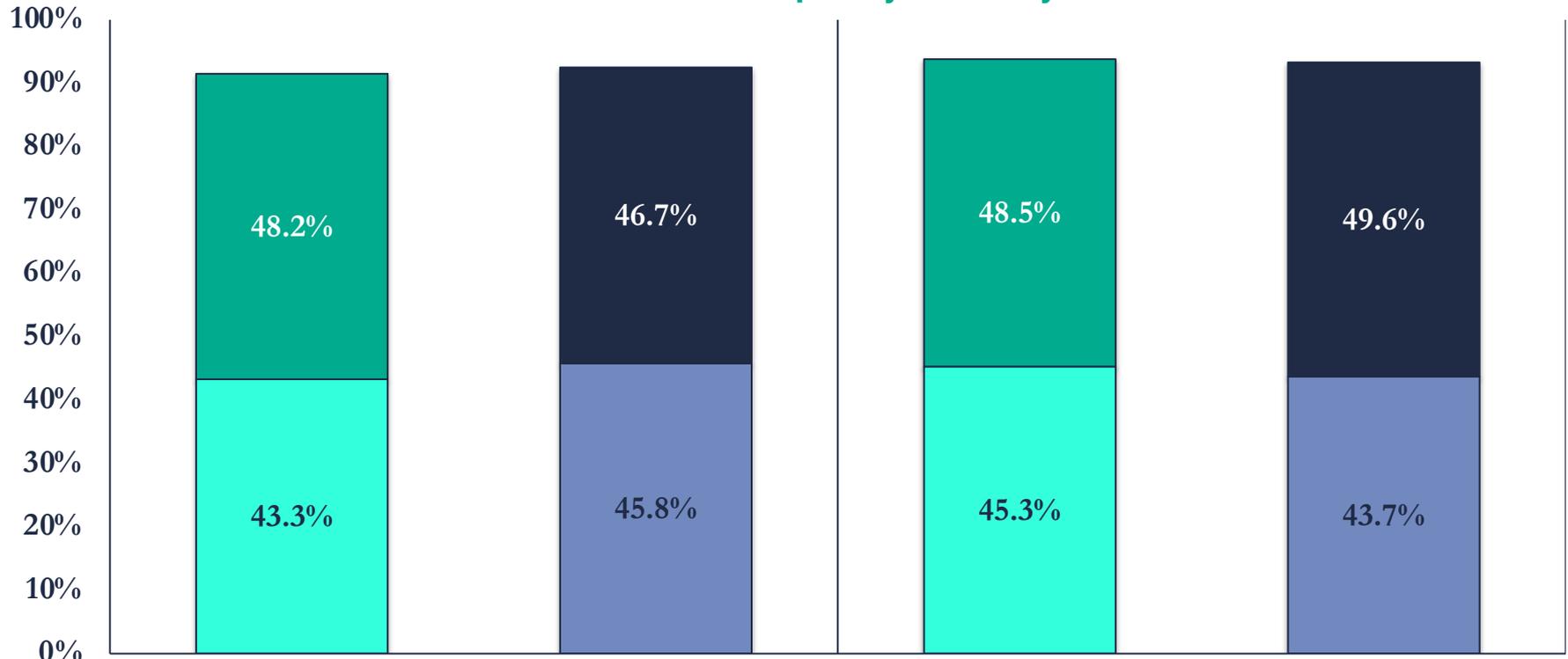
Use different points of view to make an argument

Recognize the biases that affect your own thinking

Your Institution
- ■ Frequently
- ■ Occasionally

Comparison Group
- ■ Frequently
- ■ Occasionally

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.
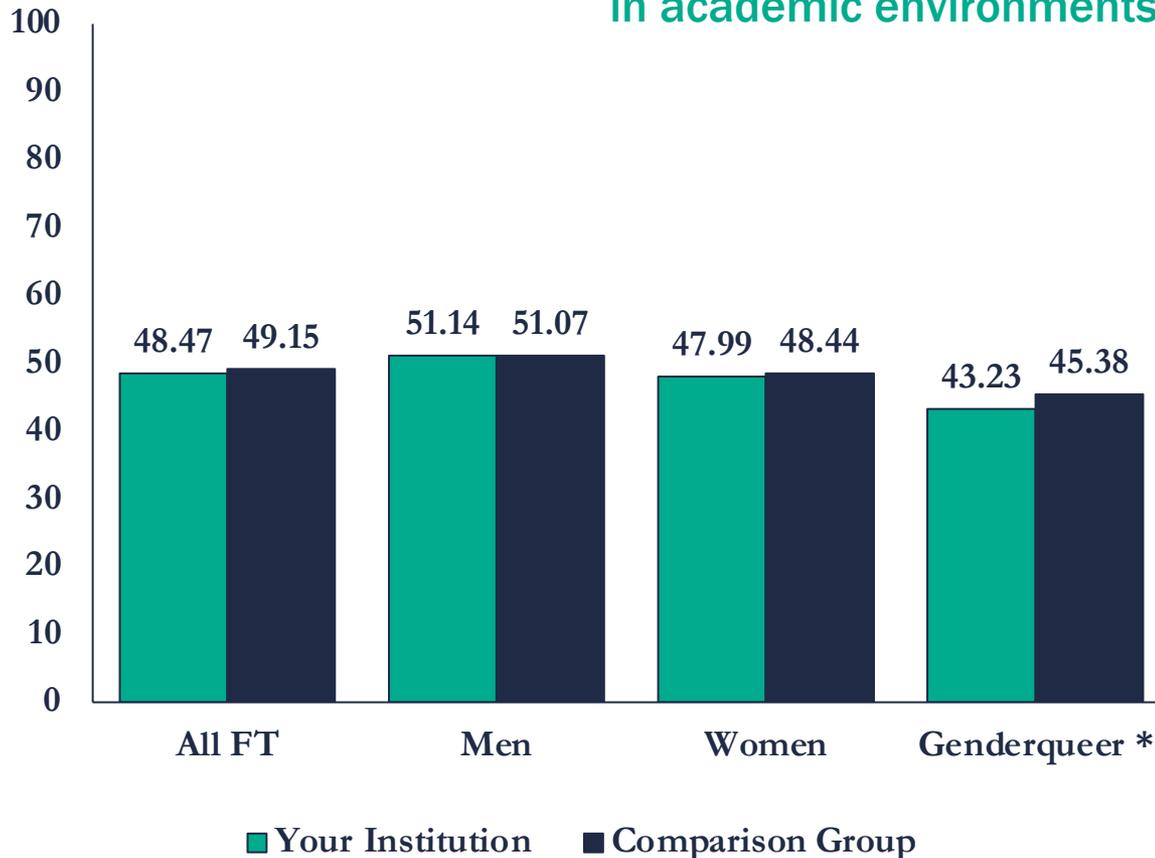
<u>Items</u>

- **Self-rated academic ability**
- **Self-rated self-confidence (intellectual)**
- **Self-rated drive to achieve**
- **Self-rated mathematical ability**

Chart data (scale 0–100):

Group	Your Institution	Comparison Group
All FT	48.47	49.15
Men	51.14	51.07
Women	47.99	48.44
Genderqueer *	43.23	45.38

■ Your Institution ■ Comparison Group

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Social Agency

Social Agency measures the extent to which students value political and social involvement as a personal goal.

Chart values — Your Institution (green) and Comparison Group (dark):

	Your Institution	Comparison Group
All FT	48.71	48.81
Men	47.40	45.96
Women	48.83	49.87
Genderqueer *	53.56	54.68

Legend: ■ Your Institution ■ Comparison Group
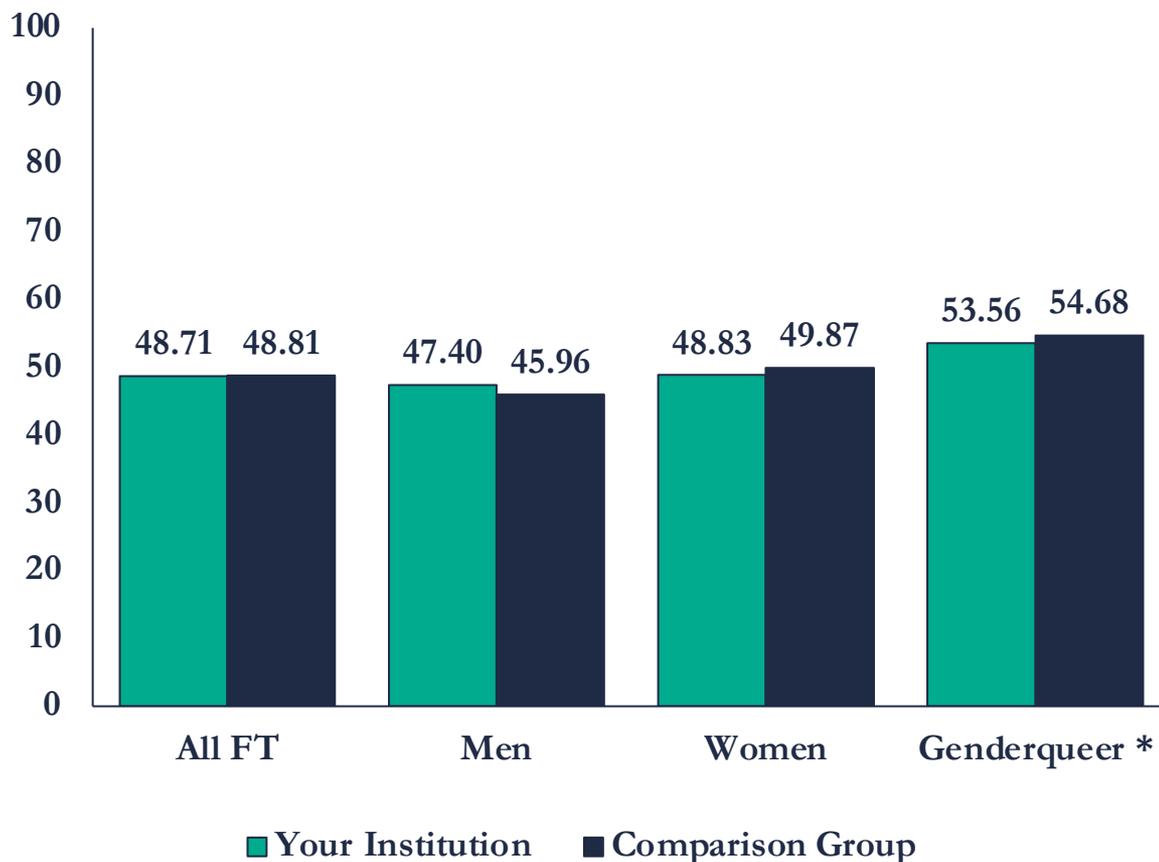
Items

- **Influencing the political structure (e.g., voting, education campaigns, get-out-the-vote efforts)**
- **Working to correct social and economic inequalities**
- **Influencing social values**
- **Helping to promote racial understanding**
- **Working to achieve greater gender equity**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Pluralistic Orientation

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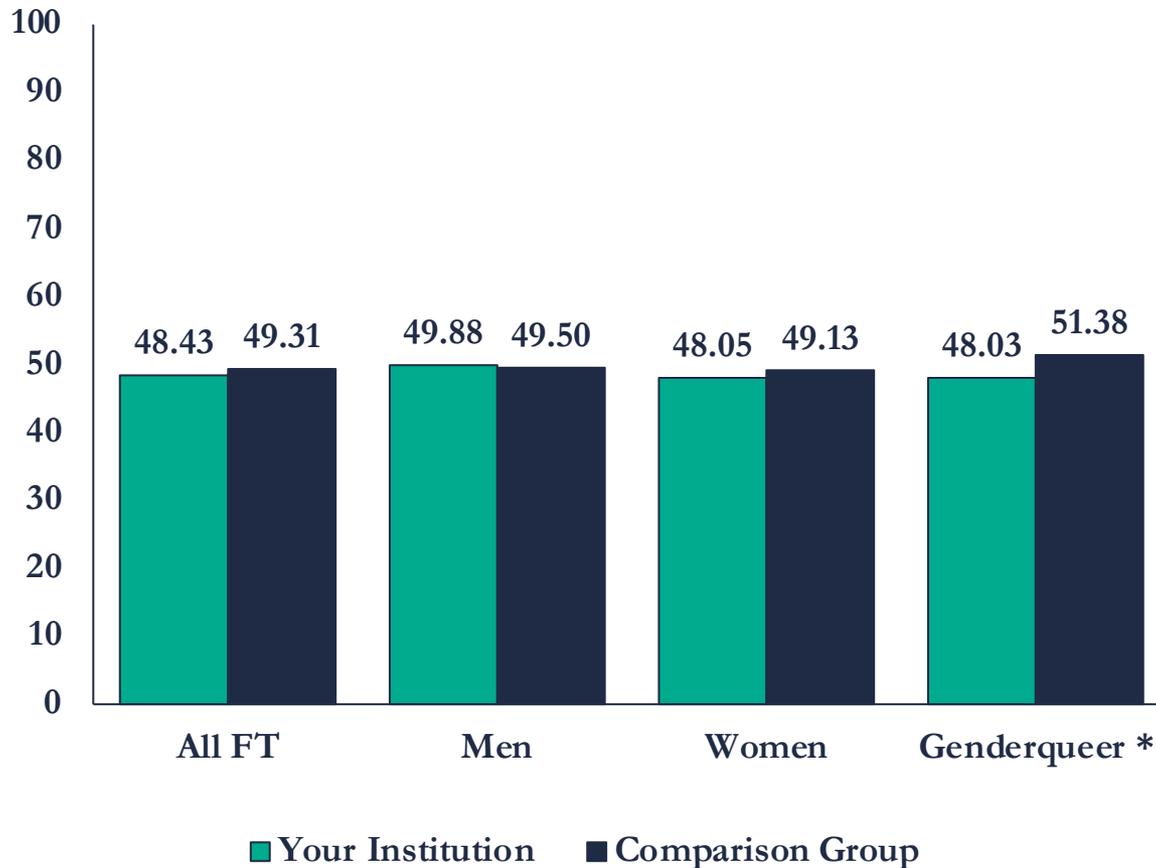
Items

- **Tolerance of others with different beliefs**
- **Openness to having my own 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**

Chart values:
- All FT: Your Institution 48.43, Comparison Group 49.31
- Men: Your Institution 49.88, Comparison Group 49.50
- Women: Your Institution 48.05, Comparison Group 49.13
- Genderqueer *: Your Institution 48.03, Comparison Group 51.38

■ **Your Institution** ■ **Comparison Group**

 * Includes genderqueer, gender non-conforming, non-binary, identity not listed above

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.
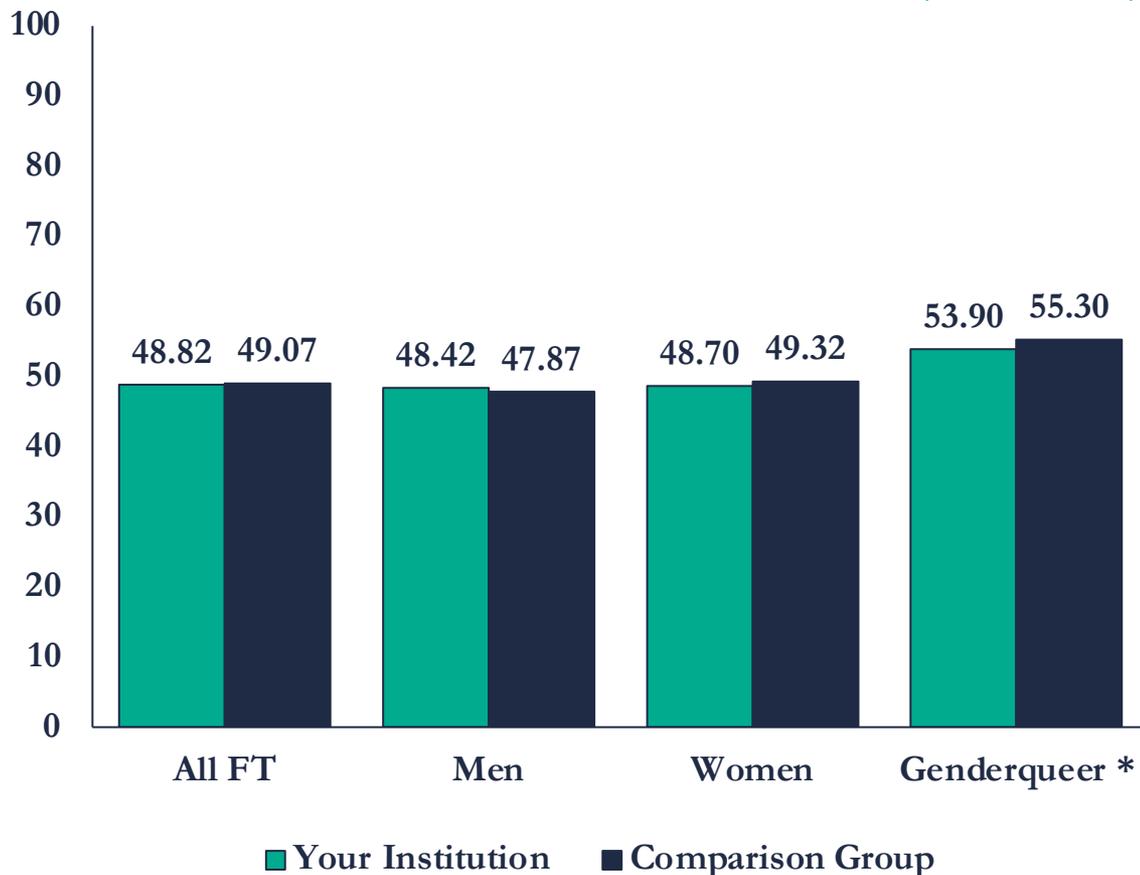
Items

- **Demonstrated for a cause (e.g., boycott, rally, protest)**
- **Publicly communicated your opinion about a cause (e.g., blog, email, petition)**
- **Discussed politics**
- **Performed community service**

* Includes genderqueer, gender non-conforming, non-binary, identity not listed above

Identity Salience

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:

Race/ethnicity
- Very Often: 8.4%
- Often: 17.0%
- Comparison Very Often: 13.9%
- Comparison Often: 18.2%

Gender/gender identity
- Very Often: 9.9%
- Often: 12.9%
- Comparison Very Often: 10.4%
- Comparison Often: 12.3%

Socioeconomic class
- Very Often: 10.1%
- Often: 19.2%
- Comparison Very Often: 12.4%
- Comparison Often: 19.1%
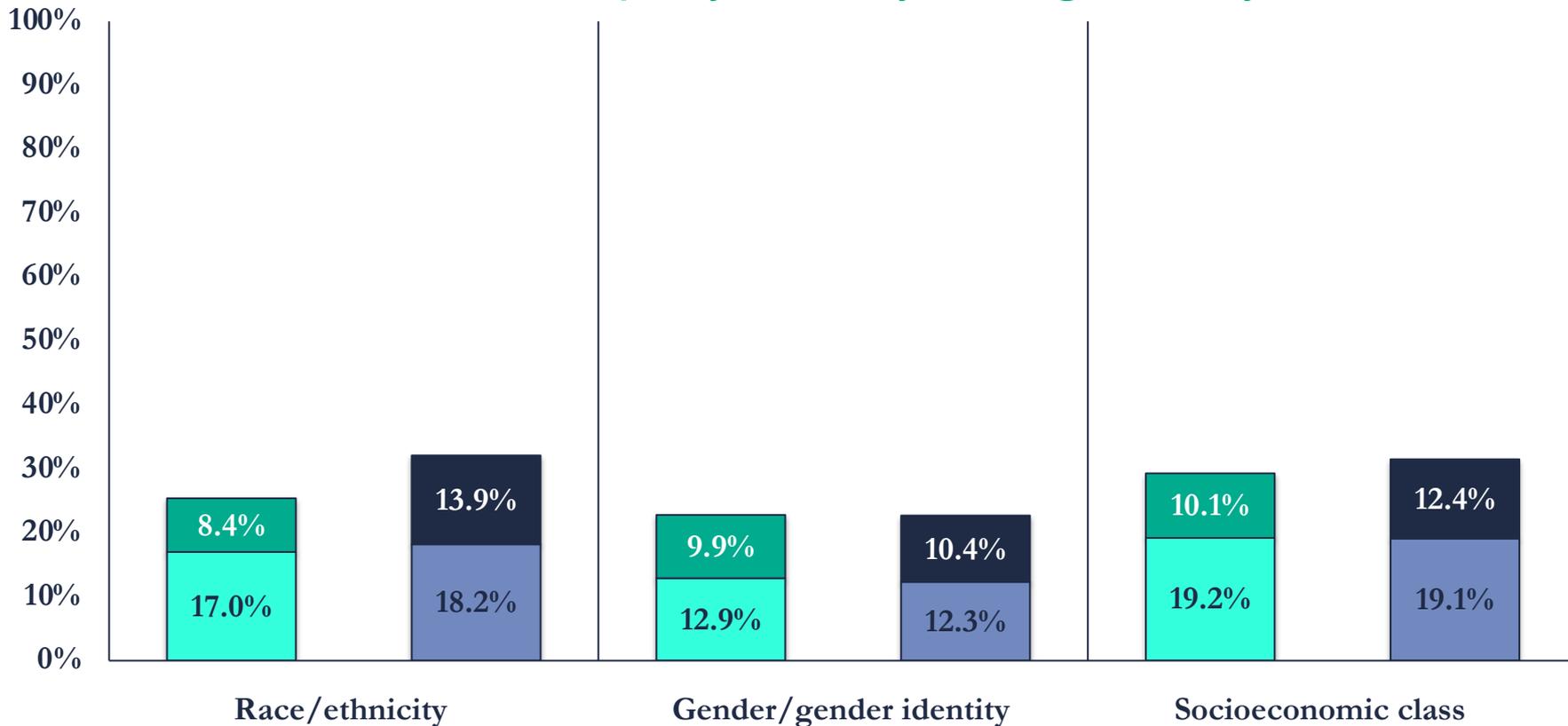
Your Institution
- ■ Very Often
- ■ Often

Comparison Group
- ■ Very Often
- ■ Often

2020-2021 Diverse Learning Environments Survey

Return to contents

COVID-19 Pandemic

Institutions and students have been impacted by the ongoing COVID-19 pandemic.

Agreement with Institutional Decisions

HERI

Please indicate your agreement with each of the following statements.

Campus leadership has communicated effectively regarding the pandemic
- Your Institution: Strongly Agree 37.9%, Agree Somewhat 48.0%
- Comparison Group: Strongly Agree 28.3%, Agree Somewhat 54.5%

My institution's pandemic response prioritizes the health and safety of students
- Your Institution: Strongly Agree 51.6%, Agree Somewhat 40.1%
- Comparison Group: Strongly Agree 41.3%, Agree Somewhat 45.6%

I support the decision leaders have made with respect to the current level of in-person operations on campus
- Your Institution: Strongly Agree 36.6%, Agree Somewhat 41.3%
- Comparison Group: Strongly Agree 29.9%, Agree Somewhat 46.7%

Your Institution
- Strongly Agree
- Agree Somewhat

Comparison Group
- Strongly Agree
- Agree Somewhat

Satisfaction with Student and Academic Services

Please rate your satisfaction with your college in the following areas since the beginning of the COVID-19 pandemic.

	Access to student health services	Mental health support for students	Effectiveness of remote instruction
Your Institution – Very Satisfied	15.0%	13.3%	16.1%
Your Institution – Satisfied	35.7%	28.5%	33.7%
Comparison Group – Very Satisfied	14.8%	12.1%	11.8%
Comparison Group – Satisfied	34.4%	25.9%	31.6%

Your Institution
- ■ Very Satisfied
- ■ Satisfied

Comparison Group
- ■ Very Satisfied
- ■ Satisfied

Sources of Stress

Extent to which the following have been a source of stress during the pandemic: (Percent reporting at least "Somewhat")

Appropriate space to attend classes remotely (e.g., noise level, work area)
- Your Institution: 50.6%
- Comparison Group: 56.7%

Mental health
- Your Institution: 82.6%
- Comparison Group: 83.0%

Health of loved ones
- Your Institution: 76.3%
- Comparison Group: 80.7%

■ Your Institution   ■ Comparison Group
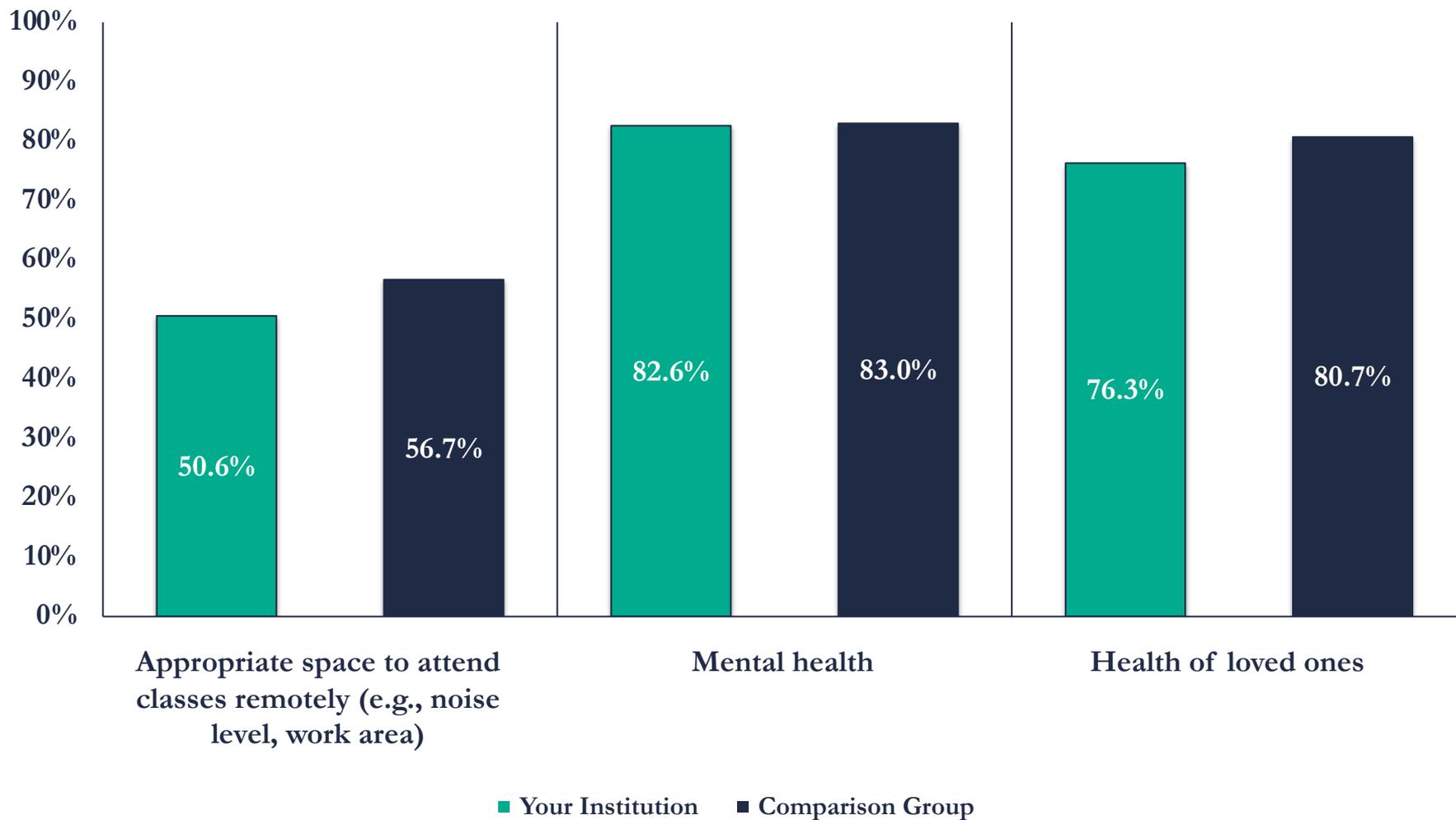
For more information about HERI/CIRP Surveys

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey
The Faculty Survey
Staff Climate Survey

Please contact:
heri@ucla.edu
(310) 825-1925
www.heri.ucla.edu