



ILLINOIS WESLEYAN UNIVERSITY

Diverse Learning Environments

Factor Report by Gender and Race/Ethnicity

INTRODUCTION

The Diverse Learning Environments Survey (DLE) captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

Administered: Fall 2014

Response Rate: 19% (367 from 1,890)

**CAMPUS CLIMATE ASSESSMENT COMMITTEE
OFFICE OF INSTITUTIONAL RESEARCH & PLANNING**

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2014 IWU Diverse Learning Environments (DLE) Survey

The Diverse Learning Environments Survey captures student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes. Diverse student populations are at the center of the survey, and the instrument is based on studies of diverse student bodies and the complexity of issues that range from student mobility to intergroup relations.

The DLE was administered to all IWU students over the fall semester of 2014. Three hundred and sixty-six students participated in the survey for a response rate of 19% (367 from 1,890).

Student demographics included the following:

Male = 28%; Female = 72%

First-Year = 20%

Sophomore = 21%

Junior = 28%

Senior = 30%

African-American/Black = 5%

American Indian = 1%

Asian = 5%

Hispanic = 9%

International = 6%

Multi Racial = 5%

Unknown = 1%

White = 69%

*Percentages are rounded up.

Recommendations

Based on the cumulative results of the Diverse Learning Environments Survey, the evidence suggests that a number of students frequently experience campus climate issues over their IWU experience. This was especially evident with international students who led all groups in having the most significant differences among the factors (7 out of 17). The Campus Climate Assessment Committee has identified a number of recommendations that may improve the campus climate over time for all students.

- IWU and the University Council for Diversity should continue their strategic efforts on shaping and demonstrating a high institutional commitment to diversity.
- The University should continue to offer and strengthen programs that promote inclusion for diverse communities.

- The University should make a commitment to recruit and retain more faculty, staff, and students of color, which may require an examination of policies and practices that restrict in some way the University's ability to accomplish this task.
- Faculty and staff should receive more education on the student experience at IWU, as well as training on how they can better assist students to be more successful both inside and outside of the classroom. Some programs should address race/ethnicity issues.
- The University should identify more opportunities to develop cross-cultural group dynamics in and out of the classroom.
- Similar to the annual welcome receptions held for incoming international students and students of color, the University should consider instituting receptions for returning students to facilitate and enhance their identification of allies on campus.
- The University should consider aligning students with cross-cultural ambassadors to enhance communication and engagement.
- Co-curricular diversity events should be evaluated for success and potential growth.
- The University's campus climate should be assessed periodically to evaluate the student experience as it relates to the climate for diversity, including experiences with discrimination, cross-racial interactions, validation and sense of belonging.

Statistically Significant Differences among the DLE Factors

DLE Factors are designed to capture the experiences and outcomes institutions are often interested in understanding, but present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying concepts, confirmatory factor analysis was used to combine individual survey items into global measures that capture these areas. Factors are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for students differ across comparison groups.

Sense of Belonging = measures the extent to which students feel a sense of academic and social integration on campus.

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

Academic Validation in the Classroom = measures the extent to which students' view of faculty actions in class reflect concern for their academic success.

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

Critical Consciousness and Action = a unified measure of how often students critically examine and challenge their own and others' biases.

Harassment = measures the frequency that students experience threats or harassment.

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

Positive Cross-Racial Interaction = a unified measure of students' level of positive interaction with diverse peers.

Negative Cross-Racial Interaction = a unified measure of students' level of negative interaction with diverse peers.

Conversations Across Difference = measures how often students have in-depth conversations with diverse peers.

Curriculum of Inclusion = measures the number of courses a student has taken that include materials and pedagogy addressing diversity.

Co-Curricular Diversity Activities (Campus-facilitated) = a measure of students' involvement with institutional programs focused on diversity issues.

Integration of Learning = a measure of student behavior that reflects integrating, connecting, and applying concepts and ideas.

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

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

Civic Engagement = measures the extent to which students are involved in civic, electoral, and political activities.

Academic Self-Concept = a unified measure of students' beliefs about their abilities and confidence in academic environments.

Gender

Mean scores are available on page 6.

Women reported significantly higher levels of engagement than men in University courses and programs that address diversity (curriculum of inclusion and co-curricular diversity activities). On the other hand, women rated themselves significantly lower than men in regards to skills and dispositions for engaging in diverse environments, as well as beliefs concerning their abilities and confidence in academic environments (pluralistic orientation and academic self-concept). All of these findings are consistent with comparative four-year private institutions across the country. Finally, men reported significantly higher perceptions than women regarding the University's commitment to diversity.

Asian-American Students

Mean scores are available on page 7.

Asian-American students reported significantly higher levels of engagement than White students in programs that address diversity (co-curricular diversity activities) and experienced significantly higher levels of positive interactions with diverse peers (positive cross-racial interaction). Asian-American students also reported significantly higher levels of negative interactions with diverse peers (negative cross-racial interaction), which includes hostile interactions, and feeling insulted or threatened because of one's race/ethnicity. In addition, Asian-American students reported significantly higher levels of discrimination and bias than White students, which include insensitive remarks from students, faculty, and staff, as well as offensive verbal and written comments.

African-American/Black Students

Mean scores are available on page 8.

Similar to Asian-American students, African-American/Black students reported significantly higher levels of discrimination and bias than White students and significantly higher interactions with diverse peers that were negative (negative cross-racial interaction). African-American/Black students also had a significantly lower perception of commitment than White students in regards to the University's promotion and appreciation of diversity (institutional commitment to diversity). On a positive note, African-American/Black students rated themselves significantly higher on their abilities to engage in a diverse society (pluralistic orientation). These include tolerance of others with different beliefs, openness to having their views challenged, and the ability to work cooperatively with diverse people.

Multi Racial Students

Mean scores are available on page 9.

Multi Racial students experienced significantly higher levels of positive interactions with diverse peers (positive cross-racial interaction) than White students. Significant differences between Multi Racial and White students were also noted in a few academically related factors. Multi Racial students reported significantly lower levels of engagement in learning behaviors associated with academic success (habits of mind). These behaviors include asking questions in class, revising papers for improvement, and seeking feedback on students' work. Multi Racial students also reported significantly lower levels of engagement in behavior that reflects the integration, connection, and application of concepts and ideas (integration of learning). Finally, Multi Racial students reported significantly lower levels of experiences related to interactions

with faculty (academic validation in the classroom). These interactions include feelings of encouragement and feedback from faculty, as well as faculty validation concerning the students' contributions in class.

International Students

Mean scores are available on page 10.

International students experienced significantly higher levels of negative interactions with diverse peers (negative cross-racial interaction) than White students and had significantly less in-depth conversations with diverse peers (conversations across differences). These conversations include interactions with students from different countries, religious beliefs, and socioeconomic statuses. The infrequency and negativity of interactions for International students may be related to their significantly lower scores concerning their academic and social integration on IWU's campus (sense of belonging). International students also reported significantly lower levels of engagement in learning behaviors associated with academic success (habits of mind), and they rated themselves significantly lower on their abilities to engage in a diverse society (pluralistic orientation). Finally, International students reported less involvement in civic engagement activities than White students, which included community service, discussing politics, and raising money for a cause or campaign.

Hispanic-American Students

Mean scores are available on page 11.

Hispanic-American students experienced significantly higher levels of negative interactions with diverse peers (negative cross-racial interaction) than White students, but reported significantly less experiences concerning threats or harassment. These experiences include sexual harassment, threats of physical violence, and damage to personal property. Hispanic-American students also reported significantly lower levels of engagement in learning behaviors associated with academic success (habits of mind) than White students, but they did report greater engagement with co-curricular programs that focused on diversity issues.

Definitions Concerning the Following Tables of Data Elements:

- *N* = The number of respondents in a particular group.
- Mean = The arithmetic means are computed for each DLE Factor. DLE Factors have been scaled to a population mean of 50 with a standard deviation of 10.
- *SD* = Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.
- Sig. = Statistical Significance - Uses a t-test to examine the difference between the mean factor scores for the selected groups.
- Effect Size = Determines the practical significance of the mean difference between the groups. Generally, an effect size of .2 is considered small, .5 medium, and .8 large.

DIVERSE LEARNING ENVIRONMENTS: IWU STUDENT COMPARISONS (Men & Women)

	Group	N	Mean	SD	Sig.	Effect Size
Sense of Belonging	Male	101	53.21	8.41	0.417	
	Female	266	54.11	9.82		
General Interpersonal Validation	Male	101	53.88	8.73	0.757	
	Female	266	54.20	8.84		
Academic Validation in the Classroom	Male	85	52.90	9.32	0.288	
	Female	230	51.66	9.03		
Institutional Commitment to Diversity	Male	94	53.90	8.66	0.044*	0.24
	Female	253	51.73	8.96		
Critical Consciousness and Action	Male	88	50.37	8.81	0.928	
	Female	246	50.47	9.24		
Harassment	Male	85	51.83	16.01	0.414	
	Female	243	50.34	8.72		
Discrimination and Bias	Male	86	50.53	10.23	0.19	
	Female	243	52.09	9.20		
Positive Cross Racial Interaction	Male	92	49.54	9.13	0.291	
	Female	251	50.75	9.47		
Negative Cross Racial Interaction	Male	92	50.14	10.25	0.243	
	Female	254	48.83	8.75		
Conversations Across Differences	Male	88	50.99	9.44	0.517	
	Female	248	51.66	8.04		
Curriculum of Inclusion	Male	86	46.63	9.20	0.03*	-0.27
	Female	236	49.13	9.12		
Co-curricular Diversity Activities (Campus-facilitated)	Male	84	49.69	9.20	0.005**	-0.33
	Female	226	53.24	10.90		
Integration of Learning	Male	87	50.82	9.24	0.808	
	Female	241	51.09	8.97		
Habits of Mind	Male	85	52.74	8.68	0.128	
	Female	240	51.04	8.88		
Pluralistic Orientation	Male	101	50.66	8.83	0.012*	0.29
	Female	262	47.83	9.89		
Civic Engagement	Male	83	50.41	10.65	0.251	
	Female	229	51.87	9.64		
Academic Self-Concept	Male	100	53.84	9.21	0.005**	0.33
	Female	260	50.80	9.26		

DIVERSE LEARNING ENVIRONMENTS: IWU STUDENT COMPARISONS (White & Asian)

	Group	N	Mean	SD	Sig.	Effect Size
Sense of Belonging	White	255	54.62	9.37	0.074	
	Asian	21	50.72	11.73		
General Interpersonal Validation	White	255	54.56	8.64	0.132	
	Asian	21	51.56	10.11		
Academic Validation in the Classroom	White	221	52.71	8.40	0.081	
	Asian	15	48.66	11.72		
Institutional Commitment to Diversity	White	241	53.15	8.26	0.382	
	Asian	20	50.74	11.83		
Critical Consciousness and Action	White	229	50.58	9.05	0.101	
	Asian	20	54.02	7.78		
Harassment	White	227	50.09	9.29	0.085	
	Asian	17	62.20	27.08		
Discrimination and Bias	White	228	50.95	8.15	0.014*	-0.67
	Asian	17	61.81	16.24	$p < .05$	
Positive Cross Racial Interaction	White	237	49.41	9.42	0.005**	-0.73
	Asian	19	55.75	8.73	$p < .01$	
Negative Cross Racial Interaction	White	239	47.16	7.49	0.002**	-0.79
	Asian	20	59.10	15.02	$p < .01$	
Conversations Across Differences	White	231	52.18	7.97	0.872	
	Asian	20	52.49	9.83		
Curriculum of Inclusion	White	227	48.72	9.02	0.688	
	Asian	15	47.76	8.09		
Co-curricular Diversity Activities (Campus-facilitated)	White	215	51.24	9.63	0.023*	-0.46
	Asian	15	57.30	13.31	$p < .05$	
Integration of Learning	White	228	51.61	8.63	0.752	
	Asian	17	52.29	7.32		
Habits of Mind	White	227	52.30	8.11	0.168	
	Asian	15	55.29	7.92		
Pluralistic Orientation	White	251	48.68	9.63	0.726	
	Asian	21	49.44	9.07		
Civic Engagement	White	217	52.31	9.76	0.853	
	Asian	15	51.81	13.14		
Academic Self-Concept	White	248	52.03	8.65	0.31	
	Asian	21	49.97	11.40		

DIVERSE LEARNING ENVIRONMENTS: IWU STUDENT COMPARISONS (White & Black)

	Group	N	Mean	SD	Sig.	Effect Size
Sense of Belonging	White	255	54.62	9.37	0.501	
	Black	15	52.95	7.59		
General Interpersonal Validation	White	255	54.56	8.64	0.981	
	Black	15	54.62	9.74		
Academic Validation in the Classroom	White	221	52.71	8.40	0.821	
	Black	9	53.36	9.32		
Institutional Commitment to Diversity	White	241	53.15	8.26	0***	1.17
	Black	11	42.21	9.35	$p < .001$	
Critical Consciousness and Action	White	229	50.58	9.05	0.597	
	Black	11	52.08	11.20		
Harassment	White	227	50.09	9.29	0.494	
	Black	11	54.24	19.33		
Discrimination and Bias	White	228	50.95	8.15	0.018*	-0.55
	Black	11	57.06	11.20	$p < .05$	
Positive Cross Racial Interaction	White	237	49.41	9.42	0.353	
	Black	11	52.13	10.98		
Negative Cross Racial Interaction	White	239	47.16	7.49	0***	-1.17
	Black	11	58.46	9.69	$p < .001$	
Conversations Across Differences	White	231	52.18	7.97	0.194	
	Black	11	48.95	9.39		
Curriculum of Inclusion	White	227	48.72	9.02	0.854	
	Black	10	48.18	9.17		
Co-curricular Diversity Activities (Campus-facilitated)	White	215	51.24	9.63	0.079	
	Black	10	60.10	14.06		
Integration of Learning	White	228	51.61	8.63	0.638	
	Black	11	50.35	10.03		
Habits of Mind	White	227	52.30	8.11	0.727	
	Black	11	51.42	9.89		
Pluralistic Orientation	White	251	48.68	9.63	0.016*	-0.76
	Black	15	54.83	8.07	$p < .05$	
Civic Engagement	White	217	52.31	9.76	0.614	
	Black	10	50.70	10.98		
Academic Self-Concept	White	248	52.03	8.65	0.851	
	Black	15	52.46	7.95		

DIVERSE LEARNING ENVIRONMENTS: IWU STUDENT COMPARISONS (White & Mult Rac)

	Group	N	Mean	SD	Sig.	Effect Size
Sense of Belonging	White	255	54.62	9.37	0.738	
	Multi Racial	17	53.84	7.92		
General Interpersonal Validation	White	255	54.56	8.64	0.566	
	Multi Racial	17	53.32	8.27		
Academic Validation in the Classroom	White	221	52.71	8.40	0.035*	0.48
	Multi Racial	14	47.73	10.46	$p < .05$	
Institutional Commitment to Diversity	White	241	53.15	8.26	0.782	
	Multi Racial	17	53.73	8.76		
Critical Consciousness and Action	White	229	50.58	9.05	0.155	
	Multi Racial	17	47.29	10.90		
Harassment	White	227	50.09	9.29	0.648	
	Multi Racial	17	51.13	5.42		
Discrimination and Bias	White	228	50.95	8.15	0.451	
	Multi Racial	17	53.27	12.19		
Positive Cross Racial Interaction	White	237	49.41	9.42	0.017*	-0.81
	Multi Racial	17	55.02	6.95	$p < .05$	
Negative Cross Racial Interaction	White	239	47.16	7.49	0.121	
	Multi Racial	17	50.11	8.19		
Conversations Across Differences	White	231	52.18	7.97	0.623	
	Multi Racial	17	53.15	5.32		
Curriculum of Inclusion	White	227	48.72	9.02	0.679	
	Multi Racial	15	47.73	7.09		
Co-curricular Diversity Activities (Campus-facilitated)	White	215	51.24	9.63	0.559	
	Multi Racial	14	52.81	11.61		
Integration of Learning	White	228	51.61	8.63	0.007**	0.58
	Multi Racial	16	45.45	10.72	$p < .01$	
Habits of Mind	White	227	52.30	8.11	0.029*	0.46
	Multi Racial	16	47.61	10.24	$p < .05$	
Pluralistic Orientation	White	251	48.68	9.63	0.712	
	Multi Racial	17	47.78	10.31		
Civic Engagement	White	217	52.31	9.76	0.28	
	Multi Racial	14	49.41	8.71		
Academic Self-Concept	White	248	52.03	8.65	0.19	
	Multi Racial	17	49.13	10.71		

DIVERSE LEARNING ENVIRONMENTS: IWU STUDENT COMPARISONS (White & Intl)

	Group	N	Mean	SD	Sig.	Effect Size
Sense of Belonging	White	255	54.62	9.37	0.024*	0.51
	International	24	50.09	8.97	$p < .05$	
General Interpersonal Validation	White	255	54.56	8.64	0.063	
	International	24	51.11	8.95		
Academic Validation in the Classroom	White	221	52.71	8.40	0.447	
	International	24	51.30	10.51		
Institutional Commitment to Diversity	White	241	53.15	8.26	0.152	
	International	24	50.57	9.72		
Critical Consciousness and Action	White	229	50.58	9.05	0.293	
	International	24	48.55	8.55		
Harassment	White	227	50.09	9.29	0.904	
	International	23	50.33	7.97		
Discrimination and Bias	White	228	50.95	8.15	0.278	
	International	23	49.00	8.63		
Positive Cross Racial Interaction	White	237	49.41	9.42	0.471	
	International	24	50.86	8.70		
Negative Cross Racial Interaction	White	239	47.16	7.49	0***	-0.73
	International	24	53.41	8.53	$p < .001$	
Conversations Across Differences	White	231	52.18	7.97	0.042*	0.45
	International	24	47.20	11.10	$p < .05$	
Curriculum of Inclusion	White	227	48.72	9.02	0.002**	0.77
	International	23	42.72	7.82	$p < .01$	
Co-curricular Diversity Activities (Campus-facilitated)	White	215	51.24	9.63	0.802	
	International	24	51.77	12.01		
Integration of Learning	White	228	51.61	8.63	0.286	
	International	24	49.62	9.19		
Habits of Mind	White	227	52.30	8.11	0.048*	0.39
	International	24	48.81	8.98	$p < .05$	
Pluralistic Orientation	White	251	48.68	9.63	0.02*	0.47
	International	24	43.85	10.31	$p < .05$	
Civic Engagement	White	217	52.31	9.76	0.012*	0.59
	International	24	47.00	8.99	$p < .05$	
Academic Self-Concept	White	248	52.03	8.65	0.106	
	International	24	55.08	10.40		

DIVERSE LEARNING ENVIRONMENTS: IWU STUDENT COMPARISONS (White & Hispanic)

	Group	N	Mean	SD	Sig.	Effect Size
Sense of Belonging	White	255	54.62	9.37	0.445	
	Hispanic	30	53.22	10.13		
General Interpersonal Validation	White	255	54.56	8.64	0.958	
	Hispanic	30	54.65	9.19		
Academic Validation in the Classroom	White	221	52.71	8.40	0.152	
	Hispanic	27	50.17	10.63		
Institutional Commitment to Diversity	White	241	53.15	8.26	0.074	
	Hispanic	30	50.25	9.13		
Critical Consciousness and Action	White	229	50.58	9.05	0.715	
	Hispanic	28	49.93	8.13		
Harassment	White	227	50.09	9.29	0***	1.26
	Hispanic	28	47.32	2.21	$p < .001$	
Discrimination and Bias	White	228	50.95	8.15	0.793	
	Hispanic	28	50.51	8.78		
Positive Cross Racial Interaction	White	237	49.41	9.42	0.248	
	Hispanic	30	51.52	9.09		
Negative Cross Racial Interaction	White	239	47.16	7.49	0.018*	-0.47
	Hispanic	30	51.80	9.86	$p < .05$	
Conversations Across Differences	White	231	52.18	7.97	0.058	
	Hispanic	28	49.15	7.82		
Curriculum of Inclusion	White	227	48.72	9.02	0.251	
	Hispanic	27	51.45	11.71		
Co-curricular Diversity Activities (Campus-facilitated)	White	215	51.24	9.63	0.023*	-0.41
	Hispanic	27	55.84	11.26	$p < .05$	
Integration of Learning	White	228	51.61	8.63	0.725	
	Hispanic	27	50.86	10.66		
Habits of Mind	White	227	52.30	8.11	0.01*	0.40
	Hispanic	27	47.84	11.07	$p < .05$	
Pluralistic Orientation	White	251	48.68	9.63	0.596	
	Hispanic	30	49.65	8.42		
Civic Engagement	White	217	52.31	9.76	0.789	
	Hispanic	27	51.77	9.62		
Academic Self-Concept	White	248	52.03	8.65	0.076	
	Hispanic	30	48.31	10.73		

Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

- * I feel a sense of belonging to this campus
- * I feel that I am a member of this college
- * I see myself as a part of the campus community
- * If asked, I would recommend this college to others

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

- * 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
- * Staff recognize my achievements
- * Faculty empower me to learn here
- * Staff encourage me to get involved in campus activities

Academic Validation in the Classroom measures the extent to which students' view of faculty actions in class reflect concern for their academic success.

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

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

- * Promotes the appreciation of cultural difference
- * Has a long standing commitment to diversity
- * Accurately reflects the diversity of the student body in publications (e.g., brochures, website)
- * Appreciates differences in sexual orientation
- * Has campus ad value of diversity

Critical Consciousness and Action is a unified measure of how often students critically examine and challenge their own and others' biases.

- * Make an effort to educate others about social issues
- * Critically evaluated your own position on an issue
- * Recognize the biases that affect your own thinking
- * Challenge others on issues of discrimination
- * Feel challenged to think more broadly about an issue
- * Make an effort to get to know people from diverse backgrounds

Harassment measures the frequency that students experience threats or harassment.

- * 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
- * Experienced sexual harassment

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

- * Verbal comments
- * Witnessed discrimination
- * Written comments (e.g., emails, texts, writing on walls)
- * Heard insensitive or disparaging remarks from faculty
- * Heard insensitive or disparaging remarks from students
- * Exclusion (e.g., from gatherings, events)
- * Heard insensitive or disparaging remarks from staff
- * Offensive visual images or items

Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

- * Had intellectual discussions outside of class
- * Shared personal feelings and problems
- * Dined or shared a meal
- * Had meaningful and honest discussions about race/ethnic relations outside of class
- * Socialized or partied
- * Studied or prepared for class

Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

- * Had tense, somewhat hostile interactions
- * Felt insulted or threatened because of your race/ethnicity
- * Had guarded, cautious interactions

Conversations Across Difference measures how often students have in-depth conversations with diverse peers.

- * 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

Curriculum of Inclusion measures the number of courses a student has taken that include materials and pedagogy addressing diversity.

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

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

- * Participated in ongoing campus-organized discussions on racial/ethnic issues (e.g., intergroup dialogue)
- * Participated in Racial/Ethnic or Cultural Center activities
- * Attended debates or panels about diversity issues
- * Participated in the Women's/Men's Center activities
- * Participated in the LGBT Center activities
- * Attended presentations, performances, or art exhibits on diversity

Integration of Learning is a measure of student behavior that reflects integrating, connecting, and applying concepts and ideas.

- * Made connections between ideas I learned in different courses
- * Apply concepts from courses to real life situations
- * Integrate skills and knowledge from different sources and experiences
- * Use different points of view to make an argument

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.

- * Seek solutions to problems and explain them to others
- * Evaluate the quality or reliability of information you received
- * Support your opinions with a logical argument
- * Seek alternative solutions to a problem
- * Seek feedback on your academic work
- * Take a risk because you felt you had more to gain
- * Ask questions in class
- * Explore topics on your own, even though it was not required for class
- * Revise your papers to improve your writing
- * Accept mistakes as part of the learning process
- * Look up scientific research articles and resources

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

- * 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

Civic Engagement measures the extent to which students are involved in civic, electoral, and political activities.

- * Demonstrated for a cause (e.g., boycott, rally, protest)
- * Publically communicated your opinion about a cause (e.g., blog, email, petition)
- * Helped raise money for a cause or campaign
- * Worked on a local, state, or national political campaign
- * Discussed politics
- * Performed community service

Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

- * Academic ability
- * Self-confidence (intellectual)
- * Drive to achieve
- * Mathematical ability