A CAMPUS CLIMATE THAT EMBRACES DIVERSITY PROMOTES STUDENT SUCCESS.

Just as a healthy campus has positive benefits, a hostile climate has negative consequences.

- 65% frequently interacted with students from a different socioeconomic class
- 67% often shared a meal with a student from a different racial/ethnic group
- 24% did not see themselves as part of the campus community
- 45% often had meaningful and honest discussions about race or ethnicity outside of class
- 21% felt insulted or threatened because of their race/ethnicity
- 20% had considered dropping out of college
- 67% often shared a meal with a student from a different racial/ethnic group

BUT A POSITIVE CAMPUS CLIMATE MUST BE COUPLED WITH EFFECTIVE INSTITUTIONAL PRACTICES.

Providing students opportunities to interact with people who are different from them is key.

- 35% had never taken a course that focused on creating dialogue between students with different backgrounds and beliefs
- 49% had never attended a debate or panel about diversity issues
- 27% had only done so once
- 76% had attended presentations, performances, or art exhibits about diversity

WITH BOTH IN PLACE, WE CAN ACHIEVE GREATER ACADEMIC AND CIVIC GAINS.

Measuring outcomes shows how well your students have developed skills for lifelong learning and responsible citizenship.

- 86% believe they have the ability to work cooperatively with diverse people
- 84% believe they are tolerant of others with different beliefs
- 81% believe they have the ability to see the world from someone else’s perspective
- 69% believe they are open to having their own views challenged
- 69% believe they are confident in their ability to discuss and negotiate controversial issues

Understanding the connections between campus climate, institutional practices, and student learning outcomes provides you with the information you need to foster change. With insight from the Diverse Learning Environments Survey, you’ll be one step closer to creating the campus climate necessary for the success of all students.

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