

Spring 2021 Diverse Learning Environments (DLE) Student Survey Summary Report

Prepared by the Office of Inclusive Excellence and Institutional Planning & Analysis

Introduction

In Spring 2021, California State University San Marcos (CSUSM) embarked on a campus-wide climate assessment effort involving students, staff, faculty, and administrators. This report presents a summary of key findings and results from the Diverse Learning Environments Survey (DLE).

Prior to the administration, a definition of campus climate with an emphasis on inclusion and diversity was adopted and used to help guide the assessment efforts: “The current attitudes, behaviors and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential.” ([Susan Rankin, 2008](#)). A new bank of questions was added to the DLE this year to help institutions gather data about student’s experiences during COVID-19. Respondents were asked about their experiences with instruction, sources of stress, views, and their opinion on the institutional response to the COVID-19 pandemic.

See **Appendix B** for more information about the survey administration, limitations, and response rates.

CSUSM is thankful and appreciative of all students who participated in this survey administration for giving their time and sharing their feedback, opinions, and experiences around campus climate. The survey results will allow CSUSM the opportunity to establish campus climate benchmarks and provide data to guide future campus efforts.

Campus Climate

COVID-19 Impact & Response

Table 1 (below) reflects students' level of agreement with institutional decisions regarding pandemic using the response categories *strongly agree* to *strongly disagree* to a series of statements asked to students. Students overwhelmingly reported a favorable response to leadership and the institution’s pandemic response. The statement “My institution’s pandemic response prioritizes the health and safety of students” indicates this by its high rating.

Table 1.

Agreement with Institutional Decisions

Please indicate your agreement with each of the following statements.

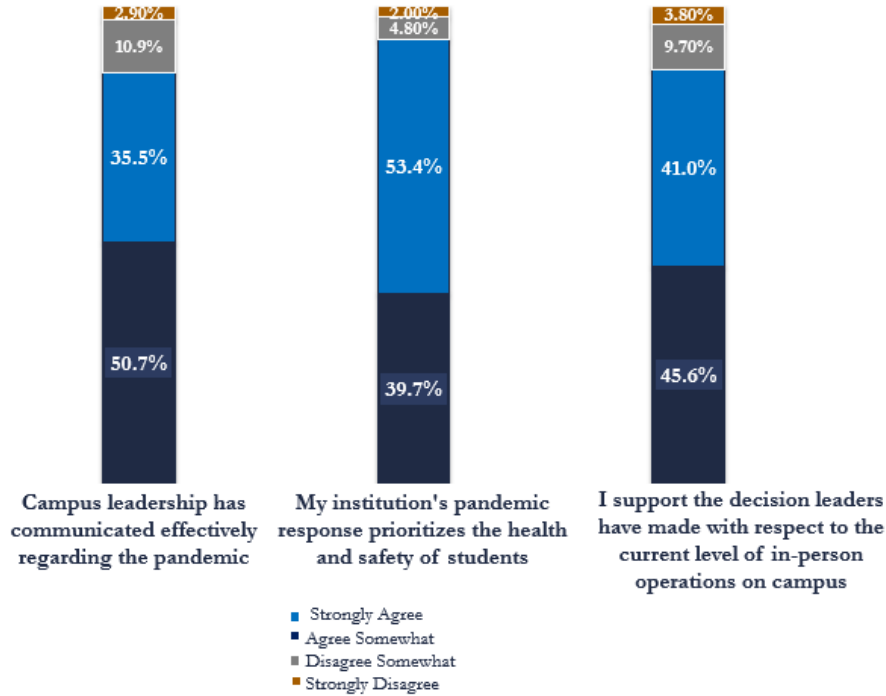


Table 2 (below) shows the breakdown of all the response options from the statements displayed in the chart above.

Table 2. COVID-19 Response: Agreement with Institutional Decisions

Campus leadership has communicated effectively regarding the pandemic (n=1359)	
Strongly Agree	35.5%
Agree Somewhat	50.7%
Disagree Somewhat	10.9%
Strongly Disagree	2.9%
My institution's pandemic response prioritizes the health and safety of students (n=1351)	
Strongly Agree	53.4%
Agree Somewhat	39.7%
Disagree Somewhat	4.8%
Strongly Disagree	2.0%

I support the decision leaders have made with respect to the current level of in-person operations on campus (n=1355)	
Strongly Agree	41.0%
Agree Somewhat	45.6%
Disagree Somewhat	9.7%
Strongly Disagree	3.8%

Respondents were asked to rate their satisfaction with specific student support services at CSUSM by responding to the following statement “Please rate your satisfaction with your college in the following areas since the beginning of the COVID-19 Pandemic”.

Table 3. COVID-19 Satisfaction with Resources

Please rate your satisfaction with your college in the following areas since the beginning of the COVID-19 Pandemic	Very Satisfied/Satisfied	Neutral	Dissatisfied/Very Dissatisfied	n
Instructor flexibility in responding to student concerns	61.9%	22.6%	15.4%	1322
Access to academic support services (i.e., tutoring center)	54.5%	33.1%	12.4%	1071
Effectiveness of remote instruction	51.3%	28.4%	20.3%	1340
Access to student health services	50.5%	37.5%	12.0%	1003
Flexibility with attendance policy	50.3%	30.2%	19.6%	1288
Mental health support for students	50.1%	34.4%	15.6%	1004
Availability of supplemental emergency funds for students	45.0%	35.8%	19.3%	1093

While at least half of the respondents rated that they were *very satisfied* or *satisfied* with CSUSM on the statements above, since the beginning of the pandemic, over 37% on all statements indicated *Neutral* satisfaction or that they were *dissatisfied/ very dissatisfied* (Table 3.)

More insight is provided when analyzing the qualitative responses to the open-ended* follow-up question “Is there anything you wish to further clarify about your responses to this section?”. Table 4 gives a summary of the top themes from the responses along with exemplary quotes.

Table 4. COVID-19 Impact & Response Open-Ended Responses

<i>"Is there anything you wish to further clarify about your responses to this section?"</i>	
Theme	Exemplary Quote
Effectiveness with Online Learning Varies with Faculty <i>n=31</i>	"Remote instruction will never supplement in-class instruction. I started CSUSM in Fall 2020 and have only experienced the school virtually. Navigating the online environment is not executed well. I personally think that due to professors being at their homes during instruction causes cognitive dissonance and they feel less inclined to help as opposed to acting more professionally and courteously. Asynchronous classes are not appropriate for language learning. There is no standardization of how professors understand this new teaching environment. I might be at the same college, but depending on the professor's zoom capabilities and understanding (outside of course material), the variance is just too large to be considered as a confident medium of teaching the courses..."
Flexibility Needed from Faculty <i>n=22</i>	"The university has essentially given professors complete flexibility in not even teaching a class live, but very little to no flexibility to accommodating students in the same way."
Improved Communication/Engagement with Faculty <i>n=21</i>	"I wish instructors were better at responding to emails, especially when asking for academic advising or mentoring. Some instructors either never responded to emails or it took them several weeks, which doesn't make sense since we are all constantly on our computers..."
Improved Access to Health Services/Increased Health Services Offered <i>n=20</i>	"I would like to use our mental health services, but I am living out of state while our campus is mainly virtual and they aren't licensed to help across state lines."
Compassion/Understanding for Student Needs <i>n=18</i>	"Some professors are so understanding and have asynchronous classes, while others demand that we be there at a certain time and refuse to record lectures. It's hard because I have to work full-time to help support my family because of COVID and because I will lose my health insurance without my job. But professors have not always been understanding and have even been downright rude about that. Others have been absolute angels and have been so compassionate."

**For the handling of open-ended comments, the Office of Institutional Planning & Analysis (IP&A) reviewed the verbatim comments and categorized the data by identifying and creating themes. Each comment was assigned to an appropriate category, and some comments were included in multiple categories due to the detailed nature of the statement. Exemplars (with no identifying information) are provided in the table above to humanize the data and provide “voices” that mirror the feedback, thoughts, and opinions shared while still ensuring the confidentiality of the data collected.*

Sense of Belonging

Sense of belonging is often viewed as an important indicator when assessing diversity and campus climate issues. The set of questions below ask students to rate their sense of belonging and whether students would recommend this campus to others.

Nearly three-fourths of the student respondents reported that they *strongly agree* or *agree* (73.4%) with the statement “I feel a sense of belonging with the campus”, while approximately a fourth of the respondents do not feel like they belong on campus. In comparison, 92% of students either *strongly agree* or *agree* with the statement “If asked, I would recommend this college to others”, suggesting that students consider other factors than sense of belonging as indicators if they would recommend CSUSM to others.

Further insight into students' sense of belonging is needed.

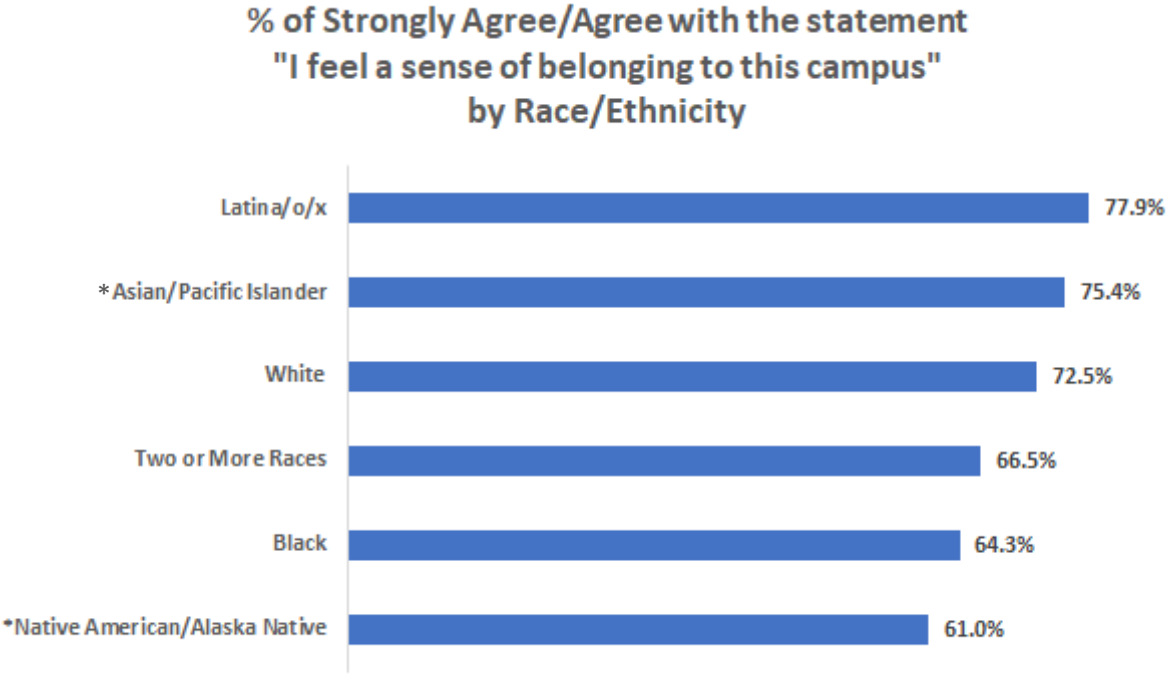
Table 5. Sense of Belonging

Please indicate the degree to which you agree or disagree with the following statements.	
I feel that I am a member of this college (n=1469)	
Strongly Agree	24.8%
Agree	54.4%
Disagree	17.4%
Strongly Disagree	3.4%
If asked, I would recommend this college to others (n=1464)	
Strongly Agree	38.9%
Agree	53.1%
Disagree	5.9%
Strongly Disagree	2.1%
I feel a sense of belonging to this campus (n=1459)	
Strongly Agree	21.7%
Agree	51.7%

Disagree	21.3%
Strongly Disagree	5.2%

Table 6 (below) shows the race/ethnicity breakdown with respect to the statement “I feel a sense of belonging with the campus”. Among Latina/o/x identifying students a larger degree of sense of belonging (77.9% *strongly agree or agree*) is reported, followed by Asian/Pacific Islander student respondents (75.4% *strongly agree or agree*). Note that for all race/ethnicity categories, students were asked to self-report all races/ethnicities they identify as. Any student who selected more than one race or ethnicity is grouped in the Two or More Races category. Given that less than five students selected only Native American/Alaska Native as their identity, Native American or Alaska Native respondents throughout this report will include respondents who also identified as another race or ethnicity to represent the needs of that population while preserving the anonymity of the respondents. As a result, there will be some level of duplication with those respondents in the Two or More Races category.

Table 6.



**Note: Race/ethnicity for Native American/Alaska Native respondents includes those who also indicated they are Two or More Races. Race/ethnicity for Asian/Pacific Islander respondents are combined in this report, while the dashboard provides separate data breakdowns for Asian and Pacific Islander respondents.*

Institutional Diversity

A set of questions were presented to students to assess their perceptions of the institution’s overall commitment to diversity. In general, most student respondents agreed that the campus “Promotes the appreciation of cultural differences” (95.7% *strongly agree/agree*), “Has a long-standing commitment to

diversity” (94.8% *strongly agree/agree*), and “Accurately reflects the diversity of the student body in publications” (91.0% *strongly agree/agree*).

Table 7: Institutional Diversity

Please indicate the degree to which you agree or disagree with the following statements. This college:	
Promotes the appreciation of cultural differences (n=1410)	
Strongly Agree	43.5%
Agree	52.2%
Disagree	3.5%
Strongly Disagree	0.8%
Has a long-standing commitment to diversity (n=1406)	
Strongly Agree	39.1%
Agree	55.7%
Disagree	4.1%
Strongly Disagree	1.1%
Accurately reflects the diversity of the student body in publications (e.g., brochures, websites) (n=1406)	
Strongly Agree	34.6%
Agree	56.4%
Disagree	7.8%
Strongly Disagree	1.1%
Has campus administrators who regularly speak about the value of diversity (n=1400)	
Strongly Agree	32.1%
Agree	53.7%
Disagree	12.6%
Strongly Disagree	1.6%

Compositional Diversity

Another set of questions asked students about their level of satisfaction related to diverse representation of groups on campus. Students were also asked about their satisfaction with the atmosphere on campus regarding expressing their various identities and beliefs. Table 8 (below) provides a list of statements students responded to regarding satisfaction. These questions were rated based on selecting the options *very satisfied*, *satisfied*, *neutral*, *dissatisfied*, or *very dissatisfied*.

Table 8. Compositional Diversity

Please rate your satisfaction with this college in each area:	Very Satisfied/ Satisfied	Neutral	Dissatisfied/ Very Dissatisfied	n
Racial/ethnic diversity of the student body	69.1%	27.4%	3.5%	1240
Respect for the expression of diverse beliefs	67.1%	27.1%	5.8%	1233
Atmosphere for differences in gender expression	65.7%	32.3%	2.0%	1238
Gender diversity of the faculty	65.6%	30.7%	3.7%	1236
Atmosphere for differences in sexual orientation	64.8%	33.1%	2.1%	1236
Racial/ethnic diversity of the faculty	64.1%	28.7%	7.2%	1240
Atmosphere for difference in immigration status	63.6%	33.7%	2.8%	1237
Racial/ethnic diversity of the staff	63.4%	31.0%	5.5%	1237
Overall sense of community among students	60.4%	31.7%	8.0%	1241
Socioeconomic diversity of the student body	60.2%	36.7%	3.1%	1236
Atmosphere for religious differences	56.8%	38.4%	4.8%	1237
Atmosphere for political differences	54.9%	36.4%	8.7%	1235

Campus Climate: Racial Tension

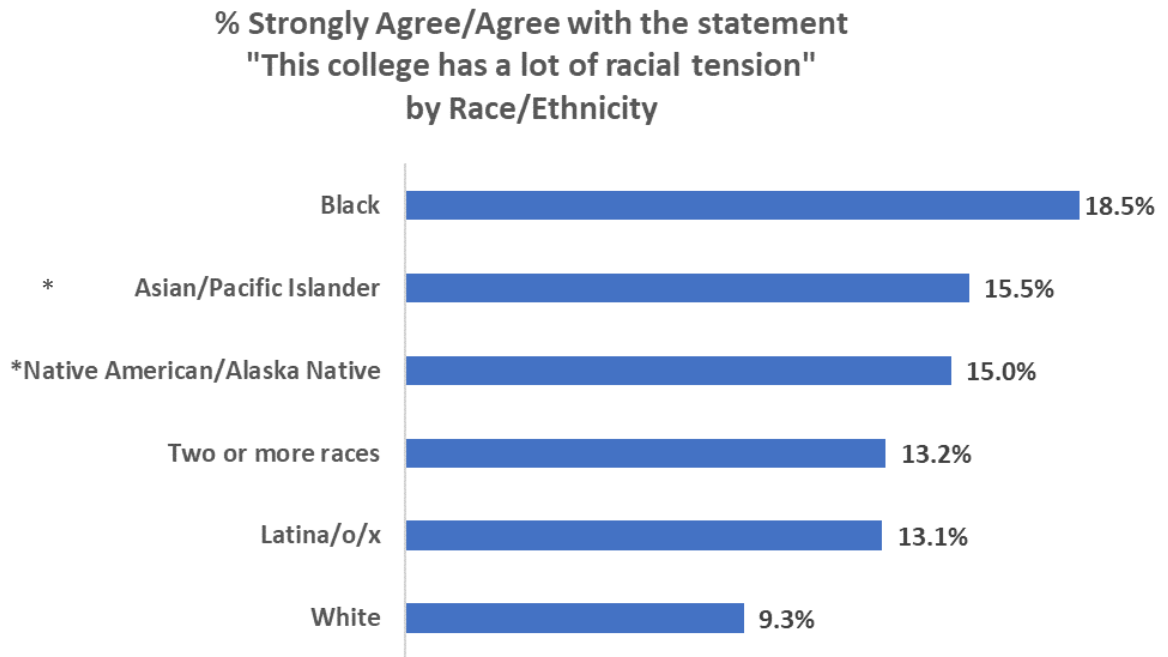
Among all student respondents, 12.7% *strongly agree* or *agree* that CSUSM college “has a lot of racial tension”. Further disaggregation of the responses to this statement reveals that student respondents who identify as Black agreed most strongly with this statement (18.5% *strongly agree* or *agree*).

Asian/Pacific Islander student respondents represented the next highest level of agreement with this statement (15.5% *strongly agree or agree*).

Table 9. Campus Climate: Racial Tension

Please indicate the degree to which you agree or disagree with the following statements. This college:	
Has a lot of racial tension (n=1403)	
Strongly Agree	2.4%
Agree	10.3%
Disagree	55.1%
Strongly Disagree	32.3%

Table 10.



n=1,403

**Note: Race/ethnicity for Native American/Alaska Native respondents includes those who also indicated Two or more Races. Race/ethnicity for Asian/Pacific Islander respondents are combined in this report, while the dashboard provides separate data breakdowns for Asian and Pacific Islander respondents.*

Bias and Discrimination

Table 11 (below) summarizes response ratings related to the frequency at which students reported experiencing various forms of bias, harassment, and/or discrimination. These questions were rated

based on selecting the options *very often*, *often*, *sometimes*, *seldom*, or *never*. The most reported form of bias/harassment/discrimination respondents reported experiencing was “witnessed discrimination” (26.2% reported experiencing *seldom/sometimes/often/very often*). The next most experienced form of bias, harassment, or discrimination was “Verbal Comments” (18.6% reported experiencing *seldom/sometimes/often/very often*).

Table 11. Bias and Discrimination

Please indicate how often you have personally experienced the following forms of bias/harassment/discrimination at this college:	Very Often	Often	Sometimes	Seldom	Never	n
Witnessed Discrimination	1.1%	1.4%	7.7%	16.0%	73.8%	1323
Verbal Comments	1.0%	2.0%	6.0%	9.6%	81.4%	1319
Exclusion (e.g., from gatherings, events)	0.9%	1.4%	5.9%	6.5%	85.2%	1319
Offensive visual images or items	0.5%	0.8%	3.2%	3.9%	91.6%	1318
Cyberbullying (e.g., emails, texts, social media)	0.5%	0.9%	2.2%	4.2%	92.2%	1318
Reported an incident of discrimination to a campus authority	0.0%	0.5%	2.0%	3.6%	93.9%	1320

Intergroup Relations

This set of questions focused on student respondents' capacity to engage respectfully across group differences. Due to survey limitations, the Campus Climate Survey Steering Committee identified select questions in the intergroup relations category. The following table (Table 12) displays results from the selected questions.

When asked “how often you heard insensitive or disparaging remarks about race/ethnicity”, 6.3% responded with *very often/often* and 16.5% responded with *sometimes*. All student groups reported at least one instance of having a negative experience.

Table 12. Insensitive or Disparaging Remarks

At this college, how often you:	Very Often/Often	Sometimes	Seldom/Never	n
Heard insensitive or disparaging remarks about race/ethnicity from:				

Students	6.3%	16.5%	77.2%	1158
Faculty	2.2%	4.8%	92.9%	1159
Staff	2.1%	3.8%	94.1%	1151

Table 13 indicates 80.5% of students *disagree or strongly disagree* with the statement “It is hard to listen to points of view that challenge my values”. A similar number of students (83.6% *strongly agree or agree*) stated they “would rather hear a person’s conflicting view than have them remain silent.” In contrast, 19.4% and 16.4% of student respondents (respectively), prefer not to listen to or experience conflicting points of view.

Table 13. Other Points of View

Please indicate the extent to which you agree or disagree with each of the following statements:	
It is hard to listen to points of view that challenge my values (n=1154)	
Strongly Agree	2.6%
Agree	16.8%
Disagree	58.4%
Strongly Disagree	22.1%
I would rather hear a person’s conflicting view than have them remain silent (n=1147)	
Strongly Agree	26.0%
Agree	57.6%
Disagree	14.0%
Strongly Disagree	2.4%

Classroom Climate

An optional module, focusing on classroom environment asked students about their perception of the classroom and the various types of pedagogical practices used by faculty.

Eighty percent (80%) of student respondents *strongly agree or agree* that they “felt comfortable sharing their perspectives and experiences in the classroom”. Although a high percentage reported feeling comfortable, 43.2% *strongly agree or agree* that they “feel they have to work harder than other students to be perceived as a good student”.

Table 14. Classroom Climate

Please indicate the extent to which you agree or disagree with each of the following statements:	
I feel comfortable sharing my own perspectives and experiences in class (n=1192)	
Strongly Agree	27.9%
Agree	51.5%
Disagree	17.0%
Strongly Disagree	3.6%
I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.) (n=1191)	
Strongly Agree	4.5%
Agree	7.7%
Disagree	37.8%
Strongly Disagree	50.1%
I feel I have to work harder than other students to be perceived as a good student (n=1187)	
Strongly Agree	12.7%
Agree	30.5%
Disagree	36.7%
Strongly Disagree	20.1%
In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.) (n=1180)	
Strongly Agree	4.8%
Agree	12.1%
Disagree	38.6%
Strongly Disagree	44.6%
I don't feel comfortable contributing to class discussions (n=1187)	

Strongly Agree	5.3%
Agree	21.9%
Disagree	43.1%
Strongly Disagree	29.7%

Faculty Norms

The following set of questions summarized in Table 15 (below) illicit student responses regarding faculty behaviors and practices in the classroom (e.g., student accommodations, respect, student encouragement, societal impact, power & privilege, and meaningful dialogue with controversial topics). Of the students that responded, 56.9% indicated that faculty “ensured students are accommodated for disabilities or medical conditions”. However, respondents shared that *less than half* of the instructors at this institution “have open discussions about power, privilege and oppression” (21.0%).

Table 15. Faculty Norms

Please indicate how many of your instructors at this institution:	All	Most, but not All	Less Than Half	Very Few	n
Ensure students are accommodated for disabilities or medical conditions	56.9%	32.7%	6.9%	3.6%	1154
Encourage respect for different beliefs	47.5%	39.0%	8.6%	4.9%	1148
Encourage students from diverse backgrounds to work together	45.2%	37.1%	12.1%	5.7%	1151
Value individual differences in the classroom	44.7%	43.6%	6.7%	5.0%	1162
Encourage students to contribute different perspectives in class	43.6%	42.1%	9.4%	5.0%	1150
Help students learn how to bring about positive change in society	40.7%	41.0%	12.5%	5.7%	1151
Share their own experiences and background in class	40.7%	42.0%	12.2%	5.1%	1155
Motivate students to work harder than they thought they could	39.0%	40.2%	14.8%	6.1%	1152
Turn controversial topics into meaningful discussions	38.0%	41.5%	13.5%	7.1%	1150

Are sensitive to the ability levels of all students	36.7%	47.4%	10.4%	5.5%	1154
Have open discussions about privilege, power, and oppression	30.9%	35.1%	21.0%	13.1%	1151

Academic Validation

Academic Validation involves faculty actions that foster students’ academic development in the classroom and is an integral component of classroom climate. Many student respondents felt faculty often encouraged students to ask questions and participate in class discussions (72.1% *very often or often*). Also, over half of the respondents indicated they felt their contributions were often valued in the classroom (59.7% *very often or often*).

Table 16. Encouragement & Validation

Please indicate how often you have experienced the following <u>in class</u> at this college:	Very Often/Often	Sometimes	Seldom/Never	n
Felt that faculty encouraged me to ask questions and participate in discussions	72.1%	21.3%	6.6%	1283
Felt that faculty provided me with feedback that helped me assess my progress	64.2%	26.8%	9.1%	1297
Faculty were able to determine my level of understanding of the course material	60.0%	29.4%	10.6%	1297
Felt that my contributions were valued	59.7%	29.3%	10.9%	1295

What did the Diverse Learning Environment Survey Find?

After reviewing the Diverse Learning Environment (DLE) survey results, the following is a summary of key takeaways. The goal of the survey was to capture student perceptions of CSUSM regarding the institutional climate, learning outcomes, and campus practices as experienced with faculty, staff, and peers. The timing of the survey is important to note. Challenges presented by the COVID-19 pandemic, a polarizing political climate post the U.S presidential election, in addition to national social and political unrest may be important factors to remember when reviewing the student results.

The following summarizes takeaways of CSUSM student responses from the spring 2021 DLE survey administration:

Impact & Response to COVID - 19

Overall, students surveyed were satisfied with the university response to the COVID-19 Pandemic with a few exceptions.

Availability of supplemental emergency funds for students

Over ninety percent of student respondents indicated satisfaction (53.4% *strongly agree*, 39.4% *somewhat agree*) that the university prioritized their health and safety during the COVID-19 pandemic. When asked their level of satisfaction in areas such as *instructor flexibility to student concerns, access to academic support services, effectiveness to remote instruction, access to student health services, flexibility with attendance policies, and mental health support for students*, over fifty percent of student respondents indicated that they were *very satisfied/satisfied*. The only area that rated below fifty percent was “availability of supplemental emergency funds for students” (45.0% *very satisfied* or *satisfied*).

Institutional Decisions

In general, students surveyed were pleased with the institution's overall leadership during the COVID-19-pandemic.

When combining the *agree* and *somewhat agree* responses over eighty-five percent of student respondents *agree* (35.5%) or *somewhat agree* (50.7%) that campus leadership communicated effectively regarding the pandemic. Over eighty-six percent of student respondents (41.0% *agree* /45.6% *somewhat agree*) supported the decision leaders made with respect to the current level of in-person operations on campus.

Note: Although, on average, respondents' dissatisfaction ratings were below 25%, it is important to note students reported the highest dissatisfaction with “effectiveness of remote instruction” and “flexibility with attendance policy”.

The variation that existed with related student experiences was dependent upon the different faculty who were delivering remote instruction and enforcing decisions related to attendance policies. Students reported 20.3% *dissatisfied* or *very dissatisfied* with “effectiveness of remote instruction” and “Flexibility with attendance policy” (19.6% *dissatisfied* or *very dissatisfied*). Though a higher percentage of students agreed with these statements, open-ended questions provided further insight. Student concerns in the open-ended comments ranged from comments about the difficulty of asynchronous classes for language learners, the opportunity for improved communication and engagement with faculty during the pandemic as well as improved access to mental health/health services.

Sense of Belonging

Although student respondents indicated that they feel a sense of belonging, Black and Native American/Alaska Native student respondents indicated the lowest sense of belonging, with Black and Asian/Pacific Islander respondents reporting the highest levels of racial tension.

Nearly three-fourths of the student participants reported that they *strongly agree* or *agree* (73.4%) with the statement “I feel a sense of belonging to this campus”. When race/ethnicity is included in determining if students feel a sense of belonging, Latinx student respondents experience a high degree of sense of belonging (77.9% *strongly agree* or *agree*). The lowest sense of belonging was reported by students who identify as Native American/Alaska Native (39.0% *disagree* or *strongly disagree*) followed by students who identify as Black (35.7% *disagree* or *strongly disagree*).

Across all student respondents, 12.7% *strongly agree* or *agree* that CSUSM college “has a lot of racial tension”. More specifically, students who identified as Black (18.5%) responded with the highest agreement that there was “a lot of racial tension”, followed by the Asian/Pacific Islander (15.5%) survey participants.

Classroom Climate

In the classroom, 80 % of student respondents *strongly agree* or *agree* they “feel comfortable sharing their perspectives”, but approximately 42% “feel they have to work harder than other students to be perceived as a good student”. Student participants also reported faculty actions which foster students’ academic development in the classroom varied. Nearly three-quarters (72.1%) felt faculty often encouraged students to ask questions and participate in class discussions *very often* or *often*, while nearly sixty percent felt their contributions were often valued in the classroom (59.7%) *very often* or *often*).

While students believed faculty were willing to respond to disability and medical conditions, student views regarding faculty being equipped to discuss topics of power, privilege and oppression differed. Of the students that responded, 56.9% indicated that faculty “ensured students are accommodated for disabilities or medical conditions.” However, respondents shared that *less than half* of the instructors at this institution “have open discussions about power, privilege and oppression” (21.0%).

Note: Race/ethnicity for Native American/Alaska Native respondents includes those who also indicated they are two or more races. The total number who only identified as Native/ Alaskan American was less than 5.

Institutional & Compositional Diversity

Generally, student participants agreed that the CSUSM had an overall commitment to diversity. However, when asked about satisfaction regarding the atmosphere on campus specific to expressions of their various identities and beliefs, perceptions shifted.

Students surveyed *agree* or *strongly agree* that when it comes to institutional diversity, CSUSM “has an appreciation of cultural differences” (95.7%), “has a long-standing commitment to diversity” (94.8%), and “accurately reflects the diversity of the student body in publications” (91%). On average, survey participants were *very satisfied* or *satisfied* with CSUSM’s compositional diversity.

For example, racial/ethnic diversity of student body (69.1%), respect or the expression of diverse beliefs (67.1), atmosphere for differences in gender expression (65.7%), gender diversity of the faculty (65.6%) and the atmosphere for differences in sexual orientation (64.8%) were among the highest rated.

It is also important to note that on average, approximately 30% of all responses were *neutral* in the category of Campus Climate and Compositional Diversity. In comparison to other statements, lower satisfaction levels were reported regarding the campus’ “atmosphere for political differences” (54.9% *very satisfied* or *satisfied*) and “atmosphere for religious differences” (56.8% *very satisfied* or *satisfied*).

Bias & Discrimination

Most respondents indicated they rarely experience bias / harassment / discrimination at CSUSM, however witnessing discrimination of others ranked highest from our student respondents.

When combining the *seldom/sometimes/often/very often* responses, 26.2% reported “witnessed discrimination”. The next most experienced form of bias, harassment, or discrimination was “Verbal Comments” (18.6% reported experiencing *seldom/sometimes/often/very often*).

Also, students surveyed *disagree or strongly disagree* with the statement “It is hard to listen to points of view that challenge my values” (80.5%) [Table 13]. Similarly, student respondents indicated they “would rather hear a person’s conflicting view than have them remain silent” (83.6%). It is important to note, however, 19.5% of student respondents indicated it is hard to listen to points of views challenging their values and 16.4% would prefer others with conflicting views remain silent.

When asked “how often you heard insensitive or disparaging remarks about race/ethnicity”, 6.3% responded *very often/often* and 16.5% responded with *sometimes*. All student groups reported at least one instance of having a negative experience.

Appendix A

DLE Selected Demographic Percentages

Are you enrolled as a: (n=1507)	
Full-time student	89.3%
Part-time student	10.6%
Not enrolled	0.1%
Where did you begin college? (n=1503)	
I started here as a first-time freshman	51.7%
I started at a different 2-year college	35.3%
I started at a different 4-year college	13.0%
What is your current gender identity? (n=1501)	
Man	41.8%
Woman	44.5%
Non-binary	9.9%
Genderqueer/Gender non-conforming	3.7%
Identity not listed above [Free Response]	0.0%
What is your sexual orientation? (n=1491)	
Heterosexual/Straight	84.2%
Asexual	0.4%
Bisexual	8.5%
Gay	1.5%
Lesbian	1.4%
Pansexual	2.5%
Queer	1.4%
Not listed above [Free response]	0.0%
How would you characterize your political views? (n=1195)	

Far left	8.5%
Liberal	43.2%
Middle-of-the-road	37.0%
Conservative	10.1%
Far right	1.2%
What is your preferred religious identification? (n=1209)	
Agnostic	10.3%
Atheist	5.7%
Baptist	1.7%
Buddhist	1.4%
Church of Christ	3.6%
Eastern Orthodox	0.4%
Episcopalian	0.1%
Hindu	0.6%
Jewish	0.7%
The Church of Jesus Christ of Latter-day Saints	0.7%
Lutheran	0.9%
Methodist	0.0%
Muslim	1.7%
Presbyterian	0.5%
Quaker	0.0%
Roman Catholic	28.4%
Seventh-day Adventist	0.4%
United Church of Christ/Congregational	0.2%
Other Christian	14.3%
Other Religion(s)/Belief(s)	6.5%
None	21.8%

Are you: (Select all that apply) (n=1514)	
Asian/Pacific Islander	11.8%
Black	2.0%
Latina/o/x	40.8%
Native American/Alaska Native (<i>number reported in HERI's DLE profile report</i>)	0.3%
White	25.9%
Two or more races	17.1%
Unknown/Decline to State	1.4%
Other, please specify [Free response]	0.5%
Are you: (Select all that apply) Race/ethnicity for Native American/Alaska Native respondents used in this specific report includes those who also indicated they are Two or more Races	
Native American/Alaska Native	n=41
What is your age? (n=1241)	
16 years or younger	0.0%
17 years	0.1%
18 years	8.1%
19 years	10.3%
20 years	11.2%
21-24 years	37.3%
25-29 years	17.1%
30-39 years	11.0%
40-54 years	4.1%
55 years or older	0.8%
What is your current class standing? (n=1513)	
Freshman/first-year	13.5%
Sophomore/second-year	10.8%

Junior/third-year	26.8%
Senior/fourth-year	23.4%
Fifth-year senior or more	13.4%
Graduate/Professional Student	12.2%
First-Generation status based on parent(s) with less than 'some college' (n=1209)	
Yes	35.8%
No	64.2%

Appendix B

Survey Instrument

The Diverse Learning Environments Survey (DLE) is a national survey conducted by the Higher Education Research Institute (HERI) at UCLA. It is designed to capture student perceptions regarding the institutional climate, learning outcomes, and campus practices as experienced with faculty, staff, and peers. CSUSM participated in the DLE for the first time in Spring 2015 and has continued a bi-annual administration through Spring of 2019. Past survey results can be found at: <https://www.csusm.edu/ipa/surveys/dle.html>.

HERI has administered the DLE survey annually since 2011 and was created in 2010 using the Multi-Contextual Model for Diverse Learning environment (MMDLE). Literature about this methodology can be found [here](#).

Administration

The DLE was administered from March 1-March 26, 2021, to all students enrolled in a degree, credential, or certificate program n=15,017 during the Spring 2021 semester. CSUSM deliberately chose a 3rd-party vendor survey administration to protect respondents' confidentiality. The survey was completely voluntary, and students who began the survey could stop taking the survey at any time without repercussions. All survey invitations and reminder emails were sent directly to students from HERI, and only email addresses were provided to the vendor. Only the staff at HERI had access to the survey software, and HERI limited who received the interim and final reports.

Various outreach efforts were facilitated by the Campus Climate Survey Steering Committee to engage the campus in the survey administration. These efforts included short presentations to various groups, info sessions, and robust [incentive program](#) that included opportunity drawings for numerous prizes, as well as all survey respondents having the opportunity to download an exclusive "Making an Impact at CSUSM" virtual background.

For information on CSUSM's outlook on campus climate and to read the Fall 2020 work group recommendation report, please visit: <https://www.csusm.edu/equity/climate/index.html>.

Response Rates

Invitations to take the survey were sent to 15,017 students enrolled in a degree, credential, or certificate program during the Spring 2021 semester, with a total of 1,514 responding to the survey (10.1% response rate). Student emails were collected from both Stateside and Extended Learning to ensure that an exhaustive list of students was included in the administration of the survey.

Limitations

COVID-19 Pandemic and Overall National Climate: The survey was administered during a difficult time for the country due to the COVID-19 Pandemic and other issues affecting the national climate including BLM and addressing systemic racism against Black Americans, anti-Asian racism and xenophobia, the 2020 Presidential election, and other issues. These factors could have influenced student response rates, overall climate, and perceptions of climate given that the national climate was affecting our campus community in many ways.

Further, for students new to the campus (first-year, transfer students, etc.), there may have been some who had never physically been on campus or had an on-campus experience, which could have impacted their sense of belonging to campus and their knowledge of specific campus programs. In addition, given that much of the campus was functioning in a virtual environment at the time of the survey administration, screen fatigue and difficulty balancing multiple obligations may have influenced participation and completion rates. Information from this survey should be viewed with this information in mind.

Administration Barriers: The survey was administered mid-spring during a survey-heavy semester which may have caused survey fatigue. Other surveys administered during that time included climate-specific questions that may have led students to believe that they had already completed the survey.

Potential Response Bias: This report shares findings from self-reported data. When reviewing the results, it is important to note that the potential for response bias exists. Respondents may have been unduly influenced when answering survey questions, which may have affected the way responses were provided. Respondents may have chosen to give an inaccurate answer to specific questions for a variety of reasons including the inability or unwillingness to answer a question.