

Awareness of Diversity 2004

National Survey of Student Engagement (NSSE) Results

Report Prepared: June, 2005

Learning Outcome

Through the General Education core course in International-Intercultural Experience (Core 310) and other curricular and co-curricular activities, students will develop an appreciation of cultural diversity.

Method

The NSSE items in the table below deal with cultural diversity issues. Among the respondents, traditional students compose 65% of the freshmen and 13% of the seniors.

Findings

- Both seniors and freshmen engage equally often in conversations with people different from themselves in ethnicity, religious beliefs and political orientation, and do so no differently from the doctoral intensive norms.
- Both seniors and freshmen are engaged equally but significantly more than doctoral intensive norms dealing with diversity issues in class discussions and writing assignments, and feel that ULV has contributed to being in contact with and understanding people of different ethnic and economic backgrounds.
- Overall, ULV freshmen and seniors report higher appreciation of diversity and opportunities for diverse contacts than doctoral intensive norms.

Action Recommendations

- Continue to integrate diversity related issues in courses.
- Continue to create opportunities for students to interact with people different from them in ethnic background, religion, and political orientation.

Table 1
 NSSE (04) comparison of ULV Freshman and Senior Scores to Doctoral Intensive Universities on **General Mission: Appreciation of Cultural Diversity** items. (Means bases on 4-point rating scale)

	Freshman		Seniors	
	ULV (n=84)	Doctoral Int	ULV (n=98)	Doctoral Int
	mean	mean	mean	mean
1e. In your experience at your institution during the current school year, about how often have you: <i>Included diverse perspective (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?</i> (1=Never, 4=Very Often)	3.20	2.68***	3.17	2.70***
1u. In your experience at your institution during the current school year, about how often have you: <i>Had serious conversations with students of a different race or ethnicity than your own?</i> (1=Never, 4=Very Often)	2.80	2.59	2.77	2.64
1v. In your experience at your institution during the current school year, about how often have you: <i>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?</i> (1=Never, 4=Very Often)	2.82	2.73	2.60	2.71
7e. Which of the following have you done or do you plan to do before you graduate from your institution: <i>Foreign language coursework?</i> (4=Have Not Decided, 1=Done)	.32***	.16**	.15	.35***
7f. Which of the following have you done	.01	.02	.03	.10***

or do you plan to do before you graduate from your institution: *Study abroad?*
(4=Have Not Decided, 1=Done)

10c. To what extent does your institution emphasize each of the following: <i>Encouraging contact among students from different economic, social, and racial backgrounds?</i> (1=Very Little, 4=Very Much)	2.76	2.55*	2.60	2.36*
11L. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in: <i>Understanding people of other racial and ethnic backgrounds?</i> (1=Very Little, 4=Very Much)	2.88	2.51***	2.76	2.52*

Asterisk Under ULV indicates significant difference between the two ULV samples, and under Doctoral Intensive indicates significant difference between the ULV sample and the Doctoral Intensive norms.

*p<.05

***p<.01

***p<.001