



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM  
*at the* HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

**DIVERSE LEARNING ENVIRONMENTS (DLE)  
2011-12 Administration Guidelines**

---

**Please contact the Higher Education Research Institute at UCLA  
(310.825.7079 or [heri@ucla.edu](mailto:heri@ucla.edu)) with any questions**

## Table of Contents

|   |    |
|---|----|
| <b>Overview and Purpose</b>                                   | 3  |
| Administration Period   | 3  |
| DLE as a Compliment to the CIRP Freshman Survey, YFCY and CSS | 3  |
| <b>Registering and Placing Your Order</b>                     | 4  |
| CIRP Web Portal   | 4  |
| Survey Administration Materials                               | 4  |
| Survey Administration Methods                                 | 4  |
| IRB Approval  | 4  |
| Survey Information and Options                                | 5  |
| Special Breakout Groups (or Group Codes)                      | 6  |
| Institutionally Matched Data                                  | 6  |
| Adding Additional Questions to the Survey                     | 7  |
| Asking Additional Questions of a Sensitive Nature             | 7  |
| Obligation to Provide Referrals                               | 8  |
| Obligation to Report and Break Participant                    | 8  |
| Confidentiality to a Third Party                              | 8  |
| Incentives  | 9  |
| Incentives and Confidentiality                                | 9  |
| <b>Administering the DLE</b>                                  | 11 |
| Voluntary Nature of Participation                             | 11 |
| A Note about Response Rates                                   | 11 |
| Types of Administration                                       | 12 |
| Issues to Consider  | 13 |
| Anti-Spam Procedures  | 13 |
| Email Spoofing  | 13 |
| Email Bounceback Reports                                      | 13 |
| Customizing the Welcome and Thank You Pages                   | 13 |
| Displaying Your School Name                                   | 14 |
| Inviting Your Students to Participate                         | 14 |
| Targeted Follow-up with Non-Respondents                       | 14 |
| Institutional Administration                                  | 14 |
| HERI Administration   | 15 |
| Administering Your Additional Questions                       | 15 |
| <b>Reports and Data Files</b>                                 | 16 |
| Administration Report Form (ARF) Online Survey                | 16 |
| Data and Reporting Tools                                      | 16 |
| Obtaining Data for Local Research                             | 17 |
| Linking the DLE with Other Data                               | 18 |
| Confidentiality   | 18 |
| <b>Appendix A Samples of Communications</b>                   | 19 |

## **2011-12 Diverse Learning Environments Administration Guidelines**

### **Overview and Purpose**

This document is a reference for important information necessary to make the most of your participation in the DLE Survey. It details procedures and processes relevant to all survey administrations in the general order in which decisions or actions are made. Issues relevant to specific types of administration can be found under the appropriate section. If you have questions about your specific survey administration, please contact us at [heri@ucla.edu](mailto:heri@ucla.edu) or 310.825.7079.

The Diverse Learning Environments (DLE) Survey is designed to assess the climate for learning at your institution with a particular focus on diversity and the transition to the major. It is designed to be administered to sophomores and juniors at four-year colleges or students with at least 24 credits at two-year colleges.

### **Administration Period**

The survey is open for administration from October 3, 2011 through June 30, 2012.

### **DLE Survey as a Compliment to the CIRP Freshman Survey, YFCY, and CSS**

The DLE Survey is constructed somewhat differently than other CIRP Surveys in that as an institution you can choose to participate in several optional modules to your students in addition to the core survey. While the DLE Survey may be used effectively as a stand-alone instrument, it was designed as a complimentary instrument to the Cooperative Institutional Research Program (CIRP) Freshman Survey (TFS) (administered at the beginning of the first year of college), the Your First College Year (YFCY) survey (administered at the end of the first year of college) and the College Senior Survey (CSS) (administered to graduating seniors). DLE data are most valuable when linked to relevant pre and post-test data from the Freshman Survey, YFCY, CSS or other local baseline data. Having baseline data collected at the time of college entry allows you to assess how and why your students change over time, and to evaluate the impact and effectiveness of programs and policies at your campus. If you indicate when registering for the DLE that you are following up with students who participated in the CIRP Freshman Survey or YFCY Survey, HERI will provide you with the names, dates of birth, and identification numbers of your respondents from those years. However, we have designed DLE modules to reach students who may not be first-time, full-time freshmen, and to reach transfer students. You should not feel limited to administer the DLE only to previous survey respondents.

## Registering and Placing Your Order

### The CIRP Web Portal

HERI has developed a website that will make administration of your CIRP surveys easier, faster, and offers greater flexibility. The CIRP Web Portal can be found at [www.cirpsurveys.org](http://www.cirpsurveys.org). You will use this site to:

- Register for surveys
- Place and customize your order, including selecting any optional survey modules
- Monitor your response rates
- Receive your data and reports

### Survey Administration Materials

The Higher Education Research Institute (HERI) and Data Recognition Corporation, HERI's outside survey vendor, will provide all of the necessary resources for the 2011-12 administration of the DLE Survey. Copies of materials, including these administration guidelines, are available on the CIRP Web Portal under "Guides and Forms".

### Survey Administration Methods

The DLE Survey is administered as a web-based survey. You can use our system to deliver the email invitations to complete the web-based questionnaire to students or elect to contact students on your own.

### Institutional Review Board Approval

Although there are common federal guidelines for the use of human subjects in research, procedures may vary from campus to campus. Therefore, it is critical for you to familiarize yourself with your institution's human subjects guidelines.

Many campuses have found that the application that HERI submits to the UCLA IRB is very useful in discussions with their own local IRBs. For your convenience, the approval documentation is available on our website at: [www.heri.ucla.edu](http://www.heri.ucla.edu).

If local IRB approval of this research is necessary at your campus, obtaining IRB approval can be quick, but it can also be a more lengthy process. We suggest that you begin this process as soon as possible.

HERI and the UCLA North General Institutional Review Board (NGIRB) require that an appropriate college official certify compliance through our **Research Approval Form** with the following:<sup>1</sup>

---

<sup>1</sup> An appropriate college official is one who has the authority to determine the appropriate level of human subjects research review on your campus and who also has the authority to sign on behalf of your institution.

1. You will abide by and comply with the CIRP administration procedures as approved by UCLA's IRB,
2. Your campus has determined if local IRB approval is required, and
3. If local IRB approval of this research is required on your campus, you will administer the survey only after you have received local IRB approval.

You further agree to the following statement:

The Higher Education Research Institute provides data files to assist institutional research activities. By receiving this data file, we agree that these data will be used only for statistical analyses and reporting of aggregated information, and not for the investigation of specific individuals. In affirming this agreement, we give assurance that use of these data will conform to widely accepted standards of practice and legal restrictions that are intended to protect the confidentiality of research subjects. We also give assurance that no survey respondent will be sanctioned based on any answer provided in the 2011-12 Diverse Learning Environments Survey.

Compliance with the above statements is submitted through the CIRP Web Portal. The first time you click on "Download Reports & Data/Data Analysis" from the Main Menu, you will be prompted to complete the Research Approval Form. You will not be able to receive any data or reports until the Research Approval Form is completed.

### **Survey Information and Options**

As previously mentioned, the DLE survey is constructed somewhat differently than other CIRP surveys. All institutions participate in a "core" portion of the survey. In addition, institutions have the option of including any of 5 optional modules that pertain to specific areas of interest. More information on the modules is outlined below:

**Classroom Climate**-This optional module asks respondents about their perception of the classroom environment and the various types of pedagogical practices employed by instructors.

**Transition to the Major**-This optional module asks respondents about their experiences in selecting a major. It is appropriate for students who have not yet declared a major as well as those who have declared a major. Because many institutions report student attrition at this point in college, this information may be useful to help campuses investigate difficulty at this important transition stage.

**Intergroup Relations**-This optional module asks respondents about their capacity to engage respectfully across group differences.

**Climate for Transfer at 2-Year Institutions**-This optional module asks respondents about practices at 2-year institutions regarding the transfer pathway and climate of support. It is designed for 2-year institutions and community colleges only.

**Climate for Transfer Students at 4-Year Institutions**-This optional module asks respondents about their transitional experiences understanding the campus climate at 4-year institutions. It is designed to be administered at 4-year institutions, and it contains questions relevant to all respondents as well questions specifically for those who transferred to the institution.

*Special Breakout Groups (Or “Group Codes”)*

Specially coded breakout groups permit you to compare specific subgroups of your student sample. These breakout groups could be used to identify students in different colleges, majors, residence halls, or academic programs on your campus. Group codes allow you to identify up to 190 unique subgroups of students.

A Group Code can be used in two ways:

- 1) First, it becomes a permanent part of the survey data for your institution. Should you utilize the electronic data file of your students' responses, the group code can be used as a variable to disaggregate the data for comparative analyses.
- 2) Second, the Higher Education Research Institute can produce a special report using these codes. This report comes in a format similar to the standard Institutional Profile. However, it provides a separate profile of each coded subgroup, as well as a total survey population profile.

Using group codes is optional. If you chose to utilize this option, please be sure to provide instructions regarding the appropriate codes to enter in the grid to your students. You can include special instructions for the “Group Codes” that will show up on the web survey (at no additional charge).

HERI does not release results for individual group codes that are based on fewer than 15 respondents. We do this both to preserve the privacy of individual respondents, and because results based on fewer than 15 cases are of limited statistical value. If a subset of a Group Code Profile is based on fewer than 15 respondents, the results for that subset will not be reported.

For more information on the DLE data files and group code reports, please see the “Reports and Data Files” section below and the “Custom Reports and Data Files” page at <http://www.heri.ucla.edu/dsdownloads.php>.

*Institutionally Matched Data*

Prior to administration of the survey, institutions have the option of providing student ID numbers for students in the survey population. CIRP will match this information to survey responses and integrate it into the institutional data files returned to the institution. This should facilitate longitudinal matching with CIRP Surveys as well as pairing DLE results with institutional databases.

Please note that provision of student ID number is compliant with FERPA regulations regarding how educational institutions may share student data (FERPA 34CFR99.31(a)6(i)). If an institution shares student records with HERI, HERI will:

- 1) Limit access to personally identifiable information to HERI staff responsible for the maintenance of HERI's research database.
- 2) Limit its use of personally identifiable information to the purpose of studies that improve higher education.
- 3) Only use student contact information for the purpose of inviting students to participate in CIRP surveys.

### *Adding Additional Questions to the Survey*

At the end of the questionnaire space is provided to ask additional questions of local importance. You may use this space to ask up to **20** additional questions of specific interest to your college. Asking such questions is optional. If you choose to utilize this option, do not forget to include instructions to students concerning how to answer the additional questions.

Each question permits a maximum of five alternatives (A through E). *Students can mark only one alternative.* Fewer than five response alternatives may be used for any of the questions.

Student responses to these additional questions will be included in your data file and the statistics for these questions will be included in your Institutional Profile Report. Because your additional questions and response option text are NOT included in your data file or profile, we strongly suggest retaining a copy with your DLE Survey information.

In addition to drafting, pilot testing, and incorporating your additional questions into the administration of the DLE Survey, it is also important to consult with your local Institutional Review Board (IRB). Your campus may require you to submit these additional items for their review and approval. If your campus believes an additional question to be of a sensitive nature (see below), you must submit that question to HERI for our consideration one month before the DLE Survey administration opens.

Although your campus is responsible for developing the local additional questions, we would be happy to review and comment on any of these materials. We would also appreciate receiving a courtesy copy of your additional questions and supplemental instructions. Please send them directly to [theheri@ucla.edu](mailto:theheri@ucla.edu).

*We urge you to “pilot test” your additional questions with current students. Many campuses find that students often interpret questions differently than the institution intended.*

### *Asking Additional Questions of a Sensitive Nature*

When designing additional questions, there are special circumstances to consider if you ask students to provide what would be considered “sensitive information” by the federal government. If this is the case, there are additional steps you will need to take. HERI strongly urges you to consider very carefully if asking for “sensitive information” is appropriate in the context of a general campus climate survey.

“Sensitive information,” according to the National Institutes of Health, includes (but is not limited to):

*information related to sexual attitudes/preferences/practices; information relating to the use of alcohol, drugs or other addictive products; information pertaining to illegal conduct; information that, if released, might be damaging to an individual’s financial standing, employability, or reputation within the community or might lead*

*to social stigmatization or discrimination; information pertaining to an individual's psychological well-being or mental health.*<sup>2</sup>

It is up to local officials at your institution, not HERI, to determine if your questions ask for “sensitive information.” If you have decided to ask such questions, you must 1) submit your additional sensitive questions to the UCLA IRB for review and approval before administering the DLE Survey, 2) obtain a NIH Certificate of Confidentiality<sup>3</sup>, and 3) modify the consent documents for students to reflect that there are sensitive additional questions being asked and explain what “sensitive information” being asked in the additional questions is required to be reported (as explained in the next section) and to describe the protections afforded by the Certificate of Confidentiality that your institution will obtain<sup>4</sup>. The UCLA IRB must also review your modified consent document(s).

### *Obligation to Provide Referrals*

If your additional questions ask respondents to provide “sensitive information” such as drug use, binge drinking, eating disorders, sexual behavior and/or gambling, you must also provide information about referrals to mental health care programs and counselors. For example, if you were to ask about binge drinking, you should also include information about who to contact on or near your campus to address a substance abuse problem, providing an address and phone number. You will need to provide an addendum to the “Survey Information Sheet” (SIS) to include this information. If you are administering a web survey, this information can be included on the “Welcome” page. These types of information would be covered by a Certificate of Confidentiality that your campus would apply for separately. They are not issues that would be reportable to a third party as detailed below. Modifications to the consent document(s) to describe the provision of referrals to mental health care programs and counselors must also be reviewed and approved by the UCLA IRB.

### *Obligation to Report and Break Participant Confidentiality to a Third Party*

In some states, the law requires researchers to disclose information they have concerning suicidal ideation, child abuse and elder abuse to appropriate third parties. Thus, questions surrounding these areas are not just sensitive but require institutions to break subject confidentiality in order to protect the participant, or others, from harm. If you ask such additional questions, you must provide an addendum to the Survey Information Sheet (SIS) that you provide to students to inform students of the researcher's intent to disclose respondent's intent to harm him or herself (suicide ideation) or others (elder or child abuse). These modifications to the consent document(s) must be reviewed and approved by the UCLA IRB.

Again, HERI strongly encourages that you consider the appropriateness of such additional questions in a general campus climate survey and recommends against asking about these issues with this survey instrument. HERI also suggests that you confer with your campus health officials before including sensitive questions and for any necessary referral information.

---

<sup>2</sup> <http://grants1.nih.gov/grants/policy/coc/faqs.htm>

<sup>3</sup> <http://grants.nih.gov/grants/policy/coc/>

<sup>4</sup> The NIH Certificates of Confidentiality Kiosk identifies the nature of the information that must be provided to subjects to describe the protections afforded by the Certificate of Confidentiality, and also provides an example of appropriate language. [[http://grants.nih.gov/grants/policy/coc/appl\\_extramural.htm](http://grants.nih.gov/grants/policy/coc/appl_extramural.htm)]



If you have questions about potentially “sensitive” items that you may be intending to ask as part of your set of additional questions, or would like more information about the process for obtaining approval to include these items, please contact John Pryor, CIRP Director at 310.825.1925 or [heri@ucla.edu](mailto:heri@ucla.edu).

### *Incentives*

Incentives can prove to be an effective means of increasing survey response rates. Gift certificates for the campus bookstore, food, money, or an automatic entry into some type of raffle or lottery are all possibilities, but you may select any incentive that you feel would inspire your student body to respond to the instrument. You are able to request that a unique incentive passcode be added to the “Thank You” page of your web administration. This can be used to ensure that a student who has completed the survey before requesting an incentive at your institution. Each student who completes the survey receives a unique passcode, and a list of passcodes is simultaneously available to the campus representative in the Detailed Web Response Report.

### *Incentives and Confidentiality*

The names of web respondents can be acquired during the administration cycle has ended (see *Targeted Follow-Up of Non-Respondents*). A complete list of the names and identifying information of survey respondents can be accessed through the CIRP Web Portal. You are able to request that a unique incentive passcode be added to the “Thank You” page of your web administration. This can be used to ensure that a student has completed the survey before requesting an incentive at your institution. Each student who completes the survey receives a unique passcode, and a list of passcodes is simultaneously available to the campus representative in the Detailed Web Response Report available on the CIRP Web Portal.

In the case that you create an incentive plan that differs from above, we **strongly** encourage you to check with your local IRB or other appropriate campus personnel to review the structure of your incentive program.

If you decide to adopt an incentive program for your administration of the DLE, please be sure that it conforms to the following guidelines:

- The “Survey Information Sheet” (please see the *Administering the Survey* section below) covers the rights of human subjects with respect to all aspects of survey administration **except** incentives. Therefore, if you plan to utilize an incentive for the DLE, you **must** add a section to the “Survey Information Sheet.” This section should be titled “Payment for Participation” and would describe, in detail, the incentive program including: the amount that could be won, an estimate of the odds (if you are utilizing a drawing), and how any drawing, or other incentive program, would be conducted. If you are conducting a web administration, this information can be included on the “Welcome” page.
- The amount or value of the incentive should not be so large as to appear coercive.
- Each institution that decides to conduct a drawing (i.e., raffle or lottery) should first consult applicable state law to determine whether lotteries are legal.

- Please remember that any incentive program may require local IRB approval. We recommend that you check with your institution's IRB as soon as you have made a decision regarding your incentive program.
- Incentives for survey participation must be designed in a manner that maintains the voluntary nature of the survey.

Survey promotion for these incentives should not emphasize the incentives to a degree that minimizes the requirement of survey participation.

## Administering the DLE

There are several ways that you can customize the web survey for your institution. For example, the email that you send to students notifying them of the opportunity to participate in the survey can be customized by you whether or not you elect HERI to manage this process. While there are some items that are necessary to include that reflect a human subjects concern, you can add other text as well.

### Voluntary Nature of Participation

It is important to note that DLE participation should be voluntary. **All students who receive the DLE instrument should be informed that this is a voluntary survey.**

Please note that *compulsory participation in research is a violation of federal regulations*. Also, some campuses may consider people under 18 to be minors. If this is the case on your campus, and if your DLE Survey sample includes students under 18, you may need to seek permission from these students' parents prior to survey administration.

Additional considerations for inviting students to participate specific to web surveys can be found in the sections that follow.

### *A Note About Response Rates*

We recommend the following strategies to boost your response rate:

- Check the accuracy of your email addresses. **Please note that many students utilize email accounts other than their campus address.**
- Send out a pre-notification announcement. **If you tell them it's coming, they may be on the look-out.**
- Remind students about the survey during the administration period. **Examples include advertisements in the student newspaper, announcements posted on the campus websites, and emails to students.**
- When possible, personalize correspondence related to the survey administration. **We all know that people aren't as receptive to "Dear occupant," "Dear resident," or "Dear student" letters. Address students personally (i.e., "Dear Ashley") rather than generically.**
- Correspondence should be signed by a recognized and respected campus official. **Some examples include the college president, the student body president, or the dean of students.**
- Make participation personally meaningful and relevant to students. **If students know how their responses will directly affect the campus experience for the student population at large, it may encourage them to respond. Students really want to know that their time responding to the survey is well spent.**
- Provide assurances of confidentiality. **The DLE Survey collects identifying and demographic information. Inform students that their responses will be sent directly to an outside data processing center and that no one at your institution will examine individual web-based questionnaires. (For additional points about these issues, see the section on "Confidentiality")**

- Use incentives. **Money, pizza, gift certificates to the campus bookstore, college sweatshirts, or an automatic entry into some type of raffle or lottery may be the extra boosts students need to complete the instrument. Please review the section “Using Incentives” for specific guidelines with respect to the use of incentives with the DLE.**

### Types of Administration

There are two ways to notify your students of the opportunity to complete the DLE.

1. In an **institutional administration**, your institution has the responsibility to contact the students with the request to participate and the necessary information to participate.

Campuses indicating that they are conducting an institutional administration will receive:

1. A list of unique log-in codes for students to access the web-based DLE instrument to merge into e-mail invitations to participate in the DLE,
  2. The web address (URL link) to the survey instrument, and
  3. An electronic version of the information sheet outlining students’ rights as research subjects (“Survey Information Sheet”), and
  4. Both required and suggested text for the email request to students.
2. In a **HERI Administration**, HERI (and our vendor, Data Recognition Corporation) uses email addresses and names that are provided by your institution and will manage the email contact process for you<sup>5</sup>.

Campuses indicating that they are conducting a HERI administration will provide HERI with the email addresses and names (first name, last name) of all students to be surveyed. Starting in 2011-12, institutions may elect to include student ID as well. If student ID is included, it becomes a permanent part of the data file. The specifications for this file are available on the CIRP Web Portal, which is also where you will upload the file. If you have more than one email address for a student, you may send an identical email notification to a second email address, potentially increasing your response rate (note that a student responding to both email will still only be responding once as the login codes will be identical).

Whether or not you elect HERI to manage the survey administration process or if you do it yourself, there are several important issues to take into consideration to maximize the delivery of your web survey, including opportunities to customize the web administration for your institution.

---

<sup>5</sup> Both HERI and DRC abide by FERPA guidelines in the use of student information and all personnel involved with the data collection have successfully completed a training course in human subjects research that meets NIH requirements.

## Issues to Consider

### *Anti-Spam Procedures*

To ensure a smooth delivery process, you should instruct your institution's Information Technology department to add the following email address provided below to their Approved Senders List. This should then allow emails coming from HERI's email distribution service to come through the bulk or junk mail screening processes. Failure to do this may result in email being routed directly to bulk or junk email folders without ever reaching the intended survey respondents, and consequently affecting your survey response rates. For the DLE, email will come from:

[DLE@datarecognitioncorp.com](mailto:DLE@datarecognitioncorp.com)

DNS Name: outgoing.datarecognitioncorp.com

IP Address: 207.109.22.134

### *Email "Spoofing"*

Email notifications will come from "DLE@datarecognitioncorp.com" unless you elect to provide an alternative "from" email address and email display name. This allows you to customize the survey to your institution, making the notification emails seem to come from another address such as one at your own institution (e.g., President, Dean, Director of Institutional Research). If you do use this option, it is usually wise to notify your IT department that you are doing so. Please be aware that although every precaution has been taken to ensure that any bounced emails will continue to be returned to the default email address there are some email providers who may send a bounced email back to your customized "from" email address. Under no circumstances will the emails be used for any other purpose than the approved contact for notification of the survey. Emails will be personalized with the recipient's name.

### *Email Bounceback Report*

If you use our email notification system, you will be able to use the Detailed Web Response Report to check if the email you sent was not able to be delivered to the intended address. The report will alert you to the type of error, and a detailed list of the possible reasons for a bounceback. A few of the reasons might be the mailbox was full, the message was rejected as spam, or the user was unknown. This allows you to take action in pursuing a more valid email address as well as to modify your response rate to the survey in the case that you cannot correct the error.

### *Customizing the "Welcome" and "Thank you" Pages*

At the beginning and the end of the survey you can add material of your own to these screens, including your school logo.

If you are using incentives, you are able to request that a unique incentive passcode be added to the "Thank You" page of your web administration. For more information, please see "Incentives".

### *Displaying Your School Name*

Your school name will appear at the top of the screen for the web questionnaire as a joint sponsor of the survey. It will look like this (your name will obviously replace our “Sample University”):

Sponsored by the Higher Education Research Institute and Sample University

The institution name will, by default, be the name that shows in our registration system. If you would like to alter this name (e.g., “Sample U.”) then please check “Change Your School’s Display Name for the Web Survey” on the “Place an Order” page in the CIRP Web Portal.

### **Inviting Your Students to Participate**

We have included suggested text for an invitation and reminder letters to accompany initial and follow up waves in Appendix A. You must edit these letters to include relevant information for your campus. We further encourage you to personalize these letters where possible in order to maximize response rates, however the text in bold **must** be included. Finally, please remember to send all other necessary material for the DLE administration (e.g., URL link to the web-based survey instrument, instructions for group codes or additional questions) with the invitation to participate.

**We strongly recommend that you use the invitation and reminder letters as templates since they include appropriate language to meet guidelines for research involving human subjects and such language is a required element of the research protocol approved by the UCLA North General IRB, but again remind you to edit them to insert information about your school in the appropriate places.**

### **Targeted Follow-Up of Non-Respondents**

Students following the link given in the email request to participate will be sent to a welcome screen that again explains the survey project and offers a way to opt-out of the survey. If students click on this button, they will not receive any further communications about the survey.

### *Institutional Administration*

You will be able to access, through the CIRP Web Portal, a Detailed Web Response Report. This file will detail, with the unique identifiers, those students who have 1) never accessed the survey; 2) accessed the survey; 3) entered some data and saved their work, but did not complete the survey; 4) completed the survey; and 5) have opted out. This will enable you to follow-up with non-respondents **who have not exercised their right to be removed from further contact.**

Please word your reminder correspondence in a way that does not appear coercive. Most students have not responded to the initial inquiry because they were pressed for time when it arrived and will be amenable to completing the survey. HERI has provided suggested and required text for the reminder that you will want to edit to customize for your campus. Please remember that the text in bold **must** be included in your communication with the students.

*HERI Administration*

You will be able to specify a date and time at which you would like HERI to send reminder emails to those students who have not yet responded to the survey request, **but not including those students who have opted out of the survey**. The text of this reminder email will include necessary language to protect human subjects, but must also be customized by you. You can alter the dates the emails are sent up to 24 hours before they are due to be sent out.

**Administering Your Additional Questions**

If you choose to utilize additional questions, the text for these items will need to be included in the DLE administration plan at your institution.

You will be able to submit the additional questions via the CIRP Web Portal so that they can be incorporated into the existing survey. You should retain a copy of the text of your questions as your Institutional Profile Report will include the responses for your additional items but not the item text. Please remember to add instructions that explain the additional questions.

## Reports and Data Files

### Administration Report Form (ARF) Online Survey

Upon completion of your administration of the DLE, it is critical that you complete an Administration Report Form (ARF). The ARF is a short web-based survey form that inquires about specific institutional information needed to process your completed DLE questionnaires and to prepare your institutional reports.

We will be sending you an email with a link to the 2011-2012 Administration Report Form (ARF) Online Survey in late spring 2012. The ARF is due by the final processing cut-off date (June 30, 2012). **Please note: We may be unable to process your institution's data until we receive the completed ARF. If we do not receive it by the processing cut-off date, we cannot guarantee that you will receive your deliverables in a timely fashion.**

Your data files will be posted on the CIRP Web Portal as soon as they are available. You cannot have access to these files until you have completed the Research Approval Form and Certification of Use on the CIRP Web Portal.

Your data is processed each night the survey is live, and you can access it on an ongoing basis. If you elected to use group codes, additional local questions, or included student ID in the data file, they are a permanent part of the student data, and will be available starting here.

We now include the responses from students who have started, but not completed, the web survey in the data returned to you in your data file and reports. In order to be considered a "partial", the respondent must have read and accepted the informed consent and complete at least one question on the survey. Having the "partial" web responses increases the utility of the data on campus by allowing you to conduct more robust and meaningful analysis at your institution.

In September of 2012, the Institutional Profile Report will be uploaded to the CIRP Web Portal. The Institutional Profile Report includes summary data for your men, women, as well as all respondents in the aggregate. You also receive separate summary reports profiling full-time students, part-time students, transfer students, and all survey respondents at your institution. Comparative responses from all institutions participating in the DLE will also be included on the report. This will be posted on the CIRP Web Portal for download.

If students completing the CIRP Freshman Survey, YFCY and the DLE provide consistent and matchable ID numbers, institutions will receive a longitudinal report comparing freshman responses to those made on the DLE. Survey ID numbers may be a social security number or an institutionally-assigned student ID number. If you are uncertain which identifier to use, contact us (at 310.825.1925 or [heri@ucla.edu](mailto:heri@ucla.edu)). **Please note: there is no requirement that students provide an identifier.**

### Data and Reporting Tools

Two reports are included with your Institutional Profile:

- *CIRP Constructs* are global measures of academic and educational outcomes of interest to institutions: Sense of Belonging, Positive Cross-Racial Interaction, Pluralistic



Orientation, Habits of Mind, etc. Included in the CIRP Construct Reports are: means, standard deviation, statistical significance, effect size, and percentiles for your institution and comparison groups in the CIRP Construct Report. Additionally, scores on each construct for each respondent have been calculated and are included in your dataset.

- *CIRP Themes* are collections of related items grouped together for easy access (e.g., Navigation, Support-Seeking behavior). Included in the Theme Reports are summarized frequencies, means, standard deviation, statistical significance, and effect size for your institution and comparison groups.

Two additional reporting packages are available for additional fees.

1. The Standard Reporting package includes the following:
  - PowerPoint executive summary of your data with two comparison groups
  - Extended Comparison Group Report
  - On-line data analysis system
2. The Reporting Plus Package includes all of the above, plus an individual consultation on your institution's results with CIRP Staff (2 hours)

An online data analysis tool is available for an additional fee. This allows you to examine the responses to the survey questions by running frequencies, crosstabs, means, and correlations. You do not need to know a statistical package, just point and click! Note: Institutions administering three CIRP surveys in the same academic year will receive the online data analysis tool for free.

An executive summary of your institution's DLE results is available in a PowerPoint presentation for a low additional fee. This is presentation-ready for your use.

### **Obtaining Data for Local Research**

You will be provided with a data file containing the coded responses of each student at your institution who completes the DLE survey. The data file will include responses from the DLE and, where matches can be made, from the CIRP Freshman Survey and YFCY as well. This longitudinal data file will be posted on the CIRP Web Portal in September 2012 for downloading at your convenience.

Campuses use the data file for a variety of analyses—admissions, retention, academic performance, departmental profiles, etc. In fact, any item contained on the survey could be used to define interesting subsets for study—students interested in the humanities vs. those interested in professional fields, residential vs. commuting students, in-state versus out-of-state students (your group codes can be used to identify subsets that are institutionally specific, such as students living in Alpha Residence Hall versus those in Beta Hall. Your locally defined additional questions can be used to identify subsets such as students indicating an interest in online or web-based courses vs. those who do not). Even if you do not now plan to use a data file, your institution might find it useful in the future. This data file (and your Institutional Profile) will be available on the CIRP Web Portal until September 2013.

Please note the following considerations with respect to students' confidentiality when using the data file:

- HERI never releases student names in association with survey responses.
- In order to receive an electronic data file, you must certify your compliance with a confidentiality agreement. The Research Approval Form states that the data will be used solely for statistical analyses and reporting of aggregated information, and not for the investigation of specific individuals. You must complete this form on the CIRP Web Portal under Download Reports and Data/Data Analysis, and it must be completed before you can have access to your data file.

### **Linking the Diverse Learning Environments Survey with Other Data**

In addition to studying a wide variety of issues based solely on data from the DLE survey, it is also possible to use these data to build a comprehensive database using other institutional data (e.g., registrar, admissions, or financial aid data) or by conducting longitudinal follow-up surveys, such as the CIRP Freshman Survey, Your First College Year (YFCY) or College Student Survey (CSS). In order to do studies based on data other than those found on the DLE Survey, it is necessary to have a way to link these different data together. Thus, to maximize the utility of these data for institutional research purposes, we suggest that you encourage students to provide their student ID numbers in the grid on the first page of the survey. Note that if a student fails to provide an ID number when he or she completes the survey instrument, you will not be able to merge the DLE Survey data with data from other campus files.

### **Confidentiality**

The DLE Survey collects personal identifiers and potentially sensitive demographic data. Student responses to these survey items make it possible to link DLE Survey data with data from several sources such as other CIRP surveys (e.g., the Freshman Survey, YFCY, and CSS), your campus registrar's office, other nationwide assessment instruments, and local assessment efforts.

**Students' right to confidentiality as human research subjects must remain a priority throughout the administration of the DLE Survey.** Please inform your students that the questionnaires are handled in a confidential and professional manner. Following are some specific points to consider with respect to the confidentiality of DLE data:

- Your survey collection procedures and data storage systems must be secure (e.g., secure databases, official representatives as proctors/administrators, etc.).
- Viewing student responses to questions on the DLE (other than the names of respondents for tracking purposes) prior to data processing is considered a breach of confidentiality. Assure students that no one at your institution will examine individual responses to survey questions.
- HERI does not release identifiable data to other researchers or to other agencies.
- The "Research Approval Form" states that the data will be used solely for statistical analyses and reporting of aggregated information, and not for the investigation of specific individuals.

## Appendix A

### Samples of Email Communications

#### Initial invitation

|   |  |
|---|--|
| Subject Line<br>(can be edited)                 | Diverse Learning Environments Survey Invitation  |
| Greeting<br>(cannot be edited)                  | Dear <student name>  |
| Introduction<br>(can be edited)                 | <p>Please tell us about you! [<i>Insert your institution name here</i>] is participating in a national survey about college students. Conducted by the Higher Education Research Institute at UCLA, this survey asks your opinion on many items relevant to examining the impact of college. Every year, students from college and universities across the country are asked to participate in the same survey. It asks about your academic work, your interaction with faculty and peers, your participation in campus activities, your perceptions of the climate on campus, and your use of campus services.</p> <p>Results from this survey are used by faculty and administrators at [<i>insert your institution name here</i>] and by higher education researchers to understand and improve the undergraduate college experience.</p> |
| <b>Mandatory Language</b><br>(cannot be edited) | <p>The website for the survey is:<br/> <a href="https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX">https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX</a></p> <p>Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.</p> <p>Your participation in this survey is completely voluntary. Your responses to the questionnaire indicate your consent to participate (please read the "Survey Information Sheet" on the survey website for more information).</p>   |
| Message Close<br>(can be edited)                | <p>Thank you for participating in this important survey of college students.</p> <p>Sincerely,</p> <p>John H. Pryor<br/>         Director, Diverse Learning Environments Survey<br/>         Higher Education Research Institute</p>   |

Reminder email 1

|   |  |
|---|--|
| Subject Line<br>(can be edited)                 | Diverse Learning Environments Survey Reminder  |
| Greeting<br>(cannot be edited)                  | Dear <student name>  |
| Introduction<br>(can be edited)                 | Recently we sent you a request to participate in an important survey about college students conducted by [ <i>insert your institution name here</i> ] and The Higher Education Research Institute (HERI) at UCLA. Please consider adding your opinions and experiences to this important project.  |
| <b>Mandatory Language</b><br>(cannot be edited) | <p>The website for the survey is:<br/> <a href="https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX">https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX</a></p> <p>Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.</p> <p>Your participation in this survey is completely voluntary. Your responses to the questionnaire indicate your consent to participate (please read the "Survey Information Sheet" on the survey website for more information).</p> |
| Message Close<br>(can be edited)                | <p>Thank you for participating in this important survey of college students.</p> <p>Sincerely,</p> <p>John H. Pryor<br/>         Director, Diverse Learning Environments Survey<br/>         Higher Education Research Institute</p>   |

Reminder email 2

|   |  |
|---|--|
| Subject Line<br>(can be edited)                 | Diverse Learning Environments Survey Reminder  |
| Greeting<br>(cannot be edited)                  | Dear <student name>  |
| Introduction<br>(can be edited)                 | This is a reminder that we are conducting an important survey about college students.  |
| <b>Mandatory Language</b><br>(cannot be edited) | <p>The website for the survey is:<br/> <a href="https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX">https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX</a></p> <p>Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.</p> <p>Your participation in this survey is completely voluntary. Your responses to the questionnaire indicate your consent to participate (please read the "Survey Information Sheet" on the survey website for more information).</p> |
| Message Close<br>(can be edited)                | <p>Thank you for participating in this important survey of college students.</p> <p>Sincerely,</p> <p>John H. Pryor<br/> Director, Diverse Learning Environments Survey<br/> Higher Education Research Institute</p>   |

Reminder email 3 **web survey**

|   |  |
|---|--|
| Subject Line<br>(can be edited)                 | Final Diverse Learning Environments Survey Reminder  |
| Greeting<br>(cannot be edited)                  | Dear <student name>  |
| Introduction<br>(can be edited)                 | This is a final reminder that we are conducting an important survey about college students.  |
| <b>Mandatory Language</b><br>(cannot be edited) | <p>The website for the survey is:<br/> <a href="https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX">https://www.dracsurveys.com/dle2012/et.aspx?Logon=XXXXXXXX</a></p> <p>Simply click on this address to go directly to the survey. If this does not work, "copy and paste" this address into the address bar of your Internet Browser.</p> <p>Your participation in this survey is completely voluntary. Your responses to the questionnaire indicate your consent to participate (please read the "Survey Information Sheet" on the survey website for more information).</p> |
| Message Close<br>(can be edited)                | <p>Thank you for participating in this important survey of college students.</p> <p>Sincerely,</p> <p>John H. Pryor<br/> Director, Diverse Learning Environments Survey<br/> Higher Education Research Institute</p>   |