



# STUDENT ACTIVISM ON CAMPUS



National results are shown in NAVY & WHITE |

results are shown in GRAY

While understanding how institutions are fostering diverse environments is critical, we must do more to assess how students actively immerse themselves in these conversations, classes, and events. Knowing how students both act and think about diverse issues provides insight into how campuses can best engage their students in tackling potentially difficult dialogues.

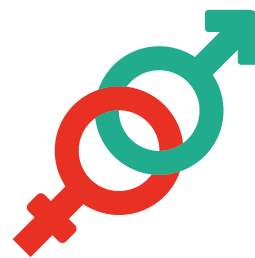
More than half of all students report thinking about various aspects of their social identity.



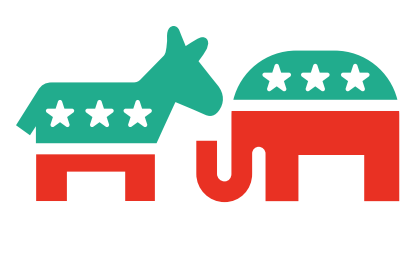
**70%** |  
Socioeconomic class



**66%** |  
Race/ethnicity

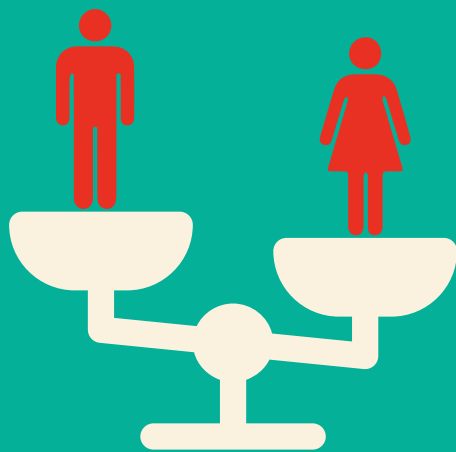


**54%** |  
Gender/gender identity



**61%** |  
Political affiliation

While most students maintain goals around influencing the greater society...



**79%** |  
indicated helping to promote racial understanding as an important goal

**77%** |  
indicated working to correct social and economic inequalities as an important goal

**76%** |  
indicated working to achieve gender equity as an important goal

**69%** |  
indicated influencing social values as an important goal

...fewer students have taken at least two courses that incorporate readings related to these goals...



**43%** |  
have taken courses that included materials/readings about race/ethnicity

**35%** |  
have taken courses that included materials/readings about privilege

**34%** |  
have taken courses that included materials/readings about gender/gender identity

**28%** |  
have taken courses that included materials/readings about sexual orientation

and less than a third have actively participated in events around such goals.



**31%** |  
have participated in Campus Center activities

**27%** |  
have participated in ongoing campus-organized discussions on racial/ethnic issues

**21%** |  
have demonstrated for a cause

Yet students continue to consider their understanding and navigating of diverse environments as a strength.



**93%** |  
rated themselves as strong in their ability to cooperatively work with diverse people



**87%** |  
rated themselves as strong in their ability to see the world from someone else's perspective



**76%** |  
rated themselves as strong in their ability to discuss and negotiate controversial issues

**HERI**

Understanding the connections between institutions, faculty, staff, and students provides the information needed to promote change. With insight from the Diverse Learning Environments Survey you'll be one step closer to creating the campus climate necessary for student success.

Survey Source: Diverse Learning Environments Survey 2019

[www.heri.ucla.edu/infographic/](http://www.heri.ucla.edu/infographic/)



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