Overall Results

⚠ Communication Fidelity

Less than 80% of students agreed with: "My instructor will try to use my answers to this survey to make class better for me." You've seen a **+7 point increase** from the first survey. High communication fidelity is essential for improvement.

71% 

Student Experience Overview

Disaggregation ⚠ | (None)

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Belonging Certainty 617 (of 625) responses	All (617)	64%	+10
Identity Safety 617 (of 625) responses	All (617)	63%	+7
Institutional Growth Mindset 622 (of 625) responses	All (622)	68%	+7
Self-Efficacy 619 (of 625) responses	All (619)	51%	+4
Social Belonging 622 (of 625) responses	All (622)	64%	+10
Trust and Fairness 623 (of 625) responses	All (623)	64%	+2

Learning Condition Trends



Detailed Results

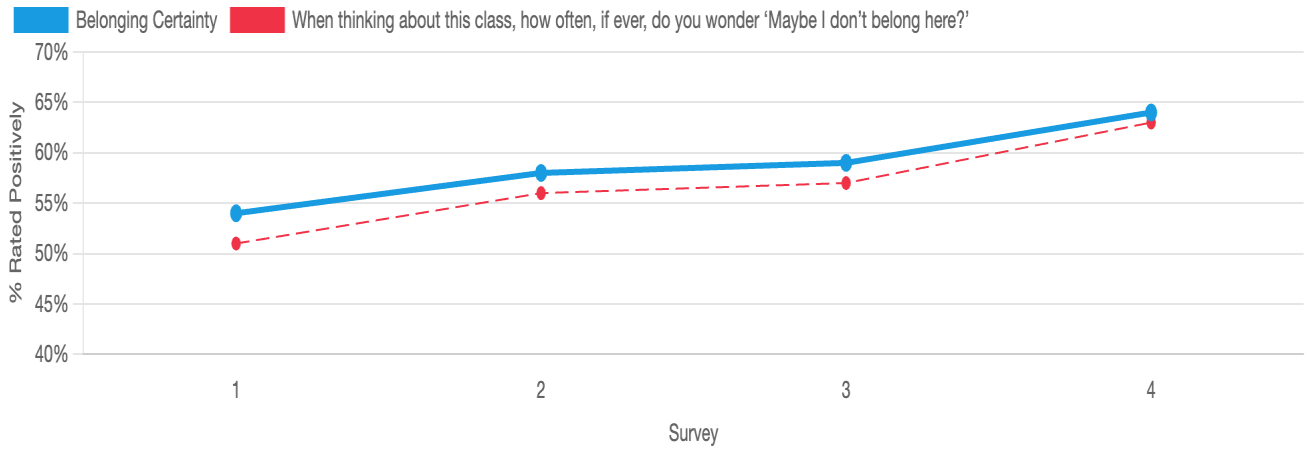
Belonging Certainty

Belonging uncertainty is the concern people have about the extent to which they belong, or fit in, in different contexts or across time. Social isolation and belonging uncertainty are negatively associated with achievement, performance, and well-being. Belonging certainty is the absence of this concern. Learn strategies

+10 points improvement in Belonging Certainty since starting
Great progress! More of your students are experiencing belonging certainty.

Belonging Certainty by Survey

Show | Question Detail



Belonging Certainty by Subpopulation and/or Question

Disaggregate By ⚠ | Question

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Belonging Certainty 617 (of 625) responses	All (617)	64%	+10
When thinking about this class, how often, if ever, do you wonder 'Maybe I don't belong here?' 617 (of 625) responses	All (617)	63%	+12

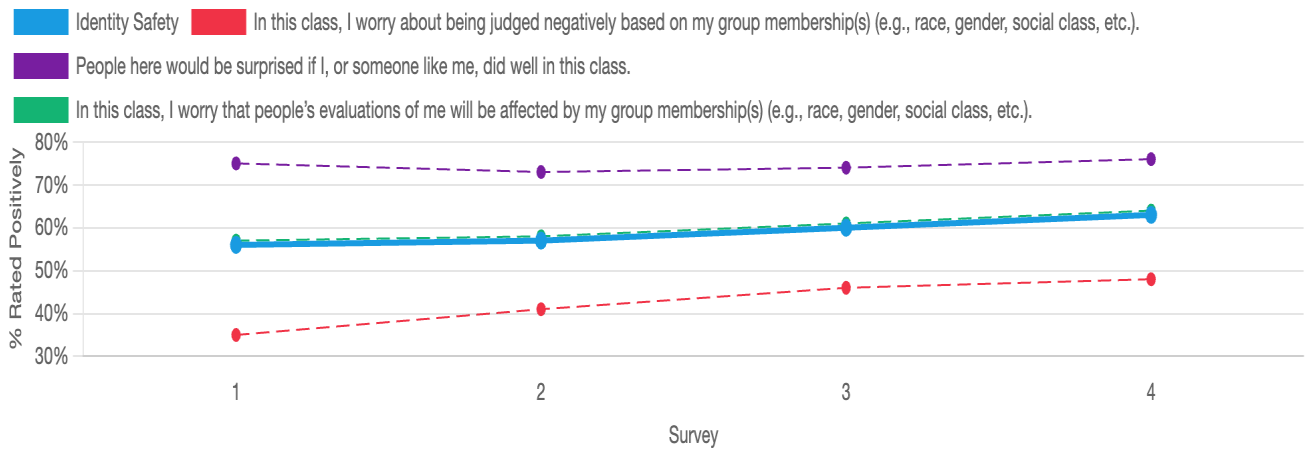
Identity Safety

When a classroom environment encourages a sense of community, fosters mutual support among peers, and affirms students' diverse identities, students are more likely to feel safe, which allows them to fully engage and succeed in school. Learn strategies

+7 points improvement in Identity Safety since starting
Great progress! More of your students are experiencing identity safety.

Identity Safety by Survey

Show | Question Detail



Identity Safety by Subpopulation and/or Question

Disaggregate By ⚠ | Question

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Identity Safety 617 (of 625) responses	All (617)	63%	+7
In this class, I worry about being judged negatively based on my group membership(s) (e.g., race, gender, social class, etc.). 616 (of 625) responses	All (616)	48%	+13
In this class, I worry that people's evaluations of me will be affected by my group membership(s) (e.g., race, gender, social	All (617)	64%	+7

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
class, etc.). 617 (of 625) responses			
People here would be surprised if I, or someone like me, did well in this class. 615 (of 625) responses	All (615)	76% 	+1

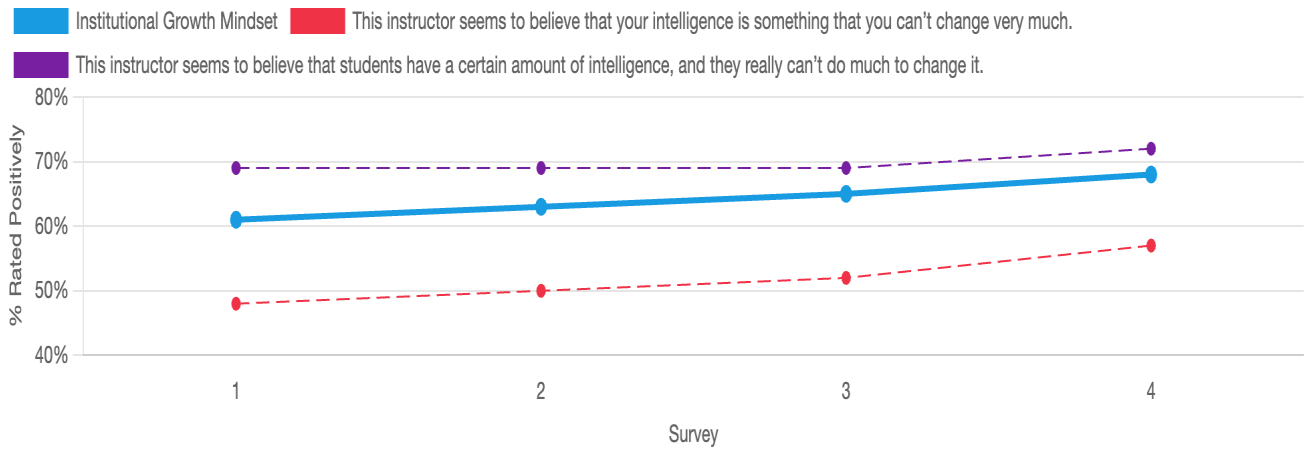
Institutional Growth Mindset

An organizations' philosophies of intelligence—whether organizations believe that intelligence is a fixed trait (institutional fixed mindset), or that it is malleable and expandable by hard work and effort (institutional growth mindset)—shape the organization's members. When instructors, staff, and university leaders convey a growth mindset about intelligence to students, students are found to experience less identity threat and perform better academically. Although students perceive these beliefs, research shows that these perceptions are quite accurate when compared to instructors' self-reported beliefs. Learn strategies

+7 points improvement in Institutional Growth Mindset since starting
Great progress! More of your students are experiencing institutional growth mindset.

Institutional Growth Mindset by Survey

Show | Question Detail



Institutional Growth Mindset by Subpopulation and/or Question

Disaggregate By ⚠ | Question

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Institutional Growth Mindset 622 (of 625) responses	All (622)	68%	+7
This instructor seems to believe that students have a certain amount of intelligence, and they really can't do much to change it. 622 (of 625) responses	All (622)	72%	+3

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
This instructor seems to believe that your intelligence is something that you can't change very much. 622 (of 625) responses	All (622)	57% 	+9

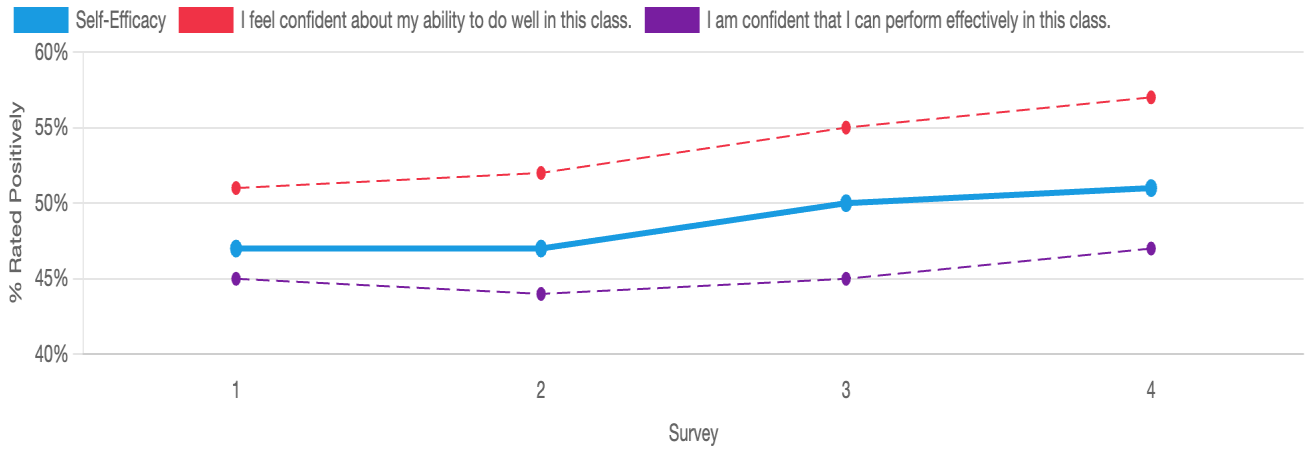
Self-Efficacy

Feeling self-efficacy - which involves having confidence in and estimation of one's abilities - is important for persistence and success in academic fields. Research indicates that students from different groups can have different levels of self-efficacy when it comes to their abilities, and that the experience of identity threat can contribute to low-levels of self-efficacy among students. Learn strategies

+4 points improvement in Self-Efficacy since starting
Keep it up! More of your students are experiencing self-efficacy.

Self-Efficacy by Survey

Show | Question Detail



Self-Efficacy by Subpopulation and/or Question

Disaggregate By ⚠ | Question

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Self-Efficacy 619 (of 625) responses	All (619)	51%	+4
I feel confident about my ability to do well in this class. 618 (of 625) responses	All (618)	57%	+6
I am confident that I can perform effectively in this class.	All (617)	47%	+2

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
617 (of 625) responses			

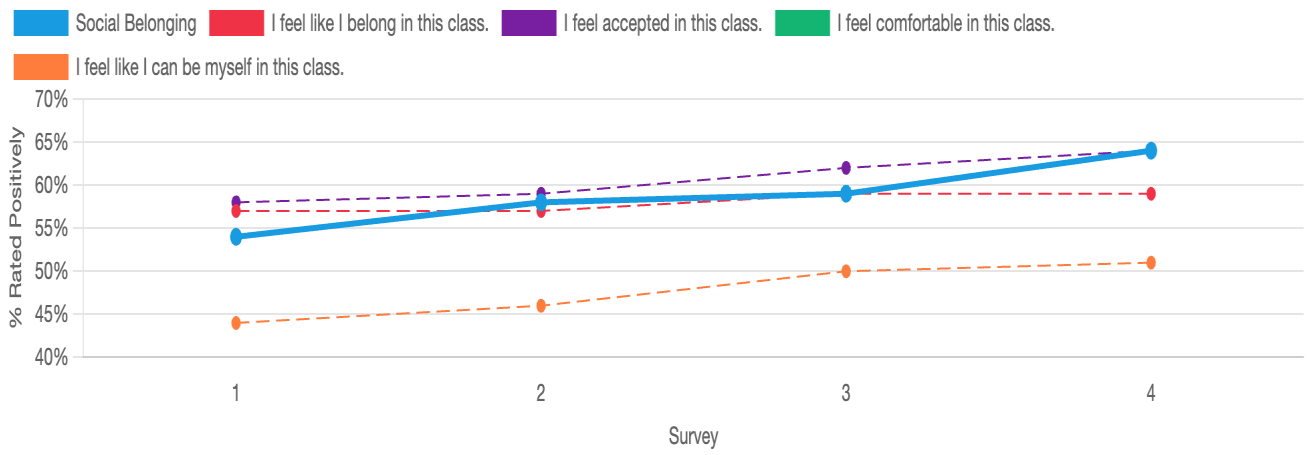
Social Belonging

Interpersonal and situational cues signal to students whether they belong (or not) in a particular context. These cues differ for students, depending on their group membership (e.g., gender, race, first-generation, low-income). While most students experience some uncertainty about whether they belong in college, students from groups that are underrepresented or negatively stereotyped tend to experience higher rates of belonging uncertainty than others. Learn strategies

+10 points improvement in Social Belonging since starting
Great progress! More of your students are experiencing social belonging.

Social Belonging by Survey

Show | Question Detail



Social Belonging by Subpopulation and/or Question

Disaggregate By ⚠ | Question

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Social Belonging 622 (of 625) responses	All (622)	64%	+10
I feel comfortable in this class. 621 (of 625) responses	All (621)	64%	+6
I feel accepted in this class. 0 (of 625) responses	All (0)	64%	+6
I feel like I can be myself in this class.	All (619)		+7

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
619 (of 625) responses		51%	
I feel like I belong in this class. 619 (of 625) responses	All (619)	59%	+2

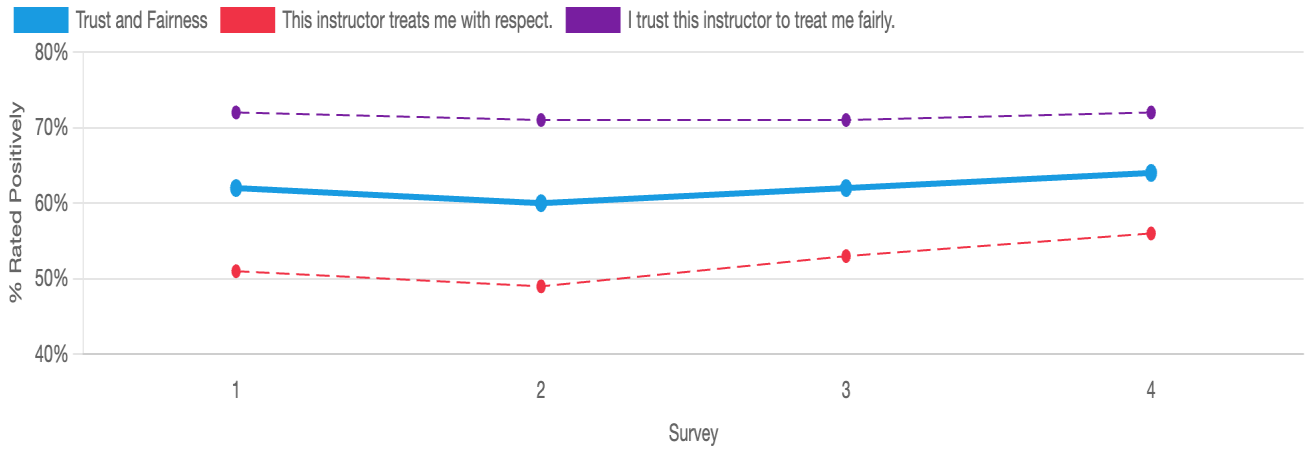
Trust and Fairness

Students from negatively stereotyped or historically underserved groups can question whether faculty and staff may treat them fairly in interactions, grading, and other forms of evaluation. Faculty that communicate and behave in ways that engender trust and a perception of caring can mitigate social identity threat for students from these groups. Learn strategies

+2 points improvement in Trust and Fairness since starting
Keep it up! More of your students are experiencing trust and fairness.

Trust and Fairness by Survey

Show | Question Detail



Trust and Fairness by Subpopulation and/or Question

Disaggregate By ⚠ | Question

Filter by Learning Condition

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY	± FROM FIRST SURVEY
Trust and Fairness 623 (of 625) responses	All (623)	64%	+2
This instructor treats me with respect. 622 (of 625) responses	All (622)	56%	+5
I trust this instructor to treat me fairly. 622 (of 625) responses	All (622)	72%	0

Participation by Subpopulation

VARIABLE	CATEGORY	# OF RESPONSES	% OF RESPONSES
All	All Responses	625	—
Gender	Boy/Man	324	52%
	Girl/Woman	249	40%
	Non-binary/Other	15	2%
	Skipped Gender Question	37	6%
Focal Group	Not Focal Group	625	100%
Race/Ethnicity	American Indian/Alaskan Native	5	1%
	Asian/Asian American	77	12%
	Black/African American	186	30%
	Hispanic/Latino(a)/Latinx	19	3%
	Middle Eastern/North African	35	6%
	Multiracial	2	0%
	White/European American	170	27%
	Other Groups	15	2%
	Skipped Race/Ethnicity Question	116	19%
Basic Needs Security	Insecure	287	46%
	Secure	211	34%
	Skipped Basic Needs Security Question	127	20%

Participation details

Focal Group Summary

No focal groups to display.

This report last updated 7/16 10:42 AM (6 days ago). PERTS checks for fresh data every Monday.