Diversity & Assessment Partnerships: Exploring the Metrics of Student Success

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University of Delaware

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126 A – Convention Center
Session Goals

• Examine examples of effective diversity and assessment partnerships
• Discover ways of building, inclusive and in-tandem, cultures of diversity and assessment
• Explore and identify strategies for developing diversity and assessment partnerships
Contexts of Our Work

- Institution
- Division
- Unit/Department
- Individual
Individual

• Where does assessment and diversity intersect for you? How does it ‘show-up’ in your work?

• What competencies do you need to succeed (to feel confident) about assessment and diversity work?

• What challenges do you face around integrating assessment and diversity?

• Where can you build synergy?
Review of Relevant Scholarship

• Institutions of higher education and society are constantly reporting on negative, exclusionary, and discriminatory experience of campus climate (Rankin & Reason, 2005; Jayakumar & Museus, 2012)

• Growing shift in focus, from climate to culture (Bensimon, 2012; Jayakumar & Museus, 2012)

• “An institutional commitment to assessment - curiosity about learning - will eventually transform institutions into learning communities raising questions about student learning and development” (Maki, 2002, p. 13).

• Assessment, in reality, is a process of inquiry - inquiry that is essential in the efforts to implement cultural change
Jayakumar and Museus (2012) described culture as “values and taken-for-granted assumptions that shape behavior and the delivery of education on campuses that inhibit positive institutional transformation” (p. 6) and shared that “culture...[constitutes] the underlying systems of beliefs” (p. 7).

“A culture of assessment is a set of pervasive actions and behaviors by staff across an organization...that focus on the collection, analysis, and use of data to make decisions regarding the accountability and improvement of programs and services.” (Henning, 2015, pp. 11-12)
Unit & Divisional Questions to Consider

• What is needed to change campus culture?

• Who addresses the problems of underlying beliefs, behaviors, and expectations?

• How are these embedded and, at times, unconscious practices made known and changed?

• However, what does this culture look like at each individual campus?

• Is your campus operating programs and services that stem from an inquiry- and evidence-based model, to change the campus culture for diverse student populations and diversity education?
UD Enrollment
HERI Diverse Learning Environments
National Survey of Student Engagement
Student Diversity & Success Project
University of Delaware (UD) is a predominantly White institution

- 23,774 total students (UG = 18,144; GR = 4,024)
  - Latinx/Hispanic: 7.9%
  - Black/African American: 5.2%
  - Asian American: 5.1%
  - Two or More Races: 3.1%
  - Alaska Native or American Indian, Native Hawaiian, or Pacific Islander: 0.2%
- First Generation: 12.9%
- Pell Grant Recipients: 13.8%
- Low-Income: 8%
- Veterans using benefits: 0.4%

Source: UD Institutional Research & Effectiveness
Background and Context

4,306 First-year students
The largest-ever incoming class
HERI Diverse Learning Environments

- Assess the impact of environments that shape learning, providing information on the intersection of **Campus Climate**, **Institutional Practices** & **Student Learning Outcomes**

- UD full-time respondents: 3,022 (Spring 2016 undergraduate census)

<table>
<thead>
<tr>
<th>Campus Climate</th>
<th>Institutional Practices</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of belonging</td>
<td>Curriculum of inclusion</td>
<td>Habits of mind</td>
</tr>
<tr>
<td>Validation</td>
<td>Co-curricular diversity activities</td>
<td>Integration of learning</td>
</tr>
<tr>
<td>Institutional commitment to diversity</td>
<td>Navigational action</td>
<td>Academic self-concept</td>
</tr>
<tr>
<td>Cross-racial interactions</td>
<td></td>
<td>Pluralistic orientation</td>
</tr>
<tr>
<td>Discrimination and bias</td>
<td></td>
<td>Civic engagement</td>
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<tr>
<td>Harassment</td>
<td></td>
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<tr>
<td>Conversations across difference</td>
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</table>
National Survey on Student Engagement (NSSE)

- Survey capturing first-year and senior students participation in educationally purposeful activities that institutions provide for learning and personal development
- Administered on a three-year cycle at UD
- Most recently administered in Spring 2017
- Total respondents: 1,748
  - FY: 951
  - SR: 797

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning, Reflective &amp; Integrative Learning, Learning Strategies, Quantitative Reasoning</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning, Discussions with Diverse Others</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction, Effective Teaching Practices</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions, Supportive Environment</td>
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</table>
Student Diversity & Success (SDS) Project

• Longitudinal study exploring students’ self-reported knowledge around diversity, college experiences, and self-concept to inform programming, services, and growth along diversity competency
• Partnership between the Division of Student Life and Center for the Study of Diversity (College of Arts and Sciences)
• Administered in Summer 2017 to incoming first-year and transfer students after New Student Orientation
• Incentives -- $300 B&N gift card (1), $100 Amazon gift card (15), $20 Starbucks gift card (20), $20 City of Newark gift card (20), free Duck Donuts coupon (300)
• Follow-up survey in Spring 2018
## SDS Project: Measures

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Pre-College Characteristics and Experiences</th>
<th>Off-Campus Experiences</th>
<th>College Experiences and Perceptions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Gender identity</td>
<td>- High school achievement</td>
<td>- Community engagement</td>
<td>- Academic major</td>
<td>- Retention</td>
</tr>
<tr>
<td>- Sexual identity</td>
<td>- Transfer status</td>
<td>- Employment</td>
<td>- Student-faculty interaction</td>
<td>- Overall GPA</td>
</tr>
<tr>
<td>- Racial and ethnic identity</td>
<td>- First generation status</td>
<td>- Family responsibilities</td>
<td>- Peer interaction</td>
<td>- Academic self-efficacy</td>
</tr>
<tr>
<td>- Religion, spirituality, &amp; worldview</td>
<td>- Financial need</td>
<td></td>
<td>- Quality of effort</td>
<td>- Career readiness &amp; first destination</td>
</tr>
<tr>
<td>- Ability</td>
<td>- Involvement and employment</td>
<td></td>
<td>- Supportiveness of campus</td>
<td>- Diversity engagement</td>
</tr>
<tr>
<td>- Citizenship</td>
<td>- Difficulty with diversity discussions</td>
<td></td>
<td></td>
<td>- Diversity competence</td>
</tr>
<tr>
<td>- Military status</td>
<td>- Diversity expectations</td>
<td></td>
<td></td>
<td>- Sense of belonging</td>
</tr>
<tr>
<td>- Language</td>
<td>- Diversity competence* (pre-test)</td>
<td></td>
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</tr>
</tbody>
</table>

*SDS Project: Measures*
Measures of Student Success

• Traditional Framework
  – Grade Point Average
  – Retention and Persistence
  – Graduation
  – First Destination
  – Career Placement

• Diversity as an Outcome
  – Intrapersonal skills
  – Interpersonal abilities
  – Career Readiness
  – Innovation
  – Civic Engagement
  – Increased compositional diversity (on and off campus)
The Diversity Competence Model:

**Cultural intelligence:**
“It is important to learn about cultures that are different from my own.”

**Diversity Self-Awareness:**
“I understand that others may not hold the same ideas and beliefs that I do.”

**Perspective taking:**
“Often I step back from myself and look at the world through the eyes of others to try to understand their point of view.”

**Personal & Social Responsibility:**
“I believe I have a certain responsibility to society.”

**Knowledge Application:**
“I can use my knowledge/expertise to address my own experience of diversity.”

**Understanding Global Systems:**
“Historical group conflicts still affect group statuses today.”
## Center for the Study of Diversity: DC6

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<tr>
<th>Diversity Self-Awareness</th>
<th>“I understand that others may not hold the same ideas and beliefs that I do.”</th>
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<td>Knowledge Application</td>
<td>“I can use my knowledge/expertise to address my own experience of diversity.”</td>
</tr>
</tbody>
</table>

**Bold** indicates significant differences between URM and White students
## SDS Project: Response Rates

<table>
<thead>
<tr>
<th>Students</th>
<th>Respondents (n)</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>New First-Year</td>
<td>1,299</td>
<td>30.7%</td>
</tr>
<tr>
<td>Transfer</td>
<td>112</td>
<td>27.3%</td>
</tr>
<tr>
<td>Total</td>
<td>1,411</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

*Source: SDS Project, Summer 2017*
# SDS Project: Demographics (First-Year Students)

<table>
<thead>
<tr>
<th>Sex*</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>67%</td>
</tr>
<tr>
<td>Male</td>
<td>33%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender Identity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman or Feminine</td>
<td>65%</td>
</tr>
<tr>
<td>Man or Masculine</td>
<td>33%</td>
</tr>
<tr>
<td>Gender Non-Binary</td>
<td>1%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual Identity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asexual</td>
<td>7%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>5%</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>78%</td>
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<table>
<thead>
<tr>
<th>Race &amp; Ethnicity*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10%</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
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</table>

<table>
<thead>
<tr>
<th>Education*</th>
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<tbody>
<tr>
<td>First-Generation</td>
<td>14%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Religion, Spiritual Practice, or Worldview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnostic</td>
<td>12%</td>
</tr>
<tr>
<td>Atheist</td>
<td>11%</td>
</tr>
<tr>
<td>Christian</td>
<td>52%</td>
</tr>
</tbody>
</table>

Sources: SDS Project, Summer 2017; *UDSIS Official Extract
SDS Project: Expected Perspective Taking Outside of Class (First-Year Students)

- Understand others with different beliefs
- See the world from someone else’s perspective
- Discuss controversial issues
- Challenge others on issues of discrimination
- Make an effort to educate others about social issues
- Question my own beliefs

**Bold** indicates significant differences between URM and White students

Source: SDS Project, Summer 2017
SDS Project: Significant Expected Perspective Taking Results (First-Year Students)

Percentages are for “Very often” and “Often,” combined. T-test (2-tailed), *p < .05, ** p < .01, *** p < .001. Effect Size (ES) calculated using Cohen’s d: .2 - small effect, .5 - medium effect, .8 - large effect (Cohen, 1988).

Source: SDS Project, Summer 2017
SDS Project: Significant Expected Perspective Taking Results (First-Year Students)

- Challenge others on issues of discrimination ***
  - URM: 60%
  - White: 50%
  - ES: .23

- Make an effort to educate others about social issues **
  - URM: 57%
  - White: 50%
  - ES: .19

Percentages are for “Very often” and “Often,” combined. T-test (2-tailed), *p < .05, **p < .01, ***p < .001. Effect Size (ES) calculated using Cohen’s d: .2 - small effect, .5 - medium effect, .8 - large effect (Cohen, 1988).
Themes

• First-Year students are entering UD with a high self-reported sense of diversity competency (exception: understanding global systems)
• First-Year students expect diversity engagement while at UD
• First-Year students expect that UD will be most supportive to them in relation to gender, sex, and race or ethnicity
• First-Year students expect a high frequency of discussions with people different from oneself, mainly by gender, sex, and race or ethnicity
• Yet, First-Year students are less likely take a perspective that may challenge discrimination, social issues, and question their own beliefs
Diversity & Assessment Intersections

● Integration
  ● Diversity into Assessment
  ● Assessment into Diversity

● Trainings
● Implementation & Practice
● Reporting
Diversity & Assessment Intersections

- **Training & Development**
  - Telling Your Story: Analysis and Reporting
  - Inclusive Assessment Practices
  - Reading Groups

- **Survey Questions**
  - Social & Personal Identities
  - Engagement & Involvement
Diversity & Assessment Intersections

- Analyses and Reporting
  - Research and Assessment Groups
  - Individualized & Specialized Reports
  - Connections to DLE & NSSE

- Measures of Student Success
  - (Re)Centering & Moving Beyond GPA, Retention, & Graduation (intermediate outcomes)
  - Diversity Competency
Measures of Student Success

• Traditional Framework
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• Diversity as an Outcome
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  – Interpersonal abilities
  – Career Readiness
  – Innovation
  – Civic Engagement
  – Increased compositional diversity (on and off campus)
Think - Pair - Share

● In the context of building a culture of diversity and assessment, what barriers exist on your campus/ in your unit?

● Where are the existing diversity and assessment partnerships on your campus?

● What competencies are necessary to build diversity and assessment partnerships?
Conclusion

- Create and implement the intersections between diversity and assessment
- Move beyond demographics and composition
- Paradigm shift from climate to culture
- Diversity as an outcome ... and assessment is necessary to understand how and where diversity “shows up” in data
Contact Information

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References


Thank you for joining us today!

Please remember to complete your online evaluation following the conference.

See you in Los Angeles in 2019!