Developing Frameworks for Conducting Assessment with Diversity at the Center

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1

Presentation Goals

- Introduce diversity frameworks
  - Climate
  - Practices
  - Outcomes
- Synthesize racial/ethnic diversity research
- Evaluation of diversity assessments
- Introduction of a new pilot project:
  - Diverse Learning Environments Survey (DLE)

Background

- Advancing progress toward diversity goals, becomes more complex with increasing diversity

- Diversity/climate studies part of evidence-based decision-making, planning/evaluation

- Evidence on the benefits of diversity (e.g. Michigan Study and use of CIRP data)

Key Questions

◆ What are the central findings of diversity research?

◆ How are campuses assessing the racial climate, the efficacy of diversity-oriented practice, and diversity-related outcomes?

Methodology

Critical Literature Review

- Summarize and identify limitations
- Over 80 manuscripts
  - Peer reviewed articles or dissertations
  - Quantitative survey methodology
- Findings addressed diversity:
  - Climate
  - Practices
  - Outcomes

Survey Assessment

- 90+ surveys
- Examine diversity measures
- Phase 1: identify diversity themes
- Phase 2: determine depth and breadth
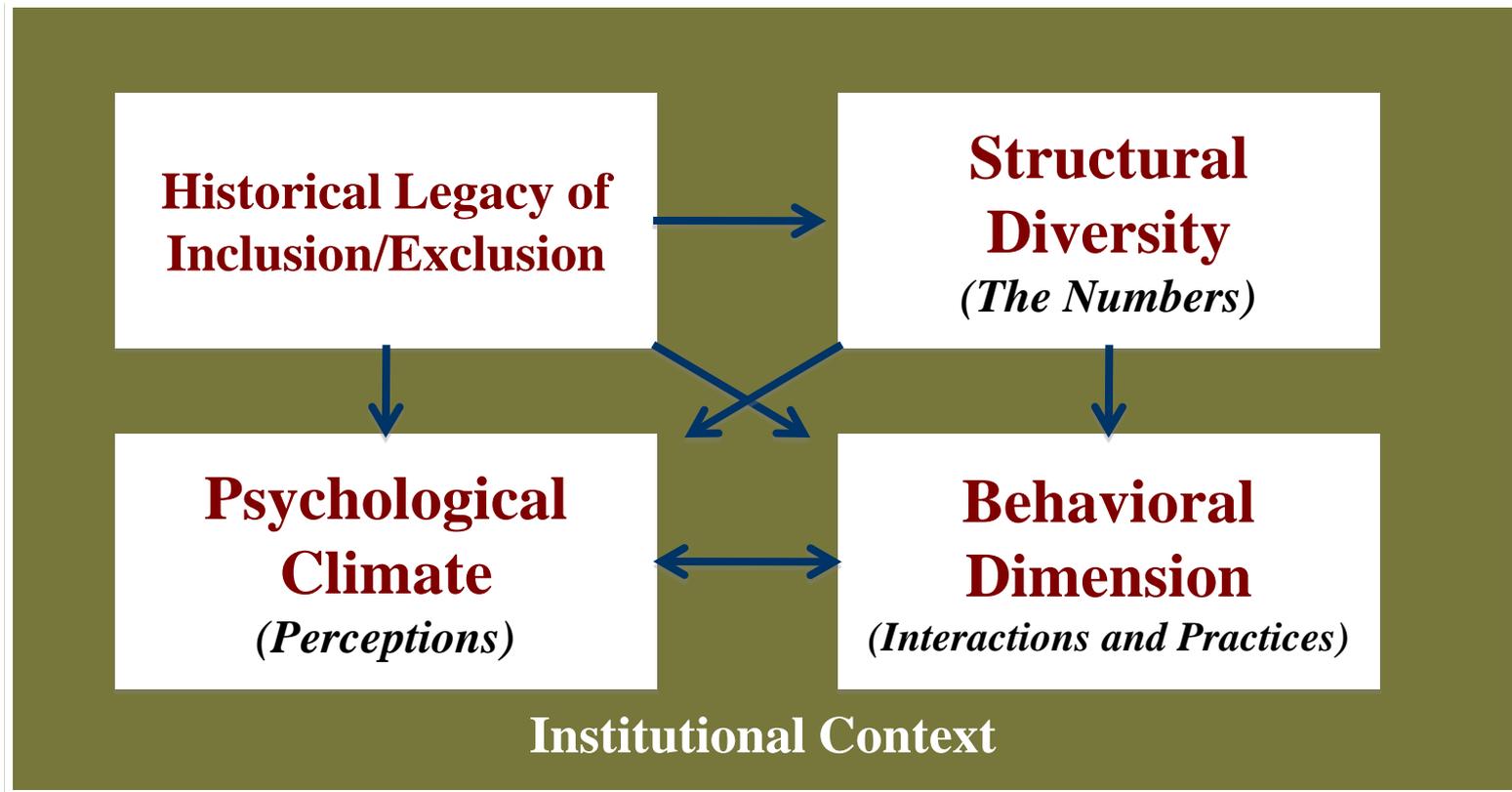
Breakdown of Surveys
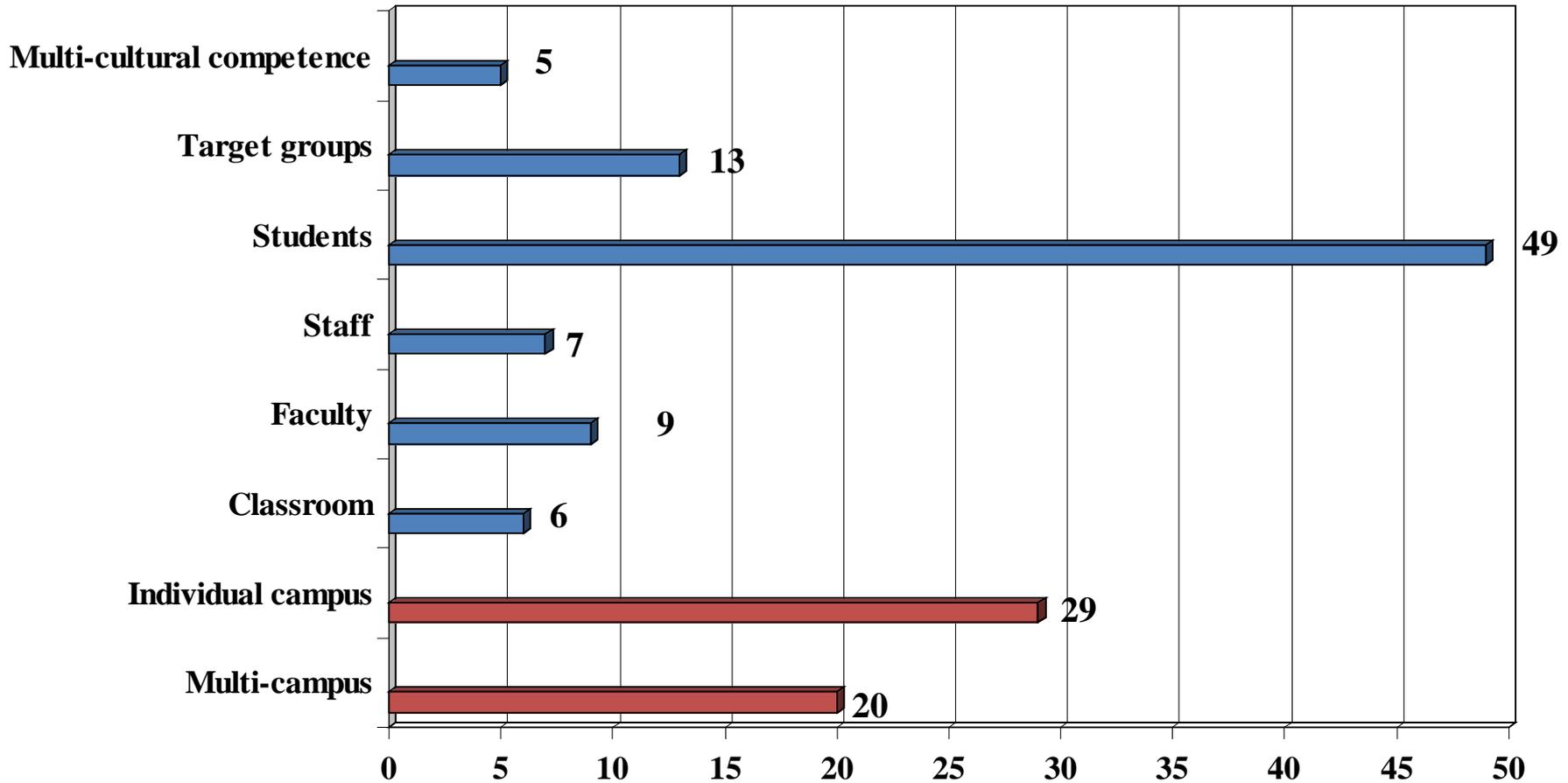
Multi-Campus Surveys

- ACT College Outcomes Survey
- ACT Student Opinions Survey
- Beginning College Survey of Student Engagement
- *Campus Life in America Survey (2004)*
- CIRP Freshman Survey
- CIRP College Senior Survey
- CIRP Your First College Year
- College Student Experiences Questionnaire (CSEQ)
- Community College Survey of Student Engagement
- *EBI Climate Survey*
- Group Attitudes and Experiences on Campus

- National Longitudinal Survey of Freshman First Wave Instrument
- National Study of Student Success in Community Colleges
- National Study of Student Learning
- Noel-Levitz: Institutional Priorities Survey and Satisfaction Survey
- National Study of Student Success in Community Colleges
- National Survey of Student Engagement (NSSE)
- *Preparing Students for a Diverse Democracy (2000)*
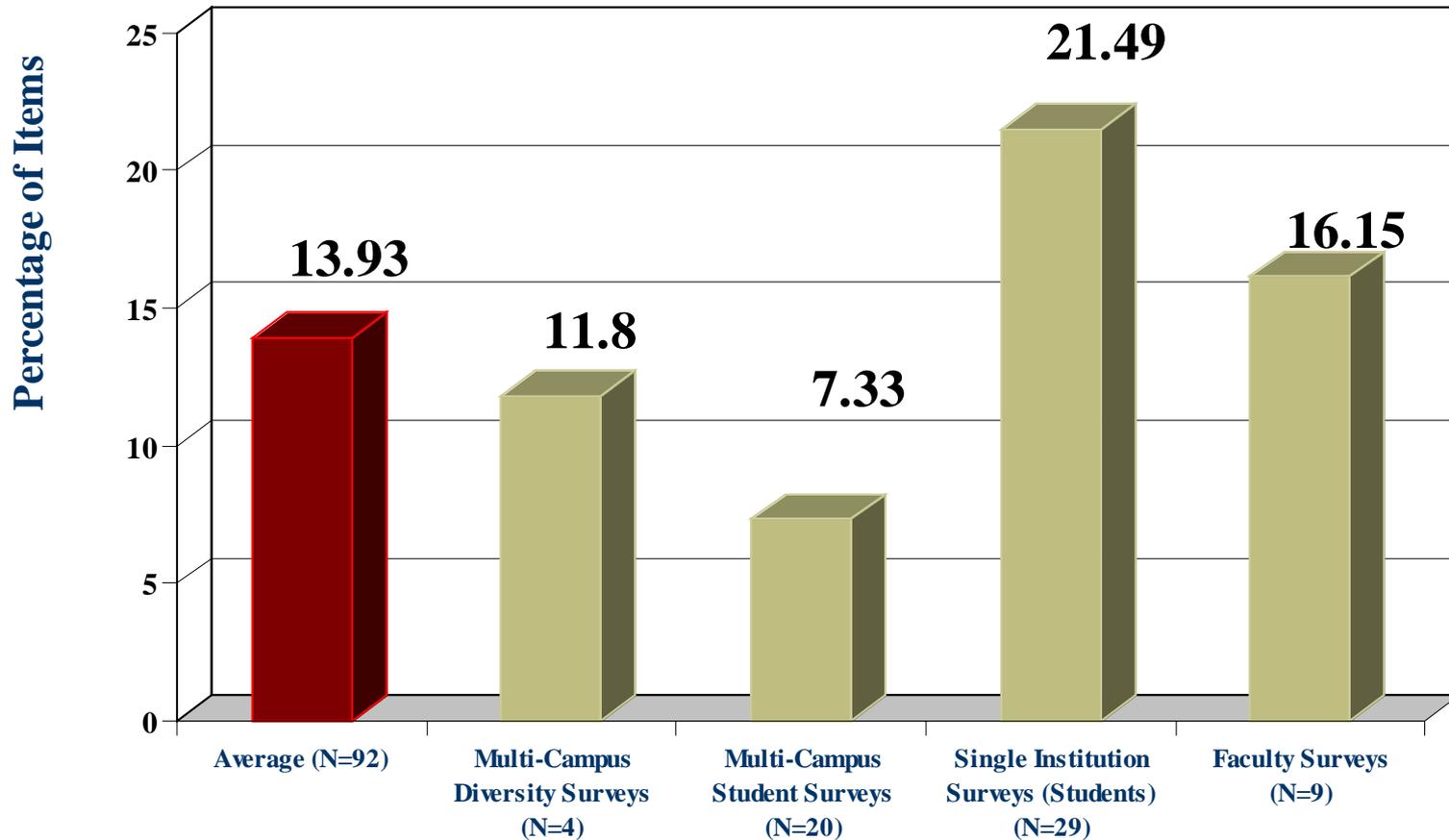- *Preparing Students for a Diverse Democracy (2002)*

Campus Racial Climate

Government/Policy Context

Sociohistorical Context

Historical Legacy of Inclusion/Exclusion

Structural Diversity *(The Numbers)*

Psychological Climate *(Perceptions)*

Behavioral Dimension *(Interactions and Practices)*

Institutional Context

(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)

8

Assessing Campus Racial Climate

Structural Diversity
(The Numbers)

- First step
- Necessary, but not sufficient
- Linked to behavioral climate and outcomes

- Population and representation
- Equity scorecard
- Institutional priorities and commitments

Rate your satisfaction with:
- **The racial/ethnic diversity of the student body**
- **The racial/ethnic diversity of faculty**

(CIRP Your First College Year)

Psychological Climate
(Perceptions)

- Positionality shapes perceptions
- Hostile climate = negative outcomes
- Limited research on Asian, Latina/o, and Native Americans

- Highly represented across surveys
- Same as overall climate?
- Targeted assessments

- Mark the number that best describes the climate of your institution:

	1	2	3	4	5
•	Hostile				Welcoming

(Diverse Learning Environments Survey)

Behavioral Climate
(Interactions and Practices)

- Diverse interactions lead to positive outcomes
- Long term effects

- Frequency *and* quality
- Attention to context
- Benefits of longitudinal design

• **How often have you had serious conversations with students of a different race or ethnicity than your own?** (NSSE, CSEQ, CIRP)

• **To what extent have you had guarded, cautious interactions with students in a racial/ethnic group other than your own?** (CIRP, Your First Year of College Survey, College Senior Survey)

Diversity Related Practices

- **Institutional Strategic Initiatives**
- **Community Outreach**
- **Academic Support**
- **Curriculum**
- **Co-Curricular Activities**
- **"Safe Space" Initiatives**
- **Integrative Learning**

Practices

- Limited literature
- Programs studied:
  - Curriculum
  - Co-curricular Programs
  - Integrative Learning
- Related to positive outcomes

- Limited attention on surveys
- Few longitudinal assessments
- Few multi-campus efforts
- Lack of attention to process

How many of your courses included the following:
- **Readings on racial/ethnic issues**   **(CIRP Faculty Survey)**

Since arriving at this institution, how often have you participated in the following?
- **Ethnic or cultural center activities**
- **Lesbian, gay, transgendered center activities** (Diverse Learning Environments)

Assessing Diversity Practice Measures
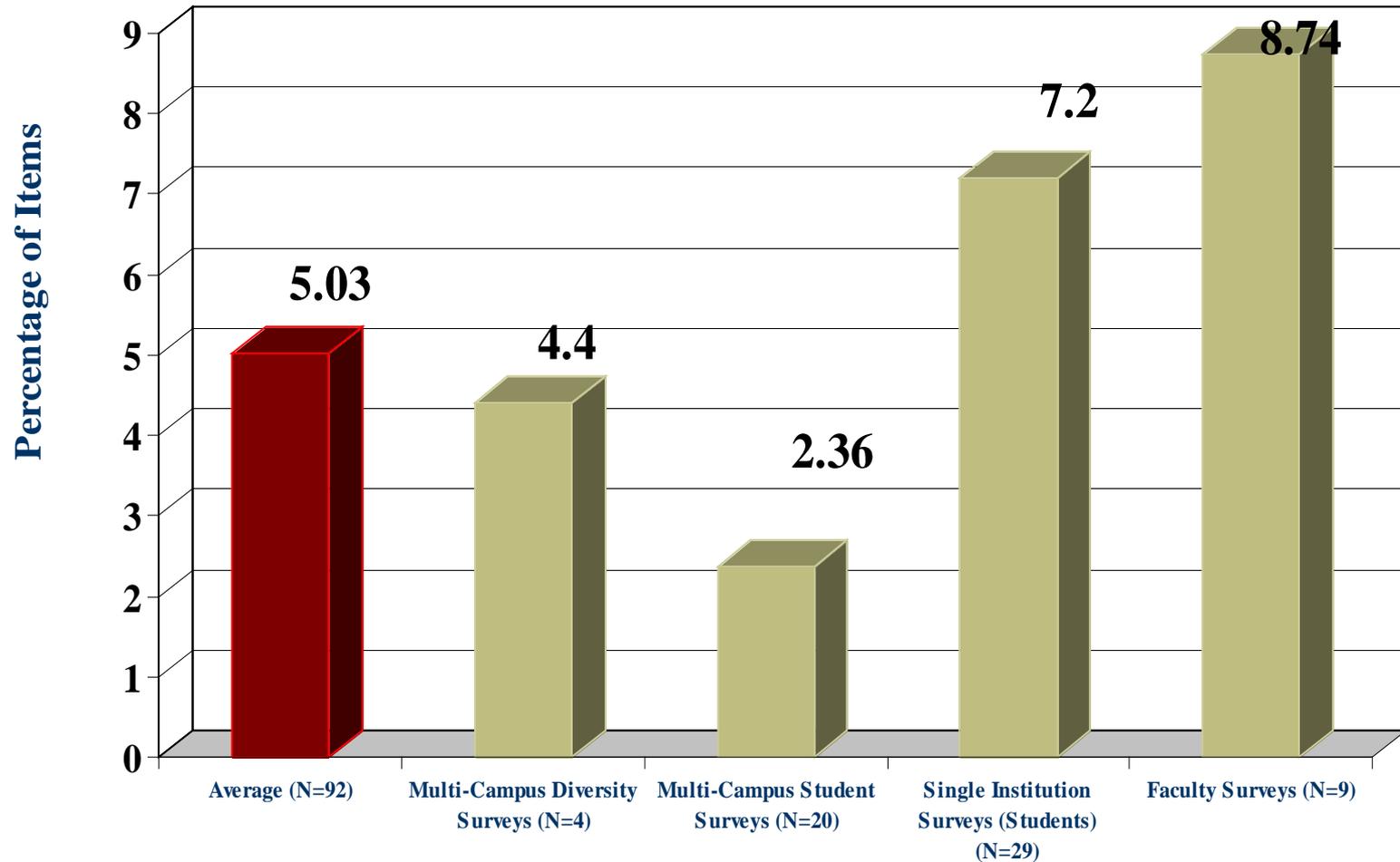
Outcomes

- "Traditional" outcomes
- Citizenship in a multicultural society
  - Emerging construct
- Attitudes as outcomes

Outcomes

Cognitive	Socio-Cognitive	Citizenship in a Multicultural Society	Values and Attitudes
Analytical problem solving	Leadership skills	**Pluralistic orientation***	Civic values
Critical thinking	Cultural awareness	Civic contributions	Commonality of values with different groups
Openness to diversity and challenge	Social identity awareness	Interest in equity and social justice	Tolerance of differences
Attributional complexity*	Self-efficacy for social change	Voting behavior	Attitudes towards different identity groups
Sociohistorical thinking	Perspective taking skills	Political involvement	
Knowledge about different racial/ethnic groups	Reduction of intergroup anxiety	Social action engagement	
	Intellectual and social self confidence	Conceptions of democracy	

- Rate yourself on each of the following traits as compared with the average person your age:

  - Ability to see the world from someone else's perspective

  - Tolerance of others with different beliefs

  - Openness to having my own views challenged

  - Ability to discuss and negotiate controversial issues

  - Ability to work cooperatively with diverse people

(Pluralistic Orientation Scale: Diverse Democracy, 2002; CIRP Your First College Year)

Descriptions: (Very Much Like Me, Not At All Like Me)

- I am interested in understanding how my own thinking works when I make judgments about people

- I think a lot about the influence that society has on my behavior
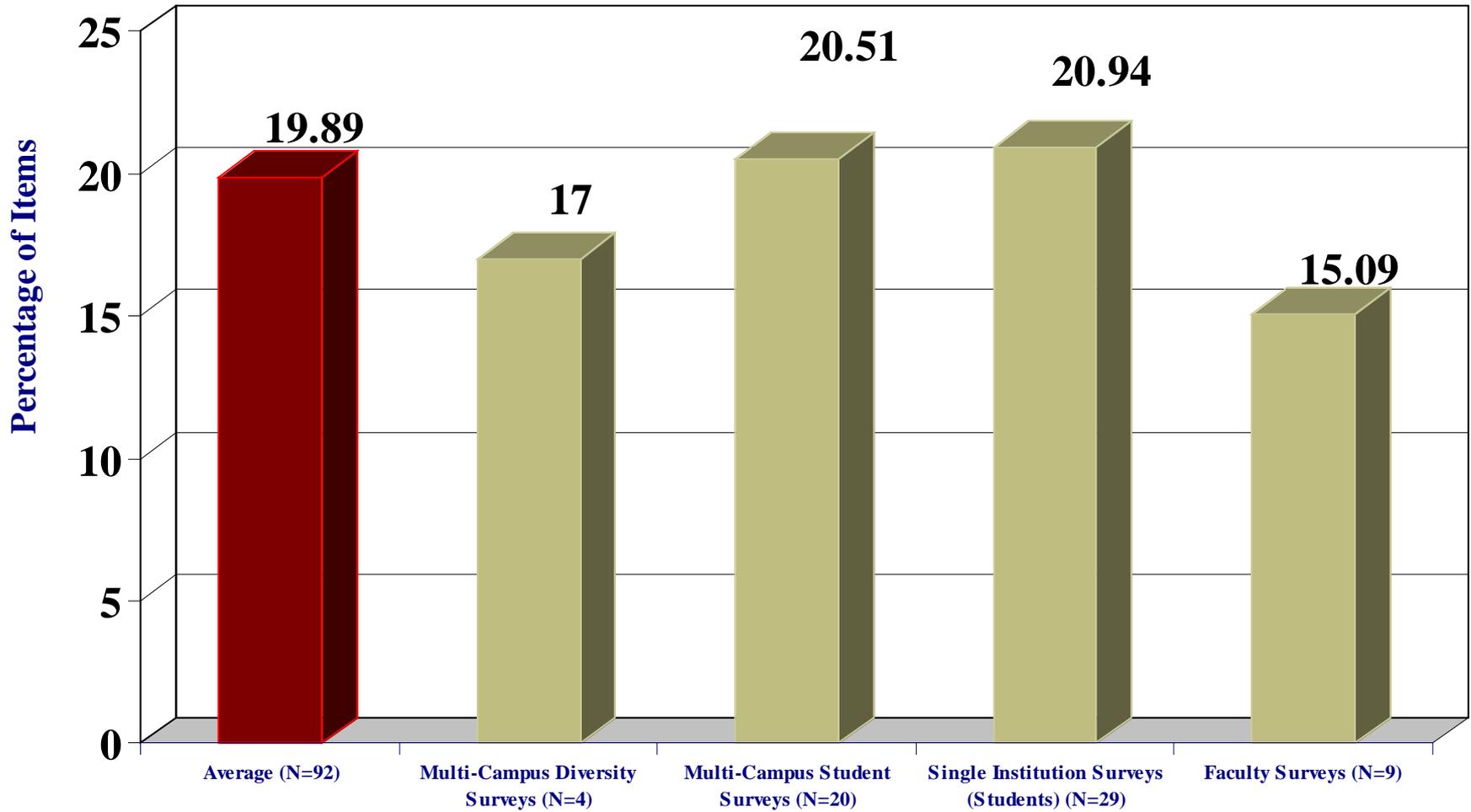
(Attributional Complexity Scale: Diverse Democracy 2002)

Outcomes

- "Traditional" outcomes
- Citizenship in a multicultural society
  - Emerging construct
- Attitudes as outcomes

- Overlap with predispositions
- Attitudes-driven
- Multi-campus surveys
  - Broad assessments
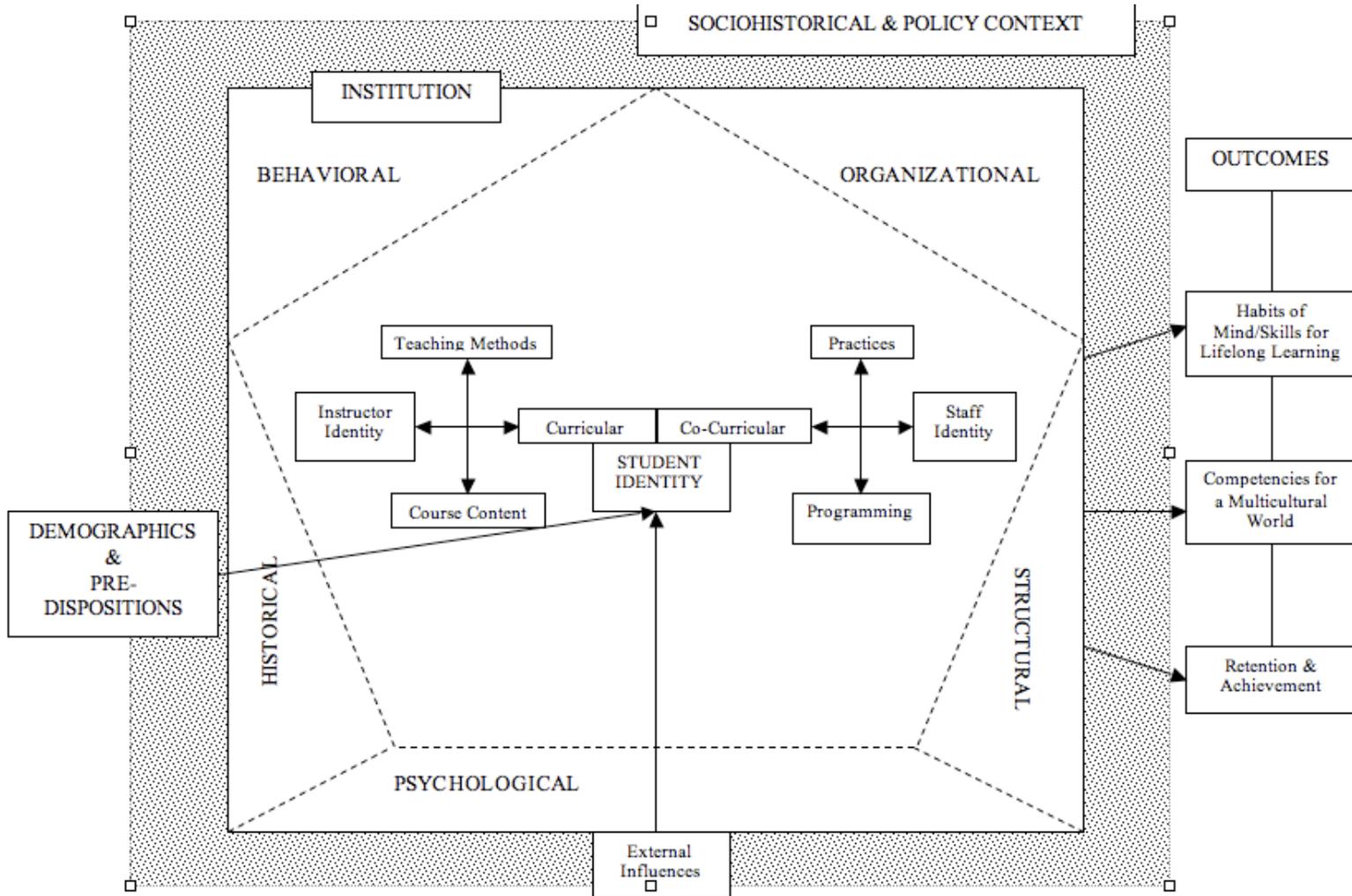 - Student assessments of impact
- Hybrid models

Assessing Outcomes

Moving Towards a New Assessment

- Integrated assessment of climate, diversity practice, and outcomes
- Inclusive of diverse social identities
- Modules targeting specific groups
- Longitudinal
- Widely available, comparison with other institutions engaged in the same goals

DLE Conceptual Map

This model illustrates several multiple levels of context, including the larger policy and socio-historical environment, the institutional context and mirco-environments that include the classroom, co-curricular programs, and communities external to college. All contexts influence the three types of outcomes of interest: skill sets for lifelong learning, competencies for a multicultural society, along with the outcomes of achievement and retention. This conceptual model may help us become more informed about the conditions that are optimal for creating diverse learning environments with equitable student outcomes. [Source: Hurtado et al., 2009. Adapted from Jackson, B.W. (1988) as cited in Marchesani & Adams (1992).]

Modules

- Classroom Climate
- Transition Into Major
- Intergroup Relations
- Community College Students Intending to Transfer
- Students who have Transferred Into a 4-Year Institution

DLE List of Factors

Demographics & Pre-Dispositions	External Impact on Student Experience	Climate	Institutional Practices	Outcomes
• Knowledge of diverse groups • High School GPA • Experiences related to diversity • Form of college admission (freshman or transfer) • Years at Institution • Current Class Standing • Units Completed • Enrollment Status • Religion • Major (current/second) • Financial Status • Degree Aspirations • English Language • Housing • Parental Education • Disabilities • Sex • Transgender • Sexual Orientation • Veteran Status • Citizenship status • Age • Marital Status • Number of Children • Race/ethnicity	• Financial Obligation & Challenges • Work Hrs/Week • Commuting Distance	*Behavioral* • Diverse & Cross-racial Interactions (Behavioral Climate) • Discrimination and harassment experiences (psychological climate) • Home Department/Major Climate • Classroom Climate *Psychological* • Validation (classroom, home department, general) • Sense of Belonging • Overall Perceptions of Climate • Classroom Validation • Social Identity Groups *Structural Diversity* • Satisfaction with structural diversity and campus response	• Co/curricular involvement • Curriculum of Inclusion • Institutional Commitment to Diversity • Academic Support Programs/ Navigation • Disability Services/Support Programs	*Habits of Mind* • Integration of Learning • Habits of Mind for Lifelong Learning *Competencies for a Multicultural World* • Anticipated Involvement in Redressing Inequalities • Pluralistic Orientation • Social Action Engagement • Awareness of Privilege • Civic Values & Commitment *Retention/Achievement* • Academic & Leadership Self-Concept • Navigational Actions • Navigational Tools & Support • Student Mobility • Transfer Preparation • College GPA

Future Directions in Research

- Integrating Diversity with Assessment
  - Diverse Learning Environments Instrument
    - Campus Case Studies with Pilot Institutions Fall/Winter 2009
    - National Launch Date: Fall 2010
  - National Retention Study
  - Institute for Critical Analysis of Quantitative Data
  - Diversity Research Institute

Resources

Publication:

Hurtado, S., Griffin, K.A., Arellano, L., Cuellar, M. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education, Special Issue, 1*(4), 204-221.

For more information please refer to:

Diverse Learning Environments: Assessing and Creating Conditions for Student Success

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