

Plenary Session III

Looking at Institutional Effectiveness: Diversity and the Culture of Evidence

Daryl G. Smith and Sharon Parker; Claremont Graduate University

Smith and Parker suggest believe in trends that occur in multiple contexts. They see urgency for diversity in multiple contexts and ask whether or not progress is being made in addressing the institution-wide issue of diversity. They ask, “How will we know whether we are making progress?”

They feel that assessment is absolutely essential; there is a disconnect between what happens at the university and diversity. They propose that WASC mandate for educational effectiveness in terms of student learning, student preparation, and student success must embed diversity. They reframe educational effectiveness by incorporating diversity in our educational goals and objectives:

1. Are students from different groups succeeding?
2. Are students of different groups being prepared to function in a diverse society?
3. Do we have the institutional capacity to educate successfully?

WASC Standard 4 encourages attention to organizational learning.

Organizational Learning: Purpose

- To be able to address institutional questions through a culture of evidence
- To build the campus capacity to assess and learn from progress
- To provide opportunities to share experiences on campus and between campuses (help each other to ask the right questions).

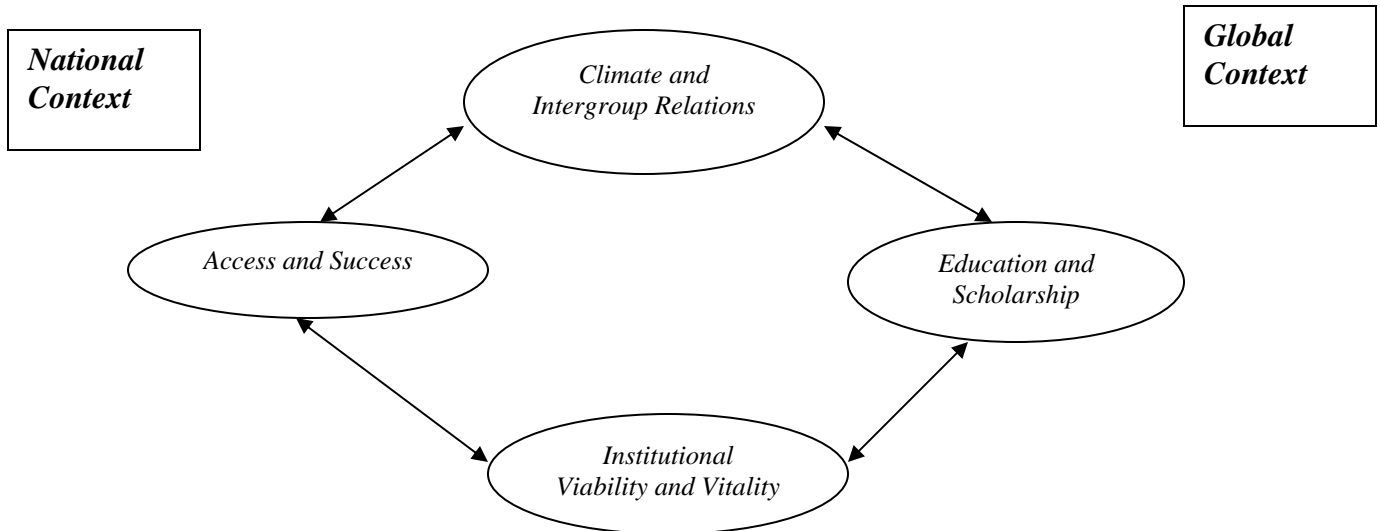
Organizational Learning: Guides

- Institutional Review/Self-Study
- Decision making process
- Program and process review
- Moving from compliance to learning and change.

Recurring Themes in Mission Statements

- Student Success
- Prepare *all* students for participation and leadership in a diverse society.

Dimensions of Diversity



Access and Success

Disaggregated!!

- Undergraduate/ graduate populations by fields and levels
- Success / thriving of students in terms of graduation rates, persistence, and honors
- Transfer among fields, especially Science, Math, Engineering and Technology fields (SMET)
- Pursuit of advanced degrees.

Climate and Intergroup Relations

Disaggregated!!

- Type and quality of interactions among groups
- Perception of institution (climate, commitment, engagement)
- Quality of experiences / engagement on campus.

Education and Scholarship

Disaggregated!!

- Availability:
 - ✓ Presence of diversity related courses
 - ✓ Degree to which courses are offered / selected
- Experience: Course taking patterns of students
- Learning: Quantity and substance of student learning.

Learning Assessment Tools

Disaggregated!!

- Student perceptions of learning outcomes
- Portfolios, including e-portfolios
- Transcript analysis
- Engagement levels (NSSE)

Faculty Capacity

- Level of faculty expertise on diversity-related issues
- Level and diversity of faculty / staff

Institutional Viability and Vitality

Disaggregated!!

- Institutional history on diversity, issues and incidents
- Institutional strategies and dedicated resources
- Diversity of faculty and staff (categorized by new TT/PT)
- Progress over time
- Perceptions of access, equity and inclusiveness
- Perceptions of commitment to diversity
- Public perceptions of institution
- Centrality of diversity in mission statement and planning processes.

Challenges

- Using institutional data to inform progress
- Interrupting the usual
- Maintaining link between campus diversity efforts and institutional goals
- Politics of evidence (hesitancy to share information; may raise difficult questions)
- Taking time for reflection and self-learning (all of us are busy with many responsibilities)
- Keeping campus constituencies informed
- Sustainability.

Keys to Institutional Effectiveness

- Reflect on educational effectiveness from the perspective of diverse constituencies
- Engage diversity as strategic part of institutional efforts toward improving quality and effectiveness for all
- Focus attention on evaluating the effect of diversity work on the institution.