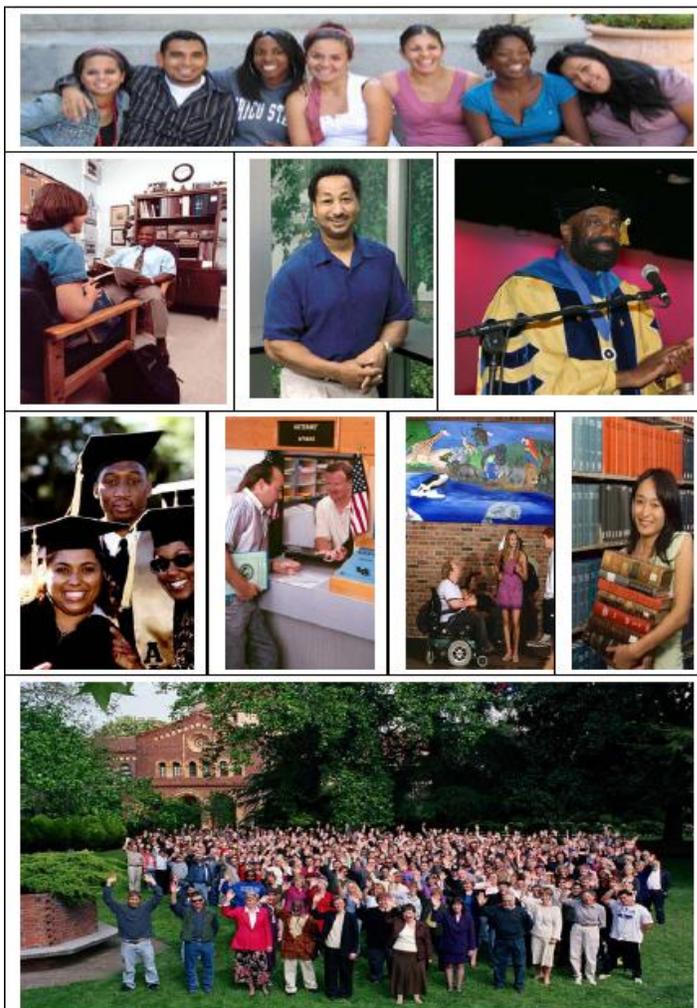


To Form a More Inclusive Learning Community

The CSU, Chico 2011 – 2016 Diversity Action Plan



THE DIVERSITY SCORECARD COMMITTEE

December 2010



“Diversity is dynamic and ubiquitous and encompasses the richness of differences among people. Our understanding of diversity continues to unfold as we learn and grow in our efforts to form a more inclusive community. It extends beyond traditional considerations—such as those based on ability, age, culture, disability, race/ethnicity, gender identity and expression, sexuality, regional and national origin, political affiliation, religion and socio-economic background – to include the intellectual diversity that is a hallmark of a great university. We actively and intentionally engage with this diversity to increase our awareness, knowledge, and appreciation of the ways in which we interact and to achieve the benefits of inclusive excellence for all our community members as we pursue pluralism and unity.”

Table of Contents

Acknowledgments

Message from the President

Framework for Forming a More Inclusive Community

Priority 1: Increase university access for underrepresented student groups; especially from our service region

Priority 2: Improve the success of students from underrepresented populations

Priority 3: Ensure that all curricular and co-curricular programs foster diversity competencies and engagement

Priority 4: Engage and support faculty, staff and student scholarship, creativity and research on diversity

Priority 5: Develop a shared understanding of ‘inclusive community’

Priority 6: Develop, implement and assess policies, programs and activities that create and sustain a more inclusive campus climate

Priority 7: Increase diversity in faculty, staff and administration at all levels of the University

Priority 8: Design and implement a system of accountability and recognition for increasing campus diversity and forming a more inclusive learning environment

Appendices

A: CSU, Chico Diversity Hallmarks Timeline

B: Statement of Understandings

C: Research on Diversity

Acknowledgments

The development of this Diversity Action Plan would not have been possible without the leadership provided by President Paul J. Zingg, Provost and Vice President for Academic Affairs Sandra M. Flake and Vice President for Student Affairs Drew Calandrella and the efforts of many members of the California State University, Chico campus community.

The aspiration to become a more inclusive learning and service community has been a long standing tradition at Chico State. Hence, a large number of individuals have contributed over the years to the effort of integrating diversity and institutional excellence. In the current effort, members of Chico's Diversity Scorecard Committee have expanded upon these earlier engagements with this core value.

Allen, William R.	Director, Office of Institutional Research
Bass, Victoria	Admissions Coordinator, Educational Opportunity Program
Bee, Allan C.	Director, Admissions Office
Bryan, Maurice L.	Interim Director, Office of Staff Resources Management
Butts, Tracy	Director, Center for Multicultural and Gender Studies
Hutchinson, Gayle E.	Dean, College of Behavioral and Social Sciences
Parsons, Sandy K.	Director, Disability Support Services
Patterson, Chela M.	Director, Educational Opportunity Program
Rethans, Arno J.	Senior Vice Provost, Academic Affairs
Rodriguez, Aaron	Commissioner of Multicultural Affairs, Associated Students
Robinson, Tray	Director, Office of Diversity
Trechter, Sara A.	Associate Dean, Office of Graduate Studies
Torrence, Walter	Student Para-Professional, Cross Cultural Leadership Center

Message from the President

At the beginning of my presidency at Chico State, I set out to engage the campus in the important work of increasing both awareness and respect for the diversity of our community. I noted then, and I continue to believe even more strongly now, that diversity – social, cultural, intellectual – is an essential element and value in our quest for excellence and the fulfillment of our mission. As I have often said, diversity is not just an idea to express, but a community to form. It is at the heart of what it means to be an American public university in the 21st century.

The strong diversity-related programs and initiatives, particularly those developed at the University in recent years, earned commendation by the Senior Commission of the Western Association of Schools and Colleges during our re-accreditation process in 2009. Describing our commitment and efforts as “impressive,” WASC, nevertheless, challenged us to be even more the exemplary institution we can be in these regards. Specifically, WASC recommended that our diversity efforts become more “intentional and strategic” in order to realize their full promise.

Accordingly, I commissioned the development of this plan in order to help the campus realize more fully the goal of being a vibrant, effective, and inclusive teaching and learning community. To that end, I asked a group already in place – the Diversity Scorecard Committee – to present a plan aimed at building greater institutional capacity in diversity planning, implementation, and reporting.

This document is the result of their efforts. But more than the thoughts of a select group of our colleagues, it is the product of dozens of formal presentations and innumerable other conversations on our campus. This feedback was actively solicited and it is incorporated in the plan. This input has added currency, consensus and conviction to the plan and provided a foundation for confidence in its success.

The Diversity Action Plan is a plan for success. It will strengthen our institutional narrative as a place where “inclusive excellence” is not just a slogan, but a tangible expression of our mission. It will bring into sharper focus our values and goals, our history and hopes. And, most assuredly, it will affirm the University’s role to expand our view of the world and our capacity to improve it.

We have hard work ahead of us in order to realize the ambitious goals of this plan within its five-year timeframe. But we would not be positioned to do so without the deep institutional and individual commitments to its agenda on our campus that underscore it. We should always be motivated by an achievable and compelling vision. And, more than anything, that’s what this plan represents.

Paul J. Zingg

January, 2011

Framework for Forming a More Inclusive Community

Fostering diversity is a core value of the CSU, Chico mission. The ‘Values’ section of its ***Strategic Plan for the Future*** includes the statement: “... we pursue diversity not just as an idea to embrace, but as a community to form.” This value combined with the values of commitment to academic excellence; the promotion of active learning, curiosity, and service engagement; and the celebration of a distinctive institutional culture, makes diversity a key component of Chico’s comprehensive strategy for achieving institutional excellence. “Making excellence inclusive” is at the heart of our institutional vitality and viability.

Efforts needed to make excellence inclusive clearly draw on the diversity of the campus population and extend beyond. To guide such efforts, CSU, Chico adopted its own version of the Diversity Scorecard promoted by the James Irvine Foundation Campus Diversity Initiative (CDI). The Diversity Scorecard Framework has become the mechanism for managing a comprehensive plan to achieve diversity and educational excellence goals and to place these goals at the center of institutional and divisional planning and action.

The framework depicts four dimensions of campus diversity— access and success, education and scholarship, intergroup relations and campus climate, institutional vitality and viability. *Access and Success*¹ examines the extent to which student populations (disaggregated) gain access to campus programs and resources and become successful—broadly defined in terms of learning, persistence, graduation, and satisfaction. It is particularly concerned with inclusion and academic success as well as personal achievement of underrepresented groups. *Education and Scholarship* addresses diversity from the perspective of the educational and scholarly roles of the University. It includes availability of curricula with a significant diversity component, diversity course-taking patterns, student outcomes related to diversity as well as faculty engagement with diversity issues. *Intergroup and campus climate* focuses on the type and quality of the interaction among students, faculty, and staff as well as individual and group perceptions of the campus commitment to diversity. *Institutional vitality and viability* characterizes the campus capacity and willingness to plan, implement, and evaluate comprehensive diversity work, including the human intellectual, physical, and fiscal resources to support such work.

¹ These definitions are adapted from a number of sources, especially from Daryl G. Smith et. al., *A Diversity Research Agenda*, Association of American Colleges and Universities, Washington, D.C., 2000, pp. 5-7.



Increase university access for underrepresented student groups; especially from our service region

In alliance with CSU, Chico Strategic Priorities 1 & 4, we will recruit, enroll, support, and graduate a diverse and high-quality student population. Our efforts underscore that access and equity in higher education are keys to a knowledge-based economy, a sound social fabric, and an engaged democracy.

Task 1.1: Develop and implement a multi-year student recruitment plan that increases the diversity of both undergraduate and graduate student populations

Measure: Disseminate recruitment plans that include specific strategies for all underrepresented student populations.

Assigned to: Enrollment Management; Office of Graduate Studies; University Advancement

Timeline: June 2011; Annual plans completed by current annual deadline with quarterly progress reports

Task 1.2: Enroll freshman and transfer classes that are more reflective of California demographics

Measure: Improvement in reflection of demography of the State of California

Assigned to: Enrollment Management; Office of Graduate Studies

Timeline: Annual Reporting 2011-2016

Task 1.3: Continue progress toward achieving the designation of 'Hispanic Serving Institution'

Measure: Annual Change in Percent Latino/Latina Students

Assigned to: Enrollment Management; Student Affairs

Timeline: Annual progress reports beginning Fall 2011

Task 1.4: Orient / advise new students toward success

Measure: First-Year Retention Rates

Assigned to: Academic Affairs; Student Affairs

2

Improve the success of students from underrepresented populations in terms of learning, engagement, persistence, and graduation

In alliance with CSU, Chico Strategic Priority 1 and the CSU Graduation Initiative, we hereby rededicate ourselves to creating the conditions for student learning and student success. We are committed to halving existing achievement gaps within the next ten years.

Task 2.1: Improve retention and progress-to-degree rates of underrepresented student populations

Measure: Improvement in retention and progress-to-degree rates; reduce 'road blocks' to student progress

Assigned to: Academic Affairs; Student Affairs

Timeline: August 2011-2016

Task 2.2: Improve six-year graduation rates of underrepresented student populations

Measure: Improvement in graduation rates as per CSU Graduation Initiative

Assigned to: Academic Affairs; Student Affairs

Timeline: August 2011-2016

Task 2.3: Reduce the existing achievement gaps between underrepresented and non-underrepresented students

Measure: Reduction in gaps in learning, engagement, persistence and graduation rates

Assigned to: Academic Affairs; Student Affairs

Timeline: August 2011-2016

Task 2.4: Develop a comprehensive, longitudinal, web-based student monitoring system

Measure: Individual student status / performance dashboards available to advisors

Assigned to: Student Information System Team

Timeline: Multi-year Plan starting Fall 2011



Ensure that curricular and co-curricular programs foster diversity competencies and engagement

In alliance with CSU, Chico Strategic Priority 1, we will engage our students in the richness and diversity of American and world cultures both inside and outside of the classroom. Anchored in a strong commitment to educational excellence, we renew our commitment to active engagement with diverse communities and real-world challenges.

Task 3.1: Integrate diversity and multiculturalism into courses and other educational offerings

Measure: Diversity-related student learning outcomes in GE- and Major Programs; Number and frequency of diversity-related course offerings

Assigned to: Educational Policies and Programs Committee; General Education Advisory Committee; Academic Assessment Council; College Deans

Timeline: Annual Reports to the Academic Senate, May 2011-2016

Task 3.2: Integrate diversity and multiculturalism into co-curricular activities

Measure: Diversity-related student learning outcomes in co-curricular activities

Assigned to: Academic Affairs; Business and Finance; Student Affairs

Timeline: Annual Reports to the Chief Diversity Officer, May 2011-2016

Task 3.3: Sponsor workshops to foster diversity competencies in educational offerings

Measure: Number of workshops; Number of participants; Satisfaction measures

Assigned to: Office of Diversity; Center for Excellence in Learning and Teaching; Divisional units

Timeline: Fall 2011; Annual Reports to Chief Diversity Officer

Task 3.4: Recognize 'best practice' and 'best outcomes' in enhancement of inclusive, excellent learning communities

Measure: Annual Award Presentation

Assigned to: Provost and Vice President for Academic Affairs; Vice President for Student Affairs

Timeline: May 2011-2016

4

Engage and support faculty, staff and student scholarship, creativity, and research on diversity

In alliance with CSU, Chico Strategic Priority 2, we encourage and support different forms of scholarship and creativity including the scholarship of diversity. We engage our students directly in such activities and celebrate the achievement of excellence.

Task 4.1: Conduct University-wide colloquia on faculty, staff and student research on diversity-related subject matter

Measure: Number of workshops / seminars conducted

Assigned to: Center for Excellence in Learning and Teaching; Center for Multicultural and Gender Studies; Vice Provost for Research

Timeline: Annual Reports 2011-2016

Task 4.2: Award support for faculty, staff and students conducting research on issues related to diversity

Measure: Number of grants awarded

Assigned to: Vice President for Academic Affairs; Office of the President; Research Foundation; University Foundation; University Advancement

Timeline: Grants Awarded in spring of each year

Task 4.3: Establish University-wide awards for outstanding diversity-related research, teaching and service

Measure: Number of candidates; Number of awards

Assigned to: Office of the President; University Advancement

Timeline: AY 2011-2016

Task 4.4: Create a 'Scholar in Residence' Program encouraging interdisciplinary and cross cultural lines of research that focuses on scholarship in diversity-related topics

Measure: Number of Scholars in Residence; Annual total Time in Residence

Assigned to: Office of the President; University Advancement

Timeline: Fall 2011; Annual Reports

5

Develop and realize a shared understanding of 'inclusive community'

In alliance with CSU, Chico Vision and Mission Statements, we are committed to creating a welcoming and inclusive campus climate for all. We aspire to achieve the hallmarks of an inclusive community—a connected sense of purpose, shared values, and a common humanity—through reason, respect, civility and openness of expression.

Task 5.1: Foster a shared understanding of diversity as a process toward a high quality learning environment

Measure: Number of Programs; Participants; Satisfaction and Effectiveness Measures

Assigned to: President and Cabinet

Timeline: Fall 2011; Annual Reports

Task 5.2: Engage local and regional organizations in a shared commitment to fulfill the promise of a more just and democratic society

Measure: Number and scope of partnerships

Assigned to: Chief Diversity Officer and President's Diversity Council; Office of Diversity

Timeline: Annual Reports 2011-2016

Task 5.3: Use multiple communication formats to share information on diversity support, efforts and accomplishments

Measure: Web-analytics; content analysis of communications

Assigned to: President and Cabinet; President's Diversity Council; Public Affairs & Publications

Timeline: Annual Reports 2011-2016

8

Implement a comprehensive system of accountability and recognition for increasing campus diversity and forming a more inclusive learning community

In alliance with CSU, Chico Strategic Priority 5, we will monitor our progress and hold ourselves accountable for realizing the campus vision of a vibrant, inclusive learning community and for maintaining our pledge as an institution of excellence.

Task 8.4: Develop an information infrastructure for performance measurement and reporting

Measure: Utilization analytics on web-based diversity data and evidence reporting systems

Assigned to: Chief Diversity Officer and President's Diversity Council

Timeline: January 1, 2011 - 2016

Task 8.5: Deliver the CSU, Chico State of Diversity Address and widely distribute the Annual Presidential Diversity Report

Measure: Annual delivery and dissemination

Assigned to: President

Timeline: September 1, 2011 - 2016

Task 8.6: Marshal and align resources to accomplish the 2011-2016 Diversity Action Plan priorities

Measure: General Fund and Non-General Fund Sources and Uses Statement

Assigned to: Office of the President; VP University Advancement; Chief Diversity Officer

Timeline: January 1, 2011 - 2016

Appendices

Appendix A: CSU, Chico Diversity Hallmarks Timeline

Appendix B: Statement of Understandings

Appendix C: Research on Diversity

Appendix A: CSU, Chico Diversity Hallmarks Timeline

All events and activities listed below were open to the entire campus community

CSU CHICO DIVERSITY HALLMARKS TIMELINE	
1966	
<ul style="list-style-type: none"> <i>The first of three Upward Bound projects, which generates skills and motivation necessary for success in education beyond high school among low-income and potential first-generation college students, is funded by the U.S. Department of Education.</i> 	
1969	
<ul style="list-style-type: none"> <i>Educational Opportunity Program (EOP), designed to improve the access and retention of low-income and first-generation college students, begins to admit students.</i> <i>Movimiento Estudiantil Chicano de Aztlan (MEChA) is formed.</i> <i>Black Studies program is established.</i> 	
Early 1970's	
<ul style="list-style-type: none"> <i>Office of Veteran's Affairs opens (although veterans have been receiving benefits and other services since the 1940's).</i> <i>AS Children's Center, providing low-cost quality child care and development services to the children of students opens.</i> 	
1971	
<ul style="list-style-type: none"> <i>Associated Students Women's Center opens.</i> 	
1972	
<ul style="list-style-type: none"> <i>Black, MEChA, and Indian Houses (eventually became the Multicultural Center) are created.</i> <i>Jane Dolan elected first female student body president.</i> 	
1975	
<ul style="list-style-type: none"> <i>Ethnic & Women's Studies program (now Multicultural & Gender Studies) is established.</i> <i>Gay People's Union (now Pride/Safe Zone) receives campus recognition.</i> 	
1978	
<ul style="list-style-type: none"> <i>The first annual Latino Graduation Celebration is held</i> 	
1979	
<ul style="list-style-type: none"> <i>Pan African Union (PAU) is formed.</i> <i>Associated Students sponsors first International Festival.</i> 	
1981	
<ul style="list-style-type: none"> <i>Kappa Psi Chapter of Kappa Alpha Psi Fraternity, Inc., first predominantly African-</i> 	

CSU CHICO DIVERSITY HALLMARKS TIMELINE

<p><i>American fraternity on campus, is founded.</i></p> <ul style="list-style-type: none"> • <i>Disabled Student Services (now Disability Support Services) opens.</i>
1983
<ul style="list-style-type: none"> • <i>Beginning of the Program for Advancement of Computer Scientists and Engineers (PACE) which then became Minority Engineering Program, currently MESA.</i>
1984
<ul style="list-style-type: none"> • <i>Latinos in Technical Careers (LTC) is established.</i>
1986
<ul style="list-style-type: none"> • <i>Lambda Theta Nu Sorority, Inc., first predominantly Latina sorority on campus, is founded.</i> • <i>Delta Sigma Theta, first predominantly African American sorority on campus, is founded.</i> • <i>National Society of Black Engineers (NSBE) is established.</i>
1987
<ul style="list-style-type: none"> • <i>Gamma Zeta Alpha Fraternity, Inc., first predominantly Latino fraternity on campus, is founded.</i>
1990
<ul style="list-style-type: none"> • <i>Educational Talent Search, designed to assist area low-income and first-generation students in grades 6-12 to prepare for their future, is funded by the U.S. Department of Education.</i> • <i>Epsilon Sigma Rho Multicultural Fraternity, Inc. – Gamma Chapter, first multicultural fraternity on campus, is founded.</i>
1991
<ul style="list-style-type: none"> • <i>Craig DeLuz elected first African-American student body president.</i> • <i>The first annual Black Commencement Celebration is held.</i>
1992
<ul style="list-style-type: none"> • <i>Executive Memorandum 92-016, Educational Equity Policy Statement, is approved by President Robin Wilson.</i>
1994
<ul style="list-style-type: none"> • <i>Oscar DeLaTorre elected first Latino student body president.</i> • <i>Hmong Student Association is established on campus.</i>
1997
<ul style="list-style-type: none"> • <i>“Conversations on Diversity” was established.</i>
1998
<ul style="list-style-type: none"> • <i>The Business Resource Center (BRC), a learning community with the mission of recruiting and retaining a diverse student population with personal leadership skills and a strong sense of social responsibility, is established by the College of Business.</i>

CSU CHICO DIVERSITY HALLMARKS TIMELINE

1999
<ul style="list-style-type: none"> • <i>Building Bridges, campus-wide committee of faculty and staff, forms to reject intolerance, promote mutual respect, and celebrate diversity.</i> • <i>More than 170 faculty and staff joined Safe Zone, a national campus-based effort to reduce discrimination and hostility toward gay, lesbian, bisexual and transgender people.</i>
2001
<ul style="list-style-type: none"> • <i>Student Support Services, which provides academic and social support to low-income, first-generation college students, and students with disabilities, is funded by the U.S. Department of Education.</i>
2004
<ul style="list-style-type: none"> • <i>Provost creates Strategic Enrollment Committee.</i> • <i>Senate Task Force on Faculty/Staff Minority Recruitment and Retention.</i>
2005
<ul style="list-style-type: none"> • <i>Equity Scorecard Committee (now Diversity Scorecard Committee) established.</i> • <i>Tray Robinson named Coordinator of Diversity Efforts.</i> • <i>University signs Memo of Understanding with the Mechoopda tribe regarding construction protocol for unanticipated discoveries.</i>
2006
<ul style="list-style-type: none"> • <i>First African-American Excellence and Success Retreat.</i> • <i>Multicultural Welcome Receptions are held.</i> • <i>Sandra Flake is hired as first female Provost and Vice President for Academic Affairs.</i> • <i>'Conversations on Diversity' Annual Achievement Awards are founded.</i>
2007
<ul style="list-style-type: none"> • <i>Cross Cultural Leadership Center (CCLC), formerly the Multicultural Center opens.</i> • <i>The first annual Native American Graduation Celebration is held.</i>
2008
<ul style="list-style-type: none"> • <i>First Diversity Summit, sponsored by Cross Cultural Leadership Center (CCLC)</i> • <i>The first annual Asian Graduation Celebration is held.</i> • <i>Lorraine B. Hoffman, first female Vice President for Business and Finance, appointed.</i> • <i>President Zingg's annual report includes a section on Diversity.</i>
2009
<ul style="list-style-type: none"> • <i>Establishment of the first Asian Retreat</i> • <i>Founding of the Native American Banner Project.</i>
2010

CSU CHICO DIVERSITY HALLMARKS TIMELINE

- *First Faculty/Staff Diversity Summit, sponsored by the Cross Cultural Leadership Center (CCLC) and the Office of Diversity, is held.*

Appendix B: Statement of Understandings

Term	Working Definition
Affirmative Action	Policies, programs, and/or activities designed to ensure equal opportunities in education and employment.
Disability	<i>‘Disability’, with respect to an individual means (A) a physical or mental impairment that limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.”</i>
Discrimination	<i>The unequal treatment of people based on some characteristic other than individual merit and achievement.</i>
Diversity Competency	<i>An understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities, and social attributes.</i>
Equal Opportunity	<i>Actions and practices that ensure individuals will not be discriminated against on the basis of race, color, sex, gender identity, sexual orientation, religion, creed, national or ethnic origin, age, or disability.</i>
Hispanic Serving Institution (HSI)	<i>‘Hispanic Serving Institution’ is a term used for a Federal program which enables colleges or universities to assist first generation, low income students of all ethnicities. An institution must have at least a 25% Hispanic undergraduate enrollment to garner this designation and/or apply for funding under the program.</i>
Inclusive Learning Community	<i>A learning-centered environment where diversity among people and ideas is embraced and nurtured.</i>
Multiculturalism	<i>A philosophy that appreciates a diversity within society and encourages people to learn from the contributions of those different from themselves</i>
Student Engagement	<i>The time and energy students devote to educationally-sound activities, inside and outside the classroom.</i>
Student Persistence	<i>A measure of endurance by students from semester-to-semester; used as a measure of student success.</i>
Underrepresented	<i>People who have been historically excluded from, or underserved/</i>

Term	Working Definition
Affirmative Action	Policies, programs, and/or activities designed to ensure equal opportunities in education and employment.
Population	<i>underrepresented in higher education or aspects of higher education (particular majors, graduate schools, professional schools), including but not limited to, people of color, women, low income and/or first generation college students, re-entry students, veterans, individuals with disabilities, gay-, lesbian-, bisexual-, transgender persons, and/or aging individuals.</i>

Appendix C: Research on Diversity

Please note: This is a preliminary list of references that will be updated.

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