

Human Diversity



At Harold Washington College



2012 Assessment

Harold Washington College Assessment Committee

2012 Human Diversity Assessment

Executive Summary

In 2012, the Harold Washington College Assessment Committee implemented an assessment on the college's general education goal regarding human diversity, namely that students would understand and respect human diversity. The tool for this Human Diversity Assessment was originally written and administered via Survey Monkey by the committee in 2005. As this report details the second implementation of this tool in 2012, it primarily presents data in comparisons from the two different years and two different student groups. Both these data sets allow us to present a complex and changing picture of Harold Washington students and the social contexts in which human diversity has impacted their lives.

The comparisons of the two surveys yielded several statistically significant changes in self-reported affectivity in the context of diversity at Harold Washington College with shifts in attitude that were overwhelmingly positive. The more compelling result was that these shifts were shown to be a causality of attending Harold Washington College rather than simply correlating with matriculation. These relative shifts are quantified in this report; however, the student body knows these impacts anecdotally. This is evident based on the fact that many students self-report that the diversity of Harold Washington College was their reason for choosing this institution for their post-secondary education.

The findings in this report suggest that the faculty, staff and administration should be praised and recognized for their efforts over the past seven years. However, it is recommended that the efforts to incorporate sensitivity and respect for diversity neither cease nor diminish. Although the findings were predominately positive, there were some areas that were identified as opportunities for improvement. Based on the analysis of this report, it is recommended that resources be allocated and targeted to these areas as a method to improve the efficacy of our efforts.

Harold Washington College has exceptionally broad and complex human diversity and provides a college experience that makes significant impact on students' reported experience of human diversity. Our students are becoming increasingly tolerant and accepting. They are experiencing less prejudice and discrimination. They are becoming less confined by traditional roles of gender, sexuality, race and ethnicity. These findings reveal that our institution is not just providing a harbor from these social ills, but is instilling and fostering a sense of inclusiveness and harmony.. There is much in these findings to celebrate.

Harold Washington College Assessment Committee 2012 Human Diversity Assessment

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I. Introduction

In November of 2012, the Harold Washington College Assessment Committee implemented an assessment on the college's general education goal regarding human diversity, namely that students would understand and respect human diversity. The tool for this Human Diversity Assessment was a homemade Human Diversity Survey originally written and administered via Survey Monkey by the committee in 2005.

Only minor changes were made to the survey and methodology in 2012 since committee members wanted to be able to validly compare the two data sets. Thus, this report largely presents data in comparisons from two different years and two different student groups. In actuality, this was the first time we were fully able to interrogate our original 2005 data in any complex statistical way, signaling a significant leap in the statistical capabilities of the Assessment Committee. Both these data sets allow us to present a complex and changing picture of Harold Washington students and the social contexts in which human diversity has impacted their lives.

The Harold Washington College Assessment Committee thanks sincerely the students of the college for volunteering their time to complete the survey, faculty for volunteering their classes, and the administration for supporting the committee with the necessary resources to make this whole project possible.

II. Methodology

A. History

The committee chose the outcome of human diversity to assess in 2005, and this was a landmark year since committee members wrote their first homemade assessment, the 2005 Human Diversity Assessment. Using Survey Monkey, they obtained a sample of 887 of the 8,243 total students, 10.76% of the student population at the time. To disseminate the results of the survey, committee members made posters stating specific results using the tagline "Whaddya Know." For example, one poster stated the following: "81% of HWC students agree that speaking up against social injustice is essential or important. Whaddya Know?" See Appendix E for a sample poster.

The first iteration of our Human Diversity survey had a considerable effect within the college, across our District, and at other higher education institutions. These original findings led to the formation of Harold Washington's Human Diversity Committee, which took up a range of issues to move us forward. Ultimately, the District implemented a human diversity course requirement for all students obtaining a degree from the City Colleges of Chicago. Assessment colleagues presented the 2005 survey's basic findings, our assessment process, and our self-designed assessment tool at a range of regional and national conferences and received very positive feedback. All of this dissemination activity led to the committee granting permission to three other higher education institutions to use our Human Diversity assessment tool.

The strength of our original 2005 framing of human diversity and the resultant assessment tool also led us to this 2012 Human Diversity Assessment in which four of our sister colleges and the Center for Distance Learning joined us in assessing human diversity using the same faculty-designed tool.

B. Framing Diversity

Before writing the 2005 Human Diversity Assessment, committee members first created a definition, goals, and student learning outcomes to serve as the foundation on which the assessment would rest. The goal came from a General Education Goal in the HWC 2005-2007 Catalog, and committee members themselves wordsmithed the definition and spent considerable time creating our specific student learning outcomes.

2005 Human Diversity Assessment: Definition, General Education Goal, and Student Learning Outcomes

Definition:

“Human Diversity” describes variations within the full range of cognitive, behavioral and psycho-social practices through which human beings share life in common spaces. Experiences of diversity include race, ethnicity, gender, religion, socio-economic status, sexual orientation, physical attributes and disabilities, age, health, language, education, political beliefs and other differences in cultural expression and tradition.

General Education Goal:

To understand and respect human diversity in regard to race, ethnicity, gender, and other issues pertinent to improving human relations. (HWC Catalog 2005-2007)

Student Learning Outcomes:

- 1) Identify a variety of cultural expressions and understand the contexts of those expressions through time, with acceptance and respect.
- 2) Recognize stereotypes, generalizations, and misperceptions of culture as limiting and potentially damaging.
- 3) Recognize one’s own cultural and personal biases and the impact these have on a variety of learning and life situations.
- 4) Demonstrate an active and regular engagement in exploring cultures, perspectives, and experiences different from one’s own, moving beyond tolerance toward embracing and celebrating these rich differences.

In preparing for the 2012 Human Diversity Assessment, committee members reconsidered each of these foundational pieces. The definition of human diversity was modified to add some forms of diversity and put all these aspects of human diversity in alphabetical order to avoid implying rank or importance. The general education goal was rewritten based on the definition from 2005, and the student learning outcomes were left the same.

2012 Human Diversity Assessment: Definition, General Education Goal, and Student Learning Outcomes

Definition:

Human diversity is defined by such things as: age, **citizenship**, education, ethnicity, gender, health, language, **marital status**, **national origin**, political beliefs, physical attributes and disabilities, race, religion, sexual orientation, socio-economic status, **veteran status**, and other differences in cultural expression and tradition. (Bold indicates new categories.)

General Education Goal:

To understand and respect human diversity in regard to the full range of cognitive, behavioral, and effective practices and interactions through which human beings share life in common spaces, affected by: race, ethnicity, national origin, gender, socio-economic status, age, religion, citizenship, sexual orientation, marital status, health, religion, education, political beliefs, physical attributes and disabilities, veteran status, and other differences in cultural expression and tradition.

Student Learning Outcomes:

- 1) Identify a variety of cultural expressions and understand the contexts of those expressions through time, with acceptance and respect.
- 2) Recognize stereotypes, generalizations, and misperceptions of culture as limiting and potentially damaging.
- 3) Recognize one's own cultural and personal biases and the impact these have on a variety of learning and life situations.
- 4) Demonstrate an active and regular engagement in exploring cultures, perspectives, and experiences different from one's own, moving beyond tolerance toward embracing and celebrating these rich differences.

C. Development of Tool

One very exciting aspect of this 2012 Human Diversity Assessment is that, under the direction of Dr. Cecilia Lopez, who at that point was the City Colleges of Chicago's Vice Chancellor of Academic Affairs, five other colleges joined Harold Washington College in planning to implement this assessment: The Center for Distance Learning, Malcolm X College, Kennedy-King College, Olive-Harvey College, and Truman College. In the largest joint assessment effort in City Colleges history, members of the Assessment Committees from all of these colleges worked together in the summer and early fall of 2012 to plan for implementation in November of 2012.

Committee members decided to keep the 2012 Human Diversity Assessment as similar to the 2005 assessment as possible, though they agreed to consider minor changes to update the language. Members from all of the colleges helped with the edits, with an especially large amount of editing help coming from Truman. Examples of edits included taking the word "different" out of many of the questions, modifying questions regarding religious beliefs to include those with no religious beliefs, adding a question to determine whether the student was completing the survey in the context of a face-to-face, online, or hybrid course, and modifying various demographics categories.

The most significant discussion by the committee centered on the modifications to the demographics categories. For example, in the 2005 survey, only one question was asked regarding race and ethnicity, and one of the choices was Hispanic/Latino/Chicano. In the 2012 survey, committee members decided to use the same method as the federal government by asking two questions, the first being a yes or no question on whether the respondent is Hispanic, and the second being a race question with categories that do not include Hispanic as a choice. The federal government does this because Hispanic is officially considered an ethnicity and not a race. So students, for example, of Mexican descent, would have to answer the yes or no Hispanic question as yes and then choose a race such as white or black. Yet this federal method of distinguishing between ethnicity and race was unfamiliar to many students, as committee members heard many complaints about Hispanic not being an option on the race question. Future surveys, therefore, will likely simply ask one question for race and ethnicity, not distinguishing between the two as the federal government does.

Other demographics question changes including adding the category of transgender to the gender question and updating the categories to the sexual orientation question to include the following: lesbian, gay, bisexual, questioning, and heterosexual. The sexual orientation question also presented some interesting outcomes, as some students were confused about the meaning of some of the choices. For example, there were multiple reports of students asking proctors the meaning of the word heterosexual. It was discovered that these students were much more familiar with the word “straight,” though the committee had purposefully avoided using common usage labels, something that we must revisit in future assessments that ask these kinds of demographic questions. Finally, and perhaps most importantly, the committee has in recent years chosen to put the demographics section at the end of surveys to avoid fatigue and/or self-prejudice. See Appendix A for the final version of the survey, and see Appendix B for a full list of the tool changes from the 2005 to 2012 iterations of this assessment.

D. Pilot

The Harold Washington College Assessment Committee piloted the assessment in the summer of 2012 using the classes of four instructors with a total of 123 students. The method of administering the survey was the online software Survey Monkey, which worked out very smoothly. Even though there were no problems that arose in the pilot, it did inspire discussion within the committee and with other colleges about updating the language of the survey, as already described above.

E. Implementation

The other colleges that participated in the Diversity Assessment—The Center for Distance Learning, Malcolm X College, Kennedy-King College, Olive-Harvey College, and Truman College—each made their own decisions about how to administer the survey. The Harold Washington College Assessment Committee offered suggestions and support via weekly emails to a list of representatives from each college, but each college remained independent in their final decisions. Additionally, each college modified the survey to use that college’s name in the questions. For example, one survey question asks, “Since coming to Harold Washington College, how often have you encountered discrimination based on your race and/or ethnicity?” Each of the other colleges modified all such questions to include their own college’s name.

The Harold Washington College Assessment Committee chose to use Survey Monkey as the method of administering the survey. In order to maintain anonymity, no singularly identifying information, such as a student ID number, was taken. Because the purpose of this assessment was to assess general education requirements, only classes of 100-level or higher were chosen. From Monday, November 5th through Saturday, November 10th, what the committee calls "Assessment Week," a total of 1,522 students took the survey out of a total student population of 9,212. Of those students sampled, about 48% took the survey during class time. Volunteering instructors took their classes to a computer lab proctored by Assessment Committee members or supporters, so that students could complete the survey during class time. The other 52% of students in the sample took the survey outside of class time. Their instructors assigned the survey as homework for their students to complete outside of class, and many of these volunteering instructors offered incentives, such as extra credit. Of the 1,522 students in the total sample, only 1,405 completed the survey to the very end. Yet this is still a respectable 15.25% of our student population at the time of data gathering. Specifically regarding online students, the Center for Distance Learning chose as its goal to assess online-only students. Each of the other colleges participating hoped to gather assessment data from students who were taking online classes as well as in person classes.

There were many other details involved in planning and orchestrating Assessment Week. Without going into full detail, which could itself fill an entire report, here are the four major steps involved. The first major step was completing the tool, and this has already been discussed in detail. The second major step was finding faculty who were willing to volunteer their classes of students to be involved, either by taking their students to the computer lab to complete the survey during class or by assigning the survey to be completed outside of class. Committee members sent emails to faculty requesting volunteers, and as faculty agreed, committee members formed a spreadsheet on various demographics aspects of the growing sample in order to make sure all aspects of demographics had been covered. If any aspects were not covered, such as a certain discipline or a certain level of class, then committee members sent personal invitations to faculty to try to fill in those aspects. The third major step was finding volunteer proctors to be in charge of the computer labs during Assessment Week, in order to answer questions and offer help as students completed the survey. The final list of proctors included both committee members and departmental faculty assistants. The fourth and final step in these initial stages of this college-wide assessment was hosting Assessment Week, during which students from faculty-volunteered sections completed the electronic survey in a specifically designated and proctored computer lab or in their own time and at-a-distance from college during the full timespan of Assessment Week.

The 2012 survey, again administered via Survey Monkey, included a total of 114 class sections participating with a total of 1,522 students. Out of a total student population of 9,212, therefore, this represents participation by 15.9% of the student population. The number of students completing the entire survey to the end was 1,405, which is about 15.25% of the student population. This was a large sample of convenience that was also largely a match in key demographic areas, such as race and age, to our general student population in the fall semester of 2012. This was a very strong sample size, giving us a huge data set to add to that already acquired in 2005. See Appendix C for more detailed logistics and methodological data on various aspects of Assessment Week.

F. Caveats

As is our commonly established practice, we used a sample of convenience, which in large part relied upon faculty participation to generate a large enough student sample size. As will be shown, this generated one of the largest student samples HWC's Assessment Committee has ever achieved. As a general goal, we aim to sample 10% of our student population at the time of data gathering. This allows us to have a large enough sample to speak with some authority about our student body.

We have chosen not to use a random sample or other statistical techniques to generate our respondent cohort. While we may sacrifice some statistical representativeness, we gain in other important ways. The faculty-driven methodology has allowed us to build a strong culture of assessment amongst the many participating faculty and to strengthen buy-in across diverse departments and individual faculty.

This method relies on the persuasive and explanatory power of faculty with their students and gives an opportunity for assessment activities to be explained to students across the college. However, this voluntary approach means we exert less control over contributing students, sections and disciplines.

In this 2012 Human Diversity student sample, women were overrepresented when compared to the demographic profile of our student body of the time. We have no explanation for this and are not aware of any HWC evidence that there is a gendered difference in students who drop or are missing from class by the time we reach week twelve in the fall semester. It is not an issue we have encountered before where assessment samples have predominantly matched the student body demographics of the time.

The second major caveat concerns the indirect nature of this assessment. The bulk of the data reported here is inherently indirect since we focus on student values, opinions and reports of experience. There are no hard skills in tolerance, diversity, or acceptance to be tested. This should not mean that what is reported here is less valid than direct assessment data, just that it is of a different nature and that reported qualitative experiences have an authenticity and authority of their own that we would be foolish to ignore. Student opinions count and act as a very strong filter through which college experiences and learning are mediated.

Finally, we have the luxury of comparing two data sets, from 2005 and 2012, gathered in our Human Diversity assessment process. Where possible, we make useful comparisons between our students in 2005 and 2012. However, there has been much change in the social milieu of our students over these past seven years. In particular, the constructs of gender and sexuality have remained fluid and continue to acquire new boundaries and labels. We accounted for some of these social movements in the changed language and labels of our 2012 assessment tool. Appendix B gives the specific details of all question changes between the 2005 and 2012 tools. As will be seen in the data, the attachment or identification with ascribed labels, with regard to human diversity, is complex and can stimulate a range of both positive and negative reactions in some people. So while it is very useful to make comparisons between our students of 2005 and 2012, this should always be done with reference to both the similarities and the differences of the social and political contexts of these two groups of students.

III. Findings

A. Validity

We were interested in the validity of student responses between 2005 and 2012, and we also wanted to check validity between students who took the 2012 assessment while physically located within the college (730 students, constituting 48% of sample) and those who took the assessment “at a distance” (792 students, constituting 52% of sample). This new online methodology was influential in our ability to generate such a large student sample and also allowed us considerably more logistical flexibility in our data gathering process. A crosscheck of validity between students on campus and those supplying data at a distance provides strong evidence that our assessment tool was remarkably robust and valid.

As Chart A shows, there was considerable consistency between responses to questions in 2005 and 2012, providing strong evidence of the tool’s validity across two very different student cohorts.

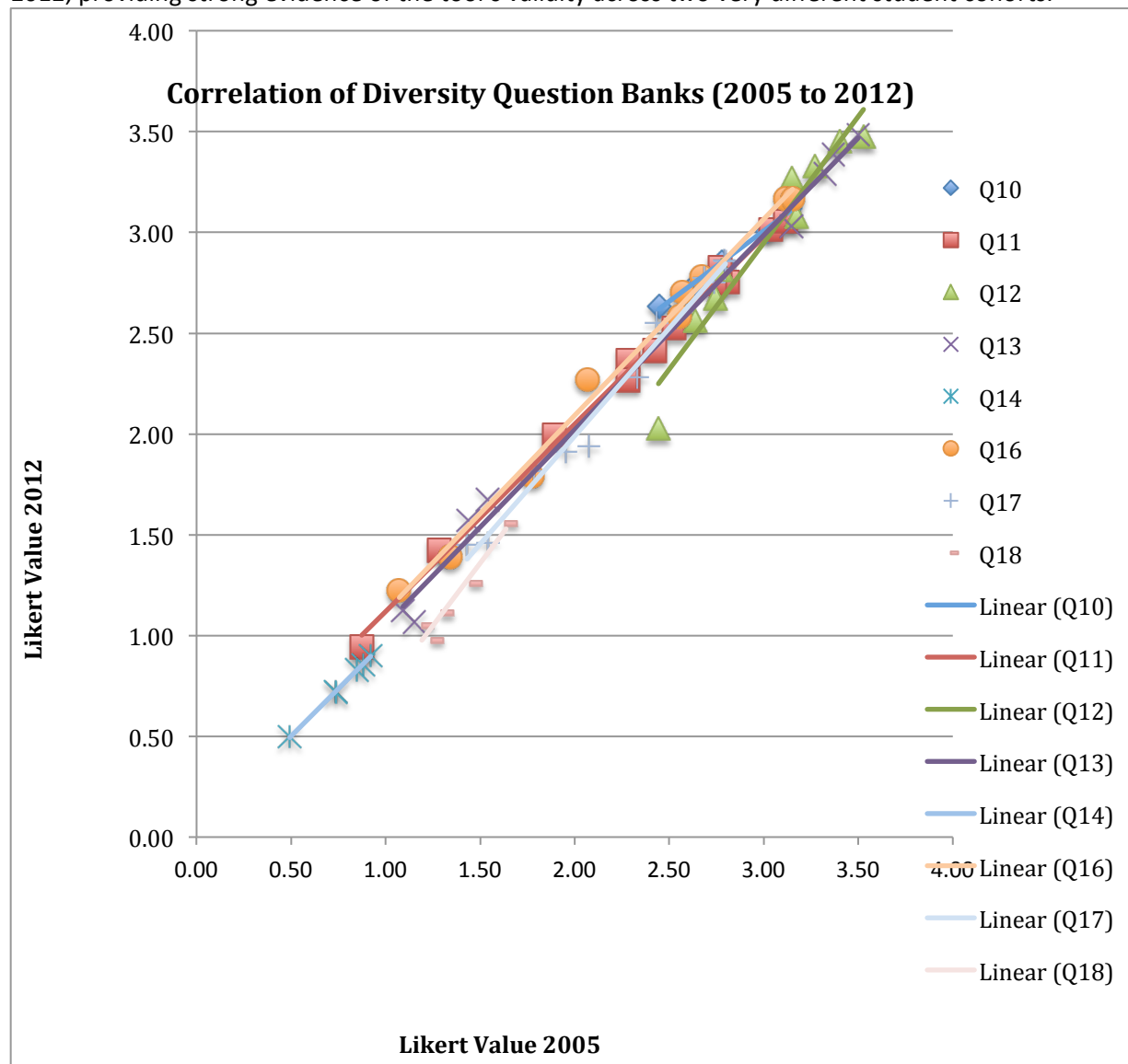


Chart A

Correlations between the Likert values in question banks were compared between the 2005 and 2012 surveys, and scatter plots of the average Likert values for the questions were graphed. These graphs account for the sub-questions within a question bank. Pearson Correlation coefficients were calculated for each question bank, and ANOVA was conducted to determine if students taking the survey outside of class had statistically significant results.

The Pearson Correlations for the substantive opinion questions of the questionnaire (11 through 19) are shown in Table A, below, indicating very strong correlations.

Table A

Question	Pearson Correlation	Question	Pearson Correlation
11	0.9973	12	0.9977
13	1.0000	14	0.9969
15	0.9997	16	0.9897
17	0.9959	18	0.9930
19	0.9727		
		Average	0.9937

Since this was the first assessment we had conducted with such a large number of student respondents completing the survey off campus and at their own leisure during the full span of Assessment week, we were able to complete an additional validity check by comparing these to methodologically different groups of students. The following table shows this data, indicating both an extremely high correlation between students in 2005 and 2012 and the lack of statistical significance between 2012 students answering on campus or off campus. This is an important methodological finding which strengthens our capability to use technological methodologies to gather data and offer more “open access” opportunities for students to complete assessment surveys over a longer span of time. Appendix C shows the detailed survey completion data throughout the span of Assessment Week in fall 2012. This appendix also gives considerable additional detail on survey completion, student targets, and actual response rates throughout the full Assessment Week.

Table B

Survey Location		
<i>Assessment Data Gathering</i>	<i>2005</i>	<i>2012</i>
Self-report during class	*	730.00
IP report on campus	887.00	947.00
Self-report outside of class	*	792.00
IP report off campus	0.00	575.00
p-value self-report	*	0.39
p-value campus	*	0.51

B. Comparisons of 2005 and 2012 Demographics

The 2012 assessment yielded a large student sample, and we compared this to the institutional data we collect as part of the HWC digest on student demographics. In all of our recent assessments, we have found a close match between general college digest demographic details and those provided by our student sample. This provides an additional validity check beyond the numerical size of our sampling technique.

Table C on page 11 shows differences in Gender between college-wide digest data and our student assessment sample for both 2005 and 2012.

Table C

Demographics – Gender						
Question 20 in 2005 and Question 24 in 2012						
	<i>2005</i>		<i>2012</i>		<i>Change</i>	
	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>
Male	38.00%	39.12%	41.00%	33.43%	7.89%	-14.55%
Female	61.00%	60.88%	59.00%	65.93%	-3.28%	8.30%
Transgender	*	*	*	0.64%	*	*

There are three things to note in these data. Firstly, 2005 data followed our more usual pattern with a fairly close match in gender categories between HWC students of the time and the assessment sample. Secondly, this did not hold true for our 2012 assessment. As is shown, the sample was considerably less male than our student body as a whole.

The third and final issue of note in these data is the addition of the category of “Transgender” for our 2012 survey. This was part of the changes we implemented in committee to update the survey tool, and this did enable us to register this small group of students within our sample. This category was not a choice in 2005 and remains invisible in the general college digest data. In this case, the Assessment Committee is in advance of categorical changes that, at some point in the future, are likely to make their way into both Federal and City Colleges of Chicago reporting requirements.

With regard to sexual orientation, Table D indicates that two of these issues were at work again. The college digest has not, and does not, currently collect data on student sexual orientation. In the table below, it can also be seen that the Assessment Committee has added an additional category of “Questioning” for the multiple-choice options under gender. This category shows our responsiveness to cultural and political changes that have moved rapidly with regard to gender and sexuality issues. Clearly, this new category allowed some students to be included with their chosen sexual orientation labels. These categorizations also stimulated some student comments in the final open response section of the questionnaire. These qualitative responses are explored in more detail in Section III. D of this report.

Table D

Demographics – Sexual Orientation Question 22 in 2005 and Question 25 in 2012						
	<i>2005</i>		<i>2012</i>		<i>Change</i>	
	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>
Heterosexual	*	88.84%	*	82.72%	*	-6.89%
Homosexual	*	6.31%	*	*	*	*
Bisexual	*	4.85%	*	4.84%	*	-0.23%
Gay	*	*	*	2.49%	*	*
Lesbian	*	*	*	2.49%	*	*
Questioning	*	*	*	7.40%	*	*

With regard to the Ethnicity and Race categories, similar changes had taken place between 2005 and 2012. We asked a question about Arab/Arab American identity in 2005, a category that was not included in both the 2005 and 2012 digest, and we removed it as a category for the 2012 questionnaire. The American Indian/Native Alaskan category was not available in the 2012 HWC digest. The most interesting challenge with regard to racial and ethnic identity was our inclusion of the category of Multi-racial/Multi-ethnic in 2005 and 2012. This category still is not registered in HWC digest data despite the increase registered in our 2012 survey and the clear evidence in broader population surveys which register the continued increase of Americans with complex and mixed racial and ethnic identities. This issue will be returned to in the conclusions to this report. These data also show the decrease of our African American student population alongside the increase of Hispanic and Latino/a students, a pattern that can also be seen in our wider society. Table E shows this comparative Race and Ethnicity data.

Table E

Demographics - Ethnicity/Race Question 21 in 2005 and Question 23 in 2012						
	<i>2005</i>		<i>2012</i>		<i>Change</i>	
	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>
African American/Black	43.00%	43.07%	36.00%	29.73%	16.28%	-30.97%
Hispanic/Latino/Chicano	21.00%	24.35%	33.00%	43.88%	57.14%	80.21%
Arab/Arab American	*	0.45%	*	*	*	*
Asian American/Pacific Islander	10.00%	8.68%	10.00%	9.17%	0.00%	5.69%
White/Caucasian	19.00%	15.78%	16.00%	19.99%	15.79%	26.62%
American Indian/Alaska Native	1.00%	0.45%	*	1.42%	*	215.43%
Multi-racial/Multi-ethnic	*	7.22%	*	12.59%	*	74.47%

As a useful comparison that speaks directly to this aspect of Human Diversity at Harold Washington College, we provide the American Association of Community Colleges' 2013 Fast Facts national Ethnicity data in Table F below.

Table F

AACC 2013 Community College Fast Facts		HWC 2012 Human Diversity Assessment	
Black	15%	African American/Black	29.73%
Hispanic	18%	Hispanic/Latino/Chicano	43.88%
Asian American/Pacific Islander	6%	Asian American/Pacific Islander	9.17%
White	52%	White/Caucasian	19.99%
Native American	1%	American Indian/Alaska Native	1.42%
Other/Unknown	9%	Multi-racial/Multi-ethnic	12.59%

Here we can see Harold Washington College is significantly less white, and much more African American and Hispanic than the average U.S. community college. HWC students are also more Asian American/Pacific Islander, American Indian, and Alaskan Native than the community college average. Almost 13% of our student population self-reported as multi-racial or multi-ethnic, thus demonstrating what a diverse urban campus we are in both population and ascribed demographic labels. It would certainly be interesting to see the comparative results across the City College system.

With regard to the age of our student populations, we encounter a more complex issue where the age-band categories collected in college-wide digest data do not match age-band categories that were used in our survey tools in both 2005 and 2012. This makes direct age comparisons between our student body at large and our student sample impossible. The committee should review the purpose for these differential age categorizations, and if possible or suitable for Assessment purposes, match age categories in assessment tools with data collected administratively by the college for other purposes. This would allow more direct comparisons between the ages of our full student body and those participating in assessment surveys. This mismatch is shown in Table G.

Table G

Demographics – Age						
Question 23 in 2005 and Question 26 in 2012						
	<i>2005</i>		<i>2012</i>		<i>Change</i>	
	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>	<i>Digest</i>	<i>Survey</i>
18-25	*	68.77%	*	72.88%	*	5.98%
26-40	*	22.77%	*	19.07%	*	-16.24%
41-60	*	7.67%	*	6.76%	*	-11.80%
60+	*	0.79%		0.00%		-100.00%
<21	29.00%	*	38.00%	*	31.03%	*
21-30	45.00%	*	44.00%	*	-2.22%	*
31-39	13.00%	*	9.00%	*	-30.77%	*
>40	14.00%	*	9.00%	*	-35.71%	*

Despite these differential categories, it can clearly be seen that both our student population and our assessment population is younger in 2012 than they were in 2005. This downward age shift occurs at the older age-range, both in HWC Digest terms and in our student samples. Our students are clearly younger than they were in 2005.

With regard to Disability, the number of students identifying with a disability has remained remarkably consistent between 2005 and 2012. At the time of this report, we were unable to find comparative data on our student population as a whole.

Table H

Demographics – Disability						
Question 24 in 2005 and Question 27 in 2012						
	<i>2005</i>		<i>2012</i>		<i>Change</i>	
	<i>DAC</i>	<i>Survey</i>	<i>DAC</i>	<i>Survey</i>	<i>DAC</i>	<i>Survey</i>
Yes	*	6.43%	*	6.41%	*	-0.32%
No	*	93.57%	*	93.59%	*	0.02%

C. Comparisons of 2005 and 2012 Individual Human Diversity Questions

i. Encountering discrimination

A particular interest of ours has been the student-reported experience of discrimination before coming to Harold Washington College and since joining the college. We are also interested in how these reported discriminatory experiences are mediated by key aspects of student identity. Specifically, we asked students to identify encountering discrimination based on their: race and/or ethnicity, gender, sexual orientation, economic background, religious beliefs, age, primary language spoken, style of dress, and style of communication. Students were asked to report discriminatory encounters on a scale of: Always, Frequently, Occasionally and Never. Table I shows the comparisons between student respondents in 2005 and 2012 and also the complex interplay of these specified aspects of identity.

Table I

“Before /Since coming to HWC how often did you encounter discrimination based on your...”								
Questions 4 & 5 in 2005 and Questions 5 & 6 in 2012								
<i>Assessment Sample</i>	<i>2005</i>			<i>2012</i>			<i>2005 -2012</i>	
<i>College Transition</i>	<i>Before</i>	<i>Since</i>	<i>Change</i>	<i>Before</i>	<i>Since</i>	<i>Change</i>	<i>Before</i>	<i>Since</i>
Race and/or ethnicity	1.94	1.34	-31.14%	1.81	1.10	-39.18%	-6.65%	-21.28%
Gender	1.52	0.88	-42.11%	1.45	0.80	-44.94%	-4.48%	-10.07%
Sexual orientation	0.84	0.63	-24.97%	0.87	0.58	-32.96%	3.94%	-7.68%
Economic background	1.55	0.94	-38.97%	1.45	0.84	-41.90%	-6.63%	-12.50%
Religious beliefs	1.01	0.69	-31.77%	1.14	0.68	-39.77%	12.62%	-0.59%
Age	1.42	0.91	-36.13%	1.38	0.79	-42.60%	-3.09%	-14.82%
Primary Language Spoken	1.09	0.78	-28.70%	1.10	0.69	-37.24%	1.03%	-12.44%
Style of Dress				1.34	0.79	-41.00%		
Style of Communication				1.29	0.84	-35.19%		
Average	1.34	0.88	-33.40%	1.31	0.79	-39.42%	-3.10%	-21.22%

Bold indicates statistical significance.

In our 2005 sample, students report statistically significantly decreased discriminatory encounters since coming to Harold Washington College on all of these key aspects of identity. This is also remarkably true for students in 2012, again in **all** the itemized key aspects of identity.

In making a comparison between 2005 and 2012 data about our students' reported discriminatory encounters *before* attending HWC, we can see that our 2012 students report less discriminatory encounters before college around race and ethnicity, gender, economic background, and age. However, our 2012 students come to HWC with more reported discriminatory encounters based around their sexual orientation, religious beliefs, and their primary language spoken.

In our 2012 sample, students report significantly decreased discriminatory encounters since coming to HWC on all aspects of identity including the new additions of style of dress and style of communication. ***In both 2005 and 2012, students report significantly less discriminatory encounters since coming to Harold Washington College. In 2005, there is a 30.73% decrease, and in 2012 this decrease grows even larger to 39.2%. This is a significant and impressive finding that speaks to a sustained culture of acceptance of Human Diversity at HWC.*** This is good news, and while care must be taken in extrapolating more widely from these data, it is important to note student reports of discrimination reduce significantly after coming to Harold Washington College, and this is more true in 2012 than it was in 2005.

ii. Interaction with “Others”

Interaction with people who are “other” than oneself arguably increases tolerance and understanding. Conversely, groups of people who have minimal contact with those “other” than themselves are more likely to have or express discriminatory views, stereotypical attitudes and behavior. Thus, we asked our students how much interaction they actually had with different groups of people. Table J below shows the results from 2005 and 2012.

Students were asked to respond using a five-point Likert scale: 1 = no interaction, 2 = Little interaction, 3 = Some regular interaction, 4 = Regular interaction, and 5 = Substantial interaction.

Table J

How much interaction do you have with people in each of the following groups <i>now</i>? Question 6 in 2005 and Question 7 in 2012.			
<i>Study</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
African American/Black - Black or African American	3.59	3.49	-2.70%
Hispanic/Latino/Chicano - Hispanic/Latino	3.41	3.61	5.85%
Arab/Arab American	2.21	*	*
White/Caucasian – White	3.31	3.39	2.60%
American Indian/Alaska Native	1.69	1.50	-11.16%
Multi-Racial/Multi-Ethnic Individual - Multi-Racial	2.89	3.21	10.94%
Asian/Pacific Islander – Asian	2.45	2.50	1.87%
Asian/Pacific Islander - Native Hawaiian	2.45	1.60	-34.74%
People with disabilities	2.45	2.57	5.05%
People with different religious beliefs	3.10	3.12	0.71%
International students or non-USA citizens	2.57	2.73	6.37%
People for whom English is not their first language	3.07	3.14	2.45%
People who are substantially different in age than you	3.47	3.46	-0.21%
Gay/Lesbian/Bisexual/Transgender – LGBTQ	2.57	2.99	16.52%
Average	2.80	2.87	0.27%

Bold indicates statistical significance.

Our students report statistically significant reductions in interactions with other students who are Black or African American, American Indian or Alaskan Native, and Asian or Pacific Islanders. In comparing our student-reported interactions between 2005 and 2012, there are statistically significant increases in interactions with students who are Hispanic/Latino, White, Multi-Racial, who have disabilities, or who are international students or non-USA citizens. The largest statistically significant increase in student interactions is with students who are Gay, Lesbian, Bisexual or Transgender. This finding provides additional support and validity for the more diverse self-identified sexual identity labels used on the 2012 survey and helps account for the decrease in students identifying as heterosexual between 2005 and 2012.

These data mirror some of the broader social movements already outlined and the shifts in our self-reported student population identities. Both of these issues also add strength to the validity of our Human Diversity Assessment. They paint an increasingly complex picture of student identities and more

frequent encounters with people who identify as "other" especially with regard to sexual identities and multi-racial identities.

iii. College strategies for improving understanding of human diversity

We also asked students to rate their support for a range of strategies to increase diversity and interaction within their college experience. Students were asked to oppose or support specific human diversity and inclusion strategies on a 4-point Likert scale with 1 meaning "strongly oppose" and 4 meaning "strongly support."

Table K

"Indicate whether you support or oppose each of the following"			
Question 10 in 2005 and Question 11 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. Incorporating writings and research about more racial/ethnic groups and women into courses	2.78	2.85	2.57%
b. Requiring students to complete a community-based experience with diverse populations.	2.45	2.63	7.62%
c. Offering courses to help students develop an appropriate appreciation for their own and other cultures.	3.14	3.12	-0.53%
d. Requiring students to take at least one cultural or ethnic diversity course in order to graduate.	2.64	2.75	3.92%
e. Offering opportunities for intensive discussion between students with different backgrounds and beliefs.	3.02	3.01	-0.44%
Average	2.81	2.87	2.63%

Bold indicates statistical significance.

On average, these data reveal minimal change from 2005 to 2012 with a very slight increase in overall support for these diversity strategies. However, two specific strategies receive statistically significant increases in support from our 2012 students. There is stronger support for requiring all students to have a community-based experience with diverse populations and for students to take at least one course that covers ethnic or cultural diversity as a graduation requirement. Since our first human diversity assessment in 2005, the District has established a graduation requirement for students to take one college course that meets a human diversity criterion. Our 2012 data suggest that students are supportive of including this in the curriculum.

We were particularly interested in student experiences and perceptions of prejudice and discrimination. A number of questions on our Human Diversity survey addressed this issue. As can be seen from the questions below, we had a broad interest in human diversity and how it plays out on campus and in wider society.

iv. Prejudice, discrimination, and responses in society and college

The following question used a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, and 4 = Strongly Agree.

Table L

“Indicate the extent to which you agree or disagree with each statement” Question 11 in 2005 and Question 12 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. Racial and/or ethnic discrimination is no longer a major problem in the United States.	0.87	0.95	8.18%
b. Many people lack an understanding of the problems that people from different racial and/or ethnic groups face.	3.03	3.02	-0.59%
c. Our society has done enough to promote the welfare of different racial and/or ethnic groups.	1.28	1.42	10.94%
d. A high priority should be given to see that students of color receive financial aid for college.	2.81	2.75	-2.03%
e. Hiring more faculty of color should be a top priority of Harold Washington College.	2.29	2.37	3.61%
f. The social system prevents people of color from getting their fair share of good jobs and better pay.	2.52	2.52	0.06%
g. State hate crime laws are needed to protect people from harassment based on race, gender, or sexual orientation.	3.11	3.05	-1.86%
h. A person’s racial background in this society does not interfere with achieving everything he or she wants to achieve.	2.42	2.41	-0.38%
i. HWC should aggressively recruit more students of color.	2.28	2.27	-0.58%
j. Enhancing a student’s ability to live in a multicultural society is part of this college’s mission.	2.74	2.74	0.04%
k. Colleges do not have a responsibility to correct racial and/or ethnic injustice.	2.77	2.83	2.16%
l. Emphasizing diversity contributes to disunity on this campus.	1.89	2.00	5.56%
Average	2.06	2.10	4.02%

Bold indicates statistical significance.

There is a remarkable consistency in general responses across these two different student samples from 2005 and 2012, another indicator of our tool validity. Across all twelve questions, there was only an average shift of 4% towards statement agreement from statement disagreement. The largest shifts in opinion from 2005 to 2012, both towards more agreement on statements, were on questions related to the promotion of welfare for different racial/ethnic groups and discrimination against these groups in wider society. Neither of these small shifts was statistically significant.

v. Identity, Relationships, and Rights

The following question used a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, and 4 = Strongly Agree.

Table M

"Indicate the extent to which you agree or disagree with each statement." Question 12 in 2005 and Question 13 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. It is important for me to educate others about the social identity groups to which I belong.	2.64	2.56	-2.72%
b. I often think about what I have in common with others in my racial and/or ethnic group.	2.78	2.81	1.33%
c. I like to learn about social identity groups other than my own.	*	3.06	*
d. I would probably not be able to continue my friendship with a friend who I discovered had a sexual orientation other than my own.	*	0.92	*
e. I think that what generally happens to people in my racial and/or ethnic group will affect what happens in my life.	2.44	2.03	-16.99%
f. I want to bridge difference between social identity groups.	2.75	2.68	-2.59%
g. I feel proud when a member of my racial and/or ethnic group accomplishes something outstanding.	3.17	3.08	-2.96%
h. Women should be taken as seriously as men in the classroom.	3.53	3.48	-1.46%
i. If I found out someone I knew had a sexual orientation other than my own, I would be accepting and supportive.	3.15	3.27	3.81%
j. People should have equal rights regardless of their sexual orientation.	3.40	3.46	1.55%
k. I would vote in a presidential election for a qualified woman whose views are similar to mine.	3.27	3.33	1.81%
Average	2.75	2.28	-6.13%

Bold indicates statistical significance.

In these areas of questioning, there is again reasonable consistency in student views in 2005 and 2012. In two areas of questioning, there is a statistically significant decrease in statement support: there is less pride in the accomplishments of someone of the same race or ethnicity as the student and a much larger decrease in the belief that what happens in general to the student's own racial or ethnic group will happen to the student themselves. This shifts student responses much more closely to disagreement, suggesting perhaps that our 2012 students feel their destiny is more individualized and not as proscribed by the larger social forces at play with regard to race and ethnicity. This indicates a strong aspirational belief from our students that their race or ethnicity will not affect what happens to them in life. This significant change, nearly 17% drop with regard to racial and ethnic identity having an influence on students' future lives, will be discussed in the conclusion to this report.

These data reveal a group of students who are open to others and do not perceive gender and sexual orientation as blocks to their personal relationships or someone's role in society. The strongest agreement here is that women and men should be heard equally in the classroom.

vi. Understanding and Appreciating Diverse Cultures

The following question used a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, and 4 = Strongly Agree.

Table N

"Indicate the extent to which you agree or disagree with each statement."			
Question 13 in 2005 and Question 14 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. Speaking languages other than English should not be encouraged in the United States.	1.15	1.07	-7.46%
b. I am open to developing friendships with people of cultures other than my own.	3.50	3.49	-0.34%
c. Contact with individuals of cultures other than my own is valuable.	3.37	3.39	0.53%
d. I enjoy having discussions with people whose ideas and values vary from my own.	3.32	3.29	-1.00%
e. I do not enjoy studying the contributions that members of cultures other than my own have made to society.	1.09	1.13	3.13%
f. I enjoy classes that emphasize the contributions of cultures other than my own.	3.15	3.03	-3.65%
g. Knowledge and understanding of other cultures promote stereotypes.	1.44	1.57	9.37%
h. I think there is too much emphasis upon appreciating the ideologies, practices, and contributions that persons of various cultures bring to our world.	1.54	1.67	8.85%
Average	2.43	2.47	-1.03%

Bold indicates statistical significance.

Here we see Harold Washington students are generally open and accepting of others and recognize the importance of diversity in language, learning and friendships. Three response items have significant changes from 2005 to 2012. While still clearly affirmative about cultural diversity in classes, this support does show statistically significant decreases. This finding is perhaps tied to the decreases in tolerance of other cultures and to the proactive efforts to incorporate diversity in the curricula.

vii. Understanding Diversity

This question explored students' understanding of the concept of diversity and how much impact and complexity this may have. Statements required a simple "true" or "false" choice where 1 = Agreement and 0 = Disagreement.

Table O

"Indicate if each of the following statements is true or false" Question 14 in 2005 and Question 15 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. Cultural diversity refers solely to differences in race, ethnicity, gender or age.	0.49	0.50	0.69%
b. Diversity exists among people from the same cultural groups.	0.74	0.72	-1.77%
c. Aspects of culture which contribute to our diversity include gender, religion and social class.	0.88	0.86	-2.82%
d. Immigration patterns affect cultural customs, beliefs, and lifestyles.	0.74	0.72	-2.48%
e. Our culture is influenced by relationship between people from diverse cultural groups.	0.85	0.83	-2.01%
f. Both differences and similarities exist between diverse cultural groups.	0.92	0.90	-2.27%
Average	0.77	0.72	-1.68%

Bold indicates statistical significance.

Again, there is much consistency between HWC students of 2005 and 2012 with regard to their understanding of diversity. They have a complex view of diversity that includes many aspects of cultural expression and identity. Some students may be unsure just how complex and broadly drawn cultural expression can be. For both this question and the previous one, students were given a definition of culture to help in their responses. This definition was:

"Culture is defined as a group of people with a shared system of values and traditions and common hopes for the future."

viii. Social Interaction and Relationships

Students identified their experiences using a five-point Likert scale: 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, and 5 = Always.

Table P

“To what extent have you experienced the following with students of a racial / ethnic group other than your own?” Question 15 in 2005 and Question 16 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. Attended events sponsored by racial / ethnic groups other than my own.	1.45	2.10	44.31%
b. Dined or shared a meal.	1.50	2.40	60.76%
c. Had a meaningful and honest discussion about racial / ethnic relations outside of class.	1.49	2.33	56.40%
d. Shared personal feelings and problems.	1.51	2.41	58.99%
e. Had tense, somewhat hostile interaction.	1.04	1.41	34.74%
f. Felt insulted or threatened based on my race or ethnicity.	1.03	1.30	26.96%
g. Studies or prepares for class.	1.55	2.49	60.76%
h. Socialized or partied.	1.53	2.47	61.83%
i. Had intellectual discussions outside of class.	1.52	2.43	60.13%
Average	1.34	1.99	51.04%

Bold indicates statistical significance.

These students paint a somewhat contradictory picture of their social interactions and relationships. They have studied in mixed groups, attended events sponsored by others, discussed honestly about race and ethnicity outside of class. However, they are much less likely to have eaten meals, socialized or partied in mixed groups, and they do not classify their out-of-class discussions about race and ethnicity as “intellectual.” They also have sometimes felt insulted based on their race or ethnicity, which may offer some explanation as to why more intimate aspects of social life are likely experienced with people of the same race or ethnicity. Perhaps these data hint at the nature of segregated lives outside the boundaries of HWC.

ix. Diversity Practices at Harold Washington College

In this question, Human Diversity was explained for students as referring to variations in race, ethnicity, gender, age or visible disability. Students responded to individual items on a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, and 4 = Strongly Agree.

Table Q

“Please indicate to what degree you agree with the following statements” Question 16 in 2005 and Question 17 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. HWC has done a good job providing programs and activities that promote an understanding of diversity.	2.57	2.70	5.33%
b. At HWC students are resentful of others diverse from themselves.	1.77	1.79	0.91%
c. HWC should require at least one course on the role of diversity in our society.	2.55	2.58	1.15%
d. HWC does not promote respect for diversity.	2.67	2.78	4.20%
e. Diversity at HWC was one of the reasons I chose to come here.	2.06	2.27	10.00%
f. I am comfortable with instructors of diverse backgrounds.	3.11	3.17	1.67%
g. At HWC, I have had classes taught by faculty of diverse backgrounds from myself.	3.15	3.17	0.51%
h. Discrimination based on diversity is no longer a problem in Chicago.	1.07	1.22	14.11%
i. I feel pressured to participate in activities related to diversity at HWC.	1.34	1.39	3.64%
Average	2.46	2.43	4.32%

Bold indicates statistical significance.

These students increasingly feel HWC has done a good job promoting an understanding of diversity and that we are respectful of our diverse student body. Students feel comfortable with instructors who are different from them and are very likely to have been taught by diverse faculty. They don't feel pressure to participate in diversity activities at college, believe their fellow students are not resentful of diversity, while they strongly believe that discrimination in the broader city of Chicago is still very problematic. It should be noted here also that more of these students indicated that they were choosing to study at HWC because of our human diversity. The affirmative aspect of this choice of college has shown a significant 10% increase since 2005. This finding will be discussed more in the conclusions.

There was a small but statistically significant increase in student agreement that HWC does **not** promote respect for diversity (up 4.2% from 2005). Although it is tempting to interpret this data as incongruous to the rest of the findings of this report, it is worthy of note and further exploration by the assessment committee.

x. Human Diversity and the Harold Washington College Experience

Students were asked a range of questions related primarily to their Harold Washington experience and the differential impacts and influences their identity and that of others had with regard to human diversity.

Responses were rated on a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, and 4 = Strongly Agree.

Table R

"Please indicate to what degree you agree with the following statements"			
Question 17 in 2005 and Question 18 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. My experiences since coming to HWC have led me to become more understanding of people's differences in race, ethnicity, gender, age or a visible disability.	2.69	2.78	3.37%
b. At HWC getting to know people whose race, ethnicity, gender or age is different from my own, or those with a visible disability has been easy.	2.79	2.86	2.44%
c. At HWC I feel there are expectations about my academic performance because of my race, ethnicity, gender, age or visible disability.	1.95	1.91	-2.11%
d. At HWC I feel there are expectations about my academic performance because of my language, social economic status, or sexual orientation.	1.78	1.82	1.78%
e. I feel I need to minimize various characteristics of my race, ethnicity, gender, age or visible disability in order to fit in.	1.43	1.45	1.41%
f. My experiences since coming to HWC have strengthened my own sense of identity.	2.43	2.55	4.85%
g. In my experience, students of various races, ethnicities, genders, ages, or those with a visible disability participate equally in classroom discussions.	2.74	2.75	0.44%
h. In my encounters with HWC's service departments (the Financial Aid office, the Registrar's office, the Admission's office, the Library, the Security desk, etc.) I have experienced discrimination based on my race, ethnicity, gender, age or visible disability.	1.54	1.46	-5.22%
i. I feel I am expected to represent my race, ethnicity, gender, age or disability group in class discussions.	2.08	1.94	-6.67%
j. Faculty use examples relevant to people of my race, ethnicity, gender, age or disability group in their lectures.	2.33	2.28	-2.15%
k. I feel comfortable going to see a faculty member of my own race, ethnicity, gender, age or disability group.	2.80	2.82	0.87%
l. I feel comfortable going to see a faculty member of a race, ethnicity, gender, age or disability group other than my own.	2.80	2.86	2.08%
Average	2.18	2.16	1.38%

Bold indicates statistical significance.

There are three significant changes in our students' reports of experiences of Human Diversity at HWC. Once again, there is strong affirmation that coming to HWC increases students' positive affirmation and understanding of human diversity. Our students also feel significantly less likely to be expected to represent their human diversity in classes. This change must ultimately speak to a change in faculty

behaviors, again in stronger support for human diversity. Perhaps here we see HWC faculty themselves demonstrating more complex representational views of human diversity in a classroom setting.

As can be seen in Table R Item H: “In my encounter with HWC’s service departments (the Financial Aid Office, the Registrar’s Office, the Admission’s Office, the Library, the Security Desk, etc.), I have experienced discrimination based on my race, ethnicity, gender, age, or visible disability” had a very large decrease compared to most questions, and this change was statistically significant.

Although the vast majority of questions answered in the survey indicate positive movements in the way students self-report expanded experiences and understanding of human diversity, the positive change in experience with HWC service departments was much larger, and this increase cannot be explained solely by an overall change in tolerance in our culture between 2005 to 2012 as already discussed. This is exceptionally good news for HWC’s service departments and clearly supports the considerable efforts exerted in this specific area and other recent college research findings about student experiences and views of our service and student support departments. This positive gain in student perceptions of college services should indeed be celebrated, but efforts to continue this momentum should be encouraged throughout all areas of the college.

xi. Faculty and Student Interactions

Students were asked a smaller range of questions related to faculty interactions and their own interactions with others as mediated through sexual orientation, religion, or socio-economic status. Responses were rated on a 4-point Likert scale: 1 = Strongly Disagree, 2 = Disagree Somewhat, 3 = Agree Somewhat, and 4 = Strongly Agree.

Table S

“Please indicate to what extent you agree with the following statements”			
Question 18 in 2005 and Question 19 in 2012			
<i>Assessment Cohort</i>	<i>2005</i>	<i>2012</i>	<i>Change</i>
a. I feel differently about people when I discover that their sexual orientation, religion or socio-economic status varies from my own.	1.30	1.11	-14.61%
b. Faculty treat students differently one they discover their sexual orientation, religion or socio-economic status.	1.45	1.26	-13.04%
c. I am less likely to interact with people whose sexual orientation, religion, or socio-economic status varies from my own.	1.24	0.98	-21.41%
d. When I discover that someone has a disability, I feel differently about him/her.	1.19	1.05	-11.97%
e. Faculty have different expectations of students with disabilities.	1.64	1.56	-4.88%
Average	1.36	1.19	-13.18%

Bold indicates statistical significance.

In this question set, we see not only how HWC students were remarkably tolerant of human diversity with regard to sexual orientation, religion and socio-economic status in 2005 but how they have become **even more so in 2012. These students significantly support the view that this acceptance and interaction with key aspects of human diversity is also reflected through their faculty.** This is an important and significant shift in student-to-student and student-to-faculty feelings and behaviors in these key aspects of human diversity.

D. Qualitative Student Feedback Data

Unlike our four sister colleges partnering in this Human Diversity Assessment, we added a final open qualitative question at the end of what we already knew was a long questionnaire. Question 26 asked respondents, “Feel free to share any comments you have about this survey that you want us to know.” Of the 1,512 respondents, 361 students took this opportunity to leave a specific comment. This represents 24% of the sample, an indicator that a good proportion of our students wanted their specific individual voice to be recorded beyond the data we were seeking. Comments ranged from the brief, perfunctory, or emoticon response to lengthy and intentional discourse on their feelings and experiences with regard to human diversity in general or specifically with regard to Human Diversity and Harold Washington College. A very small number of students took this opportunity to voice opinions entirely irrelevant to our Human Diversity assessment.

The broad categorization of these highly individualized comments is as follows:

- Overall Positive Comments: 198 of 361 = 54.8%
- Overall Negative Comments: 146 of 361 = 40.4%
- Overall Neutral Comments: 15 of 361 = 4.2%

Further investigation within these broad categories provides revealing information about student reactions to taking the Human Diversity Assessment and a rich qualitative backdrop to the statistical findings of significance, change, and correlation.

Positive student comments can be further analyzed into five distinct sub-categories, which are provided alongside their numerical “strength” in these data. Table 1 classifies the sub-categories and ranks their numerical support.

Qualitative Student Feedback (QSF) Table 1

Key <i>Positive</i> Sub-Category	Total #	% of Positive	% Total
1) Compliments about the Human Diversity Survey and being asked to do it	160	80.1%	44.3%
2) Generalized positive human diversity comments	15	7.6%	4.2%
3) Specific positive comments on HWC and human diversity	13	6.6%	3.6%
4) General positive comments about HWC	6	3.0%	1.7%
5) Positive Emoticons	4	2%	1.1%

The smaller group of negative student comments can be classified into eight subcategories, some of which are less ontologically secure and may overlap in complex analytical ways. The negatively coded eight subcategories are provided here with their numerical “strength” in Table 2.

QSF Table 2

Key Negative Sub-Category	Total #	% of Negative	% Total
1) Survey too long and questions repetitive	41	28%	11.4%
2) Rejecting categorical labels or feeling excluded by their use	16	11%	4.4%
3) Specific criticism of HWC as insensitive <i>or</i> oversensitive to diversity issues	16	11%	4.4%
4) Specific criticism of HWC office staff as rude and insensitive to students	12	8.2%	3.3%
5) Too much emphasis at HWC on diversity - especially race	9	6.2%	2.5%
6) Specific criticism of faculty at HWC	6	4.1%	1.7%
7) Criticism of course or extra-curricula offerings at HWC	5	3.4%	1.4%
8) Generalized or other unique criticism of HWC	4	2.7%	1.1%

If these eight negative distinguishable categories are placed together with the five comment categories coded as positive as well as those student comments coded as “neutral,” within the 361 students responding to this final open question, the dominant categorical pattern of specific student commentary is as shown in Table 3.

QSF Table 3

Overall Rankings of Qualitative Student Comments	Total	% Total
1) Compliments about the Human Diversity Survey and being asked to do it	160	44.3%
2) Survey too long and questions repetitive	41	11.4%
=3) Rejecting categorical labels or feeling excluded by their use	16	4.4%
=3) Specific criticism of HWC as insensitive or oversensitive to diversity issues	16	4.4%
5) Generalized positive human diversity comment	15	4.2%
6) Neutral comments	15	4.0%
7) Specific positive comment on HWC and human diversity	13	3.6%
8) Specific criticism of HWC office staff as rude and insensitive to students	12	3.3%
9) Too much emphasis at HWC on diversity - especially race	9	2.5%
= 10) General positive comments about HWC	6	1.7%
= 10) Specific criticism of faculty at HWC	6	1.7%
12) Criticism of course or extra-curricula offerings at HWC	5	1.4%
= 13) Positive Emoticons	4	1.1%
= 13) Generalized or unique criticism of HWC	4	1.1%

These comments are heartening and useful for both our Human Diversity and methodological learning. By far the largest group of students (approaching half of all individual commenters) choosing to make specific commentary as part of our Human Diversity Assessment ***made comments that were exceptionally positive about the experience of the Human Diversity assessment and being asked by faculty to participate in it.*** The following comments, reproduced verbatim, are typical of this dominant majority response:

“I found it refreshing that the school has made an effort to focus on examining diversity among the students and faculty. Thank you! :)”

“I FEEL THAT THIS A VERY MEANINGFUL SURVEY AND ADDRESSES VARIOUS ISSUES THAT ARE VERY IMPORTANT IN TODAY’S DIVERSE SOCIETY.”

"This survey is very important and a really wonderful idea for students because sometime we are unaware of the social issues around us. This will help students appreciate the diverse community here at HWC. Thank you for the opportunity."

The next most dominant comment, though significantly less strongly supported (41 students compared to 161 students – 11% of commenters), was about the length of the survey and that some found it repetitive. There were not, indeed, any repeated questions but students were asked to respond to some questions with similar large multiple choice responses, which might have stimulated the sense of repetitiveness for this small number of students.

"I dont mind taking surveys, but when they are this long it can become very overwhelming. It needs to be shorter."

"It was long and the questions repeated too often."

Another very small group of students reacted to the specific content area and the kinds of labels used to categorize human diversity. For a few, this was an opportunity to resist the specific differentiations behind HWC's definition of human diversity; for others it was a lack of inclusivity; while a few celebrated the fact that they felt included in this survey. For some, these questions were "danger zone" questions seeking information considered private. These comments must be placed in their larger context; they came from 16 out of 1,522 students, representing 0.01% of our respondents.

"I do not think that a survey for school should ask anyone their sexual orientation, race, gender, or biasis as a form of gathering unnecessry information to gianing one's degree."

"This is very personal information that should not be asked. Even though not shared, still uncomfortable answering."

"I am of a mixed breed of Hispanic and Native American, I noticed that there are no place to put a check mark for this."

"Sometimes I feel that we focus so much on creating diversity that it emphasizes people's differences even more. Why do we have to label our different cultures instead of just accepting their existence? We shouldn't have to make a consious effeort to be tolerant. This survey generalized a lot of topics and made it diffucult to answer accurately."

"Thought it was great given the option of not just female or male but transgender. It shows support for the LGTBQ community."

"The Q in LGBTQ stands for Queer. Possibly also for Questioning, but it's important to have 'Queer' as an option, since many people, including myself, use Queer to identify themselves because it allows one to identify as being simply 'on the spectrum.'"

While this was clearly a long survey (we estimated around 20 minutes average completion time), many students completed the full survey, as measured by the number of first and last answers. This produced an impressive 94% completion rate, and equally impressive was the number of individualized qualitative

comments from which we learned the strength of positivity with which HWC students regard human diversity and support focusing on human diversity.

E. Other Findings

Two findings that merit specific mention with regard to this large-scale college-wide assessment were clearly related to our methodological learning. Firstly, our 2012 student sample size was very large, significantly larger than the 2005 iteration of our Human Diversity assessment. This speaks to the assessment culture at HWC and the ability to involve strong numbers of faculty in assessment data-gathering activities. It is only through faculty engagement that we gain access and permission for students to contribute data. At 1,522, this is one of the largest student samples we have ever achieved. While a sample of convenience, this size gives great strength to our findings and allows confidence in findings that speak about our larger body of students at the time.

Secondly, a full 52% of these student respondents completed the survey “at a distance” and were not brought by their teachers to our computer room during Assessment Week. Use of a fully internet-based survey tool, our institutional Survey Monkey account, allowed access and opportunity for data gathering not restricted by geographic and location capacity. This should clearly have significance for future college-wide assessment strategies as it represents a seismic leap in our assessment capabilities. In 2005, data gathering for our Quantitative Reasoning assessment involved the complex logistics of scheduling numerous classes of students who physically attended two “Assessment Rooms” to complete paper and pencil surveys. Every night, cleaners had to remove masses of math calculations that were made on desktops. The fully internet-based survey tool used in 2012 yielded higher rates of participation and significantly less physical mess.

The majority of students who took this survey “at-a-distance” contributed data because they were asked to do so by their teachers. We have no data on how so many students were encouraged, supported, or incentivized by faculty to contribute to this large survey. The strength of positive comments registered in the qualitative data indicates that many of our students appreciated this opportunity to share with us their opinions and experiences with regard to human diversity. We should be wary of assuming that technology is the only or main driver of this large-scale participation; perhaps, considerably smaller numbers of students may have chosen to take an additional less engaging test regardless of support or incentives from their teachers.

IV. Recommendations

In light of our findings on Human Diversity at Harold Washington College, the Assessment Committee makes the following recommendations:

1. Harold Washington College should continue to create numerous artifacts and opportunities to celebrate, remark upon, and represent our exceptional human diversity. Specifically, faculty and administration at HWC should:
 - Maintain the Human Diversity course requirement for graduation.
 - Commit time and resources required ensuring the continuation and development of new celebratory events (such as Black History Month, Women's History Month, etc.) that highlight and expose students to cultural diversity.
 - Create opportunities for students to engage in community-based experiences with diverse populations and to reflect on those interactions both personally and academically.
 - Continue to highlight HWC's strong culture of respect for and engagement with human diversity in marketing the college.
2. Institutionally, we should broaden some of our definitional boundaries so that our data and categorical definitions mirror the increasing complexity of human diversity represented in our student body and wider contemporary society. Specifically, faculty and administration at HWC should:
 - Broaden gender categorization choices beyond the simple binary choice of female or male;
 - Begin to collect consensual data on student self-identified categories of sexual orientation;
 - Expand race and ethnicity categories to include the increasing numbers of students who identify as multi-racial or of mixed race; and,
 - Review how Federal categorizations that require a simple "Yes" or "No" response to the label "Hispanic" function at the practical level.
3. Faculty, through professional development, across all departments and disciplines, should be encouraged to review teaching materials, perceptions and practices, and to acknowledge and broaden human diversity categorizations and labels that adequately reflect considerable social change that has occurred in these areas over the past few decades. This would also continue to add value to the many positive experiences of human diversity our students report here.

Build an ongoing partnership with the Student Government Association and all other student organizations. Furthermore, establish plans to support student groups as they reach across boundaries to increase connectivity among diverse student groups.
4. HWC Assessment Committee should review its age categories in upcoming surveys and find ways to match this more closely to wider college categorizations with regard to student age-bands so that data can be more easily compared.

5. For the next administration of the Human Diversity Assessment at HWC, some questions in the negative should also have a corresponding positive version of the question to test for reliability.
6. For the next administration of the Human Diversity Assessment at HWC, consideration should be paid to the Qualitative Student Findings from this report. The Assessment Committee should consider ways to shorten the survey and broaden definitions to be as inclusive as possible. In addition, the committee should consider providing a “lexicon” of terms with common language and lingo defined.

V. Conclusion

Harold Washington College has exceptionally broad and complex human diversity and provides a college experience that makes a significant impact on students’ reported experiences of human diversity, prejudice and discrimination.

In the seven years since our first Human Diversity assessment, there has been considerable change in our student population and their experiences of diversity and discrimination. In large part, these changes are exceptionally positive with regard to student perceptions and experiences of Human Diversity, specifically on campus and in the classroom. These changes have registered in the questions we chose to ask our students in the first place, and subsequently in both the data and our findings.

We are a college that is younger, less heterosexual, and more Hispanic than it was seven years ago. We are a college in which students feel respected, accepted, and much less the subject of prejudicial and discriminatory experiences than in their lives before coming to Harold Washington College. This is clearly a testament to the faculty, staff, administration, and students of Harold Washington College. The ability to compare similar data from students in 2005 with students in 2012 provides us the opportunity to conclude that we have indeed become stronger in recognizing and supporting students’ experience of human diversity over this timespan. ***This was an important strength for us in 2005, it is even more so now.***

Some of these specific aspects of change are worthy of highlighting here. Student support services and staff have made significant changes to their practices, and the 2012 assessment results reveal that these changes have had a registered effect on how they are perceived by students. These assessment data register a strong positive change in this aspect of college life, and those working in these important areas should be commended for the impact registered here.

With regard to sexual orientation, there have been significant shifts in our wider culture. 2013 data from The Pew Research Center reports the growth in support for lesbian and gay people is among the largest changes in public opinion on any policy issue over the last decade:

“It’s hard to think of anything so controversial that compares. Ten years ago, 47 percent of Americans said homosexuality should be accepted by society; today that number has jumped to 57 percent. Among women, it’s even higher, 61 percent. For the young, born between 1980 and

1995, it shoots up to 74 percent. Even among so-called Generation X'ers -- today's 33 to 48 year olds -- fully 62 percent are accepting, compared to 50 percent a decade ago."

Pew Research Center, "Growing Support for Gay Marriage: Changed Minds and Changing Demographics" March 20, 2013. Available at: www.people-press.org

With increasing tolerance and acceptance comes increasing complexity with regard to Human Diversity. Interestingly, this increasing complexity will also have to be encountered methodologically as our assessment culture progresses. Technological advances in teaching, learning and assessment also present a range of challenges to which we will continue to investigate answers. With the growth of on-line learning and the recognition of this in our new HLC accreditation criteria, we will have to become more complex in assessment strategies that reflect all of our students and do not prejudice those whose primary learning mode is on campus. The evidence in this assessment indicates that we are up to this challenge. A full 52% of this student sample completed this survey "at-a-distance."

Becoming a student at HWC decreases students' perceptions and experiences of prejudice and discrimination significantly. Through interactions with their fellow students, in their classes and with faculty, in the building and all our support offices, students report feeling accepted, respected and appreciative of this special environment. For our students, this is not their experience before coming to Harold Washington College, and an increasing number of students note that HWC's Human Diversity is a factor in their decision to study in our downtown urban environment. Faculty and administrators should be rightly proud of these important findings.

In these data, there is also evidence of increasing individualism; specifically students feeling their destiny is less shaped by their ethnicity and race. This may speak to the aspirational nature of our students, many of whom are coming to college to specifically make a change in their future pathway in life.

There is much in these findings to celebrate, and yet the survey also reveals some stark reminders of life outside the walls of HWC, where students do report experiences of prejudice and discrimination related to various aspects of human diversity. There is also the sense that, outside of college, they return to communities in which segregation and "sameness" are more likely to occur. Perhaps our challenge as a college will be to find ways in which our students can take their human diversity learning and experiences from HWC into other communities: into the world of work, into their neighborhoods, and into increasingly diverse families.

VI. Appendices

Appendix A: Diversity Survey 2012

Below is the survey that was used as the tool for the Harold Washington College Diversity Assessment of 2012. This is the text form, yet its actual implementation was using Survey Monkey, as has been previously discussed.

Harold Washington College's Human Diversity Survey – 2012

Written by HWC Assessment Committee

DO NOT REPRODUCE WITHOUT PERMISSION

Contact Jennifer Asimow at jasimow@ccc.edu

A Message To Our Students

Dear Student:

Harold Washington College (HWC) is using this survey to measure if its general education goal of student understanding of and respect for human diversity is being achieved. This survey focuses on how well our students think we are doing to promote human diversity in the college community, and will allow us to learn more about student attitudes and experiences with human diversity.

It will take about 20-30 minutes to complete this survey. Your responses are important to us. Thank you very much for your cooperation in this important survey.

Human diversity is defined by such things as: age, citizenship, education, ethnicity, gender, health, language, marital status, national origin, political beliefs, physical attributes and disabilities, race, religion, sexual orientation, socio-economic status, veteran status, and other differences in cultural expression and tradition.

YOUR ANSWERS WILL BE KEPT IN STRICT CONFIDENCE.

If you have already taken this survey, please do not take it a second time.

01. Where are you taking this survey?

- ☐ During class
- ☐ Outside of class

5. Major Weakness					
4. Somewhat Weak					
3. Average					
2. Somewhat Strong					
1. Major Strength					

	1	2	3	4	5
02. How would you rate yourself in the following areas: (Mark <i>one</i> for <i>each</i> item).					
a. Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knowledge about my own culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Math ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Racial/cultural awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ability to solve complex problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Openness to having my views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Knowledge about the cultural background of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Tolerance of those with beliefs other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Social self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. All or nearly all people of color |
 4. Mostly people of color | |
 3. Half white & half people of color | | |
 2. Mostly white | | | |
 1. All or nearly all white | | | | |

1 2 3 4 5

03. How would you describe the racial and/or ethnic composition of the following: (“People of color: includes African Americans, Hispanics, Asian Americans, Arab American and American Indians).

- a. Neighborhood where you grew up O O O O O O
 b. High school that you graduated from O O O O O O
 c. Your friends *before* coming to HWC O O O O O O
 d. Your friends *since* coming to HWC O O O O O O

5. Never |
 4. A few times per year | |
 3. A few times per month | | |
 2. A few times per week | | | |
 1. Daily | | | | |

1 2 3 4 5

04. Indicate how frequently you engaged in each of the following *before* you attended Harold Washington College:

- a. Discussed politics with peers O O O O O O
 b. Discussed racial and/or ethnic issues O O O O O O
 c. Participated in clubs O O O O O O
 d. Engaged in volunteer work O O O O O O
 e. Studied or worked with someone from a racial/ethnic group other than your own O O O O O O
 f. Participated in an academic honor society O O O O O O
 g. Participated in activities to clean up the environment O O O O O O

Always Frequently Occasionally Never

05. Before coming to Harold Washington College, how often did you encounter discrimination based on your:

- | | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Race and/or ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Economic background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Religious beliefs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Age | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Primary Language Spoken | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Style of Dress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Style of Communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Always Freq Occas Never

06. Since coming to Harold Washington College, how often have you encountered discrimination based on your:

- | | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Race and/or ethnicity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Gender | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| c. Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Economic background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Religious beliefs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Age | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| g. Primary Language Spoken | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Style of Dress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Style of Communication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	5. Substantial Interaction				
	4. Regular Interaction				
3. Some Regular Interaction					
2. Little Interaction					
1. No Interaction					

	1	2	3	4	5
07. How much interaction do you have with people in each of the following groups <i>now</i>?					
a. American Indian/Alaska Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Black or African American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Hispanic/Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Native Hawaiian or Other Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Mult-racial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Lesbian / Gay / Bisexual / Transgender / Questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. People with religious beliefs other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. International students or non-USA citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. People for whom English is not their first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. People who are substantially different in age than you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Strongly Agree					
4. Agree					
3. Neutral					
2. Disagree					
1. Strongly Disagree					

08. People often have differences in perspectives. Indicate how much you agree or disagree with each statement.

- | | 1 | 2 | 3 | 4 | 5 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. There are two sides to every issue, and I try to look at them both. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Conflicting perspectives are healthy in a democracy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I try to look at everybody's side of a disagreement before I make a decision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Conflict is a normal part of life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I sometimes find it difficult to see the "other person's" point of view. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. When I'm upset at someone, I usually try to "put myself in their shoes" for a while. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Democracy thrives on differing views. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Conflict between groups can have positive consequences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Building partnerships from varied interests is key to a working democracy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

				5. Always	
			4. Often		
		3. Sometimes			
	2. Rarely				
1. Never					

09. Indicate how often you felt uncomfortable in a situation with a person or a group of people who are:

	1	2	3	4	5
a. American Indian/Alaska Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Black or African American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Hispanic/Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Native Hawaiian or Other Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Multi-racial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Lesbian / Gay / Bisexual/ Transgender / Questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. People with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. People with religious beliefs other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. International students or non-USA citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. People for whom English is not their first language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. People who are substantially different in age than you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Essential |
3. Very Important |
2. Somewhat Important |
1. Not Important |

	1	2	3	4
10. In your role as a responsible citizen in this society, how important is each of the following to you?				
a. Working to end poverty.	O	O	O	O
b. Paying taxes to support public services.	O	O	O	O
c. Using career-related skills to work in low-income communities.	O	O	O	O
d. Contributing money to a political cause.	O	O	O	O
e. Promoting racial tolerance and respect	O	O	O	O
f. Voting in national elections.	O	O	O	O
g. Creating awareness of how people affect the environment.	O	O	O	O
h. Making consumer decisions based on a company's ethics.	O	O	O	O
i. Speaking up against social injustice.	O	O	O	O
j. Volunteering with community groups or agencies.	O	O	O	O
k. Ending homelessness.	O	O	O	O
l. Ending discrimination.	O	O	O	O

4. Strongly Support |
3. Support Somewhat |
2. Oppose Somewhat |
1. Strongly Oppose |

	1	2	3	4
11. Indicate whether you support or oppose each of the following:				
a. Incorporating writings and research about more racial/ethnic groups and women into courses.	O	O	O	O
b. Requiring students to complete a community-based experience with diverse populations.	O	O	O	O
c. Offering courses to help students develop an appropriate appreciation for their own and other cultures.	O	O	O	O
d. Requiring students to take at least one cultural or ethnic diversity course in order to graduate.	O	O	O	O
e. Offering opportunities for intensive discussion between students with different backgrounds and beliefs.	O	O	O	O

4. Strongly Agree |
3. Agree Somewhat | |
2. Disagree Somewhat | | |
1. Strongly Disagree | | | |

	1	2	3	4
12. Indicate the extent to which you agree or disagree with each statement.				
a. Racial and/or ethnic discrimination is no longer a major problem in the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Many people lack an understanding of the problems that people from different racial and/or ethnic groups face.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Our society has done enough to promote the welfare of different racial and/or ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A high priority should be given to see that students of color receive financial aid for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hiring more faculty of color should be a top priority of Harold Washington College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The social system prevents people of color from getting their fair share of good jobs and better pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. State hate crime laws are needed to protect people from harassment based on race, gender, or sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. A person's racial background in this society does not interfere with achieving everything he or she wants to achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. HWC should aggressively recruit more students of color.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Enhancing a student's ability to live in a multicultural society is a part of this college's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Colleges do not have a responsibility to correct racial and/or ethnic injustice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Emphasizing diversity contributes to disunity on this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Strongly Agree |
3. Agree Somewhat | |
2. Disagree Somewhat | | |
1. Strongly Disagree | | | |

	1	2	3	4
13. Indicate the extent to which you agree or disagree with each statement.				
a. It is important for me to educate others about the social identity groups to which I belong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I often think about what I have in common with others in my racial and/or ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I like to learn about social identity groups different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I would probably not be able to continue my friendship with a friend who I discovered had a sexual orientation other than my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I think that what generally happens to people in my racial and/or ethnic group will affect what happens in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I want to bridge difference between social identity groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I feel proud when a member of my racial / ethnic group accomplishes something outstanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Women should be taken as seriously as men in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. If I found out someone I knew had a sexual orientation other than my own, I would be accepting and supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. People should have equal rights regardless of their sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I would vote in a presidential election for a qualified woman whose views are similar to mine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Strongly Agree |
 3. Agree Somewhat | |
 2. Disagree Somewhat | | |
 1. Strongly Disagree | | | |

1 2 3 4

14. Indicate the extent to which you agree or disagree with each statement.

For purposes of this question, “culture” is defined as “a group of people with a shared system of values and traditions and common hopes for the future”.

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Speaking languages other than English should not be encouraged in the United States. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I am open to developing friendships with people from cultures other than my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Contact with individuals of cultures other than my own is valuable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I enjoy having discussions with people whose ideas and values vary from my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I do not enjoy studying the contributions that members of cultures other than my own have made to our society. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I enjoy classes that emphasize the contributions of cultures other than my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Knowledge and understanding of other cultures promote stereotypes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I think there is too much emphasis upon appreciating the ideologies, practices, and contributions that persons various cultures bring to our world. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

True False

15. Indicate if each of the following statements is true or false.

- | | | |
|--|-----------------------|-----------------------|
| a. Cultural diversity refers solely to differences in race, ethnicity, gender or age. | <input type="radio"/> | <input type="radio"/> |
| b. Diversity exists among people from the same cultural groups | <input type="radio"/> | <input type="radio"/> |
| c. Aspects of culture which contribute to our diversity include gender, religion and social class. | <input type="radio"/> | <input type="radio"/> |
| d. Immigration patterns affect cultural customs, beliefs, and lifestyles. | <input type="radio"/> | <input type="radio"/> |
| e. Our culture is influenced by relationships between people from diverse cultural groups. | <input type="radio"/> | <input type="radio"/> |
| f. Both differences and similarities exist between diverse cultural groups | <input type="radio"/> | <input type="radio"/> |

	1. Never	2. Seldom	3. Sometimes	4. Often	5. Always
16. To what extent have you experienced the following with students of a racial / ethnic group <i>other</i> than your own?					
a. Attended events sponsored by racial / ethnic groups other than my own.	O	O	O	O	O
b. Dined or shared a meal.	O	O	O	O	O
c. Had meaningful and honest discussions about racial / ethnic relations outside of class.	O	O	O	O	O
d. Shared personal feelings and problems.	O	O	O	O	O
e. Had tense, somewhat hostile interaction.	O	O	O	O	O
f. Felt insulted or threatened based on my race or ethnicity.	O	O	O	O	O
g. Studies or prepared for class.	O	O	O	O	O
h. Socialized or partied.	O	O	O	O	O
i. Had intellectual discussions outside of class.	O	O	O	O	O

				4. Strongly Agree	
				3. Agree Somewhat	
				2. Disagree Somewhat	
				1. Strongly Disagree	

1	2	3	4
---	---	---	---

17. Please indicate to what degree you agree with the following statements:

For the purposes of this question, “diversity” refers to variations in race, ethnicity, gender, age or a visible disability.

- | | | | | |
|--|---|---|---|---|
| a. HWC has done a good job providing programs and activities that promote an understanding of diversity. | O | O | O | O |
| b. At HWC students are resentful of others diverse from themselves. | O | O | O | O |
| c. HWC should require at least one course on the role of diversity in our society. | O | O | O | O |
| d. HWC does not promote respect for diversity. | O | O | O | O |
| e. Diversity at HWC was one of the reasons I chose to come here. | O | O | O | O |
| f. I am comfortable with instructors from diverse backgrounds. | O | O | O | O |
| g. At HWC, I have had classes taught by faculty of diverse from myself. | O | O | O | O |
| h. Discrimination based on diversity is no longer a problem in Chicago. | O | O | O | O |
| i. I feel pressured to participate in activities related to diversity at HWC. | O | O | O | O |

4. Strongly Agree |
3. Agree Somewhat | |
2. Disagree Somewhat | | |
1. Strongly Disagree | | | |

18. Please indicate to what degree you agree with the following statements:

- | | 1 | 2 | 3 | 4 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. My experiences since coming to HWC have led me to become more understanding people's differences in race, ethnicity, gender, age or with a visible disability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. At HWC getting to know people whose race, ethnicity, gender or age is different from my own, or those with a visible disability has been easy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. At HWC I feel there are expectations about my academic performance because of my race, ethnicity, gender, age or a visible disability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. At HWC I feel there are expectations about my academic performance because of my language, social economic status, or sexual orientation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I feel I need to minimize various characteristics of my race, ethnicity, gender, age or visible disability in order to fit in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. My experiences since coming to HWC have strengthened my own sense of identity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. In my experience, students of various races, ethnicities, genders, ages or those with a visible disability participate equally in classroom discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. In my encounters with HWC's service departments (the Financial Aid office, the Registrar's office, the Admission's office, the Library, the the Security desk, etc.) I have experienced discrimination based on my race, ethnicity, gender, age or visible disability. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I feel I am expected to represent my race, ethnicity, gender, age or disability group in class discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Faculty use examples relevant to people of my race, ethnicity, gender, age or disability group in their lectures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. I feel comfortable going to see a faculty member of my own race, ethnicity, gender, age or disability group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. I feel comfortable going to see a faculty member of a race, ethnicity, gender, age or disability group other than my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Strongly Agree |
 3. Agree Somewhat | |
 2. Disagree Somewhat | | |
 1. Strongly Disagree | | | |

1 2 3 4

19. Please indicate to what extent you agree with the following statements:

- a. I feel differently about people when I discover that their sexual orientation, religion or socio-economic status varies from my own. O O O O
- b. Faculty treat students differently once they discover their sexual orientation, religion or socio-economic status. O O O O
- c. I am less likely to interact with people whose sexual orientation, religion, or socio-economic status varies from my own. O O O O
- d. When I discover that someone has a disability, I feel differently about him/her. O O O O
- e. Faculty have different expectations of students with disabilities. O O O O

20. Indicate the *total number* of college level course hours that you have completed (estimate if necessary):

At HWC _____ At Other Colleges _____

21. Indicate total number of courses of each type that you are taking *this semester*:

Fully In-Person: _____
 Hybrid (Blend of In-Person and Online): _____
 Online: _____

22. Are you Hispanic/ Latino? (A Hispanic or Latino is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

- ☐ Yes
☐ No

23. Select one designation from the races in the following list:

- ☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
☐ Multi-racial
☐ None of the Above

24. Please indicate your sex: Female ☐ Transgender ☐ Male ☐

25. My sexual orientation is:

Lesbian ☐ Gay ☐ Bisexual ☐ Questioning ☐ Heterosexual ☐

26. My age is:

17 or less ☐ 18-25 ☐ 26-40 ☐ 41-60 ☐ 61 or more ☐

27. I have a disability.

Yes ☐ No ☐

28. Feel free to share any comments you have about this survey that you want us to know.

You Have Now Completed The Survey!

Thank you for your participation in the Harold Washington College Human Diversity Survey! We greatly appreciate the time you have shared.

Appendix B: Modifications to Survey from 2005 to 2012

- Question 4: Add “Style of Dress” and “Style of Communication.”
- Questions 4e, 5e: Add “religious beliefs.”
- Questions 6j and 8j: Change to “People with religious beliefs other than your own.”
- Question 9: Add “Ending homelessness” and “Ending discrimination.”
- Question 10: Change to “Incorporating writings and research about more racial/ethnic groups and women into courses.”
- Question 12b: Change to “I often think about what I have in common with others in my racial and/or ethnic group.”
- Question 13: Change “different” to “other.”
- Question 19: In this question on number of credits taken, add a note telling the student to “estimate if necessary.”
- Question 20: Take out the question asking if the student is enrolled in a distance learning class. Replace with a question on mode of learning: “Indicate total number of courses of each type that you are taking this semester: Fully In-Person, Hybrid (Blend of In-Person and Online), Online.”
- Questions 21 and 22: For race and ethnicity, change to asking the two questions that the federal government asks, such as in the census. The first question: “Are you Hispanic/ Latino? (Answer yes or no) (A Hispanic or Latino is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).” The second question: “Select one designation from the races in the following list: American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, Multi-racial, None of the Above.” The 2005 tool had just one question: “Please indicate your race and/or ethnicity: African American / Black, Asian / Asian American / Pacific Islander, Arab / Arab American, Native American / American Indian / Alaskan Native, Hispanic / Latino / Chicano, White / Caucasian, Multi-Racial / Multi-Ethnic Individuals.”
- Question 23: For sex, change to the following: “Please indicate your sex: Female, Transgender, Male.” The 2005 tool asked the following: “Please indicate your sex: Male, Female.”
- Question 24: For sexual orientation, change to the following: “My sexual orientation is: Lesbian, Gay, Bisexual, Questioning, Heterosexual.” The 2005 tool asked the following: “I am a: Heterosexual, Homosexual, Bisexual.”
- Question 25: Make the age question more clear by changing it to the following: “My age is: 17 or less, 18-25, 26-40, 41-60, 61 or more.”
- Questions 27: Add one final question asking for student feedback, with room to write up to a paragraph: “Feel free to share any comments you have about this survey that you want us to know.”

Appendix C: Assessment Week Data

The following table gives data on student participation through Saturday evening. Some more students completed the survey on Sunday, and so the final total is actually 1,522.

	Monday Evening	Tuesday Morning	Tuesday Evening	Wednesday Morning	Wednesday Evening	Thursday Morning	Thursday Evening	Friday Morning	Friday Evening	Saturday Morning	Saturday Evening	Totals
Total Login	300	374	625	659	963	985	1,200	1,223	1,375	1,392	1,489	1,489
Q1: In HWC Class %	70%	66.6%	61.5%	59.9%	57.3%	56%	54.9%	53.9%	51.8%	51.1%	49%	49%
Q1: Out of Class %	30%	33.4%	38.5%	40.1%	42.7%	44%	45.1%	46.1%	48.2%	48.9%	51%	51%
Question 2	328	364	625	659	943	965	1,175	1,198	1,343	1,359	1,454	1,454
Final Question 27 Complete	299 91%	343 94% Complete	593 95%	610 93%	892 95%	917 95%	1,110 95%	1,134 95% (93%)	1,267 94% (92%)	1,285 95% (92%)	1,378 95% (93%)	1,378
Student Comments	92	105	190	196	275	281	355	364	409	415	437 (29%)	437 (30%)
Numerical Increase	↑300 Daytime	↑74 Night-time	↑251 Daytime	↑34 Night-time	↑304 Daytime	↑22 Night-time	↑215 Daytime	↑23 Night-time	↑152 Daytime	↑17 Night-time	↑97 Daytime	1,489

The following three tables show potential students versus actual students completing the survey. Notice that 60.7% of students who were volunteered by their instructors to complete the survey during class actually completed the survey, and 41.1% of students who were volunteered by their instructors to complete the survey outside of class actually completed the survey. The overall participation rate was 48.6%. This illustrates how important it is to obtain a far higher number of volunteers than needed, since so many students will end up not following through.

According to Planned Computer Lab Schedules During Class	Potential	Actual	% Participation
Computer Lab Mon	313	218	69.6%
Computer Lab Tues	228	145	63.6%
Computer Lab Wed	316	145	45.9%
Computer Lab Thurs	195	99	50.8%
Computer Lab Fri	118	53	44.9%
Computer Lab Sat	33	17	51.5%
Unaccounted For	0	53	N/A
Total	1203	730	60.7%

According to Planned Outside of Class Schedule	Potential	Actual	% Participation
Outside of Class Students	1926	792	41.1%

Overall Participation	Potential	Actual	% Participation
Total Students	3129	1522	48.6%

The following table shows the overall comparison of students completing the survey during class versus outside of class. This is the first year that the committee has given the option to complete the survey outside of class.

According to Survey Monkey	Actual	Percent of Total
During Class	730	48.0%
Outside of Class	792	52.0%
Total	1522	100.0%

The following table shows a comparison of full-time faculty versus part-time faculty volunteers of their class sections, as well as the number of no-shows.

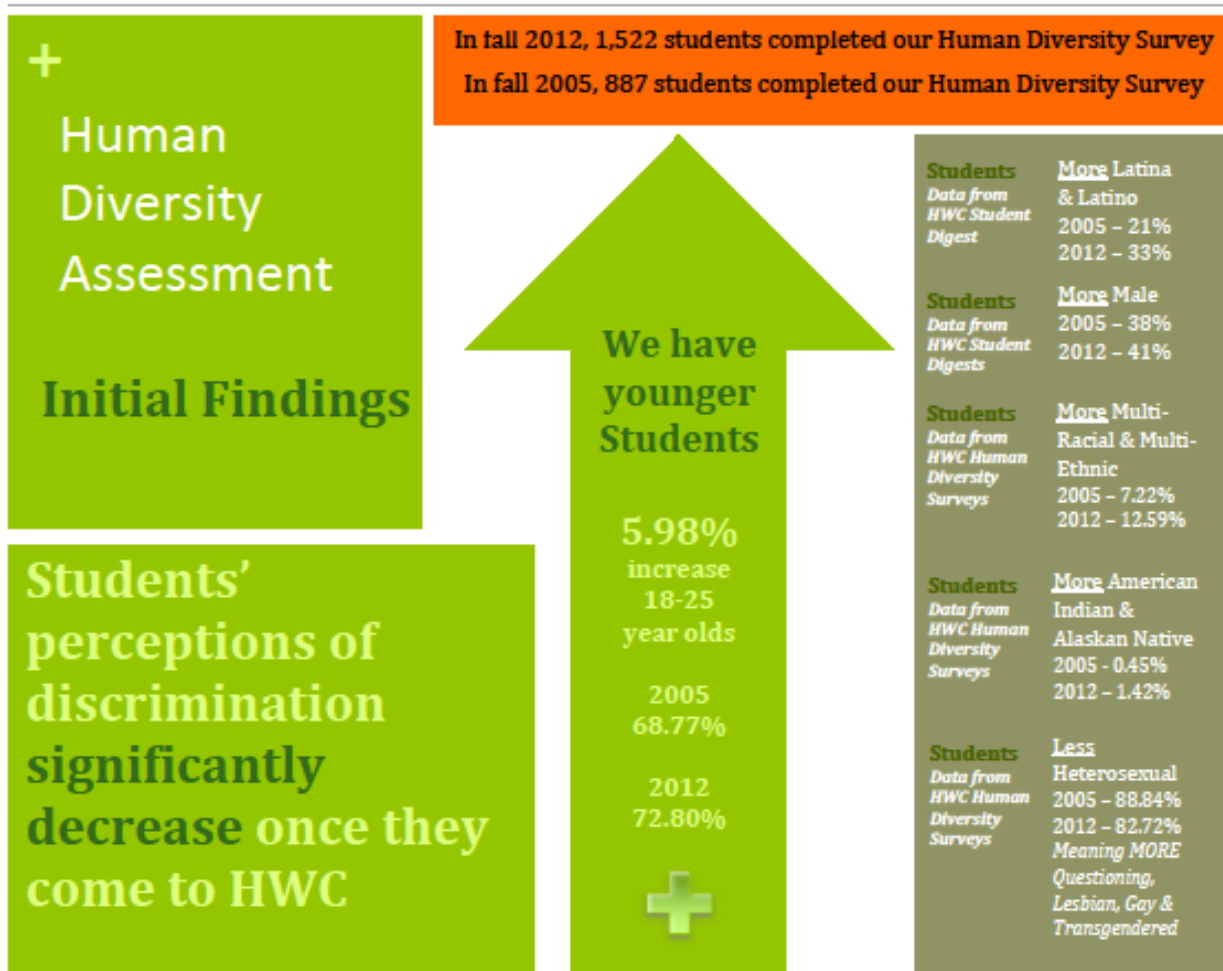
Faculty Participation	Full-Time Sections	Part-Time Sections	No-Show Sections	Total
Computer Lab Mon	7	4	0	11
Computer Lab Tues	7	1	1	9
Computer Lab Wed	8	3	1	12
Computer Lab Thurs	3	5	0	8
Computer Lab Fri	3	1	0	4
Computer Lab Sat	0	1	0	1
At a Distance Outside of Class	56	15	N/A	71
Total	84	30	2	116
Percent of Total	72.4%	25.9%	1.7%	100.0%

The following table shows the number of students completing the survey up to various points. Notice the drop off from questions 1 to 2 of 1,522-1,486 = 36 students, meaning that 36 students only answered question 1 and then stopped. A total of 1,405 students answered through question 27, the last required question. (The feedback question number 28 was optional.)

Level of Completion of Survey	Number of Students	Percent of Students at Least Answering Question 1
Answered Question 1	1522	100.00%
Answered Question 2	1486	97.63%
Answered Question 3	1478	97.11%
Answered Question 4	1476	96.98%
Answered Question 5	1473	96.78%
Answered Question 6	1467	96.39%
Answered Question 7	1463	96.12%
Answered Question 8	1456	95.66%
Answered Question 9	1452	95.40%
Answered Question 10	1450	95.27%
Answered Question 27 (Last Question)	1405	92.31%
Gave Feedback in Textbox Question #28	442	29.04%

Appendix D: Findings Briefs

On the following pages are two briefs of the 2012 diversity data that were produced by committee members in order to disseminate some basic results to students, staff, and faculty.

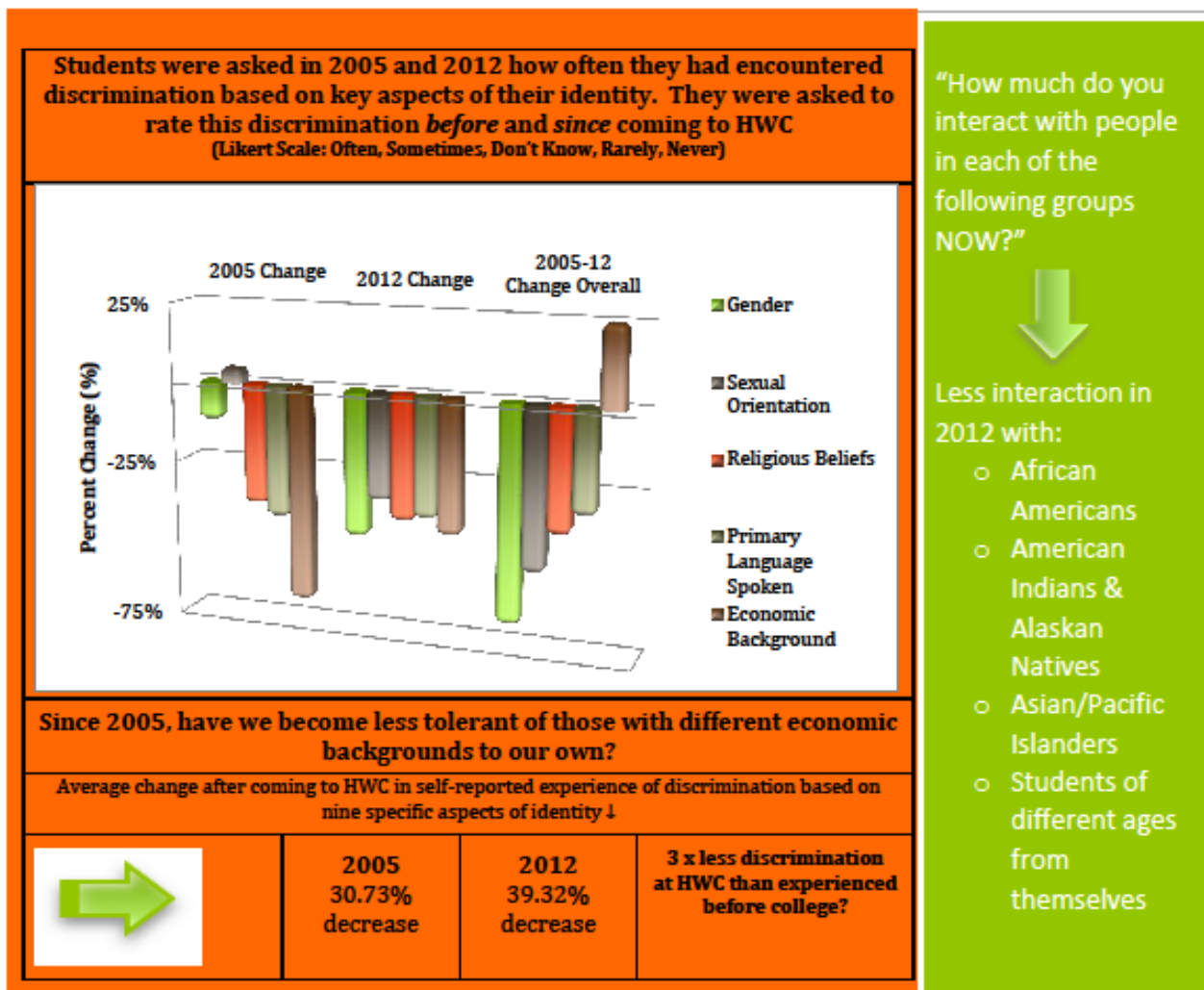


How we define Human Diversity

Our General Education Goal for Students: To understand and respect human diversity in regard to the full range of cognitive, behavioral, and affective practices and interactions through which human beings share life in common spaces.

Our Definition: Diversity is defined by such things as: age, citizenship, education, ethnicity, gender, health, language, marital status, national origin, political beliefs, physical attributes and disabilities, race, religion, sexual orientation, socio-economic status, veteran status, and other differences in cultural expression and tradition.

Student perceptions of discrimination significantly decreased after coming to HWC. In 2012, this decrease was even larger than measured in 2005.



HWC students are interacting with people “other” than themselves more in 2012. But not all groups. *Why is this?*

HWC Human Diversity Assessment		2005	2012	Change
Have we become more tolerant of each other since 2005?	Feeling different to “other” sexual orientations, religions or socio-economic status – 39% strongly disagree	1.30	1.11	-14.61%
	Less likely to interact with “others” - 43% of you strongly disagree	1.24	0.98	-21.41%
	(Likert Score: 0 = Strongly Disagree & 4 = Strongly Agree)			

Harold Washington College Assessment Committee Diversity Assessment 2012: A Few Results

Number of Students Completing Entire Survey: 1405



Here are a few of the items from the assessment, shown in quotes, with their respective results as percentages.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
"I like to learn about social identity groups different from my own."	0.8%	2.2%	21.9%	40.3%	34.8%
"Our society has done enough to promote the welfare of different racial and/or ethnic groups."	21.1%	33.2%	31.9%	9.9%	3.9%
"I would vote in a presidential election for a qualified woman whose views are similar to mine."	1.6%	1.0%	19.6%	18.6%	59.1%

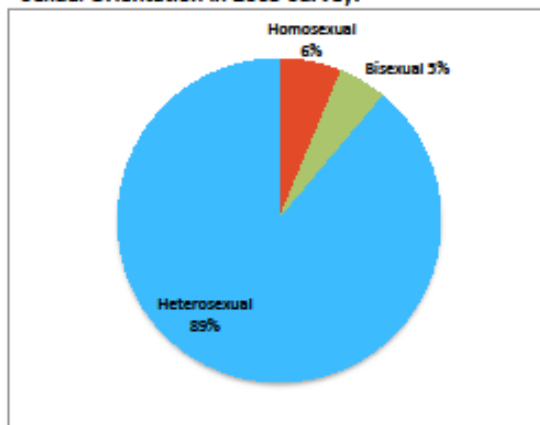
"Since coming to Harold Washington College, how often have you encountered discrimination based on your..."

	Never	Rarely	Don't Know	Sometimes	Often
"Race and/or Ethnicity"	48.7%	19.6%	10.4%	15.7%	5.7%
"Gender"	61.8%	13.8%	10.4%	11.0%	3.1%
"Sexual Orientation"	71.7%	10.2%	9.3%	5.8%	3.0%
"Economic Background"	60.5%	13.8%	10.4%	11.5%	3.7%
"Religious Beliefs"	65.2%	13.8%	10.8%	7.8%	2.4%
"Age"	60.7%	16.2%	10.1%	9.1%	3.9%

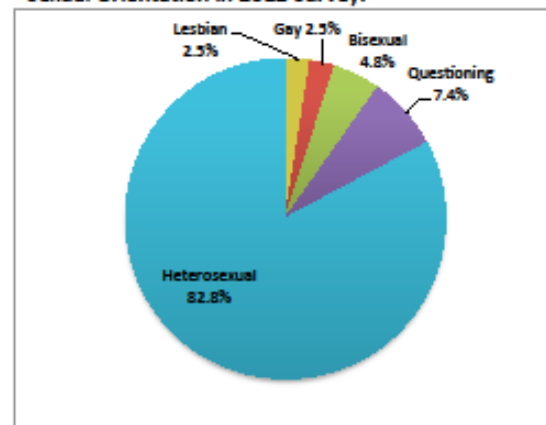
"To what extent have you experienced these with students of a racial and/or ethnic group OTHER than your own?"

	Never	Rarely	Sometimes	Often	Always
"Dined or shared a meal."	8.2%	9.9%	33.5%	30.0%	18.4%
"Had meaningful and honest discussions about racial and/or ethnic relations outside of class."	8.1%	13.1%	34.6%	26.4%	17.7%
"Shared personal feelings and problems."	6.9%	12.5%	33.7%	27.0%	19.9%

Sexual Orientation in 2005 Survey:



Sexual Orientation in 2012 Survey:



(Since the HWC statistical digests do not include a question on sexual orientation, this is the only such data we have.)

Appendix E: Whaddya Know Poster 2005:

Below is one poster in a series of many that were created by the Harold Washington College Assessment Committee after the 2005 Diversity Assessment in order to disseminate the results to students, staff, and faculty.

Did you know?

81% of HWC students agree
that speaking up against social
injustice is essential or important.

Whaddya Know?

Source: HWC Diversity Survey (FA 2005 Diversity Appreciation Assessment)