

DIVERSITY – QUANTIFYING GROWTH IN BOTH TOLERANCE AND ACCEPTANCE

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IUPUI
2014 Assessment Institute

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A BRIEF HISTORY OF ASSESSMENT AT HWC

■ Assessment Redesign

- Charge
- Meeting
- Planning
- Buy-in
- Calendar

FRAMING THE ASSESSMENT

- In 2005
 - Designing the tool
 - Considerations
- Updating the tool in 2012
 - Additional categories to Race/Ethnicity – Hispanic/Latino/Chicano
 - Additional categories to Sexual Orientation
 - misunderstandings
- Sharing the tool
 - Other City Colleges

DEFINITIONS AND OUTCOMES

- Definition: 2005
- “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.

CHANGES - 2012

- 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.

- 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.

BY THE NUMBERS

- **Sample Size**
 - **2005**
 - 887 of 8,243
 - FTE 10.76%
 - **2012**
 - 1,522 of 9,212
 - FTE 16.52%
- **9 demographic questions**
- **171 affective questions**
 - Separated into 18 box question
- **Estimated 20 minute survey**
 - Longer than expected
 - 94% Completion

ANALYSIS

- “Big data” problem
 - Data mining
 - Dimension reduction
 - Statistical analysis
 - Identifying significant patterns and shift
- Context problem
 - Interpreting if these results are important
 - Guide curriculum and policy changes

ENCOUNTERING DISCRIMINATION

■ 2 Questions

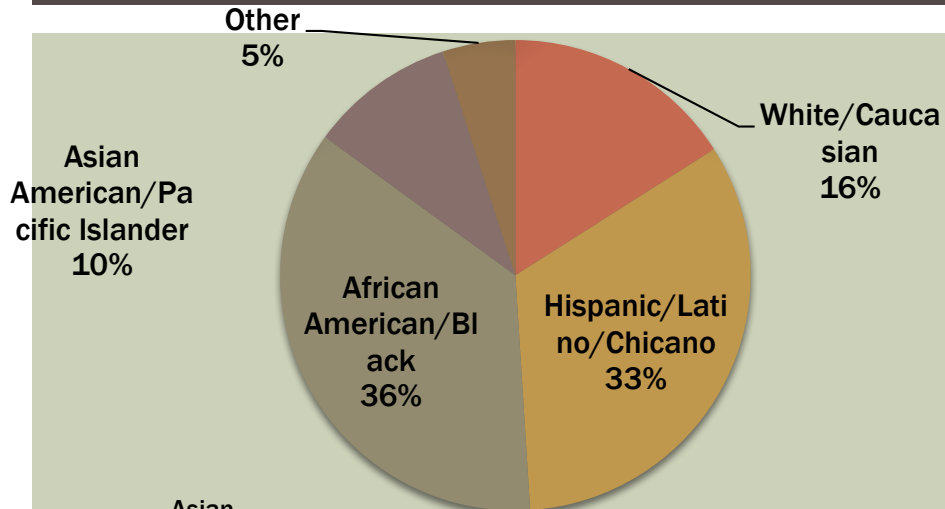
- Before coming to Harold Washington College, how often have you encountered discrimination based on your:
- SINCE coming to Harold Washington College, how often have you encountered discrimination based on your:
 - 9 sub-questions
 - 1) Race and/or ethnicity, 2) gender, 3) sexual orientation, 4) economic background, 5) religious beliefs, 6) age, 7) primary language spoken, 8) style of dress, and 9) style of communication

■ 5-point Likart Frequency

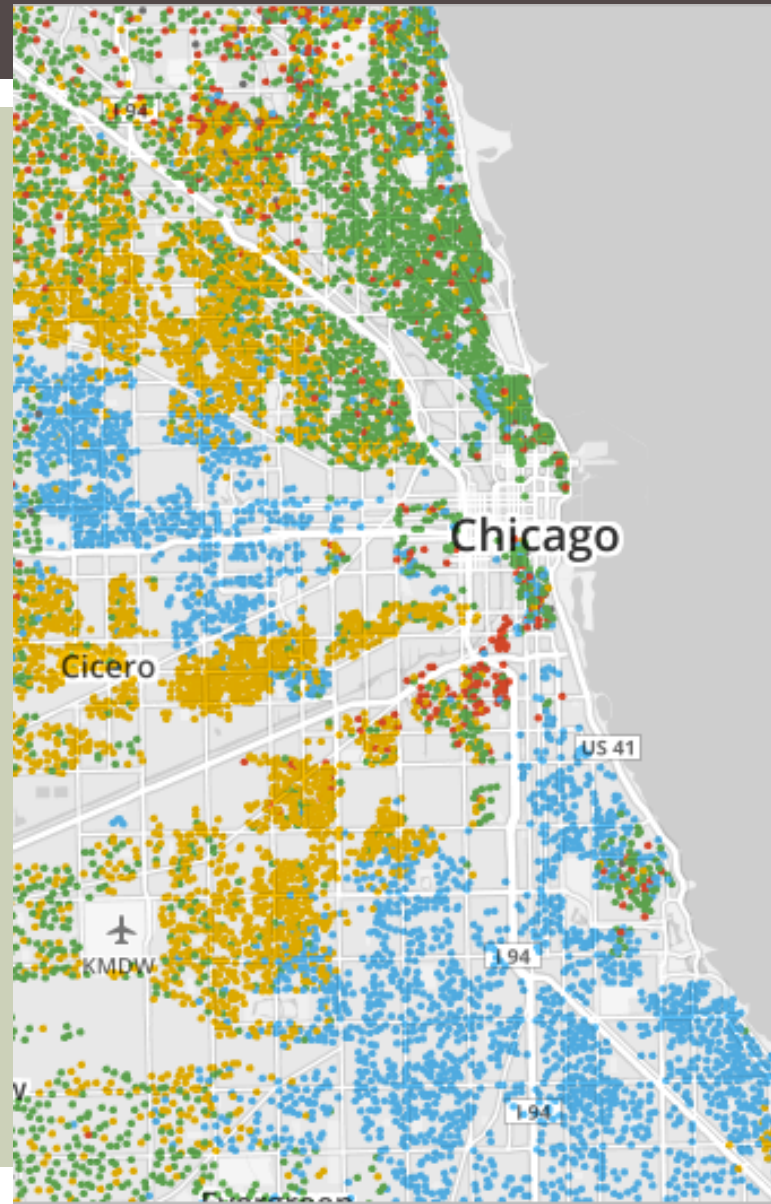
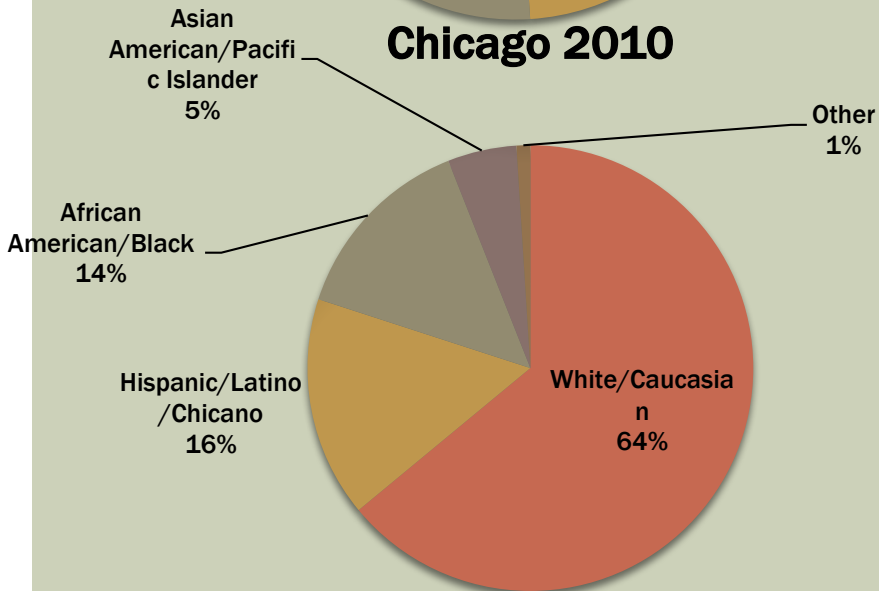
- 4 - Often, 3 - Sometimes, 2 - Don't know, 1 - Rarely, 0 - Never

DEMOGRAPHICS OF CHICAGO

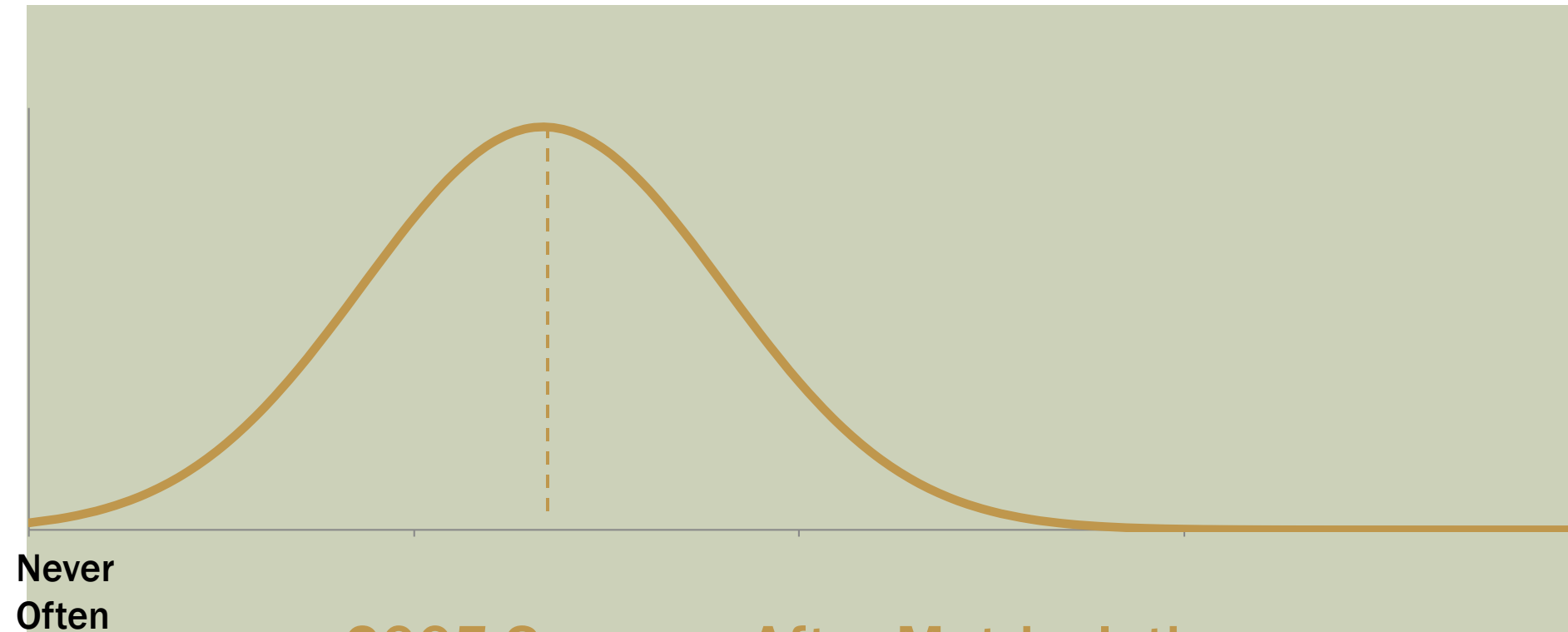
Harold Washington College 2012



Chicago 2010



SELF-REPORTED DISCRIMINATION

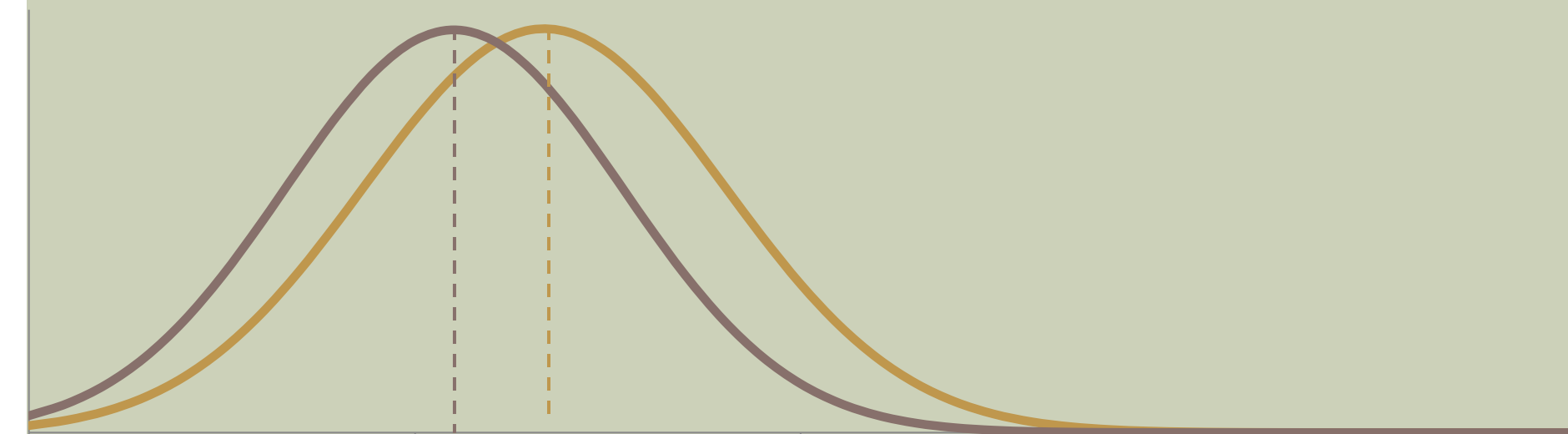


2005 Survey – After Matriculation

SELF-REPORTED DISCRIMINATION

2012 ← 2005; 21.2%

Decrease



Never
Often

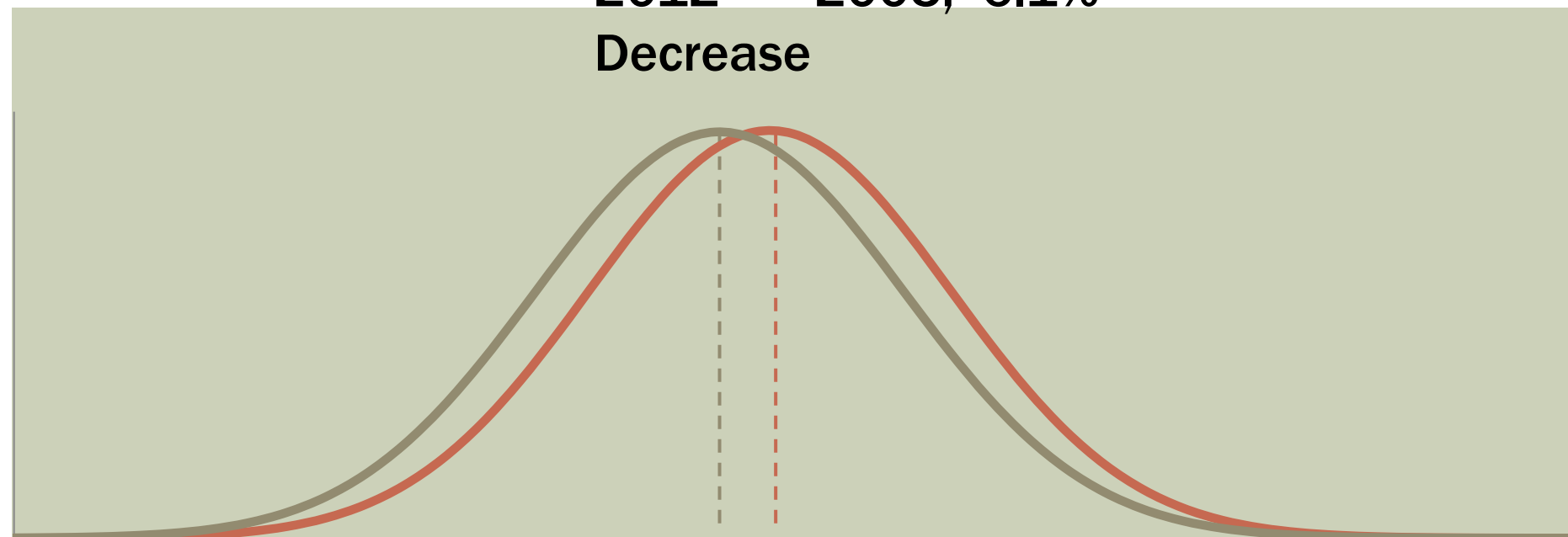
2012 Survey – After Matriculation

2005 Survey – After Matriculation

SELF-REPORTED DISCRIMINATION

2012 ← 2005; 6.1%

Decrease



Never
Often

2012 Survey – Before Matriculation

2005 Survey – Before Matriculation

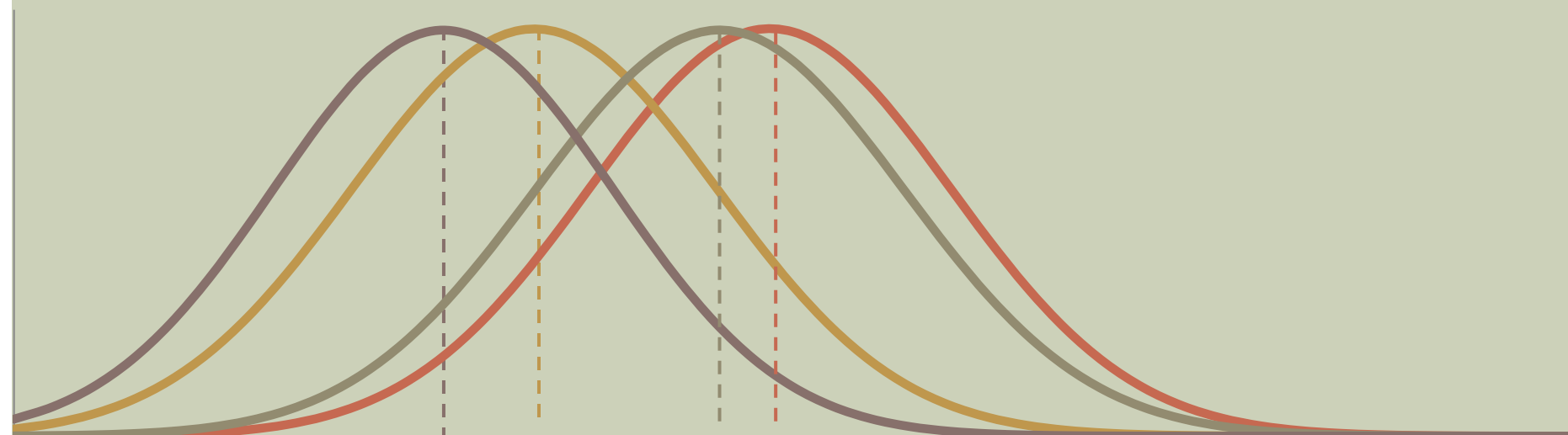
SELF-REPORTED DISCRIMINATION

2012 After

2005 After

2012 Before; 39.1% Decrease

2005 Before; 31.1% Decrease



Never
Often

2012 Survey – After Matriculation

2005 Survey – After Matriculation

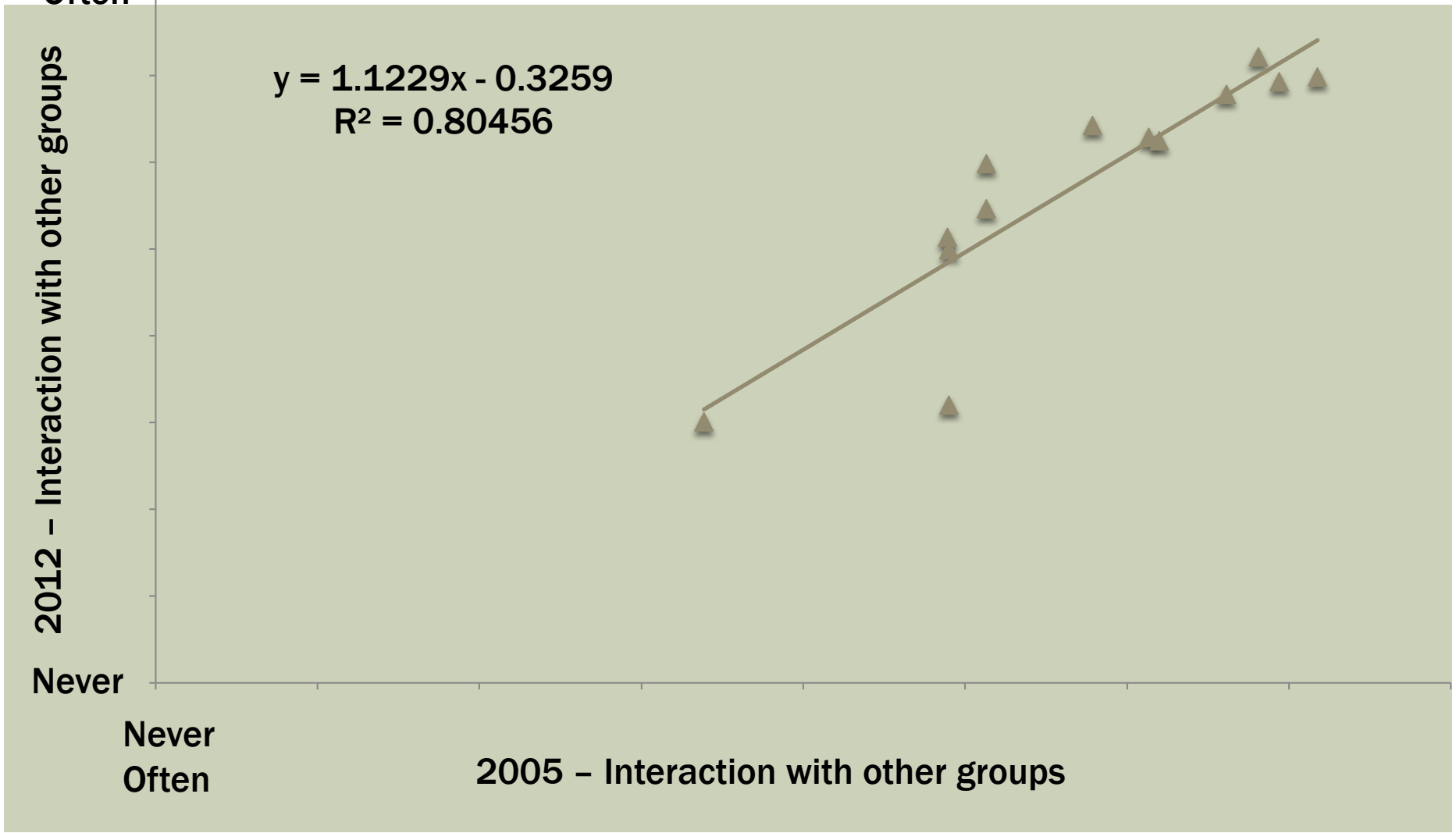
2012 Survey – Before Matriculation

2005 Survey – Before Matriculation

CORRELATIONS

- The techniques used finds correlations in the data:
 - Indicate how often you have felt uncomfortable in a situation with a person or a group of people who are
 - How much do you interact with people in each of the following groups NOW?
- Shows how views trend together

INTERACTION WITH OTHER



Q & A



THANK YOU

- City Colleges of Chicago

- <http://www.ccc.edu>

- Harold Washington College

- <http://www.ccc.edu/colleges/washington>

- HWC Assessment Committee

- <http://www.ccc.edu/colleges/washington/departments/Pages/Assessment.aspx>