

## **Monitoring HSU progress on diversity: creating a framework for tracking, monitoring, and reporting on key diversity indicators**

This proposal outlines a plan for the annual tracking and monitoring of a comprehensive range of key diversity-related indicators (or “intelligent metrics”). The goal of this initiative is to **integrate the reporting of diversity-related data** across various campus constituencies and to **institutionalize a mechanism for ongoing monitoring** of patterns and trends in campus diversity, which initiatives are critical in achieving HSU’s educational outcomes that have been articulated in the WASC process. The Diversity Office would be responsible for implementing this plan and reporting to campus annually (at the end of each Spring Semester), in cooperation with the WASC II and EER processes currently ongoing on campus.

This plan is structured according to the framework of “best practices” outlined in the Campus Diversity Initiative’s *Making a Real Difference with Diversity: a Guide to Institutional Change*<sup>1</sup>, which studied 28 college campuses in California over the course of six years to determine the most effective ways of institutionalizing diversity imperatives in a university setting. Based on these six years of research, the study identified four critical dimensions of diversity, and suggested mechanisms for monitoring and assessing progress across these dimensions. These four dimensions are: 1) **institutional viability and vitality**, 2) **education and scholarship**, 3) **access and success**, and 4) **climate and intergroup relations**. The remainder of this proposal outlines the specific measures that HSU will use to monitor progress in these four dimensions.

**Institutional Viability and Vitality:** This dimension includes a variety of factors, from measures of institutional resources dedicated to diversity to the centrality of diversity in the mission and planning process. Many indicators in this dimension will be qualitatively assessed through annual focus groups with students. In terms of quantitative measures, this plan focuses on the following key set of indicators:

- Compositional diversity of faculty, staff, and administrators, disaggregated by ethnicity, gender, level, department, and College
  - Measure: composition of **faculty, staff, and administrators**
  - Measure: composition of the **faculty applicant pool**
  - Measure: comparison of **applicant pool versus interviewed candidates**
  - Measure: composition of **new faculty hires**
  - Measure: **faculty turnover**, using the CDI faculty turnover quotient
  - Measure: **staff turnover**, using the CDI faculty turnover quotient
  - Measure: salary equity
  - Measure: review of **exit interviews** with faculty leaving the university to track trends

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<sup>1</sup> This handbook is available in the library reserves. Deans of each College also have a copy on file. More info on this study is available at the AAC&U website.

**Education and Scholarship:** The CDI report lists four primary indicators in this dimension: **faculty capacity**, quantity and substance of **student learning** about diversity, **availability** (of, for example, diversity-related courses and requirements), and **experience** (course-taking patterns of students). The following represent those measures we feel are possible to track consistently over time:

- Faculty capacity/development
  - Measure: annual number of diversity-relevant **professional development opportunities**; number of **faculty in attendance**
- Student learning about and experience with diversity at HSU:
  - Measure: **embedded assessment** of DCG courses, to measure substance of student learning about and engagement with diversity in these courses
  - Measure: **NSSE survey data** (questions such as: “How often have you included diverse perspectives...in class discussions or writing assignments?”, “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?”)
  - Measure: **focus groups** with students to assess substance of student learning, course-taking patterns of students, etc

**Access and Success:** monitoring institutional measures of student success and excellence, disaggregated by ethnicity, gender, major department, College and transfer student status

- Undergraduate and graduate population by field and levels
  - Measure: **student population composition** across the university
- Student success
  - Measure: **graduation rates**
  - Measure: **persistence rates** ( 1<sup>st</sup> to 2<sup>nd</sup> year, 2<sup>nd</sup> to 3<sup>rd</sup> year, and transfer students)
  - Measure: focus groups with students to assess **what resources are/are not helpful to them in reaching their academic goals**
- Student excellence
  - Measure: **GPA data** (overall, and for core “gateway courses”)
  - Measure: **honors recipients**
  - Measure: focus groups with students to assess **student perceptions of the possibilities for success** in key majors
  - Measure: **exit interviews/surveys** with students leaving the university
- Transfers among majors
  - Measure: **transfer rates** out of key majors
  - Measure: **exit surveys** of transferring students

### Climate and Intergroup Relations

- Type and quality of interaction among groups
  - Measure: **NSSE data** (questions such as “How often have you had serious conversations with students of a different race or ethnicity than your own?”, “How often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”, “Mark the box that best represents the quality of your relationships with people at your institutions”)
  - Measure: regular **focus groups** with a cross-section of students
- Perceptions of institution (commitment, engagement)
  - Measure: **NSSE data** (questions such as “To what extent does your institution emphasize: encouraging contact among students from different economic, social, and racial or ethnic backgrounds”?)
  - Measure: regular **focus groups** with a cross-section of students
- Quality of experience and engagement on campus
  - Measure: **NSSE data** (questions such as “How would you evaluate your entire educational experience at this institution? Or “Mark the box that best represents the quality of your relationships with people at your institution – other students, faculty members – administrative personnel and office – with each question disaggregated by ethnicity)
  - Measure: regular **focus groups** with a cross-section of students