

# Framework for Diversity Assessment and Planning

Subcategories	Purpose (what you want to know; questions or issues to consider with respect to the subcategory)	Scope (type/source of data)	Measures (where we would get the data)	Results (what are your findings? What does the data say?)	Recommendations for Action
<b>1. Access for Students of Color</b>					
<b>Student Enrollment</b>	Proportional representation: Compare composition of current student body with the composition of the college's service area. Is the overall enrollment at the college proportional, given who could be present on campus?	Get demographics for state, city/town, service area. Get demographics of students (state and contracted students, excluding international and continuing ed.)	Possible data sources · County · Zip code · Census		
<b>Student Enrollment by Program</b>		Collect information about enrollment in transfer, professional/technical programs, developmental/ABE/ESL programs over a five year period.			
<b>Financial Aid Assistance</b>	Look to see who is getting financial assistance, how much they are getting, and what types of aid.  Is the distribution of financial assistance proportional?  How does financial aid assistance impact access and enrollment in programs at the college?  What is the pattern of applications for and awards of financial aid?	Identify all forms of financial assistance including scholarships (institutional and outside organizations' scholarships), foundation support, grants, loans, work-study, Work First and Worker Retraining.	Financial Aid database  Coco/SAFERS		
<b>2. Students of Color Progression</b>					
<b>Eligibility for Program/Course Placement</b>	Provides assistance with identifying processes that may be barriers to student enrollment and progression.  What are the ways a student is placed into a course or program and what options do students have for appealing placements?  Are students actually enrolling into classes based on their placement results?  Is there a role for professional judgment in placement procedures and who can make the judgment?	Determine whether placement tests are mandatory or voluntary, and whether placements are mandatory or recommended.  Collect information on the nature of placement procedures for programs and courses.  Collect information on the number and percentages of students eligible for program and course placement at and below college level.  Collect information on the nature of students' ability to retake placement tests or appeal placements.  Collect information on placement test fees.			

<b>Retention</b>	<p>Look for patterns in student retention and compare with majority population.</p> <p>Where are the points in a quarter when students are leaving the college?</p> <p>Why are people choosing to leave or stay?</p>	<p>Collect information on retention rates: first to second quarter retention rates; second to third quarter; and fall to fall.</p> <p>Collect aggregate data on withdrawal dates within the quarter.</p> <p>Collect information on five-year trends in college retention.</p> <p>Find out what kind of information the campus collects about students who leave, e.g. student follow-up and exit interviews.</p>	<p>Follow a cohort as a standard measure (SBCTC) for progress.</p> <p>Use Intent Codes</p> <p>Start with 97-98 cohort 1<sup>st</sup> time college</p> <p>Transfer Professional/ technical</p>		
<b>Transitions</b>	<p>Look for patterns in student movement across programs—places where groups of students seem to “get stuck.”</p> <p>Look for patterns in SOC transitions compared to majority population. Are SOC disproportionately present in dev ed?</p>	<p>Collect information on transitions: from basic skills to developmental education; from dev ed to college; through levels of ESL to dev ed and/or college-ready; from basic skills and/or dev ed to professional/technical.</p>	<p>Follow a cohort through an educational pathway (e.g. developmental writing, Eng. 101, Nursing).</p>		
<b>Critical filter courses</b>	<p>Most colleges have “barrier” courses, courses that many students have to take but that have high failure rates.</p> <p>Identify which courses are acting as barrier courses over the course of several years.</p>	<p>Collect information on single courses over a five year trend that serve as prerequisites for many programs and areas of study (e.g. writing 101, intermediate algebra).</p> <p>Collect information on patterns of student success and failure in these courses over five years.</p>			
<b>Professional/technical progression</b>	<p>The goal is to get information on patterns of professional/technical goal attainment.</p> <p>Are students stopping out because of professional opportunities or are they dropping out?</p>	<p>Collect information on patterns of student achievement by checking student records at predetermined credit hour intervals over five years.</p>			
<b>Transfer-ready progression</b>	<p>The goal here is to get information on patterns of student progression towards transfer-ready goal-attainment.</p>	<p>Collect information on student progression at appropriate credit intervals, e.g. 30, 40, 75 credit hours, to monitor progress toward degree.</p>			
<b>3. Students of Color goal attainment and completion</b>					
<b>Student completion of degrees and certificates</b>	<p>Who is getting degrees and certificates?</p> <p>Are students who are getting degrees and certificates getting their licenses?</p>	<p>Collect information on certificates and degrees granted.</p> <p>Identify programs that keep data on licensing rates.</p>			
<b>Goal attainment by intent and purpose to attend</b>	<p>Comparing goal attainment with student intent allows the campus to collect information for those who attend college for general skill development, rather than a degree or certificate.</p>	<p>Compare success rates based on student intent as one measure of success.</p>	<p>Collect info on cohorts.</p>		
<b>Transfer rates</b>	<p>This allows the campus to account for students who are “succeeding” in that they have transferred, although without finishing the programs on campus.</p>	<p>Collect information on cohort students who transfer to other institutions without completing degrees or certificates.</p>	<p>Collect info on cohorts. UWA Mobility Report</p>		

#### 4. Hiring and Retaining Staff, Faculty and Administrators of Color

<p><b>Staffing</b></p>	<p>Provides a profile of institution's staff. Who is in what position at the college?</p>	<p>Collect information on staffing by employment classification over a five year period.</p>			
<p><b>Recruitment and hiring process</b></p>	<p>To determine the degree to which:</p> <ul style="list-style-type: none"> <li>· hiring committees are prepared to think about gender, race and cultural biases in interview questions and assessment of applicants;</li> <li>· multiple points of view are represented on hiring committees;</li> <li>· hiring committees are diverse and reflect the student population;</li> <li>· job announcements ask for evidence of experience and/or support of diversity;</li> <li>· application questions, interview questions, teaching demonstrations, and other aspects reflect institutional commitment to fostering a diverse community;</li> <li>· hiring committees are informed of the institution's commitment to diversity;</li> <li>· candidates asked to demonstrate ability to support campus commitment to diversity.</li> </ul> <p>Does the institution have an established threshold for determining whether a hiring pool is diverse enough?</p> <p>Are positions attracting diverse applicants?</p> <p>Are positions advertised in places likely to reach diverse applicants?</p> <p>Does the hiring process support campus strategic initiatives on diversity?</p>	<p>Collect information on the placement of job announcements.</p> <p>Collect information on the content of job announcements.</p> <p>Collect information on the screening process.</p> <p>Collect information on the campus practices with regard to determining whether a hiring pool is sufficient to continue with the hiring process.</p> <p>Collect information on the diversity of the applicant pools over a five year period.</p>			
<p><b>Retention of staff</b></p>	<p>Identify the nature of retention issues.</p> <p>Discover why employees of color are staying or leaving.</p>	<p>Collect information over a three to five-year period by category of employment for the retention of staff.</p> <p>Collect available information from staff who have departed (e.g. exit interviews through Human Resources).</p>			

<p><b>Professional development</b></p>	<p>Are professional development opportunities offered to create a positive climate?</p> <p>Does the campus require diversity training for all its employees?</p>	<p>Identify programs offered that promote a positive climate and career progression.</p> <p>Collect information on numbers and types of diversity training offered to employees (voluntary, mandatory, content, scope).</p> <p>On and off campus and how the college/employee uses the training information.</p> <p>% of number (unduplicated) of employees who participate in training.</p>			
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**5. Instruction and Its Relationship to Students of Color**

<p><b>Curriculum</b></p>	<p>Does the curriculum allow students to see themselves and their histories accurately reflected in the curriculum?</p> <p>To what extent do college-wide learning outcomes reflect the institution's commitment to diversity?</p> <p>What is the nature of college diversity requirements/to whom does it apply?</p> <p>Does the curriculum allow students to have opportunities to develop multicultural competencies—the skills necessary to work and live in a multicultural world as socially responsible citizens?</p> <p>To what extent does the curriculum reflect local, regional, national and international issues and concerns?</p> <p>To what extent does the curriculum reflect racial and ethnic diversity?</p> <p>To what extent does the curriculum reflect equity and social justice perspective in relation to race, class and gender identities?</p> <p>What professional development opportunities support curriculum transformation or integration related to diversity/multiculturalism?</p>	<p>Collect information on the college-wide learning outcomes.</p> <p>Collect information on diversity/multicultural requirements toward degree/certificate programs including the listing of classes that meet the requirement.</p> <p>Collect the standard procedures for classes to be designated as a multicultural or diversity course.</p> <p>Collect information on professional development opportunities related to diversity/multicultural curriculum transformation.</p>			
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<p><b>Pedagogy</b></p>	<p>What kinds of professional development opportunities are helping faculty and staff support diverse learners?</p>	<p>Collect information on professional development opportunities provided to faculty on creating inclusive classrooms, supporting multiple ways of knowing, practicing culturally responsive teaching and assessment, and honoring diverse histories, backgrounds and perspectives.</p>			
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<b>Library resources</b>	To what extent do the resources support learning outcomes and students' ability to live and work in a diverse world?	Collect information on the number of volumes, visuals, and other material that reflect racial and ethnic diversity by curriculum areas.			
<b>Instructional support services</b>	Are instructional support services equally accessible to all students?  Are they provided in appropriate places, at appropriate times and in ways that support a diverse student population?	Collect information on the kinds of instructional support offered at the institution, including instructional technology (e.g. media support services). Collect information on which students use instructional support services at the institution.			
<b>6. Student Services and Its Relationship to Students of Color</b>					
<b>Student support services</b>	What are the programs and activities on campus that are designed to promote development and academic achievement?  What is known about their effectiveness?	Collect information on programs and activities that support development and academic achievement, such as: · recruitment and retention programs, advising and educational planning support; · programs specifically developed to support the academic achievement of students of color; · programs with a component aimed at supporting and promoting the success of students of color; · programs developed in partnership with Multicultural Services.			
<b>Co-curricular Services</b>	How do co-curricular programs support diversity/multiculturalism in the curriculum?	Collect information about co-curricular programs and efforts that support diversity/multiculturalism in the curriculum.			
<b>Outreach</b>	How does the Student Services division hold itself accountable to communities of color off and on campus? Where are recruitment efforts focused for ESL, transfer, and professional/technical programs?	Collect data on student services efforts to provide information to communities of color both on and off campus regarding programs and services.			
<b>7. Institutional/Administration Related to Students of Color</b>					
<b>College marketing/public information</b>	How do college materials reflect the diverse campus population and the service area?  How do marketing efforts reach out to diverse people on campus and in the service area? How are students of color portrayed in marketing materials?	Collect information on campus materials and marketing efforts—content and distribution.			

<p><b>Community Relations/Outreach</b></p>	<p>What partnership efforts connect the campus with communities of color?</p> <p>How does the work of the Foundation strengthen relations with communities of color?</p> <p>To what extent does the college cultivate and engage in strong partnerships and relationships with communities of color and insure that the college is viewed as a key player within communities of color?</p>	<p>Collect information on campus/community partnerships and regular community outreach efforts.</p> <p>Collect information on the campus foundation efforts.</p> <p>Collect information on the make-up of the college advising committees that includes community members.</p>			
<p><b>Mission statement, values, strategies plan, and policies</b></p>	<p>What is currently being done with your public spaces (e.g. reception areas, student study spaces, and the buildings) that reflect and support the college's commitment to diversity?</p> <p>Do the areas reflect the students you serve?</p>	<p>Conduct an environmental audit. Take pictures of public spaces, including the outside of buildings to assess the potential messages being sent to students, faculty, and staff of color.</p>			
<p><b>8. Physical Environment Audit</b></p>					
<p><b>Public Spaces</b></p>	<p>What is currently being done with your public spaces (e.g. reception areas, student study spaces, and the buildings) that reflect and support the college's commitment to diversity?</p> <p>Do the areas reflect the students you serve?</p>	<p>Conduct an environmental audit. Take pictures of public spaces, including the outside of buildings to assess the potential messages being sent to students, faculty, and staff of color.</p>			
<p><b>Office space, departmental outer areas, and work space</b></p>	<p>Does the artwork or other décor reflect diversity?</p> <p>How is the artwork selected?</p> <p>Do students of color see themselves represented in the pictures on the walls?</p>	<p>Conduct an environmental audit. Take pictures of the office areas to assess the potential messages being sent to students, staff, and faculty of color.</p>			
<p><b>Campus Grounds</b></p>	<p>What do you observe about the campus grounds that reflect and support the college's commitment to diversity?</p> <p>Does the artwork reflect the community you serve?</p> <p>How is artwork selected?</p>	<p>Conduct an environmental audit. Take pictures of the campus grounds and assess the potential messages being sent to students, staff, and faculty of color.</p>			