

## **Diversity, Civility, and the Liberal Arts: Evaluation and Assessment Resources**

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Below is information about a variety of evaluation and assessment resources that may be useful to institutions that will participate in the *Diversity, Civility, and the Liberal Arts Institute*. CIC does not necessarily endorse any of the evaluation instruments or providers described here. The Institute is generously supported by the Andrew W. Mellon Foundation.

### **I. Published instruments focused on student outcomes**

#### **A. [National Survey of Student Engagement](#)**

One of the best-known of the national instruments, NSSE “annually collects information at hundreds of four-year colleges and universities about first-year and senior students’ participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.” Institute participants may be interested in:

- Tracking results on one or more [specific items](#) that are particularly relevant to Institute purposes, such as Items 2c, 2e, 8a, 8b, 8c, 8d, 14d, 17h.
- Tracking outcomes on the [Discussions with Diverse Others Engagement Indicator](#), a composite measure of the frequency with which students report having discussions with students of a different race/ethnicity, economic background, religious tradition, or political viewpoint than their own.
- Administering the new [topical module](#) on [Inclusiveness and Engagement with Cultural Diversity](#), which can be appended to the main survey or can be administered by institutions that are users of the main survey in “off-years.”
- Joining with other institutions in a [consortium](#), which enables the addition of up to 20 customized items to the survey for all consortium members; a consortium generally requires a minimum of six institutions to participate.

NSSE also provides a variety of reports detailing national findings on specific themes in student learning experiences and environments. The [2017 Annual Results](#) included substantial treatment of a variety of findings related to inclusiveness and varying forms of diversity. Finally, the student-focused NSSE instrument has a faculty counterpart, the Faculty Survey of Student Engagement, which includes a variety of items that parallel the student items (see below).

#### **B. [HERI Diverse Learning Environments Survey for students](#)**

UCLA’s Higher Education Research Institute (HERI) offers the Diverse Learning Environments Survey, which “captures student perceptions regarding the institutional climate, campus practices

as experienced with faculty, staff, and peers, and student learning outcomes.” Available since 2010, the [Core Survey](#) includes a variety of items eliciting students’ self-assessment of their engagement across diversity (Items 9, 15, 16, 28, 29), perceptions of and satisfaction with their institution’s support for diversity and inclusion (Items 12, 30a, 30b), experiences of bias or harassment (Items 17, 19), and classroom learning related to diversity (Item 22). This instrument also includes items pertaining to sexual assault and harassment. Institutions can supplement the Core Survey with the [DLE Intergroup Relations Module](#) that “asks respondents about their capacity to engage respectfully across group differences.” They can also add up to 20 items of their own. HERI also offers surveys for [staff](#) and for [faculty](#) that include items assessing the climate for diversity and inclusion (see below).

### **C. Culturally Engaging Campus Environments Survey for undergraduates at four-year colleges**

The CECE Four-Year survey is a project of the National Institute for Transformation and Equity at Indiana University. It “measures the degree to which students perceive their campus environments to be characterized by the following:

1. Cultural familiarity
2. Culturally relevant knowledge
3. Cultural community service
4. Meaningful cross-cultural engagement
5. Cultural validation
6. Collectivist orientations
7. Humanized educational experiences
8. Proactive philosophies
9. Holistic support.”

The undergraduate survey has a companion survey for [faculty](#) (see below); a staff survey is currently under development.

### **D. ETS Intercultural Competency and Diversity Assessment**

The HEIghten assessment instrument offered by the Educational Testing Service “evaluates college students’ ability to demonstrate central aspects of intercultural competence.” In a 45-minute test setting, students answer approximately 75 questions measuring several dimensions of intercultural competency, such as their sense of efficacy in cross-cultural situations, their ability to apply cultural knowledge, and their ability to engage in culturally appropriate behavior.

### **E. Ruffalo Noel-Levitz Student Satisfaction Survey**

The longer version of this survey ([Form A](#)) asks students to rate the importance of a wide variety of institutional characteristics, and to indicate the level of their satisfaction with each characteristic. It includes several items related to diversity and inclusion, such as the extent to which students feel a sense of belonging (#1), the extent to which faculty are unbiased in their treatment of students (#25), the extent to which the institution is committed to racial harmony (#62), and the extent to which freedom of expression is protected (#67).

## **F. Global Perspectives Inventory**

The GPI is an online questionnaire that assesses “how students think (cognitive), how they view themselves (intrapersonal), and how they relate to others from different cultures and backgrounds or who have different values (interpersonal).” Administered by the School of Education at Iowa State University, the core [GPI instrument](#) can be used as a stand-alone assessment of students’ global perspective at any time; as a pre/post-test for students participating in a specific course, program, or co-curricular experience; or as a senior exit survey. Results include comparisons with national means.

### ***II. Published instruments that can be used for both student and employee outcomes***

#### **A. HEDS Diversity and Equity Campus Climate Survey**

This 15-minutes online survey “asks students, faculty, staff, and administrators about their:

- perceptions of their institution’s climate,
- perceptions of how their institution supports diversity and equity, and
- experiences with discrimination and harassment at their institution.”

The survey is administered by the Higher Education Data Sharing Consortium (HEDS), “an organization of colleges and universities committed to sharing data, knowledge, and expertise to advance undergraduate liberal arts education, inclusive excellence, and student success at member institutions,” and is designed for residential educational institutions. Up to ten customized questions can be added at no charge, and additional questions beyond that can be added for a modest fee. The [survey instrument](#) addresses a variety of types of diversity – racial/ethnic, gender, nationality, sexual orientation, ability, religious beliefs, and political views.

#### **B. Intercultural Development Inventory**

The IDI is a 20-minute, 50-item online questionnaire designed to assess “intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.” Institutions can add up to six customized items. The IDI “generates profiles of an individual’s intercultural competence” and permits development of “a customized Intercultural Development Plan (IDP)” for each respondent, which “provides a detailed blueprint for the individual to further develop his/her intercultural competence.” The IDI also “generates group, subgroup, and organizational intercultural competence profiles,” which can be supplemented by interviews or focus groups to develop insight into institutional goals and challenges. In order to administer the IDI, institutions must designate one or more Qualified Administrators who must complete a 2-1/2 day Qualifying Seminar and who then have access to extensive professional development resources.

### ***III. Published instruments focused on staff/faculty outcomes***

#### **A. HERI Staff Climate Survey**

Developed and administered by UCLA’s Higher Education Research Institute, the [Staff Climate Survey](#) is an anonymous, online questionnaire “that overlap[s] with, and is designed to be administered alongside, the HERI Faculty Survey [described below] and the Diverse Learning Environments (DLE) survey [described above].” Items include experiences with discrimination

and interactions across race and ethnicity. Institutions can add up to 20 closed-ended and five open-ended questions of their own. Results “can be disaggregated by different social identities, including race, gender, sexual orientation, religion, ability/disability status, parent/guardian status, and military veteran status.”

## **B. HERI Faculty Survey**

UCLA’s Higher Education Research Institute has administered the HERI Faculty Survey for almost 30 years. It is a comprehensive instrument that includes a number of items pertinent to campus climate for diversity and inclusion, and that can be used in conjunction with the HERI Staff Climate Survey and the HERI Diverse Learning Environments survey for students. The [core instrument](#) includes items such as faculty research on race, gender, and sexual orientation (#13); faculty participation in professional development to foster culturally-competent teaching (#19); efforts to enhance student knowledge and appreciation for other racial/ethnic groups (#27, 29); support for increasing diversity among students and faculty (#30, #31); perceptions of institutional commitment to diversity (#32); and experiences of discrimination (#35). In addition to the core instrument, institutions may administer a short supplementary [Campus Climate Module](#) with items addressing respondents’ individual experiences and perceptions of their institution related to race/ethnicity, gender, and sexual orientation.

## **C. Faculty Survey of Student Engagement**

A companion to the National Survey of Student Engagement, the [FSSE instrument](#) includes several items related to diversity and inclusion (items 2d, 23c, 23d, 26a–26e, 29h), focusing on faculty teaching/learning behaviors and faculty perceptions of the student experience. Institutions may also append a topical module on [Inclusiveness and Engagement with Cultural Diversity](#) that parallels a similar topical module available with the NSSE student questionnaire.

## **D. Culturally Engaging Campus Environments Survey for Faculty**

Like its companion instrument for students at four-year colleges, the [CECE Faculty Survey instrument](#) is a project of the National Institute for Transformation and Equity at Indiana University. “The CECE faculty survey measures the degree to which faculty perceive their environments to be characterized by the following:

1. Cultural familiarity
2. Culturally relevant knowledge
3. Cultural community service
4. Cultural validation
5. Collectivist orientations
6. Humanized educational experiences
7. Proactive philosophies
8. Holistic support.”

The CECE faculty survey also measures faculty attitudes about the value of cultivating culturally relevant and responsive environments for students, demographics (for example, race, ethnicity, gender, age, religion, income, socioeconomic background), educational background, sense of belonging, satisfaction, self-reported ability to succeed in faculty roles, and productivity.” Institutions may add any of a number of modules focused on a variety of topics pertaining to diversity and inclusion: institutional diversity; engagement with diversity; culturally relevant

high-impact practices; culturally relevant and responsive pedagogy; social justice leadership and activism; and culturally responsive support systems.

#### ***IV. Locally-developed instruments and data sources***

Several institutions described internal data sources and evaluation/assessment approaches that they were planning to use or adapt as part of their evaluation plan for their Institute projects.

- **Course evaluation items.** Some institutions are incorporating or tracking items related to use of inclusive pedagogies or establishing an equitable classroom climate in their institutional course evaluation forms.
- **General Education assessment.** Some institutions whose plan includes additions or revisions to their General Education curriculum are planning to use or adapt GE assessment tools or approaches that are already in place to assess the impact of these changes.
- **Senior exit surveys.** Institutions that already administer senior exit surveys may wish to develop or revise items to address diversity, inclusiveness, and civility. Results can be analyzed by subgroup (domestic students of color, international students, women, GLBTQIA+ students, etc.)
- **Other locally-developed surveys.** Institutions can develop or adapt their own questionnaires for a variety of purposes, such as tracking campus climate, evaluating faculty experience, or evaluating specific events or experiences such as workshops or co-curricular programming. Again, results can be analyzed by subgroup.
- **Trends in recruitment and retention data.** Institutions whose plans include enhancing the diversity of their student body, faculty, or staff can track their student retention and graduation data, their faculty/staff recruitment and retention data, or both.

Teams that are interested in developing and implementing one or more self-designed questionnaires or other methods of data collection are encouraged to confer with their campus colleagues in Institutional Research. Teams are also welcome to browse the [Research Design and Data Collection Advice](#) on the website of the St. Olaf College Office of Institutional Research and Effectiveness, which includes suggestions regarding sampling, questionnaire design, and response rate.