



CAMPUS DIVERSITY FRAMEWORK DATA EVALUATION WORKSHEET: VANGUARD UNIVERSITY

STUDENT ACCESS & SUCCESS

Facilitator/Contact: Sharon Linzey

Institutional Indicators & Areas of Evaluation	Goal/Intended Outcome	Measures	Data Collection, Mechanism & Instruments ¹	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
diversity of the student populations in fields & levels; progress over time	Proven support for all groups to succeed at all fields and levels	Percentages; compare ratios in programs/fields with ratios on campus and w other comparative institutions	Data kept by departments and IR office indicating diverse group involvement in majors, programs; First Semester Freshman Adjustment Survey;	Registrar, academic record keepers; Director of Retention; IR office	Initial survey results	Continued progress	Annually
success of students in terms of graduation, persistence, fields, honors, performance	Increased graduation, persistence, and performance rates among URS	GPA's; Grad rates; retention rates; time periods; qualitative data from surveys of majors and exit interviews of graduates; percentages in honors and awards	Percentages and ratios of comparative data extracted from: RA Surveys; Departmental records; Deans' records; Registrar's data, Institutional Research office data	IR, Cooperation from Registrar, Deans, RAs and RDs.	Current retention and grad rates	CCCU School comparison data; comparative and aspirational school data.	Annually

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Authorship: Dr. Daryl G. Smith, 5.20.02, Campus Diversity Initiative Evaluation Project. Accessed 3.30.09. Special thanks to Eric de Roulet for his fine assistance.*

Co-curricular activities for URS	Provide successful events and co-curricular programs that are designed for URS ----- Provide University funded Diversity clubs (not club funded)	Survey of students on the success of the experimental and existing events and programs ----- measure # of URS; participating Ratio of URS to non URS participating.	Survey at the end of the special events or at the end of the semester with their housing application ----- Survey at the end of an outreach/special function	Student Life ----- Residence Life, Outreach Ministries ----- Advisors for Diversity Groups	Initial levels of engagement Initial levels of engagement	URS' engagement mirrors and/or exceeds that of other student groups	Annually Compare with other outreaches as year progresses; annually
Academic Resources for URS	Provide adequate academic resources for URS including first generation students	Percentage utilization of support resources ----- Increased retention and grad rates of URS; Measure increases in GPAs	Track usage of learning center, writing center, by URS. Compare ratios of URS to non-URS' usage of academic resources.	Learning Center, writing center, other support services such as library, computer labs, etc.	Current levels of engagement	Continual increase in usage	Semester by semester to check rise in usage of academic resources.
Transfer among fields Student Involvement	Ease of access and success despite background; Ability to follow one's developing academic interests	Percentages of movement;	Keep qualitative data as reasons for transferring. Extent of advising, etc. RA Survey: would show the involvement of those living in housing.	Advisors; Registrar; Dept heads. Residence Life	Current stats.		Annually. Beginning of year, new students at beginning of second semester

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Pursuit of Advanced Degrees	High # of students pursuing high grades, goals post undergrad; See an increase in enrollment of URS in our graduate programs; Observe an increase in the number of URS seeking graduate degrees post VU	Survey all grads at Grad Fest; ask if they have future plans to attend grad school; Exit interviews with grads; %s of those going to grad schools;	Exit interviews, Alumni surveys; Grad Fest surveys Compare the enrollment of URS in grad programs in 08-09 against 09-10 data to measure increase. Compare the desired entry of URS into grad programs in 08-09 against 09-10 data to see if there is an increase.	Alumni office; Department record keepers; Registrar	Total # of URS enrolled in grad programs for the 08-09 academic yr Total # of URS 08-09 graduates desiring to enroll in grad programs.		Annual Annual
Success of students in terms of co-curricular involvement and student leadership	Increase % in involvement of URS in student leadership positions on campus. Increase retention with living/learning community they can apply to live in during the Freshman year that is geared toward meeting their specific needs.	Calculate % of URS in leadership positions on campus (RA, outreach, ASB, Clubs, athletic captains, Spiritual Formation interns, etc.) Compare retention of URS students who lived in the freshman living/learning community with URS students who did not.	Compare proportion of URS serving in leadership positions to proportion of non-URS students serving in leadership positions. RA/RD Data; Data from VP Student Affairs Office	Institutional Research; Student life VP Student Affairs; Institutional Research	Current figures Current Figures	Other CCCU Schools; other State schools Other CCCU schools; other state schools; other databases?	Annual Annual

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EDUCATION & SCHOLARSHIP

Facilitator/Contact: Karen Lee

Institutional Indicators & Areas of Evaluation	Goal/Intended Outcome	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
presence of diversity-related courses, requirements	create holistic perspective of diversity-rel. courses in Core and Majors, identify strengths & weaknesses	catalog descriptions syllabi	catalog review, syllabi & coursework review, interviews with faculty members	Core Curr. Comm, Core Task Force, Associate Provost, Program Chairs, Faculty Diversity Comm, University Diversity Comm & affinity groups	diversity-enhanced & diversity-focused catalog list	Diversity SLOs integrated in Core & Majors; D/E & D/F catalog list removed; increased diversity-related courses across curriculum; greater consistency	annual
degree to which courses include diversity issues and the location of such courses (general education & major fields)	(same as above)						annual
level of faculty expertise on issues related to diversity	increased presence & visibility of faculty expertise; visibility “hubs” for research,	areas & levels of faculty expertise on diversity issues	Faculty Expertise (Affiliates) Questionnaire	Faculty Diversity Committee Faculty Development Committee Provost’s Office	current areas & levels	increase in variety of areas & levels of diversity expertise	annual

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	mentorship						
level of faculty participation in diversity-related efforts	increased faculty participation in faculty-student mentorships, affinity groups, affiliates, faculty development seminars, and curricular diversity programming	numbers of faculty participating in aforementioned activities	faculty surveys meeting minutes (attendance data)	Faculty Diversity Committee Faculty Development Provost's Office	current number of faculty participating	significant increase in faculty participation (60% to 80% faculty involvement)	annual
diversity of faculty participating in curriculum transformation	increased diversity of faculty participation	numbers of diverse faculty participating in curr. transf.	faculty surveys committee & departmental meeting minutes (attendance data)	Faculty Diversity Committee Core Curriculum Committee Schools & Depts.	current number of diverse faculty participating	increased number of diverse faculty participating	annual
how much actual exposure do students have to diversity courses, to diverse faculty	increased student exposure to diversity courses & diverse faculty	catalog Faculty Questionnaire	catalog review, syllabi create matrix for course offerings across disciplines; create matrix for diversity of faculty across disciplines	Faculty Diversity Committee Core Curriculum Committee Core Assessment Task Force Schools & Depts.	current exposure in Core & Majors	increased & consistent exposure in Core & Majors	annual
how much and what have students learned about diversity & about their increased capacity to work in	increased student learning (first-years vs. seniors) about diversity &	Diversity SLOs	direct evidence (~reflective essays, reports) indirect evidence (~course evaluations)	Faculty Diversity Committee Core Curriculum Committee Core Assessment Task Force	first-years	seniors	annual

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diverse settings	increased ability to work in diverse settings			Program Reviews			
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Strategies

Strategy A	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
Affinity/Focus/Mentorship Groups for faculty development	numbers of affinity groups & frequency of meetings	meeting minutes, announcements, faculty surveys	University Diversity Committee, Faculty Diversity Committee, Faculty Development Committee	currently we have working/focus groups for diversity framework input	increased numbers of faculty participating in diversity-related activities	annual

Strategy B	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
Faculty Experts/Affiliates with Office of Diversity	responses to faculty survey, annual department reports	Faculty Expertise Questionnaire	University Diversity Committee, Faculty Diversity Committee, Office of Diversity Programming & Mobilization	none	increased numbers & levels of faculty expertise across curriculum & affiliations with Diversity Office	annual

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Strategy C	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
increased recruitment & retention of faculty of diverse backgrounds, esp. underrep.	rep. diverse faculty applicant pools retention/attrition	advertising HR tag line monitor application pools promote retention	Human Resources Faculty Search Committees	current faculty representation	increase in applicants, increase in retention, and increase in FT TT faculty to match (even exceed) student demographics	during the hiring process & at the close of each search

Strategy D	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
well-integrated diversity-related course offerings across the disciplines	catalog, syllabi	catalog review, syllabi, department reports	Faculty Diversity Committee Core Curriculum Committee Core Assessment Task Force Program Reviews	current catalog	updated catalog perhaps "flag" diversity-related courses	annual

Strategy E	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
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integration of Diversity Metric across disciplines for SLOs clarity & assessment	direct evidence indirect evidence	reflective essays, reports, portfolios, examinations, course evaluations	Faculty Diversity Committee Core Curriculum Committee Core Assessment Task Force Program Reviews	first-years	seniors	annual
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Strategy F	Measures	Data Collection, Mechanism & Instruments	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
rebuild Spanish Major (suspended 2008-09)	number of Spanish minors	comparative references to language programs at CCCUs growth of Spanish minors	Provost's Office Spanish Chair Faculty Diversity Committee Ad hoc Committee for Spanish Office of Diversity	current Spanish minors	40-50 Spanish minors	semester

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CLIMATE & INTERGROUP RELATIONS

Facilitator/Contact: Tim Young

Institutional Indicators & Areas of Evaluation	Goal/Intended Outcome	Measures	Data Collection, Mechanism & Instruments ¹	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
levels & quality of interaction among groups	Foster effective interaction: -High level -Maintained communication channels -Safe avenues of expressing dissent -Determine status quo of intergroup interaction -Service opportunities		-Focus groups with students -Focus groups with staff	Student Life	Determine baseline		
perceptions of the institution (climate, commitment, engagement)	Determine from following groups: -Students -Students' parents -Community -Staff -Costa Mesa PD -Faculty Adjunct Faculty -Alumni -Donors -Board Members -SCDC -Other churches/ministries	Climate: cold-hot continuum Commitment: low-high continuum Engagement: inactive-active continuum	-Admissions Info -Gender, age, zip code, major, ethnicity -Frequency on campus -Frequency of donations -Source of information (Alumni Newsletter, Website, IT hits/pg., SCDC Constituency, OC Register/ Media, Word of Mouth -Attendance (events, chapel, athletics, theatre, music -Survey -Involvement in Clubs				

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membership in diverse organizations & multiple memberships	Demonstrate level -Evaluate programs on campus		Evaluate involvement of faculty, staff, and students both on and off campus: SIFE, Psych club, Sciences, etc...Professional organizations, churches, etc. Do we foster environment encouraging staff and students to get involved in diverse experiences? Is there diversity in involved base?				
quality of experience for diverse groups on campus & in residential life	Determine extent of understanding, integration, particularization, valuing		Telling Stories -Informally collect student interviews -Define reasons diverse groups do not have high quality of experience -Evaluate experiences in caf, res halls, chapel, activities/events				
levels of use & engagement in a variety of activities, offices, & resources	Establish baseline: What types- how many- are involved in counseling center, outreach trips, etc.		Determine from groups previously identified (see perceptions of institution) -Beginning with students and faculty based on diversity attributes				

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INSTITUTIONAL VIABILITY & VITALITY

Facilitator/Contact: Jamie Brownlee

Institutional Indicators & Areas of Evaluation	Goal/Intended Outcome	Measures	Data Collection, Mechanism & Instruments¹	Who Will Be Responsible	Baseline (if applicable)	Benchmarks	Timeframe for Review
institutional history with respect to diversity, issues & incidents					- Review records from 1996 WASC visit. - Review 5 th year report to WASC in 2001		
institutional strategies & resources dedicated to the strategy	- Scholarships - Training for Faculty & Staff - Intentional marketing			- HR Director - Faculty Diversity Committee Chair - Director of Diversity Programming - Director of Retention	- HSI goal ----- - transition of cultures, economic status, lifestyle	- AVID program	
diversity of faculty & staff by level; progress over time	- Central record keeping of diversity efforts with UDC - Begin with campus wide effort to consolidate preview reports - Checked yearly			- UDC - Director of HR - Provost	----- - Current status? - Always changing - tend to hire from within		

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perceptions of access, equity, & inclusion from all constituencies; perceptions of institutional commitment to diversity by all constituencies; public perception of the institution	<ul style="list-style-type: none"> - Internal marketing - Framework of Diversity Initiatives that clarify specific roles (ex. Disability Services) 			- UDC	<p>-----</p> <ul style="list-style-type: none"> - Most are white - Diversity has been talked about, but little action taken 		
alumni views from diverse groups of alumni	<ul style="list-style-type: none"> - Tracking system of which groups stay connected - Social sites or clubs 			<ul style="list-style-type: none"> - Director of Alumni - Director of IT 	<ul style="list-style-type: none"> - Events marketed at diverse groups (ex. Music) 		
minority community views of the institution; external constituent views of the institution & diversity	<ul style="list-style-type: none"> - Proposal for PR staff plan - Target ads to community - Affordable - Make funds available 		- Survey the community		<ul style="list-style-type: none"> - Best kept secret in the OC - Who or what is Vanguard? - Vanguard is expensive 		
economic issues for the institution	<ul style="list-style-type: none"> - Make funds available for support centers - Make funds available for diverse recruitment strategies (position?) 				<ul style="list-style-type: none"> - Funds not available for support centers (Intl. Students, Disability Services) - Funds not available for diverse recruitment & PR materials <p>-----</p> <ul style="list-style-type: none"> - Low income students - First generation students 		
visibility of diversity in publications	<ul style="list-style-type: none"> - Print and/or website in different languages - Policy to include diversity in all publications - Diversity in student 			<ul style="list-style-type: none"> - Director of Marketing - Faculty Diversity Committee Chair - Director of Diversity Programming 	<ul style="list-style-type: none"> - Intentional about Vanguard Magazine with diversity - Commencement speakers & on the platform 		

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	<p>publications (the Voice)</p> <ul style="list-style-type: none"> - website for diversity with co-curricular and curricular listed 						
<p>how is diversity represented with respect to excellence, quality, and academic performance;</p>	<ul style="list-style-type: none"> - Different awards (money?) - Tracking system of what we do 				<ul style="list-style-type: none"> - Spring colloquium (different majors) - Mosaic (One Love) - El Puente (Cultural Fashion Show) 		
<p>centrality of diversity in the planning process, mission statements</p>	<ul style="list-style-type: none"> - Communicate importance to Faculty & Staff - 			<ul style="list-style-type: none"> - UDC - Administration 			
<p>hate crimes & grievances</p>	<ul style="list-style-type: none"> - File with HR/Campus Safety/Student Life - Policy of tuition balance if student leaves University 			<ul style="list-style-type: none"> - Director of Campus Safety - Director of Human Resources - Director of Residence Life 			

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