

DOCUMENTING THE IMPACT OF DIVERSITY ON STUDENT RETENTION AND ENGAGEMENT

**National Student Success Conference
June 15, 2006**

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The Impact of Diversity on Students

(A review of the research)

Diversity initiatives have an impact on both majority and minority students and it is positive

Student satisfaction with college (majority and minority students)

Cognitive development and general academic success

Preparation to function in a pluralistic society/work force

Reduction in tension associated with volatile and controversial issues (classroom climate)

The Impact of Diversity on Students

(A review of the research) – Cont.

The quality of faculty and peer involvement
Enhancement of teaching effectiveness

Self segregation significantly more
characteristic of majority students

Commitments to diversity and to educational
excellence are mutually reinforcing

Inadequate/superficial programming are not
effective (institutions must alter culture
and organize for a more diverse future)

Retention Scorecard

- Indicators of Institutional Effectiveness
- Indicators of Program Effectiveness
- Indicators of Student Academic/Social Integration
- Indicators of Student Success/Achievement
- Indicators of Student Learning
- Indicators of Impact of/on Diversity
(associated with above indicators)

Outcomes

- Reduction in first to second semester attrition among first generation and low income students (Institutional effectiveness and retention)
- Increased participation in tutorial sessions reduces differential grade performance across diverse groups (Program effectiveness)
- Campus leaders exhibit greater maturity in their decision-making skills after exposure to diversity training (Student learning and intellectual growth)
- Students voluntarily increase their participation in discussion groups with students who hold bipolar political perspectives (Engagement and academic/ social integration)
- Residence Life staff increase the implementation of learning communities as a core activity in the residential experience (Engagement and learning outcome)

Outcomes (cont.)

- A consistent increase over three years in the number of Hispanic females who compete for national fellowships/scholarships (Student success and achievement)
- Young Ph. D.'s select an institution for employment and one of the incentives is the prior success of current female faculty (Reputational image)
- A consistent increase in the number of students who enroll in service-learning courses that promote social changes (Climate and community impact)
- Participation with members of other races in academic courses prepares students to function effectively in a global society (Impact of diversity on students)
- The impact of race-neutral admissions policies on the enrollment of diverse students (How a diversity outcome is impacted)

Diversity

Diversity

Social/Human Relational Skills
And Characteristics

Learning Styles/Strategies and
Task Completion Skills

Psychological Characteristics

Information Processing Skills

Student Diversity (Within and Between Group)

- **Demographic/Descriptive Characteristics**
- **Social/Human-Relational Skills/Characteristics**
- **Learning Styles/Strategies and Task-Completion Skills**
- **Psychological Characteristics and Non-Cognitive Factors**
- **Information Processing Skills**

What do you perceive as the realities of the 21st Century for which you are preparing your students?

Global Literacy

Accelerated Technology

Social Responsibility

Organizational Networking (Horizontal vs. Vertical)

Expanding Diverse Consumer Markets

Empowerment-Oriented Training and Policy

Analysis of Process-Barriers to the Accomplishments
of Goals

What do you perceive as the realities of the 21st Century for which you are preparing your students? *(Cont.)*

Multicultural Communities & Organizations

Understanding of teamwork in organizations

A fundamental understanding of the philosophy of TQM (total quality management)

Use of problem-solving in different settings and contexts

Development of general, specific and contextual communication skills.

Assessment Questions

- 1. Does the exclusion of different perspectives in the classroom produce outcomes that are more troublesome than those that arise when such perspectives are allowed?**
- 2. How does inhibiting the expression of cultural identity in the classroom deny learning opportunities or the acquisition of competencies that students need?**
- 3. Which curricular and co-curricular structures offer the best opportunity to mediate personal growth and maturity in student leaders?**
- 4. How does diversity impact the intrinsic and extrinsic values of faculty?**
- 5. What does sexual orientation have to do with learning in the classroom, especially in the sciences?**

What We Want Students To Know About Leadership & Diversity

- **Need to begin to develop a common vocabulary (may need new meanings for terms like authority and leadership)**
- **Know how to draw from their own cultural contexts and those of others**
- **Become well versed about the different kinds of “isms” and “centrisms”**
- **Develop a sense of social ethics and social responsibility**

What We Want Students To Know About Leadership & Diversity *(Cont.)*

- **Be willing to tolerate different types of stress and ambiguity**
- **Be willing to accept the demands of a role model**
- **How do their personal values/ideas affect how they think about leadership and diversity**
- **Think in terms of the human condition**

Campus Activities and the Climate for Diversity

Question: To what degree do your campus activities impact racial tension on campus?

Considerations: How much of that tension is a result of characteristics that students bring to the campus?

How much tension is a result of the campus climate?

What are the specific areas of concern about diversity issues for different racial and ethnic groups?

Raise the level of sophistication on campus of the discourse about moral/religious issues

- Cloning
- Physician-assisted suicide
- Spousal rights and life support
- Rights of non-resident immigrant groups
- Substance abuse and individual responsibility
- Free Speech vs. Incivility/Tolerance
- Campus Bookstores vs. Sweatshop Issues

Religious Literacy

- **What do graduates need to know about religion in a diverse democracy and global society? (Competencies)**
- **How well are we educating students for a religiously pluralistic democracy? (Assessment)**
- **How can campus activities address religious insights without promoting or denigrating specific religious beliefs? (Structures)**
- **What is the responsibility of your institution to enable students to search for purpose meaning, and a spiritual context or foundation? (Accountability)**

Diversity as an Intellectual or Educational Experience: What Student Outcomes Do You Expect?

- Deeper understanding of:
 - Different cultures, people
 - Perspectives
 - Disciplines
- Enhance analytical and decision-making skills
- Comfortable with ambiguity and conflict
- Openness to growth through dialogue in pluralistic communities (offshoot: become global communicators)
- Ability to analyze and understand persuasive arguments
- Inclusion of voice of underrepresented students

Learning Outcomes: Cultural and Ethnic Diversity

- Examine the social construction of identities by race, gender, ethnicity, class, sexual orientation, and so forth
- Recognize various forms of stereotyping, prejudice, privilege and discrimination
- Understand cultural differences in identity development
- Distinguish between individual responsibility and structural barriers to choice and opportunity

Learning Outcomes: Cultural and Ethnic Diversity *(Cont.)*

- Distinguish facts, cultural assumptions, interpretations and opinions relating to issues of diversity
- Take a supportable position in face of irreconcilable cultural differences
- Think about complex issues from different cultural perspectives
- Differentiate between personal discomfort and intellectual disagreement in cultural conflict situations

Value the Richness of Diversity

- **Demonstrate willingness to learn from and enter into divergent viewpoints including culture, gender, lifestyle, religion, ethnicity**
 - Restate issues from divergent points of view
 - Acknowledge the validity of others' perspectives
 - Analyze events, issues or conflicts from different cultural perspectives
 - Interpret media from the perspective of its cultural context
 - Communicate from a perspective that acknowledges others' contexts and experiences

Diversity and Critical Thinking

- How do we help students to connect the intellectual/academic concept (diversity) to its social/political reality?
- What aspect of the aforementioned discussion involves risk-taking for the student, and how does this inhibit critical thinking?
- What is the students' current way of knowing and what does the instructor do with this information?

Diversity and Critical Thinking

(cont.)

- What was taught in previous courses and what will be taught in later courses?
- In classes where students are diverse, what ground rules should the instructor establish about
 - The nature of communication
 - The occurrence of conflict
 - The nature of small group interaction

	Diversity Outcomes	Global Outcomes	Curriculum Transformation	Pedagogical Transformation	Classroom Climate
University/ College Goals/Objectives Outcomes					
Department/ Program Goals/Objectives Outcomes					
Target Population					
Evidence of Achieved Outcome					

When/How Does the Formal Application of Diversity Serve as an Attractive Recruiting/Retention Tool?

When it is connected to strengthening the curriculum (General Education, First Year Seminars, Diversity Requirements, etc.)

When it assumes a core identity among new/existing majors/minors/concentrations/graduate programs

When it strengthens the tradition of international education, globalism and study abroad

When it contributes to quality and uniformity across interdisciplinary areas

When it promotes an integrative and comparative analysis of the discipline and of scholarship

When it intellectually transforms how faculty think about themselves, their research and their teaching (a diverse faculty community)

ALCOA Project

Course: Introductory Physical Chemistry (CH 331)

Dr. Laura Sremaniak & Ms. Sheila Maness

■ Objectives

- Cultivating the cognitive and affective domains
- Creating an awareness of student responsibility to learning
- Incorporating a historical context to course material
- Bringing abstract ideas into an understanding format
- Utilizing case studies to establish relevance to students' disciplinary interests