



# Utilizing quantitative and qualitative research methods to assess the impact of diversity on undergraduate students

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John Matlock, Ph.D., Associate Vice-Provost  
Katrina Wade-Golden, Doctoral Candidate and Research Associate  
Margaret Scisney-Matlock, Ph.D., Associate Professor

The University of Michigan

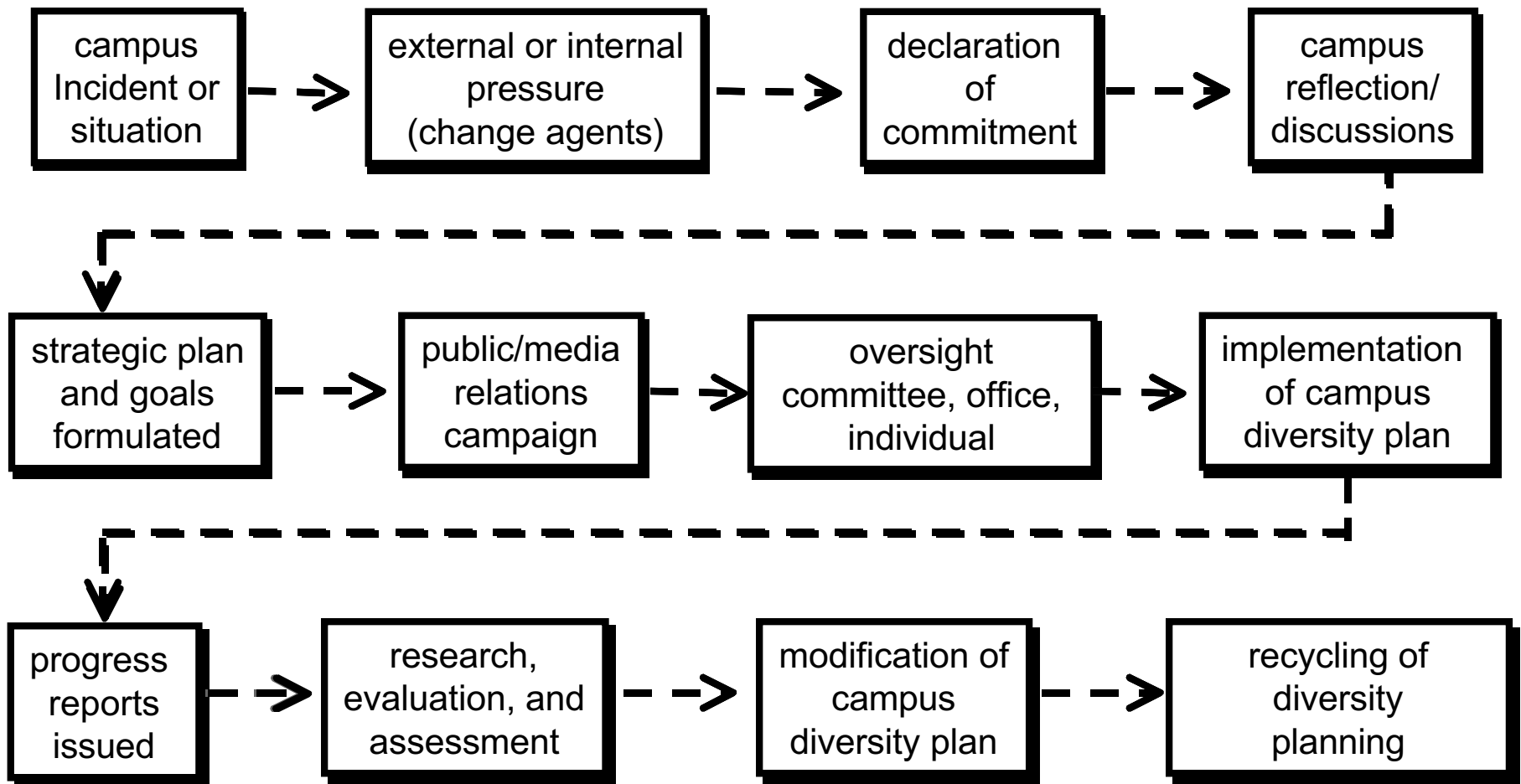
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# Special acknowledgements



- The information presented at the AAHE Assessment Conference represents more than 12 years of quantitative and qualitative longitudinal research conducted by administrators, faculty, staff, and students from various administrative units and academic disciplines at the University of Michigan.
- The Michigan Student Study at the University of Michigan is currently funded, in part, by a generous institutional grant from the Ford Foundation.
- Portions of this research were conducted collaboratively with the Diverse Democracy National Project which is coordinated by Dr. Sylvia Hurtado, The University of Michigan.

# The cycle of a planning process for implementing campus diversity practices and strategies




*Developed by J. Matlock/Michigan Student Study Team*



## Percentage increases in of students of color enrollment over past twenty years at the University of Michigan (1981–2001)\*

<u>Enrollment Year</u>	<u>Total Percent</u>
1981	9.4%
1987	13.6%
1991	20.5%
2001	26.1%

\* Students of color are defined as Asian Pacific Americans, African Americans, Latino/Hispanics, and Native Americans.



# The need to assess campus progress toward goals of the Michigan Mandate - after three years (1990)

1. U-M's president's concerns about effectiveness of the Michigan Mandate.
2. Backlash from students - do they support the diversity initiatives?
3. Are students more or less committed to campus diversity over time?
4. Has the diversity plan provided a positive benefit to all students? If not, where are the gaps?



# Selected typology of programs and activities since the Michigan Mandate

- Undergraduate Research Opportunity Program (UROP)
- Pathways to Student Success and Excellence Program (POSSE)
- Michigan Transfer Incentives Program (M-TIES)
- Faculty of color hiring, support, and retention initiatives
- Critical mass of administrators of color in strategic positions
- Office of the Senior Vice Provost for academic/multicultural affairs
- Office of Academic Multicultural Initiatives
- Women of Color in the Academy Project
- Expansion of Ethnic Studies
- Diversity research projects
- Seed money for faculty, students, and staff diversity initiatives
- Diversity course requirements
- Multicultural Teaching Coordinator, Center for Research on Learning and Teaching (CRLT)
- Student Head Quarters (HQ)
- Critical mass or diversity researchers and practitioners
- Student academic multicultural initiatives funding program
- Rev. Dr. Martin Luther King Symposium (75+ events annually)
- Intergroup Relations and Conflict Program
- Black Celebratory/ La Latino Celebracion
- Global intercultural Experiences for Undergraduates Program
- Students ethnic specific publications
- Campus Connections booklet



# The Michigan Student Study (MSS) Project

1. Major concepts explored.
2. Equity and institutional diversity issues.
3. Administrative and academic collaborations.
4. Students' participation in the Michigan Student Study Project.
5. Benefits of having matched samples over time.
6. Getting buy-ins from different campus units and student organizations.
7. Strengths and challenges of the Michigan Student Study.
8. Addressing research issues related to studying minority population (negative and lack of inclusion).



# Four critical questions that framed the Michigan Student Study

1. How relevant is U-M's commitment to multiculturalism and diversity to its students?
2. How can institutional efforts toward multiculturalism reinforce and improve the overall educational experience of undergraduates students?
3. Can U-M's diversity efforts improve the intellectual development and educational preparedness of our students?




## Four critical questions that framed the Michigan Student Study - *(continued)*

4. What is the degree of racial tension on campus?
  - 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.



# Major concepts explored in the MSS

Please see the complete table in your packet  
(immediately after page 10)



# The Michigan Student Study instruments - when and how they are used

1. Entrance assessment
2. End of first-year assessment
3. End of the first-year focus groups and one-on-one interviews
4. End of the second-year assessment
5. Third-year student persistence and retention assessment
6. End of fourth-year assessment
7. Fourth-year focus groups and one-on-one interviews
8. Study of U-M graduates - eight years from graduation assessment




# Major themes emerging from the Michigan Student Study

1. The impact of students' pre-college experience.
2. Commonality students' experiences, goals, and expectations in the first year experience.
3. Dispelling myths, misconceptions, and stereotypes about affirmative action.
4. Importance of campus diversity from students' perspectives.



## Key themes emerging from the Michigan Student Study - *(continued)*

5. Students generally support U-M's campus diversity goals but have ambivalence about some aspects.
6. Changes in the academic experience.
7. Importance of students' intra-group in relationship to inter-group experiences.



# Key themes emerging from the Michigan Student Study

*(focus group discussions)*

1. Importance of intra-group exploration and appreciation.
2. There is great diversity at Michigan, but little is done to foster intergroup interaction.
3. Importance of residence halls in encouraging intergroup understanding.
4. Importance of diversity in the classroom (especially in the absence of personal interactions).
5. Multiple meanings of diversity.



# Impact of diversity in the classroom

- The Michigan Student Study Project impact in the classroom - our work suggests that it is possible to move a campus-wide diversity initiative to an academic department level involving pedagogy and curriculum reform activities that relate to faculty and students.




# School of Nursing process to ensure that diversity is infused in the curriculum

**Study 1:** Development and testing of an instrument to assess diversity content presented in a required undergraduate nursing course.

**Study 2:** Students' global perceptions of diversity: analyses of cohort and longitudinal Michigan Student Study data.

**Study 3:** Effects of faculty peer-assessment of diversity content presented in the classroom on students' perceptions and assessment of diversity.

**Study 4:** Effects of multiple approaches on students' perceptions of diversity.



# Findings from an assessment of teaching and learning on diversity issues in the health professions

1. Faculty want to teach about diversity in the health professions but not sure how to do it.
2. Students come with preconceived notions about the impact of diversity on society.
3. Some faculty are unsure of how to manage diversity discussions in the classroom - losing control.
4. A single classroom intervention can have a significant impact on students and faculty.
5. Assessment/action research to practice:
  - I – COURSEMAP program (tracks all content and teaching methods including diversity infusion.
    - – Curriculum transformation.



# The two lawsuits file related to the University of Michigan's admissions criteria (from non-lawyers' perspectives)

1. The two lawsuits:  
    commonalities/differences.
2. How the Michigan Student Study surveys were utilized.
3. The importance and acceptance of quantitative social science research on the educational impact of diversity initiatives on students.
4. Current status of the lawsuits - U.S. Sixth Circuit Court of Appeals.
5. Next step: are the cases headed for the U.S. Supreme Court?



## Six recommendations for practitioners of institutional diversity

1. Diversity and multiculturalism shouldn't be code words for the assimilation of students of color into the dominant culture - this doesn't require any systemic changes on the part of the institution.
2. Recognize the complexity of campus diversity - especially the equity/social justice versus the institutional benefits to all students dichotomy.



## Six recommendations for practitioners of institutional diversity - (*continued*)

3. Tackle campus myths about diversity - especially racial and ethnic diversity. Additionally, campuses have to move beyond establishing soft diversity programs (feel good activities) or conveying to students that institutional diversity are add-on programs that are not central to the institution's mission and campus priorities.
4. Success of institutional racial and ethnic diversity have to go beyond issues of access. It must include strategies that address persistence, retention, campus climate, and success/satisfaction challenges.



## Six recommendations for practitioners of higher education diversity - (continued)

5. Without a visible and sustainable commitment from the leadership, there is little likelihood that institutional approaches to campus diversity can be effective - make sure that the decision makers knows about the successes of your programs and how they impact the strategic diversity plan and institution's mission. (the need for assessment tools and strategies).
6. Conduct ongoing assessments of your programs and make changes based on those assessments. We are an assessment driven society and with current campus budgetary challenges, things aren't getting better.



## Now it's your turn!

- Additional questions that you might have.
- Discussion on topics covered in the session.
- Information sharing - best practices and practices to be avoided.
- Differing perspectives and points-of-view.



## Presenters closing thoughts.....

*“There is still much more to be done relative to campus diversity at the University of Michigan, your respective institutions and as a nation.”*

John Matlock

Katrina Wade-Golden

Margaret Scisney-Matlock

### Note:

The University of Michigan maintains a comprehensive website that provides a wealth of historical and current data, report, news articles and pertinent information on the status of the lawsuits that were filed challenging our admissions processes at the Law School and the School of Literature, Science & Arts' undergraduate programs. We encourage you to check out this rich source of information at:

[www.umich.edu](http://www.umich.edu)

# Contacting the presenters.....



John Matlock, Ph.D.  
Associate Vice-Provost  
Office of the Provost  
& Vice-President for  
Academic Affairs  
The University of Michigan  
3009 SAB Building/OAMI  
Ann Arbor, Michigan 48105  
734/936-1055  
matlock@umich.edu

Katrina Wade-Golden  
Doctoral Candidate and  
Research Coordinator  
Michigan Student Study Project  
The University of Michigan  
3009 SAB Building/OAMI  
Ann Arbor, Michigan 48105  
734/936-1055  
wlms@umich.edu

Margaret Scisney-Matlock, Ph.D.  
Associate Professor and  
Division Chair  
The School of Nursing  
The University of Michigan  
400 North Ingalls Buildings  
Ann Arbor, Michigan 48109  
734/647-0191  
mscisney@umich.edu