



Holy Names University
Committee for Diversity, Equity, & Inclusion
2017-2018 Assessment Data Highlights | Spring 2018

Institutional Effectiveness aggregated data that was collected via institutional surveys to summarize student experiences with diversity and inclusion at HNU. Relevant data (both quantitative and qualitative), and implications for practice are summarized below for the 2017-2018 academic year.

METHODOLOGY AND BACKGROUND

The highlights in this report are a summary of data collected through three different institutional surveys administered by the Associate Dean for Institutional Effectiveness. Included in this summary are the following:

- ❖ **2017 Higher Education Data Sharing Consortium (HEDS) Senior Survey** (93% student response rate), which include data collected from HNU seniors who graduated in spring 2017.
- ❖ **2017-2018 HNU Student Experience Survey**, which include data collected from both the undergraduate (40% student response rate) and graduate (30% student response rate) student populations.
- ❖ **2016 Student Campus Climate Survey** (35% student response rate), which were presented to the University Committee for Diversity, Equity, and Inclusion during the fall 2017 semester.

DATA SUMMARY

The following charts are derived from data in the **2017 HEDS Senior Survey**, and are summaries of questions that asked graduating seniors to respond to prompts concerning experiences with diversity. HNU responses are benchmarked to responses from 11 other private, small, liberal arts colleges/universities across the United States.

The statements in the following charts constitute a dimension within the HEDS Survey that is defined as “Interactions with Diversity.” This dimension is measured on a five-point scale (5 indicating a student answering “Very often” to a question, 1 indicating a student answering “Never”). Overall, men tended to respond with higher scores than women for “Interactions with Diversity” at HNU. The mean dimension score for **men at HNU was 3.29**, and **women at HNU was 3.10**. Overall, **HNU reported a total mean dimension score of 3.18**, which was slightly below the **peer mean of 3.25**.

How often have you participated in a diversity or cultural awareness workshop at HNU?

Response	Holy Names University Seniors		Seniors at Peer Universities	
	Count	Percentage	Count	Percentage
Never	12	16%	492	15%
Rarely	16	22%	877	27%
Sometimes	26	35%	1018	31%
Often	13	18%	521	16%
Very Often	7	10%	358	11%

How often have you had discussions about intergroup relations with students differing from you in gender, national origin, political views, race, religion, sexuality or other values at HNU?

Response	Holy Names University Seniors		Seniors at Peer Universities	
	Count	Percentage	Count	Percentage
Never	5	7%	190	6%
Rarely	11	15%	483	15%
Sometimes	23	31%	946	29%
Often	20	27%	964	30%
Very Often	15	20%	685	21%

How often have you had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own at HNU?

Response	Holy Names University Seniors		Seniors at Peer Universities	
	Count	Percentage	Count	Percentage
Never	8	11%	363	11%
Rarely	12	16%	829	25%
Sometimes	23	31%	966	30%
Often	21	28%	683	21%
Very Often	11	15%	426	13%

How often have you had serious discussions with students whose political, social, or religious opinions were different from your own at HNU?

Response	Holy Names University Seniors		Seniors at Peer Universities	
	Count	Percentage	Count	Percentage
Never	7	9%	134	4%
Rarely	14	19%	510	16%
Sometimes	24	32%	958	29%
Often	20	27%	1017	31%
Very Often	10	13%	648	20%

The following are derived from data in the **2017-2018 HNU Undergraduate Student Experience Survey**, and include summaries of the questions that asked undergraduate students to respond to prompts related to diversity and inclusion. When asked *to indicate if they had been treated unfairly at HNU in the 2017-2018 academic year due to an aspect of their identity*, respondents indicated the following:

- ❖ **21%** of undergraduate respondents reported that they had been treated unfairly because of their **racial/ethnic identity** at HNU in the 2017-2018 academic year (*45 respondents*).
- ❖ **17%** of undergraduate respondents reported that they had been treated unfairly because of their **gender identity** at HNU in the 2017-2018 academic year (*35 respondents*).
- ❖ **14%** of undergraduate respondents reported that they had been treated unfairly because of their **body shape** at HNU in the 2017-2018 academic year (*29 respondents*).

In addition to these incidents of unfair treatment, undergraduate students reported being treated unfairly at HNU due to their age (27 respondents), religion (11 respondents), citizenship status (8 respondents), disability (7 respondents), and sexual orientation (5 respondents).

The following summary is derived from data in the **2017-2018 HNU Graduate Student Experience Survey**, a portion which asked graduate students to respond to prompts related to diversity and inclusion. When asked *to indicate if they had been treated unfairly at HNU in the 2017-2018 academic year due to an aspect of their identity*, respondents indicated the following:

- ❖ **15%** of graduate student respondents stated that they had been treated unfairly because of their **racial/ethnic identity** at HNU in the 2017-2018 academic year (*13 respondents*).
- ❖ **11%** of graduate student respondents stated that they had been treated unfairly because of their **age** at HNU in the 2017-2018 academic year (*9 respondents*).
- ❖ **5%** of graduate student respondents stated that they had been treated unfairly because of their **gender identity** at HNU in the 2017-2018 academic year (*4 respondents*).

In addition to these incidents of unfair treatment, graduate students also reported being treated unfairly at HNU due to their religion (4 respondents), body shape (2 respondents), citizenship status (2 respondents), disability (2 respondents), and sexual orientation (2 respondents).

The following data are summarized from the **2016 Student Campus Climate Survey**, which was administered during the 2015-2016 academic year, and results presented to the University Committee for Diversity, Equity, and Inclusion during the 2017-2018 academic year. The main findings are summarized below

- ❖ 79% of respondents indicated they were **comfortable or very comfortable** with the attitudes, behaviors, and standards relating to access and inclusion at HNU.
 - 14% of respondents **did not feel comfortable nor uncomfortable** with the attitudes, behaviors, and standards relating to access and inclusion at HNU.
 - 7% of respondents indicated they were **uncomfortable or very uncomfortable** with the attitudes, behaviors, and standards relating to access and inclusion at HNU.
- ❖ 22% of respondents indicated they had personally **experienced exclusionary behavior** in the past academic year. These incidents included, but were not limited to:
 - Overt acts of racism (e.g. racial slurs, being confronted with offensive symbols, verbal and physical harassment, etc.).
 - Being left out of activities and feeling ignored on campus.
 - Experience of microaggressions both in and out of the classroom.
 - Bullying on social media.
- ❖ The findings from the Diversity Survey indicated that HNU could improve at addressing structural barriers on campus that inhibited inclusion. It was noted from the findings that there was currently no clear avenue to report and remediate structures of inequity that students found concerning, such as:
 - Diversifying the demographic make up of the faculty and staff so that the institution can better reflect the student population.
 - Unintentional segregation of the student body.
 - Complacency and lack of administrative accountability to address student concerns that relate to diversity and inclusion.

IMPLICATIONS

A number of responses have been initiated at HNU during the 2017-2018 academic year, and are grounded in the findings from the previously summarized institutional assessments. These responses include:

- ❖ The University Committee for Diversity, Equity, and Inclusion have started to explore implementation of a bias response protocol to address incidents of bias and hate that are experienced by students.
- ❖ An evaluation of multicultural competency is a newly added component to the academic program review process, which requires academic departments to define, measure, and evaluate the ways diversity and practices of inclusion are engrained in the curriculum, pedagogy, and practice.
- ❖ Goals have been included within the University Strategic Plan that aim to increase the structural diversity across the entire institution, including senior leadership, faculty, and staff.
- ❖ A critical review of the academic experience has been initiated by students, faculty, and school deans to increase offerings of ethnic studies courses and options for more diverse readings/authors within the ISAC curriculum.