

Assessment Findings

Claremont McKenna College



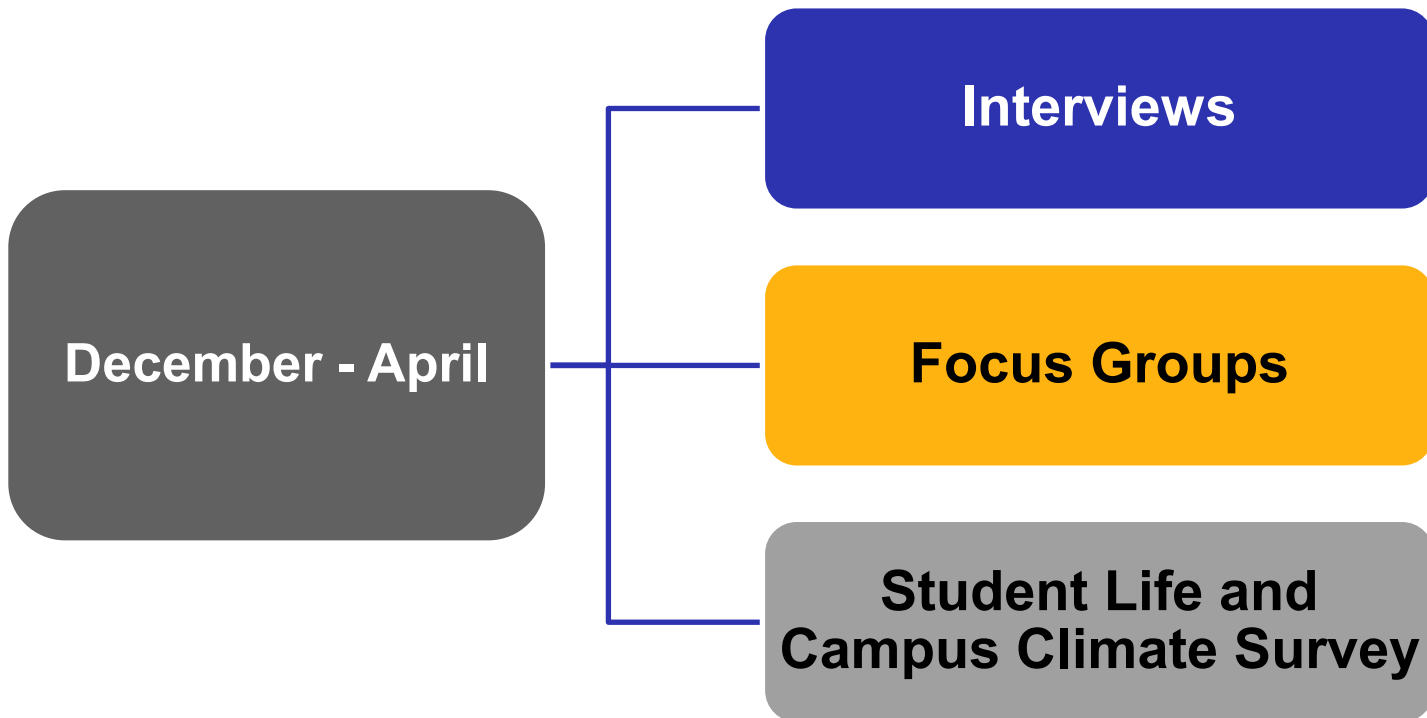
April 1, 2016

**THE
BARTHWELL
GROUP**

EXCELLENCE. COMMITMENT. RESULTS-DRIVEN.

Assessment Overview

The Barthwell Group was engaged to assess the inclusionary environment of CMC's student experience (the "Student Vertical"), primarily by obtaining feedback from students through multiple assessment tools.



Today's Objectives

Provide Insights Regarding:

- Engagement Scope and Assessment Universe

Thematic Analysis of Preliminary Findings Regarding:

- CMC's Inclusion Environment
- Student Vertical
- Assessment Recommendations

Methodology / Scope

Interviews

- Interviews with 66 stakeholders selected by CMC
 - 47 students
 - Eight faculty
 - Eleven administrators / staff
- Customized assessment instruments developed for the student, faculty, and administrator / staff interviewees (“Interviewees”)

Student Focus Groups

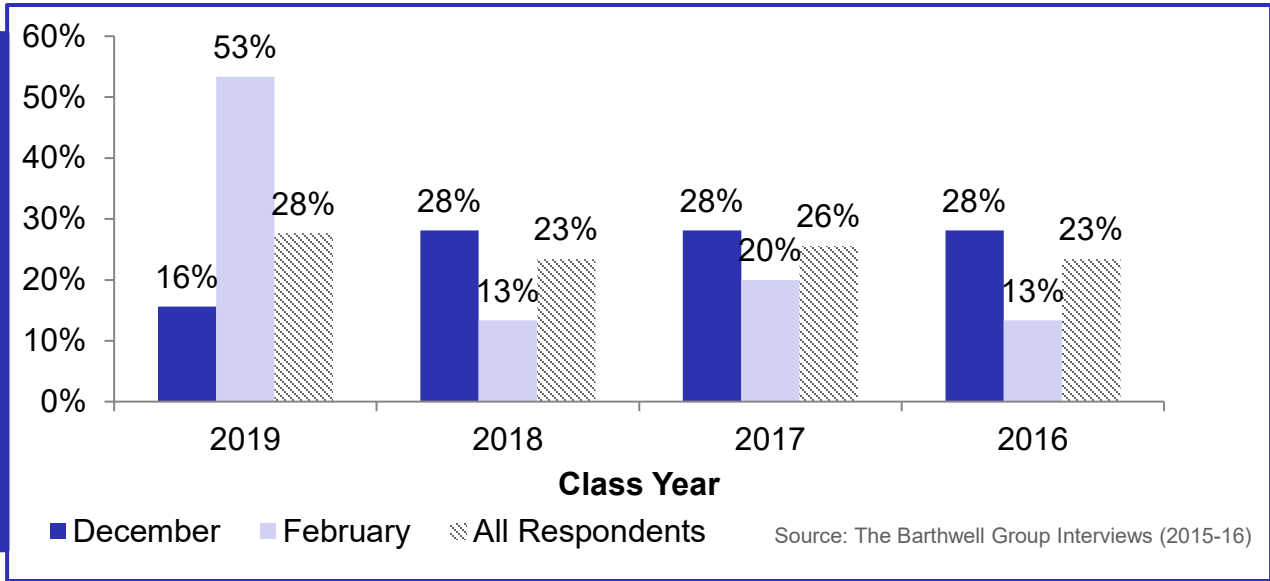
- Five Student Focus Groups
 - International Students
 - Mi Gente
 - Resident Assistants
 - Sexuality and Gender Alliance (“SAGA”)
 - Student Athletes
- PowerPoint discussion guidelines developed for the Student Focus Groups

Student Life and Campus Climate Survey

- Developed supplementary questions focusing on inclusion and diversity

Student Interviewee Assessment Universe

- 56% of December Interviewees were upperclassmen
- Two-thirds of February interviewees were underclassmen
- Of all 47 student Interviewees, there was an even distribution of underclassmen and upperclassmen



Academic Majors

December Student Interviewees

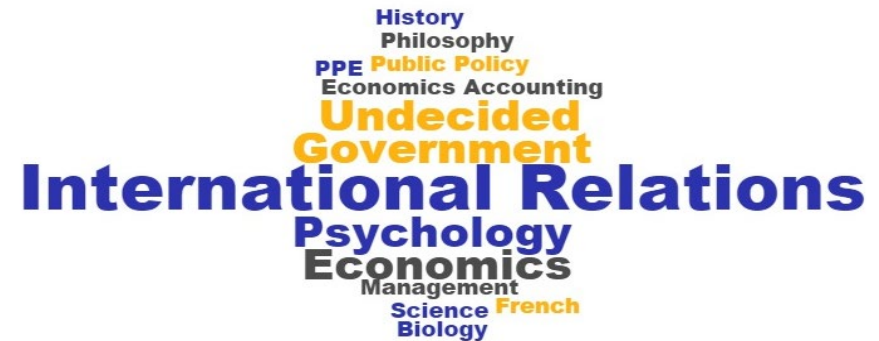
Interviewees' Academic Majors

Dual Major (59%)
Single Major (41%)



Academic Majors

February Student Interviewees



Faculty and Staff Interviewee Assessment Universe

Departments of Faculty Interviewees

Government
Mathematical Sciences
Physical Education and Intercollegiate Athletics
History
Modern Languages and Literature
Religious Studies

Departments of Staff Interviewees

Career
Services

Curriculum
and Academic
Affairs

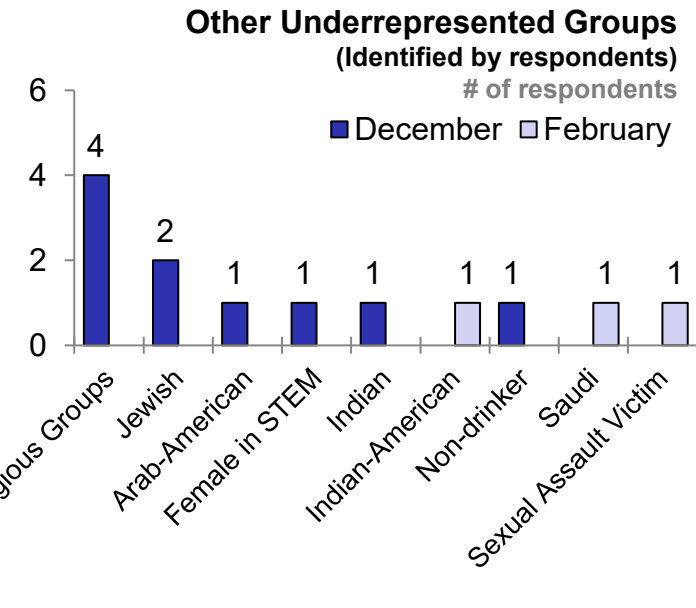
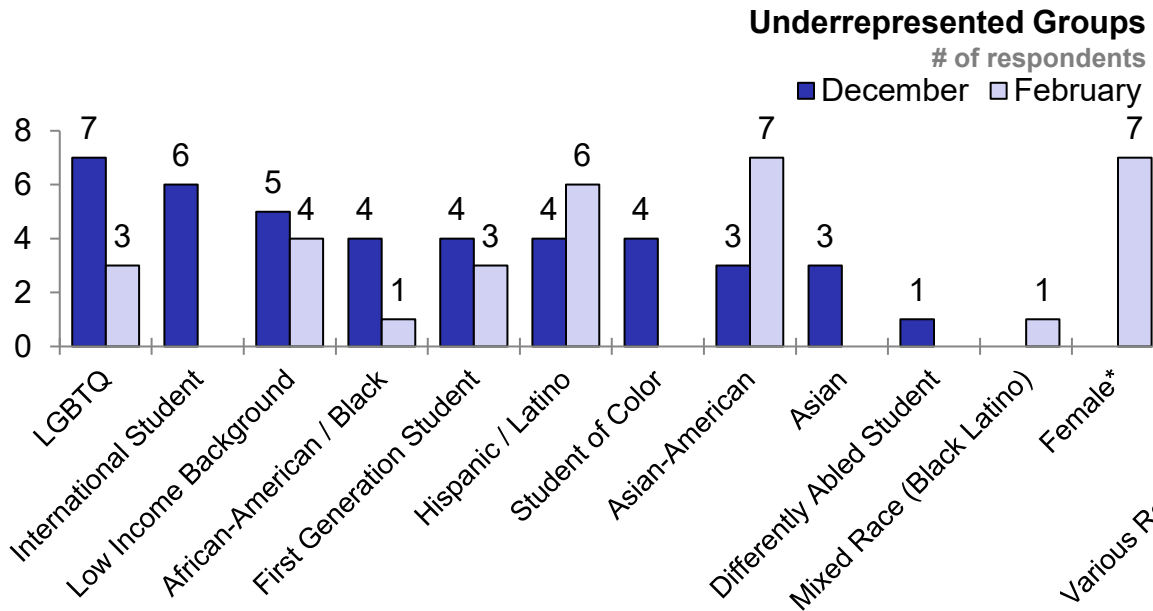
External
Relations

Student
Advising

Student
Affairs

Interviewee Underrepresentation

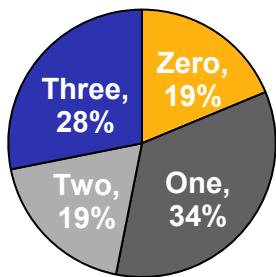
The majority of the Interviewees participating in both the December and February interviews identified themselves as being members of underrepresented groups, including groups which were not identified as choices in the assessment instrument.



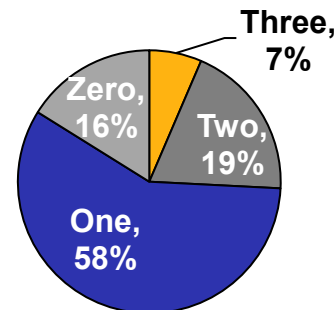
*Although there were 16 female December interviewees, only one considered being female as belonging to an underrepresented group.

Source: The Barthwell Group Interviews (2015-16)

Source: The Barthwell Group Interviews (2015-16)



Intersectionality December
 Nearly half of respondents identified as a member of more than one underrepresented group

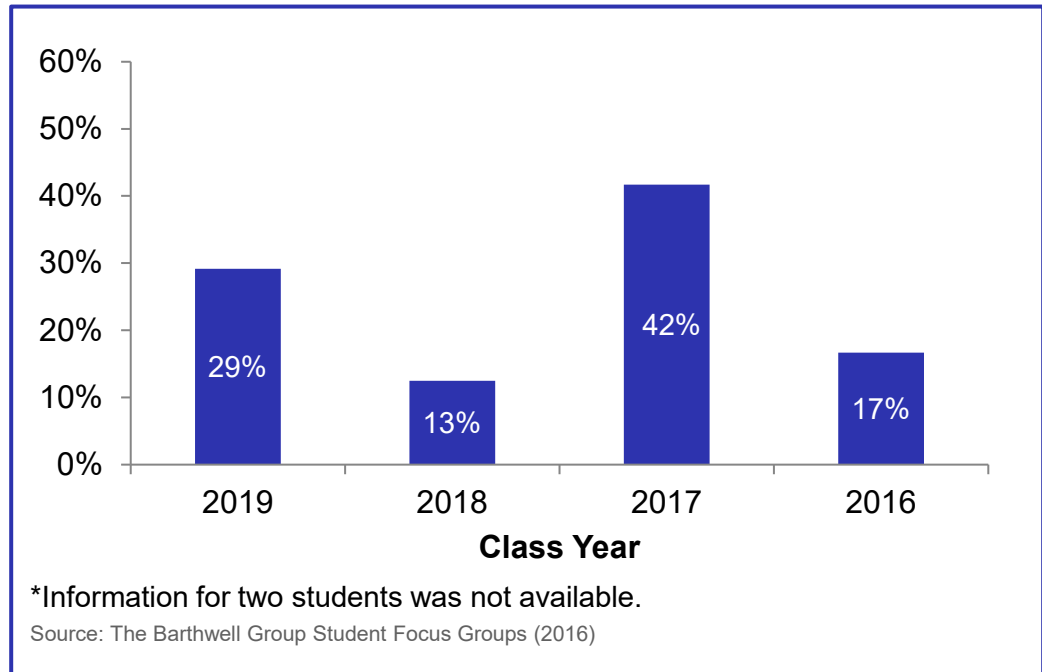


Intersectionality February
 26% of student and staff respondents identified as a member of more than one underrepresented group

Student Focus Group Participants

There was a close distribution of upperclassmen and underclassmen participants (58% and 42%, respectively). Key majors of the participants are shown below.

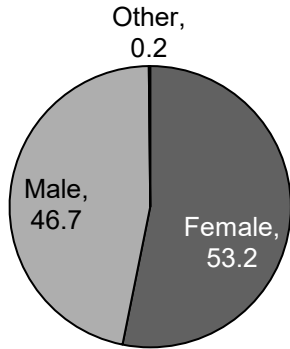
Academic Majors of Participants



Respondent Universe – Climate Survey

Gender

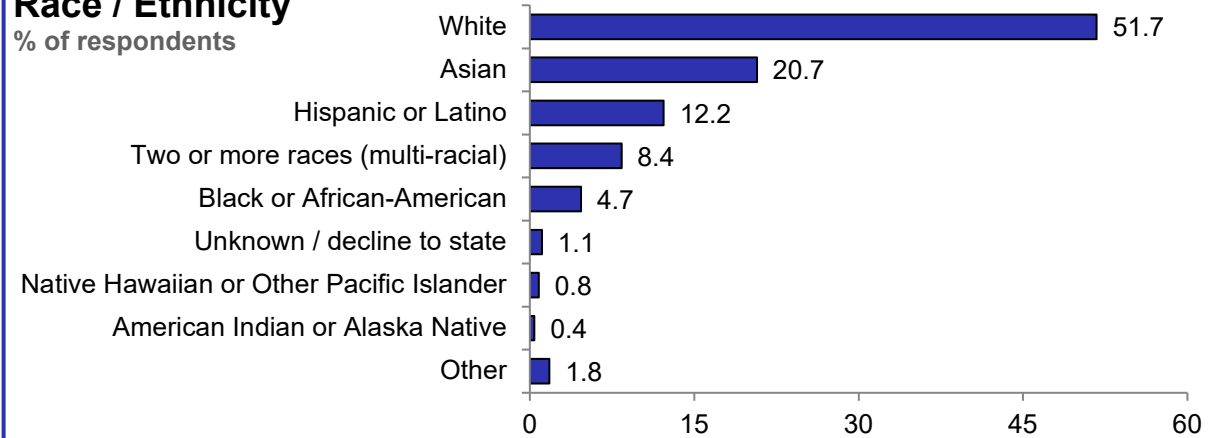
% of respondents



The percentages sum to 100% by the hundredth decimal.

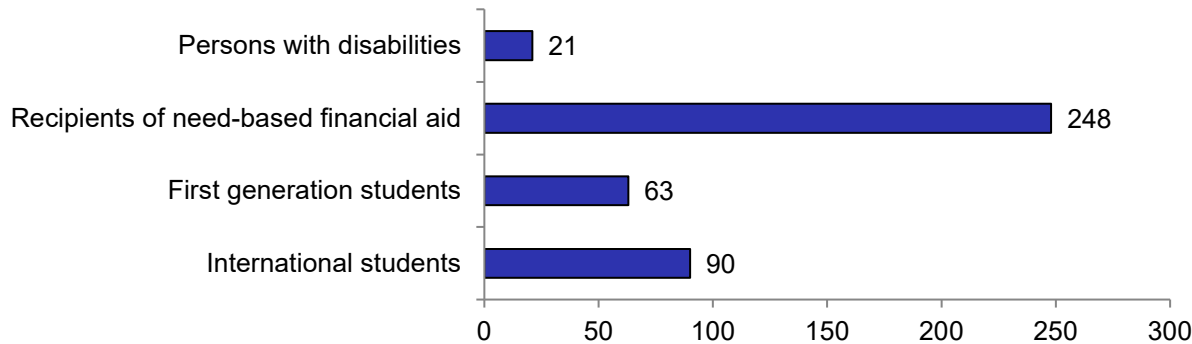
Race / Ethnicity

% of respondents



Other Underrepresented Groups

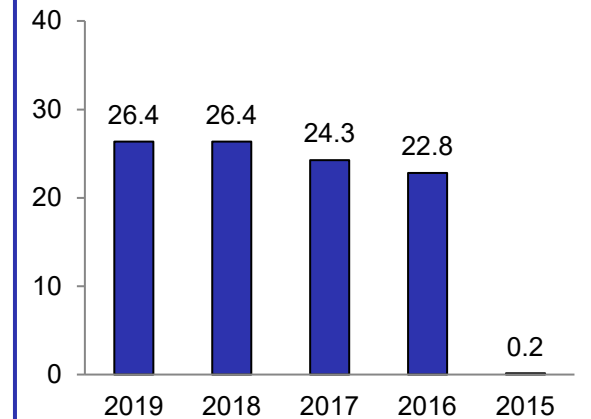
of respondents



Intersectionality: Sixty-nine respondents identified as a member of more than one group

Class Year

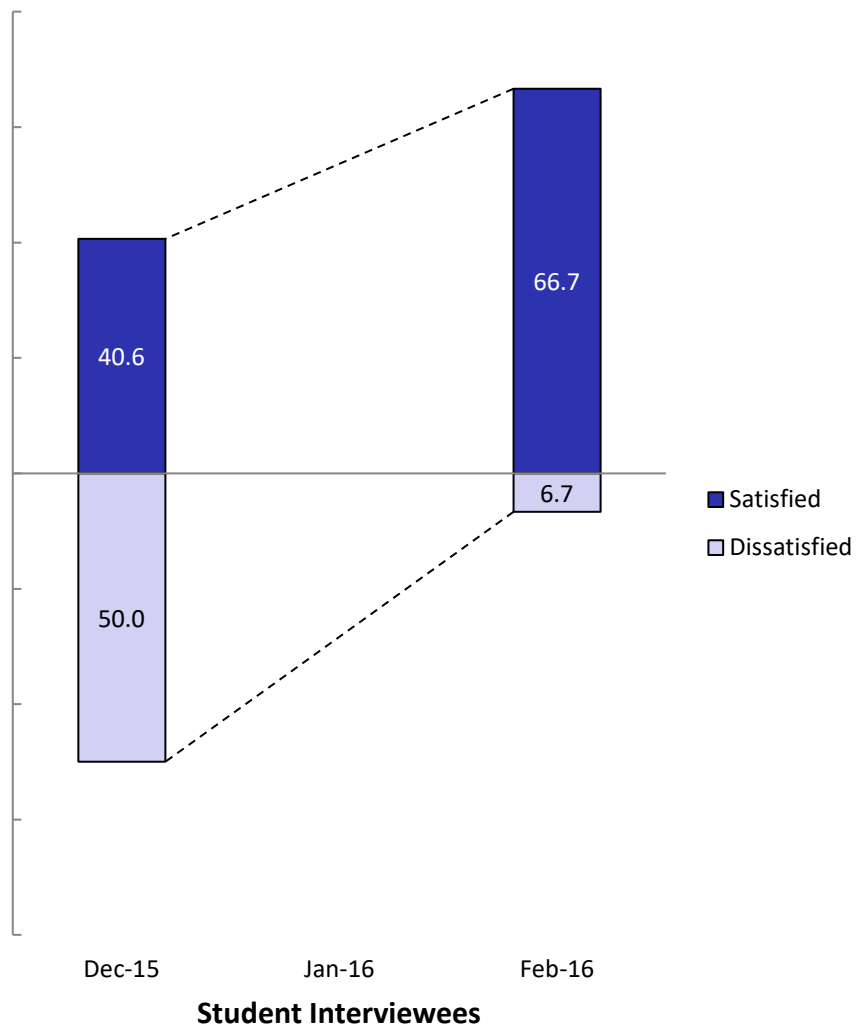
% of respondents



The percentages sum to 100% by the hundredth decimal.

Mixed Overall Satisfaction with CMC's Inclusionary Environment

Changes in student satisfaction
% of respondents



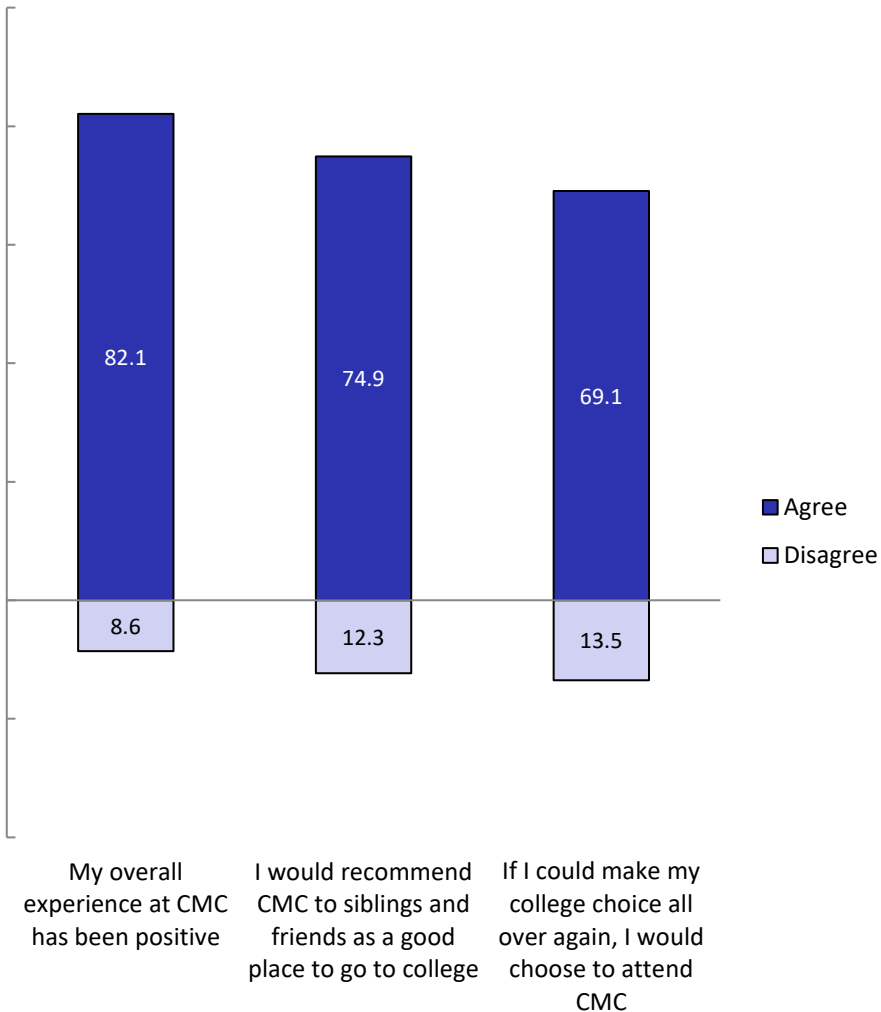
Half of the students interviewed in December were dissatisfied with CMC's inclusive environment as were many of the participants in the Student Focus Groups conducted in February. However, two-thirds of February student interviewees were satisfied. 82% of the Survey participants indicated an overall positive experience at CMC.

Source: The Barthwell Group Interviews (2015-16)

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CMC Climate Satisfaction Among Survey Participants

The majority of CMC students are satisfied generally
% of respondents



Although 82% of students indicated they've had an overall positive experience at CMC, approximately 9% had not

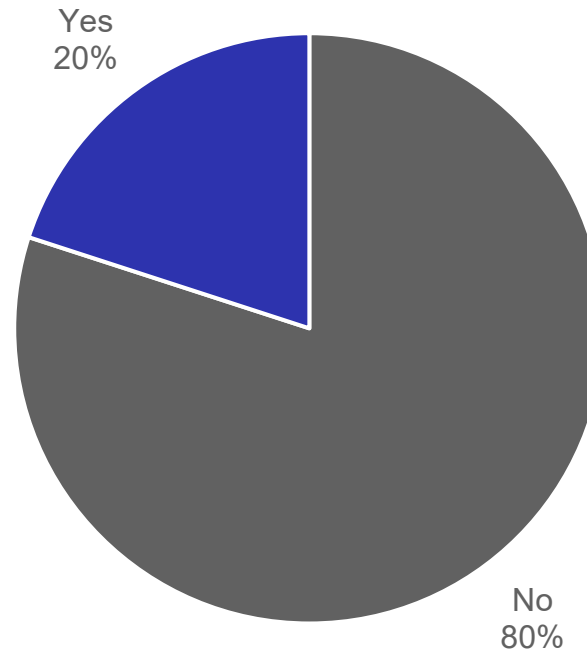
- 12% indicated they **would not recommend the school** to a sibling or friend
- 14% indicated they **would not choose CMC** if they could make their college choice over again

Student Focus Group Dissatisfaction with CMC's Inclusionary Environment

Focus Groups were asked *"Does CMC have an environment which values all students?"*

Students expressed dissatisfaction in four out of five Focus Groups.

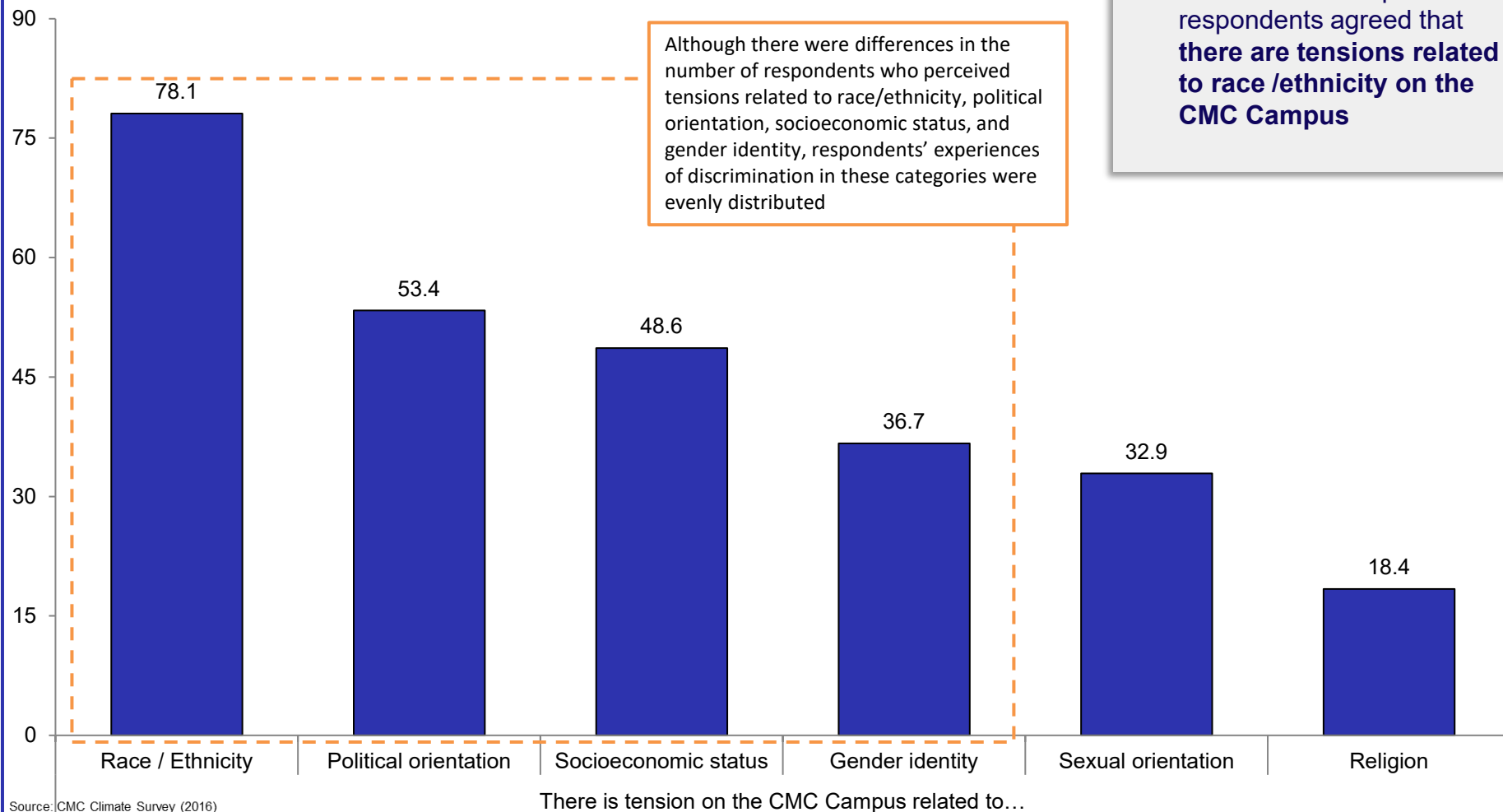
Does CMC have an environment which values all students?



Tensions on Campus

Perceptions of tension and experiences of discrimination on the CMC Campus

% of respondents who "Strongly Agree" or "Agree"

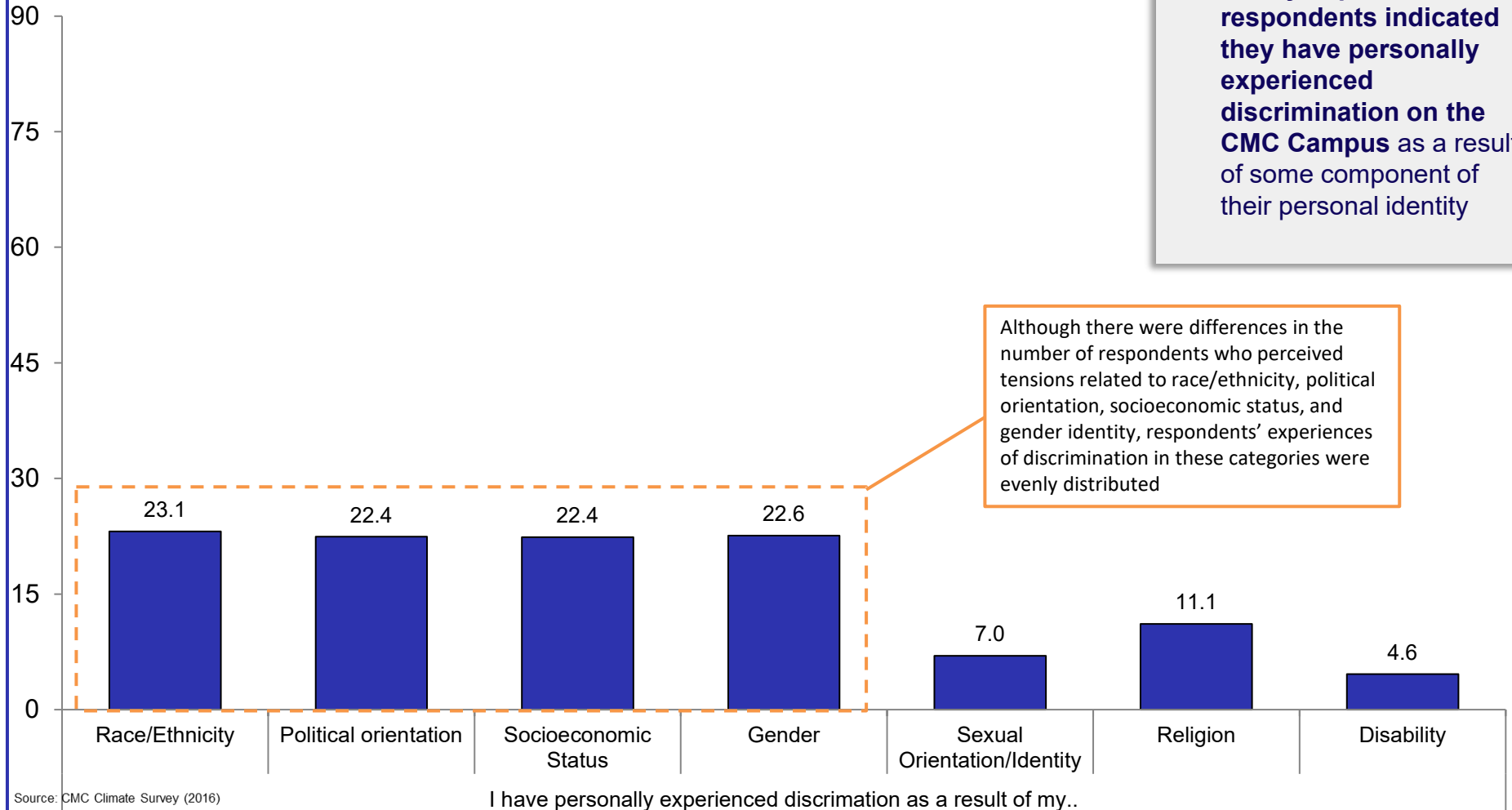


Source: CMC Climate Survey (2016)

Discrimination / Unfair or Marginalizing Treatment

Perceptions of tension and experiences of discrimination on the CMC Campus

% of respondents who "Strongly Agree" or "Agree"

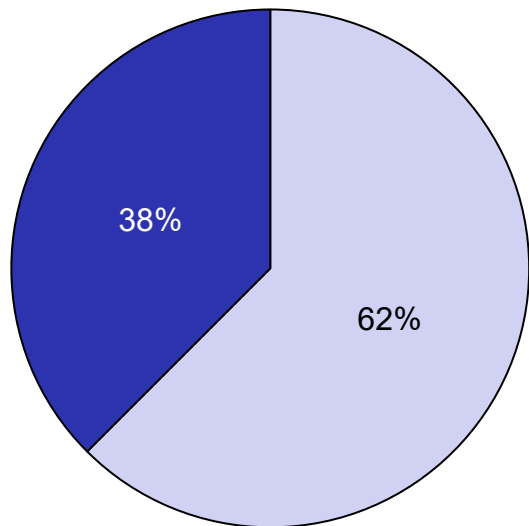


- Nearly a quarter of all respondents indicated they have personally experienced discrimination on the CMC Campus as a result of some component of their personal identity

Source: CMC Climate Survey (2016)

Significant Numbers of Participants Have Experienced Unfair or Marginalizing Treatment

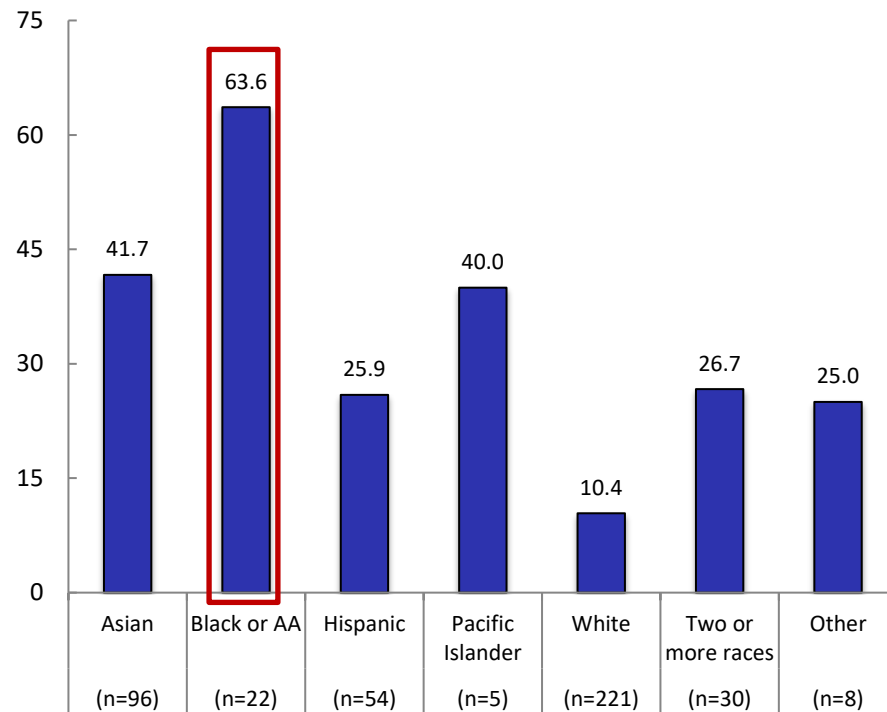
Unfair or marginalizing treatment
% of December respondents



- "Yes, I've experienced marginalizing or unfair treatment"
- "No, I have not experienced unfair or marginalizing treatment"

Source: The Barthwell Groups Interviews (2015)

Nearly two-thirds of African-American / Black students feel they have faced discrimination on CMC's campus as a result of their race / ethnicity
% of respondents who "Strongly Agree" or "Agree"



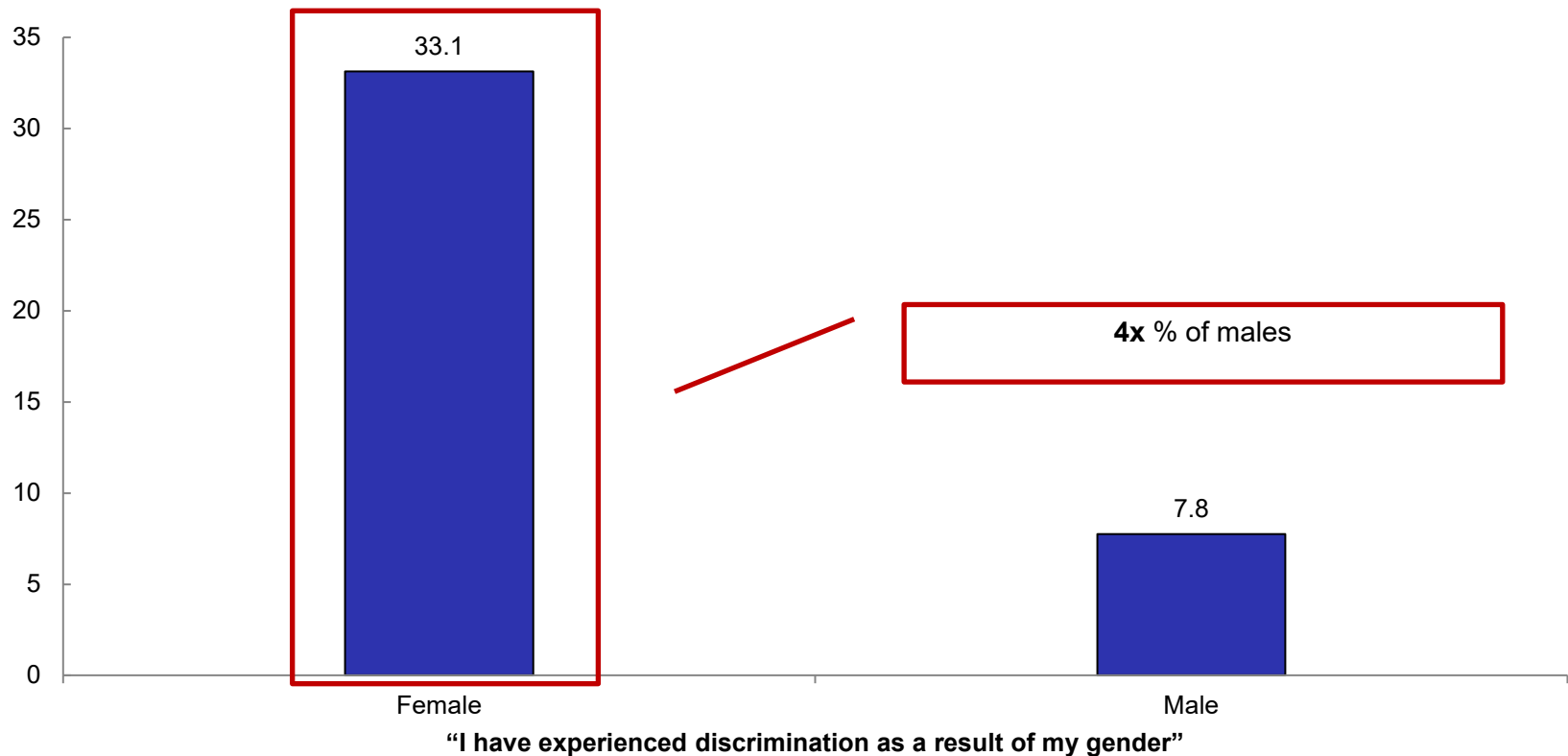
"I have faced discrimination as a result of my race / ethnicity"

Source: CMC Climate Survey 2016

1/3 of Female Survey Participants Have Experienced Discrimination at CMC Because of their Gender

Approximately one-third of females at CMC feel they have personally experienced discrimination as a result of their gender

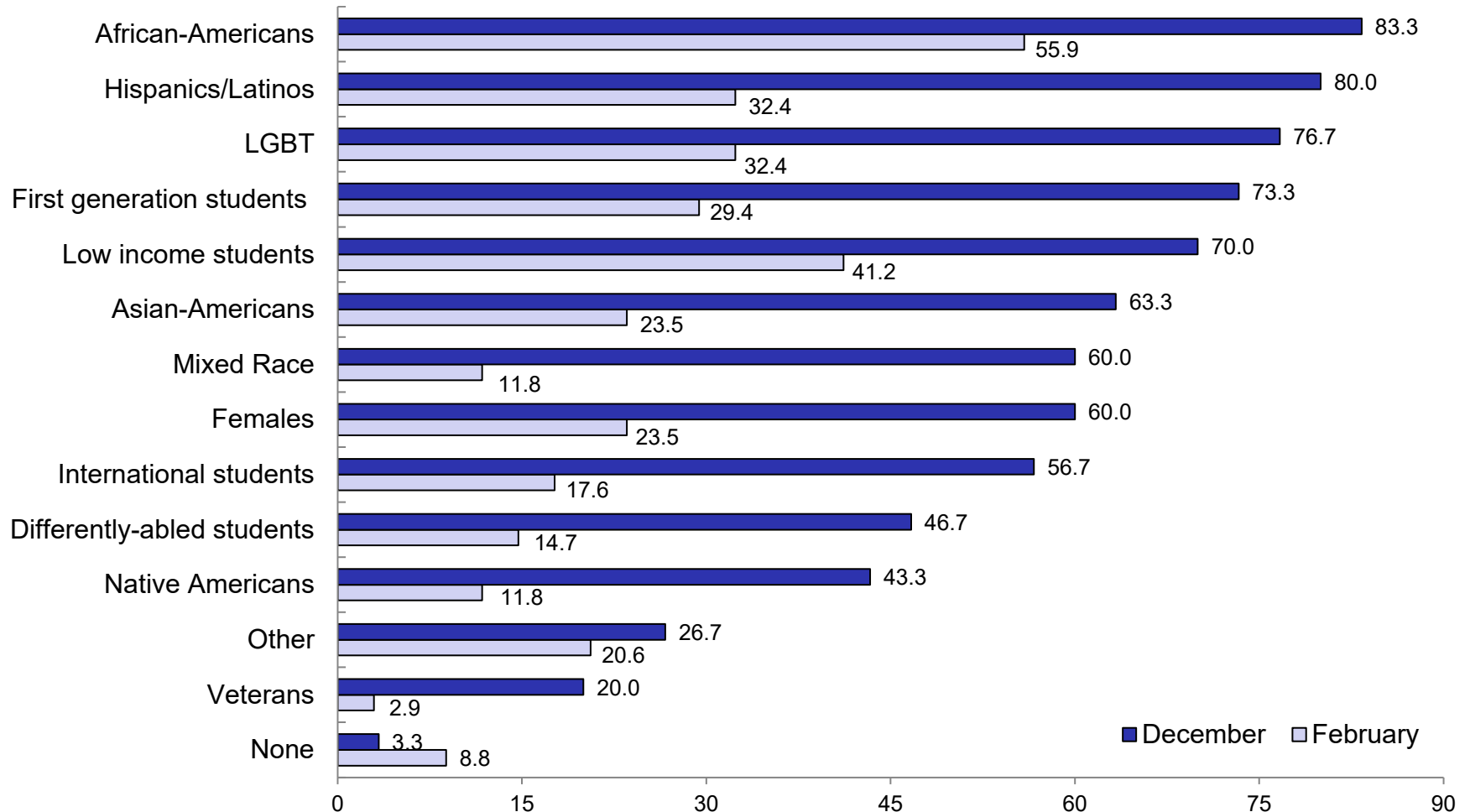
% of respondents who “Strongly Agree” or “Agree”



Source: CMC Climate Survey 2016

Many Students Feel that African-Americans Encounter Unfair and Marginalizing Treatment

Both among the December and February interviewees, many students feel that African-Americans are treated unfairly.

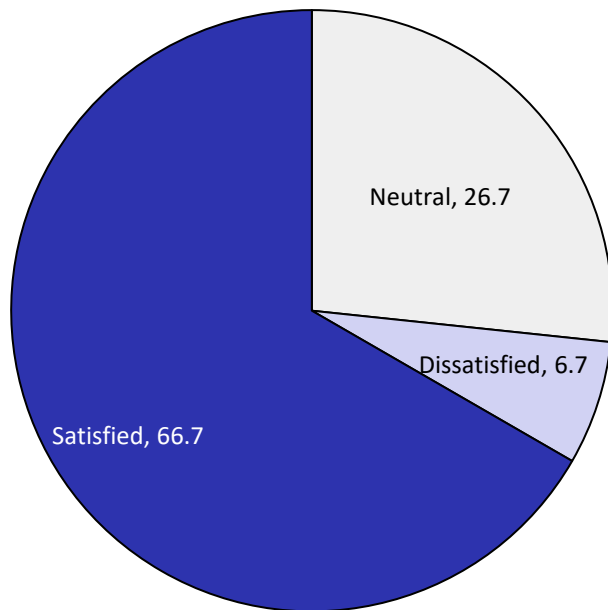


Source: The Barthwell Groups Interviews (2015-16)

The majority of February Interviewees are Satisfied with the CMC Environment

As shown below, about 67% of students were “satisfied” or “extremely satisfied” and 60% of the faculty were “satisfied”.

Changes in student satisfaction % of respondents



Source: The Barthwell Group Interviews (2016)

Some of the most common feedback received from those who were satisfied and extremely satisfied included:

- Ability to identify a group of friends
- Inclusive environment and a multitude of activities in which to become involve
- Supportive staff

Survey Participants Have Mixed Views on Whether Racial Tensions Exist

Students have felt racial / ethnic tensions and personally experienced discrimination as a result of their race / ethnicity



Divide in student experiences

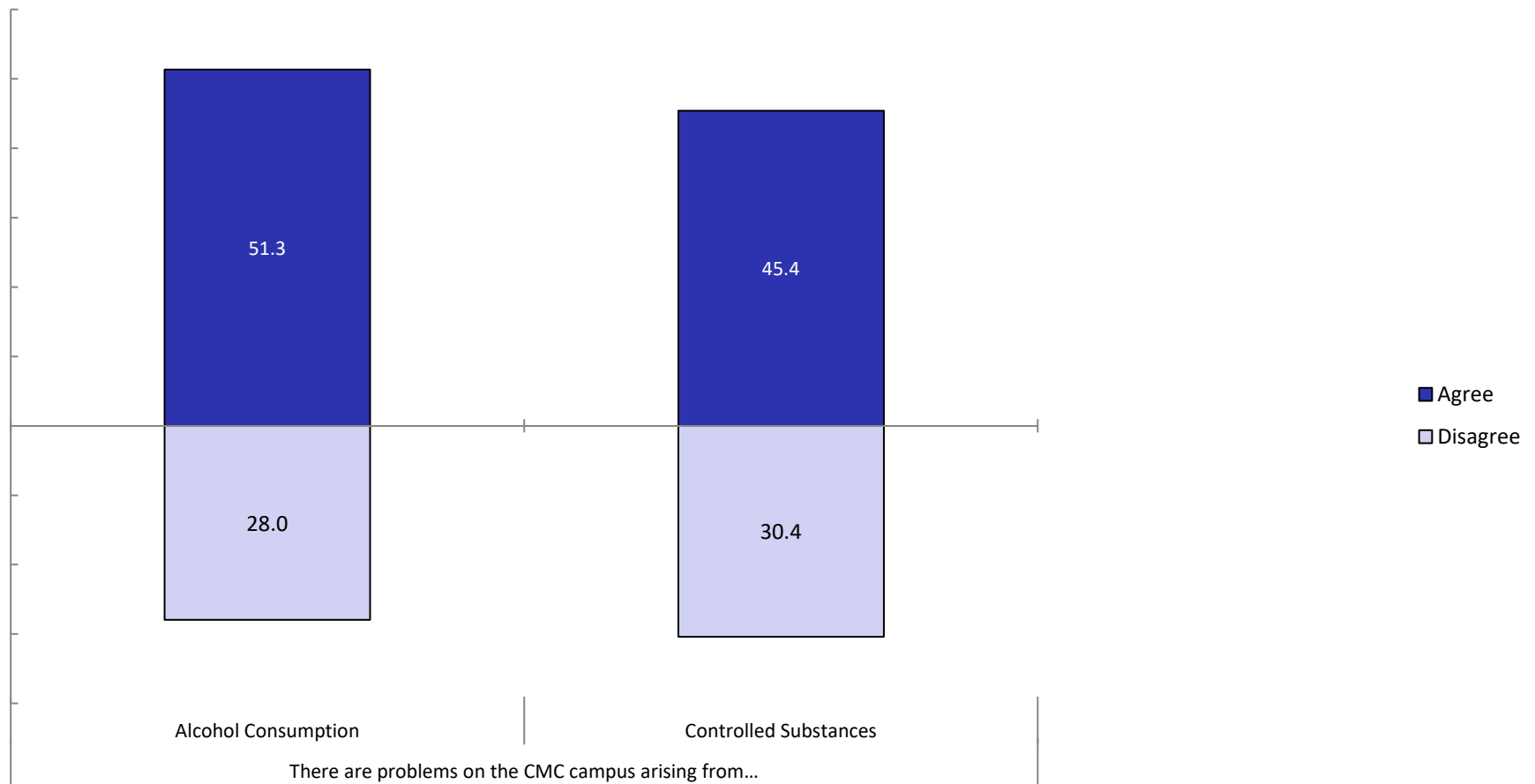


Other students are unaware of racial tension, or believe that tension has been “artificially” created

Alcohol and Drugs

Students believe that alcohol and drugs cause problems at CMC

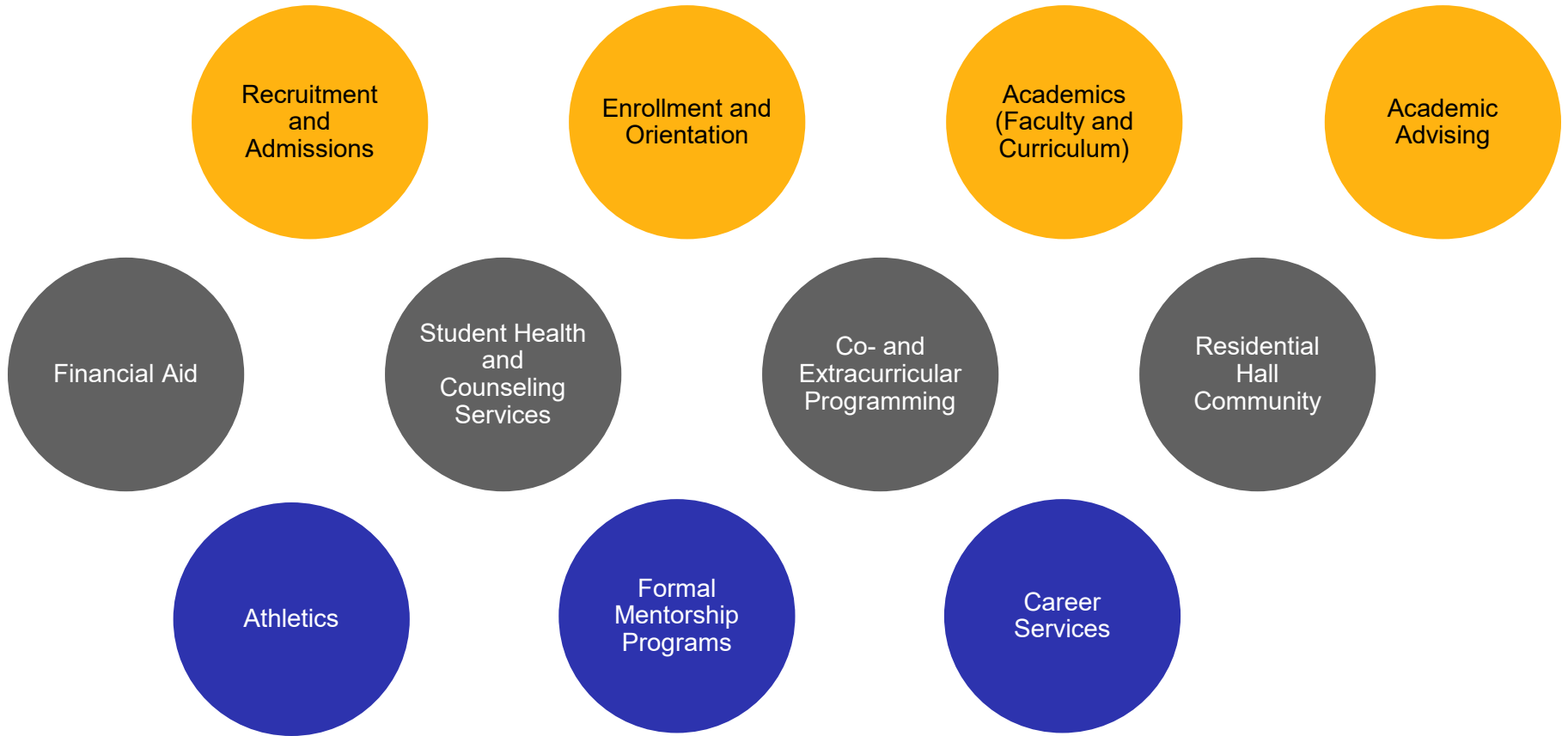
% of respondents



Source: CMC Climate Survey (2016)

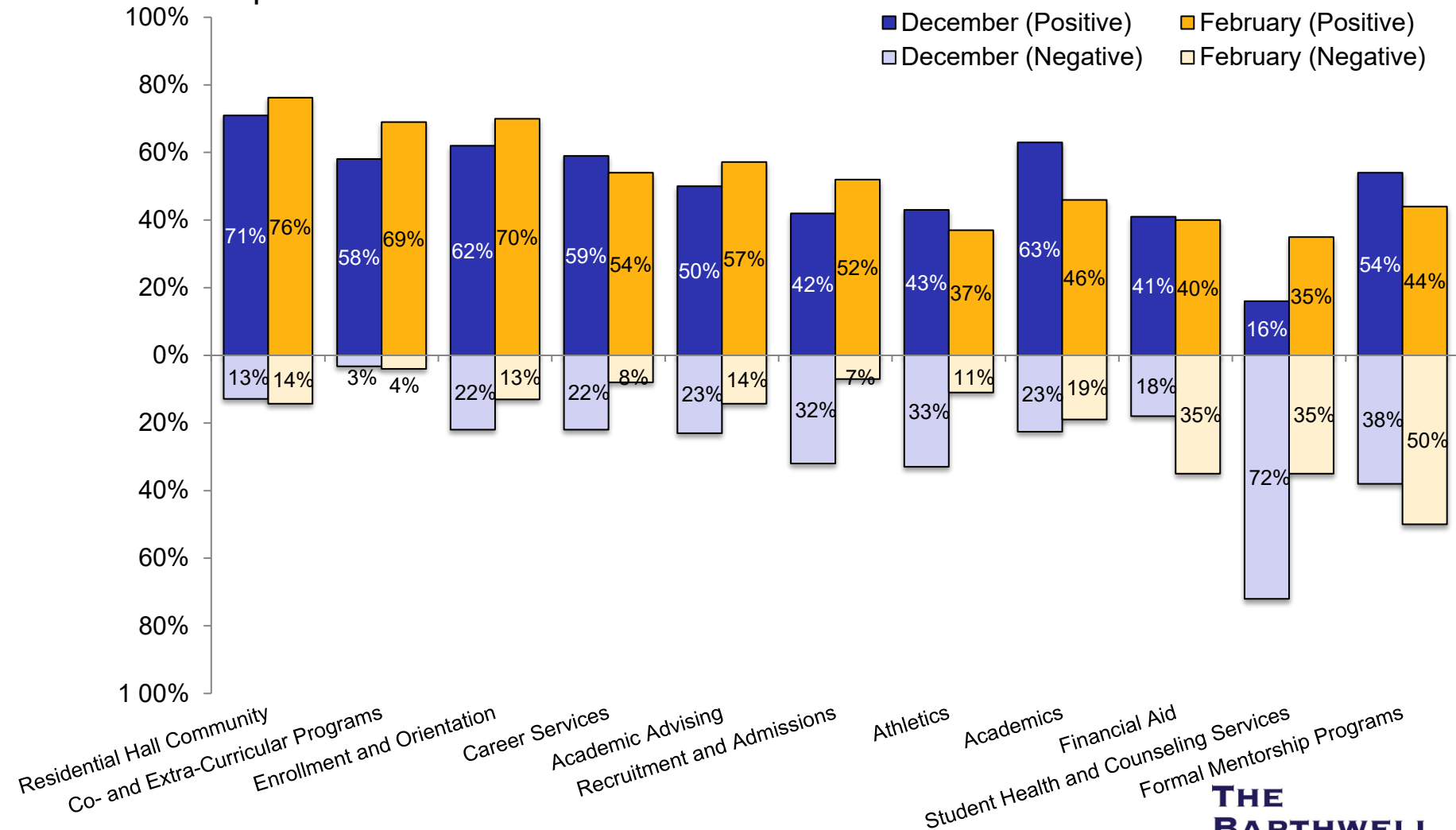
The Student Vertical

CMC's President has defined the Student Vertical as the full cycle of the student experience from recruitment through job placement through Career Services, as illustrated below.



Comparative Overview of the Student Vertical's Inclusiveness

Both the December and February Interviewees were asked to rank the inclusiveness of various components of the Student Vertical.



Source: The Barthwell Groups Interviews (2015-16)

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Comparative Overview of the Student Vertical's Inclusiveness (continued)

Among both groups, the most highly rated components were:

Residential Hall Community



Co-and Extra-Curricular Programs

Enrollment and Orientation

Career Services

Academic Advising

The lowest rated components among both groups were:

Formal Mentorship Programs



Student Health and Counseling Services

Inclusionary Feedback on the Student Vertical

Residential Hall Community

Both December and February respondents (71% and 76%, respectively) believe that the CMC's Residential Hall Community contributes to building an inclusive environment

Co- and Extra-Curricular Programs

The majority of respondents, both from December (58%) and February (69%), as well as participants in the survey felt that the Co- and Extra-Curricular Programs contribute positively to building an inclusive environment

Enrollment and Orientation

The majority of respondents from both December and February (62% and 70%, respectively) felt that Enrollment and Orientation contribute positively to building an inclusive environment

Career Services

More than 50% of both December and February respondents felt Career Services contributes positively to building an inclusive environment

Academic Advising

At least 50% of respondents from both December and February felt that Academic Advising contributes positively to building an inclusive environment

Recruitment and Admissions

More than half of February Interviewees felt that Recruitment and Admissions contributes positively to building an inclusive environment. In addition, significantly fewer February Interviewees had concerns, than December Interviewees

Inclusionary Feedback on the Student Vertical (continued)

Athletics

About 40% of December and February respondents felt positive regarding how Athletics contributes in building an inclusive environment. In addition, less February respondents (11%) felt negative about Athletics, than December respondents (33%)

Academics (Faculty and Curriculum)

More than 45% of December and February respondents felt Academics contributes positively in building an inclusive environment.

Financial Aid

Approximately 40% of December and February respondents felt that Financial Aid helps build an inclusive environment. However, more February respondents (35%) expressed concerns than December respondents (18%).

Counseling Services

A majority of December respondents (72%) think that Student Health and Counseling Services negatively contribute to building an inclusive environment. However, the number of February Interviewees that think positively and have concerns is split. 45% of Interviewees did not know what rating to provide

Formal Mentorship Programs

February respondents think more negatively (44%) than positively (38%), about Formal Mentorship Programs and their impact in building an inclusive environment. In addition, 42% of Interviewees did not know what rating to provide. However, there were more respondents in December who thought positively (54%) than negatively (38%)

Feedback Recommendations

Resource Center	Create a diversity and inclusion resource center which provides space for students and programming for the campus community
Diversity and Inclusion Training	Provide diversity and inclusion training for students, faculty, and staff
Candid Diversity and Inclusions Discussions	Increase opportunities for open discussions regarding diversity and inclusion issues on campus
More Transparency and Decisive Actions	Provide transparency, incorporate student voices, and rebuild trust
Diversity Training for RAs and First Year Guides	Prepare RAs and First Year Guides to be D&I advocates using diversity and inclusion training
Funding for Organizations	Assist students to understand the resources available regarding co- and extra-curricular programs and organizations
Diversity and Inclusion Awareness among Freshmen	Incorporate D&I training and awareness during the enrollment and orientation process
Diverse Career Opportunities	Provide more diverse career opportunities in the Career Center and bring more diverse companies to campus recruiting events

Feedback Recommendations (continued)

Academic Advising	Provide a budget to advisors for the sole purpose of interacting and building relationships with students
Diversity Recruitment and Admissions	Engage a diversity officer in the Admissions Office to identify geographic areas and specific high schools for broader recruitment
Athlete Ambassadors	Engage the teams to set an example in the campus community around diversity and inclusion
Embedded Diversity and Inclusion in the Curriculum	Increase diversity in the general education course offerings and incorporate different narratives into classroom topics
Faculty and Staff Diversity	Diversity and inclusion efforts should extend beyond those focusing on students
Financial Aid	Increase financial aid to allow for a more socioeconomically-diverse student body
Student Health and Counseling Services	Provide more funding to improve resources and increase staffing
Formal Mentorship Programs	Create a group mentorship program that pairs a faculty member, student mentor, and student mentee