

Diversity Management Program
Masters of Psychology, Diversity Specialization
Assessment Report 2006-2007

The Diversity Management Program is the only Masters level program in Diversity studies and management in the country. The **Diversity Management Program** (DMP) offers students the opportunity to integrate cutting-edge diversity knowledge with skill-focused applications in order to train them to have an effective and positive impact on the workplaces of the 21st century global economy. The curriculum content parallels a traditional organizational development program. Classes include social psychology, organizational psychology, personnel psychology, group dynamics, change models, conflict management, group facilitation and development of the Self as an agent of change.

Goals:

The field of Diversity Management is cross-disciplinary and is often experienced as a practice rather than a discipline of study. The student objectives of the Diversity Management Program are to raise participant awareness, build skills, and afford opportunities for practice in the following areas:

- effective interpersonal communication in a diverse setting;
- understanding and valuing diversity;
- facilitation within and between diverse groups;
- assessment, measurement and evaluation of diversity initiatives
- advanced training in designing diversity interventions for organizations; and
- conflict resolution and problem solving.

In addition, in the next ten years the goal for DMP is to be the premiere institution for the academic study of Diversity and its management. The model is a scholar-practitioner based wherein the structure allows for the direct testing and application of original scholarship with the students and their participating institutions.

These goals arose out of faculty/staff visioning interviews and meetings and assessments of the business and educational landscape.

The program provides participants with the following diversity competencies and skill sets:

- Self-education
- Culture-specific Discernment Skills
- Change Leadership Skills
- Assessment Skills
- Collaborative Learning
- Creative Management of Differences
- Effective Communication across Differences
- Use of Self as a Tool
- Conflict and Collaborative Problem-Solving Skills

The seven workshop courses are considered a seamless learning process for the students. The three foundational courses present the underlying theories and frameworks that support understanding human differences.

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Student Learning Outcomes

- Students will be able to articulate at least three frameworks for organizing the field of Diversity Management and apply these frameworks in various organizational cultures.
- Students will be able to design a diversity intervention appropriate to the diagnosed issue or concern.
- Students will be able to effectively facilitate a group of diverse individuals in both an interpersonal and work task setting.
- Students demonstrate skills and competencies of an effective change agent and know how to manage change and transition in organizations.
- Students will be able to employ conflict resolution skills with diverse populations.

The following outcome measures were employed during the program year 2006-2007:

- Pre and Post Objective Test
- Mid-Program Learning Log Presentations
- Feedback Sessions with Competencies Form and Individual Development Plan (IDP)
- Objective Comprehensive Exams
- Professional Seminar with Competencies Form and Individual Development Plan (IDP)
- Practicum Rating Scale
- Integrative Paper (25 page minimum)
- Exit Requirement: Essay Comprehensive Exam or Thesis

Outcomes

DMP 10 students were given a comprehensive objective test May, 2007. DMP 9 students were required to take either comprehensive exams or write a thesis. These outcome measurements reflect content from the following courses:

Course	Instructor
Psy 573 Group Dynamics	Phil Belzunce and Lalei Gutierrez
Psy 672 Multicultural Psychology and Diversity Practicum	Carla Carten
Psy 605 Human Services Consultation	Carla Carten and Lisa Gaynier
Psy 525 Social Psychology	Steve Slane
Psy 518 Personnel Psychology	Tom Wilkes, Bud Stuppy & Kathryn Hall
Psy 522 Organizational Psychology	Herb Stevenson
Psy 593 Professional Seminar	Charles Stuppy
Psy 685 Readings for Comprehensive Exams	Lisa Gaynier

Students are in intact cohort groups throughout the degree program. This report characterizes the results of DMP 9 (the 9th class of the program), Graduation Class of 2007 and DMP 10 (the 10th year of the program), Graduation Class of 2008. The course content in the program is considered seamless from course to course.

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Intervention	Result/Learning Outcome
DMP 10 – There was an initial cohort of 14. Ten are degree students. Two are certificate students.	One dropped out due to illness and is due to resume in the Fall, 2007. One transferred to the Social Work program.
Objective Test (DMP10)	100% of students passed on first administration (score of 80% required for passing). <i>Learning Outcome #1</i>
Mid-Program Learning Logs (DMP10)	Group Presentations of Learning with verbal and written feedback provided by faculty evidenced general mastery of content. Could identify at least 3 frameworks and theories for organizing the field of diversity management. <i>Learning Outcome #1</i>
Feedback Sessions (DMP 10)	Individual written feedback provided for each student outlining development in the competency areas (see Individual Development Plan [IDP] form). 100% (14) of the students at Level One for Knowledge, Awareness and Skill components. <i>Learning Outcome #3</i>
Integrative Paper (PSY 605) – a minimum of 25 pages.	All twelve students completed the assignment with a B or better.
DMP 9 – A cohort of 15. Fourteen are degree students. One is a certificate student.	All fifteen successfully graduated or will complete their matriculation requirements in the summer session, 2007.
Pre/Post Objective Test (DMP9)	100% of students passed on first administration (score of 80% required for passing). <i>Learning Outcome #1</i>
Professional Seminar (DMP 9)	Individual assessment of IDP—Ratings increased for cohort 9. <i>Learning Outcome #2,3,4,5</i>
Field Placement Practicum (DMP 9)	Students successfully completed their Field Placement Practicum experience <i>Learning Outcome #2,3,4,5</i>
Essay Comprehensive Exams (DMP 9)	40% (6 students) passed all 3 sections on first administration; 20% (3 students) passed on second administration. Two students will stand for comps in the summer session. <i>Learning Outcome #1</i>

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Thesis-Written and Oral Defense (DMP 9)	Three students are defending their thesis in summer session.
Certificate	One student successfully earned certification.

Methods and Findings

Direct evidence for accomplishing the goals is indicated in the results column of the outcome section. Indirect evidence is gathered in student/instructor, student/advisor interactions. Classes are team taught and faculty assess student progress across classes to reinforce the learning objectives and provide students with consistent feedback. Individual advisors and instructors rate students on the Competencies Form.

The current cohort is the youngest in the program's history, with almost half under thirty-five. The faculty have noticed a decline in the quality of writing skills and the ability to self-organize and self-manage school workload. The program was originally designed for older adults, and the faculty has had to adjust its presentation of program material to the different developmental needs of these younger students. This does represent a trend and the faculty are discussing the pros and cons of a younger critical mass of students to the integrity of the program as originally designed.

This presents an interesting dilemma in that the generational differences represent a significant diversity challenge for both program management and for the program as a student laboratory. In the next year, the faculty will be discussing how best to manage and address these diverse needs.

Review

With regard to student progress, Victoria Winbush and Herb Stevenson are directly responsible for advising and assessing each student in both cohorts and tracking their progress through Individual Development Plans (IDP) in the first two semesters of the program. Other instructors provide input and the Director oversees the process. Thus, faculty and students are intimately involved in the evaluation of goals and skill sets determined for the program.

The new director conducted a wide-ranging series of interviews with all the faculty, as well as current students and selected alumni concerning the curricula rigor of the program. This data collection process resulted in the establishment of a Curriculum Committee which has been charged with reviewing and implementing curriculum improvements. Details are outlined below in the Actions section. Furthermore, changes are being made based on the director's assessment of the trends occurring in the workplaces of our participant students. For instance, globalization is requiring that the DMP expand its focus from U.S. diversity issues to include cross-cultural competence.

Actions

We have a new Director for the program who has implemented the following actions:

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- ✓ We have hired a tenure-track faculty person (start date is Fall, 2007). This person was hired for her ability to conduct original academic research in the field of Diversity as well as contribute to teaching in the Psychology Department.
- ✓ The Curriculum is being reviewed and substantively upgraded in a two phase process. First phase consists of:
 - Tightening up academic standards and course design,
 - Minor changes were instituted in the Spring Semester, 2007. Course flow has been evaluated and modified for the upcoming 2007 program,
 - Two core courses have been expanded from two weekend sessions to three.
- ✓ The second phase of curriculum changes will involve re-purposing each workshop (a course is currently made up of multiple workshops) and assigning it its own course number, credits, etc.
- ✓ Writing and class participation standards have been tightened. Detailed rubrics for both have been designed and implemented for both faculty and students.
- ✓ Students needing to improve their written communication are being supported in getting writing skill development at the Writing Center.

- ✓ Future applicants with weak writing skills (all else meeting our admission standards) will be granted conditional admission with remedial support to bring their writing skills up to graduate school levels.
- ✓ A Faculty Handbook with program expectations and grading guidelines is in development.
- ✓ Admission standards have been strengthened. A writing sample will be a significant indicator of students' capacity to organize their thoughts and convey them in writing. Additionally, the admissions interview process is being modified using behavioral indicators to assess applicants' ability to function with minimal supervision, in this executive MBA style Master-level program, which requires a significantly higher level of self-initiative and self-time management than the traditional collegiate setting.
- ✓ We are revising the practicum grading scale. Students will earn letter grades and will be assessed both at the individual and group level in addition to their presentation skills and professionalism.
- ✓ We have given better structure and student support to the thesis process by giving three of our faculty adjunct status and the Director is tweaking and codifying the thesis process for enhanced support of students.
- ✓ We have initiated conversations with other units in the University to explore collaborative opportunities to enrich the student experience. Thus far we are in discussions with the Anthropology Department and Business School.
- ✓ We are planning the first and what will become an annual conference on Diversity Studies and Management designed to showcase cutting edge research and provide an avenue for direct application of the research to the needs of our students and their respective organizations.