



# Assessing Diversity in the Classroom

How a Health Sciences University Used Course Evaluations to Evaluate Diversity Challenges

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# Agenda

- Introduction
- Special Thanks to OCTRI
- Data Collection and Analysis
- Timeline
- Reality Check
- Q&A

# Introduction

## Course Evaluation Initiative

- Office of the Provost
- Collection and Assessment of data on diversity, equity, and inclusion

## Classroom Climate

- Do students feel their classes and professors are equitable and respectful?

## Faculty Support

- Do faculty have enough institutional support to improve their DEI practices?

## DEIA

- Diversity, Equity, Inclusion, and Antiracism

# Special Thanks

Big thanks to OHSU's Oregon Clinical and Translational Research Institute (OCTRI). Especially the following members:

- Dr. Adrienne Zell, Director of the Evaluation Core, Assistant Director of OCTRI
- Dar'ya Pozhidayeva, Research Associate II
- Amy Wilson, Senior Research Assistant

# OCTRI Analysis 1

Data Collected included:

- 2 Academic Years (8 quarters), 2018-2020
- Four Schools:
  - Medicine (including the MD program)
  - Nursing
  - Public Health
  - Dentistry
- Roughly 1,300 responses collected

# OCTRI Analysis 2

1. Qualitative thematic analysis to identify themes in the comments
2. Text analysis to identify word frequency and importance

# OCTRI Analysis 3

## Limitations:

- Due to the nature of course evaluations, quantitative data collected isn't unique
- Due to anonymous evaluations, no student demographics available
- Low response rates in some programs/schools

# OCTRI Analysis 4

Limitations:

- Lack of understanding regarding the question

“How does this apply to radiology?”

“This question is ridiculous and irrelevant. It's a finance class. Diversity has nothing, whatsoever, to do with this class.”

“I'm not clear on what this means”



# OCTRI Analysis 5

One of their suggestions was to change the current evaluation question. We kept the diversity statement, which is pasted below:

## **Defining Diversity Statement:**

Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability/disabilities, and age.

# OCTRI Analysis 6

The previous and current questions are displayed below:

## **Previous Question:**

What and how material is taught encouraged me to explore aspects of mine or others' diversity (see definition of diversity above) to enhance our thinking.

## **Current Question:**

This learning experience incorporated diversity (see definition above).

# Response Themes 1

Listed below are a few themes that arose from the data:

- Representation from underrepresented groups
- “Going deeper” and prioritization of diversity content and discussions
- Incorporating trauma-informed practice into course
  - Including [content] warnings around sensitive topics

# Response Themes 2

Listed below are a few themes that arose from the data:

- Correct pronoun usage
  - Other competencies around gender identity and expression

“I felt that faculty did not do enough to encourage correct pronoun usage, and would love to see that reinforced. Mentioning to check a person's badge and see if they specified a pronoun before referring to them would be good, and teaching students to consider asking a patient their preferred pronouns would help as well!”

# Response Themes 3

Themes continued:

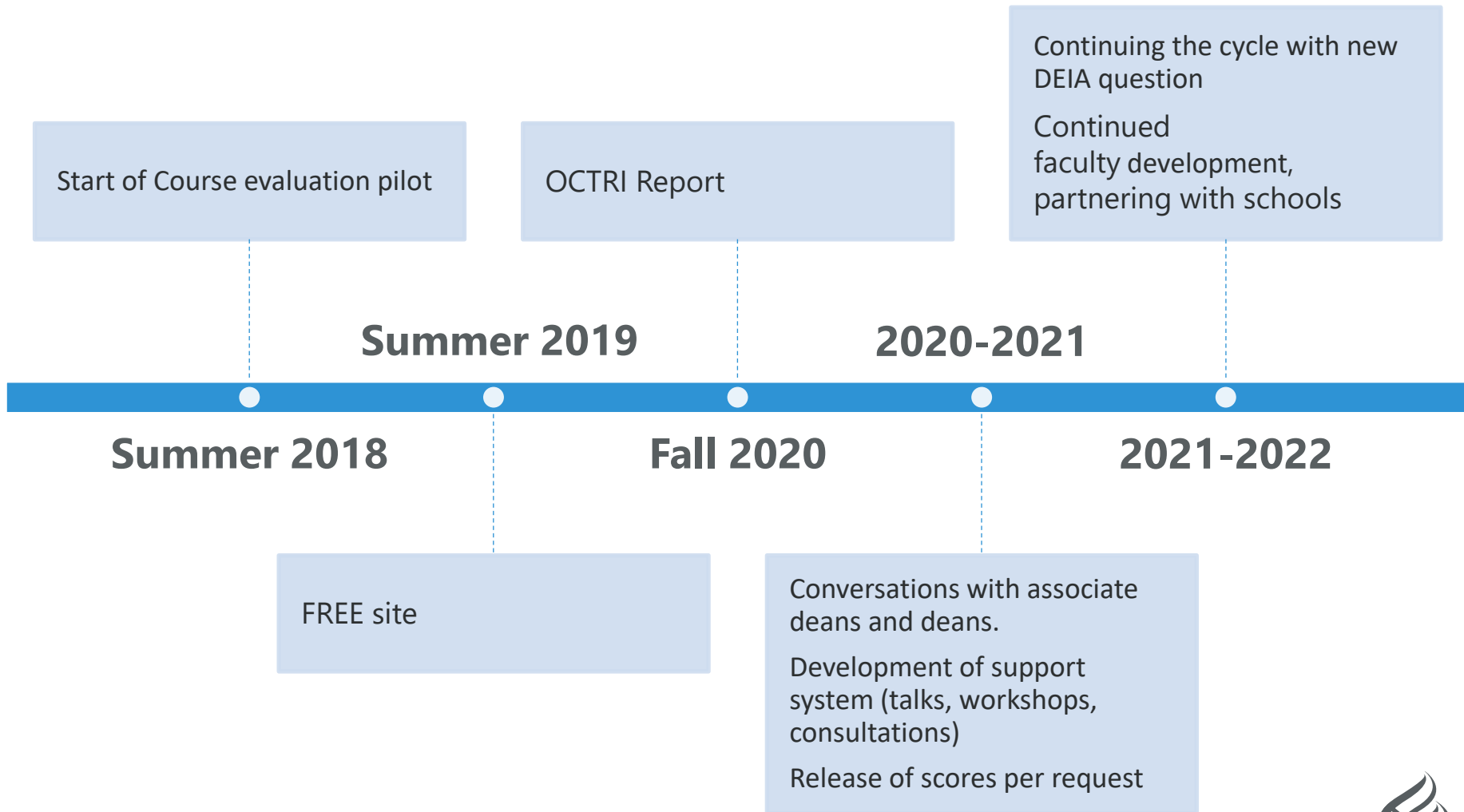
- Expand diversity definition, or focus on broader aspects of diversity in courses
- Avoid reinforcement of stereotypes in course materials
- Provide resources and tools to confront bias

“Some of the diversity aspects of this course were hastily covered through the book. It would be great if they empowered the students to have conversations and facilitate DIALOGUE about diversity, power, privilege, health care barriers, marginalized populations, etc.”

# Releasing the Data

- Diversity question data was not, and has not yet, been included in faculty evaluation reports
- Diversity question data was recently made available to dean-level faculty and staff, while faculty members may request this data from the courses they taught

# Timeline of Project



# Reality Check

Low Student  
Response

Budget

Schools'  
Response

Faculty  
Motivation

Institutional  
Constraints



# Q&A



Thank You

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