Wright State University's MULTICULTURAL AFFAIRS & COMMUNITY ENGAGEMENT

Diversity Data Discussion 2013
Executive Summary
March 26, 2013

Campus Climate and Inclusive Practices

Over the past few years, several measures of campus climate have been taken. Results that inform the following discussion come from the 2011 work of the Integrity Development Corporation consultants, Wright State University (WSU) data from a 2009 survey conducted by the LEADER Consortium, a survey conducted by the Wright State University ALLIES faculty/staff group, and listening sessions conducted by the Vice President for Multicultural Affairs & Community Engagement (VP MACE). Preliminary analysis of dissertation data collected by Corinne Wright were also examined in formulating this summary. Generally speaking, employees are satisfied with their work environment on campus. However, groups who are in some way in the minority (for example women, people of color, people with disabilities, religious minorities, GLBTQ individuals) report experiencing the climate as less welcoming and inclusive and are more questioning of the University's commitment to diversity and inclusion. For example in the 2012 climate survey, results reported by the ALLIES group, fifty-nine percent (59%) of GLBTQ faculty and staff report being closeted or somewhat closeted at work. Additional issues were raised regarding inequity in the implementation of domestic partner benefits and inconsistencies/inaccuracies in published descriptions of these benefits.

The LEADER consortium, which examined the experience of faculty in disciplines related to science, technology, engineering, math, and the social and behavioral sciences found differences between the way female and racial/ethnic minorities experienced the work environment when compared to the majority of faculty in the fields. Female faculty reported less work-life balance, less recognition and less sense of belonging in their departments and institution than their male colleagues. Women also indicated a greater sense of sexism in their departments. In the climate survey and listening sessions, staff as a group, also expressed concerns regarding inadequate opportunities for professional/career development as well as the belief that they are not valued relative to faculty colleagues. The need for more effective, confidential and trusted dispute resolution, particularly related to acts of discrimination towards both employees and students, were identified.

Students experience our campus climate in ways that are similar to employees. Climate surveys and interviews indicate that most students are satisfied with their Wright State experience. However, 2011 NSSE data for both first-year and senior students reported at a significantly lower rate than our comparison groups that if they could start over again, they would attend WSU. In addition, students who are in some way in the minority on our campus experience the campus as less welcoming than

majority students. Students of color and those with disabilities, particularly after their first year, reported that they don't get adequate academic support. Student satisfaction and climate surveys suggest students are not clear regarding where to go for assistance, particularly in situations involving dispute resolution. In listening sessions, African-American students discussed problems related to advising, being treated disrespectfully by police and security staff as well as questioning how event risk levels were determined. They also expressed an interest in more intercultural and intergroup interaction. In surveys, transgendered students reported that they feel less respected than was reported by other groups. Muslim students in both group discussions and surveys reported incidents of negative biased treatment on the part of professors in the classroom. In the most recent NSSE survey data, our first-year students, on average, reported being less likely to have had serious conversations with students of a different race or ethnicity than our comparison groups and the national data.

Representation

According to 2011 Census data, of the more than 311 million that make up the individuals living in the United States, sixty-three percent (63%) are White, seventeen percent (17%) are Hispanic, thirteen percent (13%) are African-American, five percent (5%) are Asian, two percent (2%) report belonging to two or more ethnic/racial groups, one percent (1%) are Native American and less than one percent (1%) are Pacific Islander. The Pew Research Center predicts that by 2050 individuals identifying as White will make up only forty-seven percent (47%) of the population in the United States.

In Ohio, the 2011 Census data indicates that the racial/ethnic breakdown is as follows; eighty-one percent (81%) are White, twelve percent (12%) are African-American, three percent (3%) are Hispanic, two percent (2%) report belonging to two or more ethnic/racial groups and less than one percent (1%) report being either Native American or Pacific Islander. At Wright State University for the students on campus for Fall 2012, our student population falls into the following categories: seventy-three (73%) White, African-American students are twelve percent (12%) of the student body, International students are six percent (6%), Hispanic and Asian students each represent two percent (2%), while American Indian/Alaskan Native and Native Hawaiian/ Pacific Islander both represent less than one percent. Students identifying as two or more races represented three percent (3 %) of the student body. As of November 2012 faculty (tenure track and adjunct) representation fell in the following racial/ethnic categories: eighty percent (80%) White, eight percent (8%) Asian, six percent (6%) African-American, two percent (2%) belonging to two or more races, one percent (1%) Hispanic, and less than one percent American Indian/Alaskan Native or Native Hawaiian/Pacific Islander. Staff identified as being in the following ethnic/racial groups: eighty-one percent (81%) White, eleven percent (11%) African-American, four percent (4%) Asian, one percent (1%) Hispanic, three percent (3%) identified as two or more races, and less than one percent (1%) as American Indian/Alaskan Native or Native Hawaiian/Pacific Islander.

According to commonly held measures, comparing national availability of faculty of certain race/ ethnicities and gender within a discipline with the numbers of people from these groups on

campus, WSU has groups that are underrepresented by at least one person in every college except Education and Human Services, the School of Professional Psychology and the School of Medicine. Women and people of color are also underrepresented in some administrative offices according to this measure.

Who's Coming to College?

Based on 2012 Census data for the United States, women hold the majority of bachelors and master's degrees while men hold the majority of professional and doctoral degrees. Seventy-five percent (75%) of Bachelor's degrees were earned by individuals identifying as White. African-American and Asian individuals both achieved eight percent (8%) of the Bachelor's degrees while Hispanics received seven percent (7%). Since 2010, women now surpass men in degree attainment in every degree category.

A fifteen percent (15%) increase is projected in undergraduate enrollment by 2020. We will continue to see a larger increase in the numbers of women attending college (19% for women compared to 11% for men). The largest increase among ethnic groups is found in Hispanics with projected growth of forty-six percent (46%). African-American and Asian groups both have projected growth of twenty-five (25%) while Whites are predicted to grow by only one percent (1%).

About half of our entering class comes directly from high school. By 2020 the percent of White students that make up the high school population is predicted to decrease by approximately eleven percent (11%). The percent of African-Americans will also decrease slightly (approximately 2%). In contrast the percentage of students in Hispanic and Asian ethnic groups will increase significantly by 27% and 46% respectively.

Who's Graduating From College?

In 2012 the Department of Education indicated the six-year graduation rates for national public universities with open to moderately selective admission criteria was twenty-nine percent (29%). There was an achievement gap between White students and students of color; the largest gap being between White and African-American students. White students at these schools graduated at an average rate of thirty-three (33%) while African-American students graduated at the rate of seventeen (17%). Graduation rates for universities in Ohio with an average ACT score of less than 21 for students entering higher education in the fall of 2004 ranged from three (3%) to forty-four percent (44%). The average for these schools was twenty-six percent (26%). Wright State's six-year graduation rate for this group of students was forty-four percent (44%) with an additional three percent (3%) graduating from another institution and sixteen percent (16%) of this cohort still being enrolled in another Ohio institution. The average graduation rate for all institutions of higher education in Ohio was fifty-six (56%) for the 2004 entering cohort.

The Achievement Gap

The achievement gap for low-income students and students of color is pervasive throughout the U.S. educational system. As discussed earlier, nationally for schools with admissions standards similar to WSU, the achievement gap between White and African-American students for graduation is sixteen (16) percentage points. The achievement gap on our campus for six-year graduation rates between African-American students and White students was twenty-four (24) percentage points for the 2004 cohort. The first to second year retention gap for these groups was also twenty-four percentage points(24) for the 2011 cohort. One contributing factor might appear to be the difference in average entering ACT scores for these groups but it is not the whole story. For White students entering WSU between the years of 2002 and 2011, the average ACT score consistently fell around 22. In contrast for African-Americans it was consistently around 17.5. However, data presented in a report on student success by then Associate Provost/Dean of University College Thomas Sudkamp, suggests that African-American students, particularly African-American women, outperform their counterparts with comparable ACT scores. It seems this would mitigate differences in achievement related to entrance test scores somewhat. It also suggests that these test scores are less effective predictors of the potential for some groups of students. In addition, although the average ACT score remained fairly constant for African-American students, the retention rates and graduation rates varied quite a bit. Retention during this period ranged from sixty-nine percent (69%) to thirty-eight percent (38%) for African-American students while graduation rates ranged from thirty-three percent (33%) to twenty percent (20%) for this group.

Engagement in High Impact Learning Activities

Participation in high impact learning activities increases the likelihood that students will persist to graduation. As a result we looked at participation in the Honor's Program, service learning and undergraduate research as well as representation on the Dean's List. As you might guess, students of color were underrepresented in all these activities, except service learning. For example, for the Honor's Program looking at a three-year period from 2010 to 2012, women comprise between sixty-six percent (66%) and sixty-three percent (63%) of participants while White students comprised eighty-four percent (84%) of participants. Within groups, between seven (7%) and eight percent (8%) of Asian students participated in the Honors Program and six percent (6%) of White students while only three percent (3%) of African-American students were in the program. Women make up the majority of students on the Dean's List and participating in service learning as well. African-American women participated in service learning at a much higher rate than other groups of students. Surprisingly, when compared to other Great Lakes Public Universities, others in our Carnegie class and overall 2011 results of the National Survey of Student Engagement (NSSE) our seniors report lower rates of participation in a community-based project as part of a regular course and community service or volunteer work.

Recommendations

- Conduct regular (possibly every other year) campus climate surveys for faculty, staff and students. The current data can be used as a baseline against which we will measure progress.

- Conduct annual discussion of diversity data to formulate and revise plans for progress towards creating a culture of inclusion.

- Create a retention task force charged with developing an action plan to be implemented across campus for undergraduate students.

- Continue and expand the work of the Faculty Senate's committee on increasing the college preparedness of local students, particularly those from underrepresented/underserved communities.

- Implement strategies to help students develop realistic expectations regarding the rigors of a university education and high expectations of themselves beginning in the recruitment process.

- Conduct training for search committees to enhance diversity in the applicant pool and diminish unconscious bias in the selection process.

- Develop training to enhance the awareness of and sensitivity to cultural differences among members of the University community.

- Provide professional development and support for police and security staff focused on understanding the diversity found among college student cultures.

- Partner with the Center for Teaching and Learning to provide professional development and support for faculty in understanding diversity and identity development issues among college students and their implications for teaching and learning.

- Develop strategies for greater collaboration and communication among offices that provide support to students to help students who need assistance get to the place where they can receive the help they need sooner and with less hassle.

- Review advising practices on campus to create a system of continuous improvement in this area.

- Provide incentives and support for members of the campus community to create an inclusive environment for students, faculty and staff, such as the Inclusion Infusion Grant Program and the LEADER Consortium's equity advisors.

- Continue to refine and routinize data collection in this area.