2ND ANNUAL REPORT

Dissecting Diversity at HSU

Continuing the Conversation

AUGUST 2010

Office of Diversity and Inclusion ▪ HUMBOLDT STATE UNIVERSITY

A complete version of this report is available online at the Office of Diversity and Inclusion's website: http://www.humboldt.edu/diversity/reports.html. For additional print copies of this report, please contact Daeng Khoupradit in the Office of Diversity and Inclusion, at Daeng.Khoupradit@humboldt.edu or by phone at 826.4503.

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Notes of acknowledgment:

Humboldt State University was recently named one of the nation's nineteen most gay-friendly colleges, an honor undoubtedly due to the dedicated work of students, staff and faculty across the university, and especially within the Division of Student Affairs. Tremendous thanks are due to those across the campus community whose consistent work in this area has made such recognition possible.

In preparing this report, we are greatly indebted to the assistance of all of the members of HSU's Office of Institutional Research and Planning, who provided us with the data, analyses, analytical tools, and consistent guidance that made this report possible. We likewise send thanks to those individuals within Academic Personnel Services and Human Resources who also made contributions to this report.

Finally, we owe tremendous thanks to the many students who sacrificed the time to share their voices and perspectives with us this past Spring, both through the Diverse Learning Environments survey and during our Spring 2010 Diversity Focus Group series, and to the many student assistants and colleagues who helped us to organize, facilitate and transcribe the material from these focus groups. Particular thanks are due to our colleagues at the MultiCultural Center, the Indian Teacher and Education Personnel Program, the Indian Natural Resource Science and Engineering Program, the Educational Opportunity Program, the Student Disability Resource Center, Housing, and the entire Student Affairs division, for their help in recruiting students for these focus group discussions, as well as to the various faculty members who allowed us to recruit students from their classes for these important discussions.

Glossary of Key Terms

First-time-freshmen
Refers to students who entered HSU with no previous college-level work completed.

Upper-division transfer students
Refers to students who transfer to HSU from another college with two years of lower division college-level work completed.

Lower-division transfer students
Refers to students who transfer to HSU from another college with less than two years of college-level work completed.

Gateway Courses
Used most generally, refers to courses – often introductory courses in a major – that serve as "gateways" to entrance into a particular major or course of study. These courses are usually required for completion of a major, are often pre-requisites for that major, and are often associated with high fail rates. By virtue of these three characteristics, these courses tend to detract students from considering or continuing with a major that they might otherwise be interested in pursuing. In this report, the term "Gateway Courses" is used specifically to refer to courses that are required for completion of at least one major, had more than thirty total students/grades for the academic year, and had a total fail-rate of at least 15%.

LGBT students
Refers to students who self-identify as Lesbian, Gay, Bi-sexual, and/or Transgender.

A note on the ethnicity categories used in this report:
In discussing ethnicity, this report aggregates individuals into five broad categories: Asian-American or Pacific Islander, Black, Hispanic, Native American and White. "Asian-American/Pacific Islander" includes individuals who self-identify as: Chinese, Filipino, Japanese, Korean, Laotian, Cambodian, Asian Indian, Southeast Asian, Thai, Vietnamese, Other Asian, Guamanian, Hawaiian, Samoan, or other Pacific Islander. "Hispanic" includes: Mexican-American/Chicano/a, Central American, South American, Puerto Rican, Cuban, and Other Latino/Hispanic. "Black," "Native-American," and "White" each include individuals who self-identify as such.

Continuing the Conversation

Diversity and inclusion are at the core of our mission as a public university. These goals articulate the values and vision outlined in our mission statement, and are also central to the strategic goals of our campus as we strive to meet the needs of our 21st century students and of of California state as a whole.

Last year marked the implementation of a formal annual reporting process to measure our success as an institution in reaching these goals. This report marks the second year of this annual series, designed to assist campus administrators, faculty, staff and students in informing and aligning our efforts towards the effective achievement of our university's mission.

The importance of this reporting process for our campus was highlighted in WASC's summary of our recent accreditation process. WASC also concluded that, while this process represents a promising step towards our campus goal of inclusive excellence, there exists "less evidence that these initiatives have produced meaningful and sustainable results across the institution."

In the spirit of that action-oriented commendation, I note here a few of the concrete actions that have been taken in the last year relative to inclusive academic excellence at HSU.

- The revision of various faculty recruiting processes purposed to more effectively attract applicants from diverse backgrounds for open faculty positions, including the implementation of regular diversity workshops for all faculty search committee members, the streamlining of advertising through Academic Personnel Services, and multiple other actions.

- Appointment of Associate Dean of Student Retention and Success to lead the coordination of campus retention efforts and to spearhead the development of an early academic intervention program to allow us to better monitor and support student progress in their first year.

- First annual Community Welcome Reception held in September 2009 to welcome HSU students to the Arcata community and to help bridge students' sometimes-perceived divide between campus and community – a collaboration between the MultiCultural Center, the Office for Diversity and Inclusion, and many volunteers from the Arcata community.

- First annual Institute for Diversity in Learning and Teaching held in May 2010, a collaboration between the Center for Excellence in Learning and Teaching, the Diversity Plan Action Council, and the Office of Diversity and Inclusion.

- Appointment of a faculty associate for anti-bias response to lead the development of institutional protocols for responding to hate and bias incidents on campus; to develop educational opportunities on this topic for the campus community; and to lead the development of an online reporting mechanism whereby all campus community members can easily report incidents of bias and hate on campus (expected implementation of protocols and online reporting system: Spring 2011).

- The adoption of several policy changes as part of the Accessible Technology Initiative (ATI), in order to better serve Students with Disabilities, including a clear policy regarding deadlines for textbook orders that will allow us to more quickly provide students with textbooks in alternate formats.

- In addition to these institution-wide changes, a wide range of actions have been undertaken within individual academic departments to address our goals of inclusive academic excellence. Some examples of such initiatives include: adding co-requisite classes to the curriculum to support student success; instituting mentorship programs within individual majors; surveys to assess students' experiences of diversity and inclusion in their major department; and many others.

These actions mark only the beginning of the comprehensive campus-wide process in which we are currently engaged. The fruits of these and all future actions can ultimately only be measured by the results that they generate, in regards to our success as an educational institution in serving our students of all backgrounds and in fostering a campus environment that is conducive to inclusive student success. As you browse the data and the student feedback documented in this report, I encourage you to consider how you can contribute to this important process.

Robert A. Snyder
Provost and Vice-President for Academic Affairs

Executive Summary

Last year's first annual report on diversity metrics at HSU presented a baseline for the ongoing assessment of diversity and inclusion on our campus. This year's report, *Dissecting Diversity at HSU: Continuing the Conversation*, continues with this effort to engage as a campus in this ongoing conversation. Even though a number of campus-wide changes have, as described in the Introduction, been implemented in response to last year's report, results from these changes will inevitably take some time to appear in the data summarized in these annual reports. As such, this year's report aims to provide an update rather than a comprehensive assessment, and also to provide further detail on and expanded analysis of the measures introduced in last year's report.[1]

CHAPTER ONE summarizes the basics in our success as an institution in serving our students of all backgrounds. We add this year an examination of our success in serving Students with Disabilities:

Composition of the student population: As of Fall 2009, Students of Color comprise approximately 26.5% of the total HSU student population. Students with Disabilities comprise 4.4% of the total student population. The academic year 2009-2010 also saw the enrollment of 103 international students from 31 countries.

Student persistence & graduation: HSU's overall average persistence and graduation rates continue to fall well below the CSU system average.

- Data for our most recent cohorts continue to show significant differences across ethnic groupings in persistence and graduation rates for first-time-freshmen.
- Variation across ethnic groups remains far less extreme for transfer students, although the 3-year graduation/persistence rate for Black upper-division transfer students continues to fall dramatically below the HSU average.
- A new finding in this year's report is that Students with Disabilities (especially transfer students) graduate at significantly lower rates than do HSU students overall.
- A severe gender gap in persistence and graduation remains evident, with Male students (first-time-freshmen in particular) persisting and graduating at much lower rates than Female students

[1] Readers can access last year's report online at the Office of Diversity and Inclusion's website: http://www.humboldt.edu/diversity/reports.html

Inclusive academic excellence:

- ***Grade point averages***: Consistent with last year's report, Fall 2009 data show that cumulative GPAs for all groups of Students of Color fall below the HSU average, a pattern that is also seen in comparing GPA variation by disability and by gender.
- ***Gateway courses***: Data for the 2009-2010 year continue to show that the majority of HSU's Gateway Courses (fifty-four out of eighty-seven) have disproportionately higher fail rates for Students of Color than for White students.
- ***Cross-department comparisons*:** Using a new three-year sample of student transitions between majors, we confirm last year's findings that some departments are significantly stronger or weaker than others in recruiting, retaining and/or graduating students from particular ethnic groups. In fact, this more recent multi-year data suggests *increasing* asymmetry in departments' ability to retain and graduate students from particular groups, even while recruitment rates remain steady.

CHAPTER TWO continues our examination of diversity amongst faculty and staff. This chapter shows that persons of Color continue to comprise a relatively small percentage of our tenure-line, temporary faculty, and staff populations. A gender gap remains evident in our tenure-line faculty population, with just over a third of tenure-line faculty comprised of women; in contrast, Female faculty members comprise approximately two-thirds of our temporary faculty.

CHAPTER THREE of this report draws on data collected from a new Spring 2010 student survey, the Diverse Learning Environments survey – as well as from an expanded series of Diversity Focus Groups held in Spring 2010 with a cross-section of HSU students – to elaborate on the findings presented last year relative to the links between student success, institutional diversity and campus climate. This chapter highlights many points of concern relative to students' experiences at HSU – particularly the experience of students from non-dominant backgrounds – and also includes extensive feedback from students about the areas where students feel support from HSU faculty and from the HSU campus as a whole.

In addition to further elaboration of many of the themes discussed last year, new themes in this chapter include discussions of:

- ***Students' experiences of "culture shock"***: Students in many focus groups express their experience of culture shock in coming to a community so different from their home communities.

- ***Disconnections and tensions between students of different backgrounds***: Many students of all backgrounds speak of the fears and anxieties that they feel in coming to HSU and interfacing with students of different backgrounds than their own.
- ***Student perspectives on identity-based clubs and events***: Many focus group discussions raise the topic of cultural or identity-based clubs and events on campus, with the wide range of responses on this topic illustrating a need for increased dialogue and education for students about the complex issues raised by this conversation.
- ***An urgent need for effective cross-group dialogue***: Students of all backgrounds voice the challenges they experience in participating in dialogue about difficult issues – of identity, privilege, and culture – across group lines. Just as strongly, students voice their conviction about the individual and collective necessity to overcome this difficulty and to find ways to have these important conversations.
- ***Students' perspectives on what HSU professors do to create comfortable classrooms and support student learning***: Students highlight a variety of points that make a critical difference in their learning experience, including such simple actions as faculty setting ground rules for class discussions, encouraging student-faculty dialogue outside of class, and being accommodating to students' unique learning needs.
- ***Students' perspectives on where they feel (and where they need) campus support for their academic success***: Students point to a number of programs where they feel HSU's support for their success. They also discuss the difficulties of navigating the HSU bureaucracy and the need for wider and more effective advertisement of the support structures available.

As did last year's report, these pages clearly outline the need for comprehensive action to be taken across the HSU campus to address the many inequities and concerns illustrated herein. However, in the student voices laid out in these pages, we see not only a passionate call for action but also guidance about what we as an institution need to do to better serve our students as we endeavor to prepare them, as our campus mission states, "to be responsible members of diverse societies."

Radha Webley
Associate Director, Office of Diversity and Inclusion
Patty Yancey
Faculty Director, Office of Diversity and Inclusion

Comments, feedback, questions and suggestions on any part of this report are most welcome. Please direct any comments to Radha Webley at Radha.Webley@humboldt.edu.

CHAPTER ONE

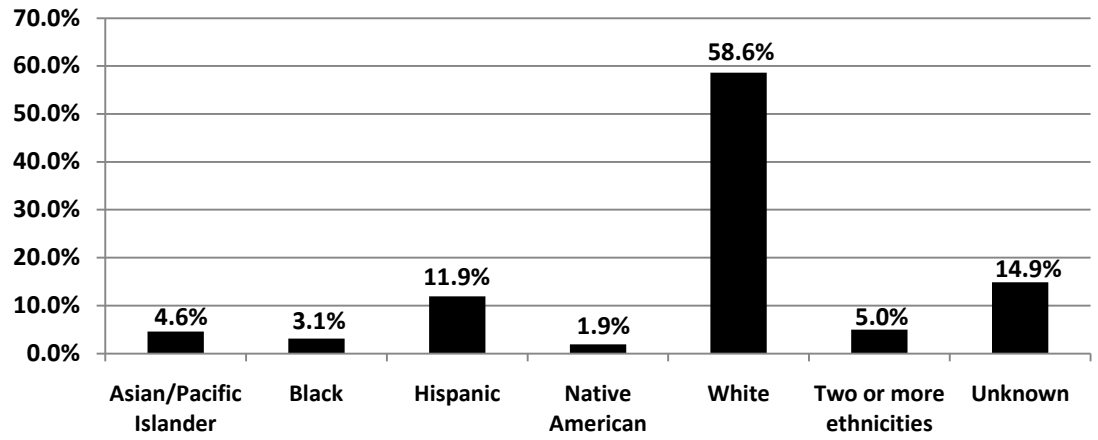
Student Access & Success

Part I: Who are our students?

Student composition by ethnic group[i]

The most basic measure of the equality of access to an HSU education across racial and ethnic lines is the composition of our student population.

Table 1: Student composition by ethnicity – Fall 2009



As noted in last year's report, our understanding of our students' ethnic backgrounds has historically been hindered by the unusually high percentage of our students who decline to state their ethnicity (last year, over 27% of our students reported their ethnicity either as "Other" or "Decline to State").[2] **Beginning with the class entering in Fall 2009, however, a new format for collecting data on ethnicity was introduced that allows more options for student responses.** The use of this new format has allowed us to eliminate the "Other" category, to substantially decrease the number of students in the "Unknown" category, and to create a new category for students who identified two or more ethnic backgrounds. This has allowed us much greater certainty about the make-up of our student population. Preliminary data for Fall 2010 shows yet further decrease in the number of "Unknown" students.

As evident in the above table, **the total population of Students of Color in the HSU student population is approximately 26.5%**.[3]

As has historically been the case**, the populations of most of the ethnic groups within HSU's student population continue to remain relatively stable. The above table, however, shows two significant changes from last year**, both likely due in part to the change in the data collection system. These are: 1) a significant increase in the population of students self-identifying as White (+6.9%), and 2) a small increase in the population of students self-identifying as Hispanic (+1.3%).[4]

[2] Students who decline to state their ethnicity comprise the category of ethnicity "Unknown."

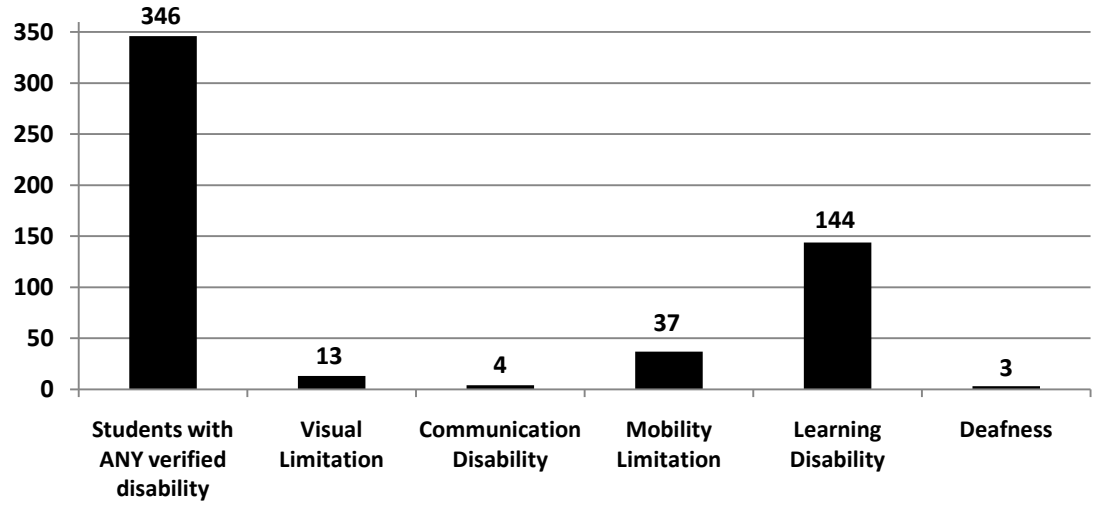
[3] A more exact percentage would depend, of course, on more knowledge about the ethnic composition of students in the "Unknown" category.

[4] The increase in Hispanic students is of particular note given that nearly one-third of the students who identify two or more ethnicities identify "Hispanic" as one of their (multiple) ethnicities.

Student Composition by Disability[ii]

Another important measure of diversity that bears especial relevance in conversations about equality of access to an HSU education is student ability and disability. Students with Disabilities have historically encountered barriers and discrimination at all levels of education, and various efforts have been made in recent years, both at HSU and across the CSU, to better serve the academic success of this group of students. Including this student population in our analyses here allows us to begin to gauge our success as an institution in providing access for and ensuring the success of HSU Students with Disabilities.

Table 2: Student composition by Disability – Fall 2008[5]

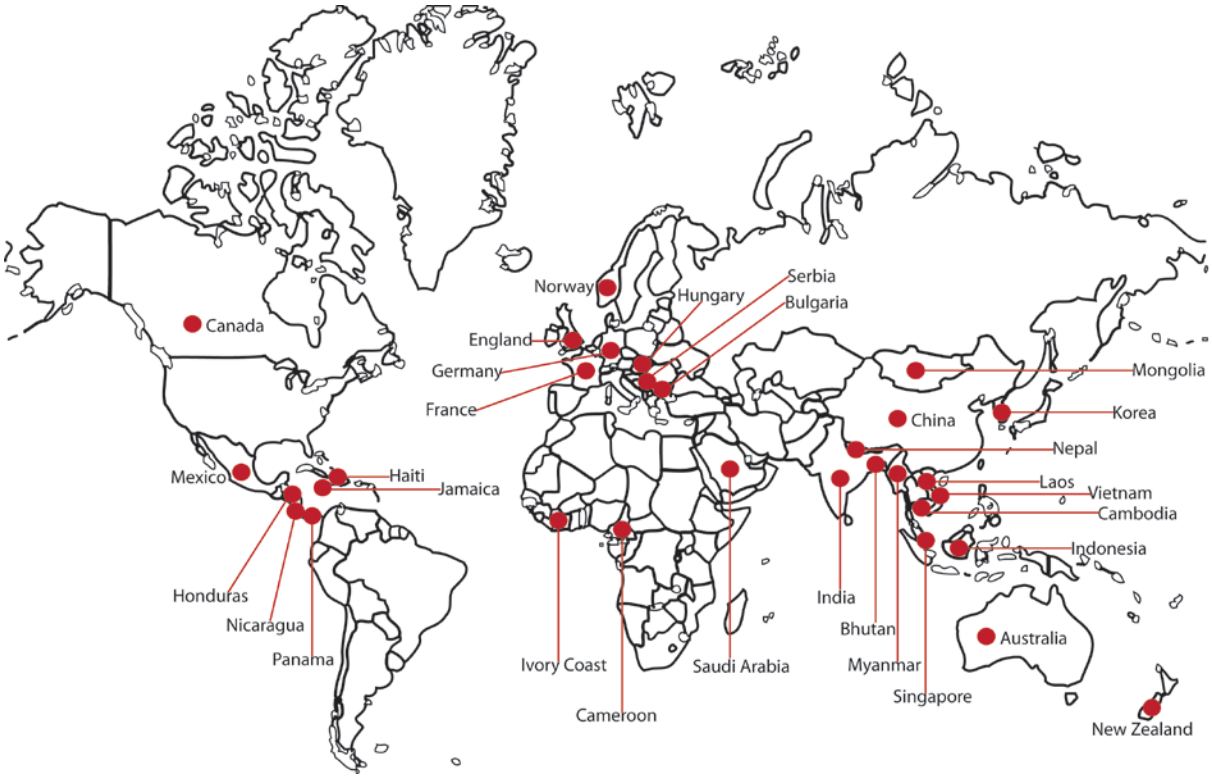


As a percentage of the total HSU student population, students with one or more disabilities comprise 4.4% of the HSU student population. As evident above, students with a learning disability comprise the greatest proportion of this total, but this group also includes students with visual limitations, communication disabilities, mobility limitations, and/or deafness.

[5] Note that the data on student disability reported here relies on 1) student self-reporting (in the form of registration with or seeking services from HSU's Student Disability Resource Center), and 2) verification by the Student Disability Resource Center of the reported disability. Thus, all numbers reported here refer to disabilities that are both self-reported and verified.

International Students at HSU

While most of our students arrive here from within California's borders, and almost all from somewhere within the U.S., a small but significant number of HSU students come here to study each year from around the globe. During the 2009-2010 academic year, HSU enrolled 103 "international students" from 31 countries. The map below illustrates the home countries of these students:



Africa and Middle East: Cameroon, Ivory Coast, Saudi Arabia

Asia/Pacific: Australia, Bhutan, Cambodia, China, India, Indonesia, Korea, Laos, Mongolia, Myanmar, Nepal, New Zealand, Singapore, Vietnam

Caribbean: Haiti, Jamaica

Europe: Bulgaria, England, France, Germany, Hungary, Serbia

North/Central America: Canada, Honduras, Nicaragua, Panama

Part II: Fundamentals of Student Success
Student Persistence and Graduation Rates

Persistence & graduation rates for first-time freshmen – HSU in comparison to CSU system-wide averages[6]

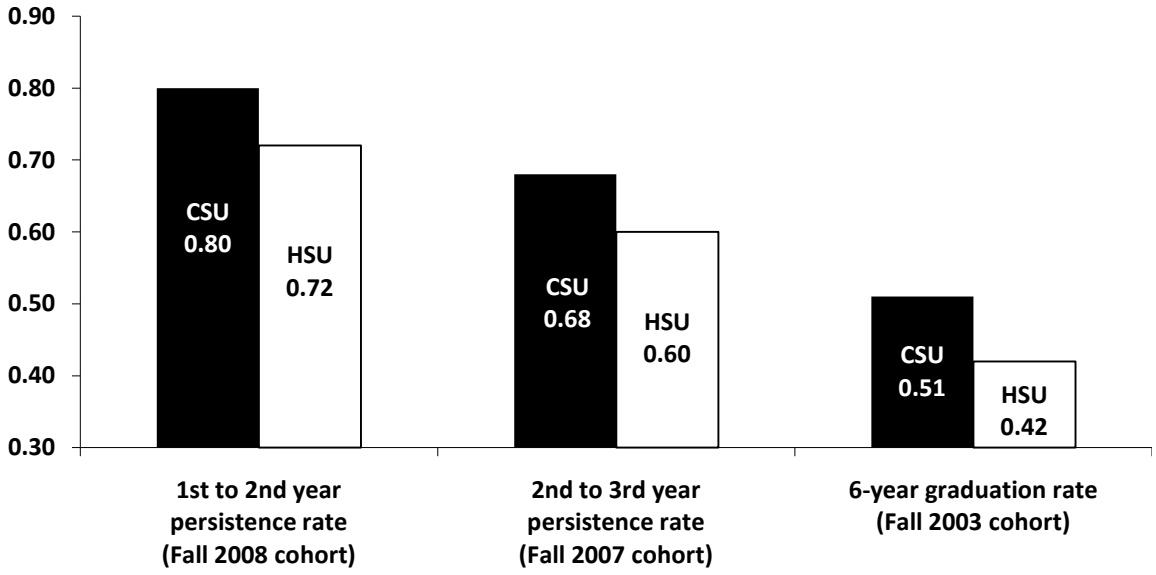
As outlined in last year's report, HSU's overall average persistence and graduation rates for first-time-freshmen historically fall well below those of the CSU system overall. Persistence and graduation rates for our most recent first-time-freshmen cohorts continue this trend. This contextual comparison is critical for understanding the more specific analyses contained in the following pages:[7]

- **HSU's 1st to 2nd year persistence rate for our Fall 2008 freshman class was 0.72**, as compared to a system-wide rate of 0.80.

- **HSU's 2nd to 3rd year persistence rate for our Fall 2007 freshman class was 0.60**, as compared to a system-wide rate of 0.68.

- **HSU's 6-year graduation rate for our Fall 2003 freshman class was 0.42**, as compared to a system-wide rate of 0.51. (Note that the difference between HSU and CSU graduation rates has been growing slightly but steadily greater over the past four years, with the HSU rate dropping from 4 to 9 percentage points below the CSU rate over this period.)

Table 3: Persistence & graduation rates for most recent first-time freshmen cohorts – HSU versus CSU[iii]



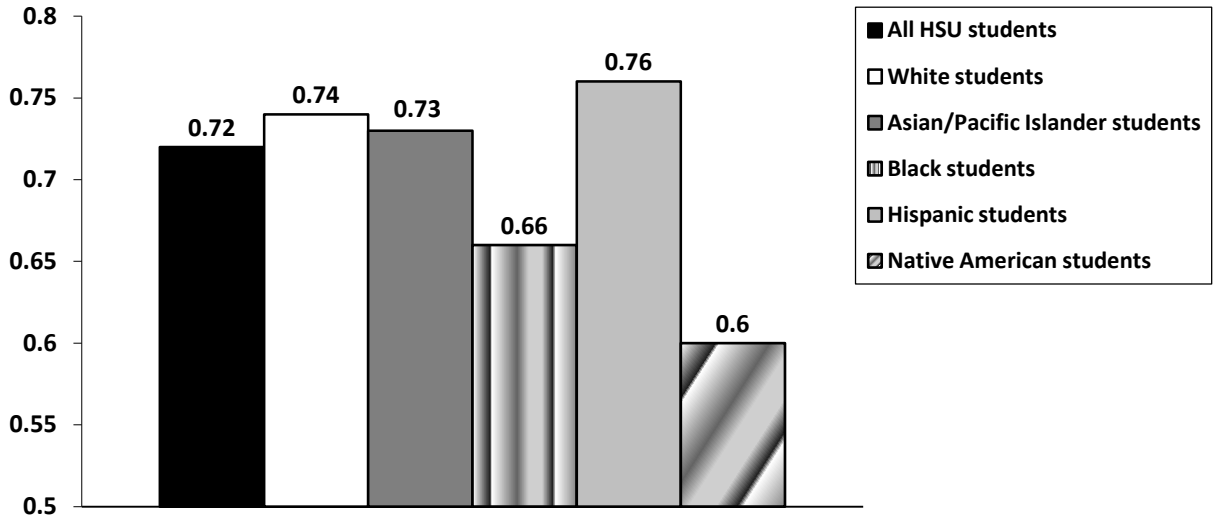
[6] All graduation rates referenced in this section refer to 6-year graduation rates.

[7] Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students.

Persistence & graduation rates for first-time freshmen – comparisons across ethnic groupings[8] [9]

Breaking down HSU's student population by ethnic groupings, we see that persistence and graduation rates for many ethnic groups depart significantly from the HSU average. While the small numbers in many of these groups render these rates highly variable from year to year and thus render difficult any efforts to interpret change from year to year, this section attempts to counter this difficulty by contextualizing our most recent persistence and graduation rates within historical trends.

Table 4: 1st to 2nd year persistence rates for first-time freshmen – Fall 2008 cohort



Looking first at 1st to 2nd persistence for the Fall 2008 cohort, broken down by ethnic group, we note the following trends:[10]

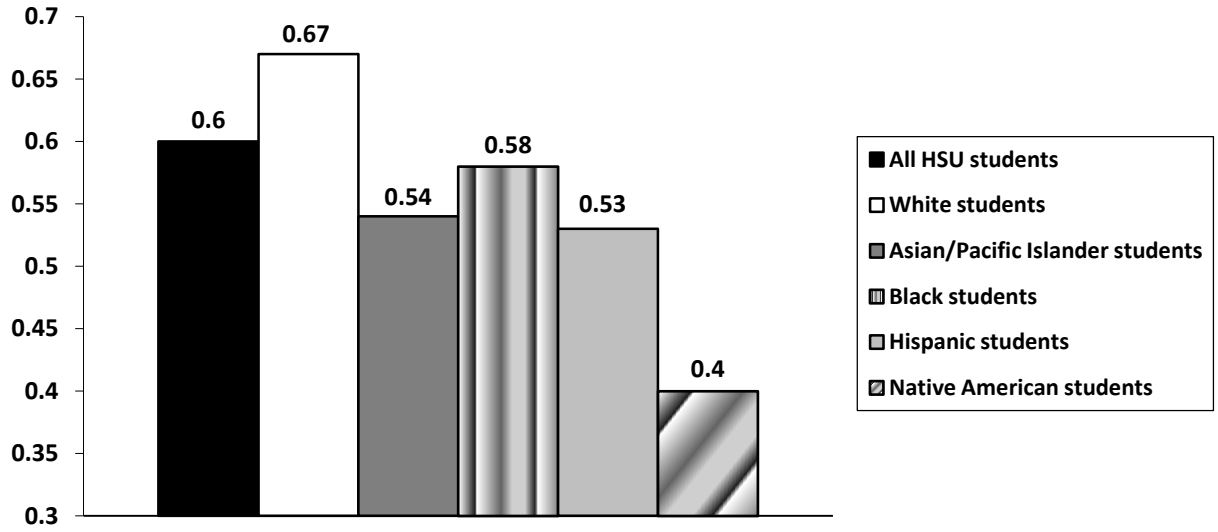
- **1st to 2nd year persistence rates for both Black students and Native American students fall significantly <u>below</u> the HSU average** (by 6 and 12 points, respectively). In both cases, this is consistent with historical trends at HSU.
- **1st to 2nd year persistence for Hispanic students falls 4 points <u>above</u> the HSU average.** Again, this is consistent with historical trends at HSU. It is also consistent with the slight upward trend in Hispanic student 1st to 2nd year persistence that was noted in last year's report.

[8] Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students.

[9] More detailed analysis of persistence rates for first-time freshmen is available in "Retention Report 2010" recently issued by the Office of Institutional Research and Planning. This report is available on their website at http://www.humboldt.edu/irp.

[10] See Appendix A of last year's "Dissecting Diversity at HSU" for detailed data on historical trends: http://www.humboldt.edu/diversity/reports.html.

Table 5: 2nd to 3rd year persistence rates for first-time-freshmen – Fall 2007 cohort



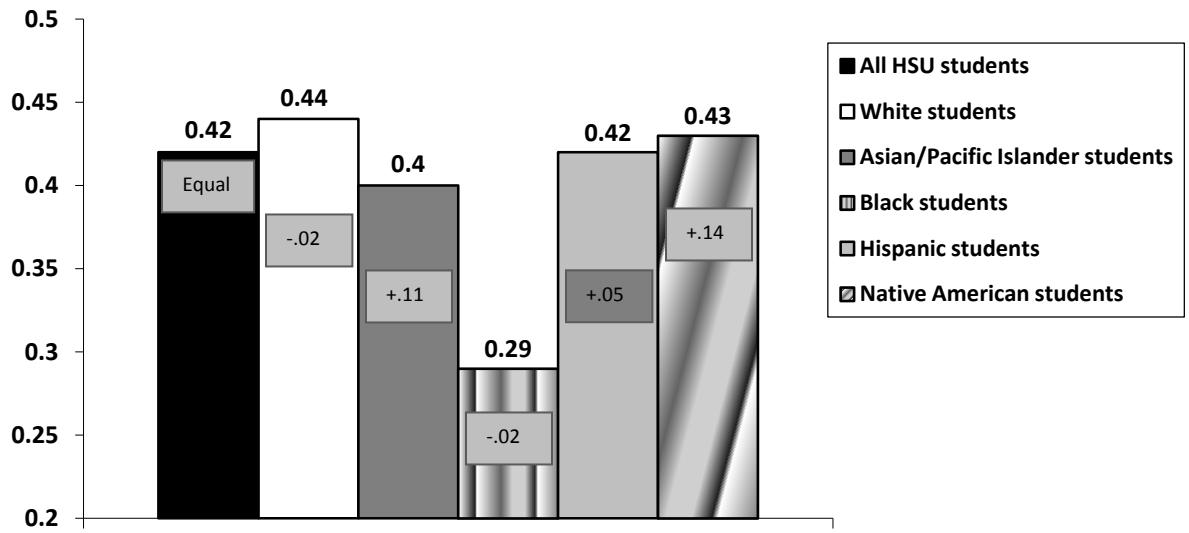
Looking next at the 2nd to 3rd year persistence rates for the Fall 2007 cohort by ethnic group, we see that persistence rates for many ethnic groups continue to depart significantly from the HSU average. In particular:

- Quite different from this year's 1st to 2nd year persistence rates, **2nd to 3rd year persistence rates for *all* Students of Color fall below the HSU average** (by 2 to 20 points). Persistence rates have historically been highly variable for all groups of Students of Color. However, these most recent 2nd to 3rd year persistence rates are consistent with each group's average divergence from the HSU average rate, with the exception of Native American students (whose difference of -20% is well below this group's average divergence of -9%) and of Hispanic students (whose historical 2nd to 3rd year persistence rates have tended to approximate the HSU average).

- Also of note in the above table is the **2nd to 3rd year persistence rate for White students, which is 7 percentage points above than the HSU average. This is <u>significantly</u> higher than usual.**

- Lastly, while there was almost no difference this past year in 1st to 2nd year persistence rates between Students of Color overall and White students (.72 and .74, respectively), **the gap in 2nd to 3rd year persistence rates between Students of Color and White students (.53 and .67, respectively) is a full 14 percentage points**.

Table 6: HSU 6-year graduation rates – Fall 2003 (numbers in text boxes within each column indicate the difference between this year's graduation rate and 2000-2003 mean averages)



Looking finally at the graduation rates for each ethnic group, we see that many groups within the most recent cohort have anomalously high 6-year graduation rates, when compared with historical averages.[11] For this reason, the chart above notes the difference between this year's graduation rate and recent averages. The following trends for recent cohorts of graduating students are evident:

- **Graduation rates for Black students fall significantly below the HSU average**, 29% versus 42%, as consistent with historical averages.

- **Although recent graduation rates for all other groups of Students of Color are quite close to the HSU average, this is a significant departure from average graduation rates for these groups in recent years, and can only be rightly interpreted with reference to the historical averages.** This is especially the case for Native American and Asian/Pacific Islander students (whose graduation rates over the past four years each average 13% below the HSU average) and also for Hispanic students (whose average graduation rates over the past four years fall 5% below the HSU average).

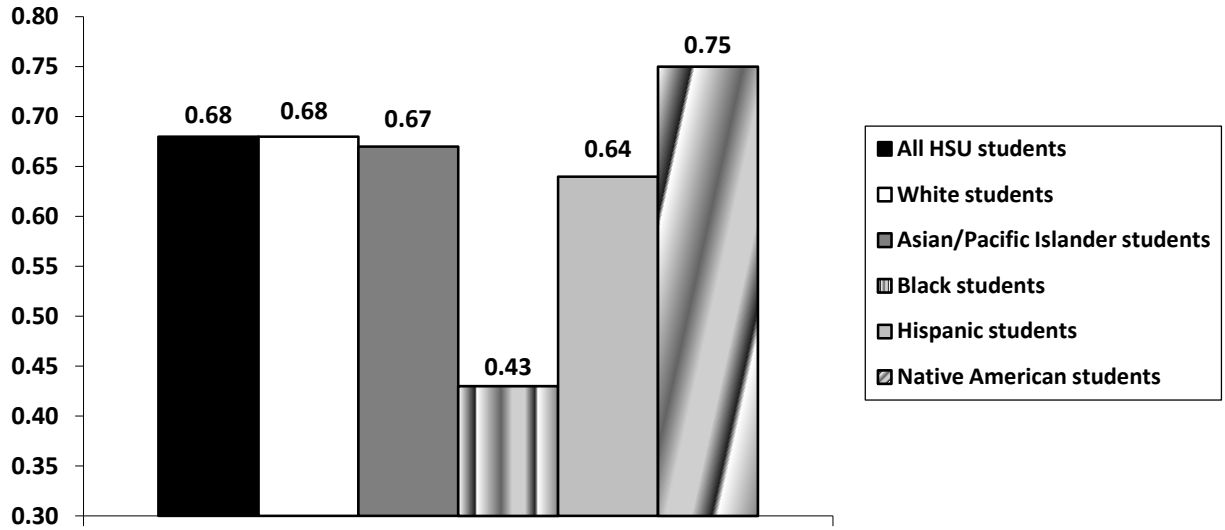
In sum, while these 6-year graduation rates appear to provide some hope in the midst of HSU's efforts to close the historical achievement gap between Students of Color and White students, any such hope must be taken with a dose of caution, given the extreme fluctuations from year to year of persistence and graduation rates for all groups of Students of Color, and especially given the very much still-evident gap in comparative persistence rates between White students and Students of Color that was detailed in the previous pages.

[11] See Appendix C of this report for detailed data on historical trends in graduation rates.

Graduation & persistence rates for transfer students – comparisons across ethnic groupings[iv]

The previous pages analyzed persistence and graduation rates for first-time freshmen, by ethnicity. This section examines persistence and graduation for the most recent cohorts of *transfer students*, in particular for the upper-division transfer students who comprise the bulk of our transfer student population. Here, we examine the percentages of upper-division transfer students for the Fall 2006 cohort who either graduated from or returned to HSU three years after their initial enrollment at HSU:

Table 7: HSU 3-year graduation/persistence rates for upper division transfer students – Fall 2006 cohort



As is evident in the above table, HSU's graduation/persistence rates for transfer students are, overall, markedly higher than for first-time-freshmen. In addition, **transfer student graduation/persistence rates at HSU are also much more even across ethnic groups than are similar rates for first-time-freshmen, although Students of Color as a group still average graduation/persistence rates 3% below the HSU average**. Both of these findings are consistent with historical trends at HSU. That being said, two elements in the above table stand out as noteworthy:

- **Black transfer students' graduation/persistence rates fall far below the HSU average**, with a gap of -25%. While the small number of students within this cohort renders these rates highly variable from year to year, this large negative gap is consistent with historical trends.

- **Native American transfer students' graduation/persistence rates this year exceeded the HSU average by 7%.** While graduation/persistence rates are also relatively variable for this group, this is an unusually high graduation rate for this group.

Persistence and graduation rates – comparisons by Disability

The comparisons by ethnicity show one important lens in our understanding of our ability to retain and graduate our students. Persistence and graduation rates, however, also vary significantly for students with disabilities. The following table illustrates this trend: [12]

Table 8: 6-year graduation rates, by disability status – Mean average: Fall 2000-Fall 2002 cohorts[v] [13]

6-year Graduation Rates	6-year graduation rates for first-time freshmen (2000-2002 average)	6-year graduation rates for transfer students (2000-2002 average)
All HSU Students	.43 (n=2329)	.69 (n=1726)
HSU Students with Disabilities	.39 (n=83)	.46 (n=80)
Percentage Points Difference	-4%	-23%

As is evident in the above table**, Students with Disabilities graduate at markedly lower rates than do HSU students overall**. This trend is particular notable for transfer Students with Disabilities, whose graduation rates fall over 20% below the average.

Small divergences from average graduation rates are seen across the CSU system, where 6-year graduation rates for Students with Disabilities fall 2% below the average for first-time-freshmen, and 4% below average for transfer students. **The magnitude of our achievement gap for transfer Students with Disabilities is the lowest in the system.**

[12] This analysis does not include a discussion of 1st to 2nd year and 2nd to 3rd year persistence by disability, but instead focuses on 6-year graduation rates. This is the form this data is reported in across the CSU system, so focusing on this measure allows us to compare our data to system-wide rates.

[13] Due to the relatively small number of Students with Disabilities on our campus, the Fall 2000, 2001 & 2002 cohorts are combined and averaged, for both statistical and confidentiality reasons.

Persistence and graduation rates for first-time freshmen – comparisons by gender[14]

So far, we have examined persistence and graduation rates by ethnicity and disability. It is also important to note, however, that **HSU's persistence and graduation rates vary significantly by gender.** The following table illustrates this trend for our most recent cohorts of first-time freshmen and upper-division transfer students:

Table 9: Persistence and graduation rates for first-time freshmen (FTF), by gender – most recent cohorts[vi]

Persistence & Graduation rates	1st to 2nd year persistence for FTF (Fall 2008 cohort)	2nd to 3rd year persistence for FTF (Fall 2007 cohort)	6-year graduation rates for FTF (Fall 2003 cohort)	3-year retention/graduation rates for upper-division transfers (Fall 2006 cohort)
Female students	.77	.64	.47	.70
Male students	.66	.56	.34	.65
Percentage Points Difference	-11%	-8%	-13%	-5%

In sum**, Male students – both first-time-freshmen and transfer students – are persisting and graduating at markedly lower rates than are Female students**. This is not merely an anomaly for these most recent cohorts, but is wholly consistent with historical trends at HSU. Perhaps most shocking, this gap has only been widening in recent years, especially in regards to 1st to 2nd year persistence rates.

While the gender gap in college completion is a nation-wide problem, HSU's gender gap is especially extreme. For example, the gap across the CSU system between female and male students has averaged, over the last several years, -2% for 1st to 2nd year FTF persistence, -3% for 2nd to 3rd year FTF persistence, and -8% for 6-year FTF graduation rates. For reasons that clearly merit closer investigation, **HSU's gender achievement gap is far above "normal."**

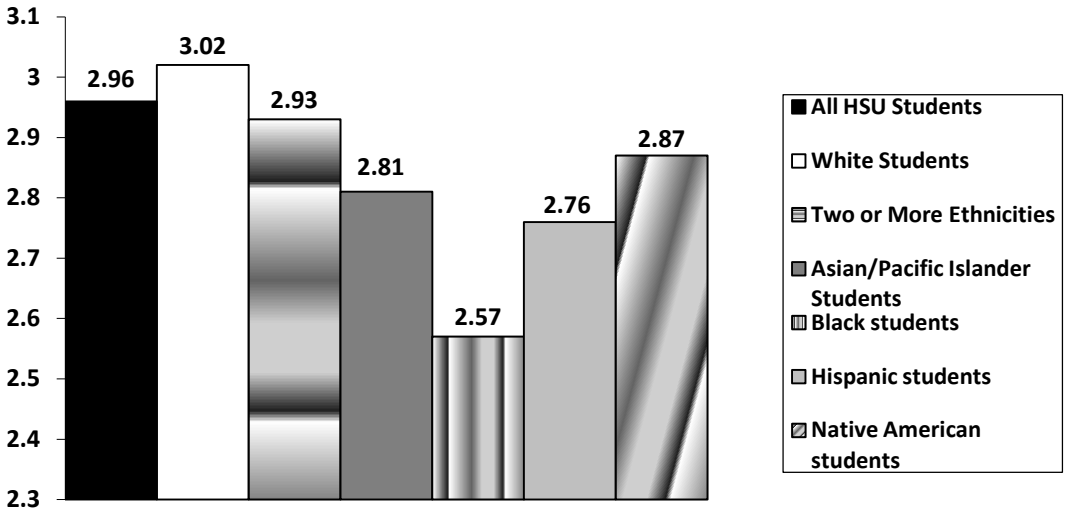
[14] Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students.

Part III: Inclusive Excellence
Beyond the Basics of Student Success

Grade Point Averages – examining student success by ethnicity, disability, and gender

A basic measure of our campus' effectiveness in serving our students' academic success is seen in examining students' grade point averages. A look at HSU undergraduate students' grade point averages makes it clear that the inequities evident in other measures of student success are also clear in this basic measure of students' classroom success.

Table 10: Cumulative GPA by ethnicity for all HSU undergraduates – Fall 2009[vii]



Looking first at GPA variation by ethnicity, Table [16] shows that there is significant variation in HSU cumulative grade point averages across different ethnic groups. **While GPAs for White students and students with two or more ethnicities are within close range of the HSU average, average GPAs for all other ethnic groups fall below the HSU average, with Black students average GPAs significantly below the HSU average**.

Looking next at GPA variation by disability status and by gender, we see that:

- **The GPA average for undergraduate Students with Disabilities (2.89) falls somewhat <u>below</u> the overall HSU average (by 0.07).**

- **Undergraduate Female students' GPA (3.05) is a full 0.19 <u>above</u> the GPA average for Male students (2.86).**

Clearly, each of these three factors – ethnicity, disability, and gender – plays a critical role in shaping the academic success of HSU students.

A cross-department comparison of success in recruiting, retaining and graduating students, by ethnicity[viii]

As we did in last year's report, another way to examine student success is to look at the success of HSU's different majors, by examining comparisons of

1. the percentage of students who declare a particular major over a period of time,
2. the percentage of students who graduate in that major over that same period of time, and
3. the net difference between declarations and graduations during this period of time.

Taken together, these three figures allow us to identify trends across departments' ability to recruit, retain, and graduate students in their majors. When disaggregated by ethnic group, such an analysis provides a sense of the majors to and from which particular groups of students are migrating. [15] These results are summarized in Table 11, opposite.[16] For a detailed discussion and explanation of the results in this table, refer to Appendix B.

Comparing the multi-year results summarized in Table 11 (for 2005-2010) to last year's analysis (for 2003-2008), we see, overall, relatively few changes. Most of the groups/departments highlighted in this table as having disproportional recruitment/graduation results (whether positively or negatively) were also noted in last year's report. In fact, the majority of these remain in the same section. However, one notable difference is that, while there are overall very few new groups/departments noted in this table, almost all of these newcomers appear in the second column, most in the uppermost section that denotes satisfactory recruitment rates but disproportionately low graduation rates. Interestingly, Hispanic students account for most of the newly highlighted groups/departments. This trend (while likely due in part to the inevitable variability that accompanies small sample sizes) suggests *increasing* asymmetry in departments' ability to retain and graduate students from particular groups, even while recruitment rates remain steady.[17]

[15] We must of course be cautious in our interpretation of these numbers. There are any number of reasons why different groups of students may choose one or another major in greater or lesser proportion than they choose another major. This analysis does not attempt to speculate on the reasons behind these trends, but simply to illustrate what each combination of these three statistics (incoming major declaration rates, graduation rates, and the difference between these two numbers) suggests as to each department's ability to recruit, to retain and to graduate these groups of students, as compared to students overall.

[16] Note that this table excludes the third dimension discussed above, i.e. the net difference between declarations and graduations. This dimension is included in the analysis outlined in Appendix B.

[17] Note that, while other analyses in this report incorporate the new "Two or More" category that is possible due to recent changes in the way that ethnicity data is collected from students, this analysis does not include that category of students, as we did not begin collecting data in this manner until the latter part of the time-period that this analysis covers.

	Department/major struggles to recruit students from this group	Department/major performs satisfactorily in recruiting students from this group	Department/major excels in recruiting students from this group
Department/major struggles to graduate students from this group	***(see Appendix D, Category A)*** ***Biology*** *– Native American students* ***Environmental & Natural Resource Science*** *– Native American students* ***Forestry & Wildland Resources*** *– Black students* ***Wildlife*** *– Native American & Black students* ***(see Appendix D, Category B)*** ***Art*** *– Native American students* ***Engineering*** *– Black students* ***English*** *– Asian/Pacific Islander students* ***Environmental & Natural Resource Science*** *– Black, Hispanic & Asian students* ***Fisheries Biology*** *– Black students* ***History*** *– Asian students* ***Music*** *– Native American students* ***Wildlife*** *– Asian students* ***World Languages & Cultures*** *– Native American students*	***(see Appendix D, Category D)*** ***Anthropology*** *– Asian students* ***Art*** *– White students* ***Education*** *– Black students* ***English*** *– Black & Hispanic students* ***Geography*** *– Native American, Black, Hispanic & Asian students* ***Journalism & Mass Communications*** *– Native American & Asian students* ***Mathematics*** *– Black & Hispanic students* ***World Languages & Cultures*** *– White students* ***(see Appendix D, Category E)*** ***Biology*** *– Black &Hispanic students* ***Computing Science*** *– Native American, Black & Hispanic students* ***Engineering*** *– Native American & Hispanic students* ***Forestry & Wildland Resources*** *– Hispanic students* ***Kinesiology & Recreation Administration*** *– Native American & Asian students* ***Mathematics*** *– Native American students* ***Nursing*** *– Black & Hispanic students* ***Theatre, Film & Dance*** *– Native American students* ***Wildlife*** *– Hispanic students*	***(Appendix D, Category E)*** ***Education*** *– Hispanic students* ***World Languages & Cultures*** *– Asian students*
Department/major performs satisfactorily in graduating students from this group	***(see Appendix D, Category C)*** ***Anthropology*** *– Black students* ***Art*** *– Black, Hispanic & Asian students* ***Biology*** *– White students* ***English*** *– Native American students* ***History*** *– Black students* ***Psychology*** *– Asian students*	See endnote for complete list of departments/majors in this category.[ix]	***(see Appendix D, Category G)*** ***Business*** *– Native American students* ***Chemistry*** *– Hispanic students* ***Nursing*** *– Asian students* ***(see Appendix D, category H)*** ***Politics*** *– Hispanic students*
Department/major excels in graduating students from this group	***(see Appendix D, Category C)*** ***Psychology*** *– Native American students*	***(see Appendix D, Category F)*** ***Biology*** *– Asian students* ***Business*** *– Hispanic students* ***Communication*** *– Hispanic students* ***Fisheries Biology*** *– Native American & Asian students* ***History*** *– Native American students* ***Journalism & Mass Communication*** *– Hispanic students* ***Kinesiology & Recreation Administration*** *– Hispanic students* ***Social Work*** *– Asian students* ***Sociology*** *– Hispanic students* ***Theatre, Film & Dance*** *– Black & Hispanic students*	*(**see Appendix D, Category G)*** ***Business*** *– Asian students* ***Social Work*** *– Native American students* ***(see Appendix D, Category H)*** ***Communication*** *– Black students* ***Education*** *– Native American, Asian & White students* ***Journalism & Mass Communication*** *– Black students* ***Kinesiology & Recreation Administration*** *– Black students* ***Native American studies*** *– Native American students* ***Psychology*** *– Hispanic students* ***Social Work*** *– Black & Hispanic students* ***Sociology*** *– Black students*

Table 11: Cross-departmental success in recruiting and graduating students, by ethnicity (2005-2010)

Gateway Courses – examining student success across ethnic groupings[x]

The following section continues the examination, begun with last year's report, of "Gateway Courses" at HSU, with particular focus on asymmetries in fail-rates by student ethnicity.[18]

"Gateway Courses" are defined here as courses that meet all of the following three criteria:

1. Are required for completion of at least one major[19] [20]
2. Had more than 30 total students for the year
3. Had a total fail-rate of at least 15%[21]

Using this definition, Appendix A provides a complete list of HSU Gateway Courses for the year 2009-2010, and of the overall fail rate in each of those courses.

The following table illustrates the difference in each course between the fail rate for White students and the fail rate for Students of Color, for the academic year 2009-2010. Students of Color are aggregated here into one category so that the number of students in each category is sufficient for reliable analysis. Courses with five or fewer Students of Color are excluded from this comparison.[22]

Comparing fail rates for White students with fail rates for Students of Color, it is clear that, as evident in last year's report, **the majority of HSU's Gateway Courses have disproportionately higher fail rates for Students of Color as compared to White students** (numbers in parentheses in Table 12 – X:Y – refer to the fail rate for White students as compared to the fail rate for Students of Color in that course):[23] While this trend particularly affects courses in the Sciences, it is clearly an issue that affects courses across the university.

As would be expected due to natural fluctuations in fail rates, not all of the Gateway Courses that appeared in last year's report appear here (although most do). Similarly, many classes appear here that did not appear at all last year, and the (a)symmetries evident in fail rates have – not surprisingly – changed in many cases. Nonetheless, the continuing presence of so many HSU courses in the three left columns of Table 12 shows that there remains much work to be done in addressing inclusive student success in these courses.

[18] For references to research on the role of Gateway Courses in considerations of inclusive student success, see last year's report: Dissecting Diversity at HSU – August 2009, p.89, endnote xviii.

[19] As described in the HSU 2009-2010 catalog.

[20] For inclusion on this list, courses must be required for at least one concentration within a major, but do not need to be required for all concentrations within that major.

[21] "Failing" is defined here as receiving one of the following grades: D, F, NC, or WU.

[22] Gateway Courses with five or fewer Students of Color that are excluded from this analysis include the following: ENGR 416: Transport Phenomena, FOR 331: Silvics – Foundation of Silviculture, and MUS 215: Theory IV.

[23] Students whose ethnicity is "unknown" are excluded from the analysis in Table 12.

Table 12: Fail rates in Gateway Courses, by ethnicity (AY 2009-2010)

Gateway Courses where the fail rate for Students of Color is 3x or greater than the fail rate for White students	Gateway Courses where the fail rate for Students of Color is 2x or greater than the fail rate for White students	Gateway Courses where the fail rate for Students of Color is more than 5% above, but less than 2x the fail rate for White students	Gateway Courses where the fail rate for Students of Color is approximately equal to (within 5% of) the fail rate for White students	Gateway Courses where the fail rate for Students of Color is more than 5 percentage points below the fail rate for White students
BA 472: Change Management (0:35)	BA 475: Intl Mgmt (11:26)	BA 250: Financial Accounting (20:34)	ANTH 104: Cultural Anthropology (20:25)	BA 252: Management Accounting (32:22)
ENGR 325: Comp Methods for Env Engineering II (9:40)	BIOM 109: Introductory Biometrics (15:42)	BIOL 105: Principles of Biology (18:30)	CHEM 110: General Chemistry (16:20)	ENGL 328: Structure of American English (20:9)
GEOG 105: Cultural Geography (13:40)	CHEM 322: Organic Chemistry (25:50)	BIOL 210: Medical Microbiology (24:33)	CHEM 117: Nursing Chemistry (18:15)	FISH 310: Ichthyology (25:13)
HIST 210: Historical Methods (10:31)	CIS 130: Introduction to Programming (24:62)	BIOL 340: Genetics (24:39)	CHEM 328: Brief Organic Chemistry (23:26)	JMC 154: Radio Production (27:18)
MATH 210: Calculus III (10:33)	ENGR 225: Comp Methods for Env Engineering I (13:31)	BOT 105: General Botany (29:38)	ENGL 480: Special Topics (16:13)	MUS 214: Theory I (20:7)
TFD 240: Traditions in Cinematic & Performing Art (6:22)	GEOG 106: Physical Geography (24:48)	CHEM 107: Fundamentals of Chemistry (35:47)	ENGR 211: Solid Mechanics Dynamics (22:22)	NRPI 270: GPS Techniques (19:13)
ZOOL 214: Elementary Physiology (11:33)	HED 231: Basic Human Nutrition (20:41)	CHEM 109: General Chemistry (24:37)	HED 120: Responding to Emergencies (15:20)	SOC 382: Intro to Social Research (23:15)
	MATH 110: Calculus II (18:41)	COMM 322: Intercultural Communications (15:23)	MATH 308B: Math for Elementary Education (24:22)	
	MATH 240: Intro to Mathematical Thought (21:31)	ECON 210: Principles of Economics (17:23)	MATH 313: Ordinary Differential Equation (25:23)	
	MATH 241: Elements of Linear Algebra (11:27)	ENGR 210: Solid Mechanics Statics (22:32)	PHYX 109: Gen Phyx I: Mechanics (23:20)	
	PHYX 110: General Phyx II (15:31)	ENGR 313: Systems Analysis (33:50)	PSYC 242: Intro to Psych Research Design (18:22)	
	PSCI 220: Intro to Political Theory (21:50)	ENGR 326: Comp Methods for Env Eng III (30:38)	SOIL 260: Intro to Soil Science (18:20)	
	PSYC 241: Intro to Psych Statistics (10:26)	ENGR 333: Fluid Mechanics (14:25)	TFD 306: Art of Film/1950 to Present (8:11)	
	STAT 106: Intro to Stats in the Health Sciences (17:47)	FOR 230: Dendrology (23:31)		
	WLDF 210: Intro to Wildlife Conserv & Admin (13:28)	FREN 390: Cinema in the Francophone World (17:25)		
	ZOOL 270: Human Anatomy (13:33)	HIST 110: U.S. History to 1877 (23:32)		
		HIST 111: U.S. History since 1877 (17:25)		
		KINS 379: Exercise Physiology (17:30)		
		MATH 105: Calc for Bio Sci & Nat Res (35:48)		
		MATH 109: Calculus I (29:35)		
		MATH 115: Algebra & Elem Functions (30:37)		
		MUS 112: Piano I (21:33)		
		MUS 216: Ear Training I (10:17)		
		OCN 109: General Oceanography (20:28)		
		PHIL 100: Logic (23:30)		
		PSCI 200: Pol Research & Analysis (11:20)		
		TFD 104: Storytelling (18:29)		
		WLDF 301: Principles of Wildlife Mgmt (13:24)		
		WS 106: Intro to Women's Studies (16:24)		
		ZOOL 110: Introductory Zoology (22:41)		
		ZOOL 374: Intro to Human Anatomy (40:48)		

CHAPTER TWO

Institutional Diversity

Faculty composition by ethnicity and gender

As would be expected, there has been no significant change in the overall faculty composition since last year's report. As of Fall 2009, HSU's 254 tenure-line faculty members self-identified as follows:[xi]

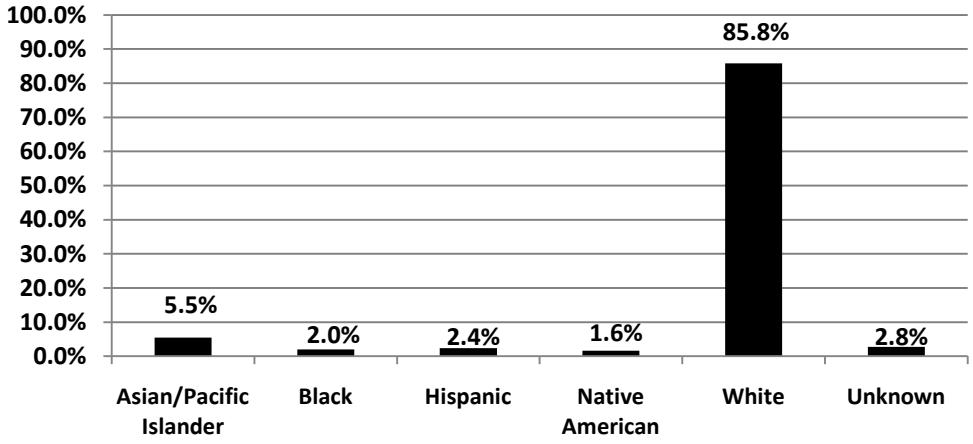
Ethnicity

- 85.8% White (218)
- 5.5% Asian/Pacific Islander (14)
- 2.4% Hispanic (6)
- 2.0% Black (5)
- 1.6% Native American (4)
- 2.8% Unknown (7)

Gender

- 63.8% Male (162)
- 36.2% Female (92)

Table 13: Ethnic composition of HSU tenure-line faculty – Fall 2009



As the above table and figures above clearly show, **HSU's tenure-line faculty population remains both predominantly Male and overwhelmingly White**.

In looking specifically at trends in new faculty hiring, **new tenure-line faculty appointments made during the 2009/2010 year are consistent with these long-term trends in terms of gender equity, but point to small but potentially significant improvements in terms of the ethnic diversity of our faculty**: Of the 10 new tenure-line faculty appointed during the 2009/2010 academic year, 60% were White and 40% were Persons of Color, while 60% of these new hires were Male and 40% were Female.[xii]

Interestingly, while **HSU's temporary faculty population** is quite similar in terms of ethnic make-up to the tenure-line faculty population (with 84.3% of temporary faculty self-identifying as White, and 12.5% as Persons of Color), our temporary faculty are largely Female (60.2% Female, 39.8% Male).

Staff composition by ethnicity and gender[xiii]

Turning next to an examination of the composition of HSU's staff (defined here as all non-instructional employees, including MPP administrators), we see that, as of Fall 2009, HSU's 661 non-instructional employees (full-time and part-time) self-identified as follows:

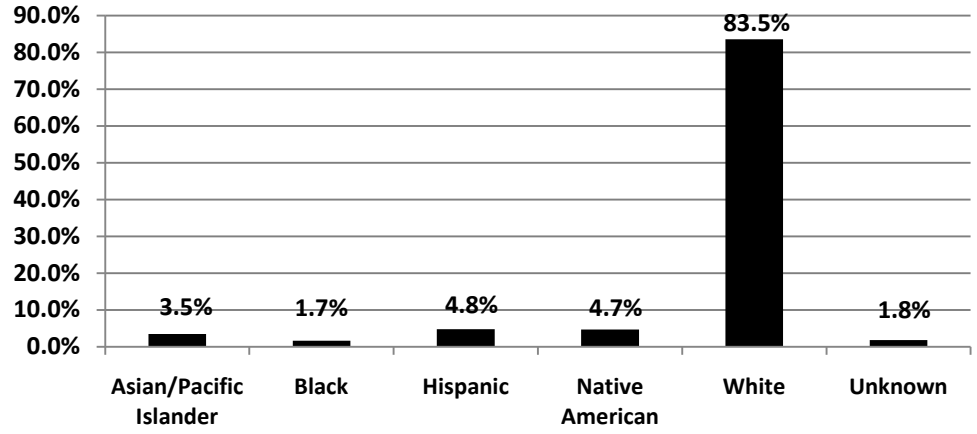
Ethnicity

- 83.5% White (552)
- 3.5% Asian/Pacific Islander (23)
- 4.8% Hispanic (32)
- 1.7% Black (11)
- 4.7% Native American (31)
- 1.8% Unknown (12)

Gender

- 42.2% Male (279)
- 57.8% Female (382)

Table 14: Ethnic composition of HSU staff – Fall 2009



This snapshot of HSU staff is quite similar to that detailed in last year's report: **HSU's non-instructional employee population is, like the faculty population, overwhelmingly White**. Nonetheless, there are a few changes since last year that merit mention: in particular, the percentage of White staff has decreased by about 4.5% of the total staff population, and the percentages of Asian/Pacific Islander and Hispanic staff have each increased by approximately one and three percentage points, respectively. Most of this small shift, however, is probably due to a change in the data reporting methods that has occurred since last year rather than to any substantial changes in the actual composition of the staff population.

CHAPTER THREE

Linking Student Success, Institutional Diversity, and Campus Climate: What are our students saying about their experiences at HSU?

Preface to Chapter Three

In order to augment and deepen the understanding of student success and institutional diversity outlined in the previous two chapters, Chapter Three presents a third core lens in our assessment of diversity and inclusion at HSU: campus climate. In particular, this chapter expands on the previous chapters by summarizing perspectives on diversity and inclusion at HSU *through the voices of HSU students* themselves. Building on many of the same themes highlighted in last year's report, we present students' perspectives and experiences here in the hopes that these voices can serve the campus in our efforts to better understand and address the various inequities and trends evident in the preceding pages of this report.

This chapter uses qualitative data gathered from two sources: 1) the Diverse Learning Environments survey instrument, a national student survey administered to HSU sophomores and juniors in Spring 2010, and 2) the continuation of our ongoing Diversity Focus Group series, held in Spring 2010. An incredible wealth of material about students' experiences at HSU was gathered through these two processes, and these pages can only touch the surface of the complexities of the student perspectives that were gathered in these two forums. However brief, we hope that the summary presented here will serve to deepen our collective understanding of what we can do – both individually and as a campus – to better serve our students from all backgrounds.

NOTE TO THE READER: In browsing this chapter, you will notice a "Topics for Discussion" box at the end of each section. We pose these questions in order to point to the many possible avenues for fruitful dialogue that are suggested by students' comments, and we encourage all members of the campus community to use these questions as a foundation for informal and formal conversations – whether in classroom discussions, department meetings, residence halls, orientations for new teaching assistants, student club meetings, or other such forums. The Office of Diversity and Inclusion will also be using these summaries to guide a series of focused campus conversations throughout this coming academic year. We will also be hosting such discussions in online forums; if you are interested in participating in these online conversations, please join us on Facebook! For easy access to our Facebook site, visit our website at http://www.humboldt.edu/diversity and click the Facebook icon on our home page.

A Note on Sources:

The Diverse Learning Environments (DLE) is a survey instrument administered by the Higher Education Research Institute at the University of California, Los Angeles. HSU was fortunate to participate in the pilot run of this new instrument, designed specifically "to assist educators in addressing the needs and advancing the success of a diverse student population." The survey was administered online to all HSU students with sophomore and junior standing in February 2010, with responses collected on a volunteer basis from 283 students. A summary of some of the key results of this survey are presented in the black boxes throughout this chapter, with a focus on results that expand on our understanding of the themes highlighted in feedback from the Diversity Focus Group series.[24] A full analysis of HSU's DLE results, including comparison to results from comparable institutions, will be available later this semester (check our website for updates). More information about the DLE survey instrument can be found at http://heri.ucla.edu/dle/?c=survey.

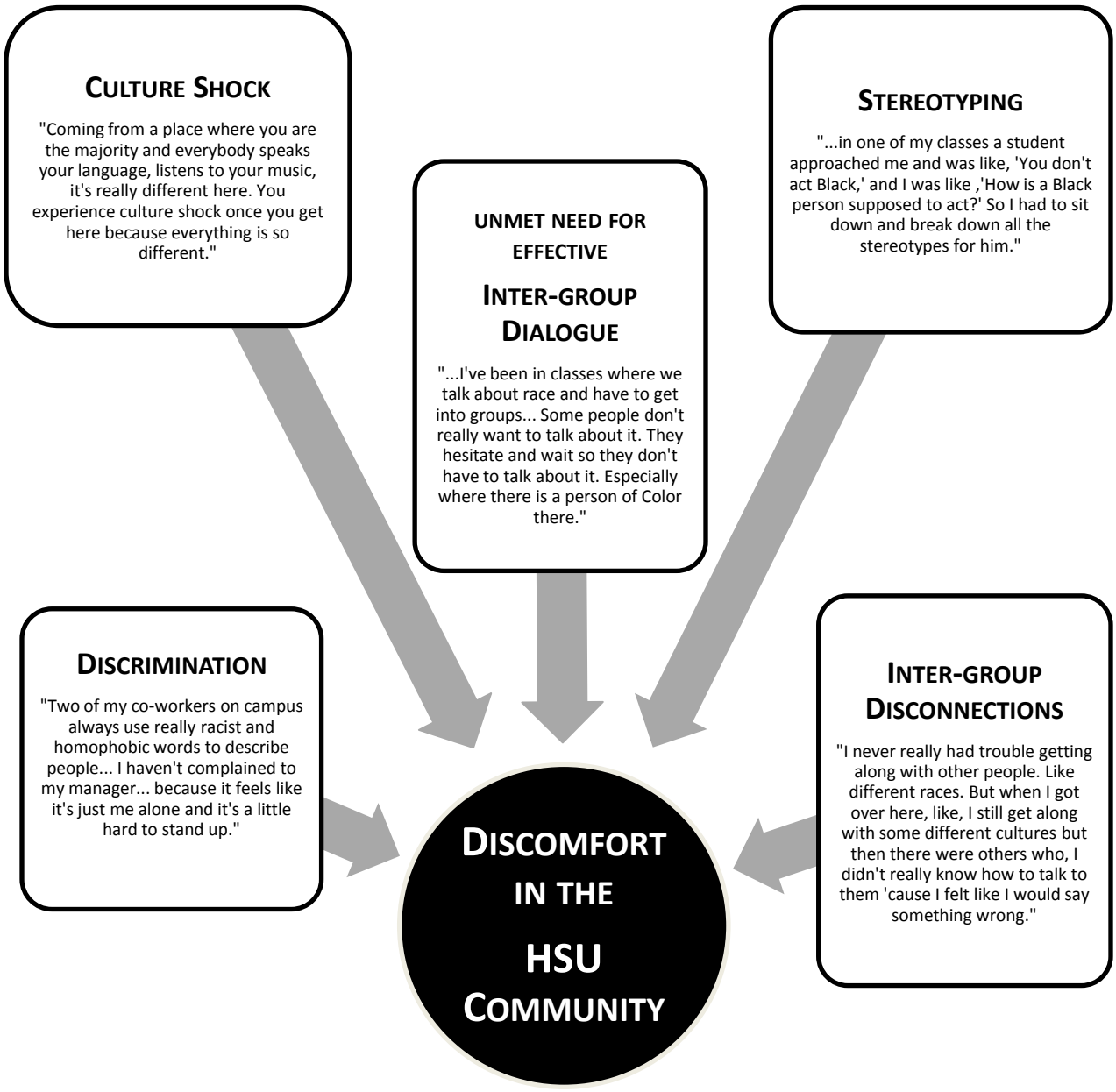
***Diversity Focus Group series*:** In order to add to our collective understanding of the dynamics of diversity at HSU, the HSU Office of Diversity and Inclusion began a series of "Diversity Focus Groups" in Spring 2009, designed to collect qualitative information from HSU constituents on the topics of inclusive student excellence, inclusive campus climate, and inter-group interactions at HSU. The pilot run in Spring 2009 focused on students from under-represented groups. In Spring 2010, this series continued in eighteen group interviews with over 175 (mostly undergraduate) students of all ethnicities from a wide cross-section of the HSU community, and included focus group discussions with Students with Disabilities and with LGBT students. Students were recruited for participation in this series via a variety of means, including several methods specifically designed to minimize the selection bias often inherent in studies such as this that rely on volunteer participation. It is intended that this focus group process be continued on an annual basis by the Office of Diversity and Inclusion, and that, in coming years, it include interviews not only with students, but also with HSU Faculty, Staff, and Administrators.

[24] Note that all survey results presented in this chapter are statistically significant at .05 or above.

Part I: Inclusion and exclusion in the HSU Community

As last year's report discussed, research strongly suggests that campus climate is closely related to student retention rates, graduation rates, and other key measures of student success. With that in mind, last year's report highlighted a number of trends relative to students' perceptions of the HSU campus, with a particular focus on Students' of Color perceptions of inclusion and exclusion at HSU. This year's report continues with those themes, but examines them from a slightly broader perspective. Looking at disparities and contrasts across the experiences of different groups of students at HSU, and also at the common themes and concerns present in feedback from students of all backgrounds, this section presents a summary of student feedback relative to HSU's successes and failures in fostering a diverse, inclusive and welcoming environment that supports the success of students of all backgrounds. Select results from the Diverse Learning Environment survey are highlighted in the black boxes throughout this and the following two sections.

STUDENTS SPEAK: What makes the HSU campus uncomfortable for HSU students



Uncomfortable classroom and campus environments: While many students of all backgrounds expressed how open and welcoming the HSU campus has been to them, many Students of Color, LGBT Students and Students with Disabilities described feeling uncomfortable at HSU to one degree or another – because of their non-majority ethnicity, or sexual orientation, or ability. Many students felt that acceptance of sexual diversity has moved farther along on this campus than has acceptance of ethnic diversity, although comments in some discussions made it clear that our campus still has a long way to go in *all* of these areas. Many students of all backgrounds discussed the resignation last Fall of an HSU faculty member of Color following the receipt of a racially targeted note, and related that to difficulties in feeling welcome and safe here as a Student of Color.

"I think [HSU] is just trying to get everyone to graduate successfully, but going back to having everyone feel included, I don't think they try as hard as that. The only time I feel at home is when we're in our [club] meetings. So it's kind of hard to feel included..."

"…while things aren't perfect… this campus appears to be much more accepting [of sexual diversity] than many other campuses. But at the same time, while you know the support is there, when I meet new people, I still have to test the waters a little bit…"

"You go to the J and stuff and you hear a lot of derogatory things, but who is able to stand up for it? Because, in the dorms, I do hear a lot of those things. Personally, I can't stand up for it because many people there are like, 'Well, it's just another minority complaining about things they've already been complaining about for a long time'… it feels uncomfortable to stand up about it because of how they gang up on you…"

"Sometimes my friends act like we're equal but then if I happen to speak [Spanish] on the phone with my parents or anything, they're like, 'Oh, I didn't know'… they start treating you differently."

31% of survey respondents of Color and 18% of White respondents have sometimes or often "felt insulted or threatened by other HSU students because of their race/ethnicity"

[recounting a time where biases voiced by students in class had upset this Student of Color] "…It gets to the point where I don't even want to go to class anymore… Let me just withdraw. I don't want to do this anymore. I don't want to sit there and have people stare at me and say things under their breath. I might as well go back home. Every day I have this battle with myself to see if it's worth it anymore. I'm just anxious and stressed."

"I ask faculty for help a lot and they respect you a lot and when you ask for help they give it to you. But when you start asking other students for help… they don't know how to open up to you. Sometimes you try to ask them a question and they don't know how to answer it 'cause they're stereotypical and, you know, they don't want to offend you, their knowledge about your culture is kind of iffy, so they don't even want to talk…"

Students' experiences of discrimination and bias on campus: Students of all backgrounds discussed incidents of discrimination, bias, or differential treatment that they had either experienced or witnessed on campus, in relation both to Students of Color and to LGBT Students. Many of the incidents they recounted involved insensitive uses of language or the use of derogatory slurs. Other incidents went far beyond words.

"…The use of "retarded" or "gay" as a meaning for stupid, for example…"

"One of the people I lived with, he was a blatant anti-Semite and called me "Jew boy" and [other derogatory words] to my face. And he said that he wanted me to get hit by a car, that he wanted to beat me up… This happened about 2 weeks ago."

50% of survey respondents of Color, and 34% of White respondents reported having sometimes or often experienced bias, harassment or discrimination on the campus grounds

"… my first semester in an English class, it was me and two other girls, who were also Mexican, and we were treated well with the professor and the group itself. But when it came to the lab, the TA used to separate us for groups and stuff – he would separate us and put us three together and he would never come over to our table and help us with anything. There were cases that we needed help and that we had questions but because of the way he treated us we didn't say anything… The teacher was amazing, but we never mentioned how the TA would treat us. And he would do that to us basically twice a week… sometimes people just don't see the way that they treat you. They are hurting people and they are bringing people down."

Percentage of survey respondents who have sometimes or often experienced harassment or discrimination at HSU based on their:

Gender: 39%
Race/ethnicity: 19%
Religious or spiritual beliefs: 18%
Disability status: 10%
Sexual orientation: 10%

"I personally have experienced sexual discrimination towards one of my friends who is bisexual …they would just always make fun of him… I don't think it's a large scale on campus, that kind of thing, but it seems to be a smaller scale. It's like hidden, people try to hide it because of the liberal form of campus."

"My friend she works at the J and because she was Black, this guy didn't want her to put the food on his plate..."

"I never had to think about my background until I came up here. But being here I feel like I'm reminded every single day… it sucks… I had a really really bad first semester. I got hate mail from this girl on campus... She said 'you know I can't believe you're [X ethnicity – detail omitted to protect student's

privacy], that's even worse than being Mexican.' This other time when I'm going down to the Plaza and this guy yelled out [racial slur] and at that time I had no idea what that meant… and then going to my friend's apartment the same thing happened with this guy who was drunk, telling me to get out of this town. It's just too much… My first year here was really really bad."

"Our club had a meeting yesterday and so we're out near the library, six of us [Black] students… we were cracking jokes within our circle and we weren't harming anyone and we were dancing to a song. And the police come out and say 'We heard that you guys are disturbing people.' We were like 'What? Where did that come from?'… We were dancing and like 10 minutes later the campus police came… that really made me mad. Just because it was a group of six Blacks… they assume that we're going to get into fight and cause trouble. That just… made us feel like we were different from everybody else."

Discomfort in the surrounding (off-campus) community: Many Students of Color and some LGBT Students recounted feeling uncomfortable and unwelcome in the off-campus community. Some students recounted incidents of outright discrimination.

"… like, walking around in the community, I feel so alienated. It is just so awkward for me being in the community… in the stores, you have people staring at you, people looking away and holding their purses and stuff like that, like we're trying to mug them or something. I'm just trying to get some groceries. And it's just like, I don't want to deal with that."

64% of survey respondents of Color report having sometimes or often experienced bias, harassment or discrimination in the off-campus community

"At my workplace, which is off campus, I came out. And I had only two people who really had an issue with my being gay. Everybody else was very warm and very welcoming. But one just stopped talking to me altogether. It's kind of alienated me, made me feel very much not included."

"I used to work at [a chain retail store] in the Bayshore Mall. I think that the only reason that I was able to work there was because I'd been working there for a year and a half and they had to transfer me. But there were times when the manager would say that they were hiring, but whenever any Black person would come in he would act all friendly but say 'we're not hiring, but I'll give you an application.' By the company law you're not supposed to tell anyone that we're not hiring, you're supposed to take applications, but they would do it to Blacks all the time. It made me feel that he would treat me different than all his other employees."

Rampant stereotyping: Many Students of Color, of all ethnic groups, described being regularly subject to stereotyping – by other students as well as by faculty and staff.

"Most people function throughout their life believing the stereotyped dominant society version of Native people. I spoke to a girl today… she had no idea that Native people are still active in their culture, until she went to the Big Time last year and realized that Native people still hold on to their culture and traditions. She didn't think there were any real Indians left that did real Indian stuff. You know, that's very sad for society…"

In one focus group with Hispanic students, 4 female Hispanic students (more than half of the female students in the room at the time) described experiences at the HSU Health Center where the Health Center staff that they encountered made the (mistaken) presumption that they were coming to the Health Center for pregnancy tests, or asked to test them for pregnancy even when they had come for non-related issues. All four women felt that these assumptions were made because of their ethnicity.

"…in one of my classes a student approached me and was like 'you don't act Black' and I was like 'how is a Black person supposed to act?' And he was telling me 'You're not loud, you don't walk around with your pants sagging, you don't wear your hats backwards, you don't disrespect women, so I don't think you're Black.' And I'm all like 'Your definition of a Black male is what you see on TV'… So I had to sit down and break down all the stereotypes. It was a shock for him. He really believed that was what a Black guy was."

24% of survey respondents say that, in the neighborhoods they lived in before coming to HSU, they did "not at all" interact with people from racial or ethnic backgrounds different from their own

Students' experiences of culture shock: Students in some groups – particularly, but not only, Hispanic and White students – expressed the shock of coming to a community so different from the communities that they grew up in, in terms of culture, ethnic composition, and also, for some, in terms of acceptance of different sexual orientations. These students voiced the fears and difficulties that have accompanied their transitions to HSU. Importantly, however, most of these students also voiced a clear desire to go beyond these fears and to learn to live in the world that is the HSU community.

"I went to a high school where it was all Latinos. I never really interacted with [people of other races] but once I came up here it was really a culture shock. It's kind of like... I felt afraid at the beginning. Because there is more than one race. I'm not used to that. This first year is really hard, trying to talk to them, because they don't want to offend you… They are kind of afraid the same way that I am afraid, you know?"

"I gotta be honest, even in my high school it was like 90 percent white. I'm just so caught up in not even dealing with minorities that when I do encounter minorities, the first thing I focus on is trying not to appear like a racist, you know?"

"I'm a little bit of a homophobe, to be honest with you. That's how I am, that's how I was raised. And that's how I learned to be. And I come here and it's just a giant culture shock. I kind of mentally prepared myself for that because I heard so much about it when I committed to come here… But when I actually got here and experienced it, it kind of pushed me back a little bit. I actually thought about leaving for a long time."

Disconnections and tensions between students of different backgrounds: The culture shock described above directly impacts students' experiences of HSU, but also indirectly impacts their HSU experiences by shaping students' relations with other students. Many students (of all backgrounds) spoke of the ***fears*** and ***anxieties*** that they felt in coming to HSU and interfacing with students of different backgrounds, and of the discomfort, disconnect and/or tension present in these interactions. At the same time, many students (of many different backgrounds) praised HSU for its inclusivity and described their fellow HSU students as quite accepting of diversity.

23% of survey respondents feel that HSU "has a lot of racial tension"

"For me, [coming to HSU] was totally different because I come from an area where everything is stereotyped. In East L.A. you see nothing but Latinos. South Central, nothing but African-Americans. And in the city just White people. I always thought, 'Oh, they're going to make fun of me, you know, because I have an accent, or because I'm not cool. And at first... I wasn't, like, racist but I just couldn't talk to them because I couldn't fit in with them. So it was difficult for me to even talk to African-Americans especially because in our high school there were always conflicts. Like I grew up in this situation. But slowly I was active in the community here and I started to accept them." (a Hispanic student)

26% of survey respondents report having sometimes or often experienced "tense, hostile interactions" with students from other racial/ethnic groups

"I think that as queer individuals we come with this fear that we're going to be discriminated against. But I think sometimes that fear sort of blinds us. Like we don't want to test the water because we're afraid we're going to get the negative responses that we assume we're going to get."

"…You see a lot of diversity here but, like, everyone is in their own cliques. Like I see a lot of Black people doing their own thing over there and then them in their own corner and then it's like White over there... I'm kind of scared that...well, if I go there it would be like, "get away from me." (a Hispanic student)

Student perspectives on identity-based clubs and events: Students in many focus group discussions raised the topic of cultural or identity-based clubs and events on campus, generating a wide range of responses on this topic. While this conversation focuses on an apparently minor element in students' HSU experience, the frequency with which this topic arose and the complexity of the issues that the students voiced makes it clear that HSU would do well to facilitate more substantive dialogue on and education about these complex issues, and to communicate widely to all groups of students about the broad and inclusive intentions that all of these clubs and events share.

Many students (of all backgrounds) discussed how these clubs (both cultural clubs and clubs like the Queer Student Union that focus on other aspects of students' identities) are critically important for HSU students, especially for Students of Color and for Queer students. These students noted that, for students who might otherwise not automatically feel welcome and at home here: **Cultural clubs and events facilitate social networking within and across identity groups, which leads to students feeling included and comfortable at HSU**.

70% of HSU survey respondents of Color and 38% of White respondents report having sometimes or often attended events sponsored by other racial/ethnic groups

"When I first was coming up here that was the first thing I searched for. Like a club that I could really fit into. Because the neighborhood I was raised in, the only culture that I knew of was the Mexican culture. I wasn't even aware of any other cultures. And coming up here was just a huge culture shock. No brown person anywhere to be seen. So at first I kind of felt lost but then I started attending the Latino Peer Mentoring program. I saw that there is my culture is here. It's just a small amount. But at least a small amount is better than nothing. So I started attending it. They help you out. They tell you about events happening. Anyone could come. And then once you start attending those events, you start seeing that other cultures start engaging into those as well. And then you start seeing that there is diversity. There are Asians, Blacks, Whites, any other race. You start meeting them. And then you start seeing their culture and then you start understanding theirs. And if you still don't understand your own then in that club you start understanding."

"QSU made me half the friends I ever made here. I probably wouldn't have been as glued to the school if this club hadn't existed and it hadn't been supported by the school."

"I think that for myself as a Native person, [extracurricular activities that celebrate different cultures] help make me feel that at least the university is allowing a venue for us to be validated."

"HSU tries to make it as cool as possible for different ethnicities to come together and form groups… For instance, like [Brothers United]. They give us support, faculty members. People who help us. People from all over campus. So they make it possible for you to have your voice and to not be left out. So I think that the school does a great job in that."

"[As a White student], I think that they need to get out the message of what the Unions are for and make it more inclusive of not just people from that racial group but allies as well. So if you are a White person that fights for African-American rights then you could be part of Black Student Union and not just kind of make it seem like you have to be Black to be in this… White people don't really need that sort of thing because we're not discriminated against that much. So I think allies need to be included more. And I've heard the same thing from QSU where you don't feel as included if you aren't gay."

59% of HSU survey respondents of Color and 9% of White respondents say they have participated in an ethnic/racial student organization reflecting their own background

At the same time, many students (generally, White students) expressed discomfort with the campus' support of identity-based groups. These students wondered why a culturally-oriented club such as the Black Student Union would be allowed on campus, expressed confusion about why this is not seen as representing an outdated form of segregation, and described their discomfort about the perceived exclusive nature of these clubs. They said:

"It kind of puts this weird barrier there that I don't think needs to be there. It's a really thin line because as much as you want to support cultural identity and being proud of heritage, it's still like, why does that need to exist at all if we're trying to get rid of these racial boundaries?"

"I wouldn't feel comfortable going to some kind of meeting of theirs 'cause I would feel like I stand out too much and that would make me not want to speak or say anything... It would just be weird and awkward."

A dire need for effective cross-group dialogue: As many of the previous sections hint at, students of all backgrounds voiced the difficulties they experience in having dialogue about difficult issues – of identity, privilege, and culture – across group lines. Just as strongly, students voiced their conviction about the individual and collective necessity to overcome this difficulty and to have these conversations. This is clearly an area where faculty and staff members can (and do) help students to navigate the complex conversations and realities that will inevitably be a part of their future life experience.

"…Sometimes you just have to confront your fears. I'm fighting my fears every day just by coming to school. When I first got here, I started seeing Whites and Blacks and I'm like, 'I'm not going to come out from my dorms. I'm not going to talk to them 'cause what if they want to fight me? What if they want to talk crap to me? I can't really talk to a White person because then they are going to make fun of my accent.' But if I give up I know I'm not going to go nowhere. So I just have to break through that and just admit my fears and talk to them. That's what I do personally, you know?"

26% of HSU survey respondents report having never or seldom had meaningful and honest discussions about race/ethnic relations with students from another racial/ethnic group, outside of the classroom

"I've noticed with White students the issues of race make them feel very uncomfortable so it's hard for them to relate to that. They feel blamed. They don't know where to take that blame..."

"So I had an experience last semester. I took a Native American Studies class and I felt in that class the professor encouraged us to speak but because I call myself White (even though I'm a mutt) I didn't feel I should talk. Because they were like really strong in saying look at what the White people did to the Native Americans. And I was thinking in my seat like 'I can't help but feel guilty even though it wasn't me.'" [another student recounts a similar experience in another department]

"…with these DCG classes, I feel like White students in these classes feel… resentful. Yeah, I Just feel like they feel attacked in any class that talks about White privilege. Any privilege of any sort. I feel like they feel like that they are being attacked and they feel defensive and resentful... [another student]: I do think a lot of White students understand that it's not them we're talking about in classes and are kind of aware that there is that history, and kind of support minorities in their classes. But I guess there are always some people who don't see the other side, I guess."

Curricular issues related to dialogue: Many students of all backgrounds, in discussing the issues raised above about the need for dialogue, talked about the role of HSU's curriculum, both how the current curricular structure has helped further this important discussion and also how it could be improved to better do so in the future. In particular, students pointed to:

The importance of the Diversity and Common Ground requirements

"The emphasis on Diversity and Common Ground is something that has really been stressed, at least in [my major]. I think that's really important that that is given so much emphasis because I think that education on a subject definitely leads to tolerance."

"I think that that's a big reason for why more people should be involved in Ethnic Studies classes and Women's Studies classes, so they can… really understand how saying those words affects people, how it hurts them on a whole other level… I know for me personally, because I don't look Mexican-American, a lot of people when they're first around me…I'll be at a party or something and someone will say a racist comment about Mexicans or something… It's really unbelievable that they would say that. But it's 'cause they just don't know. So… I wish that more people could be involved in understanding things like that… a lot of things that we go over in the Ethnic Studies department."

The critical role of Ethnic Studies 108 (Power and Privilege) in opening students' eyes to the role of identity in our society, and in giving them the tools to navigate our diverse world

"Power and Privilege, it was just the biggest eye opener ever. Everyone I know who has taken it is just like… It just rocked your world."

"Power and Privilege really opened my eyes to a lot of different issues and I think it should be a requirement that every person, no matter your major, should have to take a class like this that opens your eyes to other things… Because if you're always taking science classes or whatever, you're never going to know, you're always going to be stuck in your little bubble…"

The relevance of identity and diversity <u>across</u> the curriculum

"But the curriculum itself, too…like the first week of school for every science class when we're talking about the history of science, it's always like a European history of science, going back to Darwin and all that stuff. We can definitely dissect that, too, and see that there's not that much diversity being presented in what we're being taught by scientists at the university."

TOPICS FOR FURTHER DISCUSSION: Inclusion and exclusion in the HSU community

1. In what ways can HSU actively encourage and foster cross-group dialogue and community building among students?

2. How can HSU's curriculum support this cross-group dialogue and community building?

3. What is the rationale for HSU's support of identity-based clubs and events on campus?

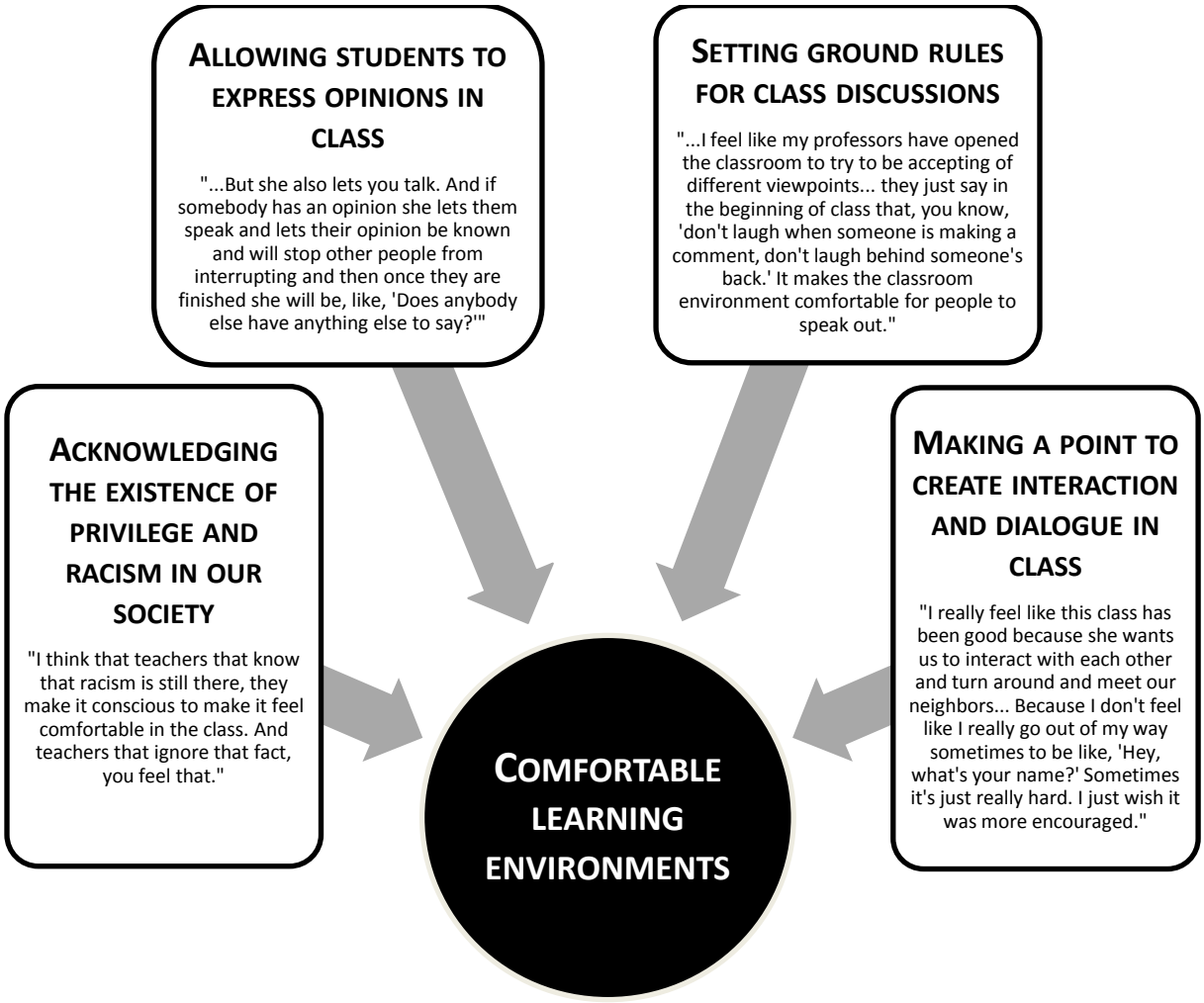
4. Are there ways to facilitate the inevitable culture shock that students from more homogenous communities experience upon coming to campus?

Part II: Diversity and inclusion in academic pursuits

This section presents students' perspectives relative to the various academic and curricular factors that might affect the success of students from under-represented groups. In particular, this section focuses on students' experiences of HSU classrooms and of their interactions with HSU faculty.

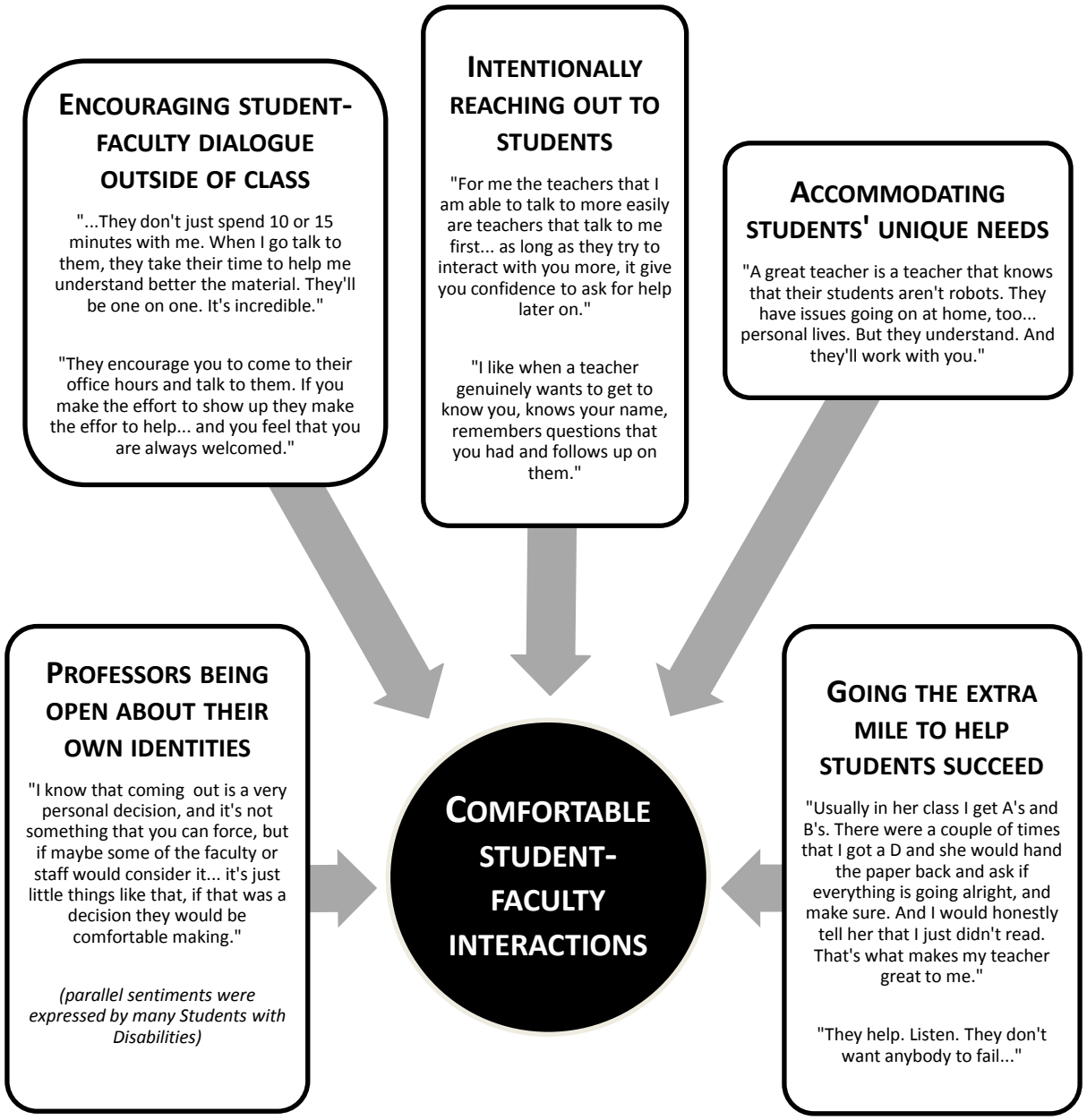
Many students of all backgrounds raved about the wonderful professors at Humboldt and the rich learning environments that HSU faculty members from all disciplines create in their respective classrooms. In analyzing the feedback, though, a disjuncture was evident between the feedback on this topic from students from dominant backgrounds and the feedback from minority groups – in particular, Students of Color and Students with Disabilities. For example, White students' feedback about faculty interactions was overwhelmingly positive, while feedback from Students of Color on this topic was much less uniform, and expressed significantly more discomfort than did the feedback from other groups. We highlight first the positive feedback from students along with the ways students say that faculty can (and could) help them to better succeed. We end this section with feedback from students about the areas that they felt were most in need of improvement.

After last year's first annual diversity report was presented to campus, many faculty members asked what they could do differently to affect the experiences of students that were chronicled in last year's report. We hope that the following pages not only communicate the perspectives of the students who shared their voices with us, but that they help begin to answer that question for all who are reading these pages. Students' feedback in this area contains important reminders for all of us of what a significant impact even the most simple actions can have on our students' learning experiences.



74% of HSU survey respondents say that instructors often encourage them to ask questions and participate in class discussions

STUDENTS SPEAK: What HSU professors do to foster comfortable student-faculty interactions



EXAMPLES VOICED BY STUDENTS: How HSU professors foster comfortable student-faculty interactions

Intentionally reaching out to students

Example: Faculty-instigated interaction→ confidence to ask for help

Example: Saying "Hello"

Example: Remembering students' names and mentioning/greeting them by name

Example: Getting to know students as individuals

66% of HSU survey respondents say that instructors often encourage them to meet after or outside of class

Encouraging student-faculty dialogue outside of class

44% of HSU survey respondents say that HSU instructors often "showed concern about my progress." 28% of respondents say that they seldom or never experience such support

Example: Expressed *encouragement* to attend OH (i.e. "feel free to stop by, even just to hang out and chat") or to contact the professor outside of class (i.e. "email me anytime")

Example: Advice and help with homework or with resolving points of confusion

Going the extra mile to help students succeed

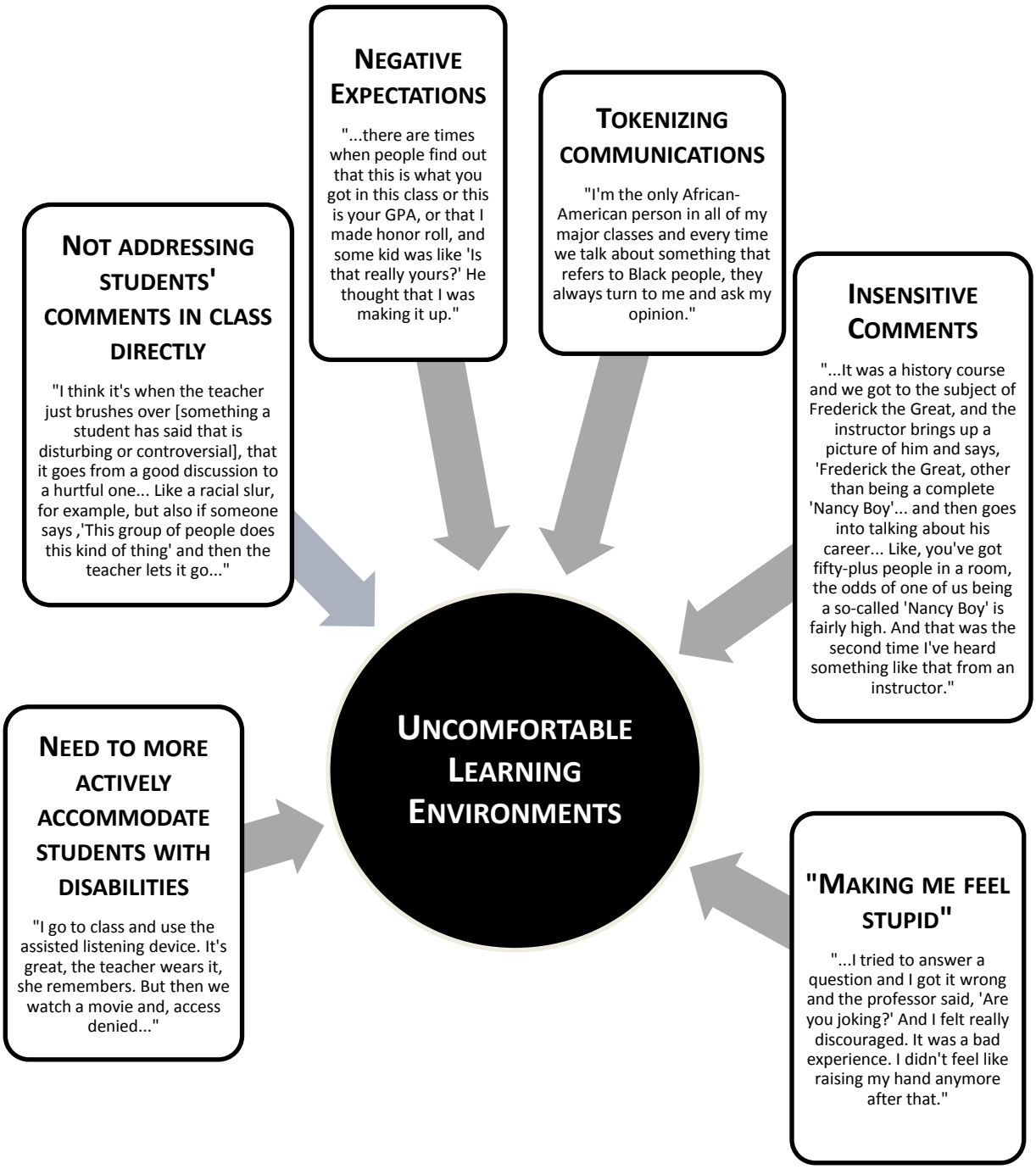
Example: Personal check-ins with students about progress in class

Example: Giving students the chance to make up assignments when missed

Example: Making it clear to students that you care about their success in your class and don't want anybody to fail

96% of HSU survey respondents agree that HSU has approachable faculty and staff

STUDENTS SPEAK: What makes learning environments uncomfortable for HSU students



EXAMPLES VOICED BY STUDENTS: What makes learning environments uncomfortable for HSU students?

Insensitive comments & "jokes"

"This semester I'm taking an Intro class and the class is predominantly White. I come from Southern Los Angeles, and the teacher many times would bring up Compton for news things he would want to reference. And to a lot of us Students of Color who were from that area we just kinda felt like… he was sort of targeting us to make his point. Everyone else finds it funny, but you know, we're from that area, so it's not like that. The majority of the time it just seemed like it's a joke, but in the end, some of us do take it… not like that. Maybe because he's not from there, but the couple of us that are, it's just… deeper than that."

12% of all HSU survey respondents report sometimes or often hearing insensitive or disparaging racial remarks from faculty (54% report having heard such remarks from other students)

A tendency amongst faculty members and students to "tokenize" Students of Color in the classroom

Example: Expected to speak for your race; expected to give an opinion on issues concerning your ethnic group

Example: Being/feeling singled out (for positive or negative attention)

17% of all HSU survey respondents (25% of respondents of Color and 11% of White respondents) report having been singled out in class because of their race/ethnicity, gender, religious affiliation or sexual orientation

"I took a class last semester, and we read something by a Native American author and once [the Professor] found out that I'm Native American, he was kind of like, not singling me out but, but he sort of motioned towards me several times during the class, like wanting to know my point of view on the subject. It's like, I can speak for myself but I can't speak for everyone. It wasn't mean or anything, it was just uncomfortable."

"It doesn't feel like a safe space for everyone. They're either like instances of pointing out different minorities, whether it be ethnic or sexual…almost like this forced inclusion that almost like singles people out… I've noticed that a couple times and it's awkward. And it doesn't make it safe – it's like forced inclusion and it makes people feel uncomfortable rather than making them safe."

"Making me feel stupid"

"Even just talking to a professor in general for me is already intimidating, because you are like talking to someone who is very educated in a specific discipline….I've had professors make me feel like I'm the only one [who doesn't 'get it'] and I can't be the only student who doesn't understand."

Communications that reinforce negative (stereotyped) expectations: Comments from faculty, and sometimes other students, that students perceived as communicating negative expectations about their work were especially common amongst Black and Hispanic students; Students with Disabilities also voiced such experiences.

"The thing that bothered me the most is when I walk into the classroom, it is expected of me to prove myself. I don't feel like that is expected of other students, especially White male students. And I have to give that much more and try that much harder. And I have to show the teacher I want it. I have to show that I'm participating in class and show that I belong there because there are all these labels that are placed on you when you walk into a classroom. It gets very overwhelming…The teacher assumes that you won't understand. They assume that you won't be the best or that you won't be able to talk in class. That you won't get an A. These are all the standards that you won't reach." (a Hispanic student)

12% of survey respondents of Color report having often experienced bias, harassment, or discrimination in HSU classrooms

"I think people lump us into being stupid, but we're not stupid, we just learn in many different ways. We don't learn like the majority does but it doesn't mean we're stupid. In fact we can be very, very intelligent, … it may take a us a little longer to get there but once we get there, we're gonna be right on top." (a student with a learning disability)

"I was talking to the chair of [my department] and...because I had only had one class in my major that semester and I think I got a C in it… he told me at the rate I was going I needed to change my major. He told me that I should just change my major and it wasn't going to work…so you got advisors telling you that you gotta change this and you gotta do that or you're not going to make it and stuff." (a Black student)

Need for professors and students, and also for classroom and campus spaces, to more actively accommodate individuals with disabilities: also, the need to accommodate different learning styles in general. While certainly not the only concern that Students with Disabilities encounter at HSU, the most commonly voiced issue in this area related to students' difficulties in getting textbooks in an accessible format on time. For many students with disabilities, this was the biggest issue hindering their academic success, and one that, for many students, had often led directly to them failing exams and even entire classes. This textbook delay – though it can result from a variety of factors – is most often the result of professors simply not submitting textbook requests on time.

> "When you turn the paper into the professor letting them know that you qualify for accommodation, you know, I've had a professor who went 'Argh, are you kidding me? Are you serious? Jesus.' And he tossed the paper…. I ended up failing the class because I was too scared to ask him anything. I never went to his office hours, I was really scared to sit up front in class… And that's one of the reasons that I don't like turning in those papers or telling a professor that I have a problem because then you're being judged and it really sucks, you know? It's really uncomfortable and you sit there in class and all you can think about it 'Oh my god, they think I'm so stupid."
>
> "It's nice to have someone who understands that you don't necessarily have the same capabilities that most people would consider the normal learning speed. And that's the problem that I run into, that I look like I have the normal learning speed, but I don't, and they think, 'Oh, you're fine. What's wrong with you? There's nothing wrong with you, I'm not going to accommodate you because you don't look like there's anything wrong with you.' And that's why I went so long not knowing what was wrong with me… people just thought I was lazy even though I was really trying."

TOPICS FOR FURTHER DISCUSSION: Diversity and inclusion in academic pursuits

1. What are some additional ways that professors can foster comfortable learning environments and student-faculty interactions?

2. What kind of professional development would be useful for faculty and staff to prepare them for teaching and accommodating students with disabilities and different learning styles?

STUDENTS SPEAK: Where do students feel HSU's support for their success (outside of the classroom)?

EOP – Many students – especially Students of Color – expressed not feeling comfortable seeking academic and advising help except from EOP. Over and over again, in almost all focus group discussions, students brought up EOP and what a huge difference it has made in their experience at HSU, in terms of:

- **Giving students access to resources to support academic success**
- **Offering a welcoming and friendly community at HSU**
- **Helping students form social networks that support their academic success**
- **Supporting students' academic success through sustained personal contact & support**
- **Helping students navigate the HSU bureaucracy**
- **Transitioning from high school to college**

"Whenever I have a problem I can email [my EOP advisor]. Whatever I'm going through, whether if it's with class or housing or whatever, I can email him and it's all done. He'll email me right back. I know that if I have a problem or I think that I might fail this class I can go to EOP and they can help me. I wouldn't feel really comfortable going anywhere else because it doesn't' seem like they're there to help you. I don't get that vibe from anywhere else."

"The way I found out about EOP was through my high school. They said they would help you transition from high school to college. So EOP did help me with that. It was a big change. And not having anyone that really knows anything about college in my family, EOP helped me transition."

ITEPP/INRSEP – Throughout many focus group discussions, Native American students stressed the importance of ITEPP and INRSEP as crucial in their decisions to come to, and in their ability to succeed at and be ready to graduate from, HSU.

"When I came here, [the INRSEP house] was the first place I went…it's been cut back so much, and it's not the same as it was when I was a kid, but at the same time, if the INRSEP House wasn't here, I would not be graduating."

[recounting a time when a close family member passed away] "…I was totally torn up. I remember going in there and they had three staff members at the time. And every single one of those women gave me the support I needed… and without that, I wouldn't have made it through the semester, I would have dropped out."

MultiCultural Center – Students throughout many of the focus groups explained that the MCC provides a safe space where they feel at home and comfortable at HSU. Many Students of Color and LGBT students also expressed how important the MCC's programs are to under-represented students' experience at HSU.

> "The MCC is like a home for me."
>
> "The Multicultural Center, it helps me stay here because it's such a welcoming place."
>
> "The MCC is the only place where I believe people of color are welcome."

The Learning Center – Many students of all backgrounds raved about the support they received at the Learning Center, and about the incredibly helpful, caring and knowledgeable staff.

> "I got put on academic probation last semester and I had to go to the Learning Center. And once I did go to the learning center, they were amazingly supportive and told you exactly what you needed to do and gave you all these strategies. There are a ton of resources at this school… So I felt much more inspired to take my academic success more seriously because of those resources that they were pushing me. You know. Just that little extra push. It is there. I felt it."
>
> "The Learning Center's really good and they're really like… the whole program's really well put together, and they get your attention really fast, and I felt like it was really accessible. Well, I felt like, when I went in there I wasn't intimidated to go in or anything like that. I learned about it through a Latino peer-mentoring class that I took... I felt like it was a really positive experience."

Other HSU offerings highlighted by students as important to their academic success

The Career Center
The Latino Peer Mentoring Program
Co-requisite Courses (i.e. English 60)
Supplementary Instruction
Mandatory peer study groups (i.e. in the Engineering Department)
Department-level mentoring (i.e. mentoring support group for Native American students in Social Work)

STUDENTS SPEAK: Where do students <u>need</u> improved support (outside of the classroom)?

Help navigating the HSU bureaucracy: Many students of all backgrounds – and especially Students of Color – expressed difficulty in navigating the HSU bureaucracy, and in learning ***how*** to find support, whether for help in figuring out how to change a major, or for help in finding tutoring resources.

> [after describing a labyrinthine experience trying to change her major] "…I felt like there could have been a little bit more assistance, with someone to like, just walk me through it just a little bit more than they did. They kind of just expected me to know exactly where everything was and who all these people were and I was just really overwhelmed. I'm a new student. I didn't know where all these buildings were or how exactly this hierarchy went of these administrators. I felt very overwhelmed."
>
> "You gotta find how to work Moodle and stuff, work WebReg, get your grades offline... It's a whole bunch of stuff that you gotta learn that they don't tell you."

Need for wider and more effective advertisement of the support structures that are available: Another recurrent theme in this area was expressions of surprise from students about finally discovering (for many, towards the end of their college career) that resources such as the Learning Center or the Advising Center or the MultiCultural Center actually exist! Students expressed frustration that they had never heard of these.

> "I felt that if you don't come to spring preview or something and you don't know about the EOP program... if you're like a minority and you're coming by yourself... You won't get that help that you need. They kind of just throw you out there… You have to come to a club like this [referring to a club that he's a member of] to get some help at least to graduate or something 'cause… there are a lot of programs on campus that you would not know about unless you were told… like EOP... the Writing Center… the Learning Center… the Math Lab…"
>
> "How am I supposed to get connected to anything if the only way I can learn about it is through my peers? If I'm not active in the clubs that focus on the communities of color on campus how am I supposed to learn about any of the support systems that I have?"

Inconsistent experiences with advising: While many students described their amazing advisors, students of all backgrounds voiced frustrations with advising; many students expressed feeling uncomfortable with their particular advisor, or not helped by them at all. These comments all referred to students' advisors in their majors: there was universal agreement across all focus groups that the advisors in the Advising Center were consistently excellent. <u>What do students say makes a great advisor</u>? A professor who: 1) knows the requirements to graduate, 2) is pro-active in helping students fulfill requirements and stay on track, and 3) "never makes me feel like an idiot."

Part III: Institutional commitment to and engagement with diversity

In this year's focus group discussions, the main theme that appeared relative to HSU's commitment as an institution to diversity is a theme highlighted in last year's report: an urgent need for more diversity amongst the faculty. We also highlight in this section other feedback from students about what the HSU administration could do to improve students' experiences at HSU.

An urgent need for more diversity amongst the faculty: Students from a variety of ethnic backgrounds repeatedly said that the most important thing that the university could do to make real changes relative to diversity on campus was to hire more faculty and staff of color. This theme was particularly prevalent in focus group discussions with Students of Color.

Appreciation of faculty diversity: *Students of Color, in particular, described their positive experiences and meaningful mentor relationships with the few faculty of Color at HSU; many commented that hiring those faculty members is the most important thing the university has done relative to diversity*

"I have professors that speak my language. I have professors that are African-American… and I really could relate to him. Because he grew up in a place like I did. So I really like that." (a Hispanic student)

[describing her experience with a Housing staff member] "…I went in there and he was Latino. And I was really glad to see that. And we started talking and… We were just talking about ways to participate in things on campus and he was, you know, trying to talk about multicultural things and things like ITEPP or different clubs through the MCC. So it was a great experience to talk to him and I was really glad that there was this authority figure that was of color. But everything that he offered was outside of Housing and inside of Housing he was the only thing that made me comfortable with diversity." (a Black student)

Importance of faculty diversity for students: *Students of Color expressed how faculty diversity affects their comfort level in the classroom, as it helps them to feel that they're not "all alone," and gives them someone who they can relate to, especially in circumstances where students need help working through big decisions (such as whether to go home or stay in school).*

27% of survey respondents of Color and 13% of White respondents report dissatisfaction with the racial/ethnic diversity of the faculty at HSU

"I don't know, I just feel like there is something comforting about being taught by a person of Color since there's not a lot of minorities on this campus." (an Asian student)

"Among the diversity in the student population, that's cool, but I would much rather see diversity among the people teaching us. Just like the interpersonal relationships with the teacher. I feel like I can't come to the teacher with problems that I'm having or anything like that because they'll look at me like a Black student instead of like everyone else."

"I think it'd be better if they were more diverse in the faculty because you really have nobody to go to. [In my department] I don't think there's anybody of the same race as me to talk to or anything. And I think that it would be better if they had teachers from, like, big cities too. So people could relate. Like we don't have anybody to really relate to or counselors… We don't have anybody to go talk to about certain situations and say we have a major decision on if we should go home or should school be more important… a lot of teachers or counselors up here wouldn't understand because they are from up here. Up here is a whole other perspective than coming from a bigger city or the inner city. So they should have more diverse faculty… I want to be able to walk to the classroom and feel like 'oh I know the professor,' or 'I feel comfortable with being in this class.' I may be the only minority student here but that's okay, I still got a teacher who understands where I'm coming from and is a friendly face." (a Black student)

The resignation last Fall of an HSU faculty member *following the receipt of a racially targeted note came up in almost all of the focus group discussions, with students from all ethnic backgrounds expressing their surprise and their outrage that this would happen at HSU and also voicing their concern about what this incident communicates about HSU's commitment to diversity.*

13% of HSU survey respondents say they are dissatisfied with administrative responses to incidents of discrimination

"I feel like when I came here, I didn't expect some of the racial problems I've experienced…but where I work [on campus] and in [my major] there have been so many things that have changed how, I don't know, I was not expecting any of those things to happen here….In [my major], there was a hate crime against one of my teachers and she ended up not coming back after it, which… was a horrible thing for the program. Being a first-time college student (she was my teacher for two classes), it affected me a lot." (a White student)

Create regular opportunities for dialogue between administrators, students and faculty

"I kind of wish to have some kind of open discussion where people who mean something to the change of the school could meet monthly for students and teachers to come and have answers…. I feel that there needs to be more communication between the students and the administration because they are really disconnected."

93% of survey respondents agree that HSU as an institution "appreciates differences in sexual orientation" and 94% agree that HSU "promotes the appreciation of cultural differences"

"I've participated in a lot of things like this on campus. And President Richmond… I feel like he's been present at most of these things and I think that that is a really good feeling to know that he knows what's going on campus. Especially in regards to discussions like this that I think are of the highest importance. So that made me feel really good. Like he was on top of this effort to create a welcoming environment."

Students expressed their need for more institutional support for students' efforts relative to diversity-related programming on campus, and their perception that students are held responsible for tasks – promoting diversity on campus, educating others, and more – that are rightly the university's job.

82% of survey respondents agree that HSU "has a long-standing commitment to diversity"

"The institution ought to be expected to be provide more support for students running clubs and programs… it needs much more faculty support… all programming is student run…"

Develop a way for students' issues to be formally reported and monitored

"I think the university as a whole is doing really well. It's just that there needs to be a way where they can monitor certain individuals because it seems like there are a few of us that have problems with the same professor and like, I would like to have somewhere to go to say something and have it be reported. Because I feel like it's going unnoticed."

Continue to fund departments and programs that allow for discussion of diversity-related issues and that support students from diverse backgrounds

"So while there is strong faculty and staff support for diversity-related courses and departments, the administration, the people who actually make the big decisions, it seems like they just don't think it's as important as something else. And it's sort of…inadvertently a way of saying that your experience doesn't matter to me because it's more important to have Biology because we have more Biology students."

"… if HSU is committed to diversity they won't continue to cut Native American classes and they won't continue to cut funding to these programs like ITEPP and INRSEP. I mean, this school is unique for Native Americans and cutting these programs is gonna discard that uniqueness from the whole university system."

Use this feedback from students as a basis for ***change***

"So, going back to the purpose of the [focus group] research. It sounds to me like this is a narcissistic sort of effort….Uh, well, you said you're doing research, and then you're gonna do more research, and then you're gonna do more research, and I don't really see the point in it unless you're gonna do something that's actually going to change something."

TOPICS FOR FURTHER DISCUSSION: Institutional commitment to and engagement with diversity

1. How can the research contained in this report be used to facilitate change relative to the various points of concern highlighted herein?

2. What can campus community members across the university do to support efforts to broaden the diversity of our faculty and staff?

3. How can HSU develop a profile/reputation that would attract new Ph.D.s from under-represented groups to come and teach on campus?

4. How can we help students to more easefully and successfully navigate the HSU bureaucracy?

Endnotes

[i] HSU Office of Institutional Research and Planning, "Student Composition 0910," (report generated: 6-MAY-2010).

[ii] CSU Analytic Studies, "Students with Disabilities Statistics – Fall 2008 Profile," http://www.calstate.edu/sas/SSWD.shtml [accessed 21 June 2010].

[iii] California State University, "First-time Full-time Freshmen – Graduation and Continuation Rates," http://www.asd.calstate.edu/csrde/index.shtml#ftf [accessed 16 June 2010].

[iv] HSU Office of Institutional Research and Planning, "Retention Report 2010," available at http://www.humboldt.edu/irp/Studies/RETENTION%20REPORT%202010-6_.pdf.

[v] CSU Analytic Studies, "Students with Disabilities Statistics – Fall 2008 Profile," http://www.calstate.edu/sas/SSWD.shtml [accessed 21 June 2010].

[vi] HSU Office of Institutional Research and Planning, "Retention Report 2010," available at http://www.humboldt.edu/irp/Studies/RETENTION%20REPORT%202010-6_.pdf; California State University, "First-time Full-time Freshmen – Graduation and Continuation Rates," http://www.asd.calstate.edu/csrde/index.shtml#ftf [accessed 16 June 2010].

[vii] HSU Office of Institutional Research and Planning, "Student Composition 0910," (report generated: 6-MAY-2010).

[viii] HSU Office of Institutional Research and Planning, "Entering Student Data by Department 2005-2010."

[ix] Departments that perform satisfactorily both in recruiting and in graduating students from these groups:

Anthropology – Native American, Hispanic & White students
Applied Technology* – all students
Business – White students
Chemistry – Native American, Black, Asian, & White students
Child Development – all students
Communication – Native American, Asian & White students
Computing Science – Asian & White students
Economics* – all students
Engineering – Asian & White students
English – White students
Environmental & Natural Resource Science – White students
Fisheries Biology – White students
Forestry & Wildland Resources – Native American, Asian & White students
Geography – White students
Geology* – all students
History – Hispanic & White students
Journalism & Mass Communications – White students
Kinesiology & Recreation Administration – White students
Mathematics – Asian & White students
Music – Black, Hispanic, Asian & White students
Native American Studies* – Black, Hispanic, Asian & White students
Nursing – Native American & White students
Oceanography* – all students
Philosophy* – all students
Physics and Astronomy* – all students
Politics – Native American, Asian & White students
Psychology – White students
Religious Studies* – all students
Sociology – Native American & White students
Theatre, Film & Dance – Asian & White students
Wildlife – White students
Women's Studies* – all students

* refers to majors that attract so few (less than 1%) of all students, that this analysis' measure of "equal" – I.e., less than 1% difference – is too broad a measure for these cases. For the sake of consistency, these majors/groups are included in this category, but a finer analysis would be necessary to reliably assess the differential success of different groups of students in these majors.

[x] HSU Institutional Research and Planning, "Low Success Undergrad Courses AY 2009" (highfail_eth and highfail_all, reports generated 20-JUL-2010).

[xi] HSU Institutional Research and Planning, "Fast Facts," http://www.humboldt.edu/irp/fast_facts.html [accessed 14 June 2010].

[xii] HSU Academic Personnel Services, "Appointments by Ethnic Group" and "Appointments by Gender," May 2010.

[xiii] HSU Institutional Research and Planning, "Human Resources 2009-2010" (November 1, 2009).