

1ST ANNUAL REPORT

Dissecting Diversity at HSU

AUGUST 2009

Office of Diversity and Inclusion • **HUMBOLDT STATE UNIVERSITY**

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A note of acknowledgment:

In preparing this report, we are indebted to the work of Dr. Daryl Smith and her colleagues at the Campus Diversity Initiative, for their development of a conceptual and practical framework for evaluating diversity in university settings and for their dedicated research that so clearly illustrates the value of such an endeavor.¹ We also owe Dr. Smith a note of personal thanks for her work with us during her visit to HSU this past January as part of our 2nd annual Professional Development Day for Diversity – her visit provided the inspiration for looking more closely at the “intelligent metrics” that can help to guide and inform our work on issues of diversity and inclusion.

We are also greatly indebted to the assistance of all of the members of HSU’s Analytic Studies department, who so generously provided us with the data, analyses, analytical tools, and consistent guidance that made this report possible. We send thanks to those individuals within Academic Personnel Services and Human Resources who likewise made invaluable contributions to this report.

Finally, we owe tremendous thanks to all of the students who sacrificed the time to share their voices and perspectives with us during the Diversity Focus Group series this past Spring, and to the student assistants and colleagues who helped us to organize and facilitate these groups. A special note of thanks is due to Sheila Pierre, graduate student in Sociology, for her work both in organizing these groups and in transcribing the many resultant hours of audio files.

Glossary of Key Terms

Drop-out/Stop-out

“Drop-out” refers to a student who, having enrolled and been a student at HSU, discontinues his/her studies at HSU, either transferring to another institution or dropping out of higher education altogether. “Stop-out” refers to a student who, having enrolled and been a student at HSU, discontinues his/her enrollment at HSU, *but then later returns to HSU*.

First-time-freshmen

Refers to students who entered HSU with no previous 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%.

Upper-division transfer students

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

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.

Introduction

The twin goals of diversity and inclusion are central to the vision, mission, core values and strategic goals of Humboldt State University. Our campus vision promises that “we will commit to increasing our diversity of people and perspectives.” Our mission proclaims that “we help individuals prepare to be responsible members of diverse societies.” Our core values state that “we believe in the dignity of all individuals, in fair and equitable treatment, and in equal opportunity. We value the richness and interplay of differences. We value the inclusiveness of diversity, and we respect alternative paradigms of thought.”ⁱⁱ Our strategic plan sets forth to create “a community that welcomes a diversity of students, staff, and faculty” and to “increase the proportion of Students of Color, and other under-represented groups, while increasing retention and graduation rates.”ⁱⁱⁱ

Given the prominence of diversity within HSU’s vision, it is no surprise that “inclusive excellence” is at the core of the university’s current efforts towards institutional transformation. Whether in the Cabinet for Institutional Change, in the Educational Effectiveness Review process, or in individual Colleges and Departments, diversity and inclusion are matters of clear and widespread concern and activism on campus.

Where we stand in our progress towards these goals, however, is not always as clear as the goals themselves. It is one thing to talk about these issues, but how is our campus actually doing in achieving these core goals? How are we doing in institutionalizing diversity throughout the entire educational process at HSU, and in fostering an inclusive campus environment for all of our students? In order to aid our institution’s ability to answer these questions, I requested in Spring 2009 that the Office of Diversity and Inclusion (in cooperation with Analytic Studies, Academic Personnel Services, Human Resources, and other campus departments involved in data collection and processing) begin to report annually to campus on a range of diversity-related indicators. It is my intention that this annual reporting process will help to integrate the reporting of diversity-related data across various campus constituencies; to institutionalize a mechanism for ongoing monitoring of patterns and trends in campus diversity; and, ultimately, to inform the work of faculty, staff and administrators across campus as we work to fulfill our stated mission.

This document is the inaugural report of this ongoing effort to track, monitor and report on key indicators of campus diversity. It raises a number of issues of urgent concern for all members of the HSU community. I expect that the findings presented here will contribute to many fruitful conversations and ongoing dialogues amongst and between students, faculty, staff and

administrators at HSU. I also intend to create a task force this Fall that will, in cooperation with other committees currently working toward these ends, make recommendations for action to address the key areas of concern articulated in this document.

I invite you to peruse these pages, to reflect on the findings presented here, and to consider their implications for your own participation in and contributions to our campus – whether as a student, staff member, faculty member, or administrator. It is my hope that, through ongoing collective consideration of these issues, we will, as a campus community, be able to truly live up to the goals and vision that we have set before ourselves.

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

Executive Summary

This report, *Dissecting Diversity at HSU*, is founded on the broad understanding of diversity referred to in HSU's mission statement, which speaks of the need to educate students "for a diverse world." This "diverse world" is a world where our students will encounter difference of all forms, a world where difference continues to matter in shaping the educational and life opportunities of our students, and a world where, regardless of their own background, no student will be able to ignore the dynamics of difference or the interplay of inclusion and exclusion. Founded on this broad understanding, this report nonetheless addresses diversity in very specific ways. In particular, it looks at the specific kinds of difference that we can measure, given the existing data that we currently collect at an institutional level – race and ethnicity, gender, and disability. Of these three kinds of difference, this report focuses most of its pages in examining the role of ethnicity at HSU – not because ethnicity is the *only* relevant measure in our diverse world, but because ethnicity is a measure that has proven to be of unique relevance in the national understanding of diversity in university settings; of especial relevance here at HSU, where multiple studies over the past decades have documented the inequitable achievement rates and myriad challenges of our Students of Color; and of unavoidable relevance for a public institution in a state that is in the midst of a demographic transformation that has made inclusive education a critical component of the long-term viability of our state itself.^{iv}

Using this focused understanding of difference, the following pages present a wealth of information related to diversity and inclusion at HSU. Section by section, these pages tell a story of inequity and exclusion, a story where Students of Color on our campus feel isolated and uncomfortable on campus and unsupported and marginalized academically, and where students are succeeding academically at dramatically different rates across ethnic groups. In sum, this story paints the picture of an institution that has been unable to date to keep up with the requirement of serving a diverse population.

CHAPTER ONE of this report takes a close look at our students and at our challenges as an institution in serving our students of all ethnic backgrounds. Findings from this chapter are summarized below:

Composition of the student population: As of Fall 2008, Students of Color comprise between 21% and 29% of the total HSU student population. This percentage has remained roughly the same over the past several years. Not surprisingly, the ethnic distribution of our student population differs dramatically from the ethnic distribution in the California population as a

whole. More surprising is that *Students of Color comprise a significantly lower percentage of our student population than we would expect given the geographic origins of our students.*

Student persistence: HSU's overall persistence rates for first-time-freshmen, both between their 1st and 2nd years and between their 2nd and 3rd years, fall somewhat below the CSU system average. This is especially the case for 2nd to 3rd year persistence. Looking closely at HSU students' persistence rates over several years, we see *large average differences in persistence rates across ethnic groupings.*

- 1st to 2nd year persistence for first-time-freshmen: Black, Asian/Pacific Islander and Native American students all have average persistence rates that are below the HSU average.
- 2nd to 3rd year persistence rates for first-time-freshmen are significantly below average for all Students of Color except for Hispanic students.

Graduation rates: *Graduation rates for both first-time-freshmen and transfer students vary dramatically across ethnic groupings, and also vary by gender.*

- As with persistence rates, overall 6-year graduation rates for first-time-freshmen at HSU fall somewhat below the CSU system average. Average 6-year graduation rates for Asian/Pacific Islander and Native American students are nearly half that of White students, and graduation rates for Hispanic and Black students, while slightly better, still fall dramatically below average.
- The average 3-year graduation/persistence rate for all upper-division transfer Students of Color falls somewhat below the HSU average, with the 3-year graduation/persistence rate for Black upper-division transfer students falling dramatically below the HSU average.
- Male first-time-freshmen graduate from HSU at a rate 10% below that of Female students.

Grade point averages: In examining GPAs for undergraduate students, we find that *averages for all groups of Students of Color fall somewhat below the HSU average.* For Native American and Asian/Pacific Islander students, this gap is quite small. In contrast, average GPAs for Hispanic and Black students fall well below average.

Gateway courses: Looking at Gateway Courses offered in the academic year 2007-2008, we see that *the majority of HSU's Gateway Courses have disproportionately higher fail rates for Students of Color than for White students.* This pattern is much more extreme in some courses than in others: seven courses are noted where the fail rate for Students of Color was three times or more the fail rate for White students, eleven courses where it was two times or

greater, and many more courses where the fail rate for Students of Color was more than 5% above but less than two times above that of White students.

Are some departments more successful than others in helping Students of Color to succeed?

In answering this question, this report examines various measures of success across HSUs departments and finds that:

- The GPA gap between Students of Color and White students is more severe in some departments than in others.
- Some departments are significantly stronger or weaker than others in recruiting, retaining and/or graduating students from particular ethnic groups.
- Students' chosen major can dramatically impact the likelihood of them dropping out: Students of Color are more likely to drop out of the university when enrolled in particular majors, and less likely to do so in others.

CHAPTER TWO of this report looks at diversity at the institutional level. In particular, it examines demographic characteristics of, and equity amongst, our faculty and staff, who collectively comprise the “face” of Humboldt State. There are clearly many other important measures of institutional diversity that could be included in this report. Time and space constraints, however, limited our ability to collect, include and analyze here additional qualitative sources of information in this area. The findings of this chapter can be summarized as follows:

Ethnic and gender composition of the faculty: Looking at the composition of HSU's tenure-line faculty as of Fall 2008, we find that:

- *Tenure-line faculty of Color comprise only 11.2% of the total tenure-line faculty population.* This breakdown has stayed roughly the same over the past many years. Compared to any relative comparative metrics – recent doctoral recipients in the US, the HSU faculty applicant pool, the CSU tenure-line faculty population, or the CA population – this number is strikingly low.
- *Only 37.2% of HSU tenure-line faculty positions are occupied by women.* While this number reflects a 5% increase since Fall 2003, this percentage is still significantly lower than the percentage of women in the CSU tenure-line faculty population or in the population of recent doctoral recipients in the US.

Faculty retention by ethnicity and gender: Looking at eight years of data on faculty hires and resignations, we see that *HSU is markedly less successful in retaining its Female faculty members than its Male faculty members, and even less successful in retaining its faculty members of Color as compared to its White faculty members:* Female faculty members are

resigning at twice that rate as their Male faculty colleagues, as compared to new hires; faculty members of Color are resigning at 2 ½ times the rate as White faculty members, as compared to new hires.

Salary equity for faculty, by ethnicity and gender: Looking at salary averages for tenure-line faculty for the 2008/09 academic year, we find that:

- Comparing average salaries for tenure-line faculty members of Color with those for White faculty members, we see contradictory results on salary equity between these two groups: Assistant Professors of Color average 5.8% lower salaries than their White counterparts, Associate Professors of Color average 17.7% higher salaries than their White counterparts, and almost no difference between the two averages exists at the full Professor level.
- *Across all tenure-line faculty ranks, Female faculty average between 0.6% and 3.1% lower salaries than their Male counterparts, with the difference most pronounced at the Assistant Professor and Full Professor level.*

Ethnic and gender composition of staff members: Looking at the composition of HSU's staff, or non-instructional employees, we find that, as of Fall 2008, *12% of HSU's non-instructional employees are Persons of Color*, quite similar to the demographic profile of HSU's faculty. The gender composition of HSU staff, however, is exactly the reverse of the faculty population, with *nearly 60% of staff positions occupied by women*. Both of these demographic characteristics have remained relatively constant over time. Whether compared to the demographics of the HSU staff applicant pool, the Humboldt County population, CSU non-instructional staff, or the CA population, the percentage of Persons of Color amongst our staff is strikingly low. In contrast, the percentage of Female staff members is higher than the percentage of women in any of these comparative populations.

CHAPTER THREE of this report draws on data collected from a 2008 survey of a sampling of HSU students (the National Survey of Student Engagement, or NSSE) and from a series of Diversity Focus Groups held in Spring 2009 with Students of Color and students with disabilities. This chapter highlights students' voices and feedback on the themes presented in earlier chapters, to help shed light on the links between student success, institutional diversity and campus climate, and to help us gain a better understanding of students' experiences with each of those three core themes. Over and over, this chapter shows students expressing frustration, alienation, and the need for more substantive support for and investment in their academic success – both from the institution as a whole, and from faculty members in particular.

Looking at the student experience of inclusion and exclusion in the HSU community, we see that:

- Students of Color express feeling alone, isolated and out of place at HSU; some groups in particular feel less of a sense of connection and community at HSU than others.
- Students of Color and students with disabilities lament the failures of many of their fellow students to understand and appreciate their lives and experiences.
- Students of Color and students with disabilities describe discomfort in HSU's classroom and campus environments; Students of Color also express their discomfort in the off-campus community.
- Students of Color describe rampant stereotyping, and sometimes tense relations between students of different ethnic groups.

Looking specifically at academic and curricular factors, we hear that:

- Students of Color voice an urgent need for more diversity amongst the faculty and for broader and more consistent inclusion of diverse perspectives in all of HSU's curricular offerings.
- Students of Color and students with disabilities express feeling uncomfortable with and un-supported by faculty and by the university as a whole in their academic pursuits.
- Students with disabilities describe their need for more active accommodation of individuals with disabilities – in classroom and campus spaces, and by professors and students alike.
- Students of Color describe feeling like the “token kid” in the classroom, and being subject to negative expectations on the part of their professors and advisors.

Looking at institutional commitment to and engagement with diversity from these students' perspective, we find that:

- Students of Color and students with disabilities describe feeling a lack of genuine caring about diversity on the part of the administration, and reiterate the need for more support structures.
- Students of Color lament the lack of viable mechanisms whereby Students of Color can express their voices on campus and be heard.
- Students of Color and students with disabilities express the feeling that they are held responsible for tasks – such as promoting diversity on campus or educating fellow students about diversity – that rightly belong to the university.

Taken as a whole, the pages of this report present myriad challenges in our efforts to reach our campus goals – whether we frame them as increasing the diversity of students, staff, and faculty, or increasing retention and graduation rates for our students, or forging a truly

inclusive campus climate. Both for HSU as an institution, and for individual students, faculty, staff and administrators, the challenges are considerable. But they are not insurmountable. For, in addition to the many challenges chronicled herein, the pages of this report clearly show that changing this story is neither impossible nor out of reach. Instead, within both the data analyses and student experiences presented in these pages lie multiple possibilities for concrete steps towards institutional change. It is my hope that, an institution, we will be able to use this report to collectively identify these possibilities for change and to take action to successfully realize these possibilities.

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

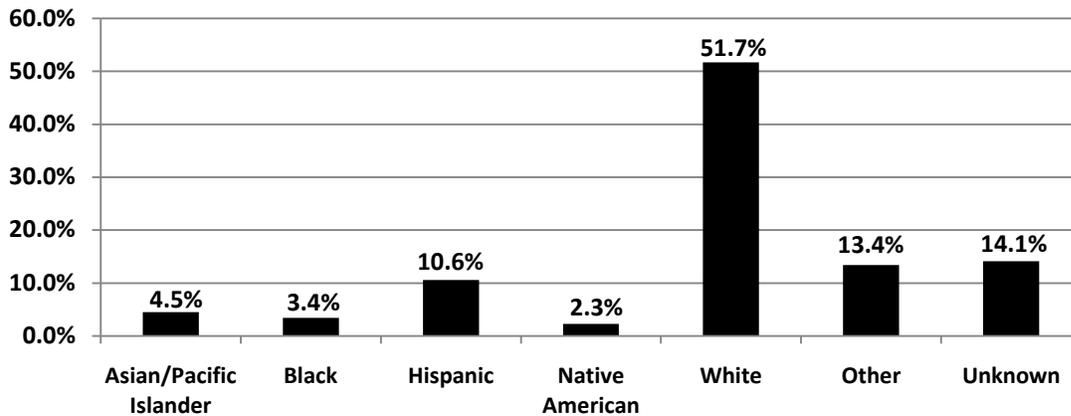
Part I: Who are our students?

Providing equal access to education is one of the core principles of the California State University system. This section examines the composition of HSU's student body by ethnic group, as a means of assessing the degree to which HSU has been successful as a campus in reaching that goal.

Student composition by ethnic group^v

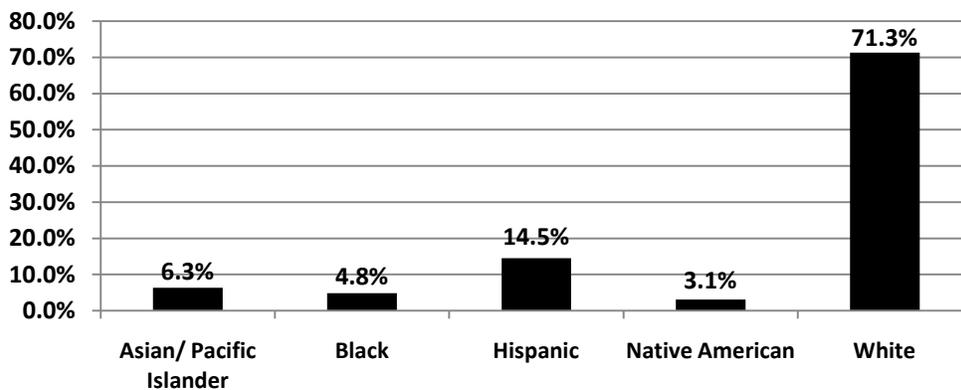
The most basic measure of the equality of access to an HSU education across racial and ethnic lines is the composition of our student population.

Table 1: Student composition by ethnicity – Fall 2008



Looking at Table 1, above, we see that this analysis is more difficult than one might imagine, as over 27% of our students either report their ethnicity as “Other” or “Decline to State” (this latter group is, above and hereafter, referred to as “Unknown”).^{1 2} Table 2 excludes these two categories, and reports the percentage of students in each ethnic group *within the population of students who report their ethnicity*.

Table 2: Student composition by ethnicity – Fall 2008 (excludes “Other” and “Unknown” categories)



¹ Interestingly, the percentage of students reporting their ethnicity as “Other” or “Decline to State” is significantly higher at HSU than at other CSU campuses.

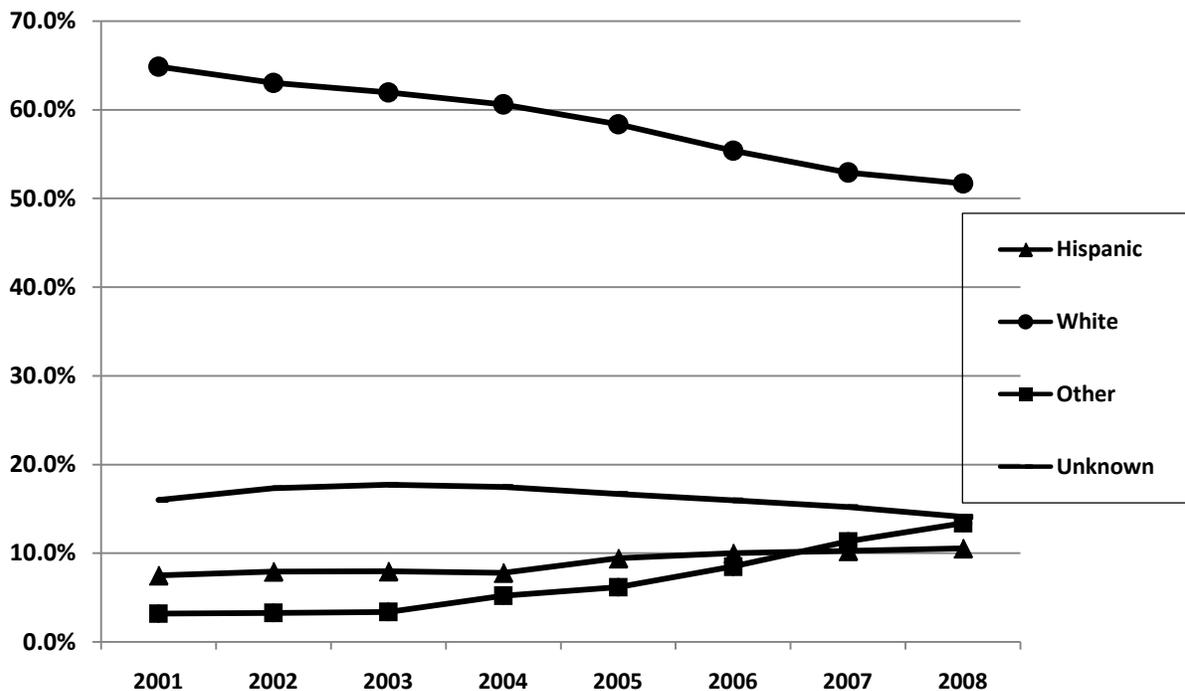
² Beginning with the class entering in Fall 2009, a new format for collecting data on ethnicity will be introduced that allows more options for student responses. We hope that this new format will result in a decrease in the “Other” and “Unknown” categories, and will allow us greater certainty about the make-up of our student population.

As evident in the above two tables, **the total population of Students of Color in the HSU student population falls somewhere between 20.8% and 28.7%**, depending on the ethnic composition of the “Unknown” and “Other” categories. There exist a variety of hypotheses that speculate about the possible ethnic composition of these two categories, and that attempt to explain why such a high percentage of entering HSU students either decline to state their ethnicity (“Unknown”) or do not find a category amongst the selection of choices that they see as adequately representing their ethnic identity (“Other”). Recent research, however, suggests that entering college students who self-identify as “Other” or who “Decline to State” their ethnicity tend to be predominantly White.^{vi} We cannot know for certain whether this trend is also true at our campus, but if this pattern does pertain at HSU, then our population of Students of Color would fall at the lower end of that range.

Has the composition of our student body changed over time?^{vii}

The populations of most of the ethnic groups within HSU's student population have remained quite stable over the last several years. A few categories, however, have shown change over these years. Table 3, below, illustrates those groups within the HSU student body that have changed significantly during the past seven years, showing how our student population has (and has not) changed during this time.

Table 3: Student composition by ethnicity - Fall 2001-Fall 2008



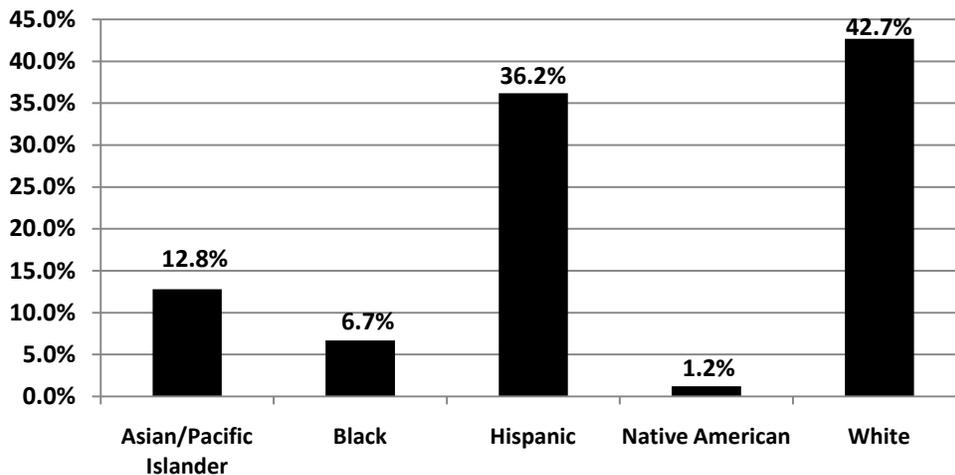
As evident in Table 3, above, the most notable changes over these years are the percentages of students self-identifying as White and as "Other." Perhaps supporting the research findings referenced earlier, White students as a percentage of the total student population decreased from 64.8% to 52.9% during this time, while students identifying as "Other" increased from 3.2% of the total student population to 13.4%. Meanwhile, students self-identifying as Hispanic increased by 3% of the total HSU student population. Other populations not shown here remained relatively stable over these years: as a percentage of the total population, Asian/Pacific Islander and Black students each showed increases of 1%, and Native American students decreased by 0.3%.

How does our student body compare to the pool of potential student applicants?

The above pages outline the present composition of our student body. But how do our statistics compare to the pool of potential students? To answer this question, we compare the ethnic make-up of the HSU student population to the ethnic make-up of two relevant demographic categories:

First, we look at the ethnic demographics of the total population of California (see Table 4, below), which population is the most basic pool from which our student population is drawn.

Table 4: California population by ethnicity^{viii}

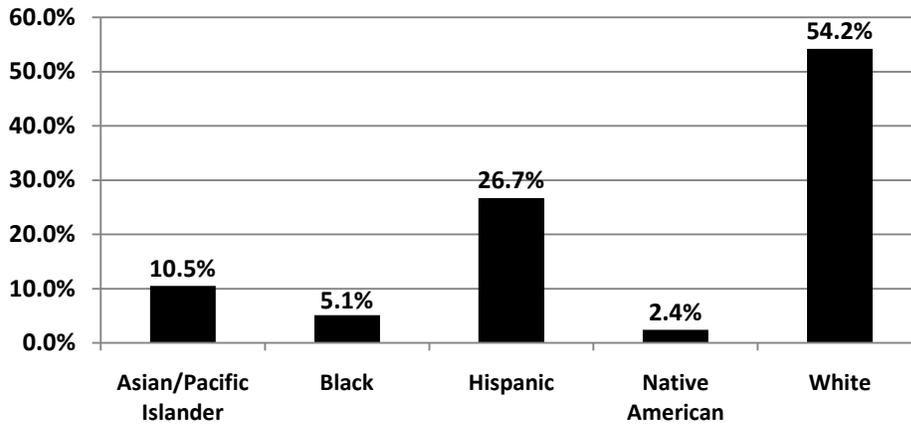


Given, however, how dramatically the total California population differs from the rural northern California population where HSU is situated, the total California population has only limited value as a measure of our potential applicant pool. In order to account for this variance, this report draws on statistics illustrating the geographic origin of our current students to construct a model that predicts the ethnic profile of our students based on a weighted analysis of the ethnic demographics in the home regions of HSU's *actual* student population. ***In other words, if students from each region of California continued to enroll at HSU in the same proportion that they did in Fall 2008, and enrolled at HSU according to the ethnic distribution in their home region, this model predicts that HSU's in-state student population would (given the Fall 2008 geographic origin of current in-state students) be composed as follows:***^{3 4}

³ This weighted model was calculated using county-by-county data on ethnic demographics drawn from the 2007 Census. For ease of analysis, we do not account here for the possibility that each region's contributions to HSU's student population are reflective of that region's ethnic demographics. Instead, we assume for the sake of analysis that this Fall 2008 geographic distribution is not related to the ethnic composition of each region.

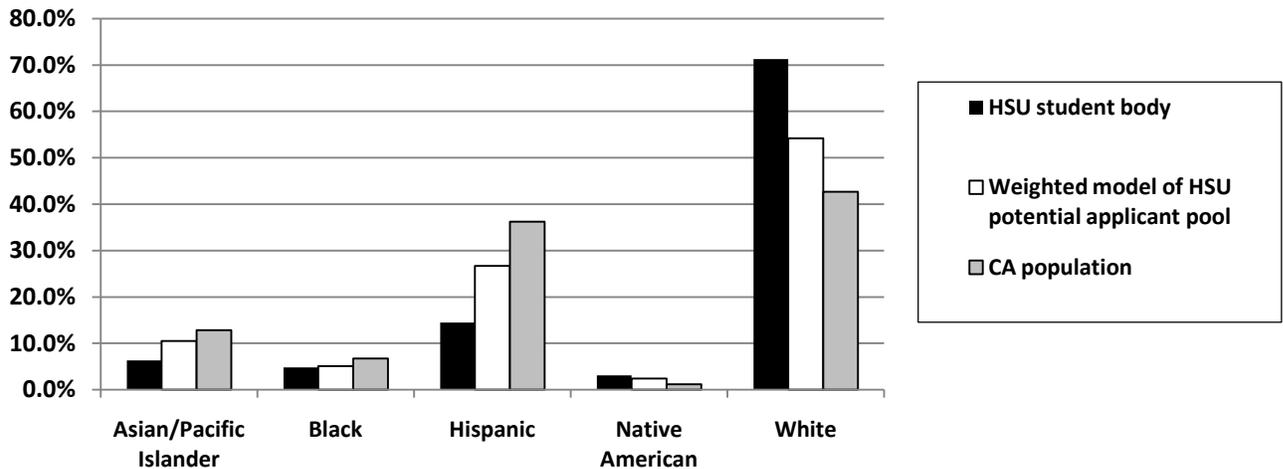
⁴ Note that Out-of-State students, as of Fall 2008, comprised 16.9% of the total HSU student body, while Foreign students comprised 1.3% of the total student population. This model excludes both of these populations of students, and focuses only on in-state students.

Table 5: Ethnic demographics of HSU's potential in-state student applicant pool, as predicted by the weighted model



In order to see how HSU's current student population compares to these other two relevant populations, the following table compares the HSU population (of self-identified students, excluding "Other" and "Unknown" categories), by ethnic category, with each of these two comparative measures.

Table 6: HSU student population (Fall 2008) in comparison with potential student applicant pool



As evident in this comparison, HSU's student population is significantly less diverse than *both* the total population of California *and* the weighted model of HSU's potential applicant pool. These comparative measures show that Hispanic and Asian/Pacific Islander students are especially under-represented in HSU's student population. Further, if we take into account that the population of college-age Californians is – given the nature of recent demographic changes in the state – even more diverse than the Census data used here to describe the California population, and if we recall that research suggests that our student body has a significantly higher proportion of White students and lower proportion of Students of Color than the above statistics represent, we can see that the comparative lack of diversity within our student population is likely *even more acute* than Table 6 suggests.

Part II: Fundamentals of Student Success

Student Persistence and Graduation Rates

The most basic indicators of our ability to help our students succeed academically are 1) student persistence rates from year to year and 2) graduation rates. The following sections disaggregate each of these measures by ethnic group and by gender, allowing us to gauge our differential success in helping different groups of students achieve these two fundamental goals. Comparisons to relevant CSU system-wide averages are also included.

Persistence rates for first-time freshmen – HSU in comparison to CSU system-wide averages^{ix}

Our students’ persistence at HSU from year to year (or, otherwise, our ability in *retaining* our students from year to year) is a fundamental indicator of our success as an institution in serving our student body as a whole and in serving those groups of our students who tend to be under-represented in the HSU student population (see Section I, Part I, above).

Essential for understanding the persistence rates of different groups of HSU students is a contextual understanding of HSU’s overall average persistence and graduation rates, and of how these rates compare to those seen in the CSU system overall. Looking first at 1st to 2nd year and 2nd to 3rd year persistence rates for all first-time-freshmen beginning between Fall 2000 and Fall 2007 (Table 7), we see that:

- **HSU’s 1st to 2nd year persistence rates are somewhat lower than the system average** (ranging from 2 to 12 percentage points below the system average, with a *mean of 6% below the system average*)
- **HSU’s 2nd to 3rd year persistence rates fall even farther below the system average** (ranging from 5 to 15 percentage points below average, with a *mean of 9% below the system average*)

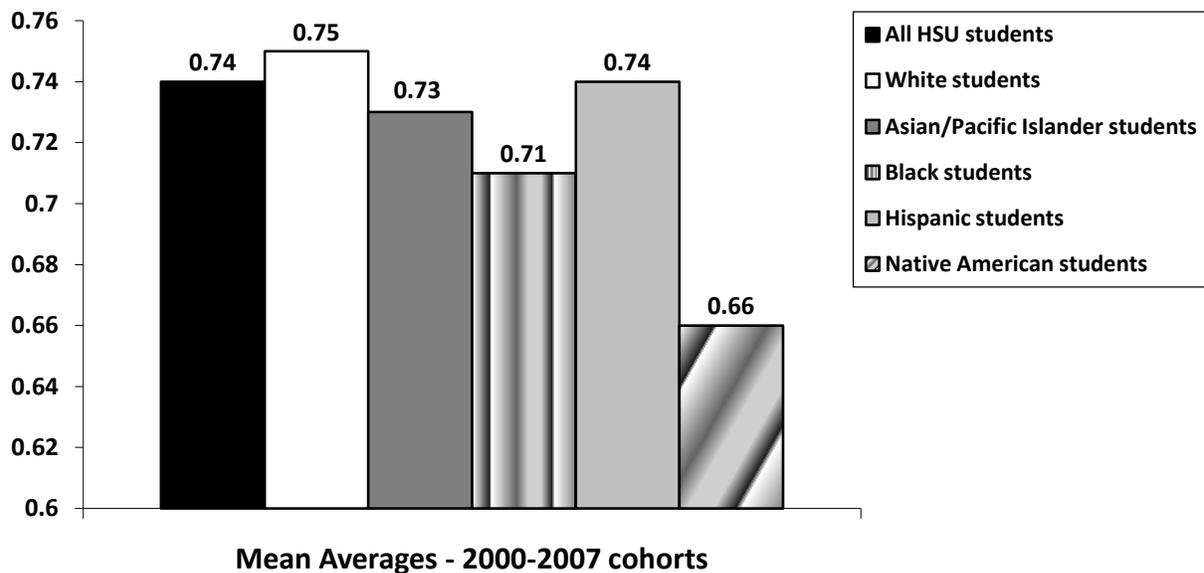
Table 7: Persistence rates for all first-time-freshmen 2000-2007 – CSU System versus HSU

Persistence rates (all first-time- freshmen)	CSU System			HSU		
	HEAD- COUNT	AFTER 1 YEAR	AFTER 2 YRS	HEAD- COUNT	AFTER 1 YEAR	AFTER 2 YRS
Fall Cohort						
2000	34,454	0.788	0.693	769	0.758	0.614
2001	37,302	0.787	0.688	724	0.764	0.630
2002	38,430	0.798	0.697	836	0.720	0.585
2003	38,562	0.811	0.712	853	0.758	0.627
2004	39,085	0.820	0.714	760	0.708	0.564
2005	43,428	0.801	0.698	813	0.761	0.632
2006	47,551	0.793	0.688	966	0.745	0.589
2007	50,866	0.790		1,039	0.724	
Mean Average 2000-2007		0.799	0.699		0.742	0.606

1st to 2nd year persistence for first-time-freshmen – comparisons across ethnic groupings^{5 6}

Breaking down HSU's student population by ethnic groupings, we see that average persistence rates for many ethnic groups depart significantly from the HSU average.

Table 8: 1st to 2nd year persistence rates for first-time freshmen – mean averages 2000-2007



Looking at data on student persistence drawn from the 2000-2007 cohorts, and comparing the 1st to 2nd year persistence rates for each ethnic group, both to the comparable CSU rates for that group and also to the HSU average rate for all students, we see the following trends (see Appendix A for detailed data):

- **White students:** As expected given their overwhelming majority in the student population, White students' 1st to 2nd year persistence rates closely mirror the persistence rates for HSU students overall.
- **Asian/Pacific Islander students:** Asian/Pacific Islander students' 1st to 2nd year persistence rates also **vary widely from year to year**, ranging from 12% below the HSU average for all students to

⁵ Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students.

⁶ More detailed analysis of 1st to 2nd year persistence rates for first-time freshmen is available on the Analytic Studies website at www.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=ftf1year_eth_smry.out. Analyzed there are retention rates for different groups within each ethnic group (Female vs. Male students, FIG participants vs. non-FIG participants, and more).

9% above that average, with an **average difference of 2% below the HSU average**. Average persistence rates for HSU Asian/Pacific Islander students are about **10% below the CSU system average for Asian/Pacific Islander students**.

- **Black students:** Black students' 1st to 2nd year persistence rates **vary widely from year to year**, ranging from 17% below the HSU average to 9% above the HSU average, with an **average difference of 4% below the HSU average**. 1st to 2nd year persistence rates for Black students are approximately equal to persistence rates for CSU Black students system-wide.
- **Hispanic students:** Hispanic students' 1st to 2nd year persistence rates are **consistently close to the HSU average** for all students, ranging from 3% below average to 4% above average, with **no average difference from the HSU average**, and show a **slight upward trend** over the years 2000-2007. Not surprisingly given HSU's generally below-average persistence rates, HSU Hispanic students are about **4% below the CSU system average for Hispanic students**.
- **Native American students:** Native American students' 1st to 2nd year persistence rates are **consistently the lowest** of all of HSU's students, with an **average difference of about 9% below the HSU average** for all students. Average persistence rates for HSU Native American students are also about **12.5% below the CSU system average for Native American students**.

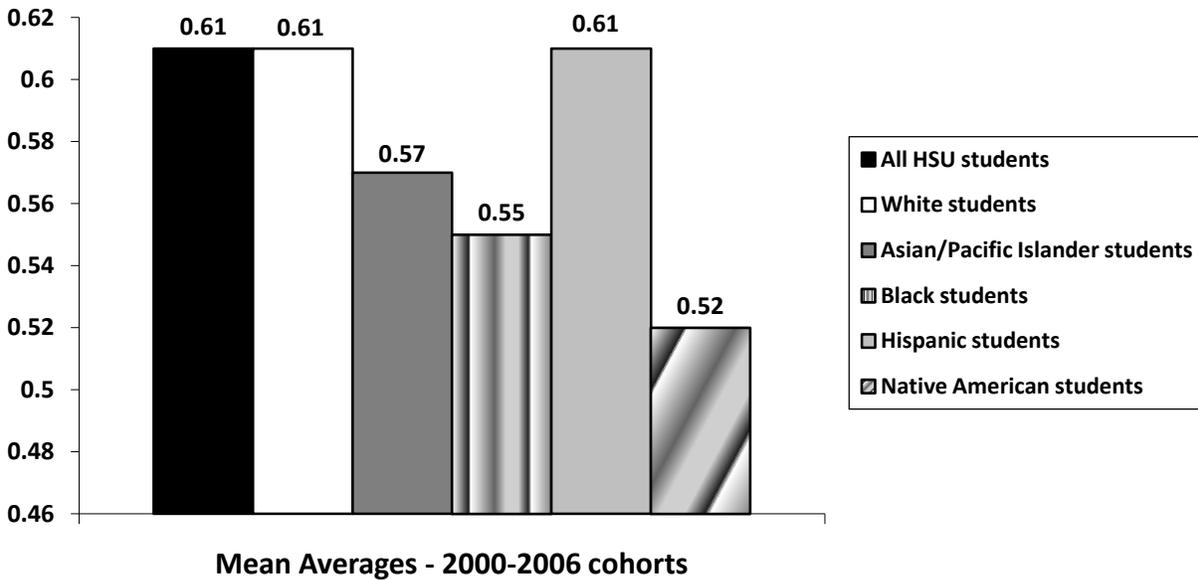
In sum, **1st to 2nd year persistence rates for HSU Students of Color are highly variable**, much more so than are persistence rates for White students (for more detail, see Appendix B, Table I). This is particularly true for Black and Asian/Pacific Islander students. These extreme fluctuations from year to year in persistence rates for these two groups point to the vulnerability of these students' continuing academic progress on this campus, and the failure of our campus to *consistently* and *effectively* address their needs as first-year students.

Also of concern in this analysis are the **large average differences in persistence rates between ethnic groupings**. Black, Asian/Pacific Islander and Native American students all have average persistence rates that are below the HSU average for all students, with Native American students consistently reporting the lowest average persistence rates of all groups. In addition, **persistence rates for Asian/Pacific Islander and Native American students fall far below the CSU system average for those groups**, even taking into account the generally lower persistence rates seen in comparing HSU with the CSU system.

2nd to 3rd year persistence for first-time-freshmen – comparisons across ethnic groupings^{7 8}

Looking next at the 2nd to 3rd year persistence rates for each ethnic group, we see again that persistence rates for many ethnic groups depart significantly from the HSU average:

Table 9: 2nd to 3rd year persistence rates for first-time-freshmen – mean averages 2000-2006



- **White students:** As expected given their overwhelming majority in the student population, White students’ 2nd to 3rd year persistence rates closely mirror the persistence rates for HSU students overall.
- **Asian/Pacific Islander students:** Like their 1st to 2nd year persistence rates, Asian/Pacific Islander students’ 2nd to 3rd year persistence rates **vary widely from year to year**, ranging from 19% below the HSU average for all students to 11% above that average, with an **average difference of 4% below the HSU average** for all students. Average 2nd to 3rd year persistence rates for HSU Asian/Pacific Islander students, however, are **18% below the CSU system average for Asian/Pacific Islander students.**

⁷ Note that this analysis is based on data for First-Time-Freshmen only, and does not include transfer students.

⁸ More detailed analysis of 2nd to 3rd year persistence rates for first-time freshmen is available on the Analytic Studies website at www.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=ftf2year_eth_smry.out. Analyzed there are retention rates for different groups within each ethnic group (Female vs. Male students, FIG participants vs. non-FIG participants, and more)

- **Black students:** Like their 1st to 2nd year persistence rates, Black students' 2nd to 3rd year persistence rates **vary widely from year to year**, ranging from 19% below the HSU average to 2% above the HSU average, with an **average difference of 6% below the HSU average** for all students. Similar trends are seen in comparing 2nd to 3rd year persistence rates for HSU Black students with CSU Black students system-wide, with HSU Black students showing an average difference of **6% below the CSU system average for Black students**.
- **Hispanic students:** Hispanic students' 2nd to 3rd year persistence rates **vary extremely widely from year to year**, ranging from an abominable 26% below average to 5% above average, with **no average difference from the HSU average**. The **slight upward trend** evident in 1st to 2nd year persistence over the past few years is also evident in this group's 2nd to 3rd year persistence rates. Average 2nd to 3rd year persistence rates for HSU Hispanic students, however, are about **7% below the CSU system average for Hispanic students**.
- **Native American students:** Native American students' 2nd to 3rd year persistence rates also **vary widely from year to year** (ranging from 30% below average to 3% above average). As with their 1st to 2nd year persistence rates, Native American students' 2nd to 3rd year persistence rates are **consistently the lowest** of all of HSU's students, with an **average difference of about 9% below the HSU average** for all students. The difference between HSU Native American students and CSU Native American students is yet greater, with HSU Native American students showing an average difference of about **11% below the system average for Native American students**.

Even more so than with 1st to 2nd year persistence rates, 2nd to 3rd year persistence rates for HSU Students of Color are **highly variable** as compared to the HSU average for all students (see Appendix B, Table II). This is true for all groups of Students of Color. As with the 1st to 2nd year average persistence rates, **2nd to 3rd persistence rates are significantly below average for all Students of Color, except for Hispanic students**, with Native American students consistently reporting the lowest average persistence rates of all groups. This divergence was both large (ranging from four to nine percentage points below average), and also quite consistent.

Also important to note here is that the **2nd to 3rd year persistence rates for Native American and Asian/Pacific Islander students fall far below the CSU system average persistence rates for those groups**, much more so than would be expected given the generally lower persistence rates seen at HSU in comparison with the CSU system. Clearly, much more needs to be done to address the needs of these groups of students *both* during their first year *and* their second year on campus.

Graduation rates for first-time-freshmen – HSU in comparison to CSU system-wide averages⁹

Graduation rates are of course the ultimate measure of our success as a campus in helping our students to achieve academic success. Before comparing graduation rates at HSU across ethnic groupings, it is useful to briefly examine the difference between HSU and CSU graduation rates.¹⁰

Table 10: 6-year graduation rates for all first-time freshmen 2000-2002 – CSU System versus HSU

6-year Graduation Rates (all first-time- freshmen)	CSU System	HSU
Fall Cohort		
2000	0.478	0.442
2001	0.474	0.414
2002	0.489	0.422
Mean Average 2000-2002 Cohorts	0.480	0.426

As is evident in the table above, HSU's graduation rates consistently fall below the average graduation rates for the CSU system as a whole, ranging from 4 to 7 percentage points below the system average, with a mean of 6% below the system average. Note that the difference between the HSU and CSU average persistence rates has been growing slightly but steadily greater over the past three years, with the HSU average moving from 4 to 6 to 7 percentage points below the CSU system average over this period of years.

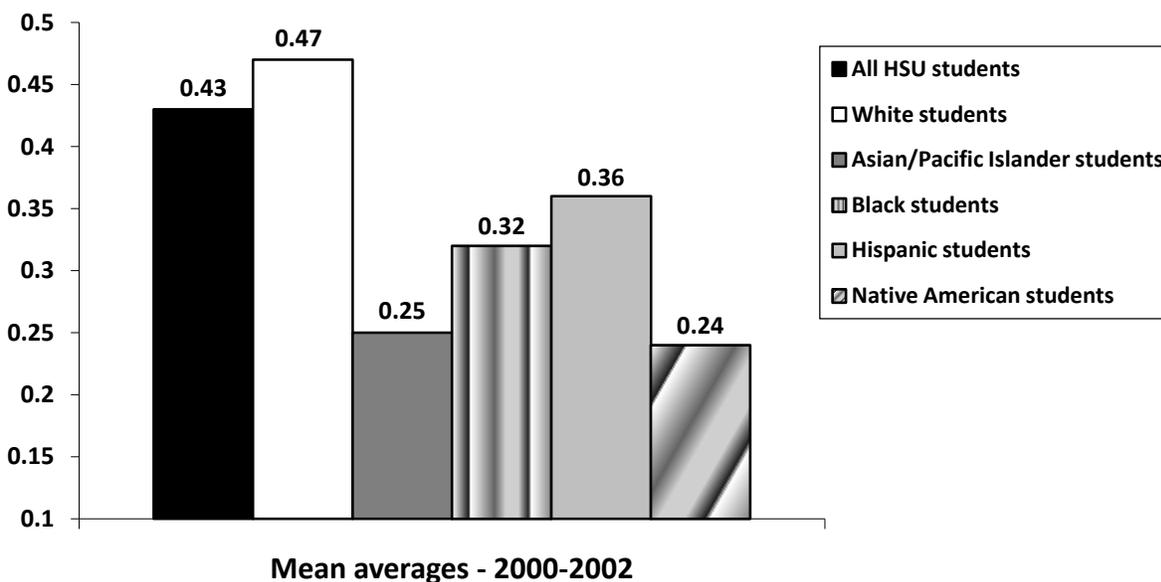
⁹ Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students.

¹⁰ All graduation rates referenced in this section refer to 6-year graduation rates.

Graduation rates for first-time freshmen – comparisons across ethnic groupings

Looking next at the graduation rates for each ethnic group, in relation both to the comparable CSU rates for that group and also to the HSU average rate for all students, we see the following trends over these three years of data:

Table 11: HSU 6-year graduation rates – mean averages 2000-2002



- **White students:** White students' graduation rates are consistently above the HSU average, ranging from 3% to 5% above average, with **an average difference of 4% above average**. As expected given the HSU/CSU comparison above, average graduation rates for HSU White students also consistently fall about **8% below the CSU system average for White students**.
- **Asian/Pacific Islander students:** As above, Asian/Pacific Islander students' graduation rates **vary extremely widely from year to year** (ranging from 2% below to 37% below the HSU average for all students), with an **average difference of 18% below the HSU average** for all students.¹¹ Graduation rates for HSU Asian/Pacific Islander students, however, are **24% below the CSU system average for Asian/Pacific Islander students**.

¹¹ In this extreme case, the median average is perhaps more relevant than the mean average. Nonetheless, the median divergence of graduation rates for Asian/Pacific Islander students from HSU graduation rates overall during these years is still -15%, only 3% different from the mean average.

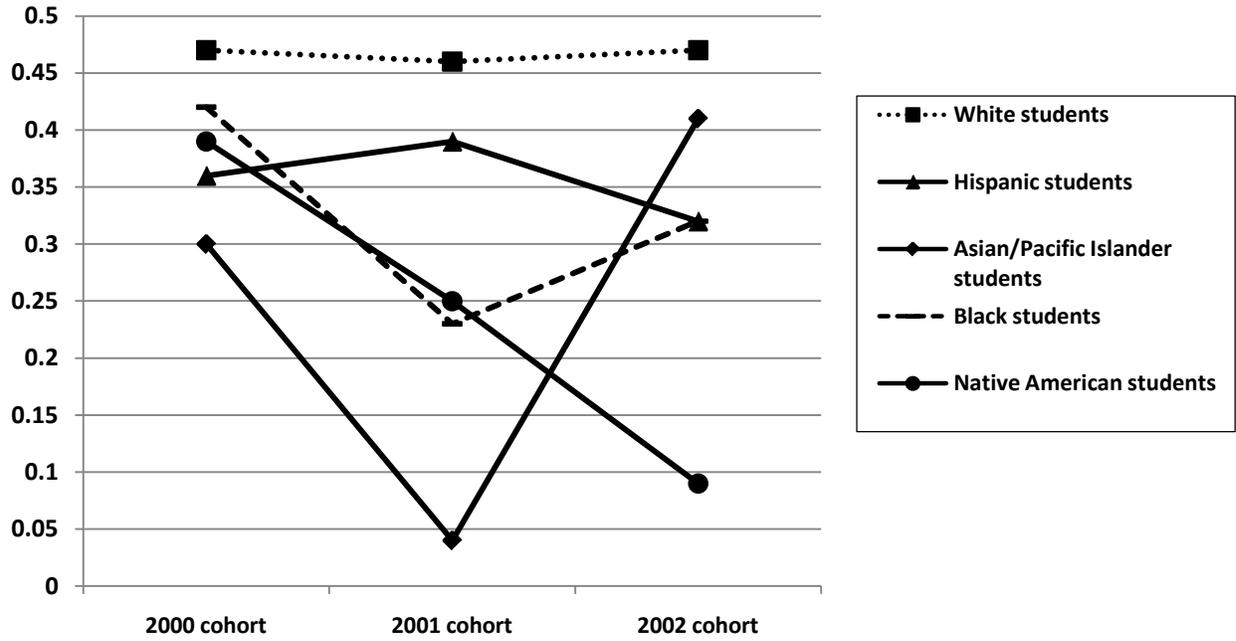
- **Black students:** Similar to (and perhaps because of) the extreme variability of their persistence rates, Black students' graduation rates **vary widely from year to year**, and range from 3% to 18% below the HSU average, with an **average of 11% below the HSU average** for all students. Graduation rates for HSU Black students are almost identical to those for Black students system-wide, **with no average difference between the average graduation rates for Black students at HSU and Black students system-wide.**
- **Hispanic students:** Hispanic students' graduation rates are consistently below the HSU average, and range from 3% to 10% below average, with an **average difference of 7% below the HSU average.** Average graduation rates for HSU Hispanic students are also about **6% below the CSU system average for Hispanic students.**
- **Native American students:** Native American students' graduation rates also **vary extremely widely from year to year** (ranging from a 5% to a shocking 30% below average), with an **average difference of about 18% below the HSU average** for all students. Average graduation rates for HSU Native American students are also about **18% below the CSU system average for Native American students.**

The above table and summary present an undeniable assessment of our campus' failure to support our Students of Color in achieving the ultimate measure of academic success – graduation. As is clear in Table 11, **average graduation rates for Asian/Pacific Islander and Native American students are nearly half that of White students, and graduation rates for Hispanic and Black students, while slightly better, are still dramatically below the average for White students.**

For Hispanic, Native American and Asian/Pacific Islander students, graduation rates are also well below the CSU system average for those groups, pointing to the anomalous nature of HSU's failures with these particular groups. Sadly, Black students' below-average graduation rates at HSU mirror those in the CSU system as a whole, thus demonstrating the endemic failure across higher education to effectively serve the academic success of this group of students.

Lastly, as clearly visible in Table 12, opposite, graduation rates for White students and for Hispanic students remained relatively stable over the past three years. For Black and Asian/Pacific Islander students, however, graduation rates varied widely, while the graduation rate for Native American students plummeted dramatically.

Table 12: HSU 6-year graduation rates over time – comparisons across ethnic groupings



Persistence and graduation rates for first-time freshmen – comparisons by gender¹²

So far, we have examined persistence and graduation rates across different ethnic groups. It is also important to note, however, that HSU's persistence and graduation rates vary significantly by gender. This is clear in the following table:

Table 13: Average persistence and graduation rates for first-time freshmen, by gender

Persistence & Graduation rates	1st to 2nd year persistence (2000-2007 average)	2nd to 3rd year persistence (2000-2006 average)	6-year graduation rates (2000-2002 average)
Female students	.77	.63	.47
Male students	.71	.58	.37

In sum, Male students are consistently persisting and graduating at lower rates than are Female students:

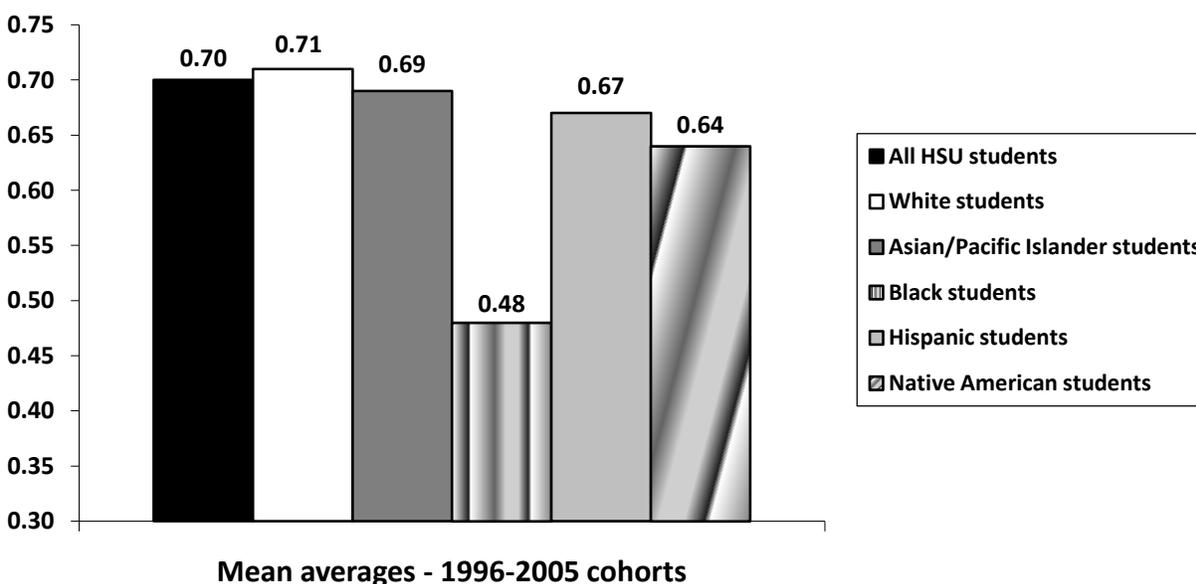
- 1st to 2nd year persistence rates: Female students persist into their second year at a rate 6% above that of male students
- 2nd to 3rd year persistence rates: Female students persist into their third year at a rate 5% above that of male students
- 6-year graduation rates: **Female students graduate from HSU at a rate 10% above that of male students.**

¹² Note that this analysis is based on data for first-time-freshmen only, and does not include transfer students.

Graduation & persistence rates for transfer students – comparisons across ethnic groupings^x

The previous sections analyzed persistence and graduation rates for first-time freshmen. A large percentage of HSU students, however, begin their careers at HSU as transfer students. This section examines persistence and graduation for these 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 who have either graduated from or returned to HSU three years after their initial enrollment at HSU. Looking at these 3-year graduation/persistence rates for the ten years of transfer cohorts between Fall 1996 and Fall 2005, we see the following trends:

Table 14: HSU 3-year graduation/persistence rates for upper division transfer students – mean averages 1996-2005



- **White students:** White transfer students' graduation/persistence rates are consistently on par with the HSU average, ranging from 0% to 2% above average, with an **average difference of 1% above average**.
- **Asian/Pacific Islander students:** Asian/Pacific Islander transfer students' graduation/persistence rates also **vary extremely widely from year to year** (ranging from 18% below to 17% above the HSU average for all students), with an **average difference of 1% below the HSU average** for all students.

- **Black students:** Black transfer students' graduation/persistence rates **vary extremely widely from year to year**, and range from a shocking 46% below to 6% above the HSU average, with an **average of 22% below the HSU average** for all students.
- **Hispanic students:** Hispanic transfer students' graduation/persistence rates **vary widely from year to year**, and range from 14% below average to 6% above average, with an **average difference of 3% below the HSU average**.
- **Native American students:** Native American transfer students' graduation/persistence rates range from 16% below to 4% above average, with an **average difference of about 6% below the HSU average** for all students.

The above comparison, while not presenting such drastic differences as the comparison of graduation rates for first-time-freshmen, clearly shows that upper division transfer Students of Color, like our first-time freshmen, are not graduating and continuing at the same rates as are White students. As is clear in the above table, **average 3-year graduation/persistence rates for all upper division transfer Students of Color fall below the HSU average, while graduation/persistence rates for Black students fall *dramatically* below the HSU average for upper-division transfer students.**

Of additional concern is the **extreme variability of the graduation/persistence rates from year to year for transfer Students of Color**. While graduation rates for White students remained relatively stable over the past three years, graduation rates for all other groups varied widely, especially for Black and Asian/Pacific Islander students (see Appendix B, Table III).

Where are our students going? Comparisons across ethnic groupings^{xi}

Critical to our total comprehension of persistence and graduation trends at HSU is an understanding of where students go when they drop out (or stop out) of HSU. We have very little data on where our non-returning students go after leaving HSU. What we *are* able to track are students who, upon leaving HSU, continue their education at another public institution in California (whether in the CSU system, the UC system, or the California Community College system). The following table examines what happened to first-time freshmen who began their education at HSU in the Fall of 2002:

Table 15: Fall 2002 First-Time Freshmen – Where are they now?

Current status	Percentage of the 2002 cohort
Graduated from HSU	42.2%
Continuing at HSU	4.5%
Graduated at another CSU campus	5.3%
Continuing at another CSU campus	3.5%
Dropped/stopped out entirely	11.5%
Transferred to a California Community College	31.7%
Transferred to a UC campus	1.1%

As summarized in Table 15, most of the students from the Fall 2002 cohort who have not graduated from HSU are enrolled at least part-time in a California Community College (CCC). Breaking down by ethnic group the students in this cohort who did not graduate from HSU, we see the following trends:¹³

- Continuing at HSU: **All groups of students “continue at HSU campus” (after their 6th year) at approximately equal rates**
- Graduated at other CSU campus: **Native American and Hispanic students are significantly more likely to graduate from another CSU campus than are other groups of students, while Black and Asian/Pacific Islander students are significantly less likely to do this.** While 5.3% of all HSU students in this cohort ended up graduating at other CSU campuses, 13.6% of Native American students and 7.1% of Hispanic students fell in this category, as did 2.6% of Black students and 2.7% of Asian/Pacific Islander students.
- Continuing at other CSU campus: **Black, Hispanic and Asian/Pacific Islander students are all significantly more likely to be continuing at another CSU campus.**
- Dropped/Stopped Out:¹⁴ 11.5% of all students in this cohort drop/stop out altogether. **While White students are right on average in this category, all other ethnic groups drop/stop out at rates far below this average.** 0% of Asian/Pacific Islander students, 4.5% of Native American students, 7.1% of Hispanic students and 7.9% of Black students dropped out entirely this year from California higher education. Perhaps this higher drop-out rate for White students reflects a greater likelihood of transferring to an out of state or private institution? Or perhaps White students who leave HSU are more likely to leave higher education altogether than are other groups of students? Unfortunately, we cannot answer these questions with the existing data.
- Transferred to a California Community College (CCC): 32% of all students in this cohort transferred to a CCC. But this percentage varied widely across ethnic group: 28% of White students transferred to a CCC, followed by 38% of Hispanic students, 43% of Asian/Pacific Islander students, 47% of Black students, and 68% of Native American students.
- Only a very few students transferred to the UC system.

¹³ Note that this data looks only at one year of students, so the numbers of students in each category from each ethnic group are sometimes extremely small. We should thus be hesitant in making too much of this one year’s data. Nonetheless, even within this one year of data, some clear trends exist that merit our consideration.

¹⁴ In addition to including students who left the university and did not immediately transfer to any other college – this category (“Dropped/stopped out”) also includes any students who might have transferred to an institution outside of California, or to a private institution within California.

Part III: Inclusive Excellence

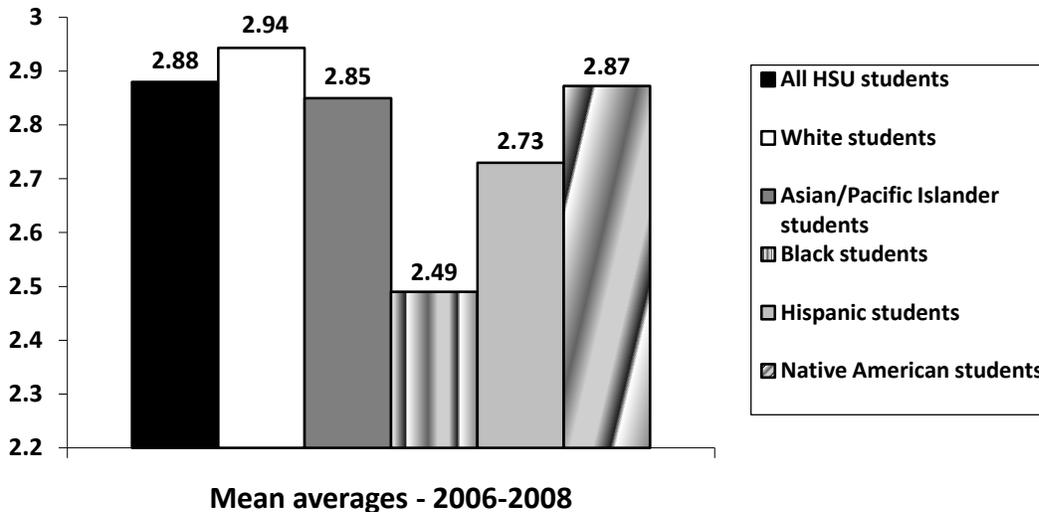
Beyond the Basics of Student Success

While student persistence and graduation rates offer a basic framework for understanding our institution's success in serving different groups of students, the following section looks beyond these basic measures to assess other measures of our ability as an institution to create a truly inclusive environment in which all of our students are able not only to succeed but to excel in all areas of their academic life. In particular, this section examines disaggregated data on GPA, drop-outs, transfers between majors, and Gateway Courses.

Grade Point Averages – examining student success across ethnic groupings

Another basic measure of our campus' effectiveness in serving our students 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 16: Cumulative GPA by ethnicity for all HSU undergraduates – mean averages 2006-2008^{xii}

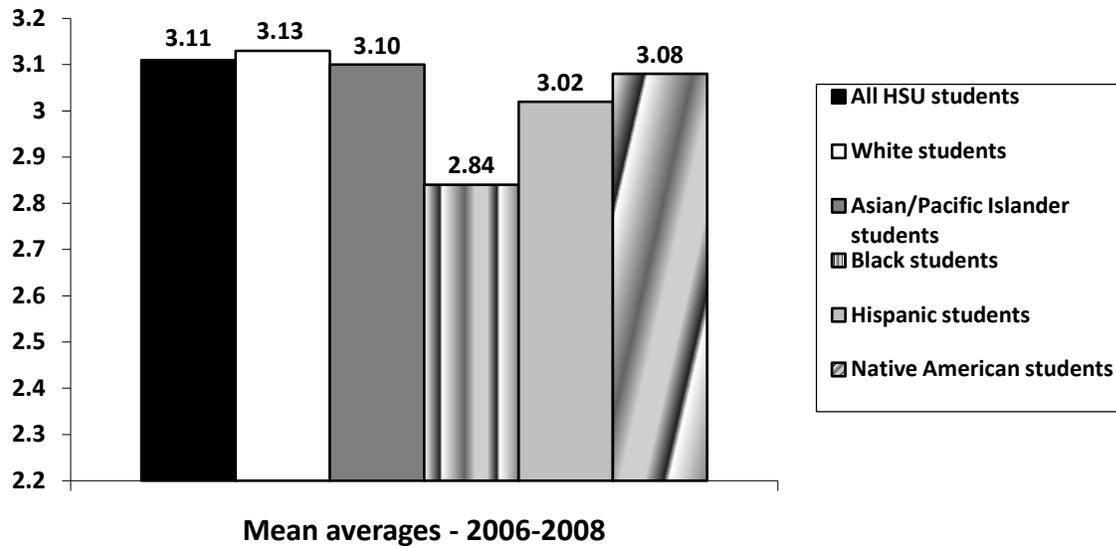


As evident in Table 16, there is significant variation in cumulative grade point averages across different ethnic groups. **While Asian/Pacific Islander, Native American and White students' GPAs are within close range of the HSU average, Hispanic students' average GPAs fall below the HSU average, and Black students average GPAs significantly below the HSU average.**¹⁵

While Table 16 examines cumulative GPA for all HSU undergraduates, another useful measure is cumulative GPA for undergraduates *who have received degrees*. Table 17, below, compares by ethnic groupings the final cumulative GPA for this population of students. As is clear in this comparison, the difference in average GPAs across ethnic groups evens out somewhat by graduation, but the patterns evident in comparing all undergraduate students' GPA remains the same: GPA averages for all ethnic groups fall closely within the range of the average for all students, with the exception of Hispanic students and Black students.

¹⁵ Also important to note is that, for students of all ethnic groups, women have higher GPAs than do men, with an average difference of approximately 0.20.

Table 17: Cumulative GPA by ethnicity for all undergraduate degree recipients (2006-2008)^{xiii}



Grade Point Averages – comparing student success across ethnic groupings, by major

Taking this analysis one step further, we ask whether the grade disparity across ethnic groups illustrated in the above tables is consistent or variable across different majors. ***In other words, is the gap between average GPAs for Students of Color and for White students more or less pronounced in particular majors?***

To answer this question, we aggregate all Students of Color into one category so that the number of students in each category is sufficient for reliable analysis, and assess the difference in average GPAs between graduating White students and Students of Color.¹⁶ The following chart (Table 18), shows clearly that the **GPA gap between Students of Color and White students exists for students graduating in a range of majors across the university, and that this gap is clearly more severe in some departments.** This chart also demonstrates that **there are a number of departments where Students of Color and White students average GPAs that are approximately equal.**

Note that numbers in parentheses in Table 18 refer to the difference in average GPA in that major between Students of Color and White students.

¹⁶ “Unknown” and “Other” students are excluded from this analysis.

Table 18: Average GPAs, by ethnicity and major department, for undergraduates receiving degrees (2006-2008)¹⁷

Departments where graduating Students of Color average GPAs <i>significantly below</i> those of graduating White students (more than 0.20 below)	Departments where graduating Students of Color average GPAs <i>somewhat below</i> those of graduating White students (between 0.10 and 0.20 below)	Departments where graduating Students of Color and graduating White students average GPAs that are <i>approximately equal</i> (less than 0.10 difference)	Departments where graduating Students of Color average GPAs that are higher than those of graduating White students
Applied Technology (-0.22) Child Development (-0.21) Computing Science (-0.28) Social Work (-0.22) Theatre, Film & Dance (-0.29)	Anthropology (-0.13) Biological Sciences (-0.13) Communication (-0.14) Economics (-0.14) Education (-0.13) History (-0.12) Journalism & Mass Comm. (-0.11) Kinesiology & Rec. Admin. (-0.13) Mathematics (-0.19) Psychology (-0.13) Sociology (-0.11)	Art (-0.09) Business (-0.08) Engineering (-0.06) English (-0.07) Environmental & Natural Resource Sciences (+0.03) Forestry & Wildland Res. (+0.05) Geography (-0.03) Music (equal) Native American Studies (equal) Nursing (-0.02) Politics (+0.01) Wildlife (+0.06) World Lang. & Cultures (-0.07)	None

¹⁷ Departments with fewer than five Students of Color graduating during this time period were excluded from this analysis. These include the following departments: Chemistry, Fisheries Biology, Geology, Oceanography, Philosophy, Physics & Astronomy, Religious Studies.

A cross-department comparison of success in recruiting, retaining and graduating students, by ethnicity^{xiv}

Another way we can examine student success across different majors is to look at comparisons of

- 1) the percentage of undergraduate 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 spot trends in and differences between each department in their 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.

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 undergraduate students overall.

Looking jointly at these three sets of figures, we see several sets of possibilities relative to the success of individual departments/majors in recruiting and graduating students from particular ethnic groups, as compared to their success in recruiting and graduating students overall. Condensing these various sets of possibilities for conceptual clarity, these results are summarized in Table 19, opposite.¹⁸ For a detailed discussion and explanation of the results in this table, refer to Appendix D.

¹⁸ 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 D.

	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
<p>Department/major struggles to graduate students from this group</p>	<p><i>(see Appendix D, Category A)</i> Biology – Black students English – Asian students Environmental & Natural Resource Science – Native American students Forestry & Wildland Resources – Black students Journalism & Mass Communications – Native American students Wildlife – Black students</p> <p><i>(see Appendix D, Category B)</i> Art – Black & Asian students Engineering – Black students English – Native American students Environmental & Natural Resource Science – Black students Fisheries Biology – Black students History – Asian students World Languages & Cultures – Native American students</p>	<p><i>(see Appendix D, Category D)</i> Geography – Native American, Black, Hispanic & Asian students Geology – Black students Religious Studies – Native American, Black & Hispanic students Theatre, Film & Dance – Native American students</p> <p><i>(see Appendix D, Category E)</i> Biology – Hispanic students Computing Science – Native American students Education – Black students Geology – Asian students Kinesiology & Recreation Administration – Hispanic students Nursing – Black students</p>	<p><i>(Appendix D, Category E)</i> Business – Native American students Education – Asian students Engineering – Native American students</p>
<p>Department/major performs satisfactorily in graduating students from this group</p>	<p><i>(see Appendix D, Category C)</i> Anthropology – Black students Art – Native American & Hispanic students Biology – Native American students Environmental & Natural Resource Science – Hispanic students History – Black students Journalism & Mass Communications – Asian students Mathematics – Black students Wildlife – Asian students</p>	<p>See endnote for complete list of departments/majors in this category.^{xv}</p>	<p><i>(see Appendix D, Category G)</i> Business – Asian students Communication – Black students Computing Science – Black students Education – Native American & Hispanic students Nursing – Asian students Psychology – Hispanic students Social Work – Native American students World Languages & Cultures – Asian students</p> <p><i>(see Appendix D, category H)</i> Government & Politics – Hispanic students</p>
<p>Department/major excels in graduating students from this group</p>	<p><i>(see Appendix D, Category C)</i> Wildlife – Native American students</p>	<p><i>(see Appendix D, Category F)</i> Business – Hispanic students Child Development – Native American students Communication – Asian students Environmental & Resource Science – Asian students Government & Politics – Black students History – Native American students Music – Asian students Psychology – Asian students Sociology – Hispanic students Theatre, Film & Dance – Asian students World Languages & Cultures – Black & Hispanic students</p>	<p><i>(see Appendix D, Category G)</i> Biology – Asian students Business – Black students</p> <p><i>(see Appendix D, Category H)</i> Journalism & Mass Communication – Black students Kinesiology & Recreation Administration – Black students Native American studies – Native American students Psychology – Black students Social Work – Black, Hispanic & Asian students Sociology – Black students</p>

Table 19: Cross-departmental success in recruiting and graduating students, by ethnicity

Disproportionate drop-out rates: Do students tend to disproportionately drop-out from the university while enrolled in particular departments/majors?^{xvi}

This section analyzes dropout rates in all departments across the university (both overall and for each ethnic group). **Looking at data drawn from Fall 2003 through Spring 2008, we compare here the (positive or negative) difference between the percentage of students enrolled in each major during that time and the percentage of students enrolled in that major who dropped out of the university during that time.**¹⁹ The same analysis is conducted for each ethnic group in each department, comparing in those cases the difference between the percentage of students *from that group* who were enrolled in a particular major during that time with the percentage of students *from that group* who were enrolled in that major when they dropped out of the university during that time.

All else being equal, this difference should equal 0% in all cases. For example, if 10% of all students were enrolled in the English department between the years 2003 and 2008, we would expect that of the total number of students who left the university during that time, about 10% would have left while enrolled in the English department. The data, however, shows that such is not always the case. Instead, for one reason or another, HSU students (overall) are significantly more likely to drop out of the university while enrolled in particular majors.²⁰ Furthermore, this difference is not consistent across ethnic groups: certain groups of students tend disproportionately to be enrolled in particular majors when they drop out of the university.

Looking first at HSU students overall (students from all ethnic groups combined, and enrolled in both undergraduate and graduate programs), we see that there are three departments that lose disproportionately more students, and three departments that lose disproportionately fewer students:

Table 20: Departments that lose disproportionately greater or fewer numbers of students – HSU students overall

HSU students enrolled in the following departments are disproportionately <u>more likely to drop out of the university</u> ²¹	HSU students enrolled in the following departments are disproportionately <u>less likely to drop out of the university</u> ²²
Business (1.2%) Politics (1.1%) NR College Offerings (1.1%)	Biology (-1.0%) Environmental & Natural Resource Sciences (-1.2%) Forestry & Wildland Resources (-1.1%)

¹⁹ Note that both undergraduate and graduate students (combined) are included in this analysis.

²⁰ “Significantly” in this analysis refers to a difference of 1% or greater.

²¹ For these departments, the percentage of students (overall, of all ethnic groups combined) who drop out of the university while enrolled in that department is significantly greater than the percentage of students enrolled in that department overall (percentage in parentheses specifies the difference between these two percentages).

²² For these departments, the percentage of students (overall, of all ethnic groups combined) who drop out of the university while enrolled in that department is significantly less than the percentage of students enrolled in that department overall (percentage in parentheses specifies the difference between these two percentages).

Looking next at the same results disaggregated by students' ethnic group, we see many more departments in each of these two categories:

Table 21: Departments that lose disproportionately greater or fewer numbers of students – HSU students by ethnicity

HSU students in these groups are disproportionately <u>more likely to drop out</u> of the university while enrolled in the following majors ²³	HSU students in these groups are disproportionately <u>less likely to drop out</u> of the university while enrolled in the following majors ²⁴
<p>Applied Technology – Asian students (1.3%) Art – Hispanic students (1.0%), Asian students (1.5%) Biology – Native American students (3.1%) Business – Black students (2.2%), Hispanic students (2.1%) Chemistry – Black students (1.8%) Child Development – Native American students (1.2%) Communication – Black students (1.8%) Education – Black students (2.9%), Asian students (1.8%) Engineering – Native American students (2.0%) English – Asian students (1.1%) Fisheries Biology – Native American students (1.2%) Geography – Native American students (1.1%) Geology – Asian students (1.2%) Journalism & Mass Communications – Native American students (1.1%), Hispanic students (1.1%) Kinesiology & Rec. Administration – Asian students (1.6%) Nursing – Asian students (2.3%) Politics – Native American students (3.9%), Hispanic students (1.7%) Psychology – Black students (1.7%), Hispanic students (2.1%) Sociology – Black students (1.8%)</p>	<p>Anthropology – Native American students (-1.2%) Art – Black students (-1.6%) Biology – Hispanic students (-1.5%), Asian students (-2.9%) Education – Native American students (-3.5%), Hispanic students (-2.4%) English – Black students (-1.8%), Hispanic students (-1.8%) Forestry & Wildland Resources – Asian students (-1.1%) Kinesiology & Rec. Administration – Black students (-1.5%) Social Work – Hispanic students (-1.1%) World Languages & Cultures – Asian students (-2.2%)</p>

As evident in the above tables, there are very few departments who tend overall to have either greater or lesser numbers of students drop out while enrolled in their departments. In contrast, however, there are quite a few departments who have disproportionately more or fewer dropouts from particular ethnic groups. **In other words, when disaggregating this information by ethnic group, we see clearly that different groups of students are much more likely to remain at HSU when enrolled in some departments rather than in others.** For example, as the above analysis illustrates, Hispanic students enrolled in Business are much *more* likely than Hispanic students overall to drop out of the university,

²³ For these departments, the percentage of students in the listed ethnic group who drop out of the university while enrolled in that department is significantly greater than the percentage of students from that group who are enrolled in that department overall (percentage in parentheses specifies the difference between these two percentages).

²⁴ For these departments, the percentage of students in the listed ethnic group who drop out of the university while enrolled in that department is significantly less than the percentage of students from that group who are enrolled in that department overall (percentage in parentheses specifies the difference between these two percentages).

while Hispanic students enrolled in English are much *less* likely than Hispanic students overall to drop out of the university.

There could be any number of explanations for these trends. Even with significant research into the subject, it would be difficult to ever be certain whether (1) students are disproportionately dropping out of the university while enrolled in a particular department because that department, for one or another reason, tends to attract students who are pre-disposed to drop out, or (2) students are disproportionately dropping out of the university while enrolled in a particular department because something in their experience in that department (poor academic success, negative experiences with faculty, less-than-adequate academic and/or social support, etc.) contributed to their decision to leave the university. One thing that we can be sure of, however, is that, regardless of whether or not students arrive in a department pre-disposed to drop out, their experience in a department can critically affect their decision to and ability to remain enrolled at HSU. If we are to see any improvement in our overall retention rates, each department must play an active role in supporting all of our students, of all ethnic groups, not only to succeed academically but also to stay enrolled in the university.

A repeated theme in the literature on inclusive student success is the importance of so-called “Gateway Courses” and their central significance in either welcoming students into a major program of study or in discouraging students from further pursuing that major. This issue tends to be particularly acute in the STEM disciplines.²⁵ Of particular relevance for this report, research suggests that these Gateway Courses tend to disproportionately “weed out” students from traditionally under-represented groups.^{xviii} The following section examines this claim in light of the fail rates in Gateway Courses at HSU, disaggregated by ethnicity, for the academic year 2007-2008.

“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^{26 27 28}
2. Had more than 30 total students/grades for the year
3. Had a total fail-rate of at least 15%²⁹

Using this definition, Appendix C provides a complete list of HSU Gateway Courses for the year 2007-2008, 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. 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.³⁰

Comparing fail rates for White students with fail rates for Students of Color, it is clear that **Students of Color are failing most Gateway Courses at much higher rates than are White students** (numbers in parentheses in Table 22 – X:Y – refer to the fail rate for White students as compared to the fail rate for Students of Color in that course):

²⁵ STEM is an abbreviation for Science, Technology, Engineering and Mathematics departments.

²⁶ As described in the HSU 2009-2010 catalog.

²⁷ Note that many courses are required for completion of more than one major.

²⁸ Note that, 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.

²⁹ “Failing” is defined here as receiving one of the following grades: D, F, NC, or WU.

³⁰ Gateway Courses with five or fewer Students of Color that are excluded from this analysis include the following: ENGR 322: Environmental Data Modeling & Analysis, GEOG 411: Senior Field Research, MUS 214: Theory I, and NRPI 470: Intermediate GIS.

Table 22: Fail rates in Gateway Courses, by ethnicity

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
<p>BIOL 210: Medical Microbiology (9:35) ENGL 328: Structure of American English (13:58) INTL 310: Global Economics & Politics (5:33) MATH 105: Mathematics as a Liberal Art (7:23) MUS 315: Theory IV (13:57) WLDF 311: Wildlife Techniques (5:50) ZOO 374: Intro to Human Anatomy (13:63)</p>	<p>ANTH 104: Cultural Anthropology (13:31) CD 255: Early Childhood Development (27:71) CHEM 110: General Chemistry (15:33) CS 131: Intro to Computer Science I MATH 106: Calculus for Business & Economics (25:61) MATH 313: Ordinary Differential Equation (20:57) PHIL 303: Theories of Ethics (18:36) PSCI 230: Intro to Comparative Politics (14:32) PSYC 241: Intro Psych Statistics (17:40) RS 105: World Religions (12:32) ZOO 270: Human Anatomy (22:64)</p>	<p>BA 250: Financial Accounting (20:30) BA 252: Mgmt. Accounting (20:31) BIOL 105: Principles of Biology (18:29) BIOL 340: Genetics (14:22) BIOM 109: Intro. Biometrics (19:29) BOT 105: General Botany (25:37) CHEM 107: Fundamentals of Chem. (13:25) CHEM 109: General Chemistry (35:42) CHEM 328: Brief Organic Chemistry (45:63) ECON 210: Principles of Econ. (13:21) ENGR 211: Solid Mechanics Dynamics (19:33) HIST 110: U.S. History to 1877 (23:37) KINS 379: Exercise Physiology (19:31) KINS 380: Structural Kinesiology (18:33) MATH 105: Calculus/Bio Sci & Nat Res (22:33) MATH 109: Calculus I (36:51) MATH 210: Calculus III (24:33) MUS 317: Ear Training IV (45:73) PHIL 100: Logic (19:27) PHYX 106: Col Phys: Mechanics & Heat (28:37) PSYC 104: Intro Psychology (21:33) STAT 106: Intro Stats/Health Sciences (33:45) WLDF 301: Principles of Wildlife Mgmt. (24:38) WS 106: Intro to Women's Studies (17:26)</p>	<p>CHEM 321: Organic Chemistry (31:33) CIS 110: Introduction to Computers (24:25) ENGL 120: Intro to English Major (17:18) ENGR 210: Solid Mechanics Statics (18:13) ENGR 225: Comp Methods for Environmental Engineering I (18:15) ENGR 325: Comp Methods for Environmental Engineering II (29:33) ES 108: Power/Privilege (13:17) HIST 111: U.S. History since 1877 (18:19) HIST 383: California History (16:13) IT 104: Beginning Wood (13:15) JMC 328: Law of Mass Comm. (24:21) MUS 215: Theory II (23:20) MUS 302: Music in World Culture (18:14) PHIL 386: History of Phil.: India (38:33) PHYX 109: Gen Phys I: Mechanics (20:25) SOIL 260: Intro to Soil Science (15:16) STAT 108: Elementary Statistics (30:26) TFD 104: Storytelling WLDF 210: Intro to Wildlife Conservation & Administration (23:27) ZOO 110: General Zoology (35:40) ZOO 113: Human Physiology (62:66)</p>	<p>JMC 120: Beginning Reporting (26:15) MATH 110: Calculus II (36:20) MATH 240: Intro to Math. Thought (41:33) MUS 216: Ear Training I (26:14) MUS 314: Theory III (36:13) MUS 316: Ear Training III (19:10) PSCI 200: Political Research & Analysis (22:0) SOC 310: Sociological Theory (25:6) SPAN 105: Spanish Level I (14:8)</p>

The above table clearly illustrates that the majority of HSU's Gateway Courses have disproportionately higher fail rates for Students of Color as compared to White students. As expected, *this is especially true for courses in the STEM fields* – the courses in Categories A, B and C above contain, in combination, a strong majority of courses in these disciplines. *But this problem is not at all exclusive to the STEM fields* – instead, as seen above, many courses in the humanities and social sciences – in fields such as Anthropology, English, Child Development, Music, Politics and many others – also display a tendency towards disproportionate fail rates across ethnic groupings. This is clearly an issue that affects courses across the university.

Do these Gateway Courses present terminal obstacles to students' continuation in the majors that require these courses for their completion? The results are unclear. Comparing the fail rates across ethnic groupings in these core courses with the relative success of different majors in retaining Students of Color (see Table 19, in previous section), some corollaries are evident. Some majors for which at least two of the courses in Category A, B & C above are required – such as Biology or Nursing – consistently struggle to graduate certain groups of Students of Color. However, other majors with similarly disproportional fail rates for their Gateway Courses – such as Business or Psychology – have much more success in graduating Students of Color. Further monitoring of these trends over time will be required to develop a clear picture of this critical relationship.

CHAPTER TWO

Institutional Diversity

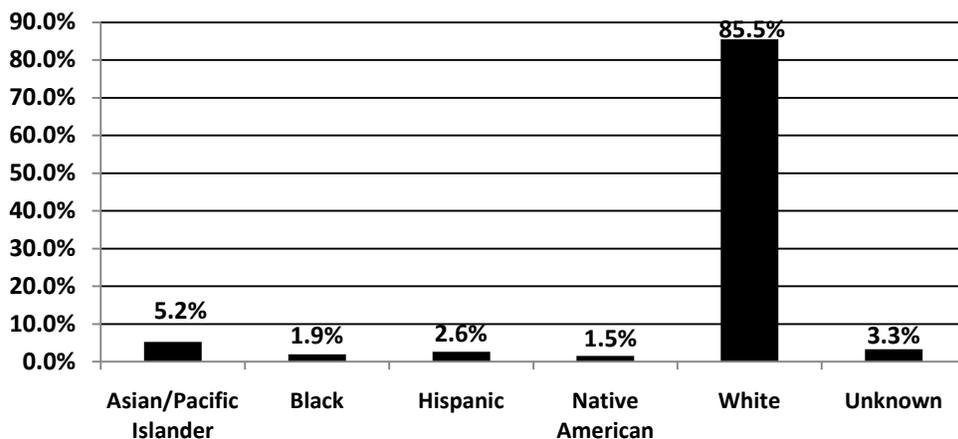
Critical to our understanding of diversity on campus – whether relative to diversity of the student body, inclusive academic excellence, or a welcoming and inclusive campus climate – is the compositional diversity of our faculty, staff and administrators, who collectively comprise the “face” of Humboldt State.

Faculty composition by ethnicity and gender

As of Fall 2008, HSU's 269 tenure-line faculty members self-identified as follows:^{xix}

- | Ethnicity | Gender |
|------------------------------------|----------------------|
| • 85.5% White (230) | • 62.8% Male (169) |
| • 5.2% Asian/Pacific Islander (14) | • 37.2% Female (100) |
| • 2.6% Hispanic (7) | |
| • 1.9% Black (5) | |
| • 1.5% Native American (4) | |
| • 3.3% Unknown (9) | |

Table 23: Ethnic composition of HSU tenure-line faculty – Fall 2008



As the above table clearly shows, **HSU's tenure-line faculty population is both predominantly Male and overwhelmingly White**: 85.5% of HSU's tenure-line faculty members are White, while only **11.2% of HSU's faculty members are Persons of Color**. Nearly two-thirds of HSU's tenure-line faculty are men, while only **37.2% of HSU tenure-line faculty positions are occupied by women**.

The percentage of faculty of Color at HSU has remained roughly the same over the past five years, while the percentage of Female faculty has increased by about 5 percentage points (from 32.1%) since Fall 2003. Faculty hiring patterns over the past decade mirror this trend. Of the 160 new tenure-track faculty appointed between Fall 1999 and Spring 2009, 84.4% were White and 11.9% were Persons of Color.³¹ In contrast, 58% of new hires were Male, while 42% were Female.^{xx} **In sum, while a longitudinal examination of hiring patterns and faculty composition shows small but clear improvement over time in terms of gender equity, no improvement is evident in terms of the ethnic diversity of our faculty.**

³¹ 3.8% of new tenure-line faculty members hired during this time declined to state their ethnicity.

How does HSU's faculty composition compare to other relevant populations?

In thinking about the ethnic composition of HSU's faculty in comparative terms, the most relevant comparative measures are, of course, the faculty composition of the CSU tenure-line faculty overall and the composition of the applicant pool for tenure-line faculty positions at HSU. Two other useful comparative metrics analyzed here are the ethnic composition of doctoral recipients in the US, and the population of the state of California.

Table 24: HSU faculty in comparative perspective – by ethnicity

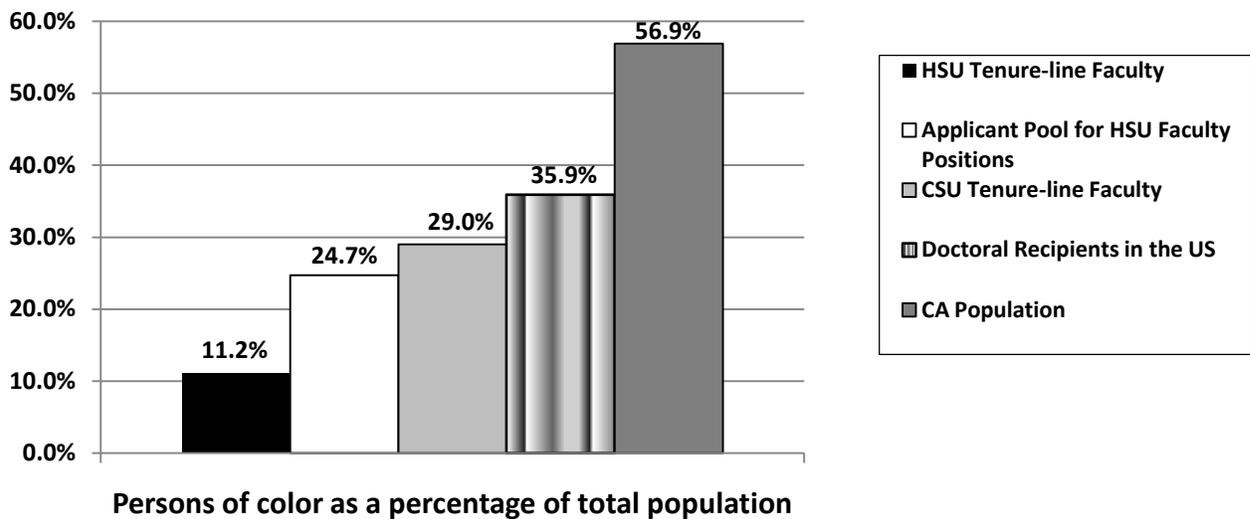


Table 24 clearly illustrates that HSU's tenure-line faculty is significantly less diverse in terms of ethnic make-up than all of these other relevant populations:

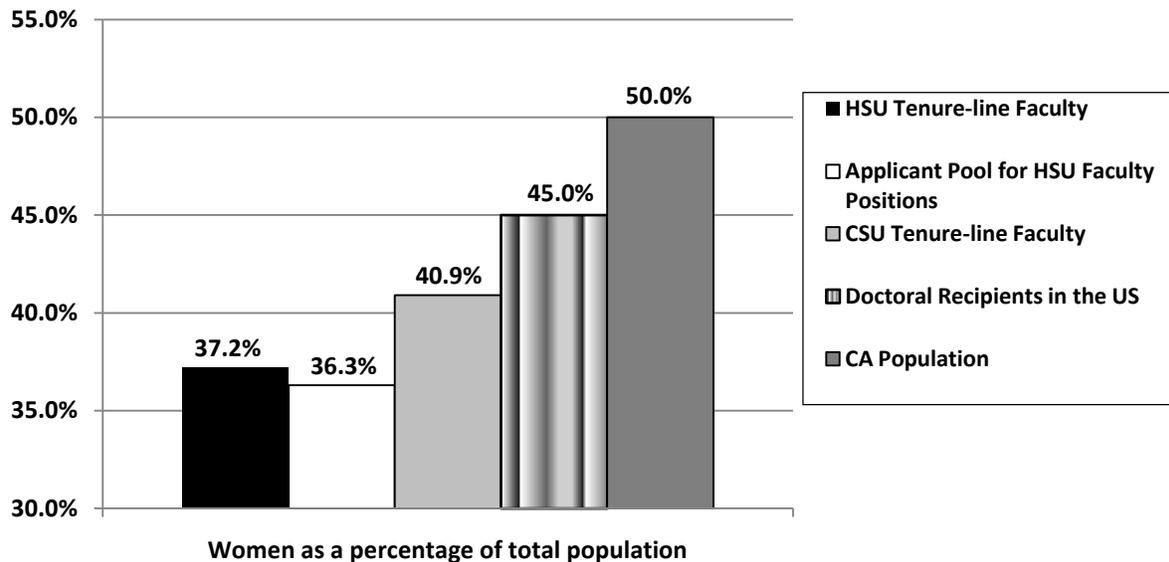
- The tenure-line faculty across the CSU system, as of Fall 2008, was composed of 29% of Persons of Color, more than double that of HSU.^{xxi}
- Doctoral recipients in the US, as of 2006, included 35.9% Persons of Color, more than triple the percentage of HSU's faculty of Color.^{xxii 32}
- Persons of Color among HSU's faculty represent less than a fifth of the percentage of Persons of Color in California's population.^{xxiii}
- Perhaps most striking of all, the percentage of Persons of Color among HSU's faculty is less than half the percentage of Persons of Color in the applicant pool for faculty positions

³² Note that, of these 35.9% doctoral recipients of color in the US, 13% were US citizens and 26% were non-citizens. Looking only at US citizens, persons color make up approximately 20% of earned doctorates. These two groups are combined in this analysis, as neither the HSU nor the CSU data on faculty ethnicity distinguishes between US citizens and "international" faculty members.

between Fall 2005 and Spring 2009. This comparison takes on especial significance when we recall that the percentage of Persons of Color hired for tenure-line faculty positions within the last several years is comparable to the percentage of Persons of Color within the HSU faculty population overall.^{xxiv 33 34}

Table 25, below, shows the composition of HSU’s faculty by gender in relation to the same four comparative populations. Although not quite as markedly so as with its ethnic composition, HSU’s faculty is also less diverse in terms of gender than are the populations in each of these comparative measures. The one exception to this is the gender composition of the applicant pool for faculty positions, to which the HSU faculty population is approximately equal.

Table 25: HSU faculty in comparative perspective – by gender



³³ It is important to note that data relative to the composition of the faculty applicant pool is collected from faculty applicants on a voluntary and self-reported basis. This comparison, then, relies on the assumption that White applicants submit voluntary demographic information at the same rate as non-White applicants, an assumption that may or may not be empirically correct.

³⁴ Interestingly, the percentage of Persons of Color in HSU faculty applicant pools varies significantly by college. Persons of Color comprised 19.0% of applicants for CAHSS faculty positions, 37.4% for CoPS positions, and 37.6% for CNRS positions.

Faculty retention by ethnicity and gender^{xv}

In addition to equity in faculty recruitment, a topic covered in the previous sections of this chapter, another important issue frequently raised in the literature on faculty diversity is that of equity in regards to the retention of faculty of Color and of female faculty. In comparing the number of new tenure-line faculty hires to the number of tenure-line faculty resignations at HSU, the reason for such concern is evident.

In the years between 1999/00 and 2007/08,

- White faculty comprised **84%** of new hires, yet only **73%** of resignations³⁵
- Faculty of Color comprised **12%** of new hires, but **27%** of resignations

- Male faculty comprised **58%** of new hires, yet only **41%** of resignations
- Female faculty comprised **42%** of new hires, but **59%** of resignations

What do these numbers mean? Stated most simply, these numbers show that faculty of Color are resigning at over twice the rate that they are being hired. **Faculty members of Color are resigning at 2 ½ times the rate as are White faculty members**, as compared to new hires. Similarly, **Female faculty members are resigning at twice the rate as are Male faculty members**, as compared to new hires. However we measure it, HSU is markedly less successful in retaining its Female faculty members than its Male faculty members, and even more dramatically less successful in retaining its faculty of Color as compared to its White faculty.

³⁵ Note that “resignations” do not include retirements or non-reappointments.

Faculty salary equity by ethnicity and gender^{xxvi}

In addition to the ethnic and gender composition of our faculty, another key element in examining issues of institutional equity in regards to HSU faculty is the topic of salary equity. Of particular interest here is whether any groups of faculty are being remunerated at different rates than other groups. The following tables and analysis investigates this question, looking at average salaries for White faculty members as compared to faculty members of Color, and for Female versus Male faculty members.

Table 26: Faculty salary comparison, by ethnicity – Academic Year 2008/09^{36 37}

	Rank	Count	Average Annualized Salary	Percent Divergence from Average
White Faculty	Professor	117	\$92,748	0.0%
Faculty of Color	Professor	19	\$92,568	-0.2%
All Full Professors		136	\$92,723 ³⁸	
White Faculty	Associate Professor	61	\$72,145	-2.1%
Faculty of Color	Associate Professor	7	\$86,642	+17.7%
All Associate Professors		68	\$73,637	
White Faculty	Assistant Professor	42	\$62,795	+0.8%
Faculty of Color	Assistant Professor	6	\$58,866	-5.8%
All Assistant Professors		48	\$62,304	

Table 26, above, breaks down the tenure-line faculty into groups of White faculty and faculty of Color, but shows **contradictory data on salary equity between these two groups**. Faculty of Color at the rank of Assistant Professor average significantly *lower* salaries than do White faculty of the same rank. Quite anomalously, however, faculty of Color with the rank of Associate Professor average much *higher*

³⁶ The analysis included in this and the following table includes only instructional faculty. It thus excludes full-time department chairs. Part-time department chairs are included according to their relevant time-base. Otherwise part-time instructional faculty are included here, with their annualized salary adjusted according to their relevant time-base.

³⁷ Ethnicity and gender are based on self-reported data. Individuals who declined to state their ethnicity are excluded from this analysis (there were extremely few individuals in this category).

³⁸ This average (as with other averages for Associate Professors and Assistant Professors) was weighted to account for the number from each group in each category.

salaries than do White faculty of the same rank. Such inconclusive patterns are likely due, at least in part, to the very small numbers of faculty of Color in each category, which small numbers render difficult comparative analysis such as this.

Breaking down the faculty by gender, we see numerically smaller but more consistent patterns. Here, **at all ranks, Female faculty average salaries somewhat below those of their Male counterparts.**

Interestingly, this trend is least evident at the level of Associate Professor. While Female Faculty at the rank of either Assistant Professor or Full Professor average salaries approximately 3% below those of Male Faculty at the same level, Female faculty at the Associate Professor level average salaries less than 1% below their Male counterparts.

Table 27: Faculty salary comparison, by gender – Academic Year 2008/09

	Rank	Count	Average Annualized Salary	Percent Divergence from Average
Male Faculty	Professor	87	\$94,094	+1.7%
Female Faculty	Professor	50	\$89,658	-3.1%
All Full Professors		137	\$92,475 ³⁹	
Male Faculty	Associate Professor	45	\$73,741	+0.3%
Female Faculty	Associate Professor	27	\$73,059	-0.6%
All Associate Professors		72	\$73,485	
Male Faculty	Assistant Professor	40	\$62,781	+1.3%
Female Faculty	Assistant Professor	19	\$60,302	-2.8%
All Assistant Professors		59	\$61,983	

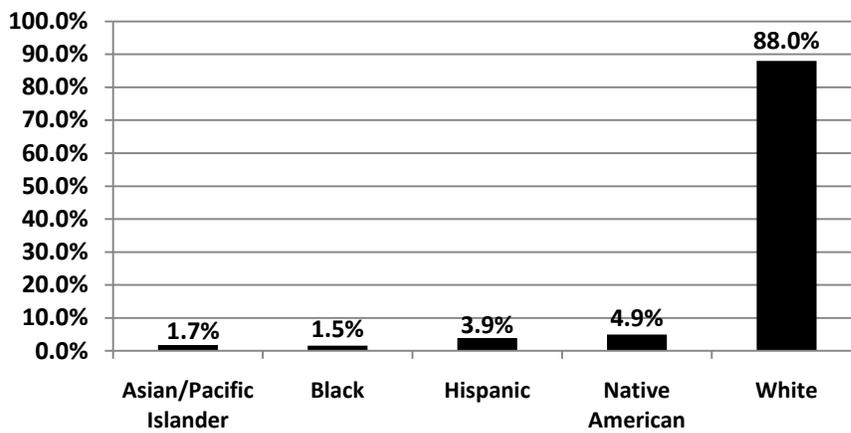
³⁹ This average (as with other averages for Associate Professors and Assistant Professors) was weighted to account for the number from each group in each category.

Staff composition by ethnicity and gender^{xxvii}

Turning next to an examination of the composition of HSU's staff (defined here as all non-instructional employees), we see that, as of Fall 2008, HSU's 648 non-instructional employees (full-time and part-time) self-identified as follows:

- | Ethnicity | Gender |
|------------------------------------|----------------------|
| • 88.0% White (570) | • 41.5% Male (269) |
| • 1.7% Asian/Pacific Islander (11) | • 58.5% Female (379) |
| • 3.9% Hispanic (25) | |
| • 1.5% Black (10) | |
| • 4.9% Native American (32) | |

Table 28: Ethnic composition of HSU staff – Fall 2008



In sum, **HSU's non-instructional employee population is, like the faculty population, overwhelmingly White**: 88.0% of HSU's staff members are White, while **12% of HSU's staff is comprised of Persons of Color**. The gender composition of HSU staff, however, is exactly the reverse of the faculty population, with nearly 60% of staff positions occupied by women. Interestingly, while women account for 56.4% of full-time staff, they account for 68.8% of part-time staff. The percentage of staff of Color, however, is almost exactly the same amongst both the full-time and part-time staff populations.

These demographic characteristics of HSU's staff have remained relatively constant over time.

Specifically, the ethnic and gender breakdown of HSU employees remained roughly the same over the six years previous to this most recent data. Recent data on the ethnicity and gender of new staff hires in 2008 also parallels the 2008 staff composition described above.

How does the composition of HSU's staff compare to other relevant populations?

The most useful metric to which to compare the demographic characteristics of HSU's staff is, as previous sections have done with students and faculty, to look at the demographic make-up of the CSU system as a whole. We also compare HSU's staff to the combined pool of applicants for staff positions between 2006 and 2009. Lastly, although our staff come to HSU from a variety of geographic locales, Humboldt County and California demographic profiles are also useful here as rough comparative measures.

Table 29: HSU staff in comparative perspective – by ethnicity^{xxviii}

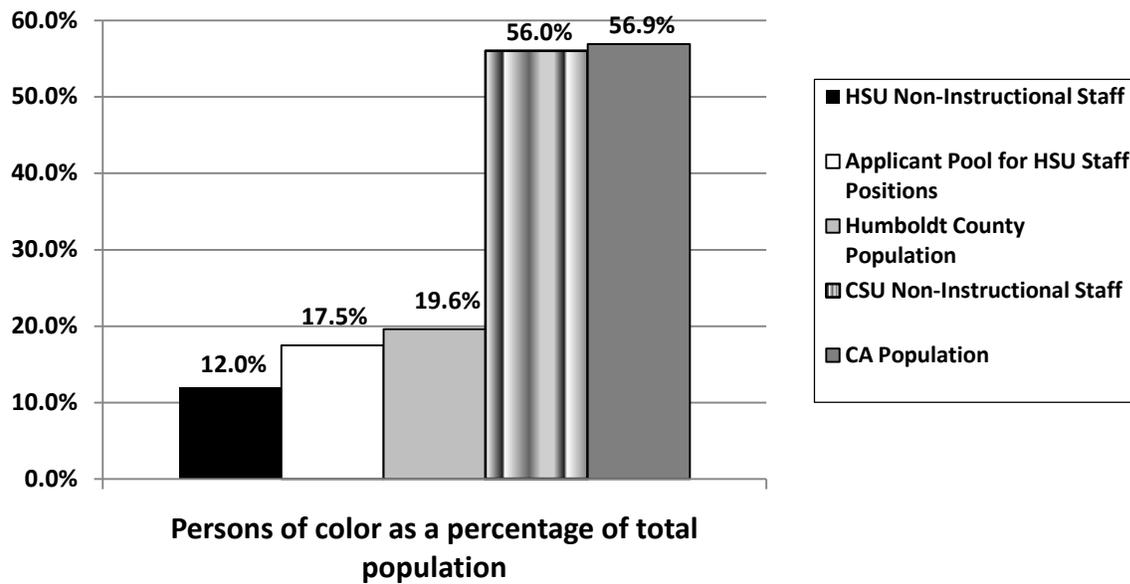


Table 29 clearly illustrates that HSU's faculty is significantly less diverse in terms of ethnic make-up than all of these other relevant populations:

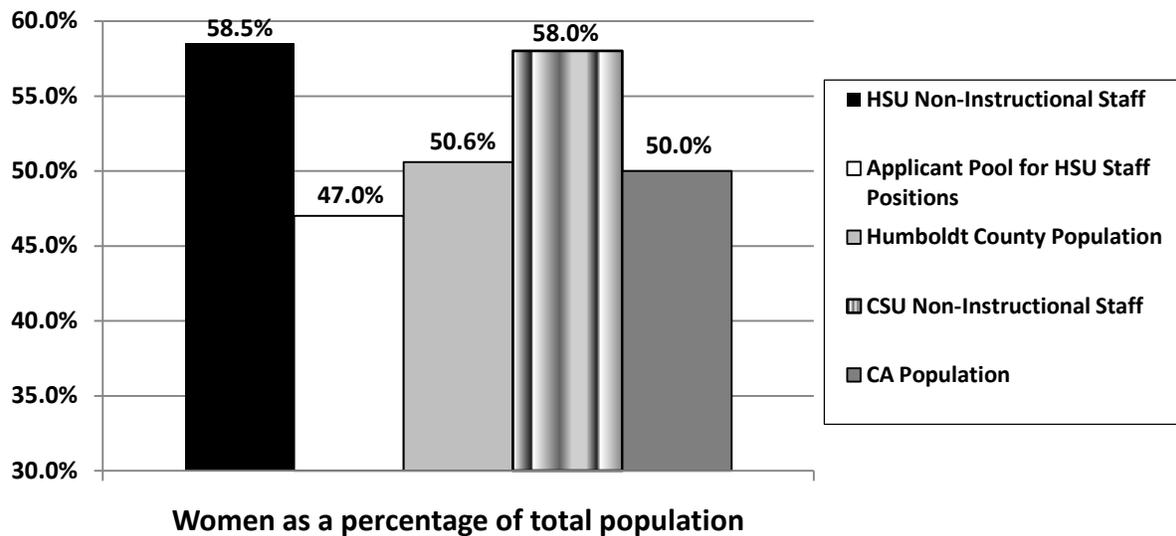
- **56% of non-instructional staff across the CSU system, as of Fall 2008, were Persons of Color, over four times that of HSU.**
- **The percentage of Persons of Color among HSU's staff represents approximately one-quarter of the percentage of Persons of Color in California's population.** Notably, the percentage of HSU staff of Color is also **several percentage points below the percentage of Persons of Color within Humboldt County's population.** This is especially interesting given that so many of our staff come from areas outside of Humboldt County (only about 64% of applicants for staff positions between 2006 and 2009 were local to Humboldt County).⁴⁰

⁴⁰ Data relative to the geographic origins of the staff applicant pool is collected from staff applicants on a voluntary and self-reported basis.

- The percentage of Persons of Color among HSU’s staff falls several percentage points below the percentage of Persons of Color who applied for staff positions between 2006 and 2009.⁴¹

Table 30, below, shows the gender composition of HSU’s non-instructional staff in relation to the same four comparative metrics.

Table 30: HSU staff in comparative perspective – by gender



As evident in this table, HSU is staffed by a higher proportion of women than exist in the general population of either Humboldt County or California. Surprisingly, the percentage of women amongst the staff is much higher than amongst the applicant pool for staff positions.⁴² It is approximately equal, however, to the percentage of women amongst the CSU staff system-wide.

A note on staff retention and salary equity: It was the intention of this report’s authors to compare retention and salary equity by ethnicity and gender for non-instructional staff. However, given the complexity of doing these analyses (which must be done separately for each job category), these analyses were set aside for inclusion in future renditions of this report. Data on non-tenure-line faculty is left out of this report for similar reasons, but will be considered in future versions of this report.

⁴¹ It is important to note that data relative to the composition of the staff applicant pool is collected from staff applicants on a voluntary and self-reported basis. This comparison, then, relies on the assumption that White applicants submit voluntary demographic information at the same rate as non-White applicants, an assumption that may or may not be empirically correct.

⁴² As with data on ethnicity, data relative to the gender composition of the staff applicant pool is collected from staff applicants on a voluntary and self-reported basis. This comparison, then, relies on the assumption that Female applicants submit voluntary demographic information at the same rate as Male applicants, an assumption that may or may not be empirically correct.

CHAPTER THREE

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

Preface to Chapter Three

The previous chapters in this report present a wealth of quantitative information relative to the academic success of students from different backgrounds, and also relative to the diversity and equity amongst this campus' faculty and staff. Using a wide variety of measures, Chapter One clearly illustrates that HSU is failing to adequately ensure the equal academic success of students from diverse backgrounds. Meanwhile, Chapter Two highlights the relative lack of ethnic diversity (as well as deficits in gender diversity and equity) amongst our faculty and staff. The many percentages and tables of earlier chapters, however, are limited in their ability to explain *why* we are seeing the trends so evident therein. In fact, as described in many sections of the previous chapters, it can be quite difficult, given the range of possible explanations for each of these trends, to understand what this data means altogether (both for students and for the university), and to use it to generate areas of concrete action that the university can address. In sum, these previous chapters tell us little about what we can do to *amend* the inequities evident in those chapters' findings. Moreover, these earlier quantitative analyses tell us nothing about the relationships between student success and diversity at the institutional level.

In order to address the analytical shortcomings of the previous chapters and to build on our understanding of the knowledge presented in those chapters, this chapter adds a third core lens to our assessment of diversity and inclusion at HSU – campus climate. It also introduces an additional resource to our analysis – students' voices; in particular, the perspectives and experiences of HSU students relative to the issues examined in this report. This chapter relies on qualitative data gleaned from a series of "Diversity Focus Groups" held in Spring 2009 with students of diverse backgrounds, as well as on data from the National Survey of Student Engagement administered to a sample of HSU students in Spring 2008. Extracting the key themes relative to diversity and inclusion that emerged from student voices in these two sources, this chapter examines the relationship between student success, institutional diversity, and campus climate. In doing so, it highlights a range of answers to the various "why's" raised by previous chapters, thus deepening our understanding of what we as a campus can do to better serve our students from diverse backgrounds.

A Note on Sources:

The National Survey of Student Engagement (NSSE) is a survey instrument administered by the Indiana University Center for Postsecondary Research at hundreds of university campuses each year. It asks students to answer a wide variety of questions about their college experience. Most NSSE survey questions fall within five broad “benchmark categories”: Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, Supportive Campus Environment, and Level of Academic Challenge. HSU generally administers the NSSE to its students every three years. The most recent NSSE survey at HSU was given in Spring 2008, with responses collected from 862 randomly selected HSU freshmen and senior students. NSSE data included in the following pages is derived from selected results from this 2008 survey, with a focus on examining the variation across ethnic groups in responses to the first four of the five benchmark categories as well as in responses to the questions within each of these categories. More information on the NSSE instrument can be found at <http://nsse.iub.edu/index.cfm>. Full results from the 2008 NSSE survey at HSU can be found at http://www.humboldt.edu/~anstud/studies/NSSE_index.shtml.

Diversity Focus Group series: In order to add to our collective understanding of the dynamics of diversity at HSU, the HSU Office of Diversity & Inclusion recently began a series of “Diversity Focus Groups,” 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 of this focus group series was conducted in Spring 2009, with a particular focus on students from under-represented groups. This pilot run was comprised of seven group interviews with different groups of (mostly undergraduate) students: students with disabilities, Students of Color affiliated with the Educational Opportunity Program (EOP), Black students, Hispanic students, Native American students, and Asian-American and Pacific Islander students. This series will be continued in Fall 2009, at which point it will aim to include students of all ethnicities from a wide cross-section of the HSU community, as well as group interviews with LGBTQ students. It is intended that this focus group process be continued on an annual basis by the Office of Diversity and Inclusion, and that, in future years, it include interviews not only with students, but also with HSU Faculty, Staff, and Administrators.

Part I: Inclusion and exclusion in the HSU Community

This section summarizes feedback from students relative to various measures of our campus' climate. It focuses on HSU's successes and failures in fostering a diverse, inclusive and welcoming environment that supports students of all backgrounds in achieving academic success and personal well-being.

Creating and fostering a campus climate that is truly inclusive for all of its students is one of the core elements necessary for institutionalizing our commitment to diversity. Even if students of all backgrounds were persisting, graduating and succeeding at equal rates, we could not claim to have reached our campus' goal of inclusive academic excellence if students of all backgrounds did not feel equally welcome and included in all elements of campus life. Furthermore, research on campus diversity strongly suggests that campus climate is closely related to student retention rates, graduation rates, and other key measures of student success. Students who feel that their college campus is welcoming to them and supportive of their success are more likely to persist, succeed and graduate at that campus. Students who feel excluded from or not part of the campus community will be less likely to stay and to succeed.^{xxix}

Here, both the NSSE data and the focus group feedback from students are relevant. Looking first to the NSSE data, it is clear that **the perceptions of some groups of Students of Color diverge significantly from the average when it comes to the following topics, all crucial ingredients in campus climate.** Groups that diverge from the average are highlighted below.

Supportive campus environment⁴³

- **Black students** feel the HSU campus to be much less supportive than does the average student (freshmen by -18%, seniors*⁴⁴ by -10%).
- While **Native American students'** responses to this composite category are in line with the average (for both freshmen and senior respondents), question-level analysis shows that Native American seniors feel significantly less support from the campus when it comes to coping with non-academic responsibilities than do their peers (-28%) and also when it comes to providing the support they need to thrive socially (-14%). Native American freshmen* also report less support for non-academic responsibilities (-9%), and give below-average ratings to the quality of relationships with faculty and with other students (-19% and -9%, respectively).
- While **Asian/Pacific Islander students** (both freshmen and seniors) report responses in this category that are in line with or above the average, Asian/Pacific Islander freshmen rate the quality of their relationships with other students lower than their peers (-9%), and feel less support from campus in helping them to thrive socially (-12%).

⁴³ This topic is one of the five "benchmark" composite categories included in the NSSE. This composite comprises three questions that ask students to rate the quality of their relationships with other students, faculty members and administrative personnel/offices, and three questions that ask students to what extent their institution provides the support they need to succeed academically and to thrive socially, and to what extent their institution helps them cope with non-academic responsibilities.

⁴⁴ Note: "*" denotes a group of students that included fewer than five respondents.

Sense of community on campus⁴⁵

- **Black students** feel somewhat less of a sense of community than their peers (seniors by -10%, freshmen by -6%).
- **Native American freshmen*** feel much less of a sense of community at HSU than the average student (-69% below average), although Native American seniors feel more of a sense of community than their peers (+6%).

Sense of connection to HSU as an institution⁴⁶

- **Black students** feel less connected to HSU than their peers (freshmen by -15%, seniors by -10%).
- **Native American freshmen*** feel much less connected to HSU than the average student (-70% below average).

In sum, the NSSE data on this topic shows that two groups of students in particular – Black students and Native American students – stand out as feeling less support from, connection to, and sense of community at HSU. Responses from Asian/Pacific Islander freshmen on particular topics also raise concerns in this area. This is consistent with historical trends at HSU: in particular, “a series of focus group studies conducted in 1998 by Rakin Hall and the Office of the Vice President for Student Affairs... found that African American students often feel awkward on campus and find it hard to integrate themselves in the campus community.”^{xxx}

In analyzing the key themes from the Spring 2009 Diversity Focus Group series, we see many of the same issues. In particular, the following themes emerged prominently throughout these conversations with Students of Color and students with disabilities. Over and over again, these students voiced their experiences with:

Failures of many of their fellow students to understand and appreciate the relevance of difference in the lives and experiences of students from under-represented backgrounds: Students of Color repeatedly described the inability of their fellow students to understand what it meant to be a person of a color or from a low-income background; students with disabilities expressed frustration with their fellow students not understanding what a big impact seemingly small things (like background noise) can have on their ability to participate in classroom and campus environments.

“It’s overwhelming. I think that’s one of the reasons for me it’s hard to stay here and be here so long is because it’s frustrating. It’s like you have to constantly explain things. A lot of people you’ll talk to them and they’ll be like ‘this isn’t true. This isn’t true. This is totally not even the case.’ And I’m like ‘well for me it’s true.’ And you go in this class and all these people that are not of color or a woman are just kind of like ‘Oh they’re just

⁴⁵ This question asks students “To what extent do you feel a sense of community at this institution?”

⁴⁶ This question asks students “To what extent do you feel connected to this institution?”

wanting to rag about their problems.’People up here don’t have an understanding of what this experience is like.” (a Hispanic female student)

“They don’t understand sometimes the concept of not having money. So it’s really hard to explain to them how it feels if they never have that concept to start with. I’ve had people come up to me and ask me if I work for fun. They’ll be like, ‘Why do you have so many jobs? Is it for fun?’ I’m like ‘Yeah,’ sarcastically. I work to live. They don’t get that concept. (an EOP Student of Color)

“[after a lengthy discussion about the pervasive lack of awareness of other students about the experiences and perspectives of students from non-dominant backgrounds]... It’s just there are a lot of people that are really unaware of it. It’s not like they’ve heard it before and are like ‘That’s not true.’ There are some people that really don’t know, it’s just that they’ve been raised where they’ve never seen this before.” (a group of Hispanic students)

Feeling alone, isolated, out of place:

“You often are the only black person in your class. So often times when people are saying stuff it may feel uncomfortable to bring up ‘cause you feel like no one is going to understand, especially the teacher.” (a Black male student)

“...the lack of feeling understood, it just gets overwhelming after a while. And it just, for me, it makes me want to go home, where things make sense, ‘cause this is a bizarre world to me at times. Feeling isolated is a big thing up here.... It’s a lot to take in for someone who hasn’t experienced this.” (a Hispanic female student)

“Where I grew up, I grew up with a lot of people of my same background. Coming here it felt like everything works against me, because I stand out. I walk across campus, and people just stare at me. It’s like, ‘Is there something wrong with me?’” (an Asian-American male student)

Uncomfortable classroom and campus environments: Students of Color described feeling generally uncomfortable on campus, and spoke about all the little (or not so little) kinds of incidents that contribute to that feeling; many students with disabilities voiced similar feelings.

“A couple of graduate student assistants in a science department were hanging out and I overheard them. They were complaining about how they had to set up the accommodations for a blind student....making snarky remarks like ‘Oh, why is she taking these classes anyway?’ and ‘I have to set up this whole thing just for her.’” (a female student with a disability)

In a science class, in the lab, we were having a class discussion on healthcare. And in the discussion, I brought up the question of universal healthcare. And this guy in the back jumps up out of turn and calls me a terrorist, tells me to go back where I came from. The professor says nothing. She's silent. After class, we're still in the classroom, students are filing out, and I go to talk to him, tell him I didn't appreciate what he said. He kept saying I was un-American. I was trying to be civil, calm, rational. He called me a faggot and said a bunch of racist stuff, said he was going to find me and beat me up to find out where I'm really from. The teacher says nothing. She was watching but she didn't say anything. Nothing was done about this until I made a complaint. I mean, she should have been the one to make the complaint. She should have said something in the class. Other students should have said something. After the fact, when I talked to her supervisor, her supervisor told me that she didn't know how to react. So why do we have a teacher here who doesn't know how to talk about diversity issues in the classroom, at a university that supposedly values diversity and wants to create a safe campus for all? Why do we have a student (this kid was graduating, he's been here for four years) who felt that was an acceptable thing to say and felt confident enough and validated enough in his opinion to say that in a public space? And why do we have a campus community that makes it okay for none of the other students in the class to say anything about it? And then, why did I have to be the one to bring it up? I mean, that is my Humboldt experience. That's it right there. (an Asian-American male student)

"It's hella hard to be Black up here. Because everybody knows you're Black and everybody reminds you that you're Black. And there's no comfort zone. There's nobody advocating for us." (a Black female student)

"I'm always hanging around Upward Bound or the MCC or EOP 'cause I just personally feel more safe being around there than around other places on campus." (an EOP Student of Color)

"It's very frustrating to struggle to feel involved [in the class discussion] when I can't hear the rest of the discussion and they're talking and having conversations and I'm like, 'Wait, what? What? What did you say?' It is so easy being overwhelmed by sounds and people talking and I can't hear what's going on behind me that I'll often either stay home or I won't talk to people." (a student with a hearing disability)

[describing a class where she felt uncomfortable with the way the developing world was discussed]...And I also felt uncomfortable 'cause I was the only Person of Color in there. I didn't feel comfortable speaking up...I didn't feel there was any place for me to speak up." (an Asian-American female student)

Discomfort in the surrounding (off-campus) community: Many Students of Color also described feeling uncomfortable and unwelcome in the surrounding community.

“For my major we need to do some internship hours and the place we were doing it was with a girl who has a thick accent too. And somebody where we were working told us both to go back to Mexico because they didn’t understand our English.” (a Hispanic female student)

“I had this one incident when I just went to Wildberries and I came back and I didn’t have my glasses, I can’t see that far. And so I saw this White boy and I thought his hair was really cool. So I was looking at his hair. And I walked by him and all of a sudden, well I guess I was staring at his hair, and he was uncomfortable with that, but I just thought it was really cool. And I can’t stop staring and I walked by him and he said, ‘fucking Asian dude.’ And I went ‘Oh.’” (an Asian-American male student)

“Just this Sunday there was a car full of people of African descent, parked at the gas station. No loud music, no nothing, no nothing ‘distinct.’ Guy rides up on a bike. He looked like he had seen the second coming. And he was riding toward me but as he got closer you could just see it on his face. He was terrified. And he even, he got off his bike. He stumbled off his bike and he tried to put it behind the door of the little mini mart and he looks over his shoulder and was like [she whispers] ‘can you see who’s in that car?’ I’m just tired of walking around here feeling like I’m an exhibit in a museum.” (a Black female student)

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

“They don’t look at me like ‘oh, well, she’s a fellow student of mine who’s educated and smart.’ All they see is that she’s the Black person in the class. I’m just tired of feeling like that.” (a Black female student)

“I was taking a Stats class and everyone was, like, how are you getting a D in this class – aren’t you Asian? I’m like, ‘not that Asian.’” (an Asian-American male student)

“I was a Pilates class with some girl and I don’t know why babies started coming up but she’s like ‘You’re Latina right?’ And I’m like ‘Yeah.’ She’s like ‘How many kids do you have?’ And I’m like, ‘None.’ And she’s like ‘Wait. What?’ And I’m like ‘Yeah I don’t have any.’ She’s like ‘Oh. She didn’t know how to react. I was like ‘Wow.’” (a Hispanic female student)

“They think that that’s who we are. All we are about is soul food. And there is more to all of us in here than that. The school should really be out there promoting and educating us too about other cultures so we could all be starting to build a unity

together in this community. Because we need to know more about each other instead of just stereotyping.” (a Black female student)

“I’ve definitely been treated differently. For example, there’s been a lot of exchange students coming from China. And then sometimes when I’m hanging out with them, if we’re getting food or something, the food servers would just assume that I don’t speak English, so they would just talk to me really slow. I would tell them, ‘You know, I was born here. I speak English.’ And they would get all embarrassed. Sometimes people just walk up to me and ask me if I’m an international student.” (an Asian-American male student)

“[Describing what happens when she and her friends speak up to advocate for Native American issues on campus] ...So as a repercussion for that what you often find is the stereotype and the misconception that continues to hold us down, which is ‘Oh, those freakin’ Indians are starting shit again.’” (a Native American female student)

Tense relations and lack of relations between students of different ethnic groups: Students described tension and, more commonly, a simple disconnect between White students and Students of Color; relative to relations between different groups of Students of Color, they described how some cultural clubs on campus were more or less welcoming to students of different backgrounds; they expressed frustration in the inability to really talk about issues of race and ethnicity across ethnic boundaries.

“As far as integration is concerned, there is no integration whatsoever. Students are binding together but at the same time they’re segregating themselves from everybody else, which is a huge problem.... But at the same time it’s not their fault that they’re the ones that are joining together, it’s just that there’s not a comfort zone and they seek out for other people like them so they can feel comfortable.” (a Hispanic male student)

“Students are very careful in what they say around you ‘cause they don’t want to offend you. My teacher for example, he’s always really careful not to offend anyone. Really careful. Yeah, like they were trying to not say anything to offend me but they were still treating me somewhat differently ‘cause they were just, like, cautious.” (a Hispanic female student)

“There has to be somewhere you can voice your opinions. ‘Cause it’s hard.... I feel you can’t win either way. ‘Cause you can’t understand where people who are not minorities are coming from but then you don’t know how to approach them ‘cause there’s this tension thing there and you’re frustrated about the issues. How can you win?” (a Hispanic female student)

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.

It is self-evident that students' experiences of their college education would affect their likelihood to persist and graduate, and also affect their academic success more generally. Research in the field of higher education repeatedly supports this assumption. In fact, one recent high-profile report demonstrates that “high-impact practices” or “educationally purposeful activities” – such as engaging in service-learning opportunities, working with faculty on research projects, participating in learning communities or study abroad experiences, and other forms of active and collaborative learning – have positive effects on basic measures of student success such as GPA and retention.^{xxxix} Moreover, this report shows, these factors have disproportionately higher benefit for historically underserved students.^{xxxix} Positive participation with the university's faculty and co-curricular/extra-curricular offerings are clearly important to the overall academic success of all of our students.

To evaluate our collective success in reaching all of our students equally, we return to the NSSE data. Here, we see that **some groups of Students of Color are less likely to collaborate with professors and to benefit from the classroom and extra-curricular activities that are so critical to academic success.** The following paragraphs document these patterns by highlighting the groups of students that are less likely than average to participate in different kinds of academic-related activities.

Student-faculty interaction⁴⁷

- **Black seniors***⁴⁸ report significantly less interaction with faculty members than do their peers (-36%).
- **Native American freshmen*** report somewhat less interaction with faculty members than their peers (-8%).

⁴⁷ This topic is one of the five “benchmark” composite categories included in the NSSE. This composite comprises five questions that ask students how often they have discussed grades or assignments with an instructor; talked about career plans with a faculty member or advisor; discussed ideas from readings or classes with faculty members outside of class; received prompt written or oral feedback from faculty on their academic performance; worked with faculty members on activities other than coursework, and one question about whether they have already or plan before graduation to work on a research project with a faculty member outside of course or program requirements.

⁴⁸ Note: “*” denotes a group of students that included fewer than five respondents.

Enriching educational experiences⁴⁹

- **Black students** (both freshmen and seniors*) report responses in this category that are above average. For Black freshmen, however, this high average score obscures much lower participation in co-curricular activities (-20%).
- **Native American freshmen*** report significantly less participation than their peers in the various activities described in this category (-24%). Meanwhile, while Native American seniors report average scores in this category overall, they are less likely than their peers to participate in co-curricular activities, study abroad opportunities, and internships.
- **Asian/Pacific Islander students** (both freshmen and seniors) report responses at or above the average for most of the questions included in this category, although both freshmen and seniors from this group spend about 10% less time than their peers in co-curricular activities.

Active and collaborative learning⁵⁰

- **Asian/Pacific Islander freshmen** report much less participation than their peers in the various activities included in this category (-15%). This is especially due to this group of respondents being less likely to ask questions in class or contribute to class discussions (-15%), to make a class presentation (-13%) or to work with classmates outside of class to prepare class assignments (-8%).

Quality of advising

- **Black students** (both freshmen and seniors*) rate the quality of academic advising lower than do their peers (by -6% and -15%).
- **Asian/Pacific Islander freshmen** also rate the quality of academic advising lower than their peers (-6%).

Evaluation of the entire academic experience

- **Black, Native American*, and Asian/Pacific Islander freshmen** all express less satisfaction with their total HSU experience than do their peers (-13%, -22%, and -13%, respectively).

⁴⁹ This topic is one of the five “benchmark” composite categories included in the NSSE. This composite comprises questions that ask students how often they have used an electronic medium to discuss or complete an assignment, how often they have had serious conversations with students of a different race or ethnicity, or with students who are very different from them, and to what extent their institution encourages contact among students from different economic, social and racial or ethnic backgrounds. This composite also includes questions that ask students whether they have participated or plan to participate in a variety of curricular and co-curricular activities, from study abroad experiences to community service.

⁵⁰ This composite comprises seven questions that ask students how often they have asked questions in class or contributed to class discussions; made a class presentation; worked with other students on projects during class; worked with classmates outside of class to prepare class assignments; tutored or taught other students (paid or voluntary); participated in a community-based project as part of a regular course; discussed ideas from readings or classes with others outside of class.

As is clear in the above highlights, not all of our students benefit equally from the various academic opportunities offered at HSU. While Hispanic students stand out amongst Students of Color at HSU in reporting participation and perceptions that are in line with the average, all other groups of Students of Color are markedly less likely than the average respondent to participate in certain kinds of experiences and/or to interact with faculty members.

Focus groups with Students of Color and students with disabilities pinpointed various trends that support and elaborate on the patterns evident in the NSSE data relative to the dynamics of diversity and inclusion in HSU's academic life. These trends can be summarized as:

A dire need for more diversity amongst the faculty: All groups of Students of Color talked about what a difference it would make in their experience at HSU to have more faculty from diverse backgrounds.

"I think that when we talk about diversity at HSU we also need to talk about diversity among the professors too. In creating a safe environment and the kind of discourse that we need. I was able to go the San Francisco State for a semester and I was able to take Africana studies there with black professors and I saw a big difference in the kind of discourse that was presented and the kinds of discussions that we had in class and the kinds of challenges that were faced. And I see a huge gap here at Humboldt State. A huge lack of it here." (a Black female student)

"[discussing the need for more Native American faculty]...It's important to note that when these Native students take the Native American studies classes they're not just looking for the curriculum, they're looking for the perspective and if the perspective isn't there then it's not a part of their life. You're doing them a disservice." (a Native American female student)

"Our faculty and staff make-up is so ridiculous....And then they talk about how we don't have any retention in the Asian community...but you don't have any Asian professors, you don't have any faculty or staff of Color. It's not a matter just of their degree, their study. It's a matter of representation. I want teachers, faculty, staff, campus workers of Color. I want to see brown faces up here. ...They talk about diversity so much, but there's no diversity here." (an Asian-American male student)

"One of the suggestions I would say would be hire faculty that might be able to relate to the students....[he goes on to explain that int'l faculty of Color, while helpful, is not the same]....Like, Latino teachers that are from California or that were raised the same that we were. If we have more of that I think that students would be more comfortable with teachers." (a Hispanic male student)

Feeling uncomfortable with and un-supported by faculty: While many students in all of the focus groups talked about caring professors they have encountered here at HSU, many Students of Color and students with disabilities expressed feeling uncomfortable approaching their professors, or feeling that many professors were insensitive to their identity or their disability. They spoke a lot about their experiences with their advisors, and the lack of (and need for) more substantive academic and personal support from their advisor. Students with disabilities spoke about their difficulties in working with professors to make arrangements to accommodate their disability.

“I don’t think I’ve ever had a teacher I was comfortable talking to really. Or at least being an advisor or a mentor to me, a real teacher. No teacher up here I’ve ever been really close to. And I think it has to do with their White-ness, my Asian-ness, or whatever. When I try to talk to my teachers and tell them about the things that are important to me, they just dismiss me.” (an Asian-American female student)

“I had this one lab professor and we had to do dissections and so the teacher is supposed to go around and make sure you’re looking at the right thing. The teacher goes around every student. She never once came when I raised my hand, ever. For the whole semester.” (a Black female student)

“It’s enough to wake up on your own and say, ‘I’m different.’ But then to have to remind your teachers every single day, ‘I’m deaf, I can’t hear, can you give me the notes before class?’ And then have them say ‘Oh we’re busy, sorry’ or ‘Oh we didn’t get them done. Sorry.’ You know, it’s hard because you almost become an annoyance to them. Then you just quit asking and then fall behind. Then you feel less important. It’s hard.” (a female student with a hearing disability)

“The advisor that I had, I felt like she never ever not ever once made an attempt to get to know me as a student. It was more like ‘okay here’s this.’” (a Black female student)

“I have a really good friend and she has a thick accent and I’ve had her in one of my other classes too before I met her. She’d say something in class, in English, and since she has a thick accent the teacher would be like, ‘What are you saying!’” With his face like that [she imitates the face], all screwed up... And she has told me that sometimes she wants’ to say something in the class but she’s so conscious about her accent that she doesn’t speak out.” (a Hispanic female student)

“[Discussing a professor in her department] ...I really like him, ‘cause he really acknowledges his privilege. We spent a few classes talking about where we’re coming from as students, and he was talking about his own privilege as a White male, going to an Ivy League school, having access to all of these places...And we also had a discussion one day about appropriating from other cultures. I really enjoyed that he would try to bring that into the class. That makes it more profound for me, and for the other

students in the class. But then there's these other professors, who are just the opposite." (an Asian-American female student)

"I feel like I can't really talk to my academic advisor. It's just like he's never around. So yeah, it's kind of difficult....It's like they try to get you out of the way as soon as possible." (a Hispanic female student)

Need for support structures and resources for Students of Color: Many Students of Color acknowledged the help and support they receive from the various departments set up to offer them support in their academic and other endeavors. In this regard, they repeatedly mentioned their EOP advisors, or Native American Studies professors and staff, and others that have been critical to their success. Nonetheless, they emphasized the dearth of such resources, and expressed what a difference more support mechanisms would make in their experience at HSU.

"EOP is a big part of my success here. EOP is like the only support that I'm really comfortable and open up to." (an Asian-American male student)

"One of the things that drive me is the support that I feel coming directly from Native professors and staff, helping me to cultivate my goals and ambitions." (a Native American female student)

"I feel like there's no foundation. They recruit us here through EOP and programs like that but then there's nothing here to support us. So it's cool that you want us to be here to represent your agenda for diversity but why is there nothing in place to support black students, like creating a safe space for everybody, for all people to feel comfortable to express their wants and needs?" (a Black female student)

"We are so limited in support for the things that we want to advocate and do as a Native group on campus. Those resources and those budget cuts are really holding us back as Native students on this campus to do the things we want to do. We could have used a lot more support from the staff and the administration this last year and we didn't get those things because of the part-time positions that they are creating on campus. It's ridiculous." (a Native American female student)

"If you're gonna try to address diversity how can you not fund the programs? The Ethnic Studies and Native Studies programs for example. And how can you not even have an African Studies department here? There is no way that you're trying to bring diversity here if the first programs that you're cutting are programs for people of color...." (a Black female student)

"I feel like we're lost. We don't have anything to hold on to. Besides the MCC and the other cultural clubs on campus, I really don't see anything that the university is doing to support or recognize diversity on campus." (an Asian-American male student)

Need for professors and students, and also for classroom and campus spaces, to more actively accommodate individuals with disabilities: While acknowledging how dedicated so many of their professors are to understanding and meeting their needs in the classroom, students with disabilities expressed their frustration with professors who were reluctant (or forgetful, or outright negligent) when it came to accommodating their needs in the classroom. They also expressed frustration with campus facilities that were not designed with their needs in mind.

“Educators have to be taught and reminded that we all have particular affinities, difficulties. I can’t hear. This entire semester I haven’t heard one single day of any of the lectures of this one professor. Not one.” (a student with a hearing disability)

“I think it’s also being able to train, literally train, your fellow students in class. They need to understand that by them whispering over here having these little conversations I can’t focus on the teacher. All I’m hearing are them. They’re interrupting my education.” (a student with a hearing disability)

“Handouts are horrible in class. Professors can be really good in one area but then they’ll be like, ‘here’s the lab handout for today.’ Text for me in that time frame is inaccessible. It takes me so long to read it. So I’ll be doing the lab and it will be going horribly. But if you give it to me a half an hour before, it’ll be going so much smoother.” (a student with a learning disability)

“To get to BSS, if I try to walk the hill, it takes me 35 minutes. To go from SBS to BSS. To get back down it takes me 45 minutes. And I can’t depend on the Student Disability Resource Center because my class schedule is always changing. It started out with one schedule and then the instructor changed the schedule five times in one week.” (a male student with a disability)

“If you are taken [by the Student Disability Resource Center] up to Founders Hall you go around to the side there by the football stadium. But if you are on crutches or in a wheelchair you’re faced with that door. It’s not an automatic door. You cannot get in the building unless someone on the other side or behind you says ‘oops let me open the door for you.’” (a male student with a disability)

“When the BSS first opened I had classes there and I noticed that the store that’s up there didn’t have an automatic door opener. So I brought it to the attention of facilities management and you know what? It’s two years later now.” (a female student with a disability)

“[There’s a big] difference between being a working student with a disability and being a non-working student with a disability. When I was working I didn’t have time to go to the SDRC to ask how to deal with different situations. It just didn’t happen. My grades plummeted, everything just collapsed...but when I’m not working I have problems solved and time to do this.” (a female student with a disability)

Notable lack of diversity in the curriculum: Students of Color participating in these focus groups represented a wide variety of departments and majors. Many students expressed feeling that the curriculum in their major didn't "speak to them," or pointed out how the curriculum tended to unconsciously reinforce dominant perspectives. Many other students talked about how the curriculum in their major just didn't address or include the experiences of people from different backgrounds.

Art: "I can't speak for all Native art students, but I can speak for myself in that my Native perspective is just an afterthought. "Thank you for your opinion. That's nice." Comments like that. And the hand gestures – "Hurry along now." The art department just doesn't want to have anything to do with the things I feel. I had a really hard time being in that department." (a Native American female student)

Biology: "In the Biology department that I spent a lot of time in, for example... It's a competitive college, very individualistic and it almost works opposed to a lot of, let's say, Native values, indigenous peoples' values. And it's taken a lot of creative tweaking on my part to be able to put the two together. The science background with some cultural understanding and knowledge. So in my view and the way that I've taken on my whole biology experience it isn't one way or the other it's just different ways of looking at the world. And I think a lot of that gets missed in the science departments." (a Native American male student)

English: "I had this class, African American Lit, it was one of the best reading lists I've had in the classroom. But the class was very disempowering, it was from the perspective of how it compares to Whiteness throughout like the whole class." (a Black male student)

Ethnic Studies: "You can definitely tell that it is for White students that they are teaching these classes. They're not teaching it for us.... It's like Whiteness is at the center of the discussion and discourse, everything.... How it affects White people, how it affects Europe, how they feel about White things, and then Black folks sometimes...." (several Black female students)

Ethnic Studies: "The fact that there's not an Asian Studies program, it's just really sad." (an Asian-American female student)

Psychology: "I always feel like I can never associate with what you're talking about because all you guys are saying is that all these White people did this and this. I was like, 'Where is my culture in all this research?' ...I feel in my department they don't even attempt to go into different cultures at all. They just stick with whatever it says in those text books. And they don't ever try to bring in different speakers on different things. There's more than what is just in this book! There's more out there about us as African Americans, about them as Latinos and about them as Asians that have been studied about, but they don't ever bring that to us in class." (a Black female student)

The Sciences: “It seems like all the science departments are the biggest culprits of just pretending that racial or diversity issues just don’t exist. Like, ‘We’re science, we’re an objective major and we don’t deal with that and it doesn’t matter if you’re the only Person of Color in your class ‘cause we’re all here to learn about this science thing or something.’” And they do very heavily emphasize European perspectives. They don’t talk about any of the ancient African people who constructed the pyramids. They never talk about the Native people here. We’re sitting on top of four Native tribes that are right here and they still don’t talk about it – they talk about the British explorer who came here and discovered this or that species of vegetation.” (a Black female student)

A tendency amongst faculty members and students to “tokenize” Students of Color in the classroom: Students of Color of all ethnic groups (and Native American and Black students in particular) voiced resentment at being treated in classes (by faculty members and students) as a “token,” a representative of their entire race.

“[talking about her experience in Art classes]...They tend to fetishize you or to tokenize you. Like ‘Hey, you’re so exotic. Are you going to are you going to incorporate part of your culture with that?’ I try to stay away from it as much as I can, but it is hurting me. The teachers do that. The students do that. And it’s just... I’m treated like an anomaly rather than another person in the class.” (a Native American female student)

“When I go to Ethnic Studies class the teacher will constantly call on you when it comes to a certain particular topic, like inner city Black kids... I don’t want to sit here and speak for my whole race. I just want to sit in class like everybody else.... You could sit all the way in the back of the classroom and the teacher will bring up something about inner city or about being black or something and everybody is like... they look at you. So in every class I just kind of feel like I’m the token kid.” (a Black female student)

“I know with me one of the questions I always get is ‘What are you?’ I’ve gotten so many variations of that question from students, and it’s so annoying. The person who’s asking the question always knows on some level that it’s inappropriate, but still asks it anyway, and I know they keep getting these responses ‘cause they’re like, ‘Why are people so annoyed when I ask what ancestry they are?’ And that’s just the kind of experience I’ve had a lot. Those are the ones that stand out to me. There’s so much ignorance about Asian culture; we’re so exoticized, people are so fascinated by our culture, but then they nothing about what it means to be Asian. (an Asian-American female student)

Communications that reinforce negative expectations: Black students in particular pointed out that, when people of color are discussed by professors in the classroom, they tend overwhelmingly to discuss people of color in a negative light. They also pointed to the low expectations that faculty and advisors have of them as Students of Color. Students with disabilities discussed how professors often confuse their physical or learning disability with a lack of intellectual ability.

“When they do talk about people of color in our classes it’s always in a negative light. You know? It’s never anything empowering.” (a Black female student)

“So they’ll come here with the intention of being a Biology major and they’ll meet with EOP and they’ll realize sometimes they may have to revisit classes. And then EOP will tell them, ‘Since you have to take these remedial classes I’m not sure you should be a Biology major.’ This is their first time ever visiting a college campus! This is their first time ever expressing this thought of being a Biology major! And then this is the first thing that they hear when they come here: ‘I don’t think you should do that because you have to revisit math. You have to revisit English so maybe Social Work or Sociology or Psychology will work better for you.’ Black students here, we’re not told you can graduate summa cum laude. We’re not hearing that. Even in the situations where people are supposed to advocate for us. And it’s not just EOP. It’s campus wide.” (a Black female student)

“I had this one professor who, if I had a hard time hearing him and I asked him to repeat something he would say, ‘Oh, I know this material is really hard so don’t feel bad about not getting it.’ It’s not that I didn’t understand! It’s that I did not hear the words. And he would always do that.” (a female student with a disability)

“I’ve had people tell me, ‘Maybe you should reconsider your graduate school plans, due to your learning comprehension issues.’ The irony is my comprehension is fine. It’s just my speed that’s slow, through my reading. They have no basis to say something like that.” (a female student with a learning disability)

Part III: Institutional commitment to and engagement with diversity

This section highlights perceptions and experiences of students from under-represented groups, relative to HSU's institutional capacity for, commitment to, and engagement with issues of diversity, inclusion, and multiculturalism.

Although none of the questions in the NSSE directly pertain to this section, the question of institutional capacity for, commitment to and engagement with diversity was a hot topic in all of the Diversity Focus Groups held with Students of Color. The following key themes emerged with particular frequency and force in these group discussions:

Experiences with the administration: Students of Color expressed feeling a lack of genuine caring on the part of the administration, and reiterated the need for bolstered support structures for Students of Color. They also voiced frustration with what they described as a pervasive assumption that there is no problem when it comes to diversity at HSU.

“As far as the administration, I feel like I just don’t know if there’s a real caring there or that they just feel like they have to [promote diversity].” (a Hispanic female student)

“Does anyone care? They say they do but they don’t fund it. They don’t follow through.” (a student with a disability)

“There is no diverse administration that wants to hear what we have to say.” (a Native American female student)

“[discussing an event where two women of color were subjected to violent hate speech near campus]...and then they sent out this email, saying ‘I know Humboldt to be so peace loving, so nice and stuff like that.’ And to me that obviously shows the disconnect with students. Because if you really cared and you really were invested in these issues then you would know that Students of Color are targeted.” (a Black male student)

“They’re really successful at talking about diversity rather than actually doing something about it.” (an Asian-American male student)

“I have heard low retention rates attributed to lack of hair care services available for African-American students. Wow. Not racism, not the lack of support, not emotional and financial factors. But the lack of hair care products. They always make those artificial correlations and they make them so solid that’s what a lot of people here think.” (a Black female student)

“I think that no matter what – even if the administration and everybody just sits back in their chairs – eventually things are going to get done because the students will get it done. Eventually it will work itself out because students want it that way. But at the same time I feel it would be way better if there was an administration that would support these things instead of just intervening when there’s problems.” (a Hispanic male student)

“[referring to a meeting in a campus office where she was working]And we were sitting in this meeting and we were co-workers and were looking at all this data. All of these facts. African-American students continually the lowest scoring, continually the lowest retention rates, continually the lowest supported, continually the lowest x, y and z. Across the board, and no one is angry. No one is angry! Everybody is used to seeing it.” (a Black female student)

Lack of viable mechanisms whereby Students of Color can express their voices and be heard: students expressed their desire to have a safe space for dialogue on campus about difficult issues of identity. They also expressed frustration with the lack of a mechanism whereby their voices can be heard by the administration.

“[referring to campus decisions] I can pretty much guarantee that everybody in this room is always not going to like them because we’re not the majority of the population. They are making the decision based on the 90 percent or whatever of the White population. They’re going to make that decision based on those needs for those people because we’re the minority. So it’s not going to affect us ‘cause we’re just a small group of people.” (a Native American female student)

“I don’t feel there’s any access to holding people accountable....When we have problems with professors or advisors, as a Student of Color I don’t feel I have access to the means within the institution to hold people accountable...this feeling of being unwelcome and not really have a voice on the campus really affects us.....I’m sure there’s somebody in the institution that would help, but we don’t have access to those resources and we don’t have access to any allies or advocates. Sometimes you just need someone to back you up.” (an Asian-American male student)

“Leaving aside the Native factor, I’ve seen time and time again where women’s voices are not heard. And in order to push some wonderful ideas and agendas of some of the women that I work around, I’ve watched them go through men to make that happen because by themselves they’re not necessarily listened to in the same capacity.” (a Native American male student)

“I was going to go through the grievance office but I found out what a grievance process is and it’s not set up for students at all. It’s not set up to be a safe place for students. It’s not set up for students to really voice their opinions.” (a Black female student)

“[expressing relief at having a place – the focus group – to talk about issues of race, identity, and privilege that either don’t get talked about or are hard to talk about in general] I think something like this – just having students come together and talk about this – is really helpful. There has to be somewhere where you can voice your opinions. (two Hispanic female students)

Feeling that students are held responsible for tasks – promoting diversity on campus, educating others, and others – that are rightly the university’s job: Students of Color repeatedly expressed feeling that the work of diversity on campus is largely left to them, and that they are thus held responsible for a job that rightly belongs to the university administration. Students with disabilities voiced their exhaustion at constantly having to advocate for themselves.

“A lot of times they put it on us like we’re the ones who need to make a change here as opposed to helping us to fit in and to be here. They expect us to do the work and change what in our classes isn’t good. They’re holding us accountable on a level that’s really not acceptable in terms of the hierarchy of who should be attending to what.” (a Black female student)

“[discussing her work on campus advocating for Native American issues] Why should I as a student have to choose to build a recourse for the institution? I am a single parent. My mother’s bed ridden. I can’t go somewhere else to go to school. But why do I have to keep fighting as a student? Not that I won’t. Trust me I will, but why should I have to take time out to do this?” (a Native American female student)

“Yes, it’s the students’ responsibility to find an area and involve themselves and integrate and everything, but at the same the university should be doing something about it because I don’t think that they are. For example, I think what helps the most with [retention] and everything like that with diversity is the students themselves.” (a Hispanic male student)

“The only reason there’s any retention of Students of Color at this university is the tireless work that these small communities of Students of Color have done. It has nothing to do with anything the administration, faculty and staff have done. We work hard to make sure that we create safe space for each other. But diversity should not be coming from the students. We shouldn’t be the ones who have to push for diversity. In order for this institution to be thought of as diverse, that should be their job.” (an Asian-American male student)

“[referring to recent incident where student graduation posters were defaced] ...And then the students the next day did a little protest. And they went to go talk to someone in the administration, and that person did send out an email saying, ‘Oh students you shouldn’t do this.’ But it was up to the students to go up to them and say ‘Hey, why are you letting this happen?’” (a Hispanic male student)

“Everyone here is their own personal advocate. It’s kind of exhausting.” (a student with a disability)

Part IV: Other key factors relative to diversity at HSU – the student experience

This section presents other critical factors emerging from the NSSE survey and student focus groups that might help shed light on our understanding of the experience of Students of Color at HSU. It looks specifically at issues concerning support from students' families and time spent in paid employment and caring for dependents.

While most of the comments and themes relative to diversity and inclusion that emerge from the NSSE data and the Diversity Focus Group series was summarized within the previous three sections of this chapter, there remain a few additional points that were raised in these two processes that bear relevance for our efforts to promote inclusive academic excellence, foster a welcoming campus climate, and institutionalize diversity throughout the HSU campus. These “additional factors” can be summarized as follows:

Time available for academic work

- **Some groups of Students of Color report spending more time than average working for pay** (both on and off campus): Black students and Native American students, both freshmen and seniors, spend much more time working either on or campus than do their peers.
- **All Students of Color report spending more time than average caring for dependents:** Black, Native American*⁵¹ and Asian/Pacific Islander freshmen all spent about 30% more time than their average peer providing care for dependents. Hispanic students spent 17% more time than average in this regard. This dramatic effect did not carry over to senior respondents. Nonetheless, Native American and Hispanic seniors still spent 6% more time than average caring for dependents.

Family support: Many Students of Color – and EOP Students of Color in particular – discussed the sometimes conflicting role of family and friends from home. They spoke about how their family and old friends can struggle to understand their responsibilities, opportunities and experiences as college students, often resulting in a discouraging effect.

“[describing the attitude of her family towards her being in college]...It’s like ‘Why are you going to school when you could be helping us out?’” (an EOP female student)

“We come up to Humboldt and everybody has the academic mentality of ‘Yes, it’s possible,’ and then back at home since they don’t really come from an academic background they have a different mentality.” (an EOP female student)

“I go back home and like back at home...I’m the only one that’s still left going to school. So then it’s kind of hard for them to relate to me.” (an EOP male student)

“When I go back home and I tell people that I’m applying for law school this year, they’re like, ‘But you just got a Bachelor’s, why aren’t you going to work? You’re just being lazy.’” And I’m like, ‘What are you talking about? I’m going to law school.’ And

⁵¹ Note: “*” denotes a group of students that included fewer than five respondents.

they're like, "You're Hispanic. You can't make it in law school.' And then it's in the back of my head and it starts getting to me. I'm shooting for private universities and their law programs and I've noticed that when I'm up here I just keep dreaming about the law school and all excited and then when I go back home and I keep hearing people laugh at me I start getting discouraged and I start thinking I'm not going to make it into law school." (a EOP female student)

The points raised in this section reiterate some of the core themes that run throughout this report's earlier chapters, by reminding us that the different backgrounds our student body brings to campus can sometimes have very concrete effects on our students' participation in campus life. As the above paragraphs show, most groups of Students of Color have significantly less time available for academic work, due to time spent working and/or caring for dependents. This is a crucial factor to take into account as we think about the experiences of Students of Color on our campus. Also important here are the many voices from first generation students who speak about the sometimes conflicting role of family and home communities in their life as college students. In addition to all of the broader themes of this chapter on the student experience, these final few factors also merit our close consideration.

Endnotes

ⁱ Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José Moreno and Daniel Hiroyuki Teraguchi, *Making a Real Difference with Diversity: A Guide to Institutional Change*, Association of American Colleges and Universities (2007).

ⁱⁱ Office of the President, "Vision Mission Core Values," <http://www.humboldt.edu/presidentsoffice/VisionMissionCoreValues.html> [accessed 16 July 2009].

ⁱⁱⁱ Humboldt State University, "Strategic Plan (2004-2009)," <http://www.humboldt.edu/~planning/docs/FullStrategicPlan.pdf> [accessed 16 July 2009].

^{iv} For historical studies on diversity at HSU, see Paul Crosbie, "A Report on Multicultural Relations at Humboldt State University Humboldt State University" (1991); Paul Crosbie, "The forest for the trees: Student needs and priorities at Humboldt State University" (1994); Randi Darnall-Burke, "HSU Student Campus Climate Survey, Fall Semester 1995" (1999); Ann Diver-Stamnes, "The Marginalization of Ethnic Minority Students: A Case Study of a Rural University," *Equity & Excellence in Education*, 34.1, 50-57 (2001); Jyoti Rawal and Eric Rofes, "Diversity Action Plan," http://www.humboldt.edu/~dpac/_download/divActionPlan.pdf.

On the societal significance and economic imperative of diversifying California's population of college graduates, see Hans Johnson and Ria Sengupta, "Closing the Gap: Meeting California's Need for College Graduates" (Public Policy Institute of California, April 2009), http://www.ppic.org/content/pubs/rb/RB_409HJRB.pdf; Patrick J. Kelly, "Beyond Social Justice: The Threat of Inequality to Workforce Development in the United States" (Western Interstate Commission for Higher Education, July 2008), <http://www.wiche.edu/policy/Ford/beyondSocialJustice.pdf>; McKinsey and Company, "The Economic Impact of the Achievement Gap in America's Schools" (April 2009), http://www.mckinsey.com/client/service/socialsector/achievement_gap_report.pdf.

^v HSU Analytic Studies, "University Profile," www.humboldt.edu/~anstud/univ_profile.shtml [accessed 16 June 2009].

^{vi} Daryl G. Smith, José Moreno, Alma R. Clayton-Pedersen, Sharon Parker and Daniel Hiroyuki Teraguchi, "'Unknown' Students on College Campuses," *Insight* (James Irvine Foundation, December 2005). <http://www.irvine.org/assets/pdf/pubs/education/UnknownStudentsCDI.pdf>.

^{vii} HSU Analytic Studies, "Percentage of Undergrads Enrolled Fall Terms by Ethnicity" (ugdemographicsFall report generated: 07-MAR-09).

^{viii} US Census Bureau, "2007 Census, California Quick Facts," <http://quickfacts.census.gov/qfd/states/06000.html> [accessed 16 June 2009].

^{ix} All data in the following five sections on first-time-freshmen persistence and graduation is derived from: California State University, "First-time Full-time Freshmen – Graduation and Continuation Rates," <http://www.asd.calstate.edu/csrde/index.shtml#ftf> [accessed 16 June 2009].

^x HSU Analytic Studies, "Transfer Student Retention Reports," http://www.humboldt.edu/cgi-bin/cgiwrap/anstud/filter.pl?relevant=trans1yearcohorts_UD.out [accessed 16 July 2009].

^{xi} HSU Analytic Studies, "Leave Analysis F02 FTF-1."

^{xii} HSU Analytic Studies, "GPA by ethnicity" (diversity_metrics, report generated: 21-MAY-2009).

^{xiii} HSU Analytic Studies, "GPA by ethnicity and major, for undergrads receiving degrees 2006-2009" (gradsgpaeth, report generated: 2-JUL-2009).

^{xiv} HSU Analytic Studies, "Entering Student Data by Department."

^{xv} Departments that perform satisfactorily in both recruiting and in graduating students from these groups:

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

^{xvi} HSU Analytic Studies, "Dropout analysis."

^{xvii} HSU Analytic Studies, "Low Success Undergrad Courses 07/08" (highfail_eth and highfail_all, reports generated 09-APR-2009).

^{xviii} Russell Benford and Julie Gess-Newsome, "Factors Affecting Student Academic Success in Gateway Courses at Northern Arizona University," Center for Science Teaching and Learning (2006); M. Bonsangue and D. Drew, "Mathematics: Opening the gates—Increasing minority students' success in calculus," in *Fostering Student Success in Quantitative Gateway Courses*, eds. J. Gainen, J. and E. Willemsen, Jossey-Bass, New Directions for Teaching and Learning 61 (1995); Alexander, B. B., Burda, A. C. , & Millar, S. B. (1997). A community approach to learning calculus: Fostering success for underrepresented ethnic minorities in an emerging scholars program. *Journal of Women and Minorities in Science and Engineering* 3, 145-159; Busch-Vishniac, I.J. , & Jarosz, J.P. (2004). Can diversity in the undergraduate engineering population be enhanced through curricular change?. *Journal of Women and Minorities in Science and Engineering*, 10.3, 255-282; Cabrera, A.F., Colbeck, C.L. , & Terenzini, P.T. (2001). Developing performance indicators for assessing classroom teaching practices and student learning: The case of engineering. *Research in Higher Education*, 42.3, 327-352.

^{xix} HSU Analytic Studies, "University Profile," www.humboldt.edu/~anstud/univ_profile.shtml [accessed 16 June 2009].

^{xx} HSU Academic Personnel Services, "Appointments by Ethnic Group," April 2009.

^{xxi} California State University, "Profile of CSU Employees 2008," <http://www.calstate.edu/hr/employee-profile/staffing/> [accessed 16 June 2009].

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- ^{xxii} National Science Foundation, "NSF/NIH/USED/NEH/USDA/NASA 2006 Survey of Earned Doctorates," <http://www.nsf.gov/statistics/nsf06319/appa.cfm> [accessed 16 June 2009].
- ^{xxiii} US Census Bureau, "2007 Census, California Quick Facts," <http://quickfacts.census.gov/qfd/states/06000.html> [accessed 16 June 2009]; "Profile of CSU Employees 2008."
- ^{xxiv} HSU Academic Personnel Services, "Appointments by Ethnic Group," April 2009.
- ^{xxv} Ibid.
- ^{xxvi} HSU Analytic Studies, "Faculty Salary Averages by Ethnicity and Gender," June 2009.
- ^{xxvii} HSU Human Resources, "Employee Data" (empl52909_rev3, report generated 1 July 2009).
- ^{xxviii} US Census Bureau, "2007 Census, California Quick Facts," <http://quickfacts.census.gov/qfd/states/06000.html> [accessed 16 June 2009]; "Profile of CSU Employees 2008."
- ^{xxix} Sylvia Hurtado, Jeffrey Milem, Alma Clayton-Pedersen and Walter Allen, "Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education," *ASHE-ERIC Higher Education Report*, 26.8 (1999); E.L. Dey, "Undergraduate Political Attitudes: an Examination Peer, Faculty and Social Influences," *Research in Higher Education* 37.5 (1996); A.F. Cabrera and A. Nora, "College Student Perceptions of Prejudice and Discrimination and their Feelings of Alienation: a Construct Validation Approach," *Review of Education/Pedagogy/Cultural Studies* 16.3-4: 387 (1994); S.L. Prillerman, H.F. Myers, and B.D. Smedley, "Stress, Well-Being and Academic Achievement in College," in *Black Students: Psychosocial Issues and Academic Achievement*, eds. G.L. Berry and J.K. Asamen (Sage Publications: 1989); B.D. Smedley, H.F. Myers, and S.P. Harrell, "Minority Status Stresses and the College Adjustment of Ethnic Minority Freshmen," *Journal of Higher Education* 64.4: 434 (1993); J.D. Vermunt, "Relations between Student Learning Patterns and Personal and Contextual Factors and Academic Performance," *Higher Education* 49.3: 205 (2005).
- ^{xxx} Jyoti Rawal and Eric Rofes, *Diversity Action Plan* (Humboldt State University, 2005), <http://www.humboldt.edu/~dpac/download/divActionPlan.pdf> [accessed 25 July 2009].
- ^{xxxi} George D. Kuh. *High-Impact Educational Practices: what they are, who has access to them, and why they matter*, (Association of American Colleges and Universities, 2008).
- ^{xxxii} Ibid 17-19; Ibid 32-33 (see endnotes #10 and #15 on these pages).