Campus Culture and the Retention of Students of Color

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Outcomes

Participants will:

• Engage in conversation to increase their understanding of unique climate challenges that students of color face on a daily basis.
• Understand how student perceptions of campus climate impact retention
• Discuss strengths and weaknesses of various retention models and application to their campus
Outline

• Historical Background
  – Retention & Graduation Trends
  – Literature – Critical Race Theory, Campus Climate & Retention Models
• The Study – What were we looking for?
  – Academic and Social Integration
• Findings
• Discussion
• Q&A
Graduation Rates in the US

• Nationally, what is the 6-year graduation rate?
• 2007-2013 – 59% first-time, full-time
  • Public – 58%
  • Private, Nonprofit – 65%
  • Private, for-profit – 32%

  – Males – 56%
  – Females – 62%

Graduation Rates by Race/Ethnicity

<table>
<thead>
<tr>
<th>Time to completion, sex, control of institution, and cohort entry year</th>
<th>Total</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Total</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>American Indian/Alaska Native</th>
<th>Two or more races</th>
<th>Non-resident alien</th>
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<tbody>
<tr>
<td>Graduating within 6 years after start, males and females</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2002 starting cohort</td>
<td>57.2</td>
<td>60.2</td>
<td>40.1</td>
<td>48.9</td>
<td>67.1</td>
<td>---</td>
<td>---</td>
<td>38.3</td>
<td>---</td>
<td>55.3</td>
</tr>
<tr>
<td>2003 starting cohort</td>
<td>57.4</td>
<td>60.8</td>
<td>39.1</td>
<td>48.7</td>
<td>68.0</td>
<td>---</td>
<td>---</td>
<td>38.3</td>
<td>---</td>
<td>53.3</td>
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<tr>
<td>2004 starting cohort</td>
<td>58.3</td>
<td>61.5</td>
<td>39.5</td>
<td>50.1</td>
<td>68.7</td>
<td>---</td>
<td>---</td>
<td>39.4</td>
<td>---</td>
<td>61.5</td>
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<tr>
<td>2005 starting cohort</td>
<td>58.7</td>
<td>62.1</td>
<td>39.9</td>
<td>51.0</td>
<td>69.2</td>
<td>69.6</td>
<td>48.5</td>
<td>39.8</td>
<td>64.3</td>
<td>62.6</td>
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<tr>
<td>2006 starting cohort</td>
<td>59.2</td>
<td>62.5</td>
<td>40.2</td>
<td>51.9</td>
<td>70.1</td>
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<td>48.5</td>
<td>40.2</td>
<td>66.6</td>
<td>63.6</td>
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</tbody>
</table>

Graduation Rates for Penn College

Bachelor’s Degree Students Six Year Graduation Rates, 2008 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>Entering Cohort</td>
<td>380</td>
<td>11</td>
<td>9</td>
<td>330</td>
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<tr>
<td>Graduates</td>
<td>197</td>
<td>1</td>
<td>3</td>
<td>179</td>
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<tr>
<td>Graduation Rate</td>
<td>51.8%</td>
<td>9.1%</td>
<td>33.3%</td>
<td>54.2%</td>
</tr>
</tbody>
</table>
Graduation Rates for Penn College

Associate’s Degree Students Four Year Graduation Rates, 2010 Cohort

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td><strong>Entering Cohort</strong></td>
<td>932</td>
<td>63</td>
<td>20</td>
<td>796</td>
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<tr>
<td><strong>Graduates</strong></td>
<td>391</td>
<td>7</td>
<td>4</td>
<td>361</td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>42.0%</td>
<td>11.1%</td>
<td>20%</td>
<td>45.4%</td>
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</tbody>
</table>
Retention At Penn College

• fall 2011 to spring 2012
  – All first year students – 75.5%
  – All minority students – 61.8%
  – African-American students – 48.4%

  • 95 enrolled fall 2011
    – 10 withdrew
    – 39 academically suspended
    – 46 retained to spring 2012
Why aren’t students graduating?
What’s the literature say?

• Is this problem unique to my campus?
• Why do we see this issue?
• How can the institution correct this disparity?
Retention Models
- Tinto, 1975
- Kuh & Love, 2000
- Museus & Quaye, 2009

Critical Race Theory
- Delgado & Stefancic, 2012
- Yosso et al., 2009
- Parker & Lynn, 2002

Minority Student Experiences at PWIs
- Solorzano, Ceja, & Yosso, 2000
- Guiffrida, 2003
- Cabrera et al., 1999

Minority Student Perceptions

Academic & Social Integration

Minority Student Retention & Graduation
Retention Models

• Astin’s (1999) theory of student involvement,
• Tinto’s (1993) theory of student departure,
• Bean and Eaton’s (2000) psychological model of student retention
• Kuh and Love’s (2000) cultural perspective on student departure
Astin’s Theory of Student Involvement

• involvement is a condition for student success, notably in the first year.
  – Involvement refers to the investment of energy into aspects of the collegiate experience.
  – Involvement occurs along a continuum.
  – Involvement has both quantitative and qualitative features
  – The amount of student learning associated with an educational program is directly proportional to the quality and quantity of student involvement in that program
  – The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1999, p. 519).

• Astin noted that hypotheses number four and five are subject to empirical proof, and recommended research to test the hypotheses.
Tinto’s Theory of Student Departure

• Van Gennep’s (1960) rites of passage theory correlating the stages of separation, transition, and incorporation to college transition.

• Major Sources of Departure
  – academic difficulties
  – the inability of individuals to resolve their educational and occupational goals, and
  – their failure to become or remain incorporated in the intellectual and social life of the institution.

• To persist, students need integration into formal (academic performance) and informal (faculty/staff interactions) academic systems and formal (extracurricular activities) and informal (peer-group interactions) social systems.

• Sever ties with their home community and integrate fully into the campus environment.
- Tinto’s Student Departure Model
Bean & Eaton’s Psychological Model

• leaving college is a behavior and behavior is psychologically motivated
• attitude behavior theory, self-efficacy theory, attribution theory, and coping behavioral theory
• psychological theories can be used to help explain social and academic integration into the institution, thereby increasing retention
Rodgers and Summers (2008)

• Proposed modification to Bean & Eaton’s (2001) model to be more inclusive of minority populations
  – Argued effects of race and culture must be accounted for
  – Suggested modifications of the model in the attitudes, psychological processes and outcomes, and intermediate outcomes stages.
Kuh & Love Cultural Perspective

• accounts for behavior resulting from interactions the individual experiences with both the majority culture and subcultures at the institution

• defines student departure as a sociocultural phenomenon, as opposed to an individual psychological experience

• 8 propositions, not a model, exploratory
• The college experience, including a decision to leave college, is mediated through a student’s cultural meaning-making system.
• One’s cultures of origin mediate the importance attached to attending college and earning a college degree.
• Knowledge of a student’s cultures of origin and the cultures of immersion is needed to understand a student’s ability to successfully negotiate the institution’s cultural milieu.
• The probability of persistence is inversely related to the cultural distance between a student’s culture(s) of origin and the cultures of immersion.
• Students who traverse a long cultural distance must become acclimated to dominant cultures of immersion or join one or more enclaves.

• The amount of time a student spends in one’s cultures of origin after matriculating is positively related to cultural stress and reduces the chances they will persist.

• The likelihood a student will persist is related to the extensity and intensity of one’s sociocultural connections to the academic program and to affinity groups.

• Students who belong to one or more enclaves in the cultures of immersion are more likely to persist, especially if group members value achievement and persistence. (Kuh & Love, 2000, p. 201)
Mueses & Quaye (2009)

• Minority students’ college experiences are shaped by their cultural meaning-making systems.
• Minority students’ cultures of origin moderate the meanings that they attach to college attendance, engagement, and completion.
• Knowledge of minority students’ cultures of origin and immersion are required to understand those students’ abilities to negotiate their respective campus cultural milieus.
• Cultural dissonance is inversely related to minority students’ persistence.
• Minority students who experience a substantial amount of cultural dissonance must acclimate to the dominate campus culture or establish sufficient connections with cultural agents at their institution to persist.
• The degree to which campus cultural agents validate minority students’ cultures of origin is positively associated with reduced cultural dissonance and greater likelihood of persistence.

• The quality and quantity of minority students’ connections with various cultural agents on their respective campuses is positively associated with their likelihood of persistence.

• Minority students are more likely to persist if the cultural agents to whom they are connected emphasize educational achievement, value educational attainment, and validate their traditional cultural heritages.
Pair & Share

• What assumptions do you bring to the table when you are talking about student transition and retention?

• What model most reflects your current ORT programs?

• What strengths does your program have in retaining Students of Color? What weaknesses?
How Minority Students Experience College

The Implications for Planning and Policy

Lemuel W. Watson, Melvin C. Terrell, Doris J. Wright, and Associates
Site & Population

- Rural
- Applied Technology Education
- Predominately White (89%)
- 65% Male/35% Female
- 6 year graduation rate – 51.8%
  - White students – 54.2%
  - Hispanic students - 33.3%
  - African-American students – 9.1%
Participants

- 10 currently enrolled students
- 70% had completed at least 60 credits
- 60% African American, 40% Latino(a)
- 70% male, 30% female
- Diversity of majors
- 90% involved in co-curricular activities
- 90% traditionally aged
- Recruitment – Campus advertisements, personal invitation and snowball sampling
Methodology

• Mixed methods case study approach
  – Instrumental Case Study – used to understand a phenomenon
  – Campus Climate Data
    • T tests to compare for significant difference between population
  – Photo Collection
  – Questionnaire
    • Qualitative, Open Ended Coding
  – Focus Groups
    • Qualitative, Open Ended Coding
<table>
<thead>
<tr>
<th>Campus Climate</th>
<th>Campus Involvement</th>
<th>Faculty &amp; Staff Support</th>
<th>Academic Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTITUTIONAL SUPPORT</strong></td>
<td><strong>POSITIVE ENGAGEMENT</strong></td>
<td><strong>Need for more diverse faculty and staff</strong></td>
<td><strong>Quality academic program</strong></td>
</tr>
<tr>
<td><strong>PEER RELATIONSHIPS</strong></td>
<td><strong>Student organizations playing a vital role in building relationships</strong></td>
<td><strong>Faculty focused on student success</strong></td>
<td><strong>Hands on experiences</strong></td>
</tr>
<tr>
<td>Visibility and Vulnerability</td>
<td>Campus Programs and Events</td>
<td>Literature Streams: Retention Models &amp; Campus Culture</td>
<td>Commitment to academics</td>
</tr>
<tr>
<td>Feelings of Isolation, Alienation and Segregation</td>
<td>Literature Streams: Retention Models</td>
<td></td>
<td>Literature Streams: Retention Models</td>
</tr>
<tr>
<td>Experiences Racism, Stereotyping and Micro-aggressions</td>
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<td></td>
</tr>
<tr>
<td>Literature Streams: Campus Culture &amp; Critical Race Theory</td>
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Campus Climate/Peer Relationships – Significant Statements

I feel that because of color I’m looked down upon by other students. When I play sports, for some reason everyone expect me to be able to play basketball. I've never played basketball a day in my life. And they just I got looked at because I'm Black so I'm supposed to know everything about basketball, or football, And that's something, I don't play football or play basketball. I don't play sports. I like to run. I like to do track. And the thing is about that is, ‘You’re Black, of course you know how to run, because you are running from the police.’

Stereotyping is seen daily anonymously on apps such as Yik Yak and Fade or even walking to class, overhearing conversations. You can’t be afraid, well you can’t be surprised once you hear maybe the N words thrown around sometimes it’s going to happen. Like no matter where you, it’s going to happen because that’s just I guess I want to say well yeah it is the campus culture in a way.
Faculty & Staff Support Significant Statements

Need for More Diverse Faculty & Staff

significant amount of time spent in the focus group

Students were disappointed that in the past year three African-American staff members across campus had left the institution for various reasons

It could be more it needs to be a lot more diverse. It’s something I hope changes.

[T]here aren’t many minorities employed by the school. Most time people want to talk to someone that looks like them or can relate to them. Two of the minorities that students really related to and sought out for support are no longer here. There are definitely staff and faculty that support minority students but it’s not the same as actually having another minority to talk with.
Results & Interpretations

• Result 1 – Participants perceive the campus climate to be inhospitable.
• Result 2 – Participants are very engaged in their academic experiences.
• Result 3 – Participants have had positive social engagement experiences through events and organizations that have provided a niche to minority students.
Conclusions

• Q1 – Diverse campus culture, but 90% of participants reported an experience with racism.

• Q2 - Participants did not perceive that the culture affected their academic integration. Participants cited the academic reputation, quality classes, and relationships with faculty as some of their most positive experiences with the institution. Participants reported determination to complete their course of study despite some negative experiences at the institution.

• Q3 - Participants identified the importance of social integration to their success. One participant even stated that students who choose not to get involved often do not return to the institution after their first year. Ninety percent of participants were involved in at least one co-curricular activity. Participants identified the role of student organizations and cultural organizations in establishing relationships and their support system on campus.
Pair & Share

• What are similarities to your campus?
• What does not apply to your campus?
• What are your assumptions about the retention of Students of Color on your campus?
• What do you know about your campus climate? Are there opportunities to assess?
• How do you think your campus climate is perceived by underrepresented populations?
References


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Please complete an evaluation of this presentation.

Thank you!

Evals can be dropped off next to the registration desk.