CHANGING THE LANDSCAPE: ADDRESSING THE NEEDS OF UNDERREPRESENTED MINORITY STUDENTS

Presented by
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Tinto’s Model of Student Retention

• Students come first

• Commitment to educating all

• Commitment to development of supportive communities for all

UNDERREPRESENTED MINORITY (URM) STUDENT SUCCESS INDICATORS
### African American student retention

<table>
<thead>
<tr>
<th>Cohort</th>
<th>African American</th>
<th>Total Students</th>
<th>Equity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Cohort</td>
<td>64%</td>
<td>75%</td>
<td>-11%</td>
</tr>
<tr>
<td>Male 2016 cohort</td>
<td>61%</td>
<td>75%</td>
<td>-14%</td>
</tr>
<tr>
<td>Graduation 2011 Cohort</td>
<td>19%</td>
<td>39%</td>
<td>-20%</td>
</tr>
</tbody>
</table>
Hispanic student retention

2016 Cohort
- Hispanic: 70%
- Total Students: 75%
- Equity Gap: -5%

Male 2016 Cohort
- Hispanic: 64%
- Total Students: 75%
- Equity Gap: -11%

Graduation (2011 Cohort)
- Hispanic: 27%
- Total Students: 39%
- Equity Gap: -12%
American Indian student retention

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Total Students</th>
<th>Equity Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 Cohort</td>
<td>68%</td>
<td>75%</td>
<td>-7%</td>
</tr>
<tr>
<td>Male Retention (2016</td>
<td>50%</td>
<td>75%</td>
<td>-15%</td>
</tr>
<tr>
<td>Cohort</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduation (2011</td>
<td>16%</td>
<td>39%</td>
<td>-23%</td>
</tr>
<tr>
<td>Cohort</td>
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<tr>
<td>Population</td>
<td>Total Students</td>
<td>Equity Gap</td>
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<td></td>
</tr>
<tr>
<td>African American Male</td>
<td>12%</td>
<td>39%</td>
<td>-27%</td>
</tr>
<tr>
<td>Hispanic Male</td>
<td>20%</td>
<td>39%</td>
<td>-19%</td>
</tr>
<tr>
<td>American Indian Male</td>
<td>17%</td>
<td>39%</td>
<td>-22%</td>
</tr>
</tbody>
</table>
WHAT ARE URM STUDENTS SAYING?
“I had some teachers, I think everybody has that one teacher that tells them that they’re not going to make it. Mines was different. My teacher was a professor; I’m not going to say that she don’t like Black folks because that’s too extreme. She had a bad experience with a Black male in her class before and that sorta put a wall up.... She was a White teacher, she told me “You know Jordan, many African Americans don’t pass my class.”
“I’m still trying to fit in; I’m still trying to figure out what’s my niche at the school so that I’ll be the best at who I am.”
“It’s been a little back and forth. Like I said, I met some great people networking wise; I made some good connections regarding career wise----switching my major. But with me being in my fraternity and the stereotypes that they have there’s been a little bump with that. I’ve really been trying to get my grades up get my fraternity back active on campus. People have the stereotypes of fraternities but our fraternity has the highest GPA on campus across all the fraternities and sororities. It just astonishes me how people can place a label on someone without knowing them. That’s more of an insulting thing and a baffling thing. So, it’s a little back and forth.”
“CHANGE IS A PROCESS, NOT AN EVENT”
“We can’t solve problems by using the same kind of thinking we used when we created them.”

- Albert Einstein
Culture Shift

Reframe URM Student Success into an opportunity to bring the campus together in a shared community building effort that allows everyone on campus to celebrate its strengths and weaknesses in embracing student success, and to develop a new ideal vision of what student success will look like for all students.

Culture Shift continued...

- Moving from behaving “correctly” or ‘act right” mentality of the majority population on campus to ...

- A shift to view the URM experience on the college campus as successful

The Starting Line is Different for Every Student
Barriers to Student Success

- First Person in Family to Attend College
- Household Income is Below $48,000 Annually
- Underfunded High School
- Don’t look or sound like others at Institution
- Can’t Navigate Resources
- Insecurities: Housing, Food, and Personal
- Home Sickness
- Isolation
- “Cant find my way”
Deeper Dive into Barriers/Obstacles

- Limited, Negative or No Role Models
- No Transportation
- Lack of Health and Wellness Examples
- No Books
- Zero Credit or access to Emergency Funds
- Undiagnosed Mental Health Issues / PTSD
- Expectation to help Family Members Back Home Survive
- Fear of Law Enforcement
Tinto’s Model of Student Retention

- Teaching, learning support, facilities, etc.
- Prior qualifications
- Individual attributes
- Family attributes (e.g., mother’s education)
- Debt, counselling, medical, personal, family events, etc.
- Academic integration
- Institutional commitment
- Goal commitment
- Dropout decisions
- Social integration
Constructs that Influence Student Retention

1. Social Connectedness
2. Student Involvement
3. Faculty and Staff Approachability
4. Business Procedures
5. Learning Experiences
6. Student Support Services
7. Academic Advising
Create a Staying Environment

✓ Caring
✓ Supportive
✓ Welcoming
✓ Connected
✓ Safe
✓ Community
✓ Unity
✓ Appreciated
Barriers to Sense of Belonging

- Historical legacy of inclusion or exclusion
- Current policies and practices regarding diversity
- Campus climate
- Structural diversity
- Friendliness and accessibility of staff and faculty
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QUESTIONS?

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