

A Framework to Foster Diversity at Penn State: 2004-09

Enrollment Management and Administration

March 15, 2004

INTRODUCTION

The division of Enrollment Management and Administration (EMA) includes the Office of Student Aid (OSA), the Office of the University Registrar (OUR), and the Undergraduate Admissions Office (UAO). EMA has extensive contact with prospective, transferring, currently enrolled, and former students and parents as well as a variety of internal and external constituencies.

The document, *A Framework to Foster Diversity at Penn State: 1998-2003*, focused on the University's initiative to become a more diverse and welcoming community. Among the specific challenges in the original *Framework* was a plan to recruit and retain students, faculty, and staff. That document highlighted initiatives in EMA to help achieve those goals.

A new *Framework to Foster Diversity at Penn State: 2004-2009* clearly acknowledges and celebrates our deeply rooted mission and commitment to diversity and its value in higher education. The new *Framework* offers a clearer roadmap and builds upon the initiatives outlined in the 1998-2003 *Framework* documents.

The new *Framework* positions the original seven challenges within four dimensions of diversity which are identified as:

Campus Climate and Inter-group Relations
Representation (Access and Success)
Education and Scholarship
Institutional Viability and Vitality

Among the specific dimensions, Enrollment Management and Administration continues to play the major role in significantly contributing to the enhancement of Representation (Access and Success). This document focuses on the initiatives in EMA to further enhance our significant progress.

CAMPUS CLIMATE AND INTER-GROUP RELATIONS

EMA recognizes that diversity includes appreciation of and respect for differences in race and ethnicity, in gender and sexual orientation, in religious affiliation, in age and life experience, in nationality and language, and in physical capabilities. Our goal is to integrate this philosophy into our recruitment and retention of students and staff, our interactions with current and former students, and our overall workplace environment.

The division provides a variety of forums to distribute, gather, and discuss information on Penn State's diversity goals as it relates to students. But the unit has been

less focused in its discussion and distribution of information to its own staff. Some recommended actions to improve the staff diversity area include:

- incorporate a review of EMA's *Framework to Foster Diversity* into the EMA new staff orientation program
- discuss diversity issues at department and unit staff meetings on a regular basis
- make diversity training sessions available to all staff

To attain this goal, EMA will establish a Diversity Advisory Committee. This committee, including representatives from each EMA unit, will be expected to meet on a regular basis and provide leadership and direction for EMA's diversity initiatives. More specifically, the committee's charge will include:

- survey and provide pulse checks with staff to determine perceptions about the value of diversity within EMA
- foster communication and share ideas about diversity within EMA
- consider strategies for improving the work climate within EMA
- assess the effectiveness of EMA's *Framework to Foster Diversity*
- act as a resource to EMA staff in regards to diversity issues, such as in the recruitment of students and staff
- plan and coordinate diversity-focused activities
- review and recommend policies related to diversity

In the past, EMA has conducted diversity climate surveys to identify climate issues within EMA. The results from these surveys have helped EMA identify specific diversity challenges that need to be addressed. The establishment of a Diversity Advisory Committee could provide assistance in administering climate surveys as well as address any issues identified in the analysis of survey results.

The leadership within EMA must continue to demonstrate their support for diversity. Currently, the leaders encourage and support staff participation in diversity-focused events that:

- celebrate community
- take a stand against hate
- provide professional development opportunities

In addition to these events, the EMA leaders must communicate and share their ideas about diversity with their staff on a regular basis. The administrative leaders in EMA will work with the Diversity Advisory Committee and provide guidance for this committee.

In a climate of dwindling resources, we need to be more deliberate and thoughtful about how we shape our image and communicate our messages. Exposure to and appreciation of diversity is a cornerstone of the Penn State educational experience. EMA is committed to clearly communicating the value of diversity to all of its publics. The UAO has for many years made important efforts to increase the number of underrepresented students enrolled at Penn State. While these efforts have been largely

successful, there is ample room for additional progress especially integrating diversity into the larger image of the University. EMA has a unique opportunity to share Penn State's celebration of our diversity in a proactive manner. We will accomplish this goal by:

- highlighting diversity in presentations to prospective and offered students visiting the university
- celebrating diversity when we promote the University at school programs, college fairs, student receptions, and other outreach activities
- expanding the existing "Diverse Communities" brochure to include the fullest spectrum of diverse communities (e.g., international students and women) and making it available for wider distribution

In order to raise their level of awareness and to empower staff in disseminating the diversity message, we propose that EMA create opportunities to share information and learn from each other as well as colleagues throughout the university. The learning organization model is an ideal vehicle for this exchange to take place. Within the learning organization, staff can be challenged in a structured way to discover all the facets of diversity at Penn State. There will be opportunities for units to measure the success of their efforts through summary documents produced at the end of each learning module.

As opportunities to hire new staff arise, all efforts should be made to continue to diversify the hiring pool. New staff training will include issues of diversity so that there is an awareness of the value Penn State places on diversity.

REPRESENTATION (ACCESS AND SUCCESS)

The very nature of the responsibilities of the units within EMA dictates a very broad definition of diversity. To serve the Commonwealth and to respond to the very widespread interest in a Penn State education, the activities of recruiting, admitting, enrolling, funding, retaining, and graduating a given class of students are necessarily sensitive to a broad base of current and prospective students. In EMA, work is focused to serve multiple populations of students that contribute to the diversity of Penn State's student body ranging from geographic diversity that we seek through our out-of-state recruiting, to special attention to the admission and funding needs of adult students, to the recruitment of a culturally and ethnically diverse student population through international recruitment, and through special outreach in population centers of ethnic diversity. Through coordination and collaboration with other units across the University, we work to admit and enroll both academically high achieving and educationally disadvantaged students who, with support, can succeed at Penn State. Both of these student cohorts learn from one another and bring unique inspiration from their varied life experiences and backgrounds. Some of these focused activities and efforts are described below.

- The Minority Admissions and Community Affairs unit of the Undergraduate Admissions Office has primary responsibility at the undergraduate level for recruiting students from underrepresented populations. This unit includes two community recruitment centers in Philadelphia and Pittsburgh that provide a visible presence in areas of large populations of students of color. This visibility strengthens the recruitment effort which also includes

Admissions and Student Aid staff visits to high schools for minority students interested in attending college, bus trips to Penn State campuses, and many other activities.

- Within the Undergraduate Admissions Office, a team of four staff members are focused on the recruitment of out-of-state students to Penn State. This team is supported by two regionally-based recruiters, one in New York City and another in Northern New Jersey. Together with the resources of approximately 800 alumni volunteers who contact prospective students to inform them of opportunities at Penn State, this effort has successfully expanded the admissions and enrollment of out-of-state students, adding to the diversity at Penn State. For example, in 1993 1,516 new baccalaureate out-of-state students were admitted to Penn State (all campuses). In 2003, there were 2,927 admits, a 93 percent increase over the ten-year period.
- A similar effort was launched in the mid 1990s to increase the admission (and enrollment) of undergraduate international students at Penn State. Based on benchmark comparisons with other Big 10 universities, Penn State's enrollment of such students was unusually low. A pilot effort was initiated focused on Asia, Europe, Canada, the Middle East, and South and Central America. The results of this expanded international recruitment has been largely successful, even in the challenged post September 11, 2001, environment. For example, in 1993, there were a total of 681 undergraduate international applicants of which 59 actually enrolled (yield 8.6 percent). In 2003, Penn State received 2,140 applications from undergraduate international students and 290 enrolled (yield 13.5 percent).
- The Office of Student Aid provides special services to assist the financial needs of prospective and enrolled students of color and students from economically disadvantaged backgrounds. The financing of a college education is a worrisome issue for many students and families, and especially minority students and low income students who mostly are first generation college attendees. The Office of Student Aid has identified a team to coordinate special programs for these students.
- Liaison is maintained among the EMA units and with the Academic Advancement Programs in the Office of Undergraduate Education. All strive to maximize and coordinate services and referrals. Representatives from both Undergraduate Admissions and Student Aid meet regularly with the Council of Coordinators and Directors of Multicultural Programs regarding the admissions, financial, and retention needs of minority and low income students.

These and other efforts have been identified as reasons for the 65% increase in minority enrollments realized at Penn State since 1993 (Table 1).

Staff continue to evaluate areas in which improvements can be made in the retention and graduation of underrepresented and low income students. Data in Table 2

show retention, graduation, and attrition outcomes for minority student populations. Retention and graduation rates are rising, but there is still much room for improvement.

- Another group adding diversity to Penn State is the adult learner (see Table 3). Adult learner undergraduate enrollment at Penn State has declined by 6% as a percentage of total enrollments since 1994. EMA units will continue to address recruitment and enrollment efforts in conjunction with the Center for Adult Learner Services and the Commission for Adult Learners, as well as with the continuing education and outreach initiatives at the University.
- Diversity scholarship and grant programs (serving underrepresented and low income students) are showing positive results. Since 1994, the number of new students receiving an Undergraduate Diversity Scholarship increased from 142 to 258 students, a rise of 82 percent (see Table 4). The number of continuing students receiving an Undergraduate Diversity Scholarship – a measure of retention – increased 131 percent since 1994. However, sharply rising enrollments of minority students qualified to receive a scholarship or grant coupled with increases in tuition and only minimal increases in annual funding all serve to potentially reduce the effectiveness of these programs on the recruitment and retention of students.
- While the number of minority students enrolled at Penn State is increasing, so is the academic quality of the students enrolled. The *total* number of minority students receiving scholarships from all sources through the University (centrally funded and college and campus based funding) has increased by 69 percent over the last ten years. The amount of scholarship funds awarded increased by 149 percent.

Student Financial Aid Programs

Beginning with the freshman class of 2004-05, the centrally funded student aid programs designated primarily to support the recruitment and retention of underrepresented students and extremely economically disadvantaged students (the Bunton-Waller Scholarship and the Penn State Opportunity Grant) have been combined and will now be designated the *Bunton-Waller Scholarship*. This scholarship will have financial need as the primary criterion with a merit component embedded. In addition, a limited number of merit-based awards will be available to the academic colleges to support the recruitment of high-achieving students who may not demonstrate significant financial need but will assist the colleges in meeting their recruitment goals.

The Bunton-Waller Fellowship will continue to support the colleges in their recruitment of the highest achieving underrepresented students through this premiere program.

Developing new sources of funding to support underrepresented students continues to be a priority of the University Development Office working with prospective donors and in collaboration with the Office of Student Aid. Beginning 2003-04, donor funding from The Brook J. Lenfest Scholarship Program will assist approximately 15 low-

income Philadelphia public high school students per year for the next four years to attend Penn State. The program will bring approximately \$1.5M in scholarship funding for these students.

Recruitment and Retention of a Diverse Staff Population

Table 5 compares EMA staffing in 1998 to 2002 by gender, age, and race/ethnicity. Minor shifts in the distribution between male and female staff have occurred (net increase of eight males) with a 75:25 ratio of females to males. In 17 senior level staff positions in EMA, nine are male and eight are female. By age, two-thirds of EMA staff are over the age of 40, and near 50% of staff have over ten years of Penn State experience.

The number of staff in ethnic categories has remained relatively constant, but efforts to increase minority staff and diversity in staff patterns in EMA continue to be important.

Mechanisms such as the United Way fund raising efforts help establish a cohesive goal among the members of the Enrollment Management and Administration staff. CQI teams in EMA seek the broadest possible diversity of staff participation, ideas, opinions, and input to all improvements.

EMA is a strong proponent of staff development and training initiatives, including programs focused on diversity topics. The clustering of cross-unit staff at these sessions has enriched discussions offering many and varied points of view.

What has EMA done to improve campus climate for diverse populations?

With the offices of the Bursar and Housing Assignment, EMA shares a common physical space/environment in the Shields Building. All offices have agreed that a welcoming and safe environment is important to the delivery of quality services. Customers should always sense inclusion, and it is imperative that the building be easily accessible since core processes are provided at this location.

A Shields Building Customer Service Team met for several years to address building environment and climate issues for both internal and external customers. One of the greatest contributions this group made to improving campus climate was to advocate for the highest level of customer service to ALL students, families, faculty, staff, and others who visit the building.

Physical access is also an important factor. The Undergraduate Admissions Office welcomes upwards of 26,000 external visitors annually (prospective students and family members), not counting the many students and families that have occasion to visit the building to conduct business with the Office of Student Aid, Registrar, Bursar, and Housing Assignment Office. In many ways, the Shields Building is the "front entrance" to the University that many prospective students and family members see when they visit the University. The major renovation to the front entrance to the Shields Building has improved building appearance and access.

EDUCATION AND SCHOLARSHIP

EMA is an academic administrative unit. Not applicable.

INSTITUTIONAL VIABILITY AND VITALITY

There is a strong commitment to diversity within EMA. The evidence for this assertion is based on the noteworthy gains in the proportions of underrepresented, out-of-state, and undergraduate international students that enrolled at Penn State over the past ten years. The increases in these student cohorts are helping to advance Penn State toward its goal of creating a diverse community of students reflective of the broad cultural diversity that exists in Pennsylvania and throughout the United States and the world. It is one way to ensure that a world-class education is available to all students at Penn State.

There is also strong evidence to support the effort within EMA to diversify the workforce and to advance a climate that is welcoming and supportive of all staff. For instance, since 2000-01, three EMA staff members have been recommended for and served as Administrative Fellows. Two of these individuals have taken new advanced appointments outside of EMA (it is likely the third Fellow will do likewise). The three Fellows, all women, one an African American, show support for this important university-wide effort to help individuals gain experience to qualify them for important leadership assignments throughout the University.

Over the past four years, African American appointments increased from 16 to 19 (two additional females and one male), Hispanic appointments remained steady at seven (lost one female and gained one male), there was no change in the number of Asian American staff, and white staff members increased by four (lost two females and gained six males). Over the past ten years, there has been only one senior level administrative search in EMA. And this search was internal to the University. Thus, there have not been many opportunities to diversify staff appointments at this administrative level. Overall, however, the diversity of the EMA workforce is congruent with the availability profiles for women and minority provided by the Office of Human Resources.

Throughout the ten-year history of Enrollment Management and Administration, all major committees including strategic planning, search committees, diversity planning, and other initiatives have always included staff representing the diverse constituencies that make up the EMA workforce. Thus, there has been and there will continue to be a comprehensive effort to ensure that the many diverse views within EMA are represented on the work teams that are appointed to develop important initiatives.

CONCLUSION

A campus community composed of students, faculty, and staff from many different backgrounds, talents, and experiences will be a richer environment in which to develop. William Bowen and Derek Bok, authors of *The Shape of the River*, urge colleges and universities to consider that “Our ultimate objective should be a situation in which every individual, from every background, feels *unselfconsciously included*.” By fostering diversity in staff and student recruitment and retention, EMA staff are working to help Penn State achieve this objective.

TABLE 1
Penn State University
Comparison of Minority Enrollments
Fall 1993 – Fall 2003

Excluding PCT and Dickinson

	Native American		African American		Asian/Pacific Islander		Hispanic		Total Minority		All Others*	Total Enroll
	Enroll	% of Total	Enroll	% of Total	Enroll	% of Total	Enroll	% of Total	Enroll	% of Total		
1993	111	0.2%	2,195	3.2%	2,301	3.4%	1,065	1.6%	5,672	8.3%	62,881	68,553
1994	117	0.2%	2,321	3.4%	2,447	3.6%	1,201	1.7%	6,086	8.8%	62,740	68,826
1995	113	0.2%	2,598	3.6%	2,638	3.7%	1,383	1.9%	6,732	9.4%	65,138	71,870
1996	141	0.2%	2,724	3.8%	2,849	3.9%	1,470	2.0%	7,184	9.9%	65,380	72,564
1997	141	0.2%	2,836	3.9%	2,954	4.0%	1,539	2.1%	7,470	10.2%	65,957	73,427
1998	141	0.2%	3,127	4.2%	3,094	4.1%	1,667	2.2%	8,029	10.7%	66,833	74,862
1999	134	0.2%	3,328	4.4%	3,101	4.1%	1,702	2.3%	8,265	11.0%	66,681	74,946
2000	117	0.2%	3,332	4.4%	3,070	4.1%	1,808	2.4%	8,327	11.0%	67,076	75,403
2001	98	0.1%	3,442	4.6%	3,204	4.2%	1,836	2.4%	8,580	11.3%	67,045	75,625
2002	112	0.1%	3,568	4.7%	3,451	4.5%	1,890	2.5%	9,021	11.8%	67,453	76,474
2003	117	0.2%	3,649	4.8%	3,544	4.6%	1,965	2.6%	9,275	12.2%	67,001	76,276

Including Dickinson for Available Years

1998	143	0.2%	3,142	4.2%	3,102	4.1%	1,675	2.2%	8,062	10.7%	67,312	75,374
1999	136	0.2%	3,340	4.4%	3,112	4.1%	1,716	2.3%	8,304	11.0%	67,181	75,485
2000	118	0.2%	3,346	4.4%	3,082	4.1%	1,823	2.4%	8,369	11.0%	67,578	75,947
2001	101	0.1%	3,454	4.5%	3,212	4.2%	1,867	2.5%	8,634	11.3%	67,532	76,166
2002	115	0.1%	3,589	4.7%	3,476	4.5%	1,904	2.5%	9,084	11.8%	67,991	77,075
2003	119	0.2%	3,677	4.8%	3,585	4.7%	1,993	2.6%	9,374	12.2%	67,548	76,922

*All Others includes 'White Non-Hispanic', 'Non-Resident Aliens', and 'Unidentified' students.

Source: Office of Budget Resource and Analysis Fall 2003 Minority Enrollment Report.

TABLE 2
Freshman Baccalaureate Minority Students
Retention/Graduation/Attrition Rates
Fall 1998

	African American		Asian American		Hispanic/Puerto Rican	
	UP	CC	UP	CC	UP	CC
# Initially Enrolled in Cohort	209	364	291	285	189	141
Retention to FA99	88.5%	77.5%	89.7%	74.0%	81.0%	70.2%
Retention to FA00	77.0%	57.7%	81.8%	60.4%	75.1%	58.2%
Retention to FA01	73.2%	48.6%	79.0%	54.0%	69.8%	52.5%
Summary						
Retention to FA02	33.0%	29.4%	41.2%	38.6%	35.4%	37.6%
Graduated	32.5%	14.6%	35.4%	24.3%	33.3%	11.3%
Total Retention + Graduation	65.5%	44.0%	76.6%	62.9%	68.7%	48.9%
Attrition to FA02	34.5%	56.0%	23.4%	37.1%	31.3%	51.1%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 3
Adult Learner Undergraduate Enrollment

	1994		1995		1996		1997		1998	
	Total #	% of Enrollment	Total #	% of Enrollment	Total #	% of Enrollment	Total #	% of Enrollment	Total #	% of Enrollment
University Park	2,847	9%	2,950	9%	2,875	9%	2,716	8%	2,401	7%
Other Locations	8,024	30%	7,823	28%	7,711	27%	7,442	26%	7,393	25%
Total Number	10,871	19%	10,773	18%	10,586	17%	10,158	16%	9,794	15%

	1999		2000		2001		2002		2003	
	Total #	% of Enrollment	Total #	% of Enrollment	Total #	% of Enrollment	Total #	% of Enrollment	Total #	% of Enrollment
University Park	2,266	7%	1,975	6%	1,849	5%	1,796	5%	1,669	5%
Other Locations	7,062	24%	6,951	23%	6,766	22%	6,922	23%	6,612	22%
Total Number	9,328	14%	8,926	14%	8,615	13%	8,718	13%	8,281	13%

TABLE 4

**Distribution of Diversity Award Recipients
1994-95 thru 2002-03**

New Diversity Students Per Year

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
UDG	749	1010	803	718	811	754	769	778	740
UDS	142	193	173	288	321	254	339	282	258
BWUFP	92	56	51	51	50	50	54	50	54
TOTAL	983	1259	1027	1057	1182	1058	1162	1110	1052

Returning Students

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
UDG	1076	1256	1161	1013	1127	761	710	680	783
UDS	691	783	943	1096	1238	1371	1366	1493	1596
BWUFP	0	84	111	138	150	148	143	151	152
TOTAL	1767	2123	2215	2247	2515	2280	2219	2324	2531

TABLE 5

**Enrollment Management and Administration Staff
Gender, Age, Race/Ethnicity**

Female Staff

Age Range	Asian American				African American				Hispanic American				White				Total			
	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff
<=29	1					1	4		1				4	11	8		6	12	12	
30-39		1	1		3	2	1		2	1	1		33	34	30		38	38	33	
40-49					3	2	3		1		1		48	43	41		52	45	45	
50-59					4	2	3		1	2	1		36	35	37		41	39	41	
>=60						1	1				1		4	5	7		4	6	9	
TOTAL	1	1	1	0	10	8	12	2	5	3	4	-1	125	128	123	-2	141	140	140	-1

Male Staff

Age Range	Asian American				African American				Hispanic American				White				Total			
	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff
<=29						1	1						3	5	6		3	6	7	
30-39					4	2	2		1		1		9	11	11		14	13	14	
40-49					1	3	3		1	3	1		10	13	13		12	19	17	
50-59					1	1	1				1		8	8	5		9	9	7	
>=60													1	1	2		1	1	2	
TOTAL	0	0	0	0	6	7	7	1	2	3	3	1	31	38	37	6	39	48	47	8

Grand Total	1	1	1	0	16	15	19	3	7	6	7	0	156	166	160	4	180	188	187	7
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