A Framework to Foster Diversity at Penn State: 2004-09
Penn State Greater Allegheny
End-Term Progress Report

As noted in the Mid Term review, Penn State Greater Allegheny did not have a stand-alone plan for diversity for 2005-2009. The campus initiated some key programs in the areas of academic curriculum and student support services. The campus did not establish a good base point for review, nor a set of concrete outcomes with measured performance indicators. These measurement criteria will be a primary focus of the upcoming Campus Diversity Plan for 2010-2015.

The campus will move forward in its planning by reviewing the successes and challenges of the current planning period. Challenges will be carried forward into the new planning period and Campus Target Areas of Improvement will be incorporated into the University Target Areas of Improvement to establish a university wide and campus specific set of goals to foster diversity during the upcoming five year period.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

❖ The campus has developed a shared and inclusive understanding of diversity. We have implemented a broader based membership of the diversity committee beyond the CDC (See the response to Challenge 7on the Campus Committee on Diversity Enhancement).

PUSGA does have data from 2008 to establish a base year on effectiveness of the Teaching International Program and which points to the effectiveness of the program. Data are being collected to measure against the base year. There will be a broader survey that will come into play in 2010-2015, based on the university standard questionnaire on climate and expanded it to the teaching international program and other curricular initiatives

Challenge 2: Creating a Welcoming Campus Climate

❖ Surveys show less than 1% of students cite issues with acceptance of race or sexual orientation. PSUGA will continue to monitor the climate though use of the CCDE. The CCDE will serve as an independent arm to monitor and report campus climate issues to the Chancellor's Office.

❖ The CCDE has been is established and is developing strategies for implementation.

❖ The CCDE will devise mechanism to implement data review and planning assessment.

❖ The CCDE will propose solutions to diversity issues.

❖ One of the concerns expressed during the Mid Term report was the phenomena of cocooning. This was most evident in our intramural program. Instances of cocooning appear to be on the downswing. Observations are that students appear to change memberships in groups frequently and most groups are comprised of mixed gender, race and ethnic students.

❖ Some strategies for developing inclusiveness are complete and are currently being implemented. Others are still needed. This strategy will carry over in the 2010-2015 campus plan.

❖ Another observation of campus climate is centered around instances where students have conflicts with other students. Most conflicts are based on individual situations and not group situations. This is a positive step in the correct direction. This indicator will be forwarded to the CCDE for continued review in the future.

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

❖ The CCDE has been established baselines and has begun the ongoing review of data on the makeup of the student body at Penn State Greater Allegheny.

- Special efforts are being made for underrepresented groups.

  - o The STEM Summer Bridge program will run in Summer 2010 for female and minority students.

- The baccalaureate programs and curriculum are being expanded to be more attractive to diverse and female student populations.

- Focus on the domination of male students in Engineering, IST, and Business is offset somewhat by the national trend for fewer males to attend college in relation to females. Data indicates the male decrease is not significant at Greater Allegheny and there remains a challenge bringing female students into certain fields.

- We have developed pre-college pipeline programs for assisting entry in math and science.

- Increase student programming for LGBTA. Faculty, staff, and students are participating as members of the Support Network (http://www.sa.psu.edu/lgbt/apps/supportnetwork/members.aspx?display=Greater%20Allegheny). Departments are involved in the Alliance Programming.

- Strengthened support for African American males to achieve graduation.

- Increase enrollments of disabled, immigrant, international, women and minority.

❖ Data has been collected for 1st generation disabled low income (04-08).

- Retention and other data have been collected comparing students in the campus's TRIO program (ACE), with those who are ACE eligible and ACE ineligible.

  PSUGA continues to have substantial numbers of students who qualify for the ACE program because they are first-generation college students, low income, disabled, or some combination of these. This table shows the numbers of first-year students at GA by cohort for the various categories.

All first year students at GA

cohort	FG	LI	FG+LI	D	FG+D	LI+D	FG+LI+D	TOT GA
200405	72	8	68	2	2	1	1	237
200506	54	16	49	4	5	3	1	185
200607	63	30	66	2	1	1	1	239
200708	63	36	64	3	0	1	0	284
	252	90	247	11	8	6	3	945

These data show a pattern of consistently high percentages of first generation students, comprising 54% of the first year students in these cohorts. Not all eligible students could be served by ACE, allowing comparisons among ACE participants, ACE eligible students, and those not eligible for ACE.

	ACE participants	ACE eligible but not participating in ACE	Not eligible for ACE
200405	73	81	83
200506	64	65	56
200607	76	88	75
200708	62	105	117

Both ACE and ACE eligible students are at higher risk at entry, with the ACE participants generally at the highest risk because the priority of the ACE program would be to serve those most in need.

First-Year Student 4-year Combined Average SAT Scores and HS GPA (2004-2008) Penn State Greater Allegheny and University Park Campuses		
First-Year Student Population	**SAT**	**HS GPA**
University Park Campus: All Students	1193	3.75
Penn State Greater Allegheny(GA)Campus: All Students	950	3.02
GA ACE/SSS Ineligible Students	997	3.07
GA ACE/SSS-Eligible Students	967	3.05
GA ACE/SSS 2004-2008 Participants	871	2.93

ACE participants were much more likely to place into remedial courses than were the other groups of first-year students.

Placement in Remedial Courses at Penn State Greater Allegheny (2004-2008)				
Remedial Course	**All First-Year Admits**	**All First-Year ACE/SSS Ineligible Admits**	**All First-Year ACE/SSS Eligible Admits**	**All First-Year ACE/SSS Participants**
English	17%	10%	15%	27%

Math	16%	9%	14%	26%
Reading	12%	8%	8%	22%

The success of the ACE program can be seen most markedly in the retention rates. In each comparison, the ACE students are being retained at a higher rate than the other comparison groups. (Note that these data combine baccalaureate and associate degree students.)

Table X: Penn State Greater Allegheny Student Retention Rates by Select Populations (2004-2007)							
		1-Year Retention Rate		2-Year Retention Rate		3-Year Retention Rate	
Cohort	Student Group	N	%	N	%	N	%
Average 200405-200708	GA ACE/SSS Participants	226	82.1	134	62.9	81	58.6
	GA ACE/SSS Eligible	250	74.2	127	55.3	76	52.4
	GA ACE/SSS Ineligible	260	78.1	130	60.4	79	56.0
	GA TOT	736	78.1	391	61.0	236	55.5

Other indicators of success include cumulative GPAs. Across the 4 cohorts, ACE participants averaged slightly higher GPAs (2.67) than ACE eligible participants (2.64), although both groups were below the ACE ineligible students (2.79).

ACE was also effective in helping those participants most at risk, as defined by SAT scores below 800. ACE participants averaged 2.46 in cumulative GPA compared with 2.23 for ACE eligible students and 2.41 for ACE ineligible students.

- Realigned with WIA, TAA and Workforce investment. Extending to CE certificates. . Increase liaison effort with EOC.

- Increase transportation support to admissions programs to bring minority students to admissions programs.

❖ PSUGA has not added an Academic Ombudsperson due to budget constraints. We have added an additional 1 ½ position in the Learning Center for Academic Counseling, (from 1.0 to 2.5 positions) but still want to expand support to the general population of students to the level typical to ACE student using a case management philosophy.   The Office of Academic Affairs has increased support to students through the Learning Center as well as through their office staff.

  ▪ Have expanded support through more hands on approach with financial aid and partnerships/alliances with EOC.

  ▪ Increase latitude for Academic scheduling for "late" students or 1st generation or older EOC students.

Challenge 4: Recruiting and Retaining a Diverse

❖ Data was collected on a diverse workforce. There was limited movement when analyzing gender amount Executives, Administrators and Staff. Total females across all categories went from 60.5% to 57.8%.

❖ All staff were encouraged to attend Hire Power and apply those skills to search committees they are members of.

❖ Affirmative Action training on the Faculty Search process was recently completed through use of Polycomm and presented by the Affirmative Action Office.

❖ Penn State Greater Allegheny enjoyed the privilege of having Dr. James Stewart as a faculty member on campus. He also served as the University Senior Faculty Mentor. Faculty will continue to work with the new Senior Faculty Mentor at University Park.

Challenge 5: Developing a Curriculum That Fosters Intercultural and International Competencies

❖ CCDE will produce more reports as the data presents itself.

❖ CAO will continue to address gender related classes. There has been movement, but not to the degree needed.

Institutional Viability and Vitality

Challenge 6: Diversifying University Leadership and Management

❖ Goals and measures have not been established, but that continues to be a strategic goal. During the reporting period, the Chancellor/Directors of the campus were comprised of 7 females in 2005 and 3 males. By 2009, the Directors were comprised of 6 males and 4 females. The Director of Student and Enrollment Services (F) was split into a Director of Enrollment (F) and a Director of Student Affairs (M). The Chair of the Faculty Senate (M) was replaced in 2009 by a female. The number of African American Directors increased by one over the reporting period. Increased diversity among Directors must be considered during the 2010-2015 Diversity plan for the campus.

❖ The CCDE will take up the issues of goals and measures in these areas.

Challenge 7: Coordinating Organization Change to Support Our Diversity Goals

❖ Established a Campus Committee on Diversity Enhancement (CCDE) with Dr. Higgins as chair.

- The CCDE will provide broad oversight to the development of the 2010-2015 Diversity Plan as well as monitoring implementation.

- The CCDE will propose recommendations to Chancellor Office

- The CCDE will conduct macro and micro review of diversity strategies and recommend strategic shifts when appropriate.

- The CCDE will monitor institutional responses.

- The CCDE general membership will include SGA and general student members to gain valuable insight into issues at the student level..

o The CCDE will request the Faculty Senate propose members from faculty ranks to demonstrate and inclusiveness as well as valuable insight from the faculty ranks.

❖ Future organizational change will be driven by reports from the CCDE to the CDC and the Chancellor. Budgetary limitations place more emphasis on enhancing existing partnerships.