

**Task #1**

**Penn State Hazleton  
Assessment of Progress in Implementing  
*A Framework to Foster Diversity at Penn State: 2006*  
Response Matrix**

**CHALLENGE 1**

**Developing a Shared and Inclusive Understanding of Diversity**

Diversity is defined as variation with respect to ethnicity, gender, disability, sexual orientation, veteran and adult-learner status. We also tie diversity to international understanding and activities. Demonstration of this understanding is indicated in the actions and outcomes listed below.

Communication about diversity uses every information pathway on campus, including general faculty/staff meetings, student FTCAP, Orientation, FYS, student programs and activities, campus listserves, the “Blue Screen”, the web site and bulletin board notices. Formal communication occurs in the Diversity Committee, Strategic Planning, in the Multicultural Committee (student) and the Diversity Affairs Committee (student) among other venues.

Outcomes are indicated below. We would have trouble identifying a single best practice in this area. A combination of activities seems important. In fact, throughout this report, the best practice is probably not individual events or practices but is the integration of events around focal themes and goals.

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Cultural programming, including sessions on religions of the world; Barynya (Russian Folk Dance); E-Baby (African-American poetry); LeCount Holmes (Recreation of African-American orators); Harry O'Donoghue (Irish Music)	Student Affairs, Exec. Office, Faculty	Dwayne Hilton, Cy Falatko, John Madden, two retired faculty/Jane Waitkus	Estimate \$5000	Events occurred, Attendance/participation	Throughout the year

Significant educational programming in residence halls. In 2006, movies "Snow Falling on Cedars", "Crash" and a program, "Diverse people who fought for social justice". Nine more are scheduled for the academic year.	Student Life	Greg Spahr/Dwayne Hilton	Nominal	Events occurred, attendance: 15 to 21	Throughout the year
Student orientation, FTCAP, FYS	Student Affairs, DUS Programs, Academic Affairs	Dwayne Hilton, Judy O'Donnell, Monica Gregory	Nominal	All students participate	Throughout fall semester
Annual faculty-staff diversity program	Diversity Committee/Teaching & Learning Resource Center	Patrick O'Neill, Instr.	\$330	Approximately 50 people	Mid spring semester
Other events and changes in 2006: International flags placed in Graham Bldg. and commemoration as international bldg.; Multicultural Club and Latin Dance demonstrations at Community Day; Brian Johnson program on diversity; Homeless awareness activity (living in cardboard boxes); Rosa Parks event (symbolic bus parked on campus mall), Study abroad promotion.	DAA, DSES, Student Affairs staff	Dwayne Hilton, Monica Gregory, April Harris, Cy Falatko	Maybe \$1200 total	Participation and campus visibility	Fall semester
Additional events planned for Spring 2006: MLK Essay Contest and Ceremony; MLK speaker(TBA); Black and Women's History Months and programs; Diversity fashion show; Cultural Expo (exhibits, food, from around the world);, Culture Week (International theme), Irish Heritage program	DSES, Student Life and Student Affairs staff	Dwayne Hilton, Cy Falatko, April Harris,	Estimated \$5500	Participation and campus visibility	Spring semester

\*Other than employee salaries

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**CHALLENGE 2**

**Creating a Welcoming Campus Climate**

The campus identifies and monitors climate issues by promoting formal and informal discussions about diversity. Personal knowledge of students, faculty and staff seems the most effective channel. There is also an SGA suggestion box. (We have tried public formal and informal meetings and listening posts with limited success.)

Particular activities and outcomes are outlined below.

For best practice, the support office might stand out, but, again, a combination of activities seems important.

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Environmental Response Team/Diversity Committee meets to review state of campus and community several times/year and plans some activities	Chancellor	Chancellor, faculty/staff members	None	This report, responses to specific incidents, review of campus progress or lack thereof	Throughout the year
George Tseo Lecture oriented toward one diverse culture each year – Invited speaker (this year, China)	DAA	Lecture Committee	About \$1000	Attendance of about 40	October
Diversity is a unit in FYS	Jane Waitkus, FYS faculty	Monica Gregory, Dwayne Hilton, Faculty	\$1500	None/participation	Fall semester/1997-2001

First annual Women's Symposium focusing on women and careers.	DAA/DIA	Monica Gregory, Kevin Salaway	\$3000 in external support	30 attendees	Fall 2006
Student organizations (Multicultural Committee, Allies, SGA Diversity Affairs Committee, Latin Dance Team, Break Dance Team)	DSES, SGA	Dwayne Hilton, April	Nominal	Limited funds from Student Activity Fee	Entire school year
Recruit RAs (and Lion Ambassadors) for diversity	Residence Life/Admissions Office	Asst. Dir. for Student Life/Asst. Dir. of Enrollment Services	None	From 5 to 2 RAs out of 13 over 5 years/similar for Lion Ambassadors	Spring semester/Beginning of fall semester
Support office in Teaching and Learning Resource Center/Annual Leadership Conference @ UP for 8 peer mentors described in following section	Academic Affairs	Jacqueline Walters	\$1200	# of visits, Leadership conference	Throughout the year

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**CHALLENGE 3**

**Recruiting and Retaining a Diverse Student Body**

The most dramatic results for Hazleton are the large increase in minority recruiting and the success of those students in retention and graduation. There is no reliable difference between 5- and 6-year graduation rates of minority and majority students. Some specific actions can be identified as causal, but it seems likely that it is a broad range of actions, including individual exchanges, that has had this effect.

The actions and outcomes are listed below.

Best single practice in recruiting is probably the combination of activities described in the second row below.

For retention, it is probably the Bridge Program, but, again, a combination of actions is important.

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
K-12 programs: Summer program for children of migrant workers/ACEIT Program for women and minorities (orientation to science, engineering, & information technology)/College Options Summer program with Hazleton Area School Dist. OVR and IU18 for students with disabilities/Lego Robotics Camp/Command English program for Latinos/Scholarships for minority students to attend campus summer camps	Local IU,CE/Academic Affairs/Teaching & Learning Resource Center/CE-grant funded/CE and T&LRC-OVR funded/KNBT Foundation funds/Bemis Foundation funds	IU staff, Sally McGuire/Maryam Ghoreshi/Jane Waitkus and Jacqueline Walters/Sally McGuire, Wes Grebski/Sally McGuire, instructor/Sally McGuire, Donna Ellis, faculty	Externally funded. Budget exceeds \$40K/\$3000/\$5000 (external) /\$5000 (external) /\$5000(external)/\$5000 (external)	80 students/18 students/Anticipated 20 students/40 students/14-20 students per year/17 students	Each summer/each summer/ Summer/ Su 2004-2006/ Su 2002/ Su 2006/ Su 2006

Recruit in local community with growing Latino population; two bus trips for minority prospects/offers to open houses from NY/NJ areas; one from Phila. NACAC, targeted presentations to high schools in NY, NY, Balto., Phila. With large minority populations	Admissions Office	Joan Williams, Elizabeth Kelchner, Elena Boyle, Carol Jastremsky	About \$7500	<b>Increase in minority enrollment from 127 in 2001 to 245 in 2006 (See Appendix A)</b>	At appropriate intervals throughout the year
Actively seek diversity in Lion ambassadors and in Work-Study students (both improve retention)	Admissions office	Elizabeth Kelchner/ Carol Jastremsky	None	From 1 to 7 minority Lion Ambassadors 3 -5 out of 25 over 5 years	Fall/Fall

Bridge Program for minority, academically at-risk, or 1 <sup>st</sup> generation college students including academic support, supplemental instruction, advising, faculty or staff mentor. Also has a system of multiethnic peer mentors. Includes materials, on-line instructional support, faculty and student mentor training and enrichment activities/Travel of minority students to various leadership conferences and transfer weekends at UP	Teaching and Learning Resource Center/T&LRC	Jacqueline Walters, Jane Waitkus/Jacqueline Walters/Eileen Morgan	\$10,000/\$1000 last year	About 38 students enrolled/Typically, about 48 travel	2003-04 year/throughout the year
Campus involvement in Hazleton Area Human Relations Coalition (concerning treatment of diversity in the community, esp. our students)/Community Assessment Committee of the Hazleton Area Civic Partnership, concerning large migration of Spanish-speaking people into the region and other regional changes	Student Affairs/Executive Office	Dwayne Hilton(Chair)/John Madden(Chair)	None	Meetings with police, others/Offering ESL courses, reviewing and setting up mechanisms to deal with community issues, Commercial assessment produced by pollster John Zogby is near completion	2000-on/2002-on
Collective effect of these and other initiatives.				<b>Retention of minority students is as good as that of majority students for classes entering 1997-2004 whether or not Asian students are included. (See Appendix B.)</b>	

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**CHALLENGE 4**

**Recruiting and Retaining a Diverse Workforce**

Actions and outcomes are listed below. Networking in minority communities seems most effective in hiring. We have hired too few minorities to claim great success, but we have hired a few.

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Insure diverse faculty candidate pool – networking, ads, instructions to search committees, including “diversity advocate” on search committees.	Academic Affairs	Monica Gregory	Variable	Actions occur in each search	Ongoing
Report on attempts to insure diversity in pool required of DAA and HR offices	Academic Affairs and Business Services	Monica Gregory and Tom Butchko	None	Reports complete	Since 2002



Networking in local minority community for staff positions/ Attempts to find spousal employment for minority (and other) faculty	Business Services/Executive Office	Tom Butchko/John Madden	Nominal	Haired two Latino Maintenance & Operations worker/Hired several minority but no new African-American or Latino full-time faculty./Have established network of 14 regional colleges and universities/campuses through NEPACU to share resumes	Since 2004/ Since 1999
Faculty mentors and support are provided for all full-time faculty.	Academic Affairs	Monica Gregory	None	Hard to measure, faculty approve	Ongoing

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**CHALLENGE 5**

**Developing a Curriculum that Supports the Goals of our New General Education Plan**

The development of curriculum is primarily a college level function. The campus is free to and does schedule courses. Co-curricular programming is locally developed. The campus is working toward developing a multicultural perspective centering on international studies and activities.

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Diversity-focused courses	Academic Affairs	Monica Gregory	None additional	Courses are available and enrolled	Every semester
Co-curricular programming (as part of RI courses)	Student Affairs	Dwayne Hilton	None additional	Cultural and multicultural events are given credit in relevant non-credit courses.	Ongoing
See last entry under Challenge 1 above					
Increased interest in and support for international programming	Academic Affairs	Monica Gregory	None to date	Trip to Peru conducted over winter break	Dec./Jan. 06/07

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**CHALLENGE 6**

**Diversifying University Leadership and Management**

Chancellor chairs campus Diversity Committee and chairs Hazleton Civic Partnership Community Assessment Committee, largely addressing issues with the growing local Latino population. DSES Chairs Human Relations Coalition in Hazleton addressing similar issues. DAA and DBS are also actively involved in promoting diversity and in recruiting a diverse workforce.

Campus leadership is diverse only with respect to gender as outlined below.

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
Same as for faculty and other staff searches as above.	Business Services, Academic Affairs, Executive Office	Tom Butchko, Monica Gregory, John Madden	\$1000/year	No minority hires attributable to practice	Ongoing
Encourage minority and women faculty and staff to participate in professional development and promotion	Campus administrative offices	Front-line staff and Chancellor	Maybe \$9000/year	6/10 of Campus Leadership Council are women	Ongoing

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**CHALLENGE 7**

**Coordinating Organizational change to Support Our Diversity Goals**

<b>ACTIONS</b>	<b>Person(s)/Office(s) Responsible for Accountability</b>	<b>Persons/Offices Involved in Implementation</b>	<b>Cost*</b>	<b>Outcome assessment</b>	<b>Time frame</b>
This is primarily a college-level activity					
Moved Academic Intervention Specialist and Coordinator of Disability Services (one person) from the Advising Center to the Teaching and Learning Support Center where a variety of resources are integrated	Academic Affairs	Jacqueline Walters, Jane Waitkus	none	Location better suited to interventions performed	Fall 2004

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## Appendix A

Fall Official Enrollments last refreshed on Monday, November 06, 2006.

[Hazleton][\*Semester][\*College/Dept/Major][\*Degree][\*Level][\*First Time][\*Ethnicity][\*Gender][\*Full/Part Time][\*Residency County/State][\*Age Range][\*GPA Range]

Student Count as values		Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001	*Semester
Hazleton	Declined to Report	61	62	72	80	77	91	443
	American Indian / Alaskan Native	3	2	2	2	1	0	10
	Black / African American	95	71	64	72	47	34	383
	Asian / Pacific American	63	64	48	48	47	49	319
	Latino / Hispanic American / Puerto Rican	82	70	51	46	42	37	328
	White	837	795	874	974	1022	1135	5637
	International	2	2	3	3	4	7	21
*Ethnicity	1143	1066	1114	1225	1240	1353	7141	
Hazleton		1143	1066	1114	1225	1240	1353	7141

**Appendix B  
Table 1**

**Retention and Graduation Rates, 1997-2004, Penn State Hazleton**

The following tables provide retention and graduation rates for successive cohorts of baccalaureate regular admit students for each fall semester from fall 1997 through fall 2004. The data are for 1) African/Black American, American Indian/Alaskan Native, and Latino/Hispanic American and 2) white students. Retention data indicate the percentage of students retained at any Penn State location within any Penn State college (excluding Penn College). Graduation data indicate the percentage of students who graduated from any Penn State location with any Penn State degree, including students who change to associate degree status and graduate with associate degrees (excluding Penn College).

**African/Black American, American Indian/Alaskan Native, and Hispanic/Latino Students**

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	20	36	25	26	31	48	58	44
<b>% RETAINED</b>								
AFTER 1 YEAR	85.0	80.5	92.0	80.7	80.6	79.1	84.4	77.2
AFTER 2 YEARS	65.0	75.0	72.0	53.8	64.5	60.4	68.9	
AFTER 3 YEARS	65.0	66.6	64.0	46.1	64.5	56.2		
<b>% GRADUATED</b>								
AFTER 4 YEARS	55.0	27.7	28.0	42.3	29.0			
AFTER 5 YEARS	60.0	44.4	56.0	50.0				
AFTER 6 YEARS	65.0	50.0	60.0					

**White Students**

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	451	420	429	417	395	380	361	324
<b>% RETAINED</b>								
AFTER 1 YEAR	81.5	82.6	82.2	83.2	80.7	83.4	78.1	79.6
AFTER 2 YEARS	67.6	67.3	67.1	69.0	66.0	73.4	64.8	
AFTER 3 YEARS	62.9	58.8	61.3	62.3	61.0	67.8		
<b>% GRADUATED</b>								
AFTER 4 YEARS	37.2	37.6	40.7	42.4	40.7			
AFTER 5 YEARS	55.2	51.9	55.7	54.4				
AFTER 6 YEARS	56.9	54.7	57.8					

\*These data are taken from the University database using the AIDAE-RPM utility. Retention data for students admitted in fall 2005 are not available at this point in the data cycle; graduation data are available through the fall 2001 cohort. "Regular admit" excludes advanced standing, provisional, non-degree and non-degree to degree, readmit, and reinstate statuses.

**Appendix B  
Table 2**

**Retention and Graduation Rates, 1997-2004, Penn State Hazleton**

The following tables provide retention and graduation rates for successive cohorts of baccalaureate regular admit students for each fall semester from fall 1997 through fall 2004. The data are for 1) African/Black American and Latino/Hispanic American and 2) white students. Retention data indicate the percentage of students retained at any Penn State location within any Penn State college (excluding Penn College). Graduation data indicate the percentage of students who graduated from any Penn State location with any Penn State degree, including students who change to associate degree status and graduate with associate degrees (excluding Penn College).

**African/Black American and Hispanic/Latino Students**

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	19	36	24	26	31	48	57	43
<b>% RETAINED</b>								
AFTER 1 YEAR	84.2	80.5	95.8	80.7	80.6	79.1	84.2	76.7
AFTER 2 YEARS	63.1	75.0	75.0	53.8	64.5	60.4	68.4	
AFTER 3 YEARS	63.1	66.6	66.6	46.1	64.5	56.2		
<b>% GRADUATED</b>								
AFTER 4 YEARS	52.6	27.7	29.1	42.3	29.0			
AFTER 5 YEARS	57.8	44.4	58.3	50.0				
AFTER 6 YEARS	63.1	50.0	62.5					

**White Students**

ADMIT SEMESTER	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA04
NUMBER OF STUDENTS	451	420	429	417	395	380	361	324
<b>% RETAINED</b>								
AFTER 1 YEAR	81.5	82.6	82.2	83.2	80.7	83.4	78.1	79.6
AFTER 2 YEARS	67.6	67.3	67.1	69.0	66.0	73.4	64.8	
AFTER 3 YEARS	62.9	58.8	61.3	62.3	61.0	67.8		
<b>% GRADUATED</b>								
AFTER 4 YEARS	37.2	37.6	40.7	42.4	40.7			
AFTER 5 YEARS	55.2	51.9	55.7	54.4				
AFTER 6 YEARS	56.9	54.7	57.8					

\*These data are taken from the University database using the AIDAE-RPM utility. Retention data for students admitted in fall 2005 are not available at this point in the data cycle; graduation data are available through the fall 2001 cohort. "Regular admit" excludes advanced standing, provisional, non-degree and non-degree to degree, readmit, and reinstate statuses.