# Appendices

#### **OIE REPORT**

May 2012

#### **Amy Petts**

## Appendix A

#### Female Associate and Full Professor Survey

#### Introduction

The Office of Institutional Effectiveness (OIE), at the request of the College of Science and Humanities' Task Force on the Status of Women and the University Diversity Committee, distributed a survey assessing the potential barriers females face in seeking promotion to full professor. The survey was distributed to all female full and associate faculty on April 20<sup>th</sup> and was available until April 30<sup>th</sup>. Nearly 63% of all female full and associate faculty completed the survey (101 out of 161). The results of this survey are provided below by college.

Data are only provided for a given variable when the sample size is greater than 2. Thus, within some colleges, for some questions, there were not enough responses to provide the data and protect the anonymity of respondents. Gray shaded cells in tables represent what we have identified as potentially key findings from the survey. For questions scaled from strongly disagree to strongly agree, percentages for those who neither agree nor disagree are excluded from the tables, but can be inferred.

#### **Brief Summary of Results**

- Nearly half of the sample (47%) represents the College of Science and Humanities (CSH). (Table 1)
- The Miller College of Business (MCOB) had a lower percentage of tenured female faculty respondents. (Table 2)About 6 out of 10 respondents reported having a work-life plan or strategy; however these percentages were lower the College of Fine Arts (CFA). (Table 3)
- At least 3 out of 4 respondents reported experiencing stress related to work-life balance and these percentages were even higher in the College of Communication, Information, and Media (CCIM) and CFA. (Table 3)
- Perhaps related to the previous bullet point, nearly half of the CFA respondents with children have children under the age of 5, and nearly 80% of CCIM faculty have responsibility for children or elders. (Table 4)In general about 7 out of 10 respondents with children reported experiencing difficulty in needing time for research, travel, conventions, and fieldwork because of their children. This percentage was higher for CSH faculty and lower for MCOB faculty. (Table 4)
- Interestingly, more respondents with children agreed or strongly agreed that having children had a negative impact on their achieving promotion than on their achieving tenure. However, fewer than half agreed or strongly agreed with either of these statements. (Table 4)

- Across all departments, respondents reported devoting more time to their departmental service than to other kinds of service (Table 5)
- In general, if respondents had to take away one of their responsibilities, the largest percentage would take away service responsibilities followed by research responsibilities. A higher percentage of CFA faculty would take away service, and a higher percentage of CSH faculty would take away research. (Table 6)
- Pearly half of all associate faculty respondents agreed or strongly agreed that they feel forced into service work and time consuming activities because assistant professors are protected from too much service and full professors have more choice in their departmental involvement. This sentiment was particularly prevalent in MCOB, where over 80% of respondents agreed or strongly agreed with this statement. (Table 8)
- Less than 3 out of 10 respondents reported having a mentor, yet at least 9 out of 10 reported that they believe that having a mentor is important. (Table 9)
- About 4 out of 10 respondents reported that males and females are treated differently in their department; for MCOB respondents this percentage was much higher (7 out of 10). (Table 10)
- About 4 out of 10 respondents agreed or strongly agreed that to be successful, they feel as though they need to do twice as much or be twice as good as my male colleagues; again for MCOB respondents this percentage was much higher (nearly 6 out of 10). (Table 10)
- About 4 out of 10 respondents agreed or strongly agreed that the benefits of becoming a full professor are not worth the effort. (Table 11)

- When comparing associate and full female faculty, a significantly higher percentage of associates reported having experienced high levels of stress and/or health conditions as a result of work-life balance and currently providing or having provided child or elder care since becoming an associate professor. Additionally, a significantly lower percentage of associates reported feeling supported by their department in work-life balance. (Table 12)
- However, when comparing associate and full female faculty, a significantly lower percentage of associates reported having provided service to their department in certain specified roles or feeling left out because of their gender. (Table 12)

Table 1
Participation by College

College	N	Percent of Sample	Response Rate
CAST	12	12.1	70.6
CAP	3	3.0	37.5
MCOB	7	7.1	63.6
CCIM	5	5.1	71.4
CFA	10	10.1	50.0
CSH	46	46.5	69.7
TC	16	16.2	50.0

Table 2
Faculty Status by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
				Percent	ages			
Tenured								
Yes	100.0	100.0	85.7	100.0	90.0	93.5	93.8	93.9
No	0.0	0.0	14.3	0.0	10.0	6.5	6.6	6.1
Status								
Full Professor	33.3	100.0	14.3	0.0	40.0	34.8	31.3	30.3
Associate Professor	66.7	0.0	85.7	100.0	60.0	65.2	68.8	69.7

Table 3 Work-Life Balance by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
				Percent	ages			
Have you developed a plan for								
dealing with work-life balance? <sup>1</sup>								
Yes	58.3	66.7	100.0	80.0	30.0	58.7	56.3	59.2
No	41.7	33.3	0.0	20.0	70.0	41.3	43.8	40.8
Do you feel supported in								
work-life balance by your								
department?								
Yes	66.7	0.0	57.1	80.0	55.6	66.7	56.3	61.9
No	33.3	100.0	42.9	20.0	44.4	33.3	43.8	38.1
Have you devised strategies for								
dealing with work-life balance? <sup>2</sup>								
Yes	75.0	66.7	100.0	80.0	70.0	68.9	75.0	73.5
No	25.0	33.3	0.0	20.0	30.0	31.1	25.0	26.5
Have you experienced high								
levels of stress and/or								
health conditions as a result of								
work-life balance?								
Yes	75.0	66.7	57.1	100.0	90.0	73.9	81.3	76.8
No	25.0	33.3	42.9	0.0	0.0	26.1	18.8	23.2

<sup>&</sup>lt;sup>1</sup>Summary information about specific plans for work-life balance are provided in the appendix

<sup>&</sup>lt;sup>2</sup> Summary information about specific devised strategies for work-life balance are provided in the appendix

Table 4
Family Influences by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
	J. 10 1		1.1002	Percent				
Do you have children?					Ü			
Yes	83.3	66.7	100.0	80.0	50.0	56.5	71.4	66.0
No	16.7	33.3	0.0	20.0	50.0	43.5	28.6	34.0
What are the ages of								
your children?	0.0		20.6	25.0	<b>5</b> 0.0	20.0	20.0	22.4
Less than 5 years	0.0		28.6	25.0	50.0	30.8	20.0	23.4
6-12 years	10.0		14.3	50.0	25.0	46.2	30.0	32.8
13-19 years	20.0		28.6	0.0	0.0	19.2	30.0	20.3
20 years or older	80.0		57.1	50.0	25.0	38.5	60.0	50.0
Do you or have you had to								
provide child or elder care since								
becoming an associate professor?*								
Yes	66.7	66.7	71.4	80.0	60.0	62.2	62.5	64.3
No	33.3	33.3	28.6	20.0	40.0	37.8	37.5	35.7
Because of childcare, are you								
experiencing difficulty in								
needing time for research,								
travel, conventions, and								
fieldwork?								
Yes	60.0		42.9	75.0	75.0	85.7	62.5	70.6
No	40.0		57.1	25.0	25.0	14.3	37.5	29.4
Having children had a negative								
impact on your attaining tenure.								
Agree or strongly agree			28.6	0.0	20.0	16.0	40.0	20.7
Disagree or strongly disagree			71.5	75.0	20.0	60.0	20.0	50.7
Having children had a negative								
impact on your attaining promotion.								
Agree or strongly agree	20.0		57.2	25.0	40.0	36.0	50.0	39.7
Disagree or strongly disagree	50.0		28.6	50.0	40.0	30.0	20.0	36.5
	30.0		20.0	30.0	40.0	30.0	20.0	30.3
I have been made to feel guilty								
for needing to provide care for a family member.								
Agree or strongly agree	30.0	66.6	28.6	0.0	37.5	38.9	13.3	28.5
Disagree or strongly disagree	40.0	33.3	42.9	50.0	62.5	44.4	53.3	48.8
Disagree of subligity disagree	70.0	55.5	74.7	50.0	02.3	<del>-</del>	55.5	70.0

<sup>\*</sup>Question only asked of associate professors

Table 5
Distribution of Work Time by College

How many hours per week do you commit to	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
J 002 003333300 00000			Med	ian* Hour	s Per W	eek		
Service (general)	8.0	6.0	15.0	10.0	5.0	10.0	12.0	10.0
Service for the profession	1.5	2.0	3.0	3.0	1.0	1.5	2.0	2.0
Service for the department	4.0	5.0	5.0	5.0	4.0	5.0	3.0	5.0
Service for the college	0.5	0.5	3.5	2.0	1.0	1.0	2.0	2.0
Service for Ball State	2.0	1.0	2.0	1.5	1.0	2.0	3.0	2.0
Teaching	30.0	24.0	20.0	20.0	35.0	25.0	20.0	25.0
Research	20.0	10.0	20.0	10.0	10.0	10.0	10.0	10.0

<sup>\*</sup>Some reported 50, 60, even 90 hours which makes the mean very skewed; thus we used the median as more representative of the center of the distribution

Table 6
Relative Importance of Responsibilities by College

Rank the order you would cut, research, teaching, and service, and home-life if forced to cut one.	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
			Percent	indicating	would c	ut first		
Service (general)	45.5	100.0	42.9	80.0	66.6	34.1	31.3	43.5
Research	36.4	0.0	14.3	20.0	22.2	46.3	25.0	33.7
Home-life	18.2	0.0	42.9	0.0	0.0	14.6	37.5	18.5
Teaching	0.0	0.0	0.0	0.0	11.1	4.9	6.3	4.3

Table 7
Leadership Responsibilities by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
Have you provided service	to your depart	ment in	roles such	as:				
department chair, associate	or assistant cl	hair, or	director of	a progra	$m?^3$			
				Percent	ages			
Yes	41.7	66.7	57.1	40.0	60.0	65.2	81.3	62.6
No	58.3	33.3	42.9	60.0	40.0	34.8	18.8	37.4

<sup>&</sup>lt;sup>3</sup> Summary information about the roles fulfilled are provided in the appendix

Table 8
Attitudes on Service Work by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
				Percent	ages			
I feel forced into service work an	d time cor	nsuming	activities	because a	ssistant	professo	ors are	
protected from too much service	and full p	rofessor	s have mo	re choice	in their	departn	nental	
involvement.*								
Agree or strongly agree	50.0	33.3	83.4	20.0	16.7	53.3	54.6	49.3
Disagree or strongly disagree	25.0	66.7	0.0	40.0	50.0	16.6	27.3	24.6
I feel overlooked for prestigious f	faculty con	nmittee	s.					
Agree or strongly agree	0.0	0.0	28.6	20.0	50.0	26.1	12.5	22.5
Disagree or strongly disagree	72.8	66.7	71.5	80.0	30.0	52.2	56.3	56.1

<sup>\*</sup>Question only asked of associate faculty

Table 9
Attitudes on Mentorship by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
				Percent	ages			
Do you have a mentor?								
Yes	16.7	0.0	28.6	20.0	20.0	34.8	25.0	27.3
No	83.3	100.0	71.4	80.0	80.0	65.2	75.0	72.7
Do you think mentoring is								
important?								
Yes	100.0	100.0	71.4	80.0	90.0	97.8	93.8	93.9
No	0.0	0.0	28.6	20.0	10.0	2.2	6.3	6.1
Is your mentor in your								
department?								
Yes						66.7	50.0	69.2
No						33.3	50.0	30.8
Is your mentor female?								
Yes						40.0	66.7	44.0
No						60.0	33.3	56.0
Was your mentor assigned?								
Yes						46.7	33.3	48.0
No						53.3	66.7	52.0
Would you attend a workshop								
on pathways to becoming								
a full professor?								
Yes	62.5	66.7	16.7	40.0	66.7	86.7	45.5	65.2
No	37.5	33.3	83.3	60.0	33.3	13.3	54.5	34.8
What preference would you								
have for who taught the								
workshop?								
Female full professor	40.0	50.0			75.0	26.9	20.0	33.3
Either a female or male	20.0	50.0			25.0	15.4	40.0	20.0
full professor								
Both a female and male	40.0	0.0			0.0	57.7	40.0	46.7
full professor								

Table 10 Diversity Issues by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
				Percent	ages			
Are men and women judged								
differently in your department?								
Yes	37.5	33.3	71.4	40.0	22.2	38.1	46.7	40.4
No	62.5	66.7	28.6	60.0	77.7	61.9	53.3	59.6
Are women of color treated								
differently in your department?								
Yes	25.0				16.7	5.0	41.7	20.4
No	75.0				83.3	95.0	58.3	79.6
Are women with disabilities								
treated differently in your								
department?								
Ŷes	0.0				25.0	15.0	16.7	15.0
No	100.0				75.0	85.0	83.3	85.0
Do you know any women who								
have left the university because								
they didn't think they would get								
promoted?								
Yes	41.7	33.3	57.1	0.0	70.0	31.1	75.0	43.9
No	58.3	66.7	42.9	100.0	30.0	68.9	25.0	56.1
Do you feel left out of activities								
because of your gender?								
Yes	16.7	0.0	42.9	20.0	40.0	13.0	25.0	20.2
No	83.3	100.0	57.1	80.0	60.0	87.0	75.0	79.8
To be successful, I feel as though								
I need to do twice as much or be								
twice as good as my male								
colleagues.								
Agree or strongly agree	33.3	33.3	57.1	20.0	50.0	45.7	31.3	41.4
Disagree or strongly disagree	33.3	33.3	28.6	20.0	30.0	21.7	31.3	26.3

Table 11
Departmental Climate by College

	CAST	CAP	MCOB	CCIM	CFA	CSH	TC	Total
				Percent	ages			
I felt less accepted in my								
department after receiving								
tenure.								
Strongly agree or agree	0.0	0.0	14.3	20.0	22.2	14.0	20.0	13.8
Strongly disagree or disagree	83.3	33.3	57.2	40.0	77.7	58.1	73.3	63.8
The expectations for promotion								
to full professor are too great.								
Strongly agree or agree	45.5	66.7	42.9	20.0	40.0	30.4	31.3	34.7
Strongly disagree or disagree	33.3	0.0	28.6	40.0	30.0	37.0	43.8	33.6
The benefits of becoming a full								
professor are not worth								
the effort.								
Strongly agree or agree	58.0	66.7	28.6	20.0	20.0	41.3	56.3	42.4
Strongly disagree or disagree	33.4	33.3	57.2	40.0	40.0	45.6	37.5	43.4
Are maternity leave policies								
available online?								
Yes	81.8		80.0	75.0	57.1	72.7	76.9	73.0
No	18.2		20.0	25.0	42.9	27.3	23.1	27.0
Are sabbatical policies available								
online?								
Yes	100.0	66.7	83.3	100.0	87.5	86.1	78.6	86.6
No	0.0	33.3	16.7	0.0	12.5	13.9	21.4	13.4

Table 12
Full and Associate Professor Differences

	Associate Full		% Difference
	Percent	tage <sup>1</sup>	
Do you feel supported in	59.0	69.0	-10.0*
work-life balance by your department?			
Have you experienced high levels of stress and/or	83.0	63.0	20.0*
health conditions as a result of work-life balance?			
Do you or have you had to provide child or elder care	71.0	50.0	21.0*
since becoming an associate professor?			
Have you provided service to your department in roles	58.0	73.0	-15.0*
such as: department chair, associate or assistant chair,			
or director of a program?			
Do you feel left out of activities because	17.0	27.0	-10.0*
of your gender?			

<sup>&</sup>lt;sup>1</sup>Percentage reporting yes

<sup>\*</sup> Significant at p≤.05

#### **Summary of Open-Ended Questions**

#### What is your plan for work-life balance? (44% answered)

- 1. Have an organized plan for life (e.g., planned time for family, planned time for work; planned time for leisure; and stick to schedule no matter what) (82% of respondents)
  - a. Coordinate responsibilities with partner (e.g., stay at home dad, half or responsibilities to one partner/half to the other, etc.) (32% of respondents)
- 2. Put work first (no other choice—dedicated almost solely to job, especially when single) (36% of respondents)
- 3. Purchase child or home care (11% of respondents)

#### What are your strategies for work-life balance? (58% answered)

- 1. Delayed children, did not have children, or planned birth around time-off (37% of respondents)
- 2. Purchase child or home care (e.g., nannies, daycares, baby-sitters, cleaning services, etc.) (35% of respondents)
- 3. Coordinate responsibilities with partner (20% of respondents)
- 4. Set limits on professional life (e.g., limit professional activities or conferences, limit non-required responsibilities) (8% of respondents)
- 5. Plan things ahead of time that need to get done (5% of respondents)
- 6. Rely on extended family (5% of respondents)

#### What time-consuming roles have you fulfilled in your department? (49% of respondents)

- 1. Director or head of graduate or undergraduate studies; director outside department (53% of respondents)
- 2. Chair of department (31% of respondents)
- 3. Assistant/associate chair of department (15% of respondents)
- 4. Program leader (e.g., assessment coordinator, program advisor, program area leader) (12% of respondents)
- 5. Coordinator of a program (10% of respondents)
- 6. Associate dean (<1% of respondents)

#### Concerns raised in open-ended questions

- 1. There are monetary concerns because in order to employ some of the strategies (e.g., stay at home dad, childcare, housekeeping, etc.) needed to balance work and home life responsibilities some of the respondents reported not having enough money and feeling like all their free time was focused on finding other ways to make money for the family. (N=10 expressing financial concerns)
- 2. A few of the people who delayed childbirth experienced challenges conceiving and regretted decisions to delay this and those who tried to plan childbirth for a specific time in the academic year also had challenges and frustrations. (N=7 expressing issues with child-planning)
- 3. Some of the professional aspects of the job fall by the way side doing the day-to-day tasks (e.g., skipping conferences, not reviewing manuscripts in discipline, not working on own research). (N=5)

## Appendix B

# **BALL STATE UNIVERSITY FACT BOOK 2011–12**

Enrollment by Race - On- and Off-Campus Unduplicated*											
Level	2007-08	2008-09	2009-10	2010-11	2011-12						
By Race											
Undergraduate											
African American	1,148	1,159	1,260	1,311	1,064						
Asian American	125	131	135	133	135						
Caucasian	14,314	14,360	14,909	15,098	14,872						
Hispanic American	298	350	408	448	512						
Native American	49	58	59	45	40						
Pacific Islander	15	12	13	13	14						
Biracia1	205	208	260	332	377						
Nonresident Alien	160	178	265	367	338						
Unknown	380	376	428	380	275						
Percent Ethnic Minorities	11.0%	11.4%	12.0%	12.6%	12.2%						
Graduate											
African American	111	116	122	122	160						
Asian American	28	25	22	21	25						
Caucasian	2,568	2,798	2,855	2,943	3,419						
Hispanic American	41	42	41	65	63						
Native American	13	11	7	9	11						
Pacific Islander	4	7	5	2	3						
Biracia1	13	23	23	29	42						
Nonresident Alien	210	198	242	287	286						
Unknown	167	191	347	478	511						
Percent Ethnic Minorities	6.7%	6.6%	6.0%	6.3%	6.7%						
Total Percent Ethnic Minorities	10.3%	10.6%	11.0%	11.5%	11.0%						

<sup>\*</sup> Unduplicated headcounts count students who are enrolled both on- and off-campus only once.

Source: Office of Director of Systems Technology - Enrollment, Marketing, and Communications

<sup>\*</sup>All RACE Codes for Domestic Students

#### Appendix C

## Office of Admissions (Undergraduate Students) Recruitment Strategies

#### **Recruitment Strategies**

The Office of Admissions has an aggressive plan to recruit students from diverse backgrounds. Each Admissions staff member is equipped with publications specifically marketed for high school prospects. Each staff member is assigned a territory with a focus on selected high schools and college fairs scheduled throughout the year. An emphasis has been placed on more visitations to schools with 50% or more minority student enrollment and participation in more college fairs or venues promoting the attendance of underrepresented students. Our aim is to continue to strengthen diversity recruitment and yield programs. We will also continue to build deeper level of commitment with the Center for Leadership Development in Indianapolis and Project Leadership.

## **Programs**

Current Admissions programs that are specifically designed to target diverse student populations include the following:

- College Visitation Programs scheduled throughout the year utilizing our (MAC)
   Multicultural Ambassador Corps
- Explore Ball State Day scheduled for a day on campus in April where we bring prospective high school juniors and seniors to campus to individual academic departments on campus
- Project Stepping Stone scheduled for Hispanic/Latino students to stay 3 days on campus in June
- 21st Century Scholars' Day on campus scheduled in April
- Summer Scholars Residential Program scheduled for three week stay on campus each summer with more emphasis on some type of immersive seminar in several academic areas across campus
  - There is a college credit opportunity for students that matriculate to BSU in the fall after the Summer Scholars Program
- Indianapolis Black Expo scheduled an information booth in the exhibitor's section of the convention to share current information about Ball State University
- Center for Leadership Development Achievers' Scholarship Dinner in recognition of the recipients of the two annual CLD/BSU scholarships awarded
- Cinco de Mayo Celebration held in the spring
- Indianapolis Fiesta Celebration in the summer
- La Plaza's Night of Americas Dinner
- Minority Recruitment Program off-campus at the Madame CJ Walker Theater in Indianapolis.
- Minority Yield Program We hosted our second diversity yield program at a new venue (Indiana Historical Society) in April 2012. All multicultural students admitted to BSU for the fall 2012 semester who lived within two hours of Indianapolis were invited.

Office of Admissions participates in the following college fairs:

- 100 Black Men of Indianapolis
- 100 Black Men of Chicago
- Infinite Scholars Fairs
- Urban League's Career Fairs
- Indiana Latino Leadership Conference
- National Hispanic College Fairs
- NSFNS College Fairs
- Center for Leadership Development Citywide Conference
- ICE College Fairs

Minority scholarships available through the Office of Admissions are:

- Academic Recognition Scholarship
- Center for Leadership Development Scholarship
- National Achievement Scholarship
- National Hispanic Scholarship
- Dr. Martin Luther King Scholarship
- Dr. David A. Davis Scholarship
- A.B. Floyd Leadership Scholarship
- Dream Makers Scholarship

#### **Multicultural Center Recruitment Strategies**

The Multicultural Center Director, along with the Office of Admissions staff attended the Minority Student Reception in Indianapolis. The purpose of the event was to speak with underrepresented minority (URM) prospective students and their families about Ball State University.

#### **Graduate School Recruitment Activities**

The Graduate School partnered with the Black Graduate Student Alliance and Continuum: A Graduate Student Association for LGBTQIA (Lesbian, Gay, Bisexual, Transgendered, Queer, Inquiring, Ally) to host two events. The first was a virtual information session regarding the benefits of graduate school for approximately 268 prospective students from 21 undergraduate institutions. The second was a graduate student orientation mixer for approximately 72 students.

The Associate Provost and Dean of the Graduate School, Dr. Robert Morris, agreed to fund as many McNair Scholars who enroll at BSU as the budget permits.

Additionally, the Graduate School:

• spoke to two classes and attended a graduate school fair at Tennessee State University, responding to approximately 30 student inquiries;

- partnered with IUPUI to promote graduate education state-wide to include underrepresented minority populations (i.e., shared marketing for our upcoming graduate school fairs and informational events);
- provided McNair Scholar Database with all graduate program advisors to use in recruiting. Utilized McNair Scholar Database in promotion of graduate recruiting events; and
- worked with the Associate Dean of the College of Communication Information and Media (CCIM) to create a strategic recruiting plan for the CCIM Diversity Initiative.

#### **Disabled Student Development Recruitment Activities**

As part of a federal grant, DSD has created a website containing presentations regarding services for students with disabilities in college. A letter containing a link to these presentations is being sent to all high schools in the state of Indiana. In addition a brochure describing the transition to college for students with disabilities is being included.

DSD staff members spoke at several workshops, conferences, and transition fairs in Indiana describing the transition to college for students with disabilities and highlighting Ball State's services and programs for students with disabilities.

DSD provides sponsorship for the Power Soccer team, the first university-sponsored Power Soccer team (soccer for power wheelchair users). This team has continued to be an attraction for prospective students who are wheelchair users.

Appendix D

**Three-Year Retention Rate Comparison by Cohort and Demographic Groups** 

Ethnicity	Cohort Year	Cohort Number	Returned Year 2
American Indian	2010	3	66.57%
	2009	7	85.71%
	2008	13	84.62%
Asian-American	2010	22	81.82%
	2009	27	81.80%
	2008	31	83.87%
Bi-Racial	2010	102	76.47%
	2009	92	80.43%
	2008	41	73.17%
Black	2010	184	80.43%
	2009	211	77.25%
	2008	195	72.31%
Caucasian	2010	3095	79.52%
	2009	3306	79.85%
	2008	3281	79.18%
Hispanic	2010	115	76.52%
	2009	113	77.00%
	2008	96	75.00%
Unknown	2010	38	82.40%
	2009	71	78.87%
	2008	118	71.18%

Data Provided by Office of the Vice President for Student Affairs

Appendix E

# Fall 2010 First-Time, Full-Time Matriculates Cohort Retention to Fall 2011 by Demographic Groups and Gender Retention Rates by Demographic Groups First-Time, Full-Time Matriculates from Fall 2009 & Fall 2008

ETHNICITY	Cohort Number	Returned Year 2	Percentage	GENDER	Cohort Number	Returned Year 2	Percentage
AMERICAN-INDIAN	3	2	66.57%	FEMALE	1	1	100.00%
				MALE	2	1	50.00%
ASIAN	22	18	81.82%	FEMALE	14	13	92.86%
				MALE	8	5	62.50%
BI-RACIAL	102	78	76.47%	FEMALE	58	45	77.59%
				MALE	44	33	75.00%
BLACK	184	148	80.43%	FEMALE	104	82	78.85%
				MALE	80	66	82.50%
CAUCASIAN	3095	2461	79.52%	FEMALE	1847	1499	81.16%
				MALE	1248	962	77.08%
HISPANIC	115	88	76.52%	FEMALE	74	59	79.73%
				MALE	41	29	70.73%
OTHER	38	32	84.20%	FEMALE	17	16	94.12%
				MALE	21	16	76.2%
TOTAL	3559	2827	79.43%	FEMALE	2115	1715	81.09%
				MALE	1444	1112	77.01%

#### Appendix F

#### **Retention Activities**

#### **Multicultural Student Services**

#### **Retention Programming Data for Minority Students 2010-2011**

• A total of 5,570 students, faculty, and staff attended programs sponsored by the Multicultural Center during the 2010-2011 academic year

2009-2010: 5,053 students, faculty, and staff attended programs

2008-2009: 3,004 students, faculty, and staff attended programs

2007-2008: 1,448 students, faculty, and staff attended programs

• The Multicultural Center sponsored 53 programs in 2010-2011 with 27 programs being co-sponsored by student organizations, and academic or administrative departments.

2009-2010: 45 sponsored programs with 32 programs being co-sponsored by student organizations, academic or administrative departments

2008-2009: 34 sponsored programs with 22 programs being co-sponsored by student organizations, and academic or administrative departments.

- The Excel Mentor program began a three day summer program in August 2010. During the three days the URM students engaged in pre-college experience featuring workshops designed to expose them to the commonalities of first year college life, while challenging students to focus on ways that will assist them in developing academically and socially.
- 25 URM students (mentees) participated in the Excel Mentoring program during the 2010-11 academic year (20 participated the previous year) had the opportunity to connect with eight mentors, returning undergraduate Ball State URM students, who supported the mentees with their transition to Ball State University. 96% (24) mentees were retained for the Spring 2011.
- In addition to all the activities sponsored by the Multicultural Center this year. The final program of the year is the Celebration or Excellence Commencement Ceremony held on Friday, May 6, 2011. The purpose of the ceremony is to honor graduating undergraduate and graduate URM students at Ball State. The celebration not only affirms the participating students' accomplishments but instills pride in his/her ethnicity and identity as a Ball State graduate. There were over 60 graduating students and 200 family members, friends, faculty, staff, and Ball State alumni in attendance for the ceremony.

#### **Ball State University Multicultural Student Organizations**

Ball State University has many diverse student organizations, some of which are advised by the Office of Student Life. These organizations are the Latino Student Union, Black Student Association, Asian American Student Association, and Spectrum. These organizations sponsor and develop cultural, educational, and social programming for their members and Ball State students. Multicultural organizations celebrate diversity along with promoting cultural

awareness for the entire university. Any Ball State student can join a multicultural organization regardless of race or ethnicity.

The attendance numbers below are collected by students "swiping" ID cards at events and are reported by one organization only for events with multiple sponsors.

#### **Latino Student Union (LSU)**

- Hosted 14 programs with an overall attendance of 970 during the 2010-2011 academic year.
- Hosted 10 programs with an overall attendance of 696 during the 2009-2010 academic year.
- Hosted 15 programs with an overall attendance of 1,073 during the 2008-2009 academic year.
- Hosted 15 programs with an overall attendance of 692 during the 2007-2008 academic year.

#### **Black Student Association (BSA)**

- Hosted 20 programs with an overall attendance of 773 during the 2010-2011 academic year.
- Hosted 14 programs with an overall attendance of 713 during the 2009-2010 academic year
- Hosted 19 programs with an overall attendance of 3,006 during the 2008-2009 academic year.
- Hosted 26 programs with an overall attendance of 2,793 during the 2007-2008 academic year.

#### **Asian American Student Association (AASA)**

- Hosted 12 programs with an overall attendance of 461 during the 2010-2011 academic year.
- Hosted 9 programs with an overall attendance of 413 during the 2009-2010 academic year.
- Hosted 13 programs with an overall attendance of 754 during the 2008-2009 academic year
- Hosted 10 programs with an overall attendance of 1,546 during 2007-2008 academic year.

#### Spectrum

- Hosted 14 programs with an overall attendance of 1,712 during the 2010-2011 academic year.
- Hosted 14 programs with an overall attendance of 1,802 during the 2009-2010 academic year.
- Hosted 19 programs with an overall attendance of 2,076 during the 2008-2009 academic year.

#### **Disabled Student Development**

#### Data

- 601 students with disabilities used services from the Disabled Student Development (DSD) office during the 2009-2010 academic year.
  - o 2009-2010 597 students used services
  - 2008-2009 595 students used services
- 80% of the 87 matriculating freshmen who disclosed a disability to DSD by the official statistics day for the fall 2010 semester were retained for the fall 2011 semester.
  - $\circ$  2009-2010 87% retention rate for year two
  - $\circ$  2008-2009 78% retention rate for year two

#### Retention

- Each year DSD invites new students with disabilities to attend an information session for students based on disability types. Sessions are held for students with visual impairments; students who are deaf/hard of hearing; students with mobility impairments; and students with learning disabilities/attention deficit disorder. Students then meet individually with the director or associate director to plan services.
- DSD reviews grade reports each semester of students with disabilities & contacts students who have struggled to remind them of services available on campus.
- DSD's director, along with Dr. Jackie Harris from the Learning Center, and Taiping Ho from the Criminal Justice department, created the Faculty Mentorship Program (FMP) for students with disabilities. The purpose of this program is to connect new students with disabilities with a faculty member in the student's major to assist the student with the transition to college. The faculty member provides informal mentoring for the student and helps the student become acclimated to BSU. The FMP is the central piece of a federal grant received in 2008. Now in its sixth year, the FMP has approximately 50 faculty members volunteering as mentors. Approximately 250 students have participated in the FMP during its five years of existence; each fall, about half of the new students with disabilities participate in the FMP.
- DSD in conjunction with Disabled Students in Action hosts several events in March for disability awareness month. The goal of these events is raise awareness of disability issues and foster a more welcoming and inclusive attitude for individuals with disabilities at Ball State.

# Appendix G

Ethnicity A (Amer. Indian) B (African-Amer) F (Non-Res. Aln) N (unknown) D (Asian) P (Pac. Islander)	Fall 200 Count Perc 2 13	entage		2009	Fall 2		Opii	ng 2010		I 2010	Opii	ing 2011	Fall 2	
A (Amer. Índian) 3 (African-Amer) 5 (Non-Res. Aln) V (unknown) D (Asian)	2				Count Pa	encentage	Count	Percentage	Count	Percentage	Count	Percentage	Count Pe	rcentage
(African-Amer) (Non-Res. Aln) I(unknown) )(Asian)		5	1	2	0	0	0	0	0	0	0	0	1	2
(Non-Res. Aln) (unknown) ((Asian)		32	18	41	18	42	13	32	21	45	16	31	11	23
l (unknown) ) (Asian)	2	5	1	2	2	5	2	5	4	9	15	29	16	34
(Asian)	6	15	9	20	11	26	12	29	8	17	5	10	6	13
	2	5	2	5	3	7	6	15	1	2	2	4	3	6
'TPac Islanderi III														
	1	2	0	0	0	0	0	0	0	0	0	0	0	0
R (Bi-Racial)	7	17	7	16	2	5	4	10	6	13	6	12	3	6
6 (Hispanic)	8	20	6	14	7	16	4	10	7	15	7	14	7	15
TOTAL	41		44		43		41		47		51		47	
Classification	Count Perc	entage	Count P	ercentage	Count Pe	ercentage	Count	Percentage	Count	Percentage	Count	Percentage	Count Pe	rcentage
Indergrad P/T	6	15	7	16	10	23	4	10	10	21	18	35	11	23
Undergrad F/T	33	80	34	77	22	51	31	76	29	62	23	45	22	47
Graduate P/T	1	2	3	7	7	16	4	10	3	6	9	18	6	13
Graduate F/T	1	2	0	ó	4	9	2	5	5	11	1	2	8	17
Post Grad	ó	6	ő	ő	0	0	6	0	0	ö	ó		ő	0
rost Grad	41	- 0	44	U	43	U	41	U	47	U	51		47	- 0
UIAL	41		44		43		41		41		- 31		41	
Reason	Count Perc	entage	Count P	ercentage	Count Pe	ercentage	Count	Percentage	Count	Percentage	Count	Percentage	Count Pe	rcentage
Other"	3	7	4	9	12	28	9	22	7	15	8	16	7	15
mployment	2	5	5	11	5	12	4	10	10	21	2	4	4	9
Medical	10	24	15	34	4	9	7	17	7	15	10	20	8	17
Ailitary	0	0	0	0	1	2	0	0	0	0	1	2	0	0
inancial	5	12	2	5	12	28	- 6	15	8	17	9	18	5	11
Academic	1	2	4	9	3	7	2	5	- 5	11	10	20	4	9
Fransfer	9	22	3	7	2	5	4	10	2	4	- 5	10	10	21
Dissatisfied	4	10	1	2	2	5	1	2	1	2	2	4	4	9
amily Situation	7	17	10	23	2	5	8	20	7	15	4	8	5	11
TOTAL	41		44		43		41		47		51		47	
Comparison to All \ Reason					Cause D.		C	Percentage	C	D	C	D	C D-	
Other"	55 25	20 9	42 19	17	60 36	20	43 22	16 8	46 25	18	36 25	14	35 34	12
mployment				8		12				10		10		12
Medical	54	20	53	21	54	18	59	22	49	19	56	22	48	17
Ailitary	2	0	6	2	8	3	5	2	5	2	5	2	6	2
inancial	34	12	19	8	46	16	29	11	38	15	34	13	41	15
Academic	21	8	30	12	21	7	28		24	9	38	15	26	9
[ransfer	33	12	26	10	19	6	21	8	12	5	26	10	32	11
Dissatisfied	15	5	12	5	14	5	11	4	16	6	8	3	25	9
amily Situation	35	13	46	18	37	13	47	18	41	16	29	11	34	12
TOTAL	274		253		295		265		256		257		281	
dinority withdrawal	ls as percent	age of a	all withdra	wals for th	e semeste	er								
,		14.9		17.3		14.5		15.4		14.9		19.8		16.7
Other represents:					ID:									

## Appendix H

#### References

- Allen, B. (2011) *Difference matters: Communicating social identity*. Long Grove, IL: Waveland Press.
- Howe, J. (2008). A journey of a thousand miles. In N. Chism (Ed.) *Faculty at the margins*. (pp. 73-82). San Francisco: Jossey-Bass.
- Quinn, K., Lange, S., & Olswang (2004). Family-friendly policies and the research university.

  \*\*Academe Online\*\*. Retrieved from http://www.aaup.org/aaup
- Thompson, C. (2008). Recruitment, retention, and mentoring faculty of color: The chronicle continues. In N. Chism (Ed.) *Faculty at the margins*. (pp. 47-54). San Francisco: Jossey-Bass.