



STUDENTS OF COLOR AT PLU: BELONGING & PERSISTENCE

Fall Faculty Conference
September 3, 2015

Three questions


- What is *belonging* and why is it important?
- Do students of color feel like they belong at PLU?
- How can faculty contribute to students' sense of belonging?

Sense of Belonging

Students need to feel they are in a campus community that **supports and values** them, where **learning opportunities are developmental**, and where they feel a **strong sense of identity and affinity with the school.**

Cooper, R. (2009). Constructing belonging in a diverse campus community. *Journal of College & Character*, 10(2), 1-10.





**INCLUSIVE
EXCELLENCE**

*A WELCOMING COMMUNITY THAT
ENGAGES ALL OF ITS DIVERSITY
IN THE SERVICE OF STUDENT AND
ORGANIZATIONAL LEARNING*

Belonging



Persistence

Tinto's Model of Persistence:

Strongest predictors are **integration into the social and intellectual fabric of an institution;** **commitment to the institution;** and goal of attaining a college degree.

Curricular

- Course content
- Classroom experiences
- Interactions with faculty

Co-Curricular

- Residential experiences
- Interactions with peers
- Campus events

College Completion

Who graduates from college, who doesn't, and why it matters.

[Find a college or state](#)

Examples: Johns Hopkins, California 

[Browse the data](#)

 [Washington](#)

 [Overview](#) [Table](#)

[News & resources](#)

[About this project](#)

Graduation rates by state

[Public four-year colleges](#)

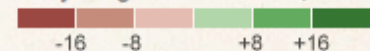
[Public two-year colleges](#)

[Private four-year colleges](#)

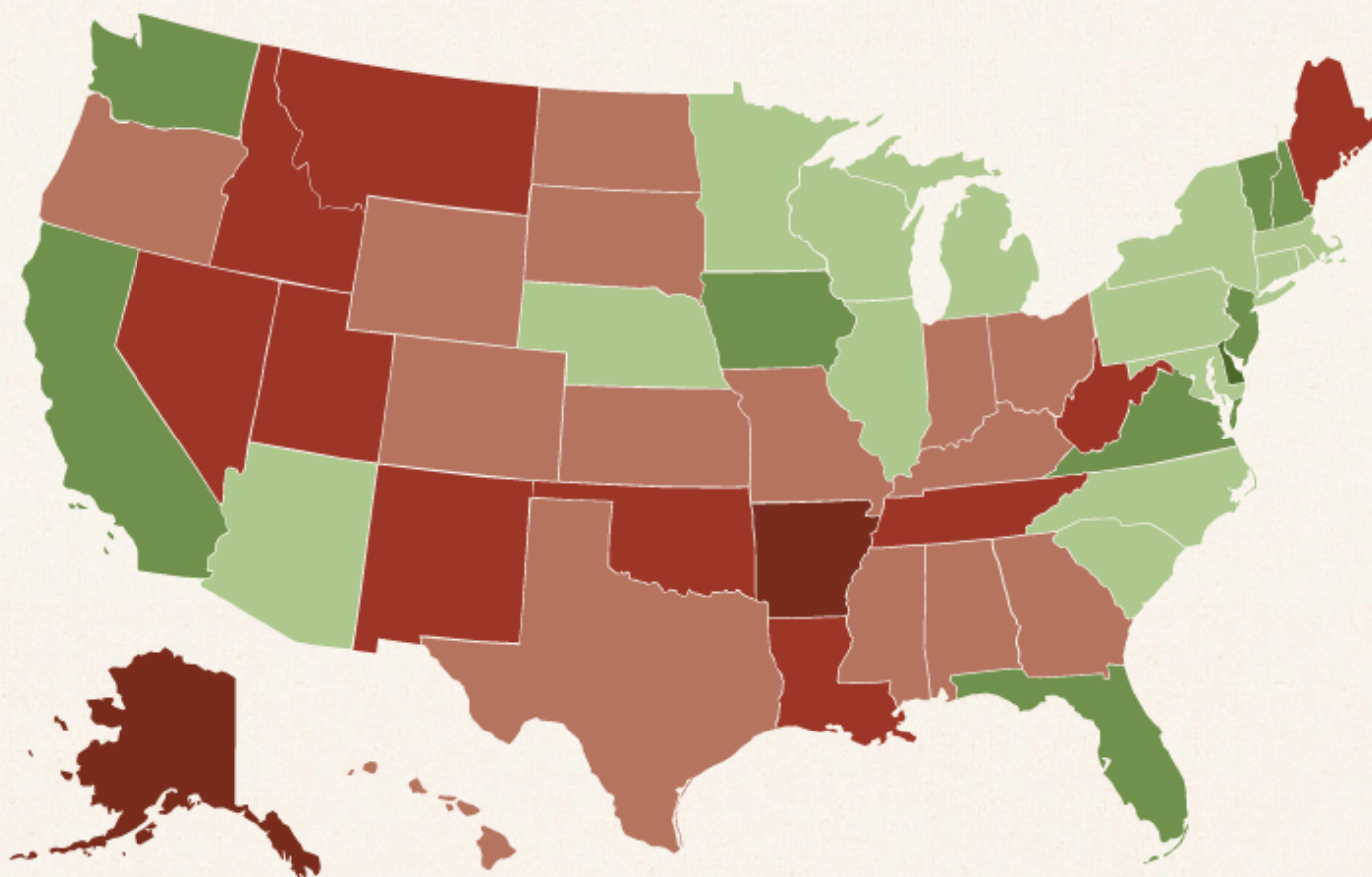
[For-profit four-year colleges](#)

[For-profit two-year colleges](#)

Six-year graduation rates, 2013

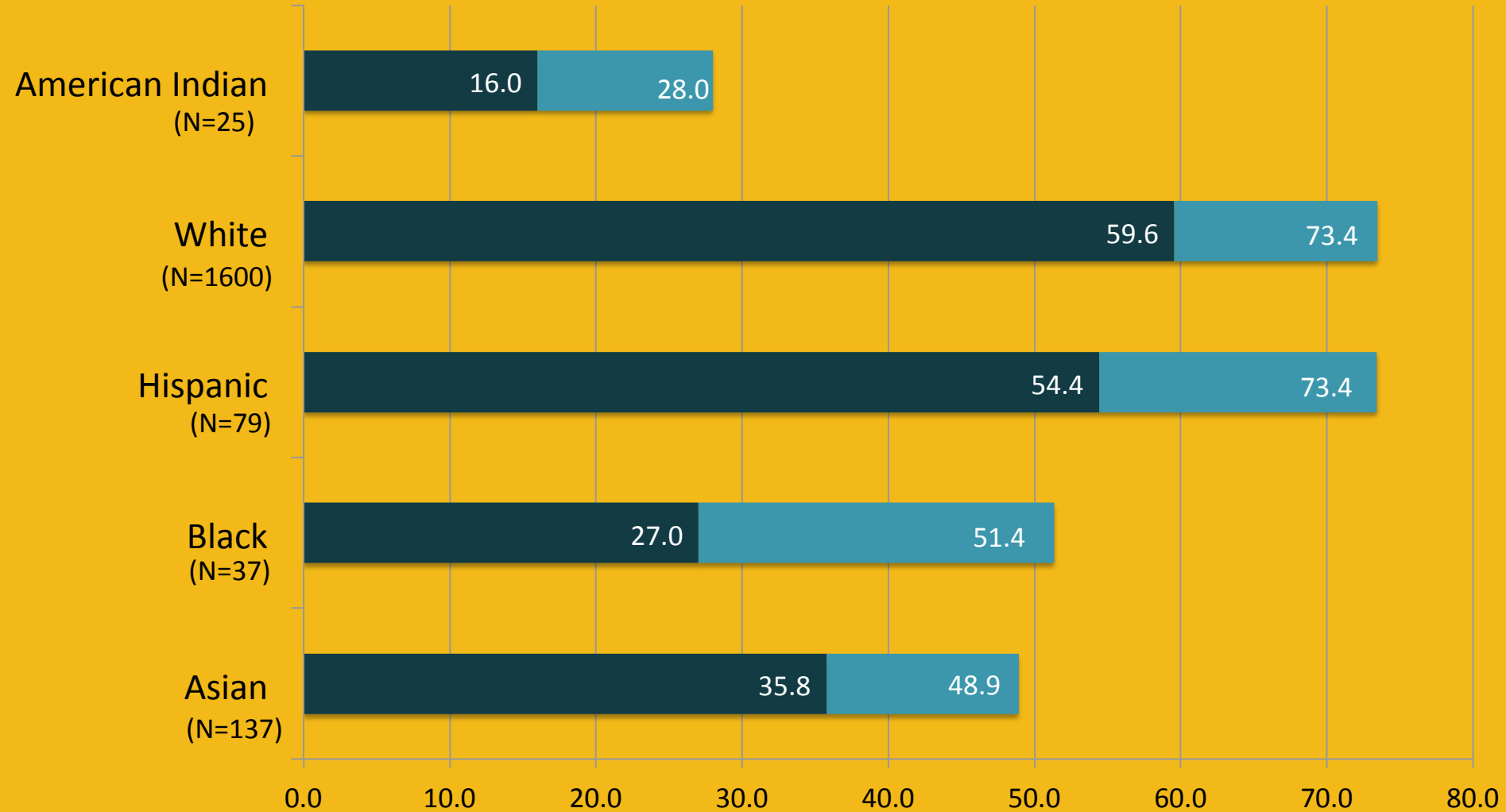


Percentage points from the National average

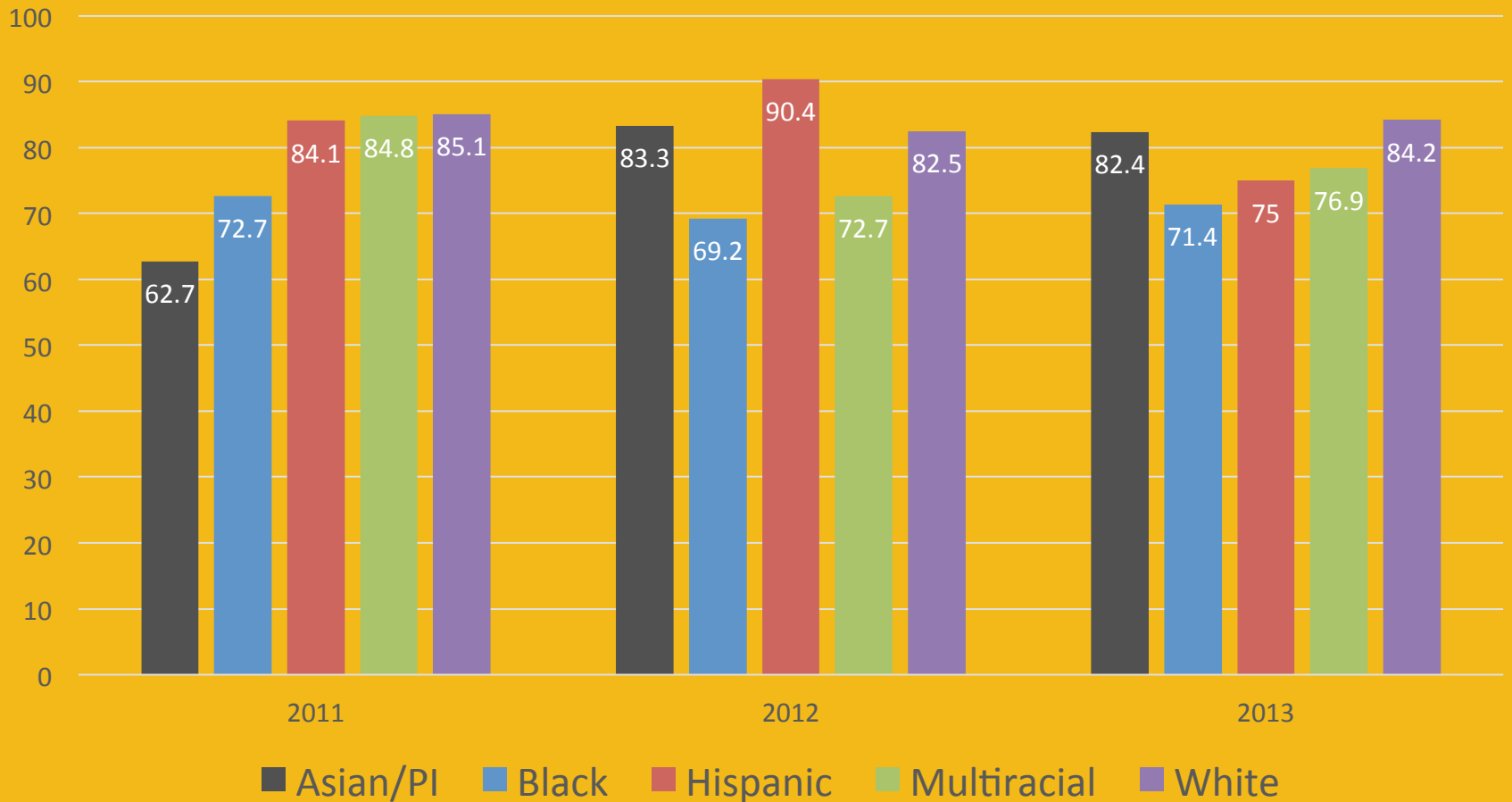


Graduation Rates, 2011 – 2013

■ 4-year ■ 6-year



Fall to Fall Retention



Note: Sample size for Native American students is <10, so they are not included in the analysis

Other Data Sources: Student Experience

- Student Satisfaction Inventory (2012)
 - Sample of classes across campus
- HERI Diverse Learning Environments Survey (2012)
 - Sample of students at all class levels
- MAP Works (2013-2014 and 2014-2015)
 - All first year students.

The Good News

Students are satisfied with the academic climate on campus

- Academic excellence
- Course content
- Faculty knowledge and support
- Opportunity for intellectual growth and empowerment to learn
- Academic advising

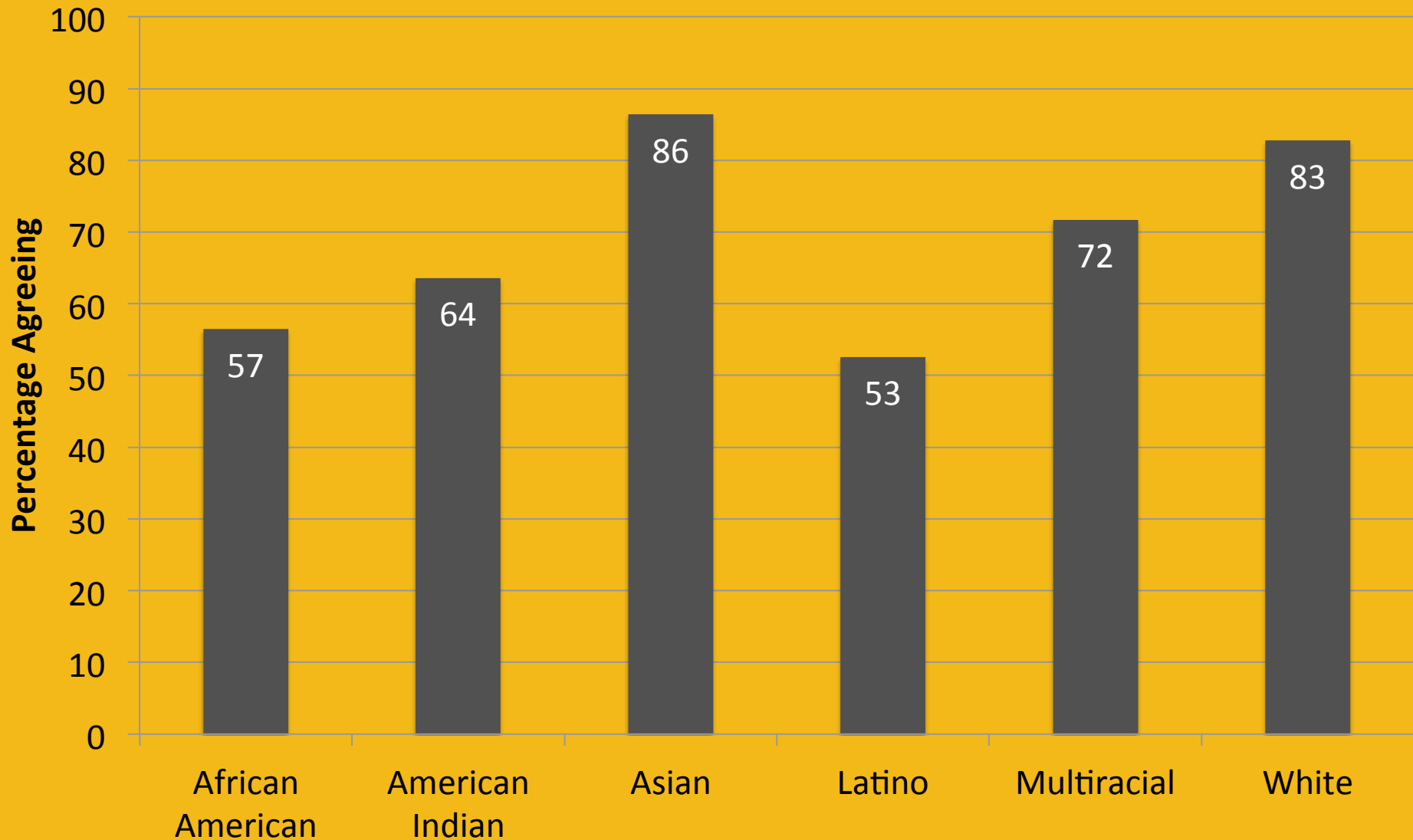
The Not-So-Good News

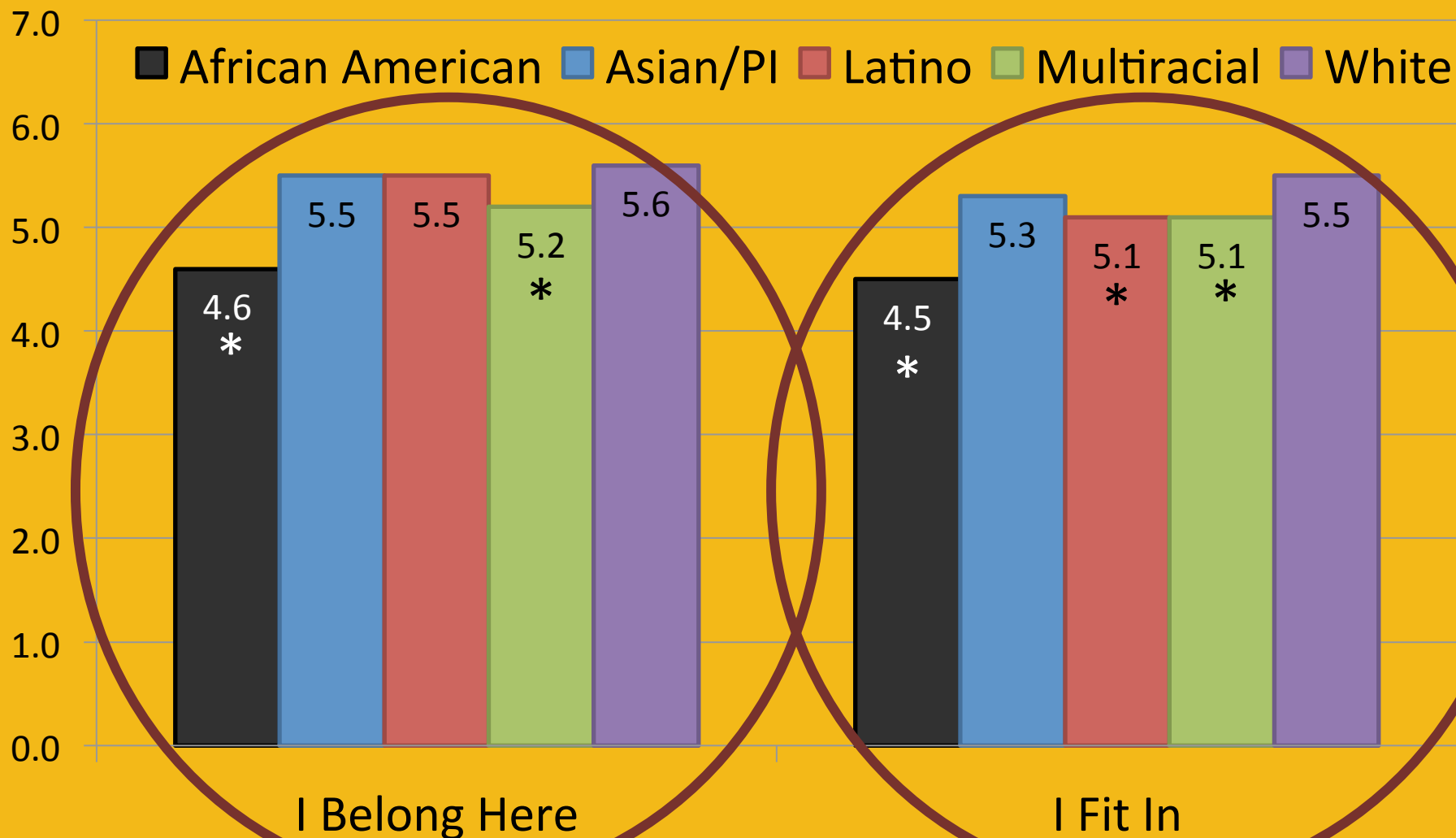
Students of color, particularly African American students, report lower levels of belonging to the PLU community.

African American students are more likely to report:

- Being singled out in class
- Feeling uncomfortable sharing perspectives in class
- Dissatisfaction with racial/ethnic diversity of faculty and students

“I see myself as part of the campus community”





* Mean is significantly different than mean for Whites at $p \leq .05$

Note: Sample size for Native American students is <10, so they are not included in the analysis

Source: MAP Works 2013-2014 & 2014-2015

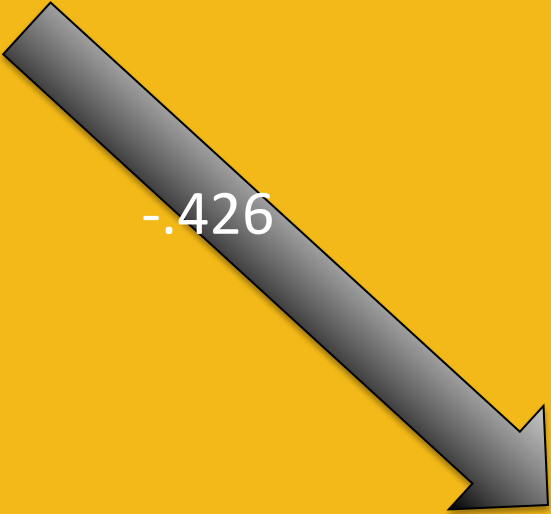
African
Race
American



Belonging



Persistence

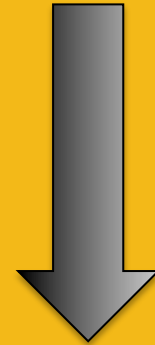


Learning

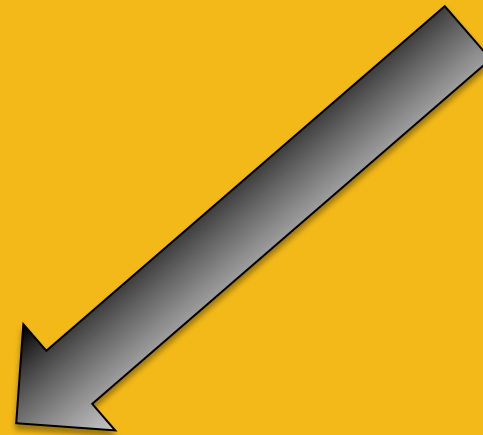
African
American



Belonging



Learning



Persistence



What Can Faculty Do?

- Foster an environment of equity
- Design course materials mindfully
- Be thoughtful with language
- Address microaggressions
- Incorporate inclusive practices

Discussion Situation #1

- During a small-group discussion you overhear a student passionately making a colorblind argument that the movement should be “All Lives Matter.” You notice that some students are uncomfortable and others seem neutral or in agreement but none are speaking up.

Discussion Situation #2

- You have an advisee come to your office and mentions that she had an experience with one of your colleagues that she interpreted as racially motivated.

Discussion Situation #3

- You want to find a way to incorporate students' different experiences into learning. However, you also want to be mindful that not all students share similar experiences and are sensitive to singling students out in discussion.

Discussion Situation #4

- You are designing a course in the fundamental concepts of your discipline. You are interested in adding diverse voices in your syllabus, but the foundational thinkers in your field are Western, White, and Male.

PROFESSIONAL DEVELOPMENT OPPORTUNITY

Unintentional & Unconscious: Examining Microaggressions and Bias on Campus

Friday, October 16, 2015

Sponsored by The Diversity Center, Student Life, Office of The Provost, and
First-Year Experience Program

Featuring Dr. Alexander Jun and Dr. Christopher S. Collins,
Azusa Pacific University