

Loyola Marymount University

LMU Diversity Scorecard

*A joint project with the Center for Urban Education
at the University of Southern California*

(Funded by The James Irvine Foundation)



Report to Fr. Robert Lawton, S.J., President

Submitted by:

LMU Diversity Scorecard Team

Abbie Robinson-Armstrong, Assistant to the President for Intercultural Affairs
Brian Hu, Director, Institutional Research
David Killoran, Professor, English
Marshall Saucedo, Associate Dean, Ethnic and Intercultural Services

USC Diversity Scorecard Team

Lori Vogelgesang, Research Associate
Georgia Bauman, Research Associate

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Table of Contents

	Page
A. Executive Summary	
B. Background of the LMU Diversity Scorecard Team	1
C. Access by Ethnicity	4
1. Undergraduate Enrollment by Ethnicity	4
2. Undergraduate Enrollment by Ethnicity and Gender	5
3. Transfer and Readmitted Students by Ethnicity	7
4. Financial Aid Recipients by Ethnicity	7
5. Distribution of Funds by Ethnicity	8
D. Student Success	10
6. Retention Rate by Ethnicity	10
7. Graduation Rate by Ethnicity	11
8. Comparison of Average Graduation Rates Between Two Time Spans	12
9. Honors Program by Ethnicity	12
10. Dean’s List by Ethnicity	13
11. Grade Point Average by Ethnicity	15
12. Student Migration from Entering Major to Degree Major by Ethnicity	16
13. Undergraduate Degrees Conferred by College and Ethnicity	18
E. Institutional viability	20
14. Westchester Full-Time Faculty by Ethnicity	20
15. Faculty by Rank and Ethnicity	21
16. Faculty to Student Ratio by Ethnicity	22
17. Administrative Staff by Ethnicity and Division	23
18. Office and Technical Service Staff by Ethnicity	24
19. Board of Trustees and Student Population	25
F. Summary Recommendations and Next Steps	26
20. Recommendations	26
21. Next Steps	27
G. Glossary of Frequently Used Terms	Appendix A

Executive Summary

The Diversity Scorecard Project was initiated by the Center for Urban Education (CUE) at the University of Southern California (USC) in January 2000. Funded by The James Irvine Foundation, the project aims to develop an institutional diversity scorecard and use institutional data to monitor progress toward equity for historically underrepresented students in four areas: access, retention, institutional receptivity, and excellence. Equity is defined in this project as the point at which a particular ethnic group's representation across all academic indicators such as majors, programs, honors, graduation and degrees awarded is fairly equal to the group's representation in the student body. For example, if Latino students make up 25 percent of the student body, they should also make up a similar percentage on the Dean's List and in the Honor's Program.

Loyola Marymount University (LMU) was one of fourteen Southern California institutions of higher education selected to participate in the Diversity Scorecard Project. Additional partner institutions include: California State University, Fullerton, California State University, Dominguez Hills, California State University, Los Angeles, University of the Redlands, Whittier College, Mt. St. Mary's, Chalon Campus, Occidental College, University of La Verne, Cerritos College, Los Angeles City College, Riverside Community College, Los Angeles Valley Community College, and Santa Monica College. President Robert Lawton, S.J., accepted the invitation and asked Dr. Joseph Jabbara, Vice President for Academic Affairs, to appoint an LMU Diversity Scorecard Team. The team consisted of Abbie Robinson-Armstrong, Assistant to the President for Intercultural Affairs; Brian Hu, Director, Institutional Research; David Killoran, Professor English; and Marshall Saucedo, Associate Dean, Ethnic and Intercultural Services. The USC Research Associates, Lori Vogelgesang and Georgia Bauman, assisted the LMU Scorecard team in completing the project. The task of the team was to check LMU's score on the academic achievement of its underrepresented students. In this report, underrepresented students include African Americans, Asian/Pacific Americans, Latinos, and Native Americans.

The Loyola Marymount University Diversity Scorecard team identified three areas of focus at this time: access, success, and institutional viability. By access we mean access to the institution in aspects of enrollment, financial aid and academic programs. Success refers to indicators of outcomes of students' educational experiences such as participation in the Honors Program, the Dean's list, and being among the group of students who earn the highest GPAs. We also investigated the migration of students from intended major to graduating major by presenting data from each of the colleges. We defined institutional viability as the college or university environment and climate that facilitate education and outcomes to realize the university's mission.

This report was divided into five sections. Section I provides information on the background of the LMU Diversity Scorecard Team. In Section II we discuss access by ethnicity, which provides a contextual background for the LMU Diversity Scorecard. Section III focuses on student success at LMU. In Section IV we define institutional viability and provide data that describe the faculty, staff and board of trustees. The report ends with a summary and recommendations for further collection and dissemination of data disaggregated by ethnicity and gender.

Section I: Background of the LMU Diversity Scorecard Team

The LMU Diversity Scorecard team met 16 times from January 1, 2001 through January 28, 2003. We attended four meetings at USC, which included Diversity Scorecard teams from all of the 14 colleges and universities participating in this project. The initial meetings centered on focusing the LMU scorecard so that it complemented the University's mission, the Intercultural Definition Vision Statement and Principles, and the new ten-year Strategic Plan. We developed Scorecard indicators by analyzing data collected to strengthen and inform an Institutional Overview and grant proposal, which were submitted to The James Irvine Foundation in November 2002. The James Irvine Foundation awarded a \$900,000 grant to LMU in December 2002.

The LMU Scorecard Team initially believed that the project would be quick and easy. We had data to demonstrate that LMU could improve the opportunities for and the academic achievements of underrepresented students. We simply needed to bring the problem to the attention of the appropriate administrators, and offer solutions. However, when we considered the implications of this approach, we realized that this strategy would not work. While we could analyze data, we could not develop programs to meet demonstrated needs, and establish assessment measures for the various units of the university. If we wanted the best results, we needed to rely on the experts who worked in these areas. We further realized that we needed their commitment. The Diversity Scorecard had to be their project. They needed to be part of the team, and we had to work to facilitate their efforts on behalf of LMU's underrepresented students. Together

we decided to focus on access, success, and institutional viability. Today the representatives in ten institutional units have assumed the responsibility for access and success and are determining their own goals and methods of identifying gaps in these areas and assessing progress. With this new approach, we expect to achieve goals related to access, success and institutional viability and create a spirit of campus-wide cooperation that supports continued progress toward building a diverse, intercultural community at LMU.

The data in this report are disaggregated by ethnicity and in some cases gender. Data were analyzed to determine measures of share or rate, depending on the indicator. For those indicators in which we analyzed the data by rate, such as graduation and retention, we used the highest performing group as the benchmark. For example, Asian/Pacific Americans had the highest second year retention rate and therefore served as the benchmark for that indicator. Other indicators were reported using share as the tool for measurement, and equity was used as the benchmark. Equity is defined as the point at which the share of students of a given ethnic group with a particular academic feature is equal to that same group's share of the total student population. For example, at LMU Latino students comprised 14.7 percent of the total number of students on the Dean's list in Fall 2001. We then compared this number to their share of the overall student population—18.5 percent in 2001—in order to determine whether there was an equity gap. In this case the equity gap was 3.8 percent; Latino students are underrepresented on the Dean's list. Our data analysis helped us to determine whether we had equity of

educational outcomes. Strengthening institutional ability to conduct this kind of analysis is a key feature of the Diversity Scorecard Project.

Section II: Access by Ethnicity

The Mission of Loyola Marymount University is:

Loyola Marymount University understands and declares its purpose to be: the encouragement of learning, the education of the whole person, the service of faith and the promotion of justice.

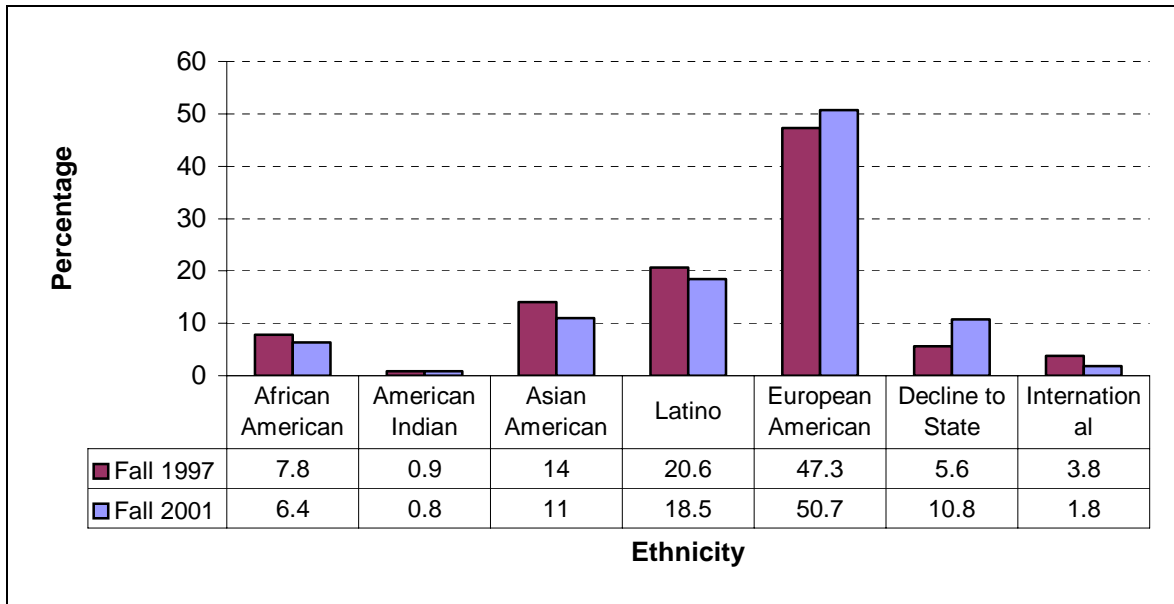
Undergraduate Enrollment by Ethnicity

Table 1 reveals that the total undergraduate population increased by 21% from Fall 1997 to Fall 2001. European American students accounted for 67% of that increase. Although the absolute number of Latino students increased by 71, their share of the student body decreased by 2.1%. Both the absolute number and the share of the student body for Asian/ Pacific Americans and African Americans decreased. Figure 1 presents the visual effect of the change in enrollment by ethnicity between Fall 1997 and Fall 2001. The total percentage of underrepresented student enrollment declined while the undergraduate enrollment increased.

Table 1. Undergraduate Student Enrollment by Ethnicity, 1997 and 2001

	1997		2001		
	N	% of total	N	% of total	
African American	321	7.8%	317	6.4%	↓
American Indian	38	0.9%	39	0.8%	↓
Asian/ Pacific American	575	14.0%	545	11.0%	↓
European American	1946	47.3%	2516	50.7%	↑
Latino	847	20.6%	918	18.5%	↓
International	155	3.8%	90	1.8%	↓
Decline to State	231	5.6%	534	10.8%	↑
Total	4113	100.0%	4959	100.0%	20.5%

Figure 1: Undergraduate Student Enrollment by Ethnicity, 1997 and 2001



Undergraduate Enrollment by Ethnicity and Gender

Because we knew that men and women were not equally represented in the LMU student body, we displayed the relative percentages of men and women, disaggregated by ethnicity. While women represented 58% of the overall student body, they represented two-thirds of the African American student population and over 63% of the Latinos on campus, as displayed in Tables 2 and 3. Although the absolute numbers increased slightly for these two groups, there was no improvement in percentage compared to a large increase of the total student body. The gap was wider for African Americans, as females made up 68% of the LMU African American student population.

Table 2. Undergraduate Student Enrollment by Ethnicity and Gender, Fall 1997

	Male		Female		Total
	N	%	N	%	N
African American	107	33.3%	214	66.7%	321
American Indian	23	60.5%	15	39.5%	38
Asian/Pacific American	245	42.6%	330	57.4%	575
European American	867	44.6%	1079	55.4%	1946
Latino	311	36.7%	536	63.3%	847
International	88	56.8%	67	43.2%	155
Decline to State	108	46.8%	123	53.2%	231
Total	1749	42.5%	2364	57.5%	4113

Table 3. Undergraduate Student Enrollment by Ethnicity and Gender, 2001

	Male		Female		Total
	N	%	N	%	N
African American	101	31.9%	216	68.1%	317
American Indian	16	41.0%	23	59.0%	39
Asian/ Pacific American	256	47.0%	289	53.0%	545
European American	1104	43.9%	1412	56.1%	2516
Latino	338	36.8%	580	63.2%	918
International	44	48.9%	46	51.1%	90
Decline to State	225	42.1%	309	57.9%	534
Total	2084	42.0%	2875	58.0%	4959

Transfer and Readmitted Students by Ethnicity

As Table 4 illustrates, the total number of transfer and readmitted students decreased as the university recruited more freshman as part of its emphasis on providing a comprehensive four-year LMU experience. Asian/Pacific American students had a disproportionately low representation among transfer students compared to other ethnic groups. The rise in Decline to State affected our ability to accurately analyze data by ethnicity. This requires further research and analysis.

Table 4. Transfer Students by Ethnicity

	European American		African American		Latino		Asian/Pacific American		American Indian		Decline to State		International		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
1999	163	48%	22	6%	69	20%	26	8%	2	1%	46	13%	14	4%	342
2001	91	46%	16	8%	36	18%	10	5%	2	1%	33	17%	9	5%	197
Diff. ('01-'99)	-72	-1.47%	-6	1.69%	-33	-1.90%	-16	-2.53%	0	0.43%	-13	3.30%	-5	0.47%	-145

Financial Aid Recipients by Ethnicity

Table 5 displays 2000/2001 financial aid recipients by ethnicity. Financial aid plays a major role in the retention and graduation rates of students. Financial aid first awards Pell and Cal Grant funds, then institutional monies. Underrepresented students at LMU generally qualify for more of the federal and state funds.

Latino students and African American students received a higher percentage of Federal Pell Grants (37% and 13% respectively) than their percentage of enrollment. This

implied that they had a higher financial need than other ethnic groups. The same was true for the Cal State Grant and LMU Institutional Grant. However, in the Non-need Merit Grant category, Latino and Asian/Pacific Americans were underrepresented compared to their enrollment. European American students received a disproportionately large share of Non-need Merit scholarship funds.

Table 5. 2000/2001 Financial Aid Recipients by Ethnicity

	African American	European American	Latino	Asian/Pacific American	American Indian	Decline to State	Unknown	Total
Pell	148	285	415	142	12	98	26	1126
%	13%	25%	37%	13%	1%	9%	2%	
Cal Grant	125	218	403	106	6	56	19	933
%	13%	23%	43%	11%	1%	6%	2%	
LMU Grant	191	576	535	247	22	114	43	1728
%	11%	33%	31%	14%	1%	7%	2%	
Non-need Merit	35	252	59	27	10	43	14	440
%	8%	57%	13%	6%	2%	10%	3%	
Univ. Population	8%	45%	22%	13%	1%	11%		

Distribution of Funds by Ethnicity

Table 6 displays distribution of financial aid funds by ethnicity for the 2000/2001 academic year. Overall, each ethnic group received financial aid funds that approximately represented the share in the student body with African American and Latino students having a slight higher percentage of the total funds. This means that different ethnic groups received different types of financial aid in terms of type and dollar

amount of financial aid. The data reveals that underrepresented students are less likely to receive Non-need, merit-based aid.

Table 6. Distribution of Funds by Ethnicity - Academic Year 2000-01

	Number of FA Recipients	Percent of Students	Amount (\$)	Percent of Funds
European American	1965	44.7%	30,496,327	41.1%
African American	365	8.3%	7,528,918	10.2%
Latino	977	22.7%	18,548,058	25.0%
Asian/Pacific American	558	12.7%	9,201,076	12.4%
American Indian	47	1.1%	955,945	1.3%

Section III: Student Success

By success, we referred to measures that indicated that underrepresented students were not merely ‘surviving’ at LMU, but that they were experiencing academic success and continued to complete their studies- or excellence and completion- as measured by their performance in Retention Rate and Graduation Rate, and share in high GPAs, Honors, and the Dean’s List. In this section we also discuss major migration, our term for examining students’ patterns of selecting program majors when they entered LMU compared to when they left. Like all other measures on the LMU Diversity Scorecard, we examined major migration patterns across ethnic groups.

Retention Rate by Ethnicity

We completed a comparative analysis of student retention and graduation rates between two time spans: the four-year average data available before 1998 and the four-year average data available from 1998 to 2001. Retention and graduation rates were calculated by entering freshman cohorts. For the same freshman cohort we wanted to know how many returned the second, third, and fourth years, and how many graduated within four, five, or six years, etc.

The following table displays the comparison of a four-year average retention rate acquired four years before and after 1998 in each category. Because these numbers were derived from the average of a four-year span, they did not apply to a specific freshman cohort year after year. But it was advantageous to examine these data, as it minimized the error of drawing conclusions based on data from only an atypical year. It was important

to look at second-term and second-year retention rates by ethnicity because LMU loses about 13% of its freshman students in their second year. Table 7 revealed that the African American second-year retention rate increased by 10% and European American and Latino second-term retention rates decreased. Asian/Pacific Americans had the highest second-year retention rate.

Table 7. Retention Rate by Ethnicity

Period	European American		African American		Latino		Asian/Pacific American		American Indian	
	4 Year Average	4 Year Average	4 Year Average	4 Year Average	4 Year Average	4 Year Average	4 Year Average	4 Year Average	4 Year Average	4 Year Average
	1997	2001	1997	2001	1997	2001	1997	2001	1997	2001
2nd Term	96.6%	93.4%	94.1%	94.3%	96.3%	95.7%	97.1%	98.4%	94.4%	83.1%
2nd Year	87.0%	87.6%	77.7%	87.0%	86.4%	87.5%	85.2%	92.8%	74.2%	80.4%
3rd Year	78.6%	79.7%	69.2%	74.6%	82.8%	79.1%	78.3%	83.9%	50.8%	66.0%
4th Year	76.6%	76.6%	65.3%	70.2%	80.6%	75.7%	77.2%	79.5%	55.6%	55.3%
5th Year	11.6%	13.1%	19.9%	11.3%	17.6%	13.8%	17.6%	11.1%	16.3%	2.8%
6th Year +	2.8%	5.2%	3.5%	6.1%	5.5%	9.3%	5.1%	4.8%	4.2%	15.4%

Graduation Rate by Ethnicity

To compare graduation rates, we used the same “cohort” method as used above for examining retention rates (Table 8). Here we used an average of the two-time spans – four years before and after 1999.

LMU’s overall average four-year graduation rate was 58%. European Americans had the highest four-year graduation rate, whereas African Americans had the lowest (61% vs. 49%). However, the four-year graduation rate for African Americans improved by 11.8% during the last four years. There was a 2.4% decrease in the four-year graduation rate for

Latino students. LMU’s six–year graduation rate was approximately 72%, which means that about 14% of students obtain their bachelor’s degree beyond four years. LMU’s final graduation rate was approximately 76%, which means that 24% of the freshmen that came to LMU left without a LMU degree. Latino students had the highest final graduation rate (81%), although they did not have the highest four-year graduation rate. This implied that some Latino students took longer than four years to complete their studies. African American students had the lowest retention rate except American Indian students whose enrollment was less than one percent.

Table 8. Comparison of Average Graduation Rates Between Two Time Spans

	European American		African American		Latino		Asian/Pacific American		American Indian	
	4 Year Average 1997	4 Year Average 2001	4 Year Average 1997	4 Year Average 2001	4 Year Average 1997	4 Year Average 2001	4 Year Average 1997	4 Year Average 2001	4 Year Average 1997	4 Year Average 2001
In 4 Yrs	61.9%	61.0%	37.0%	48.8%	58.2%	55.8%	59.5%	58.2%	29.3%	54.6%
In 5 Yrs	72.9%	72.0%	54.6%	54.0%	75.1%	69.4%	75.1%	68.8%	61.2%	45.7%
In 6 Yrs	74.7%	74.6%	60.5%	55.0%	76.3%	75.1%	75.7%	74.2%	68.5%	42.8%
7+ Yrs	77.6%	75.4%	64.6%	54.5%	79.5%	81.0%	78.0%	77.6%	74.6%	38.1%

Honors Program by Ethnicity

Admission to the LMU Honors Program was based on students’ SATs, GPAs and an interview. Table 9 displays a three-point trend of Honors Program enrollment. European American students dominated the program. Latinos, African Americans and Asian/Pacific Americans were dramatically underrepresented in the Honors Program. The causes for this decline require further analysis. We have noted here that the Honors Program (unlike the Dean’s List) is one in which students apply and go through an

interview before being accepted. We suggest that LMU explore whether the share of students in the Honors applicant pool reflected their share of students with the requisite requirements to apply to the Honors Program.

As we looked at patterns over time, there had been an overall drop in Honors Program participants of 44 students between 1995 and 2001. Further, we saw declines in the ‘share’ of all ethnic groups in the program.

Table 9. Honors Students by Ethnicity – 1995, 1998, 2001

	Fall 1995		Fall 1998		Fall 2001	
	N	% of Honors students	N	% of Honors students	N	% of Honors students
European American	109	73.2%	70	78.7%	76	72.4%
Latino	8	5.4%	4	4.5%	7	6.7%
Asian American	21	14.1%	6	6.7%	7	6.7%
African American	3	2.0%	3	3.4%	2	1.9%
American Indian	1	0.7%	1	1.1%	0	0.0%
Decline to State	7	4.7%	5	5.6%	13	12.4%
Total	149	100%	89	100%	105	100%

Dean’s List by Ethnicity

The Dean’s List honors high academic achievers who earn a 3.5 GPA or higher with at least 15 earned credits a semester (Table 10). The total number of students on the Dean’s list almost doubled from 1996 to 2001. In patterns also reflected in the Honors Program data above, there was a sharp increase in the number of students declining to state their ethnicity. Also similar to the Honors data, we saw a dramatic decrease in the share of

Asian/Pacific American students among all students on the Dean’s List. This drop, though, reflects the decrease of Asian/Pacific Americans on campus in general (11% of the student body in 2001).

Although the share of Latino students on the Dean’s list increased slightly, they and other underrepresented students are underrepresented relative to their share in overall enrollment percentages. In 2001, for example, African Americans made up 6.4% of the undergraduate student population, but only 3.1% on the Dean’s List. For Latinos, their share in the Dean’s list was 14.7% compared to 18.5% in the undergraduate student population.

Table 10. Dean’s List by Ethnicity 1996, 1998, 2001

	Fall 1996		Fall 1998		Fall 2001	
	No.	% of Dean’s	No.	% of Dean’s	No.	% of Dean’s List
European American	288	58.5%	406	61.3%	595	65.4%
Latino	62	12.6%	87	13.1%	134	14.7%
Asian/Pacific American	84	17.1%	84	12.7%	102	11.2%
African American	19	3.9%	28	4.2%	28	3.1%
American Indian	3	0.6%	9	1.4%	2	0.2%
Decline to State	36	7.3%	48	7.3%	111	16.1%
Total	492	100%	662	100%	910	100%

Grade Point Average (GPA) by Ethnicity

Another way of examining academic success is to look at the relative share of each ethnic group among the students with high grade point averages. Table 11 was developed for the Admissions Index Study, and looks at an average of six freshmen cohorts – those entering LMU in 1995 through 2000. The chart represents the top 10% students’ second term GPAs (≥ 3.70).

We displayed the data so that the reader can immediately see how the share of underrepresented students among the top 10% of GPAs compares to their relative share of students overall. We see, for instance, that Latinos made up an average of 19.9% of the population, yet they account for only 12.9% of the GPAs greater than or equal to 3.70. Data such as these are usually gathered only for special studies.

Table 11. Top-Ten Percent Students’ GPA by Ethnicity

	Number	Top-Ten Percentage	Population Percentage
African American	19	4.1%	6.8%
Latino	60	12.9%	19.9%
American Indian	2	0.4%	0.9%
Asian/Pacific American	52	11.2%	14.9%
European American	292	62.7%	49.5%
Decline to State	41	8.8%	8.8%
Total	466	100%	100%

Student Migration from Entering Major to Degree Major by Ethnicity

Excluding students who dropped out of LMU, historical student migration data (1990 to 1995 Freshman Cohorts) for those who have received a degree from LMU revealed that African American students tended to migrate from Science & Engineering (SE) and Business Administration (BA) to Liberal Arts (LA). Latinos tended to migrate from Science & Engineering and Communication & Fine Arts (CF) to Liberal Arts and Business Administration. Asian/Pacific Americans tended to migrate from the College of Science & Engineering to the Colleges of Business Administration, Liberal Arts, and Communications & Fine Arts. Thus, Science and Engineering experienced systematic migration among students who were changing majors.

These migration data included the Undeclared Major in each college, which was a large entering “major” in each college. We need a further analysis to determine whether students remained in the same college as they claim to enter or left for other colleges. In addition, the analysis can only address major migration for those who received a LMU degree. We cannot determine what happened to those who left without a degree.

It is difficult to discuss ‘equity of outcomes’ when examining choice of majors, because many factors contribute to the phenomenon. We examined this data to raise awareness of the trend, and to encourage colleges to examine data for their own major migration in further detail.

Table 12. Student Migration from Entering Major to Degree Major by Ethnicity

European American				Asian/Pacific American			
College	Entering	Degree	Difference	College	Entering	Degree	Difference
BA	647	650	0%	BA	258	311	21%
LA	763	955	25%	LA	169	180	7%
CF	521	478	-8%	CF	79	82	4%
SE	517	365	-29%	SE	272	205	-25%
Total	2448	2448		Total	778	778	

African American				American Indian			
College	Entering	Degree	Difference	College	Entering	Degree	Difference
BA	71	67	-6%	BA	8	7	-13%
LA	71	93	31%	LA	7	7	0%
CF	49	49	0%	CF	2	4	100%
SE	43	25	-42%	SE	10	9	-10%
Total	234	234		Total	27	27	

Latino				Decline To State			
College	Entering	Degree	Difference	College	Entering	Degree	Difference
BA	256	269	5%	BA	18	20	11%
LA	323	387	20%	LA	30	34	13%
CF	103	94	-9%	CF	18	21	17%
SE	208	140	-33%	SE	22	13	-41%
Total	890	890		Total	88	88	

Undergraduate Degrees Conferred by Ethnicity

As disclosed in Table 13, the undergraduate degrees conferred in 1996/97 indicated that European American, Latino, and Asian/Pacific American students had higher graduation rates, as a share of their populations (65.6%, 24.3% and 18.3% respectively). A larger percentage of Asian/Pacific American students earned their degrees in Business Administration and Science & Engineering (29.8% and 45.7%). African American students were underrepresented in Business Administration, Communication & Fine Arts, and especially in Science and Engineering. European American degree recipients were over-represented in all colleges, particularly in Communication and Fine Arts (78.7%). Latino students were highly represented in all colleges except in Communication and Fine Arts (14%).

In comparison to the 1996/97 data, undergraduate degrees were more evenly distributed in 2000/01, and percentages were closer to enrollment. This may reflect effects of the second James Irvine Grant initiatives, which were implemented to improve retention/graduation rates among underrepresented students.

African American students were underrepresented in Liberal Arts (4.1%). Latino students were still underrepresented in Communication and Fine Arts. European Americans were becoming less represented in Business Administration and Science and Engineering.

Table 13. Undergraduate Degrees Conferred by College and Ethnicity in 1996/97 – 2000-2001

1996/97 Undergraduate Degree Conferred by College and Ethnicity																
College	European American		Asian/Pacific American		African American		Latino		American Indian		Non-Res.		DTS		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business Adm.	119	55.3	64	29.8	11	5.1	44	20.4	1	0.5	52	24.1	0	0	215	29.2%
Comm. & Fine Arts	100	78.7	11	8.7	7	5.5	18	14.1	0	0.0	9	7.1	0	0	127	17.3%
Liberal Arts	211	67.4	23	7.3	21	6.7	96	30.6	1	0.3	6	1.9	0	0	313	42.5%
Sci. & Eng.	53	65.4	37	45.7	3	3.7	21	25.9	3	3.7	7	8.6	0	0	81	11.0%
Total	483	65.6	135	18.3	42	5.7	179	24.3	5	0.7	74	10.0	0	0	736	100.0%

2000/2001 Undergraduate Degree Conferred by College and Ethnicity																
College	European American		Asian/Pacific American		African American		Latino		American Indian		Non-Res.		DTS		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business Adm.	135	39.7	65	19.1	22	6.5	58	17.1	2	0.6	36	10.6	22	6.5	340	31.4%
Comm. & Fine Arts	146	55.7	29	11.1	21	8.0	32	12.2	6	2.3	8	3.1	20	7.6	262	24.2%
Liberal Arts	192	52.3	37	10.1	15	4.1	89	24.3	3	0.8	11	3.0	20	5.4	367	33.9%
Sci. & Eng.	42	36.5	28	24.3	7	6.1	27	23.5	1	0.9	3	2.6	7	6.1	115	10.6%
Total	515	47.5	159	14.7	65	6.0	206	19.0	12	1.1	58	5.4	69	6.4	1084	100.0%

Section IV: Institutional Viability

By institutional viability we mean that the campus environment enables students to feel comfortable during their college career at LMU. This includes areas of faculty ethnicity, faculty rank by ethnicity, faculty to student ratio by ethnicity, staff ethnicity, and student to Board of Trustee ratio by ethnicity.

Westchester Full-Time Faculty by Ethnicity

Table 14 reveals that the net number of faculty members increased by 42 from 1997/98 to 2002/03. Of this increase, 28 were minorities (8 African Americans, 9 Latino, 9 Asian/Pacific Americans and 2 American Indian). Although all underrepresented groups contributed to 67% of the total faculty increase of 16.4%, faculty of color are still underrepresented compared to the student population.

Table 14. Westchester Full-Time Faculty by Ethnicity (Excluding visiting Faculty) 2001-2003

		EA	AA	LAT	APA	AI	DTS	Total
1997-1998	Total	217	10	14	13	0	2	256
	% of Total	84.8%	3.9%	5.5%	5.1%	0.0%	0.8%	100%
2002-2003	Total	231	18	23	22	2	2	298
	% of Total	77.5%	6.0%	7.7%	7.4%	0.7%	0.7%	100%
Increase		14	8	9	9	2	0	42
% Increase		6.5%	80%	64%	69%	-	0%	16.4%

Legends: EA = European American AA = African American
 LAT = Latino AI = American Indian
 APA = Asian/Pacific American DTS = Decline to State

Faculty by Rank and Ethnicity

As shown in Table 15, in 1997/98, the University had 113 Professors (44.1%), 78 Associate Professors (30.5%), and 65 Assistant Professors (25.4%) (visiting and part-time faculties were excluded). In 2002/2003 the overall faculty number increased by 42 (16.4%). The number of Professors increased by 32 (28%), Associate Professors decreased by 5 (-6.4%) and Assistant Professors increased by 15 (23%) in 2002/2003. Faculty of color consisted of 21.8% of the total faculty in 2002/2003 compared to 14.4% in 1997/1998, an increase of 7.4%. In 2002/2003, the faculty consisted of 7.6% underrepresented Professors (a 0.6% increase since 1997/98), 24.6% underrepresented Associate Professors (a 8% increase since 1997/98), and 41.3% underrepresented Assistant Professors (a 16.7% increase since 1997/98). The numbers show that the major increase of underrepresented faculty is in lower ranks.

Table 15. Full-Time Faculty by Rank and Ethnicity

	European American	African American	Latino	Asian/Pacific American	American Indian	Decline to State	Total
1997-1998 Professor	105	3	3	2	0	0	113
% of Total	92.9%	2.7%	2.7%	1.8%	0.0%	0.0%	
Associate	65	4	3	6	0	0	78
% of Total	83.3%	5.1%	3.8%	7.7%	0.0%	0.0%	
Assistant	47	3	8	5	0	2	65
% of Total	72.3%	4.6%	12.3%	7.7%	0.0%	3.1%	
2002-2003 Professor	131	4	2	7	1	0	145
% of Total	90.3%	2.7%	1.4%	4.8%	0.7%	0.0%	
Associate	54	4	6	8	0	1	73
% of Total	74.0%	5.5%	8.2%	11.0%	0.0%	0.0%	
Assistant	46	10	15	7	1	1	80
% of Total	57.5%	12.5%	18.8%	8.8%	1.3%	1.3%	

Faculty to Student Ratios by Ethnicity

The assumption that having a critical mass of faculty and staff of color and of women is essential to the success of all students is well grounded in theory and strongly held by many in higher education (Kanter, 1977; McQuillen, 1992; & Tidball, 1980; as cited in Smith et al., 2000, p. 17). LMU compared the ethnic composition of full-time faculty during two academic years: 1997/1998 and 2001/2002 to the student population. The study included people of color, but did not include visiting or part-time faculty.

African Americans represented 6% of LMU's student body in 1993, yet they found only 3% of faculty were African American. This situation improved in 2001 with the faculty-to-student ratio improving by 33% (50% in 1993 to 83% in 2001). In 1993, Latino students represented 18% of the LMU student body, yet Latino faculty comprised just 5% of the faculty. Recently, the Latino faculty-to-student ratio decreased by 7% (28% in 1993 to 21% in 2001). In 1993, Asian/Pacific Americans represented 15% of the LMU student body, yet only 5% of the faculty. Although the faculty-to-student ratio shows a growth of 12% (33% in 1993 to 45% in 2001), this increase was due to the decline in the Asian/Pacific American student population, while the faculty percentage has remained unchanged.

Table 16. FT Faculty by Academic Year and Ethnicity and Comparison of Student Percentages to Faculty Percentages

Year	European Americans			African American			Latino			Asian/Pacific American			American Indian		
	Std. %	Fac. %	Fac./Std. Ratio	Std. %	Fac. %	Fac./Std. Ratio	Std. %	Fac. %	Fac./Std. Ratio	Std. %	Fac. %	Fac./Std. Ratio	Std. %	Fac. %	Fac./Std. Ratio
1993	52%	87%	1.67	6%	3%	0.5	18%	5%	0.28	15%	5%	0.33	1%	0%	0
1997	46%	86%	1.87	8%	4%	0.5	20%	5%	0.25	14%	5%	0.36	1%	0%	0
2001	51%	85%	1.67	6%	5%	0.83	19%	4%	0.21	11%	5%	0.45	1%	0%	0

Administrative Staff by Ethnicity and Division

In 2000, high-level and mid-level administrative and managerial positions consisted of 38 European Americans (84%) and 7 minorities (16%), which did not correspond to the undergraduate student body of European Americans (51%) and underrepresented students (37%). Underrepresented administrative staff was below expectations in all divisions. There were and currently are no executive level underrepresented administrators.

Table 17. Administrative Staff by Ethnicity and Division in 2000

	European American		African American		Asian/Pacific American		Latino		American Indian	
	#	%	#	%	#	%	#	%	#	%
Executives	6	100%	0	0%	0	0%	0	0%	0	0%
Office of President	4	80%	0	0%	0	0%	1	20%	0	0%
Academic Affairs	12	86%	0	0%	2	14%	0	0%	0	0%
Student Affairs	5	71%	1	14%	0	0%	1	14%	0	0%
Business & Finance	3	75%	0	0%	0	0%	1	25%	0	0%
University Relations	4	80%	0	0%	0	0%	1	20%	0	0%
Facilities Management	4	100%	0	0%	0	0%	0	0%	0	0%
Total	38	84.4%	1	2.2%	2	4.4%	4	8.9%	0	0%

Office and Technical Support Staff by Ethnicity

Table 18 displays the ethnicities of Office & Technical and Service Staff in 1998/2000. African American and Latino representation has grown slightly in these staff categories from 1998 to 2000. The percentage of Latino staff in the Service category has increased from 46% to 50%. Latino and African American staffs are heavily represented at the Service level.

Table 18. Office & Technical and Service Staff by Ethnicity in 1998, 1999, 2000

	European American		African American		Asian/Pacific American		Latino		American Indian	
	#	%	#	%	#	%	#	%	#	%
1998										
Office & Technical	89	53%	23	14%	27	16%	27	16%	1	1%
Service	21	22%	28	29%	3	3%	44	46%	0	0%
Total	110	41.8%	51	19.4%	30	11.4%	71	27%	1	.4%
1999										
Office & Technical	93	51%	28	15%	26	14%	34	19%	1	1%
Service	19	19%	30	31%	2	2%	47	48%	0	0%
Total	112	40%	58	20.7%	28	10%	81	28.9%	1	0.3%
2000										
Office & Technical	103	53%	30	15%	25	13%	36	18%	1	1%
Service	21	20%	30	29%	0	0%	52	50%	0	0%
Total	124	41.6%	60	20.1%	25	8.3%	88	29.5%	1	0.3%

Comparison of Board of Trustees and Student Population

The Board of Trustees, to whom the responsibility falls for setting intercultural policy at LMU, includes 28 males (74%) and 10 females (26%). A Board that is serious about its role in creating diversity at the institution will be diverse in its own composition, thus embracing the values it preaches (Brown, Van Ummersen & Hill, 2002, p. 10).

There is a significant imbalance in the composition of the Board of Trustees vis-à-vis the student body. The ratio for European Americans is 1.71 board members for every European American student. The African American trustee-to-student ratio is 83%, while it is only 26% for the Latino and 27% for the Asian/Pacific Americans.

Table 19. Comparison of Board of Trustees and Student Population -2001

European American			African American			Latino			Asian/Pacific American			American Indian		
Std.	Board	Ratio % B-S	Std.	Board	Ratio % B-S	Std.	Board	Ratio % B-S	Std.	Board	Ratio % B-S	Std.	Board	Ratio % B-S
2516	33	1.71	317	2	0.83	918	2	0.26	545	1	0.27	39	0	0%
51%	87%		6%	5%		19%	5%		11%	3%		1%	0%	

Section V: Summary, Recommendations and Next Steps

This report examined in detail the status of LMU as it concerned equity issues for underrepresented students. We focused on issues of access, success and institutional viability as a way of creating a picture of the current situation on campus. Our charge was to collect data and examine it. This initial Diversity Scorecard team assumed responsibility for raising awareness of the current situation at LMU by providing statistical evidence. We saw ourselves as both ‘evidence monitors’ and a group that could provide resources and facilitate continuing work in this area. However, the recommendations that follow reflect our belief that it is time for broader campus community involvement in the work of being ‘evidence monitors.’

Recommendations

The next step is for the campus community to investigate more deeply the issues we raise about equity of educational outcomes for underrepresented students here at LMU. We noticed that concern is ‘in the air’ on campus regarding these issues.

Individual unit and department heads should examine the statistical evidence as it relates to equity of outcomes in their respective areas. This work has already begun, and we believe there is support for such an investigation among the majority of faculty, staff, and administrators at LMU.

Departments and units should determine for themselves which questions to ask – they are the experts in their areas. Similarly, recommendations for action based on the evidence

collected should come from individual departments and units. Deciding how to close the gaps, and what are reasonable benchmarks, are clearly issues to be handled at the departmental or unit level.

At the institutional level, we recommend ‘pulling out’ data disaggregated by ethnicity and gender and conducting analyses on a regular basis. Setting up a system to get both cross-sectional and trends analyses on a regular basis will mean that campus committees will have access to current disaggregated data. Now, such in-depth analyses across multiple years are conducted only when needed for special projects.

Next Steps

1. Develop a university-wide Diversity Scorecard team. The following departments and units were represented at a recent meeting to discuss the Scorecard approach. They are using the LMU Diversity Scorecard format to ask deeper questions and identify equity gaps specific to their areas. We see this group as an expanded Diversity Scorecard Team. In the next year, they will develop benchmarks, and present their own data and suggestions for closing gaps. During the next 3 years, the LMU Diversity Scorecard team will also present its findings, current success, and goals for further improvement to the President on an annual basis. The expanded LMU Diversity Scorecard team includes:

LMU Diversity Scorecard Team

Institutional Unit	Representative
College of Business Administration	Dr. George Hess
College of Communication and Fine Arts	Dr. Suzanne Frentz
College of Liberal Arts	Dr. John Popiden
College of Science and Engineering	Dr. Stephen Scheck/ Ms. Barbara Christie/ Dr. Thomas Calder
School of Film and Television	Prof. Donald Zirpola
School of Education	Dr. Shane Martin
Admissions and Financial Aid	Mr. Matthew Fissinger
Beyond LMU	Dr. Kathleen Harris
The First Year Institute	Dr. Barbara Rico
Honors Program	Dr. James Landry
Registrar	Mr. Robert Nitsos
Student Affairs	Mr. Marshall Saucedo
Intercultural Affairs	Dr. Abbie Robinson-Armstrong
Intercultural Advisory Committee	Dr. David Killoran
Institutional Research	Dr. Brian Hu

2. Document annual success in closing identified gaps. We will create an annual Diversity Scorecard that documents the efforts aimed at closing the gap in outcomes among students of different ethnic backgrounds. Most importantly we will revisit the outcomes themselves to see if greater equity is being achieved.

Appendix A

Glossary of Frequently Used Terms

Access: Access to the institution in aspects of enrollment, financial aid, and academic programs.

Equity: The point at which a particular ethnic group's representation across all academic indicators such as majors, programs, honors, graduation and degrees awarded is fairly equal to the group's representation in the student body.

Equity Benchmark: The point which African American and Latino students have reached equity in educational outcomes. This marks the point at which their representation across the institution (of those students in all majors, on the Dean's List, of those who receive academic awards, etc.) matches their representation in the total student population. The equity benchmark is to be used as the standard by which progress towards this ideal state is judged.

Evidence Team: Composed of "evidence monitors," this team presents compelling data to others in the institution which show the status quo as well as the desired status. The team continues to monitor progress toward the achievement of the equity benchmarks.

Goals: Goals express intended outcomes for the future. The purpose of goals is twofold: (1) to identify areas in which inequities exist and (2) to indicate a way in which to reduce the inequity and achieve the equity benchmark, i.e., "to increase," "to decrease," etc.

Institutional Viability: When the campus environment enables students to feel comfortable during their college career at LMU.

Macro-measures: These measures take a large-scale picture of the institution. For example, "overall representation of ethnic/racial groups in the undergraduate student population."

Measures: Identified elements of data which illustrate where areas of inequity may exist. For example, "overall grade distribution by ethnicity" may reveal an inequity in achievement among different ethnic/racial groups of students.

Micro-measures: These measures examine particular trends and student outcomes at a more fine-grained level.

Stage I Diversity: Refers to equity in representation. Historically underserved students make up significant portions of the student body. Many ethnic/racial groups are represented on campus as the result of initiatives aimed at achieving equal access to higher education.

Stage II Diversity: Refers to equity in outcomes. Initiatives are aimed at achieving equitable educational outcomes for students. Equal representation of historically underserved students not only in the student body, but also in graduation rates, on the Dean's list, across all majors, etc.

Success: Indicators of outcomes of students' educational experiences such as participation in the Honors Program, the Dean's list, and being among the group of students who earn the highest GPAs.