

The Equity Scorecard Project Assessment



Laying the
Groundwork

Defining the
Problem

Assessing
Interventions

Implementing
Solutions

Evaluating
Results

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WCU Equity Scorecard Project Team

Together with the other thirteen institutions of the Pennsylvania System of Higher Education (PASSHE), WCU participated in the Center for Urban Education (CUE) Equity Scorecard project. The Equity Scorecard (ES) project is a data-driven, organizational learning process designed to foster institutional change through identifying and eliminating racial disparities among college students. Consistent with WCU's mission to provide access and high-quality undergraduate education, the aim of this project was to identify structurally hidden and unintended inequalities leading to racial disproportions in the following: access to the university, retention, degree completion, and involvement in high impact activities, such as internship, honors, and undergraduate research. The team greatly appreciates the support provided Nilima Inamdar (Research Analyst) and to Colleen O'Brien (Graduate Assistant).

Idna M. Corbett	Dean, Undergraduate Studies & Student Support Services (Co-Team Leader)
Vanessa K. Johnson	Professor, Department of Psychology (Co-Team Leader)
Lisa Yannick	Assistant Vice-President of Institutional Research and Effectiveness
Linda Adams	Dean, College of Health Sciences
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Joanne Conlon	Director of Pre Major Academic Advising
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Querida Lugo	Associate Director, Office of Multicultural Affairs
Rodney Mader	Professor, Dept. of English/Director, General Education
Marion McKinney	Director, Residence Life and Housing

Equity Scorecard Process: Team Meetings

The WCU Equity Scorecard Evidence Team convened 42 regular meetings (2 hours) between February 2012 and May 2014. In addition, three full-day work retreats were held during winter and summer months. Evidence team leaders held monthly phone consultation sessions with the Center for Urban Education (22 calls total) and met periodically with WCU administrators (19 meetings) including the Provost, the Vice President of Marketing, the WCU Enrollment Management Committee, the Academic Affairs committee, and President's Cabinet.

Semester	Number of Team Meetings & Meeting Dates	Number of Phone Consults	Number of Meetings with Administrators
Spring 2012	6 Meetings: 2/8, 2/22, 3/5, 3/19, 4/9, 5/7	2	4
Summer 2012	4 Meetings: 5/30, 6/22, 7/19, 8/9	4	2
Fall 2012	6 Meetings: 9/10, 9/24, 10/15, 10/29, 11/12, 11/26	4	0
Winter 2012-13	1 Meeting & 1 Retreat: 12/17, 1/16	1	0
Spring 2013	6 Meetings: 2/4, 2/25, 3/25, 4/8, 4/22, 5/13	3	3
Summer 2013	2 Meetings & 1 Retreat: 6/4, 7/11, 7/24	3	2
Fall 2013	6 Meetings: 9/9, 10/21, 10/28, 11/4, 11/18, 12/2	3	2
Winter 2013-14	1 Retreat: 1/13	0	0
Spring 2014	8 Meetings: 2/3, 2/17, 3/3, 3/10, 3/24, 4/7, 4/21, 5/5	2	3
Summer 2014	1 Meeting: 5/28	0	3
Total:	45 Meetings and Retreats	22 Calls	19 Meetings

Equity Scorecard Process: Time Line

Access			
Develop Focal Efforts Spring 2012	Conduct Inquiry Activities Spring 2012	Discuss Findings Summer 2012	Propose Recommendations Summer/Fall 2012
Retention and Completion (First Year Students)			
Develop Focal Efforts Fall 2012	Conduct Inquiry Activities Fall 2012 – Spring 2013	Discuss Findings Spring 2013	Propose Recommendations Spring -- Fall 2013
Retention and Completion (Transfer Students)			
Develop Focal Efforts Fall 2012	Conduct Inquiry Activities Fall 2013	Discuss Findings Fall/Winter 2013-14	Propose Recommendations Winter 2013-14/Spring 2014
Excellence			
Develop Focal Efforts Spring 2014	Conduct Inquiry Activities Spring 2014	Discuss Findings Spring 2014	Propose Recommendations Spring 2014

Equity Scorecard Process: Focal Efforts

Through a careful analysis of admissions, retention, completion, and excellence data for the undergraduate population at WCU, the Evidence Team identified 6 Equity Goals on which to focus.

Two equity goals (Equity Goal 1 and Equity Goal 2) address racial inequity in access to the university. The acceptance rate for FY African American Students in Fall 2010 was 26.7%, a lower rate than the average all student acceptance rate of 42% by 15.3 points (284 students). Equity Goal 1 is to close the equity gap in FY African American acceptance rate from 26.7% to 42% by the incoming class of 2014. Similarly, the acceptance rate for African American transfer Students in Fall 2010 was 39.2%, a lower than the overall average student acceptance rate for transfer students of 53.2% by 14 points (58 students). Equity Goal 2 is to close the equity gap in African American acceptance rate for transfer students from 39.2% to 53.2% by the incoming class of 2014.

ACCESS

Equity Goal 1:	Close Equity Gap in African American acceptance rate from 26.7% to 42% by the incoming class of 2014.
Equity Gap:	15.3%
Equity Goal 2:	Close Equity Gap in African American acceptance rate from 39.2% to 53.2% by the incoming class of 2014 for transfer students.
Equity Gap:	14%

Three equity goals (Equity Goal 3, Equity Goal 4, and Equity Goal 5) address racial inequity in retention and completion rates at the university. Equity Goal 3 is to close the equity gap in African American/Latino FY students' 2nd to 3rd year retention rate from 86.1% (3-year average) to 91.3% by the incoming class of 2013. Of the 720 FY African American/Latino students who began their 2nd college year between 2008 and 2010, only 86.1% persisted to Fall year 3.

In comparison to the 91.3% average, we have a 5.2% gap. In order to close this gap we need to retain an additional 13 African American/Latino students from year 2 to year 3. Of the 700 African American/Latino FY students who entered the university between 2004 and 2006, only 55.6% completed their degree within 6 years. In relation to the 67.5% average, we have an 11.9% equity gap. The aim of Equity Goal 4 is to close this gap in FY African American/Latino students' 6-year graduation rate from 55.6% (3-year average) to 67.5% by the incoming class of 2013. In order to close the racial equity gap in completion for FY students we need to graduate an additional 28 African American/Latino students within a 6-year period. Equity Goal 5 focuses on racial equity in completion rates for transfers students. Of the 317 African American/Latino transfer students who entered WCU between 2006 and 2008, only 53.9% graduated within 4 years of their entrance to WCU. In relation to the 64.2% average, we have a 10.3% gap. Equity Goal 5 focuses on closing the equity gap in African American/Latino transfer students' 4-year graduation rate from 53.9% (3-year average) to 64.2% by the incoming class of 2013. In order to close this gap we need to graduate an additional 11 African American/Latino transfer students within 4 years of their entrance to WCU.

RETENTION AND COMPLETION

Equity Goal 3:	Close Equity Gap in African American/Latino students' 2 nd to 3 rd year retention rate from 86.1% (3-year average) to 91.3% by the incoming class of 2013.
Equity Gap:	5.2% for African American/Latino students
Equity Goal 4:	Close Equity Gap in African American/Latino students' 6-year graduation rate from 55.6% (3-year average) to 67.5% by the incoming class of 2013.
Equity Gap:	11.9% for African American/Latino students
Equity Goal 5:	Close Equity Gap in African American/Latino transfer students' 4-year graduation rate from 53.9% (3-year average) to 64.2% by the incoming class of 2013.
Equity Gap:	10.3% for African American/Latino transfer students

The last equity goal (Equity Goal 6) addresses the equity gap in excellence, or high impact practices (HIPs) at WCU. The Association of American Colleges and Universities (AAC&U) identified HIPs in higher education as “teaching and learning practices [that] have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.” Of the ten HIPs identified by the AAC&U, West Chester University offers/has offered:

- High Impact Courses – research, field experience, internship, practicum, and clinical courses.
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Writing-Intensive Courses
- Learning Communities

The WCU Evidence Team identified four additional HIPs that may impact student retention:

- Honors College participation
- Leadership participation
- Work-Study Employment
- Paraprofessional Student Opportunities

We examined whether underrepresented minority students (URM) have equal access to the HIPs available at WCU. Because WCU requires all students to complete a minimum of one Diversity/Global Learning course and 1-3 Writing-Intensive courses (depending on number of courses transferred to WCU), we did not assess racial equity in these areas. Equity access means that URMs are represented in percentages at least equal to the general student population. Inquiry findings found little evidence of racial inequity in access to HIPs. Racial inequity was identified, however, in access to the Honors College. The current gap in URM access to HON100 is 8.4% (7-year average). Equity Goal 6 is to increase access to the Honors College for URM students from 7.5% to 15.9%. In order to close this equity gap we need to accept an additional 4 URM students into the Honors College – for a total of 7 URM students enrolled in the Honors College -- by 2016.

EXCELLENCE

Excellence Focal Effort:	Increase access to the Honors College for URM students from 7.5% to 15.9% by 2016.
Equity Gap:	8.4% (HON100) for African American/Latino students

WCU Campus/Community Outcomes: Closing the Racial Equity Gap in Access

The WCU Evidence Team made ten recommendations (see Appendix A) focused on closing the racial equity gap in access to the university for FY and TR African American students. As of November 2014, WCU has taken action on 9 of these 10 access recommendations (✓Fully Implemented = 5 Access Recommendations, ⚡Action in Progress = 4 Access Recommendations, ✖No Action Taken = 1 Access Recommendations).

EQUITY GOAL 1 ACCESS:

Increase the acceptance rate of African American FY applicants from 26.7% to 42% by the incoming class of 2014.




Evaluation Indicator	Baseline: 2010	Goal 1: 2013	Access: ✖ 2013	Goal 2: 2014	Access: ✖ 2014
Rate:	26.7%	34.4%	31.7%	42%	30.2%
Number:	495	637	614	779	695

CONCLUSION:

The acceptance rate for African American applicants to WCU in Fall 2013 was 31.7% (614 accepted African American applicants). This represents an increase in the percentage of African American applicants accepted to the University between 2010 and 2013 (5% increase), as well as an increase in the number of African American applicants accepted to the University between 2010 and 2013 (increase of 119 African American applicants accepted). Goal 1 for 2013, however, was to increase the acceptance Rate of African American applicants to 34.4% (637 students). We fell short of Goal 1 by 2.7% and 23 students. The acceptance rate for African American applicants to WCU in Fall 2014 was 30.2% (695 students), far short of our Equity Goal of 42% by Fall 2014. Note that these data represent the acceptance rate for students identifying as African American only. If we broaden our definition of African American to include multi-racial students who also identify as African American, the acceptance rate in 2013 is 34% (749 students) and 31.4% (814 students) in Fall 2014; the access rate for multicultural African American applicants approaches Goal 1 of 34.4% in 2013 but falls considerably short of our Equity Goal (goal 2) of 42% by 2014. Also note that the acceptance rate reported here is the percentage of all applicants accepted (as opposed to the percentage of actionable applications accepted). The percentage of African American applicants with incomplete applications remains high in 2013 and 2014. Compared to the overall average percentage of incomplete applications in Fall 2013 of 8%, the percentage of incomplete applications among African American applicants was 23.6% in Fall 2013. In Fall 2014, the percentage of incomplete applications rose to 11.2% for the overall population (all applicants) and to 30.5% for African American applicants. In sum, the racial equity gap in access to the university for African American FY applicants remains significant in Fall 2014, improving by only 3.5% from our benchmark of Fall 2010.

EQUITY GOAL 2 ACCESS:

Increase the acceptance rate of African American transfer applicants rate from 39.2% to 53.2% by the incoming class of 2014.

Evaluation Indicator	Baseline: 2010	Goal 1: 2012	Access:  2012	Goal 2: 2013	Access:  2013	Goal 3: 2014	Access:  2014
Rate:	39.2%	43.87%	38.6%	48.54%	37.5%	53.2%	39.7%
Number:	161	181	195	200	202	219	261

CONCLUSION:

The rate of African American transfer applicants accepted to WCU between 2010 and 2014 remained stable; none of the access goals for transfer African American applicants was achieved between 2010 and 2014. The acceptance rate for African American transfer applicants to WCU decreased by 0.6% from our baseline assessment of access in Fall 2010 to Fall 2012 (39.2% Fall 2010, 38.6% Fall 2012) and by 1.9% between Fall 2012 and Fall 2013 (38.6% Fall 2012, 37.5% Fall 2013). Although the access rate for African American transfer students increased by 2.2% between Fall 2013 and Fall 2014, WCU fell markedly short of our equity goal for 2014 of 53.2%. The access rate for African American transfer students in Fall 2014 is 39.7%, a rate that is 3.5% lower than our stated equity goal (53.2%). If we broaden our definition of African American to include multi-racial students who also identify as African American, the acceptance rate for transfer multicultural/African American students in Fall 2012 is 39.5%, in Fall 2013 is 38.9% and 41.1% in Fall 2014. In other words, the access rate for multicultural African American applicants falls short of Goal 1 (Fall 2012) by 4.3%, Goal 2 (Fall 2013) by 9.6%, and our overall equity goal (Fall 2014) by 12.1%. Please note that the acceptance rate for transfer students reported here is the percentage of all applicants accepted (as opposed to the percentage of actionable applications accepted). The percentage of African American transfer applicants with incomplete applications is


consistently higher than the overall percentage of incomplete transfer applications: 35% in Fall 2012 compared to the overall average of 26.7% (8.3% racial equity gap), 28.4% in Fall 2013 compared to the overall average of 20.5% (7.9% racial equity gap), and 37.4% in Fall 2014 compared to the overall average of 23.7% (13.7% racial equity gap). In sum, the racial equity gap in access to the university for African American transfer applicants remains significant in Fall 2014, improving by only 0.5% from our benchmark rate in Fall 2010.

WCU Campus/Community Outcomes: Closing the Racial Equity Gap in Retention/Completion

The WCU Evidence Team made twenty-five recommendations (see Appendix B) focused on closing the racial equity gap in 2nd- to 3rd-year retention and 6-year graduation rates for African American and Latino FY students and five recommendations focused on closing the racial equity gap in graduation rates for African American and Latino transfer students. As of November 2014, WCU has taken action on 14 of the 25 retention/completion recommendations for FY students (✓3 fully implemented, ☀13 action in progress, ✗9 no action taken). Similarly, as of November 2014, WCU has taken action on 3 of the 5 completion recommendations for TR students (✓0 fully implemented, ☀3 action in progress, ✗2 action not taken).

EQUITY GOAL 3 RETENTION of FY STUDENTS:

Increase the 2nd to 3rd year retention rate for African American/Latino FY students from 86.1% (3-year average) to 91.3% by the incoming class of 2013.


Evaluation Indicator	Baseline: (3 yr avg 2008-2010)	Goal 1: 2014	FY  Retention: 2014 (3 yr avg 2010-2013)	Goal 2: 2015	EQUITY: 2016
African American/Latino Rate:	86.1%	87.8%	87.5%	89.5%	91.3%
AA/Latino Number:	207/year	211	245	215	220

CONCLUSION:

The 3-year average 2nd- to 3rd-year retention rate for African American and Latino FY students entering WCU in 2010, 2011, and 2012 is 87.5%. This is a 1.4% improvement in 2nd- to 3rd-year retention for African American and Latino students over the baseline assessment of 86.1% retention. Our goal by 2014 was to increase the number of African American and Latino FY students retained in their 3rd year to 211 students with a 2nd- to 3rd-year retention rate of 87.8%. The 3-year average in number of African American and Latino students retained from 2nd- to 3rd-year is 245 African American and Latino students, which exceeds our goal of 211 students. Our achieved 2nd- to 3rd-year retention rate of 87.5% (3-year average) is within 0.3% of our stated goal in 2014 (87.8%).

EQUITY GOAL 4 COMPLETION OF FY STUDENTS:

Increase the 6-year graduation rate for African American/Latino FY students from 55.6% (3-year average) to 67.5% by the incoming class of 2013.


Evaluation Indicator (FY Students)	Baseline: (3 yr avg 2004-2006)	Goal 1: 2014	FY  Completion: 2014 (3 yr avg 2006-2008)	Goal 2: 2015	EQUITY: 2016
African American/Latino Rate:	55.6%	59.8%	55%	63.6%	67.5%
AA/Latino Number:	130/year	140	143	149	158

CONCLUSION:

The 3-year average 6-year graduation rate for African American and Latino FY students entering WCU in 2006, 2007, and 2008 is 55%. This is a 0.6% decline in the 6-year graduation rate for African American and Latino students over the baseline assessment of 55.6%. Our goal by 2014 was to increase the number of African American and Latino FY students graduating from WCU within 6 years from 130 students to 143 students with a 6-year graduation rate of 59.8% by 2014. The 3-year average in number of African American and Latino students graduating within 6 years is 143 African American and Latino students, which exceeds our goal of 140 students. Our achieved 6-year graduation rate of 55% (3-year average), however, does not approach our stated goal in 2014 of 59.8% (4.8% difference).

EQUITY GOAL 5 COMPLETION OF TR STUDENTS:

Increase the 4-year graduation rate for African American/Latino transfer students from 53.9% (3-year average) to 64.2% by the incoming class of 2013.

Evaluation Indicator	Baseline: (3 yr avg 2006-2008)	Goal 1: 2014	TR  Completion: 2014 (3 yr avg 2008-2010)	Goal 2: 2015	EQUITY: 2016
African American/Latino Rate:	53.9%	57.3%	56.8%	60.8%	64.2%
AA/Latino Number:	57/year	61	77	65	68

CONCLUSION:

The 3-year average 4-year graduation rate for African American and Latino transfer students entering WCU in 2008, 2009, and 2010 is 56.8%. This is a 2.9% improvement in the 4-year graduation rate for African American and Latino transfer students over the baseline assessment of 53.9%. Our goal by 2014 was to increase the number of African American and Latino transfer students graduating from WCU within 4 years from 57 students to 61 students with a 4-year graduation rate of 57.3% by 2014. The 3-year average in number of African American and Latino transfer students


graduating within 4 years is 77 African American and Latino transfer students, which exceeds our goal of 61 students. Our achieved 4-year graduation rate (3-year average) of 56.8% is within 0.5% of our stated goal in 2014 (57.3%).

WCU Campus/Community Outcomes: Progress on Excellence Recommendation

The WCU Evidence Team made two recommendations (see Appendix C) focused on closing the racial equity gap in access to the Honors College. As of November 2014, WCU has taken action on both of the excellence recommendations that pertain to closing the racial equity gap in access to the Honors College (✓1 fully implemented, ☀1 action in progress). In addition, the WCU Evidence Team made three recommendations (see table below) for improving access to the Federal Work Study Program at WCU. Although we did not identify a significant racial equity gap in access to the Federal Work Study program at WCU, the Equity Scorecard Evidence Team made several recommendations to enhance this program. As of November 2014, WCU has taken action on 2 of the 3 excellence recommendations that pertain to changes in the Federal Work Study program at WCU (✓ 1 fully implemented, ☀ 1 action in progress, and ✗1 action not taken).

EQUITY GOAL 6 EXCELLENCE:

Increase access to the Honors College for URM students from 7.5% to 15.9% (accept an additional 4 URM students into the Honors College – for a total of 7 URM students enrolled in the Honors College) by 2016.







Evaluation Indicator	Baseline: 2013	Goal 1: 2014	Excellence  (Honors Access): 2014	Goal 2: 2015	Goal 3: 2016
Equity Gap Rate:	7.5%	10.3%	28.6%	13.1%	15.9%
Number of HON100 URM students:	3	5	12	6	7

CONCLUSION:

The percentage of new URM students enrolled in the Honors College increased dramatically from our baseline assessment in Fall 2013 of 7.5% (3 URM students) to 28.6% (12 URM students) in Fall 2014. The equity goal that by Fall 2016 at least 15.9% of the students enrolled in HON100 will be URM students has been reached two years ahead of schedule. It is recommended, however, that continued assessment of access to the Honors College for URM students be explored in Fall 2015 and Fall 2016 to establish that racial equity in access to the Honors College at WCU is sustained.

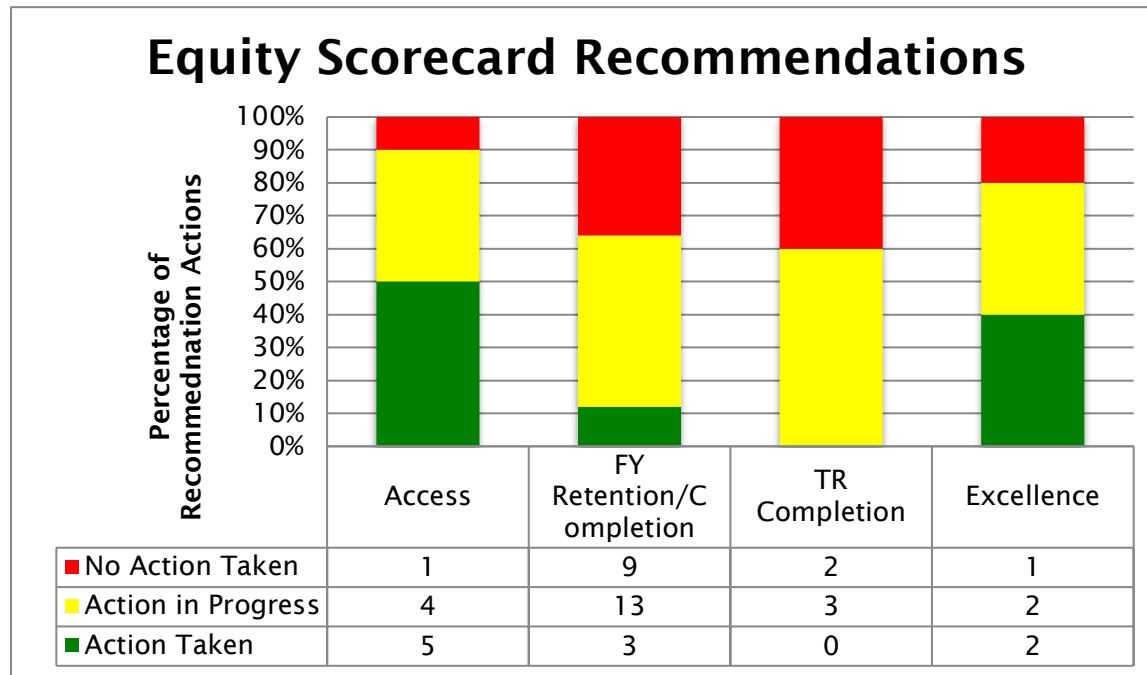
Summary of WCU Progress on Equity Goals and Action on Equity Scorecard Recommendations

Progress on Equity Goals:

	Goal	2014 Assessment	
Access:	<ul style="list-style-type: none"> • Increase Acceptance Rate of AA FY Students to 42% • Close 15.3% Equity Gap by 2014 	<ul style="list-style-type: none"> • Acceptance Rate of AA FY Students = 30.2% • 2014 Equity Gap =11.8% (from baseline) 	<p></p> <p>Goal Not Achieved</p>
	<ul style="list-style-type: none"> • Increase Acceptance Rate of AA TR Students to 53.2% • Close 14% Equity Gap by 2014 	<ul style="list-style-type: none"> • Acceptance of AA TR Students = 39.7% • 2014 Equity Gap = 13.5% (from baseline) 	<p></p> <p>Goal Not Achieved</p>
Retention/Completion:	<ul style="list-style-type: none"> • Increase 2nd- to 3rd-year Retention Rate of AA/Latino FY Students to 87.8% in 2014 (89.5% in 2016) • Close 5.2% Equity Gap by 2016 	<ul style="list-style-type: none"> • 2nd- to 3rd-year Retention Rate of AA/Latino FY Students = 87.5% • Within Margin of Error of 2014 Goal 	<p></p> <p>Interim Goal Achieved</p>
	<ul style="list-style-type: none"> • Increase 6-year Completion Rate of AA/Latino FY Students to 59.8% in 2014 (67.5% in 2016) • Close 11.9% Equity Gap by 2016 	<ul style="list-style-type: none"> • 6-year Completion Rate of AA/Latino FY Students = 55% • Equity Gap increased by 0.6% in 2014 (from baseline) 	<p></p> <p>Interim Goal Not Achieved</p>
	<ul style="list-style-type: none"> • Increase 4-year Completion Rate of AA/Latino TR Students to 57.3% in 2014 (64.2% in 2016) • Close 10.3% Equity Gap by 2016 	<ul style="list-style-type: none"> • 4-year Completion Rate of AA/Latino TR Students = 56.8% • Within Margin of Error of 2014 Goal 	<p></p> <p>Interim Goal Achieved</p>
Excellence:	<ul style="list-style-type: none"> • Increase URM Student Access to Honors College to 10.3% in 2014 (15.9% in 2016) • Close 8.4% Equity Gap by 2016 	<ul style="list-style-type: none"> • URM Student Access to Honors College = 28.6% • 2016 Equity Goal Achieved 	<p></p> <p>Equity Goal Achieved</p>

Overall Summary of Action for ES Team Recommendations:

WCU Equity Scorecard Evidence Team made a total of 45 recommendations to facilitate closing the racial equity gap in Access, Retention/Completion, and Excellence (Access Recommendations = 10, FY Retention/Completion Recommendations = 25, TR Completion Recommendations = 5, Excellence Recommendations = 5). The WCU community has acted on sixty percent of these recommendations, with full implementation on twenty-two percent (n = 10) and action is in progress for 49% (n = 22). The remaining 13 recommendations (29%) have, to the best of our knowledge, had no action taken as of December 2014.



Summary of Money Spent on ES Team Support and Recommendations:





ES Team Support	
Faculty summer employment - 2013	\$15,076
Faculty summer employment - 2014	\$13,715
Faculty dual comp - summer 2014	\$2,000
Graduate Assistant 2012-2014	\$22,143
Travel expenses (ES meetings-Harrisburg)	\$4,626
Retreat expenses	\$259
Total	\$57,819
RETENTION/COMPLETION (initiatives)	
Support for URM Students on Academic Difficulty/Athletes	\$10,278
University-wide Colloquium on closing the equity gaps in achievement, retention and graduation	\$2,495
Equity Gap Training for Department Chairs (to date)	\$4,630
Total	\$17,403
Other costs associated with recommended actions	
Transfer Student Study	\$3,500
Math Placement costs	\$3,300
Additional BWCE administration	\$500
Transfer Transition Program (OMA and USSSS)	\$6,427
Additional tutoring	\$15,000
Total	\$28,727
Total One-Time ES Expenses	\$103,949
ACCESS (hiring related to recommendations)	
Multicultural Transfer Recruiter (SUAll salary and benefits)	\$62,454
Social Media Coordinator (SUAll salary and benefits)	\$62,454
Total Recurring Expenses (salary/benefits)	\$124,908




Equity Scorecard


West Chester University



November 2014

Appendix A:






Access Recommendations for FY Students:	WCU Action:
1. Hire additional human resources to allow for increased attention to recruitment of URM applicants, including timely follow-up of incomplete applications.	Please see response to question # 6. We only received funding for one position. 
2. Expand the scope of recruitment activities to include communities local to West Chester with high percentage of African American and other URM families.	For the 2013-2104 admissions cycle recruitment travel expanded to span across 110 high schools in Pennsylvania and suburban areas with large underrepresented minority (URM) populations, outreach to churches and specific organizations, (e.g., Chester County Futures, Philadelphia Futures, Chester College Prep Roundtable, ASPIRA and Minds Matter), hand on application workshops in communities local to West Chester (e.g., Mastbaum, Coatesville HS, Chester County Futures). Similarly workshops are in the planning stages for Philadelphia Futures, Youth Build, and Minds Matter. Twelve student members of the multicultural student recruitment team assist with recruitment and events. 
3. Hire a consultant to revamp Admissions website. To minimize the number of incomplete applications, the online tools guiding applicants through the application process need to be simplified.	The Web Team hired a consultant during the fall 2013 and spring 2014 semesters who provided feedback on the undergraduate website, particularly those pages with content related to the URM population. Suggestions focused on navigation, as well as clarity of content. Since this review was completed, the existing webpage geared towards URM students has been revised. 
4. Investigate the possibility of establishing an alternate approach to application review.	Two new initiatives (SAT Blind Pilot Program, and the ability to admit students without an application fee) were formally approved and instituted for the fall 2014 application cycle.  The SAT Blind Pilot Program allows the Office of Admissions to admit applicants,







	<p>on a limited basis, whose academic profile is strong but SAT scores are weak. For the fall 2014 admissions cycle 64 students were admitted via the SAT Blind Pilot Program and 19 students enrolled.</p> <p>The Office of Admissions is now able to process admissions decisions on applicants if they are only missing the application fee waiver form and financial hardship is evident. This has reduced the number of incomplete applications and allowed the Office of Admissions to make decisions on applicants who previously would have been considered incomplete.</p>	
<p>5. Make access gap information easily available to the university community.</p>	<p>Access gap data is included on reports disseminated from the Office of Admissions, as well as Institutional Research. Also, a CAPC sub-committee specifically reviewed department admissions requirements that may preclude access.</p>	
<p>6. Hire additional human resources to allow for increased attention to recruitment of URM transfer applicants, including timely follow-up of incomplete applications.</p>	<p>The Office of Admissions was provided a new position to assist with the recruitment of URM transfer students, to focus specifically on admissions applications received from this cohort and execute successful yield activities in an effort to enroll more URM transfer students. The Assistant Director of Multicultural Admissions position was filled in the summer of 2013.</p>	
<p>7. Provide ongoing professional development regarding best practices for multicultural transfer student recruitment to admissions officers, as well as faculty/staff from departments and programs involved in recruitment.</p>	<p>The Director of Admissions and Senior Associate Director of Admissions meet frequently with the Assistant Director of Admissions for Multicultural Student Recruitment and Community Outreach and the Assistant Director of Multicultural Admissions to discuss the implementation of new on-campus programs like “Discover WCU” and “Be A Ram”, as well as ways to better outreach to URM students in high school and at the community colleges. All admissions staff, as well as other departments throughout campus, support</p>	








	<p>on campus programming geared towards URM students.</p> <p>The Assistant Director of Multicultural Admissions and the Assistant Director of Admissions for Multicultural Student Recruitment and Community Outreach have been involved with the Pennsylvania Black Conference on Higher Education (PBCOHE), the Pennsylvania Liaisons of Multicultural Affairs (PALOMA), as well as participated in the State System's Admissions Association Conference in which a breakout session was incorporated so all URM recruiters, within the state system, could share best practices when recruiting underrepresented minority students. The Assistant Director of Multicultural Admissions will be participating in the Transfer Admissions & Advising Committee conference being held in March, 2015.</p>
<p>8. Assign appropriate resources for implementing a wider scope of recruitment activities to include transfer-specific recruitment events (e.g., Transfer Check Us Out Day) and campus tours that include the Village.</p>	<p>With the addition of the Assistant Director of Multicultural Recruitment, WCU has become more visible at community colleges, and has begun hosting new events on campus. Each year we participate in transfer fairs held at the community colleges, however, this fall a total of 6 additional visits were conducted at the following schools: Community College of Philadelphia, Camden County College, Delaware County Community College (Southeast and Upper Darby Centers), and Reading Area Community College. These visits provide students with the opportunity to interact with the Assistant Director of Multicultural Recruitment in a one-on-one setting rather than the traditional college fair setting. Prior to any visit to the Community College of Philadelphia, emails are sent to applicants who applied for an upcoming semester and may still need to submit required credentials. This provides students with the opportunity to visit with an admission counselor and discuss their application, as well as provide any missing application credentials.</p> 




	<p>Discover WCU, an on-campus recruitment activity has been developed, specifically for multicultural transfer students. This event is designed to showcase West Chester University and it's diversity on campus. The event provides students the opportunity to interact with multicultural students and staff, tour WCU campus (north and south), inquire about student life, financial aid, the transfer of credits, housing, and speak with the Office of Admissions regarding the transfer admissions process. This year's event will be hosted on Saturday, November 22nd.</p>	
<p>9. Support for department chairs and program directors to share best practices and strategies for advising and recruiting African American transfer applicants.</p>	<p>The Transfer Task Force was created in 2013 to address transition issues of transfer students. The TTF identified specific points in the admissions/enrollment process where improvement is needed.</p>	
<p>10. Identify a staff person/administrator to develop and coordinate a sustainable communication system to update community colleges on WCU policy and curricular changes.</p>	<p>The Assistant Director of Multicultural Admissions works specifically with those community colleges that have high URM populations, and has created working relationships with the Community College of Philadelphia, Reading Area Community College, and Camden County College. This individual provides updates on WCU policies and programs by providing community college transfer advisors with recruitment materials including a university catalog and college brochures that list individual majors under each college and a list of career related fields. We also have a Transfer Advisor newsletter for transfer students that includes information on the application process, updates on new programs and buildings on campus, and the process of transferring credits. Community College transfer advisors are provided lists of students, from each of their institutions, who have already applied to West Chester University along with their decisions.</p>	

Appendix B:

FY Retention/Completion Recommendations:	WCU Action:
<p>1. A position of Academic Probation Counselor should be created, which would provide support for students placed on academic probation, from filling out the ARP to communicating with academic departments and programs regarding trends and special needs of these students. All students placed on probation should be required to attend an Academic Boost Camp and meet with the Academic Probation Counselor throughout the semester.</p>	<p>A position of Academic Counselor was created in PMAA, which provides ongoing support for students on probation. PMAA has implemented Academic Probation Workshops for these students.</p> <p>All students on continued probation are required to meet with a graduate assistant from the Early Alert program throughout the semester. These students are required to attend the Academic Success Workshop series.</p> <p style="text-align: right;"></p>
<p>2. An academic probation policy sensitive to major program requirements should be instituted, thus reaching students who are most at risk of attrition due to failure to meet GPA requirements for the major, e.g., 2.5 CGPC for pre-Business students.</p>	<p>No progress.</p> <p style="text-align: right;"></p>
<p>3. The University should adopt a philosophy of intentional/intrusive advising, based on the standards set by the National Academic Advising Association.</p>	<p>An Advising Task force was created in Fall 2014. The ATF is working on developing a campus-wide definition of effective advising, as well as develop initiatives to improve advising. The ATF started a Virtual Advisor communication strategy aimed at both students and advisors.</p> <p style="text-align: right;"></p>
<p>4. Students will choose an intended major to “explore” when first entering the University. During their first year, students will be advised by a PMAA advisor with expertise/interests in the college the student has identified as housing his/her intended major (e.g., undeclared – COE, undeclared -- CAS, undeclared – CBPA, undeclared – CVPA, undeclared – CHS).</p>	<p>Not implemented.</p> <p style="text-align: right;"></p>
<p>5. All new students should be advised by pre-major academic advising (PMAA) during their first college year. PMAA advisors have clear</p>	<p>Not implemented.</p> <p style="text-align: right;"></p>





<p>expertise in general education requirements and are best positioned/trained to assist students in choosing a major area of study at the University. This change will necessitate increasing the PMAA staff to accommodate advising of additional students.</p>	
<p>6. All students should be required to declare a major no later than when they have completed 30 credits. At that time, the student will transition to an advisor within his/her major program. Students will then have access to a faculty mentor and an advisor with expertise in his/her major area of study.</p>	<p>Not implemented. </p>
<p>7. An advising liaison should be assigned to each college to assist in transitioning URM students from undeclared to a major, and to assist with college/department planning regarding the number of courses necessary for students in their first two college years (e.g., Q courses, foundational courses, etc.).</p>	<p>While advising liaisons have not been assigned in each college, several colleges have added program counselors in key departments (Pre-Business, Psychology, English, Music) to assist students with scheduling issues. These efforts are not specifically aimed at URM students, but will impact their retention/completion. </p>
<p>8. The University should continue to seek funding for URM scholarships beyond the Board of Governors, particularly scholarships that link students with mentors and support.</p>	<p>Not implemented. </p>
<p>9. The Financial Aid Office should publicize the availability of these scholarships among the faculty/staff to encourage student referrals.</p>	<p>The Financial Aid website was revamped to include improved information on available scholarships. </p>
<p>10. The University needs to offer affordable housing options for continuing URM students.</p>	<p>The WCU foundation has assigned more than \$200,000 over the last two years to assist low income students to access housing in USH residence halls. </p>
<p>11. The University should have a more comprehensive approach to orienting new students to college life, particularly URM and first-generation students. A systematic, coherent first-year experience program should include not only a FYE course, but a structured progression of activities that build</p>	<p>The General Education Coordinator and the GE Advisory Board developed a new GE framework that includes a first-year experience program. GE models are being developed that include extending </p>

<p>upon each other throughout the college experience (e.g., second year experience course, peer mentoring in the 2nd or 3rd year, etc.).</p>	<p>GE requirements into the senior year.</p>	
<p>12. The orientation fee should be integrated into the admission deposit and not charged separately. The NSP must be an integral element of the retention efforts; thus, that office should receive central funding.</p>	<p>Not implemented.</p>	
<p>13. A new policy should be developed encouraging all students (including Motivation students) to complete 30 credits and to declare a major (or a pre-major) by the end of their first college year.</p>	<p>The Retention/Graduation Committee is charged with developing an On Time to Graduate program, which will encourage students to complete 30 credits per year.</p>	
<p>14. All departments need to develop a written policy (approved by their Dean) for the admission of internal transfer students at the completion of 30 credits.</p>	<p>The Undergraduate Programs Committee of CAPC analyzed admission restrictions for each major. Recommendations were sent to the Executive Committee of CAPC in April 2014. Implementation of recommendations is in progress.</p>	
<p>15. The policy regarding Motivation (FY4) students needs revision, to allow Motivation (FY4) students to complete more than 12 credits per semester in their first college year.</p>	<p>Not implemented.</p>	
<p>16. The Academic Foundations policy should be enforced. This will necessitate provision of enough sections to meet this need, particularly for 200-level Writing courses.</p>	<p>The English Department has developed a strategy for identifying the need for English foundation courses and increased course offerings in Fall 2014.</p>	
<p>17. The registration policy should be revised to allow students to take their Q courses as soon as possible or allow students to show completion of the necessary developmental course at the community college level. This will necessitate provision of enough sections to meet this need.</p>	<p>The English Department revised its offerings of ENG-Q20 to ensure enough seats were available in Fall 2014 for new first-year students. The English Department will pilot a "Directed Self-Placement" process.</p>	
<p>18. A tutoring requirement for Q courses should be implemented. Additional resources should be provided to the Writing Center for tutoring writing and to the Learning Assistance and Resource Center (LARC) to tutor math.</p>	<p>Partial implementation. The LARC was provided additional resources and space to increase tutoring services in 2013-14.</p>	

<p>19. Greater information should be disseminated regarding challenge exams and their importance. Create a mathematics challenge exam that allows for more relevant placement.</p>	<p>The BWCE was offered in Spring 2014 and also offered for new transfer students at the end of summer 2014.</p> <p>The Math Department developed a new math placement exam implemented for the Fall 2014 FY cohort. The department is gathering data on the effectiveness and impact of the exam.</p>	
<p>20. All departments should be required to identify hidden curricular barriers that affect URM student academic performance and progress. All departments should develop action plans to eliminate those hidden barriers and monitor impact on their URM students.</p>	<p>The Equity Scorecard team facilitated a workshop for department chairs in summer 2014, aimed at assisting departments in identifying equity gaps in their programs and developing strategies for identifying/eliminating barriers as well as developing initiatives for supporting URMs in their programs. Twenty-eight departments (77%) have attended a training session; however, only 50% of them have submitted equity plans.</p>	
<p>21. Departments should examine racial inequity in student success for all “gatekeeper” courses and develop a plan for assisting students through these courses (e.g., tutoring, study groups, peer support).</p>	<p>The Equity Scorecard team facilitated a workshop for department chairs in summer 2014, aimed at assisting departments in identifying equity gaps in their programs and developing strategies for identifying/eliminating barriers as well as developing initiatives for supporting URMs in their programs.</p> <p>The CBPA identified the gatekeeper courses for new transfer students and developed a Transfer Learning Community that includes block-scheduling and providing supplemental instruction in those courses. The Psychology Department identified gatekeeper courses and is implementing an initiative to support students in these courses.</p>	

<p>22. A cabinet level administrator who is responsible for retention and graduation -- who crosses Student Affairs and Academic Affairs -- is recommended to monitor the closing of the racial equity gap and to revisit support that is given to initiatives aimed at closing the equity gap (and maintaining equity moving forward).</p>	<p>Not implemented.</p>	
<p>23. A half-time faculty member (3-year term) should be charged with the responsibility of guiding colleges, departments, and programs in developing and implementing a plan to close the racial equity gap.</p>	<p>Not implemented.</p>	
<p>24. Reporting of the racial equity gap for retention and graduation should occur on a regular basis at the level of the college and the department.</p>	<p>The Office of Institutional Research developed the iDashboard data reporting system that allows all departments to readily access URM enrollment and graduation data.</p> <p>Reports on equity gaps by college were submitted by the ES Team to each of the college deans.</p> <p>Reporting of the equity gaps in achievement of URM students is now required by the Strategic Plan.</p>	
<p>25. Revision of university data practices is recommended – develop a metric that looks at total enrollment of a program/department by FTE. The new model needs to capture the movement of students in and out of a major.</p>	<p>The Office of Institutional Research developed the iDashboard data reporting system that allows all departments to readily access URM enrollment and graduation data.</p>	

<p>TR Retention/Completion Recommendations:</p>	<p>WCU Action:</p>	
<p>1. Develop a comprehensive “concierge” service to facilitate the college transition specifically for transfer students.</p> <ul style="list-style-type: none"> • Program will be collaborative, combining expertise from New Student Programs, OMA, and the Office of Undergraduate Studies and Student Support Services. • Each transfer student will be assigned a transition counselor to coordinate the services available to best support his/her transition to WCU. Services may 	<p>The New Student Programs, OMA, and Undergraduate Studies and Student Support Services are collaborating to implement a new Transfer Transition Program to begin in Spring 2015. All URM students transferring from community colleges and students who have attended more than 2 IHE will be assigned a Transition Leader who will assist in connecting the student with support services and providing</p>	

<p>include (but are not limited to) tutoring at the LARC, peer mentoring, counseling, and financial aid assistance.</p>	<p>timely information regarding policies and deadlines.</p>	
<p>2. Probationary transfer students and student enrolled in the Professional Studies major will be given additional attention following the initial transition to WCU period. Contact with these students and a transition counselor will be initiated with renewed attention given to connecting the student with services needed to better support the student at that time.</p>	<p>A faculty member has been assigned to identifying curricular and retention issues in the LS: Professional Studies program. Report and recommendations are expected at the end of Fall 2014.</p>	
<p>3. Money to be available to transfer students (particularly transfer students entering WCU in the spring semester) to bridge the time between the start of the semester and completion of the financial aid process.</p>	<p>Not implemented.</p>	
<p>4. Transfer orientation fee to be included in tuition bill, rather than billed separately before financial aid is awarded.</p>	<p>Not implemented.</p>	
<p>5. Regular reporting of the racial equity gap in student success for transfer students by all units.</p>	<p>Reporting of the equity gaps in achievement of transfer students is now required by the Strategic Plan. The Transfer subcommittee of the Retention/Graduation Committee is analyzing data to determine risk factors and specific milestones meeting graduation goals. Transfer retention/graduation data is being reported and discussed with each college dean.</p>	

Appendix C:

Excellence Recommendation:	WCU Action:
<p>1. It is strongly recommended that the Honors College board reconsider alternative criteria for admission to the Honors College to encourage URM access to this Excellent WCU opportunity.</p>	<p>The Honors Council is charged with examining the criteria for admission and is expected to submit a report at the end of 2014-15.</p> <p>The Honors College is on a pace to close the equity access gap in the Honors Core program.</p>
<p>2. The Honors College should devise a system for tracking URM participation in the Seminar Program, as well as develop, implement, and assess a comprehensive recruitment plan to attract a diverse pool of participants.</p>	<p>The Honors College is implementing a plan to recruit URM students into the Honors Seminar Experience.</p>
<p>3. The University must explore options for PeopleSoft to provide support for the Federal Work Study program, so equity data can be gathered and analyzed more efficiently.</p>	<p>The Financial Aid Office is exploring this support.</p>
<p>4. The Financial Aid Office should revise their website to include a link to the form in the text under "To Apply." The form is currently found in the first tab under Employment (Federal Work Study Student Employment Forms and Documents), which should be easy to find. It is also found in the "Forms" section, under "F" for Federal Work Study; it should also be available under "W," as students are more likely to look under Work Study. The "To Apply" section should include the priority deadline. Currently the website says <i>"Both applications are available January 1st and should be submitted as early as possible."</i></p>	<p>The recommended changes were made on the website.</p>
<p>5. Given the high percentage of URM students who are eligible/have work-study assignments and the advantages that working on campus affords these students, the University should consider increasing the number of student wage positions.</p>	<p>No action taken.</p>