

DIVERSITY SCORECARD

Bellarmino College of Liberal Arts

I. Introduction

According to official data for Fall 2003, the Bellarmine College of Liberal Arts comprises 1,898 undergraduates and 137 full-time faculty in twelve departments and offering thirty programs.

The Diversity Scorecard has encouraged the college to examine a wide range of data regarding issues of ethnic diversity. For purposes of this report today, we focus attention on African-Americans.

II. Findings Most Relevant to the Bellarmine College of Liberal Arts

Institutional receptivity is a strongpoint for the Bellarmine College of Liberal Arts. We have been blessed by a fine faculty that includes 10% African-Americans, a percentage that substantially exceeds the ratio of African-American students in the student body.

Table 1: African-American Representation in the Liberal Arts Faculty

Semester	All Liberal Arts Faculty	African-American Faculty	% African-American
Fall 2001	122	13	10.7%
Fall 2002	119	13	10.9%
Fall 2003	137	15	10.9%

Table 2: African-American Representation among Liberal Arts Undergraduates

Semester	All Liberal Arts Students	African-American Students	% African-American
Fall 2001	1584	117	7.4%
Fall 2002	1728	123	7.1%
Fall 2003	1898	137	7.2%

Table 3: African-American Representation among LMU Undergraduates

Semester	All LMU Students	African-American Students	% LMU African-American
Fall 2001	4959	317	6.4%
Fall 2002	5146	301	5.8%
Fall 2003	5465	368	6.7%

When the initial studies were done for Retention and Excellence, several different data sets were examined. On the positive side, African-American students have received a substantial proportion of degrees awarded in Liberal Arts. The spring semester witnesses the largest number of graduates every year and during the last three springs African-American students have received 16.7%, 22.3%, and 20.7% of Liberal Arts degrees.

Table 4: African-American Representation among Liberal Arts Degrees

Semester	All Liberal Arts Degrees	Number of Degrees Earned by African-American Students	% Degrees Earned by African-Americans
Spring 2001	239	40	16.7%
Spring 2002	233	52	22.3%
Spring 2003	241	50	20.7%

On the negative side, there was a noticeable discrepancy in Fall 2001 in the performance of African-American entering freshmen in their ENGL 110 courses, with slightly larger number failing to attain at least a C grade. Fortunately, that discrepancy effectively disappeared in the Fall 2002 class.

Table 5: African-American Students at LMU One Year Retention Rates

Semester	Entering African-American Freshmen	African-Americans Retained as Sophomores	Percent Retained
Fall 2000 to Fall 2001	70	61	87.1%
Fall 2001 to Fall 2002	84	76	90.5%
Fall 2002 to Fall 2003	75	65	86.7%

Table 6: Liberal Arts African-American Students One Year Retention Rates

Semester	Entering African-American Freshmen in Liberal Arts	African-American Retained as Sophomores in Liberal Arts	Percent Retained
Fall 2000 to Fall 2001	28	25	89.3%
Fall 2001 to Fall 2002	24	21	87.5%
Fall 2002 to Fall 2003	33	29	87.9%

However, for the Fall 2002 entering freshman class, a retention problem appeared in the data made available to us on October 8, 2003. The numbers in Liberal Arts are relatively small; nevertheless, losing six students instead of three students is a cause for concern. Then the data was reissued on November 21, 2003 and may be seen in Tables 5 and 6. Two students apparently registered late and retention in fact was not a problem.

III. Conclusions

In light of this collection of data, it is important to note that even small changes in the data lead to apparent problems and resolution, especially when the number involved is relatively small. We must be cognizant of such issues as we move forward. Substantively, the Bellarmine College of Liberal Arts recognizes that it must continue to attract top flight African-American faculty as it has done in the past. No new program in our college is needed for faculty hiring and retention at this time. However, in regards students, the Bellarmine College of Liberal Arts has established the goal of improving the rate of retention for African-American entering students from freshman to sophomore year. The college aims to achieve a 95% rate of retention for entering African-American freshmen by Fall 2006. Given the actual numbers involved, the goal is to change from losing three or four students to only losing one or two.

IV. Action Plan

Cathy Machado, the Coordinator of Academic Services, and I have been proactive and have embarked on several efforts to improve retention among African-Americans in the Freshman Class of Fall 2003. The first step is analysis. Interestingly, the Fall 2003 group is 45 strong. Believing that there has been a correlation between poor performance at Loyola Marymount and retention, we have examined the deficiency notices that they have received. Fifteen have received deficiency notices in at least one class. Also we have established a variety of other student involvements including participation in intercollegiate athletics, The Learning Community, First Year Institute, and the first year dorm. Second, we have worked with those in these other organizations to be sensitive to the possible needs of these students. Third, we have communicated both with these students and their advisors to encourage their meeting together to

discuss their academic program and problems in their classes. Fourth, we have worked to provide special programs available to these students as well as others. The Learning Resource Center has arranged to offer special study groups for sections of PSYC 100 and 101. We are exploring the possibility of offering other assistance to identify and overcome problems that these students may be facing. It is also the case that some students have financial aid problems and when those come to our attention, the Dean's Office takes special notice and liaisons with the Controller's Office and Financial Aid. In short, the Bellarmine College of Liberal Arts provides a connection between our students and the services that the University makes available to them.