

2020

# DIVERSITY SCORECARD

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Dear RWU Community,

As this uncommon year comes to an end, the Roger Williams community and the world around us has experienced amplified social injustice during a global health crisis and put deep racial inequities front and center in our society. A key effort to fulfilling our own institutional commitment to inclusive leadership practices at this time is to use data more effectively to inform our decision making, guide our strategic initiatives, and hold us all accountable – looking closely at those places where we struggle and celebrating places of significant progress. This inaugural Diversity Scorecard is our next step in our equity journey.

This report is designed with an executive summary and overall scorecard that assesses our efforts across the five areas of our Equity Action Plan, using data through the 2020 academic year. Following the scorecard, the remaining report provides a fuller data set and charts to show a more disaggregated view of our efforts. This comprehensive presentation of equity data will equip us to best address the needs of our community and drive meaningful changes in strategies and interventions that we may need to implement. Going forward, I will look forward to an annual fall publication of our scorecard to be presented and shared after our fall census date.

Data by itself cannot dictate our strategies but rather will point us to areas to scrutinize further and understand the stories and the circumstances before we take action. We must remember and appreciate that this data is us, the people of the RWU community, and represents one measure of how we are all growing, thriving and belonging. There are people and stories of our experience behind each data point in these charts and I hope we reflect on that together.

Meaningful change takes time and effort from us all. Equity does not happen overnight and certainly won't happen without differentially allocating our resources towards change. This report will be our annual call to action and a measure of our commitment to change.

Dr. Ame Lambert started us on this data journey before her transition out of RWU. And I want to especially thank Jen Dunseath and Meg Lynch in Institutional Research for their dedication and work to continue shepherding this report to the format that we now share with the community.

A handwritten signature in black ink, appearing to read 'Yannis Miaoulis', with a stylized flourish at the end.

Yannis Miaoulis  
President

# 2020 Roger Williams University Diversity Scorecard

## Executive Summary:

### 1. Student Access, Success and Equity

- The overall proportion of Students of Color across all levels increased by 3% between Fall 2017 and Fall 2019.
- The proportion of Students of Color in the Entering Federal Cohort who received Pell grants has increased by 14%.
- The proportion of Students of Color among Undergraduate Day Program Applicants and Admits has increased by 4% and 5% respectively between Fall 2017 and Fall 2019. Progress has been made in closing the gap between Students of Color and White Students for Applicants, Admits and the Acceptance Rate.
- Average financial need per student is increasing each year, partly due to the rising cost of tuition. While the average aid package is also increasing, it does not match the average need and many students have a large gap between their need and their aid award. While Students of Color have higher need compared to White Students, Students of Color receive a larger aid package and the percent of need is being met at an equitable rate for Students of Color compared to White Students.
- While the number of Students of Color in the Entering Federal Cohort has increased, so has the gap from increased enrollment of White Students. In the School of Law, while it is one of the most diverse academic levels, both the proportion and the gap are trending negatively. It will be important to monitor this.
- The First Year Retention Rate for Students of Color in the Entering Federal Cohort has increased by 5%.
  - Students of Color who received Pell grants had a higher First Year Retention Rate than any other student group as of Fall 2019.
- 4 Year and 6 Year Graduation Rates for Students of Color have increased by 13% and 8% respectively and there is a shrinking gap between Students of Color and White Students.
- Overall participation in experiential learning activities by students in the Undergraduate Day Program declined by about 10% from AY17-18 to AY18-19. However, the decline in participation by Students of Color was lower (9%) than that of White Students (13%).
- Students of Color achieve lower cumulative GPAs than their White Student peers in the Undergraduate Day Program (most recently 2.86 vs 3.09) and University College (most recently 2.78 vs 3.07). While there are even greater gaps for Students of Color compared to White Students in foundational math and writing course performance, they are shrinking.
- At the Graduate Level, Students of Color and White Students achieve similar cumulative GPAs (most recently 3.51 vs 3.52).
- According to the 2017 Student Withdrawal Survey, White Students are more likely to leave due to financial or programmatic reasons while Students of Color are more likely to leave due to a lack of diversity.
- According to the 2017 NSSE Survey, Students of Color report participating in High Impact Practices (HIPs) equally with White Students. However, participation in study abroad is lower for first generation students as well as Pell eligible students. Female-identifying students are more likely to participate in HIPs.

Gap is an indicator of the difference between People of Color and White People for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People.

Competitors are defined as institutions our students also applied to and institutions we lose admits to.

# 2020 Roger Williams University Diversity Scorecard

## 2. Employee Access, Success and Equity

- University Employee Summary:
  - The proportion of Employees of Color has increased, particularly for Full-Time Faculty and Part-Time Staff, by 2% and 3% respectively over the past three years.
    - The proportion of Total New Hires for Full-Time Faculty of Color increased by 33% over this time.
  - While the number of Newly Hired Full-Time Staff of Color has increased over the past three years, the proportion of Newly Hired Full-Time White Staff has increased at a faster rate, so this is an area to monitor going forward.
- School of Law Employee Summary:
  - The proportion of Employees of Color has increased by 3% over the past three years.
  - There is a shrinking gap between Employees of Color and White Employees for Full-Time Employees and New Hires. For Part-Time Employees, however, there is a growing gap.
- For both the University and the School of Law:
  - Diversity of the interview pool exceeds that of the application pool but the percent of People of Color that were hired lags behind at 22%. This data shows a positive picture relative to the current overall percentage of Employees of Color, at 12%, for the University and the School of Law combined.
  - Employee Retention will be important to monitor because White Employees are being retained at an increasingly higher rate than Employees of Color, especially among Full-Time and Part-Time Staff.

### • Campus Climate and Intergroup Relations

- The 2016 Employee Climate Survey and 2017 National Survey of Student Engagement (NSSE) provide some baseline information about Campus Climate and Intergroup Relations among RWU students and employees. Both measures are out of date and should be refreshed at the earliest opportunity.
- According to the 2016 Employee Climate Survey, White Employees had a more favorable perception of the Campus Climate than Employees of Color regarding expressing who they are, feeling respected and feeling that the same opportunities are afforded to them. Differences were noted in 39 out of 120 questions.
- Results of the 2017 National Survey of Student Engagement reveal that White Students experience a more supportive and culturally relevant climate than do Students of Color. Differences were noted on seven of 25 questions.

Gap is an indicator of the difference between People of Color and White People for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People.

Competitors are defined as institutions our students also applied to and institutions we lose admits to.

## 2020 Roger Williams University Diversity Scorecard

### 4. Education, Scholarship and Service

- The 2016 Employee Climate Survey and 2017 National Survey of Student Engagement (NSSE) also provide baseline information about how well programs, courses and pedagogical strategies are enabling RWU to meet it's "educational imperative." Both measures are out of date and should be refreshed at the earliest opportunity. Additionally, direct measures of student growth and development in intercultural fluency need to be developed.
- According to the 2017 National Survey of Student Engagement (NSSE):
  - Students of Color and White Students experience their learning environments related to intercultural fluency in similar ways. Only two out of 15 questions reveal differences between the two groups.
- According to the 2016 Employee Climate Survey:
  - Full-Time Faculty are more likely to report attending diversity-related programs on campus and say that there should be more diversity-related programs whereas Part-Time Faculty are more likely to say they discuss diversity-related topics in their courses.
  - White Faculty are more likely to say they address learning disabilities and physical disabilities in their classes than Faculty of Color.

### 5. Infrastructure and Leadership

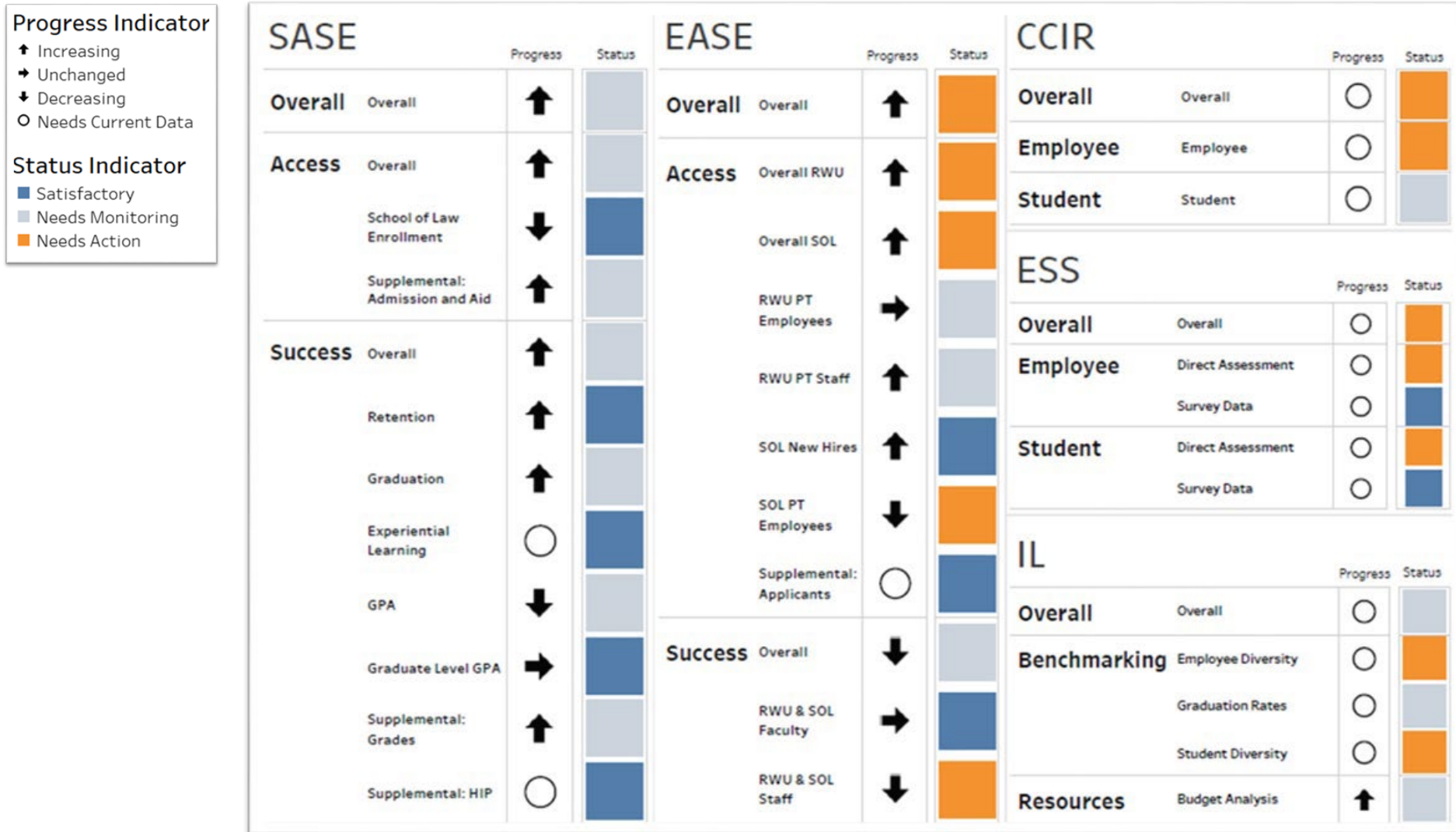
- RWU ranks among the top of its competitors for schools with the lowest gap in 6 Year Graduation Rates for Students of Color compared to White Students.
  - With a 6% gap, it ranked 15<sup>th</sup> out of 43 competitors.
- Students of Color are underrepresented at RWU compared to its competitors by 7% as of Fall 2018 (15% for RWU and 22% for competitors).
  - RWU ranked 33<sup>rd</sup> out of 43 comparison schools in its total percent of Students of Color for Fall 2018, excluding the Law School. It ranked similarly at 22<sup>nd</sup> out of 28 among private school competitors.
  - Competing institutions have a higher population of international students compared to RWU, at 7% and 2% respectively, which is a contributing factor to the larger gap between White Students and Students of Color at RWU.
- Employees of Color are underrepresented at RWU compared to its competitors. RWU had 2% less Employees of Color than the average for its competitors as of Fall 2018 (12% for RWU and 14% for competitors).
  - RWU ranked 26<sup>th</sup> out of 43 comparison schools and 16<sup>th</sup> out of 28 among private school competitors.

Gap is an indicator of the difference between People of Color and White People for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People.

Competitors are defined as institutions our students also applied to and institutions we lose admits to.

# 2020 Roger Williams University Diversity Scorecard

## Summary Highlights



Determinations of progress and current status were made in concert with consultant, Michelle Miller, based on the detailed data for each metric. Where metrics revealed a mixed picture, we leaned towards an "action-oriented" status. Where specific RWU targets are not identified, benchmarking position against competitors figured strongly in the status determinations.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# **2020 Roger Williams University Diversity Scorecard**

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### Appendix

## 2020 Roger Williams University Diversity Scorecard

### Data Map

	Key Performance Indicator(s)	Supporting Measures (Pathways for further exploration)
STUDENT ACCESS, SUCCESS and EQUITY (SASE)		
Access	Student Enrollment	Applicants Admits Acceptance Rate Yield Total Aid &Total Institutional Aid Percent of Need Met by Total Aid & Institutional Aid
Success	First Year Retention	
	GPA Equity	Foundational Courses GPA
	4 & 6 Year Graduation Rates	Attrition timing & reason
	Participation in Experiential Learning	Participation in High Impact Practices
	Employment Rate	Employment in field
EMPLOYEE ACCESS, SUCCESS and EQUITY (EASE)		
Access	Employee Demographics	Application Pool Demographics Interview Pool Demographics
	New Hire Demographics	
Success	Employee Retention	
	Promotion Rates/Faculty Tenure	
	Salary Equity	
	Climate Satisfaction	
CAMPUS CLIMATE and INTERGROUP RELATIONS (CCIR)		
	Student Climate Survey	Affinity groups/spaces/participation
	Employee Climate Survey	
EDUCATION, SCHOLARSHIP and SERVICE (ESS)		
	Curricular Audit	
	Early & Summative Assessment of Intercultural Fluency	
	Student Climate Survey	
	Employee Climate Survey	
INFRASTRUCTURE and LEADERSHIP (IL)		
	Budget/Spending Analysis	External Awards & Recognition, Innovative Initiatives
	Facilities Audit	
	Board & Senior Leadership Demographics	
	Benchmarking Against Competitors	

Note: Text in Grey indicates measures that are not available at this time.



# Part 1. Student Access, Success and Equity

## Key Performance Indicators:

- Student Enrollment
- First Year Retention
- GPA Equity
- 4 & 6 Year Graduation Rates
- Participation in Experiential Learning
- Employment Rate

## Supplemental Measures:

- Applicant Demographics
- Admitted Student Demographics
- Acceptance Rate
- Yield
- Total Aid & Total Institutional Aid
- Percent of Need Met by Total Aid & Institutional Aid
- Foundational Courses GPA
- Attrition Timing & Reason
- Participation in High Impact Practices
- Employment in Field

# 1. Student Access, Success & Equity: Access

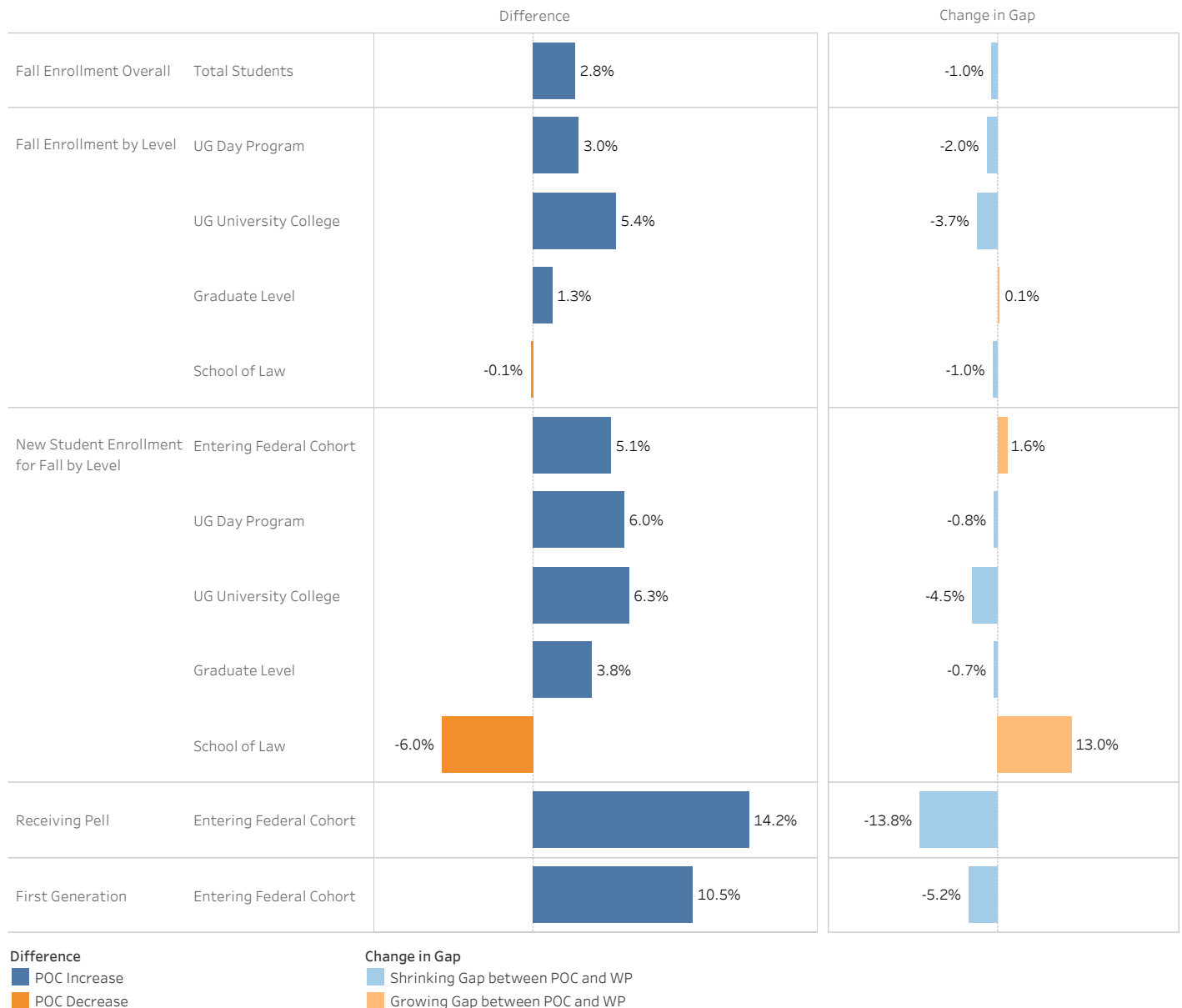
## Key Performance Indicator: Student Enrollment

Overall, the proportion of total Students of Color has increased by 3% between Fall 2017 and Fall 2019 with gains in all academic levels except the School of Law. Refer to the detailed table for more information on the School of Law along with other levels and student types.

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.



# 1. Student Access, Success & Equity: Access

## Key Performance Indicator: Student Enrollment

Metric	Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
Fall Enrollment Overall	Total Students	People of Color	764	14.0%	858	16.1%	892	16.8%	128	2.8%
		White	3,981	72.8%	3,982	74.8%	3,972	74.6%	-9	1.7%
		Non-Resident Aliens	123	2.3%	89	1.7%	65	1.2%	-58	-1.0%
		Unknown Race/Ethnicity	597	10.9%	393	7.4%	396	7.4%	-201	-3.5%
		Female	2,912	53.3%	2,770	52.0%	2,761	51.8%	-151	-1.4%
		Male	2,553	46.7%	2,552	48.0%	2,564	48.2%	11	1.4%
		Overall	5,465	100.0%	5,322	100.0%	5,325	100.0%	-140	0.0%
Fall Enrollment by Level	UG Day Program	People of Color	437	10.9%	477	12.1%	553	13.9%	116	3.0%
		White	3,190	79.4%	3,216	81.8%	3,202	80.4%	12	1.0%
		Non-Resident Aliens	113	2.8%	71	1.8%	44	1.1%	-69	-1.7%
		Unknown Race/Ethnicity	279	6.9%	168	4.3%	185	4.6%	-94	-2.3%
		Female	2,115	52.6%	2,018	51.3%	2,007	50.4%	-108	-2.2%
		Male	1,904	47.4%	1,914	48.7%	1,977	49.6%	73	2.2%
		Overall	4,019	100.0%	3,932	100.0%	3,984	100.0%	-35	0.0%
	UG University College	People of Color	152	22.2%	190	31.4%	149	27.6%	-3	5.4%
		White	261	38.2%	228	37.7%	215	39.9%	-46	1.7%
		Non-Resident Aliens	3	0.4%	5	0.8%	5	0.9%	2	0.5%
		Unknown Race/Ethnicity	268	39.2%	182	30.1%	170	31.5%	-98	-7.6%
		Female	372	54.4%	326	53.9%	304	56.4%	-68	2.0%
		Male	312	45.6%	279	46.1%	235	43.6%	-77	-2.0%
		Overall	684	100.0%	605	100.0%	539	100.0%	-145	0.0%
	Graduate Level	People of Color	53	16.5%	61	18.9%	56	17.8%	3	1.3%
		White	236	73.5%	233	72.1%	236	74.9%	0	1.4%
		Non-Resident Aliens	6	1.9%	11	3.4%	9	2.9%	3	1.0%
		Unknown Race/Ethnicity	26	8.1%	18	5.6%	14	4.4%	-12	-3.7%
		Female	192	59.8%	182	56.3%	171	54.3%	-21	-5.5%
		Male	129	40.2%	141	43.7%	144	45.7%	15	5.5%
		Overall	321	100.0%	323	100.0%	315	100.0%	-6	0.0%
	School of Law	People of Color	122	27.7%	130	28.1%	134	27.5%	12	-0.1%
		White	294	66.7%	305	66.0%	319	65.5%	25	-1.2%
		Non-Resident Aliens	1	0.2%	2	0.4%	7	1.4%	6	1.2%
		Unknown Race/Ethnicity	24	5.4%	25	5.4%	27	5.5%	3	0.1%
		Female	233	52.8%	244	52.8%	279	57.3%	46	4.5%
		Male	208	47.2%	218	47.2%	208	42.7%	0	-4.5%
		Overall	441	100.0%	462	100.0%	487	100.0%	46	0.0%

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Access

## Key Performance Indicator: Student Enrollment

Metric	Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
New Student Enrollment for Fall by Level	Entering Federal Cohort	People of Color	131	11.5%	157	15.1%	185	16.7%	54	5.1%
		White	824	72.6%	839	80.7%	881	79.3%	57	6.7%
		Non-Resident Aliens	12	1.1%	6	0.6%	5	0.5%	-7	-0.6%
		Unknown Race/Ethnicity	168	14.8%	38	3.7%	40	3.6%	-128	-11.2%
		Female	559	49.3%	507	48.8%	551	49.6%	-8	0.3%
		Male	576	50.7%	533	51.3%	560	50.4%	-16	-0.3%
		Overall	1,135	100.0%	1,040	100.0%	1,111	100.0%	-24	0.0%
	UG Day Program	People of Color	134	11.1%	166	14.6%	203	17.1%	69	6.0%
		White	884	73.5%	922	81.2%	932	78.7%	48	5.2%
		Non-Resident Aliens	14	1.2%	7	0.6%	8	0.7%	-6	-0.5%
		Unknown Race/Ethnicity	171	14.2%	40	3.5%	41	3.5%	-130	-10.8%
		Female	590	49.0%	564	49.7%	588	49.7%	-2	0.6%
		Male	613	51.0%	571	50.3%	596	50.3%	-17	-0.6%
		Overall	1,203	100.0%	1,135	100.0%	1,184	100.0%	-19	0.0%
	UG University College	People of Color	50	19.2%	45	24.5%	45	25.4%	-5	6.3%
		White	53	20.3%	42	22.8%	39	22.0%	-14	1.7%
		Non-Resident Aliens	1	0.4%	2	1.1%	2	1.1%	1	0.7%
		Unknown Race/Ethnicity	157	60.2%	95	51.6%	91	51.4%	-66	-8.7%
		Female	154	59.0%	106	57.6%	118	66.7%	-36	7.7%
		Male	107	41.0%	78	42.4%	59	33.3%	-48	-7.7%
		Overall	261	100.0%	184	100.0%	177	100.0%	-84	0.0%
	Graduate Level	People of Color	19	14.0%	23	17.3%	26	17.8%	7	3.8%
		White	101	74.3%	102	76.7%	113	77.4%	12	3.1%
		Non-Resident Aliens	3	2.2%	5	3.8%	2	1.4%	-1	-0.8%
		Unknown Race/Ethnicity	13	9.6%	3	2.3%	5	3.4%	-8	-6.1%
		Female	88	64.7%	70	52.6%	82	56.2%	-6	-8.5%
		Male	48	35.3%	63	47.4%	64	43.8%	16	8.5%
		Overall	136	100.0%	133	100.0%	146	100.0%	10	0.0%
	School of Law	People of Color	49	30.8%	53	30.8%	43	24.9%	-6	-6.0%
		White	100	62.9%	109	63.4%	121	69.9%	21	7.0%
		Non-Resident Aliens	0	0.0%	0	0.0%	3	1.7%	3	1.7%
		Unknown Race/Ethnicity	10	6.3%	10	5.8%	6	3.5%	-4	-2.8%
		Female	85	53.5%	97	56.4%	106	61.3%	21	7.8%
		Male	74	46.5%	75	43.6%	67	38.7%	-7	-7.8%
		Overall	159	100.0%	172	100.0%	173	100.0%	14	0.0%
Receiving Pell	Entering Federal Cohort	People of Color	40	21.2%	64	32.0%	94	35.3%	54	14.2%
		White	113	59.8%	133	66.5%	160	60.2%	47	0.4%
		Non-Resident Aliens	0	0.0%	0	0.0%	1	0.4%	1	0.4%
		Unknown Race/Ethnicity	36	19.0%	3	1.5%	11	4.1%	-25	-14.9%
		Female	105	55.6%	106	53.0%	149	56.0%	44	0.5%
		Male	84	44.4%	94	47.0%	117	44.0%	33	-0.5%
		Overall	189	100.0%	200	100.0%	266	100.0%	77	0.0%
First Generation	Entering Federal Cohort	People of Color	51	19.5%	70	25.8%	91	29.9%	40	10.5%
		White	156	59.5%	193	71.2%	197	64.8%	41	5.3%
		Non-Resident Aliens	4	1.5%	3	1.1%	1	0.3%	-3	-1.2%
		Unknown Race/Ethnicity	51	19.5%	5	1.8%	15	4.9%	-36	-14.5%
		Female	145	55.3%	154	56.8%	176	57.9%	31	2.6%
		Male	117	44.7%	117	43.2%	128	42.1%	11	-2.6%
		Overall	262	100.0%	271	100.0%	304	100.0%	42	0.0%

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Access

## Key Performance Indicator: Student Enrollment

### Enrollment Intersectionality

Enrollment of the 2019 Entering Federal Cohort as of the Official Fall 2019 Census Date by Demographic Category

		Students of Color		White Students		Grand Total
		Pell Recipient	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	
Female	First Generation	4% 41 / 1,111	2% 19 / 1,111	4% 40 / 1,111	6% 69 / 1,111	16% 176 / 1,111
	Not First Generation	2% 20 / 1,111	2% 27 / 1,111	4% 45 / 1,111	24% 268 / 1,111	34% 375 / 1,111
Male	First Generation	2% 23 / 1,111	1% 8 / 1,111	3% 29 / 1,111	5% 59 / 1,111	12% 128 / 1,111
	Not First Generation	1% 10 / 1,111	3% 37 / 1,111	4% 46 / 1,111	29% 325 / 1,111	39% 432 / 1,111
Overall		8% 94 / 1,111	8% 91 / 1,111	14% 160 / 1,111	65% 721 / 1,111	100% 1,111 / 1,111

Students with unknown race/ethnicity and Non-Resident Aliens were included in the overall total.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Access

**Supplemental Measures:** Applicants, Admits, Acceptance Rate, Yield, Total Aid, Total Institutional Aid, Percent of Need Met by Total Aid and Percent of Need Met by Institutional Aid

Undergraduate Day Program Admissions data reveals a shrinking gap between Students of Color compared to White Students across the majority of metrics with the greatest gains in all Applicants and All Admits. Financial Aid metrics also show a positive picture. While entering Students of Color have higher need compared to White Students, Students of Color receive a higher average aid package and the percent of need is being met at an equitable rate for Students of Color Compared to White Students.

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.

		Difference		Change in Gap	
All Applicants	UG Day Program Applicants		4.2%	-7.4%	
All Admits	UG Day Program Admits		4.9%	-9.1%	
Acceptance Rate	UG Day Program		8.6%	-5.3%	
Yield	UG Day Program		2.0%		0.1%
Total Aid	Entering Federal Cohort		6.9%	-2.5%	
Total Institutional Aid	Entering Federal Cohort		7.1%	-3.9%	
Percent of Need Met by Total Aid	Entering Federal Cohort		5.7%	-3.1%	
Percent of Need Met by Institutional Aid	Entering Federal Cohort		11.2%	-2.6%	

## Difference

POC Increase

## Change in Gap

Shrinking Gap between POC and WP

Growing Gap between POC and WP

# 1. Student Access, Success & Equity: Access

**Supplemental Measures:** Applicants, Admits, Acceptance Rate, Yield, Total Aid, Total Institutional Aid, Percent of Need Met by Total Aid and Percent of Need Met by Institutional Aid

Population Category	Metric	Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
Students	All Applicants	UG Day Program Applicants	People of Color	1,839	18.6%	1,911	20.0%	2,087	22.8%	248	4.2%
			White	7,321	74.1%	6,999	73.1%	6,487	70.9%	-834	-3.3%
			Non-Resident Aliens	260	2.6%	258	2.7%	187	2.0%	-73	-0.6%
			Unknown Race/Ethnicity	457	4.6%	401	4.2%	393	4.3%	-64	-0.3%
			Female	5,147	52.1%	5,029	52.6%	4,865	53.1%	-282	1.0%
			Male	4,726	47.8%	4,527	47.3%	4,283	46.8%	-443	-1.1%
			Overall	9,877	100.0%	9,569	100.0%	9,154	100.0%	-723	0.0%
	All Admits	UG Day Program Admits	People of Color	1,264	15.7%	1,446	17.9%	1,613	20.6%	349	4.9%
			White	6,209	77.3%	6,089	75.3%	5,715	73.1%	-494	-4.2%
			Non-Resident Aliens	199	2.5%	202	2.5%	146	1.9%	-53	-0.6%
			Unknown Race/Ethnicity	363	4.5%	344	4.3%	344	4.4%	-19	-0.1%
			Female	4,348	54.1%	4,386	54.3%	4,280	54.7%	-68	0.6%
			Male	3,686	45.9%	3,687	45.6%	3,537	45.2%	-149	-0.6%
			Overall	8,035	100.0%	8,081	100.0%	7,818	100.0%	-217	0.0%
	Acceptance Rate	UG Day Program	People of Color	1,264	68.7%	1,446	75.7%	1,613	77.3%	349	8.6%
			White	6,209	84.8%	6,089	87.0%	5,715	88.1%	-494	3.3%
			Non-Resident Aliens	199	76.5%	202	78.3%	146	78.1%	-53	1.5%
			Unknown Race/Ethnicity	363	79.4%	344	85.8%	344	87.5%	-19	8.1%
			Female	4,348	84.5%	4,386	87.2%	4,280	88.0%	-68	3.5%
			Male	3,686	78.0%	3,687	81.4%	3,537	82.6%	-149	4.6%
			Overall	8,035	81.4%	8,081	84.5%	7,818	85.4%	-217	4.1%
	Yield	UG Day Program	People of Color	134	10.6%	166	11.5%	203	12.6%	69	2.0%
			White	884	14.2%	922	15.1%	932	16.3%	48	2.1%
			Non-Resident Aliens	14	7.0%	7	3.5%	8	5.5%	-6	-1.6%
			Unknown Race/Ethnicity	171	47.1%	40	11.6%	41	11.9%	-130	-35.2%
			Female	590	13.6%	564	12.9%	588	13.7%	-2	0.2%
			Male	613	16.6%	571	15.5%	596	16.9%	-17	0.2%
			Overall	1,203	15.0%	1,135	14.0%	1,184	15.1%	-19	0.2%

NOTE: Applicant and Acceptance data for the UG Day Program includes First Years, Transfers and Exchange Students.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Access

**Supplemental Measures:** Applicants, Admits, Acceptance Rate, Yield, Total Aid, Total Institutional Aid, Percent of Need Met by Total Aid and Percent of Need Met by Institutional Aid

Population Category	Metric	Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
Students	Total Aid	Entering Federal Cohort	People of Color	\$3,559,380	11.8%	\$5,735,307	18.7%	\$6,777,419	18.7%	\$3,218,039	6.9%
			White	\$22,013,186	73.1%	\$23,997,818	78.3%	\$28,067,111	77.5%	\$6,053,925	4.4%
			Unknown Race/Ethnicity	\$4,533,450	15.0%	\$921,513	3.0%	\$1,253,565	3.5%	(\$3,279,885)	-11.6%
			Female	\$15,453,655	51.3%	\$15,376,980	50.2%	\$18,879,756	52.1%	\$3,426,101	0.8%
			Male	\$14,674,281	48.7%	\$15,277,658	49.8%	\$17,349,724	47.9%	\$2,675,443	-0.8%
			Overall	\$30,127,936	100.0%	\$30,654,638	100.0%	\$36,229,480	100.0%	\$6,101,544	0.0%
	Total Institutional Aid	Entering Federal Cohort	People of Color	\$1,616,372	11.7%	\$2,672,472	18.4%	\$3,582,687	18.7%	\$1,966,315	7.1%
			White	\$10,257,623	74.1%	\$11,336,051	78.1%	\$14,756,063	77.2%	\$4,498,440	3.1%
			Unknown Race/Ethnicity	\$1,955,230	14.1%	\$502,306	3.5%	\$711,250	3.7%	(\$1,243,980)	-10.4%
			Female	\$7,227,001	52.2%	\$7,437,827	51.3%	\$9,904,508	51.8%	\$2,677,507	-0.4%
			Male	\$6,618,224	47.8%	\$7,073,002	48.7%	\$9,206,992	48.2%	\$2,588,768	0.4%
			Overall	\$13,845,225	100.0%	\$14,510,829	100.0%	\$19,111,500	100.0%	\$5,266,275	0.0%
	Percent of Need Met by Total Aid	Entering Federal Cohort	People of Color	112	79.5%	148	83.4%	175	85.3%	63	5.7%
			White	754	80.6%	762	76.4%	808	83.3%	54	2.7%
			Unknown Race/Ethnicity	150	76.9%	33	82.1%	38	79.3%	-112	2.4%
			Female	511	79.7%	465	80.7%	517	84.2%	6	4.5%
			Male	506	79.8%	478	75.2%	507	82.7%	1	2.9%
			Overall	1,017	79.8%	943	77.9%	1,024	83.5%	7	3.7%
	Percent of Need Met by Institutional Aid	Entering Federal Cohort	People of Color	112	38.2%	148	43.0%	175	49.4%	63	11.2%
			White	754	40.7%	762	40.7%	808	49.3%	54	8.6%
			Unknown Race/Ethnicity	150	37.5%	33	47.0%	38	47.6%	-112	10.1%
			Female	511	41.0%	465	43.7%	517	49.8%	6	8.8%
			Male	506	38.5%	478	39.0%	507	48.6%	1	10.1%
			Overall	1,017	39.8%	943	41.3%	1,024	49.2%	7	9.4%

Non-Resident Alien breakouts are not displayed above due to small numbers.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion



# 1. Student Access, Success & Equity: Success

**Key Performance Indicators:** First Year Retention, Graduation Rates, Experiential Learning Equity, GPA Equity & Employment Rates

More Students of Color are being retained and graduating. There is a shrinking gap in 4 and 6 year graduation rates for Students of Color compared to that of White Students.

While Experiential Learning Participation has decreased for Students of Color in the Undergraduate Day Program, there is a shrinking gap for Students of Color compared to White Students for these metrics.

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.

		Difference		Change in Gap	
First Year Retention	Entering Federal Cohort		4.5%		0.5%
4 Year Graduation Rate	Entering Federal Cohort		12.6%	-8.2%	
6 Year Graduation Rate	Entering Federal Cohort		7.9%	-4.2%	
Experiential Learning Participation Rate among Graduates*	UG Day Program	-8.8%		-3.6%	
Fall Cumulative GPA	UG Day Program	-0.09			0.03
	UG University College		0.00	-0.09	
	Graduate Level		0.00		0.06

## Difference

- POC Increase
- POC Decrease

## Change in Gap

- Shrinking Gap between POC and WP
- Growing Gap between POC and WP

\*Experiential learning data is based on available information for students graduating during AY18-19 compared to AY 17-18. Employment data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Key Performance Indicators:** First Year Retention, Graduation Rates, Experiential Learning Equity, GPA Equity & Employment Rates

Metric	Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
<b>First Year Retention</b>	Entering Federal Cohort	People of Color	105	79.5%	106	80.9%	132	84.1%	27	4.5%
		White	806	80.1%	680	82.5%	714	85.1%	-92	5.0%
		Non-Resident Aliens	6	54.5%	11	91.7%	5	83.3%	-1	28.8%
		Unknown Race/Ethnicity	44	71.0%	124	73.8%	33	86.8%	-11	15.9%
		Female	526	80.1%	466	83.4%	436	86.0%	-90	5.9%
		Male	435	78.5%	455	79.0%	448	84.1%	13	5.5%
		Overall	961	79.4%	921	81.1%	884	85.0%	-77	5.6%
<b>4 Year Graduation Rate</b>	Entering Federal Cohort	People of Color	51	47.2%	64	55.2%	67	59.8%	16	12.6%
		White	509	62.5%	619	64.5%	558	66.9%	49	4.4%
		Non-Resident Aliens	18	32.1%	11	23.9%	13	40.6%	-5	8.5%
		Unknown Race/Ethnicity	78	62.9%	14	50.0%	33	73.3%	-45	10.4%
		Female	399	65.6%	431	69.3%	404	71.1%	5	5.5%
		Male	257	52.0%	277	52.6%	267	58.7%	10	6.7%
		Overall	656	59.5%	708	61.6%	671	65.6%	15	6.1%
<b>6 Year Graduation Rate</b>	Entering Federal Cohort	People of Color	39	54.2%	61	66.3%	67	62.0%	28	7.9%
		White	577	64.9%	532	72.2%	558	68.6%	-19	3.6%
		Non-Resident Aliens	15	38.5%	20	39.2%	32	57.1%	17	18.7%
		Unknown Race/Ethnicity	123	72.8%	78	69.6%	82	66.1%	-41	-6.7%
		Female	405	68.0%	329	70.6%	424	69.7%	19	1.8%
		Male	349	60.9%	362	68.8%	315	63.8%	-34	2.9%
		Overall	754	64.5%	691	69.7%	739	67.1%	-15	2.6%
<b>Experiential Learning Participation Rate among Graduates*</b>	UG Day Program	People of Color	81	91.0%	74	82.2%			-7	-8.8%
		White	673	92.6%	557	80.1%			-116	-12.4%
		Non-Resident Aliens	22	55.0%	21	72.4%			-1	17.4%
		Unknown Race/Ethnicity	20	64.5%	29	72.5%			9	8.0%
		Female	469	94.4%	415	85.9%			-54	-8.4%
		Male	327	84.1%	266	72.1%			-61	-12.0%
		Overall	796	89.7%	681	79.7%			-115	-10.0%

Note: Experiential Learning Data is based on participation rates by demographic category of Undergraduate Day Program students while they were enrolled at the institution. The reporting dates are based on academic year of degree conferral regardless of when they began. Difference in number and percent for this metric is based on AY 2017-18 graduates compared to AY 2018-19 and will be updated once data is available.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Key Performance Indicators:** First Year Retention, Graduation Rates, Experiential Learning Equity, GPA Equity & Employment Rates

			Fall 2017 - Number	Fall 2017 - GPA	Fall 2018 - Number	Fall 2018 - GPA	Fall 2019 - Number	Fall 2019 - GPA	GPA Difference FA17 to FA19
Fall Cumulative GPA	UG Day Program	Students of Color	437	2.95	477	2.92	553	2.86	-0.09
		White	3,190	3.15	3,216	3.11	3,202	3.09	-0.06
		Non-Resident Aliens	113	2.89	71	2.89	44	3.00	0.12
		Unknown Race/Ethnicity	279	2.89	168	3.13	185	3.07	0.18
		Female	2,115	3.23	2,018	3.23	2,007	3.18	-0.05
		Male	1,904	2.95	1,914	2.92	1,977	2.90	-0.05
		Overall	4,019	3.10	3,932	3.08	3,984	3.04	-0.05
	UG University College	Students of Color	152	2.78	190	2.86	149	2.78	0.00
		White	261	3.16	228	3.18	215	3.07	-0.09
		Non-Resident Aliens	3	2.78	5	2.81	5	2.56	-0.22
		Unknown Race/Ethnicity	268	2.78	182	2.71	170	2.48	-0.30
		Female	372	2.96	326	2.93	304	2.86	-0.10
		Male	312	2.91	279	2.97	235	2.81	-0.10
		Overall	684	2.94	605	2.95	539	2.84	-0.10
	Graduate Level	Students of Color	53	3.50	64	3.34	58	3.51	0.00
		White	239	3.45	234	3.53	239	3.52	0.07
		Non-Resident Aliens	6	2.75	11	3.28	9	3.50	0.75
		Unknown Race/Ethnicity	27	3.58	18	3.55	14	3.56	-0.02
		Female	192	3.56	186	3.54	173	3.51	-0.06
		Male	133	3.26	141	3.41	147	3.52	0.27
		Overall	325	3.45	327	3.49	320	3.52	0.07

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Key Performance Indicators:** First Year Retention, Graduation Rates, Experiential Learning Equity, GPA Equity & Employment Rates

## Retention Intersectionality

1st Year Retention of the 2018 Entering Federal Cohort as of the Official Fall 2019 Census Date by Demographic Category

		Students of Color		White Students		Overall
		Pell Recipient	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	
Female	First Generation	95% 18 / 19	75% 9 / 12	79% 27 / 34	82% 70 / 85	83% 128 / 154
	Not First Generation	100% 9 / 9	83% 24 / 29	93% 39 / 42	87% 220 / 254	87% 308 / 353
Male	First Generation	82% 23 / 28	100% 11 / 11	75% 15 / 20	85% 46 / 54	83% 97 / 117
	Not First Generation	75% 6 / 8	78% 32 / 41	95% 35 / 37	84% 262 / 313	84% 351 / 416
Overall		88% 56 / 64	82% 76 / 93	87% 116 / 133	85% 598 / 706	85% 884 / 1,040

Students with unknown race/ethnicity and Non-Resident Aliens were included in the overall total.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Key Performance Indicators:** First Year Retention, Graduation Rates, Experiential Learning Equity, GPA Equity & Employment Rates

## Graduation Rate Intersectionality

6 Year Graduation Rates of the 2013 Entering Federal Cohort as of August 2019 by Demographic Category

		Students of Color		White Students		Overall
		Pell Recipient	Not a Pell Recipient	Pell Recipient	Not a Pell Recipient	
Female	First Generation	33% 4 / 12	75% 6 / 8	77% 24 / 31	74% 45 / 61	69% 92 / 133
	Not First Generation	50% 5 / 10	70% 28 / 40	55% 24 / 44	70% 223 / 317	70% 332 / 475
Male	First Generation	20% 1 / 5	50% 3 / 6	56% 10 / 18	74% 28 / 38	62% 49 / 79
	Not First Generation	80% 8 / 10	71% 12 / 17	70% 19 / 27	67% 185 / 278	64% 266 / 415
Overall		49% 18 / 37	69% 49 / 71	64% 77 / 120	69% 481 / 694	67% 739 / 1,102

Students with Unknown Race/Ethnicity and Non-Resident Aliens were included in the overall total.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
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# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data

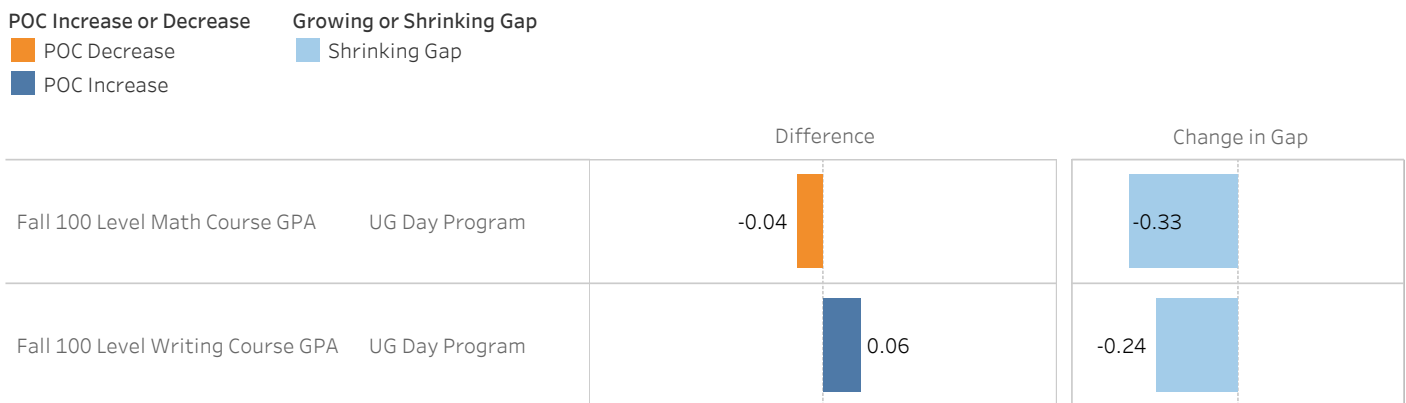
While 100 level Math Course Grades have decreased for Students of Color in the Undergraduate Day Program, there is a shrinking gap for Students of Color compared to White Students for these metrics.

Based on the 2017 Withdrawal Survey, White Students were more likely to leave due to financial or programmatic reasons, whereas Students of Color were more likely to leave due to a lack of diversity.

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.



## 2017 Withdrawal Survey Summary Highlights

“Not enough value for the money” was more of a major reason for leaving RWU for White Students (31.9%) than for Students of Color (18.4%). That was also the case for “Desired academic program not offered” as a major reason for leaving RWU (White Students=21.1% versus Students of Color=4.1%). However, “Lack of diversity” was more of a major reason for Students of Color (36.7%) than it was for White Students (19.4%).

# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data

			Fall 2017 - Number	Fall 2017 - GPA	Fall 2018 - Number	Fall 2018 - GPA	Fall 2019 - Number	Fall 2019 - GPA	GPA Difference FA17 to FA19
<b>Fall 100 Level Math Course GPA</b>	UG Day Program	Students of Color	132	2.18	147	2.22	181	2.13	-0.04
		White	829	2.78	835	2.52	845	2.41	-0.37
		Non-Resident Aliens	14	2.08	11	2.37	8	2.71	0.63
		Unknown Race/Ethnicity	131	2.39	34	2.26	50	2.63	0.24
		Female	535	2.81	486	2.65	515	2.52	-0.29
		Male	571	2.50	541	2.30	569	2.23	-0.28
		Overall	1,106	2.65	1,027	2.47	1,084	2.37	-0.28
<b>Fall 100 Level Writing Course GPA</b>	UG Day Program	Students of Color	54	2.55	83	2.58	97	2.61	0.06
		White	422	3.09	480	2.93	448	2.91	-0.18
		Non-Resident Aliens	10	3.04	4	2.17	4	3.33	0.30
		Unknown Race/Ethnicity	71	2.76	19	3.02	26	2.97	0.21
		Female	277	3.23	255	3.16	262	3.01	-0.21
		Male	280	2.77	331	2.66	313	2.74	-0.02
		Overall	557	2.99	586	2.88	575	2.86	-0.13

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data

Students of Color are just as likely, and female-identifying students are more likely, to participate in many High Impact Practices. Study abroad participation shows inequity in participation by underserved students.

## Participation in High Impact Practices

Traditionally Underserved Populations   All Other Categories

### Internship

Class	Category	Population	N =	
First Year	Race/Ethnicity	Students of Color	3	4%
		White Students	17	5%
		Non-Resident Aliens	0	0%
		Unknown Race/Ethnicity	0	0%
	Gender	Female	16	5%
		Male	4	2%
Senior	Gender	Female	113	65%
		Male	37	44%

% Participation

### Service Learning

Class	Category	Population	N =	
Senior	Race/Ethnicity	Students of Color	15	58%
		White Students	111	60%
		Non-Resident Aliens	10	77%
		Unknown Race/Ethnicity	13	37%

% Participation

### Study Abroad

Class	Category	Population	N =	
Senior	Gender	Female	66	38%
		Male	12	14%
	Educational Background	First Generation	7	22%
		Multigenerational	51	27%
		Unknown Background	20	53%
	Federal Aid Eligibility	Pell Eligible	6	17%
		Not Pell Eligible	52	28%
		Unknown Eligibility	20	53%

% Participation

The data in the table above includes only those practices where there were statistically significant differences within one of the student categories. Participation rates are self-reported by those students choosing to respond to the NSSE survey.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion



# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data

Female-identifying students tend to participate in a greater variety of High Impact Practices than their male-identifying counterparts.

## Participation in High Impact Practices

- Traditionally Underserved Populations
- All Other Categories
- Total Students Overall

### Number of HIP by Seniors

Class	Category	Population	N =	
Senior	All	All Students	216	3.3
	Gender	Female	153	3.4
		Male	63	2.8
	Educational Background	First Generation	26	2.8
		Multigenerational	154	3.3
		Unknown Background	36	3.5
	Federal Aid Eligibility	Not Pell Eligible	153	3.3
		Pell Eligible	27	2.6
		Unknown Eligibility	36	3.5
	Race/Ethnicity	Students of Color	24	3.0
		White Students	156	3.3
		Non-Resident Aliens	10	3.7
		Unknown Race/Ethnicity	26	3.2

Avg. Number of Different HIP Experiences per Student

The survey asks students to indicate if they “have done” or are “in progress” on one of the seven High Impact Practices. Data below reflects the average number of positive responses.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
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# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data  
Participation in High Impact Practices

HIP	Class	Category	Population	N =	
Internship	First Year	All	All Students	20	4%
		Race/Ethnicity	Students of Color	3	4%
			White Students	17	5%
			Non-Resident Aliens	0	0%
			Unknown Race/Ethnicity	0	0%
		Gender	Female	16	5%
			Male	4	2%
		Educational Background	First Generation	1	1%
			Multigenerational	19	6%
			Unknown Background	0	0%
		Federal Aid Eligibility	Pell Eligible	1	2%
			Not Pell Eligible	19	5%
			Unknown Eligibility	0	0%
	Senior	All	All Students	150	58%
		Race/Ethnicity	Students of Color	16	62%
			White Students	110	59%
			Non-Resident Aliens	8	62%
			Unknown Race/Ethnicity	16	46%
		Gender	Female	113	65%
			Male	37	44%
		Educational Background	First Generation	16	50%
			Multigenerational	114	60%
			Unknown Background	20	53%
		Federal Aid Eligibility	Pell Eligible	17	47%
			Not Pell Eligible	113	61%
			Unknown Eligibility	20	53%
Leadership	First Year	All	All Students	41	8%
		Race/Ethnicity	Students of Color	7	9%
			White Students	31	8%
			Non-Resident Aliens	1	20%
			Unknown Race/Ethnicity	2	6%
		Gender	Female	27	9%
			Male	14	8%
		Educational Background	First Generation	5	6%
			Multigenerational	30	9%
			Unknown Background	6	10%
		Federal Aid Eligibility	Pell Eligible	6	10%
			Not Pell Eligible	29	8%
			Unknown Eligibility	6	10%
	Senior	All	All Students	112	43%
		Race/Ethnicity	Students of Color	12	46%
			White Students	86	46%
			Non-Resident Aliens	4	31%
			Unknown Race/Ethnicity	10	29%
		Gender	Female	84	48%
			Male	28	33%
		Educational Background	First Generation	14	44%
			Multigenerational	75	40%
			Unknown Background	23	61%
		Federal Aid Eligibility	Pell Eligible	12	33%
			Not Pell Eligible	77	42%
			Unknown Eligibility	23	61%

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data  
**Participation in High Impact Practices**

HIP	Class	Category	Population	N =	
Learning Community	First Year	All	All Students	91	19%
		Race/Ethnicity	Students of Color	11	15%
			White Students	78	21%
			Non-Resident Aliens	0	0%
			Unknown Race/Ethnicity	2	6%
		Gender	Female	57	19%
			Male	34	19%
		Educational Background	First Generation	11	14%
			Multigenerational	65	19%
			Unknown Background	15	24%
		Federal Aid Eligibility	Pell Eligible	10	16%
			Not Pell Eligible	66	18%
			Unknown Eligibility	15	24%
	Senior	All	All Students	91	35%
		Race/Ethnicity	Students of Color	11	42%
			White Students	66	36%
			Non-Resident Aliens	3	23%
			Unknown Race/Ethnicity	11	31%
		Gender	Female	67	38%
			Male	24	29%
		Educational Background	First Generation	10	31%
			Multigenerational	63	33%
			Unknown Background	18	47%
		Federal Aid Eligibility	Pell Eligible	9	25%
			Not Pell Eligible	64	35%
			Unknown Eligibility	18	47%
Service Learning	First Year	All	All Students	210	43%
		Race/Ethnicity	Students of Color	34	45%
			White Students	165	44%
			Non-Resident Aliens	2	40%
			Unknown Race/Ethnicity	9	26%
		Gender	Female	125	41%
			Male	85	47%
		Educational Background	First Generation	39	49%
			Multigenerational	148	43%
			Unknown Background	23	37%
		Federal Aid Eligibility	Pell Eligible	28	46%
			Not Pell Eligible	159	44%
			Unknown Eligibility	23	37%
	Senior	All	All Students	149	58%
		Race/Ethnicity	Students of Color	15	58%
			White Students	111	60%
			Non-Resident Aliens	10	77%
			Unknown Race/Ethnicity	13	37%
		Gender	Female	108	62%
			Male	41	49%
		Educational Background	First Generation	15	47%
			Multigenerational	105	56%
			Unknown Background	29	76%
		Federal Aid Eligibility	Pell Eligible	18	50%
			Not Pell Eligible	102	55%
			Unknown Eligibility	29	76%

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data  
**Participation in High Impact Practices**

HIP	Class	Category	Population	N =	
Study Abroad	Senior	All	All Students	78	30%
		Race/Ethnicity	Students of Color	9	35%
			White Students	52	28%
			Non-Resident Aliens	3	23%
			Unknown Race/Ethnicity	14	40%
		Gender	Female	66	38%
			Male	12	14%
		Educational Background	First Generation	7	22%
			Multigenerational	51	27%
			Unknown Background	20	53%
		Federal Aid Eligibility	Pell Eligible	6	17%
			Not Pell Eligible	52	28%
			Unknown Eligibility	20	53%
Research	First Year	All	All Students	14	5%
		Race/Ethnicity	Students of Color	2	3%
			White Students	9	2%
			Non-Resident Aliens	0	0%
			Unknown Race/Ethnicity	3	9%
		Gender	Female	8	3%
			Male	6	3%
		Educational Background	First Generation	1	1%
			Multigenerational	11	3%
			Unknown Background	2	3%
		Federal Aid Eligibility	Pell Eligible	3	5%
			Not Pell Eligible	9	2%
			Unknown Eligibility	2	3%
	Senior	All	All Students	85	33%
		Race/Ethnicity	Students of Color	4	15%
			White Students	67	36%
			Non-Resident Aliens	5	38%
			Unknown Race/Ethnicity	9	26%
		Gender	Female	64	37%
			Male	21	25%
		Educational Background	First Generation	9	28%
			Multigenerational	60	32%
			Unknown Background	16	42%
		Federal Aid Eligibility	Pell Eligible	5	14%
			Not Pell Eligible	64	35%
			Unknown Eligibility	16	42%
Culminating SR Experience	Senior	All	All Students	149	58%
		Race/Ethnicity	Students of Color	18	69%
			White Students	102	55%

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 1. Student Access, Success & Equity: Success

**Supplemental Measures:** Performance in 100 Level Math and Writing Courses, Withdrawal Survey Data and NSSE High Impact Practices Data  
**Participation in High Impact Practices**

HIP	Class	Category	Population	N =	
Culminating SR Experience	Senior	Race/Ethnicity	Non-Resident Aliens	8	62%
			Unknown Race/Ethnicity	21	60%
		Gender	Female	109	62%
			Male	40	48%
		Educational Background	First Generation	15	47%
			Multigenerational	111	59%
			Unknown Background	23	61%
		Federal Aid Eligibility	Pell Eligible	16	44%
			Not Pell Eligible	110	59%
			Unknown Eligibility	23	61%

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## Part 2. Employee Access, Success and Equity

### Key Performance Indicators:

- Employee Demographics
- New Hire Demographics
- Employee Retention
- Promotion Rates/Faculty Tenure
- Salary Equity
- Climate Satisfaction

### Supplemental Measures:

- Application Pool Demographics
- Interview Pool Demographics

## 2. Employee Access, Success & Equity: Access

**Key Performance Indicators:** Employee and New Hire Demographics for RWU, followed by the School of Law

For RWU employees overall, there is a shrinking gap between the proportion of Employees of Color compared to White Employees with the greatest gains in overall Part-Time Staff and Full-Time New Faculty Hires. Breakouts for the School of Law are reported separately following the detailed data page.

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.

### RWU Employee Data

		Difference		Change in Gap	
Fall Headcount	Total RWU Employees		0.3%	-0.6%	
	Total RWU FT Employees		0.8%	-1.1%	
	RWU FT Faculty		2.4%	-5.5%	
	RWU FT Staff		0.2%	0.5%	
	Total RWU PT Employees	-0.5%		0.1%	
	RWU PT Faculty	-1.1%		2.2%	
	RWU PT Staff		2.8%	-8.6%	
	Total RWU FT New Hires		2.6%	2.2%	
	RWU Faculty FT New Hires		33.3%	-66.7%	
	RWU Staff FT New Hires	-0.3%		7.5%	

#### Difference

- POC Increase
- POC Decrease

#### Change in Gap

- Shrinking Gap between POC and WP
- Growing Gap between POC and WP

NOTE: FT New Hires is based on the most recently completed Academic Year as of the Official IPEDS Fall Reporting Date.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Access

**Key Performance Indicators:** Employee and New Hire Demographics for RWU, followed by the School of Law

### RWU Employee Data

Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018- Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
Total RWU Employees	People of Color	148	11.4%	152	12.0%	143	11.8%	-5	0.3%
	White	1,075	83.1%	1,038	82.3%	1,005	82.8%	-70	-0.3%
	Non-Resident Aliens	11	0.9%	15	1.2%	8	0.7%	-3	-0.2%
	Unknown Race/Ethnicity	60	4.6%	57	4.5%	58	4.8%	-2	0.1%
	Female	660	51.0%	648	51.3%	623	51.3%	-37	0.3%
	Male	634	49.0%	614	48.7%	591	48.7%	-43	-0.3%
	Overall	1,294	100.0%	1,262	100.0%	1,214	100.0%	-80	0.0%
Total RWU FT Employees	People of Color	89	10.8%	95	11.7%	91	11.6%	2	0.8%
	White	708	85.8%	688	84.9%	671	85.5%	-37	-0.3%
	Non-Resident Aliens	8	1.0%	10	1.2%	6	0.8%	-2	-0.2%
	Unknown Race/Ethnicity	20	2.4%	17	2.1%	17	2.2%	-3	-0.3%
	Female	437	53.0%	437	54.0%	419	53.4%	-18	0.4%
	Male	388	47.0%	373	46.0%	366	46.6%	-22	-0.4%
	Overall	825	100.0%	810	100.0%	785	100.0%	-40	0.0%
RWU FT Faculty	People of Color	29	13.4%	30	14.2%	33	15.8%	4	2.4%
	White	176	81.1%	167	78.8%	163	78.0%	-13	-3.1%
	Non-Resident Aliens	5	2.3%	8	3.8%	6	2.9%	1	0.6%
	Unknown Race/Ethnicity	7	3.2%	7	3.3%	7	3.4%	0	0.1%
	Female	92	42.4%	95	44.8%	95	45.5%	3	3.1%
	Male	125	57.6%	117	55.2%	114	54.6%	-11	-3.1%
	Overall	217	100.0%	212	100.0%	209	100.0%	-8	0.0%
RWU FT Staff	People of Color	60	9.9%	65	10.9%	58	10.1%	-2	0.2%
	White	532	87.5%	521	87.1%	508	88.2%	-24	0.7%
	Non-Resident Aliens	3	0.5%	2	0.3%	0	0.0%	-3	-0.5%
	Unknown Race/Ethnicity	13	2.1%	10	1.7%	10	1.7%	-3	-0.4%
	Female	345	56.7%	342	57.2%	324	56.3%	-21	-0.5%
	Male	263	43.3%	256	42.8%	252	43.8%	-11	0.5%
	Overall	608	100.0%	598	100.0%	576	100.0%	-32	0.0%
Total RWU PT Employees	People of Color	59	12.6%	57	12.6%	52	12.1%	-7	-0.5%
	White	367	78.3%	350	77.4%	334	77.9%	-33	-0.4%
	Non-Resident Aliens	3	0.6%	5	1.1%	2	0.5%	-1	-0.2%
	Unknown Race/Ethnicity	40	8.5%	40	8.8%	41	9.6%	1	1.0%
	Female	223	47.5%	211	46.7%	204	47.6%	-19	0.0%
	Male	246	52.5%	241	53.3%	225	52.5%	-21	0.0%
	Overall	469	100.0%	452	100.0%	429	100.0%	-40	0.0%
RWU PT Faculty	People of Color	31	9.7%	33	10.3%	27	8.6%	-4	-1.1%
	White	258	80.4%	253	79.3%	256	81.5%	-2	1.2%
	Non-Resident Aliens	2	0.6%	4	1.3%	2	0.6%	0	0.0%
	Unknown Race/Ethnicity	30	9.3%	29	9.1%	29	9.2%	-1	-0.1%
	Female	146	45.5%	143	44.8%	138	44.0%	-8	-1.5%
	Male	175	54.5%	176	55.2%	176	56.1%	1	1.5%
	Overall	321	100.0%	319	100.0%	314	100.0%	-7	0.0%
RWU PT Staff	People of Color	28	18.9%	24	18.0%	25	21.7%	-3	2.8%
	White	109	73.6%	97	72.9%	78	67.8%	-31	-5.8%
	Non-Resident Aliens	1	0.7%	1	0.8%	0	0.0%	-1	-0.7%
	Unknown Race/Ethnicity	10	6.8%	11	8.3%	12	10.4%	2	3.7%
	Female	77	52.0%	68	51.1%	66	57.4%	-11	5.4%
	Male	71	48.0%	65	48.9%	49	42.6%	-22	-5.4%
	Overall	148	100.0%	133	100.0%	115	100.0%	-33	0.0%
Total RWU FT New Hires	People of Color	23	25.0%	16	25.8%	16	27.6%	-7	2.6%
	White	59	64.1%	42	67.7%	40	69.0%	-19	4.8%
	Non-Resident Aliens	4	4.3%	3	4.8%	0	0.0%	-4	-4.3%
	Unknown Race/Ethnicity	6	6.5%	1	1.6%	2	3.4%	-4	-3.1%

NOTE: FT New Hires is based on the most recently completed Academic Year as of the Official IPEDS Fall Reporting Date.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion



## 2. Employee Access, Success & Equity: Access

**Key Performance Indicators:** Employee and New Hire Demographics for RWU, followed by the School of Law

### RWU Employee Data

Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
Total RWU FT New Hires	Female	63	68.5%	38	61.3%	32	55.2%	-31	-13.3%
	Male	29	31.5%	24	38.7%	26	44.8%	-3	13.3%
	Overall	92	100.0%	62	100.0%	58	100.0%	-34	0.0%
RWU Faculty FT New Hires	People of Color	2	16.7%	2	18.2%	2	50.0%	0	33.3%
	White	7	58.3%	6	54.5%	1	25.0%	-6	-33.3%
	Non-Resident Aliens	1	8.3%	3	27.3%	0	0.0%	-1	-8.3%
	Unknown Race/Ethnicity	2	16.7%	0	0.0%	1	25.0%	-1	8.3%
	Female	6	50.0%	5	45.5%	2	50.0%	-4	0.0%
	Male	6	50.0%	6	54.5%	2	50.0%	-4	0.0%
	Overall	12	100.0%	11	100.0%	4	100.0%	-8	0.0%
RWU Staff FT New Hires	People of Color	21	26.3%	14	27.5%	14	25.9%	-7	-0.3%
	White	52	65.0%	36	70.6%	39	72.2%	-13	7.2%
	Non-Resident Aliens	3	3.8%	0	5.9%	0	0.0%	-3	-3.8%
	Unknown Race/Ethnicity	4	5.0%	1	2.0%	1	1.9%	-3	-3.1%
	Female	57	71.3%	33	64.7%	30	55.6%	-27	-15.7%
	Male	23	28.8%	18	35.3%	24	44.4%	1	15.7%
	Overall	80	100.0%	51	100.0%	54	100.0%	-26	0.0%

NOTE: FT New Hires is based on the most recently completed Academic Year as of the Official IPEDS Fall Reporting Date.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Access

**Key Performance Indicators:** Employee and New Hire Demographics for RWU, followed by the School of Law

For the School of Law, there is a shrinking gap between Employees of Color and White Employees for Full-time Employees and New Hires. For Part-time Employees, however, the gap is growing. Law School figures should be interpreted with caution due to small numbers.

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.

### School of Law Employee Data

		Difference		Change in Gap	
Fall Headcount	Total SOL Employees		2.6%	-8.0%	
	Total FT SOL Employees		5.0%	-13.2%	
	SOL FT Faculty		14.0%	-28.1%	
	SOL FT Staff		0.3%	-5.3%	
	Total SOL PT Employees	-3.5%		3.3%	
	SOL PT Faculty	-0.4%		-3.9%	
	SOL PT Staff	-33.3%		66.7%	
	SOL New Hires - Total FT		66.7%	-150.0%	
	SOL New Hires - FT Faculty		100.0%	-100.0%	
	SOL New Hires - FT Staff		60.0%	-140.0%	

NOTE: FT New Hires is based on the most recently completed Academic Year as of the Official IPEDS Fall Reporting Date.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Access

**Key Performance Indicators:** Employee and New Hire Demographics for RWU, followed by the School of Law

### School of Law Employee Data

Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018- Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
Total SOL Employees	People of Color	8	8.1%	10	9.9%	11	10.7%	3	2.6%
	White	87	87.9%	87	86.1%	85	82.5%	-2	-5.4%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	4	4.0%	4	4.0%	7	6.8%	3	2.8%
	Female	63	63.6%	60	59.4%	64	62.1%	1	-1.5%
	Male	36	36.4%	41	40.6%	39	37.9%	3	1.5%
	Overall	100	100.0%	102	100.0%	103	100.0%	3	0.0%
Total FT SOL Employees	People of Color	7	10.6%	9	13.2%	10	15.6%	3	5.0%
	White	59	89.4%	58	85.3%	52	81.3%	-7	-8.1%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	1	1.5%	1	1.5%	2	3.1%	1	1.6%
	Female	47	71.2%	50	73.5%	46	71.9%	-1	0.7%
	Male	20	30.3%	18	26.5%	18	28.1%	-2	-2.2%
	Overall	67	100.0%	68	100.0%	64	100.0%	-3	0.0%
SOL FT Faculty	People of Color	2	8.7%	4	19.1%	5	22.7%	3	14.0%
	White	21	91.3%	17	81.0%	17	77.3%	-4	-14.0%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	13.6%	0	13.6%
	Unknown Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Female	12	52.2%	13	61.9%	15	68.2%	3	16.0%
	Male	11	47.8%	8	38.1%	7	31.8%	-4	-16.0%
	Overall	23	100.0%	21	100.0%	22	100.0%	-1	0.0%
SOL FT Staff	People of Color	5	11.6%	5	10.6%	5	11.9%	0	0.3%
	White	38	88.4%	41	87.2%	35	83.3%	-3	-5.0%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	1	2.3%	1	2.1%	2	4.8%	1	2.4%
	Female	35	81.4%	37	78.7%	31	73.8%	-4	-7.6%
	Male	9	20.9%	10	21.3%	11	26.2%	2	5.3%
	Overall	44	100.0%	47	100.0%	42	100.0%	-2	0.0%
Total SOL PT Employees	People of Color	2	6.1%	1	3.0%	1	2.6%	-1	-3.5%
	White	28	84.9%	29	87.9%	33	84.6%	5	-0.2%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	3	9.1%	3	9.1%	5	12.8%	2	3.7%
	Female	17	51.5%	10	30.3%	18	46.2%	1	-5.4%
	Male	16	48.5%	23	69.7%	21	53.8%	5	5.4%
	Overall	33	100.0%	33	100.0%	39	100.0%	6	0.0%
SOL PT Faculty	People of Color	1	3.3%	1	3.2%	1	2.9%	0	-0.4%
	White	26	86.7%	27	87.1%	28	82.4%	2	-4.3%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	3	10.0%	3	9.7%	5	14.7%	2	4.7%
	Female	14	46.7%	9	29.0%	14	41.2%	0	-5.5%
	Male	16	53.3%	22	71.0%	20	58.8%	4	5.5%
	Overall	30	100.0%	31	100.0%	34	100.0%	4	0.0%
SOL PT Staff	People of Color	1	33.3%	0	0.0%	0	0.0%	-1	-33.3%
	White	2	66.7%	2	100.0%	5	100.0%	3	33.3%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Female	3	100.0%	1	50.0%	4	80.0%	1	-20.0%
	Male	0	0.0%	1	50.0%	1	20.0%	1	20.0%
	Overall	3	100.0%	2	100.0%	5	100.0%	2	0.0%
SOL New Hires - Total FT	People of Color	0	0.0%	2	50.0%	4	66.7%	4	66.7%
	White	6	100.0%	2	50.0%	1	16.7%	-5	-83.3%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	0	0.0%	0	0.0%	1	16.7%	1	16.7%

NOTE: FT New Hires is based on the most recently completed Academic Year as of the Official IPEDS Fall Reporting Date.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Access

**Key Performance Indicators:** Employee and New Hire Demographics for RWU, followed by the School of Law

### School of Law Employee Data

Population	Demographic Category	Fall 2017- Number	Fall 2017- Percent	Fall 2018 - Number	Fall 2018- Percent	Fall 2019- Number	Fall 2019- Percent	Difference FA17 to FA19 - Number	Difference FA17 to FA19 - Percent
SOL New Hires - Total FT	Female	3	50.0%	3	75.0%	5	83.3%	2	33.3%
	Male	3	50.0%	1	25.0%	1	16.7%	-2	-33.3%
	Overall	6	100.0%	4	100.0%	6	100.0%	0	0.0%
SOL New Hires - FT Faculty	People of Color	0	0.0%	1	100.0%	1	100.0%	1	100.0%
	White	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Female	0	0.0%	0	0.0%	1	100.0%	1	100.0%
	Male	0	0.0%	1	100.0%	0	0.0%	0	0.0%
	Overall	0	0.0%	1	100.0%	1	100.0%	1	100.0%
SOL New Hires - FT Staff	People of Color	0	0.0%	1	33.3%	3	60.0%	3	60.0%
	White	6	100.0%	2	66.7%	1	20.0%	-5	-80.0%
	Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Unknown Race/Ethnicity	0	0.0%	0	0.0%	1	20.0%	1	20.0%
	Female	3	50.0%	3	100.0%	4	80.0%	1	30.0%
	Male	3	50.0%	0	0.0%	1	20.0%	-2	-30.0%
	Overall	6	100.0%	3	100.0%	5	100.0%	-1	0.0%

NOTE: FT New Hires is based on the most recently completed Academic Year as of the Official IPEDS Fall Reporting Date.

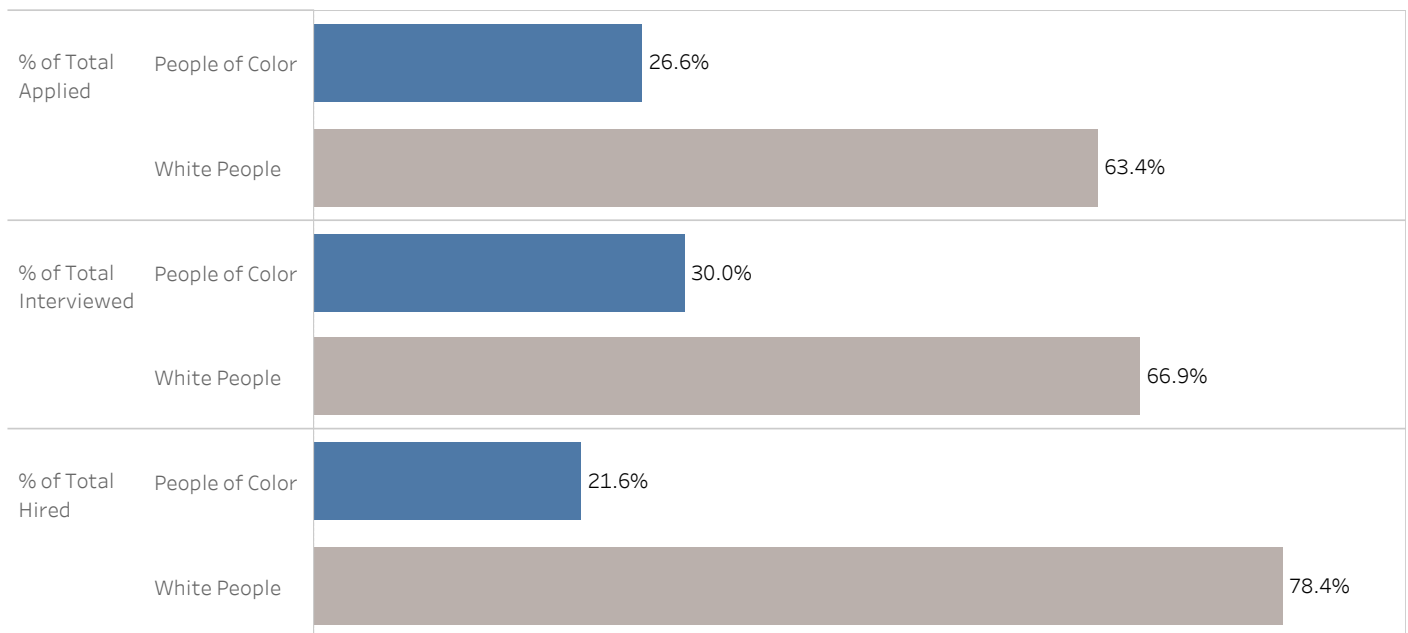
Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Access

### Supplemental Measures: RWU and School of Law Employee Applicant and Interview Pool Demographics

Diversity of the interview pool exceeds that of the application pool but the percent of People of Color that were hired lags behind at 22%. This data shows a positive picture relative to the current overall percentage of Employees of Color, at 12%, for the University and the School of Law combined.

#### Total Applicants, Interviewed and Hired between July 1, 2018 and June 30, 2019



#### Detailed Data on Total Applicants, Interviewed and Hired by Demographic Category

Race Category	Number Applied	Percent of Total Applied	Number Interviewed	Percent of Total Interviewed	Number Hired	Percent of Total Hired
People of Color	676	26.6%	126	30.0%	57	21.6%
White People	1,613	63.4%	281	66.9%	207	78.4%
Unknown	255	10.0%	13	3.1%	0	0.0%
Grand Total	2,544	100.0%	420	100.0%	264	100.0%

Note: Data is based on a distinct count of individuals, regardless of how many positions they applied for.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Success

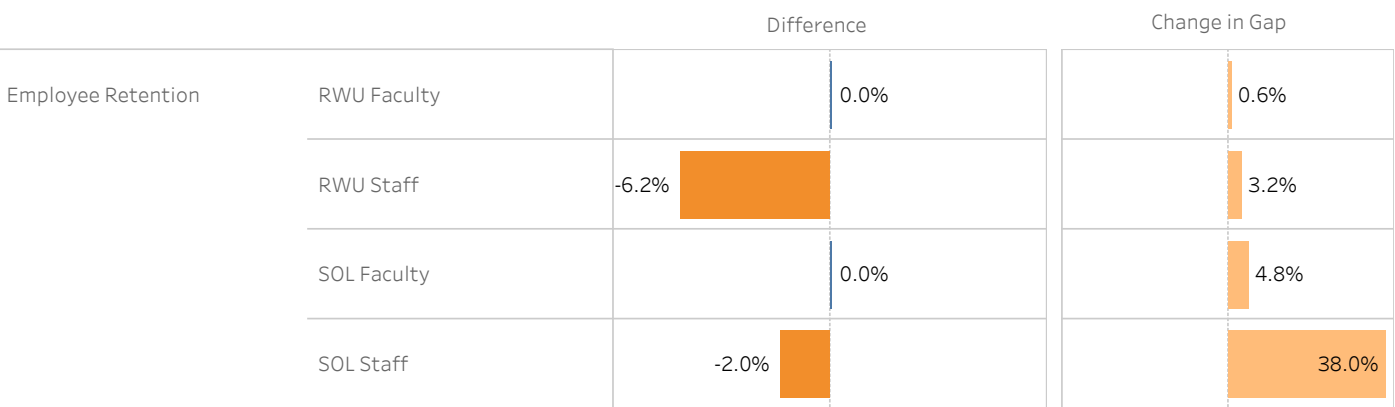
**Key Performance Indicators:** Employee Retention, Promotion, Salary Equity & Climate Satisfaction

For the University and School of Law combined, White Employees are being retained at an increasingly higher rate than Employees of Color, especially among Full-Time and Part-Time Staff. Law School figures should be interpreted with caution due to small numbers.

**Difference** shows how the metric for People of Color (POC) increased or decreased from AY 2016-17 to AY18-19.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for AY2016-17 is subtracted from the original Gap for AY2018-19 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.



**Difference**  
POC Decrease  
POC Increase

**Change in Gap**  
Growing Gap between POC and White People

The Employee Retention Rate is based on the total number of employees that did not have a termination date and reason between November 1st and October 31st of the reporting year out of the total permanent employees that were on the payroll as of the Official November 1st HR Census Date. Adjunct Faculty have been excluded along with those who had a termination code of deceased, retired, graduated, end of contract or inactive employee.

Climate Satisfaction data can be found in Part 3: Campus Climate and Intergroup Relations.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 2. Employee Access, Success & Equity: Success

**Key Performance Indicators:** Employee Retention, Promotion, Salary Equity & Climate Satisfaction

			AY 2016-17 - Number	AY 2016-17 - Percent	AY 2017-18 - Number	AY 2017-18 - Percent	AY 2018-19 - Number	AY 2018-19 - Percent	Difference - Number	Difference - Percent
<b>Employee Retention</b>	RWU Faculty	People of Color	29	100.0%	29	96.7%	31	100.0%	2	0.0%
		White	161	98.2%	165	98.2%	166	98.8%	5	0.6%
		Non-Resident Aliens	3	75.0%	5	100.0%	8	100.0%	5	25.0%
		Unknown Race/Ethnicity	5	100.0%	7	100.0%	6	85.7%	1	-14.3%
		Female	92	96.8%	96	99.0%	98	98.0%	6	1.2%
		Male	116	96.7%	114	92.7%	113	95.8%	-3	-0.9%
		Overall	198	98.0%	206	98.1%	211	98.6%	13	0.6%
	RWU Staff	People of Color	47	79.7%	78	84.8%	72	73.5%	25	-6.2%
		White	530	90.4%	588	88.6%	573	87.5%	43	-3.0%
		Non-Resident Aliens	0	0.0%	3	60.0%	2	66.7%	2	66.7%
		Unknown Race/Ethnicity	13	81.3%	22	84.6%	23	92.0%	10	10.8%
		Female	327	91.6%	379	85.7%	369	84.4%	42	-7.2%
		Male	273	85.6%	313	87.9%	301	87.2%	28	1.7%
		Overall	590	89.1%	691	87.8%	670	85.8%	80	-3.3%
	SOL Faculty	People of Color	2	100.0%	2	100.0%	4	100.0%	2	0.0%
		White	20	95.2%	21	100.0%	19	100.0%	-1	4.8%
		Female	14	93.3%	14	100.0%	15	100.0%	0	0.0%
		Male	8	100.0%	9	100.0%	8	100.0%	1	4.3%
		Overall	22	95.7%	23	100.0%	23	100.0%	-2	-40.0%
	SOL Staff	People of Color	5	100.0%	4	80.0%	3	60.0%	3	-2.0%
		White	32	94.1%	35	97.2%	35	92.1%	0	0.0%
		Unknown Race/Ethnicity	1	100.0%	1	100.0%	1	100.0%	-3	-11.7%
		Female	32	97.0%	32	94.1%	29	85.3%	4	14.3%
		Male	6	85.7%	8	100.0%	10	100.0%	1	-6.4%
		Overall	38	95.0%	40	95.2%	39	88.6%	1	-6.4%

The Employee Retention Rate is based on the total number of employees that did not have a termination date and reason between November 1st and October 31st of the reporting year out of the total permanent employees that were on the payroll as of the Official November 1st HR Census Date. Adjunct Faculty have been excluded along with those who had a termination code of deceased, retired, graduated, end of contract or inactive employee.

Climate Satisfaction data can be found in Part 3: Campus Climate and Intergroup Relations.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## Part 3. Campus Climate and Intergroup Relations

### Key Performance Indicators:

Student Climate Survey

Employee Climate Survey

### Supplemental Measures:

Affinity groups/spaces/participation

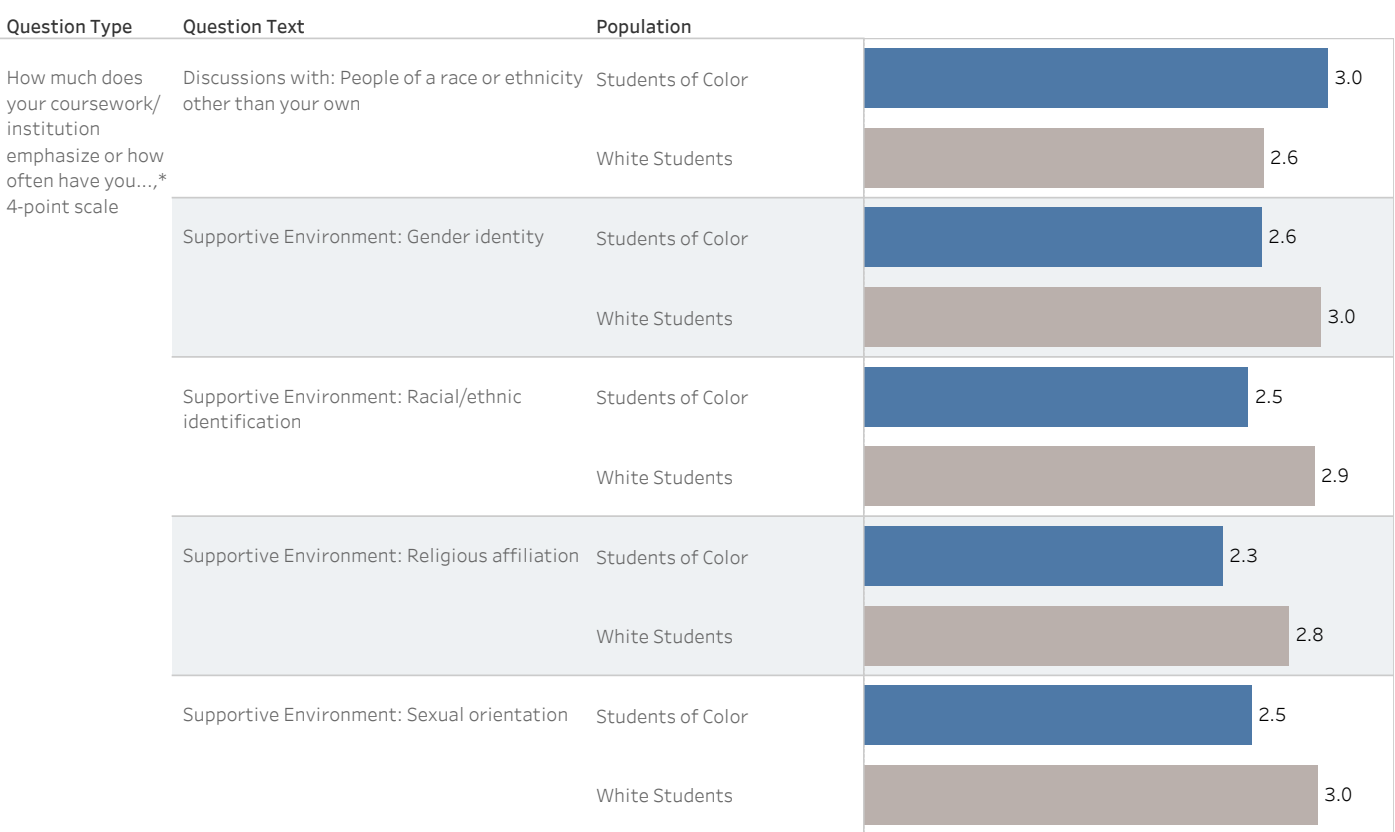


# 3. Campus Climate and Intergroup Relations

**Key Performance Indicator:** Student Climate Survey--National Survey of Student Engagement

Where differences are seen (seven of 25 questions), White Students experience a more supportive and culturally relevant climate than do Students of Color.

The chart below shows a comparison of the mean scores on survey questions relevant to climate where there was a statistically significant difference between White Students and Students of Color. First year and senior student responses were analyzed together.



See the detail page for all questions and comparisons between first year and senior student responses.

\*Question text is to be read after question type at ellipsis.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 3. Campus Climate and Intergroup Relations

## Key Performance Indicator: Student Climate Survey--National Survey of Student Engagement

Teal highlights those questions with a statistically significant difference between Students of Color and White Students.

Statistical Difference
  No Statistical Difference

Question Type	Question Text	Population	Class			
			First Year		Senior	
			Mean	N	Mean	N
How much does your coursework/institution emphasize or how often have you...,* 4-point scale	Coursework: Respecting the expression of diverse ideas	Students of Color	2.9	51	2.7	19
		White Students	2.7	265	2.6	147
		All Respondents	2.7	338	2.7	199
	Discussions with: People from an economic background other than your own	Students of Color	3.1	57	3.1	24
		White Students	2.9	298	2.8	156
		All Respondents	2.9	383	2.8	215
	Discussions with: People of a race or ethnicity other than your own	Students of Color	3.0	56	3.0	24
		White Students	2.6	298	2.5	156
		All Respondents	2.7	382	2.6	216
	Discussions with: People with political views other than your own	Students of Color	3.0	56	3.2	24
		White Students	3.0	296	3.0	156
		All Respondents	3.0	379	3.0	215
	Discussions with: People with religious beliefs other than your own	Students of Color	2.6	56	2.7	23
		White Students	2.8	297	2.8	156
		All Respondents	2.8	381	2.8	214
	Emphasis: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Students of Color	2.7	52	2.1	22
		White Students	2.6	282	2.6	151
		All Respondents	2.6	358	2.5	207
	Institutional Emphasis: Creating an overall sense of community among students	Students of Color	2.7	51	2.1	18
		White Students	2.9	265	2.8	147
		All Respondents	2.8	336	2.7	198
	Institutional Emphasis: Demonstrating a commitment to diversity	Students of Color	2.8	51	2.3	18
		White Students	2.7	266	2.8	147
		All Respondents	2.7	339	2.7	197
	Institutional Emphasis: Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)	Students of Color	2.8	50	2.2	18
		White Students	2.8	266	2.8	147
		All Respondents	2.8	338	2.7	198
	Institutional Emphasis: Providing information about anti-discrimination and harassment policies	Students of Color	2.6	50	2.3	18
		White Students	2.9	265	2.8	147
		All Respondents	2.8	336	2.7	198
	Institutional Emphasis: Taking allegations of discrimination or harassment seriously	Students of Color	2.7	49	2.1	18
		White Students	2.9	263	2.8	147
		All Respondents	2.9	334	2.7	198

\*Question text is to be read after question type at ellipsis.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 3. Campus Climate and Intergroup Relations

## Key Performance Indicator: Student Climate Survey--National Survey of Student Engagement

Teal highlights those questions with a statistically significant difference between Students of Color and White Students.

■ Statistical Difference

■ No Statistical Difference

Question Type	Question Text	Population	Class			
			First Year		Senior	
			Mean	N	Mean	N
How much does your coursework/institution emphasize or how often have you...,* 4-point scale	Supportive Environment: Disability status	Students of Color	2.8	49	2.1	18
		White Students	2.9	266	2.6	146
		All Respondents	2.8	336	2.5	197
	Supportive Environment: Economic background	Students of Color	2.6	50	1.9	18
		White Students	2.6	265	2.4	146
		All Respondents	2.6	337	2.4	197
	Supportive Environment: Gender identity	Students of Color	2.7	49	2.3	18
		White Students	3.0	265	2.9	147
		All Respondents	3.0	336	2.8	198
	Supportive Environment: Political affiliation	Students of Color	2.6	49	1.9	18
		White Students	2.7	264	2.3	146
		All Respondents	2.6	335	2.3	197
	Supportive Environment: Racial/ethnic identification	Students of Color	2.7	49	2.1	18
		White Students	2.9	265	2.9	145
		All Respondents	2.9	335	2.8	196
	Supportive Environment: Religious affiliation	Students of Color	2.5	49	2.0	18
		White Students	2.8	266	2.7	146
		All Respondents	2.7	337	2.5	197
	Supportive Environment: Sexual orientation	Students of Color	2.7	49	2.2	18
		White Students	3.0	266	2.9	146
		All Respondents	2.9	337	2.8	197
Extent of Agreement, 5-point scale	In general, my cultural community is valued on campus.	Students of Color	3.2	49	3.3	17
		White Students	3.7	266	3.5	144
		All Respondents	3.6	337	3.4	194
	In general, people on campus value knowledge from my cultural community.	Students of Color	3.2	49	2.9	18
		White Students	3.5	264	3.5	145
		All Respondents	3.5	335	3.4	196
	In general, people on campus value the experiences of people within my cultural community.	Students of Color	3.1	48	3.0	18
		White Students	3.5	266	3.4	143
		All Respondents	3.5	336	3.3	194
Quality of Interactions with..., 7-point scale	Students	Students of Color	5.2	56	5.0	24
		White Students	5.4	289	5.4	154
		All Respondents	5.3	370	5.3	214
	Faculty	Students of Color	5.3	56	5.3	24
		White Students	5.3	288	5.3	154
		All Respondents	5.3	369	5.4	213
	Student services staff (career services, student activities, housing, etc.)	Students of Color	5.5	54	5.4	24
		White Students	5.3	289	4.9	153
		All Respondents	5.1	368	4.9	212
	Other administrative staff and offices (registrar, financial aid, etc.)	Students of Color	5.4	55	4.5	24
		White Students	5.3	288	4.4	152
		All Respondents	5.4	368	4.4	210

\*Question text is to be read after question type at ellipsis.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

### 3. Campus Climate and Intergroup Relations

**Key Performance Indicator:** Employee Climate Survey - Results from 2016

There are 39 questions out of 120 where Employees of Color have different perceptions of campus climate than White Employees. In all cases, Employees of Color have a less favorable view.

■ Employees of Color ■ White Employees

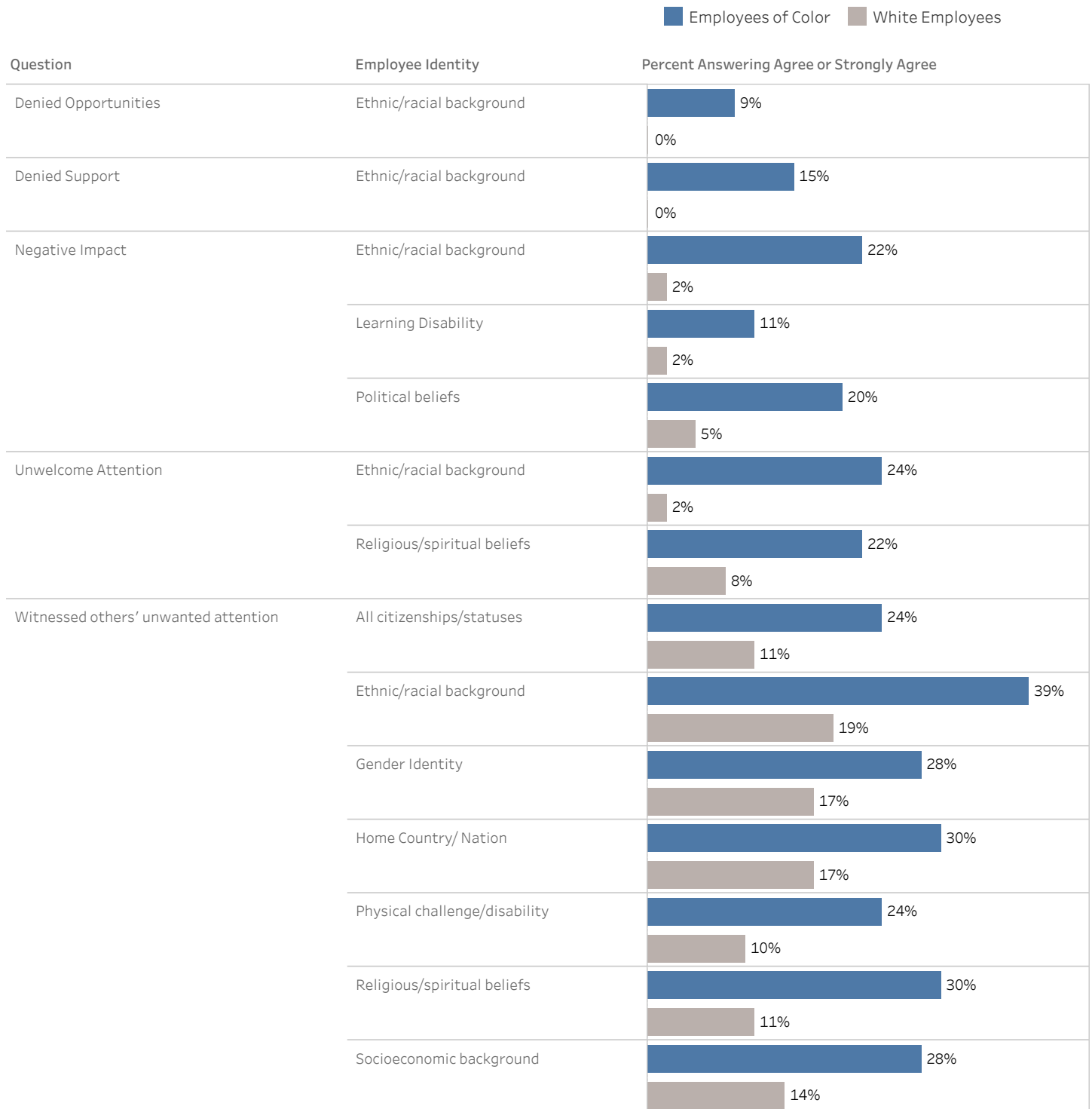
Question	Employee Identity	Percent Answering Agree or Strongly Agree
Comfortable expressing who I am		<div> <div>61%</div> <div>83%</div> </div>
Comfortable speaking out on diversity		<div> <div>35%</div> <div>48%</div> </div>
Equitable Treatment	All citizenships/statuses	<div> <div>39%</div> <div>56%</div> </div>
	All countries/nations	<div> <div>37%</div> <div>59%</div> </div>
	All ethnicities/races	<div> <div>37%</div> <div>59%</div> </div>
	All political beliefs	<div> <div>37%</div> <div>57%</div> </div>
	All Religions	<div> <div>39%</div> <div>63%</div> </div>
	All sexes	<div> <div>41%</div> <div>60%</div> </div>
	All sexual orientations	<div> <div>43%</div> <div>60%</div> </div>
	All socioeconomic	<div> <div>33%</div> <div>58%</div> </div>
	Learning Disability	<div> <div>41%</div> <div>58%</div> </div>
	Non-native English speakers	<div> <div>41%</div> <div>56%</div> </div>
	Physical challenge/disability	<div> <div>43%</div> <div>58%</div> </div>
My ideas respected		<div> <div>46%</div> <div>68%</div> </div>
Policies support	All citizenships/statuses	<div> <div>57%</div> <div>68%</div> </div>
	All countries/nations	<div> <div>61%</div> <div>77%</div> </div>
	All ethnicities/races	<div> <div>59%</div> <div>76%</div> </div>
	Non-native English speakers	<div> <div>52%</div> <div>68%</div> </div>
Policy/procedure easy to find		<div> <div>35%</div> <div>54%</div> </div>
Presence adds to diversity		<div> <div>74%</div> <div>50%</div> </div>
Prompt response to discrimination		<div> <div>22%</div> <div>32%</div> </div>
Prompt response to harassment		<div> <div>17%</div> <div>34%</div> </div>
RWU encourages open discussion		<div> <div>43%</div> <div>58%</div> </div>
Treated with respect by staff		<div> <div>85%</div> <div>92%</div> </div>
Treated with respect by students		<div> <div>76%</div> <div>87%</div> </div>

The data in the table above includes only those items where there were statistically significant differences between Employees of Color and White Employees. Refer to the appendix for a full list of all questions and full text of each question.

Source: 2016 Employee Climate Survey  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

### 3. Campus Climate and Intergroup Relations

#### Key Performance Indicator: Employee Climate Survey - Results from 2016



The data in the table above includes only those items where there were statistically significant differences between Employees of Color and White Employees. Refer to the appendix for a full list of all questions and full text of each question.

Source: 2016 Employee Climate Survey  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

### 3. Campus Climate and Intergroup Relations

#### Key Performance Indicator: Employee Climate Survey - Results from 2016

Strongly Agree = 1 and Strongly Disagree = 5, so low average scores are desirable.

Question	Employee Identity	N White Empl	White Empl Avg Score	N Empl of Color	Empl of Color Avg Score	T-Score	Sig. Value (2-tailed)
Comfortable expressing who I am		250	1.9	46	2.5	-2.7	0.009
Comfortable speaking out on diversity		243	2.7	45	3.1	-2.0	0.042
Equitable Treatment	All citizenships/statuses	248	2.4	45	2.9	-2.8	0.006
	All countries/nations	247	2.4	43	2.9	-3.0	0.003
	All ethnicities/races	247	2.4	45	3.1	-3.6	0.001
	All political beliefs	249	2.5	46	3.0	-3.1	0.002
	All Religions	247	2.3	45	2.9	-3.4	0.001
	All sexes	236	2.4	44	2.8	-2.1	0.040
	All sexual orientations	247	2.3	45	2.8	-2.5	0.013
	All socioeconomic	248	2.4	46	3.2	-4.2	
	Learning Disability	247	2.3	45	2.7	-2.3	0.020
	Non-native English speakers	247	2.5	45	2.9	-2.5	0.011
	Physical challenge/disability	248	2.4	45	2.8	-2.3	0.025
My ideas respected		248	2.2	45	2.7	-2.8	0.005
Policies support	All citizenships/statuses	248	2.1	45	2.5	-2.3	0.021
	All countries/nations	245	2.0	44	2.5	-2.3	0.024
	All ethnicities/races	247	2.1	45	2.6	-2.2	0.029
	Non-native English speakers	249	2.2	44	2.6	-2.3	0.020
Policy/procedure easy to find		252	2.5	45	2.9	-2.2	0.030
Presence adds to diversity		248	2.6	45	1.5	3.7	
Prompt response to discrimination		251	2.7	44	3.0	-2.6	0.012
Prompt response to harassment		251	2.6	44	3.0	-3.0	0.004
RWU encourages open discussion		243	2.5	45	3.0	-2.5	0.015
Treated with respect by staff		245	1.6	46	1.9	-2.1	0.034
Treated with respect by students		242	1.8	46	2.1	-2.9	0.004

The data in the table above includes only those items where there were statistically significant differences between Employees of Color and White Employees. Refer to the appendix for a full list of all questions and full text of each question.

Source: 2016 Employee Climate Survey  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

### 3. Campus Climate and Intergroup Relations

#### Key Performance Indicator: Employee Climate Survey - Results from 2016

Strongly Agree = 1 and Strongly Disagree = 5, but items on this page are negatively worded, so a high average score is desirable.

Question	Employee Identity	N White Empl	White Empl Avg Score	N Empl of Color	Empl of Color Avg Score	T-Score	Sig. Value (2-tailed)
Denied Opportunities	Ethnic/racial background	174	4.4	32	3.9	2.2	0.037
Denied Support	Ethnic/racial background	129	4.4	23	3.7	2.3	0.033
Negative Impact	Learning Disability	140	4.4	24	4.1	2.3	0.021
	Political beliefs	189	4.2	32	3.6	2.3	0.025
Unwelcome Attention	Ethnic/racial background	156	4.2	37	3.6	2.7	0.010
	Religious/spiritual beliefs	161	4.3	32	3.8	2.2	0.034
Witnessed others' unwanted attention	Physical challenge/disability	207	3.9	38	3.4	2.3	0.027
	Religious/spiritual beliefs	206	3.9	38	3.1	3.1	0.003
	Socioeconomic background	209	3.8	37	3.1	2.7	0.011

The data in the table above includes only those items where there were statistically significant differences between Employees of Color and White Employees. Refer to the appendix for a full list of all questions and full text of each question.

Source: 2016 Employee Climate Survey  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## Part 4. Education, Scholarship and Service

### Key Performance Indicators:

Curricular Audit

Early & Summative Assessment of Intercultural Fluency

Student Climate Survey

Employee Climate Survey

### Supplemental Measures:

None

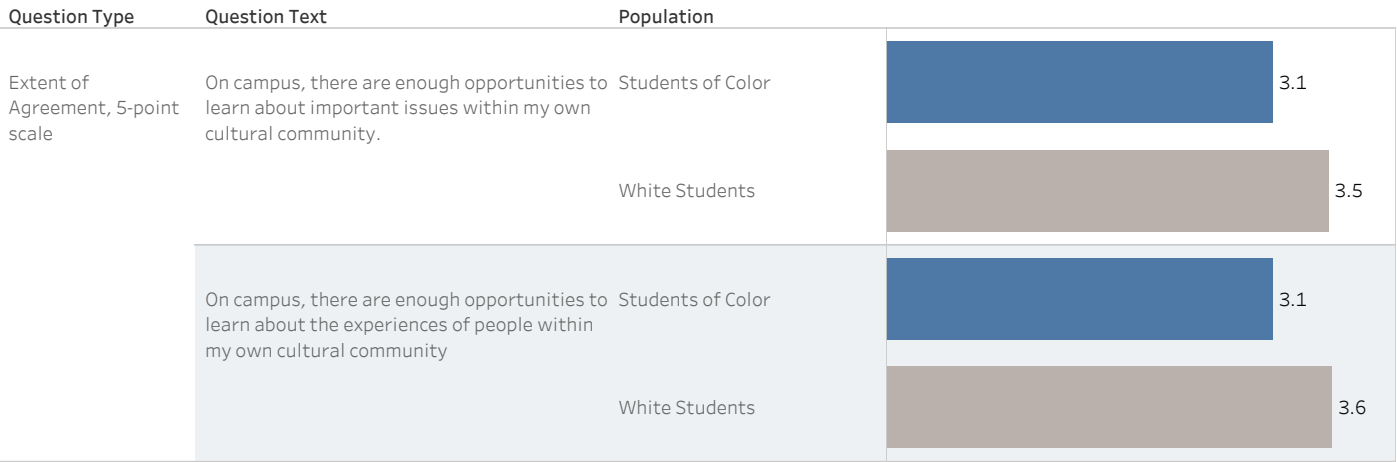


# 4. Education, Scholarship and Service

**Key Performance Indicator:** Student Climate Survey--National Survey of Student Engagement

Students of Color and White Students experience their learning environments related to intercultural fluency in similar ways. Only two out of 15 questions reveal differences between the two groups.

The chart below shows a comparison of the mean scores on survey questions relevant to educational activity where there was a statistically significant difference between White Students and Students of Color. First year and senior student responses were analyzed together. See the detail page for all questions and comparisons between first year and senior student responses.



Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 4. Education, Scholarship and Service

### Key Performance Indicator: Student Climate Survey--National Survey of Student Engagement

Teal highlights those questions with a statistically significant difference between Students of Color and White Students.

■ No Statistical Difference

Question Type	Question Text	Population	Class			
			First Year		Senior	
			Mean	N	Mean	N
How much does your coursework/institution emphasize or how often have you...,* 4-point scale	Coursework: Developing the skills necessary to work effectively with people from various backgrounds	Students of Color	2.6	51	2.4	19
		White Students	2.5	266	2.7	147
		All Respondents	2.5	337	2.6	190
	Coursework: Discussing issues of equity or privilege	Students of Color	2.7	51	2.5	19
		White Students	2.5	266	2.5	147
		All Respondents	2.5	337	2.5	190
	Coursework: Exploring your own background through projects, assignments, or programs	Students of Color	2.5	50	2.6	19
		White Students	2.6	263	2.6	146
		All Respondents	2.5	332	2.6	189
	Coursework: Learning about other cultures	Students of Color	2.7	51	2.4	18
		White Students	2.5	266	2.5	147
		All Respondents	2.5	337	2.4	189
	Coursework: Recognizing your own cultural norms and biases	Students of Color	2.8	49	2.5	19
		White Students	2.6	266	2.7	146
		All Respondents	2.6	334	2.6	189
	Coursework: Sharing your own perspectives and experiences	Students of Color	2.9	51	2.7	19
		White Students	2.8	265	2.9	147
		All Respondents	2.8	336	2.9	190
	Emphasis: Attending events that address important social, economic, or political issues	Students of Color	2.4	52	2.4	22
		White Students	2.6	280	2.6	151
		All Respondents	2.6	353	2.6	197
	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Students of Color	2.8	68	2.6	25
		White Students	2.6	351	2.3	179
		All Respondents	2.6	452	2.4	238
	Institutional Contribution to: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Students of Color	2.8	52	2.3	21
		White Students	2.7	278	2.6	151
		All Respondents	2.7	351	2.5	196
	Institutional Emphasis: Helping students develop the skills to confront discrimination and harassment	Students of Color	2.5	50	2.1	18
		White Students	2.8	264	2.6	147
		All Respondents	2.7	333	2.5	189
	Institutional Emphasis: Providing students with the resources needed for success in a multicultural world	Students of Color	2.6	50	2.2	18
		White Students	2.6	266	2.6	147
		All Respondents	2.6	334	2.6	189
	Tried to better understand someone else's views by imagining how an issue looks from their perspective	Students of Color	2.9	65	2.8	25
		White Students	2.8	343	2.7	179
		All Respondents	2.8	441	2.7	238

\*Question text is to be read after question type at ellipsis.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 4. Education, Scholarship and Service

## Key Performance Indicator: Student Climate Survey--National Survey of Student Engagement

Teal highlights those questions with a statistically significant difference between Students of Color and White Students.

■ Statistical Difference      ■ No Statistical Difference

Question Type	Question Text	Population	Class			
			First Year		Senior	
			Mean	N	Mean	N
Extent of Agreement, 5-point scale	On campus, there are enough opportunities to learn about important issues within my own cultural community.	Students of Color	3.2	49	2.8	18
		White Students	3.6	266	3.4	145
		All Respondents	3.5	334	3.3	187
	On campus, there are enough opportunities to learn about my own cultural community.	Students of Color	3.2	50	2.7	18
		White Students	3.5	265	3.4	145
		All Respondents	3.4	334	3.3	187
	On campus, there are enough opportunities to learn about the experiences of people within my own cultural community	Students of Color	3.2	48	2.7	18
		White Students	3.6	266	3.5	145
		All Respondents	3.6	333	3.3	187

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 4. Education, Scholarship and Service

### Key Performance Indicator: Employee Climate Survey - Results from 2016

**Full-Time Faculty** are more likely to report attending diversity-related programs on campus and say that there should be more diversity-related programs whereas **Part-Time Faculty** are more likely to say they discuss diversity-related topics in their courses.

**White Faculty** are more likely to say they address learning disabilities and physical disabilities in their classes than **Faculty of Color**.

Items with significant differences between Full-Time and Part-Time (faculty only for content related items)

Question Text	Type	Population	
More diversity-related programs should occur on campus.		Full-time	64%
		Part-time	51%
		All Employees	62%
I attend diversity-related programs on campus.		Full-time	65%
		Part-time	40%
		All Employees	59%
In the courses you teach at RWU, how often do you address issues/ include content related to:	Ethnic/racial background	Full-time	22%
		Part-time	36%
	Political beliefs	Full-time	37%
		Part-time	51%
	Religious/spiritual beliefs	Full-time	33%
		Part-time	42%

% Positive

One item also shows differences between faculty and staff (FT & PT combined)

Question Text	Population	
More diversity-related programs should occur on campus.	All Faculty	57%
	All Staff	66%

% Positive

Items with significant differences between racial and ethnic groups (faculty only, includes FT & PT)

Question Text	Type	Population	
In the courses you teach at RWU, how often do you address issues/ include content related to:	Learning disability	Employees of Color	35%
		White Employees	60%
		Not Provided	31%
		All Faculty	55%
	Physical challenge/disability	Employees of Color	29%
		White Employees	62%
		Not Provided	58%
		All Faculty	58%

% Positive

The data in the table above includes only those items where there were statistically significant differences between full-time and part-time status, or between faculty and staff roles, or among different racial/ethnic groups. Refer to the appendix for a full list of all questions and full text of each question.

## 4. Education, Scholarship and Service

### Key Performance Indicator: Employee Climate Survey - Results from 2016

Strongly Agree = 1 and Strongly Disagree = 5, but items on this page are negatively worded, so a high average score is desirable.

#### Significant Difference

None	Both FT/PT and Fac/Staff Diffs
BTW FT & PT	Among R-E Groups

Question Text	Type	Category	Population	Mean	N
More diversity-related programs should occur on campus.		All	All Employees	2.2	329
		Race/Ethnicity	White Employees	2.3	251
			Employees of Color	2.1	45
			Not Provided	2.3	32
		Role	All Faculty	2.4	140
			All Staff	2.1	158
		Status	Full-time	2.1	229
			Part-time	2.5	69
I attend diversity-related programs on campus.		All	All Employees	2.8	328
		Race/Ethnicity	White Employees	2.7	250
			Employees of Color	3.0	45
			Not Provided	3.2	34
		Role	All Faculty	3.0	140
			All Staff	2.7	158
		Status	Full-time	2.7	230
			Part-time	3.4	68
In the courses you teach at RWU, how often do you address issues/ include content related to:	Age group	Race/Ethnicity	White Employees	2.5	107
			Employees of Color	2.9	17
			Not Provided	2.6	12
		Role	All Faculty	2.6	136
			Full-time	2.7	78
		Status	Part-time	2.4	58
	Citizenship/ Immigration Status	Race/Ethnicity	White Employees	2.6	108
			Employees of Color	3.4	17
			Not Provided	2.5	12
		Role	All Faculty	2.7	137
			Full-time	2.8	78
		Status	Part-time	2.5	59
	Ethnic/racial background	Race/Ethnicity	White Employees	3.1	108
			Employees of Color	3.9	17
			Not Provided	3.1	13
		Role	All Faculty	3.2	138
			Full-time	3.4	79
		Status	Part-time	2.9	59
	Gender and identity expression	Race/Ethnicity	White Employees	2.9	108
			Employees of Color	3.5	17
			Not Provided	2.7	12
		Role	All Faculty	2.9	137
			Full-time	3.0	78
		Status	Part-time	2.8	59
	Home country/nation	Race/Ethnicity	White Employees	3.0	108
			Employees of Color	3.6	17
			Not Provided	3.2	13
		Role	All Faculty	3.1	138
			Full-time	3.3	79
		Status	Part-time	2.9	59
	Learning disability	Race/Ethnicity	White Employees	2.3	108
			Employees of Color	3.1	17
			Not Provided	2.7	12
		Role	All Faculty	2.4	137
			Full-time	2.5	78
		Status	Part-time	2.3	59

Source: 2016 Employee Climate Survey  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## 4. Education, Scholarship and Service

### Key Performance Indicator: Employee Climate Survey - Results from 2016

Strongly Agree = 1 and Strongly Disagree = 5, but items on this page are negatively worded, so a high average score is desirable.

#### Significant Difference

None

Among R-E Groups

BTW FT & PT

Question Text	Type	Category	Population	Mean	N
In the courses you teach at RWU, how often do you address issues/ include content related to:	Physical challenge/disability	Race/Ethnicity	White Employees	2.3	108
			Employees of Color	3.2	17
			Not Provided	2.2	12
		Role	All Faculty	2.4	137
		Status	Full-time	2.5	78
			Part-time	2.3	59
	Political beliefs	Race/Ethnicity	White Employees	2.7	106
			Employees of Color	3.1	17
			Not Provided	2.7	13
		Role	All Faculty	2.8	136
		Status	Full-time	2.9	79
			Part-time	2.5	57
	Religious/spiritual beliefs	Race/Ethnicity	White Employees	2.8	107
			Employees of Color	3.5	17
			Not Provided	3.0	12
		Role	All Faculty	2.9	136
		Status	Full-time	3.1	77
			Part-time	2.7	59
	Sex	Race/Ethnicity	White Employees	3.0	106
			Employees of Color	3.5	17
			Not Provided	2.7	12
		Role	All Faculty	3.0	135
		Status	Full-time	3.2	77
			Part-time	2.9	58
	Sexual orientation	Race/Ethnicity	White Employees	2.6	108
			Employees of Color	3.3	17
			Not Provided	2.7	12
		Role	All Faculty	2.7	137
		Status	Full-time	2.9	78
			Part-time	2.5	59
	Socioeconomic background	Race/Ethnicity	White Employees	3.0	106
			Employees of Color	3.4	17
			Not Provided	3.3	13
		Role	All Faculty	3.1	136
		Status	Full-time	3.2	79
			Part-time	2.9	57

Source: 2016 Employee Climate Survey

Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

## Part 5. Infrastructure and Leadership

### Key Performance Indicators:

- Budget/Spending Analysis
- Facilities Audit
- Board & Senior Leadership Demographics
- Benchmarking Against Competitors

### Supplemental Measures:

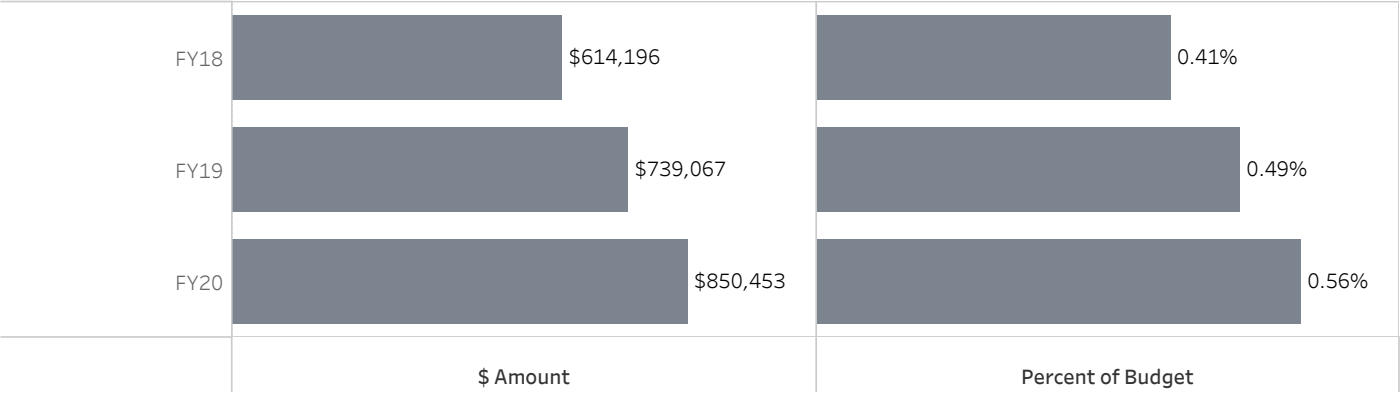
- External Awards & Recognition
- Innovation Initiatives

# 5. Infrastructure and Leadership: Resources

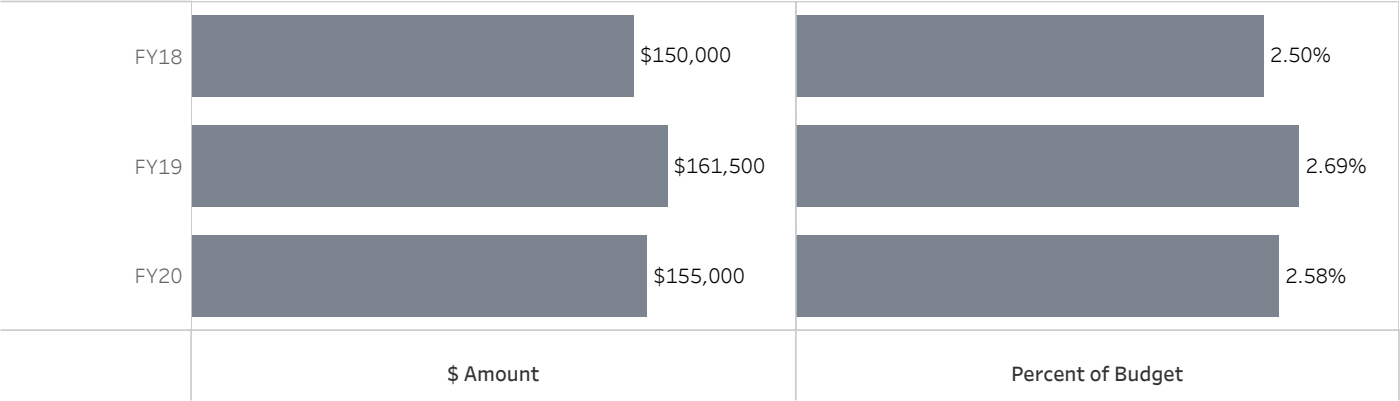
Key Performance Indicators: Budget/Spending Analysis, Facilities Audit

RWU has increased its operating budget investments in diversity initiatives by 38% in the past three years, while capital expenditures have increased by approximately 3%.

Operating Budget for Diversity, Equity and Inclusion Initiatives by Fiscal Year



Capital Expenditures for Diversity, Equity and Inclusion Initiatives by Fiscal Year



Operating Budget data includes salary data. Facilities Audit data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion



# 5. Infrastructure and Leadership: Leadership


**Key Performance Indicator:** Demographic Breakdown of Cabinet, AVP's and Executive Leadership compared to the Institution Overall


**For Executive Leadership, there is a shrinking gap between People of Color and White People. While the overall numbers are small, the current gap is similar to that of total employees.**

**Difference** shows how the metric for People of Color (POC) increased or decreased from Fall 2017 to Fall 2019.

**Change in Gap** is an indicator of the difference between People of Color (POC) and White People (WP) for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People. The current Gap for Fall 2019 is subtracted from the original Gap for Fall 2017 to determine if the gap is growing or shrinking.

The blue bars are desirable; orange bars indicate areas to monitor.

**Difference**  
 Increase in POC

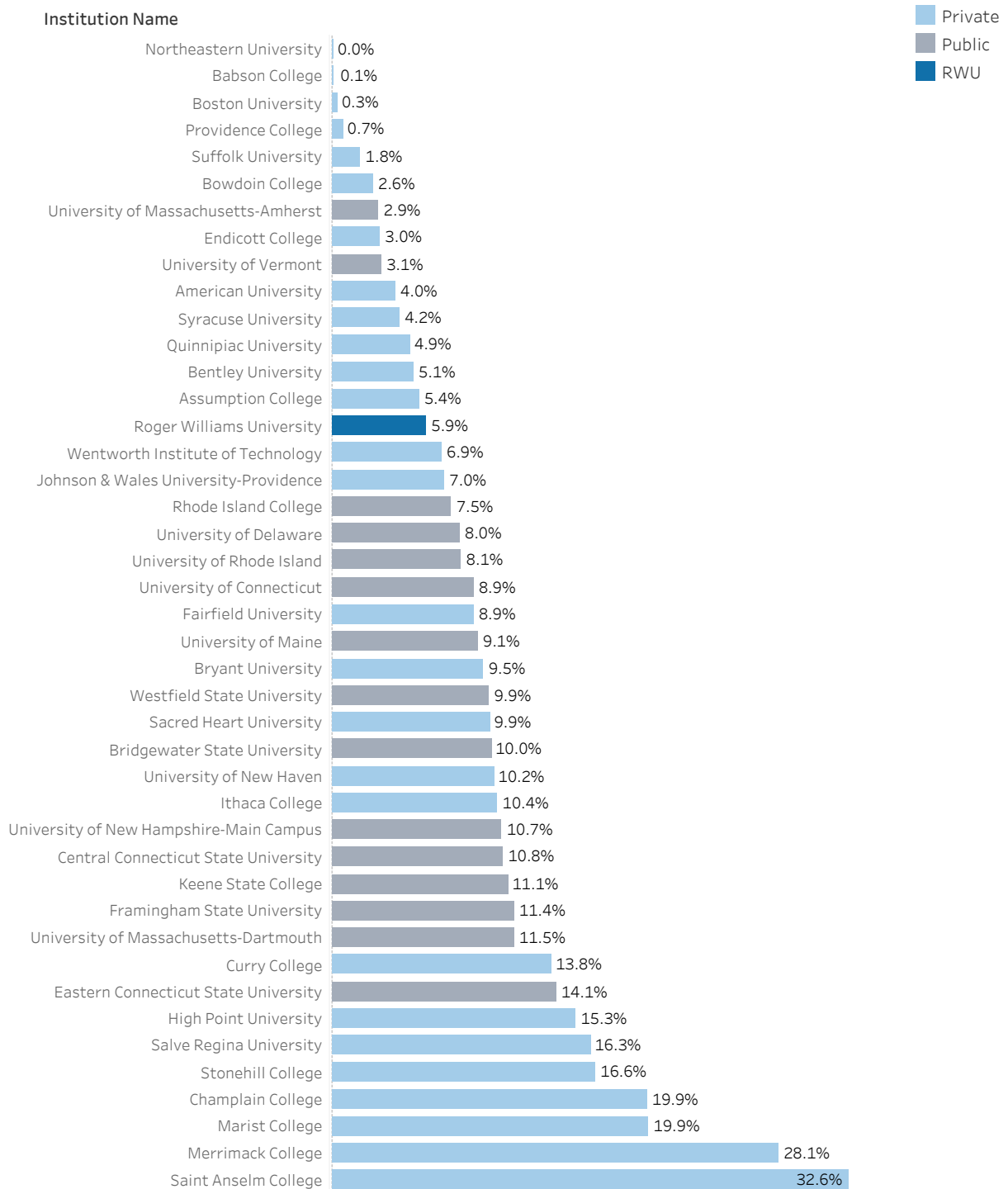
**Change in Gap**  
 Shrinking Gap Between POC and White People

			Difference				Change in Gap			
Fall Headcount	Cabinet, AVPs and Executive Leadership					8.0%				-16.1%
	Total RWU and SOL Employees					0.5%				-1.1%
Metric	Population	Demographic Category	AY 2017-18 - Number	AY 2017-18 - Percent	AY 2018-19 - Number	AY 2018-19 - Percent	AY 2019-20 - Number	AY 2019-20 - Percent	Difference - Number	Difference - Percent
Fall Headcount	Cabinet, AVPs and Executive Leadership	People of Color	1	6.3%	1	5.6%	3	14.3%	2	8.0%
		White	15	93.8%	17	94.4%	18	85.7%	3	-8.0%
		Non-Resident Aliens	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Unknown Race/Ethnicity	0	0.0%	0	0.0%	0	0.0%	0	0.0%
		Female	7	43.8%	8	44.4%	11	52.4%	4	8.6%
		Male	9	56.3%	10	55.6%	10	47.6%	1	-8.6%
		Overall	16	100.0%	18	100.0%	21	100.0%	5	0.0%
	Total RWU and SOL Employees	People of Color	156	11.2%	162	11.9%	154	11.7%	-2	0.5%
		White	1,162	83.4%	1,125	82.5%	1,090	82.8%	-72	-0.6%
		Non-Resident Aliens	11	0.8%	15	1.1%	8	0.6%	-3	-0.2%
		Unknown Race/Ethnicity	64	4.6%	61	4.5%	65	4.9%	1	0.3%
		Female	723	51.9%	708	51.9%	687	52.2%	-36	0.3%
		Male	670	48.1%	655	48.0%	630	47.8%	-40	-0.2%
		Overall	1,394	100.0%	1,364	100.0%	1,317	100.0%	-77	0.0%

# 5. Infrastructure and Leadership: Benchmarking

## Key Performance Indicator: Benchmark Gap in 6 Year Graduation Rates AY 2018-19

Competitors include institutions our students also applied to and institutions we lost admits to. Gap is calculated by subtracting the 6 year federal cohort graduation rate for Students of Color from the 6 year graduation rate for White Students.



Data is based on the 2012 Entering Federal Cohort as reported to IPEDS. Law School benchmarking data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 5. Infrastructure and Leadership: Benchmarking

Detail: Benchmark Gap in 6 Year Graduation Rates AY 2018-19

Institution Name	Institution Type	Gap in 6 Year Grad Rates	White Students 6 Year Grad Rate	Students of Color 6 Year Grad Rate	% Students of Color in 2012 Entering Cohort	Selectivity for 2012 Entering Cohort
Northeastern University	Private	0.0%	88.9%	89.0%	27.9%	19.0%
Babson College	Private	0.1%	92.2%	92.1%	32.6%	29.0%
Boston University	Private	0.3%	88.6%	88.4%	30.4%	19.0%
Providence College	Private	0.7%	86.0%	85.3%	15.0%	17.0%
Suffolk University	Private	1.8%	61.1%	59.3%	29.8%	17.0%
Bowdoin College	Private	2.6%	96.2%	93.6%	31.7%	46.0%
University of Massachusetts-Amherst	Public	2.9%	80.8%	77.9%	18.6%	22.0%
Endicott College	Private	3.0%	76.9%	73.9%	6.4%	28.0%
University of Vermont	Public	3.1%	76.8%	73.8%	10.3%	14.0%
American University	Private	4.0%	81.2%	77.3%	32.2%	21.0%
Syracuse University	Private	4.2%	84.7%	80.5%	31.2%	26.0%
Quinnipiac University	Private	4.9%	78.3%	73.4%	16.7%	14.0%
Bentley University	Private	5.1%	90.4%	85.2%	18.6%	31.0%
Assumption College	Private	5.4%	76.4%	70.9%	15.4%	17.0%
Roger Williams University	RWU	5.9%	72.2%	66.3%	9.2%	15.0%
Wentworth Institute of Technology	Private	6.9%	66.1%	59.2%	16.6%	32.0%
Johnson & Wales University-Providence	Private	7.0%	69.6%	62.6%	29.2%	23.0%
Rhode Island College	Public	7.5%	51.8%	44.3%	27.8%	40.0%
University of Delaware	Public	8.0%	84.6%	76.6%	19.3%	27.0%
University of Rhode Island	Public	8.1%	69.1%	61.0%	20.3%	17.0%
University of Connecticut	Public	8.9%	87.6%	78.8%	26.6%	23.0%
Fairfield University	Private	8.9%	82.4%	73.5%	11.8%	15.0%
University of Maine	Public	9.1%	60.7%	51.5%	10.1%	28.0%
Bryant University	Private	9.5%	83.9%	74.5%	16.2%	20.0%
Westfield State University	Public	9.9%	65.5%	55.6%	17.2%	32.0%
Sacred Heart University	Private	9.9%	73.8%	63.9%	9.6%	22.0%
Bridgewater State University	Public	10.0%	62.3%	52.3%	18.5%	32.0%
University of New Haven	Private	10.2%	66.8%	56.6%	10.1%	16.0%
Ithaca College	Private	10.4%	81.1%	70.7%	18.7%	18.0%
University of New Hampshire-Main Campus	Public	10.7%	79.1%	68.4%	8.1%	22.0%
Central Connecticut State University	Public	10.8%	55.7%	44.9%	26.0%	37.0%
Keene State College	Public	11.1%	62.1%	51.1%	8.0%	24.0%
Framingham State University	Public	11.4%	59.1%	47.6%	20.8%	32.0%
University of Massachusetts-Dartmouth	Public	11.5%	59.6%	48.2%	26.6%	25.0%
Curry College	Private	13.8%	56.7%	42.9%	22.8%	13.0%
Eastern Connecticut State University	Public	14.1%	61.1%	47.0%	18.7%	35.0%
High Point University	Private	15.3%	66.7%	51.4%	11.9%	26.0%
Salve Regina University	Private	16.3%	74.0%	57.7%	13.1%	16.0%
Stonehill College	Private	16.6%	81.3%	64.7%	12.5%	17.0%
Champlain College	Private	19.9%	66.8%	47.0%	11.3%	18.0%
Marist College	Private	19.9%	86.6%	66.7%	14.8%	31.0%
Merrimack College	Private	28.1%	76.4%	48.3%	12.2%	16.0%
Saint Anselm College	Private	32.6%	80.1%	47.5%	7.6%	17.0%

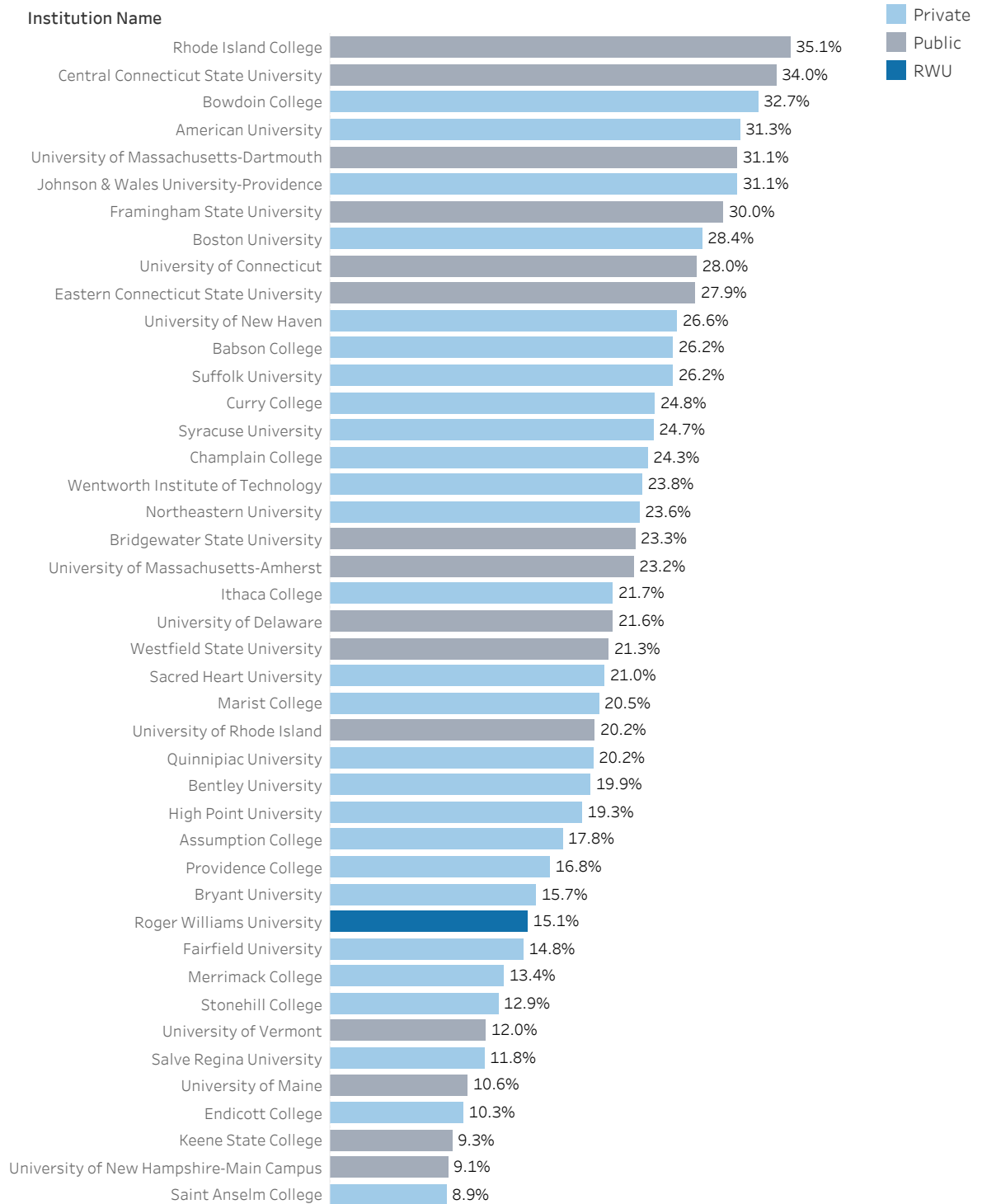
Data is based on the 2012 Entering Federal Cohort as reported to IPEDS. Law School benchmarking data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 5. Infrastructure and Leadership: Benchmarking

## Key Performance Indicator: Benchmark Percent Students of Color Enrolled Fall 2018

Competitors include institutions our students also applied to and institutions we lost admits to.



Data is based on all enrolled students as of Fall 2018. Law School benchmarking data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

Office of Institutional Research in Collaboration with Diversity Equity and Inclusion

# 5. Infrastructure and Leadership: Benchmarking

Detail: Benchmark Percent Students of Color Enrolled Fall 2018

Institution Name	Institution Type	Total Enrolled as of Fall 2018	Total % White Students	Total % Students of Color	Total % Students with Unknown Race/Ethnicity	Total % Non-Resident Aliens	Gap
Babson College	Private	3,357	36.3%	26.2%	6.3%	31.2%	10.1%
Boston University	Private	34,657	38.9%	28.4%	7.8%	24.8%	10.5%
Northeastern University	Private	21,627	38.2%	23.6%	5.6%	32.5%	14.6%
American University	Private	14,311	48.8%	31.3%	7.1%	12.8%	17.4%
Rhode Island College	Public	7,766	57.9%	35.1%	6.8%	0.2%	22.8%
Johnson & Wales University-Providence	Private	7,360	53.9%	31.1%	5.4%	9.6%	22.9%
Suffolk University	Private	7,186	51.9%	26.2%	3.2%	18.7%	25.7%
University of Connecticut	Public	27,412	54.2%	28.0%	3.7%	14.1%	26.2%
Central Connecticut State University	Public	11,822	61.6%	34.0%	3.0%	1.4%	27.5%
University of Massachusetts-Dartmouth	Public	8,513	58.6%	31.1%	4.9%	5.4%	27.6%
Bowdoin College	Private	1,828	60.7%	32.7%	0.7%	6.0%	28.0%
Syracuse University	Private	22,803	53.2%	24.7%	2.9%	19.1%	28.5%
University of New Haven	Private	6,867	56.4%	26.6%	5.9%	11.2%	29.8%
Bentley University	Private	5,460	54.4%	19.9%	4.2%	21.5%	34.5%
University of Massachusetts-Amherst	Public	30,593	58.7%	23.2%	6.5%	11.5%	35.5%
Framingham State University	Public	5,565	65.8%	30.0%	3.9%	0.3%	35.7%
Eastern Connecticut State University	Public	5,208	65.2%	27.9%	6.0%	0.9%	37.3%
Wentworth Institute of Technology	Private	4,516	62.0%	23.8%	7.2%	7.0%	38.2%
Curry College	Private	2,580	64.6%	24.8%	8.9%	1.7%	39.8%
Champlain College	Private	4,531	66.1%	24.3%	9.3%	0.4%	41.8%
University of Delaware	Public	24,120	67.1%	21.6%	1.8%	9.5%	45.5%
Sacred Heart University	Private	8,958	69.5%	21.0%	6.6%	2.9%	48.5%
Bridgewater State University	Public	10,990	74.3%	23.3%	1.6%	0.8%	51.1%
Ithaca College	Private	6,517	72.7%	21.7%	3.6%	2.0%	51.1%
University of Rhode Island	Public	17,777	71.6%	20.2%	5.2%	3.0%	51.4%
Westfield State University	Public	6,100	72.8%	21.3%	5.4%	0.5%	51.4%
Marist College	Private	6,624	72.2%	20.5%	4.6%	2.7%	51.6%
Quinnipiac University	Private	10,207	74.5%	20.2%	3.5%	1.8%	54.4%
High Point University	Private	5,137	75.3%	19.3%	3.0%	2.5%	56.0%
Assumption College	Private	2,428	74.1%	17.8%	6.1%	1.9%	56.3%
Bryant University	Private	3,788	74.0%	15.7%	2.6%	7.7%	58.2%
Merrimack College	Private	4,643	73.3%	13.4%	10.8%	2.5%	60.0%
Providence College	Private	4,674	76.9%	16.8%	4.3%	1.9%	60.0%
Roger Williams University	RWU	4,860	75.7%	15.1%	7.4%	1.8%	60.5%
Fairfield University	Private	5,273	75.5%	14.8%	5.4%	4.3%	60.8%
Salve Regina University	Private	2,647	74.6%	11.8%	11.9%	1.7%	62.8%
University of Vermont	Public	13,395	79.1%	12.0%	3.1%	5.8%	67.2%
University of Maine	Public	11,404	80.6%	10.6%	5.4%	3.5%	70.0%
Endicott College	Private	4,794	81.2%	10.3%	6.5%	2.0%	71.0%
Stonehill College	Private	2,556	84.1%	12.9%	2.2%	0.8%	71.2%
University of New Hampshire-Main Campus	Public	15,298	80.6%	9.1%	4.9%	5.4%	71.6%
Keene State College	Public	3,543	83.5%	9.3%	7.0%	0.2%	74.1%
Saint Anselm College	Private	2,024	87.0%	8.9%	3.3%	0.8%	78.0%

Data is based on all enrolled students as of Fall 2018. Law School benchmarking data is not available at this time.

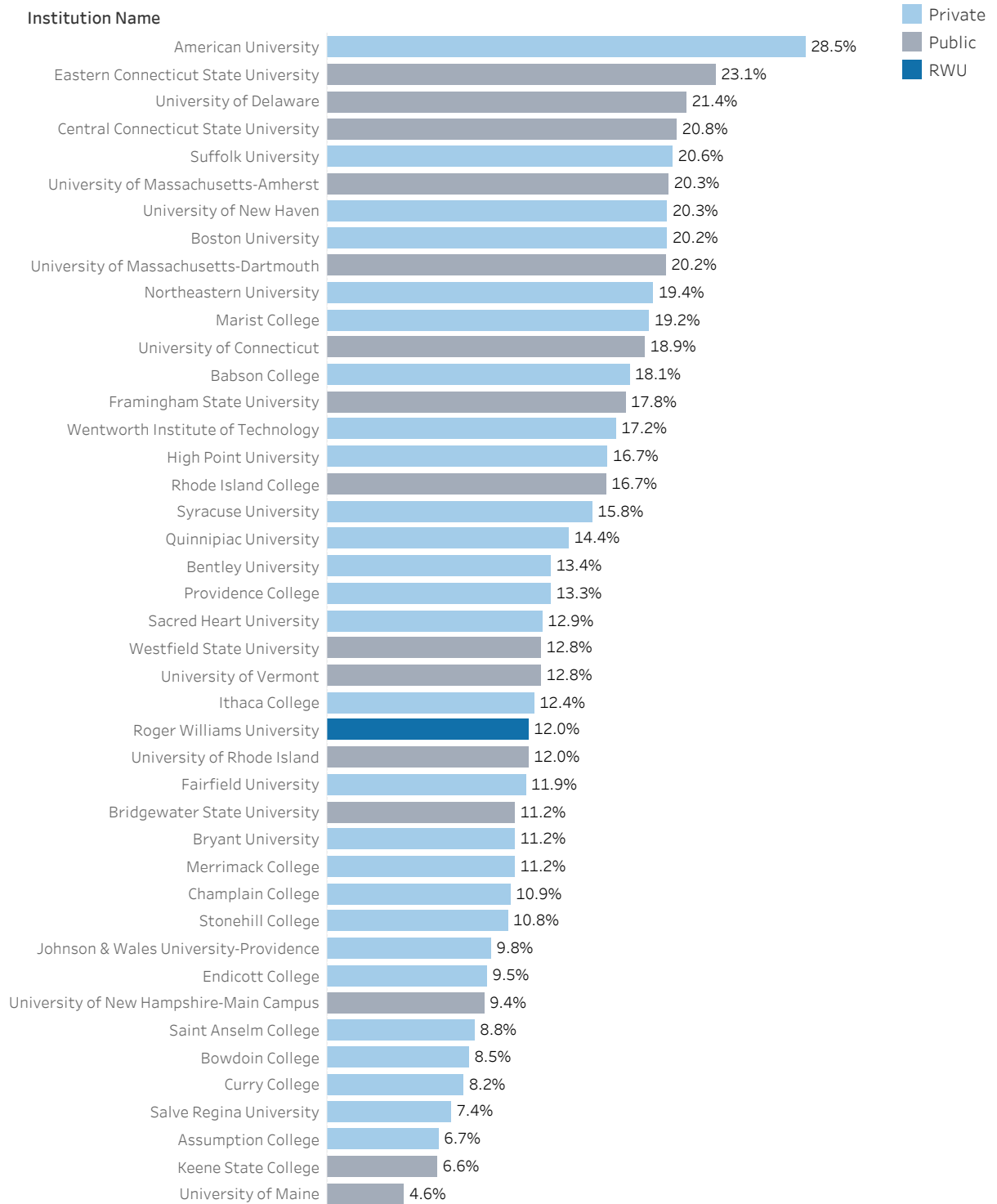
Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

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# 5. Infrastructure and Leadership: Benchmarking

## Key Performance Indicator: Benchmark Percent Employees of Color

Competitors include institutions our students also applied to and institutions we lost admits to.



Employee data is based on Fall 2018. Law School benchmarking data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

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# 5. Infrastructure and Leadership: Benchmarking

## Detail: Benchmark Percent Employees of Color

Competitors include institutions our students also applied to and institutions we lost admits to.

Institution Name	Institution Type	Total Employed as of Fall 2018	Total % White Employees	Total % Employees of Color	Total % Employees with Unknown Race/Ethnicity	Total % Non-Resident Alien	Gap
American University	Private	3,528	59.3%	28.5%	11.1%	1.2%	30.8%
Eastern Connecticut State University	Public	986	75.9%	23.1%	0.7%	0.3%	52.7%
University of Delaware	Public	4,811	75.0%	21.4%	0.2%	3.5%	53.6%
Central Connecticut State University	Public	1,603	77.2%	20.8%	0.9%	1.0%	56.4%
Suffolk University	Private	1,335	71.8%	20.6%	7.6%	0.0%	51.2%
University of Massachusetts-Amherst	Public	6,313	73.9%	20.3%	2.4%	3.3%	53.6%
University of New Haven	Private	1,209	79.7%	20.3%	0.0%	0.0%	59.5%
Boston University	Private	10,348	73.3%	20.2%	0.7%	5.8%	53.0%
University of Massachusetts-Dartmouth	Public	1,369	73.7%	20.2%	4.2%	2.0%	53.5%
Northeastern University	Private	4,490	69.1%	19.4%	4.9%	6.6%	49.6%
Marist College	Private	1,291	80.8%	19.2%	0.0%	0.0%	61.6%
University of Connecticut	Public	9,920	67.4%	18.9%	10.1%	3.6%	48.5%
Babson College	Private	947	80.6%	18.1%	0.1%	1.3%	62.5%
Framingham State University	Public	680	81.6%	17.8%	0.6%	0.0%	63.8%
Wentworth Institute of Technology	Private	820	72.2%	17.2%	10.4%	0.2%	55.0%
High Point University	Private	1,076	83.2%	16.7%	0.1%	0.0%	66.4%
Rhode Island College	Public	1,285	80.5%	16.7%	2.9%	0.0%	63.8%
Syracuse University	Private	5,514	77.1%	15.8%	5.0%	2.1%	61.2%
Quinnipiac University	Private	2,108	80.2%	14.4%	5.4%	0.0%	65.8%
Bentley University	Private	1,100	81.4%	13.4%	3.9%	1.4%	68.0%
Providence College	Private	1,087	85.2%	13.3%	0.0%	1.5%	71.8%
Sacred Heart University	Private	1,725	81.7%	12.9%	5.0%	0.4%	68.8%
Westfield State University	Public	1,204	64.3%	12.8%	22.9%	0.0%	51.5%
University of Vermont	Public	4,186	83.0%	12.8%	2.5%	1.7%	70.3%
Ithaca College	Private	1,600	85.2%	12.4%	0.6%	1.8%	72.8%
Roger Williams University	RWU	1,262	82.3%	12.0%	4.5%	1.2%	70.2%
University of Rhode Island	Public	3,160	83.4%	12.0%	3.4%	1.2%	71.4%
Fairfield University	Private	1,170	82.7%	11.9%	3.6%	1.8%	70.9%
Bridgewater State University	Public	1,558	84.3%	11.2%	4.5%	0.0%	73.0%
Bryant University	Private	831	87.0%	11.2%	1.2%	0.6%	75.8%
Merrimack College	Private	887	87.8%	11.2%	0.2%	0.8%	76.7%
Champlain College	Private	715	80.1%	10.9%	9.0%	0.0%	69.2%
Stonehill College	Private	732	72.1%	10.8%	15.6%	1.5%	61.3%
Johnson & Wales University-Providence	Private	1,352	88.2%	9.8%	1.8%	0.2%	78.5%
Endicott College	Private	995	73.3%	9.5%	17.1%	0.1%	63.7%
University of New Hampshire-Main Campus	Public	3,775	79.7%	9.4%	10.5%	0.4%	70.4%
Saint Anselm College	Private	737	88.5%	8.8%	2.4%	0.3%	79.6%
Bowdoin College	Private	1,048	78.4%	8.5%	11.4%	1.7%	69.9%
Curry College	Private	661	91.5%	8.2%	0.3%	0.0%	83.4%
Salve Regina University	Private	578	82.0%	7.4%	10.6%	0.0%	74.6%
Assumption College	Private	526	87.5%	6.7%	5.3%	0.6%	80.8%
Keene State College	Public	776	75.0%	6.6%	17.4%	1.0%	68.4%
University of Maine	Public	2,689	74.6%	4.6%	16.3%	4.6%	70.0%

Employee data is based on Fall 2018. Law School benchmarking data is not available at this time.

Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS

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# 5. Infrastructure and Leadership

**Supplemental Measure:** External Awards and Recognition, Innovative Initiatives



Source: Census Files, Offices of Admissions, Financial Aid, Finance, HR, Experiential Learning Data Set, NSSE, Employee Climate Survey, Student Withdrawal Survey & IPEDS  
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## 2020 Roger Williams University Diversity Scorecard

# Appendix

### Scorecard Metrics and Definitions:

**Difference:** an indication of change from Fall 2017 to Fall 2019 for a given metric.

**Gap:** Gap is an indicator of the difference between People of Color and White People for the metric in question. The total indicator for People of Color is subtracted from the total indicator for White People.

**Fall enrollment - total:** Total enrollment of the student population in question as of the Official October Census reporting date of each academic year.

**Fall enrollment – total new:** New entrants into the University at the student level in question during the fall or prior summer terms for the reported academic year that were enrolled as of the Official October Census reporting date.

**Entering Federal Cohort:** First-Time Full-Time Degree Seeking Freshmen who were new to RWU in the fall of the reported year at the undergraduate level without prior postsecondary experience. This is the cohort used for student success metrics, such as retention and graduation rate reporting to the Federal Department of Education.

**Applicants:** Those that applied to the Undergraduate Day Program for the fall term of the reported year. Includes first year students along with transfer and exchange students.

**Admits:** Those that were admitted to the Undergraduate Day Program for the fall term of the reported year. Includes first year students along with transfer and exchange students.

**Acceptance Rate:** The rate at which applicants were accepted to the Undergraduate Day Program. Includes first year students along with transfer and exchange students.

**Yield:** The rate at which accepted students enrolled into the Undergraduate Day Program. Includes first year students along with transfer and exchange students.

**Total Aid:** The total amount of funds awarded from all sources to students who completed the FAFSA.

**Institutional Aid:** The total amount of scholarship and grant funds awarded by Roger Williams University to students who completed the FAFSA.

**Percent of Need Met by Total Aid:** The proportion of total financial need (as determined by the formula used by the federal government, otherwise known as the “Federal Methodology”) that is covered by the total amount of funds awarded from all sources for students who completed the FAFSA.

**Percent of Need Met by Institutional Aid:** The proportion of total financial need (as determined by the formula used by the federal government, otherwise known as the “Federal Methodology”) that is covered by the total amount of scholarship and grant funds awarded by Roger Williams University.

**First Year Retention:** The percent of the First-Time Full-Time Degree Seeking freshman cohort retained as of the following Fall Census Date. Data is reported on federal cohorts 2016-2018.

**Four-Year Graduation Rate:** The percent of the First-Time Full-Time Degree Seeking freshman cohort that earned a bachelor’s degree from the institution by August of their fourth year. Data is reported on federal cohorts 2013-2015.

## 2020 Roger Williams University Diversity Scorecard

**Six-Year Graduation Rate:** The percent of the First-Time Full-Time Degree Seeking freshman cohort that earned a bachelor's degree from the institution by August of their sixth year. Data is reported on federal cohorts 2011-2013.

**Fall Headcount:** Total permanent faculty and staff on the payroll for the University as of the Official November Human Resources Census Date of each academic year. Data is broken out separately for the University and the School of Law, as reported to the Federal Department of Education.

**FT New Hires:** The number of full-time new permanent employees hired by the University employees hired at any time during the most recently completed Academic Year as of the Fall Federal Reporting Date, November 1. For example, data reported as of Fall 2019 reflects new hires between November 1, 2018 and October 31, 2019. Data is broken out separately for the University and the School of Law, as reported to the Federal Department of Education.

**Employee Retention Rate:** The total number of employees that did not have a termination date and reason between November 1<sup>st</sup> and October 31<sup>st</sup> of the reporting year out of the total permanent employees that were on the payroll as of the Official November 1<sup>st</sup> HR Census Date. Adjunct Faculty have been excluded along with those who had a termination code of deceased, retired, graduated, end of contract or inactive employee.

**Experiential Learning Participation Rate:** Experiential Learning Data is based on participation rates by demographic category of Undergraduate Day Program students in at least one experiential learning opportunity while they were enrolled at the institution. The reporting dates are based on academic year of degree conferral regardless of when they began. Difference in number and percent for this metric is based on AY 2017-18 graduates compared to AY 2018-19 and will be updated once data is available. Possible experiential learning opportunities include internships for credit, CPC projects, courses such as independent studies, clusters/co-ops/external courses, study abroad, the FIT program or opportunities through Student Life or the Feinstein Center for Service Learning. The Community Connections program has been excluded.

**High Impact Practices Participation Rate:** The National Survey of Student Engagement asks students to make one of five selections regarding their participation in each of seven high impact practices: "have not decided," "do not plan to do," "plan to do," "done" or "in progress." Participation rates are calculated from the number responding "Done or in progress," or for Service Learning reporting that at least some (or most or all) courses have included a community-based project.

**Employee Climate Survey:** An in-house designed survey of 120 questions (plus demographic questions) administered in Fall 2016. Its purpose was to establish baseline information about how RWU employees feel about diversity on campus and to help set priorities for future action. There were 332 respondents for a response rate of 25%.

**National Survey of Student Engagement (NSSE):** A highly regarded nationally normed survey administered to first year and senior students in Spring 2017. The main survey was administered along with two Topical Modules: First Year Experiences & Senior Transitions and Inclusiveness & Engagement with Diversity. Its purpose is to understand the educational experiences of students in and out of the classroom—it is not a satisfaction survey. There were 744 respondents for a response rate of 29%, which is similar to our comparison groups, as reported in the NSSE 2017 Data Summary Highlights Report.

**Student Withdrawal Survey:** A survey administered by the Center for Student Academic Success to understand what reasons contributed to students' withdrawal from the University. Responses are based on 278 undergraduate students that withdrew between March of 2016 and September of 2017.

## 2020 Roger Williams University Diversity Scorecard

### Diversity Climate Survey 2016 - Faculty and Staff

Full Question Text Followed by more detailed explanations of statistically significant differences by category

The following table lists all of the non-demographic questions asked of faculty and staff on this survey. Shortened text at the right has been developed for those items where there were statistically significant differences between Employees of Color and White Employees for ease of display in the Diversity Scorecard.

Question Text	Scorecard Short Text	EAP Focus Area
I feel comfortable expressing who I am at RWU.	Comfortable expressing who I am	CCIR
RWU has a clearly articulated statement regarding diversity.		CCIR
RWU's policies are supportive of people:	Policies support	EASE
of all sexes		
of all gender identities/expressions		
from all countries/nations	All countries/nations	
whose native language is not English/who speak with accents	Non-native English speakers	
of all citizenships/immigration statuses	All citizenships/statuses	
of all levels of physical challenge/disability		
of all levels of learning disabilities		
of all ethnic/ racial backgrounds	All ethnicities/races	
of all religious/ spiritual beliefs		
of all sexual orientations of all age groups		
of all political beliefs		
from all socioeconomic backgrounds		
who are parents/not parents		
of all religious/ spiritual beliefs		
My presence here as a member of the faculty/ staff adds to the diversity of RWU.	Presence adds to diversity	CCIR
I am appreciated for the diversity I bring to RWU.		CCIR
More diversity-related programs should occur on campus.		ESS
I attend diversity- related programs on campus.		ESS
I am comfortable discussing diversity- related issues with faculty.		CCIR
I am comfortable discussing diversity- related issues with staff.		CCIR
I am comfortable discussing diversity- related topics in the classroom/lab.		CCIR
I am comfortable discussing diversity- related topics in the workplace.		CCIR
RWU encourages open discussion about difficult, diversity-related topics.	RWU encourages open discussion	CCIR

## 2020 Roger Williams University Diversity Scorecard

Question Text	Scorecard Short Text	EAP Focus Area
I am comfortable speaking out on campus about difficult, diversity-related topics.	Comfortable speaking out on diversity	CCIR
Interacting with people from diverse backgrounds will help enrich my life.		CCIR
My ideas are respected in the classroom/studio.		CCIR
My ideas are respected in the workplace.	My ideas respected	CCIR
RWU should devote more resources to recruiting/retaining students from diverse backgrounds.		SASE
RWU should devote more resources to recruiting/retaining faculty from diverse backgrounds.		EASE
RWU should devote more resources to recruiting/retaining staff from diverse backgrounds.		EASE
In practice, the following people receive equitable treatment on our campus:		CCIR
All sexes	All sexes	
All gender identities/ expressions		
People from all countries/nations	All countries/nations	
People whose native language is not English/who speak with accents	Non-native English speakers	
All citizenships/immigration statuses	All citizenships/statuses	
All levels of physical challenge/disability	Physical challenge/disability	
All levels of learning disability	Learning Disability	
All ethnic/racial backgrounds	All ethnicities/races	
All religious/ spiritual beliefs	All Religions	
All sexual orientations	All sexual orientations	
All age groups		
All political beliefs	All political beliefs	
People from all socioeconomic backgrounds		
Parents and non-parents		
I am treated with respect on our campus by:		CCIR
Faculty		
Staff	Treated with respect by staff	
Students	Treated with respect by students	
Administration		
Reports of discrimination on campus are responded to promptly.	Prompt response to discrimination	CCIR
Reports of harassment on campus are responded to promptly.	Prompt response to harassment	CCIR
RWU discrimination policies/ reporting procedures are easy to find.	Policy/procedure easy to find	CCIR
If I witnessed discrimination or harassment on campus, I would report it.		CCIR
If I was a victim of discrimination or harassment on campus, I would report it.		CCIR

## 2020 Roger Williams University Diversity Scorecard

Question Text	Scorecard Short Text	EAP Focus Area
Unwelcome attention has been drawn to me on campus because of my...	Unwelcome Attention	CCIR
Sex		
Gender identity/ expression		
Home country/nation		
Citizenship/Immigration Status		
Physical challenge/ disability		
Learning disability		
Ethnic/ racial background	Ethnic/racial background	
Religious/spiritual beliefs	Religious/spiritual beliefs	
Sexual orientation Age group		
Political beliefs		
Socioeconomic background		
Parental status		
I have witnessed someone receiving unwelcome attention on campus because of their...	Witnessed others' unwanted attention	CCIR
Sex		
Gender identity/ expression	Gender Identity	
Home country/ nation	Home Country/ Nation	
Citizenship/Immigration Status	All citizenships/statuses	
Physical challenge/ disability	Physical challenge/disability	
Learning disability		
Ethnic/ racial background	Ethnic/racial background	
Religious/spiritual beliefs	Religious/spiritual beliefs	
Sexual orientation		
Age group		
Political beliefs		
Socioeconomic background	Socioeconomic background	
Parental status		
I have been denied opportunities at RWU because of my...	Denied Opportunities	CCIR
Sex		
Gender identity/expression		
Home country/nation		
Citizenship/Immigration Status		
Physical challenge/disability		
Learning disability		
Ethnic/racial background	Ethnic/racial background	
Religious / spiritual beliefs		
Sexual orientation		
Age group		
Political beliefs		
Socioeconomic backgrounds		
Parental status		

## 2020 Roger Williams University Diversity Scorecard

Question Text	Scorecard Short Text	EAP Focus Area
My experiences at RWU have been impacted negatively because of my...	Negative Impact	CCIR
Sex		
Gender identity/expression		
Home country/nation		
Citizenship/Immigration Status		
Physical challenge/disability		
Learning disability	Learning disability	
Ethnic/racial background	Ethnic/racial background	
Religious/spiritual beliefs		
Age group		
Political beliefs	Political beliefs	
Socioeconomic background		
Parental status		
I needed support but did not receive it at RWU because of my...	Denied Support	CCIR
Sex		
Gender and identity expression		
Home country/nation		
Citizenship/Immigration Status		
Physical challenge/disability		
Learning disability		
Ethnic/racial background	Ethnic/racial background	
Religious/spiritual beliefs		
Sexual orientation		
Age group		
Political beliefs		
Socioeconomic background		
Parental status		
FACULTY ONLY: In the courses you teach at RWU, how often do you address issues/include content related to...		ESS
Sex		
Gender and identity expression		
Home country/nation		
Citizenship/Immigration Status		
Physical challenge/disability		
Learning disability		
Ethnic/racial background		
Religious/spiritual beliefs		
Sexual orientation		
Age group		
Political beliefs		
Socioeconomic background		

## 2020 Roger Williams University Diversity Scorecard

Question Text	Scorecard Short Text	EAP Focus Area
On a scale from 0-10, with 0 being not at all diverse, and 10 being extremely diverse, where do you rank RWU?		
Please describe your answer to question #13:		

### Summary Highlights by Demographic Categories

#### Female Faculty and Staff Compared to Male Faculty and Staff

- Male Faculty and Staff were more likely than their female coworkers to agree with the statement that RWU's policies were supportive of people from the following groups: All sexes, people from all gender identities, from all countries, individuals whose native language was not English or spoke with an accent, people with any level of physical or learning disabilities, people from all sexual orientations, individuals from different age groups, individuals with varying parental status.
- Female Faculty and Staff were more likely to agree that diversity-related programs should occur on campus, when compared to their male coworkers.
- Female Faculty and Staff were less likely to agree that their ideas are respected in the workplace compared to their male coworkers.
- Female Faculty and Staff were more likely to agree that RWU should devote more resources to recruit and retain faculty from diverse backgrounds.
- Female Faculty and Staff were less likely to agree that the following groups are given equitable treatment at RWU: All sexes, individuals from all gender identities, individuals from all countries, people whose native language wasn't English or spoke with an accent, people with different citizenships or immigration statuses, individuals with any level of physical or learning disabilities, individuals from all ethnic or racial backgrounds, people from all sexual orientations, people from all age groups, individuals from all socioeconomic statuses, individuals with different parental statuses.
- Female Faculty and Staff were more likely to disagree with the statement that reports of discrimination at RWU are handled promptly.
- Female Faculty and Staff were more likely to disagree with the statement that reports of harassment at RWU are handled promptly.
- Male Faculty and Staff were more likely to agree that they would report any discrimination or harassment that was directed towards them.
- Male Faculty and Staff were more likely to disagree that unwelcome attention had been drawn to them because of their sex or age group.
- Female Faculty and Staff were more likely to agree that they had witnessed someone receiving unwanted attention on campus because of these factors: Sex, gender identity or expression, home country or nation, their citizenship or immigration status, a physical or learning disability, their ethnic or racial background, their religious or spiritual beliefs, their sexual orientation, their age group, socioeconomic background, their parental status.
- Female Faculty and Staff were more likely to agree that they had been denied opportunities at RWU because of these factors: Their sex, gender identity or expression, their home country or nation, their citizenship or immigration status, any physical disability, their ethnic or racial background, sexual orientation, their age group, their political beliefs, socioeconomic background, their parental status.

## 2020 Roger Williams University Diversity Scorecard

- Female Faculty and Staff were less likely to disagree that their experiences at RWU had been negatively impacted because of these factors: sex, gender identity or expression, any physical or learning disabilities, their sexual orientation, their age group, their parental status.
- Females were more likely to agree that they did not receive support at RWU when they needed it because of these factors: Their sex, gender identity or expression, any physical or learning disability, their ethnic or racial background, age group, parental status.





# Roger Williams University

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