

**What Color is Your Teaching Force?
The Status of Diversity in the
IUB Undergraduate Teacher Education Program**

**Indiana University- School of Education
Diversity Committee**

The Diversity Committee gratefully acknowledges Larry Campbell, Choong-Geun Choong, and Glenn Simonelli for their contributions in the preparation and analysis of these data.

What Color is Your Teaching Force? The Status of Diversity in the IUB Undergraduate Teacher Education Program

The issue of equity continues to haunt education, and there is no level at which we do not wrestle with issues of equity. Recently, one Indiana school district with whom some members of the Diversity Committee have worked began to confront numbers that clearly indicate racial disparities in achievement and school discipline. One of the major recommendations made by community members and local advocates was for an increase in teachers of color, to better reflect the ever-increasing diversity of the student body in our state. At one point, the superintendent of the district turned to a member of our faculty and said, “I’d really love to hire more teachers of color. Tell me where to find them.”

Local school districts certainly cannot be absolved of the responsibility for hiring a staff that can represent the increasingly diverse student population they are serving. Yet in order to be able to do so, there must be a suitably diverse cohort of teachers being graduated from our teacher training program. This responsibility adds extra weight to Task 5.3 that we set for ourselves in the School of Education Long Range Strategic Plan: “Recruit and retain underrepresented undergraduate students.”

The bottom line is this: In the last five years, students of color represented about 18% of Indiana’s K-12 population, yet only 4.5% of the teachers graduating from the Teacher Education program were non-White. If we hope to meet our strategic goals, and begin to contribute positively to creating a more diverse teaching force for the state of Indiana, we must begin to understand why our current rate of preparation of minority teachers is so low.

For the last year, the School of Education Diversity Committee has been reviewing data from the Office of Teacher Education on applications, admissions, enrollment and graduation rates disaggregated by race/ethnicity. Our goal has been to take a broad look at the data that would enable us to develop a “big picture” concerning issues of recruitment and retention. Thus, our analysis centered around looking at patterns of disproportionality to determine what parts of the process provide evidence of the greatest under-representation of minorities. That may in turn provide some direction to the School of Education in considering where best to commit our resources for addressing the problem.

Diversity in the Undergraduate Teacher Education Program

Data Sources and Analysis

The data were drawn from the application, admissions, enrollment, and graduation databases of Indiana University and the Bloomington School of Education for the 2000-01 to 2004-2005 academic years, disaggregated by race/ethnicity. Since there did not appear to be any substantial evidence of consistent trends in the data for the last five years, and since the data are difficult to break down into yearly averages in some areas (e.g. enrollment), we aggregated the data across the last five years. This has the advantage of increasing the reliability of the data, but does not allow us to make any statements about the

relationship between parts of the process, since we are not tracking any specific cohort. The racial/ethnic groups compared in this report are the ones that the University tracks consistently and for which data are available.

We used two measurement approaches that have achieved some consensus in the field when measuring disproportionality. The *composition index* calculates the composition of the target process and disaggregates it by race/ethnicity (e.g., of students admitted to the Teacher Education program in the last five years, 1.5% were Latino¹). The composition index is made meaningful by comparing it to some population proportion, so for example, we might look at the percent of Latino students in the K-12 population (4.4%). It is difficult to determine what a “significant” rate of disproportionality is using the composition index, however, so we also used the *risk index* (e.g. percent of the total population of a given group in the state) to calculate a *relative risk ratio*, comparing the likelihood of each ethnic group to be admitted, accepted, or graduated to White students. This allows one to make statements like “Compared to White students, Latino students are only 30% as likely to receive degrees from the Teacher Education program.” A relative risk of 1.00 indicates proportionality, figures higher than 1.00 indicate over-representation, and figures under 1.00 indicate under-representation.

Results

Graduation Rates

Given that the goal of the SOE Teacher Education program is to graduate teachers for Indiana’s schools, we begin with a consideration of degrees granted. Figure 1 represents an average of the composition of Indiana’s K-12 enrollment figures over the last five years. (NOTE: We considered a number of possible comparison groups, such as overall census breakdown in the State of Indiana. The K-12 enrollment was chosen because our long term hope is that our teaching force better mirrors the diversity of students in our schools).

¹ There appears to be considerable variation at present in whether it is most appropriate to use the term Latino or Hispanic. The term Latino appears to be most preferred among the Latino community, so we have chosen that term in text. Most official databases, however, continue to use the term Hispanic or Hispanic/Latino, so that usage is retained in tables and figures drawn from School of Education or Indiana University databases.

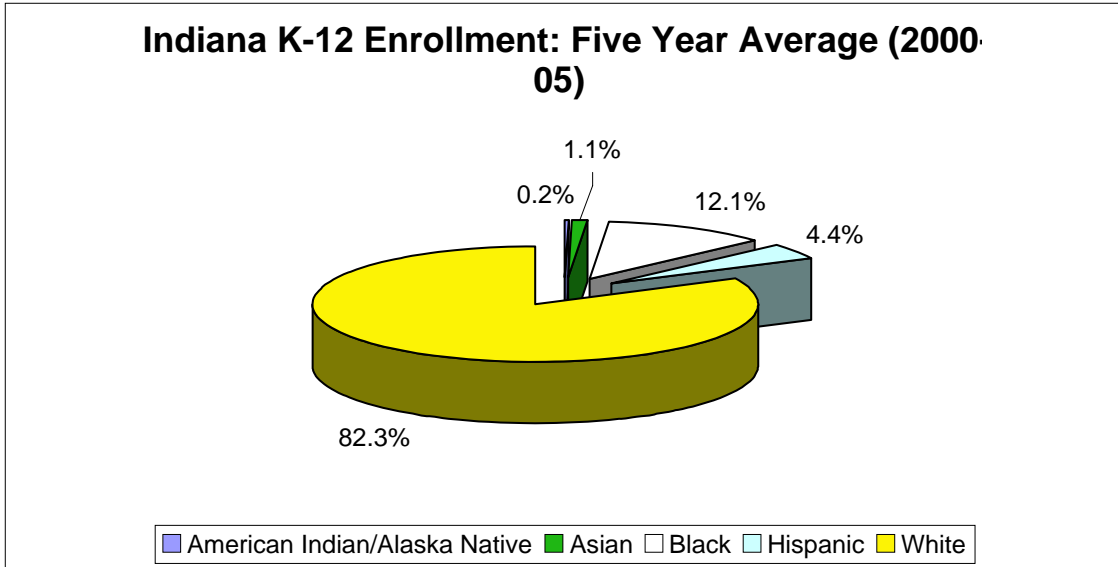
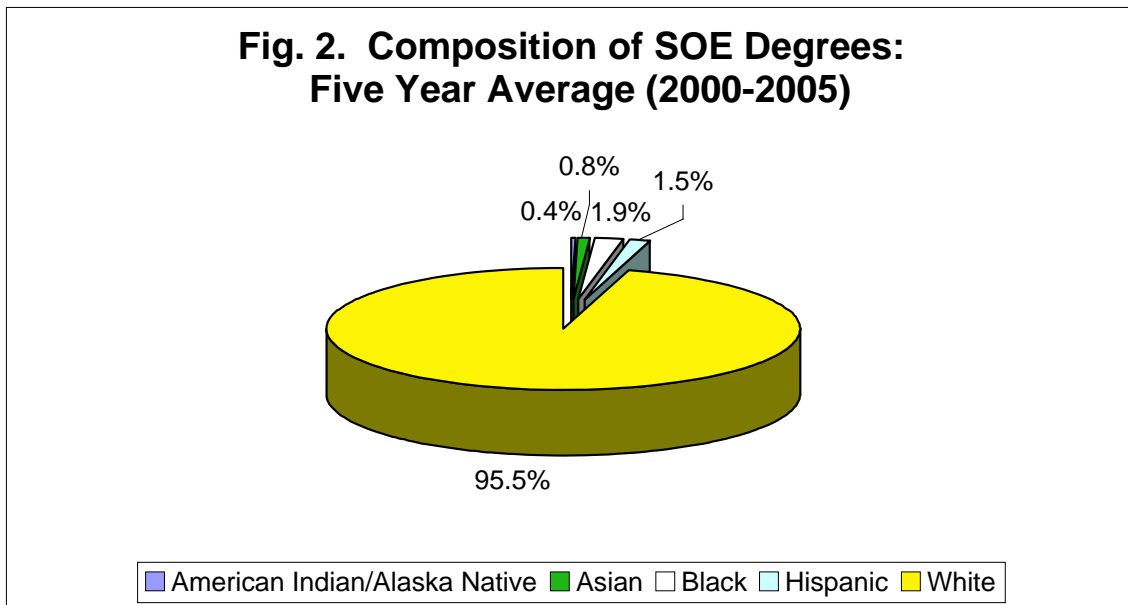
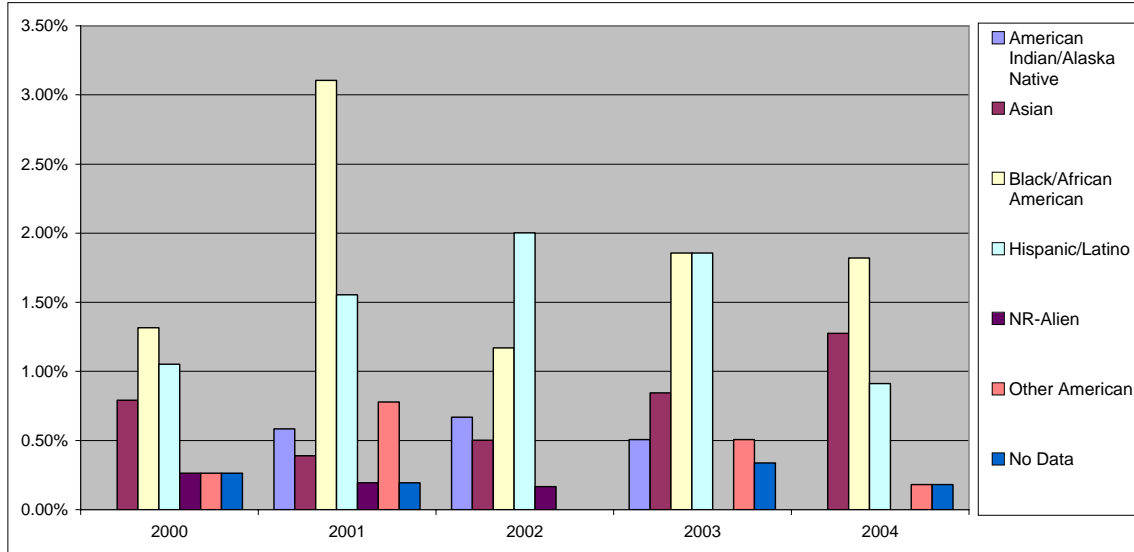


Figure 2 represents the breakdown by race/ethnicity of degrees granted over the last five years. The figure suggests substantial disproportionality for African American students (e.g. 12.1% of the population but 1.9% of the degrees granted by the School of Education) and for Latino students (e.g., 4.4% of the population but 1.7% of the degrees granted). Of the 2635 individuals awarded an undergraduate degree by the School of Education in the last five years, only 48 have been African American and only 40 Latino.



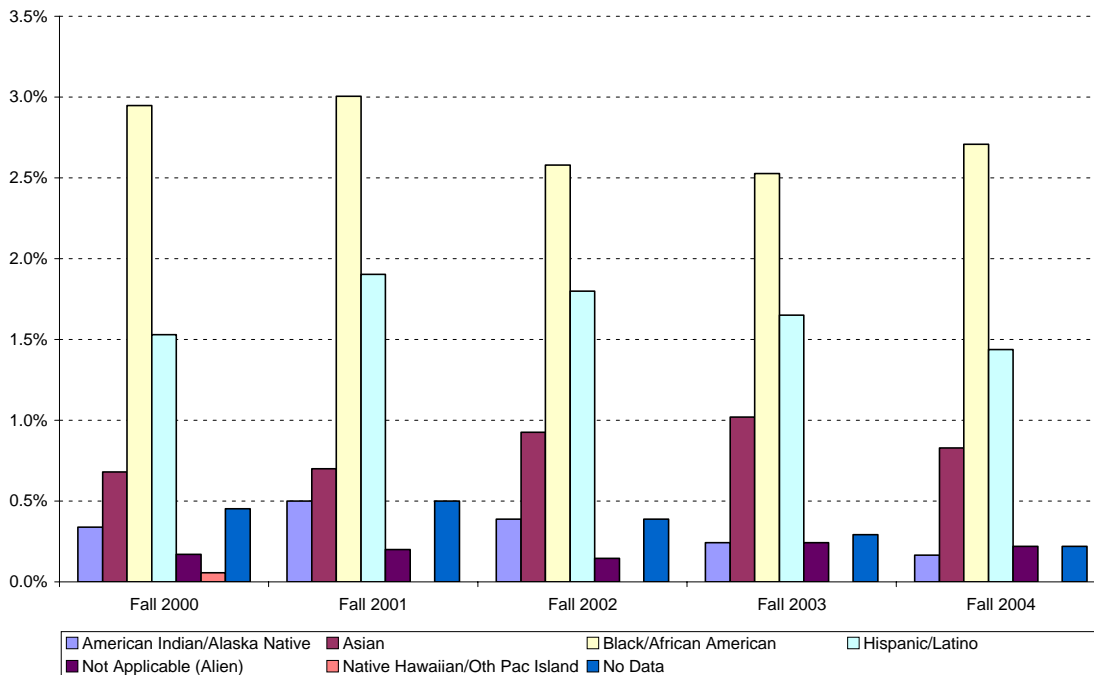
As an aggregate, however, the data in Figures 1 and 2 do not show possible trends in enrollment or graduation over time. Those trends, for non-White students, are represented in Figure 3, Graduation, and Figure 4, Enrollment.

Fig. 3: Five Year Trends in Graduation: Composition Indices



Note: The composition index in Figures 3 & 4 represents the percent of graduates represented by each group and should not be interpreted as the percent of all members of that group.

Fig. 4. Five Year Trends in Minority Enrollment: Composition Indices



In general, there do not appear to be any particular trends in these data over the last five years. suggesting that the proportions of different groups in both enrollment and graduation have remained relatively stable in the recent past. The one possible exception is graduation rates for Asian students, which appear to have shown some increase over the last five years.

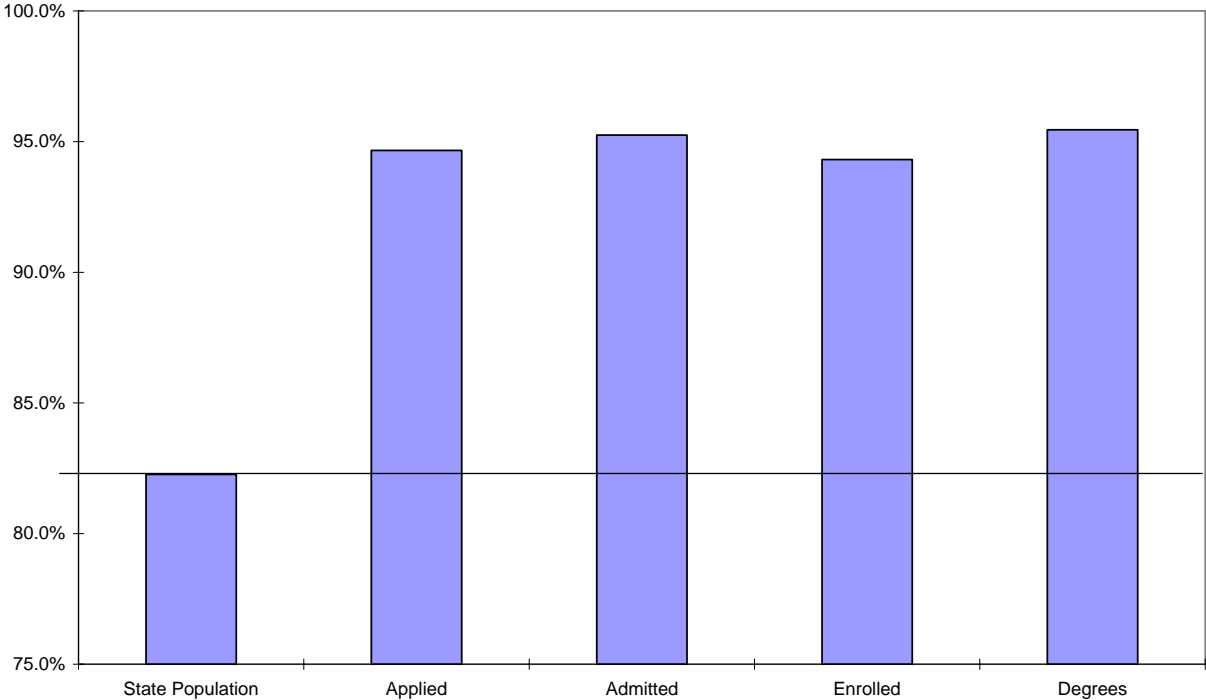
Where Does Disproportionality in the Undergraduate Programs Come From?

In reviewing these data, we began to ask questions about where this discrepancy between our goals and the current realities originates. Is it an issue of recruitment, that we simply do not succeed in bringing enough minority students to campus? Is it an issue of admissions policy, that causes a lower percentage of minority students to be eligible for admission? Or is it an issue of climate, causing us to lose minority students between matriculation and graduation?

In order to assess this question, we attempted to look at the figures sequentially. That is, we calculated composition indices and relative risk ratios across the last five years of data, comparing rates of application, admission, enrollment, and graduation to percentages in Indiana’s public schools for each ethnic group.

Figure 5 represents the composition indices across application, admission, enrollment, and graduation for White students in the School of Education. While White students represent 82.3% of the school-aged population in Indiana, they represent over 90% of the students at each stage in the Teacher Education program, culminating in 95.5% of the degrees received.

Fig. 5. Composition Indices: White Students (2000-2005)



In contrast, African-American students are under-represented in all stages of the process. Figure 6 shows that while African-Americans constitute 12.1% of the K-12 population in Indiana, they represent less than 3% of the students applying to, admitted, or enrolled in the Teacher Education program, and account for only 1.9% of the degrees granted. In this and succeeding figures, the relative risk for each population is presented in bold on each bar, comparing the likelihood of that event to the likelihood for White students. Thus, African American students are 16% as likely as White students to apply to the program, and 13% as likely as White students to receive an undergraduate teaching degree. (A good rule of thumb is that risk ratios less than 0.75 are indicative of significant under-representation.)

It is important to note the wide gap in Figure 6 between state population figures and applications by African American students to the Teacher Education program. This may suggest that, regardless of issues in admissions or enrollment, a large proportion of the problem is in recruiting: We simply do not have enough African American students applying to the Teacher Education program.

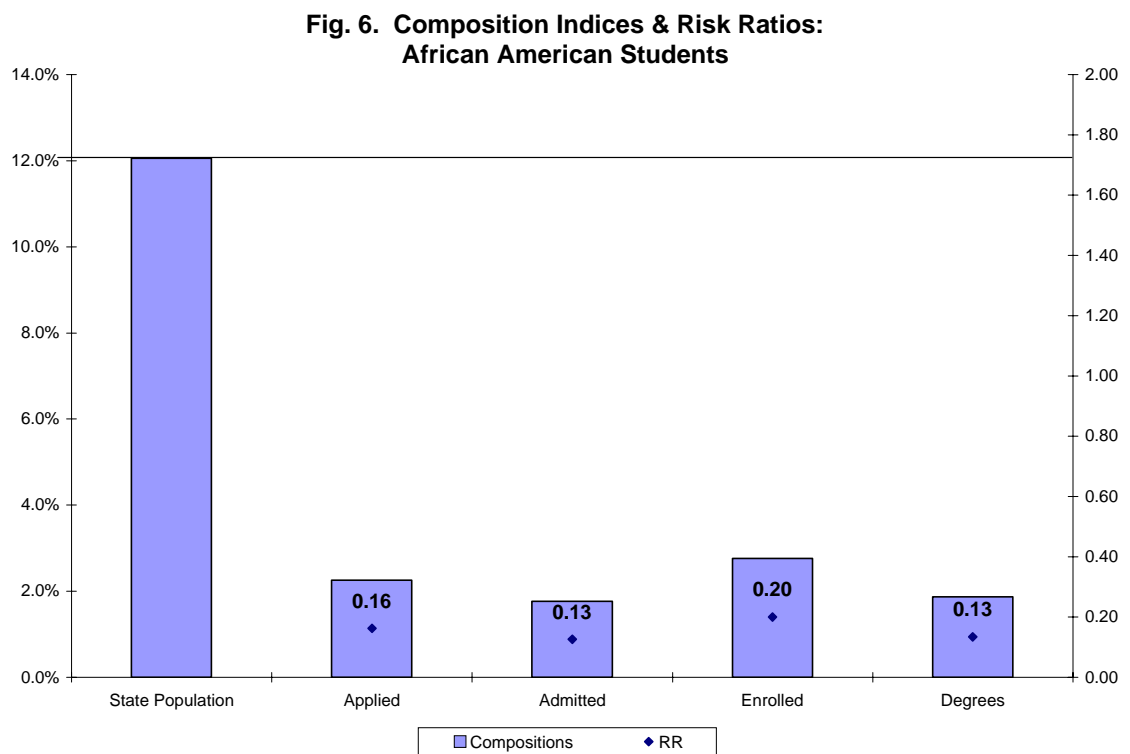


Figure 7 presents the same data for Latino students, showing a similar, though less severe pattern of under-representation. Again, under-representation appears to begin and be most severe at application, and continues through to graduation. Latino students are only 30% as likely to obtain a degree from the IU School of Education as White students.

**Fig. 7. Composition Indices & Risk Ratios:
Latino Students**

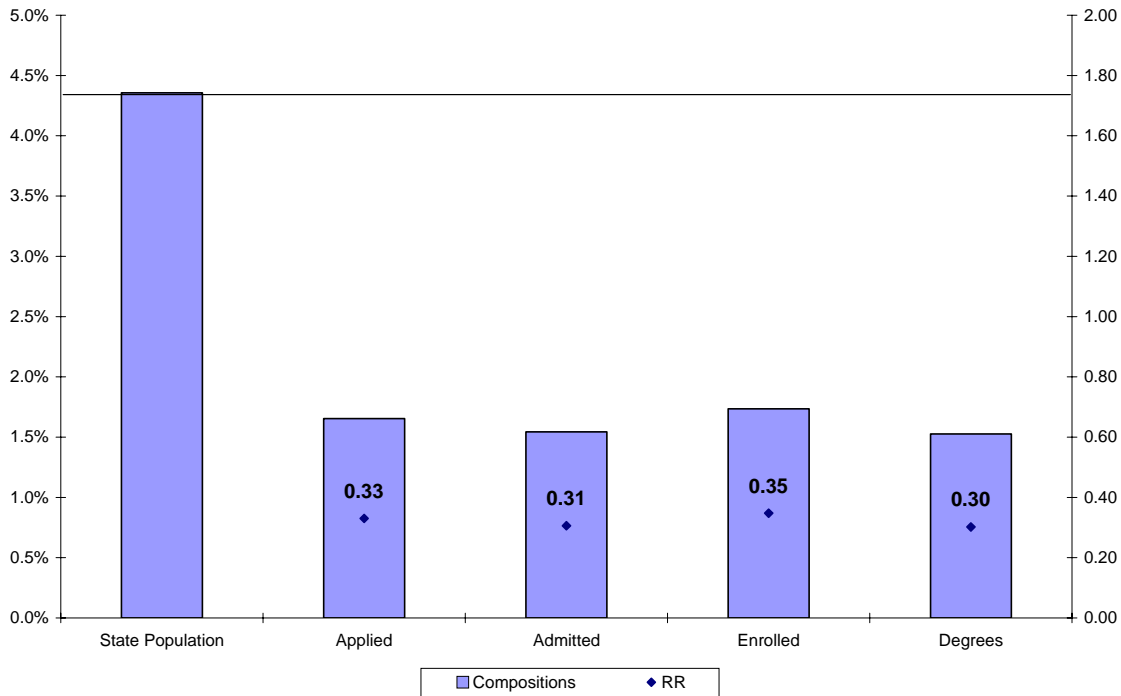
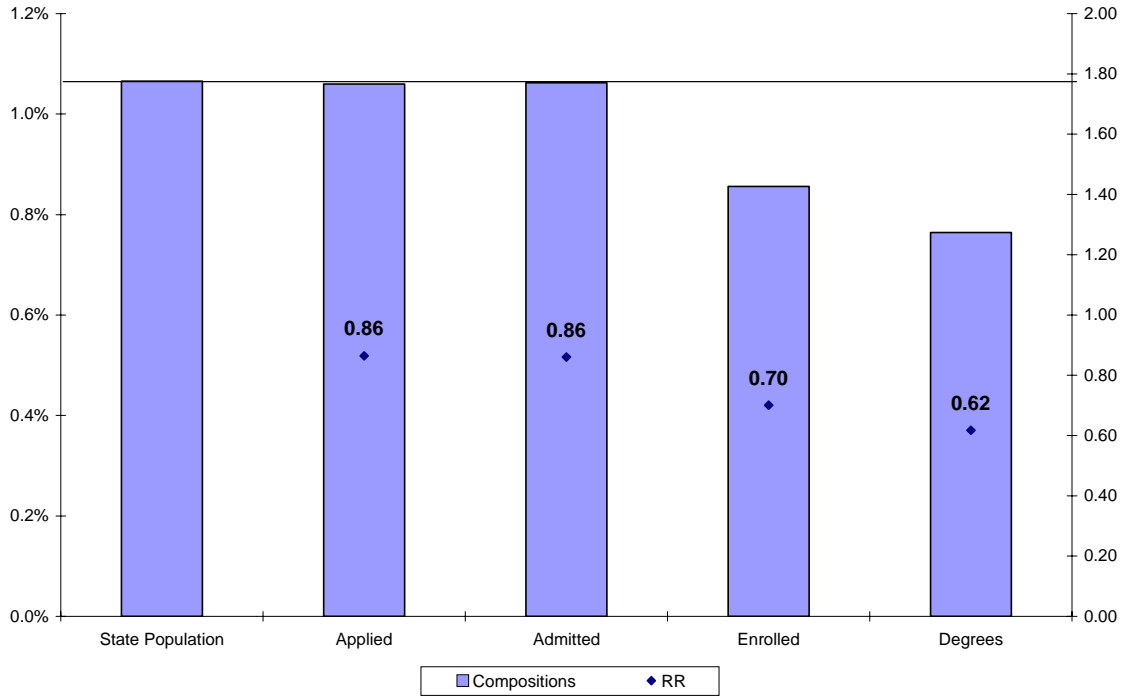
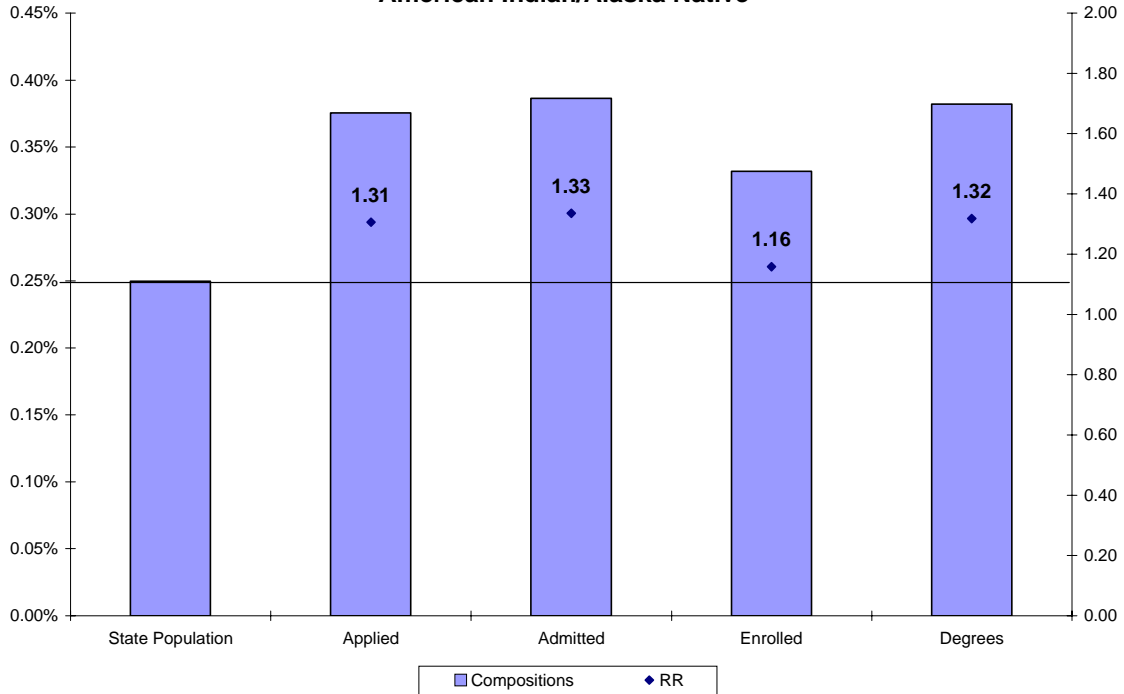


Figure 8 and Figure 9, representing the same data for American Indian and Asian American students respectively, show a somewhat different pattern. Asian American students are represented at a rate that is proportionate to their representation in the Indiana K-12 school population in both applications and admissions. But proportionality appears to slip for Asian Americans during enrollment and especially by graduation. Figure 9 suggests that American Indian/Alaska Native students are over-represented from application through graduation compared to their proportions in the Indiana K-12 population.

**Fig. 8. Composition Indices & Risk Ratios:
Asian-American Students (Not including International Students)**

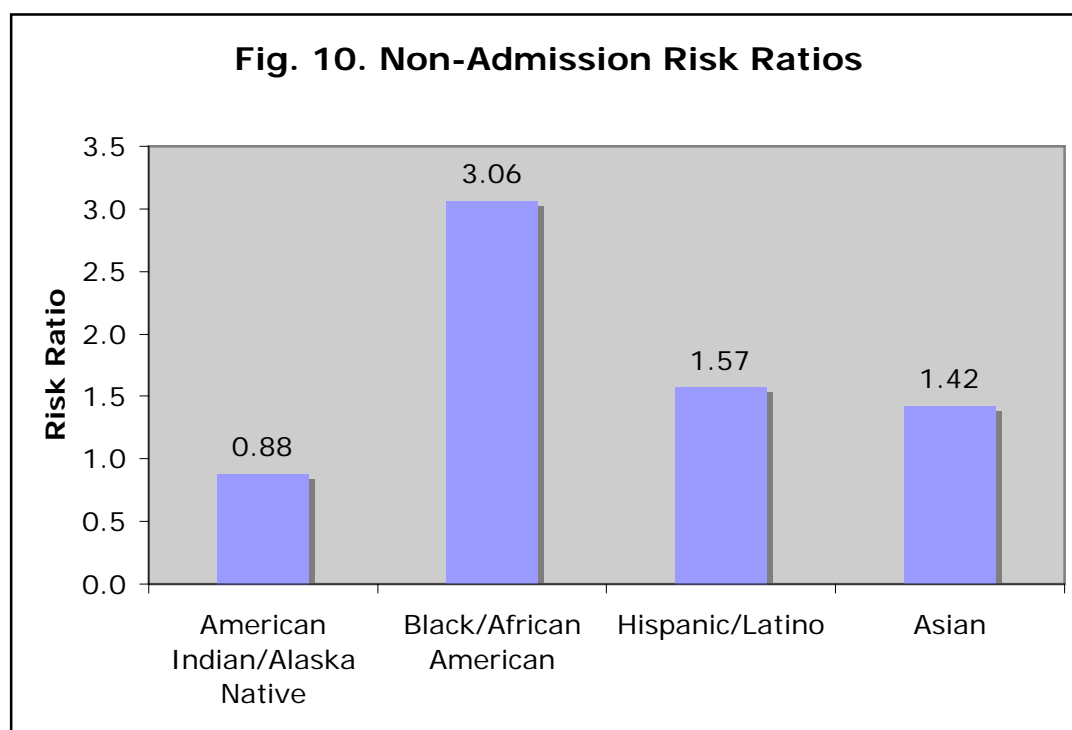


**Fig. 9. Composition Indices & Risk Ratios:
American Indian/Alaska Native**



Thus, for both African-American and Latino students, underrepresentation in the School of Education begins with a serious problem of application to the program. This does not necessarily mean that there are not other areas that ultimately cause the School of Education to lose students of color, however. Figure 10 presents data concerning decisions to admit or deny students over the last five years, disaggregated by race/ethnicity. Note the sharp discrepancy between African American admissions and White admissions. While 92.2% of White students who apply to the School of Education Teacher Education program are offered admission, only 76.1% of the African American students who apply to the program are offered admission.

These figures can be used to calculate ratios indicating risk of being denied admission². The risk ratios show that the risk for African American students of being denied admission to the teacher education program is over 3 times that of White students, while the risk of being denied admission for Latino students is slightly over 1.5 times that of White students.



² The denominator for these risk ratios is the total number of applications for a given racial/ethnic group. Thus the Non-Admission Relative Risk Ratio represents the risk, relative to White students, of being denied admission given an application to the program.

Conclusions

It is clear from these figures that the School of Education is not graduating a sufficiently diverse group of teachers to keep up with the need for a more culturally representative teaching force in the state of Indiana. While almost one in five students in the state of Indiana is non-White, only one in twenty of the students graduating from our teacher training program is non-White. Further, analysis of trends over time provides no indication that the situation is in any way improving, with the possible exception of increased graduation rates for Asian-American students.

The concerns continue to be most acute for African American and Latino students. Analysis of data from various points in the process from application to graduation indicates that the most significant problem is one of application rates. While African Americans represent around 12% of the state's K-12 population, they represent only around 2% of those who apply to the Teacher Education program. Similarly, Latino students represent 4.5% of the state's K-12 population, but only 1.5% of those applying for admission to the Teacher Education program. Thus, much of the disproportionality in matriculation, enrollment, and graduation begins with the fact that not enough students from traditionally under-represented groups apply to the Teacher Education Program.

Certainly, the School of Education cannot be held responsible for that entire gap. Issues of the achievement gap and disparities in school dropout at the K-12 level reduce the available pool of applicants even before high school graduation. Across the entire IU-B campus, African Americans constitute 4% of total enrollment for the 2004-2005 school year (as opposed to 6.9% for the entire Indiana University system). Since the Teacher Education program draws from Bloomington campus enrollment, some of the issues of recruitment are clearly campus-wide. Yet it is also important to note that the SOE composition indices for both African American and Latino students are lower than the campus-wide enrollments. This may suggest that efforts to improve recruitment of students of color for careers as teachers must focus on both statewide *and* IU constituencies.

It is important to bear in mind that a focus on recruitment does not mean there are no other areas in need of attention. The percentage of students denied admission was almost three times higher for Black than for White students. Clearly further investigation is warranted to determine why this might be. Nor do low application statistics absolve us of the need to consider climate issues: It is not impossible, for example, that students of color in Indiana do not apply to the IU teacher education program because they are not convinced the climate will be supportive enough.

The situation is further complicated by the adoption by the Bloomington Faculty Council last fall of new admission standards both in terms of coursework and in terms of increases in the minimum acceptable SAT score. An analysis performed by Tim Niggle (see Appendix A) shows that the SAT change alone would have made ineligible 86% of currently enrolled African American students in the School of Education, and 46.7% of Latino students currently enrolled. It is not yet entirely clear how the University intends to address this issue, but it is certain that it will require even more intense attention to issues of minority recruitment and admission.

It should be noted that the Diversity Committee has not yet completed an analysis of graduate representation in the School of Education. Preliminary analysis suggests, however, that issues of disproportionality in the School of Education are not as severe at the graduate level. Between 2001 and 2003, African American students represented between 5% and 6% of enrollment and degrees granted. The Committee hopes to complete a more comprehensive analysis of the graduate degree data in the future.

Regardless of the causes of these data, the results clearly indicate that, without a significant new commitment of personal and financial resources, the School of Education will continue to fall short of its goals in the area of minority recruitment and retention in the Undergraduate Teacher Education Program. The form of that commitment must be determined by the Dean's Office and Policy Council, but as difficult as it is to conceive of in tight financial times, it is clear that unless significant resources are devoted to addressing the issue, there is little likelihood of future change. The Diversity Committee is happy to work with the Dean's Office and Policy Council in any way to help bring about needed changes

Future Considerations: Suggested Next Steps

The purpose of this report was to generate discussion of a serious issue faced by the School of Education. Our hope is that the report will, from this point forward, be used by the committee structure to consider widespread changes in business as usual in terms of minority recruitment and retention.

It is up to the School to determine what types of action will be taken. Nevertheless, the Diversity Committee considered a variety of interventions/strategies that might be a starting point for addressing these issues. These suggestions are offered to any deliberative bodies that may wish to use them as a stimulus for discussion:

- **Prioritize Recruiting.** Increased resources must be devoted to recruiting minority students. In addition to exploring whether there are sufficient resources currently devoted to the Office for Recruitment, other creative options should be considered. For example, could faculty be given release time for recruitment efforts?
- **Consider Creative Approaches to Recruiting.** In order to impact recruitment, it may be necessary to consider broader structural issues that impact recruitment. It may be difficult to attract first generation college attenders into a profession that is difficult and poorly paid. Thus, it will be necessary to think creatively about incentives to enter the teaching profession. What can we do at the University level to provide additional incentives? Can we provide scholarship funding and other incentives to bring minority students to campus? Is it possible to find donors who could fund increased minority scholarships?
- **School-to-Teaching Pipeline.** A study conducted by SOE graduate students last year found that giving back to one's own community was an important value that factored into decisions to pursue a graduate career. Similarly, a task force on Closing the Achievement Gap chaired by IUPUI Executive Associate Dean of Education Khaula Murtadha has found that one reason for the achievement gap is the belief among young black males that there are no opportunities to be gained through higher education. That task force has

recommended increased recruiting by trade, technical, and teacher training institutions. We would recommend increasing our recruiting efforts in what Kozol describes as “high poverty, high segregation” schools, focusing on the importance of the teaching profession in giving back to one’s community. The goal of such efforts would be to turn the “school to prison pipeline” into a “school to teaching pipeline.”

- **Further Study of Admissions Policies and Practices.** Further study is needed of the causes for lower proportions of admissions for African American students. Are we doing a good enough job preparing students for PRAXIS? A recent report on PRAXIS I prepared by Christine Bennett and her colleagues and accepted for publication in *AERJ* concluded that PRAXIS I “is an inequitable tool for admissions to teacher education programs.” We urge the School to work with Professor Bennett to consider and where feasible implement her recommendations, in order to ensure maximally equitable admissions procedures.
- **Support and Institutionalize Project TEAM.** Project TEAM has been among the most successful initiatives in the School of Education. According to a study conducted by the Office of Student Development and Diversity, the graduation rate for students in TEAM is 79% compared to 48% for African American and Latino students in the School of Education who are not part of TEAM. Yet because of funding issues, the project has not recruited new students since 2003 and there are currently only eight students left in the program. Clearly, this is not a time that the School of Education can afford to lose successful programs.
- **General Issues Retention and Climate.** It would be more difficult to quantify aspects of the climate that affect retention or judgments made about the School of Education by prospective students. A study could be commissioned to interview undergraduate students of color about their experiences with admissions and the climate in the school.
- **Examine Issues in the Recruitment and Retention of Faculty of Color.** We are aware that the Cabinet has been exploring issues concerning the recruitment and retention of faculty of color. Attention to these issues is critical in providing mentoring support to students of color in the School of Education.
- **Reach Out beyond the SOE.** To the extent possible, any changes should be made in conjunction with other Indiana University departments, other IHE’s, and with state policymakers.
 - Work with Vice President Nelms and the Office of Student Development and Diversity to develop innovative programs that could be viewed as a model for other units.
 - Recently, collaborative programs between Ivy Tech and Indiana State have been highlighted in the local media. These types of collaborations may also hold some promise for the School of Education for recruiting among students who may feel they cannot make an initial commitment to a four year school.
 - The State Department of Education should be informed of and involved in new initiatives, in the hopes of increased publicity for new programs.
 - There has been a growing interest among some legislators in the areas of cultural diversity and cultural competence. A forum of state legislators interested in diversity issues could be held at IU Bloomington to highlight the issue.

In conclusion, these numbers are of grave concern. The Diversity Committee is willing to help facilitate conversations on the topic and help departments to think about this issue. But it is also important that improving our minority recruitment and retention not be seen solely as the province of one committee or office. Rather, the lack of change in recent years suggests that a public, institution-wide commitment is necessary.

Gaps in opportunity for traditionally marginalized and under-represented groups are ubiquitous in our society. There are many parts of the cycle of disadvantage and discrimination that we as postsecondary educators cannot address. But as the institution most responsible for training Indiana's teaching force, we have a clear ethical and social responsibility to make every effort to ensure a teaching force that is prepared for and representative of the diversity of Indiana's children.

**Appendix A: Analysis of the Impact of BFC Raised Standards
on School of Education Enrollment and Diversity**

MEMORANDUM

DATE: October 26, 2005
 FROM: TL Niggle
 TO: G. Williamson & L. Campbell
 RE: SAT Scores and SOE Students.

I did a little sorting on the current enrollment data to give us an idea of how much damage changing the SAT admission standards would have on the School of Education:

1025 currently enrolled in the TEP students (does not include the 325 new admissions for Spring 2006).

ETHNICITY X ALL SAT SCORES 1470 – 610

White	Black	Hisp	Asian	Native	Other	~Res	NR	
961	36	15	6	2	2	2	1	Total = 1025
94%	3.5	1.5	.5	.2	.2	.2	.01	% of Total

ETHNICITY X +1000 SAT

White	Black	Hisp	Asian	Native	Other	~Res	NR	
610	5	8	4	1	1	1	0	Total = 631
-36.5%	-86.1	-46.7	-33.3	-50	-50	-50	-100	% loss= -38.44%

ETHNICITY X +1020 SAT

White	Black	Hisp	Asian	Native	Other	~Res	NR	
537	4	6	3	0	0	1	0	Total = 551
-43.1%	-88.9	-60	-50	-100	-100	-50	-100	% loss= -46.24

EFFECT ON ENROLLMENT BY ETHNICITY:

1. Under current admission standards, the overwhelming majority 94% of the students admitted identify as White.
2. The overall impact is between 38% decrease in student enrollment when using the 1000 SAT cut off and 46% decrease in when using the 1020 SAT cut off point.
3. White students are slightly less affected by the cut off scores than the limited number of minority students. At the 1000 combined score level 86% of the Black students and 46.7% of the Hispanic students would be eliminated from the School of Education. Additional losses occur at the 1020 level. Whites are less affected by the cut offs at all levels except at the 1000 cut off level where Asian students have a statistical advantage of 3 percentage points.

GENDER X ALL SAT SCORES 1470 – 610

Males	Females	Not Reported	
211	813	1	Total= 1025
20.1%	79.3	.6	

GENDER X +1000 SAT

Males	Females	
150	477	Total =627
-29.24%	-41.32	% loss =-40.6%

GENDER X =1020 SAT

Males	Females	
138	414	Total = 552
-34.9%	-49.07	% of loss= -53.85%

EFFECT ON ENROLLMENT BY GENDER:

4. Males make up 21% of the total student body under the current admission policies.
5. Fewer males by percentage are lost at each level of the cut off by 11-14%.
6. If implemented the balance of males to females in the program would improve.

ETHNICITY X GENDER X ALL SAT SCORES 1470 – 610

White	Black	Hisp	Asian	Native	Other	~Res	NR	
M 200	7	3	1	0	0	0		NR = 1
94.3%	3.3	1.4	.5					M = 211
F 761	29	12	5	2	2	2		F = 813
93.6%	3.6	1.5	.6	.2	.2	.2		
T 961	36	15	6	2	2	2	1	Total = 1025

ETHNICITY X GENDER X SAT +1000

White	Black	Hisp	Asian	Native	Other	~Res	NR	
M 146	1	2	1	0	0	0		M = 150 -29.24%
-27%	-99	-33	-100	0	0	0		
F 463	4	5	3	1	0	1		F = 477 -41.32%
-39%	-86	-58	-40	-50	0	-50100		
								Total = 627 -38.83%

ETHNICITY X GENDER X SAT +1020

White	Black	Hisp	Asian	Native	Other	~Res	NR	
M134	1	2	1	0	0	0		M = 138 -34.90%
-33%	-99	-33	-100	0	0	0		

F 402	4	4	2	1	0	1	F	= 414	-49.07%
-52.8%	-86	-67	-60	-50	0	-50	Total	= 552	-53.85%

ADDITIONAL REVIEW NEEDED IN:

7. Review of October 1 (325) admits to see if their SAT distribution and attrition is similar.
8. Review of Current and New students by program to see if SAT scores are evenly distributed.