

Barriers to Recruitment of Racial Minorities into Communication Disorders

Nana Dadzie & Naomi Gurevich, PhD, CCC-SLP

Purdue University Fort Wayne

INTRODUCTION

- Racial minorities are underrepresented in Communication Disorders:
 - All racial minorities** –
 - 27.6% of U.S. population (ASHA, 2019)
 - 8.2% of ASHA, including international members/affiliates (ASHA, 2019)
 - African Americans** –
 - 12.3% of U.S. population (ACE, 2019)
 - 3.1% of ASHA members (ASHA, 2019)
- Minority children diagnosed with communication disorders are underserved (Black et al., 2015):
 - More are diagnosed –
 - 9.6% black children diagnosed
 - 7.8% white children diagnosed
 - Less likely to receive services
 - African American populations are underserved by healthcare in general (Noonan et al., 2016)
- Minorities are not underrepresented in other healthcare majors
 - In 4-year public schools more Pacific Islanders and black students major in healthcare than Caucasian students (ACE, 2019)

LITERATURE REVIEW

Prior explanations for underrepresentation

- Bias of standardized tests (Bess et al., 1986)
 - Very likely; not something we could test
- Bias of HS counseling & parental education ★
- Difficulty with academic skills (Saenz et al., 1998)
 - Outdated notion that minorities are less capable ★
- Financial considerations (Saenz et al., 1998) ★
- Not knowing about the major (Keshishian & Wiseheart, 2015) ★
- Campus/program climates not suitable for minority success (Saenz, 2000)
 - Why aren't other healthcare majors affected?
- Admissions criteria (Saenz, 2000) ★
 - Not clear if this is related to assuming minorities can't meet the criteria, or suggesting it's a deterrent

★ = included in our survey in some form

AIM

- Identify possible patterns related to recruiting minority students into CSD
 - To help inform practices in promoting profession to diverse populations

HYPOTHESIS

- More than one factor contributes to recruitment barriers
- Hope that **reducing underrepresentation** also leads to **reducing underserving**

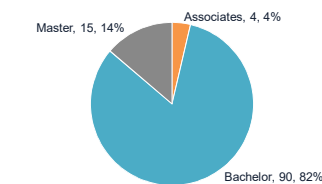
METHOD

- Survey design (in person), summer-fall 2019
- Subjects (N=112)
 - Convenience sample of students across several universities in Indiana
 - Indiana State University (ISU), Indiana University Purdue University Indianapolis (IUPUI), Purdue University Fort Wayne (PFW)
- Materials
 - One-page questionnaire
 - Demographics, parental education, selection of major, financial considerations, familiarity with CSD or SLPs, academic expectations and study habits
- IRB: Purdue University PROPEL #83839976
- All responses input into database by research assistants and analyzed in aggregate

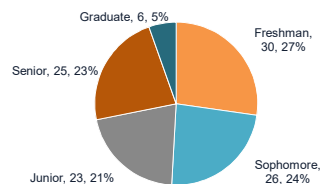
RESULTS

Descriptive Statistics

- Age ranges 17-30 ($M=20.39$, $SD=2.48$)
- Female 61 (54.5%), Male 50 (44.6%)
- Degrees Pursuing (**not** CSD majors)



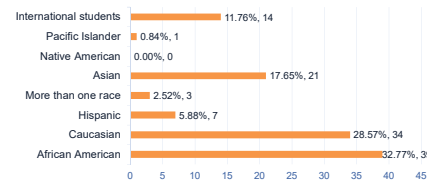
Class Rank



RESULTS (cont.)

Descriptive Statistics (cont.)

Race/Ethnicity



Analysis

- Independent variable** – Race/ethnicity
- Dependent variables:**
 - Does anyone in your immediate family (siblings, parents) have a college degree?
 - Have you heard of the Communication Sciences and Disorders (CSD) major?
 - It is important to me to see my race/ethnicity represented in my chosen job
 - Do you plan to go to (or are you now in) graduate school?
 - How regularly do you attend classes?
- Significant effect of Race/Ethnicity **only** on importance of own race/ethnicity to be represented in chosen job

Univariate Tests	Sum of Squares	df	Mean Square	F	Sig.
Does anyone in your immediate family (siblings, parents) have a college degree?	0.823	6	0.137	0.750	0.611
Have you heard of the Communication Sciences and Disorders (CSD) major?	0.825	6	0.138	0.758	0.609
It is important to me to see my race/ethnicity represented in my chosen job	53.802	6	8.967	8.916	0.000
Do you plan to go to (or are you now in) graduate school?	0.406	6	0.068	0.392	0.909
How regularly do you attend classes?	19.001	6	3.167	3.167	0.000

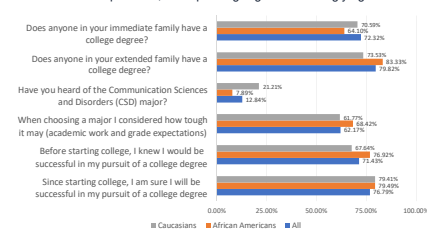
The F tests the effect of Race/Ethnicity. This test is based on the linearly independent pairwise comparisons among the estimated marginal means. Computed using alpha = .05

- Detailed responses for "It is important to me to see my race/ethnicity represented in my chosen job"

	African American	Caucasian
Total Count	109	39
Missing Count	3	0
1=Strongly disagree	10.7%	2.6%
2=Disagree	6.3%	1.6%
3=Undecided	32.1%	21.9%
4=Agree	38.8%	20.5%
5=Strongly agree	29.5%	39.8%
Overall Stat Test of Percentages	0.00001	0.00007

- Family education, familiarity with CSD, and academic expectations

- Compare African Americans ($n=39$), Caucasians ($n=34$), All respondents ($N=112$)
 - First 3 questions, % responding "yes"
 - Last 3 questions, % responding "agree" or "strongly agree"



DISCUSSION

- Among non-CSD majors: No substantial differences across race/ethnicities regarding family education or support for choosing majors (this data not in poster), familiarity with CSD, expectation of academic rigor, plan to go to graduate school, or class attendance
- Only significant difference is importance of seeing self reflected in future job
 - Lack of diversity in the field perpetuates itself
- How do we solve this?
- Are photos of diverse student on campus working?
 - Is it giving an *authentic* image of a diverse experience (or at this point, is it more cliché?)
 - Is a more targeted, individualized approach that acknowledges current lack of diversity better?
 - Suggestion based on our findings: make clear that lack of representation in job is not purposeful

CONCLUSION/FUTURE DIRECTIONS

Conclusions

- Did not find effects of prior explanations for underrepresentation in literature
- Only found effect of race/ethnicity on importance of seeing one's race/ethnicity represented in future job
 - And only for African Americans

Next

- In process: adding more respondents (including schools with higher than average minorities in CSD)
- Add responses from CSD majors to compare
- Examine psychosocial aspects of observed effects

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