

Ad Hoc Diversity Committee

Report and Recommendations

October 10, 2012

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I. Introduction

In support of the IU Northwest Campus Conversation on Diversity, Equity, and Inclusion, the Vice Chancellor for Student Affairs was charged in April 2012 with assessing the campus's programmatic efforts in support of diversity and making recommendations for improving upon those efforts. A small work group was developed to inform the Vice Chancellor's proposal. The members of the group included: Dr. Anne Balay, Dr. Rochelle Brock, Dr. Georj Lewis, Ms. Henrietta Moore, Ms. Erika Singh (student), and Mr. James Wallace. During the work group's initial meeting, a set of objectives were developed that included:

- Creating a "snapshot" of how Indiana University Northwest (IUN) addresses diversity.
- Developing a vision for diversity at IUN.
- Providing a recommended administrative structure, as well specific activities and initiatives that will maximize the impact of diversity on campus.

The Ad Hoc Diversity Programming Committee expects the specific action steps outlined herein to further advance the Campus Conversation on Diversity, Equity, and Inclusion.

II. Executive Summary

As a result of the Vice Chancellor for Student Affairs' charge to assess the campuses diversity efforts, an Ad Hoc Diversity Committee of students, faculty, and staff members was convened. The committee conducted their work from April to September, 2012, which included an inventory and review of academic and administrative practices that were intended to positively impact diversity. The inventory and evaluative data was obtained via student surveys and focus groups, communications (email and personal interviews) with academic deans and administrative department heads, web site reviews, committee conversations, etc. The Committee also conducted an environmental scan of peer institutions that focused on their respective diversity-related administrative structures. As a result of this review, the committee concluded that while diversity efforts on campus are significant, Indiana University Northwest continues to have opportunities to improve. Diversity in administration and faculty, as well as an administrative and programming structure that would increase activities that support classroom learning, are some of the areas with opportunity. Due to the findings, the committee is presenting several recommendations. The full extent of the discovery and recommendations can be reviewed in subsequent sections of this report.

All recommendations support the Campus Mission and the IU Northwest Strategic Themes. More specifically:

- Mission-
 - "...The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the

sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

- Strategic Themes-
 - “...Building a strong, diverse faculty reinforces good stewardship of our resources and best serves the needs of our students and communities.”
 - “...Our collaborative engagement with Northwest Indiana communities supports sustainable progress, addressing greater opportunities for diversity in our students and workforce, and providing a valuable context for the complete student.”
 - “...The availability of support resources and accomplished staff furthers student learning, improves engagement, and optimizes the opportunity for substantive scholarship.”

The following are the recommendations, in summary:

Academic College Recommendations

- Formalize hiring processes across all colleges to ensure that practices designed to increase faculty diversity are fully implemented.
- Seek opportunities to enhance accountability for colleges to increase diversity in faculty.
- Support a diversity research Colloquia through Academic Affairs.
- Develop and offer workshops for all faculty on culturally relevant teaching.

Student Engagement Recommendations (note -- these programs will require Student Affairs and Diversity Programming collaboration)

- Implement diversity education into new student orientation.
- Provide Ombudsperson services for students.
- Provide adequate funding to support diversity-related student programs.
- Conduct regular surveys to assess student needs related to diversity.
- Provide a website that focuses on diversity-related campus announcements.
- Establish a student women’s organization.
- Establish a multicultural student resource center on campus.
- Establish and implement a “Safe Zone” training program.

Structural Recommendations

- The Diversity Programming Office should retain a direct reporting line to the Chancellor’s Office and maintain a “dotted line” relationship with Student Affairs.
- Affirmative Action should remain a “stand alone” office and report directly to the Chancellor’s Office. Additionally, the human resource structure of the office should be

explored to ensure needs of the campus in terms of complexity and volume can be met by the staff.

- The Multicultural Programs Office reporting structure should be moved to the Diversity Programming Office to support diversity programming, coordination of the multicultural student resource center, and other services provided through the Diversity Programming Office.
- Academic support services for student athletes and general student programming provided to students by the Multicultural Programs Director will be reassigned through Student Affairs.
- The New Student Success Program (NSSP) should be evaluated to determine the level of impact on student success in its current format. Results of the evaluation could lead to changes that may include a move to Student Affairs (Retention Programs).

Observations for Consideration

- Some of the recommendations may require a reallocation of current resources or finding additional resources to maintain the appropriate level of support and service to students. Examples: Reassignment of academic support for student athletes and general programming services provided by the Multicultural Programs Director, student ombudsman services, “safe zone” training, etc.
- Disability services for undergraduate students are supported by a program that is fully funded by the federal government (SSS Grant). These funds will expire in 2015. This reality needs to be considered in the next grant competition or in the campus human resource plan.
- Many campuses have a diversity structure in place that is directed by a “cabinet level” Chief Diversity Officer. As the delivery of diversity programs and services advances and expands at IU Northwest, a review of the scope of the Director of Diversity Programming position should be explored.

III. Process

In order to meet the objectives of the committee, a process was implemented to gather information that would assist with making recommended action steps for the campus. Three work groups were developed to explore and investigate the following:

- Academic Colleges and their current programs that support diversity.
- Administrative Offices and their service and programmatic efforts that support diversity.
- Student engagement and diversity.

Various methodologies were used by the work groups. Information was gathered from the Academic Colleges via a campus website review, personal interviews with College Deans, and open ended email inquiries. Information from administrative offices was gathered via a campus website review, review of results from the DARC (recently changed to Diversity Advisory Committee, DAC) committee reports, and direct interactions with other administrative offices (Retention Services and Affirmative Action). Information was gathered from students via a focus group and a survey. Additionally, the Interim Director of Diversity Programming had several informal interactions with various diversity experts at the National Conference on Race and Ethnicity and a peer institutional website review (environmental scan) was conducted to review structural models for delivering diversity services.

IV. Academic Colleges Diversity Efforts

During the summer of 2012 the Ad Hoc Diversity Committee interviewed and gathered information from the deans of the College Of Arts Science, School of Education, Business School and the College of Health and Human Services to ascertain answers to the following questions:

- What is your college/department doing to address diversity?
- How does your hiring process support diversity and equity?
- How is diversity part of the College's curriculum?

What is your college/department doing to address diversity?

All of the colleges reported to support and participate in the various diversity focused events that take place on the IU Northwest campus. The colleges participate in or develop programs that are specific to their discipline. The **School of Business** reported their work in the community in the form of hosting Money Smart Week, offering VITA (Volunteer Income Assistance) services on campus and maintains a SCORE office on campus, which provides free business advice to small businesses. In addition the School of Business provided a luncheon for the Canadian Consul to speak about common issues and a faculty member serves on the Board of the World Trade Council.

The **College of Health and Human Services** reported a new Urban Health Initiative that addresses health disparities in poor urban communities. This began with the development of a minor in Urban Public Health, and has been expanded college-wide to involve students and faculty from various

disciplines in activities specifically focusing on urban health and health disparities. A kick-off for this initiative was held in the form of a College-wide convocation in August related to topics in urban health and health disparities, which was attended by all faculty and staff. Additionally, most or all of the students in CHHS participate in BaFaBaFa, a cultural immersion learning experience. All programs that have field placements, clinical practice, service learning and other off campus experiences ensure that placements are in settings that serve very diverse clients, many here in Gary. Most of the professional programs collect data on student success by demographics. Some of the programs have scholarships specifically intended for minority students.

The **School of Education's (SOE)** Recruitment and Retention Plan has an area devoted to the recruitment and retention of diverse students and faculty. The plan, which goes into effect in 2012-2013, states that the school will develop and implement a plan that increases enrollment and retention of Black and Hispanic students in the School of Education by no less than 15% from 2011-2012 enrollment numbers. SOE plans to work with minority students on the licensure route programs such as the Urban Teacher Education Program and the Graduate Special Education program and is working to develop outreach programs in surrounding school districts to recruit potential minority students to the profession of teaching. SOE plans to attend teacher in-service events and workshops such as the Marketplace event that occurs in the Gary Community School Corporation each fall. Finally, SOE's Future Strategies and Tactics include working more closely with the College of Arts and Sciences, General Studies, and Admissions Office to coordinate diversity recruitment for the teacher education program and seeking guidance from the Diversity Coordinator.

The College of Arts & Sciences (COAS) sponsor and lead events associated with Black History Month, Martin Luther King's Birthday, Hispanic Heritage Month, and Women's History Month. Units in the college sponsor student organizations such as the Black Student Union, ALMA, Kuumba, and the IUN Social Justice Group. Units in the college provide opportunities for direct student experience through the Participatory Democracy Conference, the Environmental Justice Partnership, Lectures in Race and Ethnicity, and Celebrating Our Students. Each of these activities shares a direct emphasis on diversity issues.

Faculty members in COAS are involved with activities that reach students at all Gary Community Schools. COAS has pipeline projects that bring local high school students to the campus to work on environmental science, to learn about dentistry as a professional opportunity, and/or to participate in one of the science based competitions. They also have two pipeline projects whose aim is to inspire our current college students to continue their education at the post-graduate level. The first is the BMD scholarship program that tries to encourage underrepresented students to pursue a medical school education. The second program takes underrepresented Psychology students to IU Bloomington to work on original research within existing Psychology, Neuroscience, or Computer Science laboratories. Participating students will be invited to apply to the IU Bloomington Psychology program for graduate school. In addition, the college continues to search and apply for grant opportunities that can fund underrepresented students in STEM disciplines.

How do your hiring processes support diversity and equity?

All Colleges/Schools reported to follow the campus affirmative action guidelines, which include advertising all searches in appropriate diversity related publications and having an equity advisor on all search committees. All schools reported that at least some of their faculty have been trained in the use of behavioral interviewing techniques as stipulated by the office of Affirmative Action. **The School of Business and the College of Health and Human Services** both report that some of their attempts to hire diverse faculty have been thwarted due to either low numbers of Ph.D.'s in the field or those candidates applying for jobs at IUN receiving more financially lucrative offers elsewhere. **The College of Arts and Science** is the only school that reported having mentoring opportunities specific to diverse faculty and students.

How is diversity part of the College's curriculum?

Each of the Colleges/Schools reported that diversity was in their curriculum through the courses offered to students. **The School of Business, College of Arts and Sciences and the College of Health and Human Services** all report having classes either specifically or tangentially aimed at diversity. Most of the programs in the CHHS have program outcomes or goals that are related to preparing practitioners who are culturally aware/sensitive/competent and prepared to practice in diverse settings. Due to its size and various disciplines, COAS offers 200 separate courses whose central focus is devoted to diversity issues. The College houses two Departments and five Programs whose central focus is diversity issues. In addition a BA degree requires the completion of at least 23 credit hours of diversity themed courses. **The School of Education** is currently preparing for a NCATE reaccreditation visit. The school is using the Diversity Standard as its target standard. As such all classes in the school now have a diversity focus or component. All SOE students have at least one field experience at an urban school. Finally the school achieves most of its diversity in the curriculum through its' UTEP program.

All of the College/Schools follow the university's required diversity course that is part of the General Education Plan

V. Administrative Diversity Efforts

During the spring and summer of 2012 the Diversity Ad Hoc Committee completed administrative office website reviews, informal interviews, focus groups and surveys with students to assess the level of administrative diversity efforts at IUN.

Affirmative Action

The Office of Affirmative Action and Employment Practices (AA/EP) offers numerous programs throughout the academic year. These programs include a Sexual Harassment Training Course, Behavior Based Interviewing (currently utilized in all faculty hires), and Mediation Training. The AA/EP also develops the Affirmative Action Plan and makes recommendations for the guidelines for the complaint procedures for discrimination and harassment.

Disability Services

Services for undergraduate students with disabilities are coordinated through the federally funded Student Support Services program. Services for graduate students are coordinated through the Vice Chancellor for Student Affairs Office.

Multicultural Programs

Multicultural Programs is a unit designed to plan and implement programs for IU Northwest campus and surrounding community as well as academic monitoring for student athletes on campus. For example, some of these activities include but are not limited to the Lew Wallace High School annual conference for young women, cultural/educational tours, speakers, the Black History Month program etc.

Office of Diversity Programming Services

Indiana University Northwest currently maintains an Office of Diversity Programming (ODP) which is designed to promote and advance the campus commitment to diversity, equity, and inclusion by enhancing employee capabilities and competencies through diversity research, trainings, support, collaboration and best practices. Ultimately, the ODP's goal is to insure that an appreciation of diversity is woven throughout the fabric of the campus affecting all aspects of how IU Northwest serves its campus and the surrounding community. To accomplish this goal the office has undertaken a number of activities.

These activities include oversight of the Diversity Advisory Council (DAC), which is a legislatively mandated committee that annually prioritizes and reports to the Indiana University Board of Trustees current campus conditions with regards to faculty, administration, staff, and student diversity related concerns. The ODP also maintains the campus Diversity Programming Series (DPS). The DPS organizes and promotes events which both celebrate and educate the campus and surrounding community on the ethnic and cultural diversity of Northwest Indiana. With regards to curricular development the ODP sponsors the Diversity Fellows Program. This program offers limited financial support to faculty members who are considering expanding pedagogical expertise or transforming curricular content relative to diversity. For student engagement the ODP supports three retention programs. They are Brother 2 Brother (B2B) a minority male retention program; Minority Opportunity for Research Experiences (MORE), a program designed to connect undergraduate minority students with faculty to expose them to best practices in their field of study; and finally, the New Student Success Program (NSSP), a first year retention program based on a cohort, peer mentoring model.

Student Support Services

Student Support Services (SSS) is a federally funded unit where students may seek personal and academic support services to facilitate their adjustment to and graduation from IU Northwest. The

services combine significant resources to provide continuing support throughout the undergraduate college career of eligible students. Assistance is also provided for participants who are in the process of applying to graduate school. Eligible students must meet the following criteria: ADA eligible, first generation, low-income, or demonstrated academic need. Services provided by the SSS include but are not limited to the following: college completion scholarship program, financial literacy education, academic advising, accommodations for ADA-eligible students, tutoring, note-taker service, reader service, laptop loan program, and a book loan program

VI. Student Engagement and Diversity Efforts

The Student Engagement Sub-group of the Diversity Ad-Hoc Committee group was given the task of securing feedback from Indiana University Northwest students regarding Diversity/Multiculturalism. Since the NSSE (*National Survey of Student Engagement*) survey results are more dated than desired, the sub-group wanted to gather feedback from current IUN students. The following process was conducted:

- Students who were members of the following organizations were selected to assist in providing feedback: (1) Student Government, (2) Brother 2Brother, (3) Asian Student Association, (4) HYPE (Helping Young People through Education) and (5) The National Society of Leadership and Success. In addition to gathering feedback from students, the sub-group also decided to gather feedback that would assist in administering an assessment that will address diversity for students on the IUN campus in a subsequent semester. **Three** “focus group” meetings were held with the students. *INITIAL* questions posed were “What do you see on campus?” and “What would you like to see” in terms of diversity/multiculturalism.
- Questions from the Diversity First Aid Kit, a tool kit for group conversations on race, were used to continue our discussions and develop a survey specific to our campus environment.
- The IUN general student population randomly participated in the survey.

VII. National Literature and Campus Data

In addition to the “campus specific” discovery techniques of interviewing students, college deans, and reviewing campus websites, a statistical analysis for diverse students’ success measures (graduation and retention rates) has been obtained from John Novak, Assistant Vice Chancellor for Institutional Effectiveness (see appendix i). The data, which illustrates inferior retention and graduation rates for African American and Hispanic students, quantitatively demonstrates opportunities for improvement in diverse student academic success. Additionally and according to Kemp (1990), beyond the need for increased tutorial and remedial services for African-American and other minority students there are similarities in life-style and culture between African-American college students and faculty members that may be determinants of social adjustment and academic success. There are traditionally several academic barriers faced by under-represented students on college campuses that could be overcome with appropriate knowledge, planning, and action by students and by university personnel. Successful

campus programs place an emphasis on self-image, understanding of racism, realistic self-appraisal, formulation of long-range goals, and availability of personal support, leadership experiences, and campus activities. (Jones, 1990).

Further supporting the previously mentioned characteristics of successful programs, Dumas-Hines, Cochran, and Williams (2001), purport that in promoting activities and programs that support increasing cultural diversity on campus, there is no need to “reinvent the wheel.” It is important to recognize that there are programs and activities already taking place within institutions of higher education. For students these recruitment and retention strategies include outreach efforts, financial incentives, marketing, mentoring programs, engagement activities, etc. For faculty some of the same types of initiatives have been effective as well (Dumas-Hines, Cochran, and Williams, 2001). The conclusions and recommendations below are supported by our campus data as well as the plethora of research (similar to the previously mentioned articles) on diversity in higher educational institutions.

VIII. Conclusions and Recommendations

As a result of the Ad Hoc Diversity Committee’s work, recommendations are being made for programs and initiatives in Academic Colleges, services in Administrative Offices, advocacy and programming with students, and the administrative structure for the leadership and coordination of campus diversity efforts.

Recommendations for Academic Colleges

- Formalize hiring processes across all colleges to ensure that practices designed to increase faculty diversity are fully implemented.
- Seek opportunities to enhance accountability for colleges to increase diversity in faculty
 - Recommended steps:
 - Identify college “diversity consultants” who may receive incentives (course release, stipend, professional development funding, etc.) to assist the Dean in the following types of activities: developing recruitment plans for faculty, coordinating diversity trainings, developing mentoring programs for new minority and underrepresented faculty, and providing ombudsman services for under-represented faculty. The diversity consultant should collaborate work with Affirmative Action and Diversity Programming.
 - If diverse candidates have been interviewed, hiring officials should provide a statement of rationale for identifying the final candidate from that pool from the perspective of the principles of affirmative action.
 - Subsequent to the campus visits, if there are no minority candidates in the finalist pool, there should be a written analysis and reflection by the search committee that includes recommendations for attracting more qualified

candidates to the search process. These reflections should be consolidated by Academic Affairs to provide guidance for future searches.

- While opportunity hires for the purpose of supporting diversity are and should continue to be available, greater awareness and understanding of the conditions surrounding those recruitment options should be developed and publicized.
- Support a diversity research Colloquia through Academic Affairs.
- Develop and offer workshops for all faculty on culturally relevant teaching.

Student Engagement Recommendations

- Implement diversity education into new student orientation.
- Provide Ombudsperson services for students.
- Provide adequate funding to support diversity related student programs.
- Conduct regular surveys to assess student needs related to diversity.
- Provide a website that focuses on diversity related campus announcements.
- Establish a student women's organization.
- Establish a multicultural student resource center on campus.
- Establish and implement a "Safe Zone" training program.

Structural Recommendations

- The Diversity Programming Office should retain a direct reporting line to the Chancellor's Office and maintain a "dotted line" relationship with Student Affairs for student organization and student engagement activities. The full time staff may consist of three (with benefits) including a director, office coordinator (general programming and training), and program coordinator to assist with student programming and support programming. General office functions may include but not be limited to:
 1. Staff Services- assistance with faculty, staff, and student diversity recruitment initiatives, and Community Outreach collaboration with CURE, Student Activities, etc.
 2. Leadership of the Diversity Advisory Council- the DAC's scope will increase to include required reporting, campus wide initiatives, etc. The committee's increase in scope will assist in a more cohesive and strategic campus initiative on diversity and equity.
 3. Student Engagement Services- Multicultural Programming, Brother 2 Brother activities, Diversity Student Organizational Support, Student Advocacy, Student Recruitment and Community Outreach with Student Activities/Leadership.
 4. Regular communication and attendance with monthly meetings with the Student Affairs leadership to facilitate programming collaboration
- Affirmative Action should remain a "stand alone" office and report directly to the Chancellor's Office. Additionally, the human resource structure of the office should be explored to ensure needs of the campus in terms of complexity and volume can be met by the staff.

- The Multicultural Programs Office reporting structure should be moved to the Diversity Programming Office to support diversity programming, coordination of the multicultural student resource center, and other services provided through the Diversity Programming Office. These responsibilities should be carried out within the staffing structure above.
- Academic support services for student athletes and general student programming provided to students by the Multicultural Programs Director will be reassigned through Student Affairs.
- The New Student Success Program (NSSP) should be evaluated to determine the level of impact on student success in its current format. Results of the evaluation could lead to changes that may include a move to Student Affairs (Retention Programs).

IX. References

Dumas-Hines, F. A., Cochran, L. L., & Williams, E. U. (2001). Promoting diversity: Recommendations for recruitment and retention of minorities in higher education. *College Student Journal*. 35(3), 433.

Kemp, A. D. (1990). From matriculation to graduation: Focusing beyond minority retention. *Journal of Multicultural Counseling & Development*. 18 (3), 144-150.

X. Appendix i

- One---Year Retention of Full---Time Beginners by Program, Race/Ethnicity, and Gender
- 150% Graduation of Full---time Beginners by Program, Race/Ethnicity, and Gender

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
Business/Economics	21	42	63	4	22	26
American Indian/Alaska Native	1	0	1	0	0	0
Asian	1	1	2	0	0	0
Black/African American	5	6	11	3	5	8
Hispanic/Latino	4	7	11	0	4	4
Two or More Races	1	1	2	0	2	2
White	9	26	35	1	11	12
No Answer	0	1	1	0	0	0

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
Health and Human Services	30	15	45	22	7	29
Black/African American	4	2	6	3	0	3
Hispanic/Latino	5	2	7	6	2	8
Two or More Races	1	0	1	0	0	0
White	20	10	30	13	5	18
No Answer	0	1	1	0	0	0

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
Arts and Sciences	89	50	139	52	38	90
American Indian/Alaska Native	0	0	0	1	0	1
Asian	6	0	6	0	0	0
Black/African American	7	6	13	11	7	18
Hispanic/Latino	15	11	26	11	10	21
Two or More Races	2	3	5	1	0	1
White	58	29	87	28	20	48
No Answer	1	1	2	0	1	1

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
Dental Assisting/Education	32	3	35	20	4	24
Black/African American	0	1	1	2	1	3
Hispanic/Latino	5	1	6	6	2	8
White	27	1	28	11	1	12
No Answer	0	0	0	1	0	1

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
Education	30	10	40	19	6	25
Black/African American	2	2	4	0	1	1
Hispanic/Latino	6	3	9	3	1	4
Two or More Races	1	0	1	0	0	0
White	21	4	25	16	3	19
No Answer	0	1	1	0	1	1

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
Nursing	49	6	55	34	3	37
Black/African American	12	2	14	11	0	11
Hispanic/Latino	11	0	11	7	2	9
Two or More Races	0	0	0	1	0	1
White	25	4	29	15	1	16
No Answer	1	0	1	0	0	0

Program and Ethnicity	Retained		Total Retained	Not Retained		Total Not Retained
	Female	Male		Female	Male	
SPEA	7	35	42	5	12	17
Black/African American	0	4	4	5	1	6
Hispanic/Latino	0	6	6	0	2	2
Two or More Races	0	0	0	0	1	1
White	6	25	31	0	8	8
No Answer	1	0	1	0	0	0

Program and Ethnicity	% Retained		% Retained
	Female	Male	
Business/Economics	84%	66%	71%
American Indian/Alaska Native	--	--	--
Asian	--	--	--
Black/African American	63%	55%	58%
Hispanic/Latino	100%	64%	73%
Two or More Races	--	--	--
White	90%	70%	74%
No Answer	--	--	--

Program and Ethnicity	% Retained		% Retained
	Female	Male	
Health and Human Services	58%	68%	61%
Black/African American	57%	100%	67%
Hispanic/Latino	45%	50%	47%
Two or More Races	--	--	--
White	61%	67%	63%
No Answer	--	--	--

Program and Ethnicity	% Retained		% Retained
	Female	Male	
Arts and Sciences	63%	57%	61%
American Indian/Alaska Native	--	--	--
Asian	100%	--	100%
Black/African American	39%	46%	42%
Hispanic/Latino	58%	52%	55%
Two or More Races	67%	100%	83%
White	67%	59%	64%
No Answer	--	--	--

Program and Ethnicity	% Retained		% Retained
	Female	Male	
Dental Assisting/Education	62%	43%	59%
Black/African American	--	--	--
Hispanic/Latino	45%	33%	43%
White	71%	50%	70%
No Answer	--	--	--

Program and Ethnicity	% Retained		% Retained
	Female	Male	
Education	61%	63%	62%
Black/African American	--	--	--
Hispanic/Latino	67%	75%	69%
Two or More Races	--	--	--
White	57%	57%	57%
No Answer	--	--	--

Program and Ethnicity	% Retained		% Retained
	Female	Male	
Nursing	59%	67%	60%
Black/African American	52%	100%	56%
Hispanic/Latino	61%	0%	55%
Two or More Races	--	--	--
White	63%	80%	64%
No Answer	--	--	--

Program and Ethnicity	% Retained		% Retained
	Female	Male	
SPEA	58%	74%	71%
Black/African American	0%	80%	40%
Hispanic/Latino	--	75%	75%
Two or More Races	--	--	--
White	100%	76%	79%
No Answer	--	--	--

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
Allied Health	15	4	19	31	5	36
Black/African American	1	0	1	6	0	6
Hispanic/Latino	1	0	1	4	2	6
White	13	4	17	21	3	24

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
Business/Economics	5	12	17	12	29	41
Black/African American	0	1	1	3	4	7
Hispanic/Latino	1	0	1	1	3	4
Other American	0	0	0	0	1	1
White	4	11	15	8	21	29

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
Arts and Sciences	19	20	39	45	49	94
Asian	0	3	3	1	0	1
Black/African American	2	3	5	14	5	19
Hispanic/Latino	3	3	6	5	7	12
No Answer	0	1	1	0	4	4
White	14	10	24	25	33	58

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
Dental Assisting/Education	3	0	3	21	2	23
Black/African American	0	0	0	3	0	3
Hispanic/Latino	1	0	1	0	1	1
Other American	0	0	0	2	0	2
White	2	0	2	16	1	17

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
Education	9	2	11	20	10	30
Black/African American	0	0	0	5	0	5
Hispanic/Latino	0	0	0	2	3	5
White	9	2	11	13	7	20

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
Nursing	7	0	7	22	4	26
Asian	0	0	0	1	0	1
Black/African American	1	0	1	4	2	6
Hispanic/Latino	0	0	0	5	0	5
No Answer	0	0	0	1	0	1
White	6	0	6	11	2	13

Program and Ethnicity	Graduated		Total Graduated	Did Not Graduate		Total Did Not Graduate
	Female	Male		Female	Male	
SPEA	5	11	16	14	15	29
Black/African American	0	0	0	2	2	4
Hispanic/Latino	0	1	1	2	3	5
White	5	10	15	10	10	20

Program and Ethnicity	Graduated		Total Graduated
	Female	Male	
Allied Health	33%	44%	35%
Black/African American	14%	--	14%
Hispanic/Latino	20%	0%	14%
White	38%	57%	41%

Program and Ethnicity	Graduated		Total Graduated
	Female	Male	
Business/Economics	29%	29%	29%
Black/African American	0%	20%	13%
Hispanic/Latino	50%	0%	20%
Other American	--	--	--
White	33%	34%	34%

Program and Ethnicity	Graduated		Total Graduated
	Female	Male	
Arts and Sciences	30%	29%	29%
Asian	--	--	--
Black/African American	13%	38%	21%
Hispanic/Latino	38%	30%	33%
No Answer	--	20%	20%
White	36%	23%	29%

Program and Ethnicity	Graduated		Total Graduated
	Female	Male	
Dental Assisting/Education	13%	--	12%
Black/African American	0%	--	0%
Hispanic/Latino	--	--	--
Other American	--	--	--
White	11%	--	11%

Program and Ethnicity	Graduated		Total Graduated
	Female	Male	
Education	31%	17%	27%
Black/African American	0%	--	0%
Hispanic/Latino	0%	0%	0%
White	41%	22%	35%

Program and Ethnicity	Graduated		Total Graduated
	Female	Male	
Nursing	24%	--	21%
Asian	--	--	--
Black/African American	20%	--	14%
Hispanic/Latino	0%	--	0%
No Answer	--	--	--
White	35%	--	32%

Program and Ethnicity	Graduated		Total
	Female	Male	Graduated
SPEA	26%	42%	36%
Black/African American	--	--	--
Hispanic/Latino	0%	25%	17%
White	33%	50%	43%