



Frostburg State University
Cultural Diversity Program
Progress Report

Prepared by
Office of the Provost
Division of Student and Educational Services

March 2013

Executive Summary

This report presents a progress update of the Frostburg State University (FSU) Cultural Diversity Program for the time period of February 2012 to February 2013. Through implementation of strategies identified in this report, the University continues to diligently pursue the five overarching goals of the program.

The University continues to commit resources toward recruiting and enrolling a growing number of undergraduate minority and first-generation students (**Goal 1**). The University has consistently experienced growth in the number of undergraduate minority students enrolled over the last five years - from a total of 1,196 minority undergraduates in fall 2008 to 1,548 in fall 2012, representing a 29.4% increase. African-American student headcount has also grown over the last five years, from 1,004 in fall 2008 to 1,161 in fall 2012.

One ongoing strategy to increase minority enrollment is sending electronic and paper communications to underrepresented students. Through the Student Search Service company, the Office of Admissions has purchased an increasing percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. Other strategies include sponsoring University bus trips to the FSU campus, arranging off-campus admitted student receptions, and enhancing and promoting college-readiness and bridge programs. In addition to the University's efforts to further recruit minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to FSU from Maryland community colleges and an increasing number of these transfer students are from minority groups.

Increasing the retention and graduation rates of undergraduate minority and first-generation students (**Goal 2**) is a priority of the University and a central goal of its Cultural Diversity Program. Over the reporting period, Frostburg has increased the overall second-year student retention rate for the University, as well as the rate for its African-American students. However, the six-year graduation rates for the University and for African Americans in particular have decreased slightly.

University's second-year retention rate of undergraduates improved from 71.0% (cohort fall 2010) in fall 2011 to 72.0% (cohort fall 2011) for fall 2012. Its second-year retention rate for African-American students increased from 71.0% (cohort fall 2010) in fall 2011 to 77.0% (cohort fall 2011) in fall 2012, as did the rate for all minorities, from 70.0% to 74.0%.

During the same time period, the six-year graduation rate of undergraduates decreased from 45.0% for cohort year 2005 to 44.0% for cohort year 2006. The University also experienced a decrease in the six-year graduation rate for African-Americans, from 43.0% for cohort year 2005 to 41.0% for cohort year 2006, while the rate for all minorities declined from 40.0% for cohort year 2005 to 39.0% for cohort year 2006.

The University critically reviews and strengthens its efforts to attract quality students to its campus and raise retention and graduation rates. One important new strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. The University has also worked to enhance and strengthen first-year programs that enhance academic performance and student retention. These enhancements include a revision of the University's Introduction of Higher Education (IHE) course to ensure that all freshmen are well-versed in the skills required for academic success, such as learning strategies, time management, campus resources, and academic requirements and policies.

Frostburg's Closing the Achievement Gap Task Force develops and expands upon strategies and resources that attract quality students to the campus and increase retention and graduation rates. To help support FSU's Closing the Achievement Gap efforts, the University in February 2012 received a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this grant-based program, entitled the *Championship Forum*, are

intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester. Also incorporated into FSU's Closing the Achievement Gap efforts is the adoption of a web-based early alert system that helps the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential.

Frostburg's Closing the Achievement Gap work includes increased allocation of need-based student financial aid to make education more affordable. More than 80% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least \$100,000 each year to first-generation, low-income college students who participate in the University's Student Support Services Program. The University intends to continue increasing the amount of need-based awards allocated to students over the next five years.

Course redesign also plays a significant role in the University's Closing the Achievement Gap efforts. The University has successfully implemented course redesign across many curricular areas, including general psychology, developmental mathematics and intermediate algebra, communication studies, and English composition. Frostburg is now in the process of redesigning introductory biology and chemistry. Data from the developmental mathematics program, in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses.

The University's Closing the Achievement Gap work also focuses on expanding and strengthening student support, monitoring, and advising programs. During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising. The University also provides extensive student support through the Center for Advising and Career Services, academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Support includes tutoring, mathematics support, study groups, academic advising, career development, and assistance with the financial aid process. The Programs Advancing Student Success (PASS) office has also developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor's degree. Students who earned below 2.3 GPA their first semester are offered a course their second semester that teaches strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

The University is continually working to increase diversity among its faculty and staff (**Goal 3**). In November 2012, the University's workforce consisted of 1,084 full- and part-time employees (378 faculty and 706 staff members). The percentage of tenured/tenure-track minority faculty members increased by 3.2% during the reporting period (from 10.9% in 2011 to 14.1% in 2012), while the percentage of non-tenure-track minority faculty members decreased slightly from 5.1% in 2011 to 4.8% in 2012. Over the same time period, there was a 2.0% increase in the percentage of minority staff members (from 5.1% for 2011 to 7.1% for 2012).

In February 2013, FSU's Office of Human Resources implemented a new applicant tracking system that automates the entire hiring process and requests demographic information from applicants regarding race and ethnicity. The system includes an employee on-boarding module that will allow the University to: (1) ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole; (2) increase employees' ability to make an impact with the University, both long- and short-term; and (3) help employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission.

Frostburg State University's Cultural Diversity Program works to create a welcoming and safe environment that promotes the understanding of cultural diversity (**Goal 4**). An important action priority of the

program and the University's strategic plan is the building of intercultural understanding and broadening of cultural awareness on campus by encouraging students to engage with cultures different than their own. Several ongoing initiatives help to address this priority, including the work of the President's Advisory Council on Diversity, Equity, and Inclusion; the work of FSU's Diversity Center; and academic programs that enhance the multicultural quality of the University's curriculum.

Over the past year, the President's Advisory Council for Diversity, Equity, and Inclusion (PACDEI) revised its mission and goals to ensure alignment with the University's strategic plan. The revised mission focuses on the PACDEI's efforts to further promote a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.

The University's Diversity Center promotes increased understanding of multiculturalism by helping students develop the skills needed to work effectively within FSU's diverse community and ensuring that the campus environment is welcoming and inclusive. Over the reporting period, it was determined that the addition of an Assistant Director would enhance the Center's ability to effectively serve student groups and increase the quality, quantity, and variety of programs and services it offers. As a result, resources were directed toward filling the position, and a search was successfully completed in July 2012. In addition to offering activities, workshops, and programs that help members of the University better understand cultural differences and develop respect for others, the Diversity Center serves as an advising and support resource for student organizations that focus on diversity issues.

Frostburg enhances the multicultural quality of its curriculum through its African-American Studies and Women's Studies minors, as well as its major and minor programs in International Studies. All of these programs have at least their introductory courses offered as part of the General Education Program. Multiculturalism is also incorporated into the curriculum through the University's General Education Program category of Identity and Difference. The twenty-seven courses in this category encourage the consideration of culture, race, gender, ethnicity, class, and global imperatives in the dynamic formation of cultural identity.

The University's Center for International Education (CIE) promotes the understanding of international cultures on campus (**Goal 5**) by increasing international student enrollment. The enrollment of international students at FSU increased 16.7% during the past year, from 90 students from 17 countries in fall 2011 to 105 students from 20 countries in fall 2012. Since fall 2007, when only 28 international students were present at the University, the number of international students attending FSU has increased by 275 percent.

Fourteen exchange students from partner institutions were welcomed by FSU in spring 2012 and an additional 33 exchange students were welcomed in fall 2012. Furthermore, two visiting research scholars from Hunan University of Commerce visited the University to observe teaching methods and conduct research in the area of English. Additional visiting research scholars are expected in AY 2013-2014.

Frostburg State University continues to work towards increasing global opportunities for FSU students and faculty. A total 38 students enrolled in study abroad programs administered by the FSU Center for International Education over the reporting period. During the same time period, 32 students participated in international experiential learning programs organized by the College of Business, the Office of Graduate Services, and the Center for International Education.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. The development of global leadership is one of the four major competencies that FSU has developed with its new Leadership Competency Model. The model is beginning to be used in student organizations across the campus, such as in the President's Leadership Circle (PLC), a group first established in 2009 that includes up to 12 undergraduate students whose leadership has made significant contributions to the University.

This year, PLC students had the option of participating in a multicultural experience while living in the Amazon Rainforest or teaching clean water practices in rural areas of Uganda. Each group will be presenting at University sessions during Earth Week and sharing their experiences with Maryland high school students and government officials in Washington, D.C.

In AY 2012-13, the University continued to provide services and programs to FSU's international students and to American students, faculty, and staff to promote intercultural understanding on campus. In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Japanese Cultural Club.

Section I: Implementing and Evaluating FSU's Cultural Diversity Program

This report discusses Frostburg State University's (FSU) progress toward achieving the goals outlined in its February 2009 Cultural Diversity Program for the most recent reporting period (February 2012 to February 2013). Five-year demographic data for 2008 to 2012 are provided in Appendix A, with separate tables for faculty, staff, and students. Through implementation of strategies identified in this report, the University diligently pursues the five overarching goals of the program:

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First Generation Students

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity

Goal 5: Promote the Understanding of International Culture

In Section II of this report, *Increasing the Numerical Representation of Traditionally Underrepresented Groups Among Students, Faculty, and Staff*, the University's strategies to promote cultural diversity and student success on its campus by recruiting, enrolling, retaining, and graduating undergraduate minority and first generation students (Goals 1 and 2) are discussed and evaluated. This section of the report also evaluates the University's strategies to enhance the cultural diversity of its faculty and staff (Goal 3).

Section III of this document, *Creating Cultural Awareness among Students, Faculty, and Staff*, contains a discussion and evaluation of Frostburg's strategies to create a campus environment where cultural diversity is strongly promoted and valued by all members of the University community (Goal 4). Creating cultural awareness at Frostburg also necessarily involves internationalizing the campus (Goal 5), and the University's efforts to bring global perspectives and ideas to the campus are also presented and evaluated under Section III.

Section II: Increasing the Numerical Representation of Traditionally Underrepresented Groups among Students, Faculty, and Staff

In an effort to enhance the cultural diversity of its campus, Frostburg State University includes in its Cultural Diversity Program strategies that focus on effective recruitment, enrollment, and retention of students from traditionally underrepresented groups. The University commits resources to enhancing existing initiatives that focus on the recruitment and retention of a culturally diverse faculty and staff, as presented below.

Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students (FSU Goal 1)

The University has consistently experienced growth in the number of undergraduate minority students enrolled over the last five years - from a total of 1,196 minority undergraduates in fall 2008 to 1,548 in fall 2012, representing a 29.4% increase (see Table 1 in Appendix A). African-American student headcount has also grown over the last five years, from 1,004 in fall 2008 to 1,161 in fall 2012.

Enhancing Marketing and Recruitment Efforts that Target Underrepresented Students

In an effort to recruit a growing number of minority and first-generation students, Frostburg sends mailings and electronic communications to underrepresented students who meet FSU admissions criteria (*Strategy 1.1*). Through the Student Search Service company, the Office of Admissions has purchased an increasing

percentage of minority names over the last five years from the pool of students who take the PSAT in their junior year of high school. As shown in Table 1 below, minorities represented 26.0% of the total names purchased for the fall 2008 entering freshman class, as compared to 29.2% for the fall 2012 class.

Admissions counselors travel to high schools in targeted urban areas, including Baltimore, Montgomery, and Prince George’s counties and Washington, D.C. In addition, the admissions office hired a bilingual admissions counselor in January 2012 to assist with the recruitment of Hispanic students.

Table 1
Student Search Service Comparisons
Fall 2008 to Fall 2012

Race/ Ethnicity	Fall 2008 Entering Class		Fall 2009 Entering Class		Fall 2010 Entering Class		Fall 2011 Entering Class		Fall 2012 Entering Class	
	N	%	N	%	N	%	N	%	N	%
Unknown	1,420	3.8%	1,559	3.9%	1,546	3.8%	1,381	3.8%	1,582	4.4%
African American/Black	5,150	13.7%	5,292	13.2%	5,709	13.9%	4,886	13.6%	4,951	13.8%
Amer Ind or Alaska Nat	159	0.4%	167	0.4%	189	0.5%	165	0.5%	175	0.5%
Asian	2,901	7.7%	3,423	8.6%	3,608	8.8%	3,384	9.4%	3,405	9.5%
Hispanic/Latino	1,551	4.1%	1,843	4.6%	2,003	4.9%	1,812	5.0%	1,917	5.4%
White	26,317	70.2%	27,671	69.3%	28,041	68.2%	24,348	67.7%	23,793	66.4%
All	37,498	100.0%	39,955	100.0%	41,096	100.0%	35,976	100.0%	35,823	100.0%

Data Source: PeopleSoft Queries F08, F09;orig SSS file F10, F11, F12

Familiarizing Select High School Students, Teachers, and Administrators with FSU Programs and Services

Ongoing University-sponsored bus trips and admitted student receptions are essential components of the University’s efforts to enroll an increasing number of traditionally underrepresented student groups (**Strategy 1.2**). The admissions office hosted approximately 240 prospective fall 2012 students during 10 different bus trips to FSU from primarily minority high schools. Also as part of its recruitment efforts for the fall 2012 entering class, Admissions held student receptions in Gaithersburg and Annapolis, where 45.8% of reception attendees were minorities (27 of 59 students).

Enhancing and Promoting College-Readiness Programs

College-readiness and bridge programs that help prepare underrepresented students for postsecondary education are important initiatives at Frostburg (**Strategy 1.4**). Over the last three years, the grant-based Upward Bound program has served a total of 115 students, and 11% of these participants were minorities. Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City is provided by FSU’s Upward Bound Regional Math/Science Center (**Strategy 1.5**). An average of 66% of program participants over the last five years self-identified as minorities. Of the 182 former program participants who graduated from high school before 2008, 164 (90%) subsequently enrolled at a college or university and 108 (66%) obtained a bachelor’s or associate’s degree. Sixty-one percent (61%) of the degree awarded to these students were in a mathematics or science discipline.

Increasing the Number of Underrepresented Students Transferring from Community Colleges

In addition to the University’s efforts to further recruit minority first-time students, the Office of Admissions also commits resources toward admitting more students who transfer to FSU from Maryland community colleges (**Strategy 1.3**), and an increasing number of these transfer students are from minority

groups. Table 2 below shows the number and percentage of minority students entering as new transfer students, which has increased by 10.2% over the last five years (from 13.5% in fall 2008 to 23.7% in fall 2012).

Table 2
Transfer Students by Race/Ethnicity
Fall 2008 to Fall 2012

Race/Ethnicity	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	N	%	N	%	N	%	N	%	N	%
Unknown	5	1.3%	7	1.7%	6	1.5%	3	0.6%	3	0.6%
African American/Black	39	10.5%	56	13.5%	60	14.5%	85	18.1%	78	16.7%
Amer Ind or Alaska Nat	1	0.3%	3	0.7%	.	.	1	.	1	.
Asian	4	1.1%	2	0.5%	2	0.5%	4	0.9%	8	1.7%
Hispanic/Latino	6	1.6%	7	1.7%	14	3.4%	15	3.2%	12	2.6%
White	298	80.3%	311	74.8%	304	73.6%	318	67.7%	320	68.4%
Other	18	4.9%	30	7.2%	27	6.5%	31	6.6%	34	7.3%
Hawaiian	.	.	.	.	.	.	.	.	1	.
Two or More Races	.	.	.	.	.	.	13	2.8%	11	2.4%
All	371	100.0%	416	100.0%	413	100.0%	470	100.0%	468	100.0%

Data Source: Enrollment Information System File (EIS)

Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students (FSU Goal 2)

Over the reporting period, Frostburg has increased the overall second-year student retention rate for the University, as well as the rate for its African-American students. However, the six-year graduation rates for the University and for African Americans in particular have decreased slightly.

The University's second-year retention rate of undergraduates improved from 71.0% (cohort fall 2010) in fall 2011 to 72.0% (cohort fall 2011) for fall 2012. Its second-year retention rate for African-American students increased from 71.0% (cohort fall 2010) in fall 2011 to 77.0% (cohort fall 2011) in fall 2012, as did the rate for all minorities, from 70.0% to 74.0%.

During the same time period, the six-year graduation rate of undergraduates decreased from 45.0% for cohort year 2005 to 44.0% for cohort year 2006. The University also experienced a decrease in the six-year graduation rate for African-Americans, from 43.0% for cohort year 2005 to 41.0% for cohort year 2006, while the rate for all minorities declined from 40.0% for cohort year 2005 to 39.0% for cohort year 2006.

The University critically reviews and strengthens its efforts to attract quality students to the campus and raise retention and graduation rates. One important new strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. Twenty-six scholarships have been created since July 2010 with commitments totaling \$218,351. The program's goal is to secure \$2.5 million in merit-based scholarships for high-academic achievers by July 2015. This program, and the additional initiatives discussed below, are expected to enhance both performance measures and meet benchmarked goals.

Expanding and Strengthening First-Year Programs that Enhance Student Academic Performance and Retention

The University's Introduction to Higher Education (IHE) course was reviewed by a committee of faculty and staff in the spring of 2012, with the goal of determining IHE's role as part of first-year academic programming. The group recommended that coursework focus on ensuring students are well-versed in the skills required for academic success (*Strategy 2.1*), such as learning strategies, time management, campus

resources, and academic requirements and policies. These and other components important to student retention and success (financial literacy, diversity education, sexual assault awareness, and career exploration) were incorporated into the revised course requirements and shared with faculty as part of three training sessions conducted in summer 2012. The University expects these changes will result in greater consistency among IHE course activities and instruction, with the ultimate result of a more uniform first-year experience for all freshmen.

In summer 2012, the University assessed procedures regarding the mentorship of academic warning and probation students, who were in need of more information on institutional policies, procedures, and developmental opportunities. Beginning in the fall of 2012, informational workshops were moved from mid semester to the first week of classes to allow for students to change existing course schedules without penalty. As a result of this adjustment, workshop attendance (approximately 30% of the students invited) was higher than in the past. Information presented at the workshop included a degree progress report, grade calculator, and discussion of course repeat policies. Attendees were asked to submit personalized academic strategies to address deficiencies in academic behaviors, summarize social and campus connections, and predict semester GPA and expected number of meetings with advisors. Representatives from Programs Advancing Student Success, Financial Aid, and other student service offices discussed available services and announced upcoming developmental workshops. During the fall 2012 semester, workshop presenters plan to share data on participating students and determine whether attendance at these workshops has improved student success rates.

Closing the Achievement Gap

The University's Closing the Achievement Gap Task Force develops and expands upon strategies and resources that help to attract quality students to its campus and increase retention and graduation rates (*Strategy 2.2*). In February 2012, FSU was awarded a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of this grant-based program, entitled the *Championship Forum*, are intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of \$250 each semester.

Fifty students were recruited to the program in March 2012, 36 of which actively participated during the spring 2012 semester. Of those students, ten entered the program on academic probation; at the end of that semester, seven had earned grades sufficient to remove them from probation. In addition, five other program participants earned Dean's List honors. One student was academically dismissed and two remain on academic probation; overall, 92% of the participants were in good academic standing in the fall of 2012. With 33 students returning for the fall, the persistence rate for the group is 92 percent. Twenty-one returning students earned the full stipend and 12 returning students earned partial stipends. Recruitment of new participants, particularly low-income freshman males, is continuing, with the goal of adding 20 to 25 new students early in the fall semester.

Beginning in the fall of 2012, Frostburg adopted an early alert system that helps the University identify students who are facing academic and individual issues preventing them from reaching their full academic potential. This web-based solution focuses on a variety of factors that are the strongest predictors of student success and can be used to create timely reports about students who are facing difficulties or challenges. These reports can then be acted on by faculty advisors and staff.

Frostburg has focused on access by continuing to increase the allocation of need-based student financial aid to make education more affordable. More than 80% of FSU students receive some form of financial aid. Since 2007, FSU has allocated additional funds toward need-based awards. Spending on institutional aid has increased by 55% between 2007 and 2012. Among those need-based awards are at least \$100,000 each year to

first-generation, low-income students who participate in the Student Support Services Program. The University intends to continue increasing the amount of need-based awarded allocated to students over the next five years.

Expanding Course Redesign and Improving Skills in Mathematics

As part of its Closing the Achievement Gap Initiative, the University has successfully implemented course redesign across several curricular areas, including general psychology, developmental mathematics and intermediate algebra, communication studies, and English composition. Frostburg is now in the process of redesigning introductory biology and chemistry. Data from the developmental mathematics program, in place long enough to allow evaluation, show Frostburg students enrolled in redesigned courses performed better than those in traditionally taught courses (see Table 3).

Table 3
DVMT 100: Intermediate Algebra
Course Redesign Model Results for Full Implementation
Spring 2012

DVMT 100	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2011	28	27	55	50.9%	49.1%
Fall 2011	157	40	197	79.7%	20.3%
Spring 2012	76	24	100	76.0%	24.0%
Passed DVMT in Fall 2011					
Math 102	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	47	46	93	50.5%	49.5%
No DVMT in Fall 2011					
Math 102	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	29	33	62	46.8%	53.2%
Passed DVMT in Fall 2011					
Math 106	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	52	25	77	67.5%	32.5%
No DVMT in Fall 2011					
Math 106	Pass	Fail	Total	Pass Rate	Fail Rate
Spring 2012	25	17	42	59.5%	40.5%

Expanding and Strengthening Student Support, Monitoring, and Advising Programs

During the fall 2012 semester, the University strengthened its academic advising programs by providing more professional development opportunities for academic advisors. These opportunities promote better continuity and effectiveness in student advising.

The University provides extensive student support through the Center for Advising and Career Services, academic support services offered through PASS (Programs Advancing Student Success), and the TRIO Student Support Services office. Support includes tutoring, mathematics support, study groups, academic advising, career development, and assistance with the financial aid process.

The Programs Advancing Student Success (PASS) office developed a persistence program to help students improve their grades, study effectively, and attain a Bachelor’s degree (**Strategy 2.3**). Students who earned

below 2.3 GPA their first semester are offered a course their second semester that teaches strategies to help them succeed in spite of the academic and personal obstacles that impeded their progression in the past.

Enhance the Cultural Diversity of Faculty and Staff (FSU Goal 3)

One of Frostburg State University's fundamental goals is to increase diversity among its faculty and staff. In November 2012, the University's workforce consisted of 1,084 full- and part-time employees (378 faculty and 706 staff members). As shown in Table 2 of Appendix A, the percentage of tenured/tenure-track minority faculty members increased by 3.2% during the reporting period (from 10.9% in 2011 to 14.1% in 2012), while the percentage of non-tenure-track minority faculty members decreased slightly from 5.1% in 2011 to 4.8% in 2012. Over the same time period, there was a 2.0% increase in the percentage of minority staff members (from 5.1% for 2011 to 7.1% for 2012 - see Table 3 in Appendix A).

Implementing the EEO Compliance Office's Minority Recruitment Plan and Retention Strategies

The University has expanded upon the Minority Recruitment and Retention Plan developed by the Office of Human Resources (OHR - **Strategy 3.1**), including assigning an Equity Officer to each college or division to help monitor and coordinate diversity initiatives. Additionally, all search committees must appoint a member to oversee minority recruitment efforts. Job announcements are also sent to historically black institutions, and a contact list has been developed within OHR to target the most diverse applicant pool.

In February 2013, FSU's Office of Human Resources implemented a new applicant tracking system that automates the entire hiring process and requests demographic information from applicants regarding race and ethnicity. The system includes an employee on-boarding module that will allow the University to:

- Ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole.
- Increase employees' ability to make an impact at the University, both long- and short-term.
- Help employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet its mission.

Expanding Efforts to Attract and Retain Eminently Qualified African-American Faculty and Staff

Within the Academic Affairs division, 22 faculty searches were conducted in 2012, with 4.0% of the positions filled by minority applicants (**Strategy 3.2**). In the College of Liberal Arts and Sciences, two African-American and two Asian faculty members were hired over the reporting period. In addition, one Asian faculty was hired in the College of Business, and two non-tenure track African American faculty members were hired in the College of Education.

The FSU administration has experienced an increase in minority hires since the implementation of the Minority Recruitment Plan (**Strategy 3.2**). In 2012, 41 administrative searches were completed and, of these searches, minorities filled 9.7% of the positions.

In an effort to help retain minority faculty and staff, the University's mentoring program is designed to help new employees feel welcomed and part of the campus community. During 2012, 17 new employees were matched with mentors (**Strategy 3.3**).

Section III: Creating Cultural Awareness among Students, Faculty, and Staff

Create a Campus Environment that Promotes the Understanding of Cultural Diversity (FSU Goal 4)

An important action priority of the Cultural Diversity Program and the University's strategic plan is the building of intercultural understanding and broadening of cultural awareness on campus by encouraging students to engage with cultures different than their own. Several ongoing initiatives help to address this priority, including the work of the President's Advisory Council on Diversity, Equity, and Inclusion; the work of FSU's Diversity Center; and academic programs that enhance the multicultural quality of the University's curriculum.

The President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)

Over the past year, the President's Advisory Council for Diversity, Equity, and Inclusion (PACDEI) revised its mission and goals to ensure alignment with the University's strategic plan. The revised mission focuses on the PACDEI's efforts to further promote a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.

In August 2012, new PACDEI members were selected through an application and interview process and were required to complete NCBI training, including a mandatory two day workshop. The PACDEI established new work teams to progress toward meeting its goals, which include:

- Creating a welcoming and safe campus climate for students, faculty, and staff
- Recruiting and retaining a culturally rich population of students, faculty, and staff
- Promoting mutual respect through the voicing of concerns in civil discourse
- Encouraging and supporting collaborative initiatives and activities
- Assuring University policies and procedures are congruent with the above goals
- Utilizing the principles and skill sets of NCBI in fulfilling its mission

The University Diversity Center

The University's Diversity Center promotes increased understanding of multiculturalism by helping students develop the skills needed to work effectively within FSU's diverse community and ensuring that the campus environment is welcoming and inclusive. Over the reporting period, it was determined that the addition of an Assistant Director would enhance the Center's ability to effectively serve student groups and increase the quality, quantity, and variety of programs and services offered. As a result, resources were directed toward filling the position, and a search was successfully completed in July 2012.

The Diversity Center offers activities, workshops, and programs that help students, faculty, and staff develop a better understanding of cultural differences and respect for individuals of backgrounds different from their own. Under the leadership of the Center, several workshops were held for students, faculty and staff as part of FSU's affiliation with the National Coalition Building Institute, Inc. (NCBI). During the spring 2012 semester, a violence prevention workshop model was twice presented during the *Enough is Enough* campaign, and this model was again utilized to train approximately 60 Residence Life Office staff in August 2012. In addition, the annual diversity retreat was held in October 2012 and included a full-day workshop with 45 participants and two facilitators. Also in the fall of 2012, two workshops were held for Greek Life with 40 students attending, and first-semester freshmen in 94% of Introduction to Higher Education course sections participating in *Welcoming Diversity: Leadership for Equity and Inclusion* workshops. In December 2012, the Center established "listening tables," a service that introduces students to the NCBI team and provides them with listeners who utilize NCBI skills and principles to provide relief from end-of-the-semester stress.

Another important responsibility of the Diversity Center is to serve as an advising and support resource for student organizations that focus on diversity issues. These organizations include the Black Student Alliance (BSA), the Latin American Student Organization (LASO), the Chinese Cultural Club (CCC), the African Student Association (ASA), the African American Studies Society (AASS), BTGlass, the Hillel (Jewish Student) organization, and the Muslim Student Association (MSA). In addition, a new on-campus student organization, the National Council of Negro Women (NCNW), was established in September 2012, with an initial membership of five faculty/staff advisors and more than 75 students. The goals of this organization include reducing violence toward women and providing academic support in an effort to increase the retention and graduation of female students.

Enhancing the Multicultural Quality of the Curriculum

Frostburg State University enhances the multicultural quality of its curriculum through its African-American Studies and Women's Studies minors, as well as its major and minor programs in International Studies. All of these programs have at least their introductory courses offered as part of the General Education Program.

Multiculturalism is also incorporated into the curriculum through the University's General Education Program category of Identity and Difference. The twenty-seven courses in this category encourage the consideration of culture, race, gender, ethnicity, class, and global imperatives in the dynamic formation of cultural identity. The principal objective of these courses is to introduce students to the varied perspectives that determine values in a complex, global society and to induce appreciation of how power operates to include and exclude groups across societies within the United States. In addition, these courses are intended to encourage students to understand the social, political, economic, and institutional complexities of a national culture outside the United States, or to learn methods of functioning effectively in a complex global culture.

Promote the Understanding of International Cultures (FSU Goal 5)

The University's Center for International Education (CIE) places an emphasis on recruiting international students in order to increase global awareness at FSU (*Strategy 5.1*). International student enrollment increased 16.7% during the past year, from 90 students from 17 countries in fall 2011 to 105 students from 20 countries in fall 2012. Since fall 2007, when only 28 international students were present at the University, the number of international students attending FSU has increased by 275 percent.

Increasing the Number of International Students

In 2012, Frostburg State University continued its tradition of strong international student exchange agreement programs with its partner institutions, including:

- Hunan Normal University in Changsha, China
- Mary Immaculate College in Limerick, Ireland
- University of Northumbria in Newcastle, England
- University College UCC in Copenhagen, Denmark
- Chung Hua University, Taiwan
- Fo Guang University, Taiwan
- Nat'l Dong Hwa University, Taiwan
- Nat'l Taipei College of Business, Taiwan
- Nat'l United University, Taiwan
- Vanung University, Taiwan
- Communications University of China
- Dongfang College, China
- Hunan University of Commerce, China

Fourteen exchange students from partner institutions were welcomed by FSU in spring 2012, and an additional 33 exchange students were welcomed in fall 2012. Furthermore, two visiting research scholars from Hunan University of Commerce visited the University to observe teaching methods and conduct research in the area of English. Additional visiting research scholars are expected in AY 2013-2014.

The Center for International Education also works to assist international students' academic success and assimilation into the University community and local areas. Besides the offered intermediate- and advanced-level ESL classes for exchange students who require additional language training, CIE also provides cultural learning activities for exchange students to interact with U.S. students. The Center offered a study abroad/cultural fair in fall 2012 that promoted exchange of cultures between current FSU international students and American students.

Enhancing International Programming

Several new FSU programs were created to facilitate the understanding of international cultures in 2012 (*Strategy 5.2*), including:

- The Center for International Education introduced a new program that combined promoting study abroad with sharing current international students' cultures to American students. The project also introduces non-traditional study abroad locations to American students in order to promote stepping outside of their comfort zones.
- In August of 2012, Student and Educational Services, Student and Community Involvement, and the University Programming Council presented the Indian band, Red Baraat. This event included not only Indian music, but also Indian cuisine.
- The summer 2012 Impact China study abroad group created an event in October 2012 to showcase their activities in China and to promote future participation in study abroad travel to China. The evening was filled with pictures and information from the Impact China trip along with Chinese culture learned by American students or presented by current Chinese exchange students.
- The College of Business, with cooperation from the Center for International Education, invited a distinguished scholar from San Diego State University to speak about the possibilities of cultural cooperation and exchange with universities in Japan.

Increasing the Number of International Opportunities for Students and Faculty

Frostburg State University works diligently toward increasing global opportunities for its students and faculty (*Strategy 5.3*). A total 38 students enrolled in study abroad programs administered by the FSU Center for International Education over the reporting period. The CIE also continues to visit classrooms to promote study abroad, host bi-annual study abroad information fairs, hold bi-weekly information sessions with past study abroad students, and promote study abroad at admissions open house events throughout the year. These events are generally well attended and the number of students interested in study abroad opportunities in AY 2013-2014 looks strong.

Over the last few years, FSU has created a number of innovative and valuable international experiences for students and faculty. During the reporting period, 32 students participated in international experiential learning programs organized by the College of Business, the Office of Graduate Services, and the Center for International Education. A faculty-led summer 2012 trip to China gave College of Business students an opportunity to interact with Chinese business faculty, visit important industrial locations, and enjoy many of the country's historical and cultural sites. An additional trip to Denmark was conducted by the College of

Education for graduate students in the educational field. This trip provided opportunities for students to observe classrooms in Denmark, Danish culture, and the education program at University College in Copenhagen (UCC). Currently, there are three additional faculty led trips to Peru, China, and Ireland scheduled for summer 2013.

In addition, international programming has been added to the goals of a growing number of campus organizations and student groups. The development of global leadership is one of the four major competencies that the University has developed with its new Leadership Competency Model. The model is beginning to be used by student organizations across the campus, such as in the President's Leadership Circle (PLC), a group first established in 2009 that includes up to 12 undergraduate students whose leadership has made significant contributions to the University.

This year, PLC students had the option of participating in a multicultural experience while living in the Amazon Rainforest or teaching clean water practices in rural areas of Uganda. Both experiences have led FSU students on an inward journey of self-discovery while placing an emphasis on inclusive cultural awareness. Each group will be presenting at University sessions during Earth Week and sharing their experiences with Maryland high school students and government officials in Washington, D.C.

Promoting Intercultural Understanding

In AY 2012-13, the University continued to provide services and programs to FSU's international students and to American students, faculty, and staff to promote intercultural understanding on campus (**Strategy 5.4**). In addition to monthly social and cultural activities offered by the CIE and designed to aid international students in the acculturation process, student clubs and campus organizations have become actively involved in this process. Two important organizations in this regard are the Chinese Culture Club and the recently formed Japanese Cultural Club:

- The Chinese Culture Club (CCC) maintained an active presence on campus this year, hosting its annual celebrations for the Autumn Festival and Chinese New Year. The CCC once again connected new Chinese/Taiwanese students with conversation partners and local mentors from the campus and community. In January 2013, the CIE and several Taiwanese/Chinese students partnered with West Side Elementary School in Cumberland to present a full-day Chinese New Year Celebration to introduce students, parents, and teachers to various aspects of Chinese culture.
- Japanese students and some American friends introduced a new cultural group to FSU: the Japanese Cultural Club. This group participated in the Cultural Study Abroad fair presented by the Center for International Education.



Appendix A

Cultural Diversity Program

Comparison Tables for Faculty, Staff, and Students

Prepared by

Office of the Provost

Division of Student and Educational Services

March 2013

Appendix A

Frostburg State University

Comparison Tables for Faculty, Staff, and Students

Table 1
Student Headcount by Career

Career	Race/Ethnicity*	Term																				
		Fall 2008				Fall 2009				Fall 2010				Fall 2011				Fall 2012				All
		Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	Male N	Female N	N	%	N
Graduate	Unknown	3	10	13	2.05	5	9	14	2.22	2	.	2	0.33	3	1	4	0.57	4	5	9	1.14	42
	African American/Black	6	11	17	2.69	9	11	20	3.17	15	17	32	5.3	11	18	29	4.15	20	21	41	5.19	139
	Amer Ind or Alaska Nat	.	2	2	0.32	1	2	3	0.48	.	.	.	.	.	.	.	.	.	2	2	0.25	7
	Asian	2	2	4	0.63	1	2	3	0.48	4	4	8	1.32	5	6	11	1.58	11	7	18	2.28	44
	Hisp/Latino	.	4	4	0.63	.	4	4	0.63	3	5	8	1.32	2	6	8	1.15	3	6	9	1.14	33
	White	207	378	585	92.4	168	404	572	90.8	168	372	540	89.4	231	379	610	87.4	242	423	665	84.18	2972
	Other	1	7	8	1.26	6	8	14	2.22	9	5	14	2.32	20	12	32	4.58	25	11	36	4.56	104
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.13	1
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	2	2	4	0.57	3	6	9	1.14	13
	All	219	414	633	100	190	440	630	100	201	403	604	100	274	424	698	100	309	481	790	100	3355
Undergraduate	Unknown	50	53	103	2.25	46	60	106	2.23	16	12	28	0.58	18	21	39	0.82	27	22	49	1.06	325
	African American/Black	501	503	1004	21.9	551	576	1127	23.7	557	572	1129	23.2	592	563	1155	24.4	602	559	1161	25.07	5576
	Amer Ind or Alaska Nat	6	9	15	0.33	9	9	18	0.38	7	6	13	0.27	6	5	11	0.23	3	1	4	0.09	61
	Asian	47	34	81	1.77	44	33	77	1.62	47	28	75	1.54	31	17	48	1.01	38	18	56	1.21	337
	Hisp/Latino	58	38	96	2.1	69	54	123	2.59	98	90	188	3.86	79	76	155	3.28	76	67	143	3.09	705
	White	1695	1555	3250	70.9	1683	1574	3257	68.5	1744	1640	3384	69.5	1591	1508	3099	65.5	1506	1459	2965	64.03	15955
	Other	11	22	33	0.72	14	33	47	0.99	20	29	49	1.01	24	34	58	1.23	30	39	69	1.49	256
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	.	.	7	3	10	0.21	6	6	12	0.26	22
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	66	90	156	3.3	80	92	172	3.71	328
	All	2368	2214	4582	100	2416	2339	4755	100	2489	2377	4866	100	2414	2317	4731	100	2368	2263	4631	100	23565
All	2587	2628	5215	100	2606	2779	5385	100	2690	2780	5470	100	2688	2741	5429	100	2677	2744	5421	100	26920	

Source: P409 Student Enrolled Population Files; Office of Planning, Assessment, and Institutional Research

Appendix A Frostburg State University Comparison Tables for Faculty, Staff, and Students

Table 2
Instructional Faculty
Split By Tenure/Tenure Track and Non-Tenure Track

Last update: January 18, 2013

Tenure Status	Race/Ethnicity*	Year																				All N		
		2008					2009					2010					2011						2012	
		Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %	Male N	Female N	N	All %			
Non-Tenure Track	Unknown	-	-	-	-	-	-	-	-	1	1	2	1.27	1	-	1	0.64	-	-	-	-	3		
	African American/Black	1	1	2	1.34	-	2	2	1.34	-	-	-	-	1	1	2	1.27	-	2	2	1.20	8		
	Asian	1	3	4	2.68	3	1	4	2.68	3	2	5	3.16	1	2	3	1.91	1	1	2	1.20	18		
	Hisp/Latino	-	1	1	0.67	-	3	3	2.01	-	4	4	2.53	-	3	3	1.91	-	4	4	2.41	15		
	White	69	73	142	93.3	64	76	140	93.96	66	77	143	90.5	66	81	147	93.6	75	81	156	93.98	728		
	Other	-	-	-	-	-	-	-	-	1	2	3	1.9	-	1	1	0.64	1	-	1	0.60	5		
	Native Hawaiian or Pac Island	-	-	-	-	-	-	-	-	-	1	1	0.63	-	-	-	-	-	-	-	-	1		
	All	71	78	149	100	67	82	149	100	71	87	158	100	69	88	157	100	78	88	166	100	779		
Tenure/ Tenure Track	Unknown	-	-	-	-	-	-	-	-	1	-	1	0.48	-	2	2	0.94	-	-	-	-	3		
	African American/Black	6	2	8	3.83	7	2	9	4.27	6	2	8	3.85	5	2	7	3.3	7	2	9	4.25	41		
	Asian	9	7	16	7.66	9	7	16	7.58	7	6	13	6.25	6	6	12	5.66	10	7	17	8.02	74		
	Hisp/Latino	1	3	4	1.91	1	3	4	1.9	1	3	4	1.92	1	3	4	1.89	1	3	4	1.89	20		
	White	113	68	181	86.6	116	66	182	86.26	113	65	178	85.6	112	69	181	85.4	107	75	182	85.85	904		
	Other	-	-	-	-	-	-	-	-	2	2	4	1.92	4	2	6	2.83	-	-	-	-	10		
	All	129	80	209	100	133	78	211	100	130	78	208	100	128	84	212	100	125	87	212	100	1052		
All		200	158	358	100	200	160	360	100	201	165	366	100	197	172	369	100	203	175	378	100	1831		

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010, Fall 2011, and Fall 2012 data based on the new race/ethnicity codes.

Appendix A Frostburg State University Comparison Tables for Faculty, Staff, and Students

**Table 3
Staff By Principle Occupational Assignment**

		Year																				All					
Occupational Code	Race/Ethnicity*	2008					2009					2010					2011					2012					All
		Male N	Female N	N	All	%	Male N	Female N	N	All	%	Male N	Female N	N	All	%	Male N	Female N	N	All	%	Male N	Female N	N	All	%	
Exec/Admin/Mngr	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	2
	African American/Black	2	1	3	5.26	.	2	1	3	5.17	.	2	1	3	5.17	.	2	1	3	5.56	.	7	4	11	4.49	.	23
	Amer Ind or Alaska Nat	1	.	1	1.75	.	.	.	.	.	.	.	.	.	.	.	1	.	1	0.41	.	1	.	1	0.41	.	2
	Asian	.	.	.	.	.	.	.	.	.	.	1	.	1	1.72	.	1	.	1	1.85	.	5	.	5	2.04	.	7
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	2	3	1.22	.	1	2	3	1.22	.	3
	White	36	17	53	92.98	.	35	20	55	94.83	.	33	21	54	93.1	.	30	20	50	92.6	.	103	120	223	91.02	.	435
All	39	18	57	100	.	37	21	58	100	.	36	22	58	100	.	33	21	54	100	.	119	126	245	100	.	472	
Professional	Unknown	.	.	.	.	0.65	.	1	1	0.65	.	2	2	4	2.42	.	2	2	4	2.47	.	.	.	.	.	.	9
	African American/Black	3	3	6	4.05	.	4	5	9	5.81	.	6	4	10	6.06	.	5	4	9	5.56	.	.	4	4	3.23	.	38
	Amer Ind or Alaska Nat	1	.	1	0.68	.	1	.	1	0.65	.	1	.	1	0.61	.	1	.	1	0.62	.	.	.	.	.	.	4
	Asian	3	.	3	2.03	.	3	.	3	1.94	.	2	.	2	1.21	.	2	.	2	1.23	.	2	1	3	2.42	.	13
	Hisp/Latino	.	1	1	0.68	.	.	.	.	.	.	.	1	1	0.61	.	.	1	1	0.62	.	2	1	3	2.42	.	6
	White	59	78	137	92.57	.	60	81	141	90.97	.	61	84	145	87.9	.	59	85	144	88.9	.	33	81	114	91.94	.	681
	Other	.	.	.	.	.	.	.	.	.	.	2	.	2	1.21	.	1	.	1	0.62	.	.	.	.	.	.	3
	All	66	82	148	100	.	68	87	155	100	.	74	91	165	100	.	70	92	162	100	.	37	87	124	100	.	754
	Clerical	Unknown	.	2	2	1.11	.	.	2	2	1.05	5	5	10	5.41	.	.	2	2	1.08	.	16
African American/Black		3	8	11	6.11	.	1	7	8	4.19	.	.	6	6	3.45	.	.	2	2	1.08	.	6	7	13	7.03	.	40
Asian		.	2	2	1.11	.	.	3	3	1.57	.	1	1	2	1.15	.	1	1	2	1.08	.	.	1	1	0.54	.	10
Hisp/Latino		1	.	1	0.56	.	1	.	1	0.52	.	2	1	3	1.72	.	2	1	3	1.62	.	.	3	3	1.62	.	11
White		17	147	164	91.11	.	25	152	177	92.67	.	24	137	161	92.5	.	24	142	166	89.7	.	31	134	165	89.19	.	833
Other		.	.	.	.	.	.	.	.	.	.	1	.	1	0.57	.	.	.	.	.	.	.	1	1	0.54	.	2
Two or More Races		.	.	.	.	.	.	.	.	.	.	.	1	1	0.57	.	.	2	2	1.08	.	.	.	.	.	.	3
All		21	159	180	100	.	27	164	191	100	.	28	146	174	100	.	32	153	185	100	.	37	148	185	100	.	915
Technical	Hisp/Latino	1	.	1	2	2.17	.	.	1	2.17	.	1	.	1	2.22	.	1	.	1	2.27	.	.	.	.	.	.	4
	White	25	24	49	98	97.83	24	21	45	97.83	.	26	18	44	97.78	.	26	17	43	97.7	.	1	5	6	100	.	187
	All	26	24	50	100	.	25	21	46	100	.	27	18	45	100	.	27	17	44	100	.	1	5	6	100	.	191
Skilled Crafts	Unknown	1	.	1	2.86	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1
	African American/Black	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.1	.	1
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.1	.	1
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	1	.	1	1.1	.	1
	White	33	1	34	97.14	.	34	1	35	100	.	36	1	37	100	.	36	1	37	100	.	46	42	88	96.7	.	231
All	34	1	35	100	.	34	1	35	100	.	36	1	37	100	.	36	1	37	100	.	47	44	91	100	.	235	
Serv/Maint	Unknown	.	1	1	1.14	.	.	.	.	.	.	.	1	1	1.3	.	2	2	4	4.55	.	1	.	1	1.82	.	7
	African American/Black	.	3	3	3.41	.	.	3	3	3.53	.	.	2	2	2.6	.	.	1	1	1.14	.	.	.	.	.	.	9
	Asian	.	1	1	1.14	.	.	1	1	1.18	.	.	1	1	1.3	.	.	1	1	1.14	.	.	.	.	.	.	4
	White	48	35	83	94.32	.	45	36	81	95.29	.	36	37	73	94.8	.	45	37	82	93.2	.	53	1	54	98.18	.	373
	All	48	40	88	100	.	45	40	85	100	.	36	41	77	100	.	47	41	88	100	.	54	1	55	100	.	393
All	234	324	558	100	.	236	334	570	100	.	237	319	556	100	.	245	325	570	100	.	295	411	706	100	.	2960	

Source: M155 Employee Data System Files; Office of Planning, Assessment, and Institutional Research

*Data reported for fall 2008 and fall 2009 based on the 1977 race/ethnicity codes. Fall 2010, Fall 2011, and Fall 2012 data based on the new race/ethnicity codes.