PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
February, 2012
Cultural Diversity Planning at Salisbury University

Introduction

Salisbury University's 2009-2013 Strategic Plan demonstrates the University's commitment to, and plan for, programs of cultural diversity on the campus. The Strategic Plan goals recognize several areas where Salisbury University is committed to moving forward and cultural diversity is interwoven into all four goals.

Goal 1. Provide exceptional contemporary liberal arts education and academic and professional programs that are aligned with an increasingly competitive, global, and knowledge-based economy.

Goal 2. Continue to attract and retain quality students.

Goal 3. Promote and develop a student culture that places the highest priority on academic engagement and personal growth by leveraging the SU "small school feel" and strong student/faculty/staff interactions.

Goal 4. Continue to build the resources—human, financial, physical, and external—that support student academic and engagement needs.

The University's core values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic, facilities, and enrollment plans, as well as our fiscal commitments, reflect our fundamental values.

The core values of Salisbury University are:

- *excellence*
- *student-centeredness*
- *learning*
- *community*
- *civic engagement*
- *diversity*

SU's Cultural Diversity Plan, developed in 2009, is grounded in the institution's core values and aligned with its Strategic Plan goals and each focus area.

Cultural Diversity at SU

Since its founding in 1925, Salisbury University has traditionally attracted primarily white students, faculty, and staff. Recognizing a need to increase students' opportunities to gain competency in learning about and working with diverse cultures and expanding access to college, SU President Janet Dudley-Eshbach launched a cultural diversity initiative when she arrived on campus in 2000. In her initial letter to the campus Dr. Dudley-Eshbach stated: "What needs to happen on this campus is no less than a transformation in terms of inclusiveness, campus climate, and dialogue within our SU community," and she announced the creation of an Office of Diversity.

Under Dr. Dudley-Eshbach's leadership, SU has made great strides towards becoming a diverse, inclusive campus. President Dudley-Eshbach's vision of diversity extends to faculty, staff, and students, and includes geographic diversity. SU's student body is 8,606, an increase of 209 over Fall 2010. Our enrollment of 8,606 includes 1,699 minority students, an increase of 115 (7.3%) over Fall 2010, and an increase of 27.6% from Fall 2008 to Fall 2011.

President Dudley-Eshbach's emphasis on the importance of international education has helped bring an increasingly international profile to our student body. The Fall 2011 student population includes students from 69 foreign countries (up from 57 a year ago). Of these students, 101 are nonresident aliens (a significant increase from 61 a year ago).

An increased effort to recruit students of diverse backgrounds is only part of the success story at SU; we also continue to work hard to retain diverse students after they have arrived. The successful and growing Powerful Connections Program assists under-represented, first-year students with a successful transition to college-level work and facilitates their sense of connectedness to the University community. Our TRiO grant, in its first full year of implementation, offers assistance for first-generation, low income, and differently-abled students at SU. Math assessment exams for all entering first-year students have shown great promise in accurately placing students into courses for which they are prepared, a key factor in retention. Other retention initiatives, such as Supplemental Instruction (SI) and Living-Learning Communities (LLCs), also demonstrate SU's commitment to student-centeredness and the success of our students. These efforts have clearly paid off, as SU's retention rate for all first-time, full-time students increased from 81.0% for the 2009 cohort to 82.5% for the 2010 cohort. For African-American students, the retention increase was even greater, from 81.1% to 84.4%.

SU is proud to present its progress toward meeting the goals as stated in SU's Plan to Enhance Cultural Diversity.

Develop and implement diversity awareness, and educational and professional development training opportunities for both faculty and staff.

- SU offered several opportunities for faculty and staff professional development and training in areas related to creating and sustaining a diverse campus. Topics included Sexual Harassment Prevention, Prevention of Discrimination and Other Forms of Harassment, and Teaching in a Diverse Classroom.

Grants and Sponsored Research

SU faculty and staff were awarded numerous grants related to diversity initiatives.

- US. Dept. of Education - TRIO-ACHIEVE SSS - Year 2 of 5, $213,180 - Project to assist underserved, low income, first generation, and students with disabilities to increase academic success and increase graduation rates.
- US. Dept. of Education – Office of English Language Acquisition - Year 1 of 5, $400,000
  Training and Retaining Grades K-12 Eastern Shore Teachers -TARGET (Phase II) – The project targets STEM and content-area, middle/high-school teachers and aims to provide TESOL training to instigate improved English learner college-bound rates.
- Robert Wood Johnson - New Careers in Nursing scholarship – 3rd year of funding. $80,000. Scholarships are used to increase diversity of student nurses.
- Community Foundation of the Eastern Shore- $1,850 award for afterschool support for English Language Learners at Chipman Elementary School.
- Race to the Top/MSDE - $5,000 – Year 1 of 4. Teach for Maryland -Preparing Teachers to Teach in High Poverty/High Minority Schools. This project will assist teachers and teacher candidates in developing an understanding and implementation of Developmentally Appropriate Practices in early childhood education in 4 elementary schools in Wicomico County.
- NEA/MSDE - $40,000. Maryland Summer Center for the Arts program. Over 10% of the funds are devoted to underserved, low income students for the 2 week residential arts program at Salisbury University.
- Jack Kent Cooke/MSDE - $30,000 for MSCA – partial funding for use in 2012 summer center program. We do not have official notice from MSDE yet but 20-24k will be used for scholarship of underserved student population.

University Governance Consortium Cultural Diversity Committee meets throughout the calendar year.

- The CDO is an ex officio and non-voting member of the University Governance Consortium Cultural Diversity Committee.
- The committee successfully created two campus climate survey instruments: A faculty and staff survey instrument and a student survey instrument.
- Climate surveys were approved by the campus Institutional Review Board and administered on February 15, 2011.
- Results are currently being analyzed, but generally show SU to have a positive climate

International Education

- A five-year International Education Strategic Plan (2009-2013) has been established. The International Strategic Plan is aligned and embedded throughout SU's mission and institutional Strategic Plan.

International Students

- Quadrupled enrollment in pilot English Language Institute from 8 students in spring 2011 to 38 in fall 2011.
- Enrollment in pilot ELI projected to increase additional 20% for spring 2012 and additional 100% for fall 2012.
- Inaugural summer English Language Institute program during summer 2011.
- Inaugural "Year in America" program for students from SU partners Anqing Normal University and Huaihua University, both in China. Enrolled 16 students in a combination of ELI courses and academic courses complemented by cultural activities in and around Salisbury and throughout the Mid-Atlantic region from New York to Philadelphia and Washington, DC.
- Three new exchange students from new bilateral reciprocal exchange partner, the University of Málaga, Spain.
- Total enrollment of non-immigrant international students (as defined by Department of Education) increased by 60% from fall 2011 to spring 2011 (68 to 110), the largest one-year increase in University history.
- Total enrollment of non-immigrant international students (as defined by Department of Education) surpassed 100 students and 1% of total enrollment for first time in University history.

International Faculty

- SU welcomed first J-1 Visiting Scholars to teach on the faculty.
    - Dr. Valentín García (Serrano, Spain) taught Spanish language and Art History during spring semester 2011.
    - Dr. Narendra Panjwani (India) taught Communication Arts and Media during fall semester 2011.
    - Dr. María del Mar López Martín (Spain) collaborated with colleagues on joint research in the Department of Marketing during summer and fall 2011.
    - Mr. Eric Hu (China) collaborated with colleagues at the Center for International Education during the inaugural "Year in America" visiting student program in fall 2011.
- Additional J-1 Visiting Scholars from China, Ghana, and Ecuador are currently in the planning stages for Academic Year 2012-13.

Study Abroad

- Record number of SU students studied abroad during AY 2010-11 – 261 students
- Four more SU students awarded competitive national Benjamin A. Gilman study abroad scholarships during calendar year 2011:
    - Emily Hawthorne – Ecuador (spring 2011)
    - Eric Lindblad – Estonia (spring 2011)
    - Vincent Varsalona – Japan (fall 2011)
    - Jessica Akyea – Ecuador (fall 2011)
- SU added a fourth Salisbury Abroad strategic partnership in Málaga, Spain for full semester study abroad earning SU credit for the equivalent costs to a semester on main campus in Maryland.
- Salisbury Abroad portfolio expands offerings for semester study abroad:
    - Salisbury Abroad: Ecuador – Latin America (2009)
    - Salisbury Abroad: China – East Asia (2010)
    - Salisbury Abroad: Estonia – Eastern Europe (2010)
    - Salisbury Abroad: Spain – Southern Europe (2011)
- Additional Salisbury Abroad sites currently under development:
    - Salisbury Abroad: Scotland – Western Europe (Begins fall 2012)
    - Salisbury Abroad: Ghana – Africa (Under development)
    - Salisbury Abroad: India – South Asia (Under development)
- Record number of SU students will study abroad for full semesters or a full academic year during Academic Year 2011-12 – 35 students.
- Record number of SU students will study abroad during January semester 2012 – 150 students.
- Record number of SU faculty-led study abroad programs will be offered during January semester 2012 – 12 programs.
- New SU faculty-led study abroad programs during January 2012 in the following destinations: Rome, Italy; Bologna, Italy; Vietnam (multi-city); Hong Kong.
- Inaugural Communications Global Internship program offered during fall 2011 in collaboration with Global Experiences, Inc. in Florence, Italy – 4 students.
- Launching during AY 2010-11 and AY 2011-12 of three new interdisciplinary area studies minors with fully embedded semester study abroad programs that allow students to complete 4 of 5 courses towards the minor in one semester abroad.
    - Latin American Studies minor – Salisbury Abroad: Ecuador (2010)
    - European Studies minor – Salisbury Abroad: Estonia (2011)
    - Asian Studies minor – Salisbury Abroad: China (2011)
    - South Asian Studies minor – Salisbury Abroad: India (under development)
    - African Studies minor – Salisbury Abroad: Ghana (under development).

Hiring Procedures

The Office of Diversity supports the Office of Human Resources in achieving Strategic Plan Focus Area 4.1: "addressing the recruitment, hiring, and retention of a quality, diverse faculty and staff."

- The search process continues to be reviewed and monitored to ensure compliance with all federal and State laws.
- With the goal to broaden the diversity of applicants, the Office of Diversity has identified national professional organizations where the institution will hold membership and begin to establish a presence.

Administrative Coordination and Accountability

The Office of Diversity is part of the Office of the President.

- SU recently conducted a national search for a new Chief Diversity Officer. While the search was not successful, it gave us a clearer idea of the skills needed to fill this very important position. As a result, we are thinking more holistically about diversity as it relates to students, faculty, staff and community, and are making adjustments to a current position to broaden its scope and responsibility to embrace the diversity mission. The incumbent in that position will take on these new duties in the near future.

- In partnership with the Human Resources Office, review and assessment of institutional affirmative action and equal opportunity policies and practices are ongoing as SU strives to increase a diverse faculty and professional staff on campus

Minority Student Recruitment Initiatives

- Strategies have been implemented as part of Salisbury University's Strategic Enrollment Plan.
- Determine effectiveness of financial aid packaging methods for minority student populations. Utilize current student hosts to visit home high schools to speak with guidance staff.
- Continue current assessments (EBI, SSI, CIRP, NSSE) to collect students' perceptions of Salisbury University.
- Invite prospective students to attend select cultural events sponsored by existing Salisbury University cultural organizations.
- During Multicultural Visitation Weekend, SU hosted approximately 50 students just before Admitted Student Day.
- Arranged for two large bus trips to bring students to campus from Montgomery County each year.
- The Admissions Office hosted 56 diverse student groups on campus for tours and information (and often lunch).
- Admissions conducted targeted phone counseling for diverse students.
- Admissions officers attended multiple National Hispanic College Fairs.

- Enhanced the telecounseling program to include: pairing SU students with prospective students with shared backgrounds and interests and increased phone contacts from SU students and admissions staff.
- Promoted Test Optional Admission Policy as a minority recruitment strategy.
- Hosted an event for high school guidance officers and representatives from non-profits working with diverse constituents to familiarize then with SU.

STEM Initiatives and Diversity

- The Henson School sponsored the Fruitland Community Center for a campus visit to learn about STEM and health-care careers and to meet with college students currently doing research (molecular biology, analytical chemistry).
- Henson School faculty and administrators participated in the Higher Achievement program on our campus by providing information about careers in STEM and health professions fields as well as hands-on activities in human physiology and molecular biology.
- Henson Faculty provided students in the Horizons Program (http://salisburyhorizons.org/) with a half-day program on anatomy and physiology and biomedical careers.
- An NSF-sponsored Science Camp @ SU included approximately 50% minority participants for the week-long camp held in July 2011. The camp will be offered again in June, 2012.
- The Henson School Dean and Advising Services Coordinator met with SU students in our Powerful Connections program, discussing STEM and health professions majors and careers and strategies for success in the first year of college.
- Science Nights@SU introduced a diverse group of high school students to STEM fields.

Retention of Diverse Student Populations

- Powerful Connections, a program that matches upper class students with first-time freshmen from underrepresented groups to assist in the college transition, achieved significant success.
- Fall 2011 consisted of 31 mentors with a cohort grade point average of 2.79 and 66 mentees (first-year students) with a cohort grade point average of 2.63.
- The 2010 cohort of 47 first-year students had a 91% retention rate into their sophomore year.

TRiO Grant Implementation

- In its first full year of implementation, SU's TRiO grant has already begun to show tangible results.
- The TRiO participants currently make up a diverse group:
    - 8 Asian Students
    - 60 Black/African American
    - 13 Latino or Hispanic
    - 8 More than one race

    - 52 White
    - 91 of the students are low income and first generation
    - 22 low income only
    - 27 first generation
    - 1 disabled
- 2010-2011, the first year of the TRiO grant at SU, 92% of the TRiO participants persisted to the next academic year 2011-2012. 93% were in good academic standing (2.0 or better) at the close of the first year.
- 98 TRiO participants received supplemental grant aid in 2010-2011 to help defray the cost of a college education.
- TRiO participant Jenna Payne was awarded a $500 scholarship by Maryland Executive Council for Educational Opportunities. The scholarship is awarded to deserving TRiO participants to help defray the high cost of completing a college education.
- TRiO participant Brittany Edwards is the first of several SU TRiO students to study abroad. She is in Ecuador during winter session in part due to support provided by the TRiO grant.

Closing the Achievement Gap

Strengthen the Center for Student Achievement.

- The SU Center for Student Achievement (CSA) opened in fall 2008 and marked the first time SU centralized academic services for students.
- The CSA began offering tutorial services in fall 2009 and has continued to offer this service as a retention initiative. The CSA has increased tutoring services to include 15 subjects, with Anatomy and Physiology, Sports Nutrition, and Chemistry being the most utilized by students.
- Supplemental instruction (SI) has also increased from a pilot of five SI courses to 19 courses offered in fall 2011.

Diversity Initiatives at the Writing Center

- The Writing Center broadened its outreach efforts to diverse students by serving as a partner in the TRiO grant. A writing assessment intake coordinator was hired to meet with each first-year student in the TRiO program and advise effective use of the Writing Center. The writing assessment coordinator evaluates TRiO students' strengths and weaknesses in academic writing and suggests an individualized plan for writing development.
- TRiO participants will work closely with the Writing Center to prepare graduate school applications. The Writing Center provides ongoing diversity training to staff members so that peer writing consultants can work effectively with all students who visit the center.
- Writing consultants have been trained by the Counseling Center, Student Disabilities Support Services, and Bisexual Transgender Gay Lesbian and Straight Supports (BTGLASS).

Alumni Diversity Initiatives

- The Alumni Board has increased its minority membership from one minority member in 2007 to four in 2011.
- The Alumni Office partnered with Multicultural Student Services and the Horizons Project to produce events for specific affinity groups during Homecoming Weekend. Events included LAMBDA Society Rainbow Reception, Multicultural Alumni Jazz Reception and the 35th Anniversary Celebration of the Gamma Kappa chapter of Omega Psi Phi.

Faculty and Administrative and Support Staff Development

- Increase faculty and staff development opportunities centered around diversity.
- The University hosted a Strategic Planning Day that solely focused on diversity in January 2011. The event was well attended by faculty and students and included a cross cultural training component.
- Support curricular development. The Faculty Senate's Faculty Development Committee devoted its August 2011 faculty development day to diversity. Dr. Mitchell Hammer, a noted authority on issues of diversity, served as keynote speaker.

Social Life and Organizations

Increase student awareness and understanding of cultural diversity.

- Annual events on the Salisbury University campus provide opportunities for exposure to a wide variety of multicultural celebrations that range from month-long historical knowledge events, to the fine arts and folk arts, to progressive speakers that help to develop cultural awareness and support critical thinking and exploration of cultural diversity.
- SU's cultural diversity events are planned and presented through collaborative partnerships that include offices and committees from every division on campus.
- Cultural laureate program. SU students who attend at least 5 different cultural events per semester receive a certificate and an honor cord at graduation, identifying them as cultural laureates.

Community Relations

The University continues working with local and regional governmental and private entities to make the Salisbury area more accepting of diverse populations.

- The Franklin P. Perdue School of Business' Business, Economic, and Community Outreach Network (BEACON) hosts the Bienvenidos a Delmarva Network and has supported the following initiatives: Working with SU student volunteers from the Organization of Latin American Students (OLAS) and local public schools to support

tutoring programs aimed at English-Language learners and programs that increase Latino/a parent involvement.
- Working with the Maryland Migrant Education Program to improve its outreach to children of migrants in the region.
- Establishing collaboration with Farmworker Justice's "Poder Sano," focusing on improving Latino/a rural health particularly around issues of HIV and TB.

Conclusion

Salisbury University's commitment to student excellence and success is nationally recognized and well established. SU is equally committed to creating a diverse campus community and to recruiting and retaining culturally diverse students, faculty, and staff. Recognizing the responsibility and opportunity to meet the changing ethnic and racial demographics of Maryland's population, the University has made great strides toward the goal of increasing its minority student population. The programs we have introduced will help the University welcome and accommodate the projected increasing number of Hispanic/Latino Maryland high school students. Finally, programs needed to attract more international students to campus while offering SU students additional opportunities for international study have been put in place and are already achieving significant results.

Over the last five years the University has piloted and implemented initiatives detailed in this report that support the success of minority students while enhancing the learning and success of all students. The preliminary outcomes of these endeavors are quite positive; with a sustained effort and commitment, we expect even greater results.

The greatest challenge and threat to the University's continued success in recruiting and retaining a diverse student body, faculty, and professional staff is funding. Salisbury University is proud of its momentum on closing the achievement gap despite its funding challenges. Not to be deterred, the University will continue to look for external sources of funding, as well as make its case for additional State funding.

APPENDICES

PROGRESS REPORT
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Appendix A:

Faculty																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	**28**	**4.3%**	**17**	**11**	**25**	**4.4%**	**16**	**9**	**29**	**4.9%**	**20**	**9**	**31**	**5.0%**	**20**	**11**
American Indian or Alaska Native	**2**	**0.3%**	**0**	**2**	**2**	**0.4%**	**0**	**2**	**2**	**0.3%**	**0**	**2**	**1**	**0.2%**	**0**	**1**
Asian	**18**	**2.7%**	**10**	**8**	**20**	**3.5%**	**11**	**9**	**23**	**3.9%**	**13**	**10**	**26**	**4.2%**	**12**	**14**
Hispanic/Latino	**9**	**1.4%**	**3**	**6**	**8**	**1.4%**	**4**	**4**	**9**	**1.5%**	**5**	**4**	**8**	**1.3%**	**4**	**4**
White	**532**	**81.2%**	**241**	**291**	**501**	**87.7%**	**241**	**260**	**521**	**87.3%**	**241**	**280**	**530**	**86.3%**	**236**	**294**
Native Hawaiian or other Pacific Islander	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0**	**0**
Two or more races	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**0**	**0.0%**	**0**	**0**	**2**	**0.3%**	**1**	**1**
Nonresident Alien	**14**	**2.1%**	**5**	**9**	**9**	**1.6%**	**3**	**6**	**8**	**1.3%**	**1**	**7**	**8**	**1.3%**	**3**	**5**
Did not self identify	**52**	**7.9%**	**25**	**27**	**6**	**1.1%**	**3**	**3**	**5**	**0.8%**	**3**	**2**	**8**	**1.3%**	**3**	**5**
Total	**655**	**100.0%**	**301**	**354**	**571**	**100.0%**	**278**	**293**	**597**	**100.0%**	**283**	**314**	**614**	**100.0%**	**279**	**335**

Source: EDS file.
Note. Faculty numbers include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction.

	Headcount Change	**% Change**
Change in Faculty between 08/09 and 11/12	-41	-6.3%
Minority Faculty	11	19.3%

Appendix B:

Staff																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	**340**	**34.9%**	**106**	**234**	**324**	**34.4%**	**103**	**221**	**314**	**33.3%**	**104**	**210**	**339**	**34.8%**	**115**	**224**
American Indian or Alaska Native	**1**	**0.1%**	**0**	**1**	**1**	**0.1%**	**0**	**1**	**2**	**0.2%**	**1**	**1**	**3**	**0.3%**	**1**	**2**
Asian	**11**	**1.1%**	**5**	**6**	**9**	**1.0%**	**4**	**5**	**11**	**1.2%**	**5**	**6**	**9**	**0.9%**	**4**	**5**
Hispanic/Latino	**9**	**0.9%**	**3**	**6**	**16**	**1.7%**	**8**	**8**	**15**	**1.6%**	**6**	**9**	**20**	**2.1%**	**7**	**13**
White	**598**	**61.5%**	**242**	**356**	**580**	**61.5%**	**234**	**346**	**589**	**62.5%**	**238**	**351**	**585**	**60.1%**	**242**	**343**
Native Hawaiian or other Pacific Islander	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**2**	**0.2%**	**1**	**1**	**3**	**0.3%**	**1**	**2**
Two or more races	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**4**	**0.4%**	**1**	**3**	**7**	**0.7%**	**2**	**5**
Nonresident Alien	**2**	**0.2%**	**0**	**2**	**2**	**0.2%**	**0**	**2**	**2**	**0.2%**	**2**	**0**	**1**	**0.1%**	**1**	**0**
Did not self identify	**12**	**1.2%**	**6**	**6**	**11**	**1.2%**	**4**	**7**	**4**	**0.4%**	**0**	**4**	**7**	**0.7%**	**1**	**6**
Total	**973**	**100.0%**	**362**	**611**	**943**	**100.0%**	**353**	**590**	**943**	**100.0%**	**358**	**585**	**974**	**100.0%**	**374**	**600**

Source: EDS file.
Note. Staff numbers include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is in one of the following catgories: Executive/Admin, Professioinal, Clerical, Technical/Paraprofessional, Skilled Crafts, Service/Maintenance.

	Headcount Increase	**% Increase**
Change in Faculty between 0809 and 1112	1	0.1%
Minority Faculty	20	5.5%

Appendix C:

Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	**890**	**11.3%**	**409**	**481**	**942**	**11.5%**	**425**	**517**	**929**	**11.1%**	**376**	**553**	**930**	**10.8%**	**376**	**554**
American Indian or Alaska Native	**39**	**0.5%**	**19**	**20**	**54**	**0.7%**	**26**	**28**	**34**	**0.4%**	**13**	**21**	**28**	**0.3%**	**13**	**15**
Asian	**204**	**2.6%**	**104**	**100**	**206**	**2.5%**	**96**	**110**	**182**	**2.2%**	**76**	**106**	**202**	**2.3%**	**83**	**119**
Hispanic/Latino	**198**	**2.5%**	**93**	**105**	**216**	**2.6%**	**106**	**110**	**296**	**3.5%**	**133**	**163**	**348**	**4.0%**	**150**	**198**
White	**6373**	**81.0%**	**2743**	**3630**	**6657**	**81.1%**	**2850**	**3807**	**6701**	**79.8%**	**2854**	**3847**	**6711**	**78.0%**	**2842**	**3869**
Native Hawaiian or other Pacific Islander	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**6**	**0.1%**	**4**	**2**	**6**	**0.1%**	**4**	**2**
Two or more races	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**137**	**1.6%**	**62**	**75**	**185**	**2.1%**	**80**	**105**
Nonresident Alien	**64**	**0.8%**	**21**	**43**	**61**	**0.7%**	**28**	**33**	**61**	**0.7%**	**30**	**31**	**101**	**1.2%**	**46**	**55**
Did not self identify	**100**	**1.3%**	**47**	**53**	**68**	**0.8%**	**32**	**36**	**51**	**0.6%**	**32**	**19**	**95**	**1.1%**	**48**	**47**
Total	**7868**	**100.0%**	**3436**	**4432**	**8204**	**100.0%**	**3563**	**4641**	**8397**	**100.0%**	**3580**	**4817**	**8606**	**100.0%**	**3642**	**4964**

Source: Factbook p. B-4.0

	Headcount Increase	**% Increase**
Change in Students between 08/09 and 11/12	738	9.4%
Minority Students	368	27.6%