Institutional Diversity Data

November 2012

Compiled by the Office of Academic Research and Student Affairs
Demographic and academic data indicated that a large number of underrepresented and first-generation students enroll at UNLV in need of academic support and intervention. In response, the Academic Success Center was created in partnership with units across campus to be a central resource for students to overcome all of the academic challenges they may encounter during their college experience.

Although UNLV has been ranked eighth most diverse university in the nation with 51% of all undergraduate students being part of a racial or ethnic minority, the data does not mirror the Clark County School District demographics among Hispanic and African American students. Consequently programs and activities are being offered and developed to address this concern. For example, the Admissions Office hosts an African American Scholars and Hispanic Scholars Recognition Night for high achieving high school juniors and their parents to recognize and celebrate their academic achievements, to interest them in attending UNLV.

Enrollment data reveal that UNLV has met the requirements for the designation of Asian American and Native American Pacific Islander Serving Institution (AANAPISI); and is in reach of Hispanic Serving Institution (HSI) designation. Consequently a campus-wide Minority Serving Institution (MSI) Task Force has been created by the Office of Diversity Initiatives to prepare the federal applications for those designations.

Given the small number of underrepresented students in the STEM fields, UNLV STEM Alliance was created to increase the number of diverse student populations majoring in science, technology, engineering, and math.

Feedback from focus groups; program and service evaluations; and, demographic data inform the development of marketing materials and programs; and, tailored and targeted communication plans for diverse constituencies and populations. For example the Admissions website has information about the importance of a college education translated in Spanish for the parents of prospective Hispanic students because of the strong influence they have on their children attending UNLV. Additionally, UNLV provide all Federal financial aid information, including College Preparation Guides for grades K-12 in Spanish.

An analysis of financial aid data suggests that a very small increase in family income significantly reduces a student’s Federal Pell Grant. Consequently, the UNLV Grant Program was created to offset reductions in average Pell Grant awards resulting from minimal increases in the students’ family income.

Aggregated and disaggregated data from UNLV, NSHE, and Clark County School District are required to apply for continued Federal funding for the 19 US Department of Education grants administered by the Center for Academic Enrichment and Outreach (CAEO). These grants focus on increasing college access, persistence, and completion for low-income, first-generation, disabled, and underrepresented students. Of note, UNLV has the largest TRIO program in the nation.

The number of students with disabilities enrolled at UNLV continues to increase. In response the Disability Resource Center will implement a new electronic records and tracking system to improve the ease and efficiency of providing accommodations. This system will simplify the process of applying for an accommodation, reviewing documentation, awarding accommodations, and providing case management.

An estimated 1,100 student veterans and active duty military members are enrolled at UNLV which has been named a Military Friendly Campus by G.I. Jobs Magazine. In response, the Office of Veteran Services was created to provide veterans with the resources they need to make a smooth transition to civilian life and successfully navigate the academic and administrative pathways of a college education. CAEO's Educational Opportunity Centers program provides college admissions counseling to qualified veterans and other adults. Additionally, the CAEO has applied for a Veterans Upward Bound Grant.

Results of the Multi-Institutional Study of Leadership (MSL) survey revealed that students who participate in diverse discussions, community service, and leadership positions score the highest. Consequently the Offices of Student Involvement and Activities; and, Student Diversity and Program Services were merged to create the Office of Civic Engagement and Diversity (OCED), with emphasis on five core values, including community building; civic engagement; leadership; social justice; and, diversity and global perspective.

According to the Centers for Disease Control and Prevention (CDC), more than half of the two million people in the United States living with Hepatitis B are Asian Americans. Consequently, the Student Health Center, through a generous gift from a private donor instituted a culturally-targeted program aimed to prevent and reduce Hepatitis B infection among Asian-Pacific Islander students.
Date: October 18, 2012

Memo to: Crystal Abba, Vice Chancellor, Academic and Student Affairs
Nevada System of Higher Education

Memo From: Shannon Ellis, Vice President of Student Services; and Reginald Chhen-Stewart, Director, Diversity Initiatives and the Student Cultural Diversity Center
University of Nevada, Reno

Subject: November, 2012 Report to the Cultural Diversity Committee

The University of Nevada, Reno uses data to guide policy, allocate resources and to make decisions to ensure the success of under-represented populations. Examples of this are as follows:

- A 12% increase in students with disabilities needing note taking services caused us to seek effective and cost-efficient alternatives to providing students access to lecture notes. The Live Scribe Smart Pen met this need with significant savings while offering a better service.
- In fall 2008, a sharp decline in the enrollment of Asian/Pacific Islander (API) new freshmen from 199 to 170 focused our attention on the need to address the pre-college pipeline. The University implemented an API Youth Leadership Summit to mirror this successful outreach effort in existence for Hispanic, Black and Native American elementary and middle school students. The API freshmen population has steadily increased to over 300 in fall 2012.
- The low numbers of Black non-Hispanic Washoe County students attending the University has resulted in a partnership with K-12 to design and implement early outreach to elementary and middle schools. We will conduct cohort-based tracking to measure success. The Black student population increased by 10% in fall 2012 to more than 600. A significant effort to retain black students involves faculty mentoring and access to over 30 co-curricular support programs each year.
- Low high school graduation rates and low college-going rates for Hug, Wooster and North Valleys High Schools resulted in a series of structured application workshops in these schools which resulted in increases across the board.

<table>
<thead>
<tr>
<th>High School</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>% increase over 4 year period</th>
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</thead>
<tbody>
<tr>
<td>Hug</td>
<td>86</td>
<td>110</td>
<td>109</td>
<td>113</td>
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</tr>
<tr>
<td>Wooster</td>
<td>79</td>
<td>109</td>
<td>111</td>
<td>183</td>
<td>13.0%</td>
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<tr>
<td>North Valleys</td>
<td>77</td>
<td>92</td>
<td>101</td>
<td>90</td>
<td>16.8%</td>
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- Sparks High School enrollment is 75% students of color with significant first-generation, low-income populations. More than 80% of UNR applications from students at Sparks High School were from participants in the Structured Application Workshops. Of that group 74% met the admissions requirements.
- Over 50% of the 2006 cohort of TRiO Scholars (first-generation, low-income freshmen) graduated in six years as compared to 29% of a comparison cohort made up of similar low-income, first-generation freshmen. This led to the adoption of several TRiO best practices.
elsewhere in the University including mandatory advising and a campus wide pilot on mid-term grades.

- Almost 40% of the 2008 cohort of first time, full time TRiO Scholars freshmen students graduated in **four years** as compared to 4% of a comparison cohort made up of similar low-income, first-generation students. Increased frequency of academic advising was a significant reason and is being increased for all TRiO Scholars students.

- TRiO students who are not accepted to graduate school almost always have lower GRE scores than those who are accepted. As a result, we have revamped the GRE prep course to have a greater emphasis on math using the GRE pre-test to sort students into appropriate ability groups. In programs such as the McNair Scholars, we have also set a requirement that students must take the regular GRE immediately after the GRE prep course is completed as we see a definite decline in scores that correlates with more time between the end of the course and when the test is taken.

- Almost 75% of students using the GI Bill at UNR transfer from two-year institutions. This has altered the way we approach the transaction process to account for prior attendance and use of benefits.

- The average age of student veterans is 37 which has changed the new transfer student orientation program to be more attentive to adult learners, veteran needs, and access to veteran services.

- A 17% annual increase in the number of students using the GI Bill has resulted in additional cross training of staff in the Registrar and Financial Aid Offices to better assist the specific needs of this population.
Diversity-Related Data Summary for NSC

Since our inception, Nevada State College has been guided by a singular commitment to the success of a largely under-served, first generation, non-traditional student population. To support this mission, we have taken great care to ensure that student performance data are measured and analyzed in a disaggregated fashion, utilizing key demographics including ethnicity, gender and age.

Over the past two years, NSC has completely revamped our use of data to implement policy, influence programmatic change, and drive budget allocation. First, we reconstituted our Institutional Research (IR) Office, which was previously eliminated due to budget cuts. The IR Office now reports directly to the Provost and is led by a doctorally qualified Director that is highly skilled in data analysis and computer programming. The IR Office is in the process of building a comprehensive campus-wide database that disaggregates all institutional data by key demographics to ensure the success of our diverse student population. This database includes information from multiple constituents, including academic affairs, student affairs, advising, tutoring, support services, and our accreditation teams. To ensure data accuracy, we established a data collection procedure that requires all data on campus to be reported directly to a central database within the IR office. This office is then responsible for extracting and generating data for all internal and external reports.

Campus data is regularly reviewed and analyzed in standing campus meetings, including Deans Council, Provost Council, Student Affairs Council, and faculty development workshops. Policy, procedure, strategic initiatives, and resource allocation are heavily influenced by this data review. We are currently working towards “dash boarding” campus data on individual employee workstations, a process that makes key metrics directly related to the activities of individual offices (e.g., retention, advising, etc.) readily available and easy to interpret. We hope to launch this new initiative within the next 18 months.

The use of disaggregated data has impacted a number of new initiatives on campus. For example, our data analysis revealed that our Latino and Latina students are far more likely to attend college part-time than the student population as a whole. As a result, they are making less timely progress towards degree completion. In response, we initiated a number of new interventions to increase the credit load of our students, including enhanced support in the advising and financial aid offices. Furthermore, upon examining student performance in crucial gateway courses (e.g., math and English) that experience high enrollment and high failure rates, we discovered differences in student performance based on key demographics. By tailoring the intervention services to these demographics, we are providing our at-risk students with early, targeted support that enables them to make timely progress toward degrees. Included in these efforts is the complete redesign of our remedial mathematics program, the overhaul of our centralized advising center, the implementation of our eAlert office, and the expansion of our tutoring services.

The success of each of these individual efforts will be analyzed and will inform the future direction of our efforts.
Enrollment and graduation data provided the impetus for the development of two new initiatives at the College of Southern Nevada (CSN). The drive to become an Achieving the Dream (AtD) institution has been a strategic move by CSN to transform itself into an institution which effectively serves all its students. Census data indicates continued growth of minority populations in Clark County and gaps in achievement and in college-going rates between minority students and white students. While the student enrollment at CSN generally reflects the service area population, the goal is to continue to improve participation and success rates of every ethnic group. CSN leadership teams have been engaged in reviewing data trends and in strategically positioning the institution to ensure the development of an institutional culture which is responsive to the emerging population. The announcement of CSN's designation as an AtD institution earlier this year was the culmination of a three year effort. This designation means CSN has been accepted into a learning community of colleges which has been engaged in developing data driven approaches to improve the success of full-time, first-time-in-college, minority students. As an AtD institution, CSN is engaged in data analyses to determine what works and why; ensure the development of a learning environment which is engaging and demanding, and, which holds learners accountable; eliminate barriers to student success; and to promote the development of a more welcoming institutional culture which is culturally sensitive and competent. Data analysis at this point is focused on identifying students not taking college-level math and English courses within first 30 credits; students who are/are not persisting; and determining the success rate in high enrollment classes.

While CSN has begun its planning year under the AtD schedule, early actions include a proposed change to the Tuition Refund Policy to mirror other NSHE institutions but also to ensure the development of a process which is flexible without penalizing students. The implementation of best practices in admissions to require transcripts, the elimination of late registration, earlier deadlines for financial aid application, and the connection of new students to a Success Coach at the time of admission demonstrate a move toward a more intrusive institutional posture in advising and guiding students. The placement of Counselors within the schools to help
students focus on completion and to engage faculty in the student success initiative is another promising strategy. These strategies were developed to help focus students on completion and hence improve minority graduation rates.

The second comprehensive CSN initiative to ensure the development of a strategic plan for reaching minority students is the drive to achieve the Hispanic Serving Institution (HSI) designation. While the enrollment in the college has reflected the service area population, indications are the Hispanic population will continue to grow at a much faster pace. CSN is positioning itself to serve the emerging population. The CSN strategic plan for achieving HSI status, led by the HSI Task Force and chaired by the President, incorporates best practices in reaching and serving Hispanics. While the HSI designation is enrollment driven, it includes a conscious effort to ensure this population is effectively served. Although the effort is focused on student enrollment and engagement, it also includes efforts to improve the hiring of minority faculty including Hispanics since these are under-represented among the faculty.

CSN continues to serve students via other successful programs. The **TRIО Student Support Services (SSS) Program** serves 200 students including African Americans (24%), American Indians/Alaskan Natives (3.5%), Asians (2.5%), Hispanics (42%), Native Hawaiians/Pacific Islanders (3%), and White (67%). There are 141 females and 59 males in the program. The TRIО SSS program assists low income, first generation, and disabled CSN students overcome barriers that affect academic success to increase retention, persistence, academic achievement, and graduation/transfer rates of participants.

The CSN **ReEntry Program** assists students in career and technical programs facing significant barriers to education and/or employment including individuals pursuing non-traditional occupations, single parents, displaced homemakers, educationally or economically disadvantaged, students with disabilities, unemployed and dislocated workers. The ReEntry served a total of 365 students in PY 11-12 (40% African American, 30% White, 20% Hispanic, Asian 5%, and 5% others).

The **Office of Student Recruitment** promotes CSN as the college of first choice by engaging in outreach activities which equate name recognition equivalent with academic quality and responsiveness to diverse educational needs.

Principal initiatives to recruit students during the 2011-12 academic year include:

- Frequent scheduled visits to (58) public, private, charter and alternative high schools; outreach outcomes included: 400 high school presentations to large groups; assisted 3,780 students on school-sites with admissions applications; 2,300 in-office appointments for admissions, financial aid, and intake steps review
- Outreach to Adult Education Centers via Informational Packages (Intake Checklist, Degree Program Listings, FAFSA Roadmap, and placement testing handout) for approximately 95 graduates and 85 GED completers every month
• Specialized/tar geted recruitm ent through the *Specialty Career Exploration Days*
• Participation in GoToCollegeNevada.org College Access Challenge Grant school day and evening events
• Scheduled presence at CCSD graduation ceremonies for Black, Latino, and Native American.
• Recruitment via approximately 100 community events and eight (8) Back-to-School Fairs in conjunction with service, faith based groups, and social service organizations/agencies
• Participation in Hospitality & Private Businesses Educational Fairs, Health Benefit Fairs, and Career Fairs. Attended 48 Business and Industry Events
• 255 campus tours

While 2325 CCSD May 2012 graduates enrolled at CSN during the fall 2012 semester, 3577 others applied but did not enroll. This means only .3% of American Indian/ Alaskan Native, 8.53% of Asian, 8.60% of African American, 37% Hispanic, and 1.41% Native Hawaiian/ Pacific Islander, and 29% of White CCSD 2012 graduates enrolled. The data show participation in higher education could be improved for all groups. In response, CSN is developing a targeted recruitment plan *(CSN College Connection)* to assist high school seniors with application, placement, and financial aid processes.

Although CSN is beginning its AtD planning year, it has been engaged in reviewing the data related to persistence and completion, population projections, and institutional policies and practices to ensure the development of an infrastructure designed to improve student performance and success.

CC: Sally Jackson, Executive Assistant

SM/mlw
At Great Basin College (GBC), we consistently review data and have found data interpretation to be challenging because of our small size. As reported to the Cultural Diversity Committee in June 2012, the percent of students at GBC who identify themselves as minority (22.7%) exceeds that of the population for our service area (22.4%) (Nevada System of Higher Education Cultural Diversity Report 2010-11, page 6). Our goal is to continue to meet or exceed the under-represented populations of our service area in student enrollment and in student success. We recognize that this will fluctuate with select courses/training for workforce development or as students reach their educational goals by achieving a degree or a certificate. It will also fluctuate with the changing demographics of communities. With the downturn in the economy in some of our service area communities, school districts have noted a significant decrease in the number of families living in those communities. We have also found that tracking graduation rates by race/ethnicity is challenging because of the small numbers of students enrolled in each full-time cohort.

In general, though, we look at how we serve our 62,000 square mile service area through college classes, community education, Adult Basic Education, and English as a Second Language. For instance, one hundred percent of the ABE/ESL students with a goal to go to college have matriculated to GBC.

GBC serves six rural counties that include the lands of the Western Shoshone and Northern Paiute peoples. When we compare fall 2011 credit enrollment (3.1% Native American or Alaskan Native) to that of our service area (3.2% as of 2010 census) and to that of all certificates and degrees awarded (3.7% in 2011-12), we are encouraged by the strength of Native American student representation and success at GBC. That strength was confirmed when we participated in the National Community College Benchmarking Project for the first time in 2011 and found that our Native American/Alaskan Native student enrollment placed us in the 95th percentile nationally among 267 participating institutions.

We have an 18.8% Hispanic service area population of which we currently serve 17.1% in all our programs and 14.2% in fall 2011 credit enrollment. Hispanic/Latino student success is strong but lower than enrollment and represents 13.4% of all certificates and degrees awarded in 2011-12. GBC is currently focusing recruitment on first-generation, Native American, and Hispanic students and we have hired our first African American recruiter in summer 2012 even though our current credit enrollment (1.5% African American) and certificates and degrees awarded (1.2%) match our service area (1.3%), the numbers remain small.

To increase the number of Native American and Hispanic/Latino students and their success, Student Services is actively working to identify peer mentor Native American and Hispanic/Latino students to work with high school students (identified through recruitment) who might be interested in college. These “Success Coaches” or peer mentors remain in contact with the students through their first year of transition to GBC. The greatest challenge is to increase the number of Hispanic/Latino student enrollment and their success. Through this Success Coach project, we work with Latinos Unitos, an Hispanic/Latino advocacy and service student club initiated through a community collaboration among Great Basin College, the Western Folklife Center, the Elko County School District, and Communities in Schools (Dr. Gretchen Skivington, GBC Foreign Language Professor is the coordinator of Latinas Unitas. The group was established as a peer mentoring program to encourage Hispanic/Latino student enrollments.) The GBC President and the college Foundation are working with private sector businesses with high Hispanic employment to establish scholarships for employees and their dependents, thereby helping to support Latinos Unitos in their mentoring project. The expectation is to provide substantial assistance to additional Hispanic/Latino students with the goal of increasing enrollments and student success to match the service area demographics.
TMCC
TMCC uses data as a key part of the process in determining the need to implement or make policy changes. Before any policy is proposed or implemented, the data analysis is conducted to first demonstrate evidence in the data supporting the proposed policy and then any potential impact that might result. The Resource Allocation Process (RAP) brings together the request for resources and requirement of participating in an annual program and administrative unit reviews together ensuring that requests for resources are tied to the institutions core themes and strategic initiatives.

The college looks at comparison of under-represented students and overall student population, local community demographics. Enrollment and student success data are presented and analyzed by ethnicity along with other variables. The data are used to make decisions related to policy and procedures affecting under-represented students. Data points such as ethnicity, first generation, GPA and financial aid packaging for special populations are examined to inform decision making and creation of strategic interventions for this population. These data are examined to compare to the ethnicity of the general student population.

Student progress and outcomes data are reported by ethnicity and considered in policy and decision-making in order to adapt strategies to address academic progress of continuing students. Graduation and retention rates are disaggregated by ethnicity and used to inform programmatic changes or new policy creation to ensure that additional support is provided to student groups most in need (examples: Summer Bridge, Success First).

The college has very good data on persistence and retention of our students by ethnicity. Our analysis shows that there is disparity in performance among minority students: some achieve at the same level, while others lag behind (e.g. Pacific Islanders, Hispanic, Asian graduating at rates higher or equal to the overall grad rate for TMCC). One of the challenges the college faces is the creation of a method to disaggregate the data within each of the ethnic groups to further inform the discussion on how students are performing in order to provide appropriate interventions for success. However, the number of students who make up a particular underrepresented group is frequently so small that it makes research findings less meaningful and makes the scaling up of initiatives problematic.

The college also faces the challenge of identifying first generation students attending TMCC through the online application and capturing this in People Soft to utilize in gathering data and developing reports. When requesting information on first generation students data are used from the FAFSA to identify these students for reporting purposes. This means that the college could be missing other first generation students at TMCC who are not being captured in these reports because they have not applied for financial aid. The college is seeking ways to resolve these issues so data collected is used to develop effective and efficient process to better serve its students.
Response to Request for Information – CDC Presentation on Using Diversity Data

How does your institution use data to create policy, allocate resources and/or make decisions related to under-represented students? For example, how is your institution using data to identify issues for under-represented students in areas such as financial aid, enrollment, student progression, and graduation?

In response to a dramatic increase in the population of Latinos in our service area school districts (Carson City School District is now over 36% Latino) the college has identified a need to provide proper assistance to this largely first-generation community. Currently, Latinos make up only 16% of the WNC population, and while this is a significant gain from 1999 (when only 6% of the population was Latino) we are still dramatically underserving this group.

In order to respond to this inequity, the college has begun to hire bilingual personnel in the financial aid office and at one of our satellite locations with positive results. The issues of student progression and graduation will require additional resources directed to this effort. At the present time, this responsibility is borne by the Executive Assistant to the Dean of Student Services with a $5,600 annual allocation and release time from her other responsibilities.

What particular challenges have you identified using data at your institution related to serving under-represented students? How are institutions using data to address those challenges?

The college budget situation is precarious and our future funding is uncertain. In spite of the overwhelming need to provide support for Latino access and success, it is possible that our budget will not allow us to meet that need.

Data clearly demonstrates that the efforts we have in place to provide support for Latino access and success are successful. At the present time, the college is supporting three cohorts of Latino students. The Executive Assistant to the Dean of Student Services acts as “head coach” to each cohort, providing individualized educational conferences to each student and their parent and following up weekly with “peer assistant coaches” who closely monitor each member of their cohort.

2010 cohort had a fall to spring retention rate of 100% and a fall to fall retention rate of 88%. The 2011 cohort had a fall to spring retention rate of 94% and a fall to fall retention rate of 94%. These numbers, if they continue, bode well for increased degree attainment.