

University of Washington Correspondence
INTERDEPARTMENTAL
Office of the Vice Provost for Educational Outreach
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To: Gabriel Gallardo
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From: David Szatmary *David Szatmary /kag*
Vice Provost, Educational Outreach

Subject: Preliminary Summary Report on Diversity
UW Educational Outreach

Attached you will find the preliminary summary report on diversity from UW Educational Outreach. If you have questions, please feel free to call me at 5-6303.

cc: Patricia Huling

University of Washington Educational Outreach Preliminary Summary Report on Diversity

The University of Washington Educational Outreach (UWEO) mission is to extend the educational resources of the University of Washington to local, regional, national and international communities. UWEO provides quality educational opportunities that reflect the high academic standards of the University.

The objectives developed by UWEO's Administrative Council to accomplish this goal are:

- To recognize the importance of providing quality service to students seeking career and lifelong learning opportunities.
- To champion the importance of continuing education and act as a resource in this area within the University of Washington community.
- **To offer quality educational opportunities to wide-ranging audiences in multiple formats facilitating access to University research, resources and course for diverse populations.**
- **To coordinate the distance learning activities of the University in order to increase access to diverse audiences.**
- To draw on community talent and expertise to provide services, programs, and degrees for professional development, career enhancement and personal interest.

The programs administered at UW Educational Outreach are:

Extension provides access to adult learners by offering continuing education.

International Programs seeks to enhance and promote the UW position as a leading contributor to global understanding and cooperation.

Distance Learning maximizes the UW's academic resources by providing access for place-bound and time-bound students who are geographically separated from the UW campuses by using a variety of instructional options.

The Evening Degree Program enables students who work during the day to complete their bachelor's degree in the evening.

The Summer Quarter Office administers the University's summer session, primarily serving continuing and returning students.

EXTENSION

Courses, institutes, workshops, certificate programs in classroom, on-line learning formats, and fee-based degrees are offered to non-traditional students.

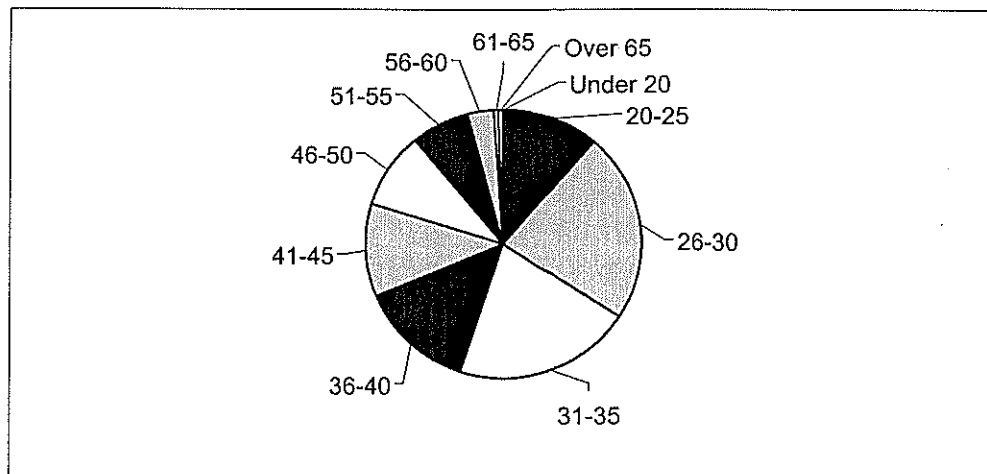
In 2002 the genders of the students in Extension Certificate Programs was 55% female and 45% male.

Gender N= 1322

	Count	Percent
Female	729	55%
Male	593	45%
Total	1322	100%

Slightly more than one-third (35%) are between 31 and 40 and 30% are over 40 years old.

N=1,229

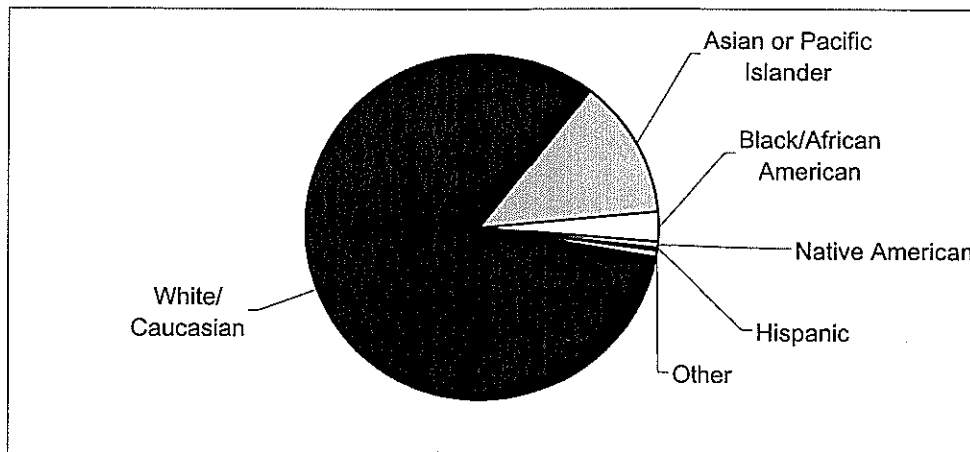


Age Range	Count	Percent
Under 20	3	0%
20-25	138	11%
26-30	279	23%
31-35	255	21%
36-40	167	14%
41-45	139	11%
46-50	111	9%
51-55	87	7%
56-60	38	3%
61-65	6	0%
Over 65	6	0%
Total	1229	100%

Average age	36
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13% are Asian/Pacific Islander, 3% are Black/African American and 1% is other.

Ethnicity
N= 1,177



	Count	Percent
White/Non Hispanic	974	83%
Asian/Pacific Islander	154	13%
Black/African American	33	3%
Native American	5	0%
Hispanic	3	0%
Other	8	1%
Total	1177	100%

The following is a list of activities which relate to one or more aspects of diversity:

Region/Geography

- **Math Day** is a short conference offering presentations, hands-on workshops and tours of UW facilities to highlight the practical application of mathematics. Students from Eastern and Western Washington attended with a total of 1,100 students from 43 high schools state wide in 2003.
- **World Languages Day** is a one-day conference for high school students, designed to show them the wealth of language and cultural opportunities at the UW. In 2003 1,330 students from 38 high schools around the state attended.
- **School Library Media Specialist** teaches K-12 teachers how to provide and promote access to information to all K-12 students
- **Apex Learning** is a program to convert several undergraduate online courses into high school level courses, creating "virtual high schools" all over the nation. This agreement will extend its resources to a new, largely untapped audience.

Culture

- **Global Business Management** is a program that is designed to broaden the students' understanding of the importance of diversity when conducting business in the global setting. It covers business communications among representatives of diverse cultures, as well as culturally diverse marketing styles, trade policies, legal and financial systems.
- **Surgical Sub internship Program** is designed exclusively for international physicians.
- Extension and the College of Education have continued to offer the certificate

program in **Multicultural Cultural Education** that was launched in 2001.

Age

- **Gerontology Certificate Program** includes a course in Social and Cultural Aspects of Aging, which focuses on the need for those working in gerontology to understand cross-cultural variations in the perception and treatment of the aged.

Indigenous Status

- **Museum Studies Certificate Program** has six members of the Elwha tribe in single course enrollments. They are working on a special community museum project.

Region/Geography & Ethnicity

- **UW in the High School** offers college-level classes that help students complete their high school education, while earning college credits in their own classrooms and with their own teachers. The program also offers on-line learning opportunities. In 2002-03, 13 courses in 39 schools enrolled 1,771 students.
- **Danforth Educational Leadership Program (M.Ed.):** This College of Education degree program, administered by Extension prepares experienced teachers to become K-12 principals and administrators. The Danforth Program makes explicit efforts to increase the diversity of its students, which in turn will increase the diversity of school leaders in Washington State. These efforts include active recruiting of students from racial and ethnic minority groups, as well as the granting of scholarships to a number of minority students.
- **Curriculum Integration in Action**
This online professional development certificate program serves mostly Mathematics, Engineering and Science Achievement educators who work with students from groups traditionally underrepresented in Mathematics and Science. Essential components of this online program are mathematics-science activities that teachers implement in their classrooms therefore directly affecting their students. In the past three years the program has served over 150 teachers. Through this program, UWEO developed partnerships and acquired grants that served remote underserved areas in the state of Washington. In particular, this program and related grants most recently served the Douglas County School Districts consortium which has over 60% of ethnic minority student enrollment.

Region/Geography & Culture

- **Bellevue School District ESL Endorsement Program:** Extension and the College of Education have partnered with the Bellevue School District to provide a grant-funded opportunity for 25 Bellevue and Kent teachers to earn the English as a Second Language (ESL) endorsement. This seven-course program acknowledges the growing population of students in the region who are linguistically diverse and are struggling to learn English. The goal of the program is to produce greater numbers of educators who are well-prepared to help these students succeed.
- **Certificate Program in Linguistic Diversity in the Classroom:** This program is designed to help K-12 educators better serve English Language Learners in their classrooms. The direct beneficiaries of this program are students who are linguistically diverse, an often racially and ethnically diverse as well. These are students who are typically underserved by the educational system, and the goal is to have teachers complete this certificate program and better serve these students to achieve academic success.
- **Localization** is the process of adapting software and websites to meet the needs of diverse markets around the world. Students in the program need a background in, and understanding of, other languages and cultures. The program considers the impact of diverse cultures when designing and using electronic forms of communication. Although we do not have data on this, many students who enter the program were not born in the U.S. or do not have English as a first language.

Region/Geography & Indigenous Status

- **Outreach to rural areas of the state:** Extension regularly looks for opportunities to provide grant funded professional development for teachers in rural regions of Washington State. Rural school districts often have high percentages of students and teachers who are racial, ethnic, and/or linguistic minorities, and who are economically disadvantaged. In 2001, an Eisenhower Professional Development grant funded the "Project REAL" program for 40 Olympic Peninsula teachers, including a group from the Quileute Tribal School. This program helped participants align curriculum and teaching with the state standards and assessments in math, reading and writing. Extension is currently working with the College of Education on a Title II grant proposal, these would fund a two-year reading and literacy program for teachers and paraprofessionals in the Okanogan region.

- **Web Technology Solutions** certificate program will be delivered on-line to Aleut tribal members in Alaska. The project is an example of continuing education and workforce development to provide IT education and skills to residents of these remote, indigenous communities.
- **Geographical Information Systems** provides guest speakers from tribal organizations in a GIS course sharing research results on the applications of GIS for identification, inventory and mapping of sacred lands

Ethnicity & Race

- **Post-Baccalaureate Premedical Program** is a possible future offering designed for minority and disadvantaged students. There is interest among UW graduate schools such as medicine, pharmacy, and dentistry as well as in the Office of Minority Affairs. There are earlier stage educational programs for minority and disadvantaged students with which this program could articulate and foundations that might support the program.

Ethnicity & Culture

- **American Ethnic Studies/Seattle Public Schools Professional Development Seminars** target culturally responsive teaching and introduce teachers to topics in AES.

Region/Geography & Disability

- **Brain Health in Youth**
This annual workshop series was developed under the auspices of the College of Education, Special Education department. It offers professional development opportunities for K-12 educators including teachers, school counselors, psychologists, nurses and parents serving students with learning disabilities. The No Child Left Behind Act has created a need in the K-12 education community for knowledge, resources and expertise to allow disadvantaged students to meet learning and testing requirements. It has also created a need to increase the knowledge of administrators, parents and law-makers so rational decisions can be made. The UW research community is uniquely poised to provide meaningful support in this time of need. The Brain Health in Youth series will provide a means for translating the research and its applications and making them accessible to the K-12 community. This series is designed to serve about 100 educators annually.

INTERNATIONAL PROGRAMS

The English Language Program (ELP) department seeks to enhance and promote the UW position as a leading contributor to global education, understanding and cooperation. ELP provides exemplary English language instruction, educational programs and services to both matriculated and non-matriculated non-native speakers at the UW and local organizations. It also supports all aspects of UW involvement in the education of non-native speaking students, teacher training and research. More than 500 activities were offered in 2002-03, both credit and noncredit courses institutes and on-site programs.

The ELP department offers four different programs:

- **The Academic English Program (AEP)** is a series of six courses designed to meet the needs of matriculated graduate and undergraduate students at UW. This program allows students with strong academic backgrounds but only moderate English skills to be accepted at UW and begin regular coursework. Most of these students reside in the U.S. and have attended high school here. The AEP also offers a course for International Teaching Assistants (ITAs), who must take it if they don't pass a test of spoken English proficiency. This program enables graduate departments to attract top-level international students.
- **The Intensive English Programs (IEP)** serve non-matriculated international students. The primary IEP is designed to provide language and academic preparation for students planning to attend colleges or universities in the U.S. Some graduates of this program go on to study at the UW directly. Others enter community colleges and transfer to UW or other schools after earning an A.A. degree. The downtown Seattle IEP has been designed for non-academically oriented students who want to improve their English for personal enrichment. These two programs receive more than 4,000 course enrollments each year, making it one of the largest intensive English programs in the country.
- **Special Programs (SP)** include a variety of courses and programs. On campus, students attend short- and long-term intensive courses designed specifically for each group. Some students are English majors in universities abroad who come to study at UW during their summer breaks. Other groups include Korean steel company managers, Japanese bankers, MBA and Law School students, European forestry students and Fulbright scholars from around the world. Programs are also provided on-site for employees of local businesses and institutions such as Boeing and Microsoft. These **English in the Workplace programs** extend the resources of the UW directly into the community and improve both the English of the participants and the productivity of the organizations.

- **Online Programs (OP)** offer courses to students around the world. Offerings include four **English for Academic Purposes** courses, a course in **Business Writing** and a certificate program in **English for Science and Industry**.

The English Language Programs department has relationships with the following overseas institutions:

Germany

University of Dresden

Hong Kong

St. Stephens College

UI Education

Chung Chi University

Japan

Bunka Women's University

Fukuokajo Gakuin

Fukuoka International University

Fukuoka Law University

Hachinohe Institute of
Technology

Himeji Institute of Technology

Hokkaido University of Education

IDCJ

International Kagoshima
University

Ishinomaki Senshu University

Japan Teachers (CIEE)

Jissen Women's University

Kanagawa Institute of
Technology

Kanazawa Gakuin University

Keio University

Kyushu University

Meijo University

Murata Girls' High School

Nihon U. Department of Forestry

Ohu University

Seibudai High School

Setsunan University

Shibaura Institute of Technology

JHS

Shimonoseki City University

Tohoku Fukushi University

Tokyo Express International

Tokyo Joho University

Tokyo Management College

Tokyo Rissho Junior College

Tokyo U. of Pharm. and Life
Sciences

Waseda University

China

Chinese University of
Nationalities

Korea

Kangwon National University

Samsung Life

Sunkyong

Tohoku Bunka Pohang Steel

Yonsei University

SK Telecom

Korea IT Training & Manpower

Taiwan

Fujen Catholic University

Kaohsiung Medical University

JENS Education Service

India

Globarena

PARTNERSHIPS

UWEO's mission brings it into partnerships with outside groups and agencies, which extend the UW's resources and services to other audiences and attract grants and other forms of revenue to the university. Here is a sampling:

- **R1edu.org**

This is a consortium of 33 research universities and institutions that are interested in sharing course materials and other resources to teach online.

The UW is the coordinating university, managing the consortium's website (www.r1edu.org). This website provides access to the best online programs and courses in North America.

- **Globarena**

The UW signed a licensing agreement with Globarena, an education services company based in India, to produce a Certificate in Professional Communication. This three-course, English-language program teaches students communication skills, fundamentals of software, and personal effectiveness skills for the workplace. Globarena also uses the students' performance in the program to recruit them for jobs with companies contracting for its services. About 1,700 students have enrolled.

- **Project Management Certificate Program Licensing**

The UW licensed its popular certificate in Project Management to Eastern Washington University in Cheney and Chulalongkorn University in Thailand. Partners will use UW teaching modules, materials and distance-learning tools, and students will earn certificates from the University of Washington and recognition from their home institutions.

- **Institute of Electrical and Electronic Engineers (IEEE)**

Under an agreement with IEEE, the UW provides a 10 percent discount for institute members who enroll in selected UW online technology, business and engineering courses, degree and certificate programs.

The arrangement extends UW resources to potentially 380,000 IEEE members in 150 countries.

- **WUN**

The UW is a member of the Worldwide Universities Network, an international partnership of leading higher education institutions. The WUN hopes to jointly research and develop new programs in rapidly developing interdisciplinary areas of global significance.

- **Heritage College**

The UW licensed its online certificate programs in internet technologies to Heritage College in Toppenish. Heritage students will be able to enroll in UW online programs at their own school, while earning academic credentials from both schools.

GRANTS

- **NIDA grant**

The UW received \$352,000 from the National Institute on Drug Abuse to develop an online Certificate in Addiction and the Brain. The program will offer timely and accurate information about the functioning of the brain's reward system and the changes caused by addictive drugs. The program will be a joint effort of the UW School of Nursing, the School of Medicine, the College of Education and Educational Outreach.

- **Expanding the Community of Math Learners**

The National Science Foundation awarded the UW \$3.9 million to develop a program for improving the teaching of math to elementary school students. This five-year program has trained 300 master teachers from six Puget Sound school districts. These teachers have gone on to train 2,000 classroom teachers in their home districts in the most effective ways to teach math skills to students.

SUMMER QUARTER

The Summer Quarter offers UW students a fourth quarter to help students make progress toward degrees. While most of the program is comprised of continuing and returning students, the remainder of the student population consists of non-matriculated students, high school students, teachers pursuing certification, students who live in the Puget Sound region but attend colleges and universities elsewhere and adult learners.

In 2002 Summer Quarter administration, the Office of Undergraduate Education, and the Office of Minority Affairs expanded the Fall Bridge Program which began in 1995. **The Summer Bridge Program** is a five-week program that provides students with intensive coursework in biology, classics and political science. Afternoon workshops in math, English, speech communication and effective academic reading round out the daily schedules. Students prepare presentations, take exams and participate in laboratories while also living on campus in university housing. UW faculty lead the courses. 85 students attended in 2002 and 76 in 2003. They represent a variety of ethnic and cultural backgrounds. Funded by the Walker Ames Endowment under the Academic Initiative Budget, the Summer Bridge program expects to run in 2004.

The Summer Quarter allocates funding to the **Instructional Center** in the Office of Minority Affairs, supporting instructors in math, statistics computer science, chemistry biology, physics/engineering, writing, and a MCAT/LSAT prep course, student workers and supplies. Over 350 students use the services over the summer.

A program to review and prepare for the Math placement test may be offered in 2004.

See *Attachment A* for Summer Quarter statistics on ethnicity and gender.

THE EVENING DEGREE PROGRAM

Evening Degree Efforts Since Summer 2002

Student Access and Opportunities:

A. Marketing

To attract a diverse student population to the University of Washington Evening Degree, we put a 'face' to our efforts by featuring a diverse student population in our print ads, application publications and web site. Testimonials and photos reflect the diversity of our student population, which includes various ethnic minorities, women over 40, men over 40 completing degrees and students with various sexual orientations.

B. Community Outreach

To make connections and network with community colleges and agencies that might encounter various student populations, we focus some of our outreach efforts on offices of minority affairs and women's centers within those institutions. Presentations at YWCA's and special community college luncheons have been a part of our efforts to reach out to diverse communities. Recently we offered a course on the South Seattle Community College campus to encourage ethnically diverse students' attendance in the Evening Degree Program, bridging the gap from community college to the UW campus. We present regular information meetings at the University of Washington Women's Center.

C. Individual Appointments and Contacts

Additionally in our one-to-one student appointments we counsel and encourage prospective students to tell us their story, emphasizing the university's commitment to a diverse student populations. The advising staff helps students understand what that means, specifically asking them to talk about their understanding of their own culture and other's cultures (whether they are the first generation in their family to pursue higher education and other issues that give the university a unique picture about who they are.) This way, we reinforce the value of the individual story and diversity through our relationships with students. This has contributed to stronger

relationships within our department and an open, inviting atmosphere for students to feel accepted and appreciated for who they are.

Regular contact with all of our prospective students recognizes the value of connection and trust that is required for students who may otherwise feel disenfranchised from a large impersonal bureaucracy. This includes follow up phone calls and e-mails, to remind them about deadlines and make sure that their questions are answered.

University Community Involvement

During 2002, we maintained membership on the Can Do Committee, which strives to do diversity outreach to various high schools locally.

Student Development and Retention Activities

A. Effective Adviser to Student Ratio

We strongly encourage regular in person advising appointments with our students, to give them both the emotional support and information necessary to succeed. In a program for working adults with little other institutional connections, we make time with each student to ensure that they are well informed of policies, educational opportunities and resources. We provide evening hours that accommodate their class and work schedules. A special orientation, designed specifically for our students in the evening, communicates a message of support for their efforts and brings the institution closer to them.

B. UW Internal Referral and Collaboration

We have had a history of working closely with the EOP academic advisers in identifying students that might appropriately declare one of our two multi-disciplinary majors. Often, these students had completed much of the multi-disciplinary majors but needed help to focus their efforts on a goal. Given the nature of the Social Science major in particular, it often provides a good fit for these students, because of its open admission policy. The curriculum content has been relevant to their demonstrated academic interests and backgrounds given, its diversity focus.

C. Communication with Students

We identify students who have dropped out for two or more quarters and contact them to see if we can assist them in returning or if they are in need of additional resources.

Regular communication via the Evening Degree List Serv keeps students connected to resources, activities and opportunities that are specific to their needs and interests.

Engagement with the External Community

Recruitment with the external community has focused primarily on community colleges and some corporate contacts, as resources permit.

Staff and Administrative Diversity

The Evening Degree staff historically and currently reflects diversity of age, ethnicity, sexual orientation and gender. In hiring practices, an effort is made to ensure that a diverse staff is part of the goals of recruitment and hiring. Additionally, professional development is encouraged, including an emphasis on becoming aware of developmental theory, financial aid, career, diversity, legal and access issues. Staff is encouraged to make connections with other campus advisers and staff, to create strong referral networks for students in need of other kinds of support.

Curriculum

The Evening Degree multi-disciplinary Social Sciences major is one of the most diverse majors on campus. Three tracks include Social and Environmental Issues; Law, Politics and the Economy; and Gender, Ethnicity and Culture. These reflect a curriculum rich with material in gender studies, media and ethnicity, women and law, literature of underrepresented populations, international and domestic issues of religion, diversity, culture, law and social justice.

Demographics

The following is an undergraduate Evening Degree student profile:

Age:

18-25	53%
26-30	20%
31-44	18%
over 45	9%

Ethnicity

African American	6%
Asian American	16%
Hispanic American	4%
Native American	2%
Caucasian	72%

Gender:

Female	61%
Male	39%

See *Attachment B* for statistics on ethnicity

Overall Assessment

Much of the foregoing discussion on marketing efforts, curriculum and staff presence reflects visible efforts to actively promote the value of diversity. One very concrete example is the posted symbols as a safe zone for Gay and Lesbian students. The entire staff is knowledgeable about issues of diversity recruitment, retention and development, and incorporate them into their daily practice with students.

DISTANCE LEARNING

UWEO Distance Learning provides access to 27 credit and noncredit certificate programs and about 230 activities annually, including 127 credit courses.

Programs reach students through a mix of course delivery methods including the Internet, audio and video. In 2002-03 UWEO moved all its sections to MyUW, a new portal that provides easier access for students and offers more flexibility in course design for instructors. The program uses technology from the award-winning Catalyst project.

Distance-learning courses at the UW maintain the same high academic standards of campus courses and meet the demands of students who cannot attend onsite classes.

About 33 percent of distance-learning faculty are UW teaching faculty. Other instructors are experts in their field drawn from the community and approved by the relevant UW school or department.

The OpenUW (<http://www.outreach.washington.edu/openuw/>) offers about a dozen free, online quick courses, available to anyone with a computer and a phone line. The program may be expanded to cover classes offered by R1edu members.

Registrations

In 2002-03 we had 13,800 total registrations for distance learning. In Certificate Programs we had 697 for credit 1,077 for noncredit and in non-certificate courses 2,594 for credit and 9,432 for noncredit (OpenUW, Globarena)

Certificates Available Through Distance Learning (Fall 2003)

Credit programs

Brain Research in Education
 Business Foundations
 Construction Engineering
 - Heavy Construction Project
 Management
 Construction Engineering
 - Infrastructure Construction
 Construction Engineering
 - Quantitative Construction
 Curriculum Integration in Action
 Distance Learning Design and
 Development
 Facility Management
 Gerontology
 School Library Media Specialist
 Web Technology Solutions

Non-credit programs

C Programming
 C++ Programming
 Commercial Real Estate
 Data Resource Management
 Management
 Database Management
 E-Commerce Management
 Embedded and Real-Time Systems
 Programming
 Internet Programming
 Java 2 Programming
 Object-Oriented Analysis and Design
 Using UML
 Project Management
 Site Planning
 Web Administration
 Web Consultant for Small Business
 Writers' Programs - Literary Fiction
 Writers' Programs - Nonfiction

Student Profile

Geographic: Most distance-learning students (77 percent) live in Western Washington. Five percent live in Eastern Washington. Three percent live in California, two percent in Oregon, and ten percent live in all other U.S. states.

Gender and Age: Most distance-learning students are females (59 percent). Thirty-five percent are aged 18 to 25, 33 percent are aged 26 to 35, and 31 percent are 36 or older.

Matriculation: Three-quarters of all distance-learning students are not matriculated, 16 percent are UW undergraduates, and 8 percent are UW fifth year, graduate or professional students.

STAFF AND ADMINISTRATIVE DIVERSITY

Please see *Attachment C* for a summary of the workforce profile. The full profile is available at http://www.washington.edu/admin/eoo/Index_AA_Reports.html.

UWEO has an Executive Council convened and lead by the Vice Provost of Educational Outreach. Five of the members are female and four are male, all are over 40 years old. Several other categories of diversity are represented in this council.

All hiring and recruitment is performed by committee. Representation of several categories of diversity on these committees make final hiring decisions.

.5 FTE has been assigned to work with the Director of DO-IT to be a Distance Learning Accessibility Specialist to assist UW and 23 other institutions in making on-line learning courses more accessible.

.5 FTE is supported to provide ADA accommodation to UWEO students and instructors.

Program Managers develop the continuing education activity in Extension. They review instructor diversity and make a targeted effort to address diversity imbalance.

Program Managers create advisory boards from business and industry when developing a program. These boards are also reviewed for diversity. Some Program Managers attend organizations such as Project LEAD sponsored by King County United Way. The program trains up and coming professionals of color to serve on Boards. Some have been recruited to serve on Extension advisory boards.

To attract a diverse student population to all UWEO programs print ads, application publications, brochures and website feature race, ethnicity, gender, age and disability. Testimonials and photos reflect the diversity of the student population.

Trade shows, employment fairs are attended to reach out to a wide cross-section of Puget Sound residences. Keeping pace with the unemployment percentages creates a better understanding of employment trends to aid future development of new courses and programs.

University of Washington
Ethnic Enrollment
Seattle Campus

	Fresh	Soph	Junior	Senior	N-Mat.	5th Year	Undergrad. Total	Prof.	Summer Quarter Grad.	2003 All Students
African-American										
Female	10	25	35	59	12	3	144	7	56	207
Male	15	25	45	50	19	0	154	7	38	199
Total:	25	50	80	109	31	3	298	14	94	406
Asian										
Female	86	288	424	587	129	13	1527	69	203	1799
Male	77	233	359	445	111	5	1230	53	166	1449
Total:	163	521	783	1032	240	18	2757	122	369	3248
Caucasian										
Female	80	297	683	1160	482	111	2813	224	1469	4506
Male	75	221	593	980	317	60	2246	215	1147	3608
Total:	155	518	1276	2140	799	171	5059	439	2616	8114
Foreign										
Female	17	41	64	75	46	4	247	4	354	605
Male	23	49	55	64	42	0	233	2	507	742
Total:	40	90	119	139	88	4	480	6	861	1347
Hawaiian/Pacific Islander										
Female	1	9	10	11	2	0	33	0	6	39
Male	3	4	10	11	2	0	30	1	3	34
Total:	4	13	20	22	4	0	63	1	9	73
Hispanic										
Female	14	20	46	76	22	3	181	17	65	263
Male	5	15	32	77	11	2	142	7	45	194
Total:	19	35	78	153	33	5	323	24	110	457
Native American										
Female	1	8	16	20	2	2	49	5	21	75
Male	1	4	10	23	2	2	42	3	8	53
Total:	2	12	26	43	4	4	91	8	29	128
Other										
Female	11	53	179	229	383	27	882	9	170	1061
Male	16	68	190	277	242	28	821	13	220	1054
Total:	27	121	369	506	625	55	1703	22	390	2115
Campus Total:	435	1360	2751	4144	1824	260	10774	636	4478	15888

5 Quarter Total (Aut 03 to Winter 04)

Total Applications	226	
	Applications/Ethnicity	% of Total Applications
African American	6	0.03%
American Indian	1	0%
Hispanic Latino	9	0.04
Asian	25	0.11
Hawaiian/Pacific Islander	1	0
Caucasian	60	0.27
Not Indicated	38	0.17

Undergraduate Evening Degree Program

Ethnicity and Gender Totals by Degree: *Graduated Students ONLY*

To date: Autumn 2003

	Caucasian		Asian		African American		Native American		Hispanic		Other		Sub-Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
HUM	114	31	8	2	6	1	0	1	2	0	11	11	141	46	187
SOCS	201	106	23	13	28	10	5	0	9	5	26	23	292	157	449
ANTH	18	5	0	1	0	0	0	0	1	0	1	1	21	7	28
BUS	80	83	31	21	4	7	1	1	5	3	12	21	133	136	269
CMU	53	18	4	1	3	2	1	1	2	1	6	4	69	27	96
ENGL	63	31	6	0	2	2	0	1	1	1	10	7	82	42	124
HIA	1	0	3	1	0	0	0	0	0	0	1	0	5	1	6
HIST	16	22	3	2	0	0	0	0	1	1	3	3	23	28	51
POLS	51	38	2	4	0	2	0	1	5	4	5	8	63	57	120
PSY	93	29	10	6	3	2	2	3	1	0	11	3	120	43	163
SOC	49	15	4	4	9	0	0	0	4	0	3	0	69	19	88
Subtotals	739	378	94	55	55	26	10	8	31	15	89	81	1018	563	1581
Total	1117		149		81		18		46		170		1581		

Percent	Female:	Male:
Caucasian:	71%	23.9%
Asian:	9%	3.5%
A.A.:	5%	1.64%
N.A.:	1.14%	0.51%
Hispanic:	3%	0.95%
Other:	11%	5.1%
Total	100%	35.6%

New Student Applications Evening Degree Undergraduate Program by Ethnicity
Autumn 03

	Total Applications	83	%
African American		2	0
American Indian		1	1
Hispanic Latino		3	3
Asian		10	0
Hawaiian/Pacific Islander		1	0
Caucasian		56	67
Not Indicated		10	12

Winter 03

	Total Applications	40	
African American		0	0
American Indian		0	0
Hispanic Latino		3	1
Asian		3	1
Hawaiian/Pacific Islander		0	0
Caucasian		27	68
Not Indicated		7	18

Spring 03

	Total Applications	22	
African American		0	0
American Indian		0	0
Hispanic Latino		0	0
Asian		4	18
Hawaiian/Pacific Islander		0	0
Caucasian		11	50
Not Indicated		7	32

Summer 03

	Total Applications	19	
African American		0	0
American Indian		0	0
Hispanic Latino		1	5
Asian		2	10
Hawaiian/Pacific Islander		0	0
Caucasian		9	47
Not Indicated		7	37

Winter 04

	Total Applications	62	% Of Total
African American		4	6
American Indian		0	0
Hispanic Latino		2	3
Asian		6	10
Hawaiian/Pacific Islander		0	0
Caucasian		43	0
Not Indicated		7	11

Attachment C

Workforce Profile by Employment Type													
Total	Total		Total Non Minority	Total Black		Total Asian		Total Hispanic		Total Amer Ind		Total White	
	Female	Male		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Professional Staff	62	24	13	49	1	0	4	1	5	0	1	32	17
100%	61%	39%	21%	79%	2%	0%	6%	2%	8%	0%	2%	52%	27%
Classified Staff	49	18	16	33	2	1	7	3	2	0	0	20	13
100%	63%	37%	33%	67%	4%	2%	14%	6%	4%	0%	0%	41%	27%
Academic Personnel	67	46	8	59	0	1	3	2	1	0	0	42	2
100%	69%	31%	12%	88%	0%	1%	4%	3%	1%	0%	0%	63%	3%