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2024-2027

PLAN FOR DIVERSITY, EQUITY AND INCLUSION

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* Adirondack 2025 is the name of the College’s current Strategic Plan.

Introduction to the 2024-2027 Plan for Diversity, Equity and Inclusion

Founded in 1961 as Adirondack Community College, with the primary purpose to provide educational opportunities for the county residents of Washington and Warren counties, the College was built upon a strong liberal arts foundation. For over 60 years, the College (now known SUNY Adirondack), continues to provide affordable, accessible, and high-quality educational options for the region and others who come to live and study.

The higher education landscape has dramatically changed since the College opened its doors. With many more people accessing higher education than ever before, colleges and universities have appropriately focused resources and attention to provide campus environments that are welcoming and inclusive to serve new and more diverse populations. The research literature provides confirmation that diversity, equity, and inclusion (DEI) serve to enhance not only the classroom, but the workplace as well. The College has a strong and deep commitment to diversifying and embracing the various aspects of the human condition to fulfill its mission of enriching and transforming the lives and communities it serves.

To remain relevant and meaningful as the times changed, and to demonstrate their commitment to DEI, the College authored a five-year *Plan for Diversity, Equity, and Inclusion 2015-2020*. This plan provided the College with a roadmap to guide many areas across the college to develop actions to support a more diverse, equitable and inclusive campus community. The work and accomplishments associated with the former plan are in *Appendix A* of this document.

Unfortunately, in recent times, colleges and universities trying to advance DEI have been a target for some. The pervasive threats and challenges towards DEI have been successful in some places, but SUNY Adirondack is steadfast in its commitment to provide a welcoming and inclusive place for all to thrive. In developing this new plan, the College acknowledges the complexities of the human condition and that equitable and inclusive education provides optimal opportunities for learning—whether inside the classroom or outside of it. The various perspectives, experiences, and knowledge gained from DEI practices provide multifaceted aspects of the human condition. In turn, enabling us to become better informed and educated.

This Plan for Diversity, Equity, and Inclusion is meant to be a guide to help the College’s DEI implementation.

As previously mentioned, our society is ever-changing requiring this document to need constant monitoring for re-examining, tweaking, retooling, and updating to help ensure that the values of diversity, equity, and inclusion will remain at the forefront of the College’s initiatives. In other words, the plan is “evergreen” document. The plan supports the college’s mission, vision, values and its current strategic plan entitled “Adirondack 2025.”

SUNY Adirondack Mission Statement

SUNY Adirondack enriches and transforms lives and communities through accessible, lifelong educational opportunities.

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SUNY Adirondack Vision Statement

Through our commitment to innovation, excellence and inclusion, we will be the educational provider of choice and pathway to success for all.

Adirondack 2025 Strategic Goals and Values

1. Develop innovative programs and serves

Enhance program offerings and services to support diverse learners through innovative strategies, use of technology, and flexible scheduling and delivery methods.

2. Expand Enrollment

Seek new student populations to expand credit and non-credit enrollment and invest in retention strategies that create equitable outcomes.

3. Champion Student Success

Create and promote deeper partnerships and initiatives that lead students to transfer and employment success.

4. Strengthen organizational capacity

Increase the diversity of employees, improve investments in employee development and continue to streamline administrative work.

SUNY Adirondack's Values

With student success at the heart of our work, we believe in:

- **Lifelong Learning:** Education is transformative through endless learning.
- **Thriving Communities:** We are successful when we partner as a community, for the community.
- **Open Access:** Higher education opportunities available for all, inclusive of diverse backgrounds, ages, goals and learning styles.

Diversity Committee 2023-2024

The formation of the Diversity Committee has an official charge of carrying out and monitoring the DEI Plan. Members from the 2023-2024 committee contributed toward creating this updated DEI Plan. An expectation of the Diversity Committee is to continue to monitor and support the work identified in this plan.

Support and Administrative Staff

Information Technology

Grant Writer

Faculty

- *English*
- *Social Sciences*
- *Mathematics*
- *World Languages*
- *Technology*

Residence Life Staff

Marketing and Communications

Public Safety – Peace Officer

Enrollment Services

Dean for Student Affairs

Accessibility Services

Chief Diversity Officer (Chair)

Student Affairs

TERMINOLOGY

With terminology evolving over time, coupled with the Diversity Committee believing that the College needs to take ownership and branding of how the it chooses to express the foundational terms of “diversity”, “equity” and “inclusion” the College must seek to continue to monitor and update the terminology of this document to remain relevant.

Diversity

The vast experience, backgrounds, and identities that contribute to the range of the human condition.

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Equity

We acknowledge and understand that imbalances exist in our society and will use our knowledge to inform our decisions and work toward creating equal outcomes for all.

Inclusion

Actively embracing the various aspects of the human condition by respecting and inviting this variety of life into collaborative engagement to contribute to the common good.

Goals and strategies

1. Narrow the achievement gaps of historically underrepresented students and the various student subpopulations (e.g., Pell eligible, First-Generation, Ability Differences, LGBTQIA+, Adult, Military affiliated)

Goals:

- Increase the fall-to-fall retention rate of first-time, full-time, students of color from 53% to 60% by 2027.
- Increase the fall-to-fall retention rate of first-time, full-time adult learners (aged 25+) from 54% to 60% by 2027.
- Increase the 3-year graduation rate of first-time, full-time students of color from 19% to 26% by 2027.
- Increase the 3-year graduation rate of first-time, full-time PELL recipients from 26% to 35% by 2027.
- Reduce by 5% in courses with a 40% or more DFWI grade distribution rate.

Strategies

- Support the college's Strategic Enrollment Management Plan strategies to increase enrollment of students from underrepresented populations.
- As part of the existing cycle for assessing student learning outcomes (SLOs), use disaggregated data to identify achievement gaps and potential biases within the curriculum. Explore best practices to narrow the achievement gaps and address any unconscious biases that are identified. Use the "closing the loop" procedures to assess the implementation of best practices and curricular changes.
- Starting in the fall of 2024, develop an assessment process that uses disaggregated data to identify administrative barriers to student success. Examples include policies and procedures such as academic standing, holds, and other unintended barriers.

2. Increase the recruitment and retention of diverse faculty and staff.

Goals:

- Increase the percentage of instructional faculty of color to mirror the student population from 10% to 15% by 2027.
- Increase the overall percentage of employees of color to mirror the student population from 9% to 15% by 2027.
- Develop a baseline of retention of employees of color to establish a goal.

Strategies

- Conduct a campus climate survey in fall of 2024 to establish a baseline for future metrics.

- *Collect and use disaggregated institutional data (surveys, demographic data) to help drive decision-making.*
- *Starting in fall 2024, begin the process for the campus to increase on-campus iconography to include diverse artists, poets, writers, artifacts, and various other historical and contemporary individuals.*
- *Ensure the implementation of inclusive practices, language use for instance, in all disseminating materials and in the recruitment processes.*
- *Partner/consult with community organizations, professional organizations and institutions of higher education that are unique in their missions (e.g., National Black Nurses Association, historically Black colleges and universities, Tribal colleges; Hispanic Serving institutions, etc.) to increase the diversity of applicant pools.*
- *Responsible individuals are to start in the fall of 2024 documenting these activities with a form they compose to compare data (i.e., their activities, applicative pool numbers, etc.) for year to year to assessment and evaluation for continuous improvement.*

3. Create an inclusive campus experience for all to achieve and thrive

Goals:

- *Seek an average of 10 audience members at diversity related educational offerings in 2025, and increase that baseline to 25-35 for 2026 and from 35-50 for 2027.*
- *Increase knowledge of diversity related topics through post event questionnaire and data recovery to set baseline for learning.*
- *Starting in the fall of 2024, unit heads are urged to increase the number of opportunities for faculty and staff to come together in less formal ways to not only enhance and deepen connections, but to strive toward creating a more welcoming environment.*
- *Starting in the fall of 2024, employees are urged to implement reflective practices (may reference **Appendix C**) to formulate annual goals, assess performance, and to increase attention to diverse cultures and people. Supervisors are to review this aspect with their team members in their annual performance reviews with the aim of becoming more aware for an increasing welcoming and environment for all.*
- *Starting in fall 2024, begin the process for the campus to increase on-campus iconography to include diverse artists, poets, writers, artifacts, and various other historical and contemporary individuals.*
- *Diversify the delivery of DEI related educational offerings to include live, live virtual, recorded, pod cast, etc. over the next 3 years to help ensure ease of access (for all faculty, staff, and students) to attend/participate.*
- *Increase participation of employees and students as measured through Pack Life from 0 to 25% in 2024-2025, to 35% in 2025-2026 and 40% in 2026-2027.*

Strategies:

- *Present diverse artifacts on campus authored/sculptured/designed by historically marginalized people.*

- *Provide relevant programming.*
- *Implement promising practices such as redesigning curricula, redesigning grading structures, requiring tutoring services, supporting faculty to implement inclusive and culturally relevant pedagogy, leveraging early alert system and responses, and requiring peer mentoring.*
- *Increase empathy and a people first attitude and approach by engaging more with students, staff, and faculty to understand key issues.*

4. Support an inclusive academic experience where all students can thrive

Goals:

- *Increase percentage of students of color who pass developmental math from 24% to 44% by 2027.*
- *Increase the fall-to-fall retention rate of first time, full-time, students of color from 53% to 60% by 2027.*
- *Increase the fall-to-fall retention rate of first-time, full-time adult learners (aged 25+) from 54% to 60% by 2027.*
- *Increase the 3-year graduation rate of first-time, full-time students of color from 19% to 26% by 2027*
- *Increase the 3-year graduation rate of first-time, full-time PELL recipients from 26% to 35% by 2027*
- *Increase representation of diverse students (racial, income, gender) in programs where they are underrepresented (specific data to be determined)*

Strategies:

- *Support the college's EIT plan to ensure equitable access to courses, facilities and programming for all.*
- *As part of the existing assessment process of SUNY General Education requirements for courses meeting the DEISJ requirement, utilize outcomes data to inform curriculum modifications as needed.*
- *Collaborate with the Teaching and Learning Collaborative for faculty development.*
- *Offer courses that the research literature identifies as the type of courses underrepresented students seek.*
- *Inventory the number of available courses, by semester, historically underrepresented students are likely to enroll using enrollment data.*
- *Promote the available mental health and wellness resources for all students and to faculty and staff, especially minoritized students who are at highest risk within the academic environment.*
- *Increase faculty development opportunities to increase skills and knowledge that target toward the adult learner.*
- *Starting in fall of 2024, unit heads are encouraged to document how their team supports NACE's (National Association of Colleges and Employers) career readiness competencies, specifically for the DEI competency – **Appendix B**.*

5. Develop strong community relationships and facilitate education that supports diversity, equity, and inclusion.

Goals:

- *Partner/collaborate with community partners/organizations to offer at least 2 educational events per year.*
- *Establish a community advisory group regarding DEI matters.*

Strategies:

- *Identify community organizations for collaboration on DEI related events.*
- *Host the external community and community organizations for on campus events.*
- *Consider the use of Seasoned to host DEI related community events*

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CONCLUSION

SUNY Adirondack is committed to promoting and supporting the benefits DEI offers and seeks to continue to work toward a community of belonging. The President's staff will work with their teams to further enhance and support the work of DEI.

Upon the approval of this plan, the Chief Diversity Officer expects to collaborate, partner, and align efforts/resources with the President, the Diversity Committee and an array of constituents. Together, they will continue to work together to formulate metrics and relevant initiatives to not only foster, but to also advance a unified and inclusive organizational culture.

APPENDIX A
ACCOMPLISHMENTS FROM THE 2015-2020 DEI PLAN AT A GLANCE

Recruitment and Retention of Faculty and Staff:

- Advertised open positions on national, industry and/or profession specific recruitment sites.
- Purchased the NEOGOV HRIS system which allowed us to track voluntary employee diversity information.
- HR modified its onboarding process to obtain and track this voluntary information.
- Began voluntarily submitting annual EEO-1 reports (useful for collecting and reporting on the racial and gender breakdown of applicants and employees).
- By Fall 2024 all members of a search committee will be required to participate in training through NEOGOV prior to serving on a search committee.

Campus Climate (Access, Equity, and Inclusion):

- President asked Board of Trustees to make a public commitment via a board resolution to create a more diverse, equitable and inclusive environment.
- 2022 President's award nominations had to include examples of a candidate's work in DEI.
- Helped established the Chief Diversity Officer position. Board of trustees approved a new, senior level administrative position and a CDO started in October of 2022.
- Encouraged use of personal pronouns in all visible signatures.
- College designated all single-use bathrooms as gender neutral.
- The NYSED accepted a Compliance Plan detailing the actions to be taken to address the items needing attention, within a timeframe acceptable to NYSED.
- Creating and publishing an annual notice of non-discrimination to all campus community members and all households in our catchment area
- SUNY Adirondack's statements of non-discrimination and anti-harassment were updated and disseminated to all users and all employers/internship providers
- All non-compliant, public serving reception furniture was replaced
- All door closures adjusted to be ADA compliant
- Created companion seating in all lecture halls and the theater.
- Accessible entrances to buildings were clearly identified and inaccessible entrances have signs indicating the location of the nearest accessible entrance.

Student Recruitment and Retention:

- The first disaggregated report of student success outcomes were completed in 2020 and has been updated each year and reported to the college community. Actions have been identified in the college's SEM plan. Ongoing work should be identified.
- Strategic Enrollment Management (SEM) plan completed and approved campus wide.
- SEM Committee and use of SEM assessment tool.
- Scholarships advertised on the College's website and on marketing materials.
- Slate implemented, comprehensive customer relationship management system.
- Student support services to enhance retention:
 - ~Opportunity Programs

~Compass
~Student Success

- The Office of Continuing Education enlisted the help of a part-time consultant who is developing non-credit offerings for English Language Learners.

Community Outreach:

- The President leads a community-based committee to foster education and dialogue around ways the larger community can welcome and support new people, including students, to our region.
- Community members have regularly invited to educational events associated with diverse populations.

Curriculum and Academic Experiences:

- Student engagement co-curriculum programming
 - ~Student life events
 - ~Resident hall programming
 - ~Intramural sports
- The College systematically updated all its degree and certificate programs to meet the requirements of the new SUNY General Education Framework. As a result, all of our degree and certificate programs now include DEISJ in the curriculum.
- Through our shared governance system, including academic divisions, Curriculum Committee, and Faculty Caucus, these shared governance bodies, the College has systematically updated all its degree and certificate programs to meet the requirements of the new SUNY General Education Framework.
- Assessment of student learning outcomes (SLOs), program learning outcomes (PLOs), and the institutional learning outcomes (ILOs) will be conducted as part of the annual assessment activities of the faculty and coordinated by the Director of Assessment and Learning Resources.
- Leveraged existing catalog of courses, many of which already focus on DEISJ. In doing so, we have incorporated DEISJ coursework into all of our degree and certificate programs to a cost-effective.

Appendix B-NACE standards of Equity and Inclusion



Equity & Inclusion

Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

Sample Behaviors

- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Actively contribute to inclusive and equitable practices that influence individual and systemic change.
- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Seek global cross-cultural interactions and experiences that enhance one's understanding of people from different demographic groups and that leads to personal growth.
- Keep an open mind to diverse ideas and new ways of thinking.
- Identify resources and eliminate barriers resulting from individual and systemic racism, inequities, and biases.
- Demonstrate flexibility by adapting to diverse environments.
- Address systems of privilege that limit opportunities for members of historically marginalized communities.

What Is Career Readiness?

Career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.

Appendix C-Reflective questions

Unit heads/employees are to include at least three of the following questions into individual Annual Reviews to ensure meaningful reflection and execution in your work with DEI:

- *What activities did I engage to be up to date to address diverse populations?*
- *How many on-campus DEI programs did I attend?*
- *What did I learn from those various DEI initiatives?*
- *How am I implementing what I learned from the various DEI initiatives offered on campus into my everyday work?*
- *How are the values of DEI at the core of my work?*
- *How are the values of DEI at the core of my team?*
- *Human Resources Director, or HRD, is an online news resource and they published an article by Stacy Thomas on October 23, 2023. Thomas' headline was "Fairness and trust among top values at Best Places to Work 2023." May access the article by clicking [here](#). With SUNY Adirondack being an educational institution, these principles, along with belonging, are perhaps even more important. Another important to reflect upon is, "How am I building trust and establishing a sense of belonging for my team, my students, and in general?"*
- *How am I promoting, supporting, and engaging with activities and events in my work, or with my team, that celebrate DEI and develop an awareness of inclusion?*

Appendix D

Enrollment by Region of Origin & Demographics of Interest: Fall 2019 – Fall 2023 (Excludes College Academy)

Official Census Enrollment						
Region of Origin & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Service Area	2,388	2,025	1,727	1,669	1,695	9,504
Students of Color	10.3%	11.7%	12.0%	12.6%	12.5%	11.7%
Female Students	60.2%	61.7%	61.1%	57.8%	57.6%	59.8%
Pell Grant Recipients	43.2%	36.5%	39.9%	42.2%	43.2%	41.0%
Adult Learners 25 Years Old & Older	27.7%	28.6%	29.2%	25.8%	26.0%	27.5%
Residence Hall Students	5.0%	0.9%	4.5%	7.5%	8.1%	5.1%
Students with Disabilities	13.2%	12.9%	14.9%	15.6%	16.2%	14.4%
First-Generation Students	28.1%	27.3%	25.0%	24.4%	23.1%	25.8%
Capital District	137	133	123	132	123	648
Students of Color	26.3%	21.1%	26.0%	29.5%	29.3%	26.4%
Female Students	62.8%	63.2%	62.6%	59.1%	56.9%	61.0%
Pell Grant Recipients	54.0%	40.6%	52.8%	50.8%	49.6%	49.5%
Adult Learners 25 Years Old & Older	15.3%	18.8%	24.4%	15.9%	17.1%	18.2%
Residence Hall Students	59.9%	11.3%	40.7%	62.1%	56.1%	46.0%
Students with Disabilities	21.2%	18.8%	13.8%	15.9%	19.5%	17.9%
First-Generation Students	26.3%	28.6%	25.2%	27.3%	26.8%	26.9%
New York City & Long Island	81	80	51	58	59	329
Students of Color	86.4%	81.3%	72.5%	72.4%	74.6%	78.4%
Female Students	44.4%	48.8%	54.9%	44.8%	40.7%	46.5%
Pell Grant Recipients	81.5%	61.3%	60.8%	60.3%	62.7%	66.3%
Adult Learners 25 Years Old & Older	1.2%	6.3%	11.8%	13.8%	13.6%	8.5%
Residence Hall Students	75.3%	25.0%	62.7%	70.7%	74.6%	60.2%
Students with Disabilities	14.8%	12.5%	19.6%	13.8%	18.6%	15.5%
First-Generation Students	28.4%	32.5%	21.6%	29.3%	37.3%	30.1%
North Country	58	45	46	50	46	245
Students of Color	6.9%	11.1%	4.3%	10.0%	10.9%	8.6%
Female Students	39.7%	53.3%	58.7%	58.0%	67.4%	54.7%
Pell Grant Recipients	41.4%	33.3%	47.8%	60.0%	50.0%	46.5%
Adult Learners 25 Years Old & Older	10.3%	15.6%	17.4%	14.0%	15.2%	14.3%
Residence Hall Students	41.4%	8.9%	37.0%	42.0%	41.3%	34.7%
Students with Disabilities	12.1%	8.9%	17.4%	12.0%	15.2%	13.1%
First-Generation Students	34.5%	35.6%	26.1%	28.0%	30.4%	31.0%

Region of Origin & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Other New York Counties	68	64	54	69	70	325
Students of Color	32.4%	34.4%	38.9%	26.1%	30.0%	32.0%
Female Students	39.7%	40.6%	42.6%	43.5%	57.1%	44.9%
Pell Grant Recipients	57.4%	42.2%	57.4%	40.6%	45.7%	48.3%
Adult Learners 25 Years Old & Older	4.4%	1.6%	13.0%	7.2%	11.4%	7.4%
Residence Hall Students	85.3%	18.8%	61.1%	73.9%	68.6%	62.2%
Students with Disabilities	11.8%	10.9%	14.8%	14.5%	17.1%	13.8%
First-Generation Students	26.5%	18.8%	18.5%	13.0%	18.6%	19.1%
Out-of-State & International	39	52	72	69	65	297
Students of Color	38.5%	36.5%	63.9%	78.3%	66.2%	59.6%
Female Students	51.3%	53.8%	41.7%	52.2%	49.2%	49.2%
Pell Grant Recipients	41.0%	25.0%	16.7%	24.6%	32.3%	26.6%
Adult Learners 25 Years Old & Older	17.9%	32.7%	23.6%	14.5%	21.5%	21.9%
Residence Hall Students	35.9%	3.8%	19.4%	30.4%	27.7%	23.2%
Students with Disabilities	10.3%	7.7%	1.4%	4.3%	9.2%	6.1%
First-Generation Students	20.5%	13.5%	8.3%	5.8%	13.8%	11.4%
Total	2,771	2,399	2,073	2,047	2,058	11,348
Students of Color	14.2%	15.6%	16.6%	18.0%	17.5%	16.2%
Female Students	58.8%	60.5%	59.8%	56.8%	57.0%	58.7%
Pell Grant Recipients	45.1%	37.4%	41.0%	43.0%	44.1%	42.2%
Adult Learners 25 Years Old & Older	25.3%	26.5%	27.6%	23.5%	24.2%	25.4%
Residence Hall Students	13.0%	3.0%	10.8%	16.7%	16.3%	11.7%
Students with Disabilities	13.5%	13.0%	14.5%	15.1%	16.2%	14.4%
First-Generation Students	28.0%	27.1%	24.2%	23.8%	23.4%	25.5%

Note: College Academy students are excluded. In Fall 2020, the majority of courses and student services were offered remotely due to the COVID-19 health crisis which significantly impacted the number of Residence Hall students.

Source: SIRIS Student Data Submission (SDS), Diversity Database, and Registered Students Database.

**Enrollment by Academic Program & Demographics of Interest: Fall 2019 -
Fall 2023**
(Excludes College Academy)

Official Census Enrollment						
AA and AS Degree Programs (Transfer) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5- Year Total
Accounting	28	35	37	28	29	157
Students of Color	14.3%	5.7%	2.7%	10.7%	13.8%	8.9%
Female Students	71.4%	45.7%	51.4%	46.4%	48.3%	52.2%
Pell Grant Recipients	50.0%	37.1%	45.9%	32.1%	48.3%	42.7%
Adult Learners 25 Years Old & Older	50.0%	34.3%	21.6%	14.3%	24.1%	28.7%
Residence Hall Students	3.6%	0.0%	2.7%	3.6%	24.1%	6.4%
Students with Disabilities	3.6%	11.4%	8.1%	3.6%	10.3%	7.6%
First-Generation Students	32.1%	37.1%	24.3%	10.7%	27.6%	26.8%
Business Administration						
	243	187	189	190	161	970
Students of Color	12.3%	20.3%	19.6%	14.7%	22.4%	17.4%
Female Students	47.3%	42.8%	42.3%	37.9%	35.4%	41.6%
Pell Grant Recipients	44.9%	37.4%	41.3%	36.8%	40.4%	40.4%
Adult Learners 25 Years Old & Older	28.4%	20.9%	21.2%	12.6%	13.7%	20.0%
Residence Hall Students	12.3%	3.2%	9.0%	21.1%	19.9%	12.9%
Students with Disabilities	6.6%	6.4%	9.5%	5.8%	6.2%	6.9%
First-Generation Students	33.7%	28.3%	20.1%	20.5%	26.1%	26.2%
Computer Science						
	63	49	46	54	57	269
Students of Color	20.6%	12.2%	6.5%	14.8%	14.0%	14.1%
Female Students	11.1%	6.1%	17.4%	13.0%	14.0%	12.3%
Pell Grant Recipients	34.9%	32.7%	30.4%	37.0%	36.8%	34.6%
Adult Learners 25 Years Old & Older	12.7%	12.2%	28.3%	29.6%	19.3%	20.1%
Residence Hall Students	12.7%	2.0%	6.5%	22.2%	10.5%	11.2%
Students with Disabilities	11.1%	14.3%	13.0%	11.1%	19.3%	13.8%
First-Generation Students	28.6%	14.3%	15.2%	14.8%	14.0%	17.8%
Creative Writing						
	21	22	26	37	19	125
Students of Color	14.3%	22.7%	15.4%	10.8%	15.8%	15.2%
Female Students	76.2%	59.1%	65.4%	75.7%	52.6%	67.2%
Pell Grant Recipients	28.6%	31.8%	42.3%	48.6%	47.4%	40.8%
Adult Learners 25 Years Old & Older	4.8%	4.5%	7.7%	8.1%	5.3%	6.4%
Residence Hall Students	19.0%	9.1%	26.9%	32.4%	36.8%	25.6%

Students with Disabilities	23.8%	31.8%	34.6%	21.6%	26.3%	27.2%
First-Generation Students	19.0%	18.2%	19.2%	18.9%	10.5%	17.6%
AA and AS Degree Programs (Transfer) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Criminal Justice - Police Science	120	100	77	79	70	446
Students of Color	17.5%	22%	15.6%	16.5%	12.9%	17.3%
Female Students	41.7%	43%	50.6%	41.8%	45.7%	44.2%
Pell Grant Recipients	49.2%	49%	54.5%	54.4%	52.9%	51.6%
Adult Learners 25 Years Old & Older	10.8%	9.0%	13.0%	5.1%	10.0%	9.6%
Residence Hall Students	12.5%	2.0%	15.6%	21.5%	15.7%	12.8%
Students with Disabilities	8.3%	7.0%	9.1%	16.5%	15.7%	10.8%
First-Generation Students	25.0%	26%	19.5%	22.8%	20.0%	23.1%
Engineering Science	45	38	29	23	22	157
Students of Color	8.9%	13.2%	10.3%	26.1%	31.8%	15.9%
Female Students	20.0%	28.9%	24.1%	8.7%	9.1%	19.7%
Pell Grant Recipients	42.2%	39.5%	20.7%	30.4%	22.7%	33.1%
Adult Learners 25 Years Old & Older	17.8%	26.3%	20.7%	17.4%	22.7%	21.0%
Residence Hall Students	11.1%	0.0%	10.3%	17.4%	9.1%	8.9%
Students with Disabilities	2.2%	5.3%	17.2%	8.7%	13.6%	8.3%
First-Generation Students	20.0%	26.3%	10.3%	30.4%	13.6%	20.4%
Fine Arts	28	19	26	20	24	117
Students of Color	21.4%	31.6%	15.4%	10.0%	8.3%	17.1%
Female Students	78.6%	68.4%	69.2%	95.0%	79.2%	77.8%
Pell Grant Recipients	50.0%	57.9%	53.8%	50.0%	54.2%	53.0%
Adult Learners 25 Years Old & Older	0.0%	10.5%	7.7%	25.0%	12.5%	10.3%
Residence Hall Students	10.7%	0.0%	30.8%	20.0%	16.7%	16.2%
Students with Disabilities	14.3%	21.1%	11.5%	20.0%	29.2%	18.8%
First-Generation Students	35.7%	36.8%	42.3%	45.0%	45.8%	41.0%
Liberal Arts and Sciences: Humanities and Social Science	566	444	367	376	382	2,135
Students of Color	15.9%	15.8%	15.5%	18.4%	14.9%	16.1%
Female Students	70.7%	75.2%	71.9%	72.6%	70.7%	72.2%
Pell Grant Recipients	50.0%	40.3%	45.0%	47.1%	49.0%	46.4%
Adult Learners 25 Years Old & Older	12.7%	12.8%	18.5%	15.2%	15.7%	14.7%
Residence Hall Students	15.9%	3.4%	10.1%	16.5%	19.4%	13.0%
Students with Disabilities	16.6%	14.6%	16.6%	18.4%	20.9%	17.3%
First-Generation Students	29.9%	29.3%	24.8%	23.4%	24.9%	26.8%

AA and AS Degree Programs (Transfer) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Liberal Arts and Sciences: Individual Studies	169	176	165	149	183	842
Students of Color	18.3%	17.6%	17.0%	19.5%	15.3%	17.5%
Female Students	53.8%	57.4%	56.4%	53.7%	56.3%	55.6%
Pell Grant Recipients	52.7%	39.2%	45.5%	42.3%	44.8%	44.9%
Adult Learners 25 Years Old & Older	17.8%	22.2%	18.8%	16.8%	20.2%	19.2%
Residence Hall Students	17.8%	2.8%	17.6%	21.5%	19.7%	15.7%
Students with Disabilities	17.8%	17.6%	17.6%	18.8%	24.0%	19.2%
First-Generation Students	25.4%	25.6%	29.7%	22.8%	21.9%	25.1%
Liberal Arts and Sciences: Mathematics and Science	542	486	353	336	326	2,043
Students of Color	13.8%	17.5%	15.0%	19.9%	17.2%	16.4%
Female Students	74.7%	74.3%	76.8%	68.8%	71.2%	73.4%
Pell Grant Recipients	48.5%	40.9%	43.6%	50.0%	45.7%	45.7%
Adult Learners 25 Years Old & Older	26.6%	30.5%	32.3%	31.3%	21.2%	28.4%
Residence Hall Students	11.4%	2.5%	11.0%	14.6%	13.8%	10.1%
Students with Disabilities	9.2%	7.4%	10.8%	11.6%	13.5%	10.1%
First-Generation Students	32.8%	31.7%	30.6%	26.5%	23.6%	29.7%
Physical Education Studies	45	45	37	45	49	221
Students of Color	13.3%	15.6%	24.3%	22.2%	22.4%	19.5%
Female Students	17.8%	35.6%	16.2%	6.7%	28.6%	21.3%
Pell Grant Recipients	46.7%	26.7%	43.2%	46.7%	42.9%	41.2%
Adult Learners 25 Years Old & Older	4.4%	0.0%	10.8%	6.7%	2.0%	4.5%
Residence Hall Students	37.8%	6.7%	21.6%	40.0%	36.7%	29.0%
Students with Disabilities	6.7%	4.4%	5.4%	8.9%	18.4%	9.0%
First-Generation Students	35.6%	26.7%	27.0%	15.6%	16.3%	24.0%
Sub-Total: AA and AS Degree Programs (Transfer)	1,896	1,617	1,352	1,337	1,322	7,524
Students of Color	15.2%	17.4%	15.7%	17.9%	16.7%	16.5%
Female Students	60.9%	61.6%	60.9%	56.9%	57.6%	59.7%
Pell Grant Recipients	48.2%	40.0%	43.9%	45.3%	45.6%	44.7%
Adult Learners 25 Years Old & Older	19.3%	20.0%	22.1%	18.7%	16.9%	19.4%
Residence Hall Students	14.5%	3.0%	12.1%	18.8%	18.3%	13.0%
Students with Disabilities	12.0%	11.1%	13.5%	13.8%	17.2%	13.3%
First-Generation Students	30.4%	28.8%	25.6%	23.1%	23.3%	26.6%
Agricultural Business	22	18	18	16	9	83
Students of Color	4.5%	11.1%	5.6%	0.0%	11.1%	6.0%

Female Students	68.2%	88.9%	66.7%	75.0%	44.4%	71.1%
Pell Grant Recipients	36.4%	55.6%	55.6%	68.8%	55.6%	53.0%
Adult Learners 25 Years Old & Older	22.7%	27.8%	16.7%	6.3%	33.3%	20.5%
Residence Hall Students	4.5%	0.0%	0.0%	6.3%	0.0%	2.4%
Students with Disabilities	9.1%	0.0%	5.6%	6.3%	11.1%	6.0%
First-Generation Students	36.4%	44.4%	27.8%	37.5%	66.7%	39.8%
Broadcast Media Production	36	18	22	32	27	135
Students of Color	25.0%	22.2%	18.2%	18.8%	11.1%	19.3%
Female Students	16.7%	22.2%	13.6%	18.8%	25.9%	19.3%
Pell Grant Recipients	47.2%	50.0%	40.9%	53.1%	40.7%	46.7%
Adult Learners 25 Years Old & Older	25.0%	16.7%	22.7%	12.5%	11.1%	17.8%
Residence Hall Students	30.6%	16.7%	36.4%	9.4%	14.8%	21.5%
Students with Disabilities	25.0%	44.4%	45.5%	25.0%	22.2%	30.4%
First-Generation Students	19.4%	16.7%	9.1%	28.1%	25.9%	20.7%
Criminal Justice - Substance Abuse Services	49	31	31	26	25	162
Students of Color	6.1%	6.5%	9.7%	7.7%	8.0%	7.4%
Female Students	73.5%	71.0%	71.0%	73.1%	68.0%	71.6%
Pell Grant Recipients	59.2%	61.3%	54.8%	46.2%	64.0%	57.4%
Adult Learners 25 Years Old & Older	51.0%	41.9%	48.4%	38.5%	52.0%	46.9%
Residence Hall Students	10.2%	6.5%	6.5%	7.7%	16.0%	9.3%
Students with Disabilities	16.3%	12.9%	16.1%	19.2%	8.0%	14.8%
First-Generation Students	36.7%	41.9%	35.5%	26.9%	32.0%	35.2%
Culinary Arts	26	20	9	17	26	98
Students of Color	26.9%	20.0%	11.1%	23.5%	19.2%	21.4%
Female Students	42.3%	50.0%	44.4%	5.9%	26.9%	33.7%
Pell Grant Recipients	65.4%	70.0%	33.3%	52.9%	61.5%	60.2%
Adult Learners 25 Years Old & Older	11.5%	10.0%	33.3%	17.6%	19.2%	16.3%
Residence Hall Students	30.8%	20.0%	11.1%	47.1%	26.9%	28.6%
Students with Disabilities	19.2%	25.0%	11.1%	11.8%	19.2%	18.4%
First-Generation Students	46.2%	40.0%	33.3%	35.3%	34.6%	38.8%
AAS and AOS Degree Programs (Career) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Culinary and Baking Arts	42	37	24	35	38	176
Students of Color	21.4%	13.5%	16.7%	20.0%	21.1%	18.8%
Female Students	52.4%	56.8%	58.3%	65.7%	65.8%	59.7%
Pell Grant Recipients	71.4%	54.1%	41.7%	54.3%	44.7%	54.5%
Adult Learners 25 Years Old & Older	28.6%	24.3%	25.0%	11.4%	18.4%	21.6%
Residence Hall Students	21.4%	5.4%	12.5%	40.0%	34.2%	23.3%

Students with Disabilities	31.0%	21.6%	37.5%	25.7%	13.2%	25.0%
First-Generation Students	16.7%	16.2%	8.3%	34.3%	39.5%	23.9%
Hospitality Management	23	19	24	18	16	100
Students of Color	8.7%	10.5%	20.8%	5.6%	6.3%	11.0%
Female Students	69.6%	68.4%	79.2%	83.3%	56.3%	72.0%
Pell Grant Recipients	39.1%	21.1%	50.0%	33.3%	25.0%	35.0%
Adult Learners 25 Years Old & Older	21.7%	15.8%	12.5%	16.7%	25.0%	18.0%
Residence Hall Students	13.0%	10.5%	25.0%	44.4%	43.8%	26.0%
Students with Disabilities	21.7%	26.3%	25.0%	22.2%	25.0%	24.0%
First-Generation Students	17.4%	26.3%	16.7%	22.2%	18.8%	20.0%
Information Technology - Computer Networking	21	19	15	19	22	96
Students of Color	9.5%	10.5%	26.7%	10.5%	22.7%	15.6%
Female Students	4.8%	21.1%	0.0%	0.0%	0.0%	5.2%
Pell Grant Recipients	23.8%	31.6%	40.0%	31.6%	50.0%	35.4%
Adult Learners 25 Years Old & Older	23.8%	36.8%	20.0%	26.3%	22.7%	26.0%
Residence Hall Students	9.5%	0.0%	13.3%	15.8%	13.6%	10.4%
Students with Disabilities	19.0%	10.5%	13.3%	15.8%	13.6%	14.6%
First-Generation Students	23.8%	21.1%	20.0%	10.5%	18.2%	18.8%
AAS and AOS Degree Programs (Career) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Information Technology - Cybersecurity	42	32	39	54	39	206
Students of Color	16.7%	18.8%	33.3%	35.2%	15.4%	24.8%
Female Students	14.3%	18.8%	17.9%	20.4%	23.1%	18.9%
Pell Grant Recipients	45.2%	28.1%	28.2%	25.9%	33.3%	32.0%
Adult Learners 25 Years Old & Older	26.2%	43.8%	33.3%	33.3%	35.9%	34.0%
Residence Hall Students	16.7%	3.1%	7.7%	5.6%	5.1%	7.8%
Students with Disabilities	11.9%	18.8%	17.9%	9.3%	5.1%	12.1%
First-Generation Students	31.0%	18.8%	15.4%	22.2%	23.1%	22.3%
Management, Marketing and Entrepreneurship	77	63	73	84	78	375
Students of Color	14.3%	12.7%	23.3%	40.5%	39.7%	26.9%
Female Students	48.1%	54.0%	50.7%	40.5%	35.9%	45.3%
Pell Grant Recipients	42.9%	25.4%	41.1%	48.8%	66.7%	45.9%
Adult Learners 25 Years Old & Older	26.0%	25.4%	30.1%	34.5%	42.3%	32.0%
Residence Hall Students	7.8%	1.6%	12.3%	9.5%	7.7%	8.0%
Students with Disabilities	16.9%	14.3%	8.2%	8.3%	5.1%	10.4%
First-Generation Students	28.6%	31.7%	21.9%	25.0%	21.8%	25.6%
Mechatronics	16	12	15	20	20	83

Students of Color	0.0%	0.0%	20.0%	15.0%	20.0%	12.0%
Female Students	6.3%	0.0%	20.0%	15.0%	10.0%	10.8%
Pell Grant Recipients	50.0%	25.0%	40.0%	25.0%	30.0%	33.7%
Adult Learners 25 Years Old & Older	43.8%	58.3%	33.3%	25.0%	25.0%	34.9%
Residence Hall Students	12.5%	0.0%	26.7%	15.0%	20.0%	15.7%
Students with Disabilities	31.3%	33.3%	26.7%	25.0%	20.0%	26.5%
First-Generation Students	12.5%	8.3%	20.0%	15.0%	15.0%	14.5%
Media Arts	114	89	79	92	91	465
Students of Color	15.8%	7.9%	10.1%	15.2%	19.8%	14.0%
Female Students	50.9%	46.1%	43.0%	59.8%	58.2%	51.8%
Pell Grant Recipients	45.6%	34.8%	35.4%	42.4%	54.9%	43.0%
Adult Learners 25 Years Old & Older	19.3%	22.5%	10.1%	6.5%	8.8%	13.8%
Residence Hall Students	14.9%	4.5%	13.9%	21.7%	27.5%	16.6%
Students with Disabilities	21.1%	23.6%	25.3%	29.3%	22.0%	24.1%
First-Generation Students	20.2%	24.7%	25.3%	29.3%	28.6%	25.4%
Nursing	194	230	207	191	187	1,009
Students of Color	10.3%	12.6%	14.0%	10.5%	13.4%	12.2%
Female Students	85.1%	87.0%	88.9%	88.5%	88.2%	87.5%
Pell Grant Recipients	41.2%	34.3%	39.1%	39.8%	38.0%	38.4%
Adult Learners 25 Years Old & Older	64.4%	64.3%	61.4%	58.6%	63.6%	62.5%
Residence Hall Students	1.5%	0.0%	1.0%	1.6%	3.2%	1.4%
Students with Disabilities	13.4%	14.8%	14.5%	16.2%	18.7%	15.5%
First-Generation Students	25.8%	26.5%	30.0%	27.7%	27.3%	27.5%
AAS and AOS Degree Programs (Career) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Outdoor Education	27	20	22	18	26	113
Students of Color	14.8%	5.0%	9.1%	11.1%	3.8%	8.8%
Female Students	29.6%	25.0%	18.2%	44.4%	23.1%	27.4%
Pell Grant Recipients	29.6%	35.0%	27.3%	27.8%	46.2%	33.6%
Adult Learners 25 Years Old & Older	18.5%	15.0%	18.2%	0.0%	15.4%	14.2%
Residence Hall Students	29.6%	20.0%	22.7%	33.3%	23.1%	25.7%
Students with Disabilities	22.2%	20.0%	9.1%	16.7%	7.7%	15.0%
First-Generation Students	22.2%	10.0%	13.6%	11.1%	11.5%	14.2%
Sub-Total: AAS and AOS Degree Programs (Career)	719	640	587	624	604	3,174
Students of Color	13.6%	11.7%	16.0%	18.3%	18.2%	15.5%
Female Students	53.7%	59.5%	58.6%	57.1%	55.0%	56.7%
Pell Grant Recipients	45.9%	37.2%	39.9%	41.8%	47.0%	42.4%
Adult Learners 25 Years Old & Older	36.4%	40.6%	37.5%	32.1%	36.9%	36.7%

Residence Hall Students	11.8%	3.9%	9.7%	13.1%	14.4%	10.6%
Students with Disabilities	18.6%	17.8%	17.9%	17.6%	15.4%	17.5%
First-Generation Students	25.7%	26.3%	24.0%	26.3%	26.7%	25.8%
Certificate Programs (Career) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Culinary	0	0	1	1	0	2
Students of Color	-	-	0.0%	100.0%	-	50.0%
Female Students	-	-	0.0%	100.0%	-	50.0%
Pell Grant Recipients	-	-	0.0%	0.0%	-	0.0%
Adult Learners 25 Years Old & Older	-	-	100.0%	0.0%	-	50.0%
Residence Hall Students	-	-	0.0%	100.0%	-	50.0%
Students with Disabilities	-	-	0.0%	100.0%	-	50.0%
First-Generation Students	-	-	0.0%	0.0%	-	0.0%
Entrepreneurship and Business Management	1	6	16	10	14	47
Students of Color	0.0%	50.0%	62.5%	50.0%	21.4%	44.7%
Female Students	100.0%	50.0%	12.5%	0.0%	21.4%	19.1%
Pell Grant Recipients	100.0%	33.3%	81.3%	70.0%	71.4%	70.2%
Adult Learners 25 Years Old & Older	0.0%	50.0%	43.8%	20.0%	28.6%	34.0%
Residence Hall Students	0.0%	0.0%	0.0%	10.0%	14.3%	6.4%
Students with Disabilities	0.0%	16.7%	0.0%	20.0%	14.3%	10.6%
First-Generation Students	0.0%	16.7%	6.3%	20.0%	14.3%	12.8%
Certificate Programs (Career) & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
Hospitality	0	0	0	1	1	2
Students of Color	-	-	-	0.0%	0.0%	0.0%
Female Students	-	-	-	100.0%	100.0%	100.0%
Pell Grant Recipients	-	-	-	0.0%	0.0%	0.0%
Adult Learners 25 Years Old & Older	-	-	-	100.0%	0.0%	50.0%
Residence Hall Students	-	-	-	0.0%	0.0%	0.0%
Students with Disabilities	-	-	-	0.0%	0.0%	0.0%
First-Generation Students	-	-	-	0.0%	0.0%	0.0%
Information Technology	1	0	0	0	0	1
Students of Color	0.0%	-	-	-	-	0.0%
Female Students	100.0%	-	-	-	-	100.0%
Pell Grant Recipients	100.0%	-	-	-	-	100.0%
Adult Learners 25 Years Old & Older	100.0%	-	-	-	-	100.0%

Residence Hall Students	0.0%	-	-	-	-	0.0%
Students with Disabilities	100.0%	-	-	-	-	100.0%
First-Generation Students	100.0%	-	-	-	-	100.0%
Media Arts	2	5	0	3	3	13
Students of Color	0.0%	20.0%	-	33.3%	0.0%	15.4%
Female Students	100.0%	80.0%	-	33.3%	33.3%	61.5%
Pell Grant Recipients	50.0%	60.0%	-	0.0%	0.0%	30.8%
Adult Learners 25 Years Old & Older	100.0%	40.0%	-	33.3%	33.3%	46.2%
Residence Hall Students	0.0%	0.0%	-	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	40.0%	-	0.0%	0.0%	15.4%
First-Generation Students	0.0%	0.0%	-	33.3%	0.0%	7.7%
Radio-Television Broadcasting	0	2	0	0	0	2
Students of Color	#DIV/ 0!	0.0%	-	-	-	0.0%
Female Students	#DIV/ 0!	0.0%	-	-	-	0.0%
Pell Grant Recipients	#DIV/ 0!	50.0 %	-	-	-	50.0%
Adult Learners 25 Years Old & Older	#DIV/ 0!	0.0%	-	-	-	0.0%
Residence Hall Students	#DIV/ 0!	0.0%	-	-	-	0.0%
Students with Disabilities	#DIV/ 0!	100.0 %	-	-	-	100.0%
First-Generation Students	#DIV/ 0!	100.0 %	-	-	-	100.0%
Teaching Assistant	13	9	16	12	15	65
Students of Color	7.7%	11.1%	12.5%	8.3%	6.7%	9.2%
Female Students	92.3%	88.9%	87.5%	83.3%	93.3%	89.2%
Pell Grant Recipients	53.8%	66.7%	56.3%	58.3%	66.7%	60.0%
Adult Learners 25 Years Old & Older	61.5%	22.2%	43.8%	33.3%	26.7%	38.5%
Residence Hall Students	0.0%	0.0%	12.5%	33.3%	26.7%	15.4%
Students with Disabilities	7.7%	11.1%	18.8%	25.0%	26.7%	18.5%
First-Generation Students	46.2%	11.1%	25.0%	50.0%	33.3%	33.8%
Sub-Total: Certificate Programs (Career)	17	22	33	27	33	132
Students of Color	5.9%	22.7%	36.4%	29.6%	12.1%	22.7%
Female Students	94.1%	68.2%	48.5%	48.1%	57.6%	59.8%
Pell Grant Recipients	58.8%	54.5%	66.7%	51.9%	60.6%	59.1%
Adult Learners 25 Years Old & Older	64.7%	31.8%	45.5%	29.6%	27.3%	37.9%
Residence Hall Students	0.0%	0.0%	6.1%	22.2%	18.2%	10.6%
Students with Disabilities	11.8%	27.3%	9.1%	22.2%	18.2%	17.4%

First-Generation Students	41.2%	18.2%	15.2%	33.3%	21.2%	24.2%
Total	2,632	2,279	1,972	1,988	1,959	10,830
Students of Color	14.7%	15.9%	16.1%	18.2%	17.1%	16.3%
Female Students	59.1%	61.1%	60.0%	56.8%	56.8%	58.8%
Pell Grant Recipients	47.6%	39.4%	43.1%	44.3%	46.3%	44.2%
Adult Learners 25 Years Old & Older	24.2%	25.9%	27.1%	23.0%	23.2%	24.7%
Residence Hall Students	13.6%	3.2%	11.3%	17.1%	17.1%	12.3%
Students with Disabilities	13.8%	13.1%	14.7%	15.1%	16.6%	14.6%
First-Generation Students	29.2%	28.0%	24.9%	24.2%	24.3%	26.4%

Note: College Academy students are excluded. In Fall 2020, the majority of courses and student services were offered remotely due to the COVID-19 health crisis which significantly impacted the number of Residence Hall students.

Source: SIRIS Student Data Submission (SDS), Diversity Database, and Registered Students Database.

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Enrollment by Residence Hall & Demographics of Interest: Fall 2019 - Fall 2023 (Excludes College Academy)

Official Census Enrollment						
Residence & Demographics of Interest	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	5-Year Total
On-Campus Housing Students	359	71	224	342	335	1,331
Students of Color	37.3%	39.4%	19.6%	35.7%	30.7%	32.4%
Female Students	48.7%	50.7%	50.9%	48.2%	51.3%	49.7%
Pell Grant Recipients	68.0%	63.4%	57.6%	60.2%	63.3%	62.8%
Adult Learners 25 Years Old & Older	1.1%	1.4%	0.4%	1.8%	2.1%	1.4%
Residence Hall Students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Students with Disabilities	20.3%	11.3%	21.4%	18.4%	24.2%	20.5%
First-Generation Students	29.8%	31.0%	26.8%	28.4%	28.7%	28.7%
Off-Campus Students	2,412	2,328	1,849	1,705	1,624	9,918
Students of Color	10.7%	14.9%	14.5%	14.4%	14.3%	13.6%
Female Students	60.3%	60.8%	60.9%	58.5%	57.9%	59.8%
Pell Grant Recipients	41.7%	36.6%	39.0%	39.6%	42.8%	39.8%
Adult Learners 25 Years Old & Older	28.9%	27.2%	30.9%	27.8%	27.6%	28.5%
Residence Hall Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	12.5%	13.1%	13.7%	14.4%	15.1%	13.6%
First-Generation Students	27.7%	27.0%	23.9%	22.9%	23.4%	25.3%
Total	2,771	2,399	2,073	2,047	1,959	11,249
Students of Color	14.2%	15.6%	15.1%	18.0%	17.1%	15.9%
Female Students	58.8%	60.5%	59.8%	56.8%	56.8%	58.6%
Pell Grant Recipients	45.1%	37.4%	41.0%	43.0%	46.3%	42.5%
Adult Learners 25 Years Old & Older	25.3%	26.5%	27.6%	23.4%	23.2%	25.3%
Residence Hall Students	13.0%	3.0%	10.8%	16.7%	17.1%	11.8%
Students with Disabilities	13.5%	13.0%	14.5%	15.1%	16.6%	14.4%
First-Generation Students	28.0%	27.1%	24.2%	23.8%	24.3%	25.7%

Note: College Academy students are excluded. In Fall 2020, the majority of courses and student services were offered remotely due to the COVID-19 health crisis which significantly impacted the number of Residence Hall students.

Source: SIRIS Student Data Submission (SDS), Diversity Database, and Registered Student Database.

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