Air Traffic Controller Training Initiative (AT-CTI) Program

Air Traffic Collegiate Training Initiative (AT-CTI) Partner School Diversity and Outreach 2012-13

February 25, 2013
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Introduction

The FAA Air Traffic Collegiate Training Initiative (AT-CTI) Program has 36 partner institutions across the United States which offer a variety of accredited academic degrees and actively promote a multicultural and diverse collegiate environment. In the 2012-13 school year, a self-identification questionnaire was designed to reflect enrollment statistics for AT-CTI schools. The questionnaire generated the following information about the students who enrolled in AT-CTI schools in 2012-13: 63.9 percent were White, 23.7 percent were females, 14.7 percent were Latina/o, 11.4 percent were Black/African-Americans, 5.5 percent were Asians, and less than one percent were of both American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander. Continuous efforts are being made to further diversify student populations at institutes of higher learning. For a detailed data report, see the FAA Air Traffic – Collegiate Training Initiative Diversity Data 2012-13.

Background

There are many well-known academic partner institutions which are part of the AT-CTI Program. FAA partner schools conduct an annual evaluation that reviews technical content and administrative program elements. These program elements include diversity initiatives that the schools have undertaken to help the FAA include a more diverse academic body. The following information is taken from 2012-13 program evaluations and represents self-reported data that was collected for the aforementioned school year. It is clear that the 36 academic institutions helped introduce the air traffic control profession to minorities who may have not been familiar with jobs and opportunities that the field of aviation represents. The following information is taken from the AT-CTI Program – Partner School Diversity Initiatives 2012-13.

As evidenced by their self-reported diversity initiatives, FAA partner schools are making great strides toward achieving a more inclusive and multicultural student body. Schools like Eastern New Mexico University are recognized as housing one of the only training programs for disabled individuals in the nation.

Several of the schools within the AT-CTI Program have been recognized as diverse training facilities. Sacramento City College was recently awarded (2009) the John W. Rice Award for Diversity and Equity for collegiate activities. Similarly, Western Michigan University hosted their 2nd annual Excellence in Diversity Awards Program through their Division of Multicultural Affairs – a division that is devoted to promoting cultural awareness and coordinating opportunities for scholarships and employment.

Many AT-CTI Program colleges continue to emphasize the importance of a multicultural environment throughout matriculation. Hesston College recruits various international students from Asia, Africa, and South America and arranges for them to dorm with North American students in order to enrich the culture of its students and promote a more diverse collegiate experience.
Increasing Minority Presence

One of the top priorities of schools within the AT-CTI Program is to recruit students from diverse backgrounds. As such, outreach programs have expanded to include a variety of recruitment strategies. Schools such as Green River Community College house an Office of Recruitment and Outreach whose staff devotes itself entirely to increasing the enrollment of diverse and underrepresented populations. Many colleges have even gone a step further in their recruitment efforts. Schools like Aims Community College provides bilingual college advisors at their recruiting events in an effort to bridge the language barriers that could exclude some would-be students.

High School Visits

There are many ways to attract new students. Many representatives from CTI schools, such as those from Hampton University (a historically black college/university [HBCU]), visit high schools in an effort to recruit minority students. Minneapolis Community and Technical College also visits high school students “with large numbers of students of color.” Minorities are the target audience in these recruitment events as diversity is paramount to the values of the AT-CTI schools.

Partnerships

Many AT-CTI schools partner with other groups in a collaborative effort to bring more minority youth into the school system. Florida State College “partners directly with several high schools that serve both urban and rural areas and traditionally underrepresented student populations.” One outgrowth of this partnership is an aviation-themed summer camp, which is offered to students through the help of the Organization of Black Aerospace Professionals (OBAP). The Community College of Beaver County is also working with a nationally recognized organization (The National Black Coalition of Federal Aviation Employees) to increase minority enrollment. Similarly, Purdue’s College of Technology at Indianapolis has partnered with aviation businesses and professionals to form SOAR, which assists minority students as they work towards an aviation degree.

Trade Shows and Conferences

Another tactic used to recruit underrepresented students is to expand one’s presence at large, coordinated events. Embry-Riddle-Daytona sends recruiters to trade shows and fairs across the country. According to their report, they attend three major trade shows a year and two major air shows. Similarly, admissions counselors at LeTourneau University annually attend recruiting events such as the Women in Aviation Conference. Representatives from Middle Georgia College attend the 100 Black Men of Macon’s Career Fest and the Hispanic Fair in Atlanta with the hopes of further increasing the diversity within the college. The staff at the University of Alaska at Anchorage also works to enhance their recruiting presence at high-profile aviation events such as the Alaska Aviation Trade Show and the Northwest Aviation Conference and Trade Show.
Lewis University recruits Hispanics through their own Si Se Puede Conference, which is “aimed at empowering Latina/o youth to go to college.” In addition to this conference, Lewis hosts an annual Women and Minority Aviation Career Conference.

**Faculty and Scholarship**

It is important to all of these colleges and universities that they not only attract minority students, but that they also represent minorities in their faculty and staff as well. For example, the Tulsa Community College Diversity Council’s goals are two-fold: 1) Recruit and retain students of color/minority students and 2) Recruit and retain faculty/staff of color/minority faculty and staff. In these ways, programs in cultural studies will expand as the institution diversifies. At Vaughn College of Aeronautics and Technology, “every effort is made to…recruit a diverse faculty and staffs by advertising open positions in such publications as ‘Official Minority Review.’” Arizona State University recruits faculty “who contribute to the knowledge and practice of diversity.” The university also invites renowned lecturers from diverse cultural backgrounds to speak at their campus.

**Conclusion**

After reviewing the statistics inherent in the self-identification questionnaires and the partner school diversity initiatives, it is clear that the FAA AT-CTI schools are making great strides to incorporate minority students and faculty into their programs.
Overview

The purpose of this report is to determine the diversity among the pool of potential applicants pursuing approved Federal Aviation Administration (FAA) approved aviation degrees as part of the Air Traffic Collegiate Training Initiative (ATCTI) program. There are 36 partner colleges and universities that offer 18 Associate’s degree programs, 39 Bachelor’s degree programs, and three Master’s degree programs.

This report contains the results of the 2012-13 school year survey of all CTI schools. In addition to a survey, as part of the evaluation of CTI schools information related to recruiting and diversity initiatives undertaken by the schools during the school year is requested.

Background

The FAA Air Traffic Collegiate Training Initiative (AT-CTI) Program is designed to establish partnerships with higher educational institutions to broaden the employment opportunities in the aviation industry, including jobs within air traffic control. AT-CTI graduates are not guaranteed jobs as air traffic controllers, but the FAA does consider AT-CTI graduates as a valuable hiring source for air traffic control specialists (ATCS).

There are 36 FAA AT-CTI partner institutions. These institutions offer 18 Associate’s degrees, 39 Bachelor’s degrees, and two Master’s degrees. Since FY 2005 the FAA has hired 3,412 controllers from the CTI pool, which amounts to 38 percent of all new hires.

In January 2012, the AT-CTI program office conducted the first “self-reporting” initiative for the FAA AT-CTI Program Office with the assistance of Miriam Vega, Director of the National EEO Outreach Program, Office of Civil Rights who created a self-reporting form that could be used by students at the colleges and universities in the FAA AT-CTI.

The purpose of this questionnaire was to determine the diversity of the students. Prior to the application process, the students filled out their Race and National Origin data (RNO). The AT-CTI Program Office wanted to determine if there were significant differences in the diversity as students moved to their college program. There are very few conclusions that can be drawn until data is collected during the ensuing school years.

The data included in this report represents our second reporting period for school year 2012-13. The 2012-13 school year report saw an increase in “self-reporting.” A total of 1,496 responses were collected. The data from those reporting are the basis for the data included in this report.
FINDINGS

Gender

There were 1,117 males (74.6 percent) and 356 (23.7 percent) females who self-identified. Ten individuals did not report gender.

Females increased as a percentage of the total from “Year 1 ’New student’” in a two-year program (18 percent) to “Year 2” (17.7 percent). In the four-year programs, females increased from 4.3 percent in the freshman year to 10.9 percent in the senior year.

Hispanic / Latino

The category of Hispanic / Latino was reported by 220 (14.7 percent) of the respondents. No other race information was counted on these respondents.

Identification of Race

Of the 1,496 respondents, seven did not report race identification while 40 respondents reported more than one category of race:

- 32 reported in two categories
- Eight reported in three categories

The predominant race identification was “White” at 63.8 percent, followed by “Black/ African American” at 11.4 percent, “Asian” at 5.5 percent, and “American Indian / Alaska Native” and “Native Hawaiian / Other Pacific Islander” at less than 1 percent each.

Based on the data below, the number of “Black / African Americans” in their last year of the two-year program is more than five times of those entering the program. This may reflect the change to the program pursued after starting school. In the four-year programs, the number of “Black / African Americans” in their senior year is one-half of those in their first year of school.

Respondents identifying as “White” appeared more in the final years of a program than in the first years. This may be due to the completion of a degree program and attrition from all degree programs. In addition, in four-year programs, students usually discovered the program after they had started another aviation program.

Those respondents who self-identified in the “Non-White” category were at 36.2 percent. This percentage was greater among females (39.9 percent) versus males (34.1 percent) (See Tables 2-3).

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<thead>
<tr>
<th>Key</th>
<th>Black or African American</th>
<th>B/AA</th>
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<tbody>
<tr>
<td>Hispanic / Latino</td>
<td>H/L</td>
<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>American Indian / Alaska Native</td>
<td>A/AN</td>
<td>White</td>
</tr>
<tr>
<td>Asian</td>
<td>A</td>
<td>Multiple Categories</td>
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<td></td>
<td></td>
<td>Non White</td>
</tr>
<tr>
<td>Class</td>
<td>TOTAL</td>
<td>H/L</td>
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<td>2 Year New Student</td>
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<td>177</td>
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</tr>
<tr>
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<td>402</td>
<td>74</td>
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Table 1

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<th>TOTAL</th>
<th>H/L</th>
<th>%</th>
<th>AI/AN</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>NH/PI</th>
<th>%</th>
<th>W</th>
<th>%</th>
<th>MC</th>
<th>%</th>
<th>NW</th>
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<td></td>
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<tr>
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<td>9</td>
<td>18.0%</td>
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<td>8</td>
<td>16.0%</td>
<td>6</td>
<td>12.0%</td>
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<td>8.0%</td>
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<td>0.8%</td>
<td>76</td>
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<td>52</td>
<td>17.7%</td>
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<td>0.0%</td>
<td>13</td>
<td>4.4%</td>
<td>26</td>
<td>8.9%</td>
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<td>20.3%</td>
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<td>7</td>
<td>6.4%</td>
<td>20</td>
<td>18.2%</td>
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<td>0.9%</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>12</td>
<td>4.7%</td>
<td>22</td>
<td>8.6%</td>
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<td>0.4%</td>
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<td>TOTAL</td>
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<td>155</td>
<td>13.9%</td>
<td>0</td>
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<td>63</td>
<td>5.6%</td>
<td>129</td>
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<td>736</td>
<td>65.9%</td>
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Table 2

<table>
<thead>
<tr>
<th>Class</th>
<th>TOTAL</th>
<th>H/L</th>
<th>%</th>
<th>AI/AN</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>NH/PI</th>
<th>%</th>
<th>W</th>
<th>%</th>
<th>MC</th>
<th>%</th>
<th>NW</th>
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<tbody>
<tr>
<td>Female</td>
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<td></td>
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</tr>
<tr>
<td>2 Year New Student</td>
<td>20</td>
<td>6</td>
<td>30.0%</td>
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<td>3</td>
<td>15.0%</td>
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<td>5.0%</td>
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<tr>
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<td>22.9%</td>
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<td>9.6%</td>
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<tr>
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<td>2</td>
<td>7.1%</td>
<td>1</td>
<td>3.6%</td>
<td>2</td>
<td>7.1%</td>
<td>0.0%</td>
<td>20</td>
<td>71.4%</td>
<td>1</td>
<td>3.6%</td>
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<tr>
<td>4 Year: Junior</td>
<td>45</td>
<td>6</td>
<td>13.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3</td>
<td>6.7%</td>
<td>9</td>
<td>20.0%</td>
<td>0.0%</td>
<td>26</td>
<td>57.8%</td>
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<td>2.2%</td>
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<tr>
<td>4 Year: Senior</td>
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<td>1</td>
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<tr>
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<td>18</td>
<td>5.1%</td>
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<td>11.2%</td>
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<td>0.6%</td>
<td>214</td>
<td>60.1%</td>
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</tr>
</tbody>
</table>

Table 3
Conclusions

Although no trending conclusions can be drawn from this one-year data collection, there are areas that can be watched, specifically, when comparing subsequent years to determine if the percentages in a previous year will continue in subsequent years.

Based on the “self-reporting” of students from partner AT-CTI schools, there is a 3:1 ratio of male students pursuing degrees that qualify for application under the CTI announcement. The reporting of categories other than “White” is 41 percent among the respondents.
ATTACHMENT 1

Ethnicity, Race and Gender Self-Identification (Optional)

**Background Information:** How will this information be used?

The following information is confidential and will only be used by the institution to capture the student demographics in the Collegiate Training Initiative (CTI) Program for data record purposes and analysis only. The students' names will not be shared nor associated when the data. The institution will utilize CTI student demographics data to review and address areas of enhancement which may include diverse student population in the program, retention rate, and student graduation rate. Thank you for your participation!

**Instructions:** Please answer questions 1-3, regardless of your response to question 3.

**Question 1:** Please select the category of progress in your pursuit of a college degree that best describes your situation.

2 Year Degree

- [ ] New Student
- [ ] More than 1 Year Remaining
- [ ] Less than 1 Year Remaining

4 Year Degree

- [ ] New Student
- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior

**Question 2:** What is your gender?  
- [ ] Female
- [ ] Male

**Question 3:** Are you Hispanic or Latino? (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish Culture or origin regardless of race)

- [ ] Yes
- [ ] No

**Question 4:** Please select the racial category or categories with which you most closely identify by placing an "X" in the appropriate box. Check as many as apply.

<table>
<thead>
<tr>
<th>RACIAL CATEGORY (Check as many as apply)</th>
<th>DEFINITION OF CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.</td>
</tr>
<tr>
<td>Asian</td>
<td>A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</td>
</tr>
<tr>
<td>Black or African American</td>
<td>A person having origins in any of the black racial groups of Africa.</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.</td>
</tr>
<tr>
<td>White</td>
<td>A person having origins in any of the original peoples of Europe, the Middle East or North Africa.</td>
</tr>
</tbody>
</table>
Air Traffic Controller Training Initiative (AT-CTI) Program

AT- CTI Partner School Diversity Initiatives 2012-13

February 25, 2013
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

To paraphrase some of our Diversity/Multicultural Council statements: Aims Community College recognizes and celebrates diversity in society and believes that educational opportunity should be accessible to all who can benefit from the College’s programs and courses. Diversity embodies differences. Differences include race, color, ethnicity, sex, physical abilities/qualities, sexual orientation and age. Diversity also includes acquired qualities including education, religion, geographic location, income, marital status, and work experience. Aims Community College strives to provide an environment where all are welcome and valued.

Among the efforts employed to reach out to minority students:

- Pre-admission activities encourage early college planning. We organize and support any minority and at-risk high school student programs such as AVID, Gear-up, Greeley Dream-team, migrant youth programs, and middle school career exploration fairs.

- The majority of our local public school population identifies themselves as Hispanic, and many come from bi-lingual households. Aims provides bi-lingual advisors and interpreters at recruiting events whenever language barriers may become a problem.

- In addition to on-campus tours and support, Aims leads 4-7 programs each year to provide information on post-secondary educational options or transition fairs for students with disabilities. Such events take place at regional outreach meetings, local high schools, district offices or community resource centers.

- Aims staff coordinate monthly multi-agency regional meetings to deal with financial aid and educational issues surrounding special circumstance students; for example those designated as homeless or those coming out of foster care.

- Military veteran’s – many of whom struggle with either short term or permanent disability issues – are happy to find Aims designated as a Military Friendly School by GI Jobs.

- Regular visits to GED programs and alternative schools, as well as private and public high schools insure that area students are made aware of educational opportunities and resources.

Aims also participates and leads in events sponsored by local, regional and national organizations such as the Hispanic Association of Colleges and Universities. Examples would include: Work force initiatives and workshops (unemployment –office sponsored events to assist those needing new skills training); Weld Project Connect (United Way led efforts to help prevent homelessness); Journey: A Young Women’s Conference (Service club –efforts organized to assist at-risk high school aged women); Veteran’s Forums (sponsored by military or government agencies).

5.2 What institutional resources are utilized in the efforts?

The staff and faculty of Aims are our greatest resource. Some of the staff instrumental in outreach and recruiting minority students:

- Bi-lingual (Spanish/English) administrators and staff assist in Financial Aid, Admissions, and Recruiting. Many academic departments have addition bi-lingual staff and faculty members as well.
Staff and faculty across campus participate in the Diversity/Multicultural Council. Our Diversity Officer provides advice and counsel on employee relations concerns, training, leads college-wide Diversity Initiatives, maintains the Diversity Website, and support in Recruitment/Screening and selection process for new employees;

Professional Development staff provides ongoing diversity programs for faculty and staff.

Disability Access Services staff assists individuals with disabilities to provide equal access to programs, services and facilities; work to positively impact the climate of the college community for persons with disabilities, and promote full inclusion and participation of Aims students in all aspects of campus life.

Aims offers a special liaison for military veterans to assist with education benefits, and to advise on services the vet's may wish to utilize while at Aims.

The Student Life staff organize student workshops and seminars to promote the value of Diversity among the college student population.

Aims faculty or staff advisors, encourage clubs organized by students. Examples include: ASK (a club formed to serve persons with disabilities), Gay/Straight alliance, LULAC, Military Veterans club, Parents in College, women in transition together, and United Way and Helping Hands service clubs.

The staff, clubs and events sponsored by Aims are provided office space, meeting rooms and resources on campus.

5.3 Does the institution offer recruitment and retention initiatives?

Many services available to all Aims students have a profound and positive impact on minority/at risk students in particular.

Free tours on campus, and assistance off-site to schools and organization who want to learn more about college in general, Aims programs in particular, how to enroll, how to apply for financial aid and services

Free application processing and assessment testing

Free career exploration and advising services

Free academic tutoring and mentoring,

Free personal counseling

Special offices serve students with unique needs. For example, the STAR (Student Achievement and Retention) program provides retention services and academic support to new and continuing students at all campus locations. The goals of the program are to help you adjust to college, persist to graduation and be successful.

Grants and scholarships are offered though many of our programs. The Student Support Service's office administers both TRIO and STEM grants. In addition to traditional FAFSA aid, Aims Emerging Scholar program, Honors programs, Aims Scholar program and many specific departmental scholarships are available to qualified students.

Due to generous community support, students from the local School District may attend their first year of college at little or no cost through the “College Promise” scholarship. Qualified high school students may enroll in concurrent enrollment courses at little or no cost through our “Career Academy” scholarship program.
Flat Tuition Rate Rebate: The College currently has a pilot program that began July 2011 whereby new degree-seeking students who complete their degree by August 2013 will receive a rebate for any tuition raise during that period.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Aims does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, treatment of, or employment in its educational programs or activities. No admission fee is required as a condition for admission. Some students may be requested to enroll in specific courses for correction of scholastic or other deficiencies as identified by the College’s assessment processes. Minimum skill levels are required for admission to even basic education courses.

The Learning Commons provides numerous services to students and faculty in support of their educational goals and objectives. In an effort to support student success, students will find knowledgeable staff, open use computers, the library collection, tutoring assistance, wireless access, and group study rooms. Online tutoring is also available.

Our Emerging Scholar (ES) program helps students who do not yet have the skills to tackle college level coursework. 4-year colleges or universities typically reject students who have these college preparation needs. The skill building ES classes and Advance Academic Achievement (AAA) classes at Aims help such students gain college level skills, while providing advising, tutoring, academic and personal support needed for the students. With over 50% of the high school students in the region self-reporting a Hispanic heritage, Aims is collaborating with the high schools to improve concurrent enrollment programs. The hope is to both increase graduation rates, and increase the number of students who will go on to complete a college education. A large percent of students are also first generation college students. First generation students, those from low-income households and disabled students can also benefit from our Student Support Services TRIO programs that provide additional resources to these students. The results have shown improved retention and opportunities for students attending the ES, AAA and TRIO programs.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The ATC-TI Program developed a Face-book page. The College is currently working with a marketing group on a new college-wide Face-book page with links to departmental and program pages. Specifically, the Aviation Department is working to target demographics identified by our three programs; Airplane, Helicopter, and Air Traffic Control.

5.6 Was there diversity in the applicants who applied in the past 12 months?

In the past 12 months the diversity of our students has included over 25 females, a student with a disability, and several African American and Hispanics.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

ASU and the College of Technology and Innovation regularly recruit and attend college fairs that are focused on minority populations such as the Hispanic Leadership Institute College fair and the annual Gila River Youth Conference. ASU also hosts Upward Bound, which is a federally funded college-preparatory program that serves high school students who are either low-income and/or who will be the first in their family to earn a four-year college degree. We also have a bilingual recruitment staff member to assist as needed in communicating with perspective students and parents.

The following is taken from ASU’s Diversity Plan: Building Blocks for Success Through People, Programming and Policies. It also includes information about the outreach and recruitment of minority faculty members. This is included to show that ASU is committed to diversity within the whole university.

ASU VALUES DIVERSITY

Arizona State University has been in a state of accelerated transformation since 2002. Its evolution as the New American University presents remarkable opportunity for demonstrating leadership and innovation across the multiple domains of practice in higher education. One of the most critical areas where ASU can have local, regional, and global impact is diversity. As a function of its size, location, and current diversity, ASU is optimally positioned to create and evaluate new models of inclusion and, in so doing, advance the teaching, research and human resource imperatives that will guide higher education in the decades to come. In the sections that follow, we present a conceptual definition of diversity and then, the core components of a comprehensive diversity plan are identified, as are specific initiatives that follow from an application of these components.

DEFINING DIVERSITY

A widely constituted Diversity Council was charged in 2005 to develop a definition of diversity. That statement reads as follows:

*Diversity and excellence are inextricably linked at Arizona State University. In line with recent Supreme Court decisions related to representation, we endorse the idea that engaging diversity facilitates comprehensive understanding, effective practice, and informed responsiveness to national and global imperatives. As an institution, ASU is committed to these ideals and to creating an environment that promotes inclusion, respect, community, and appreciation for the full tapestry that comprises the human experience.*

Diversity is defined in terms of representation and inclusion. Representation reflects the extent to which our students, staff, faculty and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and voice among all members of the university community in the areas of scholarship, teaching, learning, and governance. We recognize that race/ethnicity and gender historically have been markers of diversity in institutions of higher education; we further believe that diversity includes
additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

**DIVERSITY AND ASU’S IMPERATIVES OF EXCELLENCE, ACCESS, AND IMPACT**

Excellence is not achieved by simply repeating conventional patterns. Access extends well beyond representation to the goal of inclusion. Impact creates reverberations across time and space. Diversification of the academy, thus, requires thinking beyond singular or isolated programs or events, creating a cultural transformation that gives every member of our community an understanding of inclusion and their contribution to the effort. It also allows for measurement of solid indices of success that facilitate achievement of institutional goals. Achieving success in diversification and inclusion requires that ASU’s approach involve a philosophical endorsement by the entire leadership and an operational plan that is transparent and is carried out by every person, in every area, and in every transaction.

Integrating the practice of diversity and inclusion in a large, complex organization requires commitment, resources, and cultural transformation. ASU is already one of the most diverse educational communities in the country; our aim is to make it the prototype of inclusion. This goal is achievable because we have a solid foundation and leadership that is characterized by creativity, high energy, and a commitment to university principles. ASU is well on its way to epitomizing the construct of interdependence, whereby each person and unit is aware that all are needed to contribute to the success of the whole and the success (or failure) of any member or group both influences and is influenced by the success (or failure) of other members and groups.

**ENGAGING THE ‘PEOPLE, PROGRAMMING, & POLICIES’ APPROACH**

ASU’s diversity plan acknowledges that an overarching framework that is comprehensible to all stakeholders and compelling in its ideology will yield the greatest success. Consequently, the ‘People, Programming, & Policies’ initiative asks each of us to consider 3 basic questions:

- How well does the composition of our student and employee population reflect the diversity of our broader constituencies? (people)
- To what extent do the planning and design of our deliverables take into account the diversity that is currently in place and/or lacking at ASU? (programming)
- How do we create and review our policies to promote equity and success for all members of our university community? (policies)

By engaging these three basic questions in the practice and production of our educational, employment, and research missions, we create a shared understanding of diversity and inclusion, and stand to achieve higher levels of success.

What do these questions look like in practice? In the sections that follow, we elaborate each of these three areas (people, programming, policies), and provide exemplars of initiatives that reflect corresponding efforts respectively. The representative initiatives suggest efforts that can be taken at the department, college, and vice-presidential area levels, as well as university-wide efforts that reflect provost- and presidential-level initiatives. Moreover, the efforts as a whole invite all ASU citizens to be involved in making the New American University a place of inclusion and excellence. Thus, input and responsiveness are encouraged.
People in the context of our diverse stakeholders

ASU is the largest and one of the most diverse public universities in the country. Nonetheless, there is significant room for improvement. In 2005, 58% of our state’s high school graduates were white; 29% were Hispanic/Latino; 5% African American; 3% Asian American; and 5% Native American. ASU’s current undergraduate population, by comparison, is 68% white and 14% Hispanic/Latino; 10% African American; 5% Asian American; and 3% Native American. Women comprise about 1/3 of tenured and tenure track faculty positions. The demographic patterns across our student populations, faculty, staff and administrators indicate that representational diversity remains a constant aspiration. To create change, each of our academic units and vice-presidential areas must ask: What is the current level of diversity in our unit? Is our team (students, faculty, staff, administrators) comprised of individuals from diverse groups (e.g., encouraging more women in science and engineering and more men in nursing)? If not, what changes can be made in recruitment and retention to achieve representational diversity?

Representative efforts at promoting inclusion

Representative examples of initiatives that can be undertaken to diversify the membership of our institution include: systematic review by each unit of diversification efforts, inclusive of successes, and areas in need of development; establishment and implementation of assessment procedures to govern diversity efforts within each college and vice-presidential area; development of a plan by each unit for promoting diversification in the composition of its undergraduate majors, graduate students, and workforce and for improving climate; early outreach to underrepresented students; proactive recruitment activities that yield diverse pools of qualified applicants in order to generate a competitive pool of finalists; recruitment of faculty who contribute to the knowledge and practice of diversity; recruitment and retention of diverse administrators; resource allocation in an effort to recruit and retain individuals from underrepresented groups across all areas of the university when they are underrepresented; allocation of funds to secure target of opportunity hires for faculty who will increase diversity; initiation of partnerships with institutions that produce Ph.D. graduates from underrepresented groups; engagement of current staff members of underrepresented groups in recruitment and mentoring of new employees; recruitment and hiring of employees and administrators who will actively promote diversity; establishment of connections with current faculty organizations and departments in the service of recruiting diverse faculty and staff.

Programming and deliverables (academics, employment, communication)

As an institution of higher education, ASU:

- produces significant deliverables, including knowledge, ideas, new models of understanding, employees trained and prepared to contribute to the changing demands of the workforce, and tangible products that advance the human and global condition.
- engages in the dissemination of information through classroom and research outlets.
- recognizes that a comprehensive diversification plan in which all members take responsibility will yield the most effective and beneficial deliverables.
- underscores the importance of leadership in modeling and ensuring quality and accountability for production of a good yield.

Our ‘programming’ in these and other areas must reflect an appreciation for the role that diversity plays in the world, as well as for strengths inherent in diversification and inclusion. Programming should focus not on the production of isolated events or markers emphasize a systematic approach that reflects in word and deed the institution’s commitment to the practice and science of inclusion across all areas of production.
Diversity efforts in the academic domain

Diversity and inclusion can be reflected on the academic side via:

- the research enterprise, through such efforts as defining the intellectual enterprise; inclusion of diverse populations, methodologies, and paradigms; inclusiveness in team composition; targeted beneficiaries of tangible outcomes;
- teaching, through the development and evolution of new courses with diversity content (inclusive of ASU 101 and focused and general courses); promotion of pedagogical strategies that encourage student involvement and facilitate respect for diverse perspectives; incorporation of diversity as a core element of graduate teaching assistant training; faculty development workshops in the area of intergroup dynamics and diversity; systematic programming on diversity within student residential halls;
- service efforts on campus, in the community, and in our respective professions, through promotion of service to underrepresented populations, mentoring of underrepresented students, support for ethnic and women’s faculty and staff affinity groups, and educational programs for community members related to diversity.

Diversity efforts in training of employees

On the employment dimension, inclusion can be supported through initiatives such as the development of a Diversity Training Institute in the Human Resource arena (including the implementation of employee training models that take into account the needs and advantages associated with diversity, and general diversity training for all staff, faculty, and administrators to meet the needs of a diverse student body); overall development and support for new and existing programming that encourages interaction across diverse groups (e.g., intergroup dialogue opportunities for employees); increasing professional development opportunities for staff, mentoring individuals from underrepresented groups for advancement to leadership roles; recognition of both individual and unit success in diversity initiatives; mentoring programs for new faculty and employees with a core component that addresses the challenges/opportunities associated with being a member of an underrepresented group; creating liaisons to industry partners to exchange best practices for diversifying the workforce and promoting inclusion (e.g., the Diversity Leadership Alliance).

Efforts related to constructing and disseminating the message of inclusion

In the communication arena, commitment to diversity and inclusion call for systematic and ongoing review of all outreach publications for text and images that are representative; inclusion on the ASU Web site of a coherent inventory of diversity-related events, offices, programs, and groups within the university; conveyance in public appearances by administrators and other ASU representatives to the community of a clear and consistent message that diversity is an institutional priority; establishment of visiting lectureships and fellowships to bring emerging and renowned scholars from diverse backgrounds to contribute to the intellectual climate of the university; sponsorship of a Living Legends town-gown collaboration that highlight contributions of community members from diverse backgrounds; examination of symbols on campus that may reflect exclusion of different and important groups on campus.

Policies that matter

An organization’s commitment to diversity must be reflected in recruiting policies, reward structures, and accountability procedures. Support for diversity and inclusion must be demonstrated at all levels of the university from the central administration to the smallest unit on campus. Our policies must be infused with a focus on the needs, benefits, and understanding of
dynamics that are associated with successful diversification. Importantly, success in diversification must comprise a component of our evaluations.

**Policies that reflect institutional priorities**

Among possible examples of how diversity must be reflected in our policies are the following initiatives:

- Systematic collection and reporting of recruitment, retention, and promotion rates by gender and ethnicity, and other relevant categories, as well as administrators from underrepresented groups (in comparison with overall rates); similar efforts in undergraduate and graduate student recruitment, retention, and graduation success; identification and implementation of college-specific strategies for increasing their diversity, and for monitoring and reporting progress annually; regularized self-assessments by colleges and units on a diversity template to identify progress; examination and insuring no bias in faculty and staff recognition and awards, faculty start-up packages, endowed chairs, recruitment of post-docs, and scholarship recipients; family-friendly policies (e.g., our existing approaches and policies concerning spousal accommodations and parental leave); inclusion of questions in annual and academic program reviews about initiatives undertaken by departments to address diversification in their climate, curriculum, and student, faculty and staff populations; requiring demonstrated skills in managing and increasing diversity as a standard qualification for all leadership positions; identification and rectification of inequity in workload and salary related to gender and race/ethnicity; representation of diversity on committees that have long-range impact; inclusion in the university’s exit interview process questions to assist in identifying opportunities for improvement in retention of faculty, administrators, and staff from underrepresented groups; integration of diversity into all major policy changes.

**Rewarding diversity**

To promote achievement in tangible diversification, the institution will reward the pursuit of initiatives and efforts to promote inclusion on every level. To achieve the ‘highest rating’, contributions to diversity should be evident. Further reflecting our commitment to achieving diversification, diversity efforts will be rewarded in every possible way, including recognition, promotion, and participation in key university decision-making.

**THE PLAN**

In order to achieve the diversity we seek and promote the respect necessary in our university and society, we are launching an initial six-part initiative. The constituent elements are:

1. **COMMUNICATION**

   To ensure visibility of our commitment, we shall maintain a web page with information on initiatives and ensure our communication efforts highlight university activities related to diversity and the promotion of tolerance.
   - Create an ASU diversity Web page with links from the president’s and provost’s pages and links to other relevant pages. Inclusion on the ASU Web site of a coherent inventory of diversity-related events, offices, programs, and groups within the university;
   - Conveyance in public appearances by administrators and other ASU representatives to the community of a clear and consistent message that diversity is an institutional priority;
   - ASU home page web images and university publications should reflect the diversity of our faculty, academic professionals, staff and students.

2. **UNIVERSITY DIALOGUE**
Launch a multi-year initiative to promote dialogue and discussion among students, staff and faculty about the issues and challenges related to diversity. As ASU is situated in a state with a rapidly changing demography and within a region that is changing in similar as well as different ways coupled with the importance of understanding the dynamic global environment, it is important that we promote an active level of engagement of our students, staff and faculty in these issues.

This multi-year initiative will have focused areas of attention each year coupled with annual goals to facilitate an assessment of our progress. This Dialogue initiative is an important element to building an environment that is welcoming of all individuals and viewpoints. Such an initiative provides the opportunity to reflect on the university as a place for differences to inform and educate critical elements of our raison d’etre. This initiative will be funded by the Office of the Executive Vice President and University Provost and designed and developed in consultation with a Provost’s Diversity Steering Committee that will be appointed in the coming weeks. Examples of initiatives that may be incorporated into this effort include:

- Build on the success of the work of the Intergroup Relations Center (http://www.asu.edu/provost/intergroup/) which has programs for undergraduates, graduates, faculty and staff and the community.
- Speaker series from both within and external to the university to explore issues of race, ethnicity, sexual orientation, gender, and diversity.
- Focused discussions within residential living facilities for students.
- Colloquia or conferences featuring scholarship that addresses issues of race, ethnicity, gender, tolerance and diversity.
- Sponsorship of a Living Legends Series, oral histories of members of our university community and those in the metropolitan region to better understand how the University was shaped and formed.

After each year of this initiative, the Provost’s Diversity Steering Committee will undertake a review of the initiative to determine what would be the appropriate next steps in continuing to strengthen the University’s commitment to diversity. Such a review may include assessment data on changes students report as part of their experiences at ASU, as well as assessment on employee experiences and perceptions. Climate data will be collected at regular intervals in collaboration with groups such as the Commission on the Status of Women, Faculty Women’s Association, Office of Academic and Institutional Cultural Change, Classified Staff Association, and Human Resources, among others. In addition, the Steering Committee may wish to collect data on matters not studied through other data collection efforts.

The Provost’s Diversity Steering Committee will serve as a liaison with the Campus Environment Teams, Commissions on the Status of Women, Faculty Women’s Association, Office of Academic and Institutional Cultural Change, Intergroup Relations Center, REFOCUS, Chicana/o Latina/o Faculty and Staff Association, Ubiquity, and other organizations on all campuses interested in promoting diversity to contribute to the design, development and evaluation of the multi-year dialogue. The Committee will also work with the Provost’s Office to identify opportunities to publicly recognize the research, scholarship, and creative activities of faculty from underrepresented groups.

3. COLLEGE/SCHOOL FOCUS

Recruitment and retention of a diverse faculty is everyone’s responsibility, however, deans and academic chairs/directors have a special role to play in this regard and will be rewarded for their success in recruiting, retaining, and promoting excellent faculty and staff from underrepresented
groups. The New American University vision cannot be realized without this commitment. To assist with recruiting, information from the Office of Diversity on the availability of minority and female or male candidates will be foundational information. Senior positions being recruited should be characterized by a heightened commitment to ensuring a diverse set of candidates to create a strong cadre of leaders and mentors who reflect ethnic and gender diversity, and recognize the need for minorities and women in such roles. Where deans identify an individual who would be a significant asset to their college or school but who is not someone they were specifically seeking through their search activity, they may make application to the Office of the Executive Vice President and University Provost for funding to support such a person. Deans will be asked to report annually to the University Provost on the success they have had in their efforts to increase the diversity of their faculty and staff and highlight every five years on the increase they have had in the recruitment and retention of the faculty and staff.

While a central mentoring program offers some opportunity for advice to untenured faculty members, the critical issue is mentoring them within their units to ensure the highest probability of success. Each college and school will be expected to develop a mentoring program designed to ensure assistant professors have the opportunity for learning about the expectations they should be meeting, enabling their scholarly success, and helping them become quality teachers (this may be done within departments not just at the college or school level). Such programs may, for example, facilitate writing groups or collaborative efforts in grant writing as suitable to the disciplines involved. As each college will be conducting an orientation program for its new faculty, efforts at mentoring can be initiated through that experience. Deans will also be asked to ensure that start-up commitments and initial teaching assignments are fairly made to avoid differences based solely on gender or ethnicity and this will be monitored by the Office of the Executive Vice President and University Provost. The design of the mentoring program and its impact and allocation of start-up funds to individual faculty members will be reported annually to the University Provost by each dean.

There is a need to be proactive in the development of faculty from racial and ethnic minorities, women and all members of underrepresented groups. One mechanism is through the creation of a faculty pipeline through postdoctoral fellowships for racial/ethnic minorities (all areas), and in fields where women are underrepresented, such as science and engineering. Units are encouraged to apply for grants from foundations and other sources to target graduate students with fellowships designed to enhance diversity (e.g., doctoral students supported by Ford Foundation fellowships, NIH and other training grants/fellowships to support diversity, etc.), and use faculty networks to identify additional candidates. The Graduate College will be available to assist with this initiative.

The recruitment and retention of faculty from a wide variety of groups and intellectual perspectives strengthens the university by ensuring students are exposed to a diverse set of perspectives. To assist in attracting faculty from underrepresented and other diverse groups, the University will establish two new programs to be called the President’s Pre-Doctoral Fellowship and President’s Post-Doctoral Fellowship. The Fellowship will provide funding for a College or School to attract a promising new scholar who has only their dissertation to finish or has recently finished the doctoral degree (or other appropriate terminal degree) and whom the College or School is prepared to offer an assistant professorship. The successful candidates will be provided with one year to either complete their dissertation and begin their scholarly activities beyond the dissertation or complete a one year post-doctoral training program to initiate their program of research.

During this Fellowship there will be no teaching assignments. Funding will be provided by the Office of the Executive Vice President and University Provost to a maximum of $40,000 for nine months for Pre-Doctoral Fellows and discipline specific funding determined on a case-by-case basis for Post-Doctoral Fellows (benefits are the same as those offered post-doctoral fellows;
faculty benefits begin the following year with the beginning of the appointment as an assistant professor).

The University Provost will consider facilitating hiring of qualified spouse/partners at the request of the deans when the partner’s position will be in a different college from that of the person originally hired. The funding available will be determined on a case-by-case basis representing the unique circumstances each of these opportunities presents to the university with provost office funds returning to the central administration when the person leaves the university.

It is also essential that we develop a greater capacity within our own faculty to assume leadership roles. To that end, the proposed Faculty Women’s Association’s Leadership Program is an initiative we would like to support and see extended in each college or school at ASU. Less than a third of all department chairs/directors at ASU are women and even fewer are women of color suggesting that a training initiative such as the one proposed by the Faculty Women’s Association has the potential to substantially enhance the pool of faculty interested and able to assume these important roles. The proposed initiative is one that can be adapted for each college or school.

4. TRAINING FOR CHAIRS AND DEANS
The importance of identifying unexamined biases and development of strategies to overcome such biases and gender (and race) schemas are a primary recommendation of the National Academy of Science report, Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering (2006). ASU will incorporate diversity training into leadership programs for chairs, deans, and associate deans. Diversity training will include:

- Speaker series, with highly respected scientists and engineers from top research universities addressing strategies to overcome biases in hiring, promotion, and tenure decisions, and to promote a climate that encourages productivity and fair treatment for all. Time for discussion would follow, and speakers would be available for meetings and consultation with faculty and administrators.
- Workshops on mentoring, including how to have difficult conversations with faculty designed to help them progress towards tenure and promotion.
- Workshops on climate, with focus on how to create and maintain a climate in the unit and college that is welcoming and supportive for all members of the faculty (as well as postdoctoral scholars, graduate students, and undergraduates). Subtle biases and gendered and racialized expectations will be discussed, as well as models for creating flexible yet fair policies, procedures and practices that enhance productivity and career satisfaction.
- Workshop on developing diversity councils within colleges and how to engage these councils most effectively.
- Training to create a ‘diversity template’ so that colleges and academic units can conduct self-assessments on a regular basis to determine where progress has been and where continued efforts are needed.
- Department chairs, directors and deans have the opportunity to be catalysts for enhancing the pool of faculty who may move into leadership roles. Working with groups such as the Office of Academic and Institutional Cultural Change (AICC) established by the President and reporting to the Office of the Executive Vice President and University Provost and other university resources, chairs, directors and deans should consider ways to support the development of women and members of all underrepresented groups into leadership roles.
In addition to training for chairs and deans, there is a need to develop more leaders for senior level leadership roles. In the preceding section, the initiative to train more women for leadership roles at the department level was described. It is also our intent to increase the number of underrepresented groups in leadership roles beyond that of department chair. Therefore, the Office of the Executive Vice President and University Provost will initiate a fellowship program to increase the pool of women interested in and able to assume more senior leadership roles within the university.

5. BUILDING SYNERGY
There are a number of organizations and units that deal with issues of diversity on a regular basis. These include the Intergroup Relations Center, Commission on the Status of Women, the Faculty Women’s Association, and Campus Environment Teams. It would be advantageous to examine ways to build greater synergy arising from their collective efforts to increase the impact within ASU. One consideration would be to collocate all of the staff in these units in one place so that it might promote greater communication and collaboration while also providing assistance to each other on projects.

6. BUILDING PRIVATE INVESTMENT TO ADVANCE DIVERSITY
Creating bridges to the community and identifying resources to support faculty, staff and students are responsibilities of the deans and the central administration. The deans of the colleges and schools working in collaboration with the efforts of the President, Provost, and President of the ASU Foundation will be encouraged to develop such opportunities.

- As such, deans may seek to establish funds and endowments to support scholarships, professorships, chairs, annual lectures, and small conferences. These may include such things as:
  - Expanding existing lecture series (e.g., Wade Smith Memorial Lecture on Race Relations) to include additional lectures conducive of conversations;
  - Establishment of mid-career endowed professorships/chairs to encourage and retain “rising stars,” with a substantial percentage directed towards members of underrepresented groups among the faculty;
  - Engaging Industry Partners through creative partnership. These should include but not be limited to businesses that have supported diversity at ASU (e.g., Wells Fargo). Develop venues through which they can help showcase the importance of diversity in higher education from the perspective of industry partners seeking talent.
  - All fund raising efforts will be coordinated by the Foundation to ensure the best return for the University and the optimization of our supporters interests.

MONITORING AND OVERSIGHT
The Office of the Executive Vice President and University Provost will engage in monitoring and oversight designed to facilitate and encourage best practices, as well as to ensure compliance with federal law. To recapitulate our commitment:

- The University Provost will reward deans for the diversity of their faculty, staff, and students, and will expect deans to reward chairs and directors for diversity in their departments.
- As a primary component of our Office of Diversity monitoring:
• Deans and chairs/directors will be provided with nationally available data for women and racial/ethnic minorities in their fields (from the NSF Survey of Earned Doctorates and/or IPED data).

• New faculty hires will be reviewed annually, by college and academic unit, to assess progress in hiring a diverse faculty at all ranks. Salary and start up packages will be reviewed at this time with attention to ensure lack of discrimination by gender or race/ethnicity.

• The University Provost will appoint or review membership on major awards committees (e.g., Regents Professors, Presidents’ Professors) and will review nominations for these awards.

• Compensation, research support, and other support and teaching loads will be reviewed annually for lack of discrimination in faculty ranks and titles, by gender, and ethnic identity.

5.2 What institutional resources are utilized in the efforts?

Arizona State University celebrates diversity in faculty, staff, students, and intellectual ideas. At the core of our mission is the commitment to social justice and the belief that multiple perspectives and experiences are essential to our University mission. The University, as well as the department, is committed to achieve an environment in which students may think, learn, and excel without prejudice, where personal dignity and respect for the individual are recognized by all. The University actively engages in programs that support diversity. Below are just a few representative initiatives ASU has implemented to ensure underrepresented students are successful at ASU:

• National recruitment and campus visits;
• Professional development programs (for example, Gates, McNair, and Reach for the Stars);
• Partnerships between educational institutions;
• Targeted financial aid programs;

ASU has strong commitment to help eliminate the financially barriers of attending college. Through the Obama Scholars program, students are not only given the financial support to pay for tuition, housing and related expenses needed to succeed, but also are provided with mentorship to assist them in a successful transition to the university, and to help them achieve their educational goals and experience personal growth.

In support of these principles ASU has an established Multicultural Student Center (“MSC”) that provides a central location for multicultural students to access services designed to assist them in their pursuit for academic success. The MSC is open to all ASU students yet targets it efforts to primarily support and meet the needs of African American; American Indian; Asian American/ Pacific Islander; and Hispanic/Latino students. Staff actively seeks to recruit and retain multicultural students through a variety of support services and programs. MSC staff offer one-on-one guidance, consultation, and referral to address the academic, personal, and cultural needs of multicultural students. In addition, the Learning Resource Center provides students with referrals for subject and writing tutorials and free academic coaching. ASU also has a specific Office of Diversity whose mission is to promote equal opportunity in employment and educational programs at ASU. For further information on the Multicultural Center see: https://students.asu.edu/mss/msc

ASU and the College of Technology and Innovation strive to enhance the already diverse student population. ASU has a dedicated outreach office in Access ASU that encourages academic
readiness, increases college exposure, builds student self-confidence, provides adult role models, fosters parent support and promotes financial aid literacy for populations in greatest need of this support. One such program is the Hispanic Mother Daughter program. The ASU Hispanic Mother Daughter Program (HMDP) raises educational and career aspirations of Hispanic women. HMDP increases the number of first-generation Hispanic women who complete a bachelor's degree by directly involving mothers in the educational process of their daughters. Another program ASU strongly supports is Upward Bound. The ASU Upward Bound Program is designed to increase the academic skills and motivational levels of low-income/potential first-generation college students to the extent that they will complete high school and successfully enter postsecondary educational programs and graduate.

5.3 Does the institution offer recruitment and retention initiatives?

We offer a series of events for students to engage in connecting with the university, staff, faculty, fellow students and alumni. One such initiative hosted by the college are the Dinners with the Dean series, in which students who may at risk are invited to dinner with the Dean to share and help strategize their academic plans. ASU and the Polytechnic campus offer regular programs and engagement activities for students including intramural sports, student government, on campus employment and wide range of student clubs and organizations. Each Thursday the college also hosts our Thing on Thursday program series. This past semester these included presentations by NASA astronaut Dr. Cady Coleman and another by former Air Force One pilot, Mark Tillman.

Our freshman aviation students reside together in a learning community called the Tech House, where they have upper-class student mentors who live them in the hall and provide evening and weekend enrichment programs in addition to serving a resource for students.

We offer personal advising services for students with an academic advisor who specializes in their aviation program area. Several online programs are utilized to help students to monitor their academic progress and view the next steps to ensure they meet program requirements.

ASU Polytechnic houses a complete Student Success Center (SSC) on campus. The SSC offers free academic support resources for all students including tutoring, writing support, structured study groups, success courses or a place to study on your own

ASU offers a Sun Devil Success program, a program which provides incoming first time freshmen a chance to move into the residence halls early and get acclimated to campus and academic life prior to the start of the Fall semester. Sun Devil Success includes the following:

- Move into residence halls early with Fast Pass status
- Refresh your math skills to prepare for success in your fall math class.
- Become familiar with campus and the resources available to you.
- Develop your individual plan for success with your peer Success Team Leader.
- Get connected with faculty, staff and tutors dedicated to your success

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

The Sun Devil Promise is a commitment to serve the children of Arizona and their parents. ASU keeps this promise by helping students to fund their education; providing students with academic
and social support; and working with students and families to prepare for college. Further information is available at http://www.asu.edu/enroll/promise/.

Two other offices we have that help support students are the Disability Resource Center and TRiO. The Disability Resource Center is an outstanding office that ensures students with disabilities have the resources, support and access they need to be successful. The TRiO program is funded by the US Department of Education and provides a range of services such as free individual tutoring and computer loans to students who are from low-income families, have a disability or other qualifying situation.

Additionally, in accord with the University’s commitment to full access regardless of socio-economic background, the Department awards nine aviation specific scholarships including:

Thunderbird Scholarships—Available to Aviation majors, amounts vary.
- Thunderbird Pilots Scholarships
- Thunderbird Pilots-John Swope Scholarship
- Standford B. Roper-Thunderbird Pilots Scholarship
- Hedrick Foundation Scholarship—Available to Undergraduate Students in Aviation Studies, amount varies.
- Kemper and Ethel Marley Foundation Joyce Corrigan Scholarship for Women in Aviation—Available to Aeronautical Management Technology majors, amount varies.
- Grand Canyon Airlines Scholarship—Available to Aeronautical Management Technology majors, amount varies.
- Thomason, Leslie L. - Alpha Eta Rho Scholarship—Available to Alpha Eta Rho members for flight training, amount varies.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Yes and Broward College’s effort to recruit minorities start with its Mission Statement and its core values. “The mission of Broward College is to achieve student success by developing informed and creative students capable of contributing to a knowledge- and service-based global society. As a public community college accredited to offer associate degrees, selected baccalaureate degrees, and certificate programs, the institution and its District Board of Trustees are committed to fostering a learning-centered community that celebrates diversity and inclusion by empowering and engaging students, faculty, and staff.” Also BC’s core value number 2 is “Diversity and Inclusion Creating a community that celebrates diversity and cultural awareness while promoting the inclusion of all its members.”

As the first public higher education institution in the county, Broward College functions as the principal provider of undergraduate higher education for the residents of Broward County a very diverse region. According to the 2000 census, twenty percent of our residents are Black and seventeen percent are of Hispanic origin. One in five was born in a foreign country and more than half of its residents were born outside of Florida. The county represents a large population that reflects widely diverse religious, cultural and ethnic backgrounds.

Broward College is the 2nd largest community college in Florida and the 8th largest in the nation. The college enrolls approximately 60,000 students every term. It provides associate and baccalaureate degrees and technical and occupational training for the citizens of Broward County, its district by law. As one of the 28 public community colleges in the Florida system, Broward College is designed to be a community-based institution that offers a comprehensive range of programs responsive to changes in the community and in technology. Broward College has been named the sixth-largest postsecondary institution awarding associate degrees to Latinos in the United States, according to a study released by Excelencia in Education, a Washington, D.C.

5.2 What institutional resources are utilized in the efforts?

Broward College has three main campuses and 4 satellite facilities serving Broward County’s 2 ½ million residents. The overall responsibility of the outreach and recruitment lies with the Vice President of Student Services along with the assistance of our public relations officer. That office develops a master Enrollment Management Plan (EMP) that is a comprehensive effort to penetrate the local high schools, incumbent worker and career changes in our community. Advertising campaigns that focus on attracting a diverse population and demographic to encourage continuing higher education is continually refined and developed. In addition, each campus also develops a strategic plan for enrolling a diverse student population that is in line with the college’s overall plan.

Judson A. Samuels South Campus operates four centers: the Pines Center, the Weston Center, the Broward College Automotive Training and Marine Center of Excellence, and the Miramar Town Center. The campus is also home to the Aviation Institute and the joint-use Broward County South Regional/Broward College Library. The Aviation Institute, located adjacent to North Perry Airport, offers programs to prepare students for FAA and FCC certification and employment in the aviation industry. The Air Traffic Control program is part of the Aviation Institute and its main location is the Miramar Town Center.
South Campus is the most diverse campus of Broward College, with 38% of our enrolled students being African American, 30% Hispanic, and 21% White (as compared to the college wide percentages: 30% Black, 25% Hispanic and 40% White). South Campus enrolls the largest percentage of nonnative English speakers (38% for South as compared to 26% for North and 21% for Central) South Campus enrolls the largest percentage of first-time students needing one or more college prep course: 93.16% of first-time students at South Campus need at least one prep course, as compared to 89.6% at North Campus, and 81.88% at Central Campus. Student enrollment at South Campus has in general remained steady for recent years, but the proportion of students needing college-prep courses has risen continuously.

5.3 Does the institution offer recruitment and retention initiatives?
Broward College, under the direction of President Armstrong, has begun evaluating the progress of students through the concept of an enrollment pipeline. The pipeline is intended to track individuals from the point at which they are a prospect to enroll at Broward College until the point when the student completes their educational goal(s). Finish What You Start Study: A look at the Broward College Student Success Pipeline. Since the Aviation Institute and its programs are elective workforce development, associate of science degrees, active and aggressive recruitment efforts are necessary to ensure growth and sustainability. In addition to having a full admissions office that is responsible for the overall outreach and recruitment for the college and south campus, the aviation institute has a full-time dedicated recruiter.

The recruiter is responsible for developing and designing the website, brochures, school presentations, and collateral materials, developing and maintaining the aviation institute’s website, (www.broward.edu/aviation) and social media platforms, and representing the aviation programs at high schools, careers days, job fairs and community activities and aviation related events.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?
As an institution of higher learning, Broward College is dedicated to the inculcation of the highest ideals of citizenship in a free society. The college as an equal opportunity/affirmative action employer complies with all applicable federal and state laws regarding discrimination and affirmative action. Consistent with the American ideals of equality of citizens and the dignity and worth of each person, the college hereby states that equal employment opportunity and advancement, as well as participation in programs and activities, are provided consonant with appropriate laws without regard to race, color, sex, national origin, religion, age, disability, marital status, sexual orientation or other legally protected classification.

Consistent with Broward College’s vision, mission, and core values, Broward College is committed to fostering a welcoming, affirming, and empowering culture of respect and inclusion, empowering and engaging students, faculty, and staff. The College is committed to inclusive excellence, integrating diversity and quality initiatives by infusing diversity into its organizational processes, structures, and practices. The College affirms its commitment to recruit, support, and retain a diverse student, faculty, and staff community that reflects the diversity of Broward County and to the importance of cultural competency. All members of the faculty, staff, and student body are expected to assist in making this policy a practical reality. The president of the college is empowered to implement this policy through appropriate personnel and by use of effective procedures.
5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

Since last evaluation the Aviation Institute has visited almost all high schools in Broward County and participated in their career events. Schools visited include: Atlantic Technical Magnet High, Anderson, Boyd, Sherry Bynes, Coconut Creek, College Academy at BC, Cooper City High, Coral Glades High, Coral Springs Charter, Coral Springs High, Cypress Bay, Deerfield Beach High, Dillard High, Ely High, Everglades High, Flanagan High, Fort Lauderdale High, Hallandale Adult, Hallandale High, Hollywood Hills High, McArthur High, McFatter Technical Center, Miramar High, Monarch High, Northeast High, Nova High, Parkway Academy, Pembroke Pines Charter, Piper High, Plantation High, Pompano High, Somerset Academy Charter, Somerset Central Miramar, South Broward High, South Plantation High, Stranahan High, Taravella, J. P. High, West Broward High, Western High.

In addition the Aviation Institute has participated in large events in and out of the county such as Broward College open houses, National Careers Pathways Network Conference, Fort Lauderdale International Airport Careers Day, Seminole tribe education department career fair, George T. Baker Aviation open house and careers day, Hialeah High School, Broward County youth leadership groups, 2011 Student and Adult Career Pathways expo, AAR, City Year Miami, College Summit and Miami Central High School aviation career expo, National Women's Career Expo, and Operation SAFEE flight at Opa Locka Airport.

In all the events the targeted audience was diverse population interested in pursuing careers in the aviation field. In the past 12 months we have reach thousands of high school students as well as young adults looking to change careers.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Although specific numbers of students who 'applied' – only the number of students that were admitted - since all aviation programs are technically open access, this means that according to our mainframe system, there are no aviation “applicants”; therefore enrollment numbers can satisfy this.
Community College of Beaver County

5.1 Does the institution have initiatives, goals and programs that support outreach and recruitment of minority students?

- We are currently working with the National Black Coalition of Federal Aviation Employees to improve our minority enrollment.
- We recently had an article published in the “Indian Student Guide to American Higher Education” and the “International Student Guide to the United States”. The article promoted the air traffic control profession and the CTI program in general (not specific to CCBC).
- We have also initiated the process of developing a scholarship aimed specifically at minorities to attract a more diverse student body.

Our goal is to increase women and minority enrollment to be more representative of our region.

5.2 What institutional resources are utilized in the efforts?

- CCBC uses open house, job fairs, job shadowing, and career days aimed at minority populations to help attract a more diverse student body.
- FSDO Aviation Explorer Club targets high school students with an interest in aviation, presenting the opportunity for minority recruitment.
- CCBC hosted a conference of all high school counselors from Beaver County. Student diversity at CCBC was addressed. Our intent is to be involved in all future meetings to promote more diversity.

5.3 Does the institution offer recruitment and retention initiatives?

We give preference to women and minorities that apply.
We have spoken to religious groups and high school counselors in an effort to attract minority interest and have done the same with nearby FAA facilities in an effort to attract minority retirees to enter our workforce.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

The CCBC Aviation department enrolls students and hires instructors without regard to race, national origin, sex, sexual preference, or religious beliefs. The ATC department includes of both women and minorities.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

We are working in conjunction with the National Black Coalition of Federal Aviation Employees to formulate a plan for use in attracting a more diverse student body and faculty.
We are becoming actively involved with annual high school counseling conferences with the same agenda toward minority recruitment. Next conference – April 2013. This will include all high schools located in Beaver County, PA.
We have initiated discussions with the Spindle Publishing Company, Inc. to develop a working relationship with minority student associations to attract a more diverse student body. We will have scholarship opportunities available as an incentive.

5.6 Was there diversity in the applicants who applied in the past 12 months?
Yes. Our latest numbers indicate that approximately 29% of our enrollment is made up of women and minorities. Instructors, lab assistants, and supervisors include both women and minorities. We have hired both women and minorities over the last 12 months.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Because DWC is listed on the FAA web site as an approved CTI school, 80 percent of our inquiries come from the FAA website. We receive several inquiries each week from people interested in becoming a controller. Our ATC faculty generously gives their time explaining the career field and the FAA hiring, selection, and training process. Although some of these contacts may result in a new student for this school, they may just as well result in the caller selecting another school whose offerings or location better fit the student’s needs.

DWC maintains an open invitation to campus visits and holds 8-10 Open House campus tours each year for prospective students. These students spend time with ATC faculty who describe the curriculum, the career field, and the CTI program. We recognize that cooperation, collaboration, and communication with other CTI programs will better serve the CTI program as a whole. Since all full-time and adjunct ATC faculty are either former or current air traffic controllers, we are able to provide outstanding insight into the full range of the career field--from training to controlling to supervising to management.

DWC has an outreach and recruitment policy that reaches out to students regardless of age, gender, nationality and financial status. Specifically for aviation, the majority of enrolling students are graduating high school seniors who have a goal of attaining quality higher education. Active recruitment to DWC happens year-round from when a student first inquires to when the student either chooses to enroll or withdraw. These different points of contact happen through mail-flows, phone calls and technological communications. Through these various contacts the student is encouraged to apply, visit and understand the programs of interest as well as be able to determine if the specialties of DWC best suits them. The College thrives on a theory-practice learning models in which the student learns in the classroom and then completes more practical training of the theories discussed in the classroom.

DWC’s recruiting strategy has shifted to an internet-based lead generator, allowing us to spend more time in direct contact with prospective students, answering questions and supporting them through the admissions process. We have eight admissions representatives and one community relations specialist along with an administrative assistant and director of recruitment. The school requires SAT/ACT scores and a high school transcript for new students and a college transcript for transfer or graduate student candidates. All applicants should have four years of English and three years of math. Minimum high school GPA is 2.0.

Daniel Webster College is committed to identifying students who have the academic preparation, desire, and commitment to be successful in its challenging programs. DWC considers each applicant on an individual basis. DWC does not discriminate on the basis of race, disability, gender, age, nationality, or ethnic origin. All students are extended the rights, privileges, programs, and activities available to students at the College.
5.2 What institutional resources are utilized in the efforts?

The College employs a Community Relations Specialist (CRS) whose role extends to representing the college primarily, within the North East region. The CRS attends regional and national fairs, local, urban, suburban, and rural high schools in an effort to attract and recruit students from various, diverse backgrounds. In addition, the College has leveraged our minority students in representing the college through their participation during on-campus admissions events.

5.3 Does the institution offer recruitment and retention initiatives?

The College has several initiatives aimed at recruiting new students:

- Presence on the internet; our marketing efforts for this medium seeks to attract students onto our website.
- Presence at local, regional, and national college fairs.
- The College frequently hosts admissions events on campus.
- The College visits approximately 120-150 high schools per year with a goal of meeting both students and guidance counselors.
- The College employs eight full time admissions representatives and we offer prospective students the opportunity to visit the College six days per week (Monday through Saturday).
- Interaction with local school aviation clubs and public service organizations such as scouting affords prospective aviation students an exposure to the air traffic control career field

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

All applicants, irrespective of race, disability, gender, age, nationality, or ethnic origin, are subject to the admissions criteria identified on pages 13 through 16 of our catalog. Applicants are either accepted or rejected based on those published admissions standards.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The table below reflects the DWC Admissions Office’s outreach efforts for this year. For economy of space, particulars of each visit (Applications, Inquiries, Leads) are available on request and during the site visit.

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Visits</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Visits</td>
<td>166</td>
<td>High School Juniors and Seniors</td>
</tr>
<tr>
<td>College Fair Visits</td>
<td>163</td>
<td>High School Juniors and Seniors</td>
</tr>
<tr>
<td>Open House Events</td>
<td>4</td>
<td>High School Juniors and Seniors</td>
</tr>
<tr>
<td>Accepted Student Day</td>
<td>1</td>
<td>High School Juniors and Seniors</td>
</tr>
</tbody>
</table>
5.6 Was there diversity in the applicants who applied in the past 12 months?

Information on diversity is relatively sensitive. Many students elect to not disclose ethnic information on their application. For one who walks around campus, we believe that there’s room for expanding our diversity and our outreach history reflects that effort in countless trips to inner-city and urban areas outside of New Hampshire. In February, DWC conducted an anonymous ethnicity survey for the CTI Program Manager. Results of the survey were remitted to the program manager without review. In October 2012, students were again invited to respond to the CTI diversity survey online via “Survey Monkey.”
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

The Dowling College School of Aviation has dramatically increased its recruiting presence on both the national and international stage. Through these events we have not only connected with student prospects but have also been able to make contact with potential internship providers for our existing student population. In regards to Air Traffic Control specific events this fall we attended both the AT-CTI and ATCA annual events. We have also created “ATC Days” for local middle and high school students incorporating our virtual laboratory equipment.

Dowling College is currently updating their articulation agreement with Schenectady County Community College. They are also developing an articulation agreement with Naugatuck Valley Community College, and are committed to continue developing agreements with community colleges in neighboring states but not limited to Connecticut, New Jersey, upstate New York, and Pennsylvania. Dowling College feels it is important that students be given the option to develop a solid foundation in aviation knowledge with an associate’s degree from a school that is conveniently close to their home, followed by the opportunity of continuing on to a bachelor’s degree at Dowling College. Doing so will help a student further master the knowledge and skills needed to be a competitive and marketable asset to the aviation industry. Dowling College feels that offering the student more options will increase the number of air traffic control candidates needed to fulfill the needs of the FAA’s retiring workforce.

Dowling College has developed a curriculum that has the primary objective of exposing high school students to the basic functions of acting as an air traffic controller. This curriculum will also educate students in the current job needs of the FAA. Dowling College hopes that in doing so, students will develop an interest in pursuing a job as an air traffic controller, and seek out an educational institution that will best educate them for this goal.

Dowling College recently developed a new leadership team resulting in a new Vice President of Enrollment. The School of Aviation works closely with Enrollment and is in the process of implementing a local, national and international recruitment plan.

Dowling College has experienced increased growth with enrollments over the past twelve months. The Long Island community has been the primary focus and with the new recruitment plan being put into place, enrollments are expected to increase substantially due to accessing a larger target market.

5.2 What institutional resources are utilized in the efforts?

PAC, Personal Assistance and Counseling, is a confidential program available for all enrolled Dowling College students. PAC provides individual counseling, focused problem solving, consultations and workshops. Problems are identified, options are reviewed, and assistance is offered. Referral services are available when needed. A safe, confidential environment will be provided to discuss areas of life that are troublesome or cause students’ concern. Dowling College recognizes that their admission counselors are the “frontline” to the incoming student interested in a career in aviation. Every admissions counselor at Dowling has been given an in-depth seminar and tour of the aviation training facility at Dowling, and is well versed in the requirements incoming students must meet who wish to
become air traffic controllers. In addition, each counselor is provided with written documentation that describes the purpose of the AT-CTI program. This helps them further describe the details of the program and its requirements to perspective students. They also give handouts in the form of the Dowling College course catalog.

5.3 Does the institution offer recruitment and retention initiatives?

A Dowling College internship is an educational opportunity that integrates college coursework with professional experience in both public and private sectors. The job market is highly competitive. An internship provides practical, real-life experience while honing acquired skills for a competitive edge in the workforce. Since July, 1970, Dowling College has been one of more than seventy private institutions to develop and implement a Higher Education Opportunity Program. The program assists selected economically and educationally disadvantaged residents of New York State in meeting the challenge of college. Individualized tutoring as well as academic, financial and career counseling is offered as part of the program.

HEOP students are required to attend a college preparatory program during the summer prior to their freshman year. The preparatory program consists of coursework in writing, mathematics, study skills and computer skills.

Student Support Services is a one-hundred percent federally funded program through the U.S. Department of Education whose purpose is to increase retention and graduation rates of eligible students attending Dowling College. Eligibility includes status as a first-generation college student, academic requirements and economic disadvantage. Students work with a learning specialist to develop study-skill strategies, as well as reading and writing strategies, to help them more effectively complete their courses. Academic and career counseling, as well as facilitation of the financial aid process, is also provided.

The Academic Support Services Center provides for individualized and group tutoring, workshops, and computer-assisted instruction. The program is directed to all students to develop and enhance the student’s academic skills. The Center’s dedicated professional staff and peer tutors offer students personalized instruction that supplements and supports Dowling’s formal academic programs.

Some of the specific services provided include:
1. Tutoring in subject areas such as: aeronautics, accounting, anthropology, economics, foreign languages, finance, management, mathematics, physics, psychology, and writing;
2. Mid-term and final exam study groups.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Dowling College is committed to providing each member of the College community with the best possible environment for learning and human development.

What enables a college or university to provide "higher education" is an atmosphere in which students, faculty, administrators, staff and local residents can interact with individuals who are diverse in ability, ethnicity, belief, culture, geographic origin, and age.

To ensure an environment conducive to free inquiry, learning and personal growth, Dowling has adopted several administrative regulations, which it resolutely enforces. These policies demonstrate the College's dedication to the principle that the rights of all members of the academic community are
protected, and that the free expression of opinions, exploration of ideas, and discussion of issues are encouraged on campus.

The College respects the right of each member of the academic community to be free from coercion and harassment and will not permit conduct which: interferes with the rights and privileges of other members of the College community; is abusive of members or guests of any member of the College community; results in damage to, or destruction of or unlawful removal of, college or other property from the College campus; or the threat of any such action. In order to ensure that each member of the College community and his or her guests are free from such actions, persons engaged in such disruptive activities shall be subject to disciplinary action, including suspension, expulsion, dismissal, or ejection, and also to charges of violation of Federal, State, or Local law.

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5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

Dowling College, and the School of Aviation within Dowling College, both have a diverse student body population in regards to ethnicity, race, religious affiliations, gender, and sexual orientation. Aside from the quality of education provided by Dowling College, the college’s campus locations and transportation options on Long Island make it an additionally attractive institution for students selecting a college.

Located just under an hour from New York City, its surrounding boroughs, Connecticut, and New Jersey, Dowling’s recruitment efforts routinely visit diverse high schools and community college populations within these regions and beyond.

Dowling College has established partnerships with local and tri-state area high school programs. Credits are awarded to students who are enrolled in inner city and suburban high school aviation programs. Dowling College regularly visits Aviation High School of Long Island City, August Martin High School of Queens, and all of the BOCES and QUESTAR programs on Long Island and the tri-
state area. Dowling College is launching a new program with the Cradle of Aviation Museum, Westbury High School, Freeport High School, and Uniondale High School. The program will offer students the opportunity to explore the field of aviation as a career opportunity, while earning college credit at a greatly reduced rate. The Cradle of Aviation Museum’s facility will be the grounds where classes will take place. The aviation theme of the museum will provide additional interest and motivation towards aviation. All of these programs offer students a significant head start both academically and financially. The School of Aviation at Dowling has served in an advisory role to high schools interested in starting or improving their own aviation programs.

Once a student has selected Dowling College, students are introduced to more than 40 student-run clubs and organizations the college has to offer. This provides students many opportunities to get involved in organizations that they are interested in or can relate to, as well as experience something new. Students make new friends, develop team and leadership skills, and formulate a support network comprised primarily of their peers, yet guided by their professors.

In addition to the student organizations at Dowling, the college also has the Student Services Center that is designed to ensure complete follow-through for all freshman through senior student needs; Academic Advisement, Academic Support, Campus Ministries, Career Services, International Student Services, Personal Assistance Counseling, Student Activities, Tutoring, and any student-related issues. Additionally, all Health Services, Higher Education Opportunity Program, Student Support Services, Residence Life, Student Activities, Hausman Center, and Student Services are a part of the center existing at both of Dowling’s campuses.

Dowling College is able to track daily updated demographic information on populations ranging from application inquiry all the way through graduation. Dowling College School of Aviation currently has 35% of its student population listed under the minority bracket. In addition to our current scholarship and financial aid opportunities, Dowling College plans to make the additional scholarships offered by the FAA Employee Associations and the Special Emphasis Programs recently forwarded to our school.

Below are Dowling College - Fall 2012 – Spring 2013 recruiting visits:
(Note: Cancellations listed below due to Hurricane Sandy)

<table>
<thead>
<tr>
<th>Name of Event</th>
<th>Month 2012/13</th>
<th>Location/Place</th>
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<tbody>
<tr>
<td>DOWLING ORIENTATION</td>
<td>August</td>
<td>Dowling College</td>
</tr>
<tr>
<td>Kellenberg Memorial HS</td>
<td>September</td>
<td>Kellenberg HS</td>
</tr>
<tr>
<td>NY Opportunity Expo (Military)</td>
<td>September</td>
<td>New Yorker Hotel</td>
</tr>
<tr>
<td>Bronx Community Transfer Event</td>
<td>September</td>
<td>Roscoe Brown Center</td>
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<td>Saint Francis Preparatory School</td>
<td>September</td>
<td>Saint Francis Preparatory HS</td>
</tr>
<tr>
<td>Thomas Edison HS</td>
<td>September</td>
<td>Thomas Edison Career &amp; Tech Cafeteria</td>
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<tr>
<td>Bethpage HS College Fair</td>
<td>September</td>
<td>Bethpage HS</td>
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<tr>
<td>Military Event</td>
<td>September</td>
<td>Dowling College</td>
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<tr>
<td>NCA Fall College Expo</td>
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<td>SUNY Old Westbury</td>
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<tr>
<td>Hicksville HS College Fair</td>
<td>September</td>
<td>Hicksville HS Quinlan Gym</td>
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<td>Name of Event</td>
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</tr>
<tr>
<td>Long Beach Mini College Fair</td>
<td>September</td>
<td>Long Beach High School</td>
</tr>
<tr>
<td>SCCC Brentwood Table Visits</td>
<td>September</td>
<td>SCCC Brentwood Captree Commons</td>
</tr>
<tr>
<td>Norman Thomas HS College Fair</td>
<td>September</td>
<td>111 East Street at Park Ave</td>
</tr>
<tr>
<td>Robert H. Goddard High School</td>
<td>September</td>
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</tr>
<tr>
<td>Saint Marys HS</td>
<td>September</td>
<td>Saint Mary's HS cafeteria/gym</td>
</tr>
<tr>
<td>The Mary Louis Academy</td>
<td>September</td>
<td>The Mary Louis Academy Cafeteria</td>
</tr>
<tr>
<td>Sewanhaka Central HS</td>
<td>September</td>
<td>Sewanhaka Central HS</td>
</tr>
<tr>
<td>CITI Field College Fair- Mets</td>
<td>September</td>
<td>Citi Field</td>
</tr>
<tr>
<td>South Side HS College Fair</td>
<td>September</td>
<td>South Side HS gym</td>
</tr>
<tr>
<td>The High School for Teaching College Night</td>
<td>September</td>
<td>Gym 3</td>
</tr>
<tr>
<td>NACAC National College Fair</td>
<td>September</td>
<td>Nassau Veterans Memorial Coliseum</td>
</tr>
<tr>
<td>Bethpage HS College Fair</td>
<td>October</td>
<td>Bethpage HS</td>
</tr>
<tr>
<td>Plainedge High School</td>
<td>October</td>
<td>Plainedge HS</td>
</tr>
<tr>
<td>Bellmore-Merrick College and Career Night</td>
<td>October</td>
<td>John F. Kennedy HS</td>
</tr>
<tr>
<td>West Babylon HS (South Shore Consortium)</td>
<td>October</td>
<td>West Babylon HS</td>
</tr>
<tr>
<td>Copiague HS ((South Shore Consortium)</td>
<td>October</td>
<td>Copiague HS</td>
</tr>
<tr>
<td>Holy Cross HS</td>
<td>October</td>
<td>Holy Cross Hs Flushing,Queens</td>
</tr>
<tr>
<td>Knox School College Fair</td>
<td>October</td>
<td>The Knox School</td>
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<tr>
<td>Sachem HS East</td>
<td>October</td>
<td>Sachem HS East</td>
</tr>
<tr>
<td>East Meadow HS</td>
<td>October</td>
<td>East Meadow HS</td>
</tr>
<tr>
<td>W.Tresper Clarke HS</td>
<td>October</td>
<td>W.Tresper Clarke HS</td>
</tr>
<tr>
<td>Islip HS (South Shore Consortium)</td>
<td>October</td>
<td>Islip HS</td>
</tr>
<tr>
<td>East Islip HS (South Shore Consortium)</td>
<td>October</td>
<td>East Islip HS</td>
</tr>
<tr>
<td>Our Lady of Mercy</td>
<td>October</td>
<td>Our Lady of Mercy Academy</td>
</tr>
<tr>
<td>Grover Cleveland HS</td>
<td>October</td>
<td>Grover Cleveland HS cafeteria</td>
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<tr>
<td>Roosevelt High School</td>
<td>October</td>
<td>335 East Clinton Avenue</td>
</tr>
<tr>
<td>West Islip HS (South Shore Consortium)</td>
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<td>West Islip HS</td>
</tr>
<tr>
<td>Lindenhurst HS(South Shore Consortium)</td>
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<tr>
<td>North Babylon HS (South Shore Consortium)</td>
<td>October</td>
<td>North Babylon HS</td>
</tr>
<tr>
<td>Division Ave HS</td>
<td>October</td>
<td>Division Ave HS</td>
</tr>
<tr>
<td>Oyster Bay HS</td>
<td>October</td>
<td>Oyster Bay HS</td>
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<tr>
<td>St. John the Baptist Diocesan HS</td>
<td>October</td>
<td>St. John the Baptist</td>
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<tr>
<td>Bishop Kearney High School</td>
<td>October</td>
<td>Bishop Kearney</td>
</tr>
<tr>
<td>General Douglas MacArthur HS</td>
<td>October</td>
<td>General Douglas MacArthur HS</td>
</tr>
<tr>
<td>Wantagh HS</td>
<td>October</td>
<td>Wantagh HS</td>
</tr>
<tr>
<td>Island Trees HS</td>
<td>October</td>
<td>Island Trees HS</td>
</tr>
<tr>
<td>Bay Shore HS (South Shore Consortium)</td>
<td>October</td>
<td>Bay Shore HS</td>
</tr>
<tr>
<td>Amityville HS (South Shore Consortium)</td>
<td>October</td>
<td>Amityville HS</td>
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<tr>
<td>Name of Event</td>
<td>Month 2012/13</td>
<td>Location/Place</td>
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<tr>
<td>Aviation &amp; Aerospac Career Fair</td>
<td>October</td>
<td>Republic Airport</td>
</tr>
<tr>
<td>Mount Holly HS</td>
<td>October</td>
<td>Mount Holly HS</td>
</tr>
<tr>
<td>Bayport-Bluepoint HS (South Shore Consortium)</td>
<td>October</td>
<td>Bayport-Bluepoint HS</td>
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<tr>
<td><strong>ONSITE</strong>: Bridge Hampton HS</td>
<td>October</td>
<td>Bridge Hampton HS</td>
</tr>
<tr>
<td>Massapequa HS</td>
<td>October</td>
<td>Massapequa HS</td>
</tr>
<tr>
<td>Farmingdale HS</td>
<td>October</td>
<td>Farmingdale HS</td>
</tr>
<tr>
<td>DC TOUR-Central Islip</td>
<td>October</td>
<td>Dowling College</td>
</tr>
<tr>
<td>College Night James Madison HS</td>
<td>October</td>
<td>James Madison HS</td>
</tr>
<tr>
<td>Comsewogue HS (Sound View Consort)</td>
<td>October</td>
<td>Comsewogue HS</td>
</tr>
<tr>
<td>Vandermeulen HS (Sound View Consort)</td>
<td>October</td>
<td>Earl L. Vandermeulen HS</td>
</tr>
<tr>
<td>Riverhead HS (Sound View Consort)</td>
<td>October</td>
<td>Riverhead HS</td>
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<tr>
<td>McGann-Mercy HS (Sound View Consort)</td>
<td>October</td>
<td>McGann-Mercy HS</td>
</tr>
<tr>
<td>Clifton High School (New Jersey)</td>
<td>October</td>
<td>Clifton HS 33 Colfax Avenue</td>
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<tr>
<td><strong>ONSITE</strong>: Lindenhurst HS</td>
<td>October</td>
<td>Lindenhurst HS</td>
</tr>
<tr>
<td><strong>ON SITE</strong>: Centerach HS</td>
<td>October</td>
<td>Centerach High School</td>
</tr>
<tr>
<td>Uniondale HS College EXPO</td>
<td>October</td>
<td>Uniondale HS</td>
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<tr>
<td>Barry Tech Nassau Boces College Fair</td>
<td>October</td>
<td>Nassau Boces</td>
</tr>
<tr>
<td>Miller Place High School (Sound View Consort)</td>
<td>October</td>
<td>Miller Place HS</td>
</tr>
<tr>
<td>Shoreham-Wading River (Sound View Consort)</td>
<td>October</td>
<td>Shoreham-Wading River High School</td>
</tr>
<tr>
<td>Eastport/South Manor (Sound View Consort)</td>
<td>October</td>
<td>Eastport/South Manor High School</td>
</tr>
<tr>
<td>Rupert B. Thomas Academy at flushing College Fair</td>
<td>October</td>
<td>Union St</td>
</tr>
<tr>
<td>Queensboro College Fair-TYWLS-Astoria</td>
<td>October</td>
<td>23-15 Newtown Ave.</td>
</tr>
<tr>
<td>Centereach High School (Sound View Consort)</td>
<td>October</td>
<td>Centereach High School</td>
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<tr>
<td>Newfield High School (Sound View Consort)</td>
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<td>Newfield High School</td>
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<tr>
<td>Bellport High School (Sound View Consort)</td>
<td>October</td>
<td>Bellport High School</td>
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<tr>
<td>Long Island City HS College Fair</td>
<td>October</td>
<td>6th Floor cafeteria LIC HS</td>
</tr>
<tr>
<td>Abraham Lincoln High School College Night</td>
<td>October</td>
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<tr>
<td>Lincoln High School Fall College Fair</td>
<td>October</td>
<td>Lincoln High School Gymnasium</td>
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<tr>
<td>Ward Melville HS Visit</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>Project Excel College Fair</td>
<td>October</td>
<td>Tri Community and Youth Agency</td>
</tr>
<tr>
<td>Manhasset HS</td>
<td>October</td>
<td>Manhasset HS</td>
</tr>
<tr>
<td>North Shore HS</td>
<td>October</td>
<td>North Shore HS</td>
</tr>
<tr>
<td>Locust Valley</td>
<td>October</td>
<td>Locust Valley</td>
</tr>
<tr>
<td>National Hispanic Fair</td>
<td>October</td>
<td>CUNY Lehman</td>
</tr>
<tr>
<td>SCCC Transfer Day</td>
<td>October</td>
<td>Babylon Student Center</td>
</tr>
<tr>
<td>Name of Event</td>
<td>Month 2012/13</td>
<td>Location/Place</td>
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<tr>
<td>Performing and Visual Arts College Fair</td>
<td>October</td>
<td>Javits Convention Center</td>
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<tr>
<td>EEAC- Southampton HS</td>
<td>October</td>
<td>Southampton HS</td>
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<tr>
<td>Mineola HS</td>
<td>October</td>
<td>Mineola HS</td>
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<tr>
<td>Great Neck North HS</td>
<td>October</td>
<td>Great Neck North</td>
</tr>
<tr>
<td>Benjamin N. Cardozo HS</td>
<td>October</td>
<td>Benjamin N. Cardozo HS</td>
</tr>
<tr>
<td>Garden City HS</td>
<td>October</td>
<td>Garden City HS</td>
</tr>
<tr>
<td>Herricks HS</td>
<td>October</td>
<td>Herricks HS</td>
</tr>
<tr>
<td>Dowling Tour: City High Schools</td>
<td>October</td>
<td>Dowling College</td>
</tr>
<tr>
<td>St. Joseph's Suffolk Fall College Fair wsca</td>
<td>October</td>
<td>St. Joseph's College</td>
</tr>
<tr>
<td><strong>ONSITE:</strong> Hampton Bays HS</td>
<td>October</td>
<td>Hampton Bays</td>
</tr>
<tr>
<td>Hostos Community College</td>
<td>October</td>
<td>C-Building Bridge 149th St and Grand Concourse</td>
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<tr>
<td>Glen Cove HS</td>
<td>October</td>
<td>Glen Cove HS</td>
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<tr>
<td>Paul D Schreiber</td>
<td>October</td>
<td>Paul D Schreiber</td>
</tr>
<tr>
<td>Martin VanBuren HS</td>
<td>October</td>
<td>Martin Van Buren HS Cafeteria</td>
</tr>
<tr>
<td><strong>ONSITE:</strong> Connetquot</td>
<td>October</td>
<td>Connetquot HS</td>
</tr>
<tr>
<td><strong>ONSITE:</strong> Smithtown East</td>
<td>October</td>
<td>Smithtown High School East</td>
</tr>
<tr>
<td>Sayville/Connetquot HS</td>
<td>October</td>
<td>Connetquot HS</td>
</tr>
<tr>
<td>Community High School</td>
<td>October</td>
<td>Community HS</td>
</tr>
<tr>
<td>Moriches Elementary School</td>
<td>October</td>
<td>Moriches Elementary School</td>
</tr>
<tr>
<td>Carle Place HS</td>
<td>October</td>
<td>Carle Place HS</td>
</tr>
<tr>
<td>Westbury HS</td>
<td>October</td>
<td>Westbury HS</td>
</tr>
<tr>
<td>NACAC Bilingual College Fair</td>
<td>October</td>
<td>Lehman College Apex</td>
</tr>
<tr>
<td>EOC of Suffolk Financial Literacy and College Fair</td>
<td>October</td>
<td>The Sports and Exhibition Complex</td>
</tr>
<tr>
<td><strong>ONSITE:</strong> Oyster Bay HS</td>
<td>October</td>
<td>Oyster Bay HS</td>
</tr>
<tr>
<td>Southern Westchester College Fair</td>
<td>October</td>
<td>Westchester County Center</td>
</tr>
<tr>
<td><strong>ONSITE:</strong> Mattituck HS</td>
<td>October</td>
<td>Mattituck HS</td>
</tr>
<tr>
<td>Northern Westchester College Fair</td>
<td>October</td>
<td>Northern Westchester Yorktown HS</td>
</tr>
<tr>
<td><strong>ONSITE:</strong> Jericho High School</td>
<td>October</td>
<td>Jericho High School</td>
</tr>
<tr>
<td>Patchogue-Medford HS</td>
<td>October</td>
<td>Patchogue-Medford HS Cafeteria</td>
</tr>
<tr>
<td>St. Joseph's College Graduate School</td>
<td>October</td>
<td>Brooklyn Campus</td>
</tr>
<tr>
<td>Dowling Tour:William Floyd MS</td>
<td>October</td>
<td>Dowling College</td>
</tr>
<tr>
<td>John Adams HS</td>
<td>October</td>
<td>John Adams HS</td>
</tr>
<tr>
<td>Nassau Community College Transfer Fair</td>
<td>October</td>
<td>Physical Education Complex</td>
</tr>
<tr>
<td>Frederick Douglas Academy College Fair</td>
<td>October</td>
<td>Frederick Douglas Academy</td>
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<tr>
<td>St John's Preparatory School College Information Night</td>
<td>October</td>
<td>St. John's Preparatory</td>
</tr>
<tr>
<td>Dowling Tour:William Floyd MS</td>
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<td>Dowling College</td>
</tr>
<tr>
<td>Name of Event</td>
<td>Month 2012/13</td>
<td>Location/Place</td>
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<tr>
<td>LILTA</td>
<td>October</td>
<td>Stony Brook University Gan Campus</td>
</tr>
<tr>
<td>Upper Christian Room HS</td>
<td>October</td>
<td>Upper Christian Room HS</td>
</tr>
<tr>
<td>Nassau Boces</td>
<td>October</td>
<td>Nassua Boces</td>
</tr>
<tr>
<td>DOWLING OPEN HOUSE</td>
<td>October</td>
<td>Dowling College</td>
</tr>
<tr>
<td>New York Military Academy Cornwall-on-Hudson</td>
<td>October</td>
<td>NYMA Alumni Gym</td>
</tr>
<tr>
<td>- Cancelled</td>
<td></td>
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</tr>
<tr>
<td>Seward Park Campus HS - Cancelled</td>
<td>October</td>
<td>Seward Park HS</td>
</tr>
<tr>
<td>SCCC Brentwood Table Visits - Cancelled</td>
<td>October</td>
<td>SCCC Brentwood Captree Commons</td>
</tr>
<tr>
<td>Richard R. Green High School of Teaching</td>
<td>October</td>
<td>Richard R. Green High School of Teaching</td>
</tr>
<tr>
<td>- Cancelled</td>
<td></td>
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<tr>
<td>Central Islip HS College Fair - Cancelled</td>
<td>October</td>
<td>Central Islip HS</td>
</tr>
<tr>
<td>Holy Trinity Diocesan HS - Cancelled</td>
<td>October</td>
<td>Holy Trinity Diocesan HS</td>
</tr>
<tr>
<td>ONSITE: Smithtown West - Cancelled</td>
<td>November</td>
<td>Smithtown High School West</td>
</tr>
<tr>
<td>ONSITE: Sanford Calhoun HS - Cancelled</td>
<td>November</td>
<td>Sandford Calhoun HS Guidance Office</td>
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<tr>
<td>ONSITE: Mempham HS - Cancelled</td>
<td>November</td>
<td>Memphan HS</td>
</tr>
<tr>
<td>Freeport HS College Fair - Cancelled</td>
<td>November</td>
<td>Freeport HS</td>
</tr>
<tr>
<td>Jaqueline Kennedy Onassis - Cancelled</td>
<td>November</td>
<td>Jaqueline Kennedy Onassis</td>
</tr>
<tr>
<td>Valley Stream Central HS - Cancelled</td>
<td>November</td>
<td>Valley Stream Central HS</td>
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<tr>
<td>ONSITE: Bayshore HS - Cancelled</td>
<td>November</td>
<td>Bayshore High School</td>
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<tr>
<td>Sullivan County Counselors Association 44th</td>
<td>November</td>
<td>Sullivan County Community College</td>
</tr>
<tr>
<td>Annual College Day - Cancelled</td>
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<tr>
<td>ONSITE: St. Dominics - Cancelled</td>
<td>November</td>
<td>St. Dominics</td>
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<tr>
<td>ONSITE: FARMINGDALE HS - Cancelled</td>
<td>November</td>
<td>Farmingdale HS</td>
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<tr>
<td>ONSITE: Longbeach HS - Cancelled</td>
<td>November</td>
<td>Long Beach High School Guidance Office</td>
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<tr>
<td>ONSITE: Comeswogue - Cancelled</td>
<td>November</td>
<td>Comeswogue High School</td>
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<tr>
<td>ONSITE: Bishop McGann-Mercy HS - Cancelled</td>
<td>November</td>
<td>Bishop McGann-Mercy HS</td>
</tr>
<tr>
<td>Suffolk Zone Conference (graduate) - Cancelled</td>
<td>November</td>
<td>Sachem HS North</td>
</tr>
<tr>
<td>ONSITE: West Islip HS - Cancelled</td>
<td>November</td>
<td>West Islip HS</td>
</tr>
<tr>
<td>Longwood HS Counseling Dept. Local College</td>
<td>November</td>
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<tr>
<td>Fair and Post-Secondary Planning Workshop -</td>
<td></td>
<td></td>
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<tr>
<td>Cancelled</td>
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<tr>
<td>SCCC Transfer Day - Cancelled</td>
<td>November</td>
<td>SCCC Riverhead</td>
</tr>
<tr>
<td>LIU Graduate College Fair - Cancelled</td>
<td>November</td>
<td>LIU Brentwood</td>
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<tr>
<td>ONSITE: New Hyde Park HS - Cancelled</td>
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<td>New Hyde Park HS</td>
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<tr>
<td>ONSITE: Lynbrook HS - Cancelled</td>
<td>November</td>
<td>Lynbrook High School Guidance Office</td>
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<tr>
<td>ONSITE: Hewlett - Cancelled</td>
<td>November</td>
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<tr>
<td>ONSITE: Lawrence Woodmere Academy - Cancelled</td>
<td>November</td>
<td>Admissions and College Guidance Office</td>
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<tr>
<td>DC TOUR-College Success Tour - Cancelled</td>
<td>November</td>
<td>Dowling College</td>
</tr>
<tr>
<td>ONSITE: Southold HS - Cancelled</td>
<td>November</td>
<td>Southold High School</td>
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<tr>
<td>John Bowne HS - Cancelled</td>
<td>November</td>
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</tr>
<tr>
<td>Name of Event</td>
<td>Month 2012/13</td>
<td>Location/Place</td>
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<tr>
<td>ONSITE: Locust Valley HS - Cancelled</td>
<td>November</td>
<td>Locust Valley</td>
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<tr>
<td>Admissions 101: Oceanside HS - Cancelled</td>
<td>November</td>
<td>Oceanside High School Guidance</td>
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<tr>
<td>ONSITE: William Floyd HS - Cancelled</td>
<td>November</td>
<td>William Floyd HS</td>
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<tr>
<td>HS Soccer Finals - Cancelled</td>
<td>November</td>
<td>Brookhaven Campus</td>
</tr>
<tr>
<td>SCCC Transfer Day</td>
<td>November</td>
<td>Babylon Student Center</td>
</tr>
<tr>
<td>ONSITE: Hempstead HS - Cancelled</td>
<td>November</td>
<td>Hempstead HS</td>
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<tr>
<td>ONSITE: Division Ave HS</td>
<td>November</td>
<td>Division Ave HS</td>
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<tr>
<td>ONSITE: Malvern HS - Cancelled</td>
<td>November</td>
<td>80 Ocean Ave</td>
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<tr>
<td>ONSITE: Cold Spring Harbor</td>
<td>November</td>
<td>Cold Spring Harbor HS</td>
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<tr>
<td>ONSITE: SCCC Selden</td>
<td>November</td>
<td>SCCC Selden</td>
</tr>
<tr>
<td>ONSITE: HHH East</td>
<td>November</td>
<td>Half Hallow Hills East HS</td>
</tr>
<tr>
<td>HS Soccer Finals</td>
<td>November</td>
<td>Brookhaven Campus</td>
</tr>
<tr>
<td>ONSITE: Bayport Blue Point HS</td>
<td>November</td>
<td>Bayport-Bluepoint HS</td>
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<tr>
<td>ONSITE: West Babylon HS</td>
<td>November</td>
<td>West Babylon HS</td>
</tr>
<tr>
<td>ONSITE: George W. Hewlett HS - Cancelled</td>
<td>November</td>
<td>George W. Hewlett HS</td>
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<tr>
<td>Admissions 101: Elmont High School</td>
<td>November</td>
<td>Elmont High School</td>
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<tr>
<td>SCCC Brentwood Table Visits</td>
<td>November</td>
<td>SCCC Brentwood Captree Commons</td>
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<td>LA Wilson Tech Fair</td>
<td>November</td>
<td>L.A. Wilson Tech</td>
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<td>St. Joseph's College</td>
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<td>ONSITE: Ward Melville</td>
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<td>ONSITE: Plainedge High School</td>
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<td>ONSITE: Island Trees HS</td>
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<td>ONSITE: Roslyn HS</td>
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<td>ONSITE: Baldwin HS - Cancelled</td>
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<td>ONSITE: Syosset HS</td>
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<tr>
<td>DOWLING OPEN HOUSE BROOK</td>
<td>November</td>
<td>Dowling College</td>
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<td>ONSITE: Patchogue Meford HS</td>
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<td>Patchogue-Medford HS Cafeteria</td>
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<td>ONSITE: Plainview HS</td>
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<td>ONSITE: Baldwin HS - Cancelled</td>
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<td>Dowling Tour:William Floyd MS</td>
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<td>ONSITE: Seaford HS</td>
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<td>ONSITE: Farmindale HS</td>
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<td>ONSITE: Sanford Calhoun HS</td>
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<td>ONSITE: Mempham HS</td>
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<td>ONSITE: New Hyde Park HS (NEW DATE)</td>
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<td>ONSITE: Half Hallow Hills HS West</td>
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<td>ONSITE: Uniondale HS</td>
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<td>ONSITE: Lawrence Woodmere Academy</td>
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<td><strong>ONSITE:</strong> Nassau Comm College</td>
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<td><strong>ONSITE:</strong> Centereach HS</td>
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<td>Centereach High School</td>
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<td><strong>TOUR:</strong> Island Trees HS - Cancelled</td>
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<td>Dowling College</td>
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<td><strong>ONSITE:</strong> Deer Park HS - Canceled</td>
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<td><strong>ONSITE:</strong> Mineola HS</td>
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<td>Mineola High School</td>
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<td><strong>ONSITE:</strong> Roosevelt Jr/Sr HS</td>
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<td>Roosevelt Jr/Sr HS</td>
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<td><strong>ONSITE:</strong> Sachem North</td>
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<td>Sachem North HS</td>
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<td><strong>PV:</strong> Riverhead HS</td>
<td>November</td>
<td>Riverhead HS</td>
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<tr>
<td>DC TOUR-Project Excel Tour</td>
<td>November</td>
<td>Dowling College</td>
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<td>E. Suffolk BOCES Consort.</td>
<td>November</td>
<td>St. Joseph's College</td>
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<td><strong>ONSITE:</strong> Comsewogue HS</td>
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<tr>
<td><strong>ONSITE:</strong> Longbeach HS</td>
<td>December</td>
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<tr>
<td>SCCC Brentwood Table Visits</td>
<td>December</td>
<td>SCCC Brentwood Captree Commons</td>
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<td><strong>ONSITE:</strong> Paul D. Schreiber</td>
<td>December</td>
<td>Paul D Schreiber</td>
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<tr>
<td><strong>ONSITE:</strong> Knox School</td>
<td>December</td>
<td>Knox School</td>
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<tr>
<td><strong>ONSITE:</strong> Deer Park HS - Reschedule</td>
<td>December</td>
<td>Deer Park HS</td>
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<tr>
<td><strong>ONSITE:</strong> H. Frank Carey HS</td>
<td>December</td>
<td>H. Frank Carey HS</td>
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<td><strong>ONSITE:</strong> SCCC Brentwood</td>
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<td>Brentwood SH</td>
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<td><strong>ONSITE:</strong> Holy Trinity</td>
<td>December</td>
<td>Holly Trinity High School</td>
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<td><strong>ONSITE:</strong> Walt Whitman HS</td>
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<td><strong>ONSITE:</strong> JFK HS</td>
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<td><strong>ONSITE:</strong> Harborfields HS</td>
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<td><strong>ONSITE:</strong> Elmont HS</td>
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<td><strong>ONSITE:</strong> Northport HS</td>
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<td><strong>ONSITE:</strong> West Hempstead HS</td>
<td>December</td>
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<td>Boston Public Sch District Fair</td>
<td>December</td>
<td>Madison Park HS</td>
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<td>Roosevelt Public Library College Fair</td>
<td>December</td>
<td>Roosevelt Public Library</td>
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<tr>
<td>DC TOUR-The Children Aid Society</td>
<td>December</td>
<td>Dowling College</td>
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<td><strong>ONSITE:</strong> Smithtown West HS</td>
<td>December</td>
<td>Smithtown West HS</td>
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<tr>
<td><strong>ONSITE:</strong> Bellport HS</td>
<td>December</td>
<td>Bellport High School</td>
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<tr>
<td>DC Tour-William Floyd MS</td>
<td>December</td>
<td>Dowling College</td>
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<td>Sachem HS East ONSITE</td>
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<td>Sachem East HS</td>
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<td><strong>ONSITE:</strong> N. Babylon HS</td>
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<td><strong>ONSITE:</strong> Newfield HS</td>
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<td><strong>ONSITE:</strong> West Babylon HS</td>
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<td><strong>ONSITE: Bayshore HS</strong></td>
<td>December</td>
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<tr>
<td>Group Tour: Talent Search</td>
<td>December</td>
<td>Talent Search</td>
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<td>Group Tour: Talent Search</td>
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<td>Grp Tour: Renaissance HS</td>
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<td>Renaissance HS</td>
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<tr>
<td><strong>ONSITE: Hauppauge HS</strong></td>
<td>December</td>
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<td><strong>ONSITE: Brentwood Ross HS</strong></td>
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<td><strong>ONSITE: Brentwood Sondering HS</strong></td>
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<tr>
<td><strong>ONSITE: Rocky Point HS</strong></td>
<td>January</td>
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<td>Copaigue Public Schools College Day</td>
<td>January</td>
<td>Copaigue HS</td>
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<td><strong>ONSITE: Copaigue High School</strong></td>
<td>January</td>
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<tr>
<td><strong>ON-SITE Longwood HS</strong></td>
<td>January</td>
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<tr>
<td><strong>On-SITE Shoreham Wading River HS</strong></td>
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<td>Shoreham Wading River HS</td>
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<tr>
<td><strong>ON-Site Amityville HS</strong></td>
<td>January</td>
<td>Amityville HS</td>
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<tr>
<td><strong>College Fair: Lindenhurst HS</strong></td>
<td>January</td>
<td>Lindenhurst HS</td>
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<tr>
<td><strong>CUNY Transfer Day</strong></td>
<td>January</td>
<td>Roscoe Brown Student Center</td>
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<tr>
<td><strong>ON-SITE: William Floyd HS</strong></td>
<td>February</td>
<td>William Floyd HS</td>
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<td>Suffolk CCC</td>
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<td>Sound View Consortium Mini- SAVE THE DATE</td>
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<td>Sound View Consortium Mini- SAVE THE DATE</td>
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<td>Sound View Consortium Mini- SAVE THE DATE</td>
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<tr>
<td>West Babylon HS (South Shore Consortium)</td>
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<td>Copiague HS (South Shore Consortium)</td>
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<td>Bayport-Bluepoint HS(South Shore Consortium)</td>
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<td>WSCA-SAVE THE DATE</td>
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<td>Sheraton Smithtown</td>
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<td>Noth Babylon HS (South Shore Consortium)</td>
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<td>DC Tour-Gotta Go Tours</td>
<td>March</td>
<td>DC Oakdale</td>
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<td>Brentwood HS-SAVE THE DATE</td>
<td>March</td>
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<td>Islip HS (South Shore Consortium)</td>
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<td>Lindenhurst HS (South Shore Consortium)</td>
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<td>Bayshore HS (South Shore Consortium)</td>
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<td>Amityville HS (South Shore Consortium)</td>
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<td>West Islip HS (South Shore Consortium)</td>
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<tr>
<td>Tri-Valley College Fair</td>
<td>April</td>
<td>Cresskill HS</td>
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<td>Northport HS Fair</td>
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<td>LaSalle Academy Fair</td>
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<td>Suffolk Spring College Fair-SAVE THE DATE</td>
<td>April</td>
<td>Huntington Hilton Hotel</td>
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<td>NCA College Expo-SAVE THE DATE</td>
<td>April</td>
<td>Hofstra</td>
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<td>Name of Event</td>
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<tr>
<td>Long Beach High School College Fair</td>
<td>April</td>
<td>Long Beach High School</td>
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<tr>
<td>East End Counselors College Fair-SAVE THE DATE</td>
<td>April</td>
<td>Westhampton Beach HS</td>
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<tr>
<td>Syosset HS College Fair</td>
<td>May</td>
<td>Syosset HS</td>
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<tr>
<td>Huntington HS</td>
<td>February</td>
<td>Huntington HS</td>
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</tbody>
</table>

5.6 Was there diversity in the applicants who applied in the past 12 months?

- Black Males: 33
- Black Females: 2
- Hispanic Males: 31
- Hispanic Females: 8
- Asian Pacific Males: 4
- Asian Pacific Females: 0
- Asian Males: 4
- Asian Females: 3
- White Females: 15
- Total Aviation Students: 239
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

ENMU-Roswell is considered a Hispanic Serving Institution and is an active member of HACU. ENMU-Roswell is also home to one of nation’s only college-level training programs for individuals with disabilities. Our Special Services program serves over 100 students each year, helping them learn job skills, independent living skills, conflict mediation techniques, and work-based skills in over seven occupation areas. However, we are an open –enrollment community college, so we do not accept or deny admission based on ethnicity.

5.2 What institutional resources are utilized in the efforts?

The University offers many support and retention services to students. Among them are the New Student Resources office, where campus recruiters and career placement specialists are located. We also offer a number of outreach programs designed to mentor middle school and high school aged students. These programs include TRIO, Gear Up, Upward Bound, and Kids Kollege.

5.3 Does the institution offer recruitment and retention initiatives?

ENMU-Roswell proudly offers many recruitment/enrollment incentives. Most predominantly, we offer a Presidential Scholars program that targets the top 10% of all local high school graduates. This program offers tuition and fees for up to two years, use and technical support of a laptop computer, free dorm accommodations, and a part-time job for the two year term. Additional scholarships are available for a variety of programs including all aviation degrees and certificates. Specifically, these are the Hudgens Memorial Scholarship and the Coates Aviation Scholarship.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

As an open-admission community college, we do not admit or place students based on race, gender, socioeconomic conditions, or any other demographic characteristic. We are proud to “take all comers” and assist students with financial aid, basic student health care, tutoring and developmental education, and career placement.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

STUDENT RECRUITMENT

Although ENMU-Roswell continued to see record enrollment growth in the Fall of 2011, targeted retention and recruitment efforts had a positive impact on the increased enrollment. Demographic reports indicate an increase in underserved populations. During the 2010-2011 academic year, a yearly calendar was developed to help schedule recruiting visits made to area high schools on a monthly basis. Seniors were approached about attending ENMU-Roswell through and/or upon graduation from high school. Marketing instructional programs was the focus during the fall semester with representatives giving presentations. During the spring semester the following recruiting strategies were implemented.
The matriculation process was the focus for January;

Students were assisted with the Financial Aid process (FAFSA) and scholarship applications in February;

The University Skills Placement Test was offered at specific high schools in March;

Academic advisement and interpretation of the University Skills Placement Test took place in April;

Summer/Fall Pre-registration was offered to those students who had been accepted by the Office of Admissions and Records. Students exempted by the ACT Test were also allowed to pre-register for Summer/Fall;

Students were mailed copies of their invoice and degree plans in May.

Recruited students were pre-registered in college courses prior to graduating from high school. The New Student Relations office has recommended that the Marketing Committee develop a fully integrated recruitment program, which supports a comprehensive enrollment management plan. A Communication Plan was developed in Banner to automate the communication process with students. A minimum of 5 publications are sent to students from the time an Information Request Card is submitted to the New Student Relations office through the Fall registration period following the student’s graduation from high school.

In an effort to recruit top performing high school graduates in Chaves County and Artesia, a Presidential and Cougar Academic Scholarship was created. To be eligible for the Presidential Scholarship, the student must be ranked in the top 10-percent of his/her high school graduating class with a minimum 3.5 GPA. The student must enroll in at least 12 credit hours each fall and spring semester, 6 credit hours during the summer session, and maintain a 3.25 GPA to remain qualified. Presidential Scholars must graduate with an associate degree from ENMU-Roswell within 150-percent of the total hours required for the degree.

To qualify for the Cougar Academic Scholarship, the student must be a Chaves County or Artesia High School graduate with a minimum 3.25 high school GPA and a minimum ACT score of 22. The student must enroll on a full-time basis at ENMU-Roswell in any associate degree or certificate program. To maintain the scholarship, the student must complete a minimum of 12 credit hours each fall and spring semester (enrollment in summer session is optional) and maintain a 3.0 cumulative GPA for two years at ENMU-Roswell.

OUTREACH
The Advising and Retention Center took the lead in implementing and monitoring the Systematic Advising and Retention process. The Systematic Advising and Retention Committee met throughout the year to address issues concerning the revised recommendations.

ENMU-Roswell continued to see record enrollment growth in Fall 2012, and it is believed that targeted retention and recruitment efforts were positively correlated with this increased.

The Advising Center staff established and maintained a high level of quality services provided by continuing to participate in professional development training. The staff also participated in state, regional and national conferences as budget permitted.
Emails were sent to all students who received a D and/or F at midterm encouraging them to seek advisement and explaining the consequences for failing classes or not making academic progress. Institutional Surveys were conducted during the past three years to measure the needs and satisfaction of students, faculty advisors and division chairs. These surveys were conducted to determine how effective current processes were and where improvements could be made.

Advisors are currently in beta testing for the CAPP degree evaluation program. The CAPP program should take the place of manual degree plans. Currently, all degree plans completed for students are stored on the SharePoint server and the Advising and Retention Center, Admissions and Records Office, Financial Aid Office and Faculty Advisors currently have access to these degree plans. The Early Alert Referral system received a major overhaul in summer 2011. The form is available entirely in electronic format and can be submitted via secure internet connection. The ease of use for instructors has dramatically increased the amount of participation by instructors compared to past statistics. The Advising staff provides a live demonstration as well as written instructions to the faculty members at the fall Faculty In-Service. The advisors, in turn, have worked hard to maintain a 100% resolution rate of all submitted referrals. The instructors automatically receive an email response once the referral has been edited or resolved.

“Who’s Next” tracking software was implemented by the Advising and Retention Center Fall 2011. This software allows tracking and monitoring of student visits, services provided and many other reports. “Who’s Next” allows the Advising staff to form strategies in order to be better prepared for peak times as identified by the software.

In an effort to better serve students, the Advising and Retention Center has established walk-in advising. One advisor is available at all times for walk-in advising (no appointment is necessary; however, it is recommended that an appointment is made in order to avoid wait times). Also, the Advising staff has dedicated a three week period during the fall and spring registration periods (two weeks before add/drop and the week of add/drop) and a two week period during summer registration (one week before add/drop and the week of add/drop) when all of the advisors are taking walk-in students only.

5.6 Was there diversity in the applicants who applied in the past 12 months?
ENMU-Roswell Student Profile: Fall, 2010

Enrollment 3,864
Hispanic enrollment 1,527 (40%)
First-Generation College Students 77%
Low-Income 34%
Under prepared (1st-time, degree-seeking) 66% all students; 76% Hispanic students

English is not primary language 19%

Please note this information represents the campus as a whole, not the ATC program or combined aviation programs. Should that data be required, we have the capacity to pull it from the office of Institutional Research.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students? Yes

Embry-Riddle Aeronautical University’s outreach and recruitment is broken up into three different areas, electronic, direct mail and recruitment travel. The Electronic includes the social media and multimedia sites: Facebook, YouTube, and Cappex. We also have employed significant electronic communications via e-mail and text messaging. With direct mail, we purchase names of high school students from College Board, ACT, NRCCUA and CBSS for our campaigns. Recruitment travel includes visits to a large percentage of the United States as well as to more than 20 other nations.

The Daytona Beach campus is looking to maintain undergraduate enrollment at approximately 4500 students. Each fall, new student enrollments are targeted to be 1250 to 1300 students. (See attached spread sheet for trends and levels.)

We currently have a women’s initiative which is aimed at increasing the number of females in aviation and aerospace degree programs.

5.2 What institutional resources are utilized in the efforts?

Embry-Riddle Aeronautical University’s outreach and recruitment policy is broken up into three different areas; electronic, direct mail, and recruitment travel. The electronic area includes the social media and multimedia sites, Facebook, YouTube, Zinch, and Cappex. We also have employed significant electronic communications via e-mail and text messaging. With direct mail, we purchase names of high school students from College Board, ACT, NRCCUA and CBSS for our campaigns. Recruitment travel includes visits to a large percentage of the United States as well as to more than 20 other nations.

Embry-Riddle Aeronautical University’s undergraduate recruitment plan includes high school visits, college fairs, trade shows and air shows. We visit selected schools across the country where we speak to teachers, counselors and interested students. We recruit at national, regional, county and local college fairs across the country and in select countries around the world. We typically attend three major trade shows a year; NBAA, AOPA and Women in Aviation. We also attend two major air shows; Sun ‘n’ Fun and EAA AirVenture. Most of our recruitment efforts are directed toward high school aged students who will be graduating in the next few years.

The goal of the Daytona Beach campus is to maintain undergraduate enrollment at approximately 4500 students. Each fall, the levels of new student enrollments are targeted to be between 1250 to 1300 students. The data for Daytona Beach, as shown in the enrollment graphic indicates numbers for ten years with trends and levels for all colleges and then broken down by each college and degree program.
5.3 Does the institution offer recruitment and retention initiatives?

Family Weekend for students and parents, Feb. 10-12, 2012: Family Reception, Astronomy Open House, Individual College Breakout Sessions, College of Aviation Scholarship Opportunities, Basketball Game, Campus Resource Showcase (women’s Baja, radio flyer, library, interfaith chapel, fitness center, research labs, student alumni association). Family weekend is held each spring semester.

- Each year the Office of Diversity and Women’s Initiatives honors individuals (student, staff and faculty), clubs, organizations and departments who have implemented an initiative to advance diversity and/or women on campus or in the community. These initiatives include arranging guest speakers, designing programs and workshops, creating special training, redesigning courses, engaging in research projects, designing outreach programs in local schools and delivering presentations to the campus community. The 4th Annual Vision Award Luncheon was held on Tuesday, April 12, 2011 in the College of Aviation Atrium.

- Cindy Oakley-Paulik, director of diversity initiatives and the Women’s Center at Embry-Riddle Aeronautical University, was honored with the Women of Distinction Award in Education for Central Florida, July 29, 2011 in Orlando. The award was presented at the 14th Annual Women of Distinction Gala where Oakley-Paulik was praised for her leadership, mentorship, and contributions to female students in central Florida schools, Girl Scouts, and Embry-Riddle. Oakley-Paulik supports and directs outreach programs at seven elementary and middle schools as well as initiatives at Embry-Riddle, which include the Reaching Success Together Program, the Girls Exploring Math and Science (GEMS) Camp, the Leadership Enhancement Program for women and minority faculty and staff, and support of various Girl Scout events.

- President’s Speaker Series – 2011-12 academic year: Topics include being a good American, Navy Seal operations, current legal issues and landmark court decisions, and higher education in a changing economy. For the 2010-2011 academic years: Topics included immigration and civil rights, ethics and justice, homeland security and the environment, faith and citizenship. President’s Speaker Series contact: Marc Bernier, (386) 226-6222 or marc.bernier@erau.edu.

- Arts and Letters Series – 2011-12 academic year: Events will range from an ERAU student talent show, a performance by an award-winning Juilliard-trained pianist, the history of rock ‘n’ roll, a Shakespeare play, and lectures on gravitation and the ancient Mayan civilization. For more information, call (386) 226-6668 or visit http://erau.edu/arts.

- Honors Program Distinguished Speaker Series – 2011-12 academic year: Events include talks by CNN correspondent Peter Bergen, Flags of Our Fathers author James Bradley, and Flight 232 Captain Al Haynes. The university’s Researcher of the Year Vladimir Golubev will also speak about micro air vehicles. The series runs from October through April. For more information contact Honors Program Director Geoffrey Kain at (386) 226-6650.

- First Year Programs - Dedicated to helping students achieve their academic goals, First Year Programs (FYP) consists of highly qualified academic advisors, student assistants peer mentors, and tutors who work together with faculty and staff campus-wide to assist students in their transition to university life. FYP coordinates and provides academic counseling, grade monitoring, academic intervention strategies, tutoring, and supplemental instruction, and acts as a liaison for students seeking appropriate sources of information and specialized services on campus. FYP oversees the college success course (UNIV 101) for the campus and coordinates with the Living-Learning Program in the residence halls.
The Office of Student Activities works to develop an active campus life by providing programs and activities for students to realize their academic and personal potential. The Student Activities office helps students feel connected to the university through leadership development programs, student organizations, and other programs. With approximately 120 organizations, there are many opportunities to become involved. Being part of a club enables students to enhance leadership skills through workshops, retreats, and leadership programs. When students participate in events, they help enhance campus life outside the classroom.

- The Student Government Association (SGA) serves all students and represents the student body to university administration. The SGA is composed of the Student Representative board, the Student Finance Board, and the Student Court. The Avion newspaper, Touch-N-Go Productions, and WERU campus radio are all divisions of the SGA.

- Self-help resources are provided as part of Counseling Services. The services are meant to help students in their pursuit of self-knowledge and development which can help them improve learning ability and creativity, decrease stress and anxiety, and create greater self-awareness. The resources provided help achieve these goals, as well as help students further realize and develop their inner potential, improving their overall health, feelings and positive behavior.

- In 2006, the students organized the Embry-Riddle Aeronautical University Air Traffic Control Organization (ATO). This unit is a University sponsored entity, with all of the appropriate funding and an air traffic control faculty member who serves as the advisor to the student organization. The ERAU – ATO, during the fall and spring semesters coordinates field trips to the Daytona Beach Tower-TRACON, the Jacksonville ARTCC, Orlando Tower – TRACON, Miami ATCT and Miami Center. The student organization has also invited several speakers in air traffic control to the university.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

At Embry-Riddle Aeronautical University, we respect the rights and property of all individuals regardless of gender, race, ethnicity, national origin, age, physical disability, economic background, sexual orientation, or religious belief. We believe in a community where all members are welcome, and individuals or groups are free from harassment. The university has an office of diversity initiatives whose purpose is to help build a positive climate in which all students, faculty and employees are encouraged in their professional, social, and intellectual pursuits. Diversity is not only an important part of campus life but the diversity initiative office is also involved in a wide-variety of community-related programs designed to foster interest in STEM (Science, Technology, Engineering, and Math) among women and under-represented groups in the K-12 educational system.

Pilot projects include a GEMS (Girls Exploring Math and Science) Camp during the summer months and the introduction of an aviation/aerospace program for all 6th graders at Campbell Middle School in Daytona Beach. The College of Aviation, the Applied Aviation Sciences Department, and the Air Traffic Program align with the University’s goals with respect to diversity.
5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

Embry-Riddle Aeronautical University’s undergraduate recruitment plan includes high school visits, college fairs, trade shows and air shows. We visit selected schools across the country where we speak to teachers, counselors and interested students. We recruit at national, regional, county and local college fairs across the country and in select countries around the world. We typically attend three major trade shows a year: NBAA, AOPA, and Women in Aviation. We also attend two major air shows; Sun ‘n’ Fun and EAA AirVenture. Most of our recruitment efforts are directed toward high school aged students who will be graduating in the next few years. Also, please see the attached ERAU Fairs in Excel format that shows all of the locations visited by recruiters.

5.6 Was there diversity in the applicants who applied in the past 12 months? Yes

---

### Fall 2012 Students by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Nonresident Alien</th>
<th>Hispanic/Latino</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Black/African American</th>
<th>Native Hawaiian/Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Race/Ethnicity Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytona Beach: All</td>
<td>Undergraduate</td>
<td>14.8%</td>
<td>8.4%</td>
<td>27.8%</td>
<td>4.5%</td>
<td>17.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.1%</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>34.3%</td>
<td>5.8%</td>
<td>0.0%</td>
<td>24.5%</td>
<td>27.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15.0%</td>
<td>8.1%</td>
<td>27.5%</td>
<td>4.7%</td>
<td>27.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>New Undergraduate</td>
<td>Fresh-timers</td>
<td>23.0%</td>
<td>6.1%</td>
<td>30.2%</td>
<td>3.2%</td>
<td>31.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Students</td>
<td>Transfer</td>
<td>18.0%</td>
<td>4.4%</td>
<td>0.0%</td>
<td>26.6%</td>
<td>29.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td></td>
<td>Other*</td>
<td>0.0%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24.0%</td>
<td>6.1%</td>
<td>30.2%</td>
<td>3.2%</td>
<td>31.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

*Includes Readmit and Nondegree new students.

### Fall 2012 Students by Gender

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>%</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
<th>Male</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytona Beach: All</td>
<td>Undergraduate</td>
<td>16.1%</td>
<td>37.8%</td>
<td>38.3%</td>
<td>18.3%</td>
<td>1371</td>
<td>81.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>25.4%</td>
<td>49.7%</td>
<td>74.6%</td>
<td>28.3%</td>
<td>33</td>
<td>71.7%</td>
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<td></td>
<td>Total</td>
<td>17.6%</td>
<td>42.6%</td>
<td>63.4%</td>
<td>21.6%</td>
<td>190</td>
<td>78.4%</td>
<td></td>
</tr>
<tr>
<td>New Undergraduate</td>
<td>Fresh-timers</td>
<td>19.7%</td>
<td>76.3%</td>
<td>30.8%</td>
<td>18.9%</td>
<td>304</td>
<td>81.1%</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Transfer</td>
<td>20.3%</td>
<td>21.6%</td>
<td>79.3%</td>
<td>13.1%</td>
<td>66</td>
<td>86.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other*</td>
<td>23.5%</td>
<td>13.7%</td>
<td>76.3%</td>
<td>16.7%</td>
<td>10</td>
<td>83.3%</td>
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<td></td>
<td>Total</td>
<td>19.6%</td>
<td>86.4%</td>
<td>80.4%</td>
<td>17.7%</td>
<td>400</td>
<td>82.3%</td>
<td></td>
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<tr>
<td>New Graduate Students</td>
<td></td>
<td>27.2%</td>
<td>118</td>
<td>72.8%</td>
<td>36.4%</td>
<td>7</td>
<td>63.6%</td>
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</table>

*Includes Returning and Nondegree new students.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female Count</th>
<th>Female %</th>
<th>Male Count</th>
<th>Male %</th>
<th>Total Count</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alien</td>
<td>2</td>
<td>10%</td>
<td>14</td>
<td>7.10%</td>
<td>16</td>
<td>6.40%</td>
</tr>
<tr>
<td>panic/Latino</td>
<td>7</td>
<td>20%</td>
<td>23</td>
<td>11.60%</td>
<td>30</td>
<td>12.00%</td>
</tr>
<tr>
<td>American Indian/AK Native</td>
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<td>0%</td>
<td>2</td>
<td>1.00%</td>
<td>3</td>
<td>1.20%</td>
</tr>
<tr>
<td>An</td>
<td>3</td>
<td>0%</td>
<td>16</td>
<td>8.10%</td>
<td>19</td>
<td>7.60%</td>
</tr>
<tr>
<td>ck/African American</td>
<td>6</td>
<td>20%</td>
<td>18</td>
<td>9.10%</td>
<td>24</td>
<td>9.60%</td>
</tr>
<tr>
<td>site</td>
<td>29</td>
<td>0%</td>
<td>103</td>
<td>52.00%</td>
<td>132</td>
<td>52.60%</td>
</tr>
<tr>
<td>or more races</td>
<td>2</td>
<td>0%</td>
<td>9</td>
<td>4.50%</td>
<td>11</td>
<td>4.40%</td>
</tr>
<tr>
<td>Ethnicity Unknown</td>
<td>3</td>
<td>0%</td>
<td>13</td>
<td>6.60%</td>
<td>16</td>
<td>6.40%</td>
</tr>
<tr>
<td>Total</td>
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<td>198</td>
<td>100.00%</td>
<td>251</td>
<td>100.00%</td>
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</table>

Ethnicity Figures for the Air Traffic Management Program:
FALL 2012 Ethnicities - Daytona Air Traffic Control Minor

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female Count</th>
<th>Female %</th>
<th>Male Count</th>
<th>Male %</th>
<th>Total Count</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alien</td>
<td>1</td>
<td>4.00%</td>
<td>10</td>
<td>6.80%</td>
<td>11</td>
<td>6.40%</td>
</tr>
<tr>
<td>panic/Latino</td>
<td>1</td>
<td>4.00%</td>
<td>15</td>
<td>10.10%</td>
<td>16</td>
<td>9.20%</td>
</tr>
<tr>
<td>American Indian/AK Native</td>
<td>1</td>
<td>4.00%</td>
<td>1</td>
<td>0.70%</td>
<td>2</td>
<td>1.20%</td>
</tr>
<tr>
<td>An</td>
<td>1</td>
<td>4.00%</td>
<td>6</td>
<td>4.10%</td>
<td>7</td>
<td>4.00%</td>
</tr>
<tr>
<td>ck/African American</td>
<td>2</td>
<td>8.00%</td>
<td>14</td>
<td>9.50%</td>
<td>16</td>
<td>9.20%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.70%</td>
<td>1</td>
<td>0.60%</td>
<td>1</td>
<td>0.60%</td>
</tr>
<tr>
<td>site</td>
<td>14</td>
<td>56.00%</td>
<td>83</td>
<td>56.10%</td>
<td>97</td>
<td>56.10%</td>
</tr>
<tr>
<td>or more races</td>
<td>4</td>
<td>16.00%</td>
<td>7</td>
<td>4.70%</td>
<td>11</td>
<td>6.40%</td>
</tr>
<tr>
<td>Ethnicity Unknown</td>
<td>1</td>
<td>4.00%</td>
<td>11</td>
<td>7.40%</td>
<td>12</td>
<td>6.90%</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100.00%</td>
<td>148</td>
<td>100%</td>
<td>173</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

We evaluate each student for admission based on their academic preparation for, and potential to succeed in, their chosen curriculum. Race, gender, religion, sexual orientation, age, national origin, color, or disabilities are not factored into the admissions decision. The outreach/recruitment events we host/attend are open to all students attending specific high schools, or in certain geographic regions, regardless of any of the preceding descriptors.

5.2 What institutional resources are utilized in the efforts?

As there are no specific efforts that specifically target minority students, this question does not apply.

5.3 Does the institution offer recruitment and retention initiatives?

Students are awarded merit scholarships based on academic performance, regardless of race, color, or creed.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

The University has a high and widely-communicated commitment to assure that the administration, staff, faculty, and students understand and practice the principles of equality and full opportunity for every race, color, creed, gender, ethnicity, background, or disability for all persons. This commitment is illustrated by some of the following steps, though not all-inclusive, that exist at the Prescott campus:

a) anti-discrimination training is required and presented to all staff and faculty (attendance and participation is mandatory);
b) diversity is a stated program in the hiring process;
c) a “Women’s Diversity” center—a physical location—is in place and functioning on the Prescott campus;
d) an active Diversity Committee is in place consisting of representatives from all areas of the campus to facilitate the institution’s commitment—seminars, planned speaker sessions, and other programs are planned and executed by the Committee;
e) the campus is and has been the host for more than 15 years of the U.S. Department of Education Math/Science and Upward Bound program, funded by grants from the U.S. Department of Education which seeks to provide summer educational training in mathematics, science, and other general education topics for underprivileged and under-represented minority secondary school students;
the campus is and has been the host for nearly 10 years of the U.S. Department of Education Ronald D. McNair Post-baccalaureate Achievement program which seeks to encourage underprivileged and first generation undergraduates to do academic research during summer months, with a view to having those students become interested in earning doctoral degrees in the future;

a) in the University’s catalog of courses and programs, the following language appears under the heading of “Purpose of the University” which advises the readers as to the depth of the institution’s commitment to diversity and non-discrimination, to-wit:

“The University serves culturally diverse students motivated toward careers in aviation and aerospace.” The University does not discriminate against any race, color, or creed in making admissions decisions, as these parameters are not factored into the metrics we use to determine admissibility.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

No

5.6 Was there diversity in the applicants who applied in the past 12 months?

Yes
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Currently Florida Tech does not have any initiatives, goals or outreach programs targeted at minority students. It is a topic that has been discussed in the strategic planning process, but nothing has been developed yet.

While there are no specific minority goals or programs, COA makes efforts in recruiting to be inclusive. COA has one staff person who’s position is to recruit for the programs within COA. COA has presentations and handouts for recruits that include the AT-CTI Program. COA staff visit secondary schools with science and aviation programs, including inner-city schools with higher minority enrollments.

5.2 What institutional resources are utilized in the efforts?

The university has dedicated offices to recruitment of Undergraduate, Graduate and International prospective students.

5.3 Does the institution offer recruitment and retention initiatives?

There are numerous efforts to work on recruitment and retention.

The FRESH Program addresses retention. The primary function of the FRESH Program is to reduce attrition by identifying problems of first-year students and assisting in the resolution of these problems. The goal of the program is to foster within students a sense of community and purpose that is strong enough to preclude a student’s consideration of withdrawal.

The Student Retention Committee is a continuation of the Freshman Faculty Advisory Committee that was established in 1983 with the purpose of increasing communication between students, advisers and administration. The purpose remains the same with the emphasis on the study of immediate issues and needs of all students. Committee members are selected for their expertise and their amount of personal contact with students. All members of the committee share the common goal of identifying and recommending solutions of problems faced by all students.

The institution works with and supports the many campus student organizations to help make minorities feel welcome and thereby help with retention. There are over 100 organizations including

- International student services org
- Florida Tech’s Gay-Straight Alliance
- Florida Tech Hillel (Jewish)
- Muslim Student Association
- African Student Association

5.4 How does the institution and program ensure equal opportunity for all applicants and students?
The university has approved and published admission standards that apply equally to all applicants. In addition, the university adheres to guideline published by National Association of College Admission Counselors (NACAC).

Florida Institute of Technology is a true international and diverse university. Not being a state supported school, our student marketing, recruiting, and networking effort spans the nation and the globe. Our diverse student body and faculty reflects the success of this networking effort.

The CoA mirrors the University in diversity. Our student body is composed of students of all races from over 25 nations and 20 states. The CoA student body is approximately 17% female.

Faculty recruiting is likewise conducted nationally and internationally, mostly through networking in the Aviation Accreditation Board International (AABI) and the University Aviation Association. The CoA goes to extraordinary effort to recruit diverse faculty members with the necessary credentials for success as a CoA faculty member.

The desirability of this AT-CTI program will contribute to our ability to attract and maintain a diverse student body, faculty, and staff.

The CoA has a well-organized and very helpful alumni organization: Florida Institute of Technology School of Aeronautics Alumni (FITSA). This professional network is a significant factor in recruiting diverse students, faculty, and staff.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The College of Aeronautics has reached out to the local chapter of the Tuskegee Airmen (Chappy James Chapter) and is currently working to establish a mentoring program and support for minority student in the college.

5.6 Was there diversity in the applicants who applied in the past 12 months?
One African American and one Hispanic applied in the past 12 months.
Florida State College

5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Yes. We partner directly with several high schools that serve both urban and rural areas and traditionally under-represented student populations. These partnerships included both dual enrollment course offerings, as well as aviation-themed summer camps in partnership with organizations such as the Organization of Black Aerospace Professionals (OBAP).

5.2 What institutional resources are utilized in the efforts?

The College has numerous full-time staff supporting dual enrollment programs as well as career fair, marketing, and community outreach. Aviation program staff also sit on Advisory Councils for numerous area high school programs, aviation organizations such as the EAA, and also attend career days and similar events throughout the region.

5.3 Does the institution offer recruitment and retention initiatives?

As above, the College has numerous full-time staff dedicated to both recruitment and student retention. Numerous student services, such as on-campus day care, financial and social counseling services are also available to help non-traditional students achieve their education and career goals.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

The College has an open enrollment policy. There are no minimum required SAT or ACT scores, no requirements to enroll in a minimum course load, etc. In other words, no students are turned away. Those that are not college-ready have access to numerous remedial and preparatory courses to help bring them up to par.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The College has expanded its dual-enrollment high school program support from 4 schools to 6 current and an additional 2 pending schools. These efforts are on-going and given that such students are two-years from actual on-campus program enrollment, immediate feedback on program impact is slow to develop.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Program staff have not made a point of tracking past ethnic and/or racial makeup of AT-CTI students. A review of current students and past graduates indicates that the program has a minority population of between 10 and 15% at any given time.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Green River has an Office of Recruitment and Outreach in order to ensure that the community is aware of programs that are available at the college. The staff in this department attends numerous recruiting events throughout the year in order to reach a large and diverse audience. At each recruitment event, outreach staff members bring copies of marketing materials, which include information on the Aviation Program. At some events, faculty members attend with the outreach staff. The Office of Recruitment and Outreach is committed to building and maintaining strategic connections throughout the college and the community.

The goals of Recruitment and Outreach are as such:

- Sustain, then grow, the overall awareness of Green River as a higher education institution of choice to include expanding/maintaining relationships with community constituents
- Develop/maintain relationships with prospective students at the inquiry and applicant stages
- Increase enrollment of diverse populations
- Strategically identify and facilitate on-campus visitations and events
- Expand/maintain relationships with on-campus constituents
- Engage in professional development of Recruitment & Outreach staff to remain current on higher education trends and best practices

In addition to the work done by Recruitment and Outreach, the college has a Council on Underrepresented Students that monitors data relating to access by minority students. The Council presents annually to the college's Board of Trustees and it is an institutional priority to ensure that the college is serving a diverse student body.

Because of the institutional commitment to serving minority students, the President established a Commission on Diversity in 2000. The Green River President’s Commission on Diversity is a representative, cross-campus group. The commission builds on the college’s shared desire that all students be successful. The charge of the President’s Commission on Diversity is: To oversee, lead and ensure the implementation of the Washington State Community and Technical Colleges Framework for Diversity at Green River Community College.

5.2 What institutional resources are utilized in the efforts?

The Office of Recruitment and Outreach is co-located within the Welcome Center; together there are 5 staff members, all of whom perform outreach to varying degrees. Three staff members have primary roles in outreach, while the remaining two provide support and backup as necessary. The staff attends or facilitates approximately 150 recruiting/outreach events each year. In addition to dedicated Recruitment and Outreach staff, the office works in tandem with several college faculty who may also attend outreach events and/or host groups on campus (to
include participation of each student’s in specific programs of study). Recruitment and Outreach also coordinates with various offices in the Student Services Division to share resources and staffing for outreach programming that occurs on and off campus.

Both the Council on Under-represented Students and the President's Commission on Diversity involve staff from a large range of areas of the campus. Both groups meet throughout the year and present to the Board of Trustees. The level of staff time in the involvement in these initiatives demonstrates a significant commitment to ensuring equal access and opportunities to succeed by all student groups.

Green River demonstrates full commitment to diversity, equity and inclusion and strives to achieve educational and social equity through campus-wide initiatives and programs that advance the core themes of Green River’s mission. With this goal in mind, President Eileen Ely has asked the Director of Diversity, Equity and Inclusion and a faculty member to serve as co-leaders and work in partnership with The Vice President of Student Affairs, Vice President of Instruction and the Vice President of Human Resources to address the possible implementation of a Green River Diversity and Equity Council (GDEC).

The GDEC would lead efforts to address program and service enhancements based on recommendations from a series of three diversity summits and two diversity retreats held in spring and summer 2012.

The GDEC will develop ways to better meet Green River’s core themes by weaving equity, inclusion and diversity throughout the college’s Strategic Plan. The Council will work with various areas of campus to address college-wide programs and services needed to improve recruitment, retention and graduation of under-represented students of color, first generation college students, Veterans, students with disabilities and low income students.

5.3 Does the institution offer recruitment and retention initiatives?

The Office of Recruitment and Outreach is committed to building and maintaining strategic connections throughout the college and the community. Recruitment and Outreach functions target high school and adult populations to encourage participation in careers, technical and academic learning and personal enrichment opportunities at Green River. The Office of Recruitment and Outreach provides information to high school students, parents, and the community to educate and promote the value of a lifelong education and to recognize Green River as a valuable educational option. The staff and the faculty are dedicated to maximizing student access and to providing support and information for a successful transition to and through college. By co-locating the Recruitment and Outreach staff within the Welcome Center, students who the staff and faculty members recruit will often work with these same staff and faculty members to complete applications, assessments and entry advising functions upon entry to the institution. The bridging between the Welcome Center and rest of the Student Services

Division allows for a more seamless experience for a student as the student navigates their initial steps in getting started at the GRCC, then settle into a path consistent with the student's educational goals.
There are many retention initiatives that impact students at the college. This includes mitigating academic barriers through access to the Tutoring and Resource Center; Math Learning Center; Public Speaking Center and Writing Center. Women's Programs offers assistance to students needing emergency financial support in the form of bus passes, one-time payment of utility bills, short-term child care support or other ways that help students navigate personal crises so that each student can stay in school. Short-term personal counseling is available that focuses on personal growth and the development of coping skills through the college's Counseling Services department. Counseling Services also offers quarterly workshops aimed at helping students deal with personal challenges that could otherwise inhibit the student from continuing schooling. Diversity & Multicultural Affairs is committed to the creation of a more welcoming, inclusive and supportive environment based on knowledge, acceptance and respect for all at Green River.

Diversity Services is the home of the Commencement Achievement Program (CAP), which works to ensure the academic and social success of historically underserved and underrepresented students by providing peer mentors to students that can help students navigate barriers in order to stay in school.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

As an open-door institution, Green River welcomes students from all walks of life. Green River CC offers comprehensive academic programs for students at all academic skill levels, to supporting each student's transition through coursework to the educational goals that will serve each student's career.

The mission and vision of Green River Community College reflects a commitment to total equality and the Administrators, faculty and staff work in concert with the Recruitment and Outreach staff to attain these goals. Recruitment and Outreach pulls from a wide variety of community partnerships including the K-12 system, adult populations and community service organizations. Upon entry to the institution, students may access a variety of support services which enhance their academic experience.

Faculty has opportunity for ongoing training through the Green River Education Center of Excellence. For example, a recent session was entitled “Theoretical Voices: Intersectionality: An Examination of Disability, Race, Gender and Class.” This training examined the ways in which people situated at these intersections are often bypassed and forgotten by social institutions, real-world implications of case studies, as well as a call for greater analysis and action to ensure equal opportunity for all students.

The instructional Diversity Committee has created a website for the college's Diversity Course Requirement which, though not currently applied to Professional Technical programs such as Aviation, many of our students are multiple degree seekers, and our advisors recommend that each student take at least one course with a diversity designation in order to receive a transfer degree from Green River Community College.
5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

There have been no significant changes in the program since our last report. Previously, we reported that in June of 2008, Green River opened the Welcome Center—a centralized office where students can apply, assess, receive entry advising, attend workshops, and receive a variety of support associated with getting started at the institution. The Welcome Center integrates several entry functions and has greatly reduced compartmentalization of services.

Approximately one year later, the Recruitment and Outreach Office moved to the Welcome Center to align recruitment and outreach functions with entry services. This has resulted in the Recruitment and Outreach staff residing in a far more visible location and one that has a high volume of traffic (thousands of potential and current students visit the Welcome Center each year). Additionally, Recruitment and Outreach staff also provides support to the admission functions of the Welcome Center. When potential students come to campus to conduct entrance activities, they are often working with the same staff they saw at a recruitment event.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Yes, not only does Green River have a diverse applicant pool, students actually enrolled in the Aviation program reflect a diverse student body. In the current calendar year 25% of the program’s students were female and 75% were male. This shows an increasing trend regarding gender equity over the past three years. In the 2008-09 school years, 20% of the students were female and 80% were male, so progress is being made. The program strives to continue to attract more females to its program to further ensure gender equity.

The program has also seen an increasing percent of ethnic minorities enrolling in the program. In 2008-09, 30% of the students were minorities, while in 2011-12 36% of students identified as minorities. This number indicates our domestic students and is calculated separately from our international student body in order to ensure that it is a true reflection of local diversity.
Air Traffic Control Program

<table>
<thead>
<tr>
<th>Academic Year 2011-12</th>
<th>Unduplicated HC</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>89</td>
<td>22%</td>
</tr>
<tr>
<td>Male</td>
<td>316</td>
<td>78%</td>
</tr>
<tr>
<td>Total</td>
<td>405</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>236</td>
<td>58%</td>
</tr>
<tr>
<td>Of Color</td>
<td>144</td>
<td>36%</td>
</tr>
<tr>
<td>(not reported)</td>
<td>25</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>405</td>
<td>100%</td>
</tr>
<tr>
<td>*<em>Race/Ethnicity</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>233</td>
<td>72%</td>
</tr>
<tr>
<td>Of Color</td>
<td>92</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>325</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Excluded international students and students not reporting race

Source: SBCTC (tblStudent; Prog_Code=721, Mis_Stat<>0)

Green River Community College Students

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numb</td>
<td>Percent</td>
</tr>
<tr>
<td>African American</td>
<td>573</td>
<td>6%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1,856</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>868</td>
<td>9%</td>
</tr>
<tr>
<td>Native American</td>
<td>79</td>
<td>1%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>435</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>186</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>5,829</td>
<td>59%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>1,310</td>
<td></td>
</tr>
<tr>
<td>% Students of Color</td>
<td></td>
<td>41%</td>
</tr>
</tbody>
</table>

http://www.greenriver.edu/about-grcc/institutional-research-and-planning/quick-facts.htm
Hampton University

5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Yes, as an HBCU, we target underrepresented students. Recruiting mission expanded to increase awareness of HU programs and opportunities among underrepresented student populations.

5.2 What institutional resources are utilized in the efforts?

A large admissions/recruiting staff working with all Schools and Departments. Recruiting is a continuous effort, and everyone’s responsibility.

5.3 Does the institution offer recruitment and retention initiatives?

Yes, we have a new department for retention of students. We offer tutoring, “how to” study classes, “how to” adapt to university life, being “on your own”, budgeting, finances, student opportunities, etc.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

We do not discriminate. High School grades and test scores for freshmen, and college credits for transfer students are the only factors. There are absolutely no quotas here.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

Yes, this is an ongoing effort, nationwide. Our recruiters visit high schools and Community Colleges on a weekly basis. For example, about 3,000 high school students (all potential FAA employees) will visit campus on April 6, 2012. Additionally, our CTI students visit and present information about our CTI program at local high schools and at high schools in their home towns.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Yes, we have a very diverse group of students here. White females are our most underrepresented student group.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Count</td>
<td>Percentage</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>African American</td>
<td>42</td>
<td>74%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
5.1 Does the Intuition have initiatives, goals and programs that support outreach and recruitment of minority students?

Hesston College has a long history of international and minority recruitment. Our international recruitment director has long standing contacts in Asia, Africa and South America, which have allowed us the opportunity to have 7% - 10% of our dorming students come from international settings. These students dorm with our North American students, are a part of a modular living experience together and interact in classes together. We are intentional about providing opportunities for our international students and North American students to learn from each other, build relationships across cultures and discover how big the world really is. These experiences help both our international student population and our North American student population. Our current international student recruitment goal is 16% of our incoming class.

Each year our admissions counselors recruit in urban settings in hopes of attracting more North American minority students. Some urban centers targeted include: Los Angeles, CA, Phoenix, AZ., Denver, CO., San Antonio, TX, Dallas, TX, Wichita, KS, Kansas City, KS, Chicago, IL, Indianapolis, IN., Sarasota, FL., Hampton, VA.

In 2009, the same year our Air Traffic Control Program was established, we made an intentional shift toward having more focused recruitment in Wichita, KS, which is our closest urban center. Since that time we have established a recruitment goal in Wichita which has ranged from 5% – 15% of our incoming class.

Our enrollment has been steadily increasing over the last four years. Our current enrollment totals 468 (344 are dorming students). Of these students 107 are students of color. We currently have international and North American minority students in our aviation programs.

In 2010 we received the number two ranking of two-year colleges in the country from Washington Monthly Magazine. This ranking was based on five categories. One of the categories included was “Support for Learners.” We were ranked in the 97th percentile in this category. We are confident this support is felt by all of our students, including our minority students. In order to ensure this end, this fall our faculty unanimously adopted new student outcomes. One of the five core outcomes is that our students will be, “Persons of individual and social responsibility.” Within this outcome, the college is committing to helping our students develop self-reflection and self-awareness skills, as well as moral and ethical reasoning, decision making and action taking skills. Students will also experience civic knowledge, engagement, and service on the local and global level. This outcome also names that students will leave Hesston with intercultural competence and empathy. Our general education curriculum committee also states that this outcome for students will be “developed through active involvement with real-world settings and relationships within diverse communities.”

5.2 What institutional resources are utilized in the efforts?
Hesston College’s financial aid department is housed within our admissions department, which is rare. This arrangement allows for admissions counselors to advocate for students with financial aid with regard to their specific situation and financial challenges. Admissions counselors can also identify first generation college students, which is the case with many of our minority students. Our financial aid department is able to put together competitive financial packages that make private education affordable for all income brackets. About 21.5% of our financial aid awards go to families with an Estimated Family Contribution (EFC) of zero. At this time we do not offer specific minority scholarship for all minority students, but instead we award based on financial need.

Hesston College also utilizes six full time admissions counselors who travel nationally; visiting feeder high schools, urban centers, and alumni centers an average of twice a year. Each counselor recruits in their geographical territory. We have one full time recruiter for international students.

5.3 Does the institution offer recruitment and retention initiatives?

In 2010 we received the number two ranking of two-year colleges in the country from Washington Monthly Magazine. This ranking was based on five categories. One of the categories included was “Support for Learners.” We were ranked in the 97th percentile in this category. We are confident this support is felt by all of our students, including our minority students. In order to ensure this end, this fall our faculty unanimously adopted new student outcomes. One of the five core outcomes is that our students will be, “Persons of individual and social responsibility.” Within this outcome, the college is committing to helping our students develop self-reflection and self-awareness skills, as well as moral and ethical reasoning, decision making and action taking skills. Students will also experience civic knowledge, engagement, and service on the local and global level. This outcome also names that students will leave Hesston with intercultural competence and empathy. Our general education curriculum committee also states that this outcome for students will be “developed through active involvement with real-world settings and relationships within diverse communities.”

This year we have also launched a diversity and inclusion initiative, which will be introduced campus wide in the fall of 2012. This initiative is incorporated by all levels of leadership and is currently being incorporated into our First Year Experience curriculum, our student life programing and our recruitment/retention practices. Our institution has always prided itself on being a welcoming environment for all persons, no matter what their background may be. This initiative aims to take this welcoming atmosphere to the next level and set strategic goals for diversity and inclusion. Specific goals will be determined in the fall of 2012.
5.4 How does the institution and program ensure equal opportunity for all applicants and students?

As stated above, we create financial packages based on need. Therefore, any student regardless of race or background will receive a competitive package according to their estimated family contribution.

Students who choose to come to Hesston College have many support services available to them. For example, we offer free counseling services with unlimited sessions to students. This service is helpful for first generation college students who may not have emotional support at home in regard to helping the student adjust to the demands or stresses that come with being a college students. We also have robust academic support to assist those who may not be completely prepared academically for the college classroom. We offer unlimited free tutoring and focused study sessions through our Academic Center for College Excellence and Student Success (ACCESS) program.

In regard to the Air Traffic Control program, any student that shows interest in our ATC program is invited to come and visit campus (we pay for half of their travel expenses in order to help all students make the trip to campus.) Once they are on campus each student is offered a flight with one of our aviation instructors in order to get an adequate picture of what the ATC program and private pilot’s license training will be like. Each student also is given a tour of the campus and the flight/ATC facilities. They also meet one on one with the director of our program, Dan Miller.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

Since the last evaluation we embarked on a Facebook advertising campaign in 2011 that was specifically focused on Air Traffic Control.
We do annual news releases specifically focused on the ATC program.

Our admissions counselors met with the aviation staff in 2011 to gain more awareness of our Air Traffic Control program and discussed how to better educate prospective students about our programs.

We added a seven foot banner, advertising air traffic control, to our college fair display.
We are currently working on an admissions video that would focus on ATC. (Due June 1)

We are currently working on an ATC specific promotional brochure. Our brochures have traditionally included both our aviation flight program and our ATC program. We are separating them on our promotional material in order to give more ATC specific information now that we have students who have been through our program. We would like to include testimonials, graduation information, and other helpful information for prospective students. (Due July 1)
5.6 Was there diversity in the applicants who applied in the past 12 months?

For the 2011-2012 total Hesston College applicant pool we had 813 applicants. Of the applicants who chose to attend Hesston College in the fall of 2011 23% were minority students.

In the 2011-2012 Air Traffic Control applicant pool we had a total of 66 students apply. Of that total, nine were minority students and eight were female. We matriculated 12 students total. Of this total 50% were minority students or women. (Four male minority students, 1 female minority student, 1 white female student.)

So far in our 2012-2013 applicant pool we have 19 applications for Air Traffic Control and are receiving more all the time. Of the 19, three are minority students and five are female.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Ninety eight percent (98%) of the Institution’s students are Hispanic-Latinos, who are classified by the United States census as a minority. Puerto Rico residents are American citizens and qualify to obtain the same federal aids and programs as students in the States. All goals and programs are focused to impact the Puerto Rican and Hispanic students who live in the Island.

One of the goals stated in the Action Plan for the School of Aeronautics Strategic Plan 2009-2012 summarizes the outreach and recruitment efforts of the School as follows:

- Enhance institutional development activities
- Develop programs and mechanisms to ease the search for external funds and alumni donations.
- Create outreach initiatives and visits to high schools
- Search for grants and scholarships for students and School
- Conducts promotion activities such as open house, and air shows, among others.
- Expand fundraising activities
- Aeronautics industry forums
- Monthly speaker events (i.e, NASA, DoD, airlines, etc.)

During the last two years the number of activities that have been held for promotion of careers in aviation has increased significantly, with the above mentioned activities being held in different towns of the Island of PR. Monthly reports of these activities are available for review at the School.

To summarize the outreach and recruitment policy of our Campus, we provide you with two of our goals as quoted from our catalog:

- To create an awareness of the social, cultural, economic, environmental, and political problems that confront Puerto Rican society and to stimulate the search for solutions to these problems by defining and discussing them.
- To stimulate the members of the communities the Institution serves to recognize the value of continuing personal and professional development through a variety of University programs that will enrich their lives and increase their knowledge.

5.2 What institutional resources are utilized in the efforts?

The Bayamón Campus has a Recruitment Division supervised by the Integrated Communications Office. There are two recruitment officers who are responsible to visit schools and present orientation about the academic offering, services, and programs. Furthermore, the promotion and recruitment officers participate by invitation in college nights, college tours, and other events. All efforts are directed to provide information to senior students about careers and university opportunities.

As indicated in previous sections of this document, the School of Aeronautics has created an Action Plan to support their Strategic Plan 2009-2012. In different parts of the document, some of which are
stated above, it presents the activities in which we are getting involved to expand our networking, outreach, and recruitment areas. Most of the activities are already in place.

5.3 Does the institution offer recruitment and retention initiatives?
The institution offers recruitment initiatives in the form of an Open House. This event receives more than 1,000 students annually from colleges and schools across the Island. The activities are focused in offering orientation by academic department directors to students according their interests. The Bayamón Campus has been working to develop new communication strategies. Some of them will be assigned to renovate the University’s webpage and to obtain benefits of social networks.

The institution organizes counseling activities for new students in order to provide information on the selected study area and bring help to finalize their enrollment process. The Retention Committee began the Project GEIC 1010. This project promotes the use of six tools that help students in the process of adjusting to college life and academic activities. The six tools are: Values, Decision Making, Assertive Communication, Negotiation Strategies, Stress Management and Conflict Management.

The institution has student support programs to improve academic achievement as the Tutoring Center. The institution also offers professional counseling and psychological services.

Networking - A group of pilots of different companies and representatives from air traffic control facilities, have been invited to our facility to present to the students the ideal profile they expect from our graduates as employers. Participation from the School have included the Chancellor, the Dean, full time faculty members, the Chief Pilot, Flight Instructors, CTI coordinator, administrative personnel and representatives from the Aeronautical Student Association representing both majors. We expect to continue these presentations which help the students to know what to expect and helps the faculty to make the appropriate curriculum changes to prepare students for the employment world.

Internships and Employment - Employers require some type of experience from their employees, therefore the possibility of establishing some type of internship programs at local or stateside businesses is very important. Advanced students can become employees prior to graduation, therefore obtaining experience and funds to complete their studies. Many of our students are currently employed at the airport and a Practicum program was also started this semester. Meetings will continue to be held on a regular basis to work on the suggestions, comments and ideas discussed with prospective employers.

Open House at Main Campus - The School of Aeronautics participates in the Open House activities held at the main campus in Bayamón. The Dean, the Chief Pilot, the Academic Counselor and several professors, including the CTI Program Coordinator, attend the activity and serve as speakers in each area of specialty. Numerous students serve as tour guides for the visitors and assist them in responding to their questions and inquiries. These activities are held in February each year. During the activities, students were invited to attend Open House activities which are held at the School of Aeronautics.
Monthly Speaker Events – Throughout the years, many conferences are offered to the students. Many of them are organized by ASA, and others are organized by professors or the main campus. This year we hosted an all-day Safety Seminar with speakers from FAA, Airlines and private corporations. It was a mandatory activity for all students and employees of the School of Aeronautics.

The Training Manager of the San Juan CERAP has spoken to the ATC students about the controller job and how to apply. He includes in his presentations controllers at different levels of development. A recent graduate from the Academy makes a presentation of life and training while at the Academy, a Non-Radar controller speaks about initial facility training and a CPC can provide valuable insight about the everyday situations in the day of an Air Traffic Controller. These controllers are from the tower, approach and center facilities to also provide the point of view and explanation of all the possible options of employment.

Open House at School of Aeronautics - In addition to the participation in the main campus Open House, the Dean asked the Aeronautical Student Association (ASA) to help organize and participate in similar activities for our School. Students updated the data base of high schools outside the Bayamón recruitment area, since the Bayamon campus only recruits in the Bayamon educational areas. They called the schools and confirmed telephone numbers, fax, point of contacts and e-mail addresses. These were used to invite them to the different Open House activities.

One of the activities was held for the new students as an orientation prior to commencing classes. Participants and their parents had the opportunity to tour the facilities of the School, receive demonstrations on the flight training devices, ATC computer simulators, and see the ten airplanes that compose our flight line. They were briefed on aviation regulations and met with the aviation professors and instructors.

Another Open House was held during the Centennial of Aviation in Puerto Rico in December 2011. This activity was held in conjunction of a group of pilots that enacted the route of that first flight 100 years ago. Activity was announced on TV and many students and general public attended.

A third Open House was held in March 2012 for the International Women in Aviation International Day. This was held in conjunction with RJ Aviation and the Women in Aviation International (WAI) Association. During this opportunity girls and women had the opportunity to participate in Demo Flights to increase their interest in aviation.

Campo Fresco and Nabisco companies provided donations of refreshments and snacks to offer the students and parents that participated.

Visits to Schools - The Dean, the Chief Pilot and the Academic Counselor have been visiting the high schools that requested information on aviation careers. In some occasions faculty members have attended the visits. The CTI coordinator answers to calls and e-mail messages or letters requesting information about the CTI Program. Brochures with that information are available at the Dean’s Office, the Counselor’s Office (in Bayamon and at Isla Grande), and the CTI room. The information is
also available at the CTI page of the Inter American University School of Aeronautics website:
www.bayamon.inter.edu/aeronautica

Newspaper and Magazine articles – Many advertisements were published in local newspapers and magazines and also in International ones. They featured Inter American University available programs at the technical, associate, bachelors, masters and doctoral degrees. They also featured specific information about the Bayamón Campus and references to the School of Aeronautics. Some other articles featured graduates of the School in their specific careers. Since some were females, they are expected to attract this type of student to aviation careers. Banners have been placed at the shopping malls and at the snack areas of the movie theaters.
An increase in visitors requesting information about the aviation careers offered at the school has been noted. The School Counselor receives the interested persons, offering them all required information and a tour of the facilities. A list of these activities is maintained by the School Counselor.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Students are responsible for reading and understanding the academic, administrative, and disciplinary policies and regulations, as well as the general requirements for the degree they hope to obtain, since the moment they register at the University. It is the University’s policy to guarantee equal opportunity to all in all its educational programs, services and benefits. The University does not discriminate against anyone because of race, color, religion, sex, national origin, handicap, age, marital status, physical appearance, political affiliation, or any other classification protected by the dispositions of Title IX of the Amendments to the Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Handicaps Act of 1990, or any other applicable federal or state law or regulation.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment? If so, please list dates, locations, size, and target audiences.

The Central Office conducted a study on decision-making process and perception of high school students and young adults. This study has served as a guide for recruitment efforts and has provided relevant information on tendency of students to pursue university studies as well as the level of interest in academic programs. A document was prepared for the Bayamon Campus indicating the results of the study. It includes all disciplines available at the campus, not just the aviation specialty.

5.6 Was there diversity in the applicants who applied in the past 12 months?

98% of the students who applied in the past 12 months are classified as Hispanic Latinos, 1% are classified as two or more races (non-Hispanic Latino) and 1% in other racial ethnicity.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Jacksonville University has an effective campus-wide recruiting effort that targets women and minority applicants through outreach, marketing and financial support. The Aviation program works with a number of local schools such as Ribault High School and First Coast High School to reach minority and students through a summer aviation camp.

5.2 What institutional resources are utilized in the efforts?

Admissions personnel and faculty, internet marketing and printed materials. The Associate Director of Aeronautics is in charge of coordinating these efforts.

5.3 Does the institution offer recruitment and retention initiatives?

Yes. Initial and recurring scholarships as well as academic advising.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Institutional surveys, regional and international accreditation.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The addition of a full-time Associate Director of Aeronautics in 2010, a position created with the primary responsibilities of recruiting and retention.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Applicants to the Jacksonville University’s CTI program included Whites, Blacks, Hispanics and members of both genders.

The latest complete demographics are for 2011-12 among AVO and AVM majors which constitute the pool for CTI students:
B.S. Aviation Management (47):
- Gender: male 40; female 7
- Ethnicity: Native 1; Hispanic 2; Black 9; Asian 2; Unknown 4; White 29
- Geographical location: In-state 24; Out-state 23

B.S. Aviation Management & Flight Operations (100):
- Gender: male 88; female 12
- Ethnicity: Native 1; Hispanic 7; Black 8; Asian 2; Multi-ethnic 1; Unknown 11; White 70
- Geographical location: In-state 53; Out-of-state 47
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

The Division of Diversity, Equity, and Inclusion (DEI) area focuses on building University-wide partnerships, programs and initiatives to support inclusive excellence at Kent State University, the surrounding Regional Campuses and communities. This area is in direct support to the Vice President for DEI and coordinates efforts in conjunction with academic units, faculty and staff to implement broad-based, institutional-wide projects that support the Division and University's strategic goals.

5.2 What institutional resources are utilized in the efforts?

The Division of Diversity, Equity, and Inclusion has numerous programs and policies in place to insure that diversity issues are addressed across campus. These organizations or programs include, but are not limited to:

- The University Diversity Action Council (UDAC)
- Several Upward Bound programs
- The Diversity Scorecard
- The Coming Out Vigil
- The Annual Martin L. King, Jr. Celebration
- The Women's Center
- The Student Multicultural Center
- The Kupita/Transiciones Orientation Program, and others

5.3 Does the institution offer recruitment and retention initiatives?

Additional initiatives include:

- The President’s Ambassadorship
- DEI Network
- DEI Advocates
- STEM Diversity Efforts
- Women In STEM Task Force
- Diversity Grant Development
- Annual Diversity Programming:
- MLK, Jr. University Celebration
• New AALANA Faculty/Staff Welcome program
• Co-Sponsorship for the McGruder Luncheon & LNC Annual Conference
• Diversity Awards & Program Support Requests
• Regional Campus Diversity Programming
• Interfaith & Spirituality Programming
• Town & Gown Projects

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Kent State University is committed to the creation and nurturing of a diverse community of individuals through inclusive excellence. Diversity involves recognizing the value of differences and the inclusion of all members of the community including those that experience discrimination or under representation.

This is a core value of the university as we strive for a culturally diverse student body, faculty, and staff that reflect the multicultural nature of Ohio, the nation, and our world; bringing unique strengths and abilities which contribute to our pursuit of Inclusive Excellence in Action.

As far as the College of Applied Engineering, Sustainability, and Technology, the only requirements have been listed above. Every student has an equal responsibility to meet those requirements.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

1. In October of 2012, the Dean of the College of Applied Engineering, Sustainability, and Technology attended the Faculty Diversity Institute Conference in Tampa, FL. This was part of the Teaching & Mentoring Conference, also held there.

2. The university’s Division of DEI has received renewal funding for our three federally funded TRIO Upward Bound programs.

• The Upward Bound Classic Academy, which has been successfully funded since 1971, was re-funded in the amount of $495,139 each year for the next five years. The grant includes a partnership with Kent State’s College of Business and will serve 118 students from Akron Buchtel, Barberton and Warren G. Harding high schools and their communities.

• The Upward Bound Public Health grant, formerly called the Upward Bound PREP Academy, funded since 1999, was re-funded in the amount of $262,500. The grant, which includes a partnership with the College of Public Health, will serve 63 students from Lorain, Ravenna and Windham high schools and communities.
• The Upward Bound Math Science Bio-Scholars grant, funded since 1999, was re-funded in the amount of $262,500. The grant, which includes a partnership with the Biology department, will serve 63 students from Canton City and Barberton high schools and communities.

3. As a part of the Student Multicultural Center tradition, we welcomed nearly 200 first year students for the Kupita/Transiciones orientation experience Aug. 20-22. Kupita/Transiciones is both Kiswahili and Spanish for “transitions.” The two-day orientation program is designed to help incoming AALANA freshman students successfully navigate the university through relevant culturally and academic experiences.

5.6 Was there diversity in the applicants who applied in the past 12 months?
Yes
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?
LeTourneau University does offer programs that are designed to support outreach and recruitment of minority students. The first program consists of scholarships created for those students who are recognized in The College Board’s National Hispanic Recognition Program. Recipients of this scholarship are eligible for an additional $16,000 scholarship (awarded as $4000 per year) on top of their LeTourneau University Merit Award. The other program is the Chancellor’s Scholarship. The Chancellor’s Scholarship is designed to assist students from under-represented ethnic populations whose presence will enhance the learning environment through increased cultural diversity at LeTourneau University.

LeTourneau does invest heavily in recruiting, supporting, and retaining any and all students that will benefit from its unique mission and culture. As per our Application for Enrollment, “LeTourneau University admits students regardless of race, color, sex, and national or ethnic origin.”

5.2 What institutional resources are utilized in the efforts?
The institutional resources that are utilized in the efforts to recruit students include allocating significant manpower recruiting students from all areas of the United States. Six admissions counselors attended over 120 school college fairs in 2011. Additionally, they also attended a large number of special recruiting events, such as the Women in Aviation Conference. Currently, 48 states and 25 countries are represented in the traditional student population. These numbers exemplify the wide regional diversity when the total traditional enrollment of 1198 is considered. Many local high school students, including a large number of minority students, participate in events held at LeTourneau University which introduce them to the programs and opportunities that are available at the school. These include events ranging from the very formal, like the GLOBE Scholars recognition program and the Longview News-Journal’s “Laws of Life” essay competition, to much less formal events, such as class field trips.

5.3 Does the institution offer recruitment and retention initiatives?
LeTourneau University is constantly looking at how to better recruit and retain students. These initiatives can be broken up into these broad categories: Scholarships, Student Connections, and Academic Success.

- Scholarships: LeTourneau University, being a private tuition-driven institution, receives a large percentage of its operating capital from the tuition that is paid by students. Even so, the university is very concerned and cognizant of the high cost of higher education and the struggles that many families have in making the dream of an education a reality. To aid in recruitment and retention, LeTourneau has made it a priority to invest in a very significant scholarship program. In 2011, LeTourneau University awarded $8.4 million in scholarships. During that same time, 84% of traditional undergraduates received some type of financial help from the university, and 87% of students received some level of financial aid from any source. LeTourneau University scholarships are awarded on both merit and need.

- Student Connections: It has been shown that a large part of student retention is related to how well a student builds relationships and camaraderie with others on the campus.
LeTourneau University has been very proactive in the area of building community on its campus. This process starts during the recruiting stage when students visit the campus during visit weekends. The camaraderie grows a great deal as students move into their living quarters on campus during the beginning of their freshman year. It is with this group that a student grows and experiences a great deal of college life at LeTourneau. Playing intermural sports, having floor chapel times, and participating in floor activities solidify these relationships. All new incoming freshmen take an introductory class during their first semester. The purpose of this class is to introduce the student to college life and help him/her to answer the questions, “Why has God made me? and What has he created me to do?” This class is another example of how LeTourneau University intentionally works to build student relationships. The students in a particular class are enrolled in one particular school at the university, such as the School of Aeronautical Science. There are many clubs and social groups that students can participate in during their time here. These clubs and groups encourage students to build relationships with each other around common interests. Of particular interest are those groups that are aviation oriented. The School of Aeronautical Science sponsors several student clubs including the newly formed LeTourneau University Air Traffic Control Club, the LeTourneau University Missionary Aviation Club, National Inter-Collegiate Flying Association Flight Team, and the LeTourneau Aviation Society. Experiences with these groups contribute a great deal to the growth and perseverance of students as they journey through their education.

- **Academic Success**: A student’s success in their classes also has great deal to do with how well an individual perseveres through the educational journey. LeTourneau University has implemented several programs to help students succeed academically. These programs include:
  
  o Self-Help Resources: Free study skills handouts and career resources; online writing and learning providing assistance with writing papers.
  
  o Personal Tutoring: available for many classes such as History, English, Bible and major specific classes (including aviation); free for all students on campus.
  
  o Supplemental Instruction (SI): sessions designed to support students who are enrolled in challenging courses; a series of weekly review sessions for students taking historically difficult courses and provided for all students who want to improve their grades.
  
  o Math Tutoring Labs: drop-in tutoring services for courses in Math 0103 to Math 3403.
  
  o Learning Strategies Consultations: assist students who experience general academic difficulty with note-taking, test taking, study skills and much more.
  
  o Study Skills Workshops: offered three to four times a semester on topics such as time management, test taking, test anxiety.
  
  o Athletic Study Hall: provided by the Achievement Center for all student-athletes on campus. In most cases, student-athletes are required to complete 4 hours of study each week in the Achievement Center.
  
  o Disability Support Services: helps students with documented learning, physical, medical, or psychological disabilities receive appropriate accommodations.
  
  o Academic Intervention and Mentoring (AIM) program: helps ensure a solid beginning to targeted students’ academic careers by providing additional personal
and academic support during their first year at LeTourneau University. AIM students have been admitted conditionally to the university based on their SAT/ACT scores and/or high school grade point averages.

Additionally the School of Aeronautical Science regularly evaluates the classes that students are taking and adjusts them to account for changes in student experience, knowledge outcome needs, and new instructional paradigms and technology available. An example of a change like this being made in the School of Aeronautical Science can be seen in the Flight Science 1 class. This class, which contained our Private Pilot ground school curriculum, is taken by all aviation students. After a review of the class and the observation that failure rates were climbing, the decision to divide the curriculum into two separate classes was made. This change took place in the Fall 2011 semester and seems to have helped student knowledge retention and pass rates.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

LeTourneau University and the School of Aeronautical Science adhere fully to the statement that is printed on our application that says, “LeTourneau University admits students regardless of race, color, sex, and national or ethnic origin.” Data on incoming student statistics is monitored annually to determine if there are any anomalies concerning the demographics of the student body. Additionally the university holds to a strict Anti-Harassment Policy, which can be found at http://www.letu.edu/opencms/export/download/student-life/handbook.pdf, page 40.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment; if so, please list dates, locations, size, and target audiences.

This table details several (but not necessarily all) of the outreach and recruitment events that LeTourneau University’s School of Aeronautical Science and Admissions Office have participated in since the last evaluation which was done in 2008.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
<th>Size</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Preview</td>
<td>November 13-14, 2008</td>
<td>LeTourneau University</td>
<td>10 families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Missionary Aviation Preview</td>
<td>January 29-30, 2009</td>
<td>LeTourneau University</td>
<td>20 families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Heritage Scholarship</td>
<td>February 12-13, 2009</td>
<td>LeTourneau University</td>
<td>12 families</td>
<td>High-ability high school students</td>
</tr>
<tr>
<td>Competition</td>
<td>February 26-28, 2009</td>
<td>Atlanta, GA</td>
<td>50 families</td>
<td>Individuals, particularly females, interested in Aviation Careers</td>
</tr>
<tr>
<td>Women in Aviation Conference</td>
<td>February 12-13, 2009</td>
<td>LeTourneau University</td>
<td>12 families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Made to Order Monday</td>
<td>March 9, 2009</td>
<td>LeTourneau University</td>
<td>5 families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Mission Aviation Day</td>
<td>March 16, 2009</td>
<td>Tucson, AZ</td>
<td>30 families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Great Texas Balloon Races</td>
<td>July 10-12, 2009</td>
<td>East Texas Regional Airport</td>
<td>500+ people saw our aircraft and facilities</td>
<td>Community of Longview, TX</td>
</tr>
<tr>
<td>EAA Airventure</td>
<td>Late July, 2009</td>
<td>Oshkosh, WI</td>
<td>100+Families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Homeschool Preview</td>
<td>November 1-2, 2009</td>
<td>LeTourneau University</td>
<td>5 families</td>
<td>Homeschooled high school students</td>
</tr>
<tr>
<td>Fall Preview</td>
<td>November 13, 2009</td>
<td>LeTourneau University</td>
<td>10 families</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Aviation Preview</td>
<td>January 28,</td>
<td>LeTourneau</td>
<td>50</td>
<td>High school and transfer students</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Location</td>
<td>Size</td>
<td>Target Audience</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Heritage Weekend</td>
<td>February 11-12, 2010</td>
<td>LeTourneau University</td>
<td>12</td>
<td>families</td>
</tr>
<tr>
<td>Women in Aviation Conference</td>
<td>March 2-4, 2010</td>
<td>Orlando, FL</td>
<td>50</td>
<td>families</td>
</tr>
<tr>
<td>EAA Airventure</td>
<td>Late July, 2010</td>
<td>Oshkosh, WI</td>
<td>100</td>
<td>families</td>
</tr>
<tr>
<td>Mission Aviation Day</td>
<td>August 23-24, 2010</td>
<td>Lancaster, PA</td>
<td>50</td>
<td>families</td>
</tr>
<tr>
<td>Made to order Monday</td>
<td>November 22, 2010</td>
<td>LeTourneau University</td>
<td>5</td>
<td>families</td>
</tr>
<tr>
<td>Heritage Scholarship</td>
<td>February 10-11, 2011</td>
<td>LeTourneau University</td>
<td>12</td>
<td>families</td>
</tr>
<tr>
<td>Women in Aviation Conference</td>
<td>February 24-26, 2011</td>
<td>Reno, NV</td>
<td>50</td>
<td>families</td>
</tr>
<tr>
<td>Made to order Monday</td>
<td>March 7, 2011</td>
<td>LeTourneau University</td>
<td>2</td>
<td>families</td>
</tr>
<tr>
<td>Mission Aviation Day</td>
<td>March 19, 2011</td>
<td>Tucson, AZ</td>
<td>30</td>
<td>families</td>
</tr>
<tr>
<td>EAA Airventure</td>
<td>Late July, 2011</td>
<td>Oshkosh, WI</td>
<td>100</td>
<td>families</td>
</tr>
<tr>
<td>Made to order Monday</td>
<td>November 21, 2011</td>
<td>LeTourneau University</td>
<td>5</td>
<td>families</td>
</tr>
<tr>
<td>ATC Career Opportunities,</td>
<td>October 6, 2011</td>
<td>East Texas, Region 7</td>
<td>500</td>
<td>families</td>
</tr>
<tr>
<td>Region 7 School Telecast</td>
<td></td>
<td>Schools</td>
<td></td>
<td>High School Students</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviation Preview Days</td>
<td>January 26-27, 2012</td>
<td>LeTourneau University</td>
<td>58</td>
<td>families</td>
</tr>
<tr>
<td>Heritage Scholarship</td>
<td>February 9-11, 2012</td>
<td>LeTourneau University</td>
<td>12</td>
<td>families</td>
</tr>
<tr>
<td>Women in Aviation Conference</td>
<td>March 8-10, 2012</td>
<td>Dallas, TX</td>
<td>50</td>
<td>families</td>
</tr>
</tbody>
</table>

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5.6 Was there diversity in the applicants who applied in the past 12 months?

While the diversity of applicants to LeTourneau University is not tracked, the diversity of the students that have enrolled is monitored closely. The table below shows the diversity of both LeTourneau University’s total student population and its traditional campus population as seen on January 24, 2012.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Population</th>
<th>Total Percentage</th>
<th>Traditional Population</th>
<th>Traditional Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>23</td>
<td>0.8%</td>
<td>16</td>
<td>1.3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>16</td>
<td>0.6%</td>
<td>8</td>
<td>0.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>548</td>
<td>19.4%</td>
<td>48</td>
<td>4.0%</td>
</tr>
<tr>
<td>White</td>
<td>1749</td>
<td>61.9%</td>
<td>911</td>
<td>76.0%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>60</td>
<td>2.1%</td>
<td>58</td>
<td>4.8%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>231</td>
<td>8.2%</td>
<td>76</td>
<td>6.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>157</td>
<td>5.6%</td>
<td>60</td>
<td>5.0%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>3</td>
<td>0.1%</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>38</td>
<td>1.3%</td>
<td>20</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2825</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>1198</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Yes, the Lewis Aviation Department has been extremely active in the pursuit of minority students in the program. The key component of our efforts is the new Lewis University Aviation Academy in downtown Chicago. The goal of this program is to provide an aviation education to City of Chicago students. The Aviation Academy was developed in partnership with the City of Chicago, Department of Aviation, the Chicago Community Colleges, the Chicago Public Schools, and the Chicago Workforce Investment Council. Lewis University also supports multiple programs for women and minority students on its campus. Lewis has established a “Female Flyers” Scholarship program to support the careers of female students. Lewis is involved with hosting and participating in various events of the local Women in Aviation Chapter. Lewis University supports recruitment of Hispanic students through the Si Se Puede Conference established with the support of a grant from the 3M Company.

SI SE PUEDE CONFERENCE

Welcome-Bienvenidos to the Si Se Puede Conference. This conference is a collaboration between Lewis faculty, staff and students aimed at empowering Latina/o youth to go to college. The purpose of the conference is to invite Latino students from schools the Chicagoland and Joliet areas.

The Si Se Puede Conference, named after a well-known phrase often utilized by the late Chicano civil rights leader Cesar E. Chavez meaning ‘Yes You Can,’ offers a unique opportunity for Latino youth to experience a hands-on conference at a local university to gain knowledge on the importance of higher education and how to make it a reality while connecting with Latino college students and college professionals.

History
In 2002, Lewis University sought and received a 3M Vision Grant focused on Emerging Directions in Latina/o Leadership. The design of the research involved community leaders, professors, university staff, graduate students, undergraduates, and high school aged youth in a search for both key issues impacting the emergence of Latina/o leadership and the implementation of an action plan appropriate to the university as a response.

First Phase of the 3M Grant
The first part of the research began in 2002 with the Dialogo de Liderazgo, a large gathering of recognized Latino community leaders, around the question: what are the factors that support the emergence of Latino leadership? Students and community leaders worked together to identify key issues which included: mentoring within the context of family and church, access to education (especially higher education), exposure to active Latino leaders, anticipatory images within youth of involvement in leadership roles, and actual involvement in the work of organizational leadership via informal internships. Further, we began the work of critically reflecting on the challenges and opportunities in each area.

At the same time, undergraduates were engaging in historical research and critical social reflection on the influences shaping the Latino notion of leadership. This academic research involved an extensive
literature review that included consideration of the impact of colonialism and racism, as well as patterns of participation in social systems. The goal was to allow our academic research inform, challenge, and shape the learning’s from the Dialogo de Liderazgo.

By the end of the first year of the grant, it was clear that the focus for the study would be on building access to higher education for Latino youth. This would involve direct intervention in the lives of high schools serving Latino populations, connecting with families, building anticipatory images, and exposing young people to dynamic and charismatic Latino leaders and engaging them with youth mentors. This goal seemed best served by the development of the Si Se Puede Conference.

**Second Phase of 3M Grant**
The second part of the research involved development of the conference. This involved a coalition of researchers, students and our university Office of Admissions. In the Fall of 2003 a first, small conference was offered. We had multiple learning’s, possibly most importantly that Latino youth and leadership issues could only be accessed by personal contact, possibly more importantly, finding the right person in the school setting. Further, we became more aware of the needs young people brought to the process. In the Spring of 2004 we had developed contacts, offered transportation, developed new networks of communication, and offer a larger conference.

As importantly, this grant offered Lewis University the opportunity to identify and mentor Latino students. As the study progressed, our students were presenting at regional and national conferences. Our research was presented at the national convention of college admission counselors, and others interested in the topic began to approach Lewis. As well, Lewis University continued to consider how it could better serve Latino students and the Latino community. Discussion became more serious about a Latino studies curriculum within the university.

**Third Phase of the Grant**
The third and final part of the research has continued the Si Se Puede Conference and the mentoring of young people in leadership roles. The conference has been a tremendous success and identified Lewis University as a preferred center for Latino students and emerging leaders. The project has been completed, and with all successful opportunities for study leaves unanswered questions, unfinished business, and new opportunities. As the effort shifted toward action, emphasis on the critical academic study and reflection was reduced. This was even a more important concern as undergraduate students became involved in the work that had not been part of the first part of the study. Finally, we have achieved what we set out to do, and now have the resources to do more effectively what we have been successful as accomplishing. Unfortunately, our resources are now at an end. The future will challenge us to develop resources to continue the inquiry even more effectively, and to develop new methods to evaluate our efforts.

Each Spring for the last five years Lewis University has hosted a “Women and Minority Aviation Career Conference.” This event attracted over 600 participants last year. (Please see attached flyers, posters and presenter list for the conference.) Lewis University has provided its full support for these programs. The Director of Aviation Admissions, the Chair of the Aviation Department, and the Admissions office all actively recruit minority students. Please see the schedule of recruiting activities in Section 5.5 below.
5.2 What institutional resources are utilized in the efforts?
Funding and personnel are the main resources Lewis University contributes to the recruiting efforts for minority students at both the main campus and the Chicago Aviation Academy campus at De LaSalle Institute.

5.3 Does the institution offer recruitment and retention initiatives?
Yes, Aviation Academy at Chicago students automatically receive a $10,000 Lewis University Scholarship upon full-time enrollment. The Aviation Department also allows for two aviation graduate students to dedicate their time and effort in providing support for the students at the Aviation Academy in Chicago. The “Female Flyers” Scholarship provides support for female aviation students.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?
According to the Student Handbook, Lewis University is an equal opportunity educator and employer. Lewis University recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, including changes made by the ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Disabilities may include physical or mental impairments which substantially limit one or more of a person’s major life activities, and which necessitate modifications to the facilities, programs, or services of the University.

Lewis University does not discriminate with regard to race, creed or religion, national origin, sex, sexual orientation, age, disability or color. The University seeks to provide an environment and community where each person may develop academically, socially and spiritually. Lewis University is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. Lewis University is committed to making the campus and its facilities accessible as required by applicable laws. The University cannot make accommodations that are unduly burdensome or that fundamentally alter the nature of the University’s programs.

Guided by its Catholic and Lasallian heritage, Lewis University is firmly committed to fostering a campus atmosphere that is permeated by its Mission-based values of Fidelity, Wisdom, Knowledge, Justice and Association. As such, we seek to be “A Place and a People Committed to Diversity.” Accordingly, we have declared our University campus to be a Sanctified Zone, which means that Lewis aspires to be a campus where people are committed to working to end racism, bias and prejudice by valuing diversity in a safe and nurturing environment.

During Founders Week in April, 1997, the campus was first dedicated as a Sanctified Zone as the University declared its commitment to and appreciation for diversity, proclaiming the campus to be a place where respect for the dignity of each person is to be promoted. Members of the University Diversity Council formulated the Sanctified Zone initiative. That group of faculty, staff, administrators and students called upon the entire Lewis community to reflect the Mission values by helping everyone, whatever their personal background, to feel comfortable, accepted and respected here at the University. Furthermore, they urged us all to speak out in opposition to intolerance and in support of diversity, demonstrating an appreciation for the unique gifts and traditions of every individual and group they may be part of. Their call to a greater and more genuine appreciation of our differences continues on campus today, especially in the light of the rededication of the Lewis University as a Sanctified Zone on November 5, 2009.
The University Diversity Action Team (UDAT) was organized in June 2009 with the merger of the President’s Diversity Facilitation Council and the Diversity Action Team. This group seeks to further develop Lewis University as a place that welcomes and affirms the equal dignity of every person. This formally established group of students, faculty, and staff works together to promote, to support, and to develop ongoing initiatives which foster a culture of appreciation for diversity.

The Team consists of an Executive Team of five members co-chaired by the Dean of Student Services and Director of Multicultural Student Services, and other members appointed by the President and endorsed by the President’s Diversity Facilitation Council. The Team is charged with providing ongoing education and awareness efforts and serves as a response group to negative acts. The goals of the UDAT are to develop and maintain campus media images that promote diversity, facilitate the incorporation of diversity efforts into major campus activities, present at least one major diversity program annually, and participate in new student orientation to promote diversity efforts.

The Office of Multicultural Student Services (OMSS) is housed in the Division of Student Services and reflects the commitment to the understanding, appreciation and celebration of diversity. The staff works with the University community to provide programs and services that promote the educational, cultural and social growth of all its students in developing cultural competencies. We seek to facilitate an environment where all students interested in diverse issues are welcome to participate in our programs. OMSS supports the general educational goals of the University and actively participates in the rich educational experience that Lewis University offers its students.

The primary mission of the Office of Multicultural Student Services is to increase access, academic success, and retention and graduation rates for all students of color at Lewis University. It does so through advising, program development, mentoring and by promoting an appreciation of diversity throughout the campus community. This office also provides the entire campus a safe place to discuss issues around diversity in our daily lives and in developing good citizens of the world.

Several student organizations exist on campus which supports the needs of specific groups of students. The Black Student Union (BSU) was founded in 1968 to educate people historically, culturally, socially and politically about African-American culture and issues. BSU is committed to diversity and offers members the chance to get acquainted with other students and faculty, as well as the opportunity to participate in numerous cultural, educational, social, and community activities. BSU sponsors and co-sponsors many events including: Welcome Back Picnic/Kick off, Black Heritage Ball, KWANZAA Celebration, African American History Month Events, Adopt a Family Mentoring Program at Fairmount School District, Tutoring and Mentoring Program at Warren Sharpe Community Center, and the Big Brother/Big Sister Mentoring Program for new students.

The Latin American Student Organization (LASO) promotes Hispanic cultural awareness through a number of activities both on and office campus. The organization strives to promote a positive image of Latin American students, and supports its members in achieving their educational goals.

The International Student Association (ISA) seeks to foster an awareness of other cultures at the Lewis University campus, promote friendships between international students, as well as with American students, and provide support and appreciation for the international student community at Lewis University. It accomplishes this by providing special programs and opportunities for social interaction and exchange. The ISA sponsors a host of activities each semester including: excursions to cultural attractions, such as museums, religious institutions, ethnic restaurants and international and ethnic festivals; Annual International Fair, International Night, International Education Week and International Film Festivals; Special lecturers, speakers and workshops; Overnight skiing and camping trips; Social events such as BBQs, dinners, shopping trips and other off campus excursions.
The Muslim Student Association (MSA) was founded in 2007 by three Muslim men looking to unite the Muslims on campus and to educate the student body on Islam. The goals of MSA include: to foster a sense of community for Muslim students on the Lewis University campus, and to strengthen fraternal bonds amongst them; to provide and make available information about Islam and Muslims to all members of the LU community; to help make Islam better understood by Muslim and non-Muslims and clear misconceptions; to establish relations with the greater campus community based on mutual respect and understanding; to provide guidance to new Muslim students in matters of orientation and other pertinent problems.

The South Asian Student Association (SASA) promotes cultural unity and awareness at Lewis University community and among its members. The goals of SASA include: increase awareness of South Asian cultures and traditions; encourage cultural unity by celebrating diversity; increase awareness of social, political, and cultural issues relevant to South Asians and South Asian Americans; create an environment in which the Lewis University students and faculty members meet, learn and participate in South Asian cultural events; provide a connection between the students of Lewis University and the wider community.

As is evident by the information included above, Lewis University is a campus where diverse students are welcomed, supported, and celebrated.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The establishment of the Chicago Aviation Academy is the main major action taken since the last evaluation directed at outreach and recruitment. Major planning for the Aviation Academy took place in 2010, and recruitment began in early 2011. Seventeen students began taking classes in the Fall of 2011, and a target of 25 new students has been set for the Fall of 2012.

The table on the following page contains a list of meetings with City of Chicago College administrators, recruiting sessions at City Colleges, open houses at De LaSalle (Chicago Aviation Academy), and training sessions with instructors and the installation of the simulation equipment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 22, 2010</td>
<td>FAA Great Lakes Headquarters</td>
<td>Meeting regarding the Chicago Aviation Academy</td>
</tr>
<tr>
<td>December 15, 2010</td>
<td>Conference call with FAA, City of Chicago College Administrators, CPS and Lewis</td>
<td>Discussion regarding the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>December 27-30, 2010</td>
<td>De LaSalle Institute</td>
<td>Installation and Training of faculty and students on Redbird Flight Simulator</td>
</tr>
<tr>
<td>January 25, 2011</td>
<td>De LaSalle Institute</td>
<td>Meeting with Jim Doane and Natalie Kasak, the GA for the new Chicago Aviation Academy</td>
</tr>
<tr>
<td>February 1, 2011</td>
<td>FAA Great Lakes Headquarters</td>
<td>Meeting with CCC regarding the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>February 9, 2011</td>
<td>FAA Great Lakes Headquarters</td>
<td>Meeting with CCC, FAA, Lewis and the Center for Airmanship Excellence.</td>
</tr>
<tr>
<td>February 16, 2011</td>
<td>Harold Washington College</td>
<td>College Fair</td>
</tr>
<tr>
<td>February 18, 2011</td>
<td>Chicago Area Business Aviation Association (CABAA)</td>
<td>Meeting where the Chicago Aviation Academy was announced.</td>
</tr>
<tr>
<td>March 9, 2011</td>
<td>Harold Washington College</td>
<td>Recruiting session for the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>March 16, 2011</td>
<td>De LaSalle Institute</td>
<td>Open house for Chicago Aviation Academy.</td>
</tr>
<tr>
<td>March 24, 2011</td>
<td>De LaSalle Institute</td>
<td>Meeting with FAA, CCC and Lewis to tour and fly the new equipment.</td>
</tr>
<tr>
<td>March 25, 2011</td>
<td>De LaSalle Institute</td>
<td>Meeting with the CCC STEM Unit regarding the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>March 31, 2011</td>
<td>Wright College</td>
<td>Aviation recruiting session for the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>April 2, 2011</td>
<td>Lewis University</td>
<td>Women and Minority Aviation Conference</td>
</tr>
<tr>
<td>April 7, 2011</td>
<td>De LaSalle Institute</td>
<td>Open house for the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>April 12, 2011</td>
<td>De LaSalle Institute</td>
<td>Open house for the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>April 27, 2011</td>
<td>Wright College</td>
<td>Taxi to Takeoff Event</td>
</tr>
<tr>
<td>April 29, 2011</td>
<td>Truman College</td>
<td>Aviation recruiting session for the Chicago Aviation Academy.</td>
</tr>
<tr>
<td>May 2, 2011</td>
<td>Chicago Aviation Academy at De LaSalle</td>
<td>Women in Aviation International Meeting</td>
</tr>
<tr>
<td>May 4, 2011</td>
<td>Chicago Aviation Academy at De LaSalle</td>
<td>Open House</td>
</tr>
</tbody>
</table>
The Chicago Aviation Academy allows students with an Associate’s degree from one of the seven City Colleges of Chicago to complete a Bachelor’s degree in Air Traffic Control Management, Aviation Administration, or Aviation Security from Lewis University at De LaSalle Institute in Chicago. All courses required for the degree programs are offered in the evenings at De LaSalle Institute. All Aviation Academy at Chicago students automatically receive a $10,000 Lewis Scholarship upon full-time enrollment. Graduates of the Air Traffic Control Management program qualify for entry into the FAA ATC Academy, where training is completed. Graduates of the Aviation Administration program are prepared for management careers in the airline industry, aircraft manufacturing industry, governmental agencies, airport management and others.

Finally, graduates of the Aviation Security program are prepared for careers with Homeland Security, FAA, Airlines, and Airports, and they have the background to become Sky Marshalls.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>CITY COLLEGE</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Jan 24, Weds, Jan 25</td>
<td>9:30 – 4:30</td>
<td>Daley College</td>
<td>Eduardo Lugo</td>
<td>Frank &amp; Rich</td>
</tr>
<tr>
<td>Tues, Jan 31, Weds, Feb 1</td>
<td>9:30 – 4:30</td>
<td>Malcolm X</td>
<td>Rachel Williams</td>
<td>Frank &amp; Rich</td>
</tr>
<tr>
<td>Mon, Feb 6, Tues, Feb 7</td>
<td>9:30 – 4:30</td>
<td>Wright College</td>
<td>Susan Calabrese</td>
<td>Bill</td>
</tr>
<tr>
<td>Weds, Feb 8, Thurs, Feb 9</td>
<td>9:30 – 4:30</td>
<td>Harold Washington</td>
<td>Ellen Goldberg</td>
<td>Bill</td>
</tr>
<tr>
<td>Mon, Feb 13, Tues, Feb 14</td>
<td>9:30 – 4:30</td>
<td>Truman College</td>
<td>Katy Skarski</td>
<td>Bill</td>
</tr>
<tr>
<td>Tues, Feb 21, Weds, Feb 22</td>
<td>9:30 – 4:30</td>
<td>Kennedy-King College</td>
<td>Chloe Robinson</td>
<td>Frank &amp; Jennifer</td>
</tr>
<tr>
<td>Mon, Feb 27, Tues, Feb 28</td>
<td>9:30 – 4:30</td>
<td>Olive Harvey</td>
<td>Keva Gaston-Lane</td>
<td>Frank &amp; Jennifer</td>
</tr>
<tr>
<td>Weds, Feb 29</td>
<td>4:00 – 6:30</td>
<td>Chicago Aviation Academy</td>
<td>Open House</td>
<td>Frank</td>
</tr>
<tr>
<td>Thurs, Mar 1</td>
<td>4:00 – 6:30</td>
<td>Chicago Aviation Academy</td>
<td>Open House</td>
<td>Bill</td>
</tr>
<tr>
<td>Mon, Mar 19</td>
<td>4:00 – 6:30</td>
<td>Chicago Aviation Academy</td>
<td>Open House</td>
<td>Frank</td>
</tr>
<tr>
<td>Thurs, Mar 22</td>
<td>4:00 – 6:30</td>
<td>Chicago Aviation Academy</td>
<td>Open House</td>
<td>Bill</td>
</tr>
<tr>
<td>Weds, April 18</td>
<td>4:00 – 6:30</td>
<td>Chicago Aviation Academy</td>
<td>Open House</td>
<td>Frank</td>
</tr>
<tr>
<td>Thurs, April 19</td>
<td>4:00 – 6:30</td>
<td>Chicago Aviation Academy</td>
<td>Open House</td>
<td>Bill</td>
</tr>
<tr>
<td>Weds, April 25</td>
<td>5:00 – 7:30</td>
<td>Aviation Academy</td>
<td>Aviation Career Conference</td>
<td>ALL</td>
</tr>
</tbody>
</table>
The Chicago Aviation Academy brings Lewis University’s state of the art aviation programs to students in Chicago. Lewis is one of only 36 Federal Aviation Administration (FAA) approved by Air Traffic Collegiate Training Initiative (CTI) programs in the country and the only program in the state of Illinois, and Lewis is one of three universities in the U.S. with an Aviation Security Program.

Students admitted to the Chicago Aviation Academy must meet the following criteria:

- Applicants must either have a completed associate’s art or science degree from one of the seven City Colleges of Chicago or the equivalent of 39-45 hours of transferable credit towards the general education core courses from another regionally accredited college, including: 9 hours of English/Communications, 9 hours of Fine Art/Humanities, 9 hours of social sciences, 3-5 hours of math, and 6-10 hours of science. Applicants must have a minimum 3.0 GPA for the Air Traffic Control major and 2.0 GPA for the Aviation Administration and Aviation Security majors.

- Students can transfer a maximum of 72 credits from the City Colleges toward completion of the 128 required credit hours for each degree. Transfer students from a college other than the City Colleges should contact the Office of Admission to discuss transferable credits.

- The applicant should also submit an endorsement or letter of recommendation from an articulation officer or advisor from CCC.

- After matriculating at Lewis, students can continue to earn credit through the City Colleges of Chicago upon mutual agreement of advisors from both institutions and only up to the 72 hour maximum.

Students pursuing the Bachelor of Science in Air Traffic Control Management (ATC) will also need to meet the following requirements as part of their bachelor degree program and to meet the hiring requirements of the Federal Aviation Administration.

- Must maintain an overall 3.0 GPA in major courses in the ATC program with no grade in a major course below a "C", including a grade of "B" or higher in all mathematics and science courses.

- Must pass an aptitude test midway through the curriculum.

- Must pass a comprehensive examination after successful completion of all courses.

- Must pass a physical examination and aptitude test administered by the Federal Aviation Administration (FAA) in order to be admitted into the required FAA Aeronautical Center program in Oklahoma City.

- Successful completion of the Aeronautical Center Program including an FAA sponsored internship.

- Students unable to meet the graduation requirements or FAA criteria for the Air Traffic Control program will be given the opportunity to complete either the Aviation Administration or Aviation Security bachelor degree program as an alternative.
5.6 Was there diversity in the applicants who applied in the past 12 months?

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Aviation Applicants</th>
<th>Air Traffic Control Applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13.90%</td>
<td>16.20%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.30%</td>
<td>1.90%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>56.00%</td>
<td>39.10%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>0.20%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.50%</td>
<td>13.60%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>1.50%</td>
<td>1.90%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.20%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Non US Citizen</td>
<td>7.10%</td>
<td>2.60%</td>
</tr>
</tbody>
</table>
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

April 2007, MSU Denver launched the bold goal of achieving the federal designation of Hispanic Serving Institution (HSI), increasing its Latino student enrollment from 13 percent to 25 percent. The College is making progress toward this goal; by fall 2011, Latino student enrollment had reached 18.2 percent, or 4,281 out of MSU Denver's nearly 24,000 students.

5.2 What institutional resources are utilized in the efforts?

MSU Denver President Stephen Jordan appointed the Hispanic Serving Institution (HSI) Task Force in July 2007 with the explicit goal of determining a recommended path to HSI status. The HSI task force issued its final recommendations in February 2008.

Since 2008, the College has been working to implement the HSI recommendations. New initiatives—including a Latino-specific student recruitment effort, a program to prepare more Latinos to become teachers, a grant to improve the nutrition of Latinos, and the addition of master’s programs to the College’s academic offerings—and newly reinvigorated programs, such as Journey Through Our Heritage and the Excel Program, are examples.

These efforts, among others, have led the College to a key interim step toward its HSI goal: In 2010, MSU Denver was named one of four “emerging HSIs” in the country (among 176 emerging HSIs) by the Washington, D.C.-based educational think tank Excelencia in Education for its successful efforts to effectively serve its Latino students.

5.3 Does the institution offer recruitment and retention initiatives?

MSU Denver has implemented a recommendation by the Hispanic Serving Institution (HSI) Taskforce to expand the Excel Program, which was established in 1986 to improve the College’s enrollment and retention process.

Excel counselors will offer pre-college preparation, activities and counseling to students in grades 9-12 and their parents to help them develop a college-going expectation, and to prepare to enter and be successful in college. Most services and programs will be delivered on site. The program will also bring groups of students to campus for visit days, tours and events so that they have access to a college campus, and can begin to envision attending college.

Institutional College-Wide Initiatives Supporting Student Retention;

The Student Success Building, funded entirely by student-approved fees, will add an estimated 145,000 square feet of space on campus for classrooms and faculty offices, specifically for MSU Denver students and professors. This building brings together many of the student enrollment and retention services for students.

The Hotel and Hospitality Learning Center at MSU Denver will offer the Denver community two assets: a) fully functioning flagged hotel—SpringHill Suites® by Marriott, and b) a realistic learning laboratory for MSU Denver hospitality students.
President Stephen Jordan set out to double the current Hispanic or Latino student enrollment from 13 to 25% over the next 10 years and become a Hispanic Serving Institution (HSI). Retention related programs associated with the HSI initiative are as follows:

Hire Academic Advisors for each of the three Schools of the College (School of Business, Professional Studies, and Letters, Arts, and Sciences). This will increase retention of students by giving them an additional advisor to assist with advising about General Studies requirements.

MSU Denver offers three master's degree programs, in the areas of Professional Accountancy, Teacher Education, and Social Work.

A workgroup was convened to implement policies related to remedial and general studies course enforcement and completion for students within the first 45 credits. The committee also implemented a process for using advising holds as a means to encourage students to seek academic advising and degree planning assistance.

The institution has mirrored best practices learned from other HSIs and successfully implemented a Late Registration Fee to alter the student behavior of registering late. Integrated a tandem MSU Denver Summer Scholars and First Year Success Program for academically at risk students. This promotes two back-to-back semesters of academic support for students.

The following programs promote specific retention related services for students at MSU Denver.

**Access Center for Disability Accommodations & Adaptive Technology** is the designated office that maintains disability-related documents, determines eligibility for academic accommodations, determines reasonable accommodations and develops plans for the provision of such accommodations for students attending MSU Denver.

**Applied Learning Center** provides internship experiences for students along with service learning and opportunities for students to participate in undergraduate research.

**Assessment and Testing** offers a variety of other testing services in addition to placement exams, and course exams. Program services include – test proctoring service for on-line courses; make-up examination service; American College Testing (ACT) National and Residual testing programs; academic departmental testing; and exam proctoring for students from other institutions.

**Career Services** provides high-quality, student-focused services to support all aspects of career exploration by encouraging students and alumni to develop self-knowledge, identify career goals, and build job-search skills to empower a life-long career journey.

**College Assistance Migrant Program** is designed to meet the academic, financial, and social needs of migrant and seasonal farm workers and their children in pursing higher education.

**First Year Success** offers a variety of learning communities which pair students in two of their general studies courses (one content based and one skills based) that students take together as
a group, while also providing supplemental instruction and academic resources to the student throughout their college career.

**Student Academic Success Center** provides a holistic approach to student development, learning, and persistence towards academic and personal goal attainment. The Center accomplishes this by contacting students, mentoring, advising and guiding them through a successful academic experience.

**Veterans Services** assists a diverse population of students in obtaining their GI Bill education entitlement.

**Veterans Upward Bound (VUB)** provides eligible veterans a cost-free college preparatory curriculum that will not only enhance their academic skills, but is also designed to demonstrate what personal commitments a full college course load will require.

### 5.4 How does the institution and program ensure equal opportunity for all applicants and students?

MSU Denver has a continuing moral and legal obligation to foster equality of application opportunity at the institution and to ensure that no one is discriminatorily excluded from its application process because of her/his race, color, religion, sex, national origin, age, disability, sexual orientation or preference. All members of the College community are therefore expected to comply with the provisions of this, as well as with federal and state laws prohibiting discrimination in education.

### 5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

We will continue to collect data in addition we will also administer satisfaction and performance evaluations for high school visits, fairs, and walk-in visits.

**Aerospace Specific**
Open house tours of the Department:

- 2/13/2010-60 participants
- 11/6/2010-66 participants
- 4/2/11-56 participants
- 11/5/11-46 participants

### 5.6 Was there diversity in the applicants who applied in the past 12 months?

For all applicant information.

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*Applied_Accepted_Enrolled_by_Ethnicity*
Miami Dade College

The FAA believes in and supports a diverse workforce and is committed to:

- The elimination of unlawful discrimination on the basis of race, color, national origin, sex, age, religion, creed, sexual orientation, and individuals with disabilities in federally operated and federally assisted transportation programs.
- That all beneficiaries and potential beneficiaries of these programs, including employees and potential employees, are offered equal opportunities to participate in them.
- A positive working environment in the Federal Aviation Administration by valuing, using, and managing the differences that individuals bring to the workplace.

It is important that the institutions the FAA partners with advocate and promote diversity and uphold all laws associated with a diverse workplace.

The following questions are to determine the institutional and program support for a diverse workforce, recruitment, and outreach.

5.1 Does the institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Miami Dade College serves a region that is one of the most diverse in the country. Students in the School of Aviation are primarily residents (93.5%) of Miami Dade County and reflect the diversity of the region. Miami Dade College is committed to provide equal educational opportunities to all prospective and enrolled students regardless of gender, race, marital status, age, religion, national origin, or disability. This commitment to equal access/equal opportunity includes the following: recruitment, admission, programs and activities, facilities, counseling and testing, financial assistance, and placement.

MDC enrolls and graduates more minorities than any other institution in the United States, including the largest numbers of Hispanics and African-Americans. Dr. Padrón, President of Miami Dade College, is nationally respected for his advocacy on behalf of underserved populations in higher education. Dr. Padrón also serves as chairman of the White House Commission on Educational Excellence for Hispanic Americans.

- Miami Dade College is number one in the country among other colleges in awarding the most:
  - Associate degrees to Hispanics.
  - Associate degrees to African-Americans.
  - Associate degrees in all disciplines to minorities.

The School of Aviation, as a part of MDC, is also dedicated to the recruitment and participation of students of widely diverse backgrounds and ethnicity through its initiatives, goals, and programs.

5.2 What institutional resources are utilized in these efforts?
MDC is an open institution and, as such, has programs to assist our diverse student population with varying levels of preparation to obtain a college degree or certificate. For those students that need remedial or language help, programs are offered to assist students in these areas. For students that need tutoring in basic math, English, and reading skills, MDC offers a Learning Resource lab with tutors to help improve these skills. MDC also offers classes during the day and evening to allow options for working students and students with families to pursue degrees and certificates. As a large portion of the MDC student body comes from underserved and disadvantaged backgrounds, even the comparatively modest college tuition and fees are financially restrictive for many of our students. To assist students financially, the institution makes available assistance with applications for grants, scholarships, or other resources to help students in this process. Additionally, MDC has a work-study program that gives employers incentives for hiring students who qualify for financial aid. Single Stop, another program offered by the college, assists students in emergency living situations with the intent of helping them stay in school.

5.3 Does the institution offer recruitment and retention initiatives?
As discussed above, MDC is an open institution and accepts students with a variety of backgrounds, skills and cultures. There are currently over 174,000 students that attend MDC in over 300 different programs. As described above, the college has several initiatives to help attract and retain students. The School of Aviation continuously participates in recruitment events, either through the College or for other organizations/schools. School of Aviation faculty and staff have gone to high schools for their college/job fair events. Representatives from the School attend the Career Pathways events organized by the Miami Dade School District. The Director has participated in events targeting young women about careers in STEM, including Aviation. The faculty participates in pilot safety seminars and education events at airports such as the Safety Expo at the Fort Lauderdale Executive Airport. Advisors for the program also provide on-going assistance to students in developing education plans for student completion.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?
The School of Aviation, as a part of MDC, is guided by the College’s diversity policies provided below.

- Miami Dade College is an equal access/equal opportunity employer and is committed to recruiting, employing, granting salaries, and promoting personnel without regard to gender, race, marital status, age, religion, national origin, or disability in compliance with all Federal and State legislation and regulations pertaining to non-discrimination.
- The employees of the College are expected to teach or work with other employees and to supervise or be supervised in their work by other employees without regard to gender, race, marital status, age, religion, national origin, or disability.
- Miami Dade College is committed to providing equal educational opportunities to all prospective students and enrolled students, regardless of gender, race, marital status, age, religion, national origin, or disability. This commitment to equal access/equal opportunity includes the following: recruitment, admission, programs and activities, facilities, counseling and testing, financial assistance, and placement.
- Miami Dade College is committed to providing equal employment and equal educational opportunities to its employees and students in an atmosphere free from harassment or other discriminatory practices based upon gender, race, marital status, age, religion, national origin, or disability.
• The College shall provide reasonable instructional support services as well as substitution, modification, or waiver of any requirement for admission or graduation for any student with a recognized physiological disorder(s), which substantially impairs that person's visual, auditory, manual or speaking abilities, or who has a learning disability as recognized by the State Board of Education Rules where documentation can be provided that the student's failure to meet the requirement is related to the disability and where the failure to meet the requirement does not constitute a fundamental alteration to the student's academic performance or to the nature of the program of study.

• The College shall make reasonable modifications for students and employees with disabilities except where such modifications (1) fundamentally alter the nature of a service, program, or activity; (2) the College can demonstrate undue hardship in the provision of the modifications; or (3) the person, even if modifications are made, poses a direct threat to the health or safety of students, staff, or others.

5.5 Were there major actions taken directed at outreach and recruitment since the last evaluation, and if so, please list dates, locations, size and target audiences.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Size</th>
<th>Target Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2011</td>
<td>Wonderful Paradise Academy K-12</td>
<td>Cutler Ridge, FL</td>
<td>Approximately 100 students and parents</td>
<td>Lower income/diverse middle school students and their parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 8, 2011</td>
<td>Take Stock in Children Presentation and Tour</td>
<td>Homestead Campus</td>
<td>Approximately 100 students and parents</td>
<td>Lower income/diverse middle and high school students.</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>July 27, 2011</td>
<td>Florida Airports Council Annual Conference</td>
<td>Diplomat Hotel, Hollywood, FL</td>
<td>1200 participants</td>
<td>Aviation consultants, airport managers who may provided support for students/program</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>January 31, 2012</td>
<td>Campus Open House</td>
<td>Homestead Campus</td>
<td>200 participants</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 1, 2012</td>
<td>Our Kids of Miami-Dade/Monroe</td>
<td>Miami, FL</td>
<td>30 participants</td>
<td>Students who are transitioning from foster care.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Location</td>
<td>Participants</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 17, 2012</td>
<td>Westland Hialeah Senior High School College Fair</td>
<td>Hialeah, FL</td>
<td>900 students</td>
<td>Diverse high school students with strong Hispanic demographic.</td>
</tr>
<tr>
<td>March 14, 2012</td>
<td>Presentation to the Greater Miami Aviation Association</td>
<td>Miami, FL</td>
<td>Approximately 50 participants</td>
<td>Industry representatives in the community</td>
</tr>
<tr>
<td>March 21, 2012</td>
<td>Homestead Campus Job and College Fair</td>
<td>Homestead Campus</td>
<td>100 participants</td>
<td>College students and industry representatives.</td>
</tr>
<tr>
<td>March 30, 2012</td>
<td>Aviation Day Event</td>
<td>MDC Homestead Campus</td>
<td>150 estimated</td>
<td>Young women, high school students, college students, parents, industry representatives.</td>
</tr>
<tr>
<td>May 4 &amp; 5, 2012</td>
<td>SAFEE Flight</td>
<td>Opa Locka Airport</td>
<td>3000 attended over two days</td>
<td>Elementary, Middle, High School, General Public</td>
</tr>
<tr>
<td>June 2, 2012</td>
<td>Education Fair</td>
<td>Homestead USAF Air Reserve Base</td>
<td>200 estimated</td>
<td>Active Duty &amp; Reservists</td>
</tr>
<tr>
<td>June 11-15, 2012</td>
<td>Aviation Summer Camp</td>
<td>MDC Homestead Campus</td>
<td>8</td>
<td>High School Students with focus on recruitment of women.</td>
</tr>
<tr>
<td>September 13, 2012</td>
<td>Open House</td>
<td>George T. Baker Miami Dade County Public Schools</td>
<td>300 estimated</td>
<td>High School Students</td>
</tr>
<tr>
<td>October 5, 2012</td>
<td>Opportunity Showcase</td>
<td>MDC West Campus</td>
<td>200 estimated</td>
<td>College Freshmen</td>
</tr>
</tbody>
</table>
### October 24, 2012
The Alliance Business Expo for International Trade
Miami Free Zone
1000 estimated
General Public

### October 27, 2012
New Futuro Job Fair
Miami Dade County Fair & Expo Center
5000+ estimated
Hispanic Families/ General Public

### November 3 & 4, 2012
Wings over Homestead Airshow
Homestead USAF Air Reserve Base
500,000+ estimated
General Public/ Diverse South FL Demographic, various income levels.

### December 3, 4, 5, 2012
Latin American, Caribbean Aviation Summit
Miami, FL
300
Aviation Industry Representatives

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### 5.6 Was there diversity in the applicants who applied in the past 12 months?
Below is the latest data for the school year ending August 2012. This includes all students enrolled in the Aviation programs.

<table>
<thead>
<tr>
<th>Ethnic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>14</td>
<td>1.9</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>80</td>
<td>10.6</td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>565</td>
<td>74.8</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>75</td>
<td>9.9</td>
</tr>
<tr>
<td>Unreported</td>
<td>20</td>
<td>2.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>622</td>
<td>82.4</td>
</tr>
<tr>
<td>Female</td>
<td>133</td>
<td>17.6</td>
</tr>
</tbody>
</table>
Middle Georgia College

5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

“We do not have a titled diversity recruitment program. Our practices include recruiting efforts in urban and racially diverse areas, in all socioeconomic regions in the state. We attend the NACAC (National Association of College Admissions Counselors) fair, the 100 Black Men of Macon’s Career Fest, and the Hispanic fair in Atlanta. We have a highly diverse student body overall: 55% Caucasian / 45% minority.”

5.2 What institutional resources are utilized in the efforts?

College recruiting office

5.3 Does the institution offer recruitment and retention initiatives?

They are in the works.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

We make sure that every student who desires an education at Middle Georgia College is afforded the opportunity to succeed.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

No major actions.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Yes.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

We have several items in place. We support through time and simulation and an instructor at a New aviation magnets school in Nashville it is a minority high school. The project has been in place for approximately 18 months. We also have a relationship with a minority populated aviation high school in Memphis. We do career days, visits and ……
In the Department we have started a minority run student organization. The purpose of the organization is to mentor minority students and have study groups, and tutoring.

5.2 What institutional resources are utilized in the efforts?

Faculty, resources and space

5.3 Does the institution offer recruitment and retention initiatives?

The State of Tennessee has the hope scholarship that is given to all students that complete high school with a GPA of 2.75. They must maintain a 2.75 GPA, be enrolled full time in the university and maintain a good standing with the University in order to keep the scholarship. MTSU also has an “at risk” reporting system that we report grades to advisors for all students in order to help keep them on track and in school. This report is done three times a semester by the entire faculty on campus.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

The CTI program does not ask any information on applications about race, creed or color.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

Event: Fall Preview Day – Jennifer Danylo
Date & Time: Saturday, September 21, 2012
Place: MTSU Recreation Center (9:00 am- 1:00 pm)

Event: Chattanooga Counselor Luncheon – Travis Tipton
Date & Time: Tuesday, September 28, 2012
Place: The Mill of Chattanooga (12:00 pm- 1:30 pm)

Event: Chattanooga Student Reception – Travis Tipton, Dr. Cheatham
Date & Time: Tuesday, September 27, 2011
Place: The Mill of Chattanooga (5:00 pm- 7:00 pm)
Event: Nashville Counselor Luncheon – Jennifer Danylo  
Date & Time: Tuesday, October 5, 2012 (12:00 pm-1:30 pm)  
Place: TBD  
Address:

Event: Nashville Student Reception – Jennifer Danylo, Dr. Cheatham  
Date & Time: Tuesday, October 11, 2012 (5:00 pm-7:00 pm)  
Place: TBD  
Address:

Event: Rutherford County College Fair – Jennifer Danylo, Dr. Foroudastan  
Date & Time: Monday, October 9, 2012  
Place: Miller Coliseum (5:30 pm-7:30 pm)

Event: Johnson City Student Reception – Travis Tipton  
Date & Time: Monday, October 19, 2012 (5:00 pm-7:00 pm)  
Place: The Millennium Centre  
Address: 2001 Millennium Place  
Johnson City, TN 37604  
423.232.2001

Event: Knoxville Counselor Luncheon – Travis Tipton  
Date & Time: Tuesday, October 18, 2011 (12:00 pm-1:30 pm)  
Place: Knoxville Museum of Art  
Address: 1050 World’s Fair Park  
Knoxville, TN 37916  
865.525.6101

Event: Knoxville Student Reception – Travis Tipton, Dr. Foroudastan  
Date & Time: Tuesday, October 19, 2012, (5:00 pm-7:00 pm)  
Place: Knoxville Museum of Art  
Address: 1050 World’s Fair Park  
Knoxville, TN 37916  
865.525.6101

Event: Fall Preview Day – Jennifer Danylo  
Date & Time: Saturday, October 29, 2011, and Oct 27, 2012  
Place: MTSU Recreation Center (9:00 am-1:00 pm)

Event: Memphis Counselor Luncheon – Andrew Symonds  
Date & Time: Wednesday, November 8, 2012 (12:00 pm-1:30 pm)  
Place: The Great Hall  
Address: 1900 S. Germantown Road  
Germantown, TN
Event: Memphis Student Reception – Andrew Symonds, Dr. Cheatham, Jennifer Danylo (Jennifer, depending on #s)
Date & Time: Wednesday, November 8, 2012 (5:00 pm – 7:00 pm)
Place: Memphis Botanic Garden
Place: The Great Hall
Address: 1900 S. Germantown Road
Germantown, TN

Event: Jackson Counselor Luncheon – Andrew Symonds
Date & Time: Thursday, November 9, 2012 (12:00 pm - 1:30pm)
Place: Doubletree Hotel
Address: 1770 Highway 45 Bypass
Jackson, TN 38305
731.664.6900

Event: Jackson Student Reception – Andrew Symonds
Date & Time: Thursday, November 10, 2011 (5:00 pm – 7:00 pm)
Place: Doubletree Hotel
Address: 1770 Highway 45 Bypass
Jackson, TN 38305
731.664.6900

5.6 Was there diversity in the applicants who applied in the past 12 months?
Yes, a large increase.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Priority 1 (how we recruit, enroll and support, in particular, students of color):

- Provide every student with well-defined paths to completion that are supported, structured and intentional
- Establish intentional recruitment and enrollment strategy

Priority 2:

- Ensure employee mastery of cultural competence
- Support teaching and student services that meet the needs of diverse students

We have formed a committee to address these needs—we are changing/updating our curriculum to specifically address students of color’s needs, interests, strengths, etc., in order to find ways to connect with those students. Per recruitment of students of color, we have done outreach or recruiting at the Minneapolis high schools with large numbers of students of color, for example, or the MPLS Urban League, or other places that are connected to populations of color.

Please check this site: (http://www.minneapolis.edu/About-Us/Strategic-Plan

5.2 What institutional resources are utilized in the efforts?

I also am including a link to a good article from Change: The Magazine of Higher Learning which addresses institutional best practices for ensuring success for students of color: http://www.changemag.org/Archives/Back%20Issues/July-August%202007/full-students-of-color.html

5.3 Does the institution offer recruitment and retention initiatives?

Yes, see previous answers.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Another way we have addressed this issue is to actively recruit faculty of color, and also work on their retention once they are hired. We do this by making sure that there is clear, follow up,
mentoring, and support—There is a book that has some good tips on how to create pathways to such support that is in our library: Diversifying The Faculty: A Guidebook For Search Committees (2002) by Caroline Sotello Viernes Turner. Here is a short description of the book:

This guidebook is divided into three parts, mirroring the steps in the faculty hiring process. Part I: Before the Search Begins describes the necessary and ongoing campus processes that are crucial in creating a context within which search committees can successfully diversify the faculty. Part II: The Search Process details what should happen during the search to promote success in hiring faculty of color. Since recruiting faculty of color without retaining them is self-defeating, Part III: After the Search includes suggested actions to be taken after the search is concluded. Best and promising hiring practices from a variety of institutions are interspersed throughout the text, and an extensive annotated bibliography and several appendices are included to help search committees and institutional leaders in this important challenge: diversifying the racial and ethnic composition of the faculty.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

It helps to know that the college has just this year hired its first Chief Diversity Officer (slated to begin in July). What this means is that MCTC has only just recently committed to authentic and sustaining racial equity here; all of our programs, including ATC, will be looking to this new leader for guidance and assistance in addressing persisting racial inequity at MCTC.

5.6 Was there diversity in the applicants who applied in the past 12 months?
Yes
5.1 Does the Institution have initiatives, goals, and programs that support outreach and recruitment of minority students?

The Mission of Mt. San Antonio College is “to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.”

The College’s core values state - “Diversity – We respect and welcome all differences, and we foster equal participation throughout the campus community.”

Our mission, vision, goals, and procedures are governed by education code as outlined in: Education Code 87100; Title 5 Sections 53000 and Sections 59320.

The college’s focus on equal opportunities is reflected in its goals, policies, plans, committees, and programs.

With the support of a TRIO Grant – Upward Bound Mt. SAC has successfully recruited at-risk students enrolling them in the College’s Summer Bridge Program.

5.2 What institutional resources are utilized in the efforts?

| Technology Education Resource Center | Aeronautics tutoring & basic skills training |
| Assessment Center | Career and personality assessments |
| Bridge Program | Learning communities, student success program |
| CARE Program (cooperative agencies) | Single parent assistance programs |
| Career Placement Services | Job placement, resume writing, interview skills |
| Childcare Services | On-campus childcare services |
| Counseling and Advising | Educational planning, career exploration |
| Disabled Student Programs & Services | Services based on special needs |
| Extended Opportunity & Services | Students with academic or financial disadvantage |
| Financial Aid Office | State and federal financial assistance programs |
| Health Services | Medical, counseling, nursing, and health education services |
| High School Outreach | High School outreach efforts, early testing programs |
| LEAD Program (leadership) | Student leadership training program |
| Re-Entry Services | Single parent, homemakers, age 25+, re-entry |
| Veterans Affairs | Veterans and eligible dependents programs |
5.3 Does the institution offer recruitment and retention initiatives?

ASPIRE is a dynamic program designed to provide essential educational support and services to increase the academic success, retention, degree completion, and transfer rates of African-American and other students enrolled at Mt. San Antonio College. We accomplish this through monthly workshops, mentoring, and learning communities.

ACES ( Achieving in College, Ensuring Success) is designed to assist low-income, first to attend college in family, and/or disabled students obtain an Associates degree and transfer from Mt. San Antonio College to a four-year institution. ACES services focus on a holistic approach to student development and success.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Equal Opportunity Statement

The Board of Trustees of Mt. San Antonio College has a commitment to establishing and maintaining a policy of equal educational and employment opportunities and prohibiting discrimination based on sex, race, color, religious creed, national origin, ancestry, age over 40, marital status, physical or mental disability (including HIV & AIDS), sexual orientation, or Vietnam Era Veteran Status. This commitment applies to educational programs, activities, service, and employment practices.

Notice of Students’ Rights

Students at Mt. San Antonio College are notified annually of their rights under the act within this section of the Catalog. More detailed information on student rights is available from the Dean, Enrollment Management, including: 1) type of information and material contained within the student’s educational record; 2) the official responsible for the maintenance of each type of record; 3) the procedure for student review and inspection of the educational record; 4) the procedure for challenging the contents of the educational record; 5) the charges to the student for reproducing copies of the record if requested; 6) the categories of information which the College has designated as Directory Information and to whom this information will be released unless the student objects; and 7) the rights of a student to file a complaint with the United States Department of Education concerning alleged failure of the College to comply with the provisions of the Act.

Student Equity Committee

“The Mt. San Antonio College Student Equity Committee has oversight for the development and implementation of the Student Equity Plan. The purpose of the Student Equity Committee is to study, monitor, and make recommendations to appropriate bodies regarding the College’s Student Equity Plan and student equity issues and efforts.”
Enrollment Policy

All classes are open to all students who meet the course prerequisites and enrollment requirements, unless specifically exempted by statute. The College provides open access to all program offerings, opportunities, and support services without regard to sex, race, color, religious creed, national origin, ancestry, age over 40, marital status, physical or mental disability (including HIV and AIDS), sexual orientation, or Vietnam Era Veteran Status.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

High School Outreach

High school seniors have tough decisions to make, and one of them is to decide what to do with their lives after graduation. Our High School Outreach program is designed to help seniors sort through those issues and to encourage them to continue their education at Mt. SAC, whether they're interested in pursuing a two- or four-year degree or learning marketable skills to enter the job market.

With the support of a four-year TRIO Grant – Upward Bound Mt. SAC has successfully recruited at-risk students enrolling them in the College’s Summer Bridge Program.

Senior Day

Spring 2012 Professor Steve Shackelford represented the department again during the annual Senior Day. Several hundred high school seniors visit the campus and explore Mt. SAC’s various course and program offerings including aviation careers.

Junior Day

Mt. SAC sponsors an annual Junior Day each fall, when several hundred high school juniors visit the campus and explore Mt. SAC’s various course and program offerings. The Aeronautics department participates on an annual basis but did not participate in Fall 2011 because of a conflict with another event. The department plans on continuing its support of this event.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Ethnicity Profile: Aeronautics
Hispanic/Latino
White Non-Hispanic
Asian/Pacific Islander
African-American
Multi-ethnicity/Decline to State
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

It is the College of Technology and Aviation Technology Departments goal to increase the level of underrepresented students in the Aviation Programs at Purdue. It is a five year goal to increase the level of diversity students to about 15% of our enrollment and the level of female students to about 40%. These goals will be accomplished through the following activities.

Recruitment Activities

Overall, the department cooperates very closely in this area with the Purdue Office of Admissions, which has the broad responsibility of attracting students to Purdue University. The Admissions Office acquires names of students via the two national academic testing services (PreSAT and Plan EOS) and Venture Scholars (underrepresented students), and begins mailing information about Purdue to such students beginning in 8th grade. The office attempts to visit every high school in the state of Indiana every year and many out-of-state high schools in neighboring states (600-650 visits per year). They also attend 550-600 college fairs (some with alumni help) and 40 receptions per year. Two major receptions are held in Chicago, and the AT department sends representatives to each.

There are a number of on-campus visitation programs directed by the Office of Admissions that are directed to various groups of students – those just visiting, those admitted, etc. For each of these, academic advisors from the department are involved with meeting prospective students and their parents to explain the aviation technology program and give them a tour of the aviation facilities.

In addition to working with the Admissions Office, the Purdue Visitor Information Center (VIC) gets many requests for tours of the airport and facilities at the airport. Workload permitting, the academic advisors conduct these tours for those who are interested. Faculty and academic advisors also attend special events to host booths to distribute aviation technology materials and answer questions; in the past couple years, such sites included the Indiana State Fair on Purdue Day and the Mt Comfort Airshow. We also have a weeklong presence at the EAA Convention and airshow every summer.

One AT faculty member also has represented the department with recruiting efforts of the College of Technology. CoT has a program to recruit underrepresented student groups and students from financially needy families to the college. They run 4-day camps during the summer and the regular school year for high school students from these groups. There are typically about 5-6 camps per year with 30-40 students each. An AT faculty member has these students for a 2-3 hour block each day for activities in the department and at the airport to introduce aviation technology to them.
In addition to the activities done by the main campus at West Lafayette, the Indianapolis Statewide site has conducted numerous visits to high schools in the Indianapolis area and around the state (about five per year), and the site now offers aviation courses through Purdue to high school students at Ben Davis High School in Indianapolis. Students enroll in these courses through Purdue, and the classes are taught by Purdue. The high school students receive dual credit (high school and Purdue) for their coursework.

**Sub-factor 2.4.2**
Briefly summarize the outreach and recruitment efforts undertaken in the past 12 months. Include dates, location, and target audiences. Provide copies of the promotional materials used to attract students to the school and the aviation program(s).

The department’s Strategic Plan, states that the department’s primary goal is to attract, retain, and provide career opportunities for students through challenging and relevant curricula and programs; state-of-the-art laboratories, facilities, and equipment; and career opportunities as aerospace professionals in the global community. We will benchmark comparison of high school class rank and entrance scores for incoming students, compared to those for Purdue University and peer institutions. We will continually strive to exceed the Purdue average for student academic quality.

**Recruiting Outreach Activities**
We have a large recruiting presence at the Indianapolis Airshow and the EAA Convention and airshow every summer. Over 50,000 people attend the Indianapolis airshow and close to 350,000 attend EAA.

**SOAR**
SOAR is a partnership between Purdue’s College of Technology at Indianapolis, aviation businesses, and aviation professionals. Minority students participating in this program enroll in an aviation degree with while they work for, (and earn a paycheck from), one of several local industry partners. Students who participate in SOAR graduate with a degree in aviation management or aeronautical technology. The student takes three classes each semester and graduate with an associate’s or bachelor’s degree in aviation management or a bachelor’s degree in aeronautical technology. They may also take the CTI courses that will put them on course to become an air traffic controller.

**Residential Programs in Aviation Technology**
It is the goal of the College of Technology’s Technology Diversity Program to create a climate within the college that fosters and values diversity and welcomes all students, faculty, and staff. We have offered and will continue to offer the following programs in an effort to meet our outreach and recruitment efforts.

- **DOiT- Discovering Opportunities in Technology**- a 3-day program for females who are juniors in high school.
• VISION- a 3-day program for multi-cultural students who are juniors in high school.
• TOTAL- Turned Onto Technology And Leadership which is a 5-day academic camp for multi-cultural students entering the 7th and 8th grades. We normally have about 36 participants.
• TEAM- Technology Expands All Minds which is a 5-day academic camp for females entering the 9th & 10th grades. TEAM normally has about 25 participants.
• TAGS- Technology Advances Girl Scouts which is a collaboration with the Girl Scouts of Central Indiana. TAGS is for female students in the 6th, 7th and 8th grades. TAGS is a 4 day academic camp. This year TAGS will have 30 participants.
• TECh-Technology Experiences Cheerleading which is a partnership between the CoT and Purdue University’s Spirit Squad – using cheerleading as a platform to teach technology concepts. TECh is a 5-day academic camp geared towards females in grades 7 – 12. We hope to have 20 – 25 participants for TECh.
• NJROTC-This is the inaugural year for the Navy Junior ROTC camp. NJROTC is sending the CoT 50 cadets for a STEM camp. Each cadet is an academically high performer and is a senior in high school.

5.2 What institutional resources are utilized in the efforts?

An entire office (Undergraduate Diversity) within the College of Technology is dedicated to this effort. This office includes a director, two assistant directors and a number of professional staff dedicated to diversity recruitment and retention. This office works with each department (who also provide staff) to tailor each program offered to the needs of the individual department.

5.3 Does the institution offer recruitment and retention initiatives?

Twenty First Century Scholars
The Twenty-First Century Scholars program helps Indiana families afford a college education for their children. Income-eligible seventh and eighth-grade students who enroll in the program and fulfill a pledge of good citizenship may be eligible for up to four years of college tuition at any participating public college or university in Indiana.

Purdue Opportunity Awards Program
The Purdue Opportunity Awards Program (POA) provides scholarship monies and support programming to income eligible Twenty-first Century Scholars from Indiana. Made possible through the generosity of Purdue’s alumni and friends, qualified students may receive a nice scholarship package as long as they fulfill the requirements of the program, one of which includes full participation in the Purdue Promise support program for four years.

Purdue Promise
The Purdue Promise program is striving to help eligible Twenty-first Century Scholars, Emerging Urban Leaders, and Purdue Opportunity Award Scholars be successful at Purdue University, West Lafayette. Through a combination of support services and financial aid, Purdue Promise is
helping students access Purdue, succeed academically and socially while on campus, and graduate with a strong set of skills for success after college. The financial aid package is renewable for up to four years (total of eight semesters).

The Purdue Promise support program provides free, required services designed to help students succeed academically and socially at Purdue University. The services are provided by four full-time professional staff members and a group of specially trained student leaders - providing an immediate connection to Purdue University staff and upper-level student leaders.

**Learning Communities**
At Purdue, a learning community is a group of 20-30 first-year students who take two or three of the same courses together; or a group of first-year students who share a common academic interest and live in the same residence hall; or, Through learning communities, first-year students have a great way to make friends and learn the ropes at Purdue. Research results here and at programs across the United States show that students who take part in a learning community earn higher grades, make friends faster, and graduate at higher and faster rates than students who don’t participate.

The Department of Aviation Technology offers two Learning Communities with over 50 students participating each year.

- Global Leadership and International Transportation
- Innovation in Aviation Technology

**West Central Support Program**
This office is one of 14 across the state. It is hosted by Purdue University to assist scholars from Benton, Carroll, Clinton, Fountain, Montgomery, Tippecanoe, Warren, and White Counties.

**Boiler Gold Rush**
Boiler Gold Rush is a five-day new student orientation program that takes place the week before classes start each year and is open to all new first-year and transfer students. What makes BGR such a unique experience is the small group size and peer mentor contact, which enable new students to become better acquainted with Purdue and meet hundreds of new students before classes begin.

**Common Reading Program**
In the fall of 2009, Purdue University implemented a common reading experience. The inaugural book was Stealing Buddha's Dinner, by Bich Minh Nguyen. In 2010, Purdue chose The Kite Runner by Khaled Hosseini as its second book. The goal of this program is to have every incoming freshman to Purdue working on common college material PRIOR to the start of classes in the fall and interacting with their fellow students prior to the start of school.

**Supplemental Instruction**
Supplemental Instruction is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students
compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. The sessions are facilitated by "SI leaders," students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

SI is a "free service" offered to all students in a targeted course. SI is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students. All students are encouraged to attend SI sessions, as it is a voluntary program. Students with varying levels of academic preparedness and diverse ethnicities participate. There is no remedial stigma attached to SI since the program targets high-risk courses rather than high-risk students.

Supplemental Instruction will be available for the following courses typically taken by Aviation Technology (CTI) students: MA 153, MA 154, CHM 115, MGMT 200, and STAT 301

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Nondiscrimination Policy Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue’s Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.
5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The following coordinated activities have been held every year by the College of Technology dedicated to outreach and recruitment. Unless specified otherwise, each program is held annually at the West Lafayette campus of Purdue. Each activity has a dedicated component directly relation to aviation and air traffic control.

**TOTAL: Turned Onto Technology And Leadership**

Summer camp for current 7th and 8th graders
Held annually in June
Attendance: between 60-80 students

The purpose of the TOTAL summer program is to introduce students to a college environment and various career opportunities within the field of Technology. TOTAL is a program directed towards underrepresented students in an attempt to increase their awareness to technical career choices and encourage them to take the appropriate high school courses in Math, Science and English to better prepare for college and the College of Technology. Participants will be introduced to many hands-on learning experiences offered by the seven technology departments. This camp is made possible with the support of General Motors.

**Academic Boot Camp**
Held annually in July
- Attendance: between 50-60 students who have already been admitted into the university
- Academic Boot Camp (ABC) has been designed to assist students prepare for the college experience. In ABC, students are;
  - Introduced to college-level coursework and the necessary self-discipline to complete it
  - Provided with the academic tools to succeed in the colleges of Technology, Science, and Engineering
  - Become acclimated to campus
  - Establish a beneficial network of students and professors

During this five week program, students take classes in the subjects of (but not limited to): Mathematics, English, Group Project, Technology courses and labs as well as Time Management.

This program is offered thanks to a grant from the Louis Stokes Alliance for Minority Participation (LSAMP) and corporate sponsors.
STOP (Science Technology Opportunity Program) Admitted Students Reception
STOP consists of two events for multi-cultural students; to answer questions and assist them with their transition to college. STOP is conducted off-site (in Indianapolis and the Chicago area). They are single evening receptions normally attended by between 80-100 students.

DO iT! Discovering Opportunities in Technology
“DO iT” (Discovering Opportunities in Technology) is an activity based program for women conducted in the spring of every year. Approximately 30 students attend each session. All students, regardless of gender, are welcome to participate but the program focuses on female recruitment into Technology careers. Participants will join College of Technology faculty and students for:
- Hands-on lab activities
- Academic break-out sessions
- Social activities with members of the Women in Technology (WIT) student organization

TAGS
Purdue’s College of Technology and the Girls Scouts of Central Indiana partner together to bring TAGS: Technology Advances Girls Scouts geared for 6th, 7th, and 8th graders. This camp is made possible with the support of General Motors. This camp is held every summer and attracts about 50 young women. TAGS is a one week long, residential program that lets students experience campus life while attending discipline specific activities. About 25 students choose aviation every summer.

TEAM
The purpose of the TEAM summer program is to introduce young people to a college environment and career opportunities within the varied fields of Technology. Students will be introduced to the College of Technology through activities/experiences that would be of interest to young women. This is a program similar to TAGS but not restricted to women/girl scouts.

VISION
The College of Technology provides select high school students with a firsthand look at many of its program areas through the Vision program. This program is normally scheduled for 3 days every March. Students (primarily underrepresented) in this program get a chance to:
- Attend class lectures and participate in lab activities with College of Technology students
- Meet with the College’s faculty and staff
- Ask questions during break-out sessions with technology students
- Spend evenings with fellow Vision participants and Minority Technology Association members
WOWIT - Windows of Opportunity for Women in Technology

This is a one day program sponsored by John Deere and IBM. Every student (who also selects one family member to join them) are invited to a one-day program designed to provide an overview of the academic programs offered at the College of Technology. Students (and usually a parent) attend lectures and labs to see how technology is applied in a variety of ways. Normally 10-15 students select aviation or an aviation related discipline.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Students applying to Purdue University do have the right not to provide gender/diversity information during the application process, which tends to skew some numbers. Based on the most current information, 13% of the incoming Aviation Technology freshman class for the fall 2012 semester identify themselves as female. 15% identify themselves as coming from underrepresented groups.
Sacramento City College

5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

**Mission**
Sacramento City College is an open-access, comprehensive community college, serving a diverse student population. We provide a wide range of educational opportunities and support services leading to transfer, career advancement, basic skills development, degree and certificate attainment, and personal enrichment. Our commitment to continuous improvement through outcome-guided assessment, planning and evaluation promotes student learning. Through these efforts we contribute to the intellectual, cultural, and economic vitality of the community.

**Vision**
Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.

**College goals which directly support recruitment of minority students**

Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.

Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection retention of staff that reflect the diversity of our students and community.

**“Cultural Democracy” Initiative**

The Cultural Democracy Initiative is a strategy to address the achievement gap that was a focus on the Educational Initiative. The college has created the college goal of identifying and responding to the diversity of our college community through both programs and policies.

Examples include such programs as the Diversity Conference, cosponsored with the Faculty Association for the California Community Colleges (FACCC) in spring, 2008, Culturally Responsive Instruction, and Beyond Diversity in addition to the ongoing programs of the International Studies Program (ISP) and Cultural Awareness Center (CAC) and work being done throughout the college. In recognition of college activities in this area, Sacramento City College was awarded the John W. Rice Award for Diversity and Equity in summer, 2009. The cultural Democracy program calls for a steering committee constituted from college standing committee members, and programs that further support teaching and learning for all members of the college community.
Programs, Centers, Clubs which support minority recruitment:

- High School Outreach and Recruitment Program
- Cultural Awareness Center
- International Student Center
- African Scholars Alliance
- Asian Pacific Islanders
- Banyanihan Filipino Club
- Hmong Opportunity Program for Education
- Japanese American Club
- Peace and Justice Coalition
- LBGT Alliance
- Le Club Francais
- Pagan Club
- Polynesian Connection Club
- Puente
- Queer Straight Alliance
- Sac City International Club
- SCC Dancers of the Pacific
- SCC Competition Hip Hop
- Society of Hispanic Professional Engineers
- Women’s Alliance

5.2 What institutional resources are utilized in the efforts?
Sacramento City College’s Outreach program is frequently requested. In addition to having regular contact and relationships with more than 26 schools in the region, we have contact with several state agencies and community based organizations. Our staff makes contact with more than 10,000 potential students each year through our outreach efforts.

California boasts the lowest college fees nationwide; the Board of Governor’s fee waiver (free tuition) offers opportunities for students from diverse and disadvantaged populations to attend Sacramento City College. At SCC, 54% of our students qualify for fee waivers, and in many cases the students may qualify for a combination of different types of aid.

There have been numerous activities offered through the Outreach department over the past 12 months. We present in classrooms, at lunchtime in the career center or high school campus quad, participate in college fairs, and make presentations in churches, community and cultural resource fairs. We also bring teachers, counselors, students and parents to campus to learn
about our specific programs. In order to expand our outreach efforts to as large a population of high school students as possible, we provide application workshops conducted on the high school campuses. Summer bridge programs are offered for first time students.

Outreach is a campus-wide effort and responsibility. Although the majority of the outreach is through the Outreach department, CalWorks, EOPS, DSPS, Counseling and faculty all participate in outreach activities. As a result, only a portion of the colleges outreach activities are identified here. All promotional materials focus on attracting a diverse demographic population to encourage higher education for students in secondary and middle schools, and in the community.

SCC’s Aeronautics department recently participated with LEED in Career/GPS. Our participation in this event afforded us the opportunity to meet with more than 5,000 junior high and high school students from more than 60 different schools.

The Air Traffic Control faculty recently participated in a career fair for graduating seniors. The event was sponsored by Senator Steinberg at a local high school which serves a diverse population of educationally and economically disadvantaged youths. Senator Steinberg will be hosting a similar career fair in April at local Community Center which will focus on the challenges faced by individuals within the community and the potential career paths available through education. SCC will be a participant in this event also.

5.3 Does the institution offer recruitment and retention initiatives?

Sacramento City College offers two support programs which are specifically designed for students who are educationally and economically disadvantaged. Both of these programs were designed to go “above and beyond” in the effort to assist students in their desire to succeed. The Extended Opportunity, Programs and Services (EOPS) and the Cooperative Agencies and Resources for Education (CARE) support programs are designed to provide opportunities in higher education for students with academic potential who historically would not attend college. EOPS serves approximately 1600 students each year. These programs help provide students with the tools necessary to succeed in college. This support may include, but is not limited to counseling, priority enrollment, book assistance, tutoring, survival kits, and parking vouchers.

The EOPS program is designed to provide opportunities in higher education for students with academic potential who historically would not have attended college. These student support services and resources are provided to students in an effort to help break down the barriers regarding college success. Students are given access to several forms of counseling such as: personal, crisis, academic, and career. There is great emphasis on assisting the complete student. EOPS students register for classes at least one week prior to general registration. The student can receive from $250 to $350 for textbooks purchases. Additional tutoring can be arranged through the program. Students receive “survival kits” which may include a backpack,
flash drive, and other educational supplies necessary for success. Program participants also receive parking vouchers.

The Learning Resources Division at Sacramento City College encompasses a broad range of programs that provide academic support to the college community. The Library, Learning Skills and Tutoring Program, Writing Center, Instructional Media Resources, Instructional Development, and Distance Education units recognize the importance of preparing students to be successful and familiar with emerging technologies and electronic information resources. A catalyst for lifelong learning, the Learning Resources Division is committed to keeping its users on the cutting-edge.

The Library and Instructional Media are available to students, faculty, and staff. The Library provides access to print materials, online databases, and a strong reserve collection, including both print and electronic resources, to support all of Sacramento City College’s curricular programs and activities. The Instructional Media and Academic Computing Department provides access to non-print library resources, audio-visual equipment, two computer labs, and an electronic classroom. Through its web-based catalog of materials, free loans are provided to all students, faculty, and staff, including access for Distance Education students and students taking courses at the Outreach Centers.

The Learning Skills and Tutoring Program offers peer tutoring, online tutoring, cooperative learning groups, courses in basic and study skills, multimedia instructional materials and various learning assistance and study skills guides to students on a walk-in and appointment basis. Scheduled and “by request” workshops are available on topics such as: time management, test taking, learning styles, proof reading, presentations, note taking, academic honesty, math work problems, and math study tips.

The Writing Center provides assistance to students from all academic disciplines. Faculty coordinators, instructional assistants, and peer tutors assist students with writing more effectively, spotting and correcting errors, understanding English grammar and punctuation, and managing the writing process. The Instructional Development Department provides training and support to Sacramento City College employees in the development of technology-related skills and knowledge that lead to enhanced instruction and student success.

Sacramento City College provides students access to three computer labs for academic purposes. A computer lab in the Instructional Media Center (Learning Resource Center) provides Internet access as well as basic personal productivity software (word processing, spreadsheet, desktop publishing, etc.). Instructional assistance is available to all Sacramento City College users. A second computer lab is located in the Business Building and provides additional PC computers for Internet access as well as basic personal productivity software (word processing, spreadsheet, desktop publishing, etc.). Instructional assistance and guidance is also available in this lab.
5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Sacramento City College is an open access institution. Admission to the college, as prescribed by California law, is open to 1) any high school graduate; and 2) any person over 18 years of age who can demonstrate ability to benefit from a community college education.

The Sacramento City College Staff Resource Center provides staff and faculty with development opportunities that support the college mission, vision, and values in a learner centered environment by offering programs which promote quality teaching and support services for faculty, staff and administrators. Programs are provided which focus on open access and equal opportunity. These include

- Facilitate the continuation of the Cultural Democracy Initiative through use of Beyond Diversity Workshops, Courageous Conversations and collaboration with the Cultural Awareness Center, International Studies Program, Ethnic Theatre, and Office of Planning, Research and Institutional Effectiveness.
- Offer workshops which address the teaching, learning, and support needs of our increasingly diverse college community.
- Offer resources for employees to develop and fulfill career, personal, and professional needs and goals in support of student learning outcomes within a learning community.
- Sponsor and facilitate Student forums as a vehicle for students to share knowledge on ways that all staff can create a more empowering and welcoming learning environment, both in and out of the classroom.
- Present programs that facilitate a culture of awareness and responsiveness to our diverse student population.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

- March 7, 2012  Grant High School, Sacramento CA. Career Fair for over 500 high school juniors and seniors.
- April 16, 2012 Sacramento City College Career Day. Highlighting the available careers for current Sacramento City College students.
- October 25, 2012 Sacramento City College Preview Night. Over 350 new and prospective students are welcomed and introduced to the various programs offered at Sacramento City College.
November 5, 2012 Career night, Union Mine High School, El Dorado, CA. This event presented
the program to over 1,000 students from the El Dorado Hills Unified School District, one county
to the east of Sacramento.

Additionally, staff from our Counseling and Outreach departments conduct many school visits
promoting Sacramento City College programs and majors on an ongoing basis.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Yes. 23% of the student body in SCC aviation program is female. 42% of the student body
reported race other than "Caucasian".
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

- The university focuses its recruitment on Minnesota (heavily in the Twin Cities and I-94 corridor), western Wisconsin, northern Iowa, and the western Dakotas.
- The goal for new entering first-year students is 2,400 each fall semester and 1,400 transfers; SCSU has exceeded that goal in transfer enrollment, and is close to meeting the new student goal.
- The number of high school graduates in Minnesota will begin to decline after the spring 2009 high school graduating class. As a result the university will focus our recruitment on increasing yield rather than trying to reach a larger number of students.
- The number of students of color graduating from high school in Minnesota will grow substantially in the coming years; as a result the university will focus substantial efforts in communities and schools serving populations of color.

5.2 What institutional resources are utilized in the efforts?

St. Cloud State University, through its Office of Admissions, provides substantial resources to recruit students and also participates in such events as annual college fairs and career fairs. The Aviation Department has provided assistance with these efforts. The department sponsors the Aviation Ambassadors, one of five student organizations, whose purpose is to provide information about aviation careers and the SCSU aviation programs to area high schools and the public. The Ambassadors appear at statewide conferences, airport days, the annual Oshkosh Fly-In, at Oshkosh, WI, Eau Claire Air Show, Flying Cloud Air Show, and Duluth Air Show. The Aviation Department has also supported various career exploration/aviation events at local area K-12 schools.

5.3 Does the institution offer recruitment and retention initiatives?

In addition to tracking retention, the university has programs such as first year experience and living communities to foster retention. The university also offers many types scholarships to both incoming and existing students.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

St. Cloud State University is committed to providing equal education and employment opportunities to all persons regardless of race, color, creed, sex, age, religion, marital status, sexual orientation, national origin, mental or physical disability, status with regard to public assistance or physical disability or any other group or class against which discrimination is prohibited by State or Federal law. Further, the university will not tolerate acts of sexual harassment/assault within its area of jurisdiction. St. Cloud State University will continue to

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

The Aviation Department has provided assistance with these efforts. The department sponsors the Aviation Ambassadors, one of five student organizations, whose purpose is to provide information about aviation careers and the SCSU aviation programs to area high schools and the public. The Ambassadors appear at statewide conferences, airport days, the annual Oshkosh Fly-In, at Oshkosh, WI, Eau Claire Air Show, Flying Cloud Air Show, and Duluth Air Show. The Aviation Department has also supported various career exploration/aviation events at local area K-12 schools.

5.6 Was there diversity in the applicants who applied in the past 12 months? Yes
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Yes. Appropriate departments have a Unit Action Plan that clearly defines initiatives, goals and programs that support outreach and recruitment of minority students. The college participates in the Closing the Gaps initiative in partnership with THECB. At the federal level, TSTC complies with Carl Perkins funding requirements.

Our goal to ensure that students from all economic levels have the opportunity to enroll in our program but we pay special attention to those students in underserved communities and school districts. The Student Air Traffic Control Association (SATCA) has created committee specifically for the purpose of making students if those areas aware of the opportunities available to them, and because our AT-CTI program has a broad range of diversity among its membership, students are able to identify when the ATC students and are always encouraged by their decision to pursue this career field.

5.2 What institutional resources are utilized in the efforts?

The school has a full-time recruiting and retention department that is very proactive and engaged in the local community, but they are also regionally involved in all sorts of college days, job fairs, and recruiting drives. The school is actively involved in hosting many activities for boy and girl clubs, boy scouts, and young aviator groups.

The college utilizes various personnel including faculty and staff in recruitment of minority students. Other resources such booth/display fees and travel expenses are incurred in these activities.

5.3 Does the institution offer recruitment and retention initiatives?

Yes. Appropriate departments have initiatives, goals and programs that support the recruitment and retention of students. An example would be participation at Hispanic College Fairs for recruitment and the assignment of students to a Success Coach for retention.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

The institution is subject to both internal and external auditing. TSTC employees an internal auditing team and also is commonly audited by the State of Texas.
5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

Unknown.

5.6 Was there diversity in the applicants who applied in the past 12 months?

The Aerospace Division has a highly diverse student population, as well as faculty and staff.

**ATC Class 2012 consisted of 31 students as follows:**
3 African-American students
7 female students
2 Hispanic students
1 Middle Eastern student

**ATC Class 2013 consists of 46 students as follows:**
79% male
21% female
8% African-American
19% Hispanic
8% Asian
65% White
11% Veterans

**ATC Class 2014 consists of 58 students as follows:**
81% male
19% female
10% African-American
17% Hispanic
5% Asian
67% White
12% Veterans
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

The Community College of Baltimore County (CCBC) has a very diverse population due to its proximity to Baltimore and the surrounding Washington, D.C metropolitan areas. Current enrollment shows college ethnicity at 42% Black/African-American, 6% Asian, 5% Hispanic, 43% Caucasian and 4% Other/multi-racial. Females make up 53% of the student population. This diversity is also reflected in the Aviation Program at CCBC.

5.2 What institutional resources are utilized in the efforts?

Maryland Higher Education has placed requirements in all curricula to include at least one diversity class where students learn about how diversity benefits our society and teaches them acceptance and tolerance of other races, religions and cultures.

CCBC has a Multi-Cultural Center with 5 full-time staff members to support the needs of its diverse population. The Multi-Cultural Center regularly sponsors cultural events where students can see and appreciate the different ethnicities found on and around the campuses.

The CCBC Aviation Program Faculty represents an ethnically diverse group which enables and supports mentoring of minority students.

5.3 Does the institution offer recruitment and retention initiatives?

CCBC does a great deal to foster diversity and recruit minority students. Starting with the Gateway Program, students from 25 middle schools in Baltimore City and Baltimore County visit CCBC to see the many programs offered in an effort to get these students thinking early about going to college. In its Achieving the Dream Program, CCBC hosts visits from 12 neighboring high schools with at risk students to highlight the benefits of earning a college degree or professional certification.

CCBC Aviation Faculty members regularly conduct outreach visits to high schools, Civil Air Patrol squadrons, and magnet schools to encourage minority students to join the Aviation Program.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

CCBC has many student organizations that meet the diversity needs of its students including the Black Student Union, International Student Club, PRIDE Coalition & Rainbow Club.
(promoting understanding and acceptance of people with alternative sexual orientation), Muslim Student Association, Christian Fellowship, Students with Disabilities Organization, and Military Veterans Association.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

At CCBC, diversity is a way of life, as the student population is very diverse. CCBC offers numerous free events to celebrate diversity. For example, the Aviation Club sponsors a “Tribute to the Tuskegee Airmen” in February every year; attendance is over 260 people. For the past 6 years, we have had some of the original Tuskegee Airmen come and speak.

We have a Native American Club that sponsors a “Pow Wow” every year to create an awareness of Native American history. The attendance for this event is over 2,000 people. The Women’s Expo attracts over 5,000 women to our campus every year. This expo highlights different career opportunities for women, encourages mentorship and women entrepreneurship. The Multi-Cultural Center holds a holiday celebration that introduces students to many other cultural celebrations such as Kwanzaa, Ashura, Bodhi, Hanukkah, and Christmas.

5.6 Was there diversity in the applicants who applied in the past 12 months?

The Community College of Baltimore County (CCBC) has a very diverse population due to its proximity to Baltimore and the surrounding Washington, D.C metropolitan areas. Current enrollment shows college ethnicity at 42% Black/African-American, 6% Asian, 5% Hispanic, 43% Caucasian and 4% Other/multi-racial. Females make up 53% of the student population. This diversity is also reflected in the Aviation Program at CCBC.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

The TCC Executive Vice President for Business and Chief financial Officer has been designated Director of Civil Rights Compliance. Other administrators and supervisory personnel will assist to ensure compliance in all areas of the College. In order to comply with Title VI and Title VII of the Civil Rights Act of 1964, Executive order 11246 as amended, Title IX of the Education Amendments of 1972 and other appropriate federal laws and regulations, the College stamps or prints on any and all documents distributed by the institution, the statement that it does not discriminate on the basis of race, color, national origin, sex, age, religion, disability or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services. The policy applies to each of the following personnel areas: recruitment, selection, placement, training, promotion, termination, and other personnel actions. TCC’s aviation program has demonstrated success in recruiting and retaining minority students in recent years with 23% of students in the program being minorities.

TCC Diversity Council Goals

Goal 1: Recruit and retain students of color/minority students

- Develop and expand cultural studies programs.
- Develop new and identify existing College resources that create opportunities for access and support student success.
- Transform the College into a more culturally competent institution.
- Strategically engage and respond to the needs of students and other constituents from underserved areas.

Goal 2: Recruit and retain faculty/staff of color/minority faculty & staff

- Continue with current HR practice of advertising in ethnic/minority based publications and identify new sources for marketing, e.g., The Black Chronicle-OKC
- Develop all position ads with a strong diversity inclusion theme
- Evaluate the application pool before beginning the selection process. Extend the search if the pool is not reflective of desired diversity.
- Create an environment that will enable the College to foster a climate of inclusion that:
  - Enhances tolerance training
  - Communicates the Council's purpose to the College
  - Focuses on retention-college wide initiative
Encourage bilingual skills to promote the College; develop a stipend/differential pay program for staff involvement in direct service to the community; use other languages to benefit the College and the community.

- Martin Luther King holiday observance for the College and develop active plan where TCC is represented in the MLK parade; may join other higher education institutions that are participating in this event
- "Growing our own" faculty/staff
- Link our initiatives with the Tulsa Achieves program.
- Encourage mentoring programs involving senior employees (in-house) for those who are interested in obtaining other positions within the college.
- Implement a faculty foreign/domestic exchange program

5.2 What institutional resources are utilized in the efforts?

ENGAGED STUDENT PROGRAMMING (ESP)

Our Mission:
The Tulsa Community College Office of Engaged Student Programming supports the College mission and betters its community by supporting student development through academic-based service learning and College-sponsored outreach programs that mutually benefit the student, the College and the community.

The Engaged Student Programming department reports to the Dean of Diversity and Civic Engagement and coordinates or supports the following College programs and projects:

- America Reads America Counts (ARAC) federal work-study program
- Tulsa Public Schools' Advancement via Individual Determination (AVID) project
- The annual Day of Vision outreach program
- The annual TCC/NAACP Youth Helping Youth Conference (a partnership with the Tulsa NAACP)
- The annual Hispanic Student Luncheon (a partnership with the Tulsa Hispanic American Foundation)
- Academic-based Service Learning through support of Campus Service Learning Faculty Coordinators
- The College Service Learning and Community Outreach committee
- College activities and reporting responsibilities through membership in the OK Campus Compact
- Faculty and/or staff hosting AmeriCorps VISTA Volunteers through the Oklahoma Campus Compact
5.3 Does the institution offer recruitment and retention initiatives?

TCC’s enrollment is free and open to all on a first-come, first-served basis, without regard to race, gender, ethnicity, religion, and seeks the academic success and retention of minorities through various mentoring programs such as that for African American Male Students. TCC also provides free tuition to high school graduates of Tulsa County, should they wish to attend TCC.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

TCC is a state run institution and must comply with all relevant state and federal statutes

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

5.6 Was there diversity in the applicants who applied in the past 12 months?

Yes. Although classes vary in the number of minority and female students, several of the Intro to ATC classes have had such diversity numbers as 20%-30% female, and anywhere from 5% to15% African American and Hispanic.
5.1 Does the institution have initiatives, goals and programs that support outreach and recruitment of minority students?

As part of UAA’s Vision for 2017, UAA Core Values include building student success with special attention to serving Alaska Natives, other under-represented populations, and first-generation college students. UAA continues to enhance cultural diversity by staffing UAA recruiting tables at:

- Alaska Federation of Natives
- Bilingual Multicultural Equity and Education Conference
- Remote video conferences with Alaskan rural high schools
- Alaska State Fair
- High schools in collaboration with UAA Honors, Native Student Services and AHAINA events for Fall and Spring Preview Days, UA Scholar Reception, and SAT/ACT high school counselor workshops.
- College fair booths in Anchorage, Ketchikan, Kodiak and Nome, as well as national fairs in Phoenix, Tucson, Flagstaff, Minneapolis, Boise, Houston, Seattle, Portland and Denver.
- UAA also visits every high school on the road system twice a year and four times a year in Anchorage.

5.2 What institutional resources are utilized in the efforts?

UAA individual staff members and faculty answer questions and actively recruit minority students.

5.3 Does the institution offer recruitment and retention initiatives?

The University has an extensive program of scholarship and financial aid offerings targeted to minority students, including:

- UAA AHAINA Student Scholarship
- UAA Alma J. Murphy Scholarship
- UAA Eleanor Andrews AHAINA Scholarship
- UAA Eyak RRANN Scholarship
- UAA First Generation Student Scholarship
- UAA Refugee and Need-Based Immigrant Support Scholarship
- UAA Zella Boseman Memorial Scholarship
5.4 How does the institution and program ensure equal opportunity for all applicants and students?

UAA is an open enrollment university. Students are offered remedial courses if they fall below college level and with successful completion are admitted into the aviation programs.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

- Alaska Aviation Trade Show, 2012. This major trade show attracts all segments of the Alaska aviation community. Conducted at Ted Stevens Anchorage International Airport (ANC) each May, it counts many pre-college students among its 50,000 attendees.

- Northwest Aviation Conference & Trade Show, Puyallup, WA, 2012. Over 12,000 aviation enthusiasts annually attend this event, many seeking aviation-oriented education.

5.6 Was there diversity in the applicants who applied in the past 12 months?

UAA’s student population is quite diverse; applicants in 2012 were members of the following ethnicities:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska Native</td>
<td>9.6</td>
</tr>
<tr>
<td>African American/Black</td>
<td>5.7</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6.6</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.9</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1.9</td>
</tr>
<tr>
<td>Pacific Islander/Asian</td>
<td>9.6</td>
</tr>
</tbody>
</table>
University of North Dakota

5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Through the Offices of Enrollment Services, American Indian Student Services, International Student Program, several Academic Departments (including the Aviation Department) and Veteran Services at the University of North Dakota several initiatives for outreach and recruitment are in place. The mission of Enrollment Management is to achieve and maintain a student recruitment, enrollment, retention, and completion rate that are appropriate for the University.

To accomplish this mission the Associate Vice President for Enrollment Management supervises and coordinates the activities of the Admissions Office, Enrollment Services, Student Academic Services, Student Financial Aid, TRIO Programs, and the University Learning Center and works with all colleges, departments, and programs across the University to encourage and coordinate a wide range of student-related activities.

The Aviation Air Traffic Control program has a very aggressive student recruitment program that is national in scope. We have increased our efforts significantly over the past few years, i.e. outreach programs in California and Texas in addition to the programs we do each year. Major efforts have been made in print advertising in national "college bound" magazines and aviation magazines. We buy national mailing lists of prospective students who have expressed an interest in aviation careers. We've expanded our web advertising with many organizations. We've expanded our web page making it more informative and easier to navigate for prospective students. And, we work closely with the UND Office of Enrollment Services to maximize our efforts.

5.2 What institutional resources are utilized in the efforts?

The major outlet for these resources is through the Office of Enrollment Services—the overall prospective student outreach arm of the University.

5.3 Does the institution offer recruitment and retention initiatives?

Several individual programs through the respective offices mentioned above and scholarship and academic support programs.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?
By following the equal opportunity policies and procedures of the established equal opportunity/affirmative action institution.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

Increased outreach activities including attending national college fairs in Minneapolis, Chicago, Spokane, Portland, Seattle, Dallas, Long island, Milwaukee and scores of regional college fairs. Purchase prospective student lists of minority students and students specifically interested in aviation careers. Specifically recruit in the cities of Las Vegas, Minneapolis, Denver, Denver and states of Colorado, Arizona and California. American Indian Student Services recruit on the reservations of North Dakota, Montana and South Dakota. UND outreach programs in the cities mentioned above conducted by Enrollment Services and the Department of Aviation. UND member of Minnesota

5.6 Was there diversity in the applicants who applied in the past 12 months?
Yes. Approximately 20% of the total student population of the University of North Dakota, Fall Semester, were nonwhite Hispanic.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

All public institutions in the State of Oklahoma, including colleges and universities, are prohibited by law passed in 2012 (State Question 759) from granting preferential treatment to any individual or group on the basis of race, color, sex, ethnicity, or national origin.

At OU, we are proud of our rich history and culturally diverse student body, representing all 50 states, over 50 tribal affiliations, and over 100 foreign countries with students coming from rural and metropolitan communities. Also, with more than 300 clubs and organizations on campus, OU offers a place for every student to explore his or her interests. At OU, we have an extensive network of professional educators, community leaders, alumni and friends of the university committed to making our university as diverse as possible. Prospective Student Services’ Diversity Enrichment Programs representatives work with prospective African American, Latino, Asian American and Native American students and their families as they navigate the high school to college transition.

5.2 What institutional resources are utilized in the efforts?

Through a variety of services and organizations, the University promotes a supportive atmosphere for women, ethnic minorities, international students, commuters, transfer students, working adults, students with disabilities, and veterans. Culturally diverse programs for these and other unique segments of the campus enrich the environment of the entire University community.

A few examples of the variety of Multicultural Student Organizations on campus include:
5.3 Does the institution offer recruitment and retention initiatives?

In terms of recruitment, the University of Oklahoma offers merit-based scholarships to qualifying students as well as scholarships recognizing students for their leadership, community and volunteer experiences. The Guide to Financial Aid and Scholarships publication lists all available resources in this area and may be viewed electronically at http://www.scholarships.ou.edu/. The Aviation Department is extremely pleased to also offer a good number of scholarships that are guaranteed to go only to OU Aviation Majors as well to assist students in offsetting the cost of their education.

According to data broken out by ethnicity provided by Rebecca Heeney who sits on The University of Oklahoma’s Graduation and Retention Task Force citing information reported by OU’s Institutional Research and Reporting, in the Fall of 2008 OU retained students across all ethnicities at approximately the same rate (82%), with the exception of Asian American students who were retained at the higher rate of 88% and Native American students who were retained at a slightly lower rate of 74.4%. According to a report published by The Education Trust in January 28, 2010, “…Nationally, only about 40 percent of underrepresented minority, or URM, students (African American, Latino, and Native American) earn a bachelor’s degree within six
years. The figure for nonminority students is more than 60 percent. In 2003, OU’s overall 6-year graduation rate was 64.4%, the highest rate of any higher education institution within the state of Oklahoma. In that same year, OU’s graduation rates for underrepresented minorities were significantly higher than the national average for this same demographic with rates in the 50 to 58% range.

In data available through College Results Online sponsored by The Education Trust, OU was in the top three of Big 12 schools in the percentage of degrees awarded to underrepresented minorities and the percentage of STEM degrees awarded to underrepresented minorities. In addition, The University of Oklahoma ranks in the top five in the nation in the number of undergraduate degrees conferred to Native American students, according to Diverse: Issues in Higher Education. According to College Results Online, in 2009 OU’s total 6-year graduation rate for all underrepresented minority students was 52.9 percent. Again, significantly higher than the national underrepresented minority graduation rate of 40 percent.

The University of Oklahoma has seen significant increases in both its retention and graduation rates over the last ten years. OU reported a first-year retention rate of 83% for 2009 and projections for 2010 indicate rates closer to 85%, a five percent increase over the last decade. OU’s current six-year graduation rate is 64.5% for the 2004 incoming cohort, marking the most significant gain in graduation rate of any Big 12 institution. According to College Results Now Online, during the time period between 2004 and 2009, OU engineered a more than eight percent increase in graduation rate, almost two percentage points higher than the institution with the second most-significant percent change.

Additionally, since the last HLC campus visit, OU has seen a meaningful increase in its four-year and five-year graduation rates, ten and seven percent increases respectively, which has been a significant benefit to our students looking to minimize college expenses and enter the job market in a more timely manner. This comes as a direct result of a university-wide emphasis encouraging students to think intentionally about a degree-completion path using the Graduation Planner, a keystone to University College’s summer enrollment program and a creation of the President’s Graduation and Retention Task Force and the Graduation Office. The Graduation Planner serves as a consistent academic advising resource throughout the student’s tenure at OU.

Throughout the 2008 academic year, President Boren’s Graduation and Retention Task Force conducted a major review of OU’s academic advising culture. A survey of the student body and an analysis of all advising procedures were executed. President Boren sponsored a University of Oklahoma Student Association research team as they explored the best practices for academic advising of aspirational institutions. The Provost’s Advisory Council on Academic Advising initiated a parallel self-study and sent a team to the NACADA Summer Institute with the objective of moving toward a more holistic approach to academic advising. As a result, the President’s Graduation and Retention Task Force developed a guiding document for academic advising at OU and a newly formed Associate Provost for Academic Advising position was filled to address the gap in advising from University College to the degree-granting colleges. Work
has begun to create a unified advising experience for all students - freshmen to seniors - with emphasis on addressing our junior and senior attrition issues.

Multiple research studies have been conducted by faculty who serve on the President’s Graduation and Retention Task Force to help inform our retention efforts and to specifically target the retention of students determined to be most academically at-risk. To support our students in achieving an outstanding educational experience, President Boren: created Lissa and Cy Wagner Hall, a centralized academic support center and the cornerstone of the student services hub; established the Center for Student Advancement, an office to assist students who are struggling academically; founded the Graduation Office with responsibility for aiding students in meeting their graduation goals; developed the OU Cares program, a referral program for students experiencing roadblocks to graduation; initiated the Sooner Success program, a coaching program specifically targeted to our academically at-risk students; and created the Learning and the Writing Centers, aimed at supplementing the learning that goes on within the classroom with mentoring provided by professors, teaching assistants and peer learning assistants. The running chronicle of the actions taken by President Boren’s Graduation and Retention Task Force can be found in the attached document.

OU's increased graduation rate is directly attributable to the fact that, under President Boren's leadership, with each passing year OU is further establishing itself as a pacesetter in American higher education. In fact, very few universities have risen as far and as fast as The University of Oklahoma as measured by US News and World Report. President Boren has launched exciting new academic programs. OU has attracted additional outstanding faculty. Each incoming freshmen class sets new records for academic performance. In addition, many offices have made a concerted effort to reach out in every possible way to assist all students toward meeting their graduation goals. This combination of increased quality and additional focused efforts to assist students is undoubtedly the root cause of our increased graduation rate. One such effort is the $250 million campaign for scholarships launched several years ago by President Boren. The success of this campaign to date has allowed OU to double the number of scholarships available to students in the last few years.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?
The University of Oklahoma is an equal opportunity institution. The opportunities for learning and personal growth at OU are enhanced by the diversity of the campus community which are addressed elsewhere in this section.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences.

OU Aviation has employed a number of recruitment strategies. Specifically, for Academic Year 2011-2012, OU Aviation has attended the following recruiting events:

**Women in Science Conference** (October 4, 2011)
The OU Advising Office was represented by Shelly Ainsworth at this event held at the Science Museum Oklahoma in Oklahoma City. More than 500 students and teachers from approximately 60 school districts through Oklahoma were in attendance at this conference designed to allow female students in grades six through 12 to engage in hands-on science activities and learn first-hand about science and technology career opportunities.

**Sooner Saturday (November 19, 2011)**
Shelly Ainsworth from the OU Advising Office and student representatives from the Aviation Student Advisory Board represented the Department held in the Oklahoma Memorial Union Ballroom, and Open House at the Airport. There were 3,450 High School students and their families from all over in attendance at this event.

**Organization of Black Aerospace Professionals “OBAP” Event (February 11, 2012)**
Jermaine Phillips and Evan French (CFI’s) represented the Aviation Department at this event which was sponsored by American Airline, American Eagle, and OBAP to provide a platform that exposes and educates middle and high school students throughout the Dallas and Fort Worth area about the aviation industry and this field of study as a career path. OU was the only collegiate aviation program in attendance. It is estimated that approximately 1,500 students were in attendance.

**Majors Minors Fair (February 15, 2012)**
The OU Advising Office represented the Department, at this annual Fair held at the University of Oklahoma Student Union Ballroom. There were approximately 600 students in attendance this year where we showcased the majors and minor option available to OU students.

**Math Engineering Technology Science Academy (STEM group) Visit (March 9, 2012)**
The OU Aviation Department hosted the METSA group from Carrolton, TX at the request of OU Prospective Student Services. Thirty students, mostly of Hispanic origin, and two teachers were given an overview of the Aviation Programs and a tour of the facility.

In addition to large recruitment events, OU Aviation mails packet requests from its website, www.aviation.ou.edu, and fields phone calls and conducts tours for prospective students on a weekly basis.

**5.6 Was there diversity in the applicants who applied in the past 12 months?**

Of students in the AT-CTI Program at OU in Fall 2012, 64% self-report as Caucasian/White, 28% report as non-Caucasian/White or Multi Race, 5% did not wish to report.

Of students in the AT-CTI Program at OU in Fall 2012, 81% are Male, 19% are Female.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Vaughn College attracts and maintains a diverse student body, faculty, and staff

Vaughn College is designated by the United States Department of Education as a Hispanic-Serving Institution. Nearly 80 percent of our students are from minority backgrounds and reflect the diversity of New York City and the metropolitan region. Recruitment efforts are primarily focused on New York City high schools which also have a high percentage of minority students and outreach is specifically made to minority groups in the advertising and marketing for Vaughn. Every effort is made to also recruit a diverse faculty and staffs by advertising open positions in such publications as “Official Minority Review” and about 30 percent of current full-time faculty members are from minority populations. Please see below and Appendix 2 for a complete listing of admissions/open house visits dealing specifically with Vaughn and the AT-CTI program.

Vaughn College is a vital asset to the Queens community and to under-served and educationally disadvantaged minorities in particular. The College continuously provides services to both economically and educationally disadvantaged students and maintains its commitment to serving members of special populations; especially those from minority populations and many of these whose first language is not English. Vaughn College enjoys designation as a US Department of Education, Title III-eligible institution and has been designated as a Hispanic-Serving Institution. As of October 2011, there were 1664 undergraduate students enrolled, of these, approximately:

- 72 percent were minority students
- 35 percent (589) were Hispanic
- 20 percent (334) were African American
- 12 percent (199) were Asian
- 75 percent were also from families classified as financially needy, based on their eligibility for federal Pell grants.
- 50 percent were from families identified by the federal government as having no ability to contribute financially toward their child’s college education.
Vaughn College has extensive experience in assisting at-risk students in pursuing and achieving a degree. Vaughn offers a variety of programs to support student success at both the college and high school level.

These include:

**Higher Education Opportunity Program (HEOP)** - is a New York state grant-funded program designed to assist eligible students with special educational and financial needs. It provides tutorial and counseling services, financial assistance and a Summer Immersion Program. Currently HEOP serves a population that is 66 percent Hispanic and serves 50 full-time students.

**Aviation Science Technology Education Programs (STEP)** - provides academic support to prepare historically underrepresented or economically disadvantaged secondary school students for entry into postsecondary degree programs in scientific, technical, and the licensed professions.

**Upward Bound (UB)** - This federal Upward Bound grant serves 60 students enrolled at the Grover Cleveland and Richmond Hills High Schools located in Queens, New York. Both high schools serve economically disadvantaged populations. The College’s program is designed to generate in students the skills and motivation to enter and succeed in a program of postsecondary education.

### 5.2 What institutional resources are utilized in the efforts?

The audited financial statement for 2011 (and includes 2010) and a chart showing alumni, friends, and board of trustees, corporations and grants for 2009 – 2012 are included in Appendix I.

Non-financial support comes to Vaughn College in various capacities, including but not limited to support from the FAA, which allows trips to facilities at local New York Airports, and safety presentations and seminars, and visits from representatives of the Air Traffic Organization. The Port Authority of New York and New Jersey (PANYNJ) also allow specialized trips to all major New York airports giving our students access to operational aspects of airports and air traffic. Career fairs are held each fall and spring with more than 40 employers and Vaughn regularly has alumni back on campus (including former students who are now air traffic controllers) to speak with current students about opportunities.

The faculty who teach the air traffic control courses are also a tremendous resource for Vaughn as they assist us with curriculum, and as current controllers in the metropolitan area, they are able to speak with prospective students about a career in air traffic control. Vaughn also has close ties with other aspects of aviation including manufacturers, airlines and local organizations such as the Aviation Development Council and the Council for Airport Opportunity.
National organizations such as the American Association of Airport Executives and Airline Pilots Association also provide insight into hiring trends and curriculum. Finally, each department at Vaughn is supported by an advisory council comprised of those companies that hire our graduates. These councils meet annually to review the curriculum and faculty and provide suggestions for future growth and direction.

Financial aid programs and scholarships offered

Vaughn College aims to provide generous financial assistance as part of our recruitment and retention initiatives. Financial aid packages may include scholarships, grants, loans and work study to students with strong academic records and/or demonstrated need. In 2011-2012, Vaughn awarded more than $3.4 million in institutional aid. Financial aid is determined by a variety of factors, such as academic ability, income, assets, family size and other family information. Every applicant has unique circumstances and the financial aid office is committed to helping students and their parents through the process.

Average cost per credit hour for in-state and out-of-state students

For academic year 2011-2012, full-time students taking a maximum of 18 credits per semester pay $500 per credit (this applies for residential, non-residential or international students). A flat rate of $9,000 per semester is charged to those taking more than 12 credits. Should a student live on campus they would be charged approximately $10,000 annually depending on the type of room and board chosen. More than 83 percent of Vaughn students receive financial aid and the average package for our neediest students is $19,100.

5.3 Does the institution offer recruitment and retention initiatives?

To enhance recruitment (see below) and retention, Vaughn has undertaken a number of initiatives. Provisions for retention include the following programs for students to obtain scholastic, tutorial, and remedial support, access to libraries and computer laboratories, and other special assistance:

Teaching and Learning Center

As a result of the award of a $5 million grant to assist Vaughn with its first-year experience, we were able to combine and augment our academic support services under the new Teaching and Learning Center. This center now houses our academic support center, student advisement center, the new writing lab and language center (particularly for those students with difficulty in English), as well as the many federal and state-funded grant programs that we offer.

The goal is a seamless set of services available to students during their studies. The first time students interact with the center is when they take our placement exam, the Accuplacer, which
determines if they require additional assistance in basic skills. Should a prospective student fall below a given threshold they will be placed in either one of two levels of math, reading or writing remedial courses. Vaughn attempts to recognize and accommodate the different learning style preferences of students by complementing classroom instruction with small group and individual tutoring/review and practice software packages. All students in remedial courses are assigned to the Teaching and Learning Center for weekly computer-assisted instruction sessions. In addition, during non-tutoring sessions students can work independently using the College’s network software, which is housed within the three computer labs.

**Tutorial Services, Counseling and Peer Counseling**

Vaughn’s tutoring is based on the comprehensive system of academic support services established and refined over the past six years with New York State Education Department Perkins III funding support. Tutoring is planned for each new student with special academic needs and is scheduled at the beginning of each semester to avoid an ad hoc approach to the delivery of this service. The ARC works in collaboration with tutors, faculty and the student to ensure that the individual needs of the student are being met. The ARC is well attended; approximately 1862 student visits per semester, tutors are booked during both the days and into the available evening and weekend hours.

Students receive support through tutoring (one-on-one, groups, walk-in, regularly scheduled), workshops, instructional material resources (print, video, and computer), counseling and study skills support. The College has developed a proactive, nontraditional educational outreach policy working closely with faculty, centered within the ARC, resulting in an increase in first-year retention. Housed within the ARC is the Program for Academic Success (PAS), which was developed to increase freshman students’ affiliation to the College and to help returning students increase their GPAs to at least 2.1. The students are evaluated through a pre-test and post-test, as well as through a comparison of GPAs before and after participating in the Program for Academic Success.

**Library**

Vaughn’s Library, which is open seven days a week, offers extensive general, technical, resource and periodical material totaling more than 43,000 volumes. The real and virtual resources include books, periodicals, videos, and research databases. There are more than 150 periodical titles in the library’s collection. In addition, there are research databases available that contain more than 18,000 full-text periodicals and newspapers. Students also have access to all of this information online including more than 30,000 books online and access to all of the research databases. In addition, the library has an e-book collection of more than 32,000 full-text online books. Ten personal computers are available for student use in the reference area. The library, which occupies more than 4,500 square feet, offers seating for 100 students and has an attached computer lab with 20 computer stations.
Students also have access to Jane’s research databases have been added to afford students a better grasp of aircraft recognition, a need that was recommended for all schools nationwide. Vaughn is also in the process of building a new library/community resource center that will open spring 2012 that will more than double the current size of the library and add all of the academic support services and the services of information technology into one space. We firmly believe that by combining these services and resources we are creating a retention hub where students can have access to information and receive assistance integrating that information into coursework.

Computer Labs
There are three main computer labs open for students with approximately 80 terminals available. Computer lab access can be had 8am – 9pm on weekdays, Saturdays between 8am and 5pm and on Sundays between 12noon and 5pm. In the summer of 2009, all of these computers were replaced and upgraded to reflect all of the software such as MultiSim, MATLAB and others used in the classroom.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Vaughn College is located in New York City and draws over 60 percent of its applicant pool from within the five boroughs. In the fall of 2011, 71 percent of applicants and 72 percent of students were members of traditionally underrepresented racial and ethnic populations.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

A detailed list of all recruitment and outreach activities conducted by the office of admissions and public affairs has been included with this self study document in Appendix 2.

In addition to the high school visits, guest lecture appearances by our faculty and students at aviation related institutions, such as the Intrepid Sea, Air and Space Museum, an annual guidance counselors’ lunch and information session, Career Fairs (approximately 50 companies represented at the spring 2012 Career Fair), Vaughn hosts two Open House events each semester. Up to 400 visitors attend each event and are treated to tours of the residence halls, avionics and robotics tours, maintenance facilities, flight simulator rides, and talks with air traffic controllers in Vaughn College’s observation tower overlooking LGA. Vaughn is considered as a valuable resource by the news media – radio, TV, internet and print, as can be seen on the website, www.vaughn.edu and in particular, at http://www.wnyc.org/articles/wnyc-news/2007/nov/16/retirements-among-air-traffic-controllers-mean-more-jobs/

5.6 Was there diversity in the applicants who applied in the past 12 months?
Over the last 12 months (2011-2012), 30 percent of all applicants to Vaughn College identified themselves as Hispanic; 23 percent self-identified as African American and 14 percent self-identified as Asian.
5.1 Does the Institution have initiatives, goals and programs that support outreach and recruitment of minority students?

Western Michigan University has a stated institutional goal “To increase diversity within the student body, faculty, and staff through institutional practices and programs” and the College of Aviation fully subscribes to the goal. The College of Aviation lists ‘Diversity’ as a core value in their strategic plan that states “we value differences in thought, culture, gender and ethnicity.” The university operates the Office of Diversity and Inclusion which has the following vision and mission statements:

Vision Statement: WMU recognizes that diversity and multiculturalism are essential for university administrators, faculty, staff members, students, alumni, and community partners to reach their unique potential in the areas of intellectual, personal, social, and cultural development in a fully engaged, enlightened community. Therefore, the University has a responsibility to encourage the exploration of the cultures and life experiences that are available on campus and in communities near and far, for cultural diversity makes sense only within a framework that enables equitable treatment of all in a community.

Mission Statement: WMU will be a leader in the area of diversity and multiculturalism by fostering an environment where diversity in all of its forms is investigated, explained, practiced, celebrated, affirmed, and vigorously pursued. WMU envisions an academic community that affirms the dignity, value, and uniqueness of each person. We intend to aggressively pursue the recruitment, retention, and/or promotion of a more diverse administration, staff, faculty, and student body. Moreover, WMU aims to ensure that the campus climate is welcoming and affirming for all persons by addressing the causes and sources of structural inequalities and changing the decision-making processes that prevent “genuine participation” of all university constituents.

Western Michigan University is hosting their 2nd annual Excellence in Diversity Awards program in April. The program is designed to encourage and recognize students, faculty, staff and others for their contributions to promoting diversity at WMU. As part of this program, the College of Aviation is awarding their first annual Excellence in Diversity Award to a person or organization that has significantly contributed to the diversity of the aviation community. The award is co-sponsored by the College of Aviation and the Multicultural Association of Aviation Professionals (MAAP) which is registered student organization at the university. The College of Aviation will be the first academic unit at the university to give out its own diversity award as part of this program.

The university also has a Division of Multicultural Affairs the serves as an information resource on the role and value of diversity in education for WMU, and for the greater Kalamazoo
communities. The College of Aviation regularly participates in many of the programs put on by the Division of Multicultural Affairs designed to benefit grade school children all the up to current WMU students. The Division of Multicultural Affairs focuses on:

- Events and programs that promote cultural awareness
- Support for student organizations
- Networking opportunities
- Mentor and peer mentor programs
- Academic tutor referrals
- Academic progress monitoring
- Employment and internships
- Scholarship information

The Division of Multicultural Affairs has the following mission and vision statements:

Mission Statement: To support the University's efforts in the attraction, persistence, and graduation of diverse students through programs and services that will enable them to contribute to the advancement of our campus community and a multicultural world.

Vision Statement: To become a leading multicultural affairs department in supporting students and all members of the community in their holistic development.

One of the standing committees on the College of Aviation Industry Advisory Board is the Diversity Committee. The principal responsibility of the Diversity Committee is to assist the college in identifying and removing barriers to education for underrepresented groups who seek to obtain a four year degree, and eventually a professional career in the field of aviation, but may not have the necessary resources available. With the assistance of our industry partners we can have a further reaching effect to promote diversity and often these partners can promote diversity in avenues that are unavailable to use as a state funded institution.

The College of Aviation has had a long standing goal of diversity and in 1997 was awarded a grant by the W.K. Kellogg Foundation in the amount of $3.5 million dollars to increase diversity in aviation. This grant was used to fund numerous programs and scholarships as well as create a long term endowment. This long term endowment continues to fund our Diversity in Aviation Scholarship program as well as numerous other camps and programs targeted at increasing diversity in aviation.

In March 2004, the College of Aviation became a charter member in an ‘Aviation Education Consortium’ along with five Historically Black Colleges (HBCs). The purpose of the consortium is to increase the diversity in the aviation industry work force by increasing the opportunities for minorities and women by utilizing the resources and expertise of all the consortium members. The HBC charter members are Delaware State University, Florida Memorial College, Hampton University, Tennessee State University and Texas Southern University. The organizational charter members of the consortium are Tuskegee Airmen Inc., and the Organization of Black
Aerospace Professionals (OBAP). The networking relationship with the Organization of Black Aerospace Professionals (OBAP) has been long standing with the college. This collaboration allows for interaction at the yearly conference with alumni and a variety of professionals from around the country and in various roles in the aviation industry. In addition, many OBAP members have recommend WMU’s College of Aviation to young, minority students to pursue their education. This grass roots approach to recruiting and strong relationship with OBAP has proven to be highly successful for the College of Aviation.

5.2 What institutional resources are utilized in the efforts?

As evidenced above in section 5.1, Western Michigan University and the College of Aviation allocate numerous institutional resources and energy to support diversity efforts. University and college funds and personnel resources are utilized to support the following areas and all the programs they provide:

- WMU Office of Diversity and Inclusion
- WMU Division of Multicultural Affairs
- Excellence in Diversity Award program
- College of Aviation Diversity and Inclusion Committee
- College of Aviation Diversity in Aviation Scholarship Program
- College of Aviation Industry Advisory Board Diversity Committee
- Historically Black Colleges (HCB) Aviation Education Consortium
- Multicultural Association of Aviation Professionals (MAAP) Student Organization
- Women In Aviation Student Organization Chapter
- Association for Women in Aviation Maintenance Student Organization

5.3 Does the institution offer recruitment and retention initiatives?

The university has many different programs and initiatives aimed at recruiting and retention. As mentioned in section 5.1, the Division of Multicultural Affairs hosts mentor and peer mentor programs, academic tutoring referrals, and academic progress monitoring all aimed at retention and student success. The College of Aviation has its Diversity in Aviation Scholarship program to aid in both recruiting and retention, as scholarships are available for incoming freshman as well as multi-year awards for continuation in the program.

The College of Aviation also targets diverse areas in its recruiting efforts and establishes relationships with underrepresented groups. The college has a long standing relationship with Davis Aerospace Technical High School in Detroit, MI. Davis is part of the Detroit public school system which has a focus on the aviation and aerospace industry including an approved FAA curriculum. WMU sits on their advisory board and we participate in numerous activities with them throughout the year.
The university has a program called “The Western Edge” which is a strategic plan for promoting student success and keeping the quality of education offered by WMU affordable. Student can participate in the program by signing a graduation compact that states they will do certain things in scheduling and planning their academic career to ensure that they graduate on time. In return, students get additional advising and fixed room and board rates for 4 years. A retention scholarship of $500 is also included for students who maintain a 3.0 GPA and earn at least 30 credit hours their first year on campus. This program is gear to get students through to graduation and reduce dropouts by controlling costs and providing additional academic career planning to help the student be successful.

5.4 How does the institution and program ensure equal opportunity for all applicants and students?

Admission into Western Michigan University is open to all people. Applicants are screened and approved or denied based only on academic achievement. The following is the admissions criteria for WMU:

Admission to the University is decided on an individual basis. The average WMU freshman has a 3.3 high school GPA and a 22 ACT score, but these numbers should not be viewed as minimum or cutoff points since students both above and below these averages are considered for admission. Your application is reviewed using a combination of these key factors: grade point average, ACT / SAT score, number and type of college prep courses, and trend of grades. Personal information including gender, age, and ethnicity are all listed as optional information on the admissions application and are not considered when determining admissibility to the university.

The State of Michigan prohibits public universities from using this type of personal information to make admission decisions, as well as any type of quota or preference system. The College of Aviation follows all of the same university polices and state laws in making program admission decisions. Admission into the various aviation degree programs do not require any additional application process beyond normal university admission, therefore aviation students are selected by the same academic based criteria as listed above.

Western Michigan University and the College of Aviation put a strong emphasis on making all offerings at our institution available to everyone. This is evidenced by the numerous programs and departments listed in section 5.1 that are dedicated to inclusion of everyone in the WMU community.

5.5 Were there major actions taken since the last evaluation directed at outreach and recruitment, if so, please list dates, locations, size and target audiences?

The following is a list of some of the recruiting and outreach events attending by the College of Aviation during the last year, many of which are targeted at diverse groups:
Professional Conferences and Events Attended:

- January, 2012 – Great Lakes Aviation Conference, Ypsilanti, MI
- March, 2012 – Women in Aviation Conference, Dallas, TX
- July 2012 – Airventure EAA Convention, Oshkosh, WI

College Fairs Attended:

National Fairs (NACAC)

- Louisville, KY – February 26, 2012
- Detroit, MI – March 27, 2012
- Grand Rapids, MI – March 29, 2012
- Buffalo, NY – April 3-4, 2012
- Cleveland, OH – April 22, 2012
- Michigan Fairs (MACRAO)
- Kalamazoo Central High School College Night, April 24, 2012

Davis Aerospace High School Advisory Board Meetings and High School Visits

- January 24, 2012
- February 14, 2012
- February 28, 2012
- March 27, 2012
- April 24, 2012
- May 22, 2012

Education for Employment Advisory Board Meetings and Program Visits

- January 26, 2012
- February 8, 2012

Other Outreach Activities and Events

- Nontraditional Career Fairs
- March 12, 2012
- March 13, 2012
- Career Fairs and Camps
- Air Zoo High School Presentation, January 30, 2012
- Washington Writers’ Academy
**Support for WMU Sponsored Events**

- Medallion Scholarship Competition
- January 21, 2012
- January 28, 2012
- WMU Gold Pride Events
- Chicago, January 31, 2012
- Kalamazoo, February 2, 2012
- Troy, February 7, 2012
- Romulus, February 16, 2012
- Multicultural Leaders Scholarship Competition, February 18, 2012
- Junior Spotlight
- March 31, 2012
- April 14, 2012

**5.6 Was there diversity in the applicants who applied in the past 12 months?**

Diversity information is voluntary reporting on the WMU admissions application. Based on the College of Aviation applicants that reported data for admissions, the following distributions occurred for Fall 2012.

- 87.8% Male, 12.2% Female
- 73.3% White, 26.7% Non-White