Serving Underrepresented Students at CSN

CSN Institutional Advisory Council
Orientation Module 6
September, 2015
Module 6: Road Map

- Overview of Hispanic student data as presented at the 2014 CSN President’s Forum for Hispanic Heritage Month
- Overview of Native American students, as presented at the CSN President’s Forum for Native American Heritage Month
- Overview of African American student data as presented at the CSN 2015 Black History Month President’s Forum
- Overview of female student data as presented at the CSN 2015 Women’s History Month President’s Forum
- Overview of Asian/Pacific Islander student data as presented at the CSN 2015 Asian & Pacific Islander Heritage Month President’s Forum
- Overview of the Office of Community Relations, Diversity & Multicultural Affairs
Hispanic Students at CSN

The President’s Forum
Hispanic Heritage Month
College of Southern Nevada
Sept 25, 2014
Gender & Race/Ethnic Categories

- Student gender and race/ethnicity (R/E) are collected at admissions.
  - Gender: Male or Female
  - R/E options:
    - African American
    - Asian
    - Native Hawaiian/Pacific Islander
    - Hispanic/Latino
    - Native American/Alaskan Native
    - White
    - Unknown/Undisclosed
  - International students are reported separately
  - Students may identify themselves as a single or multiple R/E categories
  - Reporting R/E may differ depending on audience
Enrollment, Headcount and FTE

- **ENROLLMENT**: used to show students enrolled in a particular category (location, course, major, etc.); students may be counted multiple times depending on categories, groupings, etc.

- **HEADCOUNT**: refers to the unduplicated count of individual students.

- **FTE**: Full-Time Equivalent which represents the number of students and their representative credit load.
  - $FTE = \frac{\text{total student credit hours}}{15}$
  - 1 student taking 15 credits = 1 FTE; 5 students taking a 3-credit class = 1 FTE
Hispanic Student Population
Fall 2014 Census

Hispanic CSN students

• 9,713 students self-identified as solely or partially Hispanic
  - 26.6% of the entire CSN student population
    - 7,114 (73.2%) solely Hispanic
    - 2,599 (27%) Hispanic and any other R/E category, yet are officially counted as Hispanic students.

• 5,054.2 FTE
  - 26.4% of the entire CSN student FTE

• HSI requirements are different than normal reported headcount and FTE (must also meet financial need and first-generation requirements)
Fall 2014 Census - Total Headcount by Ethnicity (n=36,579)

- African American
- Asian
- Hawaiian/Pac Isl
- Hispanic
- Native American
- White
- Multiethnic (non-Hisp)
- Unknown

9,713
Enrollment Comparisons
Fall 2010 - Fall 2014

Students

Fall 10 (n=44088)  Fall 11 (n=38787)  Fall 12 (n=37696)  Fall 13 (n=36629)  Fall 14C (n=36579)

Hispanic

Total Headcount
Fall 2014 Census - Total FTE by Ethnicity (n= 19,140.8)

- African American
- Asian
- Hawaiian/Pac Isl
- Hispanic
- Native American
- White
- Multiethnic (non-Hisp)
- Unknown
FTE Comparisons
Fall 2010 - Fall 2014

Hispanic
Total FTE

<table>
<thead>
<tr>
<th></th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
<th>Fall 13</th>
<th>Fall 14C</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>22,368.8</td>
<td>20,257.5</td>
<td>19,531.5</td>
<td>18,834.6</td>
<td>19,140.8</td>
</tr>
<tr>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Average Hispanic Student Fall 2014 Census

• Gender
  Female 57% (5yr avg. = 55% ↑)

• Average Age
  24.2 (5yr avg. = 25.4 ↓)

• Average FTE
  0.51 (5yr avg. = 0.50 ↔)

• Most popular academic plan*
  Associate of Arts no emphasis (8.3% of all Hispanic students)
  8,516 are DCS (89% of all Hispanic students)

• Campus choice*
  Charleston 8,779 classes
  Next in order of popularity:
  Cheyenne, Online, Henderson, Other
  (Duplicated student count: Char, CY, Online, Hend, Other)
Graduation Rates

• Based on annual IPEDS Graduation Rate Survey
  - Last report = Spring 2014
  - Based on Fall 2007 cohort of first year, first time, full time degree/certificate seekers

• Total GRS Cohort = 1,528
  - Hispanic = 284 - 19% of total cohort

• Graduation Rate within 150% of normal time
  - Total graduates = 139 - overall Grad Rate = 9%
  - Hispanic grads = 20 - 14% of tot grads, 7% of Hispanic cohort

• Transfers Out (within 150% of normal time)
  - Total transfers = 298 - overall Transfer Out Rate = 20%
  - Hispanic transfers = 47 - 16% of tot trans, 17% of Hispanic cohort

Source: IPEDS Graduation Rates Survey for AY2013-14
Completers

- IPEDS Completions counts all students and awards between July 1, 2012 and June 30, 2013

**TOTALS**
- 2,489 graduates
  - Hispanic = 520 - 21% of graduates
- 2,741 awards total: 235 certificates; 2,495 associate’s degrees; 11 bachelor’s degrees

<table>
<thead>
<tr>
<th>Award Level</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>44</td>
</tr>
<tr>
<td>Associate’s</td>
<td>551</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>1</td>
</tr>
</tbody>
</table>

All completion data from: IPEDS Completions Survey for AY2013-14
Native American Students at CSN

The President’s Forum
Native American Heritage Month
College of Southern Nevada
November 20, 2014
Gender & Race/Ethnic Categories

- Student gender and race/ethnicity (R/E) are collected at admissions.
  - Gender options: Male/Female only
  - R/E options:
    - African American
    - Asian
    - Hawaiian/Pacific Islander
    - Hispanic/Latino
    - Native American/Alaskan Native
    - White
    - Unknown/Undisclosed

**NOTE:** Students may identify themselves as a single or multiple R/E categories
Enrollment, Headcount and FTE

- **ENROLLMENT**: used to show students enrolled in a particular category (location, course, major, etc.); students are often counted multiple times overall (duplicated), but once per category.

- **HEADCOUNT**: refers to the unduplicated count of individual students attending CSN.

- **FTE**: Full-Time Equivalent which represents the number of students and their representative credit load.
  - \( FTE = \frac{\text{total student credit hours}}{15} \)
  - 1 student taking 15 credits = 1 FTE;
    5 students taking a 3-credit class = 1 FTE
Native American Student Population – Fall 2014 Census

Native American CSN students

- 780 students self-identified as solely or partially Native American
  - 2.1% of the entire CSN student population
  - 236 (0.6%) students solely Native American and are officially counted as such.
  - 192 (0.5%) Native American and Hispanic; officially counted as Hispanic students.
  - 352 (1.0%) Native American and another non-Hispanic R/E category; officially counted as “multiethnic” students.
Fall 2014 Census Total Headcount by Ethnicity (n=36,579)

- African American
- Asian
- Hawaiian/Pac Isl
- Hispanic
- Native American
- White
- Multiethnic (non-Hisp)
- Unknown

236, 1%
5-year Enrollment Comparisons
Fall 2010 - Current

<table>
<thead>
<tr>
<th>Year</th>
<th>Native American</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09 (n=43561)</td>
<td>350</td>
<td>350</td>
</tr>
<tr>
<td>Fall 10 (n=44088)</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Fall 11 (n=38787)</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Fall 12 (n=37696)</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Fall 13 (n=36629)</td>
<td>150</td>
<td>150</td>
</tr>
</tbody>
</table>
Fall 2014 Census Total FTE by Ethnicity (n= 19,140.8 )

- African American
- Asian
- Hawaiian/Pac Isl
- Hispanic
- Native American
- White
- Multiethnic (non-Hisp)
- Unknown

117.43, 1%
The Average Native American Student – Fall 2014C

- **Gender**
  Female 57%  
  (5yr avg. = 55%↑)

- **Average Age**
  29.8  
  (5yr avg. = 29.8 ↔)

- **Average FTE**
  0.49  
  (5yr avg. =0.51↓)

- **Academic plans**
  Degree/Certificate-Seeking - 89.8% of all Native Am Students
  Pre-Nursing AGS (7.2%)
  Non-DCS, Personal Enrichment - 10.2%

- **Campus choice**
  Charleston - 203 classes, 38.3 FTE
  Next: Online, Cheyenne, Other, Henderson
Native American Students in Online Classes – Fall 2014C

• Total FTE
  All Students = 19,140.8
  Native American Students = 117.4

• Online FTE only
  All Students = 5,226.1
  Native American Students = 32.5

• Proportion of online FTE to total FTE
  All Students = 27.3%
  Native American Students = 27.6%

• Exclusively Online FTE
  All Students (2,632.3) = 13.8%
  Native American Students (18.5) = 15.8%
Graduation Rates

• Based on annual IPEDS Graduation Rate Survey
  - Last report = Spring 2014
  - Based on Fall 2007 cohort of first year, first time, full time degree/certificate seekers

• Total GRS Cohort = 1,528
  - Native American = 19 1.2% of total cohort

• Graduation Rate within 150% of normal time
  - Total graduates = 139, overall Grad Rate = 9.1%
  - There were no Native American completers within this timeframe

• Transfers Out (within 150% of normal time)
  - Total transfers = 298, overall Transfer Out Rate = 20%
  - Native American transfers = 2 0.7% of total, 10.5% of NA cohort

Source: IPEDS Graduation Rates Survey for AY2013-14
Completers

• IPEDS Completions counts all student completers and awards between July 1, 2013 and June 30, 2014

• Completers and awards
  - 4,029 student completers
    - Native American = 26, 0.6% of all completers
  - 4,608 awards total: 1,725 skills certificates; 238 certificates; 2,623 associate’s degrees; 22 bachelor’s degrees

<table>
<thead>
<tr>
<th>Awards</th>
<th>Native American = 30 (0.7%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Certificates</td>
<td>15</td>
</tr>
<tr>
<td>Certificates</td>
<td>1</td>
</tr>
<tr>
<td>Associate’s</td>
<td>14</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>0</td>
</tr>
</tbody>
</table>

All completion data from: IPEDS Completions Survey for AY2014-15
Gender & Race/Ethnic Categories

- **Student gender and race/ethnicity (R/E) are collected at admissions.**
  - Gender options: Male/Female only
  - **R/E options** - Students may identify as one or multiple
    - African American
    - Asian
    - Hawaiian/Pacific Islander
    - Hispanic/Latino
    - Native American/Alaskan Native
    - White
    - Unknown/Undisclosed
  - How we report R/E is dependent on the audience
Headcount, FTE and Enrollment

- **HEADCOUNT**: refers to the *unduplicated* count of individual students attending CSN.

- **FTE**: Full-Time Equivalent which represents the number of students and their representative credit load.
  - $\text{FTE} = \frac{\text{total student credit hours}}{15}$
  - 1 student taking 15 credits = 1 FTE;
  - 5 students taking a 3-credit class = 1 FTE

- **ENROLLMENT**: used to show students enrolled in a particular category (location, course, major, etc.); students are often counted multiple times overall (duplicated), but once per category.
African American Student Population – Fall 2014 Final

African American CSN students

- 5,232 students self-identified as solely or partially African American
  - 14.3% of the entire CSN student population
    - 4,283 (81.9%) students solely African American and are officially counted as such.
    - 258 (0.5%) are African American and Hispanic; officially counted as Hispanic students.
    - 691 (13.2%) are African American and another non-Hispanic R/E category; officially counted as “multi-ethnic” students.
Enrollment Comparisons
Fall 2010 - Current

African American

Total Headcount

Students

Fa10 (n=44088)  Fa11 (n=38787)  Fa12 (n=37696)  Fa13 (n=36629)  Fa14 (n=36469)
Fall 2014 Final Total FTE by Ethnicity (n= 19,064.0)

- African American
- Asian
- Hawaiian/Pac Isl
- Hispanic
- Native American
- White
- Multiethnic (non-Hisp)
- Unknown

2270.2, 12%
FTE Comparisons
Fall 2010 - Current

African American

Total FTE

(n=22,368.8)  (n=20,257.5)  (n=19,531.5)  (n=18,834.6)  (n=19,064.0)
The Average African American Student – Fall 2014 Final

• Gender
  Female 58.6% (5yr avg. = 57.6%↑)

• Average Age
  29.7 (5yr avg. =30.0 ↔)

• Average FTE
  0.53 (5yr avg. =0.53 ↔)

• Academic plans
  Degree/Certificate-Seeking - 91.0% of all African Am Students
  Associate of Arts (8.8%)
  Non-DCS, Personal Enrichment - 9.0%

• Campus of choice
  Online – 3,582 classes, 714.6 FTE
  Next: Charleston, Cheyenne, Henderson, Other
African American Students in Online Classes – Fall 2014 Final

- Total student FTE = 19,064.0
- African American population = 2,270.2 or 11.9% of the total population (3rd highest FTE population)

Of the 2,270.2 African American FTE:
- 3,582 FTE (31.5%) are online classes
  2nd highest R/E population (white = 32.1%)
- 404.4 FTE (17.8%) are EXCLUSIVELY online
  no other in-person classes
  **HIGHEST proportion of exclusive online FTE per R/E population**
Graduation Rates

- Based on the annual IPEDS Graduation Rate Survey (Spring 2015)
  - Based on Fall 2008 cohort of:
    - first time in college (FTIC)
    - full time
    - degree/certificate seekers (DCS)
  - Students are only counted IF they graduate within 150% of “normal” time to graduate
Graduation Rates

- Fall 2008 Census total headcount = 41,388

<table>
<thead>
<tr>
<th>IPEDS Cohort</th>
<th>Proportion of Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO - Part-time</td>
<td>76.7%</td>
</tr>
<tr>
<td>NO - Transfers-in and returning students</td>
<td>14.0%</td>
</tr>
<tr>
<td>NO - Personal enrichment students</td>
<td>3.9%</td>
</tr>
<tr>
<td>NO - Excl audits/remedial, other exclusions</td>
<td>1.1%</td>
</tr>
<tr>
<td>Full-time, FTIC, DCS</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
Graduation Rates

• Fall 2008 cohort, Full-time, FTIC, DCS = 1,794 students
  - African American = 206 students (11.5%)

• Graduation Rate within 150% of normal time
  - Total graduates = 169, overall Grad Rate = 9.4%
  - African American graduates = 9
    0.5% of total, 4.4% of African American cohort

• Transfers Out within 150% of normal time
  - Total transfers = 274, overall Transfer Out Rate = 15.3%
  - African American transfers = 31
    1.7% of total, 15.0% of African American cohort

Source: IPEDS Graduation Rates Survey for AY2014-15
Completers

- IPEDS Completions Survey (Fall 2014)
- No cohort - all student completers and awards between July 1, 2013 and June 30, 2014
  - Includes both full-time and part-time students
  - Includes students who may not be DCS students
    - Personal enrichment at census
    - Skills certificate students
  - Includes transfers-in
  - Counts students and awards - students may have multiple awards
  - Time to graduation is not a factor
Completers

- 4,029 student completers
  (African American = 358, 8.9% of all completers)
- 4,608 awards total

<table>
<thead>
<tr>
<th>Awards</th>
<th>All Awards = 4,608</th>
<th>African American = 358 (8.9%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills Certificates</td>
<td>1,725</td>
<td>167</td>
</tr>
<tr>
<td>Certificates</td>
<td>238</td>
<td>27</td>
</tr>
<tr>
<td>Associate’s</td>
<td>2,623</td>
<td>197</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>22</td>
<td>1</td>
</tr>
</tbody>
</table>
Female Students at CSN

President’s Forum For Women’s History Month
College of Southern Nevada - March 2014
Gender & Race/Ethnic Categories

• Student gender and race/ethnicity (R/E) are collected at admissions.
  - Gender options: Male/Female only
  - R/E options:
    - African American
    - Asian
    - Hawaiian/Pacific Islander
    - Hispanic/Latino
    - Native American/Alaskan Native
    - White
    - Unknown/Undisclosed

  NOTE: Students may identify themselves as a single or multiple R/E categories
  - Reporting R/E may differ depending on audience
Enrollment, Headcount and FTE

- **Enrollment**: used to show students enrolled in a particular category (location, course, major, etc.); students may be counted multiple times depending on categories, groupings, etc.

- **Headcount**: refers to the unduplicated count of individual students.

- **FTE**: Full-Time Equivalent which represents the number of students and their representative credit load.
  - $FTE = \frac{\text{total student credit hours}}{15}$
  - 1 student taking 15 credits = 1 FTE;
  - 5 students taking a 3-credit class = 1 FTE
Student Headcount

**Fall 2013 Final**

- Total student headcount = 36,629
  - Female = 20,240 (55%)
  - Male = 16,389 (45%)

**Spring 2014 Census (as of 3/14/14)**

- Total student headcount = 35,289
  - Female = 19,533 (55%)
  - Male = 15,756 (45%)
Fall 2013 Headcount by gender and ethnicity
(n = 36,629)

- 1,000  2,000  3,000  4,000  5,000  6,000  7,000  8,000

**African American**
- Female: 2,265
- Male: 2,265

**Asian**
- Female: 2,178
- Male: 2,178

**Hawaiian/Pac Isl**
- Female: 376
- Male: 376

**Hispanic**
- Female: 5,324
- Male: 5,324

**Multiethnic (non-Hisp)**
- Female: 889
- Male: 889

**Native American**
- Female: 139
- Male: 139

**Unknown**
- Female: 1,518
- Male: 1,518

**White**
- Female: 7,551
- Male: 7,551
Headcount by Gender
Fall 2009 - Fall 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Students</th>
<th>Male Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09 (n=43561)</td>
<td>22,146</td>
<td>21,415</td>
</tr>
<tr>
<td>Fall 10 (n=44088)</td>
<td>22,503</td>
<td>21,585</td>
</tr>
<tr>
<td>Fall 11 (n=38787)</td>
<td>21,303</td>
<td>17,484</td>
</tr>
<tr>
<td>Fall 12 (n=37696)</td>
<td>20,722</td>
<td>16,974</td>
</tr>
<tr>
<td>Fall 13 (n=36629)</td>
<td>20,240</td>
<td>16,389</td>
</tr>
</tbody>
</table>
Student FTE

Fall 2013 Final

Total student FTE = 19,531.5

- Female = 10,773.6 (55%)
- Male = 8,757.8 (45%)

Spring 2014 Census (as of 3/14/14)

Total student FTE = 18,725.3

- Female = 10,265.9 (55%)
- Male = 8,459.4 (45%)
Fall 2013 FTE by gender and ethnicity (n = 18,834.6)

- **African American**: Female 1,172.3, Male 1,152.7
- **Asian**: Female 200.0, Male
- **Hawaiian/Pac Isl**: Female 80.2, Male
- **Hispanic**: Female 491.7, Male 2,815.5
- **Multiethnic (non-Hisp)**: Female 729.8, Male
- **Native American**: Female, Male 80.2
- **Unknown**: Female 1,172.3, Male 1,152.7
- **White**: Female 3,796.3, Male
The Average Female Student (Fall 2013)

- Gender
  Comprises 55% of total population (5yr avg. = 53%↑)
The Average Female Student (Fall 2013)

- Gender
  Comprises 55% of total population (5yr avg. = 53% ↑)
- Average Age
  26.7 (5yr avg. = 27.9 ↓)
Average Age by Gender
Fall 2009 - 2013
The Average Female Student (Fall 2013)

- Gender
  Comprises 55% of total population (5yr avg. = 53% ↑)
- Average Age
  26.7 (5yr avg. = 27.9 ↓)
- Average Credit Load
  7.8 credits, 0.52 FTE (5yr avg. = 0.53 ↔)
The Average Female Student (Fall 2013)

• Gender
  Comprises 55% of total population (5yr avg. = 53% ↑)

• Average Age
  26.7 (5yr avg. = 27.9 ↓)

• Average Credit Load
  7.8 credits, 0.52 FTE (5yr avg. = 0.53 ↔)

• Most popular academic plan
  Pre-Nursing Assoc. Gen. Studies (9.5% of all female students)

  17,433 are DCS (86% of all female students)
The Average Female Student (Fall 2013)

- Gender
  Comprises 55% of total population (5yr avg. = 53% ↑)

- Average Age
  26.7 (5yr avg. = 27.9 ↓)

- Average Credit Load
  7.8 credits, 0.52 FTE (5yr avg. = 0.53 ↔)

- Most popular academic plan
  Pre-Nursing Assoc. Gen. Studies (9.5% of all female students)
  17,433 are DCS (86% of all female students)

- Campus of choice
  Charleston 20,608 classes 3,784.7 FTE
  by # classes: 1) Char 2) Chey 3) Hend 4) Online 5) Other
  by FTE: 1) Char 2) Online 3) Chey 4) Hend 5) Other
Graduation Rates

- Based on annual IPEDS Graduation Rate Survey
  - Last report = Spring 2014
  - Based on Fall 2007 cohort of first year, first time, full time degree/certificate seekers
  - Measures graduates and transfers within 150% of total time to graduate

- Total GRS Cohort = 1,528
  - Females = 815 (53.3% total cohort)

- Graduation Rate = 9.1% (139 grads)
  - Females = 70 (50.4% of total cohort, 8.6% of Female cohort)

- Transfers Out Rate = 20% (298 transfers)
  - Females = 175 (58.7% of total, 22% of Female cohort)

Source: IPEDS Graduation Rates Survey for AY2013-14
Completers

- **IPEDS Completions counts all students and awards and awards between July 1, 2012 and June 30, 2013**

- **2,489 graduates**
  - Females = 1,496 (60%)

- **2,741 awards**
  - Female awards: 1,643 total (60% total awards)

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Overall</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>235</td>
<td>140</td>
</tr>
<tr>
<td>Associate’s</td>
<td>2,495</td>
<td>1,369</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

All completion data from: IPEDS Completions Survey for AY2013-14
Asian & Pacific Islander Students at CSN

The President’s Forum on Asian & Pacific Islander Academic Success
College of Southern Nevada - April 24, 2014
Gender & Race/Ethnic Categories

- Student gender and race/ethnicity (R/E) are collected at admissions.
  - Gender: Male or Female
  - R/E options:
    - African American
    - Asian
    - Native Hawaiian/Pacific Islander
    - Hispanic/Latino
    - Native American/Alaskan Native
    - White
    - Unknown/Undisclosed
  - International students are reported to US separately

**NOTE:** Students may identify themselves as a single or multiple R/E categories
- Reporting R/E may differ depending on audience
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  - FTE = total student credit hours/15
  - 1 student taking 15 credits = 1 FTE;
  - 5 students taking a 3-credit class = 1 FTE
Asian Student Population – Fall 2013 Final

Asian CSN students

• 4,819 students self-identified as solely or partially Asian

• 10.4% of the entire CSN student population
  – 3,827 (79%) solely Asian; officially counted as such*. 
  – 173 (4%) Asian and Hispanic; officially counted as Hispanic students. 
  – 335 (7%) Asian and Pacific Islander; officially counted as “multiethnic” students. 
  – 484 (10%) Asian and another non-Hispanic R/E category; officially counted as “multiethnic” students.

• Largest population of CSN’s international students
Pacific Islander Student Population – Fall 2012 Final

Pacific Islander CSN students

- 1,361 students self-identified as solely or partially Pacific Islander

- 2% of the entire CSN student population
  - 727 (53%) solely Pacific Islander; officially counted as such.
  - 118 (9%) Pacific Islander and Hispanic; officially counted as Hispanic students.
  - 335 (25%) Pacific Islander and Asian; officially counted as “multiethnic” students.
  - 181 (13%) Pacific Islander and another non-Hispanic R/E category; officially counted as “multiethnic” students.
Fall 2013 Final - Total Headcount by Ethnicity (n=36,629)

- African American
- Asian
- Hawaiian/Pac Isl
- Hispanic
- Native American
- White
- Multiethnic (non-Hisp)
- Unknown
Enrollment Comparisons
Fall 2009 - Current

Students

Fall 09 (n=43561) | Fall 10 (n=44088) | Fall 11 (n=38787) | Fall 12 (n=37696) | Fall 13 (n=36629)

Asian
Hawaiian/Pac Isl
Total Headcount
Fall 2013 Final - Total FTE by Ethnicity (n= 18,834.6)

- African American: 2074.2
- Asian: 386.3
- Hawaiian/Pac Isl: [small segment]
- Hispanic: [small segment]
- Native American: [small segment]
- White: [large segment]
- Multiethnic (non-Hisp): [small segment]
- Unknown: [very small segment]
The Average Asian Student - Fall 2013F

- **Gender**
  - Female 57% (5yr avg. = 57% ↔)

- **Average Age**
  - 25.4 (5yr avg. = 26.5 ↓)

- **Average FTE**
  - 0.54 (5yr avg. = 0.55 ↔)

- **Most popular academic plan**
  - Pre-Nursing AGS (9.7% of all official Asian students)
  - 3,214 are DCS (84% of all official Asian students)

- **Campus choice**
  - Charleston  5,633 classes
  - Next: Online, Cheyenne, Henderson, Other (Duplicated student count: Char, Online, CY, Hend, Other)
The Average Pacific Islander Student – Fall 2013F

- **Gender**
  - Female 56% (5yr avg. = 53% ↑)

- **Average Age**
  - 25.6 (5yr avg. = 25.7 ↔)

- **Average FTE**
  - 0.53 (5yr avg. = 0.55 ↔)

- **Most popular academic plan**
  - Pre-Nursing AGS (8.1% of all official Pac Isl students)
  - 647 are DCS (89% of all official Pac Isl students)

- **Campus choice**
  - Charleston 740 classes
  - Next: Online, Cheyenne, Henderson, Other
  - (Duplicated student count: Char, Online, CY, Hend, Other)
Graduation Rates

- Based on annual IPEDS Graduation Rate Survey
  - Last report = Spring 2014
  - Based on Fall 2007 cohort of first year, first time, full time degree/certificate seekers

- Total GRS Cohort = 1,528
  - Asian = 117  7.7% of total cohort
  - Pac Isl = 45  3% of total cohort

- Graduation Rate within 150% of normal time
  - Total graduates = 139 - overall Grad Rate = 9.1%
  - Asian grads = 8  0.5% of total cohort, 6.8% of Asian cohort
  - Pac Isl grads = 6  0.4% of total cohort, 13% of Pac Isl cohort

- Transfers Out (within 150% of normal time)
  - Total transfers = 298 - overall Transfer Out Rate = 20%
  - Asian transfers = 29  1.9% of total, 24.8% of Asian cohort
  - Pac Isl transfers = 13  0.9% of total, 28.9% of Pac Isl cohort

Source: IPEDS Graduation Rates Survey for AY2013-14
Completers

- IPEDS Completions counts all students and awards between July 1, 2012 and June 30, 2013

**TOTALS**

- 2,489 graduates
  - Asian = 265 (11% of graduates)
  - Pac Isl = 40 (2% of graduates)
- 2,741 awards total: 235 certificates; 2,495 associate’s degrees

<table>
<thead>
<tr>
<th></th>
<th>Asian = 289 (10.5%)</th>
<th>Pac Isl = 45 (1.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>certificates 30</td>
<td>certificates 4</td>
</tr>
<tr>
<td></td>
<td>associate’s 259</td>
<td>associate’s 41</td>
</tr>
<tr>
<td></td>
<td>bachelor’s 0</td>
<td>bachelor’s 0</td>
</tr>
</tbody>
</table>

All completion data from: IPEDS Completions Survey for AY2013-14
Office of Community Relations, Diversity and Multicultural Affairs

Maria Marinch, M.A.
Executive Director
College of Southern Nevada
Commitment to Diversity

The College of Southern Nevada (CSN) continues to place diversity as an overarching principle and accreditation “theme” that impacts all areas. Moreover, the college has made it a priority in planning and establishing its institutional identity.
The College of Southern Nevada creates opportunities and changes lives through access to quality teaching, services, and experiences that enrich our diverse community.
Office of Community Relations, Diversity and Multicultural Affairs

2013 - 2015

Single Individual to Six Full-time Staff
Direct Report to the President
Six Figure Budget – Institutional Investment
Development of Mission/Goals/Objectives
Structure and Process Development
Priority Lists – Critical Path Schedule
Office of Community Relations, Diversity and Multicultural Affairs

Diversity Strategic Plan Tied to Guiding Document
Linking Every Activity to the Goals of the Office
Targeted Institutionalization
Creating Assessment Tools
Taking Business-Like Models and Adapting for Maximization
Best Practices and National Standards Baseline
Office of Community Relations, Diversity and Multicultural Affairs

Focused Relationship Building
Data-Based Decision Making
Consensus Building – Audience Analysis – WIIFM

Providing effective support for diversity-related groups, schools, departments, initiatives and activities to build engagement at every level of the organization and in every area.
Office of Community Relations, Diversity and Multicultural Affairs

Mission

Foster a college culture that values diversity and enhances the experience and lives of students, faculty, staff, and the community by promoting understanding, appreciation, and respect for individual and group social, historical, cultural, capability, identity, linguistic and intellectual differences and similarities.
Office of Community Relations, Diversity and Multicultural Affairs

Vision

Strive for quality in all endeavors. It works to create a college community that embraces diversity and its power to positively transform and expand opportunities for all, to empower our communities and to prepare the future workforce for the global economy. It views a supportive and open community predicated on trust, understanding and collaboration.
Office of Community Relations, Diversity and Multicultural Affairs

Goals

• Create, enhance and promote relationships with diverse internal and external constituencies that directly impact student success and institutional goals;

• Support initiatives that aim to create excellence by maximizing the benefits of engaging and supporting diverse communities;

• Establish channels for open, interactive, internal and external communication that provide representation to diverse communities and enhance understanding, respect and collaboration;

• Assist in the creation and implementation of strategies, policies and procedures that relate to the fulfillment of institutional goals;
Office of Community Relations, Diversity and Multicultural Affairs

Goals

• Establish processes of inclusion to represent the interests and needs of diverse populations in institutional plans, goals, programs, initiatives and structure;

• Support efforts to recruit, retain, advance and develop diverse faculty, staff and students;

• Design and implement programming that promotes diversity, inclusion and cultural awareness;

• Promote and monitor progress in meeting CSN’s affirmative action goals;

• Conduct regular and on-going training and evaluation in cultural and diversity competencies; and

• Provide guidance on diversity-related issues to internal constituencies.
Office of Community Relations, Diversity and Multicultural Affairs

Active Projects - September 2015

Community Relations

• Community Map and Database Development and Analysis
• Community Relations Strategic Plan and Ambassador Program Development
• Community Scholars Program Development
• Community Partnerships – Chamber Programs
• Support of Institutional, Schools and Department Community Projects
Community Relations

- Directed and Measured Engagement
- Link to Industry and Student Needs
- Bridge Building to Create Partnerships That Aid Student Success
- Documenting and Communicating

“CSN is the community’s college.”

President Michael Richards
Community Mapping

- Identifying and Categorizing Engagement
- Fall 2015 Survey

<table>
<thead>
<tr>
<th><strong>Organization Categories</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advocacy/Civil Rights</td>
</tr>
<tr>
<td>2. Arts &amp; Culture</td>
</tr>
<tr>
<td>3. Business/Industry/Trade</td>
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<tr>
<td>4. Church/Religious</td>
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<tr>
<td>5. Education</td>
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<tr>
<td>6. Government</td>
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<tr>
<td>7. Social Welfare/Foundations</td>
</tr>
<tr>
<td>8. Labor/Employee Associations</td>
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<tr>
<td>9. Media</td>
</tr>
<tr>
<td>10. Sports/Recreational/Social</td>
</tr>
<tr>
<td>11. Youth Activities</td>
</tr>
</tbody>
</table>
Community Mapping

• Business Sectors as defined by Governor’s Office of Economic Development
  - Aerospace/Defense
  - Energy
  - Healthcare
  - Logistics and Operations
  - Manufacturing
  - Tourism and Gaming

• Subcategories as needed, e.g. Education – K12 – Private
Community Mapping

- **Stakeholder categories**: Most salient identity expressed by the community organization/program

<table>
<thead>
<tr>
<th>Stakeholder Groups</th>
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</thead>
<tbody>
<tr>
<td>1. Access Services/Disabilities</td>
</tr>
<tr>
<td>2. African American</td>
</tr>
<tr>
<td>3. Asian Pacific Islander</td>
</tr>
<tr>
<td>4. Diverse/Multi-Representation</td>
</tr>
<tr>
<td>5. International</td>
</tr>
<tr>
<td>6. Latino/Hispanic</td>
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<tr>
<td>7. LG BTQ</td>
</tr>
<tr>
<td>8. Native American/American Indian</td>
</tr>
<tr>
<td>9. Religious/Church</td>
</tr>
<tr>
<td>10. Senior/Retirees</td>
</tr>
<tr>
<td>11. Veterans</td>
</tr>
<tr>
<td>12. Women</td>
</tr>
<tr>
<td>13. Youth</td>
</tr>
</tbody>
</table>
Community Mapping

• Documenting community relations activities, meeting, events and functions (interactions)

• Office model for reporting
  - July 2014 to April 2015 period - 329 documented office interactions
  - 1.59 interactions for each working day.
STAGES OF DIVERSITY

Accommodation
Society/Institutions

Request

Underrepresented Groups

Compliance
Society/Institutions

Imposition

Individual/Represented Groups

Promotion
Society/Institutions/Underrepresented Groups

Education

Individual/Represented Groups

Contribution
Individual and Group/Society/Institutions

Active Contribution

Individual and Group/Society/Institutions

M. Marinch
DIVERSITY STRATEGIC PLAN

• Tied to CSN’s mission, institutional strategic plan, and other guiding documents
• Revised every six months internally and every year with key stakeholders
• Open to public input and feedback
• Serve as guiding and accountability document
Active Projects - September 2015

**Diversity Initiatives**

- Hispanic Serving Institution and Minority Serving Institution
- Development of Institutional Diversity Council
- Support of Institutional Initiatives and Projects
  - Achieving the Dream
  - Climate Survey
  - Strategic Enrollment Plan
  - Congressional Hispanic Caucus Internships
- Support and Monitor CSN’s Affirmative Action Plan
- Recruitment/Retention Diversification Efforts
- Inclusive Excellence Centers
Office of Community Relations, Diversity and Multicultural Affairs

Active Projects - September 2015

Diversity Initiatives (continued)

• Cultural Diversity and Competence Training
  – Diversity Day
  – Inclusive Excellence Module Training
• Safe Zone Program
• CSN Minority Male Initiative Support
• Supplier Inclusion Support and Event Coordination
• CSN Diversity Newsletter
• NSHE and Equity, Diversity and Inclusion Council Participation
  – Southern Nevada Diversity Summit
  – NSHE Climate Survey
Office of Community Relations, Diversity and Multicultural Affairs

Diversity Initiatives

Longitudinal Data Analysis
Diversity “Champion” Active Engagement
Evaluating Long-term Project Viability and Impact
Benchmarking
Result Tracking and Reporting
Inter-institutional Partnerships / Efficiencies and Cost
Constant Communication - Strategic
Office of Community Relations, Diversity and Multicultural Affairs

Active Projects - September 2015

Multicultural Affairs

• Support and Coordination of CSN Diversity Faculty and Staff Groups
• President’s Multicultural Event Series
• Support of Student Government and Club Diversity Projects
• Multicultural Programming Support and Development
• Multicultural Graduations Celebrations
Office of Community Relations, Diversity and Multicultural Affairs

Multicultural Affairs

Recognition Process

Year-long Programming Pre-Planning – Goals and Audiences

Event Debriefing – Measure against Goals

Collection of Data (Participation Counts/Surveys/Others)

Historical Tracking

Increase of Participation – Engagement at All Levels
African American Heritage Committee
Heritage Month Activities
Student Camps
Student Mixers
Scholarship Fundraising
Multicultural Graduation Celebration

All-Access Committee
Initiatives for DACA, Immigrant, Non-traditional, Adult, First Generation and Access-Service Inclusive Access Excellence Program
Workshops on Scholarships and Access
Financial Information
Awareness Training

Asian Pacific Islander Heritage Committee
Heritage Month Activities
Student Camps
Multicultural Graduation Celebration

Comprehensive Internationalization Committee
International Education Week Activities
Postcards from Abroad

Queer Inclusive Campus Committee
Pride Month Activities
Student Mixers
Safe Zone Program

Latino Alliance
Heritage Month Activities
Student Camps
Student Mixers
Scholarship Fundraising
Multicultural Graduation Celebration

Native American Indian Faculty and Staff Alliance
Heritage Month Activities
Multicultural Graduation Celebration

Veterans and Service Members Group
Honor and Recognition Activities

Women’s Alliance
Heritage Month Activities
Status of Women Conference
Wellness & Empowerment / Public Safety / Technology and Art Fairs
Women of Influence Awards Luncheon
Student Camps
Living Library
Office of Community Relations, Diversity and Multicultural Affairs
Active Projects - September 2015

Alumni Relations

• Strategic Alumni Relations Plan
• Alumni Relations Plan Expansion
• Database Development
• Communications Tools and Events