

SANTA MONICA COLLEGE

STUDENT EQUITY REPORT Spring 2005

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SANTA MONICA COLLEGE

Santa Monica College District

Student Equity Plan

Signature Page

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TABLE OF CONTENTS

Introduction	Page 4
Overall Coordination	Page 4
Overview	Page 4
Summary of Variables Considered to Evaluate Course Completion Rates	Page 5
Access Component	Page 6
ESL and Basic Skills Course Completion Component	Page 9
All Course Completion Component	Page 11
Vocational Course Completion Component	Page 13
Transfer Course Completion Component	Page 15
Degree Completion Component	Page 17
Certificate Completion Component	Page 18
Degree and Certificate Summary	Page 19
Transfer to University of California Component	Page 20
Transfer to California State University Component	Page 21
Transfer Summary	Page 22
Equal Employment Opportunity Component	Page 23
SMC Student Equity Plan	Page 26
Appendix 1: SMC Personnel by Gender and Race/Ethnicity by Year	Page 28

Introduction:

Santa Monica College is committed to the success of all of its students. The college has long considered student success an institutional priority, and through its curriculum, programs, and services, the college is actively involved in providing an educational environment in which each individual can fully develop and achieve his or her potential.

To preserve and enhance the diversity and equity of students, faculty, and staff, the Student Equity Committee is pleased to present this report to the California Community Colleges Chancellor's Office, as well as to our Board of Trustees and College Community.

This initial report will serve to highlight the six student equity indicators:

1. Access
2. ESL/Basic Skills Course Completion
3. Course Completion (*Retention*)
4. Degree/Certificate Completion
5. Transfer Rate
6. Equal Employment Opportunity

This report will focus on promoting equity in student equity indicators 1 through 3 above as is required, while the other three are optional. This report has four sections. Section I describes our work as a team. Section II provides an overview of the student equity plan and a contextual background. Section III examines access and course completion rates. Section IV makes recommendations for the next two years.

Section I: Work of Student Equity Committee

The Student Equity Coordinator and Academic Senate President formed the Student Equity Committee, which included the faculty chairs of the Program Review, Curriculum, and Student Affairs Committees, counseling and instructional faculty, department chairs from Math and English, ESL faculty and the Director of Instructional Services. Our first committee meeting was held at the end of the Fall 2004 semester, and continued to meet through Spring semester and into the 2005 summer session. Data were gathered and analyzed to determine if equity was being achieved. The Committee reviewed relevant data to identify problem areas and developed activities and strategies to address barriers to student success. As the Committee developed the student equity plan, members agreed that flexibility for developing activities and measurable goals was necessary so that the entire college community could address the need for integration of diversity and equity into everyday practices.

Section II: Overview of Student Equity Plan

The intent is for this plan to be implemented in the 2005-2006 academic year and reviewed annually thereafter. In addition, this plan will be linked to the Academic Senate Equity and Diversity Committee and become part of the Program Review Process. The Student Equity Plan is to be incorporated into the goals of all departments, programs, and services.

In reviewing the data, the low success rates and educational outcomes of African American and Latino students in comparison to the college-wide student success rates were most striking. These inequities become central to the purpose of establishing goals to have all students equally succeed in all courses. This report begins by giving an overview relative to the distribution of our students by

racial/ethnic group in the student population overall, in our English and Math basic skills courses (high school level or below), in our degree recipients and in those who have successfully transferred to the four-year institutions. We then highlight areas in which we found disparity in the success rates of African American and Latino students in Math and English, two disciplines required for the AA degree and for transfer to four-year institutions. We found that in all Math and English courses African American and Latino students were below the average in terms of success.¹

The Student Equity Coordinator, Beatriz Magallon, EOPS Counselor, magallon_beatriz@smc.edu (310) 434-4275 can address questions and comments. Primary responsibility for ensuring the continuation of this planning, implementation, and evaluation cycle will rest with the Office of Institutional Research and the Academic Senate unless otherwise designated by the Superintendent/President. Santa Monica College welcomes your comments and suggestions.

Section III. Access & Course Completion Rates:

The Student Equity Committee decided to establish goals focused on access and course completion because the data indicated the need. To support the other indicators, activities will focus on course completion and basic skills improvement for increasing degree and transfer rates, particularly for African American and Latino students.

The three demographic variables we were to consider were ethnicity, gender, and disability status. For the section on access, age was another variable of consideration. Ethnicity and gender are self-reported. In some cases, the number of students of certain ethnicities is very low. In these instances, it is difficult to interpret success rates, but it should be noted that the level of enrollment by ethnicity might be an indication of access in and of itself. The grouping of ethnicities attempts to strike a balance between being specific and having categories that contains enough individuals to allow for data interpretation. Latino and White students are the most predominant categories at Santa Monica College. The Native American student population has remained about the same in the ten-year period (1992 – 2002) at about 0.5% of the total student population. Based on this statistic, the Native American population will not be singled out as a target student population for further review.

Students with disabilities are defined as those who receive services from Disabled Students Programs and Services (DSPS). Some students who are disabled may not be identified as such if they do not self-identify by seeking out DSPS services.

All data are from the Chancellor's Office or from the Santa Monica College Institutional Research Office.

¹ Success Rate = Number of Enrollments A, B, C, Cr grade notations divided by number of A, B, C, D, F, CR, NC, W, I

1: ACCESS: Ten Year period (1992 – 2002) Academic Years

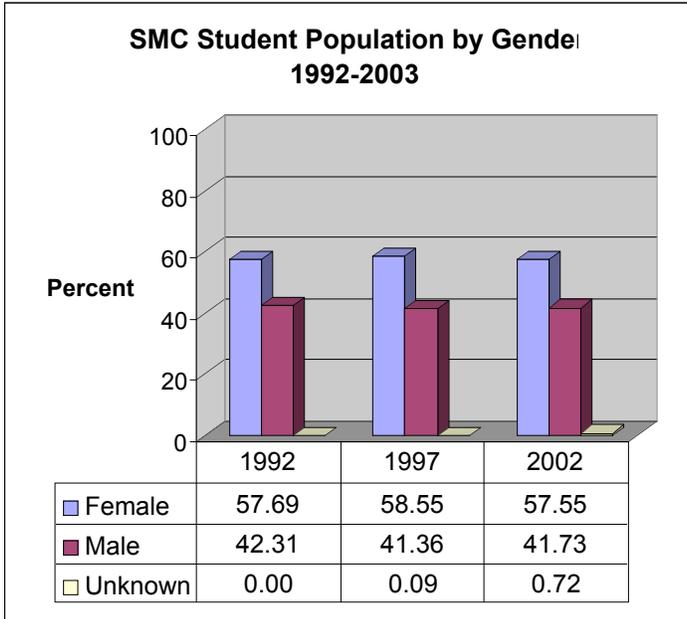


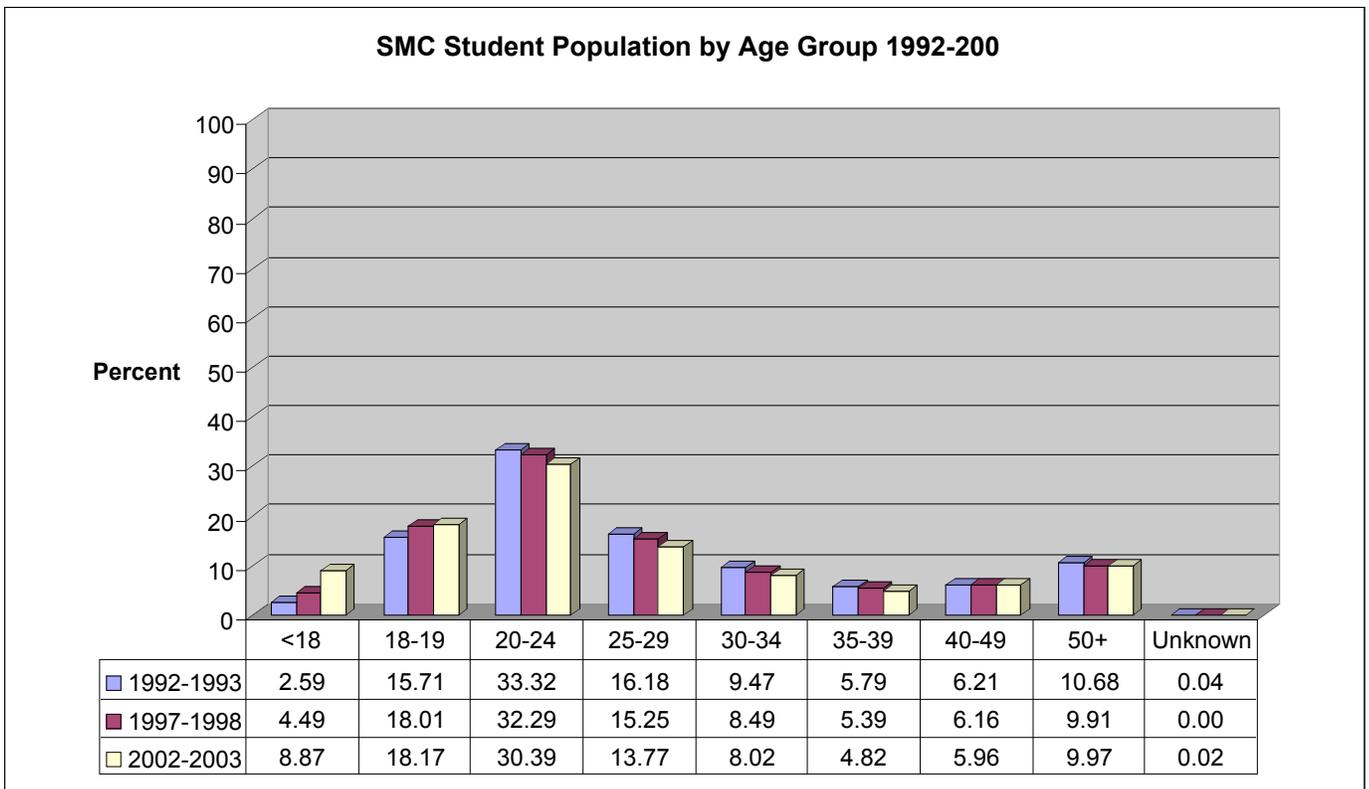
Figure 1

Gender:

No major change.

The female student population has remained constant at about 58%, and 42% for male students.

Figure 2



Age: Decrease of 2.9% in 20-24 year old students from 30.4% in 2002 compared to 33.3% in 1992.

All age groups had a slight decrease in students except for:

6.3% increase in < 18 year old students from 2.6% in 1992 to 8.9% in 2002.

2.5% increase in 18-19 year old students from 15.7% in 1992 to 18.2% in 2002.

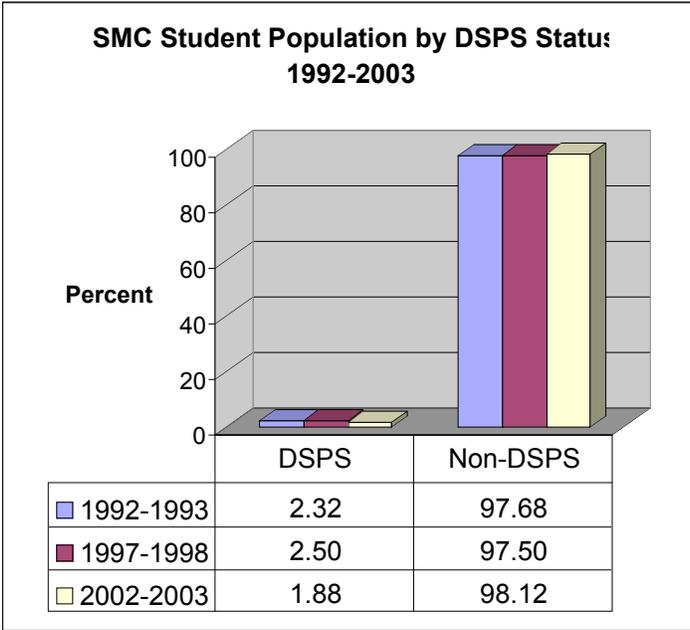
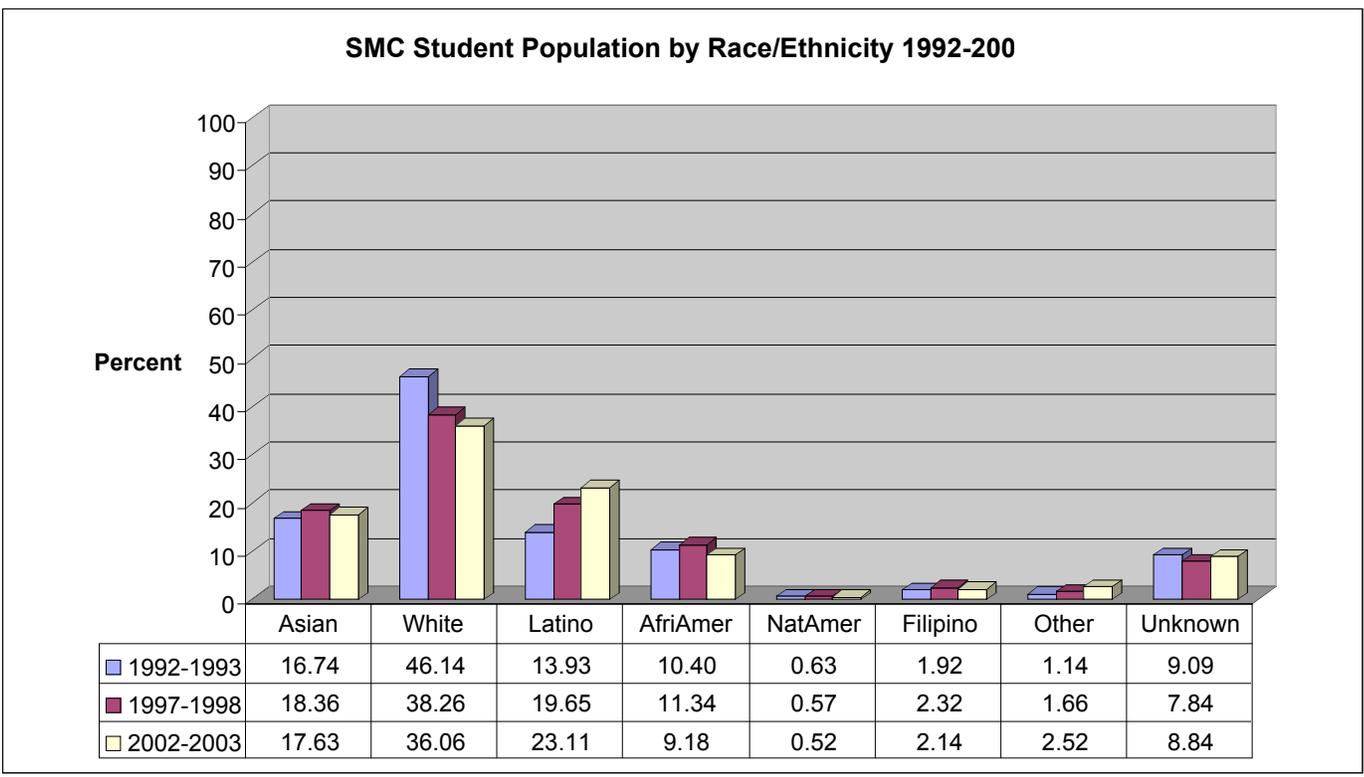


Figure 3

Students w/ Disabilities:

DSPS student population has decreased by 0.4% in ten year period from 2.3% to 1.9%.

Figure 4



Race/

Ethnicity: 9.2% increase in Latino students from 13.9% in 1992 to 23.1% in 2002.

10.0% decrease in White students from 46.1% in 1992 to 36.1% in 2002.

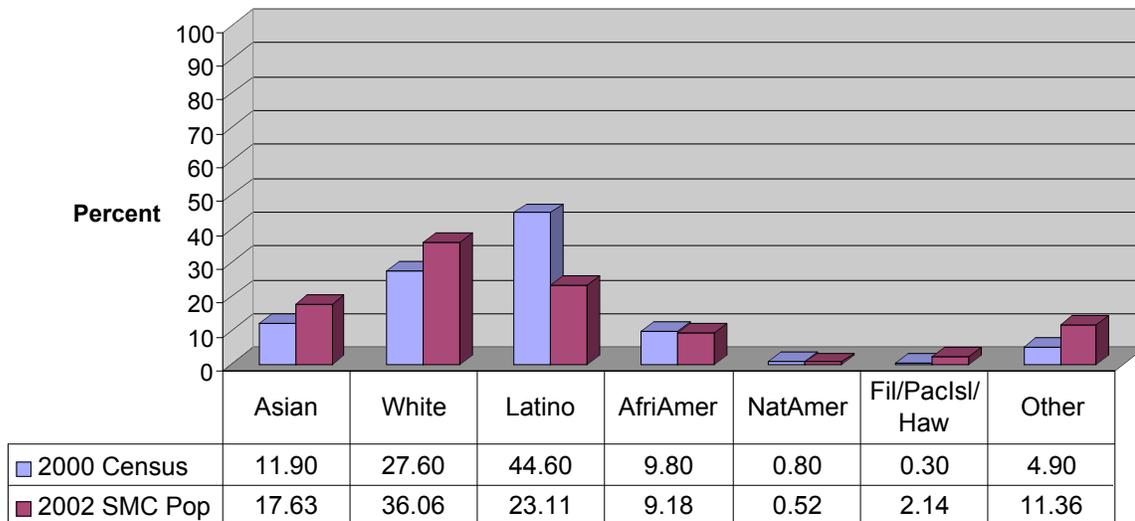
1.4% increase in “Other” category of students in ten-year period.

1.2% decrease in African American students from 10.4% in 1992 to 9.2% in 2002.

Slight increase of 0.9% in Asian students and 0.2% Filipino students.

Figure 5

Comparison of 2000 L.A. County Census Data & SMC 2002 Student Population Data



2000 Census

Data Comparison: The percentage of Latino students at Santa Monica College is only half that in the Los Angeles county as a whole.

By contrast, representation of Asian and White students is 148.0% and 130.7% respectively.² This may reflect the demographic composition in the Santa Monica area.

Compared to 1992, our student population is increasingly younger. The percentage of students under eighteen years of age has almost quadrupled. Our students come from over 981 zip codes making it difficult to define a District service area. Based on census data comparison, Latino students are underrepresented, while Asian and White students are slightly overrepresented. In reviewing our data we also found that we do not have a clear picture of our domestic versus international student populations. We also have a sizable Asian population that we feel needs to be better defined due to differences in cultural backgrounds, educational experiences and student outcomes.

Recommendations: For reporting purposes create an F1 (international) category of students by identifying country of origin.

To clearly define our Asian American (domestic) student population we recommend creating separate categories for our Asian American (domestic) student population, i.e. Korean, Chinese, Japanese, Vietnamese, et al.

To clearly define our Latino student population we recommend creating separate categories as well, i.e. Mexican American, Central American, et al.

To research programs other colleges and universities offer their students to address the challenges and effective strategies to improve student success.

² The comparison between SMC and L.A. County census figures are only approximations because of the differences in racial/ethnic classifications for data collection as well as age not being taken into consideration. The U.S. Census Bureau does not recognize “Latino” as a racial group.

2: **ESL and Basic Skills Course Completion:**
Average Success Rates for 1992 = 62.4%, 1997 = 56.5%, 2002 = 55.7%.
In ten-year period (1992 – 2002) overall student success has decreased by 6.7%.

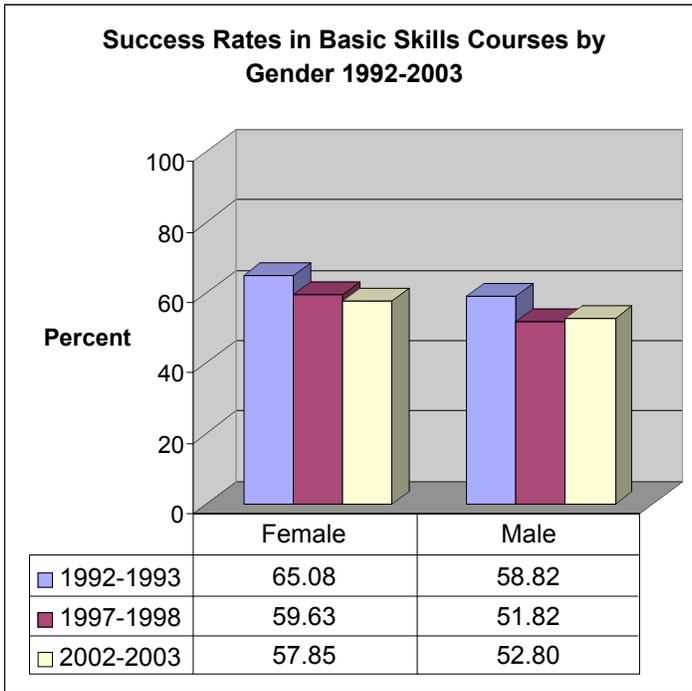


Figure 6

Gender: No major difference in success rates by gender.

Male student success rate is 2.9% below the college-wide success rate of 55.7% in 2002.

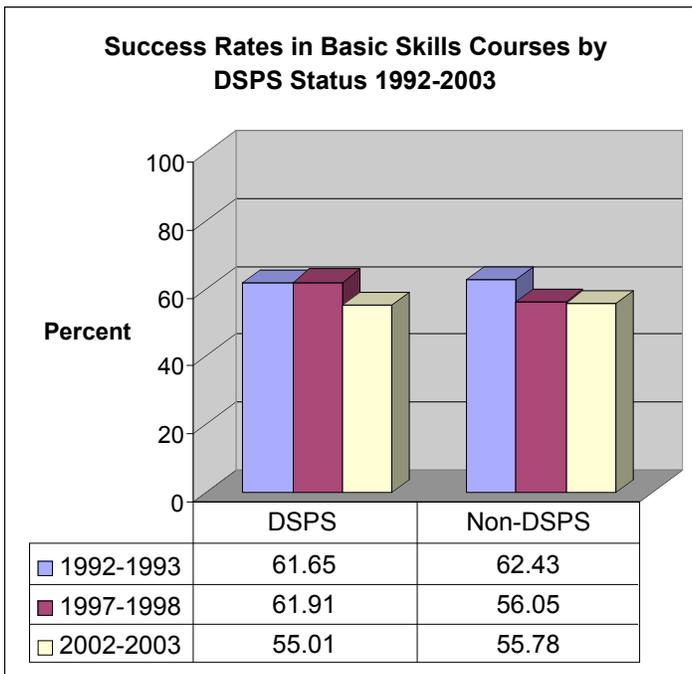
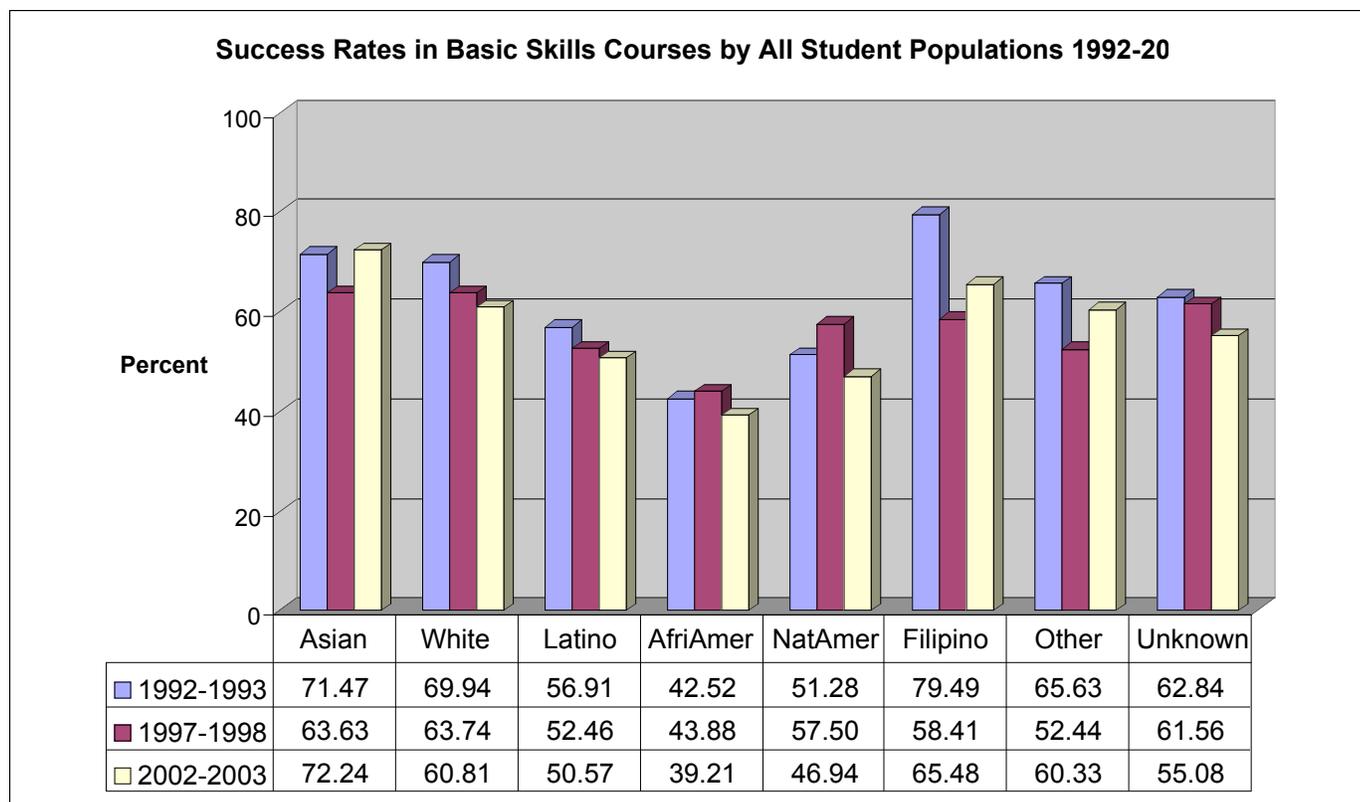


Figure 7

Students w/ Disabilities: Students with disabilities had a success rate of 55% compared to college-wide success rate of 55.7%, which is a difference of 0.8% in 2002.

Figure 8



*Race/
Ethnicity:* Latino and African American student success rates are below the college-wide success rate of 55.7% by 5.13% and 16.49% respectively in 2002.

The data show that over the past ten years the success rates in English, ESL and Math basic skills courses have decreased in all populations except for the Asian Students.

Recommendation: ESL, English, and Math Departments to develop strategies by which student success can be improved.

3A: All Course Completion:
Average Success Rates for 1992 = 67.5%, 1997 = 65%, 2002 = 69%.
In ten-year period (1992–2002) overall student success has increased by 1.5% .

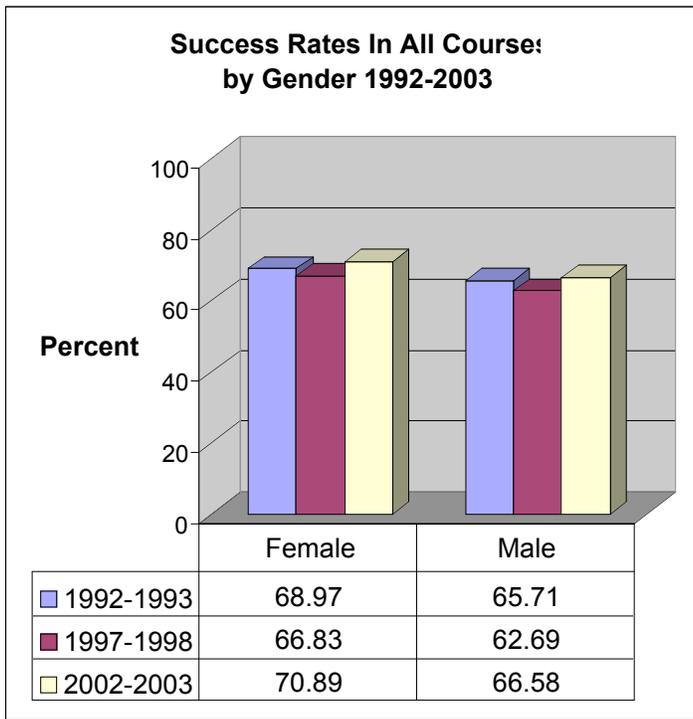


Figure 9

Gender: No major difference in success rates by gender.

Male students had a 66.6% success rate compared to female success rate of 70.9%, which is a difference of 4.3% in 2002.

Male student success rate is 2.4% below college-wide success rate of 69.0% in 2002.

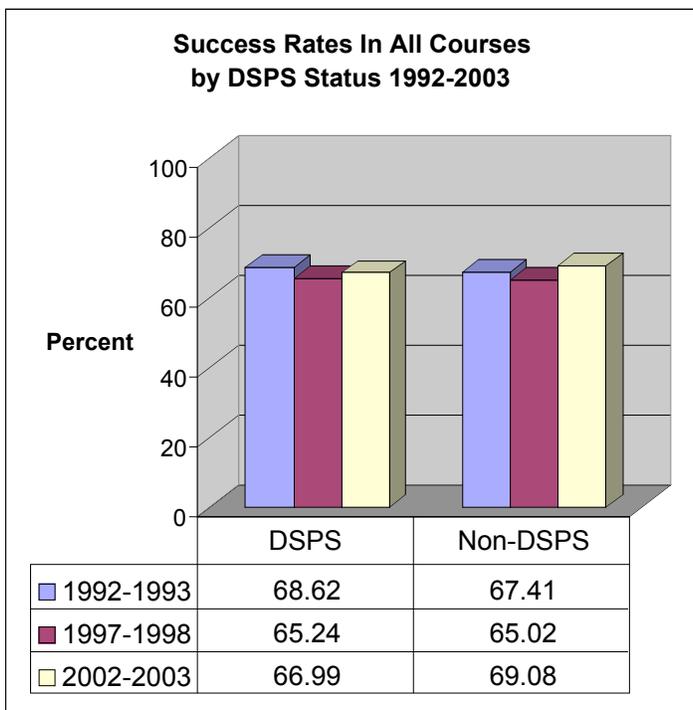
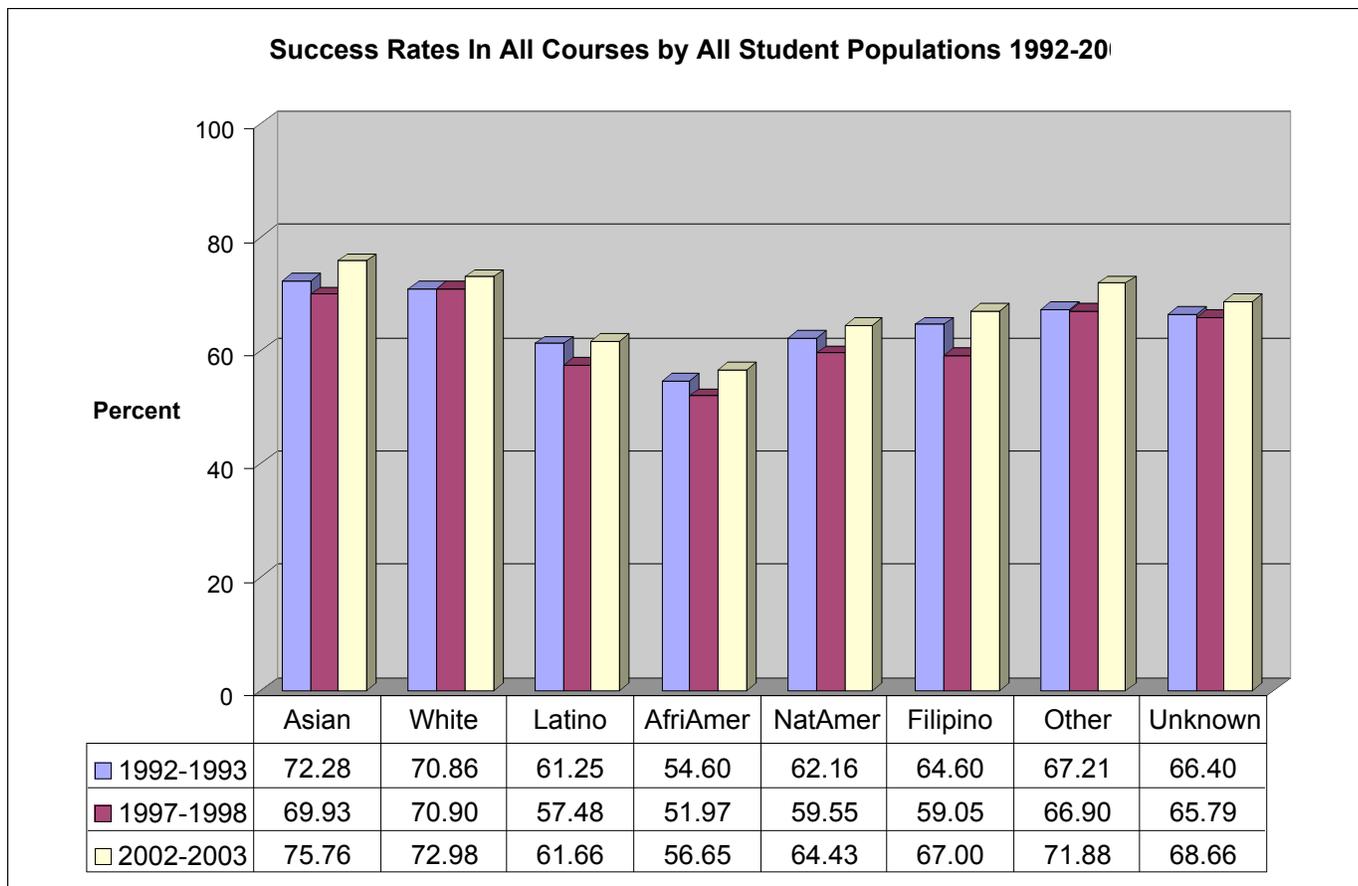


Figure 10

Students w/ Disabilities: No major difference in success rates.

Students with disabilities had a 67.0% success rate compared to college-wide success rate of 69.0%, which is a difference of 2.0% in 2002.



*Race/
Ethnicity:* Asian and White student success rates are above the college-wide success rate of 69.0% by 6.8% and 4.0% respectively in 2002.

African American and Latino student success rates are below the college-wide success rate of 69.0% by 12.4% and 7.3% respectively in 2002.

Female success rates consistently over the ten-year period are slightly higher than male student success rates. African American and Latino student success rates over this same period have consistently fallen below the college-wide success rate.

Recommendations: Further study of target student populations to examine what activities might be implemented to improve success rates for African American and Latino students.

Integrate student equity into all future program reviews and in the discussion of establishing learning outcomes for all courses.

3B: Vocational Course Completion:
Average Success Rates for 1992 = 66.8%, 1997 = 64.9%, 2002 = 77.3%.
In ten-year period (1992 – 2002) overall student success has increased by 10.5%.

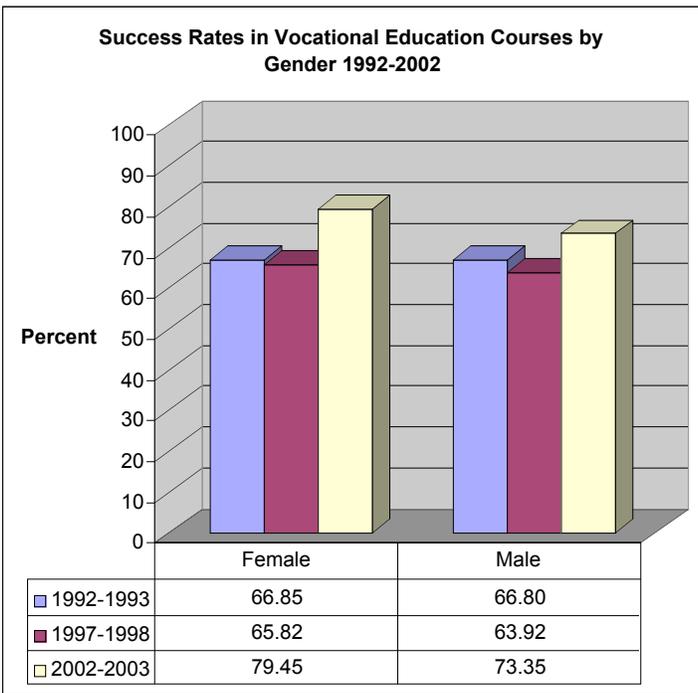


Figure 12

Gender: No major difference in success rates by gender.

Male success rates are below the college-wide success rate of 77.3% by 4.0% in 2002.

Female success rates are above the college-wide success rate of 77.3% by 2.2% in 2002.

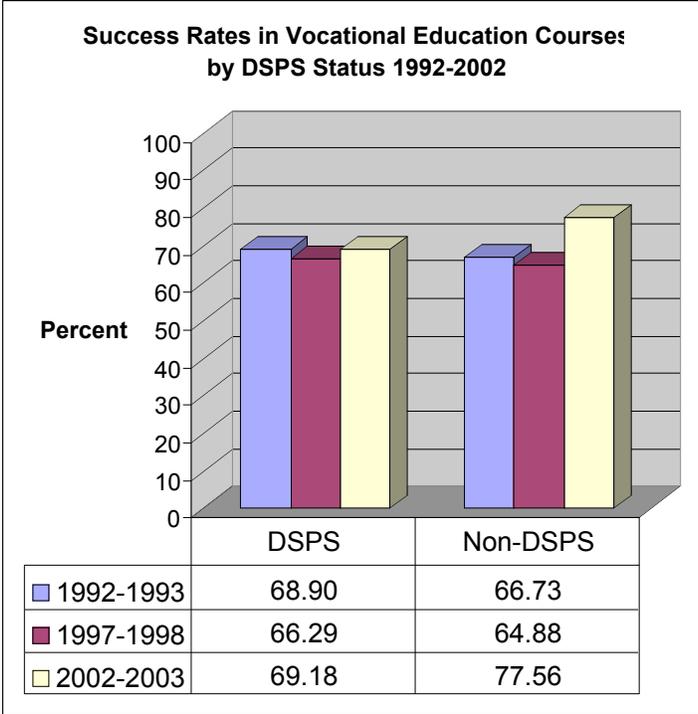
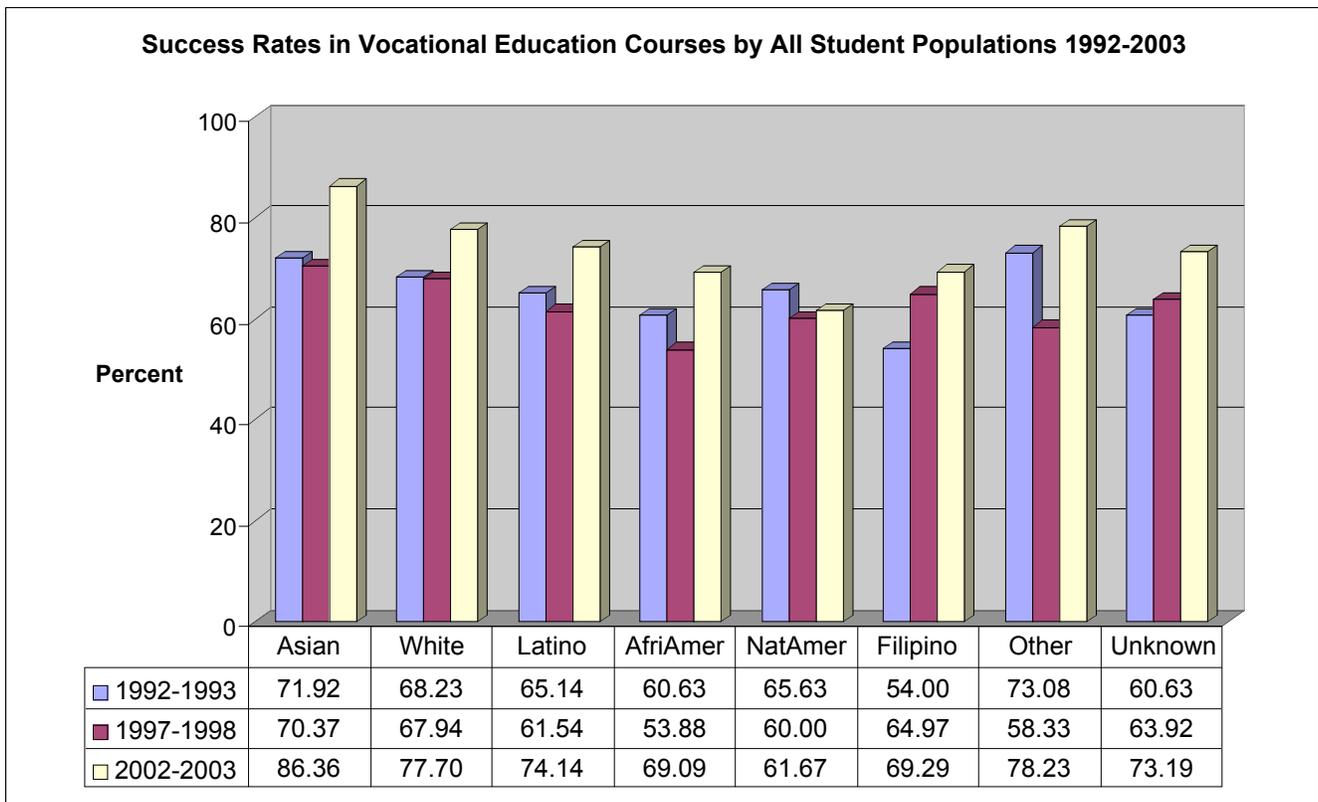


Figure 13

Students w/ Disabilities: Students with disabilities had a success rate of 69.2% compared to college-wide success rate of 77.3%, which is 8.1% below average.



*Race/
Ethnicity:* Overall success rates are higher in vocational education courses for all groups of students compared to academic and basic skills courses in particular.

Latino and African American student success rates are lower than the college-wide average of 77.3% by 3.2% and 8.2% respectively in 2002.

With the exception of Native American students, the overall success rates of students in vocational education courses has increased over the ten-year period.

Recommendation: Research the factors that may be influencing higher success rates in vocational education courses.

3C: Transfer Course Completion:
Average Success Rates for 1992 = 68.3%, 1997 = 66.4%, 2002 = 69.8%.
In ten-year period (1992 – 2002) overall student success has increased by 1.5%.

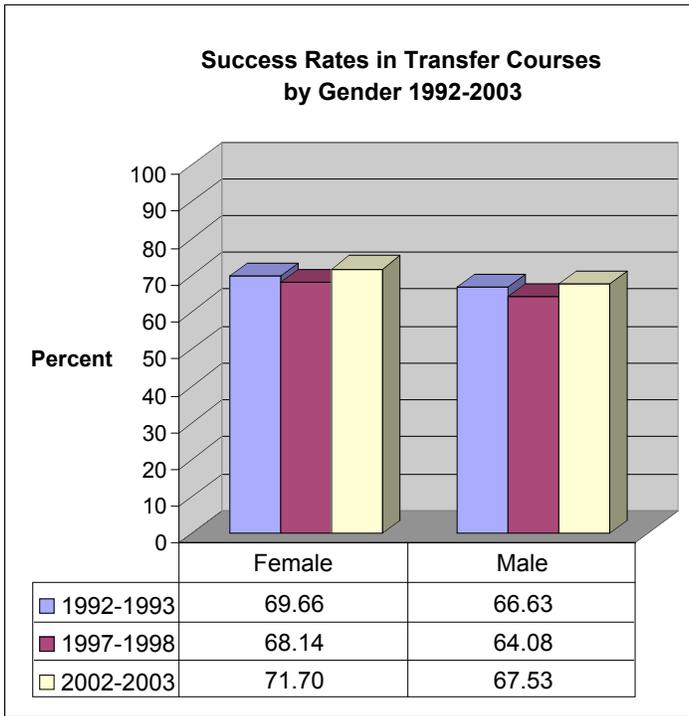


Figure 15

Gender: No major difference in success rates based on gender.

Male students had a 67.5% success rate compared to female students success rate of 71.7%, which is a difference of 4.2% in 2002.

Male student success rate is 2.2% below college-wide success rate of 69.8% in 2002.

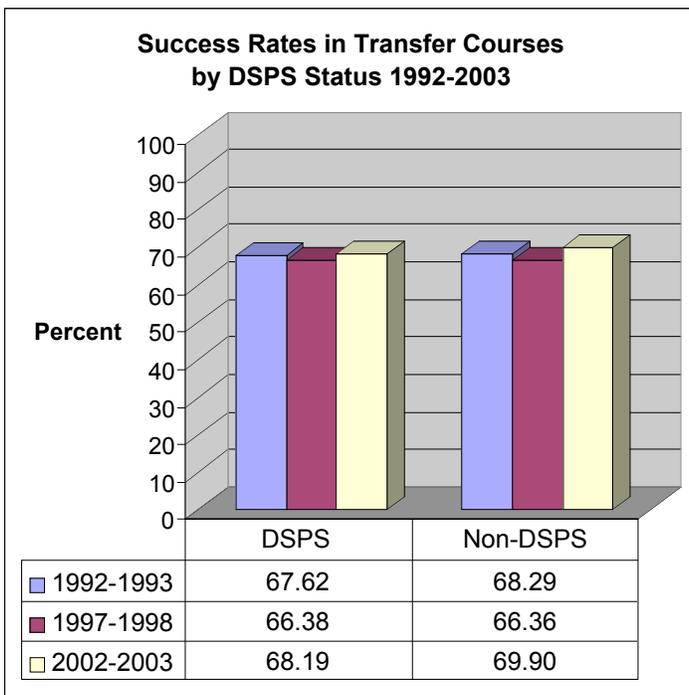
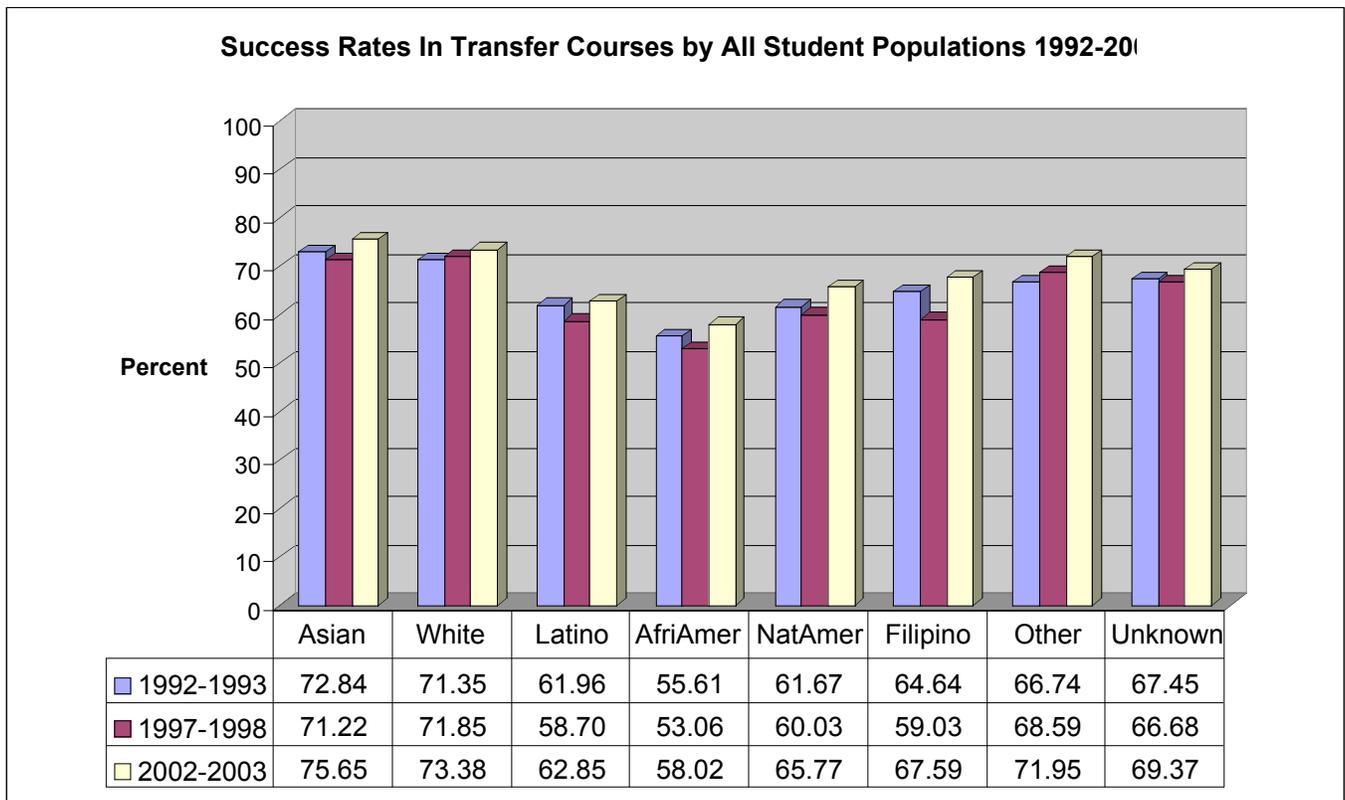


Figure 16

Students w/ Disabilities: No major difference in success rates.

Students with disabilities had a success rate of 68.2% compared to college-wide success rate of 69.8%, which is 1.6% below average.



*Race/
Ethnicity:* Latino and African American student success rates are below the college-wide success rate of 69.8% by 6.95% and 11.8% respectively in 2002.

Success rates in transfer courses have shown a slight increase in all student populations over the ten-year period. However, success rates for Latino and African American students continue to be lower than those of other groups.

Recommendation: Investigate factors that may be leading to higher or lower success rates overall.

4A: **AA Degree Completion: Overall number of AA degrees awarded has increased by 26.5% in three academic year period (2001–2004). Degrees awarded for 2001= 1,036, 2002 = 1,096, 2003 = 1,311. No internal data to generate review of students with disabilities.**

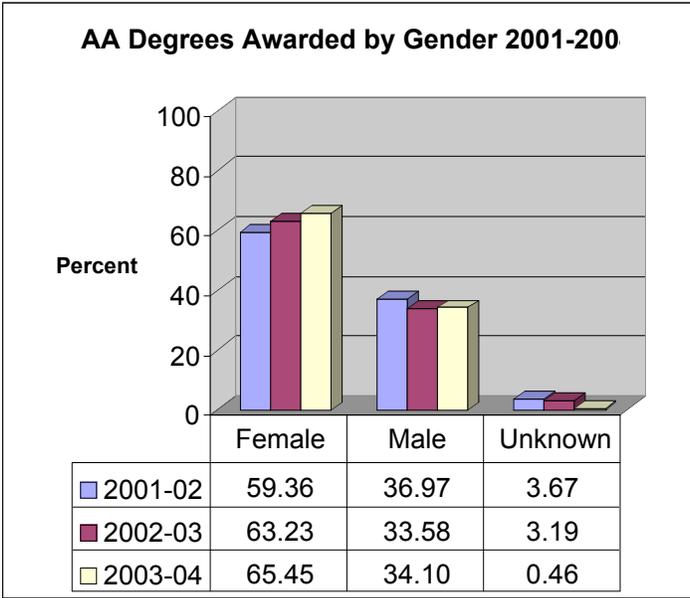


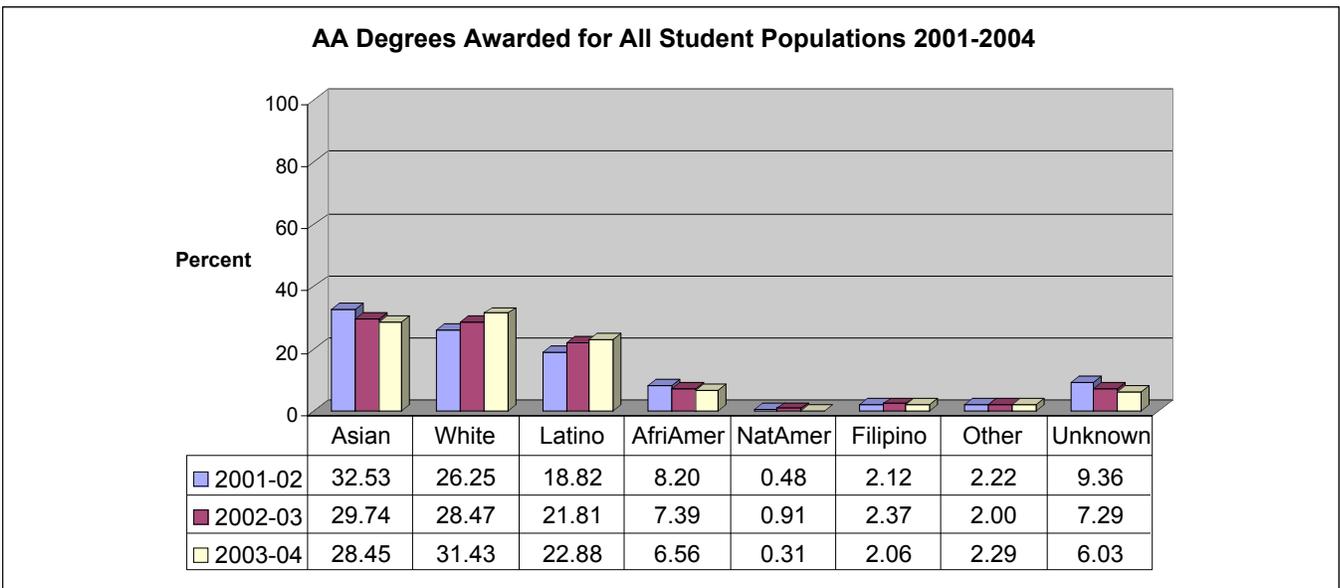
Figure 18

Gender: Female students received 65.5% of A.A. degrees awarded compared to 34.1% awarded to male students in 2003.

Slight decrease of 2.9% in AA degrees awarded to male students in 3-year period.

Increase of 6.1% in AA degrees awarded to female students in 3-year period.

Figure 19



Race/

Ethnicity: African American and Asian students had a decrease in AA degree award levels in 3-year period, while White and Latino students had an increase in AA degree award levels during that same period.

African American students were 9.2% of the college population and received 6.6% of the AA degrees awarded in 2003.

Asian students were 17.6% of the college population and received 28.5% of the AA degrees awarded in 2003.

White students were 36.1% of the college population and received 31.4% of the AA degrees awarded in 2003.

Latino students were 23.1% of the college population and received 22.9% of the AA

4B: Certificate Completion: Overall number of certificates awarded has increased by 38.0% in three academic year period (2001–2004). Certificates awarded for 2001 = 216, 2002 = 314, 2003 = 298. No internal data to generate review of students with disabilities.

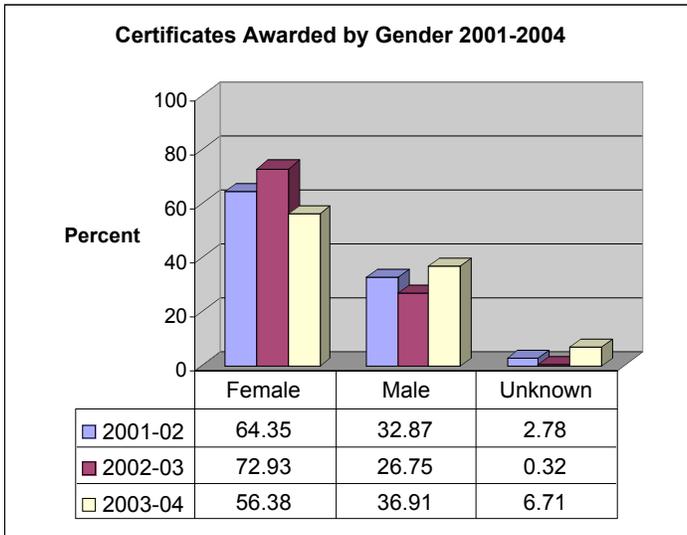
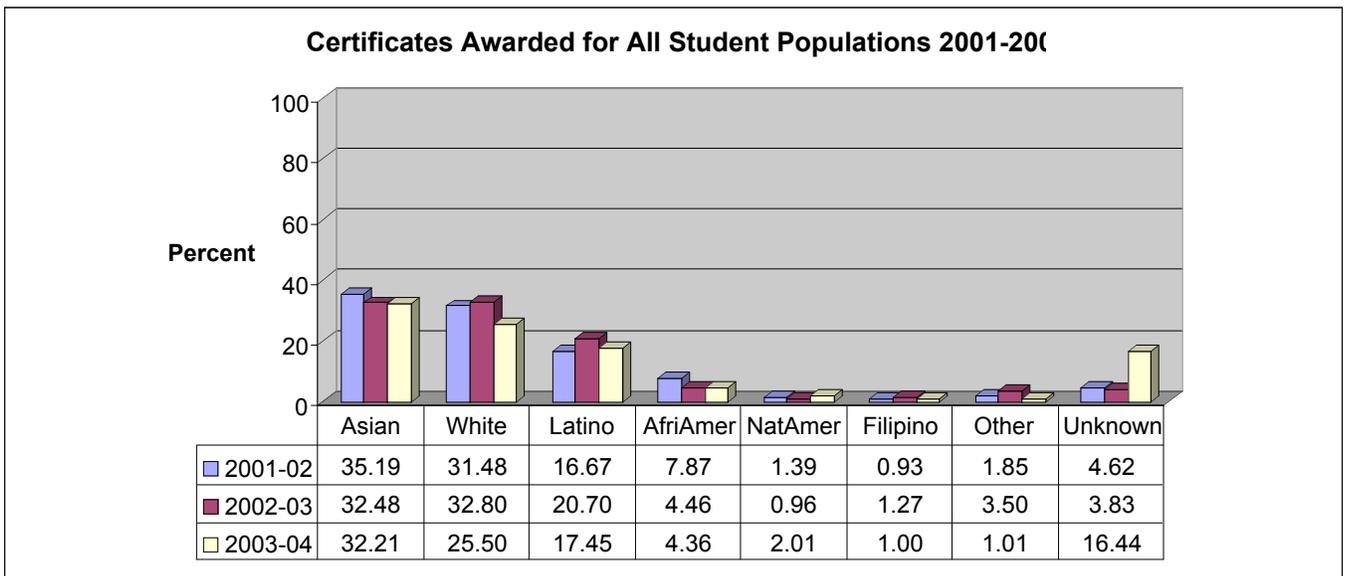


Figure 20

Gender: Certificates were awarded to female students at a rate of 56.4% compared to 36.9% level for male students in 2003.

An increase of 4.0% in AA degrees awarded to male students, while female students had a decrease of 8.0% in 3-year period.

Figure 21



Race/

Ethnicity:

All students except for Latino, Native American, Filipino, and Unknown category had a decrease in certificate award levels in 3-year period.

All student categories except for Asian and Native American students had lower certificate award levels than their college population in 2002.

White students were 36.1% of the college population and received 25.5% of certificates in 2003.

Latino students were 23.1% of the college population and received 17.5% of certificates in 2003.

African American students were 9.2% of the college population and received 4.4% of certificates in 2003.

Asian students were 17.6% of the college population and received 32.2% of

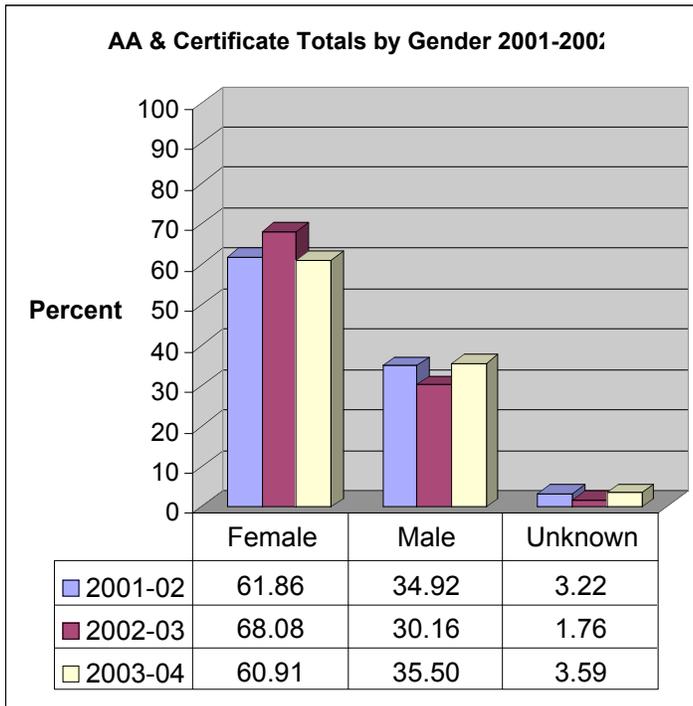
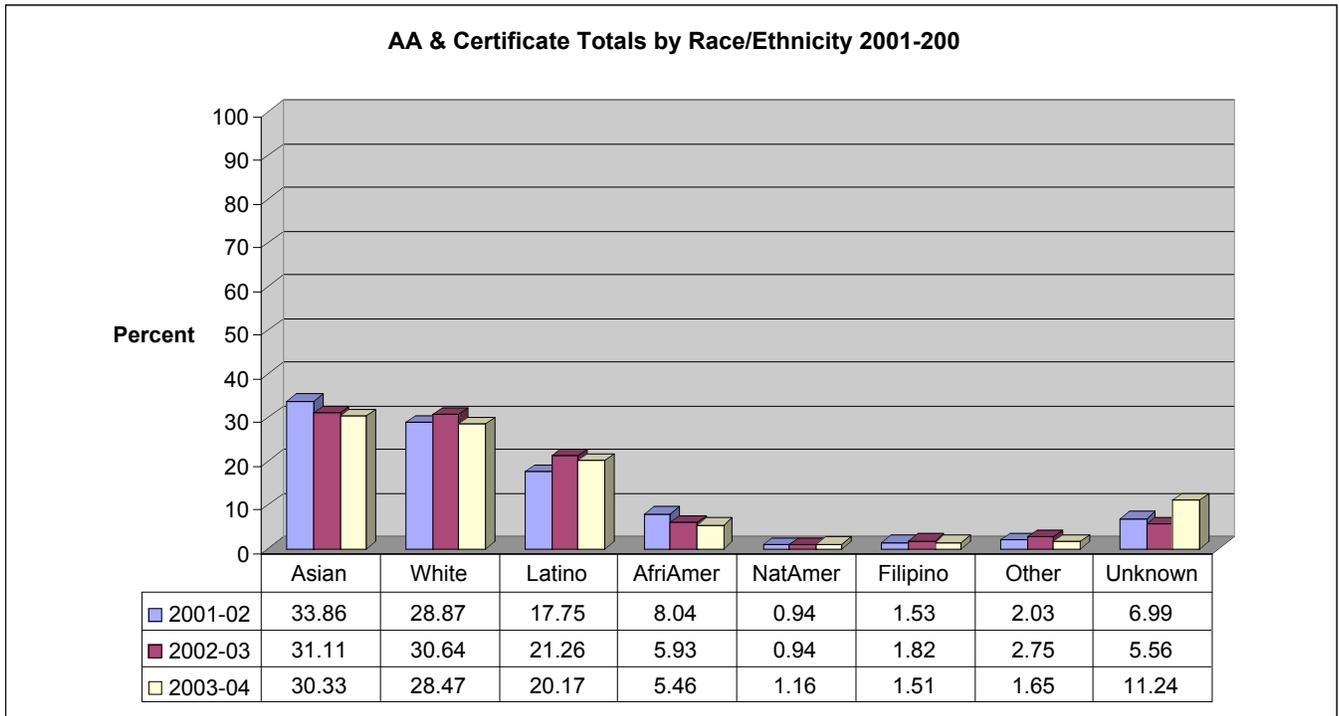


Figure 22

Gender: Total AA and Certificates awarded to female students has increased in three year period by 3.6%, whereas male student totals has decreased by 1.6%.

Figure 22

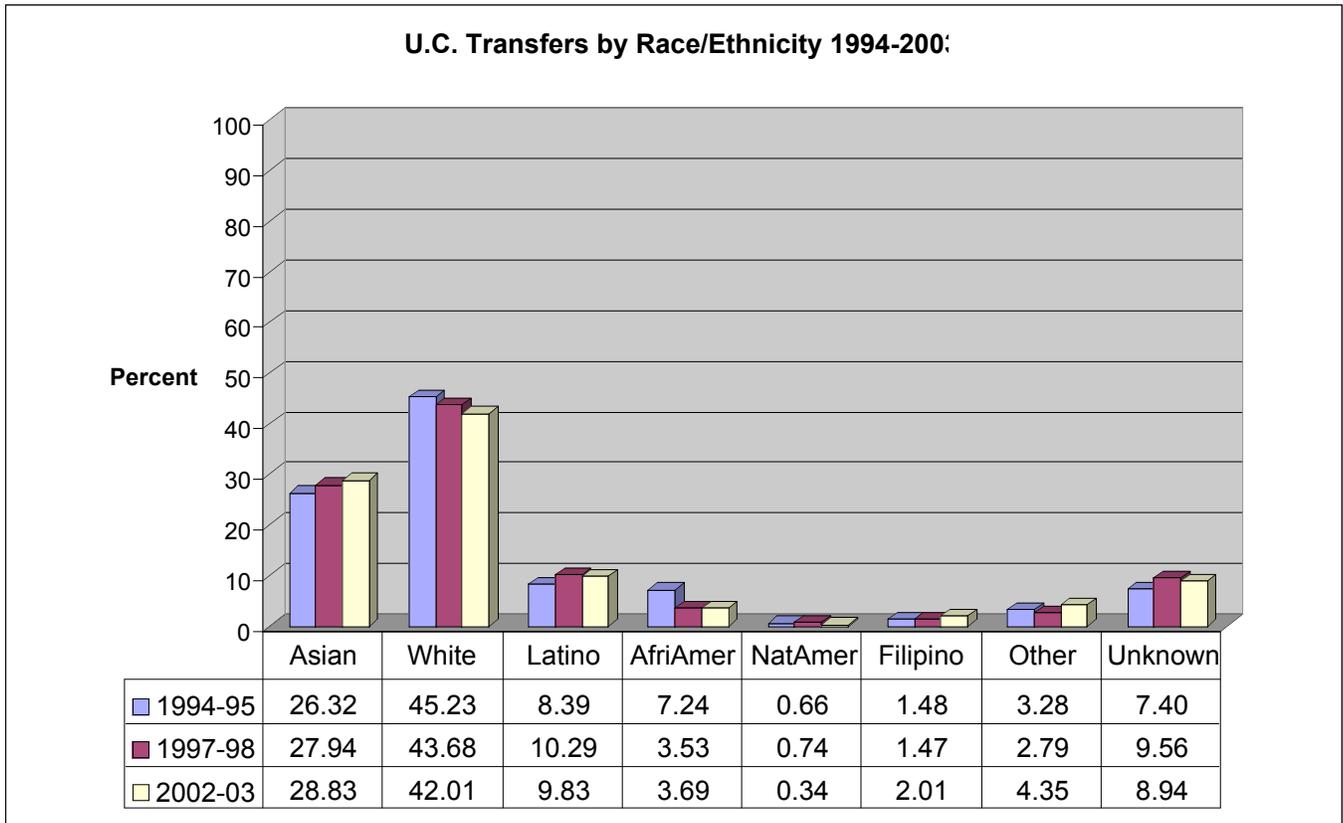


The percentage of female students receiving AA degrees is almost double that of male students. There is a discrepancy between the proportions of AA recipients by race/ethnicity and the proportions in the student population as a whole. Results are similar for vocational certificates.

Recommendation: Investigate why more eligible students are not obtaining AA degrees.

5A: Transfer Rates to University of California: Overall number of students transferring has increased from 608 to 895 in 8 year period (1994 – 2002 academic years).
No internal data to generate review of transfer rate levels by gender or students with disabilities.

Figure 24



Race/

Ethnicity:

All students except for White, African American, and Native American had an increase in transfer rate levels in the 3-year period. All student categories except for Asian and White students had a lower transfer rate level than their college population in 2002.

White students were 36.1% of the college population and transferred at a 42.0% rate level in 2002.

Asian students were 17.6% of the college population and transferred at a 28.8% rate level in 2002.

Latino students were 23.1% of the college population and transferred at a 9.8% rate level in 2002.

African American students were 9.2% of the college population and transferred at a 3.7% rate level in 2002.

5B: Transfer Rates to California State University: Overall number of students transferring has increased from 511 to 599 in 10 year period (1992 – 2002 academic years).

No internal data to generate review of transfer rate levels for students with disabilities.

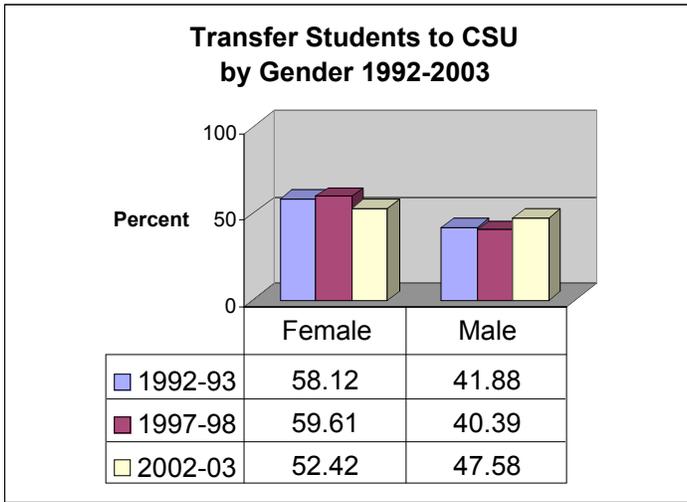
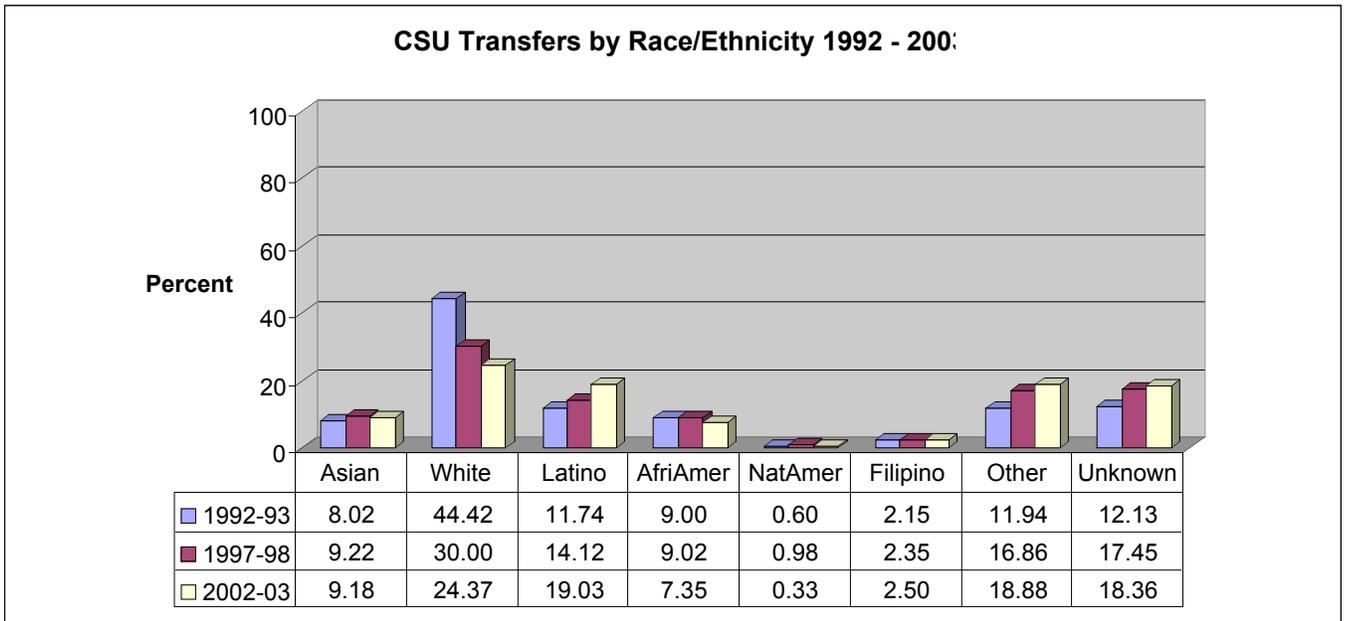


Figure 25

Gender: Female students transferred at 52% rate to CSU and male students at a 48% in 2002.

Their college population the same year was 58.0% and 42.0% respectively.

Figure 26



Race/

Ethnicity:

In 2002, Asian students were 17.6% of the college population while transferring to CSU at a 9.1% rate. In ten year period (1992-2002) Asian student transfer rate to CSU slightly increased.

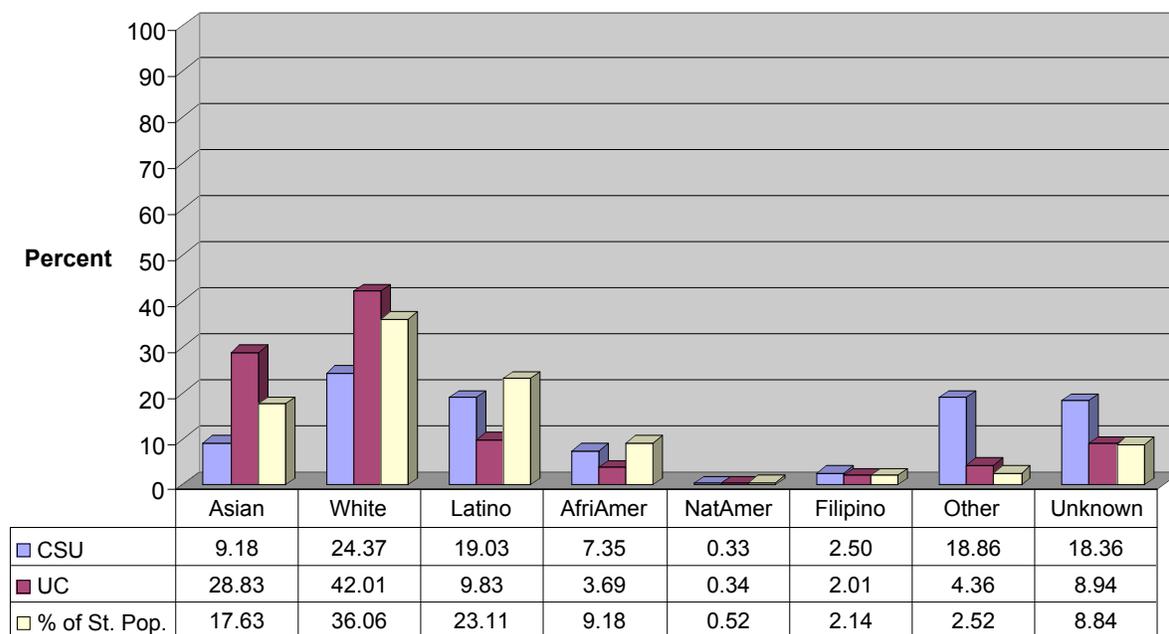
In 2002, White students were 36.0% of the college population while transferring to CSU at a 24.4% rate. In ten year period (1992-2002) White student transfer rate to CSU decreased almost in half.

In 2002, Latino students were 23.1% of the college population while transferring to CSU at a 19.0% rate. In ten year period (1992-2002) Latino student transfer rate to CSU almost doubled.

In 2002, African American students were 9.1% of the college population while transferring to CSU at a 7.3% rate. In ten year period (1992-2002) African American student transfer rate to CSU slightly decreased.

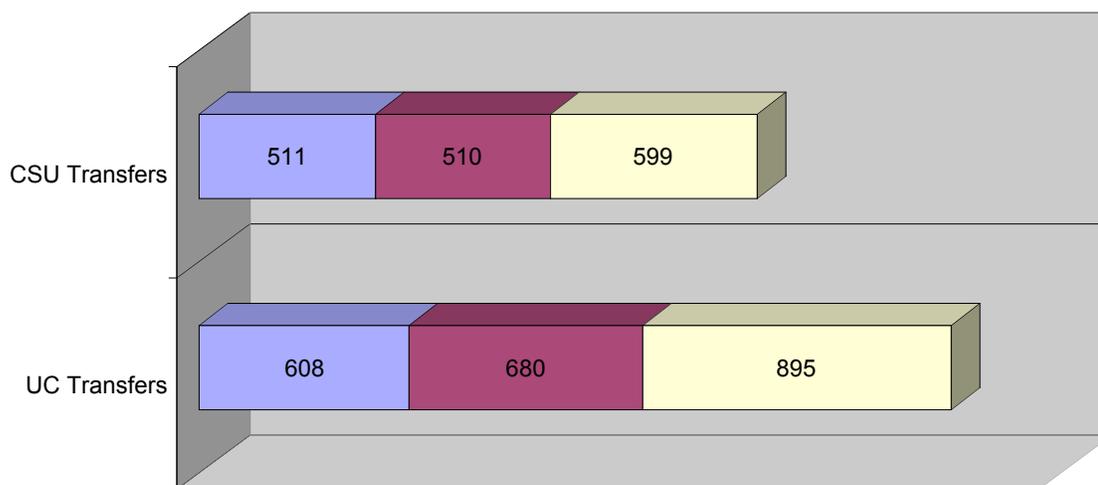
UC & CSU Transfer Rate by Race/Ethnicity 2002 - 2003

Figure 27



Total Student Transfers to UC* & CSU 1992-2002

Figure 28



	UC Transfers	CSU Transfers
2002-03	895	599
1997-98	680	510
1992-93* (1994 #'s for UC)	608	511

Santa Monica College continues to be the #1 College in transferring students to the University of California. Our transfer rates have continued to increase over time, as well as the number of underrepresented students to the California State University and University of California. However, a noticeable discrepancy exists in the number of African American and Latino students transferring to the California State University system compared to the University of California system.

Recommendation: Investigate the factors that may be limiting African American and Latino students from transferring in general, and into the University of California system

E. Equal Employment Opportunity

Figure 29

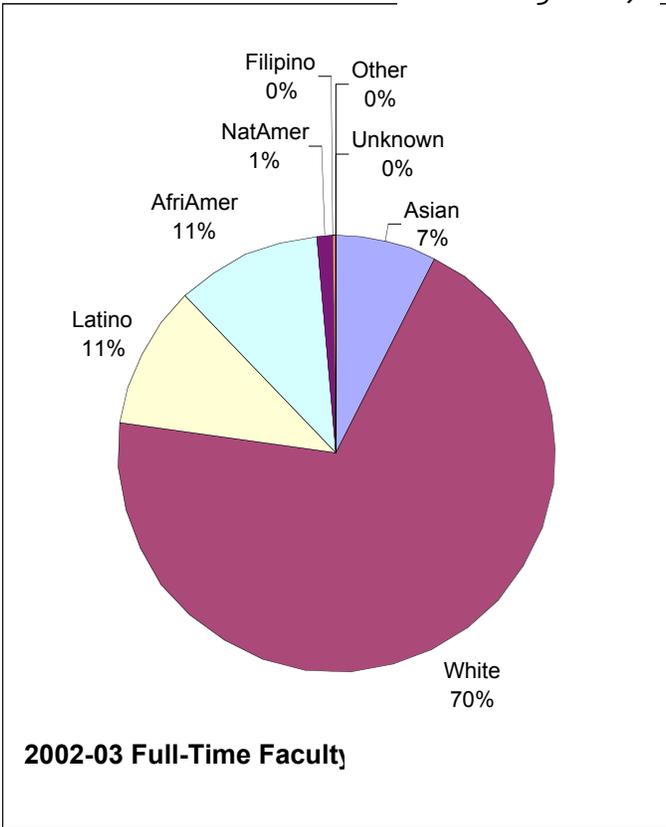


Figure 20

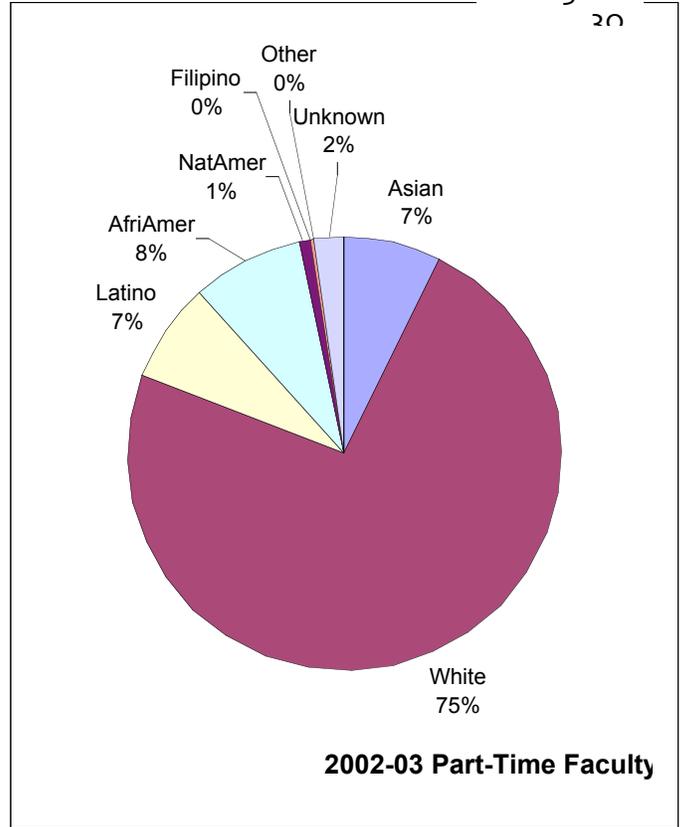
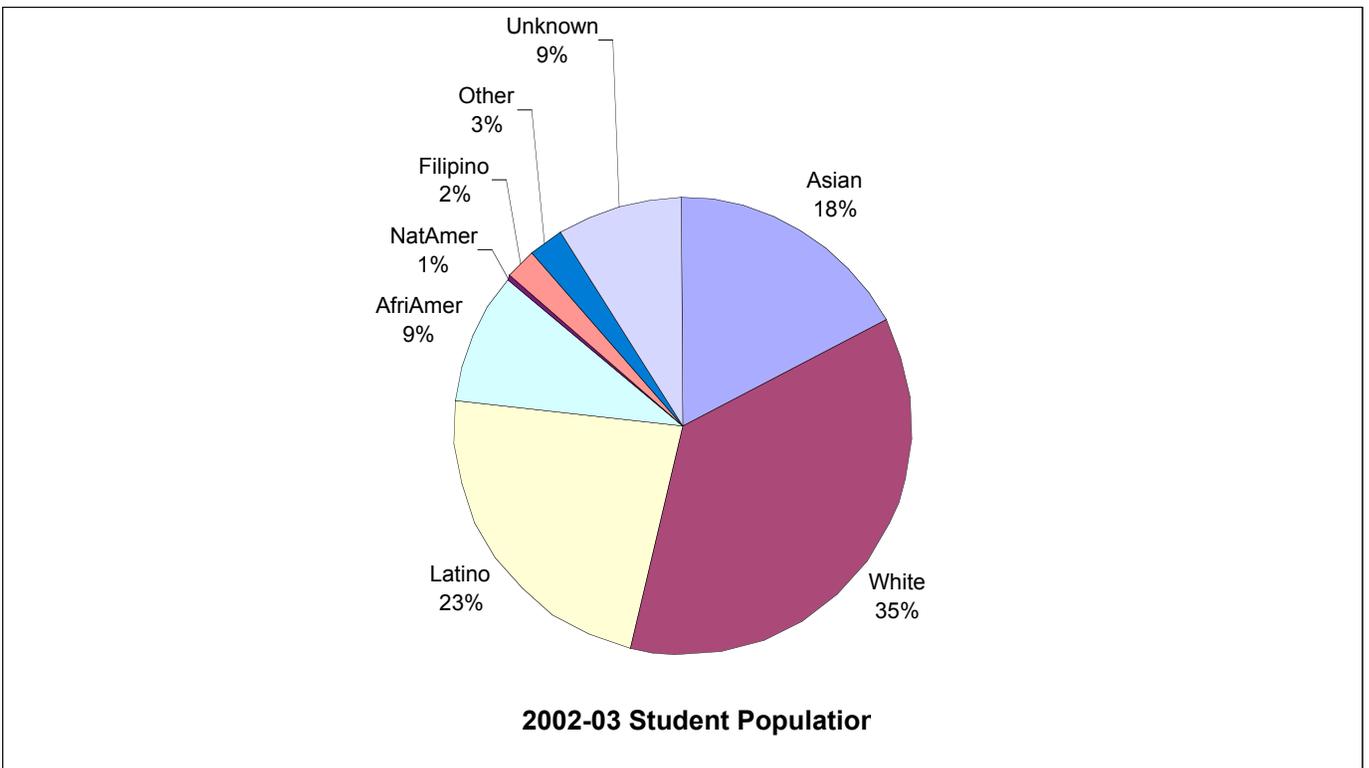


Figure 31



Race/

Ethnicity: White students were 36.0% of the college population in 2002, while full-time and part-time White faculty representation was 69.7% and 73.6% respectively.

Latino students were 23.1% of the college population in 2002, while full-time and part-time Latino faculty representation was 10.7% and 7.4% respectively.

Asian students were 17.6% of the college population in 2002, while full-time and part-time Asian faculty representation was 7.4% and 7.2% respectively.

No major difference in other categories.

Neither the full-time nor the part-time faculty, reflect the diversity of our student population.

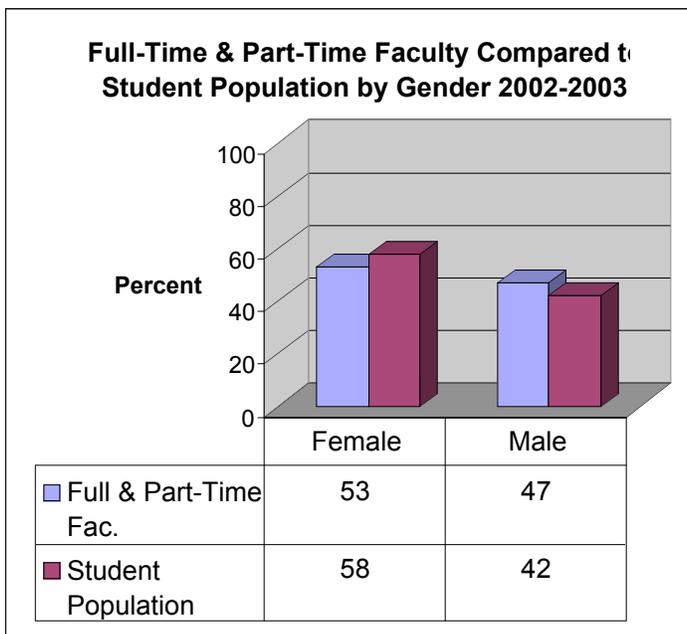


Figure 32

Gender: In 2002, 53% of full-time and part-time faculty were female, while 47% were male faculty. During the same year, the female student population was 58% compared to 42.0% male student population.

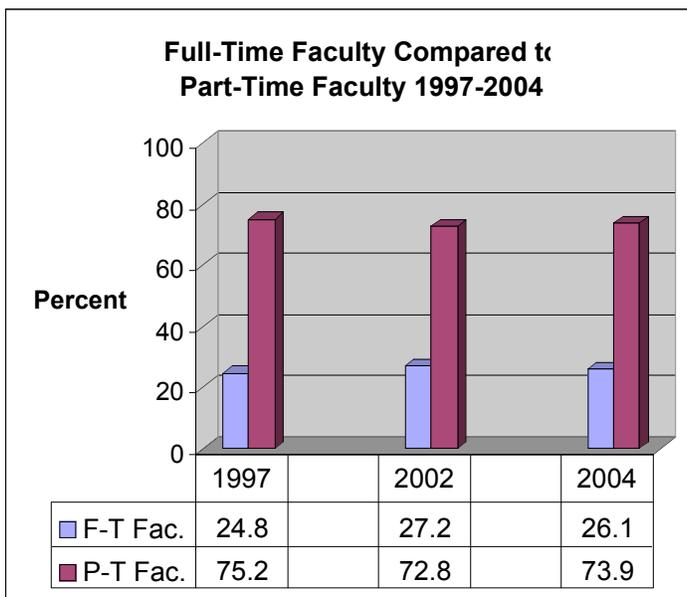
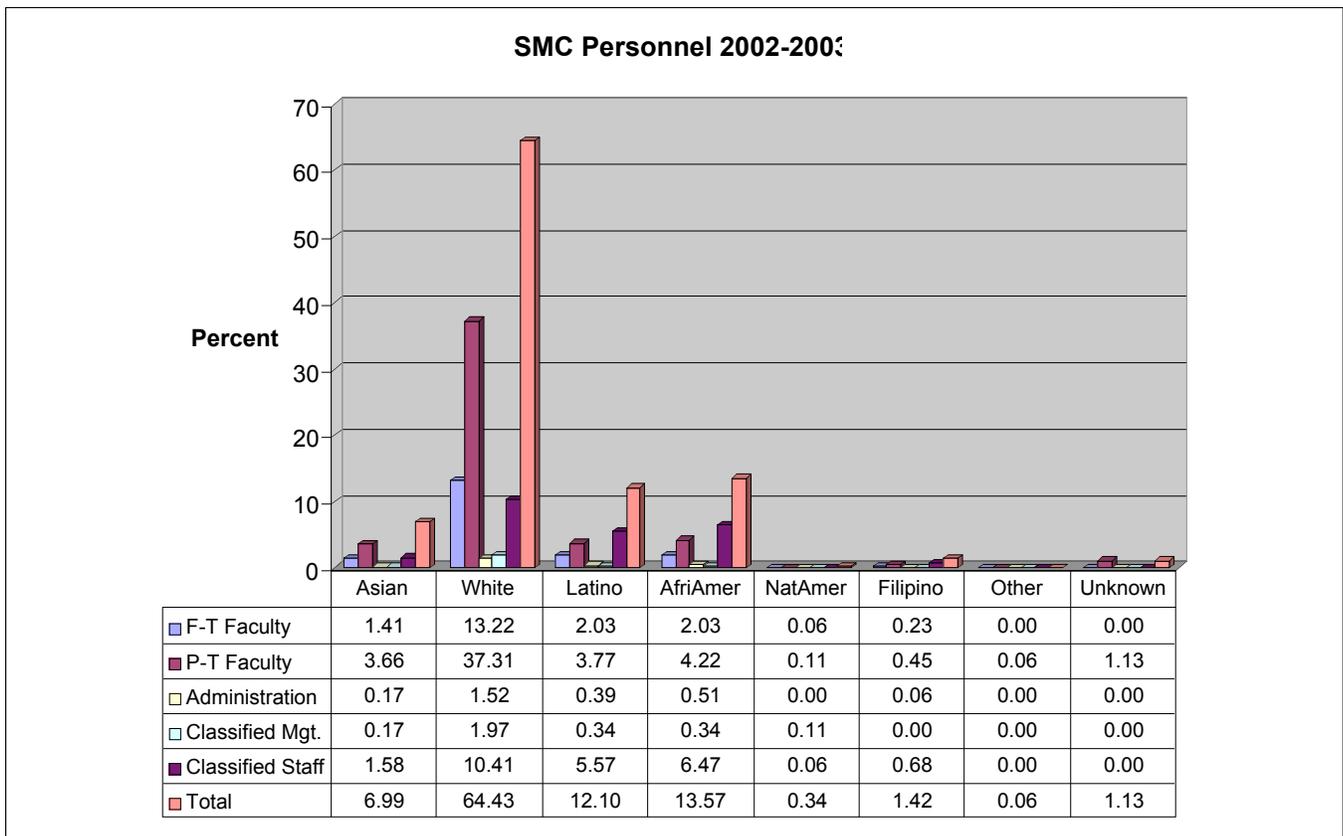


Figure 33

The ratio of part-time faculty to full-time faculty continues to be about three to one.



64% of the 1,777 employees of the college are White and 7% are Asian. Among these groups approximately three-fourths hold faculty positions. The percentages of Latino and African American employees college-wide are approximately 12% and 14% respectively.

However, only half of the employees in each of these groups are in faculty positions.

During the last nine years, the percentage of underrepresented racial/ethnic groups³ has:

- increased from 32% to 35% for academic managers
- remained the same at 23% for full time faculty
- decreased from 18% to 16% for adjunct faculty
- decreased from 32% to 20% for classified managers
- increased from 43% to 52% for classified staff.

During the last nine years, employment rates for women have:

- increased from 54% to 61% for academic managers
- decreased from 56% to 55% for full time faculty
- increased from 51% to 54% for adjunct faculty
- increased from 43% to 58% for classified managers
- decreased from 50% to 48% for classified staff.

³ Underrepresented racial/ethnic groups are defined for these purposes as: African American, Latino, Native American and Filipino.

Recommendation: To research the best practices in employee diversity hiring at other community colleges.

To review where and for how long open faculty positions are advertised to ensure a diverse pool of applicants.

* See Appendix 1 for longitudinal personnel data.

Section IV: Santa Monica College's Student Equity Plan

Based on these findings, the Student Equity Committee proposes the following plan to be adopted by the Superintendent/President, the Board of Trustees, and the campus community for the 2005-2006 academic year.

1. Beginning in Summer 2005, the campus community will be informed of the findings and significant issues affecting student equity and success. Members of the Student Equity Committee will present a draft of this material and plan to the District Planning and Advisory Council on July 13, 2005, to the Board of Trustees at their August 1, 2005 meeting, and to the campus community on Opening Day, August 26, 2005.
2. The full report will be given to the Department Chairs at their first meeting during the Fall, 2005, to the Student Affairs Committee, Counseling Department, Associated Students, Tutoring Coordinators, College Services Committee, and the Curriculum Committee, in order to stimulate further discussion among campus constituencies as to specific ways to improve student success and retention.
3. The Math, English, and ESL departments will propose ways to address basic skills inequities. Initial proposals from these groups shall be sent to the Student Equity Coordinator by the end of Fall, 2005. The English Department will consider the implications of raising the English requirement for the A.A. degree to English 1 (Reading and Composition).
4. The Student Equity Committee shall continue to meet as a subcommittee of the Academic Senate Equity and Diversity Committee, with additional members from campus constituencies as needed. This committee will gather the proposals from #3 above during the Spring, 2006, and provide recommendations to the Department Chairs and the District Planning and Advisory Council by early Spring, 2006.
5. The Director of Institutional Research will update the data regarding access, student success, and retention for academic years 2003-2004 and 2004-2005 and present to the Student Equity Committee by October, 2005, for further discussion regarding trends in order to refine proposals regarding student equity. The Director will also create an F1 (international) category of students, as well as discrete categories for the Asian American and Latino (domestic) student populations.

6. The Director of Institutional Research will break down all data on student success and retention by race/ethnicity, gender, and disability status.
7. The Student Equity Committee will meet with the Academic Senate Joint Professional Development Committee and Academic Senate President to propose and offer sessions regarding concrete student equity proposals at the March 7, 2006, Institutional Flex Day.
8. The discussions of student learning outcomes will be integrated with student equity and success.
9. Student equity goals will be incorporated with the Master Plan for Education.

Throughout 2005-2006, the Student Equity Committee will continue to gather and update data, investigate special program data to determine other means to improve student success and equity, and provide an annual report to the Superintendent/President, Board of Trustees, and the District Planning and Advisory Council to monitor progress and pilot suggested strategies to improve student equity.

In 2006-2007, the Student Equity Committee will assess the college's success in addressing issues affecting student equity during 2005-2006 and make necessary recommendations if effective strategies and better progress are needed. In 2006-2007, the committee will also examine student retention rates based on ethnicity.

SMC PERSONNEL BY GENDER & RACE/ETHNICITY
FALL 1996 – FALL 2004

ACADEMIC PERSONNEL

Total	Female	Male	Nativ Am	Asian	Afri Am	White	Filipino	Latino	Pac Isl	Unknown
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Administration

1996	28	15 54%	13 46%	0 0%	1 4%	4 14%	18 64%	0 0%	5 18%	0 0%	0 0%
1997	29	17 59%	12 41%	0 0%	1 3%	4 14%	18 62%	0 0%	6 21%	0 0%	0 0%
1998	42	28 67%	14 33%	0 0%	4 10%	6 14%	25 60%	0 0%	7 17%	0 0%	0 0%
1999	46	33 72%	13 28%	0 0%	4 9%	9 20%	27 59%	0 0%	6 13%	0 0%	0 0%
2000	47	34 72%	13 28%	0 0%	4 9%	11 23%	27 57%	0 0%	5 11%	0 0%	0 0%
2001	48	35 73%	13 27%	0 0%	4 8%	10 21%	27 56%	0 0%	7 15%	0 0%	0 0%
2002	47	33 70%	14 30%	0 0%	3 6%	9 19%	27 57%	1 2%	7 15%	0 0%	0 0%
2003	38	26 68%	12 32%	0 0%	3 6%	6 16%	21 55%	1 3%	7 18%	0 0%	0 0%
2004	36	22 61%	14 39%	0 0%	4 11%	6 16%	19 53%	0 0%	7 19%	0 0%	0 0%

Full Time
Faculty

1996	236	131 56%	105 44%	1 0%	15 6%	28 12%	164 69%	1 0%	27 11%	0 0%	0 0%
1997	245	132 54%	113 46%	1 0%	17 7%	30 12%	168 69%	1 0%	28 11%	0 0%	0 0%
1998	275	148 54%	127 46%	1 0%	19 7%	35 13%	184 67%	2 1%	34 12%	0 0%	0 0%
1999	302	166 55%	136 45%	1 0%	23 8%	31 10%	205 68%	2 1%	35 12%	0 0%	5 2%
2000	326	178 55%	148 45%	1 0%	23 7%	32 10%	220 67%	4 1%	37 11%	0 0%	9 3%
2001	338	181 54%	157 46%	1 0%	23 7%	35 10%	226 67%	4 1%	37 11%	0 0%	12 4%
2002	337	180 53%	157 47%	1 0%	25 7%	36 11%	235 70%	4 1%	36 11%	0 0%	0 0%
2003	321	178 55%	143 45%	1 0%	24 7%	37 12%	222 69%	3 1%	34 11%	0 0%	0 0%
2004	318	176 55%	142 45%	1 0%	24 8%	36 11%	218 69%	3 1%	35 11%	0 0%	0 0%

Adjunct
Faculty

1996	688	351 51%	337 49%	5 1%	56 8%	59 9%	517 75%	6 1%	45 7%	0 0%	0 0%
1997	742	391 53%	351 47%	4 1%	55 7%	65 9%	558 75%	8 1%	48 6%	0 0%	4 1%
1998	800	414 52%	386 48%	4 1%	56 7%	70 9%	594 74%	6 1%	59 7%	0 0%	11 1%
1999	839	448 53%	391 47%	4 0%	59 7%	77 9%	615 73%	6 1%	60 7%	0 0%	18 2%
2000	881	476 54%	405 46%	4 0%	56 6%	75 9%	652 74%	10 1%	64 7%	0 0%	20 2%
2001	929	490 53%	439 47%	4 0%	64 7%	81 9%	664 71%	10 1%	71 8%	1 0%	34 4%
2002	901	479 53%	422 47%	2 0%	65 7%	75 8%	663 74%	8 1%	67 7%	1 0%	20 2%
2003	581	318 55%	263 45%	2 0%	38 7%	44 8%	439 76%	5 1%	42 7%	0 0%	11 2%
2004	900	484 54%	416 46%	1 0%	64 7%	72 8%	644 72%	8 1%	59 7%	0 0%	51 6%

CLASSIFIED PERSONNEL

Total	Female	Male	Nativ Am	Asian	Afri Am	White	Filipino	Latino	Pac Isl	Unknown
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Classified
Management

1996	37	16 43%	21 57%	0 0%	3 8%	10 27%	22 59%	0 0%	2 5%	0 0%	0 0%
1997	38	17 45%	21 55%	0 0%	3 8%	10 26%	23 61%	0 0%	2 5%	0 0%	0 0%
1998	35	13 37%	22 63%	0 0%	2 6%	7 20%	24 69%	0 0%	2 6%	0 0%	0 0%
1999	39	13 33%	26 67%	1 3%	2 5%	6 15%	28 72%	0 0%	2 5%	0 0%	0 0%
2000	42	12 29%	30 71%	1 2%	2 5%	6 14%	31 74%	0 0%	2 5%	0 0%	0 0%
2001	48	12 25%	36 75%	1 2%	2 4%	6 13%	34 71%	1 2%	4 8%	0 0%	0 0%
2002	52	15 29%	37 71%	2 4%	3 6%	6 12%	35 67%	0 0%	6 12%	0 0%	0 0%
2003	52	15 29%	37 71%	1 2%	3 6%	7 13%	33 63%	0 0%	8 15%	0 0%	0 0%
2004	79	46 58%	33 42%	1 1%	4 5%	8 10%	27 34%	0 0%	7 9%	0 0%	0 0%

Classified
Staff

1996	362	182 50%	180 50%	2 1%	28 8%	83 23%	181 50%	7 2%	61 17%	0 0%	0 0%
1997	360	179 50%	181 50%	2 1%	24 7%	83 23%	180 50%	7 2%	64 18%	0 0%	0 0%
1998	401	200 50%	201 50%	2 0%	30 7%	99 25%	186 46%	8 2%	76 19%	0 0%	0 0%
1999	414	207 50%	207 50%	3 1%	31 7%	106 26%	178 43%	9 2%	87 21%	0 0%	0 0%
2000	429	208 48%	221 52%	3 1%	31 7%	115 27%	177 41%	9 2%	94 22%	0 0%	0 0%
2001	438	212 48%	226 52%	2 0%	29 7%	113 26%	183 42%	10 2%	100 23%	0 0%	1 0%
2002	440	214 49%	226 51%	1 0%	28 6%	115 26%	185 42%	12 3%	99 23%	0 0%	0 0%
2003	404	199 49%	205 51%	0 0%	29 7%	108 27%	163 40%	12 3%	92 23%	0 0%	0 0%
2004	421	204 48%	217 52%	1 0%	29 7%	109 26%	170 40%	14 3%	96 23%	0 0%	2 0%

