

## **Unit Missions**

### **IRP Mission**

#### **Mission statement**

The mission of IRP is to enhance the academic mission of the University through institutional effectiveness, by supporting and strengthening the planning process, decision-making, and management operations at Delta State University.

#### **Related Items**

*There are no related items.*

## Unit Goals

### **IRP 2014\_01: Institutional Data -- information requests**

**Start:** 7/1/2013

**End:** 6/30/2014

#### **Unit Goal**

Continue to communicate, monitor and track institutional data needs for all Academic and Non-Academic units and provide accurate data to enhance the mission, vision, and goals of the University.---information requests

#### **Evaluation Procedures**

Information requests from internal and external sources will be monitored weekly to establish the productivity levels within the office. IRP will continue to log all requests using Microsoft Excel to show accuracy and efficiency of incoming and outgoing information. Annual client satisfaction surveys will be used to monitor client's overall satisfaction with his or her experience. More specifically, the survey will track client's opinion of information requested and received and customer service associated with said transaction.

#### **Actual Results of Evaluation**

For the 2013-2014 academic year IRP produced the following data requests:

**147** incoming requests from constituents on and off campus. **4** surveys were completed for external entities.

The survey was not conducted due to offices involvement in SACSCOC reaffirmation.

#### **Use of Evaluation Results**

IRP will continue to track all data requests received in order to remain transparent with university faculty, staff, and students.

The survey will be conducted in April 2015.

#### **Related Items**



**SP4.Ind08: Campus Efficiencies**



**SP4.Ind10: Data Integrity**



**SP4.Ind12: Publication of University data and information**

## **IRP 2014\_02: Institutional Data - website**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

**Continue to communicate, monitor and track institutional data needs for all Academic and Non-Academic units; and provide accurate data to enhance the mission, vision, and goals of the University.---**website

### **Evaluation Procedures**

The website will continue to receive constant enhancements to comply with Higher Education Opportunity Act (HEOA) standards (SACS documents, Strategic Plan process documents).

### **Actual Results of Evaluation**



Updated reports were generated and posted to the website on an as needed basis. Updated reports include the following: University Fact Books, graduation and advisor surveys, and crime statistics.

### **Use of Evaluation Results**

The office of IRP will continue to update data as needed on the website to remain current with HEOA requirements.

### **Related Items**

  **SP4.Ind07: Website**

  **SP4.Ind10: Data Integrity**

  **SP4.Ind12: Publication of University data and information**

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## **IRP 2014\_03: Survey delivery improvements**

**Start:** 7/1/2013

**End:** 6/30/2014

### **Unit Goal**

Continuous Monitoring and Tracking of Internal and External Surveys

### **Evaluation Procedures**

IRP will continue to communicate results of evaluations to departments that use IRP services using Microsoft Outlook, Zoomerang (Library Student Survey and Library Faculty Survey; Graduation Survey, Administrative Survey for Deans & Chairs, Campus Initiatives “Healthy Campus Community Initiative Survey).”

Timelines are computed by the Research & Information Specialist using Microsoft Excel, Word, and Outlook Calendars.



**Actual Results of Evaluation**

All surveys were generated and results were processed and communicated ahead of schedule due to the new Campus Labs software. All other surveys were processed within the specified time frame as directed by the individual requester.

**Use of Evaluation Results**

IRP will continue to monitor and track results and make necessary changes as needed to increase efficiency within the office for assessment needs.

**Related Items**

 **SP3.Ind08: Evaluations**

**Section IV.a**  
**Brief Description**  
**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

In implementing this mission, the Office coordinates the development of statistical information to meet legitimate reporting requirements, remains alert to the types of information needed by senior administrators to execute their responsibilities, and provides technical assistance in the analysis and use of such information.

More specifically, IRP is responsible for providing consistent and reliable summaries of selected university-wide statistical information for reporting to external agencies and for internal use in planning and management decisions.

In order to provide a clear understanding of what IRP does and how IRP can help the University population, external community constituents, and other organizations, IRP's responsibilities, goals, and services offered are listed on the IRP homepage.

**Section IV.b**  
**Comparative data**

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

**Section IV.c**  
**Diversity Compliance Initiatives and Progress**




**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

The Office of Institutional Research and Planning is responsible for assisting with the implementation of the Mississippi Institutions of Higher Learning's (IHL) diversity strategic initiative. Throughout the 2013-2014, IRP assisted with updating data and connecting the report to the University's strategic plan indicator. The Registrar and Director of Institutional Research and Planning is a representative on the Campus Diversity Oversight Committee. The attached document is the most recent report submitted to the Mississippi IHL Board of Trustees.

**Sources**

-  [Delta State Diversity Plan Evaluation12 FY14 APR](#)
-  [Diversity Report Cards 111413 DSU FY14 APR](#)
-  [DSU Diversity and AAP11-12----5 YEAR PLAN FOR IHL FY14 APR](#)

**Section IV.d**  
**Economic Development Initiatives and Progress**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Section IV.e**  
**Grants, Contracts, Partnerships, Other Accomplishments**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

- Continuous involvement with the Data Integrity Committee (Registrar, Student Business Services, Admissions, Human Resources, Financial Aid, Finance, Office of Information Technology)
- Continuous redesign of IRP website
- Continuous improvement on running reports and processes campus-wide using Access and Pivot Tables
- Steady decrease in the number of reports printed and submitted to the campus community through electronic mediums such as the Deans and Chairs shared drive and electronic mail attachments.
- Continue verification of Banner Conversion Tables for IHL files
- Tracked information request using Microsoft Excel (147 requests received/completed throughout the year)

**Analytical Reports:**

- Community College Transfer Report 2013

**Surveys Administered:**

- Administrative Survey for Chairs
- Administrative Survey for Deans
- Advisement/Major Survey
- BSN Satisfaction Survey
- Faculty/Course Evaluations
- Faculty & Staff Diversity Survey
- General SON Course Evaluation
- Graduation Survey
- Coahoma County Higher Education Assessment Survey
- Library Survey (faculty)
- Library Survey (students)
- MSN Satisfaction Survey
- RN/BSN Satisfaction Survey
- SON Alumni BSN Survey
- SON Alumni MSN Survey
- SON Alumni RN/BSN Survey
- SON Course Evaluation (clin fac)
- SON Course Evaluation (course fac)
- SON Course Evaluation (skills lab)



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- DMI Mobile Music Lab Survey

**External Survey Responses:**

- AAUP Faculty Compensation Survey
- ACT Institutional Data Questionnaire
- ACT Distance Education Survey
- College Board Annual Survey of Colleges
- College & University Professional Association for Human Resources
- Council of Graduate Schools/GRE Survey of Graduate Enrollment
- Higher Education Publications Inc. Directory
- MAC Survey
- Mississippi Business Journal Book of Lists College Survey
- Mississippi Business Journal Book of Lists Meeting Places Survey
- Peterson's: Financial Aid Survey
- Peterson's Graduate Survey
- Peterson's Undergraduate Survey
- U.S. News & World Report Distance Education Survey
- U.S. News & World Report Finance Survey
- U.S. News & World Report Financial Aid Survey
- U.S. News & World Report Graduate Survey in Education
- U.S. News & World Report Main Survey
- U.S. News & World Report Teacher Preparation Survey

**Section IV.f**

**Service Learning Data**

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Section IV.g**

**Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

The Office of Institutional Research and Planning is responsible for the oversight of the collection and tracking of the University's strategic plan and strategic plan indicators. **The updated report for FY 2014 is attached.**

**Section IV.h**  
**Committees Reporting To Unit**

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Section V.a**  
**Faculty (Accomplishments)**

Noteworthy activities and accomplishments

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Section V.b**  
**Staff (Accomplishments)**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Justin Chandler, Research and Information Specialist:**  
2013-2014

- August Employee of the Month
- Nominated for (but ineligible to receive) November Employee of the Month
- Presented at the Southern Association of Institutional Research annual conference
- Assisted in redesign of Mini Factbook
- Assisted in coordination of commencement ceremonies
- Attended SAIR
- Attended MBUG
- Attended MAIR
- Selected as DSU representative on MBUG Board of Directors
- Represented IRP at monthly Staff Council meetings
- Interviewed and hired new graduate assistant
- Created enrollment comparison report to be updated annually
- Assisted in development of DSU's Retention Project
- Attended Faculty Senate and President's Cabinet meetings on behalf of IRP
- Coordinated disposal/transfer efforts of old equipment
- Completed 12 hours toward a Master's degree in Community Development
- Inducted into Phi Gamma Mu honor society
- Alumni of Leadership Mississippi Class of 2013
- Served as Chair of the Staff Council Projects committee



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- Served on Staff Council Incentives and Recognition committee
- Coordinated Feed A Family project
- Coordinated DSU Day at Bayou Academy
- Integral role in SACSCOC Reaffirmation and On-Site visit
- Completed over 125 individual information requests

**Rhonda Loper, Research and Information Specialist:**  
**Education and Training**

- Completed 21 hours toward a Master's degree in Community Development
- Attended Quality Enhancement Plan training session
- Completed a course at DSU for learning SPSS
- Attended SACS Summer Institute
- Participated in webinars and online training for BANNER, Survey Monkey, Campus Labs & Ad Astra
- Attended SAIR Conference
- Attended MBUG Conference
- Attended MAIR Conference

**Accomplishments**

- Active member of Phi Kappa Phi
- Inducted into Phi Gamma Mu honor society
- Gained IRP approval to continue the "I Found my Voice" study
- Co-presented at the Southern Association of Institutional Research (SAIR) annual conference – Presentation name: Okra Blues Volume 1: Lead Me, Guide Me
- Voted in as a member of Staff Council
- Administered 80+ Surveys through Survey Monkey software system
- Reorganized the School of Nursing's evaluation process to better meet their needs
- Assisted with the compilation of the SACSCOC Reaffirmation Report & Focused Report
- Assisted with coordination and implementation of the SACS On-Site visit
- Assisted in development of DSU's Retention Project
- Implemented a promotional project to increase course evaluations. Including; flyer's being posted on campus, announcements emailed to students and faculty, announcement on Facebook and the campus Marquee
- Presented the "I Found my Voice" project in 16 different classrooms to a total of 334 students
- Assisted search committees for a variety of job positions in upper administration by providing reports to aid in the hiring process

**Volunteer Work**

- Assisted in coordination of commencement ceremonies
- Served on the I's and IP Task force
- Serves on the Ad Astra Committee
- Serves on Faculty and Staff Benefits Committee
- Assisted with the relief efforts for Moore, Oklahoma tornado victims
- Assisted with Staff Appreciation Day
- Served on the "First In World" grant committee
- Serves on the Student Success Task Force

**Section V.c**  
**Administrators (accomplishments)**  
**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Suzanne Simpson, Director:**  
**Education and Training**

- Education Doctorate Program in Professional Studies, Delta State University (completed dissertation hours)

**Accomplishments**

- Received Past President Award for Mississippi Association for Institutional Research

**Volunteer/Service**

- Volunteered for various activities on campus including State of University Address, Staff Council Development Day, Stuff the Bus Food Drive, Adopt a Child Christmas, Staff Council Organizer for Louisville Tornado Relief Efforts

**Memberships/Organizations**

- IPEDS Keyholder
- State Longitudinal Data System Council
- Instructor for BIS 310: Interdisciplinary Research and Applications
- Mississippi Association for Institutional Research (MAIR) (Member)
- Mississippi Association for Institutional Research (MAIR) (President 2013-2014)
- Association of Institutional Research (AIR) (Member)
- Southern Association of Institutional Research (SAIR) (Member)
- Southern Association of Institutional Research (SAIR)—2013 (Presenter)
- Council of Institutional Research Officers (CIRO) (Member)
- Staff Council Representative (Member)
- Delta State University -Staff Council Executive Committee (Secretary 2009-2010) (Chair Elect 2010-11) (Chair 2011-12) (Past-Chair 2012-13) (University Relations Coordinator 2013-2014)
- Delta State University -Staff Council Staff Development Committee (Member)
- Pi Gamma Mu Social Science Honor Society (Member)
- Pi Sigma Alpha Political Science Honor Society (Member)
- Association for Politics and the Life Sciences (APLS) (Member)
- Delta State University Website Enhancement Committee (Member)
- Delta State University Alumni Association (Member)
- Arkansas State University Alumni Association (Member)
- Southern Association for College Registrar and Admission Officers (Member)
- Mississippi Banner User Group (Member)
- Banner Power User Group (Member)
- Mississippi Association for College Registrar and Admission Officers (Member)
- National Association for College Registrar and Admission Officers (Member)
- Compliance Academic Certification Officer
- AdAstra Committee
- National Student Clearinghouse Enrollment and Degree Submission Officer

**Section V.d**

**Position(s) requested/replaced with justification**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Section V.e**

**Recommended Change(s) of Status**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

The position of "Assessment and Planning Specialist" was removed from IRP due to the removal of funding from budgeted line item.

**Section VI.a**

**Changes Made in the Past Year**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**

**Section VI.b**

**Recommended Changes for the Coming Year**

**Judgment**

Meets Standards     Does Not Meet Standards     Not Applicable

**Narrative**



**University: Delta State University**  
**Contact: Marcus Thompson**

**Board Goal 1: To increase the enrollment and graduation rate of minorities.**

**Accomplishments:** The University provides the majority of the data requested, including results of a survey and focus groups, providing a great quantity of information concerning the existence and perception of diversity at the University. The Plan lists numerous efforts underway as well as proposed strategies to increase enrollment, retention and graduation by addressing the obstacles identified that hinder enrollment of diverse populations. When the Plan provides obstacles for under-represented students, the Plan does well in matching needs/problems listed with solutions. (The Plan provides obstacles to minority enrollment as requested but does not provide obstacles to minority retention and graduation as requested.)

**Areas to Improve:** Provide further detail with respect to non-black minority groups. The Plan might be more useful in depicting the initial campus climate by providing further detail on the enrollment, retention and graduation of non-black minority students. Over the last five years, the number of non-black minority undergraduate students has increased 1.5%, which is a notable 75% increase (from 1.9% to 3.4%) in that population. The non-black minority graduate students experienced an almost 400% increase over the last years. In order to promote the continuation of such increases, or at least maintain current proportions, it seems the University would benefit from knowing which non-black minority groups - Hispanic or Latino, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander – are increasing so that it can strategically target certain groups with its efforts. For example, even though the proportion of non-black minority students increased significantly within the student population over the last five years, the proportion of non-black minority students receiving all four types of financial aid reported decreased over the last year. Knowing whether each non-black minority group received more, less or the same proportion of aid might have led to specific strategies to provide financial aid assistance in an additional language or however that particular group might need additional assistance.

Over the last five years, black undergraduate and graduate student enrollment has decreased significantly, and black student graduation rates are significantly lower than the other population groups, including non-black minority student groups. The University might consider more strategies specifically targeted to address the enrollment and retention of capable black students, which appears to be the University’s weakest point concerning the diversity of its student population.

The Plan should be more detailed in places. When reporting data for the purpose of assessing certain portions of a whole group, as is the purpose in the Plan, the Plan should always include percentages. When reporting only numbers without percentages, it is difficult, if not impossible, to utilize the Plan without making further calculations. The Plan, as submitted, should provide all necessary data for analysis, including sufficient detail. When reporting data, such as when providing budget items, processes and goals, greater detail should have been provided in places in order to allow the evaluator to understand at a basic level the budget item, the process or the goal.

*Describe initial campus climate using the quantitative and qualitative base line data collected to inform Goal 1 of the Campus Diversity Plan.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<p><b>Compiling under-represented group enrollment figures (numbers and figures);</b></p>	<p>The University defines “under-represented” students as United States citizens or lawful residents who are: Black or African-American, Hispanic or Latino, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, and males. Appendix K.</p> <p>As of Fall 2012, the University has a diverse student population – 60% Caucasian, 33% African-American, and 7% other races, including 67 international students from 21 countries. University Evaluation, p.4</p> <p>The Plan reports enrollment by gender and ethnicity for Fall 2011 and 2012. Male enrollees comprised 34.5% of Fall 2011 enrollees and 35.1% of Fall 2012 enrollees. Appendix A3</p>	

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	<p>The Plan reports enrollment by ethnicity – black, white and other – for Fall 2007 through Fall 2012. Black undergraduate student enrollment fluctuated some, demonstrating an overall decrease from 39.5% in Fall 2007 to 36.2% in Fall 2012. The proportion of non-black minority students increased from 1.8% in Fall 2007 to 3.4% in Fall 2012. The total minority undergraduate student enrollment has fluctuated between 39.6% and 41.3% between Fall 2007 and Fall 2012 with a notable 2% decrease from 41.8% in Fall 2011 to 39.6% in Fall 2012. Appendix A2</p> <p>Black graduate student enrollment decreased significantly from 56.8% in Fall 2007 to 46.1% in Fall 2012. The proportion of other minority students has increased significantly from 1.5% in 2007 to 5.7% in Fall 2012. The total proportion of minority graduate students has decreased significantly from 58.3% in Fall 2007 to 51.7% in Fall 2012. Appendix A2</p> <p><b>Area to Improve:</b> The Plan could provide a clearer, simpler explanation of which gender is considered under-represented in the student category. The Plan lists groups considered as under-represented persons in the student, faculty and staff, and vendor categories. The definition of under-represented persons in the student category includes females, but then the Plan explains that males are actually considered the under-represented gender in the student category as opposed to simply listing which actual groups are under-represented in the student category. Appendix K, p.1</p> <p>The data reported concerning enrollment seemingly conflicts. For example, the proportion of under-represented students in Appendix A1 shows 39.9% under-represented students (including Teach for America students) or 43.3% (excluding Teach for America Students). On the other hand, the data in Appendix K represents that the under-represented population makes up 44.1% of the student body.</p>	
<b>Compiling under-represented group graduation rates;</b>	<p>The Plan reports graduate rates for freshmen who entered Fall 2005 through Fall 2008. The graduation rates within six years of entering the University for white, black and non-white students are reported. Within six years, 36% of white 2005 freshmen graduated, and 41% of white 2006 freshmen graduated; 25% of black 2005 freshmen graduated, and 27% of black 2006 freshmen graduated; 44% of non-black minority 2005 freshmen graduated, and 63% of non-black minority 2006 freshmen graduated. Appendix B</p>	
<b>Understanding the distribution of institutional aid among under-represented groups (numbers and percentages); and</b>	<p>The Plan reports Pell and non-Pell, subsidized and non-subsidized financial aid for first-time full-time freshmen entering in both Fall 2010 and Fall 2011. (The Plan explains that Pell grants are federal aid, awarded without regard to race or gender. p.20) Appendix C</p> <p>In Fall 2010, black first-time full-time freshmen received 8.62% of non-Pell financial aid, 59.30% of Pell financial aid, 56.22% of subsidized financial aid and 50.00% of non-subsidized financial aid. Non-black minority first-time full-time Fall 2010 freshmen received 1.72% of the non-Pell financial aid, 3.52% of the Pell financial aid, 2.99% of the subsidized financial aid, and 3.10% of the non-subsidized financial aid.</p>	

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	<p>In Fall 2011, black first-time full-time freshmen received 10.63% of the non-Pell financial aid, 61.59% of the Pell financial aid, 58.62% of the subsidized financial aid, and 51.31% of the non-subsidized financial aid. Non-black minority first-time full-time Fall 2011 freshmen received 0.63% of non-Pell financial aid, 3.05% of Pell financial aid, 1.15% of subsidized financial aid and 1.05% of non-subsidized financial aid.</p>	
<p><b>Compiling data related to the perceptions of campus constituency groups regarding diversity.</b></p>	<p>Consultants Dr. Anita Davis, Carla Shirley, and Chris Wetzel o Rhodes College met with students, faculty, staff and administration in small focus groups on March 27, 2009, in order to assess the climate among those employees concerning diversity. In Fall 2008, the University administered a Student Campus Climate Survey to which approximately 10% of the student body responded. The Plan includes an Executive Summary containing consistent themes appearing throughout all of the groups surveyed and recommendations for action based on the survey results. Appendix D (in Document titled <i>DSU Diversity Final Report for DSU Diversity Committee July 2009 Appendix D</i>)</p> <p><b>Overarching Themes: (pp.4-7)</b></p> <ul style="list-style-type: none"> <li>• The large number of African-American students on campus is a strength</li> <li>• The campus lacks true integration</li> <li>• The campus needs more programming, communication and dialogue concerning diversity</li> <li>• The campus needs more under-represented faculty and administrators</li> <li>• The campus needs more support for international students</li> </ul> <p><b>Recommendations: (pp.7-9)</b></p> <ul style="list-style-type: none"> <li>• Clarify University goals concerning diversity and develop a strategic plan in accordance with those goals</li> <li>• Improve the faculty recruitment process to encourage a more diverse faculty</li> <li>• Identify strategies for recruitment of administrators to increase diversity in senior-level administrative positions</li> <li>• Provide established programming to educate students, faculty and staff and allow for dialogue about diversity</li> <li>• Create a Multicultural Affairs Director position and a Multicultural Affairs Department to address diversity issues on campus</li> <li>• Increase staff dedicated to increasing recruitment of international students</li> <li>• Expand Student Orientation programming to focus on a wider range of students</li> <li>• The Diversity Committee should increase its public presence and broaden its membership</li> </ul> <p>Also reported are:</p> <ol style="list-style-type: none"> <li>1. the procedure for interviews conducted with focus groups, pp.10-11;</li> <li>2. major themes emerging from focus group interviews with students, pp.12-14, faculty of color, pp.14-16, staff, pp.16-18, administrators, pp.18-20, the Diversity Committee, pp.20-24;</li> <li>3. internet survey findings, both on close-ended questions, pp.24-28, and</li> </ol>	



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	<p>open-ended questions, pp. 29-30; and                  4. the full list of recommendations, pp.30-40.</p>	
<b>Secondary Elements</b>		
<p><b>Compiling data on diverse population enrollment by program, degree and mode of delivery;</b></p>	<p><b>Diversity By Program</b>                  In Fall 2011, minority student enrollment was 1805 of 4624, 39.04% -- 34.39% black students and 4.65% non-black minority students. Of the 50 programs offered, programs with African-American enrollment significantly disproportionate to total African-American enrollment, i.e., lower than 25%, included:</p> <ol style="list-style-type: none"> <li>1. Commercial Aviation 10.42%</li> <li>2. Communication Studies and Theatre Arts 10%</li> <li>3. Environmental Science 13.04%</li> <li>4. Flight Operations 10.17%</li> <li>5. Geospatial Information Technology 7.14%</li> <li>6. History 18.18%</li> <li>7. Hospitality Services Management 0%</li> <li>8. Insurance and Real Estate 10.00%</li> <li>9. Marketing 20.51%</li> <li>10. Nursing 24.07%</li> <li>11. Secondary Education 19.57%</li> <li>12. Sports and Human Performance 11.11%</li> </ol> <p>Appendix E1</p> <p>Fall 2012 enrollment by degrees and programs show that total minority student enrollment is 1853 of 4763, 38.90% -- 32.88% black students and 6.03% non-black minority students. Of the fifty programs offered that year, programs with African-American enrollment significantly disproportionate to total African-American enrollment, i.e., lower than 25%, included:</p> <ol style="list-style-type: none"> <li>1. Commercial Aviation 10.00%</li> <li>2. Environmental Science 14.23%</li> <li>3. Flight Operations 14.58%</li> <li>4. Geospatial Information Technology 20.00%</li> <li>5. Insurance and Real Estate 12.50%</li> <li>6. Mathematics 22.73%</li> <li>7. Modern Foreign Languages 0%</li> <li>8. Nursing 22.14%</li> </ol> <p>Appendix E3</p> <p><b>Diversity by Mode of Delivery</b>                  Online programs seem to be a meaningful mode of delivery for minority students. The total number of minority students in the online programs, 200 in 2011 and 195 in 2012, is much smaller than the total number of minority students in the traditional programs, 1648 in 2011 and 1658 in 2012. However, for the last two years, the rate of minority student enrollment has been higher in the online programs than in the traditional programs. The online programs seem to be an effective tool to reach under-represented students.</p> <p>In Fall 2011, students enrolled in online programs consisted of 48.29% non-white students. 38.72% were black students, and 6.83% were non-black</p>	

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	<p>minority students. In Fall 2011, traditional program enrollees included 39.37% non-white students – 33.85% black students and 5.52% non-black minority students. Appendix E2</p> <p>In Fall 2012, 45.03% of online program enrollees were non-white students – 41.80% black students and 3.23% non-black minority students. In Fall 2012, 38.29% of non-white students enrolled through traditional programs – 31.99% black students and 6.30% of non-black minority students. Appendix E4</p> <p><b>Area to Improve:</b> The data reported for this element consists only of numbers and no percentages. The Plan should provide percentages of various student populations by program and degree to show the proportion minority students comprise in each program.</p>	
<b>Compiling diverse population graduation rates by program, degree, and mode of delivery; and</b>	The Plan says the data called for in this element will be made available Spring 2014. p.14	
<b>Including data collected for the IHL Diversity Committee.</b>	Not all of the information provided in the aforementioned Consultation Report is discussed in this evaluation. Information gathered from specific categories of the University as well as certain details concerning survey responses and focus group discussions are not mentioned here. Appendix D	

*Detail a plan for increasing enrollment of diversity populations.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<b>Identifying target diverse populations for recruitment (including, but not limited to, international students, athletes, transfer students, students seeking degrees in specific high-demand industries, students from certain geographical areas, and non-traditional students);</b>	<p>The University seeks to increase diversity by recruiting students (p.15):</p> <ul style="list-style-type: none"> <li>• in Tennessee, Alabama, Louisiana, Arkansas,</li> <li>• males,</li> <li>• under-represented populations,</li> <li>• students seeking degrees in high demand fields, such as Master of Applied Science in Geospatial Information Technology,</li> <li>• under-represented graduate students, and</li> <li>• international students.</li> </ul>	
<b>Identifying specific obstacles to enrollment of these populations;</b>	<p><b>Obstacles to Undergraduate Enrollment: (p.16)</b></p> <ul style="list-style-type: none"> <li>• Overall population decline in the delta area</li> <li>• Departmental budget constraints</li> <li>• Academic preparation of applicant pool</li> <li>• Financial hardships of applicant pool</li> <li>• Funding</li> <li>• Academic Support</li> </ul> <p><b>Obstacles to Graduate Enrollment:</b></p> <ul style="list-style-type: none"> <li>• Financial hardship</li> <li>• Transportation and other access to the University</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Academic preparation</li> <li>• Scholarships</li> <li>• Graduate Assistantships</li> <li>• Academic Support</li> </ul>	
<p><b>Identifying specific solutions to assist target diverse populations in overcoming the identified obstacles to enrollment (including course offerings, communication and outreach efforts, and use of institutional financial aid);<sup>1</sup></b></p>	<p>The University recently opened its Student Success Center, providing academic support, mentoring, tutorials, developmental classes for underprepared students, international student development and advising. p.4</p> <p><b>Strategies to Overcome Diverse Undergraduate Enrollment Obstacles: Ongoing (pp.16, 17)</b></p> <ul style="list-style-type: none"> <li>• Recruit outside of the Mississippi Delta region</li> <li>• Provide various marketing plans to attract applicants</li> <li>• Work closely with the athletic department and Student Success Center to increase international student enrollment</li> </ul> <p><b>Proposed (pp.16, 17)</b></p> <ul style="list-style-type: none"> <li>• Increase focus on areas beyond the 17 Mississippi Delta counties</li> <li>• Increase recruiting budget to hire additional recruiters and purchase additional travel and marketing resources</li> <li>• Purchase and implement a CRM (business strategy)</li> </ul> <p><b>Strategies to Overcome Diverse Undergraduate Enrollment Obstacles: Ongoing (pp.16-17)</b></p> <ul style="list-style-type: none"> <li>• Remove out-of-state fees</li> <li>• Automate the Graduate admissions process</li> <li>• Increase outreach to underrepresented populations at job and career fairs</li> <li>• Evaluate additional degree programs for possible online delivery</li> <li>• Provide DSU students with additional access to learning resources through relationships between the University library and larger research institutions</li> <li>• The Graduate Studies Office is a member of Study Mississippi, a cooperative effort to improve international student recruiting</li> </ul> <p><b>Proposed (pp.17, 18)</b></p> <ul style="list-style-type: none"> <li>• Increase programs offered online</li> <li>• Develop online academic support for graduate students</li> <li>• Identify more financial aid possibilities</li> <li>• Train graduate students to help with more targeted recruitment</li> <li>• Establish a monitored tracking system and gather trend data</li> </ul> <p><b>Area to Improve:</b> The strategies address the obstacles identified with the exception of the lack of academic preparation. No initiatives are mentioned, such as opportunities the University could provide minority high school students to aid with preparation for undergraduate study or opportunities the University could provide minority undergraduates to aid with preparation for graduate study/admission.</p>	

<sup>11</sup> For each list of solutions, the University lists some strategies under “accomplishments” and some under “areas to improve. Those labels are interpreted in this evaluation as strategies in progress and strategies to be implemented, respectively.



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<b>Specifying responsible personnel; establishing a process for monitoring the effectiveness of recruitment activities targeted at diverse populations; and</b>	<p><b>Undergraduate Personnel</b>                  The Director of Recruiting and Dean of Enrollment Management are responsible for monitoring recruiting activities, marketing and working with prospective student populations. p.17</p> <p><b>Graduate Personnel</b>                  The Graduate Recruiter is responsible for ensuring that graduate enrollment is diverse by tracking recruits from various events individually and working with applicants one-on-one through the application and admission process. p.17</p>	
<b>Implementing measurable goals related to the recruitment of target diverse populations.</b>	<p>The University seeks to (pp.17-18):</p> <ul style="list-style-type: none"> <li>• Increase international undergraduate student enrollment by working with the Student Success Center and the Athletic Department</li> <li>• Increase under-represented undergraduate and graduate student enrollment</li> <li>• Maintain under-represented graduate enrollment population at 50%</li> <li>• Increase international graduate student population by 5% annually</li> </ul>	
<b>Secondary Elements</b>		
<b>Developing a project mini-budget.</b>	<p>The Plan provides no financial amounts associated with recruitment of under-represented students. Instead, the Plan lists tasks underway and to be done concerning a budget for (p.18):</p> <p><b>Efforts to Increase Recruitment of Prospective Undergraduate Students</b></p> <ul style="list-style-type: none"> <li>• Fund an additional recruiter position to focus on out-of-state prospects</li> <li>• Fund an office support position to assist in data entry and follow-up of prospective students</li> <li>• Increase the budget to diversify marketing efforts from highly traditional paper-based marketing to an online marketing system</li> <li>• Increase the budget to cover travel expenses</li> </ul> <p><b>Efforts to Increase Recruitment of Prospective Graduate Students</b></p> <ul style="list-style-type: none"> <li>• Reallocate graduate assistantships for best use and widest distribution</li> <li>• Pursue graduate scholarship funding</li> <li>• Identify additional grant funding for students and student support in high-impact areas</li> <li>• Increase fundraising</li> <li>• Increase grant writing</li> </ul>	

*Detail a plan for increasing retention and graduation rates of under-represented groups.*

<b>Identifying target diverse populations for retention and graduation; identifying specific obstacles to retention and graduation of target diverse populations;</b>	<p>The University is targeting under-represented populations for retention and graduation assistance. p.19 The Plan reports retention and graduation data for black students and “other” students who are neither black nor white. Strategies to increase retention include strategies to increase retention of international students. Appendix B, Appendix F.</p> <p><b>2005 First-Time Freshmen Retention Data (Appendix F)</b>                  The 2nd, 3rd and 4th year 2005 freshmen retention rates are somewhat similar for white students and non-black minority students. In contrast, the</p>	
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	<p>freshmen retention rates during that period are significantly higher for white students than for black students. For 2005 first-time freshmen, the retention rates for white students are 67% for the 2nd year, 49% for the 3rd year, and 43% for the 4th year. The retention rates for 2005 first-time black freshmen are 58% for the second year, 45% for the third year, and 34% for the fourth year. Retention rates for 2005 first-time non-black minority freshmen are 67% for the second year, 44% for the third year and 44% for the fourth year.</p> <p>The fifth and sixth year retention rates are all low with the rates of 2005 first-time white and black freshmen significantly higher than non-black minority freshmen. For 2005 first-time freshmen, the retention rates for the fifth year are 23% for white students, 19 % for black students, and 11% for non-black minority students. The rates are very similar by the sixth year of these students' enrollment. For 2005 first-time freshmen, the retention rates for the sixth year are 10% for white students, 11% for black students, and 11% for non-black minority students.</p> <p><b>2006 First-Time Freshmen Retention Data (Appendix F)</b>                  The 2nd, 3rd and 4th year 2006 freshmen retention rates are significantly higher for white students than for black students. For 2006 first-time freshmen, the retention rates for white students are 66% for the 2nd year, 53% for the 3rd year, and 48% for the 4th year. The retention rates for 2006 first-time black freshmen are 51% for the second year, 37% for the third year, and 29% for the fourth year.</p> <p>The retention rate among 2006 freshmen non-black minority students fluctuates during the second, third and fourth years of enrollment and is somewhat similar on average to the retention rate for white students. Retention rates for 2006 first-time non-black minority freshmen are 50% for both the second and third years and 63% for the fourth year.</p> <p>The fifth and sixth year retention rates are somewhat similar among white students and minority students. For 2006 first-time freshmen, the retention rates for the fifth year are 26% for white students, 21% for black students and 25% for non-black minority students. For 2006 first-time freshmen, the retention rates for the sixth year are 7% for white students, 9% for black students and 13% for non-black minority students.</p> <p><b>Area to Improve:</b> The data shows that retention rates for white students, particularly in the 2nd, 3rd, and 4th years tend to be significantly higher than the retention rates of he combined retention rates of all minority students. Thus, the Plan's proposal to target students of under-represented ethnicities for increased retention efforts seems appropriate. However, since a more detailed review shows that the retention rates for non-black minority students and white students seems to be largely comparable, the Plan might be improved by targeting black students specifically with retention efforts.</p> <p>The Plan does not identify specific obstacles to retention and graduation of target diverse populations. Identification of obstacles would likely facilitate the creation of more effective strategy in efforts to increase retention. If the University has identified obstacles but simply not identified them explicitly</p>	
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	<p>in the Plan, explicit mention of such obstacles would greatly aid in evaluation of the Plan and the University's progress toward increasing retention and graduation.</p>	
<p><b>Identifying specific solutions to assist target diverse populations in overcoming obstacles for retention and graduation by addressing student support services, course offerings and the use of institutional financial aid, and developing a plan for dissemination of financial aid information for returning students;</b></p>	<p>The Student Success Center serves to increase retention and graduation rates by addressing the academic, social, and personal challenges that the diverse student population faces. pp.4-5</p> <p><b>Ongoing Efforts of the Vice President for Academic Affairs (p.19)</b></p> <ul style="list-style-type: none"> <li>• Expanding current programs, including majors, to address the interests and needs of diverse students</li> <li>• Improving the Student Success Center to provide academic support for international students, students who need additional academic support, and students with an undeclared major</li> <li>• Increasing academic support available, for traditional and online courses, throughout the calendar year and during the evening hours</li> <li>• Offering a computer lab and tutoring</li> <li>• Developing means to improve communication concerning resources, course enrollment and graduation among faculty, staff, and students</li> </ul> <p><b>Ongoing or Completed Efforts of the Vice President for Student Affairs (p.20)</b></p> <ul style="list-style-type: none"> <li>• Providing 8-10 annual financial awareness workshops geared to financial responsibility</li> <li>• Requiring students on academic probation receiving financial aid to attend study skills workshops each semester</li> <li>• Providing scholarships specifically for under-represented students, e.g., Dwaun Warmack Book Scholarship for Minority Students, African American Alumni Scholarship</li> <li>• During the 2012-2103 school year, financial aid counselors met with student groups at:             <ul style="list-style-type: none"> <li>- Greenwood High School</li> <li>- Eastside High School</li> <li>- West Bolivar High School</li> <li>- Amanda Elzy High School</li> <li>- St. Joe High School (Greenville)</li> <li>- North Panola High School</li> <li>- Cleveland High School</li> <li>- Pillow Academy</li> <li>- Independence High School</li> <li>- Simmons High School</li> <li>- Lee Academy</li> </ul> </li> <li>• Contacting returning students several times throughout the year, prior to the start of the new academic year, reminding them to apply for federal and state aid</li> <li>• Working more closely with Enrollment Management and Student Business Services regarding use of Federal Financial Aid (Title IV)</li> <li>• Increasing printed material and correspondences with returning students on requirements and deadline for Title IV Federal Financial Aid</li> <li>• Establishing/increasing support for the International Student Association</li> </ul>	



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	<p>(student support group) and a Multicultural Affairs cabinet level position (Student Government Association)</p> <ul style="list-style-type: none"> <li>• Using social media to communicate services offered</li> <li>• Communicating through a first-year program to educate and communicate in regard to Student Support Services</li> <li>• Continuing active involvement of the Diversity Committee</li> <li>• Hiring Director for underrepresented population at DSU</li> </ul>	
<p><b>Specifying responsible personnel;</b></p>	<p><b>The Vice President of Academic Affairs is responsible for: (p.21)</b></p> <ul style="list-style-type: none"> <li>• the Student Success Center Director</li> <li>• the Academic Advisor</li> <li>• the Academic Support Lab Director</li> <li>• increasing tutoring and academic assistance personnel</li> <li>• increasing the number of academic advisors</li> <li>• increasing personnel to address the needs of international students</li> </ul> <p>The Vice President of Student Affairs is responsible for accountability measures concerning retention and graduation. p.21</p>	
<p><b>Developing a process for monitoring the effectiveness of activities designed to increase retention and graduation of diverse populations; and</b></p>	<p><b>The University’s process for monitoring effectiveness of its initiatives to increase retention and graduation includes: (p.21)</b></p> <ul style="list-style-type: none"> <li>• a strategic plan process linked to all other goals</li> <li>• weekly Cabinet strategizing and reporting</li> <li>• an annual report process</li> <li>• the goal to increase systematized tracking of retention and graduation from the unit level up to the responsible senior administrator</li> </ul> <p><b>Area to Improve:</b> The efforts mentioned need more detail. What actions are in progress? What are the general components of the ongoing processes mentioned? The Plan should provide some level of detail as to how these processes operate to illustrate how they each monitor effectiveness.</p>	
<p><b>Implementing measurable goals related to the retention and graduation of target diverse populations.</b></p>	<p><b>Ongoing (pp.21-22)</b></p> <ul style="list-style-type: none"> <li>• Identifying specific indicators in DSU Strategic Plan, including to:                         <ul style="list-style-type: none"> <li>- Increase pass rate in first course after Developmental in English and Math</li> <li>- Increase Writing Proficiency Evaluation pass rate</li> <li>- Increase student percentage indicating satisfaction with advising</li> <li>- Increase year-to-year retention</li> <li>- Improve graduation rates for freshmen cohort 6 years</li> <li>- Increase 4 year and 5 year graduation rates</li> </ul> </li> <li>• Identifying specific Cabinet strategic initiatives</li> <li>• Identifying specific Student Success Center goals as detailed in the annual plan</li> <li>• Identifying specific Academic Support Lab goals as detailed in the annual plan</li> </ul> <p><b>Proposed (p.22)</b></p> <ul style="list-style-type: none"> <li>• Define and/or strengthen mechanisms to gather measurable data related to specific DSU Strategic Plan goals and indicators</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Define and/or strengthen mechanism to connect Cabinet strategic initiatives to DSU Strategic Plan and gather and measure initiatives</li> <li>• Define and/or strengthen mechanisms to gather data related to the Student Success Center goals as detailed in the annual plan</li> <li>• Define and/or strengthen mechanisms to gather data related to Academic Support Lab goals as detailed in the annual plan</li> </ul>	
<b>Secondary Elements</b>		
<b>Developing a project mini-budget.</b>	<p><b>Vice President for Academic Affairs (pp.22-23)</b>  <b>Funding measures include reallocation of funds:</b></p> <ul style="list-style-type: none"> <li>• to support new academic degree programs</li> <li>• to increase funding for the Student Success Center               <ul style="list-style-type: none"> <li>- The current budget is \$150,000.</li> <li>- The Plan proposes increasing the budget \$85,000.</li> </ul> </li> <li>• to increase funding for the Academic Support Lab               <ul style="list-style-type: none"> <li>- The current budget is \$75,000.</li> <li>- The Plan proposes increasing the budget \$75,000.</li> </ul> </li> <li>• to development and implement an online degree audit system</li> <li>• to increase funding to the Academic Support Lab</li> <li>• to increase workflow processes to promote communication               <ul style="list-style-type: none"> <li>- The current budget is \$50,000.</li> <li>- The Plan proposes increasing the budget \$50,000.</li> </ul> </li> </ul> <p><b>The Vice President for Student Affairs proposes to: (p.23)</b></p> <ul style="list-style-type: none"> <li>• increase departmental budgets for Financial Aid, Communications, Marketing, and Student Support Services</li> <li>• increase funds for staff development and training staff regarding under-represented populations</li> </ul>	

**Board Goal 2: Increasing the employment of minorities in administrative, faculty and staff positions.**

**Accomplishments:** The Plan provides the majority of the information requested for evaluation related to the second goal.

The University has a high number of females in faculty and administration; albeit the vast majority of those employees are white females.

Again, the Plan generally does well matching identified obstacles with strategies. For example, to address the need for employee housing, the University built housing and is working on providing assistance in locating housing.

**Areas to Improve:** The Plan does not specifically address improving the fact that it employs no minority females in administration.

The Plan does not provide all data requested. In many places where data is not provided, the Plan reports that collection is in progress and an estimated timeline for gathering the data. This is informative. However, the lack of requested data makes progress achieving the goals difficult to measure and the sufficiency of the Plan as submitted difficult to determine.

The manner of reporting in the Plan is unclear and/or lacks detail with respect to diversity training, professional development, incentives and mentoring. Those efforts need to include some basic details. These details could include information such as how the diversity training reported for 2012-13 involved faculty and staff; what type of incentives have been discussed; and

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what types of opportunities abroad the University is seeking to provide for faculty and staff to increase diversity understanding, e.g., taking classes and/or teaching classes at a foreign university, simply visiting another country or a University in another country, traveling leisurely with a group from the University, etc.

*Describe initial administration, faculty and staff employment using the quantitative and qualitative baseline data collected to inform Goal 2 of the Campus Diversity Plan.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<p><b>Compiling administration, faculty and staff employment data by gender, race and ethnicity (numbers and percentages);</b></p>	<p>The Plan defines under-represented employees as US citizens or lawful residents who are Black or African-American, Hispanic or Latino, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, and females. Appendix K, p.2</p> <p><b>Gender (Appendix G)</b>                      In 2011, 57.1% of all University employees were females. Females made up 57.1% of faculty members and 52.5% of administrators (only white females).</p> <p>In 2012, 57.0% of all University employees were females. Females made up 54.2% of faculty members and 55.3% of administrators (only white females).</p> <p>The University has a high proportion of female faculty and staff. The Plan states that the University’s goal is to maintain a high level of female faculty and staff. Appendix K., p.2.</p> <p><b>Race (Appendix G)</b>                      Minorities – reported as either “black” or “other” -- comprised 26.4% of all university employees in 2011 and 28.7% in 2012.</p> <p>Black males comprised 5.0% of administrative employees in 2011 and 5.3% in 2012. No other males or females identified in a minority category were reported as administrators either year.</p> <p>University faculty consisted of 14.6% minorities in 2011 – 8.5% of faculty members were black females as opposed to a significantly less proportion of black males, non-black minority males, and non-black minority females comprising about 2% each of the total faculty. In 2012, minorities on the University faculty slight increased from 14.6% to 16.2% although the overall number of faculty members decreased (from 680 to 668). In 2012, black females remained about 8.5% of faculty in stark contrast still to the slightly increased percentage of black males, non-black males, non-black females, each comprising about 2.5% of the faculty that year.</p> <p><b>Area to Improve:</b> The Plan should specify in both its goals and strategies how University efforts will specifically target the extremely low proportion of minorities other than black males in administration.</p>	
<p><b>Compiling data related to the perceptions of employees at all levels regarding diversity among</b></p>	<p>Perceptions of employees are included in the report mentioned above in Appendix D.</p>	

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<b>the administration, faculty and staff;</b>	The University plans to continue to solicit feedback from faculty, staff and students with a comment box. p.24	
<b>Identifying specific obstacles to increasing the employment of minorities; and</b>	The Plan lists as obstacles: (p.24) <ul style="list-style-type: none"> <li>• budget constraints with advertising, salary agreements, relocation expenses;</li> <li>• location and region of the University,</li> <li>• lack of incentives, and</li> <li>• difficulty finding acceptable housing near the University</li> </ul>	
<b>Identifying specific solutions to assist in increasing the employment of minorities in relation to identified obstacles.</b>	<b>Strategies pp.24-25</b> <ul style="list-style-type: none"> <li>• Publicize job announcements through the Mississippi Unemployment Commission, under-represented communities, diverse agencies, diverse publications and online venues that target under-represented applicants</li> <li>• Advertise position by discipline</li> <li>• Ensure that all external communication publicizes the University’s commitment to equal employment opportunity</li> <li>• Provide support for incoming faculty working on advanced degrees such as schedule adjustments and course reductions</li> <li>• Built faculty and staff apartments available to rent as of August 2010</li> <li>• Provide assistance with locating housing</li> <li>• Provide support/training to faculty members who are asked to serve as the “diversity representative” on search committees; clarify the role of the “diversity representative” to all search committee members and chairs; provide resources to search committee members on the recruitment of diverse faculty</li> <li>• Review the Affirmative Action Plan to assess which employment groups are under-represented and form goals to recruit in those areas</li> <li>• Continue beyond discussion to implementation of creating a Chief Diversity Officer position and a Diversity Department to assist with increasing diversity, including among employees, and providing diversity education, including opportunities for faculty and staff</li> </ul>	
<b>Secondary Elements</b>		
<b>Compiling data on under-represented group population employment by program.</b>	The Plan states that the data on under-represented group population employment by program is located in Appendix G. p.25 No such data is included in that appendix or was located in any other document submitted with the Plan.	

*Engage the university Chief Diversity Officers in the process of filling vacant positions.*

*Provide diversity and inclusion training for administrators, faculty and staff who serve on search committees or make hiring decisions.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<b>Compiling data on current diversity training, and the effectiveness of such training; and</b>	During the 2012-2013 school year, the University presented educational opportunities concerning diversity for faculty and staff, including: a Paul Ortiz Civil Rights History Panel; <i>The Color of Fear</i> , a training film related to diversity; <i>Dish It Up</i> , a student activity of the national Teaching	



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	<p>Tolerance Project; <i>Beyond Black and White: The Chinese Experience</i> with John Hung. Appendix H; p.26. The Plan does not provide the level of effectiveness among, or the amount of participation by, faculty, staff and administration concerning these events.</p> <p>The Plan reports that the Diversity Committee annually develops a program of diversity training. University Evaluation, p.26</p> <p><b>Area to Improve:</b> The report on diversity training is a list of diversity-related events the University offered during the 2012-13 academic year. One event in particular, <i>Dish It Up</i>, is described in Appendix H as a nationwide student activity. The Plan fails to clearly explain how the diversity training reported was provided for the purpose of educating, or served to educate, faculty and staff on diversity.</p>	
<b>Specifying responsible personnel.</b>	Diversity Coordinator p.26	
<b>Secondary Elements</b>		
<b>Developing a project mini-budget.</b>	\$125,000 for a Chief Diversity Officer p.25	

*Establish mentoring programs for under-represented groups hired in administrative, faculty, and staff positions.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<b>Compiling data on current mentoring practices among employees, and the effectiveness of such incentives; and</b>	<p><b>Proposed Initiatives p.26</b></p> <ul style="list-style-type: none"> <li>• Establish a mentoring program for professional development by 2014</li> <li>• Inform new employees, through an orientation program, of:                             <ul style="list-style-type: none"> <li>- their equal employment responsibilities,</li> <li>- promotional opportunities,</li> <li>- University rules,</li> <li>- ways to alleviate any problems that might arise and</li> <li>- other issues related to affirmative action compliance</li> </ul> </li> <li>• Educate new employees, through PowerPoint presentations, on diversity and multicultural awareness</li> </ul>	
<b>Specifying responsible personnel.</b>	Human Resources, Deans, Chairs, and Directors, and Vice Presidents p.27	
<b>Secondary Elements</b>		
<b>Developing a project mini-budget.</b>	\$75,000 for a mentoring program p.27	

*Provide incentives for academic and non-academic units that make measurable strides to meet university diversity goals.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<b>Compiling data on current incentives offered, and the effectiveness of such incentives.</b>	The Plan reports that while the Diversity Committee has discussed incentives to be provided, no action has been taken yet to provide incentives. The implementation of initiatives is expected to require a budget of about \$200,000. p.27	

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	<b>Area to Improve:</b> The Plan provides no details of the incentives that have been discussed and are expected to require \$200,000 in funding.	
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*Support professional development and administrative intern opportunities for under-represented groups within the staff and faculty.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<b>Compiling data on current professional development opportunities, and the effectiveness of such opportunities.</b>	<b>Initiatives by the Vice President of Academic Affairs (pp.27-28)</b> <ul style="list-style-type: none"> <li>• Professional development seminars offered specifically for faculty and staff in under-represented groups</li> <li>• Annual workshops related to diversity and under-represented groups, on topics such as learning outcomes, BANNER, workflow, induction/mentoring of new faculty</li> <li>• Allocation of funding for professional development</li> <li>• System to monitor effectiveness of professional development opportunities</li> <li>• Opportunities abroad for faculty and staff to increase multicultural awareness and understanding</li> <li>• Ongoing opportunities to enhance diversity awareness and multicultural sensitivity</li> </ul>	
<b>Secondary Elements</b>		
<b>Developing a project mini-budget.</b>	The Plan proposes creating (p.28) <ul style="list-style-type: none"> <li>• a new, separate budget of \$75,000 for professional development coordinated by the Vice President of Academic Affairs and</li> <li>• a budget of \$25,000 for professional development programming coordinated by Human Resources</li> </ul>	

**Board Goal 3: To enhance the overall curriculum by infusion of content that enhances multicultural awareness and understanding.**

**Accomplishments:** The University proposes numerous practical strategies to increase the infusion of diversity into the University curriculum. The data put forth by the Plan demonstrates an investment of time by the University in diversity goals such as those adopted by the IHL.

**Areas to Improve:** The state of the University’s curriculum with respect to diversity is unclear. The University lists almost 60 courses offered in Fall 2012 and almost 50 courses offered in Spring 2013 that the University considers related to diversity. The University, however, also submits the finding of a report which states the University only had a few courses related to diversity. More explanation is needed as to how the University’s data and the reference report’s findings should be interpreted together in order to establish a clear and accurate baseline by which to measure the University’s progress in infusing diversity in the curriculum.

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*Describe initial curriculum offerings relating to diversity to inform Goal 3 of the Campus Diversity Plan.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<p><b>Compiling data on course offerings related to diversity (including Women’s Studies, African American Studies, etc.);</b></p>	<p>The Plan lists 58 courses related to diversity offered in Fall 2012 and 46 courses related to diversity offered in Spring 2013, including courses in Political Science, Philosophy, Sociology, Music, History, English language courses -- French, Spanish, Italian, and Hebrew. Appendix I</p> <p>The Plan also notes that a “recent” Foundations of Excellence report found:</p> <ul style="list-style-type: none"> <li>• The University had only a few courses in the curriculum that address diverse ideas and worldviews and</li> <li>• The University had no courses targeted directly to first-year students, with the exception of                         <ul style="list-style-type: none"> <li>- GST 100, a course designed to orient first-time, fulltime students to the University and college life in general, and</li> <li>- the Social Sciences program, which tracks a diversity strand throughout its course of study.</li> </ul> </li> </ul> <p>Appendix J, p.1 (Appendix J does not provide the date of the Foundations of Excellence report.)</p> <p>Also, in recent surveys, 25% of faculty rated course offerings related to diversity as poor. Additionally, 35% of first-year students rated overall exposure to diversity poorly. Appendix J, p.1 (Appendix J does not provide the date of the survey.)</p> <p>Appendix J: 2014 QEP Proposal on Cultural Awareness includes:</p> <ul style="list-style-type: none"> <li>• Goals and objectives related to infusing diversity into the curriculum</li> <li>• Proposed learning outcomes and</li> <li>• Proposed actions for implementation, including to:                         <ol style="list-style-type: none"> <li>1. Initiate a program to encourage faculty members and departments/divisions to identify or create at least one course in each degree area that emphasizes cultural awareness and cultural responsiveness. This could be modeled after the initiative in writing across the curriculum.</li> <li>2. Encourage faculty members and departments/divisions as they create culturally rich classes to work with Diversity Committee to coordinate programming with the objectives/activities/assignments in #1.</li> <li>3. Evaluate the General Education curriculum in an effort to identify those courses in which cultural awareness is most relevant.</li> <li>4. Identify a liaison from each college/school to coordinate with the Diversity Committee and the faculty to facilitate identification of courses, creation of course content, implementation of culturally rich courses, and monitoring and follow-up.</li> <li>5. Require all academic and administrative units to establish an internal diversity mission statement and action plans that are consistent with the university-wide diversity mission statement.</li> <li>6. Request that unit chairs require faculty to include summary statement on syllabus on how diversity is being incorporated into course material.</li> </ol> </li> </ul>	

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	<ol style="list-style-type: none"> <li>7. Incorporate required diversity and multicultural awareness component into freshman seminar/orientation courses (such as GST 100).</li> <li>8. Allow courses in subject areas that facilitate an appreciation for underrepresented populations as options to satisfy general education or elective requirements (courses in areas such as African American Studies, Women’s Studies, etc.).</li> <li>9. Promote study abroad opportunities for student exposure to diverse cultures and learning environments.</li> <li>10. Support (already established) ethnic studies minor as well as courses contained therein.</li> <li>11. Establish an ESL program in order to better support the international student population.</li> <li>12. Hire full-time International Student coordinator to guide the recruitment, admission, advising, and retention of international students.</li> <li>13. Provide campus-wide programs and seminars that focus on cultural diversity-related topics for faculty, staff and students.</li> <li>14. Develop and implement campus-wide and unit-level reward system for creating/promoting diversity initiatives (e.g. Diversity Committee’s “Diversity Champions”).</li> </ol> <p>The Plan proposes to modify the University’s General Education Curriculum by: (University Evaluation, pp.29-31)</p> <ul style="list-style-type: none"> <li>• including diversity as one of the program competencies,</li> <li>• developing and revising, as needed, a process for identification of foundational diversity courses and evaluation of each course in the General Education Curriculum in accordance with the purposes and competencies of the program,</li> <li>• working with curriculum committees in the academic departments to identify diversity-related courses and review and revise degree programs</li> </ul>	
<p><b>Compiling data on other educational activities offered to students related to diversity; and</b></p>	<p><b>Steps to Increase Study Abroad Opportunities (p.32)</b></p> <ul style="list-style-type: none"> <li>• Goal: to offer students an opportunity to travel abroad (for academic credit) every year</li> <li>• The University joined the Study Mississippi group, a cooperative effort to improve international student recruiting</li> <li>• The University plans to:                         <ul style="list-style-type: none"> <li>- Coordinate efforts with other IHL’s</li> <li>- Identify other funding sources to supplement costs, including grants and</li> <li>- Identify partner schools abroad</li> </ul> </li> </ul> <p>No data is provided specifically concerning what educational activities are offered to students related to diversity. (The University Evaluation refers to an appendix that addresses this element on p.29 but does not specify which appendix.)</p>	
<p><b>Compiling any available data on student participation in course</b></p>	<p>The Plan includes the enrollment statistics for each course identified as related to diversity. Appendix I.</p>	



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offerings and other activities related to diversity.		
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*Utilize humanities courses as a springboard to introduce students to multicultural concepts and awareness.*

*Allow courses in subject areas that facilitate an appreciation for underrepresented populations as options to satisfy general education or elective requirements (including, but not limited to, African American Studies, Women’s Studies, etc.).*

*Incorporate diversity and multicultural awareness into freshman seminar courses, capstone courses, or other courses that are required of all students.*

*Incorporate diversity and multicultural awareness into first-year experience programs, student and/or residential life programs, and other programs that engage many students.*

Primary Elements	Feedback: Accomplishments/Areas to Improve	Rating
<b>Compiling data on current first-year experience program activities, and other student life programs, related to diversity.</b>	See the abovementioned finding by the Foundations of Excellence stating that the University only had two first-year programs related to diversity: the GST-100 program and diversity courses in the Social Science program. Appendix J, p.1  <b>Strategies (University Evaluation, p.31)</b> <ul style="list-style-type: none"> <li>• Employing a model with student services emphasis through a continuation of orientation focus known as GST-100 Delta Discovery</li> <li>• Recruiting faculty and professional staff to serve as mentors for the students</li> <li>• Organizing a schedule of activities and presentations that facilitate adaptation to university life</li> <li>• Requiring activities that cover social learning, financial skills, the Student Handbook, library discovery, and an exposure to university Study Skills and Registration Skills</li> <li>• Enhancing the GST-100 model to include a required module on diversity</li> <li>• Including presentations by the Diversity Committee</li> <li>• Creating an online module on diversity accessible through Blackboard</li> <li>• Allowing co-mentors to expose their respective section to diversity</li> </ul>	
<b>Secondary Elements</b>		
<b>Developing a project mini-budget.</b>	University Evaluation, p.31 1. Increase co-mentor pay to \$1000 per academic term 2. Increase commodities to \$300 per section 3. Establish \$60,000 budget for QEP implementation	

*Promote study abroad opportunities for student exposure to diverse cultures and learning environments.*

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**Board Goal 4: To increase the use of minority professionals, contractors, and other vendors.**

**Accomplishments:** The Plan proposes to increase its current website, expand currently offered workshops, create written guidelines and policies, and suggest the establishment of new systems, processes and practices in order to increase minority vendor use.

**Areas to Improve:** The Plan does not provide data requested concerning performing an inventory of its current vendor practices. The Plan simply says those reviews are underway. It is unclear what impediments, if any, prevented a description of current practices and systems, but such review should be meaningful, especially in a situation with 1% minority vendor use and 2% female vendor use, in determining the strategy going forward. It might be short-sighted with those kinds of statistics to simply proceed with new strategies without first understanding and evaluating the current processes and systems.

The Plan proposes no relationships to be formed with entities that could assist the University in reaching and increasing dealings with under-represented vendors.

*Enhance efforts to accurately identify, capture and report under-represented businesses at the institutions with an ultimate goal of establishing practices that increase participation of under-represented vendors by.*

	<b>Feedback: Accomplishments/Areas to Improve</b>	<b>Rating</b>
<p><b>Reviewing current practices and ensuring consistency based upon collaboration with institutional procurement officers;</b></p>	<p>The Plan defines under-represented vendors as citizens or lawful residents of the United States who are: Black or African American, Hispanic or Latino, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, a minority-owned business or a woman-owned business. Appendix K, p.5</p> <p>The Plan reports that the University is reviewing its vendor practices. University Evaluation, p.33</p> <p>The Plan proposes to improve its practices by: (University Evaluation, p.33)</p> <ul style="list-style-type: none"> <li>• using IHL databases to inform under-represented vendors of opportunities</li> <li>• establishing an internal database of under-represented vendors</li> <li>• continuing to review its practices</li> </ul> <p>The Plan reports vendor participation for the fiscal years 2008 through 2012 for minority-owned businesses, women-owned businesses, small businesses, non-profits and corporations. Appendix K, pp.5-6 Minority-owned businesses were consistently about 1%, ranging between 0.9% and 1%, during the reporting period. Women-owned business vendors have decreased from 2% in 2008 and 2009 to between 0.7% and 1% during 2010-12. Small businesses have slightly decreased from 8% of vendors in 2008 to 7% in 2012 with some fluctuation during the meantime.</p> <p><b>Area to Improve:</b> The Plan should be clear on what categories of persons/businesses it considers under-represented vendors. Those categories are unclear in this Plan. The data reported in the Plan provides information about businesses in the categories of small businesses and non-profits. However, the Plan’s definition of under-represented vendors does not include small businesses or non-profits. Appendix K, pp.5-6 This lack of clarity creates difficulty in determining which categories of businesses</p>	

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	<p>should be the target of the University’s efforts and which categories of businesses should be considered when evaluating the University’s progress in increasing its use of minority vendors.</p> <p>The Plan fails to speak to the process and/or its findings with regard to its review of current practices. The Plan does not address the element of ensuring consistency based upon collaboration with University procurement officers.</p>	
<p><b>Assessing current vendor systems to determine needed updates or improvements; and</b></p>	<p>The Plan reports that the University is in the process of assessing vendor systems. University Evaluation, p.33</p> <p>The Plan proposes to improve its systems by: (University Evaluation, p.33)</p> <ul style="list-style-type: none"> <li>• Collaborating with the Office of Information Technology to create a prompt to request information of an under-represented vendor and</li> <li>• Ensuring the Office of Procurement contacts vendors who identify as under-represented persons on vendor paperwork</li> </ul>	
<p><b>Developing reporting requirements to ensure routine reporting of under-represented vendor information.</b></p>	<p>Appendix K, pp.5-6 (Vendor Participation chart of minority-owned businesses, women-owned businesses, small businesses, non-profit corporation and for-profit corporations during the fiscal years 2008 through 2012).</p> <p><b>Strategies p.33</b></p> <ul style="list-style-type: none"> <li>• Completing monthly under-represented vendor reports for IHL and</li> <li>• Utilizing monthly reports of under-represented vendors to evaluate progress of increasing under-represented vendors</li> </ul>	

*Develop web-based information and resources to assist under-represented vendors in doing business with the university to include:*

	<b>Feedback: Accomplishments/Areas to Improve</b>	<b>Rating</b>
<p><b>Developing websites which provide information for vendors on “How to Do Business with the University”;</b></p>	<p>The University intends to develop a new website to provide information for under-represented vendors that provides detailed information regarding the required process to become a vendor, links to necessary documents, question and answer interfaces, and an events calendar. The University plans to also inform potential under-represented vendors of the vendor process through emails and text-blasts. p.34</p> <p>The University is, or plans to: p.34</p> <ul style="list-style-type: none"> <li>• Provide information for entrepreneurs and business owners through the College of Business webpage</li> <li>• Identify links available on the web that provide helpful information to potential vendors</li> <li>• Provide information to assist unqualified, under-represented vendors in becoming legitimate business entities</li> </ul>	
<p><b>Establishing links to other non-</b></p>	<p>The Plan describes no existing or proposed connections with non-IHL</p>	

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<b>IHL entities available to assist under-represented businesses, such as the Small Business Administration, Mississippi Department of Finance &amp; Administration, Mississippi Contract Procurement Center, Mississippi Minority Business Alliance, etc.; and</b>	entities to assist under-represented businesses. p.34	
<b>Researching the viability of participation in annual trade shows and other events that will foster relationships with under-represented businesses.</b>	The University plans to: p.34 <ul style="list-style-type: none"> <li>• conduct research in 2014-15 concerning the viability of participation in annual trade shows and other events that will foster relationships with under-represented businesses</li> <li>• expand those reached by the University’s workshops for under-represented vendors on becoming a vendor</li> <li>• participate in trade shows outside the immediate area of the University</li> <li>• host trade shows where under-represented vendors can display their services and products</li> </ul>	

*Cooperate with IHL legal counsel in:*

	<b>Feedback: Accomplishments/Areas to Improve</b>	<b>Rating</b>
<b>Creating written guidelines that can be provided to procurement offices which address the goal of cultivating under-represented businesses as potential vendors while adhering to all applicable laws; and</b>	The University plans to: p.35 <ul style="list-style-type: none"> <li>• Review and revise current policies</li> <li>• Modify purchasing process to include consideration of reputable under-represented businesses</li> <li>• Create written policies, procedures, and accountability measures</li> <li>• Establish a referral program to identify potential under-represented vendors</li> </ul>	
<b>Ensuring training for procurement officers and other university staff that addresses the practical implementation of such guidelines as well as initiatives for diversifying vendor participation is both legally and fiscally sound.</b>	The University plans to: p.35 <ul style="list-style-type: none"> <li>• Offer internal training sessions to employees</li> <li>• Ensure employees understand procurement processes, including vendor application processes and the importance of considering under-represented vendors</li> </ul> <p><b>Area to improve:</b> The Plan does not specify the topic or content of the “internal training sessions” it will offer to its employees, e.g., training on diversity, training on the procurement process.</p>	





	2011-12 Total	Ethnicity						Gender			
		BLK %	WHT %	OTH %	UNK %	Minority <sup>1</sup> %	5-Yr % Change	Male %	5-Yr % Change	Female %	5-Yr % Change
<b>GOAL 1 – Increase Underrepresented Enrollment and Graduation Rates (includes Degrees Awarded)</b>											
Total Student Enrollment	5,481	35.4	59.2	4.3	1.1	39.7	-4.3	34.5	-1.3	65.5	1.3
Undergraduate Enrollment	3,319	39.7	57.5	2.6	0.1	42.4	1.3	38.4	-0.2	61.6	0.2
Graduate and Professional Enrollment	2,162	28.8	61.7	6.8	2.7	35.6	-18.8	28.4	2.5	71.6	-2.5
Entering Undergraduate Students											
New Freshmen	354	38.7	59.6	1.7	0.0	40.4	-2.7	42.9	4.0	57.1	-4.0
New MS Community College Transfers	471	46.5	51.8	1.5	0.2	48.0	-4.7	30.4	-8.8	69.6	8.8
New Transfers from Other Institutions	260	55.4	41.9	2.7	0.0	58.1	0.3	44.6	1.9	55.4	-1.9
Enrollment by Residency											
Mississippi Resident	4,149	42.0	55.0	1.9	1.0	43.9	-1.3	32.9	-0.7	67.1	0.7
Other U.S. State	1,255	15.1	72.5	11.1	1.4	26.1	-6.8	38.0	-20.4	62.0	20.4
International Students	77	13.0	66.2	19.5	1.3	32.5	22.1	58.4	-6.1	41.6	6.1
Total STEM Enrollment	391	36.6	59.6	3.6	0.3	40.2	1.4	45.0	-0.9	55.0	0.9
1-Yr Freshmen Retention Rates*, Fall 2010	61.2	52.6	66.8	40.0	--	51.7	-6.4	58.3	-6.6	63.2	1.0
Freshmen Graduation Rates*, Fall 2005											
Graduating by 4yrs-100% of normal time	17.0	12.1	19.5	23.5	--	13.4	5.2	14.6	2.8	18.9	-3.2
Graduating by 5yrs-125% of normal time	27.5	20.0	31.8	29.4	--	21.0	-6.0	27.5	0.4	27.5	-14.4
Graduating by 6yrs-150% of normal time	32.3	25.7	36.0	35.3	--	26.8	-6.0	31.0	-6.9	33.3	-16.5
Total Degrees Awarded	780	34.0	61.8	3.1	1.2	37.1	-2.2	31.4	-3.2	68.6	3.2
Undergraduate Degrees	503	34.4	62.0	3.6	0.0	38.0	1.9	34.8	-3.2	65.2	3.2
Graduate and Professional Degrees	277	33.2	61.4	2.2	3.2	35.4	-13.2	25.3	0.7	74.7	-0.7
Total STEM Degrees Awarded	44	20.5	72.7	6.8	0.0	27.3	-1.8	50.0	-6.5	50.0	6.5

\*Retention and Graduation Rate percentages are based on the original cohort and will not total 100 percent across ethnicity and gender.

<b>GOAL 2 – Increase Underrepresented Administrators, Faculty, and Staff</b>											
Total Employees	680	22.5	73.7	2.9	0.9	25.4	-2.1	42.9	0.7	57.1	-0.7
Full-Time Employees	501	25.5	70.9	3.2	0.4	28.7	-0.1	43.5	2.4	56.5	-2.4
Part-Time Employees	179	14.0	81.6	2.2	2.2	16.2	-7.0	41.3	-4.5	58.7	4.5
Executive Cabinet-Level Employees	11	0.0	100	0.0	0.0	0.0	0.0	63.6	3.6	36.4	-3.6
Full-Time Employees (non-Faculty)											
Administrators	38	5.3	94.7	0.0	0.0	5.3	-3.6	47.4	-5.9	52.6	5.9
Professional	96	21.9	74.0	3.1	1.0	25.0	5.4	37.5	0.4	62.5	-0.4
Other Employees	183	47.0	50.8	1.6	0.5	48.6	1.2	39.3	3.8	60.7	-3.8
Faculty (Instructional and Research)	259	10.0	85.3	4.2	0.4	14.3	2.0	42.9	-2.7	57.1	2.7
Full-Time	184	10.3	84.2	5.4	0.0	15.8	2.7	50.0	1.8	50.0	-1.8
Part-Time	75	9.3	88.0	1.3	1.3	10.7	0.7	25.3	-13.3	74.7	13.3
3-Year Retention Rates* for new Full-Time Employees, Fall 2008 returning in Fall 2011	84	25	54	5	0	30	16.4	36	15.9	48	20.4
Administrators	5	--	80.0	--	--	--	--	100	50.0	75.0	41.7
Faculty (Instructional and Research)	18	100	56.3	100	--	100	100	50.0	-10.0	70.0	--
Professional	24	33.3	43.8	50.0	--	37.5	12.5	33.3	0.0	46.7	15.9
Other Employees	37	22.2	35.3	50.0	--	25.0	10.7	38.9	23.1	21.1	0.6

\*Employee Retention Rate percentages are based on the original cohort and will not total 100 percent across ethnicity and gender.

<b>GOAL 3 – Enhance Multicultural Awareness and Understanding</b>											
Notes: Data metrics for Goal 3 are pending and will be developed in conjunction with institutional diversity officers.								--	--	--	--
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<b>GOAL 4 – Increase Underrepresented Professionals, Contractors, and Vendors</b>				
		FY2011	FY2012	1-Year Change
Total Expenditures Dollars (in Millions)		\$11.98	\$16.82	40.4%
Minority Expenditures (in Millions)		\$1.70	\$0.56	-67.1%
Percent of Minority Business Expenditures		2.48%	3.35%	0.9%

Notes: Additional data metrics from Where2Go411 will be available for future diversity profiles.

<sup>1</sup>The ethnic minority includes all individuals having one or more of the non-White ethnic origins (excluding unknown or undeclared ethnicities).



**Academic Year 2011-12 (AY2011-12)** – The Diversity Profile is for the 2011-12 academic year and includes the Summer 2011, Fall 2011, and Spring 2012 terms. Some reporting terms may vary depending on the length of time for each metric. The five-year percent change columns compare AY2011-12 data with the AY2007-08 data. [Source: IHLMIS]

**Ethnicity** – Ethnicity denotes an individual's ethnic origin as reported during the last term attended for the academic year. The ethnic categories for this report follow federal IPEDS definitions and include the following: (1) Black (BLK) – This category includes individuals exclusively having origins in any of the black racial groups of Africa. (2) White (WHT) – This category includes individuals exclusively having origins in any of the white racial groups of Europe, North America, or the Middle East. (3) Other (OTH) – This category includes individuals having origins in any one or more of the remaining racial groups that include students of Hispanic, Asian, American Indian, Native Hawaiian, Pacific Islander, or Alaskan Native origins, including students with multiracial origins. (4) Unknown (UNK) – This category includes individuals with ethnicities unknown to the institution or undeclared by the individual. [Source: IHLMIS]

**Minority** – The definition of minority varies by institution and includes all non-majority students by ethnicity and gender. Minority categories are identified in the footnotes of the tables. Individuals with unknown or undeclared ethnicities are not considered to be a part of the minority. [Source: IHLMIS]

**Total Headcount Enrollment** – Total headcount enrollment figures are unduplicated for the academic year. Academic level for enrollment is based on the last term of attendance for the year. [Source: IHLMIS]

**New Undergraduate Students** – Entering freshmen figures are based on an unduplicated count of entering freshmen at any point during the academic year. Entering transfer figures are based on an unduplicated count of entering transfer students at any point during the academic year from Mississippi's community colleges and all other postsecondary institutions. [Source: IHLMIS]

**Enrollment by Residency** – Residency figures are based on residency as of the last term attended for the academic year. [Source: IHLMIS]

**Graduate Rates** – Graduation rates reflect the percentage of first-time, full-time freshmen during the Fall 2004 term who graduated at 4-year (100% of normal time), 5-year (125% of normal time), and 6-year (150% of normal time) intervals. [Source: Federal IPEDS]

**Science, Technology, Engineering, Mathematics (STEM) Enrollment and Degrees** – STEM degrees awarded include the number of undergraduate and graduate students enrolled in, or earning degrees in, science, technology, engineering, and mathematics as defined by the National Science Foundation (NSF). A complete listing of the NSF-STEM majors can be found at <http://www.ice.gov/doclib/sevis/pdf/stem-list.pdf> [Source: IHLMIS]

**Retention Rates** – Retention rates reflect the percentage of first-time, full-time entering freshmen during the Fall 2010 term who returned for the Fall 2011 term. [Source: Federal IPEDS]

**Total Employees** – Total employee figures reflect the number of individuals on an institutional payroll as of November 1<sup>st</sup> for the Fall 2011 term. Full-time employees are employed in positions with a 1.0 Full-Time Equivalent (FTE) or higher as defined by the institution. Part-time employees are employed in positions with less than a 1.0 FTE as defined by the institution. [Source: IHLMIS]

**Executive Cabinet-Level Employees** – Cabinet-level employees include those administrative employees serving on the institutional executive officer's Cabinet or equivalent advisory group. [Source: Institutional Research Officers]

**Employees by Category** – Employees by category figures reflect an individual's primary occupational activity according to the following: (1) Administrative – These individuals have a primary responsibility of administration and include president, vice president, dean, assistant dean, director, assistant director, or their equivalent. (2) Faculty – These individuals have a primary responsibility of conducting instruction, research, or public service and typically hold an academic rank. Deans, department chairs, and similar positions are included in this category if their primary responsibility is instruction. (3) Professional – These individuals have a primary responsibility of performing academic, student service, and institutional support. This category includes accountants, computer programmers, researchers, and equivalent positions. (4) Other Employees – This category includes all other employees on the payroll of the institution, including paraprofessional, clerical and secretarial, service and maintenance, and skilled crafts. These figures exclude graduate assistants. [Source: IHLMIS]

**Three-Year Employee Retention Rates** – Three-year employee retention rates reflect the percentage of new full-time employees who were hired within 12 months prior to the Fall 2008 term and were still employed (at any capacity) during the Fall 2011 term. [Source: IHLMIS]

**Total Expenditure and Minority Expenditure Dollars** – Total expenditure dollars are for FY2012 and include the following sources of university expenditures: capital outlay for equipment, vehicles, and all other areas, commodities, contractual services, and subsidies, loans, and grants. Minority Expenditure Dollars reflect expenditure dollars for those businesses completing the Minority Vendor Self-Certification and include minority and female-owned businesses. [Source: State Minority Participation Summary by Mississippi Development Authority]

**2011 - 2012**



# **DELTA STATE UNIVERSITY**

## **DIVERSITY AND AFFIRMATIVE ACTION PLAN**

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# PREFACE

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Delta State University (also referred to as the University) is fully committed to the concept and practice of equal opportunity and affirmative action in all aspects of employment.

In the preparation of this AAP, the University has used the terminology used in E.O. 11246 and its implementing regulations as a guide. Therefore, the use of such terms as “underutilization,” “deficiency,” “concentration,” “affected class,” “goal,” “problem area,” etc. should not be construed as an admission by the University, in whole or in part, that any problem area exists or that either minorities or women have been or are presently being underutilized, concentrated, or discriminated against in any way by the University in violation of federal, state, or local fair employment practice laws. Furthermore, nothing contained in this AAP or its supporting data should be construed as an admission by the University, in whole or in part, that it has contravened such federal, state, or local employment practice laws.

In developing and implementing the AAP, the University has been guided by its established policy of providing equal employment opportunity. Any placement goals that the University has established herein are not intended as rigid, inflexible quotas that must be met, but rather as targets reasonably attainable by applying every good faith effort in implementing this AAP. The use of placement goals in this AAP is not intended, nor is the effect of such placement goals intended, to discriminate against an individual or group of individuals with respect to any employment opportunities for which, he she, or they are qualified on the grounds that he, she, or they are not the beneficiaries of affirmative action themselves. Nothing herein is intended to sanction the discriminatory treatment of any person. Indeed, all employment decisions at the University are made based on job-related criteria. Thus, this AAP has been developed in strict reliance upon the Guidelines on Affirmative Action issued by the Equal Employment Opportunity Commission (EEOC) (29 C.F.R. Part 1608).

While Delta State University firmly believes in wide dissemination of its affirmative action policies and equal employment opportunity practices, this AAP contains certain proprietary information relating to University’s business that must be kept confidential. The detailed information provided in good faith as a part of the AAP contains specific information that, if disseminated, could be detrimental to the competitive and business interests of Delta State University. At a minimum, the complexity of this data is subject to misinterpretation and misuse, which again can be very harmful to business goals and objectives solely unrelated to the affirmative action and equal employment opportunity concept.

Therefore, even though the University is justifiably proud of the progress and placement goals that are described in the following pages, this AAP and its support data are to be disclosed only to individuals, companies and government agencies only where such individuals or entities have a legitimate business interest or legal entitlement to the information. Delta State University specifically requests the following:

1. If this information is submitted to the Office of Federal Contract Compliance Programs (OFCCP) pursuant to the relevant Executive Order and regulations, it is to be considered confidential and not subject to disclosure without notifying Delta State University of the agency’s decision to disclose and providing the University with ample time to contest the disclosure.
2. If this information is supplied to another government contractor, EEOC representative, or any other person who is given access to the AAP, it is not to be copied, reproduced, or disclosed without prior notification to Delta State University.
3. No information contained in the AAP is to be copied, removed from the premises, or released to other individuals with prior notification to Delta State University.
4. All monitoring system reports as required by federal regulations and laws have been completed.



Reports that require specific data such as names of employees and salary information are not an official part of this AAP. This information is on file at the University as Documentation and Supporting Data for AAP Reports and is available for review only as required by law.

The material set forth in this AAP is deemed to include personnel files, investigatory records, trade secrets, confidential operations information, confidential statistical data and other confidential and financial data, within the meaning of the Freedom of Information Act (5 U.S.C. Section 552), Title VII of the Civil Rights Act of 1964 (as amended) (42 U.S.C. Sections 2000e et seq.), and the Trade Secrets Act (18 U.S.C. Section 1905 and 44 U.S.C. Section 3508), the disclosure of which is prohibited by law and would subject the individual making the disclosure to criminal and/or civil sanctions.

This AAP does not constitute an express or implied contract between the University and its employees, job applicants, or other persons. Nothing in this AAP provides any individual or group with a private right of action against Delta State University.

Ever committed to affirmative action, Delta State University has prepared this AAP to cover employees reporting to and/or working in Cleveland, MS. As detailed in the Job Group Analysis, this AAP covers 578 employees including 146 (25.26%) minorities and 330 (57.09%) women. It is expected that these employees will help us to reach mutual goals of profitability and efficiency, resulting in both business and personal growth. As described in detail in the Plan that follows, the management of Delta State University has a continuing commitment to the practice and implemented action of this AAP.

# RESPONSIBILITY FOR IMPLEMENTATION

## In accordance with 41 C.F.R. 60-2.17

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Dr. Myrtis Tabb, Associate VP for Finance and Administration, has overall responsibility for implementation of the Equal Employment Opportunity Policy and the AAP. The University has assigned primary management responsibility and accountability for ensuring full compliance with the plan to Dr. Myrtis Tabb, an official of the University. The Affirmative Action Officer has the authority, resources, support of and access to top management necessary to ensure effective implementation of the AAP. The Associate VP for Finance and Administration actively supports the program and provides assistance whenever it is needed, making managers and supervisors aware of the program and requesting their cooperation and assistance. The name of the Affirmative Action Officer appears on internal and external communications on the University's Equal Employment Opportunity Policy and AAP.

1. The duties of the Affirmative Action Officer include:

- A. Developing policy statements, AAP methods, and internal and external communication techniques. Affirmative action policies and procedures will continue to be developed to ensure an efficient yet positive interaction between the Affirmative Action Officer and the managers charged with employment responsibility.
- B. Assisting in the identification of problem areas, and developing strategies to eliminate any problems identified.
- C. Assisting line management and supervisors in devising solutions to equal employment problems, including counseling and training, to ensure full understanding of affirmative action and EEO policies and procedures.
- D. Designing and implementing monitoring and reporting methods that will:
  - Measure the effectiveness of the University's equal employment and AAP.
  - Indicate any need for remedial action.
  - Determine the degree to which the University's placement goals and objectives are being attained.
  - Provide management with a working understanding of the University's AAP placement goals and objectives.
- E. Meeting with managers, supervisors, and employees to ensure that the University's EEO policies are being followed.
- F. Ensuring that supervisors understand that their work performance is being evaluated in part on the basis of their demonstrated commitment to equal employment opportunity, and that it is their responsibility to prevent all types of unlawful workplace harassment.
- G. Serving as a liaison between the University and enforcement agencies.
- H. Serving as a liaison between the University and appropriate minority and women's organizations, and community action groups concerned with employment opportunities of minorities and women.
- I. Making contact with predominately female and minority high schools, colleges, and technical schools in the area as needed.

J. Keeping management informed of developments in the equal employment opportunity and affirmative action area.

K. Conducting periodic audit to ensure that the University complies in the following ways:

1. EEO posters are properly displayed.
2. All employees are afforded the opportunity and are encouraged to participate in all University-sponsored educational, training, recreation, and social activities.

2. The University recognizes that the cooperation of department supervisors and line managers is required to reach the full potential of this AAP. Therefore, supervisors and managers are expected to:

- A. Assist the Affirmative Action Officer in the identification of any problem areas and help to eliminate any barriers to equal employment opportunity.
- B. Whenever possible, become involved in local minority organizations, women's organizations, community action groups, and community service programs.
- C. Work with the Affirmative Action Officer to periodically review hiring and promotion patterns and training programs to isolate impediments to the attainment of affirmative action placement goals and objectives. Results from these reviews are communicated through appropriate management meetings.
- D. Review the qualifications of employees to ensure that minorities and women are given full opportunity for transfers and promotions.
- E. Provide career counseling for employees as needed.
- F. Adhere to the University's policy of equal employment opportunity for all employees and ensure that the policy is understood, supported and adhered to by the employees they supervise.
- G. Take action to prevent the harassment of employees based on protected characteristics or due to a perception that an individual might have been the beneficiary of the University's affirmative action efforts.

# AFFIRMATIVE ACTION PROGRAM

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## AFFIRMATIVE ACTION POLICY

Delta State University embraces fully both the spirit and the letter of federal law and University policy regarding efforts to create and maintain a diverse employment population and to provide equal opportunity in employment to all applicants and employees. It is the policy of Delta State University to be fair and equitable in all its relations with its employees and applicants for employment without regard to race, color, religion, creed, sex, age, national origin, ancestry, disability, veteran status, marital status, or genetic information except where sex is a bona fide occupational qualification. This policy extends to recruitment, employment, promotion, demotion, transfer, lay-off, termination, compensation, training, benefits, social and recreational programs, retirement, and all other terms and conditions of employment. Delta State University continues to be committed to the concept of equal employment opportunity as a necessary element of basic principles that all persons shall be afforded equal access to positions in the university limited only by their ability to do the job. If progress toward achieving equal employment opportunity is to be made, every employee must realize that policies to remove inequalities cannot be merely passive. Positive steps must be taken to remove conditions that could result in unlawful employment discrimination.

The University will take affirmative action to recruit, employ, and to advance in employment minorities, women, individuals with disabilities, disabled veterans, and other covered veterans, including recently separated veterans, armed forces service medal veterans, and other protected veterans. Reasonable accommodations will be made for otherwise qualified veterans and other persons with disabilities. The University has both an Affirmative Action Plan and an Affirmative Action Plan for Veterans and Individuals with Disabilities. Both plans are available for public review and inspection in the Office of Human Resources during regular business hours.

The University's commitment is an institutional commitment. Positive results are expected from signatory officers and supervisors whose employment decisions have a direct impact on the attainment of the University's affirmative action goals.

Dr. Myrtis S. Tabb, Associate Vice President for Finance & Administration and Director of Human Resources, is the person responsible for developing and implementing affirmative action programs at the University, including equal employment practices, monitoring, and internal reporting. Complaints by faculty, staff, applicants for employment, and students who believe that they have not been treated in accordance with the University's Affirmative Action/Equal Opportunity Plan should contact Dr. Tabb in the Office of Human Resources, Suite 254 Kent Wyatt Hall, 1003 West Sunflower Road, Cleveland, MS 38733, Phone 662-846-4023, TDD 1-800-468-6378, email <[mtabb@deltastate.edu](mailto:mtabb@deltastate.edu)>.

## AFFIRMATIVE ACTION STATEMENT

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# THE LAW

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In our efforts to achieve Equal Employment Opportunity for all employees, we will be guided by the intent and mandates of all applicable laws, including but not limited to the following laws:

## **1. CIVIL RIGHTS ACT OF 1964 AS AMENDED**

Title VII, SEC. 703. (a) It shall be an unlawful employment practice of an employer to fail or refuse to hire or to discharge an individual, or otherwise to discriminate against any individual with respect to his or her compensation, terms, conditions, or privileges of employment because of such individual's race, color, religion, sex, nationality, or handicap; or to limit, segregate, or classify his or her employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee, because of such individual's race, color, religion, sex or national origin.

## **2. CIVIL RIGHTS ACT of 1964 - TITLE VII: NON-DISCRIMINATION IN FEDERALLY ASSISTED PROGRAM**

The law requires that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

## **3. EXECUTIVE ORDER 11246 (As amended by Executive Order 11375)**

This order issued by the President in 1965, required Affirmative Action Programs by all Federal contractors and sub-contractors and requires that firms with contract over \$50,000 and 50 or more employees develop and implement written programs, which are monitored by an assigned Federal compliance agency. Specific requirements for such result-oriented programs are spelled out in Revised Order No. 4 issued by the Office of Federal Contract Compliance, U.S. Department of Labor.

## **4. 14th AMENDMENT**

Section 1. Declares that all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside and that no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny persons within its jurisdiction the equal protection of the laws.

## **5. REHABILITATION ACT OF 1973**

Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

## **6. AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967**

The law seeks to prevent employment discrimination because of age against persons 40 years of age or older.

## **7. THE EQUAL PAY ACT OF 1963**

The Equal Pay Act was the first federal law specifically aimed at correcting discrimination in employment. Basically, it mandates "equal pay for equal work" regardless of sex. The law's three benchmarks for a job are skill, effort, and responsibility.

## **8. SEXUAL HARASSMENT**

Sex Discrimination Guidelines issued by the Equal Employment Opportunity Commission effective November 10, 1980. This amendment reaffirms that sexual harassment is an unlawful employment practice.



## **ASSIGNMENT OF RESPONSIBILITY IN SUPPORT OF THE PROGRAM**

### **UNIVERSITY ADMINISTRATION**

The university administration will support the efforts of an affirmative action plan through budgetary assistance, dissemination of information, and by reviewing internal reports. University administration shall have the ultimate responsibility for the success of affirmative action progress at this institution. University administration shall provide for communication of and conformance with the requirements of the plan.

### **HUMAN RESOURCES DEPARTMENT**

The Human Resources Department, in implementing the provisions of human resource policies and procedures, shall be responsible for the general administration of the plan and continually review all human resource management policies, employment practices and procedures and make such recommendations consistent with progress in realizing full equal employment opportunity. Further, the Human Resources Department shall make recommendations regarding staffing patterns to carry out the intent of this plan.

### **ACADEMIC and ADMINISTRATIVE DEPARTMENTS**

Departments shall adhere to the intent of the university's plan by accepting responsibility for ensuring that appropriate steps are implemented to support the plan and hold supervisory staff accountable for promoting equal employment opportunity in the workplace. Specifically, Departments shall:

- (1) make good faith efforts in identifying problem areas and developing a plan as it applies to their department; and
- (2) ensure that all employment decisions including development of job knowledge and skill requirements, interviews, offers of employment and compensation commitments, assignment, training and evaluation, and employee relations are consistent with the university human resource management policies.

### **UNIVERSITY EMPLOYEES**

University employees will be responsible for supporting a work climate that is conducive to achieving the mission and institutional goals of Delta State University. Commitment to support, in an affirmative manner, to Delta State University's policy regarding equal employment opportunity shall be a condition of employment or continuing employment.

## **PROGRAM DISSEMINATION**

### **INTERNALLY**

All Department Heads and supervisory personnel will be informed that their good faith efforts on achieving affirmative action goals will be rated along with other criteria in evaluation for overall performance. Inadequate cooperation or obstruction of the program will be considered a serious matter. Such continuing conduct may be grounds for disciplinary action. Employees will be informed of their responsibility to adhere strictly to non-discriminatory practices in relation to the work environment and to other employees.

### **EXTERNALLY**

Delta State University's program for equal employment opportunity will be disseminated to the community at large as follows:

- recruiting sources will be informed in writing that the university is an Equal Employment Opportunity employer; and
- written contacts will be made with minority and women's organizations, community agencies and leaders, news media, colleges and employment programs to inform them that we are an Equal Employment Opportunity employer.

## GOALS, STRATEGIES, AND RESPONSIBILITIES

This section of the program plan will establish specific affirmative action plan objectives and fix responsibility for the completion of the objectives.

<b>Goal I:</b> <i>Develop and implement plan/strategies specifically for recruitment and retention of minority faculty and staff.</i>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Evaluate the techniques for improving retention, recruitment and increasing the number of qualified minority or female applicants.</li> </ul>			Ongoing
<ul style="list-style-type: none"> <li>Ensure that all announcements, advertisements, and other related information publicizes commitment to equal employment opportunity (EEO)</li> </ul>	Human Resources	Associate VP, Finance & Administration	Ongoing
<ul style="list-style-type: none"> <li>Encourage minorities and women, as well as non-minorities and males to refer applicants to DSU</li> </ul>			Ongoing
<ul style="list-style-type: none"> <li>Utilize the Internet to identify targeted recruitment sites for qualified minority and female applicants</li> </ul>	Human Resources  Deans/Chairs/ Directors	Associate VP, Finance & Administration  Vice Presidents  Athletic Director  Executive Director of Alumni & Foundation	Ongoing
<ul style="list-style-type: none"> <li>Send job announcements to the Mississippi Unemployment Commission, minority and female community and four-year colleges and other diverse agencies to recruit minorities and females.</li> </ul>	Human Resources	Associate VP, Finance & Administration	Ongoing
<ul style="list-style-type: none"> <li>Provide support for incoming faculty working on advanced degrees such as schedule adjustments and course reductions</li> </ul>	Deans and Chairs	Provost and VP for Academic Affairs	Ongoing
<ul style="list-style-type: none"> <li>Provide additional resources for recruitment such as housing assistance, salary, etc.</li> </ul>			Ongoing

<b>5 Year Strategy Progress – Goal I</b>				
<b>Year 2011 – 2012</b>	<b>Year 2012 – 2013</b>	<b>Year 2013 – 2014</b>	<b>Year 2014 - 2015</b>	<b>Year 2015 - 2016</b>
Development of Goals and Strategies	Communication to Campus	Review of Achievement of Goal and Update Strategies	Ongoing	Ongoing

<b>Goal II: Increase the employment of minorities in specific categories based on availability of workforce.</b>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Describe initial administration, faculty and staff employment using the quantitative and qualitative baseline data collected to inform the university of the Campus Diversity Plan by compiling diverse numbers and percentages all administrative, faculty and staff, numbers and percentages of employees at each employment level, etc.</li> </ul>	Institutional Research and Planning	Dean of Research, Assessment, and Planning	Ongoing Refer to Appendix Exhibit A.
<ul style="list-style-type: none"> <li>Employ a Chief Diversity Officer to assist in the process of filling vacant positions.</li> </ul>	Human Resources	Associate VP, Finance & Administration	Within the next 24 months as budget allows.
<ul style="list-style-type: none"> <li>Provide diversity and inclusion training for administrators, faculty and staff who serve on search committees or making hiring decisions</li> </ul>	Human Resources	Associate VP, Finance & Administration	Ongoing
<ul style="list-style-type: none"> <li>Establish a mentoring program for minorities and women hired in administrative, faculty, and staff positions.</li> </ul>	Deans/Chairs/Directors	President  Vice Presidents  Athletic Director  Executive Director of Alumni & Foundation	Ongoing
<ul style="list-style-type: none"> <li>Provide incentives for academic and non-academic units that make measurable strides to meet university diversity goals.</li> </ul>	Vice Presidents  Athletic Director  Executive Director of Alumni & Foundation	President	Ongoing
<ul style="list-style-type: none"> <li>Support professional development and administrative intern opportunities for minority and women staff and faculty.</li> </ul>	Deans/Chairs/Directors	Vice Presidents  Athletic Director  Executive Director of Alumni & Foundation	Ongoing
<ul style="list-style-type: none"> <li>Provide an orientation program to inform new employees of their equal employment responsibilities, promotional opportunities, University rules, ways to alleviate any problems that might arise, and other issues related to affirmative action compliance</li> </ul>	Human Resources	Associate VP, Finance & Administration	Ongoing

<b>5 Year Strategy Progress – Goal II</b>				
<b>Year 2011 – 2012</b>	<b>Year 2012 – 2013</b>	<b>Year 2013 – 2014</b>	<b>Year 2014 - 2015</b>	<b>Year 2015 - 2016</b>
Development of Goal and Strategy	Implementation of Strategy 1 and 7.	Implementation of Strategy 2 as budget allows.	Implementation of other strategies	Ongoing



<b>Goal III: Review personnel transactions and employment practices to ensure no discriminatory actions.</b>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Review and revise university policies and correct or remove those that may have an adverse or discriminatory effect.</li> </ul>	Deans/Department Chairs  Human Resources	Provost and VP for Academic Affairs  Associate VP, Finance & Administration	Ongoing  Systematic review of all policies initiated during Fall 2011.
<ul style="list-style-type: none"> <li>Analyze job position classifications and job descriptions to ensure related knowledge, skills, abilities, and other characteristics serve as the basis for employment decisions.</li> </ul>	Human Resources	Associate VP, Finance & Administration	Ongoing
<ul style="list-style-type: none"> <li>Ensure job descriptions are available to incumbents and all members of management involved in the recruiting, screening, selection, and promotion process. Job descriptions are also made available to employees, applicants, and recruiting sources as appropriate</li> </ul>	Human Resources	Associate VP, Finance & Administration	Ongoing

<b>5 Year Strategy Progress – Goal III</b>				
Year 2011 – 2012	Year 2012 – 2013	Year 2013 – 2014	Year 2014 - 2015	Year 2015 - 2016
Development of Goal and Strategies	Implementation of all strategies	Ongoing revision and review	Ongoing policy review	Ongoing

**Goal IV:** *Enhance the curricula and include more opportunities for student engagement in issues of diversity in the classroom by infusion of content that develops multicultural awareness and understanding.*

Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Describe initial curriculum offerings relating to diversity to inform the University of the Campus Diversity Plan by compiling data on course offerings related to diversity, educational activities offered to students, and data on student participation in course offerings and other activities related to diversity.</li> </ul>	Institutional Research and Planning	Dean of Research, Assessment and Planning	Ongoing
<ul style="list-style-type: none"> <li>Utilize humanities courses as a springboard to introduce students to multicultural concepts and awareness.</li> </ul>			Ongoing
<ul style="list-style-type: none"> <li>Allow courses in subject areas that facilitate an appreciation for underrepresented populations as options to satisfy general education or elective requirements (including, but not limited to, African American Studies, Women's Studies, etc.)</li> </ul>			Ongoing Ethnics studies minor revised and made current
<ul style="list-style-type: none"> <li>Incorporate diversity and multicultural awareness into freshman seminar courses, capstone courses, or other courses that are required for all students.</li> </ul>			Ongoing
<ul style="list-style-type: none"> <li>Incorporate diversity and multicultural awareness into first-year experience programs, student and/or residential life programs, and other programs that engage many students</li> </ul>			Ongoing
<ul style="list-style-type: none"> <li>Promote study abroad opportunities for students to become exposed to diverse cultures and learning environments</li> </ul>			Ongoing
<ul style="list-style-type: none"> <li>Encourage chairs to ask/require faculty to include summary statement on syllabus on how diversity is being incorporated into course material</li> </ul>	Deans	Provost and VP for Academic Affairs	Ongoing

**5 Year Strategy Progress – Goal IV**

Year 2011 – 2012	Year 2012 – 2013	Year 2013 – 2014	Year 2014 - 2015	Year 2015 - 2016
	Development of course offering	Ongoing implementation	Ongoing	Review and Revision

<b>Goal V: <i>Increase the use of minority professionals, contractors, and other vendors.</i></b>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Enhance efforts to accurately identify, capture and report diversified businesses at the institutions with an ultimate goal of establishing practices that increase participation of diverse vendors.</li> </ul>	Procurement	VP, Finance & Administration	Ongoing
<ul style="list-style-type: none"> <li>Develop web-based information and resources to assist diversified vendors in doing business with the university.</li> </ul>	Procurement	VP, Finance & Administration	Ongoing
<ul style="list-style-type: none"> <li>Cooperate with IHL legal counsel in creating guidelines which addresses the goal of cultivating diverse businesses as potential vendors and ensure training for procurement officers and other university staff that addresses the practical implementation of such guidelines as well as initiatives for diversifying vendor participation is both legally and fiscally sound.</li> </ul>	Procurement	VP, Finance & Administration	Ongoing

<b>5 Year Strategy Progress – Goal V</b>				
<b>Year 2011 – 2012</b>	<b>Year 2012 – 2013</b>	<b>Year 2013 – 2014</b>	<b>Year 2014 - 2015</b>	<b>Year 2015 - 2016</b>
	Begin Implementation of all strategies	Partial completion and evaluate outcome	Review and Revision	Ongoing

<b>Goal VI: <i>Increase the enrollment and graduation rates of minorities.</i></b>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Describe initial campus climate using the quantitative and qualitative baseline data to inform the University of the Campus Diversity Plan using diverse population enrollment figures and rates, etc.</li> </ul>	Institutional Research and Planning	Dean of Research, Assessment, and Planning	Ongoing  Refer to Appendix Exhibit B
<ul style="list-style-type: none"> <li>Detail an enrollment plan for increasing enrollment of diversity populations</li> </ul>	Dean of Enrollment Management	President	Ongoing
<ul style="list-style-type: none"> <li>Detail a plan for increasing retention and graduation rates of diverse populations.</li> </ul>			Ongoing

<b>5 Year Strategy Progress – Goal VI</b>				
Year 2011 – 2012	Year 2012 – 2013	Year 2013 – 2014	Year 2014 - 2015	Year 2015 - 2016
	Establish baseline data for plan. Develop plan to achieve strategies	Evaluate and plan using baseline data	Review and Revise plan	Ongoing

<b>Goal VII:</b> <i>Launch campus-wide “Diversity Awareness Campaign” to promote multicultural awareness and sensitivity and to increase visibility of the Diversity and Affirmative Action Plan.</i>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>• Increase/broaden membership of Diversity Committee</li> </ul>	Diversity Committee	Diversity Chair	<p>Ongoing</p> <p>New members were added to the Diversity Committee Fall 2011. Membership was extended to include the Multicultural Affairs officer and students.</p>
<ul style="list-style-type: none"> <li>• Use more visual communication to promote diversity – posters, displays, etc.</li> </ul>	Diversity Committee	Diversity Chair	<p>Ongoing</p> <p>Diversity campaign was initiated by displaying 12 banners prominently around campus; T-shirts with campaign were designed and available to campus and the community</p> <p>Diversity website was created with goals and expectations, information on committee members, and a list of courses that highlight diversity issues.</p>
<ul style="list-style-type: none"> <li>• Create “Diversity Champions” with recognition going to individual or department who best promotes academic and social inclusiveness across campus.</li> </ul>	Diversity Committee	Diversity Chair	<p>Ongoing</p> <p>Criteria was composed for “Diversity Champions”</p>
<ul style="list-style-type: none"> <li>• Provide ongoing opportunities for faculty, staff, and students to enhance their understanding of diversity and of multicultural sensitivity.</li> </ul>	Diversity Committee	Diversity Chair	<p>Ongoing</p> <p>Programs presented last year were “Dish It Up”, “Beyond Black and White: The Chinese Experience” with John Jung, and “MS Civil Rights History: Where Do We Go</p>



			From here” with Paul Ortiz.  Programs scheduled are Lucas McCarty, Kent Schull, <i>Crash</i> , etc.
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<b>5 Year Strategy Progress – Goal VII</b>				
<b>Year 2011 – 2012</b>	<b>Year 2012 – 2013</b>	<b>Year 2013 – 2014</b>	<b>Year 2014 - 2015</b>	<b>Year 2015 - 2016</b>
Develop goal and strategies	Diversity Committee implement strategies	Review and Revise strategies	Evaluate progress	Ongoing

<b>Goal VIII: Review responsibility, accountability, and achievement of Affirmative Action goals.</b>			
Strategies	Responsibility		Progress
	Implementing Unit	Oversight	
<ul style="list-style-type: none"> <li>Review good faith efforts with the President and Chairs (as needed).</li> </ul>	Deans/Department Chairs  Human Resources	Provost and VP for Academic Affairs  Associate VP, Finance & Administration	Ongoing

<b>5 Year Strategy Progress – Goal VIII</b>				
Year 2011 – 2012	Year 2012 – 2013	Year 2013 – 2014	Year 2014 - 2015	Year 2015 - 2016
	Implement	Based on review, evaluate entire plan for revision and university action	Develop new goals and strategies	Ongoing

# MINORITY GROUP IDENTIFICATION

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**White** - (Not of Hispanic origin), includes persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Black or African American** – (Referred to in the table as “Black”) All persons having origins in any of the Black African racial groups not of Hispanic origin.

**Hispanic** - All persons of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

**Asian** – All persons having origins in any of the original peoples of the Far East, SE Asia, the Indian Sub-Continent, for example, Cambodia, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**American Indian or Alaska Native** – (Referred to as “Native American”) People having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. An American Indian is any person who is an enrolled member of an Indian tribe, or who is a descendent in the first or second degree of any such member, or who is recognized as an Indian by the Secretary of the Interior.

**Native Hawaiian and/or Pacific Islanders** - All persons having origin in any of the original peoples of the Far East, Southwest Asia, the Indian subcontinent, or the Pacific Islands which may include Hawaii, Guam, Samoa, or other Pacific Islands.

**Disabled** – A person who has a physical or mental impairment that substantially limits one or more of his or her major life activities, or has a record of or is regarded to as having impairment. “Substantially limiting” causes difficulty in securing, retaining or advancing in employment.

**Minority** – Any person who identifies as being American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or in any combination of these identifiers, or someone who identifies as White and as any of the other identifiers.



# **DIVERSITY AND AFFIRMATIVE ACTION PLAN**

**2010 - 2011**

**APPENDIX**

## **Exhibit A:**

### **Goal II:**

*Increase the employment of minorities in specific categories based on availability of workforce.*

- Describe initial administration, faculty and staff employment using the quantitative and qualitative baseline data collected to inform the university of the Campus Diversity Plan by compiling diverse numbers and percentages all administrative, faculty and staff, numbers and percentages of employees at each employment level, etc.

Implementing Unit: Institutional Research and Planning

Oversight: Dean of Research, Assessment, and Planning

Progress: Ongoing

<b>Fall 2011 Employees by EE0, Race, and Gender</b>							
<b>EE0 Category</b>	<b>Female</b>			<b>Male</b>			<b>Total</b>
	<b>White</b>	<b>Black</b>	<b>Other</b>	<b>White</b>	<b>Black</b>	<b>Other</b>	
Executive / Administrative	21			17	2		40
Faculty	120	22	6	101	4	6	259
Other Professional	54	17		38	5	4	118
Technical / Paraprofessional	5	3		2	1		11
Clerical / Secretarial	48	9	3	2	1	1	64
Skilled Crafts				14	1		15
Service / Maintenance	15	37		19	40	1	112
Graduate Assistants	16	9	3	29	2	2	61
<b>Total</b>	<b>279</b>	<b>97</b>	<b>12</b>	<b>222</b>	<b>56</b>	<b>14</b>	<b>680</b>

<b>Fall 2007- 2011 Employees by EE0 Category 5 Year Trend</b>					
	<b>Fall 2007</b>	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
Executive, Administrative, & Managerial	46	46	45	41	40
Faculty (Instruction/Research/ Public Service)	261	258	259	253	259
Other Professionals (Support/Service)	119	136	129	125	118
Technical and Paraprofessional	10	8	9	9	11
Clerical and Secretarial	94	84	87	75	64
Skilled Crafts	13	14	12	14	15
Service/Maintenance	141	140	107	123	112
Student Instruction/Research Assistants (Graduate Assistants)	82	76	83	72	61
<b>Grand Total</b>	<b>766</b>	<b>762</b>	<b>731</b>	<b>712</b>	<b>680</b>



## Exhibit B:

### Goal VI:

Increase the enrollment and graduation rates of minorities.

- Describe initial campus climate using the quantitative and qualitative baseline data to inform the University of the Campus Diversity Plan using diverse population enrollment figures and rates, etc.

Implementing Unit: Institutional Research and Planning  
Oversight: Dean of Research, Assessment, and Planning  
Progress: Ongoing

**DELTA STATE UNIVERSITY**  
RETENTION OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN\*  
(ALL FIRST-TIME, FULL-TIME FRESHMEN)  
FALL 2004-2010

RETENTION AND GRADUATION RATES	YEAR ENTERED													
	2004		2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All first-time entering freshmen	381	100%	393	100%	463	100%	470	100%	392	100%	367	100%	372	100%
Average ACT Score	20.4		20.3		20.3		20.2		20.3		20.1		20.5	
2nd Year - Returned	271	71%	249	63%	281	61%	301	64%	246	63%	213	58%		
3rd Year - Returned	222	58%	187	48%	220	48%	220	47%	214	55%				
<b>Degrees thru 3 years*</b>	<b>3</b>	<b>1%</b>	<b>4</b>	<b>1%</b>	<b>7</b>	<b>2%</b>	<b>6</b>	<b>1%</b>	<b>4</b>	<b>1%</b>				
4th Year - Returned	205	54%	156	40%	193	42%	196	42%						
<b>Degrees thru 4 years*</b>	<b>76</b>	<b>20%</b>	<b>67</b>	<b>17%</b>	<b>84</b>	<b>18%</b>	<b>82</b>	<b>17%</b>						
5th Year - Returned	120	31%	84	21%	111	24%								
<b>Degrees thru 5 years*</b>	<b>158</b>	<b>41%</b>	<b>108</b>	<b>27%</b>	<b>153</b>	<b>33%</b>								
6th Year - Returned	41	11%	40	10%										
<b>Degrees thru 6 years*</b>	<b>177</b>	<b>46%</b>	<b>127</b>	<b>32%</b>										
7th Year - Returned	19	5%												

\*The retention rates presented herein may differ slightly from previous representations due to allowed adjustments to cohorts (deaths, military service, etc.)

Note: The retention rates presented herein may differ slightly from previous representations due to changes in the methodology for student levels

Source: Office of Institutional Research and Planning

Date: July 2011

**DELTA STATE UNIVERSITY**  
RETENTION OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN\*  
(ALL FIRST-TIME, FULL-TIME WHITE FRESHMEN)  
FALL 2004-2010

RETENTION AND GRADUATION RATES	YEAR ENTERED													
	2004		2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All first-time entering freshmen	258	100%	240	100%	298	100%	267	100%	237	100%	199	100%	229	100%
Average ACT Score	21.6		21.4		21.5		21.6		21.5		21.9		22.0	
2nd Year - Returned	182	71%	160	67%	197	66%	188	70%	155	65%	129	65%		
3rd Year - Returned	152	59%	118	49%	158	53%	149	56%	137	58%				
<b>Degrees thru 3 years*</b>	<b>3</b>	<b>1%</b>	<b>4</b>	<b>2%</b>	<b>5</b>	<b>2%</b>	<b>6</b>	<b>2%</b>	<b>2</b>	<b>1%</b>				
4th Year - Returned	141	55%	103	43%	142	48%	133	50%						
<b>Degrees thru 4 years*</b>	<b>60</b>	<b>23%</b>	<b>48</b>	<b>20%</b>	<b>64</b>	<b>21%</b>	<b>68</b>	<b>25%</b>						
5th Year - Returned	79	31%	56	23%	76	26%								
<b>Degrees thru 5 years*</b>	<b>115</b>	<b>45%</b>	<b>77</b>	<b>32%</b>	<b>114</b>	<b>38%</b>								
6th Year - Returned	21	8%	23	10%										
<b>Degrees thru 6 years*</b>	<b>125</b>	<b>48%</b>	<b>87</b>	<b>36%</b>										
7th Year - Returned	11	4%												

\*The retention rates presented herein may differ slightly from previous representations due to allowed adjustments to cohorts (deaths, military service, etc.)

Note: The retention rates presented herein may differ slightly from previous representations due to changes in the methodology for student levels

Source: Office of Institutional Research and Planning

Date: July 2011

**DELTA STATE UNIVERSITY**  
**RETENTION OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN\***  
**(ALL FIRST-TIME, FULL-TIME BLACK FRESHMEN)**  
**FALL 2004-2010**

RETENTION AND GRADUATION RATES	YEAR ENTERED													
	2004		2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All first-time entering freshmen	117	100%	144	100%	157	100%	192	100%	144	100%	158	100%	133	100%
Average ACT Score	17.7		18.4		18.0		18.2		18.3		17.9		18.0	
2nd Year - Returned	84	72%	83	58%	80	51%	107	56%	82	57%	79	50%		
3rd Year - Returned	66	56%	65	45%	58	37%	66	34%	69	48%				
<b>Degrees thru 3 years*</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>1%</b>				
4th Year - Returned	61	52%	49	34%	46	29%	58	30%						
<b>Degrees thru 4 years*</b>	<b>15</b>	<b>13%</b>	<b>17</b>	<b>12%</b>	<b>17</b>	<b>11%</b>	<b>13</b>	<b>7%</b>						
5th Year - Returned	40	34%	27	19%	33	21%								
<b>Degrees thru 5 years*</b>	<b>41</b>	<b>35%</b>	<b>28</b>	<b>19%</b>	<b>35</b>	<b>22%</b>								
6th Year - Returned	19	16%	16	11%										
<b>Degrees thru 6 years*</b>	<b>50</b>	<b>43%</b>	<b>36</b>	<b>25%</b>										
7th Year - Returned	8	7%												

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Note: The retention rates presented herein may differ slightly from previous representations due to changes in the methodology for student levels

Source: Office of Institutional Research and Planning

Date: July 2011

**DELTA STATE UNIVERSITY**  
**RETENTION OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN\***  
**(ALL FIRST-TIME, FULL-TIME OTHER RACE/ETHNICITY FRESHMEN\*\*)**  
**FALL 2004-2010**

RETENTION AND GRADUATION RATES	YEAR ENTERED													
	2004***		2005***		2006***		2007***		2008***		2009***		2010***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All first-time entering freshmen	6	100%	9	100%	8	100%	11	100%	11	100%	10	100%	10	100%
Average ACT Score	21.3		21.3		20.0		21.5		20.5		19.6		20.1	
2nd Year - Returned	5	83%	6	67%	4	50%	6	55%	9	82%	5	50%		
3rd Year - Returned	4	67%	4	44%	4	50%	5	45%	8	73%				
<b>Degrees thru 3 years</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>				
4th Year - Returned	3	50%	4	44%	5	63%	5	45%						
<b>Degrees thru 4 years</b>	<b>1</b>	<b>17%</b>	<b>2</b>	<b>22%</b>	<b>3</b>	<b>38%</b>	<b>1</b>	<b>9%</b>						
5th Year - Returned	1	17%	1	11%	2	25%								
<b>Degrees thru 5 years</b>	<b>2</b>	<b>33%</b>	<b>3</b>	<b>33%</b>	<b>4</b>	<b>50%</b>								
6th Year - Returned	1	17%	1	11%										
<b>Degrees thru 6 years</b>	<b>2</b>	<b>33%</b>	<b>4</b>	<b>44%</b>										
7th Year - Returned	0	0%												

\*The retention rates presented herein may differ slightly from previous representations due to allowed adjustments to cohorts (deaths, military service, etc.)

Note: The retention rates presented herein may differ slightly from previous representations due to changes in the methodology for student levels

\*\*Other ethnicities include American Indian/Alaskan native, Asian, and Hispanic

\*\*\*Because of such a small sample size, one should be cautious about generalizations regarding this sub-cohort

Source: Office of Institutional Research and Planning

Date: July 2011

**DELTA STATE UNIVERSITY**  
**RETENTION OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN\***  
**(ALL FIRST-TIME, FULL-TIME MALE FRESHMEN)**  
**FALL 2004-2010**

RETENTION AND GRADUATION RATES	YEAR ENTERED													
	2004		2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All first-time entering freshmen	170	100%	171	100%	179	100%	181	100%	160	100%	137	100%	163	100%
Average ACT Score	20.7		20.9		20.7		20.5		20.8		20.8		21.0	
2nd Year - Returned	110	65%	111	65%	101	56%	119	66%	94	59%	75	55%		
3rd Year - Returned	85	50%	74	43%	77	43%	82	45%	78	49%				
<b>Degrees thru 3 years</b>	<b>2</b>	<b>1%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>2%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>1%</b>				
4th Year - Returned	77	45%	69	40%	67	37%	76	42%						
<b>Degrees thru 4 years</b>	<b>24</b>	<b>14%</b>	<b>25</b>	<b>15%</b>	<b>32</b>	<b>18%</b>	<b>26</b>	<b>14%</b>						
5th Year - Returned	51	30%	38	22%	35	20%								
<b>Degrees thru 5 years</b>	<b>57</b>	<b>34%</b>	<b>47</b>	<b>27%</b>	<b>50</b>	<b>28%</b>								
6th Year - Returned	19	11%	15	9%										
<b>Degrees thru 6 years</b>	<b>64</b>	<b>38%</b>	<b>53</b>	<b>31%</b>										
7th Year - Returned	10	6%												

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Note: The retention rates presented herein may differ slightly from previous representations due to changes in the methodology for student levels

Source: Office of Institutional Research and Planning

Date: July 2011

**DELTA STATE UNIVERSITY**  
**RETENTION OF FIRST-TIME, FULL-TIME ENTERING FRESHMEN\***  
**(ALL FIRST-TIME, FULL-TIME FEMALE FRESHMEN)**  
**FALL 2004-2010**

RETENTION AND GRADUATION RATES	YEAR ENTERED													
	2004		2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All first-time entering freshmen	211	100%	222	100%	284	100%	289	100%	232	100%	230	100%	209	100%
Average ACT Score	20.2		19.8		20.0		20.0		19.9		19.7		20.2	
2nd Year - Returned	161	76%	138	62%	180	63%	182	63%	152	66%	138	60%		
3rd Year - Returned	137	65%	113	51%	143	50%	138	48%	136	59%				
<b>Degrees thru 3 years</b>	<b>1</b>	<b>0%</b>	<b>4</b>	<b>2%</b>	<b>3</b>	<b>1%</b>	<b>6</b>	<b>2%</b>	<b>3</b>	<b>1%</b>				
4th Year - Returned	128	61%	87	39%	126	44%	120	42%						
<b>Degrees thru 4 years</b>	<b>52</b>	<b>25%</b>	<b>42</b>	<b>19%</b>	<b>52</b>	<b>18%</b>	<b>56</b>	<b>19%</b>						
5th Year - Returned	69	33%	46	21%	76	27%								
<b>Degrees thru 5 years</b>	<b>101</b>	<b>48%</b>	<b>61</b>	<b>27%</b>	<b>103</b>	<b>36%</b>								
6th Year - Returned	22	10%	25	11%										
<b>Degrees thru 6 years</b>	<b>113</b>	<b>54%</b>	<b>74</b>	<b>33%</b>										
7th Year - Returned	9	4%												

\*The retention rates presented herein may differ slightly from previous representations due to allowed adjustments to cohorts (deaths, military service, etc.)

Note: The retention rates presented herein may differ slightly from previous representations due to changes in the methodology for student levels

Source: Office of Institutional Research and Planning

Date: July 2011