

ENROLLMENT MANAGEMENT AND ADMINISTRATION

Final Assessment

Framework to Foster Diversity at Penn State: 1998-2003

March 15, 2004

Introduction

The division of Enrollment Management and Administration (EMA) includes the Office of Student Aid (OSA), the Office of the University Registrar (OUR), and the Undergraduate Admissions Office (UAO). EMA has extensive contact with prospective, transferring, currently enrolled, and former students and parents as well as a variety of internal and external constituencies.

EMA is uniquely positioned to take a leadership role in the administrative coordination of the University's student-centered enrollment model. EMA works closely with the offices of the Bursar, Housing, and the Office of Administrative Systems (all located in the Shields Building) to provide seamless, efficient, and comprehensive administrative services to students and parents so that students can focus their attention on their academic pursuits.

In keeping with the EMA plan to incorporate diversity into the daily operations and activities of the unit, this document presents our assessment of EMA's progress toward implementing the *Penn State University Framework to Foster Diversity*. Based on this assessment, the *EMA Strategic Plan: 2002-03 to 2004-05* includes actions, assessment criteria, and strategic performance indicators related to our continuing implementation of the *Penn State University Framework to Foster Diversity* (www.psu.edu/admissions/ema).

Challenge 1. Developing a Shared and Inclusive Understanding of Diversity

1. How does your unit define or describe diversity? How is this understanding demonstrated in areas of emphasis within your unit?

Taking a holistic view of diversity, EMA recognizes the importance of providing access and service to all prospective and current students who have the potential to benefit from and contribute to the educational experiences afforded by Penn State. EMA recognizes that diversity includes appreciation of and respect for differences in race and ethnicity, in gender and sexual orientation, in age and life experience, in nationality and language, in religious affiliation, and in physical capabilities. The division also recognizes that diversity applies to students who are pursuing areas of study where there has been a historical underrepresentation (e.g., women in science and engineering). This understanding is highlighted in our communications, our outreach efforts, and our administrative infrastructure.

2. *How has your unit distributed and discussed information to staff about the University's diversity initiatives?*

The division makes use of several venues to distribute, gather, and discuss information on Penn State's goals to create a diverse learning community. Diversity information and initiatives are routinely discussed at team-level and unit-level meetings throughout the division.

Admissions Advisory Committee: With representatives from all Penn State locations, the quarterly meetings focus on enrollment issues and customer service.

Campus Aid Advisory Committee: This group serves as the collective voice of campus concerns and serves as a forum for two-way communications between OSA at University Park and non-University Park student aid officers. The group meets five times a year.

Campus Registrars Network: This team includes the registrar from each campus and several senior staff from the Office of the University Registrar. This group meets twice each year and shares a very active e-mail network.

Commission for Adult Learners: The Vice Provost and Dean for Enrollment Management and Administration is a sponsor of the commission and EMA has representation on the commission.

Council of Coordinators and Directors of Multicultural Programs (CCDMP): Monthly meetings involving Admissions, Financial Aid, and minority program representatives from each of Penn State's academic colleges. Recruitment, retention, and financial aid policies as they relate to minority students are discussed and successful ideas and programs are shared.

Directors' Advisory Group: There are bi-monthly meetings of EMA divisional directors and directors of the recruitment centers that focus on new initiatives, updates on enrollment targets and goals, appropriate entrance criteria for all Penn State locations, as well as challenges and current issues related to recruitment and retention of students.

Fall EMA Conference: This yearly event brings together various University faculty and staff involved either directly or indirectly with recruitment of new students. The workshop format includes discussions of diversity information dissemination and strategy discussions (i.e., climate discussions facilitated by Dr. Terrell Jones and guest speaker Ted Spencer, Director of Admissions at the University of Michigan).

Philadelphia Council: Representative group with monthly meetings focused on issues related to outreach efforts emulating from the Penn State Philadelphia Resource Center. A representative of the Philadelphia Community Recruitment Center located at 1601 Market Street participates on this council.

Southeast Regional Council: The monthly meetings are used to organize, discuss, and implement recruitment and outreach efforts in the greater Philadelphia region. Membership includes representatives from the Philadelphia Community Recruitment Center, Abington College, Commonwealth College at Delaware, and the Director of Recruitment and Admissions-Penn State Campuses.

Spring Conferences & Workshops: Now that the division has fully implemented its plan for a division & University-wide fall event noted above, each unit of the division holds a “unit-specific” activity in the spring. These events include training sessions on diversity and climate issues.

Student Aid Workshops and Regional Meetings: These regularly scheduled meetings provide a platform for the dissemination of information and a forum for issues discussions. Diversity-focused sessions are offered as the advisory committee and staff identifies topics.

Western Regional Council: The meetings are used to organize, discuss, and implement recruitment and outreach efforts in the western regions of Pennsylvania. Membership is comprised of representatives from the Commonwealth College (McKeesport, New Kensington, Shenango Valley, and Beaver), Behrend College, and the Pittsburgh Community Recruitment Center.

Despite the many forums and opportunities that are provided to gather information, share ideas, and learn more about the division’s role in implementing the Penn State *Framework for Diversity*, and more specifically the EMA diversity initiatives, there may be staff who have not been included in these initiatives.

Recommendation: Continue to update staff as goals are addressed and met. Make conversations and discussions about diversity issues a part of the process assessment plan. Continue to have diversity information and discussions as part of the Fall EMA Conference and Spring conferences.

3. *What is the role of your unit’s diversity committee?*

There are no specific groups within EMA that deal directly with issues related to diversity from the perspective of EMA staff. EMA as a division, as well as the individual offices, encourage professional development activities dealing with all aspects of work, but have not required specific programs in diversity for all employees. The most recent diversity program offered to EMA employees was during the 2002-03 academic year.

Within UAO and OSA there are work units that have specific responsibilities for the coordination of recruitment, admissions, and retention of underrepresented racial and ethnic minorities. These include the Minority Admissions and Community Affairs (MACA) in the UAO with three community recruitment centers in Philadelphia, Harrisburg, and Pittsburgh as well as regional recruiters in New York City and New Jersey, and the Scholarships and Special Programs Team in the OSA.

Recommendation: Establish more explicit goals for staff development and on-going diversity professional development opportunities. Explore reviving the Shields Building Customer Service Team with a charge that includes issues of student climate and workforce diversity.

4. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

The Fall EMA Conference, while a new initiative, has every opportunity to become a centralized forum for both information dissemination and discussion.

As part of an effort to enhance out-of-state recruitment efforts, an institutional scholarship was offered to selected students as a yield enhancement tool. A review of the outcomes to this initiative indicated the efforts did not meet their intended goals.

Recommendation: It may be appropriate to further explore the relationship between scholarship opportunities and admissions yield enhancement protocols as well as the impact of rising costs on perceptions of accessibility and affordability.

Challenge 2. Creating a Welcoming Campus Climate

1. How does your unit’s leadership demonstrate visible support for diversity?

Across all functional areas of the division of Enrollment Management and Administration, division heads and team leaders demonstrate support for diversity in many ways.

Unit leaders encourage and support staff participation in diversity-focused university events that:

- Celebrate community (annual Martin Luther King, Jr. Memorial Banquet and Commission for Women Banquet)
- Take a stand against hate (Spring Semester 2001 march)
- Provide professional development opportunities (Retention Conference, Women’s Leadership Conference, and the Penn State Forum speakers series)

Professional development experiences are integrated into unit-sponsored workshops and conferences for University Park and non-University Park staff. In addition, awareness activities and discussions are part of staff training within the division.

Both time and resources are committed to the institution’s diversity goals by having designated staff in MACA and Student Aid take leadership roles in meeting these goals while making it a priority for all.

2. How does your unit identify climate issues?

The division conducted an internal climate survey in 1998 and in a revised format redistributed this instrument to all staff in EMA in December 2001.

3. *How does your unit respond to climate issues?*

As climate issues are identified, a determination of an appropriate course of action is made. Action plans can evolve and be implemented at the individual, team, office, or division-level.

In a self-reported anecdote from the 2001 climate survey, a respondent offered an example of action at the individual-level when staff members talked to a co-worker about jokes and e-mails that they felt to be offensive, thus modifying this worker's behavior as the individual became aware that the jokes were offensive to others.

4. *What unit-wide and individualized approaches have you developed to enhance overall climate and satisfaction with the environment?*

Cross-functional teams are regularly formed, both internal and external to EMA, to review processes and services to ensure student and staff satisfaction.

5. *Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"?*

The division distributed a revised climate survey in December 2001. Fifty-four percent (98 staff) completed the survey. Highlights of the results of the survey were:

- On average, Enrollment Management and Administration's climate for diversity was rated 3.97 using a 5-point scale where 5 is "high."
- The majority of respondents agree or strongly agree with the following statements:
 - ✓ EMA management demonstrates on-going commitment to diversity.
 - ✓ I understand what EMA's commitment to diversity is.
 - ✓ EMA has made progress in diversifying our workforce.
 - ✓ Sufficient professional development opportunities are provided to help foster understanding of the meaning of diversity.
 - ✓ I am personally supportive of improving the climate within the division and actively participate in such efforts.
 - ✓ There is an adequate means for discussing or addressing issues pertaining to incidents related to diversity.

Recommendation: Open-ended responses from a few staff suggested a need for on-going workshops to help improve office climate. Workshops/sessions mentioned included those related to diversity (race, gender, sex, age, appearance, and religion) and multiculturalism.

Challenge 3. Recruiting and Retaining a Diverse Student Body

The *Framework to Foster Diversity at Penn State: 1998-2003* directs a specific action to Enrollment Management and Administration: review the organization and effectiveness of existing efforts to recruit students from underrepresented groups; improve and expand efforts as needed. The information provided in this section addresses this specific action.

1. Does your unit contribute to recruiting and retaining a diverse student body? If so, how?

Admission, Retention, and Graduation Outcomes

A critical function of EMA is the recruitment, retention, and graduation of students. The Office of Student Aid provides special services to meet the financial needs of minority students. In addition, a liaison is maintained among all EMA units with other University units, programs and locations, such as the Academic Advancement Programs, the Council of Coordinators and Directors of Multicultural Programs, and the Office of the Vice Provost for Undergraduate Education and International Programs. A strong focus on the retention of minority students is maintained by maximizing and coordinating services and referrals across all of these entities.

The enrollment of minority students has steadily increased over the last ten years. For example, African American students admitted into baccalaureate programs at the University increased from 290 in the fall of 1994 to a high of 715 in the fall of 2003, an increase of 147 percent. Since 2001, there has been a 7 percent increase. Hispanic American students admitted to Penn State increased from 195 students in the fall of 1994 to 396 students in the fall of 2003, an increase of 103 percent, although a slight decrease from the number admitted in fall 2001. Further details of the admission, retention, and graduation outcomes for African American, Asian American, Hispanic American, as well as for White baccalaureate student populations are available in Tables 1a, 1b, 1c, and 1d.

Current trends show an increase in the four-year graduation rates across all student populations. However, the five-year graduation and attrition rates for minority students are uneven. Also, the graduation rates for minority students continue to be lower than those for majority students. EMA continues efforts to improve the retention, graduation, and attrition rates for minority students.

Specific Initiatives

Perhaps the most important investment that Penn State makes to recruit and enroll students from underrepresented groups is the highly personalized approach provided through MACA and particularly through the community recruitment centers (CRCs) located in Harrisburg, Philadelphia, Pittsburgh and most recently the New York and New Jersey regional recruiters. With the assistance of the Office of Student Aid, Campus Colleges, and the Directors of Multicultural Programs within the colleges, extensive outreach efforts are conducted. These include early intervention programs, programs with elementary schools, SAT preparation workshops, admissions and student aid application workshops, campus “open house” activities, and bus trips to visit Penn State campuses. For applicants, the services include follow-up with students, their parents, and guidance counselors to ensure that applications are complete, individual application review with referral options for applicants not automatically offered admission, early communication about diversity-related student aid programs, and extensive counseling throughout the application and decision-making process.

Student Financial Aid Programs

The Office of Student Aid administers three university-wide, institution-specific student aid programs that are committed to creating a diverse student body. The programs are:

Penn State Opportunity Grant (UDG): In support of the goal to create a diverse student body and provide opportunities for students who might not be able to afford a Penn State education, the University created the Penn State Opportunity Grant. This grant is awarded to students who have the potential to succeed at Penn State but whose economic or educational background poses barriers to their enrollment. The grant is used to supplement other federal and state grants that students receive through their application for student financial aid. All first-year students are automatically considered for the grant.

- Grant amount: \$1,500 - \$2,250 (award values are adjusted annually based on the number of eligible recipients)
- Semesters available: available for eight semesters if minimum 2.3 GPA is maintained

Bunton-Waller Scholarship and Fellows Programs: Penn State is committed to creating a diverse student body to enhance the educational experience for all students. To this end, the University reaches out to many undergraduate students who could not enroll without support beyond federal and state student financial aid programs and who show high academic performance. These students contribute to Penn State's strengths in academic quality, culture, and diversity.

Named after Penn State's first female and male African American graduates, Mildred S. Bunton and Calvin H. Waller, the Bunton-Waller Scholarship and Fellows Programs seek to create this diverse environment. In naming this prestigious scholarship and fellowship for these two individuals, Penn State recognizes the significance of their roles and honors the inspiring examples they set for future generations.

- Bunton-Waller Scholarship:
 - ✓ Scholarship amount: minimum \$2,500 (award values are adjusted annually based on the number of eligible students)
 - ✓ Semesters available: available for eight semesters if minimum 2.75 GPA is maintained
- Bunton-Waller Fellows Program:
 - ✓ Scholarship amount: The fellows award, in combination with other scholarships and grants, covers tuition, fees, room and board for Pennsylvania residents, or full non-Pennsylvania tuition for non-Pennsylvania residents
 - ✓ Semesters available: available for eight semesters if minimum 3.0 GPA is maintained

Table 2a and Table 2b illustrate the history of program spending since 1994-95 and the impact of the scholarship and grant awards in assisting student financial needs. The number of students receiving these grants and scholarships increased from 2,737 to 3,583 between 1994-95 and 2002-03. The most significant growth in participants is focused in the Bunton-Waller scholarship programs with a 124 percent gain in recipients. During the same period, the

percentage of underrepresented undergraduate students as compared to total undergraduate enrollment at Penn State increased from 8.9 percent in 1994-95 to 12.2 percent in 2002-03. Unfortunately, over the same period there has been a decrease in the percentage of tuition that is covered by the award values of the grants and scholarships.

Adult Learners

Following a trend noted in the EMA Strategic Planning Update for 1998-99, the enrollment of undergraduate adult learners continues to decline. Between fall 1994 and fall 2003 there has been a 24 percent decline in the enrollment of adult learners. While the overall number of adult learners has eroded over the past ten years, since 2001 adult enrollment has remained steady at 13 percent of the total undergraduate enrollment (see Table 3a).

While the number of adult learners has declined, the number of adult learners applying for and receiving student financial aid at campus colleges has increased (see Table 3b). Veteran students are a subset of the adult learner aid applicants. The number of veteran adult students has decreased as well as the amount of student financial aid they receive (see Table 3c).

International Students

In 2000, a new position in Undergraduate Admissions was funded focusing on international student recruitment. The number of undergraduate applications from international students has increased from 681 in 1993 to 2,140 in 2003, an increase of 214 percent. In 2003, there were 290 undergraduate international student acceptances, compared to 59 in 1993, a 392 percent gain. This represents a slight decrease from the pre-September 11th high of 316 acceptances in fall 2001 (see Table 4).

Other

There are no provisions to track the admission and retention of two groups of students identified in the *Framework to Foster Diversity*, i.e., students with disabilities and lesbian, gay, bisexual, and transgender students.

2. *Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?*

Successful Practices:

1. Coordinating and hosting bus trips for students to visit various campuses
2. Conducting admissions and student aid application workshops in the high schools, at CRCs, community youth education agencies, and churches
3. Providing comprehensive personal admissions counseling to students and their families
4. Personal review and correction of all applications received at the CRCs
5. Retrieval of all information needed to complete the application accurately, provide continuous follow-up, follow through, and referral options to applicants, parents, and guidance counselors
6. Providing application fee waivers to applicants experiencing financial hardships

7. Conducting Educational Opportunity Program interviews at local recruitment centers
8. Identifying targeted students who have not filed a FAFSA form, and assisting in correcting and/or submitting an accurate financial aid form
9. Establishing New York City and Northern New Jersey based admissions recruiters
10. Achievers' Weekend event
11. Hispanic Heritage Month bus trips
12. Academic Bowl at Harrisburg
13. SAT preparation at Pittsburgh
14. Graduate assistantship dedicated to campus visit coordination
15. NYC prospect receptions
16. Student aid presentations to targeted high schools

Recommendation: Continue targeted outreach and presence in selected school communities. Continue professional development activities encouraging staff to fully participate in "learning organization" activities.

Challenge 4. Recruiting and Retaining a Diverse Workforce

1. How has your unit actively engaged in locating and recruiting staff from underrepresented groups?

Other than staff in the functional roles created to help recruit underrepresented students at Penn State (i.e., MACA, CRCs), there is no systematic process for recruiting staff from underrepresented groups other than the normal open search procedures that are part of every search conducted in EMA. A large number of the minority staff appointments within EMA are part of MACA and the community recruitment centers.

2. What retention strategies have you implemented in your unit to retain members from underrepresented groups?

In the broadest sense, EMA has not implemented any specific strategy to retain staff, including staff from underrepresented groups, except as it works to establish a welcoming climate for all staff. No special recognitions have been established beyond the annual salary increases awarded to staff based on meritorious performance. However, a majority of the staff responding to the 2001 climate survey strongly agree with the statement: *EMA has made progress in diversifying its workforce.*

Penn State's affirmative action goals for staffing patterns in EMA as of September 30, 2002, (Table 5a) indicate that in most categories the division meets or exceeds the goals for minority and women staff. Since the 2001 assessment, progress has been made in the area of Minorities in Secretarial/Clerical positions: Goal 6.8 percent; Actual 5.6 percent.

A review of staffing data 1998-2002 provided by the Office of Human Resources, Table 5b, shows African American and White cohorts within EMA experiencing growth while the Asian American and Hispanic American cohorts show no changes over time. Within the White cohort there has been an increase in white males and a decrease in white females. The division's workforce has grown slightly since 1998. Growth in the division's under-

represented staff has mirrored that growth. It should be noted that EMA's staffing patterns exceed race/ethnicity representation in the local geographic area with underrepresented staff "making up" 14 percent of the workforce.

3. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed "best practices"?

There are no specific retention strategies in place.

Recommendation: Notwithstanding the positive results of the climate survey and that EMA staffing patterns meet or exceed the availability profiles provided by the Office of Human Resources, increased attention should be focused on communicating demographic and affirmative action issues with EMA staff and specific plans for recruitment and retention of a diverse staff should be developed.

Challenge 5. Developing a Curriculum that Supports the Goals of our New General Education Plan

1. Does your unit contribute to a curriculum that supports the diversity goals of the University? If so, how? What practices have been most successful?

EMA is an academic administrative unit. Not Applicable.

Challenge 6. Diversifying University Leadership and Management

1. How has your unit assisted staff from underrepresented groups in developing leadership and management skills?

EMA is committed to developing University leadership and management skills for staff through an array of formal and informal opportunities.

Administrative Fellows Program: Three women staff members from EMA have been selected as Administrative Fellows in the past three years. The success of these applicants encourages others within the division to see the Administrative Fellows Program as a viable opportunity to expand one's management and leadership skills.

Excellence in Leadership and Management: EMA has taken advantage of the opportunities offered by Penn State to provide opportunities for staff at all levels to develop leadership and management skills. EMA employees have participated in many leadership and development opportunities: The Penn State Leader – 58 staff; Mastering Supervision – 9 staff; Penn State Management Institute – 15 staff; and, the new Penn State Office Professional Certificate – 2 staff. Employees are always provided the opportunity to participate in these professional development courses.

Staff regularly participate in and lead Continuous Quality Improvement (CQI) process teams and various strategic planning groups convened to support the strategic planning process.

Opportunities exist for staff to attend professional development courses and seminars as well as professional conferences and workshops. Attendance at these types of functions allows staff to broaden their experience beyond their day-to-day interactions with students and staff. Volunteering for committee work with professional organizations (i.e., AACRAO, AAU, CIC, MSACROA, NACAC, PACAC, and PASFAA), leadership roles and work with local community service organizations (United Way), as well as day-to-day interactions with external agencies and vendors represent other opportunities for staff to develop leadership and management skills.

Many staff within EMA take advantage of the tuition discount program to pursue degrees at the undergraduate and graduate level.

However, an essentially flat organizational structure exists in EMA and there is a perception among staff of limited opportunity for advancement and therefore limited opportunity for developing leadership and management skills. Leadership and management opportunities are still strongly associated with upward mobility.

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

EMA’s commitment to encouraging staff to participate in institutionally structured leadership opportunities has served staff and the division well.

Recommendation: Strengthen communication and more specific goals related to opportunities for on-going professional development for staff. While many staff are able to take advantage of the multiple opportunities listed above, not all staff are aware of their options.

Challenge 7. Coordinating Organizational Change to Support Our Diversity Goals

1. What organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, etc., has your unit implemented to ensure the realization of the University’s diversity goals?

MACA, the original three community recruitment centers, and the Scholarships and Special Programs Team have been in existence for more than 18 years with a primary focus on the recruitment and retention of underrepresented groups. With the creation of the division of Enrollment Management and Administration, there was a renewed focus on the recruitment and retention of underrepresented groups with those efforts reported in Challenges 1-6.

As a result of the EMA strategic planning process and the on-going assessment of staffing priorities, resources have been reallocated and positions realigned to help meet our goals for creating a more diverse learning community. For example, funding has been provided for an international recruitment counselor and new admissions recruiters in New York City and New Jersey. Also, there is the possibility of an additional recruiter in the greater Washington, DC/Baltimore/Virginia region. Two additional positions within OSA were reallocated, providing the Scholarships and Special Programs Team with increased staffing to support the

Bunton-Waller Scholarship and Fellows Programs as well as the Penn State Opportunity Grant Program and to better coordinate retention efforts with the Academic Advancement Programs.

Due to the successful recruitment and retention of an increasing number of underrepresented undergraduate students, OSA has reallocated general student aid funds to special programs for underrepresented populations.

The central University administration has allocated additional funds to support these programs:

- A new African/African American Studies Scholarship Program was established
- Bunton-Waller Fellows Program – additional permanent dollars have been allocated to address prior year tuition increases
- Conversion of temporary funds to permanent for the Bunton-Waller Scholarship and the Opportunity Grant Programs

2. Which strategies have been most successful in addressing this Challenge? Which have been least successful? Which could be termed “best practices”?

One of the consequences of raising performance expectations for the receipt and retention of special programs funds has been an increase in student academic performance and the consequence that more students are qualifying for the Bunton-Waller Scholarship. This is a good outcome, but with a fixed budget to support this effort, the actual monetary awards made to students have been lowered as more students qualify for the scholarship.

Actively involving campus locations in recruitment efforts by providing the opportunity to nominate students to participate in the special programs noted above.

Recommendation: Continue to examine staffing needs and priorities. Seek innovative solutions to meet strategic diversity goals. An example of this is the creation of an active, diverse learning community.

Table 1a
Freshman Baccalaureate
Fall 1997 thru Fall 2002 Cohorts
Retention and Graduation Data by Location and Ethnicity

	University Park							Campus Colleges						
	African American Cohort							African American Cohort						
	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA97	FA98	FA99	FA00	FA01	FA02	FA03
Number of Freshmen	151	209	235	229	256	227	240	291	364	378	405	411	417	475
Retention to Semester 2	96.0%	92.8%	94.9%	93.9%	95.3%	90.3%		92.1%	90.1%	92.3%	90.6%	91.5%	90.2%	
Retention to Semester 3	88.7%	88.5%	80.4%	85.6%	81.3%			79.4%	77.5%	74.6%	74.1%	74.2%		
Retention to Semester 4	84.1%	85.2%	77.0%	82.1%	81.3%			73.5%	72.0%	66.9%	69.4%	66.2%		
Retention to Semester 5	86.1%	77.0%	71.9%	78.6%				61.9%	57.7%	55.3%	58.0%			
Retention to Semester 6	80.8%	77.0%	70.6%	77.3%				61.2%	55.8%	53.7%	54.6%			
Retention to Semester 7	78.1%	73.2%	70.2%					54.6%	48.6%	50.5%				
Retention to Semester 8	76.8%	70.8%	66.0%					51.2%	45.9%	48.9%				
Retention to Semester 9	35.1%	33.0%						24.7%	29.4%					
Retention to Semester 10	16.6%	23.9%						16.5%	21.2%					
Retention to Semester 11	5.3%							6.2%						
Retention to Semester 12	3.3%							3.8%						
*****							.							.
4 Year Graduation Rate	37.1%	32.5%	34.0%	.0%	.0%	.0%	.0%	22.7%	14.6%	14.8%	.0%	.0%	.0%	.0%
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5 Year Graduation Rate	65.6%	62.2%	.0%	.0%	.0%	.0%	.0%	40.2%	33.5%	.0%	.0%	.0%	.0%	.0%
*****							.							.
6 Year Graduation Rate	70.2%	.0%	.0%	.0%	.0%	.0%	.0%	45.0%	.0%	.0%	.0%	.0%	.0%	.0%

Stopouts are included in retention and graduation information
4-year 5-year and 6-year graduation rates include August graduates

Table 1b
Freshman Baccalaureate
Fall 1997 thru Fall 2002 Cohorts
Retention and Graduation Data by Location and Ethnicity

	University Park							Campus Colleges						
	Asian American Cohort							Asian American Cohort						
	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA97	FA98	FA99	FA00	FA01	FA02	FA03
Number of Freshmen	339	291	181	237	295	308	318	248	285	301	337	321	399	378
Retention to Semester 2	98.2%	96.2%	99.4%	97.9%	99.0%	97.4%		91.5%	93.0%	93.4%	92.6%	94.7%	93.7%	
Retention to Semester 3	91.4%	89.7%	96.7%	93.7%	90.5%			78.2%	74.0%	76.7%	82.5%	81.9%		
Retention to Semester 4	89.4%	89.3%	95.6%	89.9%	89.8%			73.8%	70.5%	76.7%	80.4%	76.6%		
Retention to Semester 5	87.9%	81.8%	89.5%	86.5%				64.1%	60.4%	66.1%	69.4%			
Retention to Semester 6	85.0%	83.5%	86.7%	86.1%				60.5%	60.7%	61.8%	67.7%			
Retention to Semester 7	83.5%	79.0%	85.1%					53.6%	54.0%	61.8%				
Retention to Semester 8	80.5%	77.0%	80.7%					52.4%	51.6%	60.1%				
Retention to Semester 9	38.6%	41.2%						37.1%	38.6%					
Retention to Semester 10	20.4%	21.6%						23.8%	24.6%					
Retention to Semester 11	6.5%							9.3%						
Retention to Semester 12	4.1%							6.9%						

4 Year Graduation Rate	41.0%	35.4%	44.8%	.0%	.0%	.0%	.0%	16.1%	13.0%	24.3%	.0%	.0%	.0%	.0%

5 Year Graduation Rate	74.6%	70.4%	.0%	.0%	.0%	.0%	.0%	37.9%	36.8%	.0%	.0%	.0%	.0%	.0%

6 Year Graduation Rate	79.1%	.0%	.0%	.0%	.0%	.0%	.0%	43.5%	.0%	.0%	.0%	.0%	.0%	.0%

Stopouts are included in retention and graduation information
4-year 5-year and 6-year graduation rates include August graduates

Table 1c
Freshman Baccalaureate
Fall 1997 thru Fall 2002 Cohorts
Retention and Graduation Data by Location and Ethnicity

	University Park							Campus Colleges						
	Hispanic American Cohort							Hispanic American Cohort						
	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA97	FA98	FA99	FA00	FA01	FA02	FA03
Number of Freshmen	144	189	171	215	223	239	204	135	141	151	166	158	150	192
Retention to Semester 2	95.8%	94.2%	95.3%	94.9%	95.5%	95.4%		88.1%	87.2%	92.1%	91.6%	89.2%	88.0%	
Retention to Semester 3	82.6%	81.0%	86.5%	85.6%	87.0%			71.9%	70.2%	70.2%	72.3%	76.6%		
Retention to Semester 4	82.6%	79.4%	80.1%	80.9%	81.2%			67.4%	68.1%	62.9%	66.3%	69.0%		
Retention to Semester 5	77.1%	75.1%	76.6%	73.5%				61.5%	58.2%	50.3%	50.6%			
Retention to Semester 6	77.1%	70.4%	73.7%	71.6%				55.6%	53.9%	51.0%	52.4%			
Retention to Semester 7	75.7%	69.8%	71.9%					53.3%	52.5%	50.3%				
Retention to Semester 8	72.2%	65.6%	68.4%					53.3%	51.1%	45.7%				
Retention to Semester 9	41.7%	35.4%						34.1%	37.6%					
Retention to Semester 10	26.4%	25.9%						26.7%	24.1%					
Retention to Semester 11	7.6%							9.6%						
Retention to Semester 12	2.8%							5.9%						

4 Year Graduation Rate	33.3%	33.3%	40.9%	.0%	.0%	.0%	.0%	16.3%	11.3%	15.2%	.0%	.0%	.0%	.0%

5 Year Graduation Rate	67.4%	61.4%	.0%	.0%	.0%	.0%	.0%	37.8%	37.6%	.0%	.0%	.0%	.0%	.0%

6 Year Graduation Rate	72.9%	.0%	.0%	.0%	.0%	.0%	.0%	46.7%	.0%	.0%	.0%	.0%	.0%	.0%

Stopouts are included in retention and graduation information
4-year 5-year and 6-year graduation rates include August graduates

Table 1d
Freshman Baccalaureate
Fall 1997 thru Fall 2002 Cohorts
Retention and Graduation Data by Location and Ethnicity

	University Park							Campus Colleges						
	White American Cohort							White American Cohort						
	FA97	FA98	FA99	FA00	FA01	FA02	FA03	FA97	FA98	FA99	FA00	FA01	FA02	FA03
Number of Freshmen	3205	3061	2982	3374	3682	3693	3618	5505	5714	5367	5384	5285	5194	5085
Retention to Semester 2	98.2%	97.8%	98.0%	97.8%	96.8%	97.7%		92.4%	92.2%	92.4%	92.6%	92.9%	92.3%	
Retention to Semester 3	94.0%	94.8%	94.3%	94.3%	92.4%			79.8%	79.8%	79.8%	79.9%	80.4%		
Retention to Semester 4	92.0%	93.0%	92.7%	93.2%	91.4%			74.8%	75.1%	75.4%	75.2%	76.2%		
Retention to Semester 5	89.9%	90.6%	90.6%	91.1%				65.2%	65.2%	66.5%	66.3%			
Retention to Semester 6	87.9%	88.0%	88.1%	87.6%				62.3%	62.8%	63.9%	64.1%			
Retention to Semester 7	88.1%	88.4%	89.4%					59.6%	60.0%	60.9%				
Retention to Semester 8	85.2%	85.5%	85.5%					57.4%	58.3%	59.0%				
Retention to Semester 9	36.9%	36.5%						32.4%	32.6%					
Retention to Semester 10	19.0%	18.1%						20.3%	19.9%					
Retention to Semester 11	3.9%							7.0%						
Retention to Semester 12	2.2%							4.7%						

4 Year Graduation Rate	49.8%	51.4%	58.4%	.0%	.0%	.0%	.0%	23.5%	24.6%	27.1%	.0%	.0%	.0%	.0%

5 Year Graduation Rate	82.5%	83.7%	.0%	.0%	.0%	.0%	.0%	48.1%	48.2%	.0%	.0%	.0%	.0%	.0%

6 Year Graduation Rate	85.7%	.0%	.0%	.0%	.0%	.0%	.0%	52.2%	.0%	.0%	.0%	.0%	.0%	.0%

Stopouts are included in retention and graduation information
4-year 5-year and 6-year graduation rates include August graduates

Table 2a

**History of Diversity Program Spending
1994-95 to 2002-03**

Year	Penn State Opportunity Grant		Bunton-Waller Scholarship		Bunton-Waller Fellows		Total Students	Total \$ Spent	% of Under Represented Students at Penn State*
	# Students	\$ Spent	# Students	\$ Spent	# Students	\$ Spent			
1994-95	1818	\$3,752,928	827	\$2,281,205	92	\$880,048	2737	\$6,914,181	8.9%
1995-96	2265	\$4,700,677	968	\$2,689,368	140	\$1,191,006	3373	\$8,581,051	9.4%
1996-97	1964	\$3,994,145	1113	\$3,069,324	162	\$1,500,086	3239	\$8,563,555	10.0%
1997-98	1750	\$3,532,031	1403	\$3,893,962	189	\$1,790,573	3342	\$9,216,566	10.3%
1998-99	1938	\$3,860,922	1559	\$4,354,661	200	\$1,947,254	3697	\$10,162,837	11.0%
1999-00	1529	\$2,771,593	1644	\$4,272,898	198	\$2,002,736	3371	\$9,047,227	11.3%
2000-01	1479	\$2,873,202	1705	\$4,773,388	197	\$2,161,017	3381	\$9,807,607	11.4%
2001-02	1499	\$2,682,129	1801	\$4,552,995	201	\$2,371,379	3501	\$9,606,503	11.7%
2002-03	1523	\$3,517,918	1854	\$5,193,953	206	\$2,761,188	3583	\$11,473,059	12.2%

*Data received from Karen Duncan, OBRA, undergraduate students only

Table 2b

Diversity Program Award Values as a Percentage of Tuition

Year	PA Tuition	NPA Tuition	Scholarship		% of Tuition Covered by Scholarship			
			Freshman	Upperclass	PA Freshman	PA Upperclass	NPA Freshman	NPA Upperclass
1994-95	\$4,966	\$10,654	\$3,000	\$3,000	60%	60%	28%	28%
1995-96	\$5,188	\$11,240	\$3,000	\$3,000	58%	58%	27%	27%
1996-97	\$5,434	\$11,774	\$3,000	\$3,000	55%	55%	26%	26%
1997-98	\$5,632	\$12,206	\$3,000	\$3,000	53%	53%	25%	25%
1998-99	\$5,840	\$12,656	\$3,000	\$3,000	51%	51%	24%	24%
1999-00	\$6,162	\$13,278	\$3,000	\$2,750	49%	45%	23%	21%
2000-01	\$6,546	\$14,088	\$3,000	\$3,000	46%	46%	21%	21%
2001-02	\$7,054	\$15,180	\$2,750	\$2,700	39%	38%	18%	18%
2002-03	\$8,008	\$17,236	\$3,000	\$3,000	38%	38%	17%	17%

Year	PA Tuition	NPA Tuition	Grant				% of Tuition Covered by Grant			
			PA Freshman	PA Upperclass	NPA Freshman	NPA Upperclass	PA Freshman	PA Upperclass	NPA Freshman	NPA Upperclass
1994-95	\$4,966	\$10,654	\$2,250	\$2,250	\$3,000	\$3,000	45%	45%	28%	28%
1995-96	\$5,188	\$11,240	\$2,250	\$2,250	\$3,000	\$3,000	43%	43%	27%	27%
1996-97	\$5,434	\$11,774	\$2,250	\$2,250	\$3,000	\$3,000	41%	41%	26%	26%
1997-98	\$5,632	\$12,206	\$2,250	\$2,250	\$2,250	\$2,250	40%	40%	18%	18%
1998-99	\$5,840	\$12,656	\$2,250	\$2,250	\$2,250	\$2,250	39%	39%	18%	18%
1999-00	\$6,162	\$13,278	\$2,250	\$1,750	\$2,250	\$1,750	37%	28%	17%	13%
2000-01	\$6,546	\$14,088	\$2,250	\$2,000	\$2,250	\$2,000	34%	31%	16%	14%
2001-02	\$7,054	\$15,180	\$1,900	\$2,000	\$1,900	\$2,000	27%	28%	13%	13%
2002-03	\$8,008	\$17,236	\$2,500	\$2,500	\$2,500	\$2,500	31%	31%	15%	15%

Table 3a
Adult Learner Enrollment*
Undergraduate Students

	Fall 1994	%	Fall 1995	%	Fall 1996	%	Fall 1997	%	Fall 1998	%	Fall 1999	%	Fall 2000	%	Fall 2001	%	Fall 2002	%	Fall 2003	%
University Park	2,847	5%	2,950	5%	2,875	5%	2,716	4%	2,401	4%	2,266	4%	1,975	3%	1,849	3%	1,796	3%	1,669	3%
Other Campus Locations	8,024	14%	7,823	13%	7,711	12%	7,442	12%	7,393	11%	7,062	11%	6,951	11%	6,766	10%	6,922	10%	6,612	10%
Total UG Adult Learners	10,871	19%	10,773	18%	10,586	17%	10,158	16%	9,794	15%	9,328	14%	8,926	14%	8,615	13%	8,718	13%	8,281	13%
Total UG Students	57,876		60,665		61,819		62,998		64,526		64,462		64,655		64,849		65,338		64,882	

*Age >=24 Undergraduate as % of total enrollment.
Data Source: Office of Budget and Resource Analysis.

Table 3b
Adult Learners (Undergraduate) and Student Financial Aid*

University Park	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Number of Students	2,425	2,437	2,317	2,067	1,899	1,793	1,669	1,601
Percent of Aid Applicants	13%	13%	11%	10%	9%	8%	8%	6%
Student Aid Dollars	24,578,549	25,794,593	24,702,173	23,179,988	22,899,200	22,076,369	21,838,869	22,665,482
Percent of Aid Dollars	18%	17%	15%	13%	12%	11%	12%	10%
Campus Colleges	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Number of Students	3,763	3,825	3,855	4,042	4,027	4,275	4,335	4,569
Percent of Aid Applicants	23%	22%	22%	22%	21%	21%	19%	20%
Student Aid Dollars	29,966,532	31,707,747	32,502,854	35,641,672	40,625,090	43,292,188	45,746,446	53,061,655
Percent of Aid Dollars	31%	30%	29%	29%	29%	28%	26%	24%

*Students classified as Adult Learners for financial aid purposes (Free Application for Federal Student Aid):
24 yrs, married, support children, or veteran

Table 3c
Veterans (Undergraduate) and Student Financial Aid *

University Park	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Number of Students	697	654	598	512	352	272	266	268
Percent of Aid Applicants	4%	3%	3%	2%	2%	1%	2%	2%
Student Aid Dollars	7,567,698	7,637,906	7,068,817	6,504,344	5,006,586	4,097,321	4,541,056	5,093,998
Percent of Aid Dollars	5%	5%	4%	4%	3%	2%	2%	2%
Campus Colleges	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Number of Students	894	831	755	699	535	498	547	724
Percent of Aid Applicants	6%	5%	4%	4%	3%	2%	3%	3%
Student Aid Dollars	8,253,910	7,768,692	7,143,747	7,150,842	6,356,673	6,280,654	7,626,864	10,535,411
Percent of Aid Dollars	9%	7%	6%	6%	4%	4%	5%	6%

*Students reporting veteran status for financial aid purposes (Free Application for Federal Student Aid)

Table 4

**INTERNATIONAL APPLICATION SUMMARY
1993-2003**

(Spring, Summer, Fall--All Locations)

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Applications	681	791	875	912	1050	1184	1429	1665	1782	1992	2140
Offers	225	316	338	440	446	471	638	782	1055	1107	1208
Paid Accepts	59	84	115	113	152	132	214	267	316	312	290

Table 5a

**Enrollment Management & Administration Staff
Affirmative Action Goals**

Category	Total Number	Actual				Availability		Goal	
		Minority		Women		Minority	Women	Minority	Women
		Number	Percent	Number	Percent	Percent	Percent	Percent	Percent
Executive/Admin/Managerial	15	4	26.7%	5	33.3%	11.0%	37.2%		37.2%
Professional Non-Faculty	100	18	18%	66	66.0%	9.3%	54.0%		
Secretarial/Clerical	71	4	5.6%	68	95.8%	6.8%	77.2%	6.8%	
Total	186	26	14.0%	139	74.7%				

As of September 30, 2002

Table 5b

**Enrollment Management and Administration Staff
Gender, Age, Race/Ethnicity**

Female Staff

Age Range	Asian American				African American				Hispanic American				White				Total			
	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff
<=29	1					1	4		1				4	11	8		6	12	12	
30-39		1	1		3	2	1		2	1	1		33	34	30		38	38	33	
40-49					3	2	3		1		1		48	43	41		52	45	45	
50-59					4	2	3		1	2	1		36	35	37		41	39	41	
>=60						1	1				1		4	5	7		4	6	9	
TOTAL	1	1	1	0	10	8	12	2	5	3	4	-1	125	128	123	-2	141	140	140	-1

Male Staff

Age Range	Asian American				African American				Hispanic American				White				Total			
	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff	1998	2000	2002	98-02 Diff
<=29						1	1						3	5	6		3	6	7	
30-39					4	2	2		1		1		9	11	11		14	13	14	
40-49					1	3	3		1	3	1		10	13	13		12	19	17	
50-59					1	1	1				1		8	8	5		9	9	7	
>=60													1	1	2		1	1	2	
TOTAL	0	0	0	0	6	7	7	1	2	3	3	1	31	38	37	6	39	48	47	8

Grand Total	1	1	1	0	16	15	19	3	7	6	7	0	156	166	160	4	180	188	187	7
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