Adopted: February 5, 2019

ACADEMIC SENATE of CALIFORNIA POLYTECHNIC STATE UNIVERSITY San Luis Obispo, CA

AS-864-19

RESOLUTION ON CAMPUS CLIMATE UNIVERSITY OMBUDS AND TRAINING

1 2 3 4	WHEREAS,	According to data on the CSU Student Success Dashboards and a recent article in the San Luis Obispo Tribune, Cal Poly has the least racial/ethnic diversity in the CSU System; and
5 6 7 8	WHEREAS,	Cal Poly has required periodic anti-harassment, discrimination, retaliation training for all Cal Poly employees with direct supervisory responsibility over students; and
9 10 11	WHEREAS,	Cal Poly faculty come in contact with students in other ways including classrooms as well as during advising; and
12 13 14	WHEREAS,	Counseling Services provides the "Faculty Guide: Assisting the Emotionally Distressed Student" with url https://hcs.calpoly.edu/content/counseling/emotional_distress ; and
15 16 17 18	WHEREAS,	Ombuds services provide early intervention that can resolve conflicts before they develop into more serious concerns; and
19 20 21 22	WHEREAS,	Cal Poly has an Office of Student Ombuds Services that provides students with assistance in resolving university related issues, concerns, conflicts or complaints; and
23 24	WHEREAS,	14 of the CSU campuses have Ombuds Offices as of October 2018; and
25 26 27	WHEREAS,	A majority of these CSU Ombuds Offices serve students, faculty and staff, and 5 of the 14 also serve MPP; therefore, be it
28 29 30	RESOLVED:	That the Academic Senate recommends that the responsibilities of the Ombuds Office be expanded to include all University constituents; and be it further
31 32 33 34	RESOLVED:	That the Academic Senate recommends that this expansion of the responsibilities of the Ombuds Office be done in such a way that the services provided for students not be adversely affected; and be it further
35 36 37 38	RESOLVED:	That the Academic Senate recommends that all Cal Poly employees undergo periodic sexual harassment anti-harassment, discrimination, retaliation training; and be it further
39 40 41	RESOLVED:	That the Academic Senate recommends that all Cal Poly employees undergo periodic implicit bias training; and be it further

42 43 44 45	RESOLVED:	That the Academic Senate recommends that Cal Poly establish incentives to encourage employees to participate in Employment Equity Facilitator training; and be it further
46 47 48 49	RESOLVED:	That the Academic Senate recommends that Cal Poly establish incentives to encourage employees to participate in trainings aimed at assisting the emotionally distressed student; and be it further
50 51 52	RESOLVED:	That the Academic Senate reaffirms its commitment to Academic Senate Resolution, AS-695-09, Resolution on the Cal Poly Statement on Commitment to community.

Paul Choboter - Math Department, Dianne DeTurris - Aerospace Proposed by:

Engineering Department, Ashley Eberle - Career Services, Harvey Greenwald - Emeritus Academic Senate Chair, Camille

O'Bryant - Associate Dean, CSM

Date:

September 13, 2018 November 13, 2018

Revised:

January 29, 2019 Revised:



OMBUDSMAN ASSOCIATION

IOA STANDARDS OF PRACTICE

PREAMBLE

The IOA Standards of Practice are based upon and derived from the ethical principles stated in the IOA Code of Ethics.

Each Ombudsman office should have an organizational Charter or Terms of Reference, approved by senior management, articulating the principles of the Ombudsman function in that organization and their consistency with the IOA Standards of Practice.

STANDARDS OF PRACTICE

INDEPENDENCE

- 1.1 The Ombudsman Office and the Ombudsman are independent from other organizational entities.
- 1.2 The Ombudsman holds no other position within the organization which might compromise independence.
- 1.3 The Ombudsman exercises sole discretion over whether or how to act regarding an individual's concern, a trend or concerns of multiple individuals over time. The Ombudsman may also initiate action on a concern identified through the Ombudsman' direct observation.
- 1.4 The Ombudsman has access to all information and all individuals in the organization, as permitted by law.
- 1.5 The Ombudsman has authority to select Ombudsman Office staff and manage Ombudsman Office budget and operations.

NEUTRALITY AND IMPARTIALITY

- 2.1 The Ombudsman is neutral, impartial, and unaligned.
- 2.2 The Ombudsman strives for impartiality, fairness and objectivity in the treatment of people and the consideration of issues. The Ombudsman advocates for fair and equitably administered processes and does not advocate on behalf of any individual within the organization.
- 2.3 The Ombudsman is a designated neutral reporting to the highest possible level of the organization and operating independent of ordinary line and staff structures. The Ombudsman should not report to nor be structurally affiliated with any compliance function of the organization.
- 2.4 The Ombudsman serves in no additional role within the organization which would compromise the Ombudsman' neutrality. The Ombudsman should not be aligned with any formal or informal associations within the organization in a way that might create actual or perceived conflicts of interest for the Ombudsman. The Ombudsman should have no personal interest or stake in, and incur no gain or loss from, the outcome of an issue.
- 2.5 The Ombudsman has a responsibility to consider the legitimate concerns and interests of all individuals affected by the matter under consideration.
- 2.6 The Ombudsman helps develop a range of responsible options to resolve problems and facilitate discussion to identify the best options.

CONFIDENTIALITY

- 3.1 The Ombudsman holds all communications with those seeking assistance in strict confidence and takes all reasonable steps to safeguard confidentiality, including the following: The Ombudsman does not reveal, and must not be required to reveal, the identity of any individual contacting the Ombudsman Office, nor does the Ombudsman reveal information provided in confidence that could lead to the identification of any individual contacting the Ombudsman Office, without that individual's express permission, given in the course of informal discussions with the Ombudsman; the Ombudsman takes specific action related to an individual's issue only with the individual's express permission and only to the extent permitted, and even then at the sole discretion of the Ombudsman, unless such action can be taken in a way that safeguards the identity of the individual contacting the Ombudsman Office. The only exception to this privilege of confidentiality is where there appears to be imminent risk of serious harm, and where there is no other reasonable option. Whether this risk exists is a determination to be made by the Ombudsman.
- 3.2 Communications between the Ombudsman and others (made while the Ombudsman is serving in that capacity) are considered privileged. The privilege belongs to the Ombudsman and the Ombudsman Office, rather than to any party to an issue. Others cannot waive this privilege.
- 3.3 The Ombudsman does not testily in any formal process inside the organization and resists testifying in any formal process outside of the organization regarding a visitor's contact with the Ombudsman or confidential information communicated to the Ombudsman, even if given permission or requested to do so. The Ombudsman may, however, provide general, non-confidential information about the Ombudsman Office or the Ombudsman profession.
- 3.4 If the Ombudsman pursues an issue systemically (e.g., provides feedback on trends, issues, policies and practices) the Ombudsman does so in a way that safeguards the identity of individuals.
- 3.5 The Ombudsman keeps no records containing identifying information on behalf of the organization.
- 3.6 The Ombudsman maintains information (e.g., notes, phone messages, appointment calendars) in a secure location and manner, protected from inspection by others (including management), and has a consistent and standard practice for the destruction of such information.
- 3.7 The Ombudsman prepares any data and/or reports in a manner that protects confidentiality.
- 3.8 Communications made to the ombudsman are not notice to the organization. The ombudsman neither acts as agent for, nor accepts notice on behalf of, the organization and shall not serve in a position or role that is designated by the organization as a place to receive notice on behalf of the organization. However, the ombudsman may refer individuals to the appropriate place where formal notice can be made.

INFORMALITY AND OTHER STANDARDS

- 4.1 The Ombudsman functions on an informal basis by such means as: listening, providing and receiving information, identifying and reframing issues, developing a range of responsible options, and with permission and at Ombudsman discretion engaging in informal third-party intervention. When possible, the Ombudsman helps people develop new ways to solve problems themselves.
- 4.2 The Ombudsman as an informal and off-the-record resource pursues resolution of concerns and looks into procedural irregularities and/or broader systemic problems when appropriate.
- 4.3 The Ombudsman does not make binding decisions, mandate policies, or formally adjudicate issues for the organization.
- 4.4 The Ombudsman supplements, but does not replace, any formal channels. Use of the Ombudsman Office is voluntary, and is not a required step in any grievance process or organizational policy.
- 4.5 The Ombudsman does not participate in any formal investigative or adjudicative procedures. Formal investigations should be conducted by others. When a formal investigation is requested, the Ombudsman refers individuals to the appropriate offices or individual.
- 4.6 The Ombudsman identifies trends, issues and concerns about policies and procedures, including potential future issues and concerns, without breaching confidentiality or anonymity, and provides recommendations for responsibly addressing them.
- 4.7 The Ombudsman acts in accordance with the IOA Code of Ethics and Standards of Practice, keeps professionally current by pursuing continuing education, and provides opportunities for staff to pursue professional training.
- 4.8 The Ombudsman endeavors to be worthy of the trust placed in the Ombudsman Office.

Adopted: November 17, 2015

ACADEMIC SENATE of CALIFORNIA POLYTECHNIC STATE UNIVERSITY San Luis Obispo, CA

AS-807-15

RESOLUTION ON CAL POLY STATEMENT ON DIVERSITY AND INCLUSIVITY

1 2 3	WHEREAS,	The Academic Senate has approved several resolutions since 1987 regarding the importance of diversity and educational equity; and
4 5 6	WHEREAS,	Among these resolutions includes the "Cal Poly Statement on Diversity," which was approved in 1998 (AS-506-98/DTF); and
7 8 9	WHEREAS,	In the ensuing years since the Cal Poly Statement on Diversity was approved faculty, staff, and students have worked to gain a deeper understanding of the
10 11 12	,	importance of diversity and educational equity through a myriad of approaches, including the adoption of the Inclusive Excellence Model in 2009 (AS-682-09); and
13 14 15	WHEREAS,	Today at Cal Poly we continue to strive to increase diversity, but in addition, we attend more closely than ever to fostering a culture of inclusivity for every faculty, staff, and student member on this campus; therefore, be it
16 17 18	RESOLVED:	That the Inclusive Excellence Council has developed a new statement on diversity to reflect the inclusivity aspect of our university; and be it further
19 20 21	RESOLVED:	That the Academic Senate approves the attached Cal Poly Statement on Diversity and Inclusivity.

Proposed by: Inclusive Excellence Council

Date: September 29, 2015

Cal Poly Statement on Diversity and Inclusivity* September 29, 2015 Revised - November 12, 2015 Approved - November 17, 2015

At Cal Poly we believe that academic freedom, a cornerstone value, is exercised best when there is understanding and respect for our diversity of experiences, identities, and worldviews. Consequently, we create learning environments that allow for meaningful development of self-awareness, knowledge, and skills alongside attention to others who may have experiences, worldviews, and values that are different from our own. In so doing, we encourage our students, faculty, and staff to seek out opportunities to engage with others who are both similar and different from them, thereby increasing their capacity for knowledge, empathy, and conscious participation in local and global communities.

In the spirit of educational equity, and in acknowledgement of the significant ways in which a university education can transform the lives of individuals and communities, we strive to increase the diversity at Cal Poly. As an institution that serves the state of California within a global context, we support the recruitment, retention, and success of talented students, faculty, and staff from across all societies, including people who are from historically and societally marginalized and underrepresented groups.

Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect for diverse points of view, we support a climate that allows all students, faculty, and staff to feel to feel valued, which in turn facilitates the recruitment and retention of a diverse campus population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others' endeavors. To this end, we support an increased awareness and understanding of how one's own identity facets (such as race, ethnicity, gender, sexual orientation, religion, age, disability, social class, and nation of origin) and the combinations of these identities and experiences that may accompany them can affect our different worldviews.

^{*}The definition of diversity is specifically inclusive of, but not limited to, and individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

Adopted: June 9, 1998

ACADEMIC SENATE Of CALIFORNIA POLYTECHNIC STATE UNIVERSITY San Luis Obispo, CA

AS-506-98/DTF RESOLUTION ON THE CAL POLY STATEMENT ON DIVERSITY

RESOLVED: That the Academic Senate at Cal Poly accept and endorse The Cal Poly Statement on Diversity

attached; and, be it further

RESOLVED: That the Academic Senate in partnership with its administration devise plans and strategies to

promulgate and implement the diversity and educational objectives outlined in The Cal Poly Statement

on Diversity; and, be it further

RESOLVED: That the Academic Senate recommend to its administration that the Provost/Vice President for

Academic Affairs provide an annual assessment of the previously mentioned partnership's diversity

related activities to the Academic Senate.

Proposed by: The Diversity Task Force

Date: April 21, 1998 Revised: June 8, 1998

THE CAL POLY STATEMENT ON DIVERSITY*

At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), "the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum, and the cocurricular programs of the University.

- As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff, and other students from diverse backgrounds, their stereotypes about "the other" are challenged. As the AAUP statement notes, such personal interaction gives students an understanding of the "range of similarities and differences within and among ... groups" that "no textbook or computer" can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their cocurricular activities), must be constituted in a way that reinforces the value of encountering and considering diversity.
- Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it must signal the importance of diversity to the Cal Poly mission, to the institutional culture, and to our teaching and learning environment in clear and unambiguous terms.

Thus, the University community (its students, faculty, and staff), the curriculum, and the co-curricular environment must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms-racial, ethnic, cultural, gender, geographic, socioeconomic, etc.-will students gain the understanding, empathy, and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly's commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

^{*}The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.

State of California Memorandum

To:

Myron Hood

Chair, Academic Senate

From: Warren J. Baker

President

Date: September 18, 1998

Copies: Paul J. Zingg

Harvey Greenwald

Linda Dalton

Subject:

AS-505-98/DTF, Resolution on the Academic Value of Diversity

AS-506-98/DTF, Resolution on The Cal Poly Statement on Diversity

I am pleased to accept Resolutions AS-505-98/DTF and AS-506-98/DTF.

The Academic Senate is to be applauded for its clear affirmation of the educational values of diversity and its recognition that diversity strengthens our community and prepares our students more fully for effective citizenry, responsible careers and engaged lives.

Both resolutions underscore the University's values that are imbedded in our Mission Statement and Strategic Plan. The voice of the Senate in these matters will strengthen the University's ability to continue its efforts to foster greater diversity among our students, faculty and staff. Clearly aligning Cal Poly with the important statements on diversity that the nation's principal educational associations have made signals our commitment and resolve.

I look forward to working with the Senate and our entire University community in achieving the promise within these resolutions.

Adopted: May 26 2009

ACADEMIC SENATE of CALIFORNIA POLYTECHNIC STATE UNIVERSITY San Luis Obispo, CA

AS-682-09

RESOLUTION ON MAKING EXCELLENCE INCLUSIVE AT CAL POLY

1 2 3 4	WHEREAS,	The Academic Senate has a 30-plus year history of espousing the principles of Making Excellence Inclusive as a learning-community imperative – most recently in the Senate's Fall '08 retreat and (AS-663-08) Resolution on Diversity Learning Objectives; and
5 6	WHEREAS,	"Build an Inclusive Community" is one of seven goals of the Cal Poly Strategic Plan; and
7 8 9	WHEREAS,	A learning environment that supports attention to diversity is a standard of accreditation as promulgated by the Western Association of Schools and Colleges; and
10 11 12	WHEREAS,	The Academic Senate has affirmed the academic value of diversity (AS-505-98); therefore be it
13 14 15	RESOLVED:	That the Academic Senate support Making Excellence Inclusive as a goal and organizing principle of the Cal Poly learning community; and, be it further
16 17 18 19 20	RESOLVED:	That resources for the professional development of faculty in Making Excellence Inclusive be established, sustained, and identified by the University, colleges, and other instructionally-related entities as part of their inventory of efforts to promote Inclusive Excellence; and, be it further
21 22 23	RESOLVED:	That faculty efforts in Making Excellence Inclusive be recognized as a substantive component of voluntary service in the Retention, Promotion, and Tenure (RPT) evaluation process.

Proposed by:

Academic Senate Executive Committee

Date:

March 30 2009

Revised:

April 28 2009

Revised:

May 20 2009

Revised:

May 26 2009

State of California Memorandum



To:

John Soares

Chair, Academic Senate

Date:

June 22, 2009

From:

Copies: R. Fernflores, R. Koob,

D. Conn, P. Bailey,

D. Christy, L. Halisky,

T. Jones, B. Konopak,

M. Noori, D. Wehner,

M. Suess

Subject:

Response to Academic Senate Resolution AS-682-09

Resolution on Making Excellence Inclusive at Cal Poly

This is to formally acknowledge receipt and approval of the above-referenced Academic Senate resolution.

Please express my appreciation to the Academic Senate members for their work on this issue.

MEMORANDUM

Cal Poly | Office of the President



To:

Gary Laver

Date:

March 28, 2016

From:

Jeffrey D. Armstrong

President

Copies:

K. Enz Finken

J. DeCosta

Subject:

Response to Academic Senate Resolution AS-807-15

Resolution on Cal Poly Statement on Diversity and Inclusivity

I am pleased to accept and support the above-entitled Academic Senate Resolution.

The Academic Senate has a long history of supporting diversity and inclusivity initiatives going back into the 1980's. I applaud this history. I appreciate deeply that the Academic Senate has shown repeatedly that it understands why it is critical to the success of our faculty, staff and students that we continue to evolve in our approach to not only recruiting diverse faculty, staff and students, but also in improving our campus climate so that everyone can work and learn in an environment that is welcoming.

Please express my appreciation to the Inclusive Excellence Council for their attention to this important matter.

Phone: 805-756-6000 | presidentsoffice@calpoly.edu

Adopted: November 17 2009

ACADEMIC SENATE of CALIFORNIA POLYTECHNIC STATE UNIVERSITY San Luis Obispo, CA

AS-695-09

RESOLUTION ON THE CAL POLY STATEMENT ON COMMITMENT TO COMMUNITY

BACKGROUND: The Committee on University Citizenship (CUCIT) is a University-wide standing committee charged with exploring issues and making policy recommendations related to the preservation and ongoing development of a vital, effective tradition of University citizenship at Cal Poly. The committee explores and makes recommendations on strategies designed to foster and expand:

- an engaged, civil, and mutually respectful classroom and other educational environments;
- a tradition of confident, effective, and civil public campus discourse that prepares students for active civic engagement and leadership roles;
- a greater awareness of factors that lead to hostile campus work environments and strategies for further promoting campus work environments that are free from harassment and characterized by mutual respect and support; and
- the civic engagement of students, faculty, and staff beyond the University —and for strengthening Cal Poly's role as a good institutional citizen in regional, state, national, and international contexts.

(Distilled from http://www.president.calpoly.edu/committees/CUCIT.pdf)

2 Commitment to Community; and, be it further 3 4 RESOLVED: That the Academic Senate work with its University's administration in developing 5 plans and strategies to help realize the values of the Cal Poly Statement on

RESOLVED: That the Academic Senate accept and endorse the Cal Poly Statement on

Proposed by: The Academic Senate Executive Committee

Date:

Commitment to Community.

1

6

April 21 2009 April 28 2009 Revised:

Revised: October 06 2009

Revised: October 13 2009

Cal Poly Statement on Commitment to Community

The Cal Poly community values a broad and inclusive campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, social and environmental responsibility, engagement and integrity.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote the benefits of diversity by practicing and advocating openness, respect and fairness

Individual commitment to these actions is essential to Cal Poly's dedication to an enriched learning experience for all its members.

Committee on University Citizenship October 13 2009



State of California
Memorandum

RECEIVED

FEB 1 9 2010

CALPOLY

SAN LUIS OBISPO CA 93407

ACADEMIC SENATE

To:

Rachel Fernflores

Chair, Academic Senate

Date:

February 16, 2010

From:

Warren J. Baker

President

Copies:

R. Koob, D. Conn,

E. Smith, C. Morton

Subject:

Response to Academic Senate Resolution AS-695-09

Resolution on the Cal Poly Statement on Commitment to Community

I formally acknowledge receipt and approval of the above-referenced Academic Senate Resolution.

Please express my appreciation to the Committee on University Citizenship for their work on this issue. As endorsed by the Academic Senate, the "Cal Poly Statement on Commitment to Community" provides a common sense set of principles for effective community participation and engagement, consistent with Cal Poly's core educational mission and values. I commend it to all Cal Poly students, faculty, and staff.

Black Students at Public Colleges and Universities

A 50-STATE REPORT CARD

By Shaun R. Harper and Isaiah Simmons

USC Race and Equity Center



A grant from the Ford Foundation funded the production and dissemination of this report. The USC Race and Equity Center gratefully acknowledges Ford's generous support of our research, and all the other ways it demonstrates serious commitment to racial equity.

The authors gratefully acknowledge Shareef Ross McDonald for inspiring this project.

Opinions expressed herein belong entirely to the authors and do not necessarily represent viewpoints of the Ford Foundation or the Trustees of the University of Southern California.

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USC Race and Equity Center

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EXECUTIVE SUMMARY

More than 900,000 Black undergraduates are enrolled at public colleges and universities across the United States. This report is about the status of these students at every four-year, non-specialized, public postsecondary institution in

We combine U.S. Census population statistics with quantitative data from the U.S. Department of Education to measure postsecondary access and student success for Black undergraduates. Letter grades (A, B, C, D, F, and I) are awarded to each institution.

Private schools, Historically Black Colleges and Universities, Tribal Colleges, military academies, university health and medical institutes, graduate universities, community colleges, and public institutions that primarily confer associate's degrees are not included in our analyses.

This report is arranged by state. Statistics and grades for 506 individual public institutions are provided on each state's list.

EQUITY INDICATORS

Here are the four equity indicators on which we graded public colleges and universities:

 Representation Equity

Extent to which Black students' share of enrollment in the undergraduate student population reflects their representation among 18-24 year-old citizens in that state.

9 Gender Equity

Extent to which the proportionality of Black women's and Black men's respective shares of Black student enrollments in the undergraduate student population reflects the national gender enrollment distribution across all racial/ ethnic groups (56.3% women, 43.7% men).

© Completion Equity

Extent to which Black students' six-year graduation rates, across four cohorts, matches overall six-year graduation rates during those same time periods at each institution.

Black Student-to-Black Faculty Ratio

Ratio of full-time, degree-seeking Black undergraduates to full-time Black instructional faculty members on each campus.

MAJOR FINDINGS

*Black citizens are 14.6% of 18-24 year-olds across the 50 states, yet only 9.8% of full-time, degree-seeking undergraduates at public colleges and universities are Black. At more than three-fourths of public institutions, traditional-aged Black students are under-enrolled relative to their residency

*Across all racial/ethnic groups, women comprise 56.3% of full-time, degreeseeking undergraduates at public postsecondary institutions. The enrollment gap between Black women and men is less pronounced. Just over 52% of Black undergraduates at public colleges and universities are women.

·For every full-time Black faculty member at a public college or university, there are 42 full-time, degree-seeking Black undergraduates. Forty institutions employ no full-time Black instructors. On 44% of public campuses, there are 10 or fewer full-time Black faculty members across all ranks and academic fields.

EQUITY INDEX SCORES

In addition to awarding letter grades on the four equity indicators, we calculated an Equity Index Score – the equivalent of a grade point average – for each institution. In the same fashion that colleges and universities customarily compute GPAs, we assigned four points to an A, three to a B, and so on.

The average Equity Index Score across the 506 public institutions is 2.02. No campus earned above 3.50. Two hundred colleges and universities earned scores below 2.00. Lists of institutions with the highest and lowest Equity Index Scores are included on page 10 of this report. We also calculated Equity Index Score averages across all campuses within each state. A map with statewide averages is on page 9.

USING THIS REPORT

We hope this publication will be useful to Black students and their families, postsecondary leaders and faculty members, policymakers, journalists, and a wide range of stakeholders who care about Black students' educational experiences and attainment rates. As such, we present data institution-by-institution within each state. Our aims are to make inequities more transparent and to equip anyone concerned about enrollment, success, and college completion rates for Black students with numbers they can use to demand corrective policies and institutional actions.

This report should not be misused to reinforce deficit narratives about Black undergraduates. Problematic trends presented herein are not fully explained by the failure of K-12 schools to effectively prepare these students for college admission and success or to bad parenting, student disengagement, and low motivation. They also are attributable to institutional practices, policies, mindsets, and cultures that persistently disadvantage Black students and sustain inequities.

Ideally, leaders on college campuses and in state systems of higher education will take seriously the statistics we furnish in this document. We want them to respond by swiftly engaging in rigorous, strategic, and collaborative work to improve the status of Black undergraduates at their institutions. Data presented in this publication ought to inform their efforts and help ensure accountability.

MESSAGE FROM DR. ZAKIYA **SMITH ELLIS**

SECRETARY OF HIGHER EDUCATION



Prior to joining the New Jersey Governor's cabinet in 2018, Dr. Smith Ellis was Strategy Director for Lumina Foundation. She has also served as Senior Policy Advisor for Education at the White House and a senior policy advisor at the U.S. Department of Education.

To ensure the best possible educational experiences and outcomes for our students, critical self-examination has to be a common practice among postsecondary educators and leaders. Many of us within institutions and state higher education systems routinely assess our progress toward goals, compare ourselves to peers, and develop strategic plans to address our findings. New Jersey is currently in the midst of a long-overdue exploration of this very sort.

Self-assessments must include an honest look at where we stand in addressing equity for students of color. While this should be a component of our planning at all times, it takes on even more significance within our current sociopolitical climate. We are facing a critical juncture in determining the type of nation we want to be - public colleges and universities have an especially urgent and influential role to play in shaping that path. To say this is important work would

Learning in college is not confined to classrooms. Instead, it is woven throughout the educational experience. Higher education leaders often spend a great deal of time thinking about expanding college opportunity and improving learning within and beyond classrooms. We should also carefully consider how the experiences we provide students of color align with stated goals for their success. Colleges and universities convey messages about who is valued in society through signals such as the nature of the faculty, the composition of the student body, and the roles people of color play in key leadership positions.

These signals are sent at a time when students are developing their sense of self and determining how they will interact with others in society. So then, meaningful equity work is imperative to ensuring a better future, not just for our students, but also for our institutions.

When outlining goals and charting progress, it is necessary to be specific. As such, I am thankful to the USC Race and Equity Center for being specific in identifying Black undergraduates in this report. Too often "students of color" are lumped together as if their "other-ness" makes them all the same. If we are to be serious about our endeavors, we must be careful to examine challenges as specifically as possible in order to be clear about the kinds of remedies that are needed. The valuable, carefully curated information furnished in this 50-state report card allows educators and leaders to take seriously our task of critical self-reflection and assessment. Only by focusing our attention in specific ways and acknowledging our specific challenges can we begin to specifically address them. I look forward to this work in the Garden State, and hope that other higher education leaders across the country will take seriously this task as well.



MESSAGE FROM DR. ELAINE P. MAIMON

PRESIDENT
Governors State University

Starting with the Morrill Act of 1862, public universities were built to expand access and success for state residents underserved by private institutions. Low-income students came to land-grant universities to explore the world of ideas, including citizenship in a democracy. It is interesting and somewhat ironic that also in 1862 President Abraham Lincoln issued the Emancipation Proclamation. I would surmise that in the midst of the Civil War no one made connection between the Morrill Act and the Emancipation Proclamation because few Americans then were thinking about higher education for Black students. Yet today it is imperative for public universities to embrace their original conceptual mission of inclusivity and to give special attention to those initially excluded.

In 2018, Black students are now members of higher education's New Majority: first generation, students of color, adult learners, and veterans. Every public university is responsible for educating this majority. The good news is that the public sector has expanded since 1862. Land-grant universities have been joined by numerous regional publics, like my own university, Governors State. Private postsecondary institutions must also contribute to equity goals. Working together, we have the capacity to provide excellent educational opportunities to what used to be considered minority populations. High quality education for the New Majority, as well as for the new minority (traditional students), must be the mission of state universities.

Actualizing this mission requires new ways of thinking and transformations in teaching, learning, and leadership. Outstanding research published by USC Professor Shaun Harper and other scholars in recent years indicates that we must replace deficit frameworks with models that amplify students' assets and institutional responsibility. Identifying strengths is hard work, requiring breaking through barriers and inculcating confidence and trust. The widely used deficit model is the easy way out, emphasizing the correction of surface features rather than in-depth understanding. In essence, universities must commit to research-based transformations, not simply to educate Black students or even to improve service to the New Majority, but to improve college access, students' experiences, and postsecondary educational outcomes in the twenty-first century.

Educational transformations are imperative, if public universities are going to fulfill our mission to Black students and others in the New Majority. But change has a price. Certainly, public universities must be ready to reallocate internal resources, but that responsibility becomes exceedingly difficult as state appropriations decline. It is time for governors and legislators in all 50 states to understand the necessity of investing in human capital. A word of caution: Even with better funding, improvement will rarely be immediate or linear. That is important for policymakers and others to understand as they read report cards. Certainly, this 50-state study on Black student access and success is informative, and every university should strive for better results. But it is necessary to remember that real, long-term change is often recursive, even messy. Transformation requires investment, strategy, patience, accountability, consistent measurement, determination, and courage.

Dr. Maimon served as Chancellor of the University of Alaska Anthorage, Provost of Arizona State University Pets, and Vice President of Arizona State University prior to being named the fifth President of Governors State University. Her newest book, "Leading Anademic Change: Vision, Strategy, Transformation," was published in 2018.

PUBLIC HIGHER EDUCATION AS A PUBLIC GOOD

Higher education in the United States is a public good. While it confers enormous personal and material advantages to individuals, it more significantly profits our broader society. Increasing postsecondary degree attainment strengthens our economy and holsters innovation. Americans who graduate from college are considerably less likely than are those without degrees to be unemployed, dependent on government assistance, and confined to low-wage jobs with inadequate employee benefits and limited opportunities for upward professional advancement. Institutions of higher education help make this possible. While all colleges and universities contribute, those that are public play an especially significant role. Public institutions were originally built to educate the public. Taxpayers in each of the 50 states help support them. These campuses, therefore, belong to the public. A portion of the public is Black. As data in this report make painfully clear, too many public colleges and universities fail to offer Black students equitable access to one of our nation's most valuable

Inequities in higher education are inextricably linked to larger social forces. For example, citizens who live in poor neighborhoods with high unemployment and excessive crime also typically lack access to quality healthcare, nutritious foods, fair policing, and K-12 schools that are high

performing and equitably resourced. Unfortunately, a disproportionate number of Americans disadva taged by these factors are Black. Some might argue such challenges are beyond the control of public postsecondary institutions. Actually, higher education helps sustain (and in some instances, exacerbate) these inequities. The overwhelming majority of our nation's elected officials are college graduates - so, too, are CEOs, physicians and nurses, judges and lawyers, school teachers and administrators, and leaders in most sectors of our economy. As colleges and universities routinely fail to teach future professionals how to correct forces that cyclically disadvantage Black Americans, these institutions remain complicit in maintaining engines of racial inequity that severely limit Black students' chances of ever making it to and succeeding in college.

Inequities are not fully explained by forces external to a college campus. There are numerous factors and conditions within it that determine who gets admitted, how they are treated once they matriculate, the inclusiveness of their learning environments, the cultural relevance of what they are taught, the racial diversity of their professors, and their likelihood for personal wellness and academic success. As our data show, faculty members and leaders on too many campuses are bad stewards of the public good, at least as it pertains to Black

students. Instead of asking, "why are Black undergraduates doing so poorly at public institutions," we encourage readers to question why public colleges and universities do so poorly at enrolling and graduating Black students; ensuring gender equity among them; and affording them greater, more reasonable access to same-race faculty members.

Clearly, policymaking activities concerning postsecondary education fail to level the playing field for Black Americans. This is partly attributable to raceless approaches to policymaking. Few state and federal policymakers are Black. Policy actors across all racial/ethnic groups are responsible for guaranteeing that public postsecondary institutions equitably serve the public, including Black residents within states they represent. Moreover, most college presidents, trustees, senior administrators, professors, and admission officers are White. They, too, are responsible for better serving Black students and affording them greater access to the public good that is public higher education.

MONTATOR	DATA SOURCE(S)	EQUITY MEASURE
Representation Equity	IMEDS Enrollments (Academic Year 2018-17) and U.S. Census American Community Survey Population Estimates (Year 2018)	Difference between the percent of Black undergraduates at the institution and the percent of Black 18-24 year-old citizens in the state
Sender Equity	IPEOS Enrollments (Academic Year 2016-17)	Enrollment gap between Black undergraduate men and Black undergraduate women relative to the overall enrollment gap between women (56.3%) and met (43.7%) across all racial/ethnic groups
Completion Equity	IPEDS Six Year Graduation Rates for cohorts beginning in 2007, 2008, 2009, and 2010 and graduating by 2013, 2014, 2015, and 2016	Difference between average six-year graduation rates for four cohorts of Black undergraduate students and four cohorts of undergraduate students overall
Black Students-to-Black Faculty Ratio	IPEDS Enrollments (Academic Year 2018-17) and IPEDS Full- Time instructional Faculty (Academic Year 2016-17)	Ratio of full-time, degree-seeking Black undergraduates to full- time Black instructional faculty members

On the Representation Equity indicator, A's were awarded to all 120 colleges and universities at which Black enrollments either matched or exceeded Black representation in the states where those schools are located. The remaining letter grades were distributed in fourths across the remaining 386 institutions. On the three other equity indicators, grades were distributed evenly in quintiles, except in cases where ties did not permit exact splits. Put differently, one-fifth of institutions received A's, one-fifth received B's, and so on.

We did not award letter grades to Texas Woman's University and Mississippi University for Women on the Gender Equity indicator. Though both are now co-educational, their single-sex origins explain why Black women's enrollments so drastically outpace Black men's.

IPEDS graduation rates data were missing for 11 colleges and universities. We awarded incompletes (15) to those schools on the Completion Equity indicator and did not factor it into their Equity Index Scores. These institutions likely have a variety of excusable explanations for non-reporting. For instance, Governors State University did not admit its first freshman class until 2014, and therefore does not yet have a six-year graduation rate. Calculating GSU's rates across four cohorts of six-year graduates will not be possible until 2023. The 10 other non-reporting institutions probably have similarly unique circumstances.

CAUTIONARY NOTE ABOUT A'S AND B'S

Unlike most report cards, high grades (A's and B's) in this publication are not necessarily indicators of exceptional performance. Instead, they are markers of equity between Black undergraduates and comparison groups. We present two illustrative examples in this section.

First, at New Mexico State University, the six-year graduation rate across four cohorts of Black undergraduates was 18.6%, compared to 20.1% for students overall. On average, across all public institutions, 11.2 percentage

points separate Black undergraduates and students overall on our Completion Equity indicator. Hence, New Mexico State's relatively low 1.5 percentage point gap places it among the top 20% of public institutions. That four of every five undergraduates who start at New Mexico State do not attain degrees from there within six years renders it a low-performing institution, despite its grade on this particular indicator.

CRADE	DISTRIBUTION	EQUITY INDEX PONTS
A	Top 20%	4
B	Second Quintile	3
С	Third Quintile	2
D	Fourth Quintile	1
F	Bottom 20%	0
1	Incomplete	

RESEARCH METHODS, GRADING, AND LIMITATIONS

LIMITATIONS

Second, an A was awarded to Michigan Technological University because its 12:1

Black students-to-Black faculty ratio is one of the lowest among public institutions in the nation, thereby placing it in the top quintile. However, it is worth noting that Michigan Tech had only 48 full-time, degree-seeking Black undergraduates and a total of four full-time Black instructional faculty members across all ranks and academic fields during the 2016-17 academic school year. Black representation at Michigan Tech is alarmingly low, especially given its size and the relatively high number of Black residents across the state in which it is located.

In light of these two examples, we strongly encourage readers to look at all data we provide for each institution, not just its letter grades and Equity Index Score.

LIMITATIONS

Each equity indicator in this report has at least one noteworthy limitation.

Representation Equity includes only 18-24 year-old Black citizens in each state, those who are the same age as traditional college enrollees. Some Black undergraduates attending public four-year institutions are returning adult learners. Black student enrollment percentages include them, but the state residency percentages do not. It is important to acknowledge that at many public four-year institutions (especially research universities) the overwhelming majority of full-time, degree-seeking Black undergraduates are traditional age.

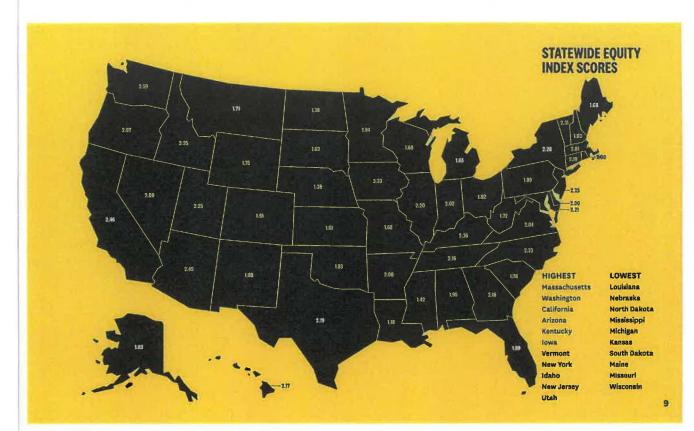
Our Gender Equity measure treats gender as a binary (women and men), which is a limitation. We analyzed and report the data this way because IPEDS has no other gender identity options.

Federal graduation rates do not account for undergraduates who transferred from one institution to another, which is a limitation of our Completion Equity measure. Transfer students are counted as dropouts in IPEDS. No published evidence or anecdotal reports suggest that Black undergraduates are any more or less likely than are members of other racial groups to transfer from public colleges and universities to other postecondary institutions.

Lastly, as previously noted in our Michigan Tech example, we awarded A's to some institutions that employ a pathetically low number of full-time Black instructional faculty members and enroll very few full-time, degree-seeking Black undergraduates. This is a limitation of our Black Students-to-Black Faculty Ratio measure. It extends across the other three indicators as well. Distributing grades by quintiles demanded that we inevitably award A's and B's to some institutions that perform poorly, but relatively not as bad as three-fifths of other public colleges and universities.

DATA ACCURACY

Institutional data we present in this report are from the U.S. Department of Education's publicly available Integrated Postsecondary Education Data System (IPEDS). Every college and university in the nation receiving federal funds is required to annually submit these and other data to IPEDS. Statistical inaccuracies in this report are most likely attributable to erroneous institutional reporting to the federal government or to technical processing errors in IPEDS. Questions or concerns about data accuracy should be directed to the IPEDS Data Use Help Desk at 1-866-558-0658.



INSTITUTIONS HIGHEST SCORES WITH HIGHEST **AND LOWEST EQUITY INDEX SCORES**

COLLEGE/UNIVERSITY	EQUITY INDEX SCORE
Hassachusetts College of Liberal Arts	3.50
University of California-San Diego	3.50
University of Louisville	3.50
University of Minnesota-Morris	3.23
Pennsylvania State University-Greater Allegheny	3.25
University of Vermont	2.21
University of Utah	3.25
University of Washington-Bothell Campus	3.25
Fitchburg State University	3.25
Framingham State University	3.25
Portland State University	3.25 '
University of West Alabama	3.05
University of Washington-Seattle Campus	3.25
Chicago State University	2,25
Rutgers University-Hewark	3.25
University of Massachusetts-Boston	3.23
CUNY City College	3.25
Pennsylvania State University-Schuylidil	3.00
Texas A&M University-Central Texas	3.00
Arizona State University-West	3.00
Texas A&M University-San Antonio	3.00
University of Alaska Anchorage	3.00
University of Washington-Tacoma Campus	3.00
California State University-Monterey Bay	3.00
Pennsylvania State University-Harrisburg	3.00
University of New Mexico	3.00
University of Texas at Tyler	3.00
University of California-Santa Barbara	3.00
Arizona State University-Downtown Phoenix	3.00
Salem State University	3.00
Marshall University	3.00
California State University-Fresno	3,00
Northern Arizona University	3.00
University of lowe	3.60
Bridgewater State University .	3.00
University of California-Riverside	3.00

LOWEST SCORES

COTFFRE/AMIAEK211.A	EDOLL A INDEX 200HE
Florida Polytechnic University	0.33
University of Alaska Southeast	6.50
Fort Lewis College	0.50
Wayne State College	0.50
Horthern Michigan University	0.50
West Texas A&M University	0.50
Arkansas Tech University	0.50
Northern State University	0.75
New Mexico Institute of Mining and Technology	0.75
Wright State University-Lake Campus	0.75
West Liberty University	0.75
University of Wisconsin-Stout	0.75
University of Virginia College at Wise	0.75
Southwestern Oklahorna State University	0.71
Louisiana State University-Alexandria	0.75
Northwest Missouri State University	0.75
Oaldand University	0.75
University of Southern Mississippi	0.75
University of Maine at Machias	1.00
University of Maine at Presque Isle	1.00
Pennsylvania State University-Shenango	1.00
Lake Superior State University	1:00
University of Connecticut-Avery Point	1.00
Hontana State University-Billings	1.00
Pennsylvania State University-Lehigh Valley	1.00
Dalota State University	1.00
Michigan Technological University	1.00
Western State Colorado University	1,00
Chadron State College	1.00
Bernkill State University	1.00
Mayville State University	1.00
Southwest Minnesota State University	1.00
Peru State College	1.00
Concord University	1.00
Glenville State College	1.00

Highlighted on this page are public colleges and universities with exceptionally high and low equity index scores. On the one hand, we think it is important to call attention to institutions that outperform others on the four equity measures chosen for this study. But on the other hand, we deem it problematic to offer kudos to any campus that sustains inequity on any equity indicator or that otherwise disadvantages Black undergraduates. Put differently, a campus that performs well in comparison to others is not necessarily a national model of excellence that is exempt from recommendations offered at the end of this report.

50 State Data Tables

WITH STATISTICS, GRADES, AND EQUITY INDEX SCORES FOR INDIVIDUAL INSTITUTIONS

ALABAMA

Statewide Equity Index Score



	REPRESENTATION EQUITY					GENDE	EQUITY			COMPLETI	DH EDULLA		BLACK STUDENT-TO-BLACK FACULTY RATIO						
DOLEGE/UNIVERSITY	RACK BLACK STUDENTS VERS			CRADE	MASK WASA	BLACK	ELACK RADARAN S. MIN DIFFERENCE		UE BLACK (RAN	OVERALL GRAD RATE	outer de met	CHADE	BLACK STUDENTS 2016	EACK EACHIY 2016	EATE	GRADE	EGUATY		
Athees State University	9.2	22.3	-92.7	F	70.1	19.9	13.8	0	-	-		- 1	117	0	1101	A .	1.57		
Aubum University	6.7	32.3	-25.6	F	51.8	48.2	4.5	8	57.3	71.7	-14.4	D	1356	47	29:1	8	1.75		
Auburn University at Montgomery	37.3	32.3	5.0	A	74.5	25.5	18.2	F	15.6	23.8	-0.2	8	1153	17	68:1	D	2.00		
Jacksonville State University	18.6	32.3	-13.7	F	57.2	42.8	0.9	A	23.2	31.9	-8.7	8	1003	23	44:1	C	2.25		
Troy University	27.2	32.3	-5.1	C	64.1	35.9	7.8	C	24.4	35.7	-11.3	C	2240	48	6012	D	1.71		
University of Alabama	10.0	32.3	-22.3	F	63.5	36.5	7.2	C	56.7	67.1	-10.4	C	2904	80	35:1	С	1.50		
University of Alabame at Birmingham	26.1	32,3	-6.2	D	67.2	39.8	10.9	۵	49.9	54.1	-4.2	A	2333	131	18:1	A .	2.50		
University of Alabama in Huntsville	11.0	32.3	-21.4	F	57.0	43.0	0.7	A	37.0	48.1	-11.1	c	574	12	48:1	D	1.75		
University of Montevello	15.0	32.3	-17.3		70.3	29.7	14.0	D	46.1	45.9	0.2	A	327	12	27:1	8	2.00		
University of Morth Alabama	14.1	32.3	-18.2	F	53.4	46.6	2.9	В	23.5	38.0	-14.5	D	727	13	56:1	D	1.25		
University of South Alabama	22.1	92.3	-10.3	D	61.6	38.4	5.3	В	25.9	35.9	10.0	C	2116	38	56:1	D	1.75		
University of West Alabama	39.7	32.3	7.3	A	58.9	41.1	2.6	A	25.3	30.6	-5.3	8	683 ~	16	43:1	C	3.25		

ALASKA

Statewide Equity Index Score 1.83



	REPRESENTATION EQUITY					GENDE	REQUITY		COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO					
COLLEGE/ORIVERSITY	STORENTS %	DLACK 18 TO YR OLDS N	DIVIERENCE	ERENCE GRADE	E BEAUX WOMERS	ELACK INEN'S	NATIONAL S S ENJERTHEE		BLACK SKAL BASE S	OVERALL GRAD RATE & OTTEMENCE		GHADE	HAZ DELYS	推選 採到7 海斯	RATIO	CSADE	EDNIETY INSEX	
University of Alaska Anchorage	3,0	4.5	11.4	10	54.0	46.0	2.3		16.9	26.7	-9.7	С	100		9512	- 1	3.00	
University of Alaska Fairbanks	1.8	4.5	-2.7	c	45.5	54.5	10.8	D	23.5	39.7	-16.2	D	55	6	9:1	A	2.00	
University of Alaska Southeast	1.0	4.5	-3.4		83.3	16.7	27.0	F	0.0	18.0	-18.0	F	-6	0	0	#	0.50	

Statewide Equity Index Score



									2000			100000000000000000000000000000000000000	A A PA T.			
E ACK STUJUUTS	ELACK IS DI YE OLGS S	tetitytet.	CAVAGE	BLACK WOMEN'S	院 ACK 開発電	NATIONAL S DATERENCE	GRADE	PLACK SPAR RATE	OVERALL ORAGINATE	DUFFERNCE	GRADE	ELAN STRANGS SON	BLACK MESSIV 2004	RITIO	GRADE	ESUITY MEEK
5.8	5.4	0.4	A	69.7	30.3	13.4	0	60-1	61.5	-1.4	A	678	20	\$401		3:00
4.2	5.4	-1.2	8	31.9	68.1	24.4	F	34.9	58.5	-23.5	F	141	7	20:1	A	1.75
3.7	514	-2.7	2	49.0	51.0	7.3	C	49.3	63.8	-14.5	Đ	1441	48	31:1	-	F.95
5.6	5.4	0.2	A	59.6	40.4	3.3	В	43.8	60.5	-16.6	D	151	8	19:1	A	3,00
2.9	5.4	-2.5		57.6	42.4	2.3	A	43.3	51.7	-8.3	В	627	11	35:1	0	3100
3.6	5.4	-1.8	В	50.7	49.3	5.6	8	43.9	60-6	-16.7	D	1039	37	28:1	В	2.50
4.2	5.4	40.0	- 6	50.0	50.0	8.3	c	***	184	444	1.81	2	10	0	F-	1.67

BLACK STUDENT-TO-BLACK FACULTY RATIO

			THE PARTY			OFWEN	EOUTTY	COMPLETION FOURTY				BLACK STUDENT-TO-BLACK FACULTY RATIO						
	HX	REPRESENTATION EQUITY				GENDE	LEGULLA		COMPLETION EQUITY				BLACA STUDENT-TU-BLACK PALULIT KATTO					
COLLEGGIUNWERSSTY	ELACK STUDINGS N	BI 40E 18:24 YE 00.05 S	DIFFERE	GRADE	EL VOK MOREN A	MACK NEW 1	BATICALN TO DIFFERENCE	CRADE	ELACK GRAE HATE	OVERALL CENSURARE	DIFFERENCE	GRADE	STOCKNIS 2016	FLACK FACULTY 2008	RATIO	GRADE	MOEX	
Arkansas State University	12.0	19.4	-7.4	D	17.1	12.3	0.8	-6	26.0	38.9	-12.8	D	867	33	26:1	8	1,23	
Arkansas Tech University	8.7	19.4	-10.7	D	44.2	55.8	12.1	D	20.8	42.1	-21.3	F	588	8	74:1	F	0.50	
Henderson State University	23.3	19.4	3.9	A	54.3	45.7	2.0	A	23.2	32.9	-9.7	c	610		81:1	F	2.53	
Southern Arkansas University	27.2	19.4	7.9	A	56.1	43.9	0.2	A	23.7	33.0	-9.4	C	767	6	128:1	F	2.50	
University of Arkansas	4.5	19.4	-14.7	F	51.2	48.9	1.1	8	48.6	62.5	-13.9	0	918	36	25:1	8	1.75	
University of Arkansas at Little Rock	25.1	19.4	5.7	A	66.0	34.0	9.7	D	13.5	24.9	-11.3	c	1110	30	37:1	c	2.25	
University of Arkansas-Fort Smith	3.7	19.4	-15.6	Ŧ	80.8	39.2	4.5	В	20.3	25.5	-5.1		138	10	16:1	A	2.50	
University of Central Arkansas	16.7	19.4	-2.6	В	63.2	35.8	6.9	С	26.5	42.3	-15.8	D	1330	25	53:1	D	1.75	

GENDER EQUITY

A 59.7 30.3 9 31.9 68.1 2 49.0 51.0 A 59.6 40.4 8 57.6 40.4 8 50.7 49.3 8 50.0 50.0

COMPLETION EQUITY

13.4 D 60.1 61.5 -1.4 A 471 24.4 F 34.9 S8.5 -23.5 F 1.41 7.3 C 49.5 62.8 -14.5 D 1441 3.3 B 43.8 60.5 -16.6 D 151 1.3 A 43.3 S1.7 -8.3 9 697 5.5 8 43.9 60.6 -15.7 D 1039 6.3 C --- --- F 8

REPRESENTATION EQUITY

Arizona State University-Downtows Phoenix Arizona State University-Polytechnic Arizona State University-Tempe

Arizona State University-West

Northern Arizona University University of Artzona University of Arizona-South

5.4 0.4 5.4 -1.2 8 5.4 -1.2 8 5.4 -2.5 5.4 -2.5 5.4 -1.8 5.4 -2.5

> **ARKANSAS** Statewide Equity Index Score 2.00

- 1	7	-	
2	a	b	
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L		4	e
10			r

1	4	3
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CALIFORNIA
Statewide Equity
Index Score



	R	EPRESENTA	TION EQUITY			GENDE	EQUITY			COMPLETIO	утгиуз и		BLACK STU	DENT-TO-BL	ACK FACU	LTY RATIO	
COLLEGE/UNIVERSITY	ZHONVIZ.	BLACK IS 75 YR OLDS N	ENTERENCE	GRASE	BLACK DEMAN	ELAZIS MEN	BATIONAL N DIFFERENCE	GRADE	PLACK ORGO RAGE	OVERALL ORABIANE N	DEFERENCE	GRABE	ELACK SILOUNIS 2016	10 ACM 10 CM 20 2016	MADE	9141	靈
California Polytechnic State University-San Luis Obispo	0.7	6,5	-5.8	D	40.1	59.7	16.0	0	59.4	74.7	-18.3	D	144	12	1212	A	1.71
California State Polytechnic University-Pornona	3,4	6.6	-3.2	С	51.7	48.3	4.6	В	48.9	59.0	-10.0	C	710	16	44:1	C	2.25
California State University-Bakersfield	6:0	6.6	-0.4	8	64.6	35.4	8.3	c	28.7	40.6	-11.8	c	435	11	40:1	c	1.15
California State University-Channel Islands	2.5	6.6	-4.0	c	70.5	29.4	14.3	D	48.5	56.9	-8.4	В	136	4	34:1	С	2.00
California State University-Chico	2,6	6.6	-4.0		52.5	47.5	3.8	8	42.9	61.3	-18.3	-	367	7	55:1	D	1/50
California State University-Dominguez Hills	11.8	6.6	5.2	A	67.9	32.1	11.6	D	26.6	34.8	-B.2	В	1101	27	41:1	C	2.50
California State University-East Bay	10.4	6.6	3.8	A	70.6	29.4	14.3	D	28.8	42.5	-13.7	0	1202	23	52:1	D	3:75
California State University-Fresno	3.0	6.6	-3.6	C	57.1	42.9	0.8	A	41.6	54.0	-12.4	c	569	28	20:1	A	3.00
California State University-Fellerton	2.0	5.6	-4.5	C	65.0	35.0	1.7	C	48.6	58.1	-11.5	0	568	31	18:1	A	2.50
California State University-Long Beach	4.0	6.6	-2.5	В	63.3	36.7	7.0	С	55.4	65.2	-9.8	C	1107	36	31:1	В	2.50
California State University-Los Angeles	3.8	8.6	-2.7	C	67.2	37.0	6.7	C	30.2	42.1	-1L.9	C	770	38	20:1	A	2.50
California State University-Monterey Bay	5.4	6.6	-1.2	В	85.2	34.8	8.9	C	48.5	48.3	0.2	A	328	11	30:1	В	3.00
California State University-Northridge	5.0	6.0	-1.€	#	60.1	39.9	2.8	В	36.7	48.3	-11.6	c	1455	45	32:1	В	2.75
California State University-Sacramento	5.8	6.6	-0.8	В	60.8	39.2	4.5	8	31.9	45.5	-13.6	D	1337	32	42:1	С	2.25
California State University-San Bernardino	5.5	在.有	-1.1		82.7	37.3	6.4	¢	38.8	49.1	-10.4	C	903	21	43:1	C	2.25
California State University-San Marcos	3,3	6.6	-3.3	c	60.7	39.3	4.4	8	43.7	50.1	-6.4	В	341	9	38:1	С	2.50
California State University-Stanislaus	2.2	16.6	-4.4	c	63.3	36.5	3.1	C	46.8	54.4	-7.5	5.	139	10	161	A	2,75
Humboldt State University	3.4	6.6	-3.1	c	49.4	50.6	5.9	С	33.3	44.0	-10.6	С	257	5	51:1	D	1.75
San Diego State University	4.1	6.8	-2.5	В	59.5	40.5	3.2	.0	59.4	68.1	-8.6	В	1078	22	48:1	D	2.50
San Francisco State University	4.9	6.6	-1.7	8	64.0	36.0	7.7	c	39.4	50.0	-10.6	C	1035	37	28:1	8	2.50
San Jose State University	3.5	8.6	-3.1	C	48.9	51.1	7.4	c	40.8	54.2	-13.6	D	752	16	47:1	D	1.50
Sonoma State University	2.2	6.6	-4.4	c	57.2	42.8	0.9	A	41.2	57.2	-18.0	0	173	4	43:1	С	2.25
University of California-Berluley	3.0	6.0	-4.7	C	59.0	41.0	2.7	В	75.4	91.3	-15.9	0	529	54	10:1	A	2.50
University of California-Davis	2,2	6.6	-4.3	C	60.8	39.2	4.5	8	71.0	83.6	-12.6	¢	637	43	15:1	A	2.75
University of California-Irvine	1.9	6.6	-6.7	- 5	62.5	37.5	6.2	C	81.0	86.9	-5.9	В	512	51	10/1	A	2.78
University of California-Los Angeles	3.2	6.6	-3.4	С	63.9	36.1	7.6	c	82.3	90.9	-8.6	8	965	106	9:1	A	2.75
University of California-Merced	4.7	6.6	-119		60.1	33.8	5.9		80.6	64.1	-3.5	A	314	W.	12:1	D	2.7E
University of California-Riverside	4.2	6.6	-2.4	8	64.1	35.9	7.8	С	70.5	70.5	-0.2	A	814	34	24:1	В	3.00
University of California San Dingo	1.4	6.6	-5.1	α	55.9	43.1	0.0	A.	84.4	88.6	-2.2	A	297	40	1011	A	3.50
University of California-Santa Barbara	2.1	6.6	-4.5	С	61.2	38.8	4.9	B	74.1	81.3	-7.2	В	443	22	20:1	A	3.00
University of California-Santa Cruz	2.0	6.6	-4.6	C	59.6	40.4	3.3	8	68.4	76.3	-7.9	8	129	15	22:1	- 1	2.75



COLLEGE AUTOVERSITY	STORO DES S	Ft 40% 18 24 YE 31 05	entiètes	GRASE	RLACK SOMEN N	DI ACK HEN •	MATIONAL S. DIFFERENCE	GRADE	BEACK GRAD HATE	ONTRAIL CRAP RAIL	s duference	CRASE	FLACK STUDANIS 2006	BLACK FACILITY 2016	BASSO	GRADI	FORTY UNDEX
Altama State University	7.9	1.0	2.3	A	26.5	73.4	29.7	F	19.4	29.3	-7.4	0	128	a	.0	F	1.72
Colorado Mesa University	2.6	5.0	-2.3	В	32.1	67.9	24.2	F	31.5	34.8	-3.3	A	190	0	0	F	1.75
Colorado School of Mines	0.9	5.0	-4.0	0.	14.6	85.4	41.7	F	55.8	75.0	-19.1	F	41	3	14:1	A	1.50
Colorado State University-Fort Collins	2.4	5.0	-2.5	В	49.7	50.3	6.6	C	59.0	65.8	-6.6	В	513	14	37:1	C	2.50
Colorado State University-Pueblo	7.6	5.0	2.7	- 4	38.2	62.8	18.1	F	22.9	32.6	-9.8	c	159	- 3	52/1	0	1.75
Fort Lewis College	1.1	5.0	-3.9	c	29.4	70.6	26.9	F	16.7	40.1	-23.4	F	34	a	0	F	0.50
Netropolitan State University of Denver	5.7	5.0	0.7	A	49.7	50.3	6.6	c	13.1	25.5	-12.4	C	784	32	22:1	. 8	2.72
University of Colorado Boulder	1.6	5.0	-3.4	C	42.6	57.4	13.7	D	56.4	70.2	-13.8	D	411	29	14:1	A	2.00
University of Colorado Colorado Springs	3.9	5.0	-0.1	-	367	45.3	0.4	A	39.3	46.0	-6.7	-11	307	5	61:1	0	2.75
University of Northern Colorado	4.0	5.0	-0.9	В	54.1	45.9	2.2	A	36.6	47.2	-10.6	C	331	9	37:1	c	2.75
Western State Colorado University	9.1	5.0	-1.9	В	23.7	76.3	32.6	F	25.6	41.3	-15.7	D	59	0	0	F	1.00

GENDER EQUITY

COMPLETION EQUITY

BLACK STUDENT-TO-BLACK FACULTY RATIO

REPRESENTATION EQUITY

	R	GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO							
COLLEGE/HINNERSITY	RI AFK Sputenis 1	AK OTOZ Z EF VCK 18-21	DETTÉME	GRADE	BLACK	BLACK HEN S	NATIONAL S. Difference	GRADE	BLACK CRAD RATE 1	ONERALL GRAD HATE	DIFFERENCE	GRADE	MACK Shidenits Silli	ELECT LACKETY SCHOOL	RATIO	CRADE	ESOUTY
Central Connecticut State University	11,5	13.2	-1.7	-	49,3	50.1	0.4	С	42.7	53.7	-11.0	c	863	93	38:1	c	2.23
Eastern Connecticut State University	8.0	13.2	-5.2	С	53.5	46.5	2.8	В	45.7	54.5	-8.8	8	342	1.4	24:1	8	2.75
Southern Connecticut State University	16.6	13.2	3.4	A	82.5	37.5	6.2	C	44.7	51.4	-6.7	8	1132	29	39:1	C	2.75
University of Connecticut	5.8	13.2	-7.4	D	53.3	46.7	3.0	В	70.8	82.3	-11.5	С	1075	58	19:1	A	2.50
University of Connecticut-Avery Point	4.2	13.2	-9.9	D	46.2	53.8	10.1	D	40.7	52.1	-12.4	C.	26	0	0	F	1.00
University of Connecticut-Stamford	10.4	13.2	-2.8	c	63.4	36.6	7.1	С	54.0	56.3	-2.3	A	123	0	0	۶	2.00
University of Connecticus-Waterbury Campus	11.9	13.2	-2.3	В	60.7	39.3	4.4	В	48.0	54.4	-6.4	8	214	0	0		2.25
Western Connecticut State University	11.4	13.2	-1.8	В	49.5	50.5	8.8	c	36.3	45.5	-9.3	c	469	9	52:1	D	2.00

CONNECTICUT	
Statewide Equity	

Index Score 2.19



REPRESENTATION EQUITY	GENDER EQUITY	COMPLETION EQUITY	BLACK STUDENT-TO-BLACK FACULTY RATIO	DE
ELACK REACK IR-OF STUDENTS OF THE STUDENTS OF THE SECOND STREET, SPADE	BLACK BLACK MASSAMM & GRADE WOMEN'S MEN'S DEFERENCE GRADE	BLACK CRAD OVERALE ENVERENCE GRADINALE ENVERENCE GRADINALE	OF STREETS FACE HATE CHAPT FOREST	

ELAWARE Statewide Equity 2.00

15



FLORIDA
Statewide Rouity

Index Score 1.89



	R	GENDER EQUITY				COMPLETION EQUITY				BLACK STUDENT-TO-BLACK FACULTY RATIO							
COLLIGERANIVERSITY	BACK SHAREFIN	MACK BE STO VR OLDS S	BOJEŘENCI	GRADE	BLACK WOMEN'S	BAX	DATIONAL DE LUFTREMEN	GRADE	DEACH GRAE RAIE	OMERALL Graphant	DHALISME	DAME	STATEMENTS THE STATEMENTS	ALL X	RATIO	CRADE	EQUITY MUEX
Florida Atlantic University	18.8	21.5	-9.9	С	62.3	27.7	6.0	С	45.5	46.5	-0.9	A	2924	84	38/1	0	1.05
Florida Guil Court University	7.0	21.5	-14.8	F	61.5	38.5	5.2	В	43.4	45.5	-2.1	A	753	16	47:1	D	2.00
Florida International University	11.9	21.5	-9.7	0	61.7	38.3	5.4	8	44.8	54.9	-10.1	C	3072	77	4011	c	2.00
Florida Polytechnic University	4.4	21.5	-17.2	F	9.1	90.9	47.2	F	* ***			t	55	1	55:1	D	0.33
Florida State University	8.1	21.5	-13.4	F	64.6	35.4	8.3	C	75.9	78.9	-2.9	*	2353	50	47:1	D	1.75
New College of Florida	2.8	21.5	-18.8	F	70.8	29.2	14.5	D	60.0	67.5	-7.5	В	24	3	8:1	A	2.00
University of Central Florida	11.1	21.5	-10.4	D	61.9	38.1	5.6		65.1	69.0	-6.0	A	4252	55	77:1	F	2.00
University of Florida	5.1	21.5	-15.5	F	64.4	35.6	8.1	C	79.0	86.9	-7.9	В	1857	86	22:1	В	2.00
University of Horth Florida	8.7	MANS	-12.0	*	64.9	33.1	8.8	C	49.4	53.3	-3.9	A	834	23	36:1	C	2.00
University of South Florida	10.0	21.5	-11.5	F	62.0	38.0	5.7	8	66.6	66.6	-0.1	A	2362	81	29:1	8	2.50
University of South Florida-Sarasota-Manatee	4.6	21.5	-16.9	F	65.2	34.8	8.9	C					46	5	9:1	A	2.00
University of South Florida-St Petersburg	7.6	21.5	-13.9	F	65.9	34.1	9.6	D	31.3	36.8	-5.5	В	208	6	35:1	С	1.50
University of West Florida	12.9	21.5	-8.7	D	54.9	45.1	1.4	A	39.9	47.7	-7.8	8	902	19	47:1	D	2.23

GEORGIA

Statewide Equity Index Score



	RI	EPRESENTA	TION EQUITY			GENDE	REQUITY			COMPLETE	ALIINDS NO		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
COLLEGE/UNIVERSITY	ELACK STORENTS IS	BY NOW 16:3 VR QLOS		HAVE	ELACK VERMIN	ELACK HEN'S	MATERIAL S	GRADE	BLACK CRAE RAIE N		DHESING	GRADE	STATE STATE	B. 878 FROMPY	RAND	CRAME	ESSATY INDEX
Amounting State University	24.9	36.2	11.3	-	73.5	26.5	17-2	F	33.2	31.5	1.7	A	1171	28	401E	¢	1.50
Augusta University	24.0	36.2	-12.2	F	70.4	29.6	14.1	D	21.9	29.2	-7.3	В	978	52	19:1	A	2.00
Clayton State University	65.5	36.2	29.3	A	73.2	26.8	15.9	F	31.4	31.7	-0.3	(A)	2265	45	50:1	D	2.25
Columbus State University	38.5	36.2	2.3	A	67.2	32.8	10.9	۵	25.5	30.8	-5.3	B	1831	34	54:1	D	2.25
Dalton State College	8.6	36.2	-30.E		53.8	46.4	2.7	8	14.3	29.7	-6.4	8	181	4	45:1	c	2.00
Georgia College and State University	5.1	36.2	-31.1	F	64.1	35.9	7.8	C	57.6	60.5	-2.9	A	281	25	11:1	A	2.50
Georgia Gwinnett College	33.1	36.2	-3.1	C	60.3	39.7	4.0	8	11.5	20.3	-8.8	18	2655	45	59:1	D	2.23
Georgia Institute of Technology	6.7	36.2	-29.5	F	40.0	60.0	16.3	F	76.3	83.7	-7.4	В	924	24	39:1	С	1.25
Georgie Southern University	25.6	36.2	-10.6	0	54.4	45.6	1.9	A	51.0	50.0	0.2	A	4077	45	91:1	F	2.25
Georgia Southwestern State University	27.0	36.2	-9.2	0	65.5	34.5	9.2	D	29.0	33.3	-4.2	A	475	7	68:1	D	1.75
Georgia State University	40.8	36.2	4.6	A	65.7	24.3	2.4	D	56.9	53.4	3.6	A	1774	118	68:1	0	2.50
Kennesaw State University	20.8	36.2	-15.4	F	54.1	45.9	2.2	A	38.4	42.3	-3.9	A	5023	96	52:1	0	2.25
Middle Georgia State University	38.3	35.2	2,1	A	59.5	40.5	3.2	В	12.6	23.2	-10.6	C	1783	29	62:1	b	2.50
University of Georgia	7.7	36.2	-28.5	F	54.7	35.3	8.4	c	81.0	83.5	-2.5	A	2018	102	20:1	A	2.50
University of North Georgia	3.9	36.8	42.4	*	54.3	45.8	2.2	A	33.8	53.2	19.3	F	477	2.5	19:1	- A	2.00
University of West Georgia	40.9	36.2	4.7	A	66.4	33.6	10.1	0	42.8	40.9	1.9	A	3655	30	122:1	F	2.25
Valdosta State University	37.8	36.2	1.6	A	62.1	37.9	5.8		35.4	37.8	-0.4	A	2703	27	10011	F	2.73

Statewide Equity Index Score 2.17



A 2.75

	RI	EPRESENTAT	TION EQUITY	ic.		GENDER	EQUITY			COMPLETI	ON EQUITY		BLACK STU	DENT-TO-BI	LACK FACU	LTY RATIO	
COLLEGE WINNERSHY	HAX SHEEKISS	将自定。 图如X用词	DIFFERENCE	68456	Black	所有家 提明	HATIONAL DATES ALL	GRADE	ELACK GRAE EAST (CHIRAII CRASTAIL	COFFERENCE	GAM	BLACK STUDENTS 2016	HACK FACILITY 2000	BRIVO	taut	EBBITY PAGE X
Some State University	1.6	1.2	0.5	A	35.7	133	19.5	F	34.5	38.1	-3.5	۸	199	3	86(2)	D	2.23
idaho State University	1.1	1.2	-0.1	8	38.0	62.0	18.3	F	39.6	29.3	10.4	Α	71	3	24:1	В	2.50
Lewis-Clark State College	1.3	3.2	0.1	A	37.9	62.1	18.4	F	9.1	23.6	-14.5	D	29	1	1511	A	1.11
University of Idaho	1.5	1.2	0.3	A	24.1	75.9	32.2	F	27.7	56.3	-28.6	F	108	8	14:1	A	1.00

GENDER EQUITY

56.0 46.3

8 42.3 B 44.0 B 53.8

COMPLETION FOURTY

37.3 -21.5 57.0 -24.0 27.0 -97.0

F 159

STREET ST

14.0 D 15.8 12.3 D 33.0 2.5 A 0.0

BLACK STRIDENT-TO-REACK FACULTY RATIO

15 11:1

REPRESENTATION EQUITY

3.4 -1.9 3.4 -0.8

University of Hawalf at Hilo

University of Hawaii at Manoa University of Hawaii-West Oahu

IDAHO Statewide Equity Index Score 2.25



	R	EPRESENTAT	NON EQUITY			GENDE	REQUITY			COMPLETE	ON EQUITY		BLACK STU	DENT-TO-BI	LACK FACU	LTY RATIO	
CONTESTANOALESTA	REACK STRUCKUS N	BLACK IR OF TRIOLES IS	DIFFERENCE	mant	BLACK WOMEN'S	ELACK FILMS	MATERIAL N. Difference	CRADE	BLACK GRAD RAFE N	OVERALL GRAD RATE	DIFFERENCE	GRADE	TAX SHEETS 2000	HACE HACETY HACETY HISTORY	RACIO	aties	FOUTY INDEX
Chicago State University	71.2	17.6	53.6	A	72.2	27.8	18.9	D	14.3	15.4	-1.1	A	1042	88	1212	A.	3.33
Eastern Illinois University	19.9	17.6	2.3	A	58.7	41.3	2.4	A	44.7	58.8	-14.1	D	1020	18	57:1	D	2.50
Governors State University	40.1	17.6	22.5	A	59.6	30.4	13.5	D	-	THE .	-7Hf.	- 1	773	31	25:1	В	2.67
Illinois State University	8.4	17.6	-9.2	D	60.9	39.1	4.6	В	53.B	72.2	-18.4	F	1462	33	44:1	C	1.50
Northeastern Alinois University	11.1	17.6	-6.5	0	62.7	37.3	6.4	C	7.9	22.1	-14.2	0	424	11	22:1		1.78
Northern Illinois University	16.4	17.6	-1,2	В	57.2	42.8	0.9	A	28.9	49.4	-20.5	F	2027	27	75:1	F	1.75
Southern Itlinois University-Carbondale	17.7	17.6	0.0	A	56.3	43.8	0.0	A	30.0	44.1	-14.1	0	1855	51	56:1	C	2.72
Southern Hünois University-Edwardsville	14.9	17.6	-2.7	¢	63.6	36.4	7.3	C	29.9	49.3	-19.4	F	1474	38	39:1	c	1.50
University of Illinois at Chicago	8.2	17.8	-9.4	0	62.9	37.1	6.6	c	43.2	58.4	-15.3	0	1351	107	13:1	- A	2.20
University of Illinois at Springfield	17.3	17.6	-0.3	В	65.9	34.1	9.6	D	38.5	47.5	-9.1	В	328	9	36:1	С	2.25
University of Illinois at Urbana-Champaign	5.9	17.6	-11.7	F	11,2	40.0	2.9	8	74.4	84.5	-10.3	C	1809	97	10:2		2:15
Western Illinois University	22.1	17.6	4.5	A	60.3	39.7	4.0	В	40.5	54.1	-13.6	Đ	1653	30	55:1	D	2.25

ILLINOIS

Statewide Equity Index Score 2.20



ı	BI	201		8.1	-
ı	IN.			24	n
п	м	w	m	æ	м

Statewide Equity Index Score

2.02

	R	EPRESENTA	TION EQUITY	,		GENDE	YTTUGS S			COMPLETI	ON EQUITY		BLACK STU	DENT-TO-8	LACK FACU	LTY RATIO	
COLLEGAMENTAL	91,408 5100(4)111	BI ACK IB 21 YEI OLDS	DUSTERENCI	GRADE	BLAN	HAR HAN	NATIONAL N. DIFFERENCE	GNANE	BLACE GRAD BALE &	OVERALL GRAD RATE	A DIFFURENCE	CHADE	BLACK STUDINES 2006	BLACK TACULTY 2016	1450	COURT	KINGS
Sall State University	7.0	10.7	-0.0	c	61.0	32,0	47	. 1	47.0	IEO.B	1338	n	1186	29	4613	c	2.00
Indiana State University	19.6	10.7	8.9	A	56.9	43.1	0.6	A	23.8	40.0	-16.2	D	2834	17	108:1	F	2.25
Indiana University-Bioomington	4.4	10.7	-6.4	D	56.6	43.4	0.2	A	61.1	77.0	-16.0	0	1387	8.0	1911	A	2.50
Indiana University-East	3.7	10.7	-7.0	D	60.9	39.1	4.6	B	15.0	28.3	-13.3	D	69	3	23:1	В	2.00
Indiana University-Kokomo	4.0	10.7	-6.7	D	65.1	34.9	0.0	c	20.0	30.6	-10.6	6	22	7	19:1	A	2.25
Indiana University-Horthwest	14.9	10.7	4.2	A	70.3	29.7	14.0	D	9.0	25.1	-16.1	D	407	12	34:1	С	2.00
Indiana University-Purdue University-Fort Wayne	4.6	10.7	-6.1	D	64.0	36.0	7.7	C	7.9	24.5	-16.6	0	292	11	37(1		1.73
Indiana University-Pordue University-Indianapolis	9.4	10.7	-1.3	В	66.8	33.2	10.5	D	30.9	44.2	-13.3	D	1632	102	16:1	A	2.25
Indiana University-South Bend	6.7	10.7	-4.0	0	69.3	30.7	13.0	D	14.8	26.5	-11.7	C	254	7	2812	12	1:73
Indiana University-Southeast	6.7	10.7	-4.0	С	62.6	37.4	6.3	C	11.9	30.3	-18.4	F	222	10	22:1	В	1.75
Purifice University	3.0	10.7	-7.7	D	49.4	50.6	6.9	С	60.5	73.8	-13.3	9	874	56	16:1	A	2.00
University of Southern Indiana	4.2	10.7	-6.5	n	61.1	38.9	4.8	В	17.9	38.5	-20.7	E	990	9	23.9		1.75

IOWA Statewide Equity Index Score



	RE	PRESENTA	TION EQUITY	1		GENDE	REQUITY			COMPLET	ION EQUITY		BLACK STU	DENT-TO-B	ACK FACU	LTY RATIO	
COLLEGERANDERSOLY	DLA: R STOBERIS	DE ACK 18-24 YE OLOS	noteriore	GRADI	BLACK BUMEN N	自 如果 同例 5	RATIONAL S. DIFFERENCE	GENGE	BLACK CRAE	OVERALL GRAG BATE	% DIVITERENCE	GRADE	BLACK STORINGS 2015	BLOCK DOCKLY 2016	Into	GRADE	LOUGH X
lowa State University	215	4.7	-9.9		41.3	58.7	15.0	D	47.9	70.7	-22.8	E	799	41	10:1	A	2.00
University of lowa	3.4	4.7	-1.3	В	54.2	45.8	2.1	A	55.9	70.9	-15.0	D	706	49	14:1	A	3.00
University of Northern Iowa	2.5	4.7	2.1	8	46.0	54.0	10.3	٥	36.3	85.8	-29.5	F	237	14	17:1	A	2.00

GENDER EQUITY

D 16.5 C 28.8 F 32.1 C 44.3 D 14.2

D 14.2 C 28.0

KANSAS Statewide Equity.

Index Score 1.61 -

COLLEGE CHRIVEROVY	STUDENTS .	ik das	BUTTERENCE	GRADE	WANT	MR	LATERIAGE
Emports State University	5.3	7.3	-1.9	В	43.9	58.1	12.4
Fort Hays State University	4.4	7.3	-2.9	c	44.4	55.6	11.9
Kansas State University	2.4	7.8	-3.3	c	48.5	51.5	7.8
Pittsburg State University	3.9	7.3	-3.4	c	39.9	60.1	16.4
University of Kansas	4.2	7.3	-3.0	С	48.5	51.5	7.8
Washburn University	5.3	7.3	-1.9	В	44.3	55.7	12.0
Wichita State University	5.4	7.8	-1.8	-	53.1	38.5	7,2

REPRESENTATION EQUITY

LOUISIANA Statewide Equity

Index Score 1.18



1.75

2:71

1.25

8 2.00 8 2.93

BLACK STUDENT-TO-BLACK FACULTY RATIO

14 16 17:1 29:1

27 25:1

239

466

672

1629 55 30:1

1675 25 33

2653

1264 16 79:1

80:1

Homora Homanay Conversing				7	-		- 100		7 2 2 2 2		0000				10.000		A man land
	RE	PRESENTA	TXON EQUITY	,		GENDE	EQUITY			COMPLETIO	N EQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
COLLIGE/AUGULESHY	BLACK STUGENTS 1,	10 21 XOA 10 2010 8Y	DIFFERENCE	CRADE	BLACK WORKIN	BLACK MIN'S	BASIONN S SHEERSOE	CENDE	PLACK ORAC RATE 4	OVERALL CRAURAIL	DIFFERENCE	DRADE	STACK STACK STACK 2004	HEATE HADRED TOTAL	RADIO	GRADE	EQUATIV
Looksana State University	12.2	30.6	264	F	62.3	37.7	6.0	c	36.1	69.9	-9.4	¢	2811	54	52:1	P	1.25
Louisiana State University-Alexandria	16.8	38.6	-21.8	F	64.4	35.6	8.1	C	7.4	23-1	-15.7	D	298	4	75:1	F	0.75
Loeisiana State University-Shreveport	21.3	10.6	-17:3	F	68.5	31.5	12.2	D	22.7	33.8	-11.1		352	12	29:1	8	1.50
Louisiana Tech University	13.6	38.6	-25.0	F	47.6	52.4	8.7	C	40.4	52.4	-12.0	С	1010	11	92:1	F	1.00
McNeese State University	17.7	38.6	-20.9	F	64.6	35.4	8.3	C	29.1	40.1	-11.0	C	962	12	3011		1.00
Micholls State University	21.0	38.6	-17.6	F	64.6	35.4	8.3	С	31.2	43.3	-12.1	c	964	8	121:1	F	1.00
Horthwestern State University of Louisiana	31.1	38.6	-7.5	D	68.0	32.0	11.7	D	33.0	37.0	-4.0	A	1510	16	101:1	E	1.50
Southeastern Louisiana University	18.6	38.6	-20.0	F	67.4	32.6	31.1	D	27.9	37.3	-9.3	С	1675	25	67:1	D	1.00

27.1 39.1

23.9 37.9 -14.0

44.1

46.5

35.8 34.4 46.0 -10.1

40.1 -5.7

COMPLETION FOUTTY

44.1 -17.0

50.5

61.4

-11.5

-17.3

GENDER EQUITY

43.6

44,4 0.7

56.4

65.0 35.0

55.6

38.3

30.7

F 67.4

SANT BEAR BOAR CAME MADE THE STORY OF THE SANTA SHARE SHARE

REPRESENTATION EQUITY

4.1 10.6 -6.5 D C 46.4 53.6

6.7 10.6 -3.9

7.8 10.6 -2.8

11.1

20.6 38.6 -18.0

24.5

38.6 -14.1

10.6

Eastern Kentucky University

Morehead State University

Northern Kentucky University

Murray State University

University of Kentucky

University of Louisville

University of Louisiana at Monroe

University of New Orleans

	R	EPRESENTAT	том Едилгү			GENDE	PEQUITY			COMPLETIO	MEQUITY		BLACK STU	DENT-TO-BI	ACK FACU	LTY RATIO	
COLLIGEAMYERSHY	ES ACK STUDENTS II	NAMES AND SE	mint	GRACE	ELACK BOMEN'S	BLACK MEN'S	HISTIONIAL IN	GRADE	ELACK GRAD RATE	GENERALL GENERATES	. DIFFERENCE	CRADE	PLACK STUDENTS 2016	BLACK FARRITY 2006	RAFIC	GRACE	EQUAT WIELD
University of Plaine	2.2	2,4	+0/3		71.6	68.4	24.7	F	37.7	57.4	-19.6	F	174	4	44:1	c	1:25
University of Maine at Augusta	1.3	2.4	-1.1	В	50.0	50.0	6.3	C	0.0	12.5	-12.5	C	18	0	0	F	1.75
University of Maine at Farmington	2.2	2.4	-0.2	8	44.4	55.6	11.9	٥	50.0	55.8	-5.8	8	36	1	20:1	c	2.25
University of Maine at Fort Kent	3.9	2.4	1.5	A	73.1	28.9	16.8	F	33.3	36.5	-3.1	A	26	1	26:1	В	2.75
University of Malne at Machias	4.1	2.4	1.6	A	17.6	82.4	38.7	F	6.3	29.7	-23.5	F	17	0	0		1,00
University of Maine at Presque Isle	2.9	2.4	0.5	A	36.8	63.2	19.5	F	20.0	38.3	-18.3	F	19	0	0	F	1.00
University of Southern Maine	5.0	2.4	2.0	A	49.5	50.5	6.8	C	19.4	33.2	-13.9	D	184	- 4	92:1	*	1.75

13.0

MAINE

Statewide Equity Index Score 1.68



MARY	LAND
Statew	ide Equity

Index Score 2.21



	R	EPRESENTA	TION EQUITY			GENOE	REQUITY			COMPLETE	IM EGULLA		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
thuis/sterilest+	ELACK Stugantsa	AR OF DZ JA BENGS 18-74	DIFFERENCE	GRADE	Race	BAK PUN	RED DIES NO.	GRADE	ELACK CHAE RATE:	OVERALE ORMURATE	DIFFERENCE	CRADE	EL 42K STERLINGS 2015	ELACK FREELLY 2006	RATIO	GRADE	ICENTY No. 1 K
Fronthing State University	34.7	32.2	Life	A	47.3	52.7	9.0	C	44.8	48.4	-3.5	A	1419	10	3/82/3	-	2.50
Salisbury University	13.4	33.2	-19.9	F	58.2	41.B	1.9	A	58.3	67.2	-8.9	В	987	24	40:1	c	2.25
St. Mary's College of Maryland	8.8	33.2	-24-5	F	48.9	51.1	7.4	C	71.1	78.1	-6.9	11	135		17/1	A	2.25
Towson University	19.1	33.2	-14.1	F	64.8	35.2	8.5	С	64.8	68.6	-2.7	A	3214	50	64:1	D	1.75
University of Baltimore	48.1	33.2	14.9	A	63.9	36.1	7.6	C	29.6	37.1	-7.5	.0.	100	27	55/1	0	2.50
University of Maryland-Baltimore County	17.5	33.2	-15.7	F	52.3	47.7	4.0	8	62.8	63.3	-0.5	A	1662	34	49:1	0	2.00
University of Maryland-College Park	13,0	33.2	-20.3		25.6	44.4	0.7	A	79.3	85.4	-6.1	8	2291	89	19:1	c	2.25

MASSACHUSETTS Statewide Equity

Index Score 2.81



	RE	EPRESENTAT	LION EÓNLLA			SEMDE	REQUITY			COMPLETI	ON EQUITY		BLACK STU	DENT-TO-BI	LACK FACU	LTY RATIO	
COLEGE DHIVERSHY	BLACK STUDENTS N	BLACK IS 24 YR OLDS 3	DEFERENCE	GRADE	ELACK BURES I	FLACE FEN	RATIONAL S. DIETERANEE	GRALE	REAL CRAN	OVERALL GRAD HATE	. UITTERLIKE	CRACE	BLAX SIGNAS SUB	響	RAIN	GRADE	EGUITY ANDEX
Erridge-saler State University	10.1	9.0	1.1	A	84.9	45.1	1.4	. 8	52.9	16.3	-5.3		787	11	66:1	0	3.00
Fitchburg State University	9.7	9.0	0.7	A	53.2	46.8	3.1	В	55.6	53.6	2.0	A	333	10	33:1	C	3.25
Framingham State University	10,7	3.0	1.7		53,0	47.0	3.3		50.0	53.3	-3.3	A	394	0.	4415	c	2.25
Massachusetts College of Art and Design	4.2	9.0	-4.9	c	53.8	46.2	2.5	A	53.3	72.0	-13.7	F	65	4	16:1	A	2.50
Massachusetts College of Liberal Arts	10.0	9.0	0.9	A	60.0	40.0	3.7	18	55.6	53.4	2.1	A	125		31:1	п	3.50
Salem State University	8.6	9.0	-0.4	8	61.2	38.8	4.9	В	42.6	48.2	-5.6	В	500	20	25:1	8	3.00
University of Massachusetts-Amherst	-3.7	9.0	-5.3	C	50.3	49.7	6.0	C	67.4	75.8	-8.4	В	790	57	14:1	A	2.75
University of Massachusetts-Boston	14.8	9.0	5.8	A	52.1	87.9	5.8	В	43.7	43.4	0.3	A	1355	36	38:1	С	3.25
University of Massachusetts-Dartmouth	16.3	9.0	7.1	A	58.9	43.1	0.6	A	42.9	47.6	-4.7	R	990	13	74:1	F	2.75
University of Massachusetts-Lowell	5.7	9.0	-3.3	C	27.5	62.5	18.8	F	48.0	55.2	-7.2	8	568	12	47:1	D	1.50
Westfield State University	4.5	H.0	-4.5	C	53.3	46.7	3.0	8	49.0	62.7	-13.7	0	125	14	16:1	A	2.50
Worcester State University	7.3	9.0	-1.7	В	49.7	50.3	6.6	c	43.2	52.3	-9.1	В	294	7	42:1	С	2.50

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	R	PRESENTA	TION EQUITY			GENDER	EQUITY			COMPLETI	YTIUGE MOI		BLACK STU	DENT-TO-BI	LACK FACU	LTY RATIO	į
CONTERT HEAVY RELIA	STABLIANS A	PARKS SI TROUS S	DIFFERENCE	GRAFE	EL XX Value N	配 AER 発達性	NATIONAL N. DISTRIBUTE	GRAM	BARE Z		y emerence	GRADE	ELOX SOUNATE 70kii	PLACK FACULTY 2006	RATIO	CRANE	EGIATY MSEX
Central Michigan University	7.5	17.0	-9.4	D	57.7	42.3	1.4	A	48.4	57.8	-11.4	.0	1287	11.5	83:1	0	8:00
Eastern Michigan University	20.0	17.0	3.0	A	62.9	37.1	6.6	C	23.1	38.9	-15.8	D	2543	46	55:1	D	2.00
Ferris State University	7.2	17.0	-9.8	D	51.6	48.4	4.7	8	36.0	47.4	-11.4	C	630	12	5212	.0	1.35
Grand Valley State University	5.2	17.0	-11.7	F	61.5	38.5	5.2	В	56.2	66.8	-10.6	С	1028	35	29:1	В	2.00
Lake Superior State University	1.3	17.0	-15.7	F	43.5	58.5	12.8	D	35.0	41.8	-6.8		71	p	0	1	1.00
Michigan State University	7.2	17.0	-9.8	D	62.6	37.4	6.3	c	58.2	79.1	-19.9	F	2546	128	20:1	A	1.75
Michigan Technological University	0.9	17.0	-18.1	F	25.0	75.0	31.3	E.	47.1	65.3	-18.3	- 1	48	4	12:1	A	1.00
Northern Michigan University	2.4	17.0	-14.6	F	40.0	60.0	16.3	F	25.0	48.6	-23.6	F	150	4	38:2	C	0.50
Oakland University	7.7	17.0	-9.3	D	66.3	33.1	10,4	D	21.7	44.8	-23.1	F	991	20	50:1	D	0.75
Saginaw Valley State University	8.9	17.0	-8.1	D	59.0	41.0	2.7	В	17.5	39.3	-21.8	F	600	12	50:1	D	1.25
University of Michigan-Ann Arbor	4.4	17.0	-12.6	-F	58.8	41.2	1.5	A	78.4	90.5	-19.1	C	1212	184	7:1	A	2,50
University of Michigan-Dearborn	7.8	17.0	-9.2	D	57.7	42.3	1.4	A	38.1	52.2	-14.1	D	361	9	42:1	c	2.00
University of Michigan-Flint	13.3	17.0	-3.5	C	68.0	32.0	11.7	D	23.3	36.7	-13.4	D	509	28	18:1	A	2.00
Wayne State University	14.6	27.0	-2.3	В	63.8	36.2	7.5	С	13.1	35.0	-21.9	F	1750	119	15:1	A	2.25
Western Michigan University	12.9	17.0	-4.0	C	57.3	45.7	1.0	A	39.9	54.0	-14.1	D	1942	37	5312	- 10	2.00

	RE	PRESENTA	THOM EQUITY			GENDE	YTTUGG F			COMPLET	ON EQUITY		BLACK STU	DENT-TO-BI	LACK FACU	LTY RATIO	
COLLEGE MINTESTY	REACK STUDENTS N	DI ACK 18 TH YE CLOS!	Descrience	GRADE	BI ACK	EL AGE MAT -	RATIGUM N ENFERENCE	CERRO	ELACK GRAD RATE '	OFRAL GRALRATE	. DIFFERENCE	CEAGE	BLGCK STOREUTS 2005	ELMAR FIGURAL STATE	tato	GRASE	EDINTY
Bernidji State Udiversity	1.0	7.4	:5.6	c	34.3	65.7	22.0	*	28.6	44.7	-16.1	D	67	1	67/1	D	1.00
Metropolitan State University	18.3	7.4	10.9	A	55.8	44.2	0.5	A	24.3	33.9	-9.6	c	516	8	65:1	D	2.75
Minnesota State University Moorhead	2.6	7.4	44.6	C	29.1	70.9	27.9	F	27.0	42.9	-25.9	F	117	4	29:1	8	1.25
Minnesota State University-Hankato	5.1	7.4	-2.3	В	46.6	53.4	9.7	0	29.3	49.3	-19.9	F	551	15	37:1	С	1.50
Saint Cloud State University	6.1	2.4	4.3	В	46.0	54.0	10.3	D	31.5	44.2	422.0	D	220	21	25.1	- 8	2.00
Southwest Minnesota State University	5.6	7.4	-1.8	В	33.0	67.0	23.3	F	16.4	43.8	-27.4	F	103	2	52:1	D	1.00
University of Minnesota-Crookston	5.5	7/4	-0.4	-	22.7	77.3	33.6	F	30.0	47.9	-17.9		75		38/3	c	1.25
University of Minnesota-Duluth	2.4	7.4	-5.0	С	45.1	54.9	11.2	D	47.2	59.3	-12.2	C	206	12	17:1	A	2.25
University of Hinnesota-Horris	2.0	7.4	-5.4	C	56.3	43.8	0.0	A	55.9	64.8	-9.0	Ø	32	2	2812	A	1.25
University of Minnesota-Rochester	7.4	7.4	0.0	A	83.3	36.7	7.0	¢	50.0	54.9	-4.9	В	30	0	0	F	2.25
University of Hinnesota-Twin Cities	4.2	7.4	-2.1	c	\$7.5	42.5	1.2	A	58.1	77.3	-19.2	F	1193	71	17:1	A	2.30
Winosa State University	2.3	7.4	-5.1	С	43.7	56.3	12.6	D	52.2	57.3	-5.1	В	151	7	22:1	8	2.25

MINNESOTA

Statewide Equity Index Score 1.94



	60.00	79.4	-	-8448	7440	Aid	-	30.2	7414	-4414				A228	- 65	-eres
3	7.4	-5.1	С	43.7	56.3	12.6	D	52.2	57.3	-5.1	В	151	7	22:1	8	2.25

MISSISSIPPI Statewide Equity Index Score

1.42



	K	PRESERVA	HUM EQUIT Y			BEADE	REGULT			COMPLETE	DA EGUILL		REMCKZIO	DEMI-TU-E	LACK FACU	LITY HATTO	
COLUMN TREATY	BLACK STREETS I	BLACK 19:24 YOU DES	DOTERENCE	GRAVE	BLACK WINEN	E-SCX PRN's	NATIONAL SA DIFFERENCE	(B)(O)	ELACK GRAN	OVERALL ORADIKALE	, DIFFERENCE	GRAPE	BLACK STONEOUS TONE	FLACK FACILITY TOTAL	RATIO	GRADE	EQUITY PAGEX
Delta State University	34.7	43.7	-9.0	D	62.8	37.2	6.5	c	21.9	34.2	-12.3	С	780	18	43:1	C	1.75
Mississippi State University	20.5	43.7	-23.2	F	58.1	41.9	1.8	A	44.7	60.3	-15.7	D	3302	54	61:1	D	1.50
Mississippi University for Women	37.1	43.7	-6.6	D	87.8	12.4	31.3		35.7	49.9	-7.2	В	784	5	157:1	F	1.92
theiversity of Micsessippi	12.9	43.7	-30.8	F	64.7	35.3	8.4	С	45.2	60.0	-14.9	D	2268	127	18:1	A	1.75
University of Southern Mississippi	29.2	43.7	-14.5	T	67.6	32.4	11.3	D	37.2	47.1	-9.8	c	2992	28	107:1	F	0.78

MISSOURI

Statewide Equity Index Score 1.68



	R	EPHESENTA	TION EQUITY	t.		GENDE	R EQUITY			COMPLETE	ON EQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	į.
COLLEGERANIVERSITY	ENDANCES	ENA X R 70 TR GLDS	DIFFERENCE	GRADE	BLACK WUNEN	BI ACK PER S	MATIONAL IN DIEFERENCE	GRAGE	ENACK CRAF BATE	OVERALL CRAD RATE	s dieference	CRASE	STREETS 2015	ELACK EACOLLY 2016	RAHO	GRADE	ESSOT Y
Pilozouri Southern State University	7.1	14.8	-7.5	D	45.5	54.5	10.8	D	20.6	83.1	-12.4	C.	310	6	52:1	D	1.25
Missouri State University-Springfield	4.8	14.6	-9.8	D	55.1	44.9	1.2	А	35.9	53.8	-18.0	F	722	24	30:1	8	2.00
Missouri University of Science and Technology	3.2	14.6	-11.4	F	25.5	74.5	30.8	F	47.8	63.9	-16.0	D	200		2212	- 11	1.00
Missouri Western State University	10.5	14.6	-4.1	C	51.5	48.5	4.8	В	14.3	31.5	-17.2	D	357	1	357:1	F	1.50
Northwest Missouri State University	5.3	14.6	-8.3	D	47.2	52.8	9.1	D	29.2	48.4	-19.2		307	5	61:1	D	0.73
Southeast Hissouri State University	10.3	14.6	-4.3	С	57.0	43.0	0.7	A	33.6	49.2	-15.6	D	796	17	47:1	D	2.00
Truman State University	3.7	14.6	-10.8	#.	57.3	42.7	2.0	A	60.3	71.7	-11.4	6	192	- 1	64(1		1.73
University of Central Missouri	11.0	14.6	-3.6	С	55.9	44.1	0.4	A	39.1	52.9	-13.8	D	852	14	61:1	D	2.00
University of Missouri-Columbia	7.8	14.5	16.8	0	51.0	39.0	4,7	-	55.8	69.1	-13.3	D	1872	37.	33:5	c	1.75
University of Missouri-Kansas City	14.6	14.6	0.0	A	62.9	37.1	5.6	C	29.7	49.6	-19.9	F	951	34	28:1	В	2.25
University of Missouri-St Louis	18.1	14.5	0.5	A	56.7	33.3	10.4	D	29.5	45.5	-15.9	D	790	27	29:1	8	9.95

MONTANA

Statewide Equity Index Score



	R	EPRESENTA	TON EQUITY			GENDE	EGRILA			COMPLETE	M EOULLA		BLACK STU	DENT-TO-BI	LACK FACU	LTY RATIO	(
COLLEGEIONVERSITY	ENGERS	BLAIR IS CO	LEFFERE	GRADE	ELAGR BEHAN	D SEX	MATERIAL DIFFERENCE	ONADI	BLACK GRAL RATE 5	ORAD BATE	DIFFERENCE	GRANE	STORENTS 2015	HAXX FACULTY 2016	RATIO	CRAFE	EGIATY
Montana State University	0.6	0.8	-0.2	2	31.0	69.0	95.3	*	42.5	51.1	-0.6	0	n	1	7311	D.	3,75
Montana State University-Billings	1.4	0.8	0.6	A	31.4	68.6	24.9	F	0.0	24.4	-24.4	F	35	a	0	F	1.00
Montana State University-Northern	1.1	0.0	2.3	A	7.1	92.9	49.2	#.	0.0	24.2	-24.2	- 1	2.6	1	28:1		1.75
Montana Tech of the University of Montana	1.1	0.8	0.3	A	22.2	77.8	34.1	F	33.3	42.8	-9.5	С	18	0	0	F	1.50
University of Montana	1.1	0.8	0.2	A	28.0	72.0	28.3		39.2	48.2	-9.0	8	82	2	4215	c	2.25
University of Montana Western	1.5	0.8	0.7	A	22.2	77.8	34.1	F	60.0	47.4	12.6	A	18	0	0	F	2.00

21

NEVADA

NEBRASKA Statewide Equity

BLACK STUDENT-TO-BLACK FACULTY RATTO

65 1 614 F 120 1 1201 F 84 8 141 F 570 26 22:1 F 511 29 19:1 F 75 1 75:1



A 1.50 B 2.25 A 2.00 F 0.50

	R	EPRESENTAT	TON EQUITY			GENDE	REQUITY			COMPLET	ION EQUITY		BLACK STU	DENT-TO-B	.ACK FACU	LTY RATIO	
COLLEGE/UNDVERSITY	EI ACK STUNIOUTS	PLACK NO CAL YR OLUS 3	DIFFFRENCE	GRASE	PLACE WOMEN'S	PLACE	HATRORAL N. DIFFERENCE	GRADE	ELACK GRAF RAIL %	ONTRACE GRAD HAIL	s. Directence	GRADE	STUDINGS 2014	ELECK FACULTY SOUS	RATIO	GRADE	EQUITY Mile X
Nevada State College	8.7	10.6	-3.9	С	75.5	24.5	19.2	F	9.0	14.3	-5.3	В	109	- 3	1991	С	1.75
University of Nevada-Las Vegas	7.6	10.6	-3.1	c	62.5	37.5	6.2	C	31.4	40.8	-9.4	c	1378	37	37:1	С	2.00
University of Nevada-Reno	3.5	10.6	-7.1	D	52.7	47.3	3.6		42.6	54.7	-12.2	c	546	20	27:1		2.29

GENDER EQUITY

6.1 -2.3 8 95.2 6.1 3.9 A 27.5 6.1 -0.3 8 59.1 6.1 -3.5 C 48.3 6.1 -3.1 C 16.0

6.4 £1 -3.5 -3.1

2.0

3.1

5.8

73.8 30.1 F 15.4 38.7 43.1 72.5 28.8 F 15.3 37.1 -20.7 75.0 31.3 F 19.1 55.7 -36.5 40.3 2.8 B 23.2 44.6 -21.5 15.7 a.0 C 49.1 55.6 -12.7 84.0 40.3 F 20.8 47.8 -27.0

HEYNDR
Statewide Equity
Index Score
2.00
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	R	EPRESENTA'	TION EQUITY			GENDE	REQUITY			COMPLETE	ON EQUITY		BLACK STU	DENT-TO-BI	ACK FACU	LTY RATIO	1
COLLEGE/GROVERSITY	PE ACK STUBULTS	PLACKIR SA VEGLOS	ENTERENCE	CRABI	SLACK BOMEN'S	ELACK MAN N	NATIONAL N. DASSERLACE	GRADE	ELACK GRAD RALE S	DVERALL GRAL-RATE	DITTERENCE	CRADE	STATE STATE	HAX Highly	RATIO	CRAPE	EGUITY INVEX
Granite State College	3.1	2.1	1.1	A	65.5	34.5	9.2	D	122	100	***	1	19	0	91	18	1:57
Keene State College	1.3	2.1	-0.8	В	44.0	56.0	12.3	D	35.7	62.8	-27.1	F	50	3	17:1	A	2.00
Plymouth State University	2.3	2.1	0.3	A	35.9	64.1	20.4	F	35.5	55.5	-21.0	F	92	2	4811	0	1.50
University of New Hampshire	1.3	2.1	-0.8	В	39.4	60.6	16.9	F	69.1	78.6	-9.5	c	160	9	18:1	A	2.25
University of New Hampshire at Manchester	1.9	2.1	-0.9	9	17.1	42.9	0.8	- 18	0.0	57.6	-57.6	F	7	0	0		1.75

NEW HAMPSHIRE Statewide Equity Index Score 1.83



AIPAAC	IFDOFM
MFM	JERSEY

COLLEGE VURINEESSEY

Chadron State College

Peru State College University of Nebraska at Kearney

University of Nebraska at Omaha

University of Nebrasika-Lincoln Wayne State College

> Statewide Equity Index Score 2.25



	RI	PRESENTAT	TOM EQUITY	1		GENDE	REQUITY			COMPLETIO	IN EQUITY		BLACK STU	DENT-TO-BI	ACK FACU	LTY RATIO	
COLLEGE/SMINERSITY	EL ACK STROUGHTS!	BLACK 18:24 YR DLDS	DIFFERENCE	CRADE	BLACK WOREDON	BLACK HEN'S	ANTONAL S. Discolari	CARTE	ELACK GRAD RATE N	ONFRAIL GRAD RATE 1	DIFFERENCE	GRADE	ELACK STUDENTS 2016	FLACE FACULTY 2005	BADO	GRACE	EQUITY BIDEX
Noam University	19.5	16.9	2.11		59.8	40.2	3.5	8	39.7	48.7	-9.0	n	1793	111	1883	D	2.75
Montclair State University	12.0	16.9	-4.9	C	64.1	35.9	7.8	c	60.6	64.5	-3.9	A	1789	39	46:1	c	2.50
New Jersey City University	22.6	16.8	5.7	A	62.1	37.9	5.8	8	22.3	31.0	-5.7		1154	32	38/1	c	2.00
New Jersey Institute of Technology	7.7	16.9	-9.2	D	23.9	76.1	32.4	F	42.3	59.4	-17.0	D	473	15	32:1	8	1.25
Ramapo College of New Jersey	5.3	16.8	-11.6	F	60.2	39.8	3.9		57.8	73.0	-25.1	D .	184	12	22:1	- 8	1.75
Rowan University	10.2	16.9	-6.7	D	51.8	48.2	4.5	В	49.0	68.5	-19.5	F	1302	32	41:I	C	1.50
Rutgers University-Camden	16.8	16.9	-0.1	8	71.5	28.2	15.5	D	49.2	56.0	-6.8	В	880	12	57:1	D	2.00
Rutgers University-New Brunswick	7.3	16.9	-9.6	D	59.6	40.4	3.3	В	73.1	80.0	-6.9	8	2490	119	21:1	В	2.50
Rutgers University-Newark	17.8	16.9	0.8	A	62.6	37.4	6.3	c	62.3	65.7	-4.4	A	1184	38	31:1	В	3.25
Stockton University	6.9	16.9	-10.0	0	64.2	35.8	7.9	С	46,4	69.0	-22.6	F	514	24	21:1	В	1.50
The College of New Jersey	5.6	16.9	-11.3	F	52.9	47.1	3.4	8	88.6	85.6	-17.0	0	359	20	18:1	A	2.00
William Paterson University of New Jersey	17.0	16.9	0.1	A	57.9	42.1	1.6	A	38.6	50.1	-11.6	C	1275	36	35:1	c	3.00

NEW MEXICO

Statewide Equity Index Score 1.88



	RI	EPRESENTAT	TON EQUITY			GENDE	EQUITY			COMPLETA	YTTUDE NO		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
CHRISTIANAMENTY	BLACK STUDENTS N	ELECTION A	DIFFEEDRE	GRADE	ELACK WORKER IS	BEACK DEN'S	hatemai n Butlalag	GRADE	BLACK GRAD BATE II	OVERALL ORAG RALE	LATERINE	17/01	HEAR HEARS 77%	PASSETS TABLETS TON	Ratio	GRAIC	FOURTY FYDEX
Eastern New Mexico University	7.0	3.9	3.8	A	24.4	65.0	21.0	Ŧ	37.2	30.1	-13.9	D	180	1	180:1	F	1.85
New Mexico Highlands University	6.2	3.2	2.9	A	35.6	64.4	20.7	F	11.2	18.8	-7.6	В	90	2	45:1	c	2.25
New Mexico Institute of Mining and Technology	1.9	3.2	-1.4	В	11.5	88.5	44.8	F	25.0	47.0	-22.0	F	20	c	0	¥:	0.75
New Mexico State University	3.0	3.2	-0.2	8	44.4	55.6	11.9	D	31.1	44.0	-12.9	D	295	11	27:1	В	2.00
University of New Mexico	2.5	3.2	-0.8	B	49.2	50.8	7.1	C	38.4	46.4	-8.0		1911	30	13:1	A	3.00
Western New Mexico University	7.7	3.2	4.4	Α	31.3	68.7	25.0	F	18.6	20.1	-1.5	A	99	1	99:1	F	2.00

		REPRESENTAT	TON EQUITY	1		GENDE	R EQUITY			COMPLETIO	ON EQUITY		BLACK STU	DENT-TO-8	LACK FACU	LTY RATIO	
CONTEGENUALVERSEY	ELACK STUDENTS	MARKIE SI VROLDS S	DIFFERENCE	GRADE	BIAK BIBBBS	HAX MHS	NATIONAL IS BUTTERINGE	GRADE	BLACK GRAI BATE'S	OVERALL GRAUBALL	, omekner	CRADE	DE ACK DESCRIPTION OF THE PERSON OF THE PERS	HAX FAMILY	R400	GRADE	EQUITY UNIES
Bioghamton University	5.3	17.8	-12.5	F	55.7	442	0.6	6	77.1	81.4	-4.3	A	700	23	29/1	- 1	2.75
College of Staten Island CUNY	14.8	17.8	-3.0	С	60.1	39.9	3.B	В	24.4	46.4	-22.0	F	1416	15	94:1	F	1.25
CUNY Bersard M Baruch College	7.9	17.8	-9.8	0	53.4	46.6	2.9	10	58.4	67.2	-8.8	- 31	891	30	30:1	- 18	2.50
CUNY Brooklyn College	19.4	17.8	1.6	A	63.6	36.4	7.3	C	46.9	51.5	-4.6	A	1964	38	52:1	D	2.75
CLMY City College	15.1	17.8	-2.7	C	55.8	44.5	0.5	A	45.0	44.2	0.8	A	1506	II	30:1	(8)	3.25
CUNY Hunter College	9.8	17.8	-8.0	0	70.9	29.1	14.6	D	53.6	52.2	1.3	A	1189	58	21:1	B	2.25
CUMY John Jay College of Criminal Justice	16.1	17.8	-1.7		63.0	35.0	11.7	c	42.7	43.0	-0.3	A	1581	43	37:1	c	1.75
CUNY Lehman College	24.2	17.8	6.4	A	65.9	34.1	9.6	Ð	35.6	38.5	-2.8	A	1588	40	40:1	С	2.75
CUNY Queens College	8.3	17.8	-9.5	D	58.3	41.7	2.0	8:	55,4	57.6	-63	- 12	363	13	29:1	-	2.75
CUNY York College	35.5	17.8	17.B	A	68.9	31.1	12.6	D	30.6	28.1	2.5	A	1776	39	46:1	c	2.75
Farmingdale State College	9.1	17.8	-8.7	D	47.3	52.7	8.0	e	44.7	47.4	-2.7	A	610	11	48:1	0	2.00
Stony Brook University	6.5	17.8	-11.3	F	54.7	45.3	1.6	A	70.8	66.8	2.0	A	1015	61	17:1	A	3.00
SUNY at Albany	37.3	17.8	-0.5	-	58.0	42.0	2.7	A	70.6	86.6	4.1	A	2141	29	74/2	F	2.73
SUNY at Fredonia	7.0	17.8	-10.8	F	57.9	42.1	1.5	A	50.6	64.6	-14.1	D	297	3	99:1	F	1.25
SUNY at Mew Paltz	5.8	17.8	-12.0	F	65.2	34.8	8.0	C	67.3	72.5	-5.2	- 10	359	3.9	2812	-	2.00
SUNY at Purchase College	11.4	17.8	-6.3	D	53.2	36.8	3.1	В	61.2	61.7	-0.4	A	417	9	46:1	С	2.50
SUNY Buffalo State	32.4	17.8	14.7	A	19.1	40.6	1.5	В	46.7	48.1	-1.4	A	2402	18	337:1	F	2.75
SUNY College at Brockport	11.2	17.8	-6.6	0	59.9	40.1	3.6	8	54.3	68.0	-13.7	D	716	12	60:1	D	1.50
SUNTY College at Geneseo	2.9	37.0	-14.8	F	63.9	36.1	7.8	C	59.8	79.6	-19,8		158	8	20:1	A	1.50
SUNY College at Old Westbury	28.1	17.8	10.4	A	65.6	34.4	9.3	D	42.1	39.3	2,8	A	1010	21	48:1	D	2.50
SUNY College at Cowego	1.5	17.8	-9.3	D	57.2	42.8	0.9	A	50.7	63.3	-12.6	c	384	118	32:5		9.50
SURY College at Plattsburgh	7.7	17.8	-10.1	D	58.3	41.7	2.0	A	57.8	62.5	-4.6	A	372	6	62:1	D	2.50
SUNY College at Potsdam	11.2	17.8	-6.6	0	58.3	43.7	0.0	A	42.2	53.0	-10.8	C	373		47:1	0	2.00
SUNY College of Agriculture and Technology at Cobleskill	12.1	17.8	-5.7	D	50.4	49.6	5.9	8	50.0	45.9	4.1	A	262	1	262:1	F	2.00
SUNY College of Environmental Science and Forestry	1.5	17.6	-16.3	F	50.0	50.0	6.3	C	84.3	71.7	-7.5	В	26	2	8:2	A	2.25
SUNY Cortland	6.1	17.8	-11.7	F	51.5	48.5	4.8	В	53.8	70.9	-17.1	D	375	6	63:1	0	1.25
SUNY Empire State College	20.9	17.6	3.3	A	75.1	24.9	16.8	F	10.1	15.8	-5.7	8	279	12	40:1	.0	2.25
SUNY Cneonta	3.8	17.8	-14.0	F	59.6	40.4	3.3	В	69.9	71.8	-2.0	A	213	13	16:1	A	2.75
SUNY Polytechnic Institute	5.3	17.8	-12.5	F	31.5	68.5	24.8	F	44.4	46.0	-2.5	A	89	4	2213	- 8	1.75
University at Buffalo	7.5	17.8	-10.3	0	50.0	50.0	6.3	С	63.0	73.0	-10.0	С	1409	35	40:1	С	1.75

NEW YORK

Statewide Equity Index Score 2.28



NORTH	CAR	OLINA	

Statewide Equity Index Score 2.23



	R	EPRESENTA	TION EQUITY			GENDE	EGULLA			COMPLETI	YTTU 93 MO		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
COLLEGE/UNIVERSITY	STODENTS I	ELACE IS OF	DITERENCE	SPARE	BLACK WOREN I	B: 10K PEN	NATIONAL S DIFFERENCE	GRADE	BLACK GRAD RAIE N	CHAP RATE	DEFERENCE	GRADE	SLACK STUDENTS TENS	PLACE FROMFY FLACE	RIED	CHASE	EQUALITY THEFE X
Appalaction State University	3.8	25.5	-21.7	*	47.4	52.9	9.2	0	57.5	70.3	-12.8	0	282	17	930	c	1,00
East Carolina University	16.0	25.5	-9.4	D	59.7	40.3	3.4	8	59.0	59.4	-0.4	', A	3161	60	53:1	D	2.25
Horth Carolina State University at Raleigh	5.0	25.5	-19.5	F	15.2	44.8	1.1	A	69.1	75.9	-6.8	8	1243	67	19:1	- 4	2.73
University of North Carolina at Asheville	4.4	25.5	-21.0	F	55.4	44.6	0.9	Α	55.7	61.5	-5.8	В	139	14	10:1	A	2.75
University of North Carolina at Chapel Hill	7,8	25.5	-17.7	F	63.7	14.3	9.4	D	85.0	90.4	-5.4	8	1389	104	13:1	A	2.00
University of North Carolina at Charlotte	16.0	25.5	-9.5	D	56.8	43.2	0.5	A	54.4	54.7	+0.3	A	3242	62	52:1	D	2.50
University of North Carolina at Greensboro	28.9	25.5	3.4	A	71.5	28.5	15.2		59.6	53.2	4.4	A	4013	51	79:1	ŧ	2.25
University of North Carolina at Pembroke	37.1	25.5	11.7	A	56.4	43.6	0.1	A	35.5	. 35.4	0.1	A	1663	13	128:1	F	3.00
University of North Carolina School of the Arts	9.3	25.5	-16.2	F	46.3	53.7	10.0	0	80.8	63.3	-2.5	A	82	5	16:1	A	2.25
University of North Carolina Wilmington	4.3	25.5	-21.2	F	52.9	47.1	3.4	В	69.7	71.2	-1.5	A	510	21	24:1	8	2.50
Western Carolina University	6.5	25.5	-18.9	P	46.8	53.2	9,5	0	51.8	55.9	-4.1	A	SII	6	85:1	F	1.25

NORTH DAKOTA
Statewide Equity
Index Score 1.38



	RE	REPRESENTATION EQUITY					EQUITY			COMPLETK	N EQUITY		BLACKSTU	DENT-TO-8	LACK FACU	LTY RATIO	
CONTENTATIONAL USANIA	ZTMJGUTZ CZTMJGUTZ	12-81 814.10 220.0 8Y	DIFFERENCE	GRADA	PLACK World .	SI AGK MEN S	MATICKAL TO LEFT HERE	GEADE	ELACK GRAD RATE	OVIRALE Y	BUTERENCE	CRAUE	BLACE STOCKATS 2016	BLACK FACULTY SORE	RATEO	URADE	FOOTY
Dickinson State University	4.4	2.4	1.1	Α	20.0	80.0	35.3	1	22.6	32.2	-10.5	C	40	0	0.	*	1.50
Hayville State University	12.5	3.4	9.1	A	6.6	93.4	49.7	F	12.5	32.4	-19.9	F	76	0	0	F	1.00
Hinot State University	1.3	3.4	2:0	A	25.9	74.1	30.4		25.3	41.0	-14.7	D	308	1	10511	*	1.55
North Dakota State University	2.9	3.4	-0.5	В	36.7	63.3	19.6	F	33.8	54.7	-20.9	F	305	9	34:1	С	1.25
University of Morth Dakota	2.1	2.4	-1.1	8	32.5	67.4	23.7	F	42.7	53.9	-11.3	c	181		2211	31	0.00
Valley City State University	3.7	3.4	0.4	A	14.8	85.2	41.5	F	29.0	42.0	-13.0	D	27	0	0	F	1.25



		EPRESERIAL	IVM EQUIT			DEMPE	LEGONIT			LUMPLEIK	DHEQUIT		BENCK 210	DEM 1-10-8	UKIK HACU	OTTAN TE	
COLLEGE KNOVERGTY	新菜業 SIMENIS A	RACKIR SI TROUBLE	anièna	GRADE	SIME WHEN	ELEX FERE	BOTOME S. DEFERRING	GRADE	BLACK GRAD RATE'S	GUERALL GRAD KATE	outtleast	GRADE	BLACK STUTENTS 20%	FACULTY 2016	EATTO	GRASE	EQUID'S INDEX
Bowling Green State University	3.4	15.1	-5.3	c	58.3	41.7	2.0	A	41.2	54.2	-13.0	0	1256	11	431	c	2.25
Cleveland State University	15.0	15.1	0.0	A	65.5	34.5	9.2	D	16.5	37.7	-21.2	F	1375	31	44:1	С	1.75
Kent State University at Kent	9.0	15.1	-8.1	0	68.4	31.5	12.1	D	39.5	54.4	-14.9	D	1713	47	36:1	С	1.95
Miami University-Hamilton	9.0	15.1	-6.0	D	50.6	49.4	5.7	8	7.5	25.9	-18.3	F	172	1	172:1	F	1.00
Miami University Middletown	4.1	25.2	-11.0	F	59.1	40.9	2.8	-	2.7	18.9	-16.1	0	44	1	44:1	С	1.50
Miami University-Oxford	3.2	15.1	-11.9	F	51.8	48.2	4.5	В	71.2	79.5	-8.3	8	508	44	12:1	А	2.50
Ohio State University	5.1	15:1	-9.3	0	\$5.5	44.3	0.8	A	72.9	83.4	-10.4	C	2184	139	16:1	A	2.75
Ohio University	5.4	15.1	-9.7	D	58.0	42.0	1.7	A	58-2	65.9	-7.8	B	955	38	25:1	8	2.75
Shawnee State University	6.1	151	-9.0	D	39.2	60.8	17.1	F	14.9	26.8	-11.9	C	181	5	36:1	c	1.25
University of Akron	11.2	15.1	-3.8	c	51.1	48.9	5.2	В	15.7	40.9	-25.1	F	1501	34	44:1	С	1.75
University of Circlenati	6.6	15.1	-8.5	D	55.8	44.2	0.5	A	45.8	65.0	-15.3	D	1419	90	16:1	Α.	2.50
University of Toledo	11.5	15.1	-3.5	С	55.2	44.8	1.1	A	19.4	43.9	-24.4	F	1.477	22	67:1	D	1.75
Wright State University	11.6	15.1	-3.5	C	64.4	35.6	8.1	0	20.3	38.7	-18.5	F	1107	33	24:1		1.50
Wright State University-Lake Campus	3.3	15.1	-11.8	F	41.4	58.6	14.9	D	20.0	29.4	-9.4	С	29	0	0	F	0.75
Youngstown State University	8.8	15.1	-6.2	0	54.9	45.1	1.4	A	8.6	32.1	-23.5	F	701	24	3312	4	2:00

	R	EPRESENTAT	TION EQUITY			GENDE	EQUITY			COMPLETI	ON EQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
COLLEGE ANNIVERSITY	BLACK STUDINES A	PLACK 18-24 YROLDS V	ENFERENCE	GRADE	BR ACK ROPOTE IS	部市X 機和名	NATIONAL S. DISTRIBUTE	GRADE	PLACE GRAD	OVERALL CRAD BASE	ORTHERNE	GRADE	P: Ack Students 2006	HAG	FARO	DAME.	EDRITY
Carneron University	12.6	53	3.2	Α	59.0	41.0	2.7	8	15.3	22.2	-6.9	ń	393	7	\$5/3	0	2,72
East Central University	3.9	9.3	-5.5	С	34.9	65.1	21.4	F	29.8	34.3	-4.5	A	109	3	36:1	С	2.00
Northeastern State University	3.8	9.3	-5.5	•	46.2	53.8	10.1	D	23.7	28.3	-4.8	A	184		23:1	8	2.50
Northwestern Oklahoma State University	7.4	9.3	-1.9	В	22.6	77.4	33.7	F	7.3	27.4	-20.1	F	106	3	35:1	c	1.25
Oldahoma Panhandle State University	11.2	9.3	2.8	A	15.2	84.8	41.1	F	30.8	31.1	-0.4	A	12	0	10		2.00
Oklahoma State University	4.5	9.3	-4.9	С	48.G	51.4	7.7	c	42.1	61.2	-19.1	F	821	20	41:1	С	1.50
Rogers State University	4.2	9.3	-5.1	C	57.6	42.4	1.3	A	5.9	23.1	-17.2	D	99	2	33:1	C	2.25
Southeastern Oklahoma State University	5.5	9.3	-3.8	С	27.8	72.2	28.5	F	22.4	28.4	-6.0	8	133	1	133:1	F	1.25
Southwestern Oklahoma State University	4.6	9.3	-4.7	c	38.1	61.9	18.2	8	19.3	32.7	-12.4	0	188	3	8415		0.72
University of Central Oldahoma	8.8	9.3	-0.5	B	60.0	40.0	3.7	В	27.2	37.4	-10.2	C	926	15	62:1	D	2.25
University of Oldahorna-Horman Campus	4.6	9.3	-4.7	c	49.6	50.4	8.7	0	56.0	66.7	-10.7	C	439	25	3411	C	2.00
University of Science and Arts of Oklahoma	3.5	9.3	-5.8	D	72.0	28.0	15.7	D	25.0	41.4	-16.4	D	25	1	25:2	В	1.50

OKLAHOMA Statewide Equity Index Score 1.83

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UKEGUN		RE	PRESENTA	TION EQUITY			GENDER	REQUITY			COMPLETE	YTTUDE 140		BLACKSTU	DENT-TO-BI	ACK FACU	LTY RATIO	
Statewide Equity Index Score	COLLEGEARMERSITY	PLACK STUDERIS V	DI ACK 16 01 YP OLDS 1	DIFFERENCE	CRABE	BLACK WINEN'S	BLACK	PATRIARIA LIMITERRARIA	GRADE	BLACK SHALL RATE 1	OVERALL GRAD RATE	DEFERÈNCE	GRADE	STEERIS 2016	PLACK FACULTY 2016	RATIO	CRACE	PEREZ
	Eastern Oregon University	3.7	2.5	0.5	*	23.9	76.1	32.4	F	16.1	28.6	-12.5	C	AG.	-	4511	C:	2.00
2.07	Oregon Institute of Technology	1.3	2.5	-1.2	В	30.0	70.0	26.3	F	40.0	45.9	-5.9	8	30	D	0	F	1.50
1000	Oregon State University	1.3	8.5	2/2	0	38.9	61.1	17.4	- 1	43.4	63.1	-19.7	F	244	13	18:1		1.75
	Portland State University	3.6	2.5	1.1	A	52.2	47.8	4.1	В	33.2	43.4	-10.2	С	494	25	20:1	A	3.25
	Southern Oregon University	2.6	2.5	0,2	A	38.9	61.1	17.4	F	27.1	38.0	-10.9	c	90	0	0	F	1.50
	University of Oregon	2.1	2.5	-0.4	В	46.5	53.5	9.8	D	60.8	69.7	-9.0	8	381	17	22:1	В	2.50
	Western Oregon University	4.0	2.5	1.5	A	43.8	56.2	12.5	0	33.1	43.3	-10.3	C	162	2	5415	0	2,00

28

	RE	PRESENTAT	TON EQUITY			GENDE	R EQUITY			COMPLETI	OMEQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
COLLEGE UNIVERSITY	N ACK STUNIOURS	BLANK BUT VROUGH	METERENCE	GRADE	MONTH'S MAKE	REACK MEN'S	ACTIONAL'S DISCHERGE	GRADE	ELACK GRAE RATE		ONTERENCE	GRADE	FLACK STUDENTS 2006	HACK FACELY THE	BAHO	GRADE	FOLIST INDEX
Siconsperg University of Petersylveria	8.7	14.2	-9.3	С	53.4	46.6	2.9	A	40.8	92.6	-02.0	F	714	11	451	D	1,50
California University of Pennsylvania	13.7	14.2	-0.5	В	50.0	50.0	6.3	c	42.1	53.8	-11.7	c	632	22	29:1	B	2.50
Clarion University of Pennsylvania	7.7	14.2	+6.6	D	49.5	50.5	6.8	C	24.6	50.7	-26.0	*	273	7	33:1	E	1.05
East Stroudsburg University of Pennsylvania	15.4	14.2	1.2	A	53.9	46.1	2.4	À	41.0	55.8	-14.9	D	866	11	79:1	F	2.25
Edinboro University of Pennsylvania	7.4	14.2	-6.8	D	48.1	51.9	8.0	c	33.4	48.3	-14.9	. 2	322	8	40:1	C	1:50
Indiana University of Pennsylvania	12.2	14.2	-2.0	В	54.8	45.2	1.5	A	32.6	53.4	-20.9	F	1212	20	61:1	D	2.00
Kutztown University of Pennsylvania	7.7	14.2	-6.6	D	42.5	57.5	13.8	0	33.6	54.7	-21.2	F	358	15	37:1	Č.	1.00
Lock Haven University	9.7	14.2	-4.6	С	45.0	55.0	11.3	D	32.9	48.3	-15.3	D	340	7	49:1	D	1.25
Mansfield University of Pennsylvania	10.4	14.2	-3.9	c	55.8	44.2	0.5	A	40.2	52.0	-11.9	C	199	1	199:1	8	2.00
Millersville University of Pennsylvania	8.4	14.2	-5.8	0	52.9	47.1	3.4	В	40.1	61.9	-21.8	F	495	17	29:1	8	1.75
Pennsylvanie State University-Abington	13.4	14.2	-0.8	В	60.0	40.0	3.7	8	32.0	47.6	-15.6	D	408	7	58/2	0	2.00
Pennsylvania State University-Altoona	7.4	14.2	-6.8	D	57.3	42.7	1.0	А	56.9	68.8	-11.8	С	246	3	82:1	F	1.75
Peonsylvania State University-Beaver	9.9	14.2	-4.3	C	55.2	46.6	2.1	6	35.2	44.5	-9.3	c	61	2	31:1	В	2.50
Pennsylvania State University-Berks	10.5	14.2	-3.7	С	49.1	50.9	7.2	С	44,4	58.7	-14.3	D	265	1	265:1	F	1.25
Pennsylvania State University-Brandywine	15.3	14.2	1.1	A	51.1	48.9	5.2	8	24.2	43.1	-18.6		176	4	44:1	C	2.25
Pennsylvania State University-Erie-Behrend	3.1	14.2	-11.1	F	58.9	41.1	2.6	A	36.7	67.7	-31.0	F	129	3	43:1	c	1.50
Pennsylvania State University-Favette-Eberty	4.7	14.2	-9.5	D	57.7	42.3	1.4	A	21.7	44.8	-23.2	7	26.	8	- 0		1.25
Pennsylvania State University-Greater Allegheny	20.6	14.2	6.4	A	54.0	46.0	2.3	A	27.3	41.2	-13.9	D	100	8	13:1	A	3.25
Pennsylvania State University-Harrisburg	9.9	14.2	-4.8	C	54.4	45.5	1.0	A	64.8	63.7	1.1	A	275	40	38:1	С	3.00
Pennsylvania State University-Lehich Valley	6.6	14.2	-7.7	D	48.9	51.1	7.4	С	41.2	54.5	-13.3	D	45	0	0	F	1.00
Pennsylvania State University-New Kensington	510	14.0	-5.0	15	33.3	66.7	23.0	F	36.0	51.1	-15.1	70	27	1	27:1	8	1.25
Pennsylvania State University-Schuylkill	18.8	14.2	4.6	A	54.7	45.3	1.6	A	43.0	43.1	-0.1	A	117	0	0	F	3.00
Pennsylvania State University-Shenaneo	0.6	14.0	-4.8	.0	63:6	16.4	0.0	c	9.1	30.4	-21.3	*	22	0	0	re i	1.00
Pennsylvania State University-University Park	4.1	14.2	-10.1	D	56.0	44.0	0.3	A	69.8	85.5	-15.8	D	1645	105	16:1	A	2.50
Penasylvania State University-Wilkes-Barre	4.3	14.2	-9.9	D	27.8	72.2	28.5	F	51.9	49.5	2.4		-18	4	Box.	A	0.25
Pennsylvania State University-Worthington Scranton	3.0	14.2	-11.3	F	52.0	48.0	4.3	В	20.0	43.4	-23.4	F	25	1	25:1	В	1.50
Pennsylvania State University-York	5.5	14.2	-7.6	D	52.7	47.3	3.6	8	39.0	49.7	-10.6	c	55	1	55:1		1.75
Shippensburg University of Pennsylvania	11.3	14.2	-2.9	c	49.8	50.2	6.5	С	37.7	55.6	-18.0	F	626	15	42:1	c	1.50
Slippery Rock University of Pennsylvania	5.4	14.2	-8.8	D	53.0	47.0	3.3		51.7	66.6	-14.9	0	363		4811	tr	2.50
Temple University	11.8	14.2	-2.4	В	64.5	35.5	8.2	С	64.2	69.2	-5.1	В	3090	117	26:1	8	2.75
University of Pittsburgh-Bradford	13.4	14.2	-0.8	В	44.2	55.8	12.1	0	48.7	49.9	-3.2	A	181	3	50:1	0	2.21
University of Pittsburgh-Greensburg	6.0	14.2	-8.2	D	52.8	37.2	6.5	c	47.2	55.0	-7.9	8	86	3	29:1	8	2.25
University of Pittsburgh-Johnstown	4.0	16.2	410.2	D	56.0	44.0	0.3	A	30.3	53.4	-93.1	6	109	2	55:1	0	1.50
University of Pittsburgh-Pittsburgh Campus	5.1	14.2	-9.1	D	57.2	42.8	0.9	A	70.7	81.3	-10.8	c	925	106	9:1	A	2.75
West Chester University of Pennsylvania	10.6	14.2	-3.6	E	EE.5	37.5	6.2	c	51.8	69.2	-17.4		1313	34	40:1	c	2.75

PENNSYLVANIA

Statewide Equity Index Score

1.89



RHODE ISLAND

Statewide Equity
Index Score
2.00

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	8	EPRESENTA	TON EQUITY			GENDE	REQUITY			COMPLETI	ON EQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
COLLEGE/LUNIVERSIEY	IN 40K Studends	DLACK IS SE VROLDS	DREEBENCE	(SR)	BLACE	BE AUK MEN S	MATHORNA IL DMATRIME	CHADE	REACK GRAD RATE &	ONERALL GRAD RATE	DASSENENCE	GRADE	FIRCK STUDENTS 2006	REACK FACULTY 2016	RAINO	GRADE	EMMER WEEK
Rhode Island College	8.5	7.8	0.7	Α.	84.5	55.4	8.3	c			-11.9	C	474	6	7811	-	1:00
University of Rhode Island	5.1	7.8	-2.8	c	48.4	51.6	7.9	C	48.9	62.1	-13.1	D	628	20	31:1	8	2.00

SOUTH CAROLINA

Statewide Equity Index Score



	RE	PRESENTA	тюн еригт			GENDE	REQUITY			COMPLET	ON EQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
Carrelandesia	BLACK	BLACK 18 24 Village N	DITTEDAS	GRADE	PLACE WOMEN'S	RIAIX HEAN	HATIONAL S. DIFFERENCE	insti	BLACK GRAE RATE S	OUFRALL CESE RATE	a offerience	GRASE	STUDERTS 2016	計版区 同語[[] 70%	extra	GEACE.	EQUITY
Cleanson University	1.7	37.1	-25.4	F	46.3	51.7	8.0	С	66.2	81.7	-15.5	D	1203	40	95:1	- 1	1.50
Coastal Carolina University	20.4	32.1	-11.8	F	46.5	53.5	9.8	D	46.0	43.7	2.3	A	1798	21	86:1	F	1.25
College of Charleston	7.5	32.1	-24.7		68.8	11.1	12.6	D	61.6	87.1	-5.4		707	25	28:1	8	1.75
Francis Marion University	44.0	32.1	11.9	A	77.9	22.1	21.6	F	40.1	40.9	-0.8	A	1355	8	169:1	F	2.00
Lander University	29.2	22.1	-9.0	C	74.3	25.7	18.0	F	38.4	45.8	-7.A		738		363:1		1.25
University of South Carolina-Alken	26.6	32.1	-5.5	С	71.7	29.3	15.4	D	40.6	41.6	-1.1	A	750	. 4	107:1	F	1.75
University of South Carolina-Beaufort	22.3	32.1	-9.9	0	72.2	27.8	15.9	D	23.2	24.9	-1.7	A	289	2	195:1	F	1.50
University of South Carolina-Columbia	8.8	32-1	-23,3	F	59.4	40.6	3.1	В	71.0	72.9	-1.8	A	2106	83	25:1	В	2.50
University of South Carolina-Upstate	30.6	32-1	-1.6	8	73.8	26.2	17.5	F	41.2	40.3	0.9	A	1346	24	56:1	D	2.00
Winthrop University	30.5	32-1	-1.6	8	71.0	29.0	14.7	D	56.7	55.1	1.6	A	1386	23	60:1	D	2.25

SOUTH DAKOTA

Statewide Equity Index Score 1.63



	B	EPRESENTA	TON EQUITY			GENDE	EQUITY			COMPLETIC	N EQUITY		BLACK STU	DEST-TO-BI	LACK FACU	LTY RATIO	
COLLEGE/ANIVERSEY	SEARK BLAKK	BLACK TO DE YESTESTS	DIFFERENCE	GRADE	BLACK WENERA	BLACK MLN 5	DATEMAL I. DEFENENCE	URADE	BAX SEN	信用地は 信念材料	DIFFERM	GRADE	DESCRIPTION OF THE PERSON OF T	HAR.	RANO	GRADE	EGINTY
Diack Hills State University	1.5	2.4	-0.9	В	18.8	87.3	37,6	F	30.8	33.7	-2.9	A	111	1.	30:1	- 81	2.50
Dakota State University	3.5	2.4	1.1	A	8.9	91.1	47.4	F	10.0	41.0	-31.0	F	45	0	0	F	1.00
Horthern State University	1.9	2,4	-0.5	В	16.0	84.0	40.3	F	15.0	49.1	-34.1	F	15	0	0		0.75
South Dakota School of Mines and Technology	1.7	2.4	-0.7	В	2.9	97.1	53.4	F	33.3	49.1	-15.8	D	34	1	34:1	С	1.50
South Dakota State University	1.6	2.4	-0.8	8	36.1	63.9	20.2	F	32.3	55.7	-23.4	F	133		17:1	- 4	1.75
University of South Dakota	2.6	2.4	0.4	А	29.0	71.0	27.3	F	40.3	54.0	-13.7	D	138	8	17:1	A	2.25

TEXAS Statewide Equity Index Score 2.19

	RE	PRESENTA	TION EQUITY			GENDE	PEQUITY			COMPLET	IOM EQUITY		BLACK STU	DENT-TO-BI	ACK FACU	LTY RATIO	
COLLEGE MARKERSOTY	RLACK STOER IN S .	BLACK IS SE VEOLDS 5	Detrigues	GRADE	EGNEN .	PLACK PLACK	HEIMAN L Laterine	GRADE	BLACK GRAD RATE	GAD RATE	» daregrence	CRADE	ZTWHOUTZ ZTWHOUTZ 6400	PLACE FACULTY 2016	RATIO	SHADE	127
Austin Peay State University	21.2	21.5	-0.3	8	80.8	39.2	4.5	В	30.2	36.5	-8.3	8	1473	215	5311	D	2:30
East Tennessee State University	6.5	21.5	-15.0	F	54,9	45.1	1.4	A	24.6	41.9	-17.3	F	503	20	30:1	8	1.75
Middle Tennessee State University	22.9	21.5	0.7		62.5	37.5	6.2	c	42.6	44.5	-1.9	A	3333	81	5811		2.75
Tennessee Technological University	4.0	21.5	-17.5	F	33.B	66.2	22.5	F	43.8	51.0	-7.2	В	337	13	26:1	8	1.50
University of Memphis	34.8	21.5	13.3	A	65.0	34.8	8.9	c	33.3	43.5	-10.2	c	4302	711	55:1	0.	2.23
University of Tennessee-Chattanooga	10.4	21.5	-11.1	F	60.1	39.9	3.8	8	31.1	41.3	-10.1	c	923	32	29:1	В	2.00
University of Tennessee-Knowitte	6.7	21.5	-14.8	F	34.5	45.5	2.0	A.	58.9	88.9	-10.1	c	1336	38	2515	В:	2.25
University of Tennessee-Martin	14.0	21.5	-7.5	D	60.4	39.6	4.1	8	40.0	47.3	-7.3	8	692	16	43:1	С	2.25



	R	EPRESENTA	TION EQUIT	1		GENDE	REQUITY			COMPLETE	ON EQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	
TOLLEGE CHINERSTY	BLACK STUDINIST	ERACK 18 24 YR OLDS 18	DEFENDACE	BRADE	BLACK	REATH MENTS	NACESCA DEFERENCE	GRADE	DEACK GRAIN RAIL S	O ENERALL GRAD BAJE	, DIFFERENCE	CHADE	BECK STOTHETS SOIL	BLACK FROM TY DOM	RATIO	GRADE	ECONT Water
logolo State University	9.1	13.5	-4.4	c	43.0	\$7.0	13.3	D	22.6	33.0	-10.4	C	451	8	9011	F.	135
armar University	28.1	13.5	14.5	A	62.3	37.7	6.0	c	22.7	33.0	-10.3	С	1730	25	69:1	D	2.25
lidwestern State University	147	13.5	1.2	A	54.5	45.5	1.8	A	31.3	43.4	12.1	C	606	4	152:1		0.50
am Houston State University	19.3	13.5	5.8	A	65.6	34.4	9.3	D	47.0	50.9	-3.9	A	2802	32	88:1	F	2.25
tephon F Austin State University	19.3	13.5	5.6	*	65.3	34.7	9.0	C	35.5	43.0	-7.5		1890	18	15411		2.23
ol Ross State University	10.5	13.5	-3.0	C	17.4	82.6	38.9	F	9.6	21.5	-12.0	c	244	3	48:1	D	1.25
arleton State University	7.8	13.5	-5.7	D	57.1	42.9	0.8	A	29.6	43.7	-14.1	D	832	11	57:1	D	1.75
exas A&M International University	0.4	13.5	-13.1	F	16.7	83.3	39.6	F	36.8	42.4	-5.6	8	18	6	3:1	A	1.75
exas ABN University-Central Texas	19.6	13.5	6.0	A	68.0	32.0	11.7	D	***	ban.	Vene	1	192	- 8	20/1	A	3.00
exas ARM University-College Station	3.2	13.5	-10.3	D	54.5	45.5	1.8	A	67.6	79.4	-11.8	c	1454	102	14:1	A	2.75
exas ABM University-Commerce	23.5	13.5	10.0	A	38.5	43.5	0.2	A	37.1	45.5	-8.4	В	1410	25	150ti	0	3100
exas A&M University-Corpus Christi	7.2	13.5	-6.3	D	57.4	42.6	3.1	A	38.2	37.4	0.7	A	592	12	49:1	D	2.50
oras A&M University-Kingsville	6.0	22.5	-6.7	0	38.0	82.0	18.3	#.	18.8	32.3	-13.5	D	147	11	32:3	- 1	1.0
exas A&M University-San Antonio	8.0	13.5	-5.5	С	54.7	45.3	1.6	A	***	***	***	1	190	8	24:1	В	3.00
exas A&M University-Texarkana	14.9	13.5	1.4	A	67.1	32.9	10.8	D	9.1	26.3	-17.2	0.	184	3	55:1	b	131
exas State University	10.0	13.5	-3.5	c	57.7	42.3	1.4	A	54.1	54.8	-0.7	A	2811	35	80:1	F	2.50
exas Tack University	6.3	13.5	-7.3	D	42.1	57.9	14.2	D	53.8	59.5	-5.7	В	1662	36	48:1	c	2.71
exas Woman's University	21.2	13.5	7.6	A	93.8	6.2	37.5		33.3	41.1	-7.8	В	1476	23	54:1	D	2.67
iniversity of Houston	10.6	13.5	-2.9	c	55.1	44.9	1.2	A	37.1	49.3	-12.2	C.	1691	38	71:1		2.21
niversity of Houston-Clear Lake	7.7	13.5	-5.8	D	69.6	30.4	13.3	D	***			-1	207	19	11:1	A	2.00
hiversity of Houston-Downtown	18.7	23.5	5.2	A	62.8	37.2	6.5	c	11.5	15.5	-4.0	A	1184	34	35:1	· e	2.00
niversity of Houston-Victoria	17.3	13.5	3.8	A	57.5	42-5	1.2	A	9.7	17.8	-8.1	В	275	1	275:1	F	2.75
niversity of Morth Texas	13.0	13.5	-0.5	3	\$7.1	42.7	1.0	A	47.2	\$0.9	-3.7	A	3317	54	61:1	D	3.00
niversity of Morth Texas at Dallas	28.5	13.5	15.0	۸	68.5	31.5	12.2	D	27.3	32.6	-5.3	В	391	11	36:1	С	2.50
niversity of Texas at Artiruton	12.9	13.5	-0.6	8	69.5	37.8	5.0		37.2	44.4	-7.2	-	2152	21	102:1	F	201
niversity of Texas at Austin	4.2	13.5	-9.3	D	63.0	37.0	6.7	С	68.3	80.2	-11.9	c	1558	88	18:1	A	2.23
niversity of Texas at Dollas	5.6	18.5	-7.9	D	47.0	5274	8.7	C	52.4	66.9	-14.5	D	796	2.0	49:5	6	1.50
niversity of Texas at El Paso	2.6	13.5	-10.9	F	42.0	58.0	14.3	D	23.9	39.0	-15.1	D	345	19	18:1	A	1.50
niversity of Texas at San Antonio	9.9	13.5	-3.7	С	58.6	41.4	2.3	A	38.4	31.8	6.6	A	1970	30	550	D	2.71
niversity of Texas at Tyler	9.2	13.5	-4.3	c	62.2	37.8	5.9	В	38.4	42.2	-3.8	A	442	16	28:1	В	3.00
niversity of Texas of the Permian Basin	5.5	12.5	-8.0	D	37.0	63.0	19.3	-	25.3	11.4	-7.5	×.	119	2	40:1	C	1.50
niversity of Texas Rio Grande Valley	0.5	13.5	-13.9	F	45.9	54.1	10.4	D	34.3	40.5	-6.2	В	98	27	4:1	A	2.00
pet Texas AAM Sinburshy	5.3	12.5	-6.2	D	40.5	59.5	15.8	n	23.4	41.9	-17.R	+	996	3	300:1		0.54

Statewide Equity Index Score 2.25



	RI	EPRESENTA	TION EQUITY			GENDE	EQUITY			COMPLETE	YTIUGS NO		BLACK STU	DENT-TO-BI	ACK FACU	LTY RATIO	
CHLISTIANUSCITY	RT ACK STUDENTS S	AN OFFICE DESTRIBUTE	DIFFERENCE	CRADE	STACK WOMEN'S	BLACK NEW	national s. Distribu	CRADE	BLAYK IRAD RAIE	OVERALL ORANGES	DITTER REF	CRIADE	STUTENTS 2016	ELACH FAURETY 2016	RATIO	30830	FORMTY HIGHEX
Castleton University	2.8	2.3	10.5	11	18.1	83.9	40.2	F	69.2	48.9	20.4	A	31	1	31:1		2.50
Johnson State College	4.3	2.3	2.0	A	34.2	65.8	22.1	F	33.3	35.2	-1.8	A	38	0	0	F	2.00
Lyndon State College	3.3	1.3	0.8	A	19.4	80.6	36.9	F	23.7	35.9	-12.2	c	31	0	0	F	1.50
I being miles of Manager	1.0		10		FO F	49 6	2.0		70.6	700			110	24	E.1		100

GENDER EQUITY

REPRESENTATION EQUITY

Southern Utah University

University of Utah Utah State University Utah Valley University 1.2 1.0 A 38.1 1.3 1.2 0.1 A 48.5 0.3 1.2 -0.3 9 40.8 0.9 1.2 -0.4 8 40.4 3.0 1.8 0.7 A 38.1 COMPLETION EQUITY

HIGH BRANKES S STOCKES GROVE WARRYS FROM DIFFERENCE GROVE BRANK GROVE BRANK GROVE SHOWN S GROVE GROVE

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 B
 112

 59.6
 15.9
 D
 16.3
 25.7
 -9.3
 C
 146

 61.9
 18.2
 F
 19.8
 37.2
 -17.4
 F
 202

BLACK STUDENT-TO-BLACK FACULTY RATIO

0 0 F 1.75
18 12:1 A 3.25
6 15:1 B 2.50
6 24:1 B 2.25
E 14:1 C 1.50

VERMONT
Statewide Equity
Index Score
2.31

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	RI	PRESENTAT	TION EQUITY			GENDE	REQUITY			COMPLETE	M EQUITY		BLACK STU	DENT-TO-BI	ACK FACU	LTYRATIO	
COLLEGE/HINNERS:TY	MACE STUDENTS 1	DEACK TO 25 YE OLDS %	DIFFERENCE	GRADE	BLACK WORLD'S	BLACK	STICKY DELEME	DARRES.	ELACK GRAD RATI	OVERALL GRAD HAVE N	ORTEGENCE	GRADE	ELACK STORHUTS 2006	ELACK EACHLIY 2005	RAIIO	GEADE	EGORTY HIDEX
Christopher Newport University	7.6	22.3	-14.6	r	50.1	48.9	6.2	c	92.8	69.4	+616	8	171	11	31/1	п	1.00
College of William and Mary	7.1	22.3	-15.2	F	63.3	36.7	7.0	C	87.1	90.5	-3.4	A	439	23	19:1	A	2.50
George Mason University	10.0	22.3	-11.4	E	80.3	38.7	4.0	В	69.3	68,5	1.1	A	2066	28	30:1	ė	7.25
James Madison University	4.6	22.3	-17.7	F	59.9	40.1	3.6	В	74.1	82.1	-8.1	В	856	28	31:1	8	2.25
Longwood University	8.9	22.3	-13.4	F.	64.9	35.1	8.0	c	56.1	65.2	-9.1		333	5	71:1	D	1.50
Old Dominion University	31.1	22.3	8.8	A	60.1	39.9	3.8	В	50.9	51.6	-0.7	A	4723	51	93:1	F	2.75
Radford University	15.3	22,3	-7.0	0	37.3	41.1	1.6	A	92.9	58.7	-5-8	有	1229	15	B311		2.00
University of Mary Washington	6.9	22.3	-15,4	F	55.6	44.4	0.7	A	69.7	72.1	-9.4	C	266	9	30:1	В	2.25
University of Virginia	0.5	22.3	-13.8	F	59.8	40.2	3.5	8	87.1	93.7	-6.6	- 8	593	81	19:1	A	2.50
University of Virginia College at Wise	11.3	22.3	-10.9	F	24.1	75.9	32.2	F	29.9	41.6	-11.7	C	145	3	48:1	D	0.75
Virginia Commonwealth University	19.1	22.3	-3.2	C	67.0	33.0	10.7	0	59.3	59.9	-0.8	A	3823	109	35:1	C	2.25
Virginia Polytechnic Institute and State University	4.0	22.3	-18.3	F	41.4	58.6	14.9	0	72.7	83.1	-10,4	С	998	47	21:1	8	1.50

VIRGINIA Statewide Equity Index Score

2.04



WASHINGTON

Statewide Equity Index Score



	RI	EPRESENTA	TON EQUITY	1		GENDE	R EQUITY			COMPLETI	ONEQUITY		BLACK STU	DENT-TO-B	LACK FACU	LTY RATIO	i
OLLEGE UNIVERSITY	ELACK STUDENTS	PLACK IS SE	DIFFERENCE	GRASE	BI ACK WOMEN .	BLACK	DEFERENCE	GRADE	BLACK SHALL RALE N	OVERALL CRAU RATE:	N DHILLENCE	GRADE	STORAGE STORAGE 2016	FIGURE STREET	RAND	CEIADE	EQUATY INDEX
Central Westergton Gelencaty	3.3	4.5	-1.0	8	43.2	36.6	13.1	8	37.4	12.2	248	0	27.0	20	33:1	c	1.73
Eastern Washington University	3.6	4.5	-0.9	В	47.1	52.9	9.2	D	30.6	45.9	-15.3	D	340	12	28:1	8	2.00
The Evergreen State College	\$1	4.5	0.6	A	54.0	46.0	2.3	A.	48.6	55.8	-7.2	В	378	0	-0		2.73
University of Washington-Bothell Campus	6.4	4.5	1.9	A	55.0	45.0	1.3	A	65.9	67.9	-2.0	A	282	4	71:1	D	3.25
University of Washington-Seattle Campus	2.6	4.5	-1.9	8	55.0	45.0	1.3	A	74.9	83.4	-9.2	c	737	58	13:1	A	3.25
University of Washington-Tacoma Campus	7.3	4.5	2.8	A	55.8	44.2	0.5	A	47.5	57.1	-9.5	c	274	6	46:1	С	3.00
Washington State University	3.4	4.5	-1.1	8	50.8	49.2	5.5	- 11	55.2	65.8	-10.6	· c	728	11	68:1	B	2.21
Western Washington University	1.7	4.5	-2.8	С	56.8	43.2	0.5	A	54.6	70.4	-15.7	D	229	10	23:1	В	2.50

WEST VIRGINIA

Statewide Equity Index Score 1.79



	Ri	PRESENTAT	TION EQUITY			GENDE	R EQUITY			COMPLETI	ON EQUITY		BLACK STU	DENT-TO-9	LACK FACU	LIY RATIO	1
COLLEGE/UNIVERSITY	FLACK STUDENTS N	BLACK 10 24 YN OLDS N	DIFFERENCE	GRADE	SLACK WINEN	BLACK Fills	NATIONAL'S ENTERENCE	CRASE	SEACK SMAD RATE	OVERALL GRAD RASE	N DIFFERENCE	CRADE	HAX SHIDUS 2006	Bar.	RATIO	GRADE	EGGHY
Concord University	8.6	5.5	3/4	A	35.0	65.0	21.3	F	17.8	\$5.5	-17.7	#	123	3	1222	1	1.00
Fairmont State University	5.9	5.2	0.5	A	29.8	70.2	26.5	F	25.5	31.0	-5.6	8	191	3	64:1	D	2.00
Glenville State College	11.8	5.0	11.5	A	20.7	79.3	35.8	#	13.8	31.7	-17.9	-	143	.0	0	F	1.00
Marshall University	6.9	5.2	1.7	А	47.5	52.5	8.8	c	37.5	44.8	-7.3	В	547	21	26:1	В	3.00
Shepherd University	8.3	5.2	0.9	A	42.9	57.1	13.4	D	31.9	43.2	-11.2	c	219	4	55:I	D	2.00
West Liberty University	2.7	5.2	-2.5	8	26.5	73.5	29.8	F	20.5	43.0	-22.5	F	49	0	0	F	0.75
West Virginia University	4.8	2.2	-0.4	- 11	36.3	63.5	19.8	F	41.6	56.9	-15.2	0	383	38	17:1	A)	2.00
West Virginia University Institute of Technology	8.1	5.2	2.9	A	44.3	55.7	12.0	0	3.9	20.0	-16.1	D	79	2	40:1	c	2.00

33

	RE	PRESENTAT	TION EQUITY			GENDER	EQUITY			COMPLETE	ON EQUITY		BLACK STU	DENT-TO-BI	ACK FACU	LTY RATIO	
CONTEST POR VERSILA	STEMPIS N	HARK TE SIL YR OLDS %	DIFFERCE	CRADE	BLACK	BAX MAS	REFORM N DEFERRED	GRADE	ELACK GEAD HATE II		s obtehence	CRADE	BLAIR STUDENTS 70%	PLACE FACILLY 2006	RATIO	GP40E	EQUATIV BIDEX
University of Wisconsin-East Claims	0.8	11.2	-7.3	9	34.1	55.5	21.8	F	65.2	66.9	-1.8	A	84	10	8:1	A	2.23
University of Wisconsin-Green Bay	1.6	8.2	-6.7	D	34.4	65.6	21.9	F	40.5	47.9	-7.3	В	64	3	21:1	8	1.75
University of Wisconsin-La Crosse	0.8	8.2	-7.4	0	39.7	60.3	16.6	F	47.1	67.9	·20.8	F	73	9	9:1	A	1.25
University of Wisconsin-Madison	. 2.1	8.2	-6.1	D	53.8	46.2	2.5	A	71.4	84.1	-12.7	C	599	67	9:1	A	2.75
University of Wisconsin-Milwaukee	7.4	8.2	-0.8	9	62.5	37.5	6.2	C	20.5	41.5	-21.0	F	1294	47	28:1	8	2.00
University of Wisconsin-Oshkosh	2.6	8.2	-5.6	c	50.7	49.3	5.6	В	24.3	52.8	-28.5	F	215	7	31:1	8	2.00
University of Wisconsin-Parkside	8.5	8.2	6.4	A	56.3	43.7	0.0	A	15.9	29.9	-24.0	D	279	7	40:1	С	2.75
University of Wisconsin-Platteville	1,1	8.2	-7.1	D	36.7	63.3	19.5	F	14.2	53.5	-39.3	F	79	15	5:1	A	1.25
University of Misconsin Riber Fails	1.6	8.2	-6.7	D	42.1	57.9	14.2	D	28.4	54.2	-25.8	F	76	1	21:1		2/81
University of Wisconsin-Stevens Point	2.6	8.2	-5.6	C	43.0	57.0	13.3	D	32.6	61.3	-28.8	F	200	3	67:1	0	1.00
University of Wisconstn-Stout	1.9	8.2	-6.3	D	30.3	69.7	26.0	F	32.0	54.7	-22.7		132	- 3	44:1	C	0.75
University of Wisconsin-Superior	1.7	8.2	-6.6	0	30.0	70.0	26.3	F	26.7	41.8	-15.1	0	30	2	15:1	A	1.50
Liniversity of Wisconsin-Whitewater	4.1	8.2	-4.2	C	46.1	53.9	10.2	D	29.6	57.4	-27.8		430	17	24:1	В	1.50

	RI	EPRESENTAT	TOM EQUITY			GENDES	EQUITY			COMPLETE	OH EQUITY		BLACK STU	DENT-TO-BL	ACK FACUI	TY RATIO	
COLLEGE/UNIVERSITY	STEEDLING %	ELACK METE VEICLOS N	nerkener	CRADE	BLACK WOMEN III	別AX 提出5	RATIONEN 'S DIFFERENCE	GRADE	BLACK GRAD RATE II	COTRALL CRAD RATE	S DEFENDE	GRADE	ELACK STUDENTS 2016	HE ACR EMCURITY TOTAL	ENDO	GRADE	EDDATY INDEX
University of Wyoming	1.2	B.1	+0.9	B	28.1	71.9	28-2	F	313	84.7	-21.4	F	96	1	1213	(A)	1075

WYOMING

Statewide Equity Index Score

35



RECOMMENDATIONS

We do not believe Black students are largely responsible for their underrepresentation and lack of success at public colleges and universities. Factors such as low motivation, insufficient academic effort, fixed mindsets, low classroom and out-of-class engagement, and parental influences are indeed partly responsible for some trends noted in this publication. Notwithstanding, researchers and postsecondary leaders rely too heavily on these factors as they attempt to explain the educational status of Black undergraduates. The onus for success is too often placed entirely on students, their families, and K-12 schools they attended. In this section, we shift more of the responsibility to higher education leaders and policymakers.

Recommendations offered below are for professionals who work at and on behalf of public colleges and universities. We do not maintain that simply doing the few things we suggest will be enough to fix all problems that undermine access and success for Black undergraduates. We are confident, however, that our recommendations will help remedy some inequities documented in this

ACHIEVING EQUITY ACROSS THE FOUR INDICATORS

Many institutions performed exceptionally on one or more of our equity indicators. Leaders at system and campus levels should reach out to colleagues at these institutions to understand how they achieved such extraordinary results. Creating opportunities for organizational learning across campuses is one recommendation we have for public postsecondary system executives. At statewide convenings, professionals from institutions that earned A's on one indicator could share helpful strategies with colleagues from lower-performing institutions.

Faculty members and leaders at campus and system levels must spend time learning how to actually achieve racial equity. Our research at the USC Race and Equity Center makes painfully clear that most people who work in higher education never learned much, if anything at all, about how to address racism or strategically achieve racial equity. Since those who are supposed to fix racial inequities on campuses were not taught how to do so, it is no surprise that widespread inequity continually persists. The USC Equity Institutes, our eight-week professional learning series, is one response to this problem. In addition to facilitating eight 90-minute modules for 20 leaders at an institution, we also coach teams as they create strategic plans for the design, implementation, resourcing, assessment, accountability, communication, and sustainability of four racial equity projects. We believe it hard to achieve equity for Black undergraduates at public colleges and universities without this level of commitment to professional learning and strategic organizational

The work of Black student success cannot rest mostly on a chief diversity officer, black culture center staff, or a few Black faculty members. Instead, we recommend establishing cross-campus, cross-sector teams comprised of faculty and staff members, senior administrators, alumni, and Black undergraduates; these teams should include some White professors and administrators.

INCREASING BLACK UNDERGRADUATE STUDENT ENROLLMENTS

At many public institutions, a disproportionately high share of Black undergraduates come from only 4-5 cities and just a small number of supplier high schools within those cities. This signifies that recruiters return to the same places year after year to find Black applicants. While strong partnerships between high schools and postsecondary institutions are praiseworthy, heavy or exclusive reliance on a small number of them is unlikely to produce different results from one year to the next. Admission officers must substantively engage a wider array of high schools to find talented prospective Black students.

State legislators and public postsecondary system executives must invest more resources into programs that specifically prepare Black students for college admission and success. Prep programs for low-income, first generation, and underrepresented students are oftentimes not specific enough. Consequently, too few Black students directly benefit from them. Legislators and public system executives who wish to align Black student enrollments with Black representation in the state's population should make money available to create

new partnerships, to establish college access programs specifically for Black students, and to increase admission officers' travel budgets to more high schools across the state with the explicit goal of enrolling more Black state residents. Haphazardly awarding such funds would be irresponsible. Instead, public institutions must be required to submit Black student recruitment plans that include goals, strategies, and metrics. In addition, state system offices should launch systemwide campaigns to specifically increase Black undergraduate enrollments.

Any college recruiter from any racial/ethnic group who wishes to enroll more Black state residents could do so by employing the right strategies. However, it is worth noting that, nationally, 85% of college admission directors and 80% of admission officers are White. Undoubtedly, increasing the number of Black recruiters a campus sends to high schools across the state (especially those enrolling high numbers of Black students), to places of religious worship that Black families attend, and to predominantly Black neighborhoods and community centers would help increase a public postsecondary institution's chances of recruiting more Black undergraduates. Diversifying the college admission profession requires intentionality and casting a wider net. We write about a

resource below in the Black faculty recruitment and retention section that would also help diversify admission offices

Last spring, our center published its biennial report on Black male student-athletes and racial inequities in NCAA Division I sports. Eighty-two percent of institutions in the dataset were public. In the study, Professor Shaun Harper suggested admission officers should behave more like coaches who seek to recruit talented Black male high school students to play on revenue-generating sports teams. "A coach does not wait for high school students to express interest in playing for the university - he and his staff scout talent, establish collaborative partnerships with high school coaches, spend time cultivating one-on-one relationships with recruits, visit homes to talk with parents and families, host special visit days for student-athletes whom they wish to recruit, and search far and wide for the most talented prospects," Harper noted. Targeted activities such as these are necessary to recruit more Black students who are not athletes. We reject the excuse that admissible Black undergraduates cannot be found, as public postsecondary institutions confirm year after year that they are able to miraculously locate Black men when millions of dollars are to be made from their labor on football fields and baskethall courts

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RECOMMENDATIONS

(CONTINUED)

ENSURING GENDER EQUITY IN AND BEYOND ENROLLMENT

For nearly two decades, higher education scholars and practitioners have invested tremendous effort into narrowing the gender gap in Black student enrollments. That women are now 52% and men are 48% of full-time, degree-seeking Black undergraduates is evidence that these efforts have been successful at public institutions. It is noteworthy that Black women's enrollments did not decline as Black men's increased. What did happen, though, is that Black women's gender-specific needs, experiences, and issues were largely ignored as institutions worked to address Black men's challenges. This was wrong.

On campuses where Black undergraduate women considerably outnumber Black undergraduate men, or vice versa, we recommend creating gender-specific outreach and enrollment strategies. Together, specificity and strategy can help achieve gender balance. Systemwide Black male initiatives, recruitment plans aimed at enrolling more Black men who are not student-arhitetes, and campus resource centers and student organizations aimed at improving academic success for Black undergraduate men are all fine with us – so long as institutions also commit energy and resources to understanding and meeting Black women's

gender-specific needs. Just because Black women perform better on equity indicators such as the four used in this study does not mean there are not other inequities that specifically disadvantage them. We suggest conducting qualitative studies on Black women's and men's uniquely gendered experiences, as well as disaggregating quantitative data by race and gender. Analyzing Black women's educational outcomes in comparison to women from other racial/ethnic groups, as opposed to always using Black men as their comparison, would also reveal particular racial inequities.

GRADUATING BLACK STUDENTS AT HIGHER RATES

Decades of research makes clear that high school preparation, affordability and financial aid, the investment of academic effort, and high levels of engagement inside and outside of classrooms are serious determinants of college completion (Mayhew et ai., 2016). Leaders at campus and system levels, as well as state and federal policy-makers, need to take this research seriously and invest resources into initiatives that specifically prepare Black students for college and ensure they have the financial support necessary to persist once they enroll. Funding Pell Grants at levels that actually cover the cost of attendance for low-income Black students is a serious recommendation.

for federal policymakers. Giving institutions the resources they need to strategically address longstanding racial inequities must be among state and federal policymakers' highest priorities.

In their 2018 study, USC Race and Equity Center researchers Shaun Harper and Charles Davis, along with their collaborator Edward Smith, discovered that college completion is not just about financial aid and the other aforementioned factors. Their research makes clear that Black students also drop out of college because of the racism they frequently encounter on campus. Educators and administrators must understand the relationship between environmental racism and Black student attrition. Data from our center's National Assessment of Collegiate Campus Climates, an annual quantitative survey, would be helpful. Once institutions have data about how Black undergraduates differently and specifically experience the racial climate, various stakeholders across campus must begin to strategically address students' encounters with racial microaggressions, racist stereotypes, erasure in the curriculum, and overt forms of racism. Those experiences, not just academic readiness and financial aid, help distinguish Black undergraduates who drop out of college from those who ultimately persist through baccalaureate degree attainment.

RECRUITING AND RETAINING FULL-TIME BLACK FACULTY MEMBERS

Since its publication in the Journal of Higher Education in 2004, "Interrupting the Usual: Successful Strategies for Diversifying the Faculty" has become one of the most cited peer-reviewed articles on the topic of faculty diversity. It also has been used to guide practice on a countless number of campuses across the nation. We highly recommend that public institution leaders read it and employ strategies offered therein. Diversifying the Faculty: A Guidebook for Search Committees is another incredibly useful publication for campus leaders, faculty members, and search committees.

Institutions must go beyond simply posting job announcements on their FIR websites and in the Chronicle of Higher Education. Search committees have to be trained on bias, held accountable for producing racially diverse finalist pools, and expected to write position descriptions that amplify the institution's commitment to diversity, equity, and inclusion. Aggressively disseminating ads through academic networks that include several Black academicians also is required for success.

The USC Race and Equity Center will soon launch PRISM, a professional networking and racial equity recruitment resource for colleges and universities. Eventually, PRISM will include thousands of employable people of color with standardized profiles, as well as downloadable CVs/resumes and work samples. Institutions will be able to search for and direct message professionals of color whom they deem qualified and potentially attractive for opportunities on their campuses. This will be one way to ensure that more current and prospective Black faculty members know about positions at public institutions. In addition to faculty members across academic ranks and fields, PRISM will include administrators of color across sectors (admissions, student affairs, academic affairs, and business services, to name a few).

Recruiting more Black full-time faculty members without addressing racial climate and workload imbalance issues and ensuring that White faculty colleagues respect their scholarship would be a waste of institutional resources. Turner, González, and Wood (2008) published a comprehensive synthesis of research about faculty of color. White professors and leaders should read this article, discuss it, and begin working in collaboration with Black colleagues and other faculty members of color on their campuses to strategically correct roublesome experiential realities. Anything short of this will guarantee perpetual imbalances in Black student-to-Black faculty ratios and high turnover rates among Black professors.

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Shaun R. Harper attended public educational institutions from kindergarten through graduate school. His bachelor's degree is from Albany State, a public Historically Black University in Georgia. His master's and Ph.D. are from Indiana University. Governors State University awarded him an honorary doctorate in 2017. Dr. Harper is a Provose Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California. He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, and immediate past president of the Association for the Study of Higher Education.

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Isalah Simmons earned his bachelor's degree in psychology from The College of William & Mary, a public postsecondary institution in the Commonwealth of Virginia. He is currently a graduste student in the Sol Price School of Public Policy at the University of Southern California. Isaish is also a research associate in the USC Race and Equity Center, where he primarily works on education policy studies.

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ABOUT THE CENTER

The University of Southern California is home to a dynamic research and organizational improvement center that helps professionals in educational institutions, corporations, and other contexts strategically develop and achieve equity goals, better understand and correct climate problems, avoid and recover from racial crises, and engineer sustainable cultures of inclusion and respect. Evidence, as well as scalable and adaptable models of success, inform our rigorous approach.

The USC Race and Equity Center's strength largely resides in its interdisciplinary network of faculty affiliates. We unite more than 100 interdisciplinary network of faculty affiliates. We unite more than 100 professors across scademic schools at USC, who are experts on race and racism, people of color, immigration, and other important dimensions of equity. These scholars work together on research, as well as on the development of useful tools and resources. When journalists, policymakers, and organizational leaders call us for expertise and assistance, we leverage our brilliant cast of faculty affiliates. Rigorous, evidence-based work that educates our nation, transforms institutions and organizations, boldly confronts racism, and strategically achieves equity is what we do at the USC Race and Equity Center. The Center is home to the National Assessment of Collegiate Campus Climates, the USC Equity Institutes, PRISM (a professional networking and racial equity recruiting resource), and the Alliance for Equity, Diversity, and Inclusion in Business.

Website:

Phone: Twitter: race.usc.edu (213) 740-0385 @uscRaceEquity

USC Race and Equity Center

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OFFICE OF THE PRESIDENT

MEMORANDUM

To: Dustin Stegner, Chair

Academic Senate

Copies: K. Enz Finken

March 25, 2019

om: Jeffery D Armstrong, President C. Villa

S. Humphrey

J. De Leon

Date:

Subject: Response to AS-864-19 Resolution on Campus Climate University Ombuds

and Training

This memo acknowledges receipt of the above-entitled Academic Senate resolution. I appreciate the Senate's continuous support of the enhancement of our campus climate.

Please extend my thanks to the Academic Senate members for their attention to this important matter.