

TOPIC: STATEWIDE DIVERSITY REPORT

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I. SUMMARY

Under CCHE's Diversity Policy, the Commission annually monitors the state's progress toward access to higher education for all its citizens and the governing boards' progress in achieving institutional access and diversity goals. This agenda item describes the participation, retention, and graduation rates of students of various ethnicities in state-supported institutions of higher education with an historical viewpoint.

Because providing broad and representative access to a quality undergraduate learning experience is the primary goal of the Diversity Policy, the undergraduate participation indicators are the leading indicators of policy success.

By policy, Colorado defines underrepresented higher education populations as those students with Hispanic, Asian, Black or Native American descent. Examining the enrollment, retention, and graduation rates of these students within Colorado's higher education system, the 2001 Diversity Report identified the following trends or conditions:

- Of students graduating from Colorado high schools in 2000, 21.8 percent had Hispanic, Asian, Black or Native American parentage (Table 1).
- Both undergraduate and graduate programs in state-supported Colorado colleges and universities show a positive change in the percentage of underrepresented students enrolled in fall terms over the last five years. Students defined as underrepresented comprised 21.5 percent of undergraduate in-state enrollment and 13.9 percent of graduate in-state enrollment in Fall 2000 (Figures 1A-1D). Since fall 1996, the percentage of underrepresented in-state undergraduates enrolling in the fall term has risen 1.4 percent and the percentage of underrepresented in-state graduates enrolling in the fall term has risen 2.1 percent. At both the undergraduate and graduate levels, the largest increases occurred with Hispanic females (1.3 and 1.6 percentage points, respectively). All underrepresented ethnic groups of both genders saw positive increases in their representation in enrollment between 1995 and 2000, with the exception of Black, non-Hispanic female graduate students.
- Retention rates of underrepresented in-state freshmen students increased for every cohort year from 1997 to 1999 (retained in years 1998 to 2000) for both two and four year institutions. Retention rates of underrepresented freshmen in-state students are increasing at a faster rate (5.4 percentage points over three years) than the retention rates of all in-state freshmen students (2.7 percentage points years) at two-year institutions, while retention rates of all in-state freshmen students are increasing at a faster rate (2.2 percentage points over three years) than the retention rates of underrepresented in-state freshmen students (1.4 percentage points over three years) at four-year institutions.

- Graduation rates of underrepresented in-state freshmen at four-year institutions increased every cohort year from 1992-1994 (completing years 1998-2000), with an aggregate graduation rate of 35.2% for the 1994 cohort. The gap between underrepresented and all in-state freshmen at four-year institutions decreased every cohort year from 1992-1994. All ethnic groups of both genders at four-year institutions saw net increases in graduation rate between the 1992 and 1994 cohorts except American Indian/Alaskan Native females. The graduation rate of Hispanic males showed a minimal increase of 0.2 percentage points.
- Graduation rates of underrepresented in-state freshmen at two-year institutions decreased every cohort year from 1995-1997 (completing years 1998-2000), with an aggregate graduation rate of 14.2% for the 1997 cohort. The gap between underrepresented and all in-state freshmen at two-year institutions decreased between cohort years 1995 and 1996, but increased between cohort years 1996 and 1997. All ethnic groups of both genders at two-year institutions experienced a net decrease in graduation rate from 1995 to 1997 cohorts, with the exception of Asian or Pacific Islander females, who increased their graduation rate by 0.9 percentage points.
- The percentage of undergraduate degrees granted to underrepresented in-state students has risen 1.4 percentage points since 1996, close to the 1.5 percentage point increase in all state awards granted to underrepresented in-state students since 1996 (Figures 4 and 5). The highest percentages of awards earned by underrepresented populations fall in certificates and associates degrees, while graduate degrees are awarded to the smallest percentage of underrepresented students. The percentage of degrees granted to underrepresented in-state students at both the undergraduate and total levels in 2000 lagged the percentage of underrepresented in-state students enrolled in Fall 2000 by close to 4 percent.

The Diversity Report is provided for discussion purposes only. No formal Commission action is necessary.

II. BACKGROUND

In 1998 the Commission adopted a new affirmative action policy, responding to the governing boards' call for a more comprehensive approach toward diversity. CCHE's revised policy evolved from universal graduation targets to a continuous improvement model. Funding was no longer tied to achievement of graduation numbers. Acceptable diversity plans were characterized by a leadership statement, strategic initiatives with specified timeline, and accountability lines that went directly to the President/Chancellor or Academic Vice-President.

Shortly after, the Commission introduced a new initiative – the Governor's Opportunity Scholarship – that provides resources for institutions to recruit low-income students that formerly did not apply to higher education institutions due to financial constraints. While often categorized as a financial aid program, the Governor's Opportunity Scholarship Program (GOS) is a student outreach program that requires participating institutions to

provide the academic and student support services necessary for a successful college transition.

In October 1999, the Commission accepted the Diversity Plans submitted by the Regents of the University of Colorado, the State Board of Agriculture, the Trustees for The State Colleges of Colorado, the State Board of Community Colleges and Occupational Education, the Trustees of the University of Northern Colorado, and the Trustees of the Colorado School of Mines.

For the 2001 Diversity Report, an effort has been made to align methodology for calculation of the following percentages with that used for CCHE's Quality Indicator System. This will provide consistency in various CCHE publications of ethnicity calculations.

III. STAFF ANALYSIS

1. **HIGH SCHOOL GRADUATION RATES OF UNDERREPRESENTED STUDENTS**

The undergraduate in-state participation rates will not directly reflect the high school graduation population, as many institutions recruit students from other states and lose students recruited into other states. However, it is informative to view the ethnic composition of Colorado's high school graduates (See Table 1) and the trends evident in the percentage of total graduates who come from underrepresented populations.

- According to the Colorado Department of Education, the percentage of graduates who are ethnically underrepresented has risen at levels just above 21 percent to the Class of 2000 percentage of 21.8. This compares favorably with the ethnic composition of in-state enrolled undergraduate students, of which 21.5 percent were underrepresented students in Fall 2000.

Table 1: HIGH SCHOOL GRADUATES BY RACE

	Class of:							
	1997		1998		1999		2000	
	Number of graduates	Percent of graduates						
Black	1,557	4.5%	1,594	4.5%	1,608	4.4%	1,693	4.3%
Asian	1,006	2.9%	1,081	3.0%	1,071	2.9%	1,288	3.3%
Native American	238	0.7%	272	0.8%	272	0.7%	321	0.8%
Hispanic	4,433	13.0%	4,612	12.9%	4,958	13.4%	5,172	13.3%
White	26,997	78.9%	28,235	78.9%	29,035	78.6%	30,450	78.2%
Total	34,231		35,794		36,944		38,924	
Percent Underrepresented Graduates	21.1%		21.1%		21.4%		21.8%	

Source: Colorado Department of Education

2. **PARTICIPATION RATES OF UNDERREPRESENTED STUDENTS**

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Participation rates are based on a headcount that excludes extended studies students. These enrollment numbers are also published in the Digest of Colorado Post-Secondary Statistics. See appendix B for aggregate numbers.

Note that in order to be consistent with QIS methodology, percentages are calculated based on the total number of students for whom ethnicity is known.

- Colorado in-state students are well represented at both the undergraduate and graduate level, comprising 86.5% of the total enrolled undergraduates and 79.5% of the total enrolled graduates.
- Percentages of all underrepresented ethnic groups out of the total number of students enrolled at both the undergraduate and graduate levels for both genders have increased since 1995, with the exception of the percentage of African American female graduate students.
- Although the growth in the percentage of all underrepresented students slowed or reversed from fall 1998 to fall 1999 for in-state undergraduates, enrollment in fall 2000 showed relatively large positive change since fall 1999. This change was 0.6 percentage points.

Figure 1A. TRENDS IN UNDERGRADUATE IN-STATE HEADCOUNT, MALES

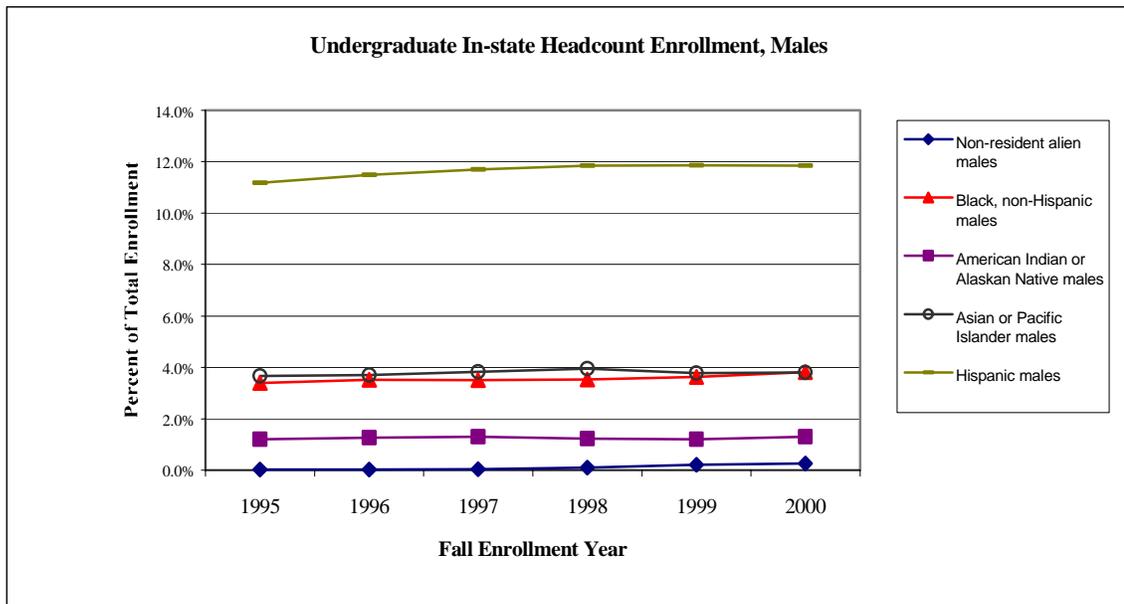
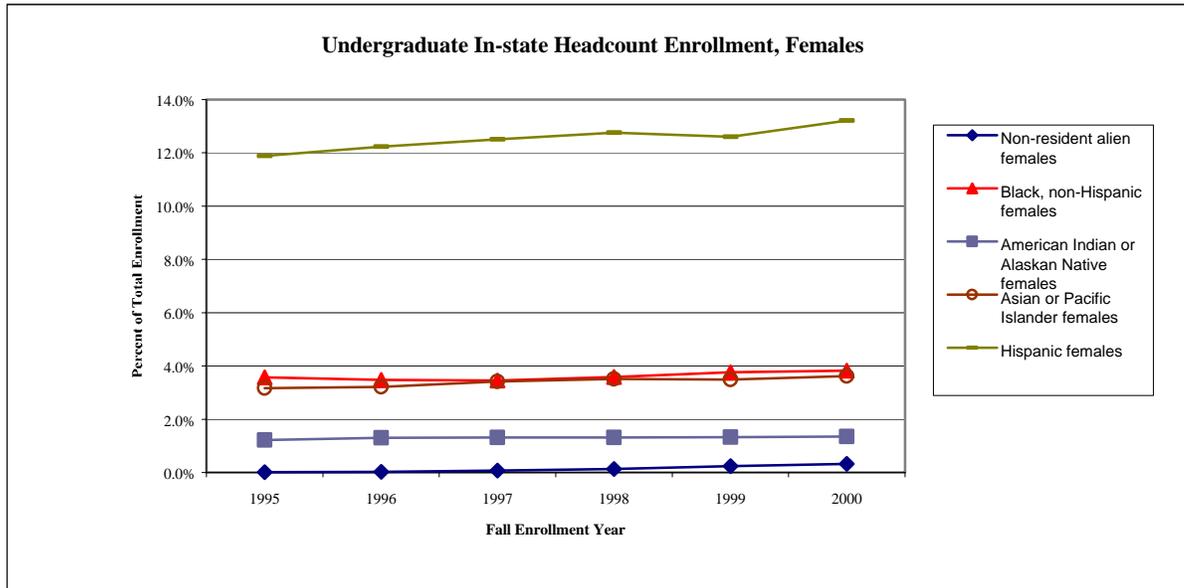


FIGURE 1B. TRENDS IN UNDERGRADUATE IN-STATE HEADCOUNT, FEMALES



- At the undergraduate level, the percent of enrolled students who are Hispanic females grew at a faster rate than the percent of enrolled students who are Hispanic males, 1.3 percentage points and 0.6 percentage points, respectively. This trend is similar at the graduate level, with the percentage of enrolled students who are Hispanic females growing 1.6 percentage points while the percentage of enrolled students who are Hispanic males grew only 0.6 percentage points.
- At the undergraduate level, for Black, non-Hispanic and American Indian or Alaskan Native ethnic groups, representation among males and females is roughly equivalent. A slightly higher subset of the male undergraduate population is comprised of Asian or Pacific Islander students than of the female undergraduate population. This pattern is also seen at the graduate level.
- At the graduate level, students of underrepresented ethnicity comprise 13.9 percent of all in-state students enrolled.
- At the graduate level, Asian or Pacific Islander females saw higher increases in representation than Asian or Pacific Islander males between 1995 and 2000 (1.1 percentage point and 0.8 percentage points, respectively).
- If out-of-state students are included in the ethnically underrepresented participation rates in addition to in-state students, participation rates of underrepresented students decline approximately one percentage point for undergraduates and approximately one and one-half percentage point for graduate students.

FIGURE 1C. TRENDS IN IN-STATE GRADUATE HEADCOUNT, MALES

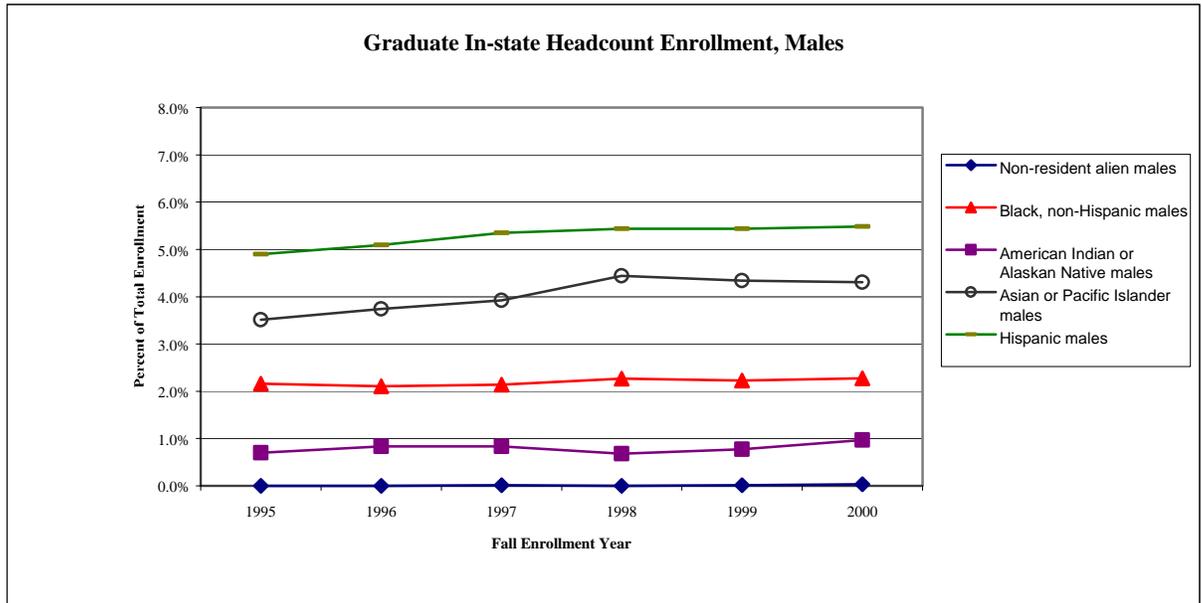
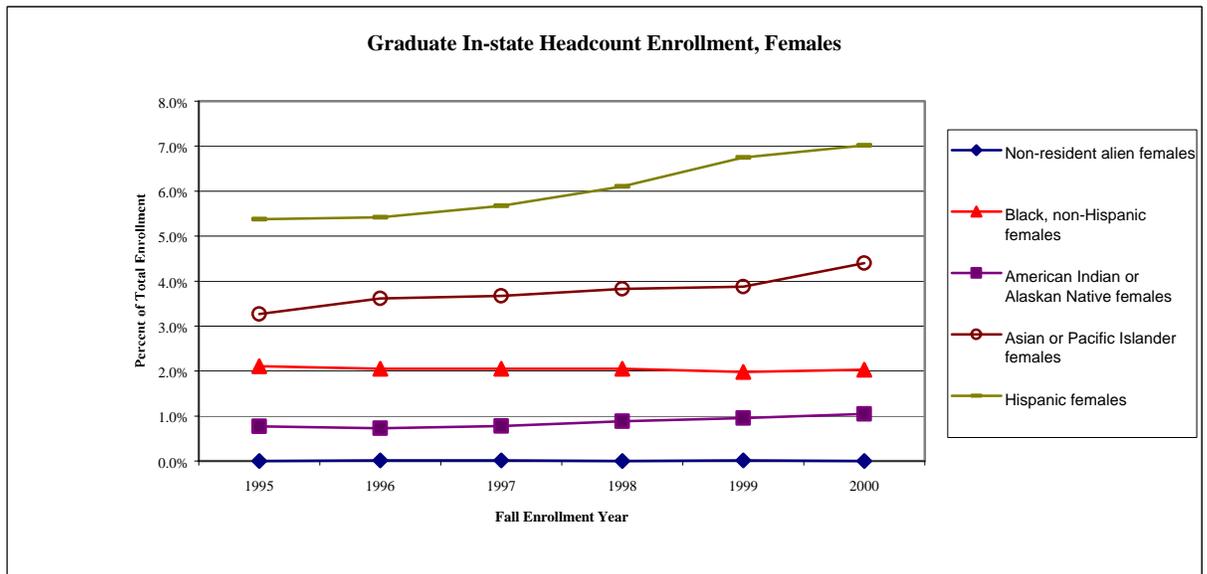


FIGURE 1D. TRENDS IN IN-STATE GRADUATE ENROLLMENT, FEMALES



3. RETENTION RATES OF UNDERREPRESENTED STUDENTS

Figures 2A and 2B show the retention rates of male and female in-state freshmen returning to the same four-year institution, separated into ethnic groups, respectively. Institution-approved QIS cohorts were used for calculation of retention rates. See appendix B for aggregate numbers.

- Retention rates of underrepresented in-state students increased for every cohort year from 1997 to 1999 (retained in years 1998 to 2000) for both two and four year institutions. Four-year institution retention rates of underrepresented student populations increased

1.4 percentage points and two-year institution retention rates of underrepresented student populations increased 5.4 percentage points.

- The gap between retention rates of in-state underrepresented students and the retention rates of all in-state freshman students at four year institutions increased between 1997 and 1998, but remained about the same between 1998 and 1999.
- Retention rates of all in-state students are increasing at a faster rate (2.2 percentage points over three years) than the retention rates of underrepresented in-state students (1.4 percentage points over three years) at four-year institutions.
- Both male and female Asian or Pacific Islander students have higher retention rates at four-year institutions than any other ethnic group, including white non-Hispanics.
- Retention rates of males at four-year institutions increased between the 1997 and 1999 cohorts for all ethnic groups but Asian or Pacific Islander.
- Retention rates of females at four-year institutions increased between the 1997 and 1999 cohorts for all ethnic groups but Asian or Pacific Islander and Hispanic.
- The largest increases in retention rates at four-year institutions for both males and females was seen in the American Indian or Alaskan Native cohort, with increases of 7.1% and 7.9%, respectively.

FIGURE 2A. RETENTION RATES AT FOUR-YEAR INSTITUTIONS, MALES

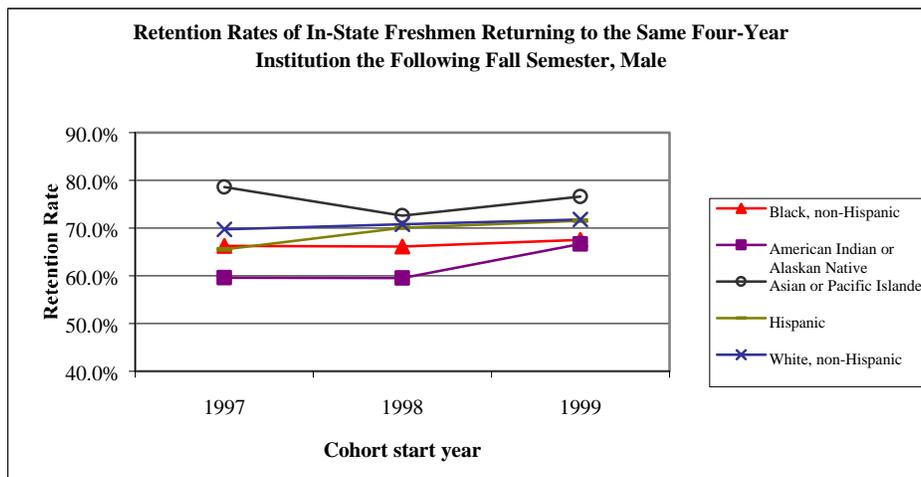
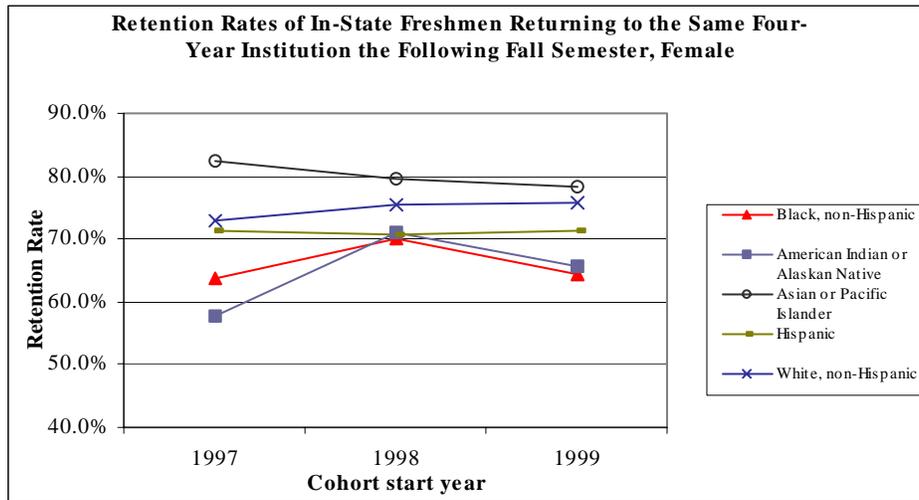


FIGURE 2B. RETENTION RATES AT FOUR-YEAR INSTITUTIONS, FEMALES



Figures 2C and 2D show the retention rates of male and female in-state freshmen returning to the same two-year institution, separated into ethnic groups, respectively. Institution-approved QIS cohorts were used for calculation of retention rates.

- The gap between retention rates of students of underrepresented ethnicity and the retention rates of all in-state freshman students at two year institutions decreased between 1997 and 1998 and remained about the same between 1998 and 1999.
- Retention rates of underrepresented in-state students are increasing at a faster rate (5.4 percentage points over three years) than the retention rates of all in-state students (2.7 percentage points years) at two-year institutions.
- Retention rates at two-year institutions between 1997 and 1999 increased the most for the Black non-Hispanic ethnic group for both males and females at two-year institutions (18.5 percentage point gain and 21.2 percentage point gain, respectively).
- American Indian or Native Alaskan females also saw a large increase in retention of 20.0 percentage points at two-year institutions between 1997 and 1999.
- All ethnic groups except for Asian or Pacific Islander females saw net increases in retention rates between 1997 and 1999.

FIGURE 2C. RETENTION RATES AT TWO-YEAR INSTITUTIONS, MALE

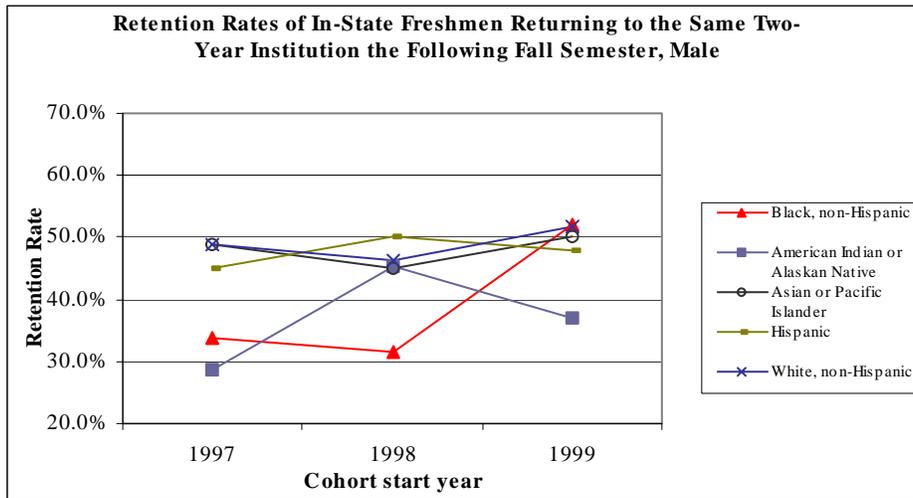
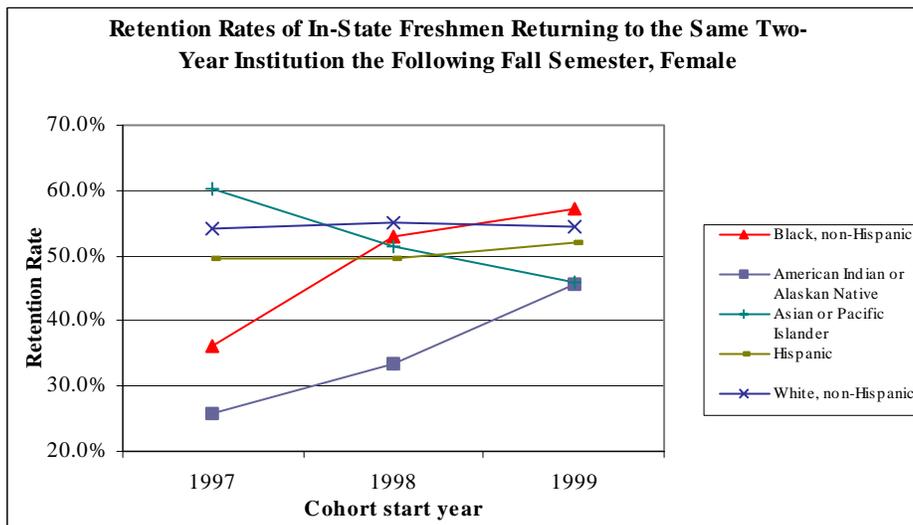


FIGURE 2D. RETENTION RATES AT TWO-YEAR INSTITUTIONS, FEMALE



4. GRADUATION RATES OF UNDERREPRESENTED STUDENTS

Tables 3A and 3B show the percent of first-time, in-state, degree seeking freshman who started at four year institutions in 1994 that graduated by 2000 by gender and ethnicity. Institution-approved QIS cohorts were used for calculation of graduation rates. See appendix B for aggregate numbers.

- Of the first time, in-state, degree-seeking freshmen that enrolled in four-year colleges and universities in fall 1994, 45.1 percent graduated by FY 2000.
- Among males in the 1994 cohort, Asian or Pacific Islander students had the highest six-year graduation rate of all ethnic groups, including white non-Hispanic, at 49.4%.
- Among females in the 1994 cohort, white non-Hispanic students had the highest graduation rate, at 50.3%, closely followed by Asian or Pacific Islander students at 48.3%.

- In both the male and female 1994 cohorts, all ethnically underrepresented students graduated the largest percentage of their cohort 5 years after starting.
- Male white non-Hispanic students graduated the largest percentage of their cohort in five years, while female white non-Hispanic students graduated the highest percentage of their cohort in four years.

FIGURE 3A. FOUR-YEAR GRADUATION RATES OF 1994 COHORT, MALE

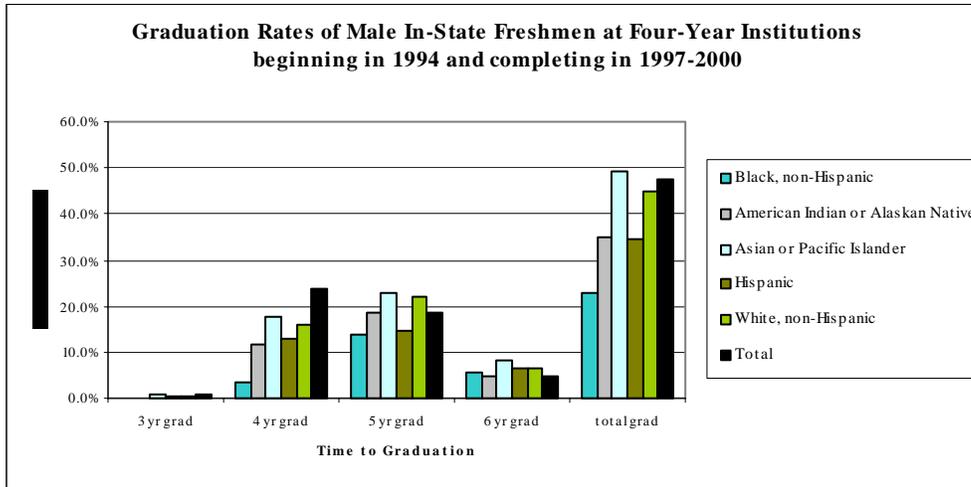
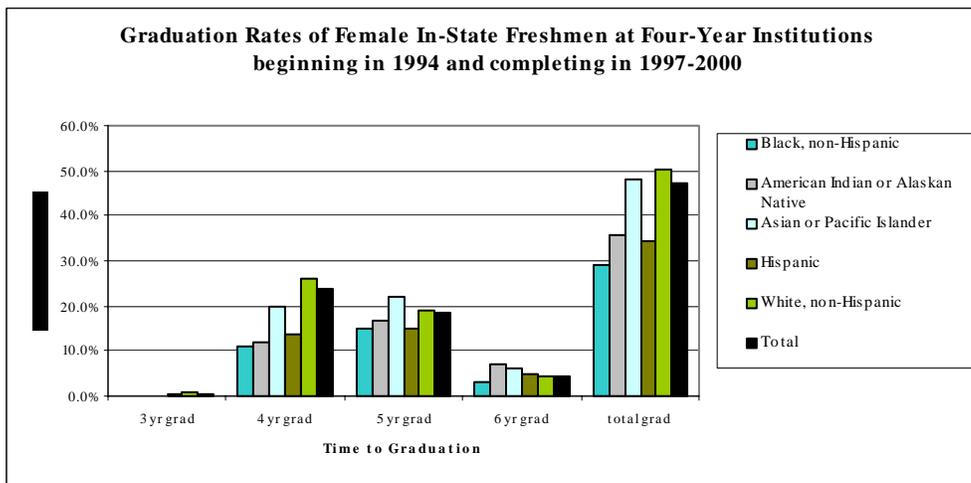


FIGURE 3B. FOUR-YEAR GRADUATION RATES OF 1994 COHORT, FEMALE



Figures 3C and 3D demonstrate six-year graduation rates of students in four-year institutions for the 1992 cohort (completing by 1998), the 1993 cohort (completing by 1999), and the 1994 cohort (completing by 2000). Institution-approved QIS cohorts were used for calculation of graduation rates.

- The gap between the graduation rate of all enrolled undergraduates and underrepresented students in the 1994 cohort was 10.0 percentage points at four-year institutions. This gap has continuously narrowed since 1992.

- All ethnic groups of both genders saw net increases in graduation rate between the 1992 and 1994 cohorts except American Indian/Alaskan Native females. The graduation rate of Hispanic males showed a minimal increase of 0.2 percentage points.
- Among males, the largest increases in graduation rates occurred for American Indian or Alaskan Native and Asian or Pacific Islander ethnic groups, 10.9 percentage points and 10.7 percentage points, respectively.
- Among females, the largest increases in graduation rates occurred for Black, non-Hispanic and Asian or Pacific Islander ethnic groups, 6.3 percentage points and 5.0 percentage points, respectively.

FIGURE 3C. GRADUATION RATES AT FOUR-YEAR INSTITUTIONS, MALE

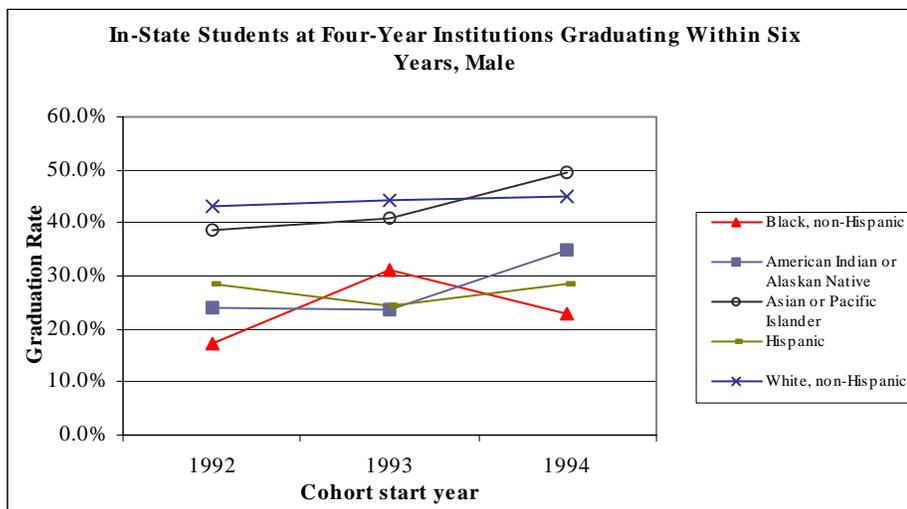
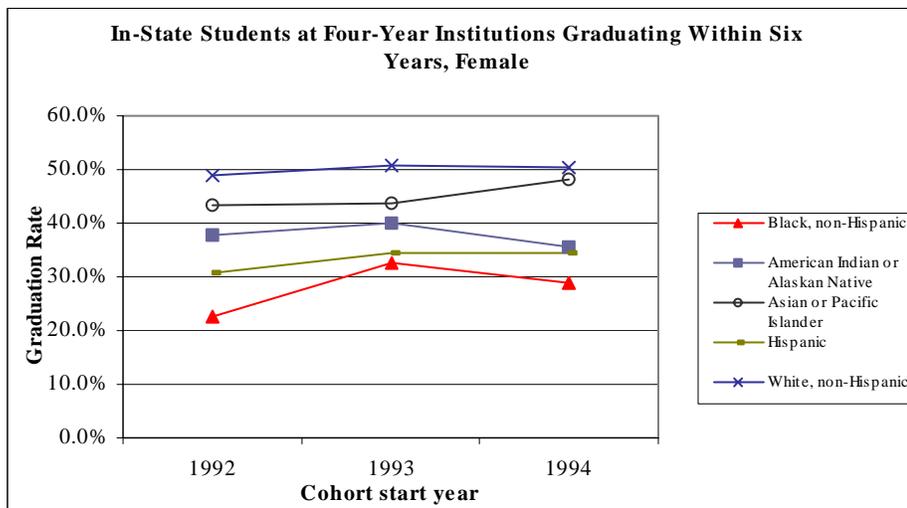


FIGURE 3D. GRADUATION RATES AT FOUR-YEAR INSTITUTIONS, FEMALE



- The four-year institutions with the highest graduation rates for underrepresented in-state students include Colorado School of Mines, University of Colorado at Boulder, and Colorado State University with six-year graduation rates for underrepresented in-state students of 57.5%, 52.8%, and 51.6%, respectively.

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- The four-year institutions that show the most improvement in underrepresented in-state student graduation rates between 1992 and 1994 cohorts include Colorado School of Mines (15.7 percentage points), University of Colorado at Colorado Springs (13.2 percentage points), Western State College (7.9 percentage points), and Mesa State College (7.4 percentage points). All but three four-year institutions had gains in underrepresented in-state student graduation rates between the 1992 and 1994 cohorts.

Figures 3E and 3F demonstrate three-year graduation rates of students in two-year institutions for the 1995 cohort (completing by 1998), the 1996 cohort (completing by 1999), and the 1997 cohort (completing by 2000). Institution-approved QIS cohorts were used for calculation of graduation rates.

- The percent of underrepresented in-state students graduating from two-year colleges has decreased for each cohort between 1997 and 1999, a total of 3.9 percentage points. The percent of all in-state students graduating from two-year colleges decreased 2.8 percentage points between the 1997 and 1998 cohorts and remained constant at 20.8 % for the 1998 and 1999 cohorts.
- The gap between underrepresented and all in-state student graduation rates was highest for the 1997 cohort at 6.6%.
- All ethnic groups of both genders experienced a net decrease in graduation rate from two-year institutions, with the exception of Asian or Pacific Islander females, who increased graduation rates by 0.9 percentage points between the 1995 and 1997 cohorts. The largest decreases for both males and females were seen in the American Indian or Alaskan Native ethnic groups. Most ethnic groups also experienced a decrease in the size of cohort between 1995 and 1997.

FIGURE 3E. GRADUATION RATES AT TWO-YEAR INSTITUTIONS, MALE

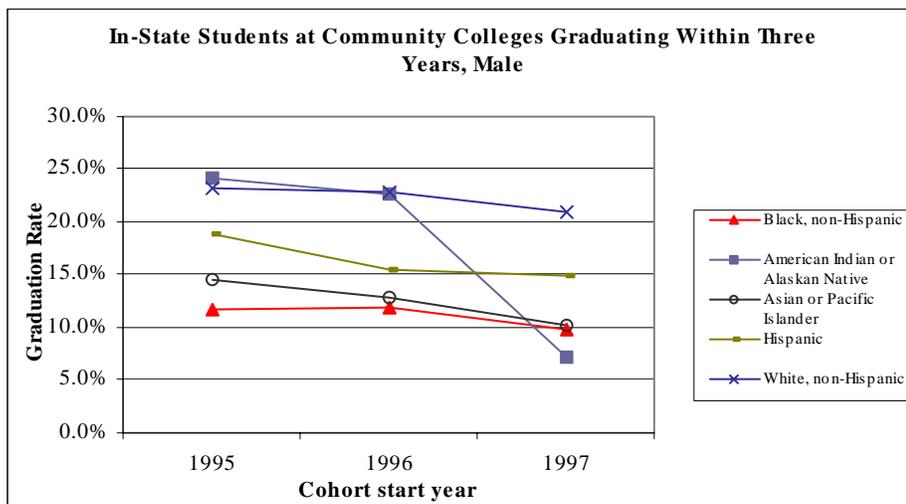
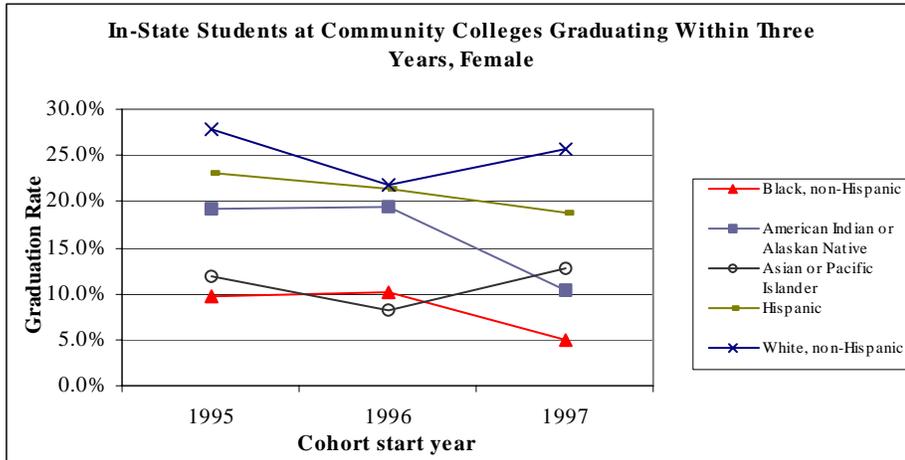


FIGURE 3F. GRADUATION RATES AT TWO-YEAR INSTITUTIONS, FEMALE



5. PERCENT OF DEGREES AWARDED TO UNDERREPRESENTED STUDENTS

The Commission’s over-arching diversity goal is that the system should be accessible to all students regardless of ethnicity or ability to pay. Because the Commission policy goals included graduation rates that were proportional to the percent of in-state residents that graduated from high school, the undergraduate degrees granted indicator should show the steadiest improvement over time. This is supported by the data, in that the percentage of bachelor degrees awarded to underrepresented students shows relatively steady improvement since 1996. However, in general, the percentage of degrees awarded to underrepresented students has not steadily risen as the percentage of underrepresented students enrolling has. See Appendix B for exact numbers.

FIGURE 4. TRENDS IN DEGREES GRANTED TO IN-STATE UNDERREPRESENTED STUDENTS BY DEGREE LEVEL

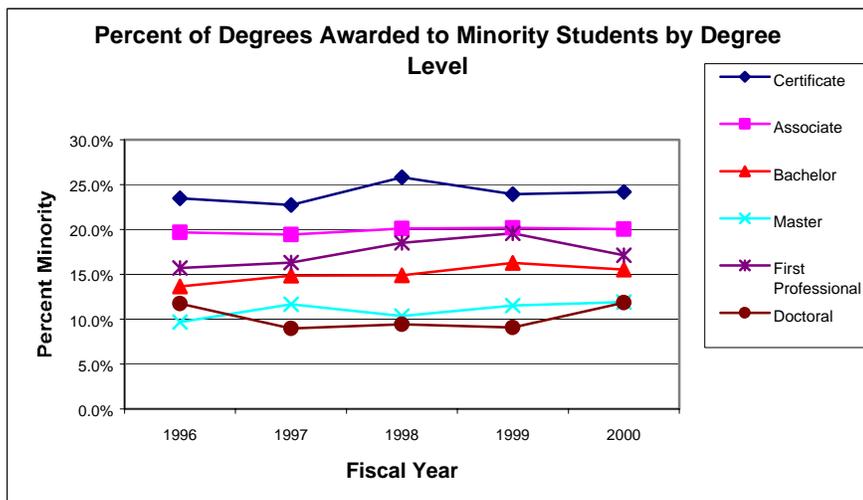
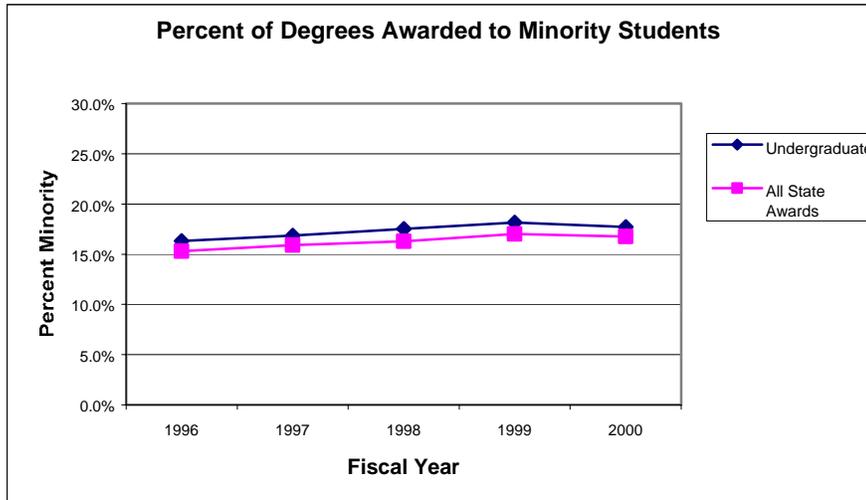


FIGURE 5. TRENDS IN DEGREES AWARDED TO IN-STATE UNDERREPRESENTED STUDENTS (AGGREGATE)



- The percent of certificates and associate degrees awarded to underrepresented students only experiences slight decreases between 1999 and 2000.
- The percent of bachelors' degrees awarded to underrepresented students decreased by 0.8 of a percentage point between 1999 and 2000. Since 1996, the percentage of bachelor degrees awarded to underrepresented students has risen 1.9 percentage points.
- The percent of underrepresented students receiving undergraduate degrees lags the undergraduate underrepresented student participation rate by almost four percentage points – 21.5 percent of enrolled undergraduates are underrepresented students while only 17.7 percent of undergraduate degree recipients are underrepresented students.
- The percent of first professional degree graduates who are from underrepresented student populations experienced a drop of 2.5 percentage points between 1999 and 2000. Since 1996, the percentage of first professional degree graduates who are from underrepresented student populations has risen 1.4 percentage points.
- The percent of master degrees awarded to underrepresented students increased by only 0.4 of a percentage point between 1999 and 2000. Since 1996, the percent of masters' degrees awarded to students from underrepresented student populations has risen 2.2 percentage points.
- The percent of doctoral degrees awarded to underrepresented students has increased by about 2.5 percentage points between 1999 and 2000. However, this increase is due to a large decrease in the number of white students (40 degrees) than an increase in underrepresented numbers.
- The percent of underrepresented students receiving graduate degrees in 2000 – close to 12 percent of masters' degree recipients and Ph.D. recipients – lags the 13.9 percent participation rate of underrepresented students in graduate degree programs by 1.9 percentage points.

Appendix A

STATUTORY AUTHORITY

C.R.S. 23-1-108 The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

- (f) Adopt statewide affirmative action policies for the commission, governing boards, and state-supported institutions of higher education. Responsibility for implementation of such policies shall be reserved to the governing boards.

Table B1: UNDERGRADUATE IN-STATE HEADCOUNT ENROLLMENT
(excludes out-of-state and extended studies students)

Enrolled in calendar fall:	1995	1996	1997	1998	1999	2000
Total In-state Undergraduates	148,220	148,775	150,897	152,125	155,010	155,297
Underrepresented	28,323	29,045	29,916	30,590	31,190	32,018
Non-resident Alien	22	34	82	171	341	447
White	115,732	115,368	115,685	115,584	118,011	116,784
Ethnicity unknown	4,143	4,328	5,214	5,780	5,468	6,048
Percent underrepresented	19.7%	20.1%	20.5%	20.9%	20.9%	21.5%

Source: SURDS

Table B2: GRADUATE IN-STATE HEADCOUNT ENROLLMENT
(excludes out-of-state and extended studies students)

Enrolled in calendar fall:	1995	1996	1997	1998	1999	2000
Total In-State Graduate Students	17,183	16,904	17,049	17,304	17,159	16,407
Underrepresented	1,870	1,902	1,976	2,086	2,120	2,133
Non-resident Alien	0	1	2	1	4	2
White	14,516	14,199	14,214	14,299	14,028	13,239
Ethnicity unknown	797	802	857	918	1,007	1,033
Percent underrepresented	11.4%	11.8%	12.2%	12.7%	13.1%	13.9%

Source: SURDS

Table B3: RETENTION RATES OF IN-STATE FRESHMEN RETURNING TO THE SAME FOUR-YEAR INSTITUTION

First-time, full-time, in-state, degree-seekers enrolled in fall semester of listed year also enrolled in the fall semester of the following year

First enrolled in fall:	1997		1998		1999	
	Under represented	All	Under represented	All	Under represented	All
Number enrolled in first fall semester	2,122	10,736	2,155	11,736	2,290	12,235
Number returning next fall semester	1,493	7,647	1,539	8,558	1,645	8,975
Retention rate	70.4%	71.2%	71.4%	72.9%	71.8%	73.4%
Difference between all and underrepresented student retention rates	0.87%		1.51%		1.52%	

Source: Student Unit Record Data System (SURDS), Institution approved QIS cohorts

Table B4: RETENTION RATES OF IN-STATE FRESHMEN RETURNING TO THE SAME TWO-YEAR INSTITUTION

First-time, full-time, in-state, degree-seekers enrolled in fall semester of listed year also enrolled in the fall semester of the following year

First enrolled in fall:	1997		1998		1999	
	Under represented	All	Under represented	All	Under represented	All
Number enrolled in first fall semester	1,415	5,216	1,447	4,802	1,105	4,053
Number returning next fall semester	636	2,593	688	2,386	556	2,123
Retention rate	44.9%	49.7%	47.5%	49.7%	50.3%	52.4%
Difference between all and underrepresented student retention rates	4.8%		2.1%		2.1%	

Source: Student Unit Record Data System (SURDS), Institution approved QIS cohorts

Table B5: IN-STATE STUDENTS AT A FOUR-YEAR COLLEGE OR UNIVERSITY GRADUATING WITHIN SIX YEARS

First-time, full-time, in-state degree-seekers enrolled in the indicated fall who earn a degree from same institution within six years

First enrolled in calendar fall:	1992		1993		1994	
	Under represented	Total	Under represented	Total	Under represented	Total
Number enrolled	1,786	8,920	1,893	9,668	1,954	9,601
Number graduating	558	3,836	624	4,309	687	4,334
Percent of cohort	31.2%	43.0%	33.0%	44.6%	35.2%	45.1%
Difference between total and underrepresented cohort graduation rates	11.8%		11.6%		10.0%	

Source: Student Unit Record Data System, Institution approved QIS cohorts

Table B6: IN-STATE STUDENTS AT COMMUNITY COLLEGES GRADUATING WITHIN THREE YEARS

First-time, full-time, in-state degree and certificate-seeking students enrolled in the indicated fall graduating within three years

First enrolled in calendar fall:	1995		1996		1997	
	Under represented	Total	Under represented	Total	Under represented	Total
Number enrolled	1,462	5,536	1,303	4,720	1,415	5,216
Number graduating	265	1,305	217	980	201	1,085
Percent of cohort (Graduation rate)	18.1%	23.6%	16.7%	20.8%	14.2%	20.8%
Difference between total and underrepresented cohort graduation rates	5.4%		4.1%		6.6%	

Source: Student Unit Record Data System, Institution approved QIS cohorts

Table B7: DEGREES GRANTED TO IN-STATE STUDENTS

Fiscal year:		1996	1997	1998	1999	2000
Certificate	Total	2,740	2,635	2,877	2,938	3,248
	Underrepresented	629	586	730	686	764
	White	2,052	1,994	2,095	2,178	2,392
	Ethnicity Unknown	59	55	51	71	89
	Non-resident Alien	0	0	1	3	3
	% Underrepresented	23.5%	22.7%	25.8%	23.9%	24.2%
AAS/AG/AA	Total	4,821	4,646	4,677	4,541	4,459
	Underrepresented	943	895	926	903	880
	White	3,846	3,711	3,676	3,568	3,506
	Ethnicity Unknown	32	40	72	68	65
	Non-resident Alien	0	0	3	2	8
	% Underrepresented	19.7%	19.4%	20.1%	20.2%	20.0%
Bachelor	Total	13,680	13,786	13,933	14,150	14,506
	Underrepresented	1,822	1,999	2,019	2,232	2,185
	White	11,528	11,463	11,534	11,487	11,893
	Ethnicity Unknown	330	324	379	430	428
	Non-resident Alien	0	0	1	1	0
	% Underrepresented	13.6%	14.8%	14.9%	16.3%	15.5%
Master	Total	3,646	3,950	4,129	4,049	3,948
	Underrepresented	338	441	410	445	447
	White	3,150	3,335	3,553	3,418	3,308
	Ethnicity Unknown	158	174	165	185	192
	Non-resident Alien	0	0	1	1	1
	% Underrepresented	9.7%	11.7%	10.3%	11.5%	11.9%
First Professional	Total	373	386	413	435	463
	Underrepresented	57	60	75	83	78
	White	306	308	330	341	377
	Ethnicity Unknown	10	18	8	11	8
	Non-resident Alien	0	0	0	0	0
	% Underrepresented	15.7%	16.3%	18.5%	19.6%	17.1%
Doctorate	Total	520	563	508	511	467
	Underrepresented	57	47	46	42	52
	White	429	476	441	421	387
	Ethnicity Unknown	34	39	21	48	28
	Non-resident Alien	0	1	0	0	0
	% Underrepresented	11.7%	9.0%	9.4%	9.1%	11.8%
Post Masters Certificate	Total	10	12	13	14	15
	% Underrepresented	*	*	*	*	*
Total In-State Degrees		25,790	25,978	26,550	26,638	27,106
Undergraduate Degrees, Percent Underrepresented Students		16.3%	16.9%	17.5%	18.1%	17.7%
All State Awards, Percent Underrepresented Students		15.3%	15.9%	16.3%	17.0%	16.8%

Source: SURDS Degrees Granted Files

* Post-Masters Certificate underrepresented percentages are not reported because of the small number of awards. They are included in the percent underrepresented student calculations for all state awards.