

# Strategic Plan for Enhancing Cultural Diversity at Morgan State University: 2022-2025

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## **I. Introduction to Morgan State University**

As Maryland's public urban university, Morgan State University (Morgan) is one of the nation's premiere historically black colleges or universities (HBCUs). As such, achieving and maintaining a diverse student body as well as a diverse faculty and staff is a compelling interest and important goal for Morgan. Among the chief strategies employed by Morgan to enhance diversity is offering a comprehensive program of studies leading to the awarding of degrees at the undergraduate, master's, and doctoral levels. Morgan is one of the few HBCUs offering such an expansive range of academic programs from the bachelor's degree through the doctorate. Morgan currently awards degrees in twenty-three doctoral programs, forty-six master's programs, and approximately 67 baccalaureate programs.

Morgan also houses a number of research programs and offers a variety of public services to the larger Baltimore metropolitan community. There are approximately 8,469 undergraduate and graduate students enrolled at Morgan from throughout the United States and numerous foreign countries, which is approximately an 18% increase in enrollment since Academic Year 2010. The Academic Division of Morgan is organized around the James H. Gillam, Jr. College of Liberal Arts, the School of Architecture and Planning, the Earl Graves School of Business and Management, the School of Computer, Mathematical and Natural Sciences, the School of Community Health and Policy, the School of Education and Urban Studies, the School of Engineering, the School of Social Work, the College of Interdisciplinary and Continuing Studies, and the School of Graduate Studies. Morgan is also fully accredited by the Middle States Commission on Higher Education and by the Maryland State Department of Education. Chief among the long-term strategies in the University's 10-year strategic plan, 2021-2030: "Transformation Morgan 2030: Leading the Future," is the University's goal of achieving a Carnegie R1 "very high research" university classification; launching the Morgan Completes You Initiative to provide flexibility for traditional and non-traditional students to complete degrees in bachelor's, master's, and doctoral programs; and planning leadership development programs and advancement opportunities for employees. Equally important to the University achieving all of its strategic goals is its priority in achieving cultural diversity.

## **II. Maryland's Diversity Mandate**

As required in the Education Article, Annotated Code of Maryland, § 11-406 (b)(1)(i), each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity. Within the statute, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education § 11-406 (a). The plan shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education § 11-406 (b)(3). Specifically, the statute requires that the cultural diversity plan include:

- a description of the way the institution addresses cultural diversity among its students, faculty and staff populations;
- a description of how the institution plans to enhance cultural diversity, if improvement is needed;
- a process for reporting campus-based hate crimes consistent with federal requirements under the Clery Act;
- a summary of resources needed, including State grants, to effectively recruit and retain a

culturally diverse student body; and,

- the enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution § 11-406 (b)(2)(i)-(iv).

The cultural diversity plan must be submitted to the institution's governing board for its review by July 1 of each year, per § 11-406 (c)(1). Following its review of the plan, the governing board must submit a progress report on the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by September 1 of each year, per § 11-406 (c)(2).

### **III. The Demographic Context for Diversity in Maryland and the United States**

To achieve cultural diversity at Morgan State University, the demographic and socio- economic trends in the state of Maryland must be considered. The 2020 Census data show that Maryland's population rose 7% since 2010 to a total of 6,177,224. The Baltimore Region, consisting of Baltimore City where Morgan is situated, as well as the counties of Anne Arundel, Baltimore, Carroll, Harford, and Howard, remains to be the most populous region in Maryland, with a 5% growth since 2010. Census data further shows that Maryland's population who identifies as White has dropped below 50% to approximately 47-49%. Although the population of those who identify as Black has stayed at 29%, the population who identifies persons of color<sup>1</sup> has increased, overall, with Hispanics experiencing the largest share of the State's population growth.

The nation has seen trends similar to the state of Maryland. Specifically, according to census data, the White population, although remaining the largest racial group in the United States, has declined by 8.6% since 2010; the Hispanic population grew 23% compared to the growth of non-Hispanics at 4.3%; and those who identify as a combination of races increased 129% surpassing the Black population as the second-largest race. While Morgan has experienced a decrease of students, staff, and faculty who identify as Black, the population at Morgan who identify as Hispanic and those from international countries has significantly increased since 2010. See Tables A, B, C, D, and E.

With the influx of persons of color (excluding Blacks) in Maryland and at Morgan, Morgan expects to continue to welcome and include a culturally diverse population with distinctly different educational and socioeconomic characteristics. Inherent in Morgan's ongoing and continuous commitment to diversity, particularly as a HBCU, is the goal to increase the presence of Blacks in its faculty, staff, and student populations.

### **IV. Morgan State University's Global Diversity Mission**

Morgan's welcomes and supports a broad diversity of people and ideas as essential to quality education in a global interdependent society. Morgan provides equitable access to high-quality educational programs and meaningful employment.

Board policies, located at [www.morgan.edu/board-of-regents/policies-and-procedures](http://www.morgan.edu/board-of-regents/policies-and-procedures), reinforce Morgan's diversity mission including, but not necessarily limited to:

- Policy on Nondiscrimination
- Sexual Harassment and Prohibited Conduct Policy

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<sup>1</sup> People of color refers to Black or African-American, Hispanic, Asian, other non-White, two or more races, Native American and Native Hawaiian or Pacific Islander.

The core value in Morgan's diversity mission is the pursuit of knowledge informed by a free marketplace of ideas. The knowledge acquired in that marketplace comes closest to truth when a diverse assembly of faculty, students, and staff are able to compare their personal as well as professional information, data, and beliefs against a community comprised of people of all races, ethnicities, colors, genders, religions, and socio-economic statuses. Towards that end, Morgan has a compelling interest in pursuing its diversity mission. Morgan's Strategic Plan, 2022-2032, reflects goals and strategies approved by the Board of Regents in 2021 to enhance cultural diversity in the context of Morgan's mission, vision and core values. Four (4) of its six (6) goals in its 2022-2032 Strategic Plan focus on attracting a culturally diverse student body and expanding its international footprint. Goal #1, which is to enhance student success and well-being, recognizes that achieving educational excellence requires the University, as a whole, to be welcoming and inclusive of its diverse population. Goal #2, which is to implement a broad range of human resource development initiatives for the progression of faculty and staff, recognizes that a culturally diverse workforce creates strong organizational performance, drives innovation, and promotes a sense of belonging. Goal #4, which is to continue serving as the premier anchor institution for Baltimore City and beyond, calls Morgan to recognize the changes in the racial population in the city, state and nation since Morgan's last Cultural Diversity Plan in 2011 and create programming and policies to serve this diverse population with social and economic impact. Lastly, through Goal #6 of its Strategic Plan, which is to accelerate global education initiatives and expand its international footprint, Morgan embraces cultural diversity by thinking globally and engaging international nations in West Africa, Latin American, and the Caribbean.

## **A. Growing Diversity at Morgan**

### Faculty

In its 2011 Cultural Diversity Plan, Morgan set two goals regarding faculty. One goal was to encourage and monitor the recruitment of Hispanic faculty at all ranks. The second goal was to encourage and monitor the recruitment of Native American female faculty at all ranks. During AY 2010 to AY 2022, Morgan has enjoyed a 140% increase of faculty who identify as Hispanic but experienced a decline of its Native American female faculty. Because cultural diversity, as defined by §11-416, does not include gender, Morgan notes that it has experienced a decrease in its Native American faculty population, including both genders.

Of significant note, Morgan's faculty population who identify as international has increased by 37% since 2010. This increase in faculty diversity correlates to diverse pedagogical, competencies, and aspirations, and places Morgan in a key position to increase its international footprint and prepare students to be global leaders. While Morgan has attracted and retained more Hispanic and international faculty, faculty who identify as Black, White, or Asian has decreased at 12.7%, 26.5%, and 7.1%, respectively. As the faculty have been attracted and retained at various ranks, Morgan now is investing in faculty-development initiatives designed to increase the competitiveness for promotion of both junior-level and senior-level faculty, as detailed in its Transformation Morgan 2030 Strategic Plan. Specific to increasing cultural diversity, Morgan will advance the following goals for its faculty:

#### **Goal 1:**

Attract and retain faculty who identify as White and persons of colors, including Black, American Indian, Asian, Hispanic, International, Native Hawaiian, or a combination of races / ethnicities.

#### **Goal 2:**

Have mandatory diversity training for all recruitment committee members,

Goal 3:

Develop and maintain key metrics to track the progression of all faculty at all ranks from Instructor to Professor.

Goal 4:

Offer programs on cultural diversity, including, but not limited to, awareness and conscious bias, to all staff.

Goal 5:

Increase the use of culturally respectful and responsive pedagogies through faculty development.

Staff

As Table D illustrates, Morgan has experienced significant growth since 2010 in its staff population. While the percentage of those who identify as Black and Native Hawaiian / Pacific Islander has decreased, staff who identify as International, Hispanic, and Asian has increased, with the largest growing population being international staff. Morgan contributes this success to intentional recruiting steps and human resource retention initiatives. A notable initiative is the launching of the Employee Assistance Program, in Fall 2021 during the COVID-19 global pandemic, to provide resources to employees and their dependents at no cost to cope with personal and professional issues that may impact work and family responsibilities. For the next 3 years, no later than AY2025, here are Morgan's goals for increasing cultural diversity among its staff:

Goal 6:

Attract and retain staff who identify as White and persons of colors, including Black, American Indian, Asian, Hispanic, International, Native Hawaiian, or a combination of races / ethnicities.

Goal 7:

Have mandatory diversity training for all recruitment committee members.

Goal 8:

Continue to offer virtual and in-person services on various topics through its Employee Assistance Program.

Goal 9:

Offer programs on cultural diversity, including, but not limited to, awareness and conscious bias, to all staff.

Goal 10:

Establish and promote employee resource groups based on commonalities such as race, ethnicity, gender, religion, gender identity, and sexual orientation.

### Undergraduate Students

From AY2010 to AY 2022, Morgan experienced an astounding 413% increase of Hispanic students in its undergraduate population. Also, during this time period, Morgan's international undergraduate student population grew by 97%. While Morgan's undergraduate populations who identify as Black, Asian, and White decreased by 11%, 54%, and 29%, respectively, there was an 11% increase of White undergrads during AY2020 when the University pivoted to online and remote instruction in response to the COVID-19 global pandemic. For the next 3 years, no later than AY2025, here are Morgan's goals for increasing cultural diversity among its undergraduate population:

#### Goal 11:

Continue to recruit, admit, retain, and graduate greater numbers of Black undergraduate students.

#### Goal 12:

Continue to recruit, admit, retain and graduate greater numbers of White undergraduate students.

#### Goal 13:

Continue to recruit, admit, retain and graduate greater numbers of Hispanic undergraduate students.

#### Goal 14:

Continue to recruit, admit, retain and graduate greater numbers of Asian undergraduate students.

#### Goal 15:

Continue to recruit, admit, retain and graduate greater numbers of international students.<sup>2</sup>

#### Goal 16:

Determine the correlation, if any, between offering online instruction and retaining and graduating culturally diverse cohorts.

#### Goal 17:

Establish more internships and employment opportunities for international and undocumented students.

### Graduate Students

Cultural diversity in Morgan's graduate population has increased remarkably from AY 2010 to AY 2022. (See Table B). The population of graduate students who identify as Black, White, Hispanic, and international have increased from AY 2010 to AY202, with the greatest increase (290%) in the international population. Morgan's Asian population of graduate students peaked during the COVID-19 global pandemic at 2.3% but has since declined to 1/.3% of its total population in AY 2022. For the next 3 years, no later than AY2025, here are Morgan's goals for increasing cultural diversity among its graduate population:

#### Goal 18:

Continue to recruit, admit, retain, and graduate greater numbers of Black graduate students.

#### Goal 19:

Continue to recruit, admit, retain and graduate greater numbers of Hispanic graduate students.

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<sup>2</sup> This goal is interconnected with Morgan's goal in its Transformation Morgan 2030 Plan to double the number of enrolled international students from 400 to 800 in 10 years.



Goal 20:

Continue to recruit, admit, retain and graduate greater numbers of Asian graduate students.

Goal 21:

Increase the percent of Asian graduate students who matriculated at Morgan.

Goal 22:

Establish more internships and employment opportunities for international and undocumented students.

### **B. Responding to a More Culturally Diverse Community**

Increasing diversity requires intentional steps to be inclusive. In addition to the diversity goals reflected above, this Strategic Plan for Enhancing Cultural Diversity at Morgan lays out Morgan's goals to ensure that its diverse faculty, staff and student feel supported. During the COVID-19 global pandemic, attitudes towards police have intensified and divided our nation along racial lines; international warfare has broken strides towards peace; hunger and housing insecurity has plagued people of all ages and walks of life; and anti-LGBTQIA messaging is creating division instead of inclusivity. While increasing its culturally diverse population, overall, Morgan will take the following intentional steps to be inclusive where all members feel safe and supported by 2025:

Goal 23:

Improve Morgan Police Department's relationship with students and employees by increasing its engagement in community policing.

Goal 24:

Increase the visibility of and resources for key Morgan offices geared towards creating inclusion, such as the Office of Diversity and EEO, Student Disability Support Services, Bear Team Case Management, the University Counseling Center.

Goal 25:

Continue the work of the Diversity Advisory Committee, which consists of appropriate departmental representation, to implement and develop accountability mechanisms to assess outcomes.

Goal 26:

Unite Student Affairs and Academic Affairs in a collaboration to embed cultural diversity awareness, community engagement, and respectful interpersonal techniques between students and faculty in order to create an inclusive, respectful learning environment.

Goal 27:

Continue to celebrate the International Transgender Day of Visibility with an annual day of programs and initiatives known as "A Day in Their Shoes."

Goal 28:

Continue to recognize religious and cultural diverse holidays and celebrations.

Goal 29:

Support the goals and visibility of all campus organizations regarding gender, race, ethnicity, sexual orientation, gender identity, religion.

**Goal 30:**

Partner with community organizations to provide resources regarding immigration status, religion, race and ethnicity, sexual orientation, and gender identity.

**Goal 31:**

Increase housing and food resources to meet the basic living essentials of Morgan's community members.

**Goal 32:**

Create internal procedures for faculty, staff, and students to change their name and gender identity in Morgan official records as appropriate.

**Goal 33:**

Promote awareness and increase support of Office of Diversity and Equal Employment Opportunity (EEO), which is charged with overseeing Morgan's compliance with its nondiscrimination policies.

### **C. Process for Reporting Campus-based Hate Crimes**

In compliance with the Jeanne Cleary Act and the Violence Against Women Act (2013), as well as state law, and in an effort to promote the personal safety of the college community, Morgan produces and distributes annual reports containing crime statistics and statements of security policy. A crime log is maintained at all times and can be available for access and review at any time. The following categories of crime for the campus, certain non-campus properties, and certain public property areas that have been reported to local Police (Baltimore City Northeast District) and the Morgan Police Department are disclosed for the most recent three years: criminal homicide; aggravated assault; sex offenses; burglary; robbery; motor vehicle theft; arson; drug, alcohol, and weapons violations; dating and domestic violence; and stalking. Also maintained by Morgan are crime statistics of hate crimes, associated with either the commission of a primary crime or the lesser offenses of larceny-theft, simple assault, intimidation, destruction of or vandalism of buildings or property. Hate crimes are offenses that manifest evidence that the alleged perpetrator was motivated to act based on bias towards the alleged victim's race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, or disability.

Allegations or reports of crimes, including campus-based hate crimes, can be made by contacting Morgan's Police Department at 911 or (443) 885-3100 or Office of Diversity and EEO at (443) 885-3559. The Police Department investigates reports by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts to determine appropriate strategies for criminal prosecution. The Office of Diversity and EEO assesses all reports and complaints of discrimination based on a legally protected class and resolves those matters in accordance with Morgan's internal procedures and practices.

### **D. Resources for Recruiting and Retaining a Culturally Diverse Student Body**

A fundamental challenge to increasing cultural diversity, as noted in Morgan's 2011 Plan, was that campus facilities and infrastructure were not aesthetically pleasing, comparable to and competitive with other doctoral research universities that students and faculty have a choice to attend. Since that time, Morgan has launched into an impressive campus revitalization project, where current buildings were renovated and new modern facilities were constructed to house educational programs, residential housing, and administrative offices, and provide state-of-the-art amenities. Investment in people is also needed to recruit and retain a culturally diverse student body. Morgan operates a wide array of programs and initiatives, as detailed in its Annual

Progress Report, to enhance cultural diversity, prepare minority and nontraditional students, advocate for students with disabilities, and support student extracurricular activities. The COVID-19 pandemic made Morgan aware of its need to increase electronic communication and virtual presence. Continuing to offer such an array of program and initiatives, particularly in remote fashions, will require competitive salaries, opportunities for advancement as well as new equipment and infrastructure. In addition to the goals identified above, Morgan sets out to achieve the following by 2025:

**Goal 34:**

Generate external revenue by securing contracts and grants from federal and State agencies that support instructional services and enhance institutional infrastructure and facilities; and

**Goal 35:**

Form partnerships with businesses and foundations that expand educational opportunities for students and that promote development in the communities proximate to the institutions.

In summary, a major challenge in achieving the goals of cultural diversity outlined in this strategic plan is the significant financial commitment and investment in people and programs, most notably in the areas of faculty recruitment and the academic development of minority students that must be made by the State and by Morgan.

|   |      |      |      |      |      |        |      |      |      |        |      |      |      |        |   |
|---|------|------|------|------|------|--------|------|------|------|--------|------|------|------|--------|---|
| African American/Black                    | 5761 | 92.9 | 2509 | 3252 | 5121 | 79.8%  | 2108 | 3013 | 5336 | 82.6%  | 2135 | 3201 | 5178 | 82.6%  | 1 |
| American Indian or Alaska Native          | 12   | 0.2  | 4    | 8    | 10   | 0.2%   | 6    | 4    | 9    | 0.1%   | 6    | 3    | 10   | 0.2%   |   |
| Asian                                     | 46   | 0.7  | 25   | 21   | 48   | 0.7%   | 29   | 19   | 49   | 0.8%   | 26   | 23   | 37   | 0.6%   |   |
| Hispanic/Latino                           | 59   | 1    | 20   | 39   | 218  | 3.4%   | 87   | 131  | 253  | 3.9%   | 105  | 148  | 277  | 4.4%   |   |
| White                                     | 102  | 1.6  | 49   | 53   | 113  | 1.8%   | 55   | 58   | 110  | 1.7%   | 56   | 54   | 103  | 1.6%   |   |
| Native Hawaiian or other Pacific Islander | 0    | 0    | 0    | 0    | 3    | 0.0%   | 3    | 0    | 6    | 0.1%   | 5    | 1    | 6    | 0.1%   |   |
| Two or more races                         | 0    | 0    | 0    | 0    | 223  | 3.5%   | 86   | 137  | 224  | 3.5%   | 79   | 145  | 219  | 3.5%   |   |
| International                             | 219  | 3.5  | 122  | 97   | 595  | 9.3%   | 506  | 89   | 388  | 6.0%   | 314  | 74   | 249  | 4.0%   |   |
| Did not self-identify                     | 0    | 0    | 0    | 0    | 88   | 0.0%   | 38   | 50   | 86   | 1.3%   | 41   | 45   | 191  | 3.0%   |   |
| Total                                     | 6199 | 100% | 2729 | 3470 | 6419 | 100.0% | 2915 | 3501 | 6461 | 100.0% | 2767 | 3694 | 6270 | 100.0% | 2 |

|   |      |      |     |     | #    | %      | Male | Female | #    | %      | Male | Female | #    | %     | Male |
|---|------|------|-----|-----|------|--------|------|--------|------|--------|------|--------|------|-------|------|
| African American/Black                    | 792  | 77.1 | 294 | 498 | 930  | 71.9%  | 328  | 602    | 907  | 69.7%  | 297  | 610    | 895  | 65.6% | 30   |
| American Indian or Alaska Native          | 2    | 0.2  | 1   | 1   |      |        |      |        |      | 0.0%   |      |        | 0    | 0.0%  |      |
| Asian                                     | 24   | 2.3  | 14  | 10  | 24   | 1.9%   | 11   | 13     | 30   | 2.3%   | 17   | 13     | 29   | 2.1%  | 1    |
| Hispanic/Latino                           | 9    | 0.9  | 7   | 2   | 46   | 3.6%   | 19   | 27     | 50   | 3.8%   | 18   | 32     | 42   | 3.1%  | 1    |
| White                                     | 99   | 9.6  | 45  | 54  | 102  | 7.9%   | 45   | 57     | 111  | 8.5%   | 50   | 61     | 115  | 8.4%  | 4    |
| Native Hawaiian or other Pacific Islander | 0    | 0    | 0   | 0   | 0    | 0.0%   | 0    | 0      |      | 0.0%   |      |        | 0    | 0.0%  |      |
| Two or more races                         | 0    | 0    | 0   | 0   | 41   | 3.2%   | 16   | 25     | 42   | 3.2%   | 16   | 26     | 37   | 2.7%  | 1    |
| International                             | 100  | 9.7  | 51  | 49  | 143  | 11.1%  | 66   | 77     | 152  | 11.7%  | 64   | 88     | 239  | 17.5% | 11   |
| Did not self-identify                     | 1    | 0.1  | 0   | 0   | 7    | 0.5%   | 2    | 5      | 10   | 0.8%   | 4    | 6      | 7    | 0.5%  |      |
| Total                                     | 1027 | 100% | 412 | 615 | 1293 | 100.0% | 487  | 806    | 1302 | 100.0% | 466  | 836    | 1364 | 100%  | 50   |

|   |     |      |     |     |     |       |     |     |     |       |     |
|---|-----|------|-----|-----|-----|-------|-----|-----|-----|-------|-----|
| American Indian or Alaska Native          | 11  | 2    | 8   | 3   | 3   | 0.4%  | 2   | 1   | 3   | 0.4%  | 2   |
| Asian                                     | 28  | 5.1  | 22  | 6   | 33  | 4.7%  | 23  | 10  | 29  | 4.2%  | 21  |
| Hispanic/Latino                           | 5   | 0.9  | 4   | 1   | 11  | 1.6%  | 6   | 5   | 8   | 1.2%  | 3   |
| White                                     | 113 | 20.7 | 73  | 40  | 100 | 14.2% | 57  | 43  | 99  | 14.3% | 57  |
| Native Hawaiian or other Pacific Islander | 1   | 0.2  | 1   | 0   | 1   | 0.1%  | 1   | 0   | 1   | 0.1%  | 1   |
| Two or more races                         | 7   | 1.3  | 3   | 4   | 16  | 2.3%  | 6   | 10  | 15  | 2.2%  | 5   |
| International                             | 57  | 10.4 | 33  | 24  | 102 | 14.5% | 68  | 34  | 112 | 16.2% | 74  |
| Did not self-identify                     | 0   | 0    | 0   | 0   | 102 | 14.5% | 53  | 49  | 93  | 13.5% | 43  |
| Total                                     | 546 | 100% | 319 | 227 | 705 | 100%  | 376 | 329 | 690 | 100%  | 368 |

|   |      |      |     |     |      |       |     |     |      |        |     |  |
|---|------|------|-----|-----|------|-------|-----|-----|------|--------|-----|--|
| American Indian or Alaska Native          | 3    | 0.3% | 1   | 2   | 6    | 0.4%  | 2   | 4   | 5    | 0.3%   | 1   |  |
| Asian                                     | 16   | 1.5% | 6   | 10  | 27   | 1.7%  | 12  | 15  | 26   | 1.6%   | 13  |  |
| Hispanic/Latino                           | 10   | 0.9% | 4   | 6   | 44   | 2.8%  | 15  | 29  | 39   | 2.5%   | 16  |  |
| White                                     | 64   | 5.8% | 40  | 24  | 93   | 5.9%  | 59  | 34  | 91   | 5.7%   | 61  |  |
| Native Hawaiian or other Pacific Islander | 2    | 0.2% | 0   | 2   | 1    | 0.1%  | 0   | 1   | 2    | 0.1%   | 1   |  |
| Two or more races                         | 12   | 1.1% | 5   | 7   | 28   | 1.8%  | 13  | 15  | 35   | 2.2%   | 12  |  |
| International                             | 25   | 2.3% | 13  | 12  | 163  | 10.4% | 80  | 83  | 176  | 11.1%  | 83  |  |
| Did not self-identify                     | 2    | 0.2% | 1   | 1   | 128  | 8.2%  | 62  | 66  | 118  | 7.4%   | 49  |  |
| Total                                     | 1096 | 100% | 533 | 563 | 1566 | 100%  | 727 | 839 | 1587 | 100.0% | 725 |  |

|                    |      |        |      |      |      |        |      |      |      |        |      |      |
|--------------------|------|--------|------|------|------|--------|------|------|------|--------|------|------|
| Native Hawaiian    | 4    | 0.1%   | 4    | 0    | 3    | 0.0%   | 3    | 0    | 6    | 0.1%   | 5    | 1    |
| Multiracial        | 249  | 3.2%   | 100  | 149  | 264  | 3.4%   | 102  | 162  | 266  | 3.4%   | 95   | 171  |
| International      | 945  | 12.2%  | 723  | 222  | 738  | 9.6%   | 572  | 166  | 540  | 7.0%   | 378  | 162  |
| Did not self-ident | 100  | 1.3%   | 42   | 58   | 95   | 1.2%   | 40   | 55   | 96   | 1.2%   | 45   | 51   |
| Total              | 7747 | 100.0% | 3539 | 4208 | 7712 | 100.0% | 3402 | 4307 | 7763 | 100.0% | 3233 | 4530 |