

**DIVERSITY PLAN
ASSESSMENT OF PROGRESS
2013**

Assessment of progress by the institution in enhancing diversity with an emphasis on the representation of African-American faculty, EEO-1 level administrators, and students.

Goal: Increase the number of African-American Faculty, EEO-1 level administrators, students, and degrees awarded.

Table 1

**University of South Alabama (USA)
African-American Faculty
1998-2013**

Faculty

Year	<u>USA</u>		<u>Public 4- Year</u>		<u>Public Doctoral</u>	
	Number	Percent of Total	Percent of Total	Percent of Total		
1998	26	3.7	4.9 ¹	4.9 ²		
2007	30	4.1	5.0 ³	4.3 ⁴		
2008	33	4.3	5.1 ⁵	4.3 ⁶		
2009	33	4.4	5.2 ⁷	NA		
2010	33	4.4	5.4 ⁸	NA		
2011	34	4.5	5.3 ⁹	NA		
2012	35	4.6	5.3 ¹⁰	NA		
2013	40	5.2	5.3 ¹¹	NA		

¹ Chronicle of Higher Education 1998-99 Almanac, All Institutions

² Chronicle of Higher Education 1998-99 Almanac, All Institutions

³ Chronicle of Higher Education 2006-07 Almanac, Public Four Year Institutions

⁴ Chronicle of Higher Education 2006-07 Almanac, Public Doctoral Institutions

⁵ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

⁶ Chronicle of Higher Education 2008-09 Almanac, Public Doctoral Institutions

⁷ Chronicle of Higher Education 2009-10 Almanac, Public Four Year Institutions

⁸ Chronicle of Higher Education 2010-11 Almanac, Public Four Year Institutions

⁹ US DOE NCES Digest of Education Statistics: 2010, Public Four Year Institutions (Source used by Chronicle of Higher Education in previous years)

¹⁰ US DOE NCES Digest of Education Statistics: 2011, Public Four Year Institutions

¹¹ US DOE NCES Digest of Education Statistics: 2012, Public Four Year Institutions

Table 2

**University of South Alabama (USA)
African-American Administrators
1998-2013**

Administrative/Managerial Staff

Year	<u>USA</u>		<u>Public 4-Year</u>
	Number	Percent of Total	Percent of Total
1998	16	4.8	9.0 ¹²
2007	28	8.2	10.3 ¹³
2008	29	8.3	10.0 ¹⁴
2009	29	8.4	10.4 ¹⁵
2010	31	9.1	10.5 ¹⁶
2011	33	9.5	9.9 ¹⁷
2012	33	8.8	9.9 ¹⁸
2013	32	8.6	9.9 ¹⁹

Progress toward achievement of the University's goal to increase the number of African-American faculty, EEO-1 administrators, students, and degrees awarded was assessed by a review of data during the period of fall 1998 through fall 2013. Annual progress can be reviewed beginning with 2007 as a baseline (Tables 1 and 2 above).

As indicated in Table 1, in fall 1998 26 or 3.7% of all university faculty were African-American. By 2007 this number increased to 30 (4.1%) and has since increased to 40 in 2013 (5.2% of the total faculty.) The percentage of African-American faculty at the University of South Alabama is now very close to the national average for public four-year institutions (5.3%) and exceeds the most recent public doctoral granting institution average of 4.3%. These percentages serve as evidence of the University's ongoing commitment to increase the presence of African-American faculty.

The number and/or percentage of African-American administrators (Table 2) declined slightly over the past two years after several years of increases. The percentage of African-American

¹² Chronicle of Higher Education 1998-99 Almanac, All Institutions

¹³ Chronicle of Higher Education 2006-07 Almanac, Public Four Year Institutions

¹⁴ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

¹⁵ Chronicle of Higher Education 2009-10 Almanac, Public Four Year Institutions

¹⁶ Chronicle of Higher Education 2010-11 Almanac, Public Four Year Institutions

¹⁷ US DOE NCES Digest of Education Statistics: 2010, Public Four Year Institutions (Source used by Chronicle of Higher Education in previous years)

¹⁸ US DOE NCES Digest of Education Statistics: 2011, Public Four Year Institutions

¹⁹ US DOE NCES Digest of Education Statistics: 2012, Public Four Year Institutions

administrators remains higher than that of the faculty but is still below the national average for administrators.

Table 3

**University of South Alabama (USA)
African-American Student Enrollment and Degrees Awarded
1998-2013**

Enrollment

Year	<u>Undergraduate</u>		<u>Graduate</u>		<u>First Professional</u>		<u>Total USA</u>		<u>National</u>
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	% of Total
1998	1,250	13.4	169	9.2	20	7.8	1,439	12.6	10.4 ²⁰
2007	1,997	18.7	395	14.1	22	7.9	2,414	17.5	11.1 ²¹
2008	2,080	18.8	360	13.2	20	7.1	2,460	17.5	11.1 ²²
2009	2,191	19.2	334	11.8	18	6.2	2,543	17.5	11.2 ²³
2010	2,299	19.7	332	11.8	19	6.4	2,650	17.9	11.3 ²⁴
2011	2,386	20.6	299	10.4	16	5.3	2,701	18.3	11.6 ²⁵
2012	2,419	21.4	354	11.7	17	5.7	2,790	19.1	11.5 ²⁶
2013	2,541	22.5	459	13.2	19	6.5	3,019	20.0	12.2 ²⁷

Degrees Awarded

1997-1998	124	7.8	38	7.6	6	9.5	168	7.8	7.8 ²⁸
2006-2007	216	14.9	75	9.4	7	10.9	298	12.9	9.3 ²⁹
2007-2008	238	15.3	107	13.4	7	10.8	352	14.5	9.5 ³⁰
2008-2009	210	12.7	89	10.3	2	3.2	301	11.7	9.6 ³¹
2009-2010	249	15.7	70	8.5	6	9.1	325	13.2	9.7 ³²
2010-2011	255	14.9	75	9.2	6	8.7	336	12.9	9.8 ³³
2011-2012	243	14.6	77	9.4	5	6.4	325	12.7	10.1 ³⁴
2012-2013	266	14.8	78	9.5	4	5.5	348	12.9	10.1 ³⁵

²⁰ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

²¹ Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

²² Chronicle of Higher Education 2008-09 Almanac, Public Four Year Institutions

²³ Chronicle of Higher Education 2009-10 Almanac, Public Four Year Institutions

²⁴ US DOE NCES Digest of Education Statistics: 2009, Public Four Year Institutions (Source used by Chronicle of Higher Education in previous years)

²⁵ US DOE NCES Digest of Education Statistics: 2010, Public Four Year Institutions

²⁶ US DOE NCES Digest of Education Statistics: 2011, Public Four Year Institutions

²⁷ US DOE NCES Digest of Education Statistics: 2012, Public Four Year Institutions

²⁸ US DOE NCES Digest of Education Statistics: 2010, Public Four Year Institutions

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³⁴ US DOE NCES Digest of Education Statistics: 2011, Public Four Year Institutions

³⁵ US DOE NCES Digest of Education Statistics: 2012, Public Four Year Institutions

As indicated in Table 3 above, in fall 1998 1,439 (12.6%) of the University's total enrollment was African-American as compared to 3,019 (20.0%) in fall 2013. African-American undergraduate enrollment increased from 1,250 (13.4%) in fall 1998 to 2,541 (22.5%) in fall 2013. African-American graduate enrollment increased from 169 (9.2%) in fall 1998 to 459 (13.2%) in fall 2013. As evidenced by these numbers, the University is achieving its goals of increasing African-American enrollment, and the percentage of African American students at USA continues to exceed the national average.

In the academic year 1997-1998, the number of undergraduate degrees awarded to African-Americans was 124 (7.8%) as compared to 266 (14.8%) in 2012-2013. At the graduate level, degrees awarded to African-Americans increased to 78 (9.5%) in 2012-2013 as compared to 38 (7.6%) in 1997-1998 although these numbers are not yet back to the peak of 107 (13.4%) seen in 2007-2008. The number of first professional (M.D.) degrees awarded by the University to African American students in 2012-2013 (4 or 5.5%) was a decrease of one student since the 2011-12 year and three students since the peak of seven students in the 2006-2007 and 2007-2008 academic years. It is clear that the University has made substantial progress over the last fifteen years in increasing the total number of African-American students earning degrees and the percentage of African American graduates at USA continues to exceed the national average. Although challenges remain, progress has also been made in the number of degrees awarded at the undergraduate and graduate levels. Even with a slight decline in first professional degrees awarded, the university has made significant progress in degrees awarded to African-American students.

In conclusion, the University has made substantial progress toward its goal of increasing the number of African-American Faculty, EEO-1 level administrators, students, and degrees awarded although challenges remain in some areas. The University will continue to assess progress while sustaining the commitment to diversity and multiculturalism with an emphasis on African-Americans.