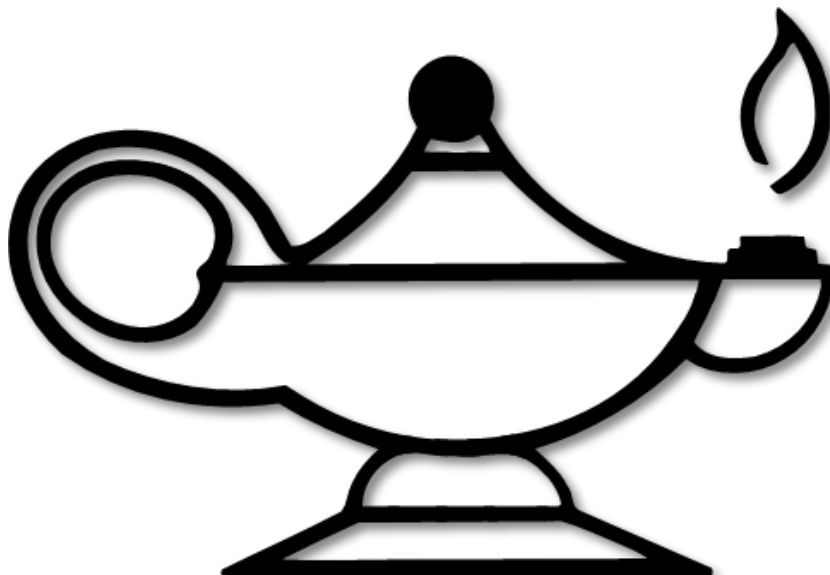




JORDAN HU COLLEGE OF SCIENCE & LIBERAL ARTS

2025 Strategic Plan Outcomes Report



JORDAN HU COLLEGE OF SCIENCE & LIBERAL ARTS 2025 STRATEGIC PLAN OUTCOMES REPORT

The guiding vision of the Jordan Hu College of Science & Liberal Arts (HCSLA) 2025 strategic plan was to be recognized as a preeminent college that emphasizes and creatively integrates interdisciplinarity in instruction, scholarship, and research with local and global impact. HCSLA is distinct among the colleges and schools at NJIT in terms of its breadth and the interconnections it fosters among diverse disciplines in the sciences and the liberal arts.

HCSLA's mission supports NJIT's mission of commitment to excellence, evolution, and growth in (a) education, preparing diverse students for positions of leadership as professionals and as citizens through innovative curricula, committed faculty, and expansive learning opportunities; (b) research, advancing knowledge to address issues of local, national, and global importance with an emphasis on high impact basic, applied, and transdisciplinary scholarship; (c) economic development, anticipating the needs of business, government, and civic organizations to foster growth, innovation, and entrepreneurship; and (d) engagement, applying our expertise to build partnerships, serve our community, and benefit society as a whole.

HCSLA's core values mirror those of the institution's and reflect our beliefs, guide our behavior, shape our culture, and in so doing establish a sense of community, common purpose, and student focus. These core values include (a) excellence, innovation in the pursuit of excellence in all that we do and continued improvement in order to meet and sustain the highest standards of performance; (b) integrity, an honest and ethical approach in all we do, including the commitment to keep our promises and the humility to acknowledge our mistakes; (c) civility, treating each other with respect and with dignity; (d) sustainability, emphasizing responsible development and respecting the needs of future generations; (e) social responsibility, proactive engagement and partnerships to enhance the communities in which we live; (f) diversity, an emphasis on inclusiveness in our university community, a focus on the acceptance of cultural and personal differences, and an unwillingness to allow or succumb to discrimination in any form; and (g) communication, to share information and understand each other's perspectives.

Five major objectives comprised HCSLA's 2025 strategic plan. Informed by the College's vision, mission, and core values, these objectives reflect our shared commitment to:

- I. Access
- II. Research
- III. Diversity
- IV. Visibility
- V. Engagement

Each objective was informed by a unique set of action plans and key performance indicators (KPIs). The purpose of this report is to review the data and to perform an outcomes-based assessment for each of the strategic plan's overarching objectives. Supplemental data, tables, and figures for many KPIs are also available in the appendix to this report.

Before diving into this report's outcome analysis, however, it is pertinent to provide some context that must be taken into consideration when considering the College's performance from Fall 2020 through Spring 2025. The beginning of 2025 strategic plan coincided with the beginning of the COVID-19 pandemic, which acutely impacted University operations from Spring 2020 through Spring 2023, and the effects of which we continue to deal even now. Indeed, student preparedness and performance, namely in NJIT's gateway courses, continue to present unique challenges that we are still attempting to navigate in the wake of the COVID-19 pandemic.

At the same time, we started to face a decline in regional high school students, which has altered our traditional enrollment pipelines. Recruiting and retaining students—particularly those from underrepresented, rural, and economically disadvantaged backgrounds—has required new strategies, deeper community engagement, and a more intentional focus on equity and access. Internally, we have undertaken the challenge of modernizing decades-old classrooms and laboratories while navigating the fiscal constraints imposed by state as well as federal budget reductions and inflationary pressures. These efforts have often required difficult choices, but they also have created unique opportunities to align our efforts as well as our institution with the forward-looking, hands-on character of a contemporary STEM education. During this time, we have also had to respond to significant shifts in industry needs across numerous sectors. Strengthening partnerships with local and regional employers and the establishment of subject-specific professional advisory boards have become a cornerstone of our strategy to keep our academic offerings relevant, responsive, and applied.

This report offers a comprehensive overview of the outcomes of our strategic initiatives. It acknowledges where progress has been made, where goals evolved in response to changing realities, and where further work is still yet needed; most importantly, however, it captures the ways in which our faculty, staff, and students have worked together purposefully and innovatively to support and advance the College's mission and goals. Looking ahead, the insights and experiences of the past five years will help to shape the next phase of our strategic vision. Although we have faced significant challenges, they have shown a light on HCSLA's capacity to innovate, collaborate, and lead with integrity. I am immensely proud of what we've accomplished and maintain confidence that working together we can continue to grow while capably handling the challenges that may lie ahead.

OBJECTIVE I – ACCESS

The first main objective of HCSLA's 2025 strategic plan was access. Associated action plans for this objective included the creation of new degree programs and concentrations that respond to or anticipate market and societal needs, which are best addressed through coursework, study, or scholarship in the sciences and liberal arts; the marketing and promotion of key existing programs with the capacity and potential for significant enrollment growth; the creation of new or enhancement of existing scholarships and fellowships to support increasing the total number of undergraduate, masters, and doctoral students matriculated within the College; the submission proposals for doctoral training fellowships in support of increasing the total number of doctoral students matriculated within the College; the expansion of the number and type of courses included in the gateway courses initiative; conducting a comprehensive evaluation of all programs within the College to identify current offerings as well as opportunities to increase experiential and/or capstone learning opportunities; and actively reviewing academic programs' learning objectives and assessment plans, supplementing and updating as needed.

Outcomes related to Objective I. Access were assessed using 11 distinct KPIs. A summary of the KPIs for Objective I as well as outcome assessment indicator values (i.e., the target identified in each KPI is assessed as being *met*, *nearly or partially met*, or *unmet or to be determined [TBD]*) for each indicator are presented in Table 1, which demonstrates that targets were met for 7 of Objective I's KPIs (i.e., approximately 64%) and that targets were nearly met for the remaining 4 (i.e., approximately 36%).

Overall, total enrollment has grown by 16% since the 2021 academic year, including a 15% growth in undergraduate students, a 45% growth in master's students, and a 6% growth for doctoral students (see Table 6. HCSLA Enrollment by Degree Level & Academic Year, Fall 2020 Through Fall 2024 for more details). Program-specific enrollment highlights include a 93% growth in the B.S. in Forensic Science program, a 4600% growth in the B.S. in Cyberpsychology program, a 131% growth in the M.S. in Pharmaceutical Chemistry program, and a 111% growth in the M.S. in Data Science – Statistics program.

Pass rates for many of the gateway courses continue to improve (see Table 7. DFWI Rates in STEM Gateway Courses, AY19—AY25 for more details) and undergraduate enrollment in capstone and experiential learning courses also continues to grow, with enrollment up 52% since the 2021 academic year, including a 5% increase in HCSLA undergraduate enrollment in such courses (see Table 8. HCSLA Enrollment in Capstone & Experiential Learning Courses, AY20—AY25). During this same time period, HCSLA has also experienced an increase in the number of programs requiring experiential learning, including the B.S. in Forensic Science, the B.S. in Cyberpsychology, the M.S. in Pharmaceutical Chemistry, and the M.S. in Data Science – Statistics.

Finally, HCSLA has also increased significantly student financial support through the creation of 9 new endowed scholarships (see Figure 1. List of New HCSLA Endowed Scholarships July 2020—June 2025).

Table 1. Key Performance Indicators & Outcome Assessment for Objective I. Access

OBJECTIVE I. ACCESS	
Key Performance Indicator (KPI)	Outcome Assessment
a. Increase undergraduate enrollment by ~300 (± 50) students, to a goal of approximately 1,150 total undergraduate matriculants.	Target Nearly Met
b. Increase graduate enrollment by ~100 (± 25) students, to a goal of approximately 200 total graduate matriculants.	Target Nearly Met
c. Increase doctoral enrollment by ~35 (± 15) students, to a goal of approximately 175 total doctoral matriculants.	Target Nearly Met
d. Increase the total number of courses included within the College's STEM gateway courses initiative.	Target Met
e. Increase the pass rate (i.e., the percent of students receiving a final grade of a C or above) of continuing and transfer students in gateway courses.	Target Met
f. Increase the total number of degree programs offering experiential and/or capstone learning opportunities.	Target Met
g. Increase enrollment in existing experiential learning and capstone courses within the College.	Target Met
h. Increase external financial support for students by at least 5 new named endowed scholarships.	Target Met
i. Increase number of proposals submitted to external agencies in support of doctoral student training to at least one major proposal per year.	Target Met
j. Increase the number of programs within the College that have clearly defined and articulated learning objectives to approximately 100%.	Target Met
k. Increase the number of programs within the College that have clearly defined and articulated assessment plans to approximately 100%.	Target Nearly Met

OBJECTIVE II – RESEARCH

The second objective of HCSLA's 2025 strategic plan was research. Associated action plans for this objective included the cultivation of interdisciplinary research endeavors between investigators within the College and those within the University's other colleges and schools; the development of new interdisciplinary research centers and/or institutes constituted around the areas of research articulated by federally identified priorities; an increase in the number of doctoral students in each of the College's PhD programs; and the enhancement of facilities to support the College's research mission.

Outcomes related to Objective II. Research were assessed using 9 distinct KPIs. A summary of the KPIs for Objective I as well as outcome assessment indicator values (i.e., the target identified in each KPI is assessed as being *met*, *nearly or partially met*, or *unmet or to be determined [TBD]*) for each indicator are presented in Table 2, which demonstrates that targets were met for 5 of Objective II's KPIs (i.e., approximately 56%), nearly met for 3 of Objective II's KPIs (i.e., approximately 33%), and that the outcome for 1 KPI could not be assessed due lack of feasibility (see footnote in Table 2 for further explanation).

Faculty publications and externally-funded research activity remain high throughout the College, with nearly 75% publishing and 65% with active grant funding for calendar year 2024. Interdisciplinary research activity has been especially robust during the past 5 years, including the submission of 196 such proposals, 24 of which were ultimately funded. Furthermore, during this same time period, the College has seen a significant increase in the amount of funding in areas of federal-identified priorities (i.e., materials science, modeling, & simulation; biotechnology & health sciences; environmental science, sustainability, & space weather; education, diversity, & STEM pathways; social/behavior science & policy; data science; and engineering), which, taken together, account for 176 funded projects.

The number of new HCSLA research centers has also grown since 2020, including the creation of the Center for Computational Heliophysics, the Center for Ethics and Responsible Research, the Center for Photonics Innovation, and the Institute for Space Weather Sciences. Finally, the College has seen a significant investment in new and renovated research facilities to accommodate growth within HCSLA's research enterprise, including renovations across laboratories in the Central King Building, Coltan Hall, Cullimore Hall, the Life Sciences Building, and Tiernan Hall.

Table 2. Key Performance Indicators & Outcome Assessment for Objective II. Research

OBJECTIVE II. RESEARCH	
Key Performance Indicator (KPI)	Outcome Assessment
a. To maintain a scholarly, peer-reviewed publication rate of 85% among tenured or tenure-eligible faculty.	Target Nearly Met
b. To reach a research funding rate of 65% among tenured or tenure-eligible faculty.	Target Met
c. Increase the number of interdisciplinary research and education grant proposals submitted.	Target Nearly Met
d. Increase the number of interdisciplinary research and education grant proposals funded.	Target Met
e. Revise organizational structure for the liberal arts, social sciences, and behavioral sciences (e.g., school, department, etc.).	N/A ¹
f. Increase the number of new research centers and/or institutes within the College.	Target Met
g. Increase the amount of funding in areas of federal-identified priorities.	Target Met
h. Secure funds for at least two research fellowships through development efforts and increase the number of Ph.D. students by ~35 (± 15).	Target Met
i. Add new or renovated research space to accommodate growth.	Target Nearly Met

¹ Although the College undertook significant and substantial efforts in service of the reorganization of the liberal arts, social sciences, and behavioral sciences, ultimately these efforts were put on hold before being suspended altogether due to feasibility.

OBJECTIVE III – DIVERSITY

HCSLA's 2025 strategic plan's third objective was diversity. Associated action plans for this objective included working with search committees to emphasize the importance of offering consideration to diverse, qualified applicants; working with the Office of University Admissions to recruit diverse, qualified students; and to ensure that curricula foster inclusiveness.

Outcomes related to Objective III. Diversity were assessed using 6 distinct KPIs. A summary of the KPIs for Objective III as well as outcome assessment indicator values (i.e., the target identified in each KPI is assessed as being *met*, *nearly or partially met*, or *unmet or to be determined [TBD]*) for each indicator are presented in Table 3, which demonstrates that targets were met for 100% of the Objective III's KPIs.

Efforts to increase the College's gender diversity have resulted in a 27% female population among tenured/tenure-track faculty and a 35% female population among university lecturers, senior university lecturers, and professors of practice (see Table 9. HCSLA Faculty & University Lecturers – Percent Female, 2020—2024); furthermore, such efforts have resulted in a 53% female HCSLA student body, which is a 6% increase since the 2021 academic year (see Table 11. HCSLA Student Population – Percent Female, 2020—2024).

Efforts to increase the College's diversity among underrepresented minorities (URM) have resulted in a 37% URM population among tenured/tenure-track faculty and a 24% URM population among university lecturers, senior university lecturers, and professors of practice (see Table 10. HCSLA Faculty & University Lecturers – Percent URM, 2020—2024); furthermore, such efforts have resulted in a 33% URM HCSLA student body, which is a 5% increase since the 2021 academic year (see Table 12. HCSLA Student Population – Percent URM, 2020—2024).

Table 3. Key Performance Indicators & Outcome Assessment for Objective III. Diversity

OBJECTIVE III. DIVERSITY	
Key Performance Indicator (KPI)	Outcome Assessment
a. Increase the College's gender diversity, with a goal of 30% (\pm 5%) female tenured and tenure-track faculty.	Target Met
b. Increase the College's gender diversity, with a goal of 40% (\pm 5%) female university lecturers and professors of practice.	Target Met
c. Increase the College's racial and ethnic diversity, with a goal of 45% (\pm 5%) under-represented minority (URM) tenured and tenure-track faculty.	Target Met
d. Increase the College's racial and ethnic diversity, with a goal of 35% (\pm 5%) URM university lecturers and professors of practice.	Target Met
e. Increase the College's gender diversity, with a goal of >50% (\pm 5%) female students.	Target Met
f. Increase the College's racial and ethnic diversity, with a goal of 30% (\pm 5%) traditionally underrepresented minority students.	Target Met

OBJECTIVE IV – VISIBILITY

The fourth objective of HCSLA's 2025 strategic plan was visibility. Related action plans for this objective included the creation and execution of digital marketing and branding campaigns to increase visibility of programs and research efforts within the College; the expansion of efforts to nominate faculty as well as research and instructional staff for prestigious awards and fellowships; the expansion of efforts to nominate students for prestigious awards and fellowships; and the encouragement of faculty to hold offices in professional societies and editorial boards of reputable journals.

Outcomes related to Objective IV. Visibility were assessed using 7 distinct KPIs. A summary of the KPIs for Objective IV as well as outcome assessment indicator values (i.e., the target identified in each KPI is assessed as being *met*, *nearly or partially met*, or *unmet or to be determined [TBD]*) for each indicator are presented in Table 4, which demonstrates that targets were met for 100% of the Objective IV's KPIs.

Outcomes for this objective were supported by the creation of marketing materials to support the College's branding campaign, including a yield campaign of 4 emails per year to admitted HCSLA students; a retention campaign of 4 emails per year to deposited HCSLA students; numerous post-event follow-up messages; an alumni newsletter sent once at the start of each semester; the creation of an HCSLA brochure and flyer; the creation of program flyers for each of our undergraduate degree programs, totaling 14 altogether; and the creation of program booklets to support the rollout and awareness of new programs within the College. Furthermore, there were increases in the number of faculty nominations and awards for prestigious awards and fellowships, including 27 total nominations (an average of 5.4 submissions per year) and 8 total awards (an average of 1.6 per year). Finally, earned media appearances for HCSLA faculty increased overall during the 2021 through 2025 academic years (see Table 13. HCSLA Earned Media Appearances for Selected Faculty, AY20–AY25).

Table 4. Key Performance Indicators & Outcome Assessment for Objective IV. Visibility

OBJECTIVE IV. VISIBILITY	
Key Performance Indicator (KPI)	Outcome Assessment
a. Quantify and create benchmarks for physical and digital marketing and branding campaigns for academic programs within the College.	Target Met
b. Quantify and create benchmarks for physical and digital marketing campaigns to promote research within the College.	Target Met
c. Increase the number of faculty nominations for prestigious awards/fellowships within the College.	Target Met
d. Increase the number of student nominations for prestigious awards/fellowships within the College.	Target Met
e. Increase the number of College faculty conferred prestigious awards/fellowships.	Target Met
f. Increase the number of College students conferred prestigious awards/fellowships.	Target Met
g. Increase the number of media interviews, stories, and mentions of our faculty.	Target Met

OBJECTIVE V – ENGAGEMENT

The fifth and final objective of HCSLA’s 2025 strategic plan was engagement. Related action plans for this objective included the expansion of engagement with local communities and organizations (e.g., MSI, Newark playwriting initiative, Students2Science, Research Engineering & Apprenticeships, Project SEED, Chemistry Olympics, Professional Societies, etc.); an increase in participation in local outreach and pre-college programs; and the encouragement of faculty and staff to serve in civic and professional organizations.

Outcomes related to Objective V. Engagement were assessed using 4 distinct KPIs. A summary of the KPIs for Objective V as well as outcome assessment indicator values (i.e., the target identified in each KPI is assessed as being *met*, *nearly or partially met*, or *unmet or to be determined [TBD]*) for each indicator are presented in Table 5, which demonstrates that targets were met for 100% of the Objective V’s KPIs.

Outcome highlights for this objective included an increase in the size and scope of pre-college programs, with 11 high schools participating in the Newark Math Success Initiative (MSI) during AY25, an increase of 6 schools since AY21. Another highlight was a 138% increase in the enrollment of the pre-college program options courses since the 2021 academic year, including a more-than 600% increase in enrollment in FRSC 201: Introduction to Forensic Science. See Table 14. Pre-College Enrollment in HCSLA Courses by Course & Year, 2021—2025 for additional information.

Table 5. Key Performance Indicators & Outcome Assessment for Objective V. Engagement

OBJECTIVE V. ENGAGEMENT	
Key Performance Indicator (KPI)	Outcome Assessment
a. Increase the number of local community focused or pre-college programs.	Target Met
b. Increase the size and/or scope of local community focused or pre-college programs.	Target Met
c. Increase the enrollment in pre-college course offerings.	Target Met
d. Increase the number of students from underserved or underrepresented communities (including women, minorities, and students from families with low income and those from local urban communities) studying for STEM degrees at NJIT.	Target Met

APPENDIX:
TABLES & FIGURES

Table 6. HCSLA Enrollment by Degree Level & Academic Year, Fall 2020—Fall 2024

I. Access

- I.a. Increase undergraduate enrollment by ~300 (± 50) students, to a goal of approximately 1,150 total undergraduate matriculants.*
- I.b. Increase graduate enrollment by ~100 (± 25) students, to a goal of approximately 200 total graduate matriculants.*
- I.c. Increase doctoral enrollment by ~35 (± 15) students, to a goal of approximately 175 total doctoral matriculants.*

	Year					Δ		Strategic Plan KPIs		
	2020	2021	2022	2023	2024	<i>N</i>	%	Lower	Middle	Upper
Undergraduate (BA/BS)	822	855	887	911	947	125	15%	1,100	1,150	1,200
Post-Baccalaureate Cert.	9	5	5	5	5	-4	-44%			
Graduate (MA/MS)	86	126	146	154	125	39	45%	175	200	225
Doctoral (PhD)	141	139	125	137	149	8	6%	160	175	190
TOTAL	1,058	1,125	1,163	1,207	1,226	168	16%	1,435	1,525	1,615

Table 7. DFWI Rates in STEM Gateway Courses, AY19—AY25

I. Access

- I.d. Increase the total number of courses included within the College's STEM gateway courses initiative.*
- I.e. Increase the pass rate (i.e., the percent of students receiving a final grade of a C or above) of continuing and transfer students in gateway courses.*

Course	DFWI Rate (%)						
	AY19	AY20	AY21	AY22	AY23	AY24	AY25
CES							
<i>CHEM 121</i>	52%	32%	32%	30%	32%	28%	40%
<i>CHEM 125</i>	26%	29%	31%	38%	39%	30%	25%
<i>CHEM 126</i>	18%	18%	24%	32%	37%	29%	20%
HSS							
<i>ENGL 101</i>	10%	11%	15%	14%	10%	15%	12%
<i>ENGL 102</i>	15%	13%	15%	17%	13%	14%	16%
MATH							
<i>MATH 110</i>	37%	32%	41%	56%	53%	46%	42%
<i>MATH 111</i>	34%	37%	40%	46%	44%	43%	41%
PHYS							
<i>PHYS 102</i>	25%	19%	19%	40%	33%	34%	38%
<i>PHYS 111</i>	18%	19%	22%	39%	29%	32%	31%

Table 8. HCSLA Enrollment in Capstone & Experiential Learning Courses, AY20—AY25**I. Access**

- If. Increase the total number of degree programs offering experiential and/or capstone learning opportunities.*
- I.g. Increase enrollment in existing experiential learning and capstone courses within the College.*

Course	Capstone & Experiential Learning Course Enrollment						Δ
	AY20	AY21	AY22	AY23	AY24	AY25	
BIOL	41	25	27	29	34	35	–6
<i>BIOL</i>	41	25	27	29	34	35	–6
CES	17	23	32	27	11	41	+24
<i>CHEM</i>	17	18	20	14	4	30	+13
<i>EVSC</i>	0	0	2	0	0	0	—
<i>FRSC</i>	0	5	10	13	7	11	+11
HIST	13	12	17	12	4	20	+7
<i>HIST</i>	13	12	17	12	4	20	+7
HSS							
<i>COM</i>	0	0	0	10	13	14	+14
<i>PSY</i>	0	0	1	8	12	14	+14
<i>STS</i>	0	0	1	0	1	1	+1
<i>THTR</i>	8	16	7	8	8	2	–6
MATH	45	43	40	60	46	50	+5
<i>MATH</i>	45	43	40	60	46	50	+5
PHYS	6	5	11	6	3	12	+6
<i>PHYS</i>	6	5	11	6	3	12	+6
Total	130	124	133	160	131	189	+59
U/G Enrollment	829	822	855	887	911	947	
Participation	16%	15%	16%	18%	14%	20%	+5%

Figure 1. List of New HCSLA Endowed Scholarships July 2020—June 2025

I. Access

I.h. Increase external financial support for students by at least 5 new named endowed scholarships.

- Alana Dudley '17H and DenMark Clarke '17 Scholarship
- Dr. Samir K. Bose Fellowship in Physics
- Gulshan Kumar Sarna and Kamlesh Sarna Memorial Scholarship
- Helen and King Moy '74, '77 UEL Scholar
- Jordan Hu Taiwan Scholarship
- Professor Jay Kappraff Memorial Scholarship
- Russ '79 and Lydia Furnari Scholarship
- Siddhartha (Sid) Bala '96 Cyberpsychology Scholarship
- William Savin Scholarship

Table 9. HCSLA Faculty & University Lecturers – Percent Female, 2020—2024

III. Diversity

- III.a. Increase the College's gender diversity, with a goal of 30% ($\pm 5\%$) female tenured and tenure-track faculty.*
- III.b. Increase the College's gender diversity, with a goal of 40% ($\pm 5\%$) female university lecturers and professors of practice.*

	Year					Δ
	2020	2021	2022	2023	2024	
Tenured/Tenure-Track Faculty	23%	25%	27%	26%	27%	+4%
University & Senior University Lecturers	43%	43%	40%	34%	35%	–8%
Professors of Practice	0%	0%	0%	0%	0%	—
Total Share	29%	30%	31%	29%	30%	—

Table 10. HCSLA Faculty & University Lecturers – Percent URM, 2020—2024

III. Diversity

- III.c. Increase the College’s racial and ethnic diversity, with a goal of 45% ($\pm 5\%$) under-represented minority (URM) tenured and tenure-track faculty.*
- III.d. Increase the College’s racial and ethnic diversity, with a goal of 35% ($\pm 5\%$) URM university lecturers and professors of practice.*

	Year					Δ
	2020	2021	2022	2023	2024	
Tenured/Tenure-Track Faculty	29%	29%	30%	35%	37%	+8%
University & Senior University Lecturers	17%	20%	18%	21%	24%	+8%
Professors of Practice	0%	0%	0%	0%	0%	—
Total Share	24%	26%	26%	30%	32%	+8%

Table 11. HCSLA Student Population – Percent Female, 2020—2024

III. Diversity

III.e. Increase the College's gender diversity, with a goal of >50% (\pm 5%) female students.

	Year					Δ
	2020	2021	2022	2023	2024	
Undergraduate (BA/BS)	48%	49%	55%	57%	54%	+6%
Post-Baccalaureate Certificate	56%	40%	60%	80%	100%	+44%
Graduate (MA/MS)	44%	38%	51%	53%	58%	+13%
Doctoral (PhD)	37%	39%	40%	40%	38%	+1%
Total Share	46%	47%	53%	55%	53%	+6%

Table 12. HCSLA Student Population – Percent URM, 2020—2024

III. Diversity

III.f. Increase the College’s racial and ethnic diversity, with a goal of 30% (\pm 5%) traditionally underrepresented minority students.

	Year					Δ
	2020	2021	2022	2023	2024	
Undergraduate (BA/BS)	32%	34%	37%	39%	38%	+7%
Post-Baccalaureate Certificate	22%	40%	20%	60%	60%	+38%
Graduate (MA/MS)	22%	17%	18%	23%	23%	+1%
Doctoral (PhD)	9%	8%	9%	9%	7%	–2%
Total Share	28%	29%	31%	34%	33%	+5%

Table 13. HCSLA Earned Media Appearances for Selected Faculty, AY20–AY25

IV. Visibility

IV.g. Increase the number of media interviews, stories, and mentions of our faculty.

Units	Number of Earned Media Appearances for Selected Faculty					
	AY20	AY21	AY22	AY23	AY24	AY25
Biological Sciences	60	608	112	329	32	308
Chemistry & Environmental Science	26	78	9	55	1,338	61
History	21	10	10	1	0	12
Humanities & Social Sciences	22	411	37	24	181	89
Mathematical Sciences	25	0	34	1	8	9
Physics	170	78	268	146	233	160
HCSLA Total	324	1,185	470	556	1,792	639

Table 14. Pre-College Enrollment in HCSLA Courses by Course & Year, 2021—2025

V. Engagement

V.c. Increase the enrollment in pre-college course offerings.

Course	Enrollment					Δ
	AY21	AY22	AY23	AY24	AY25	
CES						
CHEM 125	39	60	45	45	41	+2
CHEM 125A	39	60	45	45	41	+2
FRSC 201	49	42	80	199	343	+294
HSS						
ENGL 101	60	64	28	45	46	−14
ENGL 102	0	0	0	0	0	—
MATH						
MATH 110	87	62	35	58	122	+35
MATH 111	107	94	99	136	158	+51
MATH 112	24	19	20	32	44	+20
PHYS						
PHYS 102	0	11	5	33	31	+31
PHYS 102A	0	11	5	33	31	+31
PHYS 111	12	6	61	61	74	+62
PHYS 111A	12	6	62	61	74	+62
PHYS 121	0	4	6	2	8	+8
PHYS 121A	0	4	6	2	8	+8
Total	429	443	497	752	1,021	+592