# Rhode Island College 2019 Annual Legislative Report

### A. Faculty Data

Between fall 2018 and fall 2019, Rhode Island College hired 46 new full-time employees across numerous occupational categories.  Of that total, 16 (34.8%) were persons of color, and 29 (63%) were women.  In the faculty category, 10 full-time new hires were made, of whom three (30%) were persons of color, and five (50%) were women.  Overall at Rhode Island College, there are 331 full-time faculty, of whom 57 (17.2%) are persons of color and 209 (63.1%) are women.  Among minority faculty, eight are Black/African American, 13 are Hispanic/Latino, 26 are Asian, three are Native Hawaiian or Other Pacific Islander, two are American Indian or Alaskan Native, and  five are two or more races.

**Full-Time Faculty\* by Highest Degree Earned and Rank, Fall 2019**

| | Number of Faculty\* | | | | Total |
|---|---|---|---|---|---|
| | Professor | Associate | Assistant | Instructor | Total |
| Doctorate | 103 | 104 | 74 | 0 | 281 |
| Masters | 16 | 6 | 28 | 0 | 50 |
| Bachelors | 0 | 0 | 0 | 0 | 0 |
| **Total** | **119** | **110** | **102** | **0** | **331** |

**Full-Time Faculty\* by Highest Degree Earned and Gender, Fall 2019**

| | Number of Faculty\* | | Total |
|---|---|---|---|
| Degree | Men | Women | Total |
| Doctorate | 105 | 176 | 281 |
| Masters | 17 | 33 | 50 |
| Bachelors | 0 | 0 | 0 |
| **Total** | **122** | **209** | **331** |

**Full-Time Faculty\* by Rank and Gender, Fall 2019**

| | Number of Faculty\* | | Total |
|---|---|---|---|
| | Men | Women | Total |
| Professor | 51 | 68 | 119 |
| Associate | 41 | 69 | 110 |
| Assistant | 30 | 72 | 102 |
| Instructor | 0 | 0 | 0 |
| **Total** | **122** | **209** | **331** |

**Full-Time Faculty\* by Race/Ethnicity, Fall 2019**

| Race/Ethnicity | Number of Faculty | Percent |
|---|---|---|
| Non-Resident Alien | 0 | 0% |
| Hispanic/Latino | 13 | 4% |
| American Indian/Alaska Native | 2 | 1% |
| Asian | 26 | 8% |
| Black/African American | 8 | 2% |
| Native Hawaiian/Other Pacific Islander | 3 | 1% |
| White | 274 | 83% |
| Two or More Races | 5 | 2% |
| Unknown | 0 | 0% |
| **Total** | **331** | **100%** |

*Faculty count excludes Henry Barnard School and Library faculty*

## Full-Time Faculty* by Department and Tenure, Fall 2019

| | Total Faculty | Tenured N | Tenured Percent |
|---|---|---|---|
| **Arts and Sciences** | | | |
| Africana Studies | 1 | 0 | 0% |
| Anthropology | 7 | 4 | 57% |
| Art | 13 | 12 | 92% |
| Biology | 17 | 11 | 65% |
| Communication | 10 | 8 | 80% |
| English | 22 | 19 | 86% |
| History | 14 | 12 | 86% |
| Mathematics/Computer Science | 23 | 16 | 70% |
| Modern Languages | 5 | 4 | 80% |
| Music, Theatre, and Dance | 17 | 13 | 76% |
| Philosophy | 6 | 5 | 83% |
| Physical Sciences | 14 | 13 | 93% |
| Political Science | 12 | 10 | 83% |
| Psychology | 18 | 13 | 72% |
| Sociology | 11 | 8 | 73% |
| | | | |
| **Business** | | | |
| Accounting & Computer Information Systems | 9 | 6 | 67% |
| Economics and Finance | 7 | 5 | 71% |
| Management and Marketing | 13 | 12 | 92% |
| | | | |
| **School of Education and Human Development** | | | |
| Counseling, Ed Leadership & School Psychology | 12 | 8 | 67% |
| Educational Studies | 16 | 9 | 56% |
| Elementary Education | 14 | 13 | 93% |
| Health and Physical Education | 9 | 5 | 56% |
| Special Education | 7 | 6 | 86% |
| | | | |
| **School of Nursing** | | | |
| Nursing- Undergraduate | 29 | 10 | 34% |
| Nursing- Graduate | 8 | 4 | 50% |
| | | | |
| **School of Social Work** | | | |
| Bachelor of Social Work | 6 | 2 | 33% |
| Master of Social Work | 11 | 7 | 64% |
| | | | |
| **Henry Barnard School** | 33 | 14 | 42% |
| **Library** | 20 | 3 | 15% |

**Source: Office of Institutional Research and Planning Faculty Data Base 2019-20**

## B. Enrollment by Race, Gender, and Department

*Note: See tables on following pages*

# Enrollment by Race/Ethnicity, Fall 2010 to Fall 2019

| | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Undergraduate** | | | | | | | | | | | |
| White, non-Hispanic | N | 5,177 | 5,144 | 4,936 | 4,780 | 4,746 | 4,591 | 4,516 | 4,131 | 3,759 | 3,551 |
| | % | 66.6% | 66.3% | 65.4% | 63.7% | 63.1% | 61.7% | 61.0% | 58.3% | 56.2% | 55.1% |
| Hispanic | N | 686 | 710 | 810 | 922 | 1,075 | 1,202 | 1,290 | 1,377 | 1,414 | 1,485 |
| | % | 8.8% | 9.1% | 10.7% | 12.3% | 14.3% | 16.1% | 17.4% | 19.4% | 21.1% | 23.1% |
| Black, non-Hispanic | N | 499 | 576 | 561 | 559 | 589 | 635 | 668 | 678 | 698 | 690 |
| | % | 6.4% | 7.4% | 7.4% | 7.4% | 7.8% | 8.5% | 9.0% | 9.6% | 10.4% | 10.7% |
| Asian | N | 190 | 193 | 182 | 187 | 225 | 235 | 219 | 219 | 201 | 194 |
| | % | 2.4% | 2.5% | 2.4% | 2.5% | 3.0% | 3.2% | 3.0% | 3.1% | 3.0% | 3.0% |
| Native Hawaiian/ Other Pacific Islander | N | 8 | 6 | 4 | 5 | 7 | 4 | 6 | 4 | 4 | 3 |
| | % | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.0% |
| American Indian/ Alaskan Native | N | 26 | 22 | 18 | 25 | 29 | 35 | 29 | 36 | 27 | 34 |
| | % | 0.3% | 0.3% | 0.2% | 0.3% | 0.4% | 0.5% | 0.4% | 0.5% | 0.4% | 0.5% |
| Two or More Races | N | 84 | 99 | 140 | 157 | 141 | 132 | 145 | 144 | 164 | 149 |
| | % | 1.1% | 1.3% | 1.9% | 2.1% | 1.9% | 1.8% | 2.0% | 2.0% | 2.5% | 2.3% |
| Other/Unknown | N | 1,094 | 1,005 | 898 | 862 | 693 | 599 | 509 | 479 | 409 | 319 |
| | % | 14.1% | 12.9% | 11.9% | 11.5% | 9.2% | 8.0% | 6.9% | 6.8% | 6.1% | 5.0% |
| Non-Resident Alien | N | 14 | 7 | 4 | 8 | 13 | 13 | 16 | 12 | 12 | 15 |
| | % | 0.2% | 0.1% | 0.1% | 0.1% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| **Undergraduate Total** | | **7,778** | **7,762** | **7,553** | **7,505** | **7,518** | **7,446** | **7,398** | **7,080** | **6,688** | **6,440** |
| **Graduate** | | | | | | | | | | | |
| White, non-Hispanic | N | 1,043 | 1,007 | 1,029 | 949 | 872 | 817 | 782 | 786 | 745 | 711 |
| | % | 75.7% | 78.5% | 78.2% | 79.4% | 77.6% | 76.6% | 74.6% | 71.8% | 68.8% | 65.2% |
| Hispanic | N | 46 | 50 | 62 | 55 | 78 | 69 | 80 | 119 | 117 | 127 |
| | % | 3.3% | 3.9% | 4.7% | 4.6% | 6.9% | 6.5% | 7.6% | 10.9% | 10.8% | 11.6% |
| Black, non-Hispanic | N | 69 | 64 | 56 | 54 | 50 | 44 | 41 | 48 | 63 | 80 |
| | % | 5.0% | 5.0% | 4.3% | 4.5% | 4.5% | 4.1% | 3.9% | 4.4% | 5.8% | 7.3% |
| Asian | N | 21 | 15 | 14 | 21 | 24 | 23 | 23 | 28 | 24 | 34 |
| | % | 1.5% | 1.2% | 1.1% | 1.8% | 2.1% | 2.2% | 2.2% | 2.6% | 2.2% | 3.1% |
| Native Hawaiian/ Other Pacific Islander | N | 1 | 0 | 1 | 1 | 3 | 3 | 2 | 3 | 2 | 3 |
| | % | 0.1% | 0.0% | 0.1% | 0.1% | 0.3% | 0.3% | 0.2% | 0.3% | 0.2% | 0.3% |
| American Indian/ Alaskan Native | N | 3 | 2 | 4 | 2 | 3 | 3 | 4 | 4 | 4 | 0 |
| | % | 0.2% | 0.2% | 0.3% | 0.2% | 0.3% | 0.3% | 0.4% | 0.4% | 0.4% | 0.0% |
| Two or More Races | N | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 8 | 8 | 17 |
| | % | 0.2% | 0.2% | 0.3% | 0.3% | 0.3% | 0.2% | 0.2% | 0.7% | 0.7% | 1.6% |
| Other/Unknown | N | 183 | 137 | 141 | 103 | 88 | 100 | 112 | 97 | 119 | 119 |
| | % | 13.3% | 10.7% | 10.7% | 8.6% | 7.8% | 9.4% | 10.7% | 8.9% | 11.0% | 10.9% |
| Non-Resident Alien | N | 8 | 4 | 5 | 7 | 2 | 5 | 2 | 1 | 1 | 0 |
| | % | 0.6% | 0.3% | 0.4% | 0.6% | 0.2% | 0.5% | 0.2% | 0.1% | 0.1% | 0.0% |
| **Graduate Total** | | **1,377** | **1,282** | **1,316** | **1,195** | **1,123** | **1,066** | **1,048** | **1,094** | **1,083** | **1,091** |

*Change in reporting categories in 2009 resulted in classification of many students as "unknown" race/ethnicity.*

# Enrollment by Level and Gender*
## Fall 2010-2019

| Fall | Undergraduate | | Graduate | | Total-Gender | | Total-Headcount/FTE | |
|------|------|-------|------|-------|------|-------|------------|------|
| | Men | Women | Men | Women | Men | Women | Headcount | FTE |
| 2010 | 2,669 | 5,109 | 283 | 1,094 | 2,952 | 6,203 | 9,155 | 7,196 |
| 2011 | 2,726 | 5,036 | 261 | 1,021 | 2,987 | 6,057 | 9,044 | 7,196 |
| 2012 | 2,559 | 4,994 | 250 | 1,066 | 2,809 | 6,060 | 8,869 | 7,059 |
| 2013 | 2,501 | 5,004 | 243 | 952 | 2,744 | 5,956 | 8,700 | 7,022 |
| 2014 | 2,455 | 5,063 | 225 | 898 | 2,680 | 5,961 | 8,641 | 7,013 |
| 2015 | 2,405 | 5,041 | 235 | 831 | 2,640 | 5,872 | 8,512 | 6,935 |
| 2016 | 2,355 | 5,043 | 208 | 840 | 2,562 | 5,883 | 8,446 | 6,937 |
| 2017 | 2,252 | 4,827 | 229 | 864 | 2,481 | 5,691 | 8,174 | 6,745 |
| 2018 | 2,082 | 4,606 | 229 | 853 | 2,311 | 5,459 | 7,771 | 6,429 |
| 2019 | 1,982 | 4,456 | 242 | 848 | 2,224 | 5,304 | 7,531 | 6,278 |

*In some cases, sum of the 'Men' and 'Women' columns will not equal the 'Total' due to students who do not identify with the traditional gender categories.



Total Enrollment
Headcount and FTE 2010-2019
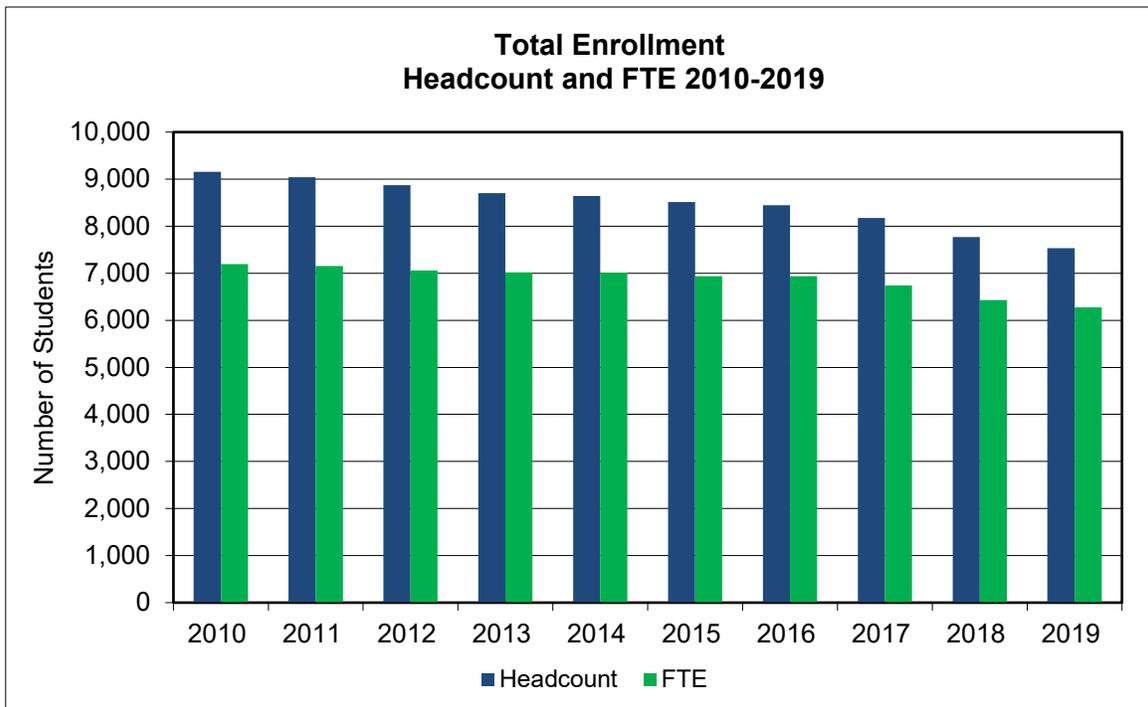
# Undergraduate Degree-Seeking Enrollment
## by Ethnicity and Academic Program, Fall 2019

| | | Arts and Sciences | Business | Education | Nursing | Social Work | General College | Total |
|---|---|---|---|---|---|---|---|---|
| **White** | N | 1,324 | 462 | 300 | 301 | 74 | 1,011 | 3,472 |
| | % | 53.6% | 47.5% | 77.3% | 63.4% | 50.7% | 55.0% | 55.2% |
| **Students of Color** | | | | | | | | |
| *Hispanic/Latino* | N | 587 | 268 | 38 | 67 | 37 | 452 | 1,449 |
| | % | 23.8% | 27.5% | 9.8% | 14.1% | 25.3% | 24.6% | 23.0% |
| *Black/African American* | N | 263 | 124 | 11 | 55 | 18 | 206 | 677 |
| | % | 10.7% | 12.7% | 2.8% | 11.6% | 12.3% | 11.2% | 10.8% |
| *Asian* | N | 82 | 40 | 9 | 12 | 4 | 43 | 190 |
| | % | 3.3% | 4.1% | 2.3% | 2.5% | 2.7% | 2.3% | 3.0% |
| *Native Hawaiian/ Other Pacific Islander* | N | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| | % | 0.0% | 0.0% | 0.0% | 0.4% | 0.7% | 0.0% | 0.0% |
| *American Indian/ Alaskan Native* | N | 14 | 1 | 0 | 1 | 1 | 14 | 31 |
| | % | 0.6% | 0.1% | 0.0% | 0.2% | 0.7% | 0.8% | 0.5% |
| *Two or More Races* | N | 62 | 20 | 8 | 11 | 4 | 42 | 147 |
| | % | 2.5% | 2.1% | 2.1% | 2.3% | 2.7% | 2.3% | 2.3% |
| **Students of Color Total** | N | 1,008 | 453 | 66 | 148 | 65 | 757 | 2,497 |
| | % | 40.8% | 46.6% | 17.0% | 31.2% | 44.5% | 41.2% | 39.7% |
| **Unknown** | N | 135 | 56 | 21 | 24 | 7 | 64 | 307 |
| | % | 5.5% | 5.8% | 5.4% | 5.1% | 4.8% | 3.5% | 4.9% |
| **Non-Resident Alien** | N | 2 | 2 | 1 | 2 | 0 | 7 | 14 |
| | % | 0.1% | 0.2% | 0.3% | 0.4% | 0.0% | 0.4% | 0.2% |
| **Total** | N | 2,469 | 973 | 388 | 475 | 146 | 1,839 | 6,290 |

# Undergraduate Enrollment by School and Academic Major*, 2010-2019

| Plan Name | Degree | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Arts & Sciences** | | | | | | | | | | | |
| **Africana Studies** | BA | 5 | 2 | 7 | 5 | 13 | 10 | 9 | 4 | 10 | 11 |
| **Anthropology** | BA | 46 | 46 | 61 | 50 | 31 | 27 | 31 | 23 | 27 | 20 |
| **Art Education: Second Degree** | BS | 5 | 4 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| **Art Education** | BFA | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 3 | 1 |
| Ceramics | | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| Digital Media | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Graphic Design | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Metalsmithing & Jewelry | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Painting | | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Photography | | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Printmaking | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sculpture | | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 2 | 1 |
| Unknown Concentration** | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| **Art Education** | BS | 68 | 46 | 43 | 33 | 33 | 54 | 63 | 48 | 56 | 42 |
| **Art History** | BA | 15 | 20 | 21 | 16 | 9 | 5 | 8 | 8 | 11 | 10 |
| **Art Studio** | BA | 181 | 168 | 171 | 161 | 190 | 182 | 187 | 179 | 162 | 166 |
| Ceramics | | 6 | 3 | 2 | 5 | 5 | 4 | 3 | 3 | 8 | 6 |
| Digital Media | | - | - | - | 3 | 4 | 3 | 6 | 14 | 22 | 18 |
| Graphic Design | | 36 | 32 | 36 | 33 | 27 | 22 | 31 | 34 | 30 | 47 |
| Metalsmithing & Jewelry | | 4 | 9 | 6 | 6 | 9 | 9 | 11 | 9 | 10 | 8 |
| Painting | | 9 | 4 | 6 | 6 | 4 | 13 | 11 | 10 | 5 | 6 |
| Photography | | 10 | 14 | 8 | 8 | 8 | 10 | 12 | 8 | 8 | 6 |
| Printmaking | | 1 | 1 | 3 | 1 | 5 | 4 | 6 | 9 | 9 | 4 |
| Sculpture | | 1 | 0 | 2 | 2 | 0 | 1 | 3 | 4 | 2 | 2 |
| Unknown Concentration | | 114 | 105 | 108 | 97 | 128 | 116 | 104 | 88 | 68 | 69 |
| **Art Studio** | BFA | 31 | 25 | 21 | 16 | 8 | 11 | 16 | 24 | 24 | 20 |
| Ceramics | | 0 | 3 | 2 | 1 | 0 | 0 | 1 | 3 | 3 | 4 |
| Digital Media | | - | - | - | - | - | - | 1 | 2 | 1 | 3 |
| Graphic Design | | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 5 | 4 | 1 |
| Metalsmithing & Jewelry | | 1 | 1 | 0 | 0 | 0 | 3 | 0 | 2 | 2 | 1 |
| Painting | | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 4 | 6 | 2 |
| Photography | | 8 | 8 | 3 | 8 | 4 | 1 | 5 | 3 | 0 | 1 |
| Printmaking | | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 3 | 5 | 6 |
| Sculpture | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 2 |
| Unknown Concentration | | 22 | 13 | 16 | 7 | 3 | 1 | 0 | 0 | 0 | 0 |
| **Biology** | BA | 236 | 184 | 78 | 53 | 30 | 7 | 5 | 0 | 0 | 0 |
| **Biology** | BS | - | 81 | 183 | 195 | 237 | 266 | 253 | 227 | 231 | 241 |
| **Chemical Dependency/Addiction Studies** | BS | 29 | 39 | 55 | 40 | 49 | 56 | 46 | 35 | 35 | 44 |
| **Chemistry** | BA | 50 | 38 | 39 | 32 | 20 | 26 | 39 | 24 | 22 | 30 |
| Environmental | | - | - | - | - | - | - | - | 1 | 0 | 0 |
| General | | 50 | 38 | 39 | 32 | 20 | 26 | 39 | 23 | 22 | 30 |
| **Chemistry** | BS | 10 | 27 | 25 | 31 | 31 | 27 | 32 | 36 | 23 | 10 |
| Biological Chemistry | | 2 | 3 | 5 | 9 | 19 | 15 | 15 | 20 | 13 | 6 |
| Environmental | | - | - | - | - | 3 | 3 | 4 | 3 | 1 | 0 |
| Professional Chemistry | | 1 | 0 | 3 | 6 | 7 | 8 | 11 | 8 | 6 | 3 |
| Unknown Concentration | | 7 | 24 | 17 | 16 | 2 | 1 | 2 | 5 | 3 | 1 |
| **Clinical Lab Sciences** | BS | 14 | 8 | 4 | 2 | - | - | - | - | - | - |
| **Communication** | BA | 339 | 327 | 341 | 314 | 293 | 289 | 269 | 224 | 201 | 219 |
| Journalism | | - | - | - | - | - | - | - | - | - | 13 |
| Mass Media Communication | | 100 | 124 | 116 | 110 | 95 | 104 | 102 | 73 | 64 | 68 |
| Public & Professional Communication | | 36 | 35 | 49 | 45 | 34 | 30 | 32 | 27 | 25 | 21 |
| Public Relations/Advertising | | 71 | 71 | 67 | 90 | 82 | 67 | 72 | 57 | 50 | 49 |
| Speech, Language & Hearing Science | | 30 | 29 | 41 | 44 | 53 | 56 | 42 | 35 | 27 | 39 |
| Unknown Concentration | | 102 | 68 | 68 | 25 | 29 | 32 | 21 | 32 | 35 | 29 |
| **Computer Science** | BA | 78 | 80 | 91 | 100 | 114 | 111 | 138 | 129 | 141 | 103 |
| **Computer Science** | BS | 33 | 38 | 35 | 32 | 35 | 39 | 47 | 51 | 58 | 82 |
| **Dance Performance** | BA | 29 | 29 | 27 | 20 | 23 | 26 | 31 | 23 | 24 | 28 |
| **English** | BA | 177 | 180 | 197 | 181 | 159 | 149 | 167 | 141 | 133 | 118 |
| Creative Writing | | 18 | 32 | 39 | 42 | 42 | 41 | 56 | 50 | 37 | 37 |
| Unknown Concentration | | 159 | 148 | 158 | 139 | 117 | 108 | 111 | 91 | 96 | 81 |
| **Environmental Studies** | BA | - | - | - | - | - | 6 | 36 | 53 | 44 | 39 |
| **Film Studies** | BA | 56 | 63 | 55 | 49 | 49 | 58 | 46 | 44 | 45 | 41 |
| **French** | BA | 3 | 2 | 1 | - | - | - | - | - | - | - |
| **Gender & Women's Studies** | BA | 13 | 12 | 18 | 13 | 14 | 16 | 17 | 10 | 12 | 11 |
| **General Studies** | BGS | 6 | 2 | 2 | 1 | - | - | - | - | - | - |
| **Geography** | BA | 8 | 9 | 9 | 12 | 15 | 11 | 7 | 8 | 7 | 2 |
| **Global Studies** | BA | - | - | - | - | - | - | 5 | 2 | 1 | 3 |
| **Health Sciences** | BS | - | - | - | 27 | 92 | 104 | 112 | 124 | 122 | 134 |
| Dental Hygiene | | - | - | - | 3 | 9 | 7 | 3 | 4 | 7 | 6 |
| Food Safety | | - | - | - | - | - | 4 | 4 | 4 | 2 | 0 |
| Human Services | | - | - | - | 21 | 73 | 81 | 85 | 82 | 78 | 83 |
| Medical Laboratory Science | | - | - | - | - | 4 | 9 | 17 | 31 | 32 | 34 |
| Respiratory Therapy | | - | - | - | 3 | 6 | 3 | 3 | 3 | 3 | 5 |
| Unknown | | - | - | - | - | - | - | - | - | - | 6 |
| **History** | BA | 101 | 108 | 92 | 87 | 57 | 55 | 63 | 65 | 61 | 62 |
| Public History | | - | - | 2 | 3 | 2 | 2 | 2 | 2 | 0 | 0 |
| Unknown Concentration | | 101 | 108 | 92 | 87 | 57 | 55 | 63 | 63 | 61 | 62 |

| Plan Name | Degree | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Arts & Sciences (continued)** | | | | | | | | | | | |
| **Justice Studies** | BA | 331 | 402 | 399 | 422 | 414 | 386 | 355 | 322 | 331 | 313 |
| **Labor Studies** | BA | 0 | 0 | 1 | - | - | - | - | - | - | - |
| **Liberal Studies** | BA | - | - | - | - | - | - | - | 1 | 13 | 14 |
| **Mathematics** | BA | 53 | 56 | 47 | 44 | 32 | 33 | 34 | 26 | 33 | 35 |
| **Medical Imaging** | BS | - | - | 34 | 312 | 313 | 323 | 324 | 314 | 305 | 286 |
| Certified RT Computed Tomography | | - | - | - | 2 | 0 | 0 | 2 | 2 | 2 | 0 |
| Certified RT Management | | - | - | 1 | 10 | 7 | 7 | 5 | 5 | 4 | 2 |
| Certified TR Diagnostic Sonography | | - | - | - | 1 | 2 | 0 | 0 | 0 | 0 | 0 |
| Diagnostic Medical Sonography | | - | - | - | - | - | 4 | 5 | 9 | 8 | 8 |
| Magnetic Resonance Imaging | | - | - | - | - | - | 3 | 6 | 3 | 7 | 8 |
| Nuclear Medicine Technology | | - | - | - | 4 | 2 | 2 | 4 | 4 | 4 | 5 |
| Radiologic Technology | | - | - | - | 52 | 46 | 48 | 50 | 45 | 44 | 22 |
| Unknown Concentration | | - | - | 33 | 243 | 256 | 259 | 252 | 246 | 236 | 241 |
| **Modern Languages** | BA | 1 | 16 | 20 | 24 | 29 | 27 | 24 | 24 | 28 | 28 |
| Francophone Studies | | - | - | 1 | 1 | 0 | 0 | 1 | 2 | 2 | 2 |
| French | | - | 2 | 1 | 3 | 2 | 3 | 3 | 1 | 7 | 7 |
| Latin American Studies | | - | 1 | 1 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| Portuguese | | - | 4 | 2 | 4 | 3 | 3 | 2 | 2 | 2 | 2 |
| Spanish | | 1 | 9 | 15 | 16 | 24 | 19 | 17 | 18 | 17 | 16 |
| Unknown | | - | - | - | - | - | - | - | - | - | 1 |
| **Music Education** | BM | 13 | 18 | 14 | 15 | 13 | 8 | 12 | 16 | 17 | 20 |
| **Music Education** | BS | 58 | 31 | 28 | 29 | 37 | 39 | 35 | 36 | 35 | 30 |
| **Music** | BA | 49 | 52 | 49 | 40 | 38 | 26 | 44 | 30 | 29 | 34 |
| **Music Performance** | BM | 29 | 21 | 22 | 21 | 21 | 20 | 32 | 23 | 22 | 23 |
| **Philosophy** | BA | 44 | 39 | 27 | 22 | 23 | 22 | 22 | 20 | 18 | 18 |
| **Physics** | BA | 10 | 12 | 8 | 17 | 18 | 12 | 5 | 5 | 3 | 3 |
| **Physics** | BS | - | - | - | - | - | 1 | 9 | 5 | 9 | 6 |
| **Political Science** | BA | 104 | 102 | 114 | 99 | 95 | 96 | 86 | 97 | 87 | 88 |
| Public Administration | | 3 | 6 | 9 | 2 | 1 | - | - | - | - | - |
| Unknown Concentration | | 104 | 102 | 114 | 99 | 94 | 96 | 86 | 97 | 87 | 88 |
| **Psychology** | BA | 517 | 557 | 548 | 504 | 486 | 507 | 480 | 487 | 489 | 507 |
| **Public Administration** | BA | 1 | 1 | 3 | 12 | 12 | 20 | 20 | 19 | 25 | 27 |
| **Radiologic Technology** | BS | 95 | 214 | 243 | - | 1 | - | - | - | - | - |
| **Radiologic Tech. Certificate RT Mgmt.** | BS | - | 6 | 7 | - | - | - | - | - | - | - |
| **Sociology** | BA | 83 | 104 | 117 | 111 | 84 | 68 | 67 | 46 | 62 | 82 |
| **Spanish** | BA | 21 | 15 | 7 | 4 | 2 | 0 | 1 | 1 | - | - |
| Latin American Studies | | 1 | 0 | - | - | - | 0 | - | - | - | - |
| Unknown Concentration | | 20 | 15 | 7 | 4 | 2 | 0 | 1 | 1 | - | - |
| **Student Designed Major** | BFA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Student Designed** | BA | 0 | 1 | 0 | 1 | 3 | 6 | 3 | 0 | 2 | 3 |
| **Student Designed** | BS | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| **Theatre** | BA | 108 | 113 | 123 | 99 | 84 | 72 | 72 | 73 | 84 | 90 |
| **Undeclared/Exploring** | | 525 | 517 | 427 | 516 | 420 | 254 | 205 | 258 | 110 | 93 |
| | | | | | | | | | | | |
| **School of Business** | | | | | | | | | | | |
| **Accounting** | BS | 287 | 327 | 284 | 287 | 277 | 308 | 313 | 301 | 296 | 274 |
| **Computer Information Systems** | BS | 75 | 68 | 71 | 71 | 72 | 83 | 76 | 78 | 75 | 67 |
| **Economics** | BA | 25 | 30 | 36 | 30 | 22 | 24 | 28 | 23 | 18 | 20 |
| **Finance** | BS | 93 | 86 | 85 | 84 | 92 | 84 | 88 | 90 | 94 | 87 |
| **Health Care Administration** | BS | - | 27 | 83 | 146 | 163 | 137 | 128 | 115 | 115 | 122 |
| **Industrial Technology** | BS | - | - | 1 | - | - | - | - | - | - | - |
| **Management** | BS | 394 | 408 | 397 | 365 | 358 | 376 | 366 | 350 | 318 | 306 |
| General Management | | 157 | 144 | 182 | 185 | 180 | 198 | 196 | 219 | 196 | 164 |
| Human Resource Management | | 36 | 28 | 20 | 21 | 18 | 20 | 26 | 27 | 35 | 31 |
| International Management | | 21 | 22 | 15 | 16 | 12 | 15 | 9 | 2 | 0 | 0 |
| Operations Management | | 26 | 27 | 26 | 122 | 26 | 28 | 28 | 24 | 31 | 25 |
| Unknown Concentration | | 154 | 187 | 154 | 21 | 122 | 115 | 107 | 78 | 56 | 86 |
| **Marketing** | BS | 122 | 116 | 109 | 98 | 121 | 130 | 163 | 153 | 132 | 132 |
| **Undeclared/Exploring** | | - | - | - | - | - | 62 | 86 | 103 | 76 | 68 |

## Undergraduate Enrollment by School and Academic Major*, 2010-2019 (continued)

| Plan Name | Degree | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Education & Human Development** | | | | | | | | | | | |
| **Career/Technical Education** | BS | 4 | 3 | 2 | 2 | 1 | - | - | - | - | - |
| **Community Health & Wellness** | BS | - | - | 2 | 38 | 80 | 106 | 90 | 83 | 72 | 62 |
| Community & Public Health Education | | - | - | - | 8 | 18 | 27 | 21 | 14 | 11 | 8 |
| Health & Aging | | - | - | - | 1 | 2 | 1 | 4 | 3 | 0 | 0 |
| Recreation & Leisure Studies | | - | - | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unknown Concentration | | - | - | 1 | 24 | 44 | 42 | 32 | 35 | 33 | 24 |
| Wellness & Movement Studies | | - | - | - | 5 | 14 | 30 | 28 | 27 | 24 | 24 |
| Women's Health | | - | - | - | - | 2 | 6 | 5 | 4 | 4 | 6 |
| **Early Childhood Education** | BS | 24 | 20 | 15 | 45 | 95 | 104 | 137 | 146 | 141 | 131 |
| Community Programs | | - | - | - | | | | | 17 | 4 | 22 |
| Teaching (Certification for Pre-K - Grade 2) | | 24 | 20 | 15 | | | | | 129 | 137 | 109 |
| **Elementary Education** | BA,BS | 578 | 488 | 430 | 434 | 384 | 385 | 397 | 311 | 286 | 248 |
| English BA | | 68 | 55 | 50 | 29 | 36 | 33 | 35 | 51 | 54 | 37 |
| French BA | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Science BA | | 11 | 7 | 9 | 10 | 5 | 6 | 7 | 8 | 11 | 17 |
| Geography BA | | 4 | 7 | 7 | 5 | 4 | 0 | 0 | 0 | 0 | 0 |
| History BA | | 17 | 8 | 4 | 6 | 2 | 1 | 0 | 0 | 0 | 0 |
| Math BA | | 67 | 65 | 57 | 62 | 52 | 47 | 34 | 33 | 36 | 35 |
| Math BS | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Modern Language Portuguese BA | | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Modern Language Spanish BA | | 0 | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 |
| Multidisciplinary Studies BA | | - | - | - | - | 9 | 22 | 51 | 57 | 53 | 42 |
| Prv College-No RIC Major BA | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Political Science BA | | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Psychology BA | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Science BA | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Social Studies BA | | 14 | 17 | 11 | 12 | 18 | 13 | 14 | 20 | 21 | 18 |
| Sociology BA | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spanish BA | | 14 | 4 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 0 |
| Theatre BA | | 3 | 4 | 2 | 4 | 6 | 0 | 0 | 0 | 0 | 0 |
| Undecided BA | | 376 | 318 | 282 | 298 | 248 | 262 | 256 | 142 | 111 | 99 |
| **Elementary and Special Education** | BS | 279 | 253 | 255 | 222 | 185 | 155 | 153 | 155 | 151 | 160 |
| Mild/Moderate Disabilities- Elementary Level | | 243 | 221 | 177 | 126 | 90 | 93 | 93 | 85 | 87 | 76 |
| Unknown Concentration | | 36 | 32 | 78 | 96 | 95 | 62 | 60 | 70 | 64 | 84 |
| **Health Education** | BS | 121 | 113 | 98 | 70 | 84 | 74 | 83 | 80 | 75 | 80 |
| **Physical Education** | BS | 164 | 154 | 117 | 87 | 86 | 79 | 83 | 86 | 80 | 96 |
| **Secondary Education** | BA | 467 | 399 | 318 | 256 | 239 | 249 | 222 | 214 | 177 | 179 |
| Anthropology | | 5 | 5 | 2 | 0 | 0 | 0 | 3 | 3 | 1 | 1 |
| Biology | | 13 | 8 | 8 | 12 | 8 | 10 | 5 | 6 | 2 | 9 |
| Chemistry | | 7 | 7 | 3 | 4 | 6 | 2 | 1 | 1 | 3 | 3 |
| Communications & Theatre | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| English | | 127 | 113 | 101 | 85 | 78 | 61 | 46 | 50 | 41 | 52 |
| French | | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| General Science | | 19 | 12 | 11 | 7 | 4 | 5 | 3 | 3 | 7 | 11 |
| Geography | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Global Studies | | - | - | - | - | - | - | 3 | 2 | 1 | 1 |
| History | | 122 | 106 | 99 | 83 | 61 | 59 | 70 | 55 | 39 | 42 |
| Math | | 84 | 70 | 44 | 34 | 32 | 29 | 23 | 24 | 22 | 21 |
| Physics | | 5 | 5 | 1 | 2 | 2 | 2 | 1 | 0 | 0 | 1 |
| Political Science | | 2 | 1 | 1 | 0 | 0 | 0 | 2 | 4 | 7 | 2 |
| Portuguese | | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Social Science | | 11 | 8 | 5 | 3 | 2 | 0 | 0 | 0 | 0 | 0 |
| Social Studies | | 0 | 4 | 6 | 4 | 1 | 14 | 7 | 8 | 3 | 10 |
| Sociology | | 3 | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 1 | 2 |
| Spanish | | 29 | 16 | 8 | 7 | 5 | 0 | 0 | 0 | 0 | 0 |
| Student Designed Concentration | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Undecided | | 37 | 42 | 27 | 13 | 39 | 67 | 56 | 57 | 50 | 24 |
| **Special Education** | BS | 95 | 58 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Mild/Moderate Disabilities- Secondary Level | | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Severe Intellectual Disabilities- Ages 3 - 21 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Unknown Concentration | | 93 | 58 | 9 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Technology Education** | BS | 15 | 15 | 10 | 4 | 9 | 12 | 20 | 24 | 17 | 16 |
| **World Languages Education** | BA | - | - | - | - | - | 6 | 9 | 14 | 5 | 16 |
| **Youth Development** | BA | - | - | - | 35 | 60 | 71 | 67 | 61 | 39 | 60 |

| Plan Name | Degree | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Nursing** | | | | | | | | | | | |
| **Nursing** | BS,BSN | 1,161 | 1,203 | 1,200 | 1,212 | 1,303 | 1,295 | 1,280 | 1,229 | 1,189 | 1,128 |

| Plan Name | Degree | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Social Work** | | | | | | | | | | | |
| **Social Work** | BSW | 224 | 248 | 287 | 299 | 302 | 284 | 272 | 290 | 279 | 289 |

## Undergraduate Enrollment by School and Academic Major*, 2010-2019 (continued)

| Undeclared/Undecided | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | BA,BS | 524 | 515 | 425 | 516 | 420 | 110 | 15 | 1 | 1 | 0 |
| | | | | | | | | | | | |
| **Non-Degree Programs** | | | | | | | | | | | |
| Case Management | CUS | 9 | 8 | 0 | 19 | 20 | 21 | 18 | 4 | 10 | 2 |
| Certificate in Non-Profit Studies | CUS | - | - | - | - | - | 1 | 0 | 1 | 5 | 1 |
| College and Career Attainment | | - | - | - | - | - | - | 3 | 10 | 11 | 14 |
| Early Enrollment High School | | - | - | - | - | - | - | - | - | - | 1 |
| Non-Degree Undergraduate | | 353 | 248 | 273 | 218 | 213 | 195 | 142 | 149 | 159 | 124 |
| International Nongovernmental Organizations Studies | CUS | - | - | 1 | 4 | 1 | 0 | 0 | 1 | 2 | 3 |
| National Student Exchange | | 6 | 7 | 7 | 4 | 1 | 2 | 0 | 3 | 0 | 0 |
| RITE Program | RITE | 16 | 10 | 11 | 7 | 13 | 9 | 11 | 9 | 18 | 11 |
| Visiting Student | | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 |

*Includes first, second and intended majors.
**"Unknown Concentration" includes students whose concentration is missing, students in a major that does not require a concentration, and students who have a concentration that does not match their majors.  Due to data inconsistencies, it is not always possible to distinguish between students whose concentration is missing and students in majors that do not require a concentration.
–Denotes Academic Plan not offered.

# Graduate Enrollment by School and Academic Major, 2010-2019

| Plan Name | Degree | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Arts & Sciences** | | | | | | | | | | | |
| Art Education | MA | 5 | 7 | 7 | 4 | 3 | 2 | 3 | 4 | 4 | 4 |
| Art: Media Studies | MA | 11 | 7 | 8 | 5 | 5 | 2 | 2 | 4 | 2 | 0 |
| Biology | MA | 10 | 6 | 9 | 6 | 2 | 5 | 3 | 5 | 5 | 3 |
| English | MA | 12 | 11 | 7 | 5 | 6 | 5 | 6 | 6 | 10 | 9 |
| English-Creative Writing | MA | 3 | 3 | 5 | 4 | 5 | 3 | 5 | 2 | 1 | 2 |
| History | MA | 4 | 6 | 7 | 8 | 4 | 5 | 3 | 4 | 5 | 3 |
| Individualized Program | MA | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 1 |
| Justice Studies | MA | - | - | - | - | - | - | - | 1 | 2 | 9 |
| Mathematics | MA | 4 | 5 | 10 | 9 | 9 | 5 | 0 | 5 | 6 | 5 |
| Music Education | MMEd | 5 | 4 | 8 | 5 | 5 | 2 | 1 | 0 | 3 | 3 |
| Psychology | MA | 15 | 11 | 13 | 11 | 11 | 3 | 6 | 13 | 9 | 8 |
| Theatre | MFA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | | | | | | | | | |
| **School of Business** | | | | | | | | | | | |
| Accounting | MPAc | 12 | 21 | 23 | 28 | 26 | 17 | 23 | 16 | 11 | 18 |
| Healthcare Administration | MS | - | - | - | - | - | - | - | 11 | 14 | 20 |
| Operations Management | MS | - | - | - | - | - | - | - | 0 | 8 | 18 |
| Project Management | MS | - | - | - | - | - | - | - | - | - | 17 |
| | | | | | | | | | | | |
| **School of Education & Human Development** | | | | | | | | | | | |
| Advanced Studies in Teaching & Learning | MEd | 1 | 13 | 16 | 12 | 7 | 6 | 6 | 7 | 9 | 7 |
| Art Education | MAT | 8 | 7 | 4 | 11 | 11 | 8 | 7 | 7 | 5 | 7 |
| Biology | MAT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Clinical Mental Health Counseling | MS | - | - | - | 12 | 29 | 41 | 39 | 42 | 54 | 55 |
| Counseling Mental Health | CAGS | 33 | 49 | 58 | 60 | 37 | 13 | 4 | 2 | 1 | 0 |
| Counseling | MA | 71 | 75 | 91 | 56 | 36 | 37 | 22 | 18 | 6 | 4 |
| Educational Psychology | MA | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Education | PhD | 61 | 58 | 54 | 58 | 48 | 49 | 53 | 55 | 53 | 49 |
| Elementary Education, Early Childhood | MEd | 7 | 7 | 4 | 23 | 18 | 6 | 10 | 5 | 11 | 8 |
| Elementary Education | MEd | 7 | 6 | 5 | 7 | 4 | 2 | 1 | 0 | 0 | 0 |
| Elementary Education | MAT | 39 | 29 | 23 | 23 | 12 | 18 | 18 | 25 | 21 | 14 |
| English | MAT | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| History | MAT | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Health Education | MEd | 14 | 14 | 7 | 9 | 12 | 12 | 6 | 3 | 3 | 7 |
| Individualized Program | CAGS | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Individualized Program | MA | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 2 | 1 | 0 |
| Individualized Program | MEd | 0 | 0 | 11 | 15 | 39 | 17 | 4 | 30 | 32 | 27 |
| Individualized Program | MAT | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Educational Leadership | MEd | 27 | 21 | 15 | 15 | 14 | 16 | 20 | 13 | 1 | 0 |
| Mathematics | MAT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Music | MAT | 2 | 2 | 3 | 2 | 1 | 1 | 2 | 1 | 4 | 4 |
| Reading | MEd | 37 | 18 | 22 | 14 | 12 | 9 | 9 | 13 | 6 | 5 |
| School Administration | MEd | 1 | - | - | - | - | - | - | - | - | - |
| School Psychology | CAGS | 36 | 32 | 33 | 28 | 27 | 28 | 32 | 31 | 30 | 34 |
| Secondary Education | MAT | 14 | 10 | 6 | 3 | 4 | 9 | 5 | 7 | 3 | 1 |
| Secondary Education | MEd | 14 | - | - | - | - | - | - | - | - | - |
| Spanish | MAT | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Education | MEd | 22 | 12 | 10 | 12 | 9 | 7 | 5 | 8 | 9 | 13 |
| Special Education | CAGS | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Educ. Elem. Educ. Behav Dis | MEd | - | - | - | - | - | - | - | - | - | - |
| Special Educ. Early Childhood | MEd | 10 | 11 | 7 | 12 | 11 | 8 | 5 | 8 | 11 | 10 |
| Special Educ. Elem. Educ. Learning Dis | MEd | 1 | - | - | - | - | - | - | - | - | - |
| Special Educ. Exceptional Learning Needs | MEd | 6 | 10 | 12 | 9 | 6 | 5 | 9 | 5 | 4 | 4 |
| Special Educ. Sec Ed Special Needs | MEd | - | - | - | - | - | - | - | - | - | - |
| Special Educ. Conc in Urban Multicul | MEd | 2 | 7 | 10 | 8 | 11 | 21 | 29 | 14 | 24 | 36 |
| Special Educ. Severe Profn Disab | MEd | 21 | 16 | 12 | 9 | 9 | 3 | 2 | 6 | 10 | 10 |
| Special Educ. Severe Intellectual Disab | MEd | - | - | - | - | - | - | - | 5 | 4 | 1 |
| Teaching Engl Second Language | MEd | 32 | 47 | 62 | 50 | 43 | 45 | 47 | 49 | 19 | 26 |
| Teaching Engl Second Language | MAT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Technology Education | MEd | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| World Languages | MAT | - | - | - | - | - | - | - | - | 3 | 0 |
| Youth Development | MA | - | - | - | - | - | - | - | - | - | 7 |

## Graduate Enrollment by School and Academic Major, 2010-2019 (continued)

| Plan Name | Deg | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **School of Nursing** | | | | | | | | | | | |
| Adult Gerontology Acute Cr CNS | MSN | - | - | - | 11 | 18 | 16 | 10 | 6 | 5 | 6 |
| Adult Gerontology Acute Cr NP | MSN | - | - | - | 45 | 49 | 49 | 44 | 47 | 47 | 44 |
| Anesthesia | MSN | - | - | - | - | 6 | 15 | 24 | 27 | 30 | 30 |
| Doctor of Nursing Practice | DNP | - | - | - | - | - | - | 4 | 4 | 10 | 13 |
| Nursing | MSN | 43 | 46 | 62 | - | - | - | - | - | - | - |
| Population/Public Health Nursing | MSN | - | - | - | - | - | - | 1 | 4 | 4 | 6 |
| Public Health: Community Leadership | MSN | - | - | - | 13 | 10 | 9 | 7 | 2 | 4 | 1 |
| | | | | | | | | | | | |
| **School of Social Work** | | | | | | | | | | | |
| Social Work | MSW | 183 | 174 | 218 | 214 | 193 | 198 | 201 | 230 | 261 | 249 |
| | | | | | | | | | | | |
| **Certificate Programs** | | | | | | | | | | | |
| Advanced Counseling | CGS | - | - | 0 | 0 | 25 | 42 | 43 | 41 | 23 | 16 |
| Advanced Study of Creative Writing | CGS | - | - | 1 | 0 | 0 | 0 | 3 | 4 | 0 | 2 |
| Autism Education | CGS | 16 | 36 | 25 | 16 | 3 | 5 | 1 | 2 | 1 | 1 |
| Certificate of Grad Studies | CGS | - | - | - | - | - | 1 | 0 | 0 | 0 | 0 |
| Child and Adolescent Trauma | CGS | - | - | - | - | - | - | - | - | - | 8 |
| Co-Occurring Disorders | CGS | 5 | 6 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Credential Review Pathway | CGS | - | - | - | - | - | - | - | 27 | 14 | 15 |
| Elementary Education- Special | CGS | - | - | - | - | - | - | 10 | 0 | 0 | 0 |
| Financial Planning | CGS | - | - | - | - | - | 1 | 2 | 1 | 1 | 1 |
| Healthcare Quality & Safety | CGS | - | - | - | - | - | - | - | 0 | 0 | 0 |
| Health Psychology | CGS | - | - | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Integrated Behavioral Health | CGS | - | - | - | - | - | - | - | - | - | 13 |
| Math Content Spec: Elementary | CGS | - | - | 0 | 13 | 1 | 1 | 5 | 3 | 1 | 0 |
| Middle Level Education | CGS | - | - | - | - | - | 9 | 5 | 10 | 3 | 9 |
| Modern Biological Sciences | CGS | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| Non-Profit Leadership | CGS | - | - | - | - | - | - | - | 2 | 0 | 0 |
| Non-Profit Studies | CGS | - | 1 | 2 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| Nursing Care Management | CGS | - | - | - | - | - | 1 | 6 | 3 | 4 | 5 |
| Physical Education | CGS | - | - | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Secondary Education- Special | CGS | - | - | - | - | - | - | 13 | 0 | 0 | 0 |
| Severe Intellectual Disabilities | CGS | - | - | - | - | - | - | 2 | 2 | 4 | 7 |
| Special Education | CGS | - | - | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Teach ESL | CGS | - | - | - | - | - | - | 4 | 16 | 9 | 39 |
| Teach For America | CGS | - | - | - | - | - | 25 | 2 | 3 | 2 | 0 |
| | | | | | | | | | | | |
| **Non-Degree** | | | | | | | | | | | |
| Non-Degree Graduate | | 570 | 510 | 436 | 346 | 339 | 273 | 272 | 233 | 253 | 210 |

*Art Education (MA) and Music Education (MMEd), which were previously reported in the School of Education and Human Development are now being correctly reported in Arts & Sciences.

– Denotes Academic Plan not offered.

<div align="center">

**Rhode Island College Upward Bound Program**

www.ric.edu/upward_bound

</div>

**Mission of the Upward Bound Program**

The Rhode Island College Upward Bound Program serves low-income, first-generation college bound scholars in the pursuit of high school graduation and post-secondary completion. Our holistic approach enhances the intellectual, motivational, and character development of each scholar. The program is committed to providing equal access and opportunity to scholars through rigorous academic instruction, advising, support services, and an environment that recognizes individual differences and academic potential.

Rhode Island College has the distinction of being one of the first public institutions of higher education to establish an Upward Bound Program. It is one of more than 950 projects throughout the country that is funded by the federal government, and since its inception in 1966, it is the only such project in Rhode Island. Upward Bound scholars are recruited from six inner city high schools and must meet federal eligibility criteria to qualify for project services.

**Target High Schools**

Six local high schools are targeted for Upward Bound services within four school districts:
**Central Falls:** Central Falls High School
**East Providence:** East Providence High School
**Pawtucket:** Charles E. Shea High School
**Providence:** Central High School, Hope High School, & Mount Pleasant High School

**Services provided**

Each year, Upward Bound implements a summer and an academic year component. Both the six-week summer residential/academic component, and the academic year component, offer college preparation classes on the campus of Rhode Island College. High expectations and performance standards form the foundation of the program.

In addition, other services offered include:
- Study skills support
- Personal counseling & Academic Advising
- Tutoring
- Advice and guidance in choosing and applying to colleges
- Guidance in completing financial aid applications, Workshops, and Seminars
- Standardized testing preparation classes (SAT, TOEFL)
- Strong alumni network
- Internship opportunities (10-12 students are selected to intern with professionals in careers that match scholars' interests for two weeks in August after summer program concludes
- Social and cultural activities

**Outcomes** (Upward Bound Alumni Graduation Cohort Years of 2008-2018)
- High school graduation rate                99.8%
- Postsecondary Enrollment rate              98%
- Postsecondary Retention/Graduation rate    72%

**Student Data (June 1, 2017 – May 31, 2018)**

| **Annual Enrollment Goal for 2017/2018:** 155 Scholars | **Total Number Served during 2017/2018 School Year:** 169 Scholars |
|---|---|
| **Federal Eligibility Criteria \*** <br><br> Meets both low-income _and_ first generation criteria <br> Eligible based on low-income guidelines <br> Qualifies as first generation students | <br><br> 130 (77.0 percent) <br> 18 (10.6 percent) <br> 21 (12.4 percent) |

\*\* Current legislation requires that at least two-thirds of program participants must come from families with incomes below 150 percent of poverty where neither parent graduated from college. The remaining one-third of participants may qualify if they meet either of those requirements.

| **Student Gender** | |
|---|---|
| Males | 59 |
| Females | 110 |

| **Student Racial/Ethnic Identification** | |
|---|---|
| American Indian | 1 |
| Asian | 4 |
| Black or African American | 70 |
| Native Hawaiian or Other Pacific Islander or Alaskan Native | 0 |
| White | 13 |
| More than One Race | 11 |
| Hispanic/Latino | 70 |

**College/University Degrees Awarded to**
**Rhode Island College Upward Bound Program Alumni (since 2000)**

| | | |
|---|---|---|
| American International College | Franklin University | *Simmons College |
| Bates College | Georgetown University | Skidmore College |
| Bay Path College | Hampton University | Spartanburg Community College |
| Becker College | **Harvard University (PhD) | Springfield College |
| Bentley College | Hope College | Stonehill College |
| Berkeley College | Ithaca College | Suffolk University |
| Boston College | Johnson & Wales University | Syracuse University |
| *Boston University | LaSalle University | Temple University |
| **Bowie State University | Lesley University | UMASS Amherst |
| *Brandeis University | Long Island University | UMASS-Dartmouth |
| Brigham Young University | *Mass College of Pharmacy & | *University of Connecticut |
| Broward College |   Health Sciences (Pharm.D.) | University of New Hampshire |
| Brown University | New England Institute of Tech | University of New Haven |
| Bryant University | Newbury College | University of North Georgia |
| Central CT State University | Nichols College | University of Notre Dame |
| Clark University | *Northeastern University | University of Pittsburgh |
| College of the Holy Cross | **Ohio University (DO) | *University of Rhode Island (PhD) |
| Community College of RI | Pine Manor College | University of South Carolina |
| *Connecticut College (PhD/DO) | Providence College | ** University of Wisconsin - Madison |
| **CUNY Brooklyn College | Quinnipiac University | **University of Toledo College |
| CUNY Hunter College | Rhode Island College | of Law (JD) |
| Delaware State University | Rhode Island School of Design | Virginia Commonwealth University |
| East Carolina University | Roger Williams University | Washtenaw Community College |
| Edison College | Salem College | *Western New England College |
| *Emerson College | Salve Regina University | Wright State University |
| Emmanuel College | Seton Hall University | |

Note: Degrees conferred to multiple graduates at some institutions listed  \*\* Advanced degrees only from these institutions
\* = Advanced degrees _also_ awarded to Upward Bound alumni at these institutions

## C.  Report on Africana Studies at Rhode Island College

http://www.ric.edu/africanastudies/

The mission of the Africana Studies Program is to encourage the critical examination of the theoretical, historical, literary, and artistic developments of the various cultures of Africa and the African Diaspora.  The program is committed to meticulous scholarship and vigorous student and community development grounded in a global understanding of the reach and implications of the Africana World.  Students in Africana Studies at RIC are expected to be able to:

- Recall historical chronology that gave rise to the field of Africana Studies;
- Identify the important contributors to the field, and explain the relevance of the field for both academia and society;
- Recite major events, dates, and persons in the chronology of the global black experience;
- Demonstrate familiarity with the history and impact of resistance against racism, colonialism, enslavement, poverty, and injustice;
- Discuss sociological and psychological theories with reference to the global black experiences;
- Cite the principal contributions of the major literary, musical, and artistic figures in the black experience;
- Show how the experiences of blacks have been an integral part of American and World history;
- Demonstrate college-level skills in reading, writing, speaking, listening, researching, and reasoning.

In short, Africana students should be able to negotiate the interdisciplinary relationship among the anthropological, historical, psychological, religious, sociological, aesthetic/literary, linguistic, economic, political, medical, scientific, and technological areas of black life.

### 2019-2020 Data on Courses Offered by Africana Studies Program

| Term | | Subject/Catalog Number/Section | Course Title | Credits | Total Enrollment |
|---|---|---|---|---|---|
| Fall 2019 | | AFRI 200-01 | Introduction to Africana Studies | 4 | 20 |
| | | AFRI 262-01 | Critical Issues Africana Studies | 4 | 30 |
| | | AFRI 350-02 | Topics | 4 | 7 |
| Spring 2020 | | AFRI 200-01 | Introduction to Africana Studies | 4 | 19 |
| | | AFRI 262-01 | Critical Issues Africana Studies | 4 | 28 |
| | | AFRI 350-02 | Topics | 4 | 8 |

| Fall Enrollment | | | | | | Number of Completions | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| 13 | 10 | 9 | 4 | 10 | 11 | 1 | 2 | 5 | 3 | 0 | 0 |

| Africana Faculty FTE, Fall 2019 | | | |
|---|---|---|---|
| | Full-Time Faculty | Part-Time Faculty | Total |
| Total FTE* | 1.25 | 1.33 | 2.58 |

*1 FTE=12 faculty load hours.

### D. Recruitment of African American and Hispanic Faculty

As noted in other annual reports, Rhode Island College is deeply committed to diversity and the representation of minorities on the faculty.  Search committees for faculty positions are required to use the college's *Search Committee Guide for Faculty Hiring* http://www.ric.edu/humanresources/documents/Faculty-Hiring-Guide.pdf which delineates the processes,   procedures, and strategies for hiring faculty at Rhode Island College.  Chapters on diversity include  "Strengthening the Candidate Pool", " Human Resources Considerations," and "Selecting Candidates   for Campus Interviews."  Departments are encouraged to broaden the applicant pool as much as  possible using personal contacts, connections with other institutions, professional associations and  conferences, connections with other departments at RIC, and the departmental website.  In fields  such as Nursing or Management where applicant numbers tend to be low, those networks are  crucial for finding candidates, and many of these informal networks lead into the minority communities.  As in previous years, the college advertises faculty positions in a variety of outlets,  including *Diverse Issues in Higher Education*; *Hispanic Outlook*; discipline-specific outlets that  reach diverse candidates; and the *New England Directory of African-American, Hispanic, Native  American and Asian American Doctoral Students*.  Rhode Island College is still the only higher-education institution in the state that is a member of the Hispanic Association of Colleges and  Universities.

### E. Office of Community, Equity, & Diversity (CED)

http://www.ric.edu/communityequityanddiversity/Pages/default.aspx

CED recently reorganized the Unity Center (UC). A student programming center dedicated to providing students a safe space for the past 25 years, the UC now encompasses The LGBTQ+ and Gender Office; the Office for International, Immigrants, Undocumented and Refugee Students; the Interfaith Center; and the Intercultural Office. The UC has a new director, and the center was expanded physically and strategically to include: three new permanent positions (one 1FTE and

two 0.5 FTEs), quadrupling the total number of UC staff; a newly constructed space designed to be more conducive for safety and programming; newly defined priorities focusing on diversity and inclusion education and programming; and the strengthening of the UC's leadership role on campus with the formation of a UC Advisory Board standing subcommittee on the college's Dialogue on Diversity and Inclusion (DDI) committee. All developments to the UC enhance its robust role in promoting diversity, equity and inclusion on campus.

President Sanchez and AVP Cano Morales continue to provide strong support to the DDI Committee, which organizes professional development opportunities for the campus and diversity lectures. In addition, diversity serves as the centerpiece of the college's current strategic plan, Vision 2020. A key focus of all the goals in this plan is responding to the needs of an increasingly diverse student body. In early 2017, the CED office contracted to work with Dr. Susan Rankin and Associates to embark on a comprehensive Campus Climate Survey at RIC. This has been an 18-month process that is transparent, inclusive and actionable. Rhode Island College continues to take initiatives and follow best practices to continue and enhance a campus culture that promotes minority faculty recruitment, selection and retention.

## Addendum

## RIC Central Falls Workforce Development Hub

[www.ric.edu/thehub](www.ric.edu/thehub)

The 22,000 square foot building on Dexter Street, a former Dexter Credit Union (DCU) branch, will serve as a job-training and continuing education facility for residents of Central Falls and the Blackstone Valley.

The 0.9-acre property was purchased from Navigant Credit Union, which acquired it in a merger with DCU, by the City of Central Falls for $1.2 million, funded in part by a $1 million grant from Rhode Island Housing. The City applied for the grant in partnership with Rhode Island College, which will administrate and operate the Workforce Development Hub, which features nine classrooms, including one computer lab, and two meeting/general purpose rooms.

The Rhode Island College Workforce Development Hub will enable Rhode Island College to expand its successful workforce development and continuing education programs in an underserved urban setting. This initiative will build upon the school's partnerships with the Central Falls School Department, Progreso Latino and the Northern Rhode Island Chamber of Commerce. The intention is to further expand employer and community partnerships to develop programming to better support the employer needs of the region. The Dexter Street facility will provide the space, flexibility and proximity to deliver employer-driven job training programs for unemployed, underemployed and incumbent workers residing in Central Falls and the Blackstone Valley.

The objectives of the Rhode Island College Workforce Development Hub are to:
- Advance RIC's mission to serve Rhode Island.
- Create an opportunity for RIC and Central Falls partners to build a multilingual, health-centered and culturally competent workforce.

- Provide job training, career and college opportunities in high-demand fields for residents located in and near a traditionally underserved urban center.
- Support and complement the programming and partnerships supported by the Office of the Postsecondary Commissioner as well as other adult education and workforce development initiatives in the region.
- Increase experiential learning and research opportunities for RIC students and faculty.

The Hub will provide a range of certificate, credit and non-credit programs through the college's Professional Studies and Continuing Education department. These include: Certificate of Continuing Study programs with credit and non-credit components in Bookkeeping and Accounting Training, Medical Assistant Training and a Certificate of Undergraduate Study in Social and Human Service Assistance; three levels of non-credit ESL intensive programs; and non-credit Certificate of Continuing Study programs in Behavioral Health Training, Community Health Worker Training, Leadership Development for Healthcare Professionals and Microsoft Office.

## Learning For Life (L4L)

The Learning for Life (L4L) office is a network of programs and community and college partnerships designed to increase retention. Students served by L4L are linked to a wide range of resources, services, and opportunities to help them overcome nonacademic barriers they may encounter in college. At the heart of L4L is the Navigator-to-Scholar model of support. Through this model, L4L provides students individualized support by connecting them to one of our student mentors who are trained in partnership with the School of Social Work. Collaborative partnerships are essential to the L4L mission, extending the college's reach and enhancing available resources for students. Since its inception in 2012, L4L has been shaped by a collective of stakeholders, including founding and ongoing partnerships with the College Crusade of Rhode Island, College Visions, the RIC School of Social Work, We Share Hope, House of Hope, Residential Life and Housing, and the RIC Unity Center. See data pertaining to the program on the following page.

Total unduplicated count of students who received support from L4L between fall 2018 and spring 2019: **1,548**

Demographics for L4L Scholars included:
- 74% female
- 75% identify as members of ethnically, racially, and/or culturally under-represented populations
- 21% of Scholars are age 25+
- 60 % of L4L Scholars were eligible for a Pell grant during the 2018-2019 academic year

## TRIO McNair Scholars Program

The Rhode Island College TRIO McNair Scholars Program was funded by the U.S. Department of Education in October of 2017 to annually serve 25 eligible undergraduate RIC students who are interested in engaging in undergraduate research, pursuing a graduate education, and earning a doctorate degree. The McNair Scholars Program supports the enrollment of first-generation high achieving undergraduates who demonstrate financial need or are traditionally underrepresented populations into doctoral programs. The goal is to increase graduate degrees awarded to scholars

from historically underrepresented populations.

McNair scholars work with a faculty mentor to develop research proposals and design research projects to complete in the paid Summer Research Internship. McNair scholars also receive advice and support from a McNair Advisor throughout their academic career and the graduate school application process, as well as have access to GRE Prep materials and fee reduction waivers for testing.

Based on the Department of Education Annual Program Report for the 2018-2019:

**Research or Scholarly Activities:**

92% of McNair Program participants who initiated research or scholarly activities during the McNair Program academic year will have completed these activities during the academic year.

**Graduate School Enrollment:**

62% of McNair Program bachelor's degree recipients (or equivalent) will be accepted and enrolled in a graduate program of study by the fall term of the academic year immediately following the completion of the bachelor's degree (or equivalent).

## Preparatory Entrollment Program (PEP)

The Rhode Island College Preparatory Enrollment Program (PEP) in the Division of Student Success, celebrates a rich history of over 45 years in supporting Rhode Island high school graduates. First year prospective students indicate their desire to apply to PEP on the Common Application. The program supports the academic and personal development of first generation college students beginning in their transition to Rhode Island College and throughout their college experience. PEP places a strong emphasis on first year support services to lay the foundation for student success. We enhance the college experience by providing holistic programming, which includes: individualized advising & support; summer academic enrichment opportunities; first-year learning communities; group advising & workshops; college major exploration series; and peer-to-peer mentoring. PEP is designed to assist and support students who identify as first-generation and/or low-income, and it is characterized by an environment of diversity, inclusion and community. PEP has historically served and supported students from all racial and ethnic backgrounds, as well as students who identify as second language learners, in their pursuit of a Rhode Island College education.

**Retention and Graduation Rates for Full-Time, First-Time PEP Students**

| PEP Percentages | N | Returned for second year | Returned for third year | 4 Year Grad Rate | 5 Year Grad Rate | 6 Year Grad Rate |
|---|---|---|---|---|---|---|
| Fall 2009 freshmen who | 18 | 72.2% | 50.0% | 16.7% | 16.7% | 27.8% |
| Fall 2010 freshmen who | 29 | 86.2% | 82.8% | 6.9% | 31.0% | 48.3% |
| Fall 2011 freshmen who | 19 | 78.9% | 78.9% | 21.1% | 42.1% | 57.9% |
| Fall 2012 freshmen who | 35 | 77.1% | 60.0% | 11.4% | 31.4% | 45.7% |
| Fall 2013 freshmen who | 58 | 91.4% | 62.1% | 8.6% | 20.7% | 27.6% |
| Fall 2014 freshmen who | 31 | 71.0% | 64.5% | 9.7% | 16.1% | |
| Fall 2015 freshmen who | 118 | 72.9% | 53.4% | 7.6% | | |
| Fall 2016 freshmen who | 122 | 73.8% | 46.7% | | | |
| Fall 2017 freshmen who | 99 | 63.6% | 43.4% | | | |
| Fall 2018 freshmen who | 99 | 62.6% | | | | |
| *5-Year Mean* | | *68.8%* | *54.0%* | *11.7%* | *28.3%* | *41.4%* |

## Project ExCEL

Project ExCEL provides academic support for bilingual and multilingual matriculated RIC students, many of whom are first-generation college students. Project ExCEL's mission is to welcome and support linguistically diverse RIC students by fostering social and academic networks.  Project ExCEL provides academic support primarily through PEP, course offerings and one-on-one tutoring. Many Project ExCEL students are admitted through the PEP admissions program and benefit from the academic advising and support that PEP provides.

Project ExCEL students receive academic support through 2 course options: (1) a 4-credit course (ESL 180) and (2) a 1-credit course (ESL 150). ESL 180 is offered each fall and is made up of primarily freshmen and provides more intensive language and academic support for RIC students. ESL 150 is a 1-credit class and acts as an informal weekly "check-in" opportunity. This course is open to all ExCEL students—past and present—as well as any bilingual, multilingual, or bicultural RIC student. This course fosters community building, social supports and individual conferences which allow students to receive personalized academic or social support.

 Incoming freshmen are contacted directly by Admissions, PEP, or the Project ExCEL coordinator for enrollment in the ESL 180 course. For ESL 150, students can self-enroll in the courses. Additionally, advisors and faculty can recommend that a student enroll in ESL 150 or receive Project ExCEL support if it appears that the student in struggling with their coursework. Typically, this support comes by way of one-on-one tutoring. Tutoring can include (but is not limited to): revising assignments prior to due date, test preparation, college-prep strategies, connecting to RIC resources (typically regarding financial aid, housing, advising, counseling, etc.)

**Project Excel Program Data 2013-2019**

| | | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|---|---|---|---|---|---|---|
| **Unduplicated count of students who have received Project ExCEL support** | | 7 | 22 | 4 | 13 | 33 | Fall 2018: 32 Spring 2019: 12 **TOTAL: 44** |
| **Languages Represented** | | Portuguese, Cape Verdean Creole, Spanish, Q'eqchi, K'iché, French, Haitian Creole, Garifuna, Nahuatl, Quechua, Swiss German, German, Polish, Bantu Swahili, Arabic, Edo, Hausa, Igbo, Yoruba, Mandinka, Wolof, Swahili, Lingola, Fula, Mandingo, Ewé, Bengali, Khmer, Mandarin Chinese, Gujarati, Hindi, Punjabi, Urdu, Farsi (Persian), Japanese, Hmong, Lao, Burmese, Angika, Gurung, Magnar, Nepali, Nepal Bhasa, Tamang, Tharu, Punjabi, Sindhi, Urdu, Thai | | | | Portuguese, Cape Verdean Creole, Spanish**,** French, Haitian Creole, Polish, Hakha Chin, Burmese, Khmer, Ewé, Yoruba | Languages remain the same with addition of "Lao" |