Experience 1: ERMC Report Demographic Information

According to Anyaso (2008), “The leadership, from the president’s office, deans and others, has to not only talk about their interest in developing a diverse population and programs, but do it and believe in it (p.20).” It is important to track our demographics to see how we compare to our recruitment area and the nation as a whole. We need to make sure we are maintaining diversity within our student body. To help facilitate this, I was put in charge of generating reports to get a glimpse into our student body demographics. This is only a small part of the comprehensive report, but to be involved in a report like this was a great experience. So, I took the “FGCU Spring 2010 All Enrolled Report” that shows specific data on our students, and pulled graduate student numbers from that. I put them into categories where we could see percentages of each group out of the whole. Then, the following data was compiled into pie charts:

- **Males & Females**
  - Ages: 20-24, 25-34, 35-44, 45-54
  - Race/Ethnicity: White, African American, Hispanic, Asian, American Indian

Part of FGCU’s mission is to target the 5 county area which includes: Lee, Collier, Charlotte, Hendry, & Glades. So, I gathered the same demographic information from these counties from the 2006-2008 American Community Survey and made a pie chart for each county in each category. The purpose of this report is to see how our graduate student body reflects the population in which we are recruiting. One result of these graphs that really jumped out at us was that our graduate student population consists of 70% female and 30% male. Most counties in our area are 50/50.

Another report we generated involved using data from the Council on Graduate Schools. Their research report showed those that are enrolled in graduate school across the nation and their demographics. For the most part, our graduate student demographics match this report on the nation, which is great. However, under race and ethnicity, FGCU is a little high on “Whites” at 85% while the report showed 71% across the nation.

The last report I worked on integrated some of the data from the other reports. It showed all three categories among FGCU, the average of all the 5 counties, and the nation’s whole population. I was surprised to see that FGCU’s percentages in all three areas closely resembled those of our surrounding counties and nation. This shows that we have worked hard to incorporate diversity into our school community. This benefits our students, faculty, and school culture as a whole. In Anyaso (2008), Dr. Greg Williams, president of the City College of New York stated, “The 21\(^{st}\) century is really going to be very expansive in terms of worldviews, so what I’m trying to do here is to enlarge the diversity of experience of our student body, which adds to their own cultural and ethnic diversity” (p.21).
Standards: Standard 6: Diversity & Standard 3: Managing the Learning Environment & Standard 8: Learning, Accountability & Assessment

Standard 6 is reflected in this activity because we are reviewing our diversity numbers to see where we need to improve in the diversity of our graduate population. This data will be used to make changes as to where we recruit and how we help retain these diverse students in the future.

Standard 3 is reflected in this activity because we are using data to make help us protect our learning environment and make sure we are contributing to the diversity of our campus.

Standard 8 is reflected in this activity because we are being accountable to our recruiting efforts. We will keep assessing our situation by using this data over the years.

Experience 3: Website Redesign

“To satisfy prospective students and encourage them to apply, college and university admissions offices need to continue updating and enhancing their Web sites to keep them dynamic” (Anonymous, 2008, p.40). When I started working on converting our website to the new, wider version and transferring over content, I didn’t realize it would become such a big project. After meeting with our assistant director about the logistics of the new site, we began to brainstorm ways we could clean it up and make it more user-friendly. So, we set up a website redesign meeting for this Thursday where we will bring together our ideas to improve our website. Even though this is a lot more work than I previously thought, I am glad we are doing it, because it will make all of our jobs easier. Students will be able to find information quicker, be able to easily navigate our site, and it will have better aesthetic appeal. In Feeney (2009), Nathan Gault, assistant director for technology support at the Office of International Students and Scholars at Yale University, stated, ‘One of my really good friends who’s a renowned Web designer works here at Yale, and he told me he didn’t even realize how important design and content were until his own daughter was applying to go to colleges. His daughter would visit an admissions home page, and if she couldn’t find what she was looking for in five seconds, she would immediately click away” (p.5). According to a report by the National Research Center for College & University Admissions suggested that three critical items were needed for a successful college Web site. These included interactive functions, information about the surrounding community, and the ability to apply online (Anonymous, 2008).

Standards: Standard 1: Vision & Standard 7: Technology

Standard 1 is reflected in this activity because we are reinforcing our vision for our department through our website. Websites offer much communication between an organization and its constituents and it is important that we portray a positive image to prospective and current students. A website is one of the first things these students see, and we want to make a good impression and show them what we believe in. It was important that our whole team felt the website needed a facelift, so we are on the same page and moving toward the same goal.

Standard 7 is reflected in this activity because I will be working with technology to pursue the goal of improving our website. I will be learning a lot about technology through this extensive
project and see the many facets of how to not only transfer data and create templates, but working in Photoshop to change headings, add icons, etc. Technology involves more than working directly with machines or software, there needs to be a plan in place, and I am excited to work out that plan at our next meeting so I can begin to make the appropriate changes.

References

