

Diversity, Equity and Inclusion Strategic Plan, Department of Aerospace Engineering

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4. **Planning Committee Members:**

1. Dr. Gustaaf Jacobs (Professor)
2. Kaylin Borders (Undergraduate Student)
3. Nicole Brokaw (Department Coordinator)
4. Dr. Margherita Capriotti (Assistant Professor)
5. Dr. Ahmad Bani Younes (Associate Professor)

4. A. The Diversity and Inclusion Statement that has been developed and approved as part of the planning process has been posted to the unit's website: Yes [] No [x]

5. **Diversity and Inclusion Statement (400 words or less).**

The SDSU Department of Aerospace Engineering is committed to creating a safe, equitable, inclusive working and learning environment. The Department endeavors to promote mutual respect for each and every member of the Department, thereby facilitating each member to thrive to their optimal potential. Diversity of thought is crucial to the advancement of all disciplines in aerospace engineering and the SDSU Aerospace Engineering Department will serve as a pillar for equity and inclusion efforts of the College of Engineering. Success of the Department is greatly enhanced by cultural, ethnic and racial diversity because it creates synergy and cultivates role models and transformative ideas that accelerate the impact of the Department on society. In-line with the College objectives, the Department of Aerospace Engineering strives to promote and sustain a healthy climate by providing the platform for necessary dialogue amongst students, faculty and staff so that each individual in the Department feels welcomed, supported, valued and respected. The Department strives to recruit and retain faculty, staff and students, being inclusive on all basis, including but not limited to characteristics such as ability, age, color, educational background, ethnicity, family structure and experiences, gender, gender identities, language, national origin, political preferences, race, religion, sexual orientation, socioeconomic status and veteran status. The Department is committed to uplifting the merit, potential, talent and creativity of each of its members allowing a respectful space for everyone to thrive and contribute to society and the Aerospace Engineering Community at large.

6. Results from the Unit's Environmental Assessment

Data is obtained from the Office of Analytic Studies and Institutional Research for the academic year range from 2016-2020. Undergraduate and graduate enrollment is growing in a healthy manner. Enrollment of women in the CoE is at the national average which for aerospace engineering means that both at undergraduate and graduate level women are significantly underrepresented (26.3% for Bachelor's and 27.8% for Master's enrollment in 2018), particularly at the graduate level (see [13], and Fig. 1a and b and Tables 1 in Appendix A). The number of Native Americans or African Americans students is very low as compared to the national average of the underrepresented group in STEM.

In terms of faculty diversity, the AE department hired its first female faculty member in 2020. She also represents the first faculty member from an underrepresented group out of currently eleven faculty members in the Department. This is below the national average. In addition to the eleven faculty, the Department of Aerospace Engineering has eight lecturers to complement the teaching staff. None of the lecturers are from underrepresented groups. Some of the temporary lecturers who teach or have taught labs are Hispanic.

6a. Assessment of Student Success

The AE DEI committee has analyzed SDSU data as summarized by Figures at the end of this document and the data collated in the tables in Appendix A, and has compared this to literature and data on national trends. In an ongoing collaborative effort with the CoE's Dean's Office, the AE DEI committee is processing data for individual courses with help from Prof. Ozturk, Dean of Undergraduate students in the College of Engineering. We summarize below findings based on this analysis with a focus on assessment of gender and minority impact on student success. Particularly, gender imbalance in terms of student population is a known national issue in the field of Aerospace Engineering, more so than in other fields of Engineering. The AE DEI committee feels it should receive special attention in the AE Department. The attrition of female students is greater than male students, and particularly in Departments of Aerospace Engineering. This finding converges with national data²). A literature survey is pointing strongly towards the tremendous complexity of the root cause for such a gap: identifying the factors and validating explaining theories is a complex problem and an ongoing topic of investigations that goes beyond the skill set of the Department's DEI committee.

The DEI committee therefore is seeking to answer the following questions (at least):

- 1) What are the reasons for a higher attrition rate of women than men in AE? We plan together with Prof. Norah Schultz (Professor of Sociology, College of Arts & Letters, and SDSU) and Theresa Garcia (Assistant Dean, College of Engineering) to create surveys and gather data.
- 2) What are the reasons why women's DFW rates are lower and their GPAs are higher? Prof. Schultz plans to conduct a scientific study on this matter.

- 3) What is the participation of minority students in student clubs and how does it correlate it with DFW rates? No data is currently available, which is why a survey is planned to assess the correlation between student club participation and DFW rates.
- 4) How does foreign student success compare to native students? At this point no data is available that compares the success of foreign national to natives. We suggest the university conducts such a study.

Assessment of Gender Impact on Student Success:

Student Success in terms of gender gap has been assessed with “Graduation” metrics as obtained degrees and graduation rates, and with “Progress and Continuation metrics”, as continuation after year 1 and year 3, academic progress (GPA of year 1) and course outcome (DFW).

- “Graduation metrics”: Although the percentage of women obtaining degrees in AE is lower than in the CoE at SDSU, women obtain more Master degrees than Bachelors; the percentage is also above the national average for MS degrees obtained by women in AE (14.7% in 2018, [13] and Tables 2). Moreover, women graduate earlier in AE than men, as the percentage of women graduating in 4 years or less has been higher than men, since 2013.
- “Progress and Continuation metrics”: To assess continuation, data have been compared for women and men continuing in the AE degree after year 1 with respect to after year 3. For the entry cohort of 2017, for example, as compared to male students 5% more female students continue their degree after 1 year (Fig. 2a) and after three years 12% more women continue their degree (Fig. 2b). This gap is larger than for the same metrics evaluated for the CoE. As far as academic progress, women in AE have a slightly higher GPA at year 1 than men (average Fall 2016-2020, 2.9832 versus 2.9321). This trend is consistent with the CoE. DFW rates are very similar for women and men in the AE degree (average Fall 2016- Spring 2021) but slightly higher for women in AE than in the CoE.

Assessment of Minority Impact on Student Success:

As assessment of URM versus Non-URM students’ success shows that fail rates of minority students, Pell grant and first-generation are higher (Figure 3). A notable data point is that **reduced class sizes reduce the DFW gap**. The equity gap is consistent with the undergraduate Program Assessment report of the College of Engineering. Figure 4 reproduces for example the GPA in URM and non-URM students for the AE unit. The CoE report concludes that the GPA gap is reducing because of interventions that include closed loop tutoring, supplemental instruction, advising and bridge programs. A considerable effort was made to find data that supports that student participation in the classroom or outside of the classroom through extracurricular activities might reduce the GPA gap, but no such data was found.

7a. Planned Curricular Changes

The AE Department just went through the ABET accreditation review in 2021. During 2018-2020, the faculty, students, and Department Advisory Board worked together to review the Student Outcomes (SOs), consistent with the mission of the university, the college, and the revised ABET SOs, a new set of SOs were developed. These new SOs and the AE Program Education Objectives are published in the department website. In particular, SO5 intersects with the part of the University’s mission statement to “Provide solutions that factor in cultural diversity and diversity of thought”:

5. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments which *consider the impact of engineering solutions in global, economic, environmental, and societal contexts.*

The table below shows the mapping of the eight AE student-learning outcomes to the required courses in the Aerospace Engineering curriculum, with only SO5 shown.

Course	1	2	3	4	5	6	7	8
AE302					X			
AE303					X			
AE460A					X			
AE460B					X			

After a careful examination of the existing curriculum, the committee concluded that:

1. In Fall 2022 (when AE460A is offered) and Spring 2023 (when AE302, 303, and AE460B are offered), the committee will ask all faculty teaching the above courses [and elective courses that are not shown above] to incorporate/amplify on course learning outcomes in these courses material that relates to anti-racism, diversity, inclusivity and more broadly, engineering aspects viewed through a social equity lens. The DEI committee will provide inputs/feedback to proposed changes in the course learning outcomes, if necessary.
2. The revised learning outcomes will be incorporated in syllabi by starting in Fall 2022.
3. Course learning outcomes specifically aiming at SO5 will be evaluated among all AE courses in the CLO-DLO course map and will be encouraged. The committee will work with the faculty to see how any changes in the learning outcomes are being translated to class material.

4. Among these courses, the committee felt that the Capstone Design course (AE 460A/B) is particularly important, since it is a bridge between the academic and industrial environments. The committee discussed this with Prof. Ahmad Bani Younes, who teaches one section of AE460A/B Capstone Design course and is also a member of the AE Department DEI committee, and received the following feedback:

I firmly see that AE460A/B senior design course is a best example to address and promote diversity. In the course, I engage my students to work together in groups (of 5 to 8 students) -- in a homogenous rhythm -- on their design projects. I divide the students into groups where each group represents a new startup company to design innovative solutions for future space missions. The students in each group run their own company in a mission-based project, enabling their engagement and homogeneity as groups of individuals and providing a pipeline throughout their education to promote their retention in STEM careers. The students in each group select their group leaders and interact internally to distribute project tasks and responsibilities. During the course, the student conducts several design reviews when each group presents to the entire class the status of their design project and receives feedback from other groups. In the course, I also invite experts from industry with different demographics, cultures, perspectives, and colors to deliver guest lectures and attend project design reviews. This upcoming year, I plan to dedicate a full guest lecture to diversity. The lecture is intended to focus on practical strategies to achieve success in a typical diverse and inclusion environment.

5. Service learning opportunities offer students an opportunity to integrate socio-technical experiences with technical engineering skill set learned in the classroom. Starting with AE460A/B, as a pilot, we will work with the University [Service Learning and Community Engagement Program](#) and the department to identify similar courses (that promote developing diverse, equitable, and inclusive community solutions), and update the DEI Council accordingly.

8. The Unit's Goals for Diversity and Inclusion - Three SMART Goals:

The Department of Aerospace Engineering has identified three main SMART goals following the College DEI strategic plan that include:

Goal #1: Improve gender and ethnic diversity in faculty to reflect diversity in student population (*Women faculty in 2019:12.5% to Women faculty in 2025: 18%*)

Goal #2: Leverage the HSI status of the San Diego State University campus to create a pathway for students from Under Represented Minority (URM) backgrounds to enter graduate programs (*2025: Women-32%, Latinex 22%, African American 1.5%, Native American 0.5*)

Goal #3: Strengthen and sustain a climate to promote and nurture the growth and inclusion of students, faculty, and staff of the College of Engineering (*2019: 50% members feeling "valued"; 2025: 75% feeling "valued"*)

GOAL #1: Improve gender and ethnic diversity in faculty to reflect diversity in student population

Strategy 1: Identify and adopt strategies for recruiting diverse candidates

Adopt College of Engineering DEI Strategies for hiring. In addition, identify and implement specific ideas for recruiting faculty members in the Aerospace Engineering discipline.

- **Resources needed:** Funding to advertise in diverse places and travel to conferences to recruit.
- **Responsibility:** The Department Chair and the department's search committee will work as a team to attract a diverse pool of candidates.
- **Assessment:** Diversity of the candidate pool invited to interviews. Success in increasing diversity of recruited faculty.

Strategy 2: Identify a diverse pool of candidates for lecturers/adjunct faculty

Develop a list of people from diverse backgrounds in industry and national labs that can serve as lecturers for the AE curriculum.

- **Resources needed:** Faculty time to generate a database of lecturers with diverse representation. Funds for hiring lecturers are necessary. It may be necessary to have supplemental funds to recruit good candidates on appointments longer than one-year basis from a tight pool of candidates.
- **Responsibility:** The Department Chair will coordinate and work with faculty members identified within each sub-specialization of Aerodynamics & Propulsion, Structures & Materials and Guidance, Navigation, and Control.
- **Assessment:** Annual report prepared by DEI committee with data on diversity of the faculty and lecturers and student feedback on diversity and inclusion in department exit questionnaires. Lectures should satisfy one or more of the BIE criteria that are used for faculty searches.

Strategy 3: Identify and create a list of experts for guest lectures and visitors

Diversity and Inclusion seminar series for speakers, alumni, PhD students, Postdocs. Development named seminar series. Use the series to invite potential donors. Develop a seminar course to justify assigned time and giving student's credit. This incentivizes both students and faculty to actively participate.

- **Resources needed:** Funding for inviting speakers. Assigned time. Seminar Course development in the Aerospace Engineering Curriculum.
- **Responsibility:** An elected faculty representative
- **Assessment:** Annual DEI report, student feedback on seminars, attendance list.

Strategy 4: Create an endowed visiting professorship position

Develop an endowment or funding to host talented experts from industry, academia and national labs that are from underrepresented groups visiting faculty at SDSU for short visits or sabbatical leaves. Visitors will interact with faculty and students during visits and give department seminars and guest lectures in courses in their area of expertise, wherein they can share their experiences in navigating the path to their present career/position.

- **Resources needed:** SDSU funding or industry sponsorship.
- **Responsibility:** Department faculty and DEI committee.
- **Assessment:** Annual DEI report, student feedback on seminars, attendance list.

GOAL #2: Create pathways for students from URM backgrounds to enter our graduate programs

Strategy 1: Identify and advertise targeted fellowships and scholarships for URM

Identify, collect and update a list of fellowships, scholarships and awards that target undergraduate and graduate students from URM and joint research and training proposals with other HBCUs and MSIs. DEI committee students will reach out to URM groups to share such opportunities, post on their websites and offer direct experience feedback and advice. The Career/Scholarship opportunities page on the AE website will be updated to include active links to such opportunities. (See Strategy 1, Goal 3)

- **Resources needed:** DEI committee students time and commitment to update the opportunities list, interact with URM groups. AE faculty and staff time and commitment to update opportunities list and support application/submission to such opportunities. SDSU RF bulletin linked to AE opportunities webpage.
- **Responsibility:** DEI committee students, AE faculty and staff.
- **Assessment:** semester tracking of updates (using OU campus), added links and visits of URM opportunities on the AE website page; semester tracking of outreach activities and updates on URM websites; annual summary of number of URM fellowships/grants applied/awarded.

Strategy 2: Build networks with URM groups

Establish connection and interaction between DEI representatives and URM groups through scheduled visits of DEI representatives to URM groups' meetings and/or events where opportunities and commitment are shared and through scheduled URM groups' representative's visits to SDSU AE classes to interact with students and faculty. Resources such as internship opportunities will be shared and interactions will be provided to students regarding available opportunities for URM students. Scheduled meetings with Aerospace organizations to gather their visions, updates and exchange ideas on proposed activities.

- **Resources needed:** DEI committee faculty and students time and commitment to update list of URM groups and schedule visits. AE faculty time and commitment to provide URM interaction during class. AE staff to collect and compile survey data.
- **Responsibility:** DEI committee faculty and students, AE faculty, AE staff.
- **Assessment:** student survey at every visit; beginning and end of semester student surveys assessing inclusion, accessibility to faculty and opportunities, department climate. Possibility to integrate survey in ABET survey.

Strategy 3: Increase undergraduate research opportunity with SDSU faculty

Enhance and leverage on existing SDSU summer research internships, senior project design class and project-based research assignments to increase URM undergraduate students' participation. SDSU labs and research groups will encourage and support URM undergraduate students' involvement in their mentoring, research projects and activities. SDSU faculty will share such opportunities and describe their research area in class, possibly at the beginning of the semester to increase research awareness and accessibility. Previous students who participated in research activities, possibly URM, will join this introduction to research offering testimonial and increasing approachability.

- **Resources needed:** AE faculty and students' time and commitment to advertise and engage in inclusive research activities. Resources to sustain projects and research activities.
- **Responsibility:** AE community.
- **Assessment:** beginning and end of semester student surveys assessing inclusion, accessibility to faculty and opportunities, department climate. Possibility to integrate survey in ABET survey (see Strategy 2). Intellectual content developed by students who joined and derived from such research activities (i.e. project presentations in summer undergraduate research program (SURP) symposium and/or student research symposium, papers, posters, report). Panel about AE research experiences where students can share their experience with other students (e.g. freshman and sophomores) and faculty.

GOAL #3: Strengthen and sustain a climate to promote and nurture the growth and inclusion of faculty and staff

Strategy 1: Department participation to “inclusive teaching practices” professional learning

Starting Fall 2022, the AE department faculty and staff will be encouraged to participate in training, workshops and activities on inclusive teaching and mentoring practices. Such professional learning activities will be identified among those suggested by the Center of Inclusive Excellence (CIE) and advertised monthly to the faculty and staff of the department by emails.

- **Resources needed:** AE faculty time and commitment to attend the professional learning activities. Professional learning activities provided by CIE.
- **Responsibility:** AE DEI Committee for identification, advertisement and assessment. AE faculty & staff for attending activities and reporting findings, suggestions, results to AE DEI Committee.
- **Assessment:** tracking of department participation to professional learning activities related to inclusive teaching practices, annual report including inclusive interventions implemented or to implement as a result of the attended activities.

Strategy 2: Update and revitalize AE website

Update the AE website to create an online central platform for faculty and students to share and learn news, opportunities, events and achievements about the AE department. Specifically, up-to-date content and active links will be updated pertaining to career opportunities, department news and events.

- **Resources needed:** AE faculty and students' time and commitment to provide updates. Funding to support student web assistant. AE staff website design and management skills and time to gather, organize post and update content.
- **Responsibility:** AE faculty, students & staff, Leadership in student organizations.
- **Assessment:** tracking of updates, added links and visits on the AE website.

Strategy 3: Establish AE Coffee hour

Establish a monthly AE Coffee hour for AE faculty and students, including URM groups, to chat about accomplishments, share news and opportunities, discuss challenges and provide advice. A 30 minutes presentation on a pre-announced topic will be followed by a 30 minutes chat. The topic can be AE or Engineering related, global news impacting university, academic life, student

life, etc., with a focus on diversity content. Faculty members will host the Coffee hour on a rotation base.

- **Resources needed:** AE faculty hosting Coffee hour. AE staff update on website.
- **Responsibility:** AE faculty, students & staff
- **Assessment:** tracking of participation; website update.

Strategy 4: Enhance AE social presence and community

Organize a semester AE social event where AE faculty and students and URM groups are strongly encouraged to participate to meet and socialize with their peers, interact with and exchange diverse cultural backgrounds and enjoy an active and inclusive AE community. Such mid semester events include a variety of social activities such as bonfire, movie night, game night, live music, hikes, etc. A ticket-based system can be established to track participation and contribute to a successful organization of the event (i.e. food/beverages, security, renting equipment, etc.).

- **Resources needed:** Funding for social events. AE faculty and students' participation. DEI committee interaction with URM groups. AE staff update on website.
- **Responsibility:** AE faculty & staff
- **Assessment:** tracking of participation, website update, media (pictures, videos, newsletter).

9. Accountability

Progress will be monitored and documented by the AE DEI Committee. At the beginning of each academic year, the departments and the DEI committees will write an Annual Report to document progress, evaluations and updates of the strategic plan.

10. Process of Finalizing this document:

This section will be written after review by the Department, the Chair and the College DEI committee.

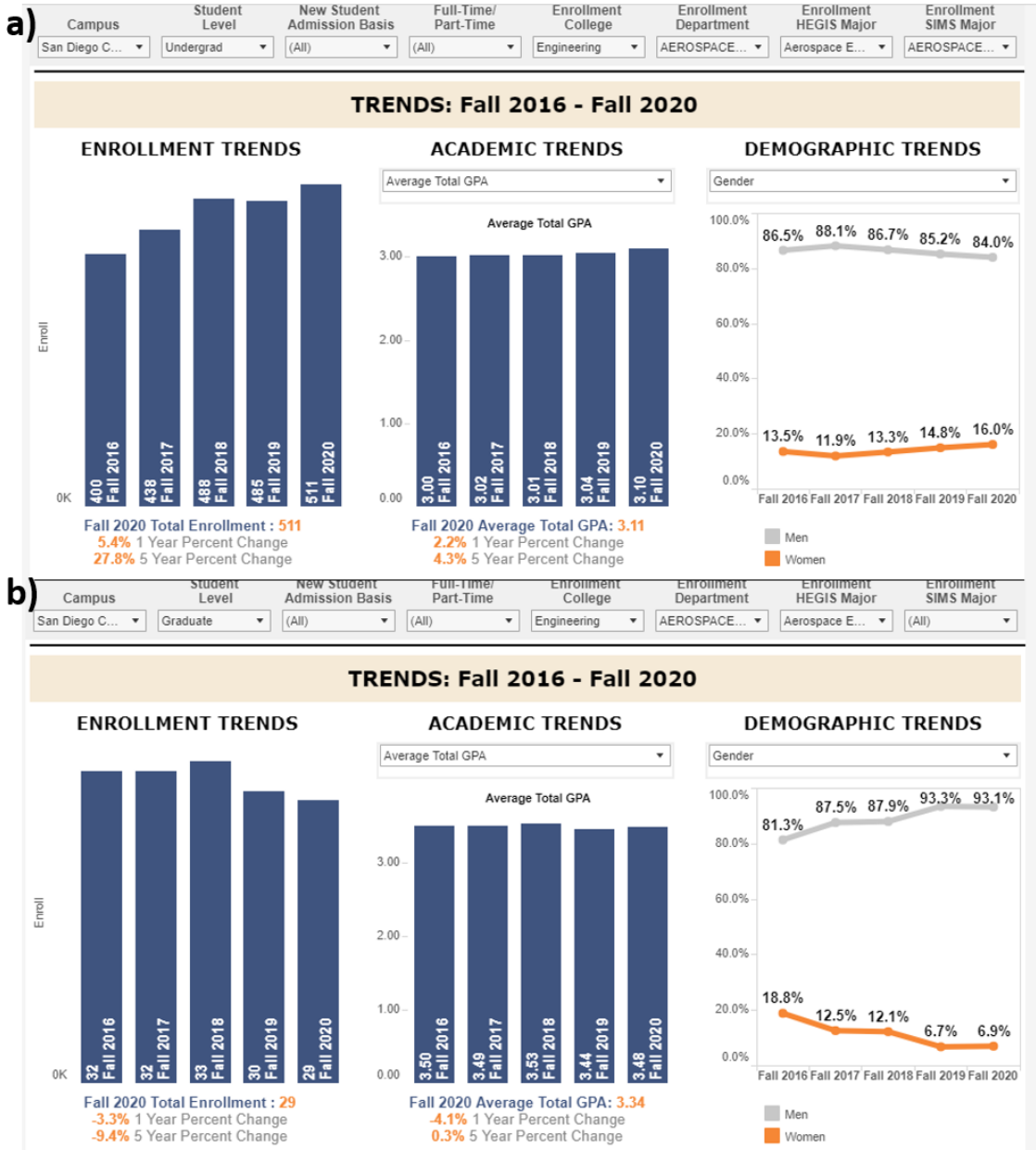


Figure 1. SDSU AE Enrollment: a) undergraduate 1, b) graduate

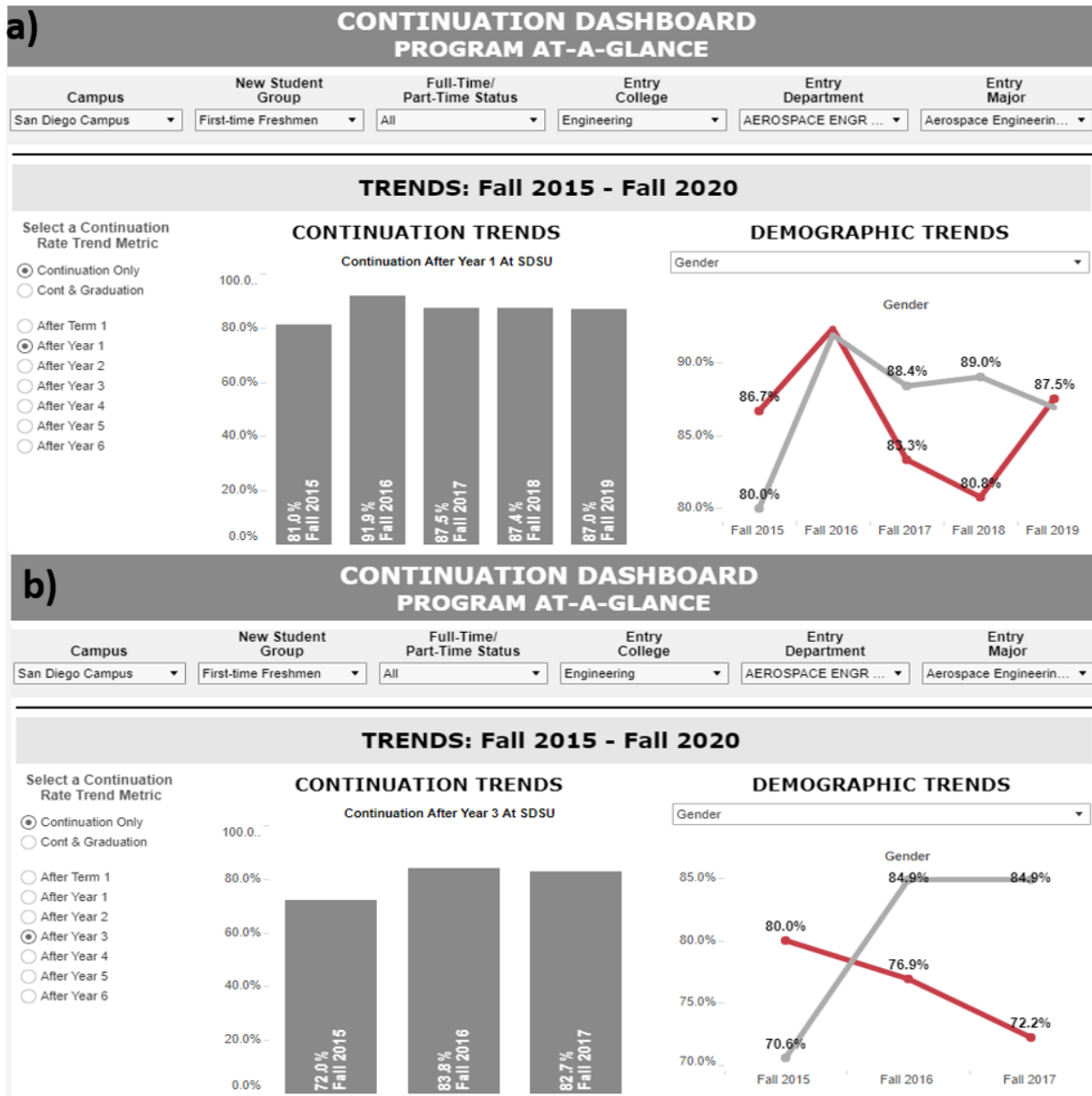


Figure 2. SDSU AE Continuation: a) after year 1, b) after year 3

**COURSE OUTCOMES DASHBOARD
POPULATION OF INTEREST: ETHNICITY**

DFW/Repeatable .. % DFW	CAMPUS San Diego Ca..	COURSE COLLEGE Engineering	COURSE DEPARTMEN.. Aerospace an..	COURSE NAME All	COURSE LEVEL All	COURSE TYPE All	COURSE DELIVERY All	CLASS SIZE All
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% DFW by Ethnicity

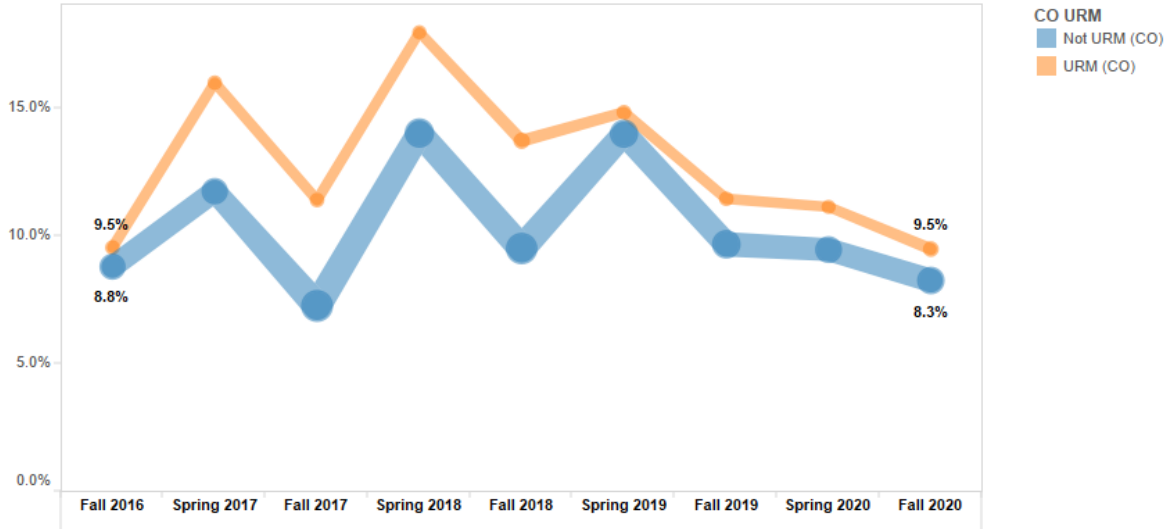


Figure 3a. SDSU AE DFW by Ethnicity, Pell Grant, First Generation: Effects of Class Size - All sizes

**COURSE OUTCOMES DASHBOARD
POPULATION OF INTEREST: ETHNICITY**

DFW/Repeatable .. % DFW	CAMPUS San Diego Ca..	COURSE COLLEGE Engineering	COURSE DEPARTMEN.. Aerospace an..	COURSE NAME All	COURSE LEVEL All	COURSE TYPE All	COURSE DELIVERY All	CLASS SIZE 120-199
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% DFW by Ethnicity

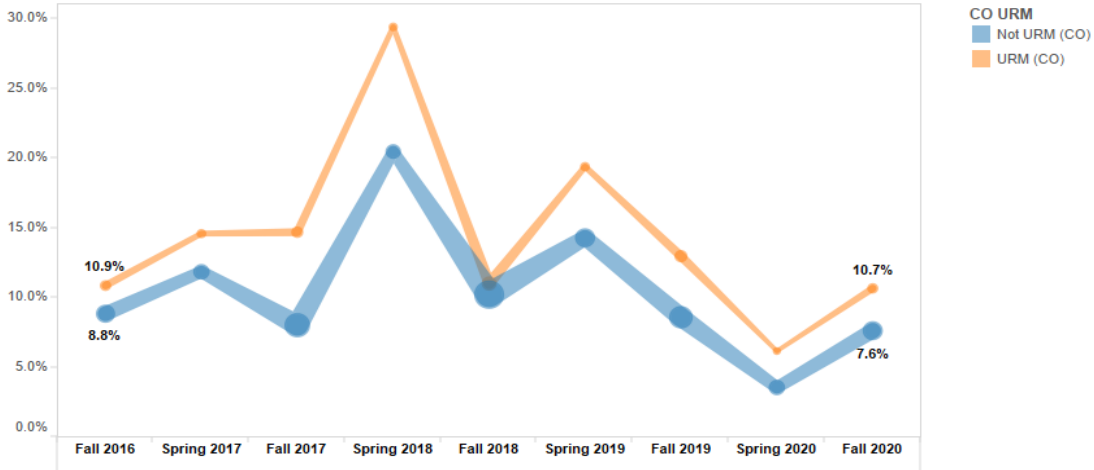


Figure 3b. SDSU AE DFW by Ethnicity, Pell Grant, First Generation: Effects of Class Size - 120-199

COURSE OUTCOMES DASHBOARD POPULATION OF INTEREST: ETHNICITY

DFW/ Repeatable ..	CAMPUS	COURSE COLLEGE	COURSE DEPARTMEN..	COURSE NAME	COURSE LEVEL	COURSE TYPE	COURSE DELIVERY	CLASS SIZE
% DFW	San Diego Ca..	Engineering	Aerospace an..	All	All	All	All	20-29

% DFW by Ethnicity

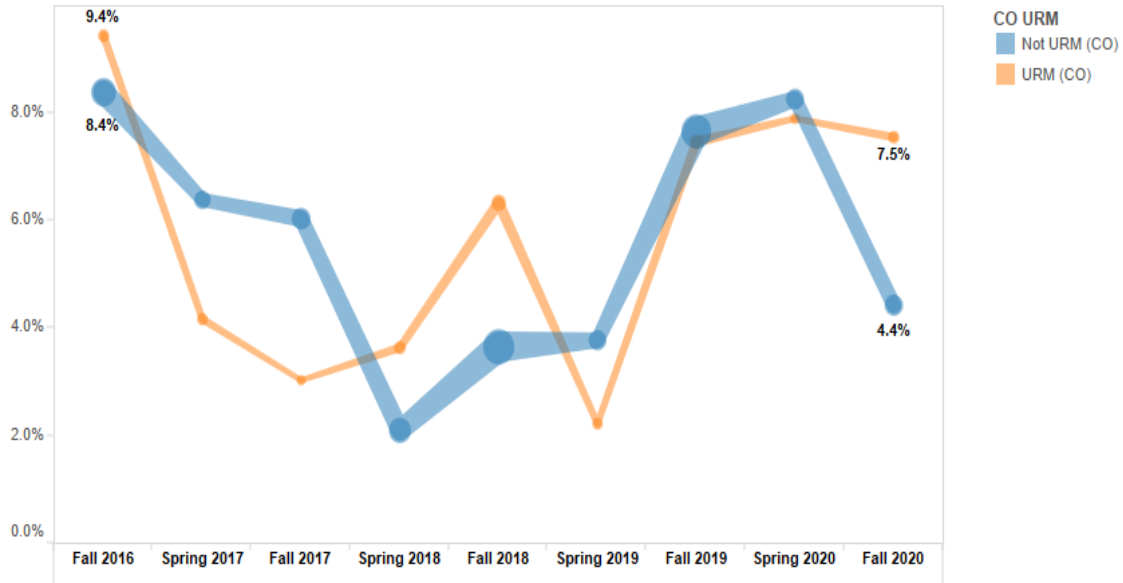


Figure 3c. SDSU AE DFW by Ethnicity, Pell Grant, First Generation: Effects of Class Size - 20-29

COURSE OUTCOMES DASHBOARD POPULATION OF INTEREST: ETHNICITY

DFW/Repeatable .. % DFW	CAMPUS San Diego Ca..	COURSE COLLEGE Engineering	COURSE DEPARTMEN.. Aerospace an..	COURSE NAME All	COURSE LEVEL All	COURSE TYPE All	COURSE DELIVERY All	CLASS SIZE 50-89
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% DFW by Ethnicity

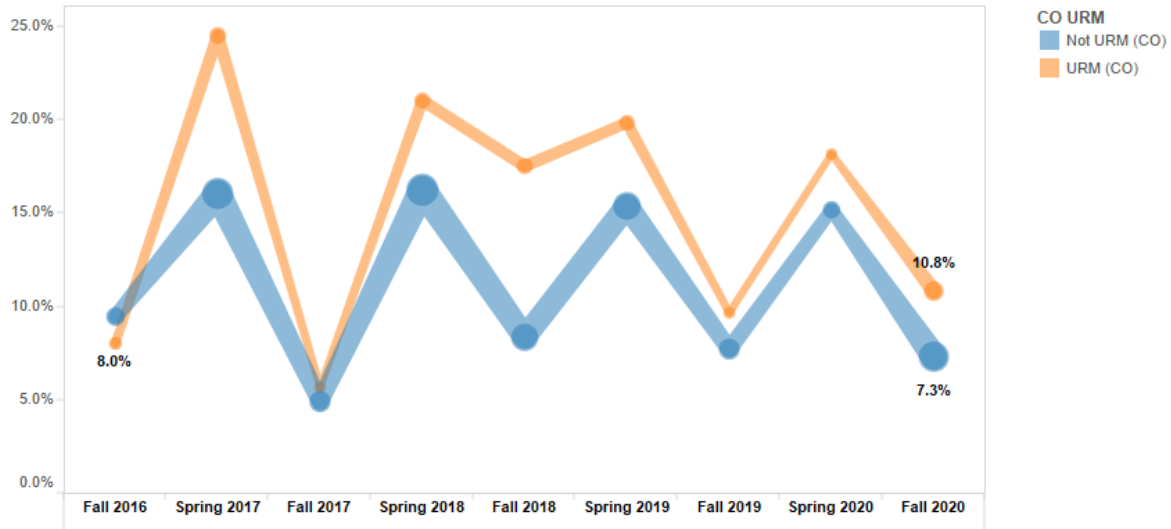


Figure 3d. SDSU AE DFW by Ethnicity, Pell Grant, First Generation: Effects of Class Size – 50-89

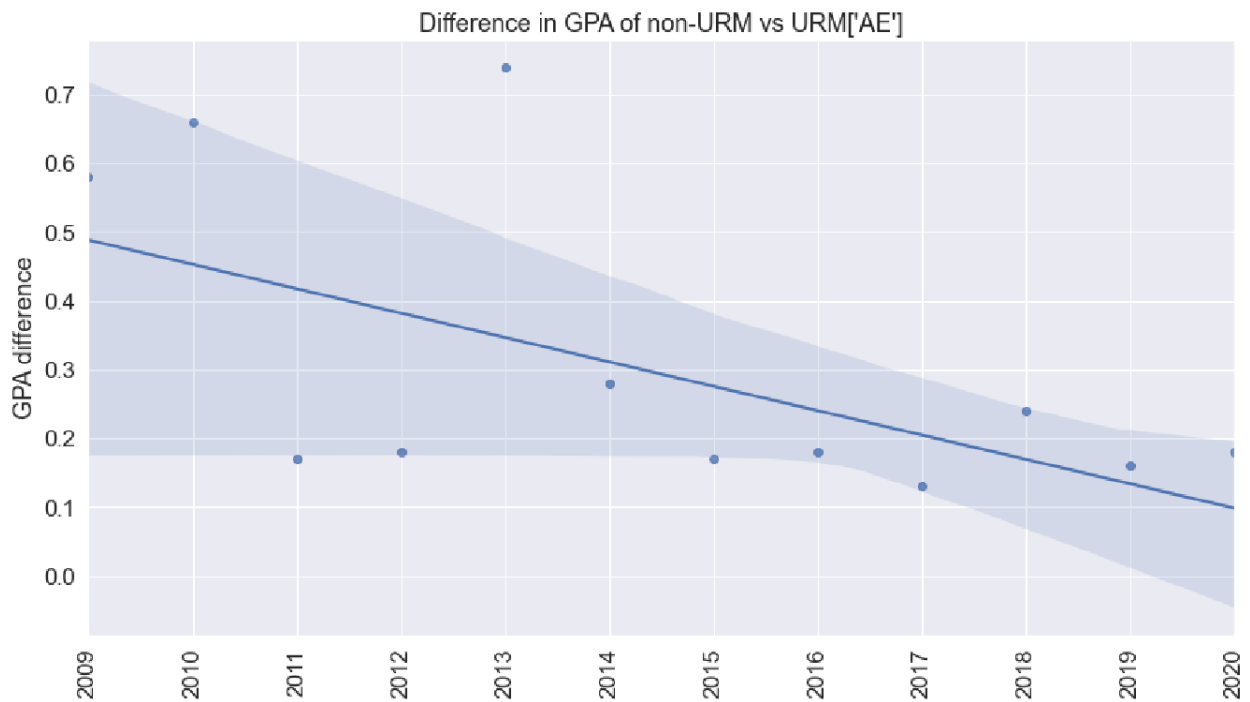


Figure 4. GPA gap between URM and non-URM students in the Aerospace Engineering Department.

Appendix A; Enrollment and Graduation Data Aerospace Engineering 2016-2020

Table 1: Enrollment: numbers (top) and percentage (bottom)

Enrollment	2016	2017	2018	2019	2020
UNDERGRADUATE					
CoE -- Total	3717	3956	3922	3706	3472
Women	660	711	734	708	673
African American	103	112	111	107	105
Latinx	1013	1033	1030	995	990
Native American	5	6	6	6	5
Aerospace -- Total	400	438	488	485	511
Women	54	52	65	72	82
African American	13	16	15	12	14
Latinx	114	125	140	156	172
Native American	1	3	4	2	1

% of Total	2016	2017	2018	2019	2020
CoE -- Total					
Women	17.8%	18.0%	18.7%	19.1%	19.4%
African American	2.8%	2.8%	2.8%	2.9%	3.0%
Latinx	27.3%	26.1%	26.3%	26.8%	28.5%
Native American	0.1%	0.2%	0.2%	0.2%	0.1%
Aerospace -- Total					
Women	13.5%	11.9%	13.3%	14.8%	16.0%
African American	3.3%	3.7%	3.1%	2.5%	2.7%
Latinx	28.5%	28.5%	28.7%	32.2%	33.7%
Native American	0.3%	0.7%	0.8%	0.4%	0.2%

Table 2: Degrees Bachelor's, Master's, Doctoral: numbers (top) and percentage (bottom)

Degrees	2016	2017	2018	2019	2020
Bachelor's					
CoE -- Total	493	512	675	736	827
Women	70	84	111	135	164
African American	11	12	10	16	13
Latinx	122	142	169	178	188
Native American		2	1	1	1
Aerospace -- Total	45	50	60	87	61
Women	4	8	6	7	5
African American		1	1	5	1
Latinx	12	23	18	18	16
Native American				1	1

Degrees	2016	2017	2018	2019	2020
Masters					
CoE -- Total	126	167	140	101	97
Women	37	44	38	33	26
African American	1	2	1	1	1
Latinx	12	14	12	9	12
Native American					
Aerospace -- Total	5	10	14	6	14
Women		2	4	1	2
African American	1				
Latinx		3	3	2	
Native American					

Degrees	2016	2017	2018	2019	2020
Doctoral					
CoE -- Total	7	6	2	2	3
Women	1	1		2	
African American					
Latinx					
Native American					
Aerospace -- Total					
Women					
African American					
Latinx					
Native American					

% of Total	2016	2017	2018	2019	2020
Bachelor's					
CoE					
Women	14.2%	16.4%	16.4%	18.3%	19.8%
African American	2.2%	2.3%	1.5%	2.2%	1.6%
Latinx	24.7%	27.7%	25.0%	24.2%	22.7%
Native American	0.0%	0.4%	0.1%	0.1%	0.1%
Aerospace					
Women	8.9%	16.0%	10.0%	8.0%	8.2%
African American	0.0%	2.0%	1.7%	5.7%	1.6%
Latinx	26.7%	46.0%	30.0%	20.7%	26.2%
Native American	0.0%	0.0%	0.0%	1.1%	1.6%

% of Total	2016	2017	2018	2019	2020
Masters					
CoE					
Women	29.4%	26.3%	27.1%	32.7%	26.8%
African American	0.8%	1.2%	0.7%	1.0%	1.0%
Latinx	9.5%	8.4%	8.6%	8.9%	12.4%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%
Aerospace					
Women	0.0%	20.0%	28.6%	16.7%	14.3%
African American	20.0%	0.0%	0.0%	0.0%	0.0%
Latinx	0.0%	30.0%	21.4%	33.3%	0.0%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%

% of Total	2016	2017	2018	2019	2020
Doctoral					
CoE -- Total					
Women	14.3%	16.7%	0.0%	100.0%	0.0%
African American					
Latinx					
Native American					
Aerospace -- Total					
Women					
African American					
Latinx					
Native American					