

North Carolina State University
WISE
Women In Science & Engineering
Women in Science and Engineering (WISE)
Task Force - Living & Learning Report
April 2007

I. WISE Village general statistics

- Established Fall 2003
- **Number currently enrolled—please see appendix A for latest information**
- WISE Village is on the 7th, 8th, & 9th floors of Lee Hall
- The Village will remain on the 7th, 8th, & 9th floors of Lee Hall for '07-'08
- The Village has seen considerable growth since its inception. In the fall of its first year, there were 56 participants from the College of Engineering and the College of Physical and Mathematical Sciences. The following year, the Village increased to 130 women and expanded to include the Colleges of Agriculture and Life Sciences, Natural Resources and Textiles. Finally, in Fall 2006, the program saw its largest contingent yet with approximately 260 women living on three floors of a residence hall.

II. WISE Village expectations of participants for 2006-2007

A. First year participants are expected to:

- attend at least 2 WISE Speakers Series events each semester
- attend at least 3 other WISE programs/events per semester scheduled by the WISE Director, Graduate Assistants, Mentors and/or Resident Advisors
- participate in at least 1 WISE community service activity or assist with at least 1 official WISE committee each semester

B. Second year participants are expected to:

- attend at least 1 WISE Speakers Series events each semester
- attend at least 2 other WISE programs/events per semester scheduled by the WISE Director, Graduate Assistants, Mentors and/or Resident Advisors

III. Programming

A. WISE Village Events for 2006-07 (Speaker Series highlights)

- **Dr. Sarah Rajala**—Thoughts on being the first woman faculty member in the College of Engineering & on establishing WISE Village. Good-bye to NC State farewell reception.
- **Dr. Sharma Ratna**— Dr. Ratna Sharma is one of several NC State scientists researching ways of converting different types of biomass, such as cotton stalks, into fuel. In an effort to help reduce the U.S. dependence on oil, Dr. Sharma is working together with the colleagues in the College of Textiles to “engineer a selective nano-membrane that would act as a filter, only allowing particular molecules ? like ethanol ? to pass through it” (Bulletin, 2006).
- **Dr. Melissa Ashwell**—Dr. Melissa Ashwell received a Bachelor’s of Arts degree in Biology and Chemistry from Randolph-Macon Woman’s College in Lynchburg, Virginia. She then attended graduate school at Bowman Gray School of Medicine of Wake Forest University, receiving her Ph.D. in Biochemistry in 1994. She then

took a position with the US Department of Agriculture's Agricultural Research Service in Beltsville, Maryland where she was a research animal geneticist in the Gene Evaluation and Mapping Laboratory, working on identification of genes affecting disease resistance and milk production in dairy cattle. Dr. Ashwell worked at USDA for 9 years and then took an assistant professor position at North Carolina State University in the Animal Science department. Her research focuses on identification of genes affecting

- **Dr. Anne Stomp**--Associate Professor & Founder of BIOLEX

During Dr. Stomp's 3-year affiliation with Biolex, she created the company from the beginning. Biolex is based on technology developed by Dr. Stomp's research program at NCSU. The technology utilizes the small aquatic plant, duckweed, to manufacture recombinant (genetically engineered) proteins. Biolex is using this technology to biomanufacture therapeutic proteins for the pharmaceutical industry. Dr. Stomp located the company in Pittsboro, NC as a demonstration that biotechnology companies can succeed in rural NC. She secured approximately \$9 million in venture capital funding from the leading funds in the Southeast. She designed and supervised the construction of the first, 3,000 sq ft facility and the second 20,000 sq ft. expansion, renovating space in two vacant textile mill buildings, again demonstrating to the biotechnology business community the value of these spaces. She was personally involved in the hiring of a technical staff of more than 30 people and two management teams. A special emphasis of her hiring practices was to focus on recruitment of the local workforce and people retrained at regional community colleges. Biolex was the first, faculty-led biotechnology start-up company to spin out from NCSU research and it remains the first woman-founded high-tech company from NCSU.

WISE Village Events for 2005-2006 (taken from the Annual Report)

Speaker Series

- Dr. Maria Oliver-Hoyo, & Jennifer Remy (SBI Agent) - Forensics: The real CSI
- Dr. Charlotte Sweeney, MD. - Women's health issues, med school, residency and practice
- Dr. Donna Carver - Avian flu
- Dr. Anita Flick, Dr. Allen Cannedy, Julie Crowe - Panel discussion on med school, vet school and grad school
- Dr. Elizabeth Loba & Dr. Jorge Piedrahita - Stem cell research and cloning

Dr. Fay Cobb Payton - Bridge kick-off

Dr. Lisa Bullard & Dr. Steve Peretti - Work-life balance

NCSU Alumnae currently at Milliken - Internships, co-ops, resume tips, etc.

Dr. Wendell McKenzie - Current topics in genetics

Kate Caldwell with IEEE - *Grand Challenge* autonomous vehicle race

Dr. Brian Greene (through collaboration with Union Activities and others) - String Theory

Dr. Terri Helmlinger (with SWE) - Women in engineering and technical fields

Dr. Leon Kass (through Harrelson Series) - Bioethics

B. Significant Highlighted Programs of Program

BRIDGE—2-day workshop prior to move-in
Faculty/Staff Reception with WISE
Sexual Assault Awareness & Prevention
WISE Wednesdays (each month)
Alumni Picnic
End-of-Year Banquet
Spring Formal
Tutoring

C. What new Village initiatives have been created during the 06-07 academic year?

- Helping to fund Alternative Spring Break Trips for 8 WISE women
- Preparing to Implement Sophomore Year Experience
- WISE Spend-A-Day gift bags for participants
- ENG Open House—will add WISE component (tour and session)
- Park Scholars Finalist Weekend—adding WISE (tour) component for CALS
- Student Council: WISE created a new fundraiser, based on Advisor Christina Gilroy's previous work experience, called The Birthday Box Program. This is a great way for parents to celebrate their daughter's birthday even though she is away at college – many being away from home for the first time on their birthday. Letters were sent to the parents of WISE students in November describing the program and including a form to return with a check for the birthday box. So far, we have sold 16 boxes and earned \$80 and believe this fundraiser will be even more successful next year if we distribute letters to parents at move-in this Fall.

D. Village student government/council structure and accomplishments

The WISE Student Council's main mission is to provide additional programming for the WISE Village. It is also an excellent way for the members of WISE to get involved and offers leadership opportunities for the women. The Student Council is composed of the following executive board positions: President (sophomore), Sophomore Vice President, Freshmen Vice President, Secretary, Social Chair, Public Relations Chair, Community Service Chair, Historian, and the Alumnae Chair. There are also several Members at Large who are elected into these positions. The executive board meets once a month, and the entire council meets once a month.

The Student Council has done an outstanding job with fundraising this year. There is one fundraiser left, a car wash in March, and we have already raised \$275 from previous fundraisers this year. In previous years, the formal has cost more money than student council was able to generate in fundraising, but this year the council has no fear of that happening. There should enough money to pay for the formal and have some money left over for next year. They have also been proactive in sponsoring new events that have not been held in the past, such as a Late Night Breakfast for WISE in March and a Talent Show with West Campus in April. Student Council also implements at least 1-2 programs a month for WISE.

IV. Assessment Goals of the Village

Below is a detailed look at the assessment plan created when WISE first originated. We are in the process of revising the assessment plan. Past assessment tools have included utilizing concept mapping, focus groups, and exit surveys. Key findings are as follows:

- Overall, the WISE participants persist in STEM majors at a higher rate than non-WISE women for these three cohort years.

- For all three cohort years, 2003, 2004 and 2005, WISE participants in the College of Engineering were retained in the college at a higher rate than non-WISE participants.
- For the College of Physical and Mathematical Sciences (PAMS), the percentage of WISE women retained in the college is greater than women not in WISE at each of the evaluation periods (end of spring year one, end of spring year two, end of spring year three).
- A greater percentage of women in the WISE program were retained at the end of the first and fourth semester than for non-WISE women in the CALS. This retention rate for WISE is slightly greater than the overall retention rates for not only non-WISE women students but for all students in the College.
- Due to the age of the program, assessment data for the goals of increasing the graduation rate of women in science and engineering, and increasing the percentage of women in science and engineering who pursue graduate degrees in same or related fields is not available. Four-year graduation rates will not be available until the end of Spring 2007.

Detailed Information:

The goals of the WISE Village were separated into participant and programmatic categories. The following table contains the original goals and evaluation methods implemented when the Village first began.

Table 1: Program and participant goals for the WISE program

WISE Participant Goals	Evaluation Methods
Begin to develop an identity as an engineer, mathematician or scientist	Administer Pittsburgh Attitude Survey (Pre-and Post-); Additional customized surveys, concept mapping
Meet women with common interests and build lasting friendships	Conduct focus groups semi-annually
Increase self-awareness through acknowledging personal strengths and weaknesses	Administer gender identity instrument (BEM Sex Role Inventory) Administer Felder's Learning Style Tool
Explore career and personal goals	Ongoing through workshops, journaling, concept mapping
Develop leadership skills	Administer Skills Leadership Inventory (pre- and post-)
Maintain balance between academic and personal life	Utilize calendar tools to plan time; compare actual schedule with plan to adjust as necessary
Increase the percentage of freshman women entering the sciences and engineering at NC State	Monitor/evaluate matriculation statistics in engineering, statistics of incoming freshman women in the sciences
Increase the retention rates of women in science and engineering	Use cohort data as benchmarks (including a non program control group as well as a program control group)
Increase the graduation rate of women in science and engineering	Monitor/evaluate freshman data (compare with benchmarks)
Increase the percentage of women in science and engineering who pursue	Monitor/evaluate graduate school application/acceptance data

graduate degrees in same or related fields	
Increase knowledge of career options in science and engineering	Utilize focus groups, career interest surveys and career opportunity workshops

Two of the participant goals were measured using the assessment method of concept mapping. These measured goals include developing an identity as an engineer, mathematician or scientist, and increasing self-awareness including defining career and personal goals. The WISE participants were compared to a group of male College of Engineering students. By examining the content of their concept mapping, some differences and similarities in their identity as a student and their beginning identity as an engineer or scientist were found. More of the women mentioned their use of group study sessions and the need to attend class than men. In addition, when describing themselves as professionals, females tended to list “involvement with others” while the males tended to list “work hard” and “do a good job.” The WISE participants took an end of year survey in 2004, which illustrated that they had identified some of their strengths such as time management, working in groups and people skills. One woman remarked, “I have learned that I am a person that others go to for help.”

Concept mapping is extremely time-consuming to administer and evaluate, and the participants did not feel as though they gained valuable information. Therefore, it was determined that it was not feasible to continue to use concept mapping as an assessment tool given the number of students participating in the program. Focus groups were utilized to evaluate participant goals in the first year of the program. Exit surveys have been conducted at the end of each academic year to solicit feedback about the WISE Village and the students’ experiences. The number of students taking these surveys has increased each year with 39 completing them in Spring 2004, 53 in Spring 2005 and 76 in Spring 2006 for a total of 168 women. The following comments from the exit surveys were made about their participation in WISE:

- It’s the best thing I’ve done in coming to college.
- (WISE) gives us confidence.
- I was able to make friends within my suite and make connections with people in engineering majors. I was able to get information on internships and interviews with the speaker series, and I adjusted better to college life by having a mentor there for me.
- Hearing different speakers has also helped me start thinking about what I want to do when I graduate. I am interested in both research and teaching.
- I learned that I could effectively work with other women, that I could make independent decisions that could help me in the end, and that I was able to push myself to the limit and succeed with the help of others.
- I really can do all this math.

WISE programmatic goals such as percentages of freshman women entering the sciences and engineering and retention of women in sciences and engineering are measured quantitatively each year. Table 2 provides enrollment data for the past four years.

Table 2: Percentages of freshmen women entering the engineering and sciences

2003-2004	Percentage of females in freshman class	Number of students in freshman class
Engineering	16.1%	1147
Physical and mathematical sciences	37.6%	178
Agriculture and Life Sciences	66.3%	591
2004-2005		

Engineering	18.1%	1235
Physical and mathematical sciences	49.7%	177
Agriculture and Life Sciences	62.0%	613
2005-2006		
Engineering	13.3%	1176
Physical and mathematical sciences	41.7%	187
Agriculture and Life Sciences	67.7%	685
2006-2007		
Engineering	16.8%	1397
Physical and mathematical sciences	44.9%	178
Agriculture and Life Sciences	63.5%	745

Although the percentage of freshman women in the College of Engineering for Fall 2006 is 16.8%, this is one of the largest female cohorts since 1997, due in part to the large total freshman cohort. It is a significant change from 2005-06 when there were only 157 women (13.3%) in the freshman cohort, down from the two previous academic years. The drop in percentage of women in the freshmen class in 2005-06 for the College of Engineering appears to be due to a lower enrollment rate (23%) of women for that year and not due to a lower admittance rate of women. Typically, 76% of the women who apply are admitted into the College of Engineering and 34-39% of these women actually enroll. However, in 2005-06 only 23% of the women who were admitted enrolled, leaving some administrators to surmise this drop was due in part to a slow admission process for that year.

The College of Physical and Mathematical Sciences (PAMS) has maintained a total freshman class each year of approximately 178, except in 2005-2006 when the total number increased by nine, but the percentage of women decreased from the year before and increased from 2003-04. The percentage of women in PAMS continued to increase in 2006-07, although it has not rebounded to fifty percent. The goal of increasing the percentages of freshmen women entering the sciences and engineering is one that has been achieved in the past two years, and one that remains a priority for both colleges.

The College of Agriculture and Life Sciences (CALs) has experienced growth in the numbers of entering freshmen over the past four years, mostly due to the increasing numbers of students entering the Life Sciences degree program areas. The percentage of women ranged from 62% in 2004-2005 to 67.7% in 2005-2006. While women dominate enrollment in the College, especially in Animal Sciences where 80% of the student population is female, the College is concerned that women are less likely to continue in their chosen career field than are men. The chosen career fields include veterinary medicine and health related professional careers. The goal for CALs is to increase awareness of successful professional women mentors who have obtained their degrees and persist in their chosen professions while managing other interests.

The goal of increasing the retention rates of women in science and engineering has been monitored very closely each year. Table 3 provides retention data of female students in original major, in any science major, and in any college. Overall, the WISE participants persist in STEM majors at a higher rate than non-WISE women for these three cohort years. Yet when this data is examined by cohort and viewed in terms of specific colleges, the WISE participants are not always retained in STEM majors within their college at a higher rate than non-WISE women.

For all three cohort years, 2003, 2004 and 2005, WISE participants in the College of Engineering were retained in the college at a higher rate than non-WISE participants. For 2003 and 2004 cohorts, the percentage of WISE women retained in the College of Engineering (ENG) is larger for each of the evaluation periods (end of spring year one, end of spring year two, and end of spring year three). Yet for the 2005 WISE cohort, the percentage of women retained in the college versus non-WISE participants is not as large as the 2003 and 2004 cohorts.

For the College of Physical and Mathematical Sciences (PAMS), the percentage of WISE women retained in the college is greater than women not in WISE at each of the evaluation periods (end of spring year one, end of spring year two, end of spring year three). This is not the case for the 2005 cohort when non-WISE students were retained at a higher rate than WISE participants. Students who self-select for WISE may not be statistically the same as the general female population in terms of likelihood of success /retention/graduation. In fact, on average the total SAT scores for non-WISE women in PAMS and ENG is greater than for the WISE women.

In the College of Agriculture and Life Sciences (CALs), only three women participated in the first cohort so the numbers are not very meaningful. However in 2004 and 2005, a greater percentage of women in the WISE program were retained at the end of the first and fourth semester than for non-WISE women in the CALs. This retention rate for WISE is slightly greater than the overall retention rates for not only non-WISE women students but for all students the College. Those retention and persistence rates were 81.7% for the 2004 cohort and 84.8% for the 2005 cohort.

It is also important to note that there are few students who have participated in WISE from the Colleges of Natural Resources and Textiles. Therefore, when one WISE participant in the college left, the percentage dropped from a 100% retention rate to a 66.7%, indicating at the end of spring of year one, non-WISE women were retained in the college at a higher rate than WISE participants.

Due to the age of the program, assessment data for the goals of increasing the graduation rate of women in science and engineering, and increasing the percentage of women in science and engineering who pursue graduate degrees in same or related fields is not available. Four year graduation rates will not be available until the end of Spring 2007. Beginning in Fall of 2007, we plan on assessing the goal of increasing the percentage of women in science and engineering pursuing graduate degrees in STEM fields. Although data will be available this spring and fall, it will be for WISE participants who graduated in four years, a less common occurrence for those majoring in engineering. More data is anticipated at the end of Spring 2008.

Table 3: Retention of female students in original major, in any science major, and in any college
(Only students enrolled in that semester or who graduated are included in the analysis)

2003 cohort	College			End second semester (end spring year 1)					End fourth semester (end spring year 2)					End sixth semester (end spring year 3)				
	CALS	ENG	PAMS	CALS	ENG	PAMS	Any Science	Any college	CALS	ENG	PAMS	Any Science	Any college	CALS	ENG	PAMS	Any Science	Any college
	N	N	N	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Not WISE	344	135	49	90.4	88.1	85.7	91.5	93.2	78.2	64.4	67.3	80.5	86.9	68.6	56.3	61.2	72.3	82.2
WISE	3	36	16	66.7	88.9	87.5	90.9	92.7	66.7	75.0	75.0	83.6	89.1	66.7	58.3	68.8	74.5	81.8

2004 cohort	College			End second semester (end spring year 1)					End fourth semester (end spring year 2)				
	CALS	ENG	PAMS	CALS	ENG	PAMS	Any Science	Any college	CALS	ENG	PAMS	Any Science	Any college
	N	N	N	%	%	%	%	%	%	%	%	%	%
Not WISE	359	147	66	90.8	85.0	81.8	91.3	94.2	73.5	57.8	62.1	74.8	86.7
WISE	34	77	24	91.2	93.5	91.7	94.1	95.6	85.3	64.9	83.3	84.4	88.1

2005 cohort	College					End second semester (end spring year 1)						
	CALS	ENG	CNR	PAMS	TX	CALS	ENG	CNR	PAMS	TX	Any Science	Any college
	N	N	N	N	N	%	%	%	%	%	%	%
Not WISE	386	101	25	58	120	89.1	84.5	80.0	91.7	87.8	90.5	93.0
WISE	77	54	2	18	3	92.2	85.2	100.0	83.3	66.7	90.3	90.9

CALS	College of Agriculture and Life Sciences
ENG	College of Engineering
PAMS	College of Physical and Mathematical Sciences
CNR	College of Natural Resources
TX	College of Textiles

D. How has the partnership with University Housing enhanced the Village?

The partnership with University Housing has enhanced the Village in numerous ways. First and foremost, WISE works closely with University Housing staff including the Director, Susan Grant, the Associate Director of West Campus, Kala Bullett, the former Assistant Director of West Campus, Tresa Barlage, Administrative Assistant Susan Githens, and the Residence Director, Erika Bowles. The Housing staff provides support with regards to facilities, space, website information, housing applications, and day-to-day operations including financial. Housing allocates \$25,000 to WISE to fund programs. Without this support, WISE would not be able to fund many events. University Housing provides staff and resource support (other than financial) and is a main reason this collaborative arrangement with WISE is so unique and successful.

V. Administrative Council

A. The WISE Operating Council is a group of women administrators and faculty from the partners of WISE who oversee the direction and goals of WISE. This body provides guidance and ultimately shapes the Village — in what initiatives it will pursue, to its size, what programming efforts should be coordinated, as well as assessment and recruitment efforts. The Operating Council ensures that the WISE Village stays true to its mission.

B. 2006-2007 WISE OPERATING COUNCIL MEMBERS

- Katherine C. Titus-Becker, Director, WISE
- Dr. Laura Bottomley, Director, Women in Engineering & K-12 Outreach, College of Engineering
- Kala Bullett, Associate Director for University Housing, West Campus
- Dr. Jo-Ann Cohen, Associate Dean, Academic Affairs, College of Physical and Mathematical Sciences
- Susan Grant, Director, University Housing
- Dr. Barbara Kirby, Director of the Agriculture Institute and Associate Director of Academic Programs, College of Agriculture & Life Sciences Barbara has a new title, I think...
- Dr. Adrianna Kirkman, Associate Dean, Academic Affairs, College of Natural Resources
- Dr. Wendy Krause, Assistant Professor, College of Textiles
- Dr. Fay Cobb Payton, Associate Professor of IT, College of Management
- Dr. Carrie Thomas, Visiting Assistant Professor, College of Physical & Mathematical Sciences

C. **Number of Council Meetings for 05-06:** 10 (not including summer months)

D. **What are the goals/objectives that have not been met and why?**

- Tracking graduation rates—The end of this Spring 2007 will be the first 4-year graduation marker. We will be able to begin to look at graduation data after Spring.
- In the process of reevaluating the assessment plan to see what is feasible and will yield the appropriate data for the Village.

E. **What are the next steps needed to advance the Village?**

- Implementing Sophomore Experience including Sophomore Project
- Sophomore mentors
- More corporate sponsorship

The 2007-2008 academic year will mark the fifth anniversary of the WISE Village. The Village continues to grow each year and the program will define the second year component more explicitly. Sophomores will be offered programs specifically designed for their needs. Using Molly Schaller's (2005) research about the forgotten second year student, programs will be offered related to focused exploration, making tentative choices (about majors and careers), and committing to majors and careers. The second-year students will be required to attend specific programs offered for them. Each sophomore

will be asked to participate in undergraduate research, participate in leadership development or community outreach projects related to women and girls in science and engineering. The WISE Operating Council and Director will provide resources and guidance. Corporate funding will also be sought to underwrite this program.

E. What specific resources are needed to enhance the Village? (Financial, space, renovation, etc.)

- Whether to enlarge the Village and allow Juniors to remain is an on-going question. Currently, WISE is on 3 floors of Lee Hall and does not plan to expand.
- Continued maintenance and updating of the computers in the lounges is needed.
- Kitchen supplies for the women of WISE to check-out.
- Corporate sponsorship to underwrite sophomore experience project
- Corporate funding to make up for loss of funds from ALCOA's grant for mentors.

VI. Mentors

A. Name of position

WISE Resident Mentor

B. Number

12-14 mentors depending upon the number of incoming freshman in WISE

C. Hours Committed Per Week

Ten hours per week is the minimum time commitment

D. Duties/Expectations/Job Description

1. Duties

- a. Mentors will be required to contact their mentees once per week
- b. Mentors must meet in person with their mentees once every other week either individually or in a group.
- c. Mentors are required to plan 3 mentee group activities (one every other week) within the first 6 weeks of classes in the fall.
- d. Mentors will plan 6 Fall programs and 4 Spring programs.
- e. Submit contact forms to the WISE Graduate Assistant that reflects upon the experiences of the mentees
- f. Meet every other week with the WISE Graduate Assistant
- g. Assist the WISE Director and Graduate Assistants in planning and facilitating WISE events
- h. Attend all WISE events
- i. Work with RAs to develop and attend educational and community-building programs
- j. Attend weekly staff meetings or training sessions
- k. Attend at least LDS workshops (2 in Fall/1 in Spring) as a part of on-going training.
- l. Facilitate WISE study hall sessions

2. Expectations

- a. Be available for mentees as needed
- b. Set a good example as a student and representative of WISE
- c. Seek out students, especially at the beginning of the year
- d. Do what you say you are going to do
- e. Encourage mentees to get involved with WISE

- f. Report any concerns to the WISE Director or Graduate Assistants
- g. Share sources of information and contacts with mentees
- h. Exhibit empathy, good professional behavior, and problem-solving skills
- i. Be culturally sensitive to mentees in an effort to develop their unique potential
- j. Attend training sessions in May and August
- k. Work with the summer Bridge program

3. Job Description

The WISE resident mentor should enhance the experience for all WISE students. This includes assisting first-year students in their transition from high school to college through mentoring, tutoring, and community building. Mentors should encourage WISE sophomores to continue making connections within WISE and beyond as well as assist them in finding leadership, internship, research, and other kinds of opportunities that will help them in their development.

E. GPA Requirement

Minimum cumulative GPA of 3.0 at time of application and completion of 29 credits by the Fall semester that the mentor would begin her duties

F. Compensation

Yearly compensation totaling \$2,000
 \$1500 stipend
 \$500 in Board Bucks
 Res Net fees in Residence Hall

G. Who Pays for Which Part of the Compensation?

WISE budget pays for the stipend and Board Bucks
 University Housing pays for ResNet fees

VII. Annual operating costs 05-06:

A. Total Costs by contributor and function

1. University Housing provides the following services for WISE:
 - ResNet fees for mentors (14 mentors in 05-06)
 - Website maintenance: WISE Applications for prospective students, WISE Mentor applications, On-line assessment surveys, WISE Information and link to WISE Website, Staff time and resources devoted to website
 - Brochures promoting the WISE Village, creation, design and printing of WISE brochures
2. \$164,500: State Funds (operating budget & programs; \$30,640 for office rent)
 \$25,000: University Housing (for programming)
 \$27, 500: Alcoa (for mentors/tutoring)
 \$4,500: Square D (for WISE Research Awards)

B. 2006-07--Budget

State Funds: \$160,500.00
 Alcoa: \$27,500.00
 Housing: \$25,000.00
 Square D: \$4,500.00

**Spring 2007
WISE Statistics**

Total Number in WISE: 251

Race Distribution:

<u>Group</u>	<u>Participants</u>	<u>% (Ethnic Group per total WISE Women)</u>
Caucasian	205	81.67 %
Native American	1	0.4 %
African-American	21	8.37 %
Asian	16	6.37 %
Hispanic	5	2 %
Undeclared	3	1.2 %

Count of Each College:

(Some students may have changed majors and colleges after the Fall Semester)

<u>College</u>	<u>Abbreviation</u>	<u>Participants</u>	<u>% (College per total WISE Women)</u>
College of Engineering	COE	99	39.44 %
College of Textiles	COT	5	2 %
College of Management	COM	2	0.8 %
College of Natural Resources	CNR	8	3.19 %
College of Humanities and Social Sciences	CHASS	4	1.59 %
College of Agriculture and Life Sciences	CALS	105	41.83 %
Education	ED	3	1.2 %
Physical and Mathematical Sciences	PAMS	25	9.96 %

Cohort Year

Freshmen	151	60%
Sophomore	90	36%
Junior	10	4%