



**MHEC**  
MARYLAND HIGHER EDUCATION COMMISSION

# **2005 Minority Achievement Report**

**Maryland Community Colleges**

**University System of Maryland**

**Morgan State University**

**St. Mary's College of Maryland**

**September 2005**

**MARYLAND HIGHER EDUCATION COMMISSION**  
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## **Background**

As part of the State's performance accountability report, the public colleges and universities provide the Maryland Higher Education Commission with a report every three years about the progress they have made in the recruitment and retention of minority students, faculty and professional staff. This feature of the accountability process is important in the context of the State's agreement with the U.S. Office for Civil Rights.

The public campuses last submitted a minority achievement report in 2002. In accepting these reports, the Commission asked the institutions to elaborate on their efforts by preparing formal action plans, which were received by the Commission in 2003. The guidelines for the current set of minority achievement reports were built on the 2003 minority achievement action plans. Institutions which did not reach at least 90 percent of their campus-established benchmarks on minority achievement performance measures (community colleges) or objectives (four-year campuses) in their 2004 performance accountability reports were asked to provide updates to their strategies to improve performance. Institutions which reached or exceeded their minority achievement benchmarks were asked to give examples of notable successes as a result of implementing strategies detailed in their 2003 Minority Achievement Action Plans.

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## Summary of Performance

The 2005 Minority Achievement Reports describe a variety of actions that Maryland post-secondary institutions have taken to improve performance on minority achievement measures. Of particular note: Most colleges and universities report that they are routinely conducting systematic cohort analyses of retention and graduation patterns. In addition, more student success intervention programs are being designed with an evaluation component, using measurable objectives. Institutions are also increasingly using internal research to evaluate the efficacy of programs and strategies employed to close minority achievement gaps. This focus on measurable objectives and the use of research is particularly evident in the reports of the State's community colleges.

### **Community Colleges**

The 16 community colleges use a standard set of performance measures in their accountability reports. Six indicators deal with minority achievement or recruitment.

#### Minority student enrollment as percent of service area population

This measure compares the proportion of the nonwhite population (18 years of age or older) in each college's service area with the percentage of minority students enrolled at the institution. Every college except one has achieved or is within 90 percent of its benchmark for this indicator.

#### Percent minorities of full-time executive/managerial staff

Ten community colleges have met or are within 90 percent of their benchmarks.

#### Percent minorities of full-time faculty

Seven community colleges have met or are within 90 percent of their benchmarks.

In addressing minority faculty and staff recruitment, many community colleges commented that major impediments to goal attainment have been 1) low turnover in these positions and 2) few new positions being created due to budget constraints. Despite these limitations, colleges have been striving to improve their recruitment and retention of minority faculty and professional staff. Actions taken include:

- College diversity staff (or committee members) involved in recruiting efforts.
- Racial/ethnic diversity on search committees
- Recruiting at state and regional Historically Black Institutions (HBI)
- Advertising in national publications widely read by minorities
- Community networking
- Outreach to national HBIs
- Staff mentoring for new hires
- Diversity training for all employees
- Increasing diversity awareness through campus-wide programming

Also, a number of Maryland's community college diversity and multicultural affairs specialists are participating in a statewide "Diversity Roundtable", started by the Frederick Community College's Office of Diversity and Global Initiatives, to share resources and information. Hiring practices are a major focus.

Four-Year Transfer/graduation rate of full-time minority students

Ten of the community colleges have met their benchmarks.

Six-Year Transfer/graduation rate of all minority students

Nine of the community colleges have met their benchmarks.

In addressing their minority graduation and transfer rates, several community colleges commented that the high number of entering students that require developmental coursework is a growing problem. Also, some colleges wrote about how the financial struggles of many minority students negatively impacted their academic progress.

Common strategies colleges are employing to improve minority graduation rates include:

- Summer bridge programs for entering students
- Scholarships
- Academic support programs
- Student success courses for entering students ("learning to learn")
- Tutoring (faculty and peer)
- Mentoring (faculty and peer)
- Putting more resources into developmental reading, writing, and math programs
- For students nearing degree completion, enhanced support with the transfer process (transfer workshops and counseling)
- Relationships with HBI's (sponsored visits and programs, etc.)
- College readiness programs at high schools (working with high school populations to increase the likelihood of graduates being academically prepared)
- Information systems enhancements that allow efficient identification of "at risk" students
- Degree audit of students close to graduation
- Systematic tracking and analysis of retention and graduation data
- More focus on research to measure and evaluate the effectiveness of student success programs.

Several community colleges described programs achieving measurable success. The effectiveness of these programs should improve graduation rates in the future. Some examples include:

- **Anne Arundel Community College** has conducted a Summer Bridge Program for Black Scholars since 2001. The four-week program, consisting of intensive English, Math and reading review classes, serves up to 30 students. Students also receive one credit for completing the college's Student Success course. Program completers have improved their college placement scores; more than 80 percent of the students over the four years have tested into the next level of reading and/or

math. The overall retention rate for students enrolling at AACC after enrolling in the Summer Bridge Program is 51 percent.

- At **Community College of Baltimore County**, learning communities have been established to “pair” developmental education courses with general education courses. This approach adds meaningful context and purpose to basic skills instruction, a strategy shown to be effective with minority learners. In addition, a Master Learner, a faculty member from an outside discipline, attends the course and conducts weekly learning-to-learn seminars using the material from the credit course. As a result, the developmental course is more content driven and students with developmental education requirements, many of whom are minority students, are able to make faster progress toward their educational goals. Course completion rates and learning outcome measures indicate that the students in these paired courses are as successful in the general education courses as are non-developmental students.
- The goal of **Frederick Community College’s** Multicultural Student Support Services Mentoring Program is to provide academic and student development opportunities, as well as counseling, information, and support services, to meet participants’ educational needs. The overall retention rate of minority students in the Mentoring Program exceeds the retention rate of the college wide population (55 percent compared to 41 percent) from fall 2003 to fall 2004.
- **Howard Community College** has instituted mandatory tutoring for students that are third-time repeaters of a developmental math or English course (a high percentage of which are minorities). Success rates for third-time repeaters have improved dramatically (by 7 to 13 percentage points) since this program’s inception.
- **Prince George's Community College** sponsors a deferred payment program entitled FACTS (82 percent of participants are minorities). It has grown to the point that over one-third of the student population now has their tuition deferred through the FACTS program. Research shows that participation in FACTS has a significant impact on retention (improving retention by at least 5 percentage points per semester) and increased course load for students (course loads increasing by 2 credit hours on average). As a result of continuous improvement through FACTS, the administration has extended the amount of relief to the student by extending the amount of time that students have to sign up for the FACTS program. This has helped alleviate some of the financial burden that many students report hinders them from enrolling in courses.

## Public Four-year Colleges and Universities

The accountability report for the 13 public four-year colleges and universities uses the structure of the Managing for Results program, in which each institution develops a set of goals, objectives, and performance measures. All campuses are asked to include specific objectives dealing with minority enrollment and achievement. Three are common across institutions. University of Maryland Baltimore was not included in this report, because it has declined to use any objectives dealing with race/ethnicity.

### Percent African American of all undergraduates

All but three institutions have met or are within 90 percent of their objectives. Common strategies employed to improve performance include:

- Recruitment initiatives
  - Merit scholarships
  - Minority recruiters on Admissions staff
  - Purchase of minority names –those who take PSAT and SAT--from College Board
  - College fairs
  - High school visits
  - Recruitment brochures for students of color
  - Recruitment brochures in Spanish
  - Phone calls to highly talented minority students by upper level administration and faculty
  - Campus overnight programs
  - College readiness programs
  - Partnerships with minority community organizations
  - Participation in Upward Bound and Talent Search
  - Systematic analysis and evaluation of minority recruitment programs for improvement
- Transfer student initiatives
  - Dual-admission agreements with community colleges with large minority populations
  - Partnerships with HBIs

### Second-year retention rate of African American students

All but four institutions have met or are within 90 percent of their objectives.

### Six-year graduation rate of African American students

All but three institutions have met, or are within 90 percent of, their objectives.

Common strategies being employed to improve performance on retention and graduation objectives include:

- Merit scholarships
- Retention coordinators
- Student attendance monitoring



- Degree audits of students close to graduation
- Faculty mentoring
- Peer mentoring
- Alumni networking
- Counseling
- Tutoring
- Enhanced freshmen advising
- Enhanced academic advising for all students
- Discipline-specific learning communities
- Phone calls by faculty to non-returning students
- Multicultural programming
- College readiness programs at high schools (working with high school populations to increase the likelihood of graduates being academically prepared)
- Enhanced data systems used to identify “at risk” students
- Systematic tracking and analysis of retention and graduation data
- More focus on research to measure and evaluate the effectiveness of student success programs

Examples of specific programs with measurable success include:

- An undergraduate Honors Program at **Coppin State University** has attained an average yearly retention rate of 85 percent over the last 10 years. The retention rate for students entering in fall 2003 and returning in fall 2004 was 94 percent. Students are enrolled in a common first-year track of accelerated, general education requirements. Small classes, taught by experienced faculty, allow for scholarly engagement among peers and between students and instructors. Help is available to students who may be experiencing academic or personal challenges. An “open door” policy creates a relaxing, even familial environment where students are granted continual access to staff. Financial support is also critical, consisting of renewable scholarships and, as departmental budgets permit, textbook stipends and graduate-school entrance exam and application fees.
- At **Frostburg State University**, a Learning Community Program has been especially successful in retaining minority students. Open to first-semester freshmen, learning communities provide entering students the opportunity to take classes together in an atmosphere designed to build support networks with their peers, the faculty, and the University. The current retention rate of African Americans enrolled in learning communities exceeds 83 percent.
- **University of Maryland College Park** established an awards program that targets financially needy students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. The Baltimore Incentive Awards Program focuses on the development of individual character, critical thinking skills and leadership within an intimate community of peers, advisors and faculty mentors, and includes a full, four-year scholarship. The participating students benefit from academic and support programs and are expected to be

active in their home communities through peer advising, high school visits, and other outreach programs. Four years after its creation, the program has a 94 percent retention rate, with 34 of 36 students still enrolled, and a graduation rate which surpasses that of the University overall.

- **Morgan State University** requires that all first-year students who fall below the minimum admission requirements participate in a six-week summer pre-college program as a condition of admission. The program provides 15 upper class student tutors for freshmen taking remedial classes; peer tutoring continues into the actual academic year. Seventy-three percent of the 2003 cohort returned in fall 2004, compared to 70 percent of the 2002 cohort that returned in 2003. The program has retained or graduated 68 percent of all student participants since the summer of 1999.

## Community College Institutional Summaries

### Allegany College of Maryland

#### **Indicators Flagged (Benchmark not Met)**

#### Minority Full-time Administrative/ Professional Staff Employment

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
0	0	0	0	1.0

During FY 2005, one minority professional staff member was hired into a full-time position; therefore, the 1 percent benchmark established for this indicator was met. To assist in the recruitment and retention of minority staff, during the past year the college has begun an employment recruitment tracking system that is used to better gauge college success in finding and attracting minority candidates for new openings. The college also conducted a self-study that made recommendations that could impact minority recruitment, such as developing a written policy for recruiting a more diverse staff population and developing a consistent plan for faculty position advertising that could include a requirement that all full-time faculty be hired via a nationwide search and advertised in the *Chronicle of Higher Education* or relevant national journals, as approved by the Program Director/Division Chair, Vice-President of Instructional Affairs, and President. These recommendations were endorsed by the visiting Middle States Accreditation Team.

#### **Examples of Notable Successes**

The six- year transfer/graduation rate of all minority students has been steadily increasing over the past 3 years from 21.6 percent for the 1995 cohort to 22.2 percent for the 1996 cohort to 27.6 percent for the 1997 cohort and 28.6 percent for the 1998 cohort. The following successful initiatives were implemented during the past two years in an effort to improve minority success:

- Internal reports showed that African American students were much more likely to need remediation than other students and are less likely to persist or succeed in their developmental coursework. During the last two years, the College introduced four new student development courses: (1) Connections for College and Career Success, (2) Habits for Success, and (3) Exploring Health Care Careers. Also, the College created two new courses for international students with less English proficiency: (1) English for Speakers of Other Languages (ESOL) I and (2) ESOL II.
- A large proportion of the college's minority students are housed in a student apartment complex adjacent to the college campus. However, management problems experienced with the private management firm resulted in relatively high attrition of student residents. Two years ago, the college assumed management of the complex and began to offer additional resident support services such as tutoring, counseling

and student activities on site. The college also hired a full-time Director of Student Life and Counselor to assist students in dealing with personal and academic problems.

- In an effort to assist the college community to better understand the needs of minority students and faculty, the college sent two staff members for training to a workshop entitled “Communicating Across Cultures” offered by Otto Kroger Associates. In addition, the college sponsored a number of new campus workshops and special events on the topics of diversity. These included: (1) a workshop by the Southern Poverty Law Center on “10 Ways to Stop Hate on Campus,” (2) a workshop conducted by campus staff on various aspects of diversity called “Diversity Corner to Corner,” and (3) a performance by Washington, DC’s Pin Points Theatre entitled “1001 Black Inventions.”
- In an effort to increase the familiarity of new out-of-county student arrivals with the area, the College began to arrange a “Welcome Day” with multiple activities in Downtown Cumberland at the beginning of each fall semester. The “Welcome Day” involves local merchants and provides entertainment and other activities for students. In fall 2004 this “Welcome Day” was integrated with the successful downtown Friday evening event called “Friday After Five.”

## Anne Arundel Community College

### Indicators Flagged (Benchmark not Met) Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
12.1	12.0	12.7	12.2	15.0

Anne Arundel Community College values diversity in its workforce and continuously works toward providing a work climate in which minority faculty and staff are valued and contribute to the mission of the college in an atmosphere that respects difference. In fall 2004, minorities made up 12.2 percent of the full time teaching faculty. The percentage of minorities among full time administrative/professional employees remained 15 percent in 2004. The college has identified the hiring of minority faculty as a top priority.

The college strives to increase the number of minority faculty and administrative/professional staff through several means. For example, the College Diversity Committee is actively involved in helping the college identify qualified candidates. A work team of the Diversity Committee is currently assessing the college's recruitment efforts and developing strategies to promote it. One strategy involves providing direct assistance to hiring managers when the college advertises for teaching faculty. This involves sending vacancy announcements to department chairs at Historically Black Colleges Institutions (HBIs) and asking them to assist the college in identifying qualified candidates to fill vacant positions targeted through national publications widely read by members of minority groups.

In addition, the college's Human Resources office has added a reference to the college's intent to attract and retain a diverse workforce to all college advertisements. The purpose of this process is to maximize the development of diverse candidate pools from which all hires are made.

### Four-Year Transfer/graduation rate of full-time minority students

'96 cohort	'97 cohort	'98 cohort	'99 cohort	Benchmark '01
19.6	25.9	28.8	22.6	30.0

AACC uses a cohort tracking system that examines retention and attrition patterns; so far the retention and attrition rates of six different cohorts have been closely examined. The results show that the fall to spring retention rate of full time African American students increased from 67.8 percent for the fall 1998 cohort to 74.2 percent in fall 2000. The four-year transfer/graduation rate of full time minority students is also moving in the right direction. After dropping to 22.6 percent with the 1999 cohort, the rate has rebounded to 26.9 percent for the 2000 cohort.

While the gap between the graduation/transfer rates of all students and African Americans has begun to narrow, it continues to be a concern for AACC. The college takes this very seriously and has put programs in place to help in the success of minority students.

The college has conducted Summer Bridge Program for Black Scholars since 2001. The program, now operating for four weeks serves up to 30 students with two classes of 15 students for the academic component. Students also receive one credit for completing the college's Student Success course, now embedded in the program. College faculty are instructors for intensive reading, English and Math review classes after which students are eligible to retake the college placement test. Program completers have improved their college placement scores and more than 80 percent of the students over the four years have tested into the next level of either reading and/or math. Most improvements have been made in reading. In addition, the 27 students who completed the Summer Bridge Program in 2004 received college credit for the Student Success course. The overall retention rate for students enrolling at AACC after enrolling in Summer Bridge Program is 51 percent.

The Student Achievement and Success Program (SASP) introduced in 2001, is designed to coordinate the use of college and local resources and to provide high quality, individualized services to about 200 students each academic year. The program targets low income, first generation or disabled students who are seeking a degree and demonstrate motivation and commitment to completing their educational goals. The singular focus is on the integration of all academic support services to maximize student success. Work is currently underway to evaluate the effectiveness of the SASP program. Preliminary results show that program participants are retained at higher rate from fall to spring: the fall 2002 SASP cohort had a fall to spring retention rate of 71.6 percent.

### **Examples of Notable Successes**

#### **Minority Student Recruitment**

Over the years AACC's student body has become more diverse and reflects the demographic transition that is currently taking place in the college's service region. In fall 2004, students from ethnically diverse backgrounds made up 23 percent of the total student body, the highest percentage in college history. For the same time period, minorities accounted for about 18 percent of the service area population. African American students accounted for 13 percent of the total student body in fall 2004. Numerous programs and activities have been put in place to improve the recruitment of minority students.

The Office of Enrollment Development and Admissions conducts numerous presentations and registrations at the local high schools, and special outreach presentations at local churches. Prospective minority students are recruited through personal contacts, home and school visits, community based organization programs, and minority lecture services.

## Baltimore City Community College

### Indicators Flagged (Benchmark not Met)

#### Four-Year Transfer/graduation rate of full-time minority students

'96 cohort	'97 cohort	'98 cohort	'99 cohort	Benchmark '01
11.0	12.0	13.2	9.2	18.0

#### Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
18.0	13.7	13.0	15.4	22.0

The four-year transfer/graduation rate for full-time minority students rose from 9.2 percent for the 1999 cohort to 11.6 percent for the 2000 cohort; another 18.7 percent of the 2000 cohort were still enrolled in a community college working toward their degree four years later. The six-year transfer/graduation rate of all minority students fell from 15.4 percent for the 1997 cohort to 13.7 percent for the 1998 cohort; another 9.2 percent were still enrolled in a community college 6 years later. BCCC is working to ensure that these rates improve, and the number of degrees and certificates awarded has increased tremendously in recent years.

Many factors, including academic skills that often require remediation, varied and numerous goals, and major job and family responsibilities can affect transfer, graduation, or retention for BCCC's students. Of the students enrolling in credit offerings, 37 percent are enrolled full-time, 25 percent have just entered college, 73 percent are women, and 91 percent are minorities. The mean age is 30 and the majority has children. 50 percent are employed full-time and another 25 percent are employed part-time. BCCC's students are pursuing a variety of goals; the five goals cited most frequently as being "very important" are: 1) earn a BCCC degree or certificate (82 percent), 2) improve their general knowledge (75 percent), 3) prepare to transfer to a four-year institution (68 percent), 4) prepare for first job (67 percent), and 5) obtain a promotion (60 percent).

In addition to the burdens of full-time or part-time employment and the need for supporting a household, the lack of adequate academic preparation is a significant challenge that BCCC's students must face. Of 866 entrants who were tested in all 3 skill areas in Fall 2004, 576 (67 percent) needed remediation in all 3 areas, while only 38 (4 percent) did not need any. Since they do not earn credits for completing developmental courses, these students might well be expected to take longer to graduate.

BCCC has sought to identify additional data regarding student attrition. Of full-time entrants who were not still enrolled in spring 2005, telephone calls to 118 former students resulted in reaching 35 respondents. Those who were contacted to date listed the following factors as "major" reasons for leaving BCCC: personal reasons, financial difficulties, transferred, child-care difficulties, and employment demands. BCCC is taking steps to address these challenges, as discussed below. Examples include:

### **Academic Master Plan and Developmental Studies**

Some initiatives that were planned at the time of the Minority Action Plan have since been evaluated and reconsidered by the current leadership team. The data show that while there was an increase in some developmental course passing rates, performance in subsequent college level courses was not uniformly raised. BCCC remains committed to improving our students' learning and thus transfer and graduation rates. As part of the strategic planning process, the Developmental Education Task Force studied the learning outcomes and researched best practices in developmental education in order to set the following objectives for implementation over the next 3 semesters as part of the Academic Master Plan's goal to "*increase developmental student retention and success:*" enhance the partnership with Baltimore City Public Schools to reduce the number of high school graduates who enroll needing developmental education; provide departmental workshops related to instruction, tutoring, best teaching practices; re-establish reading as a formal prerequisite; establish college-wide outcome assessments; ensure that learning outcomes are meaningful, relevant, useful, and important to each student; provide equitable access for every student to the necessary learning resources; facilitate the maximum growth of each learner by making informed academic adaptations that match and build upon the learner's prior knowledge, experience, skills, and beliefs; promote individual empowerment, self-efficacy, positive self-respect, and a belief in societal reform; prepare Limited English Proficient (LEP) students for college entrance through English Language Institute enrollment; and institute systematic testing, advisement, and referral procedures for LEP students.

### **Graduation Task Force**

BCCC has also undertaken an initiative to increase the number of degrees and certificates formally awarded to eligible graduates in FY 2005. In December 2004, staff identified 1,521 students who had completed at least 45 credits toward a degree or 6 credits toward a certificate and who had been enrolled since Spring 2004. Rigorous efforts were made to contact these students through telephone calls from Program Coordinators, automated calls, and postcards encouraging students to meet with their advisor in order to register for the appropriate courses in Spring 2005. Through proactive, on-going communication throughout the semester, staff sought to research obligations to assist potential graduates, arrange financial assistance, expand and extend the degree audit process, etc. As of May 31, there were 573 students approved for graduation.

### **Examples of Notable Successes**

BCCC exceeded its benchmark of 90 percent for Minority student enrollment. The College has several initiatives underway which have led to this achievement in our enrollment. The Early Enrollment Program offers full tuition scholarships to Baltimore public high school students so they can earn credits toward an Associate degree or for transfer to another college while still in high school. Participation has increased from 2 BCPSS students in fall 1999 to 208 participants in Spring 2005. These 208 students come from 21 Baltimore schools; 93 percent of the early-enrolled high school students in Fall 2004 passed their courses.



## Community College of Baltimore County

### Indicators Flagged (Benchmark not Met)

(None)

### Examples of Notable Successes

In establishing its Strategic Plan for 1998 to 2003 (*LearningFirst*), CCBC clearly identified that it valued the diversity of its students, faculty and staff, and set ambitious objectives to produce high levels of learning for all of its diverse learners. The Chancellor and the Board of Trustees affirmed the college's intention to enroll and support a diverse student body and to employ a highly qualified faculty, staff and administration that reflected the diversity of the community. By making this a major strategic direction, the college established a number of explicit goals that, in turn, guided annual operating objectives and budget initiatives.

In 2004, the college confirmed that commitment as it developed its *LearningFirst 2.0 Strategic Plan for 2004 to 2008*. *LearningFirst 2.0* added a strong statement that CCBC celebrates and values diversity and established a goal that the college would close the achievement gap between African-American and white students within 10 years. During this period, the college also earned a major Title III Grant to address gaps in success rates between minorities and whites; utilized a task force of faculty, staff and board members to address how the college could promote intercultural competencies; and established a major initiative to "Close the Gap" (CTG).

Closing the Gap Success Indicators were established and are now a public metric of the annual progress that CCBC is making in closing the gap between minority and white students attending CCBC. Twelve indicators provide data on pass rates in developmental, freshman and sophomore level courses; retention rates; transfer rates; graduation rates; and learning outcome rates.

The transfer and graduation rates of first-time, full-time minority students within four years of first entering CCBC increased from 20 percent for the 1997 cohort to 26 percent for the 2000 cohort that has now been tracked to Fall 2004. The transfer and graduation rates of the latest cohort, starting at CCBC in Fall 2000, and tracked for four years to Fall 2004, have shown a narrowing of the gap between white and minority students from 9 points to 7 points. A sample of the efforts that are moving the college and its students to close the gap in course pass rates, retention from term to term, and in transfer and graduation rates between minority and white groups of students are described below.

Academic Preparation efforts have focused on two programs: the College Readiness Program, a collaborative initiative between CCBC and Baltimore County Public Schools, and a comprehensive developmental education which provides academic support for minority students as they first enter the college.

The College Readiness Program offers the college's placement tests to high school students and provides interventions to students before they leave high

school. This program makes students well aware of the high school courses they need to in order to prepare for successful transition to college. In addition, the College Readiness Program has been responsible for creating curricular alignment between CCBC and BCPS.

CCBC's Developmental Education Program provides basic skills instruction in a variety of pedagogical structures such as self-paced, lecture/discussion, distance, learning communities, and fast track to meet the many different learning styles and needs of its diverse learners. In addition, it celebrates the achievement of successful developmental students through the annual Emerging Scholars Ceremony. A majority of students who participate are minority learners.

Early Alert System, a Title III activity, provides a computerized mechanism for faculty to quickly identify students who are struggling, and to refer these students to advisers and student success centers on each campus. Through this program, CCBC helps new students at the college receive the academic support interventions they need in a timely manner.

Student Success Centers, funded by the Title III grant, were created at each campus to offer individual and group tutoring for all students, and to also provide help for those students whose first language is not English. In 2004, the three campus centers provided services for almost 5500 students in more than 20,000 visits.

Case Management initiatives have also included a number of efforts to ensure that students are getting the academic and financial support they need to progress toward graduation and transfer goals. For example, the federally funded Perkins Program provides "case managers" to assist students in CCBC's allied health programs. In addition, last year the college hired five case managers, called Success Strategists, to work with minority students on life issues such as day care, housing, job security, transportation and book loans.

The McPhail Scholars Program is a summer Bridge Program on two of the campuses that offers an orientation to college; two key introductory courses that focus on reading skills, study skills, and learning skills; and a learning and support community for new African American students.

The Minority Peer Mentoring Program identifies, hires and trains successful students to mentor new students with basic one-on-one support. This program, titled STARS (Students Taking Action to Reach Success), is funded through the Title III Grant.

Connections to Historically Black Colleges and Universities have been established. CCBC has sponsored a number of student trips to HCBU campuses in Maryland, the District of Columbia, Tennessee, Virginia and North Carolina. These trips have been partially funded through grants from Comcast and through the CCBC Closing the Gap Initiative.

## Carroll Community College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
2.3	0	0	0	6.0

Carroll Community College continues to experience challenges in attracting an ethnically diverse faculty and staff, for the following reasons:

- Carroll County's relatively homogeneous population, which limits both the pool of ethnically diverse and professionally qualified potential employees, and the college's ability to attract an ethnically diverse workforce to an area with few ethnic communities
- Relatively low turnover in existing faculty positions, with most opportunities for recruitment resulting from new faculty positions being created

The college administration continues to be concerned with the problem of recruiting an ethnically diverse workforce, and it continues to fine-tune its recruitment procedures to find qualified minority candidates. These procedures include:

- Communication of vacancies with institutions and organizations that are likely to be sources of minority candidates, including State and regional HBI's.
- National searches for all faculty and administrative positions, including the use of [higherjobs.com](http://higherjobs.com).
- Use of advertising sources that focus on minority candidates, with research conducted to evaluate their ultimate effectiveness.

These approaches appear to be improving the college's effectiveness in attracting minority candidates to apply for vacant positions, as seen in the increased number of candidates indicating they were members of minority groups:

#### Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
27.8	26.3	7.7	22.2	30.0

Strategies are similar to those addressed in the 2003 Minority Achievement Action Plan for improving the four-year transfer/graduation rate of full-time minority students. These include the use of basic skills assessment tests for entering students; interpretation of test scores in First Advising Sessions to ensure appropriate course placements; use of the Early Alert Program whereby faculty refer students in academic difficulty to appropriate support services; Orientation, First-year Programs, and co-curricular activities to promote student integration into college; opportunities for tutoring in the Academic Center, both by appointment and on a walk-in basis; and opportunities to participate in Academic Communities, career-oriented learning support groups featuring mentoring and hands-on,

active, collaborative learning experiences inside and outside the classroom. Eight Academic Communities are offered: Body by Carroll: Adventures in Health incorporating Healthcare, Wellness, Sports and Fitness; Creativity; Education, Human Development, and Behavior; Great Ideas from the Human Experience; Law and Criminal Justice; Leaders, Investors, and Entrepreneurs; How Things Work; and Social and Cultural Awareness.

The six-year transfer/graduation rate for minority students has improved since its low point of 7.7 percent for the 1996 cohort. The two most recent cohorts, students entering in fall 1997 and 1998, achieved transfer/graduation rates of 22.2 percent and 18.2 percent, respectively. The small number of minority students in these cohorts can result in large swings in these indicators.

The college is pleased that it has recently exceeded its benchmark of 33 percent for the four-year transfer/graduation rate of full-time minority students.

#### **Examples of Notable Successes**

The college has had success providing access to higher education for the county's minority residents. Compared to a Carroll County population age 15 and above that was less than five percent minority, Carroll Community College's fall 2003 credit headcount was 6.9 percent minority.

The Global Awareness Advisory Board built upon the work of its first year by encouraging and identifying specific global awareness related activities. The Board consists of both faculty and staff and includes representatives of the president's office, teaching faculty, Continuing Education, Student Life, Service Learning, and Disability Services. Over the past year, there have been a variety of programs supporting the initiative through the Academic Communities, student clubs and organizations, Student Life programs, Continuing Education offerings, and staff/faculty development opportunities.

The Global Awareness Advisory Board is currently in the process of surveying faculty to assess the level of integration of global awareness/diversity into courses and to identify best practices in this area. Preliminary results indicate that many courses are incorporating these concepts into the planning of the courses, and several are spending a significant amount of class time studying and discussing related issues.

## Cecil Community College

### Indicators Flagged (Benchmark not Met)

(None)

### Examples of Notable Successes

The four-year transfer/graduation rate of full-time minority students for the 1999 cohort reached an unprecedented level of 34.7 percent, a rate almost double that of the 1998 cohort (17.6 percent). Setting a new record, the rate for the 2000 cohort reached another high of 36.9 percent. Strategies embarked upon to enhance student success included:

- Developing retention activities that targeted minority students. For instance, an academic monitoring system was instituted, and also the Athletes with Intellectual Maturity (AIM) program was geared toward enhancing academic success of minority athletes.
- Establishment of an early intervention and student success workshops
- Curricular diversity that provided minority students and the County's minority groups with some sense of belonging.
- Expansion of articulation and partnership agreements with four-year institutions.
- An online retention system has been developed for monitoring at-risk students as an early warning system.
- Free services were provided to students to enhance academic success, including workshops and individualized advisement.
- Curricular diversity at the College has provided minority students and the County's minority groups with some sense of belonging.

The College continues to make extra efforts to increase the number of full-time minority faculty. The College has made significant gains in attracting and retaining minority employees in all employment categories except full-time faculty. Notwithstanding, the College currently meets the 2005 benchmark of 7.5 percent set for the percentage of full-time minority faculty relative to total full-time faculty. From fall 2001 to fall 2004, the percentage increased from 5.4 percent to 7.5 percent.

In the past, the College has taken advantage of its rural location to pay slightly lower salaries. This might have partly explained the impediment to attracting minority faculty. Based on a compensation study completed in the summer of 2000, the College is working toward increasing its salary ranges and pay rates so as to be more competitive with regional competitors' salary structure.

The College encourages minority applicants for prospective employment opportunities, by ensuring an equitable representation in the pool of candidates. The Human Resources Department has been charged with the responsibility to review search committee make-up, applicant pool, and the interview process to assure that diversity is taken into consideration. Strategies used included:

- Advertising faculty positions in various media, including the Black Issues of Higher Education
- The Human Resources Department established an online system to monitor positions being filled relative to the representation of minority candidates. Qualified minority candidates are assured of an equitable consideration through this process.
- The Human Resources Department works with each search committee, reviews the human resources' strategic objectives relating to diversity, and reviews the importance of being attentive to these goals.
- Chairs of faculty search committees are requested to call department heads of predominantly black colleges and universities to make them aware of openings and to request their referral of qualified candidates.
- The Director of Human Resources now serves on each faculty search committee as an adjunct support and monitor. In that capacity, the Director ensures that qualified minority candidates are given appropriate consideration from the applicant pool of candidates.
- The Director of Human Resources is creating list serves of department chairs at area four-year colleges and universities and makes a personal appeal as vacancies occur at the College. The mathematics list serve is complete and is being used.

## College of Southern Maryland

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time administrative /professional staff

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
14.0	13.0	13.0	12.0	15.0

CSM is continuing its aggressive efforts to recruit and retain minorities in all job categories with a special focus on faculty and executive managers. Although efforts were systematic and coordinated college wide, low turnover rates, competition and internal recruitments significantly reduced the success rate we had anticipated. The college has very recently hired a department chair and an executive, both of whom are members of minority groups. CSM is hopeful that these developments will be positively reflected in future reports. One minority could significantly change the overall percentage. For example, based on the 107 total administrative/professional staff employed in Fall 2003, an increase of one minority would have changed the reported 12 percent to 13 percent.

CSM has initiated two operational objectives related to this benchmark: one to develop a plan to improve recruitment of minorities, the other to improve retention of minorities. The following strategies are now in place to enable CSM to improve both the recruitment and retention of the minority employees.

- Diversity or Human Resources personnel will be represented on selected administrative and faculty hiring committees.
- A new hiring policy will be developed, reviewed and monitored by Human Resources and Diversity to consider fairness of rating criteria (i.e. transferable skills, interviewing techniques, etc.).
- Competitive salary ranges, merit promotions, and executive development evaluations are presently in place.
- A staff mentoring program has been reinvigorated and new minority administrators are encouraged to participate.
- New networking resources for minority candidates and assistance with meeting the local minority community will be identified and utilized.

CSM has increased its efforts to showcase minority achievements and use our own minority staff and faculty for promotional awareness, public relations and recruitment opportunities.

### Examples of Notable Successes

CSM has continued to increase minority enrollment. In fall 2004, minorities comprised 26.9 percent of the CSM student population, an increase from 25 percent in 2001. African-American enrollment was 17.8 percent in 2004, an increase from 17.1 percent in 2001. Hispanic enrollment has also increased in that time frame, from 2.3 percent to 2.8 percent.

Retention rates have also improved. The fall to spring retention rate for all minorities has increased from 61.2 percent in 2001 to 65.7 percent in 2004. Among African-Americans the rate has increased from 59.6 percent to 65.4 percent in that same time span.

Summer learning institute:

The faculty diversity committee continues to be very active and is sponsoring its annual daylong workshop for faculty and staff this June.

Diversity training in communications and marketing:

CSM has increased its efforts to showcase minority achievement and highlight its students, faculty and staff in advertisements, publications, billboards, and recruitment opportunities.

Support services provided to all students “at risk” including incoming and current minority students:

- The reorganization of the Academic and Career Advisement Department provided not only an opportunity to identify the special needs of minority students; it also allowed advisors several avenues to intervene with those students identified as not making satisfactory progress.
- An early warning instructor referral program was implemented. Once instructor referrals are received, the student success coordinator contacts the students to offer any or all of the special services available to help them with their course work.
- Students can now take a diagnostic test to identify weak areas and/or poorly developed academic skills. Another new service is “Plato Learning,” a tutorial that helps build skills and improve academic performance.

Other successful strategies include:

- Community outreach and service learning opportunities for students of all levels.
- Leadership training and active student clubs and organizations.
- Students are encouraged to participate in college-wide committees.
- The annually sponsored “Try College for a Day” program introduces potential first generation students to the idea of college as an option.

The Educational Talent Search Program continues to involve students in the minority community and provides special services to prepare them for entry to college:

- Tutoring
- SAT preparation
- Leadership development workshops
- College success strategies
- Mentoring middle school students.



## Chesapeake College

### Indicators Flagged (Benchmark not Met) (None)

#### Examples of Notable Successes

Over the past three years, the College has made substantial gains in the percentage of full-time minority staff, especially among faculty. This progress can be attributed to the Human Resources department's efforts to implement 2003 Minority Achievement Action Plans. These efforts to recruit and hire minorities have enabled the College to increase the percentage of minority full-time faculty from 8 percent in Fall 2001 to 15 percent in Fall 2004.

The use of a web-based recruiting tool and applicant tracking system called *Pro-Hire*, has allowed the College to widely distribute the faculty and staff openings at Chesapeake College in a quick and easy manner. When a position comes open, the information is put into the *Pro-Hire* system and the announcements are quickly sent to various sites on the Internet.

Other successful strategies have included:

- Posting position openings on the College web site
- Sharing position openings with other local community colleges via list serve
- Advertising in the Chronicle of Higher Education
- Discussing with search committee members the importance of minority recruitment and the benefits diversity brings to the College community

As the College's candidate database is analyzed on a quarterly basis, it has become more and more evident these strategies have been successful, especially among minorities. By continuing these strategies, the College looks to expand on minority hiring successes in the future.

## Frederick Community College

### Indicators Flagged (Benchmark not Met)

#### Minority student enrollment as percent of service area population

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
17.0	17.0	15.0	16.0	19.0

The diversity of FCC’s student population (17 percent) continues to surpass that of Frederick County (currently 10.5 percent), even though it has not reached its benchmark of 19 percent. The fall 2004 rate increased to 17.0 percent, very close to the benchmark. Strategies implemented to attract and retain minority students to FCC are summarized below:

- 500 FCPS 9<sup>th</sup> grade students were on our campus for “Cadet Prep” minority outreach.
- FCC hosted a Frederick County “Teen Summit” with about 400 students attending, including students of color.
- The Outreach and Recruitment Office conducted special populations initiatives with many organizations and events:
  - AME Churches on campus (500 attendees)
  - ANSR Cultural Diversity Fair (400 attendees),
  - Korean Baptist Church (2 visits 80 attendees),
  - Adult Students Open Houses (3 total – 280 attendees),
  - Adult Detention Center (60 attendees),
  - Pathways to the Future (110 attendees)
  - “Nuestra Vida” Latino Conference Event (200 participants)
  - West End Community Latino Festival (3,000 attendees)
  - Kappa Alpha Psi (minority fraternity) (1,100 attendees)
- Collaboration with community Boards/Committees to increase awareness of diversity issues affecting Frederick County
- The Outreach and Recruitment Office increased the number of visits to the nine Frederick County high schools. Approximately 2,000 students attended each year during 2003 and 2004. Visits to Evening High School and the Career and Technology Center were made twice each semester.
- FCC hosted three High School Nights with a total of 530 attendees attending.
- FCC participated in 12 Frederick County High Schools College/Career Nights with over 2,000 attendees.

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
7.0	8.0	8.0	7.0	11.0

While FCC has not met its benchmark of 11 percent full-time faculty of color (minority faculty), the College has made significant strides in the last five years. The number of full-time faculty of color has fallen in the last year to 6 percent, not because we lost any

minority faculty, but because the number of total faculty increased when two Caucasian Vice-Presidents retired and left their positions to become faculty members.

Strategies to increase the number of minority faculty include:

- For over a year, the Director of the Office of Diversity & Global Initiatives (ODGI) served on every faculty and senior level administrative search at the College. This allowed for on-the-spot training about diversity and hiring at FCC.
- The College completed the centralization of the application process for all employees, including adjunct instructors. A web-based application system, ProHire, allows for continuous advertising to fill the adjunct rolls and allow us to track EEO information and provide us with hiring source information electronically.
- The Director of Diversity is now part of the initial orientation for all new employees and provides training on the importance of cultural competence and the value of diversity to the organization.
- The HR recruiter continues to recommend that search committee chairs 1) balance gender and racial/ethnic representation on the committees, and 2) commit funds for advertising on websites and in printed media sources to increase the diversity of the applicant pool.
- In August 2004, the ODGI invited diversity and multicultural affairs specialists from other MD community colleges together to begin to share resources and information on a host of topics, including hiring practices. This group now meets bi-monthly and is called the Diversity Roundtable. The Director met with the recruiter and an Equity and Diversity Specialist at Montgomery College to review their practices. The recruiter and Director of Diversity will convene a committee in fall 2005 to review FCC practices and procedures. In the interim a memo was sent to the Vice Presidents seeking separate funding for diversity recruiting. The recruiter and Director of ODGI will also begin requiring training for search committees prior to their review of applications.

Four-Year Transfer/graduation rate of full-time minority students

'96 cohort	'97 cohort	'98 cohort	'99 cohort	Benchmark '01
19.0	31.0	25.0	32.0	41.0

Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
21.0	20.0	22.0	22.0	33.0

MHEC data (which is based only on transfers to MD public 4-year institutions) reports that the College's performance has increased from 32 percent to 36 percent for the 1999 and 2000 cohorts. The College has utilized the transfer enrollment data provided by the National Clearinghouse and has determined that FCC has actually achieved a 46 percent performance score for the transfer/graduation indicator, surpassing its benchmark of 41 percent. The increase is attributed to students of color transferring to out-of-state four-

year institutions of higher learning. The Clearinghouse report revealed that eight students who were reported as “Dropped” in the MHEC report, actually transferred to higher education institutions out of State.

The following strategies were utilized to increase the number of students of color who transfer or graduate.

- Increase students of color participation in FCC’s Annual Transfer Day Fair. Minority attendance increased 86 percent from 2001 – 2004.
- Increase relationships with Historically Black Colleges
- Host a Transfer Requirements Forum each semester
- Provide minority mentoring through the Multicultural Student Support Program
- Multicultural Student Support Program and several FCC students, with a local high school, visited Hampton University (HBI).
- Members of the Omega Psi Phi fraternity mentor MSSP participants, providing information, assistance, and recommendations regarding transfer opportunities.
- Individual transfer counseling and assistance is provided to students through the College’s Transfer Services. There was a 26 percent increase in the utilization of Transfer Services by students of color from 2003 to 2004.

### **Examples of Notable Successes**

The overall minority retention rate of students in the Mentoring Program exceeds the retention rate of the college wide population (55 percent compared to 41 percent) from fall 2003 to fall 2004. In AY 2004-05, a Mentoring Program Task Force was formed to review and improve the structure of the Mentoring Program. The Task Force recommended the following strategies for continued program success:

- Increase Mentee use of college resources (tutorial services, writing center, counseling center, career services etc.)
- Improve follow-up on academic progress reports, and improve Mentor and Mentee engagement in mentoring process
- Establish task force to review and recommend structural changes to Program
- Develop strategies to increase/improve Mentor and Mentee interactions
- Improve tracking of student use of college resources
- Establish system/structure to assist Mentees with goal setting

Several workshops implemented by the Mentoring Program in AY 2004-05 to assist students of color in their successful completion of college include:

- Time management
- Test taking
- Note taking
- Organizational skills
- Conflict Management
- Writing research papers
- Choosing a major/career
- Transferring Ins and Outs

## Garrett College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time administrative /professional staff

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
0	0	0	0	2.0

The College continues to struggle with a relatively uncompetitive pay scale and a challenging demographic situation whereby only 1.2 percent of the County’s population is of color. Thus, attracting qualified minority candidates is a daunting task by which the College continues to be challenged. However, it is important to note that the newest hire (Associate Dean of Academic Affairs, effective 6/15/05) is Hispanic, thus raising the minority representation of full time administrative/professional staff to 7.6 percent, surpassing the benchmark.

In 2003, The College noted that it was in the process of adopting a 100-point rating scale for employment searches. As full-time administrative positions became available, future search committees were to be directed to allocate 10 percent of the hundred point rating scale to a criterion that measured a candidate’s ability to contribute to the multi-culturalism of the institution. The College is still in the process of evaluating and implementing this specific 10 percent allocation. All employment advertisements for the College continue to call for a candidate’s ability to contribute to the institution’s multi-cultural environment, and all committees include this factor in some fashion when screening applicants. The College also plans to ensure that all advertising is focused on attracting diverse applicants, including reaching out to graduates of historically black institutions through contacting their Personnel and Career Services Offices.

#### Four-Year Transfer/graduation rate of full-time minority students

'96 cohort	'97 cohort	'98 cohort	'99 cohort	Benchmark '01
0	8.3	11.1	0	12.0

#### Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
8.3	14.3	0	8.3	12.0

We are pleased to note a consistent rise in the number of minority students graduating from Garrett, with 3 minority students graduating in 2003 (3.9 percent of graduating class) and 6 (6.8 percent) graduating in 2004. Further, despite the data captured by 4 and 6 year transfer/graduation rates, Garrett’s minority students have continued their education elsewhere. However, this information is not readily indicated in the Accountability Reports since Garrett students typically transfer out of state. For instance, of the 85 minority students enrolled at Garrett in 2003 or 2004, 20 (or 23 percent) have

transferred to an institution outside of Maryland and were thus not captured in MHEC's data.

Many of the strategies noted in 2003 to increase minority graduation rates were designed around the fact that the preponderance of Garrett's minority population involves student athletes: thus, the strategies discussed below typically refer to athletes. It should be noted that the College does have a small minority population who do not participate in sports; these students' needs, as distinguished from those of athletes', must not be overlooked.

All students are offered free use of the College's reading, writing, and math centers as well as use of free tutoring. In 2003-2004, 24 percent of minority students utilized the Peer Tutor Program, 24 percent utilized the Writing Lab, and 38 percent utilized the Math Lab. In 2004-2005, 17 percent of minority students took advantage of the tutoring, 31 percent used the Writing Lab, and 45 percent used the Math Lab. Effective Fall 2005, staff from the Office of Academic Affairs and the Office of Student Development will be tasked with contacting faculty about the performance of minority students; ensuring that information about tutoring and student support labs is available; and tracking minority student use of such facilities. Such staff will then report to advisors on the student's use of such mechanisms, and advisors will respond by meeting individually with students whose work illustrates academic difficulty.

Coaches regularly communicate with faculty and respond as appropriate to students' failure to attend classes. Typically, this response involves direct conversation/intervention; mandated conversation with the faculty person as well as make-up time for classes; and continued close scrutiny of the student's performance. Coaches also prohibit players from participating in games and practices when they fail to attend class.

### **Examples of Notable Successes**

The College is proud of the fact that consistently, our minority student enrollment has exceeded our benchmark. Additionally, our percentage of our minority student enrollment as a percentage of our service area population has also exceeded our benchmark. We attribute our successes to multiple factors, including a strong recruiting presence throughout Maryland and the mid-Atlantic region. Strengthening the number of minority students on campus naturally increases the amount of support available and allows for a stronger cohort to practice informal peer mentoring. Recently, the College has employed a minority recruiter whose strong skill set has led to even more minority interest in Garrett, and it is anticipated that as enrollments rise, graduation rates and transfer rates will, as well.

The College's recruiting efforts involve athletics, and our Athletic Department has worked rigorously to promote well being as well as team spirit, including informal peer mentoring, in the past years. Additionally, the College offers a statewide-designated program in Juvenile Justice, a field that attracts many minority students. Since 2002, this program has enjoyed steady and consistent growth, including a substantial minority representation.

## Hagerstown Community College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
1.8	1.7	1.6	0	2.0

#### Percent minorities of full-time administrative /professional staff

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
2.0	2.0	2.1	3.5	5.0

HCC's rate for "Percent of Minorities in Full-time Administrative/Professional Staff" in 2004 was 4.9 percent, which meets the College's benchmark. The College achieved its benchmark of 2 percent minority representation in full-time faculty in Fall 2004, as well. As faculty positions become available, a primary institutional goal is to add more diversity.

Though very committed to increasing the diversity of its workforce and student population, the College faces several challenges. Its primary service area of Washington County has a minority population that is 10.5 percent of the total population, ages 18 and older. Minorities comprise 6 percent of Washington County's civilian labor force. Although there has been recent progress in FY 05, the lack of minority faculty to provide positive role models for students and help create a culturally diverse college community continues to be a challenge.

Though minorities are actively recruited nationally for all employee searches, attracting qualified minorities to the Western Maryland region is difficult. Minority candidates who have withdrawn their applications or declined offers have indicated, anecdotally, that Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population so often found in the urban and metropolitan areas. However, with the significant westward migration out of the metropolitan areas to Washington County because of a lower cost of living, it is hoped that more minority professionals will relocate to the College's service area.

The College's Multicultural Committee and Director of Human Resources (HR) are working together to improve the recruitment and hiring of minorities. As a result, a statement of commitment was placed on the Human Resources web page. Additionally, a comprehensive list of electronic and media resources to be used when recruiting for vacant positions was developed.

In April 2005, the President and the Director of HR met with the College's academic officers to discuss recruitment strategies when hiring for the numerous new and vacant faculty positions in FY 2006. The academic officers were asked to partner with HR to develop a comprehensive list of websites, listservs, and minorities from other colleges for

networking purposes, and other resources that can be used to broadcast the College's positions that would attract people of color, ethnic backgrounds, and others who would diversify the workforce of the College.

The College will continue to advertise nationally, as well as work with the local NAACP, local, state, and other organizations. Further, as search committees convene, the Director of Human Resources distributes and reviews with each search committee interviewing guidelines, which include gender, race, and ethnicity to ensure that consideration is given to qualified minorities.

### **Examples of Notable Successes**

The enrollment of minority students over the past five fall semesters has consistently mirrored the overall minority population of the College's service area, with an increase of one percent in minority enrollment in Fall 2004. The College met its accountability benchmark of 11 percent for the first time in Fall 2004 when minority enrollment reached 11 percent.

Though African-American students comprise the largest non-white ethnic group on campus, the Hispanic student body has dramatically increased over the last five years. The Hispanic population has been the fastest growing ethnic group in Washington County. Recognizing an opportunity and need to serve that population, HCC hired a part-time student recruiter who provides outreach to the Hispanic community in the local area.

In addition, financial aid to minorities has increased by 29 percent over the past three fiscal years, with the average annual award increasing by 36 percent.

The College expects to increase minority enrollment in college courses through such initiatives as its "ESSENCE" Program (Early Support for Students to Enter College Education). A joint venture between HCC, the HCC Foundation, the Washington County Community Foundation and the Washington County Public School System, ESSENCE focuses on the development and offering of college courses for Washington County high school students who want to earn college credit while still in high school. Minority enrollment in this program increased from 4.9 percent in Fall 2003 to 7.3 percent in Fall 2004.

Yet another opportunity at the College for minorities is the Job Training Institute (JTI). HCC started the JTI in 2003 to serve "at-risk" populations by providing short-term education and training for basic entry level job skills in career areas with projected job growth. The JTI, by its nature, is attractive to non-traditional students, the majority of whom enroll in and receive letters of recognition or certificates in the Nursing/Geriatric Assistant, Customer Service Assistant, and Commercial Truck Driving programs. A higher percentage of minority students (70 students or 22 percent) enroll in JTI than in the student body as a whole. Of JTI enrollments in Fall 2004, 16 percent were African American and 4 percent were Hispanic as compared to 7 percent and 2 percent respectively in the general student body.



## Harford Community College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
9.0	7.0	9.0	9.0	11.0

While this measure for faculty is still below the benchmark of 11 percent, we have maintained a consistent 9 percent rate from 2002-2004. Strategies to improve have included:

- Continue to advertise in a variety of discipline-specific publications as well as through media widely read by members of minority groups.
- Continue to promote and sustain an atmosphere of cultural pluralism where individuals and groups can maintain a sense of cultural identity while supporting a strong, integrated campus community.

Future strategies (for FY 2006) include:

- Implementation of full-time term appointments in addition to tenure-track appointments for faculty
- Increased salary scales for both term appointment faculty and tenure-track faculty
- Simplified application process and implemented online application
- Implement a 3-day New Faculty Orientation to aid in retention
- Assign experienced and successful Faculty Mentors to each new full-time faculty member

### Examples of Notable Successes

#### Percent of minorities of full-time administrative/professional staff

This measure increased from 8 percent in fall 2002, to 13 percent in 2003, and then to 12 percent in 2004. The benchmark is 14 percent.

- The Human Resources office continues to advertise all open positions in discipline specific publications as well as through media widely read by members of minority groups.
- Harford Community College continues to promote an atmosphere of cultural pluralism where individuals and groups can maintain a sense of cultural identity while supporting a strong, integrated campus community.

#### Four-year transfer/graduation rate of full-time minority students

This measure increased from 17 percent for the 1998 cohort, to 31 percent for the 1999 cohort, and 30 percent for the 2000 cohort. The benchmark is 30 percent.

- HCC's Advising, Career, and Transfer Services office has established positive relationships with five Historically Black Colleges and Universities leading to smoother transfer for students (Bowie, Coppin, Howard, Morgan, and UMES).

- These colleges/universities have regularly attended the HCC Transfer Fair allowing students direct access to transfer information/processes. Students have been offered field trips to visit several of these colleges.
- College success strategies have been infused into ENG 012, a developmental English class in which many minority students are required to enroll.
- A staff member in the Communications Skills Center with a specialty in ESOL has developed strong referral processes with faculty who identify students with ESOL needs leading to better and more direct support services for these students.
- A second-level ESOL course has been created to eliminate the gap for students needing more work on their language skills before proceeding into regular ENG 012.
- In fall 2004, a new mentoring program, MAP (Minority Achievement Program), was instituted. Thirty minority students participated during the 2004-05 year. Performance results are not yet available for these students.

## Howard Community College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
21.3	21.6	18.3	18.8	23.0

Due to the college's vigorous efforts to move toward the benchmark, data for fall 2004 shows an increase to 20.5 percent. To positively affect the percent of minorities of full-time faculty at Howard Community College (HCC), the college's office of Human Resources has expanded its equal opportunity initiatives during the last year. As one of the college's strategies noted in the 2003 Minority Achievement Action Plan, staff represented the college at an increased number of job fairs (one at Howard University, yielding many diverse adjunct faculty candidates). In addition, the college created a link with the local NAACP.

The college's Director of Human Resources served as an advisory board member to the Howard County Public School system's human resources function over the last year. The members of the board shared strategies for hiring diverse teaching staff.

In HCC's 2003 Minority Achievement Action Plan, the college noted plans to increase the number of partnerships with local minority organizations and expand relationships to include links with their web sites to publish job opportunities and advertisements for their members to review. This year, all full-time faculty positions were advertised nationally and in publications to access diverse populations. In addition, for the first time, advertising efforts were expanded to include the NAACP, the Foreign-born Information and Referral Network, *Hispanic Jobs.com* and *DC Jobs.com*.

The college requires a diversity committee member to serve on every full-time faculty search and every staff hire grade 12 and above. An enhanced diversity search committee training program was developed to train all diversity committee members and strengthen the system for placing members on search committees.

The college has advertised nationally twelve full-time faculty openings during the past year; four are new positions and eight are replacements due to retirements or resignations. Recent budget constraints have seriously limited the number of faculty searches and opportunities to increase faculty diversity.

#### Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
21.0	24.1	23.0	19.8	25.0

Howard Community College has implemented a series of initiatives to impact the graduation and transfer rate of minority students. Foremost among them is the Silas Craft

Collegians program, a program targeted to the retention and success of at-risk students, especially African American students. The college's goal is for these students to have graduation and retention rates equal to those of all students. Currently, the four-year graduation rate for the Collegians exceeds that of the general student population. The three-year graduation rate lags behind the benchmark only because 22 percent of that class transferred to a 4-year institution prior to graduation. The combined graduation/transfer rate for that class is 44 percent, which significantly exceeds the benchmark. The college believes that the retention rate is an important component of the six-year transfer/graduation rate. It is significant that HCC's four-year graduation rate for 1999 cohorts exceeds the benchmark for the MHEC indicator. The challenge beyond the four years is simply keeping the students in school; therefore, the Silas Craft Collegians program has a strong focus on retention, and the data indicate that the college is being very successful in that arena.

Another strategy adopted to improve the six-year transfer/graduation rate of minority students is mandatory tutoring for students that are third-time repeaters of a developmental math or English course. Minority students figure highly among these numbers.

In addition this year, HCC faculty and staff have implemented a pilot of a new mentoring and coaching program called Step-Up. This program extends many of the successful strategies of the Silas Craft Collegians program to a different cohort of students. The college is still compiling the qualitative and quantitative results of the Step-Up program, which is believed to be another important tool in the pursuit of minority student success.

### **Examples of Notable Success**

The board of trustees of Howard Community College has committed the college to undertake a diversity program to expand equality of opportunity and to initiate the recruitment of minorities. To this end, the college has vigorously pursued activities and programs, and continuously assesses and improves these activities as needed.

To help college decision makers understand emerging student requirements and expectations and plan for improvement, current students are asked to rate their satisfaction with college services, instruction, and other aspects of the campus environment and college life on the Yearly Evaluation of Student Services (YESS). In the 2004 YESS survey, the college's overall climate of diversity was among the items rated highest in satisfaction, ranking second among 35. Diversity in the curriculum ranked ninth in satisfaction.

These efforts have resulted in the college attracting a large percentage of Howard County's minority population (33.6 percent of credit enrollment in fall 2004) and retaining a sizable population of international students (13 percent of credit enrollment in fall 2004). This percentage exceeds that of the minority population of the college's service area (28 percent in fall 2003).

## Montgomery College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
23.3	25.6	25.3	25.6	30.0

#### Percent minorities of full-time administrative /professional staff

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
29.1	32.4	31.9	30.3	35.0

In both cases, the College set benchmarks for itself that would serve as “stretch” or “challenge” goals that would propel the institution to develop and implement strategies designed to increase the proportion of nonwhite professional employees. These challenging benchmarks seemed appropriate for an institution whose student body is more than half nonwhite and for one-third of whom the U.S. is not their native land.

For the fiscal years 2001-2004, for budgetary reasons, Montgomery College had automatically put a temporary hold on filling any vacancies pending a careful and extensive review of the positions. When positions were “unfrozen,” the process of reviewing applications, conducting interviews, etc., sometimes took so long that many excellent candidates accepted other offers, hindering progress in minority hiring.

In FY 2003 there were only four vacancies in administrator positions (out of 64 positions in all), and only 52 total staff vacancies (out of 874 in all). The following year, FY 2004, saw comparable numbers of six and 60, respectively. This did not provide the College with a large number of opportunities to improve the racial diversity of these two categories of employees. During FY 2004, however, the six administrator vacancies the College filled were occupied by nonwhite individuals. In the hiring of full-time faculty, the College improved from 15 percent minorities of the 39 hirings in FY 2003 to 38 percent minorities of the 50 hirings in FY 2004.

The Human Resources Office and the Office of Equity and Diversity have initiated a number of practices and procedures designed to increase minority representation, including:

- Orientation sessions conducted by the Office of Equity and Diversity for all hiring managers and all selection committee members
- Implementation of an electronic application process which has increased access to College position vacancies and has increased applications for professional positions by approximately 40 percent
- A biannual professional development training session is conducted for all managers at which the College’s equal employment and affirmative action goals, practices, and requirements are reviewed

- All administrators' annual evaluations include several diversity-related performance standards and criteria
- Regional graduate schools are regularly contacted and position vacancy advertisements are placed in a number of minority-oriented publications
- Performance reviews of all professional staff include professional development plans, to enhance opportunities for advancement.
- Applicant pools for positions are reviewed by the Office of Equity and Diversity to ensure the appropriate representation of minority candidates.
- Creation of a Hispanic Business Institute in conjunction with local employers
- Pairing current faculty with specially-trained Human Resources staff in recruiting efforts at national and regional conventions
- Regular reports are provided to the President's Cabinet and the Board of Trustees on efforts being made regarding the diversity of the Montgomery College workforce.

### **Examples of Notable Successes**

The College has achieved its benchmark (or 90 percent thereof) on the remaining diversity indicators. As with the employee diversity indicators, the College developed "stretch" benchmarks for the student-related diversity indicators and is pleased with its progress, although efforts to continue to improve on these dimensions are ongoing.

- Recruitment efforts in Montgomery County Public Schools aimed at attracting minority students and encouraging applications for the Board of Trustees Academic Specialty and Academic Potential Scholarships.
- Hosting the Academic, Cultural, Technologic al, Scientific Olympics ("ACT-SO"), which is an annual academic competition for African-American students from county high schools. The full-day activity is co-sponsored by the NAACP and results in hundreds of African-American high school students and their parents becoming more aware of Montgomery College.
- The College sets aside one whole day in the spring to conduct special, and separate, academic awards ceremonies for African-American, Asian, and Hispanic students.
- The College has acquired several grants that promote academic program participation among minority students. One, for example, involves high school students during the summer, and brings them on campus for an immersion in mathematics and the sciences in the hope of encouraging their exploration of academic studies and careers in the sciences.
- A TRIO grant has provided the support for a Student Support Services program at the Rockville campus, which is designed to provide academic, career, social, and psychological support and encouragement for low-income or first-generation students. Efforts are underway to assess the program's effectiveness and outcomes.
- Development and widespread distribution of the "Transfer Times," a newsletter produced regularly throughout the academic year for students and faculty/staff to highlight information on transfer and "transfer tips" for Montgomery College students.

## Prince George's Community College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
26.0	30.0	28.0	31.0	40.0

Over the past seven years, the percentage of minorities within the ranks of full-time faculty at Prince George's Community College has grown from twenty-two percent to thirty-two percent. While our goal has not been realized, we are encouraged at the impact our action plan has had on our ability to retain and hire minority faculty.

We have not expanded the number of faculty positions. Rather, our progress is attributed to the success that we have had with replacing retirements with a more minority faculty. The figures below show the positive impact of those activities, with a 46.4 percent increase in the number of minority faculty over the span of five years. Since most of the recruitment of minority faculty will take place due to retirements, it will take a longer period of time to achieve this goal.

#### Four-Year Transfer/graduation rate of full-time minority students

'96 cohort	'97 cohort	'98 cohort	'99 cohort	Benchmark '01
24.7	22.1	19.7	18.0	33.0

#### Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
17.8	18.8	24.0	18.3	23.0

Seventy-seven percent of credit students at Prince George's Community College are African American and ninety percent can be classified as a member of a minority group. This is up substantially since the 2003 update. Traditionally, these groups take longer to transfer from the community college into a four-year institution. The six-year transfer and graduation rate is a better indicator of success with such a population. Three years ago, this indicator had surpassed the five-year benchmark of 24 percent. Now, it is lower, having dropped over the last two years to 17 percent. Even with steady research and persistent institutional focus, students are struggling to complete their goals.

Our research has shown that students who begin their academic lives with developmental needs are not likely to achieve success as quickly as those who do not need these services. Sixty-Nine percent of all dropouts do so in the developmental stage of their student career. During the last 10 years, the number freshmen at our college who enter with developmental needs increased by 30 percent (from 38.7 percent to 69.0 percent). At the same time, while the college's overall pass rates for classes was 74 percent in fall 2004, the pass rate for developmental students was 59 percent. This means that Prince

George's Community College is gaining more students with remedial needs while being continuously challenged at maintaining their success.

Strategies to increase the success of all of our students (and in particular, minority students) include:

- Degree Audit Process: When students reach the 45-credit marker, they are sent a letter encouraging them to see an advisor to map out what they need to graduate within the appropriate discipline.
- Discipline-based Academic Mentoring: the department of Developmental Education has implemented a faculty advising/mentoring program where students taking lower-level developmental classes have the opportunity to meet with a faculty mentor once per week. Although a formal study is not yet complete, preliminary data suggests that students who attend the mentoring sessions regularly are much more likely to pass their classes than those who do not.
- Marketing and Communication to identify key recruitment messages that would help potential new students be better prepared for the realities of college once they get here. A major focus is communicating financial aid information.

### **Examples of Notable Successes**

The college has sought to increase the presence of minorities within the ranks of full-time faculty and administrators so that they closely mirror that of our student population. Five years ago, we set a goal of increasing the percentage of minorities within the administrative and professional staff. The benchmark was fifty percent. We have met that benchmark. Among our strategic goals for the last five-years has been to recruit, hire, and retain diverse faculty, staff and administrators. Through these goals, we will continue to track our success in maintaining a diverse employee base.

Student retention: since fall 2000, Prince George's Community College has participated in a deferred payment program entitled (FACTS). This program has grown; now over one-third of our student population has their tuition deferred, making payment arrangements through the FACTS program. The majority of the FACTS participants (82 percent) are minority. Participation in FACTS has a significant impact on retention (improving retention by at least 5 percentage points per semester) and increased course load for students (course loads increasing by 2 credit hours on average). As a result of continuous improvement through FACTS, the administration made the decision to increase the amount of relief to the student, by extending the amount of time that students have to sign up for the FACTS program. This has helped alleviate some of the financial burden that many of our students report hinders them from enrolling in courses.

In addition, as a result of our concern for students who do not (or no longer) have developmental needs, but could use the support of a strong learning community, the college created the concept of Collegian Centers. Collegian Centers create an environment conducive to intellectual, academic and scholarly pursuits. The academic centers provide a cohesive, discipline identity among students, intellectually challenging activities and student mentoring.



## Wor-Wic Community College

### Indicators Flagged (Benchmark not Met)

#### Percent minorities of full-time faculty

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
7.0	7.0	6.0	6.0	10.0

#### Percent minorities of full-time administrative /professional staff

Fall 2000	Fall 2001	Fall 2002	Fall 2003	Benchmark 2005
0	5.0	5.0	7.0	10.0

Wor-Wic has made progress toward achieving its benchmarks. The percent minorities of full-time administrative/professional staff increased to 9 percent in the fall of 2004. The percent of full-time minority faculty increased to 7 percent in the fall of 2004.

To increase the likelihood of minority applicants for administrative/professional and faculty positions, the director of human resources continues to mail job postings for these positions to all members of the college's "Minority Friends" list. This list is comprised of minority representatives who are active in the community and non-minority community members who are active in promoting diversity locally.

Whenever a national search for an administrative/professional or faculty position is warranted, employment advertisements are posted in culturally diverse and nationally distributed publications and on Internet job recruiting Web sites. Whenever a position is advertised, the supervisor of the position can also request a flier to send to individuals, groups or organizations who share an interest in the advertised position to try to gain a larger and more diverse pool of applicants. For example, the dean of students sent a flier to all four year institutions and community colleges in Maryland, Virginia and Pennsylvania detailing an open position in the student services department, and the nursing department sends fliers to area hospitals and medical facilities describing full- and part-time nursing opportunities at the college.

#### Four-Year Transfer/graduation rate of full-time minority students

'96 cohort	'97 cohort	'98 cohort	'99 cohort	Benchmark '01
10.0	19.0	31.0	22.0	28.0

#### Six-Year Transfer/graduation rate of all minority students

'94 cohort	'95 cohort	'96 cohort	'97 cohort	Benchmark '99
13.0	16.0	18.0	13.0	20.0

For the most recent cohorts, the transfer/graduation rates of minority students met or exceeded the college's benchmarks. The four-year transfer/graduation rate of full-time

minority students in the 2000 cohort is 32 percent and the six-year transfer/graduation rate of all minority students is 20 percent for the 1998 cohort.

The office of student retention has used targeted counseling and group orientation to improve success rates. All first-time college students were invited to small group orientation sessions, prior to enrollment. Among all college students, minority students responded to invitations at a proportionately similar rate 31 percent (85/272 in the fall of 2004) to their overall college representation of 32 percent. Of the 85 minority students who attended small group orientation sessions in the fall of 2005, and received direct advisement, 44 percent returned in the spring of 2005. The results indicate students who willingly respond to small group orientation appear to be confirming their “at-risk” status. In particular, minority students who willingly enter into advance planning sessions and regular advisement participation are likely to benefit in terms of increasing their semester-to-semester retention. Hiring a new director of student retention and sustaining advisement activities on a full-time basis is likely to further increase retention. More recently, multiple orientation formats have been introduced which engage first-time students who have not voluntarily responded to small group orientation invitations.

#### **Examples of Notable Successes**

Minority student enrollment at Wor-Wic remained at 27 percent from the fall of 2001 through the fall of 2003. In the fall of 2004, the college’s minority enrollment increased to 30 percent of total enrollment, exceeding the college’s benchmark of 23 percent in each year. The benchmark was set at 23 percent to match the percentage of adult minority population in the college’s service area. College personnel have been involved in various activities that have contributed to successfully exceeding the minority student enrollment benchmark and maintaining minority student enrollment.

To encourage minority enrollment reflective of the college’s service area, all college publications and advertisements contain a balanced mix of photographs representing the racial diversity of the service area. In addition, the college advertises in a diverse range of publications, radio and television stations. Several of these media outlets, such as African-American Pride Magazine and Black Entertainment Television (BET), target a minority audience. Profiles of employees have been published in African American Pride Magazine and college literature racks are located throughout the service area, including locations with a large minority population.

Increased retention of minority students also contributes to meeting the college’s minority student enrollment benchmark. First-time students are identified and invited to small group orientation sessions prior to enrollment. Responding minority students are also scheduled to receive subsequent direct advisement from a student service professional. In addition, multiple orientation formats have been introduced that engage first-time students who have not voluntarily responded to small group orientation invitations.

## Public Four-Year College and University Institutional Summaries

### **Bowie State University**

#### **Indicators Flagged (Objective not Met)**

##### Second-year retention rate of African American students

2001	2002	2003	2004	Objective 2005
73.0	74.0	75.0	70.0	80.0

##### Six-year graduation rate of African American students

2001	2002	2003	2004	Objective 2005
43.0	42.0	39.0	39.0	50.0

The University has experienced an increase in both retention and graduation rates in AY 2004, as they had in AY 2002, including increase in the percent of African-American persisters and graduates. The University has taken various actions to address these concerns, especially employing the strategy of incorporating School Retention Coordinators into the academic structure.

The Retention Coordinators have been onboard for approximately four years and have increased their strategies in student retention and graduation. Acting as liaisons between their individual school deans, faculty and students, they provide students with a pathway to academic life and success, and support for student administrative and academic concerns. Examples of the strategies adopted include:

In the *School of Business*, the coordinator made over 320 in-office student contacts, removed over 50 student registration flags for Spring 2005 and 20 for Summer 2005 and Fall 2005, and wrote over 50 letters for students who had been either late or tardy for classes. In conjunction with the Office of the Registrar, the coordinator conducted degree audits for seniors graduating May 2005, which resulted in over 30 seniors graduating.

In the *School of Education*, these initiatives include a five-year marketing and recruitment plan (Major CD), a remodeled and enhanced PRAXIS lab (new computers and software), and developing an "Academy for Future Teachers." The School also monitors and counsels majors who have not passed the English Proficiency Examination, directs them to support services, and ensures they register for exam.

The *School of Arts and Sciences* identifies and tracks students who are failing in order to provide support. The Retention Coordinator sent 480 letters to those students as a part of an "Early Alert" initiative. Studies conducted on students (random sample) suggest that

of the 480 students at least 85 percent participated in some form of schedule adjustment or academic improvements.

The *School of Professional Studies* (as other Schools) are giving more attention to its student athletes. With the SPS Dean, the retention coordinator identify issues and areas of concern related to this population of students.

The *Student Success and Retention Center* continues its KEAP Program (Knowledge Enriched through Academic Performance), which serves to engage probationary students in the mentoring program through mentor-protégé activities, tutorial services and enrichment workshops. This year 82 students participated.

In addition to its many components, such as bridge programs, The *MIE* (Model Institutions of Excellence) Program has developed a new initiative titled “Retention in the Sophomore Experience” (RISE). The objectives are to improve first-year retention rates in the SEM (science, engineering and math) domain, provide students with an opportunity to “catch-up,” offer a more focused math curriculum, and prepare students to excel in gateway courses in chemistry, physics and computer programming.

Finally, in answering the call for “effectiveness and efficiency,” and “time to degree” reviews, several academic departments have undergone program/curriculum reviews and reduced degree hours to the suggested 120.

#### **Examples of Notable Successes**

Since academic year (AY) 2001-02, a number of programs have been focused on minority recruitment, particularly African-Americans. This effort has resulted in substantial increases in the minority population of the University. Bowie State has seen a notable increase in the percent of entering transfer students, all minority undergraduates, and African-American undergraduates in particular.

The University’s interest in impacting these students prior to matriculation remains a priority. Three University Schools have entered in or continued with partnerships, 2+2 programs, and activities that increased or enhanced joint ventures with high schools, particularly in Prince George’s County. Some activities also have sought to assist in improving K-12 instruction. The *Schools of Arts and Sciences, Education, and Business* (a new addition) are connected to a total of 12 ventures that impact K-12. *Arts and Sciences* moved from a partnership with one school in AY 2003-04 to a more global partnership with the entire Prince George’s County Public School System; a partnership that assists with improving teacher content knowledge, pedagogical skills and technological proficiency.

## Coppin State University

### Indicators Flagged (Objective not Met)

#### Second-year retention rate of African American students

2001	2002	2003	2004	Objective 2005
73.4	76.8	72.5	70.4	79.0

For the past six years, Coppin has met with success in retaining African American undergraduate students. Among its institutional peers<sup>1</sup>, Coppin consistently exceeds the average (4-yr.) 2<sup>nd</sup>-year retention rate average (64 percent in 2004). A recent campus-wide re-prioritization on minority achievement, particularly 2<sup>nd</sup> year retention and 6-year graduation data should help to enhance students' academic successes.

#### Six-year graduation rate of African American students

2001	2002	2003	2004	Objective 2005
26.0	27.0	29.0	24.0	33.0

The University's graduation rate is slightly higher than the 6-year graduation rate average of its institutional peers. The average for Coppin's institutional peers is 22.8 percent, with a range from 9.5 percent to 46.7 percent.

Since the majority of Coppin State University students are the first in their family to attend college, rely on financial aid, face tremendous socioeconomic and educational challenges, and have permanent addresses in Baltimore, a city plagued with a range of urban problems, the University has rallied to institutionalize a nurturing learning environment that will propel its students toward academic excellence. Student support staff, working with the academic units, focus on such critical issues as pre-major advising, general academic advising, a comprehensive advising plan, and training of advisors. Establishing a nurturing learning environment by personalizing the academic experience for students has helped to ensure academic excellence for all students.

Using on-going institutional studies and posting the results on the campus website as well as sharing information through campus workshops, a concerted dissemination campaign has been effective in communicating to the campus community the importance of retaining and graduating students. The practice accentuates the shared philosophy that every member of the campus community must play a role in retaining and graduating students.

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<sup>1</sup> For performance accountability purposes, in 1999, the USM BOR agreed on a set of ten institutional peers for each USM member institution. For CSU they are: Alabama State U., Alcorn State U., Chicago State U., Columbus State U., Fort Valley State U., New Jersey City U., New Mexico Highlands U., North Carolina U. of Pembroke, Sul Ross State U., and Western New Mexico U.

The Access and Success grant has enabled the University to focus on specific program activities in Academic Affairs, Student Life, and Administration and Finance. Additional staffing for the Academic Resource Center, Life Sciences program, and other academic areas, which offer courses that meet general education requirements, are included. Student Life has been able to strengthen the monitoring and freshmen advisement process with additional staffing and to implement an automated attendance-monitoring program as well as expand its Mentoring Program. As part of the campus-wide retention effort, Student Life has developed a data retrieval system designed to capture and track information on students specific to the retention and graduation needs of Coppin.

### **Examples of Notable Successes**

Designed to prepare student achievers for graduate school or professional study, the Honors Program has attained an average yearly retention rate of 85 percent over the last 10 years and a 94 percent year-to-year retention rate for students entering the University in fall 2003 and returning in fall 2004. Within the Honors Program, year-to-year retention is achieved through the implementation of the following four strategies:

- Helping students to identify and to achieve personal, academic, and career goals
- Offering a challenging, accelerated academic track that complements personal, academic, and career goal achievement
- Providing opportunities for leadership development both within the Program and the broader campus community
- Committing to Program support of student goals

Students entering Honors are enrolled in a common first-year track of accelerated, general education requirements. Small classes, taught by experienced faculty, allow for scholarly engagement among peers and between students and instructors. As students advance through their majors and begin the junior year, they are introduced to research methodologies. Outside of the classroom, masters and doctoral students expose students to current research, they participate in graduate school entrance exam preparatory seminars, and they visit and apply to graduate schools across the nation.

While most Honors Program students complete the first semester with grade point averages of 3.4 (on a 4.0 scale) and higher, from time to time students require additional assistance. Program tutors provide assistance at the student's request.

Financial support is also critical to maintaining a yearly retention rate of 90 percent or higher. Selection to the Honors Program guarantees a student one of six scholarships that are renewable each semester the student meets the eligibility criteria. In many cases, student expenses may exceed scholarship provisions. As the departmental budget permits, students are supported with textbook stipends and graduate-school entrance exam and application fees. Students are also exposed to external scholarship opportunities, paid summer internships (as stated previously), and are required to attend workshops that address such topics as money management and federal and state financial aid sources.

## Frostburg State University

### Indicators Flagged (Objective not Met)

(None)

### Examples of Notable Successes

The initiatives and strategies of the Minority Student Recruitment Program have helped to attract minority students to the University. Located in an area of Maryland with a minority population of about 3 percent, the minority undergraduate enrollment at FSU has grown by 70.2 percent over the last ten years. Today, minority undergraduate students represent 16.6 percent of total enrollment, with African Americans accounting for over 12.7 percent of the undergraduate student population. First initiated in 1986, this program provides for additional staff and resources in support of African-American student recruitment and presently includes the following strategies and activities:

- *Staff for Minority Recruitment:* Currently there are two staff members with primary responsibility for the recruitment of African-American students
- *Targeted Mailings:* The Office of Admissions purchases names from the Student Search Service (administered by the Educational Testing Service).
- *Communications:* The admissions staff has increased the number of electronic communications to encourage admitted students to enroll at FSU. In addition, there are many undocumented telephone calls between the FSU counselors and minority students, as well as those students' high school counselors, at various stages of the admissions process.
- *University Open Houses:* Increased efforts have been made to encourage students to visit the campus, especially through the Open House programs. During the fall 2004 recruiting cycle, a total of 116 African-American students and their families attended a Saturday Open House program.
- *Recruitment Travel:* Targeted areas for travel continue to include Baltimore City, Baltimore County, Montgomery County, Prince Georges County, and Washington, D.C. During the fall 2003/spring 2004 recruitment season, both the Admissions Counselor/Minority Recruiter and the Assistant Athletic Director for Retention and Recruitment traveled to these areas in order to visit high schools and community colleges, attend college fairs, and participate in other programs that increase African-American students' awareness of Frostburg State University.
- *Bus Trips:* During AY 2003-2004, the Office of Admissions sponsored at least seven bus trips with approximately 300 students from targeted minority recruitment areas. While these groups primarily included high school students, high school counselors and administrators also attended.
- *Financial Aid Workshops:* The Director of Financial Aid and admissions counselors continue to disseminate information about the financial aid process to students and parents from minority areas. Additionally, the financial aid office normally presents information to minority students visiting the campus on coordinated bus trips.

The retention of African Americans and other minorities in the 2003 student cohort rose by more than 11 percent in the fall of 2004. This success is a result of many actions taken by the University.

The University's Learning Community Program has been especially successful in retaining minority students at the University. Open to first-semester freshmen, learning communities provide entering students the opportunity to take classes together in an atmosphere designed to build support networks with their peers, the faculty, and the University. The current (AY 2004-2005) retention rate of African Americans enrolled in learning communities exceeds 83 percent.

The University has also adopted new retention strategies. The two most important of these are additional scholarship support for qualified students who are likely to leave the University and the requirement that each academic department works closely with its college dean to institute department-specific activities to encourage retention.

Encouraging minority students to prepare for and enter graduate- and professional-degree programs remains an important part of the University's Minority Achievement Plan. Beginning in spring 2002, the University began offering LSAT preparation courses. It has also recently opened an Educational Testing Service (ETS) computer-based testing facility to administer ETS tests (e.g., PRAXIS, GRE, GMAT, TOEFL) to students.

The University has also taken steps to ensure the multicultural quality of its curriculum as part of its recent reform of undergraduate education. Beginning in the fall of 2005, incoming freshmen will be required to complete a three-credit course in Identity and Difference. Qualifying courses will help students gain insight into the ways cultural identities and background shape individual world views.

The University is also planning to establish a Diversity Center to consolidate and expand its services to minority students. The Center's mission will be multi-purpose. It will co-locate support services now distributed in various locations throughout the campus, providing advising and mentoring to minority students and relevant support services to minority faculty and staff. An area of particular emphasis will be to recruit and retain minority faculty who can provide counsel to students and also be a resource for enriching the curriculum. In addition, the Center will work with the Office of Alumni Affairs to provide mentoring and career counseling.



# Salisbury University

## Indicators Flagged (Objective not Met)

### Six-year graduation rate of African American students

2001	2002	2003	2004	Objective 2005
60.0	61.0	55.0	53.0	61.0

In an effort to increase the 6-year graduation rates of African American students SU has undertaken several initiatives. The Office of Multiethnic Student Services has been very instrumental in developing retention programs that impact minority student success. In addition the University has taken a critical look at our First Year Experience programs in order to give our first year students a much stronger foundation that also assist matriculation. These programs directly and indirectly affect our African American student's graduation rates, which rose to 58.5 percent in the most recent cohort.

The Office of Multiethnic Student Services has developed the Comprehensive Academic Success Program (CASP). This program encompasses the Pre-Matriculation Program, Early Warning Academic Monitoring, Academic Success Workshops and Faculty-Staff Mentoring. During the past 2 academic years 86 students have participated in the program. These students have a cumulative 2.55 GPR. In addition the office provides tutoring for students. More than 75 students received tutoring in a variety of subjects during the 04-05 academic year.

In looking at our First Year Experience initiatives, SU is committed to ensuring our students have a solid foundation for success. Some of the initiatives undertaken include, participating in a national project, the Foundation of Excellence Self Pace Study, establishing an experiential orientation program, Freshman Reader initiative for first time freshmen and the Pre-Load Student Success program for students who enroll in January. SU also dedicated one its faculty development workshops to the First Year Experience.

Another effort that SU has undertaken is the establishment of a Writing Center for the University. Although, the center was established to serve all students, it will have a positive impact on African American students as well. One of the major findings from the Diversity Forums held was the need to assist minority students with their writing skills. This center will definitely meet this need.

### **Examples of Notable Successes**

For several years, Salisbury University has placed a high priority on recruiting minority students with an emphasis on African American students. Presently, the minority undergraduate enrollment is approximately 16 percent with the African American enrollment being 10 percent. Fall '05 minority student freshman enrollments are predicted to be the highest in many years

The Office of Admissions has 2 dedicated positions (Associate Dean of Admissions and an Admissions Counselor) for minority student recruitment. The office also provides

resources and special programs to support this aspect of the plan. Some of the activities and strategies presently used include:

- *Recruitment Travel:* Targeted areas for recruitment include Baltimore City, Prince Georges County, Philadelphia, Washington D.C., and College Bound Consortium. Minority recruiters and others also attended Hispanic focused college fairs, visited high schools with large minority enrollments and partnered with several minority based pre-college programs to educate minority students about SU.
- *Communication:* Developed partnership for “Success Brochure”, which is designed specifically for minority students. Developed a special edition of the *Sea Gull News* to promote opportunities for minority students. SU participated in the College Boards Student Search to identify minority students. In addition, SU sponsored 4 minority students to promote the university at their respective high school during the Christmas break.
- *Targeted Mailings:* Purchase labels of minority students from SAT
- *Multiethnic Visitation weekend:* During the Spring of 2005, 35 students and 65 parents were brought to SU to visit the campus. Out of the 35 students brought to SU, 29 of them have enrolled for Fall 05.
- *Bus Trips:* Hosted on an average of 24 bus trips of minority students visiting the SU campus during the past year. SU consistently host between 20-25 trips per year totaling approximately 700 students per year.

SU has also established alliances with Partnerships for Summer Programs with Prince Georges County Magnet Schools, Eleanor Roosevelt H.S. and Suitland H.S. SU also recruits students from Upward Bound, Talent Search and DC-CAP programs.

## Towson University

### Indicators Flagged (Objective not Met)

(None)

### Examples of Notable Successes

This year, pursuant to a recommendation of the Diversity Task Force, the Diversity Coordinating Council, DCC, was created. The Council's mission is to facilitate the establishment and maintenance of an inclusive campus environment. Membership is as follows: Provost and Vice President for Academic Affairs (chairperson), Vice President for Student Affairs, Chief Fiscal Officer and Vice President for Administration and Finance, and Special Assistant to the President for Diversity and Equal Opportunity (staff). During its inaugural year, the DCC prepared Towson University's Vision Statement for Diversity and Diversity Action Plan.

Towson University is committed to building strong, targeted outreach efforts to achieve diversity goals in student recruiting.

- ***Top 10 percent Scholarship Program (pilot)***: Enrollment Services, the Offices of Admissions and Financial Aid, and the Academic Achievement Center have established and implemented a scholarship program for high school seniors whose high school GPA ranks them in the top 10 percent of their graduating classes. Looking ahead to future enrollment, of the 2,340 contracts returned by admitted freshman applicants for fall 2005 admission, 11.7 percent are African American. This compares with 8.2 percent in fall 2004 and 9.4 percent in fall 1999. Similarly, the percentage of minority students among new freshmen returning contracts rose from 14.4 percent in 1999 to 19 percent in 2005.
- ***Principal's Scholarships***: The Office of Admissions invites principals of high schools with minority-rich populations to nominate a student, who meets award criteria, to receive an academic scholarship. Fifty offers were made, 36 offers were accepted at \$6,000 each.
- ***Community Enhancement and Enrichment Award Program (CEEP)***: The Office of Diversity Resources awards scholarships to applicants who are selected by written essays demonstrating their participation in the enhancement of diversity at their school or in their community. This year \$100,000 was budgeted for new awards.
- ***Enhanced Marketing Efforts***: The Office of Undergraduate Marketing has provided support for the following events: Latino Open House, America Counts (tutoring program in Baltimore City), Reading Clinic, Gear Up and the Youth Explosion Leadership Conference.
- ***Outreach Efforts***: The Office of Admissions continues to host yearly seminars for college counselors and advisors from diversely populated schools and campus visits for Talent Search, trio and Gear Up. College Fairs targeting under-represented populations are regularly attended. The College of Health Professions, the College of Education, the College of Fine Arts and Communication and the College of Science and Mathematics have participated in

career expos, high school visits, open houses, community alliances and established partnerships to encourage minority students enrollment.

Towson University is committed to improving graduation and retention rates to place the institution among the top 10 percent of its peers. The second year retention rate of African American and all minority students entering Towson fall 2003, 92 percent, is actually higher than the second year retention rate for all students, 87.7 percent. The University is not only enrolling more African American students but also graduating them at higher rates. In FY 2002, the “gap” in six-year graduation rates between African Americans and the total cohort population was 19.6 percent. By FY 2005, the gap had dropped to 6.1 percent. Third and fourth year retention rates of following cohorts suggest that this improvement will continue and that the gap will be completely eliminated by FY 2009. This success will be evident in the total undergraduate population as more diverse classes enter the University and as higher percentages of minority students remain enrolled through graduation.

Because the milieu in which they learn is crucial to the retention of students of color, particularly African Americans, the Office of Diversity Resources (ODR) works to maintain an inclusive, supportive, pluralistic learning environment. ODR continues to conduct climate surveys and offer educational programs. Speakers of interest to the African American community are brought to campus and ODR continues to support students in receipt of scholarships through the Community Enhancement and Enrichment Award Program. Additionally, ODR intervenes with faculty and staff regarding diversity issues brought forward by students.

The Students Achieve Goals through Education, (SAGE) Program continues to utilize its resources to serve the entering African American cohort. SAGE staff works to retain as many entering African American students, into their second year of matriculation, as possible. A networking strategy continues to be used. Entering students are encouraged to utilize SAGE program staff, mentors and programming options, as well as university faculty, campus-wide support systems, and extracurricular activities to succeed in and out of the classroom. SAGE encourages students to take advantage of the support services available through the Academic Achievement Center. The Center offers individual and group tutoring, study skills workshops, and developmental courses.

The College of Graduate Studies and Research enrolls a larger percentage of minority students than the University as a whole. In Fall 2004, 15.3 percent of graduate enrollment was Black and another 3.5 percent were Hispanic and other minorities. The College continues to recruit at historically black institutions and a variety of businesses and community events where a diverse population is present. Several years ago, the College of Graduate Studies and Research and the Office of Diversity Resources established the Black Graduate Student Association. The Association continues to grow and last year members participated in the new student orientation program and campus sponsored events.

## University of Baltimore

### Indicators Flagged (Objective not Met)

(None)

### Examples of Notable Successes

#### Minority Recruitment

##### *Enrollment Management and Student Affairs*

- An increased number of admission recruitment visits at CCBC-Catonsville and Baltimore City Community have been held, instituting Instant Admit Days. During these days admission decisions are made on the spot and application fees are waived. Approximately 80 percent of the applications received from BCCC and 38 percent from CCBC have been from African-Americans.
- Efforts to increase the percentage of applications and enrollments from African American students have produced an increase in applications from 32 percent of the applicant pool in AY 2003/04 to 36 percent in AY2004/05. Enrollments were increased from 31 percent to 34 percent.
- A new articulation agreement in Forensics Studies was signed with Prince George's Community College. It is the expectation that this will encourage more African American applications to the program.
- A new campus visit program, "Achieve UB" was developed that addresses specifically financial aid and scholarship needs that prospective students may have. It allows students to complete the FAFSA immediately while using university computers and while staff were available on hand to help. This service helped some students who did not have access to a computer at home.
- Financial assistance provided to low and moderate-income students increased from \$5.8 million in AY01-02 to \$8.04 million in AY04-05.
- Financial aid, work study, and scholarship support increased over the last four years, from 1092 minority students receiving \$3.6 million in AY01-02 to 1302 minority students receiving \$14.48 million in AY04-05 in all forms of financial aid.

##### *Yale Gordon College of Liberal Arts*

- We are pleased about the recent approval of the B.A. in Human Services Administration program. In the past, the College offered the B.A. in Interdisciplinary Studies with a specialization in Human Services Administration. Approximately 30 students were enrolled in this specialization during the past academic year. A significant increase in enrollment should accompany our offering a new degree program, which is titled specific to the field. We look forward to African-American students making up a significant portion of the enrollment in this program. The M.S. in Human Services, a collaborative program with Coppin State University, offers the next degree level.

##### *Merrick School of Business*

- Faculty-led student teams worked with the Baltimore City Public School System to discuss and collaborate on the upgrade of the entire school system website.

Through this activity the largely minority population within the school system was exposed to the availability of an urban center of higher education

- Steady gains in terms of relative enrollment are seen by all ethnic groups over the four-year period from Fall 2000 to Fall 2004. The number of African-American students enrolled in the undergraduate business programs has risen from 27.8 percent to 29.3 percent during that time.

#### Minority Retention and Graduation Rates

The University of Baltimore has devoted considerable attention to studying the academic and non-academic factors that impact retention. A retention group was set up within the Enrollment Management Task Force to study this matter. We have already begun to implement the recommendations of this group.

#### *Yale Gordon College of Liberal Arts*

The College is presently interviewing candidates for a newly approved academic advisor/retention specialist position.

#### *Merrick School of Business*

Faculty and administration were members of the University of Baltimore Retention Work Group. For the first time ever in UB history, the group was able to calculate retention rates of undergraduate students by reported ethnic category, prior institution, and numerous other categories. To the extent that demographic characteristics, or prior institution, were a determinant of retention rates an effort will be made to communicate this result to various campus offices that may, in Fall 2005, begin to design programs available to help remedy differing retention rates.

#### *Enrollment Management and Student Affairs*

A campus climate survey was developed and distributed to a random sample of students. The preliminary results indicate:

- 85 percent of the students surveyed agreed that there seemed to be friendships between students of different racial and ethnic groups.
- Only 24 percent agreed that there is any type of racial and ethnic separation on campus
- 93 percent agreed that they were treated fairly by faculty
- 94 percent agreed that they were treated fairly by other students.
- 96 percent agreed that the university provides an environment for the free and open expression of ideas, opinions and beliefs.

## University of Maryland Baltimore County

### Indicators Flagged (Objective not Met)

#### Percent African American of all undergraduates

2001	2002	2003	2004	Objective 2005
16.0	16.0	16.0	15.0	18.0

As of fall 2003, 37.8 percent of undergraduate students were minorities, a value that places UMBC considerably higher than the average of its peers. Despite accomplishments with minority recruitment overall, success in recruiting new African American students has fluctuated unpredictably. In contrast, the number of new African American transfer students has been remarkably constant. Between fall 2000 and fall 2004 the values have ranged from 215 to 223. There is a much higher percentage of African American students among new transfers than among new freshmen (19.7 percent vs. 9.3 percent in fall 2004).

UMBC continues its vigorous efforts to attract qualified minority students. Among the strategies reflected in the university's Minority Achievement Plan are the Symposium for High School Faculty and Administrators, the College Preparation and Intervention Program, WORTHY (Worthwhile to Help High School Youth), and services provided to transfer students. The latter include Transfer Advising Days at all Maryland community colleges, UMBC Transfer Open House held each semester, and the Collegiate Alliance Program with CCBC-Catonsville. Other recruitment efforts include participation in college fairs (e.g., the National Scholarship Service and Fund for Negro Students' Student-College Interview Sessions, the National Society of Black Engineers, and the National Hispanic/Latino Fair). Programs such as the Reception for Talented African-American Students and the Campus Overnight Program are held on campus to attract minority students and parents to UMBC. A grant-supported Upward Bound Program, conducted by Student Support Services, and a grant from the Howard Hughes Medical Institute for an Undergraduate Biological Sciences Education Program are both targeted for minority students. UMBC continues to attract large numbers of undergraduate African-American students pursuing degrees in the STEM areas through the Meyerhoff Scholarship Program, LSAMP, and MARC U-STAR. The LSAMP program is particularly noteworthy because it includes programs at the University of Maryland, College Park and University of Maryland Eastern Shore. Offering scholarships to over 50 students, these three campuses graduated 528 minority students in the STEM fields in FY2003. Last year UMBC formed partnerships with two HBCUs, Hampton University and Spelman College. Students at Hampton will participate in Bachelor's/Master's programs and students at Spelman will participate in a summer research exchange program.

### **Examples of Notable Successes**

UMBC's retention of minority students, particularly African Americans, is among the best in the University System and exceeds that of our national peer institutions. The most recent second year retention rates for minority and African American undergraduate

students were 91.8 percent and 89.1 percent, respectively, and these rates are comparable to, or higher than, the rate for all undergraduate students (88.9 percent).

This recent success in retaining students reflects a multifaceted approach. Most initiatives and programs are designed to enhance student engagement and academic success for all students, whereas others focus especially on minority students. The following list illustrates approaches used to promote retention and graduation.

*Initiatives for all students new to the campus:*

- Construction of new residence halls over the past six years has significantly transformed the campus from a “commuter school” to one where 74 percent of freshmen live on campus.
- New Student Orientation programming is continually expanded and enhanced. Black Student Orientation supplements this programming, providing an additional opportunity for African-American students to better acclimate themselves to the UMBC community.
- The New Student Book Experience invites all students new to UMBC in the fall (freshmen and transfer students) to read a selected book and engage in formal and informal discussion under the leadership of a faculty or staff member.
- “Take Two,” is program piloted in Spring 2005, pairing two entering students with a faculty or staff member, who provide guidance and support.

*Programs for students with specific interests or needs:*

- Living Learning Communities connect residential students to others who share their intellectual passions, providing community building activities and enhanced faculty contact. There are currently eight such communities at UMBC.
- The Faculty Mentor Program makes core faculty available to both resident and commuter students for informal interaction and advising.
- The Learning Resources Center is the primary office in the campus’ retention effort. The tutoring element, which offers free tutoring in any freshman course and selected upper level courses, is one of the main retention strategies.
- The Meyerhoff Scholarship Program supports students who have an interest in pursuing doctoral study in the sciences, mathematics, computer science, and engineering, and who are interested in the advancement of minorities in the sciences and related fields. The program has strong retention components; through intensive staff interventions and counseling, students are supported throughout their academic careers at UMBC.

*Enhancing campus climate for minority students:*

- The Big Brother/Big Sister Program (3BS) is an independent study course in the Department of Social Work designed to ensure the academic success of first semester students of color by pairing them with returning students who serve as their mentors.
- UMBC’s Black History Month includes workshops, speakers, concerts and other activities that celebrate the varied experiences of people of African descent.
- Student organizations.



## University of Maryland College Park

### Indicators Flagged (Objective not Met)

#### Percent African American of all undergraduates

2001	2002	2003	2004	Objective 2005
13.0	12.0	12.0	12.0	15.0

In order to increase the number of students of color who apply for admission and to attract a pool of students that is more academically talented, the Office of Undergraduate Admissions has utilized an approach that comprehensively addresses the varied needs of these students. An approach of this nature addresses all phases of the college admission process including recruitment, application, and enrollment. African-American student recruitment is a crucial element of this strategy. All strategies outlined for students of color below are also targeted specifically to African-American students and their parents.

#### *Recruitment*

- Freshman admissions coordinator responsible for developing recruiting strategies for students of color.
- Purchase of names through PSAT
- Selection of appropriate recruitment territories
- Selection of appropriate high schools to visit
- Participation in appropriate college fairs
- College Access Conference
- Designation of Counselor to serve as liaison to appropriate campus programs (Talent Search / Upward Bound/AAP)
- Provision of Visit Maryland Day transportation from designated high schools in Baltimore City
- Hosting of Evening Reception for Prince George's County
- Creation of recruitment brochure to target students of color\*
- Creation of Spanish version of appropriate recruitment materials\*
- Creation of appropriate recruitment program sessions in Spanish
- Analysis and evaluation of numbers and attendance trends among students of color attending UMCP recruitment programs.
- Personalization of recruitment (through personalized e-mail, phone calls etc.)
- Creation of brochure for parents of students of color
- Increase partnerships and 2+2 programs that connect community colleges and HBI's to UMCP.

#### *Application Review*

- Promoting liaison interactions with the University's Talent Search/Upward Bound and Academic Achievement programs during review process.
- Monitoring of admission numbers and trends throughout review.
- Monitoring of application completeness and contacting students to complete.

### *Yield*

- Awarding of merit scholarships to top five students in Baltimore City and Prince George's county public high schools.
- Telecounseling to all admitted students of color.
- Real World College Park (Multicultural Overnight Stay Program)
- Phone calls to high talent students by upper level administrators and faculty.

In addition, UMCP established the Baltimore Incentive Awards Program, targeted toward students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. Focused on Baltimore City, it identifies up to nine candidates each year that will receive full four-year scholarships; the program is designed to recognize and promote achievement and leadership among students who have faced adverse life circumstances and prevailed.

### **Examples of Notable Successes**

#### Programs Which Promote Student Retention and Graduation

*Summer Bridge Program for Science and Engineering:* A six-week pre-freshman summer program sponsored by the University's A. James Clark School of Engineering (funded by the National Science Foundation), BRIDGE puts minority science and engineering students on an academic fast track. The program continues throughout the students' academic career and helps minority students graduate in less time, earn higher grades, and also encourages them to pursue graduate education in science and engineering.

*Center for Minorities in Science and Engineering:* The Center is dedicated to increasing the enrollment and graduation rates of African, Hispanic and Native American students majoring in science and engineering.

*Ronald E. McNair Post-Baccalaureate Achievement Program:* The mission of the McNair Achievement Program is to increase the number of undergraduates enrolling in graduate school to pursue doctoral degrees. There are approximately ninety McNair programs in the United States. McNair scholars are a unique group of students who receive advising, academic skill enhancement, research experiences, counseling, tutoring and other assistance in preparing for graduate school.

*College Success Prep (CSP) Program:* The College Success Prep Program is designed as a model for Black male achievement. It is intended ultimately to be a two-week residential program for a randomly selected group of Black males who have been admitted to UM and expect to enroll the following Fall Semester. The primary goal is to improve the retention and graduation rates.

*Project STAND:* The College of Computer, Mathematical, and Physical Sciences has implemented the S.T.A.N.D. [Science and Technology: Addressing the Need for Diversity] program to address the longstanding national need to increase the number of underrepresented groups, including Black, Latino/a, Native American and women in the computer, earth, mathematical and physical sciences. It supports students by creating a sense of community, rewarding academic excellence through scholarships and

fellowships, instilling the importance of community involvement through recruitment and outreach activities, building lasting relationships through mentoring, and preparing students for success in graduate school, professional careers and beyond. Lockheed-Martin, Goddard Space Flight Center's Earth Sciences Directorate, the National Science Foundation, the National Institute of Standards and Technology's Information Technology Laboratory (NIST ITL), and Verizon partner with CMPS in support of the S.T.A.N.D. program.

*Engineering, CMPS and Honors Partnership:* The purpose of this partnership is to develop a program to provide support for minority Honor's students to help them maintain GPA levels and thereby be retained in the Honor's program.

*College of Life Sciences- Howard Hughes Grant Supporting Leadership in Undergraduate Research and Minority Enrollment:* The College of Life Sciences at University of Maryland has received a \$1.6 million grant from the Howard Hughes Medical Institute (HHMI) that will foster continued growth in two areas in which the university is already a national leader, the participation of undergraduate students in research and the enrollment of minority students in the life sciences.

*Academic Achievement Programs:* Office provides "opportunity of a college education to students who, if evaluated solely on traditional criteria, might not have access to UMCP." Programs include student support services, Intensive Educational Development (academic instruction, financial aid and counseling support, services to high school seniors enrolled at UM – Upward Bound Program), the R. E. McNair Post-Baccalaureate Achievement program, Academic Support for Returning Athletes, and the Educational Opportunity Center.

*Multicultural Involvement and Community Advocacy (MICA):* unit in the Office of Campus Programs committed to the creation and maintenance of a campus environment where diversity is valued, identity and culture are affirmed, and individuals feel free to express themselves. MICA has a dual role of empowering and advocating on behalf of minority students and educating majority students to the value and benefits of multiculturalism and diversity.

*Office of Multi-Ethnic Student Education:* assists the University in retaining and graduating well educated African American, Asian American, Hispanic American, and Native American undergraduate students at a rate equal to the graduation rate of all other ethnic groups through leadership in developing a more academically challenging yet academically nurturing environment.

*NYUMBURU Cultural Center:* dedicated to advancing and augmenting the academic and the multi-cultural missions of the University by presenting a forum for the scholarly exchange and artistic engagement of African Diaspora culture and history. The Center has served the UM community for 28 years and continues to build on its foundations as the Center for black social, cultural and intellectual interaction.

## University of Maryland Eastern Shore

### Indicators Flagged (Objective not Met)

#### Second-year retention rate of African American students

2001	2002	2003	2004	Objective 2005
76.6	67.0	70.1	70.9	80.0

Both the graduation and retention rates have partly been adversely affected by the 30 percent increase in tuition over the last two years as confirmed by feedback from students who did not return in the spring of 2004.

UMES recognizes that a downward trend in the second year retention and is appreciative of funding from the Access and Success Program. This funding has helped to alleviate some of the financial burden on students due to increased tuition. We realize that there are other reasons for the declining trend in retention. These other factors include but are not limited to high school GPA, SAT/ACT scores and other entering assessment factors. Since spring 2004 a number of investigations have been and continue to be undertaken to gain better understanding of the retention/graduation rate issue. The profile of full-time first time students who have not returned during the past five years has been undertaken. Data on high school GPA's and names of high schools attended, ACT/SAT scores and financial aid status are being gathered to understand factors that contribute to students' decisions to leave college. The University understands that the retention problem is an institution-wide problem that requires a comprehensive solution. The President, Dr. Thelma Thompson has set up an Executive Committee chaired by the Vice president for Student Affairs to carefully examine the problem and make recommendations to increase retention to 77 percent by 2006.

Meanwhile, in tandem with the work of the Executive Committee, a number of strategies are being implemented by the Division of Academic Affairs to remedy the situation. These include use of appropriate remediation advisors, counseling and tutoring, and extensive student-faculty interaction designed to enhance student engagement in activities that strongly correlate with successful learning outcomes and personal growth. Such activities include annual departmental Town Meetings to enhance student participation in major decision-making and to provide opportunities for student direct feedback to faculty.

### Examples of Notable Successes

The graduation rate for all UMES students has held steady at above 49 percent between 2002 and 2004. This is also true for African American students whose rate has ranged between 49.7 percent (2004) and 52.7 percent for 2003. This is higher than at most HBCU's in the University System of Maryland.

Bridge Programs. In 2002 there were four bridge programs providing a variety of enhancement activities to potential candidates for matriculation including summer

enrichment programs. These academic enhancement programs focus on math and science, two disciplines in which minority students are underrepresented. A total of 250 students (150 black; 63 white; and 37 other) participated during this time and 162 (65 percent) matriculated immediately after high school. The first year's retention of program participants was 75 percent compared to 67 percent for non-program participants. During the 2004 283 participated (242 black; 32 white and 9 other) in six bridge programs. A significant number of these participants (79) matriculated. It is clear that the number of bridge programs has increased as has in number of participants in 2004. This confirms that bridge programs are reaching more high school students and enhancing their basic knowledge of math and science in preparation for entry and success in college. However, the number of high school students who matriculated following their participation in the 2004 bridge programs has declined compared to the number for 2002 (i.e., 65. percent compared to 27.9 percent).

The University of Maryland Eastern Shore has made good progress with the Minority Achievement Plan in the past three years. Student enrollments have grown at both undergraduate and graduate levels, the graduation rate at the undergraduate, although generally stable, is higher than at most HBCU's in the University System of Maryland. Retention on the other hand is a challenge. The University is putting in place a process that will develop a retention plan for reversing the current trend. The President has set the tone for meeting the retention challenge by calling on the entire University Community to consider retention as everybody's business and by creating an Executive Committee that is directly answerable to her. The University's plan is to increase second year retention rate to 77.0 percent in the next two years and to maintain the graduation rate at above 50.0 percent, a rate that is well above the national average for HBCU's in the nation.

## University of Maryland University College

### Indicators Flagged (Objective not Met)

(none)

### Examples of Notable Successes

#### Increase the retention and graduation rates of underrepresented minority undergraduates

Similar to our success graduating minority graduate students, UMUC undergraduate minority educational attainment has been noted by *Black Issues in Higher Education*. In its 2004 ranking of Top 100 minority undergraduate degree producers, *Black Issues* (vol. 21, issue 8) ranked UMUC sixth among traditionally white institutions nationwide and sixteenth among all institutions nationwide in awarding undergraduate degrees to African-American students.

Commitments external to education, such as finances, work, and family are key factors in student retention. The nature of UMUC's student population—most students attend part-time, 92 percent of UMUC's undergraduate students have full-time jobs, 41 percent are or have been married, and 55 percent have children—makes retention a continuous challenge for UMUC. Thus, to retain students, including minority students who make up a significant portion of the university's students, UMUC emphasizes affordability, accessibility, and academic quality as key strategic goals in its effort to retain students.

Affordability. UMUC is committed to making higher education affordable. Success toward this commitment is evident when UMUC's tuition is compared to Maryland's other four-year institutions. UMUC undergraduate resident tuition rose only 2 percent in Fall 2004 over the rate charged in 2003. Since Fall 2001, UMUC's tuition has increased by only 12 percent, while USM institutions increased their resident tuition on average by 37. UMUC has also been successful in increasing its award of institutional need-based financial aid and scholarships to offset educational costs. In the past two years, undergraduate need-based financial aid has doubled at UMUC. UMUC's Community College Scholarship Initiative awarded 235 scholarships to graduates from 11 Maryland Community Colleges. Of these recipients, 42 percent are minority students with 34 percent being African-American students.

Accessibility. UMUC students lead busy lives. To help them meet the demands of balancing work, family, and education, UMUC provides a breadth of course inventory and course formats that include online, face-to-face, accelerated, weekend, and mixed format courses. This array of course formats also supports students' diverse learning styles. In FY 2004, UMUC offered 98 bachelor, master, and certificate programs fully online and offered 561 online courses and offered courses at 15 regional sites and three regional education centers in Maryland. Over the past three years (FY 2001 to 2004) UMUC's worldwide online enrollments more than doubled. Minority students are represented equally in online and face-to-face classes. Thus, there is no digital divide in UMUC's online classrooms.

Academic Quality. Corresponding objectives to increase the retention of minority students entail creating a campus climate that promotes diversity. UMUC addresses diversity in its curriculum and in assessment of student learning. UMUC places a high priority on student learning and embraces the concept of learning assessment within instructional delivery and teaching practices. To provide evidence of student learning, the university adheres to a comprehensive learning assessment process that assesses student learning in specific core learning areas. Embedded within the curriculum of each degree program, the core learning areas are viewed as the knowledge, skills, and dispositions expected of all UMUC graduates. Globalization/ Diversity is identified as a key learning outcome of both undergraduate and graduate education at UMUC. Additionally, the undergraduate school has identified Historical Perspective and Civic Responsibility, both of which address the knowledge of culture and diversity, as core learning areas.

Recruit and enroll a growing number of underrepresented minority undergraduates According to 2000 U.S. Census data, minority groups comprised 38 percent of Maryland's residents and 35 percent of the nation's population. In Fall 2004, UMUC's minority enrollment, both undergraduate (43 percent) and graduate (43 percent), surpassed the representative proportion of minorities in both Maryland and the nation

UMUC's enrollment of minority students is impressive when compared to its sister institutions in Maryland. Of Maryland's African-American resident population that attends four-year institutions in Maryland, 21 percent are students at UMUC. Additionally, UMUC enrolls more African-American students than any other public four-year institution in Maryland, including historically black institutions, and ranks second in the enrollment of other minority groups.

UMUC is committed to the transfer of community college students to its bachelor degree programs and cultivates partnerships with community colleges in Maryland that serve large numbers of minority students. About 42 percent of our undergraduate students have attended a community college at some time. In FY 2004, more than 25 percent of new undergraduate students directly transferred from a Maryland Community College (MDCC) with at least 45 credit hours and/or through a MDCC Alliance program. Of these transfers, 43 percent are minority students. Currently, UMUC has nine alliance agreements and 147 program articulations with Maryland Community Colleges.

## Morgan State University

### Indicators Flagged (Objective not Met)

(None)

### Examples of Notable Successes

The Morgan State University minority achievement initiative addresses the strategies detailed in the 2003 Minority Achievement Action Plan. These include an effort to increase the retention and graduation rates of underrepresented minority undergraduates by improving upon the 2<sup>nd</sup> year retention rates and six-year graduation rates of African American students. Morgan State University has met the bench mark requirements, implementing strategies outlined in the Action Plan: need based financial aid has increased, the average freshmen class size was reduced, and the mentoring, peer tutoring, academic monitoring system, academic/remediation advising and counseling/ tutoring initiatives have been restructured.

The Office of Student Retention: The Morgan State University retention initiative, implemented during the 1993-1994 academic year, is a University wide effort that coordinates various divisions of academic support services within a strategic plan to boost retention rates of all students. In response to a decrease in second year retention rates of African-American students in the 1998-2001 cohorts, the University, during the 2003-2004 academic year, gave increased priority to improving second year retention rates and established the Office of Student Retention. Through a coordinated effort, the office offers mentoring, peer tutoring, academic monitoring, academic and/or remediation advising, and counseling/tutoring services.

The office supports and provides funding for the Summer Bridge Program, the Academic Enrichment Program (housed in Residence Life), The PACE Program (the Pre-Accelerated Curriculum in Engineering and Summer Experience) and The Morgan MILE (the Male Initiative on Leadership & Excellence).

The Access Success Grant: As part of the revamped program, the Office of Student Retention was reorganized from a highly centralized model to a model that places resources and accountability in major academic units. Funded with a \$1.5 million Access Success grant from the Maryland Higher Education Commission, the retention staff was expanded to 18 with coordinators designated for each of the University's six colleges.

The initiatives funded by the Access Success grant are the foundation for retention, academic and general student support. The central goal is to increase retention rates and improve academic performance by coordinating the various academic support programs and administrative divisions and monitoring student progress. In addition to coordinating retention efforts with other academic support programs, the Office of Student Retention has produced a student information website, a comprehensive Academic Support Services Resource Manual, a heightened financial aid and customer service campaign, student surveys, intensive tutoring services, student tracking/advising, and enhanced educational and instructional tools. A *Parents' 411 Newsletter* was created to build more effective communication between the University and parents.



Retention Coordinators: The retention coordinators focus on students who have earned grades of “D” or “F”, students on academic probation, students who have withdrawn or stopped-out, and students who have earned 90 or more credit hours to offer advising/counseling to encourage their graduation.

The Early Warning System: The Early Warning system, housed in each of the schools/colleges, alerts students and the various retention and advisement support staff of academic difficulty experienced within the first three weeks of the semester. The faculty is advised to make early assessments of student performance and to alert academic support services as appropriate.

Individual Schools/Colleges: Each school has implemented programs unique to their academic area.

The Academic Enrichment Program: administered by the Office of Residence Life, provides 35 tutors each year in addition to offering study groups, workshops on study skills and time management and study labs within each residence hall.

#### The School of Engineering PACE Program

The PACE program (Pre-Accelerated Curriculum in Engineering & Summer Experience) is housed in the School of Engineering. The PACE program has been particularly successful in graduating engineering students. For example, nearly 60 percent of the 1999 cohort, who were enrolled in the program, had graduated within six years.

The Morgan MILE: Male graduation rates at Morgan are substantially lower than females. The University is exploring a variety of ways to give special support to male students. The MILE program is the largest new effort. The Morgan MILE (the Male Initiative on Leadership and Excellence) is an academic and personal success program that motivates African American male students for success through an enriching educational experience that focuses on important concepts like leadership, values, purpose, civic responsibility and diversity.

#### Academic Development Center

The Academic Development Center administers the Pre-College Program for pre-college first-year students who fall below the minimum admission requirements. These students are required to attend this six-week program as a condition of their admission to the university. The program provides 15 upper class student tutors during the six-week summer Pre-College program for freshmen taking remedial classes. The second phase of the program, using about 18 peer tutors, continues into the actual academic year for admitted first-time freshmen. Recent enrollment figures indicate a measure of success, with 73 percent of the 2003 cohort returning to Morgan in the fall of 2004, compared to 70 percent of the 2002 cohort that returned in 2003. The program has retained or graduated 68 percent of all student participants since the summer of 1999. Other services offered by the Academic Development Center include placement testing, course scheduling and advising for students with undeclared majors.

## St. Mary's College of Maryland

### Indicators Flagged (Objective not Met)

#### Percent African American of all undergraduates

2001	2002	2003	2004	Objective 2005
8.0	8.0	8.0	7.0	11.0

The SMCM Office of Admissions regularly obtains and uses lists of qualified minority students provided by The College Board. The Office has a full-time senior administrator designated as a minority recruiter who works with all staff members to promote sensitivity to the needs of African-American students. Off-campus receptions are held for minority students and bus trips to the College are provided to prospective minority middle and high school students. College staff contact high school counselors, African-American alumni, church and other community leaders, and service organizations to help identify and recruit African-American students. Current African-American students are asked to speak at high schools, including those they attended. They are also invited to host overnight guests as part of a program for accepted African-American students. In addition, College representatives work with the CollegeBound Foundation and the GEAR UP program to encourage minority students to consider going to college. Also, a Multicultural Advisory Committee (MAC) was formed in 2004 to advise the administration and Strategic Planning Committee about recruitment and retention of a diverse college community.

Transfer students make up a small proportion of new students, but special attention has been paid to minority students completing their work at Maryland two-year colleges. Dual-admission agreements with Prince George's Community College and Montgomery College provide early advising and a streamlined matriculation to St. Mary's.

#### Second-year retention rate of African American students

2001	2002	2003	2004	Objective 2005
72.0	82.0	81.0	67.0	86.0

For many years, second year retention of African-American students was among the highest in the state at St. Mary's College of Maryland. Second year retention of African-American students entering in Fall 2002, however, fell to 67 percent --14 percentage points less than the group entering in Fall 2001. This percentage drop reflects five fewer students returning from the Fall 2002 cohort of African-American students, as the entering classes each year were identical in number. Part of the drop in retention of African American students may be seen as reflecting the general statewide decrease in retention experienced between Fall 2002 and Fall 2003.

The College recognizes that some internal activities may have had a negative impact on the retention rates for African-American students. During the 2002-03 academic year, there was a redistribution of the responsibilities of our Coordinator of Multicultural

Programs such that much of the responsibility for our Multicultural Achievement Peer Program (MAPP) was assigned to a student coordinator. Our Office of Academic Services was also reorganized, so communication between that office and Multicultural Programs may have been less than optimal.

There have been several positive changes in support of minority students since then. Multicultural Programs has a new coordinator with changes in services offered. There is now greater co-sponsorship of programs between the Black Student Union (BSU) and Student Development. Increased participation (100 to 300 participants in the last two years) in Martin Luther King Day festivities demonstrates the College's and community's concern about minority issues. Finally, the Multicultural Advisory Committee, a representative body formed by the Office of the Provost, has a subcommittee devoted to the retention of a diverse student body.

As shown in the most recent (2005) MHEC report, "Retention and Graduation Rates at Maryland Public Four-Year Institutions," the retention rate for African-American students entering St. Mary's College of Maryland in Fall 2003 was 91 percent --the highest retention rate of second-year African-Americans in the state.

#### **Examples of Notable Successes**

Although St. Mary's College of Maryland has enjoyed the State's highest graduation rate for African-American students for the past several years, it is important to monitor the recruitment and retention of African-American students to maintain and build upon this record.

Contributing to this success are the College's Coordinator of Multicultural Programs (who helps ease the adjustment to college and works with students to promote academic success), the Multicultural Achievement Peer Program (which is designed to increase the retention of students of color by helping to alleviate isolation and encouraging the use of College services), a more culturally diverse curriculum (including an African and African Diaspora Studies cross-disciplinary study area and a diversity requirement for Psychology majors), academic advising and counseling services offered through the College's Office of Academic Services, and a series of annual events about the African-American community (e.g., Heritage Month celebrations, the Carter G. Woodson lecture series, and the annual Martin Luther King breakfast and speaker). A subcommittee of the MAC addresses issues and provides advice concerning the retention of minority students.

These efforts, and those described in earlier Minority Achievement reports, may be having an impact. Cumulative GPAs of African-American students increased between Spring 2003 and Spring 2005. This increase is reflected in the increasing number of Silver, Gold, and Platinum Awards earned by our minority students. Also, interest in African & African Diaspora Studies (a cross-disciplinary study area) has increased and will be offered as a new minor beginning in Fall 2005.