MARYLAND HIGHER EDUCATION COMMISSION

EDUCATION POLICY COMMITTEE

MEETING AGENDA

Time:	**10:00 A.M.**
Date:	**Wednesday, August 7, 2002**
Place:	**MARYLAND HIGHER EDUCATION COMMISSION** **Commission Meeting Room** **839 Bestgate Road, Suite 400** **Annapolis, Maryland 21401**

MARYLAND HIGHER EDUCATION COMMISSION

John J. Oliver, Jr., Chairman

Dorothy Dixon Chaney

Edward O. Clarke, Jr.

Anne Osborn Emery

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Mario VillaSanta

Karen R. Johnson, J.D.
Secretary of Higher Education

MARYLAND HIGHER EDUCATION COMMISSION
EDUCATION POLICY COMMITTEE
MEETING AGENDA

TIME:	10:00 A.M. Wednesday August 7, 2002	PLACE:	Maryland Higher Education Commission Commission Meeting Room 839 Bestgate Road, Suite 400 Annapolis, Maryland 21401

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Call to Order		
Approval of March 13, 2002 Minutes	1	*
Revisions to Program Approval Process and Low-Productivity Programs for USM Institutions	5	*
2002 Minority Achievement Report	9	*
Proposed Revision to COMAR Section 13B.02.03.33 Bachelor of Technical or Professional Studies	13	*
Proposed Revision to the Community College Regulations COMAR Section 13B.07.01.02 Definitions and Section 13B.07.02.03 Student Residency Policy	15	*

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MINUTES

EDUCATION POLICY COMMITTEE
MARYLAND HIGHER EDUCATION COMMISSION
Annapolis, Maryland

March 13, 2002

Members Present
Charles B. Saunders, Jr.
Edward O. Clarke, Jr.
Dorothy Dixon Chaney
Anne Osborn Emery

Staff Present

Karen R. Johnson	**Pace J. McConkie**	**Michael Kiphart**
John A. Sabatini	**Michael Keller**	**Dominique Raymond**
Janice B. Doyle	**David E. Sumler**	**Rose Potter**

CALL TO ORDER

Commissioner Saunders called the meeting to order at 10:00 a.m.

APPROVAL OF MINUTES

The minutes from the January 16, 2002 meeting were approved.

Institution Name Change Request from Garrett Community College

Dr. Sabatini reported that Garrett Community College (GCC) had proposed a name change to Garrett College. The basis for this name change focused upon four areas:

First, the geographical location of the institution is significant as GCC is near West Virginia and Pennsylvania. Therefore, it draws people from those states and, as such, functions as a regional college.

Second, the college needs to strengthen its image since the educational pipeline, K-12, is decreasing and the older adults are leaving the county.

Third, a number of programs (Agriculture Management, Adventure Sports, Natural Resources, Wildlife Technology and Juvenile Justice) have a national draw for graduates, and the use of the name Garrett College would assist the graduates in the marketplace.

Fourth, the out-of-state tuition will provide additional revenues for the college, particularly since the institution has a tuition rate that exceeds the statewide average ($83.00 vs. $78.00).

In conclusion, the staff recommended a name change for Garrett Community College to Garrett College.

Dr. Stephen Herman, President of the College, was present and responded to questions raised by the Committee.

A motion to approve the name change was made and seconded. The motion was unanimously approved and carried.

Modifications to Policies and Procedures for Private Career Schools

Judy Hendrickson reported that the changes describe: (1) a new option for new schools that pertains to the required financial statement and financial guarantee and (2) modifications to the non-refundable application fee for initial approval to operate a private career school.

Specifically, Ms. Hendrickson recommended that the *Policies and Procedures for Private Career Schools* be modified to reflect recent changes to the Code of Maryland Regulations 13B.01.01 that governs private career schools. To that end, pages 4 and 5 of the materials describe a new option for new school applicants. A new school applicant may choose to provide either: (1) the required financial statement and a financial guarantee sufficient to cover 50% of the school's tuition liability or (2) a financial guarantee sufficient to cover 100% of the school's tuition liability. Page 9 describes changes to the non-refundable application fee for initial approval to operate a private career school. The fee remains $300.00 for a school seeking approval for up to three programs. For schools seeking approval for more than three programs, an additional $100.00 is charged for each program over three.

A motion to approve the modifications was made and seconded. The motion was unanimously approved and carried.

Collaborative Doctoral Programs (Business & Education)

Dr. Sabatini reported that campus representatives were present to provide an overview on two collaborative doctoral programs approved by the Maryland Higher Education Commission in April 2001. The first discussion described the status of the collaborative doctorate in education offered jointly by Bowie State University (Bowie), the University of Maryland College Park (UMCP), Morgan State University (Morgan), and the University of Maryland Eastern Shore (UMES), which is the newest partner in the collaborative. The second discussion described the status of the cooperative doctoral program in business offered jointly by the University of Baltimore (UB) and Morgan.

A number of questions were raised and some concern expressed that the State does not seem to be capable of serving groups of fewer than twenty-five. Therefore, certain areas in the State; i.e., the Eastern Shore, western Maryland and northern Baltimore, cannot have a doctoral program in

education. In response to questions and concerns regarding underserved areas of the State, Dr. Sabatini was requested to follow-up by exploring options for better service to those areas. Specifically, Dr. Sabatini was asked to meet with campus representatives to discuss the result of Commission-sponsored surveys and to discuss with campus representatives realistic implementation strategies for the HEAT Center, the Southern Maryland Higher Education Center, and the Eastern Shore Association of Colleges and Universities. A status report should be provided for the Commission's June 12, 2002 meeting.

Overview of Maryland Private Career Schools

Judy Hendrickson provided an overview of Maryland private career schools that included the following topics: Definition of a Private Career School; Purpose; Overview of Private Career Schools – FY 2001 Data; Profile of Private Career School Segment – Data Summary; and Continuous Quality Improvement.

Judy Hendrickson stated that the role of the private career school sector in postsecondary education is illustrated by the data provided in the report submitted to the Committee. The report included data for FY 2001 and trend data for a 5-year period from FY 1997 through FY 2001. Private career schools provided the data in their 2001 Annual Reports to the Maryland Higher Education Commission.

Committee members expressed their appreciation to Ms. Hendrickson and her staff for their extraordinary efforts in this critical workforce area.

Assessment of Teacher Education Programs (Preliminary Report)

Dr. Sabatini reported that the Maryland State Plan for Postsecondary Education and the Maryland State Department of Education Strategic Plan identify the Redesign of Teacher Education as a major priority. To address their priority, the Maryland Higher Education Commission and the Maryland State Department of Education engaged Dr. George Funaro, as an outside consultant, to review the status of the State's Teacher Education Redesign program and its implementation. The review focused on the academic foundation and clinical internship requirements that teacher candidates must complete for initial certification. Dr. Funaro had two major responsibilities: (1) to review all written materials submitted by institutions with State-approved teacher preparation programs and, when necessary, (2) to conduct an on-site visit to the campus to discuss these materials and the implementation of the "Redesign."

Dr. Funaro provided the Education Policy Committee with an overview of his findings, including recommendations to strengthen teacher education programs in Maryland consistent with the "Redesign."

Dr. Funaro provided the Committee with a copy of the executive summary of the preliminary report and stated that this report is the third review of teacher education programs conducted under the auspices of the State Department of Education and the Maryland Higher Education Commission. The first report was conducted in 1995-1996; the second was conducted in 1997-

1998; and the most recent, in 2000-2001. Originally, eight institutions were involved, and now twenty-two institutions have been reviewed.

Dr. Funaro stated that, focusing particularly on the undergraduate level, the purpose of the study was to review the balance between the academic coursework in teacher education programs and the professional component of the program. When comparing 2000-2001 to the academic year 1995-1996 with regard to the academic balance, appreciably few institutions reported any change in the balance. They have for the most part remained markedly the same during that six-year time period. However, the comparison identifies a problem in the balance that becomes evident in early childhood and elementary education where the bulk of the academic part of the program is comprised of general education requirements of an institution. For example, a student may have anywhere between 40 to 46 semester hours of academic work supplemented by 6-10 additional hours, or at some institutions as many as 15 additional hours, for approximately half of the total bachelor's program. The problem is that more of the academic courses are taken at the lower-division level. There is a very limited opportunity for upper-division content academic work in early childhood elementary education. Dr. Funaro noted the recommendations and suggestions contained in the executive summary of the preliminary report for strengthening teacher education.

Commission staff recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission that the final report be forwarded to the K-16 Leadership Council and to the presidents and deans of education for information. It was further recommended that the Maryland Higher Education Commission appoint a strategic planning work group to develop implementation strategies appropriate to the observations and recommendations contained in the final report.

A motion to accept the recommendation was made and seconded. The motion was unanimously approved and carried.

Maryland-Estonia Cooperation Update

This item was provided for information only.

Adjournment

Commissioner Saunders called for a motion to adjourn; it was seconded and approved. The meeting adjourned.

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Secretary of Higher Education

MEMORANDUM

DATE: August 7, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, J.D. STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Revisions to Program Approval Process and Low-Productivity Programs for USM Institutions

In the 2002 legislative session, the Maryland General Assembly passed HB 731/SB 85 for the purpose of:

> "extending to a certain date the termination of certain provisions relating to procedures for the approval of new programs at constituent institutions of the University System of Maryland; modifying the procedures for the approval of certain new programs; requiring certain presidents of institutions to take a certain action or provide a certain explanation; extending the date for submitting a certain report; and generally relating to procedures for the approval of new programs at constituent institutions of the University System of Maryland."

The law took effect July 1, 2002 and affects all program submissions after that date. The law requires that an institution's governing board, in consultation with the Maryland Higher Education Commission, develop means: (1) for ensuring that a proposed new academic program meets quality criteria programs; (2) for verifying that new academic programs can be implemented with existing institutional resources; and (3) for submitting an action plan or justification for maintaining the programs identified as low-productivity.

The University System of Maryland and the Maryland Higher Education Commission have agreed that academic-quality criteria should include, in addition to information currently provided, (see attached) information on faculty quality, curriculum design, and learning outcomes, and to require that institutions provide assurances of adequacy of resources and facilities.

An institution's ability to offer a new program within existing resources should be verified in the resources table accompanying new program proposals that: (1) explain the source(s) of reallocated funds and the impact of such reallocation(s); and (2) provide information on the

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source(s) of external funding and alternative methods of funding the proposed academic program after the cessation of external funding. Additionally, institutions should cite realistic percentages of tuition and fees that will be used to support a proposed academic program. This approach to verification of resources and academic quality criteria has been developed in consultation with USM.

With regard to the low-productivity program, HB 731/SB 85 also states:

> "If the Commission notifies a president of an institution under paragraph (2) of this subsection, within 60 days the president of the institution shall provide to the Commission in writing:
>
> (I) an action plan to abolish or modify the program; or
> (II) justification for the continuation of the program."

While the 60-day requirement in the legislation changes neither the exemption criteria nor the review process, it does make critical the timing of the memorandum of request from the Secretary of Higher Education. The Maryland Higher Education Commission, therefore, recommends that the Chancellor of USM receive for distribution to the institutions informal notice of the low-productivity program list as soon as it is available, and that the official list with a request for response be received approximately 55 days prior to the July meeting of the USM Board of Regents. Following this procedure will permit USM to comply with the law and to utilize the review and approval process originally agreed upon by the Maryland Higher Education Commission and the segments.

RECOMMENDATION: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission amendments to its academic quality criteria and verification of resources as indicated in the attached for the constituent institutions of the University System of Maryland.

Please provide the following information in a maximum of five total pages (excluding the Finance Data required in Section C.)

A. Mission

Describe how the program relates to the institution's approved mission.

B. Characteristics of the Proposed Program

1. State the educational objectives of the proposed program.

2. ***Provide a brief narrative that addresses the adequacy of curriculum design and related learning outcomes. The narrative should (1) summarize factors that were considered in developing the proposed curriculum (such as recommendations of advisory and other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.)*** and (2) include an overview of the following program characteristics:

   - the general requirements of the degree;
   - the total number of credits and their distribution;
   - a list of courses by title and level;
   - a description of thesis and/or non-thesis options for graduate programs;
   - ***and student learning outcomes and means of assessing them;*** and
   - any additional information that is relevant to understanding the goals of the program.

3. ***Provide a brief narrative that addresses the demonstrable quality of program faculty, including a summary of terminal degrees and other professional credentials as well as other information that is deemed appropriate.***

4. Describe the student audience to be served by the program; include enrollment estimates.

5. Describe the manner in which this program will enhance students' technology fluency.

6. ***Assure that library resources are adequate by including the following statement: The president assures that institutional library resources meet new program needs.***

7. ***Assure that facilities are adequate by including the following statement: The president assures that institutional facilities meet new program needs.***

TABLE 1: RESOURCES					
Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.Reallocated Funds[1]					
2. Tuition/Fee Revenue[2] (c+g below)					
a. #F.T Students					
b. Annual Tuition/Fee Rate					
c. Annual Full Time Revenue (a x b)					
d. # Part Time Students					
e. Credit Hour Rate					
f. Annual Credit Hours					
g. Total Part Time Revenue (d x e x f)					
3. Grants, Contracts, & Other External Sources[3]					
4. Other Sources					
TOTAL (Add 1 – 4)					

[1] ***Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote—origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.***

[2] ***This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.***

[3] ***Whenever external funds are included among the resources, the following information must be provided in a footnote***
--source of the funding and alternative methods of funding the program after the cessation of external funding.

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MEMORANDUM

DATE: August 7, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, J.D. STAFF: Laura Filipp

SUBJECT: 2002 Minority Achievement Report

The Minority Achievement Report provides an update on the progress that public colleges and universities are making in the recruitment, retention, and graduation of minority students, and in the recruitment and retention of minority faculty and executive/managerial staff. The performance accountability process gives the institutions primary responsibility for monitoring minority achievement. However, the campuses have agreed to provide the Commission with evidence of their progress, by submitting reports every three years.

The 2002 Minority Achievement Report is provided under separate cover. The report contains two sections. In Part I, the Commission staff has analyzed four-year trends in the performance measures relating to minority achievement that are included in the most recent accountability report. Part II describes the programs, activities and strategies that institutions have adopted or intend to adopt to improve minority achievement, with a focus on those efforts that have achieved measurable success. Campuses also were asked to indicate the steps they have taken or plan to take to achieve accountability benchmarks (community colleges) or objectives (public four-year campuses) on which they have not made sufficient progress to date. The institutions' individual reports, unedited for content, follow.

Minority Student Recruitment and Enrollment

Community Colleges

The percentage of minority students has increased at virtually all of the two-year institutions during the past four years, and all colleges are either in striking distance or have already achieved their benchmark for fall 2005. This success is attributed to stepped-up recruitment activities such as high school bridge programs, community outreach, and special scholarships.

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Four-Year Colleges and Universities

The percentage of African American undergraduates has increased at Frostburg, Towson, University of Baltimore, and University of Maryland University College. At the other "traditionally white" schools, it has remained flat or has declined. All institutions are engaged in intensive minority recruitment activities, including partnerships with community colleges, targeted marketing using software, coordination with the recruitment events of national associations, high school bridge and mentoring programs, campus trips for minority high school students, community outreach, and special scholarships.

Minority Student Retention and Graduation

Community Colleges

In terms of four-year transfer/graduation rates of full-time minority students, all but four institutions reported lower rates than they did four years ago: Chesapeake, Hagerstown, Montgomery and Prince George's. All but three community colleges (Howard, Prince George's and Southern Maryland) reported lower six-year transfer/graduation rates for all minority students than four years earlier.

Four-Year Colleges and Universities

Salisbury, Towson, University of Maryland Baltimore County, University of Maryland Eastern Shore and Morgan are within striking distance of their established objectives for the six-year graduation rate of African American students.

Both two- and four-year institutions are working to increase minority graduation rates through a number of programs. Examples include minority-targeted academic support services, systems to track minority academic progress with "early warning" flags, pre-enrollment programs for incoming minority students, learning communities for first-year students, minority mentors, curricula additions with appeal to minorities, minority student support groups, diversity and multicultural programming, and faculty training about minority achievement issues.

Minority Faculty and Executive/Managerial Staff

Community Colleges

Half of the sixteen community colleges have made progress toward their benchmark for the recruitment of minority full-time faculty, or are close to their goal. Just six colleges have the same record with respect to the hiring of full-time minority executive/managerial staff. All of the community colleges expressed a commitment to increasing the number of minorities among faculty and executive/managerial staff. In addition to having adopted equal employment opportunity and affirmative action statements, virtually all colleges reported that they are trying to recruit minority applicants. Techniques include advertising vacancies at Maryland's

historically black colleges and universities and in national publications aimed at minority professionals and using on-line job posting services focused on minority applicants,

Four-Year Colleges and Universities

Public four-year colleges and universities are not required to include the recruitment of minority faculty and executive/managerial staff in accountability reporting. As a result, few have developed measurable objectives in this area. Of the three that have (Frostburg, Salisbury, and St. Mary's), all are making progress.

Even though minority faculty and staff hiring is not currently monitored in the performance accountability reports of most of the public four-year institutions, nearly all of them described the techniques that they use to recruit and retain minority professional employees. Examples include advertisement of vacancies in minority publications and at predominately minority graduate schools, use of on-line resources to tap minority applicants, cooperation with professional and academic organizations, training of search committees about discrimination, and use of ethnically diverse search committees.

RECOMMENDATION: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the Minority Achievement Report. It is further recommended that the presidents of those colleges and universities making little progress towards their minority achievement benchmarks be requested to submit action plans describing implementation strategies to reverse these downward trends.

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MEMORANDUM

DATE: August 7, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, J.D.

STAFF: Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUBJECT: Proposed Revision to COMAR Section 13B.02.03.33 Bachelor of Technical or Professional Studies

Regulations for the Bachelor of Technical or Professional Studies (BTPS) degree program were established in 1999 to allow two-year and four-year institutions to develop specific articulation programs between Associate of Applied Science degree programs and newly developed BTPS degree programs. The BTPS degree program provided community college students with transfer and baccalaureate degree opportunities that did not exist prior to this program. There are presently three approved BTPS programs in Maryland: Health Science Administration provided by Frostburg State University with Allegany College of Maryland; Labor Studies provided by the National Labor College; and Chemical Dependency provided by Towson University with the Community College of Baltimore County.

Institutions have indicated that a major barrier to the development of more BTPS degree programs has been the twelve credit hour internship requirement. Institutions believe that an internship is a very important component of the BTPS, but given the general education, institutional, and discipline course requirements, the twelve credit hour requirement does not allow enough credit hour and course flexibility to develop new BTPS programs. The institutions have requested that the minimum twelve credit hour internship requirement be reduced to a minimum three credit hour internship requirement. The change will allow greater flexibility in designing BTPS degree programs. Support for this change has come from both two-year and four-year representatives.

RECOMMENDATION: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the changes to COMAR 13B.02.03.33 Bachelor of Technical or Professional Studies.

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13B.02.03.33 Bachelor of Technical or Professional Studies.

A. Under an articulated agreement, students who have completed an associate of applied science (A.A.S.) degree may obtain a bachelor of technical or professional studies in a related, specialized area of concentration at an institution with degree-granting authority in Maryland. The area of concentration shall be specified by the institution granting the bachelor of technical or professional studies. The receiving institution shall accept not less than 60 credits and not more than 64 credits for the A.A.S. degree.

B. Planning. The Commission shall provide information on technical or professional fields that have graduated significant numbers of students and for which one or more community colleges request an articulated bachelor of technical or professional studies degree. Institutions that wish to participate in developing a bachelor of technical or professional studies shall meet and develop a memorandum of understanding. Participating institutions shall notify the Commission of their intent to develop the new degree program.

C. Memorandum of Understanding. A memorandum of understanding shall be drafted and agreed to by participating institutions. The memorandum of understanding shall address procedures for admissions, registration, advising, student services, financial aid, tuition, and faculty resources. Programmatic and degree requirements shall also be identified. The program shall include an internship which encompasses specific competencies and is a minimum of ~~12~~ **THREE** (3) credits. The program shall be made available at home institutions or other convenient locations, or both. The program may also be delivered through distance education.

D. Approval. The memorandum of understanding shall be submitted in lieu of a program proposal.

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MEMORANDUM

DATE: August 7, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, J.D.

STAFF: Dr. John A. Sabatini, Jr.
Dr. Michael J. Kiphart

SUBJECT: Proposed Revision to the Community College Regulations COMAR Section 13B.07.01.02 Definitions and Section 13B.07.02.03 Student Residency Policy

The Maryland Council of Community College Chief Executive Officers of the Maryland Association of Community Colleges has requested that COMAR regulations include the use of electronic signatures as well as written signatures in COMAR 13B.07.02.03 Student Residency Policy. Written signatures are only required by the regulations for community college students to indicate their residency status. In light of the movement of two-year institutions to on-line and electronic processes for student application, registration, and normal business activities, the community college chief executive officers have requested that electronic signatures be added to the regulations so that students can officially indicate whether they are residents of the State and the county or region for the college electronically. The inclusion of electronic signatures will serve the same purpose of written signatures and accommodate the increased use of on-line processes and procedures in place or under development at all public two-year colleges.

RECOMMENDATION: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the changes to Community College Regulations COMAR 13B.07.01.02 Definitions and 13B.07.02.03 Student Residency Policy.

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13B.07.01.02 Definitions.

A. In this subtitle, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Board of trustees of a college" means the governing board of a college or system.

(2) College.

(a) "College" means a public community college or regional community college authorized to operate in Maryland.

(b) "College" includes Baltimore City Community College, except as provided in Regulation .01B of this chapter.

(3) "Commission" means the Maryland Higher Education Commission.

(4) "Continuing education course" means a course for which academic credit is not awarded.

(5) "Contract amount" means the total amount received by a college from a local, State, or federal contract, plus any other federal or State revenue related to the contract, excluding full-time equivalent student (FTE) State support.

(6) "County" means:

(a) A political subdivision of the State that supports a community college under Education Article, §16-201, Annotated Code of Maryland; and

(b) The total of all counties that support a regional community college under Education Article, §16-302, Annotated Code of Maryland.

(7) "County resident" means a student who has maintained a domicile in the county or region served by the college for at least 3 months before the date of enrollment at a college.

(8) Direct Costs.

(a) "Direct costs" means expenditures that are clearly incurred by the college in the fulfillment of a federal, State, or local contract or grant, and are explicitly related to the performance or fulfillment of the contract or grant.

(b) "Direct costs" includes salaries, wages, benefits, services, materials, and equipment.

(9) "Domicile" means:

(a) A student's permanent place of abode, where physical presence and possessions are maintained with the intention of remaining indefinitely; or

(b) The permanent place of abode of any person or persons contributing more than 1/2 of the student's financial support during the most recently completed year.

(10) "Dual enrollment student" means a secondary student who is enrolled in college courses and receives both high school and college credit for the courses completed.

(11) "ELECTRONIC" MEANS RELATING TO TECHNOLOGY HAVING ELECTRICAL, DIGITAL, MAGNETIC, WIRELESS, OPTICAL, ELECTROMAGNETIC, OR SIMILAR CAPABILITIES.

(12) "ELECTRONIC SIGNATURE" MEANS AN ELECTRONIC SOUND, SYMBOL, OR PROCESS THAT IS A PROTECTED ENTITY AND IS ATTACHED TO OR LOGICALLY ASSOCIATED WITH A RECORD AND EXECUTED OR ADOPTED BY A PERSON WITH THE INTENT TO SIGN THE RECORD.

~~(11)~~(13) "Eligible employee" means a full-time, nontemporary employee of the college who is entitled to receive full employment benefits at the college.

~~(12)~~(14) "Equated credit" means contact hours divided by 15.

~~(13)~~(15) "Full-time day equivalent (FTDE)" means the total number of credit hours taught on campus between 8 a.m. and 5 p.m., divided by 15 credit hours.

~~(14)~~(16) "Full-time equivalent faculty (FTEF)" means the number of full-time faculty plus the number of course credit hours eligible for State aid and taught by part-time faculty during a given fiscal year, divided by 30.

~~(15)~~(17) "Full-time equivalent student" means the quotient of the number of student credit hours produced in the fiscal year which is 2 years before the fiscal year for which the State share is calculated, divided by 30.

~~(16)~~(18) "Gifted and talented" means an elementary or secondary school student who is identified by professionally qualified individuals as having outstanding abilities in one or more of the following areas:

(a) General intellectual capabilities;

(b) Specific academic aptitudes; or

(c) Creative, visual, or performing arts.

~~(17)~~(19) "Indirect costs" means the number of full-time equivalent (FTE) students taught under a training contract multiplied by the budgeted current year net cost per FTE for that college per the Annual Budget Report (form MHEC-CC-5), multiplied by the percentage of the adjusted current unrestricted expenditures in all functions other than instruction as reported in the current Annual Budget Report (form MHEC-CC-5) for that college.

~~(18)~~(20) "Maryland resident" means a student who has maintained a domicile in Maryland for at least 3 months before the date of enrollment at a college.

(21) "PROTECTED ENTITY" MEANS A PROCESS FOR VERIFYING THAT AN ELECTRONIC SIGNATURE IS THAT OF A SPECIFIC PERSON TO WHOM THE ELECTRONIC SIGNATURE IS BEING ATTRIBUTED.

(22) "RECORD" MEANS INFORMATION THAT IS INSCRIBED ON A TANGIBLE MEDIUM OR THAT IS STORED IN AN ELECTRONIC OR OTHER MEDIUM AND IS RETRIEVABLE IN A PERCEIVABLE FORM.

~~(19)~~(23) "Secretary" means the Secretary of Higher Education.

~~(20)~~(24) Standardized Test.

(a) "Standardized test" means a test distributed by external agencies for determining academic equivalence of knowledge or skills, or both.

(b) "Standardized test" does not include departmental or other examinations developed and administered by the college.

13B.07.02.03 Student Residency Policy.

A. College Policies.

(1) A college board of trustees shall adopt and publish in the college catalog or other public document a policy governing classification of students by domicile for tuition purposes.

(2) The classification of students by domicile shall be in accordance with this chapter.

(3) An individual's immigration status may not preclude award of Maryland residency under this policy if the individual has the legal capacity to establish domicile in Maryland.

(4) A college shall provide in its policy an opportunity for a student to request a change in residency classification or to appeal a current classification.

B. The policy in §A of this regulation shall distinguish at least the following categories of students:

(1) Residents of the county or counties that support the colleges (not applicable to Baltimore City Community College);

(2) Maryland residents from outside the county or counties that support the college (not applicable to Baltimore City Community College); and

(3) Out-of-State residents.

C. Tuition Requirements.

(1) Out-of-State students shall pay tuition in accordance with Education Article, §16-310(a), Annotated Code of Maryland (not applicable to Baltimore City Community College).

(2) Out-of-county or out-of-region students shall pay tuition in accordance with Education Article, §16-310(b), Annotated Code of Maryland.

(3) A student enrolled in a program designated as Statewide or regional by the Commission may be considered a resident for tuition purposes if domiciled in the approved region for the program.

D. Contract Authorization (not applicable to Baltimore City Community College).

(1) A college may adopt a policy allowing it to enter into a contract to provide education or training for public or private sector employees or members with a public or private sector employer or nonprofit organization that maintains facilities, operates, or does business in the State. The contract may provide for a set contractual fee in place of payment of tuition under the following conditions:

(a) The employee or member is enrolled in credit or noncredit courses that will benefit the employer or nonprofit organization;

(b) The employer or nonprofit organization pays the fee charged by the college; and

(c) The fee reasonably reflects the usual costs charged to students in the same or similar courses.

(2) Contractual arrangements under this program may include customized training as well as employer-paid or organization-paid tuition and tuition reimbursement plans.

(3) The employees or members enrolled under this program are eligible to be considered Maryland residents for purposes of State aid.

E. A student enrolling in a credit course or a noncredit continuing education course at a college shall indicate **BY ELECTRONIC SIGNATURE OR** in writing, on a form prescribed by the board of trustees of the college, whether the student is a resident of the State and the county or region (not applicable to Baltimore City Community College).

F. The following students shall be considered to be Maryland residents (not applicable to Baltimore City Community College):

(1) Military personnel and their dependents who have a domicile in Maryland at the time of entrance into the armed forces and who are stationed outside the State;

(2) Military personnel stationed in Maryland and on active duty who did not have a domicile in Maryland at the time of entrance into the armed forces, and their dependents;

(3) A student enrolled in a program designated by the Commission as a health manpower shortage program; and

(4) A student from outside the State who enrolls as part of a reciprocity agreement negotiated between Maryland and another state.

G. Nursing Students.

(1) A student from outside the State who is formally admitted and enrolled in an education program leading to licensure in nursing is considered a resident for tuition and State aid purposes if the student:

(a) Furnishes a surety bond or guaranteed promissory note to the Commission through the college, with security satisfactory to the Commission, that on completion of the nursing education program the student will work full-time in Maryland for at least 2 years in a hospital or related institution, as defined in Health-General Article, §19-301, Annotated Code of Maryland;

(b) Provides the surety bond or promissory note at the time of registration; and

(c) Reports the student's current address and employment status to the Commission each year after the student's graduation until the student's work obligation has been completed.

(2) Each college shall report by December 15 of each year to the Commission the total number of students participating in this program and the total dollar amount for the previous academic year.

H. An individual who the college determines to be a Maryland resident in accordance with this regulation is considered a Maryland resident for purposes of State aid.

MARYLAND HIGHER EDUCATION COMMISSION
MEETING DATES 2002-2003

2002			
August	Education Policy	10:00 a.m.	Wednesday – August 7
	Finance Policy	1:30 p.m.	Thursday – August 8
September	Finance Policy	9:00 am - 2:30 p.m.	Thursday – September 19
	Commission Meeting	1:00 p.m.	Wednesday – September 25
October	Education Policy	10:00 a.m.	Wednesday – October 9
	Governor's Higher Education Conference	8:00 am - 4:00 p.m.	Tuesday – October 15 Stamp Student Union University of Maryland, College Park
	Finance Policy	1:30 p.m.	Thursday – October 24
November	Commission Meeting	1:00 p.m.	Wednesday – November 13
December	Commission Retreat	8:00-5:00	Wednesday – December 11
2003			
January	Education Policy	10:00 a.m.	Wednesday – January 15
February	Commission Meeting	1:00 p.m.	Wednesday – February 19
March	Education Policy	10:00 a.m.	Wednesday – March 12
	Finance Policy	1:30 p.m.	Thursday – March 13
April	Commission Meeting	1:00 p.m.	Wednesday – April 23
May	Education Policy	10:00 a.m.	Wednesday – May 7
	Finance Policy	1:30 p.m.	Thursday – May 8
	Commission Retreat	8:00-5:00	Wednesday – May 21
June	Commission Meeting	1:00 p.m.	Wednesday – June 18

All Commission, Education Policy, and Finance Policy meetings will be held at:
839 Bestgate Road, Suite 400
Annapolis MD 21401
www.mhec.state.md.us

2002 Minority Achievement Report

Maryland Community Colleges

University System of Maryland

Morgan State University

St. Mary's College of Maryland

August 2002

MARYLAND HIGHER EDUCATION COMMISSION

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Background

As part of the State's performance accountability process prior to 1996, Maryland's public colleges and universities had to develop a minority achievement plan and submit annual progress reports to the Maryland Higher Education Commission. However, a new accountability system adopted by the Commission in 1996 gave the governing boards of the public campuses primary responsibility for monitoring minority achievement, although the Commission retained the option of requesting progress reports.

In approving the new process, the Commission requested that the Secretary of Higher Education work with the heads of the public segments to develop a formal reporting schedule for the submission of these status reports. It was agreed that the public campuses would supply the Commission with a report about their progress in the recruitment and retention of minority students, faculty and professional staff every three years. The last minority achievement report was in 1999, so the public campuses have been asked to provide the Commission with an update of their activities in 2002.

The 2002 guidelines are consistent with the ones used in the 1999 report but revised to reflect the new accountability process for the community colleges and public four-year institutions. An ad hoc committee consisting of representatives of the public higher education segments and the Commission originally developed the format. According to the guidelines of the most recent accountability cycle, "minority" is defined to mean African Americans, Asians, Hispanics, and Native Americans; "minority achievement" includes the enrollment, retention, and graduation of minority students, as well as the recruitment and retention of minority faculty and executive/managerial staff.

This report is divided into two parts. Part I includes a statewide analysis, by Commission staff, of four-year trends in the performance measures relating to minority achievement that are included in the most recent performance accountability report (data trend tables are in Appendix A). Individual institutions making progress towards benchmarks, as well as those falling short of their goals, are cited. Part II includes an analysis of the institutions' reported activities to improve the recruitment, retention and graduation of minority students, particularly African Americans, and the recruitment and retention of minority faculty and professional staff. The analysis is based on the brief reports submitted by each institution, with emphasis on those efforts that have already demonstrated success. Institutions' individual reports, unedited for content, follow the analysis.

--Principal Author: Laura Filipp

Part I. Analysis of Indicators and Benchmarks Related to Minority Achievement

Community Colleges

Of the accountability performance measures related to minority achievement, community colleges have made substantial progress on one: minority student enrollment in comparison to service area population. However, a large number of community colleges have experienced flat to declining performance over four years or a wide gap between current achievement and the institutional benchmark on the others: racial diversity among faculty and executive/managerial staff and the four- and six-year transfer and graduation rates.

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. The percentage of minority students has increased at virtually all of the two-year institutions during the past four years, and all colleges are either in striking distance or have already achieved their benchmark for fall 2005 (Appendix A, Table 1).

Percent minorities of full-time faculty
Half of the sixteen community colleges have made no progress toward their benchmark or are far from their goal. The only institutions at which the percentage of minorities among the full-time faculty has steadily increased and at which the benchmark is within range of being achieved are Community College of Baltimore County and Prince George's Community College (Appendix A, Table 2).

Percent minorities of full-time executive/managerial staff
Only six community colleges have made progress toward their benchmark and do not lag far behind their goal: Anne Arundel Community College, Chesapeake College, Community College of Baltimore County, Harford Community College, Howard Community College and Prince George's Community College. Howard Community College and Prince George's Community College are the only two-year institutions at which the percentage of minorities among the full-time executive/managerial staff has consistently increased and at which the benchmark appears to be achievable (Appendix A, Table 3).

Four-year transfer/graduation rate of full-time minority students
All but four community colleges reported lower rates in the 1996 cohort than they did four years earlier (Appendix A, Table 4). Minority four-year transfer/graduation rates rose at Chesapeake College, Hagerstown Community College, Montgomery College, and Prince George's Community College. Chesapeake College and Hagerstown Community College are the only two-year institutions which showed an increase and already achieved their benchmark.

Six-year transfer/graduation rate of all minority students
All but three community colleges (Howard, Prince George's, and Southern Maryland) reported lower rates in the 1994 cohort than they did four years earlier (Appendix A, Table 5). Only Prince George's Community College, College of Southern Maryland, and Carroll Community College (for which figures were available for only two cohorts) had an increase and had either achieved or were approaching their benchmark.

Public Four-year Colleges and Universities

The integration of the accountability and Managing for Results processes limited to three the number of performance measures related to minority achievement that were common to all thirteen Maryland public four-year colleges and universities. There have been mixed results on each of these indicators. As for campus-specific measures, most institutions have been advancing satisfactorily toward their goals.

Percent African American of all undergraduates
Four of the nine "traditionally white" colleges and universities have experienced an increase in the percentage of African Americans among their undergraduates during the past four years and are within range of their benchmark: Frostburg, Towson, University of Baltimore, and University of Maryland University College (Appendix A, Table 6). However, the proportion of African American undergraduates at the other traditionally white institutions has declined or remained flat. African American undergraduate enrollment is above the 2004 goal at three of the four historically black colleges and universities. The goal was set to encourage efforts by these institutions to diversify somewhat their racial make-up.

Second-year retention rate of African American students
The only public four-year campuses that have experienced increases in the second-year retention rates of African American students and have achieved or are approaching their benchmarks are Frostburg, Towson, University of Maryland, College Park, and University of Maryland Eastern Shore (Appendix A, Table 7).

Six-year graduation rate of African American students
Salisbury, Towson, University of Maryland Baltimore County, University of Maryland Eastern Shore, and Morgan are within striking distance of their established benchmarks. The six-year graduation rate for Bowie jumped substantially in the latest cohort, but it remains short of the institution's goal (Appendix A, Table 8).

Campus-Specific Measures
Reflecting their Managing for Results objectives, several institutions had campus-specific measures related to minority achievement (Appendix A, Table 9). These indicators were used by at least one, and sometimes several, campuses. Measures for which patterns emerged:

- *Percent minority of all undergraduates.* Bowie, Frostburg, Towson, UMBC, and UMUC have made progress toward and are within reach of their benchmarks. UMCP's figures are close to its goal but have steadily declined.

- *Second-year retention rate of all minority students.* These rates have increased at UMCP and (in the last three cohorts) at Frostburg, and both of these institutions (along with Towson where the figures have been largely unchanged) are approaching their established benchmarks.

- *Six-year graduation rate of all minority students.* Four of the five institutions which adopted this measure (Frostburg, Salisbury, Towson, and UMBC) are above or close to their goals in the latest cohort.

- *Percent African American and/or minorities of full-time faculty and/or executive/ managerial staff.* Only St. Mary's adopted performance measures which examine the percentage of both African Americans and all minorities among its full-time faculty and executive/managerial staff. The College is moving toward its goals on each of the four indicators. Salisbury included measures about the percentage of African Americans among full-time faculty and executive/managerial staff, and Frostburg had an indicator for full-time faculty only. Figures from the most current year show that the two institutions are making progress and are within range of their goal.

- *Retention and graduation rates of Asian and Hispanic students.* UMCP had four measures reflecting its performance at retaining and graduating students from these two ethnic groups. Statistics from the most recent cohort suggest that attainment of the benchmarks for all of these indicators are achievable.

Part II. Summary of Institutional Activities to Improve Minority Achievement

The public higher education institutions were asked to prepare a succinct description of the *most* significant programs, activities and strategies they have adopted (or plan to adopt in the immediate future) to improve the recruitment, retention and graduation of minority students, particularly African Americans, and the recruitment and retention of minority faculty and professional staff. Emphasis was to be given to programs that demonstrated measurable improvements and success. Campuses identified as having made insufficient progress toward achieving accountability benchmarks were asked to report on the actions they have taken or plan to take to address the situation.

The reports for each public campus appear at the end of this section. These reports have been unedited for content by the Commission staff. In addition to describing a variety of activities and programs addressing minority achievement, many campuses also discussed their efforts to promote an appreciation of multiculturalism and diversity. A large number of institutions also reported on programs targeting special student populations not designated as ethnic or racial minorities, such as recent immigrants. The information provided by the community colleges and the public four-year institutions regarding minority achievement is discussed in the analysis below in terms of three categories: actions taken 1) to increase the enrollment of minority students, 2) to improve transfer/graduation rates of minority students, and 3) to increase the employment of minorities in executive/managerial positions. Institutions that have developed innovative programs-- particularly those that have demonstrated measurable success-- are cited.

Community Colleges

Actions Taken to Increase Enrollment of Minority Students

As discussed in Part I, the percentage of minority students has increased at virtually all Maryland two-year institutions over the past four years. According to the community college reports, this success is due to stepped-up, targeted recruitment activities such as high school bridge programs, extensive community outreach, special scholarships, and establishment of off-campus sites in minority neighborhoods. In addition, most colleges have provided multicultural extracurricular programming, which has resulted in campus climates more supportive of diversity and, in the opinion of the campuses, has led to an increase in minority enrollment.

Actions Taken to Improve Transfer/Graduation Rates of Minority Students

Community colleges have been involved in many activities over the last four years to improve the transfer/graduation rates of minority students. Examples:

- Targeted academic support services
- Systems to track minority academic progress, with "early-warning" flags to trigger intervention
- Pre-enrollment programs for incoming minority students
- Minority mentors
- Curriculum additions thought to have "broad appeal" to minorities
- Coordination with local 4-yr. college on minority success programs
- Minority student support groups to discuss student academic and social concerns
- Faculty training on minority student achievement issues

Of these efforts, a few stand out because they have led to *measurable* success. At **Howard Community College**'s Silas Craft Collegians Program, the students progress as a cohort, receiving personalized attention including advising, mentoring, tutoring, skills assessment and development, internships, and cultural enrichment activities. Results in improving retention have been impressive: in the 2000 Silas Craft cohort, the fall-to-spring retention was 83 percent, compared to 62 percent for the entire student body. In the 2001 Silas Craft cohort, the fall-to-spring retention was 90 percent, compared to 62 percent for the student body.

At **Baltimore City Community College**, a special Preparation for Academic Achievement course (PRE100) was initiated for African American men. It has proven to be quite successful: the fall-to-fall retention rate for African American men who passed PRE100 was 60 percent, compared to 38 percent for African American men who did not take it.

While neither program has been operating long enough to measure effects on graduation/transfer patterns, the improvement of retention rates augurs well for the future.

Actions Taken to Increase the Employment of Minorities in Executive/Managerial Positions
All Maryland community colleges stated that they are committed to increasing the number of minorities among faculty and executive staff. In addition to having adopted equal employment opportunity and affirmative action statements, virtually all schools reported that they are trying to recruit minority applicants. To this end, they advertise vacancies at Maryland's historically black colleges and universities and in national publications aimed at minority professionals, such as the Affirmative Action Register. Many have started subscribing to on-line job-posting services focused on minority applicants. Beyond these efforts, both **Frederick Community College** and **Howard Community College** train their search committees on employment laws and on how to make non-biased hiring decisions. **Anne Arundel Community College** has developed a program for the recruitment of minority faculty that is modeled after successful methods to recruit athletes. A special recruiter team made up of faculty members visit targeted locations across the country, such as historically black graduate schools, with the aim of aggressively marketing the college to prospective faculty applicants.

Public Four-Year Colleges and Universities

Actions Taken to Increase Enrollment of African American Students
Four-year colleges and universities in Maryland have engaged in intensive recruitment of minorities. Their activities include partnerships with community colleges, utilization of software to identify minority demographic cohorts for targeted mailings, coordination with national association recruitment events, high school bridge programs, high school mentoring programs, programs for high school counselors, weekend trips to the campuses for minority high school students, community outreach, and the establishment of special scholarships. In addition, some institutions are taking a long-range approach. **University of Maryland, College Park** and **University of Maryland, Baltimore** have expanded various college readiness programs for high school students in order to eventually enlarge the pool of qualified minority applicants.

Actions Taken to Improve Retention and Graduation Rates of African American Students
Maryland public four-year colleges have been involved in a great deal of activity over the last four years to improve the transfer/graduation rates of minority students. These efforts include the following:

- Targeted academic support services

- Systems to track minority academic progress, with "early-warning" flags to trigger intervention
- Pre-enrollment programs for incoming minority students
- Minority mentors (using peers, as well as faculty and administrators)
- Learning communities for first-year students
- Minority student support groups to discuss student academic and social concerns
- Extensive diversity and multicultural events programming

Of these efforts, two programs merit highlighting because they have led to *measurable* success. The Pre-College Summer Program at **Coppin State College**, which is funded by a Commission Access and Success grant, uses an interdisciplinary approach to assist conditional students to gain admission each year. Follow-up tutoring and counseling to this group has proven successful in increasing second-year retention rates: 78 percent for program participants, vs. 73 percent for all first-year students. **Frostburg State University** conducts two residential-based programs for freshmen (Allen HallSTARS! and G.O.L.D.), focusing on community service and leadership. The second-year retention rate for African Americans in these programs was higher than the overall retention rate for African American students: 93 percent vs. 83 percent.

Actions Taken to Increase the Employment of Minorities in Executive/Managerial Positions

Maryland four-year colleges use many techniques to recruit and retain minority faculty and executive/managerial staff. Examples:

- advertise vacancies in minority publications and at predominantly minority graduate schools
- use of on-line resources to identify minority applicant pools
- collaboration with professional and academic organizations to identify minority applicants
- specialized training of search committees on how to conduct a non-discriminatory search
- use of ethnically diverse search committees

In terms of specific institutional activities, **University of Maryland, College Park** reported that it uses enhancement funds from the campus, as well as additional salary funding from the Provost's Office, to recruit and hire talented minority scholars. **Frostburg State University** awards the State-supported Henry Welcome Fellowship to eminently qualified African American faculty. **University of Maryland Baltimore County** has initiated a *Preparing Future Faculty* program. This effort undertaken by the Graduate School has the potential of increasing the numbers of minority students and faculty at the same time; it brings advanced minority graduate students to the campus with appointments as lecturers.

2002 Institutional Reports on Minority Achievement Activities

Community Colleges

Allegany College of Maryland

Enrollment

The College has undertaken several new initiatives that have implications for future minority enrollment. First, the college has leased property to College Park Communities for the purpose of constructing five student apartment buildings next to the campus. These private apartments and an expanded emphasis on recruiting students for the College's statewide designated career programs are opening up a new student market for the college that includes minority residents from the Baltimore-Washington metropolitan areas. Second, the College has increased its international recruitment activities. A new position, Director of Distance Learning and Special Programs, has been designated, which will focus on international student recruitment. As part of this effort, coursework in ESOL and international student activities (including an International Student Club) are being created. Third, the College recently opened an off-campus center in downtown Cumberland to house its hospitality management and culinary arts programs. This site also offers the potential as a site for evening courses. One of the advantages of this downtown location would be its better accessibility to neighborhoods in the vicinity with relatively high percentages of minority residents. It is hoped that the increased visibility and accessibility will encourage minority enrollment at the College. Lastly, the College is a supporting partner of the Carver Community Center, which was created to bring additional career training (e.g., computer, G.E.D.) and social support services (e.g., childcare) to low-income and minority residents in Cumberland. The Center is currently seeking funding from the Economic Development Administration to renovate the former Carver School located on Frederick School to allow increased programming there. Completers of Carver Center programs will be good candidates for entry to the College.

Student retention and graduation

The College has established formal mechanisms to track the progress of its minority students. In addition to indicators of student retention and success used in the *Performance Accountability Report*, the College tracks the progress of students during their first year and their retention and success in developmental coursework. These indicators tend to show basically two things: (1) because of the relatively small size of African American enrollment, success rates are volatile because the performance of individual outliers can have pronounced effects on aggregate results and (2) on average, African American students are less likely to persist and graduate than white students.

Retention of African American students is connected with two issues at the College. Neither issue has been cast as exclusively minority retention issues but improvements in each area should have positive effects on minority retention and success. First, internal reports show that African American students are much more likely to need remediation than other students and are less likely to persist or succeed in their developmental coursework.

During the past few years, the College has aggressively revamped its developmental education delivery by building new collaborative ventures with local high schools, introducing new remediation course work, and experimenting with cooperative and problem-based developmental coursework instructional methods, particularly in the area of math/algebra instruction (which proves to be the most problematic area for the majority of students). First, the college is working with the Allegany Board of Education to provide intensive math developmental instruction to high school students who test into developmental mathematics prior to matriculation. Second, the College now offers an arithmetic refresher course and a blended reading/English developmental course. Third, with the assistance of a FIPSE (Fund for the Improvement of Post Secondary Education) grant, the college has been able to cross-train Allied Health and developmental

math faculty to introduce common problem-based mathematical concepts into the classroom. Preliminary results suggest that this new course design is improving student satisfaction and retention. It is hoped that minority retention and success will improve as well.

Approximately one-third of the College's minority enrollment originates at its Federal Correctional Institution (FCI) off-campus instructional site. Therefore, changes introduced there (including one's beyond the College's control) can have a strong impact on college recruitment and retention. Recent changes enacted by FCI administration, including requiring developmental coursework completion before matriculation and requiring students to adhere to a more structured course completion schedule have had a salutary impact on both retention and graduation at this off-campus location.

Faculty and staff

Allegany College currently employs no minorities in full-time faculty and administrative staff positions. However, the College has established benchmarks for employing African Americans as outlined in the *Performance Accountability Report*. There are, basically, two reasons that it has not yet achieved these goals. First, the College has a relatively low rate of full-time faculty and staff turnover. Most faculty and administrative vacancies occur as a result of retirements, and, therefore, opportunities to fill full-time positions are infrequent. For example, only one full-time faculty position has been vacated in the past year. However, the College is anticipating a larger number of vacancies within the next two years as faculty who were hired when the Campus was established in 1969 reach retirement age. This should present more opportunities for hiring qualified minorities. Second, the pool of qualified minority applicants that the College can draw on in the region is relatively small and the College is in a weak competitive position to attract minority candidates. According to recent U.S. Census figures, minorities make up approximately six percent of Allegany County's service area. However, this figure is misleading because approximately half of this population consists of group quarters residents housed in local prisons. With this dearth of a local applicant pool, the college must reach out to recruit minority candidates from other parts of Maryland and the nation. The problem is exacerbated by the fact that Allegany County is in poor economic condition and state funds to support the college have not expanded as they have for other colleges within the system. The College is not able to offer salaries that are competitive with nearby metropolitan areas.

Despite the difficulties described above, the college is committed to attracting minorities for faculty and staff positions. A policy is in place that strongly reaffirms the college's position of equal employment opportunity and affirmative action. To ensure that this expectation is addressed, the following practices are implemented in the College's employee search processes: (1) All vacant faculty and administrative positions, when filled, are advertised in the Affirmative Action Register, the Afro-American Publication, and the Chronicle of Higher Education, (2) Faculty and administrative notices are sent to black colleges and universities for posting, (3) AC follows procedures designed to ensure non-discrimination in the selection of new employees. The standards and criteria for employment draw no distinction based on race, sex, color, religion, national origin or disability. Qualifications and merit are in all cases the governing factors. Affirmative Action goals are considered a normal part of the activities of Allegany College.

In addition to this continuing commitment, the College is in the process of modifying the way that it advertises employment vacancies and tracks minority applicants. All advertisements are now posted on the College's web page under the category "Area Job Listings." The College is also expanding the advertisement of job vacancies to newer employment publications aimed at a national community college employment market. The Faculty Senate is assisting staff in efforts to improve the effectiveness of recruitment efforts by working on a supplemental advertising plan. Also, during the next year, the Personnel Office will revisit how it is tracking minority applicants. The response rate for Affirmative Action surveys has typically been low. Therefore, the Office will redesign the application letter to emphasize the importance

of applicants returning this form. In addition, the Office hopes to soon implement an employment recruitment tracking system that can be used to better gauge college success in finding and attracting minority candidates for new openings.

Anne Arundel Community College

Anne Arundel Community College is committed to minority student achievement and the closing of achievement gaps between minority and non-minority students. This commitment is reflected in the Colleges' strategic plan that specifies seven priority areas including student success and human resources. Each priority area has an accompanying objective that clearly speaks to improving retention rates of at risk students, expanding access to instructional support services, and a plan to ensure diversity throughout the College.

AACC recognizes the desirability for a campus environment that promotes multicultural diversity and the participation and achievement of minority students .The percentage of minority students at AACC has increased over the years. A look at the fall 2001 enrollment data shows that students from diverse backgrounds made up 20.9% of the total student body. The highest percentage ever. Similarly, African American students' share of total enrollment increased to 13.1%, also a new high for the College. The percentage of minority students as percent of the College's service area population is also on the rise. The College is making a steady progress towards the 2005 benchmark.

The rest of the report will describe programs and activities that have been put in place to improve the recruitment, retention and graduation of minority students.

Minority Student Recruitment

For the first time, Anne Arundel Community College is more than one-fifth minority, with 2,678 ethnic minority students enrolled at the college in fall 2001.The number of African American students enrolled at the College also continues to rise making up 13.1% of total enrollment. The upward trend represents not only stepped up recruitment efforts, but sustained commitment across the college to help students succeed once they get to the College.

A good example of a successful recruitment effort is the summer bridge program that brings minority high school students to campus for a taste of college. Students learn about college and what it takes to succeed as college students. Participants get a chance to take part in academic work as well as in social and recreational activities designed to ease the transition into the college environment. Bridge students are provided opportunities to explore careers, develop conflict resolution skills, learn the techniques of managing time, taking tests and developing good study habits.

Another recruitment tool utilized by the college is the Educational Talent Search. This is a federally funded TRIO program for local high school students. A major component of the ETS program is the summer enrichment program held on campus. Each summer approximately 120 middle and high school students are immersed in the academic and social fabric of the college. On another front, representatives of the College Admissions Office continue to perform greater outreach to help reach minority students. Activities in this arena include presentations for local high school students, interviewing and registering graduating seniors at public and private high schools throughout the county, hosting a college fair in partnership with the Anne Arundel Public Schools to introduce students to the college and promote opportunities at AACC, outreach and general presentations to community organizations such as Talent Search, Boys & Girls Clubs, YWCA, YMCA, Kunta Kinte Festival, Native American Pow Wow and conducting a series of "Students of Color Academic Success Strategies" workshops for county high school and middle school students and working with community based multi-cultural organizations to provide admissions and academic information to youth and adult learners. These outreach activities will help the college increase the number of minority students it serves.

Minority Student Retention and Graduation Efforts

Essential to the closing of any gap that may exist in the retention rates and the achievement of minority and non-minority students is the close scrutiny of data for the various racial/ethnic subgroups in the College. Such an examination of data is necessary for identifying and developing high efficacy programs and strategies for closing minority achievement gaps. To this end, the Office of Planning, Research and Institutional Assessment is developing a cohort tracking system that will examine the retention and attrition pattern of AACC students. The information will be shared with the retention committee on a regular basis.

One of the accountability performance measures related to minority achievement is minority student enrollment as percentage of service area population. This measure compares the proportion of the nonwhite population 18 years of age and older in the college's service area with the percentage of minority students enrolled at AACC. This number has also gone up from 17.7% in fall 1998 to 21.1% in fall 2001.

While the gap between the graduation/transfer rates of all students and African Americans has begun to narrow, it continues to be an issue at Anne Arundel as well as statewide. The college takes this very seriously and has put programs in place to help in the success of minority students. One such program that will enhance student success is The Student Achievement and Success Program (SASP). This newly created program 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 will target 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.

Another example of the college's effort to increase minority student success is the Steps to Success Scholarship program. This new joint program between AACC/Anne Arundel County Public Health is intended to increase minority participation in Allied Health careers. Student Services staff and the retention committee are involved in the planning of the program. The scholarship is specifically designed to address the factors influencing the racial and ethnic disparities in the current health workforce. While the scholarship is inclusive in its scope, the criteria are focused on encouraging and preparing those students most reticent about entering the health professions.

Faculty/Staff Recruitment and Professional Development

Anne Arundel Community College strives to provide 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. AACC's minority faculty members constitute 12.0% percent of the total faculty employment. This number has remained constant over the past four years. The College's number of minority full time administrators has ascended from 9.7% in Fall 2000 to 12.2% in Fall 2001.

The College strives to increase the number of minority faculty and administrative/ professional staff through several means. For example, recruitment is 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 attracting and retaining 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. The President and Vice-President of Learning are developing a program to aggressively recruit new faculty from diverse backgrounds. One strategy will be to utilize the recruiter team, modeled around the recruitment of athletes, sending AACC's faculty to target locations throughout the county. There is also a campus infrastructure for addressing diversity initiatives. The College's Diversity Team works on issues of climate and is currently developing a survey that will be administered to employees in the fall.

Conclusion

Anne Arundel Community College has made progress toward the goal of a more diverse college community. The number of minority students is at an all time high and the achievement gap between minority and non-minority students has begun to narrow. While the number of minority faculty has remained constant over the years, the number of administrative professional staff has increased slightly. The college leadership has committed to develop an innovative and aggressive plan for recruiting new faculty from diverse ethnic backgrounds beginning in Fiscal Year 2003.The College is committed to implementing in FY2003 a more aggressive and somewhat non-traditional recruiting model for faculty of diverse backgrounds.

Baltimore City Community College

Enrollment

Trends
BCCC experienced a slight increase in its percent of minority student enrollment from Fall 1997 to Fall 2001, from 88.8% to 91.2%. BCCC established its benchmark for this measure with the goal of the percentage remaining relatively stable.

Institutional Actions and Activities
BCCC's Offices of Admissions, Public Relations, and Community Relations coordinate their recruitment, advertising, marketing, and outreach initiatives with the Marketing, Recruitment, and Retention of Students (MaRRS) Committee. The new Executive Director of Marketing, together with a MaRRS subcommittee, developed a comprehensive marketing plan and implemented a new "tag line:" "Careers Built Here." 69% of the participants in the Summer 2001 New Student Orientation associate the "Careers Built Here" marketing theme with BCCC.

In addition to MaRRS, BCCC has the *Task Force on Recruitment and Retention of African American Males,* coordinated by the Assistant to the Vice President for Academic Affairs. Its charge is to 1) establish recruitment activities that address the academic, transfer, career, financial aid, student activities, and support services needs of African American males while assisting them in becoming acclimated to the College, 2) develop, in cooperation with the entire College community, activities that sensitize faculty, staff, and students to the issues that directly relate to African American males, and 3) strengthen community support of African American males and to strengthen African American males' support of their communities. Recruitment activities have included display booths at Baltimore City Public School System's functions, "Boys to Men" workshops at local high schools, special mailings to African American male applicants and current students, and academic departments' presentations.

Student Retention and Graduation

Trends
BCCC's *four-year transfer/graduation rates of full-time minority students* have declined from the Fall 1993 cohort (20.2%) to the Fall 1996 cohort (11.0%) and increased slightly for the Fall 1997 cohort to 12%. BCCC's *six-year transfer/graduation rates of full-time minority students* have declined steadily from its Fall 1991 cohort (21.0%) to its Fall 1995 cohort (13.7%). BCCC has several initiatives underway designed to increase the retention, transfer, and graduation rates of minority students.

Institutional Actions and Activities
In Fall 1999 the College piloted a special section of its Preparation for Academic Achievement (PRE 100) course designed for African American males and special sections of the course continue to be offered. BCCC's Office of Institutional Research and Planning's study regarding retention of students who took PRE 100 versus those who did not showed that the fall-to-fall retention rate for students who pass PRE 100 is 66% compared to 43% for students who did not take it. The fall-to-fall retention rate for African American males who pass PRE 100 is 60% compared to 38% for those who do not take it. These data led to the development of the specialized course, which uses Kweisi Mfume's book, No Free Ride: From the Mean Streets to the Mainstream and Gifted Hands: The Ben Carson Story by Ben Carson, in addition to Keys to Success (the required text for all PRE 100 sections). These special sections cover topics required in all PRE 100 sections; however, the focus is slightly different. Students discuss "Street-Smart Strategies for Acing College" and issues that will empower African American males to be successful in the classroom and in life. Discussions on self-assessment and making good choices are a vital part of the course. In AY 2001-2002 another new course was developed: Political Science 201- Thurgood Marshall's Legacy: Law and the

Politics of Social Change. 'Exodus to Manhood' is in development for Fall 2002 and will use the text Visions for Black Men by Na'im Akbar.

Another retention program initiated through the Task Force is the "Brothers Helping Brothers Succeed in College" program. Role models from BCCC and outside the College participate. Letters are sent out the male students and kick-off events are held at the start of the Fall and Spring semesters. Presentation topics include "scoring points in life and in the classroom," defining responsibility and success, academic support, health, and the Internet. Additionally, the College held a "Resource Seminar for Excellence for African American Males." It included presentations about career networking, rites of passage, interviewing skills, and mock job interviews. Job announcements were distributed, too.

In 1998, the College established the Quality Circle on Retention, Phase2 (QCR2) to identify barriers to student retention and to stimulate, coordinate, and monitor efforts to address and improve student persistence. The QCR2 focused on reengineering the developmental education process with the goal of increasing retention generally. As a result, BCCC implemented "Learning Communities" designed specifically to increase pass rates in Developmental English, reading, and math. They consist of a group of students co-enrolled in two courses that continue on together for four semesters under the guidance of a mentor. Mentors provide intensive personal guidance from orientation through the completion of students' fourth semester at BCCC. The Communities' fall- to-fall retention rate was 17% higher than the control groups'. Expanding on the 'communities' concept, a Cultural Literacy Committee was established to develop college-wide themes for the integration of learning activities. Past years' themes have included *Culture in the Community.*

In 2000, the College established the Council on Student Retention (COSR) to review and follow-up on retention initiatives. The Dean for Learning Services chaired it with college-wide representation. One of its primary focuses was the improvement of developmental course passing rates, particularly MAT 80. In Fall 2001, nearly 1,000 students were enrolled in MAT 80 and only 32% passed. Because this course is a "gatekeeper" to so many college courses, new support services were implemented including hiring two Success Specialists that provide supplemental support to students enrolled in developmental math courses. Through the COSR and the Academic Development Program, the Learning Communities were expanded to include two more entering cohorts per mentor per academic year and an additional entering Spring cohort. The COSR promoted placement test review sessions, increased the number of tutors, and expanded hours for tutoring centers. This year, the COSR has been reconstituted into the Ad Hoc Committee on the Reform of Developmental Education and is chaired by the Vice President for Academic Affairs. It focuses on student performance, including developmental outcomes and retention. Other new initiatives designed to increase passing rates in developmental courses include offering specially designed classes such as math courses in lecture, self-paced, computer-assisted formats, and on-line reading and writing courses. BCCC also implemented special summer initiatives to prepare students who need to develop their skills in English, mathematics, and reading. The Summer Academic Institute provides course work in English or reading, mathematics, computer literacy, and PRE 100. These students develop a support system through the establishment of a learning community. Last year's appointment of a full-time Director of the Advisement Center has reduced the advisor-to-student ratio and enhanced the frequency and quality of advisement and the implementation of a computerized Goal Attainment Plan ensures that no student registers without seeing an advisor.

Specialized support services are provided to new career and technical education (CTE) students through the Personal Management Program in the Student Affairs Division. The program focuses on learning strategies and personal habits for success through class and office visits, learning groups, academic success workshops, and personalized advising and schedule building. Project FISH (Focused Intensive Support and Help) is an outreach initiative of Vocational Support Services for new CTE students on academic probation. Retention Specialists give students intensive support in learning strategies and personal habits for success. The *Women*

of Strength and *Positive Men* student support groups meet weekly to discuss students' concerns. They are open to all students and focus on topics such as socialization, values, personal relationships, academic success strategies, time-management, career exploration skills, and transfer issues. Both groups have received state and national recognition as exemplary programs. The Retention Services Center focuses on increasing retention of high-risk students in selected career programs through specialized counseling, academic advising, personal development seminars, and faculty consultations. The 'Student Support Services' program offers academic and personal support to 200 low-income, first-generation BCCC students. Its fall-to-fall retention rate is typically about 70%, which is substantially higher than that of BCCC's total population.

Two partnership efforts related to minority student retention and success are tied to a four-year institution and BCCC's alumni. Alerted to the small number of minorities in the sciences, a Goucher College professor thought of bringing the best science students at BCCC (where the majority of students are African American) up to speed in the laboratory. Thus, the "Building Bridges to Minorities" program, funded by a grant from the National Institutes of Health, will enroll 16 second-term BCCC biotechnology students in the Spring. Students will work in laboratories at Goucher's Towson campus to gain laboratory experience and learn how to take an experiment from hypothesis through experimentation and interpretation all the way to a written report. BCCC faculty will select the 16 students who will work two months in a laboratory. Eight of them will then be picked for a two-month summer program at the College. The other 8 will be eligible for a class focusing on writing skills. Students who continue their education at Goucher in the fall will have a year of directed laboratory research. The goal is to produce a scientific paper for presentation to fellow students and at scientific meetings. Additionally, BCCC's Alumni Office is currently working with alumni to become involved with student success. Alumni are being recruited for mentoring, tutoring, and a speakers' program.

Faculty and Staff

Trends

BCCC's *percent of minority full-time faculty* has increased from Fall 1997 (43.9%) to Fall 2000 (51.7%) and then declined slightly in Fall 2001 (50.8%). BCCC's *percent of minority full-time executive/managerial staff* has declined from Fall 1997 (70.0%) to Fall 2000 (61.9%).

Institutional Actions and Activities

BCCC's faculty and staff are encouraged and supported in their participation in community and professional organizations. Faculty are members and leaders in many such organizations including the National Council of Black American Affairs Northeast Region, the Congress of Black Faculty, and the Mayor's Commission on the African American Male. BCCC's Institute for Intercultural Understanding remains an important vehicle for promoting understanding and respect for different backgrounds and cultures. Various activities are used to celebrate the diversity of the College community.

Conclusions

BCCC is committed to promoting the continued learning, development, and success of its students, faculty, and staff. Special attention and activities continue to be devoted to addressing the needs of minority students and fostering an appreciation of diversity among students, faculty, and staff.

Carroll Community College

Carroll Community College serves a relatively homogenous population. According to the 2000 Census, more than 95 percent of the county's residents are single race, white. Although the county has experienced considerable growth recently, especially growth of more suburban, commuter communities, the ethnic makeup of the county has remained predominantly white. Data from the Maryland Office of Planning indicate that 3.7 percent of the 1980 county population was non-white. By 1995, 3.4 percent of the county was non-white, and in 2000 the percentage had grown only to 4.6 percent of the county population.

The college has made considerable progress in providing access to higher education for the county's minority residents. Minority students now comprise more than 5 percent of the credit student population. In fall 2000 the college enrolled almost 20 students per thousand county residents 18 and older; the enrollment rate of minority students was markedly higher, with almost 22 students per thousand African Americans over 18 and over 24 students per thousand minority residents over 18.

Increasing the diversity of the faculty and administrative staff has remained a challenge. The relatively small number of open positions, the small local pool of qualified minority candidates, and the challenge of attracting minority candidates willing to relocate to an ethnically homogenous county are issues with which the college continues to struggle.

This report will discuss the college's efforts to create a culture of diversity and its efforts to increase the retention of minority students. Additionally, efforts to increase understanding of minority students' goals and the potential barriers to their completion will be described. Finally, the college's efforts to increase diversity within the workforce will be addressed.

Initiatives to Retain Minority Students

During the 1998-1999 academic year an Intercultural Society was created and recognized by the Student Government Organization. This club promoted intercultural awareness on campus and served as a support group for all students interested in awareness of diversity issues. The name was changed to DiversityWorks at the beginning of Fall 2000. The membership continues to be relatively small but the club has had a tremendous impact on the campus. They have sponsored Black History Month educational programs the past three years. DiversityWorks is very proud of it's community service. In fall 2001, the club sponsored a very successful food and personal items drive; this effort will be repeated annually.

In an effort to provide solace and a constructive outlet for frustration and anger, DiversityWorks sponsored two Ethics Day programs to address the events of 9/11. The first, offered within the first two weeks after the terrorist attacks, dealt with "Can we combat evil without becoming evil?" The Muslim religion was also explored. This event was open to the community and was well received. In Spring 2002, the program focused on hate speech. DiversityWorks is in its planning stages for the coming year with an emphasis on personal awareness, education, and community services.

The college is concerned that minority students are successful, they are achieving their educational goals, and they are satisfied with their experience at Carroll Community College. A survey of current and former full-time minority students was conducted in spring 2002 to determine goal achievement and satisfaction with the college. Although the response rate was low, those that responded were satisfied with Carroll Community College (11 of 11 respondents). Six of the respondents indicated that they had achieved their goal, two were still working to achieve their goal, and one had transferred prior to degree attainment, her original goal at Carroll. Preparation for transfer was the stated goal of six of the respondents and three of those respondents indicated that they had transferred.

The college hopes that by creating an atmosphere that welcomes and supports diversity, minority students will feel more welcome and capable of success. This will hopefully lead to the increased retention and eventual graduation or successful transfer of these students to four-year institutions.

Initiatives to Attract Minority Faculty and Staff

The county's relatively homogenous population impacts the college's ability to attract an ethnically diverse workforce in two ways. First, the pool of ethnically diverse and professionally qualified potential employees who reside in the county is small. Second, it is difficult to attract an ethnically diverse workforce to a county with few ethnic communities.

The college administration has been, and remains, concerned with the college's inability to recruit an ethnically diverse workforce. The college's initiatives to attract minority faculty and staff have focused on recruitment procedures. The Human Resources office has traditionally maintained a list of institutions and organizations to which vacancy announcements are mailed. Effort is made to include recruitment sources that are likely to attract minority candidates, such as Bowie State University and the University of Maryland Eastern Shore.

Several actions were initiated to expand recruitment activities in an effort to increase diversity within applicant pools. Beginning in Fiscal Year 2000, national searches have been conducted for all faculty and administrative positions with an advertisement in *Black Issues in Higher Education*. Advertisement in the *Chronicle of Higher Education* or similar appropriate national publications for specialized fields has been used for supervisory administrative and faculty positions. Additionally, positions have been posted on a variety of Internet-based job search forums; after considerable research and experimentation, *higheredjobs.com* has been used exclusively during Fiscal Year 2002. Finally, the college has limited its practice of conducting internal searches, believing that by conducting external searches for all positions the number of minority applicants may be increased.

The college's commitment to these initiatives is evidenced in its increased spending on recruitment advertising. In FY 1999 the college spent $26,955 on employee advertising and recruitment; by FY 2001 the total spent was $45,408. As of the end of the third quarter of FY 2002, the college had spent almost $34,000 on recruitment and advertising, with the expectation that fourth quarter advertising would bring the total for the fiscal year above that of FY 2001. While some of the increase in spending on advertising and recruitment is due to an increased number of external searches, it also reflects the increased costs of national searches.

A challenge to increasing the percentage of the faculty and executive staff who are minorities is the relatively low turnover in these areas. Only one executive has been hired in each of the last three fiscal years; for the years in which data are available, no candidates for these positions indicated that they were minorities. The number of faculty hired in each of the past three fiscal years has varied from 2 to 6, largely dependent upon the number of new faculty positions created. While it did not result in the hiring of minority faculty members, the impact of the national recruiting can be seen in the increased number of candidates indicating they were members of minority groups.

	Positions Hired	Minority Applicants **(EEOC survey)**	Minorities Hired
Executive/Managerial			
FY 2000	1	Not Available	0
FY 2001	1	0	0
FY 2002 YTD	1	0	0
Faculty			
FY 2000	5	Not Available	1
FY 2001	2	1	0
FY 2002 YTD	6	30	0
Professional			
FY 2000	3	Not Available	0
FY 2001	7	15	0
FY 2002 YDT	9	18	2

Of the six faculty members hired in FY 2002, three were persons with significant experience as adjunct faculty members for the college. As is the case at many institutions with large adjunct faculty groups, Carroll Community College has recruited from this base for its full-time faculty positions. In fall 2001 just over five percent of the credit adjunct faculty were minorities, roughly the same as the percentage of minorities within the county and the student body. In addition to providing a more diverse set of instructors for students, this may also provide a more diverse pool of applicants for future full-time faculty openings with teaching experience at the college.

Overall, almost four percent of the college's total workforce is minority. It is the hope of the college that as more minorities are hired in a variety of full and part-time positions, the campus climate will continue to become more attractive to applicants from outside the county.

Summary

Because Carroll Community College is located in an ethnically homogenous county, efforts to increase diversity have been focused on expanding the pool of potential employees and creating a campus that is welcoming to all persons and supports cultural diversity. This includes increased efforts to attract employees from outside the county. The college continues to develop and explore initiatives that will attract and support an ethnically diverse student body and workforce.

Cecil Community College

PART I

Percent minorities of full-time executive/managerial staff

Historically, the turnover rate of the executive/managerial staff at the College has been very low. As such, it was hardly possible to show any improvement. However, in the recent past, the College implemented an organizational restructuring which led to the hiring of a minority into this cadre. This, in effect, has enabled the College to break the impasse relating to this indicator.

Six-year transfer/graduation rate of all minority students

Generally speaking, the minority population as a percentage of the total population in Cecil County is very small (5.5%). This figure translates into the low percentage of minority students transferring and/or graduating from CCC. In other words, an attrition of just one student from the small pool of minority students can trigger a large percentage change in the total transfer/graduation rate of minority students.

The current retention and graduation initiatives, which are the product of the College's diversity and retention plan, should help to improve performance in this indicator in the near future.

PART II

Supporting the College's Strategic Plan (2000-2005), a subsidiary, Diversity Plan (2001-2003) was developed whose objectives included: (1) developing a student recruitment and retention plan that enrolls a student population that will mirror the workplace of the 21st century and provide students with the resources needed to ensure their success; (2) enhancing collaborations with community partners in an effort to expand community awareness of the College's commitment to diversity; (3) expanding student knowledge of the complexities of multicultural awareness through curricular connections; (4) developing a plan for staff recruitment that will result in attracting and retaining a more diverse faculty and staff; and (5) identifying strategies to increase the number of business alliances among minority vendors who provide services to the College.

Student Recruitment and Enrollment

Toward fulfilling the Diversity Plan objectives, the College management has worked hand-in-hand with the CCC Minority Student Services Advisory Board (MSSAB), and the cooperation has resulted in a number of initiatives. During the Fall 2001 semester, the enrollment of minority students grew by 25% from the previous year. Some of the strategies employed were increased site visits to high schools and expanded articulation agreements with the Cecil County Public School system.

The Office of Minority Student Services sponsors a number of events, which have enhanced recruitment and enrollment of minority students at CCC. Just to mention a few, the Unity Day festival is an annual event, which brought more than 500 people to the campus in 2001. In addition to having fun, both credit and non-credit programs of the College were represented in an interactive and entertaining mode. The Office of Minority Student Services also sponsors an annual campus visitation day for minority students in the county.

The *Making A Difference Program*, designed to encourage minority girls to pursue higher education and positive career goals, has been in existence for three years now. The girls recently participated in "Take A Child To Work Day" with a female minority mentor who holds a responsible career position. Similarly, CCC and Elkton High School have partnered with the Alpha Phi Alpha Fraternity to develop a mentoring program for African American males in Cecil County. The first event was the Martin Luther King and Kwanzaa celebration at the College in January 2002.

Regular meetings between CCC staff and the Cecil County Classroom Teachers Association- Minority Affairs Division, Cecil County Public Schools Equity Committee, and active participation with the Grow Our Own Program for minority students in the county, have afforded the College some opportunities for productive interactions with the minority community.

The diversity plan has spurred a number of other actions as well. Recruitment activities in secondary schools and exposure through the guidance and multicultural offices were increased. A financial aid brochure was developed to market financial aid options to minority students and to encourage them to enroll. Through the MSSAB, some scholarships were made available to students who enrolled at CCC. Named after a member of the College's MSSAB, the Eva M. Muse Scholarship was first awarded in Fall 2001. Also, the Viola Jones-Scott Scholarship is a private award to an African American Cecil County Public School Student who attends CCC. The scholarship began in Spring 2001.

Student Retention and Graduation

Through the diversity plan, the College has developed retention activities that targeted minority students, such as early intervention and student success workshops. For example, the majority of the College basketball players are minority students. Thus, an academic monitoring system was instituted particularly for athletes so that athletic students with academic difficulties can be quickly identified for timely assistance.

Part of the diversity plan was to expand the College-bound Tuition Scholarship program (e.g. course offerings), so as to have a broader appeal to minority students. The prospect for curricular diversity at the College has provided the minority students and the minority community in the county with some sense of belonging and acceptance. By implementing curricular enhancement that represents diversity of cultures in both credit and continuing education programs, it is expected that positive results will be manifested sooner than later with respect to student retention and graduation.

For the first time, an African American Studies class was offered at the College this year and the instructor was the guest presenter who welcomed and oriented prospective minority students to CCC on the visitation day. This presented a role model opportunity that could serve to enhance minority retention. Thus far, several courses that address diversity issues are being offered at the College. The College plans to develop one diversity course per year over the next five years.

Retention can be appreciated from getting minority students and faculty involved in the Hispanic, Native American, and Asian Heritage celebrations at the College. Community outreach continues by celebrating the Black History Month at the College. For the first time the College closed this year to mark the Martin Luther King, Jr., birthday, thereby signaling institutional sensitivity to diversity to the community.

Faculty and Staff Recruitment

Networking with the Minority Student Services Advisory Board, the Cecil County Classroom Teachers Association (Minority Affairs Division) and members of the minority community in Cecil County and the surrounding areas has enabled the College to develop a pool of candidates to be considered for employment.

The creation of a new history class, Introduction to African American Studies, enabled the College to hire an African American faculty. This move can be instrumental in enhancing diversity at the College by attracting more people of color to its programs.

For prospective employment opportunities, the College is poised to encourage minority applicants by ensuring an equitable representation in the pool of candidates. As stated in the College's recruitment and hiring guidelines, the College's goal is to create an employment atmosphere that values diversity, fosters retention and fair compensation to its faculty and staff in order to develop a quality learning environment that emphasizes student success. Hence, the Human Resources department has been charged with the responsibility to constantly review search committee make-up, applicant pools, and interview pools to assure that diversity is taken into consideration. In addition, the College has introduced a new advertising campaign to advise area residents of critical employment shortages and the College's programmatic response to those shortages.

Chesapeake College

Chesapeake College continues its strong commitment to promote activities and programs that focus on the recruitment, retention, and achievement of minority students, faculty, and staff. These efforts are confirmed in the College's mission statement and provisions in its Strategic Plan, which emphasize the College's responsibility to help students understand their place in a culturally diverse world, enrich the learning environment through delivery of multicultural perspectives, and increase the diversity of students, faculty and staff.

Chesapeake College is a regional public community college serving five counties (Caroline, Dorchester, Kent, Queen Anne's, and Talbot) on Maryland's Upper Eastern Shore. The 2000 Census estimates the region's number of persons 18 years of age or older as 154,018 with minorities constituting 18% of that population. The College's main campus is located in rural Wye Mills; however, the College also provides a variety of student services and course offerings in the urban areas of its service region, at the Memorial Hospital in Easton and at its downtown center in Cambridge.

This report, organized according to Maryland Higher Educational Commission (MHEC) guidelines, covers some of the most significant programs and activities that the Colleges has adopted (or plans to adopt) "to improve recruitment, retention, transfer and graduation of minority students, particularly African-Americans, and the recruitment and retention of minority faculty and professional staff." The last section addresses three diversity indicators identified by MHEC as showing "insufficient progress" toward their benchmarks.

Enrollment and Recruitment of Minority Students

Between fall 1997 and 2000*, the number of African-American credit students at Chesapeake increased by 50%, and by fall 2000 African-Americans constituted 16% of the total credit headcount enrollment. There has also been growth among minority students as a whole, both in numbers and proportional representation. The number of minority students increased by 48% between 1997 and 2000, and by fall 2000, they represented 18% of the total credit headcount – matching the proportion of minorities over 18 years old in the service area population.

Growth in minority enrollment has been further evident in FY 2002. In the four-year period between fall 1997 and fall 2001, minority student enrollment increased by 65%, and by fall 2001 minorities represented 20% of the total credit headcount. The increase has occurred among both traditional and non-traditional minority students, and among the latter group (over age 22) the growth has been especially strong (at 69%). Spring 2002 figures reflect continued progress as minorities represent 21% of total credit headcount, exceeding the College's benchmark and the region's percentage of minority population.

Many recruitment-related activities are performed by the Offices of Admissions and Multicultural Affairs, which are involved in valuable strategies focused on access and outreach to minority students.

Cambridge Center/ Dorchester Outreach. With Dorchester County minorities representing 31% of the service area's minority population, the College feels it is important to concentrate many of its outreach efforts in this county. This outreach has included meetings with key business, school and church leaders and a special Information Night at the College's Cambridge Center. Such efforts contributed to a 26% increase between fall 1999 and fall 2001 in the number of minority students enrolling in the Cambridge Center. Located in downtown Cambridge, the Center has been a vital tool in attracting students to postsecondary education. In fall 2001, minorities represented 29% of the students taking credit courses at the Cambridge Center

* The period covered in MHEC's recent analysis of accountability indicators related to minority achievement.

Allied Health Center Outreach. Additional outreach efforts have been made to increase minority student enrollment in Allied Health fields through tours of the Memorial Hospital in Easton. High school students were provided with admissions-related materials and information about programs offered at the site, and subsequent contact was maintained as students prepared for entrance into these career programs. This outreach has contributed to the 88% increase in the number of minority students enrolling at the Allied Health Center between fall 1999 and fall 2001. In fall 2001, minorities represented 26% of the students taking credit courses there.

High School Outreach. A series of outreach meetings with high school juniors and seniors in the service area's nine public high schools were coordinated. Information regarding admissions, dual enrollment, registration, financial aid, scholarships and academic support services were provided. Follow-up outreach was performed with interested minority students, which included academic advising sessions at the home high school or the College and scheduling of trips to the College for on-site placement testing and campus tours. Contact was maintained through a correspondence plan that included dissemination of financial aid and scholarship information relevant to minority high school seniors and reminders of upcoming College visits, open houses, and semester registration periods. These efforts seem to have influenced minority enrollment as the number of first-time degree-seeking minority students increased from 78 in fall 2000 to 103 in fall 2001, a 32% increase.

Minority Student Retention and Graduation

The four-year transfer/graduation rate for minority degree-seeking full-time students entering in 1996 was 31%, which was the second highest among community colleges in the state. This rate surpasses the College's benchmark of 22% and is considerably higher than those students who entered in 1993, which was 14%. Continued progress is reflected by the 33% four-year transfer/graduation rate for those entering in 1997, which remains the second highest in the state.

The College conducted the following activities to increase minority retention and graduation, either through the Office of Multicultural Affairs or other student support programs. These activities help students form bonds with the College and each other and to provide a supportive learning environment.

Cultural Calendar. A "cultural calendar" was developed to commemorate specially designated months (e.g., Hispanic Month, Black History Month) with dates for programs, field trips, and activities to promote cultural diversity. The events included a partnership with Sodexho Food Service to prepare foods from the various cultures highlighted during the events. The events also served to encourage campus organizations like UHURU (the multicultural student union), Phi Theta Kappa Honor Society, and the Student Government Association to combine their efforts to co-sponsor these events.

Early Warning Tracking System. The Early Warning Tracking System calls for instructors to contact Student Services about students with unsatisfactory academic performance (e.g., in terms of attendance, test scores), and for counselors to contact targeted students with information about support services like tutoring and the Writing Center which are available to help students.

Comprehensive Correspondence Plan. The Director of Multicultural Affairs has implemented a comprehensive correspondence plan that systematically communicates with prospective and current students. Letters are mailed to culturally diverse students in an effort to inquire about academic progress, promote student involvement, congratulate academic achievement, and to personally invite individuals to annual events such as College Night, Transfer Day, and the Career Expo. These letters also encourage students to seek academic assistance and to apply for federal, state, and private funding.

Dual Enrollment/Mentoring Grant. In the fall of 2001, Queen Anne's County Partnerships for Community and Children awarded a Dual Enrollment/Mentoring Grant to Chesapeake College enabling culturally diverse

high school males to participate in the Dual Enrollment program. Mentoring, rap sessions, college visits, and field trips were also a part of the planned activities. Five students participated in the 2001-2002 grant-funded program and successfully completed their courses.

Faculty and Staff Recruitment and Professional Development

The College continues to focus on diversity as one of its top priorities in the recruitment process particularly with regard to faculty, professional and administrative positions. In January 2002, the college brought on board a new Director of Human Resources. One of the first tasks and top priorities for the new director was to review and improve the recruitment process with special emphasis on minority recruitment. Recent efforts included identifying online job-posting services focused on minority applicants and collecting data on responses by advertising site so that the College can determine which ads were most effective in attracting a diverse pool of qualified candidates.

In FY 2001 Chesapeake College began a formal Compensated Professional Development Program that provides a financial reward for employees who complete the annual program. As part of the program, the College has offered courses on improving communication, valuing diversity and working successfully within a diverse environment. Additionally, the College offers employee benefits that include tuition remission, sabbatical leaves for eligible faculty, and professional development support for attending regional and national conferences.

Diversity Benchmarks

MHEC identified three diversity indicators as showing "insufficient progress" toward their benchmarks and requiring further explanation. They were the six-year graduation/transfer rates of degree-seeking minority students, the percentage of minority full-time faculty, and the percentage of full-time executive/managerial staff.

As described above, the College has made substantial commitments in recent years to increase African-American and minority success rates by providing facilities and support services on the main campus and urban satellite centers, dedicated personnel who have developed innovative and effective programming, and the resources to make these services possible. While the College's four-year transfer/graduation rate for minority degree-seeking full-time students has exceeded its benchmark, the College's six-year graduation/transfer rate (for the 1994 cohort of full and part-time degree-seeking minority students) was 16%, two percent shy of its benchmark. The rate for the 1995 cohort improved by 1% to 17%, slightly below the Maryland community college average of 19%. Further research is needed regarding the barriers part-time minority students are facing.

As a small-size college, the College supports around fifteen positions at the executive/managerial level and less than fifty full-time faculty positions. With so few positions, recruitment opportunities are limited to those rare occasions when an employee retires or resigns. As mentioned, the College continues to focus on diversity as one of its top priorities in the recruitment process. In terms of executive/managerial positions, the proportion of minorities in positions increased from 0% to 8% within the past five years. While the College has not yet achieved its benchmark of 12%, the 8% rate is the highest among the State's seven small-sized community colleges. This accountability indicator has been redefined for the *2002 Performance Accountability Report* to cover both professional and executive/managerial staff and Chesapeake's proportion of minorities in those areas is 10%, also the highest among the State's seven small-sized community colleges

The College increased its minority representation among full-time faculty from 7% to 8% in fall 2000. While this is below its benchmark, the 8% rate is the highest among the State's seven small-sized community colleges. Even though the College's proportion of minority faculty and administrators exceeds that of the other small-sized community colleges, the College continues to focus on diversity as one of its top priorities

in the recruitment process. As previously mentioned, the College will be reviewing its recruitment process with a special emphasis on minority recruitment. Future plans call for the Director of Human Resources to attend job fairs at minority college and university campuses and expand advertising to NACE (National Association of Colleges and Employers) and other places.

The Community College of Baltimore County

Student Recruitment and Enrollment

The Community College of Baltimore County (CCBC) has made significant progress in the last 4 years in increasing the number of minority students enrolled at each of its 3 main campuses. In the 2000 Census of Baltimore County, minorities made up 23% of the adult population. During that year minorities made up 30% and in Fall 2001 made up 31% of the students enrolled in credit programs at CCBC. The Fall 2005 benchmark of 33% minority enrollment in the College's credit programs is well within reach.

These increases in minority enrollment among African-Americans, Asian, and Hispanics groups have resulted from shifts in the demographics of the county and also from hard work in recruiting students and making the campuses attractive and challenging learning environments for all students. A new Office of Strategic Enrollment Management, an Office of Recruitment for Allied Health Programs, new and attractive programs in information technology, early intervention programs in local high schools, and an increased recruitment presence in all communities have supported the increases in the number of minorities at the College. Recruitment materials that emphasize the diversity of the campuses, the national recognition of several of our new programs (teacher preparation), and good local media attention on the achievements of former students have also contributed.

Each of the campuses has successfully utilized federally funded student service support programs for first generation, low income, and disabled students to recruit new minority students and also to support their retention. These programs provide academic support, advising, tutoring, and skill workshops. Financial Aid from federal and state scholarship and grant programs have been significant components in attracting and retaining minority students coming directly from high school and also adult students returning to college.

Student Retention and Graduation

The transfer and graduation rate of first-time, full-time Minority Students within four years of first entering CCBC dropped from 22% to 18% from the 1993 Cohort to the 1996 Cohort. The latest Cohort starting at CCBC in Fall 1997 and tracked for 4 years to Fall 2001 has a transfer and graduation rate of 20%. The College's inability to substantially increase these indicators during the early part of this trend period, while similar to the experience at most other community colleges, has been disappointing to all those involved. The recent 2 percent rise in the indicator is small but is seen as the first fruit of a sustained effort to "Close The Gap" which has been gathering momentum within the College. A sample of the efforts that are moving the College and its students to close the transfer and graduation rates between minority and white groups of entering students are described below.

The College's Early Assessment and Intervention Program is working in local high schools to provide the college's placement tests to high school students while they are still in school. This program also provides various interventions before the student leaves high school so that students are well aware of courses they need to take in order to prepare for successful transition to college.

The College won a competitive Federal Title III grant that is providing improved and expanded services to at-risk students, many of whom are African-American. Through this grant the college is creating an early alert system to help new students at the College receive the academic support interventions they need in a timely manner. This early alert system provides the mechanisms for faculty to quickly identify students that are struggling and to refer these students to advisers and student success centers on each campus.

The Title III grant also supports Student Success Centers at each campus that offer free individual and group tutoring, and early help for those students whose first language is not English. In Fall 2001 these three centers provided services for over 2,000 students and recorded a total of 12,000 visits to the centers.
Students who are under prepared in reading skills, many of whom are from minority groups, are now required to take a Student Success Course as well as reading skill courses. The student success course teaches strategies such as time-management, study skills, and problem solving. New students who are under prepared for college level work are also encouraged to enroll in a developmental learning community that pairs a developmental course with a general education course. Thirteen such developmental learning communities were offered this past year.

CCBC is providing professional development to faculty to help them better meet the needs of diverse learners. Courses, symposium and special divisional and departmental level professional development efforts have resulted in a number of special projects such as a special writing contest for theatre students, an African-American Theatre course, and the inclusion of authors from minority groups in the curriculum.
In addition to aligning and strengthening a number of efforts to provide support for minority students before they enter the college and as they first enter the college, a number of efforts are being develop to ensure that students in more advanced courses are getting the academic support and financial support they need to progress toward graduation and transfer goals. For example, the federally funded Perkins Program now provides "case managers" to assist special populations in our allied health programs. And a CCBC study that examined the risk factors associated with students not completing the nursing programs has resulted in two new reading courses taken in conjunction with courses in nursing.

Faculty and Staff

The number and percent of minorities among the College's Full-time faculty has grown from 8% in Fall 1997 to 13% in Fall 2001. The College's benchmark of 15% by Fall 2005 remains an achievable goal and one that a number of efforts, described below, are supporting. From Fall 1997 to Fall 2000 the number and percent of minority full-time administrators and other professionals has increased from 19% to 26%. The College's efforts to maintain minority representation in this employee category are supported by the activities described below.

Recruitment: The Institutional Equity Office at CCBC undertakes a number of programs and activities to support the recruitment and retention of minority faculty and staff. On an annual basis the College prepares action plans for each campus and major unit. Goals are set when under-representation is found. The Campus Presidents, deans and the Chancellor are given specific details about hiring patterns and recruitment strategies. Each search committee has a trained search specialist whose role is to ensure that a diverse group of applicants are considered for all open positions at the college. A representative of the Equity Office checks each applicant pool for diversity. All interview questions are examined to ensure that interviews are conducted fairly with no adverse impact upon underrepresented groups. Searches that have not been conducted in accordance with college policies are suspended and changes made accordingly. The college seeks to aggressively identify minority applicants by ensuring that vacancy announcements are distributed to periodicals, local and national newspapers, and websites and media that target minority recruitment. Job announcements are distributed in print form and electronically to minority colleges and organizations.

Retention: There is a Director of Human Relations for each campus who has a major responsibility to be a sounding board for any faculty or staff who believe they are being treated unfairly. All supervisory staff members are trained to work proactively to retain employee. Over the last three years the college and each of the campuses has sponsored diversity retreats, focus groups, and annual reports that have then resulted in workshops, seminars and professional development workshops with offerings that relate to diversity. Each

year the College conducts a college climate survey that seeks employee feedback on a number of issues including the college's success in treating employees fairly and valuing the diversity of its workforce and its students.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

2002 ACCOUNTABILITY REPORT

Mission
Mandate
Diversity

		Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
19	Minority student enrollment as % of service area population	27%	29%	30%	31%	33%
	19a Percent minority student enrollment					
	19b Percent minority population of service area, 18 or older)			23%		
20	Percent minorities of full-time faculty	10%	11%	13%	13%	15%
21	Percent minorities of full-time administrative/professional staff	19%	19%	22%	26%	
		1994 Cohort	**1995 Cohort**	**1996 Cohort**	**1997 Cohort**	**Benchmark 2001 Cohort**
22	Four-year transfer/graduation rate of full-time minority students	21%	21%	18%	20%	23%
		1992 Cohort	**1993 Cohort**	**1994 Cohort**	**1995 Cohort**	**Benchmark 1999 Cohort**
25	Six-year transfer/graduation rate of all minority students	17%	19%	18%	19%	19%

Frederick Community College

The college defines diversity as: *"Diversity at Frederick Community College encompasses respecting and valuing the wide range of cultural, racial and ethnic backgrounds, human conditions and beliefs of our students, faculty, staff, and community. Respect for diversity is essential to building community out of our human differences and similarities."*

Student Diversity

FCC has made significant progress in increasing the number of minority students attending FCC. The College has created a Strategic Enrollment Management plan for attracting new students. Minority student enrollment increased from 515 in the fall 1996 to 756 in fall 2001. Diverse students now comprise 17% of the student body.

Minority student achievement is measured in part by graduation/transfer rates. The following activities are being provided to improve minority student achievement.

Initiatives

- The College offers a Multicultural Student Support Services Program that includes a student Multicultural Mentoring Program designed to enhance the academic success and retention of minority students. The program's annual report utilizes outcomes data to monitor the academic success and retention rates of students who participate in the program. Reports indicate that students who participate in the program are more likely to be academically successful and are retained better than multicultural students who do not participate in the program.
- High school minority graduates are recruited into the program through the FCC/FCPS collaborative position of the Multicultural Student Support Program Manager. Twenty percent of the Manager's position is funded through FCPS.
- Multicultural Student Support Services Program Manager offers middle school and high school intervention programs to motivate students to attend college and enhance their academic readiness for college.
- The Admissions Office has increased the frequency of high school visits, especially in schools with a higher minority population.
- In 2002, FCC received a National Science Foundation Grant that supports minority student success in science, mathematics, and technology majors. Students receiving the grant have tuition and books funded and participate in the Multicultural Mentoring Program.
- Multicultural Student Support Services Program Manager acts as a consultant to faculty on issues related to minority student achievement in the classroom.
- Professional development opportunities are offered to faculty on issues related to minority student achievement.
- Minority students are encouraged to enroll in Freshmen Seminar, a course that enhances the academic success and retention of college freshmen.
- Minority athletes on campus are directed into the Multicultural Mentoring Program and to the Multicultural Student Support Services Office, and are tracked for academic success by the athletic department.
- As part of the placement testing process, minority students are provided an opportunity to self-identify as wanting information on orientation to college, selecting a major, transferring, study skills, and/or career development. Counselors utilize this information during advising.

- Minority students who have English as a Second Language (ESL) are provided comprehensive services. The college has added a program manager for the ESL program due to rapid growth. These students are encouraged to participate in the Multicultural Mentoring Program.
- The English as a Second Language program has grown. In 1996 there was one English as a Second Language class at FCC. Today there are 5 ESL courses with nine sections. This year will mark the first time ESL is offered in the summer through continuing education. The credit and non-credit collaboration is addressing the growing diversity of student educational needs.
- The Multicultural Student Support Program, the ESL Program and the Office of the Learning Specialist for students with learning disabilities are part of the college's System for Student Success. This organization provides minority students access to a comprehensive system of academic support services.
- Minority Students are provided clubs (Black Student Union, International Student Club, and Native American Club) and student activities to enhance participation in college.
- Recruitment activities have been extended to specific minority populations, including participation in the regional Alcanza College Fair, and the Frederick County Health Department Hispanic Fair.
- A letter was sent to all African-American churches in the county from the Admissions Office, offering college information visits and services.
- All recruitment, advertising and outreach materials are monitored for diversity in the message and the presentation. Additionally, the college's new Coordinator of Recruitment will become a member of the college's Community Diversity Advisory Committee.

Staff Diversity

FCC has made a consistent effort to improve the diversity of faculty and staff.

Initiatives

- Human Resources developed an Action Plan with measurable standards tied to the college's strategic plan. The goal is to have an applicant pool that reflects market diversity. HR tracks diversity on a regular basis, and modifies the plan as necessary. As of last quarter the FCC applicant pool was 33% diverse.
- Human Resources has changed the look of its office, job announcement website and employment application to project an image of an organization that values diversity.
- HR and the Office of Diversity developed an Equal Opportunity – Interviewing and Hiring at FCC written overview that every member of a search committee must read before they begin the interviewing process. FCC also provides training to search committees on the employment laws and on the role of assumptions and biases in the decision making process. This document reiterates the college's position on increasing the diversity of faculty and staff at FCC.
- FCC placed targeted multicultural recruitment ads in diverse newspapers on the web and in the print media.
- Human Resources strongly suggests advertising in diverse publications or websites to all search committee chairs.

Diversity at FCC

The goals of FCC's diversity efforts are to create a campus climate that values and appreciates differences

and prepares students to live in an increasingly multicultural and diverse world. The College uses a number of strategies to accomplish these goals:

Initiatives

- A faculty member has been given reassigned time to coordinate curricular projects in infusing multi-cultural perspectives.
- Beginning in fall 2000 FCC began to provide diversity awareness training to faculty and staff.
- The college also began a series of Discussions on Racism open to faculty, staff, students and community members. Over 85 people have attended these discussions. Some faculty members have incorporated diversity awareness sessions into the curriculum.
- The Student Development Division has infused diversity topics into the all-staff division retreats held in the fall and spring each year.
- During national heritage months information honoring the contributions of persons of these heritages is distributed via the college-wide e-mail system.
- Speakers from foreign embassies, the State Department, and Peace Corps have come to campus to address FCC students.
- Cultural artifacts from the countries of FCC's international students are on display in the Library building. Countries exhibited have included Thailand, Germany, India, Laos, Jamaica, Scotland and Palestine.
- Diversity in the arts is represented by the musical lunch series, plays, and art presented in the Fine Arts Building.
- The college offers a London Study Abroad program that offers students to study and live in London for a semester to experience cultural emersion and improve global awareness. This fall semester will be the fourth year of the program. Students from other colleges participate in FCC's program.
- The Director of Diversity provides diversity training in the classroom, as requested.
- FCC receives input on diversity issues from the FCC/Community Diversity Committee comprised of FCC faculty and staff and members of the community.
- The Director of Diversity has addressed and provided consultation to different organizations in Frederick County.

The College continues to develop new and refine old strategies to make FCC an inclusive working and learning environment where all employees feel welcome and included and where students of all races, ethnicities, and abilities can find success in learning and in life in a multicultural and democratic country.

Garrett College

Garrett Community College (GCC) is a rural institution situated in the western-most county in Maryland. It is the smallest community college in Maryland and serves a county population of 29,846 people (2000 census). The county has a large percentage of retirees from urban areas in addition to a significant population of senior citizens. Approximately one percent of the county population is minority, including African-Americans.

Enrollment Strategies and Minority Recruitment

Since Garrett County has a racially non-diverse population, the College must look to other geographic areas within the State and region from which to recruit minority students. The College recognizes the importance of making education accessible to minority students from all areas of the State and within the region. The College is further committed to offering opportunities for Garrett County students to gain an appreciation for racial and cultural diversity and to interact with individuals of other races and cultures.

While GCC offers four specialized Statewide designated programs (Adventure Sports, Agricultural Management Technology, Juvenile Justice, and Natural Resources and Wildlife Management), few minority students have been attracted to the College by these programs. Recruitment of African-American students is primarily associated with intercollegiate athletics. GCC offers intercollegiate basketball, baseball, volleyball, and golf. Male and female student athletes are recruited for GCC's teams. Coaches stress the concept of student-athlete, emphasizing the importance of good study habits, effort, and motivation in the academic arena as well as in the athletic arena.

The majority of GCC's African-American athletes matriculate into transfer programs; many select these majors because they aspire to transfer to four year institutions where they may continue to participate in intercollegiate athletics. Recruiting minority students from out-of-county and out-of-state is facilitated by available housing provided by a residence hall adjacent to the campus.

GCC has been successful in recruiting African-American students from throughout the State. Baltimore City and County, Charles, Prince Georges, and Calvert counties are areas from which some of Garrett's minority students have been recruited recently. Athletic scholarships have provided these minority students with the financial assistance necessary to enroll at GCC.

The enrollment of African-American and minority students at Garrett Community College currently exceeds the Fall 2005 benchmark. In terms of percentage of minority enrollment, the College has achieved the goal targeted for Fall 2005.

Minority Retention and Graduation

Fall semester 1999 GCC's president convened a College Retention Committee, which has continued to the present. One important focus of this retention effort has been directed at improving minority retention and graduation rates. GCC's Director of Athletics as well as coaches are members of this committee along with representatives from the academic and student services areas. Several retention strategies targeted to assist minority students have been implemented.

A learning community was developed for students needing pre-college level studies; it included a six credit integrated language arts course linking reading, writing, and English with a three credit study skills course. The instructors collaborated on assignments and each reinforced skills learned in both classes. The student

success rate in this learning community was high and got the students (many of whom were minority students) off to a solid start in their academic studies.

An immersion section of developmental math is offered which uses a small group and individualized approach to preparing students for College Algebra. Students are often discouraged when they require many levels (and semesters) of math preparation prior to College Algebra. By immersing students in extended class periods and teaching through activities and the use of manipulatives, students are able to accelerate their progress through developmental math levels, thereby reinforcing academic success and retention.

An "early warning" system for academic deficiencies and/or poor attendance was initiated. At the end of three weeks faculty reported students who had missed two or more classes as well as students who had performed poorly on a test, quiz, or other graded assignment. Letters were sent to these students signed by the Dean of Academic and Student Affairs; the students were directed to meet with their instructor or academic advisor. By getting the students quickly on task academically, faculty were able to provide early interventions which may have reduced the number of students receiving mid-term deficiencies and failing courses.

An athletic monitoring system is utilized by coaches with their athletes. Student-athletes are required to write a brief journal entry in a Student Attendance Book about the information covered in each class they attend throughout the week. The instructor of the course must sign and validate each student-athlete's attendance at the end of the class period. This process provides a record of student attendance and requires students to be attentive during the class activity. The books are reviewed weekly by each coach, who can identify and meet with students who are exhibiting attendance problems.

Friday study sessions are scheduled each semester. Courses at GCC are offered on a Monday-Wednesday, Tuesday-Thursday schedule, with a few exceptions. This leaves Fridays available for faculty, tutors, mentors, and coaches to plan group study activities with students. Reading, writing, and math labs, as well as computer labs, are open on Fridays for individualized assistance.

Through the combination of approaches described, GCC hopes to improve the retention rate of its minority and African-American students. Because many of these students require one or more semesters of remedial instruction, it has become the norm for those who persist in their studies for two years at GCC to transfer to a four-year institution for athletic eligibility purposes at the end of two years rather than to complete Garrett's degree requirements. It is most common for Garrett's student-athletes to be recruited by out-of-state institutions for continued intercollegiate competition. GCC's coaches report that approximately 30% of the students on their athletic teams are accepted at and continue their education at a four year school.

Minority Faculty and Staff

GCC has been less fortunate in attracting and recruiting African-American faculty, administrators, and staff. GCC's salary scale is one of the lowest in the Maryland community college system. With a population of fewer than 1% African-Americans in Garrett County, the College rarely receives applications from minority individuals.

It has been extremely difficult to attract credentialed and experienced professionals to relocate to an area where they have no racial peer group, are distanced from social and cultural opportunities, and receive lower compensation than colleagues employed at other community colleges. Recognizing the importance of cultural diversity and of providing professional role models for all students, GCC continues to recruit African-American faculty, administrators, and staff.

Hagerstown Community College

Enrollment

HCC's primary service area of Washington County has a minority population that is 10.5% of the total population, 18 or older. According to population projections prepared by the Maryland Office of Planning, the total population of Washington County is projected to increase by 2.7% from the year 2000 to 2005. The non-white population is projected to increase by 8.3% and will be approximately 10.8% of the total county population by 2005. The Office of Planning does not delineate race categories within non-white populations; therefore, it is difficulty to project growth in particular categories. However, projections assume that growth will average approximately 1.6% each year in the non-white category.

It should be noted that the numbers of minorities are relatively small, reflecting the racial and ethnic composition of the service area. A numeric change of a few people can appear far greater or smaller when examined as a percentage of total population. In general, the College's minority enrollment has averaged 9.7% for the fall semesters since 1998.

CREDIT ENROLLMENT BY RACE, Fall 1998 - Fall 2001

ETHNICITY	FALL 1998	FALL 1999	FALL 2000	Fall 2001
All Minorities*	279	245	242	252
% of Total Enrollment	10%	9.9%	9.6%	9.4%
Total Enrollment	2,802	2,484	2,516	2,679

*Excludes self-reported category of Other.

The decrease in minority enrollment from Fall 1998 to Fall 1999 and 2000 was due, in large measure, to the closing or scaling back of programs in two off-campus sites. These sites, Fort Ritchie (military base) and the Maryland Correctional Training Center (MCTC), contributed significantly to HCC's minority enrollment, particularly that of African-American and Hispanic students. Funding for the programs at MCTC drastically decreased in 1999 as Pell funding was cut. However, the program, currently underwritten through a FIPSE grant and self-funding, is growing, which is reflected in the minority enrollment for Fall 2001. With its recruitment and retention efforts, the College hopes to attain its benchmark of 11% by Fall 2005.

Strategies to Support Minority Recruitment, Retention, Transfer, and Graduation

Since its last report, the College has offered programs and activities to increase sensitivity and create an equitable learning environment.

Recruitment and Outreach

The College's Assistant Director of Enrollment Services works with the local school system's College Intervention Coordinator to plan programs for middle school students who are considered to be at risk. Approximately 150 students, some of whom were minority, observed college classes, toured the campus, and interacted with staff from admissions and financial aid during the report period. Through Upward Bound Federal funding, there is a similar activity with inner city schools in Baltimore. Approximately 75% of these students are African American, some of whom have enrolled in HCC. Those students met with academic advisors, financial aid, and placement testing staff while on campus.

A primary College initiative for establishing a relationship with Washington County middle schools is GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). GEAR UP is funded through RESA and has been established at a middle school with a large minority enrollment. Approximately 120 students from that school attended programs at HCC held over five Saturdays. Students and their parents attended presentations on health professions, computers, and science, as well as college admissions and financial aid.

The College's Learning Community program is an outreach initiative that encourages students to pursue postsecondary opportunities while building and strengthening relationships with the public school teachers. Four career day conferences were sponsored and hosted on campus by the Learning Community. Highlighted were careers in computers and information technology, medicine, law and administration of justice, and teaching/education. Approximately 10% of the 428 high school students who attended were minority. In addition, the Learning Community sponsored a service learning pilot project at Western Heights Middle School (WHMS). In Spring 2002, 32 HCC students worked as teacher assistants at WHMS, where 60% of the student body received free/reduced lunches and a significant portion are minority. These programs are gaining momentum in expanding opportunities for all students in Washington County public schools.

Several evening (adult) high school visits are made annually. At least 50-75% of evening high school students are minorities. HCC staff discuss career options and choices with these students, as well as conduct skills assessments on-site. The College's goal is to encourage these students to further their education and offer support in that transition. The College also provides these support services, as part of its recruitment efforts, to students who attend and graduate from the Washington County Board of Education Alternative Programs.

HCC participated in a three-day program on-site at the Hagerstown Housing Authority Open House (for those living in public housing). HCC's main focus was to encourage attendees, many of whom were minority, to consider higher education as a means to better themselves.

Other outreach efforts have included a Career Fest at MCTC, which was attended by primarily minority students. Careers in information technology and business were highlighted by HCC faculty and staff. Recruitment, admissions, registration, and a career fair were held on-site for Role Models Academy (RMA) students at the former Ft. Ritchie site. Over half of the RMS students were minority.

Activities and Services

Every year the College celebrates Black History Month. In 2002, the Student Activities Program Board at Hagerstown Community College sponsored Spirit of a Woman, which used live narrative, music and multimedia to highlight the contributions of African American women who overcame tremendous obstacles to achieve success. The performance detailed the work of those who devoted their lives to social reform, politics, women's rights, education, arts, literature, and sports. The performance, which was free, was opened to the public.

The College Library and Center for Continuing Education partnered for a Celebration of Diversity. Several staff led discussions of books written by authors of color and diverse backgrounds. In addition, the College's Career Center and the Career Development Services Implementation Team are committed to expanding resources for minorities. More publications, such as Pathway to Careers for Minorities, are being added to the Center's resources.

Since Fall 1989, the College has provided a successful support system called IMAGE for its athletes. IMAGE, which stands for I Manage A Great Experience, is designed to develop a sense of academic, athletic, and personal responsibility. The program includes coaches, faculty, tutors, and the athletes themselves, many of whom are minorities. Along with a tracking system for attendance and progress, there are supervised study halls that involve volunteers from the Washington County Commission on Aging's Retired Senior Volunteer Program. With the support of IMAGE, athletes are able to obtain athletic and academic scholarships at transfer institutions.

All of the aforementioned activities and services support the four-year, as well as six-year, transfer/graduation rates of full-time minority students at HCC. As seen in the chart below, the minority cohorts are close to achieving or exceeding the College's established benchmarks.

MINORITY ACHIEVEMENT

	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	Benchmark 2001 Cohort
4-yr. Transfer/ Graduation Rate	20%	23%	27%	39%	28%
6-yr. Transfer/ Graduation Rate	22%	18%	22%	21%	22%

The College's Retention Committee will develop a plan within the next year which will include strategies to support minority achievement.

HCC Staff

MHEC required HCC to address its progress regarding actions taken to achieve its benchmark for Indicator 21 - Percent of Minorities in Administrative/Professional Positions. The College's benchmark calls for a minority representation of 5% in administrative and managerial positions by 2005. Prior to the data provided for the 2002 Performance Accountability Report, only Category 01 (full-time executive/managerial) from the Employee Data System (EDS) report was included and was 0%. However, in 2002, MHEC expanded the definition to include Category 06 (professional staff) and the percentages were recalculated. Therefore, HCC's percent for Indicator 21 increased to 2% for Fall 2000 and Fall 2001. With this expanded definition, HCC is making progress and hopes to achieve its benchmark of 5% by 2005.

The College is moving towards its benchmark of 2.0% minority representation in full-time faculty. In Fall 1997-1999, 1.7% of the faculty were minority, with 1.8% in Fall 2000.

Hagerstown Community College continues to actively seek minorities as staff vacancies occur. Few administrative/managerial vacancies have occurred at the College in the last three years due to low turnover and budgetary limitations. However, when such vacancies have occurred, there have been a very limited number of minority applicants.

The College advertises in national minority publications such as Black Issues in Higher Education and the Affirmative Action Register, and metropolitan newspapers. The College targets minority applicants through websites such as www.IMDiversity.com and www.cupahr.org (CUPA-College and University Professional Association). The statement An Equal Employment/Affirmative Action/Title IX Institution appears on all position notices that are posted internally, as well as externally in newspapers and on the HCC website (Human Resources/Positions Available). The College will continue to advertise nationally, as well as work with the local NAACP and other organizations.

Search committees are formed for all professional and faculty positions. A member of the Affirmative Action Committee serves on all search committees. Diversity by gender and race is reflected in the overall composition of the committee, along with the affirmative action representative. The Director of Human Resources distributes and reviews with each search committee, interviewing guidelines, which include gender, race, and ethnicity.

Harford Community College

Recruitment and Enrollment of Minority Students

Table 1. Minority Student Enrollment at Harford Community College Compared to Minority Population in Service Area - Fall 1998 to Fall 2001

	1998 N=4,690	**1999 N=4,693**	**2000 N=4,821**	**2001 N=5,256**	**2005 Benchmark**
Percent Minority Student Enrollment[1]	14% n=636	13% n=628	14% n=686	14% n=736	14%
Percent Minority Population of Service Area (18 or Older)[2]	--	--	13%	13%	--

[1] Students with ethnic description of "Other" are not counted as minority students
[2] Source: U.S. Census Bureau, Census 2000 (20,013 non-whites; 157,625 total for Harford County)

Table 1 shows that Harford Community College met its 2005 benchmark of 14% for minority student enrollment during three of the past four years and, further, surpassed the minority population of the service area in fall 2001.

Practices Already Adopted to Continue Improvement

Recruitment: To augment the regular visits the HCC recruitment and outreach specialists make to all the county high schools, one specialist is assigned to make additional high school visits specifically to contact minority students. The College has also implemented a GEAR-UP pilot program with the Aberdeen middle and high school. This program offers early information about and preparation for college attendance. The middle/high school students, parents, and teachers make visits to the campus and participate in extracurricular programs in preparation for college attendance.

Enrollment: The advisors make phone calls and send letters to minority students who have been admitted to HCC, but who are not yet registered for classes. The phone calls and letters encourage these students to enroll while also identifying if the students need any additional assistance.
The College's financial aid staff conducts workshops throughout Harford County on how to apply for financial aid. The sessions are open and free to the public and provide valuable guidance on how to secure the financial resources needed to attend any college, and specifically, HCC.

Retention and Graduation of Minority Students

Table 2. Four-Year Transfer/Graduation Rates of First-Time, Full-Time Minority Students at Harford Community College, 1994 to 1997 Cohorts

1994 Cohort N=32	**1995 Cohort N=55**	**1996 Cohort N=63**	**1997 Cohort N=50**	**2001 Cohort Benchmark**
25% n=8	15% n=8	22% n=14	18% n=9	30%

Table 3. Six-Year Transfer/Graduation Rates of First-Time, Full- and Part-Time Minority Students at Harford Community College, 1992 to 1995 Cohorts				
1992 Cohort N=106	**1993 Cohort N=97**	**1994 Cohort N=97**	**1995 Cohort N=112**	**1999 Cohort Benchmark**
13% n=14	19% n=18	15% n=14	19% n=21	19%

Tables 2 and 3 illustrate HCC has not met its benchmark for the four-year transfer/graduation rate of full-time minority students but has met its benchmark for the six-year transfer/graduation rate of first-time, full- and part-time minority students. Described below are the current and prospective practices to address and to improve performance in this area.

Practices Already Adopted to Continue Improvement

Curriculum and Classroom: Research indicates that what goes on in the campus classroom has a significant effect on student success and retention. The college continues to enhance the concept of a multicultural classroom that specifically deals with multicultural curriculum infusion, learning and teaching styles, as well as sensitivity to and recognition of cultural differences.

Campus Climate: A pilot-mentoring program was implemented that pairs volunteer employees with first-time entering minority students. The purpose is to help students adjust academically and socially during their first semester.

Advising and Counseling: Advisors work with minority students who have not declared majors. Studies show that there is a strong correlation between early selection of a major and retention/program completion. The students are contacted by letters and phone calls and encouraged to pursue career development services or appropriate course enrollment as needed to assist the students in clarifying their educational goals.

Practices Planned for Immediate Implementation to Continue Improvement

Curriculum and Classroom: Articulation agreements with four-year institutions and particularly with Historically Black Colleges will be reviewed during AY 02-03 to ensure adequate opportunities and support for minority students who desire to transfer.

Campus Climate: During AY 02-03, HCC will implement a college-wide student success and retention task force to examine and further address the issues related to retention and graduation rates of minority students.

Advising and Counseling: HCC is developing and will begin to implement a "middle college" program with the Harford County Public Schools designed to provide developmental coursework and advising/counseling services for high school juniors and seniors (early intervention). Additionally, HCC is developing a first-year bridge program for new students considered to be academically at-risk.

Howard Community College

Recruitment, Retention and Graduation of Students

In Part I of the Minority Achievement Report, the Maryland Higher Education Commission (MHEC) indicated that Howard Community College (HCC) has realized a steady increase in the number of minority students enrolled over the past four years (26.8 percent for fall 1997 and 28.9 percent for fall 2000). Recently calculated figures for fall 2001 show a continued increase to 29.9 percent. HCC has been successful in maintaining racial and ethnic representation within the student body, and that for fall 2001 exceeds the Howard County demographic percentage (22.3 percent) and meets the institutional benchmark (29 percent). Part I data also indicated a modest improvement in HCC's performance on indicators relating to transfer/graduation rates for first-time, full-time minority students completing degrees or transferring within four years in Maryland. Although there is a gap between current achievement (28.6 percent) and the institutional benchmark (37.3 percent), this gap has continued to narrow for the past three years. Recent figures released for the college's 1997 cohort (32.8 percent) show a gain of nearly 6 percentage points over the 1994 cohort (27.0 percent). Latest figures show the college's six-year transfer/graduation rate of all minority students shows some improvement for the 1995 cohort (23.3 percent) after the decrease for the 1994 cohort (22.8 percent), and the college expects to continue to see improved transfer and graduation rates over the next few years as the impact of a number of initiatives undertaken by the college to strengthen these rates becomes observable.

Howard Community College has adopted a number of programs, activities, and strategies to improve the recruitment, retention, transfer and graduation rates of minority students. The most ambitious new program is the Silas Craft Collegians Program (SCCP), a learning community for at-risk students that particularly targets African American students. The program is named after Silas Craft, the principal of the first high school for African Americans in Howard County, and a leader in the campaign to desegregate Howard County schools. Potential SCCP participants are identified through ongoing review of the Freshman Focus applications, high school visits by recruiters, and participation in general information sessions for those interested in the program. In addition, program information is mailed to groups throughout Howard County who service the target population for the Silas Craft Collegians Program.

In the Silas Craft Collegians Program, the students progress as a cohort, receiving personalized attention including mentoring, tutoring, skills assessment and development, internships, and cultural enrichment activities. Students participating in the SCCP program receive intensive advising services with the help of a designated academic advisor to work with each student throughout their time in the program. Students receive individual and group advising and participate in informational sessions through their seminar class. Transfer activities, including transfer advising, on-campus transfer programs, and student trips are available to program participants. A full-time director for the program was hired in the spring of 2000 and an assistant director was hired in the fall of 2001 to assist with recruiting, academic advising, counseling, mentoring, team building and leadership training.

The Silas Craft Collegians Program has become an important laboratory for the investigation of strategies to impact the learning of at-risk students. In the first two years of the program, the college has already learned that it takes a significant, concerted and coordinated effort on its part to effect positive change. The first class of twenty-four Silas Craft Collegians began in the fall of 2000. The fall-to-spring retention for that first class was 83 percent, compared to 62 percent for the entire student population. The second class of the Collegians began in the fall of 2001 with twenty students. The fall-to-spring retention for the second class was 90 percent, while that for all students was 62 percent. More challenging is the retention of a cohort of at-risk students over multiple years to graduation. It is anticipated that the first SCCP class will graduate in May 2003. One of the exciting aspects of the program is that it provides a way to track students who,

because of stopping out or progressing at a slower pace, may graduate at a later time than the rest of their cohort.

In the area of Nursing, the at-risk students have been those who are not native speakers of the English language. Several initiatives have been adopted to positively impact the success of these students. Faculty meet with high risk students bi-weekly and are developing a qualitative analysis of factors that promote success, including an analysis of the impact of English placement on success in Nursing 101. A vocational education grant has provided funding for clinical skills tutors, leaders for study circles for exam reviews, and the development of a summer language/communication class for Nursing 101 students with low English placement scores.

With the implementation of a new procedure in the fall of 2002, third-time repeaters of developmental English and mathematics courses will attend required weekly tutoring sessions. The procedure evolved from a focus group with developmental repeaters and a review of the best practices compiled by a national benchmarking study of developmental education (Boylan, Hunter R., *What Works: Research-Based Best Practices in Developmental Education.* Boone, NC: Continuous Quality Improvement Network with the National Center for Developmental Education, 2002.). Students who participated in the focus group identified the required tutoring as the strategy most likely to increase their success rate. As minority students are well represented in developmental courses, this too will have a positive impact on minority student retention.

There are several major programs in place at the college for the purpose of increasing success rates with a high rate of minority student participation. Two of the longest running programs are the Learning Assistance Center's tutoring services and specialized ESL support in writing. The Student Support Services (SSS) program has enrollment of 225 students with approximately 35 percent minority student representation and more than 90 percent of all students starting in developmental coursework. SSS is an intensive, personalized support program that includes academic advising, personal and career counseling services, accommodations for students with disabilities, individualized tutoring, assistance by academic specialists, and transfer counseling. The program also receives funding from the ADC Foundation to enhance tutoring services for the Silas Craft Collegians.

Another new initiative that impacts all students is the first year experience program called "You Can Get There From Here", which infuses university 101/freshman year activities and emphasis within the curriculum of the developmental and freshman level English courses. The pilot program includes ten sections this year, with plans to expand next fall. Early research indicates that this retention program will increase course success rates and completion, retention into the next level of English, and semester-to-semester retention.

To improve the recruitment of minority students, the college's Office of Admissions and Advising continues to conduct outreach activities for all students in the county including minority students. All service area high school sophomores, juniors and seniors receive mailings describing enrollment programs. African American high school seniors are targeted to receive mailings about all programs, including the Black Student Achievement Program college night. All of these high school students have the opportunity to participate in college-sponsored fairs, college nights, high school nights and high school visits. Recruiters discuss HCC enrollment options with high school counselors and assist counselors with informing high school faculty of these options. In addition, the New Student information sheet is available in Korean, and a Korean translation of the college's admissions application form is planned.

Recruitment and Retention of Faculty and Professional Staff

Part I of the MHEC Minority Achievement Report indicates that Howard Community College has led all but three of the fifteen Maryland community colleges in its percentage of minorities of full-time faculty for several years and continues to do so (21.3 percent). Although HCC has not met its benchmark for this year (23.0 percent), the latest figures for fall 2001 (21.6 percent) do move the college toward the benchmark. HCC continues to focus efforts on the recruitment of an excellent and diverse faculty and staff. The college continues strategies that have been in place for a number of years, such as the broad and targeted dissemination of job announcements, ongoing training of search committee members and hiring supervisors, an active Diversity Committee, the placing of a Diversity Committee member (past or present) on every major search committee, and an innovative institutional diversity program. In addition, the college is in the process of implementing supplementary training for Diversity Committee members to help them focus their roles on search committees. Additional focused diversity training is being considered as part of the college's leadership training programs. During fiscal year 2003, the college will determine what further steps should be taken to move performance on this indicator closer to the benchmark.

Montgomery College

Montgomery College established benchmarks for the Indicators related to minority achievement that were, in the College's view, a "challenge" to the institution. This reflected the philosophy that the College should stretch itself to recruit, retain, and graduate nonwhite students, and to recruit and retain nonwhite faculty and professional staff in greater measure than it had previously. For the most part, progress has been made toward those benchmarks, but the College needs to maintain and enhance those efforts in the future.

Minority Student Enrollment Compared to Minority Population in Service Area: The college's percentage of minority students, as of the fall, 2000 semester was 48.6%, an increase from 43.4% in fall, 1997, and approaching the 50% benchmark for fall, 2005 *[note: the fall, 2001 percentage was 50.0%]*. In the fall, 2000 semester, the minority population of the service area was 31.7%.
Minority Percent of Full-Time Faculty: The College's fall, 2005 benchmark is 30%, and the fall, 2000 nonwhite proportion of full-time faculty was 23.3%, up from 20.6% in fall, 1997. Achieving the benchmark will require continued effort *[note: the fall, 2001 percentage was 25.6%]*.
Minority Percent of Full-Time Executive/Managerial Staff: The College's 22.2% in fall, 2000 is a decline from the 24.0% in fall, 1997.
Four-Year Transfer/Graduation Rates of Full-Time Minority Students: The College has made progress toward the benchmark of 33.0% for the 2001 cohort. The rate for the 1996 cohort was 29.8%, an increase from 28.6% for the 1993 cohort. Montgomery College has obtained data from the National Student Loan Clearinghouse's Transfer Track data system that clearly points out the large numbers of students who transfer from the College to institutions not included in the Commission's Transfer Student System. These data suggest that an additional 10-20% of a cohort transfer to an institution not included in the TSS.
Six-Year Transfer/Graduation Rates of Full-Time Minority Students: These rates have been declining since the 1991 cohort (25.6%). The 1994 cohort rate was 22.1%. The benchmark for the 2001 cohort is 26.0% *[note: the 1995 cohort rate was actually 27.5%]*. As noted above, these rates do not include the large numbers of Montgomery College students who transfer to institutions other than those included in TSS.

Programs, Activities, and Strategies

The community served by Montgomery College is by many definitions the most diverse in the State of Maryland. This diversity of race, ethnicity, national origin, and culture comprises a rich tapestry that the College not only reflects in its student body and employees, but embraces in its academic offerings, student support services, and community services programs. In virtually all of the College's efforts, the attempt is to acknowledge, celebrate, and build upon the diversity of our academic and local communities to create a mosaic from which all members of these several communities benefit.

Recruitment, Retention, and Graduation of Students: Montgomery College has in place several initiatives that have objectives that include increasing the number of students from minority backgrounds who attend the College, and enhancing their retention, goal-attainment, and transfer/graduation rate. Most prominent:
Montgomery Scholars Program This program began in fall, 1999 and is a selective-admissions program designed for high-achieving recent high school graduates. Extensive efforts are made to recruit and encourage application by minority students. In each of the program's first three years, the 25 students admitted were 48%, 38%, and 34% minority, respectively (12%, 15%, and 12% Black, respectively). The minority students in the first class (entrants in fall, 1999) had a first-year GPA of 3.42, a two-year GPA of 3.26, a two-year graduation rate of 83%, and all of those graduates transferred to four-year institutions.
Macklin Business Institute This academic initiative is a special program for high achieving students studying business fields and includes honors work in economics, statistics, and accounting. This intensive program began in fall 2000 with 10 students, 7 of whom were from other countries.
Board of Trustees Scholarships The College's Board of Trustees has created Academic Specialty and Academic Potential Scholarships. The 2000-2001 academic year's 97 recipients were 53% minority, and their first-year GPA was 3.09. The 2001-2002 academic year's 100 recipients were 52% minority.

Grant-Funded and Partnership Initiatives Several grant-funded initiatives offer exceptional opportunities for minority students. NSF, HHS, and NIH grants are in place to promote special instruction and career-development efforts aimed at underrepresented and minority students, including partnerships with Howard University's Pharmacy, Nursing, and Allied Health Sciences programs and both UMBC and UMCP.

Hispanic Business Institute This is a collaborative effort among a number of local business, governmental, educational, and community-based organizations (including the Hispanic Chamber of Commerce and the local Department of Economic Development). While these efforts are sponsored by our non-credit Workforce Development and Continuing Education unit, they serve to create increased exposure for the College in the Hispanic community.

Montgomery County Public Schools Partnership Montgomery County Government has provided funding to the College and the public school system to collaborate in enhancing the readiness and preparation of MCPS students for career development and postsecondary education. Most programs evolving from this partnership address students who might not otherwise be inclined or encouraged to pursue higher education, or whose parents are uninformed about preparation for careers and education beyond high school.

Student Support Services A wide array of programs and services designed to enhance the skills and provide academic support for "at-risk" students have been developed by the College. A $760,000 four-year TRIO grant from the USDE helps provide intensive academic counseling, tutoring, and career development for 160 low-income, first-generation (and predominantly nonwhite) college students at the Rockville campus. At all campuses of Montgomery College, several for-credit student development courses are offered, including Study Skills, College Survival, Building Math Confidence, and a Seminar for International Students.. Project Success is a tutoring and mentoring program directed at minority students and includes free tutoring services two days a week and a number of programs, workshops, and counseling services conducted by College faculty, staff, and administrators. Learning Fairs at the Takoma Park Campus are two-day events held every semester for both day and evening students that include 10-12 workshops to assist students in building awareness, skills, and knowledge of topics related to academic success

Specific Academic Programs Two academic programs are noteworthy in their focus on increasing the opportunities for success in college among minority students. The American English Language Program in both credit and noncredit formats attempts to meet the language and academic cultural-adaptation needs of non-native speakers of American English. Pathways to Success is a comprehensive non-credit program that provides academic and vocational services (e.g., computer-based instructional modules in reading, coursework in career and life skills) for students whose reading skills are below the seventh-grade level.

Awards Programs For 13 years, a Black and African American Awards Program has been held in the spring; this year 398 students with over a 3.5 GPA were honored. A Hispanic Awards Program is in its third year, and this spring nearly 200 students and their families attended the event. An Asian Awards Program began this past spring with a celebration honoring 420 students who had attained a 3.5 GPA.

ACT-SO (Academic, Cultural, Technological, Scientific Olympics): This event, sponsored nationally for over twenty years by the NAACP is now in its seventh year of being hosted and having many judges provided by the College. It seeks to celebrate the talents of African-American youth, and the local NAACP chapter holds an annual competition for students from the county's public high schools.

Takoma Park Expansion The College is at the groundbreaking stage for a five-year, three-building, $90 million expansion of the Takoma Park campus. This southeastern area of the County now has no "majority" population, is rapidly increasing in the proportion of its immigrant and nonwhite population. Three new buildings will be built to increase and improve the campus' health sciences and arts programs, as well as student support services. In addition, a community teaching clinic in conjunction with Holy Cross Hospital, more prominent visibility, and increased access to the campus will further enable the College to more fully engage and serve this community so largely populated by minority residents.

Recruitment, Retention, and Professional Development of Faculty and Professional Staff: During the 2000-2001 academic year, more than 5,000 people made application for 216 open positions; 47% of the hires were minority candidates. In the fall of 2001, 33% of the new full-time faculty hired were nonwhite, up from 24% in the fall of 1999. From 1997 to 2001, staff positions increased from 40% minorities to 45%. Full-time

faculty increased from 21% minority to 25% . Administrators who are nonwhite increased from 24% to 26%. Including these more recent (i.e., fall 2001) data reflect continued improvement.

Office of Equity and Diversity programs This unit is housed in the Office of the President and is charged with implementing academic and non-academic initiatives to enhance the College's academic climate and work environment. Programs include staff development on issues related to equity and diversity and the office coordinates and sponsors National Issues Forums on topics of equity and diversity for the academic and local community. Staff in this office conduct Search Committee Protocol workshops with each search committee member to provide them awareness and understanding of the College's diversity and minority hiring policies and practices. Before candidates are offered positions at the College, this office reviews the procedures employed during the search and screening process. This helps ensure that the institution's commitments to affirmative action and equal opportunity have been observed.

Recruitment efforts The Human Resources Office routinely sends job announcements to over 100 publications and sites, including more than 15 organizations that would specifically reach African-Americans as potential applicants. For several years, Adjunct Recruitment Fairs have been held to attract more and a broader range of applicants for adjunct faculty positions. More than 2,000 applications for part-time faculty have been received through these Fairs. Many adjunct faculty eventually become full-time.

Specific Efforts to Improve Performance Measures: The College intends to intensify the efforts, programs, and initiatives that exist and have been identified previously in order to increase the retention and transfer/graduation rates of nonwhite students and to increase the proportion of minority full-time faculty and professional staff. These expanded, and new initiatives include:

- Implementation of the Alexus applicant-tracking computer software and other changes to our employment procedures, which will enable the College to more quickly process applications and pursue hiring of candidates in a more timely fashion. This should result in losing fewer minority candidates to other institutions and employers who conduct their search and hiring processes faster.
- Renewed efforts to ensure that Search Committees fully understand the College's commitment to seeking and hiring nonwhite faculty and staff.
- Implementation of recommendations from the Excellence in Student Services Task Force commissioned by the Executive Vice-President for Academic and Student Services that include increased attention to orientation of new students, improved instructional support services, and expanded and more accountable academic advising of students. These should result in increased retention and graduation rates.
- Increased professional development for faculty directed at enhancing pedagogical skills and awareness of students' cultural and learning style differences to improve student retention and success rates.
- Implementation of improved transfer information and a degree audit system on the student information system to enable academic advisors to better counsel students on graduation and transfer requirements and, hopefully, to improve graduation rates.
- More stringent enforcement of the College's assessment and placement activities in an attempt to enhance student retention and success.
- Implementation of a new program of college-level courses at two local high schools that will enroll many high ability MCPS seniors, including a large number of minority students.

Conclusion: Montgomery College continues to attract and enroll nonwhite students in proportions that reflect the racial and ethnic diversity of our region. Extensive efforts to enhance and support the academic success of those students have been instituted and new initiatives are created annually to increase retention and graduation/transfer rates and to recognize and reinforce minority student academic success. Several of the performance measures and indicators reflect success from those efforts. Progress also continues in hiring increased numbers of minority full-time faculty and professional staff. Most of the College's 2005 benchmarks for the retention and transfer/graduation rates for minority students, and the recruitment and retention of full-time minority faculty and professional staff appear attainable in light of the progress over the past several years and the development of additional specific efforts targeting these objectives.

Prince George's Community College

Submitted as a requirement of the Accountability Cycle for 2002 is Part II of the Minority Achievement report for Prince George's Community College. The Minority Achievement Report Part II is a summary of the activities of each institution with regard to improving the achievement of minorities on their respective campuses. Listed below are some of the activities Prince George's Community College has implemented to help improve minority achievement. The activities have been organized under headings of activities designed to improve (A) minority student recruitment, (B) minority student retention, and (C) minority employee recruitment and retention.

Recruitment of minority students

At Prince George's Community College our recruitment efforts extend to students of all ethnic backgrounds. Given the demographics of our county and the incoming student population, almost everything we do affects minority recruitment. In the past fiscal year, we have attended over 18 programs geared toward improving the pipeline for minority students into college. Highlighted are just a few targeted programs.

Program	Target population	Number in attendance
Langley Park Day	Hispanic students	350
ALCANZA College Fair	Hispanic and Asian students	1,500
Spingarn Alumni Association Career Day	African American students	350
DC-CAP College Fair	Heavily African American	1,100
National College Fair	Heavily African American	1,000
Lane Manor Park Hispanic Festival	Hispanic students	300

Improving Minority Retention and Graduation Rates

Prince George's Community College has a host of programs that focus on improving the success of minority students. Highlighted are just a few of our targeted programs.

- The ALANA (African, Latin, Asian, Native American) Experience
  (Number of participants annually: 250)

The ALANA Experience (African Latin Asian Native American), a retention and mentoring program at the College actively recruits first time minority students who have tested into two or more developmental courses. The primary focus of the program is to improve the academic success, retention and transfer of students through supportive structured mentoring relationships. There are over 60 active faculty, staff, peer and community mentors that support the program. Through a collaborative effort of mentoring, career and academic support services, study strategies, academic advising, personal counseling, cultural trips, and transfer/college visitations maintain an 80% semester to semester retention success. Based on self reporting from students enrolled in the program from spring 2001 to present, twenty-four students graduated and thirty-one transferred to four-year institutions.

- Success Net
  (Number of participants annually: 896)

SuccessNet is a two-day event conducted in the fall and spring semesters. SuccessNet is sponsored by Vocational Support Services. Staff and faculty of PGCC facilitate the program. The focus is on helping

students to improve their study skills, help them achieve academic goals, adjust to college life, and enhance employability skills, along with help assistance in applying for financial aid and managing finances. The students network with various campus resources designed to holistically meet the demands of the college environment, and strengthen a sense of personal responsibility, and respect for themselves and others.

- Career/Job Serivces
  (Number of participants annually, 3,968)

Our career programs reach students from middle school through graduate school. Through career and job services, we hold workshops, job fairs, and provide services such as access to CareerNet for all groups of students. Listed below are classes that are geared toward student retention:

Course title	Number of Participants
CAP 131 – Career Planning and Assessment	**113 students**
CAP 130 – Choosing a College Major	**41 students**
CAP 110 – Introduction to College Life	**12 students**
CAP 111 – Effective Test Taking	**11 students**
CAP 105 – PLAN	**62 students**
CAP 103 – Math Confidence Building	**30 students**
CAP 102 – Achieving College Success	**289 students**

- Tutoring and Writing Center
  (Number of participants annually: 9,916)

The Tutoring Center serves all currently enrolled students, and offers free half-hour or hour-long one-on-one tutoring appointments in the following disciplines: Accounting, Biology, Chemistry, Computer Information Systems, Engineering, English as a Second Language, French, Math, Nursing, Physics, Psychology, Spanish, and Speech. The TC is staffed by both faculty tutors and peer or "academic" tutors, who take a non-directive approach to student learning, helping with students' needs in any given subject. Over the last three years, the average number of completed TC appointments is 7,860 per year.

The Writing Center offers one-on-one tutoring to all currently enrolled students, assisting in any area of the writing process, in any discipline across the curriculum. The WC is staffed with faculty tutors who come from all disciplines, including English as a Second Language. The WC offers 110 half-hour appointments per week throughout the academic year. The average number of completed WC appointments is 2,056 per year.

- Student Support Services
  (Number of participants annually: 275)

The Student Support Services/TRIO grant program is specifically designed to improve the retention and graduation of first-generation and/or low-income students. During the 2000-2001 project year, SSS/TRIO served 275 students (224 African-Americans, 38 other minority groups and 5 Latino). The program places an emphasis on its tutoring program along with individualized academic, career, financial, personal and transfer advising.

Improving Minority Hiring and Professional Development

- Professional Development

The college is committed to ongoing professional development for all employees. College-sponsored professional development programs are free of charge to staff and all are encouraged to participate. Limited funds are available for off-campus workshops and activities. Technology workshops take place each semester and faculty, classified staff, and administrators are encouraged to participate. A mini-grant program (Pathfinder Grant) has been developed through which faculty may apply for a $500 grant for individual professional development.

The Newly Hired Full-time Faculty Orientation/Mentoring Program was begun about three years ago. Its purpose is to aquatint newly hired full-time members of the faculty to facilities, culture, and students of our college. The program is comprised of three components:

- The Fall Orientation
- A Mentor/Mentee Relationship
- Workshops

In the past two years the college has hosted 2 visitations from the graduate program at Howard University in an effort to familiarize graduate students with our faculty opportunities. As a result of our recruitment and retention efforts, we have seen a significant increase in the percentage of minority full-time faculty, going from 22% in 1998 to 30% in 2001.

College of Southern Maryland

Enrollment

Prior to fall 1997, the enrollment of minority students continued to lag behind its representation in the general tri-county area population. In response to this concern, the college executives embarked upon an aggressive plan to attract, retain, and graduate students from diverse backgrounds, especially African Americans who represented the largest minority group of the tri-county population. By fall 2001, minority enrollment increased from 17.5% to 25.2% of the student body, and African American enrollment consisted of 17.1% of the student body. The Fall 2001 benchmark was achieved in 1999. The College of Southern Maryland (CSM) exceeded its benchmarks each successive year.
(See progress Table I)

Enrollment (Table I)

Group	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
Caucasian	4,983	82.3%	4,761	80.7%	4,698	78.4%	4,894	76.5%	5,099	74.8%
African American	681	11.2%	726	12.3%	893	14.9%	1,002	15.7%	1,168	17.1%
Hispanic	89	1.5%	108	1.8%	103	1.7%	130	2.0%	157	2.3%
Asian	119	2.0%	141	2.4%	139	2.3%	150	2.3%	167	2.4%
Native American	45	0.7%	47	0.8%	42	0.7%	51	0.8%	56	0.8%
Other	131	2.2%	109	1.8%	116	1.9%	133	2.1%	160	2.3%
Unreported	7	0.1%	5	0.01%	5		4	0.6%	13	0.2%

Significant programs and activities supporting CSM's minority recruitment efforts included:

- Developed and implemented a college-wide program to improve the campus environment by increasing awareness and acceptance of multi-cultural pluralism. The plan required college-wide involvement in planning, revamping programs, curriculum review, and activities to promote minority values, which helped to improve the comfort levels in the classroom and on campus in general.
- The Division of Student and Instructional Support Services (DSI) established an enrollment plan focusing on enriching recruitment, advising, and assisting all students in defining and achieving their goals. Benchmarks for minority progress were initiated, and goal achievement activity was monitored by the executive team.
- The college sponsors many educational programs to involve the minority community. Through its Talent Search Program, the college provides tutoring, SAT preparation, college success strategies, and leadership development for middle and high school students. The annually sponsored "Try College for a Day" program introduces potential students who are first generation to the idea of college as an option. The college hosts parent information nights to address the needs and questions of parents of first generation college students. Priority in these sessions is given to financial aid information and college success strategies.
- An active partnership with community groups assisted in fostering an atmosphere where all students, faculty, staff, and community members are valued and where there are increasing opportunities to promote awareness and acceptance of ethnic diversity. Some examples included the following: invited ethnic lecturers and artists, diversity celebrations, workshops presented by national consultants, and women empowerment programs. College representation at community activities and special events often merged college resources with the needs of the community and served as a bridge to communications between college staff and community leaders. Evidence of an improved campus environment was reported by students on the Student Assessment of the College Environment Survey (SACE), conducted in May 2000. African American students rated all areas of the college climate and student and support services higher than the majority students. The survey concluded that CSM was enjoying a healthy

campus climate with excellent instructional support in spite of continuous change in services and unexpected rapidity in growth.

Student retention and graduation

(Goal 2 – To retain and transfer African American students at the same percentage as Caucasian students.)
For this report, CSM defines retention rates as those students returning from the fall to spring semester. We track the number of returning students by academic program. This allows us an opportunity to assess the number of returning students from one semester to the next as well as the opportunity to plot our growth. The retention rate has remained fairly stable over the past three years.
(See progress Table II)

Fall to Spring Retention Rates (Table II)

Group	Fall 1998	Fall 1999	Fall 2000
Caucasian	67%	66%	66%
African American	65%	63%	64%
All minorities	65%	62%	63%

The Division of Student and Instructional Support Services (DSI) initiated several strategies to assist first-time and returning students to make career decisions, select appropriate courses and programs of study, obtain financial assistance, and register efficiently. The division works to enhance teaching and learning through the services of the Evening/Alternative Sessions Office, Learning Assistance Center, Innovative Teaching Center, Technology Services, and Distance Learning Office.

Of notable achievement is the extensive Student Retention Plan developed to provide additional support for all students and special strategies to support the "at risk" population. A pilot student mentoring program was initiated to be coupled with increased academic advisement and more frequent monitoring of those students placing in two or more developmental classes. The Noel-Levitz Retention Management System is used and thus far has proven to be worthy of further implementation. In addition to the diverse student activity programs, the college provides a wide array of intramurals and intercollegiate sports opportunities, a Wellness Center, recreational courses, and personal enrichment activities.

Not only have these strategies benefited the college's efforts in retention, they have also increased the students' contact with academic advisors and provided early warning signals that a student may require some form of intervention prior to probation status. The advisor evaluates the student's career goals and calls attention to his/her program of study (enrollment in the right courses for the stated academic goal). A three-credit course (CAP 1010) is offered to help students systemically proceed through a career planning process. Resources for personal counseling are not available at this time.

The objective of the increased efforts toward retention and academic advising is to increase the student transfer/graduation rates and job placement. Successful completion of graduation requirements has consistently increased for African Americans and other minorities since 1998. (See progress Table III)

Graduation Rates (Table III)

Group	Spring 1998		Spring 1999		Spring 2000		*Spring and Winter 2001	
Caucasian	492	87.7%	491	86.0%	492	85.0%	520	84.6%
African American	37	6.6%	54	6.6%	54	9.3%	59	10.8%
Other	32	5.7%	28	7.4%	34	5.7%	27	4.5%
Total	561		573		580		606	

*CSM initiated Spring and Winter Graduation 2001

Minority student inclusion in academic and non-academic programs shows participation at a level that affords them the opportunity to compete at the highest level as indicated by their receipt of the President's Cup and the Dean's Cup during Spring 2000.

A fact that we are most proud of is that the Maryland Higher Education Commission reported that during the 1999 academic school year, CSM had the highest transfer rates for minorities out of all community colleges in the State. The four-year graduation/transfer rate of African American students at CSM has exceeded the statewide rate in each of the last five years.

3. Faculty and staff recruitment and professional development

Based on the current utilization analysis of the Affirmative Action report and failure to achieve the 19% benchmark, CSM remains underutilized in three job categories including faculty and executive management. In response to this issue, recruitment strategies were expanded to recognize levels of experience and education, and staff surveys were conducted to identify areas requiring immediate attention. Human Resources (HR) initiated a new hiring policy, hired a consultant to facilitate our in-house training of search committee responsibilities, interviewing techniques, and developing and effectively using a candidate assessment guide to reduce the subjectivity when evaluating prior experience. Faculty salaries were increased to be competitive with the community colleges within the state. A Faculty of the Future Committee was established and chaired by an academic dean with the HR Officer and the Diversity Officer serving as members. The objective is to discuss and educate hiring committee members not only on the value of diversity, but also as to what competencies the faculty member of the future must possess. CSM has initiated action-oriented plans in recruiting, communications, and reporting to ensure continual progress. Staff education and professional development is ongoing at all levels. New Hire Orientation, Supervisory Skills Training, Leadership Development Module for supervisors, faculty, and staff, faculty mentoring, and a very active Oversight Committee, in addition to the President's Council, monitor academic and professional activities.

Wor-Wic Community College

Student Recruitment and Enrollment

Wor-Wic's percentage of minority students enrolled closely resembles the percentage of minority citizens in the service area population. Therefore the college strives to maintain its minority enrollment by participating in activities located in low income and minority neighborhoods, attending local functions geared toward reaching out to minority citizens, and advertising effectively to the entire community population.

Pocomoke's National Night Out Against Crime was recently attended by the director of admissions. Community outreach days sponsored by the Wicomico County Department of Social Services and the Somerset County Department of Social Services were also attended by the director. These events were located in minority neighborhoods, which provided the opportunity for minority citizens to learn more about the college.

The dean of students represents Wor-Wic on the Bienvenidos Delmarva Steering Committee, a group of citizens that organizes resources for Hispanics in the tri-county area. In addition, the college participated in creating the group's video, which will be used to distribute resource information to Hispanic community members. The dean of students also delivered a presentation (in Spanish) about Wor-Wic and manned a booth at a recent conference of Latinos Unidos Community, a local Hispanic community group. The director of admissions participated in last fall's Hispanic Festival and will continue to attend future festivals.

A Wor-Wic faculty member is actively involved in 100 Good Men, a local program for mentoring young African Americans. Additional college representatives attended and addressed the members of the group at its banquet this year. Another community contact was the recent Multi-Cultural/Minority Achievement Committee meeting, which consisted of developing strategies and encouraging community input to help Parkside High School minority students succeed. Wor-Wic supplied materials for distribution and suggested that minority students be brought onto campus.

The college makes a conscious effort to showcase a diverse population, similar to the student body, in all college publications, photo displays, advertisements and news releases distributed in Worcester, Wicomico and Somerset counties. The *Crisfield Times* and *Somerset Herald*, publications in Wor-Wic's highest minority service area county, receive news releases and advertisements on a regular basis. *Maryland Pride* magazine and WOCQ radio station, both with a predominately African American audience, also receive advertisements from the college.

Student Retention and Graduation

Achieving a consistent four-year transfer/graduation rate of full-time minority students is difficult due to the very small cohort size. The six-year transfer/graduation rate of all minority students has been fairly consistent but both rates need to be improved to reach the college's benchmarks.

Wor-Wic has experienced a significant increase in activities involving the retention of minority students since the fall of 2001, when a director of retention position was created and filled. Other areas of the college are involved in minority student retention as well.

Student attendance has continued to be tracked throughout the semester. Students with poor attendance receive letters from the director of retention, encouraging them to attend class and asking how he can help them. Many of these students are first generation and minority students. The letters are followed up with a phone call encouraging them to meet with someone at the college for assistance. Sometimes peer counselors make the phone calls and meet with students. Peer counselors are students in good standing who have been trained to give advice and encouragement to at-risk students. In addition, the director of retention has become the academic advisor for students who have been suspended or have high absentee records, many of which are minority.

In the summer of 2002, the directors of admissions and retention plan to pilot a summer transitional program geared toward first generation, minority students. The students will attend a one-day program to familiarize them with the college environment, study skills, time management skills, what to expect in the classroom setting, available college resources and traits of successful students. The program will involve staff from other areas of the college such as the faculty, the business office, the financial aid office and the counseling office. The intent of the program is to increase minority student retention by helping new students become comfortable with the transition into college.

Future plans include similar transitional programs for minority high school juniors and seniors who do not plan to attend college or who are not encouraged by their parents to attend college. The intent is to reach students early, familiarize them with the college and encourage them to attend. Another future program is planned to target new non-traditional minority students such as single parents and older students. The program will give these students a better start by making them comfortable with what is expected of them and with the college in general.

One faculty member has created his own policy of mentoring two minority students each year. Additionally, the director of student life organized an ethnic day in the spring of 2002. The event focused on celebrating cultural diversity within our community to make minority students feel welcome on campus and therefore encourage student retention. This included encouraging minority students to share native music, food, dance, costumes, items for display and to give presentations on their cultural background.

Minority students are encouraged to assume leadership roles at the college, as indicated by the student government officers for FY 2003, where three out of four are African American students.

Faculty and Staff

Wor-Wic has not been able to achieve its benchmark for minority representation in its executive/managerial staff. This is mainly due to the small number and longevity of employees in this category. The 2002 revised indicator, which includes administrative and professional staff employees, gives the college a better opportunity to succeed at meeting its benchmark. The percent of full-time minority faculty has increased and must continue to do so to meet the college's benchmark.

Student enrollment at the college has increased tremendously, justifying several new administrative and faculty positions in the next fiscal year. Increased job postings enhance the opportunities for minority job candidates.

To increase the likelihood of minority applicants for administrative and faculty positions, the director of personnel mails administrative and faculty job postings 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 race relations locally. Members are encouraged to pass the job postings to interested minority candidates.

An additional procedure will be implemented to increase minority applicants to the college. When a national search for an administrative or faculty position is warranted, employment advertisements will be posted in such publications as *Black Issues in Higher Education*, *Minority Review* and/or *The Hispanic Outlook in Higher Education*. A national search might be warranted when there is not a good response locally.

University System of Maryland

Morgan State University

St. Mary's College of Maryland

Bowie State University

PART I

In spite of setting aggressive benchmarks during the initial development of the Managing for Results Report (MFR), the University is on target for achieving its benchmarks for the minority achievement indicators, with the exception of minority enrollment in the new graduate program in Mathematics, a discipline of study that tends to be a national challenge for minority students.

PART II

Student Access

Bowie State University initiated the implementation of an aggressive recruitment plan during the 2000-2001 academic year. The results have been significant in that the number of admitted freshmen has increased from 749 for fall 2000 to 1083 (the largest in school history) for fall 2001 to 1295 as of this date for fall 2002. A number of programs, activities and strategies from this plan are focused on minority recruitment, particularly African-Americans. This effort has impacted the minority recruitment effort and has resulted in substantial increases in the minority population of the University. As a result, the number of minority entering freshmen has increased from 317 for fall 2000 to 594 for fall 2001. This increase has resulted in an overall increase of our undergraduate minority population from 2840 in fall 2000 to 3267 for fall 2001.

Programs, Activities and Strategies for Minority Recruitment

1. ***Expanded Outreach***

- Increased recruitment activities from 68 in fall 2000 to 212 for fall 2001
- Utilization of Enrollment Planning Service (EPS) software to identify minority demographic cohorts for targeted recruitment
- Linkage with national association recruitment fairs to target major urban areas including Baltimore, D.C., Philadelphia, Detroit, Chicago, Newark, Los Angeles, Richmond, St. Louis, Kansas City, Trenton, Raleigh
- Linkage with College Bound Foundation to recruit students from Baltimore City
- Expanded Open House and college tour programs focusing on minority high school students
- Expanded effort to implement recruitment fairs at local African-American churches and civic associations
- Enhanced mentoring programs at local urban high schools
- Increased marketing of programs that attract minority populations (i.e. nursing, education, business, computer science)

2. ***Enhanced Access***

- Expanded summer bridge program from 25 enrolled students in fall 2000 to 106 for fall 2001 for students who fall short of admissions requirements but show potential for success
- Utilization of Hobson's College View software to offer electronic access to Bowie State University from over 1000 high schools across the country
- Enhanced website to detail enrollment processes, procedures and programs and increased utilization of electronic applications for admissions and financial aid and automated packaging for financial aid

3. ***Increased financial aid/scholarships***

- Expanded institutional grant and scholarship programs for first generation students
- Linkage with the Tom Joyner Scholarship Program to identify and provide scholarships for first generation, financially needy students resulting in Bowie State University being recognized as its school of the month for April 2002

Student Retention

In August of 2001, the Office of the Provost implemented Phase I of its new retention initiative. A Retention Advisory Board (RAB), with broad campus representation, was charged with articulating annual retention objectives, monitoring campus activities designed to achieve those objectives, and providing data on the level of objective achievement. The RAB was charged with focusing on the Fall 2001 Cohort and each new Freshman Cohort thereafter, with departmental strategies incorporated to ensure mentoring of each continuing Cohort. Six (6) *Assessment, Tracking, and Accountability Objectives* were articulated for AY2001-2002: five (5) for the Fall 2001 Cohort and one (1) for Transfer Students. The five (5) objectives focus academic advisement, career exploration for undeclared majors, academic support for at-risk students, a university-wide tutoring information management system, and the establishment of a University Mentoring Program. All of the objectives undergird the University's overall goal to reach its MHEC Benchmark of 80% retention by 2004. The RAB meets monthly, although the subgroup for the monitoring of each retention objective meets more frequently and reports directly to the Associate Provost for Educational Affairs

The RAB works primarily through the newly implemented Student Success and Retention Center (SSRC) and the newly hired School Retention Coordinators. The School Retention Coordinators are held accountable for the on-going departmental retention strategies implemented identified in the attached *University Retention Model.* Additionally, the Coordinator of Outcomes Assessment is a member of RAB and is accountable for collecting data for each of the annual retention objectives.

Although most of the Academic Year was spent developing the support structure for this University-wide retention initiative, the RAB will be in retreat from June 11-12 to (1) evaluate the viability of the initially articulated measurable retention objectives; measure the progress made for each; identify any needed modifications and additions; refine its communication system; position to more effectively prepare the 2002 Summer Bridge students into the university structure, identify means of increasing and evaluating students' use of academic support services, and incorporating peer mentoring into the Freshman Seminar a major intervention strategy from day one of the Fall 2002 Cohort's matriculation at the University.

The challenge for AY2001-2002 was attempting to accommodate the University's largest Freshman Cohort while The RAB has heightened awareness among the departments and within the administration and Student Government Association and put in place many of the means by which the University can more aggressively move toward its 2004 retention goal. However, some of the RAB's accomplishments for AY 2001-2002 are listed below.

- The retention rate of the Fall 2001 Cohort from Fall to Spring was 87.4 %
- The Tutoring Information Management System (TIMS), as currently used by the Model Institution for Excellence Program, has been implemented.
- There was a twenty-three percent (23%) increase in the number of students declaring a major in Fall 2001.
- All academic departments have adopted a common academic advisement documentation system.
- Mentoring workshops for faculty, staff, and students have been conducted.
- Peer Mentors for the Freshman Seminar Classes are being identified.
- A request has been made to add three additional academic mentors for the SSRC.
- All 2001 Summer Bridge Students were monitored by the SSRC.
- A tutoring component, beyond the English and Mathematics tutoring programs, was implemented via the SSRC.
- All enrichment laboratories were enhanced with appropriate personnel, expanded service hours, and computers.
- Open House in each school was instituted.

Student Graduation Rates

Three major factors have been identified as contributing to the halting progress toward achieving the benchmark for the six-year graduation rate. These factors are 1) the state and national accreditation standards for undergraduate students majoring in Elementary Education and Early Childhood/Special Education, 2) the exit requirement for students in the undergraduate major in Elementary Education and Early Childhood Education and 3) the number of students who stop out or drop out.

- State and National Accreditation Standards for Education Majors

Bowie is the Comprehensive University with the longest history of NCATE accreditation in the System. Students majoring in education at the undergraduate level are required to complete 137 credit hours. This credit hour requirement allows them to complete the mandatory content identified by state and national accreditation standards. The six-year graduation rate for the cohort that entered Fall 1993 was 16.7 percent; for those entering Fall 1994, 33.3 percent; and for those entering Fall 1995, 26.9 percent. These figures are significantly lower than the University six-year graduation rate of 34.3% in 1999, 42.2% in 2000, and 39.9% in 2001.

- Exit Requirements for the Education Curriculum

Students majoring in Early Childhood/Special Education and Elementary Education are required to take the PRAXIS Examinations as a requirement for progression and graduation. This requirement is a factor in the length of time to graduation because students are not always successful on their first attempt, resulting in schedule adjustments and revisions of the progression plan. Students who are unsuccessful in passing PRAXIS I AND II are not eligible for graduation.

> *Efforts to Rectify the Situation:*
> A fully computerized PRAXIS Laboratory with a full-time staff was established in fall 2000. This laboratory was designed to assist students in preparing for the PRAXIS examinations. Software programs include

- Student Stop Outs and Drop Outs

Students who experience personal challenges, financial concerns, unanticipated illnesses, family crises, and other life situations occasionally opt to discontinue class attendance, without notifying anyone. The result may be a failing grade in a course and interruption of the students' progression through their curriculum.

> *Efforts to Rectify the Situation:*
> To increase access when faculty advisors are not available, the Dean's office in each school is open until at least six o'clock each evening. Additionally, the University re-instituted reporting of mid-term grades. Those students who are experiencing academic difficulty receive a letter advising them to schedule an appointment meet with the Retention Coordinator and/or their Faculty Advisor to discuss options for their successful completion of courses.
>
> Fall 2001, Open House activities were initiated in each school. One Open House was held each semester to allow enrolled students to meet with the Dean, Assistant Dean, Department Chairs, faculty, and the Retention Coordinator. One school holds an Open Door Day monthly to provide an opportunity for students to interact with the faculty and administrators in their school. Topics of discussion include choosing a major, the advisement process, resources available, and the English Proficiency Examination.

Although these are some departmental specific activities designed to increase the University's graduation rate, the University's comprehensive retention strategies noted above are designed to retain and promote students' time- to -degree.

Coppin State College

Part I: Analysis of Benchmarks and Indicators Related to Minority Achievement

Percent African-American of all Undergraduates

Coppin's racial diversity goal has been set at 90.0% for the year 2004. In 2001 the College enrollment was 95% African American. From 1998, the College has demonstrated steady progress towards this new goal. New recruitment efforts especially in distance learning are assisting in meeting this goal of ethnic diversity. By the projected date of 2004, the College should meet or be very close to achieving this goal, however, the Institution must remain mindful of its mission. Coppin's charge is to provide academic programs and support services to Baltimore's central city and immediate metropolitan area. The numbers and percentages of African Americans who continue to seek the quality programs of the institution are evidence of the Institution's ability to accomplish its mission. The school plans to continue to address the needs of the underserved population, and to insure that the faculty and staff who provide these services are reflective of the student population served. Diversity is addressed through the many outreach programs and educational centers designed to meet a variety of needs, both personal and professional.

Second Year Retention Rates of African American Students

Since 1998, Coppin has either achieved the second year retention rate or exceeded it. In 1999 the rate was 77.4%, and in 2000 the rate was 75.2%. The lowest rate has been reflected in the 2001 data where the rate fell to 73.4%. Recent retention programs implemented through the campus-wide efforts should help achieve and maintain the 75% rate by 2004.

Six-Year Graduation Rate of African-American Students

Although the College's graduation rate is currently less than the national norm, the 1995 cohort benchmark of 35% remains the targeted goal. New programs were not implemented timely enough to affect a continuous graduation rate improvement. The Access and Success MHEC grant has however, enabled the College 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 development a data retrieval system designed to capture and track information on students specific to the retention and graduation needs of Coppin. These as well as department-wide plans are being effected to achieve the six year graduation rate for the 1995 cohort, which was adjusted to 30%.

The College had hoped to achieve the adjusted goal by the year 2002. In retrospect, the goal was too aggressive, given the numbers of students remaining in the cohorts that would comprise the goal. Programs designed to address the retention of those forming the cohorts were implemented too late to obtain the desired results, in some instances, the numbers of remaining students were too few to achieve the desired goals, regardless of the programs implemented. As a result, it appears that the steady increase of approximately 2% graduation rate per year should yield the desired results by 2004. An example of new efforts is exemplified in a new program entitled *Cohort Attack*, which tracks students by cohort to determine their retention. A faculty member in the student's specific major, contacts students who have not registered by a specific date. Situations preventing the student's return to Coppin are determined. Once the preventing issues are isolated, the faculty member works with the individual student to assist him/her in elevating the hindrances to his return. Several other recent programs that have been implemented and are producing results are addressed in Part II of this report. Because of the positive results of these programs, the projected 30% graduation rate should be achieved by 2004.

Campus-Specific Measures: Percent African-American of total management science and computer science graduates
In 2001, nineteen of the twenty-one graduates of the Computer Science program were African American, fifty-two of the fifty-six graduates of Management Science were African American. Because of the small numbers in the cohort, the percent of African American graduates were 90% for Computer Science, and 93% for Management Science. The additional graduates from Computer Science were foreign, and were Afro Caribbean. In management Science two students were Caucasian and the remaining two were of African origin. The small numbers account for a measure of the shortfall. Although the Management Science Department has planned aggressive recruiting efforts, which may be duplicated in Computer Science, the overall goal of 98% African American graduates in the two degree programs may need to be readjusted. The OCR requirement accepted by the Institution has set an aggressive racial diversity goal for Coppin to achieve by 2004 of 10% other racial groups. This requirement is inconsistent with a 98% African American graduate goal by 2004. It is planned that the two departments will reassess their efforts and plans to determine a potential goal modification.

Part II. Institutional Actions and Activities Associated with Minority Achievement

The continued goal of the Coppin State College retention and Minority Achievement effort is to insure the design and implementation of an effective intervention system that will assist students in assimilating into the academic and social systems of the College. The main purpose of this thrust has been to increase the student rate of persistence towards graduation and to improve the achievement of minorities. The effort includes a holistic approach that focuses on the needs of students and helps them clarify their educational and career goals, and to relate those goals to academic progress.

Academic Affairs and the Division of Administration and Finance and Student Life have implemented new focuses and programs. Administration and Finance is the area where Student Enrollment programs and activities are initiated. New initiatives implemented by Academic Affairs include those initiated by The Academic Resource Center and its Pre-College Summer Program, The Natural Science Summer Bridge Program, The Cohort Attack effort, technology enhancements and the implementation of an umbrella program, the Institute for Student Excellence and Achievement. The Division of Administration and Finance/Student Life efforts have included a Recruitment-Counseling Program, Counseling Support Services program, Freshmen Mentoring and Freshmen Seminar Programs, a Guided Study Program, an Emerging Leaders Institute, Summer Housing Grants, and an early intervention attendance program.

Last summer, the College decided to consolidate its Academic Affairs summer programs under the rubric of the *Institute for Student Excellence and Achievement.* The Institute was designed to incorporate campus-wide academic retention efforts under the rubric of one entity. Under an umbrella effort, programs should be better-administered and monitored for program effectiveness. The Institute incorporates past programs and is being expanded into needed areas to assure the improvement of retention and graduation goals. The Institute for Student Excellence and Achievement offers summer enhancements and programs, as well as academic year programs. The summer institutes include the Pre-College Summer Program, administered by the Academic Resource Center, The Life Science Bridge Program, and Mini Summer Institutes.

The Access and Success grant supported the continuation of the FSSP program, which was, renamed the Pre-College Summer Program (PCSP). The program has been successful in assisting 50-55 conditional students to gain admission each year. Its follow up activities have helped these students average a 78% second year retention rate.

This year's program continued to employ an interdisciplinary approach. The staff in the English, Reading, Math and Study Skills areas worked to create lessons and activities that crossed content areas and required students to interact with staff in each discipline to successfully complete their assignments. Homework was a daily requirement, with attention paid to world national, local and community events, as a means to stimulate interest and recognition of these event upon career, personal and family choices. Unfortunately the late start

of the program did not enable the program to enroll the usual 50 students. This year 26 students were enrolled in the program. 23 students completed the program and were admitted to Coppin State College, fall 2001.

The Department of Natural Science summer retention effort continued another year of the "Bridge" Program to help retain more Natural Science students and insure their persistence towards graduation. The Collaborative Bridge Program for Academic Enhancement in the Sciences and Mathematics was developed to increase the number of minority students pursuing degrees in the life sciences. The program includes enrichment components in science, math, and communication skills (written and verbal) and college survival skills. Twenty-three (23) students participated in the most recent summer program. Excellent results were achieved as with the former year's program. Nineteen of the twenty students who completed the Summer Bridge Program were admitted to Coppin State College in the fall 2001 semester. Although four (4) students required reading remediation, and three (3) required math remediation, the majority of the participants were able to persist to college-level courses without requiring remediation in math or reading. This year the program also added an Environmental Science component.

The Summer Reading and Writing Institute was designed, as a program that would meet needs of a more diverse population than the pre-college program or the bridge program. This program was designed to offer services to students who did not require a complete, residential program. First semester college students, nontraditional students, and multi-repeaters of college level reading and English composition, were those targeted. The program will be repeated this summer. Information and experiences gained from the first effort will be built upon to achieve greater results.

The Cohort Attack, a new initiative, was an intensive effort to contact and provide advisement and problem identification services to students who were members of specific cohorts, and to insure their enrollment for fall enrollment. A recent review of the cohort enrollments found us perilously close to not having enough students remaining in the specific cohorts to reach the projected six-year graduation goals. This project was planned to assist the college to maintain and increase its six-year graduation rate. Department chairpersons or their designees participated in a four-week project. From July 11 – August 10, 2001, team members contacted and provided assistance to majors in their respective disciplines and facilitated their return to the College where possible.

Internal studies conducted by the College revealed several findings that were determined to have a positive impact upon student persistence towards the degree. The findings included achieving greater student success through improved counseling and advisement, insuring the student's initial contact is perceived as supportive and nurturing, and improving contact with students utilizing many methods including technology. The focus of Enrollment Management and Student Life has been to enhance and develop programs that will increase retention rates by targeting programs to address these findings. Goals have been established with measurable objectives and desired outcomes to determine specific progress towards goal achievement.

Plans have been put in place to hire an Enrollment Specialist and maintain the Counselor/Recruiters previously hired with Access and Success funds. The Enrollment Specialist will assist with developing strategies to market the College to the community as well as review and develop programs to prevent attrition. A pilot student mentor program has been implemented to provide continuing students an opportunity to assist instructors, of the freshman seminar course, in the classroom. The program consists of two components. In the first component interested freshmen are matched with a mentor chosen from faculty, staff, and upper-classmen, or community leaders. During the second component, students from the continuing student body are carefully screened, and selected to provide support for a specific Freshmen Seminar course. Students from the enrolled population assist the instructor and serve in the role of mentor to all members of their assigned class. The Freshman Seminar Mentor attends his/her assigned class once a week to observe the students and serve as a role model. The Mentor must also make a weekly contact with

each student in the class to provide support and encouragement. The student mentors assist their assigned classmate in assimilating to college life, and matriculating through their first semester.

The attendance program monitors student attendance through an automated attendance system. The system is designed to provide the coordinator with student vital information to identify attendance violations. The coordinator makes contact and provides appropriate intervention referrals to assist students to persist. A part-time advisor was hired to be responsible for developing prescriptive plans for students experiencing academic difficulty, and to monitor students' adherence to their plans. The prescriptive plans include early alert monitoring, goal setting, resource referrals, and weekly or bi-weekly meetings. Seventy-seven percent (77%) of the sixty-two program participants have persisted to the spring 2002 semester as compared to the forty-seven percent (47%) of the one hundred thirty-three students who did not participate in the program.

The programs and efforts listed exemplify the College's overall commitment to and active engagement in determining programs that work to assist our students to persist towards their degrees. These efforts represent a few of the programs that should assist Coppin to meet its retention and graduation goals for 2004.

Frostburg State University

African-American Student Six-Year Graduation Rate

Frostburg State University (FSU) is committed to creating an environment that enhances the retention and graduation rates of African-American and other minority students enrolled at the institution. The University currently meets its Managing for Results (MFR) six-year graduation goal for African Americans (based on 1993 cohort data available from FSU peer institutions). Although the graduation rate of African-American students at the University has declined since FY 1999, their retention rate has increased from 75.0% in FY 1998 to 82.9% in FY 2001. This increased retention should translate over the next several years into higher graduation rates for African-Americans.

Frostburg State University is taking important steps to increase both retention and graduation rates for minority students on campus. These steps are fully discussed below in Section C of this report and include establishing a learning community program for first-semester students; providing a wide variety of academic support services; and initiating effective academic mentoring, monitoring, and advising programs.

Minority Student Enrollment

The Minority Undergraduate Student Recruitment Plan

Frostburg State University has successfully used a comprehensive Minority Undergraduate Student Recruitment Plan in its efforts to attract African-American students, and the success of these efforts can be seen in the high percentage of minority students enrolled. African American undergraduate enrollment at the University in the fall of 2001 was 12.7%, while total undergraduate minority enrollment is presently 16.4%. The minority population of the region is approximately two percent. The Office of Admissions and the Office of Financial Aid carry out the strategies and activities listed below:

- Additional staff for minority recruitment include the Assistant Director of Athletics for Recruiting and Retention, who assists the Office of Admissions' Minority Recruiter in the recruitment of African-American students. The Assistant Director travels to targeted minority recruitment areas with the Director of Financial Aid and the Minority Recruiter to conduct financial aid workshops.
- Extensive recruitment travel is coordinated in markets that are identified as strong areas for minority recruitment (e.g., Baltimore City, Baltimore County, Montgomery County, Prince Georges County, and Washington, DC).
- Bus trips bring African-American students to the FSU campus and help to cultivate connections between current and prospective minority students. Current FSU students who have graduated from the visiting high schools serve as tour guides on these trips.
- Targeted mailings by the University include a category for African-American students who meet institutional admission and scholarship criteria. These mailings serve to increase FSU's visibility among African-American and other minority students.
- Through the telecounseling program, FSU students, faculty, alumni, and staff contact prospective students and disseminate information about academics, residence life, policies and procedures, financial aid, and scholarships.
- Partnerships with Community Colleges: In an effort to attract minority students to its academic programs, Frostburg State University has increased 2+2 partnerships with community colleges. Most notable among these partnerships is the collaborative arrangement between Frostburg State and Catonsville Campus of the Community College of Baltimore County (CCBC) to offer FSU's program in Recreation and Parks Management. This initiative allows students living in the greater Baltimore and Washington, D.C. area an opportunity to pursue a professional degree in recreation, parks, and leisure without leaving these metropolitan areas.
- College-Readiness and Community Outreach Programs: the University's Upward Bound and Regional Math/Science Center have served as important college-readiness programs for minority students. A newly initiated and highly promising Summer Challenge Program is designed to build the academic

skills of high school graduates who are seeking admission to the University but fail to meet its minimum standards. The University's federally funded Health Careers Opportunity Program (HCOP) is a successful community outreach summer program for high school students, including underrepresented minorities interested in the allied health fields.

Minority Student Retention and Graduation

- Learning Communities: Open to first-semester freshmen, FSU's highly successful learning community program provides entering students with the opportunity to take classes together in an atmosphere designed to build support networks with their peers, the faculty, and the University. Each learning community is limited to 25 students, is organized around a theme, and consists of two to five courses, including Introduction to Higher Education (required of all first-semester freshmen). Faculty who teach in learning communities work together to coordinate readings and assignments, and they arrange activities that help students learn outside the classroom. Since the program's inception in 1997, the retention rate of African-American students enrolled in learning communities has consistently been higher than that of non-community African-American students.
- Allen HallSTARS! and G.O.L.D. Programs: Allen HallSTARS! and G.O.L.D., two residential-based programs for freshmen focusing respectively on community service and leadership, have attracted a large number of African-American students. The participation of African-Americans in these programs is substantially higher than their percentage of enrollment within the overall undergraduate student population. In addition, studies reveal that the retention rate for African-Americans in these programs is higher than the overall retention rate for African-Americans. Of the 44 African-American students participating in these programs during the fall 2000 semester, 41 (93%) were enrolled fall 2001 semester.
- Student Support Services (SSS): The services of this program include tutoring, academic monitoring, math support, study groups, peer mentoring, academic advising, career development, and assistance with the financial aid process. At the end of the 2000-2001 academic year, 82% of the African-American SSS participants were in good academic standing. The retention rate for SSS African-American freshmen was 84% with 26 of 31 freshman participants registered for their third semester.
- Programs for Academic Support and Studies (PASS):
  Basic Skills Development: PASS offers courses in basic mathematics and algebra skills as well as a critical reading course based on improving the reading skills of students who do not meet University expectations upon entry. Individual tutoring is also offered through the Writing Center.
  Academic Support Services: PASS provides peer tutoring in groups and on a one-to-one basis for most freshman and sophomore courses. The office also provides individual peer and professional tutoring for Freshman Composition and other courses where writing is a major component.
- Academic Monitoring Program: This long-standing program involves several offices on campus and is coordinated by the Diversity Center. The staff of the Center periodically request instructors of students enrolled in the program to provide feedback regarding their academic performance, which often includes suggestions for improvements. Students then review this feedback with an academic advisor.
- Mentoring Program: Initiated during the fall 2000 semester, this program identifies and trains upper-class students to serve as mentors to a group of African-American freshmen. An enhancement for the 2001-2002 academic year involved having some students in the program enroll in an Introduction to Higher Education class that is linked to a General Psychology class. The study skills portion of the orientation class then focused on helping students to prepare for exams in psychology.
- Academic Advising: The development of a systematic training program for academic advisors was given significant attention within the University's academic advising plan. There has already been increased emphasis on advising in the training program for instructors of Introduction to Higher Education 101, the freshman orientation course. The plan also supports the continued development of a centralized academic advisor training program by adopting the Advising Mentor Program to "credential" superior academic advisors. A component of this training focuses on advising multicultural students.

Minority Faculty and Staff Recruitment

Frostburg State University "Best Practices" Minority Recruitment Plan: Frostburg State University is committed to diversity among faculty and staff. The University has adopted a "best practices" plan designed to enhance faculty and staff diversity. The strategies and activities of this plan, which include both continuing practices and new University initiatives, are described below.

- Provide for the active and direct participation of the Provost, and the Directors of Affirmative Action and Human Resources in Recruitment and Hiring: The Office of the Provost, the academic deans, and the Director of Affirmative Action/Equal Employment Opportunity (AA/EEO) play a major role by working with search committees in setting goals, planning for applicant pools inclusive of diverse representation, reviewing lists of applicants recommended for interviews, and scrutinizing hiring decisions and offers. The Director of Affirmative Action/Equal Employment Opportunity (AA/EEO) also actively recruits minority faculty and staff through personal contact and during professional conferences. The Office of Human Resources (OHR) and the University Counsel routinely meet with search committees to review University hiring practices and affirmative action policy.
- Expand the use of Online Resources to Advertise Positions and Identify and Hire Qualified Minority Candidates: The Office of Human Resources utilizes personnel and professional organization websites, as well as national e-mail list serves, to advertise positions.
- Increase collaboration with Professional and Academic Organizations to Recruit and Hire Minorities: OHR, in conjunction with AA/EEO, will help academic departments and administrative offices establish collaborative arrangements with professional and academic organizations to identify and recruit minority candidates for positions at the University.
- Receive Henry Welcome Fellowships: Five minority faculty members at the University have been recipients of the Henry Welcome Fellowship since 1998. The University considers this state-supported fellowship invaluable in its efforts to attract and retain African-American faculty who are eminently qualified and recruited by larger universities.
- Establish a new University-wide Minority Faculty and Staff Recruitment Committee to review the University's minority faculty and staff recruitment practices.
- Increase faculty salaries to the 70th percentile by 2005: The University over the last three years (FY 1998 - FY 2001) has significantly increased faculty salaries relative to other institutions both within the University System of Maryland (USM) and within the Master's Colleges and Universities I Carnegie classification.

Minority Faculty and Staff Retention

In FY 2001, two years prior to the benchmarked year, Frostburg State University achieved its MFR goal of increasing the percentage of full-time African-American faculty at the University to three percent. Current University initiatives to increase minority faculty and staff retention include:

- Support of the University's Chapter of the National Coalition Building Institute (NCBI), whose membership includes students, faculty, and staff. NCBI facilitates prejudice reduction; conducts conflict resolution workshops for the campus community throughout the year; and holds a three-day diversity leadership-training institute. It also works with student groups to create a more inclusive campus environment.
- Development of new strategies for increasing minority faculty and staff retention through the recently established Minority Faculty and Staff Recruitment Committee.
- Support and encouragement of staff and faculty training through the OHR in such areas as management/leadership, interpersonal skills, and diversity.
- Support and encouragement of professional development opportunities for faculty through the University's Whytech program (use of information technology), the Center for Teaching Excellence (enhancement of classroom instruction), and the University's Faculty Development Subcommittee.

Salisbury University

Establishing and advancing coherent, campus-wide programs to address the nominal diversity representation at Salisbury University has become a core directive of the Dudley-Eshbach Administration. On February 8, 2001, at a press conference open to the SU community and general public, President Dudley-Eshbach announced a 7-point initiative proclaiming the University's commitment to strengthening institutional diversity. The 7-point initiative is now a matter of public record, continues to be a key component of legislative testimonials and accreditation documents, and has transformed the University's priorities.

Enrollment Initiatives: Programs Aimed at Recruiting Minority Students

The Office of Enrollment Management has been at the forefront in developing and initiating quality recruitment strategies for minority students. Its activities include:

- For the purpose of visiting and touring SU's campus, sponsoring bus trips for prospective students from school systems in Baltimore City and Prince George's County. While on campus, the prospective students are able to participate in panel discussions with current SU students, interact with SU faculty and Career Services personnel, and talk with representatives from admissions and financial aid
- Arranging for current SU students to return to their high schools to interact with prospective students who have applied for admission
- Hosting prospective admitted students and their parents to SU's annual "Multiethnic Visitation Weekend." In this event, parents are able to engage in roundtable discussions with SU faculty, staff, and current SU students, and SU alumni discuss their experiences while they were matriculating at the University
- Attending special college fairs sponsored by legislators in Baltimore City and Prince George's County
- Increasing individual high school visits in Baltimore City and Washington D.C. by 35%
- Attending college and financial aid workshops devoted specifically to a variety of minority groups throughout the Washington, D.C. area, such as the "Alcanza" Hispanic Fair and the NSSFNS (National Scholarship Service) Programs in Philadelphia, New York, Baltimore, and Washington, D.C.
- Initiating the Partnership for Success Program—a $76,000 allotment from the President's Office to enhance financial support to minority students and to attend mini college day programs that were hosted by various high schools throughout the mid-Atlantic region
- Continuing initiatives to increase funding for student scholarships through the University Foundation. Some examples of newly funded gifts include: France-Merrick Foundation scholarships for Baltimore City education majors; and, K&L Microwave, Inc. engineering scholarships.

Concurrently, the Office of Public Relations has intensified its marketing campaign in areas that are heavily populated by prospective minority students. Some examples include: advertising via billboard in Baltimore City and Washington, D.C.; advertising in the Baltimore Sun and Maryland African Pride Magazine; and, advertising on television and radio spots in Baltimore and Salisbury.

As a result of these and other activities, there has been an increase in minority and African-American enrollment, and particularly enrollment of freshmen representing these student groups. In fact, although the 2001 figure listed in MHEC's Part 1 analysis lists the percentage of African-American undergraduates at 7.4%, that figure reflects a Managing For Results standardized definition for *Fall 2000* enrollment. Through the initiatives directed by President Dudley-Eshbach and the efforts of the enrollment management team, the percentage of African-American undergraduates in *Fall 2001* increased to 7.8%, while the incoming freshman class of African-American students increased from 3.5% to 9.6% of the total class. Additionally, the real number of African-American freshmen increased from 31 in Fall 2000 to 86 in Fall 2001—a 177% increase over the previous year. Fall 2002 numbers will be comparable to 2001, further increasing the University's diversity profile.

Increasing to 12.2% of total undergraduate enrollment in Fall 2001, the University's total minority enrollments have experienced similar growth. This compares against the previous year's rate of 10.6%. As a result, both indicators reveal progress toward the University's benchmarks.

Student Retention and Graduation: Emphasis on Efforts in the Following Areas – Academic Advising, Personal Counseling, Remedial Education, and Extracurricular Programming

Salisbury University recognizes that recruitment and admissions are only part of the process as it relates to attracting highly qualified minority students. Once students have decided to matriculate at SU, then the primary focus is upon creating an environment that is conducive to success, both academic and social. Emphasis on these two areas helps to improve retention and graduation rates. The University addresses these areas in the following manner:

Academic Advising and Personal Counseling

In the fall of 2001, a Minority Student Achievement Specialist was appointed. His primary function is to assist with the retention of freshman students from underrepresented groups. He serves as a liaison between admission, advising coordinators, the academic success program, and all other university support services. His activities include assisting students with their social and academic transitional issues relative to their new university environment, and empowering minority students to effectively utilize campus support services.

Major accomplishments already achieved include the implementation of the Comprehensive Academic Success Program or C.A.S.P. This project is an effort to provide academic, inspirational, and psychological support utilizing a team approach. To better track African-American and other students served by this program, a database has been developed and employed to record student progress.

Additionally, since a student's emotional well being is a key component to retention, personal counseling is a primary role of Counseling Services contact with minority students. Under the leadership of the Director of Counseling Services, outreach efforts to minority students have quadrupled.

Extracurricular Programming

Providing relevant and culturally related extracurricular activities is a key component to enhancing retention and graduation rates. Related activities include organizations such as the student branch of the N.A.A.C.P., the Union of African-American students, the Spanish Club, and the Hispanic-American Association. The Office of Multiethnic Student Affairs schedules multicultural events throughout the academic year, including the ever-popular "Multicultural Festival." Minority students are also encouraged to participate in a wide variety of clubs and organizations that have made strong efforts to increase minority membership. The Student Government Association has made great strides towards increasing minority participation, with approximately 30% of its elected officials coming from the "minority" student population.

These activities are critical to SU's priority efforts to increase the retention of minority and African-American students. As data clearly indicate, the University's retention trends of African-American and minorities experience a high degree of variability, increasing one year, decreasing the next, and rebounding after that. This fluctuation is attributed to the consistently low number of entering freshman African-Americans and minorities (prior to the Fall 2001 semester) whereby the attrition of only a few students results in retention and graduation rates that readily fluctuate by 10 points. However, the University's shift in priorities generated a substantial increase in the number of entering minority freshmen in Fall 2001. As a result, the loss of a few students, while critical to SU's educational goals and institutional climate, will have less of an impact upon the quantifiable indicators and stabilize the trend.

Recruitment and Professional Development of Faculty and Staff

The University community continues to stress the necessity of diversifying its minority faculty and staff. The President has charged the Deans of each of the four academic schools to develop strategies to recruit and retain qualified minority faculty and has issued the same mandate to department heads in relation to the recruitment of staff. In the past year, two senior level administrative posts, the Office of the Special Assistant to the President for Diversity Initiatives/EEO/Affirmative Action Officer and the Dean of the Perdue School of Business were filled by African-Americans. Additionally, the new Assistant Director of Physical Plant Services is African-American. Further, the University continues to hire minority faculty, recruiting in publications that are specifically germane to minority interests. Although our commitment to enhance minority diversity remains a priority, the University is able to document an increase in minority representation on all levels.

The Office of the Special Assistant for Diversity Initiatives/EEO/Affirmative Action Officer is playing an integral part in professional development by instituting diversity-oriented seminars and training. These sessions give minority faculty and staff a vehicle to address issues that are germane to their status at SU and in society at large. Additionally, the Office of Human Resources provides professional development training for staff while the Deans of the four academic schools ensure that minority faculty is given opportunities to garner the type of developmental training necessary to allow them to be competitive with the majority population.

Salisbury University is determined that its diversity representation and profile will broaden. Although there are other public institutions in the State of Maryland that have a lower student diversity profile than SU, the University demonstrates superior outcomes and outputs. In fact, the University must emphasize a number of its successes—high minority and African-American graduation rates, an increasing number of women and minority faculty, an increasing number of women and minority staff in executive/managerial positions, and dramatic growth in the percentage of freshmen who are minorities. These results have been achieved through refocused priorities and institutional efficiencies.

Towson University

Towson University remains committed to providing equal undergraduate and graduate educational opportunity for the population served. University recruitment, admissions, academic and professional career advising are governed by fair policies and procedures that ensure freedom from barriers. Curricula that are inclusive of minority issues and classroom environments that are sensitive to minority achievement are significant University goals.

Employment policies and practices provide equal opportunity across all personnel actions from hiring to promotion, tenure, and working conditions. An environment that fosters respect for all employees remains an important University goal.

The report that follows provides a description of the most significant programs, activities and strategies the University has adopted, or plans to adopt in the near future to improve the recruitment, retention and graduation of minority students, particularly African Americans, and the recruitment and retention of minority faculty and professional staff.

Recruitment, Retention, and Graduation of Minority Students

This year the Admissions Office continued and implemented some new initiatives for the recruitment and enrollment of minority students.

EVENTS

1. Each of the past several years, guidance counselors from local counties have been invited to view the campus and become better informed regarding admission standards and opportunities for learning at TU. Last year, Montgomery County was the focus and this year, counselors from Prince George's County were invited because of the diversity among their schools. This fall, Howard County high school counselors will be invited along with the advisors for Black Student Achievement Programs from each school.
2. Sleeping Bag Weekends were held in the fall and spring semesters and were co-sponsored by the Black Student Union and the Admissions Office to recruit and enroll African American high school students by hosting overnight visits to the campus.
3. Shadow Days were held in the fall and spring semesters to allow invited minority students to "shadow" a current student through his/her daily life on campus.
4. Baltimore City Initiative (College 101) is a newly developed event piloted with four city high schools whose selected students participated in a college preparation workshop on the TU campus. Plans are to expand the program next year to include participation from all city high schools.
5. A minority preview event is being planned for the spring 2003 semester. The purpose of the program will be to increase enrollment of underrepresented populations at TU.

FOCUS GROUPS

1. Focus groups were held with high school and transfer students from under represented populations at TU to gain insight on publications and web site material.
2. A Student Advisory Council is being developed from the TU student body. Members of this group will act as advisors for Admissions and Undergraduate Marketing with regard to diversity enhancement initiatives.

INCREASING MINORITY STUDENT APPLICANT POOL

1. Names of minority students were purchased through several sources based on their reported high school grade point average and SAT I scores or PSAT scores. Recruitment literature was mailed to the students regarding Towson University.
2. Phone-a-Thons were conducted by TU students to prospective minority students to encourage applications, and continued at a later date to admitted minority students to encourage enrollment at TU.

FINANACIAL RESOURCES

1. Principal's Scholarships were increased in number of awards, as well as, amounts of awards. This scholarship allows high school principals to nominate a student, who meets award criteria, to receive an academic scholarship. High schools were selected from around the region where there is a large college age minority population.
2. Cultural Diversity Scholarships will continue to be awarded to qualified applicants. The scholarships recognize applicants who are selected by written essays demonstrating their participation in the enhancement of diversity at their school and in their community.

Towson University retention and graduation rates for African American and all minority students improved over the last four years.

One of the University's most important enrollment and diversity goals is to reduce the large gap in graduation rates between African American students and all students. Towson ranks third among institutions in the University System of Maryland in both second year retention rates and six year graduation rates for African Americans. The second year retention rate for African Americans at Towson is actually higher than that for all students. However the six-year graduation rate for African Americans is 10 points lower than the rate for all students and the six-year rate for all minority students is nearly six points lower than that of all students. The University is committed to eliminating those discrepancies.

Towson research has consistently shown that high school grade point average is a much better predictor of retention and graduation than is the SAT score and that students with financial aid have higher retention and graduation rates than those without. We will continue to recruit and admit more students with strong records of achievement in high school, irrespective of their performance on standardized tests and we will continue to increase need-based institutional financial aid. We believe these strategies are working. The spring retention rate for the fall 2001 cohort of African American Freshmen is 99.3 percent. This is the highest percent returning for the second semester ever at Towson and is six percentage points higher than the spring rate of the cohort entering in fall 2000.

Because the milieu in which they learn is crucial to the retention and graduation of students of color, particularly African Americans, the Office of Diversity Resources (ODR) works to maintain an inclusive, supportive, pluralistic learning environment. Three areas, Advocacy and Consultation, Programming and Financial Assistance contribute significantly to the success rate of students of color.

ADVOCACY AND CONSULTATION. ODR serves alternately as a resource and a nudge for faculty and administrators with concerns about diversity issues. Students often recognize this office as the place to go to voice their concerns about perceived unfair treatment. In these cases we may recommend ways to address the issue, (speak to the professor, file a formal complaint), or perhaps we would intervene on behalf of the student. We also sit on search committees and other university committees in order to represent concerns of students, faculty and staff of color. A recent initiative was to involve actively more African American faculty and staff in programs to increase African American student success. Another was to begin support groups for students of color related to their majors. ODR also conducts formal and informal needs assessments for students of color. This year we focused on students of Asian descent.

PROGRAMMING. The Office of Diversity Resources and the African American Cultural Center provide a plethora of cultural programs. Recognizing the diversity among students of African descent, we support the Black Student Union, the Caribbean Student Association, and the African Diaspora Club. More than twenty student cultural groups exist on campus including Latin American Student Organization, the Filipino Cultural Association South Asian Student Association. Students are encouraged to join groups outside their heritage and to form groups when they feel they are not represented. This year the leaders of cultural organizations have formed an umbrella organization that enables the groups to work, learn and play

collaboratively. AACC provides cultural programming throughout the year. Highlights this year include the Black Cross-Cultural Lock-In, an exhibit of art from the collection of Black Faculty and Staff, the Distinguished Black Scholar Series with Dr. Mary Frances Berry, TU Gospel Choir concert; a reception and book signing for Geoffrey Holder, an African American Read-in; an exhibit of Ethiopian Religious artifacts, Black History Month programs and a Martin Luther King, Jr. celebration. ODR sponsored Cultural Kaleidoscope, an annual two-week-long celebration of cultural sharing. This year the first Islamic Cultural Festival was held.

COMMUNITY ENHANCEMENT AND ENRICHMENT AWARD (CEEP). CEEP continues to be a mainstay in our retention effort. The CEEP Award is financial assistance tied to involvement in two or three campus activities. One of the activities has to contribute to improving the multicultural environment. For 2001-2002 the upper limit of the award was increased to $4,000 per year. The number of recipients increased to 219. Over 85% of the recipients are African American and the average award is $1,736. The retention/graduation rate for all recipients was 85%.

The Students Achieve Goals through Education, (SAGE) Program continues to utilize its resources to, primarily, serve the entering African-American cohort. Staff work 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 outside the classroom. SAGE encourages academic success by providing access to academically successful peers (SAGE Program mentors), a series of workshops addressing goal setting, learning styles and study skills development, and peer tutorial support. The Tutorial Services Center provides peer tutorial support if course difficulties arise and encourages study groups. Personal development is a major component of the program as well. Workshops addressing financial literacy, interpersonal communication skills and career development strategies will be offered to enhance these skills. Social interaction and networking opportunities are an integral part of the undergraduate experiences as well. To this end the SAGE Program co-sponsors a variety of events (barbeques, parties, games, forums, guest speakers) with various student organizations, academic departments and administrative offices campus-wide.

The College of Graduate Education enrolls a considerably larger percentage of minority students than the University as a whole. In Fall 2001, 18.2% of graduate enrollment was African-Americans, another 3.4% were Hispanics and other minorities, and 6.8% were foreign. Several graduate programs are especially attractive to minority students, who make up one-third or more of their students. These include Communication Management (42%), Liberal and Professional Studies (35%), Music Performance (33%), and the Certificate in Counseling Psychology (39%). The programs in Human Resource Development, Applied Information Technology, and Psychology also have large numbers of minority students. The College is currently developing a new program in Family Studies that is likely to be of interest to minority students. As usual, the College recruited at several historically black institutions (University of Maryland Eastern Shore, Bowie State University and Brooklyn College) and a variety of businesses and community events where a diverse population was present. Towson was the only USM school at the 16th Annual Graduate Opportunities Conference, a conference in Pennsylvania that targets minority students.

Recruitment and retention of Minority Faculty and Professional Staff

The Office of Diversity and Equal Opportunity, (ODEA) coordinates campus-wide diversity efforts by working closely with numerous campus departments to support and advance the University's commitment to diversity. ODEA has oversight of the Diversity Advancement Council (formerly the Diversity/Affirmative Action Committee and the Diversity Enhancement Task Force), with representation from each academic college and administrative division, has a mission to recruit and retain a diverse faculty, staff and student body, educate students, faculty and staff in understanding the global society, assess and enhance multicultural curriculum and foster a welcoming campus climate.

RECRUITMENT. ODEA continues to support Academic Affairs and the Office of Human Resources to ensure equal employment opportunities and fair personnel practices. Recent efforts to attract minority applicants include: full page advertisements highlighting current academic vacancies and identifying the web site location of staff vacancy announcements in *Black Issues in Higher Education, Hispanic Outlook in Higher Education* and *Women in Higher Education;* outreach to regional minority interest groups and churches; revision of the Faculty and Professional Librarian Hiring Procedures to include a requirement that search committees document special efforts (at least two) that were taken to attract minority candidates. Additionally, the Special Assistant to the President for Diversity and Equal Opportunity continues to represent the institution on system-wide networks and state and national organizations that support diversity and equal opportunity – USM Diversity Network, Maryland Association of Affirmative Action Officers and the American Association for Affirmative Action.

RETENTION. ODEA coordinated the development of the second Faculty and Staff Diversity Survey (to be conducted fall 2002, previous survey conducted in 1998). The survey results will provide valuable data related to the campus climate by identifying concerns of minority faculty and staff. Survey data will be used presented to senior officers and will serve as a basis for updating Towson University's Diversity Plan. ODEA publishes *Diversity and Affirmative Action Today,* a newsletter that is distributed to all faculty and staff, each academic semester. The newsletter provides employees with current information relating to on and off campus diversity initiatives. ODEA submits the text on diversity topics for Frequently-Asked-Questions in the staff newsletter, *Recommended Reading.* Complaint resolution is a responsibility of ODEA and efforts have been expanded to include intervention to ensure that harassing behaviors do not continue beyond the resolution of a complaint. These efforts support and foster a welcoming campus climate. The Upward Mobility Program was established last year to provide career advancement opportunities for qualified full-time staff members to advance into entry-level administrative positions.

The University of Baltimore

The University of Baltimore is pleased to report that it is making appropriate progress toward achieving its minority benchmarks. The most significant recent and new initiatives are described below.

Enrollment, Including Programs Aimed at Recruiting Minority Students

The University of Baltimore recruits extensively at community colleges with large minority enrollments, Baltimore City Community College, and the three campuses of the Community College of Baltimore County. Presently these efforts are being expanded to include Prince George's Community College at the Laurel Center. The University also plans to expand its Open Houses and program specific sessions for faculty, students and counselors from community colleges with large minority enrollments. In addition UB is expanding its partnerships and 2 + 2 agreements with community colleges with large minority enrollments. By offering instruction at the Laurel Center, the University is expanding off-campus degree programs in communities with high minority populations. UB is also planning to increase minority participation in its online programs by marketing these programs through websites that attract minority audiences.

Student Retention and Graduation

Over the last ten years the difference in the graduation rates of African-American vs. white full time students has been reduced from 14.5 % to 3.6% at the University of Baltimore. Expanded orientation, mentoring and peer advising programs have been instrumental in erasing this gap. The Office of Diversity Education has produced many programs and activities that have improved the campus climate, and hence retention and graduation of minority students. The climate for minority students has also improved by the increase of minority student participation in shared governance on the campus. The University now plans to ensure that the curricula reflect diversity.

The University of Maryland, Baltimore

The University of Maryland Baltimore has a long-standing commitment to improving the academic achievement of minority students and to fostering diversity among its faculty and staff. Our programs have been very successful as is evidenced by a number of achievements:

- Enrollment of African American students at UMB has increased by 6% over the past 2 years, from 891 to 944. During this period, enrollment of non-minority students remained approximately the same. Minority headcount enrollment for the campus is currently 32% of the total.

- The School of Pharmacy has graduated the largest percentage of African American Pharm.D. students in its history--18% of the Class of 2002. UMB has the largest proportion of African-American students of any of the 84 schools of pharmacy in the country excluding those schools associated with an HBI.

- The *Journal of Blacks in Higher Education* reported (May 1, 2002) that "Among the most prestigious nursing schools in the nation, the University of Maryland School of Nursing has the highest percentage of black students...and black faculty."

- Since Fall 1998, the proportion of African American faculty at UMB has risen from 6.8% to 7.9%, and the total minority faculty has increased from 17.7% to 19.4%. African Americans constitute 35.6% of the current staff complement, while all minorities account for 42.1%.

Enrollment Programs Targeted to Recruiting Minority Students

UMB is primarily a professional schools and graduate education campus. However, we see as our responsibility the enlargement of the pool of qualified minority applicants by targeting high school as well as undergraduate students to stimulate interest in careers in the health, human services, and legal professions and in the biomedical sciences. All of our schools target HBIs in the region for recruitment efforts. The following examples have been selected from many programs in the schools.

- The Graduate School became a participating member of Project 1000, which facilitates the graduate school application process for Hispanic students.

- The School of Social Work hosts, for 8 weeks each summer, students from Coppin State College's Ronald E. McNair Post-Baccalaureate Achievement Program. The purpose of this program is to give students who plan to pursue graduate education an opportunity to gain research experience.

- The Young Scientist Days of Discovery Program, in the School of Medicine, exposes high school students to careers in health sciences research and the health professions through contact with a graduate student or faculty role model. The program also provides students with an understanding of the research environment and knowledge of application procedures for graduate and professional schools. The School also has a Medical Career Awareness Program for high school students.

- The Dental School's Department of Oral and Craniofacial Biological Sciences, with funding from NIH, provides summer research experiences for minority college and first year dental students. In 2000 and 2001, participants included 17 dental students, including 6 females, 3 African-Americans, 1 Hispanic-American, and 5 Asian-Americans; and 5 college students, all female African Americans.

- The School of Pharmacy sponsors A Bridge to Academic Excellence, a math and science tutorial program for students in Baltimore high schools. The objective is to provide academic support and encourage students to attend college. An average of 100 students from 12 school are participating. School administrators and parents are highly supportive of the program, and one school has donated $5,000 to help cover expenses.

- The School of Nursing has developed two plus two agreements with the University of Maryland College Park and the University of Maryland Baltimore County that allow for simultaneous admission to either UMCP or UMBC and the School of Nursing. These agreements facilitate coordination of recruitment efforts and a seamless transition to the School of Nursing. Agreements are being developed also with community colleges.

- The Alliance in Building Careers in Nursing, supported by a grant from the U.S. Health Resources and Services Administration, is designed to provide academic support for a diverse student body. The program staff work with high school and community college students to assist them in preparing for a career in nursing.

- The School of Law participates in national recruiting events such as the University of Michigan Multicultural Law School Forum and the Puerto Rican Legal Defense and Education Fund Law School Fair and also sponsors phone-a-thons to admitted students in partnership with minority student groups. Extensive follow-up to minority students is conducted by the Director of Admissions and the Coordinator for Student Recruitment.

Student Retention and Graduation Programs

- All of the professional schools and the Graduate School offer tutoring and other types of student support. The campus has established a Writing Center, which offers one-on-one consultation on academic writing projects, a dissertation support group, brown bag seminars, and a scholarly writing course.

- The School of Nursing conducts a vigorous program of assessment testing to help identify students' achievements as they progress through the program and provides review and practice opportunities to prepare students for successful completion of the program and the Nursing Licensure Examination.

- Staff from the School of Medicine's Office of Academic Development meet with interested students to review study strategies and skills. After each examination, poorly performing students are contacted, and tutors are matched to the extent possible along gender and ethnic lines. The School conducts a prematriculation summer program, which recruits African American students, non-science majors, and students from less prestigious undergraduate schools to prepare them for the transition to medical school.

- The School of Law retains a faculty member devoted to academic achievement. This professional conducts individual tutoring, as well as group seminars and workshops geared to enhancing studying and writing skills and improving exam-taking techniques.

- The School of Social Work offers a Summer Enrichment Program to newly admitted students who have weak academic records to give them an opportunity to gain academic experience, on a part-time basis, at the graduate level. The program helps students, many of whom are minorities, make the transition back to school in a supportive and encouraging environment.

- The School of Pharmacy has established a strong relationship with the Maryland Pharmaceutical Society, the state's minority pharmacist organization, to assist in recruitment and retention of African American students. Society members promote pharmacy as a career and also serve as mentors to African American pharmacy students.

Faculty and Staff Programs

- The University has established several programs intended to promote harmony and unity on campus, e.g., the annual Martin Luther King Commemoration and the Black History Month Celebration and Morgan State University Concert each year. The University also presents annually the Dr. Martin Luther King, Jr. Diversity Recognition Award, which is awarded to an individual or group that plays a leadership role in the University's diversity efforts. The recipients serve as campus models of personal and professional commitment to the spirit of diversity and inclusiveness.

- The School of Medicine has completed the first year of implementation of a comprehensive Faculty Development Program. Twenty-four courses and seminars have been offered, serving nearly 200 faculty participants.

- To enlarge the pool of underrepresented applicants, the School of Law posts notices of faculty searches in the Women's Section and Minority Section of the American Association of Law Schools Listservs. Additionally, faculty members identify and contact women and minority legal scholars and attorneys, who teach or practice in the fields of law in which the School seeks to make appointments. This has successfully generated a diverse pool of faculty applicants.

- The Dental School has established a goal of enrolling 5% of each entering D.D.S. class into a track that prepares students for an academic career (a combined D.D.S./Ph.D. program) and has placed special emphasis on the recruitment of minority applicants.

Through an affiliation agreement with the School of Dentistry at Howard University, students from Howard participate in an NIH-sponsored summer research training program at UMB to encourage minority students to pursue dental scholar/educator careers.

University of Maryland, Baltimore County

Actions and Activities Associated with Minority Achievement

Enrollment

Undergraduates

UMBC continues to be very successful in recruiting minority undergraduate students. In Fall 2001, UMBC enrolled 37.4% minority students, up from 34.3% in Fall 1998, and approaching the 2004 goal of 39.0%.

Enrollment of African-American students has increased 8.1% since 1998, and continues to constitute about 16% of the undergraduate student population. Much of UMBC's success in attracting African-American students can be attributed to the Meyerhoff Scholarship Program, which has attracted outstanding African-American students planning to pursue advanced degrees in science, mathematics, computer science, and engineering. In addition, the visibility of the program and the caliber of the Meyerhoff Scholars has also enhanced UMBC's ability to attract African-American students interested in non-scientific fields. UMBC is competing with prestigious institutions such as Harvard, Stanford, and MIT. Therefore, our ability to award academic scholarships to these individuals will remain an important component of our recruitment plan.

Despite the overall growth in African-American student enrollment, UMBC has not advanced closer to its 2004 goal of 18.0%. Three enrollment trends are interacting to produce this result: (1) the percentage of African-American students among new freshmen is lower than among transfer students; (2) new freshman enrollments have increased 6.2% since 1998, whereas new transfer enrollments have remained steady; and (3) the percentage of African-American students among freshmen has decreased since 1998. Thus, despite the fact that UMBC is enrolling record numbers of African-American students, enrollment is growing even faster among other groups, most notably Asian Americans (up 27.9% since 1998).

UMBC will continue its vigorous efforts to attract qualified minority students. Many of these successful strategies are reflected in the Minority Achievement Plan recently submitted to the USM and in a variety of other recruitment efforts such as 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 Services, and a new grant from the Howard Hughes Medical Instutute for an Undergraduate Biological Sciences Education Program are both targeted for minority students.

Graduate Students

UMBC's minority graduate and professional student enrollment has increased significantly since Fall 1998, from 7.4% African-American students to 13.9% and from 14.8% minority students to 21.0%. These enrollments bring UMBC past its 2004 goals of 10% and 20% respectively. An important initiative for increasing the number of minority graduate students has been the Meyerhoff Graduate Fellows program, which is headed by Prof. Michael Summers, the University's Howard Hughes Medical Institute Associate Investigator. The graduate programs in Chemistry, Psychology, and Biological Sciences have received an NIH General Medical Sciences Grant under the program "Expanding the Opportunities for Minority Students in the Biomedical Sciences" to provide funds for the graduate education of minority students during their graduate years.

The Graduate School's new Associate Dean, Janet Rutledge, is an African-American electrical engineer who

served as program director in the Division of Graduate Education at the National Science Foundation (NSF). She is forming a strong network of relationships with other research universities to further enhance the Graduate School's quality and diversity. Among the Graduate School's new initiatives are (1) *DOCS: Diversifying On Campus Scholars*, a multi pronged approach to diversifying doctoral students at UMBC; (2) *Graduate Horizons*, a weekend visitation program for students at targeted universities with diverse student populations; and (3) the *Preparing Future Faculty* program, which brings advanced minority graduate students to the campus with appointments as Lecturers.

Retention and Graduation

Retention Rates

UMBC's record of 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 students were 84.1% and 87.6%, respectively, and these rates are higher than the rate for all undergraduate students (81.5%). Although UMBC has met and exceeded its retention goals within the last four years, the most recent data fall short of the 2004 target of 87.0% for minorities.

The major reason that students leave UMBC is that we do not have the major program that they decide to select. Even with the new major programs added recently, UMBC still lacks programs in such popular areas as business, communications, electrical engineering, and journalism. In 2001, 35% of entering freshmen had not selected a major, and according to a recent survey of students who left UMBC, 22% cited availability of their selected major as the reason for leaving. The University continues to develop new programs that are consistent with its mission and that will attract and retain undergraduate students, although objections related to the Office for Civil Rights Partnership Agreement remain a significant challenge to UMBC's programmatic growth.

Several other new initiatives are expected to have a positive impact on retention rates. First, UMBC is strengthening its advising program by adding additional advisors and placing some of the new advisors within academic departments that have large numbers of students. Second, an exciting new First-Year Seminar program is underway, and next fall, 12 courses will be offered featuring core faculty, innovative topics, small classes, and interactive learning. We are also increasing the number of living learning communities on campus. As we have added new residence halls, new opportunities for structuring the living environment around academic themes have been developed and implemented. We are also continuing a popular Faculty Mentor Program that makes core faculty available to both resident and commuter students for informal interaction and advising.

Graduation Rates

In Fall 2001, the 6-year graduation rate for African-American students was 63.3% and for all minorities it was 62.6%. These values are higher than the rate for UMBC overall, which was 58.7%, and bring UMBC close to its goal of 65% for African-American students. Among African-American graduates in 2001, 49.0% were enrolled in graduate/professional study.

Faculty and Staff

Recruitment and retention of minority faculty and staff continues to be a high priority at UMBC. In Fall 2001, 16.9% of UMBC's full-time faculty were minorities, including 5.5% African-Americans. To date, four African-American faculty candidates have accepted full-time appointments beginning in Fall 2002. Minorities, mostly African-Americans, constitute 28.8% of full-time staff members.

The Department of Human Resources disseminates the Affirmative Action Policy internally and externally through its advertising, posting of position vacancies and employment applications, and through workshops, seminars, and programs designed to inform faculty and staff about recruitment and hiring policies and procedures. It also disseminates information on campus by posting Equal Employment Opportunity statements, including identification and explanation of applicable federal laws and regulations, in conspicuous locations in each department. Recruitment strategies for faculty have focused on diversifying departmental searches to ensure that the applicant pool contains qualified minority candidates. Faculty and staff positions are advertised in publications of minority professional associations.

Opportunities for professional development at UMBC have recently been expanded through creation of a Faculty Development Center and establishment of staff development funds. The Faculty Development Center provides ongoing support for faculty members and is developing a formal mentoring program for junior faculty. Although not targeted specifically for minority faculty and staff, these opportunities are expected to have a positive impact on performance, morale, and retention

University of Maryland, College Park

Part I

Part I of the Minority Achievement document reports that the University of Maryland, College Park, has two indicators (6-year graduation rates of all minorities, and percent minorities of all undergraduates,) that have remained flat or have declined slightly over time.

Due to the fact that graduation and retention rates change slowly and experience slight fluctuations from year to year, it is not meaningful to examine rates on an annual basis. In order to control for small annual variations it is more prudent if rates are examined over longer periods of time or averaged for several years. For example, the continually improving second-year retention rate of UM minorities points to improved six-year graduation rates in future years. Furthermore, UM has established programs, strategies, and interventions designed to assist students and improve their retention and graduation rates, and the outcomes of these programs usually are not evident for several years.

The report also indicated that there has been a very slight decline in the percent minorities of all undergraduates. In absolute numbers the minority population has, in fact, been increasing. But at the same time, since 1997, the number of "unknowns" has also been increasing dramatically. Each year more students, who are bi-racial, or who do not want to choose a minority category, are choosing the option of "unknown." When the methodology for reporting race/ethnicity is changed and students have the capability of checking more than one race/ethnicity category, the true diversity of the undergraduate population will become evident.

Part II

Efforts Aimed at Increasing African-American and Minority Student Enrollment

1. The University of Maryland will continue to host teachers, counselors, and administrators from schools with large minority populations.

- Annual Multicultural College and Career Fair
- Providing bus transportation for Baltimore City high school students of color to attend open houses
- Annual Spring open house, two-night stay for students of color
- Array of programs targeted at Prince George's County
- The Bladensburg School Project

2. A freshman admissions coordinator with responsibility for developing recruiting strategies for students of color will continue to be utilized. We also plan to increase partnerships and 2+2 programs that connect community colleges and HBI's to the University of Maryland.

3. The University Relations division is committed to enhancing its fundraising efforts significantly in order to increase the amount of institutional financial assistance provided to low- and moderate- income students. In the meantime, the university has been incrementally increasing the amount of financial aid provided to low and moderate-income students.

4. Baltimore Incentive Awards Program: The University of Maryland, College Park, has initiated the Baltimore Incentive Awards Program to recognize and reward young people who want to better their opportunities through a college education. Modeled on a similar program at UC-Berkeley, the program is specifically targeted toward students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. This pilot program (focused on Baltimore City), entering its second year, identifies up to nine candidates each year who will receive full four-year scholarships to the University of

Maryland. While the award is directed toward financially needy students, the scholarship component is only a small part of the program. At the heart of the Baltimore Incentive Awards Program is the development of individual character, critical thinking skills and leadership within an intimate community of peers, advisors and faculty mentors. The cohort of students that form the core of this community will benefit from outstanding academic and support programs and will also be active in their home communities as role models for future Incentive Award candidates.

5. Maryland Institute for Minority Achievement and Urban Education: the institute's unique partnering of a research university, state education administration and local school districts provides a solid framework for success rarely seen in today's world of individualized, self interests. Starting with Prince George's County and Baltimore City school districts, local teachers and administrators will come together with institute researchers to pursue the shared goal of improving the quality of teaching and learning for minority students. Through a process of collaborative school reform, the institute will work with schools and teachers to build robust educational climates that support high achievement. The efforts may include targeted research to develop innovative strategies to increase achievement, along with professional development to improve teachers' knowledge and skills and administrators' school management proficiency. Specific support for students who need it most, particularly in reading and math, may also be crucial to success. Our success in this endeavor will increase the pool of students, particularly students of color prepared to attend the University of Maryland.

6. The University will also continue to expand and enhance college-readiness programs and promote them to the community.

- Educational Talent Search Program
- Summer Technology Program-Navigating the World Wide Web
- ESTEEM Research Mentoring Program
- Engineering, Academic Achievement Programs, and Glenn Arden Community Partnership Program
- MESA (Math, Engineering, and Science Achievement)
- Black Saga Competition
- Academic Achievement Programs

7. The University of Maryland offers bridge programs that provide summer academic enhancement, especially in mathematics and science, to incoming freshmen.

- Summer Bridge Program for Science and Engineering,
- Center for Minorities in Science and Engineering
- College Success Prep (CSP) Program sponsored by OMSE

Efforts Aimed at Increasing African-American and Minority Student Retention and Graduation Rates

1. Provost's Student Success Initiative: The University of Maryland will continue to communicate high expectations for student performance, leadership, and service. The primary vehicle for this effort is the *Provost's Student Success Initiative*. Through this initiative, the Academic Affairs division will address the chief causes for the university's lower than desired retention and graduation rates. Proposals recently passed by the University Senate have set new standards for time to degree, revised the University's withdrawal and leave of absence policies, and clarified university policies on academic probation and dismissal. At the same time we are clarifying and strengthening university expectations for student progress, additional resources, orientation sessions and mentoring will also be provided to professional and faculty advisors throughout the university. While this effort is geared towards all students, particular attention (and advising resources) will be directed to improving the retention and graduation rates of our minority student populations.

2. Increased mentoring opportunities and mentoring initiatives: The Office of the Senior Vice President for Academic Affairs and Provost has funded three new mentoring initiatives aimed primarily at students of color. One program, a "big brother" style-mentoring program is sponsored by the Black Student Union and has been in place for several years. The other two programs have been recently developed by the Office of Multicultural Student Education (OMSE) and the Vice President and Dean of the Graduate School.

3. Continue research providing opportunities for undergraduate students under-represented in certain fields of graduate and professional education.

- Center for Minorities in Science and Engineering
- Ronald E. McNair Post-Baccalaureate Program
- $1.6 Million Life Sciences Grant to the College of Life Sciences to support leadership in undergraduate research and minority enrollment

4. Ensure that the curriculum reflects the contributions of diverse groups.

- The Center for Teaching Excellence conducts workshops throughout the year
- Office of Human Relations Programs, Diversity Initiative
- Faculty Research Forum
- Faculty Diversity Awards
- Diversity Initiative Research Day
- Many faculty receive awards and course buy-outs to revise curriculum and develop new courses

Efforts Aimed at Recruiting and Retaining African-American and Minority Faculty and Staff

The Senior Vice President for Academic Affairs and Provost, through the Associate Provost for Equity and Diversity, Associate Provost for Faculty Affairs, and the Deans engages in extensive efforts to recruit underrepresented faculty.

The University of Maryland has been very successful in recruiting and hiring talented scholars from various racial/ethnic and gender backgrounds with the assistance of enhancement funds from the campus and additional salary funding being contributed by the Provost's office. The number of female and racial/ethnic minority faculty has increased and we will continue our efforts to make the numbers even larger.

The University will continue to provide support such as mentoring and discussion groups, to minority faculty and staff. These will include Office of Faculty Affairs orientations/workshops for:

- Associate Professors
- New Chairs
- Those wishing to discuss the tenure process

The University has established several career development programs that provide opportunities for existing employees to progress in their careers as they master new knowledge and skills. These will continue to improve and expand.

- Adult Basic Education
- English as a Second Language Courses
- Leadership Development Institute sponsored by Personnel Services
- Spanish for Supervisors course
- Personnel Services Training Classes
- Opportunities for staff to teach UNIV 100 and 101 courses

University of Maryland, Eastern Shore

Student Recruitment, Retention, and Graduation of Minority Students

The University of Maryland Eastern Shore has engaged in many productive activities in recent years to increase the matriculation of all students. One of the most significant activities is "taking UMES on the road." In order to reach prospective students and their parents, it has become necessary to take what UMES has to offer into communities by utilizing churches, community and recreational facilities, libraries, etc. to host receptions. The idea has been to encourage prospective and admitted students to visit the campus because students who visit the campus are twice as likely to enroll as those who do not visit.

The success of these receptions has depended upon the active participation of academic departments, Financial Aid, Residence Life, Academic Support and other relevant units. Additionally, support from the Office of the President and the Vice President for Student Affairs has enhanced the public's image of the commitment and familial atmosphere of the University of Maryland Eastern Shore. In addition an Annual Counselor's Retreat involving counselors from across the state of Maryland has contributed to stronger relationships between the University and the high schools in Maryland. Counselors are an essential link to a student's exposure to a specific institution.

To further enhance recruitment efforts, the University has developed and implemented pre-college and bridge programs in several areas, invested in additional advertising and offered scholarships to high academic achievers. As a result we have had the largest freshmen classes in the history of the University during Fall 2000 and Fall 2001.

Retention

The University has created the Office of Retention with an array of programs and activities designed to assist in the quality of student life and learning, while at the same time enhancing overall institutional quality, effectiveness, and student success. Some of the programs include writing workshops/tutorials, discipline-specific tutorials, and computer mediated math courses and other departmental activities, which included the Keys Program and the Early Alert Program. Some of these programs have increased significantly the numbers of students who obtained a C or better in English and Math courses and a 2.0 GPA.

Graduation

To increase the graduation rates of UMES students, focus was placed on program offerings, enhancement of advising activities and increased services for faculty development. Students continue to be assigned an advisor whose approval was required to enroll, add, or withdraw from a course. Students are assigned special retention advisors as well. Courses were offered in each degree program with suitable frequency so that students pursuing a degree full-time were able to graduate within four years. Also, alternative or suitable course substitutions were developed along with inter-institutional enrollments and non-traditional credit mechanisms. Tutoring was provided for most courses either directly, within the offering department or through the Office of Retention.

Faculty development programs, which were designed to engage faculty to focus more intentionally on student learning were instituted in the hopes of increasing the retention and graduation rates.

Recruitment and Retention of Minority Faculty and Professional Staff

Even though we have been as intentional as legally possible, we have not been as successful as we would like in recruiting and retaining minority, especially African American faculty. Our inability to offer higher salaries, lower teaching loads, suitable laboratories, and the opportunity to work with graduate students in some areas has been a major stumbling block. As we develop our new doctoral programs, we expect to do better. However, the largest hurdle we must cross is to offer higher salaries. The current budget situation offers no encouragement in this area any time soon. Nevertheless, we have implemented the following strategies:

- Advertised positions in Black Issues in Higher Education and other publications frequently read by minorities
- Recruited at major conferences
- Utilized the considerable network of minority faculty
- Showcased the University at every opportunity

In order to retain the faculty that we have, we established mentor relationships; emphasized and sought buy-in to historic and current mission as an 1890 institution; provided opportunity for faculty development and supported travel requests; and gave reduced teaching loads to allow for adjustments.

University of Maryland University College

As indicated in previous submissions to the University System of Maryland regarding the recruitment and retention of minorities, in particular African American students, University of Maryland University College (UMUC) surpasses its goals in these areas. In the fall 2001 semester, 31% of the students enrolled at UMUC were African Americans, and the total population from minority groups was 42%. These percentages compare favorably with representative minority groups in the overall population of the State of Maryland (28% and 36% respectively). We shall highlight below the programs and activities that UMUC has found most significantly reflect the success of UMUC's recruitment and retention of minority students, faculty, and staff.

Student Recruitment
UMUC's mission, admission requirements, and current student requirements all support the practice of open enrollment and registration flexibility for all students, including African Americans and other minorities. Students who have earned the equivalent of a high school diploma are accepted into UMUC, however students must maintain a 2.0 grade point average at UMUC to remain an active student. This approach provides all students the opportunity to prove themselves in higher education. In addition to open enrollment, UMUC also caters to the busy, working adult student by:

- offering multiple semester starts;
- offering multiple course delivery methods in support of diverse learning styles;
- offering multiple Open Houses at various sites throughout the State, as well as online;
- offering rolling admission; and
- offering multiple methods of acceptable application submission (fax, mail, online, face-to-face).

In addition to these services, UMUC targets the African American and other minority student populations by recruiting at the National Urban League Convention, NAACP National Convention, National Council de La Raza, California Forum for Diversity in Graduate Education, and AAHE Black Caucus' Graduate & Professional School Recruitment Forum.

Student Retention
To help increase the retention of under-represented populations in higher education, UMUC developed relationships with high school- and working-level institutions to assist students at any stage of their academic development. UMUC developed a relationship with Northwestern High School (NWHS), a primarily African American high school in Prince George's County, through the Partners in Progress program, now in its tenth year of operation. The program provides complete financial, academic, and personal support for Partners in Progress students to attend classes on a part-time basis. This support includes:

- waived admission to UMUC for the qualified applicants,
- tuition for a total of 15 credits per year,
- a book voucher for textbooks and school supplies up to $50 per course,
- free math and writing tutoring,
- one assigned student counselor for individual academic and personal counseling throughout the student's years at UMUC, and
- a mentor to provide assistance and encouragement for any problems in or outside of the classroom that the student might encounter while at UMUC.

Throughout the year, partnership students and UMUC staff members return to NWHS to share their message of staying in school and continuing on to higher education.

UMUC's other significant program is the Better Opportunities Through Online Education program (BOTOE). BOTOE was launched by UMUC and Goodwill Industries of the Chesapeake in May 2000 to help lower-income individuals in Maryland cross the "digital divide." This program is primarily for low-income individuals who provide their families' sole financial support. Students are waived the admissions fee, provided a computer and printer and access to a free ISP, along with an additional administrative and academic support to help them get started. Students can earn a college certificate online to help them obtain additional skills and higher paying jobs. Since this program commenced, 35 students have enrolled. The first undergraduate certificate completion will occur this year. Due to the efforts of UMUC staff, UMUC secured a $450,000 grant from Morgan Stanley to continue to help BOTOE recipients prove they can succeed academically in the Information Age. This grant will allow UMUC to expand beyond its original base of Maryland, DC, and VA to Delaware and NJ.

Faculty Recruitment and Retention

UMUC's most significant effort in the recruitment and retention of minority faculty and staff was the fall 2000 employment of a Faculty Recruiter with an emphasis on improving the diversity of faculty. This faculty recruiter targets events at National Urban League Convention, NAACP National Convention, and National Council de la Raza.

UMUC also developed the UMUC Diversity Council in Spring 2001 to assist in identifying issues relating to discrimination within UMUC and to recommend programs and strategies for staff and faculty recruitment and retention. The council also assists in coordinating programs and activities to promote diversity awareness and understanding the value of cultural differences that exist among UMUC's faculty, staff and student community worldwide.

The council uses several sub committees to achieve their objectives. The subcommittees include:
*Lesbian, Gay, Bisexual, and Transsexual (LGBT)
Communications/Publicity
*Employment & Retention/Compensation/Employment Development
Heritage & Commemoration/Multicultural issues
*Student Recruitment/Retention
*Faculty Based Issues

Committees identified by an asterisk also represent UMUC as part of the USM Diversity Network Task Forces.

Morgan State University

The Morgan State University retention effort, implemented during the 1993-1994 academic year, has been enhanced to improve upon the retention of all students at Morgan State University, with special emphasis on the 2nd year retention rate of African American Students. With a decrease in 2nd year retention of African American students from the 1998 to 2001 cohorts, Morgan State University has the goal of increasing the 2nd year retention of the 2003 cohort to a second year retention rate of 80% in 2004. During the 2000-01 academic year, the state of Maryland (MHEC) gave $500,000 to each HBCU in the state for retention programs (Access and Success Program). Morgan's program focuses on Summer Bridge Activity, enhanced tutoring services, student tracking/ advising, and enhanced educational and instructional materials. The following programs, already in place, have been enhanced, partially due to Access-Success Program funding, to increase the second year retention rates of Morgan Students overall, and African American students specifically:

The Tutoring Center provides peer tutoring upon the request of students experiencing academic difficulty in classes. Residence Life Programs also offer student support services in the residence halls and study halls appropriate for study. During the 2000-2001 academic year the Tutoring Center had been expanded to include the 29 tutor positions funded in the Access and Success Program for the 2001 Summer Bridge Program. Tutors assigned to residence halls, tutoring on evenings and weekends, offer on-going tutoring for Access-Success Program Students. The additional $250,000 added to the budget (grand total = $750,000), allowed Morgan to hire additional tutors, faculty and graduate assistants and allowed for additional computers and peripherals for labs.

The Advising Program insures timely and accurate academic advising for courses of study, course selection, academic guidance and help with related issues. The staff advises and registers Access and Success students enrolled in the Summer Bridge Program. Each student is advised two or more times during the academic year. There are three full-time advisors, two part-time advisors, a secretary and a program coordinator that participate in this advising initiative. Two additional advisors were hired, as allowed by the Access and Success Grant. With approximately one advisor for every 150 students, the quality of advisement has been improved. Morgan State University has transitioned to on-line course registration and will adopt on-line advising. The Advising, Course Analysis and Mentoring Program (ACAMP) software, purchased with Access and Success funding, has been installed on computers in the Advising Center to assist in the tracking of Access and Success students and other high-risk members of the freshman class.

The Mentoring Program links upper-class students who have high academic averages with first-time freshmen. These upper class students serve as academic role models and help with college adjustment issues.

The Early Warning system process alerts students and support services that academic difficulty is being experienced within three weeks of the start of the semester. Faculty are advised to make early assessments of student performance and to alert academic support services as appropriate.

The Computer Assisted Instruction efforts provide computer assistance to strengthen areas of academic weakness in math, English and other areas. This provides significant gains for students that are not prepared for college level course work.

Customer Relations Initiatives help to identify problems students may have experienced with various offices and departments on campus. Staff members from the financial aid, registrars and business offices and others, are trained in consumer relations and appropriate ways to respond to students.

The retention program, is an intense "hands on" approach, designed to individualize each student and provide academic support services as indicated. There is a student as consumer emphasis with a "Total Quality Management" approach, emphasizing group planning and academic support service. Each academic year there will be continued efforts to concentrate retention efforts on the freshmen, sophomore, and junior classes, with emphasis on improving 2nd year retention of minority students. This should result in continued progress as we approach the 10th year of the Morgan State University retention program.

St. Mary's College of Maryland

Part II. Institutional Actions and Activities Associated with Minority Achievement (*Comments concerning "insufficient progress toward achieving one or more benchmarks"; references in parentheses refer to items in the "Activities and strategies" lists.)*

1. Benchmark: % African-American of All Undergraduates: Between FY98 and FY02, African-American students dropped by 2% as a percentage of all full-time students at St. Mary's College of Maryland. The College has taken actions to reverse this 2% drop by initiating several strategies to increase the recruitment and retention of African-American students. (Specific examples of these strategies are provided in sections 1 and 2 of the "Activities and Strategies" section, below.) With these campus-wide efforts and strategies, we anticipate an energizing and strengthening of recruitment and retention efforts for African Americans.

2. Benchmark: Second Year Retention Rate – African-American, *and* **3. Benchmark: Six Year Graduation Rate African-Americans:** Although among the highest in "second-year retention" and having the highest "six-year graduation rate" of African-American students among the State four-year colleges and universities, St. Mary's has initiated several programs, both academic and social, to further increase retention and to achieve its benchmark goals for 2004. Academic. In addition to offering cross-disciplinary study areas in East Asian Studies and African and African Diaspora Studies, the general education curriculum at SMCM has been reviewed to assure that non-Western / European influences and perspectives are presented (2c). The psychology department now sponsors a multiculturalism lectures series (2t) and has a diversity requirement for its majors (2s). Faculty advisors receive training to work with minority students (2n) and academic skill-building workshops are offered (2l). Social. St. Mary's has a Black Student Union and a peer program for minority students (2e). The College also sponsors forums and symposia (2h, 2q, 2r), heritage month celebrations (2o), and World Carnival, a popular annual spring-time event celebrating diversity. Indices of retention are closely monitored, and President O'Brien has re-convened the Action Committee on Campus on Racial Diversity (ACCORD II) to provide a forum for monitoring, discussing, and recommending policies concerning campus diversity.

4. Benchmark: Percent African-American of entering freshmen, *and* **5. Benchmark: Percent minorities of entering freshmen:** The recruiting and retention of African-American and other minority students remain as priorities at SMCM. In addition to previously reported recruiting strategies, our board of trustees, minority alumni, and current minority students are asked to help identify and encourage minority students to consider SMCM (1c, 1d, 1f). Recruiting staff are trained to work with prospective minority students (1h), our director of admissions speaks at Gear Up programs (1o), and SMCM sponsors an information day for minority students at Six Flags amusement park (1q). With these efforts, and others listed below, SMCM anticipates recruiting a higher percentage of minority students.

Activities and strategies to improve the recruitment, retention, and graduation of minority students, particularly African-Americans, and recruitment and retention of minority faculty and professional staff:

St. Mary's College of Maryland has these programs/ strategies in place to recruit minority students:

a. Media campaigns for recruiting are conducted in educational supplements of minority publications.
b. State and regional high school counselors, athletic coaches, service organizations, and churches are asked to bring promising minority candidates to the College's attention.
c. Members of the Board of Trustees are asked to help identify prospective students of color.
d. Current St. Mary's students of color speak to minority students in middle school and high school to encourage college attendance.
e. Current St. Mary's students of color are asked to return to their former high schools to speak about their experiences in college.
f. Black alumni are asked to help identify prospective minority students and to encourage attendance.
g. A full-time professional minority recruiter and admissions counselor works in the Office of Admissions.
h. All recruiting staff are trained to be sensitive to the needs and goals of prospective minority students.

i. Two large off-campus receptions for minority students occur in the fall.
j. A special program for accepted minority students is given in the spring.
k. The office of admissions works closely with College Bound --an independent program in Baltimore that counsels minority high school students concerning the advantages of attending colleges.
l. An admissions agreement aimed at recruiting minority students has been developed with Prince Georges Community College –a predominantly minority institution.
m. Creation of a special academic advising program with Francis Cardozo High School in Washington, D.C., that brings together St. Mary's students who graduated from Cardozo with current Cardozo students. Activities occur at both schools.
n. Bus trips to SMCM from middle and high schools from underrepresented (minority) areas of the State.
o. The SMCM Director of Admissions speaks in the Gear Up program for prospective minority students.
p. SMCM regularly obtains and uses lists of qualified minority students provided by The College Board.
q. Creation of a one-day summer program for students of color held at the Six Flags amusement park.

St. Mary's College of Maryland has the following programs and strategies in place to improve the retention and graduation of minority students:

a. The College has an office of multicultural affairs with a full-time coordinator.
b. The coordinator of multicultural affairs works as an integral part of the office of student development in providing co-curricular opportunities that support student learning through diverse programs and activities in the areas of leadership development, personal development, and citizenship.
c. A more culturally diverse curriculum has been developed. For example, courses in the General Education Curriculum, most notably the required core course "Legacy of the Modern World," have been designed to ensure that attention is not limited to the Western and/or European traditions.
d. The annual Carter G. Woodson lectureship features African-American scholars who educate the campus community on important current and historical issues relevant to the black community.
e. Multicultural Achievement Peer Program (MAPP) is designed to encourage students of color to form closer relationships within the St. Mary's College community. The goal of the program is to increase the retention of students of color by alleviating initial isolation, increasing student/faculty interaction, and providing the student with additional encouragement and inspiration to be successful by bridging the gap between college services and support systems.
f. Each entering minority student is offered a peer mentor as part of MAPP. Peer mentors serve as resources for new students, assisting in the areas of academic and social adjustments.
g. The Office of Student Development sponsors academic skill building workshops throughout the year.
h. Brother's Keeper and Sister-2-Sister forums are designed to bring men and women of color together to discuss social, political, academic, and economic issues affecting the community.
i. The Office of Multicultural Affairs hosts an annual awards banquet for students in the MAPP.
j. A "get-acquainted" picnic is provided for new and returning minority students.
k. Receptions for African-American graduates and returning students in the Washington area are held.
l. Academic services offers academic skill building workshops that are available to all students.
m. The Associate Provost for Academic Services, working independently or in conjunction with the Office of Multicultural Affairs, provides academic support and counseling to minority students.
n. A portion of the 2-day faculty advising workshop is devoted to advising minority students.
o. Heritage Month Celebrations—each year several programs are held in recognition of the contributions that Africans living in the Diaspora, Latino-Americans, and Asian-Americans have made to our society. Events often explore the social, cultural, and political contributions of these groups.
p. Martin Luther King, Jr. Celebration—each year the office of student development sponsors a prayer breakfast and keynote speaker in recognition and celebration of the life and works of Martin Luther King, Jr.
q. Professional Symposium Weekend—aims to inspire students of color, to celebrate their academic success and expand their sense of what is possible. This three day symposium allows current students of color to interact and network with alumni of color in career workshops and forums.

r. Express Yourself forums are held several times during the year to discuss issues of race relations and subjects that are important to the multicultural community.
s. Psychology majors are now required to fulfill a diversity requirement.
t. The psychology department sponsors a diversity and multiculturalism lecture series highlighting a variety of topics, including the impact of race, gender, and sexual orientation.
u. East Asian Studies has been created as a cross-disciplinary study area.
v. African and African Diaspora Studies has been created as a cross-disciplinary study area.
w. Faculty and professional staff seminars are conducted to provide information and training addressing minority student concerns.
x. The Action Committee on Campus on Racial Diversity (ACCORD II) has been formed by the President to monitor and discuss current diversity practices and to recommend policies re: campus diversity.

St. Mary's College of Maryland has the following programs and strategies in place to for the recruitment and development of faculty and professional staff:

a. *Advertisements, announcements, and letters soliciting applications carry the statement, "St. Mary's College is an equal opportunity, affirmative action employer."*
b. An annual institutional display advertisement, listing all faculty positions for which searches are being conducted, is placed in Black Issues in Higher Education.
c. Position-specific advertisements are placed in relevant disciplinary journals and newsletters directed toward minority faculty (e.g., Psych Discourse).
d. Letters soliciting applications for faculty positions are sent to professional associations for assistance with recruiting minority faculty.
e. Announcements of faculty openings are routinely sent to predominantly minority graduate institutions.
f. The Office of the Provost subscribes to several services designed to locate minority faculty candidates (e.g., CIC Directory of Minority PhD Candidates and Recipients). Search committees are encouraged to use these resources in identifying potential minority candidates.
g. The College includes a part-time Affirmative Action Officer on its staff.
h. Appointments to search committees are made to ensure that such committees reflect the sexual, racial, and ethnic diversity of the faculty.
i. Each applicant for a faculty position is sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored so that search committees can be forewarned if additional search strategies are required to help achieve diversity in applicants for a faculty position.
j. The Provost can declare a "pause" in a faculty search process when it becomes evident that the applicant pool is not sufficiently diverse.
k. The Provost has initiated discussions with deans and other administrators at regional institutions with predominantly minority graduate programs in an effort to generate more interest among their students in applying for faculty positions at St. Mary's.
l. Department Chairs have been given the responsibility of assisting new faculty members in their development as teachers and scholars, and have been urged to give particular attention to the professional needs of minority faculty.
m. The Provost has carefully directed the limited resource of course releases in efforts to assist junior minority faculty members in their development as teachers and scholars.
n. The College's Affirmative Action Officer often assists with searches to fill vacant staff positions. Many of the faculty search strategies, described above, are also used in the recruitment of professional staff.
o. To ensure consistency in recruitment practices, the Affirmative Action Officer produced and distributed campus-wide *the Affirmative Action Guidelines for the Selection of Staff*. These guidelines are intended to instruct individuals and search committees in the *dos* and *don'ts* of recruitment, from writing a job description to record-keeping. Examples of questions that could be perceived as potentially discriminatory during interviews are provided. The basic premise of these guidelines is that the search process is to be conducted in a fair manner for all applicants.

p. Applicants for professional staff positions are sent copies of the Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, handicaps, and veteran status.
q. Accord II, a committee of faculty and staff that monitors and advises concerning diversity on campus, was convened by the President in fall 2001.

Appendix A.

Table 1. Minority Student Enrollment at Community Colleges Compared to Minority Population in Service Area

		Fall 1997	Fall 1998	Fall 1999	Fall 2000	Benchmark Fall 2005
Allegany						
	Percent minority student enrollment	3.8%	4.8%	4.4%	5.8%	4.7%
	Percent minority population of service area, 18 or older				6.3%	
Anne Arundel						
	Percent minority student enrollment	16.4%	17.7%	18.2%	18.6%	20.0%
	Percent minority population of service area, 18 or older				18.8%	
Baltimore City						
	Percent minority student enrollment					
	Percent minority pop of service area	88.8%	89.7%	90.7%	91.0%	90%
	older)					
	18 or older				*	
Carroll						
	Percent minority student enrollment	4.1%	4.1%	3.9%	4.8%	6.0%
	Percent minority population of service area, 18 or older				4.6%	
Cecil						
	% Nonwhites full & part-time students enrolled	5.7%	5.1%	6.6%	7.5%	5.5%
	older)					
	18 or older				*	
Chesapeake						
	Percent minority student enrollment	13%	17%	16%	18%	20%
	Percent minority population of service area, 18 or older				18%	
CCBC						
	Percent minority student enrollment	25.0%	27.0%	29.0%	30.0%	33.0%
	Percent minority population of service area, 18 or older				23.0%	
Frederick						
	Percent minority student enrollment	12.9%	13.3%	15.0%	16.5%	19.0%
	Percent minority population of service area, 18 or older				10.8%	
Garrett						
	Percent minority student enrollment	3.1%	3.9%	4.7%	4.5%	2.0%
	Percent minority population of service area, 18 or older				1.0%	
Hagerstown						
	Percent minority student enrollment	10%	10%	10%	10%	11%
	Percent minority population of service area, 18 or older				10.5%	
Harford						
	Percent minority student enrollment	13%	14%	13%	14%	14%
	Percent minority population of service area, 18 or older				13.0%	
Howard						
	Percent minority student enrollment	26.8%	27.9%	28.2%	28.9%	29.0%
	Percent minority population of service area, 18 or older				22.3%	
Montgomery						
	Percent minority student enrollment	43.4%	45.7%	48.4%	48.6%	50.0%
	Percent minority population of service area, 18 or older				31.7%	
Prince George's						
	Percent minority student enrollment	n/a	n/a	n/a	73.0%	73.0%
	Percent minority population of service area, 18 or older				83.0%	
Southern Maryland						
	Percent minority student enrollment	18.0%	19.1%	21.6%	23.5%	24.0%
	Percent minority population of service area, 18 or older				22%	
Wor-Wic						
	Percent minority student enrollment	23%	22%	25%	24%	23%
	Percent minority population of service area, 18 or older				23%	

Source: MHEC 2001 Accountability Reports

Table 2. Percent Minority: Community College Full-time Faculty

		Fall 1997	Fall 1998	Fall 1999	Fall 2000	Benchmark Fall 2005
Allegany	Percent minority:full-time faculty	0.0%	0.0%	0.0%	0.0%	2.0%
Anne Arundel	Percent minority:full-time faculty	13.4%	12.6%	11.8%	11.9%	15.0%
Baltimore City	Percent minority:full-time faculty	43.9%	50.0%	51.3%	51.7%	*
Carroll	Percent minority:full-time faculty	0.0%	0.0%	0.0%	2.3%	6.0%
Cecil	Percent minority:full-time faculty	7.7%	8.1%	8.3%	5.4%	5.5%
Chesapeake	Percent minority:full-time faculty	10.0%	7.0%	7.0%	8.0%	12.0%
CCBC	Percent minority:full-time faculty	7.8%	9.9%	11.4%	12.9%	15.0%
Frederick	Percent minority:full-time faculty	7.0%	7.0%	7.0%	7.0%	12.0%
Garrett	Percent minority:full-time faculty	5.9%	5.3%	5.3%	5.0%	2.0%
Hagerstown	Percent minority:full-time faculty	1.7%	1.7%	1.7%	1.8%	2.0%
Harford	Percent minority:full-time faculty	8.0%	6.0%	9.0%	9.0%	11.0%
Howard	Percent minority:full-time faculty	21.2%	23.0%	22.2%	21.3%	23.0%
Montgomery	Percent minority:full-time faculty	20.6%	20.9%	21.2%	23.3%	30.0%
Prince George's	Percent minority:full-time faculty	20.0%	22.0%	22.0%	26.0%	29.5%
Southern Maryland	Percent minority:full-time faculty	13.4%	15.1%	14.9%	15.7%	15.0%
Wor-Wic	Percent minority:full-time faculty	3.0%	3.0%	7.0%	7.0%	10.0%

** no benchmark established by institution*

Source: MHEC 2001 Accountability Reports

Table 3. Percent Minority: Community College Full-time Executive/ Managerial Staff

		Fall 1997	Fall 1998	Fall 1999	Fall 2000	Benchmark Fall 2005
Allegany	Percent minority:full-time exec/ managr staff	0.0%	0.0%	0.0%	0.0%	2.0%
Anne Arundel	Percent minority:full-time exec/ managr staff	11.6%	12.8%	15.0%	14.6%	18.0%
Baltimore City	Percent minority:full-time exec/ managr staff	70.0%	65.0%	71.4%	61.9%	*
Carroll	Percent minority:full-time exec/ managr staff	0.0%	0.0%	0.0%	0.0%	6.0%
Cecil	Percent minority:full-time exec/ managr staff	0%	0%	0%	0%	5.5%
Chesapeake	Percent minority:full-time exec/ managr staff	0%	0%	8.0%	8.0%	12.0%
CCBC	Percent minority:full-time exec/ managr staff	13.6%	13.3%	12.8%	15.0%	17.0%
Frederick	Percent minority:full-time exec/ managr staff	0.0%	3.6%	3.6%	6.3%	12.0%
Garrett	Percent minority:full-time exec/ managr staff	0.0%	0.0%	0.0%	0.0%	0.0%
Hagerstown	Percent minority:full-time exec/ managr staff	0.0%	0.0%	0.0%	0.0%	5.0%
Harford	Percent minority:full-time exec/ managr staff	13.0%	17.0%	16.0%	16.0%	16.0%
Howard	Percent minority:full-time exec/ managr staff	11.5%	11.5%	14.3%	17.2%	23.0%
Montgomery	Percent minority:full-time exec/ managr staff	24.0%	22.8%	22.4%	22.2%	30.0%
Prince George's	Percent minority:full-time exec/ managr staff	36.0%	38.0%	40.0%	44.0%	50.0%
Southern Maryland	Percent minority:full-time exec/ managr staff	20.9%	20.0%	19.4%	15.8%	19.0%
Wor-Wic	Percent minority:full-time exec/ managr staff	0.0%	0.0%	0.0%	0.0%	13.0%

** no benchmark established by institution*

Source: MHEC 2001 Accountability Reports

Table 4. Four-year Transfer/ Graduation Rates of Full-time Minority Students at Community Colleges

	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	Benchmark: 2001 Cohort
Allegany	50.0%	28.6%	23.9%	35.7%	34.5%
Anne Arundel	22.6%	20.6%	27.7%	19.6%	22.0%
Baltimore City	20.2%	15.7%	13.8%	11.0%	18%
Carroll	16.7%	33.3%	28.6%	0.0%	33.0%
Cecil	16.7%	16.7%	14.3%	15.8%	16.8%
Chesapeake	14.0%	25.0%	24.0%	31.0%	22.0%
CCBC	22.0%	21.1%	21.1%	18.3%	23.0%
Frederick	27.5%	30.0%	30.4%	18.9%	41.0%
Garrett	40.0%	9.0%	14.0%	0.0%	12.0%
Hagerstown	20.0%	23.0%	27.0%	39.0%	28.0%
Harford	27.0%	25.0%	15.0%	22.0%	30.0%
Howard	37.7%	27.0%	27.3%	28.6%	37.3%
Montgomery	28.6%	25.8%	31.0%	29.8%	33.0%
Prince George's	14.2%	19.1%	17.1%	25.7%	30.0%
Southern Maryland	39.0%	42.0%	34.0%	21.2%	25.5%
Wor-Wic	25.0%	42.0%	31.0%	10.0%	42.0%

Source: MHEC 2001 Accountability Reports

Table 5. Six-year Transfer/ Graduation Rates of Full-time Minority Students at Community Colleges

	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	Benchmark: 2001 Cohort
Allegany	28.7%	30.8%	35.6%	25.0%	30.0%
Anne Arundel	20.2%	16.2%	16.1%	14.6%	19.0%
Baltimore City	21.0%	19.5%	21.1%	18.0%	22.0%
Carroll	NA	NA	15.4%	27.8%	30.0%
Cecil	29.4%	20.8%	15.4%	6.3%	19.0%
Chesapeake	16.0%	28.0%	11.0%	16.0%	18.0%
CCBC	20.0%	17.0%	19.0%	18.0%	19.0%
Frederick	22.5%	19.1%	21.4%	21.4%	33.0%
Garrett	30.0%	10.0%	40.0%	8.3%	12.0%
Hagerstown	22.0%	18.0%	22.0%	21.0%	22.0%
Harford	16.0%	13.0%	19.0%	15.0%	19.0%
Howard	18.0%	18.6%	29.7%	22.8%	32.5%
Montgomery	25.6%	23.5%	24.8%	22.1%	26.0%
Prince George's	13.9%	14.8%	12.9%	17.6%	18.5%
Southern Maryland	22.0%	20.0%	24.0%	26.6%	23.0%
Wor-Wic	13.0%	18.0%	17.0%	13.0%	20.0%

Source: MHEC 2001 Accountability Reports

Table 6. Percent African-American of all Undergraduates:
Public Four-Year Colleges and Universities

	1998	1999	2000	2001	Goal 2004
Bowie	84.0%	85.0%	86.0%	87.0%	88.0%
Coppin	98.0%	98.0%	97.0%	95.0%	90.0%
Frostburg	8.5%	10.1%	11.3%	11.9%	13.0%
Salisbury	7.8%	8.6%	8.0%	7.4%	10.0%
Towson	9.7%	9.9%	10.4%	10.0%	11.0%
UB	25.3%	25.2%	28.7%	30.5%	32.0%
UMB	18.0%	20.0%	22.0%	24.0%	*
UMBC	16.0%	16.1%	16.0%	15.9%	18.0%
UMCP	14.2%	14.2%	13.8%	13.1%	14.8%
UMES	80.0%	79.0%	80.0%	79.0%	75.0%
UMUC	27.0%	28.0%	30.0%	31.0%	>31.0%
Morgan State	95.0%	95.0%	94.0%	92.0%	88.0%
St. Mary's College	10.0%	10.0%	10.0%	8.0%	11.0%

** goal not established by institutuion*

Source: MHEC 2001 Accountability Reports

Table 7. Second-Year Retention Rate of African-American Students: Public Four-Year Colleges and Universities

	1998	1999	2000	2001	Goal 2004
Bowie	*	71.0%	75.0%	73.0%	80.0%
Coppin	74.1%	77.4%	75.2%	73.4%	75.0%
Frostburg	75.0%	77.4%	75.3%	82.9%	84.0%
Salisbury	75.0%	68.8%	78.0%	65.8%	78.0%
Towson	86.1%	82.4%	86.4%	87.0%	>86%
UMBC	88.3%	90.7%	92.7%	87.6%	93.0%
UMCP	85.6%	84.3%	88.8%	87.4%	>92.0%
UMES	71.7%	76.6%	77.0%	77.5%	81.0%
Morgan State	75.0%	76.0%	75.0%	74.0%	80.0%
St. Mary's College	90.0%	86.0%	92.0%	76.0%	86.0%

** data not supplied by institution*

Source: MHEC 2001 Accountability Reports

Table 8. Six-Year Graduation Rate of African-American Students: Public Four-Year Colleges and Universities

	1998	1999	2000	2001	Goal 2004
Bowie	39.0%	39.0%	34.0%	42.0%	50.0%
Coppin	27.8%	22.2%	20.1%	25.8%	35.0%
Frostburg	49.3%	44.6%	46.8%	38.5%	50.0%
Salisbury	43.2%	60.8%	51.9%	60.4%	61.0%
Towson	53.0%	50.4%	48.6%	49.0%	>50%
UMBC	58.5%	53.0%	60.3%	63.3%	65.0%
UMCP	49.4%	46.0%	52.3%	48.4%	>60%
UMES	35.2%	41.3%	42.5%	42.0%	45.0%
Morgan State	37.0%	41.0%	43.0%	42.0%	45.0%
St. Mary's College	71.0%	72.0%	65.0%	65.0%	72.0%

Source: MHEC 2001 Accountability Reports

Table 9. Campus-Specific Measures: Public Four-Year Colleges and Universities

1. Percent minorities of all undergraduates

	1998	1999	2000	2001	Goal 2004
Bowie	87.0%	89.0%	90.0%	90.0%	91.0%
Frostburg	11.7%	13.6%	15.2%	15.6%	16.8%
Salisbury	10.4%	11.4%	10.8%	10.6%	13.0%
Towson	14.4%	14.6%	15.3%	15.0%	17.0%
UMBC	33.0%	34.3%	35.6%	36.7%	39.0%
UMCP	33.2%	33.1%	32.9%	32.2%	35.0%
UMUC	37.0%	39.0%	42.0%	43.0%	>43%

2. Second-year retention rate of all minority students

	1998	1999	2000	2001	Goal 2004
Frostburg	77.9%	73.9%	76.2%	77.8%	80.0%
Salisbury	75.7%	70.3%	77.4%	74.2%	80.0%
Towson	84.5%	81.7%	86.6%	85.2%	>86%
UMBC	88.0%	88.4%	85.6%	84.1%	87.0%
UMCP	87.7%	88.6%	89.6%	90.7%	>92%

3. Six-year graduation rate of all minority students

	1998	1999	2000	2001	Goal 2004
Frostburg	77.9%	73.9%	76.2%	77.8%	80.0%
Salisbury	54.9%	59.7%	52.8%	60.6%	61.0%
Towson	51.2%	52.5%	49.1%	53.3%	>50%
UMBC	52.4%	56.6%	59.8%	62.6%	65.0%
UMCP	58.3%	56.1%	57.4%	56.5%	>65%

4. Percent African- American of full-time faculty

	1998	1999	2000	2001	Goal 2004
Frostburg	2.5%	2.1%	2.5%	3.4%	3.0%
Salisbury	4.8%	3.8%	3.7%	4.4%	6.0%
St. Mary's	7.0%	9.0%	9.0%	9.0%	11.0%

5. Percent minorities of full-time faculty

	1998	1999	2000	2001	Goal 2004
St. Mary's	18.0%	18.0%	17.0%	17.0%	19.0%

6. Percent African-American of full-time executive/managerial staff

	1998	1999	2000	2001	Goal 2004
Salisbury	6.4%	6.4%	7.9%	8.7%	9.0%
St. Mary's	5.0%	13.0%	10.0%	10.0%	12.0%

7. Percent minorities of full-time executive/managerial staff

	1998	1999	2000	2001	Goal 2004
St. Mary's	12.0%	13.0%	14.0%	14.0%	17.0%

** data or goal not supplied by institution*

Source: MHEC 2001 Accountability Reports

Table 9. Campus-Specific Measures: Public Four-Year Colleges and Universities

8. Number of graduate degrees awarded to under-represented minorities in professional education programs, computer science, information systems, and math

		1998	1999	2000	2001	Goal 2004
Bowie:	education	91	77	101	*	*
	computer sci	9	9	9	*	20
	info sys	53	49	49	*	60
	math	0	0	0	0	10

9. Percent African-American of total management science and computer science graduates

	1998	1999	2000	2001	Goal 2004
Coppin	98.0%	90.0%	93.0%	92.0%	98.0%

10. Percent of African-American Bachelor's degree recipients enrolled for graduate/professional study

	1998	1999	2000	2001	Goal 2004
UMBC	32.0%	52.0%	46.0%	49.0%	49.0%

11. Second-year retention rate of Asian students

	1998	1999	2000	2001	Goal 2004
UMCP	92.0%	92.7%	92.8%	93.6%	>92%

12. Second-year retention rate of Hispanic students

	1998	1999	2000	2001	Goal 2004
UMCP	84.1%	88.5%	85.0%	91.1%	>92%

13. Six-year graduation rate of Asian students

	1998	1999	2000	2001	Goal 2004
UMCP	68.0%	68.0%	63.0%	67.1%	>70%

14. Six-year graduation rate of Hispanic students

	1998	1999	2000	2001	Goal 2004
UMCP	50.0%	49.3%	53.7%	56.5%	>60%

15. Number of African-American students enrolled in online courses

	1998	1999	2000	2001	Goal 2004
UMUC	n/a	2,012	3,721	5,459	6,300

16. Number of African-American degree recipients in science, math, computer science, engineering

	1998	1999	2000	2001	Goal 2004
Morgan	200	215	180	247	241

17. Percent African-American of entering freshmen

	1998	1999	2000	2001	Goal 2004
St. Mary's	11.0%	12.0%	9.0%	6.0%	12.0%

18. Percent minorities of entering freshmen

	1998	1999	2000	2001	Goal 2004
St. Mary's	16.0%	16.0%	17.0%	13.0%	18.0%

** data or goal not supplied by institution*

Source: MHEC 2001 Accountability Reports