

MINORITY ACHIEVEMENT REPORT SUMMARY

MARYLAND COMMUNITY COLLEGES

UNIVERSITY OF MARYLAND SYSTEM

MORGAN STATE UNIVERSITY

ST. MARY'S COLLEGE OF MARYLAND

October 1996

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EXECUTIVE SUMMARY

The Maryland Plan for Postsecondary Education calls for statewide policies to 1) improve recruitment, retention, and graduation of students, particularly minorities, and 2) recruit, promote and retain minorities in faculty and professional staff positions.

To achieve these objectives the Commission requested each two-and four-year campus to develop a minority achievement plan and submit annual reports detailing the progress of the plan.

The 1996 Minority Achievement Reports were submitted by the colleges in August 1996. The following summaries are from each of the institution's Minority Achievement Report. Each summary contains:

- institutional goals for enrollment, retention/graduation, and faculty/staff;
- a summary of institutional activities associated with improving minority achievement;
- a summary of the impact these activities are having on minority achievement; and,
- staff analysis.

For the most part these reports indicate progress in recruiting, enrolling, retaining and graduating minority students. Minority enrollment increased between 1991 and 1995. Moreover, in specific cases, minority enrollment in science and technology fields also showed increased enrollment.

The area where there is still much more to be done for the minority population is with retention and graduation rates, particularly the strategies or intervention mechanisms each institution employs. The data reveal that African-American students are still graduating and transferring at a rate significantly lower than that of other students.

All public two-and four-year institutions are involved in a variety of activities aimed at increasing minority enrollment, retention, and graduation. There are a number of institutions which have initiated strategies that warrant monitoring to determine if there may be some replicative qualities other institutions may want to use. Some of the more notable strategies are:

- emphasizing multiculturalism and diversity institution-wide,
- developing and sponsoring partnerships with high schools, community colleges, community organizations and private foundations,
- providing special recruitment materials, personal contacts, and mentoring, counseling, tutoring and other study skills aids, and,
- offering summer programs where students have an opportunity for a hands-on approach to campus life.

MARYLAND COMMUNITY COLLEGES

Allegany Community College

Campus Goals 1996-2000

Enrollment: To achieve a minority student enrollment that mirrors the demographic makeup of its service area.

Retention/Graduation: To improve retention and graduation for minority students so that they are comparable to or exceed the retention and graduation rates for minority students in the Maryland community college system.

Faculty/Staff: To increase minority employment in faculty and staff.

Institutional Activities Associated with Improving Minority Achievement

ACC and Allegany County have very small minority populations. The total minority population is 3 percent with African-Americans representing the largest minority group. Because there are small numbers involved, the entire minority population is reported as an aggregate.

The college continues to recruit in predominantly minority neighborhoods in the Cumberland area. In addition, the college has a scholarship fund that is aimed at attracting residents living in area housing developments in an effort to encourage college enrollment. ACC continues its efforts to attract participants of the Job Training Partnerships Act and the Western Consortium to enroll at the college.

Several new initiatives will begin next fall. The first initiative is to offer instructional programs to inmates at two newly constructed correctional facilities in Cumberland. The second initiative is aimed at undergraduates and underprivileged students enrolled in Allegany County's Summer School Program. In summer 1997, the college will become the permanent site of the Summer School and will use this opportunity to introduce students to college programs. The college has also established formal mechanisms to track the progress of its minority population. These mechanisms include tracking the retention rates of a cohort of first-time African-American students for a four year period and to monitor student attrition and problem courses or programs. This procedure was formalized this year. The goal for next year will be to develop a complete student tracking and enrollment management system that will incorporate all aspects of the college experience. The college continues to offer the "Academic Alert" system for students experiencing difficulty and will begin to offer a revamped developmental instructional sequence next year.

Institutional Impact of Activities on Minority Achievement

Minority student representation at ACC has and continues to be a very small percentage (2 to 3 percent) of the total student enrollment over the past five years. The college's minority success rate is substantially below that of its white students for this same five year period. ACC's minority student graduation rate shows a pattern of less than 50 percent from 1987 to 1991.

Staff Comments

The number of minority students attending ACC is so small that any fluctuation in the number tends to change the picture dramatically which makes the analysis more difficult to explain. It is important to note that recruiting, enrolling and retaining more minority students would be the only significant way to improve the impact of minority achievement at ACC. Therefore, it is the initiatives ACC has implemented which should be monitored as indicators of the success of the impact they will have on minority achievement.

Anne Arundel Community College

Campus Goals 1996-2000

Enrollment: By 1999 and thereafter the African-American student population age 18 and over at the college will mirror the proportion of African-Americans in Anne Arundel County.

Retention/Graduation: By 1999 and thereafter the transfer and graduation rates of African-American first-time full-time freshmen who are degree-seeking will be equal to the transfer and graduation rates for all races combined.

Faculty/Staff: By 1999 and thereafter the percentage of African-American and other minority faculty and staff will equal the percentage available for all job groups.

Institutional Activities Associated with Improving Minority Achievement

The college has initiated a number of new programs to increase minority enrollment as well as continuing to expand ongoing projects. The Talent Search, which began 1992 and targets students at county high schools who are potential first generation college students, has had 701 students in the program of whom 461 were African-Americans. A Minority Recruitment Advisory Board was established and is expected to begin regular meetings prior to fall 1996; this group is composed of business and community leaders. Fall 1996 will mark the beginning of another new initiative, the Partners for Student Success (PASS) program. This pairs first semester minority students with community business groups and organizations in an effort to mentor the student through the difficult first semester and to provide motivation for them to continue with their education. The state-of-the-art students marketing system, EXETER was installed last year to improve enrollment yields, increase qualified prospects and achieve diversity.

In August 1995, a full-time retention coordinator was hired as a member of the academic advising staff. This person functions as an ombudsman and operates with a newly created committee entitled Student Academic Retention Techniques (SART) which has as one of its eight objectives a minority success program. In addition, a specifically targeted Black Student Union was created in 1995-96. The purpose is to foster educational, cultural, social, and recreational activities on-campus in an attempt to involve minority students in all aspects of student life. A tour of the HBCUs in the Mid-Atlantic region was sponsored by Talent Search.

Institutional Impact of Activities on Minority Achievement

The full-time minority enrollment increased from 10.8 to 13.0 percent over the past five years (1991-1995) with African-American enrollment increasing from 6.0 to 8.6 percent for the same five year period. Part-time enrollment for minorities also increased from

12.0 to 15.0 percent from 1991-1995. During this same period, the college has made sizable gains in increasing the proportion of part-time African-Americans from 8.6 to 10.7 percent. The goal of the college to achieve an African-American enrollment of 11.2 percent is becoming more attainable.

The transfer and graduation rates of minorities are at least 4 percent lower than the rates for all races in all cohorts examined during the past five years. The most recent data show that for entering students in 1991 the minority transfer cohort rate was 26 percent versus 33 percent for all races and a graduation rate of 17 percent versus 26 percent for all races. The data show an even lower rate for African-Americans. The transfer rate of African-Americans was 22 percent lower than that of all races combined and the graduation rate was 15 percent lower.

Staff Comments

AACC continues to make progress in attaining its goal of 11.2 percent African-American student enrollment. However, the transfer and graduation rates of minority groups in general and African-American in particular continue to lag considerably behind the majority race.

The college also reported notable gains in hiring full-time minority faculty from 10.8 percent in 1991 to 12.5 percent in 1995, increasing the number of faculty from 21 to 25.

Baltimore City Community College

Campus Goals 1996-2000

Enrollment: To provide accessibility to higher education to all residents of its service area, regardless of ethnic background. To achieve an enrollment that reflects the population of Baltimore City (63 percent African-American, 36 percent whites, and 1 percent other). To increase the participation rate in Maryland institutions for Baltimore City (2.4 percent for Fall 94) to the rate for Baltimore County (4.1 percent).

Retention/Graduation: To increase success rates from 39 percent for the Fall 90 full-time entering class to 45 percent for the Fall 96 full-time entering class.

Faculty/Staff: To achieve a staffing pattern that reflects the ethnic distribution of Baltimore City.

Institutional Activities Associated with Improving Minority Achievement

The Task Force on Recruitment and Retention of African-American Males was implemented. BCCC has through its new general education requirements enhanced the articulation agreement to ensure the transferability of courses. Implementation of the Academic Advisement Center ensures that students receive accurate, timely, consistent advisement and guidance in the program planning phase. Opening a Retention Center enables students in career programs to utilize resources handwork individually with staff in meeting their educational goals. The college continues to evaluate their programs in an effort to identify strengths and weaknesses with the ultimate aim of enhancing the quality of all programs.

BCCC continues to enhance its programs by initiating new and innovative ideas such as Women of Strength and Positive Men support groups, developing co-curricular activities by the Student Governance Board, Health Fair for Males Only, and instructional technologies that are on the "cutting edge".

The college has undertaken, through its Title III program, the redesign of its developmental studies' program and has initiated a college-wide effort to enhance retention for all categories of students.

Institutional Impact of Activities on Minority Achievement

BCCC continues to be the largest provider of higher education for African-American residents of Baltimore City. The first-time, full-time African-American enrollment has risen from 79 to 85 percent since 1990. There were decreases in the number of Hispanics and Asians and an increase in the number of Native-Americans enrolling as

first-time, full-time students. Part-time undergraduate African-American representation has grown from 73 percent in Fall 90 to 79 percent in Fall 95.

African-Americans enrollment continues to exceed the city-wide proportion. The college has increased the accessibility of African-American women who enroll as undergraduates by 42 percent. However, the number of African-American men enrolled last Fall was the same as in Fall 90.

BCCC shows a success rate of 34 percent for African-Americans for Fall 91 compared to 24 percent for Fall 86 entrants. This increase was due mostly to increased retention rates.

Staff Comments

BCCC has set success goals it can achieve for entering minority students in Fall 1996. The analysis prepared by the college was thorough in setting forth accomplishments as well as identifying areas of concern.

Carroll Community College

Campus Goals 1996-2000

Enrollment: To have the racial composition of the student body represent the racial composition of the adult population (3.7 percent minority; 2.5 percent African-American) and to increase the representation of African-Americans students.

Retention/Graduation: Carroll Community College was established in 1993; students entering Carroll in 1994 have not yet completed a four-year cycle.

Faculty/Staff: To have the racial composition of the college faculty and staff be representative of both the adult population of the college's service area and of the available county workforce.

Institutional Impact of Activities on Minority Achievement

Since 1993, when the college was established, Carroll Community College has instituted student enrollment data collection files; however, these files are incomplete, making any significant discussion of the issue limited. The first-time, full-time enrollment of African-Americans is below the percent of African-Americans in the county adult population, (2.4 percent). Currently, the African American enrollment is 1.7 percent.

The college is still striving to meet the 1994 student enrollment goal, therefore it did not set new goals for the 1996 year. The college has indicated it plans to explore ways to improve the recruitment and retention of students in general, and of African-American students in particular.

Institutional Impact of Activities on Minority Achievement

At this time there is not enough data to derive what impact the activity initiated by the college has had on minority achievement.

Staff Comments

The college has set reasonable goals for minority student enrollment, however, these goals have yet to be accomplished. In light of this situation the admission coordinator is paying special attention to minority recruitment by working with minority churches and organizations in the area to promote higher educational opportunities at the college.

Catonsville Community College

Campus Goals 1996-2000

Enrollment: To maintain and develop outreach programs and activities that would maintain the overall minority student population at 25-30 percent; first-time, full-time minority enrollment at 35 percent; and part-time minority student enrollment at 25 percent.

Retention /Graduation: To achieve an African-American transfer or graduation rate between 25 and 30 percent in an entering cohort: a “still attending” rate of 10-15 percent; and an overall rate of 40 percent for first-time, full-time African-American students.

Faculty/Staff: To establish a target of hiring one minority person for each three “new hires.”

Institutional Activities Associated with Improving Minority Achievement

The college has increased minority applicants by 5 percent for the past two years through the efforts of the Admissions/Outreach Office and a staff person responsible for related activities for that specific population. CCC has also utilized partnership arrangements with public high schools, such as Lansdowne and Randallstown and universities, such as Morgan State University, to increase student awareness of higher educational opportunities. Through a grant funded program 120 eighth graders participated in a series of career/college related experiences; approximately 65 percent of the participants were minority students. A special effort was initiated to make financial aid program materials and other college information available to potential students through presentations at local high schools and in community settings.

The Office of Multicultural Students Services continues to maintain linkages with other key offices in the college community to enhance and promote programmatic efforts to increase minority student success. A collaborative effort between the Office of Multicultural Student Services and the Maryland Multicultural Coalition resulted in co-sponsored conferences in spring of 1995 and 1996; over 400 people attended these conferences from across the state, including several superintendents of schools, administrators, instructors and students. Several faculty and staff development programs were conducted to promote understanding of multiculturalism and diversity.

The course Achieving Academic Success, instituted in 1992, continues to be offered to provide academic survival skills for African-American males.

Institutional Impact of Activities on Minority Achievement

The college continues to attract a diversified student body. The proportion of African-American students has risen from 16.6 percent in 1985 to 23 percent in 1995 with Asian-American student enrollment growing from 1.6 percent in 1985 to 4.6 percent in 1995. According to the Baltimore Regional Council of Governments, the college's minority student enrollment exceeds the county's.

First-time, full-time African-American student enrollment increased from 19 percent in 1991 to 33 percent in 1995. For the same time period, the full-time and part-time African-American student enrollment also increased from 23 percent to 30 percent and from 17 percent to 21 percent respectively.

An examination of the proportion of students who have graduated, transferred, or are "still attending" the college after four years after entry indicates that African-American students are below other minorities and white students. Figures for African-American students ranged from 33 to 38 percent, Asian-American students ranged from 58 to 64 percent, and white students ranged from 50 to 58 percent over the five period. The data also show that over 50 percent of all first-time, full-time African-American students registered for remedial classes which may suggest one factor which may impact completion rates.

The college has made some strides in hiring minority faculty by hiring two full-time faculty in 1994. In the "other professional" category, the number of African-Americans has doubled. Minorities represent 21 percent of all employees.

Staff Comments

The college is continuing toward its goal of achieving an overall transfer, graduation and "still attending" rate" of 40 percent for first-time, full-time African-American students. In addition the college has instituted a number of programs to promote and support multiculturalism and diversity throughout the college community.

Cecil Community College

Campus Goals 1996-2000

Enrollment: To increase enrollment of Africans-Americans by one-to-two percent annually. To increase other minority students to reflect the college's service area.

Retention/Graduation: To improve the transfer and graduation rates of all minority groups over the 1996-2000 period.

Faculty/Staff: To develop systematic procedures to ensure hiring of minority faculty and to ensure that the proportion of minority faculty and staff is equal to the proportion of the minority student population.

Institutional Activities Associated with Improving Minority Achievement

CCC initiated orientation sessions for prospective minority athletes, along with involvement with local churches and civic organizations. Development of academic, career, cultural, and mentoring programs was set as college priorities. A newly formed Minority Student Advisory Board has become an integral part of the recruitment and retention of students. In addition, the Minority Student Union participated in service projects such as "Recommend a Friend" and the "Big Brother Big Sister" to help promote minority enrollment.

CCC continues to support the Office of Minority Affairs, with a newly hired Minority Coordinator, to bring the necessary expertise to help minority students with career and cultural programs. These include the mentoring program--MOST (MOtivating STudents) and the county-wide recreational program--Tony Tucker Summer Shoot-out Basketball.

The retention and graduation efforts continue to improve through various programs. They include articulation agreements with Morgan State University and Lincoln's Advanced Science & Engineering Reinforcement program (LASER) which promotes viable transfer options for students interested in a bachelors of science degree in chemistry, computer science, mathematics or physics. A new counselor, who advises only transfer students, has been added to the staff. CCC is providing a smoother transition to the academic departments for counseling and advising of students along with transfer scholarships.

Institutional Impact of Activities on Minority Achievement

From 1991 to 1995 CCC 's minority enrollment has reflected the minorities in Cecil County. The first-time, full-time minority enrollment has fluctuated from a high of 8.5 percent in 1994 to a low of 1.9 percent in 1993. Currently the enrollment is at 5.8 percent for first-time, full-time minority students. The part-time minority enrollment has

also seen fluidity over this five year period. The college has no full-time minority staff among its executive/administrative/managerial employees. There were three full-time minority faculty in 1995, representing 5.8 percent.

Staff Comments

The college, where possible, needs to strengthen its efforts to recruit both minority students and faculty. All possible avenues should be explored to increase minority numbers as that is the only way Cecil Community College is going to achieve its goals.

Charles County Community College

Campus Goals 1996-2000

Enrollment: To increase the number of African-Americans to 18 percent of the student population.

Retention/Graduation: To retain, graduate or transfer both African-American and white students at the same percentage rate.

Faculty/Staff: To establish appropriate hiring goals based on a utilization analysis of all job categories. Minority faculty reflect the availability rate of the college's services area. The college seeks to increase hiring of administrators by 10 percent and the hiring of technical/professional staff by 4 percent.

Institutional Activities Associated with Improving Minority Achievement

In August 1996, CCCC renamed the Office of Minority Programs to the Diversity Office with the Diversity Officer reporting directly to the Vice President. In fall 1995 the Nursing and Health Technology Department introduced the College Success Skills course which is a team taught course that integrates course content with participation in actual nursing classes and labs. The Talent Search project had 83 percent of its participants enroll in postsecondary education which was a 13 percent increase over 1994. The college continues its Southern Maryland National Early Intervention Scholarship and Partnership Program (SMNEISP) with \$195,000 for the 1996-1997 academic year. This program seeks to raise the level of preparedness of economically and environmentally disadvantaged students in 6th, 7th, and 8th grade through the delivery of early intervention services and to provide need-based assistance for postsecondary education.

CCCC has several new innovative programs such as Tech Prep, Try College for a Day, and Overview and Campus tours. The Diverse Student Program (DSP) is a research project funded by the Pew Charitable Trust which is aimed at establishing goals to enhance student retention and graduation rates coupled with enhancing exposure to multicultural activities for students. The college continues to promote a number of African-American programs to promote retention and graduation rates. These include: Black History Month Essay Contest, Reception for Minority, the Black/University Connection, and Down Memory Lane: Attribute to African-American Culture in Southern Maryland.

Institutional Impact of Activities on Minority Achievement

From 1991 to 1995 the African-American student population has grown by 15 percent. This increase while notable still missed the 12 percent proportional student enrollment prediction for African-Americans for 1995.

The number of first-time, full-time African-American students increased 25 percent between 1991 to 1995 to 7 percent of the total student enrollment. The part-time African-American student enrollment has grown by 20 percent since 1991, while the number of white students has been flat. The percentage of part-time African-American students represents an increase of 17 percent over the five year period.

The combined graduation and transfer rate for African-Americans ranged from 47 to 56 percent from 1987 to 1991; these figures were lower than white entrants for the same period. The retention rates for African-Americans entrants increased from 12 to 16 percent, while the rates of white entrants decreased from 9 to 7 percent. (It is important to note African-American may not be significant due to the small numbers).

The number of full-time minority executive/administrative/managerial staff declined by 13 percent from 1991 to 1995. These percentages are very fluid due to the low numbers of minority employees. The total number of full-time faculty over this five period has seen a gradual but continuous increase.

Staff Comments

CCCC has shown a continuous increase in enrollment, retention and graduation rates for African-Americans over the past five years even though the college did not reach its intended goal for 1995. The number and type of programs the college has continued and initiated over this period have been very successful and resulted in positive outcomes for the students, faculty and staff in general and with African-Americans in particular.

Chesapeake College

Campus Goals 1966-2000

Enrollment: To increase minority student enrollment.

Retention/Graduation: To increase course and fall-to-spring retention rates by 5 percent for minority students, and to increase minority transfer rates and establish mechanisms for monitoring the progress of students transferring to Delaware campuses.

Faculty/Staff: To increase the number of minority faculty and staff employed to match that of the labor pool for the Eastern Shore.

Institutional Activities Associated with Improving Minority Achievement

The college has a variety of activities to enhance and improve minority enrollment. The major initiative has been the expansion of its Cambridge Center which offers courses and services closer to minority populations. In addition, the college is developing a number of activities in distance learning and course offerings at local high schools in order to locate its resources closer to underserved populations.

Some of the specific activities for increasing minority student enrollment include: expansion of activities during Black History Month and the development of varsity sports in basketball and baseball, working with college-bound middle and high school minority students, sponsoring college nights, high school science fairs, and other academic and business skill contests, and soliciting private funded scholarships to supplement the financial aid programs.

Specific activities to increase minority retention and graduation rates include: employing a minority retention specialist, conducting mandatory placement assessment testing of all new students to identify preparation needs prior to college level courses, providing tutoring, mentoring counseling support services, developing and utilizing a degree audit tracking system, and implementing a first semester student orientation and development course.

The college has also launched efforts to enhance its affirmative action plan as it relates to recruiting minority faculty and staff to include: advertising faculty and staff positions in minority-read newspapers, promoting minority faculty and staff, and visiting predominantly Black campuses.

Institutional Impact of Activities on Minority Achievement

While African-American students represent a small number (30), it closely reflects the number of graduates from local high schools and represents 12 percent of the total student enrollment. The total number of full-time African-American students has increased by 8 percent from 472 to 509 since Fall 1991. Minority enrollment of part-time students has been 12 to 13 percent of the total part-time enrollment during this period.

The transfer rate of African-Americans has varied for the past five years, ranging from a high of 14 percent to a low of zero. Graduation rates for African-American students has been below those of white students during this five year period. The graduation rate has also varied over this same period.

The retention rate of minority students has also been below the rate of the white students but has been increasing over this period. The retention rates of First-time, full-time, minority freshmen continue to lag behind that of white students (60% to 71%), but has increased from 41 percent.

The proportion of minority faculty has remained at the same level (7 percent) during the period, while the number of professional staff has increased, from 36 to 43.

Staff Comments

The college has made some strides in minority student enrollment but still falls below its stated goals in the retention and graduation rates for minority students. It appears that the college hopes to change this pattern by the expansion of the Cambridge campus course offerings coupled with the other instituted initiatives.

Dundalk Community College

Campus Goals 1996-2000

Enrollment: To have an African-American enrollment at least equal to the racial composition of the college's service area and to have an annual 1.5 percent increase in the percentage of full-time minority students enrolled at the college over the next five years.

Retention/Graduation: To achieve parity between African-American and other students in terms of the proportion of who receive associate degrees or certificates.

Faculty/Staff: To ensure that the proportion of minority faculty and staff is equal to the proportion of the minority student enrollment.

Institutional Activities Associated with Improving Minority Achievement

DCC initiated a number of activities to improve minority enrollment and retention. First, the responsibilities of the Office of Multicultural Affairs were assumed by the Coordinator of the Minority Counseling Program. The new title for these combined functions are the Office of Minority Counseling and Multicultural Services. Second, a new institution-wide Enrollment Development Task Force was formed to closely scrutinize existing enrollment and retention efforts and to initiate and implement new ones. Initiatives to enhance services to address barriers that impede academic success of the African-American student have emerged from these efforts. DCC also developed a new partnership grant with the Baltimore County Public Schools to provide intervention strategies for high school children throughout Baltimore.

Additional activities to improve minority achievement include the following: Project Connect which provides counseling and mentoring to students who scored poorly on the SAT, participation in special recruitment days at selected high schools; Project Enhance, a four week, math and science camp; and an African-American Male Summit.

Institutional Impact of Activities on Minority Achievement

African-American students have increased by 16 percent over the five year period starting with 1991. Other minority groups increased by 42 percent for the same period while total enrollment of the minority student population has increased by 21 percent.

Full-time African-American student enrollment increased by 21 percent. The proportion of first time, full-time African-American freshmen students for the past five years is 17.1 percent.

The part-time minority enrollment increased from 13 to 18 percent over the five year period. DCC has met its objective of achieving an equal proportion of part-time minority students to the proportion of minorities in its service area.

Staff Comments

The minority enrollment shows an increase (21%) over the five year period. This report was similar to last year submission.

Essex Community College

Campus Goals 1996-2000

Enrollment: To increase enrollment of first-time, full-time African-American and other minority students from high schools in the college's service area by 1 to 2 percent annually to reflect the percent of African-American and other minority graduates at Essex service area high schools and to increase the enrollment of part-time African-American and other minority students to reflect the racial composition of the college's service area.

Retention/Graduation: To increase retention, transfer and graduation rates for minority students to be comparable to percentages for white students.

Faculty/Staff: To increase the racial/ethnic composition of its faculty and staff to reflect the number of African-Americans and other minorities available in the labor pool from which the college draws its applicants.

Institutional Activities Associated with Improving Minority Achievement

The Minority Affairs Office has continued to institute a number of activities to promote minority students enrollment and academic success as well as increase the representation of minorities among its faculty and staff. These activities include: Mentoring Program for African-American students; community information and education programs; cultural diversity workshops for faculty, staff and students; outreach programs for middle schools and high schools; competitive scholarships such as the Thurgood Marshall Scholarship; and a special orientation/reception for new minority students. The college also established a Black Student Union, extensive developmental education and support programs for all students to overcome barriers to academic success, and a full-time faculty chair for the Diversity Committee with a direct reporting line to the president.

The college continues to involve a substantial number of African-American students in Project Start, which promotes the retention, graduation and transfer of disadvantaged students and helps students maximize their potential for academic and personal success.

Institutional Impact of Activities on Minority Achievement

Over the past five years ECC has increased the diversity of both its full-time and part-time students. The percentage of minorities among full-time students increased from 18 to 22 percent, and the percentage of part-time students grew from 11 to 16 percent. The overall percentage of minorities at the college increased from 13 to 18 percent.

The college's total minority enrollment of 18 percent, which exceeded the proportion of minority residents in the college's service area, was approximately 5 percent greater than the total minority enrollment of 13 percent in Fall 1991. African-American enrollment in

Fall 1995, also was higher than the share of African-Americans in the college's service area.

Part-time African-American enrollment increased from 7 percent in 1991 to 10 percent in 1995. Since 1990, the entire part-time minority population has almost doubled from 8.9 to 16 percent.

The retention rates for full-time and part-time African-American students have fluctuated over the past five years and in general have been lower than the comparable retention rates for white students and other minorities. The transfer and graduation rates for African-American and other minorities have declined over this five year period.

Staff Comments

Essex Community College has been successful in accomplishing many of its stated goals for the 1995 academic year, notably in the area of enrollments. The college should build upon these successes by seeking to improve minority transfer, retention and graduation rates.

Frederick Community College

Campus Goals 1996-2000

Enrollment: To increase enrollment levels for minority students to reflect the population percentages by race/ethnicity in the Frederick County area.

Retention/Graduation: To increase retention, graduation, and transfer rates for minority students to be equivalent to those rates for the student population as a whole.

Faculty/Staff: To achieve to have the racial makeup of faculty and staff reflect the racial makeup of Frederick County over the long term. A short term goal is to hire one additional minority in each of the following job groups: administrative, faculty, and clerical/secretarial.

Institutional Activities Associated with Improving minority Achievement

FCC has sponsored several activities which enhance and promote minority achievement. The Strategies Targeting African-American Achievement, Retention, and Transition (STAART), instituted in 1993 as a support system which helps a student complete the first year successfully, has developed a number of successful collaborative programs. They include: the Frederick County Public Schools funding for a full-time STAART coordinator; a new Telemarketing Recruitment Project to assist new applicants with information about the program; The Black Student Achievement Program which co-sponsored academic advising, counseling, and transfer assistance for the 1995-96 year; and financial support to supplement the scholarships and grants program for minority students.

The college has developed the System for Student Success which is coordinated with STAART to help create a smooth transition to the college and to increase the probability of success for each student. Students were given opportunities to meet with the Vice President of Student Development and Academic Affairs to discuss relevant issues. In addition, students from FCC's Black Student Union met with the President and other executive officers to discuss their need for academic and social resources. Two FCC sophomore student interns have been selected to participate in the National Association of Student Personnel Administrators Minority Undergraduate Fellows Program for the 1996-97 academic year.

FCC conducted two staff development activities. One was a forum and the other was a diversity workshop.

Institutional Impact of Activities on Minority Achievement

Minority student enrollment increased 16 percent from 1994 to 1995 which represent the largest minority increase in five years. FCC now has a 12 percent minority student enrollment, which exceeds the population percentage (7 percent) for Frederick County. The full-time African-American student enrollment showed the greatest increase (40 percent) from 1994 to 1995.

The 1991 graduation rate for African-American students was 12 percent, the lowest for the five year period 1987 to 1991. However it exceeded the Statewide average of 9 percent. The college is expecting this rate to increase by 1998. The transfer rates for African-American students have ranged from 8 to 25 percent during this five year period while the statewide averages ranged from 12 to 17 percent for this same period. The percentage of all FCC transfer students who were African-Americans increased from less than 1 percent to 4 percent during this four year period.

In 1995 the college made progress by the hiring of two African-American staff and the promotion of one staff employee from part-time to full-time status. However, there was little progress in hiring of faculty..

Staff Comments

FCC has made strides increasing its overall minority enrollment, particularly in the area of African-American students. The numerous recruitment and programmatic efforts through programs like STAART have had very positive outcomes on the achievement of minority students.

Garrett Community College

Campus Goals 1996-2000

Enrollment: To attain a 2.25 percent African-American student enrollment in a county whose total minority population represents 1 percent of the residents; to actively recruit minority students from the surrounding region including Pennsylvania, West Virginia, Ohio, and Virginia; and to award a specific number of athletic scholarships each year to minority students as an incentive to attend GCC.

Retention/Graduation: To build the fall to fall retention rate for minority students to 50 percent and to increase the number of minority students who exit GCC in good academic standing after two years.

Faculty/Staff: To hire at least one minority faculty or staff within the next three years.

Institutional Activities Associated with Improving Minority Achievement

The college continues to implement a number of strategies and programs to improve retention. GCC utilizes a one-on-one academic advising system along with an Athletic Monitoring Program to counsel students and establish remedial plans to improve the retention rates of the students. Developmental courses as well as learning laboratories provide individual and small group instruction in basis skills courses to students. Peer Tutoring, Mentoring, and the Student Motivation Program are incentive programs aimed at providing both a learning and a social environment which is conducive to help motivate students and assist them in all areas of their college life.

Institutional Impact of Activities on Minority Achievement

The impact of the activities GCC has implemented over the past five years on minority achievement have been minimal. The minority enrollment at GCC had been stable for a number of years, then went up by 1 percent in 1994 but declined by 2 percent in 1995. These minority enrollment numbers are small and generally represent recruitment efforts outside of Garrett County. The first-time, full-time African-American enrollment has been relatively level for the past five years. GCC has been able to retain the minority enrollment it recruits.

Staff Comments

While GCC is committed to the enrollment of minority students and has initiated several programs to support that goal, the minority recruitment population of Garrett County is almost nil. GCC recognizes these limitations and has initiated activities which are geared to providing a multicultural atmosphere for its students.

Hagerstown Junior College

Campus Goals 1996-2000

Enrollment: To increase minority enrollment by 1 percent over the next five years.

Retention/Graduation: To increase the retention rate of all minorities by 1-2 percent and to maintain the graduation rate at 9 percent for all minorities annually for the next five years.

Faculty/Staff: To hire minorities at the same rate as the availability of minorities. By 2000, the college hopes to have increased minority representation in instruction to 8.6 percent overall.

Institutional Activities Associated with Improving Minority Achievement

The college uses several avenues to attract and recruit minority students which include the Washington County Board of Education and the Tech-Prep Program. Through these groups the college is able to identify and encourage minority high school graduates to continue their education at HJC. The second annual fashion show sponsored by the Black Student Union is another vehicle HJC uses to attract potential minority students to attend HJC.

There is also the I Manage A Great Experience (IMAGE) program aimed at recruiting prospective student athletes which has proved to be an effective recruitment tool for the college. IMAGE has a tracking component which provides early intervention and assistance to the athletes. In addition, the Instructional Support Programs Office provides tutoring to athletes on an as needed basis. Minority athletes compose 17.4 percent of all athletes at HJC, and 15 percent are African-American students.

Institutional Impact of Activities on Minority Achievement

For the past five years HJC has had a total first-time, full-time minority enrollment of 14.2 percent. Fall 1994 marked the largest minority enrollment of first-time, full-time students in HJC's history. African-American students had the largest increase. This trend was also reflected in the part-time minority enrollment. Of part-time enrollment, 7.1 percent were minority students, 70 percent of which were African-American.

The weighted average overall minority retention rates for the past five years is 71.7 percent. For 1995, HJC graduated 371 students of which minorities accounted for 10 percent, with almost 60 percent being African-Americans. Approximately 6.8 percent of HJC's minority students transferred to a four-year institution each year from 1987 to 1991.

Staff Comments

HJC has maintained a minority enrollment of 8.9 percent over the last five years, which exceeds the percentage of minorities within the Washington County population. Of that number, an average of 70.5 percent have been African-American. Hagerstown Junior College has been able to attract, maintain, and graduate minority students, particularly African-Americans, at a consistent and favorable rate.

Harford Community College

Enrollment: To increase first-time, full-time African-American enrollment to 8 percent.

Retention/Graduation: To increase retention and graduation rates of all minority group member students to be comparable to overall campus averages.

Faculty/Staff: To hire minority groups members in sufficient numbers to reflect the racial composition of the county.

Institutional Activities Associated with Improving Minority Achievement

The college networks with senior high schools in the area by making a presentation on college preparation to all minority tenth graders. A follow-up contact is made to all juniors with a workshop which focuses on educational and career options after graduation. In addition to senior high school visits, HCC attempts to reach eighth graders through a program called Talent Search.

Recruitment specialists contact potential students through the GED program, English as a Second Language, and the Military Youth Corps as well as through a number of workshops designed to potential attract students. The college has also met with ten prominent minority community members to participate in brainstorming sessions to find ways for the college to improve its minority student enrollment and retention as well as recruit and retain faculty and staff. The Harford Equity Leadership Program also has a joint program with Harford County schools, the Mid-Atlantic Equity Center and HCC to provide ten middle and high school students with a day on campus to meet and work with students from diverse backgrounds.

The Students Retention Task Force continues to develop new strategies to improve student retention such as a model for managing data. Project ACCESS offers counseling, advising, tutoring, workshops, college visits and cultural events to a specifically targeted population. Project ACCESS has a 30 percent minority participation rate (175 students enrolled) with a retention of 75-80 percent per semester.

The college has launched a number of activities aimed at increasing minority faculty and staff.

Institutional Impact of Activities on Minority Achievement

The proportion of first-time, full-time African-American students increased from 2 percent in 1991 to 4 percent in 1995. However, this number still falls short of the goal set for this group. In 1995 the full-time enrollment of African-American students comprised 7 percent of the student body or a one percent increase. The part-time minority student enrollments reflect the County's minority population. Moreover,

African-American part-time student enrollment comprised 9 percent of the student body in 1995.

The percentage of African-American students who have graduated, transferred, or still attend ranged from a low of 33 percent for the 1991 cohort to a high of 43 percent for the 1989 cohort. These percentages still are below the campus average. This scenario is repeated for Asian and Hispanic students at HCC.

Staff Comments

The population of the county continues to grow and become more diversified. As a result, the college is responding to the community's needs for more higher educational opportunities for minorities.

Howard Community College

Campus Goals 1996-2000

Enrollment: To reflect enrollment levels for minority students that portray the percentages by race/ethnicity within the service area.

Retention/Graduation: To attain graduation and transfer rates for HCC minority students that are equivalent to those rates for the student population as a whole. The college will seek to reach parity in graduation and transfer rates for minority students in five years.

Faculty/Staff: To recruit, hire, and retain individuals who reflect the community's diversity.

Institutional Activities Associated with Improving Minority Achievement

HCC has continuously set and met its minority enrollment goals for the past ten years, therefore, its efforts were focused on student retention.

HCC developed strategies using Continuous Quality Improvement (CQI) to assist students in reaching their goals. The initial focus was on African-American males 18 to 24 years of age who were interested in receiving additional academic support in mentoring programs, study skills and tutoring. Another area identified for special attention was probation intervention. Several recommendations were suggested for implementation at the college.

The college initiated several other activities to increase minority student achievement. Through academic advising a Special Population Counselor provided assistance to probationary and readmitted students. The Developmental Education program is designed to promote classroom success in assessed academic areas of English, mathematics, reading, and writing. A structured counseling support group entitled STRECTH (Students Trying to Reach Educational Tasks, Challenges, and Hurdles) provides bi-weekly motivational workshops, quest speakers, and questions and answers sessions for students.

The college has undergone an intensive assessment review in several areas of student performance and has developed a number of outcomes assessment projects to enhance and improve skill levels in basic skill areas of math and writing. In mathematics, changes have been linked with the state requirements in general education. Course revisions have also been identified and slated to be implemented in philosophy, history, anatomy and physiology in academic year 1996. These changes help to ensure cultural diversity across the curriculum.

The college has also conducted a series of activities for faculty and staff centered around diversity. These activities focused on cultural experiences and addressed a wide variety of issues related to diversity. Examples include a trip to the Holocaust Museum in Washington, D.C., literature readings, theater reviews, presentations from a variety of cultures, and workshops on diversity.

Institutional Impact of Activities on Minority Achievement

HCC has maintained its record for meeting and at times exceeding its minority enrollment goals. The percentage of African-American enrollment increased from 13 percent in fall 1991 to 21 percent in 1994 but declined to 16 percent in 1995. The percentage of Asian students has remained between 8 and 9 percent for all years except in fall 1994 when the percentage declined to 5 percent. The part-time African-American and Asian student enrollment increased over the five year period. Over the past five years enrollment percentages for all minority groups at HCC reflected the county minority population composition.

African-American student transfer rates increased steadily between 1987 and 1989 from 24 percent to 35 percent, but declined in 1990 and 1991 to 19 and 12 percent respectively. Currently, the transfer rate of African-American students is 17 percentage points below that of the entire student population.

The graduation rate of African-American students is generally lower than for the entire student population. While the rate had risen from a low of 6 percent in 1987 to 14 percent in 1988, the rate dropped to 9 percent in 1989 and then to 0 for 1991.

Staff Comments

HCC has met or exceeded its enrollment goals for the past ten years. However, the graduation and transfer rates for African-American students needs improvement. The new initiatives and other efforts the college has undertaken need to be fully implemented and monitored to assess their level of successful in increasing the transfer and graduation rate of African-American students.

Montgomery College

Campus Goals 1996-2000

Enrollment: To achieve minority enrollments that are at least equivalent to the percentage of the corresponding County minority population.

Retention/Graduation: To improve the transfer and graduation rates of all new full-time, degree-seeking students. The rates for African-Americans and Hispanics will improve to those for white students.

Faculty/Staff: To achieve employment levels of minorities at least equivalent to the Availability Factors from the U.S. Census. The College's short term goal is to place a special emphasis on part-time faculty enrollment to improve minority representation.

Institutional Activities Associated with Improving Minority Achievement

The college continues the Longitudinal Student Success Study (LSSS), now in its sixth and final year, which included identifying factors related to student success to be used as student intervention strategies. In addition, MC has been involved in a number of activities to improve minority achievement. A sample of these include: an elementary school outreach program, participation in the Montgomery County Ethnic Heritage festival, African-American Open House, African-American Gala Dinner Dance, and advertising on a widerange of print and electronic-media to inform the community about MC programs.

MC has also been involved in many programs that have focused on the academic success of students. The Developmental Education Program continually is revised to address the special needs of students like implementing the first phase of the Appropriate Course Placement (ACP) project which is a more comprehensive assessment and placement policy, with Phase II of ACP being ready for implementation in Spring, 1997. Special programs like the college-wide Annual African-American Student Awards activity and the Takoma Park Hispanic Student Achievement Event are sponsored to motivate students to achieve.

Institutional Impact of Activities on Minority Achievement

Montgomery College has achieved minority enrollments that are at least equivalent to the percentage of the corresponding County minority population. The transfer rates for Asian students are surpassing white students. While considerable progress has been made with African-American and Hispanic students, both groups continue to lag behind Asian and white students.

The graduation rates of the 1991 cohort of African-American students show a similar pattern. While the graduation rate has doubled over this five-year period, it is still 1.5 percentage points below that of white students.

In 1995, approximately 18 percent of all instructional faculty were minority group members. The employment goals for administrators and other professional staff has been achieved with the percentage of minority employment in both categories at or above 25 percent.

Staff Comments

The college has achieved many of its goals and has developed and implemented new initiatives to help address those areas which still need improvement. The college is committed to striving aggressively to meet all the goals it has set and not met.

Prince George's Community College

Campus Goals 1996-2000

Enrollment: To reflect a minority student enrollment that mirrors the racial and ethnic composition of the county population age 15 and above.

Retention/Graduation: To improve minority transfer and graduation rates of African-American and Asian students.

Faculty/Staff: To increase the proportion of minority employees on the administrative staff, full-time faculty, and full-time professional staff.

Institutional Activities Associated with Improving Minority Achievement

PGCC has a number of programs designed to improve minority enrollment. The Bridge to Success program which has grown from 90 to 180 students in the last two years recruits disadvantaged and disabled students and provides transitional services to improve their retention at the college. The PGCC-National Aeronautics and Space Administration sponsors 15 minority students with full tuition, summer bridge program, professional activities and a paid summer internship at NASA-Goddard Flight Center. Another partnership program to increase minority enrollment in biomedical fields is the BIO MAP, the Biomedical Minority Access Program which collaborates with University of Maryland at College Park, University of Maryland at Baltimore County, Howard Community College, Montgomery Community College and PGCC.

In addition, PGCC has engaged in a number of programs aimed at enhancing and improving the retention and graduation rates of minority students. One of these program is ALANA (African, Latin, Native-American) which provides appropriate support services and other incentives to "at risk" minority students to successfully complete their educational and career goals at the college. Nearly 300 students participate in this program annually. The Tutoring Center provides supplemental learning assistance to 2,900 minority students enrolled in high-risk subjects. A similar program, the Nursing Supplemental Instruction program, offers weekly group sessions for three core nursing courses; this program services 300 students annually.

Institutional Impact of Activities on Minority Achievement

Presently, PGCC's minority student enrollment mirrors the county's racial/ethnic composition as well as positions the college as the Maryland institution enrolling the largest number of African-Americans. In fact, 1994 demographic estimates suggest that the college's enrollment of African-American and Asian students exceeded their respective proportions of the total county population, while white and Hispanic residents were somewhat under-represented at the college.

The graduation rates for African-American students were at an all-time low of 5 percent for the 1991 cohort. The transfer rate for African-American students increased, with 15 percent of the 1991 entrants continuing at a four-year college.

The number of African-American faculty increased from 23 to 34, a 48 percent since 1991. Concurrently, the proportion of African-Americans on administrative staff increased from 24 percent in 1991 to 33 percent in 1995. Conversely, the percentage of African-Americans on professional staff declined over this same period of time.

Staff Comments

The current area of difficulty seems to be the graduation and retention rates for African-American students. While the enrollment numbers are encouraging for African-American students, with continued growth for the past five years, the retention rate has been declining. PGCC has focused its time and attention to developing activities which should address the current difficulties in graduation and retention rates of its minority students.

Wor-Wic Community College

Campus Goals 1996-2000

Enrollment: To have the proportion of first-time, full-time freshmen enrolled at Wor-Wic who are African-American at least equal to the proportion of African-American high school graduates who attend college from Wicomico, Worcester, and Somerset Counties.

Retention/Graduation: To attain equal transfer and graduation rates of African-American and white students seeking a degree or certificate.

Faculty/Staff: To incorporate in the annual affirmative action plan an update of relevant labor market patterns and to specify appropriate goals for minority hiring.

Institutional Activities Associated with Improving Minority Achievement

The college has implemented a number of new projects to enhance and improve minority achievement. Two new articulation courses, one in Electronic Engineering Technology and another in Hotel-Restaurant Management with the University of Maryland Eastern Shore were, approved and implemented. There are also several articulation agreements which has been approved and implemented which will increase student enrollment.

Wor-Wic continues its marketing effort targeted at the secondary schools. New releases to high schools and the community are media avenues the college uses to advertise the colleges program and to speak to prospective students. About 1,000 letters were sent from the college president to high school seniors in Wicomico, Worcester and Somerset Counties to encourage students to come and visit the college.

A number of activities aimed at attracting African-American students, particularly African-American males, were a major focus for the institution. These included: open houses, career days, "Bring-A-Friend" campaign, letter campaigns, increase visibility of minorities using a variety of media, and increased minority membership on a variety of college committees.

Institutional Impact of Activities on Minority Achievement

In fall 1995, first-time, full-time African-American students represented 21.3 percent of the student enrollment, with full and part-time African-American students reaching 17.8 percent of the student population. Both these percentages are closer to the desired goals of 23.9 percent.

The graduation, transfer or still enrolled rate for African-American students after four years (1987-1991) was 43.9 percent compared to 55.7 percent for white students.

However, the rate for African-American students was four percentage points higher than four years earlier.

Staff Comments

In fall 1995, the college almost closed the gap for full and part-time African-American students, including new full-time freshmen. This is an indication that some of the retention programs the college instituted are working to improve the success rate for minority students. The college needs to continue to focus on improving the graduation and transfer rates for African-American students, possibly through enhancing the developmental program.

UNIVERSITY OF MARYLAND SYSTEM

Bowie State University

Campus Goals 1996-2000

Enrollment: To maintain the current diversity and student mix which is representative of the institution's service area.

Retention/Graduation: To increase retention and graduation rates to the average rates of other similar teaching institutions in the University of Maryland System.

Faculty/Staff: To conduct searches for faculty and staff through a systematic procedure that enhances the quality faculty and staff and to provide funds for faculty and staff development.

Institutional Activities Associated with Improving Minority Achievement

BSU has been very successful in recruiting and enrolling minority students through a number of initiatives. These include: Project Connect which is designed to recruit academically talented and culturally diverse students has expanded its agreements to include Anne Arundel County, Montgomery County, Calvert County, and Baltimore County; ARTSYS, an enrollment initiative to recruit transfer students from area community colleges, (transfer enrollment was up by 67 percent since last year); dissemination of new recruitment materials which include highlights from the Honors Program and Summer Emerging Scholars Program; the Black College Tours for 1995-96.

The university has also implemented several programs to increase its graduate minority enrollment. Through the continuous development of graduate assistantships, fellowships, and other financial assistance programs many minority students have been able to continue their graduate education. Programs like the National Minority Graduate Feeder Program has also sought to increase the number of minorities who attain the Ph.D. in mathematics, science, and engineering.

The University College of Excellence (UCE) program has selected 80 first-time, full-time degree-seeking freshmen to participate in an intensive effort which emphasizes developing students' critical thinking skills, analytical skills and problem solving skills. The university continues to improve its Honors Program and Developmental Education Program assisted by the academic advising and counseling units.

Institutional Impact of Activities on Minority Achievement

Over the five-year period 1991 to 1995 the racial composition of the first-time, full-time freshmen remained stable. In fall 1995 African-American students represented 84.7 percent of all full-time undergraduates; white students comprised 11.1 percent, and students of other races made up the remainder. Part-time African American enrollment

grew by 7.3 percent over the five-year period with white student enrollment declining by 5.5 percent. Total graduate enrollment increased by 25 percent from 1991 to 1995. This included an increase of 15.4 percent in African American student enrollment.

The average second year retention rate for African American students over the past five years was 73 percent with an average six-year graduation rate of 31 percent.

Staff Comments

BSU is striving to meet its enrollment goals through a variety of activities. These activities have been successful in increasing and enhancing the university's minority enrollment outlook.

Coppin State College

Campus Goals 199-2000

Enrollment: To maintain the current percentile of enrollment of African-Americans.

Retention/Graduation: To achieve a second year retention rate of 73 percent by the year 2000 and a six-year graduation rate of 23 percent.

Faculty/Staff: To continue to recruit and employ minority faculty and staff at the current rate.

Institutional Activities Associated with Improving Minority Achievement

The college has engaged in a number of activities to improve and enhance minority achievement. Some of the on-campus activities include: tours of the inner city public middle and high schools, ACT presentations, financial aid/ admissions week, scholar's reception, HBC College Fair, phonathons, and Open House. Off-campus activities consisted of career days/nights, community/organization fairs, and high school fairs.

Coppin State College was also engaged in a number of activities aimed at increasing retention rates: advising and counseling, orientation courses, human development workshops, freshmen placement testing, and freshmen mentoring.

Institutional Impact of Activities on Minority Achievement

Based upon seven year data, Coppin exceeded its graduation rate by 6.4 percent for the 1988 cohort (23.4 percent) but then slip back to 17 percent for the 1989 cohort. The college has maintained a full-time and part-time minority enrollment of above 92 percent for the past three years. The first-time, full-time minority undergraduate enrollment has remained above 96 percent for the past the three years. Over the past five years Coppin reached its 70 percent retention goal once, in 1992.

Staff Comments

Coppin needs to focus its attention to its graduation rate which has been the lowest in the state among four-year public campuses.

Frostburg State University

Campus Goals 1996-2000

Enrollment: To increase the percentage of African-American enrollment to 10 percent of the total freshmen class, and non-African-American minority students to 3 percent. To increase minority enrollment to 3 percent of the graduate student body.

Retention/Graduation: To sustain an average first-year retention rate of at least 73 percent for African-American first-time, full-time freshmen and a 67 percent rate for Asian, Hispanic, and Native-American students. To achieve an average sixth year graduation rate of 40 percent for African-Americans and 33 percent for Asian, Hispanic, and Native-Americans.

Faculty/Staff: To achieve minority staff representation of at least 11 percent African-American, 4 percent Hispanic, 2 percent Native-American. To increase African-American faculty representation to 4 percent, Hispanic to 2 percent, Native-American to .5 percent, and maintain current Asian faculty representation at 5 percent.

Institutional Activities Associated with Improving Minority Achievement

FSU has instituted a new Office of Minority Student Retention which has as its focus the retention of minority students using the Academic Monitoring Program. This program is helps minority students identify academic support services, encourages communication with faculty and assists students with academic performance goals. A new student organization has been started, the Latino Student Organization which seeks acceptance among the Hispanic student population as an avenue for social programming and activities. FSU has also implemented a number of projects to improve minority achievement. Examples include: the University Outreach Program where current Frostburg students visit their high school and talk about their experiences to students; the continuation of the College Bound and Talent Search programs which target students that FSU would not otherwise be able to reach; a Minority Luncheon for students accepted to the university; personal contacts by a minority recruiter to inform students of the information needed to complete their admissions process; and bus trips throughout the year for students to visit the campus.

The faculty and staff at FSU has been involved with promoting and increasing multiculturalism through a number of activities such as, workshops, video-conferences, lecture series, hiring minority faculty, and in enhancing the curriculum with an African American Studies Minor.

Institutional Impact of Activities on Minority Achievement

FSU achieved its enrollment goal of 10 percent for African-American freshmen students for the past five years with an overall minority representation for first-time, full-time students of 12 percent. Concurrently, FSU met its graduate enrollment goal with an increase to 3.3 percent of the graduate student body, slightly above its goal of 3 percent.

Over the last five years African American students have not graduated at a rate competitive with any of the other minorities nor with the entire degree seeking student body. FSU is able to attract, enroll and retain African American students, however, the issue of graduation rates needs attention.

Staff Comments

FSU has an impressive record of recruiting, enrolling and retaining African-American students but it appears that graduation rates present an issue that needs more attention.

Salisbury State University

Campus Goals 1996-2000

Enrollment: To increase African-American enrollment as follow: first-time full-time freshmen to 7.5 percent; graduate students 6.0 percent; undergraduate enrollment in biological sciences to 3.0 percent, information systems management 4.1 percent , mathematics 1.0 percent and physical sciences to 1.9 percent.

Retention/Graduation: To attain a retention and graduation rate for African-Americans and other minorities that is proportionally equal to that of white students.

Faculty/Staff: To develop a diverse workforce of faculty, administrators, and professionals as follows: African-Americans full-time executive, administrative, and managerial (5 percent), full-time faculty (4.1 percent), and full-time professionals (5.8 percent), all others minorities full-time executive, administrative, and managerial (.5 percent), full-time faculty (3.7 percent), full-time professionals (2.9 percent).

Institutional Activities Associated with Improving Minority Achievement

SSU has had several activities which have improved minority enrollment to including admissions workshops, networking with local high schools, revised brochures, sponsored African-American visitation weekends, financial aid counseling and telemarketing potential students. The university developed a Minority Achievement Plan which will be implemented through a two-part strategy: using a committee on multi-ethnic concerns to keep integrating, assessing, developing and linking the plan and using by cross-campus units to carry out the charges of the committee.

The offices of Academic Support, Minority Affairs, and Institutional Research collaborate in developing all facets of increasing minority student retention through identifying the factors associated with the issue, developing solutions to impact the issue and assessing the impact of the solutions on the problem.

Institutional Impact of the Activities on Minority Achievement

The impact of the various activities on minority achievement has been revealed in the following ways. Over the past five years the first-time, full-time minority freshmen declined by 4 percent. Specifically, first-time, full-time African-American freshmen declined 12 percent from fall 1991 to fall 1995. However, full-time African-American undergraduates showed a small increase(6.9%) between fall 1991 and fall 1995. The African-American full-time enrollment has been steady at about 5 percent for the five-year period.

The part-time enrollment picture was somewhat brighter with an increase of 18.8 percent for African-American undergraduate students over the five-year period.

African-American graduate student enrollment has been varied, but has had an overall increase (19.4%) for the five-year period.

The average retention/graduation rates for African-American are from 8 percent to 23 percent lower than for white students. Moreover, the average second year retention rate for African-Americans was 71 percent compared to 80 percent for white students. The average six-year graduation rate for African-American students was 42 percent compared to 61 percent for white students for the past five years.

Faculty and staff number show both a decline in the number of executive/administrative/managerial positions over the five-year period as well as a loss in the number of minorities holding them. The percentage declined from 8.5 percent in 1991 to 5 percent in 1995. The faculty numbers fared better: 6.3 percent in 1991 to 7.8 percent in 1995.

Staff Comments

Salisbury State University continues to strive to meet its stated goals regarding enrollment, retention and graduation rates. As a part of the strategy to achieve these goals, the institution may want to consider establishing some other collaborative efforts with community colleges which may help promote and enhance its direction.

Towson State University

Campus Goals 1996-2000

Enrollment: To have African-Americans represent 14 percent of all first-time, full-time freshmen enrollment; 9.3 percent of all full-time undergraduate enrollment; 8.3 percent of part-time undergraduate enrollment.

Retention/Graduation: To raise first-year through sixth-year rates of African-American students to equal or exceed those of all students. To have an African-American sixth year graduation rate of 50 percent for the 1994 cohort.

Faculty/Staff: To increase the number of African-American faculty from 20 (Fall 1996) to 28 (Fall 2000). Minority staff hiring goals for 2000 are as follows: African-American representation 18 percent, Asian 1.5 percent and Hispanic 1.5 percent.

Institutional Activities Associated with Improving Minority Achievement

TSU continues to offer a number of activities to encourage recruitment and enrollment of African-American students. The "Sleeping Bag Weekend" is extended to select African-American students who as high school students send their SAT scores to Towson. The "summer search" program supplies an additional pool of African-American students which the university tries to enroll. There is also the Upward Bound and Talent Search programs which routinely bring potential students to campus for tours and admission advising.

TSU also has the Students Achieving Goals through Education Program (SAGE) which offers mentoring services and social activities as retention incentives to students. The office of Minority Affairs coordinates a variety of events aimed at attracting and retaining minority students. Some of these activities: holding the annual Black Student Leadership Retreat and the Distinguished Black Marylanders Awards, administering the CEEP, assessing the constituency opinions about the environment, advising several multicultural organizations, and supporting the African-American Cultural Center.

The institutions continues to hold educational workshops, seminars and brown bag luncheons to discuss the issue of diversity.

Institutional Impact of Activities on Minority Achievement

The enrollment goals TSU have set for minorities have been tested against its competitive admission standards. Full-time African American freshmen represented 9.9 percent of these students, a decline from the previous fall. However, the institution still is committed to the 14 percent goal set for 1996, and as of May 1996 the number of admitted African-American applicants for fall 1996 is 12 percent above that of last year.

Full-time undergraduate enrollments for African-American students has increased both in number and percent over the past five years, from 7.4 percent in 1991 to 9.3 percent in 1995. Undergraduate part-time African-American student enrollment has fluctuated over the last five years, although part-time numbers have increased over the last three years by 8.5 percent.

Towson has had some success in retaining and graduating African-American students. The average second year retention rate for the past five years is 72 percent for African Americans students. The average six-year graduation rate for African American students is better than 50 percent for the 1987 to 1989 cohorts.

Staff Comments

TSU continues to assess the retention and graduation rates of African-American students in an effort to find answers which will help improve rates. Towson has found a relationship between high school grade point average and the retention of African American students. But it found little correlation between SAT scores and retention.

University of Baltimore

Campus Goals 1996-2000

Enrollment: To achieve a percentage of all minority enrollment at the undergraduate, graduate, and first-professional level as follows: 24 percent, 18 percent, and 25 percent, respectively. For African-Americans, the enrollment goals are 20 percent undergraduate, 13.5 percent graduate, and 13 percent first professional.

Retention/Graduation: The retention and graduation rates of African-Americans, after two years, should match the average for all full-time students (approximately 70 percent). First professional minority student should have an attrition rate that is equivalent to or less than the overall attrition rate of 3.5 percent.

Faculty/Staff: To achieve a minority faculty of 15 percent with African-Americans at 5 percent. To maintain a minority executive and professional staff at 15 percent with African-Americans attaining 12 percent.

Institutional Activities Associated with Improving Minority Achievement

The university was involved in several initiatives to improve minority enrollment. Special visits were undertaken to community colleges to meet with the transfer coordinators to share information about the new Dean's scholarships and to recruit eligible students.

The Office of Admissions coordinated the African-American Student Round Table program designed to assist prospective and current students with information regarding programs and services as well as provide an opportunity to interact with administrators.

With regard to retention and graduation rate enhancements, the Academic Resources Center serviced over 1200 students in math and writing courses and tutored another 700 students. In addition, the Black Student Union and Black Law Students Association provided a variety of leadership experiences such as: Street Law Clinic, Annual BLSA Awards Banquet, Monitoring Program, Male/Female Forum and the President's Reception at Graduation.

Institutional Impact of Activities on Minority Achievement

Over the past five years, the full-time undergraduate minority enrollment increased from 20.9 percent in 1990 to 26.9 percent in 1995 with the African-American student enrollment increasing from 13.8 percent to 19 percent. The part-time African-American enrollment has also increased by 5 percent from 23.2 percent to 28.2 percent over this

same time period. New full-time African-American student enrollment showed an increase of 14.7 percent to 23.3 percent between 1990 and 1995.

The University of Baltimore in fall 1995, had an African American student enrollment of 19 percent just 1 percent below its goal of 20 percent African American undergraduate student enrollment.

Staff Comments

The University of Baltimore has set achievable goals with regard to enrollment, retention and graduate rates for minorities students in general and African-American students in particular. The university also has implemented programs and activities to meet and exceed them.

University of Maryland at Baltimore

Campus Goals 1996-2000

Enrollment: To maintain or surpass a goal of 12 percent of African-American students in every professional school.

Retention/Graduation: To achieve a retention and graduation rate of at least 85 percent for professional schools.

Faculty/Staff: Campus based (non-school specific) administrative and professional minority goals have been established for each minority group. The goal for African-American employment in the administrative category is 9 percent and for the professional category is 14 percent.

Institutional Activities Associated with Improving Minority Achievement

The six professional schools which comprise the University of Maryland at Baltimore have presented a listing of activities each school has initiated to improve enrollment, retention and graduation rates. A summary highlighting some of these activities is as follows:

Medical School: eighth annual Minority Applicant Recruitment Weekend, admissions workshops for potential students, and academic enrichment programs. Examples of such programs are the Minority Short Term Research Training Program, and the Fogarty Minority International Research Training Program.

Dental School: continuing recruitment campus visits to predominantly minority high schools and colleges in Maryland, providing financial aid and other support services seminars, offering a minority research program for high school students, and extending the Specially Tailored Education Program to assist students who require additional time and special assistance to complete the first and second year coursework of the DDS curriculum.

Law School: has the second highest enrollment percentage of African-American students of any ABA law school, except the historically black law schools.

Nursing School: has actively recruited potential students for the undergraduate and graduate programs, sponsored its seventh annual Minority Recruitment Program, conducted workshops on academic support services, initiated a career mentorship program, and used the School's Black Student Nurses Association to provide support and advocacy for African-American students.

Medical School-Medical and Research Technology: offers a series of enrichment programs along with retention support services designed to identify, select,

enrich, retain, and graduate an increased number of students from disadvantaged backgrounds in the profession: 1) offers a six week summer enrichment program, entitled Preliminary Education Program, to prepare participants for entry into their freshmen year at college; 2) the Facilitating Entry Program, a five week academic summer program which targets entering college sophomores; 3) Phase IV a plan to admit, develop, retain, and graduate minority/disadvantaged students from the Medical and Research Technology Program; and 4) the Pre-matriculation Program aimed at preparing students for the curriculum by providing clinics, labs, and other support services.

Medical School-Physical Therapy: pursues qualified minority students through articulation visits. The department annually hosts an open house for prospective students, and encourages minority applicants to attend, provides tutorial assistance, assigns faculty advisors as big brothers/sisters, and offers a Summer Minority Research mentorship program to gifted students.

Pharmacy School: offers a the Minority Research Apprenticeship Program to attract and enroll African-American students, plus a variety of developmental educational programs and extracurricular programming.

Social Work School: attracting and retaining males into the social work profession is a main focus of the Multicultural Male Initiative sponsored by the Social Work School.

Institutional Impact of Activities on Minority Achievement

Over the last five-year period, only the Medical and Research Technology Department, the Dental School and the School of Social Work did not achieve the 85 percent retention and graduation goal. The overall African-American student enrollment increased from 12 percent in 1991 to 15 percent in 1995. First professional enrollment for African-Americans also increased between 1991 to 1995.

Staff Comments

The University of Maryland at Baltimore has met its African-American student enrollment goals as well as has met, except in very limited cases, its retention and graduation rate projections over the last five years.

University of Maryland Baltimore County

Campus Goals 1996-2000

Enrollment: To maintain the following goals for first-time, full-time minority freshmen: 16-18 percent African American; 13-15 percent Asian and 2-4 percent Hispanic students. To achieve the following enrollment goals for minority degree-seeking graduate students: 8-10 percent African-American; 6-8 percent Asian and 1-2 percent Hispanic students.

Retention/Graduation: To continue the current trend in second year retention rates for African-American students of 83-85 percent and for Asian students of 83-85 percent.

Faculty/Staff: To maintain a full-time workforce within which the proportion of minority faculty and staff shall at least equal the proportion of these racial groups with the required qualifications in the relevant labor markets.

Institutional Activities Associated with Improving Minority Achievement

UMBC employs a number of strategies to enhance and improve minority achievement. These strategies include: visits to high schools with a concentration of minority students, participation in college days and fairs, mailings about university services to potential students, participation in the College Bound Foundation Commonwealth Plus Program, new resident student orientation, and other programs aimed at enhancing communication and promoting multicultural interactions.

Institutional Impact of Activities on Minority Achievement

UMBC continues to attract very competitive African-American freshmen. The full-time African-American student enrollment increased from 922 in 1991 to 1030 in 1995, an 11 percent increase. Overall minority enrollment increased from 27.6 percent to 32.4 percent over the last five years. The graduate African-American student population also gained between 1991 and 1993 from 5.6 percent to 8.1 percent respectively.

Over the five-year period, African-American representation in the science and technology fields increased from 169 to 291 students, an increase from 10.3 percent to 14.8 percent of all graduates in these fields.

The 1990 cohort of African-American students has a retention/graduation rate that was higher or equal to the rates for all races. For example, the African-American retention rate was 86.4 percent after one year, as compared with 83.3 percent for whites and 84.6 percent for all races. Four-year retention rates were 70.4 percent for African-Americans, 66.5 percent for whites, and 68.7 percent for all races. A review of the data on later cohorts indicates that this trend is continuing.

The graduation rate for African-American students in the fifth and sixth years was 38.7 percent and 48.3 percent respectively. These rate increases show a trend which is promising for African-American students. UMBC is monitoring these rates with the anticipation that the fourth through sixth-year graduation rates for African-Americans students will continue to increase until they are comparable to the rates for whites and all races.

The minority staff employment numbers for UMBC represent all groups which decreased from 9 to 8 for 1991 and 1995. The African-American faculty numbers for this five-year period increased from 22 to 26.

Staff Comments

UMBC has shown very positive results with retention and graduation rates for African-American students for the past five years. Furthermore, the strategies the university has employed have been successful and bear monitoring for possible replication at similar institutions.

University of Maryland College Park

Campus Goals 1996-2000

Enrollment: By 2000, the first-time, full-time freshmen class will comprise 20 percent African-Americans and 6 percent Hispanics. The percentage of African-American new graduate students will be between 10 and 12 percent. The combined goal for Asian and Hispanics is 10 percent.

Retention/Graduation: By 2000, the five year graduation targets are as follow: African-Americans 45 percent, Hispanics 50 percent and Asians 63 percent.

Faculty/Staff: UMCP referred to its 1994 *Affirmative Action Plan Update*. No specific goals were identified in the plan.

Institutional Activities Associated with Improving Minority Achievement

The University of Maryland College Park has initiated a number of salient activities to improve and enhance the enrollment of minority students. The College Prep and Preview Days and the Minority Scholars Weekend are instrumental in attracting high school students to the College Park campus. Special attention is given to retention activities which are used to strengthen study skills such as tutorial and math reviews. In addition to the skills program is the Mentoring Program which is a joint project between the Black Faculty and Staff Association. The Orientation and Awards program are both incentives aimed at promoting and enhancing the learning environment by encouraging students to continue their educational pursuits. The increase in the minority enrollment is the result of a special effort focused on specific target markets in urban cities, such as, Chicago, Detroit, New Orleans, Long Island and Boston. In addition, ten high schools were targeted for increase in the amount of time the guidance counselors spent with students.

Institutional Impact of Activities on Minority Achievement

The proportion of full-time African-American students has risen from 11.2 percent in 1990 to 13.4 percent in 1995. Graduate enrollment for African-American students also showed an increase from 6 percent in 1990 to 7.4 percent in 1995.

The retention rates for African-American students for the second year are almost comparable to that of white students. However, the graduation rate of African-American students is more than 15 percentage points below that of white students after the fifth year. African-American students' graduation rate after six years has increased from 34 percent to 49 percent.

Staff Comments

UMCP has made progress in increasing its minority enrollment, particularly for African-Americans, over the past five-year period. In addition, the second year retention rates for African-American students is impressive.

University of Maryland Eastern Shore

Campus Goals 1996-2000

Enrollment: To achieve the following minority representation of first-time, full-time freshmen: African-American 75 percent, Asian 2 percent, and Hispanic 2 percent. Minority representation of full-time undergraduates will be as follows: African-American 72 percent, Asian 2 percent, and Hispanic 2 percent. African-Americans will comprise 36 percent of the graduate population. Part-time undergraduate representation will be: African-American 48 percent, Asian 2 percent, and Hispanic 2 percent.

Retention/Graduation: To achieve the following African-American retention rates: 2nd year 80 percent, 3rd year 65 percent, and 4th year 55 percent. Sixth-year graduation rates will 35 percent for African-Americans.

Faculty/Staff: To achieve a 74 percent African-American staff representation. Minority faculty representation will be 60 percent African-American and between 6 percent and 10 percent Asian.

Institutional Activities Associated with Improving Minority Achievement

UMES has enhanced services which have increased first-time student application over the past five years by 94 percent. The School of Agriculture has developed an effective marketing plan which includes printed materials, media presentations, personal contacts, student visitations, open houses, and other special program activities. The Department of Natural Sciences hosts a Science Research Day to introduce minority students to the university.

Institutional Impact of Activities on Minority Achievement

The second year retention rate for African American students for 1994 and 1995 were 71 percent and 74 percent, respectively. The six-year graduation rate for African American students for 1994 and 1995 were below the 35 percent goal but respectable at 24 and 32 percent, respectively.

Staff Comments

The projected retention and graduation goals for UMES appear more achievable based upon the 1988 and 1989 cohorts. The data suggest more attention needs to be addressed toward strategies which will achieve the campus' goal.

University of Maryland University College

Campus Goals 1996-2000

Enrollment: To achieve a goal of African-American undergraduate enrollment of 25.9 percent and graduate enrollment of 23.4 percent. Asian students will remain at or above 5 percent of undergraduates and 7 percent of graduates. Hispanic students will make up 2 percent of undergraduates and graduates.

Retention/Graduation: Retention and graduation goals are not given due to the fact that very few students enroll in the institution as first-time full-time freshmen.

Faculty/Staff: To increase African-American executive/administrative/managerial representation to 6.8 percent, Asian to 2.7 percent, and Hispanic to 1.1 percent. To increase other professional representation as follows: African-American 7.8 percent, Asian 5.9 percent, and Hispanic 1.8 percent.

Institutional Activities Associated with Improving Minority Achievement

UMUC has employed enrollment strategies which are successful at attracting minority students. There are three specific strategies which deserve attention: 1) the Mentors Program which pairs mentors with students, attempting to retain more minority students, 2) the Partners in Progress which provides scholarships to needy graduates of neighboring Northwestern High School, whose student body is primarily minority and 3) Special Projects which target publications and advertising that encourage minority participation in UMUC.

The university also provides faculty development to employees and requires four hours of diversity training for all employees.

Institutional Impact of Activities on Minority Achievement

UMUC has met or exceeded most of its goals related to minority enrollment and graduation rates. In both 1994 and 1995, the enrollment goals were exceeded. In 1994 an actual enrollment of 25 percent for African-American students was achieved which exceeded the goal by 3 percentage points, and in 1995, the African-American enrollment reached 25.9 percent.

Staff Comments

UMUC has experienced success in enrolling and graduating African-American students, it has been consistent in meeting and exceeding its goals.

MORGAN STATE UNIVERSITY

Morgan State University

Campus Goals 1996-2000

Enrollment: To increase the “non-minority” student population to 10 percent by 2000, while continuing to meet the educational needs of Baltimore’s majority black population.

Retention/Graduation: To have second year retention rate of 78 percent and a six-year graduation rate for the 1994 cohort of 40 percent.

Faculty/Staff: To maintain the current faculty and staff minority representation.

Institutional Activities Associated with Improving Minority Achievement

The university uses a number of activities to improve and enhance minority achievement. The recruitment effort targets mailings to likely candidates who would attend Morgan. There are also recruitment receptions, Prospective Scholars’ Dinner, high school visits, open houses and phoneathons all aimed at attracting potential Morgan students. Another strategy is aimed at retaining and graduating current students. The Tutoring Center provides peer tutoring upon demand for students experiencing academic difficulty. The Placement Testing Service, which helps determine the student’s academic strengths and weaknesses, provides advisement and peer mentoring aimed at helping students.

Project ECSEL is a special orientation program for freshmen engineering students which introduces them to a practical project and then related theoretical course work during each year plus a summer program before college. The Honors Program provides academically gifted students with an enriched curriculum in general education and in the student’s major.

Institutional Impact of Activities on Minority Achievement

During the period between 1991 and 1995 African-Americans accounted for over 95 percent of all full-time undergraduate students and all new full-time freshmen. In addition, 95 percent of the part-time student enrollment is African-American.

African-American graduate students majoring in science and technology fields decreased by 16.8 percent from 1991 to 1995. Over 59 percent of graduate students seeking degrees in science and technology are African-Americans. The pattern of undergraduate enrollment for juniors and seniors in science and technology has increased over 44 percent for the last five years.

The average second year retention rates for African-American students over the past five year has been 58 percent. The average six-year graduation rate has been 34 percent for cohorts 1987 to 1989.

Staff Comments

Morgan State University has met or exceeded its enrollment goals for 1995. The University continues to reevaluate its goals and where appropriate and establish new ones.

ST. MARY'S COLLEGE OF MARYLAND

St. Mary's College of Maryland

Campus Goals 1996-2000

Enrollment: To maintain an enrollment rate for first-time full-time freshmen of 12 percent for African-Americans and 15 to 17 percent for all minorities.

Retention/Graduation: To achieve minority retention and graduation rates equal to those of white students.

Faculty/Staff: To maintain at least the current percentages of minority representation among faculty and to achieve the *Affirmative Action Plan* goals for African-American executive/administrative/managerial and "other professional" staff.

Institutional Activities Associated with Improving Minority Achievement

The college uses several recruiting methods to attract and retain minority students. For example, African-American students from target high schools are brought to campus for a day visit to experience St. Mary's College. Special brochures that address the needs of African-American students are disseminated to potential students. In addition, special sessions which include a four-day workshop for African-American males are held. The college has a Minority Affairs Office which hosts several cultural events for African-American students on the campus community. The annual Carter G. Woodson Lectureship brings to campus several distinguished African-American Scholars to discuss some aspect of African-American culture, history, and tradition.

Institutional Impact of Activities on Minority Achievement

The college has met or exceeded its enrollment goal of 12 percent first-time, full-time African-American freshmen and has exceeded its enrollment goal of 15 percent for "other races" over the five-year period. The part-time African-American student enrollment has increased from 6 percent in 1991 to 12 percent in 1995.

The retention for African-American students over the five-year period has been increasing. In fact the "four-year" and "greater than four-year" graduation rates have been increasing for African-American students for the past five years. Moreover, in 1990, the graduation rate for African-American students (63 percent) was higher than that for white students (60.4 percent) after four years.

Staff Comments

St. Mary's College has been successful in attracting and retaining African-American students for the past five years. The importance of African-American students

graduating at a rate equal to and greater than that of the white students is significant and should be monitored to see what strategies can be replicated.