



2003 Minority Achievement Action Plans Maryland Public Colleges and Universities

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MARYLAND HIGHER EDUCATION COMMISSION

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Background

As part of the performance accountability process, public colleges and universities have agreed to provide the Maryland Higher Education Commission with a Minority Achievement Report every three years describing their progress in the recruitment, retention and graduation of minority students, and in the recruitment and retention of minority faculty and executive/managerial staff.

The Commission received the latest Minority Achievement Report in September 2002. Analysis by the Commission staff revealed that nearly all public institutions were lagging in performance on at least one minority achievement measure. Accordingly, in accepting the 2002 Minority Achievement Report, the Commission asked the presidents of these institutions to submit action plans to the Commission. Standards for the action plans were developed by the Commission staff in consultation with a workgroup, which included representatives from all public higher education segments. These guidelines required that the plans were to include the following: identification of specific strategies by the campus to achieve the minority achievement benchmarks, an implementation schedule, a process of evaluation, and, as available, statistics demonstrating the results of activities. The guidelines appear in an appendix to this report.

Performance on Benchmarks

To determine the performance measures that each public campus had to include in its action plan, the Commission staff examined the progress institutions made toward their benchmarks on standard minority achievement measures (community colleges) and objectives (four-year campuses) that appeared in the 2002 accountability report. Campuses which had reached 80 percent of their 2004 benchmark by 2001 and had experienced an improvement in trend data in two of the past three years were deemed to have achieved sufficient progress. Institutions not meeting these criteria for specific measures were required to submit action plans.

Action Plans

All colleges and universities requested to submit action plans did so. The quality of the reports varied, but the basic plan standards as provided in the guidelines have been generally met. The community colleges, as a whole, did a very good job. Chesapeake College, Community College of Baltimore County, College of Southern Maryland, Frederick Community College, and Wor-Wic Community College submitted plans that were exemplary, particularly in the area of evaluation. The public four-year colleges and universities followed a different format, but still addressed the necessary issues. Almost all of the public four-year institutions were strong on evaluation. The reports of Bowie State University, Frostburg State University, Towson University, University of Maryland Baltimore County, and University of Maryland, College Park were especially thorough.

Community Colleges

The 2002 performance accountability minority achievement measures common to all community colleges include the following:

1. Minority student enrollment as a percent of service area population
2. Percent minority of full-time faculty
3. Percent minority of full-time administrative/professional staff
4. Four-year transfer/graduation rates of full-time minority students
5. Six-year transfer/graduation rates of all minority students

Minority Student Enrollment as a percent of service area population

Hagerstown Community College was asked to address this measure. Some of the efforts Hagerstown described to improve performance include:

- Restoration of funding to the off-site program at the Maryland Correctional Training Center, which serves a high percentage of minorities.
- Creation of a Job Training Institute for "at risk" populations of which 20 percent are minorities.
- Hagerstown has assumed responsibility for the community's GED program. The College's goal is to encourage these students, of whom half to three quarters are minorities, to further their education and to offer support in the transition to Hagerstown.
- Minority recruitment visits to the Veteran's Hospital and Fort Detrick.
- Hosted College Bound Foundation visit from Baltimore.

As a result of these efforts, Hagerstown Community College reports that the proportion of minority students increased for the first time in three years, from 9.6 percent in 2001 to 9.9 percent in 2002. This is very close to the percent minority of its service area for 2002 (10 percent).

Percent minority of full-time faculty

All colleges were asked to address this measure with the exception of the Community College of Baltimore County, Garrett College, and Montgomery College. Baltimore City Community College could not be evaluated because the institution has declined to benchmark these measures citing legal advice.

Most colleges have adopted a two-step approach in addressing this issue. Tables 1 and 2 show some of the present and future efforts described by institutions to increase minority representation among faculty and to retain current minority faculty.

Table 1. Strategies to Increase the Number of New Minority Faculty

Strategy	Colleges
<ul style="list-style-type: none"> Train search committees to be sensitive to diversity issues 	Cecil Community College, Chesapeake College, College of Southern Maryland, Hagerstown Community College, Wor-Wic Community College
<ul style="list-style-type: none"> Appoint minorities (and/or members of the college diversity committee) to serve on search committees 	Anne Arundel Community College, Chesapeake College, Frederick Community College
<ul style="list-style-type: none"> Advertise in Chronicle of Higher Education 	All community colleges
<ul style="list-style-type: none"> Advertise in journals targeted at minorities 	Anne Arundel Community College, Cecil Community College, Chesapeake College, Hagerstown Community College, Harford Community College, Wor-Wic Community College
<ul style="list-style-type: none"> Advertise at on-line sites targeted at minorities 	Allegany College of Maryland, Chesapeake College, Hagerstown Community College
<ul style="list-style-type: none"> Purchase minority faculty mailing lists/data bases for use in recruiting 	Anne Arundel Community College
<ul style="list-style-type: none"> Advertise (and job fairs) at Maryland HBCU's 	Carroll Community College, Cecil Community College, Chesapeake College, Howard Community College, Prince George's Community College, Wor-Wic Community College
<ul style="list-style-type: none"> Ask new minority hires to evaluate college's recruitment and orientation process 	Chesapeake College
<ul style="list-style-type: none"> Increase minority representation among adjunct faculty pool; recruit for full-time positions from there 	Carroll Community College, Howard Community College
<ul style="list-style-type: none"> Recruit from business advisory committees and minority community organizations 	Howard Community College, Prince George's Community College, Wor-Wic Community College

To evaluate the relative effectiveness of these strategies some colleges are installing recruitment tracking systems.

Table 2. Strategies to Retain Current Minority Faculty

Strategy	Colleges
<ul style="list-style-type: none"> Conduct exit interviews of minority faculty 	Anne Arundel Community College, Frederick Community College
<ul style="list-style-type: none"> Create a more inclusive atmosphere that values diversity 	All community colleges
<ul style="list-style-type: none"> Diversity training 	Allegany College of Maryland, Wor-Wic Community College
<ul style="list-style-type: none"> Minority faculty mentoring program 	Anne Arundel Community College

As a result of these actions, many community colleges reported in their action plans that they have made gains in minority representation among faculty (Table 3).

Table 3. Recent Gains in Number of Minority Full-time Faculty

College	Gains (2002)
Allegany College of Maryland	<ul style="list-style-type: none"> • Achieved 1% benchmark in 2002.
Anne Arundel Community College	<ul style="list-style-type: none"> • Increased from 12.0% to 12.7%.
Chesapeake College	<ul style="list-style-type: none"> • Increased from 8% to 9%.
Harford Community College	<ul style="list-style-type: none"> • Increased from 7% to 9%.

Percent i of full. administrative/professional staff

All colleges were asked to address this issue with the exception of Cecil Community College, Community College of Baltimore County, Howard Community College, and Prince George's Community College. Baltimore City Community College could not be evaluated because of the reason mentioned earlier.

Most colleges have adopted a two-step approach in addressing this issue as well. Tables 4 and 5 show some of the present and future efforts described by institutions to increase minority representation among full-time administrative/professional staff and to retain current staff.

Table 4. Strategies to Increase the Number of Minority Administrative/Professional Staff

Strategy	Colleges
<ul style="list-style-type: none"> • Train search committees on diversity issues 	Chesapeake College, College of Southern Maryland, Frederick Community College, Hagerstown Community College, Montgomery College, Wor-Wic Community College
<ul style="list-style-type: none"> • Appoint minorities (and/or members of the college diversity committee) to search committees 	Anne Arundel Community College, Chesapeake College, Frederick Community College
<ul style="list-style-type: none"> • Advertise in journals targeted at minorities 	Anne Arundel Community College, Hagerstown Community College, Harford Community College, Montgomery College, Wor-Wic Community College
<ul style="list-style-type: none"> • Advertise at on-line sites targeted at minorities 	Allegany College of Maryland, Chesapeake College, Frederick Community College, Hagerstown Community College, Montgomery College, Wor-Wic Community College
<ul style="list-style-type: none"> • Purchase minority administrator mailing lists and/or data bases for recruiting 	Anne Arundel Community College
<ul style="list-style-type: none"> • Advertise at Maryland HBCU's 	Carroll Community College, Chesapeake College, Montgomery College, Wor-Wic Community College
<ul style="list-style-type: none"> • Involve minority community organizations and businesses in recruitment 	Frederick Community College, Montgomery College, Wor-Wic Community College
<ul style="list-style-type: none"> • Contact visiting scholars and speakers who have made diversity-related presentations on campus 	Chesapeake College, Frederick Community College
<ul style="list-style-type: none"> • Contact regional graduate schools to encourage minority applications 	Montgomery College

To evaluate the relative effectiveness of these strategies some colleges are **installing** recruitment tracking systems.

Table 5. Strategies to Retain Current Minority Administrative/Professional Staff

Strategy	Colleges
<ul style="list-style-type: none"> • Exit interviews of minority staff 	Anne Arundel Community College, Frederick Community College
<ul style="list-style-type: none"> • Ask new minority hires to evaluate college's recruitment and orientation process 	Chesapeake College
<ul style="list-style-type: none"> • Create a more inclusive atmosphere that values diversity 	All community colleges
<ul style="list-style-type: none"> • Diversity training for staff 	Allegany College of Maryland, College of Southern Maryland, Montgomery College, Wor-Wic Community College
<ul style="list-style-type: none"> • Mentoring of minority staff 	Anne Arundel Community College, College of Southern Maryland, Frederick Community College

As a result of these actions, many community colleges reported in their action plans that they have made gains in minority representation among professional/administrative staff (Table 6).

Table 6. Recent Gains in Number of Minority Professional/Administrative Staff

College	Gains (2002)
Anne Arundel Community College	<ul style="list-style-type: none"> • Increased from 12.2% to 13.3%.
Carroll Community College	<ul style="list-style-type: none"> • Increased from 4.0% to 4.8%.
Chesapeake College	<ul style="list-style-type: none"> • Increased from 10% to 11%.
College of Southern Maryland	<ul style="list-style-type: none"> • Increased from 10.5% to 12.5%.
Frederick Community College	<ul style="list-style-type: none"> • Increased from 7% to 10%.
Hagerstown Community College	<ul style="list-style-type: none"> • Increased from 2% to 2.1%

Transfer/graduation rates of minority students

Nine community colleges were asked to address the four-year rates of full-time minority students: Baltimore City Community College, Carroll Community College, Community College of Baltimore County, Frederick Community College, Garrett College, Harford Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

Six community colleges were asked to address the six-year rates of all minority students: Allegany College of Maryland, Baltimore City Community College, Cecil Community College, Frederick Community College, Hagerstown Community College, and Wor-Wic Community College.

Because strategies to increase four-year and six-year transfer/graduation rates were virtually identical, they are described together in Table 7.

Table 7. Strategies to Increase Transfer/Graduation Rates of Minority Students

Strategy	Colleges
<ul style="list-style-type: none"> Graduate tracking system for out-of-state transfers not tracked by MHEC 	Allegany College of Maryland, Cecil Community College, Hagerstown Community College
<ul style="list-style-type: none"> Student Goal tracking system to follow changes in student goal and attainment of same 	Frederick Community College
<ul style="list-style-type: none"> Staff professional development 	Allegany College of Maryland, Community College of Baltimore County, Frederick Community College
<ul style="list-style-type: none"> Student development courses 	Allegany College of Maryland, Cecil Community College, Community College of Baltimore County, Montgomery College
<ul style="list-style-type: none"> Reorganization and expansion of developmental education delivery 	Baltimore City Community College
<ul style="list-style-type: none"> Expansion of tutoring services 	Baltimore City Community College, Garrett College
<ul style="list-style-type: none"> Academic monitoring of at-risk students 	Carroll Community College, Cecil Community College, Community College of Baltimore County, Garrett College, Prince George's Community College, Wor-Wic Community College
<ul style="list-style-type: none"> Learning Communities/comprehensive minority student support systems 	Baltimore City Community College, Carroll Community College, Community College of Baltimore County, Garrett College, Hagerstown Community College, Harford Community College, Montgomery College
<ul style="list-style-type: none"> Expanded counseling and advising programs 	Baltimore City Community College, Frederick Community College
<ul style="list-style-type: none"> First-year programs 	Carroll Community College, Montgomery College
<ul style="list-style-type: none"> Foster campus climate that promotes diversity 	All community colleges
<ul style="list-style-type: none"> Minority mentoring 	Community College of Baltimore County, Frederick Community College, Garrett College, Montgomery College
<ul style="list-style-type: none"> Establish relationships with HBCU's; publicize to minority students 	Harford Community College

Community colleges are evaluating the effectiveness of these strategies by measuring the transfer and graduation rates of minority students and holding themselves to their established accountability benchmarks.

As a result of these actions to increase performance, many community colleges reported in their action plans that they have made gains in the transfer/graduation rates of minority students in the most recent cohort of entrants (1998 for the four-year rates and 1996 for the six-year rates).

Table 8. Gains in Transfer/Graduation Rates of Minority Students

College	Gains
Allegany College of Maryland	<ul style="list-style-type: none">• 6-yr. rate increased from 21.6% to 22.2%.
Carroll Community College	<ul style="list-style-type: none">• Achieved 4-yr. rate benchmark (44.4%).
Cecil Community College	<ul style="list-style-type: none">• 4-yr. rate increased from 6.3% to 13.0%.
Community College of Baltimore County	<ul style="list-style-type: none">• 4-yr. rate increased from 19.8% to 21.0%.
Hagerstown Community College	<ul style="list-style-type: none">• 4-yr. rate increased from 19.0% to 32.2%.
Prince George's Community College	<ul style="list-style-type: none">• 4-yr. rate increased from 18.8% to 24.0%.

Public Four-Year Colleges and Universities

University System of Maryland colleges and universities submit annual Minority Achievement Plans to the USM Office. To avoid duplication, the Commission agreed to accept the USM Achievement Plans as a satisfactory response to its request for action plans. The information covered in the guidelines for the Commission's action plans was not identical to, but generally corresponded to, the content of the reports submitted to the USM Office. The Commission could not evaluate the efforts of the University of Maryland, Baltimore in these areas because this campus has declined to include any minority achievement objectives in its accountability report on the advice of legal counsel. Morgan State University and St. Mary's College of Maryland submitted action plans consistent with the Commission's guidelines.

USM goal: Recruit and retain a growing number of underrepresented minority undergraduates and prepare them for success

MHEC i p sur ↑ African American of all s

Salisbury University, St. Mary's College of Maryland, Towson University, University of Maryland Baltimore County, and University of Maryland, College Park were asked by the Commission to address this issue. Table 9 lists some of the efforts underway at these four universities to increase their underrepresented minority undergraduate enrollment.

Table 9. Strategies to Recruit and Retain a Growing Number of Underrepresented Minority Undergraduates and Prepare Them for Success

Strategy	Universities
<ul style="list-style-type: none"> • Sponsor visitation programs for prospective minority students 	Salisbury University, St. Mary's College of Maryland, Towson University
<ul style="list-style-type: none"> • Current minority students return to their high schools to talk with minority applicants 	Salisbury University, St. Mary's College of Maryland, Towson University
<ul style="list-style-type: none"> • Marketing campaign targeted at minorities 	Salisbury University, Towson University, University of Maryland Baltimore County, University of Maryland, College Park
<ul style="list-style-type: none"> • Partnerships/programs with high schools with high minority enrollment 	St. Mary's College of Maryland, Towson University, University of Maryland Baltimore County, University of Maryland, College Park
<ul style="list-style-type: none"> • Host teachers/counselors/administrators from high schools with high minority enrollment 	Towson University, University of Maryland Baltimore County, University of Maryland, College Park
<ul style="list-style-type: none"> • College readiness programs 	Towson University, University of Maryland Baltimore County, University of Maryland, College Park
<ul style="list-style-type: none"> • Bridge and 2+2 programs with community colleges 	St. Mary's College of Maryland, Towson University, University of Maryland Baltimore County, University of Maryland, College Park
<ul style="list-style-type: none"> • Evening/distance/off-campus programs for non-traditional minority students 	Towson University, University of Maryland, College Park
<ul style="list-style-type: none"> • Recruit from lists of qualified minority students provided by The College Board 	St Mary's College of Maryland

Institutions determine progress by analyzing the number of minority students that participate in each program and by establishing recruitment tracking systems to measure the relative effectiveness of each program.

USM goal: Increase retention and graduation rates of underrepresented minority undergraduates

MHEC action plan measure: Second-year retention rates of African American students/six-year graduation rates of African American students

Coppin State College, Frostburg State University, Morgan State University, and the University of Maryland Eastern Shore were asked by the Commission to address second-year retention rates of African American students. Bowie State University, Coppin State College, Morgan State University, and Towson University were asked to address six-year graduation rates of African American students.

Table 10 lists some of the efforts that these institutions have been making to increase the retention and graduation rates of underrepresented minority undergraduates.

Table 10. Strategies to Increase Retention and Graduation Rates of Underrepresented Minority Undergraduates

Strategy	Universities
• Survey non-persistors	Coppin State College
• Conduct student satisfaction survey	Bowie State University, Coppin State College, Towson University
• Promote full-time enrollment of undergraduates	Bowie State University, Coppin State College, Frostburg State University
• Increase institutional need-based financial aid	Morgan State University, Towson University
• Reduce average Freshman class size	Morgan State University
• Faculty intervention to ensure that students return	Coppin State College
• Mentoring	Morgan State University, Towson University
• Peer tutoring	Morgan State University
• Student-faculty interaction	University of Maryland Eastern Shore
• Academic monitoring system	Bowie State University, Coppin State College, Frostburg State University, Morgan State University
• Academic and/or remediation advising	Coppin State College, Frostburg State University, Morgan State University, Towson University, University of Maryland Eastern Shore
• Attendance monitoring system	Coppin State College
• Improve campus climate	Bowie State University, Coppin State College, Frostburg State University, Towson University
• Address diversity issues throughout the curriculum	Bowie State University, Frostburg State University, Towson University
• Counseling and tutoring	Morgan State University, University of Maryland Eastern Shore

These institutions evaluate the efficacy of their efforts by tracking returning students from term to term, analyzing numbers of minorities participating in these programs, and measuring retention and graduation rates.

APPENDIX
Maryland Higher Education Commission
Campus Action Plans on Minority Achievement
Reporting Guidelines

Background

As part of the performance accountability process, public colleges and universities have agreed to provide the Maryland Higher Education Commission with a Minority Achievement Report every three years that describes the progress they have made in the recruitment, retention and graduation of minority students, and in the recruitment and retention of minority faculty and executive/managerial staff.

The Commission received the latest Minority Achievement Report in September 2002. In this document, the Commission staff analyzed four year trends in the performance measures related to minority achievement that were included in the 2001 performance accountability report. The campuses, in turn, were asked to describe the steps they have taken or plan to take to achieve their accountability benchmarks (community colleges) and Managing for Results objectives (public four-year campuses) on which they have not made sufficient progress to date.

The Commission staff found that nearly all public institutions have lagged in performance on one or more of the minority achievement measures. Accordingly, in accepting the 2002 Minority Achievement Report, the Commission asked the presidents of the public colleges and universities which have made limited or no progress toward benchmarks on any common minority achievement performance measure, as determined by the Commission staff, to submit action plans to the Commission. These plans, which are to be developed in cooperation with the Commission staff, shall include the identification of specific strategies to achieve the minority achievement benchmarks, an implementation schedule, a process of evaluation, and, as available, statistics that demonstrate the results of activities. There should be no more than four pages devoted in the plans to each of the performance measures. The action plans shall be due at the Commission on **June 1, 2003**.

Performance on Benchmarks

To determine the performance measures which each public campus must include in its action plan, the Commission staff examined the progress which institutions have made toward their benchmarks on standard minority achievement measures and objectives that appeared in the 2002 accountability report. Campuses which had reached 80 percent of their 2004 benchmark by 2001 and had experienced an improvement in trend data in two of the past three years were deemed to have achieved sufficient progress on an indicator/objective. The following public colleges and universities did not perform at these levels on certain measures:

Measures Used by All Community Colleges

- Minority student enrollment as a percent of service area population – Hagerstown Community College
- Percent minority of full-time faculty – All colleges except the Community College of Baltimore County, Garrett College, and Montgomery College
- Percent minority of full-time administrative/professional staff – All colleges except Cecil Community College, Community College of Baltimore County, Howard Community College, and Prince George's Community College
- Four-year transfer/graduation rates of full-time minority students – Baltimore City Community College, Carroll Community College, Community College of Baltimore County, Frederick Community College, Garrett College, Harford Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College
- Six-year transfer/graduation rates of all minority students – Allegany College of Maryland, Baltimore City Community College, Cecil Community College, Frederick Community College, Hagerstown Community College, and Wor-Wic Community College

Measures Used by All Applicable Public Four-Year Colleges and Universities

- Percent African American of all undergraduates – All "traditionally white" campuses except Frostburg State University, University of Baltimore, and University of Maryland University College. University of Maryland, Baltimore did not include an accountability objective for this item
- Second-year retention rate of African American students – Coppin State College, Frostburg State University, Morgan State University, and University of Maryland Eastern Shore
- Six-year graduation rate of African American students – Bowie State University, Coppin State College, Morgan State University, and Towson University.

Institutions which did not meet the performance criteria for specific measures will be required to address their efforts toward achieving them in their action plans.

