

**Final Review**  
**of the**  
**Partnership Agreement between Maryland**  
**and the**  
**United States Department of Education**  
**Office for Civil Rights:**  
**Commitments 1-8**

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# Executive Summary

In late October 1999, the State of Maryland and the United States Department of Education, Office for Civil Rights (OCR), entered into a Partnership for the purposes of improving the educational opportunities for African Americans in Maryland's public institutions of higher education and ensuring compliance with the State's obligations under federal law. As part of the Partnership process, the State and OCR agreed to examine and address the status of African Americans regarding access, enrollment, retention, and graduation at the State's public institutions of higher education. The Partnership process has been a joint, cooperative effort and has not attempted to make legal findings or to conduct any type of legal proceedings. The Partnership Agreement expired on December 31, 2005. This Report is a summary of the actions taken by Maryland public colleges and universities and Maryland State Government to implement the Agreement and to satisfy Commitments 1—8 entered into by the State with the Office for Civil Rights.

A Blue Ribbon Committee (Committee I) was appointed to review the evidence of compliance submitted by the public colleges and universities and assembled by the staff of the Maryland Higher Education Commission. It was the finding of Committee I that the State of Maryland has satisfied its obligations under commitments 1—8 of the Partnership Agreement.

## ***1) Strengthening academic and teacher preparation programs for African Americans***

The segmental summaries contained in Chapter III document the many activities and programs undertaken by the State of Maryland to strengthen academic and teacher preparation programs. Specific programs and reforms include:

- the redesign of teacher education programs;
- the development of professional development schools;
- the development of the Associate of Arts in Teaching (AAT) degree at Maryland's community colleges; and
- the work of the K-16 Leadership Council.

These programs have contributed to an increase in the supply of qualified teachers and to the improvement in the quality of newly certified teachers.

## ***2) Strengthening Partnerships with Elementary and Secondary School Stakeholders***

In the segmental summaries for community colleges and for the University System of Maryland (USM) and especially in the activities of K-16 Leadership Council, this Report details the many initiatives of Maryland higher education to collaborate with public education K-12. The most important of these has been the Maryland Partnership for Teaching and

Learning, K-16. Ongoing leadership to this collaboration has been provided by the K-16 Leadership Council, chaired jointly by the Secretary of Higher Education, the State Superintendent of Schools, and the Chancellor of the University System of Maryland, and with members representing public education K-12, higher education, the business world, and the non-profit sector.

The K-16 Leadership Council has appointed task forces and committees to coordinate the State's programs affecting all aspects of teacher and administrator certification and professional development, the alignment of high school curricula with the expectations of higher education for college freshmen courses, teacher recruitment and persistence, and other activities touching on both K-12 and higher education.

### **3) *Strengthening Recruitment and Admissions***

The segmental summaries in Chapter III indicate the efforts made by Maryland's public colleges and universities to recruit minority and other race students. However, the data in Chapter IV related to the enrollment of first-time full-time students at Traditionally White Institutions (TWIs) and Historically Black Institutions (HBIs) reveal that in some cases these efforts have not achieved a greater recruitment of other-race students. These efforts have encountered the obstacles of higher tuition and greater selectivity by both TWIs and HBIs. Maryland's public four-year institutions are in this regard victims of their own success—having raised their quality over the past twenty years so that they attract a larger number of high-ability students from both inside Maryland and from outside the State's boundary. The lower academic credentials of low-income students in terms of standardized test scores (SATs) and high school preparedness (*e.g.*, the lower percentage of low-income students taking a college preparatory curriculum in high school) have been factors in the decline in African Americans in admissions to the TWIs. This decline is related to the socio-economic and educational context prevalent 1999 through 2005, not to any vestiges of a dual higher education system.

### **4) *Strengthening Retention and Graduation***

Recognizing the need to improve student retention and graduation rates at Maryland's HBIs, the State of Maryland established the Access and Success Multi-Year Grant Program. The primary goal of the Access and Success Multi-Year Grant Program is to improve retention and graduation rates by enhancing the relationship between administration, enrollment management, and teaching and learning practices. As a result of the OCR Agreement, funding for this program has increased from \$2 million in FY 1999 to the current level of \$6 million for FY 2006, with equal distribution among Bowie State University, Coppin State College, Morgan State University, and University of Maryland Eastern Shore.

Whereas the statewide 6-year graduation rate of African Americans has improved statewide by 2.5%, the retention and graduation rates of African-American students has remained unchanged at most campuses and has worsened at a few. Of the HBIs, the 6-year graduation rates have improved at Bowie State University (1.4%), Morgan State University (2%), and the University of Maryland Eastern Shore (1.7%), but remained unchanged at Coppin State University. This improvement is in spite of declines in the retention of African-American

students at these institutions between the first and second year of college--Bowie by 0.7%, Morgan by 3.8%, Coppin by 7.7%, and UMES by 10%. Clearly, more attention needs to be given to the first-year experience of African-American students at the HBIs as well as at TWI campuses.

The problems inherent in improving retention rates have not prevented Maryland's TWIs from becoming national leaders in the number of degrees earned by African-American students. As the table on page 57 indicates, Maryland's public 4-year institutions rank extremely high nationally in the absolute number of degrees earned by African Americans at the bachelor's, master's, and doctoral level. Likewise, Morgan State University has become a national leader among HBIs in the number of degrees earned by African Americans in several fields, especially engineering.

Also, it is important to note that data concerning all higher education students, not just the 8% who were first-time full-time students, present an even more positive outcome. Thus, the number of associate degrees earned by African Americans from 1995 to 2004 increased by 62% while the comparable figure for all other students declined by 4%. Similarly, the number of bachelor degrees during that period was up 45% for African Americans compared to 15% for all other students. Masters degrees for African Americans were up 105% compared to 35%. For Ph.D.'s it was up 51% for compared to 19% for all other students.

#### **5) *Improving Campus Climate and Environment***

Improvements in campus climate for minority students was identified in Maryland's 2004 *State Plan for Postsecondary Education* as a priority for the State's higher education system. As the segmental summaries in Chapter III indicate, all campuses have taken steps to make their cultural climates welcoming and open.

Each of the USM institutions has developed *diversity statements* and/or *strategic goals for diversity*. The majority of the TWIs monitor their diversity initiatives and strategies via an Office of Diversity, with leadership coming from the President's Office. Sponsored activities include multicultural awareness programs, curriculum reforms, and performances in the arts.

#### **6) *Improving Diversity of Faculty/Staff and Governing/Advisory Boards***

Maryland's public colleges and universities have improved the diversity of their faculty and staff. The efforts of the segments of higher education are detailed in Chapter III.

Growth of institutions has provided opportunities to add both full-time faculty and administrators; so there have been increases in both African Americans and non-African Americans in these positions. Maryland's community colleges have increased the number of African-American full-time faculty by 54.6 percent and the TWIs by 13.9 percent; while the HBIs have increased the number of other race full-time faculty by 10 percent. Similar trends occurred among the ranks of "executive/managerial" employees.

**7) *Improving and Expanding 2+2 Partnerships***

Maryland is a national leader in many areas of transfer and articulation. Discussions of segmental activities are detailed in Chapter III. At the statewide level, Maryland developed a statewide articulation agreement for education programs with the introduction of the Associate of Arts in Teaching program. This statewide guidelines for this program permits community colleges to offer a curriculum for education majors that is fully articulated with bachelor-level education programs at all public and independent colleges and universities in the State. The AAT has increased the number of African Americans entering the field of education by permitting them to begin the education program at a community college.

Beyond education, Maryland has statewide articulation agreements in the areas of nursing and technology. The Bachelor of Technology degree is built on associate-level technical programs.

Maryland continues to develop statewide policies that further transfer and articulation between community colleges and four-year institutions. The State's regulations on general education require the acceptance by public 4-year institutions of general education courses taken at community colleges.

The University of Maryland University College (UMUC), an international leader in the field of distance learning, is in the process of articulating all of its bachelor degree programs with community colleges throughout the State. This is providing access for community college graduates to bachelor's programs without leaving home. It reduces the cost of a bachelor's degree for many students.

**8) *Avoiding unnecessary program duplication and expansion of mission and program uniqueness and institutional identity at the HBIs***

By the adoption of clear, consistent, and unbiased policies of program review and approval and mission review, the State of Maryland has avoided the *unnecessary and unreasonable* duplication of academic programs. By the denial of programs to traditionally White institutions and the approval of new programs and new degree levels (including multiple doctoral programs) for historically Black colleges and universities, the State has strengthened and enhanced the HBIs and greatly increased their competitiveness. By the insistence on distinctive and complementary missions for all campuses, the State has found a way to avoid unnecessary duplication while meeting the educational and workforce needs of the citizens of Maryland.

**Conclusion**

**This report clearly demonstrates that Maryland has met its obligations under Commitments 1 through 8 of the Maryland/Office for Civil Rights Partnership Agreement.**



# I

## History of Maryland's Partnership with the U.S. Department of Education Office for Civil Rights

### Introduction

In late October 1999, the State of Maryland and the United States Department of Education, Office for Civil Rights (OCR), entered into a Partnership for the purposes of improving the educational opportunities for African Americans in Maryland's public institutions of higher education and ensuring compliance with the State's obligations under federal law. As part of the Partnership process, the State and OCR agreed to examine and address the status of African Americans regarding access, enrollment, retention, and graduation at the State's public institutions of higher education. The Partnership process has been a joint, cooperative effort and has not attempted to make legal findings or to conduct any type of legal proceedings.

The result of the Partnership process was the following agreement:

Part I of the agreement was Maryland's report on its system of public higher education, including a synopsis of Maryland's previous five-year desegregation plan and a summary of the State's recent efforts to increase African-American students' access, retention, and graduation in higher education.

Part II summarized the development and accomplishments of the Partnership process.

Part III set forth the commitments that the State and OCR anticipate will result in agreement that Maryland is in full compliance with its obligations under federal law, particularly Title VI of the Civil Rights Act of 1964 (42 U.S.C. Section 2000d, et seq.) (Title VI) and the standards set forth in *United States v. Fordice*, 505 U.S. 717 (1992) (*Fordice*) regarding Maryland's system of public higher education.

### Context

#### *Academic Advances of African Americans*

The overwhelming factor affecting Maryland higher education during the last decade has been the rapid and sustained increase in the number of African Americans enrolled in and graduating from Maryland's public colleges and universities. Whereas, African Americans account for around 27% of the Maryland population, in 2004 African Americans composed 26% of all enrollments at all levels in Maryland's public higher education institutions.

**Table 1.**  
**Trends in Total Headcount Enrollment of African Americans 1995-2004**  
**Maryland Campuses (by Segment)**

					% Change
	1995	1998	2001	2004	1995-04
<b>Community Colleges</b>					
African American	25,159	27,547	30,714	34,533	37%
All Other Students	83,960	76,912	78,697	84,414	1%
<i>% African American</i>	<i>23.1%</i>	<i>26.4%</i>	<i>28.1%</i>	<i>29.0%</i>	
<b>Public Four-Year</b>					
African American	27,737	29,848	34,051	37,355	35%
All Other Students	86,001	84,748	93,435	100,278	17%
<i>% African American</i>	<i>24.4%</i>	<i>26.0%</i>	<i>26.7%</i>	<i>27.1%</i>	
<b>Independent</b>					
African American	4,053	5,053	6,920	7,544	86%
All Other Students	40,186	40,635	43,874	46,358	15%
<i>% African American</i>	<i>9.2%</i>	<i>11.1%</i>	<i>13.6%</i>	<i>14.0%</i>	
<b>All Campuses</b>					
African American	56,949	62,448	71,685	79,432	39%
All Other Students	210,147	202,295	216,006	231,050	10%
<i>% African American</i>	<i>21.3%</i>	<i>23.6%</i>	<i>24.9%</i>	<i>25.6%</i>	

*Source: MHEC Enrollment Information System*

As indicated in Table 1, the enrollment of African Americans grew during this decade by 39%; while the enrollment of all other students grew by only 10%.

These numbers seem to contradict some of the data indicators in Chapter 4. However, one must recognize that Commitments 1-8 of the 1999 Maryland-OCR Agreement focused primarily on first time-full-time students—their preparation for college, their recruitment and admission, their retention. These true freshmen compose only around 8% of the total enrollments in Maryland higher education in any given year. By focusing on these students, the Agreement de-emphasized the growth in upper-division and graduate enrollment. And by focusing on the enrollment in four-year senior institutions (the HBIs and the TWIs), the Agreement overlooked the route to a college degree increasingly chosen by African-American students—the community colleges. Community colleges offer high quality programs that are affordable within commuting distance, are flexible in course offerings and scheduling, and guarantee admission into public four-year programs upon successful completion of the Associate degree.

Because of the growth of graduate education for African Americans and the availability of the low-cost, high-quality alternative offered by community colleges, African Americans in Maryland have been achieving their higher education goals in record numbers. As Table 2 indicates, the number of associate degrees earned by African Americans at Maryland community colleges in 2004 (2,092) was up 62 percent from 1995 levels (1,291). In contrast, the number of associate degrees awarded to all other students declined by 4 percent from 1995 to 2005.

**Table 2. Trends in Degrees Awarded to African Americans at Maryland Campuses 1995-2004 (by degree level)**

	1995	1998	2001	2004	% Change 1994-04
<b>Lower Division Cert.</b>					
African Americans	330	354	441	1,030	212%
All Other Graduates	1,530	1,763	1,469	1,997	31%
<i>% African Americans</i>	<i>17.7%</i>	<i>16.7%</i>	<i>23.1%</i>	<i>34.0%</i>	
<b>Associate</b>					
African Americans	1,291	1,253	1,445	2,092	62%
All Other Graduates	7,341	6,611	5,987	7,057	-4%
<i>% African Americans</i>	<i>15.0%</i>	<i>15.9%</i>	<i>19.4%</i>	<i>22.9%</i>	
<b>Bachelor's</b>					
African Americans	3,279	3,841	4,428	4,757	45%
All Other Graduates	16,653	16,943	17,654	19,118	15%
<i>% African Americans</i>	<i>16.5%</i>	<i>18.5%</i>	<i>20.1%</i>	<i>19.9%</i>	
<b>Masters</b>					
African Americans	952	1,217	1,540	1,947	105%
All Other Graduates	8,039	8,912	9,325	10,861	35%
<i>% African Americans</i>	<i>10.6%</i>	<i>12.0%</i>	<i>14.2%</i>	<i>15.2%</i>	
<b>Doctorate</b>					
African Americans	51	42	45	77	51%
All Other Graduates	826	953	919	986	19%
<i>% African Americans</i>	<i>5.8%</i>	<i>4.2%</i>	<i>4.7%</i>	<i>7.2%</i>	
<b>First Professional</b>					
African Americans	150	154	136	131	-13%
All Other Graduates	759	961	867	1009	33%
<i>% African Americans</i>	<i>16.5%</i>	<i>13.8%</i>	<i>13.6%</i>	<i>11.5%</i>	

Source: MHEC Degree Information System

The number of bachelor's degrees awarded to African Americans at all institutions rose steadily from 3,279 in 1995 to 4,757 in 2004 or by 45 percent between 1995 and 2004, compared to an increase of 15 percent for all other students. There were increases in bachelor's degrees awarded to African Americans at all TWIs. Baccalaureates earned by African Americans at the State's flagship campus, UMCP, increased by 50 percent during this period (Table 28 in Chapter 4).

The number of master's degrees earned by African Americans at all institutions doubled between 1995 and 2004 from 952 to 1,947 (105%). In comparison, the increase among all other students was only 35 percent. There were increases for African Americans at all of the TWIs (Table 29).

There has been improvement also in the number of doctorates awarded to African Americans statewide between 1995 and 2004, with 51 earned by African Americans in 1995 and 77 in 2004 (a 51 percent increase). Among other students, there was a 19 percent increase in the number of doctorates received during this period (Table 30 in Chapter 4).

This progress has been in the face of other trends that have been working against the access of African Americans to higher education. These trends—rising tuition and the increasing selectivity of Maryland's public 4-year colleges and universities—are also part of the context of Maryland higher education. Therefore, any discussion of the success of the State of Maryland in overcoming the vestiges of a dual system of higher education must occur with an appreciation of this context.

### *Rising Tuition*

The attempt by colleges and universities to maintain quality while coping with the reality of the State's fiscal constraints has contributed to increases in tuition and fees. Between FY 2002 and FY 2004, average charges rose by 10 percent (to \$2,675) at the community colleges and 22 percent (to \$5,978) at the public four-year institutions. These hikes were considerably above the inflation rate and the growth in median family income. Maryland is not alone in this. Many colleges and universities across the nation have experienced significant increases in tuition and fees recently. However, Maryland institutions were already charging higher rates than most of their counterparts nationally. Given the disproportionate percentage of African-American students in the low- and medium-income groups, this increase in tuition and mandatory fees has inevitably affected the choice of a higher educational institution. It is reasonable to assume that this factor alone has deterred some portion of African-American students from attending public 4-year TWIs and encouraged them to attend relatively low-cost community colleges instead.

### *Increasingly Selective Public Universities*

Maryland's TWIs and HBIs have enjoyed improved national as well as regional reputations for quality in the last decade. UMCP ranks in the top 25 universities in the nation. St. Mary's College of Maryland has been cited in popular national rankings as the best public liberal arts college in the nation. Morgan State University has attained the premier rank of HBIs in the

nation. Salisbury University and Towson University have been ranked by various media as among the top 10 public comprehensive universities in the Middle Atlantic States.

As a result of their improving reputations, the public 4-year colleges and universities in Maryland have increased their selectivity of new first-time freshmen. They have raised the average SAT scores of their new students, and the ratio of applications to acceptances has gone up. In this competitive situation, fewer and fewer of both African Americans and Whites have been accepted for admission.

### *Legal Constraints*

Legal constraints on the ability of the State and its institutions to extend race-exclusive recruitment efforts and financial aid to African-American students have frustrated Maryland's ability to promote African-American student admission, retention and graduation. Before 1994, many institutions had ambitious affirmative action programs, including initiatives focused directly on the recruitment of and financial assistance to African-American students. In that year, however, the Fourth Circuit Court of Appeals enjoined the University of Maryland, College Park (UMCP) from administering a financial aid program for African-American applicants, the Banneker Program, on the grounds that the University had failed to demonstrate that the program was an appropriate remedy for past discrimination. *Podberesky v. Kirwan*, 38 F.3d 147 (4<sup>th</sup> Cir. 1994). As a result, UMCP and other USM institutions were compelled to drastically curtail their race-conscious affirmative action programs, including financial aid.

These limits on race-based assistance were addressed further during the term of the current Partnership Agreement. The Supreme Court's 2003 opinions in *Grutter v. Bollinger*, 539 U.S. 306 (2003) and *Gratz v. Bollinger*, 539 U.S. 244 (2003) clarified the appropriateness of race-conscious affirmative action in higher education. The Court held that, unless mandated to remedy discrimination, such measures may be permissible only as part of an institution's broader plan to promote diversity, subject to a series of significant limitations. OCR has advised Maryland and other states that it interprets *Gratz* and *Grutter* to place virtually any race-exclusive or race-targeted measure into constitutional doubt.

The State's ability to provide race-exclusive assistance to African-American applicants and students remains strictly limited. However, many Maryland institutions have embraced the diversity interest affirmed by the Supreme Court with policies and practices that benefit applicants and students in under-represented demographic and socioeconomic groups, including African Americans and economically disadvantaged students.

### **Maryland's System of Public Higher Education**

The State of Maryland's public system of public higher education consists of 16 community colleges, 13 public four-year institutions and two public research centers. The State is also home to 24 independent four-year institutions, three independent two-year colleges, and 128 private career schools. For the purpose of this agreement, all 13 public four-year universities, and all campuses of the 16 community colleges are included. The Historically Black Institutions (HBIs) in Maryland are Bowie State University, Coppin State University, and the

University of Maryland Eastern Shore, which are all part of the University System of Maryland (USM), and Morgan State University, one of two four-year public institutions not governed by USM. The Traditionally White Institutions (TWIs) that are part of USM are Frostburg State University, Salisbury University, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland Baltimore County, University of Maryland, College Park and the University of Maryland University College. St. Mary's College of Maryland is a four-year public TWI not governed by USM. The 11 USM institutions are governed by a Board of Regents with a Chancellor as the chief executive officer.

The statewide planning and coordinating body for all postsecondary institutions in Maryland, including the entire public system, is the Maryland Higher Education Commission ("MHEC" or "the Commission"). The public system includes the 11 USM institutions, Morgan State University, St. Mary's College of Maryland and 16 community colleges: Allegany College of Maryland, Anne Arundel Community College, Baltimore City Community College, The Community College of Baltimore County, Carroll Community College, Cecil Community College, College of Southern Maryland, Chesapeake College, Frederick Community College, Garrett College, Hagerstown Community College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Community College.

The structure of the higher education system in Maryland reflects its history, culture, statutory mandates, leadership and political structure, and geography and demographics. This system of higher education aspires to provide an accessible, affordable, and diverse system of quality postsecondary education for all Maryland citizens. The institutions are accountable for the fulfillment of institutional missions—teaching, research, and public service—while maintaining efficient and effective operations. In Maryland, a central coordinating board, MHEC, serves as the liaison between state government and the governing boards of individual institutions. The coordinating board serves as the coordinating and planning agency for the State and is responsible for the overall growth and development of higher education in the State, while the governance authority is vested with the various governing boards. Each public institution in Maryland has its own governing board with the exception of the 13 constituent institutions and research centers of USM, which is governed, by a single board of regents. Within this structure, USM supports, facilitates, and encourages presidents to meet the goals and objectives of the System and State. Academic and fiscal autonomy enables the System and individual presidents to provide leadership and to be held accountable for the accomplishments of their respective campuses.

### **1969—1985**

In 1969, OCR notified the State of Maryland that it was one of ten states operating a racially segregated system of higher education in violation of Title VI and applicable federal law. In 1970, Maryland submitted a desegregation plan to OCR, which OCR reviewed in 1973. In response to OCR's critique of the plan, Maryland and OCR agreed to a new plan in 1974, and Maryland proceeded in its implementation. OCR announced that it intended to bring enforcement proceedings against the State in 1975. Maryland challenged that action in the federal courts and prevailed when the district court found that OCR had failed to negotiate in

good faith or to provide clear, consistent compliance standards. *Mandel v. United States Department of Health, Education and Welfare*, 411 F.Supp. 542 (D.Md. 1976), aff'd, *Mayor and City Council of Baltimore v. Matthews*, 571 F.2d 1273 (4<sup>th</sup> Cir. 1978)(en banc).

Maryland continued its desegregation efforts, embodied in a 1980 plan, *A Plan to Assure Equal Postsecondary Educational Opportunity 1980-1985*. In 1982, OCR resumed negotiations with Maryland concerning the development and implementation of a new desegregation plan, and a consent decree ending the litigation was entered.

### **Maryland's 1985-1989 Desegregation Plan**

In 1985, OCR and Maryland agreed on another statewide desegregation plan, entitled *A Plan to Assure Equal Postsecondary Educational Opportunity*, designed to foster equal educational opportunity in Maryland's public institutions of higher education. The Plan was accepted by OCR as one, which could meet the requirements of Title VI. Its principal objectives were (1) the continued integration of Maryland's TWIs through a portfolio of enrollment goals, recruitment measures, retention efforts and affirmative action plans, and (2) the enhancement of Maryland's HBIs to ensure that they are comparable and competitive with TWIs with respect to capital facilities, operating budgets and new academic programs. The Plan provided for a wide range of measures and activities to meet these objectives, including enhancement of the HBIs, desegregating student enrollments through increased recruitment and improved retention programs for African-American students, and desegregating faculties, staffs and governing boards, all of which were designed to meet the mandates of Title VI in the state-supported institutions of higher education in Maryland.

During the five years the Plan was implemented, Maryland submitted yearly progress reports to OCR, with the final report submitted in 1991 (Appendix B) summarizing the State's accomplishments achieved under the Plan. Upon expiration of the Plan, and in the absence of any further OCR proceedings with respect to Maryland's compliance with Title VI, the State continued its efforts to implement measures to improve equal educational opportunity and to operate within the command of state and federal law. Maryland prepared an analysis of the primary goals and objectives of the 1985 Plan and the 1991 report, reflecting current data.

### **The *Fordice* Decision**

In 1992, the Supreme Court of the United States issued its decision in *Fordice*, setting forth the legal standards imposed on former *de jure* segregated systems of higher education. Subsequently, in 1994, OCR issued its *Notice of Application of Supreme Court Decision* applying the *Fordice* standards to all pending Title VI evaluations of statewide higher education systems with OCR-accepted desegregation plans that have expired, including Maryland.

### **Summary of Maryland's Efforts 1989-2000 to Increase African-American Students' Access, Retention, and Graduation in Higher Education**

The breadth and number of efforts devoted to participation and success of African-American students in Maryland higher education attest to the State's unflagging commitment to

providing equal educational opportunities to all of its citizens. At all levels, the State and its public higher education institutions have developed and implemented far-ranging initiatives designed to maximize higher education access and success for African Americans. These efforts include the following:

- accountability processes through which institutions' minority achievement efforts are gauged;
- special grants to HBIs for development and implementation of recruitment and retention initiatives;
- State, USM, and institutional strategic plans in which goals and objectives associated with African American achievement figure prominently; and
- reports and action plans, developed by statewide coalitions, focusing on African-American students in Maryland higher education; and legislation designed ultimately to improve disadvantaged students' college readiness, to improve teacher preparation, and to increase financial aid available to disadvantaged students.

These efforts indicate the State's ongoing commitment to implementing best practices in the areas of recruitment and admissions, retention and graduation, campus climate, faculty and staff diversity, enhancement of HBIs, and partnerships between MHEC, USM, St. Mary's College of Maryland, Morgan State University, the Maryland State Department of Education (MSDE), and other higher education institutions and elementary and secondary school systems.

### **The Maryland Higher Education Commission**

The Maryland Higher Education Commission was created by the Maryland General Assembly in 1988 and given the responsibility for planning and coordination of higher education in Maryland and the continuation of the State's desegregation efforts.

Generally, its responsibilities include development of and oversight for the State Plan for Higher Education, ensuring that campus mission statements are consistent with that Plan, approving the operation of new colleges and universities, approving academic programs, reviewing and recommending capital and operating budgets, and regulating private career schools. MHEC provides statewide planning, leadership, vision, balance, coordination and advocacy for all of Maryland's postsecondary educational institutions and administers state financial aid.

The Commission is specifically responsible for developing a program of desegregation and equal educational opportunity, including an enhancement plan for the HBIs. It is responsible for monitoring the progress made under, and assuring compliance with, the goals, measures and commitments contained in the desegregation and equal educational opportunity plan. The Commission, in carrying out its responsibilities to coordinate and monitor the equal opportunity activities of public institutions of higher education in the State, may require institutions to submit plans, reports, and data to evaluate the effectiveness of institutional



efforts and methods. Much of this is accomplished through the accountability process set forth in state law, including the use of benchmarks (for each diversity indicator, five-year goals that the institution sets for itself) developed through a “bottom up” approach, to measure campus progress on certain accountability indicators (recruitment, enrollment, retention, graduation and employment). As a part of and related to this process, the Commission and the institutions of higher education prepare *Minority Achievement Reports* on the status of their progress in attaining their benchmarks and indicating where some institutions are falling short. An annual *Performance Accountability Report for Maryland Public Colleges and Universities* is prepared by the Commission and submitted the Governor and the Maryland General Assembly.

### **Summary of the Partnership Process**

From the conclusion of Maryland's five-year Plan in 1989 until the present *Partnership Agreement*, which officially began on October 4, 1999, OCR did not comment upon the status of the State's compliance with Title VI. However, in January 1994, Norma V. Cantú, Assistant Secretary for Civil Rights for the Department, informed the State of OCR's intent to reexamine the status of Maryland's desegregation efforts in its state-supported system of higher education. In her October 4, 1999 letter to Governor Parris N. Glendening, Assistant Secretary Cantú acknowledged that, since the conclusion of the five-year desegregation plan, Maryland had made significant progress in enhancing educational opportunities for African-American students and providing equal educational opportunities for all Maryland residents. She also indicated OCR's desire to work collaboratively with the State to evaluate the State's desegregation efforts.

In response to Assistant Secretary Cantú's letter, Governor Glendening indicated the State's interest in working with OCR on this endeavor (Appendix I), and on October 25, 1999, an introductory meeting was held in Annapolis between representatives of the Governor, MHEC and OCR. MHEC invited OCR to accompany it on a series of previously scheduled on-site visits to each of Maryland's HBIs pursuant to the State's *Access and Success* program. Consequently, between November 1999 and January 2000, OCR visited all four Maryland HBIs: University of Maryland Eastern Shore; Bowie State University; Coppin State College; and Morgan State University. During March 2000, OCR also made separate visits to several TWIs: University of Maryland Baltimore County; University of Baltimore; Towson University; Salisbury State University; and Frostburg State University. OCR made follow-up visits to each of the HBIs during May 2000.

The information from OCR's visits, as well as the data, documents and other materials gathered as part of this activity helped identify several issues of access and equity for African-American students in Maryland. For example, Maryland officials and OCR recognized that the enhancement of the HBIs would remain an important concern even though information provided by Maryland demonstrated that numerous enhancement initiatives had been implemented as a result of the 1985-1989 desegregation plan and had continued since that time.

At the October 25, 1999 meeting, it was agreed that the State of Maryland would engage in this review through a partnership approach with OCR. During the meeting, OCR informed Maryland that, based upon its analysis, it would focus the review on the following issues:

1. Enhancing Maryland's four HBIs in order to improve educational opportunities for African-American students who attend them and to increase their attractiveness to students of all races, especially white students, including addressing the problem of unnecessary academic program duplication among the HBIs and geographically proximate TWIs; and
2. Enhancing initiatives at the TWIs and community colleges in the following areas:
  - a) Campus Climate, including the employment of African Americans at all levels, which will assist in improving campus climates for African-American students;
  - b) Student Recruitment;
  - c) Student Retention and graduation; and
3. Access for African Americans to Maryland's institutions of higher education, including need-based and other financial assistance programs, and access for African-American students to, and retention in, graduate and professional schools in Maryland.

These general commitments were given more specificity in the Partnership Agreement as discussed in the following chapter.

## II

### **Maryland's Commitments Under the Maryland/OCR Agreement**

Under the Partnership Agreement of 1999—2005, the State of Maryland is committed to ensuring equal access to high quality education for all of the State's citizens regardless of race, color, or national origin. Thus, the State has been, and will continue to be, engaged in on-going efforts to provide African Americans with the full opportunity to participate in the benefits of public higher education in Maryland and to assist in providing equal access, retention, participation and graduation for African-American students in the State. Central to this commitment is the continuing contributions of the State's four HBIs and the necessity of ensuring that these institutions are comparable and competitive with the State's TWIs in all facets of their operations and programs. The State is committed to remedying and removing vestiges of past discrimination, if any, as required under federal law, and expanding educational opportunities for African-American students without placing unfair burdens on them in the desegregation process, particularly as related to the unique role of HBIs and their students, faculty and staff.

Commitments to enhance the HBIs, consistent with this Agreement, were to be provided through the normal budget process based on operating budget funding guidelines and, as was necessary, appropriate and available, special enhancement funding, for a limited period of time, but not to extend beyond the terms of this agreement.

In October 1999, the State, represented by the Office of the Governor and MHEC, and OCR embarked on a joint venture designed to assess and address the challenges in providing higher education opportunities for African-American students in Maryland. This Partnership was formed in recognition that both Maryland and the government of the United States, as well as other interested parties and stakeholders, share a common goal of continuing and enhancing equal access to educational opportunity. The Partnership process, as it was developed, was a joint, cooperative effort and did not attempt to make legal findings or to conduct any type of legal proceedings.

Throughout the course of the Partnership activities, it has been the expectation that any specific concerns that arose in light of the State's equal educational opportunity obligations under federal law would be addressed within the context of the Partnership process. The commitments are an expression of the continued effort on the part of the State to enhance the opportunities for African Americans, and indeed all Marylanders, to participate in the benefits of higher education and to increase the opportunity for access, retention, graduation and advancement into graduate and professional education programs in the State.

OCR played an integral role in the development of the Partnership process. OCR proposed the Partnership process as a cooperative approach to fulfilling its responsibilities pursuant to Title VI and the Supreme Court decision in *Fordice*. More specifically, OCR proposed that

the Partnership process would include the examination of a wide range of factors to ensure that no vestiges of the prior *de jure* dual system of higher education in Maryland continue to exist.

OCR acknowledged, as part of the Partnership Agreement, the substantial efforts and accomplishments Maryland has made under its desegregation plans in support of meeting its obligations under federal law. These steps demonstrate Maryland's strong commitment to eliminating the vestiges, if any, of the prior segregated system as well as ensuring equal access to higher education. OCR anticipated that successful implementation of the actions outlined in the commitments would effectively address and resolve any remaining Title VI and *Fordice* issues within the Maryland public system of higher education.

The duration of the 1999 Agreement extended from the date it was signed through December 31, 2005; although the Agreement provided that it might be extended as necessary for the completion of certain of the provisions contained in this agreement. Except as stated below, during the period of implementation of these commitments, OCR committed not to initiate enforcement action against Maryland based on a claim of statewide segregation of or discrimination against African Americans in the State's public system of higher education, unless good faith efforts to resolve such issues have been attempted and exhausted. Maryland and OCR acknowledge that many of the implementation details of Maryland's commitments, including the commitment to enhance the HBIs, would not be finalized until early 2005. Therefore, OCR did not waive its right to initiate enforcement until Maryland had submitted its monitoring reports due through May 1, 2005 and OCR found those reports, and any agreed upon amendments thereto, acceptable. At the conclusion of the implementation period, it was agreed the parties would determine whether these commitments had been fully implemented and whether the Title VI and *Fordice* issues had thereby been resolved. If so, OCR would formally acknowledge, in writing, that Maryland has eliminated all vestiges of segregation in the public system of higher education, in accordance with *Fordice*, Title VI, and other applicable federal regulations. It was understood, however, that should the parties not be able, in good faith, to resolve matters by means of this process, OCR reserves the right to determine, by other means, whether the requirements of the law have been satisfied regarding the outstanding issues set forth herein, taking into account Maryland's accomplishments under this Partnership. It was further understood, however, that should the parties not be able, in good faith, to resolve matters by means of this process, Maryland reserves the right to seek a judicial determination of whether the requirements of the law have been satisfied.

The Agreement could be amended as necessary to enhance the effectiveness of the various initiatives contained therein, or as required by changes in applicable law or policy, upon the agreement of the State and OCR. In the event that either party proposed an amendment, all parties would be notified and given the opportunity to respond to the proposed amendment. All proposed amendments submitted to OCR would be responded to within 15 working days.

Although the primary parties to the Partnership are the State of Maryland (including MHEC, its sole statewide planning and coordinating body for higher education), and OCR, USM and each of the public institutions of higher education are also parties in the sense that each institution agreed to make its best efforts to fulfill, within the limits of its authority, those commitments within its purview. It was understood that the commitments agreed to apply to

all applicable branch campuses and any new branch campus(es) that may be established during the life of the Partnership. In addition, it is agreed and understood by all parties that, to the extent that any document referenced in the Agreement was inconsistent with the Partnership Commitments, the Commitments would be controlling. It was also understood by the parties that when the public agencies or institutions of higher education in Maryland implemented any of the partnership commitments or operated any other programs, including those related to admissions or financial aid, they were required to operate in conformity with the Fourteenth Amendment to the United States Constitution, Title VI and its implementing regulation, and applicable federal case law, including *Fordice* and *Regents of the University of California v. Bakke*, 438 U.S. 265 (1978), *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir. 1994), *Grutter v. Bollinger*, 539 U.S. 306 (2003) and *Gratz v. Bollinger*, 539 U.S. 244 (2003) so long as they are controlling law.

The parties to the Agreement agreed and committed to work cooperatively with each other in implementing and annually evaluating (1) the existing programs, initiatives and best practices already in place and/or otherwise described in section I.C. of the Agreement and the appendices of the Partnership Agreement, and (2) the commitments set forth in the Partnership Agreement.

### **Maryland's Commitments**

In the Partnership Agreement, Maryland agreed to implement nine (9) commitments. Commitments 1-8 concerned academic policy and student affairs. The ninth commitment concerned the enhancement of the HBIs funding and physical plants. The Partnership Agreement required OCR to review and assess the initiatives described in each of Maryland's annual reports within 30 days of their submission, to provide technical assistance to Maryland during the course of the agreement, to meet semi-annually with higher education officials and to conduct annual site visits in Maryland. However, OCR has never met these obligations, and Maryland has thus worked to meet the commitments of the Agreement without the benefit of OCR's ongoing feedback and assistance as required by the Agreement.

The Commitments as stated in the Partnership Agreement were as follows:

#### **1. Strengthening Academic and Teacher Preparation Programs**

Solving the problem of the teacher shortage and improving the quality of teachers are among the highest priorities of the State. In addition to the need for 11,000 more teachers, there continues to be a substantial under-representation of qualified minority candidates for teaching positions. While much progress has been made in implementing the recommendations in the *Redesign of Teacher Education*, much work remains to be done.

Maryland postsecondary institutions will implement or continue initiatives to ensure that all graduates of Maryland's public teacher preparation programs are prepared to help all students succeed in Maryland's increasingly diverse educational system, using strategies consistent with the *State Plan* identified under Goal 5, Objective 5.5 and *The Road Taken*, and the recommendations of the Task Force created by HB 1091.

Specifically, each public four-year institution offering a teacher education program leading to certification will identify several of these strategies which, in its judgment, will continue to enhance diversity in higher education through the strengthening of academic and teacher preparation programs and implement them beginning in the 2001-2002 academic year.

## **2. Strengthening the Partnership with Elementary and Secondary School Stakeholders**

If students are to be successful in college, they must begin to consider college and adequately prepare for it as early as possible. On the average, there are substantial differences between African-American and white students in their academic preparation for college as measured by relevant high school courses and scores on the SAT and ACT. Therefore, Maryland's public campuses will give priority to developing relationships with public schools, particularly those with high concentrations of low-income and under-prepared students, in an effort to improve student preparation for college.

a) Consistent with the recommendations contained in *The Road Taken*, MHEC, in collaboration with all public colleges and universities, will continue to develop the K-16 Partnership with the K-16 Leadership Council, the Maryland State Department of Education (MSDE) and local school districts to address the educational needs of African-American students, including their preparation for higher education.

b) MHEC, in collaboration with USM, the community colleges, Morgan State University, St. Mary's College of Maryland, the K-16 Leadership Council and MSDE, and consistent with the recommendations of the task force created by HB 1091, will continue to support the districts, at the elementary, middle and high school levels, in preparing students for entrance into four-year colleges. Strategies to accomplish this include: a mechanism to inform stakeholders about college readiness and effective strategies for reducing racial disparities in college; a focus on schools identified with low rates of African-American student enrollment in college in comparison to all students; and, institutional collaborations between schools and institutions of higher education.

Collaborations between the schools and institutions of higher education also include activities such as: parent involvement activities; student counseling (such as in the Gear Up Program); tutoring; financial planning; including in-school application for financial aid during the senior year; and other strategies as may be identified in support of the goal. Specifically, each public four-year institution will identify a school district or group of schools where, in its judgment, collaborations will continue to enhance the institution's diversity and initiate collaborations with them by the 2001-2002 academic year.

## **3. Strengthening Recruitment and Admissions**

In Maryland, African Americans are less likely than others to enter higher education. This is reflected in persistent differences in the rates at which African-American and white public high school graduates enter college in Maryland. Of the 1997 high school graduates, 35% of African Americans enrolled in postsecondary education in Maryland, while 44% of white students enrolled. This coupled with differences in college retention rates results in a sizable difference in the rates at which young African-American and white students obtain college

degrees. Moreover, African Americans receive approximately 24% of the baccalaureates, 14% of the Master's degrees, 4% of the doctorates, and 12 % of the first-professional degrees awarded by Maryland colleges and universities. A major priority of this Agreement is to raise the African American entry rates to college and narrow the gap between the rates at which African-American and white high school graduates enter college, graduate, and pursue graduate and first professional studies.

a) All public colleges and universities commit to continuing and expanding their recruitment and admissions activities, including ongoing self-evaluation of their effectiveness, to assure that African Americans have equal access to public higher education in Maryland at the undergraduate, graduate and professional levels in desegregated institutions, including desegregated TWIs and HBIs. In addition, each institution commits to the improvement and expansion of outreach through community networks and social or religious organizations and to targeting recruitment efforts at venues that have significant numbers of other race students. Each public four-year institution will identify several of these recruitment and admission activities, which, in its judgment, can enhance its institutional diversity and implement them for the 2001-2002 academic year.

b) MHEC will regularly monitor recruitment and admissions programs. Such programs include: partnerships with elementary and secondary schools as identified in 2, above; summer bridge programs; institutional grants and scholarships; partnerships with community groups; linkages with community colleges; and linkages between undergraduate and graduate/professional programs. MHEC will submit a report to OCR by August 15, 2001 detailing the recruitment activities already undertaken at each public four-year institution.

c) MHEC will provide assistance to the institutions, as may be needed or appropriate, in the design, implementation and analysis of self-evaluation measures. MHEC will also ensure that formal opportunities exist at least annually for representatives of each institution to learn about promising practices in this area from each other and a variety of other experts in the field. This could be accomplished through a sharing of information regarding successful strategies implemented to increase minority achievement in the areas of undergraduate recruitment, enrollment, retention, and graduation rates.

d) MHEC will review its current statewide process of administering financial aid to students seeking higher education with the goal of addressing needs to heighten the awareness among African-American students of the availability of financial aid, including the types of aid available, the need to complete applications correctly and in a timely fashion and other familiarization techniques. MHEC will report the status of this review to OCR by August 15, 2001, submit the final report within 30 days of completion and begin implementing any changes based on the review by that date. MHEC, in collaboration with MSDE, will facilitate the implementation of program activities such as: establishing a clearinghouse for financial aid, educating students and their parents about financial aid and the application process, seeking increased funding for need-based student financial aid, and implementing flexible deadlines for filing for certain types of financial aid.

e) The State will expand the current \$44 million pool of funds available for need-based financial assistance for part-time, full-time and transfer students including those attending community colleges. The State will also alleviate difficulties that students may encounter with application processes and deadlines by exploring measures that eliminate any obstacles that a student may encounter in applying for financial aid. The State will explore the feasibility of decentralizing the current need-based grant program to allow all institutions of higher education to determine eligibility at the point of a student's registration. A review of "best practices" at other states such as California will assist with this feasibility study. This study will be completed by December 1, 2001 and a copy of the study sent to OCR by that date.

f) The State will explore establishing a first-professional and graduate scholarship program for high-achieving students at HBIs to encourage them to enroll in first-professional and graduate programs at Maryland's public and independent institutions of higher education beginning with the 2002-2003 academic year and for each year thereafter. HBIs will work with first professional and graduate programs to identify prospective students who have the academic ability to pursue these programs at Maryland's public and independent colleges and universities. Strategies for success, matriculation, and graduation from these programs include a partnership program with all HBIs and Maryland institutions of higher education to help ensure a larger pool of prospective candidates with adequate counseling, advising, financial assistance, and academic preparation.

g) If any public college, university, or first professional school experiences a significant decline in the proportion of "other race" enrollments at the undergraduate, graduate, or first professional level as determined by MHEC, immediate corrective action must be taken by the institution. After one year of such a decline, the institution must identify strategies to reverse this situation. If the decline persists over a two-year period, an action plan must be submitted by the campus to the MHEC for its approval. At a minimum, this action plan must identify specific strategies that the campus will take to immediately remedy the decline in enrollments.

#### **4. Strengthening Retention and Graduation**

Statewide, the 4th year graduation rate for African-American first-time full-time freshman who matriculated in 1995 was 17%, while the rate for white students in the cohort was 38%. The 6th year graduation rate for African-American freshmen for white students was 40% and 65%, respectively. While graduation rates for both races are higher than twenty years ago, the difference in the rates has not changed. Hence, a major goal of this Partnership Agreement is to significantly narrow or eliminate the difference in the rates at which African-American and white freshmen are successful in obtaining college degrees.

a) All public colleges and universities commit to continuing and expanding retention programs and activities to ensure that Maryland's African-American students have equal opportunity for success in higher education. Specifically, each public institution will identify several of these programs and activities which, in its judgment, will continue to enhance its institutional diversity through the strengthening of student retention and graduation and implement them beginning in the 2001-2002 academic year. By August 15, 2001, MHEC



will report to OCR on retention programs at each public four-year institution that are to be implemented in the fall of 2001.

b) MHEC, in collaboration with the public colleges and universities, will develop assessment standards to include “risk-factors” to analyze the effectiveness of retention programs in retaining and graduating African-American students and, based on these assessment standards, recommend adjustments.

c) MHEC, in collaboration with the public colleges and universities, will also ensure that formal opportunities exist at least annually for representatives of each institution to learn about promising practices in this area from each other and a variety of other experts in the field.

d) At the completion of each academic year, MHEC will report retention and graduation data to OCR and will provide OCR with copies of each public institution’s retention program plans for the upcoming academic year.

## **5. Improving Campus Climate and Environment**

A welcoming campus environment is essential to retention and academic success for all students. It is imperative that campuses provide ongoing programs that foster a student-friendly campus environment, accommodating an increase of students of all races.

a) All public colleges and universities commit to continuing and expanding their programs and activities designed to ensure that all students encounter a campus atmosphere which is welcoming and free of hostility and that the campus atmosphere at each institution is attractive and welcoming to students of all races. This includes appropriate recruitment, marketing and advertising activities attracting African-American students to TWIs and white students to HBIs.

b) All public colleges and universities commit to ensuring that appropriate steps are taken to enhance relations between the institutional campuses and neighboring communities. These commitments include activities designed to foster positive relations between students and campus police and between campus authorities and local, civilian police.

c) By August 15, 2001, MHEC will report to OCR each public four-year institution’s programs that have been implemented.

## **6. Improving Diversity of Faculty/Staff and Governing/Advisory Boards**

All Maryland institutions of higher education commit to continuing their efforts to attract, recruit and retain racially diverse faculty and staff. The State particularly acknowledges the significance of the presence of African-American faculty and staff at the TWIs with respect to the ability of those institutions to attract and retain African-American students. Consistent with other commitments set forth in this agreement, the State is committed to promoting the positive perception of all of its public institutions of higher education, in order to make them attractive to faculty and staff of all races and to the development and enforcement of measures necessary to support this commitment.

- a) Each public four-year institution of higher education will ensure that its hiring and employment practices are fully implemented and are in compliance with the State's Equal Employment Opportunity Program as set forth in Title 5 of the State Personnel and Pensions Article of the Annotated Code of Maryland, and COMAR 17.04.08 (Appendix K). This includes the appointment and roles of a Fair Practices Officer and any Equal Employment Opportunity Officers as required.
- b) Public four-year colleges and universities will continue the regular evaluation of their recruitment procedures and enhance or develop efforts to increase the diversity of their faculty and staff.
- c) Each institution will enhance its efforts to advertise vacancies for faculty and upper administrator positions as widely as possible.
- d) Each institution will strengthen and expand orientation programs, mentoring programs and activities for newly hired professional employees, particularly other race faculty and administrators, designed to help them succeed in their responsibilities, meet tenure requirements, and to provide information concerning the various diverse cultural organizations, areas and activities available on campus and in the surrounding communities.
- e) Each public four-year institution will identify several practices regarded as "best practices" which, in its judgment, will continue to enhance its institutional diversity by enhancing faculty and staff diversity and implement them beginning in the 2001-2002 academic year. By August 15, 2001, MHEC will report to OCR on each public four-year institution's "best practices" plan for implementation in the 2001-2002 academic year.
- f) Each USM institution will strive to achieve or maintain diversity among the members of its Board of Visitors.

## **7. Improving and Expanding 2 + 2 Partnerships and Articulation**

In fall 1999, almost 3,000 (21.4%) of the new full-time freshmen at public two-year institutions in Maryland were African Americans who are state residents compared to almost 2,700 (22.5%) of new full-time freshmen who entered public four-year institutions. Unfortunately, many African-American students who are community college beginners do not earn associate's degrees or transfer to four-year institutions. The ineffectiveness of efforts to increase transfer rates among these students is suggested in the four-year success rate--the percentage of students earning a degree or a certificate or transferring to a four-year institution--of full-time African American community college students in Maryland, which has remained flat at approximately 20% in recent years. For the most recent cohort (1994) of community college beginners, the success rate for African Americans was 19%, while the rate for white students was 37%.

As the data indicate, for African Americans in Maryland, two-year institutions, more affordable than four-year colleges and universities and focused on meeting an array of academic needs, are vital to the attainment of baccalaureate degrees.

Over 71% of the African-American freshmen at community colleges in the fall of 1999 were part-time students. Many of these students would be more likely to transfer and seek a baccalaureate degree if they could continue their studies, both at the community college and the four-year institutions, as part-time students. They too need financial assistance.

a) MHEC will support expanded opportunities for two-year institutions serving large numbers of African-American students and four-year institutions to develop collaboratively 2+2 programs. Institutions will design and implement, for the academic year 2001-2002 and for each year thereafter, programs characterized by articulated curricula, faculty and student services staff collaboration, and dual admission when feasible.

b) MHEC and all public colleges and universities will continue to identify and implement articulation agreements and other actions needed to facilitate transition from two-year to four-year institutions.

c) MHEC will continue to provide information to each two-year and four-year institution on transition and successful degree-completion rates of African-American community college beginners.

d) Each public four-year institution will identify articulated curricula, faculty and student services staff collaborations, dual admission programs or other actions designed to facilitate transition from two-year to four-year institutions which, in its judgment, will continue to enhance its institutional diversity by improving and expanding 2+2 partnerships and articulations.

e) By August 15, 2001, MHEC will report to OCR on each public four-year institution's programs for the 2001-2002 academic year.

## **8. Avoiding Unnecessary Program Duplication and Expansion of Mission and Program Uniqueness and Institutional Identity at the HBIs**

As set forth in the *State Plan for Postsecondary Education 2000*, the State commits to developing high-demand academic programs at HBIs and ensuring that they are not unnecessarily duplicated at nearby institutions. For these purposes, "unnecessary program duplication" refers to those instances in which broadly similar academic programs (i.e., with respect to overarching purposes, overall curriculum content, and expectations of program graduates) are offered in areas other than the core undergraduate liberal arts and sciences at a TWI and an HBI that are operated in locations that are geographically proximate to one another. Maryland will avoid unnecessary program duplication unless there is sound educational justification for the dual operation of broadly similar programs. The commitments in this section of the Partnership Agreement do not affect academic programs currently offered at Maryland's public colleges and universities.

a) Consistent with state law, by October 30, 2000, each public institution revised its institutional mission statement to ensure compliance with the State Plan for Higher Education 2000. The revised missions will support future establishment of high demand programs at the HBIs that will enhance their respective institutional identities. The missions will ensure that they do not promote racial identifiably at any of the State's public institutions of higher

education or otherwise foster segregation and discrimination by race. MHEC will provide OCR with a copy of the mission statement submitted by the governing board for each public four-year institution.

b) Consistent with its authority under state law, MHEC will review, object to, and not approve programs which are unnecessarily duplicative unless there is sound educational justification. Beginning December 31, 2000, and each year thereafter, MHEC will provide OCR with a report listing the new programs, collaborations, and cooperative degree programs it has approved during the preceding year and its statement that the approved programs will not result in unnecessary program duplication, as defined herein, absent a sound educational justification.

c) Academic program collaboration among institutions for the benefit of all students is encouraged. Where collaborations or cooperative degree programs are proposed between TWIs and HBIs, the effect of the proposed collaboration on the participating HBIs must be ascertained. Collaborations or cooperative degree programs between TWIs and HBIs that are likely to adversely affect the levels of racial diversity at a participating institution should not be approved. For programs that are approved, the actual impact of the collaboration or cooperative degree programs on racial diversity will be addressed as part of the ongoing evaluation and monitoring of the collaboration or cooperative degree program.

d) The State will take appropriate steps to ensure that new unique, high demand and other programs that are approved for HBIs by operation of law or by MHEC, for the purpose of promoting their institutional competitiveness and ensuring that these institutions attract students regardless of race, are successfully implemented, consistent with available resources, and with the mission, student profiles, academic program mix and degree levels of the institution.

e) MHEC, USM, and the public four-year institutions agree that the delivery of all, or a substantial part, of an approved program at a classroom site other than the institution's main campus, will not unnecessarily duplicate program offerings available at the campus of any HBI located near the off-campus site, unless there is sound educational justification.

## **9. Enhancing Maryland's Historically Black Colleges and Universities**

Half of all African-American students receiving a bachelor's degree from a public institution in Maryland in 1999 received their degree from an HBI. This represents an increase from 43% just ten years ago. Hence, these campuses continue to play a critical role in ensuring access and equal educational opportunity for African Americans.

While recognizing the significant enhancement measures initiated by the State on behalf of its HBIs since 1985, the State commits to design measures that ensure that the HBIs are comparable and competitive with the TWIs in all facets of their operations and programs, as soon as possible and before the expiration of this Agreement. These measures will be designed to ensure that these institutions provide equal opportunity for a quality education to all students who choose to attend them and to enable them to compete for and be attractive to students regardless of race. Consistent with previous sections of this agreement and as set

forth in this section, this includes, as may be necessary and consistent with institutional missions, enhancing:

- the distinctiveness of the HBIs' programmatic missions;
- the uniqueness and mix of quality academic programs that are not unnecessarily duplicated at proximate TWIs;
- operational funding consistent with the mix and degree level of academic programs, support for the development of research infrastructure, and support consistent with the academic profile of students;
- lower student-faculty ratios appropriate to support their missions;
- the expanse, functionality and architectural quality of physical facilities;
- the appearance, attractiveness and ambiance of the campus and surrounding public infrastructure, including roads, lighting and public transportation; and
- funding to support students' quality of campus life.

The State commits, as set forth below, to the expeditious completion of capital projects already begun at each of the HBIs. Included in this commitment are the enhancement of campus environments at HBIs to ensure parity with TWIs with respect to the physical characteristics of landscape, ambiance and appearance as well as the availability, quality and adequacy of facilities necessary to support the missions and programs of the institutions. Facilities that serve similar functions at HBIs and TWIs should be comparable in scope and quality. Moreover, the State is committed to supporting infrastructure improvements at HBIs that improve access by public transportation and which improve appearance and security, such as landscaping, paths, walkways and lighting.

The State agrees to assess and incorporate into its established budget and program review procedures the operating (including academic programs) and capital enhancement funding proposals for each HBI. The governing boards of the public four-year institutions will review enhancement proposals of the HBIs and determine by March 1, 2001, which will be recommended for funding, and the timetable for such funding, subject to necessary approvals.

To be properly considered, the enhancement proposals will be submitted annually through the operating and capital budget cycles as required by the Maryland Constitution, the Annotated Code of Maryland, and the regulations and procedures of MHEC, USM, Morgan State University and DBM. The academic program proposals will be considered only upon submission as set forth in MHEC's established procedures for program approval, consistent with state law.



### III

## **Progress Made by the Maryland Public Educational System In Fulfilling the Commitments 1 through 8**

### **The Segments of Public Higher Education**

#### *Community Colleges of Maryland*

The community colleges of Maryland incorporate in their missions a commitment to access and opportunity for all students, without regard to race. In most cases this commitment has been ongoing since their inception: eleven of the sixteen community colleges were established after Maryland public education was desegregated. And those that were established prior to desegregation were, in many cases, designated as transfer institutions for students of African American junior colleges, which were closed at that time. For over twenty years, half or more of the African-American undergraduates in Maryland have attended the community colleges. Given their mission and history, the community colleges have not been deemed as requiring supplementary support neither to ensure comparable and competitive facilities, nor to significantly enhance access and success for their African-American students.

The community colleges of Maryland have been successful in improving the opportunities and the performance of African-American students at their institutions during the period of the Partnership Agreement, even without any additional support or funding; credit enrollment of African-American students increased by 23 percent. The participation rate of African Americans in credit classes at the community colleges is greater than their proportion to the total population, and the growth rate for this group at the colleges has exceeded the general population. The success rate of African Americans has improved as well. Retention rates for African-American students improved consistently from 2000 to 2004, for example increasing from 18.5 to 20.1 percent three years after matriculation. The four-year graduation rate increased from 3.4 percent in 2000 to 4.4 percent in 2004 for the State overall.

Each of the community colleges is unique in its environment, constituencies and missions. The institutions must devise programs addressing the distinctive needs of their own communities. For example, Garrett and Allegany counties have small minority populations; while Prince Georges and Baltimore counties have large minority populations. However, the colleges share best practices in developing new programs. The strategies to attract, retain and enhance the success of African-American students carry the common threads across all campuses: 1) early identification of at-risk students, 2) assessment of their needs, 3) advising them on options to address their needs, 4) tutoring and help in learning to learn if deficient in academics, 5) financial aid where appropriate, and 6) peer support structures such as affinity groups. The community colleges in the counties mentioned above, despite their differences in their constituents, all have devoted additional resources to improve college readiness and developmental curriculum to enhance the success of their students.

The community colleges' performance in providing access, opportunities and success for Maryland's African-American undergraduates, under each of eight commitments in the Partnership Agreement, is described below.

### *University System of Maryland*

The University System of Maryland (USM), a public corporation and a charter system, is one of the State's most valuable assets and adds immeasurably to the quality of life in Maryland. The nation's 12th largest university system, the USM's network of 13 institutions enrolls nearly 130,000 students worldwide in 600 degree programs delivered in classrooms, laboratories, education centers, and online. The USM's nationally ranked programs, leading-edge research collaborations, and innovative business partnerships provide opportunities that support the USM mission and the goals of the USM Strategic Plan as they prepare students for both the promises and demands of the new century.

The mission of the University System of Maryland (USM) is to improve the quality of life for the people of Maryland by providing a comprehensive range of high quality, accessible, and affordable educational opportunities; engaging in research and creative scholarship that expands the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the State and the nation. The USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions.

*The USM in 2010 Revisited: An Update of the USM Strategic Plan* provides a new vision for what the University System of Maryland can and ought to be in the year 2010. Approved by the Board of Regents in February 2004, this document updates the FY 2000 version of the USM strategic plan, identifying new challenges, setting new goals, and articulating specific, measurable strategies the USM and its institutions must undertake in order to succeed. In accord with the first goal of the plan, the USM is committed to having all academic programs "...respond to meet the changing and expanding educational needs of our State and a growing and increasingly diverse undergraduate, graduate, and professional student population" and to promoting access and academic success.

### *Morgan State University*

Morgan State University is one of four historically black institutions of higher education in Maryland. In contrast to traditionally white campuses in the State, Morgan was never legally segregated and, therefore, until the expansion of the other public campuses in the State beginning in the late 1960s, served a racially diverse student body. The campus has evolved from a private campus (1867–1939), to a public college (1939–1975), to a University. In 1988 the Legislature designated Morgan as Maryland's Public Urban University. During the past five years, the campus has achieved another milestone by meeting the Carnegie criteria for Doctoral/Research-Intensive Universities by virtue of steady growth in its doctoral programs.



Morgan is located in the northeast section of Baltimore City. It offers programs in a comprehensive range of disciplines at both the undergraduate and graduate levels. The campus enrolls approximately 5800 undergraduates and 700 graduate students.

Morgan's continuing importance to the State of Maryland merits emphasis. Morgan was purchased by the State in 1939 to provide African Americans with improved access to higher education within a legally segregated system. While the legal barriers to the enrollment of African Americans in Maryland higher education have been removed access again is a significant and growing issue in the State. Maryland has the fifth highest percentage of African Americans in its general population (28% in 2000) of any state and one of the most rapidly growing of any state (25% increase between 1990 and 2000). This contrasts with stability in the white population of the State. Nearly 40% of Maryland public school students are African American. By the end of the next decade, the number of black high school graduates will approach the number of white graduates, whose numbers will soon begin to decline. Hence, Maryland's future is more closely tied to the success of its black population than that of most other states. Under these circumstances, the contribution of Morgan to the State's well-being through raising the educational attainment levels of the African American population potentially may be more important than at any time in its history.

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

St. Mary's College of Maryland enjoys a unique status in public higher education as Maryland's public honors college. A coeducational state college, St. Mary's is committed to the ideals of affordability, access, and diversity. As Maryland's public honors college, St. Mary's offers an undergraduate, liberal arts education and small-college experience like those found at exceptional private colleges. St. Mary's shares the hallmarks of private institutions: an outstanding faculty, talented students, high academic standards, a challenging curriculum, small classes, a sense of community, and a spirit of intellectual inquiry. By combining the virtues of public and private education, St. Mary's provides a unique alternative for students and their families. This special identity underpins the College's success and its reputation for excellence.

The College offers a number of baccalaureate degrees in the liberal arts, as well as a Master of Arts in Teaching program. This single graduate-level program will be initiated in the summer of 2006 to better serve the workforce needs of the State and prepare highly qualified teachers. Major academic emphases include liberal arts in the humanities, sciences, and social sciences. Traditionally, the largest numbers of graduates are in the disciplines of Biology, Economics, English, History, Human Studies, Political Science, and Psychology.

The College intends to remain a small, public liberal arts college, yet has grown in recent years to meet the needs of the State of Maryland. Despite this growth, St. Mary's remains the smallest public four-year institution in the State of Maryland. These are the enrollments of total degree-seeking students at SMCM as of September 6, 2005:

<u>Class Standing</u>	<u>Number</u>
First-Year Student (New / Continuing)	572
Sophomore	405
Junior	455
<u>Senior</u>	<u>427</u>
<b>Total</b>	<b>1,859</b>

St. Mary's is located in St. Mary's City, Maryland, the first capital of the State of Maryland. The College is approximately 70 miles southeast of Washington, D.C. and 95 miles south of Baltimore. The College shares the State's commitment of providing a high-quality, affordable education to all students. St. Mary's College of Maryland has made a concerted effort to meet all seven relevant State commitments articulated in the OCR Agreement 1999-2005, but is particularly proud of and pleased with its movement towards meeting Commitments 1, 2, 4, and 7. The College relies upon the Maryland Higher Education Commission to ensure no program duplication as part of Commitment 8.

The College has dedicated attention and resources to all commitments during the term of the most recent OCR agreement. Having stabilized and regularized many of its activities related to meeting these commitments, St. Mary's is now poised to augment its initial efforts related to commitments where future growth is indeed needed.

## Maryland's Progress Concerning Commitments 1-8

### *1) Strengthening academic and teacher preparation programs for African Americans*

#### *K-16 Leadership Council*

The Maryland Partnership for Teaching and Learning, K-16 is an alliance of the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), and the University System of Maryland (USM). The chairmanship of the Partnership rotates annually among the three institution heads. This voluntary collaboration is critical to the creation of a new community of learning that strives for all of its members to achieve the highest levels of excellence throughout all levels of education and in the workplace.

The Council initiates and monitors teams from our various constituencies working on issues such as teacher preparation, K-12 curricula and standards, and the alignment of school testing with college entrance requirements. The statewide goals of the PK-16 Partnership include:

- the enhancement of student access to postsecondary education, by aligning high school expectations with college admission requirements so that any student who wants to attend college can do so;
- the improvement of the quantity and quality of teacher candidates (and current teachers) so that every classroom has a qualified teacher; and
- the strengthening of communication and collaborative decision-making among the three partner institutions.

#### **Teacher Preparation**

The Leadership Council's Highly Qualified Teacher (HQT) Committee implemented a number of its goals, including establishing a middle school teaching certification, by revising state regulations. The Maryland State Department of Education (MSDE), Maryland's K-12 education agency, will in the foreseeable future develop middle school programs for initial certification at institutions of higher education at both the undergraduate and post-baccalaureate levels throughout the State.

Through the Associate of Arts in Teaching (AAT) degree, a seamless transfer teacher education program which dually supports the commitments on teacher preparation and 2+2 programs, Maryland has implemented and approved AATs in the areas of early childhood education, elementary education, secondary education (Math, Chemistry, Physics, and Spanish).

As of September 2005, the Maryland Higher Education Commission has approved the following AAT proposals:

Early Childhood Education	Elementary Education	Secondary Education: M=Math, P=Physics, S=Spanish, C=Chemistry
2004: Wor-Wic CC  2005: Montgomery College; Anne Arundel CC; Hagerstown CC; Frederick CC; Howard CC	2001: Wor-Wic CC  2002: Chesapeake College; Harford College; Cecil CC; Allegany College of Md; College of Southern Md; Hagerstown CC; Montgomery College  2003: Garrett	2004: Prince George's CC (M,P,S,C) Cecil CC (M, P, C)  2005: Montgomery College (M, P, S) Anne Arundel CC (M, S, C) Frederick CC (M, S) Chesapeake College (M, P) Howard CC (M, P, S, C) CC Baltimore County (M, P, S, C)

### Teacher Recruitment and Retention

Maryland has made great strides in promoting and collaborating on K-16 professional development initiatives. Among its signature agenda items is the full implementation of the *Redesign of Teacher Education*, Maryland's state policy on teacher preparation. Through the *Redesign*, teacher candidates take part in professional development schools (PDS), the internship for teacher candidates. Studies by MSDE and Towson University suggest that teachers are more likely to remain in the profession if they have experienced the PDS internship. The Governor's FY 2007 budget includes funding for PDS.

The Maryland State Board of Education has recently adopted guidelines for alternative paths to teacher certification. State regulations are pending on the resident teacher certificate programs.

#### *Community Colleges*

The community colleges have been extremely active and resourceful in addressing program development to educate more teachers. The community colleges coordinated with the University System of Maryland (USM) to implement the Associate of Arts in Teaching (AAT) that is designed to ensure a steady flow of teacher candidates from the two-year to the four-year public colleges and universities. The AAT in elementary education was established in 2002. Given that the community colleges educate half of the African-American undergraduate students in Maryland, the AAT programs should help generate greater numbers of African Americans with teaching degrees.

Prince George's Community College (PGCC), with 77 percent African American credit enrollment, has been a leader in the AAT program. In Fall 2002, 147 students registered for the new AAT; in Fall 2005, there were 231 students, a 57 percent increase. The program is also preparing more African-American teachers at predominantly white community colleges such as Wor-Wic Community College (68 percent Caucasian credit students). Wor-Wic had no non-white education transfer graduates when the AAT was introduced in 2003, but African Americans comprised 18 percent of education transfer graduates in 2005.

### *University System of Maryland*

In 1999, the USM, in collaboration with the Southern Education Foundation (SEF), prepared a state report, *Miles to Go Maryland*, which detailed, for the first time, the status of African-American students in public higher education in Maryland. The results of that report led to an action agenda, *The Road Taken*, with recommendations in the areas of college readiness, teacher preparation, and financial aid. That action agenda became the strategic plan for the Governor's Task Force to Study College Readiness for Disadvantaged and Capable Students. The University System of Maryland's chancellor serves as a co-chair on the Maryland Partnership for Teaching and Learning, PK-16 Council.

Roughly half of the African-American students enrolled in higher education in Maryland receive their education at the community colleges. It was therefore recognized that efforts to increase the number of African-American students entering the teaching profession must include collaborative initiatives with the community colleges. In 2002, the Maryland Partnership for Teaching and Learning K-16 Leadership Council established a Secondary Education Oversight Council and charged the council with developing additional two-year Associate of Arts of Teaching degrees. Building on the Elementary Education AAT, the Oversight Council met regularly from November 2002 through May 2004 to develop new AAT community college degrees that would transfer seamlessly to the four-year colleges and universities in Maryland. The formal charge to the disciplinary committees and the agreed-upon outcomes for the five degree programs have become a model that has been disseminated around the country. Outcomes have been developed for the following disciplines: chemistry, mathematics, physics, Spanish, early childhood, and in overall secondary education. Upcoming activities include the development of an AAT in English and an AAT in Special Education. As a result of these efforts, the number of teacher candidates produced at USM institutions has increased by nearly 80 percent from 2001 to 2004 (Chapter IV, Table 2).

### *Morgan State University*

Morgan has always emphasized the preparation of teachers for working in schools with racially diverse enrollments. Its teaching candidates have experiences in both Baltimore City and suburban settings prior to graduation. Because of the rapid growth of the African-American population in most Maryland suburban jurisdictions, Morgan teaching graduates are in strong demand in suburban school systems.

Morgan not only provides preparation for its teaching candidates for diverse educational environments, it also makes a major contribution to the diversity of the State's teaching workforce. In 2004, Morgan awarded 47% of the degrees received statewide by African Americans in elementary education, 74% of those in health education, and 55% of those in physical education.

Nationwide, Morgan ranked 8<sup>th</sup> among all U.S. campuses in the number of bachelor's degrees awarded to African Americans in all fields of education.

*St. Mary's College of Maryland*

St. Mary's teacher education programs approved in 1996 and then accredited in the spring of 2000, have demonstrated the College's determination to support minority achievement by improving the ability of new teachers to work with student populations reflective of the increasing diversity of the United States and the world.

All future teachers now must expand their knowledge of diversity – in all its forms – by attending workshops and completing written assignments in their methods classes. Students in teacher preparation programs must achieve a passing score on the rubric used to assess their competence on the Maryland State Department of Education (MSDE's) Essential Dimension of Teaching (EDOT) that mandates they “incorporate a multicultural perspective” that “integrates culturally diverse resources including those from the learner's family and community.” Additionally, the Educational Studies Department requires documentation by college supervisors and cooperating teachers of the future teachers' effectiveness in meeting the needs of diverse populations and in weaving multicultural perspectives throughout the curriculum.

Courses in the undergraduate teacher preparation programs have been revised to ensure there is a logical scope and sequence in the curriculum to provide a knowledge base for future teachers in meeting the needs of diverse learners. Additionally, several specific courses have been expanded to better address issues of diversity both from a theoretical standpoint and from a praxis standpoint through increased field experience in schools with significantly diverse populations with attendant reflection on those experiences. All future teachers must take a 3-credit course titled “Reflective Practice in Human Studies” and another 3-credit course titled “Language Acquisition and Foundations of Reading.” In the latter course, they twice a week tutor young children of color who are eligible for free and reduced-price lunches and who are at risk for literacy failure, monitoring their improvement as readers and writers as they learn about strategies and curricular models that support literacy development. It is worth noting that during our recent accreditation visit in April 2005, the MSDE team commented favorably on the depth of our prospective teachers' understanding of and skills in dealing with diversity.

Based upon the history of the College's commitment to the State, the development of a Master of Arts in Teaching (MAT) in 2005 was closely correlated with the objectives of the OCR Agreement. Recognizing the difficulties inherent in providing future teachers with opportunities to engage in the kind of field experiences and course work necessary to determine a commitment to teaching as a profession while also completing all the general education requirements and those for a major, the Educational Studies faculty have worked with their own colleagues, with the public schools, with the Maryland State Department of Education and with the Maryland Higher Education Commission to gain approval for an MAT Program. Building on what has been learned over the past ten years of offering certification programs, the faculty has chosen as its MAT theme, “The Master Teacher: A Reflective Practitioner Facilitating Communities of Diverse Learners” and there is a social justice/equity strand woven throughout the entire curriculum. This program was before the Maryland Higher Education Commission for approval in September 2005, and during fall

2005, all courses for the program will be submitted to the campus Curriculum Committee for approval, and recruitment for the first cohort of MAT candidates will take place.

During methods classes, all future secondary and K-12 teachers must collaborate in order to research questions related to teaching for tolerance in a multicultural society. These questions have been posed to them by middle and secondary schools in which they are placed for field experience. All future teachers with a strong record of classroom accomplishment are encouraged to complete half of their full-time internship abroad at one of the Educational Studies programs, in Costa Rica, The Gambia, and Slovenia, or at one of a number of options available through our institutional participation in an internship-abroad consortium. During the 2004-2005 academic year, half of the 32 interns in the program spent part of their internships in foreign cultures, continuing a trend of one-quarter or more interns doing so annually.

### *Summary for Commitment 1*

The segmental summaries above and the institutional summaries in Volume II document the many activities and programs undertaken by the State of Maryland to strengthen academic and teacher preparation programs. Specific programs and reforms include:

- the redesign of teacher education programs;
- the development of the Associate of Arts in Teaching (AAT) degree at Maryland's community colleges;
- articulation agreements that ensure the seamless transfer of AAT credits into 4-year degree programs; and
- the development of professional development schools.

These programs have contributed to an increase in the supply of qualified teachers and to the improvement in the quality of newly certified teachers.

## ***2) Strengthening Partnerships with Elementary and Secondary School Stakeholders***

*Maryland Higher Education Commission, Maryland State Department of Education, and University System of Maryland*

There have been two major types of activities addressing the improvement of public education K-12 in Maryland. The first of these include the on-going activities of the *K-16 Leadership Council*. These activities have been continuous and cumulative over the five-year period. The other activity has been the Governor's Commission on Quality Education in Maryland, chaired by Lieutenant Governor Michael Steele. The Commission, which has only recently completed its work, studied ways to improve Maryland's public education system and teacher education.

## **K-16 Leadership Council**

As noted above, the Maryland Partnership for Teaching and Learning, K-16 is an alliance of the Maryland State Department of Education (MSDE), the Maryland Higher Education Commission (MHEC), and the University System of Maryland (USM). The chairmanship of the Partnership rotates annually among the three institution heads. This voluntary collaboration is critical to the creation of a new community of learning that strives for all of its members to achieve the highest levels of excellence throughout all levels of education and in the workplace.

The Partnership is supported by a Leadership Council, consisting of corporate, civic, and public and private education leaders who advise, counsel, reinforce, communicate, and support an agenda to improve student achievement. To facilitate the direction of the Leadership Council, the K-16 Workgroup, comprised of faculty, policy makers, and members of the above-described constituencies, meets regularly to share cross-institutional information, seek solutions to articulation issues, and collaborate on promising practices that improve student success.

Maryland's K-16 Partnership is recognized nationally for its voluntary, inclusive organizational structure. It was one of the first states to establish a K-16 Partnership, and it remains one of the more active partnerships in the entire nation. This K-16 education community serves as Maryland's primary education stakeholders group, which reflects the tenets of the 2<sup>nd</sup> OCR commitment, *strengthening the [OCR] Partnership with Elementary and Secondary School Stakeholders*.

## **Progress Made**

The Maryland K-16 Partnership has made significant progress in a number of commitment areas by encouraging collaboration and implementation of initiatives across Maryland's K-16 continuum that greatly benefit all Marylanders, including African Americans and other minority groups. In 2004, the K-16 Partnership developed an Action Plans report that has provided structure to all K-16 initiatives, thereby establishing a system by which policy is implemented.

For that report, K-16's work was divided into three specific areas: Highly Qualified Teacher Committee (HQT); Highly Qualified Administrators Committee (HQA); Standards and Curriculum Alignment Committee (SCA). Each of the committee's goals and strategies was assigned to a responsible party with a deadline date, resources needed, and indicator of success. While the K-16 committees have recently been restructured, the Action Plans report is a dynamic document that continues to be updated by the K-16 Partnership as goals and strategies are implemented. Below are the K-16 committee goals and strategies that impact the OCR commitments.

## **Strengthening Recruitment and Admissions**

The K-16 Partnership's SCA Committee developed a number of goals and objectives to improve high school alignment and admissions, including:



- **Aligning high school curricula to meet University System of Maryland (USM) admissions requirements for entry into college, and ensure college/career success.**
- **Establish USM admissions requirements as default program of study for all high school graduates.**
- **Create high school, 2-year/4-year, and state/local middle level collaborative teams to facilitate communication about expectations and alignment.**
- **Adopt the recommendations of the K-16 Math Bridge Goals Task Force III.**
- **Develop and implement academic program standards and learning outcomes in the General Education Academic Disciplines.**
- **Establish mechanisms for purposeful and planned communication among all stakeholders.**
- **Provide early and ongoing college planning information and exploration activities, and college financial aid application assistance to student and parents.**
- **Support partnerships between higher education, middle and high schools to provide exposure to and awareness of college opportunities and current initiatives.**
- **Align PreK-16 assessment tools into a cohesive accountability continuum.**
- **Make High School Assessment (HSA) and Maryland School Assessment (MSA) data on student performance available in the design and development of preK-16 initiatives and transition programs.**
- **Arrange for all students to take the PSAT and/or college placement tests no later than 10<sup>th</sup> grade.**
- **Study the feasibility of creating a common placement test for all colleges and universities.**
- **Integrate data systems to track the progression of students from middle school through a college degree and transition into the workforce.**
- **Develop services to provide meaningful assistance or student/families regarding college planning and financial aid.**
- **Provide a transition program for 5<sup>th</sup> and 8<sup>th</sup> grade students to promote readiness for the next level and to maximize their success at each level.**
- **Provide early college readiness counseling for middle and high school students/families including information about financial aid and admissions requirements.**
- **Design and implement academic support systems for traditionally under-represented groups of students who take specific steps to prepare for college.**

## **Future Plans and/or Areas of Continued Emphasis**

The K-16 Partnership's areas of continued emphasis are teacher preparation and improving student access to college. During the 2005-06 academic year, the K-16 Partnership's committee structure has evolved to address the issues pertaining to alignment and dual enrollment/early college access programs.

### *The Governor's Commission on Quality Education in Maryland*

This Commission has been called the Steele Commission, after its Chair, Lt. Governor Michael S. Steele. Organized into four committees, the Steele Commission met from September, 2004 until June, 2005, and arrived at 30 recommendations for action which complement, build upon, and expand the work of the K-16 Partnership. Having just been made public, the recommendations of the Steele Commission have not yet been implemented. However, the study is mentioned here to indicate the direction the State of Maryland intends to move in coming years and the continuing dedication of Maryland state government to the improvement of the public educational system.

### *Community Colleges*

The community colleges have significantly expanded the scope and vigor of their partnerships with the K-12 education segment. Fourteen of the community colleges have programs that allow high school students to take courses at the college for high school and college credit. Six colleges have programs specifically targeted toward at-risk students, which include African Americans; these programs comprise about a third of the total enrollment in the dual enrollment programs.

Anne Arundel Community College established the Summer Bridge Program for Black Scholars in 2001 to help incoming freshmen make the transition from high school to college. This program not only provides students with college credit but also improves their retention and success rates at the college following the program. The Community College of Baltimore County (CCBC) also runs a successful summer Bridge program.

Baltimore City Community College (BCCC) has several programs designed to address challenges faced by the predominantly African-American city high school students in transitioning to post secondary education. "Talent Search," "Upward Bound" and "Early Enrollment" programs help address their academic preparation. Financial aid and scholarship programs assist with the economic challenges, and "Positive Men" and "Women of Strength" provide support groups for high school students.

One of the largest programs in terms of enrollments is the College Readiness Program, a collaborative between CCBC and the Baltimore County Public Schools. An estimated 1,000 students per year participate.

The Gateway to College Program at Montgomery College offers at-risk public high school students a chance to turn their academic career around, with special curriculum, support

services, financial support and the opportunity to gain college credits while finishing high school.

Hagerstown Community College has two programs with Washington County schools to improve college-going rates of high school students: Early Support for Students to Enter College Education (ESSENCE) and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). These programs have minority participation rates about equal to or greater than the general population and are anticipated to increase minority enrollment and success at Hagerstown.

Wor-Wic Community College has increased the percentage of African-American high school students attending the College from 5 to 7 percent over the past three years through various credit, and career and technology partnerships with area businesses and boards of education.

Several colleges also target younger students with some of their programs. The College of Southern Maryland (CSM) reaches all the way down to middle school students with their Educational Talent Search program to help plant the seeds of post secondary school success. Frederick Community College (FCC) has a "Cadet Prep" minority outreach program for 9<sup>th</sup> grade students. Baltimore City Community College operates the Ashburton-Pitts Simulated College to introduce middle school students to college enrollment processes.

### *University System of Maryland*

All of the USM institutions have pre-college programs designed to expose elementary and/or high school students to higher education opportunities and to ready them to seize those opportunities. Several institutions have available pre-matriculation bridge programs for students with potential but needing a stronger foundation in mathematics, writing, and related areas.

The University System of Maryland has been particularly active in winning federal and other grants that directly support the goals of the PK-16 partnership. These grants include:

- U. S. Department of Education Teacher Quality Enhancement Grant: Education equals Mentoring, Coaching, and Cohorts (E=mc<sup>2</sup>, 2003). USM was awarded its second highly competitive five-year \$6.4 million grant to improve teacher quality and student achievement in the Baltimore City Public School System (BCPSS). The USM led the creation of new partnership relationships between University of Maryland, College Park, Coppin State University, Towson University, Baltimore City Community College, Baltimore City Public School System, and the Maryland Business Roundtable. This new partnership will draw from a host of resources and knowledge sources to improve the educational opportunities for Baltimore City students.
- U.S. Department of Education Teacher Quality Enhancement Grant: Project Learning IN Communities (Project LINC, 2000). USM was awarded its first five-year grant of \$4.2 million to enhance the quality of the Prince George's County

Public Schools (PGCPS). USM brought together the University of Maryland, College Park, Towson University, Bowie State University and Prince George's Community College to collaborate with the PGCPS toward three goals: 1) Increase the number of certified teachers at PGCPS; 2) Increase student achievement, and 3) Build a strong induction program for new teachers to increase teacher retention.

The PK-16 Partnership looks forward to exploring new opportunities to improve public education in the State of Maryland and to serve as a national role model for other educational reform efforts.

### *Morgan State University*

Morgan has a long tradition of working with the public schools, particularly those in Baltimore City. Currently, the University has some 60 different formal programs with public schools in the City.

Because of the growth in demand by suburban jurisdictions for its graduates, it has recently added programs in suburban jurisdictions in the Baltimore Metropolitan Area. Noteworthy is its Professional Development Academy Program, which began operation in Baltimore City during the 1990s at three locations and has now expanded to 17 locations including Baltimore County, Anne Arundel County, and Howard County in addition to Baltimore City schools. These schools serve as sites at which Morgan teaching candidates can observe and practice teaching. They also serve as professional development centers for teachers and administrators.

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

St. Mary's College of Maryland has also worked diligently to achieve the specific goal of maintaining existing "Professional Development Collaborative" agreements between St. Mary's College and St. Mary's County Public Schools, and expanding the current range of partnership options. One tangible result of the College's commitment is that it created an administrative position for Coordinator of Professional Development School Partnership to fully support the partnership between SMCM and the St. Mary's County Public Schools. Thus, there is now one individual who is responsible for maintaining the partnership work, for working with interns to ensure they meet all required standards, for educating and training mentor teachers to be responsible supporters and evaluators of the interns, and for orchestrating professional development activities as deemed useful by the parties involved. During the 2004-2005 academic year, the College also created a permanent line item in the budget to cover the honoraria for site supervisors at each of six Professional Development School concentration sites. These individuals work with the Coordinator to make appropriate placements, to determine professional development needs of mentors and other faculty, to revise curriculum as the demands on the public schools change, and to ensure relationships between mentor teachers and interns are strong and professionally exciting. The College has made a commitment to using three Title I elementary schools as early field sites, to using two Title I elementary schools as internship sites, and to placing all secondary and K-12 candidates in a Title I middle school for at least part of their year-long internship. Thus, for

the past three years, all teacher candidates have had significant internship experiences with diverse student populations – and they have contributed to broadening the spectrum of academic support services and enrichment activities at these sites.

For the past five years, the College has offered at least one course for joint participation by pre- and in-service teachers for either MSDE continuing education credit, SMCM credit, or graduate credit through an articulation agreement with Towson. Additionally, the College has brought courses such as “Creative Movement” into Title I schools so that students are earning credit while working with young children in K-5 classrooms, helping the children learn curricular material through the use of kinesthetic and artistic teaching strategies implemented under the joint supervision of the classroom teacher and college faculty member.

During the 2004-2005 academic year, Educational Studies piloted a new course “Using Data-Driven Decision Making to Promote Effective Use of Technology to Enhance Instruction” to mentor teacher/intern pairs funded through an MSDE “Preparing Tomorrow’s Teachers to Use Technology” (PT3) sub-grant. The focus is on “No Child Left Behind” mandates for assessment and accountability, particularly around issues of closing the achievement gap. This course is now a permanent part of the curriculum, and under the new MAT, it will be an ongoing strand throughout the three semesters of the program. The most exciting element of this new collaboration is that the interns have analyzed actual data to answer questions generated by the principal and staff at Title I schools in professional development collaboration, and have issued a report to the schools that has helped the faculty formulate action plans related to their school improvement goals for the year.

We have strengthened the math and science pedagogy components of our program by team-teaching these methods courses with expert teachers from local elementary and middle schools, and by filling a new faculty line in science and technology education. The individual in that line is charged explicitly with supporting the use of technology in our professional development collaborative sites.

We now require all members of our introductory foundations courses to complete school-based field experiences in Title I elementary, middle and high schools so that SMCM students learn about the nature of schools, children, teaching and learning while in service to the larger community. Through these required field components, we maintain a high level of involvement of the college community in programs designed to strengthen the ability of minority students to achieve in college. In any given year over the past five years we have supported at least five such programs for students with poor performance records who are from free-reduced-price-meal families. College faculty from Educational Studies and Psychology serve as the evaluators for grant-funded after-school programs as well. We also maintain the Charlotte Hall Fellows Program which allows bright and able high school students the opportunity to take college classes for credit before high school graduation.

We have, to date, conceptualized at the institutional level our professional development collaborative (PDC) with the local public school system, St. Mary's County Public Schools (SMCPS). We have a joint vision/mission statement, signed by the college president and the school superintendent, and a "PDC Articulation Committee" that oversees our collaborative efforts, ranging from school-based service projects run by the College's student government association to the full-time internship placements for our future teachers.

### *Summary for Commitment 2.*

In the segmental summaries for community colleges and for the University System of Maryland (USM) and especially in the activities of K-16 Leadership Council, this Report has detailed the many initiatives of Maryland higher education to collaborate with public education K-12. The most important of these has been the Maryland Partnership for Teaching and Learning, K-16. Ongoing leadership to this collaboration has been provided by the K-16 Leadership Council, chaired jointly by the Secretary of Higher Education, the State Superintendent of Schools, and the Chancellor of the University System of Maryland, and with members representing public education K-12, higher education, the business world, and the non-profit sector.

The K-16 Leadership Council has appointed task forces and committees to coordinate the State's programs affecting all aspects of teacher and administrator certification and professional development, the alignment of high school curricula with the expectations of higher education for college freshmen courses, teacher recruitment and persistence, and other activities touching on both K-12 and higher education.

### **3) *Strengthening Recruitment and Admissions***

#### *Maryland Higher Education Commission*

Financial aid is a critical component of the State's efforts to expand access and minimize financial barriers to higher education. Commitment 3 of the OCR Partnership Agreement places great emphasis on the ability of financial aid to strengthen the recruitment and admissions process. As required in this commitment area, MHEC contracted with the American Institutes for Research (AIR) to perform a comprehensive study of state financial aid programs. Their report entitled "Access and Affordability: Refocusing Financial Aid in Maryland" made a number of recommendations for improving the administration of state grants and scholarships and expanding outreach for low- and moderate-income students. The Task Force to Study College Readiness for Disadvantaged and Capable Students further emphasized the importance of financial aid, especially need-based financial aid, and reinforced many of the commitment areas in the OCR Partnership Agreement. Many new initiatives have been implemented to achieve the commitment areas in the Partnership Agreement, the recommendations of the AIR Study and Task Force. These include funding initiatives, policy changes, administrative changes, and enhanced outreach activities.

## Funding Initiatives

The State of Maryland offers 27 financial aid programs designed to improve access to higher education for needy students, encourage students to major in areas of great economic need to the State, and encourage Maryland's brightest students to attend college in the State. This number has varied over the years with some programs being discontinued and new ones being created in their place. Table 1 shows the funding trend for state financial aid from FY 2001 to FY 2006. Overall funding for state financial aid programs increased by 37% during this

**Table 1: Maryland Higher Education Commission  
Student Financial Assistance FY 2001 - FY 2006:**

Scholarship Program	FY 2001 Actual	FY 2002 Actual	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Appropriation	% Change FY 01- FY 06
<b>Need-Based Aid Programs</b>							
Educational Excellence Awards *	\$ 37,974,400	\$ 37,941,315	\$ 41,279,565	\$ 40,848,683	\$ 49,881,934	\$ 61,334,702	
Educational Assistance Grant	34,012,606	33,059,661	35,726,490	34,847,906	41,626,614	52,172,497	
Guaranteed Access Grant	3,961,794	4,881,654	5,553,075	6,000,777	8,255,320	9,162,205	
Part-Time Grants	1,800,000	2,800,000	1,800,000	1,350,000	2,068,706	4,700,000	
Graduate and Professional Scholarship	474,000	522,500	189,000	187,312	185,939	687,312	
<b>Total Need-Based Aid</b>	<b>40,248,400</b>	<b>41,263,815</b>	<b>43,268,565</b>	<b>42,385,995</b>	<b>52,136,579</b>	<b>66,722,014</b>	<b>66%</b>
<b>Legislative Scholarships</b>							
Senatorial	6,122,547	6,277,115	6,077,600	6,411,000	6,445,675	6,486,000	
Delegate	2,300,306	2,392,575	2,532,654	3,199,260	4,135,646	4,813,000	
<b>Total Legislative Scholarships</b>	<b>8,422,853</b>	<b>8,669,690</b>	<b>8,610,254</b>	<b>9,610,260</b>	<b>10,581,321</b>	<b>11,299,000</b>	<b>34%</b>
<b>Merit-Based Aid Programs</b>							
Distinguished Scholar	4,240,658	4,242,286	4,102,630	3,722,087	4,176,976	4,200,000	
Distinguished Scholar Teacher	192,000	141,000	119,000	95,500	234,000	234,000	
<b>Total Merit-Based Aid</b>	<b>4,432,658</b>	<b>4,383,286</b>	<b>4,221,630</b>	<b>3,817,587</b>	<b>4,410,976</b>	<b>4,434,000</b>	<b>0%</b>
<b>Career/Occupational Scholarships</b>							
U of M School of Medicine (Family Practice)	-	-	-	-	-	-	
Fire Rescue Tuition Reimbursement	311,912	357,912	372,228	141,210	343,775	344,311	
McAuliffe Memorial Teacher Scholarships	528,268	845,522	408,481	534,401	532,017	574,027	
Paul Douglas	-	-	-	-	-	-	
HOPE Scholarships *	11,954,760	20,760,000	17,953,143	15,307,550	10,814,025	5,927,150	
HOPE Scholarship - General	425,500	1,002,554	897,650	2,137,052	1,455,090	902,160	
HOPE Scholarship - Science and Technology	3,245,760	4,886,000	4,308,750	2,164,027	1,728,560	846,240	
HOPE Scholarship - Teacher	8,283,500	13,844,000	12,028,600	11,513,687	7,620,625	4,178,750	
HOPE Transfer Scholarship	-	1,027,446	718,143	160,486	9,750	-	
Janet L. Hoffman Loan Assistance Repayment Program *	1,315,329	2,430,108	2,651,359	1,357,809	2,196,599	2,812,795	
LARP	981,636	1,291,143	1,352,193	292,852	1,292,852	1,792,852	
LARP Primary Care Services	173,693	808,965	874,948	1,464,371	780,000	780,000	
LARP Dent-Care	160,000	330,000	424,218	239,943	239,943	239,943	
Nursing	891,000	1,380,000	1,078,141	979,294	1,774,294	979,294	
Physical & Occupational Therapist	12,000	11,000	17,000	8,000	50,500	18,500	
Child Care Providers	71,500	54,250	83,000	47,250	95,250	83,250	
Developmental Disabilities and Mental Health	564,250	723,976	839,699	737,772	896,157	832,500	
William Donald Shaefer Scholarship	-	-	-	-	-	60,000	
<b>Total Career/Occupational Aid</b>	<b>15,649,019</b>	<b>26,562,768</b>	<b>23,403,051</b>	<b>19,113,286</b>	<b>16,702,617</b>	<b>11,631,827</b>	<b>-26%</b>
<b>Unique Population Scholarships</b>							
Edward T. Conroy	255,944	263,768	248,556	285,736	451,689	480,474	
Tolbert Memorial Grant	200,000	300,000	300,000	266,300	277,500	277,500	
<b>Total Unique Population Aid</b>	<b>455,944</b>	<b>563,768</b>	<b>548,556</b>	<b>552,036</b>	<b>729,189</b>	<b>757,974</b>	<b>66%</b>
<b>TOTAL</b>	<b>\$ 69,208,874</b>	<b>\$ 81,443,327</b>	<b>\$ 80,052,056</b>	<b>\$ 75,479,164</b>	<b>\$ 84,560,682</b>	<b>\$ 94,844,815</b>	<b>37%</b>

\* Amounts combine all awards for particular program

timeframe. Funding for need-based aid programs in particular increased by 66%. When looking at the chart, there are noticeable increases and decreases in specific program categories. In the earlier fiscal years, funding for need-based aid remained relatively flat, while funding for career/occupational programs increased due to the implementation of the HOPE Scholarship programs. Although the HOPE scholarship programs are listed as career/occupational, these programs are also considered to be merit-based because of the 3.0 GPA requirement. In later fiscal years, there is a significant increase in funds for need-based financial aid and a significant decline in funding for career/occupational programs. The significant change in funding is the result of the Governor's Access Initiative, which provided additional general funds and transferred funds from the HOPE scholarship programs into need-based aid. This transfer will continue until the programs are fully phased out in FY 2008. As a result of the Access Initiative, funds for need-based aid increased by 64% from FY 2004 to FY 2006 and an additional 8,885 students have been assisted. When the HOPE programs are fully discontinued in FY 2008, need-based aid funding will increase by 81%.

Funds have been requested to expand the Diversity Grant Program to prepare and recruit more minority students into graduate programs. However, funding has not been provided at this time. Under the proposed expansion of the program, higher education institutions would begin working with students who have completed 60 or more credit hours and provide a variety of support services. The current Diversity Grant Program supports financially needy graduate students who have overcome some form of economic, social, or educational disadvantage, and who, by their presence, the institution has determined would contribute toward a diverse student body at the campus.

### **Policy Changes**

Not only a funding initiative, the Governor's Access Initiative represents a major policy change in funding philosophy to address affordability issues in Maryland. Many states have programs similar to the HOPE Scholarship that have increased in funding over the last couple of years. However, Maryland is the first state to reverse this trend and direct financial aid dollars to low and moderate-income students. When examining FY 2004 data, Maryland is ranked 23rd in need-based grant aid per FTE when compared to other states and received an F in Affordability in the Measuring Up 2004 State-by-State Report Card for Higher Education. Improvement in both of these measures is anticipated with the State's commitment to continue increasing funds for need-based aid and to moderate tuition increases.

In addition to awarding more students in state need-based aid programs, the Access Initiative has enabled MHEC to increase award amounts to reflect increases in tuition and fees within the maximum award amount established by Commission, increase the percent of need used to calculate Educational Assistance Grant awards for community college students to make college more affordable, increase standard allowances for students living off campus and for students living with parents, and continue the Campus-Based Educational Assistance Grant program.

The Campus-Based Educational Assistance Grant program was implemented in FY 2004 with carry-over funds. Increased funding in FY 2005 has enabled MHEC to incorporate this program into its base budget. The program was established to provide flexibility to state



financial aid programs and remove obstacles associated with deadlines for first time college-goers and low-income students who may decide late in the financial aid process to go on to college. In FY 04 and FY 05, \$2 million was allocated to Maryland colleges and universities to assist these students. To receive a campus-based award, students must be Pell eligible and must have missed Maryland's March 1 application deadline for the Free Application for Federal Student Aid (FAFSA). Once a student receives a campus-based award, it is intended that with appropriate counseling from the institution's financial aid office, the student will become aware of financial aid deadlines and file the FAFSA by the March 1 deadline the following year to be eligible for the State's Educational Assistance Grant program. MHEC has recently completed the second year of awarding in the campus-based program and is performing an evaluation. In the first year, 1,687 students received an award and 573, or 33% received an EA Grant as a renewal student. When looking at the profile of students almost 60% had incomes ranging from \$0 to \$19,999 and almost 70% were female, independent students.

### **Administrative Changes**

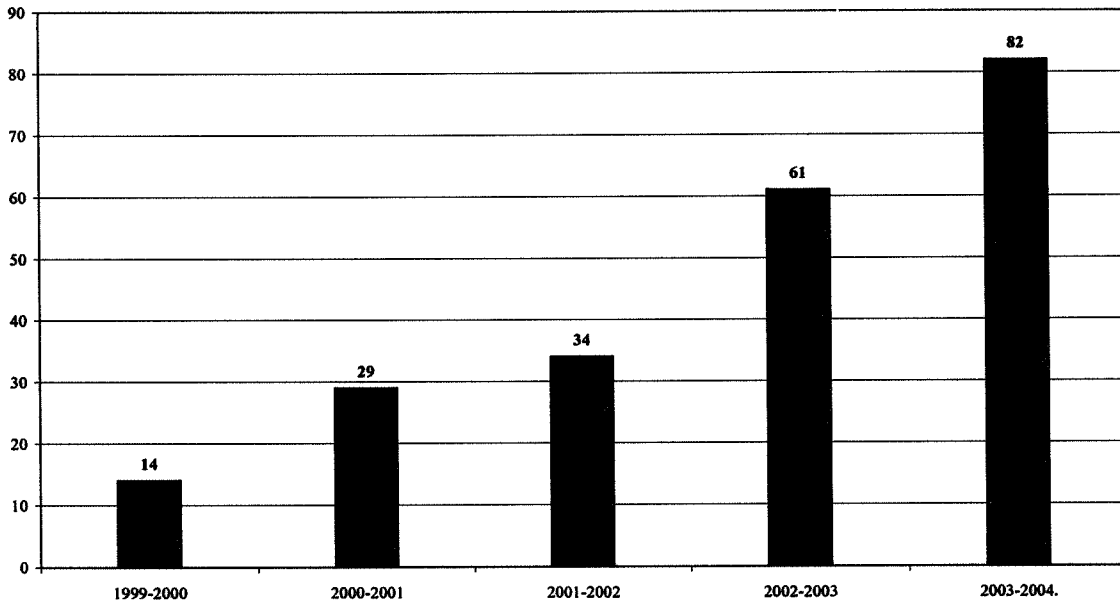
A number of administrative changes have been implemented to improve the financial aid process and make awards more timely. These include the following.

- **Automated Billing Rosters** – MHEC has implemented automated billing rosters for in-state higher education institutions and will be automating its internal process very soon. This process is used to verify enrollment at the higher education institution and then process awards for payment. In-state institutions can now download billing rosters and process them using their own software or an access database, then upload them back to the website. Soon the MHEC Office of Student Financial Assistance (OSFA) will be able to automatically process the roster. The institutions and MHEC are able to process rosters much more quickly which means payments are going to schools in a more timely manner.
- **Award Verification Changes** – New procedures for the verification of student income have been developed working collaboratively with each institution of higher education. Each institution informs OSFA of any changes to a student's FAFSA that would change or cancel a student's award. OSFA is able to automatically download these changes into its database and then have staff recalculate the award. Most award changes and cancellations can now be made prior to the start of the semester, which means that awards are not changed or canceled after the semester begins. Changing or canceling of awards during a semester results in the student needing to make quick decisions to cover the remaining college expenses.
- **Estimation of State Educational Assistance Grants** – To assist State higher education institutions with packaging state awards early in the financial aid process, information is now provided to the institutions to enable them to more accurately estimate state educational assistance grants for students on their campuses. This means that these awards can be considered when students are making decisions to attend school. An additional benefit is that institutions have fewer adjustments to make to student aid packages.

## Enhanced Outreach Activities

To facilitate access to postsecondary education, the State has increased its outreach efforts to students and their families. OSFA's outreach efforts include direct mail, workshops, Web-based services, summer and after-school programs sponsored by the College Preparation Intervention Program, and other statewide initiatives. These outreach efforts are collaborative

**Financial Aid Outreach Presentation Activities in  
Jurisdictions with 40% Receiving Free and Reduced-Price Meals  
Fiscal Years: 2000-2004**



endeavors with high schools, community groups, faith-based organizations, the media, and institutions of higher education. They represent only a starting place, however, as Maryland strives to measure up in ensuring a quality education for all its citizens.

A direct emphasis has been placed on jurisdictions with 40% or more of their students receiving free and reduced price meals. The number of presentations focused on this population has increased from 14 in academic year 1999-2000 to 82 in academic year 2003-2004. Overall, MHEC averages about 180 presentations a year, a substantial increase from 72 in FY 2002.

In 2003, the Commission staff closely examined its past outreach efforts to determine their effectiveness, whether or not they should be continued, and identified populations not being reached. An interagency outreach group was formed and the Financial Assistance Advisory Council was used to assist in the examination of outreach materials. The unanimous feeling among the group members was that students need to be informed at a younger age of the importance of academic preparation in high school and the availability of financial aid opportunities. MHEC's Grants Office and the Office of Student Financial Assistance began

working together to produce college awareness and academic preparation materials to assist students in middle school.

Publications now being produced for distribution to middle and high schools, colleges and universities, and students are listed below with a brief description.

*Student Guide to Higher Education and Financial Aid In Maryland* in English and Spanish provides students with information about more than 50 colleges and universities in Maryland, scholarships and grants to help students pay for college, programs that offer tuition assistance or scholarships, and private career schools. This publication is distributed to high school guidance counselors annually for distribution to high school seniors. The guide is also distributed to high school early intervention programs, public libraries, colleges and universities, private career schools, and out-of-state high schools that have a significant enrollment of Maryland residents.

*College 411* is a quick guide to state financial aid programs. The brochure will be used at college fairs throughout the State and during financial aid workshops.

*An Academic Year: Preparing for College* is developed for high school seniors as a month by month guide of activities for college preparation and a guide for choosing the best school for their future goals.

*What's Next After High School* provides 8<sup>th</sup> and 9<sup>th</sup> grade students with information on preparing for college, from taking the right classes to participating in certain activities in 9<sup>th</sup> through 12<sup>th</sup> grade. This will be distributed every other year to reach two grades at a time. It was distributed in fall 2004 to 8<sup>th</sup> and 9<sup>th</sup> graders and will be distributed again in fall 2006 depending upon availability of funding.

*Preparing Your Child For College* is a companion piece to *What's Next After High School* and is designed to inform parents of the importance of assisting children in furthering their education, graduation requirements, and how to pay for college.

*How Far Do You Want To Go?* is designed to inform 6<sup>th</sup> and 7<sup>th</sup> graders how stay on track to succeed in high school and enter college. In addition, it opens their eyes to the benefits of going to college and helps them understand that college is possible. This will be distributed every other year to reach two grades at a time. It was distributed in winter 2005 to 6<sup>th</sup> and 7<sup>th</sup> graders and will be distributed again in fall 2007 depending upon availability of funding.

*GEAR UP Scholarship* brochure is for students and parents to inform them of the GEAR UP Scholarship program.

*12 Month Senior Year Calendar* for GEAR UP students is designed to assist this cohort of students with the college admissions process and financial aid.

GEAR UP Parent Piece is divided into multiple sections to assist parents with preparing their sons and daughters with preparing for college. Sections include choosing a college, applying to colleges, studying there, living there, paying for college, etc.

A number of web-based initiatives have been implemented. MHEC's website was redesigned to make it more user friendly for students, parents, and counselors to find information about financial assistance. In the "For Students and Parents" section, you will find:

- applications in PDF format, conditions of award statements for renewal awards, information and descriptions of all state financial assistance programs available to Maryland residents;
- an "On-Line Scholarship Search" that will enable a student to determine which state financial assistance program he/she may be eligible for by answering a series of questions on enrollment status, major, and willingness to fulfill a service obligation among others;
- links to other financial aid sites and state colleges and universities; and,
- "Student Inquiry" that allows students to check the status of applications and awards on-line from initial application through verification; students can also print a copy of their award letter.

By clicking on "Student Financial Assistance", in addition to the information above, students will have access to:

- "Paying for College" information; and
- "College Aid Calculator", which is used to estimate Expected Family Contribution (EFC) for both public and private colleges, print an EFC report; and compute education loan payments for Stafford, PLUS, Perkins, and other loan programs. It will also calculate an estimated Educational Assistance Grant for Maryland residents who plan to attend a Maryland institution.

In the "For Counselors" section of the website, we have placed materials specifically for guidance counselors and financial aid officers. Guidance counselors can click on "Advisor Tools" to gain access to a frequently asked questions sheet on state financial aid programs, program applications, request a financial aid presentation at their school, or find a calculations sheet to assist with calculating Grade Point Averages (GPA) for the Distinguished Scholar Program. Financial aid officers can access the Financial Aid Officer's Manual to assist with processing awards, program applications, and find the status of a student's award.

### *Community Colleges*

Enrollment by African-American students in credit classes at Maryland's community colleges increased by 6,469, or 23 percent, from Fall 2000 to Fall 2004. The percentage of overall credit enrollment by African Americans increased from 27 to 29 percent. This compares to an increase in the growth of African Americans in the adult population from 27.1 percent to 27.9

percent statewide, according to the U.S. Census Bureau. There were increases in the proportion of African-American credit students at all community colleges except for BCCC. However, BCCC is one of the two community colleges with a majority of African-American students (Prince George's is the other one) in Maryland, so it could be argued that BCCC successfully increased diversity.

The community colleges have used a variety of strategies to expand enrollment of African-American students. The collaborations with the local public schools reach students early on. In addition, campus visitation days, special multicultural events and celebrations highlight the colleges' commitment to diversity. Garrett College has hired a minority recruiter to assist in its efforts to attract more African-American students, and established a statewide program in Juvenile Justice, enrolling students from across the State.

Wor-Wic Community College increased the percentage of African American credit enrollment from 22 percent in fall 1999 to 26 percent in 2004, exceeding the service population rate of 19 percent. The College used marketing and advertising directed specifically towards African Americans and minorities as part of their recruitment efforts. And the College ensured that all publications and advertisements contain racial diversity in their photographs matching their service area.

PGCC implemented placement testing for 12<sup>th</sup> graders in the past two years, as part of their efforts to recruit and advise students at their public schools. This testing provides students with an indication of what level courses they would place into at the College.

#### *University System of Maryland*

Ninety percent of the institutions demonstrate that they have explored "best practices" in recruitment, retention, and student engagement and have implemented programs and strategies accordingly. This research is echoed in the institutions' unique but similar programming for building inclusive campus climates, and in the leadership programs designed to connect the students to the respective campuses, including increased financial assistance/scholarships at both the undergraduate and graduate levels.

The Traditionally White Institutions have significantly increased or maintained their already notable enrollment of minority students. The University of Maryland University College (UMUC) enrolls more African-American students than any other public four-year institution in the State of Maryland. Of Maryland's African-American resident population that attends four-year institutions in the State, 21% are students at UMUC. The University of Maryland, Baltimore continues to have one of the highest percentages of African-American enrollees and one of the largest African-American faculties among leading nursing schools.

The Historically Black Institutions (HBIs) are steadily diversifying as well, with BSU and UMES having the largest non-African-American student enrollments, and creating programs and a climate that will continue to attract such students. The HBIs have also used OCR and *Access and Success* funding to build a stronger academic support infrastructure and bridge programs for a more variedly composed student population.

Recognizing that half of the African-American students enrolled in higher education begin their studies at a Maryland community college, the University System of Maryland Office of Articulation staff coordinates a recruitment program, Transfer Advising Days, to provide face-to-face interaction with USM institution representatives. The USM Assistant Director of Articulation and Academic Services attends all of these programs to provide additional information on the diversity of offerings available in the System.

### *Morgan State University*

Morgan is one of the leading recipients of applications from African Americans in the nation. As most traditionally white campuses in the State have become more selective, a decreasing proportion of the growing African-American college-age population has been able to enroll at these campuses. Hence, Morgan, other HBIs, and community colleges have had to assume the responsibility for addressing this increasing demand for access. Unfortunately, in recent years significant resource constraints have limited the number of students the campus is able to serve.

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

The Office of Admissions has developed a number of partnerships with counties, non-profit organizations, and individual schools to recruit and attract a diverse student population to St. Mary's College of Maryland. The College has directed particular focus on increasing the number of students admitted from Baltimore City through collaboration with the CollegeBound Foundation. As part of its Heritage Campaign, the College recently announced that it had raised over \$1.7 million for scholarships for Baltimore City students. While traditionally the College has encountered difficulty in attracting minority students, it does exceedingly well ensuring that all students have the opportunity for success. This is reflected in the retention and graduation components of Commitment 4, displayed below.

As a public institution designated as Maryland's Public Honors College, the College must balance a number of goals, including promoting access to qualified students, using need-based and merit-based aid effectively, ensuring a diverse student population, serving the workforce needs of the State, and attracting in-state and out-of-state students.

The class entering in Fall 2005 is overall the largest entering class in the history of St. Mary's College of Maryland. As of August 16, 2005, the entering class not only has the largest number of African-American first-time first-year students in the history of the College, the class also has the highest percentage of first-time first-year African-American students during the Office for Civil Rights 1999-2005 commitment period. Further, the percentage of all minorities in this entering class exceeded all years since at least 1980, with an increase in the number of first-generation students as well. These achievements show the dedication of the entire campus community to improving campus diversity.

### *Summary of Commitment 3*

The segmental summaries above indicate the efforts made by Maryland's public colleges and universities to recruit minority and other race students. However, the data in Chapter IV

related to the enrollment of first-time full-time students at TWIs and HBIs reveal that in some cases these efforts have not achieved a greater recruitment of other-race students. These efforts have encountered the obstacles of higher tuition and greater selectivity by both TWIs and HBIs. Maryland's public four-year institutions are in this regard victims of their own success—having raised their quality over the past twenty years so that they attract a larger number of high-ability students from both inside Maryland and from outside the State's boundary. The lower academic credentials of low-income students in terms of standardized test scores (SATs) and high school preparedness (*e.g.*, the lower percentage of low-income students taking a college preparatory curriculum in high school) have been factors in the decline in African Americans in admissions to the TWIs. (See Chapter IV.) This decline is related to the socio-economic and educational context prevalent 1999 through 2005, not to any vestiges of a dual higher education system.

#### ***4) Strengthening Retention and Graduation***

##### *Community Colleges*

The retention rates for African-American students improved over the five-year period. Retention rates for African-American students improved consistently on a two year, three year and four year basis from 2000 to 2004, for example increasing from 18.5 to 20.1 percent three years after matriculation.

PGCC's F.A.C.T.S. deferred tuition plan addresses a primary reason for students leaving college. The program allows students to split up their payment of tuition and fees throughout the semester. This boosts the expected retention rate by 5 percentage points.

The four-year graduation rate increased from 3.4 percent in 2000 to 4.4 percent in 2004 for the State overall. Community colleges were also successful at increasing the number of African-American graduates statewide. The number of African-American graduates increased by 462, from fiscal year 2000 to 2004, a 28 percent improvement. The proportion of African American to total graduates rose from 20.5 to 21.5 percent. The individual colleges' results varied, with ten colleges increasing the proportion of African Americans to total graduates, while six institutions experienced declines. However, four of the six community colleges whose ratio declined had increases in the actual number of African-American graduates.

PGCC increased the number and the percentage of African-American graduates from 2000 to 2004. The six-year graduation/transfer rate for minority students surpassed PGCC's goal three years ago, but has dropped again largely due to a 30 percent increase in freshmen with developmental needs. PGCC has implemented several strategies (the Degree Audit Process, Discipline-based Academic Mentoring and Upward Bound) that seem to be improving the success rates of developmental and at risk students.

At CCBC, the Early Alert system helps faculty identify students who are struggling and refer them to advisors and Student Success Centers. These centers have provided tutoring and academic assistance to nearly 5,500 students in more than 20,000 visits in 2004 alone. Carroll Community College, CSM, Cecil Community College and PGCC have similar programs

available to their faculty and students. Garrett College is implementing an identification and support program for at-risk minority students this fall.

Harford Community College instituted a Minority Achievement Program (MAP) in Fall 2004 to provide mentoring by employees to support minority freshmen academic and personal needs. It is anticipated that this will improve retention and success rates for African-American students.

Howard Community College's Silas Craft Collegians program established in 2001 to improve the success of at-risk African-American students has increased significantly the participants' retention and graduation/transfer rates. Many of the successful strategies of this program are incorporated in the new Step Up program target to a different student segment.

Two community colleges, Cecil and Garrett, have programs focused on improving success among minority athletes. Cecil Community College has the Athletes with Intellectual Maturity (AIM) program geared toward enhancing the academic success of minority athletes. About 90 percent of Cecil's athletes are African American, and their retention rate is well over 80 percent. Many of Garrett College's minority students are athletes, so the College has focused much of its support and mentoring efforts on these specific students.

Allegany College of Maryland significantly increased the graduation rate of its African-American students. The improvement parallels improved graduation rates of all students due to several initiatives. The College introduced additional student developmental courses, which assist all at-risk students. Also the College assumed management of the student apartment complex adjacent to the campus, offering additional resident support services.

#### *University System of Maryland*

In a recent issue of *Black Issues in Higher Education*, a number of USM institutions were ranked as significant producers of baccalaureate degrees for African-Americans. Notably, the University of Maryland, College Park was ranked 26<sup>th</sup> out of one hundred (100) institutions nationally for being one of the top doctoral degree producers of minorities.

UMCP also ranked 6<sup>th</sup> in all disciplines and UMUC ranked 7<sup>th</sup> in the number of master's degrees conferred to African Americans. (*See table below for complete list of USM institution rankings.*)

Other USM institutions ranked by *Black Issues* for baccalaureate degrees include:

- Bowie State University (BSU), 10<sup>th</sup> in Computer and Information Science;
- Coppin State University (CSU), 39<sup>th</sup> in Health Professions and Related Sciences;



## National Ranking of USM Campuses in Production of African-American Degrees, 2004

<b>AFRICAN-AMERICAN BACHELOR'S</b>	
Rank	
<b>Agriculture, Agriculture Operations</b>	
18	University of Maryland, College Park
30	University of Maryland Eastern Shore
<b>Biological and Biomedical Sciences</b>	
6	University of Maryland, College Park
20	University of Maryland Baltimore County
28	University of Maryland Eastern Shore
40	Bowie State University
<b>Business, Management, Marketing</b>	
38	Bowie State University
<b>Computer and Information Science</b>	
3	University of Maryland University College
10	Bowie State University
13	University of Maryland Baltimore County
46	University of Maryland, College Park
<b>Education</b>	
31	University of Maryland, College Park
<b>Engineering</b>	
11	University of Maryland, College Park
<b>English Language and Literature</b>	
18	University of Maryland, College Park
32	University of Maryland Eastern Shore
<b>Health Professions and Related Clinical Sciences</b>	
8	University of Maryland, Baltimore
39	Coppin State University
<b>Mathematics and Statistics</b>	
19	Bowie State University
27	University of Maryland Eastern Shore
37	University of Maryland Baltimore County
<b>Psychology</b>	
29	Bowie State University
46	Coppin State University
<b>Social Sciences</b>	
1	University of Maryland, College Park
19	Bowie State University
<b>AFRICAN-AMERICAN FIRST PROFESSIONAL DEGREES</b>	
Rank	All Disciplines Combined
8	University of Maryland, Baltimore
	<b>Dentistry</b>
12	University of Maryland, Baltimore
	<b>Law</b>
12	University of Baltimore
13	University of Maryland, Baltimore
	<b>Medicine</b>
19	University of Maryland, Baltimore

<b>AFRICAN-AMERICAN MASTER'S</b>	
Rank	All Disciplines Combined
7	University of Maryland University College
28	Bowie State University
71	University of Baltimore
71	University of Maryland, College Park
79	University of Maryland Baltimore
91	Towson University
<b>Biology</b>	
27	University of Maryland University College
<b>Business</b>	
5	University of Maryland University College
20	Bowie State University
<b>Computer and Information Sciences</b>	
11	Towson University
<b>Engineering</b>	
7	University of Maryland, College Park
<b>Health Professions</b>	
25	University of Maryland Baltimore
<b>Mathematics</b>	
6	University of Maryland, College Park
<b>Psychology</b>	
9	Bowie State University
31	Towson University
49	University of Maryland, College Park
<b>Social Science and History</b>	
6	University of Maryland, College Park
50	University of Maryland Eastern Shore
<b>AFRICAN-AMERICAN DOCTORATES</b>	
Rank	All Disciplines Combined
13	University of Maryland, College Park
71	University of Maryland, Baltimore
97	University of Maryland Baltimore County
<b>Education</b>	
9	University of Maryland, College Park
<b>Health Sciences</b>	
2	University of Maryland, Baltimore
<b>Psychology</b>	
18	University of Maryland, College Park
30	University of Maryland Baltimore County
<b>Social Sciences and History</b>	
4	University of Maryland, College Park
<i>Source: Black Issues in Higher Education</i>	

- University of Maryland Baltimore County, 13<sup>th</sup> in Computer and Information Sciences and 20<sup>th</sup> in Biological Sciences;
- University of Maryland, College Park, 1<sup>st</sup> in Social Sciences,
- University of Maryland Eastern Shore, 28<sup>th</sup> in Biological & Biomedical Sciences; and
- University of Maryland University College, 3<sup>rd</sup> in Computer and Information Sciences.

The success in increasing the conferral of degrees to African-American students is not surprising considering the improvement made in the retention of students. Programs to increase the retention rate of minority students are evident at all the USM institutions. A Learning Community Program at Frostburg State University has been especially successful in retaining minority students. Open to all first-semester freshmen, learning communities provide the opportunity to take classes together in an atmosphere designed to build support networks with their peers, the faculty, and the University. The AY 2003-2004 retention rate of African Americans enrolled in learning communities exceeded 83 percent.

Towson University; the University of Maryland, College Park; and the University of Maryland Baltimore County had the highest 2<sup>nd</sup> year retention rates of the 2001 cohort for African-American students, averaging 89%, while the rate for *all* of Maryland's public four-year institutions was 74.9%. In 2003-2004, the 2<sup>nd</sup> year retention rates for 99% of the USM institutions exceeded those of their institutional peers. In 2003-2004, Salisbury University; the University of Maryland Baltimore County; and the University of Maryland, College Park had the highest 6<sup>th</sup> year graduation rates for African Americans, all averaging more than 57% for the 2001 cohort, while the rate for *all* of Maryland's public four-year institutions was 45%.

Recognizing the important role of advising in retention and graduation, the University System of Maryland Board of Regents charged the institutions with the development of advising plans that reflected the strategies for enhancement of advising across the institution. An environmental scan of promising practices informed the process and periodic reports on the implementation of the plans are presented to the Board.

### *Morgan State University*

Morgan has a variety of programs in place to promote success for its students. As a group, these programs are representative of the best practices found on campuses which endeavor to provide a highly supportive environment. During the period of the agreement, the University's graduation rate has increased slightly, from 39% to 41%. Among public urban universities nationally, this ranks Morgan among the top third and near the top among those serving large African-American student bodies.

The University has recently re-organized its retention efforts from a highly centralized model to a structure that is decentralized at the major academic unit level. Progress

toward this goal will depend in large part on its ability to increase the graduation rate of males, which typically lags the graduation rate of females by over 15 percentage points.

Any increase in Morgan's graduation rate will boost its already-substantial contribution to the State's production of African-American degree holders. Despite its modest size, Morgan continues to lead the State in graduating African Americans with bachelor's degrees. It currently ranks 11<sup>th</sup> nationally among all campuses in the number of baccalaureates awarded to African Americans.

At the undergraduate level, Morgan leads all campuses in the State in the number of degrees awarded to African Americans in engineering and the sciences. In these fields, Morgan accounts for 73% of electrical engineering degrees, 91% of civil engineering degrees, and 100% of awards in industrial engineering. As a result of Morgan's contribution in engineering, Maryland is probably one of the few states in which the percentage of degrees awarded annually to African Americans in engineering (15-20%) approaches the level of black baccalaureate representation overall (20%). In other science fields Morgan awards significant percentages of degrees in Maryland: 64%-medical technology, 25%-chemistry, 19%-computer and information sciences, 25%-physics, and 22%-biology. In non-science fields, it also accounts for a large share of the awards made by Maryland public and private campuses: marketing (67%), finance (49%), accounting (32%), elementary education (47%), social work (25%), etc.

Nationally, Morgan ranks 6<sup>th</sup> in degrees awarded to African Americans in engineering, 9<sup>th</sup> in education, 10<sup>th</sup> in the biological sciences, 12<sup>th</sup> in computer and information sciences, 18<sup>th</sup> in both psychology and in English language and literature, and 20<sup>th</sup> in business.

Morgan also has continued to be a national leader in graduates, primarily African American, obtaining Fulbright scholarships. Two 2005 graduates were awarded Fulbrights with five recipients the previous year. Morgan leads all HBIs nationally in the number of its graduates who have received Fulbright awards (109) and ranks second among all campuses in the U.S. that award primarily undergraduate and master's degrees.

While Morgan has continued its traditional role as a state and national leader in the award of undergraduate degrees to African Americans, during the past few years it has begun to make a significant state and national contribution in the award of doctorates as well. Most of Morgan's dozen doctoral programs have been developed only since the mid-1990s. They were initiated and continue to be supported primarily through the internal reallocation of resources and through federal grants. The campus has given these programs priority because very few African Americans receive doctorates in Maryland or nationally, particularly in critical fields. For example, throughout the 1990s, Maryland averaged only 45 doctorates awarded to African Americans of an average of approximately 1,000 total doctorates per year. This 4.5% percent share of doctorates awarded to African Americans compared unfavorably to a college-age population that was over 30% black and a baccalaureate pool from Maryland campuses that was 20% black. In 1999, Maryland awarded 44 doctorates to blacks. But, by 2004 Maryland had increased the number of doctorates awarded to African Americans to an historic high of

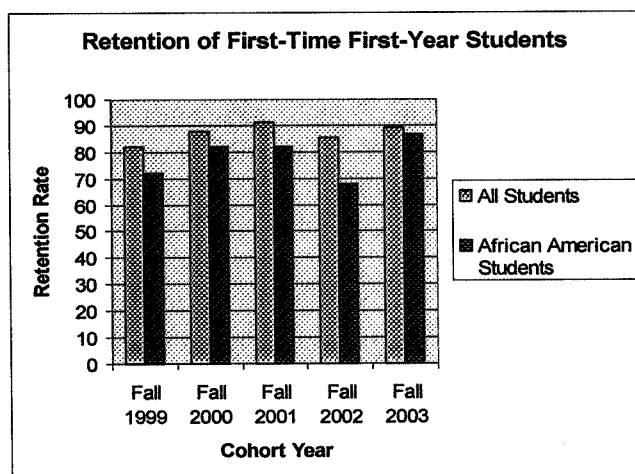
77. Morgan accounted for nearly half of this increase (16 of the 33 total state increase). Morgan achieved this increase despite the fact that a number of its programs have not yet awarded their first doctorates (business, science education, mathematics education, bio-environmental science, social work, English). When these programs begin to produce doctorates, Morgan's contribution to the State totals could result in a doubling of the average number of African-American doctorates produced by the State during the 1990s.

The University doctoral program development already has resulted in a high national ranking. Currently, the University ranks 24<sup>th</sup> among all campuses nationally (18<sup>th</sup> if on-line campuses are excluded) in awarding doctorates to African Americans. The campus ranks 4<sup>th</sup> nationally in engineering doctorates, 8<sup>th</sup> in education doctorates, and 11<sup>th</sup> in doctorates in health-related fields.

Morgan's doctoral programs are for the most part unique in the public sector in the Baltimore area. The last time Morgan had a number of unique programs at the graduate level was in the late 1960s and early 1970s. During that period a *minority* of enrollments at the graduate level were African American. The recent development of unique graduate programs, primarily at the doctoral level, has once again enabled the Morgan to attract significant non-black enrollments. At the undergraduate level, *non-black* students account for only 7% of Morgan's enrollment. By contrast, at the graduate level, *31%* of enrollments are *non-black*. In architecture and planning, which are master's levels programs and are not duplicated in the Baltimore area, enrollments are *60% non-black*. The campus is confident that if it can obtain state support for its doctoral programs and a dedicated facility for its architecture and planning programs (they currently occupy part of an abandoned state hospital), these programs could expand and become even more diverse.

*St. Mary's College of Maryland*

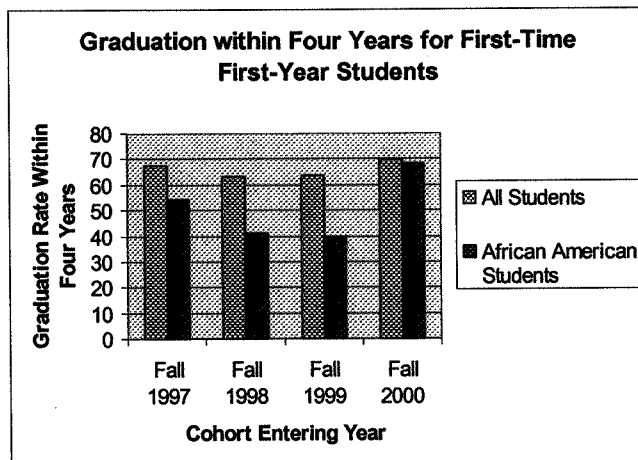
Retention and graduation rates are factors in which St. Mary's traditionally excels and are



the OCR Commitment of which the College is most proud. This is true for the entire student population as well as the specific minority populations, including African-

American students. At the same time, the College does experience gaps between the retention and graduation rates of African-American students when compared with the entire student population. The College is most proud that the gap in student retention among the fall 2003 cohort was just 2.5 percentage points.

The four-year graduation rates are quite impressive as well. While there are only two cohorts for which four-year graduation rates have been reported to the Maryland Higher Education Commission since the last OCR review, the percentage of African-American students graduating within four years of the fall 2000 cohort varies from the total population by just 1.6 percentage points.



*Summary of Commitment 4*

Recognizing the need to improve student retention and graduation rates at Maryland’s HBIs, the State of Maryland established the Access and Success Multi-Year Grant Program. The primary goal of the Access and Success Multi-Year Grant Program is to improve retention and graduation rates by enhancing the relationship between administration, enrollment management, and teaching and learning practices. As a result of the OCR Agreement, funding for this program has increased from \$2 million in FY 1999 to the current level of \$6 million for FY 2006, with equal distribution among Bowie State University, Coppin State University, Morgan State University, and the University of Maryland Eastern Shore.

Whereas the statewide 6-year graduation rate of African Americans has improved statewide by 2.5%, the retention and graduation rates of African-American students has remained unchanged at most campuses and has worsened at a few. Of the HBIs, the 6-year graduation rates have improved at Bowie State University (1.4%), Morgan State University (2%), and the University of Maryland Eastern Shore (1.7%), but remained unchanged at Coppin State University. This improvement is in spite of declines in the retention of African-American students at these institutions between the first and second year of college--Bowie by 0.7%, Morgan by 3.8%, Coppin by 7.7%, and UMES by 10%. Clearly, more attention needs to be given to the first-year experience of African-American students at the HBIs as well as at TWI campuses.

The problems inherent in improving retention rates have not prevented Maryland's TWIs from becoming national leaders in the number of degrees earned by African-American students. As the table on page 56 indicates, Maryland's public 4-year institutions rank extremely high nationally in the absolute number of degrees earned by African Americans at the bachelor's, master's, and doctoral level. Likewise, Morgan State University has become a national leader among HBIs in the number of degrees earned by African Americans in several fields, especially engineering.

## 5) *Improving Campus Climate and Environment*

### *Community Colleges*

The community colleges have expanded their initiatives targeted to providing support for African-American students and meeting their particular needs. In addition to curriculum emphasizing minority studies, Black Student Unions and cooperative exchanges with Historically Black Institutions, the colleges have implemented creative programs to make their campuses more welcoming. The Community College of Baltimore County's STARS program hires and trains students to mentor new minority students. Frederick Community College is strongly committed to enhancing diversity and has a Director of the Office of Diversity and Global Initiatives (ODGI) devoted to this mission. FCC's Multicultural Student Support Services Mentoring Program fulfills the ODGI goals with regards to assisting and encouraging African-American students. Carroll Community College implemented the Global Awareness Advisory Board to assess and encourage integration of global awareness and diversity into all aspects of campus life.

### *University System of Maryland*

The University System of Maryland institutions have engaged in extensive and creative inter-system collaborations to more effectively implement outreach programs for the elementary and secondary stakeholders and to enhance their own academic missions. For example, Salisbury University and University of Maryland Eastern Shore collaborations "expose students on both campuses to greater opportunities for social and academic interaction" and "help Salisbury University attract and retain African-American students who might consider another institution." Several system-wide committees meet regularly to share promising practices, discuss issues, provide support for activities, and develop collaborations. The committees include the USM Minority Achievement Committee, the Diversity Network, the Vice Presidents for Student Affairs, and the Academic Affairs Advisory Council.

Each of the USM institutions has developed *diversity statements and/or strategic goals for diversity*. The majority of the Traditionally White Institutions (TWIs) monitor their diversity initiatives and strategies via an Office of Diversity, with leadership coming from the President's Office. Sponsored activities include multicultural awareness programs, curriculum and performances in the arts.

### *Morgan State University*

A new student center, which the University has funded, will be completed by mid-2006. A new library, which the State has funded, should be available later in the year. For the first time, Morgan students will have available two types of facilities of the quality found at other campuses.

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

St. Mary's is dedicated to providing a welcoming and supportive environment for our students, faculty, and staff. One way in which student climate is measured is by using the National Survey for Student Engagement (NSSE). On the benchmark "Supportive Campus Environment," the College scored above the predicted rating for both first-year and senior students in 2002 and 2004. This suggests that given the resources and demographics of St. Mary's, our students feel that our environment is indeed welcoming.

At the same time, the College recognizes that additional work needs to be done in terms of campus climate for students. As part of the recent Middle States Commission on Higher Education report, the College found that students felt that communication was a problem, even on committees where students were represented. The College has responded by increasing student support staff as well as implementing a Multicultural Advisory Committee to ensure that the Strategic Planning Committee and administration of the College are aware of concerns of the student population and subpopulations.

The College recognizes that the satisfaction of students, faculty, and staff is correlated with the presence of diverse populations. For instance, the attraction and retention of talented minority faculty is crucial to attraction and retention of minority students. All campus constituencies were involved in a recent survey to identify key characteristics of the mission of the College, with large majorities of faculty, staff/administrators, and students each identifying international perspectives, diversity on campus, and cohesiveness of the community as core institutional factors.

### *Summary of Commitment 5*

Improvements in campus climate for minority students was identified in Maryland's 2004 *State Plan for Postsecondary Education* as a priority for the State's higher education system. As the segmental summaries in this chapter and the institutional responses of Volume II indicate all campuses have taken steps to make their cultural climates welcoming and open.

Each of the USM institutions has developed *diversity statements and/or strategic goals for diversity*. The majority of the Traditionally White Institutions (TWIs) monitor their diversity initiatives and strategies via an Office of Diversity, with leadership coming from the President's Office. Sponsored activities include multicultural awareness programs, curriculum and performances in the arts.

## **6) Improving Diversity of Faculty/Staff and Governing/Advisory Boards**

### *Community Colleges*

Despite the challenges imposed by budgetary constraints, the community colleges have increased the diversity of their faculty and staff over the past five years. The fiscal environment has meant that colleges have had limited opportunities to address diversity except through replacing staff and instructors.

It is through the colleges' vigorous efforts that the percentage of minority full-time credit faculty has increased from 17 to 19 percent as of September 30, 2004. Nine institutions achieved increases, three held steady and four experienced reductions. Turnover of faculty is the lowest category of employee at the colleges. Of those schools that experienced declines in the proportion of the minority faculty, this was primarily due to modest increases in the overall number of faculty (such as for FCC who had two Caucasian administrators retire to become instructors) rather than the loss of minority faculty members.

Chesapeake College almost doubled the proportion of minority full-time faculty members increasing from 8 percent in fall 2001 to 15 percent in fall 2004. While PGCC increased the number of minority full-time faculty member from 56 to 80 between Fall 1998 and 2004, increasing the percentage of minority members from 22 to 32 percent. Of 121 continuous appointment full-time faculty hires by PGCC during the period, 45 percent were minority.

The statewide representation of minorities on community college non-teaching staff has grown from 32.7 to 33.5 percent from September 2000 to September 2004. The number of minority staff members increased 158 in that time frame, representing 49 percent of the total increase in non-teaching payrolls. Most colleges were successful in increasing the number and percentage of minority staffers.

PGCC increased by ten the number of minority administrators and improved the ratio from 45 to 50 percent. PGCC's non-teaching payroll shrank by 149 positions from fall 2000 to fall 2004, but only lost two minority employees, increasing the minority representation from 63 to 71 percent.

In fall 1999, Wor-Wic had no minority full-time administrative and professional staff; but by fall 2005, 9 percent of this category are minority staffers.

In some cases, the colleges were able to generate increases in the number of minority applicants for positions; but, because of external environmental factors, were unable to turn the applicants into employees.

All community colleges have established protocols to emphasize the importance of diversity in hiring, and to use information channels designed to encourage more minority applicants. These include advertising via newspapers and magazines such as *Black Issues of Higher Education*, *Minority Nurse*, *The Philadelphia Tribune*, *African-*



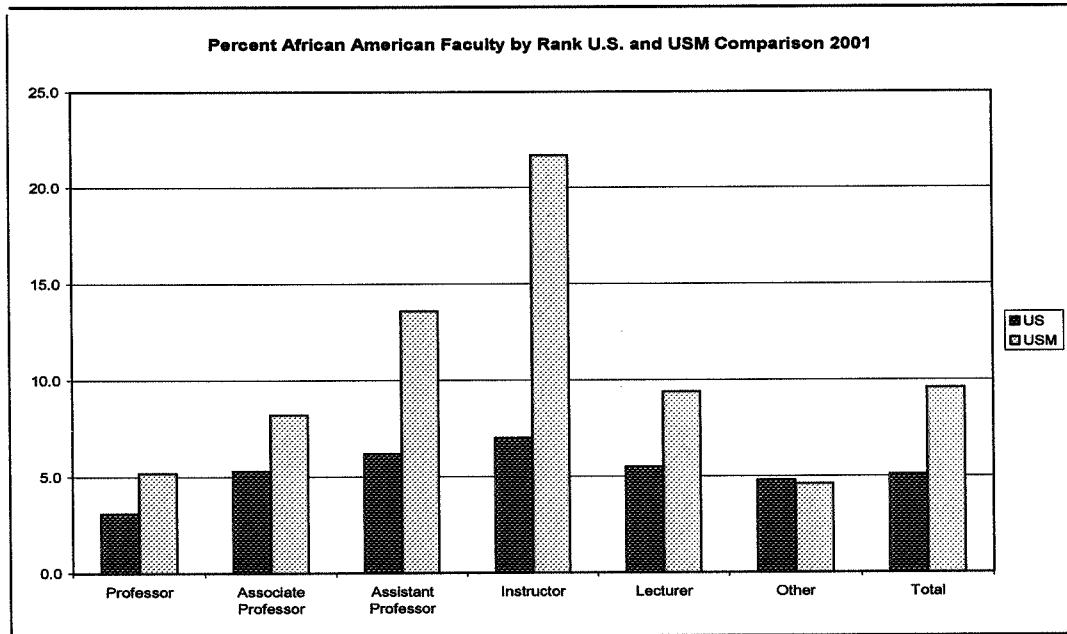
*American Pride*, minority targeted internet recruitment sites, and sharing faculty vacancy announcements with HBIs.

The community colleges have encouraged the appointment of additional African-American persons to their Boards of Trustees; but the Governor of Maryland is ultimately responsible for appointing Trustees. The number of African-American trustees has increased moderately across the State during the past five years.

*University System of Maryland*

For a number of years, the higher education community has been engaged in a national dialogue regarding the challenges all higher education institutions face in light of the impending retirement of large numbers of faculty. These challenges are especially acute in certain academic disciplines and in the diversity of potential faculty members.

Improving the diversity of faculty and staff system-wide is a very high priority for the Regents, the Chancellor, and the institution Presidents. The chair of the Board's



*Note: US figures are derived from the most recent data available from the U. S. Department of Education (Fall 2001); they exclude faculty members employed by system offices. The USM figures are derived from 2001 data in the USM Employee Data System.*

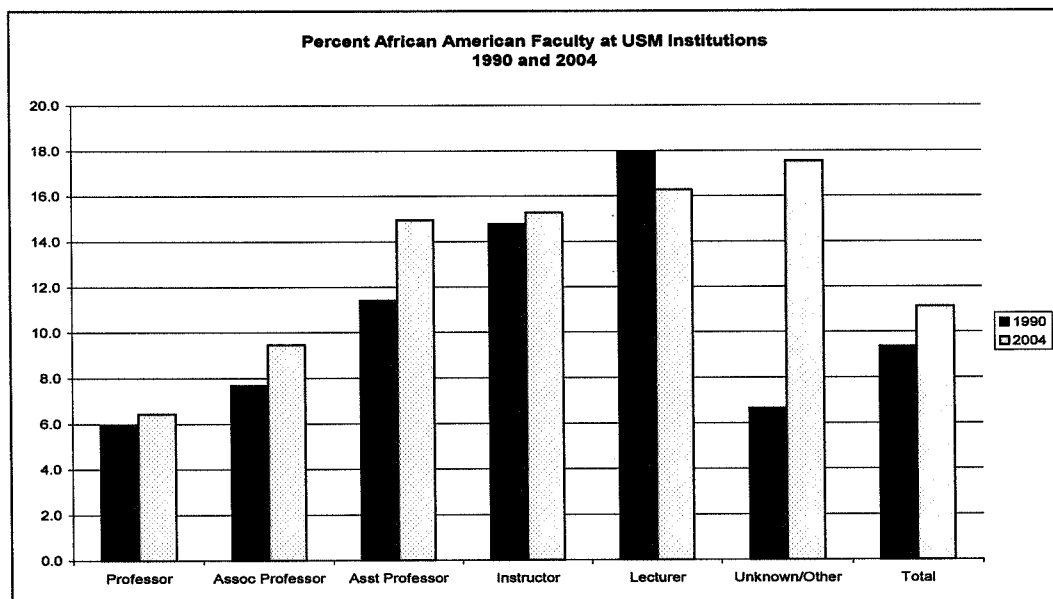
Education Policy Committee has placed particular emphasis on both racial and gender diversity of faculty.

Numerous faculty recruitment and retention programs have been relatively successful. The USM compares favorably to the national averages in terms of the representation of African-Americans among its faculty. Nationally, African-Americans represent 5.1% of the total faculty as compared to 9.6% for the University System of Maryland.

Data from the USM Employee Data System for 1990 and 2004 show that representation of African Americans has increased over time, particularly in tenured and tenure-track ranks, and the percentage of white faculty members has declined. Overall, the percent of all African-American faculty has risen from 9.4% in 1990 to 11.1% in 2004.

Increases in the percent of executive, administrative, management and professional staff has also increased significantly, from 15.4% in 1990 to 21.1% in 2004.

The faculty pipeline challenge is being addressed through initiatives such as the Meyerhoff Program at the University of Maryland Baltimore County (UMBC). The program has a 90% graduation rate, and almost 75% of the graduates have gone on to earn either a Ph.D. or an M.D. degree. Other promising practices include the partnering of Historically Black Institutions with Traditionally White Institutions in developing programs to increase the number of faculty recruited and retained. UMBC has partnered with Howard University in Howard's "Preparing Future Faculty" (PFF) program. The pre-faculty internship provides an advanced PFF Fellow with an opportunity to experience faculty life at another college or university while working on the doctoral dissertation for up to one year. Coppin State University and Frostburg State University are exploring possible collaborations and cooperative ventures between the two institutions, possibly including faculty exchanges.



The University System of Maryland Office is currently searching for an Associate Vice Chancellor for Academic Affairs/Faculty Leadership Development and Diversity Initiatives. It is anticipated that this senior-level position will provide a strong focus for the development of other initiatives to increase the number of potential faculty and staff.

Advisory Boards across the System also reflect a commitment to increasing diversity. Taking advantage of its strong minority volunteer base, the University of Baltimore (UB) also has created a significant minority presence on the majority of its advisory boards, with African-American top leadership on a number of them. Notably, given its location, Frostburg State University (FSU) has a very active cadre of African Americans in its Alumni Association, one of which is the immediate past president and two others serving as Chairs of the Standing Committees of the Board.

*Morgan State University*

While the majority (66%) of Morgan’s faculty is African American, its representation of white (20%) and Asian-American (13%) faculty make it a quite diverse group. Morgan’s staff and governing board have large majority of African Americans in their numbers.

*St. Mary’s College of Maryland*

The College is committed to diversity of its faculty, staff, and governing boards. Figures related to these forms of diversity are reported to the State of Maryland, Department of Budget and Management, and Maryland Higher Education Commission each year in the form of MFR (Managing For Results) submissions. The percentage of African-American full-time faculty and African-American members of the Board of Trustees is commensurate with the percentage of African-American full-time students, yet the College desires increases in each of these to more accurately reflect the population of the State of Maryland. Positively, the proportion of African-American and Asian faculty does exceed that of our peer institutions. The College has also shown consistent improvement increasing the gender diversity of the institution’s faculty.

Measures	2002 Actual	2003 Actual	2004 Actual	2005 Actual
%African-American full-time/tenure track faculty	9%	9%	7%	8%
% women full-time/tenure track faculty	42%	43%	43%	47%

Overall, the percentage of total minority staff members exceeds the percentage of minority faculty members. As of our most recent report, over 20% of the total staff is classified as a member of a recognized minority group.

*Summary of Commitment 6*

Maryland’s public colleges and universities have improved the diversity of their faculty and staff. The efforts of the segments of higher education are detailed above in this Chapter. Growth of institutions have provided opportunities to add both full-time faculty and administrators; so there have been increases in both African Americans and non-

African Americans in these positions. The table below indicates that Maryland’s community colleges have increased the number of African-American full-time faculty by 54.6 percent and the TWIs by 13.9 percent; while the HBIs have increased the number of other race full-time faculty by 10 percent. Similar trends occurred among the ranks of “executive/managerial” employees.

**Percentage Increases in African Americans and All Others in Employee Categories  
1995—2004**

		Full-time Faculty	Executive/ Managerial
Community Colleges	Afric-Amer	54.6	75
	All others	8.6	10.2
Traditionally White Institutions	Afric-Amer	13.9	55.8
	All others	22.8	34.6
Historically Black Colleges and Univs.	Afric-Amer	44	11.7
	All others	10	13.5

**7) Improving and Expanding 2+2 Partnerships**

*Community Colleges*

From 1999 until 2005, the rate for transfers of African-American community college students to public 4-year colleges and universities increased from 15.2 to 16.2 percent. Part of the increase in the transfer rate may be due to the improved reporting of transfer information in 2004, including transfers to 4-year independent colleges and universities in Maryland; but the increase appears to be consistent with the longer term trend.

The community colleges and USM have been working closely together to enhance and improve transfer and articulation. As mentioned before, the segments have developed AAT degrees that allow students to transfer more easily to complete bachelors’ degrees in education. The colleges agreed on accepting competencies rather than requiring a strict alignment of curriculum. AATs in elementary and in secondary education (Math, English, Spanish, etc.) are being developed.

The community colleges and USM have also coordinated to develop more detailed and complete information about transfer and articulation, with regard to all students as well as for minorities. The community colleges agreed to a statewide contract with the National Student Clearinghouse to obtain more complete information on transfers to independent and out-of-state institutions, for all students and for minorities. USM is expanding their data warehouse project to include information on applications, decisions, and yield rates by institution and by discipline.

Pilot programs to develop and identify best practices for transfer and articulation systems were established between select institutions. The pilot programs were also meant to focus on “gaps” in potential versus realized transfers. These pilots will be expanded to include more institutions in a second phase. The institutions endorsed common language on their commitment to the importance of the transfer function.

In response to the institutions’ and the Maryland Higher Education Commission’s (MHEC) call for greater financial aid for transfer students, the Distinguished Scholar grant was expanded to provide meritorious students with financial aid at four-year institutions after transferring from a community college. Prior to 2005, there was a dearth of financial aid available to transfer students; aid was directed primarily to incoming freshmen. Although this is not directed to African-American transfer students, it does pave the way for increasing aid to all transfer students and will assist in easing the transition from two year to four-year institutions.

The community colleges have also been successful in attracting investment in financial aid for transfer students from private sources. In September 2005, Chevy Chase Bank gave \$2 million to provide scholarships for business students who transfer from Montgomery College to the University of Maryland. Although there are other such institutional financial aid programs, this is one of the largest and most recent.

#### *University System of Maryland*

To foster better communication, collaboration, and cooperation, the Maryland Association of Community Colleges and the University System of Maryland established a Joint Leadership Council to address the issues of access, articulation and capacity. Committees were charged to develop strategies and action plans to address each of these shared issues.

The Articulation and Transfer Committee is co-chaired by a community college president and a USM institution president. The work of the committee to date has included a data sharing project, increase of faculty discipline-based meetings, and university/community college pilot projects. The latter is intended to enhance the quality of movement between 2- and 4-year institutions. The pilot projects include dual admission, early advising and registration, scholarships and other financial assistance, and reduced tuition for 9 credits of dual enrollment.

A critical need for transfer students is the ability to plan their program through the baccalaureate degree upon their initial enrollment in the two-year institution. Historically, this has been accommodated through the use of hard copy "articulation agreements" which were often out of date and not responsive to the curriculum changes occurring in either the two-year or four-year institution. In 1989, the University System of Maryland established a statewide articulation database, *ARTSYS*®. Since 1993, *ARTSYS*® has been accessible 24/7 via the Internet (<http://artweb.usmd.edu>). The types of articulation agreements that were incorporated into the initial design of the system, and the continuing enhancements, were/are determined by the various constituent stakeholders, i.e., students, faculty, and staff advisors. A new transfer student web portal is under

development with an expected release date of November 2005. The new site will include information for students, parents, faculty and staff about the admissions, financial aid, and articulation resources available to students.

Our continued collaborations with individual institutions, the Maryland Association of Community Colleges and faculty, staff, and students have and will continue to have a positive effect on the seamless transition of students from the community colleges to our universities.

### *Morgan State University*

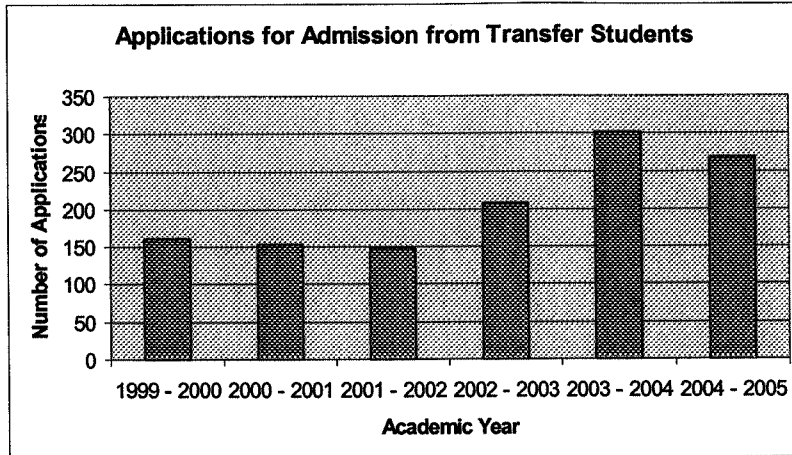
An increasing percentage of Maryland's African-Americans of college age are beginning college at community colleges due to growing selectivity at majority campuses and escalating costs. Hence, the need to assure that the process of transferring to a four-year campus is as seamless as possible.

Morgan has articulation arrangements with the majority of community colleges and has both special financial aid programs and targeted recruitment efforts for community college students. It has increased the number of transfer students from community colleges in recent years. Last year it experienced a 26% increase over the previous year. Currently Morgan ranks third among all traditional campuses, just behind UMCP and Bowie, in the number of African-American transfer students enrolled.

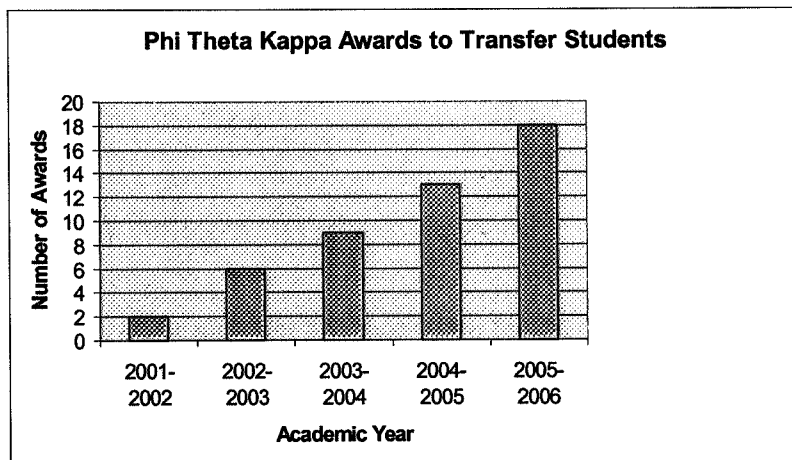
### *St. Mary's College of Maryland*

St. Mary's College of Maryland has articulated a goal to maintain and create partnerships to facilitate the articulation between St. Mary's College and Maryland's two-year schools. The College has evaluated and thoroughly revised its recruiting of transfer students, especially those from Maryland's two-year institutions. During the 2000-01 academic year, St. Mary's sought the advice of counselors and academic administrators at most of Maryland's community colleges. There was strong support for formal articulation agreements in the form of dual admissions programs. We have developed and supported dual-admission programs between St. Mary's and multiple two-year institutions, have begun negotiations with two other community colleges, and have just initiated conversations with Baltimore City Community College. We have finalized an agreement with the College of Southern Maryland for a content-specific dual-admission program in computer science.

St. Mary's has experienced a dramatic increase of transfer applications, starting with the class that entered in fall 2002, showing that the College's targeted efforts are effective. At the same time, the decreasing yield rates (from 64.9% in fall 1999 to 49.3% in fall 2004) suggest that all institutions in the State of Maryland have made substantial progress and that a number of desirable options exist for these students.



The College has submitted a proposal for funding through the Jack Kent Cooke Foundation to allow first-generation students with degrees from two-year colleges to attend St. Mary's and to create joint advising programs between two-year colleges and St. Mary's to help students make curricular choices in their first two years that will facilitate movement into a major at St. Mary's. We also continue to offer an established Phi Theta Kappa scholarship for students who graduate from a two-year school as members in good standing of the honors society as well as St. Mary's transfer scholarships for students with strong academic records. These awards, created in 2001-2002, have grown in number of awardees and average award, from \$750 in FY02 to \$2,972.22 in FY06.



The Educational Studies Department has worked out articulation for community college students pursuing the Associate of Arts in Teaching degree, and a faculty member from the teacher education program visits the College of Southern Maryland campuses annually to engage in advising specific to teacher education.

Although we consider formal dual-admission programs an important component of our partnership strategy, that strategy is more broadly based. High-achieving students are frequently careful in their career planning and wish to work toward long-term goals. Thus, creating and maintaining vital joint advising programs are critical to serving these

students well. Effective advising programs can anticipate and forestall later problems and frustrations, expediting the progress of students through the two- to four-year transition. Without such advising and planning for the transition, students frequently take longer to earn the B.A. and may need to take time off because of the extra expense.

#### Areas of Greatest Success

Through the efforts of the dedicated faculty and staff, the College feels that it has achieved substantial successes incommensurate with its small size:

- Our Educational Studies program is viewed as a model for developing teachers by the Maryland State Department of Education.
- The College has partnered with St. Mary's County Public Schools to develop Professional Development Sites that enhance pedagogy and assist local K-12, as well as our own, students.
- The class entering fall 2005 had the largest number of African-American students in the history of the College.
- Retention and graduation rates for minority students are consistently among the highest, and are often the highest, for four-year public institutions in the State.
- Increased collaboration with Maryland community colleges has led to increases in the number of transfer applications. This has coincided with increases in awards given to high achieving transfer students.

#### *Summary of Commitment 7*

Maryland is a national leader in many areas of transfer and articulation. Discussions of segmental activities are detailed in Chapter III. At the statewide level, Maryland developed a statewide articulation agreement for education programs with the introduction of the Associate of Arts in Teaching program. This statewide guidelines for this program permits community colleges to offer a curriculum for education majors that is fully articulated with bachelor-level education programs at all public and independent colleges and universities in the State. The AAT has increased the number of African Americans entering the field of education by permitting them to begin the education program at a community college.

Beyond education, Maryland has statewide articulation agreements in the areas of nursing and technology. The Bachelor of Technology degree is built on associate-level technical programs.

Maryland continues to develop statewide policies that further transfer and articulation between community colleges and four-year institutions. The State's regulations on general education require the acceptance by public 4-year institutions of general education courses taken at community colleges.



The University of Maryland University College (UMUC), an international leader in the field of distance learning, is in the process of articulating all of its bachelor degree programs with community colleges throughout the State. This is providing access for community college graduates to bachelor's programs without leaving home. It reduces the cost of a bachelor's degree for many students.

***8) Avoiding unnecessary program duplication and expansion of mission and program uniqueness and institutional identity at the HBIs***

*Maryland Higher Education Commission*

In accordance with the "Partnership Agreement," the Maryland Higher Education Commission (MHEC or "the Commission") has an obligation to remedy all policies and practices in the Maryland Higher Education System traceable to a prior system of segregated education. This was embodied in Commitment 8. There are two aspects of this commitment:

- (1) avoidance of unnecessary program duplication among geographically proximate Historically Black Institutions (HBIs) and Traditionally White Institutions (TWIs); and
- (2) expansion of mission and program uniqueness and institutional identity at the HBIs.

Under the Agreement, the Commission was committed to avoid unnecessary program duplication unless there is a sound educational justification for the dual operation of broadly similar programs.

The Commission has fulfilled Commitment 8 in its avoidance of unnecessary program duplication and its approval of new programs for the HBIs, allowing them to expand into many new disciplines and degree levels.

The Maryland Higher Education Commission has delegated to the Secretary of Higher Education the responsibility and authority to act in its behalf on proposals for new programs and substantial modification of existing programs submitted by institutions of postsecondary education operating in Maryland under Education Article, Section 11-206, Annotated Code of Maryland, and program proposals constituent institutions of the University System of Maryland submitted under Education Article §11-206.1. This delegation of responsibility and authority is conditioned upon specific and regular reporting requirements summarizing for the Commission the Secretary's review and disposition of all program proposals, the Commission's right of review of the Secretary's actions and the entitlement of proposing or objecting institutions, upon request, to have the Secretary's actions reviewed by the Commission in accordance with established procedures. (See Code of Maryland Regulations (COMAR 13B.02.03.04.)

All academic program proposals from all institutions are required to undergo the same process of review. When a program proposal is received by MHEC, it is distributed to all higher education institutions with a request for comments and/or objections to be submitted within 30 days. With respect to program proposals, institutions and MHEC may only object to proposed academic programs on four criteria:

1. Inconsistency of the proposed program with the institution's approved mission.
2. Not meeting a statewide need consistent with the Maryland State Plan for Postsecondary Education.
3. Unreasonable program duplication that would cause demonstrable harm to another institution.
4. Violation of the State's equal educational opportunity obligations under State and federal law.

By this process, if an issue of unfair duplication of the programs of an HBI arises, that institution has an opportunity to formally oppose the proposed program.

The following tables indicate the number and degree level of academic programs approved during the years 1999 through 2005. As the tables indicate, during these years 92 graduate programs were approved, with 27 (29%) being at HBIs and 65 (70%) at TWIs. It is especially significant that 11 doctoral programs were approved at HBIs during these years.

Given the imbalance in total enrollments at the TWIs (UMCP enrolls almost 35,000, dwarfing all other institutions in the State), the percentage of graduate programs approved for HBIs is significant. Although the four HBIs enroll only 19% of total enrollments among the public four-year institutions, the HBIs received 25% of new master's programs and 38% of the new doctoral programs approved from 1999—2005. Meanwhile, the seven TWIs, enrolling 81% of the total enrollment, received 75% of new Masters programs and 62% of new doctoral programs.

**Number of new academic programs established at the HBIs  
(by degree level), 1999-2005.**

	Bachelors	Masters	Doctorate	Total
Bowie	3	3	1	7
Coppin	6	5	0	11
UMES	4	3	4	11
Morgan	2	5	6	13
<b>HBI Total</b>	<b>15</b>	<b>16</b>	<b>11</b>	<b>42</b>
<b>HBI/TWI Total</b>	<b>78</b>	<b>63</b>	<b>29</b>	<b>170</b>
<b>% of all new programs at HBIs</b>	<b>19.2%</b>	<b>25.3%</b>	<b>37.9%</b>	<b>24.6%</b>

*Source: MHEC Academic Program Inventory*

It has been the intent of the State of Maryland and of the Commission that Morgan State University and the University of Maryland Eastern Shore be developed into Carnegie Classification Research Universities by the addition of a number of doctoral universities. In 1999, Morgan was a Carnegie Class "Master's and Universities I" institution. This designation no longer applies, in that the institutions in this category normally offer degrees primarily through the master's degree, granting few if any doctoral degrees.. It has been the intention of State policy over the past ten years to develop Morgan to the point that it would be in the "Doctoral/Research Universities--Intensive" category. Institutions in this category award at least 10 doctoral degrees per year across

**Number of new academic programs established at the TWIs  
(by degree level), 1999-2005.**

	Bachelors	Masters	Doctorate	Total
Frostburg	9	3	0	12
Salisbury	14	4	0	18
Towson	18	12	4	34
UB	7	8	3	18
UMBC	12	5	3	20
UMCP	2	14	8	24
St. Mary's	1	1	0	2
<b>TWI Total</b>	<b>63</b>	<b>47</b>	<b>18</b>	<b>128</b>
<b>HBI/TWI Total</b>	<b>78</b>	<b>63</b>	<b>29</b>	<b>170</b>
<b>% of all new programs at TWIs</b>	<b>80.8%</b>	<b>74.6%</b>	<b>62%</b>	<b>75.3%</b>

*Source: MHEC Academic Program Inventory*

three or more disciplines, or at least 20 doctoral degrees per year overall. In 2004, Morgan granted 26 doctorates spread over 4 fields. The University now offers doctorates in 7 fields. Since the Carnegie Classifications are based on degree production and/or the distribution of doctorates over a number of disciplines. Morgan's Carnegie Classification will be "Doctoral/Research University--Intensive" as long as the University continues awarding a sufficient number of doctoral degrees. The University of Maryland Eastern Shore has also received graduate programs during this period. Four doctoral programs and 3 master's level programs were approved for UMES between 1999 and 2005.

As a result of program approval decisions by the Commission, the competitiveness of the HBIs has been enhanced considerably.

At the undergraduate level, Morgan leads all campuses in the State in the number of degrees awarded to African Americans in engineering and the sciences. In these fields, Morgan accounts for 73% of electrical engineering degrees, 91% of civil engineering degrees, and 100% of awards in industrial engineering. As a result of Morgan's contribution in engineering, Maryland is probably one of the few states in which the percentage of degrees awarded annually to African Americans in engineering (15-20%) approaches the level of black baccalaureate representation overall (20%). In other

science fields Morgan awards significant percentages of degrees in Maryland: 64%-medical technology, 25%-chemistry, 19%-computer and information sciences, 25%-physics, and 22%-biology. In non-science fields, it also accounts for a large share of the awards made by Maryland public and private campuses: marketing (67%), finance (49%), accounting (32%), elementary education (47%), and social work (25%).

Nationally, Morgan ranks 6<sup>th</sup> in degrees awarded to African Americans in engineering, 9<sup>th</sup> in education, 10<sup>th</sup> in the biological sciences, 12<sup>th</sup> in computer and information sciences, 18<sup>th</sup> in both psychology and in English language and literature, and 20<sup>th</sup> in business.

Morgan also has continued to be a national leader in graduates, primarily African American, obtaining Fulbright scholarships. Two 2005 graduates were awarded Fulbrights with five recipients the previous year. Morgan leads all HBIs nationally in the number of its graduates who have received Fulbright awards (109) and ranks second among all campuses in the U.S. that award primarily undergraduate and master's degrees.

While Morgan has continued its traditional role as a state and national leader in the award of undergraduate degrees to African Americans, during the past few years it has begun to make a significant state and national contribution in the award of doctorates as well. Most of Morgan's dozen doctoral programs have been developed only since the mid-1990s. The campus has given these programs priority because very few African Americans receive doctorates in Maryland or nationally, particularly in critical fields. For example, throughout the 1990s, Maryland averaged only 45 doctorates awarded to African Americans of an average of approximately 1,000 total doctorates per year. This 4.5% percent share of doctorates awarded to African Americans compared unfavorably to a college-age population that was over 30% black and a baccalaureate pool from Maryland campuses that was 20% black. In 1999, Maryland awarded 44 doctorates to blacks. But, by 2004 Maryland had increased the number of doctorates awarded to African Americans to an historic high of 77. Morgan accounted for nearly half of this increase (16 of the 33 total state increase). Morgan achieved this increase despite the fact that a number of its programs have not yet awarded their first doctorates (business, science education, mathematics education, bio-environmental science, social work, English). When these programs begin to produce doctorates, Morgan's contribution to the state totals could result in a doubling of the average number of African-American doctorates produced by the State during the 1990s.

The University doctoral program development already has resulted in a high national ranking. Currently, the University ranks 24<sup>th</sup> among all campuses nationally (18<sup>th</sup> if on-line campuses are excluded) in awarding doctorates to African Americans. The campus ranks 4<sup>th</sup> nationally in engineering doctorates, 8<sup>th</sup> in education doctorates, and 11<sup>th</sup> in doctorates in health-related fields.

Morgan's doctoral programs are for the most part unique in the public sector in the Baltimore area. The last time Morgan had a number of unique programs at the graduate level was in the late 1960s and early 1970s. During that period a *minority* of enrollments at the graduate level were African American. The recent development of unique graduate

programs, primarily at the doctoral level, has once again enabled Morgan to attract significant non-black enrollments. At the undergraduate level, *non-black* students account for only 7% of Morgan's enrollment. By contrast, at the graduate level, 31% of enrollments are *non-black*. In architecture and planning, which are master's levels programs and are not duplicated in the Baltimore area, enrollments are 60% *non-black*.

Using mission review and program review, the Commission has encouraged the development of the HBIs into fields of graduate study including masters and doctoral degree programs. The Commission, on the other hand, has denied a number of programs requested during the period of 1999—2005 by Towson University and the University of Maryland Baltimore County because they might have had a detrimental effect on the development of Morgan State University.

Morgan State University was approved for the following graduate programs from 1999 to 2005:

- Doctorate of Public Health
- Doctor of Philosophy in Business Administration
- Doctor of Philosophy in Bio-Environmental Sciences
- Doctor of Philosophy in Higher Education
- Doctor of Philosophy in Community College Leadership
- Doctor of Philosophy in English
- Doctor of Social Work
- Master of Public Health
- Master of Science in Telecommunications
- Master of Science in Bioinformatics
- Master of Science in Mathematics Education
- Master of Science in Science Education

University of Maryland Eastern Shore was approved for the following graduate programs from 1999 to 2005:

- Doctor of Food Science and Technology
- Doctor of Physical Therapy
- Doctor of Organizational Leadership
- Doctor of Education in Education Leadership
- Master of Education in Career and Technology Education
- Master of Rehabilitation Counseling
- Master of Criminology and Criminal Justice

Bowie State University was approved for the following graduate programs from 1999 to 2005:

- Doctor of Education in Educational Leadership
- Master of Business Administration
- Master of Public Administration
- Master of School Psychology

Coppin University was approved for the following graduate programs from 1999 to 2005:

- Master of Human Services Administration
- Master of Education in Curriculum and Instruction
- Master of Science in Nursing
- Master of Arts

During the same years, Towson State University was denied or withdrew after concerns were expressed about duplication the following programs:

- Doctor of Education in Educational Leadership
- Doctor of Business Administration
- Master of Arts in Applied Economics
- Master of Science in e-Business
- Master of Arts in Comparative World History

For the same reasons, the University of Maryland Baltimore County was denied or withdrew the following programs:

- Bachelor of Science in Electrical Engineering
- Bachelor of Science in Communications Engineering.

For the same reasons, the University of Baltimore was denied or withdrew the following programs:

- Executive Doctorate in Management
- MFA in Integrated Design
- MFA in Creative Writing and Publishing.

*Summary of Commitment 8*

By the adoption of clear, consistent, and unbiased policies of program review and approval and mission review, the State of Maryland has avoided the *unnecessary and unreasonable* duplication of academic programs. By the denial of programs to Traditionally White Institutions and the approval of new programs and new degree levels for Historically Black Colleges and Universities, the State has strengthened and enhanced the HBIs and greatly increased their competitiveness. By the insistence on distinctive and complementary missions for all campuses, the State has found a way to avoid unnecessary duplication while meeting the educational and workforce needs of the citizens of Maryland.

## IV

### **Analysis of Indicators of Maryland's Progress on Commitments 1 – 8**

This chapter contains a trend analysis of 46 quantitative indicators related to Commitments 1-8 showing the progress or lack of progress made on each and focusing on the most important, policy-related trends as they impact the State's Partnership Agreement with the U.S. Office for Civil Rights. In most cases, four years of data with breakdowns comparing African Americans and all other students are presented. Figures are usually provided for the years 1995, 1998, 2001 and 2004. These years represent the most recent 10-year period and provide a sufficiently long time line to identify patterns. In some instances, the data address progress toward specific goals of the Partnership Agreement. In other instances, the indicators shed light on external factors that have had an impact on Maryland's success in meeting those goals.

#### **Strengthening Academic and Teacher Preparation**

Racial/ethnic minorities represented slightly less than one-fifth (18.4 percent) of the teacher candidates produced by Maryland colleges and universities in 2003-2004, a figure that has been relatively unchanged since 1998-1999. The number of minority teachers prepared by the State's campuses declined slightly from 495 to 478 during this period, while those of all races fell from 2,682 to 2,601 (Table 1). The number of African American teacher candidates produced by the public campuses increased slightly from 12.9 percent in 1997 to 13.4 percent in 2004 (Table 2). The PRAXIS II passing rates of teacher candidates at both historically black institutions (HBI) and traditionally white institutions (TWD) have been very high in each of the past four years, exceeding 95 percent at each campus in 2003-2004 (Table 3).

#### **Strengthening the Partnership with Elementary and Secondary School Stakeholders**

The composite SAT scores of African-American graduates from Maryland public high schools rose from 741 to 851 between 1995 and 2004. However, the scores of African Americans have consistently trailed the average of all graduates during this period, reflecting a national trend. There has been little change in the gap over these years (Table 4).

Among new high school graduates, the percentage of African Americans who required remediation in math, English and reading in their first year of college has consistently exceeded by a wide margin the proportion of students of other races who needed help in these basic skills. This was the case both for students who did and did not take college preparatory coursework in high school. However, African Americans who did not complete a "core" curriculum had, by far, the highest remediation rates (Table 5). More than 70 percent of the African-American high school graduates who had a college preparatory curriculum earned a "C" or better in their first college math course, and over 80 percent received this grade in their initial college English course. However, the percentage of both core and non-core African Americans who achieved a "C" or above in



these courses regularly trailed that of other students (Tables 6 and 7). Similarly, the cumulative grade point average of both core and non-core African Americans after their first year in college has been consistently below the GPA earned by other students (Table 8).

### **Strengthening Recruitment and Admission**

Nearly 40 percent of African-American public high school graduates in Maryland in spring 2003 enrolled at a college or university in the State the following fall, a sharp increase from the 2001 level and an historic high. Nearly half (47.7 percent) of all Maryland public high school students attended a campus in the State in 2003, up from 43.5 percent in 1995 (Table 9).

The acceptance rate of African-American first-time student applicants at all but one of Maryland's TWIs has consistently trailed that of other races. The exception is St. Mary's College. The percentage of African Americans accepted for admission at the State's flagship campus, University of Maryland, College Park, steadily declined from 86.5 percent in 1995 to 43.6 percent in 2004. Acceptances among other applicants to UMCP experienced a drop from 71.2 percent to 52.9 percent. Towson University accepted a majority (51.5 percent) of African-American applicants in 2004, considerably higher than in 1995, 1998 or 2001 (Table 10).

The acceptance rate of both African and non African-American first-time student applicants at Maryland's HBIs has remained relatively stable, except at Morgan State University. While the number of both African-American and non African-American applicants increased, the percentage accepted dropped. The decline was especially great among non African Americans, falling from 53.6 percent in 1995 to 16.7 percent in 2004. There was a similar pattern with respect to white applicants (Table 11).

The enrollment of first-time, full-time African-American students at Maryland community colleges who were residents of their institution's service area increased steadily from 2,079 to 2,755 or by 32.5 percent between 1995 and 2004. However, the percentage of African-American students has declined since 1998 from 26.4 percent to 23.8 percent (Table 12). With respect to part-time African-American students who were residents of their institution's service area, enrollments rose from 15,981 to 20,034 or by 25.4 percent between 1995 and 2004, compared to a decline of 14.8 percent among all other students. As a result, the proportion of African Americans in this group increased from 23.5 percent in 1995 to 31.2 percent in 2004 (Table 13).

Enrollment growth of first-time, full-time African-American undergraduates at Maryland's TWIs (1,045 to 1,069 or 2.3 percent) lagged sharply behind that of all other students (29.0%) between 1995 and 2004. As a consequence, the percentage of African Americans at the State's TWIs dropped during this period from 13.1 percent to 10.6 percent (Table 14). Enrollment of non African Americans at the State's HBIs were 45.9 percent higher in 2004 (321) than in 1995 (220); however, white students increased by just 4 percent. African Americans experienced an increase of 28.1 percent. The

proportion of non African Americans at the State's HBIs was slightly less than 10 percent in 2004, similar to the 1995 figure (Table 15).

The number of full- and part-time African-American graduate students at Maryland's TWIs jumped from 1,599 to 2,581 or by 61.4 percent from 1995 to 2004. The growth rate was much slower (13.3 percent) for all other students. As a result, African Americans have increased their share of the graduate student population at these institutions from 9.0 percent to 12.4 percent (Table 16). The proportion of African Americans increased at every TWI except UMCP where the figure was basically unchanged (Table 16).

There was a decline in the number of all non African-American full- and part-time graduate students (1,126 to 829 or 26.4 percent) at the State's HBIs between 1995 and 2004 and an even greater drop among whites (42.7 percent). The only exceptions were at Morgan and University of Maryland Eastern Shore, which experienced increases in all non African Americans during this period. African American enrollment, in contrast, rose by 15.3 percent. As a result, non African Americans made up slightly more than a quarter of the graduate students at Maryland's HBIs in 2004, down from more than one-third in 1995 (Table 17).

There were considerably fewer African-American full- and part-time students enrolled in the first professional programs of law, dentistry and pharmacy at University of Maryland Baltimore in 2004 than in 1995. As a result, the proportion of African Americans fell in all three programs. However, more African Americans were in pharmacy. The number and percentage of African-American law students at University of Baltimore in 2004 changed little from 1995 levels (Table 18).

The proportion of African-American baccalaureate recipients at Maryland public institutions who reported having enrolled for advanced study one year after graduation was 28 percent in the most recent follow-up survey, matching the performance of all other students. African Americans led all other graduates in the three previous surveys (Table 19).

The amount of state financial assistance provided to African-American undergraduates enrolled at Maryland public colleges and universities nearly tripled from \$5.8 million to \$16.6 million between 1994-1995 and 2003-2004. During this period, the number of awards to African Americans nearly doubled from 6,730 to 12,876. In comparison, state aid to all other undergraduates more than doubled from \$15.8 million to \$39.7 million and the number of awards rose from 16,652 to 23,630 or by 42.8 percent (Table 20).

The rate of increase for institutional financial aid received, both in terms of dollar amount and number of awards, during this period was slower among African-American undergraduates than other students. Institutional assistance for African Americans rose from \$17.0 million in 1994-1995 to \$26.7 million in 2003-2004 or by 57.3 percent, and the number of awards to African Americans increased from 9,763 to 11,655 or by 19.4%. In contrast, institutional aid to other undergraduates more than tripled from \$18.8 million

to \$59.9 million and the number of awards nearly doubled from 14,621 to 26,759 (Table 21).

### **Strengthening Retention and Graduation**

The second year retention rate of new full-time African-American students at Maryland public four-year colleges and universities declined from 78.0 percent in the 1997 cohort to 74.1 percent in the 2003 cohort. The second year retention rate of all other new full-time students rose from 83.3 percent to 84.7 percent during the same period. African-American students at five TWIs experienced increases in their second year retention rates between 1997 and 2003: Frostburg State University, Salisbury University, Towson University, UMCP and St. Mary's. The second year retention rate of African Americans consistently exceeded that of other students at one TWI: University of Maryland Baltimore County. Among the HBIs, the second year rate of African Americans increased at Bowie State University, but declined at the other three campuses (Table 22).

A large gap has persisted between the four-year graduation rate of new full-time African-American students and others at Maryland public four-year colleges and universities. The four-year rate for African Americans increased from 17.3 percent to 20.5 percent between the 1995 and 1999 cohorts, then fell to 18.2 percent in the 2000 cohort. In contrast, there has been a steady increase during the same period in the four-year rate for other students (36.1 percent to 42.7 percent). The only TWI to experience a steady increase in the four-year graduation rate of African Americans over the four cohorts was UMCP (14.8 percent in 1995 to 31.1 percent in 2000). The rates at the HBIs fluctuated within a narrow range (Table 23).

There has been a lingering gap of 20 to 24 percentage points between the bellwether six-year graduation rate of new full-time African-American students and others at Maryland public four-year campuses. Six-year rates among African Americans rose from 43.1 percent in the 1995 cohort to 45.9 percent in the 1997 cohort, then slipped to 45.6 percent in the 1998 cohort. Among all other students, the six-year rate has risen steadily from 65.9 percent to 69.1 percent. Among the TWIs, the six-year rate of African Americans has been the greatest at St. Mary's and UMBC; African Americans realized higher graduation figures than those of other students in three of the four cohorts at UMBC. The six-year graduation rates of African Americans at the HBIs have remained relatively constant over the years (Table 24).

The number of community college certificates awarded to African Americans increased steadily from 288 to 448 or by 55.6 percent between 1995 and 2004. This was faster than the growth in certificates earned by all other students – 1,203 to 1,629 or 35.4 percent (Table 25).

The number of associate degrees earned by African Americans at Maryland community colleges in 2004 (1,833) was up 51.6 percent from 1995 levels (1,209). In contrast, 5 percent fewer associate degrees were awarded to other students in 2004 than in 1995 (Table 26).

The number of bachelor's degrees awarded to African Americans at TWIs rose steadily from 1,077 to 1,574 or by 46.1 percent between 1995 and 2004, compared to an increase of 10.2 percent for all other students. There were increases in bachelor's degrees awarded to African Americans at all TWIs. Baccalaureates earned by African Americans at the State's flagship campus, UMCP, increased consistently by 50 percent during this period (Table 27).

The number of master's degrees earned by African Americans at the TWIs nearly doubled between 1995 and 2004 – 246 to 585. In comparison, the increase among all other students was 22.1 percent. There were increases for African Americans at all of the TWIs (Table 28).

There has been minimal change in the number of doctorates awarded to African Americans between 1995 and 2004 at the State's TWIs. Forty were earned in 1995 and 43 in 2004. Among other students at these institutions, there was a 13.2 percent increase in the number of doctorates received during this period (Table 29).

Fewer law, medicine, and dentistry degrees were awarded to African Americans at UMB in 2004 than in 1995. Among other UMB students, there was an increase in the number of law degrees granted, a slight dip in medical degrees, and no change in degrees in dentistry. The number of degrees earned in pharmacy at UMB by both African Americans and other students soared. The number of law degrees earned by African Americans and other students declined at University of Baltimore (Table 30).

There were 3.5 percent fewer bachelor's degrees awarded to non African Americans at Maryland's HBIs in 2004 (302) than in 1995 (313). Among whites, the number plummeted steadily from 226 to 93 or 58.8 percent. There were declines at all of the HBIs, except Morgan where the number of baccalaureates earned by non African Americans rose sharply from 47 to 124 between 2001 and 2004 due to foreign students. In contrast, the number of bachelor's degrees earned by African Americans at the State's HBIs rose steadily by 25.2 percent (Table 31).

There were 10.5 percent fewer master's degrees earned by non African Americans at the State's HBIs in 2004 (307) than in 1995 (343). However, there were 15.9 percent more master's received by whites at these institutions in 2004 (204) than in 1995 (176), due largely to a huge increase at Coppin State University in 2004. There was little difference in the number of master's degrees earned by African Americans at the HBIs in 1995 and 2004 (Table 32).

Morgan awarded all of the doctorates earned by African Americans at the State's HBIs in 1995, 1998, 2001 and 2004, and the number more than quadrupled from five to 21 during this period. The number of doctoral degrees awarded yearly to non African Americans at Maryland's HBIs between 1995 and 2004 ranged between 0 and 5 (Table 33).

## **Improving Campus Climate and Environment**

An overwhelming majority (more than 85 percent in each year) of both African-American and all other community college graduates reported in follow-up surveys that they would attend their institution again if they had to do it over (Table 34). Three-fourths or more of graduates at public four-year campuses held the same viewpoint, with slightly fewer African Americans than all other students taking this position in each of the past four follow-up surveys (Table 35).

## **Improving Diversity of Faculty/Staff and Governing/Advisory Boards**

The number of full-time African-American faculty at Maryland community colleges steadily increased from 183 to 283 or by 54.6 percent between 1995 and 2004. During the same period, all other faculty rose from 1,772 to 1,924 or by 8.6 percent. As a result, the composition of African Americans on the faculty of the two-year institutions grew from 10.3 percent in 1995 to 12.8 percent in 2004 (Table 36).

The number of full-time African-American faculty at Maryland public four-year campuses consistently increased from 661 to 796 or by 20.4 percent between 1995 and 2004. Faculty of other races grew at a faster rate: 4,446 to 5,618 or by 25.8 percent. Consequently, the proportion of African-American faculty at public four-year colleges and universities has fallen from 13.6 percent to 12.4 percent since 1998. In 2004, nearly two-thirds (63.6 percent) of the African-American full-time faculty at Maryland public four-year institutions worked at one of the HBIs – almost identical to the proportion (63.1 percent) in 1995 (Table 37).

The number of full-time African-American executive/managerial staff at Maryland community colleges jumped from 48 to 84 or by 75 percent between 1995 and 2004, compared to an increase of 10.2 percent (342 to 377) for other races. Consequently, there has been a steady increase in the proportion of African Americans among executive/managerial employees at the two-year institutions from 12.3 percent in 1995 to 18.2 percent in 2004 (Table 38).

Full-time African-American executive/managerial staff at Maryland's public four-year colleges and universities grew from 227 to 287 or 26.4 percent between 1995 and 2004, mirroring the trend among staff of other races. African Americans made up approximately a quarter (23.6 percent) of the full-time executive/managerial staff at these campuses in each of the four years examined. However, HBIs accounted for 59.6 percent of the African-American full-time executives and managers at Maryland public four-year campuses in 2004, compared to 67.4 percent in 1995 (Table 39).

Representation of African Americans on the governing boards of Maryland community colleges rose steadily between 1998 and 2004 from 20 to 26 or 15.6 percent to 19.4 percent (Table 40).

African American composition on the University of Maryland Board of Regents has declined between 1995 and 2004. Two of the current 17 USM regents are African American. African Americans have had a strong majority of the members of Morgan's Board of Regents since 1995, and their representation has increased since 1998. Thirteen of Morgan's 15 regents in 2004 were African American. Two of the 22 members of the Board of Trustees at St. Mary's in 2004 were African American (Table 41). For those USM campuses providing information, the racial composition of the Boards of Visitors appeared to reflect closely the make-up of the student body at these institutions (Table 42).

#### Improving and Expanding 2 Plus 2 Partnerships and Articulation

The number of African-American community college students in Maryland who transferred each year to a public four-year campus in the State surged from 1,152 to 1,811 or by 57.2 percent from 1995 to 2004. Among students of other races, there was an increase from 5,514 to 6,176 or 12.0 percent. As a result, African Americans represented a steadily increasing proportion of the students who transferred each year --17.3 percent in 1995 to 22.7 percent in 2004 (Table 43).

African-American community college students who transferred to a public four-year campus in Maryland have consistently trailed other students in terms of earning a bachelor's degree within four years. In three of the four years examined, approximately one-third of African-American community college transfer students attained a baccalaureate within this period of time. In contrast, about half of all other transfer students received a bachelor's degree within four years (Table 44).

#### Avoiding Unnecessary Program Duplication and Expansion of Mission and Program Uniqueness and Institutional Identification at the HBIs.

Maryland's HBIs established 42 new degree programs between 1999 and 2004, representing 24.6 percent of the total number of new programs created in the State at one of the HBIs or TWIs during this period. Of the new degree programs at the HBIs, 27 were at the masters and doctoral levels. Approximately one quarter (26.7 percent) of the masters and one-third of the doctoral programs approved by the State at an HBI and a TWI since 1999 were at one of the HBIs (Tables 45 and 46).

## **List of Indicators**

### *Strengthening Academic and Teacher Preparation*

1. Number of minority teacher candidates produced by Maryland public colleges and universities by certification area
2. Number of teacher candidates produced by Maryland public colleges and universities
3. PRAXIS II passing rates of teacher candidates – Maryland public four-year colleges and universities

### *Strengthening the Partnership with Elementary and Secondary School Stakeholders*

4. SAT scores of Maryland public high school graduates
5. Percentage of core and non-core curriculum students needing remediation in college in math, reading and writing
6. Performance in first college math course of core and non-core curriculum students
7. Performance in first college English course of core and non-core curriculum students
8. Cumulative grade point average after first year in college of core and non-core curriculum students

### *Strengthening Recruitment and Admission*

9. Percentage of Maryland public high school graduates who enrolled at a Maryland college or university
10. Applications and acceptances of first-time students at Maryland's traditionally white institutions
11. Applications and acceptances of first-time students at Maryland's historically black institutions
12. Enrollment of first-time, full-time students at Maryland community colleges who are residents of each institution's service area(s)
13. Enrollment of part-time students at Maryland community colleges who are residents of each institutions service area(s)
14. Enrollment of first-time, full-time undergraduates at Maryland's traditionally white institutions
15. Enrollment of first-time, full-time undergraduates at Maryland's historically black institutions
16. Enrollment of full- and part-time graduate students at Maryland's traditionally white institutions
17. Enrollment of full- and part-time graduate students at Maryland's historically black institutions
18. Enrollment of full- and part-time students in selected first professional programs at Maryland's public institutions

19. Percentage of baccalaureate recipients at Maryland public campuses enrolling for advanced study one year after graduation
20. State financial assistance provided to undergraduates enrolled at Maryland public two- and four-year colleges and universities: dollar amount and number of awards
21. Institutional financial assistance provided to undergraduates at Maryland public two- and four-year colleges: dollar amount and number of awards

*Strengthening Retention and Graduation*

22. Second year retention rate of new full-time students at Maryland public four-year colleges and universities
23. Four year graduation rate of new full-time students at Maryland public four-year colleges and universities
24. Six-year graduation rate of new full-time students at Maryland public four-year colleges and universities
25. Number of lower division certificates awarded at Maryland community colleges
26. Number of associate degrees awarded at Maryland community colleges
27. Number of bachelor's degrees awarded at Maryland's traditionally white institutions
28. Number of masters degrees awarded at Maryland's traditionally white institutions
29. Number of doctoral degrees awarded at Maryland's traditionally white institutions
30. Number of first professional degrees in specific fields awarded at Maryland's public institutions
31. Number of bachelor's degrees awarded at Maryland's historically black institutions
32. Number of masters degrees awarded at Maryland's historically black institutions
33. Number of doctoral degrees awarded at Maryland's historically black institutions

*Improving Campus Climate and Environment*

34. Percent of Maryland community college graduates who answered "yes" to the question "if you had to do it over again, would you attend your community college?"
35. Percent of bachelor's degree recipients at Maryland public four-year colleges and universities who answered "yes" to the question "if you were to do it over, would you attend this institution again?"

*Improving Diversity of Faculty/Staff and Governing/Advisory Boards*

36. Number of full-time faculty at Maryland public two-year colleges
37. Number of full-time faculty at Maryland public four-year colleges and universities
38. Number of full-time executive/managerial staff at Maryland public two-year colleges
39. Number of full-time executive/managerial staff at Maryland public four-year colleges and universities
40. Racial composition of the governing boards at Maryland public two-year colleges
41. Racial composition of the governing boards at Maryland public four-year colleges and universities



42. Racial composition of the boards of visitors at University System of Maryland campuses

*Improving and Expanding 2 Plus 2 Partnerships and Articulation*

43. Number of students transferring from a Maryland community college to a public four-year college or university
44. Four-year graduation rate of Maryland community college transfer students at Maryland public four-year campuses

*Avoiding Unnecessary Program Duplication and Expansion of Mission and Program Uniqueness and Institutional Identification at the Historically Black Institutions*

45. Number of new academic programs established at Maryland historically black institutions
46. Number of new academic programs established at Maryland traditionally white institutions

**1. Strengthening Academic and Teacher Preparation**

**1. Number of Minority Teacher Candidates Produced by Maryland Public Colleges and Universities, by Certification Area**

<b>Certification Area</b>		<b>1998-1999</b>	<b>2001-2002</b>	<b>2003-2004</b>
<b>Art</b>	<b>Minority</b>	5	10	11
	<b>All Races</b>	62	69	77
<b>Career/Tech. Studies</b>	<b>Minority</b>	6	4	0
	<b>All Races</b>	13	12	7
<b>Early Childhood Ed.</b>	<b>Minority</b>	40	47	43
	<b>All Races</b>	358	277	273
<b>Elementary Ed.</b>	<b>Minority</b>	168	205	211
	<b>All Races</b>	1,076	1,033	1163
<b>English/ Language Arts</b>	<b>Minority</b>	17	20	37
	<b>All Races</b>	124	126	152
<b>ESOL</b>	<b>Minority</b>	8	20	24
	<b>All Races</b>	31	41	69
<b>Foreign Languages</b>	<b>Minority</b>	10	7	6
	<b>All Races</b>	43	40	40
<b>Health &amp; Physical Ed.</b>	<b>Minority</b>	20	10	6
	<b>All Races</b>	153	110	120
<b>Mathematics</b>	<b>Minority</b>	13	7	21
	<b>All Races</b>	81	61	91
<b>Music</b>	<b>Minority</b>	7	11	4
	<b>All Races</b>	42	46	36
<b>Science</b>	<b>Minority</b>	6	15	16
	<b>All Races</b>	92	76	78
<b>Social Science</b>	<b>Minority</b>	23	22	29
	<b>All Races</b>	189	155	197
<b>Special Ed.</b>	<b>Minority</b>	172	88	69
	<b>All Races</b>	412	249	286

Table 1. continued

<b>Certification Area</b>		<b>1998-99</b>	<b>2001-02</b>	<b>2003-04</b>
<b>Other Teaching Areas</b>	<b>Minority</b>	0	0	1
	<b>All Races</b>	6	4	11
<b>All Candidates</b>	<b>Minority</b>	495	466	478
	<b>All Races</b>	2682	2,299	2,601
	<b>% Minority</b>	18.5%	20.3%	18.4%

*Source: MSDE Teacher Staffing Reports*

2. Number of Teacher Candidates Produced by Maryland Public Colleges and Universities

		1997	1999	2001	2004
Bowie	Afr.Am.	44	29	26	73
	All Others	52	20	26	61
Coppin	Afr.Am.	25	90	*	17
	All Others	6	9	*	3
Frostburg	Afr.Am.	1	2	4	4
	All Others	198	171	163	168
Salisbury	Afr.Am.	10	1	5	9
	All Others	261	240	201	316
Towson	Afr.Am.	20	28	10	41
	All Others	545	633	463	545
UMCP	Afr.Am.	32	32	*	28
	All Others	387	388	*	376
UMES	Afr.Am.	38	42	17	12
	All Others	24	48	18	26
Morgan	Afr.Am.	49	56	41	39
	All Others	1	1	1	3
St. Mary's	Afr.Am.	2	3	*	0
	All Others	21	32	*	24
All Four-Year Publics	Afr.Am.	221	283	103	238
	All Others	1,495	1,542	873	1,544
	% Afr Am	12.9%	15.5%	10.6%	13.4%

\* Data not available

Source: MSDE, Campus Departments and Schools of Education

3. PRAXIS II Passing Rates of Teacher Candidates—Maryland Public Four-Year Colleges and Universities

	1999-00	2000-01	2001-02	2002-03	2003-04
Bowie	98%	98%	90%	95%	97%
Coppin	95%	100%	98%	*	100%
Frostburg	94%	94%	93%	94%	98%
Salisbury	98%	91%	94%	95%	98%
Towson	98%	93%	95%	98%	96%
UMBC	100%	95%	95%	99%	99%
UMCP	98%	91%	96%	99%	99%
UMES	*	*	*	*	*
UMUC	*	*	*	*	*
Morgan	76%	68%	100%	100%	100%
St. Mary's	100%	97%	100%	100%	100%

\* Under 10, no data reported.

*Source: MSDE, Institutions of Higher Education*

**2. Strengthening the Partnership with Elementary and Secondary School Stakeholders**

4. SAT Scores of Maryland Public High School Graduates

	1995	1998	2001	2004
Afr. Am.	741	848	850	851
All Races	902	1004	1008	1017

Note: SAT scores were recentered in 1996.

Source: *The College Board*

5. Percentage of Core and Non-Core Curriculum Students Needing Remediation in College in Math, Reading and Writing

		Math		English		Reading	
		Core	Non-Core	Core	Non-Core	Core	Non-Core
1995	Afr. Am.	38%	53%	24%	43%	25%	43%
	All Others	21%	32%	9%	18%	9%	17%
1998	Afr. Am.	38%	53%	25%	40%	26%	44%
	All Others	19%	29%	8%	16%	11%	16%
2001	Afr. Am.	43%	57%	30%	45%	34%	50%
	All Others	23%	31%	11%	17%	10%	15%
2003	Afr. Am.	48%	62%	27%	41%	35%	48%
	All Others	23%	32%	11%	16%	9%	12%

Source: *MHEC High School Graduate System (Student Outcome and Achievement Report)*

6. Performance in First College Math Course of Core and Non-Core Curriculum Students

		% With 'C' or Better	
		Core	Non-Core
1995	Afr. Am.	73%	61%
	All Others	77%	72%
1998	Afr. Am.	71%	67%
	All Others	81%	76%
2001	Afr. Am.	73%	68%
	All Others	83%	81%
2003	Afr. Am.	72%	66%
	All Others	85%	81%

Source: *MHEC High School Graduate System*

7. Performance in First College English Course of Core and Non-Core Curriculum Students

		% With 'C' or Better	
		Core	Non-Core
<b>1995</b>	Afr. Am.	87%	80%
	All Others	89%	81%
<b>1998</b>	Afr. Am.	82%	76%
	All Others	88%	85%
<b>2001</b>	Afr. Am.	85%	80%
	All Others	89%	86%
<b>2003</b>	Afr. Am.	85%	81%
	All Others	91%	87%

*Source: MHEC High School Graduate System*

8. Cumulative Grade Point Average After First Year in College of Core and Non-Core Curriculum Students

		Core	Non-Core
<b>1995</b>	Afr. Am.	2.2	1.9
	All Others	2.5	2.3
<b>1998</b>	Afr. Am.	2.2	2.0
	All Others	2.6	2.4
<b>2001</b>	Afr. Am.	2.2	2.0
	All Others	2.7	2.5
<b>2003</b>	Afr. Am.	2.3	2.0
	All Others	2.8	2.5

*Source: MHEC High School Graduate System*

### 3. Strengthening Recruitment and Admission

#### 9. Percentage of Maryland Public High School Graduates Who Enrolled At A Maryland College or University

	1995	1998	2001	2003
Afr. Am.	38.4 %	38.1 %	36.9 %	39.9%
All Races	43.5 %	44.5 %	46.4 %	47.7%

Source: MSDE, MHEC High School Graduate System

#### 10. Applications and Acceptances of First-Time Students At Maryland's Traditionally White Institutions

			1995	1998	2001	2004	% Change, 1995-2004
<b>Frostburg</b>	Afr. Am.	Applications	365	670	604	889	143.6%
		% Accepted	58.9%	57.8%	48.3%	45.7%	
	All Others	Applications	2612	2503	2268	2790	6.8%
		% Accepted	70.7%	85.7%	82.4%	80.4%	
<b>Salisbury</b>	Afr. Am.	Applications	262	313	478	526	100.8%
		% Accepted	45.4%	42.5%	48.3%	45.2%	
	All Others	Applications	3578	4150	4516	4541	26.9%
		% Accepted	48.4%	61.1%	52.6%	63.2%	
<b>Towson</b>	Afr. Am.	Applications	914	1237	1448	1498	63.9%
		% Accepted	43.8%	40.5%	34.3%	51.5%	
	All Others	Applications	5556	6271	8000	9301	67.4%
		% Accepted	66.2%	74.9%	63.2%	70.1%	
<b>UMBC</b>	Afr. Am.	Applications	1083	927	1236	1012	-6.6%
		% Accepted	47.6%	52.4%	39.9%	42.9%	
	All Others	Applications	3041	3044	4046	4434	45.8%
		% Accepted	68.8%	81.3%	73.3%	76.4%	
<b>UMCP</b>	Afr. Am.	Applications	2241	2375	2600	3067	36.9%
		% Accepted	86.5%	57.6%	51.1%	43.6%	
	All Others	Applications	13356	14577	17068	19252	44.1%
		% Accepted	71.2%	65.3%	55.6%	52.9%	
<b>St. Mary's</b>	Afr. Am.	Applications	136	130	138	195	-23.2%
		% Accepted	58.8%	68.5%	71.7%	57.9%	
	All Others	Applications	1452	1355	1309	2126	-13.4%
		% Accepted	53.4%	66.3%	70.9%	57.2%	

Source: MHEC Form S-3



11. Applications and Acceptances of First-Time Students At Maryland's Historically Black Institutions

			1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	Afr. Am.	Applications	1869	1883	2072	3327	78.0%
		% Accepted	46.4%	44.0%	48.1%	42.3%	
	White	Applications	75	69	51	55	-26.7%
		% Accepted	77.3%	69.6%	49.0%	60.0%	
	All Non Af. Am.	Applications	187	217	196	352	88.2%
		% Accepted	56.7%	45.6%	42.3%	45.5%	
<b>Coppin</b>	Afr. Am.	Applications	2078	1921	3462	3003	44.5%
		% Accepted	47.3%	61.1%	41.4%	47.5%	
	White	Applications	16	29	29	27	68.8%
		% Accepted	50.0%	79.3%	37.9%	40.7%	
	All Non Af. Am.	Applications	121	136	183	159	31.4%
		% Accepted	47.1%	44.1%	49.7%	40.3%	
<b>UMES</b>	Afr. Am.	Applications	2188	1893	1795	2457	12.3%
		% Accepted	69.8%	72.5%	88.6%	62.0%	
	White	Applications	222	122	113	199	-10.4%
		% Accepted	79.3%	71.3%	100.0%	69.3%	
	All Non Af. Am.	Applications	461	381	715	350	-24.1%
		% Accepted	69.4%	61.7%	94.4%	66.3%	
<b>Morgan</b>	Afr. Am.	Applications	4643	5018	8114	8957	92.9%
		% Accepted	55.3%	54.1%	36.5%	41.5%	
	White	Applications	29	21	61	80	175.9%
		% Accepted	79.3%	66.7%	21.3%	27.5%	
	All Non Af. Am.	Applications	302	206	1022	2024	570.2%
		% Accepted	53.6%	47.6%	15.0%	16.7%	

Source: MHEC Form S-3

12. Enrollment of First-Time, Full-Time Students at Maryland Community Colleges Who Are Residents of Each Institution's County Service Area(s)

		1995	1998	2001	2004	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	8	4	13	8	0.0%
	All Others	248	223	263	281	13.3%
	% Afr.Am	3.1%	1.8%	4.7%	2.8%	
<b>Anne Arundel</b>	Afr. Am.	111	130	138	149	34.2%
	All Others	1078	1139	1211	1329	23.3%
	% Afr.Am	9.3%	10.2%	10.2%	10.1%	
<b>Baltimore City</b>	Afr. Am.	425	627	472	529	24.5%
	All Others	54	72	44	96	77.8%
	% Afr.Am	88.7%	89.7%	91.5%	84.6%	
<b>Baltimore County</b>	Afr. Am.	238	301	369	469	97.1%
	All Others	1125	974	1376	1444	28.4%
	% Afr.Am	17.5%	23.6%	21.1%	24.5%	
<b>Carroll</b>	Afr. Am.	4	6	7	7	75.0%
	All Others	286	288	338	477	66.8%
	% Afr.Am	1.4%	2.0%	2.0%	1.4%	
<b>Cecil</b>	Afr. Am.	4	8	14	23	475.0%
	All Others	105	125	129	161	53.3%
	% Afr.Am	3.7%	6.0%	9.8%	12.5%	
<b>Chesapeake</b>	Afr. Am.	20	33	35	30	50.0%
	All Others	185	168	150	236	27.6%
	% Afr.Am	9.8%	16.4%	18.9%	11.3%	
<b>Frederick</b>	Afr. Am.	21	18	18	56	166.7%
	All Others	427	482	450	506	18.5%
	% Afr.Am	4.7%	3.6%	3.8%	10.0%	
<b>Garrett</b>	Afr. Am.	0	1	0	0	-
	All Others	86	86	86	71	-17.4%
	% Afr.Am	0.0%	1.1%	0.0%	0.0%	
<b>Hagerstown</b>	Afr. Am.	15	25	20	21	40.0%
	All Others	324	285	308	330	1.9%
	% Afr.Am	4.4%	8.1%	6.1%	6.0%	
<b>Harford</b>	Afr. Am.	37	37	75	78	110.8%
	All Others	470	540	742	849	80.6%
	% Afr.Am	7.3%	6.4%	9.2%	8.4%	

Table 12. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Howard</b>	Afr. Am.	56	66	120	105	87.5%
	All Others	303	348	476	543	79.2%
	% Afr.Am	15.6%	15.9%	20.1%	16.2%	
<b>Montgomery</b>	Afr. Am.	397	472	480	402	1.3%
	All Others	1378	1464	1270	1325	-3.8%
	% Afr.Am	22.4%	24.4%	27.4%	23.3%	
<b>Prince George's</b>	Afr. Am.	695	711	696	684	-1.6%
	All Others	329	244	217	165	-49.8%
	% Afr.Am	67.9%	74.5%	76.2%	80.6%	
<b>Southern Maryland</b>	Afr. Am.	37	74	92	139	275.7%
	All Others	499	520	619	765	53.3%
	% Afr.Am	6.9%	12.5%	12.9%	15.4%	
<b>Wor-Wic</b>	Afr. Am.	11	23	43	55	400.0%
	All Others	102	121	210	226	121.6%
	% Afr.Am	9.7%	16.0%	17.0%	19.6%	
<b>All Community Colleges</b>	Afr. Am.	2079	2536	2592	2755	32.5%
	All Others	6999	7079	7889	8804	25.8%
	% Afr.Am	22.9%	26.4%	24.7%	23.8%	

Source: MHEC Enrollment Information System

13. Enrollment of Part-time Students at Maryland Community Colleges Who Are Residents of Each Institution's County Service Area(s)

		1995	1998	2001	2004	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	12	39	15	10	-16.7%
	All Others	628	576	445	536	-14.6%
	% Afr.Am.	1.9%	6.3%	3.3%	1.8%	
<b>Anne Arundel</b>	Afr. Am.	866	948	1061	1134	30.9%
	All Others	7434	6975	6818	7089	-4.6%
	% Afr.Am.	10.4%	12.0%	13.5%	13.8%	
<b>Baltimore City</b>	Afr. Am.	2832	2879	3134	3281	15.9%
	All Others	504	453	487	503	-0.2%
	% Afr.Am.	84.9%	86.4%	86.6%	86.7%	
<b>Baltimore County</b>	Afr. Am.	1753	1897	2222	2782	58.7%
	All Others	11020	8349	7487	7291	-33.8%
	% Afr.Am.	13.7%	18.5%	22.9%	27.6%	
<b>Carroll</b>	Afr. Am.	32	38	50	60	87.5%
	All Others	1540	1492	1433	1512	-1.8%
	% Afr.Am.	2.0%	2.5%	3.4%	3.8%	
<b>Cecil</b>	Afr. Am.	18	16	27	46	155.6%
	All Others	796	817	838	938	17.8%
	% Afr.Am.	2.2%	1.9%	3.1%	4.7%	
<b>Chesapeake</b>	Afr. Am.	161	253	286	333	106.8%
	All Others	1382	1361	1255	1411	2.1%
	% Afr.Am.	10.4%	15.7%	18.6%	19.1%	
<b>Frederick</b>	Afr. Am.	170	192	217	201	18.2%
	All Others	2719	2628	2543	2335	-14.1%
	% Afr.Am.	5.9%	6.8%	7.9%	7.9%	
<b>Garrett</b>	Afr. Am.	0	1	2	0	--
	All Others	268	203	216	208	-22.4%
	% Afr.Am.	0.0%	0.5%	0.9%	0.0%	
<b>Hagerstown</b>	Afr. Am.	83	79	48	129	55.4%
	All Others	1383	1166	1211	1637	18.4%
	% Afr.Am.	5.7%	6.3%	3.8%	7.3%	
<b>Harford</b>	Afr. Am.	307	320	341	374	21.8%
	All Others	3233	2789	2889	2589	-19.9%
	% Afr.Am.	8.7%	10.3%	10.6%	12.6%	

Table 13. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Howard</b>	Afr. Am.	518	516	565	671	29.5%
	All Others	2702	2506	2655	2717	0.6%
	% Afr.Am.	16.1%	17.1%	17.5%	19.8%	
<b>Montgomery</b>	Afr. Am.	2797	2738	2966	3031	8.4%
	All Others	10129	8655	8817	8716	-14.0%
	% Afr.Am.	21.6%	24.0%	25.2%	25.8%	
<b>Prince George's</b>	Afr. Am.	5601	6350	6509	6512	16.3%
	All Others	2981	2355	1704	1457	-51.1%
	% Afr.Am.	65.3%	72.9%	79.3%	81.7%	
<b>Southern Maryland</b>	Afr. Am.	508	525	807	865	70.3%
	All Others	3940	3683	3650	3787	-3.9%
	% Afr.Am.	11.4%	12.5%	18.1%	18.6%	
<b>Wor-Wic</b>	Afr. Am.	323	345	500	605	87.3%
	All Others	1231	1189	1417	1500	21.9%
	% Afr.Am.	20.8%	22.5%	26.1%	28.7%	
<b>All Community Colleges</b>	Afr. Am.	15981	17136	18750	20034	25.4%
	All Others	51890	45197	43865	44226	-14.8%
	% Afr.Am.	23.5%	27.5%	29.9%	31.2%	

Source: MHEC Enrollment Information System

14. Enrollment of First-Time, Full-Time Undergraduates At Maryland's Traditionally White Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Frostburg</b>	Afr. Am.	85	154	116	151	77.6%
	All Others	830	783	811	808	-2.7%
	% Af. Am.	9.3%	16.4%	12.5%	15.7%	
<b>Salisbury</b>	Afr. Am.	33	41	86	75	127.3%
	All Others	609	894	859	908	49.1%
	% Af. Am.	5.1%	4.4%	9.1%	7.6%	
<b>Towson</b>	Afr. Am.	147	163	152	169	15.0%
	All Others	1342	1768	1760	1916	42.8%
	% Af. Am.	9.9%	8.4%	7.9%	8.1%	
<b>UMBC</b>	Afr. Am.	167	179	149	131	-21.6%
	All Others	789	1068	1184	1272	61.2%
	% Af. Am.	17.5%	14.4%	11.2%	9.3%	
<b>UMCP</b>	Afr. Am.	576	517	526	512	-11.1%
	All Others	3069	3550	3832	3667	19.5%
	% Af. Am.	15.8%	12.7%	12.1%	12.3%	
<b>St. Mary's</b>	Afr. Am.	37	39	33	31	-16.2%
	All Others	315	294	430	400	27.0%
	% Af. Am.	10.5%	11.7%	7.1%	7.2%	
<b>All TWIs</b>	Afr. Am.	1045	1093	1062	1069	2.3%
	All Others	6954	8357	8876	8971	29.0%
	% Af. Am.	13.1%	11.6%	10.7%	10.6%	

Source: MHEC Enrollment Information System

15. Enrollment of First-Time, Full-Time Undergraduates At Maryland's Historically Black Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	Afr.Am.	419	380	565	577	37.7%
	Whites	23	23	12	18	-21.7%
	All Non Af. Am.	44	39	34	50	13.6%
	% Non Afr Am	9.5%	9.3%	5.7%	8.0%	
<b>Coppin</b>	Afr.Am.	416	439	516	580	39.4%
	Whites	1	7	4	2	100.0%
	All Non Af. Am.	23	18	24	21	-8.7%
	% Non Afr Am	5.2%	3.9%	4.4%	3.5%	
<b>UMES</b>	Afr.Am.	602	523	883	753	25.1%
	Whites	65	45	78	72	10.8%
	All Non Af. Am.	112	99	311	173	54.5%
	% Non Afr Am	15.7%	15.9%	26.0%	18.7%	
<b>Morgan</b>	Afr.Am.	1037	1130	1045	1260	21.5%
	Whites	10	6	3	11	10.0%
	All Non Af. Am.	41	43	86	77	87.8%
	% Non Afr Am	3.8%	3.7%	7.6%	5.8%	
<b>All HBIs</b>	Afr.Am.	2474	2472	3009	3170	28.1%
	Whites	99	81	97	103	4.0%
	All Non Af. Am.	220	199	455	321	45.9%
	% Non Afr Am	8.2%	7.7%	13.1%	9.2%	

Source: MHEC Enrollment Information System

16. Enrollment of Full and Part-Time Graduate Students At Maryland's Traditionally White Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Frostburg</b>	Afr. Am..	29	28	28	42	44.8%
	All Others	839	881	901	763	-9.1%
	% Af. Am.	3.3%	3.1%	3.0%	5.2%	
<b>Salisbury</b>	Afr. Am..	43	39	46	48	11.6%
	All Others	631	507	576	528	-16.3%
	% Af. Am.	6.4%	7.1%	7.4%	8.3%	
<b>Towson</b>	Afr. Am..	158	262	550	490	210.1%
	All Others	1715	2102	2471	2866	67.1%
	% Af. Am.	8.4%	11.1%	18.2%	14.6%	
<b>UB</b>	Afr. Am..	301	347	449	560	86.0%
	All Others	1380	1428	1264	1363	-1.2%
	% Af. Am.	17.9%	19.5%	26.2%	29.1%	
<b>UMB</b>	Afr. Am..	320	370	413	454	41.9%
	All Others	2223	2021	1715	1774	-20.2%
	% Af. Am.	12.6%	15.5%	19.4%	20.4%	
<b>UMBC</b>	Afr. Am..	114	110	265	270	136.8%
	All Others	1454	1374	1644	1914	31.6%
	% Af. Am.	7.3%	7.4%	13.9%	12.4%	
<b>UMCP</b>	Afr. Am..	634	616	709	717	13.1%
	All Others	7901	7533	8352	9076	14.9%
	% Af. Am.	7.4%	7.6%	7.8%	7.3%	
<b>All TWIs</b>	Afr. Am..	1599	1772	2460	2581	61.4%
	All Others	16143	15846	16923	18284	13.3%
	% Af. Am.	9.0%	10.1%	12.7%	12.4%	

Source: MHEC Enrollment Information System



17. Enrollment of Full- and Part-Time Graduate Students At Maryland's Historically Black Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	Afr.Am.	1122	1232	1153	1066	-5.0%
	Whites	547	509	387	227	-58.5%
	All Non Af. Am.	713	638	486	321	-55.0%
	% Non Afr Am	38.9%	34.1%	29.7%	23.1%	
<b>Coppin</b>	Afr.Am.	468	496	521	521	11.3%
	Whites	45	46	223	35	-22.2%
	All Non Af. Am.	65	59	243	64	-1.5%
	% Non Afr Am	12.2%	10.6%	31.8%	10.9%	
<b>UMES</b>	Afr.Am.	46	83	98	189	310.9%
	Whites	159	149	111	134	-15.7%
	All Non Af. Am.	222	230	192	240	8.1%
	% Non Afr Am	82.8%	73.5%	66.2%	55.9%	
<b>Morgan</b>	Afr.Am.	289	400	387	444	53.6%
	Whites	88	47	53	85	-3.4%
	All Non Af. Am.	126	96	137	204	61.9%
	% Non Afr Am	30.4%	19.4%	26.1%	31.5%	
<b>All HBIs</b>	Afr.Am.	1925	2211	2159	2220	15.3%
	Whites	839	751	774	481	-42.7%
	All Non Af. Am.	1126	1023	1058	829	-26.4%
	% Non Afr Am	36.9%	31.6%	32.9%	27.2%	

Source: MHEC Enrollment Information System

18. Enrollment of Full and Part-Time Students in Selected First Professional Programs  
At Maryland's Public Institutions

			1995	1998	2001	2004	% Change, 1995-2004
<b>UMB</b>	Law	Afr. Am..	174	123	115	108	-37.9%
		All Others	689	724	838	670	-2.8%
		% Af. Am.	20.2%	14.5%	12.1%	13.9%	
	Dentistry	Afr. Am..	42	38	23	23	-45.2%
		All Others	352	349	364	399	13.4%
		% Af. Am.	10.7%	9.8%	5.9%	5.5%	
	Medicine	Afr. Am..	92	96	64	70	-23.9%
		All Others	533	478	505	536	0.6%
		% Af. Am.	14.7%	16.7%	11.2%	11.6%	
	Pharmacy	Afr. Am..	90	101	118	102	13.3%
		All Others	493	510	436	456	-7.5%
		% Af. Am.	15.4%	16.5%	21.3%	18.3%	
<b>UB</b>	Law	Afr. Am..	142	122	141	138	-2.8%
		All Others	920	823	792	867	-5.8%
		% Af. Am.	13.4%	12.9%	15.1%	13.7%	

Source: MHEC Enrollment Information System

19. Percentage of Baccalaureate Recipients at Maryland Public Campuses Enrolling for Advanced Study One Year After Graduation

		1997	1999	2001	2004
<b>Bowie</b>	Afr.Am.	26%	30%	35%	23%
	All Others	21%	41%	46%	20%
<b>Coppin</b>	Afr.Am.	NA	36%	44%	NA
	All Others	NA	*	*	NA
<b>Frostburg</b>	Afr.Am.	*	*	*	41%
	All Others	21%	24%	27%	32%
<b>Salisbury</b>	Afr.Am.	*	*	35%	*
	All Others	35%	27%	29%	29%
<b>Towson</b>	Afr.Am.	40%	33%	44%	23%
	All Others	25%	23%	28%	23%
<b>UB</b>	Afr.Am.	NA	*	40%	12%
	All Others	NA	19%	30%	19%
<b>UMB</b>	Afr.Am.	*	*	26%	*
	All Others	16%	32%	20%	22%
<b>UMBC</b>	Afr.Am.	45%	49%	35%	49%
	All Others	33%	31%	38%	37%
<b>UMCP</b>	Afr.Am.	32%	26%	35%	27%
	All Others	31%	27%	32%	31%
<b>UMES</b>	Afr.Am.	55%	38%	NA	29%
	All Others	45%	28%	NA	33%
<b>UMUC</b>	Afr.Am.	33%	30%	35%	37%
	All Others	20%	19%	24%	27%
<b>Morgan</b>	Afr.Am.	51%	NA	37%	40%
	All Others	*	NA	*	29%
<b>St. Mary's</b>	Afr.Am.	NA	*	*	*
	All Others	NA	30%	31%	35%
<b>All Four-Year Publics</b>	Afr.Am.	39%	34%	37%	28%
	All Others	27%	26%	30%	28%

\* Less than 15 survey respondents

*Source: MHEC Follow-Up Survey of Bachelor Degree Recipients*

20. State Financial Assistance Provided to Undergraduates Enrolled at Maryland Public Two- and Four-Year Colleges and Universities: Dollar Amount and Number of Awards

			1994-95	1997-98	2000-01	2003-04	% Change, 1994-2004
<b>Community Colleges</b>	Total Dollars	Afr. Am.	1,277,505	1,959,490	2,154,628	2,848,860	123.0%
		All Others	3,098,311	3,547,309	3,661,462	4,050,004	30.7%
	N Awards	Afr. Am.	2,403	3,397	3,356	4,415	83.7%
		All Others	5409	5969	5438	6,015	11.2%
<b>USM</b>	Total Dollars	Afr. Am.	3,518,756	6,472,714	8,982,227	10,207,870	190.1%
		All Others	12,017,027	16,046,177	26,231,807	34,045,215	183.3%
	N Awards	Afr. Am.	3317	4442	4886	6,735	103.0%
		All Others	10713	11675	13007	16,931	58.0%
<b>Morgan</b>	Total Dollars	Afr. Am.	930,816	1,464,229	2,501,825	3,389,688	264.2%
		All Others	34,135	74,750	78,200	140,799	312.5%
	N Awards	Afr. Am.	943	1044	1287	1,673	77.4%
		All Others	38	59	47	73	92.1%
<b>St. Mary's</b>	Total Dollars	Afr. Am.	118,729	134,000	110,500	179,960	51.6%
		All Others	619,114	929,227	1,002,659	1,421,793	129.6%
	N Awards	Afr. Am.	67	66	50	53	-20.9%
		All Others	392	522	439	611	55.9%
<b>State Total</b>	Total Dollars	Afr. Am.	5,845,806	10,030,433	13,749,180	16,624,378	184.4%
		All Others	15,768,587	20,597,463	30,974,128	39,657,811	151.5%
	N Awards	Afr. Am.	6730	8949	9579	12,876	91.3%
		All Others	16552	18225	18931	23,630	42.8%

Source: MHEC Financial Aid Information System; MHEC Form S-5

21. Institutional (College and University) Financial Assistance Provided to Undergraduates at Maryland Public Two- and Four-Year Colleges: Dollar Amount and Number of Awards

			1994-95	1997-98	2000-01	2003-04	% Change, 1994-2004
<b>Community Colleges</b>	Total Dollars	Afr. Am.	1,059,510	1,314,257	1,676,567	2,092,930	97.5%
		All Others	3,225,015	4,011,383	4,844,935	5,065,867	57.1%
	N Awards	Afr. Am.	2,497	2,227	2,199	2,601	4.2%
		All Others	5,647	5,902	6,120	6,166	9.2%
<b>USM</b>	Total Dollars	Afr. Am.	9,655,420	13,944,430	12,164,883	14,926,396	54.6%
		All Others	14,788,154	36,901,144	36,408,934	50,489,378	241.4%
	N Awards	Afr. Am.	4,850	6,510	5,646	7,194	48.3%
		All Others	8,532	16,251	13,566	19,253	125.7%
<b>Morgan</b>	Total Dollars	Afr. Am.	5,763,987	8,103,252	11,707,933	9,342,692	62.1%
		All Others	338,227	436,346	1,069,806	1,055,660	212.1%
	N Awards	Afr. Am.	2,283	2,004	2,570	1,743	-23.7%
		All Others	143	133	226	218	52.4%
<b>St. Mary's</b>	Total Dollars	Afr. Am.	474,159	368,677	210,493	301,069	-36.5%
		All Others	462,323	960,555	1,737,132	3,249,982	603.0%
	N Awards	Afr. Am.	133	110	77	117	-12.0%
		All Others	299	463	619	1,122	275.3%
<b>State Total</b>	Total Dollars	Afr. Am.	16,953,076	23,730,616	25,759,876	26,663,087	57.3%
		All Others	18,813,719	42,309,428	44,060,807	59,860,887	218.2%
	N Awards	Afr. Am.	9,763	10,851	10,492	11,655	19.4%
		All Others	14,621	22,749	20,531	26,759	83.0%

Source: MHEC Financial Aid Information System; MHEC Form S-5

**4. Strengthening Retention and Graduation**

**22. Second Year Retention Rate of New Full-Time Students At Maryland Public Four Year Colleges and Universities**

*Cohort*

		<b>1995</b>	<b>1997</b>	<b>2000</b>	<b>2003</b>
<b>Bowie</b>	Afr. Am.	74.7	71.6	73.8	74.0
	All Others	63.6	63.6	62.5	50.0
<b>Coppin</b>	Afr. Am.	73.8	73.8	71.3	66.1
	All Others	43.5	50.0	71.4	*
<b>Frostburg</b>	Afr. Am.	72.9	71.7	77.6	78.1
	All Others	70.9	72.5	69.0	73.2
<b>Salisbury</b>	Afr. Am.	81.8	60.9	78.1	82.3
	All Others	83.3	83.1	82.9	81.0
<b>Towson</b>	Afr. Am.	81.6	80.1	87.2	90.1
	All Others	81.6	81.8	81.5	83.8
<b>UMBC</b>	Afr. Am.	89.8	90.7	89.8	89.8
	All Others	80.4	82.9	81.6	81.0
<b>UMCP</b>	Afr. Am.	83.3	85.7	87.0	88.8
	All Others	86.8	88.2	91.5	92.4
<b>UMES</b>	Afr. Am.	77.4	79.1	67.0	67.4
	All Others	57.3	64.4	61.8	64.3
<b>Morgan</b>	Afr. Am.	75.0	75.5	71.9	71.2
	All Others	48.5	60.0	87.0	60.7
<b>St. Mary's</b>	Afr. Am.	86.5	86.1	81.8	90.6
	All Others	86.9	85.7	87.3	89.7
<b>All Four-Year Publics</b>	Afr. Am.	77.7	78.0	74.9	74.1
	All Others	81.9	83.3	84.1	84.7

\* Less than 15 students

*Source: MHEC Retention and Graduation Longitudinal Files*

23. Four Year Graduation Rate of New Full-Time Students At Maryland Public Four Year Colleges and Universities

*Cohort*

		1995	1997	1999	2000
<b>Bowie</b>	Afr. Am.	13.6	12.5	13.6	12.7
	All Others	20.4	15.2	22.0	12.5
<b>Coppin</b>	Afr. Am.	6.7	3.7	8.8	4.3
	All Others	13.0	14.3	23.5	23.8
<b>Frostburg</b>	Afr. Am.	7.1	17.0	17.2	17.1
	All Others	24.8	28.0	20.2	22.6
<b>Salisbury</b>	Afr. Am.	30.3	28.2	28.6	40.7
	All Others	54.2	49.4	54.5	54.7
<b>Towson</b>	Afr. Am.	17.0	24.0	28.6	26.8
	All Others	34.2	32.3	31.0	32.4
<b>UMBC</b>	Afr. Am.	35.9	29.5	29.2	25.3
	All Others	29.0	31.3	29.0	31.2
<b>UMCP</b>	Afr. Am.	14.8	20.4	30.5	31.1
	All Others	36.4	42.5	47.8	51.7
<b>UMES</b>	Afr. Am.	23.4	28.7	27.1	20.1
	All Others	21.8	26.8	22.0	19.1
<b>Morgan</b>	Afr. Am.	17.5	16.8	16.4	14.6
	All Others	24.2	10.0	37.6	59.0
<b>St. Mary's</b>	Afr. Am.	43.2	58.4	40.0	68.2
	All Others	63.0	71.7	66.5	72.0
<b>All Four-Year Publics</b>	Afr. Am.	17.3	19.1	20.5	18.2
	All Others	36.1	39.1	39.6	42.7

*Source: MHEC Retention and Graduation Longitudinal Files*

24. Six Year Graduation Rate of New Full-Time Students At Maryland Public Four Year Colleges and Universities

*Cohort*

		1995	1996	1997	1998
<b>Bowie</b>	Afr. Am.	41.5	39.1	39.1	42.9
	All Others	31.8	41.1	42.5	23.0
<b>Coppin</b>	Afr. Am.	26.7	29.2	23.7	26.6
	All Others	21.7	31.8	21.4	22.2
<b>Frostburg</b>	Afr. Am.	38.5	44.7	40.8	45.3
	All Others	60.3	58.9	60.4	59.3
<b>Salisbury</b>	Afr. Am.	60.6	54.1	54.3	58.5
	All Others	74.6	72.4	74.1	73.4
<b>Towson</b>	Afr. Am.	44.9	48.4	50.3	55.2
	All Others	66.9	61.8	60.8	65.0
<b>UMBC</b>	Afr. Am.	61.7	58.6	61.2	64.3
	All Others	59.2	58.5	61.4	61.6
<b>UMCP</b>	Afr. Am.	48.3	56.6	58.0	56.8
	All Others	67.9	71.4	73.3	75.5
<b>UMES</b>	Afr. Am.	48.0	50.9	52.9	49.7
	All Others	43.6	43.6	50.5	48.5
<b>Morgan</b>	Afr. Am.	39.6	41.0	40.8	41.5
	All Others	33.3	11.1	26.6	24.2
<b>St. Mary's</b>	Afr. Am.	73.0	81.8	75.0	71.8
	All Others	78.4	84.2	82.2	81.0
<b>All Four-Year Publics</b>	Afr. Am.	43.1	45.1	45.9	45.6
	All Others	65.9	65.9	67.6	69.1

*Source: MHEC Retention and Graduation Longitudinal Files*



25. Number of Lower Division Certificates Awarded At Maryland Community Colleges

		1995	1998	2001	2004	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	1	2	13	3	200.0%
	All Others	67	75	82	188	180.6%
<b>Anne Arundel</b>	Afr. Am.	21	34	48	50	138.1%
	All Others	156	254	247	247	58.3%
<b>Baltimore City</b>	Afr. Am.	79	36	60	77	-2.5%
	All Others	16	18	18	18	12.5%
<b>Baltimore County</b>	Afr. Am.	38	41	47	77	102.6%
	All Others	338	317	195	353	4.4%
<b>Carroll</b>	Afr. Am.	0	0	0	8	--
	All Others	6	28	32	45	650.0%
<b>Cecil</b>	Afr. Am.	0	0	0	1	--
	All Others	39	56	28	27	-30.8%
<b>Chesapeake</b>	Afr. Am.	8	11	5	10	25.0%
	All Others	40	50	36	35	-12.5%
<b>Frederick</b>	Afr. Am.	2	2	5	6	200.0%
	All Others	33	34	47	64	93.9%
<b>Garrett</b>	Afr. Am.	0	0	0	0	--
	All Others	8	37	34	9	12.5%
<b>Hagerstown</b>	Afr. Am.	0	1	6	11	--
	All Others	33	24	21	85	157.6%
<b>Harford</b>	Afr. Am.	6	2	4	4	-33.3%
	All Others	45	34	28	16	-64.4%
<b>Howard</b>	Afr. Am.	4	12	21	19	375.0%
	All Others	22	29	31	31	40.9%
<b>Montgomery</b>	Afr. Am.	42	46	47	66	57.1%
	All Others	213	265	264	280	31.5%
<b>Prince George's</b>	Afr. Am.	63	93	94	81	28.6%
	All Others	28	27	19	35	25.0%

Table 25. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Southern Maryland</b>	Afr. Am.	15	12	19	21	40.0%
	All Others	112	104	91	107	-4.5%
<b>Wor-Wic</b>	Afr. Am.	9	5	10	14	55.6%
	All Others	47	50	54	89	89.4%
<b>All Community Colleges</b>	Afr. Am.	288	297	379	448	55.6%
	All Others	1,203	1,402	1,227	1,629	35.4%

*Source: MHEC Degree Information System*

26. Number of Associate Degrees Awarded At Maryland Community Colleges

		1995	1998	2001	2004	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	7	13	13	15	114.3%
	All Others	534	488	429	474	-11.2%
<b>Anne Arundel</b>	Afr. Am.	69	55	67	107	55.1%
	All Others	942	854	912	998	5.9%
<b>Baltimore City</b>	Afr. Am.	321	212	198	261	-18.7%
	All Others	113	83	61	91	-19.5%
<b>Baltimore County</b>	Afr. Am.	208	207	192	318	52.9%
	All Others	1,608	1,291	970	1,039	-35.4%
<b>Carroll</b>	Afr. Am.	0	2	4	7	--
	All Others	177	231	216	262	48.0%
<b>Cecil</b>	Afr. Am.	3	0	7	7	133.3%
	All Others	117	136	86	121	3.4%
<b>Chesapeake</b>	Afr. Am.	8	6	6	25	212.5%
	All Others	107	134	121	147	37.4%
<b>Frederick</b>	Afr. Am.	9	23	27	31	244.4%
	All Others	433	368	376	411	-5.1%
<b>Garrett</b>	Afr. Am.	2	1	3	5	150.0%
	All Others	60	73	90	76	26.7%
<b>Hagerstown</b>	Afr. Am.	23	18	25	12	-47.8%
	All Others	338	323	260	293	-13.3%
<b>Harford</b>	Afr. Am.	16	19	28	36	125.0%
	All Others	368	362	379	463	25.8%
<b>Howard</b>	Afr. Am.	25	39	33	33	32.0%
	All Others	285	267	246	371	30.2%
<b>Montgomery</b>	Afr. Am.	140	173	208	383	173.6%
	All Others	929	774	724	996	7.2%
<b>Prince George's</b>	Afr. Am.	341	374	460	480	40.8%
	All Others	357	264	185	195	-45.4%

Table 26. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Southern Maryland</b>	Afr. Am.	22	30	48	81	268.2%
	All Others	417	456	483	476	14.1%
<b>Wor-Wic</b>	Afr. Am.	15	14	21	32	113.3%
	All Others	148	144	129	166	12.2%
<b>All Community Colleges</b>	Afr. Am.	1,209	1,186	1,340	1,833	51.6%
	All Others	6,933	6,248	5,667	6,579	-5.1%

*Source: MHEC Degree Information System*

27. Number of Bachelor's Degrees Awarded at Maryland's Traditionally White Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Frostburg</b>	Afr. Am.	55	37	59	112	103.6%
	All Others	889	799	753	685	-22.9%
<b>Salisbury</b>	Afr. Am.	44	82	67	62	40.9%
	All Others	1,047	1,181	1,218	1,239	18.3%
<b>Towson</b>	Afr. Am.	178	166	240	231	29.8%
	All Others	2,486	2,213	2,368	2,509	0.9%
<b>UB</b>	Afr. Am.	93	100	111	136	46.2%
	All Others	509	376	351	334	-34.4%
<b>UMB</b>	Afr. Am.	56	62	69	98	75.0%
	All Others	357	354	232	279	-21.8%
<b>UMBC</b>	Afr. Am.	180	180	188	238	32.2%
	All Others	1,373	1,243	1,418	1,470	7.1%
<b>UMCP</b>	Afr. Am.	449	529	642	674	50.1%
	All Others	4,088	4,448	4,662	5,285	29.3%
<b>St. Mary's</b>	Afr. Am.	22	31	29	23	4.5%
	All Others	296	303	328	373	26.0%
<b>All TWIs</b>	Afr. Am.	1,077	1,187	1,405	1,574	46.1%
	All Others	11,045	10,917	11,330	12,174	10.2%

Source: MHEC Degree Information System

28. Number of Masters Degrees Awarded at Maryland's Traditionally White Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Frostburg</b>	Afr. Am.	3	3	4	21	600.0%
	All Others	171	203	211	232	35.7%
<b>Salisbury</b>	Afr. Am.	4	11	7	16	300.0%
	All Others	141	156	138	192	36.2%
<b>Towson</b>	Afr. Am.	23	48	84	111	382.6%
	All Others	400	474	573	666	66.5%
<b>UB</b>	Afr. Am.	51	55	86	133	160.8%
	All Others	401	340	412	341	-15.0%
<b>UMB</b>	Afr. Am.	65	90	117	123	89.2%
	All Others	589	617	577	459	-22.1%
<b>UMBC</b>	Afr. Am.	7	8	21	48	585.7%
	All Others	226	209	261	352	55.8%
<b>UMCP</b>	Afr. Am.	93	102	108	133	43.0%
	All Others	1,428	1,424	1,549	1,857	30.0%
<b>All TWIs</b>	Afr. Am.	246	317	427	585	137.8%
	All Others	3,356	3,423	3,721	4,099	22.1%

Source: MHEC Degree Information System

29. Number of Doctoral Degrees Awarded at Maryland's Traditionally White Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>UB</b>	Afr. Am.	0	0	0	0	--
	All Others	0	0	1	3	--
<b>UMB</b>	Afr. Am.	3	3	0	11	266.7%
	All Others	54	68	72	92	70.4%
<b>UMBC</b>	Afr. Am.	3	3	0	8	166.7%
	All Others	39	51	50	57	46.2%
<b>UMCP</b>	Afr. Am.	34	19	34	24	-29.4%
	All Others	446	455	396	458	2.7%
<b>All TWIs</b>	Afr. Am.	40	25	34	43	7.5%
	All Others	539	574	519	610	13.2%

Source: MHEC Degree Information System

30. Number of First Professional Degrees in Specific Fields Awarded at Maryland's Public Institutions

			1995	1998	2001	2004	% Change, 1995-2004
<b>UB</b>	Law	Afr. Am.	57	50	35	40	-29.8%
		All Others	252	253	203	225	-10.7%
<b>UMB</b>	Law	Afr. Am.	52	47	41	35	-32.7%
		All Others	190	216	198	305	60.5%
	Dentistry	Afr. Am.	9	13	11	3	-66.7%
		All Others	82	86	81	82	0.0%
	Medicine	Afr. Am.	21	17	21	14	-33.3%
		All Others	127	125	113	123	-3.1%
	Pharmacy	Afr. Am.	3	16	17	27	800.0%
		All Others	15	108	102	95	533.3%

Source: MHEC Degree Information System

31. Number of Bachelor's Degrees Awarded At Maryland Historically Black Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	African American	397	409	440	513	29.2%
	White	84	73	76	55	-34.5%
	All Non-Afr. Am.	108	99	93	83	-23.1%
<b>Coppin</b>	African American	282	316	359	280	-0.7%
	White	21	14	6	2	-90.5%
	All Non-Afr. Am.	31	23	13	24	-22.6%
<b>UMES</b>	African American	219	284	359	303	38.4%
	White	104	94	61	28	-73.1%
	All Non-Afr. Am.	127	131	84	71	-44.1%
<b>Morgan</b>	African American	572	652	680	744	30.1%
	White	17	17	11	8	-52.9%
	All Non-Afr. Am.	47	42	47	124	163.8%
<b>All HBIs</b>	African American	1,470	1,661	1,838	1,840	25.2%
	White	226	198	154	93	-58.8%
	All Non-Afr. Am.	313	295	237	302	-3.5%

Source: MHEC Degree Information System

32. Number of Masters Degrees Awarded At Maryland Historically Black Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	African American	216	286	275	219	1.4%
	White	133	157	182	109	-18.0%
	All Non-Afr. Am.	258	215	225	148	-42.6%
<b>Coppin</b>	African American	80	98	66	87	8.8%
	White	6	6	5	58	866.7%
	All Non-Afr. Am.	8	9	8	62	675.0%
<b>UMES</b>	African American	5	14	26	24	380.0%
	White	15	41	36	19	26.7%
	All Non-Afr. Am.	34	59	60	53	55.9%
<b>Morgan</b>	African American	82	43	74	50	-39.0%
	White	22	9	5	18	-18.2%
	All Non-Afr. Am.	43	21	27	44	2.3%
<b>All HBIs</b>	African American	383	441	441	380	-0.8%
	White	176	213	228	204	15.9%
	All Non-Afr. Am.	343	304	320	307	-10.5%

Source: MHEC Degree Information System



33. Number of Doctoral Degrees Awarded At Maryland Historically Black Institutions

		1995	1998	2001	2004	% Change, 1995-2004
<b>UMES</b>	African American	0	0	0	0	--
	White	1	3	0	0	-100.0%
	All Non-Afr. Am.	3	3	0	0	--
<b>Morgan</b>	African American	5	4	3	21	320.0%
	White	0	0	0	1	--
	All Non-Afr. Am.	0	0	0	5	--
<b>All HBIs</b>	African American	5	4	3	21	320.0%
	White	1	3	0	1	0.0%
	All Non-Afr. Am.	3	3	0	5	66.7%

*Source: MHEC Degree Information System*

**5. Improving Campus Climate and Environment**

34. Percent of Maryland Community College Graduates Who Answered “ Yes” to the Question “If You Had to Do it Over Again, Would You Attend Your Community College?”

		1996	1998	2000	2002
<b>Allegany</b>	Afr. Am.	*	*	*	*
	All Others	85%	84%	83%	91%
<b>Anne Arundel</b>	Afr. Am.	85%	100%	88%	95%
	All Others	91%	91%	92%	94%
<b>Baltimore City</b>	Afr. Am.	73%	79%	86%	80%
	All Others	64%	69%	53%	*
<b>Baltimore County</b>	Afr. Am.	88%	85%	89%	88%
	All Others	90%	85%	82%	83%
<b>Carroll</b>	Afr. Am.	*	*	*	*
	All Others	80%	83%	85%	92%
<b>Cecil</b>	Afr. Am.	*	*	*	*
	All Others	94%	86%	84%	88%
<b>Chesapeake</b>	Afr. Am.	*	*	*	*
	All Others	89%	94%	89%	86%
<b>Frederick</b>	Afr. Am.	*	*	*	*
	All Others	90%	91%	89%	93%
<b>Garrett</b>	Afr. Am.	*	*	*	*
	All Others	75%	83%	87%	83%
<b>Hagerstown</b>	Afr. Am.	*	*	*	*
	All Others	92%	88%	91%	87%
<b>Harford</b>	Afr. Am.	*	*	*	*
	All Others	91%	87%	88%	96%
<b>Howard</b>	Afr. Am.	*	94%	*	*
	All Others	90%	89%	85%	90%
<b>Montgomery</b>	Afr. Am.	88%	90%	97%	91%
	All Others	91%	91%	86%	89%
<b>Prince George’s</b>	Afr. Am.	89%	90%	94%	95%
	All Others	87%	89%	86%	83%

Table 34. continued

		1996	1998	2000	2002
<b>Southern Maryland</b>	Afr. Am.	*	*	94%	96%
	All Others	92%	90%	88%	86%
<b>Wor-Wic</b>	Afr. Am.	*	*	*	*
	All Others	92%	92%	96%	97%
<b>All Community Colleges</b>	Afr. Am.	86%	89%	92%	91%
	All Others	89%	88%	87%	89%

\* Less than 15 survey respondents

*Source: MHEC Follow Up Survey of Community College Graduates*

35. Percent of Bachelor's Degree Recipients At Maryland Public Four-Year Colleges and Universities Who Answered "Yes" to the Question "If You Were to do it Over, Would You Attend this Institution Again?"

		1997	1999	2001	2004
<b>Bowie</b>	Afr. Am.	68%	74%	70%	76%
	All Others	60%	87%	67%	69%
<b>Coppin</b>	Afr. Am.	NA	83%	80%	72%
	All Others	NA	*	*	*
<b>Frostburg</b>	Afr. Am.	*	*	*	71%
	All Others	78%	90%	79%	80%
<b>Salisbury</b>	Afr. Am.	*	83%	65%	*
	All Others	83%	89%	88%	89%
<b>Towson</b>	Afr. Am.	78%	80%	83%	79%
	All Others	69%	76%	74%	77%
<b>UB</b>	Afr. Am.	NA	*	87%	84%
	All Others	NA	89%	92%	83%
<b>UMB</b>	Afr. Am.	*	*	78%	*
	All Others	79%	80%	82%	92%
<b>UMBC</b>	Afr. Am.	72%	83%	88%	70%
	All Others	77%	78%	78%	77%
<b>UMCP</b>	Afr. Am.	81%	87%	91%	82%
	All Others	74%	85%	86%	85%
<b>UMES</b>	Afr. Am.	63%	66%	NA	60%
	All Others	40%	72%	NA	91%
<b>UMUC</b>	Afr. Am.	91%	91%	88%	90%
	All Others	92%	91%	90%	88%
<b>Morgan</b>	Afr. Am.	68%	NA	79%	73%
	All Others	*	NA	*	56%
<b>St. Mary's</b>	Afr. Am.	*	*	*	*
	All Others	83%	87%	85%	86%
<b>All Four-Year Publics</b>	Afr. Am.	75%	80%	83%	78%
	All Others	77%	84%	84%	83%

\* Less than 15 survey responses. Note: Figures reflect "yes" response in 1997; "definitely yes" and "probably yes" in the other years.

Source: MHEC Follow Up Survey of Bachelor's Degree Recipients

**6. Improving Diversity of Faculty/Staff and Governing/Advisory Boards**

**36. Number of Full-Time Faculty at Maryland Public Two-Year Colleges**

		1995	1998	2001	2004	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	0	0	0	0	--
	All Others	87	90	99	104	19.5%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Anne Arundel</b>	Afr. Am.	13	13	13	18	38.5%
	All Others	187	185	208	220	17.6%
	% Afr. Am.	6.5%	6.6%	5.9%	7.6%	
<b>Baltimore City</b>	Afr. Am.	49	54	63	64	30.6%
	All Others	76	62	65	57	-25.0%
	% Afr. Am.	39.2%	46.6%	49.2%	52.9%	
<b>Baltimore County</b>	Afr. Am.	17	26	32	35	105.9%
	All Others	362	339	329	318	-12.2%
	% Afr. Am.	4.5%	7.1%	8.9%	9.9%	
<b>Carroll</b>	Afr. Am.	0	0	0	0	0.0%
	All Others	40	44	48	56	40.0%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Cecil</b>	Afr. Am.	1	1	1	0	-100.0%
	All Others	42	36	37	40	-4.8%
	% Afr. Am.	2.3%	2.7%	2.6%	0.0%	
<b>Chesapeake</b>	Afr. Am.	2	3	3	5	150.0%
	All Others	39	39	45	50	28.2%
	% Afr. Am.	4.9%	7.1%	6.3%	9.1%	
<b>Frederick</b>	Afr. Am.	3	2	3	3	0.0%
	All Others	70	70	72	76	8.6%
	% Afr. Am.	4.1%	2.8%	4.0%	3.8%	-7.6%
<b>Garrett</b>	Afr. Am.	0	0	0	0	--
	All Others	14	19	18	18	28.6%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Hagerstown</b>	Afr. Am.	0	0	0	1	--
	All Others	57	57	60	62	8.8%
	% Afr. Am.	0.0%	0.0%	0.0%	1.6%	
<b>Harford</b>	Afr. Am.	2	4	4	7	250.0%
	All Others	83	73	71	86	3.6%
	% Afr. Am.	2.4%	5.2%	5.3%	7.5%	

Table 36. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Howard</b>	Afr. Am.	19	16	16	15	-21.1%
	All Others	75	71	81	97	29.3%
	% Afr. Am.	20.2%	18.4%	16.5%	13.4%	
<b>Montgomery</b>	Afr. Am.	39	41	57	56	43.6%
	All Others	359	347	380	399	11.1%
	% Afr. Am.	9.8%	10.6%	13.0%	12.3%	
<b>Prince George's</b>	Afr. Am.	31	36	59	67	116.1%
	All Others	172	179	187	185	7.6%
	% Afr. Am.	15.3%	16.7%	24.0%	26.6%	
<b>Southern Maryland</b>	Afr. Am.	6	8	7	8	33.3%
	All Others	73	78	85	106	45.2%
	% Afr. Am.	7.6%	9.3%	7.6%	7.0%	
<b>Wor-Wic</b>	Afr. Am.	1	1	3	4	300.0%
	All Others	36	38	43	50	38.9%
	% Afr. Am.	2.7%	2.6%	6.5%	7.4%	
<b>All Community Colleges</b>	Afr. Am.	183	205	261	283	54.6%
	All Others	1,772	1,727	1,828	1,924	8.6%
	% Afr. Am.	10.3%	10.6%	12.5%	12.8%	

Source: MHEC Employee Data System

37. Number of Full-Time Faculty at Maryland Public Four-Year Colleges and Universities

		1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	Afr.Am.	91	98	95	116	27.5%
	All Others	55	60	53	68	23.6%
	% Afr.Am.	62.3%	62.0%	64.2%	63.0%	
<b>Coppin</b>	Afr.Am.	68	83	78	98	44.1%
	All Others	38	31	26	32	-15.8%
	% Afr.Am.	64.2%	72.8%	75.0%	75.4%	
<b>Frostburg</b>	Afr.Am.	6	5	8	7	16.7%
	All Others	234	233	239	218	-6.8%
	% Afr.Am.	2.5%	2.1%	3.2%	3.1%	
<b>Salisbury</b>	Afr.Am.	10	10	13	13	30.0%
	All Others	235	252	278	301	28.1%
	% Afr.Am.	4.1%	3.8%	4.5%	4.1%	
<b>Towson</b>	Afr.Am.	22	18	26	26	18.2%
	All Others	443	464	545	598	35.0%
	% Afr.Am.	4.7%	3.7%	4.6%	4.2%	
<b>UB</b>	Afr.Am.	8	9	9	12	50.0%
	All Others	152	135	157	134	-11.8%
	% Afr.Am.	5.0%	6.3%	5.4%	8.2%	
<b>UMB</b>	Afr.Am.	34	32	40	44	29.4%
	All Others	317	312	349	557	75.7%
	% Afr.Am.	9.7%	9.3%	10.3%	7.3%	
<b>UMBC</b>	Afr.Am.	26	28	36	30	15.4%
	All Others	401	455	580	625	55.9%
	% Afr.Am.	6.1%	5.8%	5.8%	4.6%	
<b>UMCP</b>	Afr.Am.	128	132	160	137	7.0%
	All Others	2296	2256	2449	2580	12.4%
	% Afr.Am.	5.3%	5.5%	6.1%	5.0%	
<b>UMES</b>	Afr.Am.	65	55	50	81	24.6%
	All Others	79	67	79	98	24.1%
	% Afr.Am.	45.1%	45.1%	38.8%	45.3%	
<b>UMUC</b>	Afr.Am.	0	0	10	12	---
	All Others	10	10	67	177	1670.0%
	% Afr.Am.	0.0%	0.0%	13.0%	6.3%	

Table 37. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Morgan</b>	Afr.Am.	193	224	252	211	9.3%
	All Others	108	105	108	111	2.8%
	% Afr.Am.	64.1%	68.1%	70.0%	65.5%	
<b>St. Mary's</b>	Afr.Am.	10	11	9	9	-10.0%
	All Others	98	100	117	119	21.4%
	% Afr.Am.	9.3%	9.9%	7.1%	7.0%	
<b>All Four-Year Publics</b>	Afr.Am.	661	705	786	796	20.4%
	All Others	4466	4480	5047	5618	25.8%
	% Afr.Am.	12.9%	13.6%	13.5%	12.4%	

*Source: MHEC Employee Data System*



38. Number of Full-Time Executive/Managerial Staff at Maryland Public Two-Year Colleges

		1995	1998	2001	2004	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	0	0	0	0	---
	All Others	15	15	17	19	26.7%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Anne Arundel</b>	Afr. Am.	5	4	8	5	0.0%
	All Others	35	35	44	44	25.7%
	% Afr. Am.	12.5%	10.3%	15.4%	10.2%	
<b>Baltimore City</b>	Afr. Am.	10	11	12	16	60.0%
	All Others	9	9	9	6	-33.3%
	% Afr. Am.	52.6%	55.0%	57.1%	72.7%	
<b>Baltimore County</b>	Afr. Am.	10	8	20	9	-10.0%
	All Others	82	67	112	57	-30.5%
	% Afr. Am.	10.9%	10.7%	15.2%	13.6%	
<b>Carroll</b>	Afr. Am.	0	0	0	0	---
	All Others	20	15	19	19	-5.0%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Cecil</b>	Afr. Am.	0	0	0	0	---
	All Others	20	15	19	19	-5.0%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Chesapeake</b>	Afr. Am.	0	0	1	1	---
	All Others	9	12	14	14	55.6%
	% Afr. Am.	0.0%	0.0%	6.7%	6.7%	
<b>Frederick</b>	Afr. Am.	0	0	1	1	---
	All Others	29	29	32	27	-6.9%
	% Afr. Am.	0.0%	0.0%	3.0%	3.6%	
<b>Garrett</b>	Afr. Am.	0	0	0	0	---
	All Others	5	5	4	6	20.0%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>Hagerstown</b>	Afr. Am.	0	0	0	1	---
	All Others	25	21	20	17	-32.0%
	% Afr. Am.	0.0%	0.0%	0.0%	5.6%	
<b>Harford</b>	Afr. Am.	3	3	3	2	-33.3%
	All Others	21	15	17	28	33.3%
	% Afr. Am.	12.5%	16.7%	15.0%	6.7%	

Table 38. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Howard</b>	Afr. Am.	5	3	6	4	-20.0%
	All Others	20	23	30	31	55.0%
	% Afr. Am.	20.0%	11.5%	16.7%	11.4%	
<b>Montgomery</b>	Afr. Am.	4	3	14	14	250.0%
	All Others	11	13	52	50	354.5%
	% Afr. Am.	26.7%	18.8%	21.2%	21.9%	
<b>Prince George's</b>	Afr. Am.	8	13	15	25	212.5%
	All Others	23	22	21	29	26.1%
	% Afr. Am.	25.8%	37.1%	41.7%	46.3%	
<b>Southern Maryland</b>	Afr. Am.	3	5	4	6	100.0%
	All Others	23	31	34	34	47.8%
	% Afr. Am.	11.5%	13.9%	10.5%	15.0%	
<b>Wor-Wic</b>	Afr. Am.	0	0	0	0	---
	All Others	9	9	8	8	-11.1%
	% Afr. Am.	0.0%	0.0%	0.0%	0.0%	
<b>All Community Colleges</b>	Afr. Am.	48	50	84	84	75.0%
	All Others	342	326	438	377	10.2%
	% Afr. Am.	12.3%	13.3%	16.1%	18.2%	

Source: MHEC Employee Data System

39. Number of Full-Time Executive/Managerial Staff at Maryland Public Four-Year Colleges and Universities

		1995	1998	2001	2004	% Change, 1995-2004
<b>Bowie</b>	Afr.Am.	26	21	26	59	126.9%
	All Others	12	9	8	14	16.7%
	% Afr.Am.	68.4%	70.0%	76.5%	80.8%	
<b>Coppin</b>	Afr.Am.	28	23	17	22	-21.4%
	All Others	3	2	1	2	-33.3%
	% Afr.Am.	90.3%	92.0%	94.4%	91.7%	
<b>Frostburg</b>	Afr.Am.	3	3	3	3	0.0%
	All Others	41	35	33	52	26.8%
	% Afr.Am.	6.8%	7.9%	8.3%	5.5%	
<b>Salisbury</b>	Afr.Am.	4	5	6	5	25.0%
	All Others	76	73	63	47	-38.2%
	% Afr.Am.	5.0%	6.4%	8.7%	9.6%	
<b>Towson</b>	Afr.Am.	3	3	2	11	266.7%
	All Others	49	56	70	155	216.3%
	% Afr.Am.	5.8%	5.1%	2.8%	6.6%	
<b>UB</b>	Afr.Am.	5	2	4	5	0.0%
	All Others	28	26	21	46	64.3%
	% Afr.Am.	15.2%	7.1%	16.0%	9.8%	
<b>UMB</b>	Afr.Am.	12	22	25	32	166.7%
	All Others	108	120	148	172	59.3%
	% Afr.Am.	10.0%	15.5%	14.5%	15.7%	
<b>UMBC</b>	Afr.Am.	7	12	17	22	214.3%
	All Others	53	63	99	97	83.0%
	% Afr.Am.	11.7%	16.0%	14.7%	18.5%	
<b>UMCP</b>	Afr.Am.	31	29	28	26	-16.1%
	All Others	204	192	187	195	-4.4%
	% Afr.Am.	13.2%	13.1%	13.0%	11.8%	
<b>UMES</b>	Afr.Am.	26	46	56	43	65.4%
	All Others	11	16	15	11	0.0%
	% Afr.Am.	70.3%	74.2%	78.9%	79.6%	
<b>UMUC</b>	Afr.Am.	6	7	9	10	66.7%
	All Others	100	106	80	92	-8.0%
	% Afr.Am.	5.7%	6.2%	10.1%	9.8%	

Table 39. continued

		1995	1998	2001	2004	% Change, 1995-2004
<b>Morgan</b>	Afr.Am.	73	47	42	47	-35.6%
	All Others	11	6	4	5	-54.5%
	% Afr.Am.	86.9%	88.7%	91.3%	90.4%	
<b>St. Mary's</b>	Afr.Am.	3	4	3	2	-33.3%
	All Others	39	34	43	41	5.1%
	% Afr.Am.	7.1%	10.5%	6.5%	4.7%	
<b>All Four-Year Publics</b>	Afr.Am.	227	224	238	287	26.4%
	All Others	735	738	772	929	26.4%
	% Afr.Am.	23.6%	23.3%	23.6%	23.6%	

*Source: MHEC Employee Data System*

40. Racial Composition of the Governing Boards at Maryland Public Two-Year Colleges

		1995	1998	2001	2004
<b>Allegany</b>	Afr. Am.	0	0	0	0
	All Others	7	7	7	7
	% Afr. Am.	0%	0%	0%	0%
<b>Anne Arundel</b>	Afr. Am.	1	1	2	1
	All Others	7	7	6	7
	% Afr. Am.	12.5%	12.5%	25.0%	12.5%
<b>Baltimore City</b>	Afr. Am.	5	4	4	6
	All Others	4	4	4	2
	% Afr. Am.	55.6%	50.0%	50.0%	75.0%
<b>Baltimore County</b>	Afr. Am.	1	1	1	1
	All Others	10	14	14	14
	% Afr. Am.	9.1%	6.7%	6.7%	6.7%
<b>Carroll</b>	Afr. Am.	1	1	1	1
	All Others	6	6	6	6
	% Afr. Am.	14.3%	14.3%	14.3%	14.3%
<b>Cecil</b>	Afr. Am.	0	0	0	0
	All Others	7	7	7	7
	% Afr. Am.	0%	0%	0%	0%
<b>Chesapeake</b>	Afr. Am.	0	1	1	1
	All Others	10	9	9	9
	% Afr. Am.	0%	10.0%	10.0%	10.0%
<b>Frederick</b>	Afr. Am.	1	1	1	1
	All Others	7	7	7	7
	% Afr. Am.	12.5%	12.5%	12.5%	12.5%
<b>Garrett</b>	Afr. Am.	0	0	0	0
	All Others	7	7	7	7
	% Afr. Am.	0%	0%	0%	0%
<b>Hagerstown</b>	Afr. Am.	1	1	1	1
	All Others	6	6	6	6
	% Afr. Am.	14.3%	14.3%	14.3%	14.3%
<b>Harford</b>	Afr. Am.	2	2	1	2
	All Others	7	7	8	7
	% Afr. Am.	22.2%	22.2%	11.1%	22.2%

Table 40. continued

		1995	1998	2001	2004
<b>Howard</b>	Afr. Am.	1	1	1	1
	All Others	6	6	6	6
	% Afr. Am.	14.3%	14.3%	14.3%	14.3%
<b>Montgomery</b>	Afr. Am.	2	3	3	4
	All Others	6	5	6	6
	% Afr. Am.	25.0%	37.5%	33.3%	40.0%
<b>Prince George's</b>	Afr. Am.	3	5	4	4
	All Others	5	3	4	4
	% Afr. Am.	37.5%	62.5%	50.0%	50.0%
<b>Southern Maryland</b>	Afr. Am.	1	2	4	2
	All Others	7	6	6	7
	% Afr. Am.	12.5%	25.0%	40.0%	22.2%
<b>Wor-Wic</b>	Afr. Am.	1	1	1	1
	All Others	6	6	6	6
	% Afr. Am.	14.3%	14.3%	14.3%	14.3%
<b>All Community Colleges</b>	Afr. Am.	20	24	25	26
	All Others	109	107	109	112
	% Afr. Am.	15.6%	18.3%	18.7%	19.4%

Source: Campuses

41. Racial Composition of the Governing Boards at Maryland Public Four-Year Colleges and Universities

		1995	1998	2001	2004
<b>USM</b>	Afr.Am.	4	4	3	2
	All Others	13	13	14	15
	% Afr.Am.	23.5%	23.5%	17.6%	11.8%
<b>Morgan</b>	Afr.Am.	9	9	12	13
	All Others	4	4	3	2
	% Afr.Am.	69.2%	69.2%	80.0%	86.7%
<b>St. Mary's</b>	Afr.Am.	2	2	3	2
	All Others	18	18	17	22
	% Afr.Am.	10.0%	10.0%	15.0%	8.3%

*Source: USM; Campuses*

42. Racial Composition of the Boards of Visitors at University System of Maryland Campuses

		1995	1998	2001	2004
<b>Bowie</b>	Afr.Am.	*	*	*	*
	All Others	*	*	*	*
	% Afr.Am.				
<b>Coppin</b>	Afr.Am.	13	12	10	8
	All Others	4	4	3	0
	% Afr.Am.	76.5%	75.0%	76.9%	100%
<b>Frostburg</b>	Afr.Am.	0	0	2	3
	All Others	7	9	7	11
	% Afr.Am.	0%	0%	22.2%	21.3%
<b>Salisbury</b>	Afr.Am.	--	3	2	--
	All Others	--	45	37	--
	% Afr.Am.		6.3%	5.1%	
<b>Towson</b>	Afr.Am.	2	2	2	1
	All Others	20	20	18	29
	% Afr.Am.	9.1%	9.1%	10.0%	3.3%
<b>UB</b>	Afr.Am.	*	*	*	*
	All Others	*	*	*	*
	% Afr.Am.				
<b>UMB</b>	Afr.Am.	12	10	12	9
	All Others	45	54	58	56
	% Afr.Am.	21.1%	15.6%	17.1%	13.8%
<b>UMBC</b>	Afr.Am.	3	2	1	6
	All Others	26	44	41	39
	% Afr.Am.	10.3%	4.3%	2.4%	13.3%
<b>UMCP</b>	Afr.Am.	*	*	*	*
	All Others	*	*	*	*
	% Afr.Am.				
<b>UMES</b>	Afr.Am.	--	4	7	9
	All Others	--	6	8	7
	% Afr.Am.		40.0%	46.7%	56.3%
<b>UMUC</b>	Afr.Am.	3	4	5	5
	All Others	18	22	21	23
	% Afr.Am.	14.3%	15.4%	19.2%	17.9%

Note: UMB's figures represent the Board of Advisors of the School of Social Work, the Board of Visitors of the School of Medicine, and the Board of Visitors of the School of Pharmacy.

\* Figures not provided

Source: USM; USM Campuses



**7. Improving and Expanding 2 Plus 2 Partnerships and Articulation**

**43. Number of Students Transferring From a Maryland Community College to a Public Four-Year College or University**

		1995	1998	2001	2003	% Change, 1995-2004
<b>Allegany</b>	Afr. Am.	3	2	5	14	366.7%
	All Others	138	138	124	125	-9.4%
	% Afr.Am.	2.1%	1.4%	3.9%	10.1%	
<b>Anne Arundel</b>	Afr. Am.	56	61	77	93	66.1%
	All Others	741	735	890	973	31.3%
	% Afr.Am.	7.0%	7.7%	8.0%	8.7%	
<b>Baltimore City</b>	Afr. Am.	193	198	234	247	28.0%
	All Others	60	51	52	58	-3.3%
	% Afr.Am.	76.3%	79.5%	81.8%	81.0%	
<b>Baltimore County</b>	Afr. Am.	204	211	274	325	59.3%
	All Others	1182	984	858	947	-19.9%
	% Afr.Am.	14.7%	17.7%	24.2%	25.6%	
<b>Carroll</b>	Afr. Am.	2	3	3	5	150.0%
	All Others	152	181	161	216	42.1%
	% Afr.Am.	1.3%	1.6%	1.8%	2.3%	
<b>Cecil</b>	Afr. Am.	0	1	3	6	--
	All Others	49	73	87	68	38.8%
	% Afr.Am.	0.0%	1.4%	3.3%	8.1%	
<b>Chesapeake</b>	Afr. Am.	3	18	17	18	500.0%
	All Others	131	130	130	133	1.5%
	% Afr.Am.	2.2%	12.2%	11.6%	11.9%	
<b>Frederick</b>	Afr. Am.	7	7	6	10	42.9%
	All Others	217	237	234	245	12.9%
	% Afr.Am.	3.1%	2.9%	2.5%	3.9%	
<b>Garrett</b>	Afr. Am.	0	1	3	1	--
	All Others	40	36	53	41	2.5%
	% Afr.Am.	0.0%	2.7%	5.4%	2.4%	
<b>Hagerstown</b>	Afr. Am.	4	5	1	5	25.0%
	All Others	100	112	100	132	32.0%
	% Afr.Am.	3.8%	4.3%	1.0%	3.6%	
<b>Harford</b>	Afr. Am.	15	16	20	26	73.3%
	All Others	235	265	311	395	68.1%
	% Afr.Am.	6.0%	5.7%	6.0%	6.2%	

Table 43. continued

		1995	1998	2001	2003	% Change, 1995-2004
<b>Howard</b>	Afr. Am.	39	39	49	62	59.0%
	All Others	319	347	438	482	51.1%
	% Afr.Am.	10.9%	10.1%	10.1%	11.4%	
<b>Montgomery</b>	Afr. Am.	213	287	347	366	71.8%
	All Others	1257	1262	1401	1457	15.9%
	% Afr.Am.	14.5%	18.5%	19.9%	20.1%	
<b>Prince George's</b>	Afr. Am.	376	527	504	509	35.4%
	All Others	392	329	247	188	-52.0%
	% Afr.Am.	49.0%	61.6%	67.1%	73.0%	
<b>Southern Maryland</b>	Afr. Am.	23	32	61	97	321.7%
	All Others	387	444	498	517	33.6%
	% Afr.Am.	5.6%	6.7%	10.9%	15.8%	
<b>Wor-Wic</b>	Afr. Am.	14	19	36	27	92.9%
	All Others	114	133	177	199	74.6%
	% Afr.Am.	10.9%	12.5%	16.9%	11.9%	
<b>All Community Colleges</b>	Afr. Am.	1152	1427	1640	1811	57.2%
	All Others	5514	5457	5761	6176	12.0%
	% Afr.Am.	17.3%	20.7%	22.2%	22.7%	

Source: MHEC Enrollment Information System

44. Four-Year Graduation Rate of Maryland Community College Transfer Students at Maryland Public Four-Year Campuses

		1995	1997	1999	2000
<b>Allegany</b>	Afr. Am.	*	*	*	*
	All Others	53.9%	58.3%	53.3%	53.3%
<b>Anne Arundel</b>	Afr. Am.	38.7%	46.8%	29.0%	31.3%
	All Others	49.3%	51.3%	53.7%	51.2%
<b>Baltimore City</b>	Afr. Am.	29.7%	38.0%	32.1%	29.2%
	All Others	36.5%	51.9%	48.5%	50.7%
<b>Baltimore County</b>	Afr. Am.	35.0%	36.2%	29.3%	37.4%
	All Others	47.5%	45.3%	43.6%	46.6%
<b>Carroll</b>	Afr. Am.	*	*	*	*
	All Others	57.0%	48.1%	53.9%	55.8%
<b>Cecil</b>	Afr. Am.	*	*	*	*
	All Others	63.0%	44.7%	54.2%	55.1%
<b>Chesapeake</b>	Afr. Am.	50.0%	85.7%	21.4%	37.5%
	All Others	57.0%	63.0%	57.3%	53.8%
<b>Frederick</b>	Afr. Am.	*	60.0%	28.6%	60.0%
	All Others	56.4%	51.6%	48.3%	48.6%
<b>Garrett</b>	Afr. Am.	*	*	*	*
	All Others	68.9%	66.7%	75.0%	58.1%
<b>Hagerstown</b>	Afr. Am.	22.2%	22.2%	28.6%	66.7%
	All Others	51.2%	53.9%	52.7%	50.5%
<b>Harford</b>	Afr. Am.	50.0%	47.1%	25.0%	31.3%
	All Others	55.8%	56.2%	54.0%	54.1%
<b>Howard</b>	Afr. Am.	33.3%	34.3%	36.9%	35.7%
	All Others	41.6%	50.4%	57.9%	45.4%
<b>Montgomery</b>	Afr. Am.	41.0%	46.0%	37.9%	40.5%
	All Others	50.0%	47.7%	50.4%	46.9%
<b>Prince George's</b>	Afr. Am.	30.7%	33.6%	34.4%	29.5%
	All Others	32.3%	43.2%	34.3%	30.1%

Table 44. continued

		1995	1997	1999	2000
<b>Southern Maryland</b>	Afr. Am.	39.1%	45.7%	22.5%	37.0%
	All Others	52.7%	50.3%	48.3%	43.1%
<b>Wor-Wic</b>	Afr. Am.	12.5%	42.1%	31.6%	35.7%
	All Others	48.5%	54.2%	54.7%	47.3%
<b>All Community Colleges</b>	Afr. Am.	33.6%	38.7%	33.1%	33.9%
	All Others	48.5%	49.2%	49.7%	47.3%

\* fewer than 5 students transferring

*Source: MHEC Transfer Student System*

**8. Avoiding unnecessary program duplication and expansion of mission and program uniqueness and institutional identification at the HBIs**

45. Number of new academic programs established at the HBIs (by degree level), 1999-2005.

	Bachelors	Masters	Doctorate	Total
<b>Bowie</b>	3	3	1	7
<b>Coppin</b>	6	5	0	11
<b>UMES</b>	4	3	4	11
<b>Morgan</b>	2	5	6	13
<b>HBI Total</b>	15	16	11	42
<b>HBI/TWI Total</b>	78	63	29	170
<b>% s new programs at HBIs</b>	19.2%	25.3%	37.9%	24.6%

*Source: MHEC Academic Program Inventory*

46. Number of new academic programs established at the TWIs (by degree level), 1999-2005.

	Bachelors	Masters	Doctorate	Total
<b>Frostburg</b>	9	3	0	12
<b>Salisbury</b>	14	4	0	18
<b>Towson</b>	18	12	4	34
<b>UB</b>	7	8	3	18
<b>UMBC</b>	12	5	3	20
<b>UMCP</b>	2	14	8	24
<b>St. Mary's</b>	1	1	0	2
<b>TWI Total</b>	63	47	18	128
<b>HBI/TWI Total</b>	78	63	29	170
<b>% new programs at TWIs</b>	80.8%	74.6%	62%	75.3%

*Source: MHEC Academic Program Inventory*

## V

### **Continuing Commitments**

The efforts undertaken by the State of Maryland, in response to the Partnership entered into with the United States Department of Education, Office for Civil Rights (OCR), were executed to meet both the letter and spirit of the agreement. The results of these efforts, as clearly demonstrated in Chapter III, fully satisfy the Commitments set forth in the agreement. In spite of the success of these efforts, the State of Maryland remains committed that our institutions of higher education, both TWIs and HBIs, will continue to be strengthened to meet both the current and future needs of all our students. The State of Maryland's commitment to monitor, examine, and address issues of access, enrollment, retention, and graduation of African Americans at the State's institutions of higher education will not cease with the expiration of the Partnership. While the State is committed to the continual advancement of all of the commitment areas of the Partnership agreement, this section highlights just a few of the activities that we will pursue beyond the agreement.

#### **Teacher Recruitment**

The State of Maryland has an ongoing need to increase the number of highly qualified teachers in the State. Therefore the activities of the state related to teacher recruitment and retention will continue. As stated in Section III, the K-16 Leadership Council's Highly Qualified Teacher Committee and the Maryland State Department of Education (MSDE) will develop middle school programs for initial certification at both the undergraduate and post-baccalaureate levels throughout the State. In addition, we will continue to promote our AAT programs in the community colleges, partnership programs between our four-year institutions and the K-12 sector, and the development of Master's of Arts in Teaching programs. These programs are popular with career changers who have a bachelor's degree in a non-teaching discipline and want to transition into the teaching profession. It is fully expected that The Maryland Partnership for Teaching and Learning, K-16 will continue their emphasis on teacher preparation and improving student access to college. Research has indicated the use of professional development schools in the training of new teachers increases the retention of those teachers. Maryland is committed to increasing the number of PDS as the primary mode for new teacher education.

#### **Strengthening Recruitment, Retention and Graduation**

Greater selectivity and higher tuition costs by both TWIs and HBIs have challenged some of the efforts made to recruit and admit other-race students. The impact has resulted in a decline of African-American freshmen at some of the State's TWIs, even though the total number of African Americans in the overall student body continues to grow. This does not mean that fewer African Americans are benefiting from higher educational opportunities—just that they are seeking alternatives to the public four-year institutions.

Much of the growth of community colleges is in minority enrollment. In addition, both the four-year and the six-year graduation rates are lower for African Americans than for other students, essentially remaining unchanged over the study period. So more needs to be done by both TWIs and HBIs to recruit minority students out of high school and to increase the retention and graduation of those students.

The State is committed to continuing its various K-16 partnership activities, especially those that emphasize preparing students for college. In addition, the State will continue to affirm the importance of the first-year experience for at-risk minority students as well as the importance of advising at-risk students throughout their postsecondary learning experience. These activities will be addressed through both policies and targeted funding.

### **Improving Campus Climate and Environment**

As discussed in Chapter III, the community colleges, the University System of Maryland, and St. Mary's College of Maryland have put in place effective programs to ensure that their campus environments are welcoming, student-friendly, and accommodate the needs of students of all races. One remaining area of concern is the condition certain facilities at the HBIs. For example, as noted in Chapter III, at Morgan State University a new student center is scheduled to be completed by mid-2006 and a new library, which the State has funded, will also be completed in 2006. This should help Morgan begin to address the challenges it faces regarding its facilities. Finally, the State is developing the Coppin campus in line with recommendations made in the report of the task force headed by Dr. John Toll. This will be a major, multi-year commitment.

### **Improving Diversity of Faculty/Staff and Governing/Advisory Boards**

The State of Maryland's institutions of higher education have improved the diversity of their full-time faculty and executive/managerial staff over the last 10 years at both TWIs and HBIs. Even though turnover among faculty is low, growth at the institutions has provided the institutions with the opportunity to bring more diversity to the faculty and administrative ranks. The latest enrollment projections indicate that the total headcount enrollment at the State's public colleges and universities will increase 23 percent by 2013<sup>1</sup>. As our institutions continue to grow in order to accommodate this demand, it will provide them with more opportunity to diversify the faculty and administrative ranks at their institutions. Programs such as the UMBC/Howard University "Preparing Future Faculty" will ensure that there are highly qualified faculty members to fill the positions when they become available.

### **Affordability and Financial Aid**

Maryland has experienced the same higher education trends that have occurred nationally over the last two decades. Funding for higher education has increased, but the cost of higher education has outpaced corresponding increases in state appropriations

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<sup>1</sup> 2004 Maryland State Plan for Postsecondary Education, p12.

forcing students to bear the brunt of these costs through tuition increases. This has greatly impacted student access to higher education, especially for low-income students.

To address this issue, the State of Maryland has substantially increased funding for need-based financial aid and has adopted policies to moderate tuition increases. Funding for State need-based aid increased by 66% from FY 2001 to FY 2006. Most of this increase occurred in FY 2005 and 2006 enabling the State to assist almost 9,000 more needy students. To further address the concern, the Governor of Maryland recently announced a \$172 million increase in higher education funding for fiscal year 2007. Included in the amount is a \$19 million increase for State need-based aid, a \$2 million increase for need-based financial aid specifically for HBIs, and \$100,000 to attract and retain more students at HBIs. In addition, the \$112 million funding increase for the University System of Maryland, which includes both TWIs and HBIs, will ensure that tuition will not increase by more than 4.5% for Fall 2006.

This should go along way towards addressing Maryland's F grade in *Measuring Up 2002*, the fifty-state report card prepared by the National Center for Public Policy and Higher Education, its ranking in terms of need-based grant aid per FTE when compared to other states, and its tuition levels. MHEC looks forward to continuing its efforts in this area by advocating for additional need-based aid funding and through the development of a postsecondary funding model that addresses the relationship between state appropriations, tuition levels, and financial assistance.

## **Conclusion**

The guiding principle for the State of Maryland regarding higher education is that "*All Maryland residents who can benefit from postsecondary education and desire to attend a college, university, or private career school should have a place in postsecondary education and it should be affordable.*" Consequently, the State's support of many of the commitments within the Partnership agreement have been long standing. "Half of all of the public high school students in Maryland in 2003 were minorities and the percentage of African-American and Hispanic secondary school students has risen steadily from 41 to 44 percent in the past four years."<sup>2</sup> In order to hold to its guiding principle of postsecondary education's accessibility and affordability for the citizens of Maryland, the State must and will continue to address issues of access, affordability, enrollment, retention, and graduation.

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<sup>2</sup> Ibid. p4.