MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2008 MINORITY ACHIEVEMENT REPORT

Maryland Community Colleges
University System of maryland
Morgan State University
St. Mary's College of Maryland

September 2008

As part of the State's performance accountability process, the public colleges and universities provide the Maryland Higher Education Commission with a report every three years about the progress they have made in the recruitment and retention of minority students, faculty and professional staff.

The last set of reports, prepared in 2005, were built on the 2003 minority achievement action plans and were based on the performance of the campuses on the minority achievement indicators (community colleges) and Managing for Results objectives (four-year institutions) in their accountability reports. Agreement was reached between the Commission and the public higher education sectors to adopt a new framework for these reports. The indicators on which the community colleges based their minority achievement action plans have changed greatly as a result of the introduction of a heavily revised set of "mission/mandate driven" performance measures last year. In addition, there is considerable variation in the objectives used by the public four-year colleges and universities to gauge minority achievement, since the accountability system for these institutions is linked to the MFR process. The differences among the four-year institutions have increased since the Department of Budget and Management directed state agencies to reduce the number of MFR objectives in their reports.

The 2008 minority achievement reports focus on the progress that the public colleges and universities have made in three areas: 1) strengthening recruitment, 2) strengthening retention and graduation, and 3) improving diversity of faculty/staff. The report is made of three parts: Section I contains institutional data tables. Section II contains a statewide analysis by Commission staff of performance indicators in each of the three areas, focusing on African Americans and Hispanics. Section III consists of Executive Summaries submitted by the campuses (unedited by Commission staff) describing the initiatives and strategies undertaken to improve performance.

It is important to note is that in their reports, the State's colleges and universities strongly assert that the programs and services they provide to students to strengthen recruitment, retention, and graduation do not discriminate. These efforts are designed for and used by all students to help them achieve academic success.

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Section I

Institutional Data

TABLE 1. FULL-TIME UNDERGRADUATE ENROLLMENTS AT MD COMMUNITY COLLEGES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Allegany	Afr Am	186	8.8%	195	9.4%	195	9.5%	210	10.5%
	Hispanic	20	1.0%	18	0.9%	16	0.8%	23	1.1%
	All	2,102	100%	2,073	100%	2,048	100%	2,003	100%
Anne Arundel	Afr Am	471	9.6%	526	10.8%	587	11.5%	627	12.0%
	Hispanic	123	2.5%	119	2.4%	140	2.7%	169	3.2%
	All	4,894	100%	4,893	100%	5,095	100%	5,211	100%
Baltimore City	Afr Am	2,118	78.6%	2,105	80.0%	2,174	78.0%	2,048	74.7%
	Hispanic	45	1.7%	35	1.3%	44	1.6%	33	1.2%
	All	2,694	100%	2,630	100%	2,787	100%	2,740	100%
Baltimore County	Afr Am	2,045	28.8%	1,934	27.4%	1,947	28.4%	1,931	29.0%
	Hispanic	125	1.8%	128	1.8%	134	2.0%	157	2.4%
	All	7,093	100%	7,049	100%	6,846	100%	6,660	100%
Carroll	Afr Am	27	2.0%	31	2.3%	25	1.7%	32	2.0%
	Hispanic	23	1.7%	18	1.4%	26	1.8%	32	2.0%
	All	1,359	100%	1,327	100%	1,441	100%	1,620	100%
Cecil	Afr Am	69	11.1%	56	8.2%	53	7.3%	54	7.8%
	Hispanic	9	1.4%	15	2.2%	10	1.4%	7	1.0%
	All	622	100%	687	100%	725	100%	694	100%
Chesapeake	Afr Am	111	14.1%	142	16.5%	131	14.9%	145	15.3%
	Hispanic	14	1.8%	10	1.2%	15	1.7%	15	1.6%
	All	789	100%	859	100%	877	100%	947	100%
College of S. MD	Afr Am	378	14.8%	407	15.7%	457	16.5%	557	18.0%
	Hispanic	81	3.2%	75	2.9%	89	3.2%	107	3.5%
	All	2,558	100%	2,599	100%	2,771	100%	3,092	100%
Frederick	Afr Am	126	7.3%	155	8.4%	141	7.6%	166	8.5%
	Hispanic	45	2.6%	62	3.3%	84	4.5%	100	5.1%
	All	1,718	100%	1,855	100%	1,856	100%	1,943	100%
Garrett	Afr Am	41	11.4%	43	10.3%	30	6.7%	42	7.7%
	Hispanic	8	2.2%	3	0.7%	5	1.1%	11	2.0%
	All	360	100%	419	100%	450	100%	543	100%
Hagerstown	Afr Am	81	6.9%	90	7.5%	102	8.3%	103	8.3%
	Hispanic	31	2.6%	27	2.2%	36	2.9%	40	3.2%
	All	1,172	100%	1,204	100%	1,226	100%	1,248	100%
Harford	Afr Am	176	8.2%	171	7.7%	200	8.6%	248	9.6%
	Hispanic	49	2.3%	59	2.7%	60	2.6%	60	2.3%
	All	2,157	100%	2,225	100%	2,338	100%	2,583	100%
Howard	Afr Am	411	16.9%	430	16.3%	459	16.6%	501	17.1%
	Hispanic	84	3.5%	104	3.9%	131	4.7%	135	4.6%
	All	2,433	100%	2,635	100%	2,773	100%	2,931	100%
Montgomery	Afr Am	1,845	23.0%	2,007	23.9%	2,105	23.9%	2,267	24.4%
	Hispanic	1,023	12.7%	1,090	13.0%	1,120	12.7%	1,085	11.7%
	All	8,037	100%	8,389	100%	8,792	100%	9,291	100%
Prince George's	Afr Am	2,467	74.4%	2,421	76.6%	2,294	75.8%	2,260	75.2%
	Hispanic	116	3.5%	114	3.6%	119	3.9%	114	3.8%
	All	3,317	100%	3,159	100%	3,027	100%	3,007	100%
Wor-Wic	Afr Am	176	19.7%	182	18.8%	157	16.0%	181	16.9%
	Hispanic	12	1.3%	18	1.9%	20	2.0%	24	2.2%
	All	893	100%	970	100%	984	100%	1,068	100%
TOTAL	Afr Am	10,728	25.4%	10,895	25.4%	11,057	25.1%	11,372	24.9%
	Hispanic	1,808	4.3%	1,895	4.4%	2,049	4.7%	2,112	4.6%
	All	42,198	100%	42,973	100%	44,036	100%	45,581	100%

TABLE 2. PART-TIME UNDERGRADUATE ENROLLMENTS AT MD COMMUNITY COLLEGES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Allegany	Afr Am	33	2.1%	40	2.5%	37	2.4%	36	2.0%
	Hispanic	7	0.4%	9	0.6%	6	0.4%	14	0.8%
	All	1,603	100%	1,593	100%	1,519	100%	1,775	100%
Anne Arundel	Afr Am	1,395	14.6%	1,474	15.1%	1,475	15.4%	1,497	15.6%
	Hispanic	237	2.5%	285	2.9%	288	3.0%	287	3.0%
	All	9,527	100%	9,736	100%	9,604	100%	9,623	100%
Baltimore City	Afr Am	3,833	82.9%	3,682	81.3%	3,406	79.1%	3,241	79.6%
	Hispanic	49	1.1%	52	1.1%	39	0.9%	34	0.8%
	All	4,624	100%	4,530	100%	4,305	100%	4,074	100%
Baltimore County	Afr Am	3,850	29.9%	3,890	30.9%	3,973	31.5%	4,141	32.4%
	Hispanic	242	1.9%	234	1.9%	246	2.0%	269	2.1%
	All	12,875	100%	12,573	100%	12,600	100%	12,766	100%
Carroll	Afr Am	67	3.9%	66	3.7%	74	4.2%	57	3.1%
	Hispanic	25	1.5%	36	2.0%	25	1.4%	31	1.7%
	All	1,714	100%	1,788	100%	1,775	100%	1,821	100%
Cecil	Afr Am	72	6.2%	80	6.5%	94	7.7%	88	6.3%
	Hispanic	11	0.9%	23	1.9%	17	1.4%	28	2.0%
	All	1,159	100%	1,229	100%	1,220	100%	1,405	100%
Chesapeake	Afr Am	339	19.2%	311	18.5%	294	17.3%	265	15.8%
	Hispanic	22	1.2%	19	1.1%	22	1.3%	25	1.5%
	All	1,768	100%	1,682	100%	1,702	100%	1,673	100%
College of S. MD	Afr Am	942	19.4%	998	20.2%	987	20.9%	962	20.7%
	Hispanic	125	2.6%	116	2.4%	126	2.7%	149	3.2%
	All	4,853	100%	4,935	100%	4,719	100%	4,649	100%
Frederick	Afr Am	248	8.5%	290	9.8%	271	9.1%	373	11.6%
	Hispanic	106	3.6%	108	3.6%	145	4.9%	163	5.1%
	All	2,930	100%	2,967	100%	2,969	100%	3,209	100%
Garrett	Afr Am	5	2.0%	2	0.9%	4	1.4%	9	3.8%
	Hispanic	0	0.0%	4	1.8%	3	1.1%	0	0.0%
	All	253	100%	228	100%	284	100%	234	100%
Hagerstown	Afr Am	156	6.6%	153	6.6%	186	7.7%	178	7.2%
	Hispanic	42	1.8%	48	2.1%	55	2.3%	57	2.3%
	All	2,356	100%	2,317	100%	2,403	100%	2,471	100%
Harford	Afr Am	411	12.7%	409	12.8%	385	12.1%	428	13.1%
	Hispanic	100	3.1%	80	2.5%	71	2.2%	94	2.9%
	All	3,233	100%	3,205	100%	3,183	100%	3,258	100%
Howard	Afr Am	930	21.7%	924	22.0%	986	22.5%	1,082	23.6%
	Hispanic	151	3.5%	136	3.2%	146	3.3%	203	4.4%
	All	4,278	100%	4,206	100%	4,388	100%	4,592	100%
Montgomery	Afr Am	3,771	26.5%	3,822	27.5%	3,805	27.0%	3,985	27.3%
	Hispanic	1,886	13.3%	1,774	12.8%	1,988	14.1%	1,992	13.7%
	All	14,217	100%	13,874	100%	14,101	100%	14,575	100%
Prince George's	Afr Am	7,121	77.9%	7,194	77.9%	6,908	78.5%	6,938	78.4%
	Hispanic	321	3.5%	361	3.9%	346	3.9%	362	4.1%
	All	9,142	100%	9,233	100%	8,795	100%	8,854	100%
Wor-Wic	Afr Am	632	28.5%	577	27.8%	516	25.1%	605	27.1%
	Hispanic	26	1.2%	35	1.7%	32	1.6%	35	1.6%
	All	2,217	100%	2,073	100%	2,052	100%	2,230	100%
TOTAL	Afr Am	23,805	31.0%	23,912	31.4%	23,401	30.9%	23,885	30.9%
	Hispanic	3,350	4.4%	3,320	4.4%	3,555	4.7%	3,743	4.8%
	All	76,749	100%	76,169	100%	75,619	100%	77,209	100%

TABLE 3. Degree Progress Report for Minority Students at MD Community Colleges

Institution	Item	2000 Cohort				2001 Cohort				2002 Cohort			
		African American Students		Hispanic Students		African American Students		Hispanic Students		African American Students		Hispanic Students	
		#	%	#	%	#	%	#	%	#	%	#	%
Allegany+	Analysis Cohort*	25	100%	--	--	32	100%	--	--	34	100%	--	--
	Successful Persisters**	15	60.0%	--	--	19	59.4%	--	--	22	64.7%	--	--
	Graduated and/or Transferred	10	40.0%	--	--	13	40.6%	--	--	12	35.3%	--	--
Anne Arundel	Analysis Cohort*	181	100%	41	100%	203	100%	56	100%	213	100%	48	100%
	Successful Persisters**	112	61.9%	34	82.9%	130	64.0%	43	76.8%	138	64.8%	31	64.6%
	Graduated and/or Transferred	66	36.5%	24	58.5%	75	36.9%	26	46.4%	83	39.0%	26	54.2%
Baltimore City	Analysis Cohort*	586	100%	--	--	679	100%	--	--	788	100%	--	--
	Successful Persisters**	240	41.0%	--	--	307	45.2%	--	--	359	45.6%	--	--
	Graduated and/or Transferred	119	20.3%	--	--	168	24.7%	--	--	176	22.3%	--	--
Baltimore County	Analysis Cohort*	654	100%	39	100%	699	100%	53	100%	795	100%	71	100%
	Successful Persisters**	411	62.8%	21	53.8%	434	62.1%	42	79.2%	496	62.4%	52	73.2%
	Graduated and/or Transferred	210	32.1%	12	30.8%	226	32.3%	26	49.1%	295	37.1%	41	57.7%
Carroll	Analysis Cohort*	--	--	--	--	--	--	--	--	--	--	--	--
	Successful Persisters**	--	--	--	--	--	--	--	--	--	--	--	--
	Graduated and/or Transferred	--	--	--	--	--	--	--	--	--	--	--	--
Cecil	Analysis Cohort*	--	--	--	--	18	100%	--	--	23	100%	--	--
	Successful Persisters**	--	--	--	--	16	88.9%	--	--	10	43.5%	--	--
	Graduated and/or Transferred	--	--	--	--	13	72.2%	--	--	8	34.8%	--	--
Chesapeake	Analysis Cohort*	40	100%	--	--	71	100%	--	--	62	100%	--	--
	Successful Persisters**	11	27.5%	--	--	39	54.9%	--	--	18	29.0%	--	--
	Graduated and/or Transferred	6	15.0%	--	--	24	33.8%	--	--	16	25.8%	--	--
College of S. MD	Analysis Cohort*	62	100%	--	--	69	100%	--	--	99	100%	18	100%
	Successful Persisters**	43	69.4%	--	--	53	76.8%	--	--	70	70.7%	14	77.8%
	Graduated and/or Transferred	33	53.2%	--	--	34	49.3%	--	--	45	45.5%	13	72.2%
Frederick	Analysis Cohort*	54	100%	16	100%	30	100%	20	100%	51	100%	20	100%
	Successful Persisters**	31	57.4%	12	75.0%	14	46.7%	12	60.0%	29	56.9%	14	70.0%
	Graduated and/or Transferred	29	53.7%	10	62.5%	4	13.3%	8	40.0%	25	49.0%	8	40.0%
Garrett	Analysis Cohort*	--	--	--	--	--	--	--	--	--	--	--	--
	Successful Persisters**	--	--	--	--	--	--	--	--	--	--	--	--
	Graduated and/or Transferred	--	--	--	--	--	--	--	--	--	--	--	--
Hagerstown	Analysis Cohort*	24	100%	--	--	26	100%	--	--	38	100%	15	100%
	Successful Persisters**	20	83.3%	--	--	20	76.9%	--	--	22	57.9%	11	73.3%
	Graduated and/or Transferred	15	62.5%	--	--	15	57.7%	--	--	16	42.1%	8	53.3%
Harford	Analysis Cohort*	53	100%	16	100%	81	100%	15	100%	75	100%	18	100%
	Successful Persisters**	30	56.6%	9	56.3%	46	56.8%	11	73.3%	50	66.7%	12	66.7%
	Graduated and/or Transferred	19	35.8%	9	56.3%	33	40.7%	8	53.3%	36	48.0%	10	55.6%
Howard	Analysis Cohort*	120	100%	27	100%	167	100%	29	100%	151	100%	49	100%
	Successful Persisters**	67	55.8%	19	70.4%	99	59.3%	25	86.2%	95	62.9%	33	67.3%
	Graduated and/or Transferred	48	40.0%	13	48.1%	75	44.9%	19	65.5%	59	39.1%	27	55.1%
Montgomery	Analysis Cohort*	747	100%	445	100%	796	100%	415	100%	792	100%	462	100%
	Successful Persisters**	534	71.5%	316	71.0%	557	70.0%	268	64.6%	542	68.4%	298	64.5%
	Graduated and/or Transferred	342	45.8%	170	38.2%	367	46.1%	151	36.4%	336	42.4%	163	35.3%
Prince George's	Analysis Cohort*	1,678	100%	102	100%	1,665	100%	87	100%	1,098	100%	59	100%
	Successful Persisters**	729	43.4%	48	47.1%	695	41.7%	34	39.1%	671	61.1%	42	71.2%
	Graduated and/or Transferred	443	26.4%	32	31.4%	419	25.2%	24	27.6%	352	32.1%	28	47.5%
Wor-Wic	Analysis Cohort*	54	100%	--	--	71	100%	--	--	79	100%	--	--
	Successful Persisters**	33	61.1%	--	--	27	38.0%	--	--	38	48.1%	--	--
	Graduated and/or Transferred	16	29.6%	--	--	12	16.9%	--	--	22	27.8%	--	--
TOTAL++	Analysis Cohort*	4,278	100%	686	100%	4,607	100%	675	100%	4,298	100%	760	100%
	Successful Persisters**	2,276	53.2%	459	66.9%	2,456	53.3%	435	64.4%	2,560	59.6%	507	66.7%
	Graduated and/or Transferred	1,356	31.7%	270	39.4%	1,478	32.1%	262	38.8%	1,481	34.5%	324	42.6%

-- = N of Analysis Cohort is less than 15

* Analysis Cohort = students who attempt at least 18 hours within two years of matriculation.

** Successful Persisters are defined as students who completed at least 30 credit hours with a GPA of 2.00 or better, who have graduated and/or transferred, or who are still enrolled at the institution

+ Allegany data is obtained from sources not including the National Student Clearinghouse.

++ Totals reflect summation of cohort data as reported by the colleges, and derived percentages based solely on the reporting institutions. These may provide an "indication" or estimate of the statewide community college success levels, but should not be relied upon as a completely accurate measure at the statewide level.

Sources: Student Information System, National Student Clearinghouse Enrollment Search and Degree Verify, MHEC Transfer Student System, data provided by individual institutions

Table 4. Students Graduating with Bachelor's Degrees from Their 1st Transfer Institution Within 4 Years After Transferring from a Maryland Community College

Institution	Item	2000-01 Cohort			2001-02 Cohort			2002-03 Cohort			2003-04 Cohort		
		African American Students	Hispanic Students	All Students	African American Students	Hispanic Students	All Students	African American Students	Hispanic Students	All Students	African American Students	Hispanic Students	All Students
Allegany	N	*	*	125	*	*	128	*	*	99	*	*	123
	Graduation Rate	*	*	53.6%	*	*	59.4%	*	*	44.4%	*	*	57.7%
Anne Arundel	N	64	20	927	67	19	990	79	23	979	111	35	1,146
	Graduation Rate	31.3%	45.0%	49.8%	38.8%	36.8%	50.3%	40.5%	39.1%	50.8%	38.7%	45.7%	52.6%
Baltimore City	N	288	*	357	318	*	385	272	*	386	301	*	385
	Graduation Rate	29.2%	*	33.3%	34.6%	*	35.3%	30.9%	*	39.1%	25.6%	*	30.9%
Baltimore County	N	257	22	1,304	292	23	1,276	236	18	1,055	264	32	1,247
	Graduation Rate	37.4%	68.2%	44.8%	35.3%	39.1%	42.1%	36.0%	61.1%	46.2%	31.8%	46.9%	46.8%
Carroll	N	*	*	176	*	*	159	*	*	158	*	*	193
	Graduation Rate	*	*	56.3%	*	*	45.3%	*	*	56.3%	*	*	50.8%
Cecil	N	*	*	50	*	*	50	*	*	59	*	*	45
	Graduation Rate	*	*	54.0%	*	*	48.0%	*	*	59.3%	*	*	57.8%
Chesapeake	N	*	*	112	*	*	109	*	*	110	*	*	102
	Graduation Rate	*	*	52.7%	*	*	46.8%	*	*	51.8%	*	*	56.9%
College of S. MD	N	46	*	505	38	*	514	62	*	576	69	16	651
	Graduation Rate	37.0%	*	42.6%	36.8%	*	49.4%	40.3%	*	50.2%	29.0%	25.0%	45.5%
Frederick	N	*	*	226	*	*	210	*	*	239	20	*	236
	Graduation Rate	*	*	49.1%	*	*	51.4%	*	*	54.0%	40.0%	*	51.3%
Garrett	N	*	*	44	*	*	35	*	*	44	*	*	27
	Graduation Rate	*	*	59.1%	*	*	45.7%	*	*	63.6%	*	*	48.1%
Hagerstown	N	*	*	115	*	*	104	*	*	107	*	*	102
	Graduation Rate	*	*	51.3%	*	*	57.7%	*	*	55.1%	*	*	52.9%
Harford	N	16	*	308	30	*	328	19	*	346	36	*	415
	Graduation Rate	31.3%	*	52.9%	43.3%	*	57.9%	52.6%	*	57.5%	38.9%	*	63.1%
Howard	N	56	*	457	67	15	485	49	*	434	67	15	551
	Graduation Rate	35.7%	*	44.2%	43.3%	60.0%	48.7%	49.0%	*	51.8%	35.8%	53.3%	55.9%
Montgomery	N	294	126	1,585	312	167	1,684	312	182	1,699	378	170	1,803
	Graduation Rate	40.5%	40.5%	45.7%	44.2%	47.3%	51.2%	45.8%	58.2%	53.3%	47.4%	62.9%	56.2%
Prince George's	N	525	22	877	625	26	943	555	32	886	519	41	844
	Graduation Rate	29.5%	22.7%	29.8%	33.6%	38.5%	33.7%	38.6%	43.8%	38.8%	39.5%	46.3%	40.2%
Wor-Wic	N	*	*	162	*	*	158	*	*	143	38	*	229
	Graduation Rate	*	*	46.3%	*	*	36.7%	*	*	47.6%	44.7%	*	52.0%
TOTAL	N	1,593	228	7,330	1,793	299	7,558	1,631	305	7,320	1,839	334	8,099
	Graduation Rate	33.9%	40.8%	44.4%	36.8%	45.2%	46.3%	39.1%	55.4%	49.3%	37.2%	53.6%	50.4%

* N is less than 15

Note: N represents Maryland community college students who transferred to a Maryland public 4-year institution.

Source: MHEC Transfer Student System (TSS)

TABLE 5. FULL-TIME INSTRUCTIONAL FACULTY AT MD COMMUNITY COLLEGES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Allegany	Afr Am	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	104	100%	111	100%	115	100%	114	100%
Anne Arundel	Afr Am	18	7.6%	20	8.2%	26	10.4%	27	10.5%
	Hispanic	3	1.3%	2	0.8%	2	0.8%	3	1.2%
	All	238	100%	245	100%	250	100%	257	100%
Baltimore City	Afr Am	64	52.9%	64	50.4%	67	50.4%	74	53.2%
	Hispanic	2	1.7%	2	1.6%	2	1.5%	2	1.4%
	All	121	100%	127	100%	133	100%	139	100%
Baltimore County	Afr Am	35	9.9%	39	11.0%	37	10.2%	41	11.0%
	Hispanic	5	1.4%	6	1.7%	6	1.6%	6	1.6%
	All	353	100%	355	100%	364	100%	372	100%
Carroll	Afr Am	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	53	100%	60	100%	62	100%	61	100%
Cecil	Afr Am	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	40	100%	41	100%	42	100%	44	100%
Chesapeake	Afr Am	5	9.1%	3	5.5%	4	7.4%	4	7.1%
	Hispanic	1	1.8%	1	1.8%	1	1.9%	1	1.8%
	All	55	100%	55	100%	54	100%	56	100%
College of S. MD	Afr Am	8	7.0%	8	6.6%	9	7.1%	8	6.3%
	Hispanic	2	1.8%	2	1.6%	2	1.6%	2	1.6%
	All	114	100%	122	100%	127	100%	127	100%
Frederick	Afr Am	3	3.8%	2	2.5%	3	3.4%	4	4.5%
	Hispanic	1	1.3%	1	1.3%	1	1.1%	2	2.3%
	All	79	100%	80	100%	88	100%	88	100%
Garrett	Afr Am	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	18	100%	16	100%	17	100%	17	100%
Hagerstown	Afr Am	1	1.6%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	1	1.5%	2	2.6%
	All	63	100%	69	100%	67	100%	77	100%
Harford	Afr Am	7	7.5%	6	6.1%	6	6.0%	5	5.0%
	Hispanic	1	1.1%	2	2.0%	1	1.0%	1	1.0%
	All	93	100%	98	100%	100	100%	100	100%
Howard	Afr Am	15	13.4%	15	13.0%	17	13.4%	21	14.9%
	Hispanic	1	0.9%	1	0.9%	1	0.8%	1	0.7%
	All	112	100%	115	100%	127	100%	141	100%
Montgomery	Afr Am	56	12.3%	64	13.7%	61	12.4%	72	14.4%
	Hispanic	17	3.7%	16	3.4%	17	3.5%	19	3.8%
	All	455	100%	468	100%	492	100%	499	100%
Prince George's	Afr Am	67	26.6%	72	27.7%	71	28.6%	71	29.5%
	Hispanic	5	2.0%	5	1.9%	5	2.0%	4	1.7%
	All	252	100%	260	100%	248	100%	241	100%
Wor-Wic	Afr Am	4	7.4%	4	7.1%	5	8.6%	4	6.5%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	1	1.6%
	All	54	100%	56	100%	58	100%	62	100%
TOTAL	Afr Am	283	12.8%	297	13.0%	306	13.1%	331	13.8%
	Hispanic	38	1.7%	38	1.7%	39	1.7%	44	1.8%
	All	2,204	100%	2,278	100%	2,344	100%	2,395	100%

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		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Allegany	Afr Am	1	1.3%	0	0.0%	0	0.0%	0	0.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	79	100%	84	100%	86	100%	85	100%
Anne Arundel	Afr Am	26	11.8%	26	11.4%	31	12.9%	34	12.7%
	Hispanic	4	1.8%	4	1.8%	4	1.7%	3	1.1%
	All	220	100%	228	100%	240	100%	267	100%
Baltimore City	Afr Am	144	69.9%	154	72.0%	142	70.0%	140	65.4%
	Hispanic	4	1.9%	3	1.4%	3	1.5%	3	1.4%
	All	206	100%	214	100%	203	100%	214	100%
Baltimore County	Afr Am	73	25.4%	72	25.4%	69	25.0%	71	24.7%
	Hispanic	1	0.3%	1	0.4%	1	0.4%	1	0.3%
	All	287	100%	284	100%	276	100%	287	100%
Carroll	Afr Am	2	3.4%	2	3.4%	2	3.1%	2	2.7%
	Hispanic	1	1.7%	1	1.7%	1	1.5%	1	1.4%
	All	59	100%	59	100%	65	100%	73	100%
Cecil	Afr Am	5	6.5%	5	7.2%	8	10.1%	8	10.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	77	100%	69	100%	79	100%	80	100%
Chesapeake	Afr Am	6	8.6%	6	8.7%	6	9.0%	7	10.4%
	Hispanic	2	2.9%	2	2.9%	2	3.0%	2	3.0%
	All	70	100%	69	100%	67	100%	67	100%
College of S. MD	Afr Am	11	10.4%	13	11.7%	19	15.0%	21	17.1%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	2	1.6%
	All	106	100%	111	100%	127	100%	123	100%
Frederick	Afr Am	4	5.7%	4	5.6%	3	4.1%	4	5.3%
	Hispanic	2	2.9%	1	1.4%	1	1.4%	3	4.0%
	All	70	100%	71	100%	73	100%	75	100%
Garrett	Afr Am	0	0.0%	0	0.0%	0	0.0%	2	5.9%
	Hispanic	0	0.0%	0	0.0%	1	3.8%	1	2.9%
	All	25	100%	24	100%	26	100%	34	100%
Hagerstown	Afr Am	2	4.2%	2	3.4%	2	3.9%	2	3.6%
	Hispanic	0	0.0%	0	0.0%	1	2.0%	1	1.8%
	All	48	100%	58	100%	51	100%	55	100%
Harford	Afr Am	8	8.0%	8	8.0%	9	8.8%	12	11.1%
	Hispanic	1	1.0%	1	1.0%	1	1.0%	1	0.9%
	All	100	100%	100	100%	102	100%	108	100%
Howard	Afr Am	19	11.9%	23	13.5%	22	12.1%	22	12.6%
	Hispanic	2	1.3%	1	0.6%	2	1.1%	1	0.6%
	All	159	100%	170	100%	182	100%	175	100%
Montgomery	Afr Am	74	26.5%	80	26.4%	93	28.1%	100	29.1%
	Hispanic	12	4.3%	13	4.3%	15	4.5%	14	4.1%
	All	279	100%	303	100%	331	100%	344	100%
Prince George's	Afr Am	60	43.8%	69	47.9%	76	51.7%	80	52.6%
	Hispanic	3	2.2%	4	2.8%	5	3.4%	5	3.3%
	All	137	100%	144	100%	147	100%	152	100%
Wor-Wic	Afr Am	3	6.4%	1	2.1%	3	5.5%	4	7.1%
	Hispanic	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	47	100%	48	100%	55	100%	56	100%
TOTAL	Afr Am	438	22.2%	465	22.8%	485	23.0%	509	23.2%
	Hispanic	32	1.6%	31	1.5%	37	1.8%	38	1.7%
	All	1,969	100%	2,036	100%	2,110	100%	2,195	100%

* note: administrative staff includes presidents, vice presidents, deans, and directors; professional staff includes associate and assistant directors, coordinators, etc.

Table 7. FIRST-TIME, FULL-TIME UNDERGRADUATE ENROLLMENTS AT MD PUBLIC 4YR CAMPUSES

		2004 N	2004 %	2005 N	2005 %	2006 N	2006 %	2007 N	2007 %
Bowie									
	Afr Am	577	92.0%	858	93.0%	717	93.7%	762	92.9%
	Hispanic	9	1.4%	14	1.5%	16	2.1%	14	1.7%
	All	627	100%	923	100%	765	100%	820	100%
Coppin									
	Afr Am	580	96.5%	660	95.8%	490	96.5%	384	67.4%
	Hispanic	0	0.0%	1	0.1%	2	0.4%	2	0.4%
	All	601	100%	689	100%	508	100%	570	100%
Frostburg									
	Afr Am	151	15.7%	186	20.0%	215	21.2%	289	27.3%
	Hispanic	19	2.0%	29	3.1%	23	2.3%	35	3.3%
	All	959	100%	929	100%	1,013	100%	1,059	100%
Salisbury									
	Afr Am	75	7.6%	94	9.8%	125	12.2%	129	11.3%
	Hispanic	23	2.3%	25	2.6%	30	2.9%	29	2.5%
	All	983	100%	956	100%	1,028	100%	1,144	100%
Towson									
	Afr Am	169	8.1%	269	11.6%	305	11.3%	261	9.8%
	Hispanic	39	1.9%	47	2.0%	62	2.3%	49	1.8%
	All	2,085	100%	2,322	100%	2,692	100%	2,657	100%
UMBC									
	Afr Am	131	9.3%	143	10.1%	167	11.8%	200	14.0%
	Hispanic	38	2.7%	42	3.0%	44	3.1%	42	2.9%
	All	1,403	100%	1,415	100%	1,420	100%	1,425	100%
UMCP									
	Afr Am	512	12.3%	563	13.4%	611	15.5%	565	13.4%
	Hispanic	220	5.3%	249	5.9%	288	7.3%	281	6.7%
	All	4,179	100%	4,199	100%	3,945	100%	4,225	100%
UMES									
	Afr Am	753	81.3%	867	88.2%	1,005	89.1%	779	89.0%
	Hispanic	9	1.0%	14	1.4%	13	1.2%	12	1.4%
	All	926	100%	983	100%	1,128	100%	875	100%
UMUC									
	Afr Am	33	42.9%	45	37.8%	91	46.2%	47	39.8%
	Hispanic	7	9.1%	5	4.2%	13	6.6%	9	7.6%
	All	77	100%	119	100%	197	100%	118	100%
Morgan									
	Afr Am	1,260	94.2%	683	89.3%	1,285	93.9%	1,212	93.3%
	Hispanic	7	0.5%	6	0.8%	16	1.2%	15	1.2%
	All	1,337	100%	765	100%	1,368	100%	1,299	100%
St Mary's									
	Afr Am	31	7.2%	51	10.5%	35	8.2%	43	9.3%
	Hispanic	12	2.8%	24	4.9%	29	6.8%	19	4.1%
	All	431	100%	488	100%	428	100%	464	100%
Total									
	Afr Am	4,272	31.4%	4,419	32.0%	5,046	34.8%	4,671	31.9%
	Hispanic	383	2.8%	456	3.3%	536	3.7%	507	3.5%
	All	13,608	100%	13,788	100%	14,492	100%	14,656	100%

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Bowie	Afr Am	2,880	89.6%	3,015	91.7%	3,047	91.3%	3,270	91.0%
	Hispanic	38	1.2%	41	1.2%	48	1.4%	57	1.6%
	All	3,216	100%	3,287	100%	3,338	100%	3,592	100%
Coppin	Afr Am	2,402	94.3%	2,560	93.9%	2,395	94.1%	2,127	85.5%
	Hispanic	5	0.2%	7	0.3%	6	0.2%	10	0.4%
	All	2,546	100%	2,727	100%	2,545	100%	2,489	100%
Frostburg	Afr Am	556	13.2%	620	15.3%	691	17.3%	835	20.4%
	Hispanic	83	2.0%	83	2.0%	75	1.9%	89	2.2%
	All	4,227	100%	4,053	100%	4,004	100%	4,096	100%
Salisbury	Afr Am	457	8.1%	515	8.9%	619	10.1%	664	10.4%
	Hispanic	134	2.4%	150	2.6%	159	2.6%	158	2.5%
	All	5,648	100%	5,798	100%	6,117	100%	6,357	100%
Towson	Afr Am	1,181	9.5%	1,305	10.2%	1,476	10.9%	1,582	11.2%
	Hispanic	259	2.1%	295	2.3%	329	2.4%	333	2.3%
	All	12,405	100%	12,812	100%	13,539	100%	14,180	100%
UB	Afr Am	267	25.4%	271	25.5%	262	25.1%	386	30.7%
	Hispanic	18	1.7%	14	1.3%	19	1.8%	30	2.4%
	All	1,051	100%	1,061	100%	1,042	100%	1,259	100%
UMAB	Afr Am	177	24.8%	148	23.9%	140	24.6%	144	25.9%
	Hispanic	28	3.9%	18	2.9%	19	3.3%	19	3.4%
	All	713	100%	619	100%	568	100%	555	100%
UMBC	Afr Am	1,134	13.9%	1,078	13.5%	1,167	14.6%	1,248	15.7%
	Hispanic	253	3.1%	262	3.3%	297	3.7%	301	3.8%
	All	8,162	100%	7,980	100%	7,991	100%	7,962	100%
UMCP	Afr Am	2,733	11.9%	2,865	12.3%	2,913	12.6%	3,030	12.7%
	Hispanic	1,231	5.4%	1,293	5.6%	1,317	5.7%	1,346	5.7%
	All	22,933	100%	23,263	100%	23,124	100%	23,780	100%
UMES	Afr Am	2,346	77.5%	2,589	82.0%	2,849	83.8%	2,768	84.3%
	Hispanic	28	0.9%	39	1.2%	36	1.1%	38	1.2%
	All	3,029	100%	3,158	100%	3,399	100%	3,282	100%
UMUC	Afr Am	908	32.7%	885	31.8%	1,083	32.3%	894	29.8%
	Hispanic	144	5.2%	157	5.6%	167	5.0%	173	5.8%
	All	2,779	100%	2,780	100%	3,356	100%	3,004	100%
Morgan	Afr Am	5,155	92.6%	4,707	92.3%	4,965	93.1%	4,896	91.7%
	Hispanic	28	0.5%	37	0.7%	50	0.9%	58	1.1%
	All	5,567	100%	5,101	100%	5,334	100%	5,341	100%
St Mary's	Afr Am	115	6.3%	149	8.1%	156	8.4%	153	8.0%
	Hispanic	47	2.6%	62	3.4%	83	4.5%	87	4.6%
	All	1,830	100%	1,849	100%	1,862	100%	1,905	100%
TOTAL	Afr Am	20,311	27.4%	20,707	27.8%	21,763	28.6%	21,997	28.3%
	Hispanic	2,296	3.1%	2,458	3.3%	2,605	3.4%	2,699	3.5%
	All	74,106	100%	74,488	100%	76,219	100%	77,802	100%

TABLE 9. PART-TIME UNDERGRADUATE ENROLLMENTS AT MD PUBLIC 4YR CAMPUSES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Bowie	Afr Am	707	87.2%	629	85.8%	638	86.6%	548	86.6%
	Hispanic	17	2.1%	18	2.5%	9	1.2%	17	2.7%
	All	811	100%	733	100%	737	100%	633	100%
Coppin	Afr Am	705	94.8%	703	97.1%	722	94.4%	670	89.0%
	Hispanic	2	0.3%	1	0.1%	4	0.5%	2	0.3%
	All	744	100%	724	100%	765	100%	753	100%
Frostburg	Afr Am	16	5.4%	18	6.7%	13	5.2%	13	5.4%
	Hispanic	3	1.0%	8	3.0%	8	3.2%	1	0.4%
	All	295	100%	268	100%	248	100%	239	100%
Salisbury	Afr Am	164	22.8%	130	20.3%	102	15.1%	118	20.2%
	Hispanic	12	1.7%	10	1.6%	16	2.4%	11	1.9%
	All	718	100%	639	100%	674	100%	584	100%
Towson	Afr Am	258	13.5%	225	13.4%	203	11.1%	257	12.6%
	Hispanic	46	2.4%	39	2.3%	50	2.7%	50	2.5%
	All	1,906	100%	1,683	100%	1,835	100%	2,039	100%
UB	Afr Am	427	40.1%	392	37.8%	382	35.6%	455	39.5%
	Hispanic	17	1.6%	16	1.5%	13	1.2%	26	2.3%
	All	1,066	100%	1,037	100%	1,074	100%	1,153	100%
UMAB	Afr Am	72	30.9%	87	36.3%	77	33.3%	80	31.4%
	Hispanic	5	2.1%	8	3.3%	8	3.5%	3	1.2%
	All	233	100%	240	100%	231	100%	255	100%
UMBC	Afr Am	266	17.7%	268	18.8%	242	17.0%	265	17.6%
	Hispanic	62	4.1%	71	5.0%	62	4.4%	69	4.6%
	All	1,506	100%	1,426	100%	1,425	100%	1,502	100%
UMCP	Afr Am	314	14.2%	318	14.6%	342	16.8%	340	16.4%
	Hispanic	159	7.2%	154	7.1%	128	6.3%	171	8.2%
	All	2,207	100%	2,179	100%	2,030	100%	2,077	100%
UMES	Afr Am	165	52.1%	149	51.4%	152	51.0%	170	51.1%
	Hispanic	3	0.9%	6	2.1%	8	2.7%	10	3.0%
	All	317	100%	290	100%	298	100%	333	100%
UMUC	Afr Am	5,433	31.8%	5,236	32.3%	6,159	31.5%	5,521	29.3%
	Hispanic	855	5.0%	825	5.1%	1,049	5.4%	984	5.2%
	All	17,078	100%	16,220	100%	19,542	100%	18,849	100%
Morgan	Afr Am	628	92.8%	579	89.6%	594	95.7%	624	96.1%
	Hispanic	1	0.1%	3	0.5%	5	0.8%	1	0.2%
	All	677	100%	646	100%	621	100%	649	100%
St Mary's	Afr Am	8	7.6%	7	6.1%	1	1.2%	4	5.3%
	Hispanic	6	5.7%	2	1.7%	2	2.3%	2	2.7%
	All	105	100%	115	100%	86	100%	75	100%
TOTAL	Afr Am	9,163	33.1%	8,741	33.4%	9,627	32.6%	9,065	31.1%
	Hispanic	1,188	4.3%	1,161	4.4%	1,362	4.6%	1,347	4.6%
	All	27,663	100%	26,200	100%	29,566	100%	29,141	100%

Table 10. ENROLLMENT OF COMMUNITY COLLEGE TRANSFER STUDENTS AT MD PUBLIC FOUR-YEAR CAMPUSES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Bowie	Afr Am	189	76.5%	173	80.5%	201	78.8%	229	82.1%
	Hispanic	3	1.2%	3	1.4%	5	2.0%	4	1.4%
	All	247	100%	215	100%	255	100%	279	100%
Coppin	Afr Am	157	88.2%	218	89.7%	186	91.2%	176	90.7%
	Hispanic	0	0.0%	3	1.2%	1	0.5%	1	0.5%
	All	178	100%	243	100%	204	100%	194	100%
Frostburg	Afr Am	33	8.8%	34	9.5%	34	10.1%	47	11.2%
	Hispanic	8	2.1%	2	0.6%	10	3.0%	6	1.4%
	All	375	100%	357	100%	337	100%	420	100%
Salisbury	Afr Am	54	7.4%	47	6.4%	80	9.1%	71	8.8%
	Hispanic	10	1.4%	13	1.8%	16	1.8%	13	1.6%
	All	730	100%	739	100%	878	100%	808	100%
Towson	Afr Am	124	8.7%	121	8.4%	154	9.5%	154	9.5%
	Hispanic	33	2.3%	39	2.7%	33	2.0%	39	2.4%
	All	1,429	100%	1,439	100%	1,614	100%	1,623	100%
UB	Afr Am	147	30.6%	129	27.9%	138	30.2%	178	35.0%
	Hispanic	12	2.5%	9	1.9%	8	1.8%	14	2.8%
	All	481	100%	462	100%	457	100%	509	100%
UMAB	Afr Am	68	27.9%	57	27.3%	60	26.1%	63	27.4%
	Hispanic	5	2.0%	8	3.8%	5	2.2%	6	2.6%
	All	244	100%	209	100%	230	100%	230	100%
UMBC	Afr Am	141	13.4%	142	14.6%	152	15.5%	173	17.0%
	Hispanic	42	4.0%	34	3.5%	46	4.7%	50	4.9%
	All	1,051	100%	970	100%	983	100%	1,017	100%
UMCP	Afr Am	220	13.4%	239	13.1%	225	11.8%	258	12.9%
	Hispanic	129	7.9%	124	6.8%	113	5.9%	139	7.0%
	All	1,642	100%	1,823	100%	1,910	100%	1,995	100%
UMES	Afr Am	67	54.5%	72	59.0%	73	59.3%	79	63.7%
	Hispanic	2	1.6%	2	1.6%	3	2.4%	5	4.0%
	All	123	100%	122	100%	123	100%	124	100%
UMUC	Afr Am	433	36.4%	416	35.7%	510	38.0%	442	37.3%
	Hispanic	70	5.9%	66	5.7%	79	5.9%	72	6.1%
	All	1,190	100%	1,165	100%	1,343	100%	1,186	100%
Morgan	Afr Am	176	82.6%	140	83.8%	185	86.0%	164	78.1%
	Hispanic	3	1.4%	2	1.2%	2	0.9%	3	1.4%
	All	213	100%	167	100%	215	100%	210	100%
St Mary's	Afr Am	2	2.4%	4	4.3%	2	2.1%	9	9.5%
	Hispanic	2	2.4%	4	4.3%	4	4.1%	2	2.1%
	All	84	100%	92	100%	97	100%	95	100%
TOTAL	Afr Am	1,811	22.7%	1,792	22.4%	2,000	23.1%	2,043	23.5%
	Hispanic	319	4.0%	309	3.9%	325	3.8%	354	4.1%
	All	7,987	100%	8,003	100%	8,646	100%	8,690	100%

TABLE 11. GRADUATE AND PROFESSIONAL ENROLLMENTS AT MD PUBLIC 4YR CAMPUSES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Bowie	Afr Am	1,066	76.9%	1,036	79.8%	982	80.8%	957	81.2%
	Hispanic	17	1.2%	19	1.5%	13	1.1%	18	1.5%
	All	1,387	100%	1,299	100%	1,216	100%	1,179	100%
Coppin	Afr Am	521	89.1%	737	86.2%	679	85.5%	588	85.2%
	Hispanic	6	1.0%	3	0.4%	3	0.4%	5	0.7%
	All	585	100%	855	100%	794	100%	690	100%
Frostburg	Afr Am	42	5.2%	30	4.2%	21	3.2%	20	3.0%
	Hispanic	9	1.1%	7	1.0%	5	0.8%	5	0.8%
	All	805	100%	720	100%	658	100%	658	100%
Salisbury	Afr Am	48	8.3%	58	10.1%	52	8.8%	53	8.3%
	Hispanic	8	1.4%	6	1.0%	9	1.5%	10	1.6%
	All	576	100%	572	100%	592	100%	640	100%
Towson	Afr Am	490	14.6%	501	14.2%	479	13.5%	453	12.8%
	Hispanic	53	1.6%	44	1.3%	47	1.3%	67	1.9%
	All	3,356	100%	3,516	100%	3,547	100%	3,539	100%
UB	Afr Am	698	23.8%	625	22.3%	573	20.2%	597	19.9%
	Hispanic	52	1.8%	61	2.2%	68	2.4%	54	1.8%
	All	2,928	100%	2,797	100%	2,832	100%	3,003	100%
UMAB	Afr Am	762	16.4%	749	16.0%	776	16.0%	829	16.3%
	Hispanic	119	2.6%	148	3.2%	182	3.8%	189	3.7%
	All	4,656	100%	4,667	100%	4,837	100%	5,074	100%
UMBC	Afr Am	270	12.4%	258	11.5%	262	11.0%	285	11.1%
	Hispanic	37	1.7%	49	2.2%	56	2.4%	65	2.5%
	All	2,184	100%	2,244	100%	2,382	100%	2,577	100%
UMCP	Afr Am	717	7.3%	736	7.4%	735	7.4%	814	8.0%
	Hispanic	286	2.9%	307	3.1%	334	3.4%	323	3.2%
	All	9,793	100%	9,927	100%	9,948	100%	10,157	100%
UMES	Afr Am	189	44.1%	194	46.0%	198	45.7%	201	42.7%
	Hispanic	5	1.2%	3	0.7%	5	1.2%	9	1.9%
	All	429	100%	422	100%	433	100%	471	100%
UMUC	Afr Am	2,634	30.9%	2,705	32.1%	3,379	33.1%	3,662	34.3%
	Hispanic	359	4.2%	361	4.3%	426	4.2%	461	4.3%
	All	8,517	100%	8,429	100%	10,198	100%	10,687	100%
Morgan	Afr Am	444	68.5%	478	69.2%	574	76.5%	618	72.1%
	Hispanic	5	0.8%	5	0.7%	5	0.7%	9	1.1%
	All	648	100%	691	100%	750	100%	857	100%
St Mary's	Afr Am	0	--	0	--	0	0.0%	2	9.1%
	Hispanic	0	--	0	--	1	11.1%	1	4.5%
	All	0	--	0	--	9	100%	22	100%
TOTAL	Afr Am	7,881	22.0%	8,107	22.4%	8,710	22.8%	9,079	23.0%
	Hispanic	956	2.7%	1,013	2.8%	1,154	3.0%	1,216	3.1%
	All	35,864	100%	36,139	100%	38,196	100%	39,554	100%

Table 12. Students Returning for a Second Year of Study at Their Original Institution: Md Public 4yr Campuses

Institution	Item	2003 Cohort			2004 Cohort			2005 Cohort			2006 Cohort		
		African American	Hispanic	All	African American	Hispanic	All	African American	Hispanic	All	African American	Hispanic	All
Bowie	N	714	*	766	577	*	627	858	*	923	717	16	765
	2nd Year Retention Rate	74.1%	*	72.7%	77.8%	*	76.9%	72.3%	*	71.7%	71.1%	63%	70.3%
Coppin	N	557	*	571	580	*	601	660	*	689	490	*	508
	2nd Year Retention Rate	66.1%	*	65.3%	63.1%	*	63.1%	63.5%	*	63.4%	60.0%	*	59.8%
Frostburg	N	128	22	990	151	19	959	186	29	929	215	23	1,013
	2nd Year Retention Rate	78.1%	90.9%	73.7%	72.8%	52.6%	70.5%	76.3%	62.1%	71.7%	74.4%	65.2%	67.4%
Salisbury	N	79	33	948	75	23	983	94	25	956	125	30	1,028
	2nd Year Retention Rate	82.3%	81.8%	81.1%	80.0%	91.3%	83.6%	83.0%	80.0%	81.3%	85.6%	63.3%	80.6%
Towson	N	162	22	1,756	169	39	2,085	269	47	2,322	305	62	2,692
	2nd Year Retention Rate	90.1%	86.4%	84.5%	89.9%	82.1%	82.2%	84.8%	72.3%	79.2%	84.9%	77.4%	80.9%
UMBC	N	157	47	1,489	63	38	1,403	143	42	1,415	167	44	1,420
	2nd Year Retention Rate	89.8%	83.0%	82.1%	23000.0%	81.6%	81.6%	91.6%	83.3%	82.5%	90.4%	72.7%	84.4%
UMCP	N	518	243	4,057	512	220	4,179	563	249	4,199	611	288	3,945
	2nd Year Retention Rate	88.8%	89.7%	92.1%	86.9%	90.5%	92.4%	89.2%	85.1%	91.6%	90.8%	91.0%	92.4%
UMES	N	794	*	951	753	*	926	867	*	983	1,005	*	1,128
	2nd Year Retention Rate	67.4%	*	66.9%	64.4%	*	64.3%	64.8%	*	64.8%	65.2%	*	64.6%
Morgan	N	1,155	*	1,225	1,260	*	1,337	683	*	765	1,285	16	1,368
	2nd Year Retention Rate	71.2%	*	70.4%	68.4%	*	68.5%	66.0%	*	66.9%	62.3%	56%	62.9%
St Mary's	N	32	*	421	31	*	431	51	*	488	35	*	428
	2nd Year Retention Rate	90.6%	*	89.3%	100.0%	*	88.6%	86.3%	*	86.7%	77.1%	*	90.9%
All Public 4-yr	2nd Year Retention Rate	74.1%	84.4%	81.3%	72.3%	83.8%	80.8%	72.2%	78.9%	79.8%	69.7%	80.8%	78.5%

* N is less than 15

Note: N represents fall full-time, first-time students at Maryland public 4-year institutions

Sources: MHEC Enrollment Information System (EIS), Degree Information System (DIS)

Table 13. Students Who Earned a Bachelor's Degree from any Institution within Six Years: MD Public 4yr Campuses

Institution	Item	1998 Cohort			1999 Cohort			2000 Cohort			2001 Cohort		
		African American	Hispanic	All	African American	Hispanic	All	African American	Hispanic	All	African American	Hispanic	All
Bowie	N	380	*	419	302	*	343	339	*	363	565	*	599
	Graduation Rate	42.9%	*	41.1%	40.7%	*	40.8%	39.5%	*	39.4%	40.2%	*	40.2%
Coppin	N	439	*	457	424	*	441	396	*	417	516	*	540
	Graduation Rate	26.7%	*	26.5%	23.8%	*	24.7%	20.2%	*	20.7%	21.5%	*	22.0%
Frostburg	N	154	21	937	146	26	939	152	19	1,031	116	17	927
	Graduation Rate	46.1%	42.9%	57.1%	54.8%	30.8%	55.7%	53.9%	31.6%	55.0%	49.1%	64.7%	58.9%
Salisbury	N	41	*	935	35	*	878	32	*	940	86	27	945
	Graduation Rate	58.5%	*	72.8%	65.7%	*	73.0%	62.5%	*	75.1%	58.1%	67%	74.5%
Towson	N	163	28	1,931	192	33	2,115	149	34	1,987	152	37	1,912
	Graduation Rate	55.2%	75.0%	63.9%	57.8%	51.5%	60.7%	63.8%	73.5%	64.9%	62.5%	64.9%	68.1%
UMBC	N	179	31	1,247	185	29	1,400	166	31	1,307	149	27	1,333
	Graduation Rate	64.2%	38.7%	61.8%	62.7%	55.2%	63.3%	62.0%	54.8%	63.7%	64.4%	70.4%	65.0%
UMCP	N	517	200	4,067	63	206	3,906	476	190	3,954	526	211	4,358
	Graduation Rate	56.9%	68.5%	72.9%	23000.0%	66.5%	75.9%	70.4%	77.9%	79.4%	67.9%	71.1%	79.8%
UMES	N	523	*	622	465	*	533	670	*	780	883	*	1,194
	Graduation Rate	49.7%	*	49.5%	49.5%	*	49.6%	41.3%	*	40.9%	44.8%	*	45.1%
Morgan	N	1,130	*	1,173	1,070	*	1,163	1,008	*	1,114	1,045	*	1,131
	Graduation Rate	41.5%	*	41.2%	42.9%	*	43.8%	39.9%	*	42.3%	39.7%	*	39.3%
St Mary's	N	39	*	333	25	*	282	22	*	376	33	*	463
	Graduation Rate	71.8%	*	79.9%	60.0%	*	74.9%	72.7%	*	84.1%	75.8%	*	85.5%
All Public 4yr		45.6%	62.1%	62.1%	47.5%	58.7%	62.6%	45.1%	67.0%	64.0%	44.7%	67.0%	64.2%

* N is less than 15

Note: N represents fall full-time, first-time students at Maryland public 4-year institutions

Sources: MHEC Enrollment Information System (EIS), Degree Information System (DIS)

TABLE 14. FULL-TIME INSTRUCTIONAL FACULTY AT MD PUBLIC 4YR CAMPUSES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Bowie	Afr Am	116	60.7%	129	67.2%	136	66.0%	147	68.4%
	Hispanic	10	5.2%	10	*	9	4.4%	8	3.7%
	All	191	100%	192	100%	206	100%	215	100%
Coppin	Afr Am	98	75.4%	98	74.8%	104	78.2%	112	78.3%
	Hispanic	0	*	0	*	0	*	0	0.0%
	All	130	100%	131	100%	133	100%	143	100%
Frostburg	Afr Am	7	3.1%	9	3.9%	10	4.2%	10	4.3%
	Hispanic	4	1.8%	4	1.7%	6	2.5%	3	1.3%
	All	228	100%	233	100%	240	100%	233	100%
Salisbury	Afr Am	13	4.1%	15	4.6%	16	4.7%	21	5.8%
	Hispanic	2	0.6%	3	0.9%	4	1.2%	4	1.1%
	All	314	100%	323	100%	337	100%	363	100%
Towson	Afr Am	26	4.2%	31	4.7%	33	4.8%	39	5.4%
	Hispanic	8	1.3%	11	1.7%	13	1.9%	19	2.6%
	All	622	100%	663	100%	694	100%	728	100%
UB	Afr Am	12	8.1%	13	8.2%	15	9.2%	15	9.0%
	Hispanic	3	2.0%	3	1.9%	4	2.5%	3	1.8%
	All	148	100%	159	100%	163	100%	166	100%
UMAB	Afr Am	44	8.7%	43	8.4%	45	8.9%	41	11.0%
	Hispanic	12	2.4%	15	2.9%	17	3.4%	12	3.2%
	All	505	100%	512	100%	507	100%	374	100%
UMBC	Afr Am	24	5.2%	23	5.0%	25	5.2%	24	5.0%
	Hispanic	5	1.1%	5	1.1%	7	1.4%	8	1.7%
	All	459	100%	461	100%	485	100%	477	100%
UMCP	Afr Am	80	5.2%	81	5.3%	85	5.4%	82	5.1%
	Hispanic	46	3.0%	46	3.0%	53	3.4%	49	3.1%
	All	1,534	100%	1,523	100%	1,580	100%	1,597	100%
UMES	Afr Am	77	45.6%	75	44.4%	80	45.7%	72	42.6%
	Hispanic	2	*	2	*	5	*	5	3.0%
	All	169	100%	169	100%	175	100%	169	100%
UMUC	Afr Am	12	6.3%	13	5.9%	11	4.4%	10	4.2%
	Hispanic	4	*	3	*	6	*	6	2.5%
	All	189	100%	221	100%	248	100%	237	100%
Morgan	Afr Am	211	65.5%	224	65.3%	260	64.7%	276	64.9%
	Hispanic	4	*	11	*	17	4.2%	23	5.4%
	All	322	100%	343	100%	402	100%	425	100%
St Mary's	Afr Am	9	7.0%	7	5.1%	9	6.2%	8	5.3%
	Hispanic	4	3.1%	4	2.9%	4	2.8%	6	3.9%
	All	128	100%	137	100%	145	100%	152	100%
TOTAL	Afr Am	729	14.8%	761	15.0%	829	15.6%	857	16.2%
	Hispanic	104	2.1%	117	2.3%	145	2.7%	146	2.8%
	All	4,939	100%	5,067	100%	5,315	100%	5,279	100%

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TABLE 15. FULL-TIME ADMINSTRATIVE AND AND PROFESSIONAL STAFF at MD PUBLIC 4YR CAMPUSES

		2004		2005		2006		2007	
		N	%	N	%	N	%	N	%
Bowie	Afr Am	144	76.6%	160	85.1%	171	88.1%	161	86.1%
	Hispanic	3	1.6%	1	0.5%	1	0.5%	4	2.1%
	All	188	100%	188	100%	194	100%	187	100%
Coppin	Afr Am	150	83.3%	149	84.2%	159	82.4%	161	84.3%
	Hispanic	2	1.1%	2	1.1%	2	1.0%	2	1.0%
	All	180	100%	177	100%	193	100%	191	100%
Frostburg	Afr Am	9	5.3%	7	3.8%	8	4.3%	8	4.6%
	Hispanic	1	0.6%	1	0.5%	1	0.5%	0	0.0%
	All	171	100%	184	100%	186	100%	175	100%
Salisbury	Afr Am	18	8.6%	19	8.9%	21	10.1%	19	9.1%
	Hispanic	1	0.5%	0	0.0%	0	0.0%	0	0.0%
	All	209	100%	214	100%	208	100%	209	100%
Towson	Afr Am	53	8.8%	53	8.7%	55	9.0%	64	9.8%
	Hispanic	9	1.5%	7	1.1%	9	1.5%	12	1.8%
	All	603	100%	609	100%	611	100%	650	100%
UB	Afr Am	22	11.5%	28	12.6%	38	15.1%	40	15.4%
	Hispanic	4	2.1%	6	2.7%	4	1.6%	4	1.5%
	All	192	100%	222	100%	251	100%	259	100%
UMAB	Afr Am	211	17.1%	280	19.3%	305	20.0%	366	20.6%
	Hispanic	19	1.5%	22	1.5%	22	1.4%	25	1.4%
	All	1,235	100%	1,448	100%	1,527	100%	1,775	100%
UMBC	Afr Am	115	19.8%	124	19.4%	134	20.2%	126	18.6%
	Hispanic	11	1.9%	14	2.2%	13	2.0%	11	1.6%
	All	580	100%	640	100%	665	100%	677	100%
UMCP	Afr Am	384	17.8%	426	18.5%	467	18.3%	500	18.1%
	Hispanic	66	3.1%	69	3.0%	72	2.8%	86	3.1%
	All	2,162	100%	2,298	100%	2,558	100%	2,760	100%
UMES	Afr Am	133	74.3%	141	74.6%	136	72.3%	142	72.1%
	Hispanic	3	1.7%	2	1.1%	2	1.1%	3	1.5%
	All	179	100%	189	100%	188	100%	197	100%
UMUC	Afr Am	104	23.0%	106	20.5%	145	23.7%	130	20.8%
	Hispanic	13	2.9%	13	2.5%	13	2.1%	14	2.2%
	All	452	100%	518	100%	613	100%	625	100%
Morgan	Afr Am	362	86.8%	298	85.6%	411	87.3%	389	88.0%
	Hispanic	3	0.7%	3	0.9%	2	0.4%	1	0.2%
	All	417	100%	348	100%	471	100%	442	100%
St Mary's	Afr Am	8	8.3%	8	7.6%	6	5.7%	6	5.9%
	Hispanic	1	1.0%	0	0.0%	1	1.0%	2	2.0%
	All	96	100%	105	100%	105	100%	102	100%
TOTAL	Afr Am	1,713	25.7%	1,799	25.2%	2,056	26.5%	2,112	25.6%
	Hispanic	136	2.0%	140	2.0%	142	1.8%	164	2.0%
	All	6,664	100%	7,140	100%	7,770	100%	8,249	100%

* note: administrative staff includes presidents, vice presidents, deans, and directors; professional staff includes associate and assistant directors, coordinators, etc.

Section II

Statewide Trend Analysis

Community Colleges

Strengthening Recruitment

Full-time enrollments (Section I, Table 1):
From the fall of 2004 to the fall of 2007, the total full-time enrollment at Maryland's 16 community colleges grew by 3,383 students, an increase of 8 percent. During this same time period, the enrollment of full-time African Americans increased by 644 students, an increase of 6 percent. The growth in full-time Hispanic students, however, outpaced both of these groups, increasing by almost 17 percent (16.8 percent) from 1,808 in 2004 to 2,112 in 2007 (a growth of 304 students).

The percentage of African Americans and Hispanics as a proportion of all full-time students has remained stable over this time period.

Part-time enrollments (Section I, Table 2):
Overall, the statewide enrollment of part-time community college students was flat from fall 2004 to fall 2007. The same pattern was evident among part-time African Americans. After a slight decrease from 2004 to 2005, Hispanics experienced strong growth, increasing by 12.7 percent between 2005 and 2007.

As has been the case with full-time enrollment, the percentage of African American and Hispanic students has remained stable.

Examples of Activities Undertaken by Campuses to Strengthen Recruitment

In their 2008 Minority Achievement Reports, Maryland's community colleges discussed a number of initiatives to improve the diversity of their student population. All colleges are engaged in multicultural event programming and most sponsor campus-wide diversity education to maintain campus environments where all people feel welcome. Targeted recruitment efforts include high school visits, on-campus college preview programs, dual enrollments programs, and presentations to churches and local organizations. Statewide, there is a new emphasis on reaching younger prospective students—many community colleges have focused programming on middle school students to encourage high school completion and college enrollment.

Some examples of recruitment initiatives include:
- **Anne Arundel Community College** uses a customer relationship management model. Each admission adviser is assigned to a cluster of three public high schools through a caseload management system. The Coordinator of Multi-Ethnic Recruitment is assigned to the three high schools that have the largest minority student populations. In addition to regular college presentation visits, advisers participate in career day programs, mock interviews, portfolio days, financial aid nights, early college awareness programs and job fairs; monitoring and tracking the progress of prospective students and applicants from

- **Community College of Baltimore County** has established **a** Parallel Enrollment Program, which allows students to take college level courses while still enrolled in high school. It credits an 8 percent increase in the enrollment of African-American and Hispanic students to this effort.

- **Chesapeake College** implemented an outreach program to parents of Head Start students, using a Spanish-speaking interpreter to facilitate dialogue about the College admissions process, services and programs of study.

- **Garrett College** has initiated a Leaders of Tomorrow (LOT) program to motivate high school minority students to pursue post-secondary education and provide skills needed to be successful in college. High school guidance counselors select up to sixty minority students who participate in a six- day program in which participants are housed in a residence hall and attend workshops on career exploration, study skills, and preparing for and selecting a college. They also complete a community service project.

- **Montgomery College** has developed a strong partnership with the Montgomery County Public Schools system supported by County government funding, the dedication of several staff to the program, and the ongoing support of the County Superintendent of Schools and the Montgomery College President. The partnership has supported an increased number of outreach efforts by the College's Admissions Office, including: College Nights, College Fairs, Counselor Breakfasts, a bilingual outreach publication, hiring a bilingual admissions recruiter, reports on the Radio America Spanish station, a Hispanic College Fair at the Universities at Shady Grove, expanded automated phone dialing and e-mail services to remind targeted high school students of upcoming outreach events, and an expanded recruitment effort for the Montgomery Scholars program.

- **Wor-Wic Community College** Admissions and Career Services staff have conducted campus-based visits for students in middle school. In the summer of 2006, 120 middle school students in a Gear Up!/Camp Smart mathematics program attended a summer camp at Wor-Wic (38 percent were African American). In addition, more than 300 at-risk middle school students were hosted on campus to learn about college preparation and career opportunities

Strengthening Retention and Graduation

Measures of student success include the graduation/ transfer rate, the rate of students graduating with a bachelor's degree within four years of transferring from a Maryland community college, and the successful persister rate (a *successful persister is defined as a new student who, after attempting at least 18 credit hours within the first two years after matriculation at a Maryland community college <u>and</u> completing at least 30 credit hours with a GPA of 2.00 or better, has graduated and/or transferred, or is still enrolled at the institution*)

Successful persister rate (Section I, Table 3):
The successful persister rate of community college students fluctuated during the past three cohorts: 76.7 percent in 2000, 65.8 percent in 2001 and 70.9 percent in 2002. In contrast to the overall rate trend, the African American successful persister rate improved steadily during the three years: 53.2 percent in 2000, 53.3 percent in 2000 and 59.6 percent in 2002. However, though steadily improving, the rate of African American students is still below that of all students (there is an 11.3 percentage point gap in the most recent cohort: 59.6 percent vs. 70.9 percent). The Hispanic successful persister rate fluctuated: 66.9 percent in 2000, 64.4 percent in 2001 and 66.7 percent in 2002. It is also below that of all students.

Four-year graduation and transfer rate (Section I, Table 3):
The graduation and transfer percentages among all students in the Degree Progress cohorts displayed a similar pattern to that of the successful persisters: 47.6 percent in 2000, 43.4 percent in 2001 and 47.5 percent in 2002. In contrast, the graduation and transfer rate of African American students steadily improved, from 31.7 percent in 2000 to 32.1 percent in 2001 and 34.5 percent in 2002. Hispanic students mirrored the overall graduation and transfer rate pattern. The Hispanic entering cohort fell from 39.4 percent in 2000 to 38.8 percent in 2001, and then rose to 42.6 percent 2002.

Graduation rate of community college transfer students at four-year campuses
(Section I, Table 4):
Community college students who have transferred to a Maryland public 4-year campus and earned their bachelors degree within four years have consistently improved their graduation rate over the last four years. The overall graduation rate within four years of transfer from a community college for the total transfer population has risen steadily from 44.4 percent for the 2000-2001 cohort to 50.4 percent for the 2003-2004 cohort. During this same time, the African American transfer cohort graduation rate increased from 33.9 percent for the 2000-2001 cohort to 39.1 percent for the 2002-2003 cohort, but decreased in 2003-2004 to 37.2 percent. Hispanic transfer students showed a similar pattern to African Americans, increasing from 2000-2001 to 2002-2003 (40.8 percent and 55.4 percent respectively) then decreasing slightly in 2003-2004 (53.6 percent).

Observing the difference in the graduation rates between the total population and the minority cohorts, the African American graduation rate gap was 9.5 percentage points or more for each of the four years: 10.5 percentage points for the 2000-2001 cohort, 9.5 percentage points for the 2002-2002 cohort, 10.1 percentage points for the 2002-2003 cohort and 13.2 percentage points for 2003-2004.

Hispanics transfer students narrowed, and then overcame, the graduation rate gap, achieving higher graduation rates four years after transferring than the total transfer population. The graduation rate gap for Hispanic transfer students was 3.6 percentage point gap for the 2000-2001 cohort and 1.1 percentage point gap in 2001-2002. Hispanics exceeded the overall transfer student four-year graduation rate by 6.1 percentage points for the 2002-2003 cohort and 3.2 percentage points in 2003-2004.

Examples of Activities Undertaken by Campuses to Strengthen Retention and Graduation

The State's community colleges are deeply committed to ensuring the academic success of all students. Some of the common strategies include:

- Improvements to developmental education curricula
- Specialized faculty training on teaching developmental students
- Summer bridge programs for new students
- Learning communities
- Student success courses for entering students ("learning to learn")
- Enhanced English for Speakers of Other Languages (ESOL) curricula
- Tutoring and mentoring (faculty and peer)
- Computerized "early warning" systems to identify students who need extra help
- For students nearing degree completion, enhanced support with the transfer process (transfer workshops and counseling)
- College readiness programs at high schools (working with high school populations to increase the likelihood of graduates being academically prepared)
- More focus on research to measure and evaluate the effectiveness of student success programs.

Examples of initiatives underway to improve student retention and graduation at Maryland's community colleges include:

- **Allegany College** has opened The Turning Point Center. This center serves as a conduit for non-traditional students to receive special advising in a non-conventional setting. Students can take their placement assessment, register and schedule courses with advisors, and receive tutoring assistance in the center. The mission of the center is to retain those non-traditional students who may have anxiety related to the return to higher education.

- **Anne Arundel Community College** created the Student Achievement and Success Program (SASP), which coordinates the use of college resources to provide individualized academic support, mentoring, educational goal setting and planning services targeted to educationally disadvantaged students who are either low-income, first-generation and/or disabled (of the 537 students who have participated in the program, 77% are minority). Students must be seeking a degree and demonstrate motivation and commitment to completing their educational goals. The college evaluates the effectiveness of the SASP program; the results of which indicate that program participants score higher on various measures of success than do students with similar educationally disadvantaged characteristics but who did not participate in SASP (SASP-eligible).

- **Baltimore City Community College** has established a Faculty Academy that provides research and professional development opportunities for faculty and staff to help them become master teachers in developmental education. The Center for Teaching and

- **Carroll Community College** has a First Year Success Program, a college transition endeavor that is strongly encouraged for all first-time college students. Student Affairs staff provide mentoring to students who are interested in becoming integrated into the college community and achieving success.

- **College of Southern Maryland** initiatives include refinements in math tutorial services, an "early warning system" designed to address student needs as they arise early in a semester; preparatory classes in math and English in the high schools, summer bridge program for mathematics and reading and transitional courses in mathematics and writing.

- **Hagerstown Community College** started a Job Training Student Resources Center, providing support through case management as well as funding for child care, transportation, and books to low income students pursuing career training at the College. From Fall 2005 to the present, approximately 17 - 18 % of the program participants have been African American and 3 - 4% have been Hispanic.

- **Howard Community College** has started Step-Up, a program in which faculty, staff, and administrators volunteer to mentor a student for a semester. The goal of the program is to keep the students connected to the college and ensure that they receive needed services. Program assessment results indicate that Step-Up students are consistently retained at a higher rate than all students. The National Council of Instructional Administrators (NCIA) recently awarded Howard Community College's Step UP program the 2007 Exemplary Initiative Award for "Student Retention and Success.

- **Prince Georges Community College** is looking at innovative teaching practices. The Developmental Math Program participated in a pilot program which exposed a sample of students who to an alternative teaching method (the Mt. Hood approach). The enrollment, persistence, and pass rates for the alternative method classes were significantly higher than the Control population by at least 12 percentage points. The MAT 104 pass rate for African-American students in the Mt Hood population exceeded the pass rate for the Control population by 16 percentage points. As a result of this research, the mathematics department has incorporated the Mt. Hood approach into more sections of developmental math.

Improving Diversity of Faculty and Staff

Full-time instructional faculty (Section I, Table 5):
Between 2004 and 2007, the overall number of full-time instructional faculty at Maryland community colleges increased by 191 faculty members, an increase of 8.7 percent. During this same time, the number of African American full-time instructional faculty members increased from 283 to 331, an increase of 17 percent (48 faculty members). While Hispanic full-time

instructional faculty increased by 15.8 percent from 2004 to 2007, this increase only amounts to six faculty members, as the base line was small (just 38 Hispanic full-time instructional faculty).

As a proportion of the total full-time instructional faculty, African American instructors have increased their presence, increasing steadily from 12.8 percent of the full-time instructional faculty in 2004 to 13.8 percent in 2007. Hispanic faculty have maintained their small proportion of the total full-time instructional faculty: 1.7 percent in 2004, 2005 and 2006, and 1.8 percent in 2007. As of the 2007, only half of Maryland's 16 community colleges had more than one Hispanic full-time instructional faculty member.

Full-time administrative and professional staff (Section I, Table 6):
(note: administrative staff is made up of presidents, vice presidents, deans and directors; professional staff is made up of associate and assistant directors, coordinators, etc.). The total number of administrative and professional staff at the 16 Maryland community colleges increased by 226 employees (11.5 percent); from 2004 to 2007, growing from 1,969 to 2,195. African Americans accounted for 31 percent of that growth, increasing their numbers by 71 administrative and professional staff. This represented a 16.2 percent increase for African Americans, who have grown steadily from 438 administrative and professional staffers in 2004 to 509 in 2007. Meanwhile, Hispanics increased by six administrative and professional staff, rising from 32 to 38, or 18.8 percent.

As a proportion of the total, African Americans have increased their representation in the total number administrative and professional staff. From 2004 to 2007, African Americans have steadily, if slightly, increased their presence from 22.2 percent to 23.2 percent. The proportion of Hispanics ranges from 1.5 percent to 1.8 percent during the four-year period. Similar to the full-time instructional faculty, less than half of the Maryland community colleges (seven of sixteen) had more than one Hispanic administrative or professional employee.

Examples of Activities Undertaken by Campuses to Improve Faculty and Staff Diversity

Despite the challenges of low turnover and budgetary realities that allow for few new positions, Maryland's community colleges have been striving to improve the diversity of their faculty and professional staff. Common actions taken include:

- Diversity training for search committees
- Racial/ethnic diversity on search committees
- Local business and community networking
- Outreach to regional and national Historically Black Institutions (HBI)
- Advertising in national publications/websites widely read by minorities
- Staff mentoring for new hires
- Recruitment tracking systems

In their reports, colleges described in detail several programs designed to increase the diversity of faculty and staff. Some examples of specific efforts include the following:

- **Cecil College** has developed an online system to monitor minority representation in the pools of candidates, ensures an equitable consideration of qualified minority candidates, and reviews the HR strategic objectives relative to diversity with each search committee.

- **Frederick Community College** has increased its advertising budget 25% ($43,000 to $53,000) in an effort to reach more under-represented populations, restructured its organizational recruitment process to maximize its pool of diversity applicants, and now conducts real-time statistical analysis of search activity results both during and after each position search process.

- **Harford Community College's** Director of Human Resources and Employee Development works closely with search committees to ensure there is a diverse pool of candidates to interview for all job openings. If an applicant pool does not meet a certain percentage of non-Caucasian applicants, the HR Director will re-advertise the position to ensure a diverse applicant pool

- **Howard Community College** requires a diversity committee member to serve on every full-time faculty search and every staff hire grade 12 and above (which includes all administrative positions and all senior professional/technical positions). The college has also developed and implemented an enhanced diversity search committee training program to strengthen the system for placing members on search committees.

Public Four-Year Colleges and Universities

Strengthening Recruitment

First-time, full-time undergraduate enrollments (Section I, Table 7)
From 2004 to 2006 the African American new, full-time student enrollment rose steadily from 4,272 to 5,046, then dropped to 4,671 in 2007. The proportion of African Americans in the cohort, after growing in 2005 and 2006, dipped back to 31.9 percent, just above the 2004 level of 31.4 percent.

The number of Hispanic new, full-time students enrolled increased from 383 in 2004 to 536 in 2006, but fell to 507 in 2007. Between 2004 and 2006, the proportion of Hispanics in the cohort rose from 2.8 percent to 3.7 percent, and dropped slightly to 3.5 percent in 2007.

Full-time undergraduate enrollments (Section I, Table 8)
From 2004 to 2007 the number of African American full-time undergraduates increased by 8.3 percent (20,311 to 21,997), faster than the enrollment increase of all fulltime undergraduates over the same time period (5.0 percent). The proportion of African Americans in the cohort grew steadily as well, from 27.4 percent to 28.3 percent.

From 2004 to 2007 the number of Hispanic full-time undergraduates increased by 17.6 percent (2,296 to 2,699), over three times faster than the enrollment increase of all full-time undergraduates over the same time period (5.0 percent). The proportion of Hispanics in the cohort grew steadily from 3.1 percent to 3.5 percent.

Part-time undergraduate enrollments (Section I, Table 9)
From 2004 to 2006 the number of African American part-time undergraduates increased from 9,163 to 9,627, and dropped in 2007 to 9,065. All of the decline in overall part-time undergraduates between 2006 and 2007 can be explained by the drop in African American enrollment. The proportion of African Americans among all part-time students dropped from 33.4 percent to 31.1 percent in the past three years.

After a slight drop between 2004 and 2005, the number of Hispanic part-time undergraduates increased by 16.0 percent over the next two years (1,161 to 1,347). From 2004 to 2007, the proportion of Hispanics in the cohort rose steadily from 4.3 percent to 4.6 percent.

Enrollment of community college transfer students (Section I, Table 10)
After a slight drop between 2004 and 2005, over the next two years the number of African Americans who transferred from Maryland public community colleges to Maryland public four-year campuses increased by 14.0 percent (1,792 to 2,043). The proportion of African Americans among those transferring followed the same trend: dropping slightly from 2004 to 2005, then steadily increasing over the next two years to 23.5 percent.

After declining slightly between 2004 and 2005, the number of Hispanics who transferred from Maryland public community colleges to Maryland public four-year campuses increased steadily over the next two years, from 309 in 2005 to 354 in 2007.   The proportion of Hispanics among those transferring varied from 3.8 percent to 4.1 percent.

Graduate and professional enrollments (Section I, Table 11)
From 2004 to 2007 the number of African American graduate and professional students enrolled increased steadily by 15.2 percent (7,881 to 9,079), faster than the overall increase of 10.3 percent. The proportion of African Americans in the cohort rose from 22.0 percent to 23.0 percent.

From 2004 to 2007 the number of Hispanic graduate and professional students enrolled increased steadily by 27.2 percent (956 to 1216), almost three times faster than the enrollment increase of all graduate and professional students (10.3 percent). The proportion of Hispanics in the cohort grew steadily from 2.7 percent to 3.1 percent.

Examples of Activities Undertaken by Campuses to Strengthen Recruitment

In their 2008 Minority Achievement Reports, Maryland's public four-year colleges and universities discussed a number of initiatives to improve the diversity of their student population. Common activities include:
- Campus overnight programs
- Summer outreach opportunities through Upward Bound, College Bound, DC-CAP, Gear-Up
- Minority recruiters on Admissions staff
- Purchase of minority names –those who take PSAT and SAT--from College Board
- Open houses
- College fairs
- High school visits
- Recruitment brochures for students of color
- Recruitment brochures in Spanish
- Phone calls to highly talented minority students by upper level administration and faculty
- College readiness programs
- Partnerships with minority community organizations
- Merit scholarships
- Systematic analysis and evaluation of minority recruitment programs for improvement
- Dual-admission agreements with community colleges with large minority populations

Some examples of specific recruitment initiatives include:

- **Towson University** is partnering with U.S. Hispanic Youth Entrepreneur Education in pursuit of their goals to encourage at-risk Hispanic youth in Maryland to stay in school and aspire to attend college, to provide financial aid and scholarships, and to develop partnerships between school districts, colleges and universities, corporations, and

government agencies. The university will host the "Maryland Hispanic Youth Symposium," each summer.

- **University of Baltimore** Law School **re**gularly recruits students at historically black colleges and at minority recruitment affairs. Outreach programs were also initiated to students in their sophomore and junior years through pre-law societies and minority student organizations. The LS also established a welcome dinner for admitted minority students. It is designed to introduce new students to peers and faculty, to encourage a sense of community. In addition, the Baltimore Scholars Program has been re-designed to more specifically direct help to undergraduate minority students to improve their writing ability and LSAT score. Of the 1070 students enrolled in fall 2007, 121 (11.31%) were African American and 20 (1.87%) were Hispanic.

- **The University of Maryland, College Park** celebrated the achievements of its third class of Maryland Incentive Awards recipients. Seven years after its creation, the program enjoys an 80% retention and graduation rate. The program is specifically targeted toward first-generation students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. It is focused on Baltimore City and Prince Georges County and identifies up to fourteen candidates each year who receive full four-year scholarships to the University of Maryland. At the heart of the program is the development of individual character, critical thinking skills and leadership within an intimate community of peers, advisors and faculty mentors.

- **University of Maryland Eastern Shore's** strategy for an aggressive enrollment growth includes a strong component for increasing community college transfers including a significant proportion of Hispanic community college students.

- **UMUC** continues to use open houses as a strategy to strengthen student recruitment. Open houses bring university resources to one location, thereby providing students with a "one-stop shop" for assistance with admission, financial aid, and academic advising. Some open houses are themed to emphasize a particular service or program such as Prior Learning, transcript evaluation, or financial aid. Open house attendees who apply receive application fee waivers and book vouchers if they apply to the university on-site.

Strengthening Retention and Graduation

Second year retention rate (Table 12)
The second year retention rate of African American first-time, full time students dropped steadily by 4.4 points over the three most recent cohorts, from 74.1 percent in 2003 to 69.7 percent in 2006. The retention rate of all first-time, full-time students dropped by 2.8 points over the same time period (from 81.3 percent to 78.5 percent). The gap between the second year retention rate of African American students and that of all students widened by over a point: the rate of African Americans was 7.2 points lower than that of all students in the 2003 cohort and 8.8 points lower in the 2006 cohort.

The second year retention rate of Hispanic first-time, full time students dropped from 84.4 percent in 2003 to 78.9 percent in 2005, but rebounded in 2006 to 80.8 percent. The retention rate for Hispanics remained higher than that of all students in three of the past four years.

Six-year graduation rate (Table 13)
The six-year graduation rate of African American first-time, full time students dropped by almost three points over the past three years, from 47.5 percent in the 1999 cohort to 44.7 percent in the 2001 cohort. In contrast, the graduation rate of all first-time, full-time students increased by 1.6 points over the same time period. The gap between the six-year graduation rate of African Americans and that of all students widened by over four points: the rate of African American students was 15.1 points lower than that of all students in the 1999 cohort and 19.5 points lower in the 2001 cohort.

The six-year graduation rate of Hispanic first-time, full time students increased from 58.7 percent in the 1999 cohort to 67.0 percent in the last two cohorts. In the 1999 cohort, the graduation rate of Hispanics was 3.9 points lower than that of all students, but in the 2000 cohort, Hispanic students had a graduation rate three points higher than that of all students, and in the 2001 cohort, Hispanics had a rate 2.8 points higher.

Examples of Initiatives to Strengthen Retention and Graduation
To help address this challenge, the University System of Maryland (USM) Chancellor Kirwan included among his top three initiatives, "Closing the Gap." In late 2007 the USM sponsored a symposium, "The Compelling Reasons for Closing the Achievement Gap: State and Institutional Considerations. The event brought together invited K-16 education and policy leaders to share perspectives and to discuss strategies that can help reverse this trend and give all Marylanders the opportunity, skills, and knowledge to succeed.

The USM was also invited to form a State team to apply for a Making Opportunity Affordable planning grant. The Maryland Steering Committee of the MOA project has endorsed the following elements as part of the strategic planning for the MOA project:
- Align higher education outcomes with the needs of the state;
- Provide a high-quality education for an increasing number of Maryland citizens;
- Close the gap in completion rates between diverse groups of students;
- Increase overall completion rates

In addition to these important initiatives coordinated by the USM, individual colleges and universities described many campus-based activities and programs with similar goals in their Minority Achievement reports. Common strategies being employed to improve performance on retention and graduation objectives include:
- Summer programs for new students
- Enhanced freshmen advising
- Enhanced academic advising for all students
- Retention coordinators
- Student attendance monitoring
- Degree audits of students close to graduation

- Faculty and peer mentoring
- Alumni networking
- Counseling and tutoring
- Discipline-specific learning communities
- Phone calls by faculty to non-returning students
- College readiness programs at high schools and middle schools

Some examples of specific initiatives:

- **Bowie State University** focused on increasing the number of credit hours taken by students per semester. Traditionally, most full-time students at the institution enrolled in an average of 12 credit hours per semester. In spring of 2006, faculty advisors and advisement specialists encouraged students to increase the number of credit hours they were taking per semester to 15 or more credit hours. This strategy impacts students' time to degree and ability to receive financial aid throughout their matriculation at the University. Since implementing these strategies, the University has seen an increase in the 2nd year retention rate from 73% to 76.9% and an increase in the six-year graduation rate from 37% to 40%.

- **Coppin State University's** Counseling and Psychological Services (CAPS) program has now been fully implemented and is dedicated to the academic mission of the institution by providing services and programs that help retention and students preserve their emotional well-being in order to attain their educational goals and pursuits. The program is staffed by licensed psychologists, social workers, certified addictions specialists, professional counselors, and peer counselors.

- **Frostburg State University** has expanded its Learning Community Program. All incoming freshmen are given the opportunity to participate, which allows first-year students to explore an academic major, life skill, or topic by enrolling in thematically linked courses. They also help first-semester students establish support networks with peers, faculty, and University staff and assist with decisions about possible academic majors. The Learning Community program has been especially successful in helping the University retain minority students. Eighty-eight percent of first-time minority students from the fall 2005 cohort who participated in a learning community returned in fall 2006 compared to a 64% return rate for minority students who did not participate in a learning community.

- **University of Maryland Baltimore County** Meyerhoff Scholarship Program supports students who have an interest in pursuing doctoral study in the sciences, mathematics, computer science, and engineering, and who are interested in the advancement of minorities in the sciences and related fields. The program has strong retention components; through intensive staff interventions and counseling, students are supported throughout their academic careers at UMBC and most graduate within four years.

- **Morgan State University** established the "Male Initiative on Leadership & Excellence" (MILE), a co-curricular program that engages male students in leadership development,

value building, and intentional learning strategies. Undergirding these activities is the theoretical framework of student engagement. According to George Kuh and associates, "what students do during college counts more in terms of desired outcomes than who they are or even where they go to school." Participants engage in out-of the classroom activities, which positively impacts participants' academic performance in class. A recent assessment of the MILE revealed a positive relationship between engagement in MILE and academic performance.

Improving Diversity of Faculty/Staff

Full-time instructional faculty (Table 14)
From 2004 to 2007 the number of African American instructional faculty increased consistently by 17.6 percent, from 729 to 857. The proportion of African Americans among instructional faculty also rose each year, from 14.8 percent to 16.2 percent.

From 2004 to 2006 the number of Hispanic instructional faculty increased steadily by 40.4 percent, from 104 to 146, and declined slightly between 2005 and 2006. The proportion of Hispanics among instructional faculty grew steadily over the period, from 2.1 percent to 2.8 percent.

Full-time administrative and professional staff (Table 15)
From 2004 to 2007 the number of African American full-time administrative and professional staff rose steadily from 1,713 to 2,112, an increase of 23.3 percent. The proportion of African Americans among full-time administrative and professional staff remained steady at about one-fourth.

From 2004 to 2007 the number of Hispanic full-time administrative and professional staff steadily increased by 20.6 percent, from 136 to 164. The proportion of Hispanics among full-time administrative and professional staff remained very steady; between 1.8 and 2.0 percent.

Examples of Activities Undertaken by Campuses to Improve Diversity of Faculty and Staff

- **Salisbury University** Perdue School of Business is a member of the Ph D Project, a diversity effort to assist business professionals to return to academia and become business professors.

- **St. Mary's University** recently hosted a three-day statewide Affirmative Action / Equal Employment Opportunity workshop.

Frostburg State University, University of Baltimore and University of Maryland Baltimore County have all awarded state-supported Henry C. Welcome Fellowships to help attract and retain highly-qualified minority faculty.

Section III

Campus Executive Summaries

Community Colleges

Allegany College of Maryland

This report details accomplishments and future activities associated with the minority achievement Institutional Performance Accountability Indicators that were identified by the Maryland Higher Education Commission (MHEC) as lagging behind college established benchmarks and needing additional attention and explanation. The sections describe performance and action taken to strengthen recruitment, strengthen retention and graduation, and improve diversity of faculty and staff.

Strengthening Recruitment

From the fall of 2004 to fall of 2007, the enrollment of full-time African Americans increased by 24 students, an increase of 13 percent. The growth in the proportion of full-time minorities has remained stable (approximately 10%).

Overall, the enrollment of part-time students increased from fall 2004 at 1603 to 1775 in the fall 2007. A minor increase was evident among part-time African Americans with an increase from 33 to 36. The total number of part-time Hispanic students remained marginal, however has experienced a 50% growth rate from 7 in 2004 to 14 students in 2007. Minority enrollments are higher compared to the percentage of minority residents reported in U.S. Census Bureau estimate for the service region, even though a large proportion of the county minority population consists of prison inmates housed at local federal and state prisons.

Strengthening Retention and Graduation

The six year transfer/graduation rate of all minority students has been steadily increasing over the past from 28.6% for the 1998 cohort to 35.3% for the 2002 cohort. The absolute numbers for our college are very small due to the fact that data were not reported to the National Student Clearinghouse; however we have recently joined and are working to upload files to ensure accurate data in the future. The following successful initiatives were implemented in an effort to improve minority success:

*In the fall of 2006, the College's Diversity Center was formed to create and maintain a campus learning environment where all people feel welcome and safe. The Diversity Center promotes programs, activities, support groups, discussions/meetings, and counseling that further the mission of Allegany College of Maryland's Diversity Task Force. It is managed by the Dean of Student Development Office and is available for use by students, faculty, and staff.

*The Diversity Center Task Force Programming Committee encourages students' participation in the following projects to promote cultural multiplicity and student success:

- Brown Bag lunch series that focuses on diversity topics
- Cultural Explosion (week long event second week of school, with displays, speakers and entertainment each day on a different culture (examples include Congo, Ethiopia, Islam and Mennonite/Amish)
- Jackie, Vi & Lena – NY City professional touring company production
- Ty Howard – motivational speaker
- Vagina Monologues
- Focus on Women Awards
- Clothesline Project & Take Back the Night March
- Cultural Show – student driven performance of native cultural dances and fashion
- Piscataway Nation singers/dancers

- Diversity table at Orientation/learning fair
- "1001 Black Inventions" (spring 2005)
- Walk a Mile in my Shoes (fall 2007)

*In the spring of 2007, the college in collaboration with various community partners sponsored a three month celebration of the life and legacy of Dr. Martin Luther King, Jr. made possible by a grant from the Maryland Humanities Council. The following are a list of some of the events:

- *"Freedom on My Mind"*: a 90 minute film about the 1964 Mississippi Freedom Summer Program.
- *"Ordinary People Can Do Extraordinary Things*": A multimedia program focusing on the music, the historical events, and the experiences of the young civil rights workers whose courage and determination challenged the State of Mississippi, resulting in the passage of the Voter Registration Act of 1965.
- *"Magpie: Music and the Movement:* Musicians *Greg Artzer* and *Terri Leonini,* nationally recognized musicians and singers, demonstrate traditional freedom songs from the Civil Rights movement while sharing about the history, role, and meaning of the music.
- *"Lessons Learned from My Grandfather": Arun Gandhi*, grandson of Mahatma Gandhi whose principles and techniques of nonviolence were applied to the Civil Rights Movement by Dr. Martin Luther King, Jr. will share stories about Mahatma Gandhi.
- *"The Role of Civil Society in Building Peace":* presentation and discussion about the responsibility of citizens in a democracy to promote social justice and economic equality, and how organizations and education can play a part in strengthening peace and transforming society.
- *"At the River I Stand":* Documentary about the eventful months in Memphis 1968 leading up to the death of Martin Luther King, Jr. and the connection between the struggle for civil and economic rights. *Rev. Samuel Billy Kyles*, a close friend of MLK who was with him in the final week of his life, will be the special guest.
- *"Intergenerational Perspectives on Dr. King":* panel discussion with faculty and students and *Rev. Samuel Billy Kyles*, a close friend of Dr. Martin Luther King, Jr. who was with him in the final week of his life.

* Internal reports showed that African American students were much more likely to need remediation than other students and are less likely to persist or succeed in their developmental coursework. The College advises students to enroll in development courses that will enhance their ability to succeed: (1) Connections for College and Career Success, (2) Habits for Success, and (3) Exploring Health Care Careers. Also, the College encourages those students whose primary language in not English to enroll in courses for international students with less English proficiency: (1) English for Speakers of Other Languages (ESOL) I and (2) ESOL II to ensure students have ample preparation to be successful.

* A large proportion of the college's minority students are housed in a student apartment complex adjacent to the college campus. The full-time Director of Student Life and Counselor assists students in dealing with personal and academic problems. The Counselor provides and links students to tutoring, counseling, and student activities.

* In an effort to assist the college community to better understand the needs of minority students and faculty, the college sponsored a number of campus workshops and special events on the topics of diversity. These included: (1) a workshop by Ty Howard entitled *"21ˢᵗ Century Building Blocks to College Campus Success"* and (2) a workshop conducted by best selling

author Jeannette Walls presented *"Demon Hunting and Other Life Lessons on Turning Adversity to Advantage"*.

*In the spring of 2007, the college opened the Turning Point Center. This center serves as a conduit for non-traditional students to receive special advising in a non-conventional setting. Students can take their placement assessment, register and schedule courses with advisors, and receive tutoring assistance in the center. The mission of the center is to retain those non-traditional students who may have anxiety related to the return to higher education.

Improve Diversity of Faculty and Staff

Minority Full-time Administrative/Professional Staff Employment

The College does not yet meet its minority employment indicator benchmarks in terms of full-time faculty and administration/professional staff. The College has established a formal Office of Diversity and stepped up professional development efforts by offering several workshops and seminars on cultural diversity to improve staff understanding of various cultures.

To assist in the recruitment and retention of minority staff, during the past year the college has begun an employment recruitment tracking system that is used to better gauge college success in finding and attracting minority candidates. Also, the College is considering the purchase of a new Human Resource data system that would enable better tracking of applicant and recruitment activities.

The College's *Self-Study Report* (January 2005) touched upon the issue of minority recruitment at the college and suggested ways in which improvements could be made. The self-study found "there appears to be no written policy for advertising positions to a more diverse population of applicants" (page 3-8). The self-study also found that "there has been a lack of consistency of where faculty positions are advertised and even if they are advertised," and indicated that while "every attempt is made to advertise in the *Hispanic Outlook in Higher Education*, *Affirmative Action Register*, and *Afro American . . .* time is often the determining factor in advertising through these monthly publications, which often takes an additional month in advance to advertise. Hence, this advertising has not happened in the past." (page 7-11)

The self-study makes two recommendations that could impact minority recruitment. First, it recommends that the college "develop a written policy for recruiting a more diverse staff population." Second, It recommends that the college "develop a consistent plan for faculty position advertising that could include a requirement that all full-time faculty be hired via a nationwide search and advertised in the *Chronicle of Higher Education* or relevant national journals, as approved by the Program Director/Division Chair, Vice-President of Instructional Affairs, and President. These recommendations were endorsed by the visiting Middle States Accreditation Team.

Anne Arundel Community College

Consistent with its mission, AACC is firmly committed to diversity and minority student achievement. This commitment is reflected in the college's strategic plan, curriculum and co-curricular academic support program, activities of the college's diversity council, various student organizations that sponsor culturally diverse activities to enrich student life throughout the year, and policies and practices regarding recruitment and retention of a diverse workforce.

Strengthening Recruitment

The number of students from ethnically diverse backgrounds attending AACC continues to establish new records. In fall 2002, 2,586 credit students (20.2% of the total) were from a minority group. In fall 2007, the 3,227 students from ethnically diverse backgrounds accounted for 24.8% of the credit student body. The number of minority credit students rose by 24.8% over the last five years; African-American students had the largest absolute increase (+383 or 21.9%), while Hispanics had the largest percentage gains (43.2% or 140 students). For 2006 (the last year of county population data), the college's minority students made up 24.1% of all credit students, above the comparable county minority adult population rate of 21.8%.

AACC's continuing education programming has also seen an increase in minority students. In FY2007, 27.4% of all students were minority, up from 24.3% in FY2002. Over that period, the number of minority students rose by 15.4% from 6,630 to 7,534. In addition, 82% of all FY2007 minority continuing education students were enrolled in workforce training classes.

The Office of Admissions and Enrollment Development continues to innovate and employ new technologies and recruitment strategies to improve outreach to prospective minority and underserved student populations. Each of four admission advisers is assigned to a cluster of three public high schools through a caseload management system. The Coordinator of Multi-Ethnic Recruitment is assigned to the three high schools that have the largest minority student populations. This model provides for more consistent personal contact with guidance counselors and more frequent visits to recruit students in their schools. In addition to regular college presentation visits, advisers participate in career day programs, mock interviews, portfolio days, financial aid nights, early college awareness programs and job fairs. Using a model of customer relationship management, the advisers monitor and track the progress of prospective students and applicants from their assigned schools. As a result, they provide more personalized communication and follow up with their students via mail, email and telephone.

Partnering with the English as a Second Language (ESOL) department, the enrollment specialist for international students visits those high schools that have ESOL programs to promote AACC. Admission and enrollment information for international students has been updated and expanded on the admissions web page and is in the process of being translated into Spanish and Korean to better serve the multi-ethnic populations in the county. A new position for a bilingual (Spanish) multi-ethnic recruiter has been approved for the Office of Admissions beginning in FY 2009.

AACC fosters access to minority students in a number of other ways. Step Up To Success, a Sales and Service Training Center program funded by the Anne Arundel Workforce Development Corporation, serves about 30 minority, economically disadvantaged and at-risk

youth, providing pre-employment training, career preparation, GED preparation, and college awareness and information. The Displaced Homemaker program, a career and support services program, offers financial assistance to students, 35% of which are minority. Finally, AACC offers financial aid opportunity events at all 12 county public high schools, several private high schools, and a number of area middle schools. While these presentations are not targeted to minority families, they usually are well represented in attendance.

Strengthening Retention and Graduation

Several measures are already underway to monitor and enhance minority student success. The average fall-to-fall retention rate of all minority groups over the past seven-year period (2000-2006) has been over 50%. The rate for African American students was 56%, for Asian/Pacific Islanders, Hispanics and Native American students the rates were 68%, 63 %, and 67 %, respectively. The average retention rate for the same period for Caucasian students was 66%.

Maryland community colleges have changed the way to look at minority student success, through the degree progress model. One measure, the successful persistence rate, is the percent of an entering fall cohort either graduating with a certificate or a degree, transferring to another institution, earning 30 credits with a cumulative GPA of 2.0 or above, or still being enrolled four years after entry. The successful persister rates for AACC show that Hispanics (78% for the fall 2003 cohort) and Asian (76%) students are ahead of whites (74%). The rate for Hispanics exceeds the 77% benchmark, and the Asian rate is rapidly approaching it. The African-American successful-persister rate rose with the latest cohort (from 65% for the fall 2002 cohort to 67% for the 2003 group) and is on target to meet the desired 77% level. Another metric, the four-year transfer/graduation rate of AACC's first-time freshman minority students, is also increasing as the African-American (46%) and Hispanic (62%) rates for the fall 2003 cohort are above their fall 2006 cohort benchmarks (41% and 51%, respectively). The Asian/Pacific Islander rate of 50% is very close to the 51% target.

Additionally, for the past ten years the GPA's of minority students after transferring to a four-year institution have been on the rise. The average GPA of AACC's minority students transferring to a Maryland public four-year institution was 2.48 for the AY1995-96 group; it rose to 2.58 for the AY2005-06 students.

The Student Achievement and Success Program (SASP) coordinates the use of college resources to provide individualized academic support, mentoring, educational goal setting and planning services targeted to educationally disadvantaged students who are either low-income, first-generation and/or disabled. Students must be seeking a degree and demonstrate motivation and commitment to completing their educational goals. Of the 537 students who have participated in the program, 77% are minority. The college evaluates the effectiveness of the SASP program; the results of which indicate that program participants score higher on various measures of success than do students with similar educationally disadvantaged characteristics but who did not participate in SASP (SASP-eligible). The average fall-to-fall retention rate for minority students in each SASP cohort from 2002-2006 has been increasing steadily. Since fall 2004, the average retention rate for SASP minority students (50%) has been statistically significantly higher than that of both SASP-eligible students (30%) and other minority students that were not educationally disadvantaged (general student body) (47%). In addition, the four-year graduation

rate of the 2003 SASP minority student cohort (30%) was higher than that of SASP-eligible students (9%) and the general student body (15%). Finally, the four-year transfer rate for minority SASP participants of 35% (2002 cohort) was nearly equal to that of the general student body (36%) and greater than non-SASP eligible students (20%). Clearly, the goal of the SASP participants earning greater academic success than their non-SASP counterparts and approaching the levels of the general student body is being achieved.

The Summer Bridge Program, a four-week long program that prepares incoming students for a comprehensive college experience, promotes both academic and social success. This program was designed to serve the unique needs of African American students with an emphasis on African American themes. In 2008, a one-week summer bridge program for entering Hispanic students will begin as part of the new Hispanic/Latino Community Outreach and Retention plan. Through coursework and focused cultural activities, students in both these programs are exposed to academic experiences in English, literature, art, and humanities. An emphasis on career planning is also included in the program and career workshops will assist students in clarifying and setting goals as a first step in increasing student retention and persistence. In the semester following the summer program, students participate in the SASP program and remain as a group and enroll in the student success course to further the efforts to support these students in their academic work. Another proposed component of the Hispanic/Latino Community Outreach whose goal is to increase the number of Hispanic students enrolling and persisting at the college, includes the development of a version of the college success course geared for Hispanics.

Improving Diversity of Faculty/Staff

AACC consistently strives to increase the number of minority faculty and administrative/ professional staff through several means. All advertisements carry the following statement about the college's intent to be inclusive: "We are committed to the power of diversity and the strength it brings to the workplace." This emphasis seeks to maximize the development of diverse candidate pools from which all hires are made. The college regularly advertises in various diversity sources for administrative and faculty positions including: *Diverse Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Affirmative Action Register*, and *Women in Higher Education*. AACC also advertises for professional, administrative, and faculty positions in the *Latinos in Higher Education* publication. The Human Resources office and the vice president for learning have made concerted efforts in providing training for search committees on diversity recruiting and the value that diversity brings to its faculty, staff, and students. The vice president invited a group of professionally active minority faculty members, highly regarded by their colleagues, to assist in developing strategies for recruiting and retaining minority faculty. As these individuals attend their national conferences as college recruitment representatives, they are equipped with informational packages including a CD "view book" that features interviews focusing on the strengths of the college and its commitment to diversity. AACC also features the "first year" learning college orientation for all new faculty that assists them in acclimating to the college and its processes and connecting them to the college culture.

These efforts are producing results. A 30.0% increase in the number of full-time minority faculty pushed the percent of all faculty from 12.7% in fall 2002 to 15.2% in 2007. Similarly, the number of minority full-time administrative and professional staff grew by 46.4% over the same five years, with the percent of the total rising from 13.3% to 15.4%.

Baltimore City Community College

Strengthening Recruitment

Since 2004, BCCC's enrollment of African Americans studying full-time has fallen from 2118 to 2048, and their share of the student body has fallen from 78.6 to 74.7 percent. The number of Hispanic students studying full-time has fallen from 45 to 33 and their share has fallen from 1.7 to 1.2 percent. Since 2004, BCCC's enrollment of African Americans studying part-time has fallen from 3833 to 3241 and their share has fallen from 82.9 to 79.6 percent. The number of Hispanic students studying part-time has fallen from 49 to 34 and their share has fallen from 1.1 to 0.8 percent.

Activities and Strategies

Despite the recent declines in the enrollment of African Americans and Hispanic students, studying either full-time or part-time, BCCC continues to enroll more Baltimore City residents as undergraduates than any other college or university in Maryland. Baltimore City, our service population, is predominantly comprised of minority residents with 66% African American and just 2% Hispanic residents; African Americans comprised 81.7% of our student body last fall, while Hispanic students comprised 1.3%.

A number of targeted initiatives are underway to restore and increase minority student enrollment. Many of these initiatives are directed toward students in the Baltimore City Public School System (BCPSS), where 89 percent of the students are African Americans, 2 percent are Hispanic, and 1 percent are other minorities. Upward Bound and Talent Search help hundreds of BCPSS middle and high school students complete high school and pursue higher education, many choosing BCCC. The Early Enrollment Program offers full tuition scholarships to high school juniors and seniors. In 2007 the Tech Prep program was reinstituted in order to coordinate the articulation and transfer of high school classes to BCCC's programs so that graduates will acquire knowledge and skills required in the workplace. BCCC hosts an annual recruitment luncheon and recognition ceremony for BCPSS honor students to learn about our scholarships. The Business, Management and Technology Department hosts an annual High School EXPO with the Admissions Office, drawing 450 students this year compared to 300 two years ago. In fall 2009, we will begin a dual enrollment program that will enable students to take courses which fulfill high school graduation requirements and earn college credits.

Other activities that will increase minority student enrollment include the continuing refinement of the mix of evening, weekend, and online courses and services on order to meet the needs of working adults, many of whom are minorities. Online registration has been made more flexible and convenient.

Finally, a comprehensive, integrated marketing, communications, and community outreach campaign targeted uniquely to these audience groups will be implemented. Our communications will promote the relevance of our academic programs, our affordable tuition, and accessible learning sites. Former students will be engaged to serve as ambassadors and will figure prominently as success stories in our marketing campaigns.

Strengthening Retention and Graduation

The Successful Persister Rate for African Americans increased for three cohorts to 46% for the 2002 cohort, then fell to 43% for the 2003 cohort. Our cohort for analysis for Hispanic students was too small to consider for this measure. The Four-Year Graduation and Transfer Rate for African American students was 25 percent for the 2001 cohort; it fell to 22 percent for the 2003 cohort, but returned to 25 percent for the 2003 cohort. These changes may be due in part to changes in the developmental education program throughout these years. Our cohort for analysis for Hispanic students was too small to consider for this measure.

Among African American students who transferred from BCCC to a senior institution, 29 percent of the 2000-01 cohort earned a bachelor's within 4 years. For the next two cohorts, the rate rose to 35 and 31 percent, respectively, then fell to 26 percent for the 2003-04 cohort and was far less than the statewide average of 37 percent. Our cohort for analysis for Hispanic students was too small to use for this measure.

Activities and Strategies
Four out of five of our first-time students need developmental education. Typically, about a third of students needing developmental courses complete all the developmental courses required. Our Strategic Plan calls for improving developmental course outcomes and many activities are underway. The Faculty Academy provides research and professional development opportunities for faculty and staff to help them master teach developmental education. The Center for Teaching and Learning Excellence offers workshops for faculty on state-of-the-art instructional techniques and is establishing a teaching resource lab in the library. The Test Center now offers more structured review sessions for students to refresh their math, reading, and writing skills before retaking the placement exams; early indicators suggest that these review sessions have helped many students increase their scores, reducing the number of developmental courses needed to graduate. The Student Success Center, established in November 2006, better coordinates multidisciplinary tutoring for all students. Access to computers has grown on campus to 59 student computer labs, 926 student computers, and Internet access in all libraries.

Among students who take placement tests, nearly all require developmental mathematics. Enhancing the developmental math program is a major priority. The Developmental Math Task Force plans to pilot reserved sections of developmental math courses that use supplemental instruction for students attempting a course for the third time. Plans have also been made to reestablish several sections of the beginning developmental math course that combine classroom and computer instruction. A "Second Chance" program in developmental math was piloted in January 2008 to provide additional instruction for students who failed in the fall. In summer 2008, all 3 developmental math courses will be offered (at no cost to students) in the intensive, accelerated 3-week format for students who did not pass the courses in spring 2008, but whose grade was between 60 and 69. Successful Second Chance course completers' results will be sent to the registrar's office so that they can move on to the next level of math. English faculty will also offer Second Chance courses in developmental reading and writing with the goal of helping students retain information already learned, to accommodate various learning styles, and to facilitate their progression to the next level. These initiatives are expected to increase developmental course completion rates and, ultimately, raise successful persistence rates for minority students.

In FY 2008, BCCC began its new program evaluation process with the first cycle of academic programs; recommendations will result in program redevelopment and enhancement of support, services, and equipment.

The Graduation Task Force contacts potential graduates and identifies the courses or services needed to graduate. To help students get the classes they need, a study is planned to improve the scheduling process. This study will help get our busy students into the courses needed to complete their programs.

Our students' challenges – at school, home and work - follow them to senior institutions. BCCC is undertaking several initiatives to mitigate these challenges and improve transfer outcomes. The Student Success Center will establish a Transfer Center in summer 2008 to provide a comprehensive array of transfer services. It will collect information from senior institutions, house computers for access to data regarding course transfer to senior institutions and college and university websites, and offer workshops on how to transfer seamlessly. College recruiters will also be invited to meet with students in the Center. The Student Success Center will also offer and manage a student advisement plan for first-time full-time students, which will require that students meet with their Student Success Specialist at least 3 times per semester. A career assessment will be done in their first semester to help choose a major. Students will be given a program outline that helps them map out a plan for the achievement of their educational goals, with help from their advisor.

Improving Diversity of Faculty and Staff

The number of African American full-time instructional faculty has increased for the past three years to from 67 to 74 instructors. The proportion of full-time faculty who are African Americans is 53.2 percent. The number of full-time faculty who are Hispanic has remained the same since 2004 at 2, 1.2 percent of the total full-time faculty. The number of African American full-time administrative and professional staff has declined to 140 for 2007. The percent full-time administrative and professional staff who are African Americans has declined to 65 percent, just below the proportion of African American residents in the City, 66 percent.   The number of Hispanic full-time administrative and professional staff fell by 1 person since 2004 to 3 instructors. The percentage of Hispanic full-time administrative and professional staff has declined slightly to 1.4 percent, 1 percent below the proportion of Hispanic residents in the City.

Activities and Strategies
BCCC advertises employment opportunities via many venues to recruit a diverse candidate pool including the Chronicle of Higher Education, Afro-American Newspaper, America's Job Bank, Diverse Issues, Asian Chamber of Commerce, Hispanic Outlook, Highered.com, Women's Chamber of Commerce, National Black Chamber of Commerce, Hispanic Chamber of Commerce, and our website. The Human Resources Office also participates in job fairs held in the city in order to promote the recruitment of minorities for job openings.

The Community College of Baltimore County

The Maryland Higher Education Commission requires that each public higher education institution in Maryland provide a report about progress on the recruitment and retention of African-American/Black and Hispanic students, faculty, and professional staff. This executive summary describes these successes under the following categories: Strengthening recruitment, strengthening retention and graduation, and improving diversity of faculty/staff.

Strengthening Recruitment

In 2004 and 2007, African-American/Black student enrollment remained steady at 29 percent of the students enrolled full-time at CCBC. Hispanic student enrollment increased by 26 percent during the 2004 to 2007 period. The number of African-American/Black and Hispanic students enrolled on a part-time basis increased. Hispanic students attending CCBC on a part-time basis showed an 11 percent increase. The number of African-American/Black students enrolled in CCBC on a part-time basis increased by 8 percent from 2004 to 2007.

These increases in enrollment among African-American/Black, and Hispanic groups have resulted from shifts in the demographics of the county, intensive recruitment, and efforts to make the college environment conducive to learning for all students. The Parallel Enrollment Program (PEP) which allows students to take college level courses while still enrolled in high school has experienced an 8 percent increase in the enrollment of African-American/Black and Hispanic students. These early intervention programs in local high schools and an increased recruitment presence in all communities have supported the increases in the number of African-American/Black and Hispanic students at the college.

Each of the campuses has successfully utilized federally funded student service support programs to recruit new African-American/Black and Hispanic students and also to support their retention. These programs have supplemented college provided academic support, advising, tutoring, and skill workshops. Financial Aid from federal and state scholarship and grant programs has increased over the last five years, and these sources of aid have been significant components in attracting and retaining minority students.

Strengthening Retention and Graduation

Retention Rates: African-American/Black students successfully persisted (students completing at least 30 credit hours with a GPA of 2.0 or better, who have graduated and/or transferred, or who are still enrolled at the institution) at similar rates from the 2000 cohort to the 2002 cohort, 63 and 62 percent respectively. Hispanic students experienced increases in successfully persisting at CCBC. The 2000 cohort (21 students) of Hispanic students successfully persisted at a rate of 54 percent while the 2002 cohort persisted at a 73 percent (52 students) rate.

Hispanic students also showed an increase in graduation rates with each cohort showing higher graduation and transfer rates. In 2000, 31 percent (12 students) of Hispanic students graduated or transferred and in 2002, 58 percent (41 students) graduated and or transferred. African-American/Black students have also experienced increases in their graduation rates from the 2000

cohort to the 2002 cohort. While the African-American/Black 2000 and 2001 cohorts had similar (32 percent) graduation/transfer rates the 2002 cohort experienced an increase in graduation/transfer rates (37 percent).

Graduation Rates: BA Degree Attainment of students who transferred: The graduation rates of African-American/Black students who transfer to a four-year campus has been fluctuating between 32 percent and 37 percent over the past four cohorts of transfer students. The graduation rates for African-American/Black students in the 2000-2001 cohort was 37 percent which decreased to 35 percent for the 2001-02 cohorts and again increased to 36 percent for the 2002-03 cohort. The 2003-04 cohort of African-Americans/Black showed a graduation rate of 32 percent. Hispanic students also experienced an inconsistent trend in graduation rates after transfer that can be attributed to a small number of Hispanic students in these transfer cohorts. Hispanic students in the 2000-01 cohort experienced a 68 percent graduation rate which decreased to 39% for the 2001-02 cohort then increased to a 61 percent for the 2002-03 cohort and has declined to 47 percent for the 2003-04 cohort.

The following section provides a sampling of these programs that CCBC provides to African-American/Black and Hispanic students to increase their retention and graduation rates.

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

Academic and Cultural Excellence (ACE) program, which is a federally earmarked program awards scholarship to students who maintained a 3.0 GPA. In addition the program provides tutoring services to predominately African-American/Black students.

Student Success Strategists, CCBC employs five case managers who assist students (predominately African-American/Black students) in overcoming obstacles to success such as transportation, daycare, financial resources and other issues that may have an impact on their academic success.

First Year Orientation Program entitled "CU Succeed", for African-American/Black and Hispanic students and their parents. This orientation provided information on resources and services, tours, and opportunities for students to connect with faculty, staff and with each other. The McPhail Scholars Program is a summer Bridge Program which focuses on African-American/Black student achievement. Students enrolled in the program complete their developmental reading requirement and an introduction to Psychology college level course. The program also provides students with study skills, peer mentoring opportunities and other experiences designed to enhance their college experience

S.T.A.R.S. Mentoring program pairs African-American/Black and Hispanic students with faculty and staff. This program provides students with a connection to the college and to someone who is knowledge of the resources that are available

Improving diversity of Faculty/Staff

The number and percent of African-American/Black full-time instructional faculty has increased by 17 percent from 2004 to 2007. In 2004 there were 35 (10%) African-American/Black full-time faculty members,which has increased to 41 (11%) full-time instructional faculty members in 2007.   There were six Hispanic full time faculty members on staff during this time period. The number of Hispanic full-time faculty members has remained constant from 2005 to 2007, with six faculty members on staff during this time period.

From 2004 to 2007 the number and percent of African-American/Black full-time administrators and other professionals has remained constant at 25 percent. In 2004 73 (25%) African-American/Black were employed as full-time administrators or professional staff which decreased to 71 (25%) in 2007. In 2007 this number decreased by 4 to 71 but remained at 25 percent in 2007. During this period CCBC has one Hispanic person employed as a full-time administrator or professional staff.

Recruitment: The College has developed a tactical employee diversity plan which provides specific tasks and activities for increasing the number of racial and ethnic groups employed at CCBC. The college aggressively recruits African-American/Black and Hispanic applicants by ensuring that vacancy announcements are distributed to professional organizations and professional affinity organizations for underrepresented groups. CCBC staff attends and recruits at job fairs held by historically black colleges and universities for all positions, particularly faculty positions. Job announcements are distributed in print and electronic form to historically black colleges and organizations. The college has implemented a plan for ensuring that each the candidate pool meets a rigorous certification process to ensures that there is a sufficient number of qualified minority applicants and regularly monitors that applicant pool is a reflection of the regional demographics for that employment group..

Retention: The College has implemented a tutoring/colleague program for new employees, designed to provide a positive first year experience for new employees. Over the last six years the college and each of the campuses have sponsored diversity retreats, focus groups, workshops, seminars and professional development workshops with offerings that relate to diversity. The college has also re-established a faculty internships program to assist members of racial minority groups to gain the background to begin their teaching career. During the past year CCBC has redesigned its comprehensive professional development program to prepare employees for promotion opportunities.

Carroll Community College

Carroll Community College serves a racially and ethnically homogeneous population. The latest official estimates, from July 2006, report 160,339 of the 170,260 residents of Carroll County—94.2 percent—were non-Hispanic white. Carroll County is thus atypical of Maryland, which has a population that is 58.1 percent non-Hispanic white. The demographic reality of Carroll County presents a challenge to the college, which is dedicated to promoting diversity in its staff, student body, and programming. In this report, activities undertaken by the college to promote recruitment and retention of African American and Hispanic students and staff are reported.

Student Recruitment

The recruitment approach at Carroll is to market the college overall as well as specific program options. We host three Open House programs and two Financial Aid Workshops each year, inviting a targeted age range within Carroll County. Listed below are specific examples of recruitment strategies and activities that are practiced at the high schools with the highest proportions of African American and Hispanic students. Similar activities are conducted at each of the County's seven public high schools and the Career and Technology Center.

Winters Mill High School (6.4% African American and 3.0% Hispanic)
Each semester we conduct two high school visits, in which prospective students can sign up and learn about educational options and the enrollment process at the college. In addition, we held an on-site visit in January for students interested in applying to the Hill Scholars Honors Program. Additionally, each spring semester several employees participate in interviewing the junior class during a mock interview day. We conduct 20 minute interviews allowing time for immediate student feedback and for students to ask specific questions. Recruitment materials are regularly made available at Westminster library in order for the entire county population to access them.

Francis Scott Key High School (4.7% African American and 1.9% Hispanic)
Each semester we conduct two generic high school visits, in which prospective students can sign up and learn about educational options and the enrollment process at Carroll. In addition, we speak to junior and senior class advisories during the fall term. We also held an on-site visit in January for students interested in applying to the Hill Scholars Honors Program. Further, we recruit students at the FSK Career Fair each spring semester, as well as participate in mock interviewing of their junior class. Last year a guidance counselor at FSK asked if we would individually meet with a Hispanic family to assist with walking them through the enrollment process. As a result of this effort, the college enrolled a Hispanic female in our inaugural class of Hill Scholars. Marketing materials are regularly made available at the Taneytown library.

Liberty High School (2.4% African American and 2.8% Hispanic)
Each fall and spring semester we set up a table during the lunch hours where students have the opportunity to visit and ask questions of the recruiter, without having to sign up or leave class. We also held an on-site visit in January for students interested in applying to the Hill Scholars Honors Program, which was well attended. In addition, we were invited to speak with a junior class advisory last year. Next year, Liberty will have a new guidance department chair. We've already begun discussions about how we can better target groups to speak with individually. Marketing and recruitment materials are regularly made available at the Eldersburg library.

Westminster High School Continuing Education Fair
Each October, we co-sponsor a Continuing Education Fair held at Westminster High School. This fair yields high attendance county-wide, but because of its venue, Westminster High students attend at a higher ratio then the rest of the county. Although the percentages of African Americans and Hispanics at Westminster High are lower than at the schools discussed above, because Westminster is a larger school the minority headcount is similar. Recruitment activities as outlined above are practiced at Westminster High.

First Advising Sessions
The college does not target one specific population of prospective students but all students to add a personal touch, in an effort to ensure they enroll. The office follows up with all students that have attended a First Advising Session. These sessions are attended by all first-time students. The follow-up phone calls are used to check in with these prospective students and answer any questions they may have. In addition, advising staff are trained to use special sensitivity when explaining test results and meeting with students to ensure that they feel supported and understand their placement and course options.

When working with non-citizens, a great deal of individual attention is given to these students to ensure they are given the resources they need to both enroll and be successful in their classes. In addition, the Admissions and Advising Office employs two mixed-race Native Americans and an African American; giving us added sensitivity when working with these populations.

Targeting English for Speakers of Other Languages Students
Carroll Community College has assumed responsibility for Adult Education Programs in Carroll County. Degree-credit student recruiters will work with the college's Continuing Education and Training area to encourage students in English for Speakers of Other Languages (ESOL) courses to complete the GED and then pursue college degree programs. In recent years, 85 percent of the college's ESOL students have been Hispanic so this is one way to reach this target market.

<center>**Student Retention and Graduation**</center>

The college has a number of programs to engage students and support their academic progress. The First Year Success Program is a college transition endeavor that is strongly encouraged for all first-time college students. Student Affairs staff provide mentoring to students who are interested in becoming integrated into the college community and achieving success.

Cultural immersion trips are offered through Student Life and the Center for Service-Learning. A trip to Belize in July 2007 where Carroll students, faculty, and staff helped children improve their English language skills, won the International Service-Learning Collaboration Award from the Community College National Center for Community Engagement.

Events on campus designed to promote global awareness and understanding of diversity include the annual Global Issues Fair in November, the 64 Days of Non-violence Campaign in February and March, and film discussions including "A Day without a Mexican" and "Crash".

Organizations promoting cultural learning include the Social and Cultural Awareness Academic Community, and the Spanish Club. Examples of activities sponsored by these organizations

include a professional speaker series, trips to Baltimore restaurants and other cultural attractions, and faculty-led discussions about cultural differences.

Future plans include working with the ESOL students to help them feel more connected to the college community by offering special invitations to campus events. All ESOL students will receive student handbooks, be encouraged to attend the free film series on campus with their families, and participate in major events such as the health fair, job fair, and global issues fair.

Diversity of Faculty and Staff

Carroll Community College cannot legally focus on only two minority groups in its employee diversity endeavors. Using a broader definition, the college has made progress in increasing minority representation among its full-time staff. Since the 2005 report, two Asian full-time faculty have been hired, in History and Science.

As of fall 2007, minorities account for nine percent of the credit adjunct faculty. This percentage has been stable for the last three years, and is important because of the general tendency for adjuncts to apply for full-time faculty positions.

Our recruiting procedures are designed to attract a pool of diverse candidates, by including the following: dissemination of vacancy announcements to historically black colleges and universities in the region; national searches for all faculty and administrative positions, including the use of higheredjobs.com; and regular advertising in the *Baltimore Afro-American*.

These approaches have improved our results in encouraging minorities to apply. The prior reporting period ending with FY2005 reflected a minority applicant population of 8 percent of the total applicant pool. In the last 12 months, 20 searches for full-time faculty and professional positions resulted in minorities accounting for 17 percent of the total pool of candidates.

While minority applications are increasing, we continue to experience difficulty in actually bringing minority professionals on staff. In the last six months, job offers were made to two African Americans for faculty positions (in mathematics and accounting) and an African American for the Director of Distance Learning. In all three cases, the job offers were ultimately rejected for financial reasons. The math applicant accepted a higher-paying position at Montgomery College, whose higher salary scales are in a different competitive market than ours. The Distance Learning applicant worked at Montgomery College, with similar salary issues. In the case of the accounting position, the finalist could not afford to relocate from New York to Maryland. Despite these disappointments, it appears our processes have succeeded in attracting highly-qualified minorities who are applying and successfully progressing through the recruiting process.

Cecil College

Strengthening Recruitment

Full-time Enrollments

Based on the 2006 population estimate for Maryland and Cecil County, African American represents 29.5 percent and 5.2 percent of the population, respectively. Similarly, persons of Hispanic or Latino origin in the State and County are 6.0 percent and 2.1 percent, respectively. From the above statistics, it is evident that both African American and Hispanics represent just a small proportion of the total population of Cecil County.

Although the percentage of African American first-time, full-time enrollment has declined from 11.1 percent in fall 2004 to 7.8 percent in fall 2007, the proportion of full-time African Americans to total full-time students reflects a higher proportion than the black representation of the County population.

The number of full-time Hispanic students at Cecil College peaked at 15 in fall 2005 and then declined by more than a half to 7, representing just one percent of total first-time, full-time students in fall 2007. The proportion of first-time full-time Hispanic students at the College has not kept pace with the Hispanic representation in the County. While the total first-time, full-time student population has grown by approximately 12 percent between fall 2004 and fall 2007, both African American and Hispanic first-time, full-time student population had declined in absolute and relative terms.

Part-time Enrollments

In absolute and relative terms, the numbers and proportions of African American and Hispanic first-time, part-time students had considerably increased between fall 2004 and fall 2007. The African American part-time student enrollment increased by 22 percent from fall 2004 to fall 2007 and that of Hispanic students grew by 155 percent over the same period. It seems that the decline in first-time, full-time enrollment of both student groups are reflected in gains in part-time enrollment. If both full-time and part-time enrollments were totaled, the African American enrollments were fairly flat from fall 2004 to fall 2007, but the total Hispanic enrollments had grown from 20 to 35 students over the same time period.

Significant programs/Activities and Strategies for Improvement

- Organizes an annual Unity Day which brings close to 1,000 people to the campus every year and holds monthly heritage celebrations
- Arranges annual campus visitation day for minority students in the County
- Utilizes Minority Student Services Advisory Board Recruiters and Mentors
- Partners with the Cecil County Classroom Teachers' Association—Minority Affairs Division and Cecil County Public Schools Equity Committee
- Provides scholarships to minority students, e.g., the Eva M. Muse Scholarship
- Recruits students from noncredit to credit programs

Strengthening Retention and Graduation

Successful Persisters

Based on the degree progress analysis of 2000-2003 cohorts of African American and Hispanic students, Cecil College does not have enough number of Hispanic students in order to obtain any reliable results. The number of African Americans in the 2000 cohort for analysis was less than 15 students.   The successful persister rate for African American students in the 2001 cohort was highly impressive (89 percent). The successful persister rate dropped to 44 percent for the 2002 cohort and then increased to 61 percent for the 2003 cohort. The relatively small number of cohort for analysis may be responsible for these fluctuations.

Four-Year Graduation and Transfer Rates

In the 2000 cohort, the number of African American students did not meet the cut-off threshold of 15 students for reporting. Although their number was barely enough to make the cut-off threshold in the 2001 cohort, the graduation/transfer rate of 72.2 percent for African American students was remarkable. The four-year graduation and transfer rate of African American students dropped sharply to 35 percent for the 2002 cohort, and then picked up to 54 percent for the 2003 cohort. The small number of students in the cohort for analysis probably makes the results to move up and down. Over the four years under consideration, the numbers of Hispanic students in the cohorts for analysis were lower than 15 in each of the years, so no report is provided on their graduation/transfer rate.

Graduation Rate of Community College Transfer Students at Four-Year Campuses

The available data indicating the graduation rate of Cecil College students at four-year campuses in Maryland showed that African American and Hispanic students who earned a bachelor's degree within four years were less than 15 students in each of the years under consideration. For all the students transferring to Maryland four-year institutions from Cecil College, the percentage that earned bachelor's degree within four years ranged from a high of 59 percent for the 2002-03 cohort to a low of 48 percent for the 2001-02 cohort.

Data from the National Student Clearinghouse indicated that more Cecil College students transferred to out-of-state higher education institutions than they did to Maryland public higher education institutions. The fact that comparable data are not available for out-of-state transfers underestimated and blurred the true picture of the trends in graduation and transfer rates of students leaving Cecil College.

Significant Programs/Activities and Strategies for Improvement

- Establishes learning communities/collaborative learning strategies for students to enhance retention and success
- Reviews the developmental education programs to facilitate successful program completion
- Implements online academic monitoring system for at-risk students

- Hosts monthly luncheons and invites motivational speakers
- Establishes early intervention and student success workshops
- Promotes graduation with a slogan: *It's Not About Starting But About Finishing!*
- Expands articulation and partnership agreements with four-year institutions

Improving Diversity of Faculty/Staff

Full-time Instructional Faculty

The total full-time instructional faculty at Cecil grew from 40 in fall 2004 to 44 in fall 2007, a 10 percent increase. Cecil College currently does not have any African American or Hispanic full-time instructional faculty.

Full-time Administrative and Professional Staff

Cecil College has been successful in attracting African American full-time administrative and professional staff. From fall 2004 to fall 2007, the number of African American full-time administrative and professional staff increased from 5 to 8. The growth rate of African American full-time administrative and professional staff, from 6.5 percent in fall 2004 to 10 percent in fall 2007, was comparable with the overall growth rate for all full-time administrative and professional staff. However, the College has no full-time Hispanic administrative and professional staff over the years under consideration.

Significant Programs/Activities and Strategies for Improvement

- Advertizes faculty positions in various media, including Black Issues of Higher Education, to encourage minority applicants
- Develops an online system to monitor minority representation in the pools of candidates
- Ensures an equitable consideration of qualified minority candidates
- Reviews the HR strategic objectives relative to diversity with each search committee
- Makes phone calls to department heads of minority colleges and universities to raise awareness of job openings at the College

Chesapeake College

As Maryland's first regional community college, Chesapeake College serves five counties: Caroline, Dorchester, Kent, Queen Anne's and Talbot on Maryland's Upper Eastern Shore. Embedded in the College's mission and strategic plan, the College nurtures a community of lifelong learning among its students, faculty and staff ensuring equal access to high quality education and student success for all citizens regardless of race, color or national origin. Equal to this commitment, the College promotes equal opportunity recruitment practices of faculty and staff to ensure a diverse, high quality workforce.

This report, organized according to the Maryland Higher Education Commission, succinctly presents the College's progress toward the State's key performance indicators and the College's most significant programs and activities addressing recruitment, retention and graduation and the diversity of faculty and staff. The following highlights below represent Chesapeake College's most significant strides toward increasing the diversity of its students, faculty and staff.

Performance Highlights

- From 2004 to 2007, Chesapeake College exceeded the Maryland community college system average in full-time undergraduate African American and Hispanic enrollments, representing a 20% overall growth.
- During this same timeframe at Chesapeake College, the proportion of African American full-time administrative and professional staff to all full-time administrative and professional staff increased to 10.4% in 2007, including filling an integral leadership position at the College.
- From 2004 to 2007, the proportion of Hispanic administrative and professional staff remained fairly constant, reaching 3.0% in 2007, above the Maryland community college system average.

Strengthening Recruitment

- Traditional Minority Student Outreach: Each semester, the Admission's Department schedules a series of informational/registration meetings and testing sessions at all public high schools represented in the College's service area. The Director of Multicultural Affairs initiates follow-up outreach to include a correspondence plan, additional academic advising sessions and on-site College placement testing, campus tours and workshops as needed.
- Nontraditional Minority Student Outreach: In partnership with business and community constituents, College recruitment sessions have been conducted over the past four years at the Department of Social Services.
- Hispanic Outreach: Implemented in 2006 to parents of Head Start students in Greensboro (Caroline County), an interpreter assists in facilitating dialogue about the College admissions process, services and programs of study. In addition, Hispanic/Latino community leaders have been recruited to serve on the College's Multicultural Advisory Committee and the College support service area's "Spanish

- K-12 Minority Outreach: Presentations are conducted to stress academic excellence, career development and personal success at service area elementary, middle and high schools. The Director of Multicultural Affairs serves on a service area county committee charged with developing strategies to address the academic achievement gap between the majority and minority student populations and increase student's college ready preparedness.
- College Preview Days: Annually held for the past three years, each event is designed to recruit minority and first generation students, focusing on admissions, financial aid, and a review of College services and academic programs of study. Members of the College's multicultural student union, UHURU, serve as mentors for students and accompany them to their courses as well as serve as guides on campus tours.
- Comprehensive Communication Plan for Recruitment: This communication plan allows College staff to systematically communicate with traditional and non-traditional minority prospects until they have enrolled as students. Career Changer workshops, aimed at helping local residents transition to new careers, were heavily marketed in the local minority community.

Strengthening Retention

- SAIL (Success and Interactive Learning) Program: In the fall of 2004, the Success and Interactive Learning (SAIL) pilot was developed to provide front-loaded programming and services in a case management approach to increase retention and academic success for first-year students. During the first two-years of programming, SAIL was offered to first-time, full-time students. Due to the success of the first two program years, the program was expanded to part-time students enrolled in nine or more hours and just recently received the prestigious Bellwether Award Nomination.
- Minority Male Student Success Program: Implemented spring 2006, this program is designed to increase full-time minority male student success. Each student needs to persist through a check-list of requirements in order to successfully complete the program. Those requirements include meeting with a designated advisor to develop an academic plan; scheduling a mid-term visit with the advisor to check progress and address any challenges; registering for the next semester during the College-wide pre-registration period; and completing the current semester with a 2.0 or above grade point average. As a result of these efforts, fall-to-spring retention rates of first-time, full-time minority male students for program participants were 85% in AY2007-2008, an increase of 38 percentage points from the previous cohort and in AY2006 – 2007. The average GPA also demonstrated a significant increase over the previous cohort.
- Athletic Retention Outreach: The Multicultural Affairs Office sponsors group registration sessions for both the men's and women's basketball teams. The coaches also encourage the Multicultural Affairs Director to meet with the teams before practices to discuss the importance of completing retention programs and planning for academic success. The director also meets regularly with the athletes to discuss academic and transfer plans, academic progress, and other educational needs.

- Comprehensive Communication Plan for Retention: Minority students receive numerous contacts from the Office of Multicultural Affairs to gauge academic progress. Systematic correspondence includes reminders about pre-registration and other institutional deadlines, encouragement to utilize academic support services, congratulations on academic success and always invites students to meet with the director to discuss any problems they may have. The Office of Multicultural Affairs also contacts all minority students with at least 45 credit hours who have been away from Chesapeake College at least three semesters to inform them that they are close to completing academic programs and to encourage their return.
- Transfer Success Initiative: UHURU, the College's multicultural student union, sponsors trips to four-year colleges and universities. The purpose is to prepare minority students for a successful transition to a four-year college or university. These trips include an admissions presentation, tour and a waiver of application fees. UHURU has visited Delaware State University, Coppin State University, University of Maryland Eastern Shore, Morgan State University, and Bowie State University.
- Annual Leadership Academy: Implemented fall 2004, the Office of Multicultural Affairs and the Director of Student Activities host the Chesapeake College Student Leadership Academy, which enhances leadership skills utilizing key resources from the College and community. Through interactive workshops, the Academy participants meet with leaders in the five-county service area. Each year, roughly a quarter of the Leadership Academy participants have been minority students, with a 22% minority representation in FY2008.
- Annual JC Gibson – Black History Breakfast Fundraiser: This annual major fundraiser, which began in February 2000, assists culturally diverse students purchase books and supplies.

Strengthening Diversity of Faculty and Staff

The College continues to seek new ways to attract minority faculty, administration and staff. Currently underway at the College is a minority recruitment initiative to enhance workforce diversity through targeted recruitment and equal opportunity hiring practices. The College advertises and posts position openings on identified websites, professional networks and in publications whose audiences represent a high percentage of minority readership. Additionally, search committee members are informed of the importance of minority recruitment and of the benefits diversity brings to the College community.

Frederick Community College

Frederick Community College continues efforts in increasing and maintaining the diversity of its student body and has moved aggressively to increase the diversity of its faculty and staff. At the same time that FCC has restructured its recruiting and hiring practices to best achieve increased employee diversity, the College has also addressed the cultural milieu in which increased student and employee diversity will occur. The newly created and adopted Strategic Plan continues to affirm and elevate diversity as a College goal, and commits the College to fostering a climate that values and promotes a culture of inclusion. This goal conceptually melds with FCC's premier strategic commitment to enhance student learning, and will afford students the opportunity for study in an environment which reflects the global diversity of the world in which they will participate.

Strengthening Recruitment

Frederick Community College is committed to increasing the diversity of its student body, faculty and staff. The College strives for an inclusive environment that prepares all students to meet the future challenges of a diverse global society through quality, accessible, innovative and lifelong learning.

FCC has been successful in enhancing the diversity of the student body. In fact, the racial/ethnic makeup of the student body is more diverse than that of Frederick County (15%). In fall 2007, students of color (minority students) comprised 23% of the student body, a 21% increase from fall 2006 and 78% increase from fall 2002. Of this number, 11% were African American, 5% were Hispanic, 4% were Asian, 0.5% were Native American, and 3% listed themselves as "Other."

The ratio of full-part time minority students tends to reflect that of the general student body. For example, of Hispanic students enrolled in fall 2007, 38% were full-time and 62% were part-time students. These rates were identical with the credits taken by all students. However, for African American students, 31% were enrolled as full-time students, somewhat lower than the overall population.

To strengthen our recruitment effort, during FY08, the College hired a Spanish-speaking Advisor/Recruiter. She has translated several admissions publications into Spanish and has extended our reach into the Hispanic community. FCC added a Spanish-only computer terminal in the Welcome Center. The College has also strengthened ties to the English as a Second Language program through assistance with special programming efforts.

FCC continues to identify emerging populations and identify means to serve their specialized needs. We will continue all of our efforts into the next years as the community continues to diversify.

Strengthening Retention and Graduation

While the college has been very successful in recruiting minority students, we are challenge to close the achievement gap. The successful and persistence rate of African American students for the fall 2003 cohort was 62% compared to 74% for all students combined. Also the graduation-transfer rate after four years for African American students was 45% compared to 63% for all

students combined. There were only 20 Hispanic students in this cohort and calculation of their success rate was not permitted by MHEC guidelines.

To facilitate student success, the Multicultural Student Services (MSS) program at FCC provides interested students of color with caring mentors, academic support and advising, and a series of activities which focus on enhancing or developing strategies for college and life success. The program was designed to increase the retention, academic success and cultural identity of underrepresented student populations at FCC.

The MSS has proven to be successful. The program increased from 30 students in 2005-2006 to 83 students in 2006-2007. The MSS students had a 92% retention rate from fall to spring semester. The College overall retention rate was 70%. Sixty-four percent of program participants made satisfactory academic progress (C or better) at the end of fall 2006. At the end of spring semester, 61% of MSS students made satisfactory academic progress. The MSS program also developed a new Academic Action Plan in which students set academic and personal goals, identify barriers, and develop strategies to accomplish their goals. These efforts will continue in the 2008-2009 year. The program's success is proven by its statistical data and by its increasing numbers. The MSS program has grown to 213 students (125 student growth) in 2007-2008. The number of participating mentors has increased to 70 faculty and staff. While the MSS Program does not serve all students of color on campus, the increasing numbers of participating students attests to its effectiveness in supporting the success of students of color at FCC. In 2007, the MSS developed a new program to address the academic achievement issues and leadership development of African American males. The Big 6 Male Institute addresses many of the academic and social issues that men face at FCC by holding bi-weekly workshops, positive social experiences, team-building activities, community involvement and leadership training. This program will continue in the 2008 – 2009 year with increased funding and attention.

Additionally, we work closely with the Frederick County Public Schools to foster student success. For example, FCC and Frederick County Public Schools established the Early College Academy to reach under-represented students early in their high school careers, introduce them to college courses while attending high school, and the College provides them additional support to facilitate their success through the Office of Multi-Cultural Student Services.

Strengthening Diversity of Faculty and Staff

The Human Resources Office has established an aggressive recruitment process to increase FCC's focus and effectiveness in attracting and hiring candidates of color. More specifically, it has increased its advertising budget 25% ($43,000 to $53,000) in an effort to reach more under-represented populations, restructured its organizational recruitment process to maximize its pool of diversity applicants, and now conducts real-time statistical analysis of search activity results both during and after each position search process.

In addition to changes in advertising strategies, the restructuring of the College's position application process has occurred on a number of levels. First, FCC now screens all search committees for balance in terms of gender and age, while requiring balance in race. In addition, it also includes cultural competence in the screening process through the use of interview questions focused on diversity. Second, each search committee now undergoes a mandatory general orientation where they are again reminded of the College's commitment to diversity, the overall search process is explained, and the legal considerations reviewed. Third, each search committee is now required to meet for more in-depth discussion of the capabilities, commitment,

and chemistry elements they are seeking in their ideal candidate. Fourth, each search committee is now required to submit both their phone and on-campus interview questions to the Human Resources Recruiter and the Director of Diversity prior to reviewing any applications. Fifth, FCC has changed the role of the search committee from a selection to a recommendation group. While a particular search committee may identify three to four qualified applicants, each College Vice President now retains final hiring authority, as well as the decision for ultimately selecting the most qualified candidate who will advance FCC's commitment to diversity. Finally, the College's adoption of real-time statistical analysis of applicant pools is the last change to the applicant hiring process. This monitoring strategy allows FCC to identify the level of diversity represented in any applicant pool at any stage in the recruitment and selection process. As a result, the College is able to adjust its recruitment and screening activities during any step in the screening and selection process to ensure that the number of candidates of color is adequate and that an acceptable level of candidate diversity is maintained.

The College's efforts have been successful at every stage of the process, from initial applicant pools to final hiring decisions. During 2006 and 2007, FCC hired 44 full-time professional administrators and faculty. Twenty-seven percent were persons of color which was 40% higher than 2006. This number could have been higher except for the fact that an additional six offers were turned down by applicants. In 2006, twenty-one percent of the College's hires were employees of color.

In fall of 2005, 4% of the College's faculty and 9% of its administrators were persons of color. In March 2008, those numbers had risen to 7% of faculty and 12% of administrators. There is every reason to conclude that as FCC remains successful in hiring applicants of color, the impact on overall staff composition will be more distinctive and dramatic in years to come. In fact, FCC has within the last month added two new faculty of color and a new administrator of color. FCC will continue the efforts mentioned above, while continually refining the search process, increasing outreach to HBCU's and MI's, and assuring a welcoming and inclusive climate.

Garrett College

Garrett College, which serves a community with a 98.8% Caucasian population, exceeds its anticipated benchmark for enrollment of minority students. The fact that Garrett County is geographically isolated from populated metropolitan areas and that budget constraints restrict the types of programs that Garrett College has the ability to undertake, the college must systematically deliberate and discover creative ways to attract minority students, and ensure that they have the resources needed to ensure success. Accordingly, Garrett is pleased to respond to the Commission's call for the 2008 Minority Achievement Progress Report.

Strengthening Recruitment
In June 2007 Garrett College hired a new Dean of Student Affairs. Due to this turnover, along with several others in key administrative positions, many programs included in past minority achievement reports and in the 2003 Minority Action Plan were given little attention. On an ad hoc basis, the new Dean improved marketing campaigns to extend advertising efforts into major urban areas. The efforts of this marketing campaign yielded an increase of minority students by 11 students between the Fall 2006 semester and Fall 2007 semester.

Student Affairs offers many additional programs and services that many students enjoy on campus. These offerings help to create ethnic and cultural diversity in an area where the population is very homogenous. Some of the programs include:

"Taste Of" Series
The Taste of Series explores the connection between food and the cultures that create them. The series features food representative of different countries and cultures. This program affords students, staff, and the community at large to share in different cultural fare.

Language Immersion Program (LIP)
LIP provides opportunities for students to join a peer language group. These groups consist of 3-10 students who meet once a week throughout the semester. Once students have chosen a language, they are encouraged to speak in that language only. This requires students to listen to other members of the group if they are not familiar with the chosen language.

Peer Mentoring Program
This program pairs new multicultural students with returning students, faculty, and staff in a mentoring relationship. Participants meet bimonthly to discuss the transition to Garrett College.

Leaders of Tomorrow (LOT) Program
The LOT program is designed to motivate high school minority students to pursue post-secondary education and provide skills needed to be successful in college. Their high school guidance counselors will select up to sixty minority students who will participate in a six day, on-campus program. Students must be high school sophomores, juniors, or seniors. During the one-week program, participants will be housed in one of the residence halls. Participants will attend classes and workshops on career exploration, study skills, and preparing for and selecting a college. They will complete a community service project, attend cultural programs on campus, and participate in an educational trip. LOT participants have the opportunity to interact with

Garrett College students, alumni, faculty and staff and participate in campus recreational activities. LOT program attendees have the opportunity to continue into LOT II. This subsequent program features workshops on a variety of topics such as leadership development. Students will also participate in sessions that include study and writing skills, as well as career exploration. Each participant is required to complete a journal assignment on the community service project and attend and educational trip.

Strengthening Retention and Graduation
Garrett College offers many different services and programs to help all of its students achieve academic and personal success. Because many of our minority students are also athletes, many of these programs and services exist for athletes and are managed by the college's athletic staff. These programs do not limit participation to minority students.   Programs include the following:

Exam Preparation Workshop
Student athletes work with the Coordinator of Distance Learning, Testing, and Tutoring for tips on exam preparation.

Career Planning Workshops
Student athletes work with the Athletic Director to help identify potential four year colleges for transfer. This program also serves as a checkpoint to ensure that athletes are on track to complete a timely graduation.

Intersession Math and English Developmental Workshops
Sessions for student athletes that have academic skill levels at the developmental level in Math and English are offered. These sessions are offered for all athletes.

Guest Lectures
Guest presenters provide motivational speeches related to student athlete success. These presentations are offered to all student athletes, they are not restricted to minorities.

Additional programs are offered as a service to all students, but are well used by minority students. The English department conducts an inter-session grammar review course to help students who may have difficulties in English classes. The Math department conducts an intersession review course to help students having troubles with math. Garrett College has a dedicated Writing Center and Math Center where students can receive one on one tutoring. The labs are open from 8:30 am to 5:00 pm to accommodate student schedules. In the most recent spring semester, the Math Center helped 511 students of which 113 (22%) were minority students. In the same semester the Writing Center provided one on one instruction to 113 students of which 24 (21%) were minorities. When these percentages are compared to the overall representation of minorities in the student body (11%) it quickly becomes evident that the minority population takes advantage of the special academic services more than the non minority students.

Improving Diversity of Faculty and Staff
In the past year, Garrett College has increased its minority representation in faculty and staff from 3.8% to 8.8%, which is well above the percentage of minorities in the service area

population. This increase resulted from hiring an African American Dean of Student Affairs, and an African American Director of Financial Aid. The new Dean of Student Affairs is in the process of creating new programs that will help the college community attract a diverse student body, while at the same time educating current students, staff, and faculty in the areas of diversity and cultural norms. Because Garrett College attracts nearly 80% of the service are college bound high school graduates, we realize that increases in student enrollments will likely come in the form of out of county and out of state students. The Garrett County population is so homogeneous that any increase in students from outside of the county, or any new hires from out of the county will have a greater chance of increasing diversity at the college. We are in the beginning stages of building programs and services that will appropriately deal with this reality.

Garrett College is committed to improving diversity in its student body, faculty and staff. We have demonstrated improvements in these areas by increasing percentages of minorities in all of these categories. The programs and services that we provide our students do not discriminate, and are widely utilized by all categories of students. We will continue to attract a more diverse population and help them achieve academic and personal success.

Hagerstown Community College

Strengthening Recruitment

Hagerstown Community College (HCC) has experienced an upward trend in enrollment of minority students in the last four years. From Fall 2004 to Fall 2007, minority enrollment (African Americans and Hispanics as defined by MHEC) has increased by 15% (50 students). Among African American students, the enrollment increased 11% (28 students); among Hispanic students, the enrollment increased 29% (22) in this time period.

In comparison with all Maryland community college full-time and part-time minority enrollment during that same time period, HCC exceeded the enrollment as a percentage in both groups. Statewide, enrollment of full-time African Americans increased by 6% (644 students) and full-time Hispanic enrollment increased by almost 17% (304 students). As a proportion of the total part-time community college student population, the percentage of African American students has remained virtually flat, while part-time Hispanic students experienced strong growth, increasing by 12.7 % between 2005 and 2007. HCC's minority enrollments followed this trend as well. Though the College is encouraged by this enrollment increase, it will continue to study minority trends in enrollment, transfer and graduation, because a small numeric change can appear far greater or smaller when examined as a percentage of total population.

Strengthening Retention and Graduation

As with the enrollment data, it should be noted that HCC's minority numbers overall are small, though gains are being made, particularly the Hispanic population. HCC's percentages of successful persisters (83% in Fall 2000 and 76.9% in Fall 2001), as well as though who transferred or graduated are significantly higher for African Americans than the statewide community college percentage (53.2% and 53.3% respectively), with the exception of the 2002 cohort. In Fall 2002, the segment percentage for persistence was 59.6% while HCC's was slightly less at 57.9%. Prior to the 2002 cohort, HCC's numbers for Hispanics' persistence, transfer and graduation were below 15. However, for the 2002 cohort, MHEC reports a persistence rate for Hispanics of 73.3%, while the state percentage was 66.7%.

Regarding transfers and graduations of African Americana students, HCC's percentage for both groups significantly exceeded other community colleges, ranging from a high of 62.5% for the 2000 cohort 57.7% for Fall 2001 and 42.1% in Fall 2002. These percentages exceed those statewide (31.7%, 32.1%, and 34.5% for those same cohort years). For the Fall 2002 cohort for Hispanic students the transfer/graduation rate was 53% compared to 42.6% statewide. Unfortunately, the number of students graduating with bachelor's degrees within four years after transferring from HCC was less than 15 in both minority categories for all cohort years and was not reported.

Improving Diversity of Faculty/Staff

Improving the diversity of its workforce as a small college in Western Maryland remains one of the institution's greatest challenges. Though very committed to increasing the diversity of its workforce and student population, the College faces several challenges. Hagerstown Community College's primary service area of Washington County has a minority population that

is 10.5% of the total population, ages 18 and older. Minorities comprise 6% of Washington County's civilian labor force.

Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population so often found in the urban and metropolitan areas. However, with the current trend of westward migration out of the metropolitan areas to Washington County because of a lower cost of living, it is hoped that more minority professionals will relocate within the College's service area.

Although there has been recent progress since FY 05, the lack of minority faculty to provide positive role models for students and help create a culturally diverse college community continues to be a challenge. The number of full-time instructional faculty who are minorities is very small. There are no African American faculty and one Hispanic full-time faculty was hired in 2006 and another in 2007, accounting for 2.6% of the faculty workforce.   During the same reporting period, there have there have been 2 African Americans in full-time administrative and professional staff positions consistently (averaging 3.8% from 2004 – 2007). Since 2005, HCC has hired two Hispanics in administrative and professional positions, accounting for 2% of the workforce.

INSTITUTIONAL PROGRAMS, ACTIVITIES AND STRATEGIES

The programs that have contributed the most to the College's success in recruitment and retention of minority students are: the full-time position of Multicultural Recruiter, increased number of financial aid awards to minority students, and the case management and resources provided by the Job Training Student Resources Center.

The College strengthened its recruitment program by hiring a full-time Multicultural Recruiter to reach out to public service agencies, local churches, and businesses to encourage their clientele to enroll in either ESL or GED courses, credit college-level courses, or non-credit courses. In addition, this person serves as a liaison with the college services and programs connecting new students with financial aid, the College's Job Training Student Resources Center, Disability Services, tutoring, and mentoring. The College website includes a page in Spanish for College and community services. Prior to developing this position, a Hispanic student worker provided outreach services to the Hispanic community on a part-time basis for two years.

The College has provided financial aid to increased numbers of minority students from FY 04 through FY 07. The Director of Financial Aid attributes the increase in financial aid awards to Hispanic students to the efforts of the aforementioned personnel as they assisted Hispanic students complete their FAFSA applications. During the reporting period, there was also an increase in the number of awards made to African American students.

The Job Training Student Resources Center provides support through case management as well as funding for child care, transportation, and books to low income students pursuing career training at the College. From Fall 2005 to the present, approximately 17 - 18 % of the program participants have been African American and 3 - 4% have been Hispanic.

Though minorities are actively recruited nationally for all employee searches, attracting qualified minorities to the Western Maryland region is difficult. The College's Multicultural Committee and Director of Human Resources (HR) are working together to improve the recruitment and hiring of minorities. A statement of commitment to diversity can be found on the Human Resources web page. Additionally, comprehensive lists of electronic and media

resources are used when recruiting for vacant positions. Along with posting faculty and staff positions on the College's website and in regional newspapers, the College advertises in national minority publications such as Black Issues in Higher Education, Minority Nurse, and metropolitan newspapers such as the Washington Post, Philadelphia Inquirer, Baltimore Sun, and The Chronicle for Higher Education.   In addition, the College posts vacancies on www.minorityhiring.net. Committed to improving diversity in instruction, the academic officers have partnered with HR to develop a comprehensive list of websites, listservs, and minorities from other colleges for networking purposes, and other resources that can be used to broadcast the College's positions that would attract people of color, ethnic backgrounds, and others who would diversify the workforce of the College. Even with these recent initiatives, however, there have been a very limited number of minority applicants.

Harford Community College

As stated in the Harford Community College Strategic Plan 2008-2012, HCC embraces a diverse culture of learning through promoting and sustaining a welcoming environment, increasing diversity throughout the campus population, and broadening the global perspective of the campus community. Several significant programs, activities, and strategies have been undertaken to improve HCC's performance in the following areas:

Strengthening Recruitment

Through contact with high school guidance counselors, African-American students (generally those who have a 2.0 to 3.0 GPA) were targeted to participate in on-site customized presentations/discussions. These sessions encouraged students to look long term and focus on the importance of educational attainment, career exploration, and characteristics of student success. Four high schools have been involved; however, one high school in particular has been the most responsive over the last two years.   As a result, in spring 2008, students from this high school participated in their own Early Application Day in the high school and One-Stop Session on campus where students registered for fall 2008 courses. The Admissions Office staff will continue to expand these efforts to other county public high schools in the 2008-2009 school year. Based on campus data, this effort has been successful as the enrollment conversion of these students is very high.

Outreach efforts in the community have been increased during the past two years to include participation in community fairs and connection with agencies. Additionally, communication with local African-American churches has promoted targeted presentations to college bound youth regarding enrollment and financial aid opportunities. HCC's Middle School Programs at Edgewood and Magnolia Middle Schools, located in a historically underserved area of the county and with a high proportion of minority residents, is also growing and strengthening. These after school programs focus on awareness and preparation for college attendance and career exploration. A new empowerment program for girls was initiated this year, focusing on increasing self-concept, setting life goals, and exploring careers.

A communication schedule of marketing activities to prospective African-American students was developed so that prospective students received HCC information on a repetitive cycle. Examples included the creation of a quarterly newsletter, *In the Know,* that provides pertinent information on enrollment steps, programs of study, financial aid, and student services; flyers advertising HCC events; congratulatory cards to high school graduates; and phone calls to students who had not yet applied for financial aid. Additionally a branding logo was developed, *Consider Harford First*, *For a Diverse Culture of Learning*. This logo is now used for publications targeted to applicants and students who are members of minority groups.

Improved efforts have been implemented for the international student population (which is comprised of mostly Africans and Hispanics). Even though the College does not actively recruit international students, this population is growing. This year the Admissions Office reviewed and revised its intake procedures and processes to ensure that the enrollment transition was smooth for incoming students.

Strengthening Retention and Graduation

The Rites of Passage Mentoring Program has been in place since 2006 to support African American students through one-on-one guidance and support, assistance with academic and career success, and opportunities for networking. To complement the mentoring, a focused course, *Human Development 110: Success in College and Beyond*, is offered. In this course students examine study skill strategies, creative and critical thinking, and personal self-management skills. The course infuses culturally relevant material as a way to increase knowledge of the African American experience. Additionally, individualized support is available from the coordinator of Rites of Passage who assists African American students by discussing their academic goals and progress, encouraging them to apply for financial aid, and helping them develop personal connections to the College.

Enrolled African American students also receive a quarterly newsletter, *Rites of Passage: News and Notes*, as well as e-mail reminders, postcards, and flyers advertising HCC events. A variety of events, activities, and field trips provide opportunities for students to experience a diverse culture of learning. Examples include: field trips to the Reginald F. Lewis Museum of Maryland and an African American History Harlem walking tour in New York; documentary screenings of "Hip Hop: Beyond Beats and Rhymes" and "Reshaping the Lens;" the theatrical production "The Meeting" depicting a fictitious dialog between Dr. Martin Luther King, Jr. and Malcolm X before they were assassinated; and campus tours of Lincoln, Towson, and Morgan State Universities.

To further promote involvement and inclusion for all students, HCC offers more than 30 student clubs and organizations. These clubs and organizations help students develop leadership skills and a connection to HCC through cultural and educational programs and activities. African American students are encouraged to participate in all clubs, and of particular interest are the Student Government Association, Black Student Association, the Multicultural Student Association, the Campus Christian Life Club, and the Gospel Choir.

Through the Nursing Program's *Student Success* grant initiative, the Nursing program identifies and tracks at-risk minority and ESL students, offers intensive remediation, ESL tutoring and college skills workshops. Through the grant the College hired a Retention Remediation Specialist, whose goals include achieving a 50% improvement in the retention rate of ESL and minority status Nursing students from FY 2005 to FY 2010.

To support student transfer, seven programs of study were articulated with the Historically Black College/University, Morgan State University (MSU), in the Fall 2007. Bachelor of Science degrees include: Accounting, Business Administration, Finance, Hospitality Management, Human Resource Management, Information Science and Systems, and Marketing. HCC is currently collaborating on an articulation agreement for Electrical and Computer Engineering with MSU and the HCC STEM Division Dean is re-designing the Engineering program and creating courses to align with MSU's program to provide students seamless transfer opportunities to MSU. The Connect Program at MSU provides students the opportunity to

demonstrate academic aptitude while attending HCC, yet also take advantage of MSU's facilities, social and cultural events.

Improving Diversity of Faculty/Staff

HCC's Human Resources (HR) department undertakes a variety of strategies to attract diverse employees to the workplace. HR advertises in a wide variety of publications and websites to ensure strong, diverse applicant pools. The *Baltimore Sun* and its 25% African American readership has successfully attracted diverse candidates. In addition, a portion of the advertising budget is spent on advertising positions in diverse publications such as the *Afro-American*, *National Minority Update*, *Diverse*, *Catholic Review*, and *Hispanic Outlook*. On the Internet, targeted recruitment sites for qualified minority and female employees are identified. One such site is the MWEJobs.com, which targets minorities and low-income candidates.

Our Director of Human Resources and Employee Development works closely with search committees to ensure there is a diverse pool of candidates to interview for all job openings. If an applicant pool does not meet a certain percentage of non-Caucasian applicants, the HR Director will re-advertise the position to ensure a diverse applicant pool.

Each year, the College develops an Affirmative Action Program for Minorities and Women. As outlined in the 2007 Program, the Director of Human Resources and Employee Development serves as the Affirmative Action Officer, working with supervisors to ensure they understand their work performance is being evaluated in part on the basis of their equal employment opportunity efforts and results. Additionally, the 2007 Program encouraged the College to continue to contact universities, vocational schools, high schools, and state and community organizations that attract qualified minority and female students. As a result of these focused efforts, the percentage of minority candidates in the administrative and professional staff has increased from 8% in 2004 to 11% in 2007.

In the past three years, the percentage of minorities in full-time faculty positions has declined as several diverse faculty members left for other job opportunities or returned to the adjunct rank. In addition, recruitment efforts have been challenging because of the high demand for diverse candidates. There have been some recent successes in the past 12 months with two minority faculty members joining the College - a Filipino and Iranian national. As the total number of faculty continues to grow, HCC will further expand diversity in every aspect and will continue to strive to meet the benchmarks for minority faculty and other employees.

Howard Community College

The board of trustees of Howard Community College (HCC) has committed the college to expand equality of opportunity and to initiate the recruitment of minority students, faculty and staff. To this end, the college has vigorously pursued activities and programs, and continuously assesses and improves these programs as needed.

Strengthening Recruitment
A close relationship with Howard County school counselors, teachers, and other school professionals, along with visits, newsletters and meetings sustain HCC's high school outreach to strengthen recruitment. All of the college's high school programs (James W. Rouse Scholars, Silas Craft Collegians Program, and the Freshman Focus Program) have financial aid and scholarships available for all students. The National Science Foundation (NSF) Scholarship Program provides up to $6,000 per year for students in STEM majors, with a focus on women and minorities. Other activities, programs and strategies at HCC to strengthen recruitment include hosting transfer college fairs for students interested in attending a historically black college or university, participation in the annual Hispanic Youth Symposium, and targeted recruitment to English as a Second Language (ELS) students, Black Student Achievement Programs (BSAP), Alpha Achievers, and Hispanic clubs and organizations.

Trend data indicate that the college's recruitment strategies have positively impacted minority student enrollment and have resulted in the college attracting a large percentage of Howard County's minority population (37.6 percent of credit enrollment in fall 2007). This percentage exceeds that of the minority population of the college's service area (33 percent in fall 2006). The number of full-time African American students at HCC has increased by 22 percent since 2004, and the number of full-time Hispanic students has increased by 61 percent, outpacing the overall Maryland community college enrollment growth in full-time African American and Hispanic students of 6 percent and 17 percent, respectively. Over the same period, the number of African American students enrolled part time increased by 16 percent, while that for part-time Hispanic students increased by 34 percent.

Strengthening Retention and Graduation
The entire college continues to be concerned with the progress in meeting the college's retention and graduation performance benchmarks for minority students. In 2001, HCC implemented a series of initiatives to improve the retention and success of at-risk students—particularly African American male students. Foremost among them is the Silas Craft Collegians program, averaging about 21 entrants per year and targeted at the retention and success of these at-risk students. Silas Craft is a cohort learning community that includes significant academic support, mentoring, counseling, and leadership training. Since its inception, students in the program have consistently been retained at levels significantly higher than that for all students. The transfer and graduation rates for these students have fluctuated from being equal to that of all students to being significantly below that level. In 2008, the college had the largest group of successful students since the start of the program, with seven graduates and three transfer students. The college has learned from this group that certain patterns of behavior of at-risk students thwart traditional tracking methods. A number of these students stop-out for a semester or two and then return, and

are lost to cohort tracking. Because these students start at the developmental level, many take four or more years to finish, and frequently not with their original cohort.

Another program targeted at improving student retention and success is Step-Up. Faculty, staff, and administrators volunteer to mentor a student for a semester and typically meet with students weekly to discuss issues of concern identified by the student. These issues may concern their home lives as well as academic issues. The goal of the program is to keep the students connected to the college and ensure that they receive needed services. Program assessment results indicate that Step-Up students are consistently retained at a higher rate than all students. The National Council of Instructional Administrators (NCIA) recently awarded Howard Community College's Step UP program the 2007 Exemplary Initiative Award for "Student Retention and Success."

The college's Children's Learning Center is an educational program serving HCC students and employees as well as the local community. A high number of nursing students, many of who are minority students, use and depend on the center for child care while attending classes. While the nursing program has one of the top retention rates on campus, data indicate that the fall-to-spring retention rate of all students who use the Children's Learning Center is consistently higher than that of all first-time HCC students, with a fall 2006 to spring 2007 average retention rate of 92 percent.

There are a number of other programs in place at the college to increase retention and graduation rates, and these programs have a high rate of minority student participation. Among them are two of the longest running programs, the Learning Assistance Center's tutoring services and specialized ESL support in writing. The college's federally-funded Student Support Services (SSS) program is an intensive, personalized support program that includes academic advising, personal and career counseling services, accommodations for students with disabilities, individualized tutoring, assistance by academic specialists, and transfer counseling to enhance the retention and matriculation of minority students who are enrolled in the program. The program provides additional services to its learning community, which consists of a minimum of 25 first-year, first-generation and/or low-income college students, many of which are also minority students. The goal of the SSS learning community is to provide additional services to incoming freshmen, such as tutoring, financial assistance, workshops on leadership, study and job skills enrichment, and assistance in networking on and off campus in order to increase academic success and personal achievement.

Athletes who do not meet academic expectations are referred to the college's retention coordinator, who meets with the athletes to determine area(s) of weakness and works with or refers them to appropriate resources. The retention coordinator and coaches maintain contact and review academic outcomes at the end of the semester to determine if the athletes are on target with their academic plans. While the retention coordinator is the academic liaison for the entire athletic department, men and women's basketball make the most use of these services, and over 70 percent of athletes participating in basketball are African American.

Efforts underway to increase the successful persister rate (which includes students who completed at least 30 credit hours with a GPA of 2.0 or better, who have graduated and/or transferred, or who are still enrolled at the institution) for African American students have

produced an increase from 56 percent for the 2000 cohort to 63 percent for the 2002 cohort. This compares positively to the overall Maryland community college persister rate of 60 percent for the 2002 cohort of African American students. The college's successful persister rate for the 2002 cohort of Hispanic students matched the overall Maryland community college rate of 67 percent. The four-year graduation and transfer rates of all three cohorts of African American and Hispanic students outpaced the overall rates for all Maryland community colleges.

Improving Diversity of Faculty/Staff
To positively affect the percent of minorities of full-time faculty at Howard Community College (HCC), the college's office of Human Resources has expanded its equal opportunity initiatives to include additional advertising resources and increased representation at job fairs. One of these job fairs was hosted by Congressman Elijah Cummings at the Fifth Regiment Armory in Baltimore, which increased the college's exposure to job applicants in Baltimore City and the surrounding areas. In addition, the college utilized a new diverse recruiting resource list to directly mail faculty job announcements to industry specific diverse professional organizations.

The college continues to increase the number of partnerships with local minority organizations and expand relationships to include links with their web sites to publish job opportunities and advertisements for their members to review. This year, all full-time faculty positions were advertised nationally and in publications, such as *Hispanic Outlook* and *Black Issues,* to access diverse populations. In addition, advertising efforts included targeted emails to candidates interested in working with organizations that value diversity, relaying job opportunities to the Foreign-born Information and Referral Network (FIRN), which assists recent immigrants to Howard County, and *DC Jobs.com*.

The college requires a diversity committee member to serve on every full-time faculty search and every staff hire grade 12 and above (which includes all administrative positions and all senior professional/technical positions). The college has developed and implemented an enhanced diversity search committee training program to strengthen the system for placing members on search committees. These efforts have resulted in the college meeting its benchmark for percent minorities of full-time administrative and professional staff in fall 2006. During the past year, the college has advertised nationally eleven full-time faculty openings; eight are new positions and three are replacements due to retirements or resignations. The searches yielded a number of viable minority candidates.

Howard Community College recognizes the importance of promoting a positive environment for retaining minority faculty and staff, which includes a variety of social, cultural and professional development opportunities. This year a number of events were held to promote leadership and diversity on campus, which has assured a welcoming climate for a diverse population. To ensure that students and others are able to learn more about other cultures, the college's diversity programs include an education component. A few of the programs held this year to promote diversity included Dr. Freeman Hraboswski's reflections of his Civil Rights experiences, an African cultural festival, Women's History Month program, Hispanic heritage celebration, and informal diversity focus groups, where members of the entire college community were invited to share their thoughts, concerns, and ideas about diversity issues at HCC and in the community.

Montgomery College

Montgomery County is, on most racial, ethnic, cultural, and sociological dimensions, the most diverse county in the state of Maryland. Montgomery College students and employees reflect that diversity and provide a truly multicultural and diverse environment.

In the fall, 2007 semester, nonwhite students were 62.1% of the credit student body – up from 56.8% in fall, 2001 and 58.2% in fall, 2003. Since 2001, Hispanic students have increased by 27%, African-American or Black students have increased 17% and Asian students are up 7%. Looked at by country of origin, there were more than seven thousand non-citizen students (33% of the student body), representing 169 different countries of origin. These enrollment patterns reflect and actually exceed the County's diverse population, in which 43% of residents age 18 or older were nonwhite, and immigration from other countries accounted for all of the county's net growth from 1900 to 2000 according to the U.S. Census and Maryland Department of State Planning.

Employment of nonwhites at the College has increased as well. Since 2003, while the number of full-time employees has increased by 18%, there has been an increase of more than 32% in full-time nonwhite employees. Nonwhites comprised 38% of full-time employees in 2003 and are now 43% as of fall, 2007.

On several dimensions of student success, nonwhites have improved. Term-to-term retention rates for Hispanic and Black students have, on average, been higher than those for either White or Asian students. And, data from the Degree Progress Analysis shows that Black and Hispanic students have higher persistence rates (i.e., "earned 30 or more credits with at least a 2.0 GPA," or were "still enrolled at the College" at the end of the tracking period) than their White or Asian counterparts. In fiscal year 2002, nonwhites were 53% of all graduates, and by fiscal year 2007, their representation was up to 59% of the graduating class. However, both Black and Hispanic students graduate or transfer at lower rates and earn lower GPA's at the College than Whites or Asians. Of some interest in further analysis of these data is one intriguing difference between Black and Hispanic students – while Hispanic students graduate at a slightly higher rate, they transfer to four-year institutions at a substantially lower rate than African-American or Black students.

Institutional Efforts

In an environment as multicultural as Montgomery County and Montgomery College, many outreach, recruitment, and efforts to improve success are inherently addressed at all constituents – white and nonwhite, native and non-native. However, the College has made special efforts to encourage and support nonwhite students and employees. These programmatic efforts and institutional initiatives are summarized by the three categories defined for this report, although several of the efforts and activities are clearly designed to address more than one of these categories. For example, initiatives designed to provide faculty with additional pedagogical tools for such a multicultural student body will likely generate a more supportive and attractive environment for minority faculty as well as help minority students. Or, outreach efforts that

include provision of systematic academic support services to potential nonwhite students may also result in enhanced persistence/success rate for those students as well.

Student Recruitment Programs, Activities, and Initiatives

Recruitment and outreach efforts toward nonwhite (especially Hispanic and African-American or Black) students have been extensive. Perhaps the most comprehensive of these has been the elaborate partnership developed with the Montgomery County Public Schools (MCPS) system – a partnership supported by County government funding, the dedication of several staff to the program, and the ongoing support of the County Superintendent of Schools and the Montgomery College President. This partnership has numerous objectives and activities; a primary one is to develop an increased awareness of the accessibility and utility of Montgomery College for MCPS graduates – especially for the increased number of high school students who would be the first in their family to pursue postsecondary education. The partnership has helped promote and support an increased number and kinds of outreach efforts by the College's Admissions Office, including: College Nights, College Fairs, Counselor Breakfasts, a bilingual outreach publication, hiring a bilingual admissions recruiter, reports on the Radio America Spanish station, a Hispanic College Fair at the Universities at Shady Grove, expanded automated phone dialing and e-mail services to remind targeted high school students of upcoming outreach events, and an expanded recruitment effort for the Montgomery Scholars program. Apart from the MCPS partnership, the Admissions Office has also promoted a Multicultural Fair ("Dia de Multicultural") at the Takoma Park/Silver Spring campus in cooperation with the Downcounty Latino Network. The Hispanic Business Institute has also helped with recruitment and encouragement of many Hispanic and Latino students who would otherwise not likely have attended college.

Student Retention and Graduation

Efforts to promote minority student retention and academic success have taken a wide range of approaches. This past year, the College launched the nationally-known First Year Experience, with special efforts to recruit and engage nonwhite and non-native students to enhance their likelihood of success. While outcomes from this effort won't be identifiable for some time, the two years' development of the program found research supporting the program's efficacy, especially for first-generation students, and spawned a number of individual program initiatives aimed at student success.

The College's Financial Aid Office has been very successful in extending and expanding financial aid resources to enable many more students attend and remain enrolled. In 2006-2007, the College increased the amount of aid awarded by 9% from 2005-2006 (and by 39% over the past five years), although Pell Grants were only 37% of the $28 million in aid that was awarded. In fact, all federal aid decreased by 6% from the previous year, while state-supported aid increased by 3% and total institutional support increased by more than 11%. In particular, the Board of Trustees Scholarships and Grants increased by 90% to $2.1 million and have increased by 188% over the past five years. Some 60-65% of those grants are awarded to nonwhite students. Overall, nonwhite recipients of financial aid have increased from 80.7% to 83.6%.

Numerous efforts are made to reinforce and support minority students' academic performance at the College as well. The Student Support Services program has been supported by a TRIO grant for the past several years. This program's focus is on serving some 200 low-income or first-generation students each year by providing tutoring, mentoring, and counseling. Other programs include the Student Success Services, the Online Student Success Center, and Project SUCCESS with its special focus on nonwhite students. The College with the support of many minority students continues to host the Academic, Cultural, Technological, and Scientific Olympics (ACTSO), which is an annual academic competition for African-American students from county high schools, in cooperation with the NAACP.

The Learning College initiative has promoted the development of a number of efforts to support student success (i.e., implementing and encouraging Service Learning, annual retreats to share best practices, establishing Learning Communities, Writing in the Disciplines, holding student leadership summits) and the Center for Teaching and Learning (CTL) has expanded its array of offerings to faculty to address issues of pedagogy related to the challenges of such multiculturally diverse classrooms at the College.

Diversity of Faculty and Professional Staff

Gains in the employment of minority full-time faculty, administrators, and professional staff and the near-attainment of PAR benchmarks have come about through continuous and diligent efforts on the part of the College and reflect an institution-wide commitment on the part of the Board of Trustees and virtually all organizational units. In February, 2007, Dr. Brian Johnson was appointed as the College's first African-American President by the Board of Trustees – itself a ten-person entity comprised of six African-American or Hispanic members. The Office of Human Resources (OHR) and the Office of Equity and Diversity (OED) have implemented a number of practices that continue to promote and support efforts to increase minority representation. Among their efforts are:

- ➢ Required orientation sessions are conducted by the OED for all hiring managers and selection committee members to reinforce the commitment to hiring nonwhites.
- ➢ All administrators' annual evaluations include several diversity-related performance standards and criteria.
- ➢ Applicant pools for positions are reviewed by the OED to ensure an appropriate representation of minority candidates prior to interviews being conducted.
- ➢ Development of a Hispanic Business Institute in conjunction with local employers.
- ➢ Regular reports are provided to the President's Cabinet and the Board of Trustees monitoring efforts that are being made to increase the diversity of the College workforce, the proportion of new hires who are nonwhite, and the current racial composition of all categories of College employees.

Prince George's Community College

Prince George's Community College has a commitment to the continued success of its minority students, faculty and staff. As referenced in the latest strategic plan, "Realizing Dreams through a Culture of Learning" PGCC seeks to address the goals of lifelong success for all students and an enhanced total work environment. Over the last five years, Prince George's Community College has made strides in realizing those goals.

Prince George's Community College has increased the percentage of African Americans as well as Hispanics among full-time and part-time students. The rate of successful persisters among African Americans has increased over the last three cohorts from 43.4% to 61.1% and that for Hispanic students has increased from 47.1% to 71.2%. Likewise, the rate of graduation and/or transfer among these groups has increased from 26.5% to 32.1% and from 31.4% to 47.5% respectively. Among African American students who go on to attend four year institutions from Prince George's Community College, the percentage who graduate with a Bachelors' degree has increased from 29.5% to 39.5% over the last three cohorts. For Hispanic students, that percentage increased from 22.7% to 46.3% over the same time period.

Prince George's Community College continues to be a leader among community colleges in Maryland in terms of percent of minorities within the ranks of full-time instructional faculty and full-time administrative and professional staff, having the second highest percentage among community colleges in both categories. This is a testament to a strong commitment to maintaining a positive and inclusive environment for all members of the student population. The following describes only some of the activities that Prince George's Community College has engaged in to enhance and improve progress on minority achievement.

Strengthening Recruitment

In fall 2007, the college recruited ten percent more first-time students and one percent more new transfers than the year previous. The population of minority students continues to increase from year to year. The recruitment efforts at Prince George's Community college have become more community based within the last five years. In AY 2007-2008 recruitment activities included:

- Programs in four churches (including Ebenezer AME and Evangel Assembly Church) geared toward the African American community with over 600 people in attendance;
- Three programs geared toward the Hispanic and English as a second language community with 1,100 people in attendance;
- Two programs in the District of Columbia with over 2,785 people; and
- Nine community sponsored programs mostly geared toward the African American community, involving over 2,300 people in attendance. These programs include the Annual Youth Summit on Technology, National College Fair, and National Council of Negro Women College Fair.

Beginning in fall 2007 recruitment office, at the request of the enrollment management committee, began a rigorous telemarketing effort geared towards those potential students who

applied to the college, but never completed an enrollment cycle. In spring 2008, of those applicants with whom the recruitment office spoke, eighty percent completed the registration and enrollment process.

Strengthening Retention and Graduation

Innovative teaching practices

The Developmental Math Program participated in a pilot program which exposed a sample of students who to an alternative teaching method. These students were required to take DVM 003, based upon their placement scores on the Accuplacer test. The Mt. Hood Project utilized a discovery approach to teaching rather than straight lecture and lab. This program pilot took place from fall 2004 through spring 2006. A study was conducted looking at the persistence rates, pass rates, and retention rates of students who were enrolled in sections that utilized the Mt. Hood Pilot approach versus non-Mt. Hood sections. MAT 104 enrollments, persistence, and pass rates for the Mt Hood population were significantly higher than the Control population by at least 12 percentage points. The MAT 104 pass rate for African-American students in the Mt Hood population exceeded the pass rate for the Control population by 16 percentage points. This project shows the importance of curricular approaches to instruction in developmental math. Research has shown that students who test into any level of developmental mathematics have a lower chance of making it into mainstream mathematics. As a result of this research, the mathematics department has incorporated the Mt. Hood approach into more sections of developmental math.

Planning for Academic Success

The student services area has implemented the Planning for Academic Success class (PAS 101), a course administered by the Student Services area and staffed by faculty and employees from across functional areas of the college. Students who are required to take developmental reading (DVR006) must take as a co-requisite PAS 101. In fall 2007, a pilot group of 688 students enrolled in PAS 101. The pass rate for this course was 72%, among the highest among all college courses. In a study done by the department of enrollment services, completing PAS 101 was a significant predictor of whether a student who was required to take DVR 006 in fall 2007 returned in spring 2008. In fall 2008, all students who enroll in DVR 006 will be required to also enroll in PAS 101.

Department level support for students at risk

The enrollment management committee has looked at the issue of students who withdraw within the first three weeks of any given semester. Research has shown that a large majority of the students who do withdraw before the third week are either withdrawn for non-payment being unaware of deadlines they may have looming or they merely did not show up for the first day of class. In response to these findings, the college put in place several practices:

- For those students who were at risk for being dropped for non-payment up to the third week of classes, college staff volunteers would call to remind them of their deadlines. As a result of these phone calls, in spring 2008 seventy-seven percent of the students at risk for being dropped for non-payment paid their bill and remained in their classes.
- Each of our five major academic divisions has taken responsibility for ensuring their students' retention past the third week of classes. Each department assigns faculty who personally call students at risk because they did not show up the first day or they have not turned in first assignments. As a result of these efforts, divisions have seen not only an increase in within semester retention, but certain divisions (i.e., Humanities and Developmental Education) have reported a decrease in course cancellations.

All of these activities are working to promote stronger retention among all Prince George's Community College students, but of particular concern are minority populations. We expect to continue to see increases in student retention over the coming years.

Improving Diversity of Faculty and Staff

Over the past five years, the percentage of African Americans among full-time instructional faculty at Prince George's Community College has increased from twenty-seven percent to twenty-nine percent. The college continues to have the second largest percentage of African American faculty among community colleges in the state. Likewise, the percentage of African American and Hispanic employees among administrative and professional staff has increased substantially. Again, Prince George's Community College has the second highest percentage of minority administrative and professional staff among community colleges in the state.

Diversity among faculty and staff continues to be among the strategic priorities at Prince George's Community College. Staff recruitment officers actively recruit through partnerships with professional associations, trade shows, and career fares. The intent is not just to increase the percentage of minorities among faculty and staff, but to ensure that the student population (which is predominantly minority) continues to find role-models and authority figures that look like them. Prince George's Community College has truly been successful along these lines.

College of Southern Maryland

Strengthening Recruitment

Full-time undergraduate enrollments

Over the past three years, the full-time undergraduate enrollments for African Americans at the College of Southern Maryland have risen. In 2000, African Americans comprised 14.8% full-time undergraduate enrollments. While in 2007 African Americans representation has risen to 18%. Undergraduate enrollment for Hispanics has remained steady from 2004-07 at 3.5% of the full-time undergraduate enrollments. CSM has recently established the Strategic Enrollment Management Council (SEMC). SEMC compiles and studies both quantitative and qualitative data in order to recommend future strategies, action plans and activities which will improve recruitment, retention, persistence, and goal completion of credit and continuing education students. The committee also evaluates and recommends improvements to the college's policies and procedures in the areas of academic program and course development, marketing, and student services across all campuses. The committee coordinates its efforts with the appropriate college units. There are four sub-committees under the umbrella of the SEMC: Enrollment Projection, Marketing, Program Outlook, Recruitment, and Retention.

Strengthening Retention and Graduation

Four Year Graduation and Transfer Rates

The four-year graduation/transfer rate of African Americans at CSM has steadily dropped during the past three years (2000-03) from 53.2 percent to 45.5 percent and is substantially distanced from its benchmark of 58.6 percent. In 2003, the four-year graduation/transfer rate of Hispanics was 72.2%, which increased from years 2000 and 2001 when there was no representation from the Hispanic population. The college continues to improve services to those students at-risk. Students that have been placed into two or more developmental studies classes; who work at least half time outside of the college; who are first generation college students: These students tend to be the ones who have significant family obligations and so forth. The services that have been developed include, tutorial services (refinements in tutoring in mathematics being particularly noteworthy amid the traditional array of tutorial services); an "early warning system" designed to address student needs as they arise early in a semester; preparatory classes in math and English in the high schools, designed to reduce the number of developmental classes students might be required to take; summer bridge program for mathematics and reading; transitional courses in mathematics and writing whereby students who are near placement at college level study need only take some additional refresher material as part of the actual college course. Other initiatives are underway or about to start that will similarly offer programmed interventions among vulnerable students: for example, a pilot program aimed at the basketball team, which had suffered significant attrition on academic grounds, that includes mandatory study hours, special tutoring and mentoring; also, a cohort pilot using a learning community model for students at the Prince Frederick campus who place into developmental English and mathematics. The approach the college has taken to date has been in working with students at

risk, we would also be working with African American students at risk, without singling them out for particular attention. In addition Student Life offers an opportunity for active involvement in college life community, which the literature on retention suggests can be a significant enhancement to persistence and completion of academic goals. The Black Student Union, in this respect, has been an important motivator for African American students, and it is one of the most active clubs at the college. Notwithstanding these efforts, the CSM graduation and transfer rate continues to fall for African American students. This year the president of the college established the President's Council on Diversity and Inclusion, which has identified the declining graduation and transfer rates as a theme for our attention in this coming planning cycle. The Council will assess the effectiveness of current activities aimed at student success and identify issues that might effect African American students more than other ethnic groups. This represents a departure from the college's practice of avoiding singling out African American students, but the trend of the data on graduation and transfer makes it essential. CSM is continuing its aggressive efforts to recruit and retain minorities in all job categories with a focus on faculty members. Although efforts are systematic and coordinated college wide, the increase that we anticipated has not been realized even though the college aggressively attempts to recruit minority faculty. CSM is hopeful that these developments will positively be reflected in future reports.

Improving diversity of faculty/staff:

Summary of the changes occurring this year

Minorities are employed at a rate of 21.4% and are represented in 57% of the College's 54 departments. Minorities are represented in 82% of the departments that employ 10 or more people.

The College has established affirmative action placement goals and programs to address underutilization, and will continue to make a good faith effort to reach the placement goals established for the Faculty job group. Faculty – Although there was a net increase of 3 minority faculty hires, minorities continue to be underutilized in this category by 2%.

Successful Strategies

President's Committee on Diversity and Inclusion

Earlier this academic year, the president established the President's Council on Diversity and Inclusion. This committee is responsible for coordinating a comprehensive and integrated college-wide approach aligned with the college's diversity and inclusion efforts. The committee reviews data in order to recommend future strategies, action plans and activities to influence recruitment, retention and an inclusive climate for students, staff and faculty. The committee also evaluates and recommends improvements to the college's policies and practices, including recruiting, retention, outreach, marketing, and professional development. The committee coordinates its efforts with the appropriate college units.

Focus

1. Interventions for students at-risk
2. African American retention and graduate rates

Summer Learning Institute – Diversity in Education

The faculty diversity in education committee continues to be very active and is sponsors a day-long workshop for faculty and staff. The workshop includes an in-depth review of literature with group discussion focused on diversity.

Educational Talent Search

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

- Tutoring
- SAT preparation
- Leadership development workshop
- College Success Strategies
- Mentoring of middle and high school students
- Smart Start, Great Finish program

Future Plans

Demonstrate our good faith efforts to remove identified barriers, expand employment opportunities, and produce measurable results.

Showcase the college as a place that values and welcomes diversity by undertaking a variety of activities, such as:

Interventions
1. Summer Bridge Program for math and reading
2. Learning Community for math and reading

Community-based programs
1. Charles County's Unity in the Community, Diversity Forum
2. Charles County Blue Ribbon Commission on Diversity and Inclusion

Staff Development
1. Development of a staff mentoring program to assist in retention
2. Development of a more extensive on-boarding orientation process
3. "Meet on Common Ground" diversity training program
4. Early warning system of student performance

Wor-Wic Community College

Strengthening Recruitment

The minority student enrollment at Wor-Wic closely matches its service area residents who are 18 years old and older. African American enrollment in the fall of 2007 was 24 percent, compared to 22 percent in the service area. Hispanic enrollment and service area representation were both 2 percent. The college conducts a variety of outreach programs to middle and high school students, as well as the community at large.

In terms of outreach and recruitment of African American students, the admissions office and career services have conducted campus-based visits for students in middle school. In the summer of 2006, 120 middle school students in a Gear Up!/Camp Smart mathematics program (46 of them were African American) attended a summer camp at Wor-Wic. In addition, more than 300 at-risk middle school students in a Project Nexus Program were hosted on campus to learn about college preparation and career opportunities.

The director of admissions works extensively from a multi-cultural perspective with key personnel in the local school districts that support and mentor minority high school students. The admissions office and career services have conducted outreach presentations for adult basic education students in Somerset and Wicomico counties, which included a 45 percent representation of African American students. Since these students are working on attaining their GED, outreach to this population is essential to building their educational and employability credentials.

Ongoing programming is conducted with the Drop Out/Intervention Program from the Wicomico County Board of Education, where 20 of the 25 students were African American. The admissions office coordinates a visit with these students to address financial aid and the admissions process.

Community outreach is also provided to prospective African American students through Community Advocates Researching Economic Services (C.A.R.E.S.), local homeless shelters in Wicomico and Worcester counties, Drug Court of Wicomico County, parent conferences, the Transitions Program for Students with Disabilities and the Worcester County Women's Forum. Many of these programs were targeted to enhance the recruitment of both African American and Hispanic students.

Strengthening Retention and Graduation

Between 50 and 79 African American students entering Wor-Wic each fall in 2000, 2001 and 2002 were included in the degree progress analysis. The percentage of African American students who graduated or transferred within four years of entering the college varied between 17 and 30 percent. The percentage who graduated, transferred or were still persisting ranged between 38 and 61 percent each year. Hispanic student percentages were not reported since there were less than 15 Hispanic students in the analysis cohort each year.

Of Wor-Wic's students who transferred to a Maryland public four-year institution in the 2003-04 academic year, 52 percent earned a bachelor's degree within four years. Of the African American students in the transfer cohort, 45 percent earned a bachelor's degree within four years. There were no other percentages reported for African American or Hispanic students in the past four years due to small size of the college's minority student cohorts (less than 15 students).

In FY 2007, Wor-Wic initiated a college-wide retention strategy by requiring all new students to take a college orientation course entitled SDV 100 - Fundamentals of College Study. The course was designed to help students recognize important student resources for student success; enhance their skills in time management, test preparation, reading and critical thinking; identify the role of diversity and building relationships successful on campus; and recognize healthy lifestyle choices and how to manage stress.

With regard to the FY 2007 cohort of students (total=980) who completed the SDV 100 course, 65 percent were retained from the fall of 2006 to the spring of 2007. In this same timeframe, 66 percent of white, 60 percent of African American and 52 percent of Hispanic students were retained. Upon further analysis, gender was found to be a significant variable in the fall of 2006 to the spring of 2007 retention rate for SDV 100 students. For female students, 71 percent of white, 65 percent of African American and 75 percent of Hispanic students were retained. For male students, 60 percent of white, 50 percent of African American and 33 percent of Hispanic students were retained. It is apparent that male minority students are at most risk of attrition, even with the intervention of a college-wide program such as SDV 100 - Fundamentals of College Study. Although this was the pilot of the SDV 100 course, it is of concern that the male minority students were not retained at the level of the white and female minority groups. Therefore, the curriculum committee and the retention office at the college are pursuing more intrusive interventions beyond the course.

Another significant aspect of strengthening retention is the utilization of student support services, which can include academic, personal or career counseling. After a preliminary review of data from FY 2008, the minority utilization of student support services at Wor-Wic is representative of the student population at large. African American students represent 27 percent of those seeking student support services, whereas the college population of African American students is 24 percent of the overall college population. Hispanic students represent 2 percent of both students seeking student support services and the overall college population. Although it is significant that service utilization reflects the college population as a whole, it is important to acknowledge there still remains a gap in the academic achievement and retention rate of minority versus white students.

Based upon these concerns, the college has pursued initiatives to better serve minority populations through an African American mentoring program. The African American mentoring program was piloted in the spring of 2008. Students who were identified as academically at-risk with a GPA below 2.0 were invited to participate. Six students participated in the month-long mentoring program that focused on career choices, networking and leadership development. Based on the positive impressions of this program by students and administrators, the college has decided to expand this program for the fall of 2008. At that time, we will be able to ascertain the impact of mentoring on retention and achievement. Another follow up will be the utilization of a

focus group of African American students to evaluate retention strategies that will be effective from a student perspective.

In terms of graduation and successful transfer, the college has hired an associate registrar to offer transfer advising to students seeking opportunities at four-year institutions. With regard to serving minority students, interventions will be created in the next year to assist students in navigating the transfer process.

Improving Diversity of Faculty/Staff

African American representation in the college's full-time faculty remained between 7 and 8 percent over the past four years. The percentage of African American full-time administrative and professional staff ranged between 2 and 7 percent in the same timeframe, with the highest percentage in the fall of 2007. The small number of employees in these categories (less than 65) causes increased variability in the data when there is a gain or loss of a few minority employees. Over the past four years, there has been no Hispanic representation in either category until the fall of 2007, when a Hispanic faculty member was hired, creating a representation of 2 percent.

To increase the likelihood of minority applicants for administrative/professional and faculty positions, the director of human resources continues to mail job postings for these positions to all members of the college's "Minority Friends" list. This list is comprised of minority representatives who are active in the community and non-minority community members who are active in promoting diversity locally. Members are encouraged to pass on the job postings to interested minority candidates. However, it is difficult to determine if someone from the "minority friends" list is the source of awareness for an open position. The "minority friends" letter was revised this year to better explain our initiative to increase minority representation in college faculty and administrative/professional staff.

Whenever a national search for an administrative/professional or faculty position is warranted, employment advertisements are posted in culturally-diverse and nationally-distributed publications and on Internet job recruiting Web sites. This year, new positions warranting a national search were advertised on Latinosinhighered.com in addition to the national publications and Internet job recruiting sites the college already uses.

Public Four-Year Colleges and Universities

Bowie State University

Building on its image as a student-centered institution, Bowie State University provides its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty, and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

Bowie State University is committed to enhancing the academic preparation and achievement of all its students and highlights current and proposed activities and strategies that address the critical areas of 1) strengthening recruitment and 2) strengthening the retention and graduations of minorities.

Strengthening Recruitment

Through the effective and efficient management of its resources, Bowie State University continues to provide high-quality and affordable educational opportunities for an increasingly diverse student population of Maryland citizens and the global community. Over the years, the Enrollment Management unit has engaged in a number of strategies to enhance recruitment, including position additions and software enhancements resulting in processing modifications. These additions and enhancements led to an upgraded Financial Aid operation and faster processing of admission applications.   As a result, financial aid awards, bookstore credits and refunds have been made available in a timelier manner. Self-service was implemented to provide financial aid applicants with the ability to view their application status, to see their awards, to complete their Entrance and Exit Interviews as well as their Promissory Notes on-line. The following is a list of new Enrollment Management Unit initiatives:

- Added two full-time recruiters who assisted in conducting 25 on-site admissions programs in Prince George's and Montgomery Counties and Baltimore City resulting in an increase in minority applicants
- Implemented CollegeNet to facilitate a seamless automated application process
- Developed and produced new marketing brochures
- Contracted with Global Design Incorporated to develop and implement an interactive website
- Developed and implemented a series of on-the-spot admissions activities for Prince George's and Montgomery Counties and Baltimore City
- Continued utilization of Goal Quest e-cruit software to increase communications to prospects and increase inquiry to application ratio

Bowie State University continues to recruit a diverse student population and has instituted several measures designed to move it closer to, if not actually exceed, its projections relative to minority achievement. Some of those initiatives are as follows:

1. The establishment of the ***Intrusion Detection Laboratory*** in partnership with local telecommunications companies. This initiative will assist Bowie State's effort in maintaining and expanding minority enrollment, graduation and placement in the IT labor market.

2. The expansion of the Nursing Education facility and faculty to allow for expanded enrollment of nursing students.

Strengthening Retention and Graduation

Bowie State University has a strong commitment to retaining and graduating its students. The university has sustained and implemented several activities and strategies to increase retention and graduation rates of its students, including utilizing continuing and new strategies in the areas of student aid, advising practices, supplemental academic enhancement and academic persistence.

The University increased the amount of need-based aid available to students. This increase allowed the Office of Financial Aid to increase the level of financial aid as well as the number of awards to students. The University seeks to continue this trend of increasing institutional need-based aid in order to retain students who do not have the funds to support their college education.

Two major advising strategies were initiated by the University to strengthen retention and graduation rates: the re-establishment of the academic advisement center and a concerted effort to increase the number of credit hours students take per semester. The academic advisement center was established primarily in response to data collected from Bowie State's participation in the 2004 NSSE survey, which indicated that advisement was a critical area of concern for first year students. The Center's major target populations for advisement and associated services are first and second year students, although service is provided to students of all classification upon request to increase accessibility of advisement services campus-wide. Coupled with advisement services is the freshman seminar course which is facilitated by the Center staff. This structure allows the staff to work closely with students during their first year of matriculation and is essential to relationship building and advocacy for this student population.

Another advising initiative Bowie State University introduced focused on increasing the number of credit hours taken by students per semester. Traditionally, most full-time students at the institution enrolled in an average of 12 credit hours per semester. In spring of 2006, faculty advisors and advisement specialists encouraged students to increase the number of credit hours they were taking per semester to 15 or more credit hours. This strategy impacts students' time to degree and ability to receive financial aid throughout their matriculation at the University. Since implementing these strategies, the University has seen an increase in the 2nd year retention rate from 73% to 76.9% and an increase in the six-year graduation rate from 37% to 40%.

New activities for supplemental academic enhancement and academic persistence have been created and implemented in discipline-specific areas at the University. The Nursing Education Performance Enhancement Program (NEPEP) is an integrated curriculum support

initiative for the Department of Nursing. NEPEP is designed to 1) advance and evaluate nursing students' learning outcomes and 2) promote the success of students on the departmental exit comprehensive – the Assessment Technologies Institute (ATI) and National Council Licensure Examination for Registered Nurses (NCLEX-RN). The four-component curriculum for the program offers structured enhancements for nursing students of all classifications and intensive programming for senior students.   As a result of this implementation, twenty-three (23) senior students participated in strategies II – IV and achieved a 100% pass rate on the ATI comprehensive exam at a 95% predictor score for passing the NCLEX-RN.

The Department of Mathematics opened a Tutoring Center which became operational at the beginning of the spring 2008 semester. This facility, established with the help of a grant from Hawke's Learning Systems Inc., serves mainly as an instructional lab for MATH 125, MATH 141 and MATH 240 as well as certain other upper level courses. Five tutors and a lead-tutor/lab-monitor were assigned to the Center as well as a lead-tutor/lab-monitor. Anecdotal evidence seems to suggest that students who took advantage of this free service earned higher grades on average than students who did not. A comprehensive analysis of this service is currently being conducted of this service.

Finally, an expanded cooperative relationship between the Department of Behavioral Sciences' Pedology program and the Department of Teaching, Learning and Professional Development was implemented. The goal of this initiative is to tap into the large pool of Pedology majors to encourage more to select Education as a minor. Ultimately, through this relationship, larger numbers of minority students will become eligible for teacher certification.

Bowie State University, through the creation of innovative and sustainable efforts, maintains its commitment to improve the recruitment, retention, and graduation of minority students. The University continues to develop strategies for the academic preparation and enhancement of its student population and to prepare students to compete in the larger regional and global economy.

Coppin State University

Minority Achievement remains a priority of the University although the performance of African American students, Hispanics and others has not been exceptional. As a result, new initiatives and programs will be introduced as well as activities to enhance their achievement. The University has taken major steps within the last three years to improve the academic achievement of its students. Ongoing initiatives as well as new initiatives are in place to ensure that students attain and exceed intended levels of success.

Ongoing initiatives such as activities, programs and strategies, include a new center for student success, the enhancement of retention programs, the creation of a strategic enrollment management task force, academic advising, the identification of at-risk students and early warning systems, pre-college and summer bridge experiences, improvements in academic resource center services and improvements in teaching and learning. Examples of new initiatives include the comprehensive assessment system and enrollment management strategies. Finally, the President has authorized the search for a Vice President for Enrollment Management who will report directly to him.

Strengthening Recruitment

Coppin State University has continued to enhance its recruitment activities. Within the past three years, the Office of Enrollment Management has utilized staff within the Offices of Admissions and Financial Aid to assist with recruitment and more specifically, enrollment. The bulk of students that attend Coppin State are from Baltimore County, Baltimore City and Prince George's County. To expand the demographics of the student population, Coppin recruited from neighboring states in areas where there are large populations of students preparing to enter college.

The University continues its successful initiatives through the Academic Resource Center. The Pre-College Summer Program (PCSP) has been successful at matriculating and retaining students at Coppin. Offered through the Academic Resource Center, the program (Freshman Summer Success Program) continued to provide services to those students who had not been admitted or conditionally admitted to Coppin State University for fall enrollment. Normally, these are students who have SAT scores and/or placement testing scores that prevent them from being directly admitted. Two sessions were offered this year. Over 98% of the summer students matriculated into the University and as a result of program attendance, participants have advanced levels of course preparation and college-level credit.

An example of the program's success is highlighted below. In the summer of 2006, there continued to be two sessions for the PCSP. The first session was held from June 11-June 30, 2006. Fifty (50) students enrolled in the program of whom 45(90%) successfully completed the program; while the second session, which ran from July 9-July 28, 2006, enrolled 47 students, and 43(91.5) successfully completed the program. Out of both programs, 78(88.6%) students enrolled for fall classes.

In the 2006 program, the gains in math were very dramatic compared to the last two years. The improvement in reading and writing while still evident was not as dramatic.

Program Highlights:
- 49 of 97 (51%) students tested above the developmental level in writing at the conclusion of the program.
- 14 of 97 (13.7%) students improved in reading.
- 38 of 97 (37.2%) improved at least one level in mathematics; 13 of these made such improvements that they became exempt from all developmental courses.
- 88 of 97 (91%) completed the program.
- 100% of the students who completed their programs were granted admission to Coppin State University; 78 registered for fall semester classes. (88.6%)

These trends continue to increase annually demonstrating the success of the program's ability to recruit and retain students into the University.

Strengthening Retention & Graduation

Assessment Framework. The University commissioned the services of a consultant to assist the campus in developing a campus-wide and highly-technologically advanced assessment system. A primary aim is to help improve not only retention and graduation through instructional and assessment means, but also to fully develop a culture of assessment throughout the campus community.

Through the system, faculty members are able to easily assess student learning outcomes and make enhancements where necessary to the academic program. Additionally, staff review and processing time of data have been cut from approximately two-to-three weeks to 30 minutes to one hour.

Currently, the Schools of Education and Nursing, the Departments of Social Work and Psychology and Rehabilitative Counseling have comprehensive assessment systems that are fully operational. Assessment frameworks are currently underway for the Academic Advisement Center, Counseling and Psychological Support Services and General Education.

The School of Education was recently re-affirmed by the National Council for the Accreditation of Teacher Education (NCATE). The School of Education's assessment system was designed using the approved conceptual framework by NCATE. The accreditation site visitation team was impressed with the speed and accuracy of data produced, especially since the data were once collected in a series of paper forms. The comprehensive system allows the School to better serve the students and offer appropriate academic support services.

Additionally, these frameworks allow the schools and units to conduct self-evaluation and self study reports, and allow for programmatic improvements when necessary. For example, the Department of Social Work is using its assessment system to prepare for its self-study report and annual program review process required by the University System of Maryland. Given the

strengths of the assessment tool, the department will be able to succinctly respond to the accreditation standards established by the Council on Social Work Education (CSWE).

The Department of Psychology and Rehabilitation Counseling's assessment system is modeled precisely against standards established by the Council on Rehabilitation Education (CORE). Electronic forms were created to collect data on faculty, including résumés and teaching strengths in addition to student learning outcomes.

The School of Nursing is currently utilizing its assessment framework to produce data for the National League for Nursing (NLN) and for its own in-house self-study. This type of ongoing assessment allows various schools and units the ability to produce information on student learning outcomes in addition to program retention rates, and the quality and effectiveness of academic programs.

Technology in Teaching and Learning. Between the academic years of 2005 and 2008, the University continued to capitalize on its achievements with its technology infrastructure. The Office of Information Technology with support from the Division of Academic Affairs has been able to provide mini-grants that support faculty development and training. Each year, conferences are held to train and demonstrate how technology may be used within the academic setting. Tegrity and Blackboard are the major software packages used. However, overwhelming success has been derived from utilizing Tegrity where students can apply a special device that enhances note taking, interact with professors online and more importantly, and maintain access to lectures and other academic supports on a 24-hour basis. This is particularly important for the student population which is comprised in large part, of first generation university students that are often working adults. This project has expanded the overall academic course offering and as a result it is anticipated that retention and graduation will be affected in a positive way. The goal is to have all faculty members utilizing Tegrity within the next year.

Comprehensive Counseling Center Developed. Coppin State University's Counseling and Psychological Services (CAPS) program has now been fully implemented and is dedicated to the academic mission of the institution by providing services and programs that help retention and students preserve their emotional well-being in order to attain their educational goals and pursuits. The program is staffed by licensed psychologists, social workers, certified addictions specialists, professional counselors, and peer counselors. CAPS' staff recognizes that students of all ages face unique life circumstances; therefore, students' college years are optimally a time of challenge, inquiry, experimentation, self reflection, value clarification, spiritual development, and change.

Individual interactions, group therapies, faculty/staff consultation, teaching, research, and numerous outreach activities/involvements are some of the primary means by which the mission of the Center is achieved. The Center offers services in the areas of crisis assistance and intervention, alcohol and substance abuse and other drugs and other types of services required by the students. The services are free to the students.

Improving Diversity of Faculty and Staff

The University continues to make efforts to maintain and enhance the diversity of its faculty and staff. A major goal of the University is to reflect the diversity of Maryland's demographics in faculty and staff. Such efforts include providing support through orientation, mentoring, and discussion groups especially for new and junior faculty. When recruiting for new positions, the University advertises in the Chronicle of Higher Education, a popular journal accessible through the Internet, HigherEdJobs.com, and Diverse Issues in Higher Education. Currently, there are searches for at least 10 new faculty positions.

The faculty of Coppin State University are diverse with respect to gender, race and ethnicity. Half (54%) of all Coppin faculty are women and 46% are men. Three-quarters (87%) are members of minority groups, including faculty of African, Caribbean, and Asian heritage.

From 2004 to 2007, the number of African American tenure/tenure track faculty increased from 98 to 104 (6%) and administrative and professional staff remained steady at 280 employees. In terms of instructional faculty, the number of African Americans increased from 208 in AY 2006 to 250 in AY 2008. For Hispanics, in AY 2006 there were 40 and in AY 2008, 38 respectively, a 1% decrease.

Frostburg State University

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's current Minority Achievement Plan (MAP) contains practices and new strategies that help FSU increase the diversity of its student body, promote the academic success of its minority students, and attract minority faculty and professional staff to the institution.

Strengthening Recruitment

Overall minority undergraduate enrollment at FSU has more than doubled over the past decade. From fall 2006 to fall 2007, the total number of undergraduate minority students at the University increased by 17.3 percent. African-American students comprised the largest minority segment (19.6%) of all undergraduate students in the fall of 2007.

The strategies and programs discussed below contribute to the University's minority student recruitment efforts and are important components of its Minority Achievement Plan.

Targeted Mailings, Recruitment Travel, and Bus Trips
Frostburg State University continues to send targeted mailings and electronic communications to minority students who meet its admission criteria. For the fall 2007 entering freshman class, a total of 3,556 Maryland African-American students' names were purchased through the Student Search process and were sent information about FSU. Admissions counselors also travel to urban high schools in Washington, D.C.; Baltimore City; and other locations in Baltimore and Prince George's Counties. University-sponsored bus trips to the FSU campus from targeted recruitment areas and admitted student receptions continue to be important components of the minority student recruitment program. In AY 2006-2007, the Office of Admissions hosted approximately 350 minority high school students on campus during 13 different bus trips.

Summer Outreach Programs and Open Houses
The FSU's summer outreach programs and opportunities through Upward Bound, College Bound, DC-CAP, Gear Up, and the Regional Math/Science Center bring young students to the campus and help to increase their awareness of, and readiness for, postsecondary education. In addition, the University's Admissions Office hosts eight Open Houses each year that are advertised extensively in the Baltimore and Washington metropolitan areas. Of the students that attended an Open House in AY 2006-2007 and later applied to FSU, 237 were African-American.

Strengthening Retention and Graduation

The second-year retention rate of 80.6% for African-American students in FY 2007 brings FSU closer to achieving its Managing for Results (MFR) benchmark of 83.0 percent. In addition, the University's six-year graduation rate for African-American students in FY 2007 (53.9%) exceeds the established MFR goal of 45.3 percent.

As part of its Minority Achievement Plan, the University carefully monitors the following programs that incorporate new strategies and help to increase minority student retention and graduation rates.

The Learning Community Program
As an expansion of the program, in 2006, all incoming freshmen are given the opportunity to participate in the FSU Learning Community program. Learning communities allow first-year students to explore an academic major, life skill, or topic by enrolling in thematically linked courses. They also help first-semester students establish support networks with peers, faculty, and University staff and assist with decisions about possible academic majors. The Learning Community program has been especially successful in helping the University retain minority students. Eighty-eight percent of first-time minority students from the fall 2005 cohort who participated in a learning community returned in fall 2006 compared to a 64% return rate for minority students who did not participate in a learning community.

The Undergraduate Education Initiative and the General Education Program
Since the beginning of its implementation in the fall of 2005, Frostburg State University's Undergraduate Education Initiative (UEI) helps to strengthen minority student retention by ensuring diversity issues are addressed in the curriculum. The UEI establishes Identity and Difference courses within the General Education Program that foster students' insight into the ways cultural identities and experiences shape individual perspectives of the world. Since 2005, the University has offered 26 Identity and Difference courses within 14 different disciplines.

Community Service and Leadership Programs
Minority student retention efforts are also supported through the activities of the Black Student Alliance, Student Government Association, and the GOLD and HallSTARS! programs. These organizations and programs prepare students for campus-wide leadership roles and foster a high level of student performance and commitment to the University and the larger community.

The Programs of the Diversity Center and the Advising and Career Services Center
The Diversity Center continues to work closely with minority student organizations to offer activities, workshops, and programs that encourage understanding of cultural differences, ensure the University's environment is welcoming and inclusive for all students, and provide strategies for academic success. In AY 2007-2008, the Diversity Center worked with students to strengthen the Latin American Student Organization (LASO) and the Gay/Straight Alliance (GSA) and developed plans to reformat the diversity component of the freshman Introduction to Higher Education course.

First opened in January 2006, the Advising Center contributes to the University's retention efforts through programs that encourage campus engagement and provide students with strategies to address change and overcome obstacles to their academic success. The Center, which is supervised by an Associate Vice President for Student Services, works directly with undeclared students and provides individual assistance to transfer and minority students. In August 2007, the Center for Advising and Career Services combined two services that together provide essential support for undecided students.

Academic Support and Monitoring Programs
FSU's Programs for Academic Support and Study (PASS) provide individual and group tutoring in a wide range of subjects along with personal instruction through the University's Writing Center. Student Support Services works specifically with first-generation, low income, and/or disabled students.

The Phoenix Program
Implemented in the spring of 2007 and scheduled for review in the fall of 2008, the Phoenix Program is an intervention effort that provides an alternative for students who face mid-year dismissal following their first semester at the University. The program contributes to student retention efforts by placing low-performing students in an Introduction to Higher Education course during the spring semester where they receive intensive support and assistance in improving their academic records. As of the spring 2008 semester, 191 students have participated in the Phoenix Program.

Campus Environment
Numerous offices, departments, and student groups provide support and publicity for important programs that promote campus multiculturalism (e.g., the Martin Luther King Celebration). The University is also expanding the diversity of its campus by strengthening partnerships with academic institutions in Europe, India, and China in order to increase study abroad opportunities for students, provide additional overseas professional development opportunities for faculty, and bring more international students and faculty to FSU.

Improving Diversity of Faculty/Staff

Henry C. Welcome Fellowships
The University continues to award state-supported Henry C. Welcome Fellowships to help attract and retain highly-qualified minority faculty. A total of eight FSU faculty members have been recipients of this prestigious award since 1998.

EEO Compliance Office's Minority Recruitment Plan
Updated in October 2006, the EEO Compliance Office's Minority Recruitment Plan complements the University's Minority Achievement Plan and offers new strategies at the level of the hiring unit for achieving a more diverse workforce at the University. In accordance with the plan, Frostburg advertises available positions online through several professional organizations' websites and sends direct mailings regarding available faculty and staff positions to all University System of Maryland (USM) institutions. In addition, campus search committees often directly contact historically black institutions as part of their equal employment opportunity efforts. The University also works closely with USM's Associate Vice-Chancellor for Academic Affairs/Diversity and Academic Leadership Development to identify appropriate professional organizations with minority registries.

Departmental and College Recruitment and Retention Strategies
In an effort to actively participate in the recruitment process, FSU faculty from various departments interview potential candidates from diverse backgrounds at professional conferences. The College of Education continues to be in close contact with historically black institutions, providing them with information on teaching opportunities at FSU for doctoral candidates completing their dissertations. In addition to these recruitment strategies, the College of Liberal Arts and Sciences provides departmental mentoring opportunities for all of its new full-time faculty members. The accreditation of the College of Business by the Association to Advance Collegiate Schools of Business (AACSB) International in the spring of 2006 has also helped to attract minority faculty to departments within the college.

Salisbury University

Strengthening Recruitment

Office of Admissions has dedicated positions for minority student recruitment

Making the SAT optional has had a positive impact on the recruitment of minority students

Targeted areas for recruitment include Baltimore, Prince Georges County, Washington D.C., Philadelphia and College Bound Consortiums. Recruiters also attend Hispanic focused college fairs and partner with several minority based pre college programs to educate minority students about Salisbury University.

Salisbury University participated in the College Board Student Search to identify minority students.

A select number of minority students are trained to promote the university during the Christmas break at their respective high schools

Host at least 25 bus trips of minority students which total over 1000 students who visit the campus yearly.

Sponsor the Multiethnic Visitation Week-End which annually provides a high yield of students who enroll in the university

Strengthening Retention and Graduation

Pre-Matriculation, 2007-2008

The Pre-Matriculation Program served 52 students of color with orientation type activities which includes mentorship by 35 upperclassmen in addition to interest sessions that helped in their orientation to campus life. All students were enrolled in the early warning system which monitored their academic progress. This program has made an impact on the first year retention of students of color through the relationships established by this program.

The Early Warning System has 64 students enrolled in the program. New students have constantly achieved a "C" average or better during their first two semesters. A regular conference with staff has assisted their acclimation to the campus and has assisted with their progress in their respective majors.

New initiatives will include:

The Math Placement test begins fall 2008 semester, the University will pilot a math placement test using a small sample of our entering first-time freshmen student population. Students in the

sample will be selected based on several key math indicators (e.g., SAT math, High School GPA, number of math courses completed.

The Center for Student Achievement slated to begin operation in the fall 2008. The center will serve as a clearing house for key academic and success resources available to students. Also, this center will interface with a range of academic departments as well as key offices to help provide a seamless educational experience and success map for SU students.

The Faculty Development program will provide faculty development sessions on how to best intervene with students facing academic difficulties in their courses. Additionally, provide faculty with the best teaching practices conducive to first-time freshmen student success such as early and frequent feedback to better understand students comprehension of course content.

Improving Diversity of Faculty/Staff

Advertise all faculty and professional staff positions with *Diverse Issues* and *Hispanic Outlook*

Language in all faculty ads reads "candidates are expected to be able to use effective teaching and classroom management strategies which enhance the success of diverse learners."

Recruit annually at the National Black Graduate Student Association Conference

2007 accepted invitation to recruit at the Southern Regional Educational Board (SREB) Teaching and Mentoring Conference

Select faculty and staff recruit minority candidates at professional association meetings via networking and sharing the Minority Recruitment brochure

Planning Ahead: Building Our Ranks is an on going workshop provided to educate search committees on ways to manage diversity in the search process

Perdue School of Business is a member of the Ph D Project, a diversity effort to assist business professionals to return to academia and become business professors.

Towson University

Strengthening Recruitment

First-time, full-time undergraduate enrollments
The proportions of African American and Hispanic students among all new, first-time, full-time students at Towson University, mirroring their proportions among the total of all Maryland public four year institutions, dropped in fall 2007. Because applications from African American and Hispanic students have increased each year since 2004, we believe our outreach activities, including direct mail to purchased names from the College Board, counselor visits to target high schools, college fairs, participation in college fairs that serve minority populations, are effective. The "Top Ten Percent," a special admission and scholarship program, identifies high achieving students, many of whom are African American or Hispanic.

For the future, we will offer more of the kind of programs and activities that increase the likelihood that admitted students will enroll. Examples are special "Sleeping Bag Weekend" visits, sponsored by the Towson Black Student Union, special hosting activities, such as "Destination Towson," for admitted students, "Principal's Scholarships," offered to students selected by the principals of high schools with diverse populations, and the "Hispanic College Bound" program, hosted by the Center for Student diversity**.**

Towson University is partnering with U.S. Hispanic Youth Entrepreneur Education in pursuit of their goals to encourage at-risk Hispanic youth in Maryland to stay in school and aspire to attend college, to provide financial aid and scholarships, and to develop partnerships between school districts, colleges and universities, corporations, and government agencies. The university will host the "Maryland Hispanic Youth Symposium," each summer.

Enrollment of graduate students
Towson's College of Graduate Studies participated in graduate education fairs at three historically black institutions this year and plans to recruit at the McNair Conference and the Fattah Conference next year.

Enrollment of community college transfer students
African American students transferring to Towson from Maryland community colleges increased each year from 2004 through 2006 and leveled off in 2007. Enrollment of Hispanic transfer students has fluctuated from 33 to 39 since 2004. We will increase recruitment activities, including counselor visits, advertisements in student newspapers, posters, e-mail marketing, and scholarship programs at community colleges with high proportions of minority students.

Strengthening Retention and Graduation

The six-year graduation rate for first-time, full-time students entering Towson University dropped from 63.9% in the 1998 cohort to 60.7% in the 1999 cohort, then increased each year to 68.1% in the 2001 cohort. The six-year graduation rate of African American first-time, full-time students increased each year at an even faster rate so that the "gap" between the six-year graduation rate of African American students and that of all students decreased from 8.7

percentage points in the 1998 cohort to 1.1 point in the 2000 cohort. However, the six-year graduation rate of African American students dropped 1.3 points to 62.5% in the 2001 cohort. That slight decrease, together with the large increase in the graduation rate of the total cohort, caused the gap to increase to 5.6 points, which is still significantly smaller than all but one of the predominately White public institutions in Maryland.

Towson University's second year retention rates dropped with the 2005 and 2006 cohorts. Declines were steeper for African American and Hispanic students in these cohorts but the rates for African American students remained higher than the total cohort. We attribute these declines to our commitment to admit and support first generation college students from low income families. This group, irrespective of race/ethnicity, has been denied access to higher education. Indications are that a significant achievement gap exists between these students and their middle class, suburban classmates. The university will not be deterred from this commitment and we are working to provide additional support services that will help these students succeed.

In its "Pathway for Success" plan for closing the achievement gap, the university outlines "essential elements for the retention of students to graduation." Among these elements are ease of transition, welcoming campus environment, financial security, early assessment, early intervention, and community support. Through existing and proposed programs and strategies, we will address each of these elements, executing this plan to eliminate differences in graduation rates between first generation, low income students and students with middle class backgrounds.

Ease of transition
 "New Student Transitions," is a series of activities to welcome new students. Included are a "Tiger To-Do List," an on-line and hard copy guide that addresses issues and administrative processes that students will need to navigate in order get started at Towson. "Welcome to Towson," a ten-day series of programs beginning the Friday before classes begin, is a formal introduction to the university community. Among the activities are the New Student Convocation and opportunity for the students to meet their first year advisors and student orientation leaders. During this time the students will receive their course schedules, which have been designed by advisors to meet each student's needs as indicated by information solicited from the student. In fall 2008, the university will initiate a "block scheduling" pilot in which groups of at-risk students will have several classes together in order to foster friendships, support, and study groups.

Welcoming environment
Towson University's "*Reflective Process for Diversity*" is a process that will support university-wide institutional transformation for diversity. Informed by the document, *Now is the Time: Meeting the Challenge for a Diverse Academy,* which was developed by a joint task force of AASCU and NASULGC and provides direction for the use of reflection as a key means of affecting change, our process will be inclusive. All members of the campus community will have an opportunity to self-reflect and identify personal change opportunities that will allow each individual the opportunity to provide input and shape diversity initiatives, and participate in collaborative departmental exercises that contribute toward developing divisional goals as well as supporting Towson University's diversity mission. Outcomes sought are increased awareness of diversity issues campus-wide, establishment of key goals and actions by department and

division, scholarship focused on diversity, and continued change leading to an institutionalized model for diversity at Towson University.

Financial security

To supplement state and federal financial aid and outside scholarships, the university provides need-based and non-need financial aid to qualified students. In FY 2004, only 31% of institutionally funded financial aid was awarded on the basis of need. In support of its commitment to diversity, Towson University has increased the percent of need-based institutional financial aid each year. The percent need-based in FY 2008 is 52%.

Early assessment and intervention

All admitted freshmen and all transfer students with fewer than 30 credits must demonstrate competency in the basic skills of reading, writing, and mathematics. Unless their SAT scores exempt them from testing, students take the ACCUPLACER tests.
Students whose scores indicate skill deficiencies are placed into developmental courses in the area(s) of deficiency.

The "Strategies for Student Success (S-3)" program, developed in response to President Caret's mandate to increase the success of at-risk students, focuses on first generation students who might struggle academically and socially during their first year of college. Essential to the S-3 program is a first year seminar course designed to build peer support, introduce students to the resources for support, and to improve their study, organizational, and time-management skills. Students participating in the S-3 course earned higher first semester grade point averages than those who did not and the differences were statistically significant.

Improving diversity of faculty and staff

Towson University remains committed to increasing diversity within our faculty and staff bodies. Institutional recruitment policies include the requirement that specific steps be taken to ensure outreach to minority applicants. Additionally, participation in equal employment opportunity and affirmative action training is mandatory for all hiring managers. The percentage of full-time African American administrative and professional staff at the university has continued to increase from 8.8% in 2004 to 9.8% in 2007. During the same period, employment of Hispanic administrative and professional staff increased from 1.5% to 1.8%. The percentage of full-time African American instructional faculty at the university has continued to increase from 4.2% in 2004 to 5.4% in 2007. Employment of Hispanic full-time instructional faculty doubled from 1.3% in 2004 to 2.6% in 2007.

University of Baltimore

Strengthening Recruitment

Full-time undergraduate enrollments
First and Second Year Program (FSP) – Specific outreach was geared toward Baltimore City public high schools, a largely minority population; and scholarships were made available based on a variety of academic levels and extra-curricular student involvement. Thirty four percent of the fall 2007 entering FSP students are African American.

Honors Program – The Helen B. Denit Honors Program strives to attract minority students and provides them with a support network of peers and advisors. Minority students in the program are very positive role models for incoming students. The statistics are impressive: 44 of 139 students (31.6% of full & part-time students in the program) are African American or Hispanic.

The Merrick School of Business (MSB) Entrepreneurial Opportunity Center (EOC) – The EOC and the United States Hispanic Youth Entrepreneurial Education Foundation host four events each year for Hispanic youth interested in college and their parents. The EOC has an MOU with the Baltimore office of the National Foundation for Teaching Entrepreneurship (NFTE). NFTE works with middle and high school students from inner city neighborhoods to help unlock their entrepreneurial creativity. In Baltimore City, this is a predominantly minority population.

Part-time undergraduate enrollments
Yale Gordon College of Liberal Arts (YGCLA) has undertaken several staffing measures intended to strengthen retention and graduation rates for its students, a substantial portion of which is minority. A second Academic Advisor has been hired, and Academic Program Coordinators have been hired in four of the six divisions and at the Universities at Shady Grove.

Enrollment of community college transfer students
UB's transfer staff improved recruitment and outreach events identified as serving large minority populations. This included multi-annual visits to Baltimore City Community College, Prince George's Community College, Montgomery College, Howard Community College and the Community College of Baltimore County. More then 20 articulation agreements have been signed with the same community colleges. UB is also finalizing a dual admission program with BCCC, and has a similar agreement planned with CCBC.

Graduate and professional enrollments
Advertising – The Graduate Admissions Office increased UB's visibility to minority populations through increased advertising that targeted the African American audience. A 24-58% range of dollars spent in the four media categories was directed toward that audience.

Law School (LS) – The LS regularly recruits students at historically black colleges and at minority recruitment affairs. Outreach programs were also initiated to students in their sophomore and junior years through pre-law societies and minority student organizations. The LS also established a welcome dinner for admitted minority students. It is designed to introduce new students to peers and faculty, to encourage a sense of community. In addition, the

Baltimore Scholars Program has been re-designed to more specifically direct help to undergraduate minority students to improve their writing ability and LSAT score. Of the 1070 students enrolled in fall 2007, 121 (11.31%) were African American and 20 (1.87%) were Hispanic.

Yale Gordon College of Liberal Arts – A significant portion of YGCLA recruitment efforts has been directed at majors that demonstrate a potential for enrolling a substantial numbers minority students. Particular reference is made to the M.A. in Human Services Administration, a UB/Coppin collaborative program. UB's enrollment in that program is strongly African American (70-80 %). YGCLA has also devoted considerable resources to recruiting minority students at the USM Universities at Shady Grove campus. A growing number of minority students are enrolling in programs at that site.

General
The Office of Diversity Education and Programs (ODEP) provides a wide range of services, educational programs, and cultural activities to enhance and support the creation of a multicultural community at UB. It hosts open houses and participates in Admissions open houses and the orientation program held each fall. Additionally, a campus climate survey is being conducted to guide improvements to current programs and the creation of new ones.

Strengthening Retention and Graduation

General
Peer Network Program – Through this program, veteran students welcome and orient new students. Two-thirds of last year's students were minorities, one-half were African-American. Ninety-five percent reported themselves more likely to re-enroll as a result of the program.

Tutoring – Between 600-700 students per year receive tutoring through the Academic Resource Center. In AY06-07, 63% percent of students tutored were students of color, a large percentage of them African American. Four of five students tutored for as little as one hour reported that tutoring helped them pass a required course, maintain their scholarship or financial aid eligibility, and/or meet other minimum GPA requirements.

MSB Entrepreneurial Opportunity Center (EOC) – EOC serves MSB students as a guide and mentor for their entrepreneurial endeavors. There are many minority MSB students who own and operate businesses. The guidance provided to these students by the Center enhances their business development and growth and motivates them to complete their education.

Achievement Gap Plan – The University of Baltimore has developed a plan to reduce the difference in graduation rates of white undergraduate students and minority undergraduate students by 50% by 2015. The plan focuses on students who transferred from community colleges, since 95% of UB's undergraduate population consists of transfer students.

A logistic discriminate analysis of the UB cohort data set found that age and part-time status were the most important factors in predicting student persistence. Older, part-time students tend to be minority students. Therefore, based on the retention data and studies of best practices, the

Plan's recommendations focus on older, part-time, working, minority, community college transfer students. Two key recommendations are:

Working Adult Center: UB will create a center to focus on increasing student success of the part-time, older, working student. The center will:
- Provide detailed academic advising and career counseling prior to matriculation.
- Expand the FSP Early Alert System to identify academically at-risk students.
- Evaluate all at-risk transfer students prior to their matriculation, and if remediation is needed, classes will be made available.

Faculty Development: Faculty must be knowledgeable of and involved in the achievement gap project. To that end:
- A series of faculty development seminars will be sponsored on retention, part-time, working adult, minority student issues, etc.
- "Gatekeeper" courses will be identified. Student affairs personnel and faculty teaching those courses will work together to develop needed support services.

Law School Part-Time Limited Program – This program is designed to facilitate student transition into law school. During the first semester, students are required to participate in an academic support program and attend a series of workshops to improve their learning skills. During the second semester, mandatory academic support programs continue for students with a first semester GPA of below 2.0.

Improving Diversity of Faculty/Staff

Full-time instructional faculty
Law School – The Faculty Appointments Committee and staff search committees look for promising minority candidates and, in selecting candidates to be interviewed, consider membership in a minority group to be a "plus" factor.

Henry C. Welcome Fellowships – UB has been fortunate to receive five Fellowships during the 2005-2007 period, as they greatly enhance our ability to recruit and retain minority faculty. However, it remains difficult to compete nationally for highly qualified minority faculty.

Full-time administrative and professional staff
The Office of Human Resources is continually evaluating and improving efforts to attract and retain minority faculty and staff. These are some of the initiatives that have been implemented:
- Increased advertising of job vacancies with recruitment sources targeting minorities.
- Incorporated a regular component into our employee orientation program regarding the importance of diversity sensitivity.
- Scheduled training programs for staff and faculty in order to provide opportunities for discussion and learning about diversity.

YGCLA has made an exerted effort to improve diversity among its staff. This has resulted in three additional African-American hires in professional positions with the College.

University of Maryland, Baltimore County

Strengthening Recruitment

UMBC's commitment to intellectual, cultural, and ethnic diversity is one of the pillars of its institutional mission, and each year the university expends significant resources to recruit, retain, and promote the academic success of its minority undergraduate and graduate students. As of fall 2007, 37.0% of all students and 43.4% of new freshmen were minorities. These values place UMBC considerably higher than the average of its national peer institutions.

Undergraduate Students

The university has enjoyed notable success in recruiting new African American students. Over the last five years, numbers of new African American freshmen have ranged from 133 (fall 2004) to 200 (fall 2007). After an overall drop in enrollments in fall 2004, there has been a consistent upward trend each year, and the number of new African American transfer students has also increased. Percentages have increased from 9.3% to 14.0% of new freshmen and from 13.4% to 17.0% of transfer students. The numbers and percentages for Hispanic students have remained fairly stable among new freshmen over the past five years, but there has been a gradual increase among transfer students (from 4.0% to 4.9%).

UMBC continues its vigorous efforts to attract qualified minority students. Among the strategies reflected in the university's Minority Achievement Plan are the Symposium for High School Faculty and Administrators, the College Preparation and Intervention Program, WORTHY (Worthwhile to Help High School Youth), and services provided to transfer students. The latter include Transfer Advising Days at all Maryland community colleges, UMBC Transfer Open House held each semester, and the Collegiate Alliance Program with CCBC-Catonsville. A renewed emphasis on transfer student recruitment is yielding increases in overall transfer student numbers. Other recruitment efforts include participation in college fairs (e.g., the National Scholarship Service and Fund for Negro Students' Student-College Interview Sessions, the National Society of Black Engineers, and the National Hispanic/Latino Fair). Programs such as the Reception for Talented African American Students and the Campus Overnight Program are held on campus to attract minority students and parents to UMBC. A grant-supported Upward Bound Program, conducted by Student Support Services, and a grant from the Howard Hughes Medical Institute for an Undergraduate Biological Sciences Education Program are both targeted for minority students. UMBC continues to attract large numbers of undergraduate African American students pursuing degrees in the STEM areas through the Meyerhoff Scholarship Program, LSAMP, and MARC U-STAR.

Graduate Students

Recruitment of graduate students is an important component of UMBC's overall diversity plan. Graduate students serve as teaching assistants and role models for undergraduate students, and they are the future researchers, scholars, and teachers who will diversify the professoriate. Numbers of African American graduate students have increased slightly since 2004, and the

numbers of Hispanic students have increased steadily, growing from 1.7% to 2.5% of the graduate student population.

The Graduate School has institutionalized best practices through "Diversifying On Campus Scholars" (UMBC DOCS), an initiative with the goal of increasing diversity among the doctoral students at UMBC. This is an overarching program from which other initiatives have been launched. The Graduate School's popular recruitment program, Graduate Horizons, brings minority students to the campus for a weekend to meet faculty mentors and learn about graduate programs, available financial assistance, and other opportunities available at UMBC. The UMBC Graduate Meyerhoff Program continues to attract graduate African American and Hispanic students in substantial numbers. PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP), is a coalition of UMBC (as lead institution), UMCP, and UMB dedicated to increasing the number of minorities who earn Ph.D.s in science, engineering, and mathematics.

Strengthening Retention and Graduation

Retention Rates

UMBC's retention of minority students, particularly African Americans, is among the best in the University System of Maryland and exceeds that of our national peer institutions. Since 2004, the retention rate for African American undergraduates has increased from 89.8% to 90.4%. Retention of African American students continues to be substantially higher than for our undergraduate students overall. Recent success in retaining undergraduate students reflects a multifaceted approach. Most of UMBC"s retention initiatives and programs are designed to enhance student engagement and academic success for all students. The activities listed below, however, focus especially on minority students:

- Black Student Orientation supplements the university's New Student Orientation programming, providing an additional opportunity for African American students to better acclimate themselves to the UMBC community.

- The Meyerhoff Scholarship Program supports students who have an interest in pursuing doctoral study in the sciences, mathematics, computer science, and engineering, and who are interested in the advancement of minorities in the sciences and related fields. The program has strong retention components; through intensive staff interventions and counseling, students are supported throughout their academic careers at UMBC and most graduate within four years.

- The McNair Scholars Program is a federal program designed to prepare students from disadvantaged backgrounds for doctoral studies. It has seminars on academic excellence and has a strong track record of encouraging students to go on to graduate school.

- UMBC's Black History Month includes workshops, speakers, concerts and other activities that celebrate the varied experiences of people of African descent.

- Involvement in campus life is beneficial for all students; <u>student organizations</u> that many African American and Hispanic students join are: the African Student Association; Black Student Union; Caribbean American Student Association; Ethiopian-Eritrean Student Association; National Association for the Advancement of Colored People; Pan-Hellenic Council; National Society of Black Engineers; Gospel Choir; Hispanic Latino Student Union.

- A <u>Multi-ethnic Job Fair</u> is held each year to promote employment opportunities for students. The fair is open to all students and features employers who are committed to enhancing diversity in the workplace.

Collectively, the programs and services described above represent UMBC's commitment to engaging minority students in an academic and socially responsive community that will foster their academic success and personal development.

Improving Diversity of Faculty and Staff

Faculty

Recruitment and retention of minority faculty continues to be a high priority. In fall 2007, 15.2% of UMBC's full-time instructional faculty members were minorities, including 5.0% African Americans and 1.7% Hispanics. Recruitment strategies focus on departmental searches with the goal of ensuring that the applicant pools contain qualified minority candidates. Faculty searches are not authorized until the department submits and receives approval of a <u>diversity recruitment plan</u>, and candidates' visits to campus are not approved unless the plan has been carried out. Faculty positions are advertised in the publications of minority professional associations; search committee members are supported for travel to conferences that attract minority scholars; personal contacts with colleagues at other institutions are used to identify promising candidates; and targeted mailings from online recruitment services in higher education are employed to reach out to those from underserved populations. UMBC regularly submits nominations of new minority tenure-track faculty members for the <u>Henry C. Welcome Fellowship</u> grants ($20,000) and has been successful in securing these awards for several African American and Hispanic faculty members in the past few years.

Administrative and Professional Staff

As of fall 2007, minorities constitute 23.8% of full-time administrative and professional staff members (18.6% African American; 1.6% Hispanic). These values have remained fairly stable over the past few years and reflect institution-wide commitment to promoting racial and ethnic diversity. The Department of Human Resources disseminates the Affirmative Action Policy internally and externally through its advertising, posting of position vacancies and employment applications, and through workshops, seminars, and programs that inform faculty and staff about recruitment and hiring policies and procedures. It also disseminates information on campus by posting Equal Employment Opportunity statements, including identification and explanation of applicable federal laws and regulations, in conspicuous locations in each department.

University of Maryland, College Park

Strengthening Recruitment

In order to increase the number of students of color who apply for admission and to attract a pool of students that is more academically talented, the Office of Undergraduate Admissions has utilized an approach that comprehensively addresses the varied needs of these students. Efforts include purchase of names through PSAT, selection of appropriate recruitment territories, selection of appropriate high schools to visit, participation in appropriate college fairs, College Access Conference, counselors to serve as liaison to appropriate campus programs (Talent Search / Upward Bound/AAP), transportation for Visit Maryland Day from designated high schools in Baltimore City, hosting of Evening Reception for Prince George's County, etc.

Maryland Incentive Awards Program is targeted toward students who demonstrate academic ability, uncommon persistence and maturity despite adverse life situations. Focused in Baltimore City and Prince Georges County, it identifies up to fourteen candidates each year who will receive full four-year scholarships to the University of Maryland.   Seven years after its creation by President Mote, the program enjoys an 80% retention and graduation rate. The feasibility of expanding this program to other counties in Maryland is currently being explored.

K-12 Outreach

ESTEEM Research Mentoring Program offers opportunities to 11th grade students in under-represented ethnic groups in engineering research.
Upward Bound, and Math and Science Regional Centers help low-income or first-generation college-bound students overcome economic, social, and cultural barriers that impede their pursuit of higher education.
Educational Talent Search Program provides SAT orientation, assistance in test preparation skills through-out the year; target population is raising high school juniors and seniors of low income and first generation status.
Educational Talent Search Summer Technology Program provides rising high school juniors and seniors of low income, first generation status with hands-on experience conducting research via the World Wide Web to increase their computer efficiency and skill level.
Engineering, Academic Achievement Programs, and Glenn Arden Community Partnership Program offers after- school tutoring program for middle and high school students in communities that are predominantly minority.
Math, Engineering, and Science Achievement brings minority students to campus to introduce them to science and engineering. The UM School of Engineering serves as the regional MESA center for Prince George's County.
Maryland Institute for Minority Achievement and Urban Education is a partnership initiated by the University's College of Education, with the Maryland State Department of Education and key school districts in the State, including Prince George's County public schools and the Baltimore City Public School System. The institute is dedicated to raising minority achievement and improving urban schools in Maryland and the nation.

Strengthening Student Retention and Graduation

Summer Bridge Program for Science and Engineering puts minority science and engineering students on an academic fast track. The program continues throughout the students' academic career and helps minority students graduate in less time, earn higher grades, and also encourages them to pursue graduate education in science and engineering.

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

College Success Prep Program is a two-week residential program for a selected group of Black and Latino males who have been admitted to UM and expect to enroll the following Fall Semester, with a primary goal of improving retention and graduation rates.

Project STAND [Science and Technology: Addressing the Need for Diversity] addresses the national need to increase the number of underrepresented groups, including Black, Latino/a, Native American and women in the computer, earth, mathematical and physical sciences. It supports students by creating a sense of community, rewarding academic excellence through scholarships and fellowships, instilling the importance of community involvement through recruitment and outreach activities, building lasting relationships through mentoring, and preparing students for success in graduate school, professional careers and beyond.

Engineering, CMPS and Honors Partnership provides support for minority Honor's students to help them maintain GPA levels and thereby be retained in the Honor's program.

College of Life Sciences- Howard Hughes Grant Supporting Leadership in Undergraduate Research and Minority Enrollment- this is a $1.6 million grant from the Howard Hughes Medical Institute that will foster continued growth in two areas in which the university is already a national leader, the participation of undergraduate students in research and the enrollment of minority students in the life sciences.

Academic Achievement Programs provide organizational structure for 5 academic programs: Student support services, Intensive Educational Development (academic instruction, financial aid and counseling support), R. E. McNair Post-Baccalaureate Achievement program, Academic Support for Returning Athletes, and the Educational Opportunity Center.

Multicultural Involvement and Community Advocacy works to create and maintain a campus environment where diversity is valued, identity and culture are affirmed, and individuals feel free to express themselves. MICA has a dual role of empowering and advocating on behalf of minority students and educating majority students to the value and benefits of diversity.

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

Nyumburu Cultural Center is dedicated to advancing the academic and multi-cultural missions of the University by presenting a forum for the scholarly exchange and artistic engagement of African Diaspora culture and history. The Center has served the UM community for 29 years and continues to build on its foundations as the Center for black social, cultural and intellectual interaction. Nyumburu's productions and activities include lectures and seminars, art exhibits, workshops in the dramatic arts, dance, music and creative writing. The center also coordinates a Black Male Initiative, which focuses on Black male academic success, retention, and graduation.

Strengthening Faculty and Staff Diversity

Provost's Conversations on Diversity, Democracy, and Higher Education: As the student population of the University of Maryland grows in racial/ethnic diversity, we have a great opportunity to engage this diversity to the educational benefit of all students. Faculty and staff play a key role in creating a positive climate for our students, and we are committed to assuring that faculty and staff have the knowledge and tools needed to address the challenges and maximize the opportunities that come with an increasing diverse student population. These conversations are designed to share information and strategies to help implement policy and practices, with the intent of encouraging a positive, diverse learning environment.

University of Maryland Equity Council serves as an advisory group to the President and supports the longstanding and continuous goal of the University of Maryland to be a national leader in recruiting and retaining a diverse community of faculty, staff, and students. The Council provides leadership in the articulation and development of affirmative action policies and procedures for the campus community. A particular focus of the Equity Council is to review and recommend, as appropriate, search and selection policies and procedures for the university and its colleges and departments. Upon the approval of the President, these policies and procedures are implemented and monitored by major unit heads at the College and major unit level with the assistance of their individual Equity Administrators.

University of Maryland Equity Administrators are responsible for advising the president, vice presidents, deans, and directors about: the recruitment and retention of a diverse work force; facilitation to resolve complaints by students and employees in the unit, in consultation with other appropriate campus personnel and offices; and ways in which to foster respectful, professional, and equitable work environments. The Equity Administrators work with the Campus Compliance Officer, the Faculty Ombuds Officer, the Legal Office, the Staff Ombuds Officer, and the Department of University Human Resources.

Associate Vice President for Academic Affairs and Assistant to the President for Equity and Diversity provides campus leadership in matters of diversity and equity.

Associate Provost for Equity and Diversity serves as an advocate for faculty diversity as well as a resource on equity and diversity issues. He facilitates "Target of Opportunity" hires for underrepresented faculty, promotes the retention and promotion of underrepresented faculty, provides funding for faculty research, and provides faculty mentoring.

The President's Commission of Ethnic Minority Issues was established in 1973 to address the concerns of ethnic minority groups on the campus. As an advocate for the ethnic minority community, PCEMI works to identify and address barriers to equal access and to ensure that ethnic minorities are represented in all aspects of campus life and study. It serves as an advocate for the ethnic minority community to help create an environment that is supportive and provides a fair opportunity for the enrollment and graduation of ethnic minority students, and for the employment and upward mobility of ethnic minority faculty and staff. Currently PCEMI is engaged in a study of the campus climate for faculty of color. PCEMI also presents Annual Minority Achievement Awards which highlight distinguished service and contribution to the University's equity efforts.

University of Maryland Eastern Shore

       This report tracks the progress and accomplishments concerning the Minority Achievement initiative at the University of Maryland Eastern Shore (UMES) from fall 2004 to fall 2007. It focuses on a selected number of key indicators around which the original Minority Achievement initiative of 2001-2002 was developed. As a Historically Black Institution, UMES' strategic imperative is not necessarily increasing the enrollment of only minority students since African American students constitute the majority of the student population. The focus is on recruiting and providing support to all students who matriculate so that they may accomplish their goals, while also maintaining strong diversity in student population. The sections that follow summarize the progress UMES has made in its minority achievement goals during the period of the report.

Strengthening Recruitment

First-time, Full-time Undergraduate Student Enrollments

       Between 2004 and 2006 new first-time, full-time African American student enrollment experienced a phenomenal increase by 25.3% from 802 to 1,005 but slightly declined by 2.9% to 779 in 2007. As a proportion of total full-time first-time students for each year, African American student enrollment increased slightly from 86.6% in 2004 to 89.0% in 2007.

       The enrollment of Hispanic new full-time, first-time students increased from 11 in 2004 to 14 in 2005 (i.e., an increase of 27.3%), representing 1.2% and 1.4% of the total cohorts respectively. Enrollment for this category of students declined slightly from 13 in 2006 to 12 in 2007, representing 1.2% and 1.4% of the respective cohorts. Although projections by the *Western Interstate Commission for Higher Education* (March 2008) for 2007-2008 to 2021-2122 show an overall decrease in high school graduates in Maryland by 7.8% (i.e., from 67,748 to 62496), the number of Hispanic high school graduates is projected to increase by a whopping 268.2% from 3,579 to 13,179, while the number for majority white high school graduates is projected to decline significantly from 31,354 to 21,592 (31.1%) during the same period. UMES expects to increase its Hispanic enrollment of first-time, full-time students to take advantage of the projected growth.

Full-time, Undergraduate Student Enrollments

       From 2004 to 2006 the number of African American full-time undergraduate enrollment grew from 2,464 to 2,849, an impressive growth rate of 15.6% over a two-year period. However, in 2007 this category of students, like the overall undergraduate enrollment, experienced a decline of 2.8% to 2,768 students, in large part due to reduced funding for the aggressive enrollment of the previous year (i.e., UMES' enrollment grew by 6.7%, the highest rate for all the traditional public higher educational institutions in Maryland). However, within-cohort African American undergraduate student enrollments experienced steady growth by an average of 1.0% each year.

       From 2004 to 2007 the Hispanic full-time undergraduate enrollment grew from 30 to 38 (26.7%). This growth was faster than the enrollment growth rate of all full-time undergraduate students (8.4%) over the same time-period. The proportion of Hispanic within the cohorts ranged between 1.0% in 2004 and 1.2% in 2007, suggesting that that there is room for more growth since Hispanics, as already observed, are among the fastest growing minority groups in Maryland and in the nation.

Part-time Undergraduate Enrollments

Since UMES is located in a rural setting with limited employment opportunities, part-time undergraduate enrollments constitute a relatively small proportion of student enrollments, compared to full-time students. Between 2004 and 2005 the number of African American undergraduate part-time students slightly declined from 168 to 149 and subsequently increased to 152 and 170 in 2006 and 2007, respectively. The decline in the African American part-time student enrollment between 2004 and 2005 was due in large part to the overall decline in part-time enrollments and especially African males (i.e., from 133 to 111).

The proportion of Hispanic part-time student enrollment has increased from 6 in 2004 to 10 in 2007, an increase of 66.7% over a three-year period. Within-cohort part-time enrollment of Hispanic students as a proportion of total enrollment for each year has steadily increased from 1.9% in 2004 to 3.0% in 2007. This is consistent with population growth patterns in Maryland and in the nation, and the fact that most Hispanic students transfer from community college and are also likely to be working part-time or full-time while pursuing a bachelor's degree program.

Enrollment of Community College Transfer Students

The enrollment of African American community college transfer students from the State of Maryland has increased by a resounding 84.1% from 63 in 2004 to 116 in 2007. Similarly, the proportion of Hispanic American community college transfers enrolled at UMES has also grown by 140% from 5 in 2004 to 12 in 2007. This growth pattern mirrors the total enrollment growth of community college transfers of 85.2% during this period from 128 to 237. However, the number of Hispanic community college transfers is low, especially considering the fact that this race category is projected to have the fastest growth in the next decade in Maryland and in the nation. In addition, studies have also shown that to make higher education affordable, most Hispanic students tend to go to community colleges before transferring to four-year institutions to complete their baccalaureate degrees. UMES' strategy for an aggressive enrollment growth to 5,000 students by 2011 (University System of Maryland Enrollment Projections Fall 2008 through fall 2017) includes a strong component for increasing community college transfers including a significant proportion of Hispanic community college students.

Graduate Student Enrollments

Between 2004 and 2005 the number of African American graduate students enrolled at UMES slightly declined from 203 to 194 and slightly increased to 198 in 2006, reaching 203 in 2007. During the same period, graduate student enrollment within cohorts steadily declined from 47.3% in 2004 to 43.1% in 2007, while enrollments for White and Foreign students registered increases of between 0.3% (Foreign) and 3.3% (White).

The enrollment of Hispanic graduate students declined from 6 in 2004 to 3 in 2005 and has been on the upward trend since then, reaching 9 in 2007, with a growth rate of 200% over the previous three years. Indeed, the overall graduate enrollment in 2007 of 471 is the highest since the introduction of graduate programs at UMES. The weekend approach especially for doctoral programs in Organizational Leadership and Educational Leadership are particularly attractive to students who must juggle their time between their education and full-time employment.

Strengthening Retention and Graduation

Second-Year Retention Rate

The second-year retention rate continued to be a major challenge for UMES during the period of this report. Between 2004 and 2005 the second-year retention rate for African American undergraduate students declined from 67.3% to 64.4%, but increased slightly to 65.2% in 2007. The retention rate for Hispanic American students has declined even more from 66.7% in 2004 to 46.2% in 2007. Based on *Managing for Results*, UMES' goal is to increase its second-year retention rate to 79%. Meanwhile, it bears note that in absolute numbers UMES' retention increased from 530 (2004) African American students to 655 (2007).

During the 2007-2008 academic year, UMES has taken strong measures to reverse the retention trend for all its students including the reorganization of retention activities which are now under the leadership of a new Assistant Vice President in the Division of Academic Affairs; systematic involvement of all academic department chairs, faculty and staff; provision of intrusive interventions, monitoring and tracking of the incoming freshman populations, an active Assessment Committee that meets every Monday to review activities, practices, and policies intended to enhance retention; aggressive recruitment and offering scholarships to high school graduates with a GPA score of 2.96 and above (i.e., 100 high school graduates have been recruited for fall 2008); and the development and implementation of a retention plan that has clear and unambiguous goals and is grounded in good understanding of factors that trigger the departure of students from UMES.

Six-Year Graduation Rate

From 2004 to 2006 the six-year graduation rate for African American students declined from 43.1% to 34.2% and increased to 37.0% in 2007. Similarly, the graduation rate for Hispanic American students declined from 25.0% to 20.0% during the same period, but increased to 40.0% in 2007. Low graduation rates are the result of the previous years' low retention rates. As the retention rates for both African American and Hispanic American and indeed, all other students increase as a result of the impact of the retention initiatives, so too will the graduation rates increase. The ultimate goal as indicated in *Managing for Results* objectives, is to increase UMES' six-year graduation rate to 55.0%.

Improving Diversity of Faculty and Staff

Full-time Instructional Faculty Diversity: Consistent with the increased enrollment of African American undergraduate students, the number of full-time instructional faculty increased from 76 in 2004 to 86 in 2006, an increase of 13.2% but declined to 81 (5.8%) in 2007. When within-year percentages of African American instructional faculty are considered, it becomes clear that there is great diversity in faculty, with the proportion of African American faculty ranging between 42.6% (2007) and 45.5% (2006). On the other hand, the number of Hispanic American instructional faculty steadily increased by 150.0% from 2 (2004) to 5 (2007). As a proportion of full-time instructional faculty, Hispanic Americans accounted for 1.2% in 2004 and 1.6% in 2007. These percentages are consistent with the undergraduate Hispanic student enrollments above. Clearly, all racial groups of students have adequate role models among instructional faculty for supporting their academic integration in the University.

Full-time Administrative & Professional Staff: The number of African American full-time administrative and professional staff has increased from 366 in 2004 to 379 in 2006 and slightly declined to 375 in 2007. As a proportion of total full-time administrative and professional staff for each year, African Americans have maintained a small but steady increase from 78.7% in 2004 to 79.3%in 2007. On the other hand, the number of Hispanic American full-time administrative and professional staff has slightly declined from 7 in 2004 to 5 in 2007.

UMES has a process in place to ensure that it recruits a diverse faculty and staff. It uses a broad variety of services in its recruitment efforts at the local, regional and national level. Its vacancies are advertized through such media as The Chronicle of Higher Education, Diverse Issues in Higher Education, Hispanic Outlook, Baltimore Sun, Engineering News-Record, Daily Times, Chemical and Engineering News and UMES website.

University of Maryland University College

Every three years, University of Maryland University College (UMUC) reports to the Maryland Higher Education Commission (MHEC) UMUC's progress on minority achievement goals related to recruitment, retention and graduation of UMUC students and to the diversity of the UMUC faculty. For the 2008 Progress Report on Minority Achievement, MHEC has requested a succinct narrative of the most significant programs, activities, and strategies that University of Maryland University College (UMUC) has undertaken, or plans to undertake in the near future, toward the following three goals: 1) Strengthening Recruitment, 2) Strengthening Retention and Graduation, and 3) Improving the Diversity of Faculty/ Staff.

Since its inception, UMUC has served adult, non-traditional students, many of whom are members of racial and ethnic groups traditionally underrepresented in higher education. UMUC's enrollment of minority students is in many respects impressive. Thirty-one percent of UMUC stateside students are African-American and almost 42% of all students are minority students (Fall 2007 UMUC Fact Book). In fact, UMUC enrolls more African-American students than any other public four-year institution in Maryland, including the state's historically Black institutions. Given that minority students comprise such a significant percentage of the UMUC student population, the strategies and activities implemented to address student recruitment and retention, outlined in the narrative below, are strategies and activities that facilitate recruitment and retention of minority students.

Strengthening Recruitment

Accessibility of UMUC programs is one way UMUC strives to distinguish itself; thus, access is a central theme in UMUC's student recruitment activities. Nontraditional students, UMUC's niche population, often work full-time jobs and have dependents. These factors often pose constraints and limitations on nontraditional students' educational choices. To help students meet the demands of work, family commitments, and education, UMUC strives to make the institution's admission process convenient and to provide students with flexibility in course scheduling. The following activities and strategies are notable examples:

- *Open Houses*. UMUC continues to use open houses as a strategy to strengthen student recruitment. Open houses bring university resources to one location, thereby providing students with a "one-stop shop" for assistance with admission, financial aid, and academic advising. Some open houses are themed to emphasize a particular service or program such as Prior Learning, transcript evaluation, or financial aid. Open house attendees who apply receive application fee waivers and book vouchers if they apply to the university on-site. At the Open Houses in FY 2007, student attendance ranged between 189 to 540 prospective students and faculty/ staff participation ranged between 56 – 176, thus providing a 3:1 average ratio of student to faculty/ staff.
- *Semester Start Ups*. To reach-out to new (and returning) students in the Maryland regions, UMUC hosts mini open houses leading up to semester starts at the regional education sites. Similar to Open Houses, the Semester Start Ups provide students with a "one-stop shop" for assistance with admission, financial aid and academic advising. What differentiates the Semester Start Ups is the individualized attention that students receive at these smaller, more intimate events. In calendar year 2007, 38 Semester Start Ups were hosted.

- *"Believe and Achieve" Campaign.* To reach out to underserved minority students, Believe and Achieve, a community outreach pilot partnership with local churches, offered information sessions on UMUC admission and financial aid, a guided introduction to UMUC's online classroom, and motivational speakers. To date, two Believe and Achieve events have been held: one in Washington DC Metropolitan area and one in Baltimore.
- *Leveraging Distributed Education.* UMUC continues to offer courses at regional sites throughout Maryland. To provide students with greater flexibility and access, several additional sites have been added to the locations where UMUC offers courses: Arundel Mills, Dorsey Station, Hagerstown Community College, and Laurel College Center. Currently, the University offers courses at 21 Maryland locations.
- *Leveraging Online Education Offerings.* UMUC continues to offer a robust inventory of online courses and course sections. In Fall 2007, UMUC offered 591 online courses and 2,122 online course sections. These numbers reflect 10% growth in the number of online courses and 12% growth in the number of online course sections offered at UMUC since FY 2004 and when the last Progress Report on Minority Achievement was submitted in 2005.

Strengthening Retention and Graduation

UMUC's success in graduating minority students is recognized in *Diverse Issues in Higher Education*, which annually ranks top degree producers of minority students. Among the 2007 Top 100 Degree Producers of African-American students, UMUC ranks 14th in awarding baccalaureate degrees across all disciplines, 11th in business, management, marketing, and related disciplines, and 2nd in computer and information.

While successful in graduating minority students, UMUC is committed to strengthening student retention and has launched a number of student success initiatives, highlighted below, to strengthen student retention.

- Student Persistence Pilot Project in which faculty are given criteria with which to identify 'at-risk' students and in which those students so identified are referred to counselors to discuss options and success strategies;
- A Student Success Center, staffed by "learning coaches," that served as a coordinating entity for providing skills support and for matching students to success resources as tutoring and mentoring services, online student and honor societies, etc.;
- A revised mandatory orientation to online learning (called "WEBT 101") in order to give new students more and clearer information about what to expect in UMUC's online classes;
- A review of "early enrollment" courses (those typically taken by students in their first semester or two at UMUC) with high withdrawal rates in both SUS and the Graduate School, including the quality of the faculty teaching those courses and an emphasis on the importance of interaction and of the use of library and writing resources;
- An examination of new student enrollment decision rules and advising procedures to ensure students with weak preparation and marginal academic histories do not enroll in more than 7 semester hours of coursework until they have established a successful record at UMUC; and
- A greater emphasis on ensuring that new undergraduate students comply with the recommendations of the English Placement Test (IPRA data confirmed that students who did so had lower withdrawal and failure rates).
- A 3-credit course, EDCP 100 Principles and Strategies of Successful Learning, designed specifically for "first-in-family" college students and others who might benefit from knowledge and strategies designed to promote success in the university environment.

- The Effective Writing Center, which provides an array of writing-related services to UMUC community. These include a plagiarism-avoidance tutorial and an advising service through which a student can ask specific questions of a writing expert.

In April 2008, UMUC submitted to the USM *A Preliminary Plan for Closing the Achievement Gap* between African-American and White students. The action plan entails convening a Retention Steering Committee to 1) conduct a review of literature to identify factors that influence online student success and retention and 2) build upon the knowledge gained from this literature and from the results of UMUC's current retention initiatives.

Improving Diversity of Faculty/ Staff

UMUC strives to enhance the diversity of its faculty. As a benchmark for measuring faculty diversity, UMUC uses Goal IV of the University System of Maryland (USM) Statewide Plan for Minority Achievement, which calls for USM institutions to "Reflect the diversity of Maryland's Demographics in Faculty and Staff." UMUC, like other USM institutions, has struggled with attaining this goal. When compared to Maryland demographics, UMUC's faculty profile indicates that African-Americans, Hispanics, and women are under-represented groups.

Because adjunct faculty comprise about 80% of the UMUC faculty, data on full-time faculty alone does not accurately reflect UMUC's faculty diversity. As indicated in the MHEC data, in 2007, 4.2% of the full-time faculty were African-American. However, when the entire faculty is considered, the percentage of African-American faculty increased to14%. Thus, examining the UMUC faculty in total provides a richer perspective of the institution's diversity.

In 2007, the Provost convened a Faculty Diversity Committee, which consisted on the Provost and the Deans of the School of Undergraduate Studies and the Graduate School of Management and Technology, and charged the Committee with developing an action plan for increasing the institution's faculty diversity. A workgroup of the Committee developed a multi-prong strategy that focused on five key areas: leadership and accountability; faculty recruitment & hiring; faculty development; faculty retention; and visibility and awareness.

Within these five strategic areas, UMUC has seen success with the following activities.

- *Target Marketing*. Faculty Recruitment enhanced its target marketing of ads online and in print media through venues that serve under-represented segments and whose membership has a substantial percentage of individuals with terminal degrees. Faculty Recruitment also targeted events and conferences that serve under-represented individuals and whose membership has a substantial percentage of individuals with terminal degrees.
- *Education/ Training of Hiring Managers and UMUC Faculty*. The Office of the Provost sponsored an awareness event to educate UMUC faculty hiring managers on UMUC's mission as it relates to diversity; on the benefits of recruiting, developing, and retaining diverse faculty; on the work of the Faculty Diversity Committee; and on utilizing the diversity tools and resources available to them. Additionally, faculty worked together on developing strategies and activities to enhance faculty diversity.

UMUC is committed student success and is particularly committed to serving the needs of nontraditional students, many of whom are minority students. Although UMUC takes great pride in its enrollment and graduation of minority students, the University's leadership continuously seeks to strengthen student recruitment, retention, and graduation. Likewise, UMUC is proud of its talented faculty and is being proactive in attracting diverse faculty candidates.

Morgan State University

The Morgan State University minority achievement initiatives are consistent with the University's 2008-2012 Strategic Plan. This plan includes the mission of the University as providing access and service to a broad cross-section of the population seeking an undergraduate education, including a representative number of at-risk students, and ensuring a supportive environment that promotes student success. With this mission as a guide, the University continues its efforts to increase need based financial aid and reduce freshmen class sizes as well as providing mentoring, tutorial, academic monitoring, and advising; the University has also embarked on an ambitious effort to assess and enhance its initiatives for freshmen year students by participating in the Foundations of Excellence.

Strengthening Recruitment
Pre College and Freshmen Studies Program
The Academic Development Center operates a pre-college program for students demonstrating the potential and ambition to succeed in higher education, but who do not meet traditional admissions criteria (e.g., SAT and high school GPA) to gain admissions through conventional means. As such, these students are required to participate in a six-week summer program where they take developmental courses in Math, reading, and writing. Students must pass all courses during the summer to matriculate into the University for the fall.

Once students are admitted officially, they enter into a freshmen studies program. Students in this program take college-level courses that meet more frequently during the week. The philosophy of the freshmen studies program is guided by the thinking that if at risk first-year students have more time learning information, the more successful that they will be at the University. Students in this program are also limited in the number of credits they are able to take. Whereas freshmen students who entered the University without the pre-college program are able to take 15 or more credits, students who participate in the pre-college and subsequently the freshmen studies program, cannot take more than 13 credits. Students complete this program when they earn at least 30 credits with a GPA of 2.0 or greater.

Access and Success:
The University is revising its *Access and Success* program. The primary purpose of this program will help freshmen become academically and socially integrated into the University by coming to campus for one week during the summer before the fall semester commences. During this time, students will not only become acquainted with the University resources and develop relationships with faculty, administrators, and other students, they will also participate in diagnostic testing and meet with an academic advisor to schedule their classes for fall.

Strengthening Retention and Graduation
The Office of Student Retention
The University's Office of Student Retention coordinates a variety of initiatives that are aimed at promoting and boosting retention rates for all students. For example, the office coordinates the retention and academic advising services for the University's seven academic schools. Depending on the size of the school, each academic school has one, two, or three retention counselors, who serve as the students' primary academic advisor until students become juniors. These student-centered retention staff/academic advisors play a vital role in students' retention and persistence at the University.

The Office of Student Retention has also produced a student information website, a comprehensive Academic Support Services Resource Manual, a heightened financial aid and customer service campaign, student surveys, intensive tutoring services, student tracking/advising, and enhanced educational and instructional tools. This office also implemented A Parent's *411 Newsletter* to increase the communications between the University and parents. The Office of Student Retention is also responsible for coordinating Placement tests for incoming students and the Collegiate Learning Assessment.

AEP Scholars' Program

The Academic Enrichment Program (AEP) is a program that encourages students with a GPA that is below or a little above a 2.0 GPA to meet with the program's director to establish an academic success plan. These students are tracked throughout the semester and receive email updates about supplemental programming to assist them in achieving and maintaining academic success. AEP also operates an Academic Scholar Group specifically for students who are ineligible to apply for housing due to a GPA that is below a 2.0. Students in this program receive housing assistance and special programming during the summer to support their academic achievement as they take classes. Students are also tracked throughout the academic year and are provided with opportunities for academic support.

Foundations of Excellence (FOE)

The University applied and received a grant from the Maryland Higher Education Commission (MHEC) to participate in the Foundations of Excellence (FOE) program. The FOE is a comprehensive, internal assessment of the University's policies, procedures, and programmatic initiatives that place particular attention on the first-year experience. Research has shown that most attrition occurs either during most students' first semester or their first year of college. The goal of this internal evaluation will result in a more strengthened and enhanced campus climate to support students during this critical juncture of their academic career.

Academic Advising Unit:

Housed, in the Academic Development Center is also a central advising unit that specifically advises students in the freshmen studies program and students who are academically undeclared. The advisors foster supportive relationships with students and ensure that they are taking the appropriate courses. For students who are academically undeclared, these advisors work with them to try to gauge their interest in a potential major. These advisors also work collectively with other departments (e.g., career development) to try and help students discern their skill sets applicable to an academic major.

The Early Warning System:

During the first three weeks of the semester, faculty alerts students, retention staff, and academic advisors of students experiencing academic difficulty. This is a preventive measure designed to provide students with a means of intervention before it is too late in the semester

Special Enrichment Programs

Honor's Program

The Honor's Program strives to positively impact student retention and persistence by awarding scholarships or financial stipends for the purchase of books or other academic supplies for students demonstrating strong academic promise. Each year during the month of April, students can complete an application to be considered for one of the honor's scholarships. In addition to meeting specified academic criteria to be eligible for one of the university's five scholarships (incentive award, Gateway Scholarship, Chair's scholarship, Dean's Scholarship, and Regent's

Scholarship), students must complete several essays and get two letters of recommendations from faculty members. A recent report by Maryland's Higher Education Commission (MHEC) indicated that many students are unable to complete college because of unmet need. This is certainly true with the population that Morgan serves. Though Honors is not able to help every student, it is able to help a small percentage of students complete their baccalaureate degrees.

Morgan "Male Initiative on Leadership & Excellence" (MILE):

The Morgan "Male Initiative on Leadership & Excellence" (MILE) is a co-curricular program that engages male students in leadership development, value building, and intentional learning strategies. Undergirding these activities is the theoretical framework of student engagement. According to George Kuh and associates, "what students do during college counts more in terms of desired outcomes than who they are or even where they go to school." Participants engage in out-of the classroom activities, which positively impacts participants' academic performance in class. A recent assessment of the MILE revealed a positive relationship between engagement in MILE and academic performance.

Engineering:

The School of Engineering at the University has established a number of initiatives to help buoy students' retention and persistence. For example, the school has implemented the PACE program, which is an intensive six-week summer program, which exposes freshmen Engineering students to critical thinking skills, advanced mathematics courses, English courses, tutorial support, and research/training. The fifty students who participate in the PACE program every summer have an 80% chance of testing into Math 241 (Calculus), a gatekeeper course, at the end of the program. PACE students are 6 times more likely than non-PACE freshmen to test out of Developmental Mathematics (MATH 106). Participation in the PACE program significantly increases students' rate of persistence to graduation.

Furthermore, the School has promulgated The Tau Beta Pi Freshmen Mentoring program, which provides additional support for students, by linking them to mentoring. There is also an Introduction to Engineering course, which all freshmen must participate in before they advance into the Engineering curriculum. This course provides an overview of the Engineering curriculum, helps prepare students for academic advising, and helps them understand the essential skills and mindset necessary to complete the Engineering program at the University.

Leading Ladies:

Leading ladies is a relatively new program at the University. Its goals are to encourage academic success, leadership development, and enhance teambuilding among female students at the University. Leading Ladies has provided workshops on study skills, leadership development, personal growth, economic awareness and advancement. Because this program was implemented within the last year, there is not any data to gauge it effectiveness. However, it is a very popular program, which helps students' become academically and socially integrated into the University.

Improving Diversity of Faculty/Staff

In an effort to further diversify faculty and staff, the University strategically places advertisements for faculty and administrative positions in magazines/journal (e.g., *Diverse Issues of Higher Education, Hispanic Outlook, and The Chronicle of Higher Education*) that are read by a diverse constituency.

St. Mary's College of Maryland

For years, St. Mary's College of Maryland has had the highest retention and graduation rates of minority students among the State's public colleges and universities. This document will provide an overview of some of the programs and activities that produced these successes and how the College plans to build upon its record to assure a future of success in recruiting and retaining a diverse group of students, faculty, and staff.

Strengthening Recruitment

St. Mary's has a mission to promote access for students from all walks of life. Promoting diversity includes working with students from all racial and ethnic groups and being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. To help achieve these goals, representatives from our admissions office regularly visit most public high schools in Maryland in an effort to meet with a diverse group of potential applicants. Off-campus receptions are often held within the communities of potential students, and transportation assistance to St. Mary's College is sometimes provided to high school students with limited financial resources. In addition, St. Mary's works with college-access programs such as the CollegeBound Foundation in Baltimore, the Southern Maryland College Access Network, and a variety of middle school and high school programs (e.g., GEAR UP) that serve under-privileged students. Members of the College's Black Student Union (BSU) and Raices Hispanas often work with the Office of Admissions to assist with minority student recruitment through programs such as the minority student sleepover and the BSU Scholarship of Excellence.

For those students from less academically challenging high schools and/or who have higher levels of financial need and/or who are first generation college students who wish to attend St. Mary's, the College offers College 101 --a first-year seminar. Outcomes research, based on the first two years of the program, indicates that students who participate are more likely to be successful in the first year and to return for their second year. In addition to experiencing these benefits, participants in College 101 have assisted with recruiting; e.g., as part of a recent service project and effort to bolster recruitment of Latino and Latina students, College 101 students spent a day with students at the Latin American Youth Center. During their visit, College 101 students shared their stories of what it has taken for them to be successful in college. Based on these successes, St. Mary's has awarded permanent funding status to the College 101 program.

Strengthening Retention and Graduation

As shown in the 2007 Maryland Higher Education Commission report, *Retention and Graduation Rates at Maryland Public Four-Year Institutions*, the second-year retention rate for African-American students entering St. Mary's College of Maryland in Fall 2005 was 91% and the six-year graduation rate was 73% --the highest rates of any Maryland public college or university. Several factors have contributed to these successes with retention and graduation.

Campus clubs and organizations help support the intellectual and social growth of students once they matriculate at St. Mary's. The College's Multicultural Achievement Peer Program (MAPP) helps students connect with faculty, staff, and other students who are historically underrepresented in higher education. This organization strives to enhance the success of entering multicultural students with their transition to college life by providing the guidance of students who have successfully completed more than one year of college.

The Multicultural Education and Awareness Committee (MEAC) is a committee of faculty, staff, and student representatives charged with educating the campus community about diversity in all of its forms, encouraging intercultural awareness and understanding within classroom settings and throughout the College, and reviewing and evaluating the status of diversity/multiculturalism at the College. This committee has a subcommittee devoted to the retention of a diverse student body.

There are also several student-run campus organizations that focus on the needs of traditionally underrepresented students. Among these organizations are the Black Student Union, Sister-to-Sister, Omicron Delta Kappa, Raices Hispanas, and the Cultural Relations Investigation and Action Committee (a Student Government Association approved standing committee that explores issues regarding campus climate and race relations). Beginning in 2008-09, an Intercultural Council will be composed of representatives from multicultural student groups to explore issues regarding campus climate and race relations.

With a specific focus on academic success, our mathematics department developed an "Emerging Scholars" program, a pro-seminar approach to teaching calculus designed to improve the experience of students needing greater preparation for that difficult course. Our psychology department requires its majors to demonstrate, through several options approved by its Diversity Committee, that they have an understanding of the contributions of diversity and multiculturalism to the understanding of psychology. St. Mary's College also partners with the University of Maryland at College Park to support 3-5 students a year as McNair Fellows, disadvantaged students who want to pursue a Ph.D. These students receive a stipend to do summer research, are mentored through the application process to graduate school, and are supported in a variety of other ways to help them attain their goals.

St. Mary's regularly monitors student attitudes toward race relations by administering the National Survey of Student Engagement. The College also celebrates an annual African-American Heritage Month, Hispanic Student Week, and Asian Student Week. One of the most popular events on campus is the annual World Carnival, which, among other things, celebrates diversity. In addition, the College sponsors the annual Carter G. Woodson Lecture which focuses on race relations in higher education, the annual James Early Lecture which focuses on race relations, and the annual Martin Luther King Breakfast that brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

Improving Diversity of Faculty and Staff

For many years, St. Mary's College of Maryland has monitored and sought ways to improve the diversity of its faculty and staff. An overarching goal of the College's hiring processes is that all

job searches should be conducted in a manner that is fair to all applicants. To this end, our affirmative action officer has produced and distributed campus-wide the College's *Affirmative Action Guidelines*. Our affirmative action officer is available to assist with searches and acts as a resource to search committees.

As part of the College's national searches for faculty and professional staff, job announcements are routinely displayed on the College's website and are placed in such national publications as *The Chronicle of Higher Education* and *HigherEducation.com*. In addition, some search committees have placed ads in journals and newsletters having a predominantly minority readership (e.g., *Psych Discourse, Hispanic Outlook,* and *The Journal of Blacks in Higher Education*). All advertisements, announcements, and letters soliciting applications include a brief statement of the College's policies on non-discrimination and the statement that "St. Mary's College is an affirmative action/equal opportunity employer." All applicants for faculty and professional staff positions are sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored in an effort to assure that a diverse group of applicants is obtained.

The St. Mary's website includes an Affirmative Action and Equal Employment Opportunity page. Also included is a Minority Business Enterprise page that contains information for minority businesses that wish to pursue opportunities with the College and the State of Maryland.

During the coming year, 2008-2009, the College will publish a monthly newsletter that will address diversity issues on campus and in the larger community. In July of 2008, the Office of Human Resources at St. Mary's College of Maryland will host a three-day statewide Affirmative Action / Equal Employment Opportunity workshop. Through all of these efforts, St. Mary's hopes to achieve and support a fairly obtained workforce that is representative of Maryland's diverse community.