

METROPOLITAN STATE COLLEGE OF DENVER

2002-03 DIVERSITY REPORT

Students

MSCD has a wide array of programs designed to recruit students of color to the College and to help them succeed once they enroll. Metro State's success in recruiting is apparent from the high percentage of students of color who are enrolled. The college has received national recognition for being among the top 100 institutions in the nation in awarding baccalaureate degrees to minorities.

While the College will continue to build on its successful track record of recruiting students of color, the goal of Metro State's "2002-03 Diversity Plan / Students" was to focus on their retention.

Of MSCD's wide array of student services-related programs, three programs were selected for inclusion in the 2002-03 Diversity Plan:

- Student Development and Retention – Activity One of MSCD's five-year Federal Title III Strengthening Institutions grant;
- The Federal TRIO Student Support Services Program; and
- Metro State's Scholarship Program.

While each of these programs applies to all students, the College focused on their success in improving the retention of students of color. This report will highlight the effectiveness of these programs in helping retain students of color.

I. Title III Activity One

MSCD's Department of Education Title III Strengthening Institutions grant completed its fifth year on September 30, 2003. Activity One, Student Development and Retention, was the component of the grant specifically targeted to increase student persistence and success. Activity One initiatives were designed to provide interventions, mentoring, and tutoring for students who matched the following criteria:

- a) freshman to sophomore;
- b) adult students (over age 20);
- c) minority students;
- d) students with disabilities; and
- e) undeclared majors.

The grant provided monetary resources as well as an opportunity for MSCD to experiment with programs/initiatives designed to increase student success and persistence.

Interventions

The intervention strategies that proved to be the most effective are the enhanced New Student Orientation Program and the Undeclared Majors Project. MSCD continued both of these strategies after the grant expired September 30, 2003.

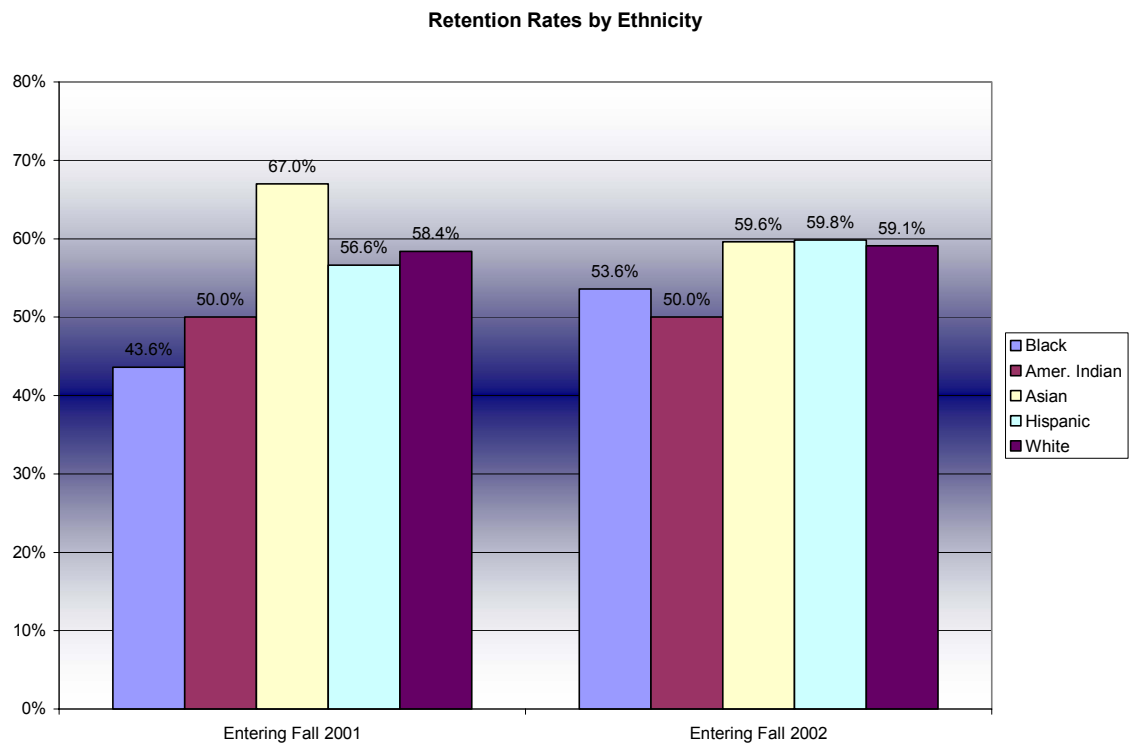
- MSCD's Orientation Program was reorganized and revamped, and the "enrollment to registration" track was reorganized and simplified for new students. An Advisory Board for New Student Orientation was created to provide feedback. Simultaneously, a task force was created to evaluate the current First Year Seminar program. That task force decided to pilot test a one-credit hour extended Orientation course that would be a co-requisite of selected First Year Seminar classes. The one-credit classes would be taught by Academic and Student Affairs staff. The pilot is in its second semester, and MSCD will evaluate the effectiveness of the pilot in the near future.
- The Undeclared Majors Project sought to address the level of risk associated with indecision about a major by matching groups of undeclared first-time, full-time students with professional advisors in MSCD's Academic Advising Center. Advisors provided in-depth developmental advising (stressing major-minor selection strategies), intrusive advising (students in the project were required to meet with their advisor through the imposition of a block on their registration capability during the length of the project), and offered priority registration to advisees in their cohorts (freshman participants were offered a senior registration date in return for their agreement to remain in the study).
- The baseline retention rate for undeclared majors was 58.6% (1997-98); the retention rate increased to 64.5% by the 2002-03 academic year. MSCD also examined the percentage of students who entered without a declared major but who declared a major during their first year. During the baseline year, 1997-98, 2.3% of "entering undeclared major" students declared a major during the year. In 2002-03 after the intervention strategies were in place, MSCD found that 11.4% of "entering undeclared major" students declared a major during the year. MSCD attributes this increase to the Undeclared Majors Project. Other data routinely collected and analyzed at the college seems to affirm the long range effects of this five-year project. According to data published by MSCD's Office of Institutional Research, from 1999 to the fall of 2003 the total number of undeclared majors at the college decreased from 5627 to 4634 students, a reduction of 9.1 percent.

The first of the following charts depicts the first to second year retention rates of students of color. The second chart shows the first to second year retention rates based on CCHE index.

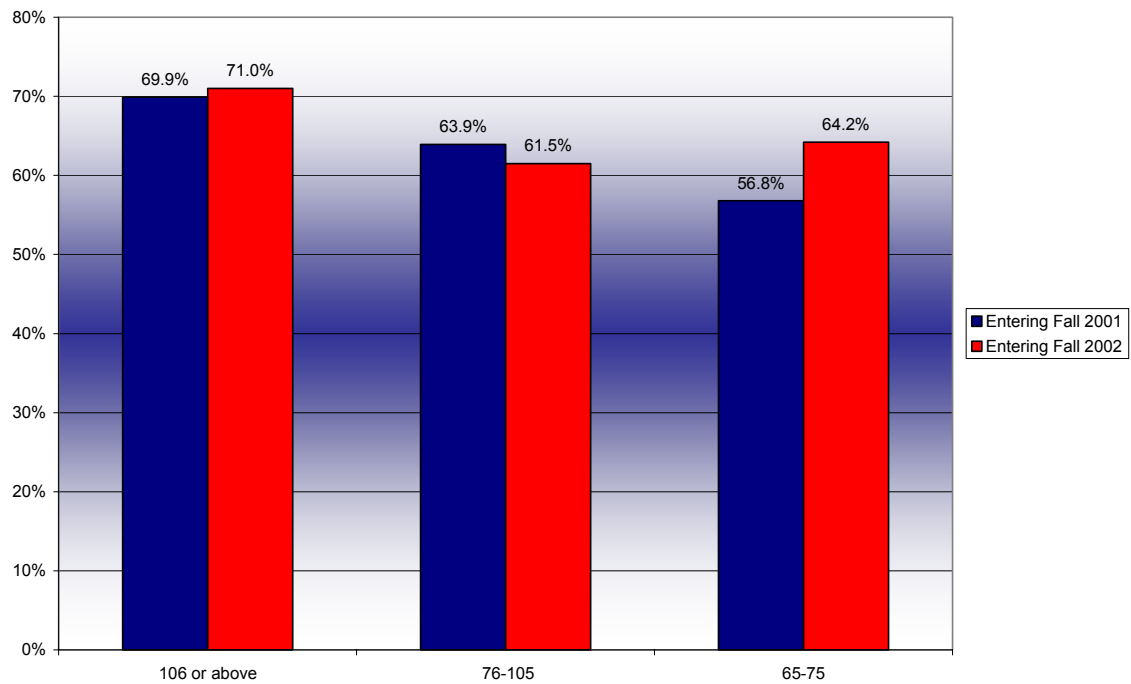
The students included in the first chart are first-time-to-college students of color. The difference in the retention rates of the class entering in fall 2001 and the class entering in fall 2002, shows a significant difference. African-American students' persistence increased by a full 10%. Latino students' persistence rate increased by 3%. Of interest to the College is the decrease in persistence of Asian students, an almost 8% drop from 2001-2002.

The second chart illustrates the persistence rates of students by CCHE index. The students who fall below the minimum CCHE index of 76 showed a significant improvement in persistence from their first to second year. However the middle group, which makes up a significant portion of MSCD's incoming freshman, showed a slight decline. Those students with index scores of 105 and above showed a slight increase in persistence.

Both of these charts reflect only those students who enter Metro State as first-time-to-college students 19 years of age or younger.



Retention Rates based on CCHE Index First-time to college



Mentoring

The mentoring initiatives piloted under Title III revealed that:

- 1) Students are more receptive to peer mentoring than they are to mentoring by staff.
- 2) It is difficult to recruit students to be mentored.

MSCD proposed mentoring as part of the Title III grant activity because it had analyzed the success and persistence rates of students attached to specific support programs and found those rates to be higher than the general student population. MSCD suspected that mentoring was the positive factor. However, the College discovered that students have to be connected to a program to be able to connect them successfully to a mentor.

Ideally, MSCD would be able to create a program that provides consistent training of students to be peer mentors. The institution does not have the resources to support a college-wide program.

Tutoring

The proposed initiative for tutoring in the Title III grant was to provide a Tutor in the Classroom program. This program employed students, who were identified by

faculty, to tutor students in particular General Studies classes, requiring the tutors to be available after each of the assigned classes.

After a year of having these tutors available and compensating them on an hourly basis, it was apparent that there were not enough students taking advantage of the free tutoring to make the expense justifiable. It was decided that more cost effective alternatives would be to expand on existing programs, such as the Math Peer study where students have to register for a tutoring component, and to direct students to the newly reorganized Tutoring Center that provides tutoring at a wide variety of times.

Finally, Title III provided MSCD with the resources to create an electronic tracking system designed to record student contacts with Student Service areas in an effort to identify patterns of persistence, increase staff communication, and provide continuity of service. This tracking system works as a front-end utility to the college's main student information system (Banner). It has recently been adopted by some academic departments to track their advising contacts.

II. The federal TRIO Student Support Services Program

During academic year 2002, four hundred thirty-one (431) Student Support Services participants were enrolled. Of the 431 students, 284 (66%) are students of color.

<u>Ethnicity</u>	<u>Number</u>
Native Americans	13 (5%)
Asian American/Pacific Islander	23 (8%)
African American	85 (30%)
Hispanic	146 (51%)
More than 1 race	17 (6%)
Total	284

<u>Gender</u>	<u>Number</u>
Males	97 (34%)
Females	187 (66%)
Total	284

<u>Grade Level (at the end of year 2002)</u>	<u>Number</u>
Freshmen	36 (13%)
Sophomores	82 (29%)
Juniors	65 (23%)
Seniors	72 (25%)
Graduates	29 (10%)
Total	284

Of the total 284 students of color, one hundred seventy-seven (177) students were enrolled fall 2003 yielding a retention rate of 62% (not including graduates).

<u>Cumulative GPA</u>	<u>Number</u>
Less than 2.00	44 (16%)
2.00 to 2.99	160 (56%)
3.00 to 3.99	80 (28%)
4.00	0 (0%)
Total	284

Of the total 284 students of color, two hundred forty (240) students or 84% are in good academic standing at Metro with a cumulative GPA of 2.00 or better.

Retention strategies used by Student Support Services include

- Providing comprehensive support services for participants, including academic advising, tutoring, career guidance, peer mentoring, instructional services, assistance with graduate school preparation and help with personal issues.
- Providing financial aid counseling and overseeing participants' financial aid files to ensure that they are offered sufficient financial aid assistance.
- Awarding eligible participants a Federally-funded Supplemental Grant each year ranging from \$1000 to \$2000.
- Assuring that participants who have not declared their major are given the opportunity to explore career goals by arranging consultations with Career Services and paying the cost of participants' Myers Briggs and Strong Inventory assessments.
- Advocating for participants on issues related to their education and personal life. Keeping in contact with participants who withdrew or dropped-out of college to encourage their re-entrance.
- Setting up a computer lab and hiring students to train participants on the computer's operating system, Window's office applications, and multimedia applications.

III. Scholarship Center

The Scholarship Center and process were evaluated in January 2003. Several of the consultants' recommendations are now being discussed. As a result of the consultant's recommendations, the scholarship application will be available on-line and will become part of the standard Admissions application.

2002-03 Scholarships Selected/Awarded by MSCD

This data below involve only those scholarships (State, Institutional or Foundation) where MSCD determined the recipients. This information also does not include the ½ of non-resident tuition applied by Student Accounts on the files of the non-resident athletes who received tuition scholarships. That data would change dollar amounts, but would have no effect on the number of students involved as the other ½ of the non-resident tuition for these students is accounted for here.

2002-03 Scholarships Selected/Awarded by MSCD by ethnicity

Total dollars awarded: \$3,879,749.93

<u>Student Type:</u>	<u>Dollars</u>	<u>% of Total Dollars</u>
African American	\$ 252,183.84	06.50%
American Indian/Alaskan Native	\$ 37,330.58	00.96%
Asian/Pacific Islander	\$ 148,159.86	03.82%
Caucasian	\$ 2,238,192.39	57.68%
Hispanic	\$ 740,146.14	19.08%
International	\$ 273,333.02	07.05%
Other	\$ 189,654.10	04.89%
No Type Listed	\$ 750.00	00.02%

Total number of students awarded: 1856

Faculty and Staff

MSCD’s chief challenge in 2002-03 was ensuring that the institution has a diverse faculty, particularly a diverse group of tenure-track faculty. In the last three to five years at MSCD, the percent of non-white tenure-track faculty decreased from 28.6% to 14.5% of the tenure-track faculty. Some of this was attributable to budget constraints that resulted, first, in an administratively imposed slowdown in hiring, and second, in a hiring freeze for all administrative and classified staff and full-time, tenure-track faculty.

When the hiring freeze was lifted, MSCD’s goal was to ensure that its workforce remain diverse, with an emphasis on the faculty. MSCD routinely uses two strategies:

- Conducting utilization analyses of MSCD’s workforce, and
- Employing the Target of Opportunity Program (TOP) and Faculty Recruitment Incentive Program (FRIP), as appropriate, to help diversify the faculty.

Utilization Analysis

A utilization analysis of Metro State’s workforce was conducted to determine where underutilization of women and minorities exists.

Departments that were authorized to hire were notified of underutilizations. Their recruitment plan demonstrated their “good faith effort” to recruit a diverse pool of applicants for vacancies in their areas, leading to possible reductions in the underutilization rates.

Deans, department chairs, and other unit directors were given recruiting tools to include in their action plans. The tools included: information on how to post positions on the college web page; a list of professional trade journals for advertising purposes; minority and women data bases with resumes/vita; mailing labels from the Minority and Women's Doctoral Directory; a list of universities that graduate a high rate of minorities and women with terminal degrees; and a list of professional conferences attended by minorities.

Recruitment Strategies Used

Various recruiting strategies were used. Open faculty positions were advertised in the *Chronicle of Higher Education*, local newspapers, and women and minority professional publications. Deans, department chairs, and faculty attended several National Job Fairs in Denver and disseminated materials announcing vacant faculty positions at the College.

In addition, the Target of Opportunity Program and Faculty Recruitment Incentive Program were used by some departments. The TOP is designed to enhance diversity among faculty who meet the discipline criteria for a tenure-track appointment and who have achieved national and international distinction, and, therefore, can be appointed without a formal search and screening process. This program allows the institution the flexibility to immediately take advantage of a vacancy in an academic department and/or discipline.

FRIP is designed to recruit diverse faculty with potential to be excellent in teaching, service, and professional development who have not completed their terminal degree, but who are making substantially progress on the degree.

Faculty that qualify for this program typically are offered full-time temporary faculty employment with a quarter-time release from teaching to finish their graduate study. Institutional support for FRIP participants can also include payment of tuition and books for courses taken in their graduate program. FRIP participants who complete their terminal degree within a five-year period are offered a tenure-track position.

2002-03 Hiring Results

Tenure Track Faculty

To date the College has hired a total of 21 full-time tenure track faculty. Of those, 10 (47.6%) were faculty of color, 11 (52.4%) were white, 9 (42.9%) women and 12 (57.1%) men.

Target of Opportunity (TOP)

Eight tenure-track faculty were hired through the TOP, of those, 4 (50%) were white and 4 (50%) were faculty of color. Of the 34 academic departments, only five academic departments (Criminal Justice, Management, Marketing, English, and Engineering Technology and Industrial Design) used the TOP to diversify their faculty.

Faculty Recruitment Incentive Program (FRIP)

Six full-time temporary faculty were hired through the FRIP; of those, 4 (67%) were faculty of color and 2 (33%) were white.

Of the 34 academic departments, only 5 academic departments (Political Science, Economics, Education, English/Women's Studies (joint appointment), and African American Studies) used the FRIP to diversify their faculty.

Overall Hiring Accomplishment from 2002 to 2003

Tenured & Tenure-Track Faculty

Faculty	2002/2003	Fall 2003
African Americans	13 4.17%	10 3.17%
Asians	17 5.45%	17 5.40%
Hispanics	21 6.73%	23 7.30%
Native Americans	5 1.60%	5 1.6%
Minority	56% 17.95%	55 17.46%
White	254 81.41%	257 81.59%
Other	2 .64%	3 .95%
Total	312	315

Full-Time Temporary Faculty

Faculty	2002/2003	Fall 2003
African Americans	9 5.39%	13 6.5%
Asians	9 5.39%	9 4.5%
Hispanics	6 3.59%	8 4%
Native Americans	0	0
Minority	24 14.37%	30 15%
White	138 82.63%	165 82.50%
Other	5 3%	5 2.5
Total	167	200

Total Faculty= Tenure/Tenure Track + Full-Time Temporary Faculty

Faculty	2002/2003	Fall 2003
African Americans	22 4.6%	23 4.5%
Asians	26 5.4%	26 5%
Hispanics	27 5.6%%	31 6%
Native Americans	5 1.1%	5 1%
Minority	80 16.7%	85 16.5%
White	392 81.8%	422 81.9%
Other	7 1.5%	8 1.6%
Total	479	515

First-Year Faculty Mentoring Program

The Division of Academic Affairs provided a First-Year Faculty Mentoring Program. This program is a retention tool designed to educate new faculty about the college's promotion, reappointment, and tenure processes and requirements.

There were a total of 12 faculty that participated in the Mentoring Program, of those 4 were faculty of color, 8 were white, 4 were women and 8 were men (See table below).

First Year Mentoring Program

<u>Mentors:</u>	<u>Mentees:</u>
Jud Faurer	Zsuzsa Balogh – CET
Clare Hays	Russell Barrows – CHE
Ed Low	Christy Carello – BIO
Lupe Martinez	Joe Clark – EET
Mary Ann Watson	Bruce Degi – ENG
Ann Williams-Gascon	Tamara Goldstein – MUS
	Mick Jackowski – MKT
	Mike Martinez – CJC
	Lisa Ortiz – COM
	Douglas Petcoff – BIO
	Hillary Potter – CJC
	Jeff Simpson - BIO

September 2, 2003 Meeting

TOPIC: Goal Setting, Faculty Evaluation/Dossier Review

Attendees:

Mentees	Mentors	Guests
Susan Balogh	Jud Faurer	David Conde
Russ Barrows	Clare Hays	Joan Foster
Christy Carello	Ed Low	Sandra Haynes
Joe Clark	Lupe Martinez	Ken Keller
Bruce Degi	Ann Williams-Gascon	Cheryl Norton
Mick Jackowski	Mary Ann Watson	John Schmidt
Mike Martinez		
Lisa Ortiz		
Doug Petcoff		
Hillary Potter		
Jeff Simpson		

October 15, 2003 Meeting

TOPIC: Using the Library – Combined Computer Access Center

Attendees:

Mentees	Mentors	Guests
Susan Balogh	Jud Faurer	David Conde
Russ Barrows	Clare Hays	LeVerne Donelson
Christy Carello	Ed Low	Joan Foster
Joe Clark	Ann Williams-Gascon	
Bruce Degi	Mary Ann Watson	
Mick Jackowski		
Mike Martinez		
Lisa Ortiz		
Doug Petcoff		
Jeff Simpson		

November , 2003 Meeting

TOPIC: Dealing with Students, Student Services

Attendees:

Mentees	Mentors	Guests
Susan Balogh	Jud Faurer	David Conde
Russ Barrows	Ed Low	Joann Duenas
Joe Clark	Ann Williams-Gascon	Joan Foster
Bruce Degi	Mary Ann Watson	Sandra Haynes
Tamra Goldstein		Kate Lutrey
Mick Jackowski		Karen Raforth
Lisa Ortiz		

