

**OFFICE DIVERSITY AND MINORITY AFFAIRS
ACCOMPLISHMENTS AND GOALS
2001-2002**

Significant accomplishments of a general nature:

1. Motivated two of our MS minority students to pursue PhD and worked other departments for recruitment of quality minority students.
2. Conducted diversity education for 70% freshman students, and 30% of faculty; Diversity Education for the rest of faculty planned for Spring 2003.
3. Integrated diversity education into the School of Engineering freshman curriculum continue to provide healthy and intellectually rich learning cultures for all students which reduced students' complaints.
4. Developed and implemented the Minority Engineering Mentoring Program with 10 students and 8 faculty. Awarded the first Mentor of the Year to Dr. Donald J. Plazek in MSE.
5. Developed Pitt Engineering Career Access Program for recruitment and retention of minority students that will restructure the Impact Program with emphasis on quality of graduation.
6. Investing Now was locally recognized for its contribution to community service and minority education.
7. Developed and implemented the first luncheon with parents of prospective engineering Investing Now students.
8. Completed the 2002-2003 strategic re-structuring of Investing Now as an integral part of School of Engineering pre-college program. This is expected to improve the recruitment performance compared to 2002.
9. Worked with Dean to restructure evaluation instrument of department and faculty to include contribution to improvement diversity as a performance indicator in the strategic plan of the School. The School of Engineering may be the first and only to do so in the University.
10. Developed the structure and procedure for the Engineering Award for Diversity to be named after a sponsor to be named at a later date.
11. The School is ranked first in the State in the production of African American engineering BS and PhD graduates.

Improvement in the quality (*and quantity*) of our undergraduate education:

Pitt Engineering Impact Program (PEI-P)

Goal 1: Recruit quality underrepresented minority students into the School of Engineering.

Accomplishment 1: Freshmen Recruiting Overview*

PAID

Date	Total Applications	Total Admitted	Total
02/01	246	147	35
03/01	233	132	40*

* Final numbers won't be available until Fall 2002.

Accomplishment 2: There are currently 26 freshmen participating in the IMPACT Summer Program 2002.

Males	Females
18	8

Impact Admits	Total Admits
13	13

Summer 2001 Average SAT

	Verbal	Math
Direct Admit	594	631
Impact Admit	538	572

Summer 2002 Average SAT

	Verbal	Math
Direct Admit	618	607
Impact Admit	493	515

Difficulties/Barriers: Underrepresented minority students who receive financial aid will often choose the institution that has offered the most complete package. If the University of Pittsburgh is to remain one of the top choices, the financial aid, merit-based, as well as need-based must increase as the tuition/cost of attending increases. The SOE and Dean's Office can help by committing funds to the financial aid packages, thus allowing Pitt to compete with institutions that are offering full funding.

Goal 2: Ensure the provision of quality academic support services to underrepresented minority and/or academically disadvantaged students.

Accomplishment 1:

94.1% of freshmen on the PEIP Advising/Counseling Roster, as of the end of the 02-2 term, completed a year-end program evaluation (100% Impact Admits, 83.3% Direct Admits).

100% of freshmen completing the evaluation rated the counseling component "very"/ "extremely effective" on a scale of 1 (not effective) to 5 (extremely effective).

69.2% of freshmen responding rated the quality of Chemistry tutoring "effective" to "very effective".

80.0% of freshmen responding rated the quality of Engineering 0011/0012 tutoring "effective" to "extremely effective".

100% of freshmen responding rated the quality of Math tutoring "effective" to "extremely effective".

81.8% of freshmen responding rated the quality of Physics tutoring "effective" to "very effective."

72.7% of freshmen responding indicated the number of scheduled tutoring sessions was "sufficient".

66.7% of freshmen responding indicated the duration of tutoring sessions (50 minutes) was "sufficient".

41.7% of freshmen responding indicated that the financial aid package awarded by the University of Pittsburgh was either "not sufficient" or "not quite sufficient" on a scale of 1 (not sufficient) to 5 (totally sufficient).

Accomplishment 2:

93.3% of sophomores on the PEI-P Advising/Counseling Roster, as of the end of 02-2 term completed a year-end program evaluation (100% Impact Admits; 83.3% Direct Admits). 100% of sophomores completing the evaluation rated the counseling component "very"/"extremely effective" on a scale of 1 (not effective) to 5 (extremely effective).

38.5% of sophomores responding indicated that the financial aid package awarded by the University of Pittsburgh was either "not sufficient" or "not quite sufficient" on a scale of 1 (not sufficient) to 5 (totally sufficient).

Accomplishment 3:

100% of students meeting with PEI-P staff were encouraged to participate in SOE and University support activities and/or services. Information was provided on:

- a. Supplemental Instruction Sessions
- b. Learning Skills Center Workshops

- c. On-Line Tutorials
- d. Placement/Career Services
- e. Co-operative Education
- f. Student Health Services
- g. Counseling Center

Difficulties/Barriers: Due to limited staff, the expansion of services had/has to be carefully considered in order to make the most effective use of time, personnel, and resources.

The SOE and Dean's Office can help by increasing the PEI-P staff with the addition of one full-time professional and one part-time records management staff person. The MPAER Programs could all utilize the services of the records management individual.

Goal 3: Increase the number of underrepresented minority students who graduate, enroll in graduate school and/or enter the workforce.

Accomplishment 1: Graduating Senior Overview

Apr 01	Aug 01	Dec 01	Apr 02	Aug 02	Dec 02
15	5	3	10*	3**	N/A

Thirty-six seniors will have graduated between April 2001 and August 2002.

*One senior has "delayed degree" status on the system. **There are three seniors that will graduate in August 2002 (Alana Johnson, Cecil Levin, and Mohammed Nour).

Graduating Seniors with a 3.0 or better:

Apr 01	Aug 01	Dec 01	Apr 02
4/15*	1/5	1/3	3/10

* One of these four students is attending graduate school at Pitt.

Difficulties/Barriers: Increasing the availability of merit based financial aid awards could assist in the retention of students who leave due to lack of funds. These awards could also reduce the number of students who seek off-campus employment in order to meet their financial obligations. Students who achieve at a high academic level need to be supported and encouraged to continue to excel.

The increased availability of upper-level experienced tutors is also needed. Although TA's are available, they may not have matriculated at Pitt as an undergraduate, thus their familiarity with the specific course/professor may be limited. Most of the current tutoring is focused on freshmen/sophomore level courses. Juniors/seniors also need tutorial resources.

It is important for students from underrepresented groups to see faculty who are members of their ethnic group. These faculty can serve as mentors/role models for ALL while helping the SOE increase its diversity in the classroom.

The SOE and Dean's Office can help by addressing the items listed in the difficulties/barriers section above.

Goal 4: Provide structured faculty-student mentoring experience.

Accomplishment 1: During the 2001-02 school year, 11 University students and 8 SOE Professors participated in the Minority Engineering Mentoring Program (MEMP). The program is designed to provide students with relevant research experience in their areas of study. It also encourages graduate education.

Seven (7) students completed projects in April, 2002. Two (2) students will complete project by August, 2002. Two (2) students withdrew from MEMP due to other commitments such as Co-ops.

Certificates were presented to all participants (mentors and mentees) at the Awards Luncheon held at the University Club on April 19, 2002. Plaques were awarded for "Best Mentor," "Best Mentee," and "Best Research Project".

Difficulties/Barriers: The success of the mentoring program depends upon the willingness of students and SOE professors to commit to the long-term relationship required. Professors must be willing to share their time and expertise and students must be receptive. The faculty can serve as mentors/role models for ALL while helping the SOE increase its diversity in the classroom. The number of internships to be offered each year depends on the funds available and the number of professors/mentors willing to commit their time and expertise.

The SOE and Dean's Office can help by continuing to encourage professors to participate as mentors and to provide meaningful experiences. Continued financial support to cover costs is also needed to maintain the program.

INVESTING NOW

Investing Now contributes to quality of undergraduate education through undergraduate students' involvement in our hands-on science component. All the students continued to college. However, the engineering recruitment performance of Investing Now decreased by 33% compared to 2001 as shown by the following results.

Goal 1: Increase number of students who enroll in college and pursue MSE majors:

	Percent	Number
College enrollment of 2001 graduating seniors:	100%	37/37

Colleges Attended

University of Pittsburgh	8
Engineering	2
CAS	5
Business	1
Other PA (distributed over 9 schools)	14
Out-of-state	15
Historically Black Colleges or Universities	13

Intended Majors:

Accounting	1
Architecture	1
Biology/Pre-med	6
Business/Marketing	5
Communications	4
Computer Science/Programming	4
Elementary Education	3
Engineering	3
Nursing	1
Forensic Science	1
Psychology	2
Photography	1
Undecided	5
Total Math and Science	17
Total of All Majors	37

Goal 2: Encourage and support students' enrollment in advanced mathematics and science courses

Number of Students Who Took Math and Science Courses:

	9th	10th	11th	12th
Math Courses	56	44	28	31
Science Courses	56	44	28	24
Total Math and Science Students	56	44	28	22
Total Students in INVESTING NOW	56	44	28	37

Number of Seniors Who Have Taken Math and Science Course Beyond The State 2001 High School Graduating Requirement:

INVESTING NOW	12th
Four years math and science	22
Four years math, three years science	9
Three years math, four years science	2
Three years math and science (2001 state requirement)	4
Total Seniors -	37

Number of Students who attended Tutoring to Improve Math/Science Grades and Increased Interest in Math/Science Courses:

	9th	10th	11th	12th	TOTAL
Only Attended Math Tutoring <i>(Algebra, Geometry, Statistics, Elementary Functions, Calculus)</i>	10	6	5	12	33
Only Attended Science Tutoring <i>(General Science, Biology, Chemistry, Physics)</i>	6	2	4	0	12
Attended both Math and Science Tutoring	24	27	7	10	68
Total	40	35	16	22	113

Ethnicity of Tutors as an application of Role Models

African/American	19
Caucasian	4
Nigerian	2
TOTAL	25
Number of Pitt Engineering Students	7/25 = 28%

Hands on Science Workshops are provided to nurture interests and goal preparation in the sciences*:

	9 th	10 th	11 th
Hands-On Science Information Science		X	
Hands-On Science Biology			X
Hands-On Science Chemistry	X		
Hands-On Science Engineering		X	X
Hands-On Science Health and Rehabilitation Sciences		X	
Hands-On Science Medicine			X
Hands-On Science Nursing	X		
Hands-On Science Pharmacy	X		
Hands-On Science Physics		X	

*12th graders do not attend Hands-On Science Series

Goal 3: Ensure that participants make informed college choices and are well-prepared for matriculation at the University of Pittsburgh and other selective colleges and universities.

Relevant Activities:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Academic Advising Sessions	X	X	X	X
Academic Success Workshop	X			
Career Awareness Seminar	X	X		
College Planning Seminar				X
Financial Aid Seminar				X
Hands-On Science	X	X	X	
Insiders' View of College Workshop			X	X
Engineering Recruitment Dinner			X	
Preparing for College Workshop	X	X	X	X
Summer Opportunities Seminar		X	X	

Goal 4: Support and encourage parents in their role as advocates for their children.

Relevant program activities:

Grade 8	Transition to High School Workshop (parents only)
Grades 8 – 10	Career Awareness Workshop (student/parent activity)
Grade 9	Pre-ninth grade advising session (student/parent session)
Grade 11	Engineering Recruitment Meeting (student/parent activity)
Grades 9 – 12	<ul style="list-style-type: none">• Preparing for College Workshop (student/parent activity)• Advising sessions (student focused, parent invited)• Monthly calendar mailed to all participants' families• Staff offers individual consultation to parents on academic and social issues as well as appropriate referral when needed.