

**GOALS AND ACCOMPLISHMENTS  
ENGINEERING OFFICE OF DIVERSITY  
ANNUAL REPORT  
2002-2003**

The following is a partial list of accomplishments within the School of Engineering 2002-2005 Diversity Action Plan. These are summarized in five key focus areas.

## **I. Pre-College Initiatives**

Accomplishments

### **INVESTING NOW**

- Entering Pitt SOE - 2 of 4 engineering majors (50%) Program goal: 25%  
This is part of the steps to integrating Investing Now pre-college activities to recruiting students to Pitt and SOE
  - 2003 Graduate summary:
    - Total number 28 E
    - Entering the University of Pittsburgh - 7 (28%)  
Main campus 6 Titusville 1  
Total engineering majors - 4  
Total other science, math, and technical majors - 9  
Total SMET - 13 (46%)

### **Critical and Analytical Reasoning Enrichment (CARE) program summary**

- Completed the implementation plan for CARE as one of the steps of creating a pipe line for quality students for direct admission into the SOE
  - Developed recruitment brochure, application and Power Point presentation
  - Developed and implemented recruitment plan targeting students in the Pittsburgh Public Schools, Woodland Hills, Wilkinsburg and Penn Hills.
  - Hired full-time CARE program coordinator
  - Did recruitment presentations to PPS counselors and gifted program coordinators, Penn Hills and Woodland Hills students
  - Developed selection criteria
  - Developed six-week summer enrichment program for CARE students
  - Hired summer instructors and tutors
  - Selected 24 CARE I and 19 CARE 2 students--42 will attend summer session
  - Developed draft of CARE school year programming

## **II. Undergraduate- College/EXCEL**

Accomplishments

- Coordinated the transition of CARE students into EXCEL and the SOE. A summer course in engineering career exploration will be team-taught between

CARE and SEA staff members, with the goal of allowing CARE students to further explore engineering at Pitt.

- Re-structured the SOE summer bridge program with the development of two new classes (a critical strategy for increasing quality and students performance)
  - *Foundational Engineering Mathematics* class will integrate pre-calculus content to engineering and so will increase the performance of students Calculus course in the fall
  - *Writing for Engineers* will include intensive technical writing, reading and communications in engineering fields
  - *Summer Research Experience/Internship* for selected in-coming student is designed for the most talented students to increase quality and motivation for excellence in engineering field
- Expanded the diversity of students in the summer program participation as a critical step for inclusiveness and elimination of race-based activities.
- Increased the quality of student mentoring and faculty participation
  - Ronald Peeler was the recipient of the "Best Research Project Award for 2002-2003". Professor Badie Morsi was the recipient of the "Mentor of the Year for 2002-2003".
  - 67% of the graduating participants will be pursuing PhD or MD/PhD program in Fall 2003 (program goal is 25%).
  - New students have also expressed interests to participate in MEMP research.
- Improved the integration of EXCEL activities with those of the Freshman Program: Synchronized a PittStart session for SEA students with the start of the summer program, coordinated tutoring and advising responsibilities
- Enrollment update
  - Up (7.4% compared to 6.5% in 2002) for African Americans
  - Up ( 8.3% compared to 7.6% in 2002) for total minority enrollment
  - Down (23.4% compared to 24.2% in 2002) slightly for women

### III. Graduate Engineering Education (Minority and Women Focus)

#### Accomplishments

- **Enrollment**

- **MS**

- 2.4% African American (compared to 2.2 % in 2002)
    - 3.4% total minority enrollment (unchanged from 2002)
    - 18.8% Women (compared to 16.5% in 2002)

- **PhD**

- 2.7% African American (compared to 2.4 % in 2002)
    - 3.2% total minority enrollment (2.9% in 2002)
    - 23.5% Women (compared to 23.7% in 2002)

- **Recruitment**

1. 12 African American students were recruited for engineering in 2003, mainly through the effort of EOD

2. Two quality students were recruited from the Meyer Hoff program in UMBC. This is the first time SOE succeeded in attracting these students to Pitt as a direct result of concerted effort between Bio Engineering Dept and the Engineering Office of Diversity (EOD)
3. Started the **Graduate Research Experience** in which prospective graduate students committed to coming to Pitt are allowed to start their graduate research career early through summer research with faculty. Two students are participating this year

#### **IV. Other Diversity Initiatives**

- Two minority graduate students will be part of the Freshman Engineering program tutors
- Completed a third year of diversity education seminar of excellent programs for students, faculty and staff. More than 75% of 2002-2003 freshman class attended the seminar
- Re-organized the school's diversity program structure, creating a pre-College program component directed by Mrs. Leslie Horne. The pre-College program component houses Investing Now and CARE Programs, and a college component houses the EXCEL, SEA and MEMP Programs, and directed by Ms. Cheryl Paul.

#### **V. Fund Raising**

- Obtained a grant of about \$600,000 from Department of education for the expansion of our diversity programs

Undergraduate Enrollment Comparison 2001/02-2002/03

	African-American	Hispanic-American	Native American	Women	Total Minority	Total Enrollment
Total U-R 2002-2003	136	15	1	429	152	1842
U-R Group 2002-2003 %	7.38%	0.81%	0.05%	23.28%	8.25%	N/A
Total U-R 2001-2002	117	17	2	434	136	1793
U-R Group 2001-2002 %	6.52%	.94%	.11%	24.2%	7.57%	N/A

	African-American	Hispanic-American	Native American	Women	Total Minority	Total Enrollment
# Change 2001/02-2002/03	+19	-2	-1	-5	+16	+49
% Change 2001/02-2002/03	+8.6%	-.13%	-.105%	-.92%	+.68%	+2.73%

Enrollment Comparison (Graduate) 2001/02-2002/03

MS Program

	African-American	Hispanic-American	Native American	Women	Total Minority	Total Enrollment
Total U-R 2002-2003	9	4	0	72	13	382
U-R Group 2002-2003 %	2.35%	1.04%	0%	18.84%	3.40%	N/A
Total U-R 2001-2002	7	4	0	53	11	321
U-R Group 2001-2002 %	2.18%	1.24%	0	16.51	3.42	N/A

	<b>African-American</b>	<b>Hispanic-American</b>	<b>Native American</b>	<b>Women</b>	<b>Total Minority</b>	<b>Total Enrollment</b>
# Change 2001/02-2002/03	+2	0	0	+19	+2	+61
% Change 2001/02-2002/03	+1.17	-.20%	0	2.33	-.02	+19.03

Enrollment Comparison (Graduate) 2001/02-2002/03

PhD Program

	<b>African-American</b>	<b>Hispanic-American</b>	<b>Native American</b>	<b>Women</b>	<b>Total Minority</b>	<b>Total Enrollment</b>
Total U-R 2002-2003	6	1	0	52	7	221
U-R Group 2002-2003 %	2.71%	.45%	0%	23.52%	3.16%	N/A
Total U-R 2001-2002	5	1	0	49	6	206
U-R Group 2001-2002 %	2.42%	.48%	0	23.7%	2.91%	N/A

	<b>African-American</b>	<b>Hispanic-American</b>	<b>Native American</b>	<b>Women</b>	<b>Total Minority</b>	<b>Total Enrollment</b>
# Change 2001/02-2002/03	+1	0	0	+3	+1	+15
% Change 2001/02-2002/03	+2.29	-.03%	0	-1.18	-.25	+7.28