



*The University System of Georgia's
Task Force on Enhancing Access for African-American Males*

REPORT

of the
Recruitment & Marketing Subcommittee

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**RESEARCH & MARKETING SUBCOMMITTEE
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Executive Summary

The Recruitment and Marketing Subcommittee was charged with assessing current recruitment and marketing strategies directed at attracting African-American males into the University System of Georgia, including early intervention initiatives, articulation agreements, enrollment management strategies, marketing collaterals, advertising, and direct communication. Prepare a written report of the Subcommittee's findings and recommendations for incorporation into the Task Force Report.

Process:

The Recruitment and Marketing Subcommittee, through a series of face-to-face and e-mail discussions, formulated a set of research questions to be given to the consultants as fodder for the eventual research, including both qualitative and quantitative methods. The Subcommittee also queried presidents throughout the University System of Georgia in an effort to solicit feedback from these campus leaders about what their particular institution has done to address the dearth of African-American males. Additionally, the presidents were asked to comment on the success of these programs, and to provide contact information identifying the administrator on campus with primary responsibility for reaching, recruiting, and enrolling African-American males.

Because no college or university—or university system, for that matter—exists in a vacuum, the Subcommittee also sought external data to help contextualize the Georgia-specific findings. Working with data specialists, the Subcommittee received a wealth of information including minority enrollment patterns in the University System of Georgia, enrollment patterns nationally, and historical data from which trends might be identified.

Major Findings:

1. Over the past 10 years, it appears that Georgia compares well relative to the nation in terms of African-American enrollment, despite the obvious gender disparity.
2. While not pervasive, there have been both long-term and more recent activities within the USG directed at cultivating post-secondary goals of increasing African-American male enrollment.
3. Georgia appears to be making progress, but more work is necessary, particularly so on tracking of the progress through the educational system.
4. While programs do exist to recruit African-Americans to the University System of Georgia, very few institutions maintain programs specifically targeted at recruiting African-American males.

Major Recommendations:

1. Despite the USG's relative success, specific programs are needed to increase the participation rate of African-American males.
2. USG institutions should be encouraged to replicate Best Practice programs that are germane for their campuses.
3. Tracking systems should be established to allow the analysis of the educational pipeline.

Task Force Members:

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Mr. John Millsaps, Director, Communications and Marketing, Board of Regents

Mr. Scott Levine, Vice President of Communications, Georgia GLOBE

Mr. Robert Haley, Georgia Institute of Technology, Special Assistant to the President and Director of Special Projects

Mr. Jim Cooper, Director of Recruitment, Southern Polytechnic State University

Ms. Joselyn Dorsey, Director of Editorials and Public Affairs, WSB-TV Atlanta

Dr. Walter Kimbrough, Vice President for Academic Affairs, Albany State Univ. (Vice Chair)

Dr. Beheruz Sethna, President, State University of West Georgia (Chair)

Report of the University System of Georgia's African-American Male Initiative

Recruitment and Marketing Subcommittee

Introduction

The Recruitment and Marketing Subcommittee accepted its charge to assess current recruitment and marketing strategies directed at attracting African-American males into the University System of Georgia, including early intervention initiatives, articulation agreements, enrollment management strategies, marketing collaterals, advertising, and direct communication. This written report is the final document culminating several months of research, discussion, debate, and teamwork.

The report of the Subcommittee addresses our research methodology, the mechanics by which we gathered information about recruitment and marketing throughout the University System of Georgia, external data, and our findings and recommendations. In concert with the work of the other Subcommittees and the external consultants, the information in this report is designed to inform future efforts to improve the recruitment and marketing efforts aimed at attracting African-American males throughout the System.

A Chronology of the Subcommittee's Activities

The Recruitment and Marketing Subcommittee met, along with the entire Task Force, on September 4, 2002 for the initial meeting of the Task Force on Enhancing Access for African-American Males. During this meeting, Chancellor Meredith addressed all Task Force members to outline the challenge, pledge the University System's support, and give the charge to begin.

Following this kickoff meeting, the Recruitment and Marketing (RAM) Subcommittee met separately and immediately delved into its work by discussing its charge and drawing on the expertise of each member to plan follow-up steps. Dr. Beheruz Sethna, president of the State University of West Georgia, brought the credentials to provide access to the highest levels of the University System's 34 institutions. Ms. Jocelyn Dorsey, a well-known Atlanta television news personality, brought her media experience to the table. Regent Wanda Yancey Rodwell contributed years of experience at venerable Atlanta institutions, including Delta Airlines and Grady Memorial Hospital, while Walter Kimbrough's experience at Albany State University provided more campus-based insight. Robert Haley leads a number of hugely successful minority student recruitment efforts at nationally renowned Georgia Tech, while Jim Cooper's work at Southern Polytechnic State University brought insight from a different type of institution. Finally, John Millsaps and Scott Levine rounded out the Subcommittee with knowledge of the University System of Georgia and higher education overall.

The group called upon its collective experience to draft a series of questions to be submitted to the external consultants who were hired to conduct the market research that undergirds the entire project. Many of these questions ultimately appeared in either the focus groups or surveys conducted by the consultants.

Additionally, the Subcommittee developed a set of questions to be posed directly to presidents of University System of Georgia institutions. These questions were designed to solicit information from each campus about what—in the president's point of view—her or his campus is doing to more effectively recruit African-American males.

Dr. Sethna made a series of telephone calls to selected USG institutions to request information. An additional email request was sent to selected institutions to solicit examples of their recruiting and advertising materials used to recruit and attract African-American males. Additionally, the Subcommittee sought examples of articulation agreements that might play a role in increasing the number of African-American males in the University System of Georgia. The State University of West Georgia hosted a visit of 100 Black Men of Atlanta, to which the entire Subcommittee was invited. The group of students was addressed by the president and was provided rigorous national data regarding reasons to go to college.

Subcommittee members met to review the data gathered and to plan follow-up steps. Feeling the need to gather additional information, as well as information from a slightly different audience, members opted to send an email message to members of the Minority Advising Program-Minority Recruitment Office (MAP-MRO) representatives on many campuses soliciting additional information. The email message explained the charge of the Subcommittee. This effort was led by Jim Cooper, director of recruitment at Southern Polytechnic State University. As a member of the listserv for the MAP-MRO representatives, he was a natural choice.

The Subcommittee's Research Questions for the Consultants

I. Audience – *Who should be interviewed?*

The researchers on the Subcommittee felt strongly that all good recruitment and marketing efforts must be based on a thorough understanding of the target audience. In order to provide this level of understanding, there must be market research to build a baseline against which future research can be compared to ascertain the success of programs designed to increase African-American male enrollment in University System of Georgia institutions. The following areas of interest were determined by the Subcommittee:

1. African-American male students, at several different stages of the process:
 - a. 18-year olds, college-bound, and not college-bound; so that we may study the factors that influenced both these choices / events.
 - b. 14-15-year olds; to get an idea of the high-school milieu and pressures that influence behavior and college choices
 - c. Seventh-graders
 - d. Third or fourth graders
2. Influencers and Decision-Makers:

Primary:

 - a. Parents
 - b. Grandparents
 - c. Teachers
 - d. Guidance counselors
 - e. Church leaders

of African-American males in elementary, middle, and high schools, including representation from urban, suburban, and rural parts of Georgia.

Secondary: Such as athletic, movie, and entertainment stars.

II. Methodology – *How should they be interviewed?*

The Subcommittee recommended that the methodology include:

- (i) focus groups to generate conversation and hypotheses, and then
- (ii) surveys with sufficiently large sample sizes to generate statistically significant results

III. Suggested Questions / Topics of Interest – *What should we seek to determine?*

The questions we would like the research to answer include:

1. What factors influence decisions to go or not go to college, and to prepare for or not prepare for college?
2. What are the long-term and short-term aspirations of the students (at each stage)?
3. What are the peer pressures and norms that influence college choice behaviors? What's "cool" and what's not (one of our objectives might be to redefine "cool")?
4. What are the perceived barriers to going to college?
5. From whom / from what sources do they get their information?
6. Who is/are perceived to be information sources which can be trusted, and to whom do students (at each of the above stages) listen?
7. What person / group influences them the most?
8. Who are their heroes and their role models? Are these the same or different? Do they have intermediate term role models (i.e. if the primary role model is a very long-term role model, do they have an intermediate-term one)? For example, if they aspire to be like someone who has won an NBA Championship ring, do they have an intermediate role model of someone who has just started to play for the NBA?
9. Are they aware of K-12 / University System / community / State assistance (perhaps list some specifics and test awareness of HOPE, GA-EASY, PREP, etc.)?
10. If they dropped out of high school, why did they do so?
11. Did their parents go to college?

While the questions posed in both the qualitative and quantitative research were ultimately determined by staff at the Board of Regents and by the consultants themselves, the Subcommittee was delighted to note that many of the questions its members devised did, indeed, appear in the final moderator's guides and survey instruments.

Report of Findings from University System of Georgia Colleges and Universities

The Subcommittee, after much debate, finalized the questions to pose to campus presidents, as follows:

1. Please describe briefly one program, activity, or initiative you have that has been successful in increasing the number and success of African-American males at your institution.
2. What measures do you use to assess its effectiveness?
3. What is the office or title of the person responsible?

It is important to note that those colleges and universities in the University System of Georgia that are not listed below are the ones that did not respond. This may simply mean that general – rather than targeted – recruiting efforts are successful in the recruitment of African-American students.

Detailed Responses to Questions from Individual Institutions

Albany State University

Albany State University has the Center for the African-American Male (CAAM). It was started in 1989 as a clearinghouse for information on African-American men. Now, the Center is involved in several activities including: research, conferences, a Saturday academy for K-12, and a collegiate chapter of 100 Black Men that engages in mentoring middle- and high-school students.

There is no true assessment. This organization has not been involved as much in recruiting students formally, although the outreach to middle- and high-school students does recruit in some capacity.

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Augusta State University

For a number of years, Augusta State University has been involved in working with Lucy Craft Laney High School through the University's Adopt-A-School program. For the 2001-2002 academic year, ASU expanded its efforts to include T.W. Josey Comprehensive High School as well as Laney. The ASU Partners in Education Project provided a variety of support and education activities during the academic year, and culminated in an on-campus summer experience for students from the two high schools. The major goal of the Project was, and remains, to increase the percentage of graduates from the two high schools who pursue post-secondary education. During the academic year, ASU worked with teachers to develop and implement a series of activities for students at each of the four grade levels at the respective high schools. While some of the activities focused exclusively on improving academic skills, a number of them were designed to get students interested in higher education, beginning with ninth grade. The program activities occurred both on the campuses of the two high schools and on the campus of Augusta State University.

At the end of the academic year, students were chosen to attend specific activities during the summer. These activities varied in length from two-to-four weeks and featured specialized courses to enhance skills in reading, writing, mathematics, science, and critical thinking; instruction in study skills and social skills; co-curricular activities focusing on current events; and instructional activities supplemented by field trips, outside speakers, and presentations by community role models. Students who were selected to attend the Partners in Education Project received free tuition for the session. Students who complete the summer program and made satisfactory academic progress are guaranteed the opportunity to continue their college education at ASU after they graduate from high school, either through the University's Learning Support program, University College or regular admission. While the Partners in Education Project is not restricted to African-American males, it constitutes a major effort on the part of the University to address that population.

The goal of the Partners in Education Project is to increase the participation rate by and success of the students from Laney and Josey in higher education, specifically at Augusta State University. Comparisons of application, acceptance and matriculation will necessarily occur over the next several years (the program is open to students in grades 9-12) and success of the participation aspect of the project will be demonstrated by an increase in the numbers of these students applying to, being accepted by and enrolling at ASU. A measure of success by these students at the post secondary level will be an analysis of the credentials submitted by and the placement of these students at ASU as compared to students from these schools before the project was begun, as well as the academic progress achieved by these students once enrolled at ASU.

The project targets rising 9th-11th graders, and thus did not include any students who had graduated this year and would be eligible for enrollment this fall, so there are no data to pull at this point. We will track the applications of the 11th graders who participated this summer for Fall 2003 and will compare it to our historical summaries for the two schools, and will continue to track future students as well. There are two bits of data concerning the participation in and completion rate of the program itself which are encouraging. Total participants 80 (20 males, 60

female) started the program, while 60 finished the program (17 male, 43 female). For this to be a program which required these students to give up most of the summer, it is encouraging that 80 of them saw value in the experience, and that 75% of them completed the program.

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Bainbridge College

Bainbridge College does not have a specific program, activity, or initiative in place to recruit and retain African-American males. There is a program entitled "New Connections" that targets the economically disadvantaged student population. The "Fatherhood Program" targets men and women who are delinquent or having a difficult time making their child support payments. Georgia's HOPE scholarship program targets the academically talented population. Of course, African-American males are a part of these populations, but as the numbers indicate--a very small part.

The Minority Advising Program (MAP) assigns advisors to minority students, both male and female, to provide one-on-one mentoring and academic and personal support. Students who participate in MAP receive special attention through a campus-wide reception, an introduction to their individual advisor, and other special activities to ensure a positive induction into college/campus life.

There is no question of the need to get the young black male population interested in higher education.

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Coastal Georgia Community College

Coastal Georgia Community College since 1993 has operated a five-week summer program of intensive remediation for 70-80 rising seventh grade African- American males. The students are selected by their middle-school guidance counselor and principal and fit a profile of performance two grade levels below their age, attendance problems, and unrealized potential as demonstrated in test scores. Many of these youths are from single-parent homes without a black male role model in their household. These youths are provided with intensive instruction in mathematics and language arts. Comparing pre-test to post-test results for these students documents clearly the improvement which occurs. These students are then followed for the five years until they graduate from high school. The College provides tutorial assistance, counseling, and career experience activities for these youths through a Saturday Academy program on the fourth Saturday of each month. Key partners include the Fourteen Black Men of Glynn who provide male role models for these youths and provide scholarship funds for completers of this program.

The president raises private funds for this program in the amount of approximately \$25-30,000 per year. No public funds are used.

As a result of this program, more African-American males from the three counties from which these youth come (Glynn, Camden, and McIntosh) enroll in college. Some of them are HOPE eligible and others receive scholarship assistance from the Fourteen Black Men of Glynn. This program has had a positive impact on black male enrollment not just at CGCC, but at several other USG institutions. The success of this program rests on expansion of the pipeline, and with more African-American males graduating from high school with the college preparatory curriculum, more are ready for postsecondary education. Without the special intervention through this program, most of these youths would disappear from high school soon after ninth grade according to the statistics for this region.

Effectiveness of the Coastal Georgia Minority Outreach Program is assessed in terms of pre-test to post-test statistics in mathematics and language arts. It is assessed in terms of completion of high school by the program participants. It is also assessed in terms of numbers of young men who go on to pursue postsecondary education. Perception by leaders in the African-American community of the College as a warm, welcoming place where African-American students are welcomed has been a very positive byproduct of this program and is a definite change from perceptions about the College prior to the program's inception.

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A second initiative which we are just beginning but which has promise follows is detailed below.

Description: The recruiter who is African-American visited an African-American church with the intent to recruit African-American males to the College. He was given the opportunity to speak to the men's group, to the congregation as a whole, and to the ministerial alliance. More than 150 people participated in this recruitment outreach activity. As a result of his visit, ten persons identified an interest in the College. In addition, one person was placed with a College science professor for tutoring in physics. As a result of this successful event, we now intend to have the local area African-American ministers to visit the campus and we want to discuss with them how we can increase the number and success of African-American males in the University System. We want to enlist the support of the African-American clergy in promoting African American male involvement in postsecondary education.

Assessing effectiveness: The students who come to the campus and go through the admissions, testing, and orientation stages will be tracked and followed to encourage their enrollment.

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Gainesville College

Last year, Gainesville College hired a new Director of Minority Affairs and Multicultural Programs, Ms. Andre' Cheek, who began in October. One of her earliest efforts was to develop a program to aid in the retention and success of African-American males. She organized a small committee of African-American male faculty and staff members to discuss the issue and organize a set of programs and services. The first program with students was a luncheon in December, during which a panel of successful African-American males from the community made brief presentations about their lives, their struggles, their successes, their failures, and their motivation. The major focus of the program was developing an attitude of success. The young men who attended were asked to become a part of the group that would continue to meet about once a month to share experiences and support each other. The group was small, consisting of twenty members, but most have returned this year and appear to be more goal directed. They also appear to recognize the work that will be necessary to reach their goals.

This was the highest rated program of all MAP Program events. It was rated 4.85 on the five point scale with 5 being excellent. Retention of the participants in this program was very good.

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Georgia Southern

The Minority Advisement Program (MAP) at Georgia Southern University is a retention program that promotes both academic and personal growth of all minority students. MAP has two components: Academic Assistance/Support and Peer Mentoring. MAP offers connections, direction, and support through a network of mentors (MAP Sponsors), staff members, and campus resources. MAP programming includes events such as faculty and student mixers, essay writing workshops, study skills workshops, diversity education programs, academic advising, academic success workshops, panel discussions, and special recognition ceremonies. These activities are designed to create opportunities for students to maximize their academic and extracurricular experience on campus.

MAP services are administered through the Multicultural Student Center and coordinated by a full time Assistant Coordinator. Approximately twenty MAP Sponsors serve as mentors each year and a Minority Advisement Program Advisory Council is being developed to address the concerns of minority students. MAP has approximately 300-350 students enrolled in the program annually.

The MAP program is evaluated through a program survey and will soon also be assessed through the previously mentioned Minority Advisement Program Advisory Council. Retention figures of minority students are also examined to evaluate the program's efforts. Among the Fall 1999 cohort of entering freshmen minority students, 85 percent of those who participated in MAP were retained in Fall 2000. This compares with a retention rate of 74 percent among non-participants for the same period.

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Georgia State University

Georgia State University's Office of African-American Student Services and Programs (OAASS&P) does not have a program that is specifically geared towards African-American males solely. We offer a number of services aimed at recruiting and retaining African-American males and females, as well as other minority students. These services include an annual Fall Welcome Carnival, the Minority Advisement Program (MAP), the Black Freshmen Network, Peer Advising program, informal academic and non-academic advisement, individual problem-solving assistance, and referrals to campus and community resources. OAASS&P also employs several African-American males as undergraduate and graduate student assistants and volunteers, which allows them to learn employability and leadership skills. Through employment in our office and participation in any of the African-American student organizations advised by our office, students also learn event planning skills.

We also have several ongoing workshops and programs which contribute to the success of African-American male students. One of these programs is the Leadership Roundtable, a monthly leadership development session for the officers of eight African-American student organizations advised from our office (Black Student Alliance, NAACP, NCNW, Conscious Collective, Voices of Praise, Caribbean Students Association, Minority PreMed/PreDental Association, and the Black Student Theatre Ensemble).

The Tutoring program provides individual tutoring to students up to three hours each week. The participants keep the tutor updated on their exam performance and at the end of the term, staff look up the grades earned in the subject(s) tutored. During the tutorial process, the tutors also work on improving the student's study skills and habits so that the student can acquire techniques that can help them when the tutor is not available.

OAASS&P utilizes various customized surveys and evaluation tools to assess the effectiveness of its programs and services. These tools consist of student self-report measures using open-ended questions as well as questionnaires using the Likert-scale format. Additionally, focus groups sessions are held to gather information on how to improve existing services and measures.

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Georgia Tech

The goal of The Office of Undergraduate Admission is to create a continuous pipeline to cultivate strong prospects and eventual graduates. The University has created a position held by Keith Jordan and developed several programs to encourage traditionally underrepresented populations to take advantage of the educational opportunities offered by Georgia Tech that can lead to unlimited professional possibilities.

In an effort to recruit the best and brightest minority high school students into the technology and science field, Georgia Institute of Technology recruits throughout Georgia during different college fairs such as NSSFNS, 100 Black Men Career Fest and the Atlanta Dream Jamboree. Also, close relationships exist with high schools in the local metro areas of DeKalb and Fulton counties. There are also developed strong on-campus programming initiatives:

The Family Affair program acknowledges two important factors in the college selection process – a campus visit significantly improves the applicant to enrolled yield percentage, and parents are influential in the final college choice. The Family Affair program is an open visitation program for minority students and their families. Family Affair students are invited based on promising PSAT scores or above average SAT scores achieved by rising juniors and seniors. The goal of this event is to create a small scale more intimate visit so that these recruits and their family can interact with the various departments and student organizations that are specific to their interests.

The FOCUS program was established to bring prospective graduate school scholars to Georgia Tech for the weekend. This year a new segment of the program “***FOCUS Friends***” allowed high school scholars to attend this event. Ten of the top African-American freshman applicants were selected to participate in the program. The students and one parent were brought to campus at no cost to them. The goal of this weekend is to introduce the prospects to the academic advantages and positive achievement of Georgia Tech.

Welcome Weekend is held during the spring semester. All accepted minority students are invited to this weekend. This event welcomes the accepted class to Georgia Tech and introduces the students to the departments that will shape their success at Georgia Tech. Also, the event serves as an orientation to GT life on campus for those students who stay over night. During the weekend, the prospective students, current students, and alumni have the opportunity to network. This reception assists in bridging the gap between all three, and establishes a foundation for relationship building. The Welcome Weekend gives students living outside of the metropolitan Atlanta area the opportunity to visit the campus before making their final decision.

The Minority Recruitment Team (MRT) was chartered as a student organization spring 2000, with the objective of helping the Office of Undergraduate Admission recruit qualified minority students. These students provide the foundation for the success of the programs outlined earlier. This group of forty students elects an executive board that consists of a President, Vice President, Secretary, Treasurer, and Parliamentarian. They are responsible for arranging member participation for each activity. The team also participates in panel discussions and offers tour for special groups. The MRT’s organization and participation in all events was a very large

influence on the success of the programs and the recruitment of each class. The MRT opens their residence hall rooms to prospects during Welcome Weekend to provide a better sense of on campus living.

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Gordon College

The Admissions recruiters actively participate in college fairs that are geared primarily toward the African-American prospective applicant. 373 African-American males enrolled at Gordon College for the fall 2002 semester. The fairs include:

- * 100 Black Men of Macon, which provided exposure over a two-day period of Middle Georgia/Central area-based African-American high school juniors and seniors from both public and private high schools
- * Atlanta Dream Jamboree, which provided exposure over a two-day period to Atlanta area (Fulton, DeKalb, Cobb, Clayton counties) specifically for inner-city African-American high school juniors and seniors
- * Atlanta City Fairs which are geared directly for inner-city area high school students of the Atlanta City School System
- * DFACS Conference, which hosts a day-long event aimed at reaching a state-wide population of orphaned and/or abandoned high school-age kids who are wards of the State of Georgia, which has a large percentage of African-American high school students we deem highly desirable for entry to our college.

The College runs a population selection by term.

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Medical College of Georgia

As the health sciences university of the state of Georgia, the Medical College of Georgia (MCG) is comprised of five schools: Allied Health Sciences; Dentistry; Graduate Studies; Medicine; and Nursing. MCG grants degrees in three categories: undergraduate degrees in Allied Health Sciences and Nursing; graduate degrees through Graduate Studies; and first professional degrees in Dentistry and Medicine. Our undergraduate degree programs consist only of upper-division instruction at the junior and senior level, and all students in our baccalaureate programs must attend another college or university prior to transferring to one of our health professions programs in allied health sciences or nursing. Our success in attracting under-represented

minorities to our degree programs is directly affected by the success of other USG institutions in recruiting, admitting, and retaining these students. The relatively small number of African-American males admitted to college each year and subsequent attrition in this group adversely affects MCG's ability to enroll members of this cohort in health professions programs. The pipeline to our institution runs through all of the undergraduate institutions in Georgia, and we applaud efforts by the University System to increase the number and success level of all under-represented minorities.

Medical College of Georgia's academic programs are served by three separate admissions offices. The Office of Academic Admissions provides operational support for admissions committees in allied health sciences and nursing and for admissions committees in the School of Graduate Studies. The School of Dentistry and the School of Medicine maintain and operate separate admissions offices. In addition, the Office of Special Academic Programs in the School of Medicine is directly and actively involved in the recruitment and retention of under-represented minorities. The College's recruitment efforts to date have not been gender specific.

Given the limitations of the applicant pool, MCG has had success in the recruitment of under-represented minorities in general. Each admissions office has initiatives and activities aimed at increasing the diversity of our student body, and identification of a single best practice at MCG seems somewhat arbitrary. Although the practice described below is not aimed solely at African-American males, it could be refocused and adopted as a model for use at MCG or other institutions.

The Office of Special Academic Programs (OSAP) in our School of Medicine is actively engaged in the identification and long-term recruitment of under-represented minorities, especially African Americans. Office personnel maintain contact with prospective students throughout the student's undergraduate career in an effort to attract the student to our medical education program. A personal, one-on-one recruitment model is key to their success. Prospective students are identified early through visits by OSAP personnel to undergraduate campuses. The Associate Dean for Special Academic Programs conducts a workshop on these campuses entitled "Preparing for a Career in the Health Professions by Preparing Early and Planning Effectively." Data on student participants are gathered for use in future communications. OSAP personnel maintain contact with prospective students through direct communication (phone calls, letters, e-mail, and other written/printed communications) with the student and his or her pre-professional (i.e., pre-med) advisor. During their undergraduate career, prospective students are invited to the MCG campus to shadow a current student for a "day in the life of a medical student." If prospective students arrive the day prior to the shadowing experience, they are hosted overnight by current students in the School of Medicine. During the day of the shadowing experience, the students attend a luncheon hosted by the School of Medicine. During lunch, presentations are made by several School of Medicine officials: the Associate Dean for Admissions and Student Affairs; the Associate Dean for Special Academic Programs; and the Vice Dean for Academic Affairs. Prospective students are advised of MCG's commitment to diversity and provided information on the extensive tutoring and support services available for enrolled students through OSAP.

Recruitment activities continue during the medical school application process. An important component of the medical school application is the personal statement or admission essay. Prospective students are encouraged to submit their personal statements to OSAP for review and critique before the application is submitted. If the applicant is accepted, current under-represented minority students in the School of Medicine function as personal recruiters by maintaining telephone contact with the admitted applicant in a continuing effort to encourage the applicant to accept MCG's offer of admission.

At present, the best measure of effectiveness for the activities cited above is minority enrollment in our School of Medicine. Total enrollment of African Americans in our School of Medicine has increased from 22 for Fall 1998 to 40 (unofficial headcount) for Fall 2002. For the same period, enrollment of African-American males increased from 8 (Fall 1998) to 13 (Fall 2002 - unofficial headcount).

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North Georgia College & State University

In the recruitment area, the Admissions Office minority recruiter attends the college fair/interview days sponsored by NSSFNS (National Scholarship Service for Negro Students). The institution also purchases names by ethnic group, sorted to meet our admission criteria, and use target marketing strategies.

In addition, African-American male students at North Georgia College & State University requested the formation of a new organization called Determined Young Men for Minority Empowerment (DYMME). While the request came from male students, they quickly agreed that membership had to be inclusive of females. Students in this organization received training in mentoring through a local organization that serves children and families, and they have offered to volunteer as mentors and tutors to children attending Lumpkin County schools.

NGCSU has been providing leadership opportunities to all African-American students through the Corps of Cadets and through participation in leadership conferences both in and out of state. Also, the MAP coordinator follows the academic progress of African-American students closely and provides them with tutors when necessary. The MAP coordinator also oversees a peer mentoring program that students consistently rate as helpful.

Another request was to establish chapters of African-American fraternities and sororities on campus. This is being pursued by a group of students and faculty advisors and preliminary visits have already taken place.

NGCSU has improved the percentage of African-American males as measured by the headcount and percentage increase from year-to-year.

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Savannah State University

The institution has not specifically targeted African-American Males in any one specific manner. As a historically Black university, our admissions office naturally seeks to recruit African-American students. Efforts are under way to put together at this juncture a program that will address the disparity between females and males at the campus through the athletic department as well as the ROTC components.

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Southern Polytechnic State University

Southern Polytechnic State University participates in numerous college fairs targeting African-American students, such as Atlanta Dream Jamboree and NSSFNS college fairs. However, the institution has not specifically targeted African-American males. Much of our success comes from a message of great career preparation, excellent job placement into high paying fields. The University hosts a program for incoming minority students called Summer Workshop Orientation and Opportunity Program (SWOOP), which lasts a week and provides staff, faculty, and corporate mentors. In order to achieve greater success in the future, we must get more students in the available pool. We plan to offer a Summer bridge program to minority students in 10th grade, patterned after SWOOP. The activity expected to achieve the greatest result is our partnerships with schools. SPSU has become partners with area elementary and middle schools, such as Park Street Elementary and Tapp Middle School, through formal agreements. This allows the institution to bring students to campus for tours and demonstrations, provide college student mentors, faculty or staff members from SPSU to serve on advisory boards, and many more opportunities to interact with young students, many of them African-American males. While these formal partnerships through the Chamber of Commerce and many informal partnerships were intended to increase visibility and outreach in the community, many of the schools with which we have partnered have large African-American populations. While there is no current method of assessment, we hope to see an increase in college bound African-American males as a result of current and future partnerships.

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University of Georgia

A key effort to recruit African-American students is the work of Professor Deryl Bailey at the University of Georgia with regard to pre-collegiate programs and outreach to Black male students. There are two other programs targeting minority youth (particularly Black males) in this area, stewarded by UGA people. Early identification and target marketing represent a new way to increase the numbers of minorities (particularly Black students) at the University of Georgia. The first is a project spearheaded by College of Education professor Jenny Oliver and UGA associate provost for institutional effectiveness Bob Boehmer. The program is with the students of local Clarke Central High School and basically involves mentoring and preparing students at a young age for college.

The other is the Young Scholars Program in the UGA's College of Agriculture and Environmental Sciences, run by Donald McLellan. McLellan's primary responsibility in the college is diversity and recruitment and retention of minority students. The program identifies high school kids (and younger) and provides them with UGA mentors. The students engage in actual research projects. Many of them went overseas last year and made presentations about their experiences. The goal is to get kids interested in science (particularly agriculture) and hopefully entice them to pursue their interests at UGA.

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State University of West Georgia

The University has had remarkable success in recruiting African-American males through the nationally-known programs in Debate and Honors / Advanced Academy. The institution has initiated a Saturday program with 100 Black Men of Atlanta. The program will include an address by the President, presentations by key administrators, university-education related information, campus tours, and a luncheon with selected students, faculty, and staff. Because it is so new, it is too early to gauge the success of the Saturday program, though measure are in place to measure its effectiveness. MAP programming at UWG also has been successful for many years.

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Valdosta State University

The University is currently forming a task force of selected leaders in the African-American communities surrounding VSU. Additionally, plans call for the establishment of a Superintendents Consortium to work in unison with the task force. A distinguished African-American scholar who now heads the African-American Studies Department at Temple

University may be involved in future recruitment efforts.. She did her undergraduate work at VSU and doctoral studies at University of Georgia.

The University is making progress in this area.

General Conclusions From Presidential Responses

Among the 34 colleges and universities of the University System of Georgia, there exists tremendous variety, from a small rural two-year college to a large urban Atlanta institution to a large research university. Given this variety, as well as considering the vast differences in geographic regions of Georgia, it is not surprising that there are few uniformly applied efforts to recruit African-American males. This finding is both negative and positive. Unfortunately the Subcommittee's research suggests that there is no "magic bullet" that can be utilized across the System to boost African-American male enrollment. On the other hand, it is important to note that many campuses are building important partnerships and devising new strategies to deal with the dearth of African-American males on their own, using resources at hand.

That said, several common themes are woven through many of the responses noted above to the question of how USG institutions are proactively recruiting African-American males. For instance, a number of institutions have established partnerships with 100 Black Men chapters, including those in Macon and Atlanta. (Coastal Georgia Community College has a partnership with 14 Black Men of Glynn County.) This organization is known for its ability to motivate young African-American men through a combination of emotional and moral support, tutoring, and positive role modeling. Members are successful community and business leaders. The positive role models they represent may be even more powerful for the fact that they are ordinary people with whom young African-American men are more likely to be able to relate.

Another common theme found in the responses is participation in college fairs geared toward African-American students.

Many institutions have built relationships with secondary schools in the local community to provide tutoring and mentoring to prospective college students. Augusta State University works with Lucy Craft Laney High School and T.W. Josey Comprehensive High School. Other campuses work with local, predominantly African-American high schools. Southern Polytechnic State University works with local elementary and middle schools, such as Park Street Elementary and Tapp Middle School to provide tutoring. Equally important, these relationships help to raise aspirations of young men (and women). By inviting them to the campus and infusing within them the power of learning, it becomes much more likely that the students will begin to think of college as a viable option at an age early enough to start pursuing the appropriate track to get into college. For instance, students keen on going to college need to take college prep curriculum courses starting in middle school.

One especially strong example of college-secondary school partnerships can be seen at Coastal Georgia Community College. This institution has offered a five-week summer program of remediation for rising seventh grade African-American males for more than a decade. This is important, as the qualitative research suggests that intervention efforts need to start years in

advance of high school. Strong data tracking has enabled the institution to follow program participants over time to see how many ultimately pursue a college degree.

Another common theme throughout many of the presidential responses is participation in the Minority Advising Program (MAP) program. These responses identify MAP as a key effort in increasing the number of African-American students. Throughout the Subcommittee's work, and particularly in the feedback from institution presidents, it becomes increasingly evident that there are very few programs designed specifically to recruit African-American males. Rather, most such programs are gender neutral, focusing more generically on recruiting African Americans and other under-represented students. While in and of itself not problematic, the data clearly identify a tremendous disparity between the number of African-American men vs. African-American women enrolled in University System of Georgia's colleges and universities.

Findings and Recommendations

The Recruitment and Marketing Subcommittee initially set out to assess current recruitment and marketing strategies directed at attracting African-American males into the University System of Georgia, including early intervention initiatives, articulation agreements, enrollment management strategies, marketing collaterals, advertising, and direct communication. At the culmination of many months of work, we emerged wiser, more enlightened, and in some cases slightly disillusioned. While good things are happening throughout the University System of Georgia, the data show that African-American male enrollment is shrinking, and it is clear that there remains an enormous chasm between African-American males and African-American females when it comes to enrolling in the University System.

Major Findings:

1. Over the past 10 years, it appears that Georgia compares well relative to the nation in terms of African-American enrollment, despite the obvious gender disparity. Nationally, two-thirds of all African-American college students are women. In fact, African Americans have the highest proportion of females of any racial/ethnic group. Clearly, this suggests that Georgia is not alone in the gender disparity among African-American college students. In Georgia, the disparity is as follows: for the fall 2001 semester, only 15,924 African-American males were enrolled in USG institutions—fewer than half of the 32,753 African-American females who were enrolled in USG institutions.
2. While not pervasive, there have been both long-term and more recent activities within the University System of Georgia directed at expanding post-secondary goals of increasing African-American male enrollment. Examples of such programs include those previously mentioned at Coastal Georgia Community College, Georgia Tech, and the University of Georgia. As the Subcommittee's research shows, this problem is endemic throughout our society, and no higher education institution, system or other governing body will be able to fix the problem alone. So doing will require extensive planning and ongoing

collaboration with entities throughout society, including those noted above as well as parents, teachers, guidance counselors, coaches, corporate donors, and successful African Americans to serve as role models.

Certainly the Subcommittee found examples of this type of partnership. For instance, Coastal Georgia Community College's program with local schools and Fourteen Black Men of Glynn County intervenes with a five-week summer remediation program for 70-80 rising seventh grade African-American males. Notably, systems are in place to track the progress of these young men through high school graduation and, hopefully, into college. Southern Polytechnic State University has relationships with secondary schools in its community where connections are made and college aspirations are raised, hopefully leading to more African-American males enrolling in college.

3. Georgia appears to be making progress, but more work is necessary, particularly in the tracking of progress through the educational system. A frequent finding in educational research is that despite seemingly dozens of tracking agencies and hundreds of tracking mechanisms, often the specific data needed are not available. The Subcommittee noted a dearth of data about where we "lose" African-American males during their secondary school cycle.
4. The Subcommittee's work revealed another important finding: very few programs on University System of Georgia campuses exist specifically to recruit, enroll and retain African-American males. The cultural zeitgeist in American higher education has, in the latter years of the 20th century, focused on ethnic and racial equality, and much less on gender equality for these minority populations. Clearly, there has been success, as two-thirds of all African-American college students are female. Responses from University System presidents suggest that little distinction is made when recruiting African-American students. The Subcommittee suggests, as a point of discussion, that institutions are rewarded for their overall numbers of minorities regardless of gender. Addressing this reward structure might in the future lead to a greater emphasis on enrolling African-American males.

Based on the Subcommittee's research and the aforementioned findings, we respectfully submit the following set of recommendations.

Major Recommendations:

1. Despite the USG's relative success, specific programs are needed to increase the participation rate of African-American males. As noted, most institutions fail to differentiate between males and females when recruiting African-American students. One way to expeditiously address this is by replicating programs from within the System that have proven effective at appealing to young African-American men.

Research suggests that different marketing approaches appeal to men than appeal to women. African-American males may be more drawn to certain aspects of college life than are their female counterparts, yet rarely does one see a recruitment brochure, video

or CD-ROM geared to one gender (excepting single-sex institutions). Enrollment managers should consider this when building their recruitment plans. Additional research should be conducted with young African-American males to find out exactly what they want to see in viewbooks and on Web sites. Institutions should take advantage of the fact that they already have African-American male students on their campuses by talking to them about what they like and don't like, and—now that they're students—how do they recommend reaching out to find more African-American males.

2. University System of Georgia institutions should be encouraged to replicate best practices from other campuses within the System and across the country. An excellent source of this information can be found in the report of the Subcommittee on Programs of Excellence. That Subcommittee's work should be shared with presidents and other key staff at every campus in the System.
3. Tracking systems should be established to allow the analysis of the educational pipeline. Data collection and tracking systems must be created and implemented that allow researchers to see which students are lost each year during the K-12 years. In so doing, interventions can be crafted that are appropriate to the target age. Again, this will require cooperation and partnerships throughout the educational spectrum. Notably, this comprehensive data tracking will require funding from one or more sources, possibly including the Georgia legislature, private foundations, and computer and software manufacturers.

