MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2002 Performance Accountability Report Maryland Public Colleges and Universities

VOLUME 1

November 2002

TABLE OF CONTENTS

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. The Commission, in turn, must review these reports and present them with its assessment and recommendations to the Governor and the General Assembly. Maryland's state-aided independent colleges and universities have submitted periodic reports on a voluntary basis, but the 2002 Update to the *Maryland Plan for Postsecondary Education* urges these institutions to make their process more compatible to the one used by the four-year campuses.

The reporting requirements of the public two- and four-year campuses are different as a result of major changes approved by the Commission in 2000. However, the framework of key indicators with benchmarks was retained.

The community colleges use 39 standard "mission/mandate" driven performance measures. These indicators are categorized as follows: accessibility and affordability, learner-centered focus for student success, diversity, support of regional economic and workforce development, effective use of public funding, and community outreach and service. The model for the public four-year campuses follows the structure of the Managing for Results program of the Department of Budget and Management in which each institution develops a set of goals, objectives, and performance measures. This approach replaced the standardized indicators that the Commission used in the past. The Commission acted in response to a request from the budget committees of the General Assembly to merge its performance accountability report with the MFR process. Both the community colleges and the public four-year campuses strongly supported these changes.

The Commission staff reviewed the institutional performance accountability reports submitted by each public college and university and prepared a consolidated report. This document represents the seventh report presented to the Commission since the introduction of the indicator system. The report appears in two volumes:

Volume 1

- an overview of the history and major features of the accountability process.
- the assessment of the Commission regarding the outcome of the year's accountability effort by the public campuses.
- an examination of cost containment activities at the public campuses.
- one-page profiles for each public college and university containing a short campus profile and data and benchmarks on key indicators.

- a short institutional assessment prepared by each public institution and unedited by the Commission staff on its progress toward meeting its benchmarks for the various indicators (community colleges) and objectives for the various goals (four-year institutions). The community college report also contains a narrative about how each campus is serving its local jurisdiction.
- a complete set of the trend data and benchmarks for each of the indicators used by the community colleges and a complete set of the goals, objectives, and performance measures adopted by each public four-year institution along with trend data and benchmarks for the measures.
- a listing of each indicator, along with the source and operational definition. The community colleges used a standard set of measures, while the public four-year colleges and universities have both common and campus-specific indicators and thus separate lists of definitions.
- guidelines for benchmarking.
- the formats for the institutional performance accountability reports of the public campuses.

Under the accountability process, the governing boards have responsibility for monitoring student learning outcomes and minority achievement. The Commission receives reports every three years from the public campuses regarding progress in these areas. The Commission received a status report on student learning outcomes in November 2001 and one on minority achievement in September 2002.

The Commission's funding guidelines process for public four-year colleges and universities includes its own accountability component. Campuses are expected to perform at least at the level of selected peers on a set of outcomes-oriented performance measures. University System of Maryland has 17 measures, Morgan State University has 14, and St. Mary's College of Maryland has 23. The Commission presented its first report to the 2002 General Assembly session examining the comparative performance of the USM campuses and Morgan on the indicators. The Commission intended to include this analysis as part of the annual accountability report rather than as a separate submission, as requested by the General Assembly, but the requisite information from USM and Morgan was not received in time.

Commission Assessment of the Institutional Performance Accountability Reports

Maryland's public colleges and universities appear to be comfortable with the revised accountability process, now in its second year. The indicators used by the community colleges underwent minimal changes, while the four-year campuses continued to make adjustments to their objectives to satisfy requests from DBM. The process went more smoothly than it did in 2001, boding well for accountability reporting in future years.

Following are the major conclusions which the Commission staff has drawn from the reports:

Community Colleges

Overall, the accountability reports submitted by the community colleges were quite good. It is evident from the quality of the reports that the community colleges continue to give considerable attention to the accountability process.

Each campus prepared a complete report following the prescribed format. The institutional analyses of all colleges contained a detailed discussion of how they had performed in the various "mission/mandate" driven categories. The descriptions of community impact and outreach were similarly extensive.

At a large majority of the community colleges, the benchmarks set for a sizable number of measures provide little opportunity for growth beyond the institutions' current level of performance. As a consequence, the community colleges need to review their benchmarks in the 2003 accountability cycle and either make changes as appropriate or provide the Commission with an explanation of the reasons they were set at their current levels.

The benchmarks set for a substantial number of indicators were nearly the same as, or even below, the level of achievement in the last year or cohort of actual data. While maintaining the same level of performance can be justified when campus achievement is already very high and not likely to be improved, this situation should be atypical. Only three community colleges (Baltimore City, Montgomery, and Prince George's) generally avoided this problem in their reports.

Although the community colleges are performing generally well on most indicators as measured by the data, some trends raise important accountability issues that merit monitoring.

The most troublesome measures for the community colleges, in terms of flat or declining performance over four years, were the market share of new high school graduates in their jurisdiction, the percentage of transfer program students who attend a public four-year campus, transfer and graduation rates – both for all students and for minorities, racial/ethnic diversity among faculty and administrative staff, and the number of senior adults enrolled in noncredit courses.

Maryland community colleges are engaged in an extensive variety of impact and outreach efforts in their respective service areas.

All colleges provided considerable detail about their involvement in their local jurisdictions. These undertakings can be categorized as economic and workforce development activities, public school partnerships, and community partnerships.

Public Four-Year Colleges and Universities

All of the accountability reports submitted by the public four-year colleges and universities were satisfactory, although they varied in quality.

All but one of the reports contained all of the required components, including goals and/or objectives in the general areas of accountability and on the specific subjects of retention and graduation, minority enrollment and achievement, and postsecondary student outcomes. The report from University of Maryland Baltimore County was exemplary, and those prepared by Salisbury University, University of Maryland College Park, University of Maryland University College, Morgan State University, and St. Mary's College of Maryland were very good.

The reports of several institutions contained inconsistencies with respect to the objectives and performance measures that need to be reviewed by the campuses in the 2003 accountability cycle.

Several colleges and universities have objectives for which 1) the campus set a "maintenance benchmark" at, nearly at, or below its current level of achievement, 2) there were inconsistencies between the statistics in the objective and those in the corresponding performance measures, 3) no performance measure data were provided, and 4) measurement was not possible.
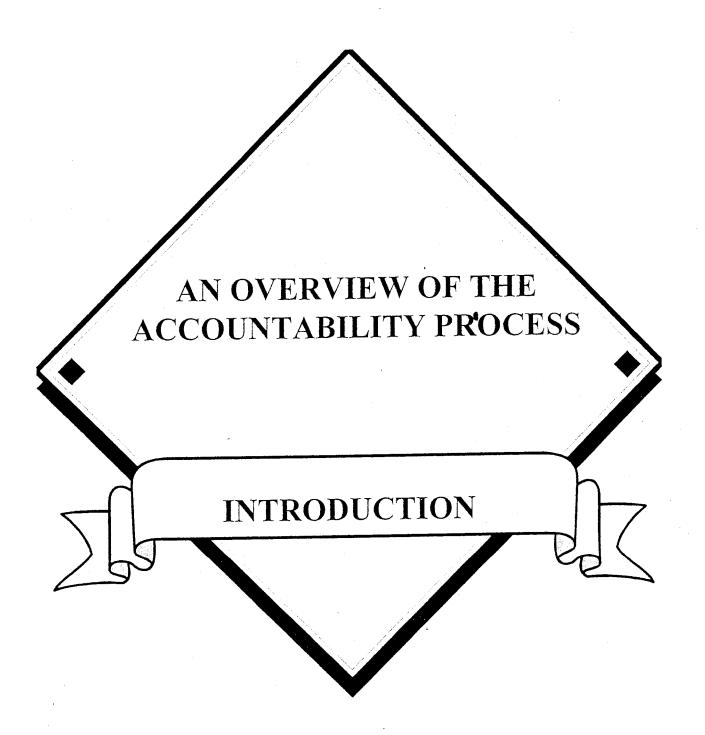
The public four-year colleges and universities appear to be progressing well toward their objectives in most cases. However, there are several areas in which at least some institutions are experiencing difficulty.

The objectives on which the largest number of campuses seem to lag in performance relate to enrollments and graduate production in nursing and teacher preparation, six-year graduation rates both for all students and for African-Americans, the attendance of African-American undergraduates, and funds raised in annual private giving.

Cost Containment – All Public Colleges and Universities

Reporting on cost containment and internal reallocation activities was comprehensive and detailed at all institutions.

Because of interest in cost containment activities, a summary of the campus' efforts was included in the Commission's report. All public institutions provided detailed descriptions and specific dollar amounts showing how they have reduced waste, improved the overall efficiency of their operations and achieved cost savings. Cost containment ventures, as reported by the public campuses, saved $66.1 million in FY 2002.

AN OVERVIEW OF THE ACCOUNTABILITY PROCESS

INTRODUCTION

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law, §11-304 through §11-308 of the Annotated Code, requires the governing boards of these institutions to submit to the Maryland Higher Education Commission a performance accountability plan and annual reports on the attainment of the goals in this plan. The Commission has responsibility for approving the plans as well as for reviewing the reports and presenting them, with its recommendations, to the Governor and the General Assembly. Maryland's state-supported independent institutions are not covered by the accountability law but have submitted periodic reports to the Commission on a voluntary basis. One of the objectives in *Maryland State Plan for Postsecondary Education 2000* is to "embrace a comprehensive system of accountability that recognizes the needs of all stakeholders while respecting the finite nature of public resources and the fiscal constraints of students and families." The aim was reinforced in the 2002 Update to the State Plan, which also calls on the state-aided independent institutions to make their accountability reports more compatible with the process used by the public four-year sector.

Prior to 1996, Maryland public colleges and universities were required to submit the following to the Commission:

- A student learning outcomes assessment plan and annual reports to measure whether student performance goals were being achieved.

- Annual comprehensive financial plans, which were intended to demonstrate how productively and effectively each institution was using state-provided resources.

- Annual minority achievement reports, which supplied information about each institution's progress in the recruitment and retention of minority students, faculty and professional staff.

Separate reporting on the different facets of accountability was necessary in the beginning so that critical issues could be identified. However, these three reports did not provide state leaders with clear measures to judge whether or not higher education institutions were being accountable, they consumed a great deal of institutional time and resources, they did not link accountability with budget and planning, and they focused more on process than outcomes.

As a result, a new performance accountability system for public higher education was adopted by the Commission in 1996. The three required reports were replaced by a single institutional performance accountability report. The heart of this report was a series of key indicators that responded to concerns commonly expressed by legislators

and a set of benchmarks. "Benchmark" refers to the multi-year desired outcome for each indicator that the institution sets for itself. The benchmark must be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. Although each institution prepared its own benchmarks, campuses were encouraged to collaborate with those with similar missions.

In 2000, the Commission approved major revisions in the accountability process for both the public two- and four-year institutions. These changes came about for different reasons and were pursued on separate tracks. As a result, the accountability reporting requirements for the community colleges and public four-year institutions are now different, although the structure of benchmarked indicators has been maintained. This the second year for the new accountability approach.

Community Colleges

The core of the community college accountability report is a set of 39 performance measures that these institutions describe as "mission/mandate" driven. These indicators were developed by a community college workgroup and were refined as a result of discussions with staff from the Commission, the Department of Budget and Management (DBM), and the Department of Legislative Services (DLS). These indicators are standard across all community colleges, although 10 of the indicators are optional; these deal with transfer of students to Maryland independent or out-of-state institutions. Campuses may include additional campus-specific measures if they wish. The standard indicators are organized on the basis of six categories:

- Accessibility and affordability
- Learner-centered focus for student success
- Diversity
- Support of regional economic and workforce development
- Effective use of public funding
- Community outreach and service

The community colleges' institutional performance accountability report to the Commission contained a short description of the campus mission, four years of data and a benchmark for each indicator, a listing of budget initiatives, a description of cost containment activities, an institutional self-assessment, and a discussion of the manner in which the colleges are serving their communities.

Public Four-Year Colleges and Universities

In the 2000 General Assembly session, the budget committees adopted "narrative" that asked the Commission to create a single document that incorporated the elements of both its performance accountability report and the Managing for Results program of the

DBM. This task was undertaken in conjunction with DBM, DLS, and representatives of the public four-year institutions and their governing boards.

The model that was agreed to by all parties was designed to streamline the process, reduce duplicative reporting for the campuses, and provide a more efficient means for policymakers to determine how well the public four-year campuses are doing. The major component of the new accountability process is that the Managing for Results framework, in which each campus develops a set of goals, objectives and performance measures, has replaced the standardized set of indicators that were used by the Commission in the past. This approach was strongly desired by the institutions. Even though the process provides campuses with a great deal of flexibility, the Commission expects the inclusion of objectives that encompass the general areas of performance accountability: quality, effectiveness, access, diversity and efficiency. In addition, campuses are asked to include specific objectives dealing with graduation and retention, post graduation outcomes, and minority enrollment and achievement. Other requirements may be imposed by DBM.

The institutional performance accountability report for the public four-year institutions included a short mission description; a set of institutionally-defined goals, objectives, and performance measures along with operational definitions for each measure; four years of data and a benchmark for each measure; a campus self-assessment; and a description of cost containment activities.

The Commission's Consolidated Accountability Report

This document represents the seventh accountability report submitted to the Commission since the adoption of the system using benchmarked indicators/objectives. Volume 1 presents an overview of the accountability process, the assessment of the Commission of the reports of the public campuses, an examination of cost containment activities at the campuses, and one-page profiles containing data and benchmarks on key indicators.

Volume 2 is a series of appendices. For each community college, it contains a short description prepared by each institution and unedited by the Commission staff on its progress on the performance indicators in each "mission/mandate" area, a discussion of how well it is serving its community, and a complete set of trend data and benchmarks for each indicator. For each public four-year institution, it contains a short description prepared by each institution and unedited by the Commission staff on its progress toward achieving its goals, objectives and performance measures, a listing of its goals, objectives and performance measures, and a complete set of trend data and benchmarks for each indicator. For both types of campuses, it includes the operational definitions and sources for the performance measures used by the community colleges and each public four-year institution, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports of the community colleges and four-year institutions.

Continued Monitoring of Student Learning Outcomes and Minority Achievement

The Commission has retained the option of seeking periodic reports on these topics. The Commission will receive reports every three years from the governing boards of the public campuses regarding progress in these areas. Progress reports on the status of undergraduate student learning outcomes and minority achievement were accepted by the Commission in November 2001 and September 2002 respectively. For the next round of student learning outcomes assessment reports, the Commission will work with the public campuses to identify standard ways within institutional mission of measuring the actual progress made in the educational achievement of students. As a follow-up to the minority achievement report, the public colleges and universities which have made limited or no progress toward benchmarks on any of the common performance measures have been asked to submit action plans to the Commission detailing their strategies for attaining their objectives.

Accountability Component of Funding Guidelines Process

In 1999, the Commission adopted a peer-based model for the establishment of funding guidelines for the institutions of the University System of Maryland (USM) and Morgan State University. The guidelines are designed to inform the budget process by providing both a funding standard and a basis for comparison among institutions. The basic concept of the funding guidelines is to identify peer institutions that are similar to Maryland institutions on a variety of characteristics. These "funding peers" are compared to their respective Maryland institution to inform resource questions and assess performance.

The funding guidelines process includes an annual accountability component. Each applicable Maryland institution selected 10 "performance peers" from their list of "funding peers." The Commission, in consultation with representatives from USM, Morgan State University, DBM, and DLS, identified a set of comprehensive, outcomes-oriented performance measures to compare Maryland institutions against their performance peers. There are 17 measures for USM and 14 for Morgan.

Maryland institutions are expected to perform at or above the level of their performance peers on most indicators. Further, institutional performance will be assessed within the context of the state's accountability process. The Commission will examine four years of trend data and benchmarks on each indicator. Institutions are expected to make progress toward achieving their accountability benchmarks. If an institution's performance is below the performance of its peers, the campus must submit a report to the Commission identifying actions that it will take to improve performance. An exception will be made for an institution that demonstrates progress towards achieving its benchmarks on related accountability indicators.

St. Mary's College of Maryland participates in the peer performance comparison even though it does not take part in the funding guidelines process. St. Mary's has selected 12 current peers and six aspirational peers. St. Mary's 23 performance measures are similar to those chosen by the other public four-year institutions and reflects its status as the State's only public baccalaureate liberal arts college.

The Commission presented its first report to the General Assembly last January examining the performance of these institutions on these indicators as compared to those of their accountability peers. The Commission intended to include this analysis as part of its 2002 performance accountability report rather than as a separate document, as requested by the budget committees of the General Assembly. However, the lack of timely and accurate data submissions by USM and Morgan delayed the production of the peer performance analysis. Hence, the accountability component of the funding guidelines process must be presented separately again. The Commission plans to continue to encourage the institutional cooperation necessary to produce a single accountability report in future years.

ASSESSMENT
AND
RECOMMENDATIONS

ASSESSMENT OF THE MARYLAND HIGHER EDUCATION COMMISSION

Maryland's public colleges and universities now have had two years of experience with the revised performance accountability process, and the task of reporting went more smoothly than in 2001 when institutions had to gather trend data for many new measures and decide on benchmarks. There were only minimal changes in the indicators used by the community colleges. Thus, the two-year institutions had to add figures for just one year for the vast majority of their indicators. Institutions did provide statistics for a few measures for the first time in cases in which the numbers were not available in 2001. The four-year campuses had more extensive work, since many continued to make adjustments to their objectives to accommodate requests from DBM and thereby maintain a single report for both accountability and MFR purposes. Overall, the process went satisfactorily, and this bodes well for accountability reporting in future years.

However, it is still too early to draw more than preliminary conclusions about the success of institutions at meeting their established benchmarks, most of which have been set for 2005. As the 2002 Update to *Maryland State Plan for Postsecondary Education* noted, "The current mechanisms of measuring accountability are relatively new for the State's management structure. It will take time for this system to show a complete picture of the performance of institutions." Consequently, this year's report will concentrate on sector-level rather than institutional-level analyses of those objectives and measures where the trends in the data suggest possible problems.

These are the major conclusions that emerged from this year's accountability process:

Community Colleges

Overall, the accountability reports submitted by the community colleges were quite good. It is evident from the quality of the reports that the community colleges continue to give considerable attention to the accountability process.

Each college prepared a complete report and followed the prescribed format. The most important part of the report was the institutional assessment section in which campuses discussed the trends in the past four years on the performance indicators and their progress toward their benchmarks. Most institutions provided detailed and frank analyses of how well their colleges had performed in each of the "mission/mandate" driven areas, with many integrating information about academic and financial trends at their institutions. In addition, campuses cited numerous actions they have taken to achieve the benchmarks they set for their indicators. Finally, the community colleges provided extensive descriptions of the ways in which they are serving their communities.

At a large majority of the community colleges, the benchmarks set for a sizable number of measures provide little opportunity for growth beyond the institutions' current level of performance. As a consequence, the community colleges need to review their benchmarks in the 2003 accountability cycle and either make changes as appropriate or provide the Commission with an explanation of the reasons they were set at their current levels.

All of the benchmarks in last year's accountability reports were treated as tentative. The community colleges requested this option to give them sufficient time to review the appropriateness of their benchmarks or to obtain the necessary data. The intention was that the benchmarks would be become final this year. However, the numerical goals set for many indicators were nearly identical to, and in some cases below, the level of achievement in the last year or cohort of actual data. The establishment of a "maintenance benchmark" – one in which an institution's goal is simply to adhere to a level of performance that has already been attained – can be justified when the campus achievement is already very high and not likely to be exceeded. However, these should be exceptions, since one of the criteria in the guidelines provided to the campuses is that benchmarks should be "indicative of progress."

However, the number of "maintenance benchmarks" in most of the community college reports are extensive. The Commission staff examined 25 of the 39 community college common performance measures, excluding the optional indicators, those for which limited trend data are available, and those for which campuses have different frames of reference (licensure examinations). The following table identifies the community colleges in which 50 percent or more of their accountability indicators had benchmarks that were nearly identical to the results in the most recent year or cohort of trend data.

75% or More	67% to 74%	50% to 66%
Allegany, Cecil, Garrett	Anne Arundel, Baltimore County, Southern Maryland, Harford	Carroll, Frederick, Hagerstown, Howard

Although less than half of the indicators in the reports of Chesapeake and Wor-Wic had "maintenance benchmarks," these included many of the most policy relevant measures. Only three community colleges – Baltimore City, Montgomery and Prince George's – avoided this problem for the most part in their accountability reports.

Although the community colleges are performing generally well on most indicators as measured by the data, some trends raise important accountability issues that merit monitoring.

Accessibility and Affordability

A number of community colleges have experienced slippage or no growth in the market share they have enjoyed of recent public high school graduates in their jurisdiction. Among the actions which two-year institutions reported taking to appeal to graduates from local high schools are more sophisticated marketing efforts, innovative instructional delivery systems, new programs and course offerings, improvements in admission and registration procedures, flexible course scheduling, financial aid incentives, expanded opportunities for early and concurrent enrollment, on campus student housing and child care services, new off campus sites, and greater collaboration with public high schools.

In addition, many colleges have experienced difficulty with the percentage of transfer program students who decide to attend a public four-year institution. Statewide, the number of community college students who transferred to a Maryland public four-year institution increased sharply in 2000-2001 to 7,257 after being flat for many years. But this figure still trails the number of transfers in the early 1990s. Community colleges described several steps that they are taking to address this situation, including expanded articulation arrangements with four-year campuses, increased participation at transfer fairs, college-sponsored student visits to four-year institutions, revised general education programs, and web site enhancements. Some community colleges which do not report campus-obtained data about the number of students who transfer to Maryland independent and out-of-state institutions indicated that they plan to do so in future reports.

Learner Centered Focus for Student Success

The four-year transfer and graduation rate of full-time community college students has been the most frequently flagged indicator in past accountability reports, and this continues to be the case. In order to provide a more comprehensive view of their performance, the community colleges added a new measure: "six-year transfer/graduation rate of all students." In addition, community colleges have the option of reporting this information for students who had enrolled at a Maryland independent or an out-of-state institution, based on campus-generated figures. However, only five community colleges (Anne Arundel, Harford, Montgomery, Prince George's and Southern Maryland) have taken advantage of the opportunity to provide transfer rates for other than public campuses, and the six-year graduation/transfer rate statistics have proved to be lower than many two-year institutions had expected. Montgomery College and Prince George's Community College used this information in

their reports to demonstrate how the inclusion of out-of-state transfers in particular can improve a campus' overall rate.

Many colleges described actions that they had initiated to improve transfer and graduation rates. These included changes in staffing, the introduction of student support programs, instructional interventions, enrollment management strategies, and articulation efforts. Specific examples include learning community projects to help at-risk students, expanded academic advising and personal counseling, evaluation of the process for providing remedial education, the establishment of distance learning programs in cooperation with four-year campuses, enhanced tutorial services, increased interaction with faculty and staff, academic success workshops, and transfer information counseling.

Diversity

Racial diversity among faculty and administrative/professional staff continues to be an area of concern for Maryland community colleges, as it has in earlier accountability reports. The latter indicator was changed in this year's report at the request of the community colleges to encompass all professional staff – not just executive and managerial employees. Last year, both measures were expanded to include all racial/ethnic minorities rather than exclusively African-Americans. Despite these changes, a large number of two-year institutions have shown little progress in the past four years. Most of these campuses pointed to factors that had thwarted their efforts to attract minority candidates. These included a limited number of qualified minority applicants in their geographical area, the unwillingness or inability of minority candidates to relocate, the lack of competitive salaries, and the small number of vacancies due to low turnover or few staff at their institution.

However, nearly all of the institutions indicated that they will continue their efforts to include minorities in the interview pool for positions and ensure non discrimination in hiring. Several noted that the addition of just a few employees would enable them to reach their benchmark, and a few noted that they recently made progress by hiring additional minority faculty and managerial staff or plan to do so in the near future. Many of the institutions described proactive techniques that they have employed to expand the recruitment of minority faculty and staff: more aggressive advertising in metropolitan newspapers, the placement of notices in national minority publications and web sites including ones associated with professional organizations, the establishment of an active Diversity Committee, addition of an affirmative action representative to search committees, diversity training for search committee members, the sending of job announcements to historically black colleges and universities and to community members involved in race relations work, and the implementation of affirmative action policies. Several colleges pointed to the initiatives they described in *2002 Minority Achievement Report*. For example, Anne Arundel Community College has developed a program for the recruitment of minority faculty that is modeled after successful methods to reach athletes.

Both the four- and six-year graduation and transfer rates of minority students represent even a greater accountability issue for the community colleges than for all undergraduates, and this subject has been raised repeatedly in previous reports with respect to African-Americans. The graduation and transfer rate of minority students, both after four and six years, has continually and substantially lagged that of other students.

Several institutions described steps that they have taken to increase the graduation and transfer rate of minorities beyond those that have been implemented for all students. These included the establishment of a task force on the recruitment and retention of African-American men, a "closing the gap" project aimed at eliminating the difference between the achievement of African-Americans and whites, professional development training for faculty on the needs of diverse learners, pre-enrollment programs for incoming minority students, minority mentors, minority student support groups, faculty training on minority achievement issues, and increased articulation arrangements with historically black colleges and universities. Some campuses cited programs they had included in *2002 Minority Achievement Report*. One that has had quantifiable success in improving retention is Howard Community College's Silas Craft Collegians Program in which participating students receive personalized attention including advising, mentoring, tutoring, skills assessment, internships and cultural enrichment activities.

Community Outreach and Impact

Older students are an important constituency at Maryland community colleges. More than 6,700 students 50 years of age or above took credit courses at these institutions in 2001, representing 6 percent of the total enrollment. The number of students in this age bracket who participated in noncredit continuing education courses at community colleges are certainly much higher. These students often require more flexibility in location, classes, availability of faculty, and type of facilities than younger undergraduates. Hence, it is appropriate that one of this sector's accountability indicators is the senior adult enrollment in noncredit courses. However, the number of senior adults taking noncredit instruction at nearly one-third of the community colleges has been flat or declining in the past four years.

Several campuses described efforts that they have taken to appeal to senior adults. These include the development of new courses and sites directed to seniors, the creation of a senior adult institute, the hiring of a staff member with job responsibilities for the expansion of noncredit programs and courses to seniors, and the establishment of a senior education network that allows older students to take certain courses for a nominal fee.

Maryland community colleges are engaged in an extensive variety of impact and outreach efforts in their respective service areas.

Community colleges were asked by the staff of the General Assembly to prepare a narrative in their accountability report about the manner in which they are serving their communities. All of the colleges described these activities in considerable detail and demonstrated the depth and breadth of their commitment to serving the citizens and employers of their jurisdictions. The community college outreach efforts can be organized into three categories: economic and workforce development activities, public school partnerships, and community partnerships. Examples of each of these:

Economic and Workforce Development Activities

- Anne Arundel Community College was named "community college of the year" by the National Alliance of Business.
- The continuing education division at Community College of Baltimore County trained more than 23,000 students in skills such as computer programming and repair, web design, computer networking and multi media development.
- The MoMEntum program, a collaboration between Carroll Community College and its county government, improved participants' workforce performance through the development and enhancement of a variety of job skills.
- Cecil Community College's Job Start Program provides pre-employment and life skills training to temporary cash assistance clients referred by the county Department of Social Services.
- Chesapeake College manages the Upper Shore Advanced Technology Center, which has provided education, training and technical services to more than 75 local corporations.
- Garrett College has completed construction of the Garrett Information Enterprise Center, an incubator facility located on the campus which is attracting start-up business to the county.
- The Technical Innovation Center at Hagerstown Community College has established an on-line network for entrepreneurs seeking investors for their business.
- In an effort to address the State's critical shortage of nurses, Howard Community College and six Maryland hospitals formed a scholarship program to help nursing students complete their educational programs.
- As an approved training provider for the Lower Shore Workforce Investment Board, Wor-Wic Community College offers training programs to low income adults and youth facing serious barriers to employment.

Public School Partnerships

- The mathematics department at Allegany College of Maryland worked with the county board of education on a math preparatory program for at-risk high school seniors and recent graduates.
- The Teacher Education Institute at Baltimore City Community College provides training to City public school teachers who are provisionally certified and need additional courses for permanent certification.
- Community College of Baltimore County partnered with the county public schools to provide continuing education for teachers adopting a learner-centered classroom environment.
- Chesapeake College's Academic After-School Program, organized by the continuing education office and the Talbot County schools, seeks to improve the reading, writing, and math skills of middle school students.
- Garrett College and the county board of education sponsor College and Me, which brings every fifth grade student to the College for a week of enrichment activities.
- Harford Community College has partnered with local schools in establishing the Harford Youth and String Orchestras for students in grades 6 to 12.
- Montgomery College sponsors Kids on Campus with the county public schools – a youth summer program to expose students through the eighth grade to computers, creative writing, art, and science.
- Prince George's Community College library provides borrowing privileges to all county high school students to do research that is not supported by their school facilities.
- Wor-Wic Community College sponsors with the Lower Shore Manufacturing Network an annual Apple Flingin' Contest between Wicomico, Worcester and Somerset schools to encourage the development of math and physics skills.

Community Partnerships

- Anne Arundel Community College's service learning office placed 649 students who performed more than 8,000 volunteer hours of community work with nonprofit agencies.
- Baltimore City Community College has been selected as the permanent host of Family Ed-Venture Day which encourages lifelong learning through interactive exhibits, entertainment and special presentations.
- Cecil Community College's Young People's Theatre Program offers youth classes including playwriting, lyric composition, set building, production, and performance.
- Frederick Community College has partnered with the Housing Authority of the City of Frederick to offer Project ALIVE, a program designed to help public housing residents obtain training, education and employment.

- The Leadership Academy Program at Harford Community College prepares county residents for important responsibilities with nonprofit and business organizations.
- More than 250 students and community members participated in Howard Community College's Book Festival, a celebration showcasing 32 local authors for the purpose of encouraging literary skills.
- Montgomery College's Center for Community Leadership Development and Public Policy, which held its inaugural event last June, will conduct research on issues that impact civic life and build community.
- Prince George's Community College initiated a cable television series, *Insights in Health and Science*, in collaboration with Prince George's Hospital Center and other organizations.
- The Center for Environmental Training at College of Southern Maryland assists business and government in water and wastewater treatment, pollution prevention, worker health and safety, and environmental management.

Public Four-Year Colleges and Universities

All of the accountability reports submitted by the public four-year colleges and universities were satisfactory, although they varied in quality.

The reports from all but one campus included all the required components: a short mission statement; goals and/or objectives in all of the general areas of accountability and on the specific subjects of retention and graduation, minority enrollment and achievement, and postsecondary student outcomes; an institutional assessment; four-years of trend data for performance measures that reflect each objective; and cost containment information. The absence of any goals or objectives related to diversity in the submission of University of Maryland, Baltimore remains a serious omission, even though the institution noted an increase in African-American enrollment in its assessment. UMB cites legal concerns as its reason for not adopting goals and objectives for this area

The report from University of Maryland Baltimore County was exemplary. Very good reports were prepared by Salisbury University, University of Maryland College Park, University of Maryland University College, Morgan State University, and St. Mary's College of Maryland.

The reports of several institutions contained inconsistencies with respect to the objectives and performance measures that need to be reviewed by the campuses in the 2003 accountability cycle.

The Managing for Results process, which governs the accountability approach for the four-year campuses, requires institutions to prepare a set of objectives that are measurable and sufficiently aggressive and accompanying performance measures with

trend data to gauge progress toward the objectives. However, some colleges and universities have objectives for which 1) the campus set a "maintenance benchmark" at, nearly at, or even below its present achievement level, 2) there were inconsistencies between the statistics in the objective and the corresponding performance measures, 3) no performance measure data were provided, and 4) measurement is impossible. The use of a maintenance benchmark can be appropriate when institutional achievement is already high or when the numerical figure was set in MFR reports prior to 2001. Objectives that require attention at each institution are noted below. Institutions need to review these objectives and either make changes or provide the Commission with an explanation.

Bowie: no data provided (4.3, 4.4, 5.6), not measurable (2.5)
Frostburg: maintenance benchmark (1.2, 4.5), not measurable (3.5, 4.7, 4.8)
Salisbury: maintenance benchmark (6.4)
University of Baltimore: maintenance benchmark (1.1, 3.1, 3.2, 3.3, 3.4, 5.3, 5.4), data inconsistencies (3.1, 3.4, 4.2)
UMB: maintenance benchmark (2.1), not measurable (1.4)
UMCP: maintenance benchmark (1.2)
UMES: data inconsistencies (3.1, 3.4)

The public four-year colleges and universities appear to be progressing well toward their objectives in most cases. However, there are several areas in which at least some institutions are experiencing difficulty.

Unlike the community colleges, each four-year institution has a much more individualized set of goals, objectives and performance measures. Therefore, generalizations are not as easy to make as with the two-year colleges. However, these are the category of objectives in which the largest number of campuses appear to be lagging in attainment.

Enrollments and Graduate Production in Certain High Demand Fields

Some institutions continue to have trouble meeting their objectives regarding the number of students they will enroll or graduates they will supply in the areas of nursing and teacher preparation or the percentage of those individuals who find employment in Maryland in these areas. The trend data on the performance indicators related to both the number of students enrolled in these majors and the number of degrees earned have been flat or declining at several institutions in the past four years and are far from the benchmark set in the campus objectives. There are shortages of qualified job applicants in these academic areas, and Maryland has created targeted scholarship programs to encourage students to enroll in these fields and remain in the State after graduation. Coppin State College noted that its K-16 Center has achieved national eminence in preparing urban educators and that it plans to expand its Nurse Managed Health Center.

Graduation Rates

While a number of institutions are within striking distance of their benchmarks for six-year graduation rates, others are trailing their goals and especially those for African-American students. Among the initiatives that campuses have taken to address this issue are a comprehensive retention program, the establishment of a retention advisory board, creation of an academic skills center, early intervention efforts, freshman mentoring, increased interaction between students and faculty, required advising for students on academic probation, campus work opportunities for financially needy students, enhanced extracurricular offerings, and improved facilities.

Some institutions provided examples from *2002 Minority Achievement Report*. For example, participants in the Pre-College Summer Program at Coppin State College, which is funded by a Commission Access and Success grant, have achieved slightly higher second year retention rates than have all students.

Enrollment of African-American Undergraduates

As noted in *2002 Minority Achievement Report*, the proportion of African-American undergraduates has been flat or has declined at more than half of Maryland's "traditionally white" four-year colleges and universities during the past four years. As a consequence, these institutions will be challenged to meet their objectives in this area. In response, many campuses have adopted intensive recruitment campaigns. These include partnerships with community colleges, targeted mailings, high school bridge programs, mentoring, contacts with high school counselors, campus visits, and community outreach. Some campuses are considering the modification of admissions criteria to give greater weight to factors besides high school grade averages and standardized test scores.

Fundraising from Outside Sources

Several campuses have made little progress toward or remained far from their objectives with respect to funds raised in annual private giving. These institutions generally remained committed to their benchmarks, and some indicated that they intend to refocus and retool their fundraising capabilities. Fundraising struggles were tied to the general downturn in the economy and the corresponding reluctance of donors to make commitments during difficult times.

Cost Containment - All Public Colleges and Universities

Reporting on cost containment and internal reallocation activities was comprehensive and detailed at all institutions.

The public institutions were asked to report on significant cost containment actions adopted by the campus and the level of resources saved. Campuses were instructed that the information on cost containment had to include "detailed ways in which the institution has reduced waste, improved the overall efficiency of their operations, and achieved cost savings." Dollars amounts had to be attached to each specific effort. Examples were provided to demonstrate the type of reporting desired by the Commission staff.

Because of the interest in cost containment activities by members of the Commission and by legislators and their staff, a summary of the institutions' endeavors in this area is included in this report. Specific cost containment actions taken by the University System of Maryland, which submitted a consolidated report for its institutions, Morgan State University, St. Mary's College of Maryland, and all 16 community colleges were outlined.

The cost containment reporting in the current accountability cycle was commendable. All of the institutions which reported cost containment actions provided detailed descriptions and specific dollar amounts associated with their cost containment and internal reallocation activities.

Cost containment efforts by Maryland's public colleges and universities saved a total of $66.1 million in FY 2002. Examples of activities include energy management and conservation programs, reductions in staff positions and delay in filling vacancies, the hiring of new personnel at lower salaries, review of health insurance policies, competitive contracting and equipment purchases, partnerships with external entities, facilities efficiencies, reduction in utility and phone expenditures, administrative reorganization, outsourcing of services, deferred purchases, credit card initiatives, the use of computer technology to streamline operations, the use of distance learning technologies, the restriction of travel and meetings expenses, negotiation of better deals on purchases, and the use of web capabilities to cut paperwork.

COST CONTAINMENT ACTIVITIES

COST CONTAINMENT ACTIVITIES

COMMUNITY COLLEGES

Allegany College of Maryland

During fiscal year 2002, Allegany College received notification that its health insurance premiums would be increased for the next fiscal year. In order to reduce some of the impact to the operating budget, the College has increased the employees' share of health insurance premium participation for two-party and family plans from 11% to 12-15%. Although the overall cost of the College's health insurance plan is increasing for fiscal year 2003, the increase will be reduced by $15,000 by this measure. To reduce the health insurance increase further, we changed the co-pay maximum for in-network from $1,000 to $2,000, which saved nearly $42,000. During fiscal year 2002, the College purchased a new administrative server. The server was purchased with State IPT Grant money and since the new server is cheaper to maintain than the old server we will save $15,000 per year in maintenance expenses. The College also upgraded a wireless communications system to include the new Gateway Center. This system supports voice, video and data services to the remote locations plus it provides for our Internet connection. Installation of this system is saving about $12,000 per year in communications expenses. The Advancement Office contracts with Friends Aware Rehabilitation Services to help with bulk mailings; however, the office is now using work-study students more extensively in preparing smaller bulk mailing jobs. This effort saves approximately $2,000 per year. The Instructional Assistance Center recently reduced the number of printed copies of each student's placement assessment from three to one copy. Paper savings should be 9000 sheets annually at a savings of $110. Toner cartridge savings should be $195. Also, less storage space is needed in the Testing Office and Admissions/Registration.

Other cost containment measures totaling $134,890 included elimination and reduction in various employment contracts, and savings from retirements. Total savings $221,195.

Anne Arundel Community College

Anne Arundel Community College concentrates on sustaining its growth using an intricate balance between resource management and integrating a cost efficiency philosophy into all departments. The college continues to provide more courses, more programs and services to more students, in a greater variety of formats, at more times and in more locations with careful staff increases. In FY2002, the college saved over $2,990,000 through cost savings. Most of the savings were transferred to support instruction and academic support initiatives and operations.

In order to meet critical demands within current resources, the college initiated several costs saving strategies: contract savings for classroom equipment, Datatel system efficiencies, negotiated positions savings, renegotiated procurement contracts, centralizing of financial services, lapsing position as a strategy, new revenues from food and vending services, supplies contracts renegotiations, and energy contract consortium savings.

Baltimore City Community College

Baltimore City Community College saved $289,196 by reducing travel costs within the intercollegiate athletics program, reducing advertising of academic programs by expanding remaining advertising to include multiple programs in each advertisement, reduction and/or delay of development software training and maintenance, continued reduction of utility costs using automated monitoring system, reduction in personnel costs due to retirements, reallocation of construction technology funds to support program development, reallocation of athletics program fund in support of counseling initiatives, reallocation of marketing publications in support of website operations, and reallocation of printing costs to support marketing consultants.

Carroll Community College

In FY2002, the college experienced a revenue surplus of approximately $190,000 from what had been originally budgeted. This budget surplus was a result of credit enrollment exceeding projections. The college received authority to use these monies to fund the FY2003 operating budget.

Carroll Community College controls or avoids costs by reducing computer lab costs by taking advantage of educational discounts and competitive pricing below State-negotiated contracts, maintaining county contracts for building and grounds maintenance, receiving rebates from Baltimore Gas & Electric for thermal storage facility in the Learning Resource Center, contracting with third party vendor to offer a deferred payment program at no cost to the college, and utilizing the Maryland State Collection Agency to collect receivables. These initiatives resulted in a savings of $324,000.

Cecil Community College

As part of the annual budget development process, Cecil Community College identifies areas for cost savings and incorporates these savings into the budget request. In addition, throughout the year all College staff work to find and implement innovative cost savings measures that reduce operating expenses. In FY 2002 Cecil implemented $258,200 of cost saving measures through outsourcing facilities management and reduction of positions.

Chesapeake College

As part of the annual budget development process the College takes great care to delete funding that had been approved for one-time purchases and to re-allocate that funding for other priorities. In developing the FY 2002 operating budget, the College was able to re-allocate $26,457 that had been budgeted for one-time FY 2001 purchases for furniture, equipment and software to other priorities.

Significant cost containment actions adopted by the institution in FY 2002 include reduction in proportion of health benefits paid by the college, utility conservation, and installed environmental control system. These initiatives resulted in a savings of $75,150.

College of Southern Maryland

The significant cost containment actions adopted by the College of Southern Maryland in fiscal year 2002 included a negotiated lower-than-market interest rate for the purchase of administrative software to integrate student data, financial reporting, payroll, and financial aid functions of the college; the Facilities Department coordinated the move of personnel from the Campus Center into the newly renovated Administration Building without the use of contract movers or overtime; the college promoted competitive bidding on operational purchases; the college received services and cash from a software vendor totaling $11,000 to use for the purchase of technology for instructional and support functions; and the college accepted approximately $6,000 in cash and equipment donations from local businesses to support purchases of technology for instructional areas. These initiatives resulted in a savings of $134,000.

The Community College of Baltimore County

Significant cost containment actions taken at the Community College of Baltimore were mostly in the form of efficiencies gained by consolidation of the Campuses' records & registration, financial aid, and admissions departments under the central department of Strategic Enrollment Management; and the Chief Learning Officers Council (CLOC) were able to transfer faculty from campus to campus to meet course and student demand; vacant positions across the campuses and college-wide services were not immediately filled with the net effect of the lengthened vacancies resulting in a salary cost savings . These initiatives resulted in a savings of $635,000.

Frederick Community College

Frederick Community College adopted the following cost containment actions FY 2002: hiring freeze, technology consulting, mandated department savings, maintenance projects, special projects, and equipment. These initiatives resulted in a $260,000 savings.

Garrett College

Significant cost containment actions adopted by the Garrett Community College in FY 2002 include deferring increasing the pay scale for all employees, purchase of a college vehicle, hiring a DJJ director, hiring an additional maintenance person, and the purchase of document imaging equipment. These initiatives resulted in savings of $240,000.

Hagerstown Community College

Changes in staffing over the next three to five years through retirement, attrition, and modified institutional priorities are anticipated. These challenges will provide opportunities to reallocate resources if necessary.

Cost containment actions taken during FY 2002 as institutional priorities changed included reduction in institutional dues and memberships, reducing auditing fees, reducing salary line items to reflect lower replacement salaries for vacant positions, line items in Computer Networking Services adjusted based upon historical spending and completion of projects in FY01 that were anticipated for completion in FY 02, postage reduced based upon FY 01

spending patterns, and reduction in hospitality costs. These initiatives resulted in a savings of $73,294.

Harford Community College

The following cost containment efforts were introduced or continued in FY02. While the significant available-cash impact was primarily felt in the year of implementation, it is anticipated that there should be significant long-term impact to several of these practices as they are continued. Included outsource of custodial operations, security operations, and ground maintenance staff; hired new faculty at lower salaries than senior faculty being replaced, hired classified staff at or near entry-level salaries, continued to reduce part-time staff, and continued to manage hourly assignments more efficiently. These initiatives resulted in savings of $210,000.

Howard Community College

Howard Community College has adopted a number of initiatives to contain cost. Initiatives adopted by the College in FY02 include elimination of or reduction in unfilled positions, furniture and equipment reductions, conferences and meetings and special activities (money was reduced from the travel budgets totaling and special events for parents weekend were eliminated), Coca-Cola savings (the College negotiated a sponsorship program with Coca-Cola that will generate a $170,000 a year. These funds will be used to support new initiatives in the college such as our Children's Learning Center and will also help in the generation of scholarships), Foundation Scholarship Fund (each year the HCC Educational Foundation has made a commitment to fund scholarships for the college), Foundation Building Fund (the foundation has raised capital campaign funds, which are to be used for the construction of the college's new Arts and Humanities building. These funds will allow the college to offset the county's share of the local funding for capital projects on this project), and Instruction Building Funds (Howard County was unable to fully fund the computer needs in our new Instructional Building, which is scheduled to open in January 2003. To this end, the college froze budgets and significantly reduced spending the last two years to try to save funds for this building. It is anticipated that this freeze in spending will generate $1,000,000 by the end of FY02 to be utilized for computers, furniture and other equipment in the new building). These initiatives resulted in a savings of $1,335,674.

Montgomery College

Montgomery College has adopted a number of initiatives to contain costs. The College continues to delay hiring of essential replacement personnel by 6 weeks or more. The e College contracts out services where it improves customer service and saves time and money without sacrificing quality. For example, the College contracts out the cataloging of the library materials, processing of mailing grades, food service, and the archives function. The College also uses contractors in the technology field to pull cables, install hardware/software, perform inventories, computer repair, and manage the help desk. In the benefits areas, the College contracts out the medical assessment portion of its disability leave program.

The College is using its Web page capabilities for Creative Services to reduce paperwork, increase turnaround time, and streamline operations. Human Resources is also using web capabilities in the employment area to improve efficiency and save on printing costs. The Office

of Information Technology has improved collegewide communication and reduced costs with the use of the Internet.

The College is moving documents that were formally mailed from printed direct mail publications to web format. Saving in printed quantities realized a FY02 savings of $23,000 The Bookstore Services Web page provides access to booklists for courses offered at all three campuses as well as Continuing Education and distance learning courses. It also provides an order form so that textbooks may be ordered and shipped directly to students.

The College continues to be a leader in energy management and is committed to implementing cost effective and energy efficient designs for new and renovated buildings. The energy management program also provides guidance to College operations and maintenance staff on energy efficient plant operating procedures and practices.

Montgomery College continues to participate in countywide cooperative procurements of natural gas and electrical supply to keep costs down. A new gas supply agreement was approved for the period July 1, 2002 through June 30, 2003 and includes three optional 1-year renewals. Compared to last year's market prices, County agencies are estimating a cost avoidance of about $1.5 million. The electric supply agreement that was previously in effect (November 2000 through June 2002) was extended until May 2003. The College purchases Microsoft software and McAfee Antivirus software under the statewide MEEC contract. The College has purchased over 5,500 software licenses at educational pricing rates, reflecting discounts of 5% - 90% off of commercial, retail and wholesale prices. The College has the benefit of considerable cost savings each year through cooperative purchasing arrangements and purchasing from approved State, County and local government agency contracts. Cost containment savings $1,023,000.

Prince George's Community College

PGCC has consistently been among the most cost-efficient higher education institutions in Maryland. It has become an increasing challenge to reap savings comparable to past years. In fiscal year 2002, the college reorganized support positions in Finance Area, increased grant funding allowing faculty positions to be paid by grant, savings in maintenance supplies, and reduction in telephone costs. These initiatives have resulted in a savings of $375,000.

Wor-Wic Community College

During FY 2002, Wor-Wic Community College implemented a number of cost containment measures. A change in medical insurance coverage to Local Government Insurance Trust, merged copier contracts, reduced outside parking lot lighting with control devices, added booster pump and valves to existing air conditioning system to reduce electricity consumption, replaced fan motors with high energy motors and started using high efficiency air filters, installed split system air conditioner in copy room to reduce copier breakdown and increase output by 10 percent, and adopted a car rental plan to reduce costly reimbursement to employees for use of their personal vehicles during college travel. These initiatives resulted in a savings of $117,000.

COST CONTAINMENT ACTIVITIES: FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES

University System of Maryland

The overall goal is to report on initiatives that demonstrate how taxpayer or student costs are contained. Particular items are placed into one of four financial classes: cost savings, strategic reallocations, cost avoidance, and revenue.

USM has tried to be practical in terms of the scoring of results.

> **Cost savings:** An item is reported as cost savings only if the action represents a reduction in current operating expenses. For example, if a position is eliminated from an administrative function, it is scored. Alternatively, a salary saving associated with staff attrition – turnover savings is not counted.

> **Strategic reallocations:** A management led redirection of current resources toward a campus priority or critical need. For example, management may begin the working budget process by reducing a particular function(s) to prior resource levels. The function is than challenged to live within the reduced amount. The resulting savings are directed to a priority need.

> **Cost avoidance:** Items are somewhat subjective. Therefore, these actions require that two conditions be met before being scored. First, is that the potential "cost" is for demonstrable unmet need, and second is that the need be satisfied. Thus, a budget request item that fails to win approval is not scored as an avoided cost. On the other hand, most technology equipment that is donated is counted as an avoided cost to the State or to students – the need is apparent and the item is realized via the donation.

> **Revenue** enhancements are new funding streams. Tuition and/or fee charges are, of course, not included, while new or additional revenues related to an entrepreneurial activity are included. If additional revenue is created and used for a spending purpose, the amount falls into one of the previous categories discussed above.

As the performance of the Maryland economy has improved and greater priority is given to higher education, USM has moved from a restrained budget condition to one that supports programmatic improvement. The early part of the 90s was marked by a series of "cost containment initiatives" – actions to reduce programs and costs – to deal with the effect of the recession on State revenues. Cost containment results could be measured by the reduction in appropriations. During periods of increasing budgets, the measures of fiscal prudence may change.

In response to this change in the economic climate and to legislative advice and counsel following a joint hearing on cost containment held on November 5, 1997, USM developed a methodology to report the ongoing efforts to improve operations, reduce and avoid costs, and increase revenue. This expanded definition of cost containment is designed to conform to our interpretation of the "sense" of the joint committee. The information provided covers the efficiency efforts being taken for the period of July 1, 2001 through June 30, 2002.

General Categories of Efficiency

Following its initial data collection, USM attempted to group like activities within a limited number of basic categories. Institutions were then asked to identify campus initiatives that related to the specified categories using the examples from other institutions as context. The current list is displayed below:

- Business Process Reengineering
- Collaboration with Academic Institutions
- Competitive Contracting
- Credit Card Availability
- Distance Ed/Tech in Teaching/Libraries
- Energy Conservation Program
- Equipment & Land Acquisition/Donation
- Indirect Cost Recoveries

- Mandatory Reallocation Process
- Meeting Federal Requirements
- Partnership with External Entities
- Patents and Royalty Income
- Pro Bono Services
- Space & Building Efficiencies
- State Supported Revenue Expansion

With each additional year that the data is collected, more consistency is seen in the organization of the information along the categories displayed above. Each year also facilitates more cross-fertilization of ideas and processes that may serve to strengthen future initiatives. Institutions appear anxious to engage activities that are reflective of successes at other institutions. No new categories were added this year, but instead there is an increase in the cross-fertilization of ideas among the institutions.

Several common results can be found among the different institutions. One example is the continued efforts in business process reengineering. The institutions are continually striving in their efforts to streamline certain processes and reorganize departments. Reorganizing departments, an ongoing effort at most institutions, has resulted in enhanced services and salary savings. The partnership with external entities category showed the greatest increase in FY 2002. More of the institutions are looking to enter into partnerships with private companies as a method of funding certain projects, with the increase in FY 2002 related primarily to public/private partnerships for student housing. Also showing an increase in FY 2002 was the equipment/land acquisition or donation category. Institutions, particularly UMBC and UMCP, are increasing the amount of equipment they receive through donations. The energy contract at the UMCP continues to produce significant savings in FY 2002. The energy conservation category remains a cost savings method for most of the institutions. Eight of the institutions have implemented some type of energy conservation program. This may include contracts with companies to replace or improve HVAC systems, chillers or steam systems or the instillation of more efficient lighting systems. Two other major categories that not only showed an increase in

the amount saved but also in the number of institutions implementing the efficiency effort in FY 2002, are the Collaboration with Academic Institutions and the Meeting Federal Requirements.

Table 1 below summarizes the efficiency efforts by institution and financial class; the total value of these actions is approximately $56 million.

Table 1. University System of Maryland
FY 2002 Efficiency Initiatives by Financial Class
($ In Thousands)

	Financial Class				
Institution	Cost Savings	Strategic Reallocation	Cost Avoidance	Revenue	Total
Bowie State University	$398	$38	$79	$147	$ 662
Coppin State College	655	0	568	100	$1,323
Frostburg State University	1,342	512	297	114	$2,265
Salisbury State University	1,097	0	35	0	$1,132
Towson University	154	2,318	320	255	$3,047
University of Baltimore	410	850	300	0	$1,560
University of Maryland Baltimore County	1,553	2,054	871	242	$4,720
University of Maryland, College Park	15,756	663	1,428	9,880	$27,727
University of Maryland Eastern Shore	775	0	0	0	$ 775
University of Maryland University College	182	3,529	350	0	$4,061
University of Maryland, Baltimore	2,244	2,070	1,074	236	$5,624
UMBI	338	0	380	1,628	$2,346
UMCES	255	56	250	280	$ 841
Total	$25,159	$12,090	$5,952	$12,882	$56,083

Morgan State University

Due to the additional resource demands, the University continues to look for ways to improve efficiency, productivity and quality of its operation. The following are cost containment initiatives and their level of potential annual resources saved: reduction of regular positions, and utilization of in-house staff for space renovation. These initiatives resulted in a savings of $750,170.

St. Mary's College of Maryland

Significant cost containment initiatives adopted by St. Mary's College of Maryland for FY2002 included elimination of positions and reduction of baseline funding to various operating departments. These initiatives resulted in a savings of $738,960.

ONE PAGE PROFILES

ALL PUBLIC COLLEGES
AND UNIVERSITIES

ONE-PAGE PROFILES

This section contains one-page profiles for each community college and public four-year institution. These profiles present four years of trend data and benchmarks for key indicators, as well as a brief description of the mission and major characteristics of each campus. These profiles have been added to provide legislators and their staff with a means of grasping quickly the essence of each campus' progress on the most policy significant indicators.

Each profile contains a set of common indicators: 10 for the community colleges and 7 for the public four-year institutions. Emphasis was given to outcomes and outputs measures. These core indicators for the community colleges were chosen by the Maryland Community College Research Group and those for the public four-year campuses reflect the selection of an accountability workgroup consisting of the representatives from the public campuses, the Commission staff, and personnel from DLS and DBM. Each community college had the opportunity to add up to three institution-specific indicators, and each public four-year campus up to five. University of Maryland Baltimore and University of Maryland University College were invited to select an individualized set of indicators, reflecting their special missions.

These are the common indicators appearing in the profiles. Readers are encouraged to review the operational definition of these indicators in interpreting their meaning. These can be found in Volume 2 of the accountability report.

Community Colleges

1. Enrollment (credit and noncredit students)
2. Market share of county population
3. Second year retention rate
4. Transfer/graduation rate of all full-time students within four years
5. Transfer/graduation rate of minority full-time students within four years
6. Student satisfaction with goal achievement
7. Student satisfaction with transfer preparation
8. Student satisfaction with job preparation
9. Employer satisfaction with community college graduates
10. Minority student enrollment in comparison to service area population

Public Four-Year Institutions

1. Student satisfaction with job preparation
2. Student satisfaction with preparation for graduate/professional school
3. Six-year graduation rate of all students
4. Six-year graduation rate of African Americans
5. Second year retention rate of all students

6. Percent African American of all undergraduates
7. Employment rate of graduates

ALLEGANY COLLEGE OF MARYLAND

Allegany College of Maryland is a public two-year college that provides quality comprehensive educational programs, training, and services at reasonable cost. The convenient campus locations offer a comfortable environment that makes considerable use of high-tech equipment and state-of-the-art learning technologies, including distance learning.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	3,576	3,401	3,355	3,499	3,458
Noncredit students	9,065	6,946	6,464	7,442	7,479
Market share of county population	51.6%	49.0%	50.7%	51.7%	50.8%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	63.6%	61.6%	60.9%	63.9%	62.5%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	43.6%	37.5%	36.8%	39.8%	39.4%
Transfer/Grad rate of minority Students w/in four yrs	28.6%	23.9%	35.7%	44.5%	33.2%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	91%	82%	93%	96%	90%
Student satisfaction with transfer preparation	86%	72%	82%	82%	80%
Student satisfaction with job preparation	88%	92%	92%	77%	87%
Employer satisfaction with CC graduates	90%	85%	92%	87%	89%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	4.8%	4.4%	5.8%	6.3%	5.3%
Minority population of service area, 18 or older	6.3%	6.3%	6.3%	6.3%	

Campus-Specific Performance Indicator	FY 1999	FY 2000	FY 2001	FY 2002	Benchmark 2006
Tuition and fees as a % of tuition and fees at MD public four-year institutions	61.0%	59.6%	58.5%	55.6%	58.7%

	AY 1997-1998	AY 1998-1999	AY 1999-2000	AY 2000-2001	Benchmark 2004-2005
Academic performance at instituions of transfer: GPA after 1st year	2.65	2.81	2.86	2.69	2.75

ANNE ARUNDEL COMMUNITY COLLEGE

Committed to a 'Students First' philosophy, Anne Arundel Community College offers high quality, comprehensive learning opportunities and a wide array of student and community services responsive to the diverse needs of Anne Arundel County residents. Established in 1961, the college is a fully accredited, public two-year college with a rich tradition of community outreach and service. The college has the largest single campus enrollment among Maryland community colleges, is the second largest community college in the state and enrolls the largest percentage of Anne Arundel county undergraduates.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	17,253	18,126	18,375	17,256	20,800
Noncredit students	30,791	30,221	32,099	34,811	35,000
Market share of county population	60.2%	60.5%	58.7%	58.9%	60.0%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	68.6%	68.1%	69.1%	70.3%	71.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	37.9%	38.3%	33.6%	36.7%	37.0%
Transfer/Grad rate of minority students w/in four yrs	20.6%	27.7%	19.6%	25.9%	25.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	95%	96%	96%	94%	96%
Student satisfaction with transfer preparation	84%	82%	85%	81%	85%
Student satisfaction with job preparation	87%	86%	86%	85%	87%
Employer satisfaction with CC graduates	100%	93%	95%	96%	97%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	17.7%	18.2%	18.6%	21.1%	22.0%
Minority population of service area, 18 or older			14.5%	18.8%	

Campus-Specific Performance Indicator	AY 1997-1998	AY 1998-1999	AY 1999-2000	AY 2000-2001	Benchmark 2004-2005
Market share of recent public high school grads in cnty	64.4%	66.8%	66.3%	68.2%	66.0%
Academic performance at institutions of transfer: GPA after 1st year	2.73	2.68	2.80	2.84	2.80
Number of participants in contract training	36,705	44,609	42,180	47,527	45,000

BALTIMORE CITY COMMUNITY COLLEGE

The mission of Baltimore City Community College is to educate and train a world-class workforce for Baltimore. Serving more than 6,000 credit and 12,000 continuing education students, BCCC has the highest market share of Baltimore City residents enrolled in higher education in Maryland. The College offers 30 Associate degree programs, with special emphases in health, human services, and business, and eight Associate degree transfer programs. BCCC offers a multicultural, comprehensive educational experience, with programs offered at two main campuses and satellite locations throughout the City.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	8,014	8,724	8,866	8,767	9,230
Noncredit students	9,289	7,113	8,895	12,474	15,000
Market share of county population	29.8%	30.6%	30.4%	30.0%	32.0%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	56.5%	55.4%	45.0%	51.4%	60.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	17.3%	15.7%	13.1%	13.1%	18.0%
Transfer/Grad rate of minority Students w/in four yrs	15.7%	13.8%	11.0%	12.0%	18.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	88%		88%	90%	90%
Student satisfaction with transfer preparation	92%	93%	90%	79%	95%
Student satisfaction with job preparation	100%	98%	100%	81%	100%
Employer satisfaction with CC graduates	100%		100%	100%	100%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	89.7%	90.7%	91.0%	91.2%	90.0%
Minority population of service area, 18 or older					

CARROLL COMMUNITY COLLEGE

Chiseled above the college's main entrance are the words "Enter to Learn." This invitation captures the spirit and purpose of Carroll Community College. An open-admissions, learner-centered community college, Carroll provides the first two years of the baccalaureate degree; Associate degree and certificate programs in technical fields, specializing in computer/information technologies; and noncredit programs and courses for workforce development, continuing education, and personal and community enrichment.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	3,552	3,444	3,402	3,515	3,650
Noncredit students	6,605	6,897	7,581	7,688	9,000
Market share of county population	46%	45%	46%	47%	48%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	68%	69%	69%	68%	70%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	41%	35%	35%	40%	42%
Transfer/Grad rate of minority Students w/in four yrs	33%	29%	0%	15%	33%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	NA	93%	96%	99%	96%
Student satisfaction with transfer preparation	78%	76%	75%	70%	80%
Student satisfaction with job preparation	60%	95%	83%	100%	95%
Employer satisfaction with CC graduates	50%	89%	83%	100%	95%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	4.1%	3.9%	4.8%	5.5%	6.0%
Minority population of service area, 18 or older			4.6%		

Campus-Specific Performance Indicator	AY 1999-2000	Benchmark AY 2004-2005
Number of businesses and organizations served in contract training	76	100
Number of participants in contract training	5,663	6,000

	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark FY 2005
Enrollment in workforce development courses				6,907	7,500

CECIL COMMUNITY COLLEGE

Cecil Community College is a small, publicly funded, open-access institution which promotes educational, cultural and economic development in rural northeastern Maryland. The College offers high-quality transfer, career credit, and continuing education courses and programs which are designed for college preparation, acquisition and upgrading of employment skills, and personal enrichment.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	1,929	1,900	1,905	1,956	2,020
Noncredit students	5,161	5,142	4,660	4,885	4,963
Market share of county population	66%	66%	65%	65%	67%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	56%	54%	57%	54%	57%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	23%	32%	28%	27%	28%
Transfer/Grad rate of minority Students w/in four yrs	17%	14%	16%	22%	17%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	95%		94%	94%	90%
Student satisfaction with transfer preparation	90%	83%	73%	92%	80%
Student satisfaction with job preparation	88%	81%	88%	82%	86%
Employer satisfaction with CC graduates	100%	100%	94%	82%	90%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	5.1%	6.6%	7.5%	10.1%	5.5%
Minority population of service area, 18 or older				6.0%	

CHESAPEAKE COLLEGE

Chesapeake College, the first of three regional community colleges in the State, serves the learning needs of residents of five counties on the Upper Eastern Shore, an area comprising 20% of the State's land mass. Through its partnership with Caroline, Dorchester, Kent, Queen Anne's and Talbot counties, the College is uniquely situated to serve as a regional center for learning offering associate degree and certificate programs and collaborative initiatives with other educational institutions, health care providers, business and industry.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	2,946	3,016	3,083	2,997	3,414
Noncredit students	7,202	9,355	11,674	11,423	13,216
Market share of county population	57%	57%	55%	53%	58%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	69%	63%	62%	61%	65%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	39%	44%	34%	43%	42%
Transfer/Grad rate of minority Students w/in four yrs	25%	24%	31%	33%	27%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	91%	NA	96%	90%	95%
Student satisfaction with transfer preparation	89%	68%	78%	72%	78%
Student satisfaction with job preparation	82%	77%	90%	77%	83%
Employer satisfaction with CC graduates	90%	100%	100%	86%	95%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	17.0%	16.0%	18.0%	20.0%	20.0%
Minority population of service area, 18 or older			18.0%	18.0%	

Campus-Specific Performance Indicator	FY 1997	FY 1998	FY 1999	FY 2000	FY 2005 Benchmark
Senior adult enrollments in non-credit courses	2,929	5,781	7,733	7,927	7,800
Percentage of expenditures on instruction	52%	53%	55%	53%	57%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Percent career program graduates employed full-time in related areas	83%	83%	68%	84%	84%

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

The Community College of Baltimore County (CCBC) is a premier, learning-centered public single college, multi-campus institution that anticipates and responds to the educational, training, and employment needs of the community by offering a broad array of general education, transfer, and career programs, student support services, and economic and community development activities.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	27,476	26,948	26,685	26,606	28,000
Noncredit students	33,500	49,801	45,835	46,393	48,600
Market share of county population	50%	51%	49%	50%	52%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	65%	66%	59%	65%	67%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	30%	31%	27%	29%	31%
Transfer/Grad rate of minority Students w/in four yrs	21%	21%	18%	20%	25%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	94%	95%	96%	94%	95%
Student satisfaction with transfer preparation	82%	82%	78%	72%	82%
Student satisfaction with job preparation	75%	76%	72%	83%	85%
Employer satisfaction with CC graduates	94%	86%	94%	96%	95%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	27.0%	29.0%	30.0%	31.0%	33.0%
Minority population of service area, 18 or older			23.0%		

Campus-Specific Performance Indicator	FY 1999	FY 2000	FY 2001	FY 2002	Benchmark 2006
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	47.0%	47.0%	47.5%	48.2%	50.0%

	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2006
Percent minorities of full-time faculty	9.9%	11.4%	12.9%	13.3%	15.0%
Percent minorities full-time executive/managerial staff	18.7%	18.7%	22.0%	25.5%	28.0%

COLLEGE OF SOUTHERN MARYLAND

The College of Southern Maryalnd serves students intending to transfer to four-year colleges and those seeking immediate career entry. Students also attend CSM to upgrade job skills or for personal enrichment. The college operates two campuses in Charles County (La Plata, and Waldorf), and branch campuses in St. Mary's and Calvert counties. Twenty associates degree programs and over 15 certificate programs are offered.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	8,518	8,688	8,568	9,123	9,700
Noncredit students	7,432	7,581	7,445	7,949	7,825
Market share of county population	61%	58%	60%	59%	60%

	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	72%	68%	77%	68%	71%

	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	38%	48%	37%	43%	38%
Transfer/Grad rate of minority Students w/in four yrs	42%	34%	21%	26%	25%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	98%	94%	98%	91%	95%
Student satisfaction with transfer preparation	69%	68%	80%	80%	81%
Student satisfaction with job preparation	85%	78%	84%	71%	82%
Employer satisfaction with CC graduates	98%	Missing	100%	83%	96%

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	19.1%	21.6%	23.5%	25.0%	24.0%
Minority population of service area, 18 or older			22.0%		

Campus-Specific Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	FY 2006 Benchmark
Tuition and fees as a % of tuition and fees at MD public four-year institutions	57.0%	58.5%	54.2%	55.2%	58.0%

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2005 Benchmark
Passing rate: NCLEX - First time testing (MD Board of Nursing)	85%	90%	94%	94%	92%
Percentage of expenditures on instruction	39%	41%	44%	46%	48%

FREDERICK COMMUNITY COLLEGE

Frederick Community College prepares about 12,000 students in credit or non-credit courses each year to meet the challenges of a diverse, global society through quality, accessible, innovative, life-long education. The college is a student-centered, community focused college. Frederick Community College offers degrees, certificates, and programs for workforce preparation, transfer, and personal enrichment programs to enhance the quality of life and economic development of our area.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	6,578	6,757	6,942	7,098	7,636
Noncredit students	5,655	6,286	7,426	8,090	9,357
Market share of county population	62%	61%	59%	61%	61%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	66%	71%	69%	70%	71%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	43%	40%	41%	38%	41%
Transfer/Grad rate of minority Students w/in four yrs	30%	30%	19%	31%	41%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement		93%	95%	96%	95%
Student satisfaction with transfer preparation	88%	83%	79%	88%	85%
Student satisfaction with job preparation	85%	88%	86%	83%	88%
Employer satisfaction with CC graduates	100%	100%	100%	100%	100%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	13.3%	15.0%	16.5%	16.6%	19.0%
Minority population of service area, 18 or older			10.8%	10.8%	

GARRETT COLLEGE

Garrett Community College is a small rural campus in the mountains of Western Maryland overlooking Deep Creek Lake and the Wisp Resort area. Students receive personalized instruction in small classes. The college offers two year associate degree transfer and career entry programs, one year certificate programs and continuing education courses.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	967	849	864	874	909
Noncredit students	1,884	1,799	2,150	2,209	2,200
Market share of county population	53%	54%	54%	53%	54%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	53%	56%	65%	62%	60%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	30%	30%	29%	35%	32%
Transfer/Grad rate of minority Students w/in four yrs	9%	14%	0%	8%	12%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	97%	96%	91%	88%	90%
Student satisfaction with transfer preparation	71%	67%	85%	75%	75%
Student satisfaction with job preparation	70%	100%	78%	69%	75%
Employer satisfaction with CC graduates	100%	100%	100%	100%	90%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	3.9%	4.7%	4.5%	5.4%	2.0%
Minority population of service area, 18 or older			1.0%		

Campus-Specific Performance Indicator	AY 1997-1998	AY 1998-1999	AY 1999-2000	AY 2000-2001	Benchmark 2004-2005
Market share of recent public high school grads in cnty	52%	57%	58%	61%	58%
Academic performance at instituions of transfer: GPA after 1st year	2.85	2.82	2.94	2.90	2.87

	FY 1999	FY 2000	FY 2001	FY 2002	Benchmark 2006
Tuition and fees as a % of tuition and fees at MD public four-year institutions	56%	54%	53%	54%	53%

HAGERSTOWN COMMUNITY COLLEGE

Dedicated to learning and student success, Hagerstown Community College (HCC) provides career, transfer, and certificate programs, as well as opportunities for lifelong learning. As a leader in its region's economic development, HCC offers many diverse non-credit training options and partnerships with government, business and industry.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	4,045	3,756	3,755	3,747	4,200
Noncredit students	6,685	7,867	8,555	9,282	10,270
Market share of county population	57.0%	60.0%	60.0%	60.0%	61.0%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	63.0%	64.0%	65.0%	62.0%	64.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	38.0%	35.0%	51.0%	42.0%	42.0%
Transfer/Grad rate of minority Students w/in four yrs	23.0%	27.0%	39.0%	24.0%	28.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	95.0%	95.0%	95.0%	93.0%	95.0%
Student satisfaction with transfer preparation	66.0%	75.0%	85.0%	83.0%	85.0%
Student satisfaction with job preparation	91.0%	86.0%	77.0%	68.0%	80.0%
Employer satisfaction with CC graduates	92.0%	81.0%	100.0%	100.0%	95.0%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	10.0%	10.0%	10.0%	9.0%	11.0%
Minority population of service area, 18 or older			10.5%	10.5%	

Campus-Specific Performance Indicator	1993 Cohort	1994 Cohort	1995 Cohort	1996 Cohort	Benchmark 2001
Percent of students transferring to Maryland public four-year institutions	20.0%	19.0%	23.0%	17.0%	21.0%

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2005 Benchmark
Senior adult enrollment in non-credit courses	2,369	2,467	2,907	3,640	4,000

HARFORD COMMUNITY COLLEGE

Harford Community College is fully a accredited, open-admission two year community college offering a wide variety of majors and career training. Over 17,000 Harford county residents take credit and noncredit classes each semester. The 211 acre campus includes 15 academic and administrative buildings with facilities including networked computer labs, a radio and TV studio, library, 350 seat theater, and an Apprenticeship and Training Center.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	6,526	6,775	6,629	6,817	6,800
Noncredit students		16,268	14,950	15,096	17,000
Market share of county population	56%	56%	56%	57%	56%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	69%	67%	67%	68%	68%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	35%	33%	39%	37%	36%
Transfer/Grad rate of minority Students w/in four yrs	25%	15%	22%	18%	30%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	94%	93%	94%	94%	95%
Student satisfaction with transfer preparation	76%	80%	83%	81%	80%
Student satisfaction with job preparation	86%	82%	68%	78%	85%
Employer satisfaction with CC graduates	95%	100%	95%	100%	95%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	14%	13%	14%	14%	14%
Minority population of service area, 18 or older			13%	13%	

HOWARD COMMUNITY COLLEGE

Howard Community College creates an environment that inspires learning and the lifelong pursuit of personal and professional goals. The college provides open access and innovative learning systems to respond to the ever-changing needs and interests of a diverse and dynamic community. As a vital partner, HCC is a major force in the intellectual, cultural and economic life of its community.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	7,786	7,902	7,992	8,406	9,462
Noncredit students	13,399	12,513	12,766	12,568	13,530
Market share of county population	44.2%	44.2%	45.5%	44.0%	45.5%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	69.9%	67.1%	67.9%	71.8%	68.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	36.5%	37.9%	34.0%	37.0%	37.3%
Transfer/Grad rate of minority Students w/in four yrs	27.0%	27.3%	28.6%	32.8%	34.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	92.9%		98.3%	96.4%	98.3%
Student satisfaction with transfer preparation	83.6%	78.8%	80.7%	82.4%	83.0%
Student satisfaction with job preparation	78%	82%	85%	84%	86%
Employer satisfaction with CC graduates	87%	82%	100%	91%	90%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	27.9%	28.2%	28.9%	29.9%	29.0%
Minority population of service area, 18 or older	23.2%	23.9%	22.3%	22.3%	n/a

MONTGOMERY COLLEGE

Montgomery College is dedicated to *Changing Lives, Enriching Our Community,* and *Holding Ourselves Accountable.* With three campuses and two major business and community Workforce Development and Continuing Education sites, the College continues to grow, annually serving over 32,000 credit students and more than 12,000 Workforce Development and Continuing Education students. While Montgomery County's population is quite diverse, Montgomery College's credit student body is even more diverse - 25% Black, 17% are Asian, 12% are Hispanic, and 45% are White. Students from 168 foreign countries comprise 32% of the students.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	30,099	30,722	32,159	33,198	36,000
Noncredit students	9,740	10,742	12,072	13,227	19,896
Market share of county population	55.3%	54.8%	53.9%	54.5%	55.0%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	65.3%	66.0%	64.7%	68.9%	66.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	29.2%	32.4%	30.9%	27.3%	33.5%
Transfer/Grad rate of minority Students w/in four yrs	25.8%	31.0%	29.8%	23.9%	33.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement		94%	97%	96%	95%
Student satisfaction with transfer preparation	81.7%	83.0%	78.8%	79.0%	85%
Student satisfaction with job preparation	86%	90%	93%	76%	90%
Employer satisfaction with CC graduates	99%	98%	100%	83%	95%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	45.7%	48.4%	48.6%	50.3%	50.0%
Minority population of service area, 18 or older			31.7%		

PRINCE GEORGE'S COMMUNITY COLLEGE

Prince George's Community College is among the largest community colleges in Maryland, serving over 30,000 credit and non-credit students each year. The college provides over 60 credit programs designed to prepare students to transfer to four-year colleges and universities or to help students develop in their chosen career field. In addition to day and evening courses, the college offers courses on weekends and at extension centers throughout the county as well as an ever-increasing number of online courses and degree programs.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	18,003	18,253	18,025	17,757	21,904
Noncredit students	19,006	16,569	17,100	18,481	19,883
Market share of county population	43.6%	42.5%	40.6%	40.0%	45.6%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	63.4%	60.5%	60.0%	60.2%	73.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	24.2%	21.5%	28.5%	23.1%	35.0%
Transfer/Grad rate of minority Students w/in four yrs	19.1%	17.1%	24.7%	22.1%	33.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement		99%	97%	95%	100%
Student satisfaction with transfer preparation	75%	89%	76%	85%	90%
Student satisfaction with job preparation	99%	99%	97%	70%	100%
Employer satisfaction with CC graduates	100%	92%	100%	100%	100%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	79.0%	81.0%	83.0%	83.0%	73.0%
Minority population of service area, 18 or older				73.0%	

Campus-Specific Performance Indicator	AY 1997-1998	AY 1998-1999	AY 1999-2000	AY 2000-2001	Benchmark 2004-2005
Market share of recent public high school grads in cnty	47.0%	47.1%	47.0%	48.8%	56.4%

	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001 Cohort
Four-year transfer/graduation rate of full-time minority students at out-of-state four-year institutions	9.4%	8.2%	10.7%	9.4%	12.0%
Four-year transfer/graduation rate at out-of-state four-year institutions of full-time students	11.3%	9.5%	12.3%	10.5%	14.0%

WOR-WIC COMMUNITY COLLEGE

Wor-Wic is a comprehensive community college serving the residents of Worcester, Wicomico and Somerset counties on Maryland's Lower Eastern Shore. The college provides quality transfer and career credit programs as well as community and continuing education courses that promote workforce development. Wor-Wic encourages access by collaborating with local secondary schools and universities and maintaining cooperative relationships with area businesses.

Performance Indicator	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2004-2005
Enrollment:					
Credit students	2,753	2,834	2,857	3,280	3,850
Noncredit students	5,997	6,395	6,464	7,042	7,000
Market share of county population	46.0%	47.0%	48.0%	51.0%	52.0%

Performance Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	Benchmark 2004
Second year retention rate	56.0%	65.0%	62.0%	67.0%	68.0%

Performance Indicator	1994 Cohort	1995 Cohort	1996 Cohort	1997 Cohort	Benchmark 2001
Transfer/Graduation rate within four years	36.0%	36.0%	37.0%	33.0%	38.0%
Transfer/Grad rate of minority Students w/in four yrs	42.0%	31.0%	10.0%	19.0%	28.0%

Performance Indicator	1994 Follow-up Survey	1996 Follow-up Survey	1998 Follow-up Survey	2000 Follow-up Survey	2006 Benchmark
Student satisfaction with goal achievement	94%	94%	96%	96%	95%
Student satisfaction with transfer preparation	82%	100%	90%	100%	90%
Student satisfaction with job preparation	90%	90%	94%	84%	90%
Employer satisfaction with CC graduates	93%	100%	100%	96%	95%

Performance Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Benchmark Fall 2005
Minority student enrollment in comparison to service area population	22.0%	25.0%	24.0%	27.0%	23.0%
Minority population of service area, 18 or older			23.0%		

Campus-Specific Performance Indicator				FY 2001	Benchmark 2005
Employer/Organization satisfaction with community college contract training				100%	95%

	FY 1998	FY 1999	FY 2000	FY 2001	Benchmark 2005
Passing rate: Licensed Practical Nurse	100%	100%	100%	94%	95%
Passing rate: Radiologic Tech, AART	100%	100%	100%	100%	95%

BOWIE STATE UNIVERSITY
2002 Accountability Profile

Bowie State University (BSU), an historically black institution established in 1865, is a regional university offering a comprehensive array of baccalaureate programs and selected professionally-oriented master's programs. BSU serves both commuting and residential residents.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	98%	99%	95%	*	90%
Student satisfaction with grad/prof school prep.	97%	96%	96%	*	95%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	2004 Benchmark
Six year graduation rate of all students	38%	34%	42%	41%	50%
Six year graduation rate of African Americans	38%	35%	43%	42%	50%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2004 Benchmark
Second year retention rate	71%	73%	71%	73%	80%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	85%	86%	87%	88%	88%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	*	*	*	*	*

data not supplied by BSU

COPPIN STATE COLLEGE
2002 Accountability Profile

Coppin State College (CSC), an historically black institution, offers selected baccalaureate and master's programs in the liberal arts and sciences, human services, and teacher education. Dedicated to excellence in teaching, Coppin focuses on the needs of inner-city sciences, human services, and teacher education. Dedicated to excellence in teaching, Coppin focuses on the needs of inner-city minority and economically disadvantaged students.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	96%	97%	91%	96%	97%
Student satisfaction with grad/prof school prep	100%	96%	93%	95%	97%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	2004 Benchmark
Six year graduation rate of all students	21%	19%	25%	26%	35%
Six year graduation rate of African Americans	22%	20%	26%	27%	35%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2004 Benchmark
Second year retention rate	76%	76%	73%	77%	75%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	95%	93%	97%	89%	90%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	91%	94%	91%	88%	97%

Frostburg State University (FSU) is a largely residential, regional university offering a comprehensive array of baccalaureate and master's programs with special emphasis on education, business, environmental studies, and the creative and performing arts.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	97%	90%	97%	94%	97%
Student satisfaction with grad/prof school prep	95%	88%	98%	93%	98%

Indicator	1992 Cohort	1993 Cohort	1994 Cohort	1995 Cohort	2004 Benchmark
Six year graduation rate of all students	63%	57%	60%	59%	50%
Six year graduation rate of African Americans	45%	47%	39%	45%	50%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2004 Benchmark
Second year retention rate	77%	77%	78%	75%	80%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	10%	11%	12%	13%	13%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	92%	95%	98%	95%	98%

SALISBURY UNIVERSITY
2002 Accountability Profile

Salisbury University (SU) serves the Eastern Shore of Maryland by providing a traditional liberal arts and sciences curriculum, as well as undergraduate, pre-professional and graduate programs for the region's teachers, administrators, and business leaders.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	92%	93%	93%	92%	94%
Student satisfaction with grad/prof school prep	95%	98%	100%	98%	98%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	69%	66%	71%	74%	70%
Six year graduation rate of African Americans	61%	52%	60%	61%	61%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	85%	84%	84%	86%	87%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	9%	8%	7%	8%	10%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	95%	94%	96%	96%	95%

TOWSON UNIVERSITY
2002 Accountability Profile

Towson University (TU), the largest university in the Baltimore metropolitan region, serves both residential and commuter students. TU provides a broad range of undergraduate programs in both the traditional arts and sciences and in applied professional fields, as well as selected master's-level programs.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	85%	86%	91%	95%	91%
Student satisfaction with grad/prof school prep	96%	96%	99%	94%	91%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	63%	62%	59%	65%	65%
Six year graduation rate of African Americans	50%	49%	49%	45%	51%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	84%	86%	83%	85%	87%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	10%	10%	10%	10%	11%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	91%	94%	94%	90%	91%

Campus-Specific Indicators	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second Year retention rate of African-American	82%	86%	87%	89%	89%

UNIVERSITY OF BALTIMORE
2002 Accountability Profile

The University of Baltimore (UB) provides career-oriented education at the upper division bachelor's, master's, and professional levels, offering degree programs in law, business, public administration, and related applications of the liberal arts.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	79%	87%	91%	87%	90%
Student satisfaction with grad/prof school prep	97%	100%	100%	97%	90%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	*	*	*	*	*
Six year graduation rate of African Americans	*	*	*	*	*

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	*	*	*	*	*

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	29%	31%	31%	33%	32%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	97%	94%	96%	93%	82%

Not applicable to UB

UNIVERSITY OF MARYLAND, BALTIMORE
2002 Accountability Profile

The University of Maryland, Baltimore (UMB) comprises six professional schools that provide training in dentistry, law, medicine, nursing, pharmacy, and social work. UMB also offers combined graduate degree programs with other Baltimore-area institutions and serves as the hub of the region's leading collaborative biomedical research center.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with programs (Nursing only)	91%	95%	93%	95%	

Indicator	1998	1999	2000	2001	2004 Benchmark
Graduation Rates					
School of Dentistry	92%	92%	95%	95%	
School of Law	92%	92%	92%	94%	
School of Medicine	97%	95%	97%	97%	
School of Nursing	92%	90%	92%	92%	
School of Pharmacy	90%	97%	97%	97%	
School of Social Work	98%	98%	98%	98%	

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American	20%	22%	24%	25%	

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	*	*	90%	90%	

Campus-Specific Indicators	1998	1999	2000	2001	Benchmark
Licensure Exam Pass Rate					
Dental (NERB, Rank/Total)	*	10/22	5/21	at median	above median
Dental (NBDE I, MD/Natl. Mean)	*	86.2/85.7	86.8/86.0	above mean	above mean
Dental (NBDE II, MD/Natl. Mean)	*	81.6/80.7	82.5/82.2	above mean	above mean
Law	69%	69%	79%	above mean	above mean
Medicine (USMLE-2)	93%	93%	94%	94%	94%
Nursing (NCLEX-RN)	81%	85%	93%	93%	88%
Pharmacy (NAPLEX)	100%	100%	100%	100%	100%
Social Work (LCSW)	98%	98%	98%	98%	98%
Number of refereed publications per full-time faculty	5	3.1	2.1	2.5	6.2
Grant/contract awards ($M)	$165.3	$203.9	$255.1	$304.3	$254.9
Number technology liscenses issued per year	8	5	9	5	9

data not supplied by UMB

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2002 Accountability Profile

The University of Maryland Baltimore County (UMBC) offers undergraduate, master's, and doctoral programs in the arts and sciences and engineering. Within a strong interdisplinary framework, UMBC programs link the cultures of the sciences, social sciences, visual and performing arts and humanities, and the professions.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	93%	97%	97%	92%	93%
Student satisfaction with grad/prof school prep	99%	98%	99%	97%	99%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	57%	60%	59%	60%	65%
Six year graduation rate of African Americans	53%	60%	63%	62%	65%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	84%	84%	82%	82%	85%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	16%	16%	16%	16%	18%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	87%	88%	85%	80%	86%

UNIVERSITY OF MARYLAND, COLLEGE PARK
2002 Accountability Profile

The University of Maryland, College Park (UMCP), a comprehensive public research university, is the flagship institution of USM and Maryland's 1862 land grant institution. UMCP offers baccalaureate, master's, and doctoral programs in the liberal arts and sciences, social sciences, the arts, and selected professional fields. UMCP also serves the state's agricultural, industrial, and commercial communities, as well as school systems, governmental agencies, and citizens.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	87%	91%	89%	98%	90%
Student satisfaction with grad/prof school prep	95%	96%	98%	96%	90%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	64%	63%	64%	69%	70%
Six year graduation rate of African Americans	46%	52%	48%	57%	60%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	88%	90%	91%	92%	92%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	14%	14%	13%	12%	15%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	87%	87%	87%	84%	90%

UNIVERSITY OF MARYLAND EASTERN SHORE
2002 Accountability Profile

University of Maryland, Eastern Shore, an historically black institution, offers baccalaureate programs in the liberal arts and sciences and in career fields with particular relevance to the Eastern Shore in keeping with its 1890 land-grant mandate, as well as selected programs in master's and doctoral levels.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	89%	89%	90%	92%	95%
Student satisfaction with grad/prof school prep	80%	80%	80%	83%	87%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	35%	40%	41%	47%	50%
Six year graduation rate of African Americans	41%	43%	42%	44%	45%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	82%	76%	82%	82%	85%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	79%	80%	79%	78%	79%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	*	*	*	*	*

data not supplied by UMES

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2002 Accountability Profile

The University of Maryland University College (UMUC) serves primarily working adults enrolled part-time in a broad range of undergraduate and graduate programs delivered online and on sites conveniently located throughout Maryland. UMUC also extends it programs throughout the Nation and the world.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	97%	97%	96%	99%	95%
Student satisfaction with grad/prof school prep	97%	98%	100%	98%	95%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	28%	30%	31%	31%	31%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	98%	96%	96%	94%	95%

Campus-Specific Indicators	1999	2000	2001	2002	2004 Benchmark
Number online enrollments/registrations	14,553	31,000	50,301	71,542	86,920
Number off-campus/distance ed enrollments/registrations	29,897	37,849	51,140	61,786	72,000
Number of Baccalaureat Graduates of IT Programs	610	701	769	829	

* data not supplied by UMUC

MORGAN STATE UNIVERSITY
2002 Accountability Profile

Morgan State University is a teaching institution serving the Baltimore metropolitan area. MSU offers bachelors, master's, and doctoral degrees and gives emphasis to programs in education, business, engineering, and the sciences. Admissions policies target students who rank at the 60th percentile or higher in their graduating class.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	92%	100%	96%	95%	100%
Student satisfaction with grad/prof school prep	100%	100%	97%	98%	100%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	40%	43%	41%	40%	45%
Six year graduation rate of African Americans	41%	43%	42%	40%	45%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	76%	74%	73%	74%	80%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	95%	94%	92%	91%	88%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	88%	88%	88%	87%	90%

Campus-Specific Indicators	1998	1999	2000	2001	2004 Benchmark
Percent Other Race of total enrollment	5%	6%	8%	10%	12%
Number partnerships with public schools	25	30	34	33	50
Funding from grants/contracts for student research opps	$1.7m	$2.7m	$2.7m	$2.9m	$2.1m
Number of Doctoral Degrees Awarded	5	11	3	13	25
FTE Student-to-authorized faculty ratio	18:1	18:1	17:1	17:1	15:1

ST. MARY'S COLLEGE OF MARYLAND
2002 Accountability Profile

St. Mary's College of Maryland is the state's public honors college serving a statewide constituency. St. Mary's offers bachelors degrees and emphasizes the liberal arts. Admissions policies target students in the top quartile of their graduating class.

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Student satisfaction with job preparation	96%	93%	97%	99%	96%
Student satisfaction with grad/prof school prep	100%	97%	94%	97%	99%

Indicator	1991 Cohort	1992 Cohort	1993 Cohort	1994 Cohort	2004 Benchmark
Six year graduation rate of all students	72%	67%	72%	81%	76%
Six year graduation rate of African Americans	71%	72%	65%	73%	72%

Indicator	1996 Cohort	1997 Cohort	1998 Cohort	1999 Cohort	2004 Benchmark
Second year retention rate	86%	85%	82%	88%	90%

Indicator	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Benchmark
Percent African-American of all undergraduates	10%	10%	8%	8%	11%

Indicator	1996 Follow-Up Survey	1997 Follow-Up Survey	1999 Follow-Up Survey	2001 Follow-Up Survey	2004 Benchmark
Employment rate of graduates	97%	96%	96%	85%	98%

Campus- Specific Indicators	1998	1999	2000	2001	2004 Benchmark
Four-year graduation rate	59%	71%	67%	63%	70%
Four-year graduation rate of all minorities	47%	60%	60%	52%	63%
Four-year graduation rate of Afr-Am	43%	63%	54%	44%	63%
Graduate/professional school going rate (within one year)	35%	30%	29%	30%	35%
Graduate/professional school going rate (within five years)	NA	54%	54%	59%	55%