



LEGISLATIVE ACTION

2007 Performance Accountability Report Maryland Public Colleges and Universities

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MARYLAND HIGHER EDUCATION COMMISSION
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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, including in each of the past six years.

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, which revised their approach in 2006, use 32 standard "mission/mandate" driven performance measures. These indicators are categorized as follows: student characteristics (descriptive only), accessibility and affordability, quality and effectiveness, diversity, economic growth and vitality and workforce development, community outreach and impact, and effective use of public funding. 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 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 12th 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.
- the responses of the public colleges and universities to questions raised by the Commission staff about their progress toward benchmarks on selected measures and objectives.
- one-page profiles for each public college and university containing a short campus description and data and benchmarks on key indicators.

Volume 2

- 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 (four-year institutions) as well as the goals applicable to the respective institutions in the *2004 State Plan for Postsecondary Education*. 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 latest student learning outcomes assessment reports, which examined the impact which these activities have had on the improvement of education, were presented to the Commission in September 2007. The Commission received a status report on minority achievement in September 2005; it provided updates to the strategies adopted in the campuses' minority achievement action plans. 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 15 measures, Morgan State University has 14, and St. Mary's College of Maryland has 30. The Commission presented reports to the General Assembly in each of the past seven years examining the comparative performance of the USM campuses and Morgan on the indicators. These reports are provided separately to the performance accountability report.

Commission Assessment of the Institutional Performance Accountability Reports

The assessment in this year's report focuses again on the accountability issues that mirror the goals in the state plan: quality and effectiveness, access and affordability, diversity, a student-centered learning system, and economic growth and vitality. It examines, for the community colleges and public four-year campuses respectively, the performance measures and objectives whose achievement will advance the implementation of the state plan and describes the steps that the institutions have taken or plan to take.

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

Community Colleges

The accountability reports submitted by the community colleges were excellent overall – among the best that have been done by the two-year institutions. The quality of the reports has been consistently good across this sector in recent years.

The institutional analyses of the colleges contained all of the required elements including a detailed discussion of how they had performed in the various “mission/mandate” driven categories and how their institution had contributed to the implementation of the state plan. The descriptions of community impact and outreach were similarly extensive.

The performance of the community colleges on indicators in certain areas are directly related to goals and action recommendations in the state plan. These include credit enrollment growth, participation in on-line courses, degree progress of students and especially the disadvantaged and individuals requiring remedial education, transfer preparation, and workforce development.

Credit enrollments at Maryland community colleges have risen a modest 3.0 percent over the past two years. In order to increase their attendance more, colleges are arranging dual enrollment agreements with local public school systems, entering new articulation agreements with four-year institutions, creating scholarships and support services for adult learners, and enhancing their admissions, marketing and recruitment approaches.

Nearly 40 percent of credit enrollments in distance learning classes in Maryland are at a community college, and the growth appears to be accelerating. In response to the demand, community colleges are developing more on-line courses as well as hybrid offerings that blend electronic and classroom instruction.

A key feature of the community college accountability report is a “degree progress analysis” which measures the “successful persister” rate and the graduation/transfer rate after four years based on students’ preparation for college at entry. College ready students and those who had taken and completed remedial courses had very similar successful persister rates and graduation/transfer rates in the two most recent cohorts. But students who had not completed all prescribed remedial courses performed considerably less well. These results have prompted many community colleges to take initiatives to improve the prospects for students requiring remediation, including a review of courses, adoption of new tests and cut-off scores, additional research, stress on the importance of completing remedial requirements early, increased collaboration with public schools, faculty training, and mentoring programs. Community colleges also are providing additional, often intensive and individualized, support services to low income, first generation, or disabled students to strengthen their chances of success.

A substantial majority of Maryland community college transfer students have rated highly the quality of the transfer preparation they received, but the percentages have slipped a bit in the latest survey. Actions taken by community colleges to improve the readiness of students for four-year institutions include partnerships with and tours of these campuses, workshops and transfer awareness weeks, guides and resource materials, creation of staff positions dealing with articulation issues, faculty training, examination of advising services, and help with application forms.

One third of the benchmarked indicators in the community college accountability process deal with economic growth and vitality. One theme in this year's reports was efforts to address critical workforce shortage areas. The community colleges reported that they have increased enrollments and degrees awarded, introduced new courses, and worked to help their graduates pass the licensure exams. Three of the measures track the progress of the colleges in the area of customized workforce training. For the second straight year, there was a drop at a majority of the colleges in the number of business organizations served. This phenomenon was attributed to the completion of contracts, reductions in training funds, the economic slowdown, and the elimination by campuses of high cost programs.

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

The accountability reports submitted by the public four-year colleges and universities were satisfactory overall. Some reports were stronger than others in terms of the amount of detail and quality of analysis provided in their institutional assessment. Readers can observe these differences in Vol. 2 of the report.

All reports contained all the required components, although some campuses did not discuss their accountability/MFR objectives in the context of the state plan. A particularly outstanding report was prepared by University of Maryland Eastern Shore.

The accountability issues emphasized by the public four-year colleges and universities coincided most closely with the goals and action recommendations of the state plan in these areas: recruitment of racial/ethnic minorities and particularly African Americans by "traditionally white institutions"; retention and graduation rates especially among African Americans; efforts to address the State's critical workforce shortage areas, notably teachers, nurses, and those in the STEM (science, technology, engineering, and mathematics) fields; and the use of distance learning technologies.

Minorities in general and African Americans in particular constitute a larger portion of the undergraduates at Maryland public four-year campuses than they do of the State's adult population. Nearly half (49 percent) of the African American undergraduates enrolled in the public four-year sector in Maryland in 2006 were at an historically black institution, while 28 percent were attending a traditionally white campus and 23 percent were enrolled at University of Maryland University College. African Americans constituted 13 percent of the undergraduates at the traditionally white institutions combined and at University of Maryland College Park. The public four-year institutions discussed in their accountability reports, as they did in the latest Minority Achievement Report and for the Committee I report to the U.S. Office for Civil Rights, their efforts to boost the enrollment of racial/ethnic minorities and especially African Americans.

All of the public four-year colleges and universities which admit large numbers of full-time freshmen have adopted benchmarked objectives related to the second year retention and six-year graduation rates. In their accountability reports, several campuses described endeavors to determine the reasons for the drop in the percentage of new full-time freshmen who return for a second year of study, which was the lowest in 11 years in the most recent cohort. Others discussed the actions they have initiated to improve the persistence and completion of students.

All of the public four-year colleges and universities that offer teacher preparatory programs have adopted accountability objectives that track their progress in contributing to the supply of new educators in Maryland. Similarly, all of the campuses that have programs in nursing and many of those with programs in information technology have objectives gauging their performance in serving the workforce in these areas. Success has been mixed. The number of teacher candidates prepared by Maryland colleges and universities has increased in the past four years to 2,576 in 2004-2005, but this figure still trails the peak reached in the late 1990s. A large number of campuses described steps they had taken to increase the number of teacher candidates and certified teachers and to strengthen the professional qualifications of those who were already enrolled. The number of nursing graduates from Maryland campuses has risen by 43 percent in the past four years, but the quantity will not satisfy the need. The number of graduates in STEM fields is 28 percent higher at Maryland campuses than it was five years earlier, and several campuses are taking steps to improve the attractiveness of information technology for which demand imploded after the "dot com" bust earlier this decade.

Outside of UMUC, Maryland's public four-year institutions offer only a fraction of the on-line courses available in the State, and they represent a relatively small amount of the students enrolled. But several campuses outlined initiatives in their accountability reports that they are taking to make online education more available to their students.

Cost Containment – All Public Colleges and Universities

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

All but one public institution provided detailed descriptions and specific dollar amounts showing how they have reduced waste, improved the overall efficiency of their operations and achieved cost savings. The cost containment efforts can be categorized as savings related to staffing, reductions in overhead, greater reliance on technology, transferal of expenses, and encouragement of competition. These ventures, as reported by the public campuses and evaluated by the Commission staff for consistency with the accountability guidelines and reflective of authentic cost reductions, saved \$45.8 million in FY 2007.

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 reports to the Commission on a voluntary basis, including in each of the past six years. The National Commission on Accountability stated in its 2005 report that "state leaders are responsible for assessing whether institutions are contributing appropriately to statewide goals and obtaining evidence that institutional practices are promoting quality and improved performance." Maryland's system of performance accountability is based on this concept.

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. The Commission also adopted another important change to the accountability model used by the community colleges in 2006 as a result of an initiative by the presidents of the two-year institutions.

Community Colleges

The core of the community college accountability report is a set of 32 performance measures that these institutions describe as “mission/mandate” driven. These indicators were developed by a community college work team 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. Campuses may include additional campus-specific measures if they wish. The standard indicators are organized on the basis of seven categories:

- Student characteristics (descriptive only)
- Accessibility and affordability
- Quality and effectiveness: student satisfaction, progress and achievement
- Diversity
- Economic growth and vitality and workforce development
- Community outreach and impact
- Effective use of public funding

A major feature of the community college accountability process is the “degree progress analysis.” Included are measures that examine the “successful persister” rate and the graduation/transfer rate after four years of students on the basis of their readiness to do college-level work. The successful persister concept, which encompasses persons who have earned a certain number of credits or are still enrolled in addition to those who graduated or transferred, is intended to provide an interim measure of success and to capture the progress of students, including those with goals other than earning a credential or transferring to a four-year institution. 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 (except the student characteristics), 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 12th 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, Commission observations about institutional performance on selected indicators/objectives and the responses of the colleges and universities, 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 and the goals applicable to the community colleges in the *2004 State Plan for Postsecondary Education*, 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 and

the goals applicable to the four-year institutions in the state plan; a listing of its goals, objectives and performance measures; and a complete set of trend data for each performance measure. 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 minority achievement and undergraduate student learning outcomes were presented to the Commission in September 2005 and September 2007 respectively. In the latest minority achievement report, campuses were asked to provide updates to the strategies that they described in their 2003 minority achievement action plans, including steps taken to improve performance on accountability indicators on which they had not made sufficient progress and examples of successes they had achieved. The most recent student learning outcomes assessment reports examined the impact which campus activities have had on the improvement of learning and teaching related to the four general education competencies examined in accreditation reviews by Middle States Association for Higher Education: written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

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 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 15 measures for USM and 14 for Morgan. These indicators are consistent with the State's accountability process and involve measures for which data are currently available. In addition, USM universities use campus-specific indicators more reflective of each institution's role and mission.

Maryland institutions are expected to perform at or above the level of their performance peers on most indicators. Commission staff assess their performance within the context of the State's accountability process and trend lines. If an institution's performance is below the performance of its peers, the campus is asked to identify 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 on which to base performance. St. Mary's 30 performance measures are similar to those chosen by the other public four-year institutions but also reflects its status as the State's only public liberal arts college.

The Commission has presented reports to the General Assembly in the past seven years examining the performance of these institutions using this method. These reports have been submitted separately to the performance accountability report, and this practice will be continued.

ASSESSMENT OF THE MARYLAND HIGHER EDUCATION COMMISSION

Maryland's public colleges and universities appear to have settled comfortably into the changes that they made in the performance measures or objectives and benchmark timelines that they implemented last year. After reviewing the suitability of the preliminary goals that they established, all of the community colleges have adopted a permanent set of benchmarks for the revised set of "mission/mandate" driven indicators. USM, which had made changes to the Managing for Results objectives to accommodate requirements by DBM and the strategic planning processes at their campuses and the System, has had two years of experience in their present cycle with benchmarks established for 2009. St. Mary's College of Maryland is in the second year of reporting in its current round. Morgan State University advances its benchmark year with each report, following the model required of State agencies by DBM.

As a consequence, the Commission staff has resumed its practice of making specific assessments about the performance of individual campuses on measures and objectives. Institutions were asked to address lack of progress. The questions raised by the Commission and the responses of the colleges and universities appear in this report. The campuses' answers consisted of an explanation of their performance and/or a description of corrective actions that have been taken or are planned. The Commission staff did not pose questions this year to Garrett College, Montgomery College, Towson University and University of Maryland University College.

The Commission's assessment in this report represents a continuation of the approach started last year that involved concentration on those accountability issues that relate closely to the goals in the *2004 Maryland State Plan for Postsecondary Education*. It will identify, for both the community colleges and the public four-year campuses, the specific performance measures and objectives whose accomplishment will advance the implementation of the state plan and it will describe the steps that the campuses have taken or plan to initiate in these areas. This is an appropriate analysis. The accountability guidelines for both the two- and four-year public campuses call on them to prepare an assessment that includes the progress they are making toward the achievement of the state plan goals. In addition, the campuses of USM developed their objectives on the basis of key issues at their institutions, and these reflected the goals in the state plan as well as the major areas of performance accountability. The State plan goals are quality and effectiveness, access and affordability, diversity, a student-centered learning system, and economic growth and vitality.

This year's submissions demonstrate that the public colleges and universities expend considerable effort in the preparation of their accountability reports and take the process seriously. At a time in which the State faces a structural budget deficit and the public confronts the prospects of tax increases, it is imperative for the two- and four-year public institutions to show that they have been good stewards of the funding that has been provided to them and that citizens and employers are benefiting from the services they

offer. This is the objective that the General Assembly had in mind when it created the performance accountability process. The 2006 report of the commission appointed by U.S. Secretary of Education Margaret Spellings on the future of postsecondary education stressed the importance of “improved accountability.” This recognition, as well as the stress which leaders in the State continue to place on the subject, should augur well for the quality of accountability reporting in the future.

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

Community Colleges

The accountability reports submitted by the community colleges were excellent overall – among the best that have been done by the two-year institutions. The quality of the reports has been consistently good across this sector in recent years.

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. Nearly all institutions provided detailed and frank analyses of how well their colleges had done in the “mission/mandate” driven areas, with often extensive discussions of the actions they have taken to improve their performance. Most colleges integrated information about academic and financial trends at their institutions and explored the manner in which their institution had contributed to the implementation of the state plan. With one exception, all of the colleges responded to the questions raised by the Commission staff regarding progress toward their benchmarks on selected indicators. Finally, the community colleges provided extensive descriptions of the ways in which they are serving their communities.

The performance of the community colleges on indicators in certain areas are directly related to goals and action recommendations in the state plan. These include credit enrollment growth, participation in on-line courses, degree progress of students and especially the disadvantaged and individuals requiring remedial education, transfer preparation, and workforce development.

Credit Enrollment Growth

Community colleges will be a critical component of the State’s efforts to accommodate the more than additional 42,000 undergraduates who are expected to enroll at Maryland’s public campuses within the upcoming 10 years and, therefore, the recipient of the expanded facilities envisioned in the state plan. Yet, credit enrollments at Maryland community colleges inched up a fraction of a percent from 119,141 in fall 2005 to 119,655 in fall 2006. Slightly greater increases in credit enrollments were preliminarily recorded at the two-year institutions in fall 2007.

Colleges described a number of actions they have taken to boost attendance further. These included dual enrollment agreements with local boards of education, new

articulation agreements with four-year institutions, scholarships and support services for adult learners, improvement in enrollment management and marketing policies and procedures, web enhancements and the introduction of on-line admissions materials and options, the hiring of additional admissions staff, expansion of high school recruitment programs, financial aid workshops, college fairs, and skills assessment testing in high schools.

Several two-year institutions have introduced programs which provide financial incentives to students to enroll at their colleges. Anne Arundel Community College has jointly sponsored a Jump Start program with its public school system that allows seniors who have completed a majority of their high school requirements to take college courses and qualify for a 50 percent tuition reduction. The Early Enrollment Program at Baltimore City Community College, in which 25 Baltimore area high schools take part, offers full tuition scholarships to juniors and seniors to earn college credits. Garrett College has created a Commissioners Scholarship Program, which provides tuition-free education at the college to all students graduating from a high school in the county.

Participation in On-Line Courses

The use of distance learning technologies to deliver instruction has enjoyed increasing popularity at Maryland community colleges. Seventy percent of the credit-bearing undergraduate courses offered by distance learning in Maryland in 2006 were at a two-year institution. Nearly 40 percent of the credit-bearing undergraduate enrollment in on-line classes involved registrations at a community college. Growth in duplicated credit and noncredit enrollments in distance learning courses at Maryland community colleges appears to be accelerating based on the data provided by the two-year institutions to one of the performance measures in their accountability report. These developments support the state plan's call for "initiatives to encourage the increased use of distance learning, especially on-line learning, by both the institutions of higher education and by potential students."

Community colleges reported that, in response to strong demand, they are developing even more distance learning courses as well as hybrid offerings that blend on-line and classroom instruction. College of Southern Maryland has established a Distance Learning Task Force to address the increasing selection of courses and programs by this means of delivery.

Degree Progress of Students, Especially the Disadvantaged or Who Need Remediation

An important feature of the community college accountability model is a "degree progress analysis" with measures which examine the "successful persister" rate and the graduation/transfer rate after four years of four groups of students: "college ready" (those not requiring any remedial coursework), "developmental completers" (those who needed remediation in at least one area who, after four years, completed all of the recommended coursework), "developmental non-completers" (those who needed remediation in at least one area who, after four years, did not finish all of the

recommended coursework), and all students. The inclusion of the “successful persister” concept, which encompasses persons who have earned a certain number of credits or are still enrolled as well as those who graduated or transferred, provides interim measures of success and captures the progress of community college students, including those with goals other than earning a credential or transferring to a four-year institution. The breakdowns on the basis of remedial needs at entry are designed to reflect the differing levels of preparation with which community college students begin their studies. The accountability report includes degree progress measures for all students and for specific ethnic groups which number at least 50 at the particular college.

Information exists for the entering classes in fall 2000, 2001 and 2002, making it possible for the community colleges to set realistic benchmarks for the first time. Statewide, the four-year successful persister rate was 76.7 percent in 2000, 65.8 percent in 2001, and 70.9 percent in 2002. In all three years, the rates were very similar for college ready students and developmental completers but was considerably lower for developmental non-completers. The transfer/graduation rate has similarly fluctuated within a narrow range during this period: 47.6 percent in 2000, 43.4 percent in 2001, and 47.5 percent in 2002. Once again, the college-ready students and developmental completers exceeded the average for all students in all years by a wide margin.

The state plan notes that “far too many high school graduates now have to take remedial courses during their first years of college”, and the impact of not successfully finishing these classes is demonstrated by the degree progress analysis. Partly as a result, many community colleges have engaged remedial education committees, teams and councils and have taken initiatives based on their recommendations to improve the prospects for remedial students. These actions have included a comprehensive review of all remedial offerings, new and modified coursework emphasizing critical thinking skills and other curricula enhancements, adoption of new tests and cut-off scores, additional research on remedial students and expanded data systems designed to track their performance, greater communication with students and parents to stress the importance of early completion of remedial requirements, increased collaboration with public schools, more use of course prerequisites, faculty training, and mentoring programs. Frederick Community College described three steps it had taken: the use of an educational planner by advisors to develop a written schedule for the completion of remedial requirements, a “recommended first semester courses” tool with prominence given to remedial courses, and an Early Alert System to allow faculty to refer students experiencing academic difficulty for counseling.

Several community colleges reported that they are providing additional, often intensive and individualized, support services to low income, first generation, or disabled students for the purpose of strengthening their retention, graduation and transfer rates. These programs includes counseling, tutoring, academic and career advising, mentoring, co-curricular activities, study skills workshops, and basic skills assessment.

Transfer Preparation

Approximately half of Maryland high school graduates begin college at a two-year institution. The state plan stresses the importance of eliminating barriers to transfer to a four-year institution. Part of this effort is ensuring that students are able to transfer the maximum amount of credits that they earn at a community college and that they are credited as appropriate to their academic major at their four-year institution. Continued progress is being made in this area. The follow-up survey of 2005 community college graduates found that, of the students who transferred, 45 percent reported that all of their credits had been accepted and an additional 30 percent indicated that no more than 6 credits had been refused. Another aspect of success as it relates to community college transfer is how well students are prepared for four-year college work. Two measures in the accountability report are designed to gauge this outcome: student grade point average at the transfer institution and their satisfaction with transfer preparation. The grade point average of community college transfer students after their first year of study at a Maryland public four-year campuses increased in 2005-2006 to 2.63 from 2.56 in the previous year.

More than three-fourths of the graduates in every follow-up survey conducted since 1986 have rated their transfer preparation as good or very good. However, this rating slipped slightly from 84.6 percent to 82.0 percent in the last survey, and the percentages fell at a majority (nine) of the community colleges. Many two-year institutions addressed actions that they have taken to improve transfer preparation. These initiatives included the establishment of partnerships with four-year institutions to ease barriers to transfer, transfer workshops and awareness weeks, personal contacts with transfer students, guides and other resource materials, the creation of new staff positions to deal with articulation issues, faculty training, examination of advising support services that impact transfer students, assistance with the completion of transfer application forms, help desks, free tours of four-year campuses, and the development of program-related articulation agreements with four-year institutions. Research at Hagerstown Community College has identified that a change in major by the student, often affecting the acceptance of credits, is the primary reason for dissatisfaction with the transfer experience. Hagerstown plans to complete the implementation of an improved student academic advising system in FY 2008.

Workforce Development

Maryland's colleges and universities are charged in the state plan with responsibility for responding quickly to the changing workforce needs of the State, particularly in critical shortage areas. One third of the benchmarked indicators in the community college's accountability model (11 of 32) deal with economic growth and vitality – more than in any other section. The measures cover assessments of the preparation and performance of career program graduates, number of formal awards in occupational majors, enrollment in noncredit workforce and continuing education courses, and contract

training for employers. The idea is to capture the contributions made by the community colleges in helping employees gain or retain certifications and learn new skills or upgrade their current ones.

One theme in the reports dealt with the efforts of community colleges to address critical shortage areas in the State's workforce, notably the demand for additional health professionals (especially nurses), teachers, and individuals in technology-related fields. Colleges have expanded their programs and thereby increased enrollments and degrees awarded, introduced new and innovative offerings, and worked to achieve licensure exam passage by graduates.

All of the community colleges provide customized workforce training to employers in their jurisdictions. The community colleges have adopted three measures to track their progress in this area: number of business organizations provided training and services, enrollments in contract training courses, and employer satisfaction with the training. A slight majority (nine) of the community colleges experienced a year-to-year decline in the number of business organizations served; this is the second consecutive year in which most two-year institutions experienced a drop in this measure. Community colleges attributed this outcome to several factors: the successful conclusion of contracts which were not scheduled to be renewed, reductions in training budgets by companies, closing or downsizing by businesses due to economic conditions, and the elimination by campuses of high cost programs with low enrollments. Several colleges noted that, despite the declines, substantial majorities of those employers who received contract training expressed satisfaction with it.

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

- Allegany College of Maryland received a grant to provide information technology and related development training for business owners in Cumberland.
- Carroll Community College partnered with the county office of Economic Development, the Maryland Small Business Administration and a consortium of local businesses to create Four Partners/One Purpose, a program providing free training and consulting to small and newly forming businesses.
- Cecil College started a Non-Custodial Parent Employment Program to help reduce job barriers for people who owe child support.

- Chesapeake College's Child Care Resource Center provides counseling services, training and technical assistance to parents and child care providers that benefits businesses and employees on the Upper Eastern Shore.
- Community College of Baltimore County assisted public service agencies with customized training in the workplace for law enforcement, corrections, probation and parole, and prosecutors.
- Hagerstown Community College was awarded a \$1.65 million grant to expand its Commercial Vehicle Transportation program to meet the increased workforce needs of trucking, warehousing and manufacturing businesses in its region.
- Harford Community College is working with area employers and Harford County Government to prepare for the growth and workforce changes expected from BRAC.
- Wor-Wic Community College, in partnership with the Tri-County Workforce Development Initiative of the Maryland Department of Human Resources, has been offering a new program that provides participants with academic and vocational assessment, career counseling, and work experience opportunities.

Public School Partnerships

- Baltimore City Community College, in collaboration with the Baltimore City public schools and the Family League of Baltimore, operates the BOOST Plus Program that provides students with after-school tutoring, math instruction, cognitive skills building, foreign language instruction and character building.
- Carroll Community College conducts an annual Transition Fair in cooperation with Carroll County public schools, which includes speakers and community resources to assist families as their children leave secondary school.
- Community College of Baltimore County and the Baltimore County public schools are working together on a career and technology partnership that connects TechPrep programs and a Summer Science Institute for Elementary School Teachers.
- An annual grant program between Frederick Community College and the Frederick County public schools provided funding for a "math acceleration for English language learners" and Building Bridges, a multicultural awareness program for elementary school students.
- Harford Community College sponsors Project DreamWork, a program providing an after-school "clubhouse" for studying, academic enrichment activities, and in-school tutoring support, at a middle school in the county.
- Howard Community College's Project Access program sponsored a college fair designed to facilitate the transition to postsecondary education of high school students with disabilities.
- High schools in Southern Maryland were invited to take part in the "Robotics Challenge" at College of Southern Maryland to demonstrate the ability of their students to handle the next generation of engineering technology and design.

Community Partnerships

- Allegany College of Maryland collaborated with Frostburg State University and local law enforcement to share information and strategies on managing and responding to off-campus student misconduct.
- The Parenting Center at Anne Arundel Community College sponsors a town hall meeting each year where professionals suggest ways in which parents can help children to handle a range of medical and other problems.
- The Adult and Community Education program at Baltimore City Community College is the largest provider of literacy training in Baltimore City, offering 130 free or affordable courses at 88 sites.
- Approximately 300 students at Frederick Community College contributed more than 6,700 hours of service learning to the community in the form of health care, tutoring, human services, poverty assistance and youth mentoring.
- Garrett College has globalized the educational experience in its rural location by enrolling 19 students from 17 countries.
- The Mediation and Conflict Resolution Center at Howard Community College helped more than 200 individuals resolve disputes peacefully, and it co-sponsored Maryland's First Annual Conference on Restorative Justice.
- The Health Science Center at the Takoma Park campus of Montgomery College provided services to 1,680 uninsured and underinsured residents in the county.
- Prince George's Community College hosted Family Health and Wellness Day activities, free and open to the public, which included sessions and information focused on the community as well as several health screenings.

Public Four-Year Colleges and Universities

The accountability reports submitted by the public four-year colleges and universities were satisfactory overall. Some reports were stronger than others in terms of the amount of detail and quality of analysis provided in their institutional assessment. Readers can observe these differences in Vol. 2 of the report.

All reports 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. Some of the campuses discussed their goals and objectives within the context of the state plan, but others did not. All of the campuses responded to the questions raised by the Commission staff regarding their progress toward their accountability (MFR) objectives.

A particularly outstanding report was prepared this year by University of Maryland Eastern Shore.

The accountability issues emphasized by the public four-year colleges and universities coincided most closely with the goals and action recommendations of the state plan in these areas: recruitment of racial/ethnic minorities and particularly African Americans by “traditionally white institutions”; retention and graduation rates especially among African Americans; efforts to address the State’s critical workforce shortage areas, notably teachers, nurses, and those in the STEM (science, technology, engineering, and mathematics) fields; and the use of distance learning technologies.

Unlike the community colleges, which have standardized indicators, the four-year institutions have much more flexibility to set individualized goals, objectives and performance measures. Therefore, generalizations are not as easy to make as with the two-year colleges. Nonetheless, the assessment sections of the accountability reports of these institutions touched upon many similar themes, many of which related directly to the state plan.

Recruitment of Racial/Ethnic Minorities by Traditionally White Institutions

Minorities in general and African Americans in particular made up a larger portion of the undergraduates at Maryland public four-year colleges and universities in 2006 (41 percent and 30 percent respectively) than they did of the State’s population. Nearly half (49 percent) of African American undergraduates enrolled in the public four-year sector in Maryland attended one of the historically black institutions, while 28 percent were enrolled at one of the traditionally white institutions (Frostburg, Salisbury, St. Mary’s, Towson, University of Baltimore, and the University of Maryland campuses at Baltimore, Baltimore County and College Park). The remainder (23 percent) attended University of Maryland University College. African Americans constituted 13 percent of the undergraduates at all of the traditionally white institutions and at University of Maryland College Park, the State’s flagship campus, in 2006. Whites made up 4 percent of the undergraduates at historically black campuses. As part of its partnership agreement with the U.S. Department of Education’s Office for Civil Rights (OCR), Maryland agreed to a series of commitments, one of which is strengthening recruitment and admissions. As noted in the state plan, Maryland must evaluate on an ongoing basis the progress that it has made in this area and to adjust policies, practices and programs as needed.

Maryland public four-year colleges and universities described in their 2005 minority achievement report the actions they have taken to bolster the enrollment of racial/ethnic minorities and especially African Americans. Campus activities in this area also appeared in the 2006 *Report of Committee I* to OCR. Four traditionally white institutions (Frostburg, Salisbury, UMBC and UMCP) provided details in their institutional accountability reports about specific activities in which they have engaged to increase the number of racial/ethnic minorities at their campuses.

As in previous reports, goals and objectives related to diversity continue to be absent from the submission of University of Maryland Baltimore, in spite of concerns expressed by the Commission and its staff in the past. UMB, where racial/ethnic minorities make

up more than one-third (34 percent) of all students and African Americans alone represent 18 percent, has cited legal issues for its refusal to develop benchmarked objectives related to diversity. The Commission staff does not agree with UMB's stance, and no other public four-year institution has taken this position.

Retention and Graduation Rates Especially Among African Americans

Improvements in the bellwether six-year graduation rates of new full-time students at Maryland public four-year colleges and universities offer much to celebrate. The percentage of graduates in the most recent cohort who earned a baccalaureate within six years (64.0 percent) represented an historic high. The six-year graduation rates have risen for seven straight years, and the increases have been even more dramatic over the longer term. In the 1980 cohort, the six-year rates were 46.4 percent. Maryland's public four-year campuses also compare favorably with the national average, achieving six-year rates that are more than five percentage points higher. However, recent trends in the second year retention rate of students may cloud future performance. The percentage of new full-time students who returned for a second year of study at a Maryland public four-year campus in the most recent cohort (79.8 percent) was the lowest in 11 years.

All of the public four-year campuses which admit large numbers of new full-time freshmen have adopted benchmarked objectives related to the second year retention and six-year graduation rate of students. Several campuses reported that they had looked into the factors causing the lower second year retention rates. Towson University attributed the drop to admissions initiatives implemented to provide access to special populations. UMBC has found that many of the students who leave cite the lack of a program in their chosen field. An analysis at UMES concluded that poor academic performance was a major contributor to student attrition. The study found that a one-point increase in a student's cumulative grade point average in the spring term very substantially improved their second year persistence, and it concluded that students who receive less rigorous academic preparation in high school are at a much greater risk of dropping out.

A number of campuses described actions that they are taking to improve the overall retention and graduation rate of students and speed time to degree. Frostburg State University has implemented a new intervention effort called the Phoenix Program to assist students who were facing academic dismissal. UMBC has undertaken several academic initiatives to expand its program base, particularly in areas with high student interest and has introduced efforts designed to increase student engagement with their peers and with faculty. UMES has enhanced and implemented several initiatives to arrest its recent decline in retention rates: a review of its admissions requirements, a redesign of its Summer Bridge Program, the introduction of two experientially based courses, workshops on personal growth and career development, and a new mentor program.

When viewed from a long-term horizon, the six-year graduation rates of new full-time African American students at Maryland public four-year campuses also appear encouraging. The percentage who earned a bachelor's degree within six years in the

most recent cohort was (45.1 percent) compared to 25.7 percent of those in the 1980 cohort . The short-term outlook looks less promising, however. The six-year graduation rates of African Americans fell by 2.4 percentage points in the last year, and they are considerably lower than the rates of other ethnicities. Although the gap between the graduation rates of African Americans and all students has narrowed in the past 25 years, it grew sharply in the past two years from 15.1 percentage points to 18.9 points. Further, the second year retention rate of African Americans in the most recent cohort (72.2 percent) was the lowest in 17 years.

The development of statewide policies to improve the graduation rate of minority students has been a longstanding fixture in state plans. The public four-year campuses describe initiatives they have taken to address the persistence and completion of African American students in their *2005 Minority Achievement Report* and *2003 Minority Achievement Action Plans*, which are components of the performance accountability process.

Critical Workforce Shortages in Teachers, Nurses, and STEM Fields

The state plan contains an action recommendation calling for an increase in the supply of qualified graduates in high-demand fields and workforce shortage areas by adopting strategies tailored to specific occupational fields. The greatest challenges involve finding sufficient numbers of people to work in teaching, nursing, and science and technology-related jobs.

Maryland is confronting an immediate shortage of teachers. Maryland's schools are unlikely to recruit enough teachers from any sources to meet classroom demand. Maryland's public school systems estimated that they will need to hire 8,122 new teachers in 2006-2007, but the staffing pool of prospective candidates as determined by Maryland State Department of Education in *Maryland Teacher Staffing Report 2006-2008* is 6,861. The problem is largely concentrated in several of the certification areas that MSDE has identified as posing a "critical shortage". However, the number of teacher candidates prepared by Maryland colleges and universities, while increasing in the past four years to 2,576 in 2004-2005, was still below the 2,653 produced in 1998-1999. Just 17.9 percent of the newly hired teachers in Maryland public schools in 2005-2006 were beginners who had graduated from a traditional teacher preparation program in Maryland or had taken an alternative certification route. This is an historical low.

All of the public four-year colleges and universities that offer a teacher preparatory program included accountability objectives measuring their success in producing new teacher candidates. Campuses examined their progress in terms of enrollment, number of certified teachers produced, the proportion who passed the PRAXIS II exam, and/or the number employed in Maryland. Many campuses described initiatives in their institutional assessment that they had undertaken to try to expand the number of teacher candidates and strengthen those professionals already in the pipeline.

Bowie State University has developed a stronger partnership agreement with the Prince George's County public schools and has continued its efforts to acquire external funding to support the expanded production of teachers. Coppin State University has increased its public school partnerships, expanded the number of professional development school sites, and has assisted teachers with test preparation and obtaining the appropriate certifications and licenses. Frostburg State University will offer an alternative certification program in the secondary education areas of science and math in partnership with Frederick and Washington Counties. Towson University provided teachers in the Baltimore City public schools with professional development activities focused on leadership, special education, mathematics, and PRAXIS preparation. The Sherman STEM Teacher Training Program at UMBC is designed to increase the number of graduates who move into science, technology, engineering and mathematics teaching positions at at-risk schools in Maryland. UMBC also introduced a new baccalaureate program in Physics Education. The Multiple Pathways to Teacher Certification Project at UMCP is intended to offer students several routes to a classroom career. UMES has awarded nearly \$43,000 in scholarships to support its teacher education program. UMES also has engaged in active recruiting of teacher education students from community colleges in the State particularly those with Associate of Arts in Teaching degrees and in critical shortage areas. In the Maryland Higher Education Commission's 2006 report, *A Study of the Capacity of Maryland's Teacher Preparation Programs*, the deans and directors of these programs cited additional undertakings aimed at increasing graduates in critical shortage areas.

All of the public four-year institutions which offer programs in nursing and many of those with offerings in information technology fields have accountability objectives measuring their performance in contributing to the supply of these employees. Campuses examined their progress in terms of enrollment, degrees awarded and/or the number of graduates in the field working in Maryland.

Occupational projections prepared by the Department of Labor, Licensing and Regulation forecast nearly 15,000 openings for registered nurses in Maryland through 2010. The number of nursing graduates from Maryland colleges and universities has increased steadily in the past five years from 1,891 to 2,697 or by 43 percent. However, this level of production will not satisfy the need, and alternative sources may not prove to be adequate. As a result of analyses conducted at the Maryland Higher Education Commission to determine ways to increase the capacity of nursing preparation programs and identify other strategies for boosting the number of nurses and nurse educators in the State, the General Assembly established the Nurse Support Program II in FY 2007 to fund initiatives to expand the number of bedside nurses in the State by increasing nursing graduates. Bowie State University has introduced a new bachelor's degree program in nursing, and Salisbury University reported that it has engaged in an effort to ensure that its nursing graduates pass the licensure examination the first time.

While the demand for graduates in information technology has cooled since the implosion of this sector in the recession of 2000-2002, the need for professionals with these skills as well as those in other science-related majors remains very important to

employers and a rebound in these fields may be on the horizon. As evidenced by the 2006 conference on “Rising Above the Gathering Storm”, keen interest remains in graduates in information technology as well as in science, mathematics and engineering by Maryland employers. The number of degrees earned in STEM fields at Maryland colleges and universities in 2006 was 10,638 – or 28 percent higher than the 8,282 awarded five years earlier. Several campuses indicated that they were taking steps to increase the attractiveness of a degree in information technology specifically. At Frostburg State University, computer science majors can complete a concentration in networking, a specialization that enjoys great demand. In addition, Frostburg believes that its new Multi-Media/Graphic Design Center will provide students with greater access to leading-edge technology. UMES has established an industrial advisory council to provide guidance in several areas to the Department of Math and Computer Science, has developed a revised information technology curriculum, and has set aside a number of scholarships for computer science majors.

Use of Distance Learning Technologies

The state plan noted that distance learning technologies will assist with meeting the projected enrollment growth in the State and improving accessibility of higher education to nontraditional students and those living in underserved areas. In 2006, Maryland’s public four-year colleges and universities offered 1,436 credit courses by distance education with enrollments of more than 153,000. However, these figures must be taken in perspective. UMUC, which specializes in online education aimed at adult students, has dominated the use of this technology among Maryland’s public four-year campuses. UMUC offered 53 percent of the undergraduate credit bearing courses available in 2006 at the public four-year institutions and 40 percent of those at the graduate level. The picture is more dramatic with respect to credit enrollments generated by distance learning, where UMUC was responsible for 90 percent of those at the undergraduate level at the public four-year institutions and 77 percent of those at the graduate level. The other public four-year colleges and universities combined provided 3 percent of the undergraduate courses and 16 percent of the graduate courses available by distance learning in Maryland, and these institutions represented 6 percent of the total undergraduate enrollment and 20 percent of the total graduate enrollment in electronically-delivered instruction statewide. Hence, outside of UMUC, Maryland’s public four-year institutions have a way to go before they qualify as truly “click and brick” institutions.

Nonetheless, several campuses described actions in their institutional accountability reports that they have taken to make distance learning more available to their students. UMUC, the leader, is upgrading WebTycho, its proprietary learning platform and implementing a document imaging solution throughout the university. Several academic departments at Bowie State University have developed on-line degree program proposals, and work is underway establishing criteria. Frostburg State University offers faculty training in the application of technology in teaching. UMES has developed a distance learning initiative with the Eastern Shore Higher Education Center, offering four courses in criminal justice. Morgan State University will be providing distance education courses

at the Higher Education and Applied Technology (HEAT) Center in Harford County to help serve the needs of personnel who are relocating to Aberdeen Proving Grounds as a consequence of BRAC.

Cost Containment – All Public Colleges and Universities

Reporting on cost containment activities was comprehensive and detailed at nearly 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.” Dollar amounts had to be attached to each specific effort. Examples were provided to demonstrate the type of reporting desired by the Commission staff.

Breakdowns of the various cost containment actions taken are presented by campus.

The cost containment reporting in the current accountability cycle was generally good. All but one institution (Prince George’s Community College) provided detailed descriptions and specific dollar amounts associated with their cost containment activities. Cost containment efforts by Maryland’s public colleges and universities saved a total of \$45.8 million in FY 2007. These figures reflect only those savings that met the cost containment criterion in the guidelines for the accountability report as cited above; other amounts reported by campuses were neither included in this total nor appear in the following section of this report. The cost containment activities can be categorized into five areas:

- Savings related to *staffing*, such as reductions or downgrades in positions, a delay or freeze in filling job openings, the hiring of part-time or contingent staff or student workers, use of nine- rather than twelve-month contracts for faculty, greater use of adjunct or contractual faculty, restrictions on travel expenses, credit card initiatives, limits in hourly or overtime wages, lower salaries for new hires, reductions in salaries of faculty with lower teaching loads, cuts in training expenses, and the adoption of teleworking arrangements.
- Reductions in *overhead*, through such efforts as energy management and conservation programs, cuts in utility expenditures, administrative reorganization and consolidation, reduced maintenance costs through preventive care, deferred vehicle purchases, the recycling of equipment and supplies, cuts in the cost of supplies, facilities and workplace efficiencies, greater use of leasing arrangements, fewer mailings and the use of presorted first class, reductions in the number of copies of publications printed, use of utility carts in lieu of vehicles, cancellation of paper-based subscriptions, cuts in health care costs, extension of the life of current computer

equipment, elimination of certain services, and deferrals in maintenance of facilities.

- Greater reliance on *technology*, including the use of web and electronic communication capabilities and other technologies to reduce printing and mailing expenses, cuts in information technology and internet costs, purchase of licenses from computer companies at a discount, and more acceptance of web-based products and automation.
- *Transferal of expenses* by means of the use of in-house resources and staff rather than contractors, selected outsourcing and privatization of services when economical, partnerships with the State, collaborative agreements with other collegiate institutions, and the securing of grants to fund operations.
- The encouragement of *competition*, including selected renegotiation and restructuring of contracts with vendors, participation in consortiums, procurement efficiencies, lower insurance costs, aggressive contracting and bidding, and the attainment of vendor discounts through preferential relationships.

COST CONTAINMENT ACTIVITIES COMMUNITY COLLEGES

Allegany College of Maryland

During FY 2007 the college saved \$29,359. A contract to reduce credit card processing costs saved \$13,034. Publication-related initiatives accounted for the balance of the savings: utilizing in-house design and duplication services for several publications saved \$13,700, printing several thousand fewer scholarship catalogs numbers saved \$1,075 and reducing the budget for paper by 2 percent saved \$1,550.

Anne Arundel Community College

As a result of cost containment initiatives, \$1,602,324 was saved. Savings from purchasing initiatives such as competitive bidding and preferred contractor-supplier relationships saved approximately \$1 million during FY 2007. Consortium participation in purchasing energy reduced costs by \$200,000 and renegotiating disability and life insurance contracts saved \$117,000. Upgrading two print production machines reduced maintenance costs by \$60,000 while refurbishing, in lieu of replacing, grounds equipment saved \$20,000. Three vacant positions were reduced/reclassified, accounting for savings of \$43,224 and an audit of credit card fees saved \$35,000. The process automation of tasks such as student account write-offs, electronic budget transfers, web-based time entry systems for hourly employees, batch processing student refunds and interfacing financial aid and the student bookstore saved \$127,100.

Baltimore City Community College

The college saved \$776,571 in FY 2007, mostly through salary reductions. The reduction of an entire administrative department, four administrative support staff, two technology support staff and 34 part-time support staff positions resulted in savings of \$607,527. The college reported savings of \$101,465 due to the business process re-engineering of workflow and a \$67,579 reduction in supplies expenditures.

Carroll Community College

The college saved \$335,164 in FY 2007 via a variety of cost containment initiatives. Through the use of adjunct faculty in lieu of full-time instructional personnel, the college estimates cost savings of \$219,100. Negotiated software license discounts accounted for savings of \$26,264 and the use of freeware and in-house developed software instead of commercial software applications saved \$4,000. The college used the Maryland State Collection Agency to collect receivables otherwise deemed uncollectible to recover \$22,300. The development of in-house video production capability to create television commercials saved \$12,000 while increased marketing efforts via e-mail, the web and the college's TV channel reduced newspaper and county phone directory advertising costs by \$20,500 in FY 2007. A college-wide energy-conserving lighting retro-fit saved \$31,000 in energy costs.

Cecil College

Through a variety of cost containment initiatives, the college saved \$114,020 in FY 2007. Reprogramming the Energy Management System at Elkton Station improved energy efficiency, resulting in savings of \$35,520 while managing energy usage at the North East campus during the summer months allowed for a lower electric rate, saving \$20,000. An overall 5.6 percent reduction (as measured by kilowatt hours) in the use of electricity saved an additional \$17,000 while upgrading to energy conserving, high output, low heat light bulbs in the parking lots saved \$1,500. Credits from the electric company due to capacitor banks resulted in savings of \$2,000 and improved cooling by upgrading the water circulation pumps saved a reported \$4,000. The college saved \$8,000 by negotiating for better rates on filters, light bulbs and calcium chloride. By using utility carts in lieu of vehicles on campus, the campus saved \$5,000 in reduced vehicle insurance, maintenance costs and fuel expenditures. In addition, by joining the Sailor network, the college reduced their internet connection costs by \$18,000.

Chesapeake College

By eliminating one administrative position, the college saved \$94,500 in FY 2007. In addition, the partial outsourcing of the college's custodial services saved a reported \$65,000. Negotiating a reduction in the proposed increase to health insurance saved an additional \$76,106. The total savings for FY 2007 amounted to \$235,606.

The Community College of Baltimore County

The college saved \$397,319 in FY 2007. A reorganization of senior management positions saved \$290,000 while a reduction in bad debt expenses saved an additional \$107,319.

Frederick Community College

The elimination of one position saved the college \$31,500 in FY 2007.

Garrett College

The college delayed the hiring of a new Business/IT Academic Director, saving \$50,000 in FY 2007.

Hagerstown Community College

Personnel actions resulted in a total savings of \$201,418 for the college in FY 2007. The filling of four positions was delayed, saving \$76,203, while two additional positions were not filled, resulting in a savings of \$87,170. Two positions were filled with interim appointments as a cost savings measure, resulting in savings of \$23,540, and one position was eliminated, saving the college \$14,505.

Harford Community College

The college saved \$388,930 in FY 2007. By participating in a consortium, healthcare premiums were reduced by \$151,986. An aggregate electric purchase resulted in reported savings of \$93,390 while locking in a favorable price for natural gas saved \$77,357. In addition, contract renegotiations for supplies and services resulted in savings of \$66,197.

Howard Community College

A variety of cost containment initiatives produced \$178,748 in savings for the college in FY 2007. The elimination of contract services for electrical work, now performed by in house personnel, saved \$50,600. A prudent risk management policy reduced liability insurance costs \$1,500 and a renegotiation of term-life and AD&D insurance programs generated savings of \$83,546. A new energy contract, as part of a purchasing cooperative, should save \$14,500. Workflow reviews helped reduce additional hourly and overtime expenses, saving \$6,000 while two senior faculty reduced their workloads, reducing their salary expenses by \$22,602.

Montgomery College

Measurable cost savings from several cost containment activities totaled \$613,000 in FY 2007. A change in book vendors with improved discounts resulted in \$48,000 in savings through reduced processing fees. In addition, a review of periodical subscriptions in relation to student needs led to the canceling of 74 paper-based subscriptions, producing savings in the amount of \$45,000. Licensing software as part of a consortium of higher education institutions amounted to \$220,000 in savings in Microsoft licensing costs. The implementation of a new Case Management program through the college's self-insured health plan resulted in savings reported to total about \$300,000 by informing participants with chronic diseases about how to manage their illnesses less expensively.

Prince George's Community College

No specific cost containment information was submitted.

College of Southern Maryland

By utilizing in-house Physical Plant and Operations & Maintenance staff in lieu of outside contractors, the college saved \$59,000 on various projects around campus, including parking lot striping (\$4,000), the construction of a snow barn for equipment and materials protection (\$10,000), the completion of a failed contractor project on the College Services Building (\$20,000), classroom and office furniture and equipment moves (\$20,000), and painting (\$5,000). Competitive bidding saved the college \$49,921 on fuel oil, \$64,944 in Resident Construction Inspection services, and \$5,831 in the installation of a new gymnasium floor. The college saved a total of \$179,686 for FY 2007.

Wor-Wic Community College

In FY 2007, the college saved \$210,400 through a variety of cost containment measures. By delaying the hiring of full-time faculty and staff using part-time and Workforce Experience Program employees instead, the college saved \$68,000. Delaying the purchase of a new vehicle saved an additional \$19,000. Renegotiating the contract for disability and life insurance, and reducing vacation liability saved the college \$55,000 while reducing college travel and dues saved \$17,000. Purchasing energy as part of an energy consortium reduced the college's energy expenditures by \$8,000, and utilizing in-house physical plant employees for building repairs contributed an additional \$5,000 in savings. Contracts for computer services maintenance were either renegotiated or

eliminated, allowing the college to realize a savings of \$20,600 while postal changes, a change in cell plans for security, a change in products used in the campus restrooms and the realization of an educational discount from a vendor saved \$5,200 in FY 2007.

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

Bowie State University

In FY 2007, Bowie State University saved \$931,000 through a variety of cost containment actions. Cross-training and using in-house staff in lieu of hiring additional staff saved \$40,000, the contracting of outside agency police officers saved \$30,000 in training costs, and offering in-service training for current officers in conjunction with the USM police agencies saved an additional \$1,000. Delaying the hiring for a variety of staff positions saved \$514,000. Renegotiating a variety of contracts, including for elevator maintenance, a print/copy management system, and security guard services, resulted in savings of \$124,000. Merging two campus offices to consolidate work functions allowed for staffing reductions that saved \$94,000 while the use of in-house staff for projects such as renovations, construction and printing saved \$54,000. The implementation of an in-house temporary employee database saved \$12,000 in temporary agency fees. Utilizing the web for a variety of publications (including standard reports and forms, human resources forms, student billing, 1098T forms, parking publications, and a variety of student information publications) as well as listing position openings resulted in savings totaling \$40,000. In addition, a grant for the University Wellness department deferred the cost of supplies and equipment, saving the institution \$22,000.

Coppin State University

A number of cost saving initiatives were employed during FY 2007, saving the institution \$1,402,000. The actions included the implementation of the VISA Purchasing Card program and using it for small procurements (\$23,000) and utilizing in-house staff for tasks such as the development of a web admissions application system (\$75,000) and conducting one-on-one training (\$40,000). Using in-house personnel for PeopleSoft training and troubleshooting, producing PeopleSoft "how to" videos and performing the PeopleSoft upgrade from PS FA to PS 8.9 saved the institution \$200,000 in PeopleSoft consulting fees. Using contingent staff to provide PeopleSoft support saved an additional \$60,000 in salary expenses. Staffing controls such as assigning additional duties to current staff, delaying the hiring of additional employees, and hiring at reduced salaries saved the institution \$475,000 while implementing a VOIP system for managing telecom eliminated the need for a position, saving \$75,000. In addition, outsourcing janitorial services saved \$10,000. Leasing desktop computers in lieu of purchasing them saved \$50,000 and lengthening the "refresh" cycle of desktops and servers to five years, up from three years, saved \$25,000 while securing various IT grants and gifts deferred \$150,000 of the cost of IT equipment. The Energy Performance contract, based on improvements to the HVAC system, realized savings in the amount of \$180,000, while implementing e-mail and the web for publications and official communications saved \$40,000 in printing and mailing costs.

Frostburg State University

The institution saved \$225,000 by reducing its expenses for natural gas (\$200,000) and travel for its Administration and Finance Division (\$25,000).

Salisbury University

Savings totaling \$1,758,600 were realized in FY 2007 through several cost containment initiatives. Through program collaboration with UMES, \$139,000 in salary and benefits were saved. Additional personnel savings of \$850,000 were realized through the use of contingent and student workers in lieu of full-time regular staff. Information technology initiatives such as the use of multi-function business machines, the "one-card" for inter-departmental transfers, using "pro-card" to reduce or eliminate purchase orders and invoices, and web time sheets saved the institution \$58,000. Implementing e-mail and the web as its new primary form of communication with students, the institution saved \$40,000 in direct mailing costs, while restructuring its Microsoft Higher Education agreement led to additional savings of \$25,000. Purchasing energy as part of a collaborative in addition to using a total energy management system to monitor and control its energy usage saved the institution \$601,600 in FY 2007 while its preventative maintenance program saved an additional \$45,000.

Towson University

A variety of cost containment actions resulted in savings of \$2,074,000 in FY 2007. By re-designing and web-actuating a variety of publications, the institution saved \$137,000. Replacing the storage area network saved \$68,000 in maintenance costs. Using in-house staff for moving, maintenance and minor renovations, the institutions realized savings of \$176,000, and installing a bank lockbox for tuition payments saved \$20,000 in overtime salary expenses. Saved was \$480,000 in energy expenses by implementing a new energy contract, restricting building access during the holidays and using software to power down personal computers when they are not in use. The elimination of a position saved \$55,000 in salary expenses while a restructured housekeeping contract saved the institution \$897,000. Changing the local phone service provider saved an additional \$35,000. By reducing travel to workshops and conferences, the institution realized savings of \$36,000 while an additional \$45,000 was saved by presorting outgoing first class mail and no longer accepting credit card payments over the telephone.

University of Baltimore

In FY 2007, \$130,000 in total savings were realized through waste reduction, improved efficiency and cost savings. By outsourcing its printing services, the institution reported saving \$105,000. Using credit cards for small procurements saved \$10,000 while centralizing summer class locations saved another \$10,000 in utility costs. By using the web to post academic course schedules, \$5,000 in printing costs were saved.

University of Maryland Baltimore

By reprogramming and retrofitting HVAC and lighting systems to achieve greater efficiency, the institution was able to save \$2,100,000 in utilities expenses in FY 2007. Modifications to software contracts produced \$1,100,000 in information technology savings. Changes in academic programs, including the consolidation of academic programs and changes in staffing and procedures in various programs and services saved an additional \$500,000. The total FY 2007 savings amounted to \$3,700,000.

University of Maryland Baltimore County

Cost containment efforts in FY 2007 produced savings for the institution estimated at \$2,623,000. Purchasing energy as a participant in a USM/DGS collaborative saved the institution \$1,265,000 while a performance-based custodial contract saved \$1,001,000. Staffing actions, including staff reductions and using graduate assistants and part-time employees in lieu of full-time staff, saved \$150,000. Utilizing in-house employees for smaller asbestos abatement projects and telecommunications/security projects saved \$73,000. Energy initiatives, including reprogramming the University Commons building utility system and purchasing electric vehicles, saved the institution \$70,000. An additional \$64,000 was saved by using electronic correspondence in lieu of paper-based publications.

University of Maryland College Park

The University reported savings of \$19,182,000 in FY 2007 through various cost containment efforts. Renegotiating contracts and achieving discounts for services such as cell phone service, moving services, costs of tickets for University travel, and delivery services saved the institution \$6,441,000. Negotiating lower electrical costs will save an additional \$5,875,000. Joining the COEUS Consortium to increase the efficiency in the sponsored research process, at roughly one-fourth of the cost of a commercial product, saved \$600,000. Conserving energy on the demand side and utilizing "server virtualization" to reduce heating and electric needs saved \$1,004,000. The use of in-house staff in lieu of contractors to perform a variety of tasks, including minor renovations, pest control, training, marketing and design services, parking garage cleaning and a variety of motor pool functions saved the institution \$2,598,000 while contracting out for off-campus landscaping and shredding services saved an additional \$207,000. Staffing initiatives, including restricting travel, reducing pre-service training, consolidating departments, redefining workloads, deferring the hiring of regular staff and hiring hourly labor, and reducing overtime expenditures saved the institution \$842,000 in FY 2007. Purchasing options such as renting seasonally used vehicles instead of buying, purchasing surplus equipment in lieu of new, reducing the number and volume of supplies purchased, volume IT purchasing when possible, replacing desktop PC's with "thin-client" computers, and processing purchases with the p-card saved \$527,000. Recycling efforts saved \$179,000 while reductions in printed publications and better use of the web saved \$148,000. A reduction of some services, such as non-essential closed-caption television monitoring, providing towels in the fitness center, providing EMS with UHF radios at sporting events, carrying fewer items in campus stores, and changing the frequency of bio-hazard pick-ups from weekly to bi-weekly, saved the campus \$135,000. Several technology initiatives, including the implementation of campus-wide Priority software to track C&G activity, deploying anti-spyware to reduce computer damage, electronically processing freight invoices and web-actuating a variety of financial forms saved \$596,000. Changing the gym/activity area resurfacing project schedule saved \$19,000 while golf course service changes saved \$11,000.

University of Maryland Eastern Shore

Through a number of cost saving actions in FY 2007, the institution was able to realize savings totaling \$1,858,000. Utility savings initiatives, including reducing water usage, upgrading transformers and underground utilities and using a total energy management system, saved \$405,000. An additional \$150,000 was saved by purchasing electricity and natural gas as part of a USM buying collaborative. An estimated \$740,000 was saved by using contingent labor in lieu of regular on-staff employees, while using in-house staff for tasks such as digital archiving and small construction saved \$155,000 over the cost of contracting out. A partnership with Salisbury University for academic programs and bus services saved the institution \$189,000 and new contracts with the bookstore and for cell phones saved \$128,000. Utilizing credit cards for small purchases saved the institution \$20,000 and using the web for time sheets and work order requests saved \$9,000. An additional \$62,000 was saved by using multi-function machines, purchasing surplus items instead of new, and initiating a preventative maintenance program.

University of Maryland University College

The institution saved \$4,885,000 in FY 2007 via several cost containment actions. Savings of \$3,308,000 are attributable to initiatives including reducing office space needs by allowing employees to telework full-time and using nine-month full-time faculty in lieu of 12-month contracts. Bulk purchasing of computers and licensing databases through a consortium saved \$238,000. New contracts for housekeeping services and for 24/7 helpdesk coverage combined to save \$407,000. Energy initiatives saved \$932,000 by avoiding rate increases by locking in utility pricing and by conserving energy using the Johnson Control program.

Morgan State University

Several cost containment actions led to \$1,381,118 in savings in FY 2007. The use of contractual faculty in lieu of full-time regular faculty saved \$694,320 in salary and benefit expenses. New, more efficient systems and a renegotiated contract resulted in energy savings of \$503,250. Purchasing for the library through a consortium saved \$120,318 and moving to electronic communications in order to contact students saved \$63,230.

St. Mary's College of Maryland

In FY 2007, St. Mary's College of Maryland saved \$337,449 through a variety of cost containment actions. Employee actions, including re-organizing full-time and part-time positions and realizing early retirement savings, saved the institution \$276,949. Reducing mailings to save on postage and materials resulted in savings of \$11,500 while increased in-house training saved an additional \$12,000. Maintenance-related savings of \$17,000 were realized through renegotiating a new maintenance contract and implementing a cleaning/maintenance program to reduce excessive repairs. Savings from installing a new Nodal Plant resulted in savings of \$20,000.

**TARGETED INDICATORS AND CAMPUS RESPONSES
COMMUNITY COLLEGES**

ALLEGANY COLLEGE OF MARYLAND

*Occupational Program Associate Degrees and Credit Certificates Awarded –
Engineering Technology*

Commission assessment: Allegany's benchmark is seven. But the number of awards has steadily dropped in half from 10 to 5 during the past four years.

Campus response: The number of awards in engineering technology surged to 44 in FY 2006. The large growth experienced in this field can be attributed to the addition of the applied technical studies program which allows students enrolled in a training program approved for college credit by the American Council for Education to apply credits to the elective portion of the graduation requirement up to a maximum of 30 credits.

ANNE ARUNDEL COMMUNITY COLLEGE

Licensure/Certification Exam Pass Rates – EMT Intermediate

Commission assessment: The pass rates of students on this exam was 26 percent in FY 2004 and 52 percent in FY 2005, considerably below the benchmark of 85 percent.

Licensure/Certification Exam Pass Rates – EMT Paramedic

Commission assessment: The pass rate of students on this exam has been 50 percent in the past three years, far short of the benchmark of 85 percent.

Campus response: Several factors contributed to the low pass rates in these two programs. The EMT Intermediate program that began in 2004 was designed to be a two semester part-time course of study. However, the fire department felt that a 12-week full-time program was needed to address a shortage in the workforce it was experiencing. The class time was found to be too short and too intensive for effective learning to take place. In addition, the first and second classes consisted of new recruits who were required to take the program regardless of their educational goals. What most of these students wanted was to be firefighters and not EMT Intermediates or Paramedics. It is interesting to note that the evening intermediate program that began in Fall of 2004 and completed in Spring 2005 had a first-time pass rate of 60 percent and overall pass rate of 90 percent. Candidates have one year from graduation to pass the national registry exam. Thus, the overall pass rate gives a more complete picture.

The same is true of the EMT Paramedic program. For example, 12 of the 13 the EMT Paramedic students who graduated Spring 2005 ultimately passed the exam.

To bring the pass rates closer to the established benchmarks, Anne Arundel Community College has instituted several changes to the programs. The college is no longer offering an accelerated EMT Intermediate program. The college will continue to offer the evening part-time program leading to toward EMT Intermediate certification. The passing grade for all courses has been increased from 70 percent to 75 percent. Instructors are also using more interactive learning and critical thinking projects in the classroom. The second and third semester courses are being conducted utilizing a computer hybrid format. The first paramedic class taught with this method has demonstrated a 72.2 percent first-time pass rate. The full-time instructional faculty assisted by special contract faculty is delivering consistent instruction to intermediate and paramedic students in four different courses of study in the classroom, labs and clinical settings. The FY 2006 pass rates for both programs have improved and are moving in the right direction toward the established benchmarks.

BALTIMORE CITY COMMUNITY COLLEGE

Annual Unduplicated Headcount

Commission assessment: Baltimore City's benchmark is 24,800. However, its unduplicated credit and non-credit enrollments have dropped steadily for the past three years from 23,875 to 19,441.

Campus response: Baltimore City Community College's annual unduplicated headcount increased 3.5 percent to 20,128 in FY 2006. The unduplicated credit headcount increased 2.6 percent to 10,701 and 4.9 percent for the unduplicated non-credit headcount.

Enrollment in Contract Training Courses

Commission assessment: Baltimore City has experienced a steady decline in the past three years in the unduplicated headcount in contract training courses (from 7,547 to 3,403) and in annual course enrollments (from 13,430 to 5,482). The respective benchmarks are 4,760 and 7,680.

Campus response: Although enrollment fell in workforce development/contract training in FY 2006, it has increased 31 percent in FY 2007. The college has many initiatives planned to increase enrollment including expanding IT certification offerings through a new CISCO lab and updating healthcare labs so that the college can be a testing site for the certified nursing assistant exam.

Minority student enrollment compared to service area population

Percent minorities of full-time faculty

Percent minorities of full-time administrative/professional staff

Commission assessment: The above indicators lacked benchmarks in the 2007 report. The College must provide adopt benchmarks for these measures or explain their absence.

Campus response: The percentage of minority student enrollment at Baltimore City Community College has always exceeded the corresponding percentage in the service population; 90 percent of the college's undergraduates were minorities in fall 2006, compared with 68 percent of the City's population. Minorities constituted 57 percent of full-time faculty and 74 percent of full-time administrative/professional staff. Based on the advice of counsel, the college will not set benchmarks for these indicators.

CARROLL COMMUNITY COLLEGE

Enrollment in Online Courses (Non-credit)

Commission assessment: Non-credit enrollment in online courses at Carroll has fallen by nearly half from 193 to 106 in the past three years, far from its benchmark of 200.

Campus response: Continuing Education and Training online course enrollments increased to 309 in FY 2006, exceeding the benchmark by nearly 55 percent.

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission assessment: The number of awards in data processing in FY 2005 was seven, considerably below the 22 earned in FY 2002 and short of Carroll's benchmark of 12.

Campus response: The number of data processing awards in FY 2006 increased to eight. Students interested in IT careers may select the Management Information Systems option of the Business Administration A.A. transfer program, which is reported under Business. Students in the Computer Information Systems program may elect to transfer rather than complete their A.A.S. degree. A review of statewide community college occupational program awards in data processing fields found they had declined 31 percent over the past four years, from 1,359 in FY 2002 to 933 in FY 2006.

Enrollment in Contract Training Courses

Commission assessment: Annual course enrollments in contract training courses at Carroll have steadily declined in the past three years from 6,218 to 4,783. The College's benchmark is 6,400.

Campus response: Contract training course enrollments in FY 2006 increased to 6,326. Enrollments in courses offered through contractual arrangements are subject to fluctuation, as company training needs and resources vary over time. A single contract with a large employer can have a large impact on this indicator.

CECIL COLLEGE

Occupational Program Associate Degrees and Credit Certificates Awarded – Business

Commission assessment: There has been a consistent drop in the number of awards in business during the past four years from 25 to 11. Cecil is far from its benchmark of 30.

Campus response: The accelerated degree program in Leadership and Management, developed with Wilmington College, produced its first set of graduates this academic year. This program's outcomes effectively averted the declining number of business degrees awarded during the past few years. The College is, therefore, on track to meeting its benchmark.

Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology

Commission assessment: Cecil's benchmark is 10. However, the College has made only two awards in this program area in the past four years.

Campus response: In anticipation of the Department of Defense's Base Realignment and Closure (BRAC) that would draw high technology firms to this region, Cecil College is being proactive in meeting the regional needs for technologically trained manpower. An estimated 5,200 jobs from the U.S. Army's Communications and Electronic Command at Monmouth, New Jersey, will be reassigned to nearby Aberdeen Proving Ground as a result of the 2005 BRAC Act. The projection that BRAC will bring over 10,000 new Department of Defense civilian and contractor jobs to this region gives the College hopes of increasing its graduates in engineering technology. It is expected that BRAC will have a great impact on the number of high technology companies conducting businesses in this area and that would potentially impact the College enrollment and graduation in technologically-oriented careers.

Another stimulus that would positively impact enrollment and graduation in engineering technology is the partnership between Cecil College and UMBC to locate a science, math, and engineering center at Port Deposit in Cecil County. This joint partnership will bring baccalaureate education to Cecil County whereby students will complete the first two years at Cecil College and the next two years with UMBC.

Occupational Program Associate Degrees and Credit Certificates Awarded – Natural Science

Commission assessment: Cecil's benchmark is five. However, no awards have been made in this field in the past three years, and just two in FY 2002.

Campus response: The main program offered at the College under this category was Sanitary Technology. Because of small or no enrollment, this program has been discontinued this academic year.

CHESAPEAKE COLLEGE

Graduate Satisfaction with Transfer Preparation

Commission assessment: Chesapeake's benchmark envisions that 80 percent of graduates will rate their transfer preparation as very good or good. However, the percentage of graduates who expressed this level of satisfaction with their transfer preparation declined from 78 percent to 57 percent in the past three follow-up surveys.

Campus response: Chesapeake set forth strategies to address this issue, and success is evident by the transfer preparation satisfaction rate of 87 percent for 2005 graduates.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Graduation/Transfer Rate After Four Years

Commission assessment: The graduation and transfer rate of college-ready students and developmental completers both dropped noticeably in the past cohort. The rate of college-ready students fell from 50.6 percent to 37.7 percent, and that of developmental completers went from 49.8 percent to 34.8 percent. As a result, CCBC is far from its benchmarks of 55 percent for college ready students and 48 percent for developmental completers.

Campus response: CCBC provided revised figures for its 2001 cohort from the ones submitted in last year's performance accountability report. In addition, the statistics for the 2002 cohort show that college-ready students are graduating or transferring within four years at a rate of 55 percent, and those who started with developmental course requirements and who finished these requirements are graduating or transferring at about the same rate as college ready students.

Graduation/Transfer Rate After Four Years for Minority Students

Commission assessment: The graduation and transfer rate of African Americans declined from 32.1 percent in the 2000 cohort to 26.8 percent in the 2001 cohort. CCBC's benchmark is 43 percent.

Campus response: CCBC provided revised figures for its 2001 cohort from the ones submitted in last year's performance accountability report. From the 2000 to the 2002 cohorts, the success rate for African American students has increased and there has been some narrowing of the gap between white and African American students.

Licensing/Certification Exam Pass Rates – Veterinary Technology

Commission assessment: The pass rate of CCBC's students on this exam has fallen steadily in the past three years from 78 percent to 42 percent. CCBC's benchmark is 75 percent.

Licensing/Certification Exam Pass Rates –EMT Paramedic

Commission assessment: The number of students passing this exam dropped sharply from 88 percent in FY 2004 to 57 percent in FY 2005. The College's benchmark is 87 percent.

Campus response: Several of the programs experience some volatility in their pass rates because of the small numbers of graduates who take the licensure exam in a particular

year, and several that experienced low pass rates last year now have pass rates above 90 percent.

Commission response: The EMT Paramedic program is not one of these. The pass rate on this exam rose to 78 percent in FY 2006 but remains short of the College's benchmark.

FREDERICK COMMUNITY COLLEGE

Percent Minorities of Full-Time Faculty

Commission assessment: The percent which racial/ethnic minorities constitute of Frederick's full-time faculty has steadily fallen from 8 percent to 6 percent during the past four years, and it stands at nearly half of its benchmark of 11 percent.

Campus response: Frederick Community College is committed to increasing the diversity of its faculty and staff and has taken steps to ensure more consistency and efficiency in its hiring processes. Frederick has hired four new faculty of color who will begin teaching in fall 2007 and are not reflected in this data.

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission assessment: The number of awards in data processing at Frederick has consistently dropped from 38 to 19 during the past four years and is considerably short of the College's benchmark of 30.

Campus response: According to the Maryland Department of Labor, Licensing and Regulations, this downward trend appears to be reflective of the IT industry as a whole. Their most recent report states that employment in the data processing and related services industry has decreased by 24 percent from 2002 to 2005. Furthermore, the enrollment in data processing declined from 133 in fall 2002 to 107 in fall 2006.

Occupational Program Associate Degrees and Credit Certificates Awarded—Engineering Technology

Commission assessment: Frederick's benchmark is 10. But the number of awards in engineering technology has declined regularly in the past three years from 21 to 7.

Campus response: Frederick Community College has discontinued three of the four programs in engineering technology. The remaining program, Construction Management, is doing very well on enrollments and, with the Federal grant providing tuition assistance, we expect to see many more students and completers in this program.

Occupational Program Associate Degrees and Credit Certificates Awarded—Natural Science

Commission assessment: Frederick's benchmark is 10. But just seven awards have been made in natural science technologies in all of the past four years and no more than four in any one year.

Campus response: Culinary Arts is currently the only natural science program offered at Frederick Community College. The popularity of this program is steadily increasing as the popularity of Food TV increases. FY 2006 awards in the natural sciences were seven compared with three in FY 2005.

HAGERSTOWN COMMUNITY COLLEGE

Market Share of First-Time, Full-Time Freshmen

Commission assessment: The percentage of first-time, full-time freshmen from Washington County who enrolled at Hagerstown was 46.6 percent in fall 2005 – considerably below the levels of the previous three years and the College’s benchmark of 65 percent.

Campus response: The market share of first-time, full-time freshman rebounded to 62 percent in Fall 2006. Though the number of students enrolled in Fall 2004 and 2005 remained approximately the same, the percent was much lower because, during that same time, an independent two-year college in Hagerstown increased its enrollment dramatically. As part of its response and concern, the College hired a Recruitment Coordinator in Spring 2006 to assist in the implementation of the enrollment management system, with emphasis on recruitment and admissions. In addition, the College initiated and/or expanded online student services such as online admissions applications via College Net, e-mail marketing through Target X, virtual orientation and advising, electronic forums about financial aid, and web registration. In FY 2008, the College will complete the implementation of an improved student academic advisement system that will include specific responsibilities for student services, faculty, technology systems, and student self-advising.

Percent Minorities of Full-Time Faculty

Commission assessment: The College’s benchmark is 5 percent. But none of the full-time faculty at Hagerstown were racial/ethnic minorities in fall 2005, and the figure has not been greater than 2 percent in any of the past four years.

Campus response: Although there have been slight gains since fall 2005, the lack of minority faculty to provide positive role models for students and help create a culturally diverse college community remains a concern. Though minorities are actively recruited regionally or nationally for employee searches, attracting qualified minorities to the Western Maryland region is difficult. However, with the significant westward migration out of the metropolitan areas to Washington County because of a lower cost of living, it is expected that more minority professionals will relocate to the College’s service area.

As the College strives to become more culturally diverse, recruitment strategies are being developed to attract and hire more faculty from racially and culturally diverse backgrounds. Some strategies/activities that are being developed include expanding employee recruitment activities to include visitations to historically black institutions; structuring professional development activities that focus on multicultural responsiveness, including teaching multiculturalism; promoting multicultural sensitivity in the classroom among faculty and students; developing interactive teaching and

learning models that will expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions; incorporating Hispanic culture and language into the College's professional development program; and working collaboratively with the Ad Hoc Multicultural Committee to enhance campus and staff diversity. Through these, as well as other strategies, HCC clearly is committed to attaining its benchmark of 5 percent for minority faculty by Fall 2010.

Number of Business Organizations Provided Training and Services Under Contract

Commission assessment: The number of business organizations served in this capacity has steadily dropped in the past three years from 43 to 29, quite short of Hagerstown's benchmark of 50.

Campus response: As part of institutional efforts for cost effectiveness and accountability, Continuing Education at the College has undergone many changes over the last five years as functions and processes were streamlined to better align expenditures and revenues. High cost programs with low enrollments were eliminated. As a result, some contract training offerings were cut back or eliminated, which accounts for the decrease over that period in the number of businesses provided training and services under contract. In addition, it should also be noted that frequently multiple classes in areas such as technology training, supervisory training, and performance management were offered for a single employer, which was only counted once as a business entity for the purpose of this report.

Enrollment in Contract Training Courses

Commission assessment: Enrollment in contract training courses at Hagerstown plummeted by more than half in the past year. The unduplicated headcount fell from 1,636 in FY 2004 to 731 in FY 2005, and the annual course enrollments dropped from 2,306 to 967 in the same time frame. As a result, the College is considerably below its respective benchmarks of 1,000 and 1,500.

Campus response: Unduplicated contract training enrollments grew by 54 percent in FY 2006, exceeding the benchmark of 1,000. As a result, the benchmark has been increased to 1,350. Annual course enrollments also rose, and the College is progressing toward its benchmark. Some goals that have been set for Continuing Education in FY 2008 that will help move the division toward these two benchmarks include pursuing certification in Steven Covey Leadership/Seven Habits program and one-on-one coaching for managers as a potential market. In addition, the renovation of the Career Programs Building, which will be completed in FY 2009, will significantly expand the Continuing Education and conference services operations to accommodate more contract training.

HARFORD COMMUNITY COLLEGE

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission assessment: The number of awards in data processing at Harford has fallen steadily from 31 to 16 during the past three years, below its benchmark of 25.

Campus response: The decline in the number of degrees and certificates awarded in data processing corresponds to the changes that have been experienced in the technology field since 2000. The 1990s were considered by many to be a technology boom, leading to an eventual technology bubble through 2000. However, the technology/dot.com burst in spring 2000 through 2001. Consequently, a “glut” of technology personnel was created at the same time that jobs/careers in the field contracted. The information technology industry declined by almost 400,000 jobs from March 2001 through March 2004. Consequently, the number of graduates declined substantially from highs of 22 in FY 2002 and 31 in FY 2003. These graduates may have started in the data processing program prior to the industry contraction. More recently, the field appears to be experiencing additional career opportunities and strong growth nationally, especially with the focus on network security and homeland security. For Harford Community College, BRAC may also have a positive impact on these career opportunities regionally. However, it should be noted that some of the specific occupations within the career, such as computer programmers, will increase approximately 8 percent through 2014 according to recent Department of Labor projections.

In response to homeland and computer security, Harford Community College’s Information Systems Security (ISS) degree was recently approved and courses offered in spring 2007. During the spring 2007 semester, six credit students were enrolled in the ISS program and approximately 14 students are completing the upper level programming courses leading to a degree or certificate in the data processing field as defined by the Maryland Higher Education Commission. Continued progress toward this benchmark is expected with the new ISS degree, the improving market for technology careers, and BRAC initiatives.

HOWARD COMMUNITY COLLEGE

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission assessment: There has been a steady decline in the number of data processing awards at Howard during the past four years from 16 to 10, dropping the College below its benchmark of 13.

Campus response: Most of the degree activity in data processing has been in information technology. Neither the industry nor enrollments in this area have rebounded to activity levels before the crash. It appears that the IT industry has restructured itself and that the diminished number of the “pure” IT professions that existed in this category, as opposed to bioinformatics or forensics, is permanent. The college has revised the benchmark for this program area to 10.

PRINCE GEORGE'S COMMUNITY COLLEGE

Annual Unduplicated Headcount

Commission assessment: Total unduplicated credit and noncredit headcount enrollment at Prince George's has fluctuated within a narrow range during the past four years between 37,187 and 38,406, quite a bit below its benchmark of 45,000.

Campus response: This report is not the place for a full accounting of the factors producing the credit headcount decline, but several obvious contributing factors might be mentioned. One involves trends in the college's draw rate among the County's racial and ethnic populations. The proportion of white residents over 18 years old who were attracted to the College's credit student body in fiscal year 1990 was 3.01 percent, but by fiscal year 2000 the white draw rate dropped to 1.69 percent, while the draw rate for County adult African Americans remained relatively constant between censuses (3.59 percent and 3.65 percent respectively). The overall college draw rate, as a result, decreased from 3.29 percent in 1990 to 2.89 percent in 2000, and this market decline has continued in this decade, as evidenced by the white student headcount 1,799 to 1,001 drop between fall 2001 and fall 2006, a decline of 44 percent. Another factor may be the increased competition from "internet" school and proprietary training centers that Prince George's Community College has recently been facing; for example, transfers of students in good standing to the University Of Phoenix, Strayer University, the Devry Institute of Technology and the ITT Technical Institute amounted to 206 during the 2003-2006 fiscal year period. A third cause may be the college's costliness (third highest tuition and fees in the state among community colleges) at a time when two-thirds of dropout respondents in exit interviews tell us that financial difficulties were their top reason for leaving the college.

There are, however, some grounds for believing that the credit enrollment slide will not continue for much longer. For one thing, there has been a recent upswing in the numbers of county high school graduates that should begin to be reflected in greater numbers of new secondary system graduates enrolling here in the next couple of years. Second, the college's major extension center enrollments, which surged between fiscal years 2002 and 2005 but slumped somewhat in 2006, show signs in 2007 of growth resumption, and online course enrollments continued to climb despite the overall college decline, reaching an all time high in fiscal year 2006 – 2,580 (a 2003-2006 percentage gain of 108 percent). Lastly, the college's enrollment management division is aware of the problem and is vigorously addressing it through enlarging its high school recruitment program (15 visitation events per month in 2006); sponsoring a massive College Fair attracting over 4,000 high school students to the campus last April; continuing a number of initiatives aimed at Latino high school students, notably the organization of a very successful workshop and college fair for aspiring Hispanic college students, "*Estudios Universitarios a su Alcance – College is within Your Reach*", in cooperation with the county guidance counselor association; and extending its LIGHT program (Leading

Implementing Guiding High School Transition), a mentoring program for high school seniors promoting concurrent enrollment and free, public workshops on financial aid availability and how to apply into a second year. It is also involving Prince George's Community College students in promoting the college in area high schools through its very active Student Ambassador program.

Graduate Satisfaction with Job Preparation

Commission assessment: Prince George's has set a benchmark that 100 percent of its fully-employed graduates will rate the preparation they received for their jobs as very good or good. However, in the past two follow-up surveys, just 70 and 75 percent respectively of the graduates expressed this level of satisfaction with their job preparation.

Campus response: The College did not address this issue in its report.

Enrollment in Contract Training Courses

Commission assessment: Enrollment in contract training courses at Prince George's has fallen steadily in recent years. Unduplicated annual headcount has dropped from 2,798 to 2,318 in the past three years, and annual course enrollments have declined from 4,170 to 3,334 in the last four years. The College is considerably below its respective benchmarks of 3,465 and 5,198 on these measures.

Campus response: The business community in the county continues to acknowledge the importance of our contract training courses to their professional development programs, and this is evident in the number of annual enrollments: 6,634 in FY 2006, almost doubling the previous year's figure.

Enrollment in Noncredit Basic Skills and Literacy Courses

Commission assessment: Prince George's has reported no unduplicated annual headcount or annual course enrollments in these courses in any of the past four years.

Campus response: The College expects these figures to improve with the opening of the new, continuing skilled trades extension center and the College's assumption of county ABE, GED, ESL and driver education training in fall 2007. This will be the first time that Prince George's Community College has offered noncredit basic skills and literacy courses for county adult learners.

Percentage of Expenditures on Instruction

Commission assessment: Prince George's has experienced a steady decline in the past four years from 43 percent to 38 percent in the percentage of its expenditures that are allocated to instruction. As a result, the College is far from its benchmark of 50 percent.

Campus response: Prince George's Community College managed to hold the line at 38 percent in FY 2006. The College will commit to maintaining current spending on instruction and instructional support as opposed to decreasing such spending in light of budgetary circumstances. This goal comes from our commitment to delivering quality instructional programs to students as a priority above all else.

COLLEGE OF SOUTHERN MARYLAND

Occupational Program Associate Degrees and Credit Certificates Awarded – Engineering Technology

Commission assessment: The number of awards in engineering technology at College of Southern Maryland has dropped steadily from 24 to 9 during the past four years, and it stands at less than half of its benchmark of 23.

Campus response: While the number of awards in mechanical and engineering technologies dropped significantly in FY 2005, from 16 to 9, that number has rebounded to 17 in FY 2006. In FY 2007 preliminary data indicate at least 20 awards will be given, an increase of 122 percent over the FY 2005 level.

The College anticipates continued growth in these programs due to the high demand for technician-level workers in the southern Maryland area. By 2012 an increase of 20 percent is projected in new and replacement technician jobs, compared to increases in the State and nation of 3 percent and 2 percent respectively. This growth is driven primarily by the naval facilities at Patuxent River and Indian Head and the defense contractors that support them. New promotion requirements for Navy personnel will drive this demand even higher. Beginning in FY 2011 a Navy technician must have an associate's degree in the field of expertise to be promoted from E7 to E8 and a bachelor's degree to be promoted to E9.

In response to the needs of area employers the college applied for and received an NSF grant titled "Preparing Technicians for Southern Maryland" in 2003. That multi-year project, funded at \$220,346, will be completed in June 2007. It has resulted in a number of new and expanded initiatives:

- Curricular revisions including a planned transition to a core curriculum for all technician programs and suspension of the Manufacturing AAS program;
- Updated tech prep high school articulation agreements;
- An updated articulation agreement with Capitol College to encourage graduates to continue for their bachelor's degrees;
- Publication of new recruitment materials that clarify the similarities and differences between engineers and engineering technicians;
- Hosting an annual Tech Day at CSM for high school students to spark their interest in technical careers. In the future this Tech Day will evolve into a regional robotics competition funded, in part, by local employers.

The college has embarked on numerous activities designed to develop a pipeline of young people interested in entering technical fields. Particular emphasis is directed at women and minorities who are underrepresented in these fields. Activities have included Women in Mathematics Day, Try College for a Day, a new summer camp in 2007 entitled 'Engineering and Robotic Challenge', Women in Technology Day, and planned

mentoring with local employers. The college, working in partnership with the public schools, anticipates that activities such as these will assure a future supply of local residents interested in pursuing postsecondary education to enter the high demand engineering technology field.

The college will continue to monitor the viability of the technical programs to assure that these programs efficiently and effectively meet local needs.

WOR-WIC COMMUNITY COLLEGE

Successful Persister Rate After Four Years

Commission assessment: The successful persister rate of college-ready students at Wor-Wic dropped dramatically from 82 percent in the 2000 cohort to 47 percent in the 2001 cohort, far from its benchmark of 85 percent.

Graduation/Transfer Rate After Four Years

Commission assessment: The graduation and transfer rate of college-ready students at Wor-Wic fell sharply from 62 percent in the 2000 cohort to 37 percent in the 2001 cohort, considerably below its benchmark of 65 percent.

Campus response: The successful persister rate and the graduation/transfer rate for the 2001 cohort was much lower than the 2000 and 2002 cohorts. An analysis of the data showed that 40 percent of the college-ready students in fall 2001 received credit in the College's criminal justice academy and completed the courses required to earn a law enforcement certificate. However, the certificate program was not approved until the following year and the students did not receive an award from the college. These students are not considered as successes in the analysis, but did meet their educational goals.

Percent Minorities of Full-Time Faculty

Commission assessment: Wor-Wic's benchmark is 10 percent, but the percentage which racial/ethnic minorities make up of its full-time faculty has not exceeded 7 percent in each of the past four years.

Campus response: Due to the low turnover of credit faculty, number of new credit faculty positions each year and lack of qualified minority applicants, it is difficult to meet the college's benchmark of 12 percent minority credit faculty. However, the percentage of minority credit faculty has increased from 6 percent in the fall of 2003 to 9 percent in the fall of 2006. Gaining two more minority credit full-time faculty employees would enable Wor-Wic to meet its benchmark.

Percent Minorities of Full-Time Administrative and Professional Staff

Commission assessment: The composition of racial/ethnic minorities on the full-time administrative and professional staff at Wor-Wic dropped from 9 percent in fall 2004 to 4 percent in fall 2005, the lowest figure in the past four years. The College's benchmark is 10 percent.

Campus response: The percentage of minority full-time administrative/professional employees increased to 7 percent in the fall of 2006. Since the college employs less than 60 full-time administrators, there is much variability in the data for this indicator. Hiring two more minority administrators would allow the college to meet its benchmark of 10 percent. To increase the likelihood of minority applicants for administrative and faculty positions, the college continues mailing administrative and faculty job postings to all members of the college's "minority friends" list and uses media that target minorities. The college has a strategic objective to increase minority representation in college faculty and administrative and professional staff.

Successful Persister Rate of Minorities

Commission assessment: The successful persister rate of African Americans at Wor-Wic dropped sharply from 61 percent in the 2000 cohort to 38 percent in the 2001 cohort, far from its benchmark of 60 percent.

Graduation/Transfer Rate of Minorities

Commission assessment: The graduation and transfer rate of African Americans at Wor-Wic fell by nearly half from 30 percent in the 2000 cohort to 17 percent in the 2001 cohort. The College is now considerably below its benchmark of 30 percent.

Campus response: Same as for the successful persister rate and graduation/transfer rate measures for all students above.

Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing

Commission assessment: Wor-Wic made seven awards in data processing in FY 2005, less than half of the 16 it issued four years earlier. The College is less than halfway to its benchmark of 20.

Campus response: Data processing awards have increased again to 11 in FY 2006. The College continues striving to meet its benchmark of 20 in FY 2010.

Number of Business Organizations Provided Training and Services Under Contract

Commission assessment: The number of business organizations who have received these services at Wor-Wic has steadily declined in the past four years from 42 to 33, leaving the College short of its benchmark of 46.

Campus response: The decrease since FY 2003 in businesses and organizations that contracted training is most likely due to many local businesses closing, downsizing or budgeting less money for training due to economic conditions.

**TARGETED OBJECTIVES AND CAMPUS RESPONSES
PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES**

BOWIE STATE UNIVERSITY

Objective 3.2 – Offer at least one online program by FY 2009 from 0 in 2004.

Commission assessment: Bowie offered no online programs in 2005 or 2006.

Campus response: The expansion of web-enhanced courses at Bowie State University continues. Aggressive continuance of these developments will ensure the achievement of the goal of 95 percent web-enhancement of all academic courses. Simultaneously, the latter initiative will complement and facilitate the development of fully online degree programs. The planned establishment of online degree programs was delayed in light of action by the Dean's Council. Several departments have developed online degree program proposals. However, the Dean's Council felt that the University needed to establish specific criteria for the implementation of online courses and programs. Work toward establishing criteria is underway. Therefore, the University expects to achieve this accountability objective.

COPPIN STATE UNIVERSITY

Objective 3.2 — Increase the six-year graduation rate of African Americans from 23.8 percent in FY 2004 to 30 percent in FY 2009.

Commission assessment: The six-year graduation rate of African Americans at Coppin was 23.8 percent in the most recent cohort – tied for the lowest in the past four cohorts.

Campus response: While many retention strategies or initiatives have been used by Coppin State University, there is a concern that the strategies are not yielding the desired outcomes. Coppin will review its organizational structure, current retention strategies, practices and services to ensure that the retention plan influences the desired outcomes.

The leaders of Coppin's Offices of Institutional Research and Enrollment Management are developing analysis to determine the reason for the attrition. Preliminary analysis shows that Coppin students have the highest number of Pell-eligible students and many of the students' accounts are at Central Collections for non-payment. Students are not allowed to re-enter Coppin until the balance is paid in full.

Objective 5.3 – Increase the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, and information technology academic programs from 2,221 in FY 2004 to 2,500 in FY 2009.

Commission assessment: The total number of students enrolled in these programs has declined steadily in the past four years from 2,299 to 1,960.

Campus response: Through increases in enrollment in the coming years, Coppin expects to see increases in the number of students enrolled in these areas from the 2,436 in FY 2007 to its FY 2009 benchmark of 2,500.

Objective 7.2 – Maintain cost of \$0.20 per \$1 raised in private donations.

Commission assessment: The cost of raising \$1 in private donations at Coppin jumped dramatically from \$0.22 in 2005 to \$0.90 in 2006.

Campus response: An extensive fundraising plan has been developed for the next five years as a way to increase revenue from various sources to include corporations, foundations, individuals, alumni, faith-based community and organizations. The increase in revenue from these sources will reduce the cost of fundraising to the benchmark level or below.

FROSTBURG STATE UNIVERSITY

Objective 1.3 – Sustain effective and efficient use of resources through 2009 by allocating at least 2 percent of replacement costs to facilities renewal and achieve at least 2 percent of operating budget for reallocation to priorities.

Commission assessment: The percent of replacement costs expended in facility renewal at Frostburg has fallen consistently in the past three years from 1.3 percent to 0.6 percent.

Campus response: The percent expended on facilities renewal fell in fiscal year 2006 because of declining enrollment and a shift in University priorities to adjust for the decrease. The University seeks to improve its renewal benchmark as enrollments increase.

SALISBURY UNIVERSITY

Objective 2.2 – The estimated number of graduates employed in information technology related fields in Maryland will increase from 59 in 2004 to 70 in 2009.

Commission assessment: Based on figures calculated from the last two follow-up surveys, the number of Salisbury graduates employed in information technology fields in Maryland were 31 and 46 respectively – considerably short of the MFR objective.

Campus response: Information Technology (IT) programs have experienced growth and decline that mirrors the national employment market. Since the dot-com and high tech bust, increased competition for IT-related jobs has had a negative affect on IT related enrollment, IT graduates, and the estimated number of IT graduates employed in Maryland. After the number of IT graduates employed in Maryland climbed to a high of 59 in 2004, the number declined to 31 in 2005 but rebounded to 46 in 2006. The trend is expected to increase modestly in 2007 and, although Salisbury's applications and enrollment are booming, those interested in IT-related fields, as predicted, remain lower than projected but relatively stable.

Objective 2.5 – Increase expenditures on facility renewal from 0.5 percent in 2004 to 0.9 percent in 2009.

Commission assessment: Expenditures on facility renewal have fluctuated between 0.4 and 0.6 percent during the past four years.

Campus response: The University is on target to achieve this benchmark, provided the State maintains its commitment to full funding based on the funding guidelines.

UNIVERSITY OF BALTIMORE

Objective 2.2 – Increase the percentage of African American undergraduate students 32.7 percent in FY 2004 to 39 percent in FY 2008.

Commission assessment: The percentage which African Americans constitute of all undergraduates at University of Baltimore has steadily declined from 34.1 percent to 30.4 percent in the past four years.

Campus response: It is not clear whether the decline in the percentage of African-American undergraduates is real or is due to changes in the willingness of undergraduate students to report their racial or ethnic affiliation. Over the last four years the number of undergraduates not indicating a racial or ethnic affiliation has grown by 33 percent. This group now makes up 12.3 percent or 261 out of an undergraduate population of 2,116. Despite these difficulties the university believes it will reach its benchmark for 2008. In fall 2007, African-Americans made up 37 percent of the undergraduate student body. The university remains confident that the 2008 benchmark can be met.

UNIVERSITY OF MARYLAND, BALTIMORE

Objective 2.1 – By FY 2010 increase extramural funding for research, service and training projects by 26 percent compared to 2005.

Commission assessment: Grants and contracts awards at UMB increased from \$323.4 million to \$409.1 million between 2003 and 2005, then fell to \$364.5 million in 2006. The four-year increase is 12.7 percent or less than half the MFR objective.

Campus response: UMB revised the 2006 figure it submitted in last year's accountability report from \$364.5 million to \$379.4 million. While even the changed statistic represented a drop of about \$30 million (7 percent) from FY 2005, it nonetheless reflected an increase of about 13 percent over FY 2004. The FY 2006 dip, which was experienced by academic health centers across the country, resulted in part from across the board cutbacks and delays in anticipated grant renewals because of flat and/or declining National Institutes of Health (NIH) funding and other constraints on the federal budget. However, the single most important reason for the drop at UMB was the loss of 14 highly productive medical faculty who were recruited away by competing institutions. The twin roots of the problem are adequate space and recruitment/retention funds to stave off such raids. UMB will need Health Sciences Facility III and an enhanced operating budget to achieve projected growth. Grant and contract funding again exceeded \$400 million for FY 2007 and is expected to grow, albeit slowly, for the next two years.

Objective 3.1 – By FY 2010 increase the number of master's and doctorate nursing graduates, PharmD graduates, and DDS graduates by 30 percent on average compared to 2005.

Commission assessment: The total number of these graduates in the most recent year (418) is just 10 more than four years ago because of a decline in the number of degree recipients in UMB's graduate programs in nursing.

Campus response: The total number of graduates from these programs increased for 2007, the result of an increase in graduate nursing enrollments a few years earlier offset somewhat by the termination of a part-time PharmD program for practicing pharmacists with baccalaureate degrees. Based on current enrollments in these programs, the total number of graduates will continue to increase.

Objective 5.1 – By FY 2010 increase the number of days faculty spend in public service with Maryland's governments, businesses, schools and communities by 25 percent compared to 2005.

Commission assessment: The number of days in public service spent per full-time faculty member at UMB has declined steadily from 15.2 to 11.3 in the past three years.

Campus response: The number of days in public service per full-time faculty member increased to 11.5 percent for FY 2007, reversing the declining trend.

Objective 6.1 – From FY 2005 through FY 2010 attain annual cost savings of at least 4 percent of the total budget based on enhanced efficiency and effectiveness.

Commission assessment: Annual cost savings as a percent of UMB's total budget dropped from 4.1 percent to 2.2 percent in the past year.

Campus response: The annual cost savings as a percent of actual budget has ranged between 2.0 percent and 4.4 percent over the period from FY 2004 to FY 2007.

Commission response: Taking into account the figures for FY 2007, the annual cost savings as a percent of UMB's total budget has dropped steadily from 4.4 percent to 2.0 percent during the past four years.

UMB has no goals or objectives related to diversity, one of the major areas of accountability and a goal in the state plan.

UMB has communicated the following position to the Commission: The legal landscape of admissions decision-making is not settled for UMB or generally. The Supreme Court has held that racial quotas in admissions are not legal, even though race can be a factor in decision-making directed to attaining a student body with sufficient diversity to meet educational objectives. Currently, benchmarks and percentage-based measures are highly questionable.

However, a representative of the U.S. Office for Civil Rights, at a workshop for staff attorneys at Maryland colleges and universities in 2005, stated that the establishment of numerical goals by themselves did not violate the law or court decisions. In addition, Maryland institutions may use diversity indicators that are not related to the admissions process to satisfy the accountability requirement.

UNIVERSITY OF MARYLAND BALTIMORE COUNTY

Objective 2.1 – Increase the number of UMBC graduates hired by Maryland public schools from 48 in FY 2004 to 95 in FY 2009.

Commission assessment: The number of students who completed all teacher education requirements at UMBC and are employed in Maryland public schools fell sharply from 93 to 51 in the past year.

Campus response: It appears that the enrollments in education reflect, at least in part, the challenges of completing the requirements for certification in elementary education along with a major in another field and a university language requirement. The fact that our education students are required to major in another field may also affect the number going on to teach in Maryland, as this broader education may enable them to pursue more lucrative careers in their chosen field of study or make them more likely to go on to graduate school.

Objective 7.1 – Allocate expenditures on facility renewal to meet 2 percent target by FY 2009 from 0.3 percent in FY 2004.

Commission assessment: The percent of replacement cost expended in facility renewal and renovation at UMBC has steadily fallen in the past four years from 0.6 percent to 0.2 percent.

Campus response: UMBC has made progress under the Board of Regents initiative to increase state funding for facilities renewal by 0.2 percent per year until the 2 percent target is achieved. After a slight decline in FY 2006, our percent of replacement cost expended in facility renewal and renovation increased to 0.4 percent in FY 2007.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Objective 3.2 – The total number of annual alumni donors to the University will increase from 26,155 in 2004 to 42,000 by 2009.

Commission assessment: The total number of annual alumni donors at UMCP has fluctuated in a narrow range during the past four years between 23,359 and 26,155.

Commission response: Over the last few years the number of donors has remained steady while the amount of annual giving has grown significantly. With renewed energy from recommendations of a Presidential task force, the University has developed a campaign to significantly increase both the number of donors and the amount of giving over the next 5 years. Our current goal is to increase the number of alumni donors to 42,000 and to increase the amount of alumni giving to \$130 million. However, due to resource constraints, the University has shifted its efforts in the last few years to major gifts, which has put us on track to meet our \$130 million goal. As a result, we have seen incremental growth in the alumni giving area (from 24,601 in 2006 to 25,623 in 2007), but not the dramatic increases that we had planned for in 2004. In the coming years, we will be devoting more energy to increasing the number of alumni donors and anticipate a slow but steady increase in that area.

Objective 5.2 – Increase or maintain the number of UMCP baccalaureate level graduates of Information Technology programs who work in Maryland from 302 as reported in the 2002 alumni survey to 350 in 2008.

Commission assessment: The number of baccalaureate level information technology graduates employed in Maryland fell from 302 to 172, as calculated from the last survey.

Campus response: The University will continue its commitment to maintain high quality IT programs and provide graduates for workforce demands. In addition, the University has begun to see growth in students entering as computer science majors. New data about graduates employed in Maryland will become available from the 2008 alumni survey.

UNIVERSITY OF MARYLAND EASTERN SHORE

Objective 3.2 – Increase the total number of Information Technology graduates from 30 in 2004 to 35 in 2008.

Commission assessment: The number of information technology graduates at UMES has been 19 and 20 respectively in the past two years, considerably short of the MFR objective.

Campus response: The University has modified its 2008 goal from 35 to 27 to reflect the current reality of the Computer Science field nationally and at UMES. Several factors have been taken into account in making this decision:

1. There has been a general decline in both student enrollment and the number of completers at the undergraduate level both nationally and at UMES since the “dot com bubble burst” as students experienced employment difficulties in certain computer science fields. Enrollment at UMES for FY 2004 was 253. It has since steadily declined to 169 for FY 2006 with a corresponding decline in the number of graduates to 20 and has declined further to 155 for FY 2007. A retention analysis of the fall 2004 cohort of first-time, full-time students indicates that only 58.1 percent returned in the fall of 2005, a drop from the previous year’s rate of 67.3 percent.
2. A careful review of FY enrollment indicates that apart from the freshman year (77) there are not enough sophomores (30), juniors (18), and seniors (36) in the pipeline to achieve the 2008 objective of 35 graduates with baccalaureate degrees
3. Due to the optimistic outlook that prevailed during the period before 2004 and an insufficient number of faculty dedicated to computer science instruction at UMES, curriculum changes did not keep pace with changes in the field. This was confirmed by the Accreditation Board of Engineering and Technology (ABET) team in 2003 that recommended, among other things, a review of the curriculum. Clearly, the subsequent review did not have the desired impact on the declining student enrollment and number of completers.

Appropriate steps have now been taken to turnaround the decline, but the impact will not be felt within the current accountability/MFR plan. First, the Department of Math and Computer Science has a chair and four other faculty with terminal degrees in computer science. Second, an Industrial Advisory Council has been established to provide feedback to the department in the areas of curriculum, research, employment opportunities, accreditation of the Computer Science program, and other matters pertaining to student learning. Third, a revised curriculum has been developed with well defined educational objectives, including a course on computer science orientation during the freshman year, where students can be exposed to computer science in general, and gain some hands-on experience and be introduced to employment opportunities. The new curriculum has already been submitted to the UMES Senate for further review. Fourth, a number of

honors scholarships will be set aside for Computer Science majors. Finally, the Department of Math and Computer Science (Computer Science Component) will proactively and aggressively promote the revised curriculum and recruit students from community colleges in Maryland. In addition, the Department will also strengthen its student academic support services including advising. UMES hopes that it will be able to adjust its objective upwards once the measures it has taken begin to produce the desired impact on the enrollment and retention profile for the Computer Science program.

MORGAN STATE UNIVERSITY

Objective 3.1—Produce a minimum of 225 African American graduates at all degree levels in science, mathematics, information systems management, computer science, and engineering by 2009.

Commission assessment: The number of African American degree recipients at Morgan in these fields was 157 in the most recent year – the lowest in the last four.

Campus response: Several factors have caused the decline in the number of degrees awarded to African-Americans in science, mathematics, information systems management, computer science and engineering. Nationally, the number of students majoring in computer science has decreased as a result of the dot-com bust in the late 1990's. This trend has impacted Morgan. In addition, our National Survey of Student Engagement results as well as the results of our institutional Senior Exit Survey indicate that about 40 percent of our students attend college full-time, yet work more than 20 hours a week. This type of schedule results in students not devoting enough time to study, and consequently needing to repeat classes.

Objective 3.2 – Increase the number of degrees awarded in teacher education to 75 by 2009.

Commission assessment: The number of baccalaureates awarded in teacher education at Morgan has declined steadily in the past three years from 79 to 51.

Campus response: Several factors have also caused the decline in the number of baccalaureates awarded in teacher education at Morgan. Students are not choosing education because other career opportunities are available. In addition, many students who are interested in education choose educational specialties such as special education or early childhood education which Morgan currently does not offer.

Objective 4.1 – Achieve centers of excellence in teacher education, the sciences, engineering, and management information technology and maintain high quality programs in liberal arts and other professional programs by increasing the number of authorized faculty dedicated to doctoral education to 60 by 2009, and by increasing the number of funded graduate assistantships to 100.

Commission assessment: The number of authorized faculty dedicated to doctoral education at Morgan has been seven in each of the past four years, and the number of fully state-funded doctoral graduate fellowships and assistantships was 48 in the past two years. Both figures are considerably short of the accountability objective.

Campus response: Now that the University's Carnegie classification has changed from Masters I to Doctoral/Research University, additional full-time faculty are essential if the University is to further excel and be competitive within this classification. The University has not been able to increase the number of authorized faculty dedicated to doctoral education because the modest increase in State support has not permitted growth on this measure. The University has received additional monies for FY 2008 some of which will be used towards authorized faculty dedicated to doctoral education. Additionally, the University expects to add funded graduate assistantships as additional money becomes available in the future.

ST. MARY'S COLLEGE OF MARYLAND

Objective 11.1 – Between 2005 and 2009, increase recycling rates for solid waste from 17 percent to 25 percent, and reduce electricity consumption per square foot by 15 percent.

Commission assessment: The recycling rate for solid waste at St. Mary's has dropped steadily from 34.1 percent to 17.4 percent in the past four years.

Campus response: The dramatic change in recycling on campus – more than doubling the rate in one year from 17.4 percent to 37.0 percent – reflects the College's formal commitment to preserve natural resources and be a good steward of the environment.

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 community college profile contains a set of 10 common indicators. Those from the public four-year institutions have up to seven standard measures. For some of the public four-year institutions, one or more of the common indicators were not relevant to the campus or did not have an accompanying accountability objective; in these cases, the indicators were not included. Emphasis was given to outcomes and outputs measures. 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 used 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 first-time, full-time freshmen
3. Graduation/transfer rate after four years
4. Graduation/transfer rate after four years of racial/ethnic minorities
5. Student satisfaction with goal achievement
6. Student satisfaction with transfer preparation
7. Student satisfaction with job preparation
8. Employer satisfaction with community college graduates
9. Minority student enrollment in comparison to service area population
10. Tuition and fees as a percent of tuition and fees at Maryland four-year institutions

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

Allegheny 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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,264	4,555	4,617	4,596	4,412
Noncredit students	7,561	7,808	8,242	8,611	7,619

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	65.4%	65.7%	58.9%	61.6%	63.6%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	48.5	46.7	46.4	48.6
b. Developmental completers	52.7	44.1	47.1	49.4
c. Developmental non-completers	50.4	41.9	37	47.1
d. All students in cohort	50.4	43.8	42.3	48.0

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	<50 cohort	<50 cohort	<50 cohort	NA
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	NA
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	NA

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	93%	96%	95%	93%	93%
Graduate satisfaction with transfer preparation	82%	82%	91%	90%	83%
Graduate satisfaction with job preparation	92%	77%	76%	82%	86%
Employer satisfaction with career program graduates	92%	87%	94%	100%	91%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	8.23	9.34	9.22	9.22	8.20
b. Percent non-white service area population, 18 or older	7.9	8.1	8.2	8.2	n/a

Campus-Specific Performance Indicator	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	45.5%	44.1%	42.1%	44.3%	45.5%

	AY 2002-2003	AY 2003-2004	AY 2004-2005	AY 05-06	Benchmark AY 09-10
Academic performance at institutions of transfer: GPA after 1st year	2.74	2.64	2.54	2.48	2.79

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	20,479	20,928	20,920	21,293	22,723
Noncredit students	33,895	32,186	35,482	35,971	37,432

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	61.4%	60.6%	62.3%	61.4%	63.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	62.9%	65.4%	66.4%	66.0%
b. Developmental completers	54.2%	56.9%	58.3%	57.0%
c. Developmental non-completers	21.9%	22.6%	25.5%	23.0%
d. All students in cohort	50.8%	48.9%	49.9%	51.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	36.5%	36.9%	39.0%	41.0%
b. Asian, Pacific Islander	52.4%	61.7%	44.6%	51.0%
c. Hispanic	58.5%*	46.4%	54.2%*	51.0%

*cohort for analysis is <50

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96.2%	93.8%	95.7%	96.4%	97.0%
Graduate satisfaction with transfer preparation	85.1%	80.7%	89.0%	87.6%	90.0%
Graduate satisfaction with job preparation	86.0%	84.7%	84.9%	89.3%	89.0%
Employer satisfaction with career program graduates	97.3%	96.3%	88.9%	100.0%	95.0%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	21.6%	22.8%	24.1%	24.3%	27.0%
b. Percent non-white service area population, 18 or older	20.0%	20.6%	21.2%		n/a

Campus-Specific Performance Indicator	AY 2002-2003	AY 2003-2004	AY 2004-2005	AY 2005 2006	Benchmark AY 2009-2010
Market share of recent, college-bound high school graduates	66.7%	68.9%	67.3%	70.0%	69.0%
Academic performance at institutions of transfer: GPA after 1st year	2.85	2.85	2.78	2.73	2.79

Performance Indicator	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Annual course enrollments in contract training courses	25,954	36,022	41,236	38,982	40,644

BALTIMORE CITY COMMUNITY COLLEGE

Baltimore City Community College (BCCC), through its statewide tuition, is an open admissions, two-year public institution serving Baltimore City and all Maryland regions. BCCC enrolls more Baltimore City residents as undergraduates than any college or university. The College offers Associate's degrees, certificates and options for transfer to four-year institutions. Its academic program areas include allied health, nursing, human services, business, and information technology, to name a few. Developmental courses are required by most entrants tested. BCCC's Business and Continuing Education Center offers courses in Adult Basic Education, GED preparation, English as a Second Language, and workforce development.

Performance Indicator	FY 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10,886	10,933	10,428	10,701	12,100
Noncredit students	13,361	10,717	9305	9,763	11,200

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	23%	21%	22%	22.4%	27%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	49%	42%	38%	50%
b. Developmental completers	37%	41%	29%	44%
c. Developmental non-completers	17%	19%	20%	20%
d. All students in cohort	24%	26%	25%	30%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	20%	25%	22%	30%
b. Asian, Pacific Islander	na (n=7)	na (n=6)	na (n=5)	30%
c. Hispanic	na (n=10)	na (n=8)	na (n=5)	30%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	88%	90%	98%	92%	95%
Graduate satisfaction with transfer preparation	90%	79%	76%	73%	80%
Graduate satisfaction with job preparation	100%	81%	76%	79%	90%
Employer satisfaction with career program graduates	100%	100%	100%	100%	95%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	95%	91%	90%	90%	BCCC does not submit
b. Percent non-white service area population, 18 or older	68%	68%	68%	68%	n/a

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	3,913	4,236	4,392	4,478	4,600
Noncredit students	8,158	8,000	8,230	9,271	9,000

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	48.6%	48.6%	47.5%	47.4%	50.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	65.6%	68.2%	69.1%	70.0%
b. Developmental completers	61.9%	69.9%	69.2%	70.0%
c. Developmental non-completers	26.0%	20.7%	21.4%	20.0%
d. All students in cohort	54.4%	60.6%	58.1%	60.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	N<50	N<50	N<50	60.0%
b. Asian, Pacific Islander	N<50	N<50	N<50	60.0%
c. Hispanic	N<50	N<50	N<50	60.0%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	99%	99%	93%	95%
Graduate satisfaction with transfer preparation	75%	70%	79%	79%	85%
Graduate satisfaction with job preparation	83%	100%	80%	89%	90%
Employer satisfaction with career program graduates	83%	100%	100%	100%	100%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	6%	7%	8%	7%	10%
b. Percent non-white service area population, 18 or older	6%	6%	6%	7%	n/a

Campus-Specific Performance Indicator	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY2010
Annual course enrollments in contract training courses	6,218	4,991	4,783	6,326	6,400
Annual course enrollments in workforce development courses	8,619	7,485	7,709	9,410	8,800

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Successful-persistor rate after four years				
a. College-ready students	85.9%	81.8%	85.3%	85.0%
b. Developmental completers	80.0%	84.9%	89.5%	85.0%
c. Developmental non-completers	50.0%	26.8%	28.6%	30.0%
d. All students in cohort	74.2%	73.7%	74.8%	75.0%

CECIL 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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	2,467	2,559	2,630	2,669	3,000
Noncredit students	5,207	5,737	5,368	5,371	7,500

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	55.7%	62.6%	59.4%	58.0%	64.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	71%	74%	61%	80%
b. Developmental completers	64%	64%	52%	70%
c. Developmental non-completers	31%	31%	17%	20%
d. All students in cohort	56%	53%	39%	60%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	n<50	n<50	n<50	n/a
b. Asian, Pacific Islander	n<50	n<50	n<50	n/a
c. Hispanic	n<50	n<50	n<50	n/a

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94%	94%	97%	100%	95%
Graduate satisfaction with transfer preparation	73%	92%	78%	87%	85%
Graduate satisfaction with job preparation	88%	82%	75%	91%	80%
Employer satisfaction with career program graduates	94%	82%	100%	86%	95%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	11.2%	12.1%	12.9%	11.2%	15.0%
b. Percent non-white service area population, 18 or older	7.5%	8.1%	8.5%	8.9%	n/a

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	3,238	3,446	3,506	3,385	4,000
Noncredit students	9,545	9,065	8,208	8,491	8,800

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	49%	43%	48%	51%	51%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	57%	60%	57%	65%
b. Developmental completers	46%	56%	46%	56%
c. Developmental non-completers	16%	22%	24%	30%
d. All students in cohort	36%	41%	40%	50%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	<50	34%	26%	40%
b. Asian, Pacific Islander	<50	<50	<50	na
c. Hispanic	<50	<50	<50	na

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	90%	97%	97%	98%
Graduate satisfaction with transfer preparation	78%	72%	57%	87%	82%
Graduate satisfaction with job preparation	90%	77%	78%	87%	85%
Employer satisfaction with career program graduates	100%	86%	100%	89%	95%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	19%	21%	20%	20%	21%
b. Percent non-white service area population, 18 or older	18%	18%	18%	18%	n/a

Campus-Specific Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of part-time undergraduates	77%	78%	77%	75%	78%

Performance Indicator	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Enrollment in online courses					
a. Credit	532	853	1,074	1,690	2,000
b. Non-credit	306	293	358	369	500

Performance Indicator	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43%	43%	43%	45%	45%

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	28,566	28,427	28,295	27,978	29,500
Noncredit students	40,442	38,957	41,475	39,739	40,000

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	46.2%	44.2%	39.4%	37.1%	39.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. College-ready students	50.6%	51.6%	54.6%	58%
b. Developmental completers	49.8%	51.0%	53.3%	55%
c. Developmental non-completers	22.3%	22.7%	24.2%	24%
d. All students in cohort	41.7%	42.3%	46.1%	47%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	32.1%	32.3%	37.1%	45%
b. Asian, Pacific Islander	51.1%	48.5%	61.5%	57%
c. Hispanic	30.8%	49.1%	57.7%	50%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96.0%	94.0%	97.0%	95.0%	95%
Graduate satisfaction with transfer preparation	78%	72%	81%	72%	80%
Graduate satisfaction with job preparation	72%	83%	88%	82%	85%
Employer satisfaction with career program graduates	94%	96%	92%	84%	90%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	37%	38%	39%	40%	40%
b. Percent non-white service area population, 18 or older	27%	28%	29%	30%	n/a

Campus-Specific Performance Indicator	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	43.9%	45.4%	43.4%	43.1%	45.0%

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Percent minorities of full-time faculty	14.5%	14.0%	14.7%	14.5%	17.0%
Percent minorities of full-time administrative/professional staff	29.0%	28.5%	28.4%	27.8%	32.0%

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	6,726	6,859	6,719	6,872	7,400
Noncredit students	8,816	11,263	11,783	12,296	16,500

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	54%	57%	53%	48%	54%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	65%	70%	73%	68%
b. Developmental completers	63%	52%	54%	58%
c. Developmental non-completers	27%	33%	26%	30%
d. All students in cohort	63%	57%	56%	60%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	54%	-	49%	-
b. Asian, Pacific Islander	-	-	-	-
c. Hispanic	-	-	-	-

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	95%	96%	95%	95%	95%
Graduate satisfaction with transfer preparation	79%	88%	80%	94%	85%
Graduate satisfaction with job preparation	86%	83%	100%	83%	90%
Employer satisfaction with career program graduates	100%	100%	100%	80%	100%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	16%	17%	19%	21%	20%
b. Percent non-white service area population, 18 or older	12%	11%	11%	17%	n/a

GARRETT COLLEGE

Garrett 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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	777	746	815	829	909
Noncredit students	3,167	3,166	3,593	3,821	4,000

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	62.2%	58.2%	61.9%	73.7%	65.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	76.0%	63.3%	79.6%	76.0%
b. Developmental completers	59.0%	54.4%	72.4%	65.0%
c. Developmental non-completers	45.5%	23.1%	39.5%	35.0%
d. All students in cohort	63.2%	51.7%	65.8%	65.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	<50	<50	<50	n/a
b. Asian, Pacific Islander	<50	<50	<50	n/a
c. Hispanic	<50	<50	<50	n/a

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	91%	88%	96%	96%	95%
Graduate satisfaction with transfer preparation	85%	75%	91%	69%	80%
Graduate satisfaction with job preparation	78%	69%	84%	89%	79%
Employer satisfaction with career program graduates	100%	100%	100%	50%	90%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	7.2%	9.5%	8.4%	7.1%	2.0%
b. Percent non-white service area population, 18 or older	1.3%	1.3%	1.3%	1.7%	n/a

Campus-Specific Performance Indicator	AY 2002-2003	AY 2003-2004	AY 2004-2005	AY 05-06	Benchmark AY 09-10
Market share of recent, college-bound high school graduates	64.3%	67.5%	59.0%	62.1%	64.0%
Academic performance at institutions of transfer: GPA after 1st year	2.96	2.61	2.64	2.79	2.84

	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	46.7%	44.2%	42.3%	43.2%	53.1%

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,290	5,128	5,031	5,248	6,805
Noncredit students	10,084	8,811	8,695	9,944	10,579

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	63.4%	64.6%	46.6%	62.0%	65.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	61.3%	69.8%	74.6%	80.0%
b. Developmental completers	59.0%	67.7%	70.0%	70.0%
c. Developmental non-completers	37.7%	37.8%	27.6%	34.0%
d. All students in cohort	54.0%	59.3%	60.0%	64.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	*	*	*	*
b. Asian, Pacific Islander	*	*	*	*
c. Hispanic	*	*	*	*

**Cohort for analysis is less than 50 students.*

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	95.0%	93.0%	98.0%	95.0%	98.0%
Graduate satisfaction with transfer preparation	85.0%	83.0%	82.0%	86.0%	88.0%
Graduate satisfaction with job preparation	77.0%	68.0%	74.0%	87.0%	90.0%
Employer satisfaction with career program graduates	100.0%	100.0%	80.0%	89.0%	95.0%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	10.0%	11.0%	11.5%	12.4%	13.5%
b. Percent non-white service area population, 18 or older	11.2%	11.8%	12.3%	n/a	n/a

HARFORD COMMUNITY COLLEGE

Harford Community College is a fully accredited, open-admission two year community college that offers a wide variety of majors and career training. Over 22,000 Harford county residents take credit and noncredit classes each semester. The 332 acre campus includes 21 academic and administrative buildings. Facilities include networked computer labs, a radio and TV studio, library, 900 seat theater, and an Apprenticeship and Training Center.

Performance Indicator	FY 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	7,786	7,598	7,607	7,706	8,195
Noncredit students	16,343	16,352	15,710	16,713	17,000

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	54.5%	59.4%	61.6%	58.3%	62.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	66.2%	70.6%	69.2%	72.0%
b. Developmental completers	69.1%	61.1%	64.2%	62.0%
c. Developmental non-completers	36.0%	42.5%	35.1%	40.0%
d. All students in cohort	54.5%	55.8%	56.5%	58.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	35.8%	40.7%	48.0%	58.0%
b. Asian, Pacific Islander	n < 50	n < 50	n < 50	
c. Hispanic	n < 50	n < 50	n < 50	

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	94.0%	94.0%	96.0%	87.8%	95.0%
Graduate satisfaction with transfer preparation	83.0%	81.0%	81.0%	72.4%	82.0%
Graduate satisfaction with job preparation	68.0%	78.0%	81.0%	71.1%	80.0%
Employer satisfaction with career program graduates	95.0%	100.0%	100.0%	90.1%	95.0%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	16.0%	17.0%	16.5%	16.4%	18.0%
b. Percent non-white service area population, 18 or older	14.2%	14.9%	15.7%	16.6%	n/a

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	9,262	9,545	9,950	10,135	11,535
Noncredit students	13,640	14,722	14,221	14,253	15,701

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	40.3%	37.5%	42.5%	42.4%	45.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	75.2	72.7	68.7	80
b. Developmental completers	65	64.9	66.9	70
c. Developmental non-completers	37.1	35	36.7	35
d. All students in cohort	56	56	56.6	60

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	40	44.9	39.1	50
b. Asian, Pacific Islander	65.6	52.4	69.7	60
c. Hispanic	n<50	n<50	n<50	n/a

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	98	96	94	94	98
Graduate satisfaction with transfer preparation	80.7	82.4	76.6	89.3	83
Graduate satisfaction with job preparation	85	84	85	100	90
Employer satisfaction with career program graduates	100	91	80	83	90

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	31.9	33.6	34.3	35.5	35
b. Percent non-white service area population, 18 or older	29.1	30.5	31.8	33.3	n/a

Campus-Specific Performance Indicator	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Employer satisfaction with contract training	95%	100%	100%	100	100

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 23,000 Workforce Development and Continuing Education students. While Montgomery County's population is quite diverse, Montgomery College's credit student body is even more diverse - 29% Black, 16% are Asian, 15% are Hispanic, and 41% are White. Students from 178 foreign countries comprise 32% of the students.

Performance Indicator	FY 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	32,540	32,459	32,881	32,922	33,867
Noncredit students	14,969	15,368	23,783	25,114	26,161

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	45.0%	44.5%	40.9%	50.3%	44%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	51.1%	61.8%	61.5%	62%
b. Developmental completers	48.7%	45.5%	43.4%	49%
c. Developmental non-completers	37.6%	31.9%	29.0%	38%
d. All students in cohort	48.5%	47.8%	46.9%	49%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	45.8%	46.1%	42.4%	49%
b. Asian, Pacific Islander	51.2%	53.3%	52.0%	53%
c. Hispanic	38.1%	36.4%	35.3%	45%

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	97%	99%	97%	93%	92%
Graduate satisfaction with transfer preparation	79%	79%	88%	91%	92%
Graduate satisfaction with job preparation	93%	76%	79%	89%	92%
Employer satisfaction with career program graduates	100%	83%	93%	100%	92%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	52.2%	52.6%	52.8%	53.5%	55%
b. Percent non-white service area population, 18 or older	40.8%	41.6%	42.2%	42.9%	n/a

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	19,537	19,873	18,509	18,376	25,000
Noncredit students	19,804	18,797	21,185	20,989	25,000

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	29.0%	26.4%	27.30%	24.00%	30.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	42.0	50.0	58.3	60
b. Developmental completers	31.9	35.4	41.9	60
c. Developmental non-completers	22.8	16.6	21.0	30
d. All students in cohort	30.2	30.8	37.0	45

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	26.4	27.3	32.1	45
b. Asian, Pacific Islander	46.7	47.8	54.3	45
c. Hispanic	31.4	35.0	47.5	45

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	97%	95%	93%	94%	
Graduate satisfaction with transfer preparation	76%	85%	88%	84%	
Graduate satisfaction with job preparation	97%	70%	75%	80%	
Employer satisfaction with career program graduates	100%	100%	100%	100%	

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	87.5%	89.5%	90.4%	91.2%	78.0%
b. Percent non-white service area population, 18 or older	74.5%	75.6%	78.1%	80.1%	n/a

Campus-Specific Performance Indicator	AY 2002-2003	AY 2003-2004	AY 2004-2005	AY 05-06	Benchmark AY 09-10
Market share of recent, college-bound high school graduates	49.0%	49.9%	48.5%	49.20%	55.0%

COLLEGE OF SOUTHERN MARYLAND

The College of Southern Maryland 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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10931	9997	9970	10035	10507
Noncredit students	9346	9276	11211	11351	12270

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	61.3%	59.1%	60.0%	60.0%	60.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	66.6%	64.8%	62.4%	70.0%
b. Developmental completers	55.6%	46.8%	49.5%	60.7%
c. Developmental non-completers	23.1%	11.8%	25.0%	24.0%
d. All students in cohort	61.7%	57.3%	56.7%	58.6%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	53.2%	49.3%	45.5%	58.6%
b. Asian, Pacific Islander	N<50	N<50	N<50	
c. Hispanic	N<50	N<50	N<50	

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	98%	91%	92%	95%	95%
Graduate satisfaction with transfer preparation	80%	80%	85%	82%	83%
Graduate satisfaction with job preparation	84%	71%	81%	78%	83%
Employer satisfaction with career program graduates	100%	83%	95%	100%	95%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	25.1%	25.2%	26.8%	28.6%	26.4%
b. Percent non-white service area population, 18 or older	25.5%	26.5%	27.6%	29.0%	n/a

Campus-Specific Performance Indicator	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	52.4%	49.8%	48.0%	49.2%	49.9%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Nursing License Exam (NCLEX) - RN pass rates	93%	89%	87%	86%	91%
Percentage of expenditures on instruction	45.8%	46.7%	45.0%	46.0%	48.6%

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 2003	FY 2004	FY 2005	FY2006	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,262	4,265	4,351	4,326	4,803
Noncredit students	6,013	6,013	6,576	6,013	6,800

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Market share of first-time, full-time freshmen	39%	41%	47%	46%	50%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years				
a. College-ready students	62%	37%	65%	70%
b. Developmental completers	60%	55%	52%	65%
c. Developmental non-completers	22%	19%	21%	25%
d. All students in cohort	47%	39%	42%	51%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years				
a. African American	30%	17%	28%	35%
b. Asian, Pacific Islander	*	*	*	*
c. Hispanic	*	*	*	*

**Cohort for analysis is less than 50 students.*

Performance Indicator	1998 Follow-up Survey	2000 Follow-up Survey	2002 Follow-up Survey	2005 Follow-up Survey	2008 Benchmark
Graduate satisfaction with goal achievement	96%	96%	98%	99%	96%
Graduate satisfaction with transfer preparation	90%	100%	100%	84%	95%
Graduate satisfaction with job preparation	94%	90%	98%	91%	92%
Employer satisfaction with career program graduates	100%	96%	91%	100%	95%

Performance Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	26%	29%	29%	26%	26%
b. Percent non-white service area population, 18 or older	26%	26%	26%	26%	n/a

Campus-Specific Performance Indicator	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark FY 2010
Employer satisfaction with contract training	100%	100%	100%	97%	95%

	FY 2003	FY 2004	FY 2005	FY 2006	Benchmark 2010
Passing rate: Licensed Practical Nurse	100%	100%	98%	98%	95%
Passing rate: Radiologic Tech, AART	100%	100%	100%	100%	95%

BOWIE STATE UNIVERSITY
2007 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	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2009 Benchmark
Student satisfaction with job preparation	80%	80%	85%	84%	80%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate	40%	38%	41%	38%	51%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	70%	72%	74%	72%	80%

COPPIN STATE UNIVERSITY
2007 Accountability Profile

Coppin State University is a comprehensive, urban, institution offering programs in liberal arts, sciences and professional disciplines. The University is committed to excellence in teaching, research and continuing service to its community. Coppin State University provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity.

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2009 Benchmark
Student satisfaction with grad/prof school prep	100%	100%	99%	100%	90%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	24%	27%	25%	21%	30%
Six year graduation rate of African Americans	24%	27%	24%	20%	30%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	70%	67%	65%	68%	70%

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2009 Benchmark
Employment rate of graduates in Maryland	94%	96%	95%	94%	85%

FROSTBURG STATE UNIVERSITY
2007 Accountability Profile

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	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	90%	97%	89%	91%	89%
Student satisfaction with grad/prof school prep	88%	98%	97%	99%	97%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	59%	57%	56%	55%	62%
Six year graduation rate of African Americans	45%	46%	55%	54%	45%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	76%	79%	75%	76%	80%

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2009 Benchmark
Percent African-American of all undergraduates	12%	13%	15%	17%	12%

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Employment rate of graduates	95%	98%	97%	91%	98%

SALISBURY UNIVERSITY
2007 Accountability Profile

Salisbury University is a comprehensive regional university offering undergraduate programs in the liberal arts and sciences, business, and education, as well as a range of pre-professional and professional programs, and select, mostly applied, graduate programs.

Indicator	2004 Follow-Up Survey	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2009 Benchmark
Student satisfaction with job preparation	98%	97%	99%	98%	98%
Student satisfaction with grad/prof school prep	100%	99%	99%	99%	98%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	73%	73%	73%	75%	73%
Six year graduation rate of African Americans	53%	59%	66%	63%	63%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	84%	84%	87%	85%	85%

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2009 Benchmark
Percent African-American of all undergraduates	9%	10%	11%	11%	12%

Indicator	2004 Follow-Up Survey	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2009 Benchmark
Employment rate of graduates	95%	96%	93%	95%	95%

TOWSON UNIVERSITY
2007 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 and doctoral-level programs.

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	86%	91%	90%	91%	90%
Student satisfaction with grad/prof school prep	96%	99%	97%	98%	97%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	60%	64%	61%	65%	65%
Six year graduation rate of African Americans	51%	58%	58%	64%	59%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	87%	88%	86%	84%	87%

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2009 Benchmark
Percent African-American of all undergraduates	10%	10%	11%	11%	12%

UNIVERSITY OF BALTIMORE
2007 Accountability Profile

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

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2008 Benchmark
Percent African-American of all undergraduates	34%	33%	32%	30%	39%

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Employment rate of graduates	94%	96%	95%	92%	95%

UNIVERSITY OF MARYLAND, BALTIMORE
2007 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.

Campus-Specific Indicators

Indicator	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2010 Benchmark
Number nationally recognized memberships and awards	14	9	14	15	11
Number scholarly publications/ activities per full-time faculty	6.6	6.7	6.5	6.4	8.4

Indicator	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2010 Benchmark
Grant/contract awards (\$M)	\$336.6	\$409.1	\$379.4	\$410.0	\$515.5
Number licenses/ options executed per year	25	23	22	29	24

Indicator	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2010 Benchmark
Graduates in Nursing, Pharmacy, and Dental					
Nursing	154	193	154	222	251
Pharmacy	122	130	158	115	169
Dental	85	97	106	103	126
Number scholarships, grants, and assistantships (\$M)	\$16.7	\$17.5	\$19.9	\$22.1	\$21.9

Indicator	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2010 Benchmark
Campaign giving, annual (\$M)	\$46.3	\$52.9	\$60.6	\$65.2	
Average grant award	\$177,980	\$190,814	\$192,582	\$234,679	\$238,517

Indicator	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2010 Benchmark
Number days in public service per full-time faculty	15.2	15.0	11.3	11.5	18.8

Indicator	2004 Actual	2005 Actual	2006 Actual	2007 Actual	2010 Benchmark
Annual cost savings as percent of actual budget	4.4%	4.1%	2.2%	2.0%	4.0%
Percent of annual IT plan completed	98%	93%	97%	97%	95%

UNIVERSITY OF MARYLAND BALTIMORE COUNTY
2007 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 interdisciplinary framework, UMBC programs link the cultures of the sciences, social sciences, visual and performing arts and humanities, and the professions.

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	97%	97%	89%	83%	90%
Student satisfaction with grad/prof school prep	98%	99%	99%	97%	95%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	61%	62%	63%	64%	63%
Six year graduation rate of African Americans	61%	64%	63%	62%	63%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	89%	89%	88%	88%	90%

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2009 Benchmark
Percent African-American of all undergraduates	15%	15%	14%	15%	16%

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Employment rate of graduates	88%	85%	81%	84%	85%

UNIVERSITY OF MARYLAND, COLLEGE PARK
2007 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	2002 Follow-Up Survey	2003 Follow-Up Survey	2004 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	91%	89%	89%	93%	95%
Student satisfaction with grad/prof school prep	96%	98%	99%	98%	96%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	73%	76%	79%	80%	80%
Six year graduation rate of African Americans	57%	68%	69%	68%	64%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	92%	93%	92%	93%	95%

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2009 Benchmark
Percent of minority undergraduate students enrolled	32%	32%	33%	33%	35%

UNIVERSITY OF MARYLAND EASTERN SHORE
2007 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	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	92%	92%	87%	85%	95%
Student satisfaction with grad/prof school prep	83%	83%	95%	95%	85%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	52%	50%	50%	41%	55%
Six year graduation rate of African Americans	53%	50%	51%	41%	57%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	74%	73%	68%	69%	79%

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
2007 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 its programs throughout the Nation and the world.

Indicator	1998 Follow-Up Survey	2000 Follow-Up Survey	2002 Follow-Up Survey	2005 Follow-Up Survey	2008 Benchmark
Student satisfaction with job preparation	97%	98%	96%	97%	97%
Student satisfaction with grad/prof school prep	98%	98%	98%	99%	99%

Indicator	Fall 2003	Fall 2004	Fall 2005	Fall 2006	2009 Benchmark
Percent African-American of all undergraduates	32%	32%	32%	32%	32%

Campus-Specific Indicators	2004	2005	2006	2007	2009 Benchmark
Number online enrollments/registrations	97,144	111,511	119,391	139,023	196,994
Number off-campus/distance ed enrollments/registrations	83,524	99,202	102,426	120,679	198,750

**MORGAN STATE UNIVERSITY
2007 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	2003	2004	2005	2006	2009 Benchmark
Student satisfaction with job preparation	95%	N/A	91%	97%	95%
Student satisfaction with grad/prof school prep	98%	N/A	98%	96%	95%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	41%	43%	42%	42%	45%
Six year graduation rate of African Americans	41%	43%	41%	40%	45%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	68%	70%	69%	71%	75%

Indicator	2003	2004	2005	2006	2009 Benchmark
Employment rate of graduates	87%	N/A	90%	*	85%

Campus-Specific Indicators	2004	2005	2006	2007	2009 Benchmark
Percent Other Race of total enrollment	11%	10%	10%	9%	10%
Number of partnerships with public schools	41	45	64	110	75
Funding from grants/contracts for student research opps	3.5m	3.8m	3.8m	4.0m	4.4m
Number of Doctoral Degrees Awarded	26	25	40	36	50
FTE Student-to-authorized faculty ratio	18.5:1	19:1	17.6:1	18.3:1	16:1

ST. MARY'S COLLEGE OF MARYLAND
2007 Accountability Profile

St. Mary's College of Maryland is the State's public honors college serving a statewide constituency. As a liberal arts college, St. Mary's offers the baccalaureate (BA) and Masters of Arts in Teaching (MAT) degrees. Admissions policies target students in the top quartile of their graduating class.

Indicator	2004 Follow-Up Survey	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2009 Benchmark
Student satisfaction with job preparation	93%	87%	96%	90%	94%
Student satisfaction with grad/prof school prep	96%	98%	100%	100%	98%

Indicator	1997 Cohort	1998 Cohort	1999 Cohort	2000 Cohort	2009 Benchmark
Six year graduation rate of all students	75%	72%	80%	83%	76%

Indicator	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort	2009 Benchmark
Second year retention rate	85%	89%	89%	87%	86%

Indicator	2004 Follow-Up Survey	2005 Follow-Up Survey	2006 Follow-Up Survey	2007 Follow-Up Survey	2009 Benchmark
Employment rate of graduates	98%	96%	92%	93%	95%

Campus- Specific Indicators	2004	2005	2006	2007	2009 Benchmark
Graduate/professional school going rate (within one year)	28%	34%	34%	35%	30%
Graduate/professional school going rate (within five years)	56%	61%	65%	65%	50%