



**MSAR #709**

**2008 Performance Accountability Report  
Maryland Public Colleges and Universities**

**Volume 1**

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**MARYLAND HIGHER EDUCATION COMMISSION**

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*TABLE OF CONTENTS*

Executive Summary ..... 1

An Overview of the Accountability Process..... 9

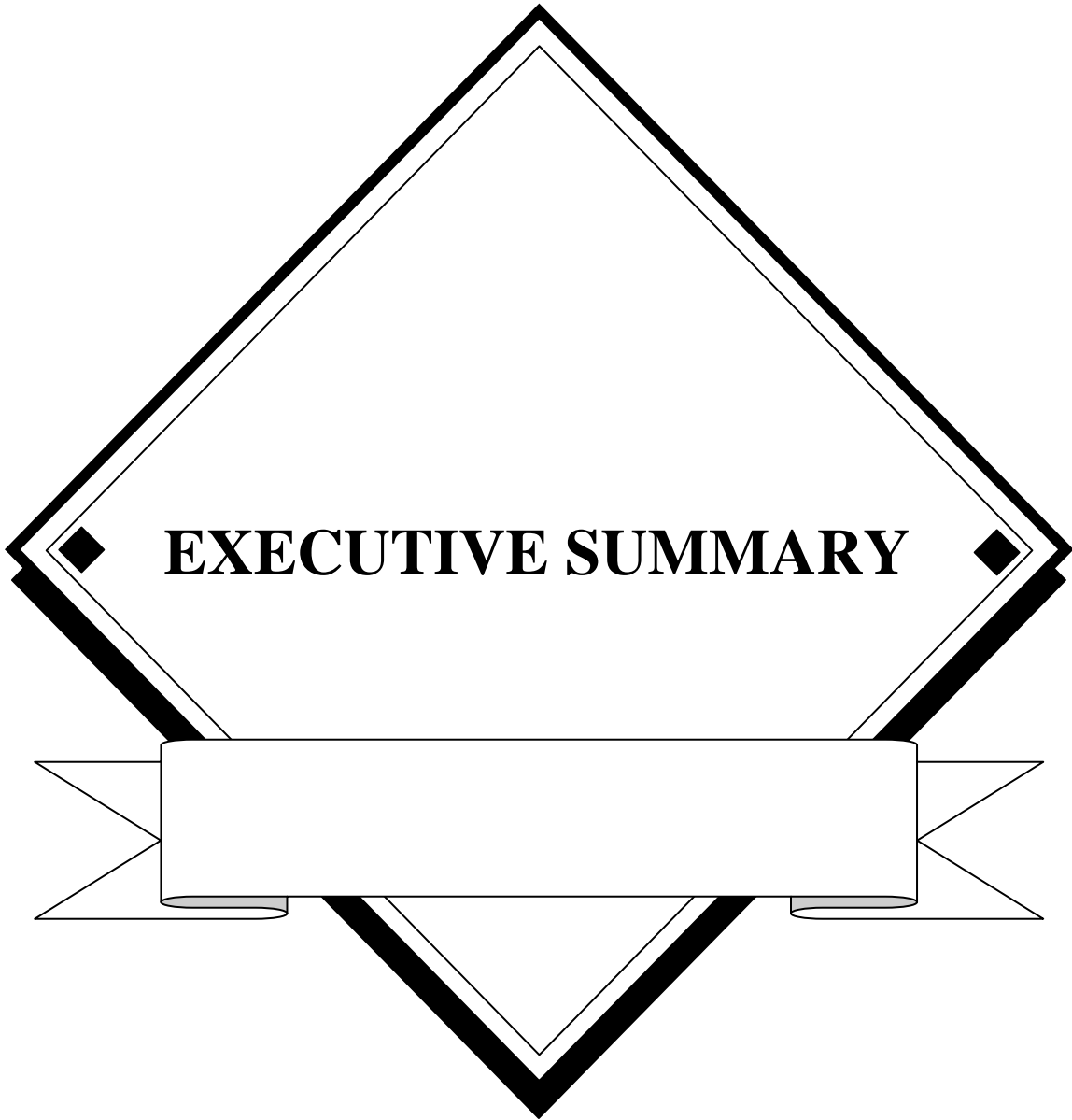
Assessment and Recommendations .....15

Targeted Indicators and Campus Response: Community Colleges.....29

Targeted Indicators and Campus Response: Four-Year Institutions .....63

One Page Profiles.....81







## 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 reviews these reports and presents them, along 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 seven years.

As a result of significant changes approved by the Commission in 2000, the reporting requirements for the public two- and four-year campuses are different. However, both postsecondary sectors continue to be responsible for reporting on key indicators and for providing benchmarks to gauge whether they are making progress toward meeting their goals.

The community colleges, which revised their reporting 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, 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 State's Managing for Results (MFR) program of the Department of Budget and Management which requires each institution to develop a set of goals, objectives, and performance measures. This accountability approach replaced the standardized indicators that the Commission used in the past, and was 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.

In producing this report, Commission staff reviewed the institutional performance accountability reports that were submitted by each public college and university, and prepared a consolidated report. This document represents the 13<sup>th</sup> Performance Accountability Report (PAR) presented to the Commission since the introduction of the indicator system. The report consists of two volumes:

### Volume 1

- an overview of the history and major features of the accountability process.
- the Commission's assessment of the public colleges' accountability efforts for the 2007-2008 year.
- 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, as indicated in the 2007 Performance Accountability Report.
- one-page profiles of the public colleges and universities that include a brief overview of each campus, as well as data and benchmarks for key indicators.

## Volume 2

- a short institutional assessment prepared by each public institution, and unedited by the Commission staff, on its progress toward meeting the benchmarks for the various indicators (community colleges) and objectives (four-year institutions), as well as its progress toward achieving the goals outlined in the *2004 State Plan for Postsecondary Education*. The community college reports also contain sections which describe how the campuses are serving their local jurisdictions. All institutions include a brief report on cost containment initiatives for the year.
- a complete set of trend data and benchmarks for each of the indicators used by the community colleges.
- a complete set of the goals, objectives, and performance measures adopted by each public four-year institution along with trend data and benchmarks for these measures.
- a listing of each indicator, along with its source and operational definition. The community colleges use a standard set of measures, while the public four-year colleges and universities have both common and campus-specific measures, and thus separate lists of definitions.
- benchmarking guidelines.

Under the accountability process, the institutions' governing boards also have responsibility for monitoring student learning outcomes and minority achievement. Every three years the Commission receives reports from the public campuses regarding their progress in these areas. The most recent *Student Learning Outcomes Assessment Reports* were presented to the Commission in September 2007. The latest *Minority Achievement Report* was submitted to the Commission in September 2008.

The Commission's funding guidelines process for public four-year colleges and universities includes its own accountability component. Minimally, campuses are expected to perform at the level of selected peers on a set of outcomes-oriented performance measures. The University System of Maryland has 15 measures, Morgan State University has 14, and St. Mary's College of Maryland has 30. In each of the past eight years, the Commission presented reports to the General Assembly which examined the comparative performance of the USM campuses and Morgan on the indicators. These reports are provided separately from the Performance Accountability Report.

### **Commission Assessment of the Institutional Performance Accountability Reports**

This year's assessment of the institutional reports focuses primarily on the accountability issues that reflect the *State Plan's* goals: quality and effectiveness, access and affordability, diversity, a student-centered learning system, and economic growth and vitality. The assessment and recommendations section of the report examines performance measures and objectives that will advance the implementation of the *State Plan* at each institution. It also describes the actions that campuses have taken or plan to take to meet their goals, or to continue their cycle of improvement. After carefully reviewing all of the institutional reports, the Commission staff arrived at the following conclusions:



## Community Colleges

**The accountability reports submitted by Maryland’s community colleges were good overall. Some two-year institutions submitted excellent reports that provided a great level of detail and thorough explanations for each indicator, while other submissions did not meet this high standard.**

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. The two-year institutions’ descriptions of workforce activities and community partnerships were also extensive.

The community colleges’ performance on certain indicators is directly related to goals and action recommendations in the *State Plan*. These areas include credit enrollment growth, participation in on-line courses, degree progress of students, transfer preparation, and workforce development.

Headcount enrollments increased at 7 of 16 community colleges, but total credit enrollments increased by only 1,055 students, or less than one percentage point. Two-year institutions have enlisted a number of strategies designed to increase their enrollment rates, including establishing dual enrollment agreements with local school districts, hiring bilingual admissions counselors, translating admissions publications into Spanish, and using social networking sites as part of their marketing and recruitment plans.

Student enrollments in distance education courses at the community colleges continue to rise. According to results from MHEC’s most recent distance education survey, 70 percent of undergraduate distance learning courses were offered at community colleges, and nearly 40 percent of credit enrollments in these courses were at two-year institutions. In response to market demand, the State’s community colleges are providing more online courses and hybrid course offerings which combine electronic delivery with classroom instruction.

A key component of the community college accountability reports is a degree progress analysis which is based on students’ preparation for college at entry, and measures institutions’ “successful persister” and graduation/transfer rates after four years. Students who were considered “college ready” and those who completed their remedial course requirements had fairly similar successful persister and graduation/transfer rates. However, students who did not complete all of their remedial course requirements performed considerably less well than either of the other groups. These results have prompted many community colleges to implement initiatives to improve the success rates of students requiring remediation. These efforts include intensive advising, early warning systems, increased collaboration with public school systems, and refresher courses for students who score just below the college ready threshold on placement exams.

The results from MHEC’s most recent *Community College Graduate Survey* show that a majority of students rated the overall quality of their community college experience highly, as they did their preparation for transferring to a four-year institution. However, while the ratings for these categories were favorable, they dropped slightly since the last survey. The community

colleges have taken several actions to improve the transfer experience of their students including, establishing articulation agreements with four-year institutions, partnering with regional higher education centers, and sponsoring workshops and transfer awareness weeks.

One third of the community colleges' benchmarked indicators address economic growth and vitality issues. Nearly half (7 of 16) of the community colleges experienced enrollment declines in their non-credit workforce courses, and more than half (9 of 16) reported decreases in the number of businesses served through contract training. These downward trends are primarily attributed to reductions in training funds and the economic downturn, and most community colleges expect to see increases in these areas once the economy improves.

### **Public Four-Year Colleges and Universities**

**The accountability reports submitted by the public four-year colleges and universities ranged from satisfactory to very good. Some reports were very well written, provided in-depth analysis of the performance measures and were closely aligned with the goals outlined in the *State Plan*. The unedited full text versions of all institutional PAR submissions are included in Volume 2.**

The accountability issues emphasized by the public four-year colleges and universities coincide 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”; improving retention and graduation rates, and closing retention and graduation rate gaps between minority students and their peers; efforts to address the State’s critical workforce shortage areas, notably teaching, nursing, and STEM (science, technology, engineering, and mathematics) fields; and, distance technology and alternative approaches to delivering education.

The *State Plan* calls for colleges and universities to promote the academic achievement of their minority students. This charge is increasingly important given that in 2007, minority students accounted for 41 percent of undergraduates enrolled in public four-year colleges and universities, and African Americans alone accounted for 29 percent of undergraduates enrolled. Nearly half (49 percent) of all African American undergraduates attending one of Maryland’s public four-year institutions was enrolled at a historically black university. The public four-year institutions discussed in their accountability reports, as they did in the *2008 Minority Achievement Report*, their efforts to increase the enrollment rates of students from racial and ethnically diverse backgrounds.

All of the public four-year colleges and universities that admit large numbers of full-time freshmen have adopted benchmarked objectives related to their second-year retention and six-year graduation rates. Six universities experienced declines in their second-year retention rates since last year’s PAR; while three reported lower six-year graduation rates. In their accountability reports, several campuses cited reasons for the drop in their percentage of new full-time freshmen who returned for a second year of study, which at 78.5 percent for the most recent cohort, reached a 15-year low. Other campuses described action steps they have initiated to improve their graduation rates.

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 progress in enrolling and graduating students in these fields, and in contributing to the State's workforce in these areas. This year, four universities experienced one-year gains in the number of students enrolled in undergraduate teacher education programs. However, only three institutions reported increases in the number of graduates employed as educators in Maryland. Several campuses described steps they had taken to increase the number of teacher candidates and certified teachers in their programs, and to strengthen the professional qualifications of those who were already enrolled.

Outside of UMUC, Maryland's public four-year institutions offer only a small proportion of the on-line courses available in the State, and they account for a relatively small number of the students enrolled in such courses. This year, several campuses outlined their efforts to make online education and courses that use alternative delivery approaches more available to their students.

### **Cost Containment – All Public Colleges and Universities**

**Reporting on cost containment activities was comprehensive and detailed at all of the community colleges and public four-year universities.**

Each institution provided a detailed description of their cost containment efforts, which included specific dollar amounts related to how it had reduced waste, improved the overall efficiencies of its operations, avoided costs, and achieved cost savings. A majority of the cost containment initiatives were related to staffing, reductions in overhead, greater reliance on technology and transferring expenses. The Cost Containment sections are included in Volume 2 as a part of the institutional profiles.





**AN OVERVIEW OF THE  
ACCOUNTABILITY PROCESS**



**INTRODUCTION**



## **HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS**

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law, §11-304 through §11-308 of the Annotated Code, requires the governing boards of these institutions to submit to the Maryland Higher Education Commission a performance accountability plan and annual reports on the attainment of the goals in this plan. The Commission has responsibility for approving the plans as well as for reviewing the reports and presenting them, with its recommendations, to the Governor and the General Assembly. Maryland's state-supported independent institutions are not covered by the accountability law but have submitted reports to the Commission on a voluntary basis, including in each of the past seven 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.

A new performance accountability system for public higher education was adopted by the Commission in 1996, and is based on key benchmarks and indicators. Benchmarks must be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. Although each institution set its own benchmarks, campuses were encouraged to collaborate with those that had similar missions. In 2000, the Commission approved major revisions in the accountability process for both the public two- and four-year institutions. As a result, the accountability reporting requirements for the community colleges and public four-year institutions are different, although the structure of benchmarked indicators for both segments has been maintained.

### **Community Colleges**

The community college accountability reports contain a short description of the campus mission, four years of data and a benchmark for each indicator (except 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.

The core of the community college accountability reports is a set of 32 performance measures that the 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 campuses. Community colleges may also include additional campus-specific measures if they so choose. 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, 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” measure which was adopted in 2006. This analysis examines the four year “successful persister” and graduation/transfer rates of students on the basis of their readiness to perform college-level work. The successful persister concept, which encompasses persons who have earned a certain number of credits, are still enrolled, or graduated or transferred, is intended to provide an interim measure of success and to also capture students whose goals did not include earning a credential or transferring to a four-year institution.

### **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 DBM’s Managing for Results program. This task was undertaken in conjunction with DBM, DLS, and representatives from the public four-year institutions and their governing boards.

The model that was agreed to by all parties was designed to streamline the accountability process, reduce duplicative reporting for the campuses, and provide a more efficient means for policymakers to determine how well the public four-year campuses were performing. In the new accountability process, the Managing for Results framework allows each campus to develop its own goals, objectives and performance measures, which replace the standardized set of indicators that the Commission used 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 these 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 required by DBM.

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



## **The Commissions Consolidated Accountability Report**

This document represents the 13<sup>th</sup> accountability report submitted to the Commission since the adoption of the system using benchmarked indicators and objectives. Volume 1 presents an overview of the accountability process, the Commission's assessment of the institutions' reports, the Commission's observations about institutional performance on selected indicators/objectives, the colleges and universities' responses to the Commission's questions, and one-page profiles containing data and benchmarks on key indicators.

Volume 2 of the report is a series of appendices which include the full unedited accountability reports for all of the two- and four-year institutions in Maryland. The community college reports contain an update regarding their performance on the indicators in each "mission/mandate" area, their progress toward meeting the goals applicable to the community colleges in the *State Plan*, a discussion of how well the campuses are serving their community, and a complete set of trend data and benchmarks for each indicator. The reports for the public four-year institutions include an update regarding their progress toward meeting their goals, objectives and performance measures and the *State Plan* goals applicable to four-year colleges and universities, a listing of their goals objectives and performance measures, and a complete set of trend data for each performance measure. Volume 2 also includes all of the operational definitions, sources of performance measures, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports.







## ASSESSMENT OF THE MARYLAND HIGHER EDUCATION COMMISSION

This year's Performance Accountability Report uses the same indicator system and benchmark timelines that were employed last year. The community colleges are in their third year of reporting on a permanent, consistent set of mission/mandate driven measures. The University System of Maryland (USM) is also in the third year of its reporting cycle with benchmarks set for 2009. USM's current indicators account for changes made to their Managing for Results objectives in order to meet DBM's requirements and to account for goals established as a result of their campuses' strategic planning processes. Morgan State University advances its benchmark year with each report, following the model required of state agencies by DBM. St. Mary's College of Maryland is in the third year of a five-year reporting cycle.

The Commission staff continues the practice of assessing individual campuses' performance on measures and objectives. Institutions are also evaluated on whether they have made progress toward meeting their benchmarks, and are asked to address lack of improvement. The questions raised by the Commission and the responses of the colleges and universities are included in this report. Campuses' answers consist of an explanation of their performance and/or a description of their improvement plan. This year, the Commission staff did not pose questions to the University of Baltimore.

The assessment included in this report continues the approach adopted in 2006 which focuses on the accountability issues and indicators that are closely aligned to the goals in the *2004 Maryland State Plan for Postsecondary Education*. Given that the period for this accountability report (2007-2008) occurred during the last year of the 2004 Plan, this assessment highlights the specific measures and indicators that, if achieved, will move the institutions toward realizing the objectives outlined in the *State Plan*. Steps that campuses have taken to move toward meeting the goals outlined in the *State Plan* are also described. The *2004 State Plan* goals are: quality and effectiveness, access and affordability, diversity, student-centered learning system, and economic growth and vitality.

The current set of institutional performance accountability reports suggest that Maryland's public colleges and universities devote a considerable amount of time and attention to this process. The State's dire budgetary climate along with calls for postsecondary institutions to demonstrate that their public funding stream is warranted, underscore the importance of having a sound accountability system.

The major conclusions from this year's accountability process are described in the next sections.

## Community Colleges

**The accountability reports submitted by Maryland’s community colleges were good overall. Some two-year institutions submitted excellent reports that provided a great level of detail and thorough explanations for each indicator, while other submissions did not meet this high standard.**

Each college prepared a complete report which followed the prescribed format. The institutional assessment section continues to be a key part of the report in which campuses discuss four-year trends for each performance indicator, as well as their progress toward meeting their benchmarks. All of the institutions provided extensive analyses of their progress in the “mission/mandate” driven categories, and discussed actions they have taken to improve their performance in these areas. Most colleges included information about academic and financial trends at their institutions, and cited how their campus contributed to the implementation of the *State Plan*. All of the colleges responded to questions raised by the Commission staff regarding progress toward achieving their benchmarks on selected indicators. Finally, the two-year institutions provided thorough explanations of how they serve their communities.

The performance of the community colleges on indicators in certain areas is directly related to goals and action recommendations in the *State Plan for Postsecondary Education*. These include credit enrollment growth, participation in on-line courses, student degree progress, transfer preparation and workforce development.

### Credit Enrollment Growth

According to MHEC’s enrollment projections, community colleges will play a critical role in accommodating the more than 42,000 undergraduates expected to enroll in Maryland’s public colleges and universities within the next 10 years. Yet, from FY06 to FY07 credit enrollments at community colleges increased only a fraction of a percentage point from 171,549 to 172,604.

The two-year colleges described a number of actions they have taken to increase attendance rates in hopes of meeting their 2010 benchmark of enrolling approximately 189,000 students. Allegany College of Maryland established a dual enrollment agreement with the Allegany County Board of Education, and new articulation agreements with Frostburg State University, the University of Maryland, University College, and the Pennsylvania State University. In order to extend its outreach efforts to the Hispanic community, Frederick Community College hired a bilingual advisor/recruiter and translated several of its admissions publications into Spanish. Prince George’s Community College expanded its recruitment initiatives by connecting with new students through social networking sites such as MySpace and Facebook.

### Participation in Online Courses

Consistent with the *State Plan’s* call for “increased use of distance learning,” the number of community college students taking online courses has risen. In this year’s accountability reports, 15 out of 16 community colleges reported that head count enrollments in online courses had

increased, the only exception was Prince George's Community College. According to MHEC's most recent distance education survey results, 69 percent of undergraduate distance learning courses in Maryland were offered at a community college, and nearly 40 percent of credit enrollment in these courses were at two-year institutions.

While some community colleges elaborated on their plans to increase enrollments in distance education courses, many did not give this topic the detailed coverage that it deserved. Anne Arundel Community College's Virtual Campus allows any student to choose from a wide range of distance learning courses to fulfill requirements for completing a degree, certificate, letter of recognition, or to update workplace skills. In fall 2008, Chesapeake College launched two fully-online degree programs, an Associate of Arts in Liberal Arts and Sciences and an Associate of Science in Business Administration. Some community colleges noted that they are developing additional courses that will be offered exclusively through an online format, and that the number of hybrid courses that combine on-line and traditional classroom instruction will also be increased.

### Degree Progress

A useful feature of the community college accountability model is a "degree progress analysis" which includes measures that examine the four-year successful persister and graduation/transfer rates for the following four groups of students: "college ready" (those who did not require any remedial coursework), "developmental completers" (those who needed remediation in at least one area and after four years, had completed all of the recommended remedial coursework), "developmental non-completers" (those who needed remediation in at least one area and after four years had not completed all of the recommended remedial coursework), and all students. The successful persister category, which includes students who earned a certain number of credits, achieved a GPA of at least 2.0, and are still enrolled, as well as those who graduated and/or transferred, provides an interim measure of overall success and also captures progress made by community college students who did not aspire to earn a credential or to transfer to a four-year institution. Successful persister rates are reported based on students' remedial needs at time of entry, and reflect the different levels of preparation with which students begin their studies. This accountability report includes degree progress measures for all students, and for specific racial and ethnic groups represented by at least 50 individuals at each college.

Data on successful persister rates are available beginning with the cohort that entered in 2000, which makes it possible to assess whether the community colleges have made progress toward meeting their benchmarks in this area. According to the most recently available data, the successful persister rate for the 2003 cohort was 71 percent. In the last three years, the persister rate has not reached the peak attained in 2000 (76.7 percent), but has increased each year since 2001 (65.8 percent) and, albeit modestly, since 2002 (70.9 percent). In the past, the rates were very similar for college ready students and developmental completers, with the developmental completers having a slightly higher persistence rate than the college ready students. However, this year that trend reversed itself for the first time, and the successful persister rate for college ready students was higher (83.7 percent) than the developmental completers rate (81.9 percent). The statewide transfer/graduation rate of 47.7 percent for all students in the 2003 cohort marked a record high for this measure. Again, as one might expect, the transfer/graduation rates for

college ready students (61.4 percent) and developmental completers (54.1 percent) exceeded the average rate for all students.

In their reports, the community colleges acknowledged that a considerable number of new students are required to take remedial courses and that not completing these courses has a detrimental affect on students' progress. To address this issue, many campuses have established councils and committees to study the impact of remedial education on student success, and to develop recommendations for promoting achievement among students that need to take these courses. At Baltimore City Community College, students who did not pass their remedial math courses the previous year are eligible to enroll, free of charge, in an accelerated, three-week summer session that covers all three developmental math courses. The College of Southern Maryland offers transitional courses in mathematics and writing for students whose placement scores are just below the college-ready level. These transitional courses begin with a refresher unit that reviews old material, and then quickly move into the actual, credit-bearing course which covers the new college-level material.

### Transfer Preparation

Maryland's community colleges have implemented a variety of initiatives to ensure that students can transfer the maximum number of credits to a four-year institution, and that those credits are appropriately applied to their academic majors. Ensuring that community college students can transfer to four-year institutions with ease is particularly important given that approximately half of Maryland high school graduates begin their college careers at two-year institutions. Findings from the *2006 Community College Graduate and Employer Follow-Up Survey* suggest that progress has been made in this area. Over 75 percent of students indicated that either all of their credits had been accepted by their four-year institution, or that no more than six credits had been refused. This rate has increased considerably since 1996 when only 60 percent of students reported that fewer than six of their credits had been refused by their transfer institution.

Transfer student success is also measured by how well students are prepared to successfully complete upper-division work at a four-year institution. Two measures in the accountability report are designed to gauge this outcome: student grade point average at the transfer institution, and student satisfaction with transfer preparation. The grade point average of community college transfer students after their first year at a public four-year campus remained relatively stable at 2.62 in 2006-2007. When asked to rate how well their two-year institution had prepared them for transferring to a four-year institution, 82 percent of survey respondents replied that their preparation was either "very good" or "good".

In their accountability reports, the community colleges addressed actions they had taken to improve their transfer students' success rates. These initiatives included establishing numerous articulation agreements with four-year institutions, sponsoring transfer fairs and student visits to four-year campuses, and establishing transfer centers that provide a comprehensive array of student services including academic advising and career counseling. Wor-Wic Community College's Honors Program developed a collaborative agreement with Salisbury University's Honors Program which allows students enrolled at each campus to participate in and benefit from seminars and activities sponsored by the other campus.



## Workforce Development

The *State Plan* charges all of Maryland's postsecondary institutions with responding to shortages in critical workforce areas. Nurses, teachers in particular disciplines and individuals in fields requiring technology expertise are in particularly high demand. To ensure continuous progress toward meeting these needs, one-third of the community colleges' benchmarked indicators, more than in any other section, address economic growth and vitality issues. These indicators measure the preparation and performance of career program graduates, the number of formal awards in occupational majors, enrollment in noncredit workforce and continuing education courses, and contract training for employers.

An example of an innovative partnership developed to address the workforce shortage issue involves Carroll, Frederick and Howard Community Colleges which joined forces to create the Mid-Maryland Allied Healthcare Education Consortium. This collaborative effort allows students attending any one of the three campuses to pursue credentials in Cardiovascular Technology, Emergency Medical Services, Nuclear Medicine Technology, Respiratory Therapy, or as a Surgical Technician through the consortium.

All of the community colleges provide customized workforce training to employers in their jurisdictions, and have adopted the following three measures to track their progress in these areas: number of business organizations provided training and services, enrollments in contract training courses, and employer satisfaction with the training provided. For the third consecutive year, a majority of the community colleges experienced a decline in the number of businesses served through contract training. However, the two-year institutions have an optimistic outlook regarding this downward trend and suspect that market demand for workforce courses will increase when the funding stream for such training becomes more stable. The Community College of Baltimore County noted that one exception to the decline in employer sponsored contract training has been the continued demand for workforce literacy courses and for English as a Second Language classes.

The General Assembly asked the two-year colleges to provide a narrative outlining how they are serving their communities. All of the colleges described these activities in considerable detail, and demonstrated a deep and meaningful 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 community college activities in each of these areas are included in the next section:

### Economic and Workforce Development Activities

- Allegany College received a grant from the U.S. Department of Housing and Urban Development to establish Jumpstart, a program that will support 40 Cumberland residents with enhancing their mathematics, reading and life skills.
- Carroll Community College's Miller Entrepreneurial Institute is a one-stop resource for small businesses and entrepreneurs seeking training, peer relationships and state-of-the-art technology.

- Cecil College's Job Start Program is a welfare-to-work initiative designed to help public assistance recipients find employment that leads to self-sufficiency. Also, the College's Mid-Atlantic Transportation and Logistics Institute continues to be the Maryland Motor Vehicle Administration's vendor of choice for developing and providing alternative driver education and train-the-trainer inspector programs. Additionally, Cecil College is the State of Maryland Toll Authority Police's sole partner for commercial driver's license training.
- The Community College of Baltimore County continues to implement a \$3 million grant from the National Science Foundation which focuses on strengthening the local manufacturing community. The grant is being used to develop the Maryland Center for Manufacturing Educational Excellence which seeks to increase the number of qualified manufacturing technicians, and to develop educational programs to build a world-class manufacturing workforce.
- Garrett College's Information Enterprise Center encourages new information businesses to move to Garret County, and was 100% occupied as of September 2007.
- Howard County Community College has formed two strong academic/industry partnerships. It collaborates with the Howard County Police Department to implement its police science program and with Harkins Builders on its construction management program.
- Prince George's Community College received a \$2.24 million grant from the U.S. Department of Labor to support its new Hospitality and Tourism Institute. More than 30 businesses, educational entities, nonprofits and government agencies partnered with the college to pursue the grant.
- In response to requests from area businesses interested in hiring employees with a combination of electronics and computer skills, Wor-Wic Community College now offers an Associates of Applied Science degree option in computer engineering technology.

### Public School Partnerships

- Baltimore City Community College received funding from the Open Society Institute to develop the Continuing Education High School Program. This initiative provides academic and social support services to 120 students who were suspended from Baltimore City Public Schools, and aims to help them transition back to their home schools and ultimately graduate from high school.
- Carroll Community College is partnering with Carroll County Public Schools to identify and support students who may require remediation by administering early placement tests to students in 10<sup>th</sup> and 11<sup>th</sup> grades.
- Chesapeake College uses Accuplacer testing to inform high school juniors and seniors of the skills they need to improve to be considered college-ready.
- The Job Training Institute at Hagerstown Community College provides an opportunity for high school graduates to enroll in short-term education and training programs and to gain entry level skills in career areas with projected job growth.
- Montgomery College's Gateway to College Program serves at-risk youth 16-20 years old, who have stopped attending Montgomery County public high schools and for whom high school completion is at-risk. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus.

## Community Partnerships

- Anne Arundel Community College launched the Center on Aging which assists individuals over 50 with transitioning into new careers.
- Baltimore City Community College's (BCCC) Adult Education and English Language Services (AAELS) department is the largest provider of literacy training in Baltimore City, and BCCC's Business and Continuing Education Division offers 130 free or very affordable Pre-GED, GED, Youth Empowerment, and ESL courses at more than 80 sites throughout the city.
- Frederick Community College received a grant from the Women's Giving Circle, a local non-profit organization, which was used to begin an allied health academy for public housing residents.
- Harford County Community College collaborated with the Maryland Conservatory of Music to begin a chorus and orchestra for adults, and established a partnership with Catholic Charities to provide computer and jazz lessons for senior adults.
- The Paul Peck Institute for American Culture and Civic Engagement at Montgomery College sponsored forums throughout the metropolitan area that were designed to enhance everyday Americans' levels of engagement in foreign policy issues.
- Prince George's Community College sponsored the Volunteer Income Tax Assistance Program which trained 85 students and community members as certified IRS tax preparers. Once trained, these individuals assisted 600 community members with filing their federal and state tax returns.

## Public Four-Year Colleges and Universities

**The accountability reports submitted by the public four-year colleges and universities ranged from satisfactory to very good. Some reports were very well written, provided in-depth analysis of selected performance measures and were closely aligned with the goals outlined in the *State Plan*. Complete institutional submissions are included in Volume 2 of this report.**

All campus reports included the required components: a 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 each performance measure; and cost containment information. Most of the public four-year institutions discussed their goals and progress toward meeting their benchmarks within the context of the *State Plan*, and all of the campuses responded to the questions posed by Commission staff regarding their lack of progress toward meeting their accountability (MFR) objectives.

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”; improving retention and graduation rates, and closing retention and graduation rate gaps between minority students and their peers; efforts to address the State’s critical workforce shortage areas, notably teaching, nursing, and STEM (science, technology, engineering, and mathematics) occupations; and, distance technology and alternative approaches to delivering education.

Unlike the community colleges which have standardized indicators, the four-year institutions have much more flexibility and can set individualized goals, objectives and performance measures. Therefore, it is more difficult to make generalizations across all public four-year institutions. Nonetheless, the assessment sections of the accountability reports touched upon similar themes, many of which were related directly to the *State Plan*.

### Increasing the Enrollment Rates of Students from Diverse Racial, Ethnic and Economic Backgrounds

In 2007, minority students accounted for 41 percent of undergraduates enrolled at public four-year colleges and universities, and African Americans alone accounted for 29 percent of undergraduates enrolled. Nearly half (49 percent) of all African American undergraduates attending one of Maryland’s public four-year institutions was enrolled at a historically black university. During this accountability cycle, each of the public four-year universities reported gains in the proportion of undergraduate minority students enrolled, and with the exception of the University of Baltimore, each public four-year institution also experienced gains in their undergraduate enrollment rates for African American students. The public four-year institutions discussed in their accountability reports, as they did in the *2008 Minority Achievement Report*, their efforts to increase the enrollment rates of students from racial and ethnically diverse backgrounds. Common activities included: campus overnight programs, summer outreach opportunities through Upward Bound, College Bound, and Gear-Up, recruitment brochures for students of color, phone calls to highly talented minority students by administrators and faculty members, partnerships with minority community organizations, dual-admission agreements with community colleges with large minority populations, and systematic analysis and evaluation of minority recruitment programs for improvement. In its accountability report, The University of Maryland, Baltimore County did a noteworthy job of outlining its “vigorous efforts to attract qualified minority students” by engaging students in academic and research endeavors through its Meyerhoff Scholarship, LSAMP and MARC U-STAR programs, and through outreach efforts such as the Reception for Talented African American Students.

A number of the public four year campuses also emphasized their commitment to serving students from low-income families, and highlighted their efforts to recruit and enroll students from economically disadvantaged backgrounds. Salisbury University was named one of the “100 Best Values in Public Colleges” by Kiplinger’s Personal Finance magazine, and increased its percentage of economically disadvantaged students, defined as those who applied for financial aid and were determined to have financial need, by nearly 5 percent to a total of 41.4 percent of its undergraduate population. On average, 48 percent of Morgan’s undergraduates received Pell Grants, the financial aid tool reserved for the neediest students, from 2005-2008. Morgan notes that finances play a significant role in students’ ability to continue their education, and that a

recent survey of non-returning freshmen showed that 25 percent of respondents cited financial issues as the primary reason for not returning. To maintain affordability, Towson increased institutional need-based aid spending by 332 percent, or \$7 million, since FY2003. During this time period, the percentage of Towson's institutional aid awarded based on need increased from 18 percent to 51 percent. Towson is also working to reduce the loan debt of its most economically disadvantaged students by using institutional grant funds to replace loans for students who are eligible to receive Pell grants. In FY 2008, the average student loan debt for Pell-eligible students attending Towson decreased by \$1,640.

### Improving Retention and Graduation Rates

This year, the six-year graduation rate for the most recent cohort of new full-time students attending public four-year colleges and universities in Maryland reached a historic high of 64.2 percent, marking the eighth consecutive year of such increases. The graduation rate for the State's public-four year campuses also exceeds the national six-year average graduation rate (56.1percent) by more than eight percentage points. While gains in the percentage of Maryland students receiving bachelor's degrees in six years is cause for celebration, these improvements mask gaps that exist between the overall completion rate and the completion rate for students from particular minority groups. For example, the six-year graduation rate for African American students enrolled in the State's public four-year colleges is 44.7 percent, or nearly 20 percentage points lower than the overall six-year rate. The African American graduation rate has also declined over the last three years, and is currently at a five-year low.

It is also important to note that recent downward trends in second-year retention rates are likely to have an adverse affect on future graduation outcomes. Only 78.5 percent of the most recent cohort of new full-time students studying at a Maryland public four-year campus returned for a second year of study, down from 79.8 percent last year, and 82.6 percent five years ago. This also marks the lowest second-year retention rate in 15 years. At 69.7 percent, the second-year retention rate for African American students continues to decline and is currently at its lowest point in 18 years, and the retention rate gap between all students and African Americans is almost nine percentage points. Given the downward shift in second-year retention rates, institutions should begin to develop plans to mitigate the impact that these decreases may have on their graduation rates.

All of the public four-year colleges and universities which admit large numbers of new full-time freshmen have adopted benchmarked objectives related to improving their graduation and retention rates, and most campuses described initiatives related to these measures in their accountability reports. At Frostburg State University, the Phoenix Program provides support to students who faced dismissal following their first semester, and places low-performing students in special course offerings where they receive personal assistance in improving their academic records. The University of Maryland Eastern Shore reassigned responsibility for its retention efforts to the Division of Academic Affairs from the Division of Student Affairs, and is using intrusive interventions to monitor and track the progress of its freshmen.

The University System of Maryland, along with each of its campuses, has launched an aggressive *Closing the Achievement Gap* campaign aimed at reducing differences in the success rates of students from different backgrounds. As part of this effort, Bowie State University's

goal is to decrease, by at least half, the retention and graduation rate gaps between its African American students and African Americans attending all USM institutions. The Achieving College Excellence Program at the University of Maryland, College Park focuses on assisting students who possess insufficient math skills with completing fundamental math courses in their freshman year so that they are able to stay on track with completing requirements in their majors.

### Critical Workforce Shortages in Teaching, Nursing, and STEM Fields

Maryland is confronted with an insufficient number of workers in high demand occupations such as teaching, nursing, and science and technology related fields. To remedy this shortfall, the *State Plan* calls for an increase in the supply of qualified graduates in these key workforce areas.

According to the *Maryland Teacher Staffing Report 2008-2010*, after years of steady gains in the number of teachers produced by Maryland's colleges and universities, 2,492 teacher education candidates graduated in 2006-2007, posting a substantial decline from the 2,716 students who graduated the previous year. The most recent data also show that Maryland's postsecondary institutions are not producing enough teachers in critical shortage areas such as mathematics, special education and technology education.

All of the public four-year colleges and universities that offer teacher preparatory programs 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 of enrolled students who passed the PRAXIS II exam, and the number of teacher education candidates employed in Maryland. Many campuses also described initiatives they employed to increase the number of teacher candidates produced. Salisbury University opened a new Teacher Education and Technology Complex in fall 2008, and also obtained a \$1.5 million grant focused on training and retaining teachers on Maryland's Eastern Shore. The University of Maryland, College Park expects to increase its teacher education enrollments by placing greater emphasis on post-baccalaureate models which require a shorter preparation period. UMCP has also expanded its paid internship options in the master's certification program with Prince George's and Montgomery County Public Schools, which allow students to teach part-time while taking courses on campus. Towson University collaborates with Baltimore County to provide a fast-track, approved, alternative teacher preparation program in mathematics and the sciences for career changers. The University of Maryland Baltimore County has launched several new initiatives focused on preparing teachers in the high need areas of science and technology. UMBC's Sherman Teacher Training Program is expected to increase the number of graduates who move immediately into science, technology, engineering and mathematics teaching careers in at-risk and challenged schools in Baltimore City and throughout the State. UMBC also established baccalaureate programs in Physics Education and Chemistry Education.

Public four-year institutions that offer programs in nursing and many of those with offerings in information technology fields have accountability objectives that measure their performance in contributing to the State's supply of employees in these areas. Campuses examined their progress in terms of enrollment, degrees awarded and/or the number of graduates working in Maryland.

Maryland's Department of Labor, Licensing and Regulations projects that within the next decade there will be over 25,000 openings for registered nurses in the State. While the number of nurses produced by Maryland's colleges and universities has increased steadily in the past six years from 1,891 to 2,810, or by 49 percent, the rate at which new nurses are being produced is not sufficient to meet the needs of the market. Demand for the undergraduate nursing program at Bowie State University continues to exceed capacity, and it plans to use funds provided by the *Achievement Gap* initiative to hire more faculty members and to explore options for working with local health facilities to meet the necessary clinical requirements. The University of Maryland, Baltimore is committed and uniquely positioned to educate more faculty and research scientists for the nursing schools in the University System of Maryland and the State. To this end, UMB will expand its nursing education program at the Universities at Shady Grove while maintaining a smaller undergraduate program at its Baltimore campus which will serve as a model for educational innovation and fast-tracking Bachelor's of Science in Nursing recipients into graduate programs.

While the demand for graduates in information technology has subsided since the IT boom of the 1990's, there remains a need for professionals with these skills. The Department of Labor and Licensing projects that by 2016 the State will need to fill nearly 50,000 positions in Computer and Mathematical Occupations. In 2007, Maryland colleges and universities awarded 10,065 degrees in STEM fields – 22 percent more than the 8,282 awarded in 2001. Several campuses indicated that they were taking steps to increase the attractiveness of a degree in information technology specifically. The University of Maryland Eastern Shore provides scholarships to attract strong computer science students, and implemented an orientation course for computer science majors which is included as a core course in the major. Frostburg State University anticipates that newly approved programs, including a B.S. and minor in Information Technology and B.S. in Engineering with concentrations in electrical and materials engineering and engineering management, will lead to increased IT enrollments. Frostburg also received approval to construct the Center for Communications and Information Technology which will house programs in computer science, mass communications, mathematics and graphic design, and will better position the university to attract students to meet emerging education and career opportunities in technology-based disciplines.

#### Use of Distance Learning Technology and Alternative Delivery Approaches

The *State Plan* noted that to ensure student access to desired academic programs, alternative approaches to delivering education, such as regional higher education centers and distance education, should be enhanced. In their accountability reports, the public four-year institutions did an excellent job of describing their distance learning and alternative delivery initiatives. Coppin State University has developed over 50 online courses and more than 60 technology-enhanced courses, and also offers classes at three additional instruction sites in Baltimore City and Prince George's and St. Mary's counties. Through the University System of Maryland's Course Redesign Initiative, Salisbury University redesigned its introductory biology course which resulted in reduced class time and consequently reduced faculty time through the use of technology. Additionally, Salisbury's Fulton School of Liberal Arts revised its entire catalog so that its courses garner 4 credits rather than 3 credits, which generally allows students more time

to fully engage in alternative activities such as service learning. The University of Maryland, College Park aims to increase the percent of credits graduating students earn through non-traditional options which include: courses offered at off-campus locations, online and through summer and winter terms; transfer credit; credit by exam; service learning; study abroad; internships; and independent study. Students who started as full-time new freshmen and graduated during the 2007-2008 academic year earned, on average, 25 degree credits through these non-traditional options.

Considerable progress has been made in broadening educational delivery approaches, and the variety of ways in which students can earn credit. However, the public four-year universities still have to improve in this area given the significant role that technology will play in meeting the projected enrollment growth in the State, and in improving higher education accessibility for non-traditional students and those living in underserved areas. In 2006, Maryland's community colleges and public four-year institutions offered 3,456 credit courses through distance education with enrollments of more than 230,000 students. The University of Maryland, University College, which specializes in online education for adult students, accounted for 53 percent of all credit-bearing courses at the public four-year colleges, and for 19 percent of such courses at all public institutions in the state. The vast majority of UMUC's undergraduates, 90 percent, enrolled in at least one distance education course in 2006, compared to 9 percent of undergraduates attending the State's other public four-year colleges and universities who did so. Thus, outside of UMUC, Maryland's other public four-year institutions must continue to enhance their distance learning offerings they can be classified as "click and brick" institutions .

### **Cost Containment – All Public Colleges and Universities**

Reporting on cost containment activities was comprehensive and extensive. Campuses were instructed that the cost containment information 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. Each institution's information on cost containment initiatives can be found in Volume 2.





**TARGETED INDICATORS  
AND  
CAMPUS RESPONSES**

**COMMUNITY COLLEGES**



## ALLEGANY COLLEGE OF MARYLAND

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Business*

**Commission assessment:** Allegany's benchmark is 83. But the number of awards fell sharply from 94 to 54 in the past year.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Natural Science*

**Commission assessment:** Allegany's benchmark is 15. But the number of awards has steadily dropped in the past three years from 17 to 9.

**Campus response:** Recent data for indicator #19 (Occupational program Associate degrees and credit certificates awarded) shows overall expansion, mainly because of the huge growth in Health Sciences graduates during the period. Over the four year period, only one program area has shown decreases: Natural Science which reflects graduates of the Forestry Technology and Culinary Arts programs.

Graduation patterns track enrollment patterns with an approximate three year lag. Since the college experienced record enrollment in 2007, graduation numbers should begin to increase in the next two years. The College continues to assess, develop, and modify retention efforts such as the Turning Point house and new career associate degree and certificate programs (described earlier), which could help supplement the expected increase.

### *Licensure/Certification Exam Pass Rates – Respiratory Therapy*

**Commission assessment:** The pass rate of the 20 students on this exam in FY 2006 was 75 percent – the lowest in four years and below the college's benchmark of 95.

**Campus response:** Recent data show that first-time pass rates for licensure exams in selected Allied Health programs at the College showed positive results. Pass rates improved for five programs (Practical Nursing, Radiologic Technology, Respiratory Therapy, Occupational Therapist Assistant, and Physical Therapist) and decreased in Registered Nursing.

## ANNE ARUNDEL COMMUNITY COLLEGE

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*

**Commission assessment:** Anne Arundel’s benchmark is 87. But just 56 awards were earned in FY 2006 – the lowest in four years and nearly half of the 100 that were attained in FY 2003.

**Campus response:** Following the national trend, AACC’s information technology enrollment (and awards) declined dramatically after the dot-com bubble burst early in the decade. Enrollment bottomed out in fall 2005, but increased by 15% in the last two years. The number of degrees and certificates awarded in IT rose to 70 in FY2007 and is on track to meet the benchmark of 87 awards in FY2010. To further this trend, the Computer Technology department is adjusting the curriculum to inspire greater interest in students, including more use of hands-on directed lab material and exploring the inclusion of industry certifications as part of course assessments to increase the value of those courses to students

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

**Commission assessment:** Anne Arundel has not approached its benchmark of 93 in any of the past four years.

**Campus response:** MHEC’s engineering technology field is a combination of AACC’s engineering and architecture disciplines. Architecture has increased in enrollment (by 28% from 211 majors in fall 2002 to 272 in fall 2007) and awards conferred (from 48 in FY2002 to 61 in FY2007). However, engineering enrollment was relatively stable from fall 2002 to 2007 (259 to 267 majors). Yet, fall 2007 experienced a 17% surge in engineering enrollment. It is anticipated that awards will also increase after the requisite lag for program completion.

### *Licensure/Certification Exam Pass Rates – Medical Assisting (Certificate)*

**Commission assessment:** The pass rate of the 16 students on this exam in FY 2006 was 56 percent – the lowest in four years and considerably below the benchmark of 100 percent.

**Campus response:** Both the Medical Assisting and EMT Departments are making concerted efforts to increase the national pass rates. While the initiatives are program specific, the focus is on increasing curricular structure and standardization, instructional innovation, enhancing faculty skills, and expanding student support. Reflecting on these

strategies, the FY2007 pass rates for both programs have improved and are moving in the right direction toward the benchmark targets.

## BALTIMORE CITY COMMUNITY COLLEGE

### *Enrollment in Online Courses*

**Commission assessment:** Credit enrollment in online courses at Baltimore City dropped sharply from 4,539 to 3,114 in the past year, quite short of its benchmark of 4,800

**Campus response:** BCCC's enrollment in online credit courses increased from 2,921 to 5,779 (FY 2004 to FY 2007) (Indicator 5a) and the number of courses increased to 131 (fall 2007). (Data for online credit courses have been recalculated to show enrollment in terms of total seats taken in appropriate categories of online courses.)

### *Graduation/Transfer Rate After Four Years*

**Commission assessment:** The four-year graduation/transfer rate of college-ready students has consistently dropped during the past three years from 49 percent to 38 percent and the rate of "developmental completers" fell sharply in the past year from 41 percent to 29 percent. The respective benchmarks are 50 percent and 44 percent respectively.

**Campus response:** The Graduation-Transfer rate (Indicator 11) for the fall 2003 "College-Ready" cohort (this cohort also includes entrants who were not tested within a year of enrolling) increased to 51%, slightly surpassing our Benchmark. This rate also increased for the fall 2003 cohort of Developmental Completers to 33%.; however, we still expect these students to need more time to graduate or transfer since most require several semesters to complete zero-credit developmental courses.

### *Graduation/Transfer Rate After Four Years – African Americans*

**Commission assessment:** Baltimore City's benchmark is 30 percent. But the four-year graduation/transfer rate of African American students has fluctuated between 20 and 25 percent in the last three years.

**Campus response:** African Americans comprise the majority of BCCC's students (82%); thus, their Successful-Persister Rates (43%, Indicator 17) and Graduation-Transfer Rates (25%, Indicator 18) are close to college-wide outcomes (Indicators 10 and 11). The plans and data discussed apply to successful persistence, graduation, and transfer outcomes for African Americans and other minorities.

*Occupational Program Associate Degrees and Credit Certificates Awarded – Business*

**Commission assessment:** Baltimore City’s benchmark is 94. But the number of awards in this field dropped sharply in the past year from 90 to 67.

*Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*

**Commission assessment:** The number of awards has fluctuated in the past four years between 33 and 49 and has not approached the benchmark of 62.

*Occupational Program Associate Degrees and Credit Certificates Awarded – Health Services*

**Commission assessment:** Baltimore City’s benchmark is 125. However, the number of awards fell from 131 to 89 in the past year.

*Occupational Program Associate Degrees and Credit Certificates Awarded – Public Service*

**Commission assessment:** The number of awards in public service declined from 178 to 152 in the past year, considerably short of the college’s benchmark of 213.

**Campus response:** The total number of degrees and certificates increased slightly in FY 2007, due to increases in Business and in Allied Health. (Indicator 19) These data have been corrected to reflect the State’s categories of programs

*Percent of Career Program Graduates Employed Full-Time in a Related Field*

**Commission assessment:** The percentage of career program graduates at Baltimore City who reported being employed full-time in a job related to their major has declined steadily in the past three graduate follow-up surveys from 83 percent to 63 percent. The benchmark is 85 percent.

**Campus response:** The percent of career program graduates employed full-time in a related field fell (69% to 63%) while satisfaction with job preparation went up (76% to 79%). (Indicators 20 and 21) These data reflect the need to enhance career programs and services. A career week was held on campus this spring and included SIGI demonstrations, workshops, an employment opportunity day, and a career decision day. The establishment of a Career Center within the Student Success Center this summer will extend job preparation; job location and development; and career planning services to all BCCC graduates.

### *Enrollment in Noncredit Workforce Development Courses*

**Commission assessment:** Baltimore City has experienced a consistent and dramatic decline in the past four years in the unduplicated annual headcount in noncredit workforce development courses (from 5,554 to 1,266) and in yearly course enrollments (from 9,213 to 1,631), leaving the college far from its benchmarks.

**Campus response:** In FY 2008, refinements were made to how courses are coded, resulting in more accurate data for FY 2004 - FY 2007 than were submitted in prior years. The unduplicated headcount in non-credit workforce development increased to 4,165 and the annual course enrollments totaled 5,476 in FY 2007.

### *Enrollment in Noncredit Basic Skills and Literacy Courses*

**Commission assessment:** There have been consistent drops in the past three years in the unduplicated annual headcount in these courses (from 4,987 to 4,199) and in the last four years in annual course enrollments (from 13,194 to 11,846). The respective benchmarks are 5,700 and 15,000.

**Campus response:** To increase enrollment, Business and Continuing Ed (BCED) is targeting State and local agencies as well as agencies with groups of senior facilities. The Lifetime Learners' College will offer more to senior citizens through classes for personal development and skill-set enhancement for shifting into new careers or fields. BCED plans to expand into the Hispanic and Russian senior centers by offering popular courses in their languages. FY 2007 enrollment in non-credit basic skills and literacy courses (Indicator 30).



## CARROLL COMMUNITY COLLEGE

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Business*

**Commission assessment:** The number of awards in business fell from 25 to 18 in the past year. The college's benchmark is 28.

**Campus response:** The occupational programs in business at Carroll include accounting, computer graphics, and office technology. The number of awards in these three areas declined to 15 in FY2007. Of the three programs, computer graphics has produced the most graduates in recent years, ranging from 8 to 13 annually. Accounting awards fell to a low of three in FY2007, down from eight two years earlier. Office technology awards have fluctuated, with a high of 7 in FY2005 and none in FY2006.

Enrollment in these three programs suggests the college will see a turnaround in awards. The number of majors in computer graphics has increased from 79 in fall 2005 to 95 in fall 2007; fall course enrollments in computer graphics classes have increased from 103 to 142. Accounting majors grew from 63 in 2005 to 69 in 2007. Office technology had only 12 majors in fall 2007, but course enrollments increased from 62 in fall 2005 to 79 in fall 2007.

One factor that may constrain occupational awards in accounting is increased interest in pursuing the baccalaureate degree. Students intending to transfer into a baccalaureate program in accounting will enroll in the Business Administration transfer program at Carroll. Business Administration majors have grown from 297 in fall 2005 to 347 in fall 2007. Business Administration A.A. degrees have increased from 25 in FY2005 to 38 in FY2007.

If you add Business Administration A.A. degree totals to the A.A.S. degrees and certificates awarded in accounting, computer graphics, and office technology, the four-year trend in total awards from FY2004 through FY2007 is 48—50—53—53. The total number of awards in business-related curricula has been stable.

## CECIL COLLEGE

### **Explanation Required**

#### *Annual Unduplicated Enrollment -- Noncredit Students*

**Commission assessment:** Cecil's benchmark is 7,500. But the number of noncredit students has fluctuated within a narrow range between 5,207 and 5,737 during the past four years.

**Campus response:** Several factors may be responsible for the shortfall toward the established benchmark for this indicator. In the past 5 years, the College has experienced frequent leadership turnovers in the continuing education division, which is responsible for noncredit student enrollment. The leadership instability during those years affected sustainable noncredit enrollment growth. Additionally, the downturn in the economy as well as strategic changes that businesses made resulted in fewer dollars being allocated to professional and workforce development. The downward trend in noncredit enrollment is being addressed through expanded marketing and outreach activities.

#### *Enrollment in Online Courses*

**Commission assessment:** Cecil's benchmark for noncredit enrollment in online courses is 350. But the number of the students in these courses has steadily declined from 335 to 265 in the past three years.

**Campus response:** The College is a third-party provider of online courses for noncredit students through Ed2Go. Over the years, the College's reliance on Ed2Go as a sole provider of noncredit online courses has diminished. Since the College has developed a new strategy of expanding credit online courses, the noncredit division will transition to co-listing those courses as they are introduced. In addition, the noncredit division will be evaluating at least one additional source of online courses that targets business courses.

#### *Graduation/Transfer Rate After Four Years*

**Commission assessment:** Cecil experienced a sharp drop in the four-year graduation/transfer rate of college-ready students (from 74 percent to 61 percent) and "developmental completers" (from 64 percent to 52 percent) in the most recent cohort. The respective benchmarks are 80 percent and 70 percent.

**Campus response:** In academic year 2006/2007 the College established a College-wide Developmental Education Committee to conduct a comprehensive review of its developmental Math, Reading and English offerings and to offer recommendations for improvements that would be based on best practices. The service of a Consultant was

employed to revamp the College's developmental English and Reading courses, and additional staff have been hired to provide student support in the Reading, Writing and Math Labs. The graduation/ transfer rates for the current (2003) cohort showed a modest improvement over the past year. The College expects that the actions already taken would result in tangible improvements in the near future.

#### *Number of Business Organizations Provided Training and Services Under Contract*

**Commission assessment:** Cecil matched its benchmark of 35 in FY 2004. But since then the number of business organizations that received training and services has fallen steadily to 21 in FY 2006.

**Campus response:** The College has been experiencing a shift in demand from noncredit contract training to non-contracted credit coursework, especially in the Accelerated Studies for the Adult Professional and certificate programs. This shift in market demand may be attributed, in part, to the growing need for a degree-holding workforce in response to the Base Realignment and Closure (BRAC). In addition, this approach benefits businesses because these types of courses are funded through tuition assistance programs rather than using training funds, which in many cases have been significantly reduced as part of cost containment efforts. The course delivery method does not affect the contract training department's active involvement with the coordination of this programming. However, this relationship is not counted as contractual since each student is enrolled individually through the traditional registration process and may, in fact, recurrently feature like a problem in this accountability indicator. Even so, the College continues to implement new marketing approaches to increase the number of business organizations provided with contract training and open-enrollment programs.

#### *Enrollment in Contract Training Courses*

**Commission assessment:** The unduplicated annual headcount in these courses at Cecil has been cut by more than a half in the past four years, falling consistently from 1,954 to 904. The college's benchmark is 1,200.

**Campus response:** As the number of business organizations requiring noncredit contract training declined, enrollment in noncredit contract courses went down as well. Some of the companies that the College provided contract trainings for are shifting away from multiple workshops to comprehensive trainings such as certificate programs and degree cohorts. The College has embarked on a new marketing strategy to reverse the downward trend in contract training headcount and course enrollments.

## CHESAPEAKE COLLEGE

### *Successful Persister Rate After Four Years – African Americans*

**Commission assessment:** The “successful persister” rate of African American students at Chesapeake College fell from 55 percent to 36 percent in the latest cohort. The college’s benchmark is 55 percent.

### *Graduation/transfer Rate After Four Years – African Americans*

**Commission assessment:** The four-year graduation/transfer rate of African Americans at Chesapeake declined from 34 percent to 26 percent in the past cohort. The benchmark is 40 percent.

**Campus response:** The Commission requested explanations on two indicators: Successful persister rate after four-years for African Americans and the graduation/transfer rate after four-years for African Americans. The “successful persister” rate of African American students at Chesapeake College fell from 55% in the 2001 cohort to 36% in the 2002 cohort. For the 2003 cohort, the successful-persister rate increased 21 percentage points from the previous cohort to 57%, achieving the 2006 cohort benchmark of 55%. The four-year graduation/transfer rate of African Americans declined from 34 % for the 2001 cohort to 26 % for the 2002 cohort. For the 2003 cohort, more students graduated and/or transferred, but since the cohort was larger, the percentage declined three percentage points to 23%, moving further away the 2006 cohort benchmark of 40%. The College is aware and concerned by this trend has initiated several programs to increase performance including: Success and Interactive Learning Program (SAIL) to provide front-loaded programming and services in a case management approach to increase retention and academic success for first-year students; Minority Male Student Success Program to increase full-time minority male student success; and the Athletic Retention Outreach to discuss the importance of completing retention programs and planning for academic success.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Business*

**Commission assessment:** The college’s benchmark is 25. But the number of awards in business has never exceeded 16 in any year and was just seven in the latest one.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*

**Commission assessment:** The college’s benchmark is 30, but the number of awards in this field fell from 26 to 17 in the latest year.

*Occupational Program Associate Degrees and Credit Certificates Awarded – Public Service*

**Commission assessment:** The number of awards in public service dropped from 40 to 25 in the past year, considerably short of the benchmark of 50.

**Campus response:** In fiscal year 2007, occupational program Associate degrees and credit certificates by program area increased for all programs except Data Processing. For the Business program, the number of awards declined to 7 in fiscal year 2006 and increased to 11 awards in fiscal year 2007, still far from reaching the 2010 benchmark of 25. For the Data Processing program, the number of awards declined for a second straight year to 10 awards in fiscal year 2007, moving further away from the 2010 benchmark of 30. For the Public Service program, the number of awards slightly increased from the previous year to 27 awards in fiscal year 2007, still far from the FY2010 benchmark of 50. The College is concerned by these downward trends and is examining the validation of student majors, recruitment strategies and retention programs.

*Enrollment in Noncredit Workforce Development Courses*

**Commission assessment:** Chesapeake has experienced a steady decline in unduplicated annual headcount in noncredit workforce development courses (from 6,094 to 5,080) and in annual course enrollments (from 9,300 to 7,494) in the past three years. The respective benchmarks are 6,500 and 9,500.

**Campus response:** Noncredit Workforce Development course enrollment and unduplicated student headcount has demonstrated a downward historical trend line from fiscal year 2004 to fiscal year 2006. In fiscal year 2007, while annual unduplicated headcount in noncredit Workforce Development courses further declined to 5,049, moving further away from reaching the fiscal year 2010 benchmark of 6,500; the number of course enrollments grew by 658 registrations to 8,152, moving closer to the fiscal year 2010 benchmark of 9,500.

*Number of Business Organizations Provided Training and Services Under Contract*

**Commission assessment:** There has been a consistent drop in the number of businesses that have received training and services in the past four years from 125 to 85, a considerable distance from Chesapeake's benchmark of 115.

**Campus response:** Although there has been a consistent drop in the number of businesses that have received training and services in the past four-years from 125 in fiscal year 2003 to 85 in fiscal year 2006, the trend has been reversed in fiscal year 2007. Eleven additional business organizations were served in fiscal year 2007, increasing the

number of business organizations served to 96, moving closer to the FY2010 benchmark of 115.

## COMMUNITY COLLEGE OF BALTIMORE COUNTY

### *Occupational Program Associate Degrees and Credit Certificates Awarded –Business*

**Commission assessment:** CCBC’s benchmark is 194. But the number of awards in business has fluctuated between 159 and 176 during the past four years.

**Campus response:** The number of awards in the program area “Business” continued a slow decline. Our examination of this issue indicates that students in these programs are transferring to the University of Baltimore, Towson University, and other business programs at four year colleges before graduation at CCBC. This “swirling” of students between local campuses is increasing for this type of career program where the degree of employment preference is a Bachelor’s Degree. During the next two years CCBC will be using our computer assisted degree audit system to more actively push students toward CCBC degrees and certificates in this area.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*

**Commission assessment:** The number of awards in this field at CCBC has fallen steadily in the past four years from 157 to 87. The college’s benchmark is 103.

**Campus response:** The number of awards in the program area “Data Processing” continued adjusting to the labor market. The professional certification of particular skills and vendor certifications of proficiency on vendor equipment creates strong competition with college awards. CCBC has been examining the certificates it offers and aligning them carefully with the industry certifications needed for entry and advancement in information technology.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Natural Science*

**Commission assessment:** Twenty awards were earned in the natural sciences at CCBC in FY 2006 – just half of its benchmark of 39.

**Campus response:** The number of awards in the program area “Natural Sciences” has increased slightly from previous years. Some of the programs and students that had previously been in this area have migrated into the “Health Services” program area where they are closely aligned with nursing, dental hygiene, and other programs that are growing rapidly to provide the technicians and aides needed by hospitals and health industry. We expect that this migration of programs and students to continue and the number of graduates in this area will fluctuate only slightly from the number of graduates in the last few years (20 to 30).

*Occupational Program Associate Degrees and Credit Certificates Awarded –Public Service*

**Commission assessment:** CCBC’s benchmark is 229. But the number of awards in this major has dropped consistently during the past three years from 226 to 173.

**Campus response:** The number of awards in the program area “Public Service” rebounded to 214 in FY2007 and will likely meet the 2010 benchmark of 229. The Police Academy at the Dundalk Campus, and training provided to other public safety organizations has been increasing and the number of certificates and degrees being awarded in the programs will increase. The number of students in these programs who will transfer before graduation remains a concern as we see more and more of the students in these programs “swirling” between similar programs at the Bachelor’s Degree level.



## FREDERICK COMMUNITY COLLEGE

### *Enrollment in Online Courses*

**Commission assessment:** Frederick has experienced a steady decline in the number of students taking online noncredit courses during the past four years from 203 to 155. The college's benchmark is 204.

**Campus response:** Non-credit online courses has increased 10% in 2007 (171) compared to 2006 (155). The change in enrollment for continuing education is due to several factors. Most CE online instruction is offered in partnership with commercial provider. The vender (Ed2go) raised their rates and pricing has gone up slightly over the past five years. The average tuition for online courses is \$85 compared to \$59 five years ago. This rate has put these classes close to in-class course rate.

There has been significant erosion in enrollment for on-line content that is "discretionary"--such as personal enrichment, E-bay courses, game design, etc. However, enrollment has increased in the Web Page Design, HTML, Dreamweaver and other Web application courses.

### *Percent Minorities of Full-Time Administrative and Professional Staff*

**Commission assessment:** The percentage which racial/ethnic minorities constitute of Frederick's full-time administrative and professional staff has consistently fallen during the past four years from 12 percent to 6 percent – nearly half of the college's benchmark of 11 percent.

**Campus response:** Percent of minorities of full-time administrative and professional staff was increased to 15% which is higher than the established benchmark.

### *Licensure/Certification Exam Pass Rates – Respiratory Therapy*

**Commission assessment:** The pass rate of the 15 students in respiratory therapy in FY 2006 was 73 percent, the lowest in four years and short of the college's benchmark of 92 percent.

**Campus response:** The pass rate of licensure/certification exam in FY 2007 for 27 students was 93% which is higher than the established benchmark.

*Number of Business Organizations Provided Training and Services Under Contract*

**Commission assessment:** Frederick's benchmark is 150, but the number of businesses that were provided training and services has exceeded 100 only once in the past four years.

**Campus response:** Frederick Community College provides training to the local business community through a formal partnership with Frederick County Workforce Services. FCC has undertaken a strategic direction to extend contact with the business community by leveraging local partnerships. The "small business" nature of the Frederick County marketplace makes it difficult to increase contract training with organizations employing fewer than 50 people. Consequently, FCC has partnered with several local business organizations to provide training for their members, including: Frederick County Builders Association, Frederick Innovative Technology Center Incubator (FITCI), Frederick County Chamber of Commerce, and Frederick County Association of Realtors. Through those formal partnerships, FCC CT is providing training services to many different companies within these member organizations. The number of businesses served through those organizations would bring us much closer to the 150 benchmark.

## GARRETT COLLEGE

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*

**Commission assessment:** Garrett’s benchmark is four, but the number of awards in this field has never exceeded two in any of the past four years.

**Campus response:** The two degrees or certificates awarded in the latter program area is consistent with previous years but falls well short of the FY 2010 benchmark of four. This benchmark needs to be re-evaluated in light of the present trend with respect to the number of degrees or certificates awarded.

### *Occupational Program Associate Degrees and Credit Certificates Awarded—Natural Science*

**Commission assessment:** Garrett’s benchmark is 12, but the number of awards in this major fell sharply from 10 to 3 in the last year.

**Campus response:** The low number of degrees awarded in FY 2006 was due to an unusually high attrition rate coupled with a sharp downturn in enrollment which the College’s Natural Resources and Wildlife Technology program has experienced periodically.

### *Enrollment in Continuing Professional Education Leading to Certification or Licensure*

**Commission assessment:** Garrett experienced a drop in the past year in unduplicated annual headcount (from 1,170 to 899) and in annual course enrollment (from 1,217 to 927). The college’s benchmarks are 1,310 and 1,360 respectively.

**Campus response:** Garrett’s Continuing Education and Workforce Development Division offers Continuing Professional Education leading to government or industry-required certification or licensure. Recent data shows that annual unduplicated headcounts rose by 10.9% over the three year window, and annual courses enrollments increased by 11.3%.

### *Enrollment in Noncredit Community Service and Lifelong Learning Courses*

**Commission assessment:** After rising from 1,125 to 1,424 between FY 2003 and FY 2005, the annual course enrollments dropped to 1,186 in FY 2006 leaving the college quite a distance from its benchmark of 1,595.

**Campus response:** Unduplicated annual headcount in noncredit community service and lifelong learning courses rose by 15.8% from FY 2004 to FY 2007. Duplicated annual course enrollments decreased from FY05 to FY06 but rose for FY2007.

*Percentage of Expenditures on Instruction and Selected Academic Support*

**Commission assessment:** The percentage of Garrett's expenditures that went to instruction and selected academic support fell from 47.9 percent in FY 2005 to 41.0 percent in FY 2006 – the lowest in four years and below the college's benchmark of 50 percent.

**Campus response:** Garrett College has and will continue to follow a regimen of institutional planning and maintain a regular cycle of strategic, operational, and financial planning, all of which feed into the College's system of institutional self-evaluation and accountability. The College's percentage of expenditures on instruction and percentages of expenditures on instruction and selected academic support for FY07 were 35.3% and 41.6% respectively, which represent the lowest rate over the four-year window. Budget constraints over several years have not allowed the College to increase its instructional and student support services personnel at the preferred rate.

## HAGERSTOWN COMMUNITY COLLEGE

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

**Commission assessment:** There were eight awards in engineering technology at Hagerstown in the latest year. This was half the number that were produced four years earlier and considerably below the college's benchmark of 20.

**Campus response:** Eight degrees/certificates were awarded in FY 06, with 12 degrees/certificates awarded in FY 07. New courses in the areas of industrial technology and facilities maintenance were developed in FY 07 - 08 by a full-time faculty member who left private industry to teach. However, though continuing as an adjunct, he returned to the private sector after one academic year. The College continues to seek a full-time faculty position with little success as it is difficult to compete with the private sector when hiring in this field. HCC originally established a benchmark of 20 degrees/certificates by 2010 and would like to decrease that to 16. It is felt that this is an attainable benchmark as the program stabilizes over the next three years.

## HARFORD COMMUNITY COLLEGE

### *Percent Minorities of Full-Time Faculty*

**Commission assessment:** The percentage which racial/ethnic minorities represent of the full-time faculty at Harford has steadily fallen from 9.0 percent to 7.0 percent during the past four years. The college is quite far from its benchmark of 11 percent.

**Campus response:** Progress on Indicator 15 remains flat at 7%, whereas the benchmark is 11%. HCC's Human Resources (HR) department undertakes a variety of strategies to attract diverse employees to the workplace. HR advertises in a wide variety of publications and websites to ensure strong, diverse applicant pools. The *Baltimore Sun* and its 25% African American readership has successfully attracted diverse candidates. In addition, a portion of the advertising dollars buys ads in diverse publications such as the *Afro-American*, *National Minority Update*, *Diverse*, *Catholic Review*, and *Hispanic Outlook*. On the Internet, targeted recruitment sites for qualified minority and female employees are identified. One such site is the MWEJobs.com, which targets minorities and low-income candidates. The 2007 Affirmative Action Program for Minorities and Women encouraged the College to continue to contact universities, vocational schools, high schools, and state and community organizations that attract qualified minority and female students. In the past three years, the percentage of minorities in full-time faculty positions has declined as several diverse faculty members left for other job opportunities or returned to the adjunct rank. In addition, recruitment efforts have been challenging because of the high demand for diverse candidates. There have been some recent successes in the past 12 months with two minority faculty members joining the College - a Filipino and Iranian national. As the total number of faculty continues to grow, HCC will further expand diversity in every aspect and will continue to strive to meet the benchmark for minority faculty and other employees.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Public Service*

**Commission assessment:** The number of awards in public service at Harford fell to 30 in FY 2006 – the lowest in the past four years and considerably short of the college's benchmark of 43.

**Campus response:** Regarding Indicator 19, the number of awards in FY '06 fell to 30, but in FY '07, it increased back up to 36, still short of the benchmark set at 43. HCC offers 3 degrees and 1 certificate program within Public Services Occupational Programs: AAS-Early Childhood Education; AAS-Legal Studies/Criminal Justice; AAS- Legal Studies/Paralegal; Certificate-Legal Studies/Paralegal. There were 8 graduates in the AAS Early Childhood Education program in 2007, and there were only 4 in 2006, so this program is returning to a previous trend. However, the AAS Criminal Justice program majors have declined over the years while the AA Criminal Justice program majors have

increased significantly. There were no AA Criminal Justice program graduates prior to the 2005-06 academic year; there was 1 in 2005-06 and 6 in 2006-07. It is possible that students are moving into the transfer pathway rather than the terminal degree for this program of study. The Paralegal Studies programs, AAS and certificate, are fairly stable in the number of graduates over the years. Additionally, the trend away from the AAS may change due to new opportunities being developed for trainees in the Harford County Sheriff's Academy to earn an AAS accelerated degree. And, current employees of the Sheriff's Department are expressing an interest in completing an AAS degree due to promotion requirements.

## HOWARD COMMUNITY COLLEGE

### *Enrollment in Online Courses*

**Commission assessment:** The number of students taking noncredit online courses at Howard fell to 392 in FY 2006 – the lowest in four years and considerably short of the college’s benchmark of 623.

**Campus response:** The noncredit online courses are market driven. Traditionally enrollments in non-credit courses decrease in slow economies. In addition, there are more organizations, including publishers, providing online courses, and competition for available students has increased dramatically. Enrollment in online noncredit courses moved toward the benchmark in FY07. Credit online enrollment has steadily increased over the past several years to exceed the benchmark in FY07.

### *Graduation/Transfer Rate After Four Years – African Americans*

**Commission assessment:** Howard’s benchmark is 50 percent, but the four-year graduation/transfer rate of African Americans has fluctuated in a narrow range (44.9 percent to 39.1 percent) during the past three cohorts.

**Campus response:** Though the graduation/transfer rate of African American students lags behind that of all students statewide, Howard Community College has decided for philosophical reasons to set an aspirational benchmark that is equal to that of all students. While it is understood that this is a stretch benchmark that will be difficult to attain, the college believes it is unconscionable to set the expectations lower for African American students.

### *Occupational Program Associate Degrees and Credit Certificates Awarded –Business*

**Commission assessment:** The number of awards in business at Howard fell from 17 to 10 in the most recent year, leaving the college at only half of its benchmark of 20.

**Campus response:** In FY07 the number of awards in business was back up to 17 and has increased to 19 (to date) in FY08. A review of the trends reveals a restructuring based upon changes in the interests of the college’s constituency and in the workplace. There has been a significant drop in information technology-related areas as students in office technology appear to have more interest in taking individual courses to update their skills than in pursuing a degree. The big growth has been in hospitality management and culinary management, which were started as business management options and then spun off as stand-alone degrees.



### *Number of Business Organizations Provided Training and Services Under Contract*

**Commission assessment:** Howard's benchmark is 65. But the number of business organizations served in this capacity has steadily dropped from 66 to 45 during the past three years.

**Campus response:** The number of business and organizations that are provided contract training and services fluctuates from year to year and is dependent on the availability of training dollars and the needs of the businesses and organizations. In Howard County, where 80 percent of the businesses have fewer than 10 employees, the number of potential clients is already limited. Although businesses and organizations served in the past are pleased with the training and services they have received (see indicator #28), they don't always have an additional training need in the subsequent year and therefore don't return for that year, reducing the number of businesses and organizations served.

### *Enrollment in Contract Training Courses*

**Commission assessment:** During the past three years, Howard has experienced a consistent drop in unduplicated annual headcount in these courses (from 5,942 to 4,458) and in yearly course enrollments (from 7,948 to 6,441). The respective benchmarks are 5,690 and 8,072.

**Campus response:** Enrollment in contract training courses is directly related to the number of business organizations provided training and services under contract and is dependent on the availability of training dollars and the needs of the businesses and organizations. As the *number of business organizations provided training and services under contract* increased in FY07, Howard's unduplicated headcount and annual course enrollment in contract training courses for FY07 have moved toward the benchmark (4,573 and 6,517, respectively).

## MONTGOMERY COLLEGE

### *Enrollment in Online Courses*

**Commission assessment:** The number of students taking noncredit courses online at Montgomery College has steadily declined from 633 to 328 in the past four years, far short of the benchmark of 600.

**Campus response:** WD&CE offered selected courses online over the past few fiscal years, which led to a decreasing enrollment pattern between fiscal 2004 and fiscal 2006. However, the College expanded the available non-credit online course inventory which resulted in the increased enrollments in fiscal 2007. As the availability of on-line non-credit courses increase, we expect increased enrollment in this area.

### *Occupational Program Associate Degrees and Credit Certificates Awarded –Business*

**Commission assessment:** Montgomery's benchmark is 240, but the number of awards in business has consistently dropped from 234 to 195 during the past three years.

**Campus response:** Enrollments in Business programs declined consistently through fall 2003, but rose by 15% in fall 2004 and have remained at that increased level since. Degrees and certificates are expected to increase in the future as they did for FY 2007 – to 282.

### *Occupational Program Associate Degrees and Credit Certificates Awarded –Data Processing*

**Commission assessment:** The number of awards in this field at Montgomery has been cut by more than half in the past four years, falling steadily from 207 to 94. The college's benchmark is 135.

**Campus response:** Data processing enrollments have fallen steadily as has the number of graduates. By fall 2005, for example, the number of students enrolled in these programs had fallen to 22% of the number of fall 2002 students, which helps explain for the decline in graduates. The benchmark for this category of graduates will likely be revised downward, although the introduction of several new programs in computer graphics and web careers may soften the decline.

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

**Commission assessment:** Awards in engineering technology have experienced wide fluctuations during the past four years, dropping from 81 to 46 between FY 2003 and FY 2004, rising to 83 in FY 2005, then falling again to 64 in FY 2006. The benchmark is 91.

**Campus response:** The wide fluctuations in the number of graduates is difficult to attribute to a particular cause, but we are aware that there has been an increase in the number of these students who transfer, and those transfer rates are quite variable from year-to-year. Program enrollments did increase by 13% from fall 2003 to fall 2004, and have remained at that higher level since (540-560 students), which should translate into increased graduates

*Occupational Program Associate Degrees and Credit Certificates Awarded –Natural Science*

**Commission assessment:** The number of awards in natural science dropped to 18 in the latest year, the lowest in the last four and about half of the college's benchmark of 35.

**Campus response:** Enrollments in these programs remained low (50-60 students) through fall 2004, but jumped by more than 60% for fall 2005 and have been at the 110-120 student range for the last three fall semesters. An increase in the number of graduates is expected, but this benchmark will likely also be adjusted slightly downward.

## PRINCE GEORGE'S COMMUNITY COLLEGE

### *Market Share of First-Time Full-Time Freshmen*

**Commission assessment:** Prince George's share of the new full-time freshmen in its county dropped to 24.0 percent in the most recent year -- the lowest in the last four and considerably below the college's benchmark of 30.0 percent.

**Campus response:** Prince George's Community College continues to hold a large share of the county postsecondary market but show no growth in this respect. Its 2007 share of area high school graduates (49.2%) stayed about the same as it was in 2004 (49.9%), suggesting that the institution may not meet the ambitious benchmarks set for 2010 (56.4%). A similar pattern exists in terms of first-time, full-time freshmen (fall 2004 — 26.4%, fall 2007 — 27.0%) and for its part-time undergraduate market share (fall 2004 — 55.4%, fall 2007 — 53.4%). It is quite possible that Prince George's Community College has reached its threshold for these categories. For a very long time, the institution has held close to a majority market share of county residents attending undergraduate education anywhere in the state of Maryland. This continues to be the case. However, our most recent market share analysis showed that, while market share of area undergraduates went down slightly for the college, market share at other area colleges has grown proportionately.

### *Performance at Transfer Institutions*

**Commission assessment:** The percentage of transfer students from Prince George's Community College who earned a grade point average of 2.0 or above in their first year of study at a Maryland public four-year institution has dropped for three consecutive years to 73.6 percent — the lowest in the last four. In addition, the average GPA of these students has fallen for four straight years from 2.61 to 2.42. The college is considerably below its benchmarks on both measures: 90 percent and 3.00 respectively.

**Campus response:** The data on the academic performance of PGCC students transferring to Maryland public four year universities shows a lack of progress over successive assessment cohorts when measured by percentage earning a GPA of 2.0 or better (benchmark 90%). Examination of the PGCC data covering academic years 2004-2007 shows that PGCC student cohort GPA 2.0+ percentages never rose above 80% (AY 2007 cohort —73%). On the second measure of transfer student performance — mean first-year GPA — the 2007 result are somewhat more encouraging. The AY 2007 cohort achieved an overall mean first-year GPA of 2.53, a distinct improvement over the performance of the two previous transfer cohorts (AY 2005 cohort — 2.48 and AY 2006 cohort — 2.42).

The major initiative in this regard is the Planning for Academic Success (PAS) program, featuring a new course designed to provide a thorough grounding in critical thinking

skills interpersonal and self-management skills and attitudes, study skills, and a working practical knowledge of the colleges resources, services, procedures, and requirements. PAS 101 will be required of all first-time entering students beginning in 2009. The PAS pilot testing on a sample of developmental students was a great successful, and during it 2007-2008 roll-out it has already generated over a thousand enrollments. Another student advancement effort is the popular “Smart Skills” Enrichment Workshop program, featuring free one-day seminars, carrying lab credit, covering topics such as “Effective Study Skills”, “Time Management for Better Grades”, “Note Taking for Better Grades”, “Essay Test Taking Made Easy”, “Multiple Choice Test Taking”, “Critical Thinking”, “Be a Memory Wizard”, “Making Sense of Registration”, “Getting Rid of Test Anxiety”, “Learn Stress Reduction Techniques”, “Techniques for Writing Papers/Reports”, “Preparing for Final Exams”, and “Math Study Skills”. Over 30 such workshops were offered last year.

*Percentage of Expenditures on Instruction and Selected Academic Support*

**Commission assessment:** Prince George’s has expended a steadily shrinking share of its funds on instruction and selected academic support during the past four years, with the percentage falling from 59 percent to 56 percent. The college is far from its benchmark of 70 percent.

**Campus response:** State funding is still a relatively small component of college income and the college expects very little growth in revenue from the state. Prince George's Community 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. Unfortunately, because of limited state and county funding the Board of Trustees has had to approve a tuition increase to maintain college programs in 2006, but we have been able to hold the line on costs to students in 2007.

## COLLEGE OF SOUTHERN MARYLAND

### *Graduation/Transfer Rates After Four Years – African Americans*

**Commission assessment:** The four-year graduation/transfer rates of African Americans at College of Southern Maryland has steadily dropped during the past three cohorts from 53.2 percent to 45.5 percent and quite a distance from the benchmark of 58.6 percent.

**Campus response:** The data in 2007 shows a rebound in the graduation transfer rates of African American students: from 45% to 51%. However, this figure still remains below our targeted benchmark.

Earlier this academic year President Gottfried established the President’s Council on Diversity and Inclusion, and at its most recent meeting, the Council identified the graduation and transfer rates of African American students as an important theme for our attention in this coming assessment and planning cycle. The Council intends to assess the effectiveness of current activities aimed at student success and to identify shortcomings that might be affecting African American students more than other ethnic groups. The Strategic Enrollment Management Council, formed also within the past academic year by the president, has taken up the issue as well.

The college has sought to improve its services to students in general who are in academic difficulty, presumably one of the chief causes of non-completion of goals (i.e. graduation / transfer). Responses that are common at other colleges such as an “early warning system” for students showing poor performance and tutorial services are very much in evidence (especially noteworthy are the refinements in tutoring in mathematics amid the traditional array of tutorial services). We also have begun preparatory classes in math and English in the high schools, designed to reduce the number of developmental classes that students might be required to take; summer bridge courses in English; transitional courses in mathematics and writing whereby students who are near placement at college level study need only take some additional refresher material as part of the actual college course. Other initiatives are underway or are about to start such as a pilot program aimed at the basketball team, which had suffered significant attrition on academic grounds. The program includes mandatory study hours, special tutoring and mentoring. Lastly, a cohort pilot using a learning community model for students at the Prince Frederick campus who place into developmental English and mathematics is being initiated. These programs are not targeted specifically at African American students, but there are African American students in the programs, and we will monitor the success of that segment of the student population in light of the below target rate of graduation and transfer rates.

It remains somewhat puzzling that the graduation and transfer rates among African American students fluctuate as much as they do. CSM’s student life offers significant opportunity for active involvement in college life, which the literature on retention suggests can be a significant enhancement to persistence and completion of academic goals. The Black Student Union, in this respect, has been an important anchor for African

American students, and what is more, it is one of the most active clubs at the college. Still, the lower than desired success rates are disturbing, and the college will pursue the causes and possible solutions, especially with the special attention that the President's Council on Diversity and Inclusion and the Strategic Enrollment Management Council bring to the issue.

*Occupational Program Associate Degrees and Credit Certificates Awarded – Data Processing*

**Commission assessment:** The number of awards in this field has dropped consistently from 113 to 80 during the past three years, leaving the college below its benchmark of 100.

**Campus response:** In 2001 CSM had 152 completers; in 2004, it was down to 113; in 2006, it was at 80; and last year there were 78. The college set the goal at 100 completers per year. There are several possible reasons for the decline.

In the past decade, the entire Information Technology (IT) field experienced a decline. This is due partly to the “dot-com bust”, and the effects of this are still being felt. Additional influences nationwide include the practice of outsourcing jobs overseas, especially to India and China. There are now some indicators that show that the decline has reached its lowest point. This is evidenced by the number of completers in 2007 that were only two students fewer than the previous year.

The introduction of the Associate of Science degree in Computer Science at CSM is a second reason for the decline in associate degrees and certificates awarded in the occupational area of Data Processing. In the past, there have been many requests for the Computer Science degree from students and it was finally offered in 2005. The first students in the program graduated in 2007 (four students) and many more are on the way. In the past, students wishing to pursue a Bachelor degree in Computer Science needed first to declare a Data Processing degree program as their major. If the graduates of the Computer Science degree are included in the 2007 total completers, there would be a total of 82 completers. Although this does not reach the 100 completers benchmark, it is an increase from the previous year. The extra emphasis on higher level Mathematics in Computer Science has caused some students to take an extra semester of college, retarding progress toward a degree.

A third possible reason for the decline is that more and more students are leaving CSM without getting their degree. As stated above, the demand for IT professionals has started to rise within the past two to three years. As a result, a growing number of CSM students are being recruited where previously they were able to complete the degree before beginning work. This does not necessarily mean that they have abandoned their study all together. In most cases, they are continuing their study while working full time, but at a slower pace.

CSM records show a significant increase in FTE in 2007-2008 for IT courses (9.3% increase in one year). It is hoped that this will translate to higher completers in the future. Within the past two to three years, the IT field has also started to pick up again. Many studies have shown that more and more companies are hiring IT staff.

#### *Enrollment in Contract Training Courses*

**Commission assessment:** After experiencing a rise in enrollments in these courses between FY 2003 and FY 2005, the numbers turned down in FY 2006. Unduplicated annual headcount fell from 4,545 to 3,587 and yearly course enrollments dropped from 6,971 to 5,877. The respective benchmarks are 4,360 and 7,143.

**Campus response:** The decline in the enrollments in contract training for Fiscal Year 06 was due to the sophistication of the courses demanded by CSM's two largest contractors in that year, NavAir and NavSea. It is interesting that the contract training revenue for the year increased over the previous fiscal year, while enrollments did not achieve the benchmark and declined from the previous year.

These Department of Defense agencies undertook at the time an immersion in both Lean Operations and management courses that required significant effort by our contract training group to design the customized programs of study. CSM was able to successfully deliver this advanced training to the organizations and the experience and revenue were excellent.

Contract training is affected annually by several factors such as the needs of customers and the regional economy and government spending. Enrollment, revenue and penetration rates can be affected by these factors and then recover the next year.



## WOR-WIC COMMUNITY COLLEGE

### *Enrollment in Online Courses*

**Commission assessment:** The number of students enrolled in credit courses online at Wor-Wic more than doubled between FY 2003 and FY 2005 to 891, but then dropped to 796 in FY 2006. As a result, the college remains a distance from its benchmark of 1,200.

**Campus response:** Enrollments in credit online courses increased 38 percent over the last four years and non-credit online course enrollments more than doubled in the same time frame. Last year, the college created a strategic objective to increase enrollment in online and hybrid courses. Even though credit enrollments had decreased from FY 2005 (891) to FY 2006 (796), there was an increase to almost 1,000 enrollments in FY 2007. The college implemented a new 10-week online summer session in FY 2008 and the upward trend is expected to continue.

### *Graduation/Transfer Rate After Four Years*

**Commission assessment:** The graduation and transfer rate of developmental completers at Wor-Wic has fallen consistently during the past three cohorts from 60 percent to 52 percent and is quite below its benchmark of 65 percent.

**Campus response:** Forty-three percent of the fall 2003 cohort either graduated or transferred within four years. The college has set its benchmark for the fall 2006 cohort at 51 percent. The college-ready students had a 74 percent graduation-transfer rate, the highest of the four years reported. The rates for developmental completers decreased from 60 percent for the fall 2000 cohort to 52 percent for the fall 2002 cohort, but then increased to 54 percent for the fall 2003 cohort. Less than one-fourth of the students who did not complete their developmental coursework either earned a certificate or transferred. The fall 2001 graduation-transfer rate was also negatively affected by the criminal justice academy students who did not earn an award.

### *Occupational Program Associate Degrees and Credit Certificates Awarded – Public Service*

**Commission assessment:** The number of awards in public service has steadily declined during the past three years from 88 to 62, leaving the college short of its benchmark of 85.

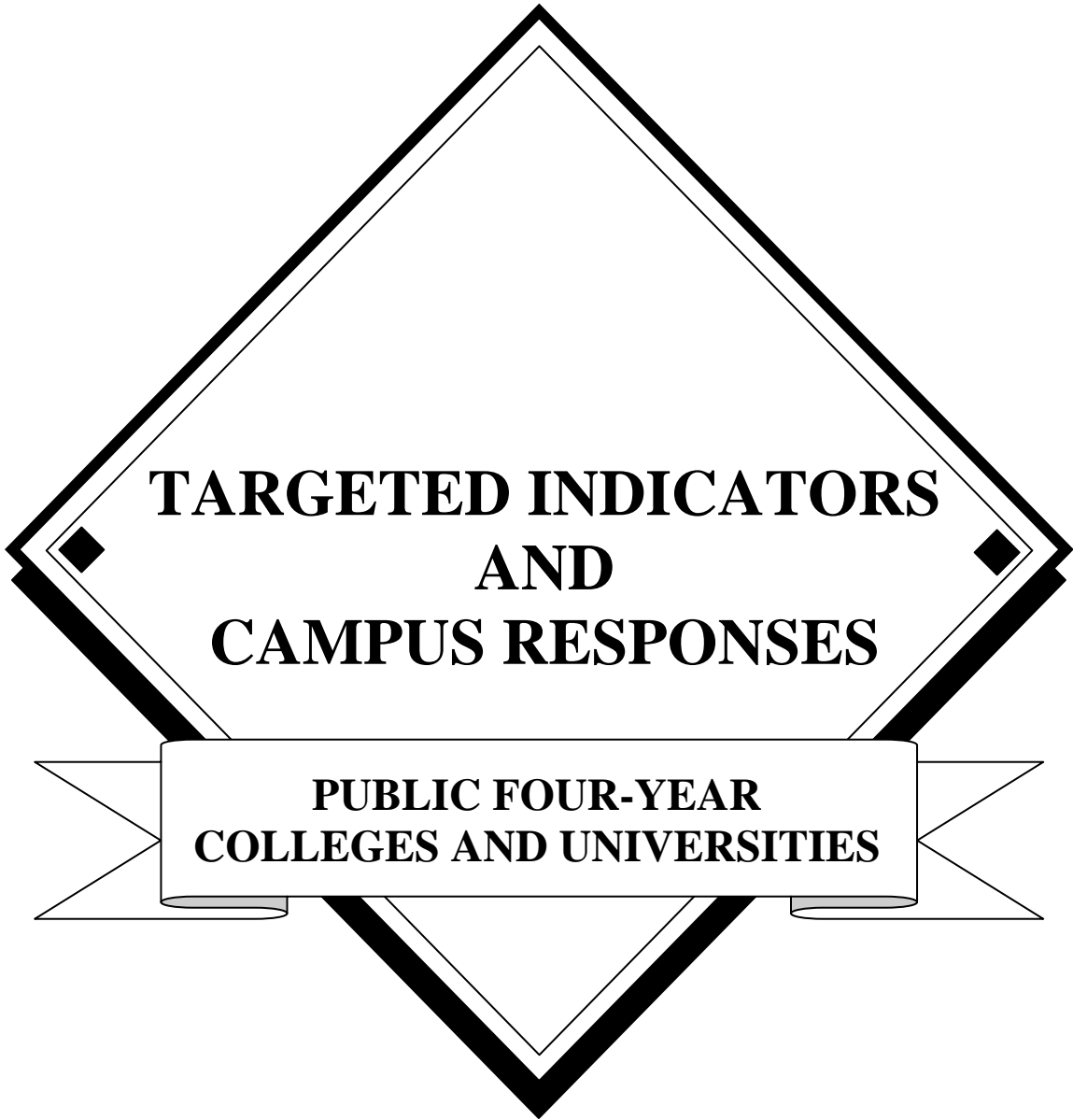
**Campus response:** The increase in public service awards to 88 in FY 2004 influenced the benchmark to be set at 85 awards. However, annual awards in this area have been between 62 and 67 since then. Enrollments in the criminal justice academy, the main

public service program, have declined recently and appear to be continuing in this direction.

### *Enrollment in Contract Training Courses*

**Commission assessment:** In the past year, Wor-Wic experienced a very sharp reduction in unduplicated annual headcount (from 1,919 to 1,264) and in yearly course enrollments (from 2,286 to 1,535) in these courses. The respective benchmarks are 2,000 and 2,400.

**Campus response:** Wor-Wic maintains relationships with business, industry, government and other community groups to ensure the relevance of the college's programs and services. The college is committed to meeting local needs for a trained work force and supports the State Plan commitment to meet overall workforce needs. In FY 2007, contracted workforce and workplace-related training courses were provided to more than 1,000 employees from 40 businesses and organizations. The decrease since FY 2004 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. At least 97 percent of the businesses and organizations that contracted training in each of the past four years responded that they were very satisfied or satisfied with the training that they received. A strategic objective of the college is to increase the number of courses offered, businesses served and participants served in contract training.





## BOWIE STATE UNIVERSITY

*Objective 1.4 – Increase the graduation rate for students graduating within six years to 51 percent by FY 2009 from the baseline 40 percent in FY 2004.*

**Commission assessment:** The six-year graduation rate at Bowie has fluctuated in a narrow range between 37.5 percent and 41 percent in the past four cohorts.

**Campus response:** In response to the Commission's request for information related to its objective to increase its graduation rate, as mentioned above, Bowie has submitted its *Closing the Achievement Gap* plan to the USM. Selected action steps include: revamping student orientation, extending mandatory advising, increasing by 10 percent each year the number of need-based and academic scholarships, strengthening the linkages between student mid-term performance and student support services and reducing class size in selected freshmen courses. Implementing these and many other action items in an aligned and strategic manner will enable Bowie students to achieve their full potential and for the institution to realize increases in retention and graduation rates (Objectives 1.3 and 1.4). At the present time it is unrealistic to project that Bowie's six-year graduation will reach 51 percent next year. The goal in the *Closing the Achievement Gap* plan is to reduce the gap by 2 percentage points annually. Consistent with the *Achievement Gap* plan, and with new academic leadership focusing on improving programs and services, Bowie's FY 2009 goal should be 40 percent.

*Objective 2.1 – By FY 2009, increase the number of undergraduate teacher education, nursing and information technology graduates by 25 percent over the number of graduates in FY 2004.*

**Commission assessment:** The number of information technology graduates at Bowie was 49 in the most recent year compared to 70 in FY 2004. This represents a drop of 30 percent.

**Campus response:** With specific regard to the drop in IT graduate production identified in the Commission's analysis, as at institutions nationwide, student interest in and demand for information technology programs has slowed in recent years. However, this has begun to change. As the most recent data indicate, enrollments in IT have begun to rebound, with increases recorded in each of the past two fiscal years. New leadership and greater marketing should continue to have a positive impact on Bowie's information technology programs in the future.

## COPPIN STATE UNIVERSITY

*Objective 2.2 – Produce 15 or more baccalaureate graduates of information technology programs each fiscal year, from FY 2005 through FY 2009.*

**Commission assessment:** The number of bachelor's degree recipients in information technology at Coppin has steadily declined during the past four years from 27 to 6.

**Campus response:** Since the decline of the high tech information technology industries, 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 (Objective 2.2). That negative decline is reflected in CSU enrollment and number of graduates produced. Through increases in enrollment in this program for the next five years, CSU expects to graduate more IT graduates in the future.

*Objective 7.1 – Allocate expenditures on facility renewal to meet 2 percent target by FY 2009 from 1.5 percent in FY 2004.*

**Commission assessment:** The percentage of replacement cost expended in facility renewal and renovation at Coppin rose to 0.7 percent in the latest year, but it remains far from the university's objective.

**Campus response:** The percent replacement cost for facility renewal and renovation increased in FY 2008 to 0.9% from 0.2% in FY 2005. Coppin has initiated and effectively implemented campus-wide preventive maintenance programs through its operation and maintenance service contract, implementation of facilities renewal, and deferred maintenance projects. Coppin State University has gradually increased its percentage from 0.1% in 2006 to 0.9% in 2009. The replacement value is provided by the USM office based on fall 2005 figures, which is updated on a 5 year cycle. As the replacement values are re-evaluated and upgraded in the future years, Coppin should be moving upward toward its institutional target of 2%.

## 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 fell from 1.3 percent to 0.6 percent between FY 2004 and FY 2006, then increased to 0.9 in FY 2007. However, the university remains quite far from its objective.

**Campus response:** Frostburg State University's facility renewal expenditures have increased from FY 2006 to 2007 and again in FY 2008 with the completion of important state-supported facility projects. The University's expenditures continue to be more than the amount budgeted yearly.

## SALISBURY UNIVERSITY

*Objective 2.3 – The estimated number of nursing graduates employed as nurses in Maryland will increase from 44 in 2004 to 70 in 2009.*

**Commission assessment:** The estimated number of nursing graduates employed in Maryland as nurses, a figure derived from annual follow-up surveys of baccalaureate recipients, rose from 44 to 71 between 2004 and 2006, but fell to 54 in 2007.

**Campus response:** Between 2005 to 2007 reporting schedule, the number of nursing graduates employed in Maryland increased from 57 to 71 and then decreased in 2007 to 54. As the number of out-of-state nursing students increases, it is not surprising that they return to their states of origin. SU encourages out-of-state students to apply for the MHEC non-resident nursing student tuition reduction and state aid program. This program provides nursing students with some tuition relief in exchange for working in MD as a nurse after graduation. However, SU does not set nursing salaries, which may be higher at healthcare agencies outside of Maryland. However, more nursing students graduated and a higher percentage passed the NCLEX exam for the 2007 reporting group as compared to the 2006 group. The fact that fewer stayed in Maryland could be an indicator that these graduates were highly qualified and strongly recruited by out-of-state agencies.

Additionally, as the number of nursing graduates that respond to the alumni survey fluctuates each year, the reliability of the data reported is also affected. The data reported for the 2006 MFR were the result of a smaller sample of nursing respondents as compared to the 2005 and 2007 data. As a result, this smaller sample, approximately 30% smaller, may have presented unrealistically high numbers (i.e., spike) for the 2006 data. Additionally, of those nursing graduates that responded to the alumni survey, in 2006 only 8% enrolled at SU as an out-of-state student compared to 11% for 2007. Since a greater percentage of the nursing graduates that responded to the survey in 2006 were Maryland residents, it is not surprising that the number employed in Maryland following their graduation was also higher than the numbers reported for 2007.

*Objective 3.3 – Increase the percentage of economically disadvantaged students attending Salisbury from 40 percent in 2004 to 46 percent in 2009.*

**Commission assessment:** The percentage of economically disadvantaged students attending Salisbury has steadily fallen in the past three years from 42.4 percent to 36.8 percent.

**Campus response:** During the 2007 MFR cycle MHEC noted that the percentage of economically disadvantaged students attending Salisbury has steadily fallen in the past three years from 42.4 percent to 36.8 percent. This would make it even more difficult for SU to meet its 2009 target of 46%. SU is committed to increasing the amount of



institutional-based aid provided to its students, hopefully increasing economically disadvantaged student enrollment. The tuition freeze put SU at a greater disadvantage than other USM schools because its tuition and fees are considerably lower than other USM schools. Each year of the freeze puts SU further behind other system schools in terms of the amount of tuition revenue that can be directed toward need-based financial aid. This may deter students from attending the institution. However, during 2007-08, SU allocated 67% of institutional aid, to students with a demonstrated need. Additionally, for the 2008 reporting period, the percentage of economically disadvantaged students at SU increased. It is anticipated that the University will again increase this percentage for the 2009 reporting period, provided the State maintains its commitment to full funding as outlined in the State Plan for Higher Education.

## TOWSON UNIVERSITY

*Objective 1.2 – Increase the number of Towson graduates hired by Maryland public schools from 303 in FY 2004 to 480 in FY 2009.*

**Commission assessment:** The number of Towson students who completed all teacher education requirements and are employed in Maryland public schools has steadily fallen from 410 to 367 during the past three years.

**Campus response:** The number of applicants for majors in Teacher Education has declined in the last five years. The decline has been noticeable in over-supplied certification areas (e.g., Elementary Education) and may therefore reflect prevailing hiring opportunities. The Master of Arts in Teaching program has declined by 9% since fall 2002. We believe this reflects the hiring of candidates as resident teachers or provisional teachers, who earn certification as in-service teachers rather than pursuing traditional teacher education routes to certification.

We will increase undergraduate and graduate enrollment in the College of Education by adding and expanding off-campus Teacher Education programs, increasing scholarships for students interested in teacher education programs, and implementing intensive marketing and recruitment initiatives directed to high school and community college graduates. We are confident that these strategies will result in more Towson graduates hired by Maryland public schools in the future.

While Towson is the largest provider of graduates in Teacher Education in Maryland, an important part of our mission is to address the professional development needs of currently employed teachers. Towson's outreach efforts provide avenues for provisionally certified teachers to achieve full certification, as well as for certified teachers to achieve advanced certification or attain certification as educational specialists such as Reading Specialists, Media Specialists, and School Administrators).

## UNIVERSITY OF MARYLAND, BALTIMORE

*Objective 1.3 – By FY 2010, increase scholarly productivity by increasing scholarly publications and activities per full-time faculty member by at least 25 percent compared to 2005.*

**Commission assessment:** The number of scholarly publications and activities per full-time faculty at UMB has steadily declined from 6.7 to 6.4 during the past three years.

**Campus response:** For a number of years UMB has reported aspects of faculty non-instructional productivity, using the annual survey of faculty non-instructional productivity as a source of the data. Previously, reported scholarly productivity included only published books and refereed works. This indicator was broadened to include non-refereed works, creative activities and papers presented at professional meetings. From 2005 to 2007 the number of scholarly publications and activities per full-time faculty has ranged from 6.4 to 6.7. The downward trend has been noted and refinements have been made to the data collection process to ensure that all faculty scholarship is appropriately reported.

## UNIVERSITY OF MARYLAND, COLLEGE PARK

*Objective 1.3 – Increase the number of faculty receiving prestigious awards and recognition from 51 in 2004 to 65 in 2009*

**Commission assessment:** In the past four years, the number of UMCP faculty receiving prestigious awards and recognition has never exceeded 51 – and it was below this level in two of the years including the most recent one (45).

**Campus response:** UM set a goal to increase the number of faculty receiving Fulbright, Guggenheim, and NEH fellowships, CAREER awards, and memberships in honorable academies to 65 by 2009. In 2007, UM reported 45 faculty receiving specific awards and recognition. The reported number is non-cumulative, fluctuates from year to year, and does not include many of our recent notable accomplishments. In 2008, Mohammad Modarres was granted the International Research Leadership Award, and Arpita Puadhyaya was the recipient of a Sloan Research Fellowship award in physics. Gene Roberts won the Pulitzer Prize in Journalism; Rita Colwell was awarded the Medal of Science in 2007 and was recently elected as one of four new members of the governing council of the National Academy of Sciences. Nobel Prize winners include John C. Mather (Physics in 2006); Thomas C. Schelling (Economics in 2005); and William Phillips (Physics in 1997).

*Objective 2.3 – Reduce the difference in six-year graduation rates between all students and African American students by 50 percent – from 16 points in 2004 to 8 points in 2014.*

**Commission assessment:** The percentage point difference between the six-year graduation rates of African American and all students at UMCP has steadily increased from 9 to 11 during the past three years.

**Campus response:** Over a four-year period, the graduation rate for African-American students has shown a greater increase than the rate for all students. The 6-year graduation rate for African-American students increased from 57% in 2002 to 69% in 2006, and then dropped by less than a percentage point this year. The gap in graduation rates between African-American students and all students had grown to 16 percentage points in 2004. The University has made a commitment to reduce that gap by 50%. With the steady improvement in the African-American graduation rate, the University is on its way to achieving that goal. While the gap did increase by one percentage point in one year, new initiatives are in place to address this issue. The University expects that the gap between all students and African-American students will be reduced in the coming years.

*Objective 2.4 – Reduce the difference in six-year graduation rates between all students and Hispanic students by 40 percent – from 5 percentage points in 2004 to 3 percentage points in 2014.*

**Commission assessment:** The difference between the six-year graduation rates of Hispanic and all students at UMCP has greatly exceeded the university’s objective in two of the past three years (10 and 9 percentage points respectively).

**Campus response:** The University has also committed to reducing the gap for Hispanic students. Although the graduation rate for Hispanic students declined this year, the increase in the retention rate suggests that the decline may be temporary. The goal is to reduce the gap further to 3% by 2009. The six-year graduation rate for Hispanic students fluctuates over time due to the current small cohort size. The graduation rate for Hispanic students was 71% and the gap increased to 9 percent in 2007. The project to close the achievement gap (described in the Institutional Assessment narrative in Volume II) will focus on improving minority student retention and graduation rates.

## UNIVERSITY OF MARYLAND EASTERN SHORE

*Objective 2.2 – Increase the percent of non African American undergraduate students from 22.5 percent in 2004 to 25 percent in 2009.*

**Commission assessment:** The percentage of non African American undergraduates enrolled at UMES has steadily fallen during the past four years from 25 percent to 19 percent.

**Campus response:** While UMES celebrates its legacy as a Historically Black Institution which primarily serves African American students it is also committed to ensuring that its student population reflects the national and global diversity of students. Thus, the decline in the percentage of non African American students enrolled, from 25% in 2004 to 19% in 2007, is a matter of concern. Based on the objective as specified above, UMES' percentage of non African American undergraduate student enrollments experienced an increase from 22.5% in 2004 to 25% in 2005, returned to 22.5% in 2006, and declined slightly to 19% in 2007. Factors that contributed to the recent declines include insufficient resources for the effective marketing of our high-demand, high-wage programs such as Physician Assistant, Engineering, Hotel and Restaurant Management, Golf Management and the recently approved Doctor of Pharmacy program. In addition, the tightening of the process for obtaining student visas into the United States has reduced UMES' ability to attract increasing numbers of foreign students. It is worth noting however, that in absolute terms the number of white students has increased steadily from 463 in fall 2005 to 489 in fall 2007. This increase notwithstanding, UMES plans to take the following action steps to maintain the 25% enrollment of non-African American students in the future: (1) increase the number of recruitment visits by the admissions and recruitment team to traditionally White high schools in Maryland, (2) conduct cultural awareness and sensitivity sessions for African American recruitment staff to enhance their effectiveness in recruiting non-African American students, (3) introduce diversity initiatives as part of UMES' institutional recruitment strategy and (4) increase the number of Academic Scholarships to enhance UMES' efforts to recruit non-African American students.

*Objective 4.2 – Increase the six-year graduation rate for all UMES students from 52.4 percent in 2004 to 55 percent in 2009.*

*Objective 4.4 – Increase the six-year graduation rate for African Americans from 52.7 percent in 2004 to 57 percent in 2009.*

**Commission assessment** The six-year graduation rate of all UMES students has consistently dropped from 52 percent to 41 percent during the past four cohorts. The six-year graduation rate of African American students dropped sharply in the most recent cohort from 50.8 percent to 41 percent – the lowest in the last four cohorts.

**Campus response:** Issues of decline in six-year graduation and second-year retention rates must be seen as the two sides of same coin. The persistent trend of low second-

year retention rates over the previous years (i.e., 2001-2006) followed by three-year persistence rates that were below 50% have presented UMES major challenges in meeting its target six-year graduation rates of 55% for all students and 57% for African American students in 2009. Specific factors contributing to the downward trend in graduation rates include a lack of adequate financial aid, increase in tuition and other college costs, underpreparedness of admitted students, and lack of a stable infrastructure for retention activities combined with a lack of consistent systematic intervention approaches. Although over a five-year period (2003-2007) grant aid in Maryland grew by 85% (see *Kelderman, E., Chronicle of Higher Education, June 27 2008*), higher than the national average of 49%, financial aid has not been sufficient in offsetting the increasing cost of attending UMES.

During the last two years, UMES has begun to put in place an infrastructure that would allow continuity and consistency in its retention efforts. The four-year downward trend in retention seems to have reached the bottom at 68% and has been at 69% for two consecutive years (i.e., 2006 and 2007). Similarly the six-year graduation rate for the 2001 cohort has seen a slight upward trend with the six-year graduation rate increase for African Americans rising from 41 percent to 42 percent. In order to have a positive effect in the six-year graduation rates for the 2000 student cohort, front-loading retention strategies needed to be in place during the first semester when these students were enrolled. In addition, the gap between need and available financial aid continues to negatively impact student retention and graduation. The impact of the new federal financial aid guidelines, whether positive or negative, is yet undetermined. Meanwhile, UMES continues to serve students with a mean high school GPA of 2.7 and many come from high schools with less rigorous curriculums.

UMES continues to fine-tune its' retention strategy to turnaround the decline in minority students' retention and graduation rates. Measures adopted by the university include: (1) reassigning the primary responsibility for retention to the Division of Academic Affairs under the supervision of a newly appointed Interim Assistant Vice President of Academic Affairs from the Division of Student Affairs for better coordination of student support services; (2) use of intrusive interventions such as monitoring and tracking of the incoming freshman population; and (3) involving all academic departments (i.e., department chairs, faculty and staff) in retention efforts. Currently, all academic schools and departments have included retention objectives that are measurable, and time-bound in their strategic operational plans.

An additional initiative that will enhance UMES graduation and retention rates is the Closing the Achievement Gap Initiative advocated by the Chancellor of the University System of Maryland (USM), Dr. William Kirwan. Under this Initiative UMES has developed a plan for closing the academic achievement gap that exists between the USM and each of the eleven constituent institutions including UMES. Achievement gaps in retention and graduation rates exist in three categories: (a) low-income students versus high-income students; (b) under-represented minority students versus majority students; and (c) African-American males versus white males. The goal is to reduce the gap by one-half based on income and race, and to do so by the year 2015.

## UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

*Objective 1.3 – Increase the number of enrollments/registrations in courses delivered off campus or through distance education from 83,524 in AY 2004 to 198,750 in AY 2008-2009.*

*Objective 5.1 – Increase the number of online enrollments from 97,144 in FY 2004 to 196,994 in FY 2009.*

**Commission assessment** While the number of off-campus and distance education enrollments and registrations at UMUC has increased steadily from 83,524 to 120,679 in the past four years, the university remains quite short of its objective. While the number of online enrollments at UMUC has regularly risen since FY 2004 to 139,023 in FY 2007, the university remains quite short of its objective.

**Campus response:** The issue with these objectives is mismatched data. Both objectives have stateside data for the baseline, but worldwide data for the targets. We had been reporting stateside actual data. This issue is now resolved. Both objectives will have worldwide baselines, actual, and targets. The targets are moderated, however, given the increase in competition. In addition, we changed Objective 1.3 to encompass the entire fiscal year (summer, fall, and spring), in lieu of the academic year (fall and spring). This change makes Objective 1.3 and 5.1 comparable, objective 5.1 is a subset of 1.3, and makes the most sense for the university. We have implemented these changes as of the 2008 MFR.

*Objective 4.1 – Maintain current annual rate of operating budget savings through efficiency and cost containment measures*

**Commission assessment** The percentage of operating budget savings at UMUC that was achieved through efficiency and cost containment measures has consistently fallen during the last three years from 6 percent to 3 percent.

**Campus response:** UMUC's cost containment measure has fallen from 6% to 3% over the past three years. UMUC's goal, and USM's policy, has always been to maintain at least 2% of cost containment savings. We recommend changing the wording of this objective to: "Maintain at least 2% of operating budget savings through efficiency and cost containment measures". The current wording penalizes UMUC because it is not realistic to expect this measure to rise every year. We have implemented this change as of the 2008 MFR.



## MORGAN STATE UNIVERSITY

*Objective 4.2 – Increase the number of doctoral degrees awarded to 50 by 2009 from 26 in 2004.*

**Commission assessment:** The number of doctoral degrees awarded at Morgan fell from 40 to 36 in the most recent year.

**Campus response:** The number of doctoral degrees awarded has increased from 26 in 2004 to 42 in 2008. This growth is attributed to the quality and expansion of the University's inventory of doctoral programs, which has also made Morgan one of the state's primary sources of doctoral degrees granted to African-Americans in critical fields, such as engineering and public health. Most recently, Morgan established doctoral programs in English, Social Work, and Psychometrics

## ST. MARY'S COLLEGE OF MARYLAND

*Objective 2.3 – Between 2005 and 2009, increase by 10 percent the percentage of racial/ethnic minority faculty and administrative staff, and increase by 10 percent the percentage of female administrative staff.*

**Commission assessment:** The percentage which minorities constitute of full-time, tenured or tenure-track faculty at St. Mary's has fallen steadily in the past four years from 18 percent to 15 percent.

**Campus response:** Although the percentage of minority full-time, tenure or tenure-track faculty members have fallen from 18 percent in FY 2005 to 15 in 2007, the percentage increased to 16 in FY 2008. Most of the minority faculty departures at St. Mary's can be attributed to the following: initially hired contractually as a sabbatical replacement, hired for a tenure or tenure-track position at another institution, retirement, or other reasons. This decline is not based on any biased practices in recruitment, working conditions, or the application of policy or pay. St. Mary's is committed to recruiting and retaining a diverse and inclusive community of students, faculty, and staff.

*Objective 8.1 – By 2009, at least 80 percent of graduating seniors will have performed voluntary community service while at St. Mary's.*

**Commission assessment:** The percentage of graduating seniors who reported having done community service or volunteer work while at St. Mary's has consistently dropped from 80 percent to 64 percent during the last three years.

**Campus response:** Despite the decrease in graduating seniors from 2005 to 2007 reporting that they have performed community service, the 2008 level has increased by four percentage points from the prior year. St. Mary's has continued to guide students to integrate their experiences with the world around them through the development of the new Core Curriculum requirement of: Experiencing the Liberal Arts in the World. The College continues to support student clubs that enrich the campus community through their service activities such as: Circle K, For Goodness' Sake (FGS), Habitat for Humanity, Rotoract, and the Student Environmental Action Coalition (SEAC). There are also popular St. Mary's events, like Christmas in April, where service is a focus for the campus community. Volunteering does not necessarily need to end once a student graduates as St. Mary's is currently ninth in the county amongst small colleges nationwide for contributing volunteers for the Peace Corps. St. Mary's College will continue to monitor students' perceptions of the amount of volunteer work they completed because this is an important value of the institution.

*Objective 12.2 – Maintain annual private giving at a minimum of \$3 million annually by CY 2008.*

**Commission assessment:** Annual giving at St. Mary's plummeted from \$11.6 million to \$2.0 million in the past year.

**Campus response:** In the final year of the College's five-year, \$40 million comprehensive campaign, \$11.6 million was recorded. This sum included an extraordinary federal commitment of \$4.4 million. Calendar year 2006 was the first year following the close of the campaign and does not include the nearly \$1.4 million in prior year campaign payments. As these campaign pledge payments trail off, we are experiencing again a growth in new gifts.

Despite the decrease in graduating seniors from 2005 to 2007 reporting that they have performed community service, the 2008 level has increased by four percentage points from the prior year. St. Mary's has continued to guide students to integrate their experiences with the world around them through the development of the new Core Curriculum requirement of: Experiencing the Liberal Arts in the World. The College continues to support student clubs that enrich the campus community through their service activities such as: Circle K, For Goodness' Sake (FGS), Habitat for Humanity, Rotoract, and the Student Environmental Action Coalition (SEAC). There are also popular St. Mary's events, like Christmas in April, where service is a focus for the campus community. Volunteering does not necessarily need to end once a student graduates as St. Mary's is currently ninth in the country amongst small colleges nationwide for contributing volunteers for the Peace Corps. St. Mary's College will continue to monitor students' perceptions of the amount of volunteer work they completed because this is an important value of the institution.





**ONE PAGE PROFILES**

**ALL PUBLIC COLLEGES  
AND UNIVERSITIES**



## **ONE-PAGE PROFILES**

This section contains one-page profiles for each community college and public four-year institution. They 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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,555	4,617	4,596	4,710	<b>4,412</b>
Noncredit students	7,808	8,242	8,611	8,395	<b>7,619</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	65.7%	58.9%	61.6%	66.4%	<b>63.6%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four year:					
a. College-ready students	48.5	46.7	46.4	47.8	<b>48.6</b>
b. Developmental completers	52.7	44.1	47.1	36.2	<b>49.4</b>
c. Developmental non-completers	50.4	41.9	37	27.3	<b>47.1</b>
d. All students in cohort	50.4	43.8	42.3	36	<b>48.0</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	<50 cohort	<50 cohort	<50 cohort	12.9%	<b>NA</b>
b. Asian, Pacific Islander	<50 cohort	<50 cohort	<50 cohort	<50 cohort	<b>NA</b>
c. Hispanic	<50 cohort	<50 cohort	<50 cohort	<50 cohort	<b>NA</b>

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%	<b>93%</b>
Graduate satisfaction with transfer preparation	82%	82%	91%	90%	<b>83%</b>
Graduate satisfaction with job preparation	92%	77%	76%	82%	<b>86%</b>
Employer satisfaction with career program graduates	92%	87%	94%	100%	<b>91%</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	9.34	9.22	9.22	9.66	<b>8.20</b>
b. Percent non-white service area population, 18 or older	8.4	8.5	8.6	8.8	<b>n/a</b>

Campus-Specific Performance Indicator	FY 2005	FY 2006	FY 2007	FY 2008	Benchmark FY 2011
Tuition and fees as a % of tuition and fees at MD public four-year institutions	44.1%	42.1%	44.3%	43.8%	<b>45.5%</b>

Performance Indicator	AY 2003-2004	AY 2004-2005	AY 2005-2006	AY 2006-2007	Benchmark AY 09-10
Academic performance at institutions of transfer: GPA after 1st year	2.64	2.54	2.48	2.65	<b>2.79</b>

**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.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	20,928	20,920	21,293	21,373	<b>22,723</b>
Noncredit students	32,186	35,482	35,971	34,920	<b>37,432</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	60.6%	62.3%	61.4%	60.7%	<b>63.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	62.9%	65.4%	66.4%	63.1%	<b>66.0%</b>
b. Developmental completers	54.2%	56.9%	58.3%	55.9%	<b>57.0%</b>
c. Developmental non-completers	21.9%	22.6%	25.5%	26.1%	<b>23.0%</b>
d. All students in cohort	50.8%	48.9%	49.9%	47.8%	<b>51.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	36.5%	36.9%	39.0%	45.8%	<b>41.0%</b>
b. Asian, Pacific Islander	52.4%	61.7%	44.6%	50.0%	<b>51.0%</b>
c. Hispanic	58.5%*	46.4%	54.2%*	62.2%	<b>51.0%</b>

\*cohort for analysis is <50

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

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	21.9%	23.4%	24.1%	24.8%	<b>27.0%</b>
b. Percent non-white service area population, 18 or older	20.6%	21.2%	21.9%	22.6%	<b>n/a</b>

<b>Campus-Specific Performance Indicator</b>	<b>AY 2003-2004</b>	<b>AY 2004-2005</b>	<b>AY 2005-2006</b>	<b>AY 2006-2007</b>	<b>Benchmark AY 2009-2010</b>
Market share of recent, college-bound high school graduates	68.9%	67.3%	70.0%	70.4%	<b>69.0%</b>
Academic performance at institutions of transfer: GPA after 1st year	2.85	2.78	2.73	2.68	<b>2.79</b>

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>Benchmark FY 2010</b>
Annual course enrollments in contract training courses	36,022	41,236	38,982	39,747	<b>40,644</b>

## 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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	10,933	10,428	10,701	10,490	12,100
Noncredit students	10,717	9305	9,763	11,981	11,200

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	21%	22%	22%	19%	27%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	49%	42%	38%	51%	50%
b. Developmental completers	37%	41%	29%	33%	44%
c. Developmental non-completers	17%	19%	20%	22%	20%
d. All students in cohort	24%	26%	25%	28%	30%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	20%	25%	22%	25%	30%
b. Asian, Pacific Islander	na (n=7)	na (n=6)	na (n=5)	na (n=4)	30%
c. Hispanic	na (n=10)	na (n=8)	na (n=5)	na (n=1)	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 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	91%	90%	90%	93%	BCCC does not submit
b. Percent non-white service area population, 18 or older	68%	68%	68%	66%	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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	4,236	4,392	4,478	4,662	<b>4,600</b>
Noncredit students	8,000	8,230	9,271	8,273	<b>9,000</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	48.6%	47.5%	47.4%	50.0%	<b>50.0%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	65.6%	68.2%	69.1%	67.7%	<b>70.0%</b>
b. Developmental completers	61.9%	69.9%	69.2%	68.1%	<b>70.0%</b>
c. Developmental non-completers	26.0%	20.7%	21.4%	28.7%	<b>20.0%</b>
d. All students in cohort	54.4%	60.6%	58.1%	59.9%	<b>60.0%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	N<50	N<50	N<50	N<50	<b>60.0%</b>
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	<b>60.0%</b>
c. Hispanic	N<50	N<50	N<50	N<50	<b>60.0%</b>

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%	<b>95%</b>
Graduate satisfaction with transfer preparation	75%	70%	79%	79%	<b>85%</b>
Graduate satisfaction with job preparation	83%	100%	80%	89%	<b>90%</b>
Employer satisfaction with career program graduates	83%	100%	100%	100%	<b>100%</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	7%	8%	7%	6%	<b>10%</b>
b. Percent non-white service area population, 18 or older	6%	6%	7%	8%	<b>n/a</b>

Campus-Specific Performance Indicator	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY2010
Annual course enrollments in contract training courses	4,991	4,783	6,326	4,333	<b>6,400</b>
Annual course enrollments in workforce development courses	7,485	7,709	9,410	7,464	<b>8,800</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2002 Cohort	Benchmark 2006 Cohort
Successful-persistor rate after four years					
a. College-ready students	85.9%	81.8%	85.3%	85.4%	<b>85.0%</b>
b. Developmental completers	80.0%	84.9%	89.5%	89.9%	<b>85.0%</b>
c. Developmental non-completers	50.0%	26.8%	28.6%	46.3%	<b>30.0%</b>
d. All students in cohort	74.2%	73.7%	74.8%	80.0%	<b>75.0%</b>

## 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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	2,559	2,630	2,669	2,727	3,000
Noncredit students	5,737	5,368	5,371	5,265	7,500

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	62.6%	59.4%	58.0%	59.6%	64.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	71%	74%	61%	63%	80%
b. Developmental completers	64%	64%	52%	55%	70%
c. Developmental non-completers	31%	31%	17%	31%	20%
d. All students in cohort	56%	53%	39%	47%	60%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	n<50	n<50	n<50	n<50	n/a
b. Asian, Pacific Islander	n<50	n<50	n<50	n<50	n/a
c. Hispanic	n<50	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 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	12.1%	12.9%	11.2%	10.8%	15.0%
b. Percent non-white service area population, 18 or older	8.1%	8.5%	8.9%	n/a	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.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	3,446	3,506	3,385	3,455	<b>4,000</b>
Noncredit students	9,065	8,208	8,491	8,052	<b>8,800</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	43%	48%	51%	52%	<b>51%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	57%	60%	57%	55%	<b>65%</b>
b. Developmental completers	46%	56%	46%	48%	<b>56%</b>
c. Developmental non-completers	16%	22%	24%	20%	<b>30%</b>
d. All students in cohort	36%	41%	40%	38%	<b>50%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	<50	34%	26%	23%	<b>40%</b>
b. Asian, Pacific Islander	<50	<50	<50	<50	<b>na</b>
c. Hispanic	<50	<50	<50	<50	<b>na</b>

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

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	21%	20%	20%	19%	<b>21%</b>
b. Percent non-white service area population, 18 or older	18%	18%	18%	n/a	<b>n/a</b>

<b>Campus-Specific Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of part-time undergraduates	78%	77%	75%	74%	<b>78%</b>

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>Benchmark FY 2010</b>
Enrollment in online courses					
a. Credit	853	1,074	1,690	1,895	<b>2,000</b>
b. Non-credit	293	358	369	212	<b>500</b>

<b>Performance Indicator</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2011</b>
Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions	43%	43%	45%	44%	<b>45%</b>

**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.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	28,427	28,295	27,978	27,817	<b>29,500</b>
Noncredit students	38,957	41,475	39,739	37,449	<b>40,000</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	44.2%	39.4%	37.1%	39.0%	<b>39.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	50.6%	51.6%	54.6%	55.4%	<b>58%</b>
b. Developmental completers	49.8%	51.0%	53.3%	51.5%	<b>55%</b>
c. Developmental non-completers	22.3%	22.7%	24.2%	27.1%	<b>24%</b>
d. All students in cohort	41.7%	42.3%	46.1%	46.4%	<b>47%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	32.1%	32.3%	37.1%	36.9%	<b>45%</b>
b. Asian, Pacific Islander	51.1%	48.5%	61.5%	55.6%	<b>57%</b>
c. Hispanic	30.8%	49.1%	57.7%	37.1%	<b>50%</b>

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

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	38%	39%	40%	40%	<b>40%</b>
b. Percent non-white service area population, 18 or older	28%	29%	30%	31%	<b>n/a</b>

<b>Campus-Specific Performance Indicator</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2011</b>
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	45.4%	43.4%	43.1%	43.5%	<b>45.0%</b>

	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Percent minorities of full-time faculty	14.0%	14.7%	14.5%	17.0%	<b>17.0%</b>
Percent minorities of full-time administrative/professional staff	28.5%	28.4%	27.8%	28.0%	<b>32.0%</b>

## 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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	6,859	6,719	6,872	7,045	7,400
Noncredit students	11,263	11,783	12,296	10,837	16,500

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	57%	53%	48%	56%	54%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	65%	70%	73%	76%	68%
b. Developmental completers	63%	52%	54%	60%	58%
c. Developmental non-completers	27%	33%	26%	31%	30%
d. All students in cohort	63%	57%	56%	62%	60%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	54%	-	49%	-	-
b. Asian, Pacific Islande	-	-	-	-	-
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 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	17%	19%	21%	23%	20%
b. Percent non-white servcie area population, 18 or older	11%	11%	17%	n/a	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.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	746	815	829	984	<b>909</b>
Noncredit students	3,166	3,593	3,821	3,897	<b>4,000</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	58.2%	61.9%	73.7%	77.5%	<b>65.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	76.0%	63.3%	79.6%	86.2%	<b>76.0%</b>
b. Developmental completers	59.0%	54.4%	72.4%	77.4%	<b>65.0%</b>
c. Developmental non-completers	45.5%	23.1%	39.5%	39.0%	<b>35.0%</b>
d. All students in cohort	63.2%	51.7%	65.8%	68.8%	<b>65.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	<50	<50	<50	<50	n/a
b. Asian, Pacific Islander	<50	<50	<50	<50	n/a
c. Hispanic	<50	<50	<50	<50	n/a

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

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	9.5%	8.4%	7.1%	11.5%	<b>2.0%</b>
b. Percent non-white service area population, 18 or older	1.3%	1.3%	1.7%	1.9%	n/a

<b>Campus-Specific Performance Indicator</b>	<b>AY 2003-2004</b>	<b>AY 2004-2005</b>	<b>AY 2005-2006</b>	<b>AY 2006-2007</b>	<b>Benchmark AY 09-10</b>
Market share of recent, college-bound high school graduates	67.5%	59.0%	62.1%	75.2%	<b>64.0%</b>
Academic performance at institutions of transfer: GPA after 1st year	2.61	2.64	2.79	3.01	<b>2.84</b>

	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2011</b>
Tuition and fees as a % of tuition and fees at Maryland public four-year institutions	44.2%	42.3%	43.2%	42.4%	<b>53.1%</b>

## 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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	5,128	5,031	5,248	5,264	<b>6,805</b>
Noncredit students	8,811	8,695	9,944	10,895	<b>10,579</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	64.6%	46.6%	62.0%	62.5%	<b>65.0%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	61.3%	69.8%	74.6%	75.5%	<b>80.0%</b>
b. Developmental completers	59.0%	67.7%	70.0%	68.5%	<b>70.0%</b>
c. Developmental non-completers	37.7%	37.8%	27.6%	27.9%	<b>34.0%</b>
d. All students in cohort	54.0%	59.3%	60.0%	59.2%	<b>64.0%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 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%	<b>98.0%</b>
Graduate satisfaction with transfer preparation	85.0%	83.0%	82.0%	86.0%	<b>88.0%</b>
Graduate satisfaction with job preparation	77.0%	68.0%	74.0%	87.0%	<b>90.0%</b>
Employer satisfaction with career program graduates	100.0%	100.0%	80.0%	89.0%	<b>95.0%</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	11.0%	11.5%	12.4%	12.6%	<b>13.5%</b>
b. Percent non-white service area population, 18 or older	11.8%	12.3%	13.1%	13.7%	<b>n/a</b>

## HARFORD COMMUNITY COLLEGE

Harford Community College is a fully accredited, open-admission two year community college that offers a wide variety of majors and ca 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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	7,598	7,607	7,706	7,861	8,195
Noncredit students	16,352	15,710	16,713	17,343	17,000

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	59.4%	61.6%	58.3%	58.8%	62.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	71.5%	71.3%	71.0%	71.4%	72.0%
b. Developmental completers	66.3%	57.1%	60.7%	58.5%	62.0%
c. Developmental non-completers	52.5%	54.2%	44.7%	30.9%	40.0%
d. All students in cohort	63.4%	59.5%	59.5%	56.2%	58.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	52.8%	43.2%	51.5%	45.3%	58.0%
b. Asian, Pacific Islander	n < 50	n < 50	n < 50	n < 50	
c. Hispanic	n < 50	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 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	17.0%	16.5%	16.4%	17.2%	18.0%
b. Percent non-white servcie area population, 18 or older	14.9%	15.7%	16.6%	16.8%	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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	9,545	9,950	10,135	10,538	11,535
Noncredit students	14,722	14,221	14,253	14,952	15,701

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	37.5%	42.5%	42.4%	42.5%	45.0%

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	75.2	72.7	68.7	69.8	80
b. Developmental completers	65	64.9	66.9	58.8	70
c. Developmental non-completers	37.1	35	36.7	33.3	35
d. All students in cohort	56	56	56.6	51.9	60

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	40	44.9	39.1	34.9	50
b. Asian, Pacific Islander	65.6	52.4	69.7	62.6	60
c. Hispanic	n<50	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 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	33.6	34.3	35.5	37.6	35
b. Percent non-white service area population, 18 or older	30.2	31.4	32.7	33.8	n/a

Campus-Specific Performance Indicator	FY 2004	FY 2005	FY 2006	FY 2007	Benchmark FY 2010
Employer satisfaction with contract training	100%	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 2004	FY 2005	FY2006	FY2007	Benchmark FY 2010
Annual unduplicated headcount:					
Credit students	32,459	32,881	32,922	33,520	<b>33,867</b>
Noncredit students	15,368	23,783	25,114	27,544	<b>26,161</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Market share of first-time, full-time freshmen	44.5%	40.9%	50.3%	48.7%	<b>44%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation- transfer rate after four years					
a. College-ready students	51.1%	61.8%	61.5%	62.0%	<b>62%</b>
b. Developmental completers	48.7%	45.5%	43.4%	54.7%	<b>49%</b>
c. Developmental non-completers	37.6%	31.9%	29.0%	25.0%	<b>38%</b>
d. All students in cohort	48.5%	47.8%	46.9%	54.8%	<b>49%</b>

Performance Indicator	Fall 2000 Cohort	Fall 2001 Cohort	Fall 2002 Cohort	Fall 2003 Cohort	Benchmark 2006 Cohort
Graduation-transfer rate after four years					
a. African American	45.8%	46.1%	42.4%	49.3%	<b>49%</b>
b. Asian, Pacific Islander	51.2%	53.3%	52.0%	60.6%	<b>53%</b>
c. Hispanic	38.1%	36.4%	35.3%	39.3%	<b>45%</b>

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%	<b>92%</b>
Graduate satisfaction with transfer preparation	79%	79%	88%	91%	<b>92%</b>
Graduate satisfaction with job preparation	93%	76%	79%	89%	<b>92%</b>
Employer satisfaction with career program graduates	100%	83%	93%	100%	<b>92%</b>

Performance Indicator	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Benchmark Fall 2010
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	52.6%	52.8%	53.5%	53.1%	<b>55%</b>
b. Percent non-white service area population, 18 or older	41.6%	42.2%	42.9%	43.5%	<b>n/a</b>

**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.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	19,873	18,509	18,376	17,693	<b>25,000</b>
Noncredit students	18,797	21,185	20,989	23,382	<b>25,000</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	26.4%	27.3%	24.0%	27.0%	<b>30.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	42.0	50.0	58.3	42.9	<b>60</b>
b. Developmental completers	31.9	35.4	41.9	37.3	<b>60</b>
c. Developmental non-completers	22.8	16.6	21.0	22.2	<b>30</b>
d. All students in cohort	30.2	30.8	37.0	30.8	<b>45</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	26.4	27.3	32.1	27.6	<b>45</b>
b. Asian, Pacific Islander	46.7	47.8	54.3	45.3	<b>45</b>
c. Hispanic	31.4	35.0	47.5	30.1	<b>45</b>

<b>Performance Indicator</b>	<b>1998 Follow-up Survey</b>	<b>2000 Follow-up Survey</b>	<b>2002 Follow-up Survey</b>	<b>2005 Follow-up Survey</b>	<b>2008 Benchmark</b>
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%	

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	89.5%	90.4%	91.2%	91.3%	<b>78.0%</b>
b. Percent non-white service area population, 18 or older	75.6%	78.1%	80.1%	80.1%	<b>n/a</b>

<b>Campus-Specific Performance Indicator</b>	<b>AY 2003-2004</b>	<b>AY 2004-2005</b>	<b>AY 2005-2006</b>	<b>AY 2006-2007</b>	<b>Benchmark AY 09-10</b>
Market share of recent, college-bound high school graduates	49.9%	48.5%	49.2%	49.2%	<b>55.0%</b>

**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 associate degree programs and over 15 certificate programs are offered.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	9,997	9,970	10,035	9,979	<b>10,507</b>
Noncredit students	9,276	11,211	11,351	12,837	<b>12,270</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	59.1%	60.0%	60.0%	62.6%	<b>60.0%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	66.6%	64.8%	62.4%	71.6%	<b>70.0%</b>
b. Developmental completers	55.6%	46.8%	49.5%	55.0%	<b>60.7%</b>
c. Developmental non-completers	23.1%	11.8%	25.0%	37.5%	<b>24.0%</b>
d. All students in cohort	61.7%	57.3%	56.7%	65.1%	<b>58.6%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	53.2%	49.3%	45.5%	51.1%	<b>58.6%</b>
b. Asian, Pacific Islander	N<50	N<50	N<50	N<50	
c. Hispanic	N<50	N<50	N<50	N<50	

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

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	25.2%	26.8%	28.6%	30.0%	<b>26.4%</b>
b. Percent non-white service area population, 18 or older	26.5%	27.6%	29.0%	30.0%	<b>n/a</b>

<b>Campus-Specific Performance Indicator</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>FY 2008</b>	<b>Benchmark FY 2011</b>
Tuition and fees as a % of tuition and fees at MD public four-year institutions	49.8%	48.0%	49.2%	48.0%	<b>49.9%</b>

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>Benchmark FY 2010</b>
Nursing License Exam (NCLEX) - RN pass rates	89%	87%	86%	82%	<b>91%</b>
Percentage of expenditures on instruction	46.7%	45.0%	46.0%	46.8%	<b>48.6%</b>

**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.

<b>Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>Benchmark FY 2010</b>
Annual unduplicated headcount:					
Credit students	4,265	4,351	4,326	4,486	<b>4,803</b>
Noncredit students	6,013	6,576	6,013	6,496	<b>6,800</b>

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Market share of first-time, full-time freshmen	41%	47%	46%	47%	<b>50%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation- transfer rate after four years					
a. College-ready students	62%	37%	65%	74%	<b>70%</b>
b. Developmental completers	60%	55%	52%	54%	<b>65%</b>
c. Developmental non-completers	22%	19%	21%	20%	<b>25%</b>
d. All students in cohort	47%	39%	42%	43%	<b>51%</b>

<b>Performance Indicator</b>	<b>Fall 2000 Cohort</b>	<b>Fall 2001 Cohort</b>	<b>Fall 2002 Cohort</b>	<b>Fall 2003 Cohort</b>	<b>Benchmark 2006 Cohort</b>
Graduation-transfer rate after four years					
a. African American	30%	17%	28%	28%	<b>35%</b>
b. Asian, Pacific Islander	*	*	*	*	*
c. Hispanic	*	*	*	*	*

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

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

<b>Performance Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>Benchmark Fall 2010</b>
Minority student enrollment compared to service area population					
a. Percent non-white enrollment	29%	29%	26%	29%	<b>26%</b>
b. Percent non-white service area population, 18 or older	26%	26%	27%	27%	<b>n/a</b>

<b>Campus-Specific Performance Indicator</b>	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>Benchmark FY 2010</b>
Employer satisfaction with contract training	100%	100%	97%	98%	<b>95%</b>

	<b>FY 2004</b>	<b>FY 2005</b>	<b>FY 2006</b>	<b>FY 2007</b>	<b>Benchmark 2010</b>
Passing rate: Licensed Practical Nurse	100%	98%	98%	100%	<b>95%</b>
Passing rate: Radiologic Tech, AART	100%	100%	100%	100%	<b>95%</b>



**BOWIE STATE UNIVERSITY**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Student satisfaction with job preparation	80%	85%	84%	95%	80%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate	38%	41%	38%	40%	51%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	72%	74%	72%	70%	80%

**COPPIN STATE UNIVERSITY**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Student satisfaction with grad/prof school prep	100%	99%	100%	97%	90%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	27%	25%	21%	22%	30%
Six year graduation rate of African Americans	27%	24%	20%	21%	30%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	67%	65%	68%	62%	70%

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Employment rate of graduates in Maryland	96%	95%	94%	88%	85%

**FROSTBURG STATE UNIVERSITY**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Student satisfaction with job preparation	97%	89%	91%	89%	89%
Student satisfaction with grad/prof school prep	98%	97%	99%	95%	97%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	57%	56%	55%	59%	62%
Six year graduation rate of African Americans	46%	55%	54%	49%	45%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	79%	75%	76%	72%	80%

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2009 Benchmark</b>
Percent African-American of all undergraduates	13%	15%	17%	20%	16%

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Employment rate of graduates	98%	97%	91%	94%	98%

**SALISBURY UNIVERSITY**  
**2008 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.

<b>Indicator</b>	<b>2005 Follow-Up Survey</b>	<b>2006 Follow-Up Survey</b>	<b>2007 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Student satisfaction with job preparation	97%	99%	98%	99%	98%
Student satisfaction with grad/prof school prep	99%	99%	99%	100%	98%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	73%	73%	75%	75%	73%
Six year graduation rate of African Americans	59%	66%	63%	58%	63%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	84%	87%	85%	84%	85%

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2009 Benchmark</b>
Percent African-American of all undergraduates	10%	11%	11%	12%	12%

<b>Indicator</b>	<b>2005 Follow-Up Survey</b>	<b>2006 Follow-Up Survey</b>	<b>2007 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Employment rate of graduates	96%	93%	95%	95%	95%

**TOWSON UNIVERSITY**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Student satisfaction with job preparation	91%	90%	91%	92%	90%
Student satisfaction with grad/prof school prep	99%	97%	98%	99%	97%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	64%	61%	65%	68%	65%
Six year graduation rate of African Americans	58%	58%	64%	63%	59%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	88%	86%	84%	84%	87%

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2009 Benchmark</b>
Percent African-American of all undergraduates	10%	11%	11%	11%	12%

**UNIVERSITY OF BALTIMORE**  
**2008 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.

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2008 Benchmark</b>
Percent African-American of all undergraduates	32%	30%	35%	34%	39%

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Employment rate of graduates	96%	95%	92%	95%	95%

**UNIVERSITY OF MARYLAND, BALTIMORE**  
**2008 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**

<b>Indicator</b>	<b>2005 Actual</b>	<b>2006 Actual</b>	<b>2007 Actual</b>	<b>2008 Actual</b>	<b>2010 Benchmark</b>
Number nationally recognized memberships and awards	9	14	15	15	11
Number scholarly publications/ activities per full-time faculty	6.7	6.5	6.4	7.1	8.4
<b>Indicator</b>	<b>2005 Actual</b>	<b>2006 Actual</b>	<b>2007 Actual</b>	<b>2008 Actual</b>	<b>2010 Benchmark</b>
Grant/contract awards (\$M)	\$409.1	\$379.4	\$410.0	\$446.2	\$515.5
Number licenses/ options executed per year	23	22	29	24	24
<b>Indicator</b>	<b>2005 Actual</b>	<b>2006 Actual</b>	<b>2007 Actual</b>	<b>2008 Actual</b>	<b>2010 Benchmark</b>
Graduates in Nursing, Pharmacy, and Dental					
Nursing	193	154	222	240	251
Pharmacy	130	158	115	114	169
Dental	97	106	103	100	126
Number scholarships, grants, and assistantships (\$M)	\$17.5	\$19.9	\$22.1	\$23.6	\$21.9
<b>Indicator</b>	<b>2005 Actual</b>	<b>2006 Actual</b>	<b>2007 Actual</b>	<b>2008 Actual</b>	<b>2010 Benchmark</b>
Campaign giving, annual (\$M)	\$52.9	\$60.6	\$65.2	\$68.7	
Average grant award	\$190,814	\$192,582	\$234,679	\$240,452	\$238,517
<b>Indicator</b>	<b>2005 Actual</b>	<b>2006 Actual</b>	<b>2007 Actual</b>	<b>2008 Actual</b>	<b>2010 Benchmark</b>
Number days in public service per full-time faculty	15.0	11.3	11.5	10.8	18.8
<b>Indicator</b>	<b>2005 Actual</b>	<b>2006 Actual</b>	<b>2007 Actual</b>	<b>2008 Actual</b>	<b>2010 Benchmark</b>
Annual cost savings as percent of actual budget	4.1%	2.2%	2.0%	2.6%	4.0%
Percent of annual IT plan completed	93%	97%	97%	95%	95%

**UNIVERSITY OF MARYLAND BALTIMORE COUNTY**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Student satisfaction with job preparation	97%	89%	83%	85%	90%
Student satisfaction with grad/prof school prep	99%	99%	97%	89%	95%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	62%	63%	64%	65%	63%
Six year graduation rate of African Americans	64%	63%	62%	65%	63%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	89%	88%	88%	89%	90%

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2009 Benchmark</b>
Percent African-American of all undergraduates	15%	14%	15%	16%	16%

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Employment rate of graduates	85%	81%	84%	81%	85%



**UNIVERSITY OF MARYLAND, COLLEGE PARK**  
**2008 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.

<b>Indicator</b>	<b>2003 Follow-Up Survey</b>	<b>2004 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Student satisfaction with job preparation	89%	89%	93%	93%	95%
Student satisfaction with grad/prof school prep	98%	99%	98%	98%	96%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	76%	79%	80%	82%	80%
Six year graduation rate of African Americans	68%	69%	68%	68%	64%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	93%	92%	93%	94%	95%

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2009 Benchmark</b>
Percent of minority undergraduate students enrolled	32%	33%	33%	34%	35%

**UNIVERSITY OF MARYLAND EASTERN SHORE**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Student satisfaction with job preparation	92%	87%	85%	89%	95%
Student satisfaction with grad/prof school prep	83%	95%	95%	96%	85%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	50%	50%	41%	42%	55%
Six year graduation rate of African Americans	50%	51%	41%	42%	57%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	73%	68%	69%	68%	79%

**UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**  
**2008 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.

<b>Indicator</b>	<b>2000 Follow-Up Survey</b>	<b>2002 Follow-Up Survey</b>	<b>2005 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2008 Benchmark</b>
Student satisfaction with job preparation	98%	96%	97%	98%	97%
Student satisfaction with grad/prof school prep	98%	98%	99%	100%	99%

<b>Indicator</b>	<b>Fall 2004</b>	<b>Fall 2005</b>	<b>Fall 2006</b>	<b>Fall 2007</b>	<b>2009 Benchmark</b>
Percent African-American of all undergraduates	32%	32%	32%	29%	32%

<b>Campus-Specific Indicators</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2007</b>	<b>2009 Benchmark</b>
Number online enrollments/registrations worldwide*	153,626	153,824	177,516	189,505	220,000
Number off-campus/distance ed enrollments/registrations worldwide*	225,003	243,605	251,800	251,111	280,000

\*Beginning with the 2008 PAR submission, UMUC's online, distance education and off-campus enrollment data includes worldwide enrollment counts instead of stateside-administrated programs only. Previous year data has been updated to reflect this new definition.

**MORGAN STATE UNIVERSITY**  
**2008 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.

<b>Indicator</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2009 Benchmark</b>
Student satisfaction with job preparation	N/A	91%	97%	86%	98%
Student satisfaction with grad/prof school prep	N/A	98%	96%	97%	98%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	43%	42%	42%	39%	40%
Six year graduation rate of African Americans	43%	41%	40%	40%	40%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	70%	69%	71%	68%	70%

<b>Indicator</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2009 Benchmark</b>
Employment rate of graduates	N/A	90%	93%	87%	85%

<b>Campus-Specific Indicators</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 Benchmark</b>
Percent Other Race of total enrollment	10%	10%	9%	10%	12%
Number of Doctoral Degrees Awarded	25	40	36	42	50
Percent of students receiving financial aid (PELL) grants	49%	47%	47%	50%	50%
Number of African-American degree recipients in STEM fields	213	157	193	174	195

**ST. MARY'S COLLEGE OF MARYLAND**  
**2008 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.

<b>Indicator</b>	<b>2005 Follow-Up Survey</b>	<b>2006 Follow-Up Survey</b>	<b>2007 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Student satisfaction with job preparation	87%	96%	90%	85%	94%
Student satisfaction with grad/prof school prep	98%	100%	100%	97%	98%

<b>Indicator</b>	<b>1998 Cohort</b>	<b>1999 Cohort</b>	<b>2000 Cohort</b>	<b>2001 Cohort</b>	<b>2009 Benchmark</b>
Six year graduation rate of all students	72%	80%	83%	75%	76%

<b>Indicator</b>	<b>2003 Cohort</b>	<b>2004 Cohort</b>	<b>2005 Cohort</b>	<b>2006 Cohort</b>	<b>2009 Benchmark</b>
Second year retention rate	89%	89%	87%	91%	86%

<b>Indicator</b>	<b>2005 Follow-Up Survey</b>	<b>2006 Follow-Up Survey</b>	<b>2007 Follow-Up Survey</b>	<b>2008 Follow-Up Survey</b>	<b>2009 Benchmark</b>
Employment rate of graduates	96%	92%	93%	96%	95%

<b>Campus- Specific Indicators</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009 Benchmark</b>
Graduate/professional school going rate (within one year)	34%	34%	35%	43%	30%
Graduate/professional school going rate (within five years)	61%	65%	65%	59%	50%