MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2013 PERFORMANCE ACCOUNTABILITY REPORT
MARYLAND PUBLIC COLLEGES AND UNIVERSITIES

Volume 1

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Maryland Higher Education Commission

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EXECUTIVE SUMMARY AND OVERVIEW

EXECUTIVE SUMMARY

In this edition of the Performance Accountability Report (PAR), the Maryland Higher Education Commission centers its analysis on three key higher education issues: 1) affordability; 2) degree progression and completion; and 3) closing the achievement gap. These are issues of significant concern to the State and to colleges and universities alike. In each case, metrics are included in the PAR that attempt to measure these issues directly and indirectly, and institutions report a number of activities intended to lead to progress. In some cases, institutions have made substantial progress on these metrics. Nevertheless, at the State level, significant challenges have persisted in each of these three areas.

- **Affordability** is a function of several factors, including college and university expenditures; State and local appropriations; and Federal, State, institutional, and private financial aid. Only a few of these factors are within the direct operational control of colleges and universities, and fewer are measured in the indicators included in the PAR.

- **Degree progression and completion** increased significantly in the late 1990s and early 2000s. Despite significant attention to increasing progression and completion in recent years, no further improvements have been seen since that time. More information about the factors affecting progression and completion among Maryland students is necessary.

- **Closing the achievement gap** between underrepresented students and all other students has been the subject of several major institutional initiatives, but these gaps have not closed overall, and by some measures they have increased. The indicators in the PAR appear to be measuring the overall outcome, but the lack of progress suggests that different efforts are needed to close the gaps, and perhaps different metrics are needed to identify factors that need sustained attention from colleges and universities and the State.

For each of these three issues, the Commission has identified examples of new research and new indicators that might be developed to strengthen the ability of the PAR to address broader higher education concerns of great importance to the State. The Commission will reach out to institutional representatives to find better ways to describe and improve performance in these areas, and call on institutions to address these issues in the 2014 edition of the PAR. This will help the PAR better serve the people of Maryland by ensuring that their public colleges and universities are continuing to foster personal, educational, and economic growth while addressing significant State needs.

In general, the 2013 institutional reports show that colleges and universities are engaging the needs of the State in the face of certain challenges, mostly related to economic conditions. Despite these obstacles, colleges and universities continue to improve on most indicators of performance in the PAR. Maryland's 29 public colleges and universities continue to address the educational, economic, and social needs of the state and of their respective local communities – by educating students first and foremost, but also by providing resources and support for local entrepreneurs, by pursuing research and development and technology transfer, and by offering facilities and programs to schools and the general public.

OVERVIEW OF THE ACCOUNTABILITY REPORT

The purpose of the Performance Accountability Report (PAR) is to provide an annual opportunity for the State, the Commission, colleges and universities, and individual governing boards to review and evaluate institutions' efforts to fulfill their missions and advance the goals of the State. The commitment of Maryland's public colleges and universities to this process is demonstrated by their ongoing efforts to provide detailed and high-quality reports to the Commission each year.

This is the 18th accountability report submitted to the Commission since the adoption of the current system with benchmarked indicators and objectives. **Volume 1** includes the following:

- an overview of the accountability process;
- observations about institutional performance on key statistical indicators;
- an analysis of key issues not currently being addressed by the accountability process; and
- institutional responses to the Commission's questions about indicators submitted in the 2012 PAR.

Volume 2 of the report contains appendices that include the full accountability reports for all of the public two- and four-year institutions in Maryland. These reports are unedited by Commission staff except to ensure a consistent appearance.
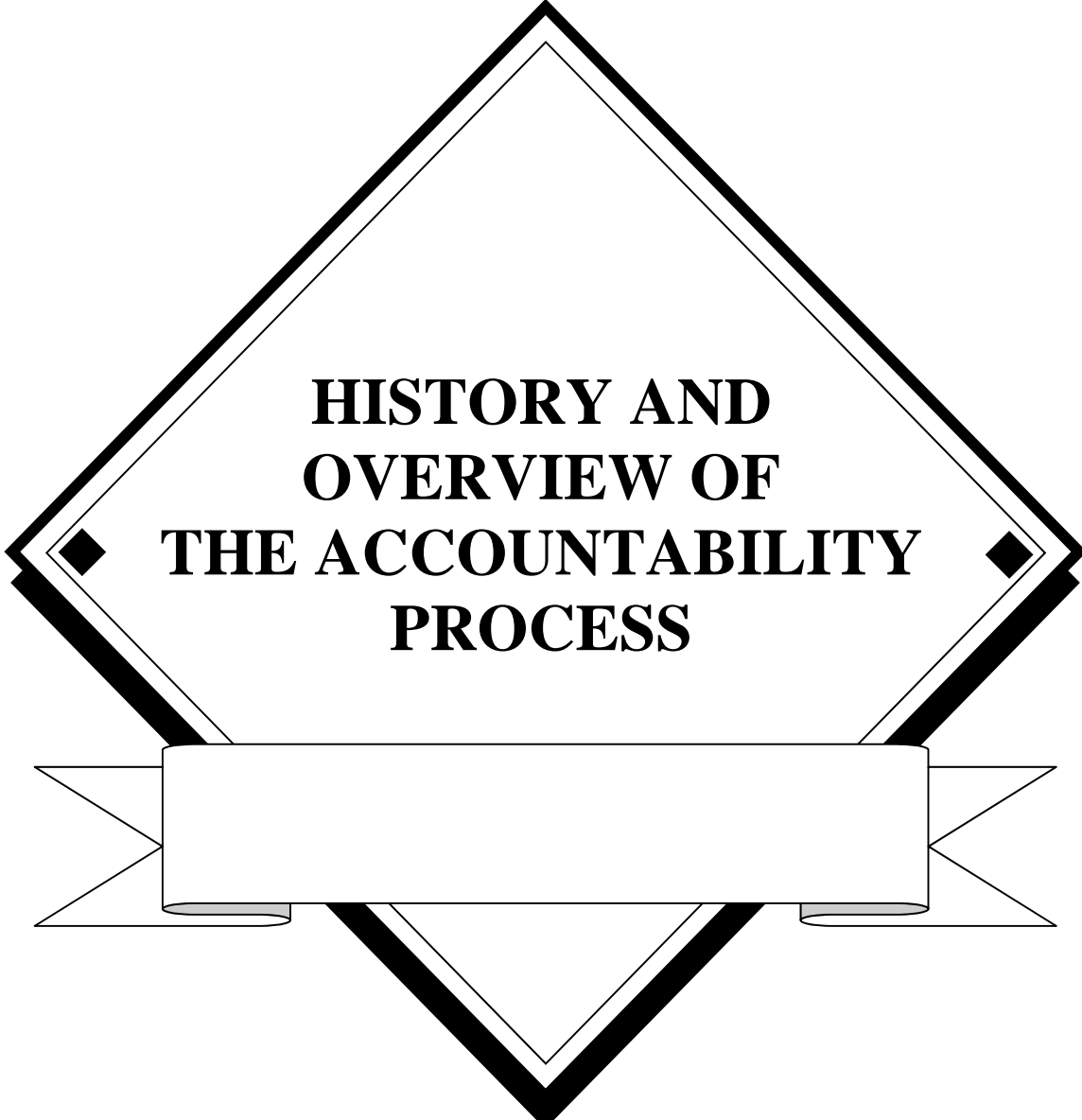
The reports from the community colleges include:

- an update regarding their performance on the indicators in each "mission/mandate" area;
- their progress toward meeting the goals applicable to community colleges in the *State Plan for Postsecondary Education*;
- a discussion of how well the campuses are serving their communities;
- a complete set of trend data;
- benchmarks for each indicator; and
- cost containment efforts.

The reports from the public four-year institutions include:

- a listing of their goals;
- an update regarding their progress toward meeting their goals;
- objectives and performance measures;
- a complete set of trend data for each measure;
- the *State Plan* goals applicable to four-year colleges and universities; and
- cost containment activities.

Volume 2 also includes a summary of the operational definitions, sources of performance measures, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports.

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

HISTORY AND OVERVIEW OF THE ACCOUNTABILITY PROCESS

The 1988 Higher Education Reorganization Act established an accountability process for Maryland public colleges and universities. The law, §11-304 through §11-308 of the Education Article of the Annotated Code of Maryland, requires the governing boards of each institution to submit to the Commission a performance accountability plan and an annual report on the attainment of the goals in this plan. The Commission has responsibility for approving the plans as well as reviewing and presenting the reports, with recommendations, to the Governor and the General Assembly. Maryland's state-supported independent institutions are not required by the statute to submit reports, but have done so voluntarily each year since 2001.

The Commission adopted the PAR format in 1996. Initially, the PAR was based on key benchmarks and indicators that were to be achievable, indicative of progress, based on the performance of similar institutions where possible, and reflective of funding. Although each institution was able to set its own benchmarks, campuses were encouraged to collaborate with institutions that had similar missions.

In 2000, the Commission approved major revisions to the accountability process. As a result, the accountability reporting requirements differ for the community colleges and public four-year institutions, although the general indicator-and-benchmark system has been maintained for both segments. For the indicator-and-benchmark system, each campus identifies a set of metrics and then establishes a performance target for each indicator. The process allows for the examination of year-to-year performance changes while measuring progress toward longer-range goals. The Commission reviews the performance of each institution on the specified measures and objectives. Institutions are evaluated on their progress toward benchmarks and asked to address lack of progress when observed. The questions posed by the Commission to the institutions about data reported in the previous year's PAR, along with institutional responses to these questions, are included in Volume 1 of this report. Campus responses generally consist of an explanation of their performance and/or a description of their improvement plan.

There are two additional elements of the PAR that both community colleges and four-year institutions share. First, since 1999, all institutions have reported on their efforts to contain operational costs. Institutions have described how they have identified operational efficiencies, forgone expenditures, renegotiated contracted services such as food services, energy, and employee benefits, and worked to reduce outlays in several areas. Colleges and universities have identified millions of dollars of cost savings and provided a range of cost-saving practices for other institutions to emulate. Second, since 2006, all institutions have included information in their narrative assessments about how initiatives on each campus have contributed to the goals of the *State Plan*. This provides colleges and universities the opportunity to describe the variety of programs and initiatives that they offer to serve the people of Maryland.

Community Colleges

At the core of the community college accountability reports is a set of 35 performance measures driven by mission and mandate. These indicators were developed by a community college workgroup and refined through 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 16 community colleges. Each community college may also choose to include additional campus-specific measures. These indicators are updated every five years. The current five-year cycle began in 2011, and is scheduled for updating in 2016. The standard performance indicators are organized on the basis of the following six categories, five of which are aligned with the goals of the 2009 *State Plan for Postsecondary Education*, which applies to the period described in this report.[1]

- Student characteristics
- Quality and effectiveness: student satisfaction, progress, and achievement
- Accessibility and affordability
- Diversity
- Student-centered learning
- Economic growth, vitality, and workforce development

A key feature of the community college accountability process is the Degree Progress Analysis measure, which examines the four-year "successful persister" and graduation/transfer rates of students on the basis of their assessed preparation at the time of entry. The successful persister measure includes students who have attempted at least 18 credits in their first two years after initial matriculation and who have 1) earned 30 credits or are still enrolled at the community college; 2) graduated; or 3) transferred to a four-year college or university. This measure is intended to focus on students whose actions are consistent with seeking a degree, while removing from the analysis the many students who take only one or two courses for more limited purposes. It also accounts for students who may be making slow but steady progress toward a degree or certificate.

Four-Year Colleges and Universities

During 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 the Commission's PAR and DBM's Managing for Results process (MFR). The MFR process accounts for goals established in institutional strategic plans and connects institutional performance to the budgeting process overseen by DBM. The task of merging the two reports was undertaken in conjunction with DBM, DLS, and representatives from the public four-year institutions and their governing boards.

All parties agreed to a model that streamlined the accountability process, reduced duplicative reporting for the campuses, and provided a more efficient means for policymakers to determine

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[1] These goals also align with the goals in the 2013 *State Plan for Postsecondary Education*. The 2013 *State Plan* will apply to institutional activities that will be reported in the 2014 edition of the PAR.

the performance of each of the public four-year campuses. In the revised accountability process, the MFR framework allows each campus to develop its own goals, objectives, and performance measures, which replaced the standardized set of indicators that the Commission had used in the past. 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 related to retention and graduation, post-graduation outcomes, and minority enrollment and achievement.

At present, University System of Maryland (USM) institutions report the same objectives used in their MFR process. St. Mary's College of Maryland is now in the second year of its current five-year cycle. Morgan State University advances its benchmark year with each report, following the model required of State agencies by DBM.

ASSESSMENT
AND
RECOMMENDATIONS

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

The narrative reports and statistical indicators included in Volume 2 of this report indicate that Maryland's 29 public colleges and universities continue to address the educational, economic, and social needs of the State and of their respective local communities – by educating students first and foremost, but also by providing resources and support for local entrepreneurs, by pursuing research and development and technology transfer, and by offering facilities and programs to schools and the general public.

After 15 consecutive years of enrollment growth, the number of students enrolled in colleges and universities declined in Fall 2012. That fall, 367,458 students were enrolled in Maryland institutions of higher education, down by 1.6% compared to the all-time high of 373,359 in Fall 2011. Nevertheless, the number of degrees and certificates awarded rose, from 69,588 in 2011-2012 to 72,208 in 2012-2013.

The institutional reports show that colleges and universities are meeting the needs of the State in the face of certain challenges. Most of these challenges relate to economic conditions. Community colleges have seen a substantial decline in their per-student appropriations in the last four years. Public appropriations for financial aid have been flat or declining. At all public institutions, students struggle to find the funds to remain enrolled. Community colleges have also seen a decline in enrollment among students enrolled in non-credit training funded by employers, raising questions about whether employers are seeking lesser responsibility for ensuring that workers develop necessary skills. Despite these obstacles, colleges and universities continue to improve on most indicators of performance in the PAR.

In this edition of the PAR, the Commission centers its analysis on three key higher education issues: 1) affordability; 2) degree progression and completion; and 3) closing the achievement gap. These are issues of significant concern to the State and to colleges and universities alike. In each case, metrics are included in the PAR that attempt to measure these issues directly and indirectly, and institutions report a number of activities intended to lead to progress. In some cases, institutions have made substantial progress on these metrics. Nevertheless, at the State level, significant challenges have persisted in each of these three areas. This report will consider these three key issues in turn, providing an overview of the issue, discussing the ways that the PAR does and does not adequately evaluate progress, and outlining directions for future analysis.

As the Commission noted in the 2012 PAR, the PAR is "an essential part of the process whereby the governing board holds the institution accountable for performance," but "less effective as a tool for examining higher education at the state level." By raising these three key issues in this report, the Commission declares its intention to develop, in concert with colleges and universities, more useful ways of understanding these problems so that institutions can address them more directly. These may take the form of new metrics or new research initiatives, and may be included in the PAR or be presented in different venues. This report calls on colleges and universities to work with the Commission to find ways to assess improvement in addressing these problems, both within the context of the PAR process and in other initiatives and projects within the State.
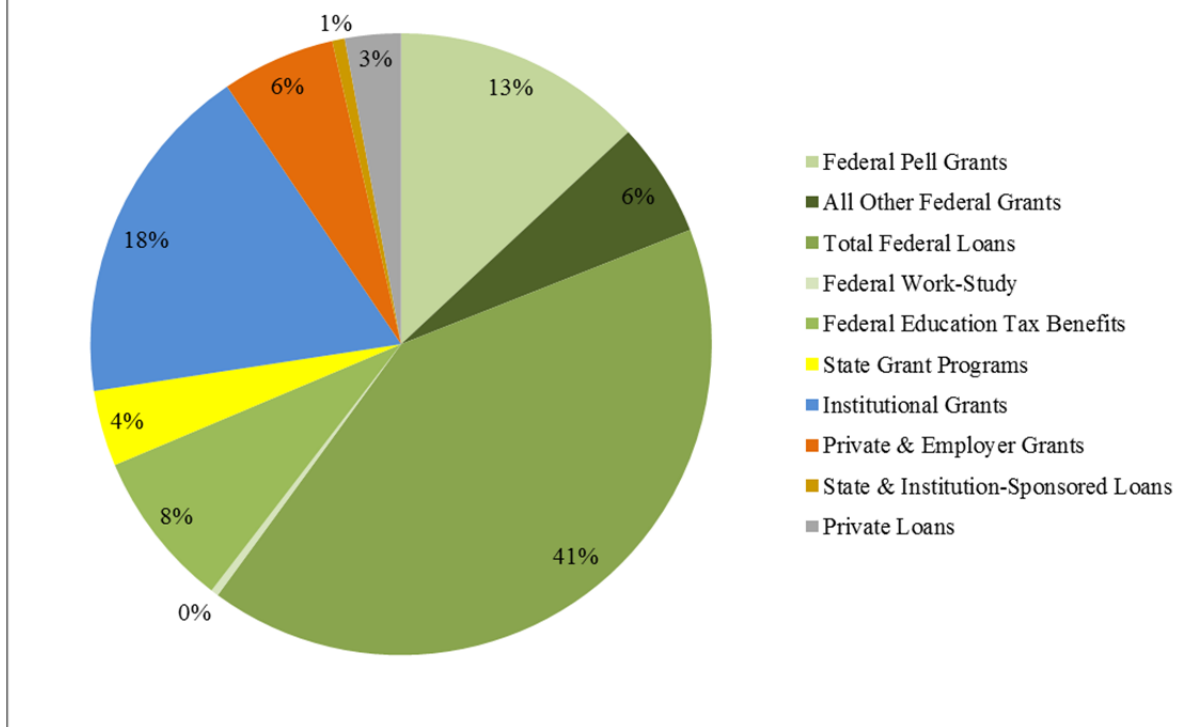
Affordability

One of the most visible issues in higher education is the affordability of a college education. Students and families find it increasingly difficult to pay the out-of-pocket price for higher education, which has risen faster than inflation for at least two decades. The growing volume of debt has drawn increased attention in the news media and among policymakers.

There are several broad factors that affect affordability, and so it is important to establish common terms and understandings to ensure productive discussion. We will begin by clarifying the use of three terms that are frequently confused with each other in discussions about affordability.

- *Cost* is the amount spent by the college to provide education to students. It includes the costs of operating buildings, paying salaries and benefits, providing co-curricular academic support, and so on.
- *Price* (or *sticker price*) is the amount that students must pay for the educational experience, namely the amount of tuition, room, board, and fees. This amount is less than the cost, because of subsidies provided by state and local appropriations. (In the case of a few public and all independent institutions, price is lowered by income from endowment.)
- *Net price* (or *out-of-pocket price*) is the sticker price minus financial aid provided to the student. Financial aid comes in many forms and from several sources. By far the largest provider of financial aid is the federal government, which provided 69% of all dollars used to fund college in 2012-2013. Most of those funds came in the form of loans. (See Figure 1 below.) Institutions themselves provided the next largest single source of funds, followed by private sources and state programs. (It is important to note that privately funded loans are not financial aid, strictly speaking, since there is no public subsidy of the interest on these loans. Nevertheless, they are included in this figure because they represent a form of financing of current out-of-pocket prices.)

Figure 1. Total Student Aid and Nonfederal Loans Used to Finance Postsecondary Education Expenses, 2012-2013

Legend:
- Federal Pell Grants — 13%
- All Other Federal Grants — 6%
- Total Federal Loans — 41%
- Federal Work-Study — 0%
- Federal Education Tax Benefits — 8%
- State Grant Programs — 4%
- Institutional Grants — 18%
- Private & Employer Grants — 6%
- State & Institution-Sponsored Loans — 1%
- Private Loans — 3%

Long-term trends have affected each of these three factors in different ways since 1981 to reduce affordability. Here is a broad outline of those trends.

Costs have risen substantially over time. This is due mostly to the fact that education is a labor-intensive enterprise that demands highly educated workers.[2] College costs have risen about as quickly as costs in other similar enterprises such as medicine, dentistry, and law. While the real price of many consumer goods has declined over time, most of those declines are the result of the replacement of labor by technology. Machines have replaced many humans in the assembly of cars and washing machines, but no machines have replaced dentists or surgeons, nor have they replaced college faculty. (Ironically, however, college costs would be even higher if colleges had not hired a substantial number of adjunct faculty to teach classes at a much lower cost to the institution, which has been a significant factor slowing college cost increases.) Moreover, rising prices in every field has a multiplier effect on labor costs in these fields. As the price of housing, food, and health care rise, for example, enterprises such as colleges and universities must pay higher wages in order to retain the services of highly educated and skilled workers.

Prices have increased because state appropriations have declined by about 20% on an inflation-adjusted per-student basis since 1982, which means that less of the cost can be subsidized

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[2] See Robert B. Archibald and David H. Feldman, *Why Does College Cost So Much?* (New York: Oxford University Press, 2011), especially Chapter 2.

through low tuition and therefore must be passed on to students.[3] Likewise, *net prices* have increased because grants and scholarships have not kept up with the increase in sticker prices. In 1981-82, the average national tuition, room, board, and fees for public four-year institutions was $2,871 in unadjusted dollars, and the maximum Pell Grant ($1,670) covered 58% of that price. In 2007-08, the average sticker price was $13,429, and the maximum Pell Grant ($4,310) covered 32%. In 2009-10, the maximum grant was raised to $5,350, but that still covered only 36% of the current price ($15,014).[4]

It can be said, then, that affordability is a function of six factors.

1. College expenditures.
2. Public appropriations.
3. Federal financial aid, mostly loans and grants.
4. State financial aid, mostly grants.
5. Institutional financial aid, mostly grants and scholarships.
6. Private financial aid, mostly loans.

Public concerns about affordability have tended to place the responsibility for college affordability squarely on the higher education institutions themselves. However, colleges have direct operational control only over the first and fifth of the above factors. When affordability is measured in the PAR, it is expressed in terms of sticker price, which is problematic for two reasons: it is heavily affected by public appropriations as well as institutional management, and is usually expressed in terms of resident tuition, which obscures the degree to which colleges depend on revenues from non-resident students.

In recent years, Maryland has given special attention to controlling college tuition rates. Governor Martin O'Malley implemented a freeze on tuition at four-year colleges and universities for four years, followed by a cap on tuition increases. This initiative had a significant impact on the sticker price of Maryland public higher education relative to that of other states. Table 1 shows changes in average resident tuition and fees over time.

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[3] College Board, *Trends in College Pricing 2012,* p. 22.
[4] Tuition, room, board, and fees figures from U.S. Department of Education, National Center for Education Statistics (2013), *Digest of Education Statistics, 2012* (NCES 2014-015), Chapter 3. Pell Grant figures from http://www.finaid.org/educators/pellgrant.phtml, retrieved June 8, 2014.

Table 1. Tuition and Fees, Maryland Public Institutions, 2005-2006 through 2013-2014				
	Four-Year Colleges and Universities		**Two-Year Colleges**	
Year	**Tuition and fees**	**Rank among states**	**Tuition and fees**	**Rank among states**
2005-2006	$7,137	8th highest	$3,093	9th highest
2006-2007	$7,216	12th highest	$3,122	14th highest
2007-2008	$7,314	14th highest	$3,252	12th highest
2008-2009	$7,392	16th highest	$3,329	15th highest
2009-2010	$7,476	17th highest	$3,394	16th highest
2010-2011	$7,737	20th highest	$3,567	17th highest
2011-2012	$7,961	23rd highest	$3,708	18th highest
2012-2013	$8,210	27th highest	$3,886	21st highest
2013-2014	$8,475	27th highest	$3,988	20th highest
Totals in current dollars. Average tuition and fees are weighted by full-time enrollment. Source: The College Board, *Trends in College Pricing 2013*.				

However, both State and local appropriations to Maryland community colleges failed to keep up with explosive enrollment growth in this segment. Between FY07 and FY13, full-time equivalent enrollment at community colleges increased by 28.8%, but State appropriations increased by only 19.8% in current dollars, while local appropriations increased by 12.1%. On a per-student basis, State funding declined by 7.0%, while local funding declined by 12.9%.

In addition, State financial aid grant awards declined on both a current-dollar basis and a per-student basis. In FY07, $77.4 million in state aid was awarded; in FY13, $73.4 million was awarded. On a per-student basis, state aid declined 20.9%. The State's focus on subsidies for all students through reduced sticker prices has not been accompanied by an increase in need-based subsidies through financial aid. At the same time, Maryland colleges and universities have acted to increase the amount of funds devoted to institutional aid to students, and their success is praiseworthy. Between FY07 and FY13, institutional aid at four-year colleges and universities increased by 28.8%, or 9.5% on a per-student basis. At community colleges in the same period, institutional aid increased by 41.9%, or 10.2% on a per-student basis.

The emergence of student debt as a public policy concern also reflects broad economic factors as much as it does college pricing. Student borrowing is historically considered as a part of financial aid, because most of the earliest student loan programs were available only to students pursuing degrees in selected academic fields, especially when those students had high financial need. However, over time and especially in recent years, changes to federal loan programs have reduced the income and academic qualifications for student borrowing; in short, it is now easier to borrow than it once was. At the same time, other forms of credit – including mortgage and home-equity loans, personal loans, and consumer credit – have become more difficult to obtain, making student debt one of the most available forms of borrowing. For these reasons, aggregate debt has increased in recent years. This has significant consequences for borrowers, because student debt cannot be discharged in bankruptcy unlike other forms of debt, and because student debt tends to affect the borrowing power and credit of the student rather than the student's family.

Since 1999, the PAR has included a section titled "Cost Containment," in which institutions are invited to report on decisions taken to reduce expenditures. Over the years, this section has identified three significant cost-savings approaches for institutions: *renegotiation* of contracts for outside services, *replacement and upgrading* of new systems and new contracted services, and *capital investment*. Regrettably, however, the Cost Containment reports have not led to systemic reductions in the cost of educating students. Because so much of the cost of higher education is connected to personnel costs, as noted above, a significant share of savings included in the Cost Containment reports are connected to workforce reductions. Because personnel decisions like these are necessarily dependent on conditions at individual institutions, they do not lead to any best practices for general application across higher education. Moreover, the format of the Cost Containment report asks institutions to report reduced expenditures, but does not require that the reductions be reported in a common format, nor does it require institutions to place reductions in the context of increases. Finally, it is telling that the Cost Containment report has provided little or no mention of the most significant cost movement of the last several years, namely the trend to replace full-time faculty with part-time faculty. The section is, therefore, not well aligned to address concerns of affordability.

These factors suggest three questions that might be addressed in future editions of the PAR.

- How can we identify whether and to what extent colleges and universities are making efforts to ensure greater affordability for students?
- How can we determine whether institutions are spending "the right amount" for quality – neither too much, thereby wasting dollars on diminishing returns, nor too little, thereby failing to deliver the quality education the State needs for its students?
- How can we account for the factors outside the control of institutions that affect affordability? It is not enough to say that these factors exist and therefore affordability need not be a concern; it is necessary to determine their effect on both institutional operations and State and local policy.

Degree progression and completion

The average statewide graduation rate for first-time full-time students entering Maryland public four-year institutions between 1987 and 1994 was 56.4%. For students entering between 1999 and 2006, the average graduation rate was 63.6%. This represents a tremendous achievement on the part of Maryland's institutions. It is even more remarkable given that at the same time the number of first-time full-time students enrolling in four-year institutions increased by 35%, from an annual average of 9,768 students in the 1987-1994 period to 13,264 students in the 1999-2006 period.[5] Taken together, these accomplishments resulted in about 3,000 additional bachelor's degrees awarded each year by Maryland's four-year institutions. These data show that institutions have been able to expand student access while simultaneously increasing graduation rates.

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[5] Maryland Higher Education Commission, *2013 Retention and Graduation Rates at Maryland Four-Year Institutions*.

However, most of the improvement in retention and graduation rates occurred during the late 1990s and early 2000s. Statewide, both retention and graduation rates have reached a plateau – at a higher level than in the 1980s, to be sure, but a plateau nevertheless. Despite increased attention to retention and completion over the last decade, including a wide range of initiatives, no further increases in retention and completion rates have been made.

Many factors affecting college completion are not well understood. Some scholarly research on completion has confirmed what most college and university faculty and administrators know from experience: students are less likely to graduate if they enter with lower standardized test scores, earn lower grades in their first semester or two, or have limited financial resources (on their own or from their families). However, educators also know that many college students persist despite these obstacles, and therefore they do not want to limit access precisely because they know that some students can and do persevere and succeed.

Significant scholarly research in the last quarter-century has focused on institutional practices that tend to promote student persistence. Several studies have noted a correlation between persistence and "student engagement," a term encompassing a variety of academic and social activities that increase student attachment to the community. Engaging activities may include, on the academic side, small classes, strong class participation, substantial writing assignments, and the opportunity to engage in scholarly research. On the social side, engaging activities may include participation in and leadership of student organizations and interacting with students of different political, ethnic, religious, and class backgrounds. Additional scholarly research has stressed the importance of setting high expectations for student accomplishment, and of providing prompt and frequent feedback to students about their efforts.[6]

Students and educators tend to give much simpler explanations for why individual students do not complete their degrees. There are many reasons, of course, but there are a few descriptions that tend to dominate.

- Students have *inadequate financial resources*.
- Students are *inadequately prepared to do college work*.
- Students are inadequately prepared to do college work, and *cannot improve their skills*.
- Students *withdraw involuntarily* because they cannot persevere in the face of challenges, which may be financial, personal, and/or academic.

Colleges address each of these problems in multiple ways. They offer financial aid and have business policies that allow students to manage their financial obligations over time. They work with K-12 educators to develop clear standards for college readiness. They provide significant academic support to help students improve their skills and knowledge, especially when those students are not well prepared for success. And they provide guidance for students who need assistance in responding to setbacks. These efforts clearly improve student access and success in college. However, there is no clear evidence to determine how many students are affected by these problems or how many students are retained because of each institutional initiative.

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[6] A good recent summary of this research is found in Vincent Tinto, *Completing College: Rethinking Institutional Action* (Chicago: University of Chicago Press, 2012).

Moreover, no one knows the relative importance of these factors or how they interact with each other to drive student decisions to withdraw.

There is a fifth explanation for student withdrawal, which is rarely addressed in research or practice.

- Students *withdraw voluntarily* after determining that college is not right for them.

For at least the last half-century, American educational policy has been predicated on the idea that any student who wants to attend college should be able to enroll. The rise of open-access community colleges, the expansion of public financial aid, and the increase of college-preparatory subjects within the K-12 curriculum all derive from this idea. At the same time, this idea of universal access is not accompanied by a vision of universal success. Even the most ambitious policy goal of the present, U.S. President Barack Obama's call for 60% of adult Americans to earn an associate's degree or a higher college credential, envisions that more than a third of the nation's adults will not finish a college-level course of study.

But, if every American should have access to college, and if not every American will succeed in college, then the logical corollary is that the nation's graduation rate will never approach 100%. Many analysts and policy groups decry the nation's current college graduation (approximately 55%) and declare that it should be higher. Few of these voices specify what the rate should be. And while some nations, and some individual colleges and universities, achieve extremely high graduation rates through extreme selectivity, the U.S. shows few signs of repudiating the ideal of broad access.

What, then, is a graduation rate standard that accounts for both high quality and broad access? Is it enough that Maryland's statewide graduation rate, including all public, independent, and private institutions, is the fifth highest in the nation, about 9 percentage points above the national average? Is it more important that, when considering only four-year public institutions, Maryland's statewide rate exceeds the national rate by about 6 percentage points? Should Maryland set a goal of a particular number – 65.0%, perhaps? Or 64.0%? 66.7%? Or is it more important to compare indicators of student selectivity in order to determine an "expected" graduation rate, and then determine whether Maryland exceeds that expectation? The challenge remains to distinguish external factors from factors that can be affected by higher education institutions themselves in order to realize improvements in retention and graduation.

More research is needed to deepen understanding of the factors affecting degree completion. Beginning in the 2013-2014 academic year, the Commission has undertaken a significant expansion of its data collections, and the additional data will be used to conduct further research on the elements that are associated with attrition and completion. At the same time, the amount of data collected by the Commission is but a fraction of the data that are maintained by colleges and universities. Those data could be used to explore degree completion in more detail. Here are some examples of studies that might be conducted on individual campuses and included in future editions of the PAR.

- Who is more likely to persist, a student with strong grades and low financial resources, or a student with poor grades and high financial resources? What is the relative strength of each factor?
- Are there course-taking patterns that are likelier than others to be associated with successful students? Do some courses serve as barriers to success, and do others serve as gateways to achievement? Is it better for a student who struggles with mathematics to take a math course right away, or is it better to get a foundation of success first before tackling a difficult subject?
- The standard retention and graduation metrics focus on first-time, full-time students, in order to compare similar kinds of students across institutions. But these students make up only about 60% of students who earn degrees. What do we know about the students who are not included in the first-time, full-time cohort? How many graduating students have transferred from other institutions? How many have attended part-time? What, if any, are the identifiable characteristics of a successful part-time student?

Closing the achievement gap

The number of African American and Hispanic students enrolling in higher education, and the number earning degrees, continues to grow. However, the "achievement gap" – the gap between the completion rate for African American and Hispanic students and that of all students – remains a concern. Although institutions claim to have made significant efforts to reduce the gap, the gap has not changed substantially in recent years. Figure 2, below, from the Proposed Operating Budget Detail for the Commission in FY2015, shows that the gap between African American students and all students at public four-year institutions increased from 14 percentage points for students graduating in 1996 to 20 percentage points for students graduating in 2006.

Figure 2.

Six-Year Graduation Rate at Maryland Public Four-Year Campuses (All Students and African-American Students)
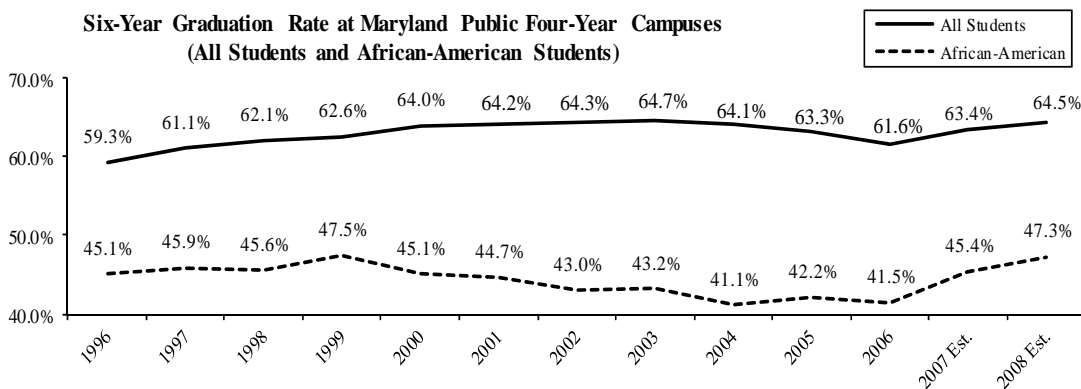
The persistence of the gap raises concerns about the quality and effectiveness of efforts that institutions have reported. When colleges and universities are asked about their strategies for closing the gap, they tend to cite strategies designed to assist all students rather than targeted efforts suited to students most in need of assistance – for example, tutoring and mentoring services and course-taking pathways. While these strategies are likely helping some or all of the

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students they reach, it is clear that they have not been effective in reducing the differences in student achievement. It is true that a few institutions have made substantial improvements in closing the gap. However, despite considerable effort, the best practices of these successful institutions have not been transplanted at other colleges and universities. The time has come for additional efforts to close the gap, which requires the identification of factors contributing to the gap and strategies for ameliorating these challenges.

In 2012, former Maryland Secretary of Higher Education, Dr. Danette Howard, presented the following figure to the General Assembly in legislative testimony.

Figure 3. Six-Year Graduation Rate by SAT Score Quintile and Race/Ethnicity, First-Time Students Enrolling in Fall 2004, Maryland Public Institutions
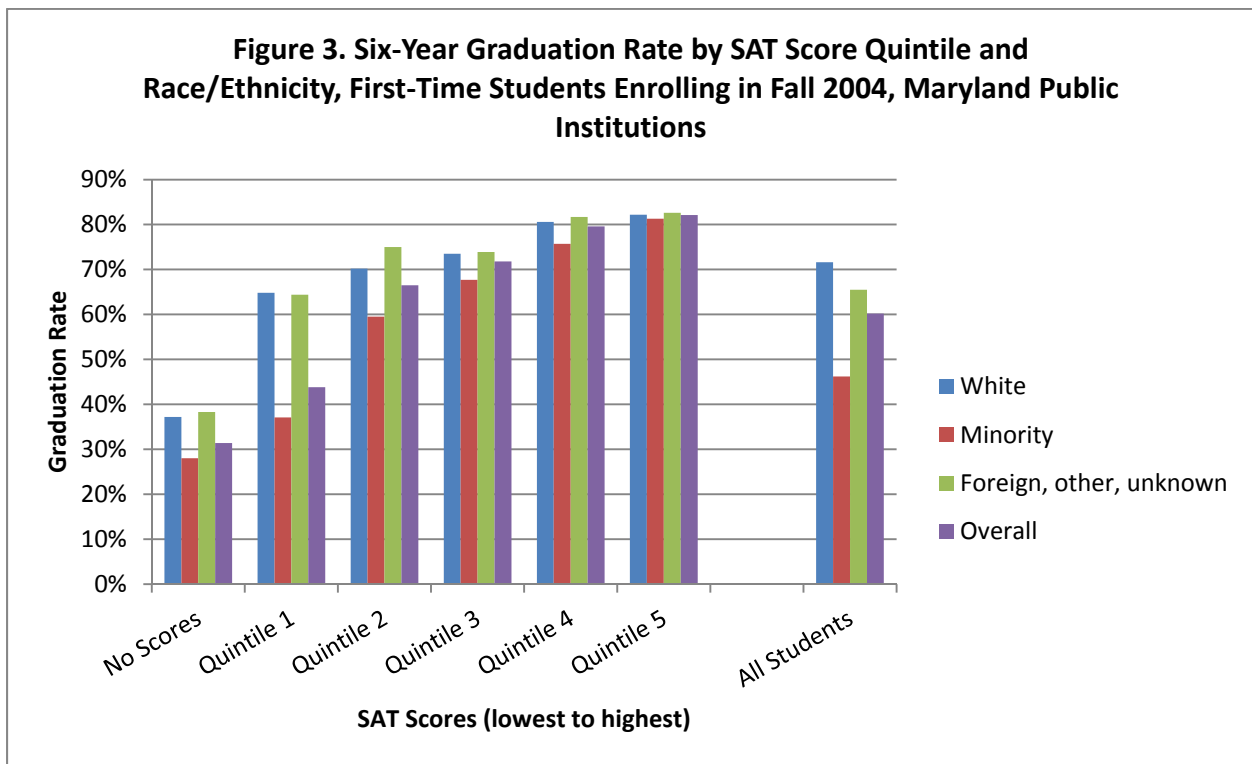
This table shows that the achievement gap is low, almost nonexistent, for students with the highest SAT scores, and that the achievement gap is most pronounced among students with the lowest SAT scores. While the publisher of the SAT claims that the test is an indicator of student achievement and college readiness, independent research has shown that it correlates more strongly with family wealth than student success in college. Nevertheless, this table suggests two things: first, that whatever the SAT measures, it clearly has some influence on the achievement gap; and second, there is clearly something besides the SAT that is contributing to the achievement gap.

Here are three possible avenues for analysis that might be addressed in future editions of the PAR.

- In the previous section, it was noted that students struggle to graduate if they have lower incomes, poorer grades, less success in remedial courses, less academic support, and lower attachment to institutions. Are these at-risk students disproportionately represented among minority students? What are the relative strengths of these factors? Can a strong mentoring program overcome low financial resources? Are academic support services and attachment programs less successful in assisting minority students, and can the programs be changed to reach these students more effectively?
- Is the 150% first-time full-time graduation rate the most appropriate metric for measuring the gap? Are minority students more likely to pursue part-time studies, or to complete graduation in 200% time? If so, is this strategy simply a way for students to adapt to existing conditions in their lives, or is part-time study an effective strategy for improving achievement? Or, is it possible that minority students would benefit disproportionately from increased support designed to ensure that they can remain enrolled on a full-time basis?
- Are there other possible sociocultural explanations for the achievement gap? Can these contextual factors be addressed on campuses, and can they be accounted for in measures of institutional efforts to close the gap?

Conclusion

Future editions of the Performance Accountability Report will continue to provide annual updates on performance indicators and analyses of institutional activities. However, the PAR has always evolved to reflect changing needs. The earliest editions of the PAR focused on whether institutions were actually conducting planning, setting objectives, and evaluating progress. Today, all Maryland institutions are actively engaging in these activities, and so the PAR analysis focuses on the substance of institutional activities and practices. Now, it is time to take the next step in the PAR to strengthen its ability to address broader higher education concerns of great importance to the State. The Commission will reach out to institutional representatives to find better ways to describe and improve performance in these areas, and call on institutions to address these issues in the 2014 edition of the PAR. This will help the PAR better serve the people of Maryland by ensuring that their public colleges and universities are continuing to foster personal, educational, and economic growth while addressing significant State needs.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2013 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.

TARGETED INDICATORS
AND
CAMPUS RESPONSES

COMMUNITY COLLEGES

ALLEGANY COLLEGE OF MARYLAND

Developmental completers after four years (Indicator 4).

Commission Assessment: This indicator decreased from 24.8% for the Fall 2005 cohort to 21.7% for the Fall 2006 cohort and 20.3% for the Fall 2007 cohort. Discuss any factors contributing to this decrease and methodologies intended to reverse the decline and achieve the College's goal for improvement on this indicator.

Institution Response: The Commission has requested a response regarding the *Developmental completers after four years (Indicator 4)*. The percent of developmental completers has decreased from 24.8% in fall 2005 to 20.3% in fall 2007. For the fall 2008 cohort as reported in this Performance Accountability Report, the percentage increased to 30.9%. This improvement is attributed to a variety of changes made to improve and increase availability of tutoring services for developmental students. The College expects to maintain similar levels of developmental completion during the current academic year.

Market share of first-time, full-time freshmen (Indicator 10).

Commission Assessment: Although the College has maintained or increased its market share of other populations, its share of area first-time full-time freshmen decreased steadily from 60.3% in Fall 2008 to 53.1% in Fall 2011. While performance improved to 53.7% in Fall 2012, the College has set a substantially higher benchmark of 63.0%. Please discuss factors affecting the College's market share and outline strategies intended to reverse the decline.

Institution Response: The Admissions Office at AACC has a very strong relationship with the high schools (public and private) in the county. Admission Counselors from the college are assigned as key contacts with high schools in the county. This has and will continue to provide targeted messaging of programs and offerings by the college. Examples of this include Annual Personal Registration Days at all county public high schools and most private high schools in the county. On these days, students can apply, take the Accuplacer test, and register for classes. The college remains committed to the Jump Start program and concurrent enrollment of students in high schools.

This year the college has forged new partnership programs with two high schools and is offering college courses on-site. The college courses (taught by college faculty) selected by the participating schools complement the signature programs operating in the high schools.

AACC is working with the local school system to develop proficiency credit through pathway programs where transcripted high school courses are eligible for college credit at AACC. This is an incentive to the students.

In addition, passage of the Dream Act will provide opportunities for eligible students to attend AACC at in county rates.

Since the target for this indicator was set, recent federal legislation may further challenge attainment of the target set by the college. The Affordable Care Act allows students to remain on their parents' health care policy through the age of 25 and they no longer are required to be enrolled as a full-time college student. This could negatively impact the number of students attending full time.

Finally, increases in the college tuition and improvements in the economy could also have a negative impact on the decision of a student to attend college full time. AACC is paying close attention to all PAR declines to ensure that we comprehensively address any areas that may be impacting our market share.

STEM programs, credit enrollment (Indicator 35a).

Commission Assessment: The College has shown consistent growth on this indicator for several years, but the benchmark goal calls for an extraordinary increase: 50% higher than enrollment in Fall 2011 and 91% higher than enrollment in Fall 2008. Please describe the College's plans to realize this unusual growth.

Institution Response: The STEM 35a benchmark (enrollment in STEM programs) is tied to the college-wide enrollment in credit programs and the average pattern in prior years (2007-2010), during which, on average, the college-wide credit enrollment grew by 5% each year while the STEM enrollment grew by 10%. An assumption was made that the average pattern for both would persist and so STEM enrollments were projected to increase by 10% each year resulting in the 8,584 benchmark for 2015.   If the college-wide credit enrollment five-year average does not achieve 5%, then the additional difference will need to be compensated for by increasing STEM's share of total credit enrollment. This means assisting students in finding the right STEM program for them and providing the support to enable these students to persist in their STEM programs, achieve completion, and accomplish a successful transfer to a baccalaureate STEM program or STEM career.

The 2015 STEM benchmarking assumed the continuation of the STEM initiative at AACC as a strategic priority and the maintenance of effort in the following items:

- Increase in STEM capacity via increasing STEM labs and other STEM learning spaces (most critical).
- Online options.
- Contract training (for credit areas)
- National, regional, and local emphasis on STEM
- Outreach to county STEM magnet schools via AACC transition advisors
- AACC Student Success 2020 initiative that emphasizes completion

In addition to the above actions, AACC has recent and emerging opportunities to increase enrollment in STEM credit programs by maximizing the impact of the following:

- The National STEM Consortium, a $19.7 M USDOL grant (2011-2014), led by AACC, to develop and run one-year credit certificate programs in STEM, of which AACC has developed cyber security technician and mechatronics technician programs. The first cohorts started in January 2013, and multiple cohorts will be run during the life of the grant and beyond.
- The Engineering Scholars Program, a $598,000 National Science Foundation (NSF) grant (2011-2016), that provides full scholarships and other supports for students pursuing Engineering or Engineering Technologies degree programs at AACC. This also increases our ability to recruit county high school students into AACC.
- The STEM Student Transfer Success initiative, a $2.5 million Bill and Melinda Gates Foundation grant (2013-2015) led by UMBC with AACC as one of four community college partners. This initiative focuses on increasing the success of STEM students during transfer by emphasizing the completion of associate degrees and matching students to STEM careers and academic programs that best fit their interests and inclinations.

- Build upon the successes of our certificates and Associate of Applied Science (AAS) cyber security programs and include a cyber security emphasis to our transfer Associate of Science (AS, ASE) degrees that correlate with the current work of the statewide articulation efforts in cyber security and national, regional and local demands.
- Extend the STEM career exploration and advising system currently being developed via the UMBC-Gates STEM Student Transfer Success initiative to undeclared and general transfer studies students to help them identify STEM pathways that match their interests and background.
- Include a STEM emphasis/component in AACC's response to the recent state legislation for College and Career Readiness and Completion where students are required to have academic plans on file.

In conclusion, AACC remains committed to the STEM initiative and will continue to vigorously pursue increasing capacity in STEM programming as well as increasing our efforts to guide students into appropriate STEM pathways and to support these students along their STEM pathways.

BALTIMORE CITY COMMUNITY COLLEGE

Annual unduplicated headcount (Indicator 9).
Market share of recent college-bound high school graduates (Indicator 12).
Fall-to-fall retention (Indicator 26a, 26b).
Education transfer programs (Indicator 27a, 27b).

Commission Assessment: The College has established benchmarks that represent significant growth on these key indicators. However, in recent years these indicators have reflected declines, and in some cases the declines have been substantial. Please explain the factors contributing to the decreases, describe any changes in conditions that might suggest the potential for progress, and discuss the strategies to be used to improve performance on each of these areas.

Institution Response:

Annual unduplicated headcount.

BCED's annual unduplicated <u>non-credit</u> headcount increased from FY 2011 to FY 2012 to 10,803 students (Indicator 9c). BCCC is part of a consortium of five community colleges in Maryland that were asked to pilot the Maryland Integrated Basic Education and Skills Training (MI-BEST) training program, funded by the Department of Labor, Licensing, and Regulation (DLLR) and the Annie E. Casey Foundation (ACF). Due to the success of BCCC's MI-BEST training pilots, the College was invited by the Annie E. Casey Foundation to apply for additional funding and in June 2012, an additional cohort of 16 students were enrolled in CNA training with an 80 percent completion rate. During FY 2012, the consortium of Maryland community colleges participating in the MI-BEST model and the ACF developed a winning proposal entitled Accelerating Connections to Employment (ACE) that was awarded $16.9 million by the DOL Workforce Innovations Fund to study the impact of the I-BEST training model in moving low-skilled individuals onto a career pathway and out of poverty. The project partners include four sites (in Texas, Georgia, Connecticut, and Maryland), local workforce boards, and community colleges. The grant was awarded in spring 2012. Under the grant, BCCC receives $600,000 to train 150 MI-BEST participants with employment placement services provided by its partner, MOED. BCED's role in the ACE project is due to our expertise in program development for low-skilled students and the innovation of the English as a Second Language department. BCCC's annual unduplicated <u>credit</u> headcount decreased in FY 2012 (Indicator 9b). Over the last year, the Institutional Advancement, Marketing, and Research (IAMR) Division launched new efforts to help recover enrollment through enhanced advertising, media coverage, and easier access to the BCCC website. The website's redesign resulted in a 138 percent increase in site visits within the first month. Engineered Search Engine Optimization efforts resulted in an 80 percent increase in page visits within the first month. A new mobile "app" for the website generated over 14,000 website visits through mobile devices (nearly 12 percent of all visits). The website also now offers detailed information on program requirements, required learning outcomes, occupational outcomes, and estimated program cost and length. Through multi-media placement of BCCC program and student success stories, events, grants, and personnel notices, IAMR generated publicity valued at $371,000 for FY 2013. For the FY 2013 registration cycle

(fall 2012, spring 2013, 12-week sessions, and summer 2013), advertising campaigns were aligned to specific events or periods in the academic cycle. Various advertising elements include a Baltimore Sun e-mail blast, radio, cable, Google ads, billboards, and weekly print ads. Over the past year, BCCC has dramatically increased its presence on social media through three major networks: Facebook; Twitter, where we targeted and attracted a growing media following; and YouTube, where we regularly capture "a day in the life of the College" and spread awareness about our students and programs. Through Twitter, we seek to enhance our influence in Baltimore while raising BCCC's profile in overall conversation about education. To that end, we are now being followed by the Baltimore Business Journal, CNN, Baltimore Sun, Baltimore Times, BWoman Magazine, Education Talk Radio, Complete College America, Community College Times/American Association of Community Colleges, Forbes Magazine's Social Media Influencer, Diverse Issues in Higher Education, and Baltimore television journalist Tim Tooten.

Market share of recent college-bound high school graduates.

BCCC's market share of recent high school graduates increased to 25.6 percent and the number of high school students concurrently enrolled increased slightly in fall 2012 (Indicators 12 and 14). The Mathematics and Engineering Department made monthly recruitment trips to various BCPSS schools. The Department also held four robotics demonstrations for over 300 BCPSS students that are interested in ET. This spring, the first Electronics/Robotics Camp was held in the Life Sciences Building. In order to further increase the high school market share, BCCC will be collaborating with the BCPSS to develop and implement special twelfth-grade math courses and test eleventh graders for college readiness. BCCC also offers a high school early enrollment scholarship. In summer 2012, the Abell Foundation awarded BCCC a grant to establish the BCCC Aspiring Scholars Program, which provides performance-based scholarships to 2012 graduates of BCPSS high schools; it was implemented in fall 2012. In order to increase other market shares, recruitment activities were also held at the AIRS/GEARS Resource Fair, Ray of Hope Baptist Church, Enoch Pratt Hamilton Branch Library, and Baltimore Behavioral Health.

Fall-to-fall retention.

BCCC's fall-to-fall retention rates fell significantly for both developmental and college-ready students (Indicator 3). The retention rate for the 2012 cohort of developmental students has been stabilized at 34 percent and at 36 percent for the college-ready 2012 cohort. This is due largely to changes in the way the developmental courses were being offered while academic standards were being raised and the institution was resolving its accreditation status. As mentioned earlier, in FY 2013 new developmental courses were introduced in mathematics and combined in reading and writing. Data for FY 2013 show significant increases in the passing rates for the first and third developmental math courses, as well as a significant increase in successful transition from the second level to third level. For the new combined English/reading courses, there was significant improvement in the transition from the third level to the college-level course, but a significant decline for the first level. Work continues on improving the outcome for the developmental education program as discussed in the initiatives mentioned above.

The First Year Experience continues to develop skills for success among first-time entrants by front-loading resources and services to support goal achievement. The Performance Alert

Intervention System continues to enable faculty to systematically notify the Student Success Center of students who might require tutoring, advising, or counseling. The Phenomenal Steps Toward Success program will help 50 African American students per year to develop selected competencies through scheduled interaction with staff and peers. The Academic Acceleration for African American Males Program (4A) is part of the Predominantly Black Institutions (PBI) Grant and exists to accelerate degree completion for African American males in the General Studies program. The program became fully staffed in fall 2012 and recruits from the City's public, private, and charter schools; prison rehabilitation programs; veterans' organizations; and other foundations focused on increasing opportunities for African American males through education. Services include advising, tutoring, workshops, mentoring, a speaker series, and limited financial support to aid with books and transportation. Enrollment increased from 30 students in spring 2012 to 69 in spring 2013. While the populations' sizes are quite different, the retention rates are higher for 4A students than for other African American males.

Education transfer programs.

BCCC's credit enrollment in Education transfer programs has declined steadily to 41 in fall 2012 (Indicator 27).   BCCC developed an AAT program in Elementary Education/Generic Special Education-PreK-12; however, the program coordinator resigned before completing the work for the program to be submitted to MHEC for approval. However, in fall 2013, program enrollment increased to 53 students. Monthly meetings with students are held to ensure that they are on track, identify key course completion milestones, and advise them of courses needed for program completion. It is also noteworthy that State funding for the Teacher Education Certification was stopped; therefore the number of potential students needing these courses dropped dramatically.

CARROLL COMMUNITY COLLEGE

Percent of expenditures (Indicator 8).

Commission Assessment: Please discuss the College's strategies for aligning expenditures with the established benchmarks.

Institution Response: Commission staff asked the college to discuss the college's strategies for aligning expenditures with established benchmarks. The college's benchmarks are to expend 44 percent on Instruction, 16 percent on Academic Support, and 10 percent on Student Services. When the benchmarks were established, the college was expending less than these benchmarks on Instruction and Student Services. The college had the hope, if not expectation, of increasing the proportion of teaching done by full-time faculty. Budgetary constraints had forced more reliance on adjunct faculty as college enrollment grew. The proportion of teaching load hours accounted for by full-time faculty has fallen below 50 percent. With an increased emphasis on college completion, another expectation was to invest more in Student Services to support advising and retention enhancements.

In FY2012, the college expended 47.6 percent on Instruction, exceeding the benchmark value. Expenditures on Student Services, at 8.0 percent, remained below the 10.0 percent benchmark. Expenditures on Academic Support, including the library, instructional technology, and continuing education administrative support, fell to 12 percent, below the 16 percent benchmark. The current Academic Support percentage at Carroll is in line with the average for all 16 Maryland community colleges. In FY2012, on average Maryland community colleges expended 11 percent of current unrestricted operating dollars on Academic Support. Statewide, community colleges spent 45 percent on Instruction and 10 percent on Student Services. Thus in FY2012, Carroll was expending more on Instruction and less on Student Services than community colleges statewide.

The College and Career Readiness and College Completion Act of 2013 (Senate Bill 740) requires students to meet with advisors to develop and monitor progress on academic degree pathways. Compliance with this new law may require additional advising staff at Carroll.

Market share of first-time, full-time freshmen (Indicator 10).

Commission Assessment: The College's share of first-time full-time freshmen saw notable decreases from Fall 2009 to Fall 2011. Please discuss the factors underlying this decline and any steps that the College has taken or intends to take to improve performance and reach the benchmark.

Institution Response: Commission staff noted that the college's share of first-time, full-time freshmen from Carroll County attending Maryland colleges and universities had declined from 54.6 percent in fall 2009 to 47.0 percent in fall 2011. A longer-range view is instructive in assessing this short-term decline.

The Planning, Marketing, and Assessment area of the college began tracking this indicator in fall 1999. At that time, the college's share of first-time, full-time freshmen was 37.8 percent. Increased marketing and recruiting efforts pushed this up to 44 percent in 2000. The college's first integrated, data-based, multi-media marketing campaign ("The Better Freshman Year") was implemented in 2001-02, coinciding with an increase in the first-time, full-time market share to 49 percent—a level sustained for three years. Introduction of the Nursing Program during this period contributed to enrollment growth. The share slipped slightly to 47 percent in 2005-06.

In 2006-07, the college's second major marketing campaign was launched. The "i am" campaign, linked to the instant messaging environment of the time and featuring testimonials from Carroll students, was implemented through billboards, a new television commercial, and related electronic and print advertising. Concurrently, the Admissions Office implemented improvement strategies in the cultivation of applicants to the college. The applicant yield rate, or percentage of applicants who were enrolled on the official census date, increased from the traditional 65 percent to over 75 percent in fall 2007. These marketing communications and admissions office efforts helped push the first-time, full-time market share to 50 percent in fall 2007. This was the first time the college captured half of the new full-time freshmen from Carroll County.

The economic downturn of 2008 challenged many households with college-going plans. Community colleges, with tuition and fees typically half those of four-year institutions, often see enrollment increases in times of economic distress. The college introduced its "Better Learning Support at Half the Cost" marketing communications campaign to ensure that the comparative economic value of the college was well known. This message was reinforced on billboards with the "Higher Ed. Lower Cost." message. The college's first-time, full-time market share reached its all-time peak of 54.6 percent in fall 2009. The enrollment rate at the college of Carroll County high school graduates the fall following their high school graduation reached 27 percent for the first time in fall 2009, and peaked at 27.5 percent in fall 2010.

Institutional budgetary considerations and messages from legislators in Annapolis concerned about college marketing costs—such as the required JCR report on college advertising expenditures—prompted more modest marketing investments in FY2010 to FY2012. Spending on television, newspaper, and outdoor advertising were reduced substantially. The college's freshmen market share fell to 47 percent in fall 2011 and rebounded slightly to 49 percent in 2012.

The number of Pell Grant recipients at Carroll increased from 640 in 2010 to 1,044 in 2011—an increase of 63 percent in one year. The percentage of students utilizing the college's FACTS deferred tuition payment plan increased from 16.9 percent in 2008 to 28.3 percent in 2012. These signs of student financial distress contributed to the decision to participate in the federal direct student loan program. In fall 2013, for the first time, Carroll students have access to federal student loans.

All institutions of higher education are facing demographic challenges, as the age composition of the population changes. In Carroll County, the number of high school graduates is forecast to decline and not return to current levels until after 2022. Baccalaureate institutions that are highly

dependent on tuition revenue are competing for a larger share of a shrinking pool of applicants. As the competition for students intensifies, college marketing efforts increase.

Given these demographic trends and economic conditions, adult learners and career changers have become prime marketing targets. The college has invested in Career Coach, an online career tool that integrates local occupational demand data, occupational wage information, local job postings, and associated education and training options in a user-friendly, interactive website. Career Coach is available 24/7 on the college's homepage. In addition to being a career planning resource, Career Coach is seen as another element of the college's marketing program as it drives career seekers to descriptions of the college's degree-credit and noncredit programs.

The Admissions Office has increased visits to each of the Carroll County high schools including the Career and Technology Center; increased efforts to transition Adult Education and GED students to both noncredit career programs and credit courses; hosted Open Houses which incorporated Adult Ed, Continuing Education, and degree-credit programs; made visits to perimeter schools including Newtown, Owings Mills, Hereford and Franklin in Baltimore County; Linganore in Frederick County; and Gettysburg, Hanover and southwestern Pennsylvania; attended college fairs in Frederick and southern Pennsylvania as well as co-hosting our own Carroll County fair; hosted Carroll County high school counselors with an annual appreciation and training day; scheduled four drop-in Information Session and tour visit dates in fall 2013 to allow prospects additional options for seeing the campus; implemented an online pre-advising session in 2009 preparing students for a more effective meeting with an academic advisor at the time of registration; adopted Ellucian's Communications Management for automated electronic follow-up with prospects after any types of in-person contact such as high school visits, college fair or on-campus recruitment events; implemented an admissions Facebook page in July 2012; implemented an online credit enrollment application in January 2013; implemented a Campus Virtual Tour on the college website in April 2013; and changed from scheduled appointments to drop-in placement testing to allow prospective students more flexibility, effective June 2013. In addition, the Financial Aid Office implemented the STARS software program to allow prospective and current students to apply seamlessly for scholarships online rather than a paper process.

These Admissions Office efforts, the direct student loan program, Career Coach, and restored marketing expenditures through a detailed, 12-campaign FY2014 Marketing Plan comprise the college's response to the decline in full-time, freshman market share. The goal is to raise the share above the benchmark of 50 percent by fall 2014.

CECIL COLLEGE

Annual unduplicated headcount (Indicator 9a, 9b, 9c).

Commission Assessment: The College's benchmarks on these indicators call for significant growth. Please discuss the College's plans to increase enrollment to reach these goals.

Institution Response: Credit enrollment at Cecil College has shown strong evidence of meeting the benchmark through 2013. The unduplicated headcount has increased to a point that only an additional 70 students is needed to meet the benchmark of 3,700 students. It would appear that this will be achieved in fiscal year 2014 based on a robust enrollment management effort. Additionally, the College is revising current strategies to target alternative targets in fiscal year 2015. This includes expanding recruitment efforts in surrounding states, introducing new programs of study that will attract additional students, and expanding the dual enrollment programming for private and homeschool students.

Continuing Education is anticipated to decline and not meet the benchmark. This decrease is based on the unanticipated loss of the Job Start program. Approximately 800-1000 students have participated in this program in recent years. The College collaborated with the Department of Social Services to provide training for these individuals. In response to state/federal budget cuts, the College portion of the training program has been eliminated. It is not anticipated that growth in other areas will supplant this loss at the level needed to meet the benchmark of 5,100 students by 2015.

Percent minorities of full-time faculty (Indicator 19).

Commission Assessment: The College is commended for making dramatic improvements in its performance on this indicator. Faculty diversity is a challenge for many colleges and universities. Please explain some of the strategies used to improve diversity among the College faculty, so that other institutions might adopt similar strategies on their campuses.

Institution Response: Cecil College has put into place many activities to strengthen the outreach for a diverse faculty. We have found that by actively soliciting institutions with more diverse faculty, sending job openings to Cecil College's Minority Student Advisory Board, advertising on the Diverse Jobs website, and advertising positions in the EEO Journal has positively impacted diversity among the College faculty. Further, the College's refreshed website makes it an attractive venue for posting faculty positions.

Fall-to-fall retention, Pell Grant recipients (Indicator 26a).

Commission Assessment: In the 2012 Performance Accountability Report, the College described several strategies designed to lead to improvements in retention. These strategies will presumably improve retention for all students including Pell Grant recipients. Please discuss any information that the College may have discovered about the factors that particularly affect

retention of Pell Grant recipients, as well as any steps intended to serve this population in particular.

Institution Response: As noted in the narrative of the 2012 Performance Accountability Report, Cecil College has put into place many intervention activities to strengthen retention for all students. The most significant of these is the Academic Monitoring System whereby students with attendance or performance issues are identified at weeks 3, 7, and 10 each semester. We have found that by actively intervening with students (required advisor meetings, academic workshops, and/or required tutoring) at these points during the semester has positively impacted their academic success. Further, PELL recipients are who are in jeopardy of losing their eligibility are required to meet with advising and financial aid and sign an "Academic Success Plan". Students are required to sign an agreement that outlines actions that must be taken to improve their academic performance. They are also required to meet with their advisor monthly to review their actions. The College provides an entire complement of academic support resources, however, meeting with students, requiring that they avail themselves of these resources, and establishing a mechanism for reporting their actions has shown early signs of positive results.

CHESAPEAKE COLLEGE

Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses (Indicator D).

Commission Assessment: Colleges are not benchmarked on this indicator. However, the Commission is interested in the extraordinary growth in enrollment in these courses in the last three years. Please explain any factors observed by the College that have contributed to this unusual increase.

Institution Response: In FY 2012, the College served 865 students, which is a 23.2% increase from FY2011 and a four-year growth of 96.5 %. Expansion of Adult Basic Education (ABE) into all five counties of the College's service region & Wicomico County, increasing non-native populations on the Eastern Shore and the College's approach to recruitment has increased interest and access to the College's English for Speakers of Other Languages course programming.

The biggest factor in ESOL student enrollment growth has been expansion of the new ABE model. Chesapeake College was awarded an ABE grant in 2009 and began providing services in four counties: Caroline, Dorchester, Kent, and Talbot. These programs ran successfully for two years before the addition of another grant to serve in Queen Anne's county began in 2011 and in 2012, expansion into Wicomico County at the request of the State, provided the largest population growth.

Chesapeake's model delivers classes into the community, rather than holding them in one central location. Teams go out to communities and locate space where there are adults in need of services. Once a training need and delivery site are located, teams conduct intake and enrollment on site. Serving students in close proximity of their residences has enhanced access and success.

Furthering student success, ESOL students confirmed through survey results that they were very interested in attending job training after completing their ESOL classes. College staff are now working to bring job training opportunities to students who have completed their ESOL coursework. The College has employed a successful model and it is our community who will reap the benefits of a productive, well-educated community.

Market share of first-time, full-time freshmen (Indicator 10).

Commission Assessment: The College's share of first-time full-time freshmen dropped significantly, from 53.7% in Fall 2010 to 48.3% in Fall 2011. Please discuss the factors underlying this decline and any plans intended to reverse the decline.

Institution Response: The College declined less than a percentage point from the previous year to 47.5% for Fall 2012, with the lowest unduplicated student population since Fall 2005. During the same time frame, the overall service region experienced declines in first-time, full-time

student population. Within the last five years, the service region first-time, full-time population declined by 8% and the College declined by 15%. Growth in the part-time student market share was noted until Fall 2012. Reviewing the market share of other small community colleges, many have experienced similar annual declines first-time, full-time student populations from Fall 2010 to Fall 2011:Alleghany -4.5%, Carroll -4.1%, Hagerstown -5.9%, and Wor-Wic -4.5%. These decreases are viewed as ripple effects from the stagnant economy with less students entering higher education. At the same time first-time, full-time student populations have dropped, four-year institutions tugged at Chesapeake College's market share, but it was Anne Arundel Community College (AACC) who saw the biggest draw of Eastern Shore residents. It is not surprising that AACC significantly impacted Queen Anne's County market share, increasing its share from 5.6% in 2010 to 9.5% in 2012. Chesapeake College has a difficult time competing with a larger college, which can offer a larger variety of programming options.

The College's Enrollment Management Plan is addressing declines through a number of strategies oriented toward increasing the number of dual-enrolled students, easing the transition from high school to college, and expanding outreach to high schools. Agreements with service region high schools have been updated and expanded to offer more opportunities for dual-enrolled students to earn college credit at Chesapeake College. High school students who have positive experiences through dual-enrollment are twice as likely to enroll at Chesapeake after high school graduation. Renewing articulated agreements with area high schools will ensure smooth transition from high school career and technology programs to Chesapeake's career and technology programs. The goal is to have a seamless transition for students who have already begun career training to obtain advanced/professional training through our college programs. Plans are also being made to enhance recruitment, marketing and public relations efforts to attract potential students. These efforts include expanded outreach to high schools, better communication with potential students, and obtaining a better understanding of high school students' educational aspirations**.**

Enrollment in continuing education community service and lifelong learning courses, unduplicated annual headcount (Indicator 16a).
Enrollment in continuing education community service and lifelong learning courses, annual course enrollments (Indicator 16b).

Commission Assessment: As the College indicated in the 2012 Performance Accountability Report, performance on these indicators declined by 17.6% and 33.0% respectively. The College noted that it was evaluating its continuing education services. Please provide a summary of this evaluation and describe strategies to be undertaken to improve performance on these measures.

Institution Response: After an internal investigation of enrollment, a data integrity error prevented a number of courses from being counted as continuing education community service and lifelong learning (i.e. general education). In FY 2010, 1,696 general education registrations were not included in the main total and in FY 2011, 1903 registrations were not included. All of these courses were not funded by the State and as a result, courses were not coded by topic code. While Continuing Education staff have updated processes, the declines originally assumed were not as significant. From FY 2010 to FY 2011, enrollment of 7,487 declined 11% and

unduplicated headcount of 3,460 increased by 11%. In FY 2012, enrollment was 6,909 and unduplicated headcount was 3,147, declining 8% and 9% respectively.

The Continuing Education and Workforce Training Division has been undergoing a transformation with regard to leadership and function.   To specifically address community service and lifelong learning needs, the division is working to expand sites across the region for the senior population; working to streamline the registration process for the general community and repackage programming. Most significantly, the division is restructuring staffing and processes to ensure college staff effectively responds to training needs that arise in the community.

COLLEGE OF SOUTHERN MARYLAND

Fall-to-fall retention, developmental students (Indicator 3a).

Commission Assessment: Performance on this indicator has gradually decreased over the last four years, from 49.1% for the Fall 2007 cohort to 44.8% for the Fall 2010 cohort. Discuss the College's analysis of factors contributing to this trend, and any strategies developed to reverse the decline.

Institution Response: The four year trend provided in last year's Performance Accountability Report indicated a gradual decline in the retention rate of developmental students. CSM analyzed developmental retention data and found the majority of developmental students were deficient in mathematics. Students who began their studies in developmental mathematics could have at most four developmental courses to complete. In fall 2012, CSM redesigned the developmental mathematics curriculum to improve learning, streamline the pathway to college level mathematics, and increase retention rates. The redesign now includes a shorter path to college-level mathematics because there is now a single course for developmental mathematics. The changes have been designed using the National Center for Academic Transformation (NCAT) emporium course of redesign. The developmental mathematics course utilizes many best practices put forth by the NCAT such as, individualized rate of progress, mastery-based learning, and immediate feedback. Successful completion of the course leads directly to college-level mathematics courses. Preliminary results have shown great success and we project the impact to be influential on cohorts in subsequent years.

Successful-persister rate after four years (Indicator 5)
and
Graduation-transfer rate after four years (Indicator 6).

Commission Assessment: The College's performance on these indicators has declined in the last four years across all subgroups, and some groups have seen substantial decreases. Nevertheless, the College has established benchmarks calling for significant increases across all subgroups. Please discuss the College's analysis of factors that the College has identified as contributing to these declines, and outline the strategies the College expects to follow in order to reverse the decline and produce the improvement established in its benchmarks for these indicators.

Institution Response: After a three year decline the successful-persister rate after four years for college-ready, developmental completers, and all students has increased to 79.7%, 81.4%, and 77.4%, respectively. In contrast, the graduation-transfer rate after for years college-ready and developmental non-completers continues to decline whereas developmental completers and all students increased to 49.1% and 51.8%, respectively. CSM is committed to student success and achievement and has strategies in place, including the Student Success and Goal Completion plan. The strategies include redesign of developmental mathematics courses; new academic alert system was launched which identifies students who are having academic difficulty; implemented web-based placement test preparation software; and all tutors are now certified. As a result of the

recommendations developed as part of the Student Success and Goal Completion plan, the college added two new Student Success Coordinators in FY13 so the college now has a Student Success Coordinator on all three of our campuses. In addition, the college added four new Academic Advisors in FY14. These advisors will help assist students with goal clarification, selecting appropriate academic pathways, and monitoring the progress students make toward degree completion.

Successful-persister rate after four years, African American students (Indicator 21a)
and
Graduation-transfer rate after four years, African American students (Indicator 22a).

Commission Assessment: The College's performance on these indicators has declined in the last four years: the former from 68.7% in the Fall 2004 cohort to 60.4% in the Fall 2007 cohort, the latter from 52.7% in the Fall 2004 cohort to 41.4% in the Fall 2007 cohort. It is to be expected that these students are naturally subject to the same issues affecting persistence, graduation, and transfer for all students. Please identify any factors that the College has determined have an effect on this population in particular, and outline plans to address these factors.

Institution Response: After a three-year decline the successful-persister and graduation rates after four years for African American students has increased to 65.1% and 46.2%, respectively (Fall 2008 Cohort). CSM is committed to the student success of African Americans. In addition to the above factors (Indicators 5 – 6), the college is implementing a mentoring program for African American males. The mentoring program will provide opportunities for students to work in small groups with faculty, staff, and student ambassadors who will assist them through advising, tutoring, community service, and professional networking. The program will be steered by a new Mentoring Coordinator who will provide leadership to the students.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

Developmental completers after four years (Indicator 4).

Commission Assessment: The College has established an ambitious goal for improving the developmental completer rate. Please describe the strategies that the College intends to follow to achieve this objective.

Institution Response: Beginning in 2007, the college began to adopt a new way of delivering developmental education. The Accelerated Learning Program (ALP) was piloted for English, and the following year, the Accelerated Math Program (AMP) was piloted. The next year, an integrated and accelerated developmental reading-writing course called Academic Literacy (ACLT) was piloted. Our research has shown that these programs not only accelerate the completion of developmental coursework but also completion of the first gateway course beyond remediation. Every year since 2007, scale up on these programs has occurred. Last year, over 1000 students enrolled in ALP, over 600 in AMP, and about 350 students enrolled in the accelerated reading course. We expect that within a year or two, we will begin seeing on a large scale the results of these scaled course redesigns.

Successful-persister rate after four years, college-ready students (Indicator 5a).

Commission Assessment: In the 2012 Performance Accountability Report, the College was asked to explain the factors contributing to this decline and discuss any efforts to improve performance. The College's response indicated that the number of awards decreased in FY 2006 and 2007 and subsequently increased. It is certainly reasonable to expect that a decline in awards might translate to a decline in the success rate. However, the successful-persister rate might remain constant if students who did not earn awards remained enrolled or transferred to other institutions. Moreover, the College did not provide an explanation for the decrease in awards. Please provide more information about the decrease in the successful-persister rate and the steps taken to increase persistence.

Institution Response: After putting a substantial amount of attention to entry interventions, CCBC is now turning its focus to students who are college-ready or near college ready. It is in the process of creating an intervention to create more connection between students and the academic programs they are registered for. The intervention will involve more frequent faculty advising, more opportunities for program affiliation through program activities, creation of clearer pathways to transfer, and an increase in high impact activities such as writing–intensive courses, learning communities, and service learning.

Fall-to-fall retention, Pell Grant recipients (Indicator 26a).
Fall-to-fall retention, non-recipients of Pell grants (Indicator 26b).

Commission Assessment: Retention rates declined significantly for both populations. The gap between non-recipients and recipients, which is usually 5 to 6 percentage points, shrank to just

over 1 percentage point. Please discuss any information that the College may have discovered about the factors that affect retention of Pell Grant recipients or non-recipients, as well as any steps intended to serve the Pell recipient population in particular.

Institution Response: Pell grant recipients have been increasingly affected by new stringent requirements to meet Satisfactory Academic Progress. More than 2,000 students were denied continuation of Pell grants in the past year because they did not meet the required GPA or number of courses passed. At the same time, a new student body that would have been Pell grant eligible in previous years is now not eligible, due to new lower income requirements. These students are economically at risk, often working while attending school and struggling to keep up. CCBC continues to work on financial literacy and empowerment through its Money Matters program, to help students better manage their declining financial resources and to seek a financial coach when in an economic emergency.

FREDERICK COMMUNITY COLLEGE

Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses (Indicator D).

Commission Assessment: Colleges are not benchmarked on this indicator. However, the Commission is interested in the extraordinary growth in enrollment in these courses in the last two years. Please explain any factors observed by the College that have contributed to this unusual increase.

Institution Response: In July 2010, Frederick Community College was awarded the Consolidated Adult Education and Literacy Services Grant from the Maryland State Department of Labor Licensing and Regulation. The program, previously operated under Frederick County Public Schools, provided a community-based ESL instruction to Frederick residents. The Adult Education ESL program is projected to grow annually.

Tuition and fees as a percent of tuition and fees at Maryland public four-year institutions (Indicator 15).

Commission Assessment: This indicator increased from 48.1% in FY 2011 to 48.7% in FY 2012, exceeding the upper limit established by the benchmark on this measure. In the 2012 Performance Accountability Report, the College explained that tuition increased in response to declining funding from the county and appropriations from the State that are below full formula levels. It also referred to a budget savings plan. Please provide additional details on this plan, outlining the steps that the College is taking in its savings plan to control costs in the face of challenges to revenues.

Institution Response: The tuition and fees for FY 2012 was $3,930 for 30 credits per year compared to $8,073 at Maryland public four-year institutions. The rate is 48.7% which is 0.7% more than 2016 established benchmark. Tuition and fees have increased over the past several years due to the diminished State and county funding. The largest tuition increase was $7 per credit hour in FY2011 due to a $1,000,000 county budget cut. To compensate for the loss, tuition and fees were increased and a budget savings plan was implemented. Without the budget savings plan, tuition costs would have risen further.

Using the CADE formula, the state opted to not fully fund the College resulting in an additional tuition increase in FY 2012 and creating many economic issues for the College. Hiring freezes and the static compensation implemented by the budget savings plan are not sustainable solutions to support growth of the college. Funding at CADE levels in addition to focused efforts supporting enrollment growth are necessary to meet the benchmark.

Fall-to-fall retention, Pell Grant recipients (Indicator 26a).

Commission Assessment: Please discuss any information that the College may have discovered about the factors that particularly affect retention of Pell Grant recipients, as well as any steps intended to serve this population in particular.

Institution Response: The retention rate of Pell Grant recipients increased by one percent from 57% to 58% and is lower than the benchmark of 62%. In FY 2013, the College was awarded a College Access Challenge Grant by MHEC to continue the Partnership to Achieving Student Success (PASS) program for a third year. This program is designed to increase the retention and graduation rates of at-risk students, including Pell recipients. The year-long program begins with a summer bridge program and focuses on enhancing student' skills in reading, writing, and mathematics.

During the fall and spring semesters, students receive intensive case management from PASS counselors and are monitored in terms of academic performance in courses. The grant was renewed for FY 2014. Program participants are also obligated to attend a winter bridge beginning in January 2014. The winter bridge will include workshops on study skills, financial literacy, career planning, and civility.

GARRETT COLLEGE

Percent of expenditures (Indicator 8).

Commission Assessment: In the 2012 Performance Accountability Report the College noted some of the factors contributing to its current distribution of expenditures, especially the small size of the college. Please outline the College's plans for adjusting expenditures to align with the established benchmarks, accounting for the specified factors.

Institution Response: Garrett College is currently working towards the benchmarks for the distribution of expenditures. For FY2012, we reduced "Other" expenditures by 2.5% to 37.9% which is closer to the FY2015 benchmark of 35%. This reduction was a result of eliminating two Facilities Department Administrators. Expenditures on instruction showed an increase of 1.6% to 35.5% which is also closer to the FY2015 benchmark of 38%. Garrett College hopes to add at least one new full-time faculty member by FY2016 so that at least 55% of credit courses are taught by full-time faculty. This is an objective of the FY2014-2016 Strategic Plan; however progress with respect to achieving that goal will have to be assessed annually. With decreasing enrollment and further reductions in funding, it may be difficult to add new faculty members due to budget constraints; the only option would be to raise tuition. For FY2012, student services exceeded the FY2015 benchmark and increased 1% over the prior year.

Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (Indicator 31).

Commission Assessment: Continuing education of all kinds has declined across the state, and the College indicated in the 2012 Performance Accountability Report that some industries in the College's service area have decreased their investments in professional education and training. Please discuss the College's strategies for increasing enrollment in these programs to reach established targets.

Institution Response: The establishment of Garrett College's Career Technology Training Center, which is located off-campus in nearby Accident, MD, will provide increased opportunities to deliver Continuing Professional Education leading to government or industry-required certification or licensure. We are also working closely with the business community, through in-person visits, and surveys, to determine the needs of our local economy. A partnership with our local school system, specifically the Career and Technical Education (CTE) program, will provide additional opportunities to deliver certification and/or licensure training to high school students.

HAGERSTOWN COMMUNITY COLLEGE

Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses (Indicator D).

Commission Assessment: Colleges are not benchmarked on this indicator. However, the Commission is interested in the steady and significant decline in enrollment in these courses in the last three years. Please explain any factors observed by the College that have contributed to this unusual decrease.

Institution Response: Prior to 2009, the College had a lead faculty member who taught in and coordinated the College's ESOL program. However, that individual retired, leaving a void in that program. As the numbers began to decrease, the College recognized that not having a lead ESOL person (with a strong ESOL educational background) was at the heart of the problem. Along with recent programmatic changes in the credit ESOL program, a developmental English faculty member has assumed the task of growing the program. Regardless whether a student takes a hybrid, traditional, and online offering, the faculty member requires an in-person meetings with all ESOL students weekly to monitor progress, remove barriers, offer support, etc.. Additional changes have been implemented that are expected to help grow the program as well. As mentioned previously, all developmental levels across English, ESOL, and math have been standardized. Further, ESL 098 class was consistently canceled when offered. As a result, HCC moved it to Adult Basic Education, using it as a bridge to credit classes for ESOL students. They must meet the same course content objectives to move into ESL 099. Further, if a student is an ESL placement, s/he is required to take an ESOL course, not a general English class. It is anticipated that these changes will have a positive impact on enrollments, which are expected to increase over the next two to three years.

Enrollment in contract training courses (Indicator 33).

Commission Assessment: The College's performance on this indicator has fluctuated sharply for the last four years. Indeed, the data suggest a pattern in which a "normal" level of enrollment is doubled in every other year. Please explain the causes of this pattern, and explain how the College plans to reach a stable level of performance at the "high" end of this alternating pattern.

Institution Response: Enrollment in contract training (Indicator 33) in FY12 was up from the previous year in unduplicated enrollment (3.5 percent) and annual course enrollments (20.8 percent).

This indicator is closely tied to the local economy. In surveys and anecdotally, companies indicate they cut back on professional development funding for group training of incumbent workers, which was the case several years ago. In addition, employers are using HCC's open enrollment courses for upgrading skills on an individual basis, rather than as group training. Grants, such as the Department of Labor Alternative Energy grant, helped HCC develop new open enrollment courses to meet the needs of the industry. This, for example, created a "consortium" training opportunity for a company that was not considered traditional contract

training. As stated earlier, job related continuing education is where enrollments will grow over the next three to five years. HCC is continuing to study and shape its array of credit-free course and program offerings to serve this shift in new demands for content as well as instructional delivery preferences. Additionally, expanded continuing education offerings for allied health workers and other career professionals is planned.

HARFORD COMMUNITY COLLEGE

Percent minorities of full-time faculty (Indicator 19).

Commission Assessment: The College has set an extraordinary goal for this indicator; to meet the goal, the College would have to increase the percentage of faculty from minority groups by more than 125%. The College is commended for creating an ambitious goal in this important area. However, performance on this indicator has declined slightly in each of the last two years. In the 2012 Performance Accountability Report, the College noted that its progress on this indicator is slow because its faculty has an unusually low turnover rate. Please provide more information on the College's plans to address this goal in the face of a low turnover rate and other challenges.

Institution Response: The Commission requested more information on the College's plans to address this goal in the face of a low full-time faculty turnover rate and other challenges. The College has decided to retain this high target of 18% in spite of very slow progress because it is important for the faculty to reflect the surrounding service area. Academic Affairs and Human Resources will continue to work to recruit highly qualified minority candidates whenever there is an opening, including recruitment outreach to graduate degree programs with significant minority populations. Further, the College has recently announced a retirement incentive that could encourage several senior full-time faculty to retire in June 2014. The Cultural Diversity Committee continues to work generally to address the College's Strategic Plan Goal 3 Strategy 2, *Recruit and retain highly qualified, diverse employees.*

HOWARD COMMUNITY COLLEGE

Market share of first-time, full-time freshmen (Indicator 10).
Market share of recent, college-bound high school graduates (Indicator 12).

Commission Assessment: The College has established benchmarks calling for significant increases in these indicators. However, both indicators have declined for two consecutive years. Identify any factors that have been identified as contributing to these declines, and outline the College's plans for improving its market share.

Institution Response: The excellent reputation of the secondary schools in Howard County has led to increased competition from Maryland four-year institutions for Howard County students. The University of Maryland, College Park and the University of Maryland, Baltimore County have both made inroads into HCC's market share in recent years. It should be noted that while the college lost market share within the county, HCC's overall market share for all Maryland first-time, full-time freshman increased to 3.5 percent in 2012, up from 3.2 percent in 2011, and HCC's AY11-12 market share of recent, college-bound high school graduates increased to 43.1 percent. To meet the increased competition, HCC implemented Datatel Recruiter, a software solution to make it easier for prospective students to apply to the college via the online application. More significantly, the college will have both prospective student information and a vehicle to engage and communicate with prospective students regarding the value of HCC. This was followed by the launch of new marketing material specifically targeted at high school students. HCC's first college view book positions the college as a strong alternative to four-year institutions. The view book, coupled with Datatel Recruiter, allows recruitment of students with tools similar to four-year competitors. In addition, it is anticipated that the recent implementation of the Dream Act will lead to increased enrollments from county students who were not financially able to pursue their education without in-county tuition rates. The college anticipates that SB740 will result in an increase in dually enrolled student. Finally, the college will be rolling out a plan to encourage students who are college ready to pursue enrollment with a goal of 30-credits per academic year.

Enrollment in Continuing Professional Education leading to government or industry-required certification or licensure (Indicator 31).

Commission Assessment: The number of students and annual course enrollments in these programs declined sharply in FY 2010, and headcount enrollment declined again in FY 2011. Please discuss the factors affecting student enrollment in these programs, and discuss any plans for increasing headcount and course enrollments.

College Response: The decline reflects the economic climate and the extremely limited financial aid available to noncredit students. As incomes declined or disappeared, students were less able to afford these courses. Additional courses have been put on the Workforce Investment Act and Veterans Administration approved training lists and additional institutional financial aid has been sought to assist students in paying for courses.

MONTGOMERY COLLEGE

Developmental completers after four years (Indicator 4).

Commission Assessment: In the 2011 Performance Accountability Report the College noted what it called a "dramatic" decline in this indicator and reported that it was examining the factors connected to this performance. In the 2012 Performance Accountability Report the College reported a striking improvement in performance and attributed this increase to "academic and student services resources." The College is to be commended for its rapid improvement on this indicator. Please provide more information on the targeted services that produced this improvement, so that other institutions may consider adopting similar services on their own campuses. If the College has identified other factors that have contributed to the extraordinary year-to-year variation on this indicator, please specify these factors.

Institution Response: Indicator 4 (developmental completers) was noted as reflecting a dramatic increase for the fall 2007 cohort over the performance of the Fall 2006 cohort. The College is unable to identify specific services or efforts to which that increase could be attributed beyond those that had already been in existence prior to that point. The Fall 2006 cohort performance was a dramatic drop from that of the fall 2005 cohort, and it is that Fall 2006 cohort's behavior that appears to be an anomaly.

Market share of first-time, full-time freshmen (Indicator 10).

Commission Assessment: The College has established a benchmark calling for significant increases in this indicator.   Identify any factors that have been identified as obstacles to this goal, and outline the College's plans for improving the College's market share.

Institution Response: Indicator 10 (market share of first-time, full-time freshmen) was noted as having a benchmark that would require significant increase for it to be attained by fall 2015. In light of the past two years' decreases on this indicator, the College agrees, but wishes to retain the benchmark level as a target and has developed several programmatic outreach and partnership efforts to pursue increases that attempt to attain that goal.

PRINCE GEORGE'S COMMUNITY COLLEGE

Fall-to-fall retention (Indicator 3a, 3b).

Commission Assessment: The College is commended for finding ways to improve retention of college-ready students over the last several years. However, the trend has moved in the opposite direction for developmental students. Please explain some of the strategies used to improve retention for college-ready students, so that other institutions might benefit, and describe plans to improve retention for developmental students.

Institution Response: Unfortunately figures reported on this PAR indicate that the percentage of college-ready students returning to PGCC has declined rather significantly from 60.1 percent to 51.5 percent. As discussed above PGCC believes that this is more a function of the impact of small changes magnified by a small denominator (small numbers of college-ready students). That said there was also a slight and continued decline in the retention rate of developmental students.

The focus provided by ***Envision Success*** is the college's direct response to improving both retention and, ultimately, graduation rates. Specific interventions have included simplifying the academic course catalog to make it easier for a student to identify and follow a program of study. Via more intrusive advising, requiring students to complete and be tracked on a specific program of study. New student orientation will become mandatory; late registration is no more. The college's first year experience program is being reviewed and revised as has its developmental math sequence, with the developmental English and reading sequences soon to follow. Early indications are that these efforts are already yielding improvements.

PGCC also now annually conducts a survey of non-returning students each fall to identify the reasons why students are not re-enrolling. Results for each year are examined on their own to identify what are the major issues facing our students in improving retention. The results are also compared to prior years to identify if any issues (such as financial difficulty or courses not be offered at convenient times or locations) are causing students increasing difficulty with re-enrolling so that the college may address these issues immediately.

Market share of first-time, full-time freshmen (Indicator 10).
Market share of part-time undergraduates (Indicator 11).
Market share of recent, college-bound high school graduates (Indicator 12).

Commission Assessment: The College has established ambitious goals for improving its market share, despite flat or declining trends in these indicators. Please outline the steps that will be used to achieve these aspirations.

Institution Response: As already mentioned, the college has just approved Envision Success its FY2014-FY2017 Strategic Plan. The focus provided by the plan has served as the foundation of the college's new enrollment management plan. Core to this plan is a much more collegial, collaborative, and, when necessary, assertive engagement with the Prince George's County

Public High Schools (PGCPS). Well before the directives provided by SB740 representatives from the college and the PGCPS realized that the County's high school students would benefit from achieving a greater awareness of post-secondary pathways and the expectations along the way to success. Therefore the number of high school and community visits has been increased; social and print media are being more skillfully leveraged; materials and workshops directed specifically at high school teachers, principals, and counselors have been developed and disseminated.

PAR indicators for the 2013 Accountability Report track increases in the market shares of both part-time undergraduates (PAR 11) and especially recent, college-bound high school graduates (PAR 12). As is the case for all community colleges, attracting first-time full-time students continues to be a challenge. In addition to the interventions described above, the college intends to redouble its efforts to match available institutional, third-party scholarship, and other means of financial aid with the needs of prospective first-time full-time students.

WOR-WIC COMMUNITY COLLEGE

Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses (Indicator D).

Commission Assessment: Colleges are not benchmarked on this indicator. However, the Commission is interested in the extraordinary growth in enrollment in these courses in the past year. Please explain any factors that contributed to this unusual increase.

Institution Response: After taking over Wicomico County's adult basic education program in FY 2011, the number of students taking ESOL courses at Wor-Wic almost quadrupled from 48 students in FY 2010 to 234 students in FY 2011. The college was forced to abandon the program in response to budget cuts from the county in June 2011. As a result, ESOL course headcount decreased to 71 students in FY 2012.

Developmental completers after four years (Indicator 4).

Commission Assessment: The College has established an ambitious goal for improving the developmental completer rate. Please describe the strategies that the College intends to follow to achieve this objective.

Institution Response: The percentage of students requiring remediation who complete their developmental coursework within four years increased to 38.6 percent for the most recent cohort. The college strives to meet its benchmark of 45 percent with initiatives to accelerate students through developmental coursework. Policy changes implemented in the fall of 2009 require students who need developmental credit courses to take at least one developmental course in any term in which they are enrolled in more than one credit course. Accelerated English course options were piloted in FY 2012 and FY 2013 where students can enroll concurrently in linked sections of developmental writing and entry-level college English courses if they do not require developmental reading. This allows students to enter college-level English a semester earlier than in the past. A combined developmental reading and writing course being piloted in the fall of 2013 encourages students to complete both courses in the same term and save one credit of tuition. Redesigned developmental mathematics courses implemented in FY 2013 allow students to finish their courses early and begin working on their next mathematics course.

Market share of first-time, full-time freshmen (Indicator 10).
Market share of part-time undergraduates (Indicator 11).
*Market share of recent, college-bound high school graduates (Indicator 12).*

Commission Assessment: The College has set goals calling for significant increases in its market share of contributing populations. Please outline the steps that will be used to achieve these aspirations.

Institution Response: When benchmarks were set in 2011, growth had occurred each year in all three of the college's market share indicators. Wor-Wic's large enrollment decrease in the fall of 2012 is reflected in the market share indicator data. An analysis of service area undergraduates

reveals that the college's loss of market share was also influenced by an increase of local residents attending institutions outside the service area as well as Salisbury University.

The college continues to focus on its student success and goal completion efforts to accelerate students through their required developmental coursework, promote earning an award prior to transfer, and increase and improve existing student support services. These efforts should increase student retention and market share at the same time. Marketing initiatives to reach out to high school students and community groups and dual enrollment initiatives are ongoing in an effort to attract new students to the college.

Over the past four years, credit and non-credit students from Wicomico County paid a higher tuition rate than students from other service area counties. This might have influenced the decrease in Wicomico County enrollment during this time frame. Due to increased funding from Wicomico County, Wor-Wic was able to eliminate the tuition differential in FY 2014, a change that might positively affect market share from the college's largest service area county.
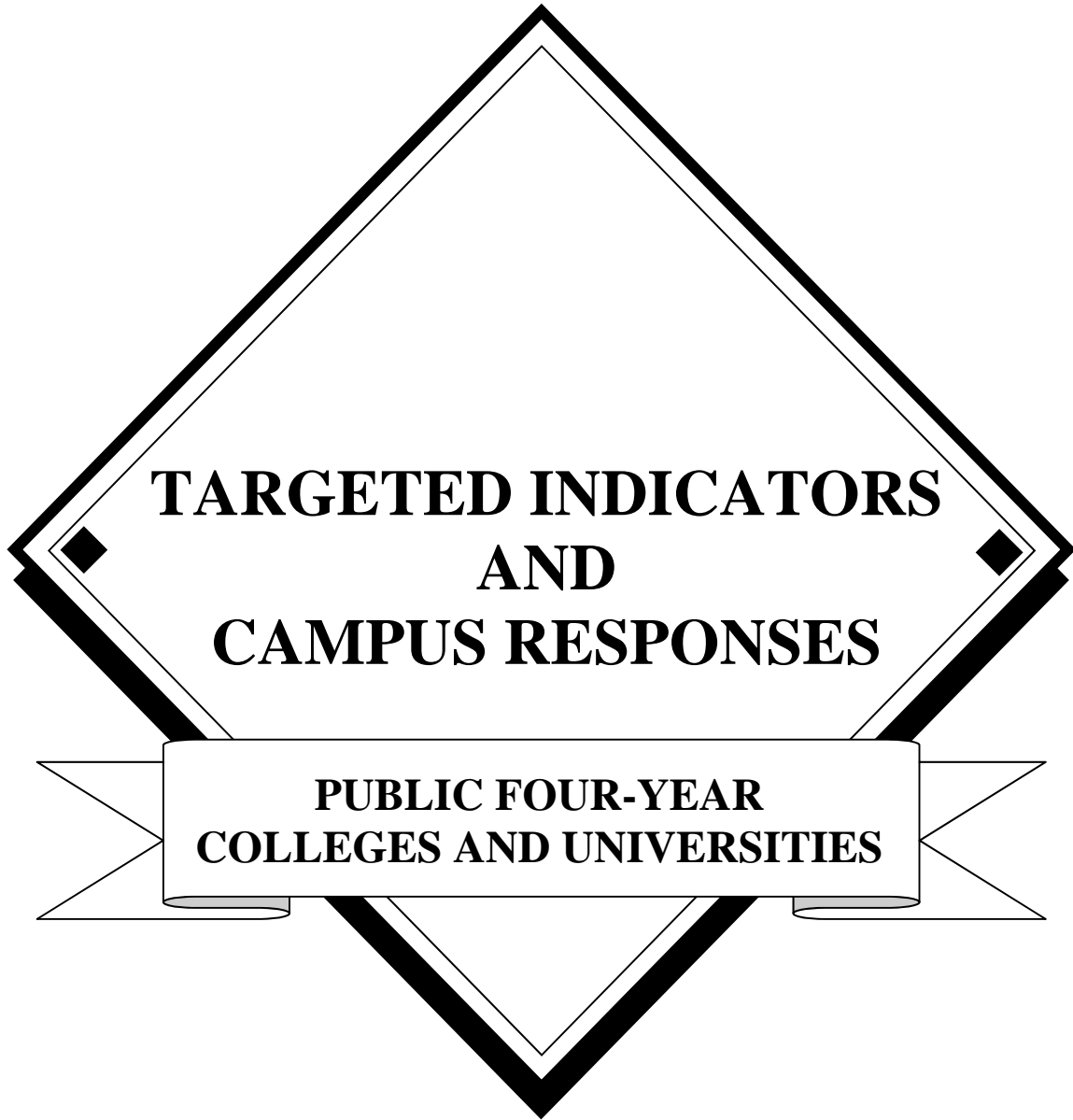
TARGETED INDICATORS
AND
CAMPUS RESPONSES

PUBLIC FOUR-YEAR
COLLEGES AND UNIVERSITIES

BOWIE STATE UNIVERSITY

Objective 3.2 – Increase the number of teacher education graduates from 35 in 2009 to 80 in 2014 and maintain teacher licensure pass rates.

Commission Assessment: The University is to be commended on maintaining its teacher licensure pass rates. However, the flat trend in the number of graduates suggests that it will be difficult for the University to reach its benchmark. In the 2012 Performance Accountability Report, the University cited declining enrollment as a factor affecting the number of graduates. Please provide information on any steps the University is taking to address declining enrollment, describe any other factors affecting the number of graduates, and discuss strategies for improving the University's performance on this indicator.

Institution Response:

Strategic Directions and Actions toward Quality and Performance Enhancement
The College of Education (COE) offers a broad spectrum of high quality programs for new and practicing teachers, administrators, counselors, school psychologists, researchers, and sports management professionals. The COE strives to deliver high quality programs and high impact services leading to improved productivity and performance. Strategic directions and actions are summarized below:

1. **iSuccess: Individualized Success Pathways for Education Professionals**. To ensure success throughout the academic program with seamless transition into early career, the COE is in the process of implementing the *iSuccess* initiative with academic support and student services at each of the four transition points: (1) Pre-Admission and Admission, (2) Core and Foundation, (3) Entrance to Clinical Practice, (4) Program Exit and Early Career in the Profession. Students are expected to meet a set of performance criteria throughout his/her program of study, which include sequences of (1) course-embedded signature assignments (SAs), (2) field-based SAs, and (3) program and COE-wide surveys at each of the transition points. The SAs and surveys are strategically designed to measure student competencies as articulated in national, state and professional standards. Performances are monitored by program coordinators. Individualized pathways to success and results of remediation, if any, are documented in the COE Assessment System.

2. **Recruitment and Enrollment Management**. Within the rapidly changing landscape of education with overall decline in enrollment across the nation, the COE has identified recruitment as a priority area. Expanding from current activities such as local teacher fairs and new student orientations, strategic efforts focus on strengthening articulation agreement with community colleges as well as partnerships with local high schools and regional education agencies. Reestablishing the Future Teacher Program, as an example, link local efforts with national networks. Implementing the First-Year Seminar, as an example, endeavors to inform and recruit new BSU undergraduate students prior to their formal admission to the COE.

Bowie State University students are required to meet a set of pre-admission criteria prior to formal admission to undergraduate teacher education programs, typically in their junior year. The enrollment numbers as reported to the Commission include a combination of students who have been officially admitted to the COE as well as those who have expressed interest. With the support of the institution, the COE is working to streamline processes and procedures to better document enrollment, performance, and completion rates for the programs.

3. Retention and Completion

With the goals of increasing retention and graduation rates, the COE engages in designing and delivering high impact programming and services. A retention coordinator was hired in Spring 2012 to support the varies efforts. Advisement protocol was revised and implemented to ensure accurate advisement and timely support. A COE lab with learning packages for PRAXIS I and II licensure exams has made support available on-campus and online. The Math 491 course was created and implemented to help students pass the mathematics portion of the PRAXIS I exam. A PRAXIS I Boot Camp was implemented to provide personalized and just-in-time support. The 100% passing rate of PRAXIS II licensure exam for COE graduates continues to exemplify quality and performance of COE students and programs. With the targeted support for pre-admission, transfer, and at-risk students through the iSuccess initiative, the COE strives to sustain and enhance student performance, program quality, and operational effectiveness in the new academic year.

COPPIN STATE UNIVERSITY

Objective 3.1 – Increase the six-year graduation rate for all students from 17.5% in FY 2010 (2003 cohort) to 26% in FY 2014 (2007 cohort).

Commission Assessment: In response to the Commission's request, the University included in the 2012 Performance Accountability Report a list of four factors affecting graduation: student financial resources, student readiness for college, student stop out, and overall academic challenges. The University identified programs intended to support students in these areas. While it is clear that several of these programs address the issue of student readiness, it is not clear how they work to mitigate the other threats to progress toward graduation. Please explain how these initiatives, or other initiatives as appropriate, address the issues of student financial resources, student stop out, and overall academic challenges.

Objective 4.3 – Increase the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology programs from 2,186 in FY 2010 to 2,400 in FY 2014.

Commission Assessment: Enrollments in these programs declined from 2,186 in FY 2010 to 2,039 in 2011 and held steady at 2,043 in 2012. Please discuss the University's strategies for achieving this goal.

Objective 6.1 – Expend at least 2.0% as replacement cost for facility renewal and renovation through 2014.

Commission Assessment: Although the University increased its expenditures on facility renewal from 0.3% in 2011 to 0.4% in 2012, this is far below the target level of 2.0% for 2014. Please describe the University's plans for increasing the percentage of funds committed to facility renewal.

Objective 1.2 – Increase the number of teacher education graduates from 161 in 2009 to 185 in 2014.

Commission Assessment: The number of graduates declined from 161 in 2011 to 129 in 2012. Enrollments declined as well, from 573 in 2011 to 532 in 2012 (down from a high of 627 in 2010). Please discuss the factors affecting enrollment in teacher education programs, along with any steps that the University has taken or will take to increase the number of enrollments and graduates.

Institution Response: There are many regional and national economic factors affecting enrollment in teacher education programs. Increasing enrollments in community colleges, while impacting the number of transfer students to four-year institutions, speak to the changing economic landscape. Since before 2008, the local and state economies of Allegany and Garrett Counties and have shown many signs of fiscal stress. The resulting budgetary pressures on local school systems may contribute to the changing attitude to enter the teaching profession.

Increasing pressures on educators and negativity toward public schools are among the many factors being attributed for enrollments decline in teacher education programs across the nation. Changes in entry requirements put forth as part of national accreditation and advocacy groups have made it more difficult to get into teacher preparation programs. The pressures of high stakes testing and the value that society places on education have increasingly caused young people to choose other professions.

The College of Education, through the Department of Educational Professions and the Department of Health and Physical Education, has begun a focused approach on recruitment, both locally and outside of the regional boundaries of the University. Through departmental Recruitment and Retention Committees, the College of Education has encouraged its professors and other staff to attend both local and regional recruitment sessions throughout the course of the year. Program professors meet with junior and senior high school students and encourage them to consider teaching in the fields of early childhood, elementary, and secondary education. A new Dual Middle School certification program (the first in the state of Maryland) was recently launched to provide an education pathway that is unique to incoming students interested in teaching the grade levels six to eight.

Objective 6.1 – By 2012, meet or exceed the system campaign goal of at least $15 million cumulative for the length of the campaign (beginning in FY 2005).

Commission Assessment: The objective refers to cumulative funds, but the indicator includes only annual funds. Please provide information on cumulative funds raised, and update this information annually as appropriate.

Institution Response: The cumulative amount raised toward the campaign goal at the end of fiscal year 2009 was almost $9.9 million. In fiscal year 2010, an additional $3.3 million was

raised, bringing the cumulative total to $13.2 million. An additional $3.6 million was raised in fiscal year 2011, bringing the cumulative total to $16.7 million. This marked the end of the system campaign.

Objective 4.2 – The second-year retention rates of SU first-time, full-time African American freshmen will increase from 79.1% in 2009 to 84.1% in 2014.
and
Objective 4.3 – The second-year retention rates of SU first-time, full-time minority freshmen will increase from 80.5% in 2009 to 84.6% in 2014.

Commission Assessment: The University is to be commended for having increased these rates and achieving the respective benchmarks in advance of the target date. While there may be some year-to-year variation in these measures, the sustained increase over multiple years suggests that the gains are sustainable. Retention of minority students is a challenge faced by many colleges and universities. Please discuss some of the strategies used by the University to improve retention of these student populations, so that other institutions might adopt similar strategies on their campuses.

Institution Response: SU attributes its success in retaining and graduating students to the continued expansion of retention initiatives and encouraging strong student, faculty and staff interactions in a supportive and academically challenging environment. The development of a student culture that places the highest priority on academic engagement and personal growth is at the core of SU's mission and strategic plan. Much of this success can be attributed to the continued expansion of several retention initiatives. Since the 2009 implementation of supplemental instruction (SI) and mid-semester reports, and the expansion of living-learning communities (LLCs), retention rates have increased. Additionally, African-American and minority retention increases have been notable and the success of these programs is also highlighted by increases in our six-year graduation rates (Objectives 4.4-4.6):

The preliminary results for these initiatives are included here:

- Supplemental Instruction (SI) course offerings continue to expand. Based on positive results for AY 10, SI was expanded from 16 to 35 sections in AY 11. Positive results for AY 11 led to an even greater expansion of the program. Sixty-nine sections of SI were offered during AY 12. Students who attended five or more SI sessions had significantly higher first-year grades than students who attended fewer than five SI sessions. Additionally, SI students who attended five or more sessions had higher second-year retention rates than the overall first-time student cohort. Since its implementation in 2009, the program has grown to include more than three times the number of SI sections and to include courses across each of the four endowed schools.

- As another remediation effort, all first-time, first-year students with a "D" or "F" are contacted by the Center for Student Achievement (CSA) to offer academic support, advising and/or tutorial assistance. Students that sought assistance from the CSA following their poor mid-semester performance were tracked to determine if their semester performance (i.e., grades) and retention were similar to those with failing mid-semester grades that did not seek remediation from the CSA. For the past two years, students that attended the CSA for

academic support had higher grades at the end of their first year than those that had a "D" or "F" at mid-semester but did not attend the CSA. Additionally, students that attended the CSA following poor mid-semester performance were retained into their second year at higher rates than students that did not seek out assistance at the CSA. Based on these positive results, the CSA expanded the number of tutors and opened remote sites in two campus buildings in fall 2011.

- Based on positive data from the previous two academic years, the LLC program has also been expanded. Students enrolled in LLCs earned higher first-year grades and were retained at a greater rate than those that were not in an LLC during their first year at SU. These positive results led the University to expand from nine LLCs in 2009 to 15 LLCs in 2012. The growing interest in STEM disciplines has resulted in a dedicated residence hall just for STEM majors. In addition, a new community known as *Achieve* will include first generation students.

TOWSON UNIVERSITY

Objective 1.3 – Increase the number of students receiving degrees or certificates in STEM programs from 526 in FY 2009 to 660 in FY 2014.

Commission Assessment: The University is to be commended for having increased performance on this indicator and exceeding the benchmark well in advance of the target date. Increasing enrollment and degree awards in STEM fields is a major policy concern for the State. Please discuss some of the strategies used by the University to improve enrollment and graduation in these fields, to assist other institutions in identifying similar strategies that they might adopt on their campuses.

Institution Response: TU's College of Science and Mathematics has gone above and beyond to accommodate enrollment growth (both first year students and transfer students) of STEM students. The CSM has noted for several years student demand in STEM and health professions has been large and has accommodated growth by adding sections and overloading existing sections. CSM works to ensure students were able to start with coursework relevant to their major and engage them early into the STEM community. CSM has initiated Course Redesign for entry level Chemistry and Mathematics courses, and has integrated authentic research experiences into the curriculum with exposure early in their STEM academic careers. Biology (the largest STEM major at TU) has developed an online, 1 credit advising course for sophomores to get them more involved in academic planning and knowledgeable about career options. Increased access to tutoring for gateway courses which includes traditional tutoring and peer-assisted learning has also been added.

UNIVERSITY OF BALTIMORE

Objective 3.1 – Increase UB's entrepreneurial revenues by 5 percent a year or greater through FY 2014 (from $174,427 in FY 09).

Commission Assessment: The objective refers to the year-to-year percentage increase in entrepreneurial revenues, but the University is reporting only the dollar amount of these revenues. Please provide the annual percentage increase as well as an average annual percentage increase in order to facilitate evaluation of this indicator, and update these measures annually.

Institution Response: The indicator has been modified per the Commission's instruction.

UNIVERSITY OF MARYLAND, BALTIMORE

Commission Assessment (not tied to a specific indicator): In each of the last three years, the University has stated that it has not updated its objectives pending the completion of strategic planning processes following the arrival of President Perman. Please specify a date by which the processes will be completed and new objectives will be established.

Institution Response: Implementation of this Strategic Plan is currently underway, and many key metrics, supporting tactics and objectives that were formulated were found to be congruent with those currently embodied in the Performance Accountability process. The development of additional performance objectives will occur throughout the next year, and existing benchmarks will be recalibrated in time for integration into the 2014 submission.

Objective 1.1 – By fiscal year 2012 demonstrate the quality and preeminence of all UMB professional schools by achieving Top 10 status among public schools.
and
Objective 2.1 – Conduct recognized research and scholarship in the life and health sciences, law and social work that fosters social and economic development.

Commission Assessment: In the 2012 Performance Accountability Report, the University stated that the improvement in the Dental School measure in Objective 1.1 derived in large measure from the opening of a new research facility, and that the University's ability to improve on Objective 2.1 is constrained by the limitations of its existing research facilities. The Commission understands that the University's performance on these indicators is strongly influenced by capital investment. However, the focus of the Performance Accountability Report is operational performance, and so the Commission is interested in the steps taken by the University to increase research output. Please indicate any particular strategies that the University is pursuing to improve performance on Objective 2.1 within the context of current facility constraints and the larger research environment.

Institution Response: UM has leveraged research opportunities through participation in the MPower Initiative, a partnership with the University of Maryland College Park. As just one example, existing partnerships between pharmacy programs at UM and bioengineering programs at UMCP will be strengthened by the creation of the Maryland Center of Excellence in Regulatory Science and Innovation (M-CERSI), a collaborative partnership between the two universities focused on modernizing and improving the ways drugs and medical devices are reviewed and evaluated. It is funded by a three-year, $3 million grant from the U.S. Food and Drug Administration (FDA).

Additional strategies abound outside of MPower. For example, the UM School of Medicine has established a new Clinical and Translational Sciences Institute (CTSI) to foster the translation of fundamental science to patient care and community health. The institute is a unique umbrella organization that creates a multidisciplinary infrastructure to facilitate the rapid advancement of basic science research discoveries into novel therapies to treat and prevent serious chronic conditions and improve human health. Its research and education efforts will particularly target

health disparities among underserved populations in Baltimore and beyond. Under the institute, basic science research will develop rapidly into novel therapies that can prevent the occurrence of common chronic diseases prevalent in the region, the country, and around the world.

Other strategies to increase research performance are as basic as investing in tools to identify researchers working on related topics independently and bring them together. The Office of Research and Development has partnered with SciVal Experts to develop the online capability to identify potential collaborators and their associated works by searching robust, up-to-date research profiles of UM research faculty.

Objective 2.2 – By fiscal year 2012 produce and protect intellectual property, retain copyright, and transfer university technologies at a level appropriate to budgeted resources by maintaining the number of US patents issued and the number of licenses/options executed annually at 50% of 2009 levels.

Commission Assessment: The University is to be commended for having maintained performance well above the benchmarked levels, and even increasing performance above 2009 levels in some cases. Technology transfer is a particular concern for all research universities in the state. Please describe the strategies used by the University to improve performance in these areas, so that other institutions might adopt similar strategies on their campuses.

Institution Response: A primary strategy underway to improve performance in technology transfer is University of Maryland Ventures, a new joint effort between UM and UMCP. The program calls for the two schools to create teams of individuals to help both schools increase the commercialization of their research programs. The teams will focus on developing and refining ideas for boosting intellectual property, patent submission, technology transfer and community outreach efforts for university researchers. University of Maryland Ventures can also help UM realize greater returns in the technology transfer market by streamlining the licensing process, which has been a barrier to entry not easily navigated by local technology companies.

One of UM's main challenges in technology commercialization over the years has been building the ideas dreamed up during research. Under the UM Ventures program, UM clinicians and researchers in Baltimore can more easily combine with UM College Park engineers to transform research ideas into technology. Faculty and even students at the Robert H. Smith School of Business at UM College Park can then assist to create business plans to help commercialize the technology and attract investors.

Objective 6.1 – From fiscal year 2009 through fiscal year 2012 attain annual cost savings of at least 3% of the total budget based on enhanced efficiency and effectiveness.

Commission Assessment: The University has not reported this indicator in any of the last three years. Please explain why these data have not been reported, provide updated information wherever possible, and outline the University's strategies for generating cost savings.

Institution Response: Data for fiscal years 2010-2012, reported as NA in prior year reports, have been supplied for FY 2013 report.

Major cost savings occurred from the implementation of various programs to enhance energy efficiency, both centrally and in several of the schools. These measures included the installation of more efficient heat recovery systems in several research facilities thereby allowing us to reclaim heat that would otherwise have been wasted; implementing a steam trap reduction program; using an advanced monitoring system to shut off electricity in unoccupied rooms; using a curtailment agent to adjust power toward times when PJM pricing is lowest; redesigning several emergency generators to allow for seamless peak savings; and replacing light fixtures with newer and more energy efficient ones for a total savings of approximately $1.3 million.

Ongoing campus-wide programmatic savings and competitive contracting in computer and information technology generated an additional $ 0.9 million.

 The remaining $0.6 million was due to voluntary payments to support research via a partnership with a private corporation and through cost savings achieved through a split funded agreement with the University of Maryland Medical Center.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Objective 3.3 – Maintain through FY 2014 UMBC's rank of top 20% among public research peer institutions in the ratio of number of invention disclosures per $ million R&D expenditures.

Commission Assessment: In the last two years, the University's rank has dropped from the top 20% to the bottom 20%. In the 2012 Performance Accountability Report, the University included a note indicating that changes to the underlying data sources have affected the utility of this measure for comparing the University's performance to that of peers. Please provide a more detailed explanation of how the comparisons are affected, and discuss whether this measure might be modified either now or in a future cycle to improve the utility of this indicator.

Institution Response: Data for the measure of rank among public research peer institutions in the ratio of number of invention disclosures per $million R&D expenditures in Science & Engineering are gathered from the Association of University Technology Managers (AUTM) U.S. Licensing Activity Survey and the National Science Foundation Higher Education Research and Development Survey. In recent years, reporting on the AUTM survey has been aggregated at the system level for institutions that operate within a university system, as does UMBC. This has resulted in our being unable to gather the information on invention disclosures at the institutional level for several of our ten peer institutions. Efforts to identify and contact the appropriate offices on several of these campuses were not successful. As a result, in the 2012 MFR, we could report our rank compared to only six of our peers; in 2013, we compare to five of our peers, ranking 3rd among the six institutions. The paucity of peer comparison data forces us to question the utility of this measure as an indicator of quality. It is our hope that we can work to revise the measures included in the MFR associated with our goal of economic development during the renewal process that takes place every five years (scheduled to take place for the FY 2015 MFR) to better reflect UMBC's commitment to this important element of our mission.

UNIVERSITY OF MARYLAND, COLLEGE PARK

Objective 1.1 – Increase the number of UM's graduate colleges, programs, or specialty areas ranked in the top 25 nationally from 65 in 2009 to 69 in 2014.

Commission Assessment: This indicator has been flat or declining in the last few years. Please discuss the University's strategies to increase performance on this indicator.

Institution Response: The University strives continuously to improve graduate education, hire stellar faculty and undertake cutting edge research, all strategies that should increase the number of ranked graduate colleges, programs or specialties. Graduate education activities include the Excellence in Graduate Education Initiative focuses on improving student degree completion and reducing time-to-degree and new international collaborations and research projects. See Goal 2, Graduate Programs.

A faculty that is truly outstanding in research and innovation is critical to improving graduate programs.   See Goal 1, Quality of Faculty. The University initiated a number of cluster hires in the last academic year to attract stellar faculty in interdisciplinary efforts. The Colleges of Behavioral and Social Sciences and Arts and Humanities' cluster hire project focuses on immigration, and the Clark School of Engineering and the School of Architecture are hiring faculty for a program on the built environment.

The University's extensive research undertakings contribute to graduate rankings and provide opportunities for graduate student support and research. For example, in FY13, the National Weather and Climate Prediction Center opened at the UM Research Park and NASA awarded UM $36 million for collaboration with the Center. Other significant federal, foundation and corporate grants in FY13 are discussed in Goal 1, Quality of Research Development.

Objective 2.7 – Increase the six-year graduation rate for all UM students from 80% in 2008 to 83% by 2014.
and
Objective 2.9 – Increase the six-year graduation rate for all UM minority students from 76% in 2008 to 80% by 2014.

Commission Assessment: These graduation rates have essentially been flat for the last three years. Please identify any strategies designed to improve graduation rates. Many institutions tie strategies to increase graduation rates to strategies to increase second-year retention rates, but the Commission is particularly interested in any research findings conducted by the University that identify factors affecting progress toward graduation for students who have been retained for the second year.

Institution Response: Numerous programmatic initiatives to improve graduation rates and to close the achievement gap are discussed in Goal 2, Retention, Graduation, and Closing the Achievement Gap. One exciting research initiative in this area currently underway is striving to determine specific factors that contribute to student success. This joint effort by faculty in the

College of Computer, Mathematical and Natural Sciences and staff in the Office of the Provost is using large scale data analytics to proactively target students at risk. If successful, this will allow the University to direct new advising resources where they are most needed.

UNIVERSITY OF MARYLAND EASTERN SHORE

Objective 3.1 – Increase the total number of teacher education graduates from 23 per year in 2009 to 30 per year in 2014.

Commission Assessment: The number of graduates declined from 26 in 2010 and 2011 to 21 in 2012. Enrollments, however, appear to be increasing. Discuss any factors that have affected the number of students completing teacher education programs, and describe any initiatives designed to increase the number of graduates.

Institution Response: Factors affecting the number of students who complete teacher education programs at UMES include: 1) The negative perception of becoming a teacher particularly at the secondary level. Teaching is not viewed as a desirable profession and students, therefore, do not choose teacher education as their major. In addition, the negative critique by the media related to the teaching profession does not encourage students to select teaching as their major. Moreover, teaching is always listed in the bottom of pay scales, resulting in low enrollments in education in general. 2) The requirements to become a graduate in teacher education continue to be a challenge for some of the students we enroll. To become a candidate, they must not only pass a Basic Skills Test (e.g., PRAXIS I, SAT, ACT, GRE, using State passing score cutoffs), but also must have a 2.75 overall grade point average that they must maintain throughout their program and in all major courses (with no grade below a "C"). This is likely to be changed soon and increased to a 3.0 (per new CAEP – Council for Accreditation of Educator Preparation Standards), making the challenge even more difficult. In addition, the standards on the Basic Skills Tests are moving toward those students who score in the top 1/3 on these exams, which will clearly limit our possible majors.

Initiatives that UMES has undertaken to increase the number of graduates in teaching include: 1) Recruitment from Transfer Students – One of our teacher education majors, Special Education, has benefited greatly from the Associate of Arts in Teaching (A.A.T.) as it is a direct feeder to this program. Most of our majors in that area are indeed transfer students. We continue to work collaboratively with our closest community college partners (i.e., Wor Wic, Chesapeake, Anne Arundel) and have participated in their recruitment activities. In addition, the Department of Education, Department of Technology, and Wor Wic Community College have met to begin discussions about creating a new A.A.T. degree in Technology Education, which would be a first for the state of Maryland, 2) Providing scholarships. Although funding has been declining, UMES still offers scholarships through the Hazel Foundation and a limited number of other named scholarships in education. 3) Attracting Non-Teacher Education Majors. UMES attempts to connect with students who have graduated in non-teaching majors at UMES to encourage them to pursue the initial teaching degree through our Master of Arts in Teaching Program (M.A.T.), and 4) Online Introductory Courses – We are experimenting with an online introductory class to provide another option for potential teacher education candidates.

Objective 4.2 – Increase the six-year graduation rate for all UMES students from 42 percent in 2009 to 50 percent in 2014.

Commission Assessment: In the 2011 Performance Accountability Report, in response to a request from the Commission, the University described a number of initiatives designed to improve the graduation rate by increasing first-to-second-year retention. It appears that these initiatives are having a positive effect on retention. However, the graduation rate remains flat. Please discuss any factors that the University has identified affecting students' progress toward graduation after they have returned for a second year, and describe any steps the University is taking to address these factors.

Institution Response: Many factors have affected second year retention and six-year graduation rates at UMES. Specific factors contributing to the downward trend in both retention and graduation rates include: 1) the current economic downturn; 2) the under preparedness of underserved students; 3) the lack of adequate financial aid, and 4) increases in college costs (particularly in non-tuition expenses)). Tuition in the University System of Maryland remained flat for several years with UMES experiencing a moderate increase within the last two years. However, funds for other college costs such as books and related school supplies are becoming unattainable for many UMES students from low-income families. This lack of support leaves underprepared students without the necessary resources to attend college and places families in a difficult economic situations.

UMES is utilizing the following strategies to address the retention challenges: 1) first-year experience, 2) intrusive tutoring, 3) intrusive advising, and 4) specialized mathematics intervention. UMES has implemented the following approaches that further enhance student progression beyond the first-year including a) revising the academic advisement plan to enhance advisement, b) implementing an online degree audit system for faculty and students to increase degree completion, c) reviewing and changing policies and practices that have a negative impact on student degree completion, d) establishing departmental retention plans to track retention efforts, e) reviewing and developing course schedules to foster course availability, f) recruiting-back students who are "stop-outs", and g) establishing financial literacy initiative to assist students with financial planning for their academic careers. In addition, UMES is seeking to develop more on-campus employment opportunities. This will allow more students to work on campus in a more controlled work-environment. Moreover, national research reveals that students who work on campus (no more than 20 hours per week), have higher persistence, GPAs, and graduation rate when compared to students who work off-campus. In an effort to address the academic issues that hinder our students, the Divisions of Student Affairs and Academic Affairs have identified several strategies (some that have been piloted) we are going to expand and require for our students. These strategies include improving advising (considering developing an advising center), requiring peer tutoring, developing sophomore programs, revamping our early alert program, and expanding the university-wide mentoring program.

The above strategies used in combination are beginning to bear fruit. For example, UMES' four-year graduation rate has shown the positive impact. The four-year graduation rate was 19% for fall 2008 cohort, up from 13% for the fall 2007 cohort. We hope that this will be the beginning of an upward trajectory in our six-year graduation rates.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

Commission Assessment (not tied to a specific indicator): In the 2012 Performance Accountability Report, the University noted that it is "embarking on three predictive analytics projects using data to identify factors that lead to student success." These projects carry the potential to make important contributions to State and national conversations about learning and success via distance education. Please discuss any findings emerging from these three projects. If the projects are not yet complete, please provide a timeline indicating when the findings will be available.

Institution Response: The first project, Predictive Analytics, uses real-time data in the online learning environment to identify students who are at risk so that UMUC can provide immediate intervention and set the student on a track for successful course completion. The second project, funded by the Kresge Foundation, partners with community colleges to examine how students' prior academic work influences their academic performance after transfer. The third project, partnering with 16 other primarily or partially online institutions through a Gates Foundation funded initiative, integrates student data to identify trends in student performance in the online learning environment. These three projects will help UMUC to identify student factors that lead to success. UMUC is currently identifying and implementing strategies that will enhance student learning and impact their success.

MORGAN STATE UNIVERSITY

Objective 1.1 – Increase the graduation rate of Morgan undergraduates to 40% by 2017.

Commission Assessment: The six-year graduation rate for all students declined from 34% in 2011 to 31% in 2012. Please identify the strategies the University will employ to raise the graduation rate in pursuit of the identified benchmark. In addition, the University has stated that financial aid plays an important role in the University's graduation rate. Please provide quantitative data that show the positive impact of additional financial aid on the graduation rate.

Institution Response: Because of an issue with the proper coding of students as we transitioned to a new student information system, we believe that the 2013 figure is inaccurate. We are currently working with MHEC to correct the data file. This inaccuracy notwithstanding, the Office of Student Success and Retention (OSSR) works to produce graduates of Morgan State University who are well prepared to meet the challenges of internship, graduate school, professional school, and career following their successful matriculation and graduation from the institution. To that end, the OSSR has 20 dedicated staff including a Director of Student Success and Retention. Since its inception in 2003, Morgan State University's Office of Student Success and Retention has: implemented a campus-wide retention program with Retention Coordinators for every school; completely revamped freshman orientation for new students from an optional, more social transitional program for freshmen to a mandatory academic, social, and cultural transitional program for all freshmen; developed a comprehensive Student Retention website; partnered with the White House Initiative on HBCUs and the FDIC to provide a comprehensive financial literacy program utilizing the FDIC's MoneySmart financial literacy curriculum and won the Campus Compact/VISTA AmeriCorps grant to employ a full-time AmeriCorps volunteer in the position of Financial Literacy Coordinator for three years; initiated the *Parents' 411* program for parents and families of Morgan undergraduate students including the *Parents' 411* newsletter published at least once per academic year and the *Parents' 411* orientation program convened during the summer orientation (the ACCESS Orientation Program) for first-time freshmen; published Morgan's first *University Guide* for new and prospective students, parents, and families; assumed responsibility for providing reasonable accommodations for students with disabilities and created the Student Accessibility Support Services Program (SASS Program); and, launched a new "Reclamation" Initiative creating opportunities for students who leave the University in good academic standing to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less.

The Reclamation Initiative, now in its third year of implementation, has reached out to 40 students from the incoming fall 2006 freshman cohort and 31 students from the incoming fall 2007 freshman cohort resulting in the re-enrollment of 36 students. Eleven (11) of the 19 Reclamation students from the Fall 2006 cohort actually graduated on-time by May of 2012 and 9 of the 17 Reclamation students from the fall 2007 cohort actually graduated on-time by May of 2013. Having funding designated especially for students who have stopped-out at some point, and have earned 90+ credits, and have been officially audited by their dean or department for graduation is a targeted, strategic approach to increasing college completion rates at Morgan. Many of the 2005 and 2006 cohort students in their 5th and 6th year of college had

already invested anywhere from $42,000 to $144,000 in loans to pay for their college education. Although 96% of Morgan's undergraduate student population receives some type of financial aid (grant, loan, scholarship, etc…), very few students get 100% of their tuition and fees paid by financial aid. Thus, many students work part-time or full-time to supplement their cost of attendance. Working in many instances leads to decreased progress toward degree completion while students report working more hours over time and get promoted on their jobs. With plans to continue and expand the Reclamation Initiative, Morgan applied and was recently awarded an MHEC One Step Away Grant for near completers. The Maryland One Step Away grant for "near completers" will enhance and support the existing Reclamation Initiative at MSU by providing additional resources to degree-eligible and degree-potential students and by expanding academic, financial, and social advising supports that facilitate successful re-enrollment and subsequent degree completion.

Morgan has an enrollment just under 8,000 students, with approximately 6,500 undergraduate students. More than 95% of our undergraduates receive some type of financial aid and more than 50% are Pell-eligible. Morgan State University still is primarily a first-time, full-time population of African American students, many of whom are first generation college students. More than 65% of our undergraduate students test into developmental English, reading, and mathematics courses. By every traditional measure, Morgan students are "high risk" students. Therefore, OSSR staff spends most of their time monitoring and tracking students' finances and satisfactory academic progress. OSSR staff track and systematically monitor students who fail to make satisfactory payment arrangements by the deadline, students who fail to register for courses by the deadline, and students who earn grades of D, F, I, or W at mid-term or final. These students represent our "at risk" cohorts of students. Over the past several semesters, Morgan changed the strategy for intervention with "dropped" students (students who fail to make satisfactory payment arrangements), moving to a significantly more intrusive and targeted approach that requires the university-wide OSSR staff to personally call every student on the DROP list individually and cultivate relationships with students until their final course schedule reinstatement. This single change helped to promote an increase in student retention from 67% for the fall 2009 cohort to 73% for the fall 2010 cohort. For the fall 2012 semester, OSSR staff received the DROP list and communicated with 2,019 students via phone calls, emails, and personalized letters. For the spring 2013 semester, OSSR staff received the DROP list and communicated with 1,221 students via phone calls, emails, and personalized letters. This Spring (2013) the OSSR contacted: 1) students who were enrolled during either the Spring 2012 or Fall 2012 semesters and were not enrolled this Spring 2013 and had cumulative GPAs better than 2.0 (872 students); and 2) students who were enrolled during either the Spring 2012 or Fall 2012 semesters and were not enrolled this Spring 2013 and had less than a 2.0 cumulative GPA (733 students). The purpose of the email communications was to invite students back to Morgan. The response was overwhelmingly positive. In an effort to get continuing students to pre-register for fall 2013 classes, the OSSR contacted 2,251 continuing students who had not registered for fall 2013 and invited them to meet with their academic advisors and to register for fall 2013 classes when registration re-opened June 1, 2013. Again, students responded with positive feedback.

Additionally, the Office of Student Success and Retention has been awarded a $100,000 grant from the Bill & Melinda Gates Foundation for the implementation of Integrated Planning and

Advising Services (IPAS) technology. As one of only 19 selected institutions and the only HBCU, Morgan will partner with Starfish Retention Solutions to automate its Early Alert and Response System (EARS) for faculty staff, and students. IPAS technology will enhance advising and provide sophisticated, yet user friendly, tracking and monitoring systems for the University. Morgan also will serve as one of the six funded institutions to participate in an intense research cohort to be evaluated by the Bill & Melinda Gates Foundation for effective implementation and integration of IPAS technology.

In response to the *Report on Outcomes of Students Participating in Access and Success Programs by Cohort,* Morgan is participating in the State of Maryland's Completion Innovation Challenge Grant to redesign the Developmental Math (MATH 106) course. Additionally, Morgan has found that students who test into developmental courses and complete them during their first semester with grades of "C" or better have higher GPAs than students who did not test into developmental courses or who tested into developmental courses but failed to complete the courses during their first semester with a grade of "C" or better. This data demonstrates the value of successful completion of developmental course work at Morgan State University. Morgan also has observed improvement in the CASA Academy students in terms of their first year GPAs and earned credits. CASA students are developmental students admitted to Morgan through a six-week summer bridge program; successful completion of the six-week summer bridge program is a condition of their enrollment. The addition of the *Strengths Quest* curriculum and teaching methodology to the CASA Academy Program in 2010 can be credited for improving success rates of CASA students.

Finally, President Wilson created a special task force to identify those obstacles to timely degree completion that are within the University's control. Also, Deans, faculty, and the University Council, have been asked to develop a 120-credit policy for degree completion across the University. A final report from the "Obstacles to Degree Completion" task force to include recommendations and a timeline for implementation is expected to be presented to the Morgan State University Board of Regents before the end of the year.

With regard to the impact financial aid has on graduation rates, the table below shows the number of students in good academic standing who were dropped for non-payment in the fall 2012 and spring 2013 semesters. The average amount owed per student was $4,842 in the fall and $5,346 in the spring. In both semesters, seniors represented the largest number of students.

Dropped and Not Reinstated Undergraduates with GPA of 2.0 or Better Fall 2012

Student Level	Number of Students	Mean GPA	Total Account Balance
Freshman	13	2.73	$71,346
Sophomore	25	2.49	$151,541
Junior	43	2.44	$279,060

Student Level	Number of Students	Mean GPA	Total Account Balance
Senior	63	2.49	$195,244
Total Undergraduates	144		$697,190

Dropped and Not Reinstated Undergraduates with GPA of 2.0 or Better
Spring 2013

Student Level	Number of Students	Mean GPA	Total Account Balance
Freshman	14	2.54	$75,161
Sophomore	24	2.72	$150,719
Junior	30	2.48	$179,599
Senior	38	2.57	$161,195
Total Undergraduates	106		$566,674

Objective 1.9 – Increase the number of bachelor's degrees awarded in teacher education to 65 in 2017.

Commission Assessment: The number of graduates has declined in two of the last three years, decreasing from 64 in 2009 to 40 in 2012. Please discuss the factors leading to this decline, along with any steps that the University has taken or will take to increase the number of teacher candidates.

Institution Response: The number of bachelor degree graduates in education increased to 45 in 2013.

Morgan State University's Department of Teacher Education and Professional Development developed a recruitment plan to attract high schools. The department collaborates with high schools in Baltimore City, Baltimore County, Howard County, and other counties. The department uses Open Houses to engage in recruitment activities with area high schools, colleges, and universities. The department has also increased recruitment of transfer students by establishing formal articulation agreements with community colleges (all Counties in MD).

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The department collaborates with the other colleges and schools of the University to contact and recruit candidates interested in a career in education. Additionally, the department focuses on undeclared majors and conducts information sessions on teacher education per semester. The department also collaborates with residence life to recruit prospective candidates for the MAT programs. The department has developed brochures and flyers for the recruitment activities.

Additionally, the department involves the student members of the Society of Future Educators in the recruitment process.

Objective 4.1 – Increase private and philanthropic donations to $50 million by 2017.

Commission Assessment: Please clarify whether the $50 million target refers to the annual donations or to some cumulative measure of donations. If a cumulative measure is intended, please include a cumulative measure in the indicator and update it annually. In addition, please outline the University's strategy for increasing donations to reach this goal.

Institution Response: The University commissioned a study concerning the feasibility of launching another major capital campaign. The private giving goal for the campaign is to raise $50M. To date, the campaign is currently tracking toward $30M by 2017 with a campaign end date sometime thereafter.

Morgan's capacity to secure gifts and grants from the private philanthropic community increased with the hiring of four additional front line fundraisers charged with reaching out to individuals and organizations that have capacity to make charitable gifts to Morgan. With this expanded staff capacity, the Division of Institutional Advancement currently engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the $10,000 plus giving level; an annual fund portfolio of 26,000 plus alumni and friends who make gifts in the range of $1-9,999; a planned giving portfolio of 3,105 mature alumni; and a 6,000 plus young-future alumni portfolio of students and recent graduates. New programs launched as a result of the increased capacity include a Charitable Gift Annuity Program, providing mature alumni and friends with opportunities to make generous gifts of $10K or more; a Legacy Society honoring individuals who have included Morgan in their estate plans; an ACH program allowing donors to give monthly directly from their checking account; annual mail, phone and email solicitation programs, a major gifts program involving face-to-face solicitation, a faith-based solicitation program involving Morgan Mile Churches, a corporations and foundations program involving grant writing and partnership building with leaders in the business and foundation communities; a young-future alumni program involving communications and events as well as a student-run phone-a-thon, and a VIP Campus Tour Program designed to cultivate individuals with significant giving capacity who have children or grandchildren interested in Morgan. The Development Office was also re-organized in FY'12 to provide adequate back-office support to front line fundraisers. The department now has a prospect researcher providing customized prospect profiling and wealth/asset analysis of individual, corporation, and foundation prospects.

ST. MARY'S COLLEGE OF MARYLAND

Commission Assessment (not tied to a specific indicator): The College submitted all new indicators in the 2012 Performance Accountability Report. However, only three of the objectives include target dates, in the way that its previous set of indicators established that the College would reach most benchmarks by 2009. Please indicate the target dates for all current indicators.

Institution Response: Target dates in all objectives will be adjusted upon completion of St. Mary's College's revised strategic plan.

Objective 2.1 – Retain a qualified and diverse entering class with [specific attributes].

Commission Assessment: The College identified six specific attributes in this objective, but most institutions experience the need to make tradeoffs among these objectives: for example, if an institution increases the average SAT score of the entering class, it cannot also increase the percentage of students entering with Pell grants and the percentage of first-generation students. Please describe the College's strategies to improve performance on all six attributes, especially in light of declining performance on three attributes, specifically: high school GPA, minority enrollment, and students from outside Maryland.

Institution Response: St. Mary's founding legislation, HB 1327 of 1992, is remarkable for its combining of two institutional goals that are frequently at odds with each other. St. Mary's is charged by the State of Maryland to provide both:
(1) the promise of public education affordable to all and thriving on diversity, and
(2) high standards of academic excellence.

Throughout public education, programs that are affordable to all are typically not ones that are also committed to high levels of selectivity and standards of academic excellence. When institutions are affordable to all and thrive on diversity, they may struggle with also providing a rigorous academic curriculum and often are challenged by low retention as well as completion rates.

In contrast, the legislation related to the College's formation states explicitly that St. Mary's will provide a rigorous, honors-level education to qualified Maryland students, "regardless of their ability to pay." This dual mission has made St. Mary's an exemplary model for higher education in the State of Maryland and the nation. The Commission is correct in identifying that this dual focus of access and academic excellence can cause difficult tradeoffs.

St. Mary's College of Maryland recently received funding from the 2013 legislative session to expand the DeSousa-Brent Scholars program. Since 2008, the DeSousa-Brent program has cultivated the academic and leadership potential of talented students from traditionally underrepresented groups. This DeSousa-Brent Scholars program focuses on the goal of eliminating the graduation gap observed nationally. The DeSousa-Brent Scholars program is the

best example of how St. Mary's has focused its efforts on both aspects of the dual mission set up by the 1992 legislation.

The goal set forth to attain students with a median SAT of 1250, a high school academic GPA of 3.40, along with the aspirant goals of achieving diversity in race, first-generation, and economic backgrounds, has stretched the College's ability to compete in the recruitment of highly talented students. Many of the students who demonstrate excellent academic capacity are heavily recruited by our peer and cross-application institutions. These colleges and universities many times have either a deeper ability to discount tuition through scholarships and grants (peer and cross-application institutions) or offer a lower price alternative (other Maryland publics). With this in mind, St. Mary's has experienced difficulties in attracting students with capacity for academic excellence who come from low income backgrounds. Efforts have been underway to modify recruiting and financial aid packaging with some conflicting signs of success. On one hand, the overall enrollment for fall 2013 will be lower than expected, but the percentage of underrepresented students is projected to be above goal targets. Preliminary data indicates that the strategies for the fall 2013 incoming class resulted in fewer overall students, but increased proportions of students in the underrepresented demographic categories. Tuition affordability is an important issue that the College monitors through the strategic administration of financial aid within enrollment management initiatives. St. Mary's continues to recruit academically talented students from populations with fewer resources. This requires the College to allocate financial aid to balance need-based awards with the College's capacity to keep pace with the expectations of students and families anticipating merit-based awards to offset the cost of tuition. St. Mary's College continues to analyze how to fulfill its dual mission to attract academically prepared students while insuring that the experience we provide is accessible to all, regardless of income.

St. Mary's low yield rate from academically high achieving minority students pressures the College to counter these trends. St. Mary's has recognized that making connections earlier in the admission process is essential and has reenergized its focus on faculty outreach through additional involvement with campus visits and admission events. The admissions office is refining its strategies in targeting its travel to more diverse areas within Maryland and out of state.

St. Mary's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups while being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. The following efforts help us achieve these goals:

- Our Office of Admissions staff strategically visits most public high schools in Maryland in an effort to connect with a diverse group of potential applicants.
- Off-campus receptions are often held within the communities of potential students, and transportation assistance to St. Mary's College is available to high school students with limited financial resources.
- St. Mary's partners with college-access programs such as the CollegeBound Foundation in Baltimore, the Southern Maryland College Access Network, and a variety of middle school and high school programs (e.g., GEAR UP, Fairlead Academy) that serve underprivileged students.

- Members of the College's Black Student Union (BSU) and Raíces Hispanas work with the Office of Admissions to assist with minority student recruitment through programs such as the minority student sleepover and the BSU Scholarship of Excellence.
- DeSousa-Brent Scholars have assisted with recruiting as part of a recent service project and effort to bolster recruitment of Latino and Latina students. These Scholars served as college success ambassadors to students at the Latin American Youth Center.
- The College created the Admissions Advisory Committee composed of key faculty and staff charged with influencing the recruitment strategies to promote the diversity and the quality of the incoming class.

Out of state recruiting recently has been challenged by a few factors. The first is that St. Mary's College does not have a nationally recognized name and recruiting outside of Maryland has to be conducted in very specific regions. Identifying regions that might yield enrollment is more art than science. However, continued research is being conducted to identify areas that could be open to opportunities at St. Mary's. Additionally, the St. Mary's out of state price creates a less competitive edge with better-known competitor schools with a greater ability to discount with scholarships and grants. St. Mary's has been working with marketing consultants to better expand the College's reputation. Further, in the diversity efforts stated before, the College is expanding its understanding of how yield rates can be better achieved with targeted levels of financial aid.

Objective 3.1 – 68 percent of student need is met by awarding any need-based aid.

Commission Assessment: This measure declined from 66% in 2011 to 63% in 2012, down from 71% in 2009. Please discuss the reasons for the decline in this measure and any steps intended to improve performance.

Institution Response: This has been a function of rising student need, an incremental rise in tuition, and a static financial aid budget. St. Mary's is aiming to achieve the goal of meeting 68 percent of student need through continuous refinement of the allocation of need based aid. Fiscal Year 2014 included a new approach to the distribution of need and merit based aid and early data reveals some progress toward achieving the goal. The College also anticipates some success over the next two fiscal years as St. Mary's has received funding from the state legislature to assist with the College's commitment to maintaining affordability.

Objective 4.2 – 60 percent of graduating seniors will have participated in a paid or unpaid internship.

Commission Assessment: In the last two years, the level of participation in internships has averaged 44%. Explain the College's strategies for increasing the number of internships.

Institution Response: St. Mary's prides itself in preparing students for life after college. Objectives 4.1, 4.2, and 4.4 reveal performances below target levels. The College has focused on community service (4.1) and promoting internships (4.2). While the College recognizes that the institution is falling short of the objectives in this goal the College recognizes that the targets are aspirant and that the current performance remains strong. The decline in the pursuit of graduate

and professional degrees (4.4) from this past survey may be an indicator of the economic conditions confronting the graduates as additional graduates may be entering the workforce as opposed to entering graduate education directly.

The College actively promotes internships through the Career Development Center and St. Mary's is evaluating data why this goal has not been met. Internships are viewed as an important co-curricular pursuit, enough so that a core curriculum requirement includes internships as one of three options to fulfill this requirement. There are some initial indications that students may not be reporting non-credit internships yet still pursuing them. Additionally, the core curriculum requirement that pertains to internships also includes the options to study abroad or service/experiential learning. With a breadth of options available, and over half of all students selecting study abroad to fulfill this requirement, students may be engaged in off-campus educational pursuits outside of the country. This may limit their access to internships at this critical timeframe in their educational career when many students are traditionally involved in internships.

St. Mary's continues to stress the importance of this important option to students. Significant visible steps have been made by developing a faculty sponsored internship program in Washington D.C. The Political Science department has created partnerships with various connections in Washington D.C. This internship is framed with curricular activities building on the experience of working in the nation's capital. The Career Development Center is involved with other initiatives that include: outreach to the first-year students, developing department level information for students studying in specific majors, and expanding on web-based tools in which internships are available by areas of interests.

Objective 5.1 – Grow endowment market value to $35M by FY18.

Commission Assessment: The value of the College's endowment has declined slightly in each of the last three years. This objective calls for a 35% increase in the endowment's market value. Please describe the College's plans for reaching this measure, including the College's assumptions about the annual growth in value of existing investments.

Institution Response: While the data had been trending down for St. Mary's College of Maryland's endowment, subsequent data demonstrates growth. Specifically the 2013 Actual data (FY12) reports the College's status at $27.0M, and the 2014 Actual (FY13) data is expected to exceed $28.0M.

The College takes seriously its commitment to growing the endowment, with fundraising efforts focused on endowed scholarships, endowed faculty development funds, and endowed program enhancement funds. The result has been two recent contributions of $1 million each, targeted toward the endowment; a third donor commitment of $1 million to the endowment over 5 years, payable at a rate of $200,000 per year; and several five- and six-year contributions and commitments to endowed funds.

Additionally, the SMCM Foundation Board has recently consolidated its endowment investments and hired JP Morgan's Foundations & Endowments Group to manage the

endowment pool. The target return on investment is 7.5-8%, with the intention to reinvest 2-3% each year to grow the endowment. This investment strategy coupled with fundraising targets should position the College to attain the $35M goal by FY18.