



2015 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 provides an overview and analysis of Maryland's colleges and universities' efforts to enact the State Plan for Higher Education, *Maryland Ready*. Specifically, the six broad goals of the Plan are reviewed, with a focus on the actions institutions are taking and the challenges they face in their efforts to meet the State's goals for higher education. The six goals of the State Plan are:

- Goal 1: Quality and effectiveness
- Goal 2: Access, affordability, and completion
- Goal 3: Diversity
- Goal 4: Innovation
- Goal 5: Economic growth and vitality
- Goal 6: Data use and distribution

The ability of institutions to work toward achieving these goals is influenced by a number of factors affecting higher education in the state. These include shifts in enrollment and the altering demographics of the students being served in higher education. Enrollments decreased overall in 2014, with most of the effects being felt by the community colleges. This decrease follows a tremendous surge in enrollments in the recent past, so institutions are poised to adjust to the short-term "new normal" of flattening enrollments and the concomitant decrease of revenues. The diversification of the student body brings with it challenges and rewards as institutions work to support students and address their learning needs; likely with more low-income and minority students enrolling, services will need to be added or adjusted to ensure students can achieve their educational goals.

Institutions have put forth a good faith effort to control spending on a per-FTE basis, and the data in this report shows they have maintained this commitment. State policy makers have demonstrated their commitment by providing the funds necessary to slow tuition growth. However, these funds have not kept pace with increasing inflation and rising enrollments.

In reviewing institutional progress toward the six State Plan goals, there is substantial evidence that institutions are meeting the objectives put forth in the Plan for Goals 1 through 4. Any substantial gains in these areas would require significant, additional investment from and partnership with the State. MHEC should facilitate outreach and partnerships between Maryland's businesses and higher education institutions to help fulfill the objectives central to Goal 5. Lastly, as institutions work to meet the objectives laid out in Goal 6, MHEC can assist in targeting resources toward those institutions in greatest need of assistance.

In the coming year, the Commission will work with new data that is available and in collaboration with institutions to continue to answer questions and provide research that can help the institutions and the State move forward with the goals set forth in the plan. If needed, alterations to PAR will be developed to improve understanding of the complex issues in higher education and aid institutions in fulfilling their missions and goals and serving the needs of the State and its citizens.

OVERVIEW OF THE ACCOUNTABILITY REPORT

The purpose of the Performance Accountability Report (PAR) is to provide an annual opportunity for the State, the Maryland Higher Education Commission (MHEC), 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 20th 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 2014 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.

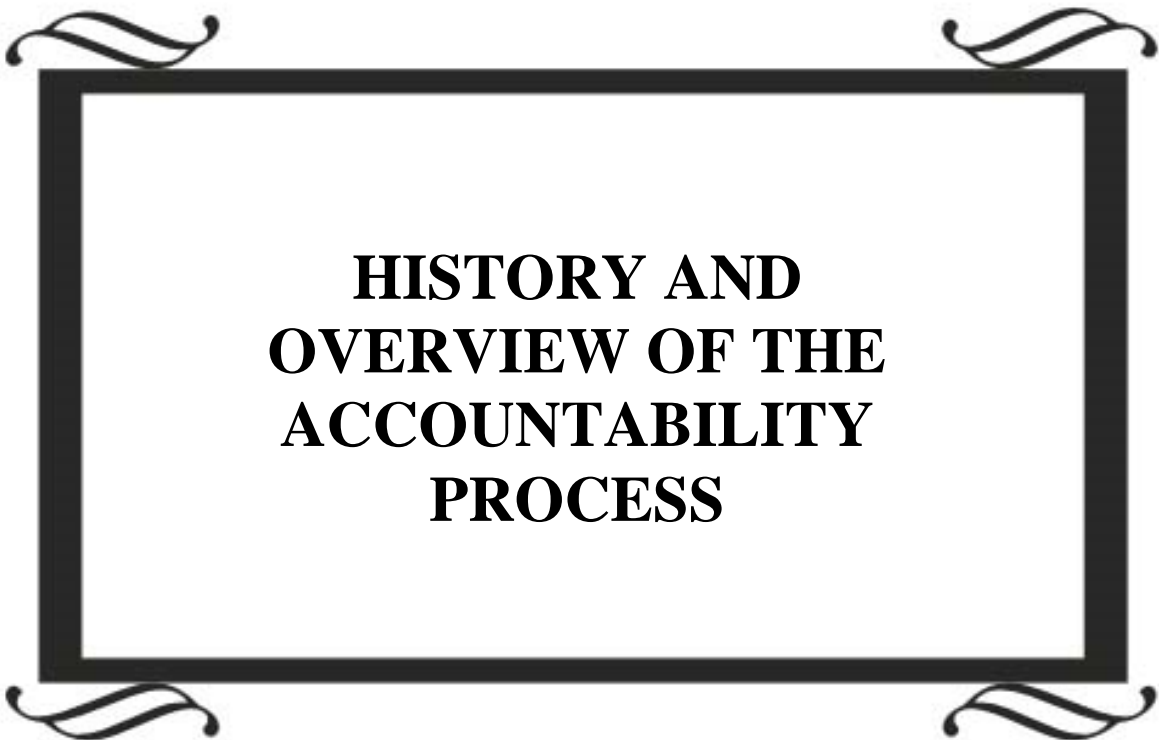
The reports from the community colleges include:

- 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 2013 *State Plan for Postsecondary Education*;
- a discussion of how well the campuses are serving their communities;
- three years of trend data; and
- benchmarks for each indicator.

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;
- three years of trend data for each measure; and
- the *State Plan* goals applicable to four-year colleges and universities.

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 concerns or questions. 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 is an additional element of the PAR that both community colleges and four-year institutions share. 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.

In 2013, the Commission approved the removal of cost-containment measures that had been in place for previous years; this decision was tied to changes at institutions over the past several years. From 1999 to 2013, all institutions reported on their efforts to contain operational costs. Institutions described how they identified operational efficiencies, forwent expenditures, renegotiated contracted services such as food services, energy, and employee benefits, and worked to reduce outlays in several areas. Colleges and universities identified millions of dollars of cost savings and provided a range of cost-saving practices for other institutions to emulate. In 2013, the Commission recognized that although these cost-containment reports described some broad strategies that could be applied by multiple institutions, the details of cost containment

were so heavily influenced by specific conditions at each institution that they could not be generalized across institutions. Moreover, constrained revenues at Maryland's higher education institutions and pressures to contain expenditures provided a far more effective means to restrict spending than the Cost Containment report could deliver. While some institutions do report voluntarily on cost containment efforts, this section is not required by the Commission.

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 culminates this year; new indicators will begin being used in 2016. For the 2015 PAR, community colleges were asked to structure their 2015 narrative reports in line with the six State goals reflected in *Maryland Ready*. They are: 1) quality and effectiveness, 2) access, affordability, and completion, 3) diversity, 4) innovation, 5) economic growth and vitality and 6) data use and distribution.

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

In 2000, the Commission, in collaboration with the four-year colleges and universities, created a single document framework 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 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. While 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.

The public four-year institutions are in a transition phase in aligning PAR with the MFR. During the current accountability cycle, DBM began making significant revisions to the MFR process. In the coming year, MHEC will work with the institutions to adjust to these changes. For this edition of PAR, USM's cycle runs through 2019. St. Mary's College of Maryland reports targets that end in 2017. Morgan State University currently advances its benchmark year with each report.



**ASSESSMENT AND
RECOMMENDATIONS**

ASSESSMENT BY THE MARYLAND HIGHER EDUCATION COMMISSION

This report summarizes many of the key measures Maryland’s public higher education institutions are using to hold themselves accountable to the State and its citizens. Institutions’ accountability measures correspond to their strategic priorities, institutional goals, and missions and are aligned with the Maryland State Plan for Postsecondary Education *Maryland Ready*.

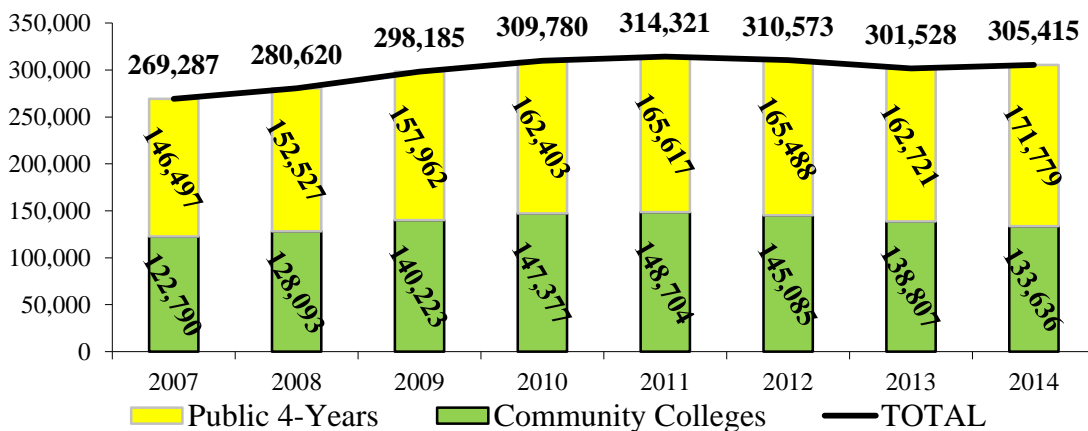
This assessment reflects the six broad goals and objectives outlined in the State Plan. Each section highlights some of the successes and challenges for institutions as they endeavor to meet the State’s goals for higher education.

Additional context is necessary before discussing the six State Plan goals, and the section that follows outlines ongoing issues as reported by the institutions. These include enrollment shifts, higher education funding trends, and demographic changes occurring within Maryland’s higher education institutions.

Enrollment

Short-term enrollment trends and long-term enrollment projections are front and center issues affecting Maryland’s public institutions. In the past eight years enrollments have fluctuated, flattening in the past two years after a surge from 2007 to 2011. The overall trend masks some differing patterns in enrollments among segments. Since 2011, community colleges have seen a decrease in enrollments in full-time students and a small increase in part-time students. Over the past four years, public four-year institutions overall have seen modest increases in undergraduate enrollments (full- and part-time) and flat enrollments in graduate students.

Figure 1: Opening Fall Enrollment Trends: 2007 – 2014.



Source: Maryland Higher Education Commission, Enrollment Information System

Note: Enrollments include graduate and undergraduate, part-time and full-time students at Maryland’s public institutions.

The rebounding economy may be contributing to the shrinking enrollments for the community colleges as potential students choose employment instead of school. As open enrollment institutions, community colleges are more vulnerable to these shifts in the economy (versus the

public four-year institutions, which require students to commit greater resources of time and money to apply and enroll). National reports¹ confirm this trend, with the majority of public community colleges across the nation seeing declining enrollments in 2014.

Another contributor to the enrollment trends is the flattening of the high school graduate pool in the state. Over the past seven years, the size of the high school graduate pool has hovered around 59,000.² This affects both the community colleges and the public four-year institutions, as they both serve an important function as a higher education entry point for the state's recent high school graduates. According to the Western Interstate Commission for Higher Education's (WICHE) most recent *Knocking at the College Door* report (2012), Maryland is in the midst of a decrease in its high school graduate population, which is projected to shrink approximately 9% (or 5,662 students) between 2012 and 2019. This is part of a sharp decline that began in 2008; WICHE's projections do estimate that there will be a leveling out of high school graduates from 2020 through 2027 (a difference of 230 students from 63,080 in 2020 to 62,850 in 2027).

These high school graduate estimations mirror the Commission's long-term community college and public four-year enrollment projections; the Enrollment Projections report estimates modest enrollment growth in the short term (approximately 9%, or 15,000 undergraduate and graduate students) between now and 2020.³

Trends in higher education funding in the state

Maryland's public institutions rely on a combination of State funding, tuition and fees, and federal funding as primary sources of revenue. Community colleges are not as reliant on federal funds but do receive revenue from their local service area consisting of the county or counties they serve within the state. Overall State support to Maryland's colleges and universities have diminished on a per-FTE basis over the past decade, and federal support has fluctuated over this same period of time. In turn, institutions have turned to tuition adjustments as a short-term response to increased enrollments and reductions in funding from other sources.⁴

Despite institutions' tuition increases, their per-FTE expenditures have stayed relatively flat. As the figure on the next page (Figure 2) shows, when adjusted for inflation, the per-FTE expenditures for four-year institutions have increased by approximately 4% from 2003 to 2014, and community colleges have reduced their FTE expenditures by approximately 3%.

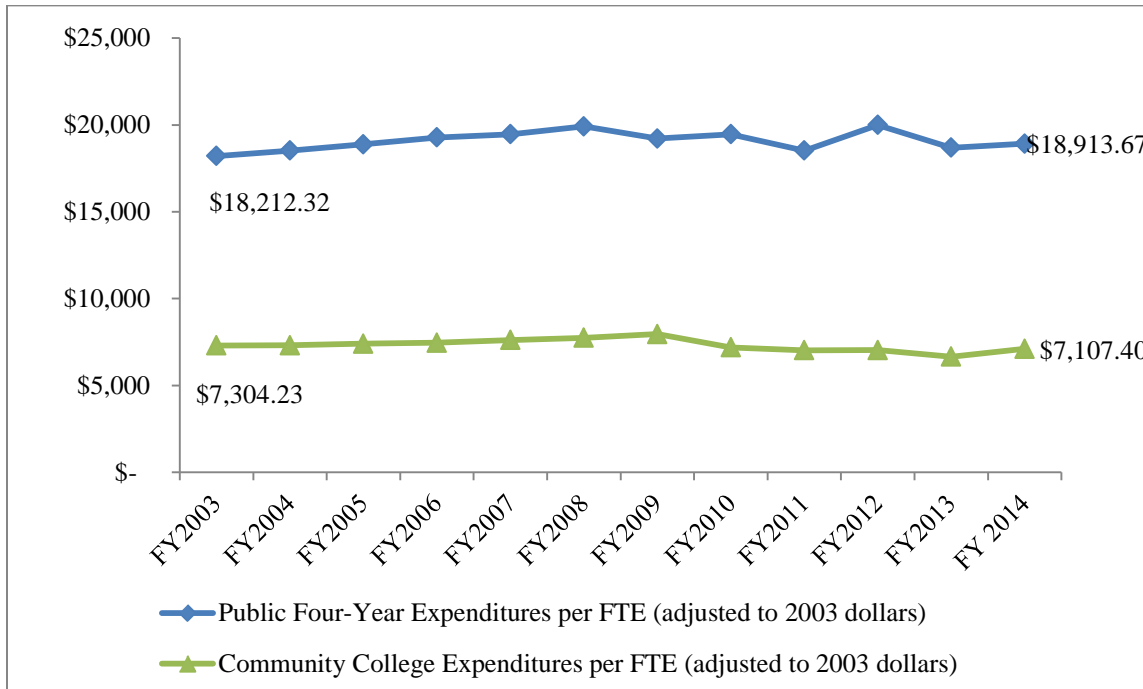
¹ Juszkiwicz, J. (2015, March). Trends in Community College Enrollment and Completion Data, 2015, Washington, DC: American Association of Community Colleges.

² Maryland State Department of Education High School Completion Data retrieved on November 17, 2015 at <http://reportcard.msde.maryland.gov/downloadindex.aspx?K=99AAAA>.

³ Maryland Higher Education Commission, *Enrollment Projections 2015-2024 Maryland Public Colleges and Universities*.

⁴ For more details about tuition trends at the State's institutions within this report, see Goal 2: Access, affordability and completion.

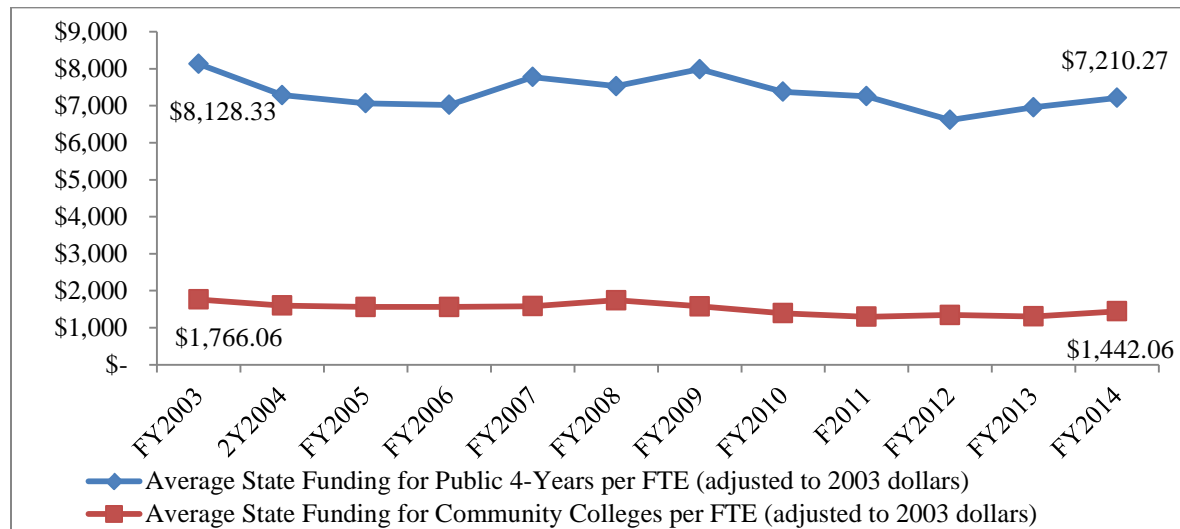
Figure 2: Trends in Public Institutions' Unrestricted Expenditures per FTE: FY2003 – FY2014 (adjusted to 2003 dollars).



Source: Governor's Budget Books

Although the overall pool of funding has increased for Maryland's public institutions from 2003 to 2014, enrollment has dramatically increased. State support to the public four-year institutions has increased 12%, from approximately \$825 billion in 2003 to \$925 billion (adjusted for inflation) in 2014, and enrollment has grown 28% over that same time (from 101,592 FTEs in 2003 to 128,318 FTEs in 2014). Over this same period of time, community colleges' State funding has grown 9%, from approximately \$151 billion to \$165 billion (adjusted for inflation), while enrollment has grown 29% (from 85,911 FTEs in 2003 to 111,211 FTEs in 2014). Therefore, State funding per FTE for community colleges and the public four-year institutions has decreased. When adjusted to 2003 dollars, community colleges are receiving \$324 less per FTE than they received in 2003 (an 18% decrease). Public four-years have seen an 11% drop from 2003 to 2014, or \$918 per FTE.

Figure 3: Average State Funding for Community Colleges and Public Four-Year Institutions per FTE: FY2003 – FY2014 (adjusted to 2003 dollars).



Source: Governor’s Budget Books

These data reveal that per-student spending at Maryland’s public colleges has stayed relatively flat over the past twelve years amidst per-student decreases in State funding support and dramatic increases in enrollment.

Composition of the student body

Maryland’s college student body is diverse along racial, ethnic, and income lines. Approximately 46% of students attending the state’s public community colleges and four-year institutions are from traditionally underrepresented populations, with African American and Hispanic students constituting the largest minority groups. There are 88,528 African American students (approximately 29% of all students) and 23,263 Hispanic students (approximately 8% of all students) enrolled in Maryland’s public two- and four-year institutions.

In addition, enrollments of low-income students (i.e. those receiving a federal Pell Grant) have increased over 13% in the past six years; currently, approximately one-third of all enrolled students are low income. One reason for the increase in low-income students is the ongoing effects of changes made to Pell eligibility in 2011. The after-effects of some of the changes have created a larger pool of eligible students, thereby growing the number of students MHEC defines as low income.

In sum, Maryland’s public colleges and universities are operating within an environment in which the size and makeup of the student body is shifting, and where State fiscal support is shrinking. Institutions have increased tuition, and, yet despite these actions, their per-FTE expenditures over time have stayed the same or decreased when adjusted for inflation.

The 2015 PAR Assessment highlights the institutions’ successes and challenges in fulfilling the six goals laid out in *Maryland Ready*. What follows are brief summaries, highlighting findings from the 16 submissions from community colleges and the 12 submissions from the public four-

year institutions received by the Commission staff. Morgan State University did not submit a Performance Accountability Report to the Commission this year.

Goal 1: Quality and effectiveness – Maryland will enhance its array of postsecondary education institutions and programs, which are recognized nationally and internationally for academic excellence, and more effectively fulfill the evolving educational needs of its students, the State, and the nation.

This state goal establishes expectations for Maryland’s public institutions to strive for excellence in educating its citizenry. Institutions’ reports reflect two key areas of focus in measuring quality and effectiveness: 1) academic success and 2) student retention. Another key measure often used to evaluate quality and effectiveness is student completion, which is a focus of Goal 2.

Academic success

Colleges and universities play a role in ensuring their students successfully navigate the rigors of higher education, whether for students to complete their degrees at their primary institution or to transfer to another institution in pursuit of their academic goals. Institutions report myriad ways they are attempting to measure these outcomes. These methods include the use of assessments to track student learning outcomes at the end of each term or academic year.

Institutions also point to the results of students’ performance on licensure exams and other professional credentialing metrics as a measure of academic success. This metric is cited in the majority of accountability reports; all community colleges use licensure exam pass rates as an indicator of quality and effectiveness, and many public four-year institutions report on these outcomes within their narrative and benchmark reports as an indicator of student learning outcomes. Overall, institutional outcomes are fairly strong in regard to students’ performance on licensure exams; however, a few institutions note that more stringent exam standards have resulted in lower-than-expected performance in some fields. In response, these institutions have restructured the curriculum to better prepare students for the exams.

This kind of responsive instruction is key to helping students succeed in the classroom. Institutions implement best practices such as course redesign and innovative instructional methods to ensure students are engaged and learning. The use of evaluations and student learning assessments allows faculty to gauge the success of their efforts and adjust as needed.

When students enroll in college and are found to be underprepared academically, interventions such as remedial courses have been found to be effective. In fact, community colleges report that the persistence, retention, and degree completion of those students who place into remedial courses and complete them successfully are comparable to those students identified to be “college ready.” Conversely, those who are identified as needing developmental education courses but don’t take them see much lower success rates than their college-ready and “developmental completer” peers.

Community college transfer rates are another measure of academic success. Community colleges track the transfer rates of students and the number of degrees awarded to transfer students. This year, transfer rates have held steady; overall institutions report that 39.8% of their students

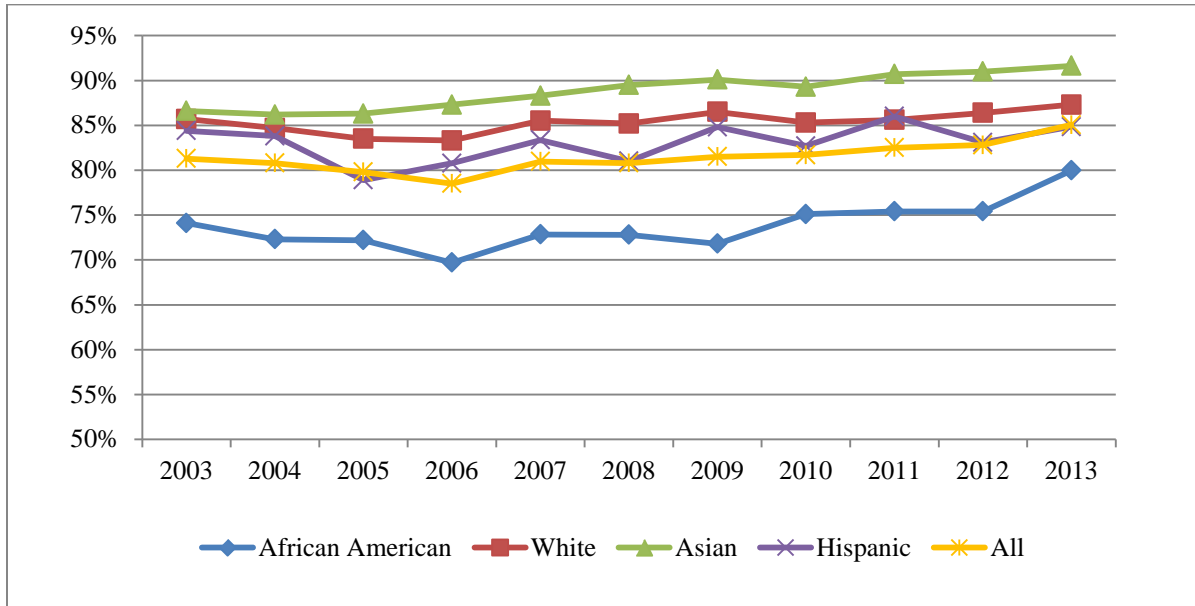
transfer to another institution; 31.7% transfer to a public or private four-year institution in or out of the state.⁵ The average figure masks institutional differences; some institutions report increases in transfer rates, while others face a decrease in the percentage and number of students transferring to a four-year institution. Institutional response to the decrease has been to refocus on such key factors as advising, using data to track students' academic progression, and clarifying the path to transfer in an effort to ensure those students in the pipeline for transfer face as few barriers as possible to progress.

Student retention

Institutions acknowledge that retaining their enrolled students is very important not only for the financial and personal benefits gained by the students who can persist to completion but for the role retention plays in helping the state meet its longer-term objectives of degree completion and a thriving economy.

Data trends show that the second-year retention rate for students entering Maryland's public four-year institutions in 2013 and continuing into 2014 was 85.1%, the highest retention rate in the last 20 years. Retention rates among racial and ethnic minorities are also at record highs; most notably, retention of African American students went from 75.4% for the 2012 cohort to 80.0% for the 2013 cohort.

Figure 4: Trends in Second-year Retention Rates for All Students and Racial and Ethnic Minorities at Public Four-Year Institutions for Cohorts Entering from 2003 to 2013.



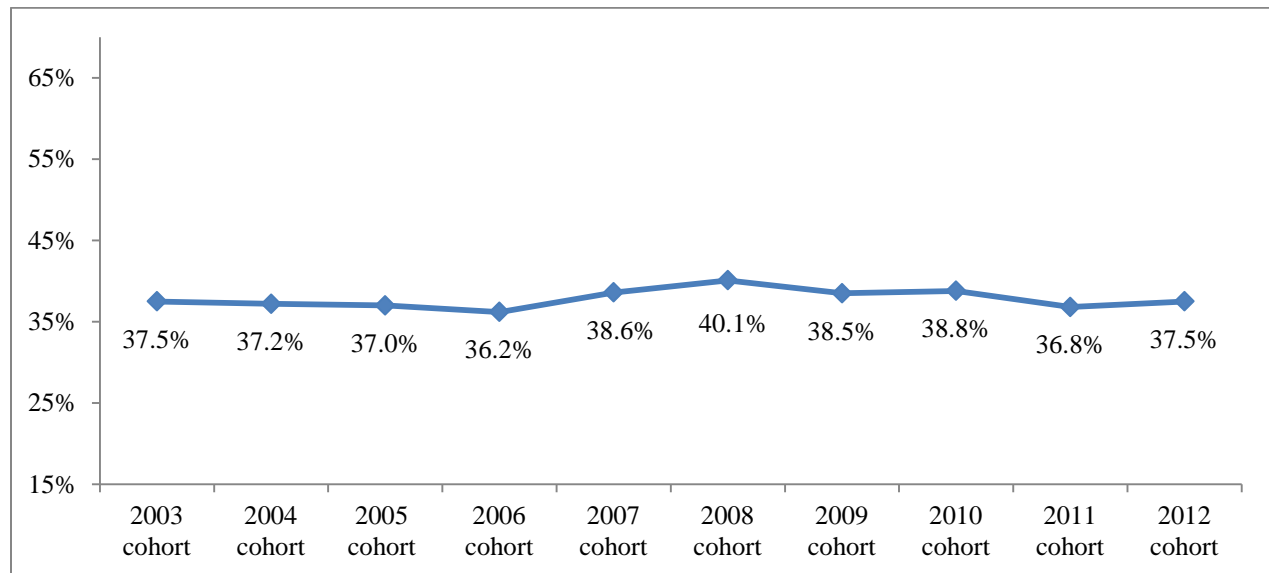
Sources: Maryland Higher Education Commission, Degree Information System and Enrollment Information System

Maryland's community college two-year retention rates have stayed fairly stable, but a decrease for cohorts entering in 2010 and later may be affected by the improving economy. As job

⁵ Community colleges report on all transfer, which includes: transfer to another two-year college (in and out of the state), or to a four-year institution (in or out of the state).

opportunities become more plentiful, students may be choosing to re-enter the workforce and depart college prior to earning a degree.

Figure 5: Trends in Second-year Retention Rates for Cohorts entering Maryland's Community Colleges between 2003 and 2012.



Source: Maryland Higher Education Commission, Enrollment Information System

While the overall two-year retention rate for students entering community college in 2012 was 37.5%, these rates shift when comparing students by race and ethnicity. Of this cohort, 36.7% of white students, 46% of Hispanic students, 48.1% of Asian students, and 34% of African American students were still enrolled two years later.

Institutional response at the community colleges and public four-year institutions to this ongoing and complex problem of differential retention outcomes continues to be targeted. The majority of institutions report implementing systems of early identification of those students at greatest risk of dropping out and offering interventions such as tutoring and mentoring for these students. They also have established summer bridge programs, learning communities, and other means of engaging at-risk students in an intensive, residential setting.

Goal 2: Access, affordability, and completion – Maryland will achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability, and completion.

Access

The institutional reports reflect several key ways that institutions are promoting access to higher education to Maryland's residents. One is via education and outreach. Another is through establishing additional modes of instructional delivery (e.g., online courses) in an effort to meet students' needs and workforce demands.

Colleges report holding information fairs for community members, attending college fairs, and hosting events for target populations (e.g., veterans, workers seeking additional training, local high school students). Community colleges highlight their unique position within the community to partner with high schools, local employers, and social service agencies to educate others about the benefits to higher education and the possible pathways to help them achieve their goals. Several of the public four-year institutions report partnering with community colleges to deliver some of these services, especially to pools of potential undergraduate or graduate students.

All institutions report on the ways in which they are trying to deliver instruction in methods that meet the needs of students. These include online instruction and hybrid classes (a combination of online and traditional instruction). These delivery methods, combined with the programs offered at such entities as the Universities at Shady Grove, increase the possible means by which institutions can provide easier access to college courses and ease the path to college completion.

One positive trend tied to college access is the notable increase in participation in dual enrollment among Maryland's high school students. Community colleges report strong overall growth in the number of dual enrolled students. In the 2014-2015 academic year, over 6,000 high school students took college courses for credit, a 16 % increase from the previous year.⁶ Public four-year colleges and universities in the state also have established dual enrollment programs, but 96.7% of dual enrollments in 2014 occurred at the community colleges.

Dual enrollment was a key provision of the State's 2013 Career and College Readiness and College Completion Act, with students receiving tuition discounts at the state's community colleges ranging from 25% to 100%. Research shows that dual enrollment participation is positively related to a range of positive college outcomes, including college enrollment and persistence, greater credit accumulation, and higher college GPA.⁷

Affordability

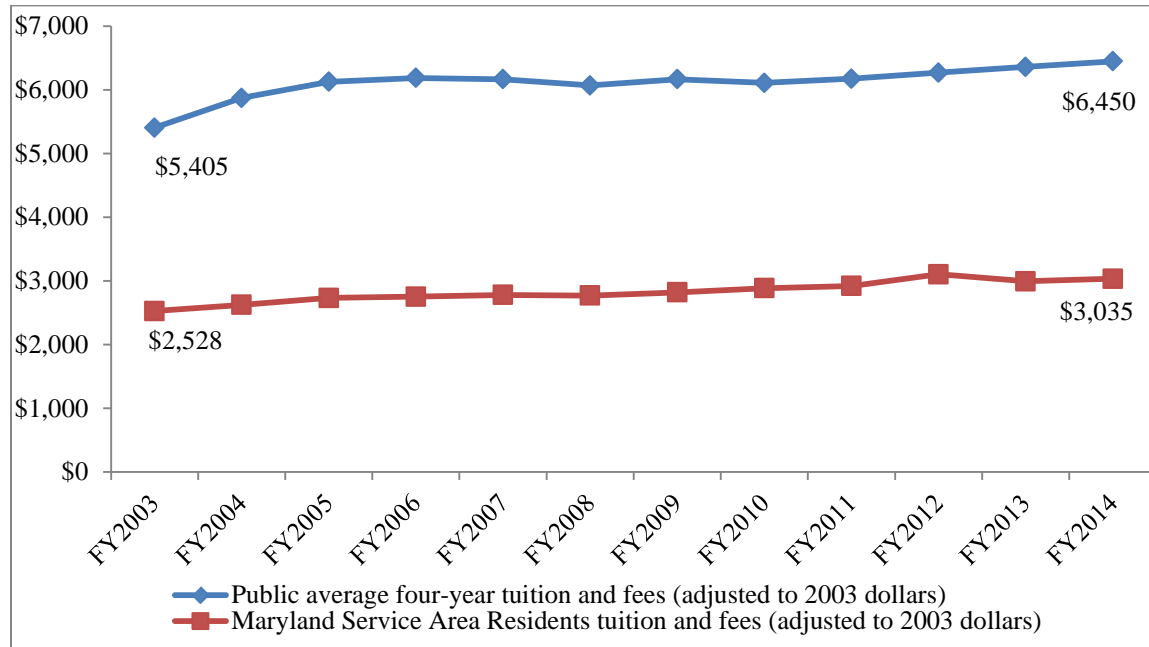
Keeping college affordable in the state has been a commitment of both State leaders and public higher education institutions. Institutions have put forth a good faith effort to control spending on a per-FTE basis, and the data presented earlier in this report shows they have maintained this commitment. State policy makers have demonstrated their commitment by providing the funds necessary to slow tuition growth. However, these funds have not kept pace with increasing inflation and rising enrollments.

As Figure 6 shows, from 2003 to 2014, community colleges and public four-year colleges increased their average tuition by approximately 19% (adjusted to 2003 dollars). This resulted in an average increase of \$1,045 for the public four-year institutions and an average increase of \$507 for the community colleges.

⁶ Maryland Higher Education Commission, Enrollment Information System

⁷ An, Brian P. "The influence of dual enrollment on academic performance and college readiness: Differences by socioeconomic status." *Research in Higher Education* 54, no. 4 (2013): 407-432; Hughes, Katherine L., Olga Rodriguez, Linsey Edwards, and Clive Belfield. "Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs." *James Irvine Foundation* (2012).

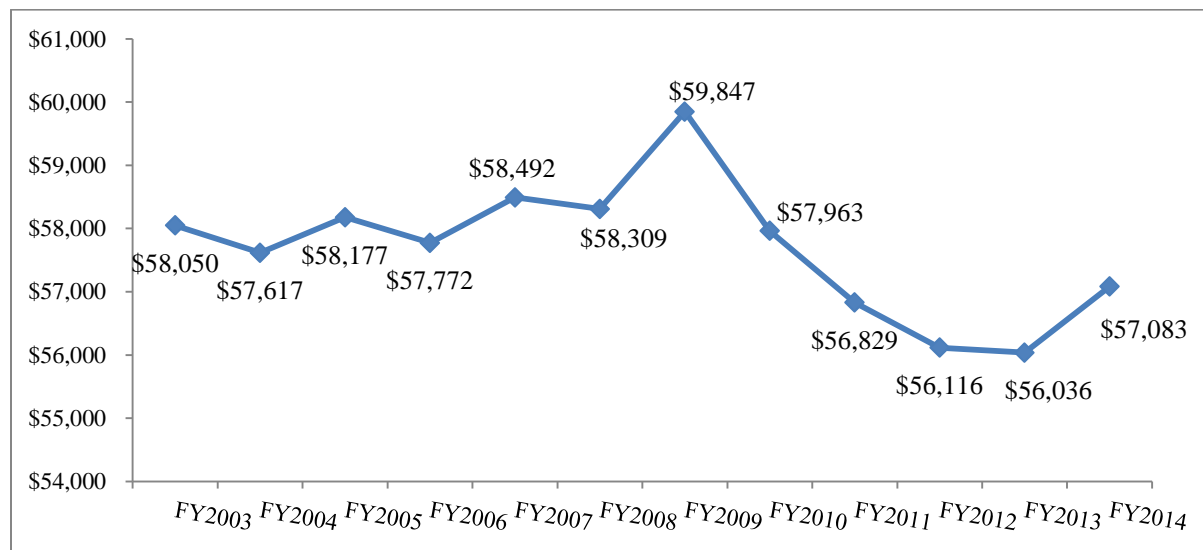
Figure 6: Trends in Average Tuition and Fees at Maryland’s Public Community Colleges and Four-year Institutions: FY 2003 – 2014 (adjusted to 2003 dollars).



Source: Governor’s Budget Books

As Figure 7 demonstrates, over that same time median income in Maryland (again, adjusted to 2003 dollars) stagnated. The trend line shows a distinct dip in 2008 (the Great Recession), and median income has not rebounded from that time.

Figure 7: Maryland Median Household Income: FY 2003 – FY 2014 (adjusted to 2003 dollars).

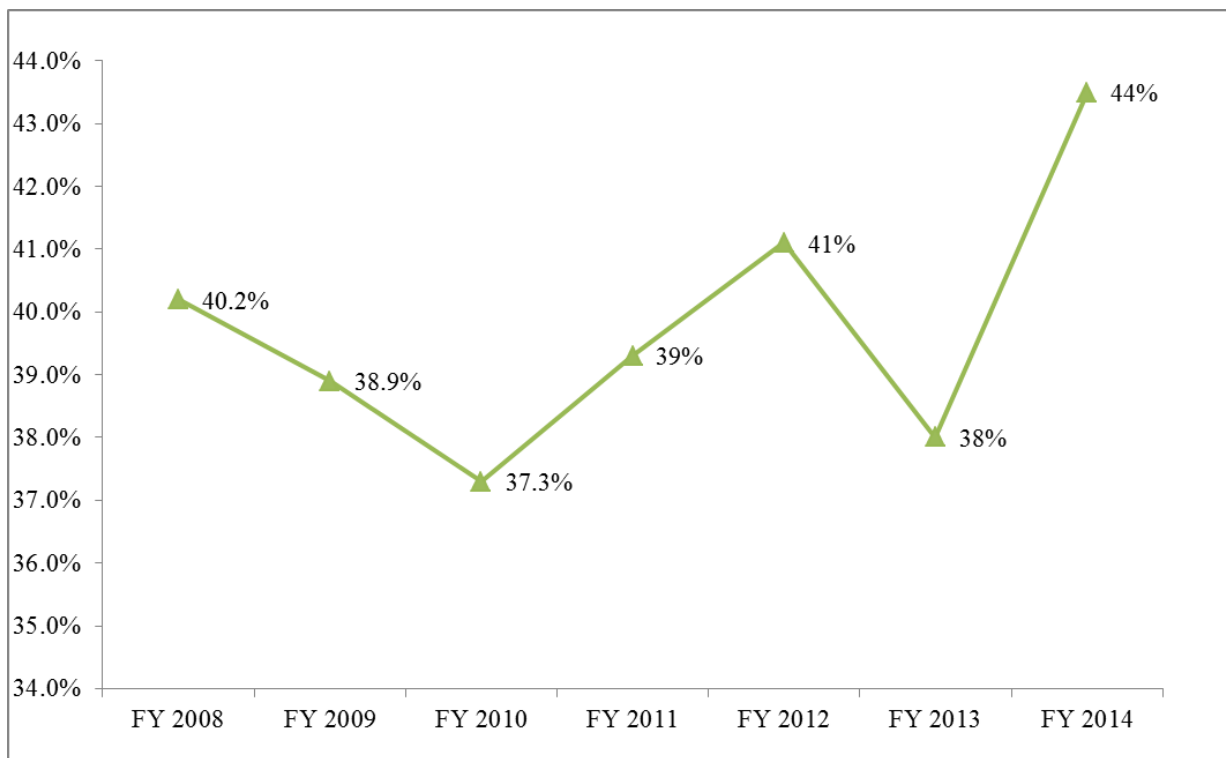


Source: Department of Planning, US Bureau of Economic Analysis

With incomes flat, public funding shrinking, and college prices rising, students and their families are devoting a greater percentage of their resources to pay for college.

One measure of this trend is captured in MHEC’s Measuring for Results report (MFR). For the past eight years, MHEC has reported the percent of students with household income at or below 40% of median household income (MHI) who have unmet financial need after accounting for expected family contribution (EFC) and financial assistance, including loans. Figure 8 shows those trends for the past eight years.

Figure 8: Percentage of College Students with a Household Income at or below 40% of Median Household Income Who Have Unmet Need: FY2008 – FY2014.



Sources: Financial Aid Information System, Maryland Department of Planning

This means that, over the last eight years, for the lowest income students (those whose median family income is approximately \$28,000⁸ or less), approximately one-third to one-half of them had unmet need after all aid was applied (including the family’s contribution, scholarships, grants, and loans). These students face a number of tough choices regarding higher education including taking out additional personal loans, working while attending school, stopping out, or dropping out altogether.

The issue of college affordability in the state of Maryland is complex, and a full discussion is beyond the scope of this report. Institutions report that the current state of funding of higher

⁸ This income is not adjusted for inflation.

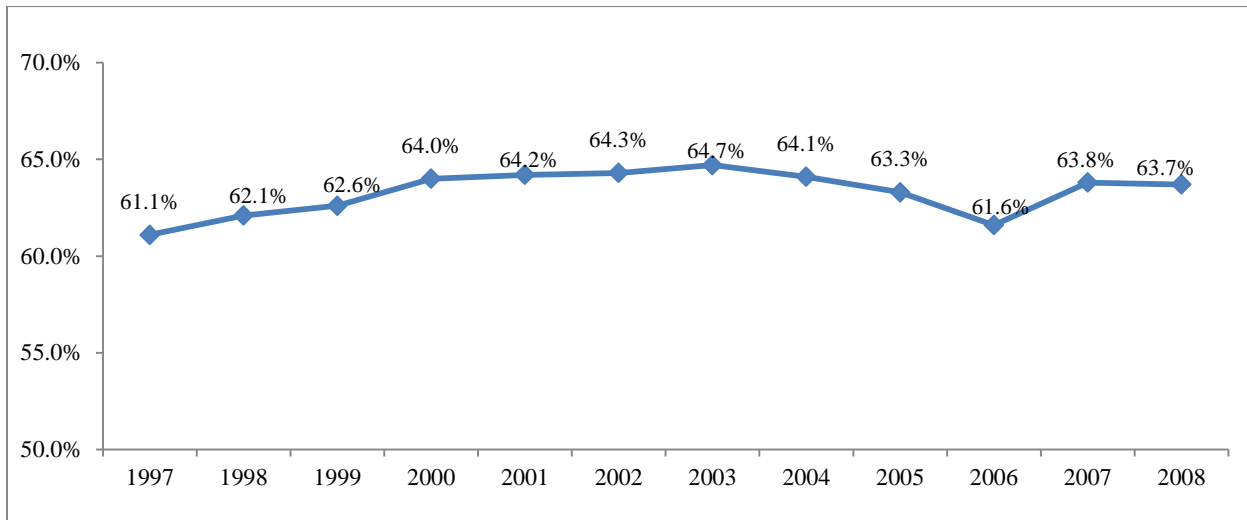
education in Maryland seems untenable without some additional collaborative efforts by institutions and State and local leaders.

Completion

Completion rates for Maryland’s colleges and universities are consistently used as a measure of effectiveness. For four-year institutions, one measure of completion is six-year graduation rates. For community colleges, completion is measured by graduation and by transfer.

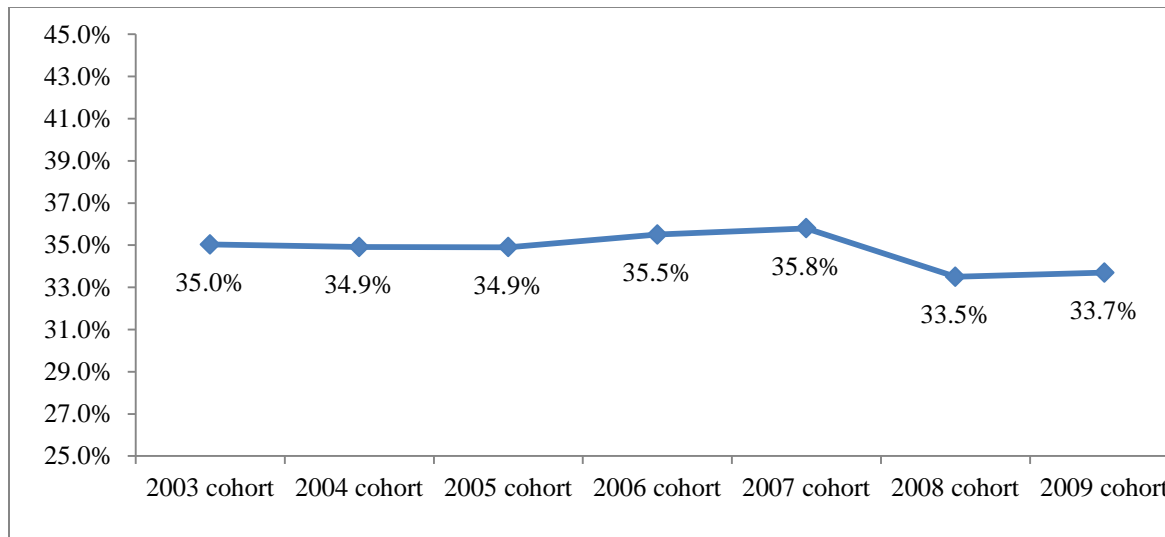
Overall completion rates have stayed relatively flat at both the public two- and four-year institutions, but differences exist among institutions. Differences also exist when comparing completion rates of Hispanic, African American, and Pell-eligible students to the general completion rates, with all populations listed performing more poorly than their peers. That said, some institutions have seen marked improvements in the completion rates of their under-represented minority and low-income students. Institutions credit their comprehensive intervention strategies – such as early alert systems and intrusive advising – with improving the outcomes of these populations.

Figure 9: Trends in the Six-Year Graduation Rate by Entering Cohort at Maryland Four-Year Public Colleges and Universities, Cohorts 1997-2008.



Sources: Maryland Higher Education Commission, Degree Information System, Enrollment Information System

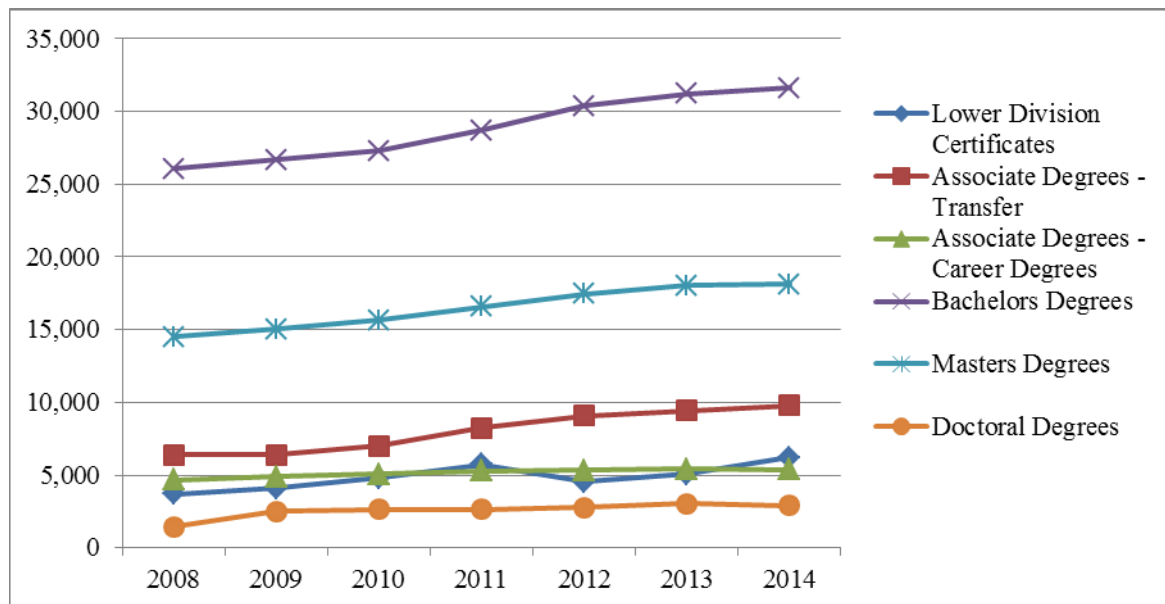
Figure 10: Trends in the Four-Year Graduation or Transfer Rates by Entering Cohort at Maryland's Community Colleges, Cohorts – 2003 -2009.



Sources: Maryland Higher Education Commission, Degree Information System, Enrollment Information System

Despite these trends in completion rates, the overall number of certificates and degrees has increased. Figure 11 shows the statewide trends in award production over the past seven years. In this time frame, there has been a 30% growth in degrees and certificates overall (from 56,793 awards in 2008 to 73,993 awards in 2014), driven primarily by the growth in certificates, transfer degrees, and bachelors degrees.

Figure 11: Statewide Trends in Degrees, 2008 – 2014.



Source: Maryland Higher Education Commission, Degree Information System

These positive degree trends are encouraging, especially in light of the State’s goal to have at least 55% of Maryland’s residents hold at least one degree credential by 2025. The overall increase in degrees and certificates from 2013 to 2014 was 2%. According to MHEC’s most recent Report on Best Practices and Annual Progress toward the 55% Completion Goal (December 2014), this increase in completion keeps the State on track for achieving the 55% completion goal.

Goal 3: Diversity - Maryland will ensure equitable opportunity for academic success and cultural competency for Maryland’s population.

Diversity goals at Maryland’s colleges and universities focus on two broad areas: creating culturally competent students who value differing perspectives, and maintaining and supporting a culturally and ethnically diverse campus through the composition of its students, faculty, and staff. Institutions are leveraging their strengths in an effort to meet the first aspect of the state’s diversity goal. As discussed earlier in this report, the college and university campuses are becoming more diverse overall, and institutions are recognizing their responsibilities in cultivating global awareness and cultural sensitivity. As a result, institutions report using their core curriculum requirements to deliver relevant instruction that focuses on diverse issues. Faculty receive training to aid their work with students in and out of the classroom so they can ensure they are creating an inclusive and responsive climate for all. Interventions such as mentoring, tutoring, and advising target under-represented populations recognized as “at risk” of academic struggle or early departure.

Hiring and retaining diverse faculty and staff has proven challenging for a number of institutions. There is a shortage of diverse faculty in several fields, and in some areas of the state there are relatively few diverse workers. Even when diverse faculty and staff are hired, retention can be problematic, especially when the larger community itself is relatively homogenous. Despite these challenges, institutions report advertising job openings in publications that reach diverse and qualified applicants. In addition, they report devoting resources to creating a welcoming community that will support a diverse staff and student body, providing trainings, lectures and other programming to allow diverse perspectives to be heard and respected.

The diversity efforts of Maryland’s higher education institutions are reflected in their annual Cultural Diversity Reports, which provides details on the actions and policies in place to promote diversity and inclusion on campus.⁹ Institutions report each year on established diversity goals and progress toward those goals, a summary of activities, and process for responding to reports of discrimination.

⁹ Effective July 1, 2008, Maryland Education Article §11-406 requires each public postsecondary institution in Maryland to develop, implement, and report on a program of cultural diversity. MHEC monitors compliance with the requirements of the statute, and each year it produces a Cultural Diversity Report for Maryland Postsecondary Education.

Goal 4: Innovation - *Maryland will seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rates.*

A review of institutions' PAR submissions reveals that they are tailoring innovative strategies to align with their unique missions and charges. Many institutions continue to ramp up innovative course delivery, implementing such tactics as the "flipped classroom" and hybrid courses (with a blending of online and traditional classroom interaction). Others have altered course delivery to be fully online in an effort to make content readily available and cost-effective for students. The majority of institutions report course redesign implementation, especially for remedial courses. One of the most prominent redesign efforts is the co-requisite course model, which allows students to be enrolled in a remedial course and credit-bearing course in the same subject concurrently. Instructional methods can vary in this model, including individualized tutoring to complement the course material and accelerated remedial content (e.g., remedial instruction is delivered five days per week for the first four weeks) prior to the credit-bearing content. For those institutions reporting outcome data on this effort, the focus on redesigned courses shows promise in student retention.

Course redesign, flipped classrooms, and other innovative modifications are often supported by institutional teaching and learning centers, which provide faculty with training, resources, and professional development activities to transform their classrooms. Institutions further support and encourage instructor innovation by providing mini-grants that can help ameliorate the costs (in time and resources) of re-creating curriculum and course content to be more innovative and responsive.

Reports also reflect the institutions' investment in technology as a means to facilitating innovation on campus and in the classroom. Examples of this include using tablets such as iPads or Kindles, upgrading computers, and purchasing software and hardware to complement the modern classroom (e.g., science and engineering laboratories, computer-centered classrooms). This, too, is where some institutions are falling short of their goals to obtain the necessary funds for investment in new buildings or to upgrade existing ones to meet students' and courses' technology demands. These issues present a dilemma for institutions: to ensure quality programs, especially in the high-demand STEM fields, institutions must have topnotch facilities; but to afford such topnotch facilities, they are often forced to divert precious funds from direct services and instruction and commit them to facility construction and upkeep.

Goal 5: Economic growth and vitality - *Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.*

Institutional reports reflect the myriad ways that the colleges and universities are attempting to contribute to the state's economic vitality. Community colleges point to their crucial role in workforce development via their workforce partnerships. These partnerships allow the colleges to identify labor and personnel shortages or areas of industry growth for their region and develop

new programs in response. In addition, community colleges report serving a unique role in educating low-skilled workers (often with limited English proficiency and low reading and math skills) within their service area, providing training and education to allow them to access higher-paying jobs in industries in need of workers.

Institutions report mixed results regarding their economic development outcomes. Some community colleges cite diminishing federal grant funding and remnants of the 2013 federal government shut down as inhibitors to growth of programs and demands for services (e.g., onsite facilities use, contractual training services for employers). In fact, overall enrollment in continuing and professional education leading to government or industry-related certification and licensure decreased 15% from 2013 to 2014 (from 56,002 to 48,692 in unduplicated headcount) and 33% from 2011 to 2014.

Others note large new industries (e.g., energy, IT, government services) as drivers of program development. Generally, those community colleges closest to the Washington, DC and Baltimore, MD metro areas report the greatest success in increased funding and new program implementation. Those in the outlying counties report some vulnerability as their local industries are less diverse, and the economy has been slower to bounce back.

The public four-year institutions point to their strengths in developing partnerships with other higher education institutions or key industry leaders in advancing economic growth and vitality in the state. These linkages serve to create jobs, share resources, stimulate collaboration, and increase efficiencies. In turn, the goal is to sustain these relationships in such a way as to move the state's economy forward in the short- and long-term.

Maryland's public research universities are taking the lead among the state's higher education institutions in such areas as technology transfer and business incubation as a means of strengthening the state's economy. Among these institutions there is a strong commitment to transforming research outcomes into action to address pressing, real-world needs in health, technology, and industry.

Another area of focus for the state's institutions is in teacher preparation. There is an ongoing need for qualified teachers in the state with 23 of the 24 state jurisdictions reporting a shortage, especially in the STEM areas and in English for Speakers of Other Languages (ESOL).¹⁰ Many of the two- and four-year colleges and universities focus on training and educating teachers in an effort to fill demand. Overall, enrollment in teacher education programs has stayed flat over the past nine years, with only a 6% growth in the number of teacher candidates completing programs that lead to licensure (from 2,576 in 2007 to 2,744 in 2015).¹¹ Institutions cite the stricter admissions standards mandated by the Council for Accreditation of Education Preparation for the stagnating enrollments. Some share anecdotal data that students report less interest in the field of teaching due to the perceptions of low pay and high stress. Institutions are cautiously optimistic they can attract more high-quality candidates to the area of study; some

¹⁰ Maryland State Department of Education, *Maryland Teacher Staffing Report 2014-2016*, October 2014, <http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/docs/MarylandTeacherReport20142016.pdf> (accessed November 17, 2015).

¹¹ Maryland Higher Education Commission, Teacher Candidate System and Enrollment Information System.

report receiving grant funds to innovate their teacher education programs, especially in an effort to attract those who are qualified to teach in the STEM fields.

Reports from all institutions reflect efforts to increase education and training related to STEM fields, as the demand for graduates from science, technology, engineering, and mathematics is strong and expected to grow in the future. Institutions report overall increases in their enrollments in and graduation from STEM programs and majors. Challenges for a number of institutions lie in retaining students in these programs; institutions note that one contributor to student retention is the demanding curriculum of some of the required courses. Underprepared students can find it difficult to grasp more complex aspects of STEM courses. In response, tutoring and mentoring programs and new instructional delivery methods are being implemented and evaluated. Even with these retention challenges, many institutions report increases in those receiving degrees and certificates in STEM related fields.

Goal 6: Data use and distribution - Maryland will create and support an open and collaborative environment of quality data use and distribution that promotes constructive communication, effective policy analysis, informed decision making, and achievement of State goals.

This goal encourages the use of quality data to help inform institutional policy and practice. Data are to be used in decision making, program evaluation, student learning assessment, and accountability to internal and external stakeholders.

Institutional reports reflect the use of institutional, national, and state data to track and report on such things as student retention and completion, results of pilot studies of interventions and redesigned courses, evaluations of intervention programs, and benchmarks for internal and external accountability measures.

References to “big data analytics” arose in both the community college and four-year institution reports wherein institutions work independently or in collaboration with consultants in an effort to better understand complex issues such as the intermediate factors that may contribute to student academic success or failure. Institutions also use the results of these analytics to create more tailored interventions for students through such efforts as early alert systems and faculty reporting tools. These data then allow the institutions to focus resources and attention on those students most vulnerable to departure.

Having more data does not naturally allow for institutions to know immediately how to use it; it takes time and commitment to collect, analyze, and report on data so it can have meaning and inform change at the institutions. Institutions report having increased their use of resources – in time, money, and staffing – in an effort to focus on this goal. Trends show that the smaller and less well-resourced institutions struggle to balance the demands of collecting and reporting data and using those data to answer important institutional questions.

MHEC plays a key role in helping institutions achieve this goal through its oversight of the revised Maryland Annual Collection (MAC2) and its partnership in the Maryland Longitudinal Data System (MLDS). When these initiatives are fully implemented, the resulting data will be

able to answer questions tied to student enrollment and progression, course taking patterns, effectiveness of instructional delivery, and career readiness. Longitudinal analysis will allow for a better understanding of longer-term outcomes such as income and labor market trends.

Conclusion

This report provides a summary of the performance accountability measures used by the state's public higher education institutions and an analysis of institutional activities. Maryland's institutions of higher education are guided by the goals and objectives set forth in the Maryland State Plan, *Maryland Ready*. The six goals illuminated in the plan encompass a broad, sweeping agenda for postsecondary education. What arises from a review of the institutions' PAR submissions is the institutions' ongoing commitment to addressing some of the most complex issues facing higher education. These include keeping college affordable, ensuring students successfully progress toward completion, and addressing issues tied to gaps in outcomes for some of the state's most vulnerable students (e.g., low-income students, ethnic minority students).

In reviewing institutional progress toward the six State goals, there is substantial evidence that institutions are meeting the objectives put forth in the Plan for Goals 1 through 4. Any substantial gains in these areas would require significant additional investment from and partnership with the State. MHEC should facilitate outreach and partnerships between Maryland's businesses and higher education institutions to help fulfill the objectives central to Goal 5. Lastly, as institutions work to meet the objectives laid out in Goal 6, MHEC can assist in targeting resources toward those institutions in greatest need of assistance.

In the coming year, the Commission will work with new data that are available and in collaboration with institutions to continue to answer questions and provide research that can help achieve the goals set forth in the Plan.

RECOMMENDATION: It is recommended that the Maryland Higher Education Commission approve the 2015 Performance Accountability Report and ask the Secretary to forward it to the Governor and the General Assembly as required by law.



**TARGETED METRICS
AND CAMPUS
RESPONSES
COMMUNITY
COLLEGES**

ALLEGANY COLLEGE OF MARYLAND

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

Commission Assessment: The College is commended on overall increases in performance in both its successful-persister rate and graduation-transfer rate of developmental completers over the past four student cohorts (Fall 2006 to Fall 2009). Please discuss in greater detail the factors underlying these increases and whether the College expects these trends to continue in the future.

Institutional Response: Increasing focus on completion at the national, state, and local levels has manifested at Allegany College of Maryland in a number of mechanisms geared towards ensuring the greatest possibility of graduation, transfer, success, and persistence of its students. Shortly after her arrival in 2011, President Cynthia Bambara established a Completion Agenda Committee designed to seek out best practices, inefficiencies, and impediments to the ability of students to successfully complete their education at the College. There have been a number of initiatives stemming from the work of this group including changes to registration periods, an ongoing review of orientation processes, developmental testing levels, and availability of student support services.

Additionally, the College began implementation of a Title III grant developing a new Advising Center dedicated to improving the advising process for new and continuing students to ensure that they receive the best and most accurate information on a consistent basis across the College.

ANNE ARUNDEL COMMUNITY COLLEGE

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

Successful-persister rate after four years, Hispanic students (Indicator 21c).

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

Graduation-transfer rate after four years, Hispanic students (Indicator 22c).

Commission Assessment: The College has seen fluctuations in both in its successful-persister rate and graduation-transfer rate for African American and Hispanic students between the Fall 2006 and Fall 2008 cohorts, with substantial increases projected for the Fall 2009 cohort, yet these benchmarks were not met for 2009. Please explain what may have contributed to this result and describe any steps the College has taken or intends to take to restore rates.

Institutional Response: As an Achieving the Dream College, AACC has committed to narrowing the achievement gap between minority and majority students. To that end, a retention plan, which will be finalized in August 2015, will include a systematic process to capture data on student performance and use that same data to develop interventions to ensure that students of color persist, graduate, and transfer (Indicators 21-22).

There are a number of initiatives focused on increasing student persistence and graduation-transfer rates as well (Indicators 21-22). The Engineering Scholars Program (ESP) is a scholarship program resulting from a 5-year, \$598,000 grant provided by the National Science Foundation. Since the start of the grant in 2011, the program has awarded full scholarships to 60 students demonstrating financial need who are majoring in engineering or engineering technology at AACC. The overall goals of the program include increasing financial and student support services for students in engineering programs, targeting underrepresented groups (African Americans, Hispanic, Native American and women) in STEM fields, enhancing student academic and support services at AACC, increasing the persistence rates of engineering/engineering technology students at AACC, and increasing the employment and transfer rates of engineering students at AACC. In addition to financial support, academic support services include faculty/industry mentorship, targeting advising, professional talks, field trips, conferences, spring/fall orientations and organized weekly group study. Since the fall of 2011, ESP graduating and transferring students have been accepted to engineering programs at the University of Maryland Clark School of Engineering, Virginia Tech, University of Maryland Baltimore County, and the United States Naval Academy (Indicator 22).

In a commitment to increasing college and career readiness and achievement, Anne Arundel Community College has begun to focus a significant portion of its dual enrollment initiatives at North County High School in Anne Arundel County. In concert with AACC's strategic initiative to focus on inclusion, North County High Schools was selected because an overwhelming percent of the student demographic would be first-generation college-going. Likewise, the high school has a higher percentage of Hispanic population than any other in the county, and a higher African American population than AACC. The programming at North County allows not only for academic remediation for those who need it prior to and during the taking of dual enrollment courses, but also wrap-around services that include advising and transition advice to become full-time college students (Indicator 22).

BALTIMORE CITY COMMUNITY COLLEGE

Enrollment in continuing professional education leading to government or industry-required certification or licensure (Indicator 31). Enrollment in contract training courses (Indicator 33).

Commission Assessment: Despite fluctuations in headcounts and enrollments in the above indicators over the past four years, the College has established benchmarks calling for significant increases by FY 2015. Please discuss the College's strategies in these areas.

Institutional Response: The unduplicated headcount enrollment in Continuing Professional Education leading to government or industry-required certification or licensure and course enrollments both increased substantially in FY 2014 to 1,031 and 1,683, representing increases of 28% and 57%, respectively (Indicators 31a and 31b). Course enrollments in FY 2014 surpassed the benchmark. BCED developed three new training programs: Patient Care Technician which is a "stackable" credential for the licensed CNA; transporter training for ESL students which includes an ESL component that leads to entry-level Healthcare licensure/certification courses; and Medical Office Assistant which prepares students for front-end office duties and is the first component leading to Medical Assistant Certification. Weatherization courses have been updated to align with the Department of Energy's standards and for industry certifications. The unduplicated headcount enrollment in contract training increased to 797 and course enrollments increased to 1,522 (Indicators 33a and 33b). BCED has developed several new contract training partnerships. BCED and the Horseshoe Casino formed the Casino Dealer Training Academy in May 2014. In FY 2015, BCED's participation in the EARN grant with the Baltimore Alliance for Careers in Healthcare (BACH), St. Vincent DePaul, Center for Urban Families, and the Caroline Center resulted in 313 registrations. BCED entered into a joined with Youth Opportunity Baltimore to provide Healthcare Certification training jointly with GED preparation to ready participants for entry-level positions upon completion. This resulted in 109 registrations in FY 2015. ACE, which combines occupational skills training with basic skills and ESL instruction in a co-teaching model, provided 182 students the opportunity to obtain certification in career fields such as healthcare; warehouse and logistics; and machining. The program received additional funds to add a cohort of students interested in CNA/Geriatric Nursing Assistant Certification training.

STEM credit awards (Indicator 35b).

Commission Assessment: There have been fluctuations in the College's credit enrollment in STEM programs over the past four cohort years. Please describe the strategies that the College intends to follow to achieve the projected benchmark of 66% growth in enrollment for the fall 2015 cohort.

Institutional Response: BCCC's enrollment in STEM programs remained stable at 2,519 in fall 2014 while the number of STEM awards increased substantially to 317 in FY 2014, surpassing its benchmark of 226 (Indicators 35a and 35b). The temporary closure of the Life Sciences Building (LSB) due to water damage limited the scheduling of on-campus STEM courses over three semesters. Since reopening, resources have been enhanced to support STEM courses and programs, including 48 new microscopes and two microscope cameras for

the labs. The STEM programs' curriculum has been updated to align with current technological developments. A five-year \$599,995 grant from the National Science Foundation created 28 scholarships for incoming STEM students for each grant year. The grant's goal is to increase the number of underrepresented students earning engineering/technology degrees, transferring to senior institutions, and securing internships and jobs. Seven recipients earned degrees in Robotics in FY 2014; two transferred to senior institutions and five now work at Amazon. BCCC is one of four community colleges which are part of the NASA Minority University Research and Education Project Community College Curriculum Improvement cooperative agreement, which funds projects to expand STEM course offerings at minority-serving community colleges and increase the number of students receiving degrees in NASA-related fields. BCCC will use its three-year, \$750,000 agreement to implement the "Improving and Expanding the STEM Programs at BCCC to Attract, Retain and Support the Success of Diverse Students" project. The Upward Bound Math and Science program serves as a pathway for BCPSS students into BCCC's STEM programs. BCCC's Welcome Center provided campus tours to students interested in STEM programs from Patterson High School, Digital Harbor High School, and Mount Clare Christian School. Special admissions advising and information sessions were held for health programs. BCCC introduced a STEM community day to increase awareness of the programs and career pathways.

CARROLL COMMUNITY COLLEGE

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

Commission Assessment: The College had seen fluctuations in both in its successful-persister rate and graduation-transfer rate for African American students between the Fall 2006 and Fall 2008 cohorts, with substantial increases projected for the Fall 2009 cohort, yet these benchmarks were not met for 2009. Please explain what may have contributed to the unmet benchmark and any steps the College has taken or intends to take to restore rates.

Institutional Response: The college's goal is to have a full-time faculty that reflects the demographics of its service area and student population. At the time the benchmark was set five years ago, Carroll County's minority population was at 8 percent and the college's minority student population was at 8.2 percent. The college set its benchmark at 8 percent; minorities constituted 5.6 percent of the college's full-time faculty at that time. Changes in full-time faculty staffing since 2010 have resulted in a full-time faculty in fall 2014 that is 4.0 percent minority.

In the current environment of declining enrollments and tight budgets, the college anticipates very limited hiring of new full-time faculty. The college is evaluating its staffing within the context of its five-year strategic plan, Compass 2020. The financial outlook will preclude major additions to its program inventory. Openings that occur due to retirements and separations will be scrutinized to see if a replacement is necessary. Opportunities to change the demographic profile of the full-time faculty will be constrained by these realities.

The strategic value of diversity in the workplace, among the students, faculty, and in the local community, is recognized. Though gains have been made, the composition of the college's overall workforce remains predominately non-minority. Improving the diversity of its workforce as a small, rural college remains one of Carroll Community College's greatest challenges. Carroll County lacks the significant professional minority population found in the urban and metropolitan areas of the state. Since Carroll County is bordered by counties with significantly-higher blends of minorities, such as Baltimore County and Howard County, the college recruits in these areas. The challenge to recruit full-time faculty of color to provide positive role models and to help create a culturally-diverse college will continue to be an institutional priority, and procedures are in place to meet this challenge.

Diversity recruitment is an important step towards creating an inclusive and multitalented workplace that is reflective of the constituents it serves and best prepared to compete in a changing economy and marketplace. Position vacancies are currently advertised through minority resources such as the Baltimore Afro-American newspaper. The college is expanding its recruiting efforts for FY2016 to include the Minority Resources Edition of the Equal Employment and Civil Rights Journal and Minorityjobs.net. Additionally, starting in FY2016 the Director of Human Resources and other human resource staff plan to attend job and career fairs that attract large numbers of minorities, such as those held at Bowie State University, Morgan State University, and Coppin State University.

The college's applicant assessment and interview procedures allow the manager of a hiring department or division (executive officer, director, department chair, etc.) an opportunity to participate in the qualifying process and to review all applications for an advertised vacancy. The Human Resources office completes the first review of applicants without regard for race, gender, or age. Demographic information is not provided to the hiring manager and/or the search committee. The hiring manager or search committee is required to provide the Human Resources office justification supporting the decision not to interview any qualified applicant.

The college, like other institutions of higher education, is experiencing a challenge with low enrollment, so each vacant faculty position is closely reviewed to determine if position reallocation is required or if the position should be placed on hold pending the fiscal year budget. As such it is difficult to anticipate open positions at this time. The Director of Human Resources works closely with the Executive Vice President of Administration to understand position status and next steps for each new vacant position.

The college's FY2016 Strategic Plan contains an initiative (V-2) charging the Human Resources office to analyze staffing and anticipate retirements across all functions, in response to enrollment and revenue assumptions and Compass 2020 strategic priorities. This staffing analysis will inform and reflect the development of a Five-year Financial Plan (initiative V-1) to guide the college through June 30, 2020. Work on these initiatives has commenced. Given the difficult financial outlook for the college, few openings for full-time faculty are likely, hampering the opportunities to significantly alter the racial and ethnic composition of the faculty.

STEM credit awards (indicator 35b).

Commission Assessment: The College has demonstrated substantial growth in credit awards for STEM programs over the past several years, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Institutional Response: Carroll Community College has made a strong commitment to STEM education, reflected in its academic and continuing education programming, its marketing and recruitment, its co-curricular activities, its student life offerings, and its community outreach and engagement. This commitment and these activities have established the college's reputation in the STEM arena and have attracted students to its STEM offerings.

The college launched its nursing program in 2004, added the Associate of Science in Engineering program in 2011, and is in process of introducing a Cybersecurity degree program. The college's SMART Scholars Program offers students undergraduate research experiences in Chemistry and Engineering. The college's Continuing Education and Training area has added to its strong array of information technology and health profession training offerings. These include IT certifications such as CompTIA A+, Network+, and Security+, and Cisco CCNA.

The college has an active student chapter of the American Chemical Society. The college's STEM club received an Excellence in Service award from the Maryland-DC Campus Compact for its service-learning activities. On-campus "STEM Days" have showcased the college's 3D

printers. Carroll faculty and students have traveled to county middle schools to participate in “Ready, Set, STEM” programs. These and other STEM activities are routinely highlighted in the college’s Today newsletter and Career Focus magazine, and successfully pitched to local media outlets resulting in positive publicity.

The college is participating in the first Maryland STEM Festival on November 6-7, 2015, including serving as the Carroll County host location. Without needing to travel great distances, the general public may investigate all aspects of STEM through collaborative and interactive programming. The week is being organized by The Maryland STEM Festival Planning Committee, which consists of members from diverse STEM organizations across the state.

The commitment of passionate faculty, strong administrative support, community and industry partners, and successful alumni, collectively ensure that the college will continue to offer a strong STEM program. County demographics and limited financial resources may lead to declines in enrollments and degrees over the next five to seven years, but the excellence of the program will continue and grow.

CECIL COLLEGE

Annual enrollment in online continuing education courses (Indicator 13b).

Commission Assessment: Despite decreases in enrollment in online continuing education courses between FY 2011 and FY 2013, the College has established benchmarks calling for significant increases by FY 2015. Please discuss specific strategies the College will employ to reach this benchmark.

Institutional Response:

Strategies to increase enrollment in Lifelong Learning courses

- Increase marketing with course books and fliers at senior centers, senior apartments, adult living communities and local libraries.
- Marketing to online homeschool support groups and local homeschool associations regarding our programs
- Marketing online courses to followers and friends on Facebook and Twitter.

Strategies to increase enrollment in Workforce Development courses

- Create a task force with credit, other colleges, online students and even our business contacts would be helpful.
- Mobile accessibility for registration and marketing via social media if that is our audience.
- Collaborate with SWN about WIA finding programs
- Increase contact marketing to past users
- 3 new credit certificates programs through UGotClass will be advertised in the upcoming course schedule
- Include a description of online classes to create interest in the programs and add these to the course schedule
- Specific online classes will be advertised on the electronic signs.
- A strategy has been discussed concerning moving all online classes that are currently in the course schedule to a designated location that will provide a specific presence for those seeking online training.

STEM credit awards (Indicator 35a).

Commission Assessment: The College has demonstrated 30 percent growth in credit enrollments for STEM programs since FY2010 and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Institutional Response: Since FY2010 the College launched a comprehensive outreach and public awareness campaign to build a robust pipeline of students interested in STEM programs. A series of programs were launched to work with students in grades 4 to 12. This range of grade levels was selected to impact not only immediate college plans but also the selection of STEM coursework in middle and secondary school years. This initiative was built to positively impact

STEM enrollment for a ten year period. Since 2012 the College offers STEM programming for 650-850 elementary, 900-975 middle, and 150-200 high school students each year. Additionally, as of fall 2015 Cecil College is hosting Frostburg State University on our campus to deliver a bachelor's of science degree in engineering. This partnership was undertaken to ensure that STEM education was accessible through the baccalaureate level. It is anticipated that based on these strategies STEM enrollments will continue to grow but at a slightly lower rate.

CHESAPEAKE COLLEGE

STEM programs - enrollment (Indicator 35a).

Commission Assessment: There have been declines in the College's credit enrollment in STEM programs over the past three cohort years. Please describe the strategies that the College intends to follow to achieve the projected growth in enrollment for the Fall 2015 cohort.

Institutional Response: Between the peak in fall 2011 and fall 2014, total credit headcount declined by 19% while STEM enrollment fell by 21%. However, during these three years of plunging enrollment, the number of STEM awards conferred rose by 23% and the FY2015 total (not shown in indicator tables) of 145 exceeds the 134 benchmark. Thus, while headcount is an important metric to follow, completions are even more paramount. The College's enrollment challenges are well documented and early data show that both total and STEM enrollment for fall 2015 are down from the previous year. As of the first day of classes STEM headcount totaled 887 students and will not achieve the benchmark target of 1,081. However, the shortfall is not from lack of effort. In FY2014, the College expanded the Career and Technology Education (CTE) Articulation Program so more students could earn college credit for skills learned in high school. The College currently is negotiating an agreement with Queen Anne's County Public Schools that will allow us to offer Dual Enrollment courses that will be used as "capstones" in some CTE programs with the intent to expand this program to the other four support counties. The educational marketplace is regularly reviewed and new programs are added as demand warrants; nine new STEM programs were added in FY2015.

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

Percent minorities of full-time administrative and professional staff (Indicator 20).

Commission Assessment: The College is to be commended for its year-by-year increases for the College on both indicators, having exceeded the benchmarks set. Please describe what factors contribute to these successes and whether the College expects these trends to continue.

Institutional Response: Human Resources monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Exit interview data is also closely monitored to assess whether there are diversity issues or concerns that we need to address. Chesapeake College turnover continues to be low – but out of 29 terminations in 2014, 24% were minorities. We are always concerned when we lose our minority employees, but the data showed that five of these terminations were due to the individuals leaving for better career opportunities; one was a retirement; one was a grant funded position that was transferred to another; and one was an involuntary termination. During the exit interview process, one minority employee expressed some concerns and provided feedback in reference to how to make the college a more welcoming and inclusive environment for our diversity employees. This feedback provided further information that was also shared with the consultant who conducted diversity training in 2014.

It is also important to note that with a small number of employees so a few individuals may have a large impact. There are, less than sixty full-time faculty, and turnover is relatively low. In December of 2013, Chesapeake College offered a voluntary retirement incentive to employees over sixty-five years old who had at least 15 years of service. This incentive resulted in a record number of new faculty searches (nine). Seven positions were filled to start in fall 2014, one of whom is a minority (14%). In fall 2014, the minority percentage of full-time faculty was 5.8% compared to the ultimate goal of 5% while the percentage of minorities in full-time administrative and professional positions was 13.0%, surpassing the target of 10%.

We have increased our recruiting efforts at historically black colleges for both faculty and professional positions. Advertising in diversity publications/websites continued last year and are utilized as frequently as possible. Human Resources representatives also meet with each search committee to explain our commitment to diversity and to encourage search committee members to consider diversity during the selection process. Because we are such a small institution and our overall percentages can be impacted greatly by just a few hires and/or terminations, it is difficult to say whether this upward trend in our diversity percentages will continue. However, we remain committed to making diversity a priority at Chesapeake College.

COLLEGE OF SOUTHERN MARYLAND

STEM credit awards (Indicator 35a).

Commission Assessment: There have been declines in the College's credit enrollment in STEM programs over the past three cohort years. Please describe the strategies that the College intends to follow to achieve the projected benchmark of 37 percent growth in enrollment for the Fall 2015 cohort.

Institutional Response: The enrollments in STEM programs have trended down over the last few years; the college has several initiatives to increase enrollments. The college has various events to enhance student engagement, increase students' motivation in learning STEM subjects, and interest in pursuing STEM related careers and post-secondary education. Some events include Robotics Competitions, Regional Conferences, A Night of Engineering, and Engineer Like a Girl. CSM awards STEM scholarships which promote full-time enrollment and degree achievement to financially needy and academically talented students. In addition to financial support, CSM is forging local transfer and educational opportunities. The college and its many partnering universities, companies, and organizations enable students to stay in Southern Maryland and receive the top-quality education and training needed to work in STEM fields. The college also works with education leaders, the military, and private and non-profit sectors to improve, coordinate, promote, and develop STEM-related educational programs through the CSM's Institute for Science, Technology, Engineering, and Mathematics.

COMMUNITY COLLEGE OF BALTIMORE COUNTY

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

Commission Assessment: The College had seen fluctuations in both in its successful-persister rate and graduation-transfer rate for African American students between the Fall 2006 and Fall 2008 cohorts, with substantial increases projected for the Fall 2009 cohort, yet these benchmarks were not met for 2009. Please explain what may have contributed to the unmet benchmark and any steps the College has taken or intends to take to restore rates.

Institutional Response: The 2009 and 2010 African-American student cohorts spent its critical first two years at the College at a time when our Student Success reforms had not yet been scaled up. We anticipate that later cohorts will more fully experience the impact of those scaled-up programs, such as Developmental Education Acceleration, and the African-American Male ACDV sections. In addition, our Culturally Responsive Teaching Program has been significantly scaled up, and now affects many more faculty members. Finally, our faculty composition has continued to become more diverse.

The 2009 and 2010 cohorts also entered the College at the time of our maximum enrollment, at the lowest points of the unemployment cycle. Many of those students were more marginally attached to the College than earlier or later applicants. As the economic and demographic profile of Baltimore County has continued to change, more of our African-American students come from poverty-level incomes, and are deeper in poverty than was the case before. This is also reflected in a deepening of the developmental education gap between white and African-American students at the College.

A valuable step the college has taken to restore success rates for African American students is joining the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color. The consortium is designed for community colleges who are interested in sharing their efforts and learning new strategies for enhancing the completion success of men of color.

STEM credit awards (indicator 35b).

Commission Assessment: The College has demonstrated substantial growth in credit awards for STEM programs over the past several years, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Institutional Response: Much of the success and growth in the number of STEM credit awards can be attributed to efforts and goals of the STEM Initiative and Liaison program. Now in its sixth year, these efforts can claim significant progress in meeting the needs of today's students in preparing them for tomorrow's STEM workforce. Our comprehensive initiative includes job preparedness and career service strategies for STEM business sectors and preparing students for transfer to STEM academic programs.

Specific components of the STEM Initiative include:

- STEM Scholarships- Through external and internal funding sources, CCBC provides scholarships to full-time students enrolled in STEM associate degree programs.
- A Society of STEM Scholars- This student-led academic organization is dedicated to providing information to students regarding careers in STEM, opportunities for students to network with professionals in STEM fields and venues to enable STEM students to interact with each other.
- A STEM Advisory Board- The board consists of CCBC STEM faculty and staff, as well as external members of the STEM community from businesses, Baltimore County Public Schools and local universities. The board helps develop and expand annual outcomes for CCBC's emerging STEM initiative.
- STEM Programs- CCBC offers an expansive list of STEM and STEM related academic programs.
- STEM Enrichment- CCBC also provides an extensive list of STEM and STEM-related enrichment activities for students and members of the community.

Additionally, CCBC is a founding member of the Baltimore County STEM Alliance (BCSA), a cross-sector organization that centralizes, communicates and aligns STEM initiatives around and for Baltimore County.

FREDERICK COMMUNITY COLLEGE

Enrollment in continuing education basic skills and literacy courses (Indicator 17a and 17b).

Commission Assessment: The College has demonstrated substantial growth in enrollments in continuing education basic skills and literacy courses over the past several years, and has dramatically exceeded its benchmark goals. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Institutional Response: FCC has been administering the Adult Education and Family Literacy Services grant from the Maryland State Department of Labor, Licensing, and Regulation since July 1, 2010. The program was previously administered by the local public school system and serves Maryland residents who are at least 16 years of age, officially withdrawn from school, and either lack a high school diploma, basic skills proficiency, or have a native language other than English. The continuous increase in enrollment is directly related to the addition of the Adult Education program. This program is important to the mission of the institution and grant funding directly supports the enrollment in these courses. Student enrollment remains steady, varying slightly from year to year, a trend the College expects to continue in the future.

Program calendar adjustments were implemented in FY14 that led to greater student retention as evidence by a decrease in headcount disproportionate to the slight decrease in FTE. In mid FY15, the College offered a new level of ESL classes which is not supported by grant funds and will potentially result in FTE increase in future years. Additionally, current student trends show increased persistence with students completing multiple components of the program. For example, beginning in ESL and transitioning to GED classes or beginning in grant funded Basic ESL and transitioning to Continuing Education Targeted ESL courses. This trend has resulted in a decrease in the unduplicated headcount, however, an increase in program completion, transition, and FTE.

STEM credit awards (indicator 35b).

Commission Assessment: The College has demonstrated 26 percent growth in credit awards for STEM since FY2010, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Institutional Response: : FCC recognizes the importance of critical workforce needs in Science, Technology, Engineering, and Mathematics (STEM) as it is emphasized in the 2013 Maryland State Plan for technological innovation, economic growth, and increased productivity. In the previous FCC Strategic Plan 2013-2015, Goal 8 suggested that FCC “Increase programs and services that anticipate and respond to current and future workforce needs.” The first strategic objective of this goal was to “Strengthen STEM majors through curriculum revision that meet the MHEC accountability benchmark”. Therefore, the College intentionally planned for the growth of this field. The degree requirements were revised to 60 credits and the College created an Associate of Science with a STEM concentration, which in its first year had one graduate. Moreover, the College renovated the science building by upgrading current labs, and

adding additional labs and learning areas in support of the growing STEM programs.

Additionally, in response to the Maryland State Plan's emphasis on the preparation of "*students for careers in high-demand, cutting-edge industries such as cyber-security,*" the College was awarded a \$731,614 training grant to create a Cyber-Security degree program by providing high- end training, internships, and IT jobs to Marylanders including veterans and their families, low- skilled workers, and underrepresented groups. Under this grant, the College has developed the Cybersecurity curriculum to offer the A.A.S., Cybersecurity, which covers the objectives of eight professional certifications: A+, Network+, Security+, Linux+, Certified Ethical Hacker (CEH), Certified Information Security Auditor (CISA), CSX Cybersecurity Fundamentals, and Certified Information Systems Security Professional (CISSP). The College has also started building a Cyber Lab to facilitate the offerings of courses required by the Cybersecurity program.

GARRETT COLLEGE

Graduation and transfer rates after four years for college-ready students (Indicator 6a).

Graduation and transfer rates after four years for developmental completers (Indicator 6b).

Commission Assessment: Despite decreases in graduation and transfer rates for college-ready students and fluctuations in these rates for developmental completers from the Fall 2006 cohort and the Fall 2009 cohort, the College has established benchmarks calling for significant increases for the Fall 2011 cohort. The College acknowledges the “poor performance” of the Fall 2009 cohort on meeting the stated benchmark. Please discuss the factors that may have contributed to this performance and the future strategies that will be employed.

Institutional Response: The College analyzed a considerable amount of data and other information in an effort to determine the reason (or reasons) for the poor performance of the FY2009 cohort. Unfortunately, this analysis failed to point to any particular factors which could help explain the reasons for the 2009 cohort’s poor performance. As a result, the College has not been able to develop particular strategies for improving student performance beyond those that have either already been implemented or that will soon be initiated as part of the College’s ongoing efforts to improve student success. It is worth noting again that, for the fall 2010 cohort, the graduation-transfer rate for college-ready students rose to 88.5% from the 72.3% reported for the fall 2009 cohort, just slightly below the fall 2011 benchmark of 90.0%. The graduation-transfer rate for developmental completers rose to 71.6% from the 60.3% reported for the 2009 cohort, which falls just short of the fall 2011 benchmark of 75%.

HAGERSTOWN COMMUNITY COLLEGE

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

Commission Assessment: Despite decreases in the percentage of minority full-time faculty from Fall 2010 to Fall 2013, the College estimates a two-fold increase for Fall 2015. Please discuss the strategies that inform this aggressive goal.

Institutional Response: HCC's commitment to increasing diversity is incorporated into its 2018 Strategic Plan as Strategic Goal 6.1 - "Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff." Improving the diversity of its workforce as a small college in Western Maryland remains one of HCC's challenges because the area lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. The challenge to recruit full-time faculty and administrators to provide positive role models and create a more culturally diverse environment continues to be an institutional priority for the near future.

The College is benefiting from its faculty recruitment efforts to provide role models for the increasing diverse student population. In fall 2014, 6.0 percent of full-time faculty fell into minority categories, along with 7.3 percent of all regular full-time employees. Though there was a gain of almost one percent in terms of minority faculty members from fall 2013 to 2014, percentages can be misleading because a small numeric change can appear far greater or smaller when examined as a percentage of total population. Since such gains are occurring one person at a time, the College may have been ambitious by hoping to have 11 percent by fall 2015. The benchmarks were established prior to state-wide enrollment declines and budget constraints that have included cut backs and vacant positions not being filled.

HCC's employment application requests optional statistical data, which helps inform decisions to increase or renew its advertising and recruiting efforts. The HR Department (HRD) completes the first review of applicants without regard for race, gender, or age, and demographic information is not provided to the hiring manager and/or the search committee. As the College recruits broadly for faculty and executive leadership positions, the HRD continues to expand its outreach via appropriate and effective recruiting models. Position vacancies are placed on HCC's Human Resources (HR) web page, and are typically advertised through minority resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the HR Director and other HR staff attend job/career fairs that attract large numbers of minorities, such as Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

Fall-to-fall retention for Pell grant recipients (Indicator 26a).

Commission Assessment: The College has had decreases in fall-to-fall retention of Pell grant recipients from the Fall 2009 cohort to the Fall 2012 cohort with substantial estimated increases for the benchmarked Fall 2014 cohort. Please explain what may have contributed to the

decreases and any steps the College has taken or intends to take to increase retention of Pell-eligible students.

Institutional Response: Recent federal government regulations for Pell Grants, guaranteed student loans and satisfactory academic progress (SAP) have negatively impacted HCC's overall enrollment and retention rates. Students now are significantly limited in the amount of time they have to complete a bachelor's degree with support from Pell grants, along with changes in the Estimated Family Contribution (EFC). The SAP process requires students to pass 70 percent of their attempted coursework cumulatively or their financial aid is in jeopardy. This is especially challenging for students at an open enrollment institution. Approximately 75 percent of students are under-prepared for college level work and have external challenges to juggle, such as jobs and family. Additionally, though full-time students who qualify for the maximum Pell funding are awarded more dollars, the number of semesters they are qualified to receive Pell has been reduced from 18 to 12. This is particularly difficult for community college students who need to obtain their associate degree before moving on to their bachelor's degree.

Moreover, students are no longer permitted to receive three semesters of Pell funding. If they use their annual eligibility during the fall and spring semester, they are not eligible for additional money in the summer. This means those students who receive a refund check in the fall and spring must save that money to pay for their summer classes. Realistically, students are spending that refunds on rent, gas and other living expenses, and are not saving it for tuition that will be due months from when they receive the check. In FY13, the Student Financial Aid Office (SFAO) took steps to split federal loan disbursements into two payments per semester. This forces students to be accountable and to continue attending classes in order to receive their full award. Also, to foster enrollment and retention, the SFAO works closely with Institutional Advancement to provide several scholarship opportunities for those who show scholastic promise and financial need. Most scholarships are awarded for a one-year period.

Academic planning is important if students want to receive enough Pell grant money to pay for both the associates and the bachelor's degrees. Many HCC students are unable to pursue a true full-time schedule of 15 credits per term, which would allow them to graduate in two years. The more semesters a student spends at HCC, the less time they will have Pell available to them at their four-year institution. This is a primary reason why HCC developed its "15 to Finish" campaign, which encourages students to take more classes per semester. All of these aforementioned changes in combination have made it very difficult for HCC students to persist with their education due to financial hardship. Along with promotion of the "15 to finish" campaign, HCC requires all new students to meet with an advisor to create an academic plan, which lays out future semesters and class selection.

Based upon these financial factors and implications, the need for students to borrow loans to attend school has increased. In the fall 2009, 16 percent of HCC's students borrowed money to attend, which increased to 30 percent in fall 2013. The SFAO seeks to educate students through financial literacy workshops regarding loan repayment. The College also continues to encourage students to participate in on-campus student employment, which fosters retention as well.

The College has observed that, with the aforementioned initiatives and supports to students, there was an increase in the fall-to-fall retention of Pell grant recipients in the fall 2012 cohort from 39.6 percent to 43.8 percent for the fall 2013 cohort.

HARFORD COMMUNITY COLLEGE

Graduation and transfer rates after four years for developmental completers (Indicator 6b).

Commission Assessment: Despite the College's decreased rates for college-ready and developmental non-completers since the Fall 2006 cohort, the benchmarks for the Fall 2011 cohort exceed these Fall 2006 rates. Please describe the strategies that the College intends to follow to achieve the projected benchmark for the Fall 2011 cohort.

Institutional Assessment: After a slight dip in graduation and transfer rates after four years, the College is back on track and within 1% of the established benchmark. We can attribute this to the culture of student success on campus within the academic faculty, student support services, and administrative units. We have worked diligently to streamline our advising services and implemented new technology to keep students on the pathway to success. In fall 2014 the campus purchased and implemented the previously discussed DegreeWorks system and conducted intensive training for staff. Advising models were streamlined, and collaborations between financial aid and advising have been successful. Targeted intrusive advising initiatives for students with at least 45 credits have expedited students' progression toward completion. The redesign and expansion of tutoring and testing services into a comprehensive Learning Center lends to a more accessible student success environment and allows for better tracking of outcomes.

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

Commission Assessment: Despite small fluctuations in the percentage of minority full-time faculty from Fall 2010 to Fall 2013, the College estimates a three-fold increase for Fall 2015. Please discuss the strategies that inform this aggressive goal.

Institutional Assessment: Harford CC's percent of minority full-time faculty increased from 6.7% in fall 2013 to 8.9% in fall 2014. The College asserts that the benchmark, while aggressive, is aspirational and that there has been some progress toward achieving the goal as evidenced by a slight increase in this year's percentage. It is the aim of the College to have full-time faculty reflect its service area demographics; Human Resources and Academic Affairs incorporate a variety of strategies to attract high quality applicants for all open full-time faculty positions. These data indicate that efforts to recruit and retain minority employees are beginning to pay off. There continue to be opportunities to improve the recruitment, development, and retention of diverse employees.

Some of the initiatives in place include the Human Resources office using targeted advertising both for under-represented groups and field-specific searches. Recent postings were placed on DiverseEducation.com, Journal of Blacks in Higher Education, Student Affairs Administrators in Higher Education, Insight into Diversity, Minority Update, and the National Association of African Americans in Human Resources. The Assistant Director for Human Resources works with search committees to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. The College's

academic deans use strategies to encourage minority recruitment and hiring which include the use of personal contacts, professional associations, and advisory board affiliations, direct advertising at institutions with large minority student enrollments, as well as the use of publications that target minorities. Some academic deans have mentored, advised, and supported minority faculty in their work and hired minority faculty to work with incoming students over the summer to be strong role models.

HOWARD COMMUNITY COLLEGE

STEM programs (Indicator 35).

Commission Assessment: The College has demonstrated substantial growth in STEM program credit enrollment and credit awards over the past several years, and has exceeded their benchmarked goals. Please further discuss the factors underlying these increases and whether the College expects these trends to continue in the future.

Institutional Assessment: Both credit enrollment and awards in STEM programs continued to exceed benchmark levels, with a large gain in engineering programs (37 percent enrollment growth from fall 2011 to fall 2014). Increased numbers of high school graduates are selecting engineering as a college major as programs such as Project Lead the Way are fully implemented in the public high schools. HCC engineering faculty have implemented strategies designed to recruit and retain engineering majors, such as a mandatory engineering seminar taken in the first semester, an engineering club, Engineering Projects Day and engineering week activities. The college has also established a chapter of the Society of Women Engineers (SWE) and a chapter of the National Society of Black Engineers (NSBE). Student members of SWE and NSBE engage in a variety of outreach activities with the HCPSS, such as STEM tutoring and assisting students with science fair projects and homework. Other large enrollment gains were seen in life science, physical sciences and pre-medicine. An increased demand for health professionals and the introduction of new HCC programs in dental hygiene, physical therapy assistant, medical lab technology and diagnostic medical sonography contributed to increased enrollment in the biology, chemistry and physics courses required for these programs. HCC offers four majors that allow students to pursue teaching degrees in STEM areas and provides seamless transfer to Maryland four-year teacher education programs in these areas. The college has implemented a number of programs designed to support students majoring in STEM. The STEM Scholars honors program provides rigorous coursework, academic support and career and transfer guidance for a cohort of qualified students. The STEM learning community, designed to improve academic achievement, retention and degree completion, along with STEM career and internship information sessions, continue to serve STEM students. The college hosts an annual Howard County STEM Festival and participates in off-campus events such as Pi Day, Girl Power, the Howard County Math Festival and the HCPSS STEM Festival. HCC continues to participate in the STEM Transfer Student Success Initiative with Anne Arundel Community College, the Community College of Baltimore County, Montgomery College and UMBC. Enrollment is expected to grow as new pathways for engineering students are implemented and with the move to the new SET building for astronomy, biology, engineering, environmental science, horticulture, geology, meteorology, construction management, physics and technology programs. Spaces in the new building include a learning commons, a digital fabrication/3D printing lab, a cybersecurity lab, and undergraduate research grade lab facilities, which will support the implementation of a formal STEM undergraduate research program in fall 2015. Additionally, HCC was awarded a \$597,088 NSF S-STEM Scholarship grant to provide financial assistance to qualified STEM students with financial need.

MONTGOMERY COLLEGE

Graduation and transfer rates after four years for college-ready students (Indicator 6a).
Graduation and transfer rates after four years for developmental completers (Indicator 6b).

Commission Assessment: The College has demonstrated substantial growth in its graduation and transfer rates over the past several years, and has exceeded its benchmark goal. Please discuss the factors underlying this increase and whether the College expects these trends to continue in the future.

Institutional Assessment: Several years ago, the College implemented a number of strategies designed to help students succeed on both of these measures, which included changing policies affecting the admissions process; increasing emphasis on academic advising; establishing a student degree plan upon entry; redesigning the teaching of developmental math; urging students to complete developmental course sequence; offering more learning communities; establishing articulation agreements with four year colleges and universities; and emphasizing associate degree attainment before transfer. To complement these strategies, the College recently implemented an intentional advising model and encouraged a more intense emphasis on academic advising and mentoring. Continued success on these measures is expected in the future as a consequence of these approaches.

PRINCE GEORGE'S COMMUNITY COLLEGE

Fall-to-fall retention for Pell grant recipients (Indicator 26a).

Commission Assessment: The College had some fluctuations in fall-to-fall retention between the Fall 2009 cohort and the Fall 2012 cohort with substantial estimated increases for the benchmarked Fall 2014 cohort. In the 2014 PAR the College admits it is “not on target to meet these benchmarks.” Please explain what may have contributed to the decreases and any steps the College has taken or intends to take to increase retention, specifically of low-income students.

Institutional Assessment: The College's fall-to-fall retention has been largely stable across the last five years with one exception. There was a drop in the retention rate for the fall 2012 cohort. This was due to a large number of students who were eligible for Pell Grants in 2011, but, due to changes in the requirements to receive Pell Grants, were no longer eligible for this aid in 2012. Thus, the eight percent drop observed for the 2011 cohort is not due to anything systematic at the College. It is, however, true that the fall-to-fall retention rate is very flat and not on a trajectory to achieve the benchmark for either Pell or non-Pell students.

In order to try to improve the likelihood of achieving the benchmark, the College added significant strategic funds for the three courses in the developmental math sequence to provide a tutor for every section. Five of the 21 academic departments piloted a new scheduling model, designed to improve students' ability to develop a schedule to fit their needs. This new scheduling model will be implemented by all departments in spring 2016. The Accelerated Learning Program (ALP) is being scaled to full capacity, thereby allowing students to complete the final developmental English course and the first credit English course in one semester. With the recent availability of the Business Objects software, the College has increased access to critical enrollment and progression data for all academic chairs and deans. As a result, departments and divisions are focusing a major portion of their FY2016 strategic plans on retention efforts.

Enrollment efforts have also focused on retention and completion. There have been a number of consistent attempts to reach out to students, who attended in the previous semester but haven't yet enrolled, via email and personal phone calls. Student Services staff make personal phone calls and send follow up emails to students who were registered in the previous semester but not the upcoming semester to discuss barriers and to help complete the re-enrollment steps if appropriate. Faculty and staff make personal phone calls to students in their advising groups to encourage and assist in enrollment. During registration periods, phone calls and emails are sent to students before dropping them for non-payment to encourage payment and to secure their seat in registered courses. Additionally, reminders and updates about registration are sent to students through social media and the Owl Alert (e2campus) system.

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

Commission Assessment: The College had held steady between Fall 2011 and Fall 2013 with the percent of minorities serving as full-time faculty with substantial increases projected for Fall 2015. Please explain the steps the College has taken or will take to increase its percent of minority faculty and reach the benchmark.

Institutional Assessment: The College continues to embrace the existing diversity of its faculty and the stretch to achieve even higher levels of diversity noted by the benchmarks. In an attempt to reach this benchmark, the PGCC Human Resources office regularly advertises on several websites specifically targeted to serve minority faculty applicants (e.g., Hispanic Outlook in Higher Education, Diversity Jobs). Additionally, Human Resources sends emails to Higher Ed Jobs Affirmative Action and attend local area job fairs, including Congresswoman Donna Edwards' Job Fair which is advertised in several minority outlets.

WOR-WIC COMMUNITY COLLEGE

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

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

Commission Assessment: The College had seen steady increases in both in its successful-persister rate and graduation-transfer rate for African American students between the Fall 2006 and Fall 2008 cohorts, with substantial increases projected for the Fall 2009 cohort, yet these benchmarks were not met for 2009. Please explain what may have contributed to the decrease and any steps the College has taken or intends to take to restore rates.

Institutional Assessment: Over the past four years, the graduation-transfer rate for African-American students had little variability (31 to 34 percent). However, the successful-persister rates for the fall 2009 and 2010 cohorts (63.7 and 62.4 percent, respectively) are around 15 percentage points lower than the rates for the fall 2007 and 2008 cohorts (47.1 and 48.1 percent, respectively). The successful-persister rate includes students who graduate and/or transfer, as well as those who have not earned an award or transferred, but are still persisting. During the four-year analysis period for the fall 2010 cohort, the college experienced an overall enrollment decrease of 21 percent. The downturn in enrollments seemed to affect all categories of students, including African-Americans.

The college has implemented developmental course redesign, improvements to advising, increased access to information and grant-funded programs geared toward improving student retention. The “Inspiring African-American and Women in STEM Education” and “Inspiring Science, Technology, Engineering and Mathematics Students” programs that began in FY 2015 both provide academic support services and career exploration specifically to African-American students in an effort to increase their retention.



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

BOWIE STATE UNIVERSITY

Objective 2.1: Increase the undergraduate second-year retention rate from 70% in 2009 to 76% in 2014.

Commission Assessment: In the past several Performance Accountability Reports, the University has described a number of initiatives aimed at improving second-year retention rates in an effort to meet or exceed the benchmark goals set by the institution. These efforts included an early alert system, the Knowledge Enhancement through Education Programs (KEEP) Program, and staff hiring. Please update the Commission on the initial results of these programs, and include any data collected by the University to evaluate the effectiveness of the programs. Finally, please identify possible measures – in addition to retention rates – that can be collected regarding the programs' effects on student retention.

Institutional Assessment: Bowie State University has multiple intervention strategies to support second year retention rates including those strategies mentioned above located within our Academic Advising Center (AAC). Since 2012, retention programs developed by AAC and College Retention Coordinators are based upon data generated by the Office of Planning, Analysis and Accountability (OPAA). At least three times a semester, OPAA provides AAC and College Retention Coordinators with targeted information. Current student demographic characteristics, academic program and previous academic achievement are shared at the beginning of the term. At midterm, a list of students failing at least one course is shared. End of term student academic achievement is shared once grades become final. These data are then used to track targeted efforts. The impact of retention-related programs are shared with MHEC in the Access and Success report and the Annual Progress Toward the 55% Completion Goal report. A summary of activities is provided below.

iCAN is the University's early alert system. iCAN uses both automatic and faculty added flags to alert students of attendance and grade challenges. The flags generate emails to the student and the Academic Advising Center (AAC) team. AAC then follows up with each student and generates feedback to both student and faculty member. iCAN also allows the AAC to store notes from advising appointments as well as send cell phone reminders to students about advising meetings. The AAC held approximately 5,000 student appointments in FY 2015. All first-time fall 2014 freshmen received individual four-year plans of study.

The AAC KEEP program was restructured into the Academic Recovery Program to better align programming with the College Retention Coordinators. Thirty five students signed contracts this spring. Results are pending summer session enrollments. The Bulldog Early Success Program is designed to support students conditionally admitted. A required group meeting for approximately 100 students was held in September 2014 to review academic policies and discuss academic support services. Students were assigned an academic advisor/mentor who met one-on-one at least twice a semester. OPAA will be compiling the data analysis this fall. The Emerging Learners Program supports new first-time freshmen who have below a 2.0 GPA after the first semester. Twenty three students participated this past academic year with 40 percent in good standing at the end of the spring semester.

The Bulldog Academy is a four-week residential academic program designed to provide a "jump start" towards a college education for a first-time freshman. Students are given the opportunity to earn up to 7 credits in English and mathematics. Eighty four students participated in the summer 2014 program. In addition to taking classes, Bulldog Academy participants became familiar with student support services available to them, including tutoring centers, and career and counseling services. Of these 84 students, 30 percent placed into developmental English (N=25) and 83 percent placed into developmental math (N=70). Of those in developmental courses, 92 percent passed developmental English (N=23) and 81 percent passed developmental math (N=57). Of those placing into credit level classes, 76 percent passed English (45 of 59) and 93 percent passed credit math (13 of 14). Eighty two of the 84 students enrolled for the fall 2014 semester. At the end of AY 2014-2015, 76 percent (62 out of 82) of these students had a cumulative GPA of 2.0 or higher. Since FY 2014, a larger percentage of each freshmen cohort has taken advantage of the Bulldog Academy (FY 2014 – 19% and FY 2015 – 14%). Participation rates in Bulldog Academy have helped the University increase second year retention and progression rates.

These retention outreach efforts support the annual targets set by the Provost and Vice President for Academic Affairs. Targets include spring – fall early re-enrollment rates, second-year retention rates for new students (first-time and transfer), and fall-to-spring return rates. Freshmen GPA and credit hours attempted/earned and developmental education completion are also tracked. In FY 2016, the University will begin using the Predictive Analytics Report Framework (PAR) as part of its analysis and assessment strategy to increase student success. It is anticipated that the action reports and watch lists developed from Bowie's data will better target future strategies.

COPPIN STATE UNIVERSITY

Objective 3.1: Increase the 6-year graduation rate for all students from 18.3 % (2002 cohort) in FY 2009 to 26% in FY 2014.

Commission Assessment: In previous Performance Accountability Reports, the University provided a detailed explanation of several initiatives put in place to increase retention and graduation rates. In the 2014 PAR, the University states that it has a sustained commitment to increasing retention and graduation rates but must “balance the appropriate number of best practice intervention programs and fund them at levels in which they may be sustained over the years.” To that end, please provide the Commission with additional information as to the efficacy of the programs established, especially any data collected by the University to evaluate the program effectiveness, and describe the mechanisms in place to assess existing and new initiatives in light of institutional budgetary constraints.

Institutional Response: Coppin State University has been able to consistently implement the following best practices aimed at improving retention and graduation rates. The institution regularly monitors those rates and also reviews metrics specific to the best practices. With the exception of the Living Learning Community and other smaller-scale programs, funding is predominantly received from external resources such as the USM or MHEC due to continued budget constraints and other expenditure mandates.

Living Learning Community

The Living Learning Community (LLC) targets First-Year Pre-Nursing and Nursing Residential Students who must participate in block course scheduling. The program is operated by the College of Health Professions. It was originally created in 2011 to integrate academic learning and residential community living. Entering first-year and transfer pre-nursing/nursing students have the opportunity to become a part of a learning community within the residence halls. Students attend block scheduled English, biology, and nursing classes as well as first-year classes in the residence hall. A service learning component enhances the living learning experience for the students and assists in the development of civic responsibility and awareness. This program provides nursing students a unique opportunity to live and study with fellow dedicated nursing and pre-nursing students. Students develop leadership skills through academic and social activities while building relationships with faculty and staff.

Past data suggests that the Living-Learning Community has had a positive impact on student participants. However, participation rates have been low in part due to requirements of block scheduling and the residential requirement. The campus will continue this program, but has initiated a review of this best practice and how it has been implemented on campus. The Administration is considering making the program more selective at the beginning of the freshman term to be a part of the program. Currently, there are seven (7) students in the program. This data were shared with internal committees within the College of Health Professions (Assessment Committee) who regularly evaluates the program. For the past three years, the LLC served 35 students annually and consistently boasted a first-to-second year retention rate of 69%. The program is currently under revision, and will enroll a larger number of students in the next

fiscal year. The program redesign will be announced to administration once it is ready for full implementation.

Summer Academic Success Academy

The Summer Academic Success Academy (SASA) is an intensive, six-week comprehensive intervention services program that prepares incoming students for the rigors of post-secondary education, and of course matriculation into CSU. It is open to all freshmen directly from high school and last for six weeks. It is a campus-based, residential program that eases the transitioning of students from high school to college by helping them develop confidence in their ability to learn and early opportunities to earn college credit prior to the start of their anticipated fall semester. Students enrolled in this program are taught college-level survival skills, both academic and social. SASA students are exposed to concepts in financial literacy, career planning, personal growth, and to campus resources and support services.

SASA 2014 completed its summer with 102 participants although the program began with 106 of which 63% were first-generation college students. Students in the program completed the program with a mean GPA of 3.22. Course pass rates are as follows: English 101 = 98%, MISY 150 = 100% and ORIE 101 = 91.2%. Of the 102 program completers, 99 of them enrolled for the fall 2014 semester.

The Office of Academic Affairs remains pleased with the outcomes of the SASA program as it evaluates the program on an annual basis through the Office of Enrollment Management. The funds provided through external grants have helped to administer a program that will continue to be a part of the fabric of the institution. CSU will continue to evaluate the overall effectiveness of the SASA program and look for ways to expand and serve additional students. Currently, due to funding constraints, the program is fully supported by grant funds from MHEC which makes accommodating additional students difficult. However, the coordinator's salary is 100% from the University's budget while program costs are funding through the grant.

Freshman Male Initiative

This initiative is funded through a separate grant through the Maryland Higher Education Commission. In the summer of 2009, the Freshman Male Initiative program (FMI) was started in an effort to improve the persistence and graduation rates of male students. Since the inception of the program, FMI students have continued to be retained at higher rates than the general population of first-time full-time male and female students. In fact, our data reveals that the achievement gap between retention and graduation rates narrowed to less than 1%, closing part of the achievement gap for males when compared to female students (USM Minority Achievement Report, 2014).

Success of the program may be attributed to its features such as workshops for students with trained mentors, leadership opportunities, and workshops that focus on skills that are essential for college completion. These skills include time and stress management, study skills, leadership development, task prioritizing, financial literacy, and effective methods for balancing academic and social lives. The program is currently focused on junior or senior peer mentors with a minimum GPA of 3.0 mentoring two freshmen students. Mentors serve as the first point of contact for mentees to ask questions regarding University life.

In the first year of the program's existence (2009), FMI students had a retention rate of 76 percent. In the summer of 2013, the program served 45 male students, boasted a retention rate of 82%, and participants have an average grade point average of 2.7. These students are on schedule with the appropriate mix of courses and support services that would facilitate graduation within four years.

Data indicate that FMI has had a positive impact on first-year GPA and second-year retention. The University is currently reviewing plans to maintain support to expand the number of freshman male students served through the program.

As a result of successful implementation, the FMI program expanded services to female students last year as part of a pilot test program. Our House, an initiative that involves mentorship from campus faculty, staff, and administrators will be fully implemented, contingent on funding. Again, the funding is external. If the funding remains level or increases, the University will be able to use MHEC grant funds and internal funds from the Foundation to support this initiative and expand services from a piloted program into a fully functional program that serves female and male students.

Academic Advisement Centers/College Retention Counselors

The University developed an advisement workgroup to review current advisement procedures and implement a new system of advisement using data collected through current practices. The workgroup is comprised of faculty and staff from the four colleges tasked with regular monitoring of the new system. As a result of reviewing data collected from surveys and other tools, and in addition to the funding from Access and Success, all four of the colleges on campus now have full-service advisement centers staffed by retention counselors and advisors who do intrusive advisement.

A survey taken on campus indicated that there was a need to better serve the students within the departments. As a result, Advisement was relocated. The relocation of academic advisement to the Colleges and the ownership of freshmen and sophomore students within their respective advisement centers have already had a positive impact on services. A decreased amount of students have been misdirected to the types of services they may need and also, registration for the student as well as course scheduling has been more efficient, shortening wait times in long lines and processing of needed paperwork. Also, systems established through the campus technology infrastructure have helped with appropriate registration holds and other types that funnel students into the correct courses and programs of study designed for their majors. Since this is a new initiative, the advisement workgroup continues to provide updates on the efficiency of the program as well as data and outcomes as the semester progresses.

Service and Programmatic Improvements Specifically for Graduation

Cohort Attack Program: Last summer, 260 students were contacted and provided counsel and information about their student accounts, academic records, and were invited to register for classes. Approximately 130 (50%) students returned and registered for their classes. This

initiative proved to be beneficial. As a result of this initiative, the Administration now requires the four colleges to contact student between semesters rather than summer only.

Near Completers Program: Scholarship funds were provided for students in good academic standing who were near completers but could not continuously enroll due to outstanding bill balances. The university received a grant from the State to provide aid to seniors who were within their last semester to graduate. 60 students received over \$78,000 in aid and were allowed to complete registration for their final semesters and progress towards graduation. The funds were divided over two semesters to ensure appropriate allocation of the resources.

90-hour Review Course Schedule Management: This is an ongoing initiative which has now become a sustained effort that occurs within the student's home college. One complete academic year, prior to a student's anticipated graduation, he or she is provided assistance with course scheduling to ensure that the student is able to obtain the necessary credits needed to progress to graduation. This process ensures that students review their plans of study prior to their last semester ensuring they become registered for the right mix of classes.

Assessment Network: In the fall of 2013, the University formed an assessment network of faculty and staff charged with enhancing assessment activities across General Education and program-level courses. A major goal of this group is to improve learning and strengthen Coppin's academic program inventory. The software will help produce needed reports to inform assessment practices that allow for mid-year curricular improvements and will facilitate in the development of attractive academic programs. A major part of student success is ensuring the appropriate mix of rigor and innovation in the academic program inventory.

FROSTBURG STATE UNIVERSITY

Objective 2.6: Attain and preserve a six-year graduation rate of African-American students at 54% through 2014.

Commission Assessment: In last year's PAR, the Commission requested that the University share available information on the efficacy of its retention programs specifically targeting African American students and to describe whether the University's analysis suggests that African American students are more or less affected by these, or other, programs. The Commission appreciates the program descriptions shared but seeks additional information as to efficacy of these programs and possible measures collected regarding the effects on African American students. Specifically, please provide any evaluation data collected (e.g. tracking outcomes of participants over time [with or without use of comparison group], pre-and post-program survey) or other quantitative or qualitative data used to assess these programs.

Institutional Response: As with other educational program providers both across the United States as well as in Maryland, Frostburg State University's initial teacher certification programs have experienced declining enrollments. A number of regional and national factors potentially contribute to the observed cycle of increases and decreases cited by the Commission. Frostburg is situated in a geographic area which is depopulating, and its teacher candidates have historically matriculated from contiguous counties in Maryland, West Virginia, and Pennsylvania, where teacher retirements have provided employment opportunities. Over the last decade, these local employment opportunities have all but disappeared. Despite the loss of employment opportunities in adjacent regions, teacher education candidates are consistently drawn from counties east of Frostburg where demographic forces provide more employment opportunities.

In response to the trend, the College of Education has adjusted its recruitment initiatives to capitalize on shifts in populations in Washington County and adjacent regional areas by strengthening its existing Master of Arts in Teaching (MAT) programs at the University System of Maryland at Hagerstown (USMH) and by providing new advanced programs such as the M.Ed. in School Counseling and an Ed.D. in Educational Leadership (see Education section under Goal 1 above).

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

Commission Assessment: The number of graduates on this indicator decreased from 161 in 2011 to 129 in 2012, increased to 161 for 2013, and then regressed to 129 in 2014. Please explain the circumstances affecting the fluctuations and the factors contributing to missing the benchmark goal of 185 for 2014.

Institutional Response: Brief summaries and assessments of the programs that are intended to address Frostburg's gender-based achievement gap are presented below. These programs have a positive impact on retention and graduation rates among Frostburg's underrepresented minorities and first-generation students.

One-Step-Away Program (OSA)

The One-Step-Away (OSA) program, funded through a Maryland Higher Education Commission grant and directly administered by the Office of the Provost, is designed for students who have “stopped-out” from the University to direct them on an efficient pathway to graduation.

The initial assessment of the pool of degree-potential near-completers for FY 2013 identified 35 students who had met the definitions of the grant. Of the 35 students actively pursued, 20 (57%) were re-engaged (responded) and 19 (54%) were re-enrolled. Due to an efficient use of grant funds during FY 2013, an extension was requested and received in March 2014. The process to identify eligible students was used again in order to find those who were not previously eligible, including students who entered Frostburg back to 2000. As there was a condensed timeline to re-engage and re-enroll students by the end of the grant period, attention was placed on students with at least 105 credit hours earned at the time of stopping-out.

Originally, it was estimated that 40% of OSA-eligible students would complete their bachelor’s degrees under this grant; Frostburg’s performance has exceeded expectations, with a completion rate over 50%.

Analysis of the cohort:

- The male-female ratio is uneven, with 57% (45) of OSA-eligible and 57% (23) of the degree-completers being male.
- While the OSA-eligible cohort was 33% minority, representing the University’s overall student demographics, degree-completers were 52% minority.
- Additionally, 52% of the OSA-eligible students (41) and degree-completers (21) were Pell-eligible, consistent with the larger Frostburg student demographic.

Championship Forum

For a third consecutive year, in spring 2014 Frostburg was awarded a Maryland College Access Challenge Grant in the amount of \$34,015 to operate a program with the purpose of improving the persistence rate of Pell- awarded, academically at-risk freshman and sophomore male students. Below are the mid-year results of Frostburg’s 2014-2015 Championship Program.

- Of total program participants, the male population was 42 in spring 2014 and 57 in fall 2014.
- Of the spring male participants, 45% earned a 3.0 or better for the spring 2014 semester and 98% returned for the fall 2014 semester.
- Of the fall 2014 male participants, 84% were African-American, Latino, or multi-racial.

TRiO Student Support Services (SSS)

Student Support Services (SSS) is an educational opportunity program funded by the U.S. Department of Education that serves 275 eligible Frostburg State University students. Of the

program participants in 2013-2014, 68.8% were underrepresented minority students. The SSS program has three student persistence or graduation objectives, all of which were exceeded during the reporting period. The success of males in the program equaled or exceeded that of other participants in 2013-2014.

- Persistence rate for all participants, 2013-14: 91%
- Good academic standing rate for all participants, 2013-14: 93%
- 2008-2009 graduation rate for entering participants: 64%

Course Redesign - Developmental Math (DVMT 100)

Developmental Math 100 (Intermediate Algebra) was redesigned in 2011 to improve its historical 41% failure rate and gender achievement gap. Overall, the redesign has been successful in reducing failure rates, which averaged 22% over the last seven semesters. The average failure rate per gender since the redesign is significantly better than historical measures: females: 18% vs. a 35% historical rate (a 17% reduction); males: 25% vs. a 44% historical rate (a 19% reduction). For the spring 2014 semester, females achieved the highest success rate in DVMT 100 since the redesign at 94%. Their success rate for the fall 2014 semester was 84%. The success rate for females in DVMT 100 was 75% in spring 2014 and 73% for fall 2014.

SALISBURY UNIVERSITY

Objective 2.3: The number of Teacher Education graduates will increase from 277 in 2009 to 286 in 2014.

Commission Assessment: The University is to be commended on surpassing its benchmark for teacher education graduates and graduating 332 students in 2014. The Commission notes that enrollments in the program have decreased from a peak of 1407 in 2012 to 1276 in 2014. Please discuss the factors that have contributed to the University's success in graduating students from the teacher education program and what steps it is taking in an effort to increase enrollments.

Institutional Response: While enrollment in teacher education programs has been declining, the department has sought ways to continue to attract qualified education majors. Faculty continue to attend conferences to market the education programs. Additionally, faculty regularly meet with admission's staff to discuss the programs and provide information that can be used during recruiting efforts. Program faculty also attend college fairs at community colleges and promote SU's programs through various Professional Development School sites. Faculty have held PRAXIS Core workshops for students to help prepare them for the new test which replaced Praxis I a program admission requirement. This helped to increase student preparation and graduation from the program.

Commission Assessment (not tied to a specific indicator): In the 2013 Performance Accountability Report, the University described a number of strategies and initiatives aimed at improving retention and graduation for all students, including African American students. These included: supplemental instruction course offerings, living-learning communities and intrusive advising through the Center for Student Achievement for students receiving a grade of "D" or "F." Please update the Commission on the outcomes of these interventions, noting any evidence of the effects they may have had on the target student populations.

Institutional Response: SU utilizes a number of initiatives to help narrow the achievement gap. These initiatives include mid-semester reporting and advising, living learning communities (LLCs), and supplemental instruction (SI). Overall, the impact of the three initiatives implemented to close the achievement gap has been positive.

With respect to student grades and retention rates, SI and LLCs have had the greatest impact on improving first-year student performance and success. Students who attended five or more SI sessions had higher first-year grades than students who attended less than five SI sessions (3.20 vs. 2.88). SI students who attended five or more sessions also had higher second-year retention rates than those who attended less than five sessions and the overall population of first-time students (89% vs. 81% vs. 82%). Similarly, students enrolled in an LLC had higher first-year grades than those that were not in an LLC during their first year at SU (3.16 vs. 2.98). The data also showed that LLC participants were retained into their second year at higher rates than non-LLC participants (87% vs. 81%).

Another program aimed at keeping students on track is the mid-semester reporting process. All first-time, first-year students with a faculty reported "D" or "F" at mid-semester are contacted by

the Center for Student Achievement (CSA) in an attempt to offer some form of academic support or advising. Students that attended the CSA for academic support had higher grades at the end of their first year (2.50) than those that had a “D” or “F” at mid-semester but did not attend the CSA (2.44). Additionally, students that attended the CSA following poor mid-semester performance were retained into their second year at higher rates (79%) than students that did not seek out assistance at the CSA (69%).

The positive results of the mid-semester reporting intervention led to an expansion of tutors at the CSA and the opening of two additional CSA sites on campus. The initiative appears to be successful and proving to be more effective each year. As a compliment to the mid-semester reporting program, SU recently implemented a mandatory remediation requirement for all freshmen and sophomores on academic probation.

At the start of the spring 2015 semester, 275 freshmen and sophomore students were on academic probation. Freshman and sophomore students on academic probation (below 2.0) were required to attend a 3-hour Success Summit or 3 hours of academic coaching. Approximately 46% participated in an academic probation intervention during the spring semester. Of those that participated, 51% were removed from probation, compared to 42% of students that did not participate in a probation initiative. The University will continue to monitor the success of the academic probation program in improving student grades and retention.

TOWSON UNIVERSITY

*Objective 3.5: Maintain the six-year graduation rate of **minority students** at or above 70% through FY 2014.*

*Objective 3.6: Maintain the six-year graduation rate of **African-American students** at or above 70% through FY 2014.*

Commission Assessment: In the 2014 Performance Accountability Report, the University briefly listed a number of programs and initiatives launched in 2013 designed to improve academic performance, retention, and graduation for underrepresented students (including first-generation, low-income, and minority students), which are expected to improve performance on these indicators. Please provide any available information on the efficacy of these programs specifically for African American, low-income, or first-generation students, and describe the measures used by the University to determine the effectiveness of these interventions and initiatives.

Institutional Response:

Definition of Achievement Gap

The USM operationalizes an achievement gap as the difference(s) between 2nd-year retention and 6-year graduation rates of: a) African-American, b) Hispanic, and c) Low-Income (defined as Pell grant recipient) students versus all TU students. An achievement gap equal to, or less than, zero (a negative number) is good.

Retention Rates:

Fall 2013 Cohort	African-American	Low-Income
Cohort's 2nd Year Retention Rate	90%	86%
TU overall 2nd Year Retention Rate	85%	85%

Graduation Rates:

Fall 2008 Cohort	African-American	Low-Income
Cohort's six-year Graduation Rate	66%	63%
TU overall six-year Graduation Rate	68%	68%

The **2nd year retention rates** of the African-American and the Low-Income cohorts both exceeded the TU benchmark. The **6-year graduation rate** of the African-American, and Low-Income cohorts fell below the TU benchmark.

Summary of Initiatives

Specific initiatives at Towson University aimed at facilitating retention and graduation rates of *all* students (embracing African-American, Hispanic, and/or low-income students) include:

- * First Year Experience (FYE) Advising Program
- * Strategies for Student Success Program (S3) Course
- * Community Enrichment and Enhancement Partnership (CEEP)
- * Students Achieve Goals through Education (SAGE) Program
- * Towson Opportunities in STEM (TOPS) Program

UNIVERSITY OF BALTIMORE

Objective 1.6a: Through 2014, UB will exceed the national benchmark for similarly selective institutions on six-year graduation rates for first-time, full-time, degree-seeking undergraduate students and African-American students.

Commission Assessment: In the 2014 PAR, the University reports falling slightly short of the benchmark goal but expresses optimism that the Fall 2008 cohort will exceed national benchmark standards for African American students. Please provide reasons for this expectation, including any available information on the efficacy of retention programs specifically for African American students, and describe whether the University's analysis suggests that African American students are more or less affected by these, or other, programs.

Institutional Response: UB's 2015 Closing the Achievement Gap Report identifies an important finding with respect to African American graduation rates. Although African American students do well on year-one to year-two retention, exceeding that of majority students, their enrollment intensity—or how quickly students progress toward completion—declines considerably. Both fifth-year retention and sixth year graduation rates are lower than are predicted based on initial retention, presumably because African American and low economic status students are taking fewer courses in a year than peers. Indeed, we know that eight-year graduation for these students begins to achieve sixth-year rates. UB has put a number of initiatives in place to enhance enrollment intensity, beginning with replacement of developmental courses, new advising technology, enhanced attention to financial aid needs for students who have exhausted Pell funds, and a co-curricular leadership and achievement program for African American males. None of these will turn the enrollment intensity around in one year, but each promises to increase enrollment intensity and thereby increase progression and completion.

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: In 2013 the Commission observed that graduation rates for the teacher education program had decreased but enrollments had increased. The University responded that the perceptions of the teaching field and requirements to become a teacher were factors contributing to declines in graduates. The University also noted some initiatives it had embarked upon in the hopes of increasing enrollments. Please discuss in detail these initiatives and the short-term indications of their success.

Institutional Response: UMES takes seriously its role of preparing teacher candidates to enter the teaching profession, particularly, to prepare them to fill teaching positions in critical shortage areas. The University continues its commitment to providing financial and academic support for aspiring pre-service teachers and those returning for preparation at the advanced levels. The Education Department provides students with financial assistance through six scholarship awards: Hazel Endowment, Frank J. Trigg Scholarship Fund, Whittington Scholarship, Allen J. Singleton Scholarship Fund, Melvin J. Hill Teacher Education Fund, and Nicole Dobbs Teacher Development Fund. Additionally, targeted recruitment efforts have continued through the following: 1) working with State community colleges to provide support for Associate of Arts in Teaching (AAT) candidates; 2) working with Salisbury University on a joint Master of Arts in Teaching degree program designed for career changers; 3) participating at recruitment fairs, including statewide events; and 4) collaborating with local school systems to customize programs that lead to certification for uncertified teachers. Based on enrollment increases, these recruitment initiatives have yielded positive results. The department intends to continue to intensify recruitment efforts to include targeted recruitment of educators who are currently employed in the school system as teacher assistants and provide them with support in preparing for the Praxis tests.

Although enrollment increases have been realized, graduation remains a challenge. Compounding this challenge is the high selectivity requirements outlined by the Council for Accreditation of Educator Preparation for those entering educator preparation programs. The department has begun implementing these stringent requirements (a minimum of 3.0 grade point average for admission to the teacher preparation program along with the increasingly higher group average performance score on ACT/ SAT/GRE). These requirements have made it difficult for some students to complete the program. This academic year, the Education Department is reviewing policies regarding transition stages within the program. As part of a pilot-test, the department is currently allowing students to begin their internship before passing the Praxis II test if they had taken the test once and were not successful. Students are permitted to begin the internship and must provide a passing score by the end of their first internship experience. We hope this change will provide them with the experience and knowledge they need to improve their chances of earning a passing score. New approaches to providing intensive Praxis preparation support are also being explored. The online only format seems not to work well with some students.

Commission Assessment (not tied to a specific indicator): In the past several Performance Accountability Reports, the University has described a number of initiatives and programs in place to improve retention and graduation rates in an effort to meet stated benchmarks and better serve its students. Responses noted that students' retention was a "strategic priority for all UMES divisions and units" and listed a number of initiatives (tied to such areas as housing, advising, tutoring, financial aid) to address this priority. Short-term trends in first-year retention and graduation rates show some improvements, possibly tied to programs and initiatives implemented. Please report any indicators that the programs developed by the University that have had positive effects, to date, for the 2013 cohort, and demonstrate or estimate the effect of these programs on the previous cohorts.

Institutional Response: UMES continues to view student retention and graduation rates as a strategic priority for all divisions and operational units. Its annual strategic operational plans for the 2011-2016 Strategic Plan always include SMART (Specific Measurable Achievable Realistic Time bound) objectives on retention and graduation rates. In addition, every fall semester divisions and operational units are provided retention and graduation rate data for second-year retention and six-year graduation rates by program, ethnicity and economic disadvantage (Pell Grant) to identify areas in need of improvement. Recognizing that retention and graduation rates are affected by many factors including under-preparedness of a significant proportion of its students, inadequate financial aid, and increase in college costs; UMES utilizes multiple overlapping strategies to address the challenges of maintaining an upward trajectory of its retention and graduation rates. There is also a Retention Committee, with representation from all divisions and operational units. This committee is charged with the responsibility for developing and systematically implementing the retention plan.

Using the 2012 cohort as the baseline, UMES increased its second-year retention rate from 73% (fall 2012 cohort) to 77% (fall 2013 cohort), the highest rate since the fall 1999 cohort rate (74%). Strategic initiatives and support services that contributed to the fall 2013 increase in second-year retention rate include the following:

I. Men Achieving Dreams through Education (MADE)

The MADE initiative was established in fall 2013 as the University's response to the poor rates at which men of color were persisting to graduation. The initiative, which is introduced to students early, entails: the Male Leadership Academy, MADE TV, Men-to-Men Mentoring, and Feed Your Mind. MADE focuses on the holistic development of UMES males. The mission of MADE is to retain, empower, inspire, and encourage the personal growth and development of our campus men. The initiative provides an array of activities and workshops which promote and highlight achievement socially, academically, and professionally.

The initiative intended to connect only 100 young men to the initiative. However, 198 became connected and 150 were active participants in the programs and services. With 2012 as the baseline year, male student retention increased from 73% to 78%, a 5% increase in male student retention.

II. Connections

The peer-to-peer mentoring program, which is referred to as CONNECTIONS, fosters a smooth transition into the university, connects first-year students with upper classmen, and increases the likelihood of students' success and persistence. Freshmen are paired with upper level undergraduate students from all academic majors who have the leadership abilities, commitment, and disposition to help incoming students integrate effectively into the academic and social system of the university. Students participate in projects involving career awareness, civic engagement, community service and social integrity drive the relationships.

During the fall piloted phase (2012), 45 mentee and mentors were identified to participate in the program. At the conclusion of the piloted phase, 42 (93%) mentees (freshmen) enrolled for fall 2013, compared to 76% for the overall first-year student population who did not participate. For the mentor participants, 38 (84%) of the mentors (juniors and seniors) enrolled for fall 2013, 7 mentors graduated in May 2013. The mean grade point average for mentees participating in the program was 2.8. The fall 2013 cohort consists of 101 mentors with a mean GPA of 3.076 and 101 mentees. All mentors and mentees were enrolled for spring 2014, with the exception of four mentors who graduated December, 2013. The CONNECTIONS program increased its participation from the pairing of 97 mentors and 97 mentees in AY 2013-2014 to 107 mentors and 107 mentees in AY 2014-2015.

III. Summer Enrichment Academy (SEA)

The SEA program is a comprehensive six-week summer residential experience that enhances the academic and social development of incoming freshmen prior to the start of their matriculation at UMES. This program is designed to give new first-time freshmen a "jump start" in their academic courses. In addition, SEA gives students an opportunity to develop friendships and familiarize themselves with the campus, university resources and expectations of college life. The program targets an enrollment of 100 students from the eligible incoming freshmen cohort.

IV. Tutoring Services

Tutoring services are provided free to students who may need additional academic assistance to augment classroom instruction by the Center for Access and Academic Success (CAAS). Tutors are well-trained students who have demonstrated a mastery of content and information in two or more courses and feel comfortable teaching and explaining course material to their peers. The center's goal for tutoring service is to increase student visits from one academic year to the next. This goal was met as indicated in Table I below from fall 2012 AY. There were 1625 peer tutoring visits which increased the following fall 2013 to 2270 peer tutoring visits. Although there was a slight decline in peer tutoring visits for fall 2014, there was a significant increase in study time visits.

Table I: Student Participation in Tutoring Services

	Peer Tutoring	Instructor Tutoring	Study Time
Fall 2012	1625	852	X
Spring 2013	2223	479	X
Fall 2013	2270	872	219
Spring 2014	1890	280	606
Fall 2014	1851	342	626
Spring 2015	1117	219	406

These efforts also include a collaboration with the Department of Mathematics and Computer Science to provide services to address the underperformance and low successful completion rates of students enrolled in fundamental mathematics courses (see Table 2). By way of this partnership--

- The Department of Mathematics standardized all multi-section fundamental courses (syllabi, homework, quizzes, final exams, etc.) and infused required activities (mandatory office hour visits, tutoring, regular quizzes, study sessions, etc.) that hone the organizational and study skills needed for successful study in mathematics and other subjects.
- Mathematics faculty members committed two office hours per week to provide professional tutoring at the CAAS Center. This ensures that students enrolled in mathematics courses would find faculty members to assist them at any time on Monday-Friday 10:00-4:00 thereby not solely relying on student tutors or one individual professor.
- CAAS staff provided student tutors during weekends and nights.
- CAAS members monitored the attendance rosters of fundamental mathematics courses and contacted students regarding high number of absences to develop a plan to increase attendance and performance.
- CAAS provided space for final examination study sessions.
- CAAS members provided documentation, through the ACCUTRACK student monitoring system, of the number of tutoring hours that students, individually and collectively, obtained per week. Students also received credit if they documented that they pursued tutoring at least two hours per week.

Table 2: Department Of Mathematics and Computer Science Successful Completion Rate of Students Enrolled In Fundamental Mathematics Courses

Course	(Percentage of students receiving grade of “C” or better)	
	Spring 2012	Fall 2014
MATH 101 Intermediate Alg.	33.5%	66.3%
MATH 109 College Alg.	32.9 %	68.4%

V. Other Strategies/Initiatives

Other strategies used by UMES to increase retention and graduation rates that have contributed to the enhanced performance on these indicators include financial support for students with financial need and proactive academic advisement including an online degree audit system for faculty and students. The great success in fundraising by UMES' Division of Institutional Advancement in FY 2015 means an increase in student private awards from 416 in FY 2014 to 481 awards in FY 2015. Similarly, proactive academic advisement and effective degree auditing contributed to a significant increase in the six-year graduation rate for the 2008 cohort (44% compared to 38% for the 2007 cohort), which was the highest rate since 2002.

UNIVERSITY OF MARYLAND – UNIVERSITY COLLEGE

Commission Assessment (not tied to a specific indicator): In the 2012 and 2013 Performance Accountability Reports, the University reported that it had embarked on three predictive analytics projects to identify factors that lead to student success and shared selected results of the analysis around areas of course completion, retention, and graduation. The University is commended, not only on the predictive analytics projects, but the useful findings that have emerged from the analyses. Please discuss how the results of the analyses are driving strategic initiatives and interventions in an effort to aid other colleges and universities in identifying how “big data” analytics can assist in the implementation of strategic change.

Institutional Response: Leveraging analytics is a key component of UMUC’s student success strategy. The University has engaged in three initiatives to advance its work in learner analytics and support student success:

- UMUC established a relationship with Civitas Learning to develop predictive models to identify at-risk students based on their likelihood of applying, enrolling and completing a first class at UMUC. Current efforts are focused on scoring applicants’ likelihood of succeeding at UMUC in order to understand the variables that influence student persistence and retention. An analytical model scores and categorizes applicants based on variables including data capture on applications and census data for socioeconomic variables. The scoring can help to identify retention variables and eventually, individual needs for advisement or information.
- UMUC is also a member of the Predictive Analytics Reporting (PAR) Framework. Work with PAR focuses on establishing common data definitions for predictive modeling, developing performance benchmarks across established peer groups, and developing a student success matrix to inventory, organize, and conceptualize supports aimed at improving student outcomes. The benchmarks evaluate institutional performance on key metrics in comparison with a set of similar peers. Once validated, UMUC will use the same benchmarks to provide additional context for program performance and student outcomes by program, relative to a select group of peers.
- UMUC received a \$1.2 million grant from the Kresge Foundation to measure and improve student success. The grant funded the creation of an integrated database, the development of predictive models to identify significant factors associated with success, and the implementation of interventions designed to improve the achievement for community college transfer students. Based on the results, specific course-taking behaviors at the community college were identified that could improve student success. One community college is evaluating a requirement for one course that is currently required and does not contribute to success after transfer. In addition, UMUC is currently piloting the UMUC Success Calculator, which takes in information on the student while they are in the community college and calculates the likelihood of success after transfer to UMUC. This calculator allows advisors to input different academic scenarios in order to see the impact on performance and persistence at UMUC.

In addition, UMUC has launched the Center for Innovation in Learning and Student Success (CILSS) to explore ways to use technology, data analytics, and learning science to improve

online and distance learning outcomes. The center is currently analyzing data on the Open Learning Initiative (OLI), a joint project with the Carnegie Mellon Foundation to explore adaptive learning models.

Increased use of data and learning analytics is an important aspect of UMUC's fulfillment of its mission. The University leverages analytics through dashboard technology to organize and disseminate data visually. For example, the Executive Dashboard combines enrollment, financial, and student success metrics as well as marketing analytics that track spending, applications, enrollments and conversion rates for new students. In addition, Academic Program Dashboards monitor enrollment trends, student outcomes and faculty performance for each school and program. Analytics capabilities help the University monitor and manage not only institutional performance and financial viability, but also the effectiveness of student success efforts.

UNIVERSITY OF MARYLAND – BALTIMORE

Objective 5.2 (updated): By fiscal year 2015 maintain a level of charity care at the 2009 level of 3,107 days.

Commission Assessment: In the 2014 PAR, the University reports that shortfalls to this benchmark for the past four years (2011 through 2014) are related to competing demands on faculty's time and stagnation of faculty hiring. Please describe any changes the University anticipates (e.g. hiring, grant production) that will help it to achieve the 2015 benchmark, and discuss whether and how the University intends to shift resources to address this goal.

Institutional Response: Although UMB has successfully maintained its overall share of federal research funding, the nearly \$2 billion reduction in total research funding provided by the National Institutes of Health resulting in 1,300 fewer grants and cuts to existing grants of between 3% to 10% across all research oriented institutions has constrained resources available to provide charity care. Likewise, the operating margins for the University of Maryland Medical System affiliated with the School of Medicine have been impacted by minimal hospital rate increases, reduced Medicare payments, and federal sequestration. Strategies pursued in a Strategic Plan jointly developed by the School of Medicine and the Medical System seek to dramatically reverse the diminished trajectory of the partnership. Continued acquisitions of regional and specialized care facilities have broadened the financial base and have increased total patient volume by 2.2%, potentially enabling additional charity care to be provided by clinical faculty.

UNIVERSITY OF MARYLAND – BALTIMORE COUNTY

Objective 2.1: Increase the number of students completing teacher training at UMBC and available to be hired by Maryland public schools from 92 in FY 2009 to 100 in FY 2014.

Commission Assessment: The number of undergraduate and post-bachelor students enrolled teacher training declined from a peak of 824 in 2012 to 463 in 2014, with corresponding declines in graduations as well. Explain the reasons for the decline in enrollment, and discuss any institutional actions intended to increase enrollment and graduation.

Institutional Response: Enrollments in education programs declined in 2014, but remained steady at the undergraduate level, with a very slight decline at the graduate level in 2015 (see **Objective 2.1**). Challenges with enrollment levels are due in part to the impact of increasing admission standards driven by policy at the national level that requires CAEP accredited programs draw their students on average from the upper one-third of the college population. These standards, which are at an all-time high and will continue to increase until 2020, will pose a challenge to maintain program enrollment levels over the next six years. Several ongoing initiatives focus on preparation of teachers in the high need areas of science and technology. Over the past several years, we have implemented B.A. programs in Physics Education (2007), Chemistry Education (2008), and Biology Education (2014), all of which have shown modest enrollments. These programs will greatly facilitate preparation of secondary science teachers by streamlining and coordinating the requirements in science and Education so that students can complete the program in four years. The university has also added post-baccalaureate certificates in Elementary/Secondary Science Education, Mathematics Education, and STEM Education.

Objective 3.2: Increase the number of jobs created through UMBC's Technology Center and Research Park from 1,000 in FY 2009 to 1,550 in FY 2014.

Commission Assessment: In the 2014 PAR, the University reports fluctuating figures in recent years, with an actual level of 1,200 in 2014. Please explain the factors that contributed to the smaller-than-expected job growth at the Technology and Research Park and discuss what steps, if any, the University is taking to address the shortfall.

Institutional Response: Our previous job estimates were based on the companies that were currently leasing space in the Research Park at the time of the estimates. There are new companies occupying 5521 and 5525 Research Park Drive. The prior tenant for 5521 accounted for over 200 jobs while the new companies are only accounting for 67 jobs. Moreover, the new company in 5525 has converted some of the building into a data center, which has decreased the number of jobs. The decrease in jobs is not a result of vacant space. The new companies are using the space in a different manner. At this time, both bwtech South and North are at full capacity. We do not anticipate a large increase in jobs through FY 2019, and have reset our goal to reflect these expectations.

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: Since 2011, the number of the University's top 25 national rankings has dropped from 64 to 56 (in 2014). While these are quite commendable figures for the University, these rankings are below the benchmark set by the University. Please discuss the University's strategies for improving performance on this indicator overall and/or within specific schools or programs.

Institutional Response: The University strives continuously to improve student education, hire stellar faculty and undertake cutting edge research, all strategies that should increase the number of ranked colleges, programs or specialties. Education activities include the General Education Program and Student Academic Success-Degree Completion Policy discussed in Goal 1, Student Centered Learning. A faculty that is truly innovative in research and teaching is critical to improving programs, as mentioned in Goal 1, Quality of Faculty, Teaching and Learning. The University's extensive research undertakings contribute to rankings and provide opportunities for graduate student support and research. Recent research awards of note include a \$94M was awarded to a UMD & Goddard team to develop a laser based instrument which will provide a unique 3-D view of the Earth's forests for use in climate change research. Other significant federal, foundation and corporate grants are discussed in Goal 3, Quality of Research Development.

Objective 5.3: Increase the number of UM teacher education program completers from 337 in 2009 to 405 or higher in 2014.

Commission Assessment: The number of undergraduate, post-bachelor, and master's students enrolled in teacher training declined from a peak of 393 in 2011 to 337 in 2014, with corresponding declines in graduations as well. Explain the reasons for the decline in enrollment, and discuss any institutional actions intended to increase enrollment and graduation. Also, discuss how, if at all, the University anticipates the new, add-on endorsement pathway created as an element of the Race to the Top funding from MSDE affected enrollments and/or will affect outcomes.

Institutional Response: In August 2013, the Council for Accreditation of Educator Preparation adopted new accreditation guidelines which mandate that teacher preparation programs reconsider admissions policies to adhere to higher standards and be more responsive to workforce shortage and surplus needs. In line with these changes, the College of Education has updated its enrollment management plan to decrease teacher education enrollments in surplus fields, while simultaneously increasing enrollments in critical shortage areas such as special education and STEM. By FY19, the aim is to produce 350 teachers per year, with the majority (approximately two-thirds) spread across the critical shortage areas (special education, STEM, world languages, and TESOL). In order to achieve this "redistribution of majors," the College has made significant curriculum changes in the critical shortage areas, which are expected to make these programs more attractive to prospective undergraduates. The College continues to re-

examine its definitions and overall targets for teacher education program completers in response to changing demands from our public school partners.

MORGAN STATE UNIVERSITY

Morgan State University did not submit a Performance Accountability Report this year.

ST. MARY'S COLLEGE OF MARYLAND

Commission Assessment (not tied to any specific indicator): The University is to be commended for its success in meeting its recruitment and six-year retention goals for specific student populations (namely first-generation, low-income and/or minority students). The University discusses developing interventions to promote four-year completion for these same “populations most at risk.” Please provide details as to the specific interventions under consideration and what, if any, evidence will be collected as to the effects of these interventions on their targeted student populations.

Institutional Response: The DeSousa-Brent Scholars program (described above) invites first-time students who are low-income, minority, first-generation, and/or from rural or urban high schools to participate in a series of structured experiences beginning in the summer before the entering fall semester. This program provides support for students throughout their college careers, utilizing a combination of supplementary courses, cohort-building, extracurricular events, peer mentors, and individual intensive academic advising. The program also provides technology assistance by issuing a personal computer to each new student at the beginning of the program, helping to alleviate some of the financial hardship experienced by many low-income students during the first semester in college. Retention and graduation rates of DeSousa-Brent Scholars are routinely collected and compared against both the general population at St. Mary's and comparable cohorts not in the program, as well as against target benchmarks set by the state.

In Fall 2014, the Offices of Academic Services and Institutional Research launched an Early Alert program as a means for faculty to relay concerns about students missing classes, missing work, and/or performing below expectations. One particular goal of this program is to ensure that at-risk students receive the attention and intervention that may benefit them, and thus increase retention, well before the traditional mid-semester grade deficiency reporting date. Preliminary results suggest that students with midterm deficiencies who also received Early Alerts were less likely to ultimately be placed on academic probation or dismissed than students with midterm deficiencies only (no Early Alert). The program is being revised and is planned to continue during the upcoming academic year.

All of the STEM degree programs at St. Mary's have developed Emerging Scholars Programs (ESPs) to enhance student performance in the gateway courses in each respective field: mathematics, computer science, biology, chemistry, and physics. Students in these programs, most of whom belong to one or more under-represented groups (including African-Americans, Hispanics, Native Americans, first generation college students, and outside of biology, women), participate in evening problem-solving seminars and designed to enhance their understanding of core concepts in the introductory natural science courses. Social activities also help students create social networks that support their interests in STEM fields. These enrichment programs have generally been successful at improving outcomes for populations that had historically struggled within these introductory courses. For example, in Mathematics, prior to the ESP, a disproportionate number of African-American students in Calculus I were receiving failing grades or failing to complete the course. Since the establishment of the Mathematics ESP (the first ESP at St. Mary's), this achievement gap has nearly disappeared.